



Name:

Student Number:

**KNOWLEDGE
ORGANISER
YEAR 8
2025/2026**

C3



Every day all students at DAA are expected to be the best they can be.

All students are expected to achieve their mission as detailed below and strive for this every day by giving 100% at all times.

“At DAA, I developed good moral principles and achieved exceptional outcomes that enabled me to have ambitious life choices”

During their time with us they will achieve this through their industry by showing hard work and resilience in all that they do every day.

Our core values are:

Happiness

The joy of life and learning. In the context of your emotional state, including positive and pleasant emotions ranging from contentment to intense joy. It is important you to have a grasp on your own happiness and well-being and your capacity to influence other people's happiness and well being

Industry

(Hard work & resilience) – This is how hard you work and how you overcome the challenges you face in your learning and life; if you can rise to the challenge when it matters you will be successful.

Responsibility

This is being accountable for the choices that you make and making the right choices to be organised, behave properly and achieve as much as you can. Taking responsibility for your learning will help you to be successful at DAA.

Contents

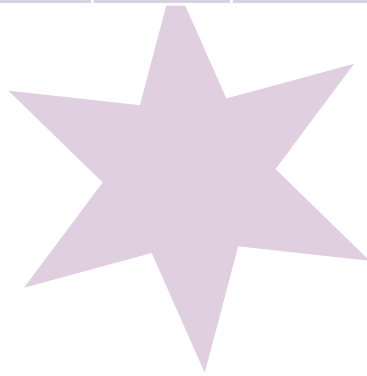
Spellings	67 - 70
English	71
Maths	73
Science	75
Geography	78
History	80
RE	82
Spanish	85
Urdu	89
Art	91
Design Technology	93
Hospitality & Catering	94
Textiles	95
Photography	96
Music	98
ICT	100



Homework Timetable:

Week A	Mon	Tues	Wed	Thur	Fri
	Maths	ICT	Spanish Urdu	RE	Reading Log

Week B	Mon	Tues	Wed	Thur	Fri
	English	Science	Creative	Geog	Reading Log



Homework Contents

Week 1	Pg 4 - 8
Week 2	Pg 9 - 12
Week 3	Pg 13 - 17
Week 4	Pg 18 - 21
Week 5	Pg, 22 - 26
Week 6	Pg 27 - 30
Week 7	Pg 31 - 35
Week 8	Pg 36 - 39
Week 9	Pg 40 - 44
Week 10	Pg 45 - 48
Week 11	Pg 49 - 51
Week 12	Pg 52 - 55
Week 13	Pg 56 - 58
Week 0	Pg 59 - 64
Book Log	Pg 65

Yr 8 ICT C3 Homework Big Question: How do I use Python to create simple code?

1: Read it

Python is a programming language that follows a clear, logical **sequence** when running instructions, moving from one line of code to the next unless directed otherwise. One of the key ideas in Python is the use of a **variable**, which stores data that the program can use or change.

Variables can hold different types of numbers, such as an **integer**, which represents whole numbers, and a **float**, which represents numbers with decimals. These data types allow Python programs to handle calculations and numerical operations accurately.

Python also allows repetition through a **loop**, a structure that runs a section of code multiple times. Each time the loop runs is called an **iteration**, and Python keeps track of these repetitions to make processes efficient and predictable.

To support looping, Python provides the **range** function, which generates a set of numbers that a loop can move through in order. This allows programmers to repeat actions a specific number of times or to work through a defined sequence of values.

By combining variables, data types, loops, iterations, and controlled sequencing, Python allows programmers to build clear and effective algorithms that solve problems.

**2. Clarify It
(the first one has been done for you)**

- a. Write out the words highlighted in red
- b. Write the definition for the words highlighted in red
- c. Attempt to use the word in a sentence

3. Summarise it: What is the main idea in the text you have just read?

--

4. Question it: Write down 3 questions you have about the text you have just read

1.	
2.	
3.	

1: Read it

Mi celebración favorita es la Navidad porque creo que es muy especial y bastante divertida. Pienso que es mi celebración favorita porque la **celebramos** a lo grande y toda la familia participa. **Para celebrar**, visitamos a la familia y comemos platos especiales que me encantan. También **solemos tener** una fiesta con muchos invitados, lo cual es bastante emocionante.

Durante la Navidad, los niños **comen** caramelos y todos llevamos trajes y vestidos muy elegantes. A veces preparamos un pastel con velas, especialmente cuando celebramos el cumpleaños de un familiar en esas fechas. Además, escuchamos música en vivo y recibimos juguetes nuevos, lo cual siempre es bastante divertido. Me gusta mucho es que vamos a la iglesia para escuchar la misa, y después participamos en **un desfile** que pasa por el centro del pueblo.

Todo **el ambiente** es muy sociable y calmado a la vez. Creo que la Navidad es tan especial porque une a la familia y porque es un tiempo tranquilo para relajarse. En resumen, **tengo que decir que** lo paso bien cada año y siempre espero la Navidad con mucha ilusión.

2. Translate It (the first one has been done for you)	a. Write out the words highlighted in red b. Write the definition for the words highlighted in red c. Attempt to use the word in a sentence
	b.
	c.
	b
	c
	b
	c
	b
	c
	b
	c
	b
	c

3. Summarise it: What is happening in the text you have just read?	4. Question it: Write down 3 questions you have about what you have just read	5. Comprehend it
	1. 2. 3	

1: Read it

Pichlay haftay mai **khreedaari** kay liye gaya. Mai apni behn **kay saath** gaya tha. Hum pehlay kapron ki dukaan may gaye. Mayray liye ek naya jora lena tha. Phir hum jooton ki **dukaan** may gaye. Mayray jootay puranay thay is liye mainay nay jootay dekhay. Us **kay baad** ham kitaboon ki dukaan may gaye. Mayree behn ko aik notebook chahiye thi.

Mai sawda bhi lay kar aaya. Mai nay ammi kay liye doodh aur anDay liyay. Mai khreedari karna pasand karta hoon **kyun-kay** is say mujhay maza aata hai. Mai apni behn ki **madad** bhi karta hoon kyun kay is say mai acha mehsoos karta hoon.

2. Translate It
(the first one has been done for you)

khreedaari

- a. Write out the words highlighted in red
b. Write the definition for the words highlighted in red
c. Attempt to use the word in a sentence

b. shopping

c. Mujhay khreedaari karnaa pasand hai (I like doing the shopping)

b

c

b

c

b

c

b

c

b

c

3. Summarise it: What is happening in the text you have just read?**4. Question it: Write down 3 questions you have about what you have just read****5. Comprehend it**

- 1.
- 2.
- 3.

Yr 8 RE C3 Homework

Diplomacy means solving problems in a **peaceful** and respectful way, rather than through violence. Both Christianity and Islam teach that believers should be **diplomatic** when dealing with conflict or disagreement.

In Christianity, **Jesus** is the main example of peaceful diplomacy. He taught Christians to “love your neighbour” and to treat others fairly. Jesus often avoided violence and instead used **ethical** methods such as kindness, forgiveness, and calm conversation to solve disputes. When people challenged him, Jesus responded with patience, showing that being diplomatic can create understanding and avoid harm.

In Islam, diplomacy is also very important. The **Prophets**, including Prophet Muhammad, are seen as role models for solving problems wisely and peacefully. Muhammad created agreements to prevent fighting and protect communities. This showed Muslims that being diplomatic is sometimes better than winning a battle. Islam teaches that arguments should be settled in fair and ethical ways, and that Muslims should work for justice without causing unnecessary conflict.

In both religions, diplomacy is linked to moral behaviour. Christians and Muslims believe that peaceful dialogue is often the best way to build harmony, protect others, and follow the example of Jesus and the Prophets.

2. Clarify It (the first one has been done for you)	a. Write out the words highlighted in red b. Write the definition for the words highlighted in red c. Attempt to use the word in a sentence

3. Summarise it: What is the main idea in the text you have just read?	4. Question it: Write down 3 questions you have about the text you have just read
	1. 2. 3.

Yr 8 English C3 Homework

For as long as humans have told stories, we have created heroes—figures who face danger, use their strengths, and represent the values of their culture. One of the most famous examples is **Homer's *The Odyssey***, an epic poem from Ancient Greece. It follows the hero Odysseus as he tries to return home after the Trojan War, meeting monsters, gods, and storms along the way. Because it is rooted in Greek myth, the poem is full of **mythical allusions**, which help audiences recognise characters and themes.

In epic storytelling, techniques such as **similes**, **repetition**, and **refrains** are vital. Similes create vivid images, while repetition and refrains help listeners follow the story and highlight important ideas. When annotating extracts, pay close attention to these features and the impressions they create.

However, even powerful stories leave certain voices out. In *The Odyssey*, Odysseus dominates the narrative, while his wife **Penelope** remains mostly silent at home, waiting for his return. Modern writers often choose to revisit classic tales to explore these missing perspectives. One example is **Margaret Atwood's *The Penelopiad***, which retells events from Penelope's point of view. By giving Penelope a voice, Atwood encourages readers to question traditional hero narratives and consider how women's experiences have often been overlooked.

This connects to the concept of **feminism**—the belief that women should have equal rights, representation, and opportunities. Understanding feminism helps us explore why retellings can challenge old assumptions and offer new interpretations.

Later in the week, you will also study how **setting** shapes meaning. Writers like Angela Carter use vivid description and tone to suggest what a place is like and what kind of people might live there, using the technique of **show, not tell**.

Throughout this unit, you will read, annotate, and discuss how stories are created—and how they can be transformed to reveal new voices and ideas.

2. Clarify It (the first one has been done for you)	a. Write out the words highlighted in red b. Write the definition for the words highlighted in red c. Attempt to use the word in a sentence	
3. Summarise it: What is the main idea in the text you have just read?	4. Question it: Write down 3 questions you have about the text you have just read	
	1.	
	2.	
	3.	

1: Read it

Long ago, scientists knew that something inside our cells carried the instructions for life. It was called **DNA**. But no one knew what it looked like.

In 1953, two scientists named James Watson and Francis Crick were trying to solve this mystery in England. At the same time, a scientist named Rosalind Franklin was taking special **X-ray** pictures of DNA. One of her pictures showed an important clue — DNA was twisted!

Using this clue, Watson and Crick built a **model** and discovered that DNA looks like a twisted ladder. This shape is called a **double helix**.

The “rungs” of the ladder are made of four tiny parts called A, T, C, and G. They fit together in pairs, like matching puzzle pieces. Because of this, DNA can copy itself and pass information from parents to children.

This discovery helped scientists understand how living things grow and how **traits** like eye color are passed down. And even today, the tiny twisted ladders of DNA are inside you, carrying the instructions that make you who you are.

2. Clarify It (the first one has been done for you)	a. Write out the words highlighted in red b. Write the definition for the words highlighted in red c. Attempt to use the word in a sentence
a	b
	c

3. Summarise it: What is the main idea in the text you have just read?	4. Question it: Write down 3 questions you have about the text you have just read
	1. 2. 3.

1: Read it

Mythical Creatures – What’s Hiding in Ancient Legends?

Mythical creatures have been part of human stories for thousands of years. They appear in **legends** from many cultures and often represent people’s beliefs, fears, or hopes. These creatures may not be real, but they have shaped art, storytelling, and **creativity** all over the world.

Mythical creatures are usually created to explain the unknown. For example, the **dragon** is a powerful creature found in many cultures, sometimes feared and sometimes celebrated. The **unicorn**, often shown as a horse with a single horn, symbolises purity and magic. Another famous creature is the **phoenix**, a bird that bursts into flames and is reborn from its ashes. Each creature has a special meaning that reflects the culture it comes from, showing how important **symbolism** is in ancient stories.

Studying these legends helps us understand ancient societies and how they viewed the world. It also shows how stories can be passed down for generations, changing slightly each time. This helps keep traditions alive and inspires new tales.

By learning about mythical creatures, we can explore symbolism, history, and creativity. These legendary beings may not exist in real life, but they continue to shape our imagination today.

<p>2. Clarify It (the first one has been done for you)</p>	<p><i>a. Write out the words highlighted in red</i> <i>b. Write the definition for the words highlighted in red</i> <i>c. Attempt to use the word in a sentence</i></p>
a. Legends	b. A legend is an old story that may be partly true but has been changed or added to over time.
	c. The story of Robin Hood is a famous legend that has been told for hundreds of years.

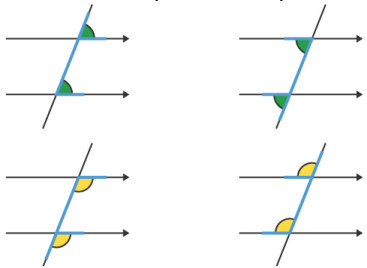
<p>3. Summarise it: What is the main idea in the text you have just read?</p>	<p>4. Question it: Write down 3 questions you have about the text you have just read</p>
	<p>1.</p> <p>2.</p> <p>3</p>

1: Read it

Parallel lines are lines which are always the same **distance** apart and never meet. Arrowheads show lines are **parallel**.

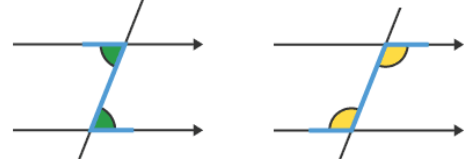
Corresponding angles

Corresponding angles are equal. The lines make an **F shape**. Notice that the F shape can be upside down or back to front.



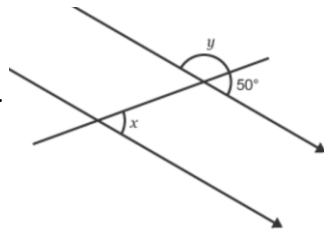
Alternate angles

Alternate angles are equal. The lines make a **Z shape** which can also be back to front.



Calculate the angles x and y . Give reasons for your answers

x is 50° . Corresponding angles are equal.
 y is $180^\circ - 50^\circ = 130^\circ$. Angles on a straight line add up to 180° .



2. Clarify It (the first one has been done for you)	a. Write out the words highlighted in red b. Write the definition for the words highlighted in red c. Attempt to use the word in a sentence
a	b
	c
v	

3. Summarise it: What is the main idea in the text you have just read?

4. Question it: Write down 3 questions you have about the text you have just read

1.

2.

3.

Yr 8 ICT C3 Homework Big Question: What is malware and what are the different types?

1: Read it

Malware is short for malicious software.

It is any program or file that is designed to harm a computer, steal information, or cause problems for users and systems. Malware can get onto a device through emails, downloads, infected websites, or USB drives.

Types of Malware

A **virus** is a program that attaches itself to other files and spreads when those files are opened. It can damage data or slow down a computer. A **worm** standalone program that spreads automatically across networks without needing to attach to files. A **Trojan** looks like a harmless file or app but secretly causes harm, such as stealing information or creating backdoors. **Spyware** secretly watches what you do like your keystrokes, passwords, or browsing history and sends the information to someone else. **Adware** shows unwanted adverts on your device. Some adware tracks your behaviour without permission.

Ransomware locks your files or device and demands money to unlock them.

Ways to protect yourself include using antivirus software, keeping systems updated, avoiding suspicious links, downloading from trusted sources, using strong passwords, backing up files, and being cautious with USB drives.

**2. Clarify It
(the first one has been done for you)**

- a. Write out the words highlighted in red
- b. Write the definition for the words highlighted in red
- c. Attempt to use the word in a sentence

3. Summarise it: What is the main idea in the text you have just read?

4. Question it: Write down 3 questions you have about the text you have just read

1.

2.

3.

1: Read it

Acabo de celebrar mi cumpleaños con mi familia y mis amigos, y fue una celebración realmente especial. Para celebrar, **fui a** la piscina por la mañana porque hacía buen tiempo y me gustó mucho relajarme allí. Después, **fuimos** al cine para ver una película nueva y lo pasamos muy bien porque la historia era interesante y bastante divertida.

Por la tarde, asistimos a una fiesta en la calle donde había música y comida para todos. Invité a mis amigos y también a mis mejores amigos, así que había mucha gente. **Durante** la fiesta llevamos ropa nueva, especialmente para la ocasión, y todos dijeron que era una ropa muy bonita. Más tarde bailamos y cantamos, lo que hizo la celebración aún más animada.

Al final del día, tuve un pastel con velas y todos cantaron “cumpleaños feliz”. **También** saqué muchas fotos para recordar el momento y recibí unos regalos que me sorprendieron mucho. Comimos pizza, que es mi comida favorita, y hablamos durante horas.

Tengo que decir que lo pasé muy bien y que lo celebramos a lo grande. Fue un día increíble y **me encantó todo**.

2. Translate It (the first one has been done for you)	a. Write out the words highlighted in red b. Write the definition for the words highlighted in red c. Attempt to use the word in a sentence
	b.
	c.
	b
	c
	b
	c
	b
	c
	b
	c
	b
	c

3. Summarise it: What is happening in the text you have just read?	4. Question it: Write down 3 questions you have about what you have just read	5. Comprehend it
	1. 2. 3	

1: Read it

Aam taur par mai phalo aur sabziyo ki shopping karta hoon. Mai ammi kay saath jata hoon. Ham **pehlay** phalon ki dukaan may jatay hain. Mujhay seb aur kela lena hota hai kyun kay mai yeh **roz** khata hoon. Ham angoor aur santray bhi letay hain kyun kay yeh **hamesha** taazay hotay hain.

Phir hum sabziyon wali dukaan may jatay hain. Wahan ham aloo aur piyaz letay hain kyun-kay yeh har khaanay may **isstimaal** hotay hain. Mai tamatar aur gobhi bhi uthata hoon. Ammi kehti hain kay yeh zaroori sabziyan hain. Mai shopping karna pasand karta hoon kyun kay mujhay **cheezayn** dekh kar maza aata hai. Aur mai ammi ki madad karta hoon kyun-kay is say mai acha mehsoos karta hoon.

2. Translate It
(the first one has been done for you)

aam taur par

- a. Write out the words highlighted in red
b. Write the definition for the words highlighted in red
c. Attempt to use the word in a sentence

b. normally

c. mai aam taur par school kay baad dukaan par jaata hoo.

b

c

b

c

b

c

b

c

b

c

3. Summarise it: What is happening in the text you have just read?**4. Question it: Write down 3 questions you have about what you have just read****5. Comprehend it**

- 1.
- 2.
- 3.

Yr 8 RE C3 Homework

Around the world, many people suffer because of war. Homes are destroyed, families are separated, and communities lose access to basic needs such as food, water, and medicine. Supporting war victims is an important moral **responsibility** because every person deserves protection and dignity. This idea connects strongly to **human rights**, which say that everyone should be safe, treated fairly, and able to live without fear.

In many religions and ethical systems, helping those who are suffering is seen as essential. For example, the **golden rule** “treat others as you would like to be treated” —reminds people to care for others with kindness and fairness. If we were caught in a war, we would hope that someone would help us; therefore, we should offer the same support to those who are affected. This rule encourages people to act with empathy, not judgement.

Showing **compassion** is another key part of supporting war victims. Compassion means noticing someone else’s pain and wanting to do something to relieve it. This might include giving donations, offering shelter, providing medical care, or simply listening to people’s stories so they feel heard and valued. War often causes deep **injustice**, especially when innocent people are harmed. Supporting victims helps to challenge that injustice by restoring hope, rebuilding lives, and promoting peace. Whether through charities, community projects, or personal actions, helping war victims shows that humanity can stand together even in dark times.

By promoting human rights, practising compassion, following the golden rule, and challenging injustice, people can make a real difference to those who need it most.

2. Clarify It (the first one has been done for you)	a. Write out the words highlighted in red b. Write the definition for the words highlighted in red c. Attempt to use the word in a sentence

3. Summarise it: What is the main idea in the text you have just read?	4. Question it: Write down 3 questions you have about the text you have just read
	1. 2. 3.

Yr 8 English C3 Homework

This week, you will study a poem by **Jonathan Swift**, a writer known for his sharp wit and clever use of **satire**. Satire is a type of writing that uses **irony**, **humour**, and exaggeration to criticise people, behaviours, or society. You may have seen satirical comedy in modern political sketches or TV shows, where comedians highlight human flaws through jokes. Swift does something similar in poetry, often using humour to expose truths people might prefer to ignore.

The poem you will read is a **satirical elegy**. Normally, an elegy is a poem written to mourn someone who has died. It is usually respectful and serious in tone. So you might expect a poem with “elegy” in the title to be full of sadness, admiration, and reflection. However, Swift turns this tradition upside down. By combining elegy with satire, he creates a poem where the speaker’s attitude toward the dead man is far from respectful. As you read, focus on how the tone shifts and how Swift uses humour to challenge the expectations of an elegy.

When annotating, pay close attention to **irony** (where the meaning is opposite to what is said), **exclamatory sentences**, and the **rhyme scheme**, which often contributes to the poem’s playful but biting mood. You will also examine how Swift describes a woman in the poem, exploring how particular **words and phrases** shape your impression of her.

Later in the week, you will move from poetry analysis to descriptive writing. You will read an extract from *The Kite Runner*, exploring how **metaphors** and **similes** bring the natural world to life and create a clear tone. Using an image of a woman in a forest, you will then plan and write your own narrative opening, focusing on sensory details, weather, and tiny, vivid images—such as raindrops or the movement of water. Extracts like those from *Jamaica Inn* will help model how writers “zoom in” on detail to build atmosphere.

<p style="text-align: center;">2. Clarify It (the first one has been done for you)</p>	<p>a. <i>Write out the words highlighted in red</i> b. <i>Write the definition for the words highlighted in red</i> c. <i>Attempt to use the word in a sentence</i></p>
<p>3. Summarise it: What is the main idea in the text you have just read?</p>	<p>4. Question it: Write down 3 questions you have about the text you have just read</p>
	<p>1.</p> <p>2.</p> <p>3</p>

1: Read it

When Maya looked in the mirror, she noticed something interesting. She had her dad's curly hair.

At least, that's what everyone said.

"Why do I have curly hair," she asked her mom one morning, "but Liam has straight hair?"

Her mom smiled. "That's called **inheritance**," she said. "It's how **traits** are passed from parents to children."

That afternoon, Maya's teacher explained it with a fun example.

"Inside your body," the teacher said, "are tiny instructions called **genes**. You get half of your genes from your mom and half from your dad. Genes decide things like your hair type, eye color, and even whether you can roll your tongue."

Maya tried rolling her tongue. She could. Liam tried. He couldn't.

"So I got that from Dad?" Maya asked.

"Maybe!" said the teacher. "Genes are like a mix-and-match game.

Sometimes one gene is **dominant** so it is stronger, sometimes it is **recessive**. That's why brothers and sisters can look different."

Maya thought about her family. Her grandma had dimples. Her dad had dimples. And she did too.

It felt like carrying tiny pieces of her family with her everywhere she went.

That night, Maya looked at her reflection again. Her curly hair

bounced around her face. She smiled, noticing her dimples.

Inheritance wasn't just about looks.

It was a story — a story passed down from parents to children, again and again.

And Maya was the next chapter.

**2. Clarify It
(the first one has been
done for you)**

a

- a. Write out the words highlighted in red**
b. Write the definition for the words highlighted in red
c. Attempt to use the word in a sentence

b

c

3. Summarise it: What is the main idea in the text you have just read?**4. Question it: Write down 3 questions you have about the text you have just read**

1.

2.

3.

1: Read it

Patchwork Cushions – Crafting with Colour and Creativity

Patchwork cushions are a fun and creative way to explore **textiles** and design. They're made by sewing together small pieces of **fabric** in different colours, patterns, and textures to create a unique cover for a cushion. This technique has been used for centuries and is still popular today in both fashion and home décor.

To make a patchwork cushion, you start by choosing your **theme** – maybe bright colours, nature patterns, or recycled materials. Then you cut your fabric into shapes like squares or triangles and arrange them in a design. Once you're happy with the layout, you sew the pieces together using a **sewing machine** or by hand.

Patchwork helps develop skills like measuring, cutting, and stitching, and it's a great way to express your **creativity**. You can also learn about **sustainability** by using leftover or second-hand fabric instead of buying new materials.

When finished, your cushion isn't just comfy – it's a piece of art that reflects your style and effort. Whether you're making one for yourself or as a gift, patchwork cushions are a brilliant way to bring design to life.

2. Clarify It (the first one has been done for you)	a. Write out the words highlighted in red b. Write the definition for the words highlighted in red c. Attempt to use the word in a sentence
a. Textiles	b. Textiles are materials made by weaving, knitting, or bonding fibres together. They are used to make clothes, cushions, curtains, and many other fabric-based products.
	c. In our design lesson, we learned how different textiles can be used to create stylish and comfortable clothing.

3. Summarise it: What is the main idea in the text you have just read?

4. Question it: Write down 3 questions you have about the text you have just read

Blank space for summarising the main idea of the text.

1.

2.

3.

Yr 8 Geography C3 Homework

What opportunities does Malham offer?

Malham offers a wide range of **opportunities**, largely shaped by its dramatic limestone landscape and location within the Yorkshire Dales National Park. **Tourism** is one of the biggest opportunities in the area. The village attracts walkers, climbers, cavers, and outdoor enthusiasts from across the country due to the natural features such as Malham Cove, Gordale Scar, Janet's Foss, and Malham Tarn. These sites create opportunities for **recreation**, footpaths, outdoor education, and nature-based tourism.

