



Year 7 | Term 6 | 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

| Subject | Page | Homework is set on: |
|------------------|-------|---------------------|
| English | 6-10 | Friday |
| Maths | 11-13 | Monday |
| Science | 14-20 | Monday |
| French / Spanish | 21-28 | Week A |
| Tech/Computing | 29-34 | Week A |
| Art | 35-36 | Week A |
| Drama | 37-39 | 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 |

When is week A/B

| | Set Week Commencing | Due Week Commencing |
|--------|---------------------|---------------------|
| Week A | 01/06/26 | 15/06/26 |
| Week B | 08/06/26 | 22/06/26 |
| Week A | 15/06/26 | 29/06/26 |
| Week B | 22/06/26 | 06/07/26 |
| Week A | 29/06/26 | 13/07/26 |



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 | 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 | 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> |









The tempest -Key vocabulary

| | | | | | |
|----|--|--|----|--|---|
| 1 | Usurped | If you say that someone usurps a job, role, title, or position, 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. It is the fact of you're 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, continued over many years and passed on over generations. |

English – The Tempest




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




English – The Tempest

| Context | |
|--|---|
| <p>Famous storm</p>  | <p>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</p> |
| <p>Colonialism/ period of discovery</p>  | <p>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.</p> |
| <p>Shakespeare's final play</p>  | <p>The imagery of Prospero throwing down his staff has been interpreted as Shakespeare giving up his craft at the end of his career.</p> |

| Themes | |
|---|---|
| <p>Forgiveness and repentance</p> | <p>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.</p> |
| <p>The difficulty of distinguishing "man" from "monster"</p> | <p>The identity of Caliban remains ambiguous in this play. Sometimes he is addressed as monster and in some places, he is called man.</p> |

**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 vocabulary 1-5 2. Who is the main character and protagonist of The Tempest? 3. Where does most of the play take place? 4. Write 2 sentences explaining how The Tempest explores the theme of power and control through the character of Prospero? 5. Re-write the definition of vengeance in your own words using an example from the play. |
| Homework 2 <input type="checkbox"/> Completed? | | <ol style="list-style-type: none"> 1. Look cover write check vocabulary 6-10 2. What is the relationship between Prospero and Miranda? 3. Who are the other inhabitants of the island besides Prospero and Miranda? 4. How are the themes of forgiveness demonstrated in the play? 5. Re-write the definition of liberty in your own words and give an example from the play. |
| Homework 3 <input type="checkbox"/> Completed? | | <ol style="list-style-type: none"> 1. Look cover write check vocabulary 11-15 2. What event leads to Prospero's exile from Milan? 3. How does Prospero use magic throughout the play? 4. Write at least 2 sentences explaining the theme of colonisation and exploitation in The Tempest 5. Re-write the definition of enchantment in your own words and give an example from the play. |

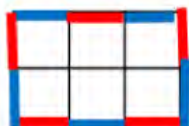


Instructions: For each homework, you will be asked to look at a particular section of your Knowledge Organiser to help you answer the questions using full sentences. Each task should take 20 minutes, Set a timer and stop when the time runs out.

| Homework | Due | Task: |
|---|-----|---|
| <p>Homework 4</p> <p>Completed?</p> <input type="checkbox"/> | | <ol style="list-style-type: none"> 1. Look cover write check vocabulary 16-20 2. Who is Caliban and what role does he play in the story? 3. How does Prospero manipulate the shipwrecked characters when they arrive on the island? 4. Give an example of the theme of illusion versus reality in The Tempest and explain what Shakespeare is suggesting about this theme. 5. Re-write the definition of ancestry in your own words and give an example of this in the play. |
| <p>Homework 5</p> <p>Completed?</p> <input type="checkbox"/> | | <ol style="list-style-type: none"> 1. Look cover write check vocabulary 2,4,6,8,10 2. Who is Ariel and what is their relationship with Prospero? 3. What is the resolution of the play's conflicts by the end? 4. Write two sentences discussing the theme of freedom in the play. Which characters seek freedom and how do they achieve it? 5. Re-write the definition of savage in your own words and give an example from the play. |
| <p>Homework 6</p> <p>Completed?</p> <input type="checkbox"/> | | <ol style="list-style-type: none"> 1. Look cover write check vocabulary 1,3,5,7,9 2. How does Miranda react when she first sees other men besides her father? 3. How does Prospero's story conclude in The Tempest? 4. Write 2 sentences explaining the theme of nature versus civilisation and how that affects the characters in The Tempest. 5. Re-write the definition of ambiguous in your own words and give an example from the play. |

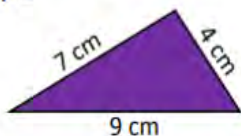
Memory

Perimeter is the distance around the outside of a shape



Count the outside edges highlighted in blue and red.

Perimeter = 10cm



Add all the edges together.

Perimeter = 4+7+9 = 20cm

Parallelograms:

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



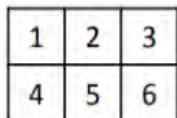
$A = 6 \times 4 = 24\text{cm}^2$

Sometimes the length is referred to as the base.

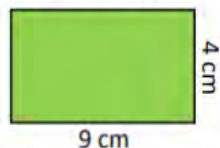
Memory

Area is the inside of a shape.

To find the area of a rectangle.



Count the squares
Area = 6 cm²

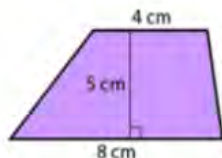


Area = Length x width.
Area = 9 x 4 = 36 cm²

Trapeziums: To find the area of a trapezium we use the following formula:

$$\text{Area} = \frac{(a+b)}{2} \times h$$

Where a and b are the parallel sides and h is the height.



Area = 4 + 8 = 12

12 ÷ 2 = 6

6 x 5 = 30cm²

Add the parallel sides.

Divide the total by 2.

Multiply by the height.

Key Vocabulary

Parallel: Lines which are always the same distance apart and never meet

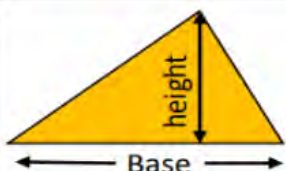
Perpendicular: two lines that meet at right angles.

Pi π: A special number used to calculate area and circumference of circles.

Circumference: The name for the perimeter of a circle.

Diameter: The distance from one side of the circle to the other through the centre.

Radius: The distance from one side to the centre (half of the diameter)



Area of a triangle formula

$$\frac{1}{2} \text{ base} \times \text{height}$$

or

$$\frac{\text{base} \times \text{height}}{2}$$

The height MUST be perpendicular height

To find the area of a circle

use the formula **Area = πr²**

π is the number of times the diameter fits into the circumference of a circle. Use pi as

π = 3.14

Example: Radius = 8cm

Diameter = 16cm

Area = πr²

Area = 3.14 x radius x radius

Area = 3.14 x 8 x 8

Area = 200.96cm²



To find the circumference of a circle use the formula

Circumference = πd

π is the number of times the diameter fits into the circumference of a circle. Use pi as

π = 3.14

Example: Radius = 7.5cm

Diameter = 15cm

Circumference = πd

Circumference = 3.14 x diameter

Circumference = 3.14 x 15

Circumference = 47.1cm



**Year 7 - Revision Guide Term 6**

Sign in to [Mathswatch](https://www.mathswatch.co.uk) Click the Video Clip number for the topic you want to revise, or go to <https://vle.mathswatch.co.uk/vle/browse>

- Type the number in the search box and then click on the topic when it comes up below
- Note - If it does not come up, try changing the qualification to 'GCSE' or 'KS3'
- Watch the video and complete 2 standard and 2 harder interactive questions
- Note – this list is not exhaustive and students may be assessed on other areas of the curriculum.

| Topic | Mathswatch Video Clip | | Tick |
|-----------------------------|-----------------------|--------------------|------|
| | KS3 | GCSE | |
| Ratio and proportion | | | |
| Shading | R1b | | |
| Unit conversions | R2 | | |
| Fractions | R3 | | |
| Best value | R4 | | |
| Simplifying | R5a | | |
| Sharing | R5b | | |
| Scale factors | R6 | | |
| Reading Scales | N8 | | |
| Scale drawings | G15 | | |
| Direct proportion | R8 | | |
| Proportion and recipes | | 39 | |
| Reading scales | N8 | | |
| Scale Drawings | G15 | | |
| Scales and Maps | R6 | | |

| Topic | KS3 | GCSE | Tick |
|------------------------------|---|------|------|
| Properties of shapes | | | |
| Basic definitions | G1 | | |
| Properties of triangles | G16 | | |
| Properties of quadrilaterals | G14 | | |
| Line symmetry | G3 | | |
| Rotational symmetry | G7 | | |
| Perimeter and area | | | |
| Perimeter | G8a , G8b | | |
| Area – counting squares | G9 | | |
| Area - rectangles | G20a | | |
| Area - parallelograms | G20b | | |
| Area – triangles | G20c | | |
| Area - trapezia | G20d | | |
| Fractions | | | |
| Fraction of an amount | N33 | | |
| Multiplying fractions | N42a | | |
| Dividing fractions | N42b | | |

