



Year 8 | Term 6 | Homework



Homework Schedule

Your homework will consist of:

- Knowledge Organiser with **five questions** this should take between 15-20 minutes. Try your best!
- TT Rockstars and Reading for 15 minutes



When is Week A/Week B?

	Week Commencing
Week A	03/06/24
Week A	10/06/24
Week B	17/06/24
Week A	24/06/24
Week B	01/07/24
Week A	08/07/24

Subject	Page	Homework is set on:
English	6-10	Tuesday
Maths	11- 14	Friday
Science	15 - 22	Tuesday
PE	23-25	Week A
Tech/Computing	26-34	Week A
Art	35-36	Week A
Drama	37-39	Week A
History	40-41	Week B
Geography	42-44	Week B
RE	45-47	Week B
French / Spanish	48-55	Week B
Music	55-56	Week B
PSHE	NA	Set Termly



We all make exceptional things happen everyday

Academically | Professionally | Socially | Personally | Within the Community

Need help with Homework?



- **1) Class Teacher:** Speak to your class teacher, they will be able to help you if you are unsure. Try your best and don't worry if you do not complete everything.
- **2) Tutor:** If you are still unsure, speak with your tutor. Especially, If you have lost equipment, this booklet or having issues with SMHW.
- **3) Year Team:** Once you have contacted your teacher and tutor and still need help, then contact your Year team.

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



	Email		Email
English	Ali.Griffiths@clf.uk	History	Jenny.Chapman@clf.uk
Maths	David.Busby@clf.uk	Geography	emilia.fuorvito@clf.uk
Science	Joe.Rogers@clf.uk Rhiannon.Woods@clf.uk	RE	rizwana.hussain@clf.uk
PE	Victoria.Payton@clf.uk	French / Spanish	Laura.miles@clf.uk
Tech/Computing	Naomi.Soper@clf.uk Martin.Wignall@clf.uk	Music	drew.salida@clf.uk
Art	kealy.darby@clf.uk	PSHE	rizwana.hussain@clf.uk
Drama	Joanne.Ayre@clf.uk	Year Team	BBAYear7team@clf.uk

How to complete my homework

You will
need



Homework book



Green and Red Pen



Optional: Timer: Set
for 20 minutes

Instructions: How to complete my homework

1. For each homework you will be asked to look at a particular section of your Knowledge Organiser. Set a timer for **20 minutes**.



2. **Read** a small section of the Knowledge Organiser, your teacher will tell you the key term numbers to learn for your homework.



3. **Cover up** the information so you are unable to read/see it.



4. **Write:** In your red homework book, Write what you can remember. This should include both the Key term and definition.



5. **Check:** Check the Knowledge Organiser to see if you got the key term and definitions correct. Correct any mistakes using a green pen

6. **Complete** the other knowledge questions. Please stop if you run out of time.

How to present my homework book

1. Title with the Subject name and due date

13/09/2023

Science H/W – Due 15/09/2023

1. **Base:** A substance with a PH **between 8-14**
Alkali: A water soluble **soluble base**.

2. Look, cover, write & check the key terms and definitions identified by your teacher. Try your best.

2. PH1 is the strongest acid

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

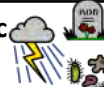









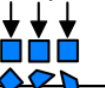
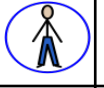








3. Answer the questions, **using full sentences**. Self-correcting using a **green pen**.

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



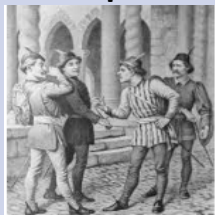


English – Romeo and Juliet

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.	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.

English – Romeo and Juliet

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

English – Romeo and Juliet

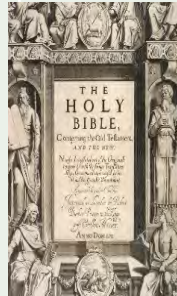
Context – The play was written by Shakespeare and was first performed around 1594.

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.



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.

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 (predominately 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 belong 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.





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 the Capulets and Romeo that Juliet could have died so suddenly.

Features of a Tragedy in Romeo and Juliet

Tragic Hero – A main character cursed by fate and possessed of a tragic flaw 

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. 

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.


Soliloquy Juliet’s opening speech in A3 S2 in which she pours her heart out over her love for Romeo.

Aside Juliet secretly hopes for the ‘villain’ Romeo: *villain and he be many miles asunder*

Foreshadowing Friar Lawrence: *These violent delights have violent ends.*

**Instructions:**

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

Homework	Due 	Task:
Homework 1 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look cover write check vocabulary 1-5 2. Write a sentence about Gothic Fiction using vocabulary 18. 3. Explain what a prologue is in your own words. 4. Explain how the prologue foreshadows the later events of the play. 5. Summarise the theme of astrology and the supernatural in 2 sentences.
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look cover write check vocabulary 6-10 2. Give one way that Juliet subverts Elizabethan expectations of women. 3. Give one way that Juliet conforms to Elizabethan expectations of women. 4. What is a soliloquy? What do the audience learn when a character gives a soliloquy? 5. Write out the definition of catastrophe in your own words. How does the prologue foreshadow a catastrophe for Romeo and Juliet?
Homework 3 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look cover write check vocabulary 11-15 2. Who are the two main families involved in the feud in Romeo and Juliet? 3. What city does the play primarily take place in? 4. How does Shakespeare explore the theme of love? Provide examples from the play to support your answer. 5. What themes do you usually expect to find in sonnets?



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?		1. Look cover write check vocabulary 16-20 2. How do Romeo and Juliet first meet and how is this an example of fate? 3. Write at least 3 sentences discussing the theme of fate versus free will in Romeo and Juliet. How do the characters' choices interact with the predetermined events of the play?
Homework 5 <input type="checkbox"/> Completed?		1. Look cover write check vocabulary 2,4,6,8,10 2. Who kills Mercutio, leading Romeo to seek revenge? Why does this cause the end of Romeo and Juliet's romance? 3. What is the tragic flaw in Friar Lawrence's plan to reunite Romeo and Juliet? 4. In what ways does the feud between the Capulets and Montagues contribute to the theme of violence and conflict in the play?
Homework 6 <input type="checkbox"/> Completed?		1. Look cover write check vocabulary 1,3,5,7,9 2. What causes Romeo to believe that Juliet is dead at the end of the play? 3. How does Shakespeare use language and imagery to convey the theme of youth and impulsiveness in Romeo and Juliet? 4. What does tyrannical mean? Give an example from a text we have studied so far in your answer.



Y8 Maths Knowledge Organiser Term 6: 3D Shapes, Volume and Angles

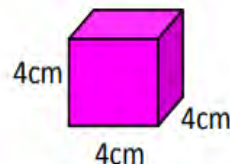
3D solids: They have 3 dimensions – length, width and depth. Here are the main 3D solids that you need to be familiar with.

Cube  6 square faces 12 edges 8 vertices	Tetrahedron  4 triangular faces 6 edges 4 vertices	Sphere  1 curved surface 0 edges 0 vertices
Cuboid  6 faces 12 edges 8 vertices	Octahedron  8 faces 12 edges 6 vertices	Triangular prism  5 faces 9 edges 6 vertices
Square-based pyramid  5 faces 8 edges 5 vertices	Cone  1 circular face 1 curved surface 1 curved edge 1 apex	Cylinder  2 circular faces 1 curved surface 2 curved edges 0 vertices

You especially need to know the names of these solids.

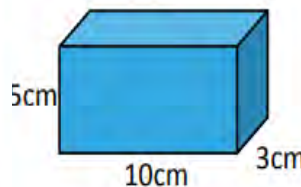
Cubes and cuboids: To calculate the volume of a cube and cuboid we use the following formula:

Volume = Length x Width x Height



Volume = 4 x 4 x 4 = 64cm³

The units are cubic for volume.



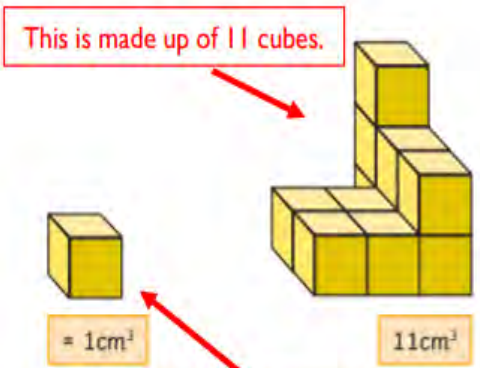
Volume = 10 x 3 x 5 = 150cm³

It doesn't matter which order you multiply in.

1

Volume

Volume: This is the amount of space that a 3D object occupies. Sometimes an object is made up of cubes, we can count them to calculate the volume.

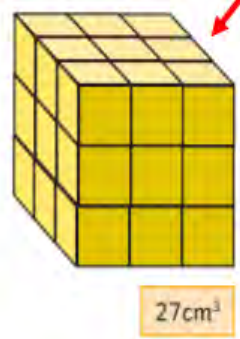


This is made up of 11 cubes.

= 1cm³

11cm³

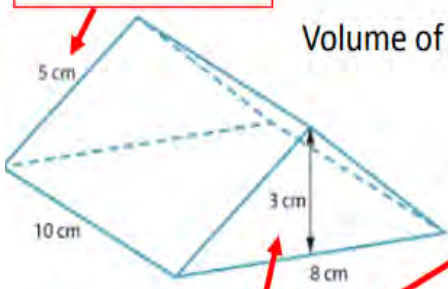
This is made up of 1 cube.



This is made up of 27 cubes.

27cm³

We do not need this.



Volume of triangular prism = Area of a triangle x length

Area of triangle = $\frac{3 \times 8}{2} = 12$

Volume = 12 x 10 = 120cm³

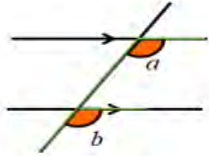
Area of the cross section.

