



# Year 8 | 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	10-11	_____
Science	12-18	_____
French / Spanish	19-26	Week A
Tech/Computing	27-33	Week A
Art	34- Given by your art teacher	Week A
Drama	35-36	Week A
History	37-39	Week B
Geography	40-42	Week B
RE	43-Given by your RE teacher	Week B
PE	44-45	Week B
Music	46-47	Week B
PSHE	48	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	<a href="mailto:hannah.powell-bond@clf.uk">hannah.powell-bond@clf.uk</a>	History	<a href="mailto:Jenny.Chapman@clf.uk">Jenny.Chapman@clf.uk</a>
Maths	<a href="mailto:Teresa.Coke@clf.uk">Teresa.Coke@clf.uk</a>	Geography	<a href="mailto:emilia.fuorvito@clf.uk">emilia.fuorvito@clf.uk</a>
Science	<a href="mailto:Timothy.Sperring@clf.uk">Timothy.Sperring@clf.uk</a>	RE	<a href="mailto:emilia.fuorvito@clf.uk">emilia.fuorvito@clf.uk</a>
PE	<a href="mailto:Victoria.Payton@clf.uk">Victoria.Payton@clf.uk</a>	French / Spanish	<a href="mailto:Laura.miles@clf.uk">Laura.miles@clf.uk</a>
Tech/Computing	<a href="mailto:Naomi.Soper@clf.uk">Naomi.Soper@clf.uk</a> <a href="mailto:Martin.Wignall@clf.uk">Martin.Wignall@clf.uk</a>	Music	<a href="mailto:drew.salida@clf.uk">drew.salida@clf.uk</a>
Art	<a href="mailto:kealy.darby@clf.uk">kealy.darby@clf.uk</a>	PSHE	<a href="mailto:amelia.perry1@clf.uk">amelia.perry1@clf.uk</a>
Drama	<a href="mailto:Peter.Edwards@clf.uk">Peter.Edwards@clf.uk</a>	Year Team	<a href="mailto:BBAYear8team@clf.uk">BBAYear8team@clf.uk</a>

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



## Plot

- 1 Mr Jones is the owner of Manor Farm. One night he falls asleep and all of the animals of Manor Farm meet where *Old Major* delivers a speech which encourages the animals to rebel against the humans.
- 2 When Mr Jones forgets to feed the animals one day the rebellion begins. When the animals are in charge they complete the harvest faster than ever. The pigs start to run the farm.
- 3 News of the rebellion spreads, Frederick, Jones and Pilkington complain about Animal Farm's success. In October, a group of men try to seize the farm. Led by Snowball's brilliance, the animals repel the attack, which is named 'The Battle of the Cowshed'.
- 4 The animals work harder than ever, Boxer proves himself to be an inspiration. Napoleon begins trading with humans and hires Mr Whymper. Jones gives up trying to reclaim the farm. The animals begin sleeping with beds, and Muriel and Clover notice a change in the commandments 'with sheets'. Squealer persuades the animals that this is acceptable. In November, a storm topples the half complete windmill. Napoleon blames this on Snowball.
- 5 The animals struggle against starvation. After learning that they must sacrifice their eggs, the hens stage a demonstration. Napoleon denies their rations and 9 hens starve as a result. The animals are led to believe Snowball has been returning to the farm – his role at the battle of the Cowshed is adapted by Squealer. In spring, Napoleon calls a meeting and several 'traitors', who confess to being in league with Snowball, are executed, including protesting hens and pigs. Beasts of England is outlawed.

### Key Characters

1	<b>Mr Jones</b>	<i>Drunken owner of Animal Farm. Embodies the tyranny of man.</i>
2	<b>Snowball</b>	<i>Devoted to animalism and the education of lesser animals. Hero at the battle of the cowshed.</i>
3	<b>Squealer</b>	<i>Mouthpiece of Napoleon. Uses propaganda to control the animals.</i>
4	<b>Boxer</b>	<i>Devoted citizen and immensely strong. Innocent and naïve.</i>
5	<b>Napoleon</b>	Expels Snowball. Executes animals. Establishes himself as a dictator.

### Themes and Context

1	<b>Leadership and corruption</b>	The book charts the corruption of <b>Communist</b> ideals of equality. It shows what happens when leaders have too much power.
2	<b>Lies and deceit</b>	The pigs use lying and deceitful behaviour to control the less educated animals.
3	<b>Pride and ceremony</b>	Ceremony and pride in 'Animal Farm' is used as a manipulation tactic by the pigs
4	<b>Foolishness and naivety</b>	The pigs take advantage of the foolishness of the other animals in order to control them.




## Important Vocabulary

1	<b>Utopia</b>	"Utopia" generally refers to an imagined community or society with perfect qualities	8	Totalitarianism	is a form of government where the state holds absolute authority and seeks to control all aspects of public and private life.
2	<b>Dystopia</b>	An imagined state or society in which there is great suffering or <u>injustice</u> , typically one that is <u>totalitarian</u>	9	Inauguration	A special ceremony at which a new public official or leader is introduced or a building or organization is officially opened.
3	<b>Communism</b>	Communism is an ideology that aims to classless society where the means of production are owned communally, eliminating private property and social hierarchies.	10	Oppression	Unjust exercise of power over a group of people, often leading to the denial of their rights and freedoms
4	<b>Capitalism</b>	Capitalism is an economic system where private individuals or businesses own and control the means of production, and where goods and services are produced for profit in a market	11	Propaganda	Information, especially of a <u>biased</u> or misleading nature, used to promote a political cause or point of view.
5	<b>Class</b>	Social class refers to a grouping of people within society based on factors like income, wealth, education, and social status.	12	Manipulation	The use of deceptive or underhanded tactics to control or influence another person,
6	<b>Allegory</b>	A story, poem, or picture that can be interpreted to reveal a hidden meaning, typically a moral or political one.	13	Individualism	A social theory <u>favouring</u> freedom of action for individuals over collective or state control.
7	<b>Revolution</b>	A <u>forcible overthrow</u> of a government or social order, in favour of a new system.	14	Subservient	A person who is prepared to <u>obey</u> others unquestioningly.



**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:
<b>Homework 1</b>  <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> <li>1. Write a definition of the word utopia.</li> <li>2. List three ways a dystopia may be different to a utopia.</li> <li>3. Write a definition for the word revolution?</li> <li>4. What may link the word oppression to revolution?</li> <li>5. List two words to describe Farmer Jones.</li> </ol>
<b>Homework 2</b>  <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> <li>1. Write a definition of the word capitalism.</li> <li>2. Write a definition of the word communism.</li> <li>3. List two words to describe Snowballs character.</li> <li>4. List one way Farmer Jones treats the animals poorly.</li> <li>5. Which character delivers a speech to the animals.</li> </ol>
<b>Homework 3</b>  <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> <li>1. Write a definition of the word class.</li> <li>2. Explain how a writer might change the setting to make a utopia change into a dystopia.</li> <li>3. What do you think one of the problems with communism might be?</li> <li>4. Copy and complete this sentence: An a _____ of crops were harvested this year.</li> <li>5. Which character ignites the revolution of the animals?</li> </ol>

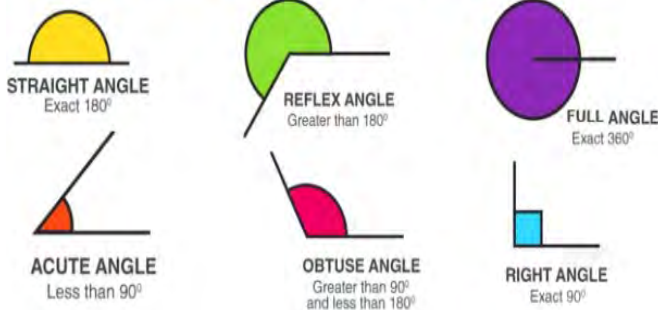
**Instructions:**

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:
<b>Homework 4</b> <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> <li>1. Using plot point 2, explain what Mr Jones does and why that causes the animals to rebel.</li> <li>2. Write a definition of the word allegory.</li> <li>3. Which character would be considered most subservient, why?</li> <li>4. Using theme 3, explain what sort of ceremonies you've read about so far in Animal Farm.</li> <li>5. What does Squealer use to control the animals?</li> </ol>
<b>Homework 5</b> <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> <li>1. Write a definition for the word totalitarianism.</li> <li>2. Write a sentence explaining who the character of Boxer is and why he might be easily manipulated by the pigs.</li> <li>3. What do the pigs use to control the other animals? Look at the themes and context box.</li> <li>4. What happens to the windmill in November? Why might this make the animals lose with in their new leaders?</li> <li>5. What change happens to the commandments? Why aren't the animals able to easily spot this?</li> </ol>
<b>Homework 6</b> <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> <li>1. Write a definition of the word propaganda.</li> <li>2. Who is Squealer a mouthpiece for?</li> <li>3. Which animal on the farm goes to all the other animals to canvas them to support Animalism?</li> <li>4. Who is the owner of the farm? Why does he get easily overthrown?</li> <li>5. Who is regarded as the hero at the battle of the cowshed?</li> </ol>

# Types of Angles



## Using a protractor



## Known Angle facts

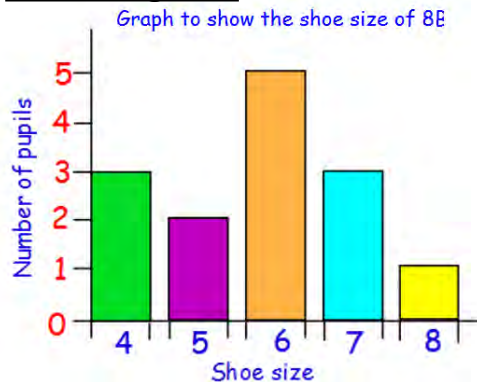
Angles around a point total 360°

Angles on a straight line total 180°

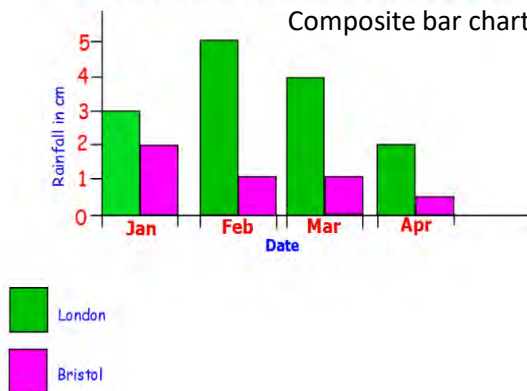
Vertically opposite angles are equal.