**Instructions:**

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

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

| Homework | Due | Task: |
|--|-----|---|
| Homework 1 <input type="checkbox"/> Complete? | | 1. Look, over and check the definition for perimeter and area |
| Homework 2 <input type="checkbox"/> Complete? | | 1. Look, over and check the formula for the area of a rectangle and triangle |
| Homework 3 <input type="checkbox"/> Complete? | | 1. What is a of parallelogram? 2. What is the formula to calculate the area of a parallelogram? |
| Homework 4 <input type="checkbox"/> Complete? | | 1. What is a trapezium? 2. What is the formula to calculate the area of a trapezium? |
| Homework 5 <input type="checkbox"/> Completed? | | 1. Look, over and check the definition for radius , circumference and diameter . |
| Homework 6 <input type="checkbox"/> Complete? | | 1. How many tasks above can you answer? |

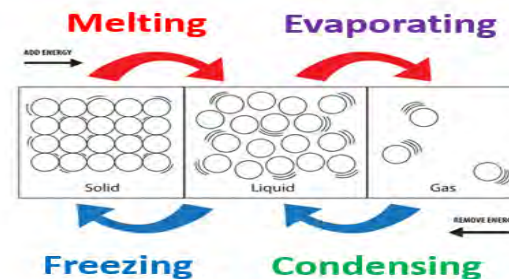
| | Key Term | Definition |
|---|------------------------|--|
| 1 | Diffusion | The passive, random movement of particles from an area of high concentration to an area of lower concentration |
| 2 | Sublimation | The change of state from a solid directly to a gas |
| 3 | Deposition | The change of state from a gas directly to a solid |
| 4 | Concentration gradient | The difference in concentration between two areas |
| 5 | Change of state | A change from one physical state (e.g. solid, liquid, gas) to another. |

States of matter

Substances exist in three states of matter: solids, liquids and gases. All substances are made from particles, and the forces between the particles are different in each state.

The state of matter can change if the substance is heated or cooled. Examples of each state at room temperature are:

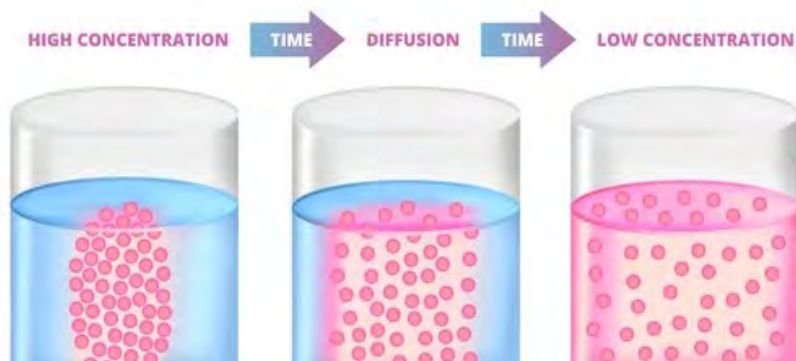
- Solids– plastic, wood, brick
- Liquids – water, oil, fruit juice
- Gases – oxygen, hydrogen, helium



Key points:

When a substance is heated, the particles gain kinetic energy and move faster. The size of the particles does not change, only the space between particles does.

Diffusion: The random movement of particles from an area where there are lots of them to an area where there are fewer.



A **gradient** is a bit like a slope. The particles in diffusion move from a higher to lower concentration, we call this down the concentration gradient. The steeper the gradient, the faster the rate of diffusion.

The hotter the particles are, the bigger the spaces between them. The cooler they are, the smaller the spaces between the particles. The closer the particles are, the greater the attractive forces between them.

Sublimation and deposition

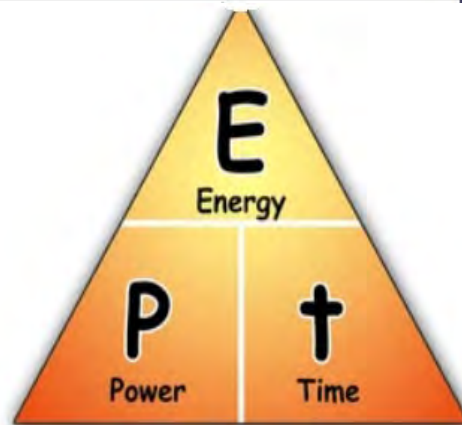
Some (not all!) substances can change state directly from:

- A solid to a gas** – this is called sublimation. An example is iodine. Solid grey iodine is heated to purple vapours.
- A gas to a liquid** – this is called deposition. An example is the formation of frost on a cold surface. When water vapour in the air meets a surface that is below condensation temperature, ice crystals form without first condensing into liquid water





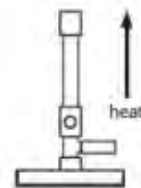
| | Key Term | Definition |
|---|---------------------|---|
| 1 | Power | Amount of energy used over time |
| 2 | Mass | How much matter is contained in an object or living being |
| 3 | Weight | Force exerted on an object due to gravity |
| 4 | Energy store | The way that energy is contained within an object |
| 5 | Kilometres | A unit to measure distance |



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

Drawing apparatus

- We use simple line drawings to represent the equipment we use during practicals.
- Always use a pencil to draw these diagrams



Bunsen burner



Beaker



Measuring cylinder



Test tube



Boiling tube



Evaporating basin



Tripod



Funnel



Clamp, stand, boss



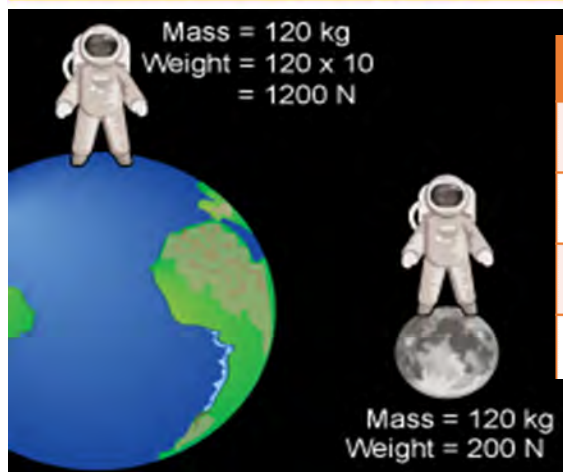
Conical flask



gauze

Heatproof mat

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



| Metric Conversions | |
|--------------------|-------------------------------|
| 1kg = 1000g | 1km = 1000m |
| 1 tonne = 1000kg | 1 litre = 1000ml |
| 1cm = 10mm | 1 litre = 1000cm ³ |
| 1m = 100cm | 1ml = 1cm ³ |



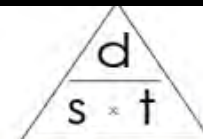
| | Key Term | Definition |
|---|----------------------|---|
| 1 | Independent variable | The variable that you change in an experiment. You can only have one of these |
| 2 | Discrete data | Data that only take certain values and falls into categories |
| 3 | Anomaly | A data point which does not fit the trend. An 'odd' result |
| 4 | Gradient | The slope of the line on a graph |
| 5 | Toxic | A substance which can be poisonous and possibly deadly. |

• What is speed?

A measure of how far something travels in a particular time.
"The rate at which something mo

• How do we calculate speed?

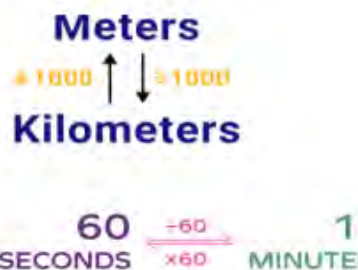
$$\text{Speed} = \frac{\text{distance}}{\text{time}}$$



• What is speed measured in?

m/s (Metres per second)

Sometimes we are given distance in kilometres and time in minutes. In this case, we need to do a unit conversion.



