



Year 9 | Term 5 | Homework



Homework Schedule

Your homework will consist of:

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

When is Week A/Week B?

	Set Week Commencing	Due Week Commencing
Week B	20/04/26	04/05/26
Week A	27/04/26	11/05/26
Week B	04/05/26	18/05/26
Week A	11/05/26	01/06/26
Week B	18/05/26	08/06/26

Subject	Page	Homework is set on:
English	6-10	Friday
Maths	11- 13	Monday
Science	14 – 17	Monday
French / Spanish	18 - 29	Week A
Tech/Computing	30 – 38	Week A
Art	39 – 40	Week A
Drama	41 – 42	Week A
History	43 – 44	Week B
Geography	45 - 47	Week B
RE	48 – 50	Week B
PE	51- 52	Week B
Music	53	Week B



We all make exceptional things happen everyday

Academically | Professionally | Socially | Personally | Within the Community

Need help with Homework?



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

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



	Email		Email
English	hannah.powell-bond@clf.uk	History	Jenny.Chapman@clf.uk
Maths	David.Busby@clf.uk	Geography	emilia.fuorvito@clf.uk
Science	timothy.sperring@clf.uk	RE	emilia.fuorvito@clf.uk
PE	Victoria.Payton@clf.uk	French / Spanish	Laura.miles@clf.uk
Tech/Computing	Naomi.Soper@clf.uk Martin.Wignall@clf.uk	Music	drew.salida@clf.uk
Art	kealy.darby@clf.uk	PSHE	amelia.perry1@clf.uk
Drama	Joanne.Ayre@clf.uk	Year Team	BBAYear9team@clf.uk

How to complete my homework

You will
need



Homework book



Green and Red Pen



Optional: Timer: Set
for 20 minutes

Instructions: How to complete my homework

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



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



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



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



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

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

How to present my homework book

1. Title with the **Subject name and due date**

13/09/2025

Science H/W – Due 15/09/2023

1. **Base:** A substance with a PH **between 8-14**

Alkali: A water soluble **soluble base**.

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

2. PH1 is the strongest acid

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

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

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





The Merchant of Venice

First published in 1600

Set in Venice, Italy

Originally classed as a comedy, but has become to be seen as more tragic over time.

CONTEXT

Shakespeare – first performed in 1600s

Italy (Venice) as a global trading center

Prejudice, particularly anti-Semitism:

Jews were banished from England, and in Venice they lived in segregated areas and had to wear an identifying badge.

Revenge tragedy – has two tragic heroes (Antonio and Shylock) and their **hamartia** is based on a need for revenge against the other.

Comedy – two groups pitted against each other / disguise / men dressed as women, and vice versa / innuendo / marriage.

The role of women – women could not act on stage in Shakespeare's time, so the trial scene would have been very funny, with male actors dressed as women pretending to be men. Women had a lesser status when the play was set – this is shown through Portia being unable to choose whom she marries.

CHARACTERS:

Antonio - A wealthy Venetian merchant who occasionally lends money, but never charges interest. He is the "merchant" of the play's title.

Bassanio - He is a typical Elizabethan lover and nobleman who is careless with his money; hence, he has to borrow from Antonio so that he can woo Portia in style.

Portia - She is famous for her beauty and for her wealth, and she is deeply anguished that she must marry the man who chooses the single casket of three which contains her portrait.

Shylock - An intelligent businessman who believes that, since he is a moneylender, charging interest is his right; to him, it makes good business sense.

THEMES:

- Tragedy
- Comedy
- Tension
- Revenge
- Money
- Female characters
- Hope
- Religion
- Love
- Romantic relationships
- Platonic (non-romantic) relationships
- Families (particularly fathers & daughters)
- Trust

**THEMES AND SYMBOLS:**

The pound of flesh – this represents Shylock's hatred for Antonio, and links to Shakespearean tragicomedy ideals of revenge and justice.

The rings – Portia and Nerissa give Bassanio and Gratiano a ring each and make the men promise not to remove them. The rings link to Shakespearean comedy (marriage and disguise). Jessica also steals a ring given to Shylock by his deceased wife, Leah.

Justice – Anti-Semitic attitudes would suggest that justice is served when Shylock is forced to convert to Christianity. Modern audiences would not consider this to be the case.

Money - Venice was an important trading port. Venice is characterised by money and Belmont by love. Money acts as a catalyst for revenge.

Revenge Tragedy / Tragicomedy – As a problem play, MoV has characteristics of both Shakespearean tragedy and comedy.

QUOTATIONS:

- 'I will not eat with you, drink with you, nor pray with you.' (Shylock)
- 'My purse, my person, my extremist means, lie all unlocked to your occasions' (Antonio to Bassanio)
- 'I cannot choose one nor refuse none' (Portia about suitors)
- 'I hate him for he is a Christian' (Shylock about Antonio)
- 'The devil can cite scripture for his purpose' (Antonio about S)
- 'The portrait of a blinking idiot' (Aragon)
- 'I am never merry when I hear sweet music' (Jessica)
- 'The quality of mercy is not strained' (Portia)
- 'Though I am a daughter to his blood, I am not to his manners' (Jessica about Shylock)
- 'if you wrong us, shall we not revenge?' (Shylock)
- 'an inhuman wretch incapable of pity' (Duke about Shylock)

KEY WORDS:

- Platonic – non-sexual, non-romantic affection for someone (e.g. friendship)
- Anti-Semitism – prejudice against Jewish people
- Usury – lending money with an unreasonably high interest rate
- Stereotype – an oversimplified belief of a particular group or thing
- Motif
- Conform – to comply with rules, laws or standards
- Vengeful – to seek to hurt someone in return for a perceived injury



Year 9 – The Merchant of Venice – Knowledge Organiser

	Vocabulary	Definition		Vocabulary	Definition
1	Credit	the ability of a customer to obtain goods or services before payment, based on the trust that payment will be made in the future.	8	Discrimination	the unjust or prejudicial treatment of different categories of people, especially on the grounds of ethnicity, age, sex, or disability.
2	Usury	the action or practice of lending money at unreasonably high rates of interest.	9	Vengeful	seeking to harm someone in return for a perceived injury; getting revenge
3	Stereotype	a widely held but fixed and oversimplified image or idea of a particular type of person or thing.	10	Soliloquy	an act of speaking one's thoughts aloud when alone, especially by a character in a play.
4	Unconditional	not subject to any conditions; absolute.	11	Avarice	extreme greed for wealth or material gain
5	Platonic	(of love or friendship) intimate and affectionate but not sexual.	12	Materialistic	excessively concerned with material possessions; money-oriented.
6	Patriarchy	a system of society or government in which men hold the power and women are largely excluded from it.	13	Motif	a dominant or recurring idea in an artistic work
7	Prejudice	A preconceived opinion that is not based on reason or actual experience.	14	Dramatic Irony	a literary technique, originally used in Greek tragedy, by which the full significance of a character's words or actions is clear to the audience or reader although unknown to the character.




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

Homework	Due date	Task:
Homework 1 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, cover, write, check vocabulary 1-5. 2. What is usury? Write one sentence using this word in relation to <i>The Merchant of Venice</i>. 3. Why was Venice important in Elizabethan times? Write a sentence summarising this. 4. List three expectations of women in the Elizabethan era. 5. What is the meaning of credit? How might credit turn into something negative?
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, cover, write, check vocabulary 6-10. 2. Write one sentence outlining how platonic relationships are shown so far in <i>The Merchant of Venice</i>. 3. What is the meaning of usury? How is this represented in <i>The Merchant of Venice</i>? 4. List a reason why Venice would be a multicultural city in Elizabethan times. 5. Why might unconditional love be dangerous? Summarise in a sentence.
Homework 3 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, cover, write check vocabulary 8-12. 2. Define anti-Semitism in a sentence using the word prejudice. 3. How is Shylock a victim of prejudice? Write a sentence summarising this. 4. List one way that Portia <u>conforms</u> to gender expectations of Elizabethan women. 5. List one way that Portia <u>subverts</u> gender expectations of Elizabethan women.



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

Homework	Due 	Task:
Homework 4 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, cover, write check vocabulary 1,3,5,7,9. 2. How would Shylock feel about lending money towards Bassanio, for Antonio? Summarise in a sentence. 3. What evidence is there of prejudice in Shakespeare's description of Shylock? 4. What is the message behind Maya Angelou's poem "Still I Rise"? 5. What do you predict will happen between Antonion and Shylock?
Homework 5 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, cover, write check vocabulary 2,4,6,8,10. 2. Summarise the casket game in a sentence, using the word patriarchy. 3. Who is coming to visit Portia in the evening? 4. How does Portia feel about the casket game? Summarise in a sentence. 5. Which casket is likely to be correct? Why?



Y9 Maths Knowledge Organiser Term 5 Sequences, Graphs and Formulae

Key Concepts

Arithmetic sequences

increase or decrease by a common amount each time.

Quadratic sequences have a common 2nd difference.

Fibonacci sequences

Add the two previous terms to get the next term

Geometric series has a common multiple between each term

Linear sequences:

4, 7, 10, 13, 16.....

a) State the nth term

1 3n + 1

Difference The 0th term

Examples

b) What is the 100th term in the sequence?

3n + 1

3 x 100 + 1 = 301

c) Is 100 in this sequence?

3n + 1 = 100

3n = 99

n = 33

Yes as 33 is an integer.

Quadratic

sequences:

a + b + c 3 9 19 33 51

3a + b 6 10 14 18

2a 4 4 4

First difference

Second difference

HIGHER ONLY

2a = 4 3a + b = 6 a + b + c = 3

a = 2 3 x 2 + b = 6 2 + 0 + c = 3

b = 0 c = 1

2n² + 0n + 1 -> 2n² + 1

Special sequences (you need to learn)

2

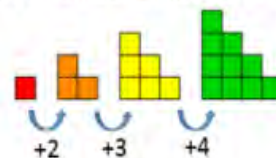
Square Numbers: 1, 4, 9, 16, 25, 36, 49, 64, 81, 100, 121, 144... (a square number is the answer you get when you multiple a number by itself).

3² = 3 x 3 = 9

Cube numbers: 1, 8, 27, 64, 125, 169, 196, 216, 279, 1000... (a cube number is the answer you get when you multiply a number by itself 3 times).

5³ = 5 x 5 x 5 = 125

Triangular number: 1, 3, 6, 10, 15, 21, 28, 36, 45, 55... (The difference between terms increases by 1 each time)



What you need to know:

3

Plotting Straight Line Graphs

To plot a straight line graph, you may be given a table or you may need to draw one.

