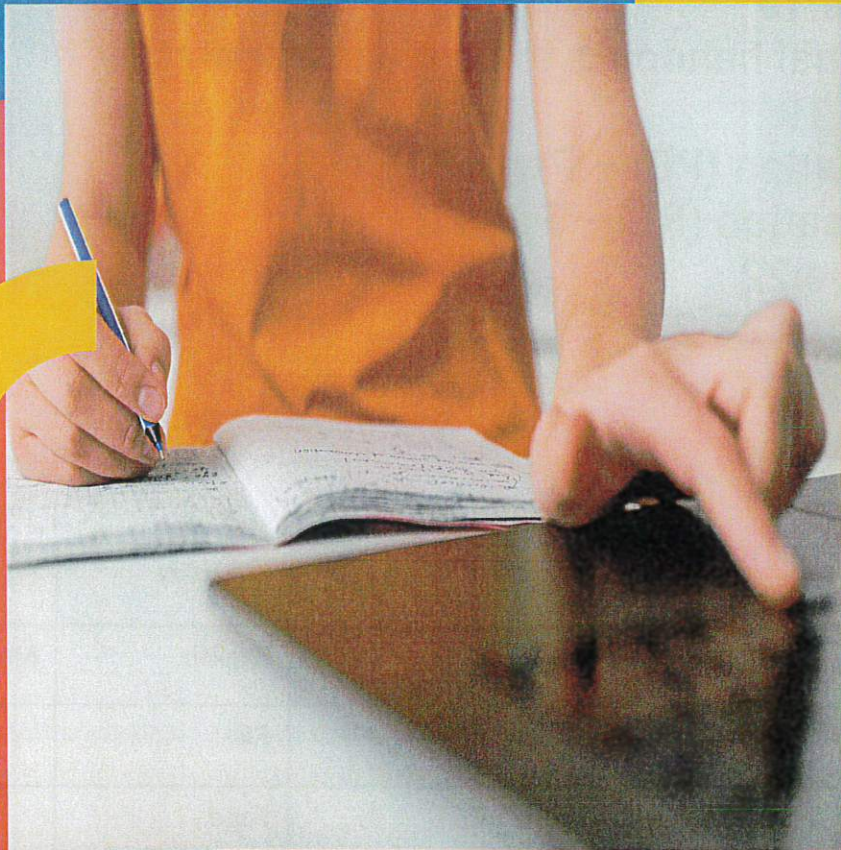




SMITHILLS SCHOOL  
SUCCESS FOR ALL

# HOMework BOOKLET



Year 8  
Spring Term 2

[www.smithillsschool.net](http://www.smithillsschool.net)



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### Homework Timetable:

	Monday	Tuesday	Wednesday	Thursday	Friday
Green	English	Maths	Science	English	Maths
	Geography	History	Spanish/ Urdu French	RE	
	Music	Dance	PE	Food	
	Sparx Reader	Sparx Reader	Sparx Reader	Sparx Reader	Sparx Reader
Orange	Science	English	Maths	Science	English
	Geography	History	Spanish/ Urdu French	RE	
	Art	Drama	Des Tech	Computing	
	Sparx Reader	Sparx Reader	Sparx Reader	Sparx Reader	Sparx Reader

## Student Guide to Logging In

- 1 Go to **sparxmaths.com**
- 2 Select **Student Login**
- 3 Carefully select your school from the list
- 4 Select **New Sparx user**
- 5 Enter your:
  - First Name
  - Last Name
  - Date of Birth

6 Click **Submit**

7 You will be prompted to set your own password. The password must be at least 6 characters long and you will need to remember it

8 Confirm your username and password, then click **Check your details**

9 You can now log in to Sparx using your username and password

10 If a password is lost, you can select the option to request a new password from your teacher

Use your Sparx login

Username:

Password:  [Show](#)

[Forgotten Sparx login details?](#)

[New Sparx user?](#)

Fill in your details below to create your account

Your first name:

Your last name:

Your date of birth:

Now set a password, make sure you choose one that you will remember

Choose your password  [Show](#)

Your password needs to:

- Be 6 or more characters

Let's check you have remembered your log in details

Enter your username:

Enter your password:  [Show](#)

## Instructions on how to complete your homework:

1. Write the subject and date in your homework exercise book.
2. If you have been given tasks to complete, please do this in your exercise book. If you have been asked to recall information from a knowledge organiser, please use the steps below.



- Look at box/es that your teacher has assigned to you. Repeatedly read the information until you are confident you can remember it. You might find saying them out loud helps you.



- Cover each box so that you cannot see the text.



- Next, in your homework exercise book, write down everything you can remember from each box.



- Uncover the box and check your answers, correct any you got wrong or missed.
- Repeat this one more time as you should be able to remember more from each box on the second round.

3. Rule a line under the homework you have completed.

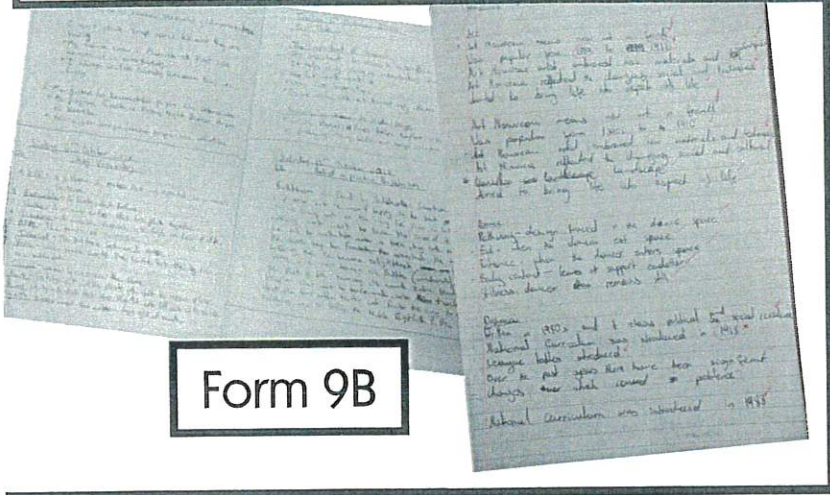
4. Repeat the process for your next subject/s.

5. Use the QR link below if you would prefer a visual reminder of how to complete this.

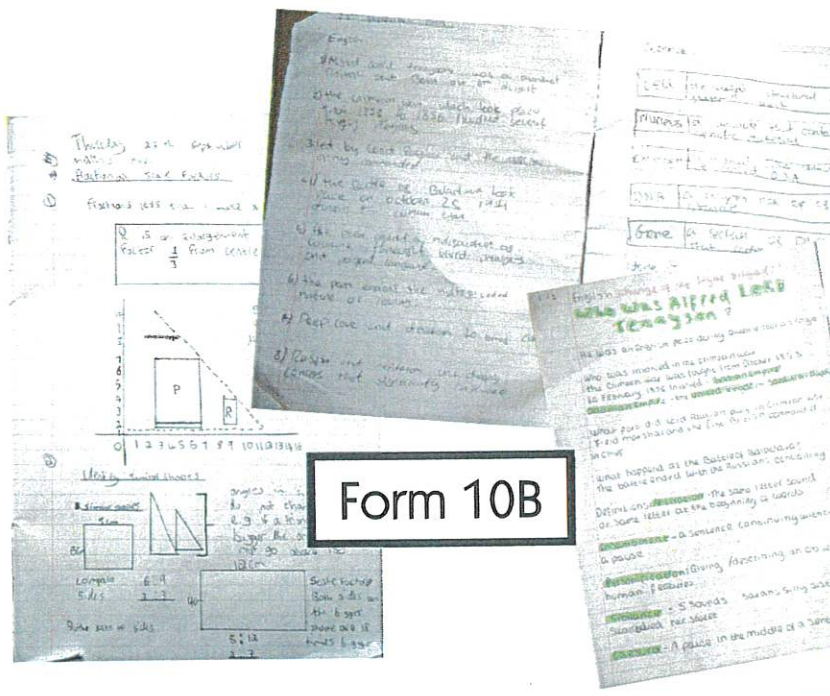
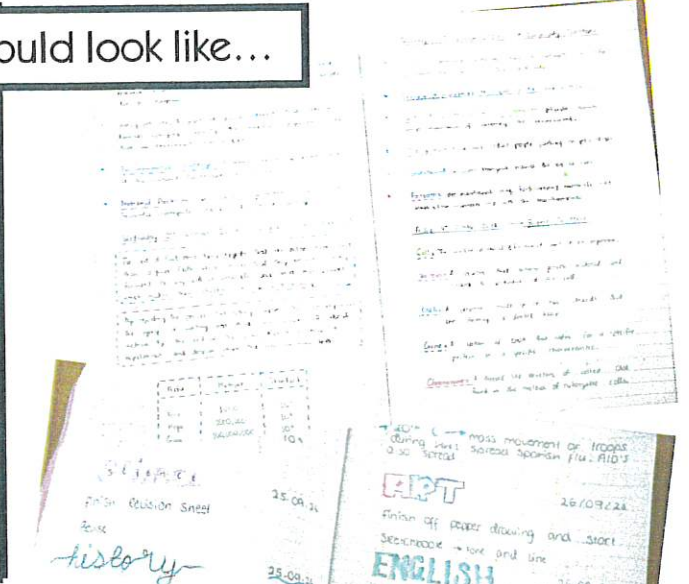