Multiply the area of the cross section by 10 which is the length.



Angles on parallel lines

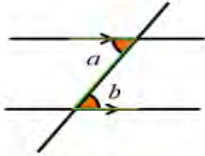
Corresponding angles are equal



$a = b$

Look for an F-shape

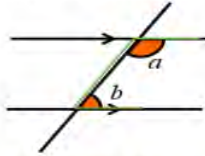
Alternate angles are equal



$a = b$

Look for a Z-shape

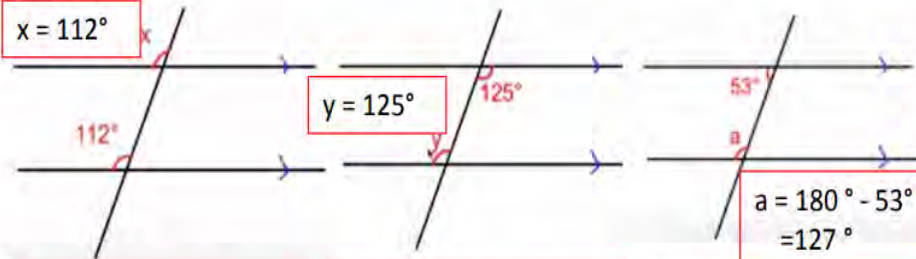
Interior angles add up to 180°



$a + b = 180^\circ$

Look for a C- or U-shape

examples -



The 'F' can go in any direction.

The 'Z' can go in any direction.

The 'C' can go in any direction.

Key Vocabulary

Interior Angles - angles inside the shape

Exterior Angles - angles between the side of a shape and a line extended from the adjacent side

Sum - total, add all the angles together

Polygon - a 2D closed shape made with straight lines

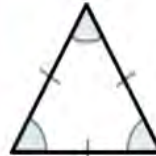
Regular - when a shape is regular all sides are the same length and all angles are the same

Irregular - shape with sides of different lengths and angles of different sizes.

What you need to know:

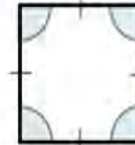
Interior Angles in Regular Polygons

Triangle



Number of sides	3
Sum of interior angles	180°
Size of each interior angle	60°

Square



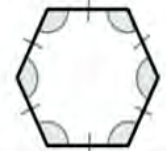
Number of sides	4
Sum of interior angles	360°
Size of each interior angle	90°

Pentagon



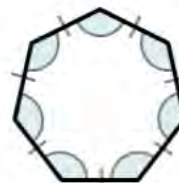
Number of sides	5
Sum of interior angles	540°
Size of each interior angle	108°

Hexagon



Number of sides	6
Sum of interior angles	720°
Size of each interior angle	120°

Heptagon



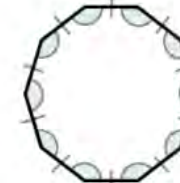
Number of sides	7
Sum of interior angles	900°
Size of each interior angle	128.6° <small>(1dp)</small>

Octagon



Number of sides	8
Sum of interior angles	1080°
Size of each interior angle	135°

Decagon



Number of sides	10
Sum of interior angles	1440°
Size of each interior angle	144°

n Sided Shape



Number of sides	n
Sum of interior angles	$(n-2) \times 180^\circ$
Size of each interior angle	$\frac{(n-2) \times 180^\circ}{n}$



Year 8 - Revision Guide Term 6

Sign in to [Mathswatch](https://www.mathswatch.co.uk). If you have forgotten your login details, your username is your school email, and the password is **bristol**. Click the Video Clip number for the topic you want to revise, or Go to <https://vle.mathswatch.co.uk/vle/browse>

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

Topic	Mathswatch Video		Confident?
	KS3	GCSE	
Ratio and proportion			
Shading	R1b		
Unit conversions	R2		
Fractions	R3		
Best value	R4		
Simplifying	R5a		
Sharing	R5b		
Unit conversions	R2		
Reading Scales	N8		
Co-ordinates and graphs			
Coordinates	A1a , A1b		
Horizontal and vertical lines	A5		
Straight Line Graphs	A14a		
Properties of straight-line graphs	A14b , A14c		
Coordinate problems		113	

Percentages			
Percentage of an amount	N24b		
Fractions, decimals and percentages	N32		
Increase/decrease by a percentage	R9a , R9b		
Original value problems	R12		
Percentage change		109	
Volume			
Area - rectangles	G20a		
Area - parallelograms	G20b		
Area – triangles	G20c		
Area - trapezia	G20d		
Volume	G21a , G25a		
Properties of shapes	G12a		
Fractions and decimals			
Fraction of an amount	N33		
Multiplying fractions	N42a		
Dividing fractions	N42b		
Multiplying decimals	N28b		
Dividing Decimals	N29b		
Angles			
Angle facts	G13		
Angles in triangles	G17		
Angles in polygons	G19		



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**"

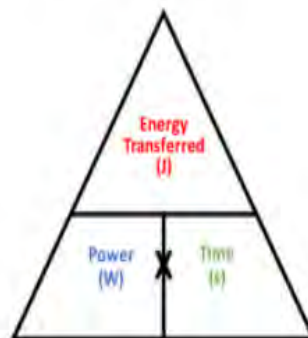
"The website is <https://vle.mathswatch.co.uk/vle/>, student usernames are their school email address and the password is always **bristol**"

Homework	Due	Task:
Homework 1 <input type="checkbox"/> Complete?		Read, cover and check the names and properties (edges, faces and vertices) of the most common 3D shapes.
Homework 2 <input type="checkbox"/> Complete?		Use your previous Kos and revision list provided to prepare for Assessment 3. Complete revision in your book as evidence.
Homework 3 <input type="checkbox"/> Complete?		<ul style="list-style-type: none"> The formula for volume of a cuboid is _____ Calculate the volume of the following (giving appropriate units)
		a)
		b)
Homework 4 <input type="checkbox"/> Complete?		<ul style="list-style-type: none"> The formula for volume of a triangular prism is _____ _____ Calculate the volume this prism (giving appropriate units)
Homework 5 <input type="checkbox"/> Complete?		<ul style="list-style-type: none"> Revise: angles around a point, in a triangle, on a straight line and parallel lines. New information: The rule for finding the sum of interior angles in any polygon is _____. Relationship between interior and Exterior angles is.....
Homework 6 <input type="checkbox"/> Completed?		<ul style="list-style-type: none"> Collect all of your Y8 KOs ... Make Revision cards.. Your first topic in Y9 will be Rounding and Estimation.



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

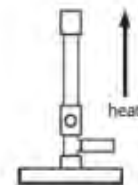
Power Calculations



$$\text{Power (W)} = \text{Energy (J)} / \text{Time (s)}$$

Drawing apparatus

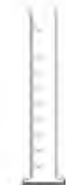
- We use simple line drawings to represent the equipment we use during practicals.
- Always use a pencil to draw these diagrams



Bunsen burner



Beaker



Measuring cylinder



Test tube



Boiling tube



Evaporating basin



Tripod



Funnel



Clamp, stand, boss



Conical flask

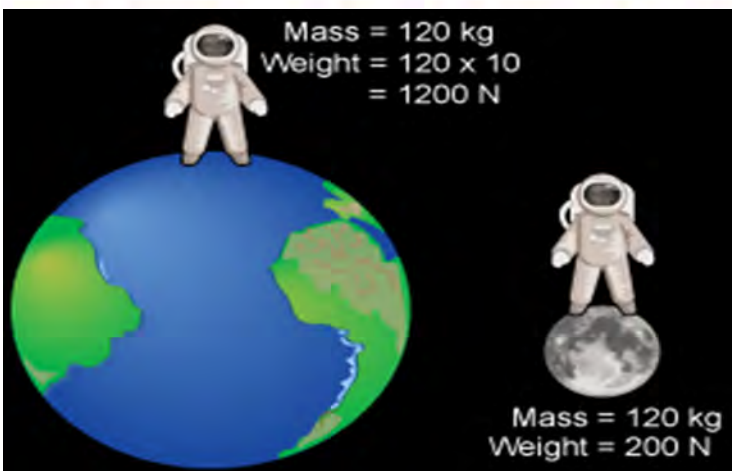


gauze



Heatproof mat

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



Metric Conversions

$$1\text{kg} = 1000\text{g}$$

$$1\text{km} = 1000\text{m}$$

$$1\text{tonne} = 1000\text{kg}$$

$$1\text{litre} = 1000\text{ml}$$

$$1\text{cm} = 10\text{mm}$$

$$1\text{litre} = 1000\text{cm}^3$$

$$1\text{m} = 100\text{cm}$$

$$1\text{ml} = 1\text{cm}^3$$



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

• What is speed?

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

• How do we calculate speed?

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



• What is speed measured in?

m/s (Metres per second)

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



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

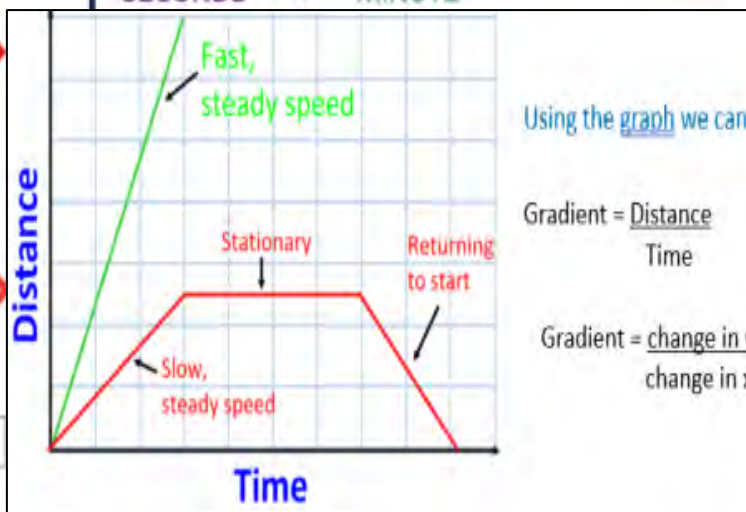
$$\begin{aligned} \text{Speed} &= \text{Distance} \div \text{Time} \\ \text{Speed} &= 100 \div 10 \\ \text{Speed} &= 10 \text{ metres per second (m/s)} \end{aligned}$$

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

$$\begin{aligned} \text{Time} &= \text{Distance} \div \text{Speed} \\ \text{Distance} &= \text{Speed} \times \text{Time} \end{aligned}$$



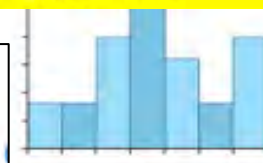
When both variables are continuous, we draw a scatter graph.



