

Year 8

Booklet 2
2023/2024

Independent
Study

Name & LF:



Cabot
Learning
Federation

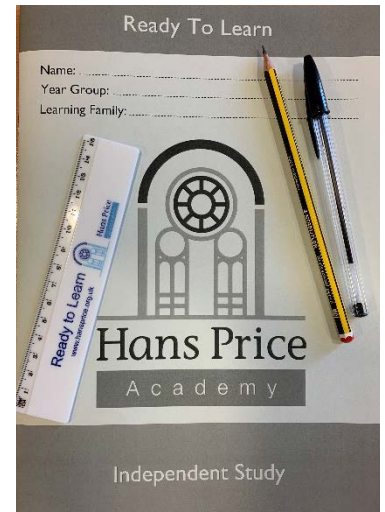
How to Complete Independent Study

You will have three pieces of IS due every week, which will be checked by your teacher of the subject due.

You teachers will set your IS on Bromcom and tasks for each subject are outlined in this booklet as a reminder.

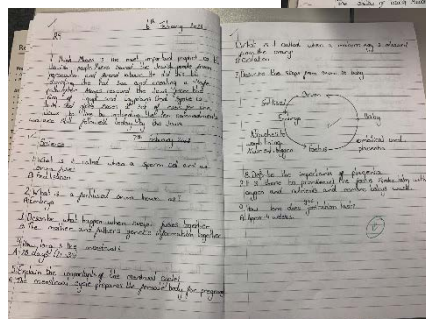
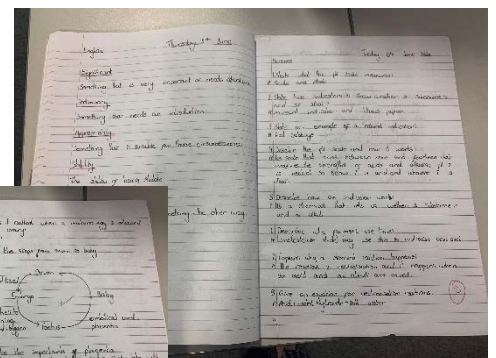
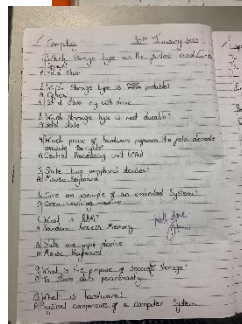
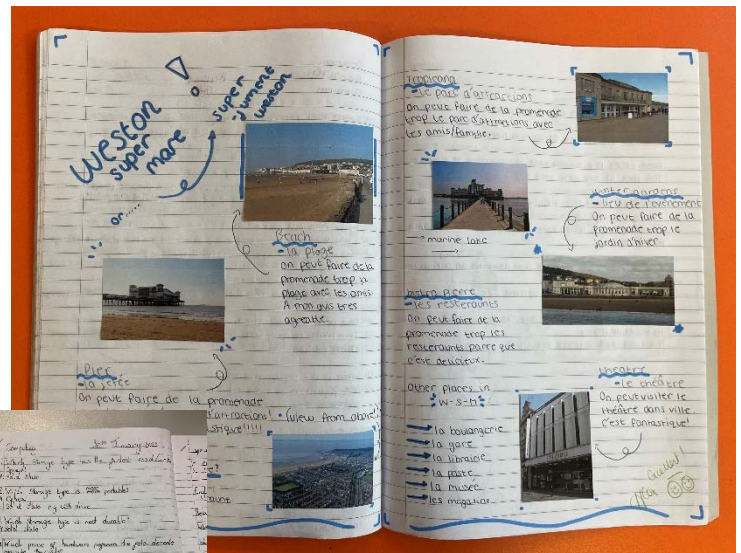
To complete your independent study you will need this knowledge organiser and your grey, IS exercise book. Most IS is set using this booklet. Maths will be set online in SPARX.

You can access further support or computers in IS Club, which is open every day in LS3 from 3:00pm-3:50pm.

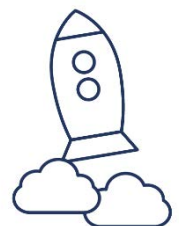


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Completed IS is valued by teachers as it extends and supports the learning in lessons. It is rewarded with achievement points.



If students are struggling to complete IS they will be asked to attend a support session after school the following week to address any barriers and ensure the work is completed successfully.

Tasks

Subject	Year 8 Task
English	<p>Write out your understanding of the definitions and create two different sentences showing your understanding of the word.</p> <p style="text-align: center;">OR</p> <p>Create flashcards which display the words and their definitions written in your own words. However, students could also complete the following:</p> <ul style="list-style-type: none"> • Challenge: Complete both the tasks above. • Extra Challenge: Using the template at the end of the booklet, create a Frayer model for one or two of the words. (Etymology= where the word comes from) • Super Challenge: Create a word map. Start with the original word in the middle and add words you associate with that word around it, then words you associate with the secondary words OR write a short story of your choice that includes the key words for the week.
Maths	<p>You will need to log into your SPARX account to complete your IS. Every student needs to complete 100% of the compulsory tasks and can also complete the XP Boost and Target to support your progress. Write your bookwork codes in your IS exercise book and complete the bookwork checks online. If you get stuck, watch the associated video or check in with your maths teacher before the IS is due.</p>
Science	<p>Complete the worksheet in the knowledge organiser booklet: (Wednesday 21st February: Metals and Reactivity) (Wednesday 27th March: Photosynthesis) (Wednesday 17th April: Ecosystems) (Wednesday 8th May: Earth and Atmosphere) (Wednesday 5th June: Earth and Atmosphere)</p>
Humanities	<p>Complete the questions outlined in your booklet using the knowledge organisers provided</p>
Computing	<p>Using the knowledge organiser please write 10-15 high quality questions and answers. Write them in the style of the nibble questions. Use the command words state, define, describe, explain etc. Do not include any yes/no or true/false questions.</p>
DT	<p>For Design Tech, please draw the 3D (isometric) shape in the space provided on the sheet. keep to the lines, use a RULER and a PENCIL.</p> <p>For Food Tech, use the eat well plate to construct 10 knowledge recall questions.</p>
MFL	<p>To write 10 sentences in Spanish/French about holidays. Try to extend your sentences by including connectives and opinions. More specific guidance will be provided on Bromcom.</p>
Careers	<p>Your task will be set in UniFrog. You'll find your log in details in an email from UniFrog. You can use UniFrog at any time to find out more about career pathways, post-16, the local and national labour market and to find out more about you and your skills.</p>
Music	<p>Select a Major Composer of the Baroque Period. Choose one of their compositions to listen to and make notes on. Write a short paragraph 200-250 words on your findings, including some history on the composer. Further details on Bromcom.</p>
Art	<p>Landscape Art is the depiction of natural scenery such as mountains, valleys, trees, forests and seascapes. Create an A4 landscape of your choice using materials also of your choice. It must be detailed and you should spend a minimum of one hour to complete this. Examples of what you could do will be shown before the deadline.</p>
Drama	<p>Find out about the extra-curricular opportunities available within drama and the rest of the performing arts subjects. You can find out more about clubs and performance opportunities in this booklet and from your drama teacher.</p>
PE	<p>Find out more about the extra-curricular opportunities available within PE and performance. Try a range of clubs to explore different sports and activities. There are opportunities to represent your college or Hans Price Academy in a range of teams and event across the year. Find out more from your PE teacher.</p>

Independent Study Hand-In Schedule

The schedule below shows which pieces of independent study will be due each week. They will be checked by the teacher of the subject due in the lesson that week.

Date	Schedule	
Term 4		
19 th Feb '24	English	
	Maths	
	Science	
26 th Feb '24	English	
	Maths	
	Careers	
4 th Mar '24	English	
	Maths	
	Humanities	
11 th Mar '24	English	
	Maths	
	DT	
18 th Mar '24	English	
	Maths	
	MFL	
25 th Mar '24	English	
	Maths	
	Science	
Term 5		
15 th April '24	English	
	Maths	
	Science	
22 nd April '24	English	
	Maths	
	Music	
29 th April '24	English	
	Maths	
	Humanities	
6 th May '24	English	
	Maths	
	Science	
13 th May '24	English	
	Maths	
	Computing	

Date	Schedule	
20 th May '24	English	
	Maths	
	MFL	
Term 6		
3 rd June '24	English	
	Maths	
	Science	
10 th June '24	English	
	Maths	
	DT	
17 th June '24	English	
	Maths	
	Humanities	
24 th June '24	English	
	Maths	
	Art	
1 st July '24	English	
	Maths	
	Computing	
8 th July '24	English	
	Maths	
	Science	
15 th July '24	English	
	Maths	
	Careers	

Extra-Curricular	



How else can I use my Knowledge Organiser?