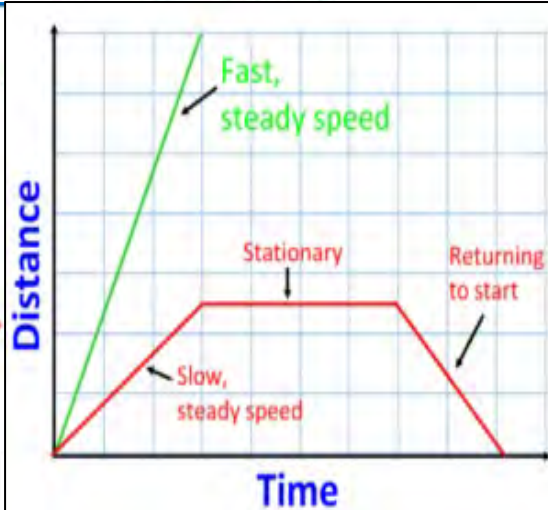
Example question: A runner runs 100 metres in 10 seconds, calculate his speed.

$$\begin{aligned} \text{Speed} &= \text{Distance} \div \text{Time} \\ \text{Speed} &= 100 \div 10 \\ \text{Speed} &= 10 \text{ metres per second (m/s)} \end{aligned}$$

Key point: Sometimes you might be asked to rearrange the equation to find the distance or time.

$$\text{Time} = \text{Distance} \div \text{Speed}$$

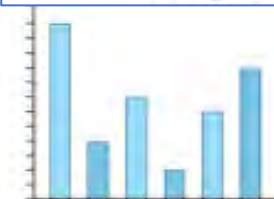
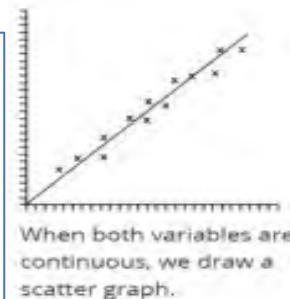
$$\text{Distance} = \text{Speed} \times \text{Time}$$



Using the graph we can use:

$$\text{Gradient} = \frac{\text{Distance}}{\text{Time}}$$

$$\text{Gradient} = \frac{\text{change in y}}{\text{change in x}}$$



When one of our variables is discrete, we draw a bar chart.



When continuous data is grouped into categories, we draw a histogram.



| | Key Term | Definition |
|---|---------------------------|--|
| 1 | Discontinuous Data | Data that is in categories such as eye colour or shoe size. This data should be plotted on a bar chart. |
| 2 | Continuous Data | Data that can take any numerical value within a range such as height or temperature. This data should be plotted on a line graph. |
| 3 | Gradient | The gradient of a line is how steep it is. |
| 4 | Line of best fit | A line of best fit is drawn to best represent the trend of the points. This can either be straight or curved and not a dot-to-dot. |
| 5 | Origin | The point on the graph that is 0,0. |

Drawing Results Tables

The independent variable always goes in the left column. The dependent variable always goes in the right column.

| Independent Variables (units) | Dependent variable (units) |
|-------------------------------|----------------------------|
| | |

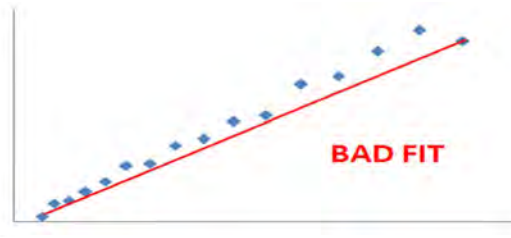
Drawing Lines of Best Fit

DO NOT have to go through zero (the origin)
DO NOT have to be a straight line
DO NOT include anomalies in lines of best fit
SHOULD always follow the points
IF it is a straight line then it should be drawn with a ruler
IF it is a curve then it should be drawn free hand

Line Graphs

Used to plot continuous Data.

The Independent variable always goes on the x-axis and the dependent variable always goes on the y-axis.



Discontinuous vs Continuous Data

| | |
|---|--|
| Discontinuous data - categories | Continuous data – can take any value |
| Hair colour, eye colour, shoe size, type of pet | Height, weight, temperature, volume of gas |

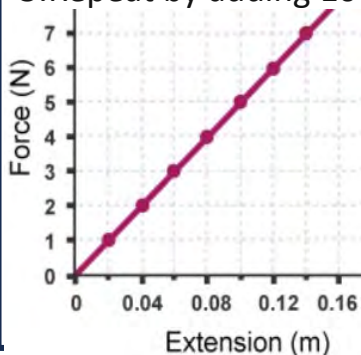


| | Key Term | Definition |
|---|------------------------|---|
| 1 | Hooke's Law | The extension of an elastic object is directly proportional to the force added |
| 3 | Resultant force | The overall force acting on an object when adding up the individual forces acting on the object |
| 4 | Newtons (N) | Unit of force, symbol 'N' |
| 5 | Mass | The amount of matter (stuff) that something is made up of |
| 6 | Weight | The force of the Earth on an object due to its mass |

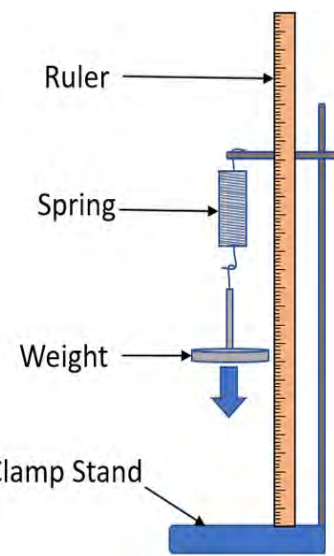
Investigating Hooke's Law

Method

1. Set up the apparatus as in the diagram
2. Add a 10 g mass to the holder and record the spring length.
3. Add another 10 g mass and record the new spring length.
4. Take away the previous spring length from the new length to (the difference).
5. Repeat by adding 10 g masses until 100 g is reached.



The results follow Hooke's law which states that the extension of an elastic object (like a spring) is directly proportional to the force added. This is shown by a straight line on a graph through the origin (0,0)

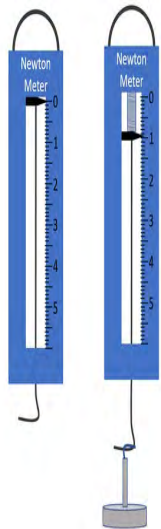


Measuring Forces

A force meter, also known as a newton meter, is used to measure force.

Force meters have a spring inside them. The weight of the mass causes the spring to stretch.

It is important to 'zero' the force by adjusting it so that the reading is zero when there is no force acting on it. If you don't 'zero' the force your measurements will be inaccurate by the same amount.



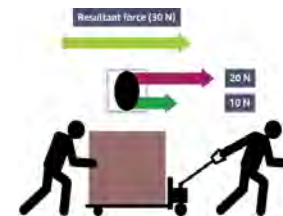
Balanced and Unbalanced forces

If the forces acting on an object in different directions are the same size they are **balanced**

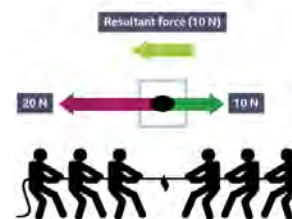
If the forces acting on an object in different directions are different sizes – they are **unbalanced**

The resultant force is the **overall force**. Always state the size and direction of the resultant force

If the forces acting in opposite directions are the same size, the resultant force is **0N (zero)**.



Forces acting in the **same direction** – add
E.g. $20\text{ N} + 10\text{ N} = 30\text{ N}$ to the right




Forces acting in a **different direction** – subtract
E.g. $20\text{ N} - 10\text{ N} = 10\text{ N}$ to the left

**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 Physical changes | 8th June | <ol style="list-style-type: none"> 1. Look, cover, write check terms 1-5 2. What change of state occurs when a gas turns directly into a liquid. 3. What is a 'concentration gradient' 4. Give one example of sublimation 5. Describe in detail what happens to the energy of the particles and the spaces between them as a substance is cooled from a liquid to a solid |
| Homework 2 Working Scientifically Units in Science Calculations (1) | 15th June | <ol style="list-style-type: none"> 1. Read, cover, write and check key terms 1-5 2. What is the formula to calculate power? 3. How many metres are there in a kilometre? 4. Why does your mass stay the same on the moon and the earth, but weight does not? 5. What is the scientific drawings for a beaker, funnel, tripod and a gauze? |
| Homework 3 Working Scientifically Units in Science Calculations (2) | 22nd June | <ol style="list-style-type: none"> 1. Read, cover, write and check key terms 1-5 2. What is the formula to work out speed? Include units. 3. What are the symbols for corrosive and irritant chemicals? 4. What kind of graph should be used for discrete data and why? 5. A runner runs 150 metres in 30 minutes. What is the speed in m/s? |

**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 Practical Skills – Graphs and results tables | 29th June | <ol style="list-style-type: none">1. Read, cover, write and check key terms 1-5.2. When drawing a table what should be in the first column and what should be in the second column?3. Name 3 things not to do when drawing a line of best fit.4. Name three things to do when drawing a line of best fit.5. Give 3 examples of continuous data and three examples of discontinuous data. |
| Homework 5 Forces and Motion | 6th July | <ol style="list-style-type: none">1. Read, cover, write and check key terms 1-52. What is the resultant force acting on an object if the forces are balanced?3. Name the piece of apparatus used to measure force and describe how it works4. Sketch a graph to show the expected results when investigating Hooke's Law – label the axes on the graph5. What is the origin on a graph? |

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 |

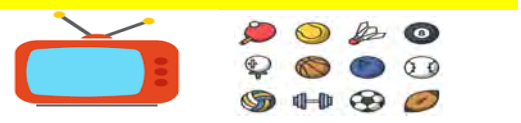
Quel sport aimes-tu? What sport do you like?

| | |
|-------------------------|-------------------------|
| 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 |

7.4 Free time French Vocab list



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 fin is – I finish | Je jou e – I play | Je vend s – I sell |
| tu (you) | Tu fin is – you finish | Tu jou es – you play | Tu vend s – you sell |
| il (he), elle (she), on (we) | il/elle/on fin it - He/she/we finishes | il/elle/on jou e - He/she/we play | il/elle/on vend– he/she/we sell |
| nous (we) | Nous fin issons – we finish | Nous jou ons – we play | Nous vend ons – we sell |
| vous (you) (pl. or formal) | Vous fin issez – you finish (pl. or formal) | Vous jou ez – you play (pl. or formal) | Vous vend ez – you sell (pl. or formal) |
| ils/elles (they) | ils/ elles fin issent – they finish | ils/ elles jou ent – they play | ils/elles vend ent – they sell |

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

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?