Interior angles in a triangle total 180°

## Compose and Interpret Bar Charts and Pictograms



Bar Chart to compare Rainfall in Bristol and London

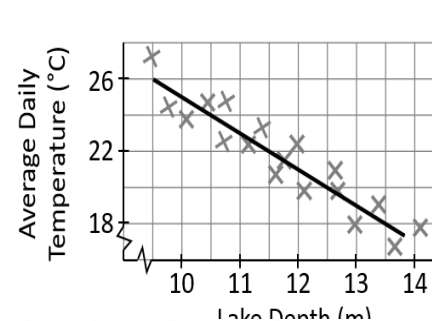


Pictogram to show the number of letters collected in a week

Key: Stands for 5 Letters

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	

## Compose and Interpret Scattergraphs and Pie Charts



**Positive correlation**  
As one variable increases so does the other variable.



**Negative correlation**  
As one variable increases the other variable decreases.



**No correlation**  
There is no relationship between the two variables.

Sport	Frequency	Angle
Swimming	12	12 x 15 = 180°
Netball	6	6 x 15 = 90°
Football	3	3 x 15 = 45°
Gymnastics	3	3 x 15 = 45°

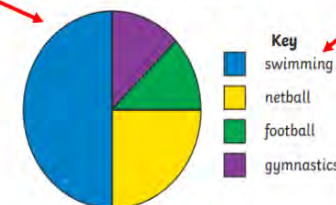
Total = 24

Each person: 360° ÷ 24 = 15°

1. Find the total frequency.
2. Calculate one person by doing 360° ÷ frequency.
3. Multiply each frequency by this value to get the angle size for each section.

You must use a protractor carefully to measure each section.

A pie chart to show children's favourite sports



You must label each section or use a key.

## Averages and Range

### Reminder:

**Mean** - Add up the values you are given and divide by the number of values you have.

**Median** - The median is the middle value, when your data is in order.

**Mode** - It is the value or item there is the most of.

**Range** - This is the difference between the largest and smallest values.



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*"

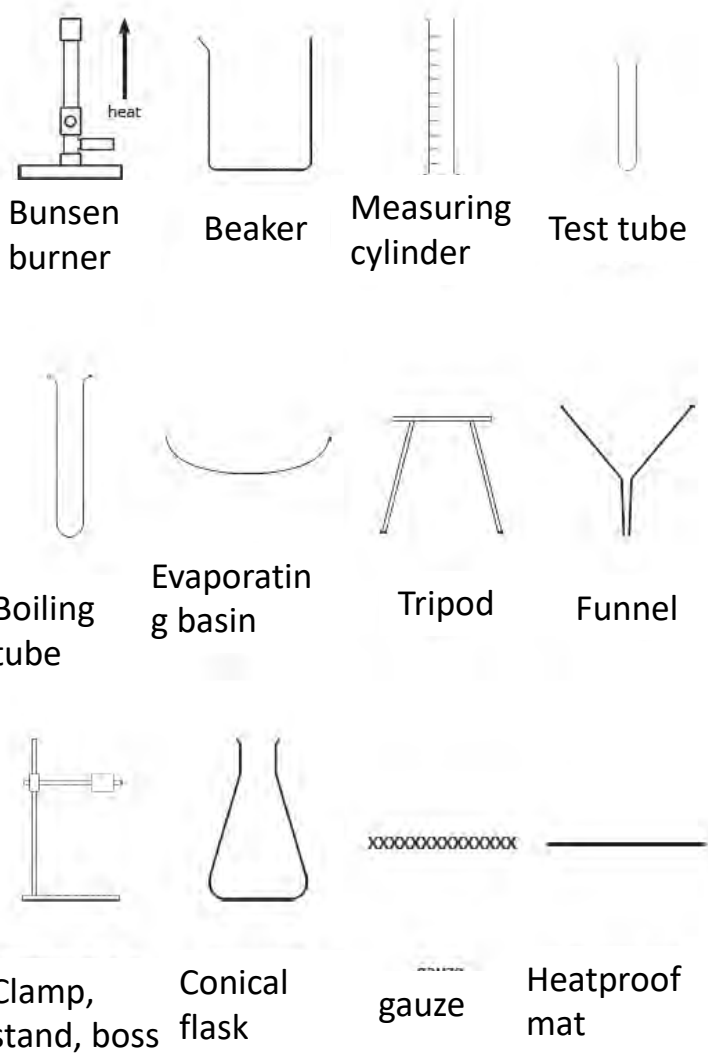
Homework	Due	Task:																		
Types of Angle <input type="checkbox"/>		Learn the names and definitions of Acute, Obtuse and Reflex angles. Show that you can draw and measure each with a protractor.																		
Known Angle Facts <input type="checkbox"/>		Make a small poster to demonstrate each of the four angle facts that you have been given.																		
Bar Charts and Pictograms <input type="checkbox"/>		Write 5 or more facts you can learn from each of the three diagrams on your Knowledge organiser.																		
Scatter graphs <input type="checkbox"/>		Describe the relationship AND correlation shown on your Knowledge Check. Ext: Can you give an example of a relationship that would create a) a positive correlation and b) no correlation.																		
Pie Charts <input type="checkbox"/>		Calculate the angles that each fruit would use on a pie chart <table border="1" data-bbox="493 968 1149 1128"> <thead> <tr> <th>Fruit</th> <th>Banana</th> <th>Apple</th> <th>Orange</th> <th>Pineapple</th> <th>Other</th> </tr> </thead> <tbody> <tr> <td>Number of Students</td> <td>32</td> <td>15</td> <td>25</td> <td>10</td> <td>8</td> </tr> <tr> <td>Angle</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> Ext. Construct the pie chart	Fruit	Banana	Apple	Orange	Pineapple	Other	Number of Students	32	15	25	10	8	Angle					
Fruit	Banana	Apple	Orange	Pineapple	Other															
Number of Students	32	15	25	10	8															
Angle																				
Averages <input type="checkbox"/>		Learn the names and definitions of Mean, Median and Mode. Ext: Explain a situation where each would be used to their best advantage..																		
Revision <input type="checkbox"/>		Use your Knowledge Organiser to help you to prepare for the end of unit assessment.																		



	Key Term	Definition
1	Dependent variable	The variable that you measure in an experiment. You can only have one of these
2	Independent variable	The variable that you change in an experiment. You can only have one of these
3	Control variable	The variable that you keep the same in an experiment. You can have more than one control variable in an experiment
4	Line of best fit	A smooth line or curve drawn through as many points as possible on a scatter graph
5	Anomaly	A data point which does not fit the trend. An 'odd' result

**Drawing apparatus**

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



**Drawing results tables**

- We use results tables to record the data we collect during an experiment.
- It is best practice to record the data as you collect it, not at the end of the experiment!

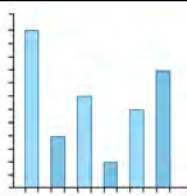
**Checklist to draw the table**

- I have used a pencil and ruler to draw the table
- Independent variable (the thing you change) is on the left hand side of the table
- Suitable heading for the independent variable
- Included the correct units for the independent variable
- Dependent variable the thing that is changed
- Chosen heading and units for dependent variable
- Record data at the same number of decimal places

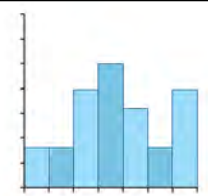
Independent Variable (Units)	Dependent Variable (Units)			
	Repeat 1	Repeat 2	Repeat 3	Mean

**Graphs**

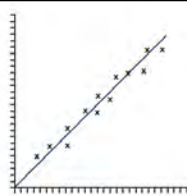
We use different types of graph to represent different types of data.  
 Discrete data – falls into categories e.g. shoe size, number of students  
 Continuous data – can take any value within a range and is measured on a scale e.g. height, time



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



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



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

	Key Term	Definition
1	Contact force	A force that acts when an object is in contact with the surface, air or water
2	Non-contact force	A magnetic, electrostatic or gravitational force which acts between two objects not in contact
3	Resultant force	The overall force acting on an object when adding up the individual forces acting on the object
4	Newtons (N)	Unit of force, symbol 'N'
5	Mass	The amount of matter (stuff) that something is made up of
6	Weight	The force of the Earth on an object due to its mass

- A force is a push or a pull that acts on an object due to the interaction with another object.
- Force is measured in newtons (N).
- Forces are divided into contact forces and non-contact forces.

Contact forces	Non-contact forces
Contact forces act between two objects that are physically touching.	Non-contact forces act between two objects that are not physically touching.
Examples: <ul style="list-style-type: none"> <li>• Air resistance</li> <li>• Water resistance</li> <li>• Friction</li> <li>• Upthrust</li> <li>• Thrust</li> <li>• Reaction force</li> </ul>	Examples: <ul style="list-style-type: none"> <li>• Magnetic force</li> <li>• Electrostatic force</li> <li>• Gravitational force</li> </ul>

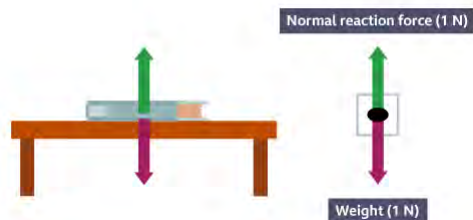
**Key point** – mass and weight are not the same thing! Mass is the amount of matter (stuff) a substance is made up of. The weight of an object depends on both the mass of the object and the force of gravity.

You can calculate weight using the equation: **Weight (N) = Mass (kg) x Gravity (N/kg)**

### Force diagrams

- Many forces act on an object at one time.
- The size and direction of these forces determines the movement of the object

A book resting on a table



### Key points:

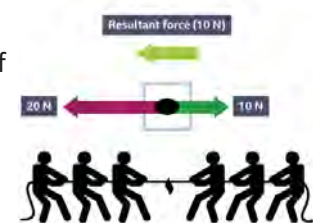
1. Draw the arrows with a pencil and ruler
2. Draw the arrows from the centre of the object pointing outwards
3. Label the arrow with the name of the force and size (Newtons)

### Balanced and Unbalanced forces

- If the forces acting on an object in different directions are the same size – they are **balanced**
- If the forces acting on an object in different directions are different sizes – they are **unbalanced**
- The resultant force is the **overall force** acting on the object.
- Always state the **size and direction** of the resultant force
- If the forces acting in opposite directions are the same size, the resultant force will be **0N (zero)**.



Forces acting in the **same direction** – add the forces to find the resultant force  
 E.g. 20 N + 10 N = 30 N to the right



Forces acting in a **different direction** – subtract the forces to find the resultant force  
 E.g. 20 N - 10 N = 10 N to the left

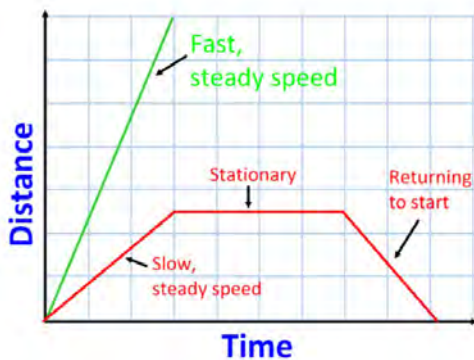


	Key Term	Definition
1	Gradient	The slope of the line on a graph
2	Metres per second (m/s)	Unit of speed – the number of metres covered in one second
3	Stationary	Not moving
4	Acceleration	How quickly the speed of an object increases
5	Friction	The resistance that one surface or object experiences when moving over another
6	Metres	Unit of distance (1m = 100cm)

**Distance-Time graphs** – show the distance that something has travelled over a period of time.

On a distance-time graph, the steeper the line (gradient), the faster the speed.