The presence of the Pennine Way, a major long-distance footpath passing through the village, further boosts visitor numbers and supports local businesses including cafes, B&Bs, campsites, pubs, and outdoor shops. The **scenic** surroundings, including dry-stone walls, meadows, and woodlands, also support photographers, field studies, and geography school trips.

Natural **conservation** offers additional opportunities. Much of the land around Malham is protected as a Site of Special Scientific Interest (SSSI) and includes National Trust managed areas such as Malham Tarn. This creates roles in conservation work, **habitat** management, and **volunteering**.

Overall, Malham provides opportunities in tourism, education, conservation, and outdoor recreation, all supported by its striking limestone scenery and strong national park setting.

2. Clarify It (the first one has been done for you)	a. Write out the words highlighted in red b. Write the definition for the words highlighted in red c. Attempt to use the word in a sentence

3. Summarise it: What is the main idea in the text you have just read?	4. Question it: Write down 3 questions you have about the text you have just read
	1. 2. 3.

Yr 8 ICT C3 Homework Big Question: What is encryption?

1: Read it

Encryption is the process of encoding *data* or a message so that it cannot be understood by anyone other than its intended **recipient**.

- The data or message is encrypted using an encryption
- The opposite of encryption is **decryption**

Plain text is information that is not encrypted. It can be read and understood easily by anyone who sees it. **Cipher text** is information that has been encrypted. It looks scrambled or unreadable and can only be understood if you have the correct key to decode it. Encryption turns plain text into cipher text using a key. Decryption uses the correct key to undo that process. The decryption **algorithm** takes the cipher text and key, then transforms it back into plain text.

Decryption becomes insecure if:

- Someone steals the key,
- The password protecting the key is weak,
- Outdated algorithms are used,
- Malware or hackers access the system doing the decryption.

Decryption is secure as long as the key stays secret and the encryption used is strong. The weak point is almost never the maths t's protecting the key from being stolen.

2. Clarify It (the first one has been done for you)	a. Write out the words highlighted in red b. Write the definition for the words highlighted in red c. Attempt to use the word in a sentence

3. Summarise it: What is the main idea in the text you have just read?	4. Question it: Write down 3 questions you have about the text you have just read
	1. 2. 3

1: Read it

Creo que mi celebración favorita es el Año Nuevo Chino porque es muy emocionante y bastante única. Me encanta porque hay una fiesta sorpresa casi todos los años y siempre es muy ruidosa pero también especial. Además, pienso que es una celebración muy sociable porque **todo el mundo** participa.

Para celebrar, comemos platos especiales que solo se preparan **en esta fecha**. La familia también hace una lista con muchos invitados, así que siempre hay mucha gente. Algo que disfruto mucho es que los niños reciben **juguets nuevos** y se ponen muy contentos con las sorpresas.

Otro aspecto que me encanta es que participamos en un desfile con dragones y música. Es tan tradicional que **me parece fascinante**. Normalmente, todos llevamos trajes y vestidos muy bonitos y llamativos. **También** visitamos a la familia, lo cual es importante porque es una celebración muy familiar.

A veces vamos al templo y escuchamos música en vivo, lo que hace que la celebración sea todavía más especial. Tengo que decir que lo pasamos bien cada vez que celebramos esta fiesta porque es tranquila y divertida **al mismo tiempo**.

2. Translate It (the first one has been done for you)	a. Write out the words highlighted in red b. Write the definition for the words highlighted in red c. Attempt to use the word in a sentence
	b.
	c.
	b
	c
	b
	c
	b
	c
	b
	c
	b
	c

3. Summarise it: What is happening in the text you have just read?	4. Question it: Write down 3 questions you have about what you have just read	5. Comprehend it
	1. 2. 3	

1: Read it

Aam taur par mai khanay peenay ki shopping karta hoon. Mai **zyada tar** supermarket may jata hoon. Wahan mai doodh aur roti leta hoon kyun kay yeh ghar may jaldi **khatam** ho jatay hain. Kabhi kabhi mai cereal **bhi** uthata hoon. Mujhay cereal **pasand** hai kyun kay yeh bohat aasaan hota hai. Ham drinks section may bhi jatay hain.

Ham juice aur pani letay hain kyun kay yeh roz istemaal hotay hain. Mai biscuits aur chips bhi dekh leta hoon. Ammi kehti hain kay hamay **zyada** meetha nahi khana chahiyay.

Mai chocolate kabhi kabhi leta hoon. Mujhay chocolate pasand hai kyun kay is say mujhay maza milta hai. Khreedari may mujhay maza aata hai kyun kay mai ammi ko cheezen **dhoondnay** may madad karta hoon.

2. Translate It
(the first one has been done for you)

zyada tar

a. Write out the words highlighted in red
b. Write the definition for the words highlighted in red
c. Attempt to use the word in a sentence

b. **mostly**

c. **mai zyada tar gaaRi may school aatee hoo (I mostly come to school by car)**

b

c

b

c

b

c

b

c

b

c

3. Summarise it: What is happening in the text you have just read?

4. Question it: Write down 3 questions you have about what you have just read

5. Comprehend it

- 1.
- 2.
- 3.

Yr 8 RE C3 Homework

Violence and war often happen when groups or countries cannot solve their disagreements peacefully. One major cause of war is **oppressing** people. When a government or powerful group treats others unfairly, takes away their freedom, or abuses their rights, conflict can begin. People may feel they have no choice but to resist or fight back in order to protect themselves or their community.

Another common cause of war is **retaliation**. This means responding to harm with more harm. For example, if one country attacks another, the second country might attack back in revenge. This can create a cycle of violence where each side feels forced to respond, making the conflict grow larger and more destructive.

Greed can also be a powerful cause of war. Sometimes leaders or nations want more land, money, resources, or power. This desire can lead them to invade other countries or take what does not belong to them. Throughout history, many wars have started simply because one side wanted something another side had.

However, not all conflicts need to lead to violence. Diplomacy is the skill of solving problems through discussion, negotiation, and compromise. **Diplomacy** encourages people and leaders to talk calmly, listen to each other, and find solutions that avoid harm. Many organisations, such as the United Nations, work to prevent war by encouraging diplomacy instead of fighting.

2. Clarify It (the first one has been done for you)	a. Write out the words highlighted in red b. Write the definition for the words highlighted in red c. Attempt to use the word in a sentence

3. Summarise it: What is the main idea in the text you have just read?	4. Question it: Write down 3 questions you have about the text you have just read
	1. 2. 3.

Yr 8 English C3 Homework

This week, you will explore the poetry of **Percy Bysshe Shelley**, one of the major figures of the **Second-Wave Romantics**. The Romantic movement, which began in the late 18th century, celebrated emotion, imagination, and a deep connection to the natural world. These poets believed that nature could inspire powerful feelings—sometimes peaceful and beautiful, sometimes overwhelming and terrifying. This mixture of awe and fear is known as the **sublime**, a key concept for understanding Romantic writing.

Another idea you will consider is **natural innocence**. Romantics often saw childhood, nature, and purity as interconnected. They believed people were born innocent and that society, with its rules and corruption, damaged that purity. Looking at images of natural landscapes or young children may help you think about how poets use these symbols to express ideas about goodness, vulnerability, or freedom.

When reading Shelley’s poem this week, begin by thinking about how love or emotion might appear differently in Romantic poetry compared to the love poems you have already studied. Romantic love is often tied to the natural world, with feelings described through metaphors of weather, landscapes, or the changing seasons.

As you annotate the poem, focus on **enjambment**—sentences flowing over multiple lines—which can create a sense of movement or intensity. Look, too, for features of the sublime, moments of **innocence**, and descriptions of nature that reveal the speaker’s feelings. You will also examine how Shelley describes a particular woman in the poem, exploring how the chosen **words and phrases** shape your impressions of her and the relationship being portrayed.

By the end of the lesson, you will summarise the poem carefully, explaining your understanding of what is happening and how Shelley uses Romantic techniques to convey emotion, beauty, and the power of nature.

<p>2. Clarify It (the first one has been done for you)</p>	<p>a. Write out the words highlighted in red b. Write the definition for the words highlighted in red c. Attempt to use the word in a sentence</p>
<p>3. Summarise it: What is the main idea in the text you have just read?</p>	<p>4. Question it: Write down 3 questions you have about the text you have just read</p>
	<p>1. 2. 3</p>

1: Read it

In a sunny field behind Oakwood School, Mrs. Green’s class was studying butterflies. They all looked similar at first — wings, antennae, bright colors. “But look closer,” said Mrs. Green. Emma noticed that one butterfly had deep orange wings. Another was pale yellow. Jay pointed out that some had big black spots, while others had tiny ones. “They’re all the same **species**,” Mrs. Green explained. “They’re called monarch butterflies. But they aren’t exactly the same. The differences you see are called **variation**. “Variation?” asked Leo. “Yes,” she said. “Variation is the difference in **characteristics** between **organisms** of the same species. Even though these butterflies are all monarchs, they have small differences in color, size, and pattern. “She asked the students to look at themselves. Some of the children were tall. Some were shorter. Some had brown eyes. Others had blue or green. They were all human — the same species — but they were not identical. “That’s variation too,” Mrs. Green said. “Variation makes every living thing a little bit **unique**. “As a butterfly fluttered past them, its wings shining in the sunlight, Emma smiled. If every butterfly looked exactly the same, the field wouldn’t be nearly as beautiful. And if every person were exactly the same, the world wouldn’t be as interesting either.

2. Clarify It (the first one has been done for you)	a. Write out the words highlighted in red b. Write the definition for the words highlighted in red c. Attempt to use the word in a sentence
a	b
	c

3. Summarise it: What is the main idea in the text you have just read?	4. Question it: Write down 3 questions you have about the text you have just read
	1. 2. 3

1: Read it

Film Music – Bringing Stories to Life

Film music plays a vital role in shaping how we experience a movie. It helps create **emotion**, whether that's excitement, fear, or sadness, and it makes scenes more powerful. **Composers** design musical themes, called **motifs**, to represent characters, places, or important moments. For example, a hero might have a bright, bold theme, while a villain might be introduced with darker, unsettling **soundtracks**.

Film music also builds **atmosphere**. Fast, loud music can make an action scene feel tense, while slow, gentle music can make a quiet moment feel peaceful or moving. These choices help the audience understand the story without needing any words. The **orchestra** often plays a big role in film music, using strings, brass, and percussion to match the mood on screen.

Overall, film music brings stories to life, turning ordinary scenes into unforgettable ones by guiding how the audience feels and reacts.

2. Clarify It (the first one has been done for you)	a. Write out the words highlighted in red b. Write the definition for the words highlighted in red c. Attempt to use the word in a sentence
a. Emotion	b. Is a strong feeling a person experiences, such as happiness, anger, fear, or excitement. c. The soundtrack to the film worked well with each scene in the film.

3. Summarise it: What is the main idea in the text you have just read?	4. Question it: Write down 3 questions you have about the text you have just read
	1. 2. 3

Yr 8 Geography C3 Homework

What challenges does Malham face?

Malham faces several significant challenges, many of which stem from its popularity as a tourist destination and its **sensitive** physical environment. One of the most pressing issues is footpath erosion, caused by the large number of visitors who walk through the area each year. As tourists wander off the footpaths, they damage **vegetation** and create widening paths, leading to long term landscape **degradation**. This issue has become so severe that the Yorkshire Dales National Park **Authority** must continually repair and maintain these paths. Malham also experiences pressure on local **infrastructure**. High tourist numbers place strain on car parks, footpaths and village services. Popular sites such as Malham Cove and Gordale Scar attract thousands of visitors, creating congestion and increasing the need for **sustainable** visitor management. Finally, Malham faces **economic** pressures which is typical of rural areas. The community relies heavily on tourism. Tourism can be vulnerable to **seasonal** change due to less visitors visiting during the Winter months. This results in an economic decline as there are less tourists spending money within the village. Overall, Malham's challenges reflect the balance between **preserving** a sensitive landscape and supporting a thriving rural community.

2. Clarify It (the first one has been done for you)	a. Write out the words highlighted in red b. Write the definition for the words highlighted in red c. Attempt to use the word in a sentence

3. Summarise it: What is the main idea in the text you have just read?	4. Question it: Write down 3 questions you have about the text you have just read
	1. 2. 3.

1: Read it

Units from the **metric** system can be used to describe the mass, volume or length of an object.

Mass is measured in grams (g) and kilograms (kg).

Volume is measured in millilitres (ml) and litres (l).

Converting grams and kilograms

Grams and kilograms are metric units which are used when measuring the **mass** of objects. Grams are usually used for lightweight objects, while kilograms are used for heavier objects. The word 'kilo' means 'one thousand'. One kilogram is a thousand grams. $1\text{kg} = 1,000\text{g}$
For example on the number line you can see that:

$5\text{kg} = 5,000\text{g}$

To **convert** from grams to kilograms, you divide by 1,000.

To convert from kilograms to grams, you do the opposite - you multiply by 1,000.

Converting millilitres and litres

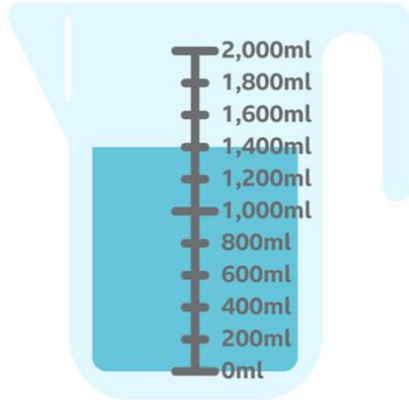
Millilitres and litres are metric units which are used when measuring volume.

'Milli' means 'one thousandth'. So, a thousand millilitres is 1 litre.

$1,000\text{ml} = 1\text{ litre}$

What is 1,400 millilitres in litres?

The volume of liquid in the jug is 1
Remember, to convert millilitres in
 $1400\text{ml} \div 1,000 = 1.4\text{l}$



2. Clarify It (the first one has been done for you)	a. Write out the words highlighted in red b. Write the definition for the words highlighted in red c. Attempt to use the word in a sentence
a	b
	c
v	

3. Summarise it: What is the main idea in the text you have just read?

4. Question it: Write down 3 questions you have about the text you have just read

- 1.
- 2.
- 3.

Yr 8 ICT C3 Homework Big Question: What is programming?

1: Read it

Programming is all about telling a computer exactly what to do. To make this happen, we write **code**, which is a set of instructions written in a language the computer understands.

When programmers want to solve a problem, they usually start by creating an **algorithm**, a step-by-step plan for how to get from the problem to the solution. The order of these steps matters, so the algorithm must follow a clear **sequence**.

Once the algorithm is ready, it can be turned into a **program**, which is a complete collection of coded instructions that the computer can run. Of course, programs don't always work perfectly the first time. That is where **debugging** comes in. Debugging means finding and fixing errors in the code so the program runs correctly.

Block-based programming helps you learn the ideas of coding visually, while text-based programming lets you write real code and create more complex programs.

2. Clarify It (the first one has been done for you)

<i>a. Write out the words highlighted in red</i> <i>b. Write the definition for the words highlighted in red</i> <i>c. Attempt to use the word in a sentence</i>

3. Summarise it: What is the main idea in the text you have just read?

--

4. Question it: Write down 3 questions you have about the text you have just read

1.	
2.	
3.	

1: Read it

Acabo de celebrar una boda en mi familia y fue una celebración inolvidable. Para empezar el día, fuimos al cine **por la mañana** para relajarnos un poco antes de la ceremonia. **Luego**, asistimos a una fiesta en la calle, organizada especialmente para los invitados. Había música en directo y un ambiente muy agradable. Después, invité a mis amigos para que también pudieran participar, porque la boda era muy importante para todos.

Más tarde, nos pusimos ropa elegante porque llevamos ropa nueva para la ocasión. **La gente** hizo muchos comentarios positivos. Durante la fiesta, bailamos y cantamos, y la música no paró en toda la noche. También saqué muchas fotos, ya que quería recordar todos los detalles.

Para comer, comimos pizza (porque a la pareja le encanta) y después tuve una piñata, lo cual fue bastante inesperado y muy divertido. **Al final**, tuve un pastel con velas, **aunque** no era mi cumpleaños, sino una sorpresa para celebrar el amor de la pareja. Recibí unos regalos de agradecimiento por ayudar con la organización, lo cual me hizo mucha ilusión.

En resumen, lo pasé muy bien y lo celebramos a lo grande. Fue una celebración realmente especial y me encantó muchísimo.

2. Translate It (the first one has been done for you)	a. Write out the words highlighted in red b. Write the definition for the words highlighted in red c. Attempt to use the word in a sentence
	b.
	c.
	b
	c
	b
	c
	b
	c
	b
	c
	b
	c

3. Summarise it: What is happening in the text you have just read?	4. Question it: Write down 3 questions you have about what you have just read	5. Comprehend it
	1. 2. 3	

1: Read it

Aam taur par mai har haftay **jayb kharch** layta hoon. Mai Friday ko paanch pound layta hoon. **Mujhay lagta hai** kay paanch pound theek hotay hain kyun kay mai bohat **kam** cheezen khareedta hoon. Mayray bhai ko mujh say kam milta hai. Usay **sirf** teen pound miltay hain, is liye mai khush hota hoon. Mayree behn ko mujh say zyada milta hai kyun kay woh zyada kaam karti hai.

Mai kabhi kabhi mayraa jayb kharch **bachaata** hoon. Mujhay bachaana pasand hai kyun kay **baad may** mai koi bari cheez lay sakta hoon. Kabhi mai sweets ya snacks bhi khareed layta hoon. Jayb kharch may mujhay maza aata hai kyun kay mai apni marzi say cheezen lay sakta hoon.

2. Translate It (the first one has been done for you)	a. Write out the words highlighted in red b. Write the definition for the words highlighted in red c. Attempt to use the word in a sentence
jayb kharch	b. pocket money c. mujhay jayb kharch miltee hai (I get pocket money)
	b
	c
	b
	c
	b
	c
	b
	c
	b
	c

3. Summarise it: What is happening in the text you have just read?	4. Question it: Write down 3 questions you have about what you have just read	5. Comprehend it
	1. 2. 3	

Yr 8 RE C3 Homework

Christianity and Islam both teach that peace is extremely important, but they also recognise that violence sometimes happens in the world. Each religion has its own teachings about when, if ever, violence can be justified.

In Christianity, Jesus is the main example of peaceful living. Jesus taught people to “love your neighbour” and even “love your enemies.” Many Christians believe this means they should avoid violence whenever possible and try to solve problems through forgiveness and kindness. Some Christians are **pacifists**, meaning they believe violence is always wrong. Groups like the Quakers teach that following Jesus means choosing peace in every situation. Other Christians believe violence may be permitted only in very limited situations, such as **self-defence**, and only if it prevents greater harm. This idea is linked to the **Just War Theory**, which says that war should be a last resort and must protect innocent people.

In Islam, peace is also a central value. The Qur’an teaches that all Muslims should work for harmony and avoid harming others. Violence is not encouraged, but it may be allowed under strict conditions, mainly for **self-defence** or to protect people from oppression. Islam teaches that innocent people must never be targeted. The idea of **lesser jihad** means a physical struggle to defend what is right, but only when all peaceful options have failed. The more important form, **greater jihad**, is the inner struggle to live a good and peaceful life.

2. Clarify It (the first one has been done for you)	a. Write out the words highlighted in red b. Write the definition for the words highlighted in red c. Attempt to use the word in a sentence

3. Summarise it: What is the main idea in the text you have just read?	4. Question it: Write down 3 questions you have about the text you have just read
	1. 2. 3.

1: Read it

When Sam stood next to his cousin Leo in a family photo, everyone noticed the differences.

Sam was tall with straight brown hair. Leo was shorter with curly black hair. Yet they were the same age and part of the same family. "How can we be so different?" Leo asked.

At school, their teacher explained, "**Variation** within a species happens for two main reasons. The first is **genetic variation**." She said that we inherit **genes** from our parents in special cells called **gametes**. Each parent gives us half our genes, but the mix is different every time — like shuffling cards. Small random changes in DNA, called **mutations**, can also happen. That's why even brothers and sisters aren't exactly the same.

"The second reason is **environmental variation**," she continued. "Your surroundings — like your diet, exercise, and education — also affect you."
 "For example, you might inherit genes to be tall. But if you don't eat enough healthy food, you might not grow as tall as you could."
 Sam realized that who he was came from both his genes and his environment — a mix of what he was given and how he grew. Variation, he decided, is what makes everyone unique.

2. Clarify It (the first one has been done for you)	a. Write out the words highlighted in red b. Write the definition for the words highlighted in red c. Attempt to use the word in a sentence
a	b
	c

3. Summarise it: What is the main idea in the text you have just read?	4. Question it: Write down 3 questions you have about the text you have just read
	1. 2. 3

1: Read it

Wire Games – Testing Skill Through Design

Wire games are a popular project in Design & Technology because they combine creativity, **electronics**, and problem-solving. A wire game usually involves a metal shape made from thick wire and a handheld wand that the player must move along the path without touching the wire. If the wand touches the wire, the circuit is completed and a **buzzer** or light activates, signalling a mistake. This simple system helps students understand how **conductors** work while also designing something fun and **interactive**.

To make a wire game, students begin by planning the circuit diagram and the shape of their course. It can be straight, wavy, or even themed, such as mountains or lightning bolts. Next, the wire is shaped using tools, and the circuit is built using a battery, buzzer, and switch. The final stage involves **assembling** and testing the game, checking that the components are connected correctly and the structure is safe and stable.

Wire games encourage careful planning, steady **hand-eye coordination**, and an understanding of how circuits behave. They also allow students to personalise their designs, making each project unique and enjoyable to build.

2. Clarify It
(the first one has been done for you)

a. Electronics

- a. Write out the words highlighted in red
- b. Write the definition for the words highlighted in red
- c. Attempt to use the word in a sentence

b. The study and use of electrical parts and circuits that control how electricity moves to make devices work.

c. We used electronics to build the wire game so the buzzer would sound when the wire was touched.

3. Summarise it: What is the main idea in the text you have just read?

4. Question it: Write down 3 questions you have about the text you have just read

- 1.
- 2.
- 3

Yr 8 Geography C3 Homework

How can sustainable management support Malham?

Sustainable management in Malham focuses on protecting its **fragile** limestone landscape while ensuring the village can continue to welcome large number of visitors. One key strategy is the Malham Village Enhancement Project, which aims to reduce environmental damage and improve visitor experience. For example, footpath erosion along the beckside has become a problem due to large number of walkers. So, the Parish Council worked with the Yorkshire Dales National Park Authority to install flagstone paving to protect the grass and reduce further erosion. The project has also improved signage, replaced outdated or **intrusive** road signs, and upgraded public **facilities** such as bridges and toilets. All these improvements help the village to remain functional and attractive while **limiting** environmental impact.

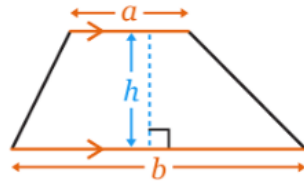
Beyond the village, the surrounding landscape is managed through strict **conservation** measures. Large parts of Malham such as habitats, limestone features, and wildlife are **legally** protected. The heart of the Dales landscape recovery project at Malham Tarn promotes sustainable farming, habitat restoration, improved water quality and climate **resilience** by working with farmers to introduce nature-based **solutions**. These solutions involve tree planting, peatland **restoration**, and biodiversity improvements. Together, these strategies help balance tourism, conservation, and community needs by ensuring Malham remains a sustainable upland environment.

2. Clarify It (the first one has been done for you)	a. Write out the words highlighted in red b. Write the definition for the words highlighted in red c. Attempt to use the word in a sentence

3. Summarise it: What is the main idea in the text you have just read?	4. Question it: Write down 3 questions you have about the text you have just read
	1. 2. 3.

1: Read it

The **parallel sides** of a trapezium are labelled **a** and **b**. The **perpendicular height** is the shortest distance between the parallel sides and is labelled **h**



.Calculating the area of a trapezium

To calculate the **area** of a trapezium:

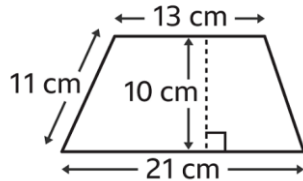
Identify the parallel sides **a** and **b**, and the perpendicular height, **h**.

Substitute the values of **a**, **b** and **h** into the formula.

Complete the calculation. Remember that the result is an area so the units are square centimetres (cm²).

Substitute the values of **a**, **b**, and **h** into the formula for the area of a trapezium.

$$\begin{aligned}
 A &= \frac{1}{2} (a + b)h \\
 &= \frac{1}{2} (13 + 21) \times 10 \\
 &= \frac{1}{2} (34) \times 10 \\
 &= 17 \times 10
 \end{aligned}$$



Area of trapezium = 170 cm²

2. Clarify It (the first one has been done for you)	a. Write out the words highlighted in red b. Write the definition for the words highlighted in red c. Attempt to use the word in a sentence
a	b
	c
v	

3. Summarise it: What is the main idea in the text you have just read?	4. Question it: Write down 3 questions you have about the text you have just read
	1. 2. 3.

Yr 8 ICT C3 Homework Big Question: How do I use Python to create simple code?

1: Read it

Python is a **text-based programming language**, which means you write instructions using words and symbols instead of dragging blocks. In Python, the order you write your instructions in—called the **sequence** is important, because the computer follows each step from top to bottom.