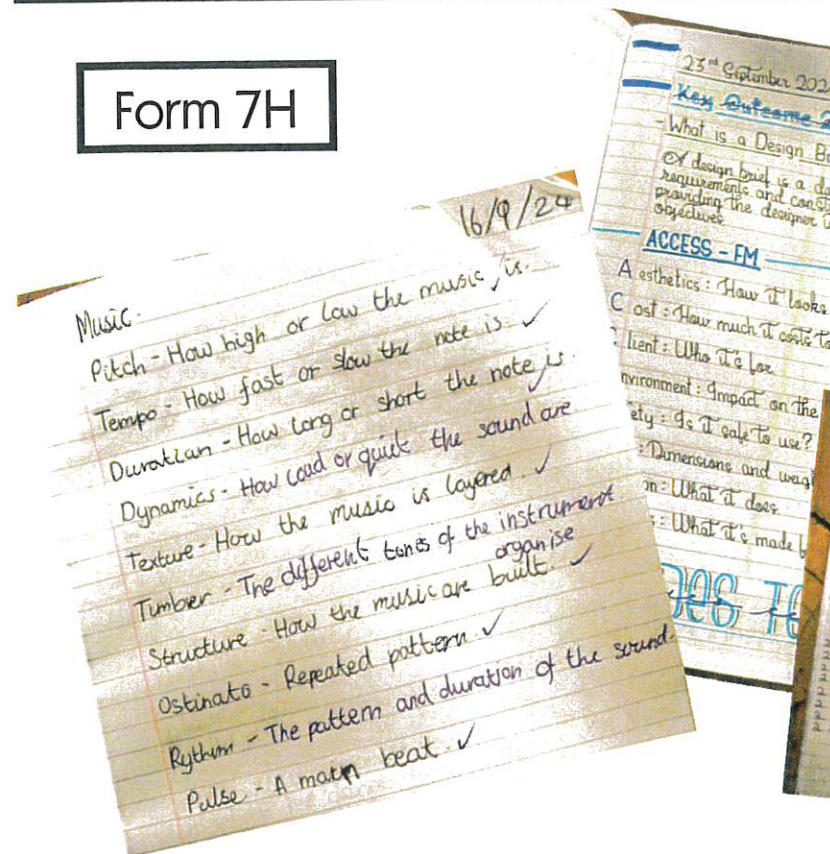
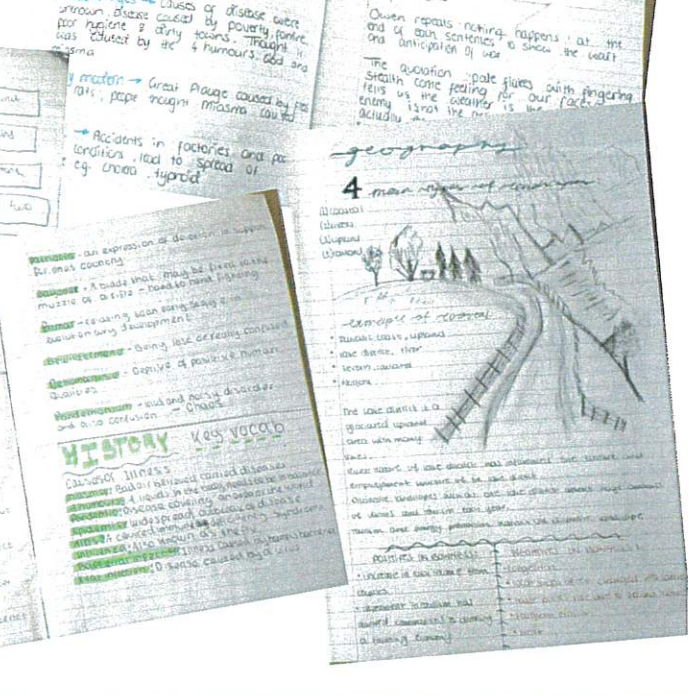
# Examples of what your homework books should look like...



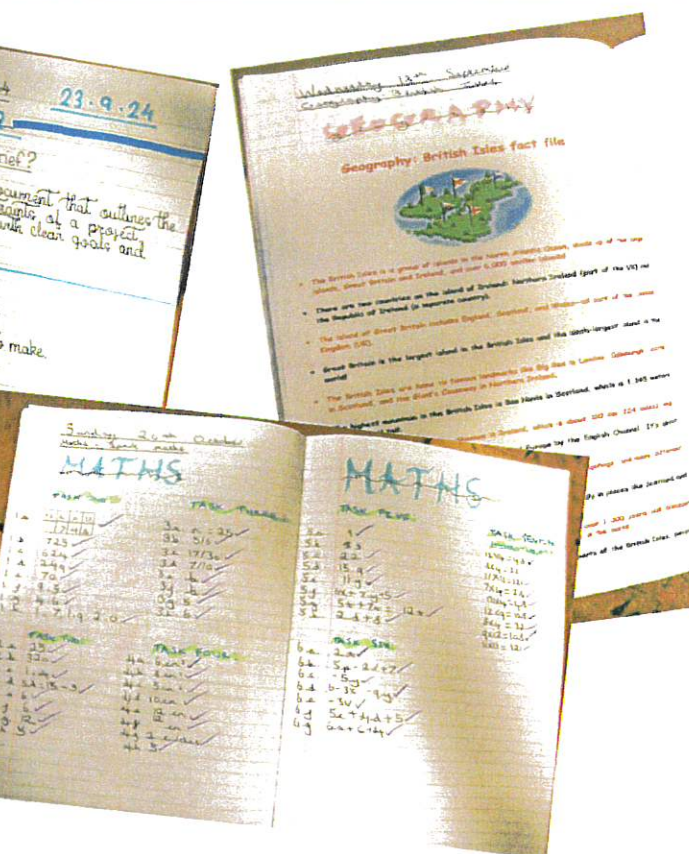
Form 9B



Form 10B



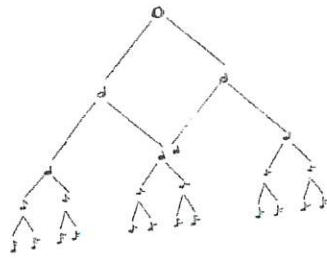
Form 7H



Thursday 10<sup>th</sup> October 2024  
 Muslims view death as a transition from one state of being to another. They believe they follow the law in the afterlife. So, if you follow the law in the Quran and live a good life you will be rewarded in the afterlife. In the death you will be separated from the ugliness in this world.

Friday 11<sup>th</sup> October 2024  
 Shakespeare's work collected and printed in various editions in the century following his death, and by the early 17<sup>th</sup> century his reputation as the greatest poet ever to write in English was well established. The unexpected admiration gained by his work led to a fierce curiosity about Shakespeare's life, but the death of biographical information has left many details of Shakespeare's life, but the death of biographical information left many details of Shakespeare's personal history shrouded in mystery. Some scholars have concluded from this lack and from Shakespeare's personal history has concluded from this lack and from Shakespeare's modest education that his plays were actually written by someone else - Francis and the Earl of Oxford and the two most popular of candidates. T

Friday 29 September 2024  
 ASU - KEY CONCEPT - BASIC NOTE VALUES  
 Ambrose = 4 beats  
 Min = 2 beats  
 Rococo = 1 beat  
 Waver = 1/2 beat  
 Pemiwaver = 1/4 beat



Melody  
 Articulation  
 Dynamics  
 Texture  
 Structure  
 Harmony  
 Instruments

**Form 8F**

27<sup>th</sup> September 2024

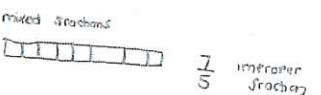
Drawing on the writings of authors and poets, scholars and spiritual leaders. These things can help us find meaning and purpose in our lives.