- The vertical (y) axis is the distance travelled from the start
- The horizontal axis is the time from the start



Using the graph we can use:

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

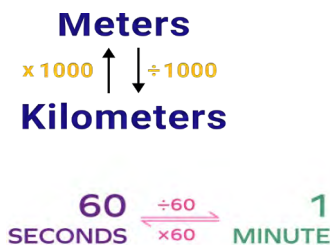
$$\text{Gradient} = \frac{\text{change in } y}{\text{change in } x}$$

- **What is speed?**  
A measure of how far something travels in a particular time.  
"The rate at which something mo
- **How do we calculate speed?**  
Speed =  $\frac{\text{distance}}{\text{time}}$



- **What is speed measured in?**  
m/s (Metres per second)

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



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

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

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

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

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

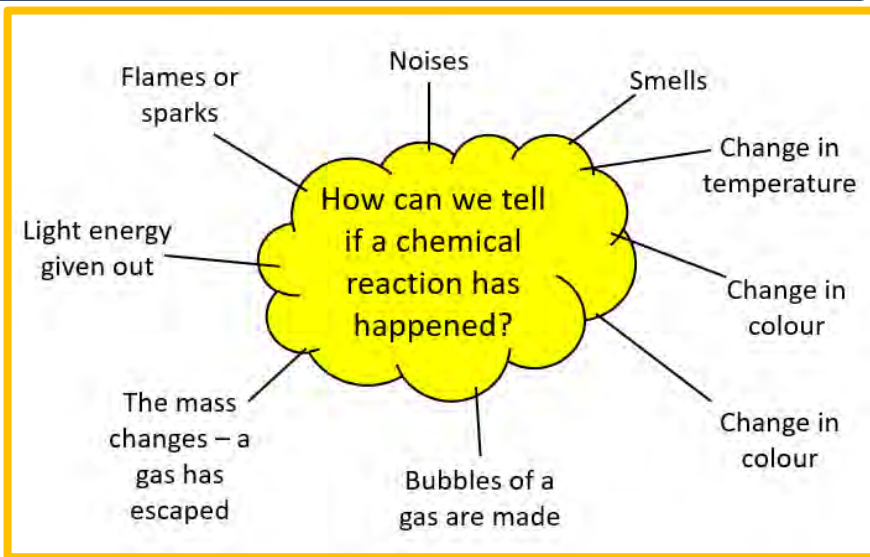
### Mass and Weight

- It is easy to confuse mass and weight
- The table shows some of the differences between the two
- The equation which links mass and weight is:  
Weight (N) = Mass (kg) x Gravity (N/kg)
- Mass must **always** be in kilograms (kg)
- The force of gravity on Earth is 10 N/kg
- The force of gravity on the Moon and different planets is not the same as on Earth. Therefore, if you went to the Moon, your mass (amount of matter) would stay the same, but your weight would change.

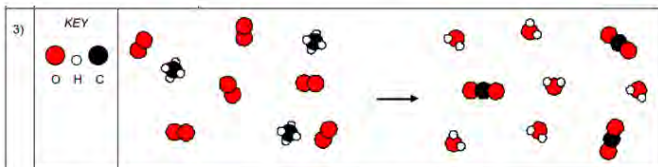
The amount of 'stuff' in an object.	mass
The force due to gravity acting on a mass.	weight
Measured in newtons.	weight
Measured in kilograms.	mass
This value changes depending on the gravitational field strength acting on an object.	weight
This value stays the same when the location of the object changes.	mass

mass = 1kg  weight = 1kg x 10N/kg weight = 10N	mass = 0.02kg  weight = 0.02kg x 10N/kg weight = 0.2N	mass = 0.06kg  60g = 0.06kg weight = 0.06kg x 10N/kg weight = 0.6N
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	Key Term	Definition
1	<b>Chemical reaction</b>	A change in which atoms are rearranged to create new substances – e.g. burning fuel to form carbon dioxide and water
2	<b>Word equation</b>	A way of representing a chemical reaction simply. The reactants are on the left of the arrow, and the products are on the right
3	<b>Physical change</b>	A change in which the state of matter changes but no new substances are formed – e.g. ice melting
a	<b>Limewater</b>	A solution used to test for carbon dioxide gas. It turns from colourless to cloudy if carbon dioxide is present
5	<b>Reactants</b>	The chemicals which react together in a chemical reaction are called reactants.
6	<b>Products</b>	In a chemical reaction, the products are the substances which are formed.

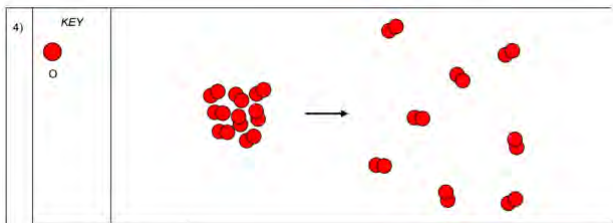


**Chemical change**



- The particles have rearranged to form a new substance
- This is an example of a chemical change

**Physical change**



- The particles have become mixed together, no new substance is formed.
- This is an example of a physical change

- We can represent chemical equations using **word equations**.
- Word equations help us to understand what happens during the chemical reaction

Reactants → Products



We use a '+' sign if there is more than one reactant or product

We use a '→' sign to show the formation of the product from the reactant

Reactant + Reactant → Product

Reactants always go on the left hand side of the arrow

Products always go on the right hand side of the arrow

• Gas tests:

Gas	Test	Result
Hydrogen	Place a lighted spill near the gas	Squeaky pop
Oxygen	Place a glowing spill near the gas	Relights the spill
Carbon dioxide	Bubble through limewater	Limewater turns milky

To name simple compounds of metals and non-metals:

1. Write down the name of the metal.
2. Write down the name of the non-metal, changing the ending of the word to "-ide".

What is the name of the compound made when the following elements combine?

- sodium and fluorine
- copper and chlorine
- oxygen and iron

Sodium fluoride

copper chloride

iron oxide



	Key Term	Definition
1	<b>Fuel</b>	A substance that is burned to release energy
2	<b>Irreversible</b>	A change which cannot be reversed. Most chemical reactions are irreversible
3	<b>Combustion</b>	Also called burning. A process in which a substance reacts with oxygen to release light and heat.
4	<b>Thermal decomposition</b>	A chemical reaction in which heat is used to break down a substance
5	<b>Metal oxide</b>	A compound formed when a metal reacts with oxygen e.g. sodium + oxygen → sodium oxide

### Combustion: the process of burning

Three things are needed for combustion to happen:

- Fuel
- Oxygen
- Heat



Reactants

Products

- **New products** have been formed – a chemical reaction has taken place
- This reaction is **irreversible**



**Complete combustion** occurs when there is enough oxygen to react with all of the fuel. In this case, **water and carbon dioxide** are products.

When the **air hole is open** on a Bunsen burner, lots of oxygen can enter which produces a **roaring flame**.

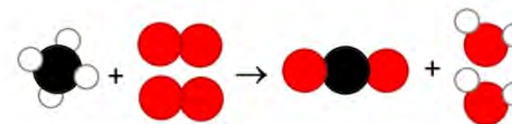


**Incomplete combustion** occurs when there is not enough oxygen to react with all of the fuel. In this case, water and carbon, carbon monoxide and water are products.

When the air hole is closed on a Bunsen burner, little oxygen can enter which produces an orange safety flame

### Oxidation: a reaction in which a fuel reacts with oxygen

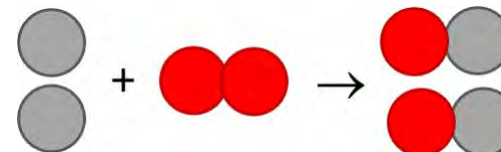
We need oxygen for a fuel to burn.



Fuel + Oxygen

Carbon dioxide + Water

When a metal reacts with oxygen, a **metal oxide** is formed

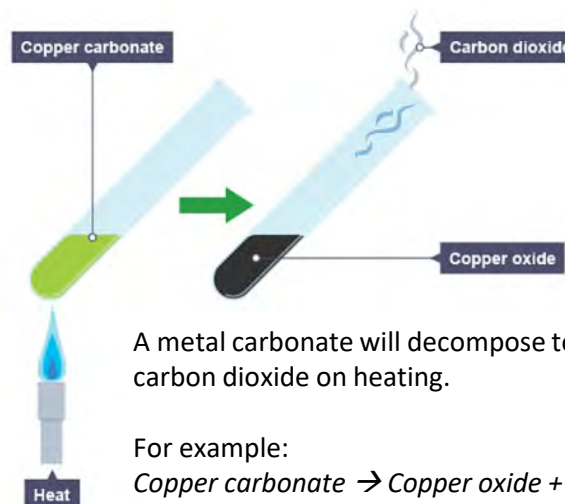


Sodium + Oxygen

Sodium Oxide

### Thermal decomposition: a reaction using heat to breakdown a substance

Thermal means heat. Decomposing is the process of breaking down




A metal carbonate will decompose to form a metal oxide and carbon dioxide on heating.

For example:



**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:
<b>Homework 1</b> Working Scientifically		<ol style="list-style-type: none"><li>1. Read, cover, write, check key terms 1-5</li><li>2. What equipment should you always use when drawing a results table or graph?</li><li>3. On which side (right or left) does the independent variable go in a results table?</li><li>4. What is the difference between discrete and continuous data?</li><li>5. Use the laboratory Sketch diagrams to sketch the set up of a beaker, on top of a gauze, on top of a tripod. Use the simplified arrow and 'heat' symbol to show a Bunsen burner below the tripod</li></ol>
<b>Homework 2</b> Forces Re-cap		<ol style="list-style-type: none"><li>1. Read, cover, write, check key terms 1-6</li><li>2. State the name of the contact force which causes moving objects to slow down e.g. a car on a road</li><li>3. What is the difference between a contact and a non-contact force?</li><li>4. Calculate the mass of an object which has a weight of 500N where the force of gravity is 10 N/kg</li><li>5. Sketch a <b>simple</b> diagram to show a tug of war where the team on the left are pulling with 100N and the team on the right are pulling with 60N. Calculate the resultant force and state the direction that the rope will move</li></ol>
<b>Homework 3</b> Forces and Motion		<ol style="list-style-type: none"><li>1. Read, cover, write, check key terms 1-6</li><li>2. What is the equation used to calculate the weight of an object?</li><li>3. Calculate the weight of an object on Earth (gravity = 10N/kg) which has a mass of 60kg. Show your working</li><li>4. As the line on a distance-time graph gets steeper, what happens to its speed?</li><li>5. Convert 360 seconds to minutes. Show your working.</li></ol>

**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:
<b>Homework 4</b> Chemical Reactions 1		<ol style="list-style-type: none"><li>1. Read, cover, write, check key terms 1-6</li><li>2. List three signs of a chemical reaction</li><li>3. A pupil heated some iron and sulfur together to form iron sulfide. Write a word equation for this reaction</li><li>4. Is the reaction between iron and sulfur to form iron sulfide a physical or chemical reaction? Explain your answer</li><li>5. Name the compound formed when sodium and oxygen react together.</li></ol>
<b>Homework 5</b> Chemical Reactions 2		<ol style="list-style-type: none"><li>1. Read, cover, write, check key terms 1-6</li><li>2. What type of chemical reaction occurs when a fuel is burned in a limited supply of oxygen?</li><li>3. Describe the difference between the two different flames on a Bunsen burner for complete and incomplete combustion</li><li>4. Write a word equation for the oxidation of copper to form copper oxide</li><li>5. Write a word equation for the thermal decomposition of copper carbonate to form carbon dioxide and copper oxide</li></ol>
<b>Homework 6</b> Review		<ol style="list-style-type: none"><li>1. What is meant by the term independent variable?</li><li>2. Give an example of a contact force and a non-contact force</li><li>3. What is the test for carbon dioxide gas?</li><li>4. Write the word equation for the reaction between iron and oxygen?</li><li>5. Calculate the speed of a person who runs 100 metres in 20 seconds.</li></ol>

Est-ce que tu aimes... ?  
Do you like...?