Example: Plot the graph of $y = 4x - 2$ for the values of x from -3 to 3.

1) Draw a table of values if you have not been given one.

x	-3	-2	-1	0	1	2	3
y							

2) Substitute in your x values to $y = 4x - 2$, this will give the corresponding y values.

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

3) Plot the points on the graph.

E.g. (-3, -14), (-2, -10), (-1, -6), (0, -2), etc

Identifying the gradient and intercept

The equations of all straight lines can be written in the form:

$$y = mx + c$$

Gradient - The number in front of the x .
This tells us how steep the line is.

Intercept - The number on its own.
Shows where the line cuts the y axis.

Example: Find the gradient and intercept of the following lines.

- 1) $y = 5x - 2$ Grad = 5 Intercept = - 2
- 2) $2y = 4x + 5$ $y = 2x + 2.5$ Grad = 2 Intercept = 2.5
- 3) $x + y = 10$ $y = -x + 10$ Grad = - 1 Intercept = 10

Rearrange all equations so they are in the form $y = mx + c$ (the y must be isolated)

Key Terms:

Axes: A fixed reference line on a grid to help show the position of coordinates.

Gradient: How steep a graph is at any point.

Y Intercept: Where the graph cuts through the y axis.

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

Parallel: Lines that are the same distance apart. They never cross.

Equation: A mathematical statement containing an equals sign.

Substitute: When a letter is replaced by a number.

Reciprocal: This is found by doing 1 divided by the number.

4

Rearranging an equation:

Working with inverse operations to isolate a highlighted variable.

Rearrange to make r the subject of the formulae :

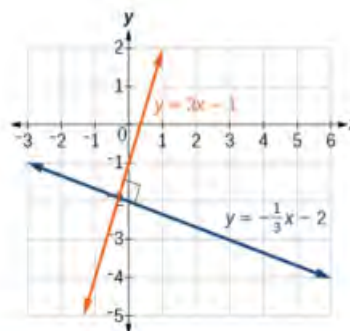
$$\begin{array}{l}
 Q = \frac{2r - 7}{3} \\
 \times 3 \qquad \qquad \qquad \times \\
 3Q = 2r - 7 \\
 + 7 \qquad \qquad \qquad + 7 \\
 3Q + 7 = 2r \\
 \div 2 \qquad \qquad \qquad \div 2 \\
 \frac{3Q + 7}{2} = r
 \end{array}$$

Perpendicular lines

If two graphs are perpendicular then they meet at right angles to each other (90°).

Their gradients have the relationship: gradient of line 1 \times gradient of line 2 = - 1

e.g. $y = 3x - 1$ and $y = -\frac{1}{3}x - 2$ are perpendicular to each other because $3 \times -\frac{1}{3} = -1$



5

REVISE!

If you have saved all your Knowledge Organisers then you know what you need to revise

**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?		A) 1, 8, 15, 22, 1) Find the nth term b) Calculate the 50 th term c) Is 120 in the sequence? B) Find the nth term for: 1) 5, 12, 23, 38, 57, ... 2) 3, 11, 25, 45, 71,
Homework 2 <input type="checkbox"/> Complete?		Create a poster / Flashcard to help you to remember how to recognise a Fibonacci sequence and the square, cube and triangle numbers
Homework 3 <input type="checkbox"/> Complete?		a) Can you sketch the graph created from the table ... what is the gradient?, what is the y intercept? B) Name two lines that are parallel to the line given. EXT: Make sure you are clear on identifying the equation of perpendicular lines .
Homework 4 <input type="checkbox"/> Complete?		rearrange the following formulae to make x the subject: a) $9x + c = 2y$ b) $\frac{x}{a} - 1 = d$ c) $4p = ax + p$
Homework 5 <input type="checkbox"/> Completed?		Use your knowledge organisers and the revision list to prepare for the assessment in Term 6.

	Key Term	Definition
1	Kinetic energy store (K.E.)	Energy stored in moving objects
2	Gravitational energy store (G.P.E)	Energy stored in objects held at a height above the ground
3	Joules (J)	The units of energy
4	Efficiency	A measure of how much energy transferred to a device is useful, compared to the amount which is wasted
5	Dissipated	A term used to describe energy that is being wasted – often to the thermal store of the surroundings.

The Law of the Conservation of Energy: *Energy cannot be created or destroyed. It can be stored, transferred between stores and dissipated.*


A **moving object** has energy in its kinetic energy store.

- The amount of energy in its kinetic store depends on its mass and its velocity
- We can use the equation below to work out the amount of energy in a kinetic store:

$$\text{Kinetic energy} = \frac{1}{2} \times \text{mass} \times \text{velocity}^2$$
- E.g. a car with a mass of 1450kg is travelling at 28 m/s. We can work out its kinetic energy stored using the equation:

$$\text{Kinetic energy} = \frac{1}{2} \times 1450 \times (28)^2$$

$$\text{Kinetic energy} = 568\,400 \text{ J}$$




An **object held at a height** has energy in its gravitational potential energy store:

- The amount of energy in its gravitational store depends on its mass and its height, as well as the gravitational field strength on the Earth's surface (10 N/kg)
- We can use the equation below to work out the amount of energy in a gravitational store:









$$\text{Change in gravitational potential energy} = \text{mass} \times \text{gravity} \times \text{change in height}$$
- E.g. A cat of 7kg is lifted 5m into the air. How much GPE does it gain?

$$\text{GPE} = \text{mass} \times \text{gravity} \times \text{change in height}$$

$$= 7 \times 10 \times 5 = 350\text{J}$$



There are 8 different energy stores that you need to know:

	Chemical		Elastic
	Gravitational potential		Nuclear
	Kinetic		Magnetic
	Thermal		Electrostatic

Energy is transferred by one of the following four types of energy transfer:

- Mechanical work - a force moving an object through a distance
- Electrical work - charges moving due to a
- Heating - due to temperature difference caused electrically or by chemical reaction
- Radiation - energy transferred as a wave, eg light and infrared - light radiation and infrared radiation are from the sun

Doing 'work' is the scientific way of saying that energy has been transferred.

	Key Term	Definition
1	Meiosis	Cell division which produces gametes (reproductive cells).
2	Chromosomes	Long coils of DNA molecules found in the nucleus of eukaryotic cells
3	Gene	Short section of DNA which codes for a protein
4	Genotype	Combination of alleles for a certain characteristic
5	Phenotype	Expressed characteristics e.g. hair colour, eye colour, ability to tongue roll etc.

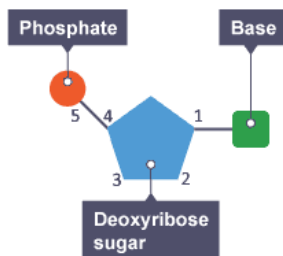
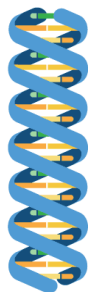
Sexual reproduction and Meiosis

- Gametes (sex cells) are produced by a cell division process called meiosis
- This process is similar to mitosis, but instead of one round of cell division, there are two rounds. The table below compares mitosis and meiosis:

	Mitosis	Meiosis
DNA replication?	Yes	Yes
Number of round of cell division	1	2
Number of daughter cells produced	2	4
Daughter cells genetically identical?	Yes	No
Purpose	Growth and repair	Producing gametes

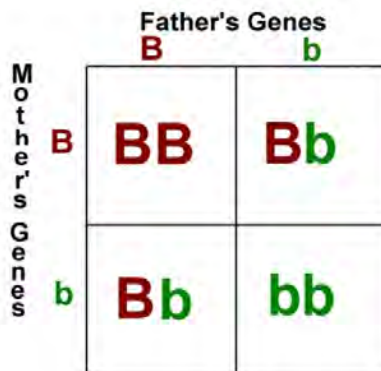
DNA Structure

- DNA strands are polymers, meaning they are made up of lots of repeating units joined together
- DNA is the molecule which carries all the instructions for your characteristics
- It has a double helix structure meaning it is two coils of DNA wrapped around each other
- The basic units of DNA are nucleotides – each nucleotide contains a deoxyribose sugar, phosphate and a base.
- The base could either be adenine, (A), thymine (T), cytosine (C), or guanine (G)
- Adenine always pairs with thymine (A and T)
- Cytosine always pairs with guanine (G and C)
- The complimentary base pairs are held together by hydrogen bonds



Genetic diagrams: Punnett Squares

- A **dominant allele** is always expressed with just **one copy** and is represented by a **capital letter**, such as **B** for brown eyes.
- A **recessive allele** is only expressed when **two copies** are present and is denoted by a **lowercase letter**, like **b** for blue eyes.
- A **Punnett square diagram** can be used to show the inheritance of a single characteristic (monohybrid inheritance)



- This Punnett square diagram shows the probable outcomes for offspring's eye colour from a mother and father who are both heterozygous
- If the two alleles for a particular gene that are the **same** (e.g. BB or bb), it is **homozygous** for that trait. If the two alleles for a particular gene are **different** (Bb), it is **heterozygous** for that trait



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

Homework	Due	Task:
Homework 1 1 Energy <input type="checkbox"/> Completed?		1. Read, cover, check terms 1-5 2. Name the eight different ways in which energy can be stored 3. What is the Law of the Conservation of energy? 4. State the equation used to calculate kinetic energy 5. Calculate the kinetic energy of a 1200kg moving vehicle which is travelling at 27 m/s
Homework 2 2 Energy <input type="checkbox"/> Completed?		1. Read, cover, check terms 1-5 2. Name the eight different ways in which energy can be transferred 3. State the equation used to calculate gravitational potential energy 4. Calculate the change in gravitational energy stored when a 70kg man climbs stairs which have a vertical height of 3m on Earth (gravitational field strength is 10 N/kg) 5. Calculate the change in gravitational energy stored if the same man climbed a height of 3m on the moon (gravitational field strength 1.7 N/kg)
Homework 3 3 Genetics <input type="checkbox"/> Completed?		1. Read, cover, check terms 1-5 2. Name the type of structure that a DNA molecule has 3. Which base pairs with guanine? 4. What is the purpose of meiosis 5. Describe two differences between the outcomes of mitosis and meiosis



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

Homework	Due	Task:
<p>Homework 4 Genetics</p> <p><input type="checkbox"/></p> <p>Completed?</p>		<ol style="list-style-type: none">1. Read, cover, check terms 1-52. What type of allele is represented by a capital letter?3. What does it mean if you are homozygous for a gene?4. What type of diagram is used to show the inheritance of a single characteristic?5. Use the Punnett square on p.28. What is the percentage chance an offspring will be heterozygous for eye colour?



