



Year 8 | 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	Tuesday
PE	19 – 20	Week A
Tech/Computing	21 – 28	Week A
Art	29 – 30	Week A
Drama	31 - 32	Week A
History	33 – 35	Week B
Geography	36 - 38	Week B
RE	39 – 40	Week B
French / Spanish	41- 52	Week B
Music	53 – 54	Week B
PSHE	55	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


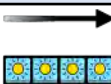








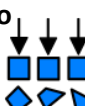

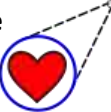







3. Indicators help us categorise substances such as alkaline, acids or **neutral**.

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	TT Rockstars: Times Tables Rock Stars is a fun and challenging programme designed to help you master the times tables. 5 to 15 minutes practice a day, Ask your Maths teacher or tutor if you require a new log in.	To help you remember write down your: Username: Password:

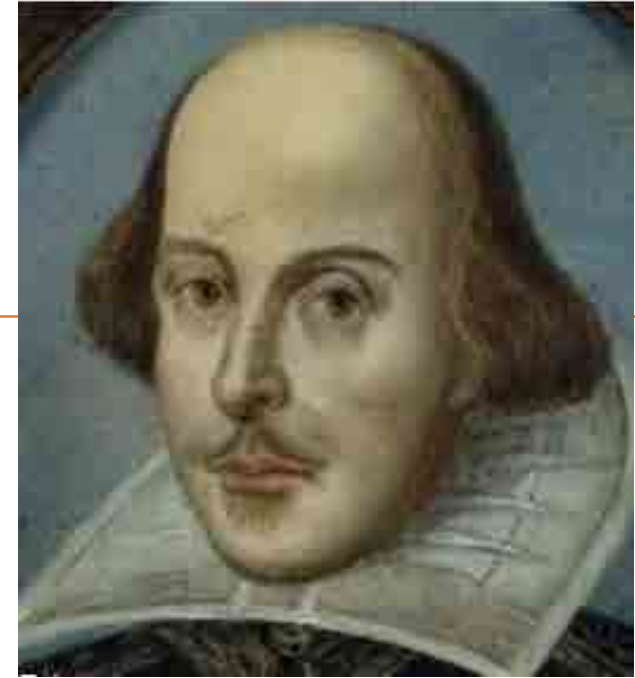


Key vocabulary

Key word		Definition	Key Word		Definition
1	Tragic 	A tragic event or situation is extremely sad, usually because it involves death or suffering.	11	Foreshadow 	If something foreshadows an event or situation, it suggests that it will happen.
2	Prologue 	A prologue is a speech or section of text that introduces a play or book.	12	Catastrophe 	A catastrophe is an unexpected event that causes great suffering or damage.
3	Sonnet 	A sonnet is a poem that has 14 lines. Each line has 10 syllables, and the poem has a fixed pattern of rhymes.	13	Antagonist 	Your antagonist is your opponent or enemy.
4	Feud 	A quarrel in which two people or groups remain angry with each other for a long time, although they are not always fighting or arguing.	14	Isolation 	Isolation is the state of feeling alone and without friends or help.
5	Conflict 	Conflict is serious disagreement and argument about something important. If two people or groups are in conflict, they have had a serious disagreement or argument and have not yet reached agreement.	15	Dominance 	The dominance of a particular person or thing is the fact that they are more powerful, successful, or important than other people or things.
6	Status quo 	The state of affairs that exists at a particular time, especially in contrast to a different possible state of affairs.	16	Patriarchal 	A patriarchal society, family, or system is one in which the men have all or most of the power and importance.
7	Fate 	Fate is a power that some people believe controls and decides everything that happens, in a way that cannot be prevented or changed.	17	Tyrannical 	If you describe someone as tyrannical, you mean that they are severe or unfair towards the people that they have authority over.
8	Soliloquy 	A speech in a play in which an actor speaks to himself or herself and to the audience, rather than to another actor.	18	Ominous 	If you describe something as ominous, you mean that it worries you because it makes you think that something unpleasant is going to happen.
9	Hyperbole 	If someone uses hyperbole, they say or write things that make something sound much more impressive than it really is.	19	Gothic 	strange, mysterious adventures happen in dark and lonely places such as graveyards and old castles.
10	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.	20	Courtship 	Courtship is the activity of courting or the time during which two people are courting.



Key character	Biography	Key character quotation
Romeo 	<p>The son and heir of Lord and Lady Montague. Romeo is handsome and intelligent, yet he is also impulsive and extremely sensitive. Romeo is a peaceful character, and is not interested in the violence that goes on around him, choosing instead to focus his energies on love. Although Romeo's love seems fickle (he loves Rosaline at the outset) his commitment can't be debated in the end!</p>	<p><i>But soft, what light through yonder window breaks? It is the east, and Juliet is the sun.</i></p>
Juliet 	<p>The daughter of Capulet and Lady Capulet. Juliet is a beautiful young girl (13 years old at the start of the play). Juliet is caring, compassionate, and at times demonstrates courage (she defies her parents in order to marry Romeo, and drinks the contents of the vial without fully trusting its effects). At times, she shows great intelligence and wit, particularly in conversations with her mother.</p>	<p><i>My only love sprung from my only hate Too early seen unknown, and known too late!</i></p>
Montagues and Capulets 	<p>The patriarchs of the Montague and Capulet families, who have held a long and violent feud with one another from some time before the play begins. Both seem to deeply love their respective child, yet do not always seem appropriately aware of their emotional wellbeing.</p>	<p><i>"From ancient grudge break to new mutiny, where civil blood makes civil hands unclean."</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 – The play was written by William Shakespeare, and was first performed around 1594.

Shakespeare's Time – Shakespeare wrote his plays at the time of two monarchs: Queen Elizabeth I and James I. *Romeo and Juliet* was written relatively early in Shakespeare's career (the bulk of his tragedies were written in the 17th century) yet was extremely popular in his lifetime, as it is now. Shakespeare borrowed heavily from two texts: *The Tragical History of Romeo and Juliet* (1562) and *Palace of Pleasure* (1567)



Elizabethan England and Italy – Shakespeare frequently engaged with Italy in his plays, leading many to believe that he travelled there between the late 1580s and early 1590s. Italy was a place that Shakespeare's contemporaries would have had a keen interest in; it was already an advanced and beautiful place for travel. Shakespeare's depictions of many areas of Italian life at the time are deemed largely accurate.



Religion – The heavy religious presence is evident across several parts of *Romeo and Juliet*. This is reflective of a society across Europe that was deeply religious (predominantly catholic or protestant). Several characters demonstrate their commitment to the church, such as Romeo and Juliet who choose to marry rather than fornicate, and the Capulets, who are quick to contemplate that Juliet is in a better place (heaven) after she is found 'dead.'



Patriarchal Society – Society throughout the Middle Age and at Shakespeare's time was patriarchal – women were considered inferior to men. This was also the case in much of Europe, including Italy. Women belonged to their fathers (or brothers if their fathers had died) and then their husbands, so Juliet would be expected to obey her father. Women were not permitted to own land or enter most professions. They were instead expected to bear children, be gentle and womanly.



Astrology the Supernatural – At the time of Shakespeare, the belief in both astronomy and the supernatural was far more preminent than in society today. The reference to 'star-cross'd lovers' demonstrates the large role of horoscopes and planet positions in being used to predict fate. Also, Romeo and Juliet make reference to the fact that they feel they are being guided by a supernatural force (e.g. 'fortune's fool').



Healthcare and Medicine – Healthcare and medicine were not as advanced in Shakespeare's age as they are today – there were numerous ailments and diseases that were not yet understood. This makes it much more believable for both the Capulets and Romeo that Juliet could have died so suddenly and so young. The high death count in the play would seem slightly more common in those days!



Themes – A theme is an idea or message that runs throughout a text.

Love – In *Romeo and Juliet*, love is an extremely overpowering force that supersedes all other values, emotions, and loyalties. Through their love, Romeo and Juliet conspire to go against the forces of their entire social world. Romeo returns to visit Juliet at points, even though he is well aware of the threat of death. At times, love is presented as fickle (Mercutio's speeches, Romeo + Rosaline).



Individual vs Society – Romeo and Juliet are forced to undermine the oppressive rules of society at the time. For example, rules of the patriarchal family force Juliet to be subservient to her parents, rules of religion mean that they must marry in haste, and rules of masculinity force Romeo into conflict with Tybalt.

Violence – Extreme violence takes place sporadically throughout the play. The feud between the two families is so bitter that the mere sight of each other can be the cause of a fight to the death. Unchecked violence is personified through the character of Tybalt. The violence culminates in Act 3 Scene 1, in which both Mercutio and Tybalt are murdered.



Fate – In the first address to the audience, the Chorus states that Romeo and Juliet are 'star-cross'd' lovers, meaning that fate had intended for their paths to cross, and that fate controls their actions. A series of unfortunate accidents towards the end of the play thwart Friar Laurence's plan and eventually manifest in both Romeo and Juliet committing suicide, thus adding to the sense of fate.

Dramatic Devices in Romeo and Juliet

Dramatic Irony	Mercutio and Benvolio think Romeo is still pining over Rosaline, but the audience knows he has moved on to Juliet. A2 51
Soliloquy	Juliet's opening speech in A3 52 in which she pours her heart out over her love for Romeo.
Aside	Juliet secretly hopes for the 'villain' Romeo: <i>Villain and he be many miles asunder God pardon him!</i> A3 55.
Foreshadowing	Friar Laurence: <i>These violent delights have violent ends, And in their triumph die, like fire and powder.</i> A2 56

Features of a Tragedy in Romeo and Juliet

Tragic Hero - A main character cursed by fate and possessed of a tragic flaw (Romeo, and to an extent Juliet).



Hamartia - The fatal character flaw of the tragic hero (his passion and impulsiveness).


Catharsis - The release of the audience's emotions through empathy with the characters.



Internal Conflict - The struggle the hero engages in with his/her fatal flaw.


**Instructions:**

1. For each homework, you will be asked to look at a **particular section of your Knowledge Organiser**, use the **knowledge organiser on pages 6-8** to help you answer the questions using full sentences.
2. Each task should take 20 minutes, Set a timer and **stop when the time runs out.**

Homework	Due 	Task:
Homework 1 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look cover write check the key terms and definitions for 1-5, 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 on page 7 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.**

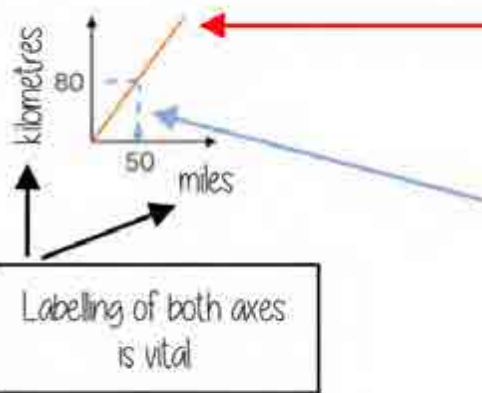
Homework	Due 	Task:
Homework 4 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look cover write check the key terms and definitions for 16-20 ,this can be found on page 6. 2. Write out the definition of 'vengeance in your own words. 3. Use vocabulary 20 to write a sentence 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. 1. Look cover write check the key terms and definitions for 2,4,6,8,10, this can be found on page 6. 2. 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 'enchancements'?
Homework 6 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look cover write check the key terms and definitions for 1,3,5,7,9 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.



