

Year 8 Block 3 Knowledge Organisers

Name:

Tutor Group:

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Block 3 Homework Hand in schedule

Homework will be checked first thing each morning in tutor time. You will need to come to school each day with your homework book and Knowledge Organisers. The table shows which subject you will hand in on each day.

| Day | Date | Subject |
|-----|------------|-----------|
| Mon | 26/02/2024 | French |
| Tue | 27/02/2024 | English |
| Wed | 28/02/2024 | PE |
| Thu | 29/02/2024 | Maths |
| Fri | 01/03/2024 | Science |
| | | |
| Mon | 04/03/2024 | Geography |
| Tue | 05/03/2024 | English |
| Wed | 06/03/2024 | Art |
| Thu | 07/03/2024 | Maths |
| Fri | 08/03/2024 | Science |
| | | |
| Mon | 11/03/2024 | French |
| Tue | 12/03/2024 | English |
| Wed | 13/03/2024 | Music |
| Thu | 14/03/2024 | Maths |
| Fri | 15/03/2024 | Science |
| | | |
| Mon | 18/03/2024 | History |
| Tue | 19/03/2024 | English |
| Wed | 20/03/2024 | DT |
| Thu | 21/03/2024 | Maths |
| Fri | 22/03/2024 | Science |
| | | |
| Mon | 25/03/2024 | French |
| Tue | 26/03/2024 | Health |
| Wed | 27/03/2024 | Drama |
| Thu | 28/03/2024 | Maths |
| Fri | 29/03/2024 | Science |

| EASTER HOLIDAYS | | |
|-----------------|------------|-----------|
| INSET DAY | | |
| Tue | 16/04/2024 | Science |
| Wed | 17/04/2024 | French |
| Thu | 18/04/2024 | Maths |
| Fri | 19/04/2024 | Art |
| | | |
| Mon | 22/04/2024 | English |
| Tue | 23/04/2024 | Science |
| Wed | 24/04/2024 | Geography |
| Thu | 25/04/2024 | Maths |
| Fri | 26/04/2024 | Music |
| | | |
| Mon | 29/04/2024 | English |
| Tue | 30/04/2024 | Computing |
| Wed | 01/05/2024 | History |
| Thu | 02/05/2024 | Maths |
| Fri | 03/05/2024 | PE |
| | | |
| Mon | 06/05/2024 | English |
| Tue | 07/05/2024 | Science |
| Wed | 08/05/2024 | Geography |
| Thu | 09/05/2024 | Maths |
| Fri | 10/05/2024 | Drama |

How to complete your homework

For all subjects except Maths, homework tasks are based around Knowledge Organisers. Maths will be complete through Sparx Maths – see separate sheet for info.

To complete your homework, you must:

1. Check the hand in schedule (previous page) for the week so that you can see which Knowledge Organisers you need to be learning and what the deadline date is.
2. Carefully study the sections of the Knowledge Organiser that you are learning.
3. If you are learning **key knowledge** (for example in Science, Geography or History) Write between 10 and 20 self-quizzing questions and answers that test your grasp of this knowledge. If you are learning **key vocabulary** such as in French or English, try to read, cover, say write and check – simply read the word, cover it up, say it aloud then write it down and check if you spelled it correctly.
4. Complete all of your homework in your homework book, including your Sparx Maths notes. Put the deadline date and subject at the top of the page, so that you can clearly see when the work will be checked by your tutor and teacher.
5. Make sure you remember your homework book **everyday**, it will be checked each morning by your tutor and also in your lessons.

You may be set additional 'optional' homework tasks to complete by your teachers to deepen your knowledge, particularly for revision in the build up the to end of block assessments.

On the next page there are some optional extra ideas for ways you could use your Knowledge Organisers

What are 'self-quizzing questions'?

Here is a section of a Science Knowledge Organiser. You could test your grasp of this knowledge by asking yourself,

"What ions are found in acids?"

"Are all acids poisonous?"

These are examples of self-quizzing questions.

In your homework book, you should write the questions and their answers.

2. Acids (pH 1-6)



- Acids are a family of chemicals, examples are lemon juice, vinegar and Coca Cola. There is also acid in our stomach.
- Acids contain Hydrogen (H⁺) ions.
- **Strong acids** like hydrochloric acid are very corrosive this means they destroy skin cells and cause burns.
- **Weak acids** like vinegar are safe to eat but are still irritant to sensitive parts of the body.

How else can I use my Knowledge Organiser?

The Knowledge Organisers in this booklet will help you learn a wide range of knowledge to prepare you for your lessons as well as the multiple-choice tests at the end of this block of learning.

To get the most out of your Knowledge Organisers, you should be learning sections and then testing yourself. There will be set tasks each week based on the Knowledge Organisers, and there are some optional ideas below that you could try in addition to this if you wish.

Learning Key vocabulary:

- Highlight key terms for a subject and look up the definitions
- Write a sentence using the key terms you have highlighted
- Practice spellings – read, cover, say, write and check to learn the correct spellings of key terms

Quizzes/questions:

- Write some self-quizzing questions based on the information read
- Test your friends and family on their knowledge of a subject
- Get your parents/carers to ask you some questions
- Create exam style questions and then swap with a friend

Reflecting on learning:

- Before a topic – rank order your confidence and then revisit at the end of the topic, rank again and consider where you have improved
- Add more detail to the Knowledge Organiser after you have been taught that topic
- Traffic light (red, amber, green) each box based on how confident you are

Revision:

- Create 2-3 flashcards each week based on each box
- Create a mind map showing the key information from the Knowledge Organiser
- Read ahead to develop skills, knowledge and understanding so you feel more confident before lessons

General use:

- 50 words, 30 words, 10 words – summarise the information on the Knowledge Organiser from 50 words to 30 words to 10 words
- Pictionary – learn the definitions then draw it for your friends/family to guess
- Elevator pitch – summarise the information in a box/whole Knowledge Organiser for a 30 second presentation
- Generation game – like the famous conveyor belt – look at the Knowledge Organiser and then try to remember as many items as possible
- Key term stories – write a short story using 6 key words that are found on the Knowledge Organiser
- Scavenger hunt – read through the Knowledge Organiser with a friend/family member and see who can find specific information/facts first
- Read, cover, check – read the box, write out what you can remember, check what you have missed (then add in purple pen)

Maths Homework – Sparx Maths

What is Sparx Maths?

- Sparx Maths is an online platform we use at King’s Oak Academy, it can be accessed at <https://www.sparxmaths.uk/>
- Each weekly task on Sparx is made up of questions linked to learning in the classroom (either past, current or future) plus some times table questions.
- This should take approximately one hour per week (if it takes longer one week then it will take less time in future weeks).
- Each question has a short video you can watch if you are getting stuck.
- For each question, write down the **bookwork code, your working, and the answer** in your homework book. **You should also mark your own work.**
- You will be able to redo a question if you get it wrong. This is where you have the biggest opportunity to learn.
- To **successfully complete** your Sparx homework you need to achieve **100% completion** each week, meaning you need to get **every question correct**.
- This is because questions are set at **exactly the right level for you.**

What if I get stuck and keep getting a question wrong?

Remember this is the point where you are going to learn the most!

- Attempt each question before watching the video.
- Show your working out in your book.
- Watch the video.
- Copy down the method shown in the video into your book.
- Try the question again. Show your working out in your book.
- Copy the question in your book.
- Ask your Maths teacher to help you **before** it is due in.

You can gain ‘Positive Points’ for your Sparx work by;

- a) Completing Sparx homework early.
- b) Completing the optional XP boost questions.
- c) Completing the optional target questions.
- d) Completing independent learning tasks based on topics you find difficult.