Quelle est ta matière préférée?	What is your favourite subject?
L'anglais	English
L'espagnol	Spanish
Le français / les langues	French / languages
Le théâtre	Drama
Le dessin	Art
Le sport (L'EPS)	P.E.
L'informatique	I.C.T.
La musique	Music
La technologie	D.T.
La géographie	Geography
L'histoire	History
La religion	R.S. (Religious Studies)
L'éducation civique	P.S.H.E
Les mathématiques	Maths
Les sciences	Science

Quelles sont les règles?	What are the rules?
On doit / On ne doit pas	You must / You must not
On peut / On ne peut pas	You can / You can not
Il faut	You must
Il est interdit de/d'	It is forbidden to
Écouter en classe	(to) listen in class
Utiliser son portable en classe	(to) use your phone in class
Porter des bijoux	(to) wear jewellery
Porter du maquillage	(to) wear make-up
Porter des baskets	(to) wear trainers
Manquer les cours	(to) miss lessons
Être à l'heure	(to) be on time
Mâcher du chewing-gum	(to) chew chewing-gum
Faire ses devoirs	(to) do homework

Qu'est-ce que tu en penses?	What do you think of it?
C'est/Ce n'est pas	It is/It is not
Intéressant (e)	Interesting
Pratique	Practical
Utile/inutile	Useful/not useful
Facile/Difficile	Easy/difficult
Ennuyeux (se) /barbant (e)	Boring
Passionnant (e)	Exciting
Créatif (ve)	Creative
Important (e)	Important
Trop	Too
Très	Very
Assez	Quite
Un peu	A bit (a little)
du tout	At all

Qu'est-ce que tu voudrais faire dans le futur?	What would you like to do in the future?
Je vais	I am going
Je voudrais/J'aimerais	I would like
Réussir mes examens	To pass my exams
Recevoir des bonnes notes	To get good results
Faire un apprentissage	To do an apprenticeship
Chercher du travail	To search for a job
Faire du bénévolat	To do voluntary work
Voyager autour du monde	To travel the world
Avoir des enfants/me marier	To have children/marry
Apprendre à conduire	To learn to drive
Devenir	To become
Médecin/Vétérinaire	A doctor/a vet
Professeur/Avocat(e)	A teacher/a lawyer
Mécanicien(ne)/Plombier	A mechanic/a plumber
Pompier (ière)	A firefighter
Coiffeur(euse)	A hairdresser

Comment est ton uniforme scolaire?	What is your school uniform like?
Je porte	I wear
Il faut porter	You must wear
Une veste	A blazer/jacket
Un pull	A jumper
Une chemise	A shirt
Une cravate	A tie
Une jupe	A skirt
Des chaussettes	Socks
Un pantalon	Trousers
Des chaussures	Shoes
Un collant	Tights
Un hijab	Hijab
Moche	Ugly
Beau/belle	Beautiful
(In)confortable	(un)comfortable
Cher	Expensive
Pas cher/bon marché	Not expensive/cheap
À la mode	Fashionable
Démodé(e)	Old-fashioned

La journée scolaire	The school day
Je quitte la maison	I leave the house
Je vais au collège	I go to school
Les cours commencent à	Lessons start at
Les cours terminent à	Lessons end at
Ça dure	It lasts
La récréation	Breaktime
L'heure du déjeuner	Lunchtime
Le matin	The morning
L'après-midi	The afternoon
Le soir	The evening



9.11 My
school
Knowledge
Organiser

<u>The present tense</u>	ER verb	IR verb	RE verb
Je (I)	-e	-is	-s
tu (you)	-es	-is	-s
Il/Elle/On (he/she/one)	e	-it	-
Nous (we)	-ons	-issons	-ons
Vous (you all)	-ez	-issez	-ez
Ils /Elles (they)	-ent	-issent	-ent

The future tense in French

You can talk about the future by using the **near future** tense.

Use part of the verb ALLER and the infinitive to say what you are **going** to do.

Ce soir, je vais jouer au tennis. This evening I am going to play tennis.

Demain, Paul va faire un gâteau. Tomorrow Paul is going to make a cake.

You can also use the following phrases with an infinitive to refer to the future.

Je veux= I want

Je voudrais = I would like

J'aimerais = I would like

J'espère = I hope

J'ai l'intention de = I intend / I am planning

Adjectives describe nouns e.g., a **black** blazer.

In French, adjectives normally go after the words they are describing e.g., une chemise bleue (a blue shirt) and they must agree with the noun they are describing.

Adjectives must agree with the noun (or pronoun) they describe in gender and in number.

This means that if the noun an adjective describes is feminine, the adjective must be feminine e.g., une veste noire (a black blazer).

If that same noun is also plural, the adjective will be feminine **AND** plural as well e.g., les chaussettes noires (black socks).

Comparatives – to express more or less than

... **est plus + adjective + que** - is more...adjective...than

... **est moins + adjective + que** - is less...adjective... than

... **est aussi + adjective + que** – is as...adjective...as

For example:

L'anglais est plus intéressant que la géographie. (English is more interesting than Geography)

L'histoire est moins amusant que l'E.P.S. (History is less fun than PE)

Le français est aussi difficile que les maths. (French is as difficult as maths).

¿Quelle est ta fête préférée? What is your favourite festival

Ma fête préférée est... My favourite festival is..

Le Noël Christmas

La veille de Noël Christmas Eve

La Saint-Sylvestre New Year's Eve

Le nouvel An New Year's Day

Le Divali Divali

Pâques Easter

Le Hanoukka Hanukkah

L'Aïd Eid

Le premier avril April Fool's day

L'anniversaire Birthday

Le premier mai May day

Une fête Party

La fête des Mères Mother's day

La fête de la musique Music festival

Un jour férié Bank Holiday

Le mariage/les noces Marriage/wedding

Le 14 juillet Bastille Day

La Saint-Valentin Valentine's day

Le Mardi Gras Shrove Tuesday

¿Qu'est-ce qu'on fait pour célébrer? What do we do to celebrate?

Je me lève I get up

Je me douche I shower

Je m'habille I get dressed

Je reçois des cadeaux/du muguet I receive presents/lily of the valley

J'éteins des bougies I blow candles out

Je décore l'arbre de Noël I decorate the Christmas tree

J'achète des nouveaux vêtements I buy new clothes

Je vais à l'église I go to church

Je vais à la mosquée I go to the mosque

Je vais à la place I go to the square

Je vais à la maison de ... I go to ...'s house

... arrive ... arrives

Nous mangeons... We eat...

Nous jeûnons We fast

Nous jouons des jeux de société We play board games

Nous célébrons We celebrate

Je m'amuse bien I have a good time

Je regarde des feux d'artifices I watch the fireworks

Je vais au lit I go to bed

Je me couche I go to sleep

C'est comment? How is it like?

passionnant Exciting

inoubliable unforgettable

amusant Fun

insupportable Unbearable

Un désastre A disaster

Les phrases/verbes du passé Phrases/verbs in the past

L'année dernière Last year

Le mois dernier Last month

Avant hier The day before yesterday

La semaine dernière Last week

Hier Yesterday

Dans le passé In the past

Quand j'avais ... ans When I was ... years old

L'été dernier Last summer

L'hiver dernier Last winter

Il y a ... (deux ans) ... ago (two years)

Le weekend dernier Last weekend

Je suis allé(e) I went

J'ai célébré I celebrated

J'ai mangé I ate

J'ai bu I drank

J'ai ouvert I opened

C'était It was

Les phrases/verbes du futur Phrases/verbs in the future

L'année prochaine Next year

Le mois prochain Next month

Après demain The day after tomorrow

Demain Tomorrow

La semaine prochaine Next week

Dans le futur / à l'avenir In the future

Quand j'aurais ... ans When I will be ... years old

L'été prochain Next summer

Je vais aller I am going to go

Je vais célébrer I am going to celebrate

J'ai l'intention de manger I intend to eat

Je voudrais / j'aimerais I would like to drink



9.12 Festivals and Culture

Listening check-list

Before I listen ...

1. read the exercise carefully, paying attention to the instructions and pictures
2. think of possible words, phrases and ideas I might hear
3. think about how these words and phrases would be pronounced
4. think of the different ways certain phrases could be expressed

While I listen, pay attention to...

5. repetition or paraphrase
6. time marker phrases
7. the questions and tasks that go with the passage
8. all the things I predicted (questions, vocabulary, possible answers)

While I listen, I work out any words I don't know by...

9. using the words I understand to get the general meaning of the passage first
10. listening to words that come before or after the unknown word
11. using my general knowledge to think about what the unknown word might logically mean
12. listening to what comes later in the passage for further clues, or to check whether the unknown word does in fact mean what I think it means
13. using what I know about sentence structure to work out what kind of word it is (noun, adjective, verb)
14. thinking whether the unknown word is like a word I know in English or French/German/Spanish, and then checking whether that meaning would make sense

Reading – Top tips

- Read the introduction to the question carefully. This will help you to give sensible answers. Look for titles.
- Answer every question, especially where you have to write a letter. If in doubt, have a guess.
- Read the whole of the sentence so that you can check that your first reaction is right. If you think the answer is 'P' (positive) for example, read on in the text to make sure that the correct answer is not in fact 'P and N' (positive and negative).
- Do not copy whole chunks of the text because you might include the wrong answer as well as the right answer.
- If you are asked to give **one** reason or **one** detail, only give one.

VOCABULARY IS KEY!

Look through the vocab lists and try to refresh your memory of as much vocabulary as possible.

Translation – Top tips

- Read the whole sentence/paragraph first.
- Chunk the sentences e.g. I play / videogames / in my bedroom.
- Highlight what you don't know.
- Be as ACCURATE as you can.
- What are you being tested on, look out for different time markers.
- Make sure you reread your translation, does it make sense?



