



Year 9 | Term 1 | Homework



Homework Schedule

Your homework will consist of:

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

Subject	Page	Homework is set on:
English	6-9	_____
Maths	10-12	_____
Science	13-20	_____
French / Spanish	21-28	Week A
Tech/Computing	29-35	Week A
Art	36- Given by your art t eacher	Week A
Drama	37-38	Week A
History	39-40	Week B
Geography	41-43	Week B
RE	44-46	Week B
PE	47-48	Week B
Music	49-50	Week B
PSHE	51	Set Termly

When is week A/B

	Set Week Commencing	Due Week Commencing
Week A	08/09/25	22/09/25
Week B	15/09/25	29/09/25
Week A	22/09/25	06/10/25
Week B	29/09/25	13/10/25
Week A	06/10/25	20/10/25
Week B	13/10/25	03/11/25

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	Teresa.Coke@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	Peter.Edwards@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**

13/09/2024

Science H/W – Due 15/09/2024

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>





<p>Plot</p> <p>A View from the Bridge by Arthur Miller is a two-act play set by the docks of Red Hook, a working-class part of Brooklyn, New York. It is narrated by a lawyer, Alfieri, and revolves around the Carbone family – Eddie, his wife Beatrice and their niece Catherine. The family are first seen awaiting the arrival from Sicily of Beatrice’s cousins Marco and Rodolpho. The cousins arrive late one night, and the Carbone family welcome them. Catherine and Rodolpho are attracted to each other, which annoys Eddie. He finds more and more things to dislike about Rodolpho as the young couple grow closer over the following weeks. When they decide to get married, Eddie, driven by his own jealousy, does a terrible thing.</p>	<p>Themes</p> <p>Law versus honour: American Law is not followed in the Italian community. Instead they follow a form of justice routed in honour.</p> <p>Masculinity: gender stereotypes influence the characters, especially Eddie. Eddie is toxically masculine and mocks Rodolpho for his ‘feminine’ traits.</p> <p>Love: confusion between familial love and romantic love causes tension.</p> <p>Jealously: Eddie’s jealousy becomes his fatal flaw and ultimately leads to his demise.</p>	<p>Characters</p> <p>Eddie Carbone: am Italian immigrant and longshoreman, and the head of the Carbone household. He is considered a tragic hero.</p> <p>Beatrice Carbone: An Italian immigrant and Eddie’s wife. She has raised Catherine since the death of her mother. She is a warm and caring character.</p> <p>Catherine: The orphaned niece of Eddie and Beatrice. She has been infantilised and sheltered by Eddie and desperately wants to experience the world.</p> <p>Marco: Cousin of Beatrice and an illegal Italian immigrant. He is hardworking and in America so he can send money home for his family.</p> <p>Rodolfo: Rodolpho is Marco’s younger brother and also an illegal Italian immigrant. He is seen as effeminate because he cooks, sews and sings. He wants to be an American and begins dating Catherine.</p> <p>Alfieri: an Italian-American lawyer that narrates the play and attempts to make the social and moral implications clear to the audience</p>
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<p>Context</p> <p>The American Dream: The America Dream is an ideology that emphasizes the ideal that every person should have the opportunity to achieve success and a better life through hard work and determination.</p>	<p>Key Quotes</p> <p>Alfieri: "I could have finished the whole story that afternoon."</p> <p>Eddie: “Listen, you been givin’ me the willies the way you walk down the street, I mean it.”</p> <p>Alfieri: "The law? All the law is not in a book."</p> <p>Eddie: “Just remember, kid, you can quicker get back a million dollars that was stole than a word you gave away”</p> <p>Eddie: “Don’t make me do nuttin’, Catherine. Watch your step, submarine. By rights I oughta throw you back in the water. But I got pity on you.”</p> <p>Beatrice: “You want somethin’ else, Eddie, and you can never have her!...”</p> <p>"(A phone booth begins to glow on the opposite side of the stage; a faint lonely blue)</p>
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	Vocabulary	Definition		Vocabulary	Definition
1	Masculinity	The qualities that are considered to be stereotypical of men.	8	Imperious	Someone who has a proud manner and expect to be obeyed.
2	Femininity	The qualities that are considered to be stereotypical of women.	9	Deference	A polite and respectful attitude towards someone, especially because they have an important position.
3	Immigrant	A person who has moved to a country from another country.	10	Nationality	Nationality: the legal status of belonging to a particular nation.
4	Obsession	When you are spending too much time thinking about a person or a thing.	11	Foreshadowing	If something foreshadows an event or situation, it suggests that it will happen.
5	Honour	Doing what you believe to be right and being confident that you have done what is right.	12	Inevitable	Something that is certain to happen and cannot be prevented or avoided.
6	Omerta	A conspiracy or understanding between a community that you will be silent.	13	Characterisation	The way an author or an actor describes or shows what a character is like.
7	Vulnerable	Someone who is is weak and without protection, with the result that they are easily hurt physically or emotionally	14	Submissive	If you are submissive, you obey someone without arguing.


**Instructions:**

1. For each homework, you will be asked to look at a **particular section of your Knowledge Organiser**, use the **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. What qualities are considered to be stereotypical of men? 2. What qualities are considered to be stereotypical of women? 3. What is an immigrant? 4. What does it mean when someone has an obsession? 5. What does honour involve?
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. What is the meaning of omerta? 2. Who is considered vulnerable? 3. How does someone with an imperious manner behave? 4. What is deference? 5. What does the American Dream refer to?
Homework 3 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. What is foreshadowing in literature? 2. What does inevitable mean? 3. What is characterisation? 4. What does it mean to be submissive? 5. What kind of attitude does someone with deference have?

**Instructions:**

1. For each homework, you will be asked to look at a **particular section of your Knowledge Organiser**, use the **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 4 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. How does an imperious person expect others to behave? 2. What does it mean if something is inevitable? 3. What is the result of someone being vulnerable? 4. What does foreshadowing suggest about future events? 5. What is the focus of someone with an obsession?
Homework 5 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. How is honour related to doing what is right? 2. What does it mean if a community practices omerta? 3. How does characterisation help in understanding a character? 4. What does it mean to be submissive in a relationship? 5. Why might an immigrant be attracted to the American Dream?
Homework 6 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. What is the consequence of denial in a situation? 2. How can foreshadowing create suspense in a story? 3. What might cause someone to become obsessed with something? 4. Why is honour important in personal conduct? 5. How can vulnerability affect a person's interactions with others?

Key Terms:

1

Rounding– Making a number simpler whilst keeping its value close to the original.

Decimal places– The number of digits after the decimal point in a number.

Significant Figures– The number of digits in a value that carry a meaning to the size of the number.

Estimate– Find a value that is close to the right answer by rounding.

≈ - Approximately equal to

Overestimate– An estimated value that is higher than the exact value.

Underestimate– An estimated value that is lower than the exact value.

Rounding and Estimation

What you need to know:

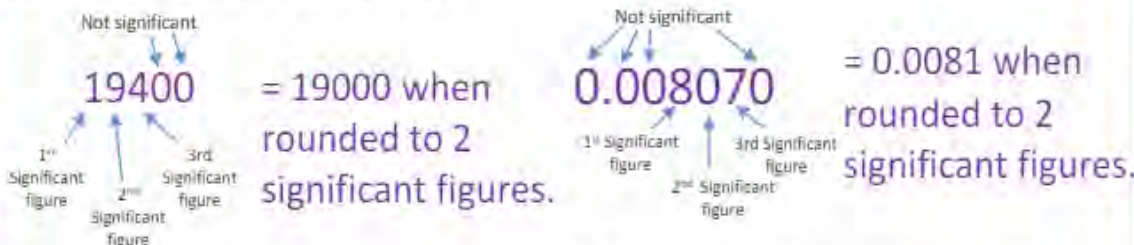
2

How to round numbers to a given degree of accuracy.

Rounding makes a number simpler but keeps its value close to what it was. If the digit to the right of the rounding digit is less than 5 round down, if it is 5 or more, round up.

Significant figures.

Significant figures (s.f) start from the first non-zero digit in a number. After that any number (including 0) is the next significant digit.



How to estimate the solutions to complex calculations by rounding.

To estimate you should round each number in a calculation to 1 significant figure, then calculate.

$$\frac{348 + 692}{0.526} \approx \frac{300 + 700}{0.5} = 2000$$

How to decide if your solution is an underestimate or overestimate.

Decide if you have made each number bigger or smaller by rounding. When dividing remember that if you divide by a number that has been rounded up, your answer will be an underestimate and vice versa.

Laws of indices

$$a^m \times a^n = a^{m+n}$$

$$a^m \div a^n = a^{m-n}$$

$$(a^m)^n = a^{m \times n}$$

Year 9

There is a lot of new content in this first term. Follow your knowledge organiser, learn the terminology, complete your Mathswatch homeworks and remember to ask questions if you need help



What you need to know:

Standard Form

Converting with standard form

Ordinary numbers: To change between ordinary numbers and standard form we need to use a power of 10.

$120000 = 1.2 \times 10^5$ This number need to be bigger than 1 and less than 10 to be in standard form

5

$0.005 = 5 \times 10^{-3}$ Positive power = very big number.
Negative power = very small number.

Standard form: To change numbers from standard form back to ordinary numbers we multiply by the power of 10.

$7.32 \times 10^4 = 73200$
 $2.4 \times 10^{-3} = 0.0024$ The power tells us how many places to move not how many zeros to add.



You can use this button on your calculator to write numbers in standard form.

For 2×10^5 you would type



6

Multiplying standard form

Multiply standard form: We multiply the numbers and add the indices.