Philosophy - the study of life and existence and a sea of theories, ideas and beliefs

**WE ALL NEED inspiration AND guidance**

This quote from paragraph 1, tells us how we need inspiration and guidance.  
 We need inspiration to receive motivation, release our creativity and to achieve a great well-being.  
 However, we also need guidance to make the appropriate decisions now to ensure we improve ourselves.  
 - Maxine van Der West  
 Mrs Goldie  
 61-8d/rel

$\frac{1}{4}$  is represented in all images



Add / Subtract unit fraction  
 $1\frac{1}{2} + 1\frac{1}{2} = 3$

Add and Subtract Fractions  
 $\frac{2}{7} + \frac{3}{7} = \frac{5}{7}$

Add and Subtract from integers  
 $1 - \frac{2}{6} = \frac{4}{6}$   
 $3\frac{1}{6} - \frac{2}{6} = 3\frac{1}{6}$

Sunday 06<sup>th</sup> October 2024 - Maths  
**SPARX MATHS:**

- 1a)  $\frac{1}{2} + \frac{1}{5} = \frac{7}{10}$
- 1b)  $\frac{9}{11} - \frac{9}{14} = \frac{27}{154}$
- 1c)  $\frac{1}{7} + \frac{1}{5} + \frac{1}{2} = \frac{59}{70}$
- 2a)  $4(c+2) = 28$   
 What does c equal? 5
- 2b)  $3(2m+5) = 9$   
 What does m equal? 4
- 2c)  $2(5+3x) = 28$   
 What does x equal? 3
- 2d)  $2a = 5(2a-3)$   
 What does a equal? 9
- 2e)  $28 = 5(2w-5)$   
 What does w equal?  $W = 5.3$
- 2f)  $6 = 2(3+2p)$   
 What does p equal?  $F = -5$
- 3a) 22 out of 40 plants, equals 55%
- 3b) Number of matches won = 7  
 Number of matches drawn = 6  
 Number of matches lost = 7  
 Matches won = 35%

**Form 11G**

Symbol equations - Uses symbols to show reaction (reactants - products)  
 $2H_2 + O_2 \rightarrow 2H_2O$   
 Shows the number of atoms/molecules in the reaction. These need to be balanced  
 Monday 21<sup>st</sup> October 2024

English  
 King James 1  
 - Macbeth written between 1603-1606 - assassination of James VI of Scotland / James I of England  
 - Survived an assassination attempt  
 - Compliments him by making Banquo a hero in the play.

Science

yr	Diagram	Arrangement	Description
1808		Tiny solid spheres that could not be divided	Before discovery of electron John Dalton said solid sphere made up of different elements
1897		A ball of positive charge with negative electrons embedded in it.	All Thomson's experiments showed an atom must contain negatively charged particles.
1909		Positively charged nucleus at centre surrounded electrons	Ernest Rutherford alpha particle scattering experiment showed that the mass was concentrated at the centre of the atom.
1913		Electrons orbit the nucleus at specific distances	Niels Bohr proposed that electrons orbit the nucleus in specific shells supported by experimental observations.



Mixed Fractions  
 Addition - method  
 Subtraction - method  
 Example 1:  $2\frac{1}{2} + 1\frac{1}{4} = 3\frac{3}{4}$   
 Example 2:  $3\frac{1}{2} - 1\frac{1}{4} = 2\frac{1}{4}$   
 Example 3:  $4\frac{1}{2} + 0\frac{1}{5} = 4\frac{1}{2}$   
 Example 4:  $2\frac{3}{4} - 1\frac{1}{2} = 1\frac{1}{4}$   
 Example 5:  $3\frac{1}{2} + 2\frac{1}{4} = 5\frac{3}{4}$   
 Example 6:  $4\frac{1}{2} - 1\frac{1}{4} = 3\frac{1}{4}$   
 Example 7:  $5\frac{1}{2} + 1\frac{1}{4} = 6\frac{3}{4}$   
 Example 8:  $6\frac{1}{2} - 2\frac{1}{4} = 4\frac{1}{4}$   
 Example 9:  $7\frac{1}{2} + 3\frac{1}{4} = 10\frac{3}{4}$   
 Example 10:  $8\frac{1}{2} - 4\frac{1}{4} = 4\frac{1}{4}$   
 Example 11:  $9\frac{1}{2} + 5\frac{1}{4} = 14\frac{3}{4}$   
 Example 12:  $10\frac{1}{2} - 6\frac{1}{4} = 4\frac{1}{4}$

Surface area of a cube = 25 cm<sup>2</sup>  
 length of a side = 5 cm  
 $5 \times 5 = 25$

<p><b>Overview</b> Ceramics is the art of creating objects from clay by shaping and then firing them at high temperatures. This process transforms clay into durable materials that can be decorative or functional. Ceramics can serve both art and craft by including pottery, sculptures, and even tiles used for decoration. Understanding this medium allows artists to explore texture, form, and colour, while also connecting to cultural traditions and practices.</p>	<p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>• <b>Clay:</b> Natural earthy material that can be shaped and fired.</li> <li>• <b>Kiln:</b> A specialized oven for firing ceramics.</li> <li>• <b>Glaze:</b> A coating applied to ceramics that can be decorative or protective.</li> <li>• <b>Earthenware:</b> Low-fired pottery that remains porous unless glazed.</li> <li>• <b>Stoneware:</b> Denser and more durable pottery, fired at higher temperatures.</li> <li>• <b>Porcelain:</b> Fine, white, and high-fired clay that is often translucent.</li> <li>• <b>Slip:</b> Liquid clay used for joining pieces of clay or for decoration.</li> </ul>	<p><b>Interesting Facts</b></p> <ul style="list-style-type: none"> <li>• The Impressionist movement, primarily in painting, emphasizes capturing light and colours of landscapes. Artists like Claude Monet often explored nature, which serves as inspiration for ceramicists to replicate texture and colour in their works.</li> <li>• The oldest known ceramics date back to around 29,000 BC and were discovered in Europe.</li> <li>• Ceramics can be fired multiple times to create layered decorations and textures, a technique known as 'sagger firing' or 'clay firing'.</li> <li>• The potter's wheel has existed for over 5,000 years, revolutionising how clay objects are crafted.</li> </ul>
<p><b>Use of perspective</b> Perspective is a crucial element in creating depth and dimension in landscape art. This includes the following key elements:</p> <ul style="list-style-type: none"> <li>• <b>Horizon Line:</b> The line where the earth meets the sky, serving as a guide for spatial layout in the artwork. It indicates the viewer's eye level.</li> <li>• <b>Foreground:</b> The area of the landscape that appears closest to the viewer. It is often the most detailed and vibrant, catching the viewer's attention.</li> <li>• <b>Midground:</b> The middle section, lying between the foreground and background. This area can feature additional elements that help guide the viewer's eye deeper into the landscape.</li> <li>• <b>Background:</b> The section of the landscape that appears furthest away. It usually consists of less detail and lighter tones to create the illusion of distance.</li> </ul> <p>Understanding these components helps artists create an engaging composition that draws the viewer into the landscape scene.</p>	<p><b>Ceramic materials</b></p> <ul style="list-style-type: none"> <li>• <b>Clay Bodies:</b> <ul style="list-style-type: none"> <li>• <b>Earthenware:</b> Soft and easy to work with. Good for beginners and suitable for low-temperature firing.</li> <li>• <b>Stoneware:</b> Strong and non-porous, ideal for functional items like dishes.</li> <li>• <b>Porcelain:</b> Translucent and very fine, often used for high-quality decorative pieces.</li> </ul> </li> <li>• <b>Tools:</b> <ul style="list-style-type: none"> <li>• <b>Potter's Wheel:</b> For throwing clay.</li> <li>• <b>Modeling Tools:</b> Used for shaping and detailing.</li> <li>• <b>Sponge:</b> To smooth surfaces.</li> <li>• <b>Wire Cutter:</b> To slice clay pieces.</li> </ul> </li> <li>• <b>Glazes:</b> Various kinds based on desired finish and effect, such as: <ul style="list-style-type: none"> <li>• <b>Transparent Glaze:</b> Shows the colour and texture of the clay underneath.</li> <li>• <b>Opaque Glaze:</b> Hides the clay body, providing a solid colour.</li> </ul> </li> </ul>	<p><b>Ceramic techniques</b></p> <ul style="list-style-type: none"> <li>• <b>Hand Building:</b> Creating ceramics without a potter's wheel. This includes: <ul style="list-style-type: none"> <li>• <b>Coiling:</b> Rolling coils of clay and stacking them to form a shape.</li> <li>• <b>Slab Building:</b> Shaping flat pieces of clay into structures.</li> <li>• <b>Pinching:</b> Forming shapes using fingers to pinch the clay.</li> </ul> </li> <li>• <b>Throwing:</b> Using a potter's wheel to shape wet clay into symmetrical forms. Essential for creating pots, bowls, and vases.</li> <li>• <b>Glazing:</b> Applying a glass-like coating to the ceramic surface that adds colour and creates a smooth finish. Glazes can be glossy, matte, opaque, or transparent.</li> <li>• <b>Firing:</b> The process of heating clay in a kiln: <ul style="list-style-type: none"> <li>• <b>Bisque Firing:</b> The first firing that transforms the clay into a hard but porous state.</li> <li>• <b>Glaze Firing:</b> The second firing where the glaze is melted to form a glassy surface.</li> </ul> </li> </ul>