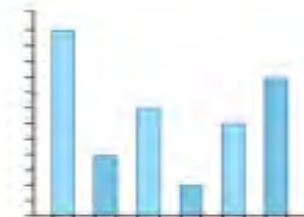
Using the graph we can

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

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



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



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



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

Repeats

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

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

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

E.g. $11 + 12 + 10 = 33$ metres
 $33 \div 3 = 11$ metres



Planning an Investigation

! Don't Care.



Everything's Rubbish

Independent Dependent Control Equipment Repeats

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

Example

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

Independent Variable

The student will be changing the mass of the ball.

Dependent Variable

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

Control Variables

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

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

Equipment

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

Repeat

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



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

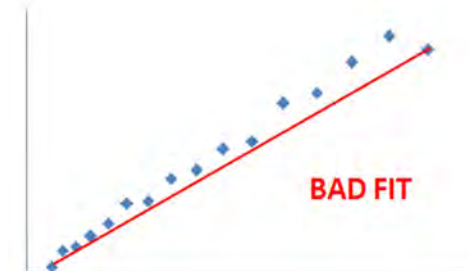
Drawing Results Tables

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

Independent Variables (units)	Dependent variable (units)

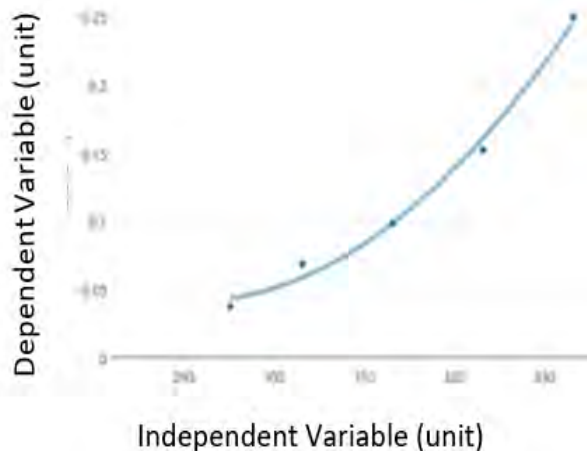
Drawing Lines of Best Fit

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



Line Graphs

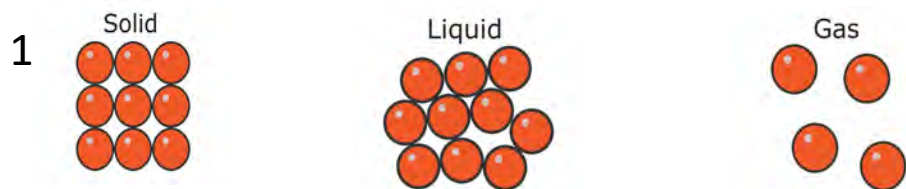
Used to plot continuous Data. The independent variable always goes on the x-axis and the dependent variable always goes on the y-axis.



Discontinuous vs Continuous Data

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

	Key Term	Definition
1	atoms	Smallest part of an element that can take part in a chemical reaction.
2	Molecules	A particle consisting of two or more atoms joined together.
3	Boiling point	The temperature at which a substances changes from a liquid to a gas.
4	Mixture	Two or more substances not chemically bonded together.
5	Pure	A substance containing only one type of particle, either element or compound.



<p>1</p> <p>Particles bonded. In a pattern Vibrating Close together</p>	<p>Liquid</p> <p>Particles not bonded. Random pattern Freely moving Close together</p>	<p>Gas</p> <p>Particles not bonded. Random pattern Fast movement Far apart</p>
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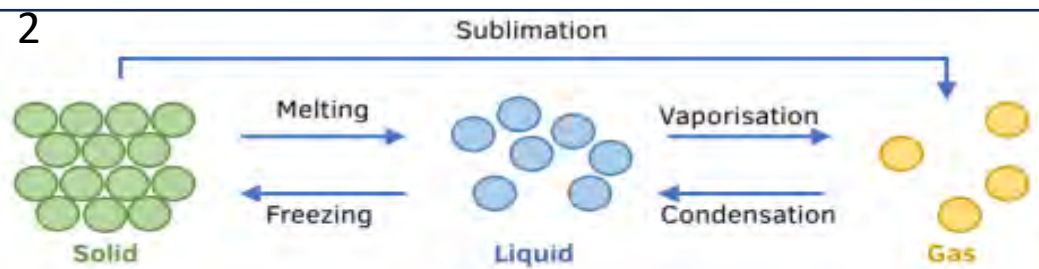
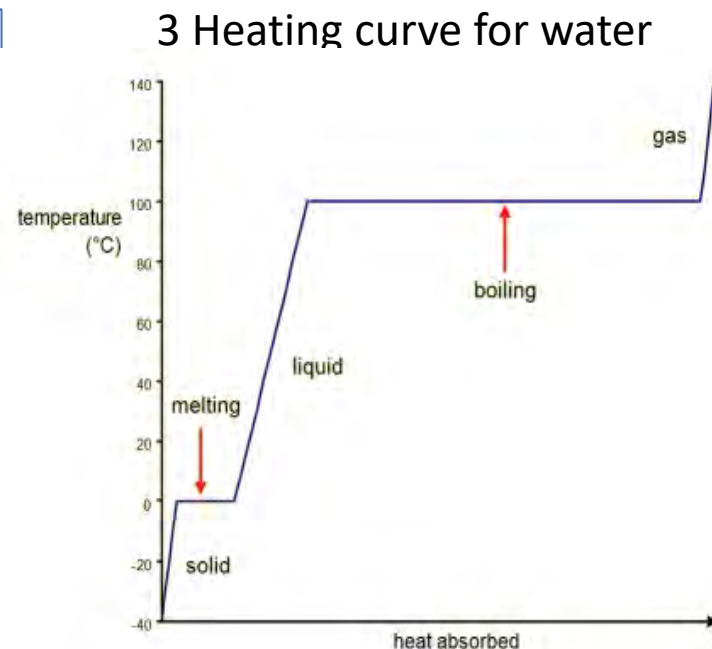


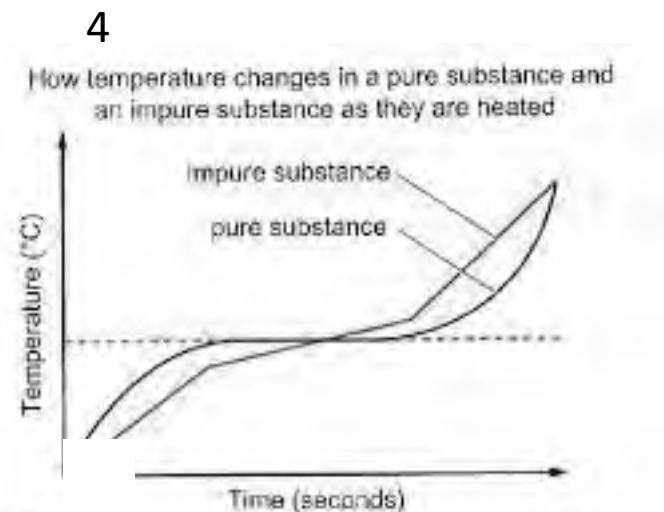
Fig 2 Shows the names for the changes in state from solid to gas and back again

Fig 3. Shows the temperature of water as it is heated from ice to water vapour. The plateaus match the melting and boiling points at 0°C and at 100°C



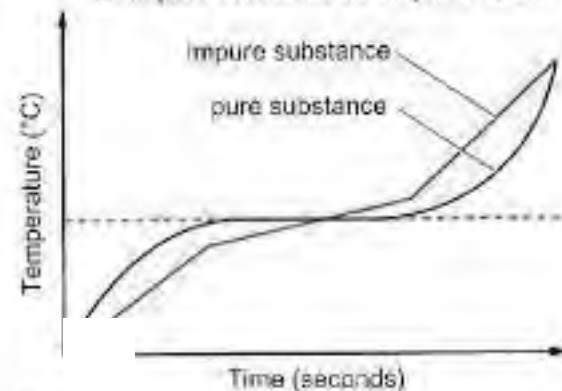
3 Heating curve for water

Fig 4 Shows the heating curve for pure and impure substances. The impure curves fails to plateau due to having a variety of different boiling /melting points



4

How temperature changes in a pure substance and an impure substance as they are heated



D heating curves for a pure substance and a mixture



Key Term	Definition
1 Solute	The substance that dissolves
2 Solvent	The liquid the substance dissolves in
3 Solution	The liquid mixture of solute and solvent. Solutions are clear – you can see through them
4 Soluble	A substance that can be dissolved in a solvent
5 Insoluble	A substance that cannot be dissolved in a solvent

Filtration

1. The mixture of insoluble solid and liquid is poured into the filter funnel.
2. The small liquid particles pass through the filter paper as a filtrate.
3. The large solid particles stay behind as a residue.