$(5 \times 10^4) \times (7 \times 10^6)$
 $= 35 \times 10^{10}$
 $= 3.5 \times 10^{11}$ This is not in standard form because 35 is not less than 10.

$(3.2 \times 10^3) \times (4 \times 10^4)$
 $= 12.8 \times 10^7$
 $= 1.28 \times 10^8$ Remember to add the powers together

Dividing standard form

Divide standard form: We divide the numbers and subtract the indices.

$(8 \times 10^9) \div (2 \times 10^6) = 4 \times 10^3$ This is already in standard form because 4 is less than 10.

$(1.2 \times 10^5) \div (2 \times 10^2) = 0.6 \times 10^3$ This is not in standard form because 0.6 is less than 1.

$= 6 \times 10^2$

Adding and subtracting standard form

To add and subtract with standard form we must convert out of standard form into ordinary numbers first and then add/subtract.

$(8.1 \times 10^5) + (2 \times 10^3)$ Convert into ordinary numbers. $(2.35 \times 10^5) - (4.1 \times 10^3)$

$= 810000 + 2000$ Add/subtract. $= 235000 - 4100$

$= 812000$ Change back into standard form. $= 230900$

$= 8.12 \times 10^5$ $= 2.309 \times 10^5$

Error Intervals

* Higher content

2

The upper and lower bound come from the largest and smallest values that would **round** to a particular number.

Take 'half a unit above and half a unit below'. For example rounded to 1 d.p means nearest 0.1, so add 0.05 and subtract 0.05 to get the bounds.

All error intervals look the same like this:

$\leq x <$



Every week for maths make sure you complete:

- Your knowledge organisers homework
- Homework on mathswatch website set every Friday
- Times tables practice on time table rockstar

"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:
Vocabulary <input type="checkbox"/>		Learn the vocabulary for estimation... make notes /a poster. Test yourself using look cover write check
Rounding *Higher students – error intervals <input type="checkbox"/>		can you round 469.3678 to nearest a) 100 b) integer c) 2dp d) 2 significant figures * Write the error interval for a) 7.5 to 1 dp b) 650 to the nearest 10 What is the upper bond for each?
Complex calculations <input type="checkbox"/>		Show that you can estimate by rounding to 1 sf a) $\frac{4422+1035}{52}$ b) $\frac{343-147.5}{10.5}$
Index Laws <input type="checkbox"/>		Make yourself a revision flashcard to help you to remember the rules for multiplying, dividing and brackets.
Standard Form <input type="checkbox"/>		Learn the rule for writing a number in standard form a) Convert 76500000 to sf a) write 3.76×10 as an ordinary number
Standard Form <input type="checkbox"/>		Multiplying and dividing using standard form... you will need to make notes on this to help with your Mathswatch homework.
Revision <input type="checkbox"/>		Use your knowledge organiser to ensure that you have learned as much as possible from this term.



The Periodic Table of the Elements

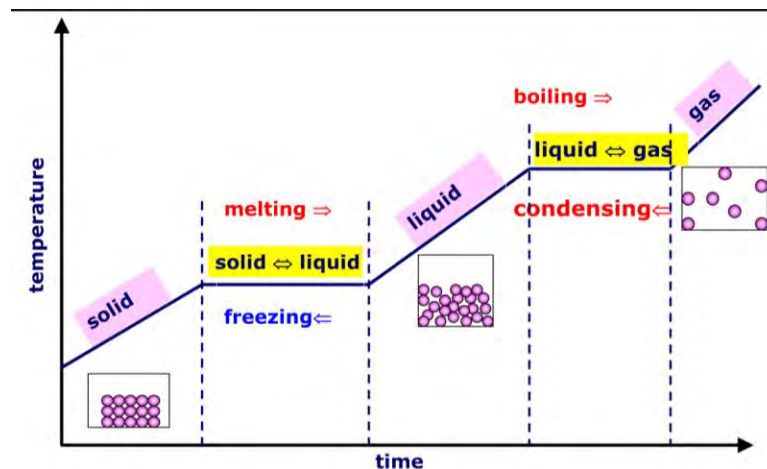
1	2											3	4	5	6	7	0			
		Key relative atomic mass atomic symbol <small>name</small> atomic (proton) number										1 H <small>hydrogen</small> 1								4 He <small>helium</small> 2
7 Li <small>lithium</small> 3	9 Be <small>beryllium</small> 4											11 B <small>boron</small> 5	12 C <small>carbon</small> 6	14 N <small>nitrogen</small> 7	16 O <small>oxygen</small> 8	19 F <small>fluorine</small> 9	20 Ne <small>neon</small> 10			
23 Na <small>sodium</small> 11	24 Mg <small>magnesium</small> 12											27 Al <small>aluminium</small> 13	28 Si <small>silicon</small> 14	31 P <small>phosphorus</small> 15	32 S <small>sulfur</small> 16	35.5 Cl <small>chlorine</small> 17	40 Ar <small>argon</small> 18			
39 K <small>potassium</small> 19	40 Ca <small>calcium</small> 20	45 Sc <small>scandium</small> 21	48 Ti <small>titanium</small> 22	51 V <small>vanadium</small> 23	52 Cr <small>chromium</small> 24	55 Mn <small>manganese</small> 25	56 Fe <small>iron</small> 26	59 Co <small>cobalt</small> 27	59 Ni <small>nickel</small> 28	63.5 Cu <small>copper</small> 29	65 Zn <small>zinc</small> 30	70 Ga <small>gallium</small> 31	73 Ge <small>germanium</small> 32	75 As <small>arsenic</small> 33	79 Se <small>selenium</small> 34	80 Br <small>bromine</small> 35	84 Kr <small>krypton</small> 36			
85 Rb <small>rubidium</small> 37	88 Sr <small>strontium</small> 38	89 Y <small>yttrium</small> 39	91 Zr <small>zirconium</small> 40	93 Nb <small>niobium</small> 41	96 Mo <small>molybdenum</small> 42	[98] Tc <small>technetium</small> 43	101 Ru <small>ruthenium</small> 44	103 Rh <small>rhodium</small> 45	106 Pd <small>palladium</small> 46	108 Ag <small>silver</small> 47	112 Cd <small>cadmium</small> 48	115 In <small>indium</small> 49	119 Sn <small>tin</small> 50	122 Sb <small>antimony</small> 51	128 Te <small>tellurium</small> 52	127 I <small>iodine</small> 53	131 Xe <small>xenon</small> 54			
133 Cs <small>caesium</small> 55	137 Ba <small>barium</small> 56	139 La* <small>lanthanum</small> 57	178 Hf <small>hafnium</small> 72	181 Ta <small>tantalum</small> 73	184 W <small>tungsten</small> 74	186 Re <small>rhenium</small> 75	190 Os <small>osmium</small> 76	192 Ir <small>iridium</small> 77	195 Pt <small>platinum</small> 78	197 Au <small>gold</small> 79	201 Hg <small>mercury</small> 80	204 Tl <small>thallium</small> 81	207 Pb <small>lead</small> 82	209 Bi <small>bismuth</small> 83	[209] Po <small>polonium</small> 84	[210] At <small>astatine</small> 85	[222] Rn <small>radon</small> 86			
[223] Fr <small>francium</small> 87	[226] Ra <small>radium</small> 88	[227] Ac* <small>actinium</small> 89	[261] Rf <small>rutherfordium</small> 104	[262] Db <small>dubnium</small> 105	[266] Sg <small>seaborgium</small> 106	[264] Bh <small>bohrium</small> 107	[277] Hs <small>hassium</small> 108	[268] Mt <small>meitnerium</small> 109	[271] Ds <small>darmstadtium</small> 110	[272] Rg <small>roentgenium</small> 111	Elements with atomic numbers 112-116 have been reported but not fully authenticated									

* The lanthanoids (atomic numbers 58-71) and the actinoids (atomic numbers 90-103) have been omitted.

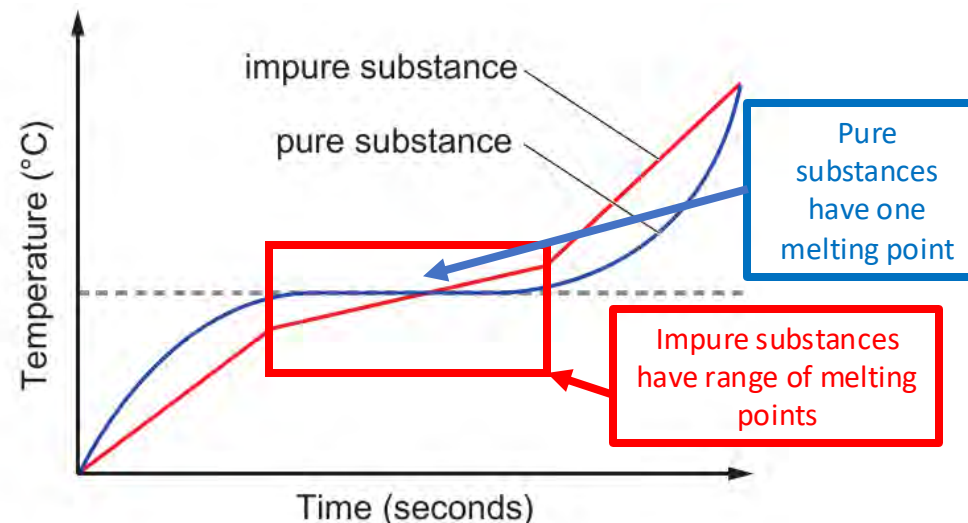
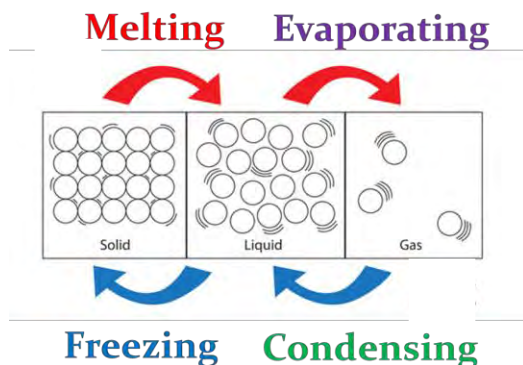
The relative atomic masses of copper and chlorine have not been rounded to the nearest whole number.