To make things happen in Python, you write **commands**. One of the most common commands is the print command, which tells the computer to display something on the screen. For example, you can print a **string**, which is a piece of text written inside quotation marks: `print("Hello, world!")`

Python also uses **functions**, which are reusable bits of code that perform specific tasks. The `print()` command is a function you call whenever you want to show information.

Like all programming languages, Python has rules about how code must be written. These rules are called **syntax**, and if you break them even with a small mistake your program will not run.

When that happens, you need to debug your code by finding and fixing the errors.

Python is popular in schools because it's simple, readable, and great for learning the core ideas behind programming.

2. Clarify It (the first one has been done for you)

- a. Write out the words highlighted in red
- b. Write the definition for the words highlighted in red
- c. Attempt to use the word in a sentence

3. Summarise it: What is the main idea in the text you have just read?

4. Question it: Write down 3 questions you have about the text you have just read

- 1.
- 2.
- 3.

1: Read it

Pienso que mi festival preferido es el Día de los Muertos en México porque es una celebración realmente especial y diferente. También **diría que** mi costumbre preferida es la Nochebuena, pero el Día de los Muertos siempre me fascina más. Es un festival muy colorido y me encanta la música y **las bandas** que tocan en las calles durante toda la celebración. Además, la comida tradicional es deliciosa y **me encanta probar** los platos típicos cada año.

Otra razón por la que me gusta tanto este festival es porque las familias **decoran las casas** con los tamales, los dulces y las flores, y todo se ve muy bonito. También hay ofrendas **llenas de colores** y los desfiles son impresionantes. **Cada año**, me encanta ver los trajes y los vestidos, especialmente los que llevan los participantes en el desfile.

Además, los niños reciben los juguetes, lo cual hace el ambiente más alegre. Las tradiciones religiosas también **me parecen muy interesantes** porque representan una mezcla única de cultura, historia y espiritualidad.

En resumen, lo paso muy bien cada vez que participo en esta fiesta. Me encanta todo: las danzas, los regalos, la música y, sobre todo, el ambiente tan especial que tiene esta celebración.

2. Translate It (the first one has been done for you)	a. Write out the words highlighted in red b. Write the definition for the words highlighted in red c. Attempt to use the word in a sentence
	b.
	c.
	b
	c
	b
	c
	b
	c
	b
	c
	b
	c

3. Summarise it: What is happening in the text you have just read?	4. Question it: Write down 3 questions you have about what you have just read	5. Comprehend it
	1. 2. 3	

1: Read it

Aam taur par mai **rozana** technology istemaal karta hoon. Mai **aksar** mayraa mobile phone use karta hoon. Mayray phone may internet hota hai, is liye mai YouTube dekhleta hoon. Mujhay YouTube pasand hai kyun kay is may maza hota hai.

Mai apnay doston ko message bhi karta hoon. Mai WhatsApp may **baat karta hoon** kyun kay yeh bohat **aasaan** hota hai. Kabhi mai games bhi khelta hoon. Mujhay games pasand hain kyun kay yeh **dilchasp** hotay hain.

Ham kabhi tablet bhi istemaal kartay hain. Ammi kehti hain kay hamay zyada screen time nahi lena chahiyay. Mai mayraa mobile kabhi kabhi school ka kaam karne may bhi **isstimaal** karta hoon. Technology may mujhay maza aata hai kyun kay is say mai nayi cheezen seekh sakta hoon.

2. Translate It (the first one has been done for you)	a. Write out the words highlighted in red b. Write the definition for the words highlighted in red c. Attempt to use the word in a sentence
rozana	b. daily c. mai rozana school jaata hoo (I go to school daily)
	b
	c
	b
	c
	b
	c
	b
	c
	b
	c

3. Summarise it: What is happening in the text you have just read?	4. Question it: Write down 3 questions you have about what you have just read	5. Comprehend it
	1. 2. 3	

Yr 8 RE C3 Homework

Atheists do not follow a religion or believe in a god, but they still have strong ideas about how peace and conflict should be handled. Instead of using religious teachings, atheists base their views on reason, human experience, and **ethical** values such as fairness, equality, and **justice**.

Many atheists believe that peace is best achieved by protecting human rights and making sure all people are treated fairly. Because atheists do not rely on holy texts, they often focus on what creates the most wellbeing for the greatest number of people. This can include supporting education, encouraging dialogue between countries, and promoting laws that protect everyone. For atheists, peace is something humans must work for themselves, rather than expecting help from a higher power.

When it comes to conflict, atheists generally argue that violence should only be used as **a last resort**, and only when it is necessary to defend people from harm. Some atheists strongly oppose war altogether because they believe it creates suffering, destroys communities, and rarely solves the real problems. Others accept that conflict may sometimes be unavoidable, such as when stopping cruelty, oppression, or threats to innocent people.

Atheists often support **diplomacy, negotiation**, and **compromise** as the best ways to prevent war. Because they focus on human responsibility, they argue that peace comes from good leadership, fair treatment, and open communication—not from religious commands.

2. Clarify It (the first one has been done for you)	a. Write out the words highlighted in red b. Write the definition for the words highlighted in red c. Attempt to use the word in a sentence

3. Summarise it: What is the main idea in the text you have just read?	4. Question it: Write down 3 questions you have about the text you have just read
	1. 2. 3.

1: Read it

On a camping trip, Aisha and her brother Tom were helping their dad light a small campfire.

At first, the fire burned brightly. The flames were blue and orange, and there was hardly any smoke.

“That’s called **complete combustion**,” Dad explained. “When there is plenty of oxygen, the fuel burns completely. It makes **carbon dioxide**, water, and lots of energy.”

The fire felt warm and clean.

Later, Tom piled on too much wood at once. The flames turned yellow and smoky. Dark soot rose into the air.

“Uh-oh,” Dad said. “Now we have **incomplete combustion**. That happens when there isn’t enough **oxygen**.”

“What’s different?” Aisha asked.

“When fuel doesn’t get enough oxygen, it doesn’t burn fully,” Dad explained. “It can make carbon monoxide, which is a dangerous gas, and black **soot**. It also makes less energy.”

Tom quickly spread the wood out so air could get in. Soon the flames burned brighter again, and the smoke faded.

Aisha smiled. “So fires need oxygen to burn properly?”

“Exactly,” Dad said. “With enough oxygen, you get complete combustion. Without enough, you get incomplete combustion.”

As they toasted marshmallows over the bright, clean flame, Aisha decided science was pretty useful — especially when it helped make the perfect campfire.

2. Clarify It (the first one has been done for you)	a. Write out the words highlighted in red b. Write the definition for the words highlighted in red c. Attempt to use the word in a sentence
a	b
	c

3. Summarise it: What is the main idea in the text you have just read?**4. Question it: Write down 3 questions you have about the text you have just read**

1.

2.

3.

1: Read it

Sewing Machines – Stitching with Speed and Precision

Sewing machines have changed the way we make clothes, cushions, and other fabric items. Instead of stitching by hand, a **sewing machine** uses a needle and thread to join pieces of **fabric** quickly and neatly. This makes sewing faster, more accurate, and easier to repeat.

The first sewing machines were invented in the 1800s and were powered by a foot pedal. Today, most machines are **electric**, with buttons and dials to control speed and stitch type. You can choose from straight stitches, zigzags, and decorative patterns depending on your project.

Using a sewing machine helps develop important **skills** like hand-eye coordination, patience, and attention to detail. It's also great for learning about **construction** – how different parts of a product are joined together.

Safety is important too. Always keep fingers away from the needle, and make sure the machine is turned off when not in use. With practice, you can create your own clothes, bags, or even patchwork cushions!

Sewing machines are a brilliant tool for anyone interested in **textiles**, fashion, or design – combining creativity with practical skills.

2. Clarify It (the first one has been done for you)	a. Write out the words highlighted in red b. Write the definition for the words highlighted in red c. Attempt to use the word in a sentence
a. Sewing Machine	b. A sewing machine is a device used to stitch fabric and other materials together with thread. It makes sewing faster and more accurate compared to sewing by hand. c. We used a sewing machine in class to join pieces of fabric and create a patchwork cushion.

3. Summarise it: What is the main idea in the text you have just read?	4. Question it: Write down 3 questions you have about the text you have just read
	1. 2. 3

Yr 8 Geography C3 Homework

How are countries economically classified?

Countries around the world can be grouped based on how **wealthy** they are, how developed their **industries** are, and the quality of life for the people who live there. These groupings are known as economic classifications. One common way that countries are classified is by separating them into HICs, NEEs, and LICs.

High Income Countries (HICs) are the world's richest **nations**. They usually have strong **economies**, good healthcare, high life expectancy, and well-developed services such as education and transport. Examples include the UK, Japan, and the USA. People in HICs usually have access to a wide range of jobs and higher **wages**.

Low income countries (LICs) are countries where many people may have lower wages, and access to services can be **limited**. These countries often rely on **agriculture** and may face challenges such as poor infrastructure, limited healthcare, and lower literacy rates. Examples include Afghanistan and Madagascar.

Newly emerging economies (NEEs) sit in between LICs and HICs. These countries are experiencing rapid economic growth and industrial development. They often have growing cities, improving services, and expanding **manufacturing** industries. Examples include India, Brazil and Nigeria.

These classifications help geographers **compare** countries, understand global **inequalities**, and explain why some places develop faster than others.

2. Clarify It (the first one has been done for you)	a. Write out the words highlighted in red b. Write the definition for the words highlighted in red c. Attempt to use the word in a sentence

3. Summarise it: What is the main idea in the text you have just read?	4. Question it: Write down 3 questions you have about the text you have just read
	1. 2. 3.

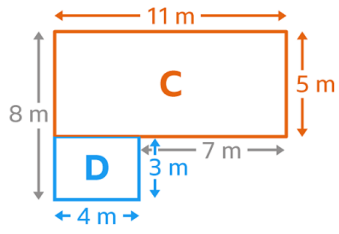
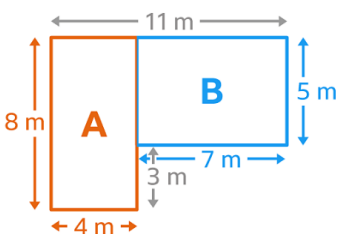
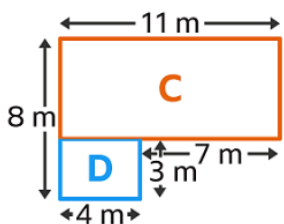
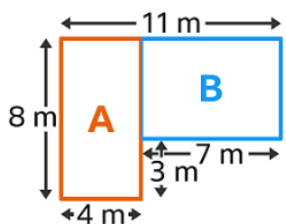
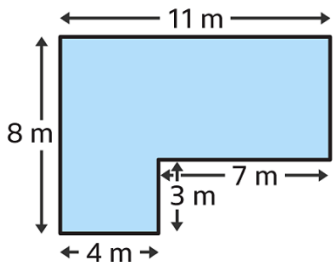
1: Read it

How to find the area of a compound shape

The **area** of a may be calculated either by adding **rectangles** that create the shape or by subtracting a cut-out rectangle from a larger rectangle. Sometimes there is more than one way to work out the area of a compound shape.

Find the area of the **compound** shape.

The area of the compound shape may be found by splitting the shape into two rectangles such as A and B or C and D, as shown in the image



Area A $8 \times 4 = 32 \text{ m}^2$
 Area B $7 \times 5 = 35 \text{ m}^2$

Area C $11 \times 5 = 55 \text{ m}^2$
 Area D $4 \times 3 = 12 \text{ m}^2$

Total area = $32 + 35 = 67 \text{ m}^2$

Total area = $55 + 12 = 67 \text{ m}^2$

2. Clarify It (the first one has been done for you)	a. Write out the words highlighted in red b. Write the definition for the words highlighted in red c. Attempt to use the word in a sentence
a	b
	c
v	

3. Summarise it: What is the main idea in the text you have just read?	4. Question it: Write down 3 questions you have about the text you have just read
	1.
	2.
	3.

1: Read it

El año pasado fui a un festival en México con mi familia y fue una experiencia increíble. Allí participé en un desfile, lo cual fue muy emocionante porque había mucha gente en las calles celebrando. También comí caramelos que vendían en los puestos tradicionales y estaban deliciosos.

Durante el festival, **compré** platos tradicionales, especialmente tamales, porque quería probar algo auténtico. Más tarde, fui a la iglesia, donde había música y decoraciones especiales. Después, vi **fuegos artificiales**, que iluminaron todo el cielo. También recibí regalos, lo cual me sorprendió bastante ya que no lo esperaba.

Por la tarde, fuimos a la plaza de toros, donde **había** un evento especial relacionado con la fiesta. Fue muy interesante observar las tradiciones locales. Durante la fiesta, cantamos y bailamos con las personas del pueblo, y todos **llevaban ropa especial**. Me encantó el ambiente porque todos estaban celebrando juntos.

Al final del día, lo celebré a lo grande con mi familia y **saqué** muchas fotos para recordar la experiencia. Fue un festival maravilloso y **me encantaría volver** algún día.

2. Translate It (the first one has been done for you)	a. Write out the words highlighted in red b. Write the definition for the words highlighted in red c. Attempt to use the word in a sentence
	b.
	c.
	b
	c
	b
	c
	b
	c
	b
	c
	b
	c

3. Summarise it: What is happening in the text you have just read?	4. Question it: Write down 3 questions you have about what you have just read	5. Comprehend it
	1. 2. 3	

1: Read it

Aam taur par mai **shaam ko** TV dekhta hoon. Mai zyada tar cartoons ya comedy shows **dekhta hoon** kyun kay mujhay yeh maza detay hain.

Kabhi kabhi mai movies bhi dekhta hoon. Mai Netflix may movies dekh leta hoon kyun kay **wahan** bohat si filmein mil jati hain. Ham weekend may family kay saath film lagatay hain. Mayray bhai ko action movies **pasand** hain, lekin mujhay action pasand nahi hai kyun kay yeh bohat **shor walay** hotay hain.

Mayree behn ko mazaahiya movies pasand hain. Mai bhi mazaahiya films dekh leta hoon kyun kay yeh mujhay hansa detay hain. Kabhi mai dastaawayzee movie bhi dekhta hoon. Mujhay dastaawayzee films pasand hain kyun kay is say mai **nayi** cheezen seekhta hoon. TV aur movies dekhna mujhay achha lagta hai kyun kay is say mai relax ho jata hoon.

2. Translate It (the first one has been done for you)	a. Write out the words highlighted in red b. Write the definition for the words highlighted in red c. Attempt to use the word in a sentence
shaam ko	b. in the evening c. shaam ko mai apna homework karta hoo (I do my homework in the evening)
	b c
	b c
	b c
	b c
	b c
	b c
	b c
	b c

3. Summarise it: What is happening in the text you have just read?	4. Question it: Write down 3 questions you have about what you have just read	5. Comprehend it
	1. 2. 3	

The contemporary poem **Cuppa** explores the uneasy relationship between everyday comfort and the distant suffering of others. At its centre is a **stark** contrast: while some people enjoy relaxed conversations with friends over a warm cup of tea, elsewhere lives are being lost in dangerous attempts to seek safety. This tension is made even more striking through the poem’s use of contemporary poetic features such as irregular structure, shifting perspectives, and varied voice.

The poem begins with a familiar, almost cosy scene: people chatting over a drink. The everyday tone reflects how ordinary and routine such moments are. This sense of comfort is strengthened through simple, conversational language. However, woven between these relaxed lines is another voice entirely — italicised, detached, and bleak. These lines describe news reports of refugees drowning, families being torn apart, and lives disappearing beneath the waves.

The shift from **first person** (“I”) to **third person** (“they”) highlights emotional distance. The personal voice feels warm and immediate, while the third-person descriptions feel cold and factual, as though taken straight from a news broadcast. This structural interruption becomes symbolic: the suffering of others breaks into daily life but is often brushed aside, softened, or ignored. The two voices clash, creating a **jarring** effect that forces the reader to confront this **moral dissonance**.

The poem also uses powerful images to depict the refugees’ experience. Verbs connected to drowning or sinking emphasise desperation and vulnerability, while references to “lives lost” remind readers of the human cost behind the headlines. This imagery stands in uncomfortable contrast to the warmth of holding a “cuppa,” a symbol of comfort, safety, and familiarity. Through these opposing voices and sharply contrasted images, *Cuppa* questions how easily society can overlook suffering when it happens far away. It challenges readers to reflect on their own responses to global tragedy and the uncomfortable gap between compassion and complacency.

<p>2. Clarify It (the first one has been done for you)</p>	<p>a. Write out the words highlighted in red b. Write the definition for the words highlighted in red c. Attempt to use the word in a sentence</p>
<p>3. Summarise it: What is the main idea in the text you have just read?</p>	<p>4. Question it: Write down 3 questions you have about the text you have just read</p>
	<p>1. 2. 3</p>

1: Read it

On a hot summer afternoon, Leo and his sister Mia were playing in their backyard. They noticed that even though the sun was behind the clouds, the air felt warm and sticky.

“Why is it so hot today?” Leo asked.

Their mom, who loved science, smiled. “It’s because of the **greenhouse effect**,” she said. “Do you want me to explain?”

“Yes!” Mia said, curious.

“Think of the Earth like a big greenhouse where plants grow,” Mom began. “The Sun sends **energy** to Earth as sunlight. Some of it bounces back into space, but some of it stays trapped by gases in the **atmosphere**, like carbon dioxide and methane. These gases act like a blanket, keeping the Earth warm.”

Leo’s eyes widened. “So without them, the Earth would be freezing?”

“Exactly,” Mom said. “The greenhouse effect is natural and necessary. But if there are too many greenhouse gases, it traps too much heat, and the Earth gets hotter than it should. That’s called **global warming**.”

Mia looked around. “So burning too much fuel in cars and factories adds more of those gases?”

“Yes,” Mom said. “And cutting down too many trees makes it worse, because trees help take in **carbon dioxide**.”

Leo and Mia nodded thoughtfully. They decided to plant a few small trees in their yard and ride their bikes instead of always using the car. “Every little bit helps,” Mom said. “It’s like giving Earth a cozy blanket — just the right amount!”

And as the sun shone on their backyard, Leo and Mia felt proud. Even small actions could help take care of their planet.

2. Clarify It (the first one has been done for you)	a. Write out the words highlighted in red b. Write the definition for the words highlighted in red c. Attempt to use the word in a sentence
a	b
	c

3. Summarise it: What is the main idea in the text you have just read?	4. Question it: Write down 3 questions you have about the text you have just read
	1. 2. 3.

1: Read it

Thumbnails and Final Design Ideas – Planning Artwork with Purpose

In Art, **thumbnails** are small, quick sketches that help artists explore different ideas before starting a final piece. These drawings are **not** detailed; instead, they focus on layout, shapes, and **composition**. Thumbnails allow students to experiment with composition, **scale**, and different **viewpoints** without spending too much time on each sketch. By creating several versions, artists can compare ideas and decide which one works best.

Once a strong idea has been chosen, students develop their final design. This stage involves adding detail, refining shapes, and thinking carefully about **materials** and techniques they want to use. The final design is usually larger and shows exactly how the finished artwork should look. It may include notes, colour tests, or **texture** ideas to help guide the making stage.

Using thumbnails and final design ideas helps artists solve problems early and plan more confidently. It encourages creativity, organisation, and clear thinking, making the final artwork more effective and visually engaging.

<p>2. Clarify It (the first one has been done for you)</p>	<p><i>a. Write out the words highlighted in red</i> <i>b. Write the definition for the words highlighted in red</i> <i>c. Attempt to use the word in a sentence</i></p>
<p>a. Thumbnails</p>	<p>b. Small, quick sketches used to explore different ideas before creating a final artwork. They help artists plan layouts, compositions, and designs without spending too much time on detail.</p> <p>c. I drew several thumbnails so I could decide which idea would work best for my final design.</p>

<p>3. Summarise it: What is the main idea in the text you have just read?</p>	<p>4. Question it: Write down 3 questions you have about the text you have just read</p>
	<p>1.</p> <p>2.</p> <p>3</p>

Yr 8 Geography C3 Homework

What is the development gap?

The **development** gap is the difference in **wealth**, health, and the standards between the world's richest and poorest countries. It helps us understand why some people have access to good homes, clean water, education, and healthcare, while others do not. The gap exists because countries have developed at different speeds throughout history.

In high income countries (HICs), most people have higher **wages**, good schools, well equipped hospitals, and strong transport networks. In contrast, low income countries (LICs) may struggle with limited healthcare, lower quality education, and fewer job opportunities. Newly emerging economies (NEEs) sit in the middle, developing quickly but still face challenges.

There are many reasons for the development gap. Historical factors such as **colonisation** meant some countries were controlled and had their **resources** taken. **Environmental** problems like **drought**, earthquakes, or poor soil can make farming and **economic** growth more difficult. **Conflict** and political **instability** can also slow development by damaging homes, services, and businesses.

The development gap matters because it affects people's quality of life, including how long they live and what opportunities they have. Organisations like the United Nations and charities work to reduce the gap by improving education, healthcare and access to clean water. Over time, the goal is to create a fairer and more equal world.

2. Clarify It (the first one has been done for you)	a. Write out the words highlighted in red b. Write the definition for the words highlighted in red c. Attempt to use the word in a sentence

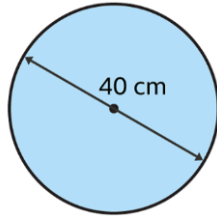
3. Summarise it: What is the main idea in the text you have just read?	4. Question it: Write down 3 questions you have about the text you have just read
	1. 2. 3.

1: Read it

The formulae for the **area** of a **circle** is $A = \pi r^2$ The area is given in including cm^2 and m^2 .

A scientific calculator may be set to show answers in notation. Understanding how to use a calculator to convert between surd notation and the decimal equivalent is important.

Find the area of the Circle



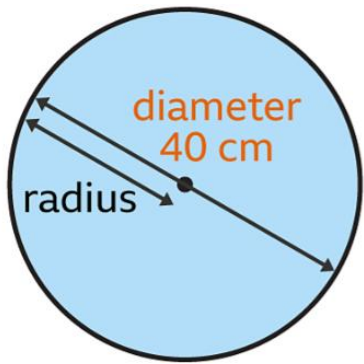
The **diameter** of the circle is 40 cm.

The formula for the area of a circle uses the radius.

The **radius** of the circle is half of the diameter. $40 \div 2 = 20$

The radius of the circle is 20 cm.

Substitute $r = 20$ into the formula for the area of the circle.



$$d = 40$$

$$r = 40 \div 2$$

$$\text{radius} = 20 \text{ cm}$$

$$A = \pi r^2$$

$$\pi \times r^2 = 3.142 \times 20^2$$

$$= 1256.8$$

$$\text{Area} = \mathbf{1260 \text{ cm}^2}$$

2. Clarify It (the first one has been done for you)	a. Write out the words highlighted in red b. Write the definition for the words highlighted in red c. Attempt to use the word in a sentence
a	b
	c
v	

3. Summarise it: What is the main idea in the text you have just read?	4. Question it: Write down 3 questions you have about the text you have just read
	1. 2. 3.

1. Read it

La semana pasada fuimos a una fiesta en España con mis amigos y lo pasamos genial. Acabo de ir a una fiesta en Sevilla, donde todo el mundo estaba celebrando en las calles. Allí **participé en un desfile** lleno de música y colores, y el ambiente era muy animado.

Durante el festival, comí caramelos y probé algunos platos tradicionales que vendían en los puestos. También compré platos tradicionales para llevar a casa porque me encantaron. Más tarde, fui a la mezquita, donde había una actividad cultural relacionada con la fiesta, y aprendí mucho.

Durante la tarde, vi fuegos artificiales que **fueron** impresionantes. Después, recibí regalos de mis amigos porque querían que tuviera un recuerdo especial del festival. Más tarde, fuimos a **la plaza de toros**, donde había un espectáculo muy popular durante esta fiesta.

Por la noche, cantamos y **bailamos** con las personas del barrio. Todos llevamos ropa especial, que era muy colorida y tradicional. Me encantó estar allí porque la gente era muy amable y el ambiente era espectacular.

En resumen, lo celebré a lo grande y fue una experiencia inolvidable. **Espero** poder visitar otro festival hispanohablante muy pronto.

2. Translate It (the first one has been done for you)	a. Write out the words highlighted in red b. Write the definition for the words highlighted in red c. Attempt to use the word in a sentence
	b.
	c.
	b
	c
	b
	c
	b
	c
	b
	c
	b
	c

3. Summarise it: What is happening in the text you have just read?	4. Question it: Write down 3 questions you have about what you have just read	5. Comprehend it
	1. 2. 3	

1: Read it

Aam taur par mai **farigh waqt** may **bohat** si cheezen karta hoon. Mayraa pasandida shauq gaming hai kyun kay is say mujhay maza aata hai. Kabhi mai football bhi khelta hoon kyun kay yeh **sehat** kay liye achha hota hai.

Mayray bhai ko tasweer banana pasand hai. Woh roz thori der drawing karta hai. Mayree behn ko museeqee sunna pasand hai kyun kay is say woh aaraam karti hai. Mayray walid ko **paidal chalna** pasand hai. Woh roz shaam may paidal chaltay hain. Mayree **walida** ko khaanay pakaana pasand hai kyun kay unko nayi tarkeebay try karna achha lagta hai.