Year 7 Curriculum:

Question topics will be set by your Maths teacher to make sure that they fit with the topics you are studying each term, as set out in the table here:

| | Term 1 | Term 2 | Term 3 and Term 4 | Term 5 and Term 6 |
|--------|--|---|--|---|
| Year 7 | Fractional thinking Probability Factors, multiples, primes Fractions (+/-) AP1 | Algebraic thinking Directed number Manipulating algebra Exploring sequences AP2 (DOOYA) | Proportional reasoning Fractions (\times/\div) Proportion Ratio Units of measure | Using shape Coordinates & straight-line graphs Properties of shape Notation/labelling conventions Perimeter & area Circles – area & circumference AP3 (DOOYA) |

Year 8 Art – comic strips

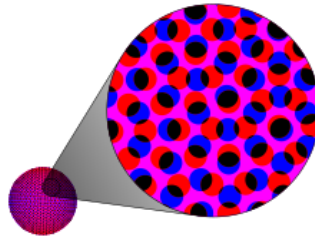
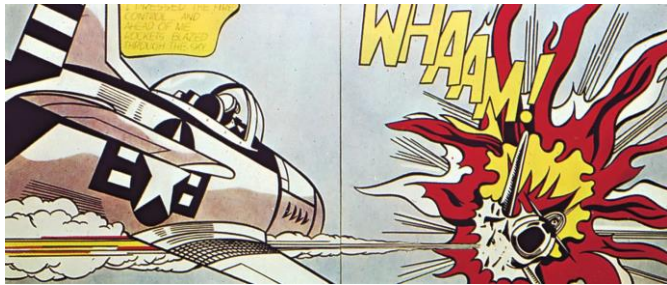
Develop knowledge – how to create characters

Understand – what comic strips are and how to write the story line

Develop skills – drawing, building characters, logo design for superhero, story writing

Outcome – A comic strip design and made following individual storyline.

A
R
T
I
S
T



Roy Lichtenstein (1923—1997) began to make his comic-book paintings in the 1960s. With paintings such as *Whaam!* (1963) and *Eddie Diptych* (1962), Lichtenstein transformed comic images into monumental works of fine art by enlarging them and rendering them with the so-called “Ben Day” dots used to print newspaper images. His approach has been described by some critics as a parody, but one in line with the goals of pop art. While Lichtenstein was able to transform the “low” art of comic books into fine art paintings, he also did the opposite.

Keywords:

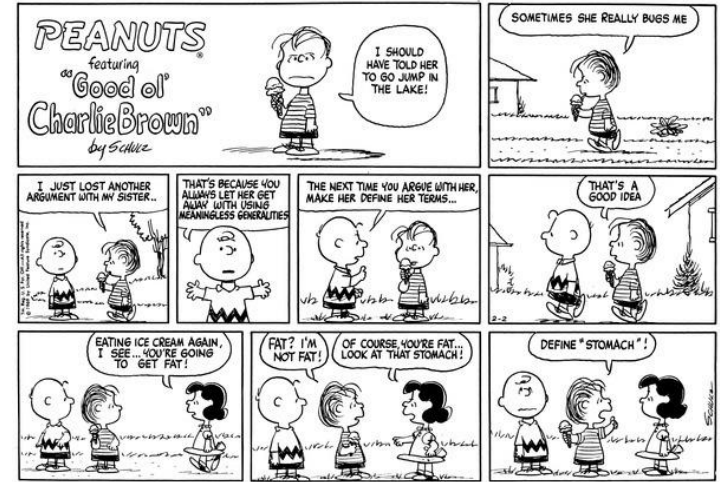
Sound effects - or [onomatopoeia](#) are words without bubbles that mimic sounds.

Caption - In a **caption**, words appear in a box separated from the rest of the panel or page, usually to give voice to a narrator, but sometimes used for the characters' thoughts or dialogue.

A **thought balloon** contains copy expressing a character's unvoiced thoughts, usually shaped like a cloud, with bubbles as a pointer.

A [speech/word/dialogue balloon](#) or **speech/word/dialogue bubble** is a speech indicator, containing the characters' dialogue.

A [comic strip](#) is a short work of comics which has its origins in the world of newspapers, but may also appear in magazines or other periodicals, as well as in books.



The Original *Peanuts* Comic Strip Collection is the heart and soul of the Charles M. Schulz Museum and Research Centre. This collection, numbering nearly 7,000 original strip drawings represents the wide breadth of Schulz's thematic work from 1950 to 2000. Schulz drew a new *Peanuts* strip for each day of the year for almost 50 years, essentially creating over 18,000 original pieces each published and syndicated in newspapers throughout the world.

Y8 Computer Science: LANS, WANS and home networks

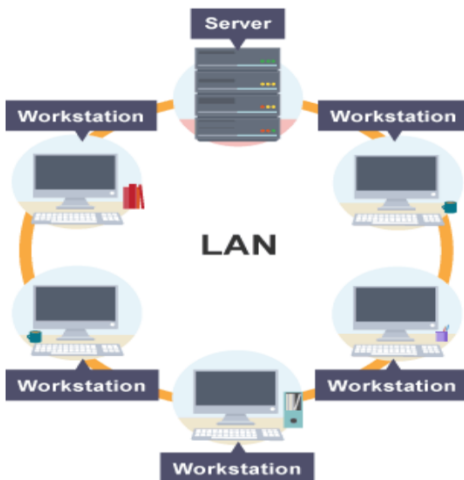
Types of network

There are two main types of network:

- a local area network (LAN)
- a wide area network (WAN)

Local area network (LAN)

A local area network is when computers or devices are connected together over a small geographical area, such as within a home, a building or one site. A LAN can be created to share data or hardware such as a printer, or to share an internet connection.



Wide area network (WAN)

A wide area network is when computers or devices are connected together over a large geographical area.

For example, a company with an office in London and another in Beijing would use a WAN to allow the employees to share one network. Some companies will connect a number of LANs in different areas together to create a WAN.

The biggest WAN we know is the internet.

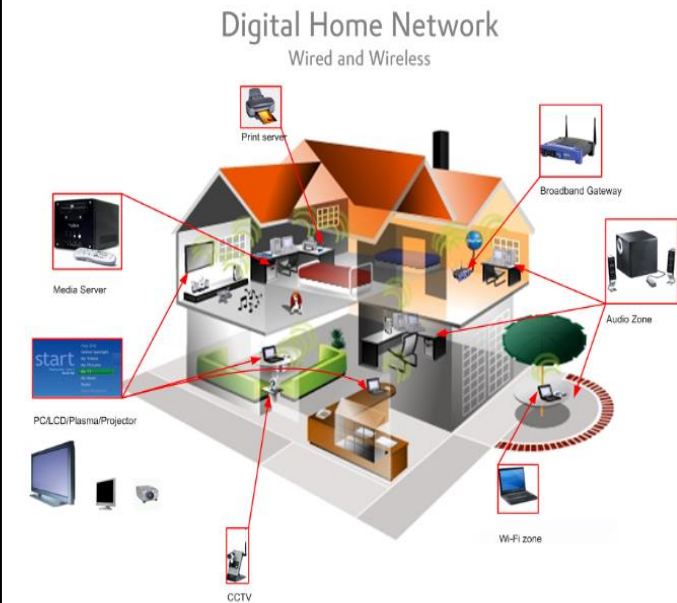


Home networks

Home networks are a simple LAN that use a broadband router to connect devices, either via cables or wirelessly.

Such devices include laptops, printers, smartphones, tablets, game consoles, and smart devices such as TVs, speakers, central heating systems, doorbells and fridges.

Design your home network illustrating the devices that you can connect to the internet:



Year 8 Drama Terms 3-4: Scripted Extracts including Shakespeare

- Developing your knowledge, skills and understanding of Shakespeare.
- Exposure to Shakespearean texts or scenes.
- Exposure to Shakespearean language.
- Understanding of contemporary theatre roles with an historical context.



| | |
|-------------------------------|--|
| Pitch | This is how high or low a performer makes their voice when playing different roles. Pitch can show the age, gender and mood of the character. |
| Accent | This informs the audience what country you are from e.g. England. |
| Diction | This is how clearly you speak using enunciation and pronunciation. |
| Volume | This is how loud you speak, this could be from a stage whisper to shouting. |
| Emphasis | This is when a performer puts extra focus on a word or words within a sentence to make a point, this can be done by elongating, speaking louder or changing the tone of your voice. |
| Intonation | This is varying your voice so that it goes up and down, this helps the fluency of your speech and helps the audience stay engaged with your dialogue. |
| Projection | This is speaking with strength. Opening your mouth wider creates a bigger projection. |
| Dialect | 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. |
| Tone | This is showing the mood that your character is feeling e.g. happy, sad, excited, frustrated etc. |
| Received Pronunciation | This is when you speak with a posh accent, taking care to enunciate each letter in every word. Performers use the front of their mouths when they are delivering their dialogue to give a nasal sound. |
| Cockney | This is speaking with an East End (London) dialect. |
| Enunciation | This is how well a performer speaks e.g. good enunciation means sounding out every letter in every word. |
| Pronunciation | This is the accent or mood you speak a line of dialogue with e.g. speaking English with a French accent. |
| Pace | This is how fast or slow a performer speaks. A character who is tired or bored may speak with a slow pace compared with a happy, excited character who will speak with a fast pace. |

| Key Words | Definition |
|--------------------|-------------------------------------|
| Scene | A section of a play/act |
| Dialogue | Speech |
| Duologue | Two people speaking |
| Performance | A showcase |
| Improvise | Creating a piece of unscripted work |
| Script | Written dialogue |
| Audience | Spectators |
| Character | A person who you play in role |
| Rehearsal | Practicing a scene/performance |

Year 8 Phone speaker Project

Product analysis

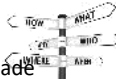


Analyse the above speaker using ACCESS FM.