	Key Term	Definition
1	Condensing	When a gas turns into a liquid.
2	Evaporating	When a liquid turns into a gas.
3	Freezing	When a liquid turns into a solid.
4	Impure Substance	A substance that is not pure.
5	Melting	When a solid turns into a liquid.
6	Mixture	A substance containing two or more different substances that are not chemically bonded together.
7	Sublimation	When a solid changes directly into a gas without becoming a liquid first.

Heating curve shows the increase in temperature in time and the changes in states. **The horizontal lines** (flat lines) show the change in state: the temperature is not changing because the energy is used to the forces of attraction between the particles.



Change of states are a physical change and they require a change in energy (red arrow = energy gained, blue arrow = energy lost)





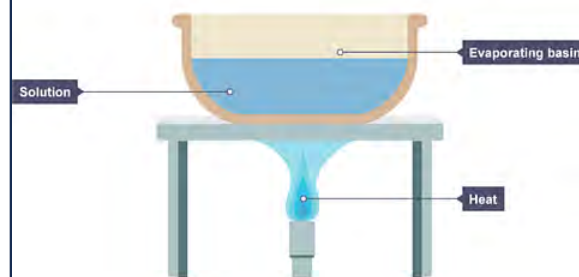
Key Term	Definition
1 Solute	The substance that dissolves
2 Solvent	The liquid the substance dissolves in
3 Solution	The liquid mixture of solute and solvent. Solutions are clear – you can see through them
4 Soluble	A substance that can be dissolved in a solvent
5 Insoluble	A substance that cannot be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

Filtration

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

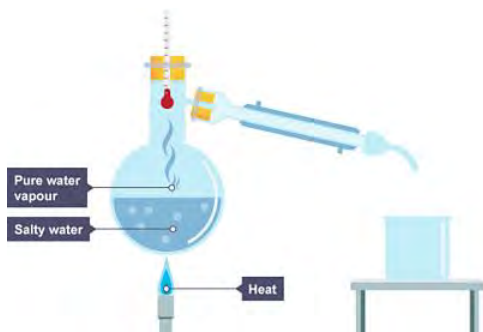


Evaporation



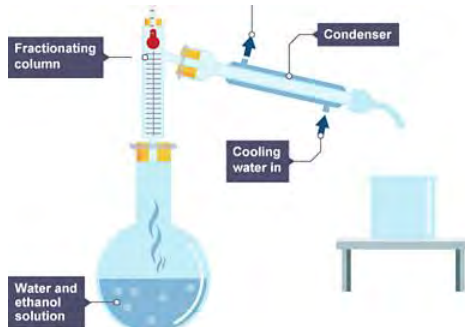
The water in the solution is evaporated, leaving solid crystals behind.

Simple distillation



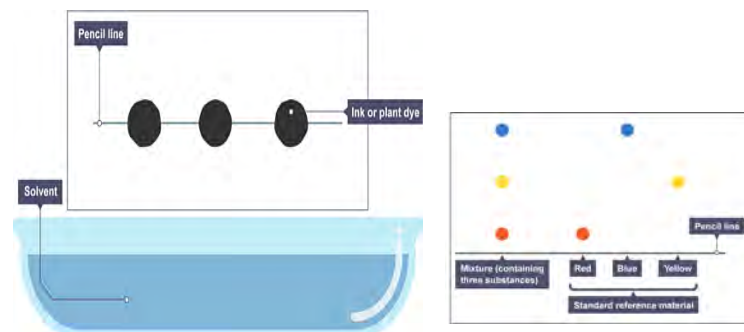
1. Salt solution is heated.
2. Water vapours rise and pass into the condenser, where it cools and condenses.
3. Liquid water drips into a beaker, leaving the salt behind.

Fractional distillation





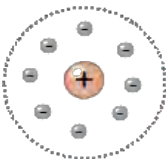
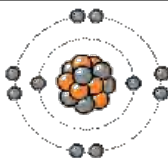
1. Water and ethanol mixture is heated with electric heater.
2. Ethanol vapour (78°C) passes into the condenser, where it is cooled and condensed and drips into a beaker.
3. Water vapour (100°C) passes into the condenser, where it is cooled and condensed and liquid water now drips into a second beaker.

Chromatography



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

	Key Term	Definition
1	Atom	The smallest neutral part of an element that can take part in chemical reactions.
2	Subatomic particle	A particle smaller than an atom, these are protons, neutrons and electrons. The protons and neutrons are found in the nucleus and the electrons are found in shells orbiting the nucleus.
3	Atomic number	The number of protons in the nucleus of an atom (symbol Z). It is also known as proton number.
4	Mass number	The total number of protons and neutrons in the nucleus of an atom (symbol A). It is also known as the nucleon number.
5	Isotope	Atoms of an element with the same number of protons (atomic number) but different mass number due to different numbers of neutrons.

Pre 1900		<i>Tiny solid spheres that could not be divided</i>	Before the discovery of the electron, John Dalton said the solid sphere made up the different elements.
1897 'plum pudding'		<i>A ball of positive charge with negative electrons embedded in it</i>	JJ Thompson's experiments showed that showed that an atom must contain small negative charges (discovery of electrons).
1909 nuclear model		<i>Positively charge nucleus at the centre surrounded negative electrons</i>	Ernest Rutherford's alpha particle scattering experiment showed that the mass was concentrated at the centre of the atom and was positively charged.
1913 Bohr model		<i>Electrons orbit the nucleus at specific distances</i>	Niels Bohr proposed that electrons orbited in fixed shells; this was supported by experimental observations.

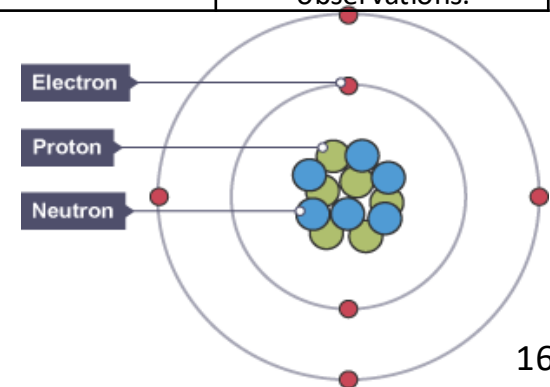
12 ← Mass number (protons + neutrons)

C ← Chemical symbol

Carbon ← Name of the element

6 ← Atomic number (number of protons)

Subatomic Particle	Location	Charge	Mass
Proton	Nucleus	+1	1
Neutron	Nucleus	0	1
Electron	Electron Shells	-1	Very small (1/1835)



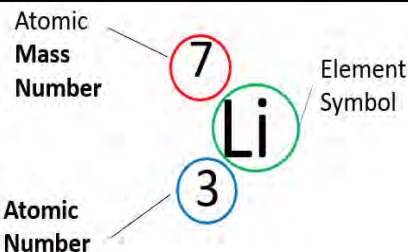
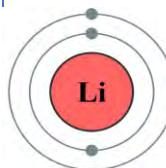
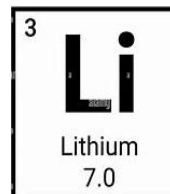
	Key Term	Definition
1	Atomic number	The number of protons in the nucleus of an atom (symbol Z). It is also known as the proton number.
2	Group	A vertical column of elements in the periodic table. Elements in the same group generally have similar properties.
3	Period	A horizontal row in the periodic table.
4	Metal	An element that is shiny when polished, conducts heat and electricity well, is malleable and flexible and often has a high melting point.
5	Non-Metal	An element that is not shiny and does not conduct heat or electricity well

The **electronic configuration** is related to the position in the periodic table, and represents the number of electrons in each electron shell. The maximum number of electrons in the first shell is 2, and the rest of the shells can have a maximum of 8 electrons.

Example:

Lithium is in period 2 and Group 1. The

Electronic configuration is 2.1.

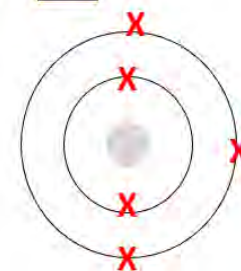


B¹¹₅

Protons= **5**

Neutron= **6**

Electrons= **5**



Electronic Structure = **2,3**

Periodic Table Group = **3**

Periodic table is made of **groups** and **periods**

The **group number** on the periodic table is equal to the total number of electrons on the outer shell

The **period number** is the number of shells.

RULES

- Atomic (**Proton**) Number = Number of Protons = Number of Electrons
- Atomic Mass Number = Total Number of Protons + Neutrons

Mendeleev organised the periodic table using increasing **relative atomic mass**

- he left gaps for yet to be discovered elements
- he switched the order of a few elements to keep the consistent
- after the discovery of *protons*, scientists realised that the atomic number of an element is the same as the number of protons in its *nucleus*.