Keywords

- Proportion: a statement that links two ratios
- Variable: a part that the value can be changed
- Axes: horizontal and vertical lines that a graph is plotted around
- Approximation: an estimate for a value
- Scale Factor: the multiple that increases/ decreases a shape in size
- Currency: the system of money used in a particular country
- Conversion: the process of changing one variable to another
- Scale: the comparison of something drawn to its actual size

Conversion Graphs Compare two variables



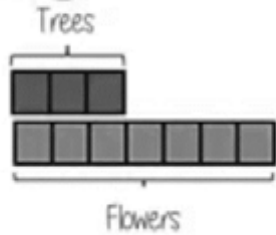
This is always a straight line because as one variable increases so does the other at the same rate

To make conversions between units you need to find the point to compare - then find the associated point by using your graph
Using a ruler helps for accuracy
Showing your conversion lines help as a "check" for solutions

Ratios and fraction



Trees: Flowers
3 : 7



Ratio

Fraction of trees

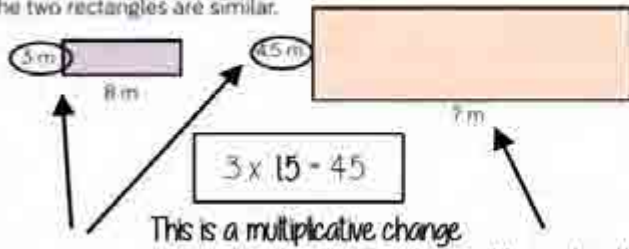
$$\frac{\text{Number of parts of in group}}{\text{Total number of parts}} = \frac{3}{10}$$

Fraction

Key Word/Fact	Definition / Rule	Example
Ratio	A relationship between two numbers indicating how many times the first number contains the second.	If a bowl of fruit contains eight oranges and six lemons, then the ratio of oranges to lemons is 'eight to six', written 8 : 6.
Parts	The individual numbers that make up a ratio.	The ratio 5 : 9 is made up of 5 parts and 9 parts. The ratio 5 : 9 has 14 parts in total.

Understand Scale Factor

The two rectangles are similar.

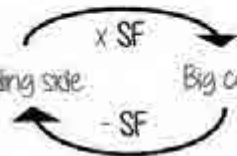


Use corresponding sides to calculate a scale factor.

Missing length
 $8 \times 15 = 12m$

Scale factor can also be calculated by

Bigger corresponding side
Smaller corresponding side



2 Draw and interpret scale diagrams

A picture of a car is drawn with a scale of 1:30

For every km on my image is 30cm in real life.

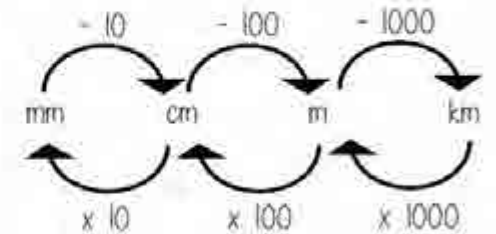
The car image is 10cm



The car in real life is 210cm



Interpret maps with scale factors



1 cm : 250 m

Ratios need to be in the same units.

1 cm : 250m

1 cm : 25000cm

$250 \times 100 = 25000$

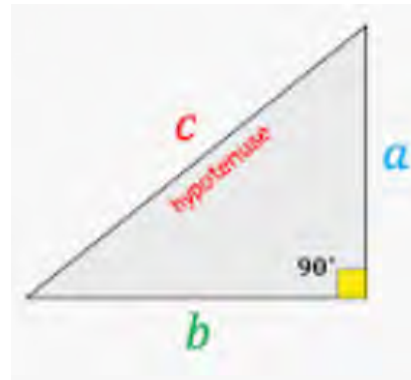
For every km on my map is 25000cm in real life.



Pythagoras' theorem



Pythagoras' theorem says that the area of the square built upon the hypotenuse of a right-angled triangle is equal to the sum of the areas of the squares upon the remaining sides.



$c^2 = a^2 + b^2$

★ $c = \sqrt{a^2 + b^2}$

★ $a = \sqrt{c^2 - b^2}$

★ $b = \sqrt{c^2 - a^2}$



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?		Make notes / draw diagrams to show the relationship between Ratio and Proportion (Fractions)... if the ratio of red to blue is 7:3 what fraction is red?
Homework 2 <input type="checkbox"/> Complete?		a) Sketch rectangle A with sides 2cm and 5cm. Rectangle B has been enlarged by SF2 – what are the lengths – Sketch it. B) What SF would be used to enlarge the rectangle to have sides of 18cm and 45cm.
Homework 3 <input type="checkbox"/> Complete?		Sketch a conversion graph to show that £1 = \$1.50 Use the graph to show a) how many dollars Tami would get for £30 b) how many pounds Kevan would get for \$25
Homework 4 <input type="checkbox"/> Complete?		On a map with the scale 1: 250 000 Jay measured his cycle route as 12 cm.. How far would he cycle in real life? How many cm would represent a journey of 100km?
Homework 5 <input type="checkbox"/> Complete?		Learn the rule: Find the missing lengths
Homework 6 <input type="checkbox"/> Completed?		Use your previous Kos and revision list provided to prepare for Assessment 3

	Key Term	Definition
1	Ecosystem	all of the living things (plants, animals and organisms) in a given area, as well as all the non-living environments (weather, earth, sun, soil, climate, atmosphere).
2	Biodiversity	the variety of plant and animal life in the world or in a particular habitat
3	Interdependence	the dependence of two or more organisms on each other for survival.
4	Gene banks	A place to preserve (keep) <i>genetic</i> material for use in the future
5	Population	all the organisms of the same group or species, which live in a particular place

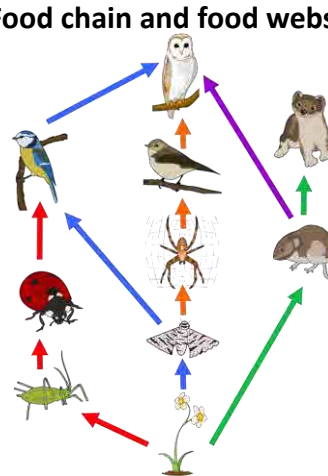
Sampling ecosystems:

We can estimate population size by taking samples using the randomly placed quadrats.

Method:

- Throw the quadrat randomly anywhere on the field.
- Go over to where the quadrat lands and count the number of dandelions and daisies
- Record the number of each species in your table against throw number 1.
- Throw the quadrat again, counting and recording the different species in the table on throw 2.
- Repeat at least 10 times, recording the number of each species inside the quadrat per throw

Food chain and food webs



Food web



food chain

All organisms in an ecosystem depend on each other. Food chains show the flow of energy from one organism to another. Food chains show the feeding relationships between organisms. Food webs show how all the food chains in an ecosystem interact.

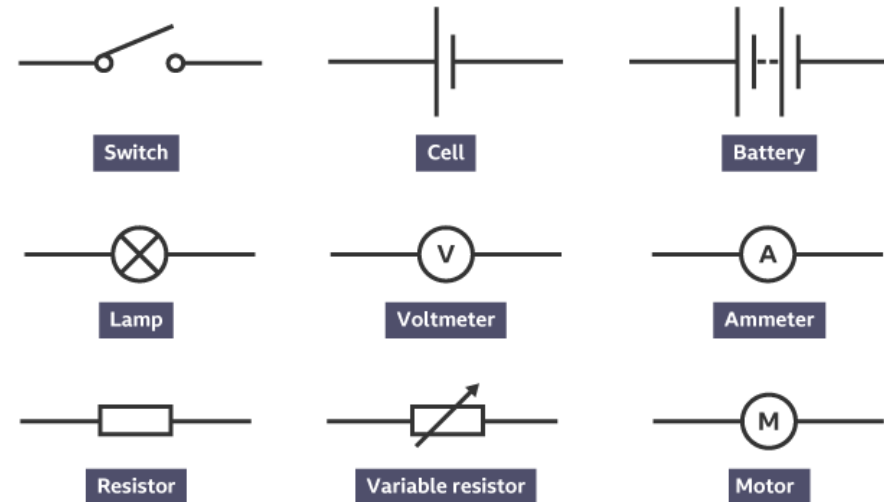


Interdependence

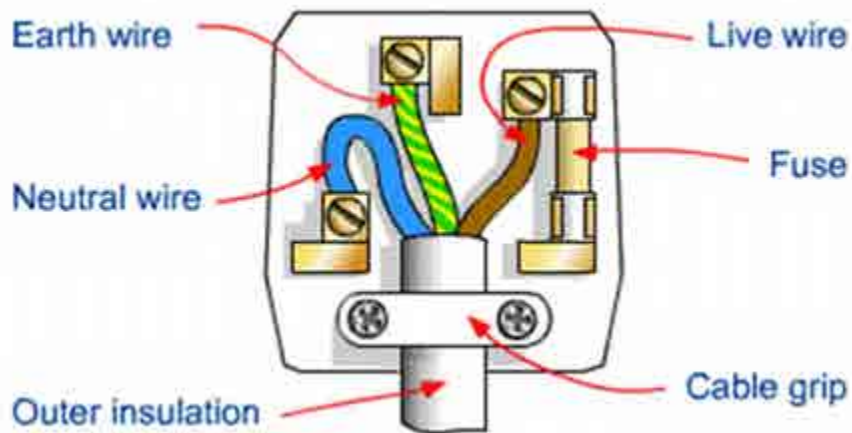
Mutualism: both species benefit from the interaction in an interdependent relationship. Example: cleaner fish feed off the dead skin and parasites of larger fish such as sharks.

Parasitism: one of the species benefit from the interaction in an interdependent relationship. Example: flea and a dog.

	Key Term	Definition
1	electric current	Electric current is the rate of flow of electric charge. Flowing charge is made up of many electrons moving through a conductor
2	voltage (potential difference).	is needed to make an electric current flow in it. This is often provided by cells or batteries.
3	resistance	Resistance is when electric charge finds it harder to flow. Through colliding with stationary atoms in the metal it flows through.
4	Ohm's Law	shows the relationship between potential difference, current and resistance: voltage = current × resistance
5	fuse	The fuse breaks the circuit if too much current flows



• There is a *fuse* between the live terminal and the live pin.



$$V = I \times R$$

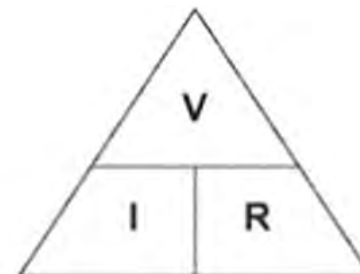
where:

V is the potential difference in **volts**, V

I is the current in **amperes** (amps), A

R is the resistance in **ohms**, Ω

The equation can be rearranged:



e.g. 3 A flows through a 240 V lamp.
What is the resistance of the lamp?