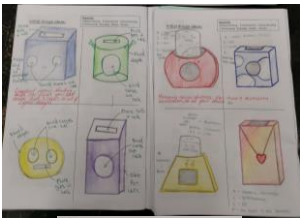
Design Brief Analysis

A design brief is a statement telling you what to do. To understand exactly what you need to do you need to break it down. The easiest way to break it down is by using the 5Ws and H to ask some questions. These questions could be:

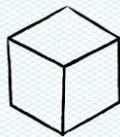
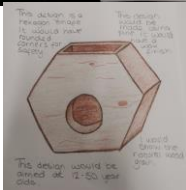
- Who is going to use it?
- What materials could it be made from?
- How much will it cost to make?



Design sketching



- When drawing your design sketches, make sure they are in 3D and must always be drawn in PENCIL.
- When rendering use colouring pencils.
- Get creative with your ideas. Your imagination has no limits.



Try drawing in isometric using isometric grid paper to help you



Key words:

A is for **Aesthetics**

C is for **Cost**

C is for **Customer**

E is for **Environment**

S is for **Size**

S is for **Safety**

F is for **Function**

M is for **Material**

Acoustics

Geometric

Isometric

Quality control

Target market

Colour rendering

Specification

We use **ACCESS FM** to help us write a **specification** - a list of requirements for a design - and to help us **analyse and describe** an already existing product.

ACCESS FM - Helpsheet



Aesthetics means **what does the product look like?**
What is their: Colour? Shape? Texture? Pattern? Appearance? Feel? Weight? Style?



Cost means **how much does the product cost to buy?**
How much does it: Cost to buy? Cost to make?
How much do the different materials cost? Is it good value?



Customer means **who will buy or use your product?**
Who will buy your product? Who will use your product?
What is their: Age? Gender?
What are their: Likes? Dislikes? Needs? Preferences?



Environment means **will the product affect the environment?**
Is the product: Recyclable? Reusable? Repairable? Sustainable?
Environmentally friendly? Bad for the environment?
OR's of Design: Recycle / Reuse / Repair / Rethink / Reduce / Refuse



Size means **how big or small is the product?**
What is the size of the product in millimeters (mm)? Is this the same size as similar products? Is it comfortable to use? Does it fit? Would it be improved if it was bigger or smaller?



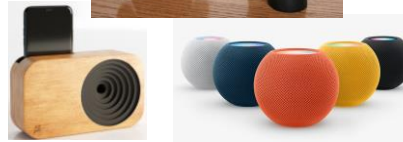
Safety means **how safe is the product when it is used?**
Will it be safe for the customer to use? Could they hurt themselves?
What's the correct and safest way to use the product? What are the risks?



Function means **how does the product work?**
What are the products job and role? What is it needed for? How well does it work? How could it be improved? Why is it used this way?



Material means **what is the product made out of?**
What materials is the product made from? Why were these materials used? Would a different material be better? How was the product made? What manufacturing techniques were used?



Wood or Timber

comes from trees.
There are two types of tree.



- **Softwood** - come from coniferous trees. They are usually faster growing, therefore usually more open grained, softer and cheaper. Used mainly for construction. Examples: Pine, Larch, Spruce, Red Cedar.
- **Hardwood** - come from broad leaved trees, they are usually deciduous, which means they lose their leaves in winter. They are usually slower growing, therefore usually tighter grained, harder and more expensive. Often used for furniture. Examples: Oak, Ash, Beech, Mahogany.



There also

- **Manufactured Boards** - are made by gluing wood fibres or veneers together. They come in sheets of standard size and thickness. Used for floorboards, worktops, furniture, construction. Examples; mdf, chipboard, plywood



Evaluation:



Designers evaluate their finished products or prototypes in order to test whether they work well and if the design can be corrected or improved. Whatever you have designed it is important to evaluate your work constantly during the project.

Evaluation can take a variety of forms:

- General discussion with other pupils, staff and others.
- Questionnaires / surveys carried out at any time during the project.
- Your personal views, what you think of existing designs.
- Most important of all - what do you think of your designs, prototypes and finished products?
- Can you think of any other ways of evaluating your work?

Tools and Equipment:



English

Year 8



Terms 3&4

19th Century



Vocabulary Organiser



| Number | Word | Definition | Term | Unit Name |
|--------|----------------------------|--|--------|-------------------|
| 1 | Pathetic Fallacy | Weather is used to reflect the mood of the setting or character | Term 3 | Gothic Literature |
| 2 | Gothic | Genre defined by mystery, the supernatural and suspense | Term 3 | Gothic Literature |
| 3 | Macabre | You describe something such as an event or story as macabre when it is strange and horrible or upsetting, usually because it involves death or injury. | Term 3 | Gothic Literature |
| 4 | Isolation | Isolation is the state of feeling alone and without friends or help. | Term 3 | Gothic Literature |
| 5 | Unreliable Narrator | A narrator who can't be entirely believed because they lack experience or may be mentally ill. | Term 3 | Gothic Literature |
| 6 | Supernatural | Mythical creatures like vampires, ghosts and demons. | Term 3 | Gothic Literature |
| 7 | Submissive | Weak, helpless and able to be controlled | Term 4 | Gothic Literature |
| 8 | Antagonist | A character who works against the protagonist. | Term 4 | Gothic Literature |
| 9 | Ominous | If you describe something as ominous, you mean that it worries you because it makes you think that something unpleasant is going to happen. | Term 4 | Gothic Literature |
| 10 | Suspense | Suspense is a state of excitement or anxiety about something that is going to happen very soon | Term 4 | Gothic Literature |
| 11 | Motif | A distinctive idea, especially a theme elaborated on in a piece of music or literature | Term 4 | Gothic Literature |
| 12 | Foreboding | Foreboding is a strong feeling that something terrible is going to happen. | Term 4 | Gothic Literature |

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

-er -ir -re

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

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

Examples:

Porter = **to** wear > je porte = **I** wear

Finir = **to** finish > nous finissons = **we** finish

Vendre = **to** sell > ils vendent = **they** sell

The Near Future :

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

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

Going to or living in a country

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

Examples :

Je vais **en** Espagne (**feminine**) → I go **to** Spain

Je vais **au** Portugal (**masculine**) → I go **to** Portugal

Je vais **à** l'hôtel (**vowel**) → I go **to the** hotel

Je vais **aux** Etats-Unis (**plural**) → I go **to** the USA

Je vais **à** Paris (**town/city**) → I go **to** Paris

8.7 Present Holidays - French Vocab List

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

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

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

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

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

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

| Quel temps fait-il ? | What is the weather like? |
|-------------------------------|---------------------------|
| Il fait beau/ il fait mauvais | It is good /bad weather |
| Il fait chaud/ froid | It is hot/cold |
| Il y a du soleil | It is sunny |
| il fait 25 degrés | It is 25 degrees |
| Il pleut | It is raining |
| Il neige | It is snowing |
| Il y a du vent | It is windy |
| Il y a des nuages | There are clouds |



Gluten Free

To follow a gluten-free diet, you must avoid wheat and some other grains while choosing substitutes that provide nutrients for a healthy diet.

Lactose Intolerant

If you are lactose intolerant, you may experience symptoms after eating dairy products and some prepared foods that contain dairy. Some dairy products have less lactose than others.

Pescatarian

The pescatarian diet, or pescatarianism, involves eating a primarily vegetarian diet with the addition of fish and other seafood.



Vegetarian

Vegetarian diets restrict the consumption of all meat, poultry, and seafood. However, they can include various products of animal agriculture such as cheese, eggs, and milk.

Vegan

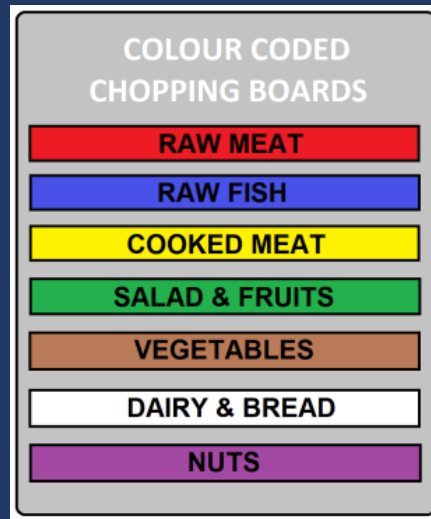
Being vegan involves avoiding all animal products, whether food or clothing (such as leather shoes). In contrast, plant-based refers to foods and meals that are predominantly based on plants.