In the modern periodic table, atoms are arranged in increasing proton number. 17

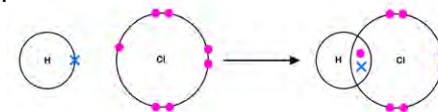
	Key Term	Definition
1	Atom	Smallest neutral part of matter that can take part in a chemical reaction
2	Ionic bond	A strong electrostatic force of attraction between oppositely charged ions
3	Cation	A positively charged ion formed by losing electrons
4	Anion	A negatively charged ion formed by gaining electrons
5	Valency	The number of covalent bonds formed by an atom or the charge of the ion formed by the atom

Covalent bonding

A covalent bond is when two atoms **share a pair of electrons** in order to gain a full outer shell. Each atom donates one electron to the bond. Covalent bonding happens between **two or more non-metals**.

Covalent bonds are represented using **dot and cross diagrams**. The electron from one atom is represented using a cross, the electron from the other atom is represented using a dot.

The number of electrons an atom needs in order to gain a full outer shell determines the number of covalent bonds that atom will make.



Ionic bonding

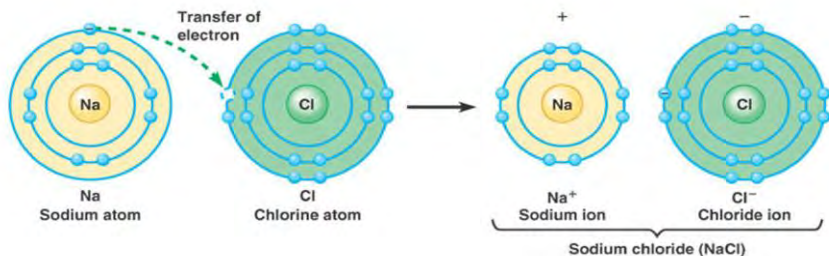
Atoms can lose or gain electrons in order to become more stable and gain a full outer shell. This is called an ion (charged particle).

When atoms gain electrons they become **negatively charged**. This is known as an **anion**. This tends to occur in **non-metals**.

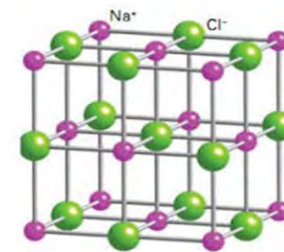
When atoms lose electrons they become **positively charged**. This is known as a **cation**. This tends to occur in **metals**.

Ionic bonding occurs between a **metal and a non-metal**. There is a **transfer of electron(s)** from one atom to another forming two oppositely charged ions. There are **strong electrostatic forces of attraction** between these oppositely charged ions.

Ionic compounds form a **giant ionic lattice structure**. A lattice is a repeating pattern in all directions (**3D**) with a regular shape.




Giant ionic lattice structure
(G.I.R.L.S)



Instructions:


1. For each homework, you will be asked to look at a **particular section of your Knowledge Organiser**, use the **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		<ol style="list-style-type: none"> 1. Read, cover, check terms 1-5 2. List the state of the matter. 3. What is the change of state from a solid to a liquid? 4. Do substances gain or lose energy in melting? 5. Do substances gain or lose energy in freezing?
Homework 2		<ol style="list-style-type: none"> 1. Define a mixture. 2. What are the axis on the heating curve graph? 3. What do the horizontal lines represent in the heating curve? 4. What boiling point range do you expect for an impure substance? 5. What boiling point range do you expect for a pure substance?
Homework 3		<ol style="list-style-type: none"> 1. List the techniques use to separate substances. 2. Draw and label the filtration apparatus 3. Describe how you carry out a filtration 4. Explain why we carry out filtrations 5. Define chromatography



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



Homework	Due	Task:
Homework 4		<ol style="list-style-type: none">1. Define chromatography2. Define distillation3. Draw the apparatus to carry out chromatography4. Explain why we use a pencil for the base line in chromatography5. Compare fractional and simple distillation
Homework 5		<ol style="list-style-type: none">1. Read, cover, check terms 1-52. Name the three subatomic particles.3. State the charge of each of the subatomic particles.4. Describe the plum pudding model.5. Sodium has a mass number of 23 and an atomic number of 11. State the number of protons, neutrons and electrons in a sodium atom.
Homework 6		<ol style="list-style-type: none">1. State the location of each of the subatomic particles.2. Draw a labelled diagram of an atom.3. Write the definition for an isotope.4. Aluminium has an atomic number of 13 and a mass number of 27. State the number of protons, neutrons and electrons in an aluminium atom.5. What did Ernest Rutherford's experiment discover?

**TECHNOLOGY VERBS**

supprimer	to delete, erase
charger	to load
tchatter	to chat online
poster des photos	to post photos
communiquer	to communicate
répondre	to answer
créer	to create
donner	to give
télécharger	to download
envoyer	to send
fonctionner	to work, to function
enregistrer	to save
parler	to speak, to talk
surfer sur Internet	to surf the internet
pouvoir	to be able to
recevoir	to receive
prendre des photos	to take photos
regarder en streaming	to stream
partager	to share
utiliser	to use

**TV GENRES**

les comédies	comedies
les dessins animés	cartoons
les jeux télévisés	game shows
les documentaires	documentaries
les infos	the news
les émissions de sport	sports programmes
les séries policières	police shows
les feuilletons	soap operas

TECHNOLOGY NOUNS

 Un dossier	file
 Un courrier indésirable	spam, junk mail
 Un courrier électronique	email
 Un disc dur	hard drive
 Un jeu	game
 Un texto/un SMS	text message
 Un téléphone portable	mobile/smartphone
 Un ordinateur	computer
 Un ordinateur portable	laptop
 Des jeux-vidéo	video games
 Une chanson	song
 Un écran	screen
 Internet	internet
 Un réseau social	social network
 Une magazine (digitale)	(digital) magazine
 Un salon de discussion	chat room
 Une tablette	tablet
La technologie	technology



Les émissions de musique	music programmes
La télé-réalité	reality TV
La série policière	police series
La météo	weather
La publicité	advert

TECHNOLOGY ADJECTIVES

ennuyeux/se	boring
vieux/vieille	old
animé(e)	exciting
confus	confusing
court(e)	short
à la mode	fashionable
lent(e)	slow
divertissant(e)	entertaining
effrayant(e)	scary
estimulant(e)	stimulating
informatif/ve	informative
intéressant(e)	interesting
inutile	useless
long(ue)	long
dangereux/se	dangerous
pratique	practical
rapide	fast
ridicule	ridiculous
cassé(e)	broken
passionnant(e)	exciting
utile	useful

**FILM GENRES**

Les films d'action	action films
Les films d'amour	romantic films
Les films de science fiction	sci-fi films
Les films dramatique	dramatic films
Les films à suspense	Suspense/thriller films
Les films de guerre	War films
Les films d'horreur	horror films



9.9 French Technology and Media

Comparatives – to express more or less than

- ... **c'est plus...adjective...que** - is more...adjective...than
 ... **c'est moins ...adjectiveque** - is less...adjective... than
 ... **c'est aussi...adjective....que** – is as...adjective...as

For example:

Il est plus grand que son frère. (He is taller (more tall) than his brother.)

Cette maison est moins grande que notre maison. (This house is smaller (less big) than our house.)

Ce chien est aussi grand que mon chat. (This dog is as big as my cat).

Make a French comparison from good to better or from bad to worse:

Like in English the words for bad and good are irregular .
 Good > better (bon > mieux) and bad>worse (mauvais > pire).

For example:

WhatsApp est mieux que Facebook. (WhatsApp is better than Facebook.)

Snapchat est pire que Twitter. (Snapchat is worse than a Twitter)

**Notice that the adjective always agrees with the first noun*

Superlatives – to express the biggest, the most interesting etc...

- ... **c'est le/la/les plus + adjective** – is the most + adjective
**c'est le/la/les moins + adjective** - is the least + adjective

For example:

La plus intelligente de la classe (the most intelligent in the class)

Le moins grand de la famille (the shortest (least tall) in the family)

Adjectives describe nouns e.g. a **blue** phone.

In French, adjectives normally go after the words they are describing e.g. un portable bleu (a blue mobile phone) and they have to agree with the noun they are describing.

In French, 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 télévision noire (a black television). If that same noun is also plural, the adjective will be feminine AND plural as well e.g. les télévisions noires (black televisions).

Opinion phrases

À mon avis	In my opinion
Je pense que	I think that
Je crois que	I believe that
Je dirais que	I would say that
Personnellement	Personally
Je considère que	I consider that
De mon point de vue	From my point of view
Je le/les trouve	I find it / them
Selon moi	In my opinion
Je trouve que	I find that

Connectives

et	and
mais	but
parce que/car	because
çependant/pourtant	however
en plus	furthermore
par exemple	for example
ensuite	then
finalement	finally
néanmoins	nevertheless

Time phrases

Aujourd'hui	Today
Normalement	Normally
Quelquefois	Sometimes
De temps en temps	From time to time
Le weekend	On the weekend
(Deux) fois par semaine	(Twice) a week
Souvent	Often
Toujours	Always
Hier	Yesterday
Avant-hier	The day before
La semaine dernière	yesterday
Le weekend dernier	Last week
Le mois dernier	Last weekend
L'année dernière	Last month
Hier soir	Last year
Il y a (deux jours/ans)	Last night
	(Two days/years) ago
Demain	Tomorrow
À l'avenir	In the future
Le weekend prochain	Next weekend
La semaine prochaine	Next week
L'année prochaine	Next year