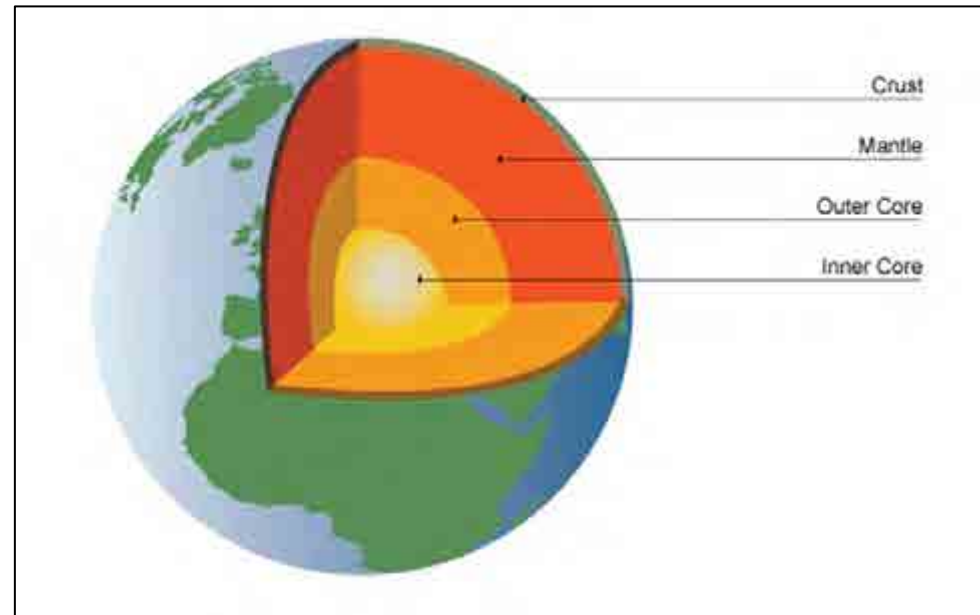
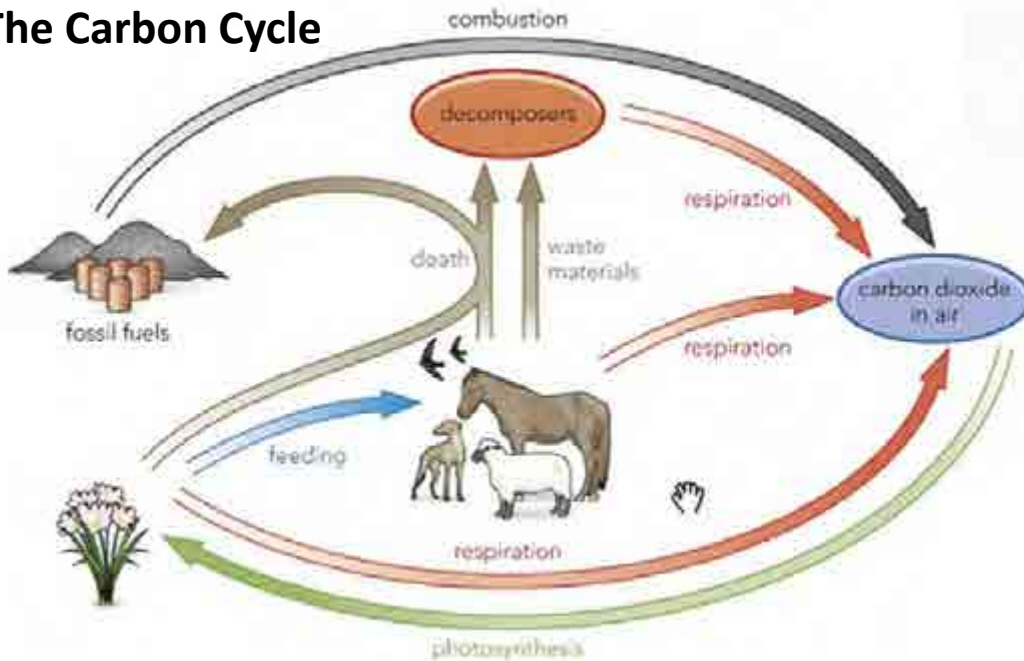
$$\text{Resistance} = 240 \div 3 = 80 \Omega$$



	Key Term	Definition
1	Renewable energy	Energy that comes from a source that won't run out.
2	Fossil fuel	Fuels found naturally in the Earth's crust.
3	Global warming	The increase in the Earth's average temperature.
4	Combustion	A chemical reaction where a fuel reacts with oxygen to produce carbon dioxide and water.
5	National grid	The network of wires that transports electricity around the country.

Energy Source	Description
Solar	Energy from the sun.
Geothermal	Thermal energy from inside the Earth's crust.
Wind	Kinetic energy from the wind.
Biomass	Plants are burned to release energy from their chemical store.
Hydroelectric	Kinetic energy from rivers.
Tidal	Gravitational potential energy from the tides.


The Carbon Cycle






Instructions:

1. For each homework, you will be asked to look at a **particular section of your Knowledge Organiser**, use the **knowledge organiser on page 14-16 to help you answer the questions using full sentences.**
2. Each task should take 20 minutes, Set a timer and **stop when the time runs out.**

Homework	Due 	Task:
<p>Homework 1 Ecosystems (Page 14)</p> <p><input type="checkbox"/></p> <p>Completed?</p>	<p>23/04/24</p>	<ol style="list-style-type: none"> 1. Read, cover, check terms 1-5. This can be found on page 14. 2. Give one example of mutualism 3. Compare a food chain and a food web. 4. Give one example of parasitism 5. Explain what would happen to the food chain if the plant went extinct.
<p>Homework 2 Ecosystems (Page 14)</p> <p><input type="checkbox"/></p> <p>Completed?</p>	<p>30/04/24</p>	<ol style="list-style-type: none"> 1. State what population is. 2. State what ecosystems. 3. Which one is wider a food chain or a food web? 4. Would the population of lady birds increase or decrease if the population of plants decrease? 5. Explain your answer from question 4.
<p>Homework 3 (Page 14)</p> <p><input type="checkbox"/></p> <p>Completed?</p>	<p>07/05/24</p>	<ol style="list-style-type: none"> 1. Define biodiversity. 2. Name the piece of equipment used to sample ecosystems 3. Why do we use gene banks? 4. How do you throw the quadrat to sampling ecosystems? 5. Explain why biodiversity is important.



Homework	Due 	Task:
<p>Homework 4 Electricity (Page 15)</p> <p><input type="checkbox"/></p> <p>Completed?</p>	14/05/24	<ol style="list-style-type: none">1. What is current?2. What does an ammeter measure?3. The 230 V mains supply is connected to a kettle and a current of 12 A passes. Calculate the resistance of the kettle element.4. Complete these sentences about identical lamps by choosing the correct words in italic.<ol style="list-style-type: none">i. When two lamps are connected in parallel, the potential difference across each lamp is <i>the same as / bigger than / smaller than</i> for one lamp on its own. The current through each lamp is the <i>same as / half / twice</i> the total current.5. Complete these sentences about identical lamps by choosing the correct words in italic.<ol style="list-style-type: none">ii. When two identical lamps are connected in series, the potential difference across each lamp is <i>the same as / half / twice</i> the total potential difference. The current through each lamp is <i>half / twice / the same as</i> the current for one lamp on its own.
<p>Homework 5 Generating Electricity (Page 16)</p> <p><input type="checkbox"/></p> <p>Completed?</p>	21/05/24	<ol style="list-style-type: none">1. Look, cover, write, check terms 1-5. This can be found on page 16.2. Name the process that plants use which removes carbon dioxide from the atmosphere.3. Name 2 processes that release carbon dioxide into the atmosphere.4. State the layer of the Earth from which we obtain fossil fuels.5. Describe the difference between tidal and hydroelectric energy.

Year 8 PE Knowledge Organiser Term 5

Components of Fitness



Health-related components

		Definition	Example
1	Body composition	The percentage of body weight which is fat, muscle and bone	The gymnast has a lean body composition to allow them to propel themselves through the air when performing on the asymmetrical bars
2	Cardiovascular fitness	The ability of the heart, lungs and blood to transport oxygen	Completing a half marathon with consistent split times across all parts of the run
3	Flexibility	The range of motion (ROM) at a joint	A gymnast training to increase hip mobility to improve the quality of their split leap on the beam
4	Muscular endurance	The ability to use voluntary muscles repeatedly without tiring	A rower repeatedly pulling their oar against the water to propel the boat towards the line
5	Strength	The amount of force a muscle can exert against a resistance	Pushing with all one's force in a rugby scrum against the resistance of the opposition pack

Skill-related components

		Definition	Example
6	Agility	The ability to change the position of the body quickly and control the movement	A badminton player moving around the court from back to front and side to side at high speed and efficiency
7	Balance	The ability to maintain the body's centre of mass above the base of support	A sprinter holds a perfectly still sprint start position and is ready to go into action as soon as the gun sounds
8	Coordination	The ability to use two or more body parts together	A trampolinist timing their arm and leg movements to perform the perfect tuck somersault
9	Power	The ability to perform strength performances quickly	A javelin thrower applies great force to the spear while moving their arm rapidly forward
10	Reaction time	The time taken to respond to a stimulus	A boxer perceives a punch from their left and rapidly moves their head to avoid being struck
11	Speed	The ability to put body parts into motion quickly	A tennis player moving forward from the baseline quickly to reach a drop shot close to the net


Note- Cardiovascular endurance is also known as aerobic endurance.



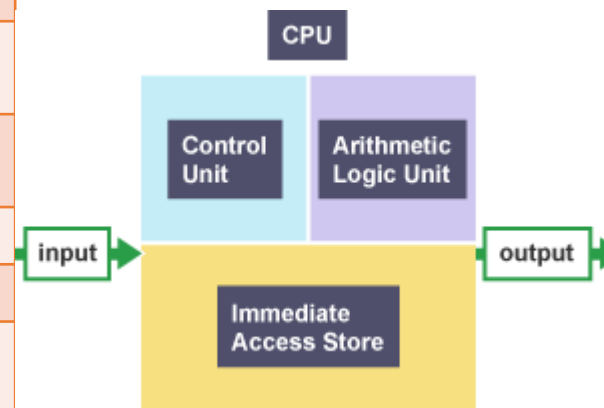
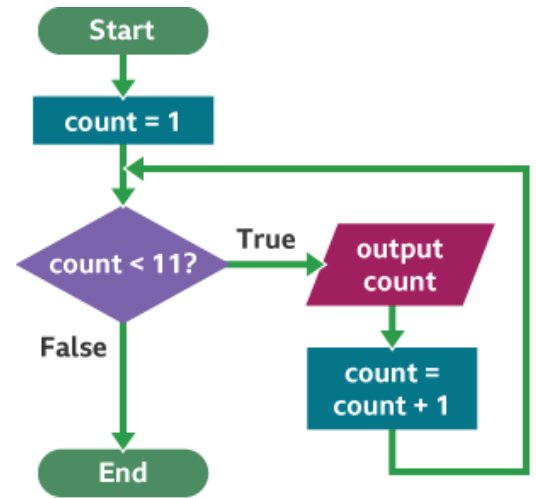


Instructions:

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:
<p>Homework 1</p> <p><input type="checkbox"/></p> <p>Completed?</p>		<ol style="list-style-type: none"> 1. Look, cover, write, check Key Words and definitions 1-4. This can be found on page 19. 2. In what sport is Cardiovascular Endurance important? 3. In what sport is Muscular Endurance important? 4. In what sport is Body composition important? 5. In what sport is Balance important?
<p>Homework 2</p> <p><input type="checkbox"/></p> <p>Completed?</p>		<ol style="list-style-type: none"> 1. Look, cover, write, check Key Words and definitions for. 5-7 This can be found on page 19. 2. In what sport is Coordination important? 3. In what sport would Speed and Power be used? 4. In what sport would Agility and Reaction Time be used? 5. In what sport would Coordination and Balance be used?
<p>Homework 3</p> <p><input type="checkbox"/></p> <p>Completed?</p>		<ol style="list-style-type: none"> 1. Look, cover, write, check Key Words and definitions 8 – 11. This can be found on page 19. 2. Completing a Half Marathon requires which component of fitness? 3. Completing a long jump requires which component of fitness? 4. Completing a 100m sprint requires which component of fitness? 5. A rower repeatedly pulling an ore requires which component of fitness?