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> | | <p>1. Follow the 'look, cover, write, check, repeat' method with the following vocabulary items: regarder la television, écouter de la musique, aller au cinéma, aller en ville, faire mes devoirs</p> <p>2. What do verbs end in, in French? Circle the three correct answers. ES RE IR ER ING AS ED</p> <p>3. Write down three activities in French you would do outside.</p> <p>4. Translate these sentences into English: J'aime tchatter avec mes amis Je n'aime pas télécharger de la musique Je déteste aller au parc J'adore faire de la cuisine</p> <p>5. Write x1 positive and x1 negative sentence about activities you like to do in your free time in French</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: il fait beau, il fait chaud, il fait froid, il y a du soleil, il pleut</p> <p>2. Match the French to the English: Il fait froid it's foggy Il y a du vent it's cold Il y a du brouillard it's stormy Il y a des orages it's windy</p> <p>3. Translate the following into English: A. Quand il y a du soleil j'aime jouer au tennis. B. Quand il fait froid je préfère faire du ski. C. Quand il neige j'adore regarder la télé. D. Quand il fait beau je n'aime pas aller au cinéma.</p> <p>4. Are the sentences in question 2 positive or negative? Write P or N.</p> <p>5. Using question 3 as a model, write 4 sentences in French of activities you like/dislike to do in different weathers.</p> |



Homework 3



Completed?

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

normalement, d'habitude, de temps en temps, quelquefois, deux fois par semaine

2. Write the following time phrases into an order from most frequent to least frequent:

Quelquefois, rarement, deux fois par semaine, tous les jours, cinq fois par semaine,

3. Translate these opinions into English:

Quelquefois j'aime faire la natation.

Souvent je n'aime pas aller en ville.

Deux fois par semaine je déteste faire du vélo.

Tous les jours j'adore aller au gymnase parce que c'est amusant.

4. Read the paragraph and answer the questions below:

Salut, je m'appelle Jean et j'adore les sports. Normalement je joue au basket avec mes copains et de temps en temps je fais du cyclisme avec ma soeur. Mon sport préféré, c'est le golf et j'aime jouer au golf tous les jours.

A. How often does Jean play basketball?

B. What is his favourite sport?

C. What does he do from time to time?

5 Translate the paragraph in question 4 into English. Be as accurate as you can.

7.4 Free time Spanish vocab list



| ¿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 / gimnasio | To go to the park / 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 |



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.

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

| Pronouns | Estudiar – to study | vivir– to live | comer– to eat |
|--------------------------------|---------------------------------------|----------------------------------|----------------------------------|
| Yo (I) | Estudio – I study | Vivo– I live | Como – I eat |
| tú (you) | Estudias – you study | Vives – you live | Comes – you eat |
| el (he), ella (she), | Estudia - He/she studies | Vive - He/she lives | Come – he/she eats |
| nosotros (we) | Estudiamos – we study | Vivimos – we live | Comemos – we eat |
| vosotros (you) (pl. or formal) | Estudiáis – you study (pl. or formal) | Vivís – you live (pl. or formal) | Coméis – you eat (pl. or formal) |
| Ellos/ellas (they) | Estudian – they study | Viven – they live | Comen – they eat |

How to improve your writing?

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

- Range of opinions and reasons
- Connectives to extend your sentences
- Qualifiers e.g. muy, bastante
- Comparisons
- Rather than just using ‘yo’, write verbs using other pronouns

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


Now you should be able to create some of your own questions using the question words below. Don’t forget the upside down question mark at the beginning of a question.

- ¿Cuándo? – When?
- ¿Quién? – Who?
- ¿Dónde? – Where?
- ¿Cuántos? – How many?
- ¿Qué? What?
- ¿Cómo? – How?
- ¿Por qué? – Why?
- ¿Cuál? – Which?



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> |  | <p>1. Follow the 'look, cover, write, check, repeat' method with the following vocabulary items: ver la televisión, escuchar música, ir al cine, ir al centro, ir de compras</p> <p>2. What do verbs end in, in Spanish? Circle the three correct answers. ES AR IR ER ING AS ED</p> <p>3. Write down three activities in Spanish you would do outside.</p> <p>4. Translate these sentences into English:</p> <p>A. Me gusta chatear con mis amigos B. No me gusta descargar música C. Odio ir al parque D. Me encanta cocinar</p> <p>5. Write x1 positive and x1 negative sentence about activities you like to do in your free time in Spanish</p> |
| <p>Homework 2</p> <p><input type="checkbox"/></p> <p>Completed?</p> | | <p>1. Follow the 'look, cover, write, check, repeat' method with the following vocabulary items: hace buen tiempo, hace calor, hace frío, hace sol, llueve</p> <p>2. Match the Spanish to the English:</p> <p>hace frío it's cloudy hace viento it's cold hay tormentas it's stormy Hay nubes it's windy</p> <p>3. Translate the following into English:</p> <p>A. Cuando hace sol me gusta jugar al tenis B. Cuando hace frío prefiero hacer esquí C. Cuando nieva me encanta ver la televisión D. Cuando hace buen tiempo no me gusta ir al cine</p> <p>4. Are the sentences in question 2 positive or negative? Write P or N.</p> <p>5. Using question 3 as a model, write 4 sentences in Spanish about activities you like/dislike to do in different weathers.</p> |



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>Homework 3</p> <p><input type="checkbox"/></p> <p>Completed?</p> | <p>1. Follow the 'look, cover, write, check, repeat' method with the following vocabulary items: Normalmente, generalmente, de vez en cuando, a veces, dos veces a la semana</p> <p>2. Write the following time phrases into an order from most frequent to least frequent: A veces, rara vez, dos veces a la semana, todos los días, cinco veces a la semana</p> <p>3. Translate these opinions into English:</p> <ul style="list-style-type: none">A. A veces me gusta hacer nataciónB. Normalmente no me gusta ir al centroC. Dos veces a la semana odio hacer ciclismoD. Todos los días me encanta ir al gimnasio porque es muy activo <p>4. Read the paragraph and answer the questions below: Hola. Me llamo Juan y me encantan los deportes. Normalmente juego al baloncesto con mis amigos y a veces hago ciclismo con mi hermana. Mi deporte favorito es el golf porque me gusta jugar al golf todos los días.</p> <ul style="list-style-type: none">A. How often does Juan play basketball?B. What is his favourite sport?C. What does he do from time to time? <p>5 Translate the paragraph in question 4 into English. Be as accurate as you can.</p> |
|--|---|



| Key Term | Definition |
|-----------------------------|---|
| 1. Hackers | A hacker is someone who breaks into computer systems, accounts, or networks. |
| 2. Digital Footprint | The information about a particular person that exists on the internet as a result of their online activity. |
| 3. 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. |
| 4. Binary | Binary is a base-2 number system that represents numbers using only two digits: 0 and 1. |
| 5. 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. |
| 6. 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. |
| 7. Byte | A byte is a unit of information that consists of eight bits (8 x 0s or 1s) |
| 8. 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. |
| 9. 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. |
| 10. Central Processing Unit | A central processing unit (CPU) carrying out instructions. |
| 11. Random Access Memory | RAM is used to store data and instructions that are currently being used by the computer and is volatile (temporary). |
| 12. Storage Devices | Where programs and files are saved on a computer system. |
| 13. Flowchart | A flowchart is a diagram that shows the steps involved in a process. It is a graphical representation of an algorithm. Flowcharts are used to map out and design computer programs, and to identify potential problems. |
| 14. Algorithms | An algorithm is a step-by-step procedure for solving a problem. It is a sequence of instructions that tells a computer what to do. Algorithms are used in programming and artificial intelligence (AI) |