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

Homework	Due	Task:
Homework 1		<p>1. Follow the 'look, cover, write, check, repeat' method with the following vocabulary items: Un téléphone portable, une tablette, un ordinateur, les reseaux sociaux, une chanson, un courrier électronique</p> <p>2. Say whether the nouns above are masculine or feminine? Are any plural? How did you know?</p> <p>3. Are these French adjectives positive or negative? Write P or N. -pratique - utile - ennuyeux - difficile - moderne - facile - lent</p> <p>4. Translate these sentences about using technology into English: A. J'aime utiliser mon portable pour tchatter car c'est facile. B. Je déteste utiliser mon ordinateur pour surfer sur Internet car c'est lent. C. J'aime utiliser ma tablette pour télécharger de la musique car c'est pratique.</p> <p>5. Write a similar sentence about how you use technology in French</p>
Homework 2		<p>1. Follow the 'look, cover, write, check, repeat' method with the following vocabulary items: rapide, lent, dangereux, passionnant, utile, ennuyeux</p> <p>2. Match up the comparisons -plus...que -as...as -moins...que -more...than -aussi...que -less...than</p> <p>3. Complete the sentence with the rule about comparisons. The adjective used in a comparison must match the _____ noun in the sentence in gender and number.</p> <p>4. Copy and complete the comparison with the correct version of the adjective in bold - Un portable est plus lent / lente que la tablette - Une tablette est moins passionnant / passionnante que un portable - Un ordinateur est aussi ennuyeux / ennuyeuse que la tablette - Les reseaux sociaux sont plus dangereux / dangereuse que les jeux vidéos</p> <p>5. Translate the 3 remaining comparisons from Q4. The first one has been done for you as an example. - A mobile is more slow (slower) than a tablet</p>



1. For each homework, you will be asked to look at a **particular section of your Knowledge Organiser**, use the **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 3		<p>1. Follow the 'look, cover, write, check, repeat' method with the following infinitive verbs: télécharger, tchatter, utiliser, envoyer, prendre des photos, partager</p> <p>2. Match up the verb 'aller' (to go) with the correct translation</p> <table border="0"> <tr> <td>-nous allons</td> <td>-I'm going</td> </tr> <tr> <td>-tu vas</td> <td>-We are going</td> </tr> <tr> <td>-ils/elles vont</td> <td>-you are going</td> </tr> <tr> <td>-je vais</td> <td>- you (plural) are going</td> </tr> <tr> <td>-vous allez</td> <td>- he/she it is going</td> </tr> <tr> <td>-il / elle va</td> <td>-they are going</td> </tr> </table> <p>3. What do these future tense sentences mean? Translate them into English</p> <ul style="list-style-type: none"> - Je vais télécharger de la musique - Nous allons envoyer des textos - Il va prendre des photos - Tu va utiliser ton portable - Elles vont tchatter sur Internet <p>4. Read the text and answer the questions: Je m'appelle Sara. Le weekend je vais utiliser mon portable pour tchatter avec mes amis. En plus, je vais envoyer un courrier électronique avec mon ordinateur. La semaine prochaine ma soeur va télécharger de la musique sur sa tablette et demain mes amis vont prendre des photos au parc.</p> <ul style="list-style-type: none"> - What two activities is Sara going to do next weekend? - What is Sara's sister going to do? When? - What are her friends going to do? When? <p>5 Write a few sentences in French to describe what you and your friends / family are going to do online at the weekend... Le weekend...(At the weekend)...</p>	-nous allons	-I'm going	-tu vas	-We are going	-ils/elles vont	-you are going	-je vais	- you (plural) are going	-vous allez	- he/she it is going	-il / elle va	-they are going
-nous allons	-I'm going													
-tu vas	-We are going													
-ils/elles vont	-you are going													
-je vais	- you (plural) are going													
-vous allez	- he/she it is going													
-il / elle va	-they are going													



9.9 Technology and Media SPANISH

TECHNOLOGY VERBS

borrar	to delete, erase
cargar	to load
chatear	to chat online
colgar fotos	to post photos
comunicarse	to communicate
contestar	to answer
crear	to create
dar	to give
descargar	to download
enviar	to send
funcionar	to work, to function
guardar	to save
hablar	to speak, to talk
mandar	to send
navegar la red	to surf the internet
poder	to be able to
recibir	to receive
sacar fotos	to take photos
transmitir	to stream
usar	to use
utilizar	to use

TV GENRES

las comedias	comedies
los concursos	game shows
los dibujos animados	cartoons
los documentales	documentaries
las noticias	the news
los programas de deporte	sports programmes
las series policíacas	crime series
las telenovelas	soap operas

TECHNOLOGY NOUNS

 el archivo	file
 el correo basura	spam, junk mail
 el correo electrónico	email
 el disco duro	hard drive
 el juego	game
 el mensaje de texto	text message
 el móvil	mobile/smartphone
 el ordenador	computer
 el ordenador portátil	laptop
 el videojuego	video game
 la canción	song
 la pantalla	screen
 la red	internet
 la red social	social network
 la revista (digital)	(digital) magazine
 la sala de chat	chat room
 la tableta	tablet
 la tecnología	technology

FILM GENRES

las películas de acción	action films
las películas de amor	romantic films
las películas de ciencia ficción	sci-fi films
las películas de drama	dramatic films
las películas de suspense	suspense films
las películas de terror	horror films



TECHNOLOGY ADJECTIVES

aburrido/a	boring
antiguo/a	old
animado/a	exciting
confuso/a	confusing
corto/a	short
de moda	fashionable
despacio/a	slow
entretenido/a	entertaining
escalofriante	scary
estimulante	stimulating
informativo/a	informative
interesante	interesting
inútil	useless
largo/a	long
lento/a	slow
peligroso/a	dangerous
práctico/a	practical
rápido/a	fast
ridículo/a	ridiculous
roto/a	broken
útil	useful



THE PERFECT TENSE

HABER

he (I have)
has (you have)
ha (he/she have)
hemos (we have)
habéis (you have)
han (they have)

INFINITIVE

COMUNICAR	→	-ADO	<i>Hemos comunicado</i>
TENER	}	→	-IDO
ELEGIR			



9.9 Spanish Technology and Media Knowledge Organiser

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:

Es más grande que su hermano. (He is taller (more tall) than his brother.)
Esta casa es menos grande que nuestra casa. (This house is smaller (less big) than our house.)
Este perro es tan grande como mi gato. (This dog is as big as my cat).

Make a Spanish comparison from good to better or from bad to worse:

Like in English the words for bad and good are irregular .
 Good > better (bueno > **mejor**) and bad>worse (malo > **peor**).

For example:

Esta pizza es mejor que la otra. (This pizza is better than that other one.)
La gripe es peor que un resfriado. (Flu is worse than a cold)

**Notice that the adjective always agrees with the first noun*
Superlatives – to express the biggest, the most interesting etc...

- ... **est el/la/los/las más + adjective** – is the most + adjective
-**est el/la/los/las menos + adjective** - is the least + adjective

For example:

La más inteligente de la clase (the most intelligent in the class)
El menos grande de la familia (the shortest (least tall) in the family.

Adjectives describe nouns e.g. a **blue** phone.

In Spanish, adjectives normally go after the words they are describing e.g. un móvil azul (a blue mobile phone) and they have to agree with the noun they are describing.

In Spanish, 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 televisión negra (a black televisión). If that same noun is also plural, the adjective will be feminine AND plural as well e.g. las televisiones negras (black televisions).

Opinion phrases

En mi opinión	In my opinion
Pienso que	I think that
Creo que	I believe that
Diría que	I would say that
Personalmente	Personally
A mi juicio	Personally
Considero que	In my opinion
Desde mi punto de vista	I consider that
Lo / Las encuentro	From my point of view
	I find it / them

Time phrases

Hoy	Today
Normalmente	Normally
De vez en cuando	From time to time
A veces	Sometimes
El fin de semana	On the weekend
(Dos) veces por semana	(Twice) a week
A menudo	Often
Siempre	Always
Ayer	Yesterday
Anteayer	The day before yesterday
La semana pasada	Last week
El fin de semana pasado	Last weekend
El mes/año pasado	Last month/year
Anoche	Last night
Hace (dos días/años)	(Two days/years) ago
Mañana	Tomorrow
En el futuro	In the future
El fin de semana próximo	Next weekend
La semana próxima	Next week
El año próximo	Next year

Connectives

y	and
pero	but
porque	because
sin embargo	however
además	furthermore
por ejemplo	for example
luego	then
finalmente	finally
no obstante	nevertheless

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

Homework	Due	Task:
Homework 1		<p>1. Follow the 'look, cover, write, check, repeat' method with the following vocabulary items: el móvil, la tableta, el correo electrónico, el mensaje de texto, el ordenador, las redes sociales</p> <p>2. Say whether the nouns above are masculine or feminine? Are any plural? How did you know?</p> <p>3. Are these Spanish adjectives positive or negative? Write P or N. -práctico -útil -aburrido -difícil -moderno -fácil -lento</p> <p>4. Translate these sentences about using technology into English: A. Me gusta usar mi móvil para chatear porque es fácil. B. Odio usar mi ordenador para navegar la red porque es lento. C. Me encanta usar mi tableta para descargar música porque es práctico.</p> <p>5. Write a similar sentence about how you use technology in Spanish</p>
Homework 2		<p>1. Follow the 'look, cover, write, check, repeat' method with the following vocabulary items: rápido, lento, peligroso, entretenido, útil, antiguo</p> <p>2. Match up the comparisons -más...que -as...as -menos...que -more...than -tan...como -less...than</p> <p>3. Complete the sentence with the rule about comparisons. The adjective used in a comparison must match the _____ noun in the sentence in gender and number.</p> <p>4. Copy and complete the comparison with the correct version of the adjective in bold A. El móvil es más lento / lenta que la tableta B. La tableta es menos entretenido / entretenida que el móvil C. El ordenador es tan útil como la tableta D. Las redes sociales son más peligrosos / peligrosas que los videojuegos</p> <p>5. Translate the 3 remaining comparisons from Q4. The first one has been done for you as an example. The mobile is more slow (slower) than the tablet</p>