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

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

Key vocabulary:

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

Quizzes/questions:

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

Reflection:

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

Revision:

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

General use:

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

“Education is the passport to the future, for tomorrow belongs to those who prepare for it today.”

Malcolm X

“Success is no accident. It is hard work, perseverance, learning, studying, sacrifice and most of all, love of what you are doing or learning to do.”

Pele

“Sticking to good habits can be hard work, and mistakes are part of the process. Don’t declare failure simply because you messed up or because you’re having trouble reaching your goals. Instead, use your mistakes as opportunities to grow stronger and become better.”

Amy Morin

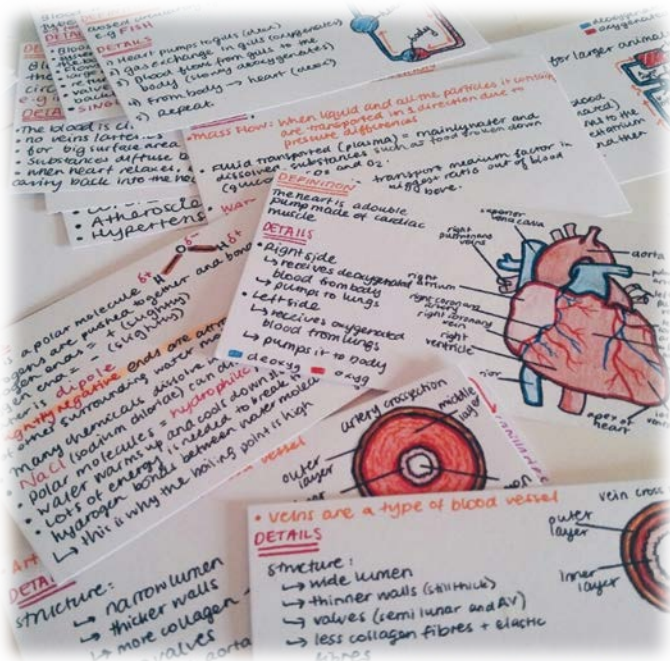
Revision Techniques

Flash Cards

Great for revising key terms and remembering definitions, dates, facts etc.

Split the page of your I.S textbook into four using a ruler or use flash cards which you can collect from the LRC and keep in your I.S folder.

Make brief notes on the information in the knowledge organiser, use colour coding and diagrams where you can to highlight key information.



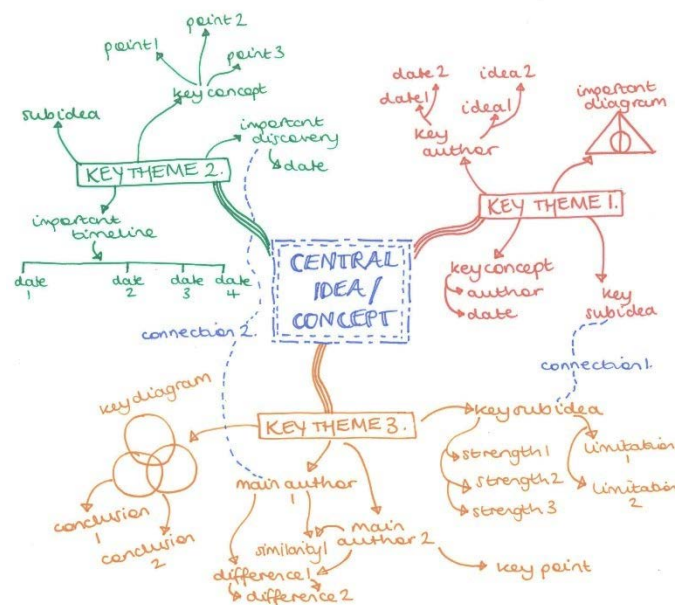
Mind Map

Great for revising if you are a visual learner, allowing you to select and link key information.

Use a full page to add as much detail as you can to your mind map, starting with a key concept or topic at the centre. Use the knowledge organisers and your own ideas.

You can use colour coding, diagrams and connections to support your learning.

MINDMAPPING GUIDE



Self-quizzing Questions

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

“What ions are found in acids? Acids contain hydrogen ions.”

“What does corrosive mean? A corrosive acid can destroy skin cells and cause burns.”

These are examples of self-quizzing questions. Write 10-20 self-quizzing questions and answers based on the subject knowledge organiser and focusing on the areas where you need to strengthen your knowledge.

2. Acids (pH 1-6)



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

KS3 English I.S

Your task each week is to prove you understand the meaning of the 5 words. It is important that when you read a text in front of you, you are able to pick up the language when reading through the text.

Each student as a minimum should:

- **Write out your understanding of the definitions and create two different sentences showing your understanding of the word.**

E.G.: **hierarchy:**

1. **Hierarchy** is shown in A View From the Bridge through the character of Eddie.
2. In Romeo and Juliet, women were lower than men in the **hierarchy**.

N.B.: You can change the tense of your word to suit your sentences.

OR

- **Create flashcards which display the words and their definitions written in your own words.**

However, students could also complete the following:

- **Challenge:** Complete **both** the tasks above.
- **Extra Challenge:** Using the template at the end of the booklet, create a Frayer model for one or two of the words. (Etymology= where the word comes from)
- **Super Challenge:** Create a word map. Start with the original word in the middle and add words you associate with that word around it, then words you associate with the secondary words **OR** write a short story of your choice that includes the key words for the week.



Week's words due	Word	Definition
Week beginning 19/02	<p>Allegory</p> <p>symbolism</p> <p>foreshadowing</p> <p>juxtaposition</p> <p>Anguish</p>	<p>a story, poem, or picture that can be interpreted to reveal a hidden meaning, typically a moral or political one.</p> <p>the use of symbols to represent bigger ideas</p> <p>be a warning or indication of (a future event).</p> <p>the fact of two things being seen or placed close together with <u>contrasting</u> effect.</p> <p>Severe mental or physical suffering.</p>
Week beginning 26/02	<p>Dialogue</p> <p>Monologue</p> <p>prologue</p> <p>satire</p> <p>characterisation</p>	<p>a conversation between two or more people as a feature of a book, play, or film.</p> <p>a long speech by one actor to other characters.</p> <p>a separate <u>introductory</u> section of a literary, dramatic, or musical work.</p> <p>the use of humour, irony, <u>exaggeration</u>, or ridicule to criticise a topic.</p> <p>the process of conveying a fictional character.</p>
Week beginning 4/03	<p>semantic field</p> <p>allusion</p> <p>analysis</p> <p>rhetoric</p> <p>stanza</p>	<p>A group of words that can be linked by a common theme.</p> <p>A reference to something without mentioning it explicitly.</p> <p>detailed examination of something.</p> <p>The art of persuasion</p> <p>A paragraph in poetry</p>