## 8.5 Food and Drink FRENCH

OPINION	NOUN	REASON		ADJECTIVES	
Je préfère	le pain (bread)	parce que c'est because it is	très very	agréable (pleasant)	
I prefer	le poisson (fish)			délicieux/euse (delicious)	
J'adore	le fromage (cheese)			assez quite	fantastique (fantastic)
I love	le beurre (butter)			un peu a bit	savoureux/euse (tasty)
J'aime	le lait (milk)				sain/e (healthy)
I like	le café (coffee)			trop too	horrible (horrible)
Je n'aime pas	le thé (tea)				terrible (awful)
I don't like	le coca (coke)			doux/douce (sweet)	
Je déteste	le sucre (sugar)			aigre (sour)	
I hate	le jambon (ham)			dégoûtant/e (disgusting)	
À mon avis	(hot chocolate)		épice/e (spicy) salé (salty) gras/se (fatty) bon/bonne pour la santé (good for your health) mauvais/e pour la santé (bad for your health)		
In my opinion	la pomme (apple)				
Je pense que	la viande (meat)				
I think that	la confiture (jam)				
	la glace (ice-cream)				
	les haricots verts (green beans)				
	les légumes (vegetables)				
	les frites (chips)				
	les chips (crisps)				
	les épinards (spinach)				
	les champignons (mushrooms)				
	l'oeuf (egg)				
	l'eau (water)				



### AU RESTAURANT IN THE RESTAURANT

Qu'est-ce que vous voulez manger? Est-ce que je peux vous aider?	What would you like to eat? Can I help you?
Comme entrée	For the starter
Comme plat principal	For the main
Comme dessert	For dessert
Comme boisson	For drinks
Je voudrais	I would like
Manger/boire	To eat/ to drink
Je prends...	I'll take (have)
Un serveur/ une serveuse	A waiter/ waitress
L'addition s'il vous plaît	The bill, please
Le pourboire	The tip
C'est tout	That's all
Merci	Thank you

### C'est combien ? How much?

dix / vingt	10 / 20
vingt et un	21
trente	30
trente et un	31
quarante / cinquante	40 / 50
cinquante	50
soixante-et-un	61
soixante-dix	70
soixante-onze	71
quatre-vingt	80
quatre-vingt-deux	82
quatre-vingt-dix	90
quatre-vingt-douze	92
cent / deux cents	100 / 200



Quand est-ce que tu manges? When do you eat?

Le petit déjeuner	Breakfast
Le déjeuner	Lunch
Le goûter	Snack
Le dîner	Evening meal/tea

### AU SUPERMARCHÉ AT THE SUPERMARKET

Tu voudrais...?	Would you like...?
Un paquet de	A packet of
Un litre de	A litre of
Un kilo de	A kilo of
Un demi kilo de	Half a kilo of
Une bouteille de	A bottle of

**Verbs and the present tense in French****The infinitive**

When you look up a verb in the dictionary, you find its original, unchanged form which is called the **infinitive** (regarder, manger, boire, finir, jouer, avoir, être, etc.). The infinitive ends in **-er, -ir** or **-re**.

**Forming the present tense in French**

Take off the last 2 letters of the infinitive (**-er, -ir** or **-re**) and add the following endings depending on the pronoun:

	ER verb	IR verb	RE verb
<b>je</b>	<b>-e</b>	<b>-is</b>	<b>-s</b>
<b>tu</b>	<b>-es</b>	<b>-is</b>	<b>-s</b>
<b>il / elle/ on</b>	<b>-e</b>	<b>-it</b>	<b>/</b>
<b>nous</b>	<b>-ons</b>	<b>-issons</b>	<b>-ons</b>
<b>vous</b>	<b>-ez</b>	<b>-issez</b>	<b>-ez</b>
<b>ils/elles</b>	<b>-ent</b>	<b>-issent</b>	<b>-ent</b>

**Adjective agreement.**

Remember adjectives have to agree with the noun they are describing. Normally we add an **-e** to make it feminine unless there is already an **e** and we add an **-s** to make it plural.

\*But be careful! :

- Adjectives which end in **-f** change to **-ve** feminine
- Adjectives which end in **-ux** or **-ur** change to **-se** in feminine.
- Adjectives which end in **-il** change to **-ille** in the feminine.

Check out the examples below:

Il est délicieux – elle est délicieuse

Il est sain – elle est saine

Il est savoureux – elle est savoureuse

Il est gras – elle est grasse

**Comparisons**

Plus (...) que - more (...) than

le coca est **plus** sucré **que** le lait

Moins (...) que - less (...) than

la viande est **moins** saine **que** le poisson

**Superlative**

Le /la plus - the most

le citron est **le plus** aigre

Le /la moins - the least

l'eau est **la moins** calorique

- **Opinion phrases** help to make your work more interesting – have a look at the list on your vocabulary list. Try to use a range of different ones in your work e.g. **J'aime (I like)/je pense que (I think that)/ à mon avis (in my opinion).**

In French there are different ways of saying 'some'. See the box to the right.

Words come before the noun	masculine (sing.)	feminine (sing.)	feminine singular (vowel)	masculine plural	feminine plural
some	<b>du</b>	<b>de la</b>	<b>de l'</b>	<b>des</b>	<b>des</b>

**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 1		<p>1. Follow the 'look, cover, write, check, repeat' method with the following vocabulary items:  <b>Le pain le poisson le fromage le beurre le lait le café</b></p> <p>2. How do you know if a word is masculine. feminine or plural? Note m, f or pl. by these words  <b>Pomme Confiture</b>  <b>Chips Viande</b>  <b>Lait Jambon</b></p> <p>3. Do you know what the words mean in question 2?</p> <p>4. Translate these sentences.  <b>J'adore le pain c'est délicieux</b>  <b>Je n'aime pas le poisson c'est dégoûtant</b>  <b>Je déteste le fromage</b>  <b>Je bois le café</b></p> <p>5. Draw 3 or 4 items in your book and label them</p>
Homework 2		<p>1. Follow the 'look, cover, write, check, repeat' method with the following vocabulary items:  <b>Le thé le coca le sucre le jambon le chocolat chaud la pomme</b></p> <p>2. Are these opinions positive or negative? Copy and add P or N  <b>J'aime</b>  <b>Je n'aime pas</b>  <b>J'adore</b>  <b>J'aime bien</b>  <b>Je déteste</b></p> <p>3. What do we need to remember when writing about our opinions of food? Can we say I say I like cheese?</p> <p>4. Write these sentences in French  <b>I hate coke</b>  <b>I really like hot chocolate</b>  <b>I don't like tea</b>  <b>I like sugar</b></p> <p>5. Create a menu or drinks list for a café</p>



Homework	Due	Task:
Homework 3		<p>1. Follow the 'look, cover, write, check, repeat' method with the following vocabulary items: <b>La viande la confiture la glace les haricots verts les frites les chips</b></p> <p>2. Translate these sentences: <b>Je suis végétarien je ne mange pas de viande</b> <b>J'aime le riz mais je préfère les frites</b> <b>J'adore le fromage c'est délicieux</b> <b>Je n'aime pas les champignons</b> <b>J'adore les légumes comme les carottes, le chou et le chou-fleur</b></p> <p>3. Use the food items above to write some sentences and add in some opinions – also add adjectives in as well if you can.</p> <p>4. Draw a plate to represent the following meal: <b>Pour le dîner je mange du poulet, avec des pommes de terre, des carottes, du chou-fleur et des haricots verts.</b></p> <p>5. Can you spot the mistakes in these sentences J'aime chips La confiture est sucré J'adore les frite Je n'aime le fromage</p>

8.5 Food and Drink SPANISH

¿Te gusta....?	Do you like ?
<b>OPINION</b>	<b>NOUN</b>
<b>Prefiero</b> I prefer	<b>el pan</b> (bread)
	<b>el pescado</b> (fish)
	<b>el queso</b> (cheese)
<b>Me encanta(n)</b> I love	<b>la mantequilla</b> (butter)
	<b>la leche</b> (milk)
	<b>el café</b> (coffee)
	<b>el té</b> (tea)
<b>Me gusta(n)</b> I like	<b>la cola</b> (Coke)
	<b>el azúcar</b> (sugar)
	<b>el jamón</b> (ham)
<b>No me gusta(n)</b> I don't like	<b>el chocolate caliente</b> (hot chocolate)
	<b>la manzana</b> (apple)
	<b>la carne</b> (meat)
<b>Odio</b> I hate	<b>la mermelada</b> (jam)
	<b>el helado</b> (ice-cream)
	<b>las judías verdes</b> (green beans)
<b>En mi opinión</b> In my opinion	<b>las verduras</b> (vegetables)
	<b>las patatas fritas</b> (chips)
<b>Pienso que</b> I think that	<b>las papas</b> (crisps)
	<b>las espinacas</b> (spinach)
	<b>el huevo</b> (egg)
	<b>el agua</b> (wáter)



**¿Cuándo comes? When do you eat?**

<b>El desayuno</b>	Breakfast
<b>La comida</b>	Lunch
<b>La merienda</b>	Snack
<b>La cena</b>	Evening meal/tea
<b>Desayunar</b>	To eat breakfast
<b>Comer</b>	To eat lunch
<b>Merendar</b>	To snack
<b>Cenar</b>	To eat dinner

<b>EN EL MERCADO</b>	<b>IN THE MARKET</b>
<b>¿ Te gustaría...?</b>	<b>Would you like...?</b>
<b>Un paquete de</b>	A packet of
<b>Un litro de</b>	A litre of
<b>Un kilo de</b>	A kilo of
<b>Un medio kilo de</b>	Half a kilo of
<b>Una botella de</b>	A bottle of