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, write, cover, check vocabulary 8-9. 2. Explain what an input device is. 3. Explain what an input device is. 4. Give 3 examples of input devices 5. Give 3 examples of output devices |
| Homework 2 <input type="checkbox"/> Completed? | | <ol style="list-style-type: none"> 1. Look, write, cover, check vocabulary 10 2. Explain why storage devices are needed 3. How long do storage devices store data for. 4. Give 2 examples of storage devices. 5. What does non-volatile mean |
| Homework 3 <input type="checkbox"/> Completed? | | <ol style="list-style-type: none"> 1. Look, write, cover, check vocabulary 7, 11,12,16,17. 2. Explain which character set is used by modern computers. 3. Name 2 input devices and 2 output devices. 4. Draw the shape used in a flowchart for a decision. 5. Explain the need for algorithms in computer science |



| Important vocabulary | |
|----------------------|--|
| Key word | Meaning |
| 1. Hidden sugars | Foods that contain sugars where you might not expect them to be e.g. breakfast cereals, ready meals etc... |
| 2. Excessive | In amounts which are considered too large. |
| 3. Consumer | User |
| 4. Consumption | Using/ eating. |
| 5. Obesity | A BMI of over 30, being very overweight. |
| 6 Food miles | How far a food has travelled from where it was grown/ reared to your plate. |
| 7. Global warming | Increasing temperature of the planet due to |
| 8. Seasonality | When a food is harvested. Different foods are in season at different times of year. |

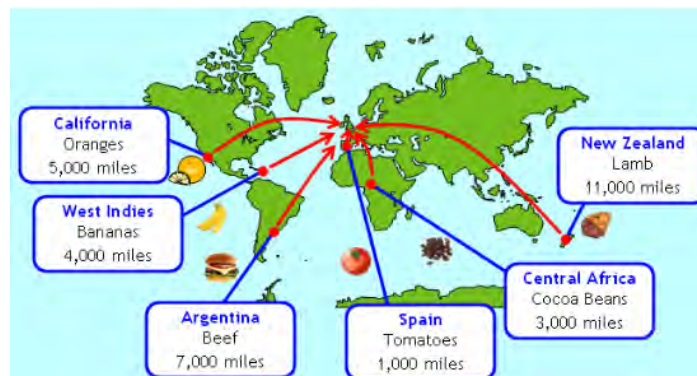


Reading food labels



How can we reduce food miles?

- Buy more British food
- Buy more local food
- Grow your own vegetables / fruit
- Use local shops rather than travelling to bigger supermarkets.
- Buy food in less packaging



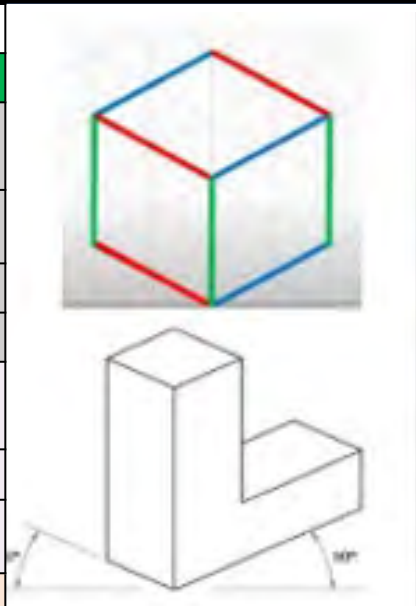


Instructions: For each homework, you will be asked to look at a **particular section of your Knowledge Organiser to help you answer the questions using full sentences.** Each task should take 20 minutes, Set a timer and **stop when the time runs out.**

| Homework | Due | Task: |
|---|-----|---|
| Homework 1 = 4 th homework in this topic | | <ol style="list-style-type: none"> 1. Look, write, cover, check vocabulary 1-5. 2. Explain the meaning of the term hidden sugars and give examples of foods containing hidden sugars. 3. How are the meanings of the words consumer and consumption similar? 4. Explain how excessive consumption of foods high in fat, sugar or salt can affect health. 5. Give an example of how you could swap a sugar snack for a healthier snack. |
| Homework 2 = 5 th homework in this topic | | <ol style="list-style-type: none"> 1. Look, write, cover, check vocabulary 6-8. 2. Explain the meaning of food miles. 3. Give an example of 3 foods and how far they travel to get to the UK. 4. List 3 ways we can reduce food miles. 5. What are the benefits of reducing food miles to the environment? |
| Homework 3 = 6 th homework in this topic | | <p>Knowledge recap- thinking about what you have learnt answer these questions in your homework book.</p> <ol style="list-style-type: none"> 1. What is sensory analysis and when is it used? 2. What is it called when proteins like eggs are heated and set (clue-begins with s C)? 3. What does it mean to be obese? 4. Which sections of the Eatwell Guide are the largest and why? 5. Why do we need to eat a range of foods from across the Eatwell guide? |



| | | Important Vocabulary |
|-----|--------------------------------------|--|
| No. | Key Word | Meaning |
| 11 | Plastics: Crude oil | Oil made from dead Sealife, which takes millions of years to form. This is used to make plastic. |
| 12 | Thermoforming | This is a type of plastic that can be heated up and shaped over and over again. |
| 13 | Thermosetting | This is a type of plastic that when shaped cannot be reshaped |
| 14 | Emissions | Gases released during manufacture of products e.g., carbon dioxide. |
| 15 | Metals: Ferrous | Metals that contain iron and are magnetic e.g. steel and iron. These rust. |
| 16 | Non-ferrous | Metals that do not contain Iron e.g. copper. They are not magnetic. |
| 17 | Alloy | A mix of 2 or more metals e.g. Brass a mix of copper and zinc. |
| 18 | Isometric | This is a type of 3D sketching technique that we use in DT |



Types of plastics – Thermoplastics

- Thermoplastics can be heated up and shapes into virtually any shape as many times as you want
- When cooled, the plastic will solidify and stay in that shape
- This process can be repeated over and over again
- These plastics are easier to recycle



- Things like;
- Bottles
 - Food containers
 - Toys
 - DVD cases

Types of plastics – Thermosetting plastics

- Thermosetting plastics can only be shaped/formed once.
- If these plastics are heated up, they will burn.
- These plastics can be difficult to recycle



- Things like;
- Plug sockets
 - Electronic products
 - Kitchen equipment

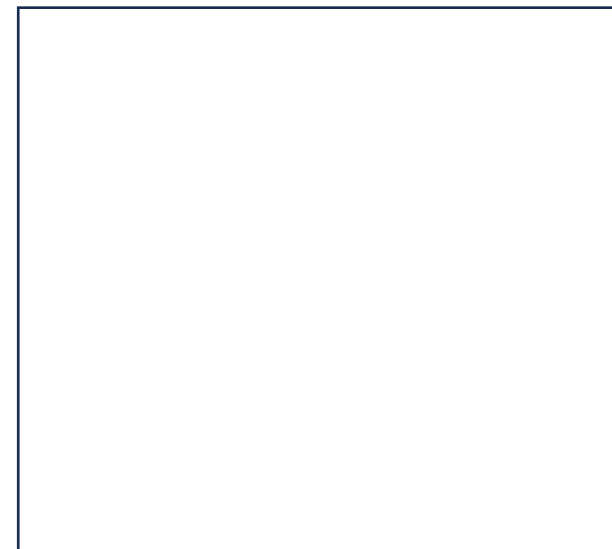
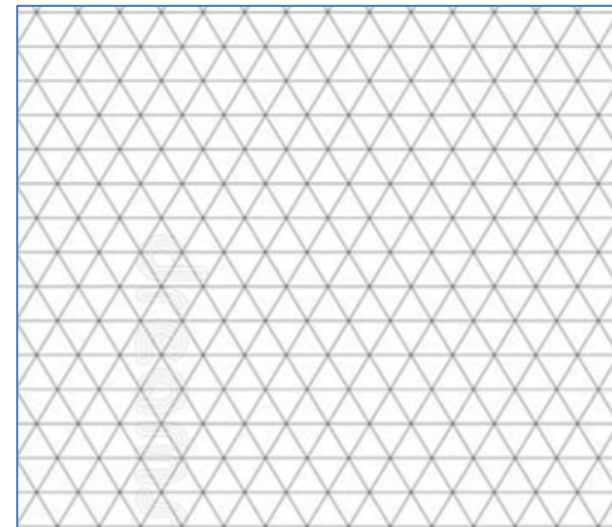
Origins of metal





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 = 4 th homework in this topic | | <ol style="list-style-type: none"> 1. Look, write, cover, check vocabulary 11-14. 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 2 = 5 th homework in this topic | | <ul style="list-style-type: none"> •Look, write, cover, check vocabulary 15-17. •Explain the difference between ferrous and non ferrous metals •Explain where metal comes from •Explain what a metal alloy is and give an example •Write down 3 examples of ferrous and non ferrous metals |
| Homework 3 = 6 th homework in this topic | | <ol style="list-style-type: none"> 1. Draw an L shaped block on the isometric paper. 2. How similar is your L to the knowledge organiser? 3. Draw a 1cm long line in the box 4. Draw a 2cm long line in the box. 5. Draw a 3cm long line in the box. |