Farigh waqt may ham kabhi family board games bhi khel letay hain. Mujhay yeh pasand hai kyun kay ham sab **mil kar** achha waqt guzar letay hain.

2. Translate It (the first one has been done for you)	a. Write out the words highlighted in red b. Write the definition for the words highlighted in red c. Attempt to use the word in a sentence
farigh waqt	b. free time c. mai farigh waqt may footbaal khaylta hoo (I play football in my free time)
	b
	c
	b
	c
	b
	c
	b
	c
	b
	c

3. Summarise it: What is happening in the text you have just read?	4. Question it: Write down 3 questions you have about what you have just read	5. Comprehend it
	1. 2. 3	

Yr 8 English C3 Homework

Studying *the poetic canon* helps students understand how poetry has developed over centuries and why certain writers and styles continue to **influence** the way we read, write and think about poems today. The poetic canon refers to the collection of poems, poets and movements that are widely recognised as significant or foundational in the literary tradition. Learning about the canon gives students a sense of **continuity**: how ideas, forms and techniques have been shaped, challenged and reinvented over time.

Students explore how poetry began with oral storytelling, rhythm and repeated patterns designed to be memorised. From this foundation came the structured forms of the classical world, the metaphysical poets with their bold imagery and philosophical ideas, the emotional power of the Romantics, and the modern experimental voices that reshaped language and meaning. Understanding these movements helps students recognise how themes such as love, nature, conflict, identity and power have been revisited by different poets across the centuries.

A key part of learning about the poetic canon is recognising how language and technique **evolve**. Students examine how features such as metre, rhyme, extended metaphor, and imagery shift across periods. Canonical writers—like Shakespeare, Wordsworth, Keats, Browning, Angelou and Hughes—demonstrate how poets use **voice, structure and form** to express their experiences and shape the reader’s response. By studying these examples, students develop the skill to connect poems to wider social, historical and political contexts.

Equally important is understanding how the canon changes. Students are encouraged to reflect on whose voices were historically included, whose were excluded, and why modern education seeks to broaden the canon to include diverse perspectives. This fosters an awareness that poetry is not fixed; it grows as society does. Through this learning, students gain a strong foundation in poetic history and technique, helping them appreciate both traditional and contemporary poetry with greater confidence and insight.

2. Clarify It (the first one has been done for you)	a. Write out the words highlighted in red b. Write the definition for the words highlighted in red c. Attempt to use the word in a sentence	
3. Summarise it: What is the main idea in the text you have just read?	4. Question it: Write down 3 questions you have about the text you have just read	
	1.	
	2.	
	3.	

1: Read it

One rainy morning, Kai ran outside with his bright yellow raincoat and boots. But when he splashed in the puddles, he noticed something strange. The leaves in his garden had brown spots, and the paint on the old fence was peeling.

“Why does everything look so damaged after the rain?” he asked his mom.

“That’s because of **acid rain**,” she said. “Do you want me to explain?” Kai nodded eagerly.

“Rainwater is usually slightly **acidic**, but it’s mostly safe. The problem happens when gases from cars, factories, and power plants mix with water in the clouds. These gases, like **sulfur dioxide** and nitrogen oxides, make the rain much more acidic than normal. When this rain falls, it can hurt plants, animals, and even buildings.”

Kai frowned. “So our puddles are dangerous?”

“Not for you to touch,” Mom said. “But acid rain can damage forests, lakes, and statues. Fish can’t survive in very acidic water, and trees can get weak or die.”

Kai thought about the garden and the old fence. “Is there anything we can do?”

Mom smiled. “Yes! Using less energy, planting trees, and cleaning up **pollution** can help reduce acid rain. Every small action helps protect the **environment**.”

The next time Kai splashed in a puddle, he imagined it helping the Earth instead of hurting it. And he promised himself to ride his bike more often, helping keep the rain clean.

<p>2. Clarify It (the first one has been done for you)</p>	<p>a. <i>Write out the words highlighted in red</i></p> <p>b. <i>Write the definition for the words highlighted in red</i></p> <p>c. <i>Attempt to use the word in a sentence</i></p>
a	b
	c

<p>3. Summarise it: What is the main idea in the text you have just read?</p>	<p>4. Question it: Write down 3 questions you have about the text you have just read</p>
	<p>1.</p> <p>2.</p> <p>3</p>

1: Read it

Emotive Music – How Sound Creates Feeling

Emotive music is a type of music designed to make the listener **experience** a particular emotion. It can create feelings such as happiness, sadness, fear, or calmness depending on how it is written. **Composers** use different musical elements—like **tempo, dynamics**, rhythm, and instruments—to shape the mood of a piece. For example, slow music with soft strings can create a peaceful atmosphere, while fast rhythms and loud brass instruments can make a listener feel tense or excited.

Emotive music is often used in films, theatre, and video games to help the **audience** understand what is happening in the story. When a character feels scared, the music might include low notes and darker **timbre**. When something positive happens, the music might become brighter using higher pitches and stronger melody. These musical changes guide the listener's feelings even without words.

Emotive music is powerful because it connects with people on a personal level. It expresses ideas and feelings that are sometimes difficult to explain, making the listening experience meaningful and memorable.

2. Clarify It (the first one has been done for you)	a. Write out the words highlighted in red b. Write the definition for the words highlighted in red c. Attempt to use the word in a sentence
a. Experience	b. Something you go through or feel, which helps you learn or understand something better. c. Listening to emotive music can change your experience of a film scene.

3. Summarise it: What is the main idea in the text you have just read?	4. Question it: Write down 3 questions you have about the text you have just read
	1. 2. 3

Yr 8 Geography C3 Homework

How can we close the development gap?

Closing the **development** gap means helping the less developed countries to improve people's lives so that everyone has fairer **opportunities**. There are several ways this can happen.

One method is **aid**, where HICs or charities provide money, equipment, or skills. This can help build schools, hospitals, and clean water supplies. Another method is **fair trade**, which ensures farmers and workers in LICs are paid a fair price for their products which helps them earn a better living.

Investment from companies can also help close the gap. When businesses build factories or create jobs in developing countries, local people gain work and new skills. Better education is important too, because people with qualifications are more likely to find well paid jobs. Improving healthcare helps countries develop because healthier people can work, study, and support their families. Governments can also invest in infrastructure like roads, electricity, and internet access, which makes it easier for businesses to grow.

Finally, reducing conflict, **corruption**, and **inequality** helps countries become more **stable**, encouraging growth. By working together through trade, aid, investment, and education, the world can help close the development gap and create a **fairer** future for everyone.

2. Clarify It (the first one has been done for you)	a. Write out the words highlighted in red b. Write the definition for the words highlighted in red c. Attempt to use the word in a sentence

3. Summarise it: What is the main idea in the text you have just read?	4. Question it: Write down 3 questions you have about the text you have just read
	1. 2. 3.

1: Read it

On a quiet evening, Emma and her little brother Leo sat on a hill, watching the sunset. The sky glowed orange, pink, and purple, and the stars were starting to twinkle.

“Why does the sky change colour?” Leo asked.

Their dad smiled. “That’s all because of **Earth’s atmosphere**,” he said.

“Do you want me to tell you about it?”

“Yes!” they said together.

“Earth’s atmosphere is a blanket of gases that surrounds our planet,”

Dad began. “It’s made mostly of **nitrogen** and **oxygen**, with tiny amounts of other gases. This blanket does a lot of important things.”

He pointed to the horizon. “First, it protects us from the Sun’s harmful rays. Without it, the sunlight would be too strong to live under.”

“And?” Emma asked.

“It also keeps Earth warm,” Dad continued. “During the day, the Sun heats the ground, and at night, the atmosphere traps some of that heat so the planet doesn’t get too cold. It’s like a cozy blanket for the Earth.”

Leo’s eyes grew wide. “Wow! So it also gives us air to breathe?”

“Exactly,” Dad said. “Oxygen is what animals and humans need, and carbon dioxide helps plants grow. The atmosphere even helps water move around the planet as rain, snow, and clouds.”

Emma looked up at the darkening sky. “So the atmosphere keeps everything alive and working properly?”

“Yes,” Dad said. “It protects us, gives us air, **regulates** temperature, and even helps the weather. Our atmosphere is like Earth’s superhero shield.”

That night, Emma and Leo promised to take care of the atmosphere by keeping the air clean, so Earth’s invisible **shield** could stay strong forever.

2. Clarify It
 (the first one has been done for you)

a

- a. Write out the words highlighted in red
 b. Write the definition for the words highlighted in red
 c. Attempt to use the word in a sentence

b

c

3. Summarise it: What is the main idea in the text you have just read?**4. Question it: Write down 3 questions you have about the text you have just read**

1.

2.

3.

CYCLE 3 SPELLINGS

WEEK 2	
1. Foreshadow	When a writer hints at what is to come.
2. juxtaposition	Two ideas close together to highlight differences .
3. montage	A series of images or very short scenes.
4. patriarchal	Ruled or controlled by men .
5. migrant	A person who has moved from one place to another to live.
6. omnipotence	All-powerful .
7. hypothesis	A prediction about what you think will happen in an investigation.
8. exodus	A journey .
9. polytheist	Believing in many Gods .
10. pollination	The transfer of pollen.

WEEK 4	
1. protagonist	The main character in a play
2. emigration	When someone leaves a country or location.
3. climate	Average weather conditions over a period of time .
4. architecture	The design and construction of buildings .
5. covenant	A serious promise .
6. oviducts	Carry egg cells away from the ovary.
7. accent	The way of pronouncing words associated with an area or place .
8. melodrama	Exaggerated emotional plays.
9. dialogue	The spoken script on stage.
10. source	Evidence made at the time of an historical event.

WEEK 3	
1. chorus	Actors performing as a group .
2. dialect	Vocabulary specific to a particular group or area .
3. immigration	When someone moves into a country or location.
4. conquest	Taking over land in an area usually by force .
5. proportion	The size, shape or level of something.
6. segregation	Separating people based on race, class and social factors.
7. omniscience	All-knowing .
8. monotheism	Belief in one God.
9. Monarchy	Country where the Head of State is King or Queen .
10. germination	When a seed starts to grow .

WEEK 5	
1. motif	An idea or theme that is frequently repeated
2. refugee	A person who has been forced to migrate .
3. stakeholder	A person or organisation with an interest in something.
4. composition	The way elements of artwork are arranged or combined .
5. stewardship	To look after the world and each other.
6. faith	Having trust in someone.
7. prejudice	A preconceived opinion not based on reason or experience.
8. corrosive	Destroys living tissue such as skin and eyes.
9. culture	Ideas, customs and social behaviour of a group of people.
10. ensemble	A musical group e.g. orchestra, brass band, choir.

WEEK 6	
1. Tragedy	A play where main characters experience reversal of fortune
2. conquer	To overcome and take control of a place or people by force .
3. legacy	The long-lasting impact of particular events, actions or people.
4. tableux	A frozen picture that tells a story.
5. polytheist	Believing in many Gods.
6. colloquial	Informal language used in conversation.
7. factors	The numbers that can be divided into that number.
8. gesture	An expression or movement of the body.
9. interpretation	A way someone has understood and explained the past .
10. fetus	Name given to an unborn baby .

WEEK 7	
1. soliloquy	When a character speaks directly to the audience .
2. Kingdom	An area ruled by a monarch (King or Queen).
3. tribe	Group of people who live and work together in a shared area .
4. uterus	Where a baby grows for 9 months.
5. systemic	Implies problems are rooted in the way systems are set up.
6. evaluation	Making a judgement about something.
7. migration	Moving from one place to another to live
8. monologue	One person delivering a speech or their thoughts to the audience.
9. intonation	Variation of spoken pitch.
10. texture	The feel, appearance, or consistency of a surface.

WEEK 8	
1. Foreshadow	When a writer hints at what is to come.
2. juxtaposition	Two ideas close together to highlight differences .
3. montage	A series of images or very short scenes.
4. patriarchal	Ruled or controlled by men .
5. migrant	A person who has moved from one place to another to live.
6. omnipotence	All-powerful .
7. hypothesis	A prediction about what you think will happen.
8. exodus	A journey .
9. polytheist	Believing in many Gods .
10. pollination	The transfer of pollen.

WEEK 9	
1. chorus	Actors performing as a group .
2. dialect	Vocabulary specific to a particular group or area .
3. immigration	When someone moves into a country or location.
4. conquest	Taking over land in an area usually by force .
5. proportion	The size, shape or level of something.
6. segregation	Separating people based on race, class and social factors.
7. omniscience	All-knowing .
8. monotheism	Belief in one God.
9. Monarchy	Country where the Head of State is King or Queen .
10. germination	When a seed starts to grow .

WEEK 10	
1. motifs	A recurring subject, image, theme or idea within a text.
2. distillation	Selective boiling and condensation of a component in a liquid.
3. chlorine	Used to purify water.
4. crucifixion	The killing of Jesus / suffering on a cross .
5. motif	A theme or idea that is frequently repeated .
6. grenades	Explosives thrown by hand.
7. foreshadow	When a writer hints at what is to come.
8. estimate	Rough calculation of the value, number or quantity of something.
9. gradient	How steep a line is (divide distance up by distance across.)
10. criticism	The expression of disapproval of someone or something.

WEEK 12	
1. agility	Ability to move quickly and easily.
2. element	A substance made up of one type of atom.
3. erosion	The wearing away and removal of material.
4. ammunition	Projectiles fired from weapons.
5. salvation	To save the soul from sin .
6. communism	State control of goods and services.
7. deportation	Forcing someone to leave a country.
8. legislation	The process of making or enacting laws .
9. equilateral	Having all its sides the same length .
10. illusion	A deceptive appearance or impression.

WEEK 11	
1. hamartia	The flaw of a hero which leads to their tragic downfall .
2. chromatography	Separates a mixture of coloured liquids.
3. weathering	Natural process causing the breakdown of rocks.
4. stewardship	Humans are carers of the Earth .
5. collectivisation	The state merges several independent businesses into one.
6. morale	Feeling of goodwill or hope .
7. stalemate	Complete inability to move or gain land.
8. foreign	External to one's own country or nation.
9. feasible	Possible to do easily or conveniently.
10. parapet	Position where soldiers can fire from trenches.

WEEK 13	
1. abrasion	The wearing away of cliffs.
2. compound	A substance made of 2+ types of atom and chemically joined .
3. attrition	Erosion caused when rocks are broken into smaller pieces.
4. trinity	God is the father, holy spirit and son.
5. resurrection	Jesus raised from the dead .
6. liberty	Freedom from oppression.
7. abdication	The act of the monarch leaving the throne.
8. deterrent	Something that discourages someone from doing something.
9. denominator	The bottom part of a fraction .
10. artillery	Larger guns.

WEEK 2		WEEK 3		WEEK 4		WEEK 5		WEEK 6	
1.		1.		1.		1.		1.	
2.		2.		2.		2.		2.	
3.		3.		3.		3.		3.	
4.		4.		4.		4.		4.	
5.		5.		5.		5.		5.	
6.		6.		6.		6.		6.	
7.		7.		7.		7.		7.	
8.		8.		8.		8.		8.	
9.		9.		9.		9.		9.	
10.		10.		10.		10.		10.	
WEEK 7		WEEK 8		WEEK 9		WEEK 10		WEEK 11	
1.		1.		1.		1.		1.	
2.		2.		2.		2.		2.	
3.		3.		3.		3.		3.	
4.		4.		4.		4.		4.	
5.		5.		5.		5.		5.	
6.		6.		6.		6.		6.	
7.		7.		7.		7.		7.	
8.		8.		8.		8.		8.	
9.		9.		9.		9.		9.	
10.		10.		10.		10.		10.	
WEEK 12		WEEK 13		NOTES					
1.		1.							
2.		2.							
3.		3.							
4.		4.							
5.		5.							
6.		6.							
7.		7.							
8.		8.							
9.		9.							
10.		10.							

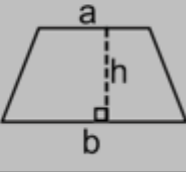
Poetic language	Meaning	Poetic structures and forms	Meaning
SECTION 1: Simile	A comparison between two ideas or objects made using the words “like” or “as.”	SECTION 4: Couplet	A pair of rhyming lines which follow on from one another.
Metaphor	A comparison – made directly or indirectly. These comparisons are not meant literally and are examples of imagery.	Rhyme	The repetition of syllable sounds – usually at the ends of lines, but sometimes in the middle of a line (called internal rhyme).
Personification	Giving human characteristics to something which is not human.	Stanza	A group of lines separated from others in a poem.
Sibilance	Repeated “S” sounds – most often caused by “s” “ss” and “c.” These can be harsh, smooth or sickly.	Enjambment	The running over of a sentence from one line to the next without a piece of punctuation at the end of the line.
Alliteration	A repetition of consonant sounds.	Caesura	A stop or a pause in a line of poetry – usually caused by punctuation.
Plosive	“b,” “p,” “t” and “d” sounds – which can be harsh, aggressive or shocking.	Blank verse	Poetry written in non-rhyming, ten syllable lines.
Onomatopoeia	Words which attempt to imitate sounds.		
SECTION 2: Assonance	A repetition of vowel sounds.	SECTION 5: Elegy	A form of poetry which is about the death of its subject.
Anaphora	A repetition of words, phrases or clauses.	Dramatic monologue	A poem in which an imagined speaker address the reader.
Juxtaposition	Two things being placed close together for contrasting effect.	End stopped	A line of poetry ending in a piece of punctuation which results in a pause.
Oxymoron	A figure of speech in which two contradictory things are placed together in a way which makes peculiar sense. For example, “friendly fire.”	Epigraph	A quotation from another text, included in a poem.
Semantic field	A set of words relating to the same topic. “Foul” and “Shot” would appear in the semantic field of sports.	Lyric	An emotional, rhyming poem, most often describing the emotions caused by a specific event.
Antithesis	Placing contrasting ideas together.	Ode	A formal poem which is written to celebrate a person, place, object or idea.
Ambiguity	A word, phrase or situation where there are two or more possible meanings and it is unclear which is the correct one.	Parody	A comic imitation of another writer’s work.
Anachronism	A person or object placed in an inappropriate time.	Quatrain	A four line stanza.
SECTION 3: Cliché	An overused phrase or saying	SECTION 6: Sestet	A six line stanza.
Hyperbole	Exaggeration.	Sonnet	A fourteen line poem, with variable rhyme scheme, usually on the topic of love for a person, object or situation.
Irony	A use of words to mean something very different from what they appear to mean.	Free verse	Non-rhyming, non-rhythmical poetry which follows the rhythms of natural speech.
Litotes	Deliberate understatement for effect – the opposite of hyperbole.	Volta	A turning point in the line of thought or argument in poem.
Metonymy	A related item or attribute is use to replace the word normally used. For example, “suit” used to replace businessman.	CELEBRATION AND DIFFERENCE	
Pathetic fallacy	When a character’s feelings, thoughts or emotions are displayed through the environment around them. For example, when a character is depressed and it is raining.		
Persona/Narrative voice	The voice/speaker of the poem who is different from the writer.		
Protagonist	The main character in a poem.		

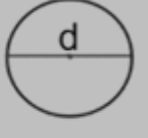
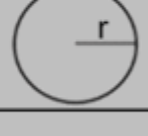
Poetic Movements	Features and poets	Thoughts/feelings which could be conveyed	Key poets
SECTION 1: Heroes and Legends 7 th /8 th C BC > 14 th C	From the days of Ancient Greece, Rome and then The Middle Ages, oracles told stories that centred around mythological creatures and characters. Often these characters were already well known and famous from Greek myths. These characters often went on long journeys and the poems reflected this narrative and were called the Epics. Within these stories, the protagonist is a hero who goes through an immense struggle and overcomes battles with their bravery.	Being inspired Commemorating something	Homer
SECTION 2: Renaissance 14 th > 17 th C	The Renaissance period began in Italy around the 14 th century and lasted up until the 17 th century. During the Renaissance Era the goal of the poet was to capture the essence of beauty in the modern world. There was a focus in art and literature on beauty, aesthetics and wit. Many poems took influence from the Italian sonnets (love poems).	Celebrating something	Shakespeare Marlowe
SECTION 3: Enlightenment 18 th C	The Enlightenment – the great 'Age of Reason' – is defined as the period of rigorous scientific, political and philosophical discourse that characterised European society during the 'long' 18th century. It is characterised by scepticism and emphasises education; it also includes works of satire. It was during this era advances in printing and literacy rates led to the rise of the novel.	Melancholy	Milton Swift
SECTION 4: Romantics 19 th C	The Romantic poets stressed on imagination, passion, emotion, nature and lives of common men which became the features of Romantic poetry. This is quite different from the stories of mythological creatures, heroes and kings that came before! Oftentimes, it is thought that the Romantic age stemmed from thinkers abandoning or reacting to the period of education and realism. Instead, there was greater appreciation of emotion and the natural world.	Awe Being overwhelmed	Coleridge Shelley Blake Wordsworth
SECTION 5: War, Post-War and Modernism 20 th > 21 st C	The period at the turn of the 20 th century changed the way we live our lives forever. Increased technology meant that the World Wars were the most disastrous and deadly ever seen. Millions of men died and because of this, the lives of women and child left at home changed dramatically. With War poetry there is a loss of hope and an acceptance of death. Many poets wrote from within the trenches where they were experiencing a feeling of extreme pain and loneliness. Post-War poetry expressed a sense of abandonment and loss –many felt that the world would never be the same again and there was death on such a mass scale that people even began to question what it meant to be human. Especially after the Second World War where crimes against humanity from the Nazi party were televised and publicised in Europe.	Desperation and outrage Nihilism (Nihilism is the belief that nothing can be known or communicated . It is often associated with extreme pessimism. A true nihilist would believe in nothing, have no loyalties, and no purpose other than, perhaps, an impulse to destroy)	Owen Sassoon
SECTION 6: Contemporaries	Contemporary poetry suggests ideas rather than overtly stating ideas. Contemporary poetry is brief in comparison to traditional poetry. Contemporary poetry is grounded in the image. Contemporary poetry invites the reader to complete statements, offer conclusions, and extract meaning By definition, contemporary poetry is “a style of poetry that follows a specific series of traits and literary tools: inconsistent meter, variations upon standard rhyme.” Poets writing in this style allow their ink to place a unique sense of self upon the words, making every poet's story special.	Freedom Celebration	Chinua Achebe Atwood Salman Rushdie Dharker

Section 1 – Unit conversions

UNITS							
unit	a standard amount used to measure something						
metric units	an international system of units based on 10s, 100s and 1000s						
metric length/area conversions	<table border="1"> <tr> <td>1cm = 10mm</td> <td>1cm² = 100mm²</td> </tr> <tr> <td>1m = 100cm</td> <td>1m² = 100,00cm²</td> </tr> <tr> <td>1km = 1000m</td> <td>1km² = 1,000,000m²</td> </tr> </table>	1cm = 10mm	1cm ² = 100mm ²	1m = 100cm	1m ² = 100,00cm ²	1km = 1000m	1km ² = 1,000,000m ²
1cm = 10mm	1cm ² = 100mm ²						
1m = 100cm	1m ² = 100,00cm ²						
1km = 1000m	1km ² = 1,000,000m ²						
metric capacity conversions	1 litre = 1000ml						
metric mass conversions	<table border="1"> <tr> <td>1kg = 1000g</td> </tr> <tr> <td>1 tonne = 1000kg</td> </tr> </table>	1kg = 1000g	1 tonne = 1000kg				
1kg = 1000g							
1 tonne = 1000kg							

Section 2 – Area & perimeter

AREA		
area of a trapezium	$A = \frac{1}{2}(a + b)h$ area = half the sum of the parallel sides, multiplied by the distance between them	

CIRCLE CALCULATIONS		
circumference of a circle	circumference = pi x diameter $C = \pi d$ OR $C = 2\pi r$	
circle area	area = pi x radius ² $A = \pi r^2$	
Semi-circle area and perimeter	area = $\frac{\pi \times \text{radius}^2}{2}$ perimeter = $\frac{\pi \times \text{diameter}}{2} + \text{diameter}$	

Section 3 – Percentage of amounts / FDP

COMMON PERCENTAGES	
percentage	parts per 100, symbol %
find 10%	divide by 10 (because 100% ÷ 10 = 10%)
find 1%	divide by 100 (because 100% ÷ 100 = 1%)
find 50%	divide by 2 (because 100% ÷ 2 = 50%)
find 25%	divide by 4 (because 100% ÷ 4 = 25%)
find 75%	add together 50% and 25%

COMMON FDP CONVERSIONS		
fraction	decimal	percentage
1/2	0.5	50%
1/4	0.25	25%
3/4	0.75	75%
1/10	0.1	10%

Section 5 – Units of time

STANDARD UNITS: TIME	
time	how to quantify the passing of events
time conversions	1 minute = 60 seconds 1 hour = 60 minutes
hours to minutes	half an hour = 0.5 hours = 30mins quarter of an hour = 0.25 hours = 15mins

Section 4 – Percentage calculations

PERCENTAGE CALCULATIONS	
multiplier	a percentage written as a decimal you can then use multiplication to find the percentage
percentage increase	adding a percentage to the original amount, multiplier method: use 1.___ and multiply by original
percentage decrease	subtracting a percentage from the original amount, multiplier method: do 100 - % to give 0.___ and multiply by original
percentage change	the change between the old value and the new value as a percentage, put change in amount over original amount and multiply by 100 to give a percentage change
reverse percentage	working backwards to find 100% use the box method
simple interest	the same amount is added each year, find the percentage, x by years and add on
compound interest	exponential growth, accumulated interest paid on the original amount, each year a larger amount of interest is paid. final total = principal x multiplier ⁿ principal = original / starting amount multiplier = % increase / decrease n = number of time periods (per annum = per year)