<p><b>1. Project Brief</b></p> <ul style="list-style-type: none"> <li>- <b>Key Concepts:</b></li> <li>- <b>Definition:</b> A document outlining the goals, audience, and requirements of a project.</li> <li>- <b>Importance:</b> Helps guide the project and ensures everyone understands the objectives.</li> <li>- <b>Key Elements:</b></li> <li>- Purpose and goals.</li> <li>- Target audience.</li> <li>- Timeline and budget.</li> <li>- <b>Examples:</b></li> <li>- A project brief for designing a mobile app might include features, target users, and branding style.</li> <li>- Writing a project brief for a school website that provides information for students and parents.</li> </ul>	<p><b>2. Mood Boards</b></p> <ul style="list-style-type: none"> <li>- <b>Key Concepts:</b></li> <li>- <b>Definition:</b> A collection of images, colors, and design elements that represent the look and feel of a project.</li> <li>- <b>Importance:</b> Helps visualize and explore creative ideas before starting the design process.</li> <li>- <b>Uses:</b></li> <li>- Inspiration for interface and branding.</li> <li>- Helps maintain a consistent design style.</li> <li>- <b>Examples:</b></li> <li>- A mood board for a sports website featuring energetic colors, action images, and bold fonts.</li> <li>- Creating a mood board for a mobile game, including character designs and background styles.</li> </ul>	<p><b>3. Interface Design</b></p> <ul style="list-style-type: none"> <li>- <b>Key Concepts:</b></li> <li>- <b>Definition:</b> The design of a digital product's layout, navigation, and user interaction.</li> <li>- <b>Importance:</b> Ensures the product is <b>easy to use, intuitive, and aesthetically pleasing.</b></li> <li>- <b>Key Principles:</b></li> <li>- Clear and consistent layout.</li> <li>- Easy navigation (menus, buttons).</li> <li>- Visually engaging and accessible.</li> <li>- <b>Examples:</b></li> <li>- Designing an app's home screen with large buttons for easy navigation.</li> <li>- Creating a simple and structured website layout to help users find information quickly.</li> </ul>
<p><b>4. Accessibility</b></p> <ul style="list-style-type: none"> <li>- <b>Key Concepts:</b></li> <li>- <b>Definition:</b> Designing digital products so that they are usable by all people, including those with disabilities.</li> <li>- <b>Key Accessibility Features:</b></li> <li>- High-contrast themes for visually impaired users.</li> <li>- Keyboard shortcuts and voice commands for users with mobility challenges.</li> <li>- Subtitles and transcripts for hearing-impaired users.</li> <li>- <b>Importance:</b> Makes technology inclusive and usable for more people.</li> <li>- <b>Examples:</b></li> <li>- A website with adjustable text size for easier reading.</li> <li>- Adding alt text to images so screen readers can describe them to visually impaired users.</li> </ul>	<p><b>5. Building a Prototype</b></p> <ul style="list-style-type: none"> <li>- <b>Key Concepts:</b></li> <li>- <b>Definition:</b> A basic version of a product used for testing and improving design ideas before final development.</li> <li>- <b>Types of Prototypes:</b></li> <li>- <b>Paper prototypes:</b> Sketches of screens and layouts.</li> <li>- <b>Digital prototypes:</b> Interactive wireframes made using software (e.g., Figma, Adobe XD).</li> <li>- <b>Importance:</b> Helps identify issues and improve designs before investing in full development.</li> <li>- <b>Examples:</b></li> <li>- A clickable prototype of an app to test its usability before final coding.</li> <li>- Using a paper prototype to test different layouts for a school website.</li> </ul>	

**Big Picture:** In this term you will study and explore the culture and stylistic qualities of African Gumboot dance. In this topic you will explore and be taught key African Gumboot dance actions, spacing ideas, dynamics and some dance relationships appropriate to the dance style. As a dancer you are expected to research and watch different African Gumboot dance routines, these can be found through YouTube or popular media platforms such as TikTok.

<p>1. What is the history of African Gumboot dance? Know and recall this</p> <ul style="list-style-type: none"> <li>Gumboot dance started in South African mines where workers wore rubber boots (gumboots) to protect their feet from water and mud.</li> <li>The miners used the dance to communicate with each other by creating rhythms and sounds with their boots, as talking was not allowed.</li> <li>Over time, gumboot dance became a popular way to express culture, tell stories, and have fun, spreading beyond the mines to stages around the world.</li> </ul>	<p>2. What is African Gumboot dance? Know and recall this</p> <ul style="list-style-type: none"> <li>Dancers create rhythms by stomping their feet</li> <li>They slap their knees, feet and clap their hands to make different sounds.</li> <li>Gumboot dance is often performed in groups, with dancers moving in unison.</li> <li>The dance includes energetic and expressive movements that tell stories and show emotions.</li> <li>It started in South African mines and has become a way to celebrate culture and history.</li> </ul>	<p>3. How do I perform African Gumboot dance successfully? Know and recall this</p> <ul style="list-style-type: none"> <li>Start by practicing the basic movements like stomping your feet, slapping your knees/feet, and clapping your hands. Focus on creating clear and rhythmic sounds.</li> <li>In your group, make sure to stay in sync with the other dancers. Listen to the rhythm and try to match your movements with theirs.</li> <li>The more you practice, the better you'll get. Spend time working on your moves and rhythms to improve your performance.</li> </ul>
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Smithills  
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Performing Arts

4. Key Vocabulary of African Gumboot Dance – Know what is it Know what is the meaning Ideas to use these actions.

Stomping	Transferring your body weight through your legs and feet from side to side making a sound with the foot to floor contact	What directions could you stomp in? Could you travel your stomping ideas?
Slapping	Hand to foot and hand to knee contact to make different sounds	What different sounds and rhythms can you create with your slapping of the feet and knees?
Clapping	Clap your hands together with your stomping and slapping to add more layers to the rhythm.	What different levels could you clap your hands? What different sounds and volume can you clap your hands?
Rhythm	Is a pattern of sounds and beats	What different rhythms can you create with your body actions?

Big Picture: This half term we will learn about Bertolt Brecht and his style of theatre. We will explore his style using both devised and scripted work.

#### 1. Key concept - Bertolt Brecht

- Playwright born in 1898 in Germany.
- Served in the first world war.
- In 1941 became a resident in the USA.
- Created a non-naturalistic style of theatre.
- His theatre would have a moral message.



1. Who is Bertolt Brecht and what was his early life like?
2. Why did he start writing plays?
3. What techniques would he use in performances?