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 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 'Iqalutsiavak' (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 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:

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? | | Complete a piece of writing analysing the artwork by Katsushika Hokusai The Great Wave off Kanagawa (1831): Woodblock print |
| Homework 2 <input type="checkbox"/> Completed? | | 1. Complete a piece of writing analysing the artwork by Dana Mulder. Sway, 8x10, Pressed Seaweed on paper |
| Homework 3 <input type="checkbox"/> Completed? | | 1. Complete a piece of writing analysing <ul style="list-style-type: none"> the artwork by Courtney Mattison Our Changing Seas III, Ceramic sculptures on a gallery wall. |





Year 7 Drama-Block 4-Genres

**Techniques**

| | | |
|----|---------------------------------|---|
| 1 | Freeze Frame | A frozen scene on stage |
| 2 | Role Play | Pretending to be someone else, playing a character |
| 3 | Step-Out | A character to 'step out' of a scene and reveal something to the audience, while the rest of the action freezes |
| 4 | Narration | The process of telling a story |
| 5 | Split Stage | Two or more scenes which are performed on stage at the same time |
| 6 | Staging | Proscenium arch, thrust stage, In the round, traverse stage, promenade, end-on |
| 7 | The Fourth Wall | The imaginary wall between the actors & the audience |
| 8 | Breaking the Fourth Wall | Characters speak to the audience by breaking the imaginary wall between them |
| 9 | Characterisation | How your character appears, speaks, thinks, feels & moves, motivation & context |
| 10 | Positions | <i>E.g. centre stage, upstage left, upstage right, downstage left etc</i> |
| 11 | Blocking | Where the actors are standing on stage |
| 12 | Improvise | Creating a performance on the spot without preparation |


Genres



| | | |
|----|--------------------------------|--|
| 13 | Melodrama | Exaggerated characters and exciting events |
| 14 | Naturalistic | Performance that depicts reality |
| 15 | Epic Theatre | Political plays that use exaggerated movement and stylised acting |
| 16 | Greek Theatre | A style of theatre that involves narration and chorus (many actors) created by the Ancient Greeks. |
| 17 | Minimalist | Performances with a very simple form and design <i>e.g. use of 1 chair</i> |
| 18 | Symbolic | Performances that include symbols and metaphors for themes and ideas |
| 19 | Stylised & Abstract | Performances with a non-naturalistic or an un-natural way of acting. |
| 20 | Pantomime | A British form of comedic and exaggerated performance based on fairytales |
| 21 | Comedy | Performance that has the intention of making the audience laugh |
| 22 | Commedia Dell'arte | An improvised popular comedy in Italian theatre created in the middle ages, based on stock characters. The origins of Pantomime. |
| 23 | Physical Theatre | Performance that uses techniques such as movement, mime, gesture and dance and can be used to explore complex social and cultural issues |
| 24 | Musical Theatre | Performance that combines songs, spoken dialogue, acting and dance. |
| 25 | Docudrama | A piece of theatre based on real life events |
| 26 | Tragedy | Human suffering that invokes an accompanying catharsis (release) or pleasure in audiences |
| 27 | Historical | A performance set in a particular time period |
| 28 | TIE | Theatre in Education- theatre that informs you about a certain topic |



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"> Cover, Write, Check key terms 1-8 What is physical theatre? What makes a successful freeze frame? Describe how to use your body language to show that your character is sad. Describe a happy facial expression. |
| Homework 2 <input type="checkbox"/> Completed? | | <ol style="list-style-type: none"> Cover, Write, Check key terms 9 – 15 What does using an Accent tell the audience about a character? How can you use pitch to show a character is shocked? Why is using a pause important for building tension in a scene? Draw a square stage. Mark an X on Upstage Left. |
| Homework 3 <input type="checkbox"/> Completed? | | <ol style="list-style-type: none"> Cover, Write, Check key terms 16 - 23 What is a soundscape? Describe the soundscape you created in your group. What has been your favourite part of Year 7 Drama lessons this academic year and why? (Evacuees performance, pantomime, Treasure Island, physical theatre) What is one thing you would change about the Year 7 Drama lessons? |

Y7 Unit 6 – African Kingdoms

Context:

Throughout this topic we are going to be exploring and examining a range of African Kingdoms, from the Mali Empire to the Kingdom of Benin.

Key Points:

- Starting in the medieval period, a series of powerful kingdoms developed in Africa.
- These African kingdoms and empires developed their own diverse and rich cultures, art, histories and religions.

Lessons:

- Mansa Musa and the Mali Empire
- The Ajuran Empire
- The Kingdom of Benin

Source 1: The Obas of Benin lived in a great palace decorated with detailed bronze work



Source 2: Section of the 1375 Catalan Atlas



| Kingdom | Ruler | Religion | Interesting facts |
|-----------------------------|---|--------------|---|
| The Kingdom of Benin | Ruled by a king, known as the Oba. | <i>Edo</i> | The Oba's palace was decorated with intricate bronze work, made by skilled craftsmen. |
| The Mali Empire | Mali had kings known as Mansas. | <i>Islam</i> | Some people remember Mali's leader, <i>Mansa Musa</i> , as the wealthiest man who has ever lived. |
| The Ajuran Empire | They called their ruler the 'Imam'. He was also the head of religion in the empire. | <i>Islam</i> | Mogadishu was the Ajuran capital and the richest city in Africa. |

**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.**

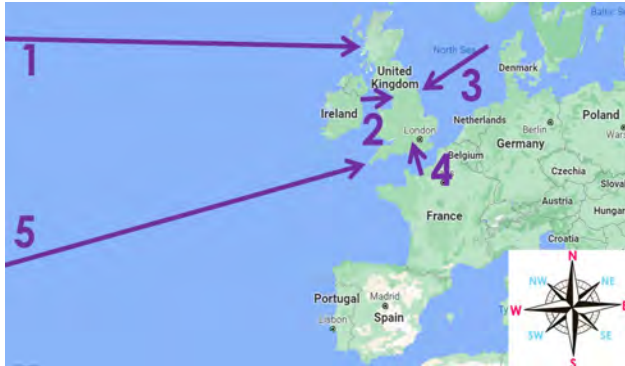
| Homework | Due | Task: |
|---|-----|---|
| Homework 1 <input type="checkbox"/> Completed? | | 1.Look, Cover, Write and Check the term: Mansa x3 2.What does the term 'Mansa' mean? 3.What religion was the Mali Empire? 4.Who was Mansa Musa? 5.What images can you see on the Catalan Atlas in Source 2? |
| Homework 2 <input type="checkbox"/> Completed? | | 1.Look, Cover, Write and Check the term: Ajuran x3 2.What does the term 'Imam' mean? 3.What was the main religion in the Ajuran Empire? 4.What was the capital of the Ajuran Empire? 5.What can you see in Source 1? |
| Homework 3 <input type="checkbox"/> Completed? | | 1.Look, Cover, Write and Check the term: Benin x3 2.Who ruled in the Kingdom of Benin? 3.What was the main religion of the Kingdom of Benin? 4.How was the Oba's palace decorated? 5.What do you now know about what Source 1 could be? |



7.6 Should all coastlines be managed?

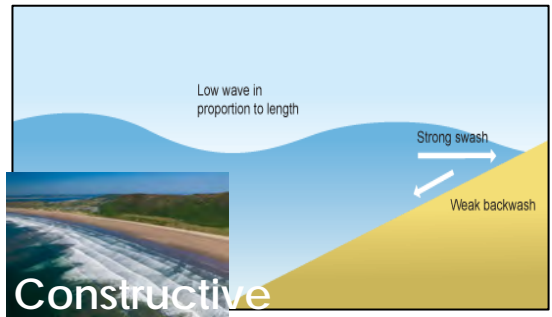
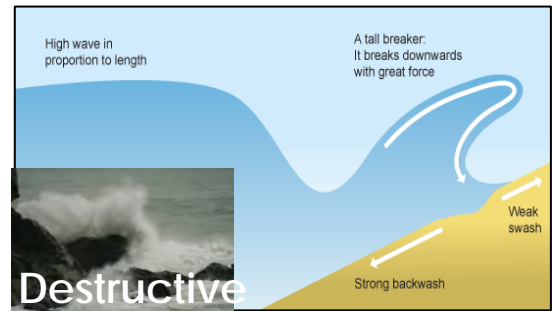
How do waves move?

The size of the wave depends on the **strength of the wind**, the **length of time the wind has been blowing** – **the fetch!**



Large waves are caused by a large fetch as the wind blows over a large area and have more energy!