**Instructions:**

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

Homework	Due	Task:												
Homework 3		<p>1. Follow the 'look, cover, write, check, repeat' method with the following infinitive verbs: descargar, chatear, usar, mandar, sacar fotos, compartir</p> <p>2. Match up the verb 'ir' (to go) with the correct translation</p> <table border="0"> <tr> <td>-vamos a</td> <td>-I'm going</td> </tr> <tr> <td>-vas a</td> <td>-We are going</td> </tr> <tr> <td>-van a</td> <td>-you are going</td> </tr> <tr> <td>-voy a</td> <td>- you (plural) are going</td> </tr> <tr> <td>-vais a</td> <td>- he/she it is going</td> </tr> <tr> <td>-va a</td> <td>-they are going</td> </tr> </table> <p>3. What do these future tense sentences mean? Translate them into English</p> <ul style="list-style-type: none"> - Voy a descargar música - Vamos a mandar textos - Va a sacar fotos - Vas a usar tu móvil - Van a chatear por Internet <p>4. Read the text and answer the questions: Me llamo Sara. El fin de semana próximo voy a usar mi móvil para chatear con mis amigos. También voy a mandar un correo electrónico en mi ordenador. La semana próxima mi hermana va a descargar música en su tableta y mañana mis amigos van a sacar muchas fotos en el parque.</p> <ul style="list-style-type: none"> - What two activities is Sara going to do next weekend? - What is Sara's sister going to do? When? - What are her friends going to do? When? <p>5. Write a few sentences in Spanish to describe what you and your friends / family are going to do online at the weekend... El fin de semana (At the weekend)...</p>	-vamos a	-I'm going	-vas a	-We are going	-van a	-you are going	-voy a	- you (plural) are going	-vais a	- he/she it is going	-va a	-they are going
-vamos a	-I'm going													
-vas a	-We are going													
-van a	-you are going													
-voy a	- you (plural) are going													
-vais a	- he/she it is going													
-va a	-they are going													



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



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, use the 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 1-7 2. What is the internet? 3. Why do we need an IP address?. 4. What is the role of a router as part of the internet? 5. Why is data split into 'packets' when travelling across the internet?
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, write, cover, check vocabulary 8-16. 2. Explain the term 'malicious code'? 3. Explain a possible effect of a denial of service attack? 4. Explain the need for a firewall? 5. When is encryption used on the internet?
Homework 3 <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?



Important vocabulary

Key word	Meaning
1. Natasha's law	Named after 15-year-old Natasha Ednan-Laperouse this law came in 2021 and requires labelling of 14 allergens all foods including those freshly made and packaged in a shop.
2. Cross contamination	When food poisoning bacteria, chemicals, allergens or objects get into/onto foods from another place.
3. Food safety Act 1990	Law which means any food providers must not mislead or endanger the health of their customers.
4. Hazard Analysis and critical control points	HACCP= Risk assessment all food businesses have to carry out and implement to identify and prevent harm to customers and workers.
5. Staphylococcus	Bacteria found on STAFF which causes food poisoning due to poor personal hygiene.
6. E Coli 0157	Bacteria often found on red meat from animal's insides which causes food poisoning.
7. Bacillus cereus	Bacteria often found on rice which causes food poisoning.
8. Gelatinisation	When a starchy food swells when heated and then absorbs/ thickens e.g. flour thickens a white sauce. Potatoes, pasta and rice swell and soften when cooked.
9. Energy balance	Balancing energy from food eaten with energy used to maintain weight.
10. Macronutrients	Fat, protein, carbohydrates. These provide the body with energy and are large enough to be measured in grams= macro = big.
11. Micronutrients	Vitamins and minerals needed by the body in tiny amounts = micro.
12. Nutrition	Eating all the nutrients required to be healthy.
13. 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

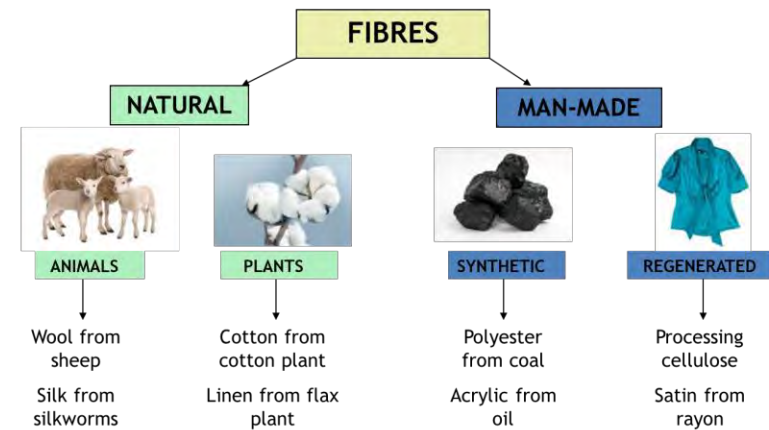
Instructions: You are on a rotation with Technology. If you are unsure, please speak to your teacher.

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

Homework	Due	Task:
<p>Homework 1</p> <p><input type="checkbox"/></p> <p>Completed?</p>		<ol style="list-style-type: none"> 1. Look, write, cover, check vocabulary 1-7. 2. Give 2 examples of how cross contamination can cause illness. 3. How does Natasha's law protect customers/ consumers? 4. Where on packaging would you find allergy information? 5. HACCP's are used to identify and reduce/prevent food poisoning and other risks from occurring. Name 2 risks associated with making a chicken salad and how you could prevent/ reduce them.
<p>Homework 2</p> <p><input type="checkbox"/></p> <p>Completed?</p>		<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?
<p>Homework 3</p> <p><input type="checkbox"/></p> <p>Completed?</p>		<ol style="list-style-type: none"> 1. Look, write, cover, check vocabulary 8-13. 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.

Important vocabulary

Key word	Meaning
1.Sustainability	meeting our own present-day needs without compromising the needs of future generations.
2. Non Finite Resource	can replenish quickly enough to meet current and future needs - eg - wind power, solar power
3. Finite Resource	does not renew itself quickly enough to be used for future generations - eg - oil, coal
4. Global warming	the gradual increase in the average temperature of the Earth's atmosphere and oceans, which affects the Earth's climate.
5. Incineration	burning of waste
6. Biodegradable	(of a substance or object) capable of being decomposed by bacteria or other living organisms and thereby avoiding pollution.
7. Carbon Footprint	This is a measure of your own, or a product's, impact on the environment. It includes every process that releases CO2 into the atmosphere.
8. Fair Trade	a group that makes sure workers get a decent wage and living conditions
9. Unfair Trade	child or forced labour, poor working conditions and low wages
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 Resources	Natural resources are materials that come from the Earth, plants, or animals and are used without being heavily changed by humans. Examples include: Natural Fabrics such as Cotton (from the cotton plant) and wool (from sheep) – and Wood (like pine or oak) – used for making furniture or products.
12.Man-made Resources	Manmade resources are materials that have been created or significantly altered by humans, often using chemicals or industrial processes. Examples include: synthetic fabrics such as Polyester or nylon – fabrics made from oil-based chemicals. Plastic – a synthetic material made from fossil fuels, used in many products including packaging and furniture.



REDUCE the amount of energy and materials used in the manufacture of a product. This will help to protect valuable resources.

REUSE the product for something else so you don't need to throw it away.

RECYCLE the product (or parts of it) in order to make new components for new products. Can the materials be easily separated for recycling purposes?

RETHINK products and how we use them. Is there a better way of doing the same job that has less of an effect on the environment?

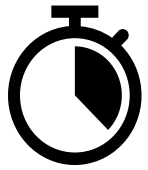
REFUSE to buy materials and products that are unsustainable.

REPAIR products rather than throwing them away. Can you design a product that is easier to repair than throw away?

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Homework	Due	Task:
Homework 1		<ol style="list-style-type: none"> 1. Look, write, cover, check vocabulary 1-4. 2. What does "sustainability" mean, and why is it important for the environment and future generations? 3. Give two examples of non-finite resources and explain how they differ from finite resources. 4. Why are finite resources considered limited, and what are some consequences of their overuse? 5. What is "global warming," and what are some major causes and effects of this phenomenon
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 resources" and "manmade resources " in terms of their sources and environmental impact.



Your art knowledge organiser will be given to you by
your art teacher




Styles & Theatrical Conventions

1	Naturalism	A style of acting where the actions are presented as they would be in real life.
2	Non-naturalism	A style of acting that does not mirror how people act in real life.
3	Bertolt Brecht	A political German practitioner, who created Epic theatre. This alienates the audience by reminding them they are always watching a play.
4	Konstantin Stanislavski	Russian practitioner who created naturalism from realism. Stanislavski believed that theatre should be ‘a slice of life.’
5	Antonin Artaud	A French practitioner who developed the Theatre of Cruelty. His performances attacked the audience's senses and were mainly abstract and used lots of physicality.
7	Frantic Assembly	A British physical theatre company. Focusing on paired or grouped choreographed performances.
8	Epic theatre	An over exaggerated political performance using set conventions which break the fourth wall.
9	Theatre of Cruelty	A genre of theatre used by Artaud. This theatrical form uses animalistic and sensory overloading techniques to shock the audience.
10	Physical Theatre	A combination of dance and drama to create a choreographed performance.
11	Subtext	The deeper meaning behind a character’s action or dialogue.
12	Emotion Memory	A Stanislavski technique which requires performances to recall past experiences to extract emotions and use them in performances to make their characters as realistic as possible.
13	Placards	A Brechtian technique where signs display key information, narration, facts and questions for the audience. Used to alienate the audience.
14	Narration	A storytelling technique to help inform the audience. Used by Brecht to alienate th audience.
15	Body Tension	How relaxed or tense an actor’s muscles are.
16	The Alienation Affect	A Brechtian technique also known as the V effect shortened from the German word. A combination of techniques that alienate/distance the audience from the action.
17	Direct Address	Characters speaking directly to the audience in role, as performers or narrators. Used by Brecht to alienate the audience.
20	Chair Duet	A technique created by Frantic Assembly that uses physical theatre to create a movement sequence on two chairs.
22	In unison	When performs use choreography at the same time in the same way. Also known as synchronised movement.