Section 6 – Speed, distance, time

compound units	a measure made up of two other units e.g. miles per hour includes miles and hours	
speed	how fast something is moving, the amount of time taken to travel a distance	
distance	a measurement of how far from one point to another	
time	how to quantify the passing of events	
speed formula	speed = distance ÷ time distance = speed × time time = distance ÷ speed	

Section 7 – Mass, density, volume

density	how tightly matter is packed together	
mass	the amount of matter in an object	
volume	the amount of space an object takes up	
density formula	density = mass ÷ volume mass = density × volume volume = mass ÷ density	

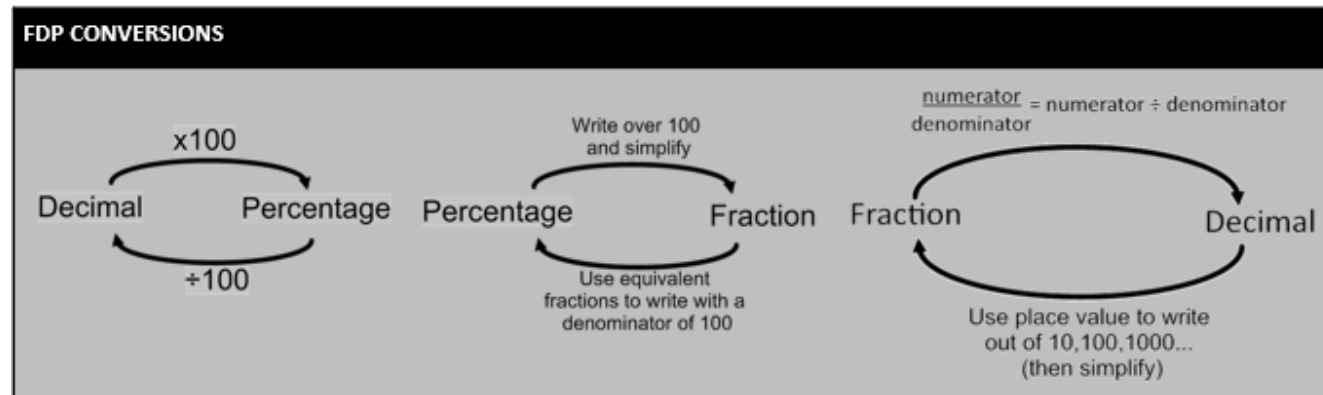
Section 9 – Ratio

RATIO	
ratio	compares the size of one part to another part
ratio notation	the ratio of A to B is written as A:B
part (share)	a proportion of the original amount
whole	the total amount
proportion	proportion compares the size of one part to the size of the whole
sharing ratios	use a bar model to represent the number of parts, find the value of one part by division, multiply up to find the value of each side of the ratio
given a part, find the whole	use a bar model to represent the number of parts, find the value of one part from one side of the ratio by division, multiply up to find the total value of all parts
bar model example	sharing £20 in a ratio 3:2

Section 10 – Constructions

CONSTRUCTING TRIANGLES		
there are three ways to be able to construct a triangle		
side, angle, side	use a ruler and protractor, draw one side, then measure the angle and mark it, measure second side and join them	
angle, side, angle	use a ruler and protractor, draw one side, the measure both angles from each end and mark them, draw lines through the marks until they meet	
side, side, side	use a ruler and compass, draw one side, open compass to length of the second side and draw an arc, open compass to length of third side and draw an arc, join where they meet	

Section 8 – Conversion between FDP



angle bisector	cut an angle exactly in half	
perpendicular bisector of a line segment	cut a line exactly in half, making a right angle	

3.1 – Genetic Information

Organisation of Genetic Information	Cells have a nucleus -> contains pairs of chromosomes -> made up of DNA which stores genetic information .
Chromosomes	Structures made up of long threads of DNA coiled up . Human body cells contain 46 chromosomes organised in 23 pairs .
DNA	Deoxyribonucleic acid . Molecule made up of two long strands arranged in a spiral . Double helix structure.
Genes	Short section of DNA . Contains information which controls a characteristic .
Discovery of DNA	Franklin produced images of DNA using x-ray crystallography . Watson and Crick used these images to make a model of DNA.

3.2 - Inheritance

Gametes	Sex cells . Contain half a set of chromosomes – one from each pair. Sperm and egg in animals. Pollen and ovule in plants.
Sperm Cell	Male gamete . Produced in testes . Human sperm contain 23 chromosomes .
Egg Cell	Female gamete . Produced in ovaries . Human eggs contain 23 chromosomes .
Fertilisation	Nucleus of sperm and egg cell fuse together. Zygote formed which divides repeatedly to form an embryo . Human zygote contains 46 chromosomes .
Sexual Reproduction	Two parents . Offspring are not identical to each other or parents due to inheriting a mixture of DNA from mother and father.
Asexual Reproduction	One parent . Offspring are genetically identical to each other and parent. Produces clones .

3.3 – Variation & Evolution

Species	Organisms of the same species can breed together to produce fertile offspring .
Variation	Differences in characteristics between organisms of the same species .
Inherited Variation	Variation caused by inheriting genes from your parents or by random genetic mutations .
Environmental Variation	Variation caused by your surroundings . E.g. diet, education and lifestyle .
Theory of Evolution	All today's species have evolved from simple life forms that first started to develop over 3 billion years ago .
Natural Selection	Charles Darwin's theory . Organisms with the most suitable characteristics are more likely to survive and reproduce and pass on the genes for these characteristics to their offspring .

3.4 - Extinction

Extinct Species	No more organisms of that species are left anywhere in the world. E.g. dinosaurs, dodos, woolly mammoths, quaggas .
Causes of extinction	New predator , new disease , destruction of habitat , competition for food , flooding , drought , volcano eruption , asteroid , temperature change , ice age .
Endangered Species	Only a small population of the species left in the world. E.g. red squirrel, black rhino, Asian elephant .

3.5 – Selective Breeding

Process	Breed organisms with desirable traits . Select offspring with desirable traits and breed . Keep repeating process .
Desirable characteristics	Animals – quality meat, large eggs, lots of milk, strong . Plants – resistance to disease, large fruit or flowers .
Advantages	Higher yield , higher profit for farmers / breeders.
Disadvantages	Inbreeding can cause genetic problems e.g. short nose dogs .

3.1 – Pressure on Solid Surfaces

Pressure	Force per unit area.
Equation	Pressure = Force / Area
Units	N/m² or N/cm²
Factors affecting pressure	A larger force or a smaller area would give a higher pressure .
High pressure examples	Drawing pins and knives.
Low pressure examples	Camels' feet on sand and polar bears' feet on snow.

3.2 – Pressure in Liquids

Liquid Pressure	Particles collide with the walls of the container and exert a force . Acts in all directions .
Compressibility	Liquid particles cannot be compressed as the particles are already close together .
Hydraulic systems	Liquids transfer pressure from a small area piston to a large area piston to create a larger force .
Relationship with depth	As you go deeper , pressure increases -> caused by the increase in the weight of the column of liquid above.
Water dams	Thicker at the bottom to withstand higher pressure .

3.3 – Pressure in Gases

Gas particle motion	Particles move randomly in all directions in straight lines at a range of speeds .
Gas pressure	Particles collide with the walls of the container and exert a force . Acts in all directions .
Temperature and pressure	Temperature of gas increases -> particles have more K.E. -> move faster -> more frequent collisions with walls -> and larger force exerted -> pressure increases .
High pressure danger	May cause container to break, burst or explode .

3.4 - Moments

Moment	Turning effect of a force about a pivot .
Equation	Moment = Force x Distance
Units	Nm or Ncm
Lever	Device which increases the distance between the force and the pivot to give a larger moment .
Balanced moments	Clockwise moments = anticlockwise moments

3.5 - Density

Definition	Mass per unit volume (a measure of how heavy compared to size).
Particles	Tightly packed particles -> high density .
States of matter	Solids have high densities . Gases have low densities .
Equation	density = mass / volume
Units	kg/m³ or g/cm³
Density of regular solid (e.g. cuboid)	<ol style="list-style-type: none"> 1. Measure length, width and height with a ruler. 2. Calculate volume: length x width x height. 3. Measure mass with a mass balance. 4. Use density equation.
Density of irregular solid (e.g. a stone)	<ol style="list-style-type: none"> 1. Fill eureka can with water and insert object. 2. Collect displaced water in a measuring cylinder to measure volume. 3. Measure mass with a mass balance. 4. Use density equation.

1 – Fuels & Combustion

Fuel	Substance that can be burnt to transfer energy by heating. <u>E.g. fossil fuels, wood, hydrogen.</u>
Combustion	Burning. Requires fuel , heat and oxygen . Releases energy – exothermic reaction. Oxidation reaction.
Complete Combustion	Occurs when plenty of oxygen available. Produces carbon dioxide and water only. fuel + oxygen -> carbon dioxide + water
Incomplete Combustion	Occurs when not enough oxygen available. Produces carbon dioxide , water , carbon monoxide and carbon particles (soot).
Carbon Dioxide	Causes global warming . Turns limewater cloudy .
Carbon Monoxide	Toxic gas which reduces the amount of oxygen that red blood cells can carry.
Carbon Particles (Soot)	Cause breathing difficulties and global dimming .

2 - Global Warming

Greenhouse Effect	Greenhouse gases (carbon dioxide , methane and water vapour) trap heat in Earth's atmosphere.
Increase in Greenhouse Gases	Carbon dioxide – burning fossil fuels and deforestation . Methane – cows and paddy fields .
Global Warming	Greenhouse gas layer getting thicker . More heat trapped . Increases Earth's temperature . Causes climate change .
Effects	Polar ice caps melt -> loss of habitats and sea levels rise which causes flooding . Storms and droughts .
Prevention	Burn fewer fossils fuels – use alternatives. Less deforestation . Plant more trees .

3 – Acid Rain

Acid Rain	More acidic than normal rain. Caused by sulphur dioxide and nitrogen oxides released when burning fossil fuels .
Sulphur Dioxide	Sulphur impurities in fossil fuels react with oxygen to make sulphur dioxide .
Nitrogen Oxides	Heat from combustion causes nitrogen in air to react with oxygen to form nitrogen oxides .
Clouds	Gases react with water vapour in clouds . Sulphur dioxide forms sulphuric acid . Nitrogen oxides form nitric acid .
Effects	Kills trees , makes lakes acidic , weathers stone buildings , breathing problems, corrosion/rusting of metal.
Prevention	Burn fewer fossil fuels . Use technology to clean polluting gases.
Mitigation	Add alkali to lakes to neutralise the water.

4 – Earth's Atmosphere & Carbon Cycle

Composition	78% nitrogen , 21% oxygen , 1% other gases (argon and carbon dioxide).
Volcanoes	Volcanoes erupt and release carbon dioxide .
Oceans	Carbon dioxide dissolves in the oceans .
Photosynthesis	Plants take in carbon dioxide and release oxygen .
Respiration	All living organisms take in oxygen and release carbon dioxide .
Decomposers	Micro-organisms break down dead organisms. Releases carbon dioxide .
Burning fossil fuels	Releases carbon dioxide .

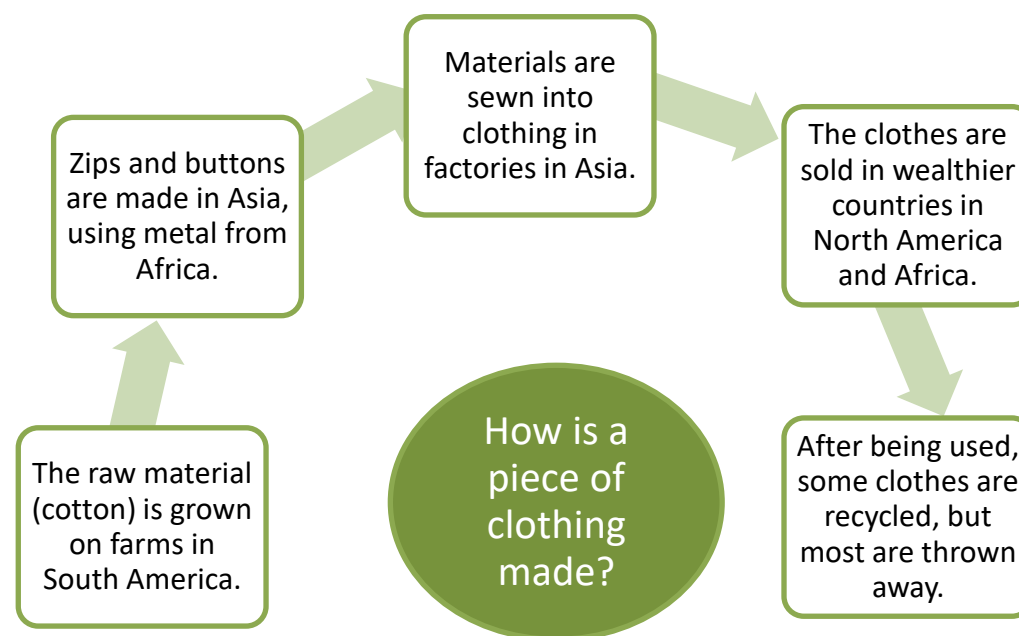
1. Key terms

Manufacture	Making a product, such as clothing.
Industry	Activities involving companies making raw materials into products (e.g. making clothes).
Fast fashion	Making clothing as quickly as possible: as soon as a trend appears, it may just take a matter of weeks to be made.
Supply chain	The process of making an item of clothing, often involving many different steps around the world.
Globalisation	The process of the world becoming more connected, both through trade and cultural swaps.
Producer	The company making the clothes.
Consumer	The person who buys the clothes.
Consumerism	A culture where buying things is valued and considered important.
Garment worker	A person who works in a clothing factory.
Sustainable	Acting in a way that won't have a negative impact on the planet or people in the future.

3. Impacts of the clothing industry

Social	Environmental
Pay: Garment workers who make clothes in factories are often paid very small amounts. In Bangladesh the minimum wage is \$0.32 an hour.	Water: Many fabrics require a lot of water to be made. For example, a single pair of jeans needs 9,500 litres of water.
Child labour: In countries where the laws are less strict, children can be employed to work in factories.	Fossil fuels: 90% of clothes contain materials that come from oil. Making these clothes releases CO ₂ into the atmosphere, contributing to climate change.
Working conditions: Garment workers often work 10 – 12 hours a day in poor conditions. Many workers are treated badly.	Waste: Fast fashion means many clothes are only worn a few times then thrown away. Clothes that are thrown away are left in landfills.

2. The clothing supply chain



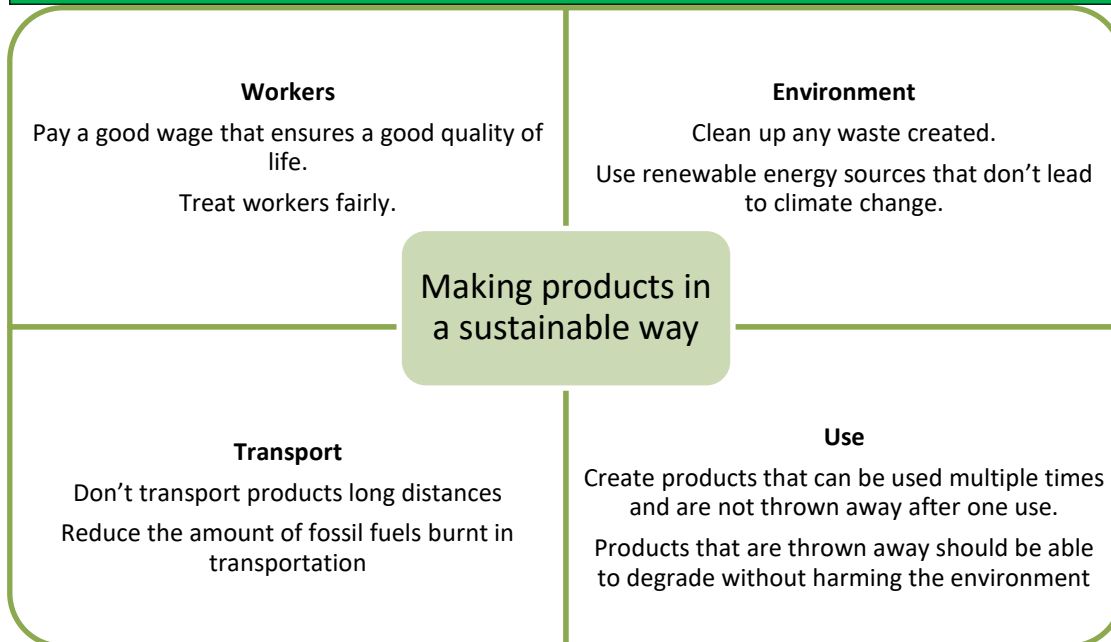
4. How can we improve?

Individual	Global
<ul style="list-style-type: none"> • Keep clothes for longer without throwing them away. • Buy less, but buy better quality. • Swap clothing with friends and family. • Research the best brands to buy from. 	<ul style="list-style-type: none"> • Countries: Governments can make laws to ensure companies treat people and the environment fairly. • Companies: Clothing producers can use more sustainable ways to make clothes, and encourage people to recycle.

5. Key terms

Sustainability	Meeting the needs of today without having a negative impact on the future.
Resources	A natural material that holds value to people, e.g. food, water, energy.
Renewable	A resource that does not run out.
Food miles	The distance food has travelled from where it was grown to where you eat it.
Production	The process of turning a raw material into a product for sale.
Conserve	Look after or protect something
Quality of life	A person's general sense of well being or happiness.
Development	The process of a country or region improving, both in terms of income and quality of life.
International agreement	An agreement or decision between multiple countries, generally on a global issue such as climate change.
United Nations	A group of most of the countries in the world that meet together to make decisions.

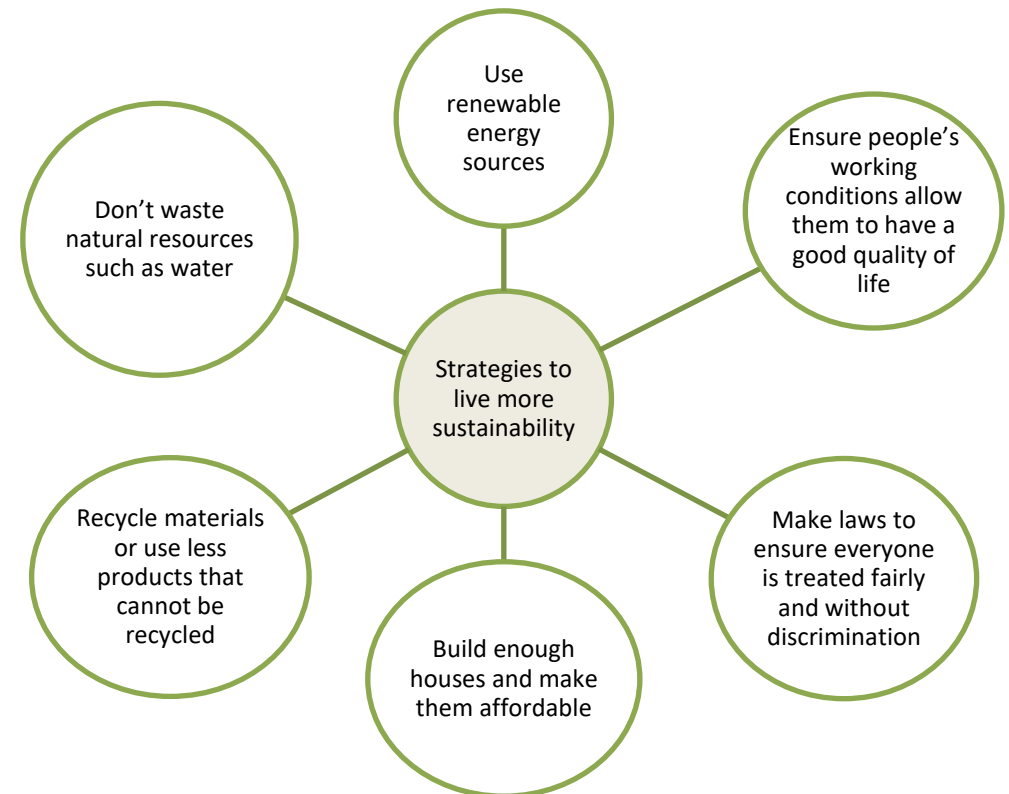
7. Sustainable production



6. Aspects of sustainability

Social	Ensuring people are treated fairly , regardless of characteristics like race, religion, gender or sexuality.
	Providing adequate services such as education, healthcare and housing to ensure a good quality of life.
Economic	Creating good quality jobs that pay enough for people to have a comfortable life.
	Ensuring economic development can last for a long period of time.
Environmental	Protecting unique plants, animals and habitats for future generations, e.g. by not polluting the environment
	Reducing the impacts of climate change on the natural world

8. How can countries become more sustainable?



1. Who was threatened by Communism?		2. Bolshevik Revolution 1917	
Communist Manifesto	Written by Karl Marx and Friedrich Engels in 1848	Bolsheviks	Russian Party who argued revolution should happen in 1917 so Russia could become Communist
Capitalism	Capitalism is a system where companies are privately owned and compete with each other to make profits	Lenin	Communist leader of the Bolsheviks who seized power in Russia in October 1917
Communism	Communism is a system where land, factories and machinery are owned by the people, everyone has an equal responsibility to work and wealth is shared.	The Cheka	Secret police in Russia who forced peasants to hand over grain to feed the Russian Army
Means of production	The things which are needed to produce goods such as land, factories, machinery and the energy to power them.	Soviet Union	The name for the Russian empire after the Bolsheviks won the civil war and took control in 1921
3. Life in the Soviet Union under Stalin		4. Communism in the wider world after WWII	
Josef Stalin	Leader of the Soviet Union from 1924 who aimed for rapid industrialisation	Communist Revolution	When groups within a country rise up to overthrow the old political system and replace it with a communist system Eg Cuba 1958
Collectivisation	The Communist policy of making peasants give up their small farms and instead join large collective (shared) farms.	Occupation	When an invading country maintains a military presence to ensure control eg East Germany 1945
5 year plans	A series of plans made by Stalin which set targets for the development of industries like coal, iron, steel, oil and electricity	Cuban revolution	Uprising led by Fidel Castro against the Cuban dictator Battista. In 1958. Battista fled the country and Castro became the Communist leader.
The Great Purge	The name given to Stalin targeting civilians with the secret police. Certain ethnic groups like the Volga Germans were forcibly deported.	Hungarian uprising	Protests in 1956 which spread across Hungary after Stalin died to challenge the Communist government in Hungary. The uprising was crushed by the Soviet Union's Red Army.
5. USA response to Communism		6. Communism by 1989	
Containment	The US policy of trying to contain the spread of Communism. They sent money and military support to the enemies of Communism eg Vietnam	Mikhail Gorbachev	Leader of the Soviet Union from 1985-1991 who tried to introduce reforms. He was the last leader of the Soviet Union.
NATO	North Atlantic Treaty Organisation. A treaty between 31 countries who all agreed to defend each other from the threat of Communism in 1949	Collapse of the Soviet Union	The Soviet Union became 15 independent countries in 1991 and Communism was ended in Russia.
Senator McCarthy	American politician who spread fear and led investigations into suspected communists in the USA. He accused army and government officials.	Berlin Wall	Wall which separated Communist East Berlin and Capitalist West Berlin. In 1989, protestors in East Berlin were finally allowed to cross the wall
Claudia Jones	Communist, feminist and civil rights activist who was forcibly deported from the USA after she was found guilty of being a communist.	People's Republic of China	Communist country from 1949- present. China is the largest country in the world to have a communist government today.
7. Life in 1950s Britain		8. Bristol Bus Boycott	
Windrush migrants	Nickname given to people who migrated to Britain from the Caribbean after World War II as there were many jobs available	Bristol Bus Company	Company which refused to hire Black and Asian people to work on their buses in the 1960s
United Nations	Organisation set up after World War II to settle international disagreements. The UN wrote the Declaration of Human Rights which many countries signed up to in 1953	Paul Stephenson	Leader of the West Indian Development Council. They campaigned against racism in Britain and planned the campaign in Bristol.
Welfare State	In 1945, a Labour government was elected in Britain. They promised to create a welfare state providing free healthcare, benefits and housing	Guy Bailey	The man who applied for a job with the Bristol Bus Company but was refused an interview because he was black

Alan Turing	WWII codebreaker, mathematician and developer of the computer who was convicted of 'homosexual acts' who later committed suicide.	Bristol Bus Boycott	Hundreds of people joined the <u>protest against</u> the Bristol Bus company from April-August 1963. It was ended when the bus company agreed to end their racist hiring policy.
9. Mangrove 9		10. Women's Liberation Movement	
British Black Panthers	A Black Power <u>organisation</u> who helped to <u>organise the protests against</u> police harassment of the Mangrove restaurant in 1970	The personal is political	Slogan used by the women's liberation movement in the 1960s and 1970s. They argued that personal things like access to contraception and women's clothing affected their political power
Mangrove Restaurant	A restaurant in London owned by Frank Critchlow from Trinidad. The restaurant was raided 12 times from January 1969- July 1970	1967	The year that the contraceptive pill became freely available to women and abortion became legal in certain situations in Britain
Mangrove 9	9 of the people who protested about police raids at the Mangrove restaurant were put on trial, accused of inciting a riot	Women's Liberation conferences	Meetings of women from 1970-1979 where the aims of the women's liberation movement were agreed. They made a list of 7 demands including things like equal pay and freedom from violence
Old Bailey	The court in London where the trial of the Mangrove 9 took place. The judge ruled that they were not guilty and that there was evidence of racial hatred from the police.	Women's Aid	Organisation set up in 1974 which offered support for women and their children when they were trying to escape domestic violence and abuse
11. Ford Machinists Strike		12. LGBTQ Campaigns	
unskilled work	Machinists working at the Ford factory in Dagenham were classed as unskilled workers and paid less than unskilled male workers	Decriminalisation	Homosexual relationships between men had been classed as a crime. It was decriminalised in the 1967 Sexual Offences Act
<u>Machinists strike</u>	The machinists went on strike in 1968, refusing to work until they were paid fairly. They went back to work in 1969 after they were offered the same pay as unskilled male workers	Gay Liberation Front	A group set up in 1969 to campaign for LGBTQ rights. They made a list of demands including an end to discrimination and <u>he</u> right to hold hands in public
1969 Equal Pay protest	The Dagenham machinists inspired 1000 people to protest for equal pay in Trafalgar Square in 1969. They were supported by MP Barbara Castle.	Section 28	A law introduced in 1988 which said that it was illegal for schools to teach about homosexual families. This law was repealed in 2003.
Equal Pay Act	In 1970, Parliament passed the Equal Pay Act which said that it was illegal for someone to be given lower wages because of their gender.	Gay Marriage	The right for homosexual couples to marry on the same terms as heterosexual couples became legal in 2013
13. Overview			
Soviet Union	Communist countries which were governed by the leader of the Soviet Union in Russia. The Soviet Union was led by Josef Stalin from 1924-1953 and began to collapse in the 1980s.		
Communism	A system where land, factories and machinery are owned by the people, everyone has an equal responsibility to <u>work</u> and wealth is shared. Examples countries which have had a communist government include the Soviet Union, Cuba, <u>China</u> and Vietnam		
UN declaration of human rights	A list of 30 rights which all humans should be given which was written by the United Nations. Many countries signed up to this in 1953. Behaviours which treat somebody badly or unfair because of their race, <u>sex</u> or sexuality, go against the UN declaration of human rights.		
Campaigns	A planned set of activities that people carry out over a <u>period of time</u> in order to achieve something such as social or political change. The Bristol Bus Boycott (1963) Dagenham machinists strike (1968), The women's liberation movement (1960s and 1970s) and the LGBTQ movement are all examples of campaigns for equality.		