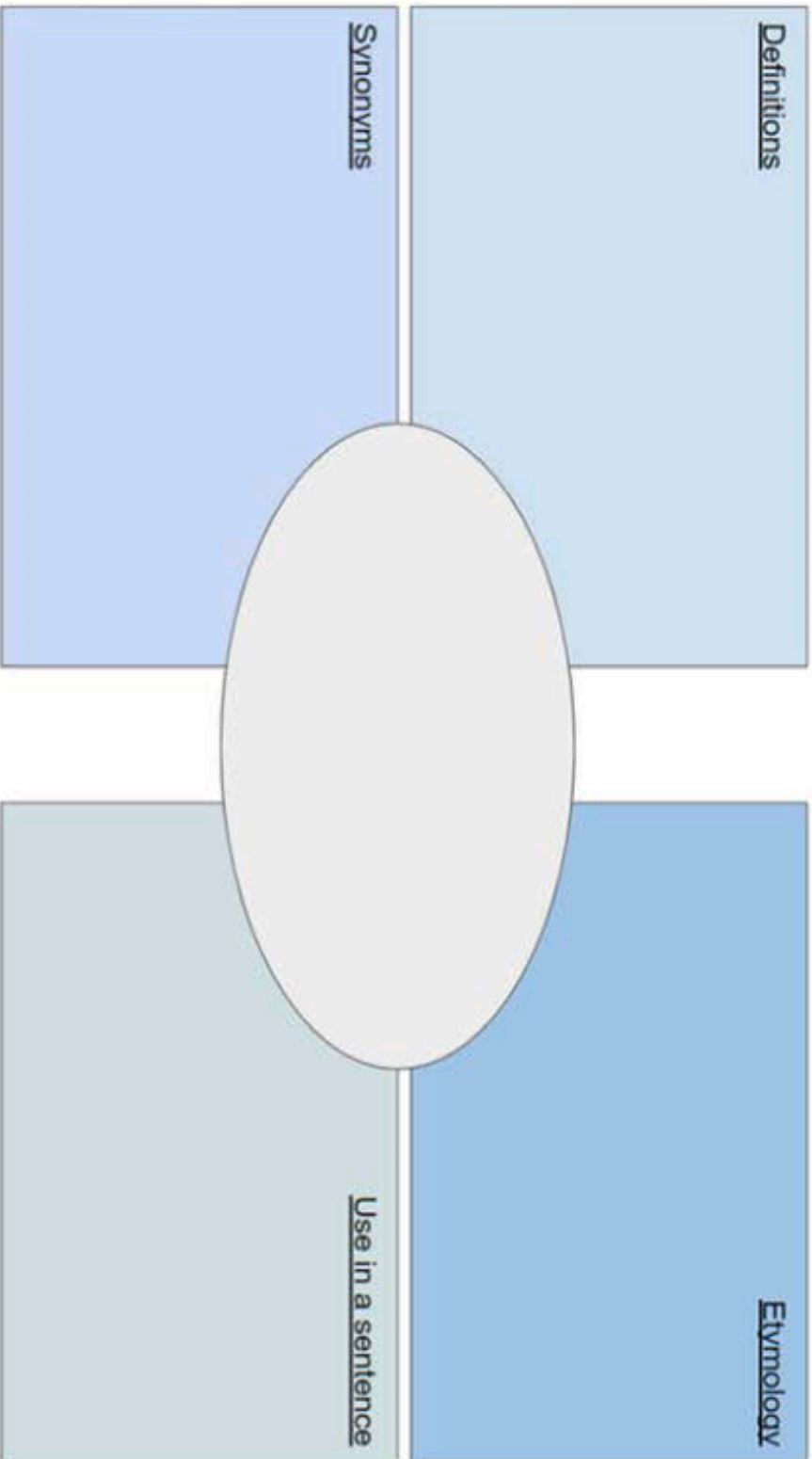
<p>Week beginning 11/03</p>	<p>Suspense Climax Gothic Supernatural Foreboding</p>	<p>An excited or anxious feeling of uncertainty</p> <p>The most tense/dramatic moment of a text.</p> <p>A literary movement that is characterised by darkness, the supernatural, fear and the unknown.</p> <p>Something beyond scientific explanation and the laws of nature.</p> <p>A feeling that something bad will happen</p>
<p>Week beginning 18/03</p>	<p>Antagonist Unreliable narrator Pathetic fallacy Atmosphere Outsider</p>	<p>A character that opposes the protagonist (the main character)</p> <p>A narrator whose perspective is biased and can mislead the reader either intentionally or unintentionally.</p> <p>When the weather is used to reflect/create a particular mood</p> <p>The feeling created by the writer's use of setting.</p> <p>A person who does not belong to a particular group or organisation.</p>
<p>Week beginning 25/03</p>	<p>Ominous Submissive Isolation Dominance Contempt</p>	<p>Something threatening or sinister</p> <p>Conforming to the authority of others</p> <p>Someone or something that is alone.</p> <p>Establishing control over something or someone.</p> <p>Disliking or despising someone or something.</p>
<p>Week beginning 15/04</p>	<p>sonnet soliloquy adverbial connectives discourse markers</p>	<p>a poetic form- the poem has fourteen lines each with ten syllables per line.</p> <p>When an character speaks their thoughts aloud to themselves.</p> <p>A word or phrase that tells you when, where or how something happened.</p> <p>A word or phrase used to link clauses.</p> <p>A word that helps to organise writing (e.g. firstly, and then)</p>

<p>Week beginning 22/04</p>	<p>unrequited tragedy honour patriarchy feud</p>	<p>A feeling that is not returned (usually of love)</p> <p>a genre that has <u>tragic</u> events and having an <u>unhappy</u> ending, especially one concerning the <u>downfall</u> of the main character.</p> <p>high respect; great <u>esteem</u>.</p> <p>a system of society or government in which the father or <u>eldest</u> male is head of the family. Also a society where men hold the positions of power.</p> <p>a <u>prolonged</u> and <u>bitter quarrel</u> or dispute.</p>
<p>Week beginning 29/04</p>	<p>Paternal maternal Tyrant Archetype Narrative</p>	<p>of or appropriate to a father.</p> <p>of or appropriate to a mother</p> <p>a cruel and oppressive ruler.</p> <p>a very typical example of a certain person or thing.</p> <p>a spoken or written account of connected events; a story.</p>
<p>Week beginning 6/05</p>	<p>Inference Sensory Language Imagery Plot Setting</p>	<p>a conclusion reached on the basis of evidence and reasoning.</p> <p>Using the senses in your writing.</p> <p>visually <u>descriptive</u> or <u>figurative</u> language, especially in a literary work.</p> <p>the main events of a play, novel, film, or similar work, <u>devised</u> and presented by the writer as an <u>interrelated</u> sequence.</p> <p>the place or type of surroundings where something is positioned or where an event takes place.</p>
<p>Week beginning 13/05</p>	<p>Imperative Implicit Explicit Personify Connotation</p>	<p>An order – or something of utmost importance.</p> <p>Suggested but not directly expressed.</p> <p>Directly expressed.</p> <p>To give something human qualities.</p> <p>An idea beyond the original meaning.</p>

<p>Week beginning 20/05</p>	<p>Characteristics</p> <p>Victim</p> <p>Villain</p> <p>Imperialism</p> <p>Wealth</p>	<p>A feature or quality belonging to a person, place or thing.</p> <p>A person harmed, injured or killed as a result of a crime or accident.</p> <p>A character whose evil actions or motives are important in a story.</p> <p>Extending power and influence over another country/territory.</p> <p>A quantity of valuable possessions or money.</p>
<p>Week beginning 3/05</p>	<p>Symbolism</p> <p>Motif</p> <p>Misogyny</p> <p>Feminism</p> <p>Verb</p>	<p>When a thing or image represents an idea or concept.</p> <p>A literary technique that consists of a repeated element that recurs throughout the text.</p> <p>Hate or hostility towards women.</p> <p>The advocacy of women’s rights on the ground of equality of gender.</p> <p>A word or phrase that describes an action, condition or experience.</p>
<p>Week beginning 10/06</p>	<p>Advocate</p> <p>Anticipate</p> <p>Stereotype</p> <p>Mercy</p> <p>Forgiveness</p>	<p>To publicly support or suggest an idea, development or way of doing something.</p> <p>To imagine or expect that something will happen.</p> <p>A widely held but fixed image or idea of a particular type of person or thing.</p> <p>Compassion or forgiveness shown towards someone.</p> <p>The action of forgiving or being forgiven.</p>
<p>Week beginning 17/06</p>	<p>Tyrannical</p> <p>Sublime</p> <p>Uncanny</p> <p>Convention</p> <p>Corruption</p>	<p>Showing power in a cruel way.</p> <p>Of great excellence or beauty.</p> <p>Strange, mysterious, unsettling.</p> <p>The way in which something is usually done.</p> <p><u>dishonest</u> or <u>fraudulent</u> conduct by those in power, typically involving <u>bribery</u>.</p>

<p>Week beginning 24/06</p>	<p>Irreproachable Modest Novice Ethical incredulous</p>	<p>Beyond criticism – perfect – faultless. Under playing one’s abilities. New. Relating to moral decisions and ideas. Unbelievable.</p>
<p>Week beginning 1/07</p>	<p>rhyming couplet Stage directions Fate Free-will Devotion</p>	<p>A pair of lines that rhyme following one another. an instruction in the text of a play giving an instruction e.g about the movement, position, or tone of an actor, or the sound effects and lighting. Events outside of a person’s control, something pre-determined by a bigger power. the ability to act out of own choice and not determined by anything else. Love and loyalty to someone or something.</p>
<p>Week beginning 08/07</p>	<p>dramatic irony subverting subservience masculinity Vengeance</p>	<p>When the audience/reader knows something the characters do not. Undermining/overturning something that is established. Willingness to do what other people want in an inferior manner. Qualities stereotypically regarded as characteristic of men. Deliberately wronging someone who has wronged you.</p>
<p>Week beginning 015/07</p>	<p>Rebellion Impulsive Hierarchy Elizabethan Courtship</p>	<p>The action of resisting authority, control, or an established authority. Acting or done suddenly without consideration to the result or consequences. A system that organises or ranks things according to perceived importance, status, or power. The era of the reign of Queen Elizabeth I (1558-1603) The period prior to a marriage when a couple begin a relationship.</p>

Frayer Model Template



The diagram illustrates the Frayer Model template, which is a 2x2 grid of rectangular boxes with a central oval. The top-left box is light blue and labeled "Definitions". The top-right box is a medium blue and labeled "Etymology". The bottom-left box is a darker blue and labeled "Synonyms". The bottom-right box is a light grey-blue and labeled "Use in a sentence". A central white oval with a thin black border overlaps the corners of all four boxes.