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





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

1. For each homework, you will be asked to look at a **particular section of your Knowledge Organiser**, use the knowledge organiser on page 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 vocabulary 11-14. This can be found on page 20. 2. Draw the flow charts symbol for 'start', input/output, decision and process. 3. Give an appropriate variable name if you were storing a value of how old someone was. 4. Find the error in this code : <code>name=input("What is your name)</code> 5. Find the error in this code: <code>number=input("Enter a number")</code>
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Explain the difference between a LAN and WAN. 2. Explain why a school has a firewall. 3. Convert 10000010 to denary 4. Give two examples of secondary storage. 5. What programming construct is this: (IF ELSE).

PLEASE READ: Complete the task below if you started **Computing after the 7th May**

Homework 1 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, write, cover, check vocabulary 1-5. This can be found on page 20. 2. Name a 'peripheral device' on a network. 3. Name 2 ways you can connect to a network. 4. A sentence each for 2 advantages of networks . 5. A sentence each for 2 disadvantages of networks.
---	--	--



Key terms	Definitions
1. Food hygiene	Actions put in place to keep foods safe from food poisoning bacteria.
2. Personal hygiene	Rules in place about how to act and dress to keep food safe from food poisoning.
3. Staphylococcus	Bacteria found on STAFF which causes food poisoning due to poor personal hygiene.
4. E Coli 0157	Bacteria often found on red meat from animal's insides which causes food poisoning.
5. Salmonella	Bacteria often found from animal's insides e.g. In chicken which causes food poisoning.
6. Clostridium perfringens	Bacteria often found on unwashed vegetables which causes food poisoning.
7. Heat transfer	The way in which heat moves from one place to another.
8. Conduction	Direct heat from the hob is transferred to the metal pan, which then heats the foods.
9. Convection 	When heated the hot liquid/ air rises and then the cooler liquid drops back to the bottom to be heated again. Examples include boiling/ simmering or a fan oven.
10. Radiation	Heat radiates down from a heat source to cook food e.g. grilling burgers.
11. Sensory analysis	Using our sense (taste, feel, vision, smell) to judge how acceptable a product is.
12. Descriptors	Words that accurately describe.
13. Nutrients	Fat, protein, carbohydrates, vitamins and minerals needed by the body.
14. Nutrition	Eating all the nutrients required to be healthy.
15. Versatile food	Can be used to make lots of different food products e.g., sugar, flour, eggs and water.
16. Cross contamination	When food poisoning bacteria, chemicals or objects get into/onto foods from another place.

COLOUR CODED CUTTING BOARDS

eliminate the risk of bacterial cross contamination during food preparation



RAW MEAT



RAW FISH



COOKED MEAT



SALAD & FRUIT



VEGETABLES



BAKERY & DAIRY

TIPS FOR FOOD SAFETY

ALWAYS SEPARATE RAW & COOKED FOODS



Separate raw meat, poultry and seafood from other foods.



Use separate equipment and utensils such as knives and cutting boards for handling raw foods.




Store food in containers to avoid contact between raw and prepared foods.



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

1. For each homework, you will be asked to look at a **particular section of your Knowledge Organiser**, use the knowledge organiser on page 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 vocabulary 15-20. This can be found on page 23. 2. What is the difference between the meaning of nutrition and nutrients? 3. Why is it important to have protein, calcium and vitamin D as a teenager? 4. Using colour coded chopping boards can help to prevent cross contamination. Use the image to create a list of food examples for each colour e.g. cooked meat = ham, chorizo, salami etc... 5. List 2 other ways that cross contamination can be avoided when cooking.
Homework 2 <input type="checkbox"/> Completed?		Your teacher will set the end of topic quiz on Show My homework (SMHW). Answer this to show how much you have learnt.

PLEASE READ: Complete the task below if you started **Food after the 7th May**

Homework 1 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, write, cover, check vocabulary 1-6. This can be found on page 23. 2. List 3 personal hygiene rules with reasons for them. 3. List 4 ways in which eggs can be cooked. 4. Why do we call eggs a versatile ingredient? 5. In week 1 you make hokey pokey (honeycomb) explain or draw a diagram to explain what happened and why when you added the bicarbonate of soda.
---	--	---

Key word	Definition
1. Product analysis	This is when we look at a product and talk about its main features, using ACCESS FM
2. Aesthetics	This is the appearance of a product, including its style, shape, texture etc
3. Function	This means what the product does
4. Product analysis	Looking at all aspects of a product and fully evaluating a wide range of its properties. At BBA we use ACCESS FM to do this.
5. Recycle	To take a material no longer needed and use it to make another product. This sometimes involves melting and reshaping.
6. Thermoforming	This is a type of plastic that can be heated up and shaped over and over again.
7. Thermosetting	This is a type of plastic that when shaped cannot be reshaped
8. Fossil fuels	These are coal, gas and oil and we burn these to produce energy
9. Renewable	This means something that will not run out
10. Non renewable	This means something that will eventually run out

- A** is for **Aesthetics**
- C** is for **Cost**
- C** is for **Customer**
- E** is for **Environment**
- S** is for **Size**
- S** is for **Safety**
- F** is for **Function**
- M** is for **Material**


Thermoplastics/Thermoforming plastics	Thermosets/thermosetting plastics
Acrylic (PMMA)	Epoxy Resin (ER)
High density polyethylene (HDPE)	Urea-formaldehyde (UF)
Polyethylene terephthalate (PET)	Melamine-formaldehyde (MF)
Polyvinyl Chloride (PVC)	Phenol-formaldehyde (PF)
Polypropylene (PP)	Polyester Resin (RN)
High Impact Polystyrene (HIPS)	





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

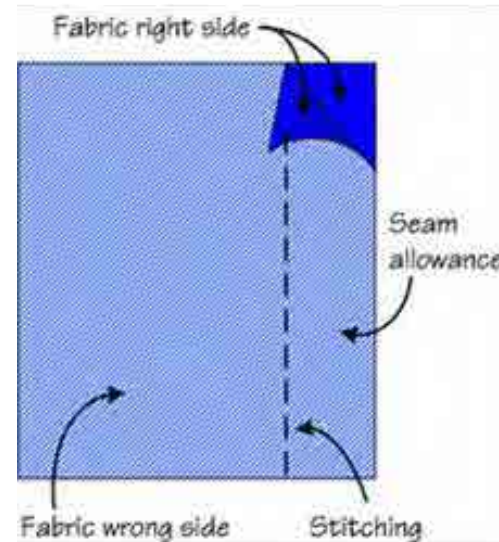
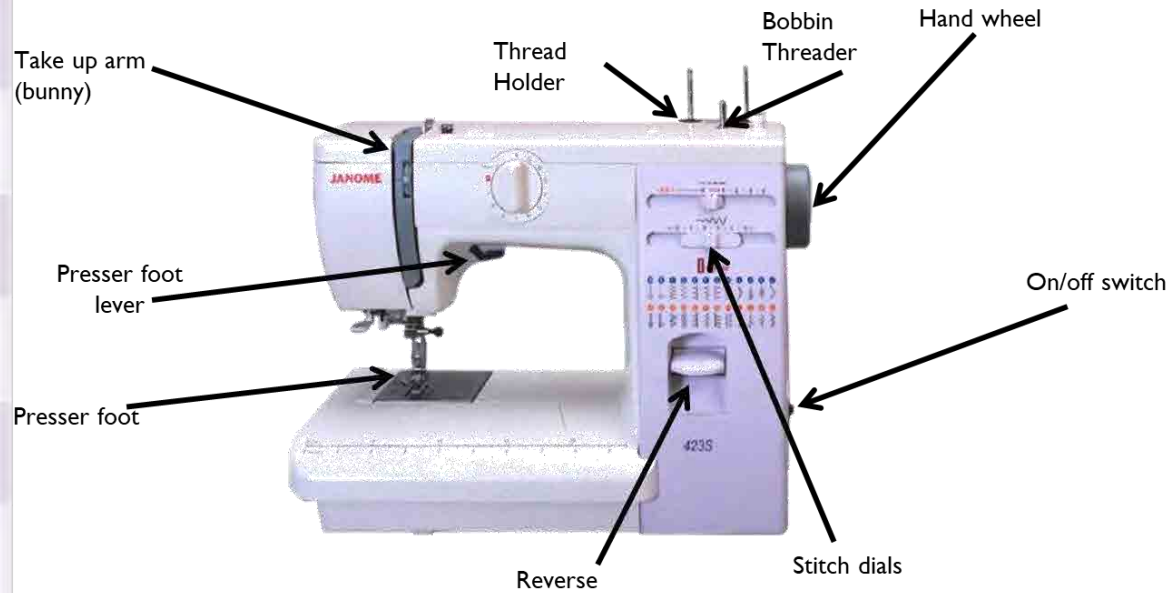
1. For each homework, you will be asked to look at a **particular section of your Knowledge Organiser**, use the **knowledge organiser on page 25 to help you answer the questions using full sentences.**
2. Each task should take 20 minutes, Set a timer and **stop when the time runs out.**

Homework	Due 	Task:
Homework 1 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, write, cover, check vocabulary 6-10. This can be found on page 24. 2. Explain the difference between thermoforming and thermosetting plastics 3. Give 3 examples of thermoforming plastics 4. Give 3 examples of thermosetting plastics 5. What are the environmental impacts of using plastic?
Homework 2 <input type="checkbox"/> Completed?		Your teacher will set the end of topic quiz on Show My homework (SMHW). Answer this to show how much you have learnt.

PLEASE READ: Complete the task below if you started Product Design after the 7th May

Homework 1 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, write, cover, check vocabulary 1-5. This can be found on page 24. 2. Explain what product analysis is and why we do it. 3. Write down each area of ACCESS FM and its definition. 4. What does recycle mean? 5. Write 5 health and safety rules when in the workshop.
---	--	--

Name	Picture	What it is used for
1. Fabric Scissors		You use them to cut fabric
2. Pins		They hold fabric in place when you are sewing
3. Bobbin Case		It holds the bobbin in place on the sewing machine
4. Tailors Chalk		They mark fabric with it
5. Ironing Board		You lay fabric on it to iron it to remove creases
6. Needle		You use it to sew or embroider by hand
7. Tape Measure		It can measure around curves
8. Iron		It is used to remove creases in fabric
9. Paper Scissors		You cut paper with these
10. Thread		It is used to create stitches, made from cotton or cotton/polyester
11. Quick Unpick		You use it to undo stitching
12. Bobbin		You wind thread onto this. It is the bottom thread in the sewing machine




- **Seam allowance is the distance between the stitching and the edge of the fabric.**
- **Seam Allowance is important because it ensures the product is made to the correct size, the lines are straight and there are no holes**
- **Usually the Seam Allowance is 1.5cm - this means the edge of the fabric lines up with the 1.5CM line on the stitch plate**



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

- For each homework, you will be asked to look at a **particular section of your Knowledge Organiser**, use the **knowledge organiser on page 27** 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, write, cover, check vocabulary 10-12. This can be found on page 27. 2. What is thread used for in Textiles? 3. List 2 other names you may have heard your Teacher call the quick unpick by 4. Explain why a quick unpick is useful 5. Explain why we usually match the bobbin thread to the top thread.
Homework 2 <input type="checkbox"/> Completed?		Your teacher will set the end of topic quiz on Show My homework (SMHW). Answer this to show how much you have learnt.