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

Homework	Due	Task:
Homework 1		<p>1. Follow the 'look, cover, write, check, repeat' method with the following vocabulary items: Je voudrais, j'aimerais, réussir, me marier, devenir</p> <p>2. What are the three different infinitive verb endings in French?</p> <p>3. Translate the adjectives below into English : Pratique, intéressant, créatif, passionnant, facile</p> <p>4. Which of these sentences is NOT the future tense? (a) Je vais voyager avec ma famille après mes examens (b) Normalement je voyage avec ma famille (c) Je voudrais voyager avec ma famille après mes examens</p> <p>5. Fill out the below adding the correct part of aller for each pronoun Je _____, tu _____, il _____, elle _____, on _____, nous _____, vous _____, ils _____, elles _____</p>
Homework 2		<p>1. 1 Follow the 'look, cover, write, check, repeat' method with the following vocabulary items: Le Noël, Le nouvel An, Pâques, L'Aïd, une fête</p> <p>2. Is this statement true or false? <i>Je voudrais, j'aimerais and j'ai l'intention de</i> all refer to the future tense.</p> <p>3. Read these two French sentences. Can you <u>explain why</u> there are two different endings to the adjective? Une fête amusante Un festival amusant</p> <p>4. Are the below sentences present or future tense? Write P or F Normalement, je vais en France pour Noël L'année prochaine je vais rester en Angleterre pour Noël</p> <p>5. Can you spot the x3 errors and correct them? Normalment, pour les vacances d'Aïd je rester avec ma famille et on manger ensemble.</p>



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

Homework	Due	Task:
Homework 3		<p>1. Follow the 'look, cover, write, check, repeat' method with the following vocabulary items: Le Hanoukka, l'anniversaire, un jour férié, le mariage, La Saint-Valentin</p> <p>2. Complete the sentence : In French to say what you are going to do (the future tense) you need part of the verb _____ + the _____</p> <p>3. What are 3 strategies we can use in listening exams?</p> <p>4. What are 3 strategies we can use in reading exams?</p> <p>5. Translate the 3 sentences below into French :</p> <p>Next weekend, I am going to go the mosque</p> <p>Next year, I am going to do an apprenticeship</p> <p>Tomorrow, I am going to watch fireworks</p>



¿Cuál es tu asignatura favorita?	What is your favourite subject?
El inglés	English
El español	Spanish
El francés	French
El teatro	Drama
El dibujo	Art
El deporte	P.E.
La informática	I.C.T.
La música	Music
La tecnología	D.T.
La geografía	Geography
La historia	History
La religion	R.S.
La educación personal y social	P.S.H.E
Las matemáticas	Maths
Las ciencias	Science

¿Cuáles son las reglas?	What are the rules?
Se debe / no se debe	You must / You must not
Se puede / no se puede	You can / You can not
Hay que	You must
Está prohibido	It is forbidden to
Escuchar en clase	(to) listen in class
Usar el móvil	(to) use your phone
Llevar joyas / maquillaje	(to) wear jewellery
Llevar zapatillas de deporte	(to) wear trainers
Dañar las instalaciones	(to) damage the facilities
Ser puntual	(to) be on time
Comer chicle	(to) chew chewing-gum
Hacer los deberes	(to) do homework

¿Cuál es tu opinión?	What is your opinión?
Es / no es	It is/It is not
interesante	Interesting
Práctico	Practical
Útil / Ínutil	Useful/not useful
Fácil / Difícil	Easy/difficult
Aburrido	Boring
Emocionante	Exciting
Creativo	Creative
Importante	Important
demasiado	Too
muy	Very
bastante	Quite
Un poco	A bit (a little)

¿Qué quieres hacer en el futuro?	What do you want to do in the future?	
Voy a	I am going	
Me gustaría / Quiero	I would like / I want	
Aprobar mis exámenes	To pass my exams	
Sacar buenas notas	To get good results	
Hacer un aprendizaje	To do an apprenticeship	
Buscar trabajo	To search for a job	
Trabajar como voluntario	To do voluntary work	
Viajar por el mundo	To travel the world	
Tener hijos	To have children	
Casarme	To marry	
Aprender a conducir	To learn to drive	
Médico/a	Veterinario	A doctor/a vet
Profesor(a)	Abogado/a	A teacher/a lawyer
Mecánico	Fontanero	A mechanic/a plumber
Bombero		A firefighter
Peluquero		A hairdresser

¿Qué llevas?	What do you wear?
Llevo	I wear
Se debe llevar	You must wear
Una chaqueta	A blazer/jacket
Un jersey	A jumper
Una camisa	A shirt
Una camiseta	A t-shirt
Una corbata	A tie
Una falda	A skirt
Unos calcetines	Socks
Unos pantalones	Trousers
Unos zapatos	Shoes
Unas medias	Tights
Un hiyab	Hijab
feo	Ugly
bonito	Beautiful
(In)cómodo	(un)comfortable
caro	Expensive
barato	cheap
De moda	Fashionable
Pasado de moda	Old-fashioned
La jornada escolar	The school day
Salgo de casa	I leave the house
Voy al insti	I go to school
Las clases empiezan...	Lessons start ...
Las clases terminan...	Lessons end ...
Dura	It lasts
El recreo	Breaktime
La hora de comer	Lunchtime
Por la mañana	The morning
Por la tarde	The afternoon



School – Subjects, uniform and time Future plans & jobs

<u>The present tense</u>	AR verb	ER verb	IR verb
yo (I)	-o	-o	-o
tu (you)	-as	-es	-es
él/ella (he/she)	-a	-e	-e
nosotros/as (we)	-amos	-emos	-imos
vosotros/as (you all)	-áis	-éis	-ís
ellos/ellas (they)	-an	-en	-en

The future tense in Spanish

You can talk about the future by using the **near future** tense.

Use part of the verb IR + a + the infinitive to say what you are **going** to do.

Este tarde **voy a jugar** al tenis. *This evening I am going to play tennis.*

Mañana Paul **va a hacer** un pastel. *Tomorrow Paul is going to make a cake.*

You can also use the following phrases with an infinitive to refer to the future.

Quiero = I want

Me gustaría = I would like

Quisiera = I would like

Espero = I hope

Adjectives describe nouns e.g. a **black** blazer.

In Spanish, adjectives normally go after the words they are describing e.g. una camisa azul (a blue shirt) and they have to agree with the noun they are describing.

Adjectives must agree with the noun (or pronoun) they describe in gender and in number.

This means that if the noun an adjective describes is feminine, the adjective must be feminine e.g. una chaqueta negra (a black blazer).

If that same noun is also plural, the adjective will be feminine AND plural as well e.g. las medias negras (black tights).

Comparatives – to express more or less than

... **es más...adjective...que** - is more...adjective...than

... **es menos ...adjectiveque** - is less...adjective... than

... **es tan...adjective....como** – is as...adjective...as

For example:

*El inglés es **más** interesante **que** la geografía. (English is more interesting than Geography)*

*La historia es **menos** activa **que** la educación física. (History is less active than PE)*


*El francés es **tan** difícil **como** las matemáticas. (French is as difficult as maths).*



9.12 Festivals

¿Cuál es tu festival favorito?	What is your favourite festival
Mi festival favorito es...	My favourite festival is..
La Navidad	Christmas
La Nochebuena	Christmas Eve
La Nochevieja	New Year's Eve
El día de año nuevo	New Year's Day
El día de los Reyes Magos	Three Wise Men Day
La Semana Santa	Easter / Holy Week
Las hogueras	The bonfires
La feria de abril	The April fair
Día de muertos	The day of the dead
El cumpleaños	Birthday
El carnaval	Carnival
La feria	Fair
El día de la madre	Mother's day
El día del padre	Father's day
El día festivo	Bank Holiday
El encierro	The bull running
Las fallas	Fallas
Els castells	Human towers
La Tomatina	Tomato festival

¿Qué hacemos para celebrar?	What do we do to celebrate?
Me levanto	I get up
Me ducho	I shower
Me visto	I get dressed
Recibo regalos	I receive presents
Soplo velas	I blow candles
Monto el árbol de Navidad	I put up the Christmas tree
Compro ropa nueva	I buy new clothes
Voy a la iglesia	I go to church
Voy a la mezquita	I go to the mosque
Voy a la plaza	I go to the square
Voy a casa de...	I go to ...'s house
... llega	... arrives
Comemos...	We eat...
Ayunamos	We fast
Jugamos a juegos de mesa	We play table games
Celebramos	We celebrate
Lo paso muy bien	I have a good time
Me acuesto	I go to bed
Voy a dormir	I go to sleep
¿Cómo es?	How is it like?
Emocionante	Exciting
Conmovedor	Moving
Divertido	Fun
Insoportable	Unbearable
Impactante	Striking

¿Qué pasa en los encierros / las corridas de toros ?	What happens in the bull running / bull fighting?
San Fermín	A bull running festival held in Pamplona every July
Los toros	The bulls
Las calles	The streets
Correr	To run
Las corridas de toros	Bullfighting 
Los encierros	Bull running
La plaza de toros	The bullring

¿Qué pasa en las Fallas?	What happens in Fallas?
Fallas	A festival held in Valencia every March
La hoguera	The bonfire
El cartón	Cardboard
Las fallas	Sculptures made of cardboard
Los fuegos artificiales	Fireworks 
Los petardos	Firecrackers
Las bandas de música	Music bands

¿Qué pasa en la Tomatina?	What happens in the tomato festival?
La gente	People
Lanza tomates	Throw tomatoes
Aplasta tomates	Squish tomatoes
Se ensuci-	Gets dirty
Tiene lug-	Takes place in Buñol
La batalla 	The battle
El caos	Chaos



9.12 Festivals and Culture

Listening check-list

Before I listen ...

1. read the exercise carefully, paying attention to the instructions and pictures
2. think of possible words, phrases and ideas I might hear
3. think about how these words and phrases would be pronounced
4. think of the different ways certain phrases could be expressed

While I listen, pay attention to...

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6. time marker phrases
7. the questions and tasks that go with the passage
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While I listen, I work out any words I don't know by...

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10. listening to words that come before or after the unknown word
11. using my general knowledge to think about what the unknown word might logically mean
12. listening to what comes later in the passage for further clues, or to check whether the unknown word does in fact mean what I think it means
13. using what I know about sentence structure to work out what kind of word it is (noun, adjective, verb)
14. thinking whether the unknown word is like a word I know in English or French/German/Spanish, and then checking whether that meaning would make sense

Reading – Top tips

- Read the introduction to the question carefully. This will help you to give sensible answers. Look for titles.
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- Read the whole of the sentence so that you can check that your first reaction is right. If you think the answer is 'P' (positive) for example, read on in the text to make sure that the correct answer is not in fact 'P and N' (positive and negative).
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Look through the vocab lists and try to refresh your memory of as much vocabulary as possible.