<u>Definitions</u>	<u>Etymology</u>
<u>Synonyms</u>	<u>Use in a sentence</u>

Hans Price Maths Department

All Independent Study in the Maths department is set using the following online platforms

The logo for SPARX MATHS, with 'SPARX' in white on a black background and 'MATHS' in blue on a white background.

You need to log in to your SPARX account, where there are 3 types of homework:

- **Compulsory**
- **XP Boost**
- **Target**

Every student needs to get **100%** of their compulsory homework completed every week. Students need to write out the bookwork codes of each of the questions in their homework book and complete the bookwork checks online.

XP boost and Target sections are additional resources that the students can complete if they wish. They will support the students to make greater progress in Maths, but do not form part of the compulsory Independent Study.

If students get stuck on any question, they should watch the associated video to help them complete the task.

We also subscribe to Times Tables Rock Stars. We encourage students to engage with this program to ensure their foundation of knowledge is solid. We will run College competitions and award prizes to those students with the most coins.



These homework platforms are designed to consolidate your knowledge, and students at KS3 can expect this to take up to 1 hour per week.

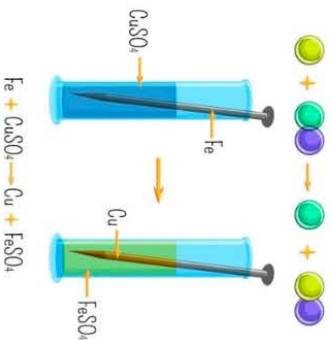


1. Displacement reactions

Displacement reactions are used to help establish the order of reactivity for metals.

In these reactions a more reactive metal replaces a less reactive metal to form a salt.

Colour changes are a good indicator of displacement.



4. Acid and Metal Reactions

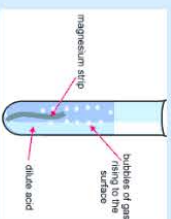
Acid and metal reactions are used to determine a metal's reactivity.

The general equation for this is:



Bubbles of hydrogen gas are observed.

Example



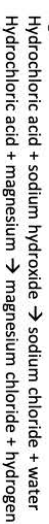
6. Naming Salts

Salts are produced during reactions with metals.



Acid	Salt Produced
Hydrochloric acid	Chloride
Sulfuric acid	Sulfate
Nitric acid	Nitrate

Eg.



2. The Reactivity Series

The reactivity series is the order of metals based on their reactivity. We can use this to predict what is made in a reaction. Carbon and hydrogen are included as carbon is sometimes used to extract metals from their ores.

Potassium	most reactive
Sodium	
Calcium	
Magnesium	
Aluminium	
Carbon	
Zinc	
Iron	
Tin	
Lead	
Hydrogen	
Copper	
Silver	
Gold	
Platinum	least reactive

KS3 Science Metals and Reactivity

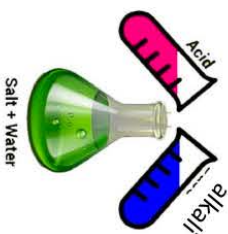


@hansPriceSci
#ReadyToLearnHHA

3. Acid and Alkali Reactions

An acid and an alkali can be reacted together in a neutralisation reaction. This produces salt and water.

The general equation for this is:



Example:



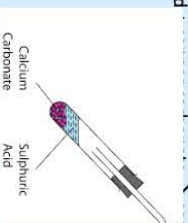
5. Acid and Metal Carbonate Reactions

The general equation for these reactions:



Bubbles of carbon dioxide gas are observed.

Example:



7. Tests for Carbon Dioxide and Hydrogen

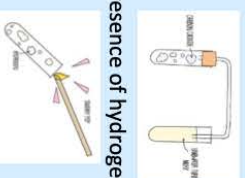
CO₂ – Carbon Dioxide

1. Lit splint is extinguished (goes out) in the presence of CO₂ gas.

2. Lime water turns from colourless to cloudy.

H₂ – Hydrogen

Squeaky pop test - a lit splint, in the presence of hydrogen makes a squeak pop sound.



8. Group 1 Metals

In group 1 metals the reactivity increases down the group.

Element	Observations
Lithium, Li	Fizzes steadily, slowly becomes smaller until it disappears
Sodium, Na	Melts to form a ball, fizzes rapidly, quickly becomes smaller until it disappears
Potassium, K	Quickly melts to form a ball, burns violently with sparks and a lilac flame, disappears rapidly, often with a small explosion

TERM 4 SCIENCE I.S: METALS AND REACTIVITY DUE WEDNESDAY 21ST FEBRUARY

<p>Is potassium a metal or non-metal?</p>	<p>Name one indicator of a displacement reaction.</p>	<p>Name the gas produced by a metal reacting with an acid.</p>
<p>Name the salt produced: Sodium hydroxide + hydrochloric acid →</p>	<p>Name the salt produced: potassium hydroxide + hydrochloric acid →</p>	<p>Name the salt produced: Sodium hydroxide + nitric acid →</p>
<p>Complete the equation: barium hydroxide + hydrochloric acid →</p>	<p>Complete the equation: Lithium carbonate + hydrochloric acid →</p>	<p>Complete the equation: barium + sulfuric acid →</p>
<p>Describe how the reactivity changes from lithium to potassium, in group 1.</p>	<p>Suggest an observation from a reaction between a metal and acid.</p>	<p>Balance the following equation: $\text{HCl} + \text{NaOH} \rightarrow \text{NaCl} + \text{H}_2\text{O}$</p>

1. Photosynthesis in Plants

Animals need to eat food to get their energy. But green plants and algae do not. Instead they make their own food in a process called **photosynthesis**. Almost all life on Earth depends upon this process. Photosynthesis is also important in maintaining the levels of oxygen and carbon dioxide in the atmosphere.



2. Location of photosynthesis in plants

Photosynthesis takes place inside the **chloroplasts** of the plant cells, these contain a green pigment, **chlorophyll**. This absorbs the light energy needed to make photosynthesis happen. The leaf is a plant organ adapted to carry out photosynthesis. The table describes some of its adaptations:

Thin	a short distance for CO ₂ to move by diffusion
Chlorophyll	Absorbs light
Stomata	Allows CO ₂ to move in by diffusion
Guard cells	open and close the stomata depending on the conditions
Tubes	To transport water (xylem) and glucose (phloem)

3. Measuring the effect of light intensity on photosynthesis

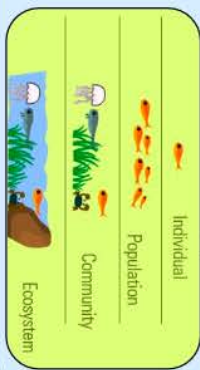
Method:

1. Leave for five minutes for the pondweed to acclimatise to the new environment.
2. Count the number of bubbles given off in one minute.
3. Move the light 10 cm further back.
4. Leave for five minutes for the pondweed to acclimatise again.
5. Count the number of bubbles given off in one minute.
6. Repeat by moving the lamp away by 10 cm intervals until 50 cm is reached.



4. Habitats and Ecosystems

An **ecosystem** consists of **communities** of different living things, in single species **populations** living in their habitats. Examples of these include habitats include coral reefs, marshes and lakes. All the living things (**biotic factors**) and non-living things (**abiotic factors**) in an ecosystem depend upon each other for survival. This interdependence includes through feeding, pollination.



KS3 Science

Photosynthesis and Ecosystems



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5. Sampling Techniques

Sampling is done to look at the organisms in a population within an ecosystem. Counting each one individually is not always feasible, it takes too much time, so instead scientists take a sample. This is usually done using quadrats. A quadrat is usually a square made of wire. It is placed on the ground in the area you are sampling. The organisms underneath, usually plants, can then be identified and counted. Quadrats may also be used for slow-moving animals, e.g. slugs and snails.