1 & 2

Atheism	The belief that there is no God	Faith	Having trust in someone
Science	Collection of knowledge through observations & tests	Omnipotence	All-powerful
Immanence	God acts within the world	Omnibenevolence	All-loving
Design Argument	God designed the world so He exists	Omniscience	All-knowing
Impersonal	God beyond understanding	Transcendent	God is beyond space & time
		Miracles	Impossible events coming true
The Quran & Bible teaches believers to lead a good life & take care of others based on God's teachings.			

3 The Creation Story (in the Bible, Genesis)	4 This encourages responsibility by:	
<ul style="list-style-type: none"> This is how the world began. God created: Day 1- Light Day 2- <i>'God made the heavens & earth'</i> Day 3- Land & Sea Day 4- Sun, Moon & Stars Day 5- Fish & birds Day 6- Other animals, man & woman Day 7- God finished & rested 	<ul style="list-style-type: none"> Looking after the world – stewardship (care) Believe God as the designer of the world (Design argument) Treat others kindly Trust in God's plans 	<ul style="list-style-type: none"> Atheism: If God designed a beautiful world, how come there is evil & suffering? Why can't God stop people dying?

5 The Design Argument	<i>The Quran teaches...</i>	<i>Atheists may argue...</i>
<ul style="list-style-type: none"> God designed the universe Christians & Muslims believe God as the designer We have a responsibility to look after the world 	<ul style="list-style-type: none"> <i>'Contemplate the wonders of creation'</i> <i>'Do not be the aggressors'</i> 	<ul style="list-style-type: none"> People can still show irresponsibility; lying, killing, ignorance, backbiting... Some believe Big Bang Theory instead of design

6 Miracle Argument	<i>The Bible teaches...</i>	<i>Atheists may argue...</i>
<ul style="list-style-type: none"> Miracles break nature's laws The Bible; Jesus' resurrection The Quran; Moses parts sea Cured from incurable illness 	<ul style="list-style-type: none"> <i>'I am the LORD who heals you'</i> <i>'Jesus had risen'</i> 	<ul style="list-style-type: none"> Science can explain miracles 'Fake' miracles shown by people wanting fame, money, attention

7 The Quran's influence	<i>The Quran teaches...</i>	<i>Some may argue...</i>
<ul style="list-style-type: none"> Book of authority in Islam Guides diet/prayer/behavior Looking after the poor/weak Live like the Prophets 	<ul style="list-style-type: none"> <i>'Obey God & His Messenger'</i> <i>'God keeps an account of all actions'</i> 	<ul style="list-style-type: none"> We can still be responsible without holy books The Quran is not the only source of guidance in Islam

8 The Prophet's influence	<i>The Quran teaches...</i>	<i>Some may argue...</i>
<ul style="list-style-type: none"> Spread God's message Be truthful & patient Share with & care for others Do what is right even if it's hard 	<ul style="list-style-type: none"> <i>'The prophet is an excellent model'</i> <i>'He does not speak with his own desire'</i> 	<ul style="list-style-type: none"> We can be responsible by learning from other role models

9 The Bible's influence	<i>The Bible teaches...</i>	<i>Some may argue...</i>
<ul style="list-style-type: none"> The Bible is inspired by God It teaches to do good deeds 10 commandments, The Good Samaritan, Exodus, Creation Story... 	<ul style="list-style-type: none"> <i>'Serve the garden'</i> <i>'Love thy neighbour as yourself'</i> <i>'God loves a cheerful giver'</i> 	<ul style="list-style-type: none"> Responsibility is taught by family members, teachers & others We are stronger together We must be kind

10 Jesus' influence	<i>The Bible teaches...</i>	<i>Many agree..</i>
<ul style="list-style-type: none"> Jesus taught to love enemies Care for others – he healed the sick He gave himself up to clean humanity's sins through crucifixion (atonement) 	<ul style="list-style-type: none"> <i>Jesus taught the Parable of the Sheep & Goat; Jesus will divide the good & take them to heaven & the bad will go hell for being irresponsible.</i> 	<ul style="list-style-type: none"> Looking after the world – stewardship (care) Believe God as Jesus did Treat others kindly Trust in God's plans - there's a bigger picture

<i>Always unpack quotes</i>	Where is it from? <i>The Bible / Quran teaches,</i>	What does it mean? <i>This could mean, This influences,</i>	Why is it important? <i>This signifies / highlights, This supports / challenges,</i>
11			

1 & 2

Biodiversity	The variety of plant & animal life	Stewardship	Look after the world & others
Wealth	A person's money/possessions	Climate Change	Changes in temperatures
Pollution	Adding something toxic to the environment	Sustainability	Causing little or no damage to the environment
Global warming	Release of greenhouse gases like CO2 heating the world	Compassion	Treat others like you want to be treated: Golden Rule
Sustainability is about meeting the needs of the future without damaging or compromising the future. For example, if we need more energy or fuel is chopping down trees the only answer? Some become vegetarian as it's good for the environment e.g., more water is used to prepare meat.			3

4	Reasons to be sustainable	Scripture teaches...	Some may argue...
	<ul style="list-style-type: none"> Slows climate change Reduces global warming & pollution & protects biodiversity Save resources for future generations 	<ul style="list-style-type: none"> '<i>Serve the garden</i>' (Bible) '<i>Do not cause corruption on earth</i>' (Quran) 	<ul style="list-style-type: none"> We need to do more to protect our biodiversity & climate e.g., planting, use renewable energy...

5	Christianity & Sustainability	The Bible teaches...	Some may argue...
	<ul style="list-style-type: none"> Must be good stewards God created the world & provides all (Creation Story) The world benefits us all; food, resources, animals We must give back too 	<ul style="list-style-type: none"> '<i>Love thy neighbour as yourself</i>' '<i>God loves a cheerful giver</i>' <i>Jesus feeds 5000 (5 loafs & 2 fish)</i> 	<ul style="list-style-type: none"> We are stronger together Jesus' taught to live simple lives – reduce excess

6	Islam & Sustainability	The Quran teaches...	Some may argue...
	<ul style="list-style-type: none"> Duty to respect biodiversity To pollute is to be reckless To care for the world is to set aside your ego & greed Respect natural world to survive 	<ul style="list-style-type: none"> '<i>Enjoin good & forbid evil</i>' '<i>Do no cause corruption on earth</i>' '<i>Don't walk arrogantly on earth</i>' 	<ul style="list-style-type: none"> The Prophet taught to live simple lives – reduce excess

Vegetarianism	7 & 8	Scripture teaches...	9	Some may argue...
<ul style="list-style-type: none"> Good for the environment as meat waste can pollute waters & damage biodiversity God hasn't made animal sacrifice compulsory (Islam) Muslims eat anything halal (permitted) so they can be vegetarians too Some Christians are as they believe all of creation must be saved. 		<ul style="list-style-type: none"> '<i>Thou shall not kill</i>' (Bible) '<i>Do not destroy the work of God</i>' (Bible) '<i>Don't let your stomachs become graveyards</i>' (Hadith) '<i>God taught the honey bee... their drink heals men</i>' (Quran) '<i>Contemplate the wonders of creation</i>' (Quran) 		<ul style="list-style-type: none"> Being vegetarian is a way of respecting biodiversity. Religion can inspire us to act in good, healthy ways Bees pollinate & support biodiversity

Is only sustainability important?	The Quran teaches...	10	Some may argue...
<ul style="list-style-type: none"> Religions inspire us to solve other issues in the world Poverty, poor health, oppression, no education. Use wealth sensibly; no waste 	<ul style="list-style-type: none"> '<i>Hold the rope of God together</i>' '<i>Humanity is one community</i>' 		<ul style="list-style-type: none"> Sustainability is not the most important issue today due to poverty, wars & oppression. We must show compassion

11	Solutions to global warming	The Quran teaches...	Some may argue...
	<ul style="list-style-type: none"> Use clean energy; no coal/oil/gas Use wind, solar & water energy as they're sustainable (don't run out) Protect natural habitats with laws Protect oceans against plastics / chemicals 	<ul style="list-style-type: none"> '<i>Do not exceed limits</i>' '<i>Establish prayer & zakat</i>' 	<ul style="list-style-type: none"> Religious or non-religious people alone cannot bring change, we must work together

12	Always unpack quotes	Where is it from? The Bible / Quran teaches,	What does it mean? This could mean, This influences,	Why is it important? This signifies / highlights, This supports / challenges,
----	----------------------	---	--	---

1 & 2



Diplomacy	Manage relations peacefully	Greed	Unreasonable hunger
Just	Fair	Atheism	Belief in no God
Tolerance	Accepting differences	Retaliation	Revenge using violence
Psychology of Religion	The study of the human mind & behaviour based on religion	Reconciliation	Making amends after a fight / argument
Compassion	Treat others like you want to be treated: Golden Rule	Human Rights	Entitled to food, trial, education, speech...


Being peaceful can help protect the **human rights**, show **compassion**, **stewardship** (Christianity) & **diplomacy** in life. Being nonpeaceful can mean human rights are taken away (**oppression**), there is no **tolerance** & a failure of diplomacy. **3**

4 Ethics: Being peaceful	Scripture teaches...	Some may argue,
<ul style="list-style-type: none"> Jesus taught to pray for your enemies & to God Humans are stewards of the earth The Prophet taught to be diplomatic Be tolerant & just 	<ul style="list-style-type: none"> <i>Love thy neighbour as yourself (Bible)</i> <i>Humanity is one community (Quran)</i> <i>Do not be the aggressors (Q)</i> 	<ul style="list-style-type: none"> Religion cannot always be peaceful – you can be religious & still fight / be nonpeaceful

5 Causes of War	Scripture teaches...	Some may argue,
<ul style="list-style-type: none"> You are attacked first If someone takes away human rights If diplomacy fails Exceed limits / greedy Oppressing others 	<ul style="list-style-type: none"> <i>'Do not resist an evil doer' (Bible)</i> <i>'Don't exceed limits' (Quran)</i> <i>'Don't resist an evil doer' (B)</i> 	<ul style="list-style-type: none"> War is a 'lesser evil' which means war may bring peace as it protects others.

6 Diplomacy	Scripture teaches...	Some may argue,
<ul style="list-style-type: none"> Peace is better The Quran teaches to be just & diplomatic Jesus taught to pray for your enemies 	<ul style="list-style-type: none"> <i>'Blessed are the peacemakers' (Bible)</i> <i>'Hold the rope of God together' (Quran)</i> 	<ul style="list-style-type: none"> Diplomacy does not always work, people may not listen; war is the only option.

7 Victims of War	Scripture teaches...	Charities
<ul style="list-style-type: none"> War causes innocent deaths Injured soldiers, orphans, refugees The Quran teaches if you save one it is like saving all of mankind Jesus taught the Parable of the Good Samaritan 	<ul style="list-style-type: none"> <i>'God loves a cheerful giver' (B)</i> <i>'Serve the garden' (Bible)</i> <i>'Every atoms weight shall be rewarded or punished' (Quran)</i> 	<ul style="list-style-type: none"> Provide aid: food parcels, water, medicine, advice during war.  

8 Atheism: Psychology of Religion	Freud argues,	Theists argue,
<ul style="list-style-type: none"> Atheists like Freud argue, humans can never be peaceful with religion / God God does not exist & religion is untrue Religion stops human freedoms – humans feel guilty if they do something wrong as they think God will punish them Religion causes you to question yourself, your behaviour/freedom is controlled 	 <ul style="list-style-type: none"> <i>Religion limits choices</i> <i>Religion is only comfort</i> <i>'Religion is an illusion'</i> 	<ul style="list-style-type: none"> In Christianity, in the creation story, God creates humans in His image (Day 6). Christians disagree with Freud as humans are connected to a perfect being like God.

9 Religion & Violence	Scripture teaches,	Atheists argue,
<ul style="list-style-type: none"> Religion can teach non peaceful methods as sometimes war is unavoidable Jesus taught to sell your cloak for a sword Prophet Muhammad taught to fight injustices e.g. oppression, slavery... The Quran urges diplomacy before violent methods 	<ul style="list-style-type: none"> <i>'There is a time to love & a time to hate' (Bible)</i> <i>'Fight the oppressors' (Q)</i> <i>'Fight but do not exceed limits' (Q)</i> 	<ul style="list-style-type: none"> Freud argues religion can never make humans peaceful Religion does not always support diplomacy

10	<i>Always unpack quotes</i>	Where is it from? <i>The Bible / Quran teaches,</i>	What does it mean? <i>This could mean, This influences,</i>	Why is it important? <i>This signifies / highlights, This supports / challenges,</i>
-----------	-----------------------------	---	---	--

¿Cuál es tu celebración favorita? ¿Por qué? *(What is your favourite celebration? Why?) [What is your celebration favourite? Why?]*

*Diría que <i>(I would say that...)</i>	mi celebración favorita es <i>(my favourite celebration is)</i>	la Navidad <i>(Christmas)</i>	porque / dado que / ya que <i>(because)</i>	es muy <i>(it is very)</i>	divertido/a <i>(fun)</i>
Pienso que <i>(I think that...)</i>		la Nochevieja <i>(New Year's Eve)</i>		es <i>(sociable)</i>	sociable
Creo que <i>(I believe that...)</i>		la Janucá <i>(Hanukkah)</i>		bastante <i>(it is quite)</i>	emocionante
		la Pascua <i>(Easter)</i>		es tan <i>(it is so)</i>	tranquilo/a <i>(calm)</i>
		el Eid <i>(Eid)</i>			especial <i>(special)</i>
		el Diwali <i>(Diwali)</i>			
		el Vaisakhi <i>(Vaisakhi)</i>			
		el Año Nuevo Chino <i>(Chinese New Year)</i>			
		una boda <i>(a wedding)</i>			
		una fiesta de cumpleaños <i>(a birthday party)</i>			
		una fiesta sorpresa <i>(a surprise party)</i>			
					*lo paso bien <i>(I have a great time)</i>
					*lo celebramos a lo grande <i>(we celebrate it in a big way)</i>

Para celebrar...
*(In order to
celebrate...)*

visitamos a la familia *(we visit family)*
comemos platos especiales *(we eat special dishes)*
tenemos una fiesta con muchos invitados *(we have a party with lots of guests)*
rezamos *(we pray)*
los niños comen caramelos *(the children eat sweets)*
llevamos trajes y vestidos *(we wear suits and dresses)*
participamos en un desfile *(we take part in a parade)*
vamos a la iglesia / la mezquita / el templo / la sinagoga
(we go to church / mosque / temple / synagogue)
escuchamos música en vivo *(we listen to live music)*
ofrecemos regalos *(we give presents)*
recibimos juguetes *(we receive toys)*
preparamos un pastel con velas *(we prepare a cake with candles)*

Háblame de una celebración reciente (*Tell me about a recent celebration*) [*Talk to me about a celebration recent*]

*Acabo de celebrar... (<i>I have just celebrated...</i>)	mi cumpleaños (<i>my birthday</i>)	con (<i>with</i>)	mi familia (<i>my family</i>)
	una boda (<i>a wedding</i>)		mis amigos (<i>my friends</i>)
	una fiesta (<i>a party</i>)		mi madre (<i>my mum</i>)
	una quinceañera (<i>a 15th birthday party</i>)		mi mejor amigo/a (<i>my best friend</i>)

No celebro mi cumpleaños debido a mi religión. (*don't celebrate my birthday due to my religion*).

¿Cómo celebraste? (*How did you celebrate?*) [*How you celebrated?*]

Para celebrar (<i>In order to celebrate</i>)	fui a la piscina (<i>I went to the swimming pool</i>)	y (<i>and</i>)	tuve un pastel con velas (<i>I had a cake with candles</i>)
	fuimos al cine (<i>we went to the cinema</i>)		vimos una película (<i>we watched a film</i>)
	asistimos a una fiesta en la calle (<i>we attended a party in the street</i>)		comimos pizza (<i>we ate pizza</i>)
	invité a mis amigos (<i>I invited my friends</i>)		tuve una piñata (<i>I had a piñata</i>)
	llevamos ropa nueva (<i>we wore new clothes</i>)		saqué muchas fotos (<i>I took a lot of photos</i>)
	llevamos disfraces (<i>we wore costumes</i>)		decoramos la casa con globos (<i>we decorated the house with balloons</i>)
	bailamos y cantamos (<i>we danced and sang</i>)		recibí unos regalos (<i>I received some presents</i>)

***Lo pasé muy bien** (*I had a great time*)

***Lo celebramos a lo grande** (*we celebrated it in a big way*)

me gustó mucho (*I liked it a lot*) [*me it pleased a lot*]

¿Cuál es tu festival preferido? *(What is your favourite festival? [Which is your festival favourite?])*

Pienso que <i>(I think that)</i>	mi festival preferido <i>(my favourite festival)</i>	es <i>(is)</i>	los Sanfermines en Pamplona <i>(Running of the Bulls - Pamplona)</i> la Tomatina en España <i>(La Tomatina - Spain)</i> la Nochevieja <i>(New Year's Eve)</i> el Día de Reyes en España <i>(Epiphany - 6th January - Spain)</i> la Semana Santa en España <i>(Holy Week - Spain)</i> las Fallas en Valencia <i>(Las Fallas – Valencia)</i> el Día de los Muertos en México <i>(the Day of the Dead – Mexico)</i> la Nochebuena y la Navidad <i>(Christmas Eve and Christmas)</i> el Eid <i>(Eid)</i> el Diwali <i>(Diwali)</i> la Janucá <i>(Hanukkah)</i>
*Diría que <i>(I would say that)</i>	mi costumbre preferida <i>(my favourite custom)</i>		

¿Por qué? *(Why?)*

porque	me encanta <i>(I love)</i> [Me it enchants]	la música y las bandas <i>(the music and the bands)</i> la comida tradicional <i>(the traditional food)</i> el desfile <i>(the parade)</i>	además de <i>(as well as)</i>	los trajes y los vestidos <i>(the suits and dresses)</i> las danzas <i>(the dances)</i> los regalos <i>(the presents)</i> los caramelos y los juguetes <i>(the sweets and the toys)</i> las tradiciones religiosas <i>(the religious traditions)</i>
ya que	me encantan <i>(I love)</i> [Me they enchant]	los tomates <i>(the tomatoes)</i> los toros <i>(the bulls)</i> los disfraces <i>(the costumes)</i> los juegos <i>(the games)</i>		
dado que <i>(because)</i>	soy <i>(I am)</i>	católico/a <i>(Catholic)</i> cristiano/a <i>(Christian)</i> judío/a <i>(Jewish)</i> musulmán/a <i>(Muslim)</i> hindú <i>(Hindu)</i> religioso/a <i>(religious)</i>		
				*lo paso muy bien <i>(I have a great time)</i>

¿Has visitado un festival en el mundo hispanohablante? (*Have you visited a festival in the Spanish-speaking world?*)

[*Have you visited a festival in the world Spanish-speaking?*]

El año pasado (<i>Last year</i>)	fui a (<i>I went to</i>)	un festival en México (<i>a festival in Mexico</i>)	con (<i>with</i>)	mi familia (<i>my family</i>) mis amigos (<i>my friends</i>)
La semana pasada (<i>Last week</i>)	fuimos a (<i>we went to</i>)	una fiesta en España (<i>a fiesta in Spain</i>)		mi colegio (<i>my school</i>) mis tíos (<i>my aunt & uncle / uncles</i>)
	*Acabo de ir a (<i>I have just been to</i>)			

¿Qué hiciste? (*What did you do?*)

Allí (<i>There</i>)	participé en un desfile (<i>I participated in a parade</i>)	y (and)	llevamos ropa especial (<i>we wore special clothes</i>)
Durante el festival (<i>During the festival</i>)	comí caramelos (<i>I ate sweets</i>) compartí platos tradicionales (<i>I shared traditional dishes</i>)		pasé tiempo con mi familia (<i>I spent time with my family</i>) vi los fuegos artificiales (<i>I watched the fireworks</i>)
Durante la fiesta (<i>During the fiesta</i>)	fui a la iglesia / a la mezquita (<i>I went to church / mosque</i>) fui a la sinagoga / al templo (<i>I went to synagogue / temple</i>) tiré tomates (<i>I threw tomatoes</i>)		recibí regalos (<i>I received presents</i>) fuimos a la plaza de toros (<i>we went to the bullring</i>) cantamos y bailamos (<i>we sang and danced</i>)
	*lo celebré a lo grande (<i>I celebrated in a big way</i>)		

8.1 Going shopping – khreedaari karna		
Urdu	Roman Urdu (pronunciation)	English
رعایت	riaayat	sale
خریداری کرنا	khreedaaree karnaa	to shop
کپڑے پہن کر دیکھنا	kapRay pehn kar daykhnaa	to try on clothes
خریداری کی ٹوکری	khreedaari kee Tokri	shopping basket
زیندرات	zaywraat	jewellery
قیمت	qeemat	price
قطار	qitaar	queue
8.2 Pocket money - jayb kharch		
میں خرچ کرتا/تی ہوں۔	mai __ kharch karrraa/ee hoon.	I spend __.
پانچ پونڈ	paanch pound	five pounds
میں پیسے بچاتا/تی ہوں۔	mai paisay bachata/ee hoo	I save money
آپ کو کتنے پیسے ملتے ہیں؟	aap ko kitnay paisay milltay hain?	How much money do you get?
مجھے ملتا ہے۔	mujhay __ milltay hain.	I get __.
میں خریدتا/تی ہوں۔	mai khreedtaa/ee hoon	I buy __.

Year 8 Urdu: Cycle 3		
8.3 Technology & Mobile Phones		
ٹیکنالوجی	teknaalaji	technology
موبائل فون	mobile phone	mobile phone
لیپ ٹاپ	laip Taap	laptop
آئی پیڈ	l-pad	l-pad
ٹیبلیٹ	Tablet	Tablet
میڈیا	media	media
گھنٹی کی آواز	ghanTee ki aawaaz	ringtone
پیغام	paighaam	message
معلومات	maaloomaat	information
حفاظت	hifaazat	protection
احتیاط	ihtiyaat	precaution
Pronouns		
Urdu does not have different pronouns (he, she, they etc.) for masculine/feminine or singular/plural. All you need to look at is if someone/thing is here or there. If it is here, we use <i>yay</i> . If it is there, we use <i>wo</i> . So, the word <i>wo</i> is used for that and also, he, she, they and it . Similarly, <i>yay</i> is used for this and also for he, she, they and it .		