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- Read the whole sentence/paragraph first.
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- Highlight what you don't know.
- Be as ACCURATE as you can.
- What are you being tested on, look out for different time markers.
- Make sure you reread your translation, does it make sense?




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

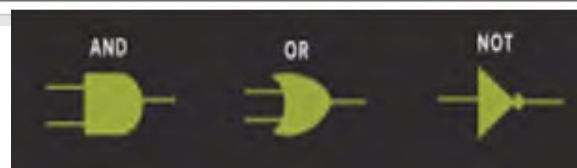
Homework	Due	Task:
<p>Homework 1</p> <p><input type="checkbox"/></p> <p>Completed?</p>		<p>1. Follow the 'look, cover, write, check, repeat' method with the following vocabulary items: Me gustaría, quisiera, aprobar, casarme, buscar trabajo</p> <p>2. What are the three different infinitive verb endings in Spanish?</p> <p>3. Translate the adjectives below into English : Práctico, interesante, creativo, emocionante, fácil</p> <p>4 Which of these sentences is NOT the future tense? (a) Después de los exámenes voy a viajar con mi familia (b) Normalmente viajo con mi familia (c) Me gustaría viajar con mi familia después de los exámenes</p> <p>5. Fill out the below adding the correct part of aller for each pronoun Yo _____, tú _____, él _____, ella _____, nosotros/as _____, vosotros/as _____, ellos _____, ellas _____</p>
<p>Homework 3</p> <p><input type="checkbox"/></p> <p>Completed?</p>		<p>1. Follow the 'look, cover, write, check, repeat' method with the following vocabulary items: Navidad, el día de año nuevo, la Semana Santa, el cumpleaños, el carnaval</p> <p>2. Is this statement true or false? Espero, quisiera me gustaría all refer to the future tense when used with an infinitive.</p> <p>3. Read these two Spanish sentences. Can you <u>explain why</u> there are two different endings to the adjective? Una fiesta divertida Un día divertido</p> <p>4. Are the below sentences present or future tense? Write P or F Normalmente voy en España para Navidad El próximo año voy a ir a Francia para Navidad</p> <p>5. Can you spot the x3 errors and correct them? Normalment, para las vacaciones de Navidad je ir con mi familia y comer juntos.</p>



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

Homework	Due 	Task:
<p>Homework 3</p> <p><input type="checkbox"/></p> <p>Completed?</p>		<p>1. Follow the 'look, cover, write, check, repeat' method with the following vocabulary items: Las hogueras, el cumpleaños, la feria, la Nochebuena, Día de los Muertos</p> <p>2. Complete the sentence : In Spanish to say what you are going to do (the future tense) you need part of the verb _____ + _____ + the _____</p> <p>3. What are 3 strategies we can use in listening exams?</p> <p>4. What are 3 strategies we can use in reading exams?</p> <p>5. Translate the 3 sentences below into Spanish :</p> <p>Next weekend, I am going to go the mosque</p> <p>Next year, I am going to do an apprenticeship</p> <p>Tomorrow, I am going to watch fireworks</p>

Key vocabulary	Definition
1. Wide Area Network	(WAN) Two or more LANs are connected over a large geographic location
2. Internet	A world wide network of computers . Its hardware like cables, satellites, routers.
3. World Wide Web	These is the websites that uses the internet so that we can access them
4. Data packets	Data that is transferred across the internet is spilt into 'data packets' – these small packets travel in different directions, finding the quickest route . This allows for quicker transfer of data.
5. Router	Hardware that transmits data between networks
6. Protocols	A set of rules for how devices communicate over a network
7. IP address	A unique identifier given to a device on the internet
8. Malicious Code	Often known as Malware. Common types Viruses, Spyware, Worms and Trojans
9. Social engineering	Social engineering is where users are tricked by cyber criminals into giving access to the network.
10. Brute force attack	Where computers are used to try and hack a network by trying to crack passwords.
11. Denial of service attack	prevents users from accessing the parts of a network by flooding the network with lots of requests from different computers.
12. Antimalware	Software designed to reduce the risk and protect networks from possible attacks.
13. Firewalls	Used to ensure that authorised people can access the resources they need.
14. User access levels	Where users on a network have different parts of the network they can access – only accessing the information they need.
15. Encryption	Encryption is the process of encoding data or a message so that it cannot be understood by anyone other than the person it was intended for.
16. Ethical Hacking	Is when hacking is authorised – a hacker will be paid to find weaknesses in a network.
17 Binary (Base 2)	A number system that contains two symbols, 0 and 1. Also known as base 2.
18 Denary (Base 10)	The number system most used by people. It contains 10 unique digits 0 to 9. Also known as decimal or base 10.
19. Bit	The smallest unit of data in computing represented by a 1 in binary.
20. Hexadecimal	A number system using 16 symbols from 0-9 and A-F, also known as base 16 and hex




```
File Edit Format Run Options Window Help
# Use of input()
name = input("Enter your name: ")
marks = input("Enter your marks: ")
print("Your Name is :", name)
print("Your Marks is:",marks)
```

Key vocabulary	Definition
21. Sample rate	How many times a second sound is recorded. The more times it is sampled per second the better the quality of recorded sound.
22. Sampling	The measuring of sound . Sampling is measured in cycles per second called the sample rate.
23. Bit depth	The number of bits (0's and 1's) available for each sample of music. The greater the bit depth the closer to the original sound.
24.Bit rate	The number of bits per second used to record audio. The higher the bit rate the better quality the sound will be.
25. Boolean Logic	There are two states in Boolean logic - True and False.
25. Logic gate	A logic gate is made up of a number of transistor switches arranged in a certain way – it is how computers make decisions
27. AND gate	And gates rely on both inputs being true for the output to be true e.g. money inserted and vending machine button pressed for the drink to be dispensed.
28. OR Gate	Or gate needs at least of the inputs to be true for the output to be true e.g pin or fingerprint will open your phone.
29. NOT gate	The output is opposite of the input e.g. if the fridge door is not closed then light is on.
30 Sequence	The specific order in which instructions are performed in an algorithm.
31. Selection	Allows for more than one path through an algorithm (IF and ELSE).
32. Iteration	The process of repeating steps (WHILE and FOR).
33. Syntax error	An error in the rules for writing in the programming language e.g. no closing bracket which will stop the program from running.
34. Logic error	An error in which the program will still run but will produce an unexpected output.
35. String	A data type used for a combination of any characters that appear on a keyboard, such as letters, numbers and symbols.
36. Integer	A data type used for whole numbers.
37. Float	Used for numbers that contain decimal points, or for fractions.



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, 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 17-24 2. Explain why programmers use hexadecimal? 3. Explain the term 'sampling' with regards sound files. 4. How does the sample rate effect the quality of sound? 5. Explain the term bit rate and how this affects the quality of the sound and the file size of the sound file?
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, write, cover, check vocabulary 25-29 2. Draw an AND gate. 3. What's the rule for an AND gate? 4. Draw an OR gate. 5. What's the rule for an OR gate? 6. Draw a NOT gate. 7. What's the rule for a NOT gate?
Homework 3 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, write, cover, check vocabulary 30-34. 2. What is 'sequence' in programming 3. What is 'selection' in programming 4. What is 'iteration' in programming 5. What is a 'string' in python 6. What is an 'integer' in python

**Important vocabulary**

Key word	Meaning
1. Energy balance	Balancing energy from food eaten with energy used to maintain weight.
2. Macronutrients	Fat, protein, carbohydrates. These provide the body with energy and are large enough to be measured in grams= macro = big.
3. Micronutrients	Vitamins and minerals needed by the body in tiny amounts = micro.
4. Nutrition	Eating all the nutrients required to be healthy.
5. Special dietary need	Having to adapt (often remove) recipes due to an allergy or intolerance to food e.g., Coeliac's will need flour changed to gluten free flour.



Judaism: In order to meet Jewish dietary laws, food must be Kosher, meaning 'clean' or 'proper'. Kosher rules ensure that:

- Meat and poultry has been slaughtered in a special way.
- Pork and shellfish are forbidden.
- Meat and dairy products must not be prepared or eaten together. Separate cooking equipment should be used.



Hinduism: Beef is a forbidden food, as many Hindus believe the cow is sacred. Although meat is allowed, many Hindus follow a vegetarian diet. Strict Hindus will avoid onions, mushrooms, garlic, tea and coffee.



Buddhist: As a Buddhist teaching preaches against killing, many Buddhists are vegetarian, although some will eat fish.



Sikh: The food laws for Sikhs are less strict than those of Hindus and Muslims. Beef is the only forbidden meat and they must avoid alcohol. They are also strictly prohibited from eating meat killed in a ritualistic manner such as Halal or Kosher.



Rastafarian: Rastafarians must eat foods that are natural and clean, and some choose to follow a vegetarian or vegan diet. They will eat fish but it cannot be more than 30cm long, and food is prepared without salt and usually cooked in coconut oil. Rastafarians do not drink alcohol.



Islam: Food must be halal, which means that animals have been slaughtered in the Islamic way, according to the rules set out in the Qur'an.

Muslims are not permitted to eat pork, pork products, lard or gelatine. They are also forbidden from drinking alcohol or eating food which contains alcohol.



Christianity: The Christian religion does not forbid any foods; however, there is a tradition that fish is eaten on Fridays instead of meat.



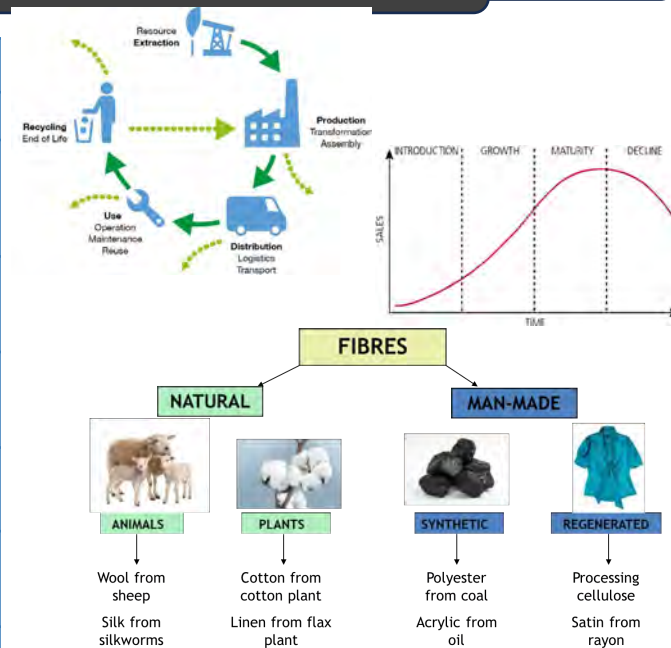
Instruction: for each homework, you will be asked to look at a particular section of your Knowledge Organiser to help you answer the questions using full sentences. Each task should take 20 minutes, Set a timer and stop when the time runs out.