Regular Diet

The regular diet can also be referred to as a general or normal diet. Its purpose is to provide a well-balanced diet and ensure that individuals who do not require dietary modifications receive adequate nutrition.

Cooking Equipment



Scales

A scale or balance is a device used to measure weight or mass.

Measuring Spoons

A measuring spoon is a spoon used to measure an amount of an ingredient, either liquid or dry, when cooking.

Electric Whisk

and mixers let you whip up you're baking or cooking favourites by mixing, whipping, kneading and more.

Cake Tin

It can be any shape of pan, made of any material, designed to hold any type of food stuff, sweet or savoury, solid or liquid.

Knowledge Organiser: Asia development – Case study: China

History of China

Human ancestors lived in what is now China at least 400,000 years ago. By about 2000 bce people began living in settled groups and farming. Eventually, those groups formed communities and then dynasties, or royal families, to rule over the communities.

Ancient China

The first dynasty for which there are written records was the Shang. It took power over part of China in the 1700s bce. The Shang created bronze tools and written documents. Their neighbors, the Zhou, took over their territory about 1050 bce. The Zhou Dynasty ruled a loose collection of states.

Imperial China

The leaders of one of those states, the Qin, unified China in 221 bce. The Qin set up the first great Chinese empire. In fact, the name China comes from their name. They also began to construct the [Great Wall of China](#). From 202 bce to 1279 ce, the Han, Sui, Tang, and Song dynasties ruled China. During that time the Chinese made advances in science, literature, and the arts. China also greatly expanded its territory. In the early 1200s the [Mongols](#) of Central Asia, led by [Genghis Khan](#), began conquering parts of China. By 1279 they controlled all of the territory. They ruled as the Yuan Dynasty. The Ming Dynasty overthrew the Mongols in 1368. Another group, the Manchus, took over as the Qing Dynasty in 1644. The Qing Dynasty continued until 1912. It was China's last dynasty.

International Conflicts

Meanwhile, conflict with the West began with the first Opium War (1839–42). The British ran a profitable trade in opium (a type of drug) in China. Many Chinese citizens became addicted to opium, and China wished to halt the trade. However, the British won the war as well as other battles. In the late 1800s China also had disputes with France, Russia, and Japan.

Many in China disliked the growing foreign involvement. Many were also angry about poverty in the countryside. People around the country began to rebel. In the Boxer Rebellion of 1900, bands of Chinese attacked and killed at least 250 foreigners. After European, Russian, U.S., and Japanese forces put down the rebellion, those foreign powers gained even more control over China.

Communism

In 1928 the Nationalists, a group led by [Chiang Kai-shek](#), took control of China. During invasions by Japan in the 1930s and World War II (1939–45), however, the Chinese [Communist](#) Party grew strong. Civil war soon broke out between the Nationalists and the communists, led by [Mao Zedong](#). In 1949 the communists defeated the Nationalists, who fled to the island of [Taiwan](#).

The communists renamed the country the People's Republic of China. They set up a communist government with Mao Zedong as its leader. In 1958 Mao started a program, called the Great Leap Forward, to modernize China's economy. The plan failed, however, and many people died of starvation. In 1966 Mao began the [Cultural Revolution](#). Its goal was to strengthen people's belief in communism. Instead it led to widespread disorder and violence. Young people criticized and, in some cases, attacked anyone who did not share their idea of what Mao's teachings meant. The unrest continued until Mao died in 1976.



Recent Events

The leaders who followed Mao made efforts to restore order to the country. They maintained their belief in communism but began to institute some reforms. Those included allowing private businesses and more freedom of speech. China also tried to improve relations with other countries. One sign of the country's success came in 2001. In that year the International Olympic Committee chose Beijing to host the 2008 Summer Olympic Games. The Chinese economy greatly expanded after the government allowed private citizens and companies to own businesses. The growth lifted many Chinese out of poverty. Although there was more economic freedom, the government did not allow any political criticism. Any critic of the government was either jailed or had their freedoms taken away.

Information about China

Geography

China shares borders with **Mongolia**, **Russia**, **North Korea**, **Vietnam**, **Laos**, **Myanmar**, **India**, **Bhutan**, **Nepal**, **Pakistan**, **Afghanistan**, **Tajikistan**, **Kyrgyzstan**, and **Kazakhstan**. The Yellow, East China, and South China seas lie to the east.

The **Himalayan**, **Karakoram**, and Altai mountain ranges separate China from its neighbors to the west.

The Qinghai-Tibet Plateau in the southwest is a cold, mountainous region. The northwest is a highland with large desert basins. The east holds almost all of China's lowlands. China's major rivers are the **Huang He**, the **Yangtze**, and the Pearl.

Plants and animals

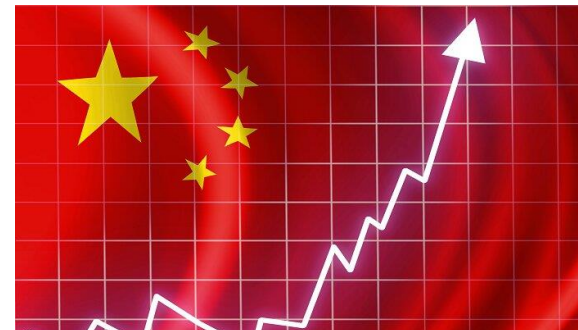
Forests cover over 20 percent of China's land. Among the many trees are tung, camphor, lacquer, and star anise trees. Mangrove swamps are found along the South China Sea. **Rainforests** grow in parts of southern China.

Giant pandas, Chinese paddlefish, and giant salamanders live in the wild only in China. Other animals and birds include **monkeys**, **alligators**, pheasants, and laughing thrushes.

People

The Han, or the ethnic Chinese, make up more than 90 percent of the population. Mandarin, a type of Han Chinese, is the official language. China has about 55 minority groups. Many people follow traditional Chinese beliefs. But growing numbers of people practice **Buddhism**, **Christianity**, **Islam**, and other religions.

About 58 percent of the people live in cities. More than 100 cities have at least 1 million residents. In the 1970s the government began trying to control the growing population. The one-child policy, in which most families were allowed to have only one child, became official in 1980. This policy ended in 2016. Families were then allowed to have two children.



Economy

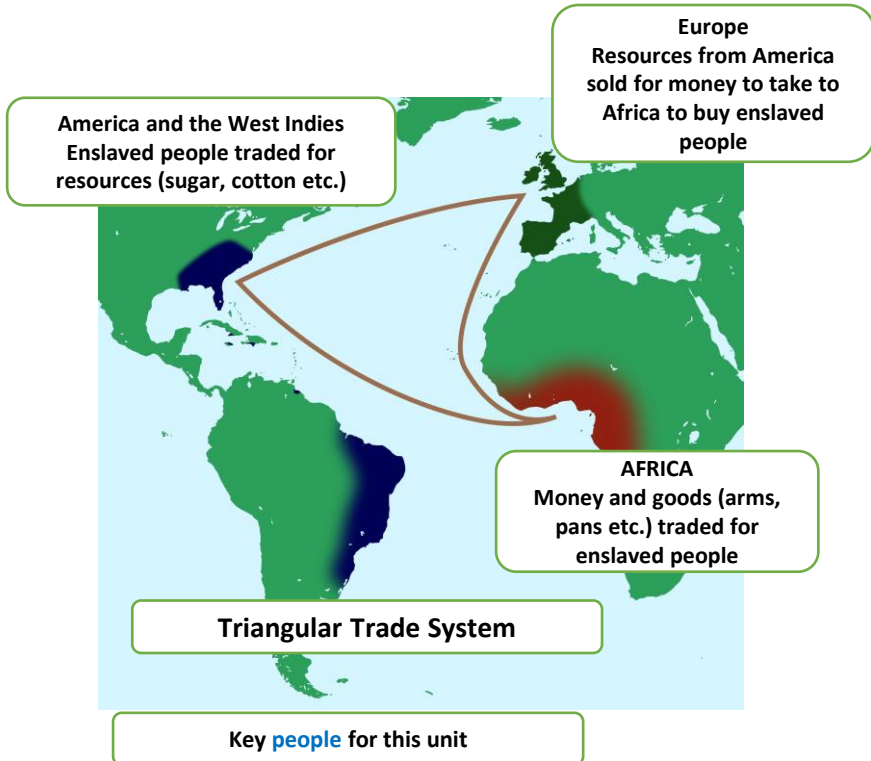
China's **communist** government once owned most of the businesses and farms in the country. (Communism is a system in which everyone works to create wealth, but people get only as much as they need.) Today individuals are allowed to own businesses. As a result, the economy is growing steadily.