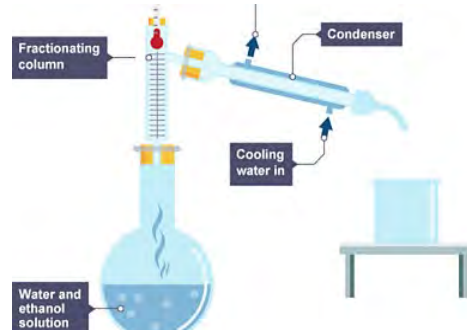


Evaporation



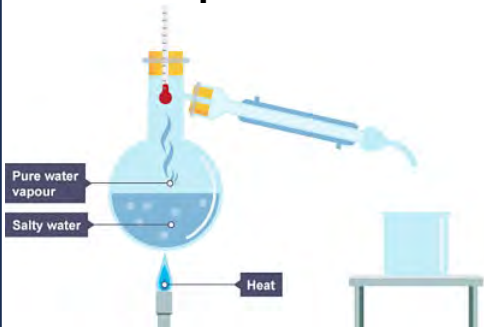
The water in the solution is evaporated, leaving solid crystals behind.

Fractional distillation



1. Water and ethanol mixture is heated with electric heater.
2. Ethanol vapour (78°C) passes into the condenser, where it is cooled and condensed and drips into a beaker.
3. Water vapour (100°C) passes into the condenser, it is cooled and condensed. liquid water drips into a second beaker.

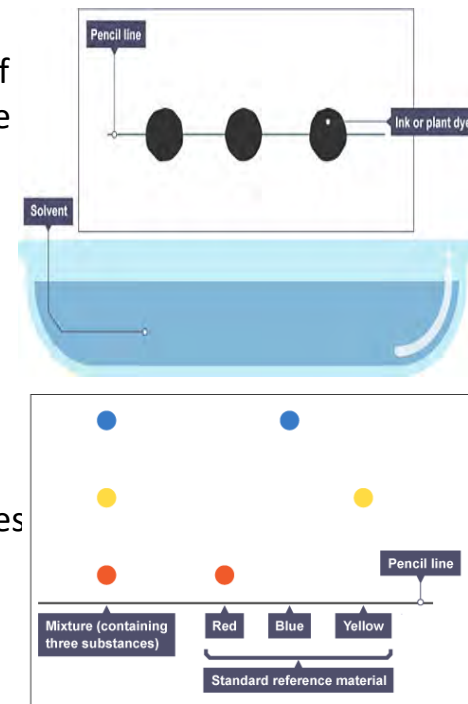
Simple distillation



1. Salt solution is heated.
2. Water vapours rise and pass into the condenser, where it cools and condenses.
3. Liquid water drips into a beaker, leaving the salt behind.

Chromatograph


1. A pencil line is drawn, and spots of ink or plant dye are placed on it.
2. The solvent travels up through the paper, taking some of the coloured substances with it.
3. The different coloured substances spread apart.






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 15-20 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 Working Scientifically Units in Science Calculation (1)		<ol style="list-style-type: none"> 1. Read, cover, write and check key terms 1-5 2. What is the formula to calculate power? 3. How many metres are there in a kilometre? 4. Why does your mass stay the same on the moon and the earth, but weight does not? 5. What is the scientific drawings for a beaker, funnel, tripod and a gauze?
Homework 2 Working Scientifically Units in Science Calculations (2)		<ol style="list-style-type: none"> 1. Read, cover, write and check key terms 1-5 2. What is the formula to work out speed? Include units. 3. What are the symbols for corrosive and irritant chemicals? 4. What kind of graph should be used for discrete data and why? 5. A runner runs 150 metres in 30 minutes. What is the speed in m/s?
Homework 3 Practical skills and variables		<ol style="list-style-type: none"> 1. Read, cover, write and check key terms 1-5. A student is investigating how changing the amount of light a plant gets affects how tall the plant will grow. 2. In the investigation above, identify: a) the independent variable b) The dependent variable 3. In the investigation above, name three control variables. 4. Name the equipment the student would need to do the experiment above. 5. The student took three plant measurements of 11 cm, 12 cm and 13 cm. Calculate the mean plant height.

**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 15-20 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 Practical Skills – Graphs and results tables		<ol style="list-style-type: none"> 1. Read, cover, write and check key terms 1-5. 2. When drawing a table what should be in the first column and what should be in the second column? 3. Name 3 things not to do when drawing a line of best fit. 4. Name three things to do when drawing a line of best fit. 5. Give 3 examples of continuous data and three examples of discontinuous data.
Homework 5 States of Matter		<ol style="list-style-type: none"> 1. Read, cover, write and check key terms 1 –5 2. What is the name given to the change of state from solid straight to gas? 3. Describe the changes in particle movement and arrangement between a solid and a liquid? 4. As ice warms up what do the plateaus in temperature represent? 5. How could you identify if a substance was pure simply from heating it?
Homework 6		<ol style="list-style-type: none"> 1. Read, cover, write and check key terms 1 -5 2. Give an example of mixture that can be separated by filtration. 3. State the steps to separate sugar from sugar solution. 4. Name two liquids that can be solvents. 5. On the chromatography paper, why is the line drawn in pencil? 6. Should water be pumped into the condenser from the bottom or from the top?

Physical Components of Fitness		Definition	Types of Training to improve fitness components	Fitness Tests for measuring each component of fitness
1	Aerobic Endurance	The ability to exercise your cardio respiratory system for a long period of time.	Continuous, Fartlek, Interval, Circuit.	Forestry Step Test, Multi Stage Fitness Test.
2	Muscular Endurance	The ability to exercise your muscular system for a long period of time.	Circuits, Free weights, Plyometrics.	One minute press-up, one minute sit-up test.
3	Muscular Strength	The maximum force that a muscle or muscle group can produce.	Circuits, Free weights, Plyometrics.	Hand grip dynamometer.
4	Flexibility	The range of movement around a joint.	Static, Ballistic, Proprioceptive Neuromuscular Facilitation.	Sit and reach test.
5	Speed	The distance covered over time (metres per second).	Hollow sprints, Acceleration sprints, Interval.	35m sprint test (BTEC) or 30m sprint test (GCSE).
6	Body Composition	The ratio of fat mass to fat free mass in the body.	Continuous training and free weights	Body Mass Index, Bioelectrical Impedance Analysis, Skinfold test.
7	Balance	The ability to maintain a centre of mass above a base of support.	Dynamic balance drills	Stork Stand Test.
8	Coordination	Being able to use two or more body parts at once to complete a motor task efficiently.	Hand eye coordination drills	Wall Toss test.
9	Reaction Time	The time taken to respond to a stimulus.	Plyometrics, acceleration sprints	Ruler Drop Test.
10	Power	The combination of speed and strength.	Circuits, Free weights, Plyometrics.	Vertical Jump Test.
11	Agility	The ability to change direction at speed without losing balance.	Plyometrics	Illinois Agility Test.



Physical Effects of exercise Long Term	
12	Lower resting heart rate (bradycardia).
13	Lower breathing rate.
14	Bigger and stronger muscles including the heart (Hypertrophy).
15	Reduced risk of chronic illnesses such as type 2 diabetes and heart disease.
16	Increased bone density.
17	Improvement in specific components of fitness.
18	Decreased risk of hypertension.

	Principles of Training	How to apply them
19	Frequency	How often you train.
20	Intensity	How hard you train.
21	Time	How long you train for.
22	Type	The method of training you use.



Instructions:

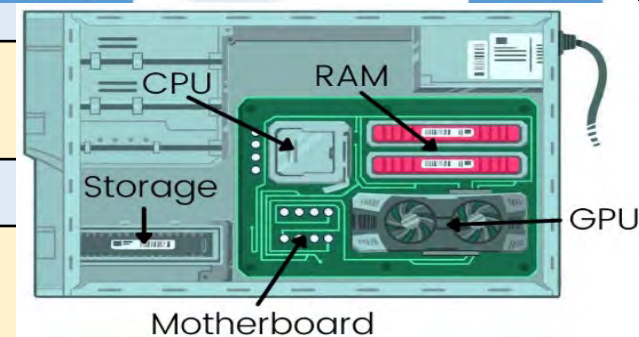
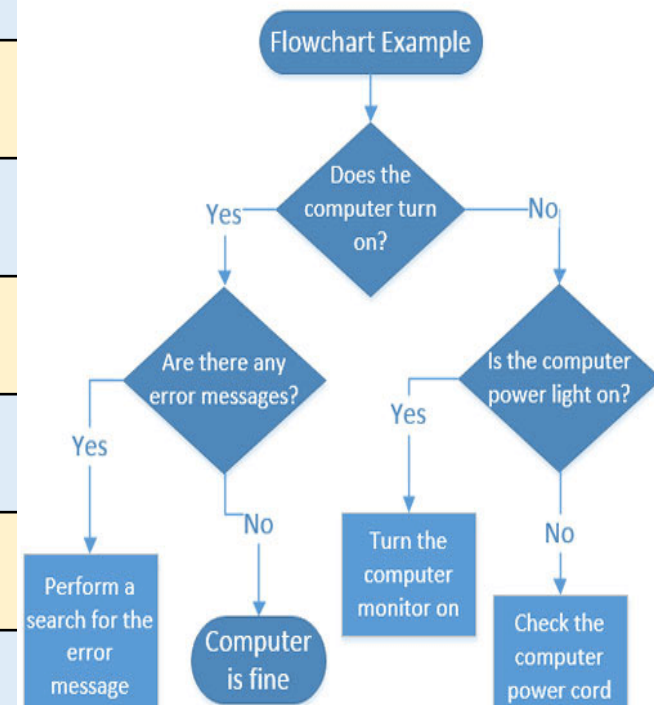
1. For each homework, you will be asked to look at a **particular section of your Knowledge Organiser**, use the **knowledge organiser on page 23-24** to help you answer the questions using full sentences.
2. Each task should take 20 minutes, Set a timer and **stop when the time runs out.**

Homework	Due	Task:
Homework 1 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, cover, write, check Key Words 2. Name 2 components of fitness that you would need to be a good football player? 3. What skill component would be the most important if you were a Gymnast? Why? 4. What component of fitness does the hand grip dynamometer measure? 5. What does the F stand for in the principles of training?
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, cover, write, check Key Words 2. Name 2 components of fitness that you would need to be a good Basketball? 3. What skill component would be the most important if you were a Sprinter? Why? 4. What component of fitness does the sit and reach test measure? 5. Give 2 long term effect of exercise on the body ?
Homework 3 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, cover, write, check Key Words 2. Name 2 components of fitness that you would need to be a good javelin thrower? 3. 3. What skill component would be the most important if you were a Cricket player ? Why? 4. What component of fitness does the ruler drop test measure? 5. What does the I stand for in the principles of training?