Homework	Due	Task:
Homework 2		<p>Read the information on religions and food then answer the questions.</p> <ol style="list-style-type: none"> 1.Which meat is forbidden as part of Hinduism and Sikhism? 2.In which religions is there a lot of vegetarianism? 3.Which religions are forbidden to eat pork? 4. Which religions do not drink alcohol? 5.Which religion prohibits the meat and dairy products being prepared and eaten together?
Homework 3		<ol style="list-style-type: none"> 1.Look, write, cover, check vocabulary 1-5. 2.Identify 2 differences between macronutrients and micronutrients? 3.As a caterer you need to provide products (where informed) to meet peoples special dietary needs. Research 3 special dietary needs list their names and the foods which cannot be eaten as a result. Then list any alternative foods e.g., dairy allergy, the foods they cannot eat are dairy products including.....the alternatives available include lactose free or vegan products like.... 4.List 3 factors with examples that affect your food choice (what you eat everyday). 5.Take 1 spelling you have got wrong and practice it 3 times.



HW 4 & 5 - Important vocabulary

Key word	Meaning
1. Lifecycle Analysis	a way to study the impact a product has on the environment from the beginning to the end of its life. The goal of LCA is to find ways to make products in a way that causes less harm to the environment.
2. Sustainability	meeting our own present-day needs without compromising the needs of future generations.
3. Raw Materials	The basic, unprocessed resources extracted from the environment used to manufacture a product.
4. Manufacturing	The process of turning raw materials into finished products through various methods and technologies
5. Usage	The period during which a product is used by consumers, including its performance, maintenance, and energy consumption
6. Disposal	The final stage of a product's lifecycle, involving the end-of-life options such as recycling, composting, landfilling, or incineration.
7. Environmental Impact	The effect a product has on the environment throughout its lifecycle, including resource depletion, pollution, and carbon footprint
8. Product Life Cycle	The stages a product goes through from its creation to its disposal, encompassing introduction, growth, maturity, and decline.
9. Introduction	When the product is launched into the market. This phase involves marketing and promotion to create awareness and attract customers.
10. Growth	The stage where the product's sales start to increase rapidly as more consumers become aware of it and begin to purchase it. This phase often sees improvements and variations of the product.
11. Maturity	The stage where the product's sales growth slows down and stabilizes. The market may become saturated, and competition is intense. Companies focus on differentiation and maintaining market share.
12. Decline	The final stage where the product's sales and popularity begin to fall due to market saturation, technological advancements, or changing consumer preferences. Companies may discontinue the product or innovate to restart the lifecycle.



HW 3 - Important vocabulary

Key word	Meaning
10. 6 R's	6Rs: Rethink, Refuse, Reduce, Reuse, Recycle, Repair These are all useful terms to explore reducing the impact of technology on people and the environment.
11. Natural Fibres	Natural fibres come from animals, insects or plants. They all Biodegrade so are sustainable although the processing uses energy.
12. Man-made Fibres	Synthetic fibres, are made from synthetic sources, such as oil, coal or petrochemicals, or naturally sourced materials which undergo a chemical process.



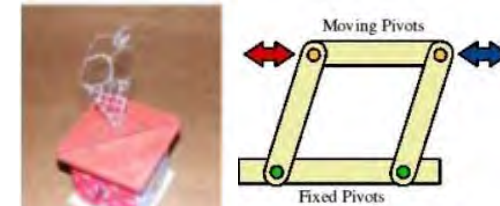
For each homework, you will be asked to look at a **particular section of your Knowledge Organiser to help you answer the questions using full sentences**. Each task should take 20 minutes, Set a timer and **stop when the time runs out**.

Homework	Due	Task:
Homework 2		<ol style="list-style-type: none">1. Look, write, cover, check vocabulary 5-9.2. What is "incineration" and what are some potential environmental impacts of this waste disposal method?3. Explain what it means for a material to be "biodegradable" and why this property is important for environmental health.4. What is a "carbon footprint" and what actions can individuals take to reduce their own carbon footprints?5. Describe the concept of "fair trade" and explain how it benefits producers in developing countries. What is "unfair trade" and how does it negatively affect producers and consumers?
Homework 3		<ol style="list-style-type: none">1. Look, write, cover, check vocabulary 10-12.2. What are the "6 Rs" of sustainability, and why are they important in waste management and resource conservation?3. Provide an example of how you can "reuse" an item in your daily life instead of throwing it away.4. Describe the process of "recycling" and how it helps conserve natural resources.5. Compare and contrast "natural fibres" and "manmade fibres" in terms of their sources and environmental impact.

Subject: Technology Product Design // Knowledge Organiser

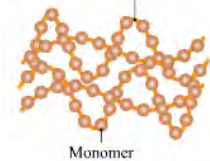
Important vocabulary

Key word	Meaning
1. Hardwood	These are usually found in broad-leaved temperate and tropical forests.
2. Softwood	The wood from a conifer (such as pine, fir, or spruce) as distinguished from that of broadleaved trees.
3. Thermoplastic	A plastic that can be reshaped over and over when heat is applied.
4. Thermosetting plastic	A plastic that only be shaped once.
5. Ferrous metals	Ferrous metals refer to any metal that contains iron. They are favoured for their tensile strength and durability
6. Non-ferrous metals	Non-ferrous metals are alloys or metals that do not contain any appreciable amounts of iron. All pure metals are non-ferrous elements, except for iron
7. Soldering iron	A soldering iron is a hand tool that melts solder so two pieces of metal can be joined
8. Printed Circuit Board	An electronic circuit consisting of thin strips of a conducting material such as copper, which have been etched from a layer fixed to a flat insulating sheet
9. Inputs	Electrical or mechanical sensors that use signals from the environment, such as light levels, temperature and pressure
10. Outputs	Devices in electronic systems transform electrical energy into another type of energy, such as light, sound or kinetic energy.
11. Lever	A mechanism that changes an input movement and force into an output movement and force.
12. Linkages	Used in mechanisms to transfer force and can change the direction of movement.



Thermoplastic

Strong link into polymer chains


HARDWOOD

- Darker colour
- Heavy
- More expensive
- Lasts for several decades
- Natural weather resistance
- More environmental impact

SOFTWOOD

- Lighter colour
- Lighter weight
- Less expensive
- Lasts for over a decade
- Weather resistant when treated
- Less environmental impact

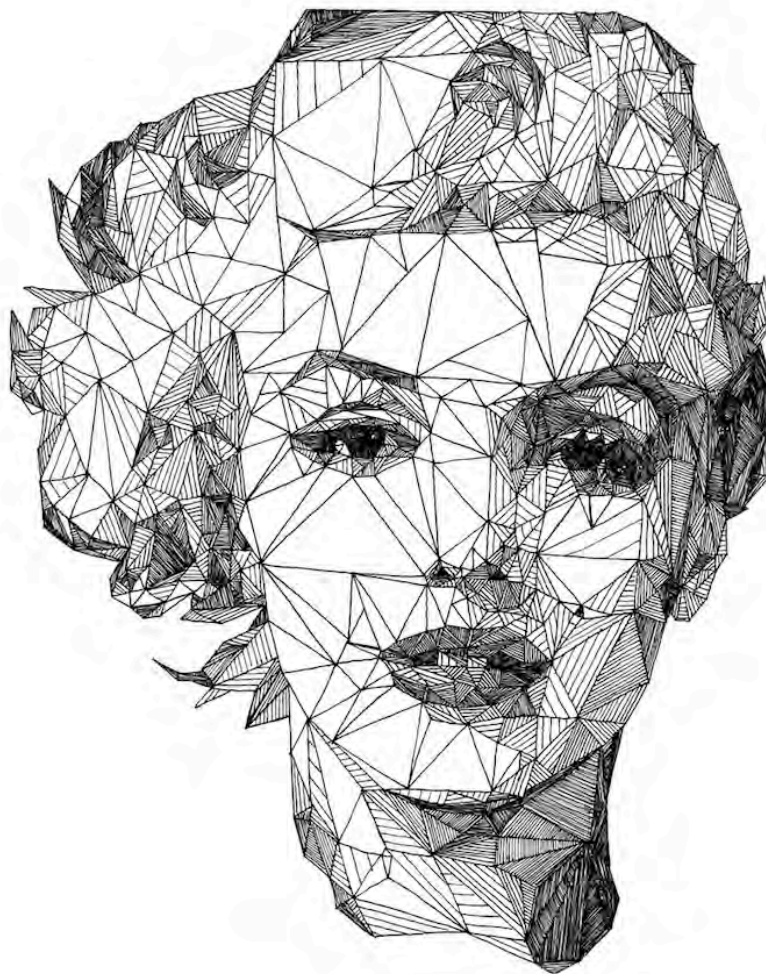


For each homework, you will be asked to look at a **particular section of your Knowledge Organiser** to help you answer the questions using **full sentences**. Each task should take 20 minutes, Set a timer and **stop when the time runs out**.

Homework	Due	Task:
Homework 2		<ol style="list-style-type: none">1. Look, write, cover, check vocabulary 6-10.2. What are non-ferrous metals, and can you name three examples commonly used in electronics?3. What is a soldering iron, and what safety precautions should you take when using one?4. What is a printed circuit board (PCB), and why is it important in electronic devices?5. What are inputs in an electronic circuit, and can you give two examples of input devices?
Homework 3		<ol style="list-style-type: none">1. Look, write, cover, check vocabulary 11-12.2. What are the three classes of levers, and how do they differ from each other?3. What is a linkage in a mechanical system, and what is its primary function?



Delita Martin, Wild Flower. 2018.
Lithograph and screenprint with hand- stitching on paper.



Josh Bryan, Marilyn Monroe, 2013.
Fine liner pen on paper.

Artist Analysis

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, Tone, Pattern, Texture, Line, Shape/form
I can see.....