6. Food Chains/Biomass

A food chain shows the different species of an organism in an ecosystem, and what eats what. Organisms at each level have different terms:



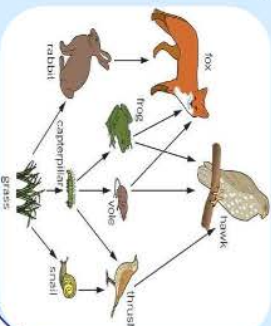
The population of each organism in a food chain can be shown in a bar chart called a pyramid of numbers or a pyramid of biomass where the bars are drawn to scale. Energy is lost to the surroundings as we go from one level to the next, so there are usually fewer organisms at each level in this food chain.



7. Food Webs

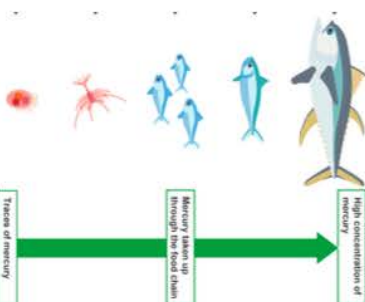
When all the food chains in an ecosystem are joined up together, they form a **food web**. Although it looks complex, it is just several food chains joined together.

This leads to some interesting effects if the population in the food web decreases. Some animals can just eat more of another organism if food is in short supply, while others may starve and die. This in turn can affect the populations of other organisms in the food web.



8. Pollution and Pesticides

Some pollutants (including pesticides) quickly break down in the environment whilst others do not. These bio-accumulate in the food chain and damage the organisms in it. The predators at the end of the chain are most affected because the top of the food chain then experiences the highest concentration of harmful substances.



**TERM 4 SCIENCE I.S: PHOTOSYNTHESIS
DUE WEDNESDAY 27TH MARCH**

<p>1. State the equation for photosynthesis.</p>	<p>2. Name the two reactants in photosynthesis.</p>	<p>3. State the location of photosynthesis in the plant cell.</p>
<p>4. Describe how leaves are adapted for photosynthesis.</p>	<p>5. Define the term <i>ecosystem</i>.</p>	<p>6. List three biotic factors that affect the number of grass snakes in an ecosystem.</p>
<p>7. Explain why chloroplasts contain chlorophyll.</p>	<p>8. List the six terms that make up the word SCREAM S C R E A M</p>	<p>9. Explain why counting the number of oxygen bubbles produced informs us about the rate of photosynthesis.</p>

TERM 4 SCIENCE I.S: ECOSYSTEMS
DUE WEDNESDAY 17TH APRIL

<p>1. State what the arrow tells you in a food chain</p>	<p>2. State the term given to the first animal in a food chain.</p>	<p>3. Name three consumers.</p>
<p>4. Describe what happens to the number of organisms as you move up the food chain.</p>	<p>5. Describe what happens to the energy as you move up the food chain.</p>	<p>6. Describe how you can use a quadrat to see how many plants are in a field</p>
<p>7. Explain why bioaccumulation is most harmful to the organisms at the top of the food chain.</p>	<p>8. Explain why scientists use quadrats.</p>	<p>9. Draw a food chain for an oak tree, a caterpillar and a blackbird.</p>

1. Composition of the Earth

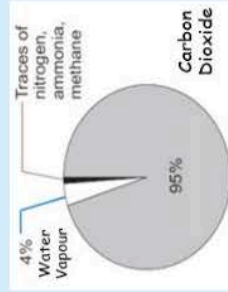
The Earth's crust, its atmosphere and the oceans are the only sources of natural resources for human life!



- The Earth has four layers:
- Crust (thin and rocky)
 - Mantle (properties of solid but flows easily)
 - Outer core (made from nickel and iron)
 - Inner core (made from nickel and iron)

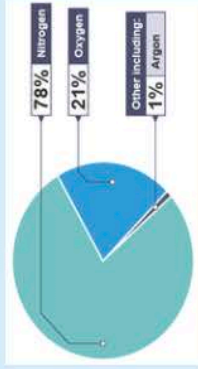
2. Composition of the Early Atmosphere

The Earth's early atmosphere was composed of 95% carbon dioxide, 4% water vapour and 1% of trace gases which included nitrogen, ammonia and methane.



4. Composition of the Today's Atmosphere

Nitrogen is the most abundant gas in today's atmosphere at 78%. Today's atmosphere contains 21% Oxygen and 1% Argon.



5. Generating Electricity

About three-quarters of the electricity generated in the UK comes from power stations fuelled by fossil fuels.

Energy from the burning fuel is used to boil water.

The steam turns turbines, and these turn electrical generators.

6. Fossil Fuels

Crude oil, coal and gas are fossil fuels. They were formed over millions of years from the remains of dead organisms.

Coal was formed from dead trees and plant matter.

Crude oil and gas were formed from dead marine organisms.

3. Evolution of Atmosphere

In the 4.5 billion years since the Earth formed, its atmosphere has changed considerably. This has happened in three main stages:

Stage 1: THE EARTH'S EARLY ATMOSPHERE – Volcanoes:

The majority of the early atmosphere was carbon dioxide and water vapour. This was produced by volcanoes. The temperatures on Earth were very high. After a time, the Earth cooled and the water vapour condensed and formed the oceans.

Stage 2: EVOLUTION OF PHOTOSYNTHESISERS – Green plants:

Green plants and algae evolved and used the carbon dioxide for photosynthesis. They also produced oxygen. Basic organisms evolved that were able to use the oxygen.

Stage 3: TODAY'S ATMOSPHERE - Complex animals:

The oxygen allowed more complex organisms to form. The ozone layer formed and this allowed further evolution of complex organisms.



KS3 Science
Earth & Atmosphere
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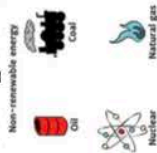
**TERM 5 SCIENCE I.S: EARTH AND ATMOSPHERE
DUE WEDNESDAY 8TH MAY**

Complete the comic strip to show the evolution of the Earth's atmosphere.
Finish the sentences in boxes 1 and 2.
Add a drawing to each of the top boxes.

1. The Earth's early atmosphere was...	2. The Earth then cooled down which caused...	3. Plants and other photosynthesising organisms arrived	4. Today's atmosphere

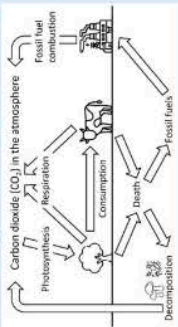
7. Non-renewable Energy Sources

Non-renewable energy sources include fossil fuels such as coal, oil and natural gas. These sources are a finite resource, which means when they have been used up, they cannot be replaced. Worryingly, humans are using them faster than they are forming!



10. Carbon Cycle

All cells - whether animal, plant or bacteria - contain carbon. Carbon is passed from the atmosphere (as carbon dioxide) to living things, passed from one organism to the next and returned to the atmosphere as carbon dioxide again. This is known as the carbon cycle.



12. Carbon Cycle

Step 3: Passing carbon from one organism to next
When an animal eats a plant, carbon from the plant becomes part of the fats and proteins in the animal. Microorganisms and some animals feed on waste material from animals, and the remains of dead animals and plants. The carbon then becomes part of these microorganisms and detritus feeders.

Step 4: Returning carbon dioxide to the atmosphere
When fossil fuels are burned (combustion) in factories or transportation, carbon is released into the atmosphere as carbon dioxide gas.



8. Renewable Energy Sources

Scientists are trying to find alternative methods of generating electricity using renewable energy sources. These are energy sources that will not run out or produce carbon dioxide and other greenhouse gases. They are 'cleaner' and more sustainable although they do come with advantages and disadvantages.



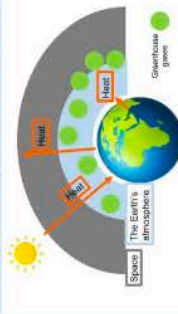
KS3 Science Earth & Atmosphere

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13. Greenhouse Effect

The greenhouse effect is when greenhouse gases (carbon dioxide, methane and water vapour) in the Earth's atmosphere trap radiation from the sun and heat up the planet. Without the greenhouse effect the Earth would be too cold for us to survive on it.