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


Key vocabulary	Definition
11. Number of cores	Computers can have single, dual, quad or octo cores. Each core can carry out 1 instruction at a time.
12. Clock speed	How fast the CPU carries out one complete cycle of the fetch execute cycle measured in GHZ (billion instructions per second).
13. Primary storage	The name given to RAM (Random Access Memory) – temporary storage of data and programs in use. Volatile.
14. Secondary storage	Main storage of programs and files. Permanent storage. Non-volatile.
15. Flowcharts	Show the general flow of an algorithm without going into lots of detail.
16. Sequence	The specific order in which instructions are performed in an algorithm. This is a way of programming instructions.
17. Selection	Allows for more than one path through an algorithm (IF and ELSE). This is a way of programming instructions.
18. Iteration	The process of repeating steps (WHILE and FOR). This is a way of programming instructions.
19. String	A programming term used to describe a collection of characters.
20. Integer	A programming term used to describe whole numbers.
21. Real (or Float)	A programming term used to describe decimal numbers.





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

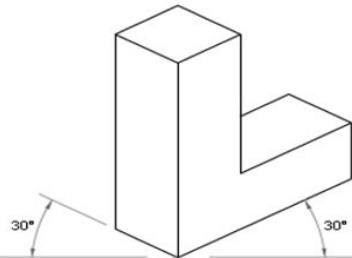
- For each homework, you will be asked to look at a **particular section of your Knowledge Organiser**, use the **knowledge organiser on page 26-27** to help you answer the questions using full sentences.
- Each task should take 20 minutes, Set a timer and **stop when the time runs out.**

Homework	Due 	Task:
Homework 1 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> Look, write, cover, check vocabulary 6-7. Name the malicious code that looks like a trusted file. Explain what a virus does. When should encryption be used on the internet? Explain one advantage of using wired connection over wireless connection.
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> Look, write, cover, check vocabulary 8-9. Why is binary known as a 'base 2' numbering system? Convert 38 denary to binary. Why is ASCII no longer appropriate for modern computers? Why is Unicode a more appropriate character set for modern computers?
Homework 3 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> Look, write, cover, check vocabulary 10-14. What does CPU stand for and what does it do? Why is RAM known as 'volatile'? What is the purpose of secondary storage?

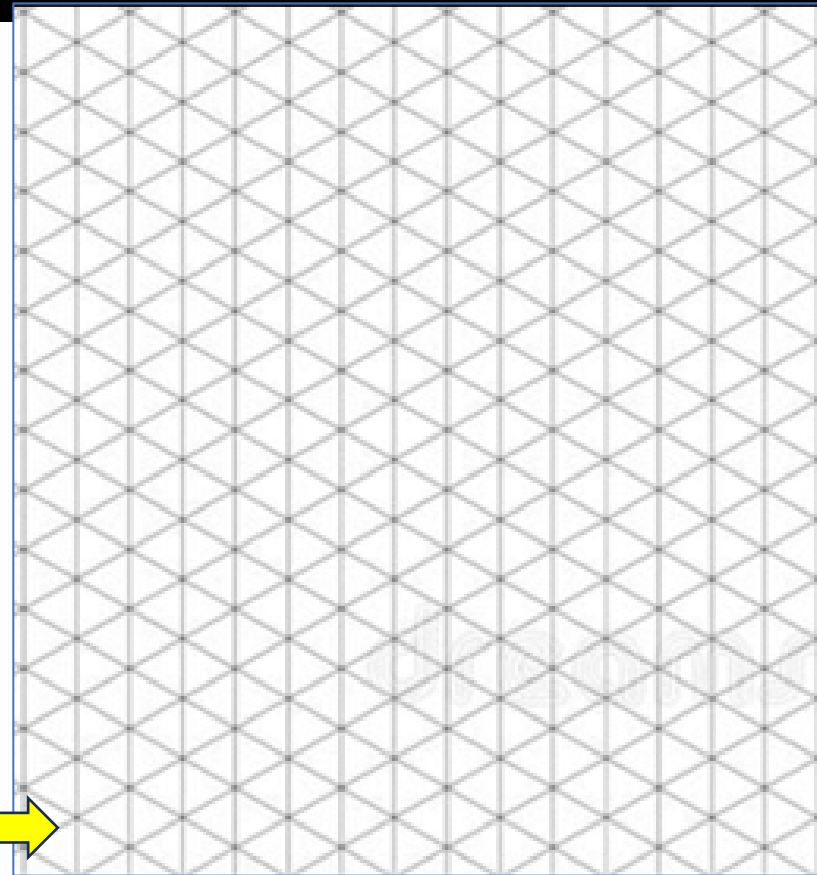
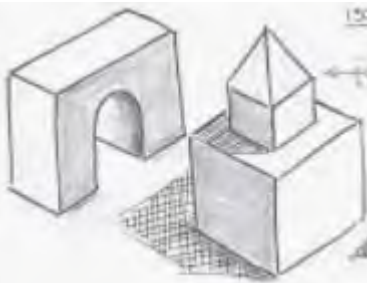
Key word	Definition
1.. CAD	This stands for computer aided design. This is where we use the computer to design products
2. Thermoforming	This is a type of plastic that can be heated up and shaped over and over again.
3. Thermosetting	This is a type of plastic that when shaped cannot be reshaped
4. Fossil fuels	These are coal, gas and oil and we burn these to produce energy. They come from the earth / sea and are not renewable.
5. Renewable	This means something that will not run out e.g. wind, solar, wave (hydro), biomass, geothermal energy.
6. Non renewable	This means something that will eventually run out e.g. fossil fuel.
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

Isometric Drawing

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



Week 2: Question 2 &3: Complete your isometric drawing and colouring here.





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)



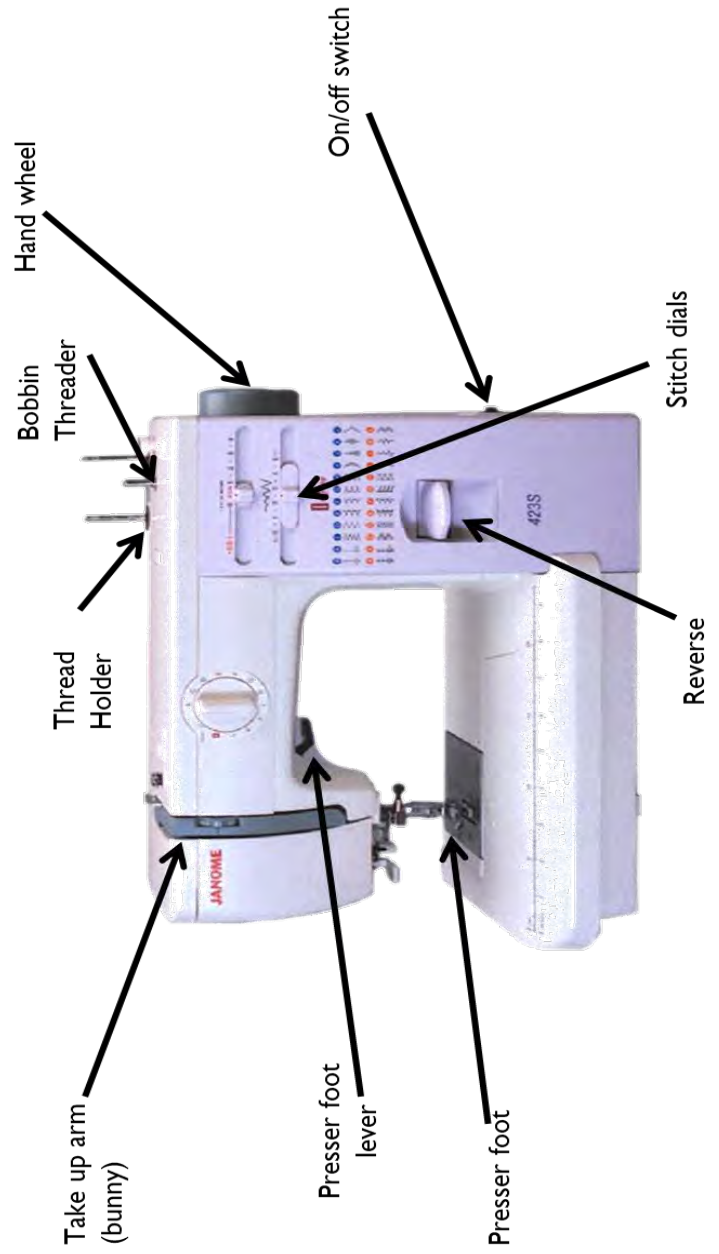
Instructions: You are on a rotation with Technology. If you are unsure, please speak to your teacher.