[https://youtu.be/c7fqMPDcKXM?si=P5cGLWZet61aMv\\_Q](https://youtu.be/c7fqMPDcKXM?si=P5cGLWZet61aMv_Q)

#### 4. Key concept - Research

#### 2. Key concept - Concepts

The V effect - Addressing the audience using narration, coming out of role, speaking the stage directions or using placards.  
 Multi-role - Playing multiple characters  
 Montage - Short self contained scenes one after another.  
 Tableaux - Freeze-frames

#### 5. Epic Theatre

Scenes are **episodic**, which means they stand alone and are constructed in small chunks, rather than creating a lengthy and slow build of tension. Dramatic theatre has a **linear narrative** which means its events happen in chronological order. Epic theatre often has a **fractured narrative** that is non-linear and jumps about in time. Epic theatre also shows an argument. It's a clear political statement. The audience remains objective and watches a **montage** or a series of scenes. Standing outside the action emotionally, the audience can study the story objectively and should recognise social realities.

#### 3. Key Vocabulary

Leaving a short gap in-between words  
 Communicating using hands or arms  
 The way an actor sits or stands  
 The way an actor walks  
 The actor using their face to show emotion  
 The distance between actors on stage  
 The direction an actor is facing  
 Showing the audience an invisible object

#### 6. Key Vocabulary

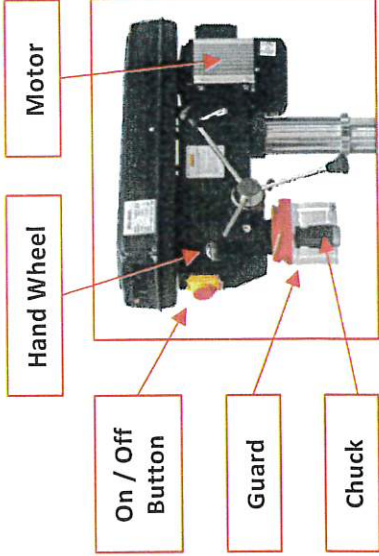
The way an actor uses their voice to show emotion  
 How high or low the voice is  
 How fast or slow the voice is  
 How loud or quiet the voice is  
 The way the voice is affected by where you come from  
 Putting stress on a particular word or section

Can you link the definition to the key word?

Can you link the definition to the key word?

## Year 8 Woodwork: Knowledge Organiser - Spring 2

Key Outcome 1	
<b>What are Health and Safety rules?</b>	Essential guidelines that pupils must follow to keep themselves and others safe during practical work in the classroom.
<b>Rules at the start of a practical lesson</b>	<ul style="list-style-type: none"> <li>• Store coats and bags away to prevent trip hazards.</li> <li>• Stools to be stacked at the back of the classroom.</li> <li>• Long hair to be tied back and jewellery to be removed to avoid accidents with tools/machinery.</li> <li>• Shirts and ties to be tucked in.</li> <li>• Aprons to be tied at the back correctly for protection.</li> <li>• Pupils to stand quietly behind their workspace awaiting instructions</li> </ul>

Key Outcome 2	
<b>What is a pillar drill?</b>	A pillar drill is used for precise drilling in materials like wood, metal and plastic. It offers stability and accuracy, good for repetitive or detailed tasks.
<b>Potential hazards</b>	<ul style="list-style-type: none"> <li>• Getting caught in moving parts.</li> <li>• Touching sharp drill bits.</li> <li>• Eye injuries from flying debris.</li> </ul>
<b>Safety Protocols</b>	<ul style="list-style-type: none"> <li>• Always wear safety goggles.</li> <li>• Use a drill guard/safety guard.</li> <li>• Never leave the drill running unattended.</li> </ul>
<b>Parts of the pillar drill:</b>	

Key Outcome 3	
<b>What does the term 'sanding' mean?</b>	Sanding is a technique used to smooth materials like as wood by removing small amounts of surface material. By making it wood smoother it removes any rough areas, and prepares the wood for painting.
<b>Belt Sander</b>	The belt sander is a power tool that uses a continuous sandpaper belt. It is usually the first method of sanding as it rapidly removes large amounts of material and can save time on very uneven areas compared to the other methods.
<b>Hand file</b>	A metal tool with rough surface for removing material and shaping wood.
<b>Sandpaper</b>	Abrasive paper with different grit sizes (coarse to fine) for sanding by hand. On the back of the sandpaper it has a number. This is called the grit number. Sandpaper grit numbers indicate smoothness. The higher the number the finer/smoother the finish.

**Did you know?** The number on sandpaper, for example 80 or 120 tells you how many abrasive particles fit into one square inch.

Keywords	
<b>Precise</b>	Getting things exactly right.
<b>Stability</b>	Steady and still so it can't move.
<b>Repetitive</b>	Actions or tasks that are repeated frequently.
<b>Abrasive</b>	The rough material on sandpaper that scrapes away wood.
<b>Grit</b>	How rough or smooth the sandpaper is.
<b>Surface</b>	Outer layer of material being worked on.
<b>Finish</b>	Final look and texture after sanding.



**SMITHILLS SCHOOL**

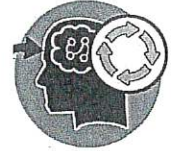
**Year 8**

**HOMework**

**Dr Jekyll and Mr Hyde**

**English Homework  
Booklet – Spring 2**

## Week One: Recall



Task 1:

In Chapter 1, Enfield and Utterson discuss Dr Jekyll but never use his name. Why do you think they do this?

Task 2:

Put these events from Chapter 2, *Search for Mr Hyde*, into the correct order:

Dr Lanyon claims that Jekyll is “**wrong in the mind**”.

Utterson meets Hyde for the first time.

Utterson reads Jekyll’s will.

Poole explains that the household staff must obey Hyde.

Utterson describes Hyde as “**hardly human**”.

## Week Two – Science and Religion

Task 1: *Fill in the blanks.*

In the Victorian era, most people in England were..... During this period,  
..... published a book which claimed that humans were descended from  
..... The theory of evolution was very ..... as it went against Christian  
teachings about the ..... of man. People were concerned about the idea that  
everyone has an uncivilised and ..... side.

**Christian primitive origins Stevenson Darwin evil controversial apes**

Task 2:

Quick Quiz:

- 1) Man is descended from apes. True or false?
- 2) Charles Darwin was an actor. True or false?
- 3) Dual nature means you live in the country. True or false?

### Week Three – There’s been a murder

Compare Hyde’s trampling of the young girl from Chapter 1, *Story of the Door* with Carew’s murder in Chapter 4.

How does Stevenson describe both events that show they are similar?

Include quotations – explain what the words in each quote suggest.

### Week Four – Your opinion matters!

Answer the questions from Chapter 5, *Incident of the Letter*, in full sentences.

Challenge: Include relevant quotations:

1. According to Utterson, why might Hyde have wanted to kill Jekyll?
2. Why is Utterson so worried that Carew’s murder might become a scandal?
3. Why does Jekyll show Hyde’s letter to Utterson?

### Week Five

Task 1: *Fill in the blanks.*

In chapter 7, Incident at the Window, Jekyll has lost his ability to control his.....and has begun to fear them. This is shown by his.....before he closes the window. The reader still does not know Jekyll’s....., so this even will leave them feeling..... and .....

<b>confused</b> <b>terror</b> <b>concern</b> <b>intrigued</b> <b>transformations</b> <b>secret</b>
--

Task 2:

Quick Quiz:

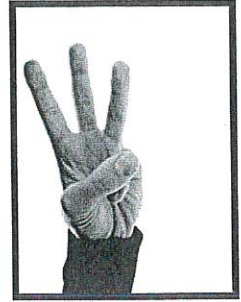
- 4) Hyde is a man of short stature. True or false?
- 5) Hyde is weak. True or false?
- 6) Enfield was friends with Hyde. True or false?

## Week Six: Exploring key quotes

In the final chapter, *Jekyll's Full Statement of the Case*, Jekyll describes Hyde as the “devil”, “the spirit of hell” and the “child of Hell”.

Explain in detail what impact these descriptions have on the reader

(Give three ideas for each quotation to explain what you think)



Optional Task – optional – this means it is your choice

Write a **blog** for the internet. How would you describe what happened in the novella?

**Challenge: Write your blog in 10 words or less...**





What is the issue with urbanisation?

What are the hazards in our risky world?

What is development?