Mining and manufacturing are the most important economic activities.

Mines produce **zinc**, **lead**, **copper**, **iron ore**, **coal**, and other minerals. Factories make cement, steel, iron, paper, chemicals, fabrics, electronic products, household appliances, and cars. Service industries, including finance and health care, are becoming increasingly important.

Agriculture is a smaller part of the economy. However, China is the world's top producer of **rice**. It also produces **corn**, **wheat**, **soybeans**, **peanuts**, **fruits**, **vegetables**, **tobacco**, **cotton**, **pigs**, and **chickens**.

Tran-Atlantic Enslavement



Key terms for this unit

| | |
|------------------------------------|---|
| Globalisation | The global reach of empire |
| Economic | The financial impact of slavery |
| Legacy | How are the legacies of slavery still visible in society and Bristol in particular |
| Abolition | The action of abolishing a system, practice, or institution |
| Auction | Where enslaved people were sold |
| Plantation | The places where enslaved people were forced to work to produce tradable goods |
| Emancipation | Freedom from slavery |
| Dehumanising | To deprive of positive human qualities |
| Human Rights | The basic rights and freedoms that belong to humans |
| Underground Railroad System | The system used to help enslaved people escape from the Southern states in America to the free states |
| Resistance | To resist your treatment (Active/Passive) |
| Revolt | To take violent action against an establishment |
| Legislation | An act or law |
| Impact | A marked effect or influence. |
| Oppression | Prolonged cruel and unjust treatment at the hand of the slavers |



Harriet Tubman
(1822-1913)
Helped to free at least 70 enslaved people, using the **Underground Railroad System**



Toussaint Louverture
(1743-1803)
One of the leaders of the **Haitian Revolution**- he helped liberate (free) Haiti



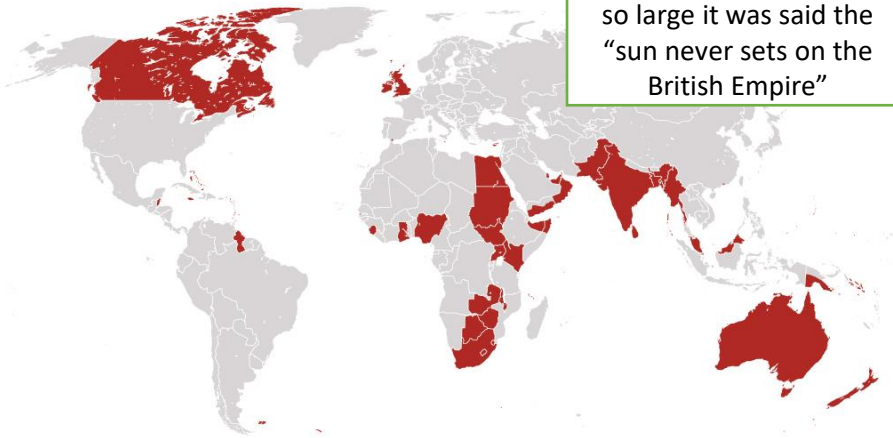
Samuel Sharpe
(1804-1832)
An enslaved Jamaican, who led the **Jamaican Rebellion**- helping to abolish the Slave trade

Impacts

| | | |
|--|--|---|
| <p>Human Impact</p> <p>The human cost of the Slave Trade- its effect on people and the human experience</p> | <p>Economic Impact</p> <p>The monetary (money) impact of the Slave Trade- how did it effect the wealth of countries and people?</p> | <p>Global Impact</p> <p>How the Slave Trade created and increased global links. The link between the Slave trade and the Empire.</p> |
|--|--|---|

The British Empire

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



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

1770 – Captain James Cook landed his ship in Australia

1833 – Britain abolished slavery

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

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

1901 – Australian independence

1919 – Amritsar massacre

1947 – Indian independence

1997 – Hong Kong was handed back to China.

Key terms for this unit

| | |
|----------------------|---|
| Empire | When countries are ruled/controlled by another country. |
| Colony | A country that is controlled by an empire. Eg. India, South Africa, Australia, Canada. |
| Imperialism | When a country wants to extend their power, usually by force |
| Decolonisation | When colonies got their independence (freedom) and were no longer controlled by an Empire |
| Indian Mutiny | When Indians fought back against British rule in India |
| "Jewel in the Crown" | The phrase used to describe India, the most important and valuable British colony |
| Penal colony | When convicts (criminals) were sent to Australia |
| Aboriginals | The people native to Australia. They have lived there for over 60,000 years |
| Opium | A drug |

Reasons for wanting an Empire (there are others)

Trade (and money)

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



Warfare

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



Political power and influence

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








Religion

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



| Components of a session | Description | Example |
|------------------------------|---|---|
| 1 Aims and objectives | This is what you want your participants to achieve in your session. | ‘To be able to control the ball using different parts of the foot’. ‘To be able to describe and demonstrate the teaching points of a short serve.’ |
| 2 Warm-up | 3 part warm up to include pulse raiser, stretches held for 8-10 seconds and mobilisation. | A light jog to increase heart rate, followed by stretches for the main muscle groups and mobilisation of the joints such as leg swings and arm circles. |
| 3 Main component | Skills and conditioned games or full game. | Serving into a hoop in badminton, followed by a game where you are only able to score points when serving. |
| 4 Cool down | Pulse lowering activities and repeat of stretches from the warm up held for 15-20 secs. | Gentle jog, gradually decreasing to a walk, followed by stretches of the main muscle groups used in the main activity. |

| Leadership styles | Description | Advantages/disadvantages |
|---|---|---|
| 5 Autocratic  | The leader makes all of the decisions and ensures instructions are followed. | Very good for safety with dangerous activities or inexperienced participants. Participants can become annoyed at having no say and rebel. |
| 6 Democratic  | There is collaboration between the leader and their participants when making decisions. | Participants feel valued, so can be more motivated. Can lead to disorganisation as too many opinions. |
| 7 Laissez-faire  | The leader makes few decisions and lets the participants choose what happens. | Can enhance team spirit. Participants may start to talk over the coach and make bad decisions based on personal preferences. |

| Personality type | Characteristics | Type of sport |
|---|---|---|
| 8 Introvert  | Shy; quiet; thoughtful; like to be on their own. | Tendency to play individual sports that need concentration or precision (fine motor skills) and do not like too much excitement (low arousal activities). E.g., rifle shooting, archery; athletics. |
| 9 Extrovert  | Sociable; enjoy interaction of others; enthusiastic; talkative; easily bored. | Tendency to play team sports with a fast pace and gross motor skills, needing less concentration (high arousal activities). E.g., football, basketball, netball. |



Year 8 Terms Music 3 & 4: What makes a great composer?

Shaping my musical toolkit

Key Words

Major
Minor
Key Signature
Chromaticism
Composer
Ground Bass
Sequence
Motif
Harpichord
Chord
Sharp
Flat
Solo
Duet
Trio
Orchestra

Musical Elements

| | |
|-----------------|---------------------------|
| Dynamics | (volume) |
| Rhythm | (duration of notes) |
| Tempo | (speed) |
| Context | (background info) |
| Structure | (sections) |
| Melody | (organisation of pitches) |
| Instrumentation | (instruments & voices) |
| Texture | (layers) |
| Harmony | (chords & key) |





Composers & Pieces

- Pachelbel (1653-1706) Canon in D
- Bach (1685-1750) Toccata & Fugue
- Mozart (1756-1791) Eine Kleine Nachtmusik
- Beethoven(1770-1827) Moonlight Sonata
- Chopin (1810-1849) Funeral March
- Tchaikovsky (1840-1893) Dance of the Sugar Plum Fairy

Periods of musical History

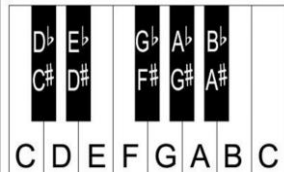
- Baroque Era – 1650-1725.
- Classical Era – 1725-1810.
- Romantic Era – 1810-1900.
- 20th Century Era – 1900 onwards.