1. For each homework, you will be asked to look at a **particular section of your Knowledge Organiser**, use the **knowledge organiser on page 29** to help you answer the questions using full sentences.
2. Each task should take 20 minutes, Set a timer and **stop when the time runs out.**

Homework	Due 	Task:
Homework 1 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, write, cover, check vocabulary 1-3. 2. Explain what isometric is and draw 3 different shapes in isometric 3. Add colour neatly to each shape and add shadows to each one. 4. Evaluate what is good and what could be improved
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, write, cover, check vocabulary 4-6. 2. What are the 3 fossil fuels. 3. What are the disadvantages of using fossil fuels. 4. Name 3 types of renewable energy. 5. Describe an advantage and a disadvantage of renewable energy
Homework 3 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, write, cover, check vocabulary 5-7 . 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?


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

Parts of the sewing machine



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 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		Task:
Homework 1 Plastics and <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, write, cover, check vocabulary 4-6. 2. Explain why you use tailors chalk to mark fabric instead pens. 3. Explain why you use an ironing board when ironing fabric and not just a table. 4. Draw a diagram of a needle with thread through the eye of the needle
Homework 2 Packaging <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, write, cover, check vocabulary 7-9. 2. Explain why a tape measure is used in Textiles and not a ruler 3. Explain 2 uses of an iron in Textiles 4. Explain why you only use fabric scissors to cut fabric and not paper. 5. List 5 parts of the sewing machine
Homework 3 Metals <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, write, cover, check vocabulary 10-12. 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 colour of the bobbin thread to the top thread.

Important vocabulary

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



RED

RAW MEAT



BLUE

RAW FISH



YELLOW

COOKED MEAT



GREEN

SALAD & FRUIT



BROWN

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

Homework	Page	Task:
Homework 1 Plastics <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, write, cover, check vocabulary 1-4. 2. What is sensory analysis and why is it used in the food industry? 3. Why is it important to use words/ descriptors that actually describe instead of nice or nasty when completing a sensory analysis? 4. Give 3 examples of foods that gelatinise (gelatinisation). 5. White sauce is used as a base to make lots of dishes. Name 3 dishes
Homework 2 Packaging <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, write, cover, check vocabulary 5-8 2. Name 2 foods can be cooked using conduction as a method of heat transfer. 3. Name 2 foods can be cooked using convection as a method of heat transfer. 4. Name 2 foods can be cooked using radiation as a method of heat transfer. 5. Why do we need to pre-heat ovens and grills before using them?
Homework 3 Metals <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, write, cover, check vocabulary 10-14 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.

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 artworks 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?

.....(artists 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 35 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> <input data-bbox="126 582 167 625" type="checkbox"/> Completed?		<p>1- Complete a piece of writing analysing the artwork by Katsushika Hokusai.</p> <p><i>Katsushika Hokusai, "South Wind, Clear Sky from Thirty-Six Views of Mount Fuji,"</i> 1830, wood block print.</p>	
<p>Homework 2</p> <input data-bbox="126 939 167 982" type="checkbox"/> Completed?		<p>1. Complete a piece of writing analysing the artwork by Michael Kenna.</p> <p>Koshimizu Tree, Hokkaido, Japan. 2023. Photography</p>	
<p>Homework 3</p> <input data-bbox="126 1268 167 1310" type="checkbox"/> Completed?		<p>1. Complete a piece of writing analysing</p> <ul style="list-style-type: none"> • the artwork by Shaun Kardinal. • Shaun Kardinal, Planes series, 2019, • embroidered paper 	



**Year 8 Drama –
Block 8-Devising
from Stimulus**

<i>Elements of Devising</i>	<i>Description</i>
Devising	Creating an original piece of theatre
Stimulus	Something that inspires you to think of ideas
Plot	The storyline
Themes	Ideas that are reoccurring e.g. Power
Atmosphere	The mood of the scene
Characters	The people in the story
Setting	Where the performance is set
Climax	The most important moment in the story
Tension	A state of uncertainty that builds suspense
Interpretation	Your own creative response to the stimulus



<i>Physical Skills</i>		
1	Gesture	Hand actions i.e. pointing a finger or tilting the head
2	Mannerism	A character's habitual movements i.e. twitching the nose, licking the lips, biting the nails
3	Body Language	Non-verbal communication of the body to show emotion
4	Facial Expression	How the face conveys emotion e.g. an angry face shows furrowed eyebrows, pursed lips, squinted eyes, scrunched nose and forehead
5	Proxemics	Distance between characters. How the stage space is used effectively to show something (e.g. relationships between characters)
6	Gait	How a character walks e.g. narrow or wide gait
7	Relationship	How the character interacts with others on stage
8	Energy	Low level or high level
9	Posture	How a person carries themselves sitting or standing e.g. – shoulder back, chest out, chin up, feet together
10	Eye Contact & Eye Line	When two people are aware of looking directly into one another's eyes. Where the eyes are focused.



**Year 8
Drama –
Block 8-
Devising
from
Stimulus**



Techniques		
11	Freeze Frame	A frozen scene on stage
12	Step-Out	a character to 'step out' of a scene and reveal something to the audience, while the rest of the action freezes
13	Narration	the process of telling a story
14	Split Stage	two or more scenes which are performed on stage at the same time
15	Staging	Where the audience are e.g. proscenium arch, thrust stage, In the round, traverse, promenade/end-on
16	Breaking the Fourth Wall	When characters speak to the audience by breaking the imaginary wall between them
17	Characterisation	How your character appears, speaks, thinks, feels & moves, motivation & context
18	Stage positions	<i>E.g. centre stage, upstage left, upstage right, downstage left etc</i>
19	Blocking	Where the actors stand on stage
20	Improvise	A performance created on the spot without preparation


Vocal Skills		
21	Accent	shows where the character is from
22	Volume	How loudly or softly you speak
23	Diction	informal / slang the way in which you pronounce words clearly
24	Tone	how the voice conveys emotion
25	Pitch	High or low voice
26	Pace	Speed of delivering dialogue
27	Pause	A gap between word or lines of dialogue used for effect
28	Intonation	Where the pitch goes up and down to keep the audience engaged
29	Timing	Taking less or more time to speak for a particular reason
30	Emphasis	Where a word or sound is exaggerated for effect





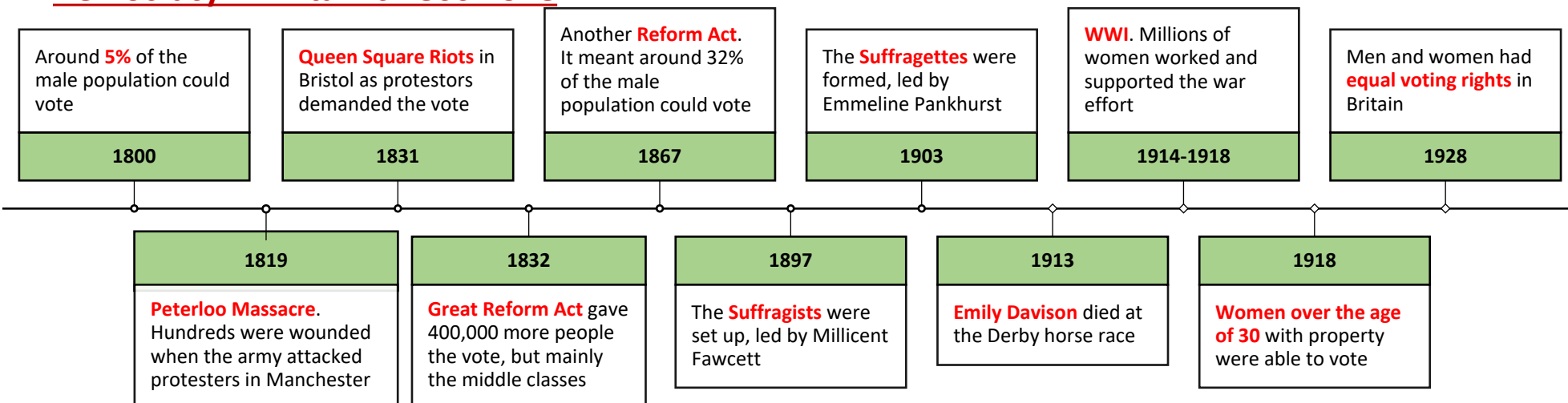
Instructions:

1. For each homework, you will be asked to look at a **particular section of your Knowledge Organiser**, use the **knowledge organiser on page 37-38** to help you answer the questions using full sentences.
2. Each task should take 20 minutes, Set a timer and **stop when the time runs out**.

Homework	Due 	Task:
Homework 1 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Cover, Write, Check key terms 1-10 2. Name a physical skill. 3. Describe how you would use that physical skill on stage. 4. Name a vocal skill. 5. Describe how you could use that vocal skill on stage.
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Cover, Write, Check key terms 11-20 2. What makes a successful freeze frame? 3. How can you show the status of character using levels? 4. How can a fairytale be modernised? Give one example. 5. Draw a square box and mark Downstage Right with an X.
Homework 3 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, Cover, Write, Check key terms 21-30 2. What does a focused rehearsal look like? 3. What is a step-out? 4. How can you create tension on stage using vocal skills? 5. Draw a square box and mark Upstage Left with an X.