China and India

1. Big Picture: Why are we studying this?

This topic explores the global pattern of development and the interactions and interdependence between different countries at different levels of development. Pupils will recognise the location of the world's main HICs, LICs and NICs and the challenges that each of these experience. We will explore how development is measured and what steps can be taken for poorer countries to progress.

3. Key skills

- ✓ To be able to identify the key measures of economic development
- ✓ To be able to recognise the development gap and suggest reasons why some countries are less developed than others.
- ✓ To be able to explain how increased development can produce both positive and negative effects
- ✓ To be able to explore possible solutions to these issues

5. Key concepts

Development is the process which improves the wealth and quality of life of people. The development gap is the difference in levels of development between the world's richest and poorest countries. This gap is measured using development indices, such as life expectancy and GNP. Many NICs, such as India and China, are experiencing rapid economic growth over the last 50 years, although this has created many problems, such as ill health through increased pollution levels. Some LICs are finding extreme difficulties in making measured development through a number of handicaps, such as drought. Tourism has been promoted as one way to help countries develop rapidly.

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2. Places

**LICs**

- Low GNP
- High birth rates
- Falling death rates
- Low levels of literacy
- Limited access to safe water and sanitation

**China is home to over a quarter of the world's population, 1 in 4 humans are Chinese. This creates both opportunities and challenges.**

4. Key terms

**Gross National Product (GNP)** – A measure of the total economic output of a country

**Life expectancy** – A measure of the average number of years a person will live in a certain country

**Interdependent** – Where countries are linked together in a complex web, economically, socially, culturally and politically, so that they are dependant on each other.

**Exports**- Goods and services produced in one country and shipped to another.

**Imports** – Goods and services brought into a country from another.

**Newly Industrialised Country (NIC)** – A country in which development has been rapid in recent history, such as China or India.

**Development gap** – A gap that exists in the measurement of development between rich and poor countries.

6. People

**Overseas development worker** – working alongside members of troubled communities, supporting them, and offering guidance and opportunities for social change and making improvements to their own community.

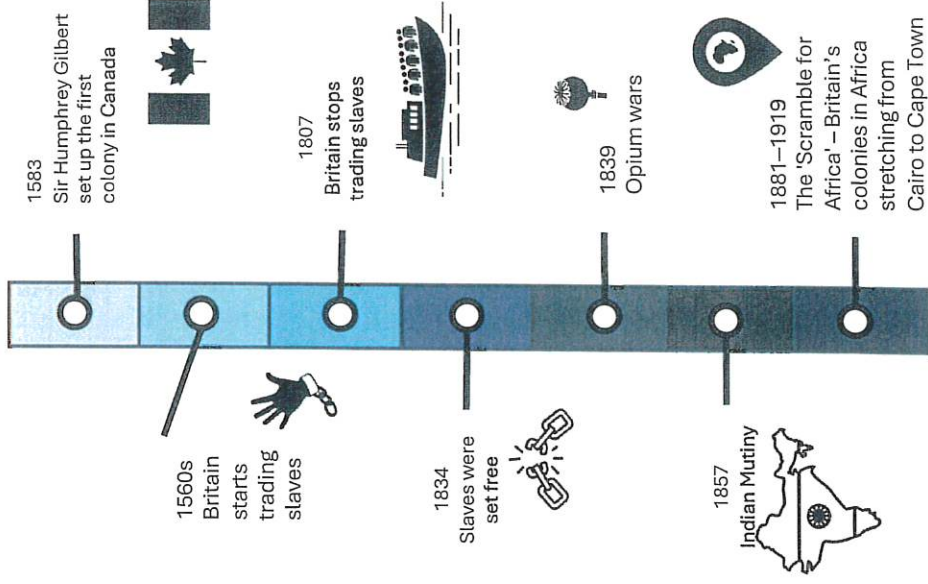
China has a major issue with air and water pollution, driven by increased number of factories

China is experiencing high levels of rural to urban migration. This is caused by higher wages and a perceived better quality of life in cities, driven by rapid economic development.



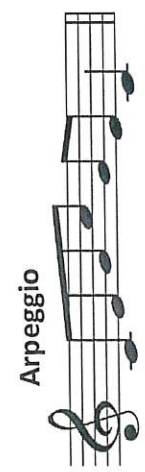

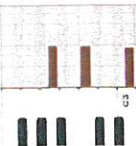
1. Key content

- Britain became rich by trading goods from the empire and by using slave labour.
- Slaves were bought from Africa to America and the Caribbean and were forced to work for free and in terrible conditions.
- Many people did not survive the journey across the Atlantic which is known as the middle passage
- The empire made Britain one of the most powerful and richest countries in the world.
- Britain built railways , hospitals, schools and brought law and order to its colonies.
- However, the people who lived there lost their right to govern themselves. Sometimes they were treated very badly.

2. Vocab	
Empire	A collection of countries owned by another
Slave	a person who is the legal property of another and is forced to obey them
Abolition	Ending slavery
Colony	A countries which is controlled by another
Indigenous	The original or earliest known inhabitants of an area
3. People	
	Cecil Rhodes- Colonised parts of Africa
	Captain Cook- Discovered Australia
	Robert Clive- Colonised India
	Olaudah Equiano- A freed slave who fought for abolition
	Toussaint Louverture- Fought in the Haitian revolution
	William Wilberforce- An MP who fought for abolition



**Big Picture:** Through the analysis of different popular songs you will identify, appraise and demonstrate your understanding and use of the typical pop song structure and textures used. The focus will be upon developing your knowledge of the typical chord sequences used and how these are then used to create a pop song upon. Using the Digital Audio Workstation (DAW) Soundtrap you will compose your own chord sequence and use this as the basis to compose a complete song including a bass part, drum rhythm, accompaniment and melody.

1. Key Vocabulary		2. Key Concept - Accompaniments	
Texture	The layers of music	 <p>Block Chord</p>	 <p>Broken chords</p>
Chord	Two or more notes played together		
Melody	The tune, the main part of the piece which is sung in a popular song	 <p>Arpeggio</p>	
Accompaniment	The music that supports the tune		
Bass riff	Lowest part repeated throughout a section of the song		
Drum fill	The drummer adds extra/new rhythms usually at the end of each section		
DAW	Digital audio workstation		
Primary chords	I Tonic IV Subdominant V Dominant		
Secondary chords	ii Supertonic vi Submediant		
Quantize	Quantizing means moving the notes in time to the beats on the 'grid' so that they are rhythmically precise		
Piano roll	 <p>A graphical (grid) representation of the notes and rhythms used on each track.</p>		

3. Key concept - Typical 'pop' chord sequence						
		Chords				
Key	I	V	VI	IV		
C major	C	G	Am	F		
D major	D	A	Bm	G		
F major	F	C	Dm	Bb		
G major	G	D	Em	C		
A major	A	E	Fm	D		

M	A	D	T	S	H	I	R	T
melody	articulation	dynamics	texture	structure	harmony	instruments	Rhythm	tempo

## Subject Knowledge Organiser Fitness, Advantages/Disadvantages of TM & Training Zones

### Training Methods

Training can be aerobic or anaerobic. In aerobic exercise, which is steady and not too fast, the heart is able to supply enough oxygen to the muscles. Aerobic training improves cardiovascular fitness. Anaerobic exercise is performed in short, fast bursts where the heart cannot supply enough oxygen to the muscles. Anaerobic training improves the ability of the muscles to work without enough oxygen when lactic acid is produced.

Specific training methods can be used to improve each fitness factor. Circuit training involves performing a series of exercises in a special order called a circuit. Each activity takes place at a 'station'. It can be designed to improve speed, agility, coordination, balance and muscular endurance. Continuous training involves working for a sustained period of time without rest. It improves cardiovascular fitness. Cross training involves using another sport or activity to improve your fitness. It happens when an athlete trains in a different environment. For example a volleyball player uses the power training for that sport to help with fitness for long jump. Fartlek training or 'speed play' training involves varying your speed and the type of terrain over which you run, walk, cycle or ski. It improves aerobic and anaerobic fitness. Interval training involves alternating between periods of hard exercise and rest. It improves speed and muscular endurance. Weight training uses weights to provide resistance to the muscles. It improves muscular strength (high weight, low reps), muscular endurance (low weight, high reps, many sets) and power (medium weight and reps performed quickly).