Constructive vs. Destructive waves



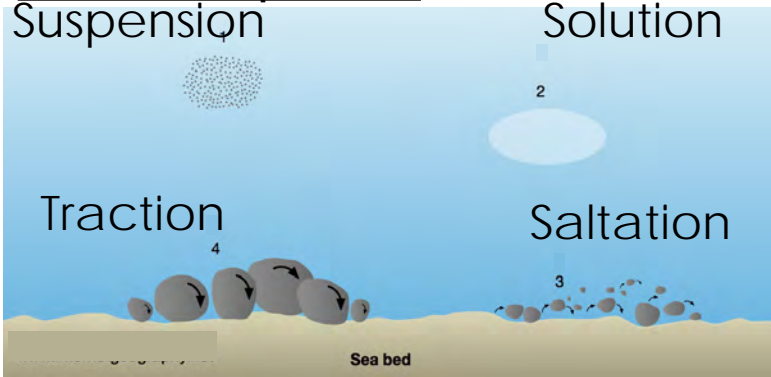
- ☉ Lots of energy
- ☉ Drags material away from beach, eroding it.
- ☉ Short wavelength
- ☉ High and steep
- ☉ Little energy
- ☉ Uses all energy moving material up the beach
- ☉ Long wavelength
- ☉ Low in height

| Keyword | Definition |
|-----------------------|---|
| 1. Swash | The movement of the waves up the beach. |
| 2. Backwash | The movement of waves down the beach. |
| 3. Fetch | The distance the wind has travelled across open water. |
| 4. Destructive waves | High energy waves which cause erosion. They have a weak swash and strong backwash. |
| 5. Constructive waves | Low energy waves which build up a beach through deposition. They have a strong swash and weak backwash. |
| 6. Traction | When large boulders are rolled along the seabed. |
| 7. Saltation | When pebbles are bounced along the seabed. |
| 8. Suspension | When fine sediment is suspended in water. |
| 9. Solution | When rocks such as limestone are dissolved in water. |
| 10. Longshore Drift | The zig zag motion of sediment along the coastline. |
| 11. Hard Engineering | Involves the building of large, man-made structures. |
| 12. Soft Engineering | Involves working with nature by using natural materials or allowing nature to take back areas. |

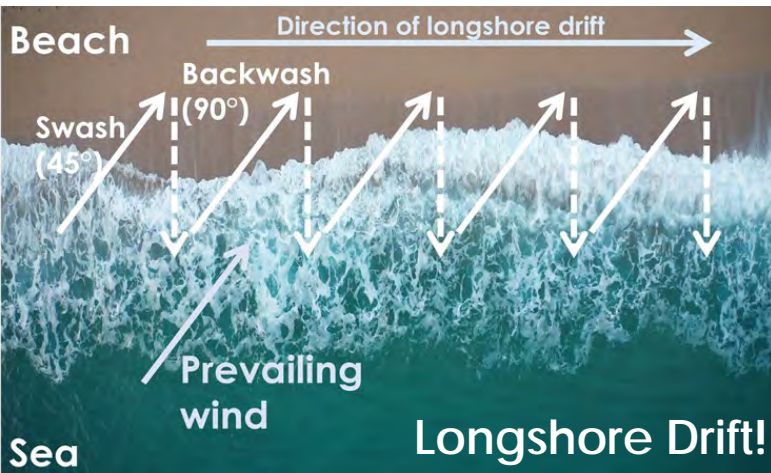




Coastal Transportation



Coasts have **FIVE** processes!



Beach Nourishment – Soft Engineering

- A dredger digs up material from the seabed which is piped onto the beach and spread out.



- Beaches are a natural defence against erosion.

Opportunities and challenges of living on the coast

| Opportunities ☺ | Challenges ☹ |
|---|--|
| <ul style="list-style-type: none"> • Coastal communities often have diverse cultures and foods • 15% of all international visitors visit the coast of England. That's about 1.8 million visitors a year. • Coastlines are attractive places to live. | <ul style="list-style-type: none"> • The total number of fishers is around 12,000, down from 20,000 in the 1990's. • 36% of visits to the coast are in July and August. (Seasonal tourism) • 3000km of the UK's coasts are at threat from erosion. • People living on the coast typically earn £1600 less than those inland. |

Managing our coastlines from erosion

Sea Wall – Hard Engineering

- Divert the force of the waves back out at sea.
- Can be very ugly
- Very expensive to build and maintain - £5000-£10,000 per metre



Groynes – Hard Engineering

- Trap sand which is carried by longshore drift.
- Sand acts as a natural protection against the force of the waves.
- Can ruin appearance of the beach.


Managed Retreat – Soft Engineering

- Natural is allowed to take its course and less valuable land is allowed to flood to save other areas.





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 and check key terms 1-5. 2. What does the size of the wave depend on? 3. Look at the map of Europe on the first page. Which two numbered arrows have the largest fetch? 4. Which direction of the UK gets the largest waves? 5. How is the shape of a wave different between constructive and destructive waves? |
| <p>Homework 2</p> <p><input type="checkbox"/></p> <p>Completed?</p> | | <ol style="list-style-type: none"> 1. Look, cover, write and check key terms 6-10. 2. Which type of transportation is used for large rocks? 3. Draw and label a diagram of longshore drift. 4. Which do you think is the biggest opportunity of living on the coast? Why? 5. Which do you think is the biggest challenge of living on the coast? Why? |
| <p>Homework 3</p> <p><input type="checkbox"/></p> <p>Completed?</p> | | <ol style="list-style-type: none"> 1. Look, cover, write and check key terms 11-12. 2. What is the biggest difference between hard and soft engineering? 3. Which coastal process do groynes prevent? 4. What is a disadvantage of using sea walls? 5. How does managed retreat work? |



Who was the Buddha?



Jewels of Buddhism

The Three Jewels (also called the Triratna) are the three essential supporting components of Buddhism. They guide and give refuge (safety and comfort) to Buddhists. They are:

- the Buddha – Gautama Buddha, who is seen as a role model
- the Dhamma – the teachings of the Buddha
- the Sangha – the community of Buddhist monks and nuns

Key Terms



- Buddha** - The name for the religious leader, also known as Siddhartha Gautama, who began the religion of Buddhism in 6th BCE in India. It means 'the One who knows'.
- Karma** – concept that one's actions in the present or past lives will influence their future experiences and circumstances
- Enlightenment** - the realisation of the truth about life
- Dhamma** - Teachings. The things that Buddha and Buddhism teach about life.
- Sangha** - Community. The community of Buddhists across the world. Made up of lay people and monks and nuns.
- Anicca** - Impermanence. The idea that everything changes & decays. Nothing remains the same. It is how life is.
- Dukkha** - Suffering. Much of life is pain & suffering. It is just how life is.
- Anatta** - No self or soul. If everything changes, then there is nothing permanent in a human, like a soul.
- Ascetic** – a person who gives up the pleasures of normal life

The 4 Noble Truths



"I teach suffering, its origin, cessation and path. That's all I teach", declared the Buddha 2500 years ago.

The Four Noble Truths contain the essence of the Buddha's teachings.

- The truth of suffering (Dukkha)
- The truth of the origin of suffering (Samudāya)
- The truth of the cessation of suffering (Nirodha)
- The truth of the path to the cessation of suffering (Magga)