Instructions:

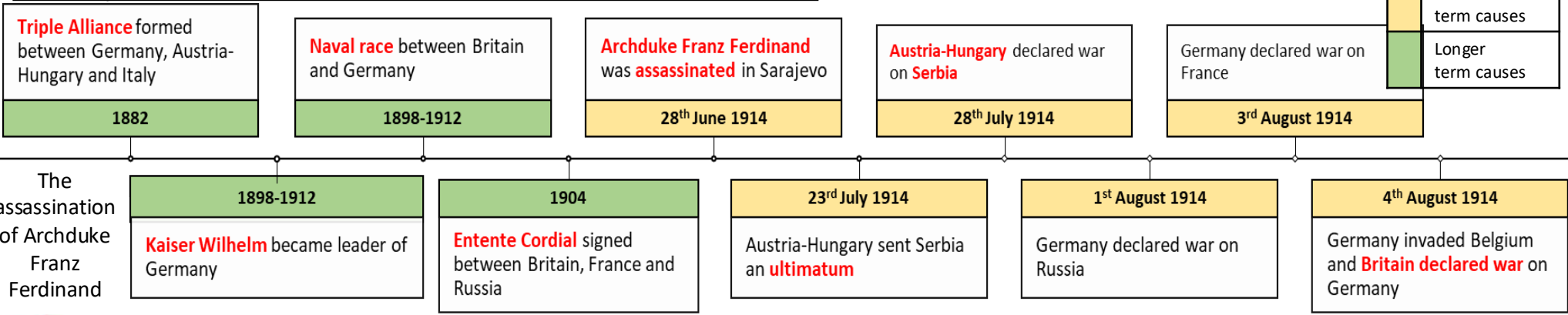
1. For each homework, you will be asked to look at a **particular section of your Knowledge Organiser**, use the knowledge organiser to help you answer the questions using full sentences.
2. Each task should take 20 minutes, Set a timer and **stop when the time runs out**.

Homework	Due 	Task:
Homework 1 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, write, cover and check the key terms 1-7 and their definitions. 2. What is a practitioner? 3. Stanislavski was a practitioner who created which style of acting? 4. The fourth wall is an imaginary wall between who? 5. What technique do actor's use when they become the character outside of the rehearsal space/stage/screen with the aim of developing their characterisation?
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Is Stanislavski's style of acting non-naturalism or naturalism? 2. What does naturalism mean? 3. What is Stanislavski's acting technique, emotional memory? 4. In Stanislavski's acting technique, given circumstances, the actor asks themselves 6 questions about their character. Two of these are: What is happening? and Where is the character? Can you name the other 4? You may need to research this online. 5. Finish the sentence: When the audience believe what they are watching is real, they suspend their...
Homework 3 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Was Brecht's style of theatre naturalistic or non-naturalistic? 2. Describe Brecht's style of theatre (also known as Epic Theatre) with two adjectives. Consider how he wanted his audiences to feel. 3. Name 3 Brechtian techniques, which can be found in your knowledge organiser or using the internet. 4. What are placards in Brechtian theatre? 5. Brecht made theatre that was political. How did Brecht identify when it came to politics?



History-Year 9 unit 1 – What were the causes of WWI?

Short term causes
Longer term causes



-
- Militarism** – building up strong military forces and armies
 - Alliances** – Triple Alliance and Triple Entente.
 - Imperialism** – the desire to build Empires eg. Britain and Germany
 - Nationalism** – pride in one's country

Additional key terms for this unit

Black Hand Gang The group of Serbian assassins to who killed Franz Ferdinand	Sarajevo The city in Bosnia where Franz Ferdinand was killed	Alliance Friendship between countries
Blank cheque Germany offered unlimited support to Austria-Hungary in their revenge for the assassination	Naval race A competition between Britain and Germany to build more and bigger ships. Britain were considered the 'winners'	Ultimatum A set of demands. Austria-Hungary issued one to Serbia following the assassination



Historian 1 - Gerhard Hirschfeld

"The actual decision to go to war resulted from a fatal mixture of **political misjudgement, fear of loss of prestige and stubborn commitments** on all sides of a very complicated system of military and political **alliances** of European states."

Historian 2 - Sir Max Hastings

"No one nation deserves all responsibility for the outbreak of war, but **Germany seems to me to deserve most.** It alone had power to halt the descent to disaster at any time in July 1914."

Historian 3 - Sir Richard Evans

"**Serbia bore the greatest responsibility** for the outbreak of WW1. Serbian nationalism was profoundly disruptive and Serbian backing for the Black Hand terrorists was extraordinarily irresponsible."



Archduke Franz Ferdinand – heir to the throne of Austria-Hungary. His death is often seen as the spark in the cause of WWI




Gavrilo Princip – the Bosnian-Serb who assassinated Archduke Franz Ferdinand



Kaiser Wilhelm – the dictator of Germany who wanted to build an empire

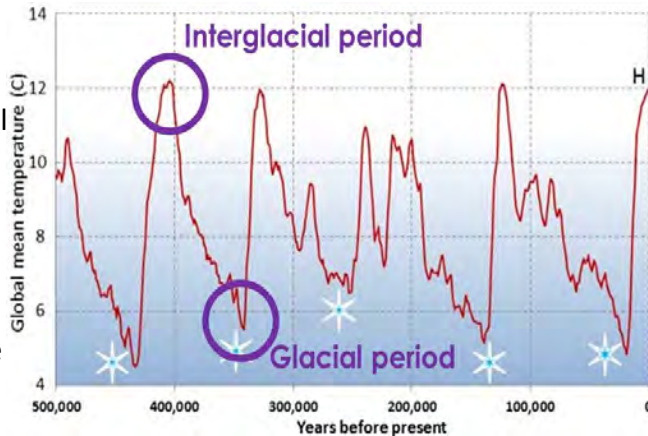
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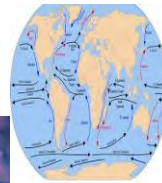
Homework	Due 	Task:
Homework 1 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, Cover, Write and Check terms: Militarism, imperialism and Sarajevo 2. What was the Naval Race? 3. Who was the dictator of Germany who wanted to build his Empire? 4. Which countries were in the Triple Alliance? 5. What does the historian Gerhard Hirschfeld argue?
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, Cover, Write and Check terms: Nationalism, Alliance and Black Hand gang 2. What does the term Ultimatum mean? 3. Who was Gavrilo Princip? 4. What happened on 28th July 1914? 5. What does the historian Max Hastings argue?
Homework 3 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, Cover, Write and Check terms: Nationalism, Ultimatum and Triple entente 2. What does the term imperialism mean? 3. Who was the Archduke Franz Ferdinand? 4. What happened on 4th August 1914? 5. What does the historian Sir Richard Evans argue?

9.1 What can we do about Climate change?

- We are currently living in an interglacial period of the **Quaternary ice age**, known as Holocene.
- We are actually in the middle of one of



Earth's **FIVE** major ice ages that started 2.5 million year's ago and is marked by **alternative glacial and interglacial periods**.



What are the causes of climate change?

Natural Causes

- Ocean Currents** – act as a conveyor belt transporting warm water from the equator to the poles.
- Volcanoes** - CO₂ is released and a blanket of ash blocks sunlight
- Orbital Theory** – the earth orbit is elliptical not circular



Human Causes

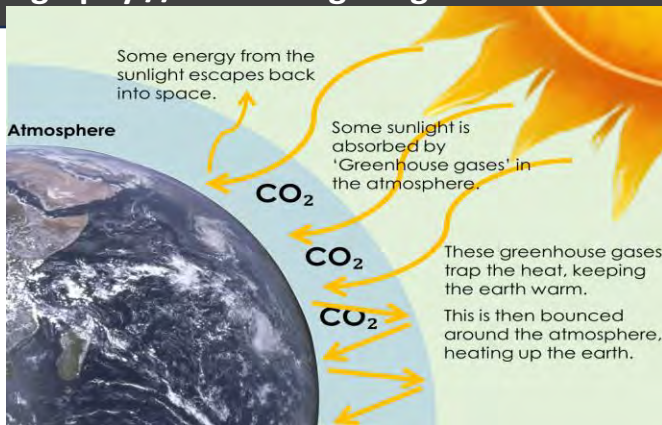
- Agriculture** - CO₂ is released linked to deforestation and rice farming releases methane.
- Burning fossil fuels** – releases CO₂ when burnt contributing to the greenhouse effect.
- Deforestation** – trees are carbon sinks so without them, CO₂ is released.



Key Word	Definition
1. Climate Change	The long-term shifts in temperatures and weather patterns
2. Climate Crisis	A situation characterised by the threat of highly dangerous, irreversible change to the global climate.
3. Enhanced greenhouse effect	Increased global warming due to human activity.
4. Greenhouse Gases	Gases such as carbon dioxide and methane which absorb heat from the earth
5. Fossil Fuels	Non-renewable energy resources e.g. coal, oil and natural gases
6. Glacial period	A period of global lower temperatures
7. Inter glacial period	A period of increasing global temperatures
8. Adaptation	The process of changing in order to deal with a situation. In this instance, changing behaviours to live with changes in our climate.
9. Mitigation	The action of reducing something. In this instance, actions to reduce greenhouse gas emissions.
10. Policy	A set of principles to guide actions in order to achieve a goal.
11. Activism	The policy or action of using vigorous campaigning to bring about political or social change.
12. Campaigning	Working in an organised and active way towards a particular goal



What is the enhanced greenhouse effect?