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

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



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

Homework	Due	Task:
<p>Homework 1</p> <p><input type="checkbox"/></p> <p>Completed?</p>		<p>1. Write a description of the artwork by Delita Martin.</p> <p>2. Write your opinion about the artwork.</p> <p>Use the sentence starters on the knowledge organiser to help you.</p>
<p>Homework 2</p> <p><input type="checkbox"/></p> <p>Completed?</p>		<p>1. Write a description of the artwork by Josh Bryan</p> <p>2. Write your opinion about the artwork.</p> <p>Use the sentence starters on the knowledge organiser to help you.</p>

**Year 9 Drama –Block 12-Section B (Describe, Explain & Evaluate)**

You will develop your ability to describe, explain and analyse an extract from your set text using written communication. You will learn how to write structured essays communicating your ideas for staging a piece of scripted dialogue.

Vocal Skills

Pitch	This is how high or low a performer makes their voice when playing different roles. Pitch can show the age, gender and mood of the character.
Accent	This informs the audience what country you are from e.g. England.
Clarity	How clearly you speak.
Volume	This is how loud you speak, this could be from a stage whisper to shouting.
Emphasis	This is when a performer puts extra focus on a word or words within a sentence to make a point, this can be done by elongating, speaking louder or changing the tone of your voice.
Intonation	This is varying your voice so that it goes up and down, this helps the fluency of your speech and helps the audience stay engaged with your dialogue.
Projection	This is speaking with strength. Opening your mouth wider creates a bigger projection.
Dialect	A combination of the language used with certain pronunciation that people from a particular area use e.g. Bristolian dialect such as "Gert lush"
Tone	This is showing the mood that your character is feeling e.g. happy, sad, excited, frustrated etc.
Received Pronunciation	This is when you speak with a posh accent, taking care to enunciate each letter in every word. Performers use the front of their mouths when they are delivering their dialogue to give a nasal sound.
Cockney	This is speaking with an East End (London) dialect.
Pronunciation	How you pronounce different words and phrases with use of emphasis and intonation.
Pace	This is how fast or slow a performer speaks. A character who is tired or bored may speak with a slow pace compared with a happy, excited character who will speak with a fast pace.
Pause	A moment of silence in between words or lines used for dramatic or comedic effect

Writing Skills


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

Physical Skills

Gesture	A hand action e.g. a wave or a point
Mannerisms	The habits a character has e.g. biting nails
Body Language	Closed or open to show emotion
Facial Expressions	Showing and emotion with the face
Proxemics	The distance between two characters, which tells the audience how they feel about each other
Gait	The way the character walks
Posture	Are they standing tall and confident, or are they hunched
Eye Contact	Looking into the eyes of another character
Eye line	Where are they looking with their eyes e.g. the floor
Status	The power dynamic or social hierarchy
Blocking	Where the characters are standing on stage



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

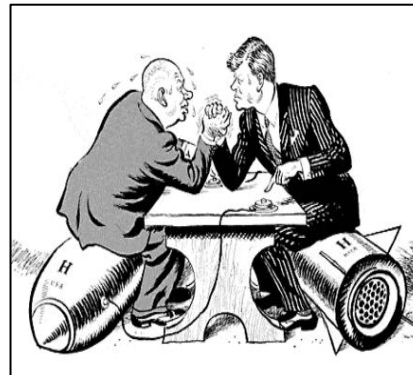
Homework	Due 	Task:
Homework 1 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, Write, Cover , Check 5x vocal skills 2. What physical skill could Sephy use to show the emotion of guilty? 3. What vocal skill could Callum use to show frustration? 4. What does the skill 'evaluate' mean in written Drama questions? 5. What does skill 'analyse' mean in written Drama questions?
Homework <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, Write, Cover , Check 5x physical skills 2. What physical skill could Jude use to show his arrogance when bullying Callum? 3. What vocal skill could Jasmine use to show she had been drinking? 4. What does the skill 'describe' mean in written Drama questions? 5. What does the skill 'explain' mean in written Drama questions?
Homework 3 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, Write, Cover , Check 5x elements of play texts 2. Why do you always need to use an adjective or descriptive word when describing physical or vocal skills in a written Drama assessment? 3. When you are analysing the effect on the audience, what word can you mention which describes the mood of the scene? 4. What physical skill can you use to give an example of the characters moving towards or away from eachother? 5. What vocal skill can you describe which shows the character's emotions?



Key Term	Definition
1. Cold War	a conflict without fighting between c.1945 and c.1991
2. Capitalism	The political ideology of the USSR e.g. everything should be owned by the government
3. Communism	The political ideology of the USA e.g. individual freedom and the right to vote.
4. Ideology	a set of political ideas/beliefs
5. Boycott	To stop buying or using the goods or services of a certain company or country as a protest.
6. Discrimination	The treatment of a person or group of people, in a way that is worse than the way people are usually treated.
7. Significance	The quality of being worthy of attention; importance.
8. Permissive	Allowing freedom of behaviour.



Source 1: Plaque to recognise the Bristol Bus Boycott



Source 2: Cartoon Produced by the Daily Mail (British Newspaper) in 1962

Women & Young people in the 1960s: During the 1960s women begin to get more opportunities, for example more women are working. Despite this, some stereotypical attitudes existed, for example many believed women shouldn't work.

The Bristol Bus Boycott: The Bristol bus company refused to hire any people of colour. Students in Bristol refused to use the buses until this rule was changed.

The Cuban Missile Crisis: The USSR had placed nuclear weapons in Cuba. USA did not like this as Cuba was very close to America.

The Space Race: How the USA and USSR were racing to put man on the moon.

The Stonewall Riots: This was the fight in USA for rights for the LGBTQ+ community. It had international impacts.

The Cold War – Conflict between the USA and the USSR. It got its name because there was no direct fighting.

Yuri Gagarin (USSR) becomes the 1 st man in space.	The Bristol Bus Boycott	England win the World Cup	Stonewall Riots in New York City
1961	1963	1966	1969
1962	1964	1969	
The Cuban Missile Crisis	USA pass the Civil Rights Act	Man walk on the Moon (USA)	






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

Homework	Due	Task:
Homework 1 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, Cover, Write, Check: Terms 1, 2 and 3. 2. What happened in 1961? 3. Why do you think this was an important event? 4. What was the Cuban Missile Crisis? 5. What can you see in Source 2 (list at least 5 things).
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, Cover, Write, Check: Terms 4, 5 and 6. 2. What is the difference between Communism and Capitalism? 3. What was the Bristol Bus Boycott? 4. Look at source 1, how useful is this source for finding out about the Bristol Bus Boycott? 5. Source 1 is a plague, what other sources could you use to find out about the Bristol Bus Boycott?
Homework 3 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, Cover, Write, Check: Terms 7 and 8. 2. How does a historian decide whether a historical event is significant? (Can you remember any of the 'R's?') 3. Why do you think American and the USSR took part in the space race? 4. Looking at the timeline, which event do you think was the most significant and why? 5. Why was the Cold War, called the Cold War?



9.5 How can we become sustainable citizens?

We can split sustainability into three different categories:

- 🌐 Social 
- 🌐 Economic 
- 🌐 Environmental 

This is known as the **stool of sustainability**.



What are the global responses to sustainability?



🌐 In 2015, the UN member states agreed to **17 Global Goals** (the SDGs).

🌐 These goals have the power to **create a better world by 2030**, by **ending poverty, fighting inequality and addressing the urgency of climate change**.

🌐 Guided by the goals, it is now up to **all of us, governments, businesses, civil society and the general public** to work together to build a better future for everyone.

Keyword	Definition
1. Carbon Footprint	The amount of carbon dioxide released into the atmosphere by a person or organisation.
2. Economic Sustainability	Practices that support long-term economic growth without negatively impacting social, environmental, and cultural aspects of the community.
3. Environmental Sustainability	The practice of interacting with the planet responsibly.
4. Grey water Recycling	Uses existing plumbing in your home to recycle old water for new uses.
5. Sustainability	When materials and resources are used in a way that will balance the needs of the present without compromising the future.
6. Sustainable Development Goals	A collection of 17 interlinked global goals designed to be a "blueprint to achieve a better and more sustainable future for all".
7. Social Sustainability	When materials and resources are used in a way that will balance the needs of the present without compromising the future people.



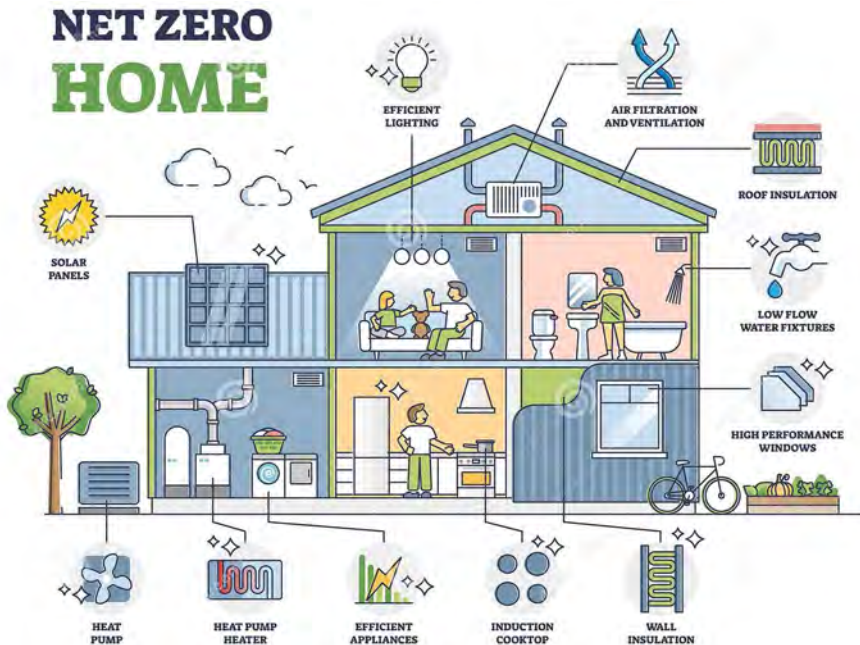
How can cities become sustainable?

Started in 2006, **Masdar City** in Abu Dhabi in the UAE is set to be completed by 2025.



Social	Economic	Environmental
<ul style="list-style-type: none"> Safe for children as cars have to be kept on the outside of the city. Community swimming pool that is free to use. Residents can get jobs working in the bio-domes growing food. 	<ul style="list-style-type: none"> Residents are given \$10,000 to buy an electric car. Lots of investment from other businesses. No service fees. 	<ul style="list-style-type: none"> Low Carbon development. Solar panels on the top of every house and the car parks. Grey water recycling for irrigation of crops. Urban farms Houses face north to be in the shade and reduce use of air con. UV reflective paint.