9. Renewable Energy Resources

Resource	+	-
Wind	No CO ₂	Unsuitably, not always windy
Solar	No CO ₂	Expensive, not always sunny
Hydroelectric	No CO ₂	Destroys habitat
Geothermal	No CO ₂	Specific locations

11. Carbon Cycle

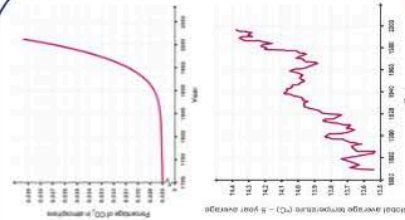
Step 1: Removing carbon dioxide from atmosphere
Green plants remove carbon dioxide from the atmosphere by photosynthesis. The carbon becomes part of complex molecules such as proteins, fats and carbohydrates in the plants.

Step 2: Returning carbon dioxide to atmosphere
Organisms return carbon dioxide to the atmosphere by respiration. It is not just animals that respire. Plants and microorganisms do, too.



14. Global Warming

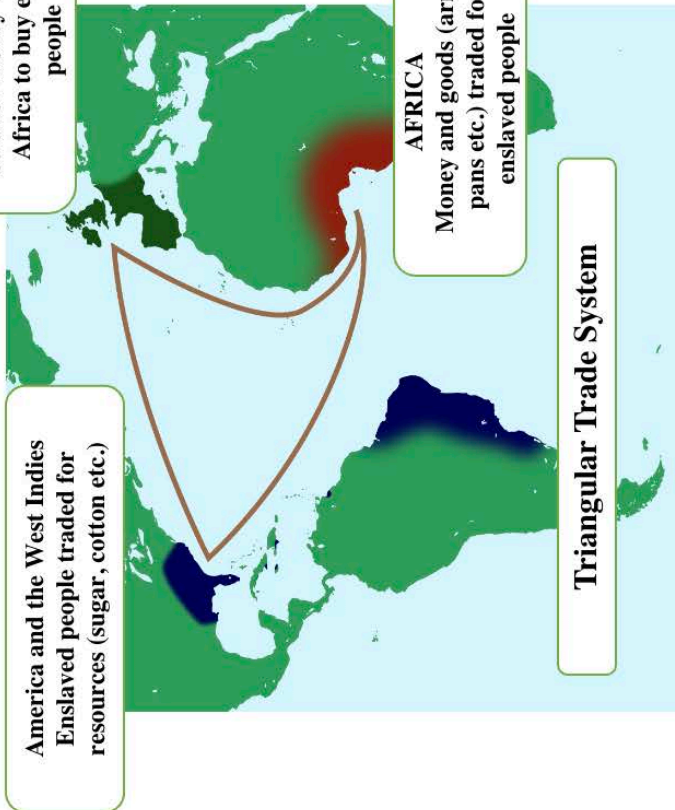
The extra greenhouse gases released by human activity lead to the enhanced greenhouse effect. More heat is trapped by the atmosphere, causing the planet to become warmer than it would be naturally. The increase in global temperature this causes is called global warming.



**TERM 6 SCIENCE I.S: EARTH AND ATMOSPHERE
DUE WEDNESDAY 5TH JUNE**

<p>1. Name three non-renewable fuels.</p>	<p>2. Name one greenhouse gas.</p>	<p>3. List one advantage and one disadvantage of hydroelectric power.</p>
<p>4. Describe how carbon is passed from one organism to another.</p>	<p>5. List two processes that release CO₂ into the atmosphere.</p>	<p>6. Describe how carbon is removed from the atmosphere.</p>
<p>7. Explain why some people are for, and others are against, wind power</p>	<p>8. Explain why the greenhouse effect is useful.</p>	<p>9. Explain why increasing the carbon dioxide levels is increasing the temperature on Earth.</p>

The Enslavement Trade



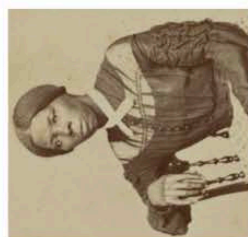
Europe
Resources from America sold for money to take to Africa to buy enslaved people

America and the West Indies
Enslaved people traded for resources (sugar, cotton etc.)

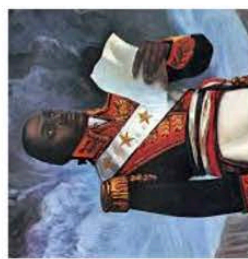
AFRICA
Money and goods (arms, pans etc.) traded for enslaved people

Triangular Trade System

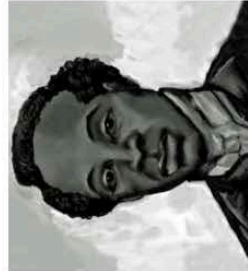
Key people for this unit



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



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



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


Key terms for this unit

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

Impacts


Human Impact

The human cost of the Enslavement Trade- its effect on people and the human experience



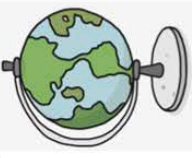
Economic Impact

The monetary (money) impact of the Enslavement Trade- how did it effect the wealth of countries and people?

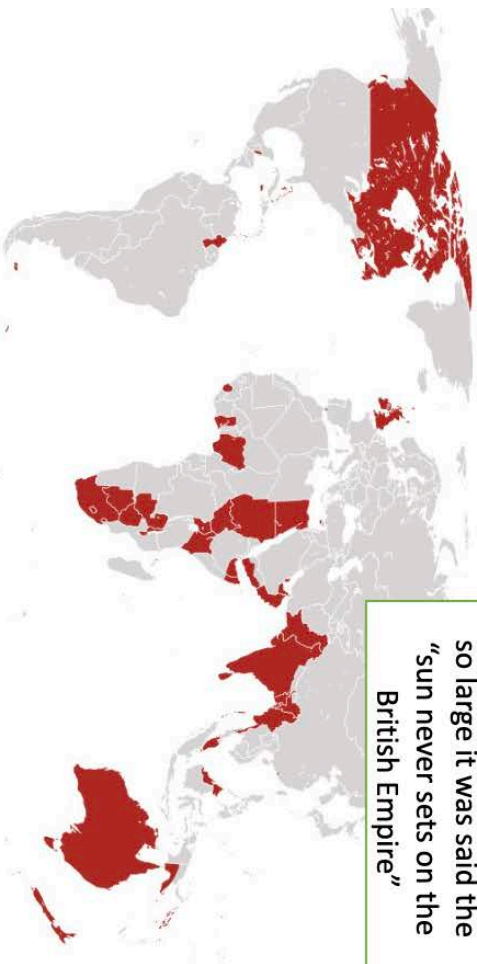


Global Impact

How the Enslavement Trade created and increased global links. The link between the Slave trade and the Empire



The British Empire



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

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

1770 – Captain James Cook landed his ship in Australia

1833 – Britain abolished slavery

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

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

1901 – Australian independence

1919 – Amritsar massacre

1947 – Indian independence

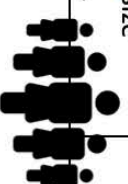
1997 – Hong Kong was handed back to China.

Key terms for this unit

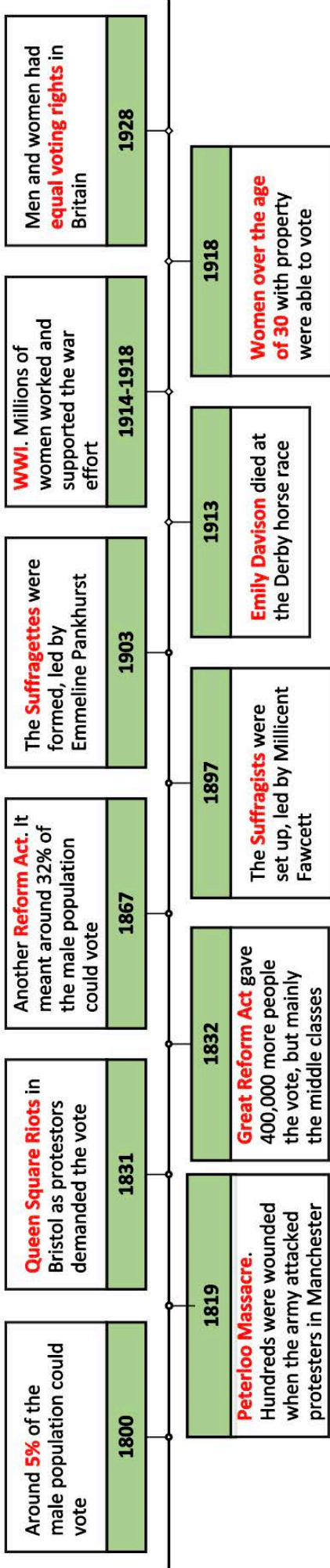
Empire	When countries are ruled/controlled by another country.
Colony	A country that is controlled by an empire. Eg. India, South Africa, Australia, Canada.
Imperialism	When a country wants to extend their power, usually by force
Decolonisation	When colonies got their independence (freedom) and were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