### Advantages and Disadvantages of Training Methods

#### Continuous Training

Good for aerobic fitness, lose weight accessible, health benefits, good for beginners of all ages, little equipment Boring, not always sport specific, risk of injury does not improve anaerobic fitness

#### Fartlek Training

Good for team sports, less boredom, easy to use, can mimic the sport, good for team sports

Too easy to cheat, can be difficult

#### Circuit Training

Less boring, easily adapted for fitness/skill, easily adapted to sports, stations can target specific muscle groups

Take time to set up, requires equipment

#### Interval Training

Can be both aerobic and anaerobic, less technical, can mimic a sport, good for sports that require a change of pace

Can be boring, easy to cheat hard aspects.

#### Free weights

Full range of sporting movement, large muscle groups can be worked Risk of injury, need a spotter, more suitable for advance performers, requires good knowledge

#### Resistance machines

Safer, good for beginners, good for injury rehabilitation Expensive, no functional everyday movements, only focuses on one muscle group

### Training Zones

<b>Anaerobic Threshold</b>	80-100%
<b>Peak Performance</b>	80-90%
<b>Aerobic Fitness</b>	70-80%
<b>Aerobic</b>	60-80%
<b>Fat Burning</b>	60-70%
<b>Active Recovery</b>	60%
<b>Warm-up Cool-down</b>	50%

**Big Picture: Is religion the cause of conflict?**

1. Key Concepts			
<p><b>1.1 Violence</b></p> <p>Violent behavior involving physical force intended to hurt, damage, or kill someone or something. Examples of violence involve hitting someone or even using violent language. Many reasons why someone might turn to violence such as environmental factors – peer pressure, home life etc</p>	<p><b>1.2 Why Wars Occur</b></p> <p>Wars are caused due to many things – money, land, oil, resources, power and religion. Examples of war include the Jerusalem</p>	<p><b>1.3 Just War</b></p> <p>A war that is morally justified. The conditions of a just war include</p> <ul style="list-style-type: none"> <li>- It has to be the last resort</li> <li>- Innocent life should not be harmed</li> <li>- The war must be fought to promote good and avoid evil</li> <li>- Must be declared by a proper authority</li> </ul>	<p><b>1.4 Pacifism</b></p> <p>The belief that war and violence are unjustifiable and that all disputes should be settled by peaceful means.</p> <p><b>Absolute pacifism</b> An absolute pacifist believes that it is never right to take part in war, even in self-defence.</p> <p><b>Conditional pacifism</b> Conditional pacifists are against war and violence in principle, but they accept that there may be circumstances when war will be less bad than the alternative.</p> <p><b>Selective pacifism</b> Other pacifists believe that it is a matter of degree, and only oppose wars involving weapons of mass destruction</p> <p><b>Active pacifism</b> Pacifists are heavily involved in political activity to promote peace, and to argue against particular wars.</p>
<p><b>1.5 Religion and Peace</b></p> <p>Muhammed Ali was opposed to fighting in the Vietnam war as it went against his religious belief as a Muslim. He refused to fight and this caused him to lose his titles and also resulted in him going to prison. He believed that he would come out stronger than ever if he passed this test.</p>	<p><b>1.6 Radicalisation</b></p> <p>This is the action or process of causing someone to adopt radical positions on political or social issues. For example not tolerating other people's beliefs.</p>	<p><b>1.7 Terrorism</b></p> <p>The unlawful use of violence and intimidation, especially against civilians, in the pursuit of political aims.</p>	<p><b>2. Vocabulary</b></p> <p><b>Violence</b> behavior involving physical force intended to hurt, damage, or kill someone or something.</p> <p><b>Pacifism</b> The belief that war and violence are unjustifiable and that all disputes should be settled by peaceful means.</p> <p><b>Radicalization</b> This is the action or process of causing someone to adopt radical positions on political or social issues. For example not tolerating other people's beliefs.</p> <p><b>Terrorism</b> The unlawful use of violence and intimidation, especially against civilians, in the pursuit of political aims.</p>
<p><b>3. Skills</b></p> <p>Discuss why wars occur Evaluate whether religion is the cause of war Explain the difference between absolute pacifism and selective pacifism Interpret how effective going to war really is</p>	<p><b>4. Key SOWA (Sources of wisdom and authority)</b></p> <p><b>Descriptor</b></p> <ul style="list-style-type: none"> <li>• No rewardable material.</li> <li>• A simple or generalised answer, showing little analysis of relevant viewpoints.</li> <li>• The evaluation is undeveloped, lacking reasoned, coherent arguments. Parts of the answer lack relevance.</li> <li>• An overall judgement is missing or asserted.</li> <li>• Some analysis of relevant viewpoints, but this is focused on one side of the argument.</li> <li>• The evaluation contains some reasoned, coherent arguments. The answer is generally relevant, but lacks breadth and depth.</li> <li>• An overall judgement is given, but with limited substantiation.</li> <li>• Analysis of relevant viewpoints on both sides of the argument is evident, but the analysis is unsubstantiated.</li> <li>• The evaluation contains reasoned, coherent arguments. Material is relevant, but lacks breadth or depth.</li> <li>• An overall judgement is given. Substantiation is provided, although it may not be fully evidenced.</li> <li>• Convincing and sustained analysis of relevant viewpoints on both sides of the argument.</li> <li>• The evaluation contains reasoned, coherent arguments, showing good breadth and depth.</li> <li>• An overall judgement is given which is well substantiated through the evidence provided.</li> </ul>	<p><b>5. Key Figures</b></p> <p><b>Desmond Doss</b> A United States Army corporal who served as a combat medic with an infantry company in World War II.</p> <p><b>Muhammed Ali</b> A boxer and an activist</p>	<p><b>6. Assessment Criteria</b></p> <p>Identify/Define 1 mark for explaining and 1 mark for giving an example</p> <p>Explain using the source/compare or discuss 2 developed reasons in 2 sentences. (develop with examples)</p> <p>Explain 2 developed reasons in 2 sentences. Consider both sides there must be a conclusion both sides can be either equally compelling or one more so BUT there must be a justification for this and it must be sound to get into the top bracket.</p> <p>Evaluate</p>

# Year 8 Physics: Energy

Building on KS2 and Year 7 Energy you will learn how thermal energy is transferred and how it can be reduced. You will calculate power and the cost of electricity.

## 2. Conduction

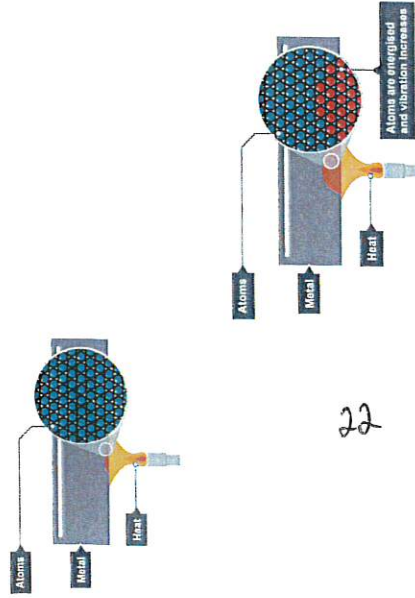
Conduction is where energy is transferred by the vibrating particles in a substance. The energy is transferred from a hotter region to a cooler region.

Conduction happens fastest in solids because the particles are close together.

Materials which transfer energy easily from a hot area to a cooler area by conduction are called **conductors**. Metals are very good conductors.

Materials which do not transfer energy easily from a hotter area to a cooler area are called **insulators**. Air and plastics are good insulators.

The best insulator is a vacuum. Conduction cannot occur if there are no particles.



## 1. Heating and Cooling

Energy can transfer by heating from a hotter region to a cooler region. The temperature of the hotter region decreases. The temperature of the cooler region increases.

The hotter an object, the more energy it has in its **thermal energy store**.

Temperature is how hot a substance is. Temperature is commonly measured in degrees Celsius ( $^{\circ}\text{C}$ ) using a thermometer.

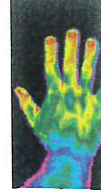
Heating can occur by **conduction**, radiation or convection.

## 4. Radiation

All objects transfer energy to their surroundings by **infrared radiation**.

Infrared radiation is a type of electromagnetic wave. Unlike conduction and convection, there are no particles involved. This means that energy can be transferred by radiation when there are no particles, like the vacuum of space.