REASON	ADJECTIVES
<b>porque es</b> because it is	<b>muy</b> very
<b>porque son</b> because they are	<b>bastante</b> quite
	<b>un poco</b> a bit
	<b>demasiado</b> too
	<b>sabroso / rico</b> (tasty)
	<b>delicioso</b> (delicious)
	<b>sano</b> (healthy)
	<b>malsano</b> (unhealthy)
	<b>terrible</b> (awful)
	<b>asqueroso</b> (disgusting)
	<b>picante</b> (spicy)
	<b>dulce</b> (sweet)
	<b>amargo</b> (bitter)
	<b>salado</b> (salty)
	<b>grasiento</b> (greasy)
	<b>bueno para la salud</b> (good for your health)
	<b>malo para la salud</b> (bad for your health)

**EN EL RESTAURANTE IN THE RESTAURANT**

<b>¿Qué quieres comer?</b>	<b>What do you want to eat?</b>
<b>De primer plato</b>	For the starter
<b>De segundo plato</b>	For the main
<b>De postre</b>	For dessert
<b>Quisiera</b>	I would like
<b>Para mí</b>	For me
<b>Para beber</b>	To drink
<b>Para comer</b>	To eat
<b>Una ración de...</b>	A portion of...
<b>Camarero/a</b>	Waiter/waitress
<b>¿Tienes...?</b>	Do you have...?
<b>La cuenta, por favor</b>	The bill, please
<b>La propina</b>	The tip



**¿Cuánto cuesta? How much?**

<b>diez</b>	10
<b>veinte</b>	20
<b>veintiuno</b>	21
<b>treinta</b>	30
<b>treinta y uno</b>	31
<b>cuarenta / cincuenta</b>	40 / 50
<b>sesenta / setenta</b>	60 / 70
<b>Ochenta / noventa</b>	80 / 90
<b>cien</b>	100
<b>dos cientos</b>	200
<b>quinientos</b>	500
<b>Euros</b>	Euros
<b>Libras</b>	Pounds





## Verbs and the present tense in Spanish

### The infinitive

When you look up a verb in the dictionary, you find its original, unchanged form which is called the **infinitive** (comer, beber, jugar, visitar, vivir, ir etc.).

The infinitive ends in **-ar, -er or -ir**.

### Forming the present tense in Spanish

Take off the last 2 letters of the infinitive (**-ar, -er or -ir**) and add the following endings depending on the pronoun:

\*Important! There are some key irregulars to learn which don't follow this pattern – ir (as shown here), ser, tener and hacer are really important!

	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

### Comparisons

más - more

menos - less

La cola es **más** deliciosa que el café

El café es **menos** delicioso que la cola

### Superlative

El /la más– the most

El /la menos – the least

El queso es **el más** rico

La carne es **la menos** sabrosa

Words come before the noun	Masculine (sing.)	Feminine (sing.)	Masculine plural	feminine plural
A / some	un	una	unos	unas

### Adjective agreement.

Remember adjectives have to agree with the noun they are describing. Normally we change the –o to an –a to make it feminine unless there is already an –a then it stays the same and we add an –s to make it plural.

El helado es **delicioso** – La pizza es **deliciosa**

El pan es **asqueroso** – La pasta es **asquerosa**

Other rules :

- **Adjectives which end in – e stay the same when feminine (just add –s to make it plural)**

e.g. El café es terrible – La leche es terrible

- **Adjectives which end in –or change to –ora when feminine**

e.g. El deporte es agotador – La natación es agotadora

- **Adjectives which end in –l (or other consonants) stay the same when feminine**

e.g. El helado es genial – La mantequilla es genial

- **Opinion phrases** help to make your work more interesting – have a look at the list on your vocabulary list. Try to use a range of different ones in your work e.g. Me gusta (I like)/ Pienso que (I think that)/ En mi opinión (in my opinion).

**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**.

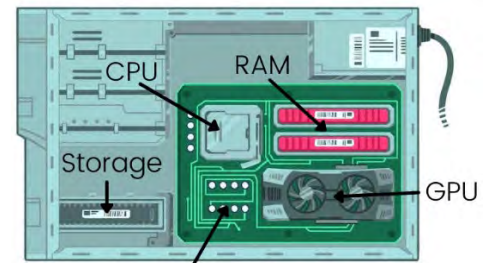
Homework	Due	Task:
Homework 1		<ol style="list-style-type: none"> <li>Follow the 'look, cover, write, check, repeat' method with the following vocabulary items: <b>El pan, el pescado, el queso, la mantequilla, el leche, el café</b></li> <li>How do you know if a word is masculine. feminine or plural? Note m, f or pl. by these words <b>Manzana      Mermelada</b> <b>Chips            Carne</b> <b>Leche            Jamón</b></li> <li>Do you know what the words mean in question 2?</li> <li>Translate these sentences. <b>Me encanta el pan porque es delicioso</b> <b>No me gusta el pescado porque es horrible</b> <b>Detesto el queso</b> <b>Bebo café</b></li> <li>Draw 3 or 4 items in your book and label them</li> </ol>
Homework 2		<ol style="list-style-type: none"> <li>Follow the 'look, cover, write, check, repeat' method with the following vocabulary items: <b>El té, la cola, el azúcar, el jamón, el chocolate caliente, la manzana</b></li> <li>Are these opinions positive or negative? Copy and add P or N <b>Me gusta</b> <b>No me gusta</b> <b>Me encanta</b> <b>Me gusta mucho</b> <b>Detesto</b></li> <li>What do we need to remember when writing about our opinions of food? Can we say I say I like cheese?</li> <li>Write these sentences in English <b>Detesto la cola</b> <b>Me gusta mucho el chocolate caliente</b> <b>No me gusta el té</b> <b>Me gusta el azúcar</b></li> <li>Create a menu or drinks list for a café</li> </ol>


**Instructions:**

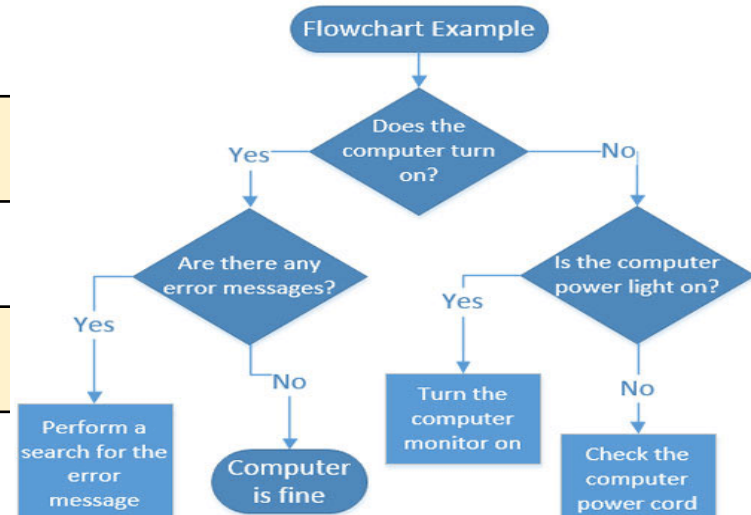
For each homework, you will be asked to look at a **particular section of your Knowledge Organiser**, use the knowledge organiser on to help you answer the questions using full sentences. Each task should take 20 minutes, Set a timer and **stop when the time runs out**.

Homework	Due	Task:
Homework 3		<ol style="list-style-type: none"> <li>1. Follow the 'look, cover, write, check, repeat' method with the following vocabulary items:  <b>La carne, la mermelada, el helado, las judías verdes, las patatas fritas, las manzanas</b> </li> <li>2. Translate these sentences:  <b>Soy vegetariano, no como carne</b>  <b>Me gusta el arroz pero prefiero las patatas fritas</b>  <b>Me encanta el queso, es delicioso</b>  <b>No me gustan las champiñones</b>  <b>Me encantan las verduras por ejemplo las zanahorias, brócoli y coliflor</b> </li> <li>3. Use the food items above to write some sentences and add in some opinions – also add adjectives in as well if you can.</li> <li>4. Draw a plate to represent the following meal:  <b>Para cenar, como pollo con patatas, zanahorias, brócoli y coliflor y las judías verdes.</b> </li> <li>5. Can you spot the mistakes in these sentences  <b>Me gustan patatas fritas</b>  <b>La mermelada contiene el azucar</b>  <b>Me encanta las patatas fritas</b>  <b>No me gusta la queso</b> </li> </ol>

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

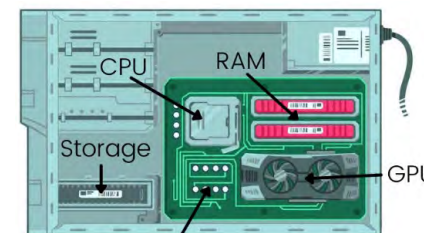


Motherboard

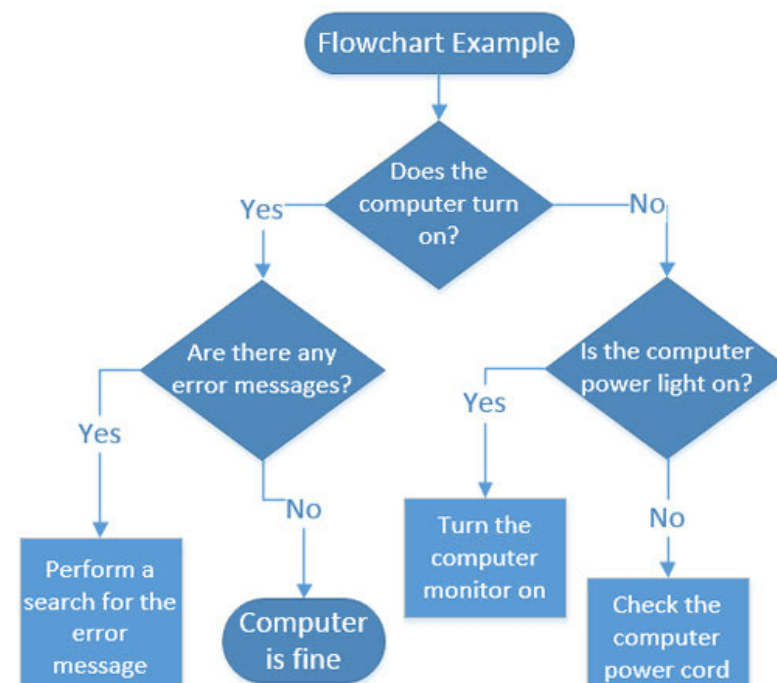




Key vocabulary	Definition
13. Primary storage	The name given to RAM (Random Access Memory) – temporary storage of data and programs in use. <b>Volatile.</b>
14. Secondary storage	Main storage of programs and files. Permanent storage. <b>Non-volatile.</b>
15. Flowcharts	Show the general flow of an algorithm without going into lots of detail.
16. Sequence	The specific order in which instructions are performed in an algorithm. This is a way of programming instructions.
17. Selection	Allows for more than one path through an algorithm (IF and ELSE). This is a way of programming instructions.
18. Iteration	The process of repeating steps (WHILE and FOR). This is a way of programming instructions.
19. String	A programming term used to describe a collection of characters.
20. Integer	A programming term used to describe whole numbers.
21. Real (or Float)	A programming term used to describe decimal numbers.