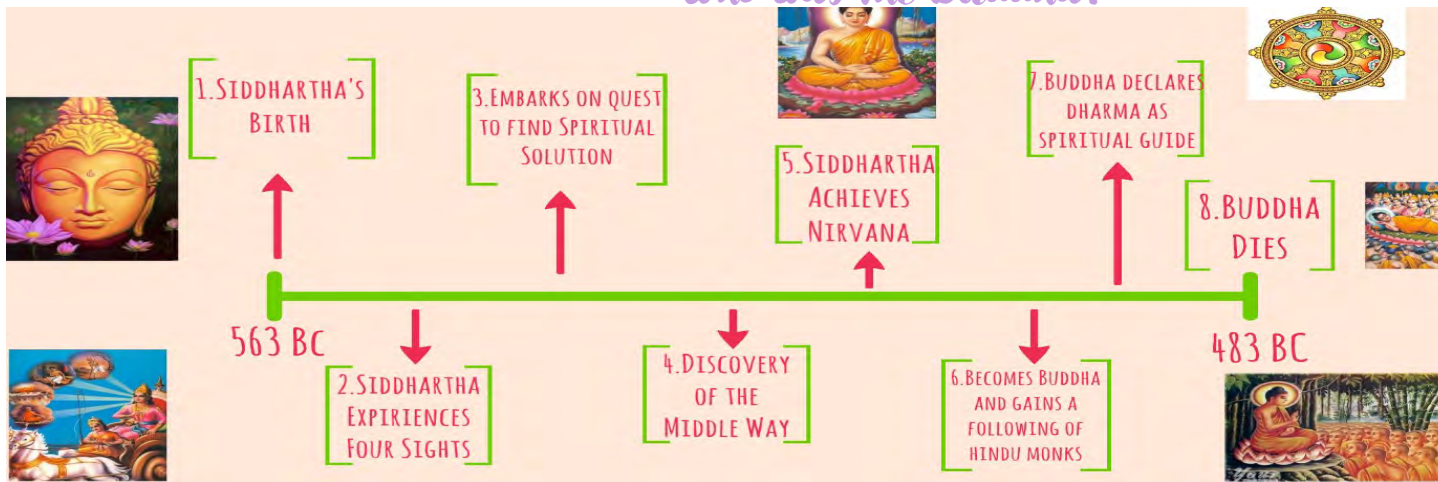
The Life of Siddhartha Gautama



- Buddhism was founded roughly 2,500 years ago.
- It is generally accepted that Buddhism started with Siddhartha Gautama, an extraordinary and noble person, who came to be known as the Buddha.
- Gautama was born to a privileged ruling family, but he decided to turn away from his life of comfort to find spiritual awareness.
- For Buddhists, the life of the Buddha and his teachings are an important source of wisdom and authority, informing their beliefs and ways of life.
- It is believed that the Buddha lived some 2,500 years ago at a time when the religious traditions in India promoted faith in God and devotional worship to that God.
- The Buddha, once he had become awakened to the truth about existence, taught a radically different message that focused on a change in lifestyle and did not focus on any deity
- Through learning about his life, his path to his enlightenment and other teachings, it is possible to understand the origins of Buddhism and the influence that the Buddha has on Buddhists today.



Who was the Buddha?



The Dhamma – what did Buddha teach?

Most Buddhists believe the same things about the Buddha and his teachings. Dhamma means 'to uphold', and therefore it is central to Buddhist belief as it 'holds up' the religion and Buddhists may also believe that it upholds the natural order of the universe. Dhamma is based upon the actions and teachings of the Buddha, which Buddhists are encouraged to follow. For example, a Buddhist may follow the Noble Eightfold Path to overcome extremes of behaviour.

Enlightenment

For many Buddhist, the enlightenment of the Buddha is the most significant part of his life. It is here where many Buddhists draw their inspiration, and it gives authority to the Buddha's teachings.

The Buddha's ascetic life

During the Buddha's early enlightenment, he encountered an Indian ascetic who encouraged him to deprive himself. The Buddha said that he would do so in order to attempt to achieve supreme knowledge.

He sat under a bodhi tree and he slowly starved and grew exhausted. This period of self-denial meant he deprived himself of food, shelter and clothes. This part of his life was filled with extremes, such as severe malnourishment and extreme tiredness, coupled with feeling little or no warmth as he sat under the tree. It is said that during this period he found the Middle Way



The Eightfold Path

The Eightfold Path

- The **Eightfold Path** is a set of guidelines for Buddhists to live by that should lead to the end of suffering.

- Each step of the Eightfold Path is carried out at the same time, as opposed to step by step. The eight steps are:


1. Right Understanding
2. Right Intention
3. Right Speech
4. Right Action
5. Right Livelihood
6. Right Effort
7. Right Mindfulness
8. Right Concentration

“There are these two extremes that are not to be indulged ... that which is devoted to sensual pleasure and that which is devoted to self-affliction ... [by] avoiding both of these extremes, the middle way is realised.”

Dhammacakkappavattana Sutta 56:11

**Instructions:**

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

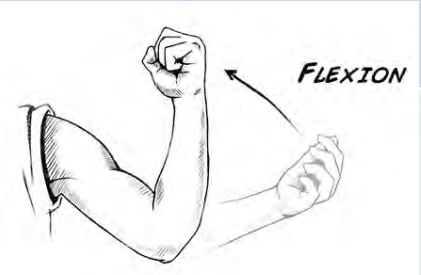
| Homework | Due  | Task: |
|---|--|--|
| Homework 1 <input type="checkbox"/> Completed? | | <ol style="list-style-type: none"> 1. Look, Cover, Write, Check terms 1-3 2. What are the three jewels of Buddhism? 3. Draw a picture to represent the idea of Enlightenment. 4. Describe Buddha's ascetic life. 5. Can you give an example of when someone might think that they are experiencing Karma? |
| Homework 2 <input type="checkbox"/> Completed? | | <ol style="list-style-type: none"> 1. Look, Cover, Write, Check Terms 4-6 2. What is the Eightfold Path? 3. What did Buddha teach? 4. Draw a picture to represent the idea of the Dhamma. 5. What do you think the purpose of the Jewels of Buddhism is? |
| Homework 3 <input type="checkbox"/> Completed? | | <ol style="list-style-type: none"> 1. Look, Cover, Write, Check Terms 7-10 2. What are the 4 Noble Truths? 3. Draw a picture to represent the idea of Karma. 4. What is enlightenment? 5. Describe the life of Siddhartha Gautama |



Types of movement

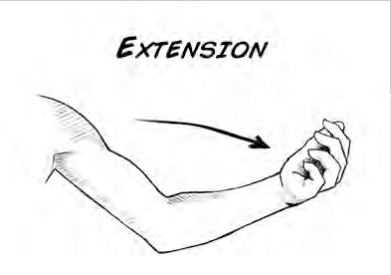
Flexion

Decreasing the angle at the joint



Extension

Increasing the angle at the joint



Adduction

Limb moves **towards** the mid-line of **the body**



Abduction

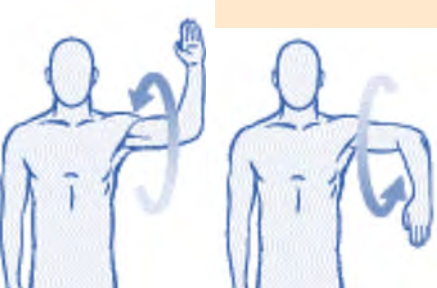
Limb moves **away from** the mid-line of **the body**



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Rotation

A **circular movement** around a **fixed joint**



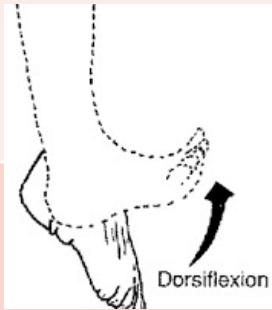
Planter flexion

Bending the foot downward towards the



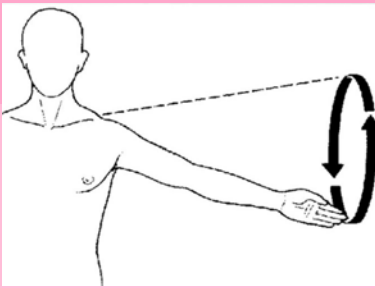
Dorsi flexion

Bending the foot up towards the shin



Circumduction


When the limb moves in a **circle**



**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 Key Words 2. How many different types of movements are there? 3. Decreasing the angle at the joint is ... 4. Increasing the angle at the joint is ... 5. In what sport would you apply Rotation at the hips? |
| Homework 2 <input type="checkbox"/> Completed? | | <ol style="list-style-type: none"> 1. Look, cover, write, check Key Words 2. Limb moves towards the mid-line of the body is ... 3. Limb moves away from the mid-line of the body is ... 4. A circular movement around a fixed joint is ... 5. In what sport would you apply Plantar Flexion at the ankle? |
| Homework 3 <input type="checkbox"/> Completed? | | <ol style="list-style-type: none"> 1. Look, cover, write, check Key Words 2. Bending the foot downward towards the ground is ... 3. Bending the foot up towards the shin is ... 4. When the limb moves in a circle is ... 5. In what sport would you apply Extension at the elbow? |

**Instructions:**

For each homework, you will be asked to look at a **particular section** use the **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"> 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 Click on 'My Assignments and select your class Complete the assignments set for your class for this week |
| Homework 2 <input type="checkbox"/> Completed? | | <ol style="list-style-type: none"> 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 Click on 'My Assignments and select your class Complete the assignments set for your class for this week |
| Homework 3 <input type="checkbox"/> Completed? | | <ol style="list-style-type: none"> 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 Click on 'My Assignments and select your class 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 15/06/26 | Hwk 2 due week commencing 29/06/26 | Hwk 3 due week commencing 13/07/26 |
|------|--------------------|------------------------------------|------------------------------------|------------------------------------|
| 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 | Monday |

Due dates for week B subjects

| Week | Subjects | Hwk 1 due week commencing 22/06/26 | Hwk 2 due week commencing 06/07/26 |
|------|-----------|------------------------------------|------------------------------------|
| B | History | | |
| B | Geography | | |
| B | RE | | |
| B | PE | | |
| B | Music | | |