8.4 Using Technology		
پرنٹ کرنا	print karnna	to print
فون کرنا	phone karnna	to call
استعمال کرنا	isstimaal karnna	to use
وصول کرنا	wsool karnna	to receive
بھیجنا	bhayjna	to send
اپ لوڈ کرنا	upload karnna	to upload
مٹانا	miTaana	to delete
ڈھونڈنا	DhooDh-na	to search
ڈاؤن لوڈ کرنا	Download karnna	to download
آگے بھیجنا	aagay bhayjna	to forward
شیئر کرنا	share karnna	to share
8.5 Going to the cinema		
سینما	sainmaa	cinema
کوک	coke	coke
پاپکارن	paapkaarn	popcorn
وقت طے کرنا	waqt tay karnna	to fix a time
ہم کہاں ملیں؟	ham kahaa milay?	Where should we meet?
آپ دیکھنا چاہتے ہیں؟	aap __ daykhnaa chaahay hai?	Would you like to watch __.

8.6 Types of movies		
مزاحیہ فلم	mazaahiya film	Comedy film
جاسوسی فلم	jaasoosi film	Spy film
کارٹون فلم	cartoon film	Cartoon film
ڈراؤنی فلم	Drowni film	Horror film
ایکشن فلم	action film	Action film
رومانوی فلم	romaanwi film	Romantic film
مہماتی فلم	adventure film	Adventure film
جنگ والی فلم	jang waali film	War film
تاریخی فلم	taareeki film	Historical film
سائنس فکشن فلم	Sci-Fi film	Science fiction film
دستاویزی فلم	documentary film	Documentary film
بالی وڈ فلم	Bollywood film	Bollywood film
Masculine and Feminine		
In many languages, including Urdu, most nouns are considered to be either masculine or feminine. e.g. The Urdu word for chair (<i>kurrsee</i>) is considered to be a feminine word whereas the Urdu word for door (<i>darrwaaza</i>) is considered to be masculine. Adjectives used to describe nouns will <i>agree</i> with them e.g. peele ee kurr ee (yellow chair) and peela a darrwa aa za (yellow door).		

8.7 & 8.8 Hobbies		
مشغلہ	mashgalah	hobby
کہانی پڑھنا	kahaani paRhnaa	to read a story
مچھلیاں پکڑنا	machhliyaa pakRnaa	fishing
سینا	seena	to sew
موسیقی سننا	moseeqee sun-naa	to listen to music
باغبانی کرنا	baaghbaanee karrnaa	gardening
فون پر کھیلنا	phone par khaylnaa	to play on your phone
ویڈیوز دیکھنا	videos daykhnaa	to watch videos
خبریں دیکھنا	khabay daykhnaa	to watch the news
گانا	gaanaa	to sing
کشتی لڑنا	kushtee laRnaa	to wrestle
شطرنج	shatranj	chess
تاش	taash	(playing) cards
گھڑ سواری کرنا	ghuR swaari karrnaa	horse-riding
دوستوں سے ملنا	dosto say millnaa	to meet friends
پیدل چلنا	paidal chalnaa	to walk

8.9 Likes & Dislikes – pasand & naapasand		
مجھے __ پسند ہے۔	mujhay __ pasand hai	I like __ .
مجھے __ ناپسند ہے۔	mujhay __ naapasand hai	I dislike __ .
مجھے __ اتنا پسند نہیں ہے۔	mujhay __ itnaa pasand nehi	I don't like __ that much
مجھے __ بہت پسند ہے۔	mujhay __ बहुत pasand hai	I like __ a lot
مجھے __ سے نفرت ہے۔	mujhay _ say naffrat hai	I hate __ .
میں __ برداشت نہیں کر سکتا/سکتی۔	mai __ barrdaasht nehi karsaktaa/ee	I can't stand __ .
مجھے __ دلچسپ لگتا ہے۔	mujhay __ dillchasp lagtaa hai.	I find __ interesting.
مجھے __ کا شوق ہے۔	mujhay __ kaa shawq hai.	I am interested in __ .

Notes

n – an underlined n is pronounced with a very soft *n* sound from the nose. It sounds like the letter *n* in the word uncle or long.

CaPiTaL LeTtErS – any Roman Urdu words with capital letters will be pronounced with a hard sound. e.g. *D* will be pronounced like a normal *D* in English. However, a *d* will be pronounced very softly with your tongue touching your front teeth. This is the same with *T* and *t*.

Urdu Letters		ا	آ	اردو حروف		
		alif a, e, i, o, u	alif madd aa	پ	ب	
ش	ٹ	ت	پ	ب		
say s	Tay T	tay t	pay p	bay b		
خ	ح		چ	ج		
khay kh	hay h		chay ch	jeem j		
↓ These letters (and also wow, alif and alif madd) do not join to the letters in front of them on the left.						
ژ	ز	ر	ڑ	ڈ	د	
zhay vigion	zay z	Ray R	ray r	zaal z	Daal D	daal d
	ض	ص	ش	س		
	zuaad z	suaad s	sheen sh	seen s		
	غ	ع	ظ	ط		
	gain g	ain a, e, i, o, u	zoay z	toay t		
ن	م	ل	گ	ک	ق	ف
noon n	meem m	laam l	Gaaf G	kaaf k	qaaf q	fay f
	ے	ی	ء	ہ	و	
	baRee yay y	chhoTee yay y	hamza a,e,i,o,u	hay h	wow w	

Observational drawing is **drawing what you see from real life in front of you**. It could be a flower, a person, a still life, a landscape. But it's drawing what you see in front of you as realistically and as true to life as possible.



1



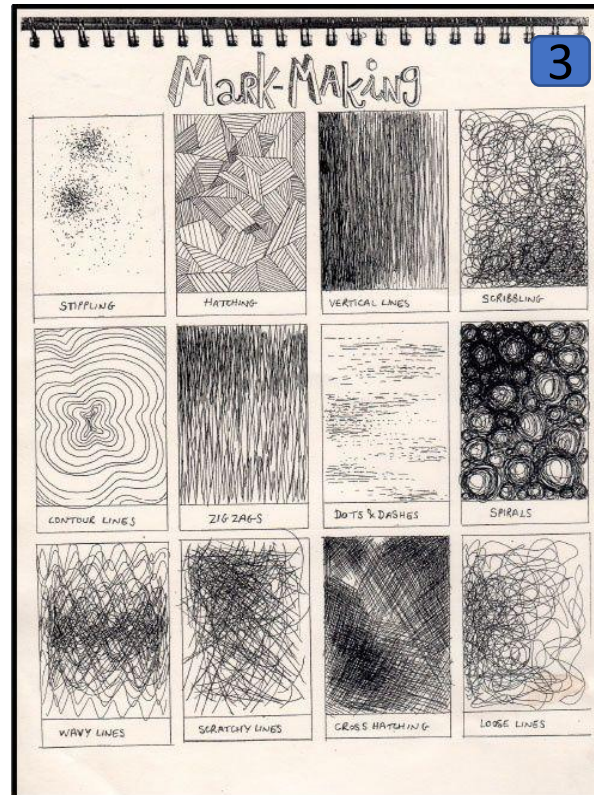
Drawing from **imagination** is really drawing from memory—just really long-term memory, putting together bits of memories to make something new.

Abby Diamond

Abby Diamond is a freelance Illustrator. She creates artwork for musicians, children's books, tattoo designs and t-shirt designs. She has always loved birds, wildlife and nature and originally went to college with the intent to become a scientific illustrator. Abby uses pen, waterproof ink, watercolour paint and dye or markers in her paintings as she finds wet media experimental to work with and likes how watercolour paint behaves differently during the painting process.



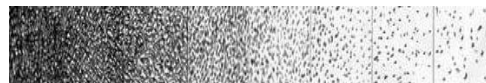
2



3



5



Key Words 6

1. Texture & Mark-Making

2. **Shape** = A 2D area that is enclosed by a line. E.g. square, circle, rectangle.

3. **Form** = (3D) objects that have three dimensions. 3-D shape E.g. sphere or Head

4. **Line** = Type of mark contains both a direction and a length. curved, bent, thick, wide, broken, vertical, horizontal, blurred or freehand.

5. **Tone** = The lightness or darkness of something – how dark or light a colour appears.

6. **Pattern** shape put into repeated form

7. **Subconscious Mind** = *the part of your mind that is active when you dream – these are sometimes thoughts you don't even know you're having!*

8. **Automatism** = *Drawing, doodling or writing without really thinking*

9. **Exquisite Corpse** = *A game the Surrealist's used to play that involved folding a piece of paper and taking turns to draw body parts on each section.*

10. **Composition** = *How you combine all of the parts of a piece of art together.*

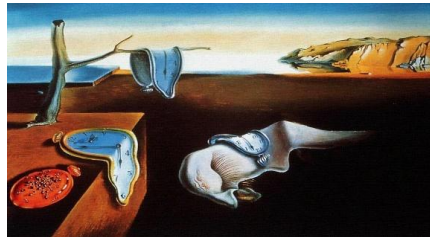
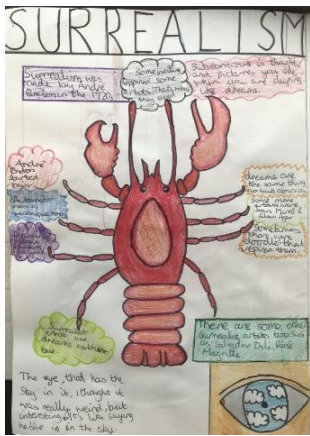
11. **Tonal Gradient** = *Tone that goes from dark to light gradually. Like a fade, blending or an ombre.*

12. **Slip and score** = *a way to attach clay together*

Key Knowledge : Surrealism

- Surrealism was started in 1920 by the writer Andre Breton
- Surrealist artists were interested in dreams and the 'subconscious mind'
- They were also inspired by a process called 'automatism'
- Some Famous Surrealist's : Salvador Dali (Spanish), Rene Magritte (French), Dorothea Tanning (American), Man Ray (American)
- Surreal art work is usually strange, scary, weird, silly or funny!

7



Watercolour Techniques

9



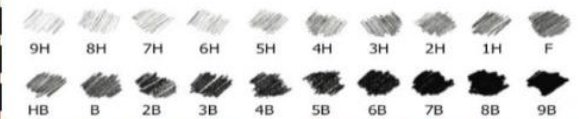
Grades of pencil

10

Pencils come in different grades, the softer the pencil, the darker the tone.

H=Hard B=Black

In art the most useful pencils for shading are 2B and 4B. If your pencil has no grade, it is most likely HB(hard black) in the middle of the scale.



Exquisite Corpse Drawing

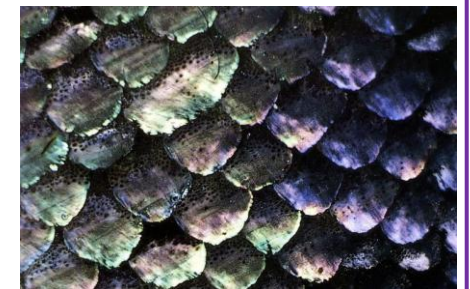
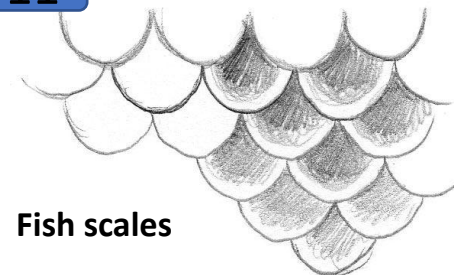
8

A style of imaginative drawing invented by the Surrealist artists to develop ideas



11

Fish scales



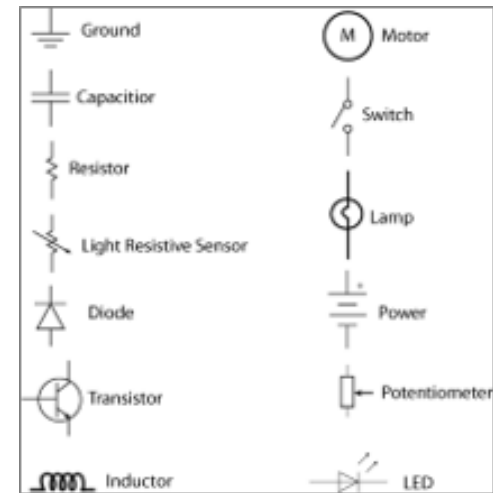
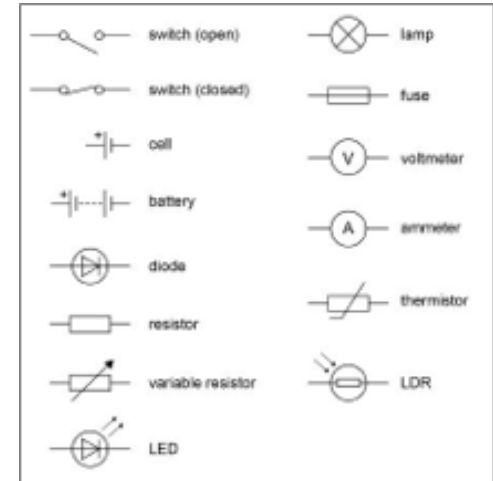
Circuit information sheet

1. An **LED lamp** or **LED light** is an electric light that produces light using **Light Emitting Diodes (LEDs)**. LED lamps are significantly more energy efficient than equivalent incandescent lamps and fluorescent lamps.

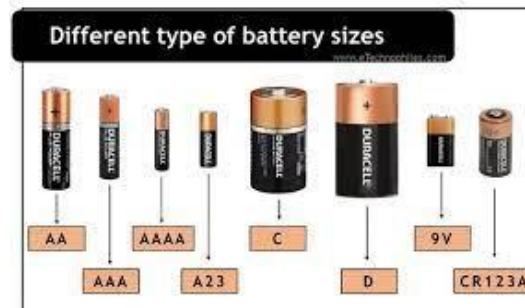
2. **Printed circuit board (PCB)**
A printed circuit board (PCB) is the board base for physically supporting and wiring the surface-mounted and socketed components in most electronics.

3. A **Universal Serial Bus (USB)** is an industry standard that establishes specifications for cables, Communication and power supply to computers and other peripherals.

4. A **wire** is a single usually cylindrical, flexible strand or rod of metal. Wires are used to bear mechanical loads or electricity and telecommunications signals.



5. There are three different types of batteries that are commonly used - **Alkaline, Nickel Metal Hydride (NiMH), and Lithium Ion**. The use of different metals and electrolytes in these batteries gives them different properties which means they are suited to different contexts.



During year 8 you will use a wide range of foods that can be used to avoid food waste and use seasonal foods. In the projects you will work out your ideas with some precision, taking into account how food products will be made, stored and eaten and who will use them. You will apply your understanding of healthy food balance by using the eat well guide. Designing and making and improving your practical skills. You will use a range of equipment safely with a moderate to high degree of accuracy. The main aim of these projects is, food waste, seasonal food and food miles.



Environmental impacts of food production and transportation Section 1

Growers of food have a responsibility to make sure that our food is safe but also that the environment is not damaged so plants and wildlife can continue to grow. The use of fertilizers and pesticides means that farmers can grow lots of crops and sell them for more money than if the crops are let to grow naturally (organic farming).

Processing and transporting our food by planes, cars, trains and boats uses fuel which is expensive and pollutes the air (CO₂) this is creating global warming and leading to ice caps melting and lots of animals not surviving.

By buying locally sourced products reduces the amount of time and travel (fuel) that food spends from the grower to the buyer. The advantage of this is that the food is fresh and you are supporting the local growers. Buying seasonal food for example strawberries in Summer also reduces food miles as less food has to be imported from abroad.

Each year millions of pounds of food is wasted in transportation, production and households throwing away surplus food. We are being encouraged to buy only what we need and recycle food and packaging where possible.

Key Vocabulary Section 2

Identity (noun) Who a person is, or the qualities of a person or group that make them different from others.

Rural (adjective) - means relating to farming or country life
Industry (noun) any large-scale business activity or a type of productive manufacture or trade.

Agriculture (noun) - is the science, art and business of farming

Vitamins (noun) Are found in food and only needed in small amounts.

Pathogenic bacteria (noun) Are bad bacteria that can cause food poisoning.

Function of ingredients (noun) The job that the ingredient does in cooking.

Millilitres (noun) A small amount of liquid: one thousandth of a litre

Grammes (noun) a unit of measurement which is one thousandth of a kilogram.

Protein (noun) Part of all living organisms skin, muscle and hair.

Carbohydrate (noun) including sugars, starch, and cellulose. They can be broken down to release energy in the animal body.

Fibre (noun) found in all fruit, vegetables and cereals, very important for digestion of food.

Modifications (noun) changes to make something better.
Evaluation (noun) making a judgement about something.

Seasonal foods Section 3

	Fruit	Veg
January February	Apples, Pears	Beetroot, Brussels Sprouts, Cabbage, Carrots, Celeriac, Celery, Chicory, Kale, Leeks, Mushrooms, Onions, Parsnips, Spring Greens, Spring Onions, Squash
March April	Rhubarb	Artichoke, Beetroot, Cabbage, Carrots, Chicory, Leeks, Parsnip, Purple Sprouting Broccoli, Radishes, Sorrel, Spring Greens, Spring Onions, Watercress
May June	Rhubarb, Strawberries, Blackcurrants, Cherries, Gooseberries, Raspberries, Redcurrants, Rhubarb, Strawberries, Tayberries	Asparagus, Aubergine, Beetroot, Broad Beans, Broccoli, Cauliflower, Chicory, Chillies, Courgettes, Cucumber, Elderflowers, Lettuce, Marrow, New Potatoes, Peas, Peppers, Radishes, Rocket, Runner Beans, Samphire, Sorrel, Spring Greens, Spring Onions, Summer Squash, Swiss Chard, Turnips, Watercress
July August September	Blackberries, Blackcurrants, Blueberries, Cherries, Gooseberries, Greengages, Loganberries, Raspberries, Redcurrants, Rhubarb, Strawberries	Aubergine, Beetroot, Broad Beans, Broccoli, Carrots, Cauliflower, Chicory, Chillies, Courgettes, Cucumber, Fennel, French Beans, Garlic, Kohlrabi, New Potatoes, Onions, Peas, Potatoes, Radishes, Rocket, Runner Beans, Samphire, Sorrel, Spring Greens, Spring Onions, Summer Squash, Swiss Chard, Tomatoes, Turnips, Watercress, Summer Squash, Sweetcorn, Swiss Chard, Tomatoes, Turnips, Watercress, Wild Mushrooms
October November December	Apples, Blackberries, Elderberries, Pears, Cranberries	Aubergine, Beetroot, Broccoli, Brussels Sprouts, Butternut Squash, Carrots, Cauliflower, Celeriac, Celery, Chestnuts, Chicory, Chillies, Courgette, Cucumber, Kale, Leeks, Lettuce, Marrow, Onions, Parsnips, Peas, Potatoes, Pumpkin, Radishes, Rocket, Runner Beans, Spinach, Spring Greens, Spring Onions, Summer Squash, Swede, Sweetcorn, Swiss Chard, Tomatoes, Turnips, Watercress, Wild Mushrooms, Winter Squash

This cycle we are going to be creating a cushion made from recycled fabrics and turning them into a patchwork design.

Section 1

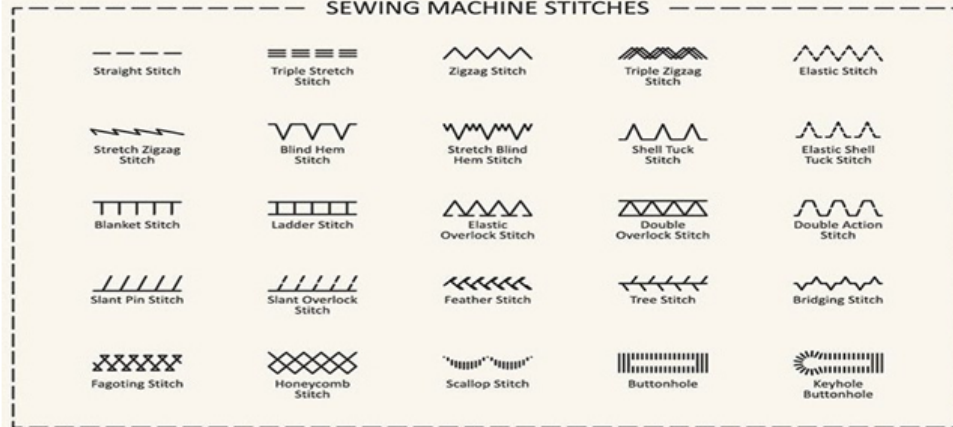
Health and Safety rules when using a sewing machine:

- ◊ Long hair must be tied back.
- ◊ Bags and equipment should be put away.
- ◊ Always sit down when using a sewing machine.
- ◊ 1 scholar per machine at all times.
- ◊ Keep your fingers away from the needle.
- ◊ Use the foot pedal slowly.
- ◊ Put the machines back exactly as you found them.



Section 2

SEWING MACHINE STITCHES



Key Equipment and it's use:

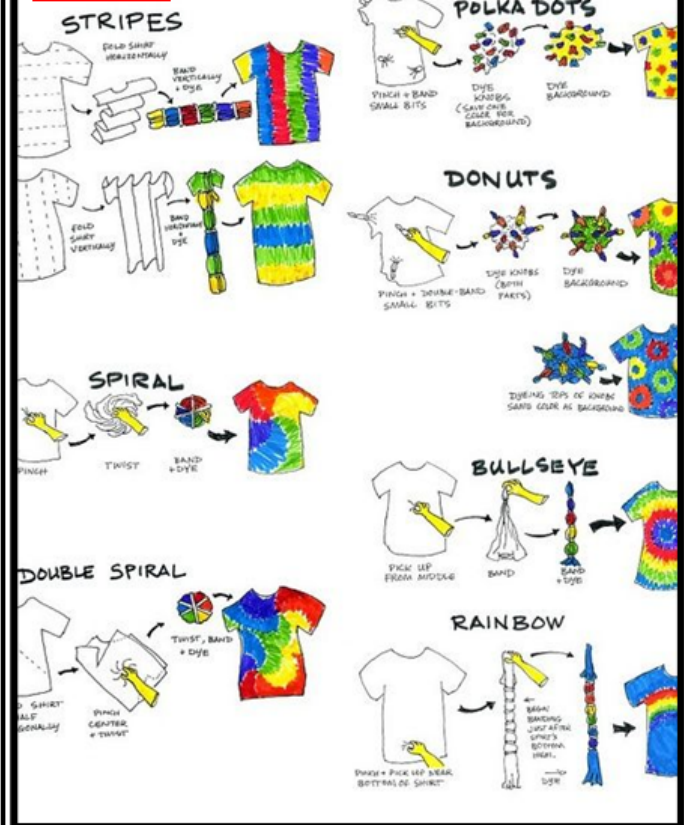
- Sewing Machine:** This is used to stitch fabric together faster and neater.
- Needle:** This is used to stitch by hand using thread.
- Cotton Thread:** This is used with a needle to stitch.
- Pins:** These are used to hold fabric in place.
- Stitch Ripper:** This is used to remove incorrect stitches.
- Velcro:** This is used to hold 2 edges of fabric together.
- Embroidery:** This is the process of decorating fabric using thread to create a pattern.

Section 3

TIE DYE

Tie-dyeing is a method by hand in which coloured patterns are produced in the fabric by gathering together many small portions of material and tying them tightly with string or elastic bands before dipping or covering the fabric in dye. The string or elastic bands resist the dye therefore creating a pattern.

Section 4

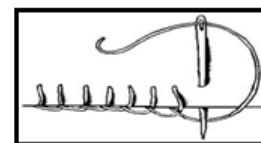
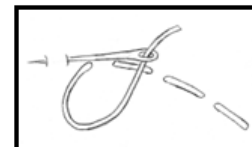


Hand Stitches:

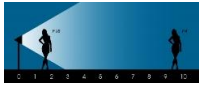
Section 5

Running Stitch: a simple needle stitch consisting of a line of small even stitches which run back and forth through the cloth without overlapping.

Blanket Stitch: a buttonhole stitch used on the edges of a blanket or other material.



Section 1 Top 5 tips when taking a Photograph



Lighting— Do not face the sun, your subject needs the most light. Think about Shadows too.



Angle Matters— Think about the meaning of your photograph and the impact you want.



Composition— There is more than your subject, consider the background too. Do you need to think about the rule of thirds? Get closer to your subject.



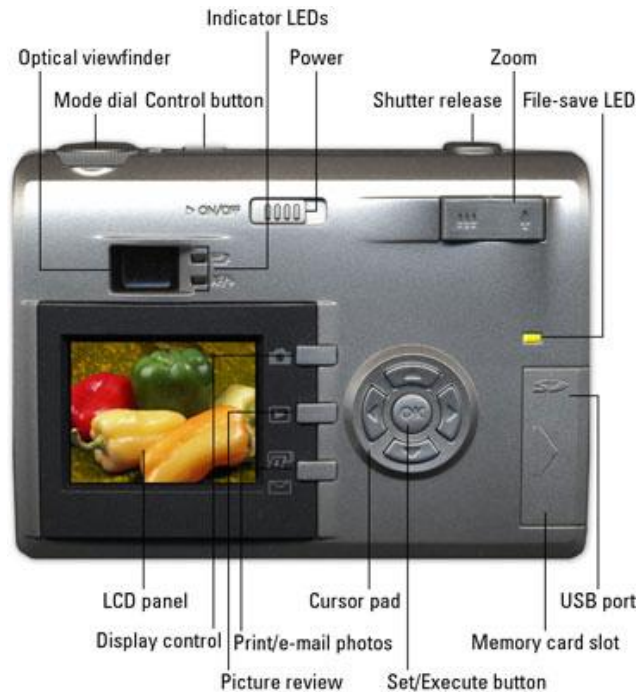
Do not Shake— Hold your breath and keep your elbows in tightly when you press the button.