Motherboard



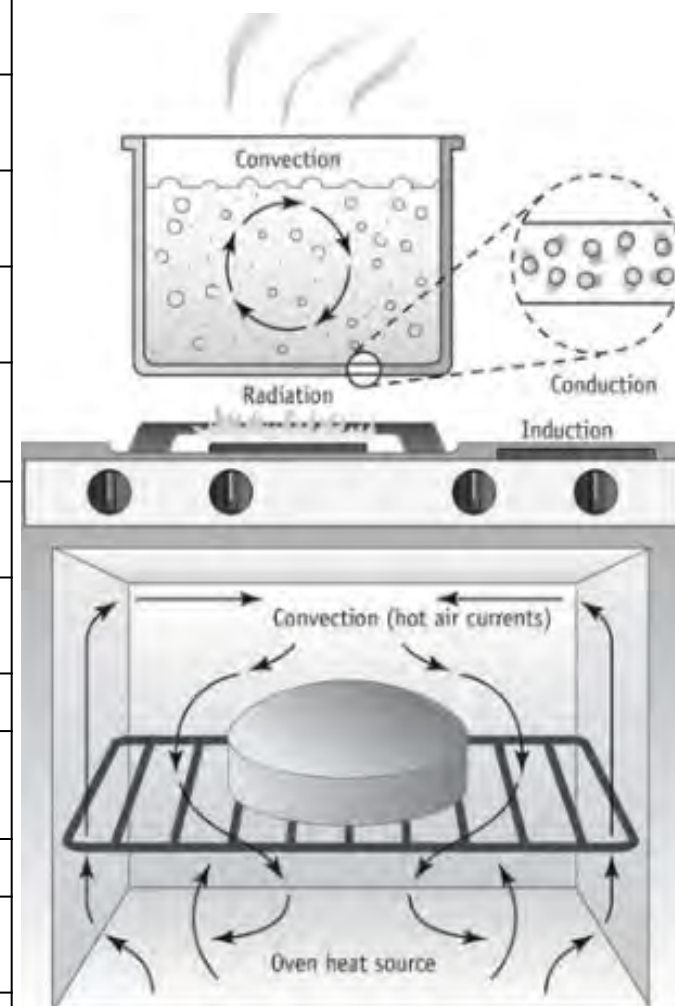


**Instructions: You are on a rotation with Technology. If you are unsure, please speak to your teacher.**

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"> <li>1. Look, write, cover, check vocabulary 1-5.</li> <li>2. Give a definition for the term 'computer network'</li> <li>3. Name 2 ways you can connect to a network.</li> <li>4. A sentence each for 2 advantages of networks .</li> <li>5. A sentence each for 2 disadvantages of networks.</li> </ol>
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> <li>1. Look, write, cover, check vocabulary 6-7.</li> <li>2. Name the malicious code that looks like a trusted file.</li> <li>3. Explain what a virus does.</li> <li>4. When should encryption be used on the internet?</li> <li>5. Explain one advantage of using wired connection over wireless connection.</li> </ol>
Homework 3 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> <li>1. Look, write, cover, check vocabulary 8-9.</li> <li>2. Why is binary known as a 'base 2 ' numbering system</li> <li>3. Convert 38 denary to binary.</li> <li>4. Why is ASCII no longer appropriate for modern computers?</li> <li>5. Why is Unicode a more appropriate character set for modern computers?</li> </ol>

Key word	Meaning
1. Food hygiene	Actions put in place to keep foods safe from food poisoning bacteria.
2. Personal hygiene	Rules in place about how to act and dress to keep food safe from food poisoning.
3. Staphylococcus	Bacteria found on STAFF which causes food poisoning due to poor personal hygiene.
4. E Coli 0157	Bacteria often found on red meat from animal's insides which causes food poisoning.
5. Salmonella	Bacteria often found from animal's insides e.g. In chicken which causes food poisoning.
6. Clostridium perfringens	Bacteria often found on unwashed vegetables which causes food poisoning.
7. Aeration / aerate	Adding air to foods to make them rise e.g., baking powder releases Co2 bubbles.
8. Chemical raising agent	Baking powder, self-raising flour or bicarbonate of soda. These release carbon dioxide when mixed with liquids to aerate products.
9. Coagulation	The setting of protein foods caused by heat e.g. eggs set when cooked.
10. 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.
11. Heat transfer	The way in which heat moves from one place to another.
12. Conduction	Direct heat from the hob is transferred to the metal pan, which then heats the foods.
13. Convection	When heated the hot liquid/ air rises and then the cooler liquid drops back to the bottom to be heated again. Examples include boiling/ simmering or a fan oven.
14. Radiation	Heat radiates down from a heat source to cook food e.g. grilling burgers.





**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:
<b>Homework 1</b> <input type="checkbox"/> Completed?		<ol style="list-style-type: none"><li>1. Look, write, cover, check vocabulary 1-6.</li><li>2. List 3 personal hygiene rules with reasons for them.</li><li>3. List 4 ways in which eggs can be cooked.</li><li>4. Why do we call eggs a versatile ingredient?</li><li>5. In week 1 you make hokey pokey (honeycomb) explain or draw a diagram to explain what happened and why when you added the bicarbonate of soda</li></ol>
<b>Homework 2</b> <input type="checkbox"/> Completed?		<ol style="list-style-type: none"><li>1. Look, write, cover, check vocabulary 7-10.</li><li>2. What is sensory analysis and why is it used in the food industry?</li><li>3. Why is it important to use words/ descriptors that actually describe instead of nice or nasty when completing a sensory analysis?</li><li>4. Give 3 examples of foods that gelatinise (gelatinisation).</li><li>5. White sauce is used as a base to make lots of dishes. Name 3 dishes made that contain a white sauce.</li></ol>
<b>Homework 3</b> <input type="checkbox"/> Completed?		<ol style="list-style-type: none"><li>1. Look, write, cover, check vocabulary 11- 14.</li><li>2. Name 2 foods can be cooked using conduction as a method of heat transfer.</li><li>3. Name 2 foods can be cooked using convection as a method of heat transfer.</li><li>4. Name 2 foods can be cooked using radiation as a method of heat transfer.</li><li>5. Why do we need to pre-heat ovens and grills before using them?</li></ol>



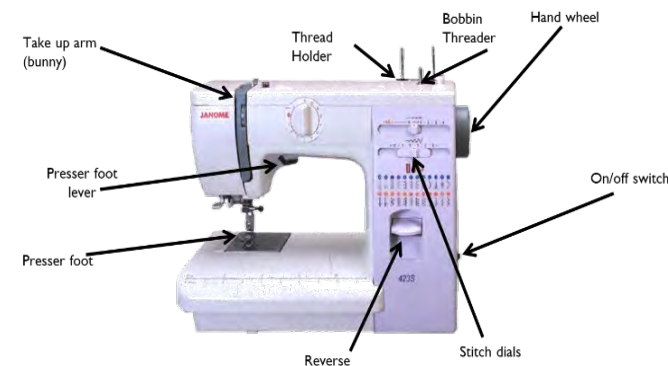
## Textiles

Key word	Meaning
1. Fabric scissors	These are used to cut fabric, but must not be used on paper or card.
2. Pins	These are used to hold fabric in place while you are sewing.
3. Iron/Ironing board	Irons are used to remove creases from fabrics and the board is used to lay the fabric onto.
4. Applique	This process involves stitching a small piece of fabric onto a larger one to make a pattern or design.
5. Natural fibres	These come from animals, insects or plant e.g., wool and cotton. They are all biodegradable and therefore sustainable although making them uses energy.
6. Man-made fibres	These are made from synthetic sources such as oil or coal, or from naturally sourced materials which undergo a chemical process e.g. Polyester, nylon etc...

## Product design

Key word	Meaning
7. Vice	This is used to hold pieces of material securely in place while cutting or sanding. They can also be used to hold glued material together while drying.
8. Coping saw	This is used for cutting wood and plastic. The small blade is ideal for cutting out small and intricate shapes .
9. Joinery	This is the part of woodworking that involves joining together parts of wood.

## Parts of the sewing machine



Hardwoods		Softwoods	
	Beech		Scots pine
	Oak		Western red cedar
	Mahogany		Paraná pine



### Sustainability

*[sə-ˈstæb-ɪ-lə-ti]*

The ability to maintain or support a process continuously over time.

**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		<ol style="list-style-type: none"> <li>1. Look, write, cover, check vocabulary 1-3.</li> <li>2. Explain why you only use fabric scissors to cut fabric and not paper.</li> <li>3. Explain why you use pins to secure something in place when sewing.</li> <li>4. Explain why you use an ironing board when ironing fabric and not just a table.</li> <li>5. Write 5 health and safety rules for using the iron.</li> </ol>
Homework 2		<ol style="list-style-type: none"> <li>1. Look, write, cover, check vocabulary 4-6.</li> <li>2. Describe what is meant by applique.</li> <li>3. Describe what natural fibres are and give 3 example.</li> <li>4. Describe what synthetic fibres are and give 3 examples.</li> <li>5. Write 5 health and safety rules for using the sewing machine.</li> </ol>
Homework 3		<ol style="list-style-type: none"> <li>1. Look, write, cover, check vocabulary 7-9.</li> <li>2. Write down the 8 areas of ACCESS FM.</li> <li>3. Write 5 health and safety rules when in the DT workshop.</li> <li>4. Name 4 types of timber.</li> <li>5. Explain why wood is a sustainable material.</li> </ol>



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



## Year 8 Drama-Block 5 -Voice

**Developing Vocal Skills**

Knowledge and understanding of how to use the voice to achieve a variety of effects, characters and geographical places.