Democracy in Britain c.1800-1928



	Emmeline Pankhurst, leader of the Suffragettes
	Millicent Fawcett, leader of the Suffragists
	Emily Davison, a suffragette who was hit by the King's horse at the Derby and died
	Henry Hunt, A radical reformer and orator who wanted more men to be able to vote


Key terms for this unit

1. Democracy A system where everyone is represented in government	5. Suffrage The right to vote in elections <i>"People in the 1800s campaigned for suffrage"</i>	9. Enfranchised To give the vote to people <i>"Women were enfranchised in 1928"</i>
2. Suffragists A group who wanted women's suffrage. They tended to use non-violent methods	6. Suffragettes A group who wanted women's suffrage. They were willing to use violence to be heard	10. Reform Change. People in the 1800s wanted political reform
3. Orator A good public speaker	7. The Derby A prestigious horse race ran every year	11. Radicals The name given to those who wanted change in the 1800s
4. Parliament Made up of the House of Commons and the House of Lords, this is where laws are made and passed	8. MPs Members of Parliament. Today there are 650 MPs who represent their local area in Parliament	12. Canaries The nickname for women who worked in WWI factories making bullets, this was because their skin often turned yellow



Instructions:

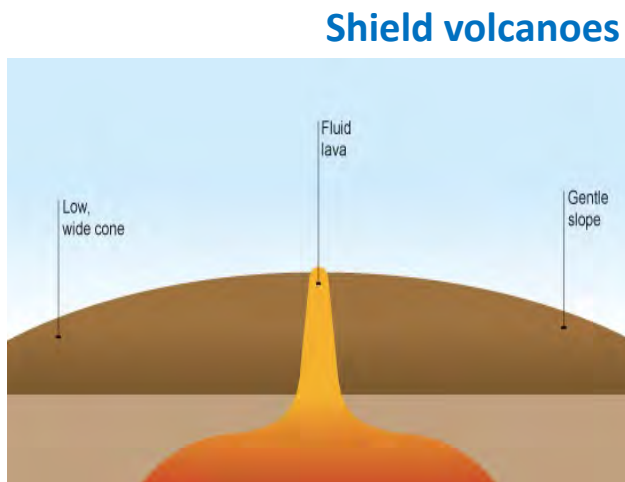
1. For each homework, you will be asked to look at a **particular section of your Knowledge Organiser**, use the **knowledge organiser on page 40 to help you answer the questions using full sentences.**
2. Each task should take 20 minutes, Set a timer and **stop when the time runs out.**

Homework	Due 	Task:
Homework 1 <input type="checkbox"/> Completed?		1.Look, Cover, Write and Check terms: 1, 2, 3, 4. 2. What is a 'democracy'? 3.Use the word reform in a sentence 4.What happened in 1832? 5.What does the term suffragette mean?
Homework 2 <input type="checkbox"/> Completed?		1.Look, Cover, Write and Check terms: 5,6,7,8 2.Describe 1 positive of the Great Reform Act (1832)? 3. Who was Henry Hunt? 4.True or false: both men and women were able to vote in the 1800s. 5.When were women over the age of 30 given the vote?
Homework 3 <input type="checkbox"/> Completed?		1.Look, Cover, Write and Check terms: 9,10,11,12 2.What was Peterloo Massacre? 3.How did WW1 impact how women were viewed? 4.What is the difference between Suffragists and Suffragettes? 5.Why were the Suffragettes' considered 'radical' (extreme)?

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

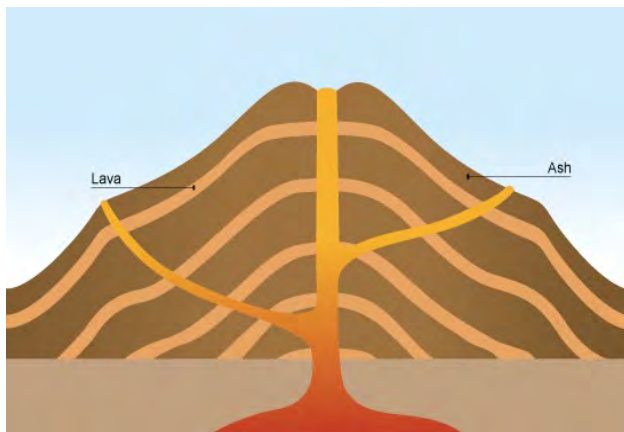
Shield vs Composite volcanoes

- 🌐 Gentle slopes and a wide base
- 🌐 Frequent eruptions
- 🌐 Lava flows at high speeds and long distances
- 🌐 Non-violent eruptions



Made at **constructive** plate margins.

Composite volcanoes



- 🌐 Steep sided with a distinctive cone shape.
- 🌐 Acid lava
- 🌐 Explosive eruptions of lava and ash
- 🌐 Layers of alternating ash and lava

Made at **destructive** plate margins.

Keyword	Definition
1. Shield volcano	A steep sided volcano made up of layers of lava and ash, only created at destructive plate margins
2. Composite volcano	A flat volcano, only created at constructive plate margins.
3. Primary effect	An effect which is a direct consequence of the natural hazard.
4. Secondary effect	An effect which is a consequence of the primary effects of a natural hazard.
5. Immediate response	Something which usually occurs within the first three days of a natural hazard.
6. Long-term response	Something which occurs weeks, months or years after a natural hazard.
7. Prediction	Involves trying to forecast when the natural hazard will occur.
8. Preparation	Putting procedures in place to limit the loss of life and increase the chance of survival.
9. Protection	Building to an appropriate standard and using designs to withstand the natural hazard.



What makes some countries more at risk to hazards?

Physical factors	Social factors	Economic factors
Tectonic hazards occur close to plate boundaries. The closer a location is to the boundary the more intense the hazard can be.	HIC may have well established evacuation procedures and disaster response teams.	High income countries may have access to the most accurate technology and data for monitoring volcanoes.
The stronger the earthquake the more destructive it can be.	In poorer areas, people may not have access to shelter, food, clean water supplies and medical care.	High income countries can afford to build homes which can withstand strong earthquakes.

Nepal earthquake 2015

- Death Toll:** 8 500 people
- Damage cost:** \$10billion (50% of countries GDP)
- Magnitude:** 7.8
- Time and Date:** 25th April 2015 11:56am
- GNI per capita:** \$2970
- Adult literacy:** 57.4% over 15 years can read/write
- Clean water access:** 87.6% people have access



- Death Toll:** 41 people
- Damage cost:** \$3.32billion
- Magnitude:** 6.6
- Time and Date:** 6th September 2018 03:08am
- GNI per capita:** \$43,730
- Adult literacy:** 99% over 15 years can read/write
- Clean water access:** 97% people have access

Japan earthquake 2018




How does the level of development effect the impact and responses to earthquakes?

- 🕒 In **less developed** areas, **buildings and infrastructure** may not be constructed to withstand earthquakes, and **emergency response systems** may not be well-equipped to handle the aftermath of an earthquake. **This can result in more damage, injury, and loss of life.**
- 🕒 In **more developed** areas, buildings and infrastructure are often designed and built with **earthquake-resistant features**, such as **flexible joints, shock absorbers, and bracing.**
- 🕒 Emergency response systems are better equipped to handle an earthquake, including **search and rescue operations** and providing medical assistance.



Instructions:

1. For each homework, you will be asked to look at a **particular section of your Knowledge Organiser**, use the **knowledge organiser on pages 42-43** to help you answer the questions using full sentences.
2. Each task should take 20 minutes, Set a timer and **stop when the time runs out.**

Homework	Due 	Task:
Homework 1 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, cover, write and check key terms 1 and 2. 2. Which type of volcano is made at a destructive plate margin? 3. Which volcano has non-violent eruptions? 4. Describe the differences in shape between the two different volcanoes. 5. What are the two main differences between shield and composite volcanoes?
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, cover, write and check key terms 3-6. 2. How can physical factors make a country more at risk to hazards? 3. Which earthquake had the most deaths? 4. Which country is a LIC and which is a HIC? 5. Why did the Japan earthquake cause more expensive damage?
Homework 3 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, cover, write and check key terms 7-9. 2. How can social factors make a country more at risk to hazards? 3. Which country has more access to clean water? 4. Finish the sentence: 'Development can affect the impacts of earthquakes by.....' 5. Explain how a building can be made earthquake proof.



Key Terms



1. **Original sin** – inherited sinful nature from Adam and Eve's disobedience
2. **The Fall** – the event of Adam and Eve's expulsion from the garden of Eden
3. **Evil** – the presence of moral and natural wrongdoing or harm
4. **Suffering** – the experience of physical or emotional pain and distress
5. **Free will** – the ability to make choices and decisions without external concern
6. **Karma** – concept that ones actions in the present or past lives will influence their future experiences and circumstances
7. **Enlightenment** - the realisation of the truth about life
8. **Theodicy** – argument for God's existence that uses evil and suffering

The 4 Noble Truths

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

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

1. The truth of suffering (Dukkha)
2. The truth of the origin of suffering (Samudāya)
3. The truth of the cessation of suffering (Nirodha)
4. The truth of the path to the cessation of suffering (Magga)



Evil and Suffering

What is evil?



There are two types of evil and suffering:

- **Moral evil and suffering** – this is suffering caused by the actions of humans. Examples include acts of murder, and war.
- **Natural evil and suffering** – this is suffering that is caused by nature and has nothing to do with the actions of humans. Examples include earthquakes, floods, tsunamis and disease.

Buddhist Responses to Suffering

- Suffering is a key part of life. Buddhists follow teachings that will help to relieve the suffering of others.
- **Karuna** is the word for compassion. This is the understanding of, and the desire to help remove harm and suffering from others.
"And how do you live with your heart suffused with loving-kindness extending outward in any direction? In the same way that you feel friendliness when you see a dearly loved friend, you extend your loving-kindness to every living thing." - The Vibhanga
- Buddhists believe that following the Eightfold Path will help them to reach enlightenment. This will end the cycle of suffering.
- In the fourth truth the Buddha taught that the way to get rid of the desire that causes suffering is to free yourself from being attached to it.