How can homes become sustainable?




How can we become more sustainable?

- Eat locally grown produce, **reducing our food miles** (the miles food is transported over).
- Use more **sustainable fashion brands**.
- Use **more public transport**/ cycle or walk more to **reduce our reliance on fossil fuels**.
- Turn off our appliances** instead of leaving them on standby.
- Reduce, reuse, recycle.**
- Use more **renewable energy resources**.



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

Homework	Due 	Task:
<p>Homework 1</p> <p><input type="checkbox"/></p> <p>Completed?</p>		<ol style="list-style-type: none"> 1. Look, cover, write and check key words 1-3. 2. What is the stool of sustainability? 3. Name three sustainable development goals. 4. What is the aim of the sustainable development goals? 5. Complete the sentence: The sustainable development goals are important because....
<p>Homework 2</p> <p><input type="checkbox"/></p> <p>Completed?</p>		<ol style="list-style-type: none"> 1. Look, cover, write and check key words 4-5. 2. How many years is the Masdar City project going to take to complete? 3. Name two economic ways in which the city is becoming sustainable. 4. Explain why using renewable energy is important in achieving environmental sustainability. 5. Which is the most important aspect of sustainability within Masdar City? Explain your answer.
<p>Homework 3</p> <p><input type="checkbox"/></p> <p>Completed?</p>		<ol style="list-style-type: none"> 1. 1. Look, cover, write and check key words 6-7. 2. Name two ways in which a house can be made sustainable. 3. What are food miles? 4. Why is it important to reduce them? 5. How can you as an individual be sustainable?



Changemakers: How does belief inspire change?

Keywords

1. Activism	The use of action to bring about change
2. Civil Rights	Political and social equality and freedom
3. Civil Disobedience	Refusal to comply with certain laws
4. Democracy	A publicly elected government
5. Racism	To discriminate against people of a certain race
6. Equality	A state of being equal
7. Social Justice	Fair distribution of wealth and rights in a society
8. Prejudice	Prejudged opinions of a person or group.
9. Discrimination	Unfair treatment of a group
10. Conviction	A firmly held belief or opinion
11. Marginalised	Individuals or groups who are excluded from mainstream society
12. March on Washington	The historic civil rights march on Washington D.C. on August 28, 1963, where Martin Luther King Jr. delivered his famous "I Have a Dream" speech.
13. LGBTQ+ rights	Equal rights and protections of LGBTQIA+ individuals

What is activism?

The word "activism" is only about 100 years old, at least in its current use, and derives from the verb to act. An activist is someone who is active in campaigning for change, normally on political or social issues. Activism is what activists do, that is, the methods they use in order to bring about change. Human rights activism is thus about reacting to injustice, to abusive treatment, to violence or discrimination, and trying to correct it.

Christian views on prejudice and discrimination

Christians believe that all humans are made in the image of God. Therefore any action that devalues a person is an insult to God who created and loves that person:

'Love your neighbour as yourself.' - **Matthew 22:39**

Islamic views on prejudice and discrimination

Islam teaches that God created everyone as equal but different. As all are created by God, discrimination against any human is unjustified. The ummah crosses all gender, race and wealth boundaries:

"All human beings are equal like the teeth of a comb." - **Hadith**

Social Justice – Malcolm X

Malcolm X was an important leader who fought against racism and worked to empower Black people in the United States. He believed that Black people should have control over their own lives and communities, and he criticized the way that mainstream civil rights leaders were approaching the issue. He contributed to social justice by:

- Promoting Black independence and challenging the idea of white superiority.
- Advocating for Black economic and political power through initiatives such as Black nationalism and separatism.
- Highlighting the impact of systemic racism and institutional discrimination on the Black community.

Examples of Activism

Demonstrations and protests	During a demonstration or a protest, people united by a common belief meet together. They might march along a specific route, sit in at a specific place to draw attention to the cause, or hold a vigil to honour someone's life
Boycotts	to refuse to buy a product or take part in an activity as a way of expressing strong disapproval
Strikes	When workers deal with unfair or dangerous work conditions, low wages, or other issues, they might refuse to work when negotiations are refused or they fail.
Social media campaigns	Also known as "hashtag activism," it brings activism to social media networks like Instagram and Twitter. Users raise awareness of issues, organizations, and actions through posts, graphics, videos, and more.



Racism– Martin Luther King Jr

Martin Luther King Jr. was a famous civil rights leader who fought for racial equality and social justice in the United States during the mid-20th century.

Influence of Beliefs:

Christian beliefs strongly influenced his activism and his vision for social justice. He saw the struggle for civil rights as a moral issue, and he believed that all people were created equal in the eyes of God. He emphasised the importance of love and nonviolence in the struggle for justice, drawing on Jesus' teachings in the New Testament.

Contributions to change

- Advocating for nonviolent protests to challenge racial discrimination and segregation.
- Leading the Montgomery Bus Boycott and the **March on Washington**, which brought national attention to the Civil Rights movement.
- Promoting racial equality and the end of segregation through the Civil Rights Act of 1964 and the Voting Rights Act of 1965.

Education – Malala Yousafzai

Malala Yousafzai is a Pakistani education activist who has become a prominent voice for girls' education and women's rights.

Influence of Beliefs:

Malala Yousafzai is a Muslim, and her faith has played a significant role in inspiring her activism for girls' education and women's rights. She drew on the example of Prophet Muhammad, who taught that seeking knowledge was a duty for both men and women, to inspire her own advocacy for girls' education.

Contributions to change

- Advocating for girls' education in Pakistan.
- Co-founding the Malala Fund to promote girls' education around the world
- Speaking out on a variety of global issues, including refugees, climate change, and social justice.

LGBTQI+ – Marsha P Johnson

Marsha P. Johnson was a Black transgender woman and LGBTQ+ rights activist who fought for justice and equality for marginalized communities.

Contributions to change

- Being a prominent figure in the Stonewall uprising of 1969, which is widely considered a turning point in the fight for LGBTQ+ rights
- Co-founding the Street Transvestite Action Revolutionaries (STAR) which provided housing and support to homeless transgender youth.
- Challenging traditional gender norms.
- Promoting the idea that all people should be free to express their true selves.

Impact on religion:

Marsha P. Johnson's legacy has inspired many religious communities to re-examine their traditional teachings on gender and sexuality. Some religious organizations have even begun to recognize and celebrate the lives of LGBTQ+ figures like Marsha P. Johnson as part of their own religious traditions, highlighting the intersections between faith and social justice.

Christian views on Activism

Many Christians believe that they are called to work for justice and to serve others, based on the teachings of Jesus Christ. They see activism as a way to live out their faith and to make a positive impact in the world. This can take many different forms, including political advocacy, social justice work, and community service.

Many Christians believe in the importance of prayer, worship, and spiritual reflection to sustain their activism and to remain connected to God's guidance and wisdom. Activism is a part of a larger spiritual journey; they believe that their faith can provide strength and inspiration for their work.


Islamic views on Activism

The concept of social justice is central, and Muslims believe that they have a responsibility to work for the betterment of society and to alleviate the suffering of those in need. This can take many forms, including political activism, social welfare work, and community service.

Muslims also believe in the importance of prayer and worship to connect with God and to seek guidance and inspiration for their work. They see activism as a way to live out the principles of their faith and to embody the teachings of the Prophet Muhammad.



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

Homework	Due 	Task:
Homework 1 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, cover, write and check key words 1-4. 2. Give two examples of activism. 3. Give one difference in the Islamic and Christian views on prejudice and discrimination. 4. How can groups use social media in their activism? 5. Why might organising a boycott be an effective way to protest for change?
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, cover, write and check key words 5-9. 2. Who was Malcolm x? 3. What did he believe? 4. Give two examples of his activism work. 5. What is the difference between prejudice and discrimination?
Homework 3 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, cover, write and check key words 10-13. 2. Who was Martin Luther King Jr? 3. How did his Christian belief influence his activism? 4. Give two examples of his activism work? 5. What do Islam and Christianity say about activism?



Health-related components

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

Overload and progression can be applied to training using the FITT principle.

- **F** = Frequency
- **I** = Intensity
- **T** = Time
- **T** = Type

Skill-related components

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

Frequency is how often you train, for example, three times a week. Frequency is increased by training a greater number of times each week.

Intensity is how hard you train, for example faster, heavier, less recovery. Intensity is increased by lifting a greater resistance, such as with weight training, or by training at a higher percentage of maximum heart rate (maxHR). This can be done either as continuous or interval training.

Time is how long you train for, for example a 30 minute session. Time can be manipulated by training for longer or by completing a greater number of sets or repetitions (also known as reps).

Type of training is what kind of training you do, for example interval, fartlek or continuous. Type is manipulated by offering a variety of training types and experiences to the athlete by combining training methods.




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

Homework	Due 	Task:
Homework 1 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, cover, write, check Key Words and definitions 1-4. 2. In what sport is Cardiovascular Endurance important? 3. Can you give a different sporting example of coordination? 4. Give an example of how you can use frequency to improve your fitness? 5. Can you give a different sporting example of balance?
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, cover, write, check Key Words and definitions 1-4. 2. In what sport is Flexibility important? 3. Can you give a different sporting example of Power? 4. Give an example of how you can use Intensity to improve your fitness? 5. Can you give a different sporting example of reaction time?
Homework 3 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, cover, write, check Key Words and definitions 1-4. 2. In what sport is Strength important? 3. Can you give a different sporting example of Agility? 4. Give an example of how you can use time to improve your fitness? 5. Can you give a different sporting example of Speed?



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

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

Dairy page is at the back

Which lesson is my homework due?

Due dates for week A subjects

Week	Subjects	Hwk 1 due week commencing 11/05/26	Hwk 2 due week commencing 01/06/26
A	French/ Spanish	my homework is due on _____	my homework is due on _____
A	Tech/ computing	my homework is due on _____	
A	Art		
A	Drama		

Subject	Homework is set on:
English	Friday
Maths	Monday
Science	Monday

Due dates for week B subjects

Week	Subjects	Hwk 1 due week commencing 04/05/26	Hwk 2 due week commencing 18/05/26	Hwk 3 due week Commencing 08/06/26
B	History			
B	Geography			
B	RE			
B	PE			
B	Music			