Get Creative— Be adventurous when taking photographs, take multiple photographs with different angles. Use a torch, get really close and have fun.

Section 2 Digital Camera Parts

The digital camera has the capability to take photographs and store them digitally through memory cards. They have limited functions and their capture method is to 'point and shoot'.



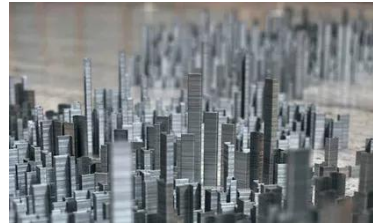
Section 3 Photography Rules

	Rule of Thirds Position subject on the crosshairs		Framing Frame subject with surrounding objects - buildings, people, trees
	Repetition Look for repeating objects - pile of fruit, row of poles etc		Leading Lines Road, rails, lines of lampposts, buildings etc leading to subject
	Negative Space Leave space for subject to move into		Colour Use complimentary or opposing colours in background
	Balancing Elements Balance background interest with foreground subject		Differential Focus Subject in sharp focus to guide the eye
	Symmetry Half of the image is a mirror of the other half		Patterns Look for naturally occurring & constructed patterns
	Depth (layers) Position subject in front of and behind objects to create 3D depth		Depth of Field Blur background &/or foreground to separate your subject
	Viewpoint Photograph from different angles - get low, get high		Triangles & Diagonals Look for diagonals in a scene, create triangles
	Fill the Frame Get in close and fill the frame with your subject		Simplicity Cut out distractions - get close, blur background, darken background
	Left to Right Rule Moving subjects should go from left of frame to right of frame		Rule of Space Leave space around your subject
	Rule of Odds Look for odd numbered design elements - 3 arches, 5 windows etc	brought to you by www.thelenslounge.com	

Section 4 Slinkachu and Peter Root

Slinkachu (Devon, UK) has been “abandoning” his miniature people on the streets of cities around the world. His work embodies elements of street art, sculpture, installation art and photography and has been exhibited in galleries and museums globally.

Peter Root's work involves turning staples into Cityscapes. Thousands of staples are stacked and aligned to look like cities. These are then Photographed using strong depth of field and focus. There are many hours put into these.



Section 5 Key Vocabulary

Ambient light/Natural light Is the light that is already present in the scene you are shooting.

Camera Angle Is the specific location at which the camera is located so it can take the shot.

Contrast (noun) Is the difference between the light and dark areas within your images. High contrast means the blacks are darker and whites are brighter, vice versa.

Depth of Field (noun) is the distance between the closest and farthest subjects in a scene that look noticeably sharp in an image.

Exposure (noun) Is the amount of light entering the camera's sensor. Too much light and the image is overexposed and not enough light and it's underexposed.

Focal Point (noun) Is the main part of the image or a point of interest within the image.

Blur (noun) The loss of sharpness in a photographic image resulting from motion of the subject or the camera during exposure.

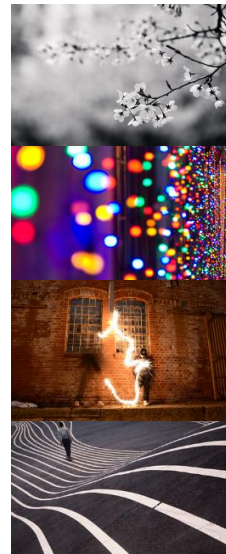
Section 6 The Formal Elements

Black & White— Images that have zero colour. It consists of shades of grey tone.

Colour— Images that capture the full spectrum of colour.

Experimental— Are the use of capturing images in the non- traditional way. It's about taking your photographs beyond the norm to create unique pieces of art.

Line— A line in a photo is a point that moves, leading towards something. Some obvious, and some are implied. The viewer's eyes are naturally drawn along.

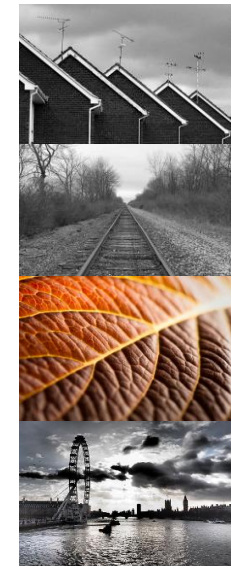


Pattern— Images that have captured a repetition of the formal elements this includes shapes, colours or textures, perfect examples of repetition exist all around us.

Perspective— The sense of depth or spatial relationship between objects in a, along with their dimensions with respect to what viewer of the image sees.



Texture—An image that shows the visual quality of the surface of an object. Texture brings life and vibrancy to images that would otherwise appear flat and uninspiring.

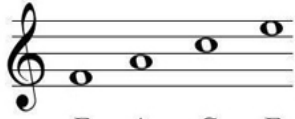
Tone— A photograph that captures a variety of light in an image. The 'tone' is the difference between the lightest and darkest areas on a.



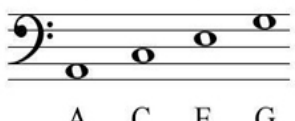
Musical Elements 1	
Pitch	Pitches is how high or low a piece of music, or a particular note, is.
Rhythm/ Duration	Duration/rhythm means how long or short a note is.
Dynamics	Dynamics are how loud or quiet the music is played.
Tempo	Tempo is how fast or slow a piece of music is played.
Texture	Texture describes how melodies, rhythms and harmonies are layered in a piece of music.
Timbre/ Sonority	Timbre (or sonority) describes the particular sound quality of an instrument or voice.
Structure	Structure (or form) is the overall plan of a piece of music.

Hooks & Riffs 3	
Hook	A 'musical hook' is usually the 'catchy bit' of the song that you will remember. It is often short and used and repeated in different places throughout the piece.
Riff	A repeated musical pattern often used in the introduction and instrumental breaks in a song or piece of music. Riffs can be rhythmic, melodic or lyrical, short and repeated.
Ostinato	A repeated musical pattern. The same meaning as the word riff , but used when describing repeated musical patterns in <i>Classical</i> and some <i>World music</i> .
Bassline	The lowest pitched part of the music often played on bass instruments such as the bass guitar or double bass. Riffs are often used in basslines .
Melody	The main "tune" of a song or piece of music, played higher in pitch than the bassline and it may also contain riffs or hooks . In Classical Music , the melody line is often performed with an ostinato pattern below.

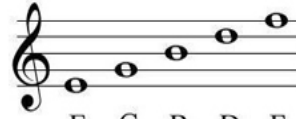
The Blues 2													
Blues	The Blues is a genre of music originated by African Americans in the Deep South of the United States around the end of the 19 th century. The genre has its roots in African musical traditions, and African-American work songs. 												
Bassline	The musical part which sits at the bottom of the texture. In the Blues follows a conventional pattern: 1, 3, 5, 6, b7, 6, 5, 3												
Chord	Two or more notes played simultaneously on a piano or guitar. There are three chords needed for the standard 12-bar blues:												
12 Bar Blues	A form commonly used in Blues music which is made up of 12 bar cycles. The chords appear in the following order: <table style="margin-left: auto; margin-right: auto;"> <tr> <td>G</td> <td>G</td> <td>G</td> <td>G7</td> </tr> <tr> <td>C</td> <td>C</td> <td>G</td> <td>G</td> </tr> <tr> <td>D7</td> <td>D7</td> <td>G</td> <td>G</td> </tr> </table> <p>Triads are 3 notes played together: G = GBD, C = CEG, D = DF#A </p>	G	G	G	G7	C	C	G	G	D7	D7	G	G
G	G	G	G7										
C	C	G	G										
D7	D7	G	G										



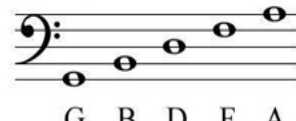
F A C E




A C E G




E G B D F



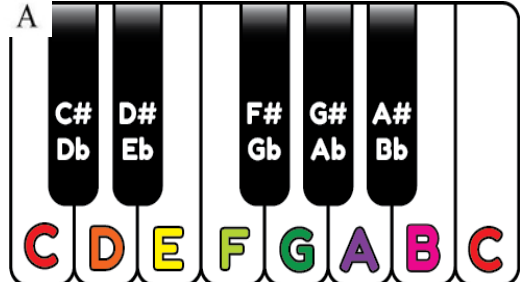
G B D F A



Ray Charles



Etta James



Musical Elements 1	
Pitch	Pitches is how high or low a piece of music, or a particular note, is.
Rhythm/ Duration	Duration/rhythm means how long or short a note is.
Dynamics	Dynamics are how loud or quiet the music is played.
Tempo	Tempo is how fast or slow a piece of music is played.
Texture	Texture describes how melodies, rhythms and harmonies are layered in a piece of music.
Timbre/ Sonority	Timbre (or sonority) describes the particular sound quality of an instrument or voice.
Structure	Structure (or form) is the overall plan of a piece of music.

Hooks & Riffs 2	
Hook	A 'musical hook' is usually the 'catchy bit' of the song that you will remember. It is often short and used and repeated in different places throughout the piece.
Riff	A repeated musical pattern often used in the introduction and instrumental breaks in a song or piece of music. Riffs can be rhythmic, melodic or lyrical, short and repeated.
Ostinato	A repeated musical pattern. The same meaning as the word riff , but used when describing repeated musical patterns in <i>Classical</i> and some <i>World music</i> .
Bassline	The lowest pitched part of the music often played on bass instruments such as the bass guitar or double bass. Riffs are often used in basslines .
Melody	The main "tune" of a song or piece of music, played higher in pitch than the bassline and it may also contain riffs or hooks . In Classical Music , the melody line is often performed with an ostinato pattern below.

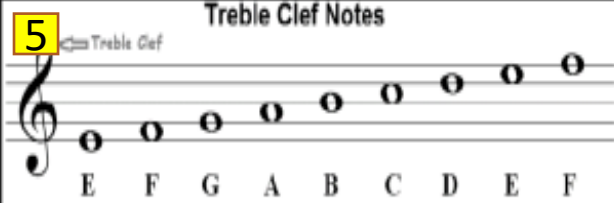
3 Rhythms into Syllables





4 Rhythm Symbols and Values



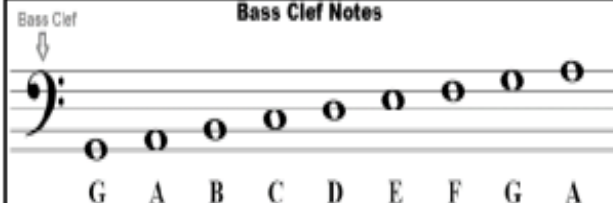
5 Treble Clef Notes

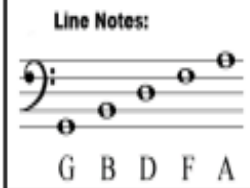



Line Notes:  E G B D F

Space Notes:  F A C E

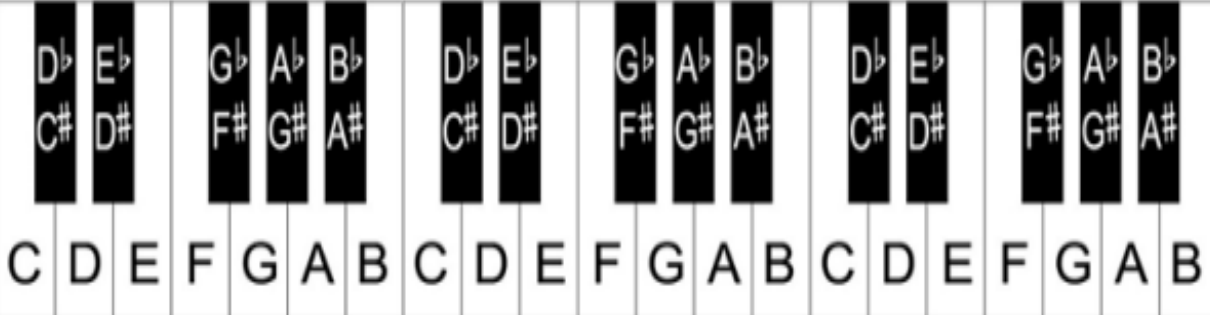
Bass Clef Notes



Line Notes:  G B D F A

Space Notes:  A C E G





6



Programming Keywords:

Input Devices	Algorithm	Syntax	Programming	Boolean
Output Devices	Integer	Commands	Objects	Condition
Debug	Sequence	Selection	Iteration	Code
String	Software	Scratch	Float	Python

Section 1

Programming	A programming language is any set of rules that converts strings, or visual programming languages to various kinds of machine code output.
Give examples of programming languages	<ul style="list-style-type: none"> • Python • HTML • Java • SQL • C++ 
Programming Software used in school	<ul style="list-style-type: none"> • Kodu • Scratch • Python   
Kodu and Scratch	Block based programs.
Python	Text based program.

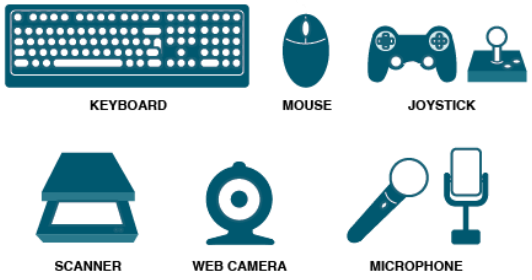
Section 2

Input Devices	An input device is something you connect to a computer that sends information into the computer .e.g., mouse, keyboard, scanner, microphone etc.
Output Devices	An output device is something you connect to a computer that has information sent to it e.g., printer, monitor, speakers.

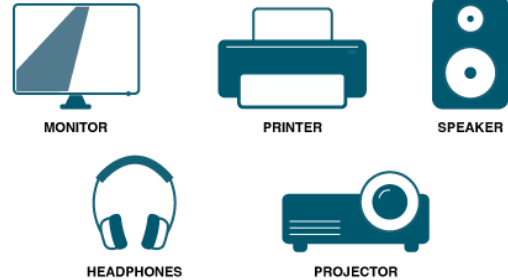
Section 3

Sequence	Parts of the code that run-in order and the pathway of the program reads and runs every line in order.
Selection	A selection gives a character a choice of things it can do for example, the character can collect the coins before the apples if he wants.
Debug	Finding and fixing problems in your algorithm or program.
Algorithm	Developing instructions to solve a problem. The steps or rules to complete a task.


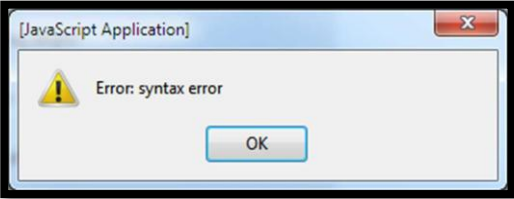
INPUT DEVICES



OUTPUT DEVICES

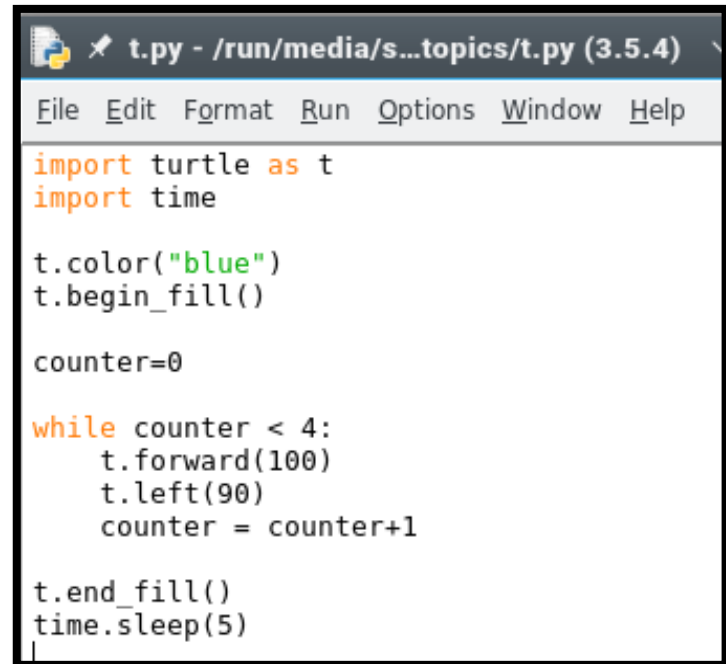


Section 4 Python

Python 	<p>A programming language used to write programs. Python>English Examples print("hello!") prints a value on screen (in this case, hello!) Input("") inputs a value into the computer.</p>
Python Turtle	Turtle is a pre-installed Python library that enables users to create pictures and shapes by providing them with a virtual canvas.
String	A collection of letters, numbers or characters. (e.g., Hello, WR10 1XA).
Data Type	This indicates how the data will be stored The most common data types are integer, string, and float.
Syntax	The punctuation/way that code must be written so that the computer can understand it. Each programming language has its own syntax.
	
Float	A list of characters in order (any letter, number or symbol you can type on your keyboard).
Integer	Is a whole number.
Boolean	Only has one answer out of the options TRUE or FALSE.

Section 5

Variable	A value that will change whilst the program is executed. (e.g., temperature, speed).
Condition	Conditionals in programming are statements that allow the execution of different blocks of code based on certain criteria. Also known as IF-THEN. For example, IF the dragon sprite touches the key sprite, THEN add 1 point to the score. .
Event	An action or occurrence that can be identified by a program.
Loop	An instruction that repeats until a specified condition is reached.
Iteration	The process of repeating steps. For example, a very simple algorithm for eating breakfast cereal might consist of these steps: put cereal in bowl. add milk to cereal.



```

t.py - /run/media/s...topics/t.py (3.5.4)
File Edit Format Run Options Window Help
import turtle as t
import time

t.color("blue")
t.begin_fill()

counter=0

while counter < 4:
    t.forward(100)
    t.left(90)
    counter = counter+1

t.end_fill()
time.sleep(5)
    
```



Cyber Security Keywords:

Virus	Hacking	Shouldering	Blagging	Encryption
Decryption	Plaintext	Cypher text	Ransomware	Malware
Spyware	Virus	Worm	Trojan	Bot
Firewall	Ani Malware	GDPR	Computer Misuse	Phishing

Section 6

Data	Data is raw facts and figures.
Information	Information is created when that data has been processed and becomes meaningful.
Shouldering	An attack designed to steal a victim's password or other sensitive data. It involves the attacker watching the victim while they provide sensitive information, for example, over their shoulder.
Name generator attacks	Attacks in which the victim is asked in an app or a social media post to combine a few pieces of information or complete a short quiz to produce a name.
Phishing	An attack in which the victim receives an email disguised to look as if it has come from a reputable source, to trick them into giving up valuable data.
Pharming	Re-directs website traffic to a fake site to farm information from a user.
Hacking	Gaining unauthorised access to or control of a computer system.
Malware	Malware (malicious software) is software that is designed to gain access to your computer with malicious intent.
Virus	Viruses are a malicious form of self-replicating software. Once on a computer or network, a virus will replicate itself by maliciously modifying other computer programs and inserting code.
Encryption	Encryption is the process of encoding <i>data</i> or a message so that it cannot be understood by anyone other than its intended recipient.
Decryption	The opposite of encryption is decryption. The process of transforming data that has been rendered unreadable through encryption back to its unencrypted form.

Section 7

Ransomware	Ransomware locks a computer, encrypts files, and therefore prevents the user from being able to access the data.
Spyware	Malicious software that enters a user's computer, gathers data from the device and user, and sends it to third parties without their consent.
Firewall	Firewalls are designed to stop hackers from infiltrating the network remotely. They stop unauthorised access.
Anti-malware	Anti-malware is software that scans any file that can execute code. It rods a computer of malware.
GDPR 2018	<p>Stands for General Data Protection Regulations.</p> <ul style="list-style-type: none"> Data should only be held and used for the purpose it was collected and intended for It should not be shared without permission It should not be kept for longer than needed Update to the Data Protection Act 1998 Larger fines for companies, BUT individuals are responsible too. <p>Consequences are a maximum fine of £17.5 million or 4 per cent of annual global turnover, whichever is greater.</p>
Computer Misuse Act 1990	Is designed to protect computer users against wilful attacks and theft of information. Offences under the act include hacking, unauthorised access to computer systems and purposefully spreading malicious and damaging software (malware), such as viruses. Consequences are a caution, unlimited fine, imprisonment (up to life).

Eatwell Guide

Check the label on packaged foods

Each serving (150g) contains

Energy	Fat	Saturates	Sugars	Salt
1046kJ 250kcal	3.0g LOW	1.3g LOW	34g HIGH	0.9g MED
13%	4%	7%	38%	15%

of an adult's reference intake

Typical values (as sold) per 100g: 697kJ/ 167kcal

Choose foods lower in fat, salt and sugars

Use the Eatwell Guide to help you get a balance of healthier and more sustainable food. It shows how much of what you eat overall should come from each food group.



Water, lower fat milk, sugar-free drinks including tea and coffee all count.

Limit fruit juice and/or smoothies to a total of 150ml a day.

Eat at least 5 portions of a variety of fruit and vegetables every day



Choose wholegrain or higher fibre versions with less added fat, salt and sugar



Beans, pulses, fish, eggs, meat and other proteins

Eat more beans and pulses, 2 portions of sustainably sourced fish per week, one of which is oily. Eat less red and processed meat



Dairy and alternatives

Choose lower fat and lower sugar options



Oil & spreads

Choose unsaturated oils and use in small amounts



Eat less often and in small amounts

Per day 2000kcal 2500kcal = ALL FOOD + ALL DRINKS



HEALTHY HYDRATION

for adults and teenagers

We should drink about 6-8 glasses of fluid each day. This can be from a variety of drinks

Water

Water is a good choice throughout the day because it hydrates you without providing extra calories or harming teeth.

Drink plenty

Tea, coffee and other hot drinks

Provide some nutrients (if milk or fortified plant-based alternatives are added) and some contain caffeine*. To limit calories, drink without sugar or sugary syrups and with lower fat milks.

Drink to suit (can contain caffeine: limit if pregnant†)

Milk

Is a useful source of nutrients including calcium, iodine, B vitamins and protein. Adults and older children should choose lower-fat varieties.

Have regularly, but choose lower fat

Sugar-free drinks

Provide fluid without extra calories. Drinks like squashes and fizzy drinks are acidic, which can harm teeth.

Drink in moderation

Fruit and vegetable juices and smoothies

Provide some vitamins and minerals. One small glass (150ml) counts as a maximum of one portion of your 5 A DAY. However, they also contain sugars and can be acidic, which can harm teeth so it's best to drink them with a meal.

Can have once a day

Sugary drinks

Provide fluid but contain calories from sugars, usually without other nutrients, and can be acidic. Sugars and acidity can both be harmful to teeth. Some of these drinks also contain caffeine*.

Limit

Sports drinks

Are generally only needed if training at high intensity for over an hour. Can be high in sugars.

Only if needed

Energy drinks

Can be high in sugars and may contain high levels of caffeine* and other stimulants. These drinks are not good choices for those under 18 years.

Limit

*If pregnant, limit caffeine to no more than 200mg per day. Visit NHS Choices page on caffeine in pregnancy for more information.

Note: alcoholic drinks don't count towards your fluid intake.

Stay safe,

tell someone...

All the staff are here to help and support you



Safeguarding Team:

Mr Bibby (Designated Safeguarding Lead)

Mr Douro (Vice Principal)

Safety and well-being...

If you are worried about your welfare or safety, or that of a friend you could access the NSPCC services. www.childline.org.uk

Free anonymous NHS online counselling for young people can be accessed via a platform called Kooth. www.Kooth.com

For support with mental health and staying happy and healthy visit the Mental Health Foundation. www.mentalhealth.org.uk

For non-emergency advice you can email scholarsupport@dixonsaa.com. Give your full name and Year group.



Physical activity...

It is recommended that young people should be physically active for at least 1 hour a day. This can be anything from organised sport to going on a bike ride with your friends. For more ideas visit; www.nhs.uk/change4life/activities



Online safety...

Thinkuknow is the education programme from NCA-CEOP, a UK organisation which protects children both online and offline.

Explore one of the six ThinkuKnow websites for advice about staying safe when you are using a phone, tablet or computer.

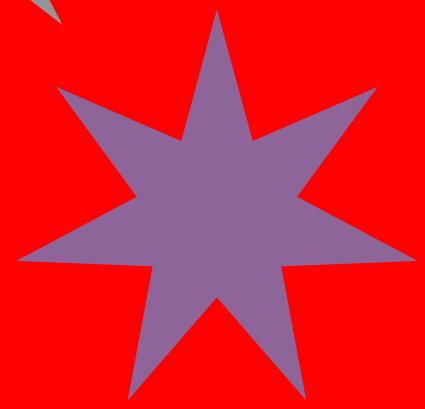


www.thinkuknow.co.uk

Happiness

Industry

Responsibility



Dixons Allerton Academy, Rhodesway, Bradford , BD8 0DH

Telephone: 01274 089 890 Email: admin@dixonsaa.com