Note Durations

| | |
|---|---------------------|
|  | Minim (2beats) |
|  | Crotchet (1 beat) |
|  | Quaver (½ beat) |
|  | Semiquaver (¼ beat) |

Instruments & Techniques

| | |
|------------|--|
| Strings | (Violin, Viola, Cello, Double Bass) |
| Woodwind | (Flute, oboe, clarinet, bassoon) |
| Brass | (Trumpet, French Horn, Trombone, Tuba) |
| Percussion | (Timpani, Bass drum, Snare drum, triangle, maracas, bells) |
| Harpichord | (keyboard instrument from the Baroque era, before piano) |
| Pizzicato | (plucking strings) |

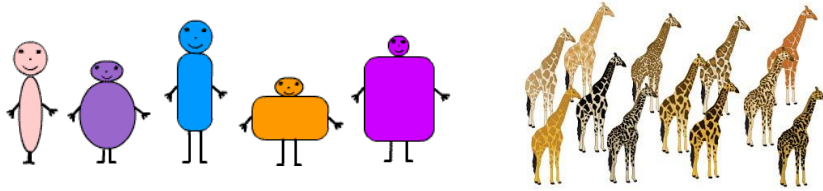




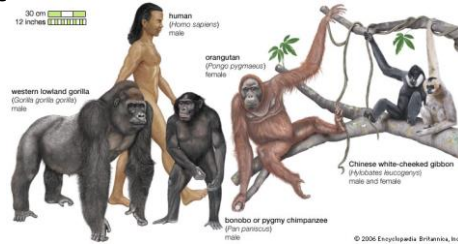
Learning: To understand variation and how it can lead to new species occurring or the extinction of a species.

Variation

This is the small differences between all organisms of the same species...



Or differences between different species.



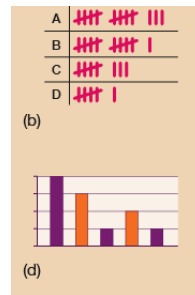
This happens due to small differences in our DNA.

Types of variation

Variation can be continuous: this means that it can be measured directly and there are an infinite amount of possible values.

Examples are:

- 1) Weight
- 2) Height
- 3) Age
- 4) Length
- 5) Time



Variation can be discontinuous: this means that the things being counted fall into a specific group or category and you cannot have values in-between the categories.

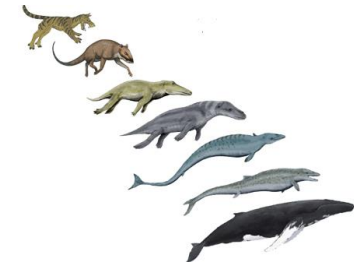
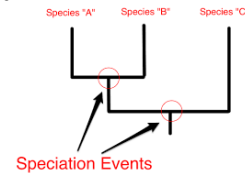
Examples are:

- 1) Shoe size
- 2) Eye colour
- 3) Biological gender

Evolution by natural selection

The idea that small changes from generation to generation over huge time scales can lead to differences in a species that allow them to compete more successfully in their environment.

If the organisms change enough so that they cannot reproduce with the original organism to produce fertile offspring they are classed as a new species.



| Key Terms | Definitions |
|-------------------------|---|
| Variation | The differences between individuals within a species |
| Continuous variation | a characteristic that changes gradually over a range of values. E.g. Height |
| Discontinuous variation | A characteristic of any species with only a limited number of possible values. E.g. blood groups |
| Inherited | Variation in a characteristic that is a result of genetic information from the parents |
| Environmental | Some variation is the result of differences in the surroundings, or what an individual does. |
| Natural selection | a process by which a species changes over time in response to changes in the environment, or competition between organisms, in order for the species to survive. The members of the species with the most desirable characteristics are able to produce the best-adapted offspring. |
| Species | a group of similar organisms that can breed with one another to produce fertile offspring |
| Extinction | When there are no remaining individuals of a species alive |
| Evolution | Charles Darwin first proposed the theory of evolution by natural selection.. Those living things that were better adapted to the environment survived and the best characteristic was inherited. |



Extinction

When there are not enough individuals of a species left to keep a breeding population, a species will become extinct. This means that it will no longer exist on the planet. This is usually caused by fast environmental change.



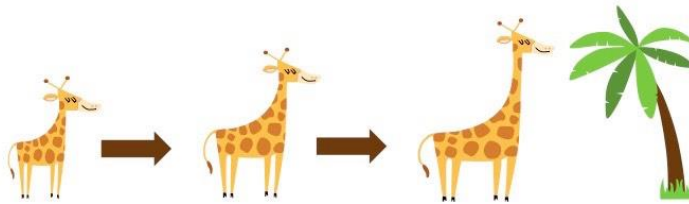
Biodiversity

This is the number of different species that exist and how many of them there are. Biodiversity is important because all species that exist are relied upon by other species in some way shape or form. To remove a species from a habitat will cause problems for most if not all other species in that habitat.



Also, lots of our medicines and products rely on discoveries from species that exist in our world.

The development of theories of evolution



Jean Baptiste Lamarck – Evolution by *Transformation* (1809)

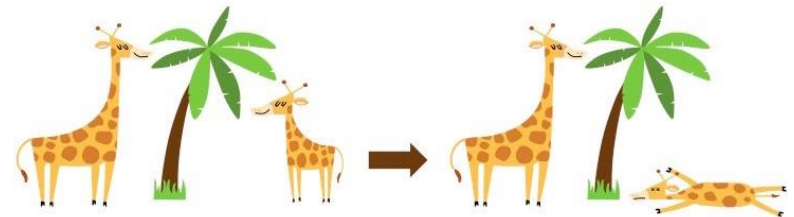
Long-necked giraffes evolved as generations of giraffes stretched their necks to reach higher leaves

Lamarck

This theory suggested that animals could change themselves within their lifetime if they needed to suit their environment. The example being that if a giraffe needed to reach higher to get food, it could simply stretch its neck and that would change its body.

Darwin and Wallace

This theory suggested that an organism cannot change in its lifetime, but instead some animals are more successful at surviving than other: it is these that pass on their genes to future generations so the species can change slowly over a very long time span. So the giraffe still gets a longer neck, but it takes thousands of years of passing on small genetic changes.



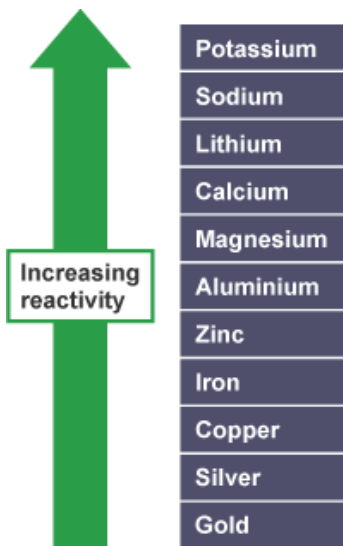
Charles Darwin – Evolution by *Descent with Modification* (1859)

Long-necked giraffes are randomly born and have more offspring due to their competitive advantage



Learning Use patterns of reactivity to make predictions for chemical reactions

The reactivity series



The reactivity series shows a list of metals in the order of how reactive they are. The metals towards the top of the list react readily with air and water and violently with acid.

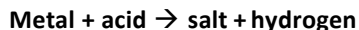
The metals towards the bottom of the list do not even react with acid.

The order of the reactivity series can be remembered using a mnemonic.

"Pond slime can make a zoo interesting - the long crinkly sort goes purple."

Reactions of metals with acid

The general equation for the reaction of a metal with acid is:



The test for hydrogen is sometimes called the squeaky pop test. Hydrogen makes a small 'pop' when it is placed near a lit wooden splint.

Rules for acids: **sulphuric acid** always makes a **sulphate** salt

Hydrochloric acid always makes a **nitrate** salt

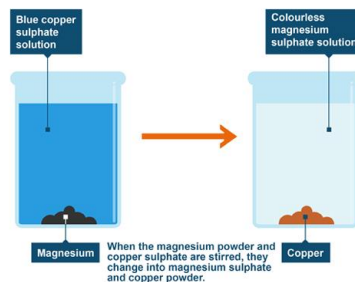
Nitric acid always makes a **nitrate** salt

| Metal | Reaction with acid |
|---------------------|--|
| Potassium Sodium | Explosive, very exothermic reaction – should not be carried out in the school laboratory |
| Calcium | Violent reaction, produces large amounts of hydrogen quickly |
| Magnesium | Rapid reaction, produces hydrogen gas readily |
| Aluminium Zinc | Fast reaction, noticeable amounts of gas evolved. |
| Iron Tin | Slow reaction, gas evolved very slowly. Reaction more noticeable in concentrated acid. |

Displacement reactions

Displacement reactions involve a reaction between a metal and a compound of a different metal.