The Eightfold Path

- The **Eightfold Path** is a set of guidelines for Buddhists to live by that should lead to the end of suffering.
- Each step of the Eightfold Path is carried out at the same time, as opposed to step by step. The eight steps are:
 1. Right Understanding
 2. Right Intention
 3. Right Speech
 4. Right Action
 5. Right Livelihood
 6. Right Effort
 7. Right Mindfulness
 8. Right Concentration



The Story of Job

- Job is described as a good man who loves God.
- Satan challenges God, saying that Job is only good because he has a happy life. God allows Satan to put Job's faith to the test by causing him to suffer.
- First, Job loses his livestock, his servants and all his children.
- He is devastated but remains faithful and praises God.
- Then he suffers horrible weeping sores all over his body.
- Job's wife tells him to reject God and to accept that he is dying, but Job refuses.
- He tries to find ways to live with his suffering.
- Even his closest friends think that he must somehow be to blame for his suffering.
- Job begins to question God's fairness - *how could God let wicked people flourish while good people suffer?*
- Eventually, God appears to Job.
- He asks impossible questions that show Job how little he can understand about God's ultimate plan.
- Job is humbled by this encounter, and at last appreciates that God's unlimited power cannot be fully understood by human beings.
- Job never learns why he has suffered.
- However, God restores his health and gives him twice as much property as before, more children, and a very long and prosperous life.

Analysis of Job

- Job's faith is tested through his suffering on many occasions, but still he keeps his faith in God and in the end is rewarded.
- God presents Job with impossible questions to show him that God's ways are beyond human understanding.
- Despite others telling him to stray from his faith, Job stayed faithful to God and trusted God.



Nature vs Nurture

Are people born evil or do they become evil?

- The nature versus nurture debate involves the extent to which aspects of behavior are a product of either inherited (i.e., genetic) or acquired (i.e., learned) influences.

The Inconsistent Triad (J.L Mackie)

- The problem of evil can be regarded as an 'inconsistent triad' – in other words, three ideas but only two of them can be true.
- As there is clear evidence and experience of evil, either God is not all-powerful (ie He cannot stop evil) or God is not loving and good (ie He does not love us or care enough to stop evil).
- Some people believe that if evil exists and God is all-powerful, then He cannot be all loving.

Responses – Epicurus


- The Greek philosopher Epicurus (342-271 BCE) claimed that the existence of evil proved there is no God.
- He claimed that if God cannot stop evil then he is not all-powerful (omnipotent).
- He then argued that if God can prevent evil but does not, then God is not good.
- He linked these two points together, claiming that if God is all-powerful and good, then evil would not exist.
- Finally, human experience is that evil does exist.
- Therefore Epicurus concluded that God must not exist.





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:
<p>Homework 1</p> <p><input type="checkbox"/></p> <p>Completed?</p>		<ol style="list-style-type: none"> 1. Look, Cover, Write, Check Terms 1-3 2. Give two examples of a moral evil. 3. What is the message of the Story of Job? 4. What is the Eightfold Path? 5. 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. Look, Cover, Write, Check Terms 4 – 6 2. Explain how the inconsistent triad works. 3. Draw a diagram to explain the inconsistent triad. 4. How do Buddhists respond to the existence of suffering? 5. Who tried to influence Job?
<p>Homework 3</p> <p><input type="checkbox"/></p> <p>Completed?</p>		<ol style="list-style-type: none"> 1. Look, Cover, Write, Check Terms 7-8 2. Give two examples of a natural evil? 3. How did Epicurus respond to the Inconsistent Triad? 4. Draw an example of a moral evil and a natural evil 5. What id moral evil?



Past holidays 8.8 French Vocab list



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- Reflexive verbs, the perfect tense (past tense)

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?

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**ée**


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 48-49** to help you answer the questions using full sentences.
2. Each task should take 20 minutes, Set a timer and **stop when the time runs out.**

Homework	Due 	Task:
<p>Homework 1</p> <p><input type="checkbox"/></p> <p>Completed?</p>		<ol style="list-style-type: none"> 1. Follow the 'look, cover, write, repeat' method with the following verbs Je suis allé(e) , nous sommes allé(e)s, je suis arrivé(e), nous sommes arrivé(e)s 2. Translate these sentences into English <ol style="list-style-type: none"> 1. Je suis allé en France B. Nous sommes allés en Italie C. J'ai voyagé en train D. Je suis allés avec mes cousins 3. Spot the mistakes in this sentence J'ai allé en Canada 4. Choose the correct word for the following places. à en au aux ___Bristol, ___ France, ___Japon, ___Paris, ___Etats-Unis, ___ Birmingham, ___ Irlande, ___ Espagne 5. Write 2 sentences about where you went on holiday last year and how you travelled



<p>Homework 2</p> <p><input type="checkbox"/></p> <p>Completed?</p>	<ol style="list-style-type: none"> 1. Follow the 'look, cover, write, repeat' method with the following adjectives Fantastique, ennuyeux, génial, passionnant, touchant 2. Translate these phrases : C'était fantastique, c'était génial, c'était touchant 3. Draw a weather symbol for each of these Il y avait du soleil, il y avait du vent, il y avait des orages, il y avait du brouillard, il neigeait 4. Translate these sentences <ol style="list-style-type: none"> 1. Je suis allé en Espagne il y avait du soleil B. Nous sommes allés en Italie il neigeait C. Je suis allé en Suisse il faisait froid 5. Write a sentence to describe where you went and what the weather was like – draw symbols to illustrate your sentence.
<p>Homework 2</p> <p><input type="checkbox"/></p> <p>Completed?</p>	<ol style="list-style-type: none"> A. Follow the 'look, cover, write, repeat' method with the following time phrases Normalement, d'habitude, rarement, souvent, toujours 2. Translate these phrases : Normalement je vais en France, d'habitude nous allons au Portugal, souvent je vais en vacances 3. Use 2 more time phrases to make up a couple of sentences about going on holiday. 4. Spot the mistakes <ol style="list-style-type: none"> A. Je suis aller en France B. Nous avons allé C. Elle est allé en Italie 5. Write a few sentences describing your holiday from last year. Can be real or imaginary. Think about all the things you need to remember when using the perfect tense (!) L'année dernière



8.8 Past holidays SPANISH

	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

	¿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

	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"

~~TOMAR~~ > tom > omé

Hablar = to speak
To form "she spoke"

~~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 52-53 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 past tense phrases Fui a la playa, fui al restaurante, fui de compras, descansé, visité monumentos</p> <p>2. Draw symbols to represent each of the past tense actions in question 1</p> <p>3. Translate these sentences into English.</p> <p>A. Fui al cine B. Fuimos a la playa C. Descansé con mis amigos</p> <p>4. Write 2 sentences about what you ate and drank today – using past tense.</p> <p>5. Draw pictures and label your breakfast or lunch</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 past tense weather phrases hacía buen tiempo, hacía mal tiempo, hacía sol, hacía calor, hacía frío</p> <p>2. Draw symbols to represent each weather phrases in question 1</p> <p>3. Write 2 sentences using the weather phrases and combining with an action. e.g. hacía sol y fui a la playa</p> <p>4. Translate the following phrases</p> <p>A. Visité monumentos B. Escuché música C. Tomé el sol D. Fui al museo E. Descansé con mis amigos</p> <p>5. Write a diary entry about what you did on a recent holiday – use the vocab sheet to help you</p>



<p>Homework 3</p> <p><input type="checkbox"/></p> <p>Completed?</p>	<ol style="list-style-type: none">1. Follow the 'look, cover, write, repeat' method with the following past tense reasons. fue genial, fue fantástico, fue increíble, fue inolvidable, fue emocionante2. Practise reading the reasons in question 1 aloud.3. Write 3 sentences using the past tense and describing them using the reasons. e.g. fui al cine fue genial4. Translate the following sentences La semana pasada fui a la playa con mi familia Hace dos días fui al mercado con mi hermana fue interesante El otro día fui al cine con mis amigos fue genial5 Write 2 sentences about what you did recently using time phrase, activity and reason.
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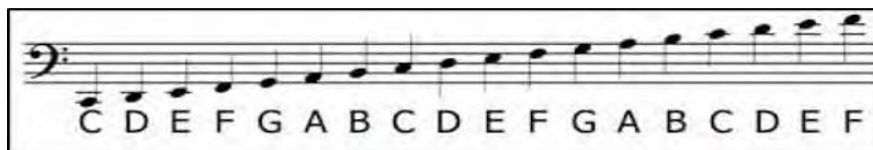
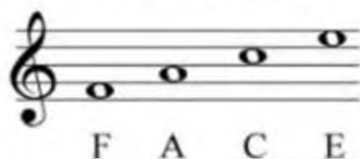


C D E F G A B C D E F G A

Notes **on the lines** are:



Notes **in the spaces** are:



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

Elements of Music

- Timbre
- Pitch
- Melody
- Harmony
- Texture
- Dynamics
- Tempo

Timbre

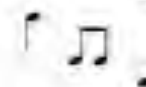
tone color



uniqueness of sound

Pitch

how high or low



a specific note
(pitch) over (frequency)

Melody

main musical idea or 'tune'



a sequence of notes

Harmony

two or more pitches sounding at the same time



Texture

how many parts or layers of sound



solo, duet, or ensemble chords or counterpoint

Dynamics

how LOUD or soft



(volume) over (loudness)

Tempo

how fast or slow




rate or speed of the beat



Instructions:

- For each homework, you will be asked to look at a particular section of your Knowledge Organiser on page 56, to help you answer the questions using full sentences.
- Each task should take 20 minutes, Set a timer and stop when the time runs out.

Homework	Due 	Task:
Homework 1 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> _____ means the highness or lowness of the sound. _____ means the fastness or slowness of the music. _____ means the loudness or softness of the music. _____ means the length of each sound. If all the instruments are playing at once then the _____ is thick. If only one instrument is playing then it is thin.
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> How do you remember the notes on the lines of the stave? Write out your own sentence beginning with these letters that represent the lines: E _____ G _____ B _____ D _____ F _____ How do you remember the notes in the spaces of the stave? What does a sharp (#) do? What does a flat (b) do?
Homework 3 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 