To develop the ability to control their voice in performance and in everyday life

- To empathise with characters different from themselves
- To challenge self-consciousness by stepping out of your comfort zone


	Key Words	Definition
15	Scene	A section of a play/act
16	Dialogue	Speech
17	Duologue	Two people speaking
18	Performance	A showcase
19	Improvise	Creating a piece of unscripted work
20	Script	Written dialogue
22	Audience	Spectators
23	Character	A person who you play in role
24	Rehearsal	Practicing a scene/performance

**Key Skills**

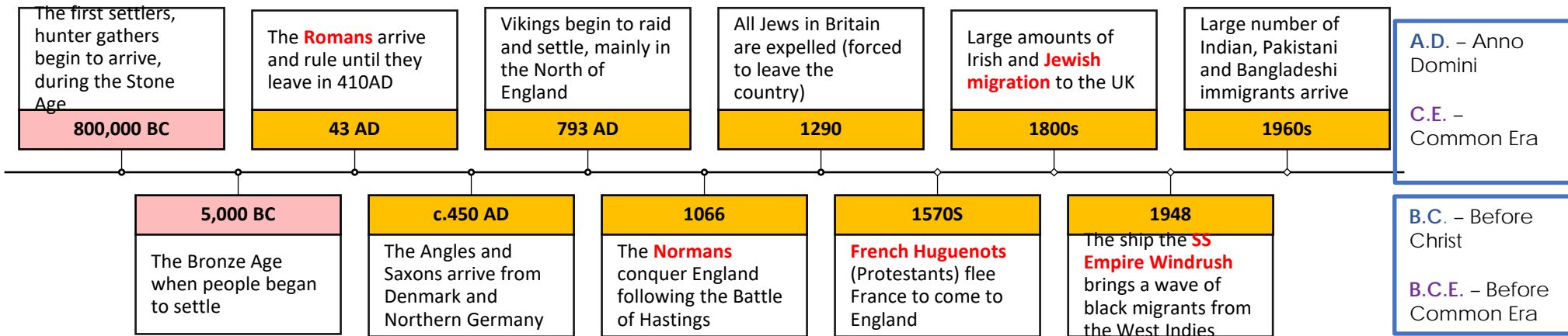
1	<b>Pitch</b>	This is how high or low a performer makes their voice when playing different roles. Pitch can show the age, gender and mood of the character.
2	<b>Accent</b>	This informs the audience what country you are from e.g. England.
3	<b>Diction</b>	This is how clearly you speak using enunciation and pronunciation.
4	<b>Volume</b>	This is how loud you speak, this could be from a stage whisper to shouting.
5	<b>Emphasis</b>	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.
6	<b>Intonation</b>	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.
7	<b>Projection</b>	This is speaking with strength. Opening your mouth wider creates a bigger projection.
8	<b>Dialect</b>	This is similar to speaking with an accent except it is more specific i.e. it tells the audience what region you are from e.g. London.
9	<b>Tone</b>	This is showing the mood that your character is feeling e.g. happy, sad, excited, frustrated etc.
10	<b>Received Pronunciation</b>	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.
11	<b>Cockney</b>	This is speaking with an East End (London) dialect.
12	<b>Enunciation</b>	This is how well a performer speaks e.g. good enunciation means sounding out every letter in every word.
13	<b>Pronunciation</b>	This is the accent or mood you speak a line of dialogue with e.g. speaking English with a French accent.
14	<b>Pace</b>	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.



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:
<b>Homework</b>  <b>1</b> <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> <li>1. Look, cover, check key terms 1-7</li> <li>2. What is vocal tone?</li> <li>3. What does vocal tone tell the audience about a character?</li> <li>4. What is pitch?</li> <li>5. What does having a high pitch suggest about how a character is feeling?</li> </ol>
<b>Homework</b>  <b>2</b> <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> <li>1. Look, cover, check key terms 8-14</li> <li>2. What is an accent?</li> <li>3. What accent comes from the east end of London?</li> <li>4. What do you need to change in your pronunciation to create that accent?</li> <li>5. What does an accent tell the audience about a character?</li> </ol>
<b>Homework</b>  <b>3</b> <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> <li>1. Look, cover, check key terms 15-24</li> <li>2. What is a duologue?</li> <li>3. Why is rehearsal important for actors?</li> <li>4. Write down three key vocal skills you need to use on stage</li> <li>5. Where is Downstage? Draw a box and mark with an X</li> </ol>

# History- Year 8 Unit 1 – Migration Moments



Key Term	Definition
1. Migration	The movement of people from one place to another.
2. Doggerland	A land bridge between Britain and Europe that the first settlers crossed to hunt, fish and settle in Britain.
3. Empire	A collection of countries ruled by another. E.g., Roman, British
4. Persecution	To treat someone differently, often badly, for who they are or what they believe in.
5. Reformation	In the 16th century when the Catholic church's dominance dropped, and the Protestant faith began to rise.
6. Protestant	Christians who broke away from the Catholic Church
7. Infer	To learn or to work out something.
8. Refugee	A displaced person who has been forced to cross national boundaries and who cannot safely return home
9. Push Factor	Something that forces you to leave/move to a different place. E.g., War, persecution.
10. Pull Factor	Something that makes you want to move to a new place. E.g., Job opportunities, education

## Why did they migrate to Britain?



### Romans

- They wanted to make money (economic gain)
- Military strength.
- Competition between Emperors – politics
- Britain had rich fertile land for farming.



### Normans

- William invaded because he was a cousin of Edward the Confessor and claimed he had been promised the throne.
- William wanted to extend his power in a Christian country.
- Economic gain – access to the wealth of Britain.



### Huguenots

- They were facing religious persecution in France for being Protestant.
- They came to England as refugees.



# History- Year 8 Unit 1 – Migration Moments



Source 1: The Roman Baths



Source 2: Early Norman Motte and Bailey Castle.



Source 3: St Bartholomew's Day Massacre, 1572

## How did each group impact Britain?

### Romans

- Before the Romans there were no proper roads. The Romans built new roads across the landscape.
- The Romans brought the Latin language to Britain.
- The Romans introduced the idea of living in big towns and cities.
- They brought plumbing and sanitation with them to keep streets and houses clean.
- They introduced the idea of fast-food (food on the move).

### Normans


- William built new castles – known as motte and bailey castles – to show Norman power and control.
- Religious building such as cathedrals and monasteries were built. These were to show devotion to God as well as remind locals the Normans were powerful.
- William introduced the 'Feudal System' to create loyalty and keep control.
- The Domesday Book – this was a huge survey of everyone living in England. This meant that people would be taxed fairly.

### Huguenots

- They improved many trades and industries such as: clockmaking; weaving; hat making; joinery (woodwork); and paper production.
- One Huguenot invented the pressure cooker, and an early form of Steam Engine.
- Around 50,000 Huguenots came to England from the 1680s onwards.
- They brought advanced skills in financial handling – they helped make finance a major industry.
- They were Protestant and helped spread religion through leaflets.

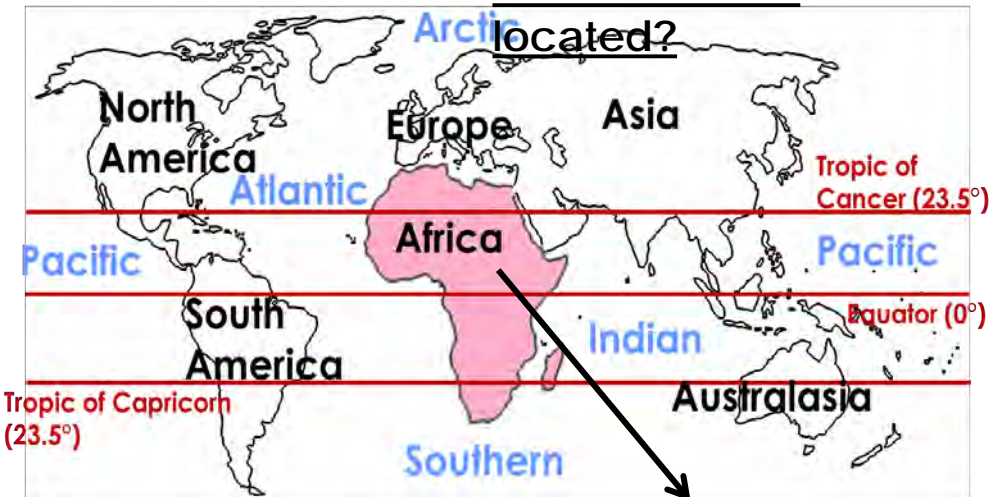
**Instructions:**

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:
<b>Homework 1</b> <input type="checkbox"/> Completed?		1.Look, Cover, Write and Check terms: 1, 2 and 3. 2.What does the term 'migration' mean? 3.What century did the Romans successfully invade England? 4.Give 2 reasons why the Romans wanted to migrate to Britain. 5.What can we learn from Source 1 about how the Romans impacted Britain?
<b>Homework 2</b> <input type="checkbox"/> Completed?		1.Look, Cover, Write and Check terms: 4, 5 and 6. 2.When do the Normans begin to migrate to Britian? 3.Give 2 reasons why the Normans wanted to migrate to Britain. 4.What can we infer (learn) from Source 2 about how the Normans impacted Britain? 5.How else did the Normans increase power and control in Britain?
<b>Homework 3</b> <input type="checkbox"/> Completed?		1.Look, Cover, Write and Check terms: 7, 8 and 9. 2.What is a 'push factor'? Please give 1 example of a push factor. 3.What does persecution mean? 4.What can you learn from Source 3 about why the Huguenots moved to Britain? 5.Give 2 examples of how the Huguenots impacted Britain.

# 8.1 Is everything we know about Africa wrong?

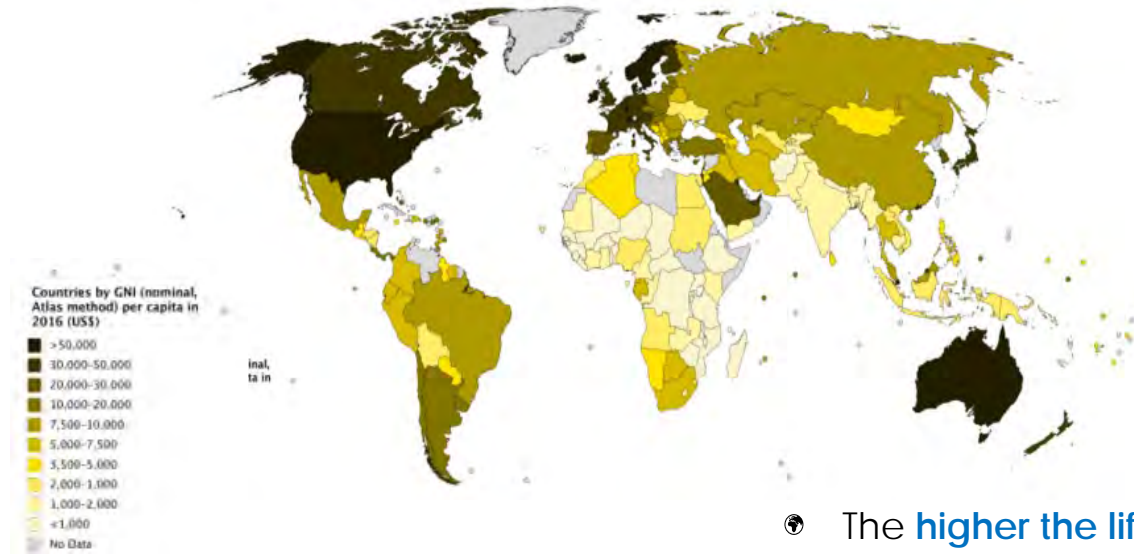
Where is Africa located?



- Made up of 54 countries.
- Has the equator, Tropic of Cancer and Tropic of Capricorn running through it.
- Surrounded by the Atlantic, Indian and Southern Oceans.
- Over 400 million people in Africa live in extreme poverty – that's \$1.90 a day!