A more reactive metal will displace a less reactive metal from its compounds.



For example the more reactive magnesium will displace the less reactive copper from the copper sulfate solution.

Magnesium + copper sulfate → magnesium sulfate + copper



Carbon can be placed into the reactivity series.

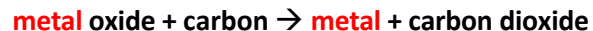
Cannot be extracted using carbon

Metals which are less reactive than carbon can be extracted by reduction with carbon.

Can be extracted using carbon

Metals that can be extracted by this method are zinc, iron, tin, lead and copper.

The general equation for this reaction is:



Extraction of metals high in the reactivity series

Metals that are higher than carbon in the reactivity series have to be extracted by a process known as **ELECTROLYSIS**.

ELECTROLYSIS literally means pulling apart with electricity and can only be done on compounds that have been melted or dissolved in a substance called an electrolyte. Aluminium is the most common example of a metal extracted by this method.

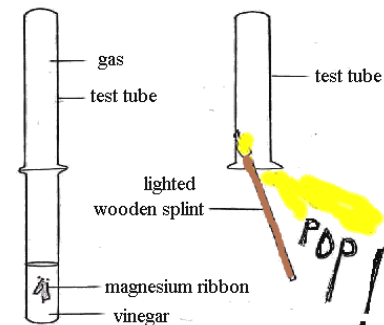
Test for Carbon Dioxide:

Bubble the gas through limewater, if it turns the limewater cloudy then it is carbon dioxide.



Test for Hydrogen:

Add a lit splint to the gas collected, if it 'pops' then it is hydrogen



Properties of metals and non-metals

| Property | Metals | Non-metals |
|-------------------------------|---------------------------------------|--|
| Appearance | Shiny | Dull |
| State at room temp | Solid (except mercury) | Half are solids, half are gases, one is liquid (bromine) |
| Density | High | Low |
| Strength | Strong | Weak |
| Malleable or brittle | Malleable (can bend without breaking) | Brittle (will shatter when hammered) |
| Conduction (heat/electricity) | Conduct both well | Poor (graphite only non-metal conductor) |
| Magnetic | Only iron, cobalt and nickel | None |

Week 1

| | |
|------------------------------|---|
| Mon 26/02/2024 French | Look-cover-write-check the 'Where do you go?' box. You should try each word between 3 and 5 times, more if you find a particular word difficult. |
| Tue 27/02/2024 English | <ol style="list-style-type: none">1. What does the term "pathetic fallacy" mean, and can you provide an example from everyday life?2. How might an author use pathetic fallacy to enhance the mood in a story?3. Define the term "gothic" in the context of literature and art.4. Can you think of a place or building that might be described as gothic in appearance?5. Explain the meaning of "macabre" and give an example of something that could be considered macabre. |
| Wed 28/02/2024 PE | <ol style="list-style-type: none">1. What is the first phase of the warmup?2. How long should you hold each stretch for in a warmup?3. How long should you hold a stretch for in a cool down?4. What are the 2 personality types?5. What is the most relaxed leadership style?6. What is the leadership style where the leader makes all the decisions?7. What does a democratic leader do?8. Name a sport that would suit an extrovert9. Name a sport that would suit an introvert10. What should the main component of a session consist of? |
| Thu 29/02/2024 Maths | Remember to write down your workings and bookwork codes in your homework book. |
| Fri 01/03/2024 Science | <ol style="list-style-type: none">1. What are the human reproductive cells?2. What is variation?3. What are the two types of variation?4. Name a characteristic that is genetically inherited.5. Name a characteristic that is an example of environmental variation.6. What does the nucleus contain?7. What is a species?8. What is a gene?9. Other than sexual reproduction, where can genetic variation come from?10. What does extinct mean? |

Week 2

| | |
|--------------------------------|---|
| Mon 04/03/2024 Geography | <ol style="list-style-type: none">1. What is the history of China?2. What was Ancient China like?3. What was Imperial China like?4. What happened during the early 1200s? (Imperial China)5. What happened during the Opium War?6. What was the Boxer Rebellion?7. What did the communists rename China as?8. What was the Cultural Revolution?9. How has China changed recently? |
| Tue 05/03/2024 English | <ol style="list-style-type: none">1. How might the use of macabre elements contribute to the atmosphere of a story?2. Describe a situation where someone might experience a sense of "isolation."3. How can isolation impact a character's emotions and actions in a story?4. What is an "unreliable narrator," and how does this narrative technique affect the reader's experience?5. Provide an example of a story with an unreliable narrator and explain how it influences the plot. |
| Wed 06/03/2024 Art | <ol style="list-style-type: none">1. What is an artist page?2. What makes a successful artist page?3. How would you describe Roy Lichtenstein's work?4. What is Ben Day dot?5. How do we design comic strips?6. Learn all the key words and write down definition in your book.7. Who created Peanut?8. What can you tell about Charles Schulz's comic strips? |
| Thu 07/03/2024 Maths | Remember to write down your workings and bookwork codes in your homework book. |
| Fri 08/03/2024 Science | <ol style="list-style-type: none">1. Name an example of continuous variation.2. Name an example of discontinuous variation.3. State the difference between continuous and discontinuous data.4. Name an extinct species.5. Why might a species become extinct?6. Are lions predators or prey animals?7. Name an adaptation of a cactus.8. Name an adaptation of a polar bear.9. What is biodiversity?10. Why is biodiversity important? |

Week 3

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| Mon 11/03/2024 French | Look-cover-write-check the 'Where do you stay?' and 'How do you travel?' boxes. You should try each word between 3 and 5 times, more if you find a particular word difficult. |
| Tue 12/03/2024 English | <ol style="list-style-type: none">1. What is the significance of the "supernatural" in storytelling, and can you give an example?2. How might the inclusion of supernatural elements create suspense in a narrative?3. Define the term "submissive" and discuss when this trait might be positive or negative.4. Can you think of a character from a movie or book who is portrayed as submissive?5. Who is an "antagonist" in a story, and how do they create conflict with the protagonist? |
| Wed 13/03/2024 Music | <ol style="list-style-type: none">1. What is a composer?2. Complete the name of this famous composer: Ludwig Van B3. Complete the name of this famous composer: J.S B4. Complete the name of this famous composer: Wolfgang Amadeus M.....5. What do 'dynamics' mean in music?6. What does 'tempo' mean in music?7. What does 'structure' mean in music?8. What does 'tempo' melody mean in music?1. Name two STRING instruments: |
| Thu 14/03/2024 Maths | Remember to write down your workings and bookwork codes in your homework book. |
| Fri 15/03/2024 Science | <ol style="list-style-type: none">1. Is time an example of continuous or discontinuous data?2. Is shoe size an example of continuous or discontinuous data?3. Is weight an example of continuous or discontinuous data?4. What is the name of the process where new species emerge?5. To be classified as a new species, the offspring produced must be fertile. True or false?6. What is natural selection?7. Darwin's theory of evolution says that the long-necked giraffes will only have baby giraffe offspring that also have long necks. True or false?8. What is variation?9. Why might a species become extinct?10. What are the human reproductive cells? |

Week 4

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| Mon 18/03/2024 History | <ol style="list-style-type: none">1. What is globalisation?2. What does economic mean?3. What does legacy mean?4. Define abolition.5. Define auction.6. Define plantation.7. Define plantation.8. Define emancipation.9. What does dehumanising mean~?10. What are Human Rights? |
| Tue 19/03/2024 English | <ol style="list-style-type: none">1. Provide an example of a well-known antagonist and discuss their role in the narrative.2. What makes a situation or atmosphere feel "ominous," and how might an author convey this feeling?3. Describe a scenario in which an ominous atmosphere is crucial to the story's development.4. How does an author build "suspense" in a story, and why is it effective for engaging readers?5. Provide an example of a book or movie where suspense is a key element.6. Discuss a supernatural element that you believe added a unique twist to a narrative. |
| Wed 20/03/2024 DT | Draw a cube in isometric, then try drawing 3 different shapes in isometric, in pencil. |
| Thu 21/03/2024 Maths | Remember to write down your workings and bookwork codes in your homework book. |
| Fri 22/03/2024 Science | <ol style="list-style-type: none">1. Put the metals in the order of reactivity from most reactive to least reactive: Iron, Gold, Potassium, Calcium.2. Metal + acid --> ? + ?3. Describe the reaction between an acid and platinum.4. Describe the reaction between an acid and calcium.5. What kind of salt does hydrochloric acid make?6. What kind of salt does sulphuric acid make?7. What is the test for hydrogen?8. Name 3 properties of metals9. What does malleable mean?10. True or false: Non-metals are good conductors of heat. |