Reasons for wanting an Empire (there are others)





Trade (and money) The British could make huge amounts of money from trading across the Empire. They could also access resources which otherwise were not available to them.	Warfare The British used soldiers from around the Empire in their army.	Political power and influence The British became one of the most powerful countries in History. Even today, Britain is far more powerful than <u>it's</u> size suggests.	Religion The British tried to spread Christianity across the Empire, often ignoring local religions and cultures.
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Democracy in Britain c.1800-1928

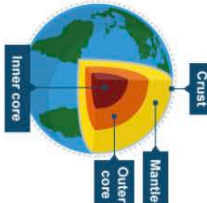
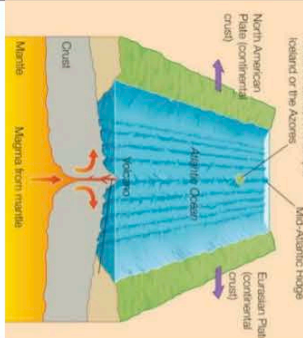
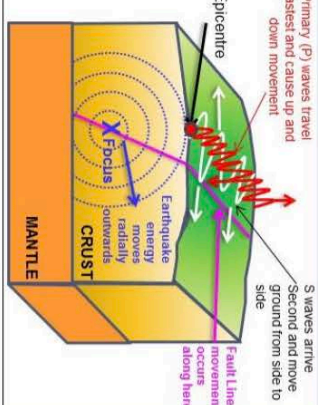
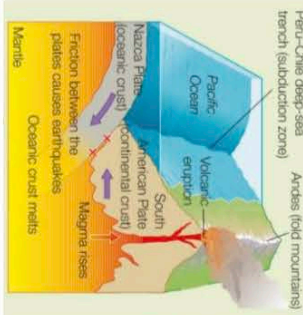
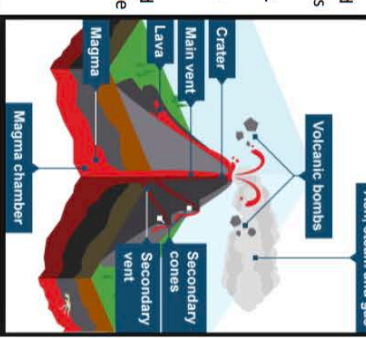
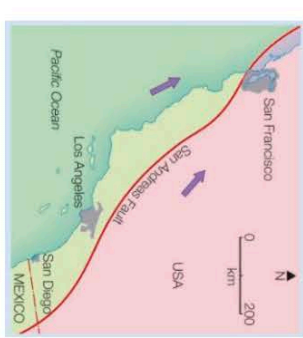
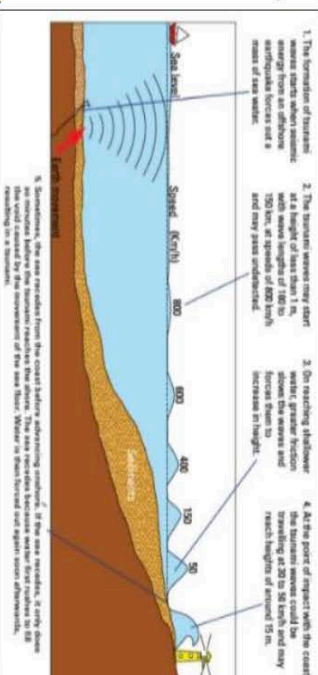


Key terms for this unit

	Emmeline Pankhurst, leader of the Suffragettes
	Millicent Fawcett, leader of the Suffragists
	Emily Davison, a suffragette who was hit by the King's horse at the Derby and died
	Henry Hunt, A radical reformer and orator who wanted more men to be able to vote

Democracy A system where everyone is represented in government	Suffrage The right to vote in elections "People in the 1800s campaigned for suffrage"	Enfranchised To give the vote to people "Women were enfranchised in 1928"
Suffragists A group who wanted women's suffrage. They tended to use non-violent methods	Suffragettes A group who wanted women's suffrage. They were willing to use violence to be heard	Reform Change. People in the 1800s wanted political reform
Orator A good public speaker	The Derby A prestigious horse race ran every year	Radicals The name given to those who wanted change in the 1800s
Parliament Made up of the House of Commons and the House of Lords, this is where laws are made and passed	MPs Members of Parliament. Today there are 650 MPs who represent their local area in Parliament	Canaries The nickname for women who worked in WWI factories making bullets, this was because their skin often turned yellow

KS3 Geography Knowledge Organiser – Natural Hazards

Plate tectonics	
<p>Structure of the earth</p>  <ol style="list-style-type: none"> The inner core is 5,500°C - extremely hot. It is a very dense solid made from iron and nickel. The outer core is 2,000 km thick and is a liquid. The mantle is semi-molten and about 3,000 km thick. The crust is the rocky outer layer. It is thin compared to the other sections, approximately 5 to 70 km thick. 	<p>Constructive plate margin</p>  <ol style="list-style-type: none"> A constructive plate boundary, sometimes called a divergent plate margin, occurs when plates move apart. Volcanoes are formed as magma wells up to fill the gap, and eventually new crust is formed.
<p>Earthquakes</p>  <p>Primary (P) waves travel fastest and cause up and down movement.</p> <p>S waves arrive second and move ground from side to side.</p> <p>Fault Line: movement occurs along here.</p> <p>Earthquake energy moves radially outwards.</p>	<p>Destructive plate margin</p>  <ol style="list-style-type: none"> Destructive plates move towards each other. This occurs when oceanic and continental plates move together. The oceanic plate is forced under the lighter continental plate. Friction causes melting of the oceanic plate and may trigger earthquakes. Magma rises up through cracks and erupts onto the surface.
<p>Volcanoes</p>  <p>Ash, steam and gas</p> <p>Volcanic bombs</p>	<p>Conservative plate margin</p>  <ol style="list-style-type: none"> A conservative plate boundary, sometimes called a transform plate margin, occurs where plates slide past each other in opposite directions, or in the same direction but at different speeds.
<p>Earthquakes</p> <ol style="list-style-type: none"> An earthquake is a sudden shockwave caused by the movements of plates at plate boundaries. Eventually the stress in the rock builds up enough to deform and reach breaking point. At that point, the stored up energy is released in the form of shockwaves. 	<p>Volcanoes</p> <ol style="list-style-type: none"> A volcano is an opening in the Earth's crust. It allows hot magma, ash and gases to escape from below the surface. There are two types of volcano, composite and shield. Composite volcanoes are steep-sided and cone-shaped, made up of layers of ash and lava and containing sticky lava which doesn't flow very far. Mount Etna in Italy is a composite volcano. Shield volcanoes have gently sloping sides and runny lava that covers a wide area. Gases escape very easily from shield volcanoes. Mauna Loa in Hawaii is a shield volcano.
<p>Keywords</p> <ol style="list-style-type: none"> Probability or chance that a natural hazard may take place. The border between two types of plates. Initial impact of natural event caused directly by the hazard. After effects that occur as indirect impacts, sometimes on a longer timescale. Reaction of people as the disaster happens. Later reactions that occur, days, weeks, months or years after the event. Recording physical changes and using scientific methods to help inform decisions. Actions taken to enable communities to respond to/recover from disasters. 	<p>Tsunamis</p>  <ol style="list-style-type: none"> The formation of tsunamis: massive waves whose wavelength is many times longer than their height. The tsunami waves are short, at a height of less than 1 m, with a wavelength of 100 to 500 km, or speed of 600 km/h and they pass unperceived. On reaching shallower water, greater friction slows the waves and increases in height. At the point of impact with the coast, the tsunami waves could be travelling at 20 to 30 km/h and may reach heights of around 15 m. <p>9. Sometimes, the sea recedes from the coast before advancing normally. If the sea recedes, it only does so because before the tsunami reaches the shore. The sea recedes because water that pushes 100 km away from the shore is being pushed to the shore. Water is being forced to right over left.</p>
<p>Tropical storms</p> <ol style="list-style-type: none"> A tropical storm is a hazard that brings heavy rainfall, strong winds and other related hazards such as mudslides and floods. Tropical storms usually form between approximately 5° and 30° latitudes and move westward due to easterly winds. The Coriolis force sends them spinning towards the poles. In most areas, tropical storms are given names. The names are alphabetical and alternate between male and female. This makes storms easier to identify, especially when they are close together. It is hard to predict the path of a tropical storm, and therefore difficult to manage an adequate evacuation of an area if needed. 	