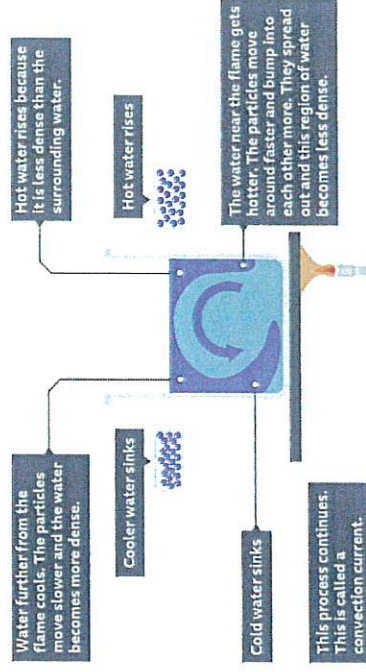
Thermal imaging cameras detect the amount of infrared radiation emitted by an object.



## 3. Convection

A fluid is a substance that can flow. Both liquids and gases are fluids.

The particles in a fluid can move around from one place to another.



## 5. Insulation

Insulation is used to reduce unwanted **thermal energy** transfers and maintain the temperature of an object.

**Insulated coffee cups** Insulated coffee cups have two layers. There is a gap between the two layers to reduce conduction. The cup also has a lid. This reduces convection by trapping the hot gases inside the cup. The inside of the cups are usually a shiny white surface. This reflects infrared radiation.



**Big Picture: Why are we learning this now?**  
 We have looked at the preterite and imperfect PAST tenses but there is one more to go...the PERFECT tense. Being able to use a range of tenses now will prepare you PERFECTLY (!) for GCSE. You aren't expected to remember everything but recognising the different tenses is key to being able to use them independently in the future.

**1. Key Concepts**

**PAST tenses:**  
 The **perfect tense** is used to say what you **HAVE** done eg. I have washed the dishes, I have done my homework. To form the 'have' part of the sentence we use 'haber' followed by the past participle eg. Done, washed, eaten...  
 The **preterite tense** tells us what happened ( a completed action in the past). Eg. I ate cereal for breakfast and then I swam in the pool.  
 The **imperfect tense** tells us what something was like in the past OR it can tell us what someone USED to do. Eg. The hotel was very modern and it had a large restaurant. OR I used to go to swimming lessons when I was younger.

**4. Vocabulary 1: regular past participles**

	-AR Verb	-ER Verb	-IR Verb
yo	he cantado	he aprendido	he vivido
tú	has cantado	has aprendido	has vivido
él, ella, usted	ha cantado	ha aprendido	ha vivido
nosotros, nosotros	hemos cantado	hemos aprendido	hemos vivido
vosotros, vosotros	habéis cantado	habéis aprendido	habéis vivido
ellos, ellas, ustedes	han cantado	han aprendido	han vivido



**AR**  
hablar  
habl + ado  
hablado

**ER**  
comer  
com + ido  
comido

**IR**  
vivir  
viv + ido  
vivido

- Connectives**
- además
  - aunque
  - como
  - cuando
  - después que
  - dónde
  - luego
  - o
  - para que
  - pero
  - por eso
  - por lo tanto
  - porque
  - sin embargo
  - ya que
- furthermore  
although  
when  
where  
when  
where  
then  
or  
in order that  
but  
for that reason  
therefore  
because  
nevertheless  
and  
since, seeing that

**2. Processes: forming the perfect tense**

**REMINDER: SPANISH PERFECT TENSE**  
 Haber + (space) + Stem\* + Ending

**ENDING**

-AR	-ER	-IR
-----	-----	-----

**-ado -ido**

He cantado = I have sung  
 He comido = I have eaten  
 He vivido = I have lived

\*Stem = The infinitive (the one you find when you look in a dictionary) minus the last 2 letters.

**3. Sentence starters: time frames and sequencers**

- Recientemente...
- Hoy...
- ...después...
- ...luego...
- ...más tarde...

**5. Vocabulary 2: irregular past participles**

**Irregular Past Participles**

abrir (to open)	abierto
cubrir (to cover)	cubierto
decir (to say)	dicho
escribir (to write)	escrito
freír (to fry)	frito
hacer (to do)	hecho
morir (to die)	muerto
poner (to put)	puesto
resolver (to resolve)	resuelto
romper (to break)	roto
ver (to see)	visto
volver (to return)	vuelto

**6. Assessment**

- Qué has hecho recientemente?
- Y tu amigo/a?



**1. In your homework booklet list 5 infinitive verbs in Spanish (e.g. to visit, to speak, to prepare)**

**2. Translate the sentences into English, write the sentences in your homework book**

1	Voy a hablar con Ant y Dec.
2	Me gustaría preparar la comida.
3	En la selva voy a ganar muchas etrellas porque me gusta hacer desafías

**3. Translate the sentences into Spanish, write the sentences in your homework book**

1	I am going to cook the food.
2	I would like to clean the camp.
3	In the jungle I am going to spend time with Ant and Dec.

**1. In your homework book match the infinitive verbs with the correct verb ending in the perfect tense (e.g. visitor > visitado)**

comer	- ado
preparar	
hablar	- ido
beber	

**2. Translate the verbs into English, write them in your homework book.**

1	He comido
2	He hablado
3	He cocinado

**3. Translate the verbs into Spanish, write them in your homework book.**

1	I have visited
2	I have won
3	I have drank

<b>1. In your homework book fill in the vowels to complete the translations of the words below:</b>	
H_ g _ n _ d _ _	I have won
H_ l _ m p _ _ d _ _	I have cleaned
H_ h _ b l _ d _ _	I have soken
H_ v _ s _ t _ d _ _	She has visited
H_ p r _ p _ r _ d _ _	He has prepared

<b>2. Translate the sentences into English, write the sentences in your homework book</b>	
1	En la selva he visitado a Ant y Dec.
2	En la selva he cocinado arroz.

<b>3. Translate the sentences into Spanish, write the sentences in your homework book</b>	
1	In the jungle I won five stars.
2	In the jungle I ate insects.

<b>1. In your homework book match the verbs to the correct translation</b>	
1. He cocinado	a. he/she has cooked
2. Ha cocinado	b. They have prepared
3. He preparado	c. she/he has drunk
4. Han preparado	d. I have cooked
5. Ha bebido	e. I have prepared

<b>2. Translate the sentences into English, write the sentence in your homework book</b>	
	He hecho un desafío y he ganado ocho estrellas pero no he bebido cucarachas.

<b>3. Translate the sentences into Spanish, write the sentence in your homework book</b>	
	In the jungle I have drunk cockroaches and cleaned the camp, although I have not eaten insects.

**Big Picture: Why are we learning this now?**

In this unit we are going to pretend to be contestants on Big Boss, focusing on daily routines and who we do/don't get on with.

Today	Tomorrow	Yesterday	Next	Last
آج	کل	کل	اگلے	پچھلے

**1. Key Concepts**

The verb 'to be' in Urdu: hona ہونا

<b>is</b>	<b>are</b>	<b>am</b>
hai	haiN	hoon
ہے	ہیں	ہوں

**2. Processes: Present Continuous**

I am .....ing We are ...ing

... rha hoon	رہا ہوں
... rhi hoon	رہی ہوں
... rhay haiN	رہے ہیں

**3. Sentence starters**

Main rozaana .....  
 Mera dosth ...  
 Meri saheli ...  
 Ghar main ...  
 Mujhay ..... pasand/napasand hai  
 kyunkay ...

**4. Vocabulary 1: key verbs**

Bol	Talk	بول
Sun	Listen	سن
Dekh	Watch	دیکھ
Khaa	Eat	کھا
Chal	Walk	چل
Jaa	Go	جا
Khel	Play	کھیل
So	Sleep	سو
Utt	Wake	اُٹ

**5. Vocabulary 2: Topic based**

ravayya	Outlook	رویہ
andaaz	Style	انداز
thareeqa	Way/Method	طریقہ
mizaaj	Character	مزاج
harkath	Act	حرکت

**6. Assessment**

- Thum ghar main kya krthay ho?
- Kis kay saath zyaada dosthi hai?
- Dosth kya karthay hain?
- Unka mizaaj kaisa hai?
- Kisi ki ajeeb harkathayN kya haiN?