PLEASE READ: Complete the task below if you started Textiles on the **7th May**

Homework 1 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> Look, write, cover, check vocabulary 1-3. This can be found on page 27. Explain why you only use fabric scissors to cut fabric and not paper. Explain why you use pins to secure something in place when sewing. Explain the job of the bobbin case. Write 5 health and safety rules for using the iron.
---	--	---

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 '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 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.....

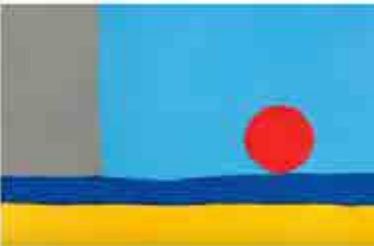


5- **Think-** What do you think about the work?

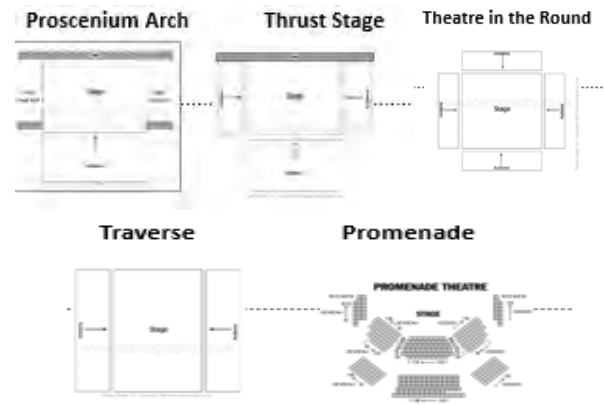
I like/dislike this piece because.....



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 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:
<p>Homework 1</p> <p><input type="checkbox"/></p> <p>Completed?</p>		<p>1- Complete a piece of writing analysing the artwork by Etel Adnan.</p> <p>Etel Adnan. Late Afternoon, 2020. Etching. Paper and Image: 38 x 47 cm.</p> 
<p>Homework 2</p> <p><input type="checkbox"/></p> <p>Completed?</p>		<p>1.Complete a piece of writing analysing the artwork by Utagawa Hiroshige.</p> <p>Utagawa Hiroshige, Katabira River and Katabira Brige (Hodogaya, Katabiragawa Katabirabashi), 1842/57, colour wood block print, 25 × 37.2 cm</p> 
<p>Homework 3</p> <p><input type="checkbox"/></p> <p>Completed?</p>		<p>1.Complete a piece of writing analysing the artwork by Brooks Shane Salzwedel.</p> <p>Brooks Shane Salzwedel, Silence is Deadly, 2024, 14 x 11 inches, graphite, acrylic, ink, inkjet, mylar, resin, panel.</p> 



Physical Skills

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

Vocal Skills

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

Writing skills

22	Evaluate	Deciding how successful or unsuccessful the actors were
23	Describe	Describing <i>what</i> specific vocal or physical skill used e.g. worried facial expressions
24	Explain	Explaining <i>how</i> they demonstrated the vocal or physical skill e.g. by scrunching their eyebrows together
25	Analyse	Analysing <i>why</i> they did this, what it showed about the character e.g. this made the character appear concerned about...




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

Homework	Due 	Task:
Homework 1 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Write, Cover, Check key terms 1-11. This can be found on page 31. 2. How can timing be used to create comedy? Give an example. 3. What does using an accent tell the audience about your character? 4. Which vocal skill conveys emotion? 5. Draw a square stage. Mark an X on Upstage Right.
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Write, Cover, Check key terms 12-21. This can be found on page 31. 2. What is Status? 3. What physical skills can use to show a high-status character? 4. Why must you consider your blocking when rehearsing a scene? 5. Draw a square stage. Mark an X on Downstage Left.
Homework 3 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Write, Cover, Check key terms 22-25. This can be found on page 31. 2. What is Proxemics? 3. If you have close proxemics with another character, what does that tell the audience about their relationship? 4. How can you use Pitch to show a character is shocked? 5. Draw a square stage. Mark an X on Centre stage.



The British Empire was so large it was said the “sun never sets on the British Empire”

Impacts of British Empire:



Hong Kong becoming an economic powerhouse



Death and disease amongst aboriginals



Africa split up into territories as decided by European powers



By investing money into many of its colonies, Britain was able to develop their infrastructures. (e.g. railroads in India, business in Hong Kong)

Key Term	Definition
1. Empire	When countries are ruled/controlled by another country
2. Colony	A country that is controlled by an empire. Eg. India, South Africa, Australia, Canada
3. Imperialism	When a country wants to extend their power, usually by force
4. Partition	To divide (a place, such as a country) into two or more territorial units
5. Economy	The part of society that creates wealth
6. Sepoy	An Indian soldier under the command of the British Empire
7. Indian Mutiny	When Indians fought back against British rule in India
8. “Jewel in the Crown”	The phrase used to describe India, the most important and valuable British colony
9. Penal colony	When convicts (criminals) were sent to Australia
10. Aboriginals	The people native to Australia. They have lived there for over 60,000 years
11. Opium	A drug sold to China by Britain
12. Native	Someone from an area
13. British Raj	Rule by the British Empire in India
14. Racism	when people are treated unfairly because of their skin colour or background



Key dates for this unit

1500s – England begins to establish itself as a naval power and looks to control more land

1770 – Captain James Cook landed his ship in Australia

1833 – Britain abolished slavery

1842 – Britain took control of Hong Kong after the opium wars with China

1857 – The Indian Mutiny and the start of the British Raj in India

1901 – Australian independence

1919 – Amritsar massacre

1947 – Partition of India

1997 – Hong Kong was handed back to China.



Source 1

Reasons for wanting an Empire (there are others)

Trade (and money)
The British could make huge amounts of money from trading across the Empire. They could also access resources which otherwise were not available to them.



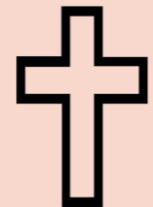
Warfare
The British used soldiers from around the Empire in their army.



Political power and influence
The British became one of the most powerful countries in History. Even today, Britain is far more powerful than it's size suggests.



Religion
The British tried to spread Christianity across the Empire, often ignoring local religions and cultures.



Source 2



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 33-34** to help you answer the questions using full sentences.
2. Each task should take 20 minutes, Set a timer and **stop when the time runs out.**

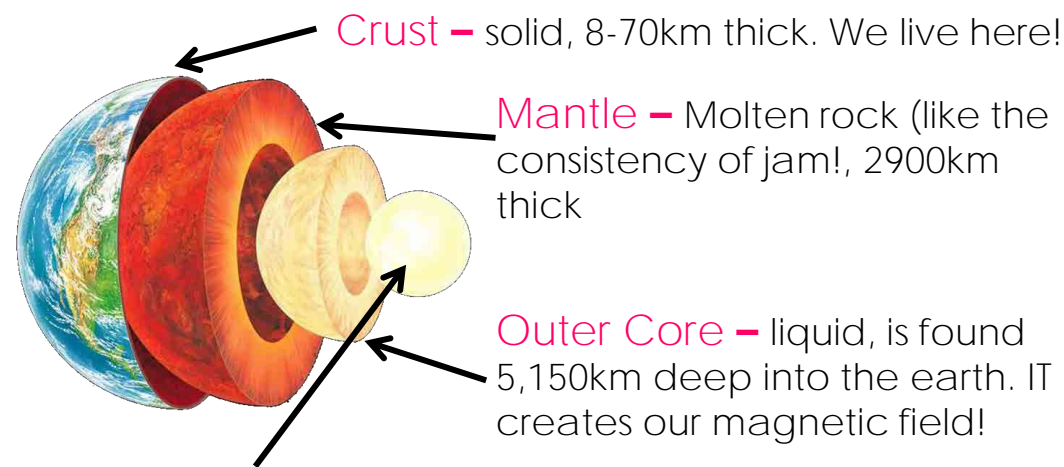
Homework	Due	Task:
Homework 1 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1) Look, cover, write, check terms 1,2,3. This can be found on page 33. 2) What do you think people meant when that said that “the sun never sets” on the British Empire? 3) What is one impact of the British Empire? 4) What happened in 1770? 5) Give one reason Britain wanted an empire, can you give an example?
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1) Look, cover, write, check terms 4,5,6 This can be found on page 33. 2) Give one negative impact of the British Empire on Africa 3) Look at the map on the top of your knowledge organiser, can you name any of the countries in RED that Britain colonised? 4) What country was referred to as the “Jewel in the Crown”? 5) How was Hong Kong impacted by the British Empire?
Homework 3 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1) Look, cover, write, check terms 7,8,9 This can be found on page 33. 2) Give an example of a penal colony 3) Look at source 1, what do you think is happening in this cartoon? 4) Why is ‘religion’ a reason Britain wanted an Empire?

8.4 Why do so many people live in the danger zone?

What examples of natural hazards are there?



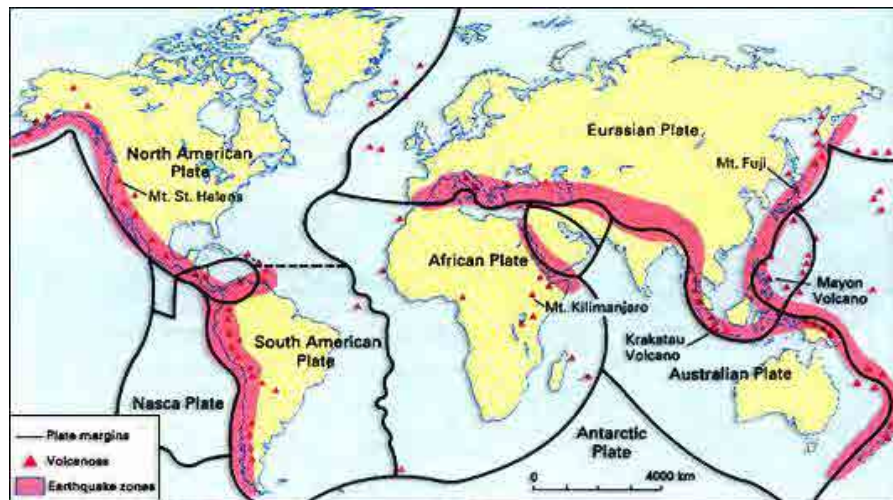
How is the earth structured?



Inner Core – solid, it is a huge metal ball 2500km wide and is between 5000-6000°C!

Keyword	Definition
1. Natural Hazard	The potential threat to humans from a naturally occurring process/ event.
2. Disaster	An actual occurrence where large numbers of people are affected – possibly killed/injured.
3. Tectonic Hazards	Hazards that occur due to the movement of the earths crust.
4. Epicentre	The point on the earths surface directly above the focus of an earthquake.
5. Focus	The origin of the earthquake beneath the earth's surface.
6. Magnitude	The strength of an earthquake.
7. Oceanic Crust	The thinner, denser part of the earths crust which forms large land masses
8. Continental crust	The thicker, less dense part of the earths crust which forms large land masses.
9. Convection Currents	The rising and falling of heat inside the mantle, causing the movement of the tectonic plates.
10. Lahar	A destructive mudflow, usually as a result of a volcanic eruption.
11. Pyroclastic Flow	A dense, destructive mass of very hot ash, lave fragments and gases ejected explosively from a volcano and flowing at great speed. 36

What are tectonic plates?