What are the effects?



More intense and powerful storms and more floods.



More droughts e.g. the Horn of Africa



900 million people are short of food and this number is expected to increase.

Rising sea levels leads to flooding. E.g. In Louisiana, land the size of a football pitch is lost every 45 minutes.









Melting sea ice, glaciers and ice sheets.




Loss of biodiversity as animals are unable to adapt.

How can we fight against climate change?

	Strategy	Description
Mitigation	Planting Trees 	Trees are carbon sinks. They take in CO ₂ and give out O ₂ . 
	Carbon Capture and Storage	When carbon is captured and stored underground.
	International Agreements 	Paris 2015 – the first time ever that nearly 200 countries signed a deal on climate change. COP26 took place in Glasgow to look at what countries have already done.
	Using renewable energy resources	Renewable energy sources don't and can be used over and over again. 
Adaptation	Building houses on stilts	Houses are built on stilts to limit the effects from rising sea levels. 
	Building flood defences	Houses are protected from the effects of increased flooding and rising sea levels. 
	Adaptation in Bangladesh	<ul style="list-style-type: none"> - Planting pumpkins up north due to soil erosion. - Farming crabs and shrimp as they like salt water. - Getting help from NGO's to set up desalination plants.

**Instructions:**

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

Homework	Due 	Task:
Homework 1 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, cover, write and check key terms 1-4. 2. Which interglacial period are we currently in? 3. Describe the difference between a glacial and an interglacial period. 4. How many ice ages have there been? 5. Draw and label your own diagram of the enhanced greenhouse effect.
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, cover, write and check key terms 5-7. 2. Complete the sentence: There are some natural causes of climate change, such as..... 3. Name three fossil fuels. 4. Why are fossil fuels bad? 5. Describe one other way that humans can cause climate change.
Homework 3 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, cover, write and check key terms 8-12. 2. Name three impacts of climate change. 3. What is the difference between mitigation and adaptation? 4. Give one way in which we can protect houses from climate change. 5. How is Bangladesh adapting to climate change?



Keywords	Definitions
1. Absolute Morality	Some actions are always right or wrong, regardless of the situation, e.g., stealing .
2. Relative Morality	What's considered right or wrong can vary depending on the situation e.g., white lies
3. Source of Authority	guidance in determining what is morally right and wrong. e.g., parents, religious texts etc.
5. Abortion	Termination of pregnancy
6. Conception	The point in whichwhen a male's sperm cell joins with a female's egg cell
7. Quality of Life	how a person expects their life to be if they continue or end a pregnancy
8. Pro – Life	Believing that all human life, including unborn babies, should be protected and that abortion is wrong.
9. Pro – Choice	A person's right to make their own decision about whether to have an abortion
10. Sanctity of Life	Idea that life is a gift from God and is sacred
11. Viable	Having reached such a stage of development as to be capable of living, under normal conditions, outside the uterus

Ethical Theories

Utilitarianism

- It's about making choices to create the most happiness and least suffering.
- Do what benefits the most people, even if it hurts a few.
- Decisions are judged by their outcomes.
- It tries to measure happiness and compare actions.

✓ Promotes happiness – It aims to make most people happy and reduce suffering.

✗ It might allow unfairness to a few for the sake of the majority.



Situation Ethics


- It's about flexible, context-based ethics.
- Love and care for others is the main rule.
- No strict rules; allows for exceptions.
 - Encourages you to follow your conscience and care for others.

✓ It's flexible and caring, adapting to different situations.

✗ Sometimes it lacks clear rules and may be different from person to person.



Viewpoints on Abortion

Christian 	Muslim 	Humanist 
Agree - some denominations think it is acceptable in some circumstances i.e., rape, poor quality of life. - Jesus taught to “love thy neighbour” → applies to mother	Agree - Muslims believe the baby has a soul after 120 days (reached ensoulment) and abortion cannot happen after that, but it could happen before.	Agree - Tend to take a liberal and pro-choice viewpoint → emphasis on personal choice and importance of autonomy - If the quality of life outweighs preservation of life
Disagree - Belief in the sanctity of life, God gave us life so God is the only one who can take it away → we are made in God’s image (Genesis) - Ten commandments teaches “thou shall not kill” (Exodus)	Disagree - Abortions are not permitted on the basis that you cannot provide for the child: “Do not kill your children for fear of want. We shall provide sustenance for them as well as for you. The killing of them is a great sin.” Qur'an 17:31	Disagree - A personal choice should be made in an informed fashion which considers both the long-term and short-term effects.



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England

- Abortion is legal in England up to 24 weeks of pregnancy under the Abortion Act 1967
- Abortion is funded by the National Health Service (NHS) in most cases, ensuring access for women without added costs
- Abortion is regulated and performed in licensed clinics, with the requirement of two medical practitioners' approval.



Northern Ireland

- In Northern Ireland, abortion laws underwent significant changes in 2019, decriminalizing abortion.
- Abortion is now legal in Northern Ireland up to 12 weeks of pregnancy

Only 6 circumstances in which abortion is legal:

1. Risk to mother's life
2. Serious risk to mother's health
3. Fetal abnormalities
4. Rape or incest
5. Physical or mental health issues
6. Growing Issues



America

- Abortion laws in the United States vary by state, with the landmark Supreme Court decision in Roe v. Wade in 1973 legalizing abortion nationwide.
- The legal framework for abortion is based on trimesters.
- In the first trimester, states have limited control over regulations. In the second trimester, there can be more regulations, and in the third trimester, states can prohibit abortion except when the mother's life or health is at risk.
- Some states have implemented waiting periods, mandatory counseling, and gestational limits on abortions.



El Salvador

- Abortion is considered a crime, and women can face severe penalties, including imprisonment, if found guilty of seeking an abortion.
- There are no exceptions for cases of rape, incest, or fetal abnormalities in the country's laws.
- The strict abortion laws in El Salvador have faced criticism from human rights organizations for their impact on women's.





Instructions:

1. For each homework, you will be asked to look at a **particular section of your Knowledge Organiser**, use the **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, cover, write ,check, terms 1-3 2. Why might humanists agree with abortion? 3. Why might muslims disagree with abortion 4. What do you think situation ethics would argue about abortion? 5. Outline the law about abortion in America
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look ,cover, write ,check, terms 4-6 2. Why might Christians disagree with abortion? 3. Why might humanists disagree with abortion? 4. What do you think utilitarianism would argue about abortion? 5. Outline the law about abortion in El Salvador
Homework 3 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, cover, write, check, terms 7-11 2. Why might Muslims agree with abortion? 3. Why might Christians agree with abortion? 4. Outline the law about abortion in the UK 5. Personally, when do you believe that life begins?

- **Definition of health and wellbeing**

A combination of physical health and social and emotional wellbeing, and not just the absence of disease or illness

- How can we measure Health and wellbeing?
- One way is to use **Physiological indicators** such as Pulse rate, body mass index, and blood pressure.

Body Mass index (BMI) is a measure of the amount of fat on your body in relation to your height to tell you if your weight is health. For an adult a healthy BMI is between 25 and 29.9



Pulse rate

Your pulse rate is the measure of how fast your heart is beating. The average resting pulse rate for an adult is 60-100bpm



Blood pressure

Blood pressure is the pressure exerted by your blood against the walls of your arteries. It is measured as two numbers one shown over the other. Normal healthy blood pressure is between 90/60 mmHG and 120/80 mmHG.



Set SMART targets to help improve your health and wellbeing

Goals that are SMART are:

- **Specific** – state exactly what will need to be done
- **Measurable** – clear what success will look like
- **Achievable** – know it is possible
- **Realistic** – know it is practical
- **Time-bound** – state when it will be achieved


Lifestyle choices that can impact Health

- Smoking
- Diet
- Alcohol consumption
- Inactive /active lifestyles



Instructions:

1. For each homework, you will be asked to look at a **particular section of your Knowledge Organiser**, use the **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, cover, write, check Key Words 2. Describe two ways that Smoking can impact your health 3. What is the adult average resting Pulse rate? 4. Identify 2 ways you could lower your resting pulse rate? 5. What is the definition of health and wellbeing?
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, cover, write, check Key Words 2. Describe two ways that Diet can impact your health 3. What is the normal range for a healthy adult BMI? 4. Using the SMART target suggest two ways someone could improve their BMI 5. How does an inactive lifestyle contribute to an unhealthy BMI?
Homework 3 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, cover, write, check Key Words 2. Describe two ways that too much Alcohol can impact your health and well being 3. Would you describe blood pressure of 130/90 as healthy? 4. Using the SMART target suggest two ways someone could improve their blood pressure 5. Blood pressure, resting pulse rate and BMI are some ways to measure health and well being. They are calledindicators.



Treble Clef Notes

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

Notes **on the lines** are:

E G B D F

Notes **in the spaces** are:

F A C E

Bass Clef Notes

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

Spaces:

A C E G

Lines:

G B D F A


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

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

**Instructions:**

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. 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 2. Click on 'My Assignments and select your class 3. Complete the assignments set for your class for this week
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. 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 2. Click on 'My Assignments and select your class 3. Complete the assignments set for your class for this week
Homework 3 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. 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 2. Click on 'My Assignments and select your class 3. Complete the assignments set for your class for this week



PSHE HWK



Create a mind map that represents you just like this example.

This should include your likes, hobbies and any facts about you!

Use images, colour, keywords & key phrases