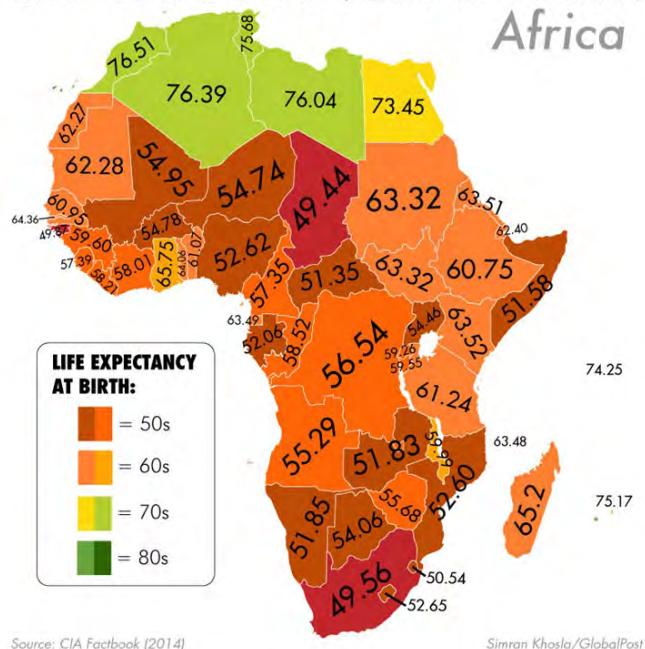


Key Word	Definition
1. Diversity	Africa is different in landscapes, people and culture.
2. Misconception	A view or opinion that is incorrect because based on faulty thinking or understanding.3
3 Development	People reaching an acceptable standard of living or quality of life. Can improve over time.
4. Development Indicators	A numerical figure that identifies a level of development.
5. GNI per capita	Gross National Income – Dollar value of a country's final income in a year divided by its population.
6. Life expectancy	Average age someone is expected to live from birth.
7. Infant Mortality rate	Number of deaths of a child before 2 <sup>nd</sup> birthday per 1000.
8. Literacy rate	Number of over 16's who can read and write.
9. Birth/Death Rate	Number of people born or dying per 1000 of population
10. Human Development Index	A figure between 0-1 that designates the development of country accounting for life expectancy, levels of education and GNI
11. Sustainable Development	Progress over time that is conducted without the overuse of natural resources, leading to environmental damage.
12. Colonisation	Where a foreign power takes control of another region.



- This is a **choropleth** map, where colours represent values.
- It shows the distribution of **GNI per capita**. GNI stands for Gross National Income – the dollar value of a country’s final income in a year divided by its population.
- This shows that in comparison to the rest of the world, especially Europe and North America, **Africa on average has a low GNI per capita**.
- This shows that many countries have **low levels of development**.

**LIFE EXPECTANCY AT BIRTH:**  
Africa



- The **higher the life expectancy**, the **higher the levels of development**.
- It shows that countries have more **money to invest in schools and hospitals**, **lowering death and infant mortality rates**.
- Those with **lower life expectancy can't afford these services**.



**Sustainable Development in Eko Atlantic, Nigeria**




- Eko Atlantic will be a **"sustainable city, clean and energy efficient with minimal carbon emissions,"** offering jobs, prosperity and new land for Nigerians.

Source: CIA Factbook (2014)

Simran Khosla/GlobalPost

**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:
<b>Homework 1</b> <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> <li>Look, cover, write, check Key Words 2, 3 and 4.</li> <li>Which continent is found North of Africa?</li> <li>Describe two of your misconceptions about Africa.</li> <li>Name the country furthest South in Africa.</li> <li>Africa is not a country. How many countries make up Africa?</li> </ol>
<b>Homework 2</b> <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> <li>Look, cover, write, check Key Words 5, 6, 7 and 8.</li> <li>Which continent lies SW of Africa?</li> <li>Where a foreign power takes control of another region is called?</li> <li>Name the ocean between Africa and North America.</li> <li>How does the GNI of Africa compare to Europe and North America?</li> </ol>
<b>Homework 3</b> <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> <li>Look, cover, write, check Key Words 9, 10 and 11.</li> <li>How many people live in extreme poverty in Africa?</li> <li>Which continent lies SE of Africa?</li> <li>What is the life expectancy at birth in South Africa?</li> <li>Complete this sentence. 'The higher the life expectancy the .....</li> </ol>

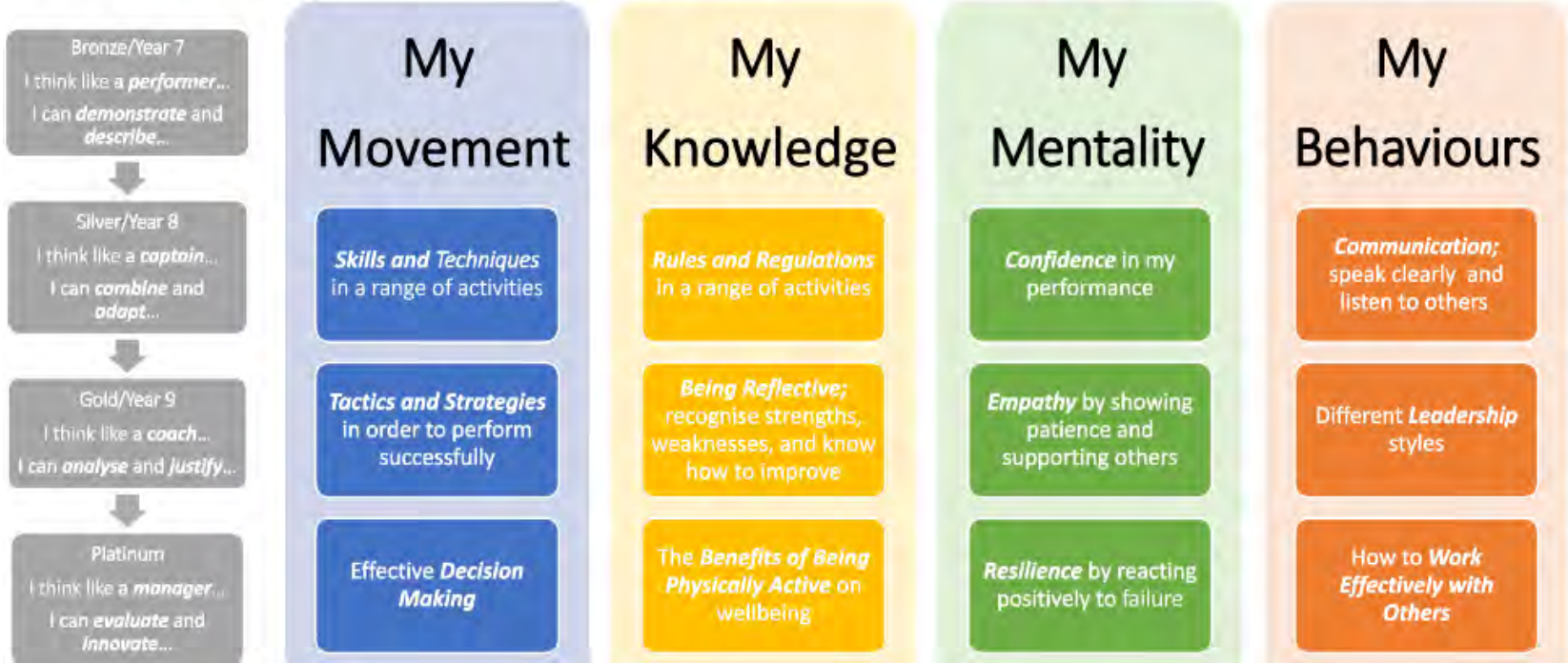


Your RE knowledge organsier will be given to you by  
your RE teacher

## How we assess you in PE

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

**Physiological indicators that are used to measure health:**



Body Mass index (BMI)



Peak flow



Blood pressure



Pulse rate (resting and recovery rate)



**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"> <li>1. Look, cover, write, check Key Words</li> <li>2. Can you explain two rules or regulations from the sport you are currently learning in your lessons</li> <li>3. Why is important to be able to find your pulse?</li> <li>4. Name 2 areas you may be able to find your pulse</li> <li>5. What does BMI stand for?</li> </ol>
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> <li>1. Look, cover, write, check Key Words</li> <li>2. Identify a life choice that can impact health</li> <li>3. What is the definition of wellbeing?</li> <li>4. What is peak flow?</li> <li>5. Explain how Asthma may affect your peak flow</li> </ol>
Homework 3 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> <li>1. Look, cover, write, check Key Words</li> <li>2. How can blood pressure be checked?</li> <li>3. Explain how smoking can impact your health.</li> <li>4. Give an example of a tactic you can use in the sport you are currently learning in your lessons</li> <li>5. <a href="https://www.nhs.uk/live-well/healthy-weight/bmi-calculator/">https://www.nhs.uk/live-well/healthy-weight/bmi-calculator/</a> using this website calculate your own BMI</li> </ol>



Key terms for year 8 project one:  
How can music tell your story?

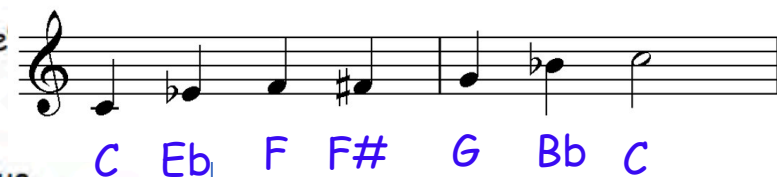
- 1 **Chord:** when 2 or more notes are played at one time
- 2 **12 bar blues chords:** a structure used in Blues music. There are 12 bars, each.
- 3 **Bassline/Walking bass:** a style of bass accompaniment often played by the left hand in the piano, double bass, bass guitar. The shape of the bassline moves up and down in pitch.
- 4 **Improvisation:** creating music on the spot
- 5 **Blues scale:** the notes of this are often used to create short melodic improvisations
- 6 **Melody:** a sequence of musical notes that is satisfying to listen to, the main 'tune'
- 7 **Time Signature:** the indication of how many beats are in the bar
- 8 **Bar:** A segment of time in a piece where each beat represents a specific note value
- 9 **Tempo:** The speed of the music. This can be described in English terms or **Italian terms:**
- 10 Slow (**Largo**) / Walking Pace (**Andante**) / Moderate (**Moderato**) / Fast (**Allegro**)
- 11 **Duration:** The length of the notes
- 12 **Ostinato:** A repeated musical phrase or pattern



Notes **on the lines** are:




Notes **in the spaces** are:



**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:
<b>Homework 1</b> <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> <li>1. Log on to <a href="http://www.teachinggadget.com">www.teachinggadget.com</a> on your computer, tablet or phone and type in the following username and password combination: Username: BBA Password: music123</li> <li>2. Click on 'My Assignments and select your class</li> <li>3. Complete the assignments set for your class for this week</li> </ol>
<b>Homework 2</b> <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> <li>1. Log on to <a href="http://www.teachinggadget.com">www.teachinggadget.com</a> on your computer, tablet or phone and type in the following username and password combination: Username: BBA Password: music123</li> <li>2. Click on 'My Assignments and select your class</li> <li>3. Complete the assignments set for your class for this week</li> </ol>
<b>Homework 3</b> <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> <li>1. Log on to <a href="http://www.teachinggadget.com">www.teachinggadget.com</a> on your computer, tablet or phone and type in the following username and password combination: Username: BBA Password: music123</li> <li>2. Click on 'My Assignments and select your class</li> <li>3. Complete the assignments set for your class for this week</li> </ol>