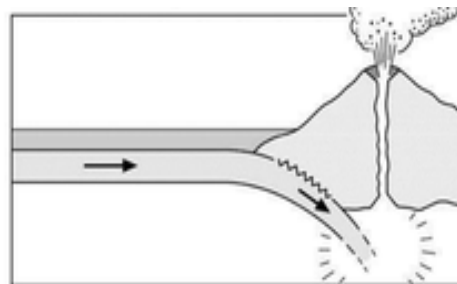
The **earth's crust** is broken up into **tectonic plates**. As they move, they create **earthquakes and volcanoes**!

There are two types of crust:

- **Oceanic Crust** – found underneath the oceans. It is **denser** than the continental crust so **can be destroyed**.
- **Continental Crust** – found under land masses or continents. It is **older** than the oceanic crust and is **not destroyed**.

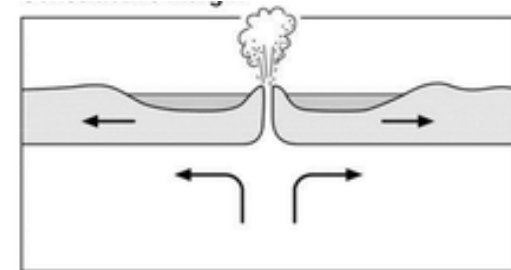


What are the three different types of plate boundary?



Destructive plate margin

- The **oceanic plate is subducted** (goes underneath) the continental plate as it is **more dense**.
- The oceanic plate **melts** under pressure to form magma.
- This magma is forced up to form a **composite volcano**.

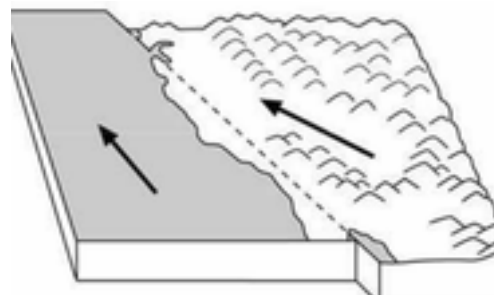


Constructive plate margin

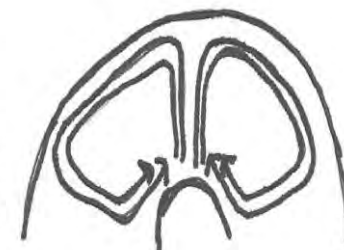
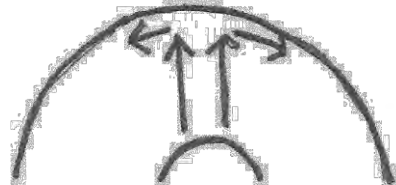
- **Two oceanic plates move apart**.
- **Magma rises** from the mantle in between the two plates to form new **shield volcanoes** and new land.

Conservative plate margin

- Two plates slide past each other in **opposite directions or the same direction at different speeds**.
- **Friction** occurs and the plates get stuck.
- There is a **build-up of pressure** which is **eventually released** creating a strong earthquake.



How do the tectonic plate move?



1. The **core** heats up the **magma** above it, which makes the magma **rise** within **the mantle** as it is **less dense**

2. When the magma reaches the crust, it can't rise any further so **spreads out** underneath the crust.

3. When the magma spreads out underneath the crust creating **friction**. This **pulls some of the crust** in that direction, making it move.


4. The magma loses heat as it's been away from the **core** for a while and it **cools** and **sinks** back down.

5. The cycle **starts all over again**.



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 36 -37** 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 key terms 1-3. This can be found on page 36. 2. Name three natural hazards that you can see in the photos. 3. What are the four layers of the earth? 4. Name two differences between the crust and inner core. 5. Describe the differences in the states (solid, liquid, gas) of each layer of the earth.
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, cover, write and check key terms 4- 8. This can be found on page 36. 2. What are the two different types of crust? 3. Describe the differences between the two types of crust. 4. Draw one diagram showing convection currents. 5. Explain the processes at each stage of convection currents.
Homework 3 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1.Look, cover, write and check key terms 9-11. This can be found on page 36. 2.What are the names of the three plate boundaries called? 3.Which two plate boundaries produce volcanoes? 4.Which plate boundary only occurs when there are two oceanic plates? What happens at this boundary? 5.Explain the processes that take place at a destructive plate boundary using a diagram to help you.

The Existence of God

Proof: evidence or argument establishing a fact or the truth of a statement

"The chief danger to philosophy is the narrowness in the selection of evidence" – Alfred North Whitehead

The Original Sin

Many Christians believe all humans are descended from Adam and Eve, which means that they all have the ability to disobey God.

Original sin occurred when Adam and Eve were tempted and committed the first (original) sin.





Genesis 3 tells the story of how sin first entered the world when Adam and Eve were tempted by the Devil in the Garden of Eden.

They ate an apple from the Tree of Knowledge after God had instructed them not to, and for this they were banished from the garden.

Evil had now entered the world - this is known as the Fall.




"When the woman saw the fruit of the tree she took some and ate it. She also gave some to her husband and he ate it" Genesis 3: 6

Religious Experience	Miracles/Near Death Experience	Teleological Argument (argument from design)	Cosmological Argument 
<p>Religious experiences are personal encounters or feelings that people believe connect them with a divine being or higher power. These experiences can include feelings of peace, transcendence, or a sense of God's presence.</p> 	<p>Miracles are events that defy the laws of nature, caused by divine intervention. A near death experience is an example of this. When people experience near-death situations followed by miraculous recoveries, they often interpret these events as signs of God's intervention and existence.</p>	<p>The teleological argument suggests that the universe's complexity and orderliness imply the existence of an intelligent designer, like how the intricate design of a watch implies the existence of a watchmaker.</p> 	<p>The cosmological argument suggests that everything in the universe has a cause, and there must be a first cause (God) that started everything.</p> 
<p>✓ Gives comfort and meaning during difficult times, providing individuals with a sense of guidance and reassurance.</p>	<p>✓ Shows God's power and presence through extraordinary events that defy scientific explanation, reinforcing believers' faith.</p>	<p>✓ Supports religious beliefs by suggesting that the intricate design of the universe implies the existence of an intelligent creator.</p>	<p>✓ Provides a logical explanation for the universe's beginning by proposing the existence of a first cause or ultimate explanation.</p>
<p>✗ Not everyone has religious experiences, so they may not be universal or applicable to everyone's understanding of God.</p>	<p>✗ Can't always be proven scientifically, leading to scepticism and doubt from those who require empirical evidence.</p>	<p>✗ Doesn't consider other explanations like evolution, which can also account for the apparent design in nature without invoking a divine designer.</p>	<p>✗ Doesn't prove a specific kind of God, leaving room for interpretation and debate among different religious beliefs.</p>



Instructions:

1. For each homework, you will be asked to look at a **particular section of your Knowledge Organiser**, use the knowledge organiser on page 39 to help you answer the questions using full sentences.
2. Each task should take 20 minutes, Set a timer and **stop when the time runs out.**

Homework	Due 	Task:
<p>Homework 1</p> <p><input type="checkbox"/></p> <p>Completed?</p>		<ol style="list-style-type: none"> 1. Give two examples of a moral evil. 2. What is the message of the Story of Job? 3. What is the Eightfold Path? 4. How do you think the Eightfold path will influence Buddhists?
<p>Homework 2</p> <p><input type="checkbox"/></p> <p>Completed?</p>		<ol style="list-style-type: none"> 1. Explain how the inconsistent triad works. 2. Draw a diagram to explain the inconsistent triad. 3. How do Buddhists respond to the existence of suffering? 4. Who tried to influence Job?
<p>Homework 3</p> <p><input type="checkbox"/></p> <p>Completed?</p>		<ol style="list-style-type: none"> 1. Give two examples of a natural evil? 2. How did Epicurus respond to the Inconsistent Triad? 3. Draw an example of a moral evil and a natural evil 4. What id moral evil?



8.7 Present Holidays - French Vocab List

Tu vas où?	Where do you go?
Je vais	I go
À Paris/ Londres	to Paris / to London
En France	to France
En Espagne	to Spain
En Angleterre	to England
En Écosse	to Scotland
En Irlande	to Ireland
Au Pays de Galles	to Wales
Au Portugal	to Portugal
Au Pakistan	to Pakistan
En Pologne	to Poland
En Somalie	to Somalia
Aux Caraïbes	to the Caribbean
Au Royaume Uni	to the UK
Aux États-unis	to the States
Aux Pays Bas	to the Netherlands

Qu'est-ce que tu visites?	What do you visit?
Je visite/ Nous visitons	I visit /We visit
La plage	The beach
La piscine	The swimming pool
Le centre-ville	The town centre
Le musée	The museum
Le marché	The market
Le stade de foot/ rugby	The (football/rugby) stadium
Le parc d'attraction	The theme park
Les monuments	The monuments
Les magasins	The shops
Les cafés	The cafés
Les restaurants	The restaurants
L'office de tourisme	The tourist office

Tu restes où?	Where do you stay?
Je reste dans	I stay in
un hôtel cinq étoiles	A (five star) hotel
Un camping	A campsite
Un appartement	An apartment
Une caravane	A caravan
Une tente	A tent
Une auberge de jeunesse	A youth hostel
Un mobil-home	A static caravan
Chez mes grand-parents	At my grand-parents'
Un hôtel de luxe	A state-owned luxury hotel
Un B&B	A B&B

Comment Voyager?	How do you travel?
Je voyage/ nous voyageons	I travel / We travel
à pied	by foot
à vélo	by bike/pushbike
en moto	by motorbike
en voiture	by car
en train	by train
en bateau/ en bateau de croisière	by boat / by cruiseship
en métro	by tube
en car	by coach
en bus	by bus
en avion	by plane

Quel temps fait-il ?	What is the weather like?
Il fait beau/ il fait mauvais	It is good /bad weather
Il fait chaud/ froid	It is hot/cold
Il y a du soleil	It is sunny
il fait 25 degrés	It is 25 degrees
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

Que fais-tu?	What do you do...?
Se relaxer	To rest
S'amuser (je m'amuse)	To have fun (I have fun)
Bronzer	To sunbathe
Visiter des monuments	To visit monuments
Aller à la plage	To go to the beach
Aller au restaurant	To go to the restaurant
Faire du shopping	To go shopping
Se promener	To go for walks
Prendre des photos	To take photos
Acheter des souvenirs	To buy souvenirs
Faire du sport	To do (play) sports
Faire du sport nautique	To do water sports
Danser en boîte	To dance in a club

C'est où?	Where is it...?
C'est loin	It's far
C'est proche/ à proximité	It's nearby
C'est à 5 minutes d'ici	It's 5 minutes away
C'est à 300 mètres d'ici	It's 300 metres away
Allez tout droit	Go straight on
Aux feux, continuez tout droit	At the traffic lights go straight on
Au rond-point tournez à droite	At the roundabout turn right
Tournez à gauche	Turn left
Tournez à droite	Turn right
Prenez la première	Take the first
Prenez la deuxième	Take the second
Traversez le pont	Cross the bridge





There are three types of verbs in French and in their infinitive form they end in:

-er -ir -re

For the **present tense**, depending on the pronoun, we change the ending of the verb using the table below :

Pronouns	-er	-ir	-re
Je (I)	-e	-is	-s
Tu (you)	-es	-is	-s
il (he), elle (she)	-e	-it	/
Nous (we)	-ons	-issons	-ons
Vous (you) (pl)	-ez	-issez	-ez
ils / elles (they)	-ent	-issent	-ent

Examples:

Porter = **to** wear > je porte = **I** wear
 Finir = **to** finish > nous finissons = **we** finish
 Vendre = **to** sell > ils vendent = **they** sell

The Near Future :

The near future **tense** (le futur proche) is used to express something that will be happening in the very near future. It is formed by conjugating the verb **aller** (to go) in the present tense, followed by an infinitive.