Week 5

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| Mon 25/03/2024 French | Look-cover-write-check the 'What is the weather?' box. You should try each word between 3 and 5 times, more if you find a particular word difficult. |
| Tue 26/03/2024 Health | <ol style="list-style-type: none">1. What colour chopping board do you use when cutting raw meat?2. People who are lactose intolerant are not allowed to consume what?3. What is the purpose of an electric whisk?4. What is a pescatarian diet?5. After you have cooked some chicken what colour chopping board do you use to cut it up?6. Are Vegan allowed to eat fish?7. Why would you use scales whilst cooking?8. Define a regular diet?9. A white chopping board is used for what product?10. If you are gluten free you must avoid eating? |
| Wed 27/03/2024 Drama | <ol style="list-style-type: none">1. How can you use pitch effectively in performance?2. What is the difference between an accent and a dialect?3. Why diction important? How can we improve our diction as actors4. What is the key term for speaking with strength?5. What is a monologue?6. What is a duologue?7. What does it mean to improvise in Drama?8. Give an example of a regional dialect from London?9. Give some examples of regional accents from the North of England10. What is intonation? |
| Thu 28/03/2024 Maths | Remember to write down your workings and bookwork codes in your homework book. |
| Fri 29/03/2024 Science | <ol style="list-style-type: none">1. Metal + acid -->2. Name a property of metals3. One the periodic table, where are metals found?4. Which metal is most reactive out of sodium, silver and magnesium?5. How do you test for carbon dioxide?6. How do you test for hydrogen?7. How do we extract aluminium for its ore?8. Carbon + silver oxide -->9. Carbon + magnesium -->10. Why are some metals like gold found in the ground in a pure form? |

Week 6

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| Tue 16/04/2024 Science | <ol style="list-style-type: none">1. Define hypothesis2. Define independent variable3. Define dependent variable4. Define control variable5. How do you calculate a mean?6. What does anomalous data mean?7. What piece of equipment is used to heat substances?8. What piece of equipment is used to protect the desk from heat?9. What piece of equipment is used to accurately measure out volumes of a liquid?10. What piece of equipment is used to measure temperature of a substance? |
| Wed 17/04/2024 French | Look-cover-write-check the 'Where do you visit?' and 'What do you do?' boxes. You should try each word between 3 and 5 times, more if you find a particular word difficult. |
| Thu 18/04/2024 Maths | Remember to write down your workings and bookwork codes in your homework book. |
| Fri 19/04/2024 Art | Write up your story line for your comic strips and plan any conversation in your book. |

Week 7

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| Mon 22/04/2024 English | <ol style="list-style-type: none">1. Explain the concept of a "motif" and provide an example from a story or movie.2. How does the repetition of a motif contribute to the overall theme of a narrative?3. What is the significance of "foreboding" in storytelling, and how does it affect the reader's expectations?4. Can you think of a story where foreboding hints at future events, creating anticipation?5. Describe a scene where the use of pathetic fallacy enhances the emotional impact.6. Describe a character who experienced isolation and how it shaped their development.7. Share your thoughts on a story with an unreliable narrator and its impact on your understanding. |
| Tue 23/04/2024 Science | <ol style="list-style-type: none">1. All metals are magnetic. True or false?2. What is a displacement reaction?3. Tin is less reactive than Aluminium. Complete the following word equation: Tin nitrate + Aluminium → _____ + _____ nitrate4. Electrons which are able to move in a metal are called _____ electrons5. What does brittle mean?6. Name 2 ways we can observe that a chemical reaction is happening.7. What type of salts does nitric acid make?8. What type of salts does hydrochloric acid make?9. Zinc + Hydrochloric acid → ? + ?10. Sodium + Nitric acid → ? + ? |
| Wed 24/04/2024 Geography | <ol style="list-style-type: none">1. Who does China share borders with?2. Which mountain ranges separate China from its neighbours?3. What are the major rivers in China called?4. Describe the different plants and animals in China.5. Describe the different cultural mix of people in China. (People)6. Describe what China's economy is like. |
| Thu 25/04/2024 Maths | Remember to write down your workings and bookwork codes in your homework book. |
| Fri 26/04/2024 Music | <ol style="list-style-type: none">1. Name two WOODWIND instruments:2. Name two BRASS instruments:3. and two PERCUSSION instruments.4. How many beats is a QUAVER worth?5. Draw a quaver6. How many beats is a CROTCHET worth?7. Draw a crotchet |

Week 8

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| Mon 29/04/2024 English | <ol style="list-style-type: none">1. How might a gothic setting contribute to the overall tone of a narrative?2. Discuss the emotions that the macabre can evoke in readers or viewers.3. Can you relate a personal experience of isolation to a character in a story you've read?4. Explain how an unreliable narrator might make a story more intriguing for the audience.5. Share an example of a supernatural element that you find fascinating in literature or film.6. Discuss the impact of a gothic setting on the overall mood of a story.7. Analyze the role of the macabre in a story that left a lasting impression on you. |
| Tue 30/04/2024 Computing | |
| Wed 01/05/2024 History | <ol style="list-style-type: none">1. What was the human impact of enslavement?2. What was the economic impact of enslavement?3. What was the global impact of enslavement?4. Define Empire.5. Define colony.6. Define imperialism.7. Define decolonisation.8. What was the Indian Mutiny?9. What does the term 'Jewel in the crown.' mean?10. What is a penal colony? |
| Thu 02/05/2024 Maths | Remember to write down your workings and bookwork codes in your homework book. |
| Fri 03/05/2024 PE | <ol style="list-style-type: none">1. What is the last phase of the warmup?2. What was the objective of your last PE lesson?3. How many parts of a warmup are there?4. How many personality types are there?5. What is the least relaxed leadership style?6. What is the leadership style where the leader makes no decisions?7. What does an Autocratic leader do?8. Name 2 sports that would suit an extrovert9. Name 2 sports that would suit an introvert10. What is an example of a main component of a lesson? |

Week 9

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| <p>Mon 06/05/2024 English</p> | <ol style="list-style-type: none"> 1. Discuss the positive and negative aspects of being submissive in different situations. 2. Analyze the motivations of an antagonist in a story you enjoyed. 3. Describe a moment in a story when an ominous atmosphere kept you on the edge of your seat. 4. Share a personal experience where you felt suspense in real life. 5. Explain how a motif can be a recurring symbol that adds depth to a narrative. 6. Provide an example of a foreboding moment in a book or movie that stuck with you. 7. Reflect on a scene where pathetic fallacy effectively conveyed a character's emotions. |
| <p>Tue 07/05/2024 Science</p> | <ol style="list-style-type: none"> 1. What does discontinuous data mean? 2. Name an example of discontinuous data 3. What variable is plotted on the X axis? 4. What variable is plotted on the Y axis? 5. What does continuous data mean? 6. Name an example of continuous data 7. Define control variable 8. How do you calculate a mean? 9. What piece of equipment is used to measure temperature of a substance? 10. What piece of equipment is used to move small amounts of solid powders? |
| <p>Wed 08/05/2024 Geography</p> | <p>“The history of China has negatively impacted upon its development today”. How far do you agree with this statement?</p> <p>You can include the following in your answer: people, politics, international conflicts and communism</p> <p><i>Write two PEEL paragraphs and a conclusion.</i></p> <p>Sentence starters: <i>The history of China has negatively impacted its development as...</i> <i>This is shown by...</i> <i>More specifically,...</i> <i>Therefore,...</i></p> <p><i>The history of China has positively impacted its development as...</i> <i>This is shown by...</i> <i>More specifically,...</i> <i>Therefore,...</i></p> |
| <p>Thu 09/05/2024 Maths</p> | <p>Remember to write down your workings and bookwork codes in your homework book.</p> |
| <p>Fri 10/05/2024 Drama</p> | <ol style="list-style-type: none"> 1. What is the difference between a monologue and a duologue? 2. What is a script? 3. Why do we rehearse in Drama? 4. What’s the difference between pronunciation and enunciation? 5. Which accent would you give a wealthy royal character and why? 6. Why is pace important? Give an example to support your point 7. Tone shows mood – how else would you show that character is upset – use at least 3 other ways an actor can show this 8. Suggest 3 ways in which a character could show excitement 9. Can we call it a performance if there is no audience – debate 1 reason to agree and 1 reason to disagree with this statement 10. What is a character? |