English	To go (present)	Infinitive
I am going to go	Je vais	aller
You are going to play	Tu vas	jouer
He/she/we are going to visit	Il/elle/on va	visiter
We are going to swim	Nous allons	nager
You (pl.) are going to read	Vous allez	lire
They are going to do	Ils/elles vont	faire

Going to or living in a country

In French the word “to” or “in” with countries changes depending on if they are masculine, feminine, plural or a town/city. Countries which end in “e” are almost always feminine (this really helps)

Examples :

Je vais **en** Espagne (**feminine**) → I go **to** Spain
 Je vais **au** Portugal (**masculine**) → I go **to** Portugal
 Je vais **à** l'hôtel (**vowel**) → I go **to the** hotel
 Je vais **aux** Etats-Unis (**plural**) → I go **to** the USA
 Je vais **à** Paris (**town/city**) → I go **to** Paris















les participes passés irréguliers?	Irregular past participles
Faire → fait	To do → did
Prendre → pris	To take → took
Boire → bu	To drink → drank
Voir → vu	To see → saw
Lire → lu	To read → read
Vouloir → voulu	To want → wanted
Dire → dit	To say → said
Devenir → devenu	To become → became
Avoir → eu	To have → had
Écrire → écrit	To write → wrote

Les opinions	Opinions
C'était	It was ...
Génial	Great
Fantastique	Fantastic
Intéressant	Interesting
Touchant	Moving (emotionally)
Inoubliable	Unforgettable
Incroyable	Incredible
Trop court	Too short
Ennuyeux/barbant	Boring
Trop long	Trop long
Passionnant	Exciting
Émouvant	Emotional

Quand?	When?
Aujourd'hui	Today
Normalement	Normally
D'habitude	Usually
Parfois/quelquefois	Sometimes
Pendant la pause/ le trajet	During breaktime/the journey
Le weekend	On the weekend
Après le collège	After school
deux fois par semaine	Twice a week
souvent	Often
Toujours	Always
Rarement	Rarely
De temps en temps	From time to time
Le lundi	On Monday
Hier	Yesterday
Récemment	Recently
Le week-end dernier	Last weekend
La semaine dernière	Last week
L'année dernière	Last year
Il y a un mois	A month ago
Demain	Tomorrow
Bientôt	Soon
A l'avenir	In the future
Le weekend prochain	Next weekend
La semaine prochaine	Next week
L'année prochaine	Next year
Dans un mois	In a month

Qu'est-ce que tu fais normalement?	What do you do normally?
 Se reposer (je me repose)	To relax
 Se relaxer (je me relaxe)	To relax
 S'amuser (je m'amuse)	To have fun
 Se baigner (je me baigne)	To bathe
 S'habiller (je m'habille)	To get dressed
 Se lever (je me lève)	To get up
 Se laver (je me lave)	To wash
 Se réveiller (je me réveille)	To wake up
 S'entendre avec (je m'entends avec)	To get on with
 Se brosser les dents/ les cheveux (je me brosse)	To brush teeth/hair
 Se doucher (je me douche)	To shower
 Se maquiller (je me maquille)	To put on make-up

Quel temps faisait-il?	What was the weather like?
 Il faisait beau	It was good weather
 Il faisait chaud	It was hot
 Il faisait froid	It was cold
 Il faisait 25 degrés	It was 25 degrees
 Il faisait mauvais	It was bad weather
 Il pleuvait	It was raining
 Il neigeait	It was snowing
 Il y avait du vent	It was windy
 Il y avait des nuages	It was cloudy
 Il y avait des orages	It was stormy
 Il y avait du brouillard	It was foggy
 Il y avait du soleil	It was sunny





Past holidays 8.8 French Knowledge Organiser

A **verb** is a doing, being or having word. e.g. to speak, to eat, to be.
Reflexive verbs in French are verbs which usually mean an action done to yourself (e.g. straighten your hair, brush your teeth, etc.). Many are regular -er verbs and they need an extra **reflexive pronoun**.

Subject pronouns	Reflexive pronoun
je (I)	me
tu (you)	te
il (he), elle (she), on (we)	se
nous (we)	nous
vous (you) (pl)	vous
ils/elles (they)	se

Examples:
Se lisser les cheveux - to straighten one's hair
 Je **me** lisse les cheveux > I straighten my hair
Se brosser les dents – to brush one's teeth
 On **se** brosse les dents > we brush our teeth
Se doucher - to shower
 Tu **te** douches le matin ou le soir? Do you shower in the morning or in the evening?

Reflexive verbs, the perfect tense (past tense)

The perfect tense:
 You can talk about the **past** by using the **perfect tense** (*le passé composé*). The perfect tense has 3 parts:
 1. **The subject pronoun (eg. Je, nous)**
 2. **The auxiliary (avoir or être)**
 3. **The past participle**
 To form the past participle, take off the infinitive endings (-er, -ir or -re) and add the following endings instead:
 -ER verbs > - é
 -IR verbs> - i
 -RE verbs > - u
Examples:
 J'**ai** achet**é** des baskets au centre commercial. I **have bought** trainers at the shopping mall.
 Hier il **a** jou**é** au foot dans le parc. Yesterday he **played** football in the park.
 Je **suis** all**é** en ville hier? I **went** to town yesterday?

The 2 auxiliary verbs are AVOIR or ÊTRE.
 Use **AVOIR** with most verbs.
 Use **ÊTRE** with **reflexive verbs** and **DR. MRS VANDERTRAMP verbs**. [*Devenir* (to become), *Revenir* (to come back), *Monter* (to go up), *Retourner* (to return), *Sortir* (to go out), *Venir* (to come), *Aller* (to go), *Naître* (to be born), *Descendre* (to go down), *Entrer* (to enter), *Rentrer* (to go home/to return), *Tomber* (to fall), *Rester* (to remain), *Arriver* (to arrive), *Mourir* (to die), *Partir* (to leave).]


AVOIR	ÊTRE
J'ai	Je suis
Tu as	Tu es
Il /elle a	Il /elle est
Nous avons	Nous sommes
Vous avez	Vous êtes
Ils /elles ont	Ils /elles sont

Remember!
 When using être to form the perfect tense your past participle must agree with the subject pronoun.
 Add -e if feminine e.g. elle est all**é**
 Add -s if plural e.g. ils sont all**és**
 Add -es if feminine plural eg. elles sont all**ées**



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 45-46 to help you answer the questions using full sentences.
2. Each task should take 20 minutes, Set a timer and **stop when the time runs out.**

Homework	Due 	Task:
<div data-bbox="109 611 153 658" style="border: 1px solid black; width: 20px; height: 20px; margin: 0 auto;"></div> <p data-bbox="49 672 209 705">Completed?</p> <p data-bbox="45 911 219 939">Homework 1</p>		<p data-bbox="391 472 1483 505">1. Follow the 'look, cover, write, repeat' method with the following vocabulary items.</p> <p data-bbox="391 529 839 562">Je, tu, il, elle, nous, vous, ils, elles</p> <p data-bbox="391 586 922 619">2. translate these sentences into English.</p> <p data-bbox="522 644 843 676">Je vais aller au Portugal.</p> <p data-bbox="522 701 843 733">Je vais aller en Espagne.</p> <p data-bbox="522 758 799 791">Je vais aller en Italie.</p> <p data-bbox="522 815 880 848">Je vais aller aux États-Unis.</p> <p data-bbox="391 872 1303 905">3. Draw the words 'restaurant', 'plage' and 'monuments' in your book.</p> <p data-bbox="391 929 1431 962">4. Write a list of 5 more places in town from the knowledge organiser in French.</p> <p data-bbox="391 986 1777 1019">5. Write your own sentence to talk about a place/country you are going to go to in French with 'je vais aller'</p>



Homework
2



Completed?

1. Follow the 'look, cover, write, repeat' method with the following vocabulary items.
Bronzer, visiter monuments, se relaxer, faire du sport, faire du shopping.
2. Translate these sentences into French.
 - a) I like to visit monuments.
 - b) I like to relax.
 - c) I like to sunbathe.
 - d) I like to go shopping.
 - e) I like to do sports.
3. Write 3 more sentences to say what you like to do in French.
4. What does 'il y a du soleil' mean?
5. What is 'une tente'?

Homework 3



Completed?

1. Follow the 'look, cover, write, repeat' method with the following vocabulary items.
C'était génial, c'était fantastique, c'était intéressant, c'était touchant, c'était inoubliable
2. translate these sentences into English.
 - a) Il faisait froid.
 - b) Il pleuvait.
 - c) Il neigait.
 - d) Il faisait mauvais.
3. Draw 4 images of the above weather in your book.
4. Write another past tense weather in French.
5. translate these sentences into French.
 - a) Je suis allé en ville hier.
 - b) Il a joué au foot dans le parc.
 - c) J'ai acheté des baskets.



8.7 Present Holidays - Spanish Vocab List

¿Dónde vas?	Where do you go?
Voy	I go
a París / a Londres	to Paris / to London
a Francia	to France
a España	to Spain
a Inglaterra	to England
a Escocia	to Scotland
a Irlanda	to Ireland
a Gales	to Wales
a Portugal	to Portugal
a Pakistán	to Pakistan
a Polonia	to Poland
a Somalia	to Somalia
al Caribe	to the Caribbean
al Reino Unido	to the UK
a los Estados-Unidos	to the States
a los Países Bajos	to the Netherlands

¿Qué visitas?	Where do you visit?
Visto / Visitamos	I visit / We visit
la playa	The beach
la piscina	The swimming pool
el centro	The town centre
el museo	The museum
el mercado	The market
el estadio (de fútbol/rugby)	The (football/rugby) stadium
el parque de atracciones	The theme park
los monumentos	The monuments
las tiendas	The shops
los cafés	The cafés
los restaurantes	The restaurants
la oficina de turismo	The tourist office

¿Dónde te alojas?	Where do you stay?
Me alojo en / Me quedo en	I stay in
un hotel (de cinco estrellas)	A (five star) hotel
un camping	A campsite
un apartamento	An apartment
una caravana	A caravan
una tienda	A tent
un albergue juvenil	A youth hostel
una caravana estática	A static caravan
en casa de mis abuelos	At my grand-parents' hotel
un parador	A state-owned luxury hotel
una pensión	A B&B

¿Cómo viajas?	How do you travel?
Viajo / Viajamos	I travel / We travel
a pie	by foot
en bici	by bike/pushbike
en moto	by motorbike
en coche	by car
en tren	by train
en barco / en crucero	by boat / by cruiseship
en metro	by tube
en autocar	by coach
en autobús	by bus
en avión	by plane

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

¿Qué haces...?	What do you do...?
Descansar	To rest
*Divertirse (me divierto)	To have fun (I have fun)
Tomar el sol	To sunbathe
Visitar monumentos	To visit monuments
*Ir a la playa	To go to the beach
*Ir al restaurante	To go to the restaurant
*Ir de compras	To go shopping
*Dar un paseo	To go for walks
Sacar/tomar fotos	To take photos
Comprar recuerdos	To buy souvenirs
*Hacer deporte	To do (play) sports
*Hacer deportes acuáticos	To do water sports
Bailar en la discoteca	To dance in the club

¿Dónde está...?	Where is it...?
Está lejos	It's far
Está cerca	It's nearby
Está a cinco minutos	It's 5 minutes away
Está a 300 metros	It's 300 metres away
↑ Siga todo recto	Go straight on
↑ En el semáforo siga todo recto	At the traffic lights go straight on
↻ En la rotonda gira a la derecha	At the roundabout turn right
↶ Gira a la izquierda	Turn left
↷ Gira a la derecha	Turn right
1 Tome la primera	Take the first
2 Tome a segunda	Take the second
⚓ Cruza el puente	Cross the bridge



There are three types of verbs in Spanish and in their infinitive form they end in:

-ar -er -ir

The present tense : Depending on the pronoun, we change the ending of the verb using the table below :

Pronouns	-ar	-er	-ir
yo (I)	-o	-o	-o
tú (you)	-as	-es	-es
él (he), ella (she)	-a	-e	-e
Nosotros/nosotras (we)	-amos	-emos	-imos
Vosotros/vosotras (you) (pl)	-áis	-éis	-ís
ellos/ellas (they)	-an	-en	-en

Example:

Descansar = **to** rest Comer = **to** eat vivir = **to** live
 Descanso = **I** rest Comemos = **we** eat viven = **they** live

The Near Future :

The near future **tense** is used to express something that will be happening in the very near future. It is formed by conjugating the verb **ir** (to go) in the present tense + a + an infinitive.

Example: I'm going to travel by plane > Voy a viajar en avión.

English	To go (present)	"a"	Infinitive
I am going to go	Voy	a	ir
You are going to play	Vas	a	jugar
He/she is going to visit	Va	a	visitar
We are going to swim	Vamos	a	nadar
You (pl.) are going to read	Váis	a	leer
They are going to do	Van	a	hacer

Time markers tell us when something happens and help us work out which tense is being used. The following can be used with the future tense.

Mañana - tomorrow

La semana próxima- next week

El fin de semana que viene – next weekend

El próximo mes - next month

El año que viene – next year

En dos años – In two years

8.8 Past holidays

SPANISH

¿Qué hiciste durante las vacaciones?

What did you do on holidays?



Fui a la playa

I went to the beach



fui al restaurante

I went to the restaurant



fui de compras

I went shopping



Me quedé

I stayed



Comí

I ate



Bebí

I drank



Vi

I saw



Probé

I tried (food)



Hice deportes acuáticos

I did watersports



Descansé

I rested



Me relajé

I relaxed



Me divertí

I had fun



Visité monumentos

I visited monuments



Di paseos

I went walking



Saqué fotos

I took photos



Compré recuerdos

I bought souvenirs



Tomé el sol

I sunbathed



Las opiniones

Opinions

Fue genial

It was great

Fue fantástico

It was fantastic

Fue interesante

It was interesting

Fue emocionante

It was exciting

Fue inolvidable

It was unforgettable

Fue increíble

It was incredible

Fue demasiado corto

It was too long

Fue demasiado largo

It was too short

¿Qué tiempo hacía?

What was the weather like?

Hacía buen tiempo

It was nice weather

Hacía mal tiempo

It was bad weather

Hacía sol

It was sunny

Hacía calor

It was hot

Hacía frío

It was cold

Hacía viento

It was windy

Llovía

It was raining

La vida cotidiana	Daily life
La gente	People
Los habitantes	Inhabitants
Hablar	To speak
Vivir	To live
Celebrar	To celebrate
Preparar	To prepare
Ir a trabajo	To go to work
Ir al instituto	To go to school
Volver a casa	To go back home
Ver la tele	To watch TV
Cenar	To have dinner
Bañarse	To have a bath
Ducharse	To have a shower

¿Cuándo?	When?
Ayer	Yesterday
La semana pasada	Last week
El fin de semana pasado	Last weekend
El mes pasado	Last month
El año pasado	Last year
Hace dos días	Two days ago
El otro día	The other day



Past tense holidays 8.8 Spanish Knowledge Organiser

A **verb** is a doing, being or having word. e.g. to speak, to eat, to be.

Reflexive verbs in Spanish are verbs which usually mean an action done to yourself (e.g. wash yourself, shower etc.). Many are regular -ar verbs and they need an extra **reflexive pronoun**. We know a Spanish verb is reflexive because it will have «se » on the end of its infinitive eg. lavarse (to wash) and levantarse (to get yourself up).

Subject pronouns	Reflexive pronouns
yo (I)	me
tú (you)	te
él (he), ella (she)	se
nosotros/as (we)	nos
vosotros/as (you) (pl)	os
ellos/ellas (they)	se

Examples:

lavarse - to wash

me lavo > I wash

levantarse - to get up

nos levantamos > we get up

Ducharse - to shower

Te duchas > you shower

Reflexive verbs, the preterite (past tense)



The **preterite** is the past tense used in Spanish to describe a completed action at a specific time in the past (e.g. ayer (yesterday), el año pasado (last year)). For regular we take off -ar, -er - ir and add the below endings :

	-AR	-ER / -IR
I	é	í
You (sg)	aste	iste
He/she/it	ó	ió
We	amos	imos
You (pl)	asteis	isteis
They	aron	ieron

Examples:

Tomar = to take
To form "I took"

Hablar = to speak
To form "she spoke"

~~TOMAR~~ > tom > tomé

~~HABLAR~~ > habl > habló


Careful! Not all verbs are regular in the preterite. Some key irregulars are :

Hacer (to do)	hice, hiciste, hizo, hicimos, hicisteis, hicieron
Ir (to go)	fui, fuiste, fue, fuimos, fuisteis, fueron
Ser (to be)	fui, fuiste, fue, fuimos, fuisteis, fueron
Tener (to have)	tuve, tuviste, tuvo, tuvimos, tuvisteis, tuvieron



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 48-51 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, repeat' method with the following vocabulary items. Voy, vas, va, vamos, vais, van</p> <p>2. translate these sentences into English. La semana próxima voy a ir al restaurante. El fin de semana que viene, va a ir al cine. Mañana, vamos a ir a la playa.</p> <p>3. Draw the words 'restaurante', 'playa' and 'cine' in your book.</p> <p>4. Write a list of 5 more places in town from the knowledge organiser in Spanish.</p> <p>5. Write your own sentence to talk about a place you are going to go in Spanish with 'voy a ir'.</p>
<p>Homework 2</p> <p><input type="checkbox"/></p> <p>Completed?</p>		<p>1. Follow the 'look, cover, write, repeat' method with the following vocabulary items. Tomar el sol, visitar monumentos, descansar, hacer deporte, ir de compras</p> <p>2. Translate these sentences into Spanish. I like to visit monuments. I like to relax. I like to sunbathe. I like to go shopping. I like to do sports.</p> <p>3. Write 3 more sentences to say what you like to do in Spanish.</p> <p>4. What does 'hace sol' mean?</p> <p>5. What is 'una pensión'?</p>



Homework 3



Completed?

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

Fue fantástico, fue genial, fue interesante, fue emocionante, fue inolvidable

2. translate these sentences into English.

Saqué fotos.

Compré recuerdos.

Visité monumentos.

Tomé el sol.

Di paseos.

3. Which one of the above has a different ending?

4. write a sentence to say where you went/ what you did in the past in Spanish.

5. What do 'hacía buen tiempo' and 'hacía mal tiempo' mean?



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

Notes **on the lines** are: E G B D F

Notes **in the spaces** are: F A C E

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

Spaces: A C E G

Lines: G B D F A


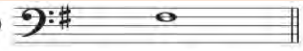

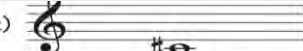
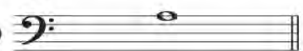
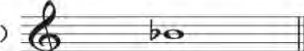
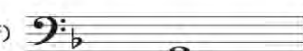




Note Pyramid			
Name	Symbol	Rest Symbol	Value of each
Semibreve			4
Minim			2
Crotchet			1
Quaver			1/2
Semiquaver			1/4

Type Of Beat	Duple Time	Triple Time	Quadruple Time
Crotchet Beat			
Minim Beat			
Quaver Beat			



Instructions:

- For each homework, you will be asked to look at a particular section of your Knowledge Organiser on page 55, 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?		<div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <p>(a) </p> <p>F# D# G E</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> </div> <div style="width: 30%;"> <p>(b) </p> <p>A B F G</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> </div> <div style="width: 30%;"> <p>(c) </p> <p>E# C# D# G#</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 30%;"> <p>(d) </p> <p>G F B A</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> </div> <div style="width: 30%;"> <p>(e) </p> <p>Eb Bb Db Ab</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> </div> <div style="width: 30%;"> <p>(f) </p> <p>F G C D</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> </div> </div> <div style="text-align: right; padding-right: 20px; margin-top: 20px;"> Choose the correct note for each question and write in your red book </div>
Homework 2 <input type="checkbox"/> Completed?		<div style="display: flex; justify-content: space-between; margin-bottom: 10px;"> <div style="width: 45%;"> <p>(a) How many semiquavers are there in a  ?</p> </div> <div style="width: 10%;">3 <input type="checkbox"/></div> <div style="width: 10%;">4 <input type="checkbox"/></div> <div style="width: 10%;">5 <input type="checkbox"/></div> <div style="width: 10%;">6 <input type="checkbox"/></div> </div> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>(b) How many crotchets are there in a semibreve?</p> </div> <div style="width: 10%;">2 <input type="checkbox"/></div> <div style="width: 10%;">4 <input type="checkbox"/></div> <div style="width: 10%;">6 <input type="checkbox"/></div> <div style="width: 10%;">8 <input type="checkbox"/></div> </div> <div style="text-align: right; padding-right: 20px; margin-top: 20px;"> Choose the correct number for each question and write in your red book </div>
Homework 3 <input type="checkbox"/> Completed?		<div style="display: flex; justify-content: space-between; margin-bottom: 10px;"> <div style="width: 45%;"> <p>(a) </p> </div> <div style="width: 10%; text-align: center;">3</div> <div style="width: 10%; text-align: center;">8</div> <div style="width: 10%; text-align: center;">2</div> </div> <div style="display: flex; justify-content: space-between; margin-bottom: 10px;"> <div style="width: 45%;"> <p>(b) </p> </div> <div style="width: 10%; text-align: center;">4</div> <div style="width: 10%; text-align: center;">3</div> <div style="width: 10%; text-align: center;">C</div> </div> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>(c) </p> </div> <div style="width: 10%; text-align: center;">C</div> <div style="width: 10%; text-align: center;">3</div> <div style="width: 10%; text-align: center;">2</div> </div> <div style="text-align: right; padding-right: 20px; margin-top: 20px;"> Choose the correct time signature for each question and write in your red book </div>



PSHE – mindfulness colouring in