How do religions practice their faith?

Knowledge Organiser

Key terms

Allah

God in Arabic - the one and only God in Islam.

Five Pillars of Islam

Five duties that every Muslim must follow in order to live a good and responsible life according to Islam.

Medina

The place from which Muhammad established the Muslim community

Mosque

a place where Muslims come together to pray.

Qur'an

The holy book of Islam. Believed to contain teachings from Allah.

Salah

The pillar that focuses on the five daily prayers

Worship

Within Islam, there are compulsory duties that Muslims must try to carry out. All Muslims follow the Five Pillars of Islam. For Sunni Muslims, the Five Pillars are the core duties of Islam.

Salah is the second of the **Five Pillars of Islam**. It is the belief that Muslims should pray five times each day. Prayer is important as it allows Muslims to communicate with Allah, listen to Allah and follow in the footsteps of the prophets.

Prayer is performed five times each day because of what the Qur'an says about prayer: *Establish prayer at the decline of the sun [from its meridian] until the darkness of the night and [also] the Qur'an of dawn. Indeed, the recitation of dawn is ever witnessed. (Qur'an 17:78).*

Place of prostration

There are over 2.5 million Muslims in the UK and over 1,500 mosques. The mosque is a place to gather for prayers, to study and to celebrate festivals such as Ramadan. It can also be used to house schools and community centres.

The Arabic word for mosque, "masjid", means "place of prostration". The first mosque was the Prophet Muhammad's home in Medina, Saudi Arabia, a 7th-Century house with a large courtyard surrounded by long rooms.

The simplest mosque would be a prayer room with a wall marked with a "mihrab" – a niche indicating the direction of Mecca, which Muslims should face when praying. A typical mosque also includes a minaret, a dome and a place to wash before prayers. Each feature has its own significance.



Key terms

<p>Afterlife Life after death</p> <p>Hadith a collection of traditions containing sayings of the prophet Muhammad (pbuh)</p> <p>Haji the fifth pillar of Islam. It is the pilgrimage to Makkah</p> <p>Muslim Aid An Islamic charity that provides help to people who are victims of natural or human-made disasters</p> <p>Pilgrimage a journey made to some sacred place as an act of religious devotion</p> <p>Zakah The third pillar of Islam. It is the compulsory giving of a set proportion of one's wealth to charity.</p>

Haji

Haji is the Muslim pilgrimage, which it is compulsory for Muslims to undertake at least once in their lifetime as long as they are healthy and can afford it. In order for it to count, a Muslim's journey must take place within the month of Dhu'l-Hijja, the 12th and final month of the Islamic calendar.

Importance of Haji

Those completing the Haji are known as Hajji. Everyone taking part in the Haji pilgrimage is treated as an equal and there is a great sense of unity. The pilgrimage shows self-discipline and fulfils a religious duty, bringing Muslims closer to God.

Some hadith agree that sins are cleansed by the journey: *He will return as if he were born anew* (Sahih al-Bukhari 26:596).

Zakah

Zakah is the practice where a Muslim gives 2.5 per cent of their wealth to charity, after they have paid for what is necessary to support themselves and their families. People who are too poor will not be required to suffer hardship to give Zakah.

Muslims give to charity because they see wealth as a loan from Allah. These donations help Muslims to purify their souls by not being greedy. It is said that the giver of the money will receive a "hundred-fold" back in the afterlife.

In countries such as the UK, some Muslims perform Zakah by giving directly to a charity, such as Muslim Aid. Others contribute to collections in the mosque, which then distributes the money to those in need. In Islamic countries, often Zakah is collected as a tax.





Evil and Suffering Knowledge Organiser



NEED TO KNOW WORDS

Angels	Follow the orders of Allah including protecting us from harm.
Atheist	Someone who do not believe in a god
Evil	Something wicked and immoral
Free will	The ability to make your own choices
Humanist	A belief that humans should be free to give meaning to their own lives.
Immoral	Doesn't meet the accepted moral standard.
Karma	The belief that our actions have consequences
Moral	Standards of good behaviour
Moral evil	Suffering caused by our behaviour (e.g. bullying)
Natural evil	Suffering caused by nature (e.g. natural disasters)

Inconsistent triad: The problem of evil and suffering

Various types of evil and suffering are evident in the world. This can cause problems for many believers, as they believe in a loving, powerful and all-knowing God:
 If God was all-knowing (omniscient), He would know that we were suffering.
 If God was all-powerful (omnipotent), He would be able to stop our suffering.
 If God was all-loving (omnibenevolent), He would want to stop our suffering.
We know evil and suffering exist so how can God exist?



Free Will

Free will is the ability to make choices and act upon them without being forced to do so. In many religions, people believe that God gives us free will so that we can make our own choices in life.
 Sometimes, when we make choices that are not good, they can lead to negative consequences like sadness, pain, or suffering. However, God also gives us the ability to make good choices, and when we do, it can bring happiness and positive things into our lives.

So, while we might experience suffering or difficulties in life, it is not necessarily because God is punishing us. Instead, it can be a natural result of our choices or circumstances.

Soul making

The belief is that when we face challenges, we are given the opportunity to develop our character, cultivate virtues like courage, compassion, and perseverance, and deepen our relationship with God.
 For example, when we face difficulties, we can learn to be more empathetic and understanding towards others who are going through similar experiences. Or, when we overcome obstacles, we can become stronger and more resilient, and learn to trust in God's guidance and grace.

So, even though pain and suffering can be difficult to bear, they can also be seen as opportunities for growth and transformation, and for strengthening our spiritual lives.

Life is a test

The idea that life is a test means that our time on earth is meant to challenge us and help us grow. It's like taking a test at school - we are given the chance to show what we know, and to learn from our mistakes.

In life, we are given the opportunity to choose between good and bad, and to act in ways that show our values and beliefs. By doing the right thing, helping others, and being kind and fair, we are passing the test and we can show that we are worthy of a good and happy life, and of eternal reward.



Evil and Suffering Knowledge Organiser



NEED TO KNOW WORDS	
Nature	Characteristics we inherit from our parents
Nurture	Influences from our environment
Original Sin	Inherited from Adam in consequence of the Fall
Omnipotent	All-powerful
Omnibenevolent	All-loving
Satan	A force that tempts people from God
Soul making	The idea that suffering helps us develop
Suffering	the state of undergoing pain, distress, or hardship.
Upbringing	the treatment and instruction received by a child from its parent (s) or caregiver throughout its childhood

Nature	Nurture
<ul style="list-style-type: none"> Refers to the genetic traits and features that we inherit from our parents Includes things like eye colour, height, and personality traits Cannot be changed or controlled by us Plays a role in determining who we are and how we behave 	<ul style="list-style-type: none"> Refers to the environmental factors that shape our development Includes things like our upbringing, social environment, and life experiences Can have a big impact on our beliefs, values, and behaviours Can be influenced and changed by us, and by the people and experiences around us

The Role of Angels in Islam

Angels are spiritual beings in Islam who are created by God to carry out various tasks. They are believed to have no free will and always obey God's commands.

According to Islamic teachings, angels are responsible for many things, including recording people's good and bad deeds, guarding and protecting humans, and communicating messages from God to His prophets.

Angels do not cause suffering or allow it to happen. Instead, it is believed that God allows suffering to occur for a variety of reasons, including to test people's faith, to help them grow and learn, and to bring about a greater good.

Karma in Buddhism and Hinduism

Karma is a concept in Hinduism, Buddhism, and other religions that suggests that our actions have consequences, and that what we do in this life will affect our future lives.

The idea is that every action we take - whether good or bad - creates a kind of energy that will eventually come back to us in some way. This energy can affect our future lives, either positively or negatively, depending on the nature of our actions. For example, if we do good deeds, we create positive karma that can lead to good things happening to us in the future. On the other hand, if we do bad deeds, we create negative karma that can lead to negative consequences.

Book of Job

The story follows a man named Job, who is a faithful servant of God. One day, Satan challenges God, saying that Job only loves God and serves God because he has a good life. God allows Satan to test Job's faith by taking away everything he has, including his family and his possessions.

Despite all the suffering he endures, Job remains faithful to God and refuses to curse Him or give up his faith. In the end, God rewards Job's faithfulness by restoring everything he lost and giving him even more than he had before.

The Book of Job teaches us that suffering is not always a punishment for something we have done wrong. Sometimes, good people suffer for reasons that we may not understand, and it is important to trust in God and remain faithful, even in the face of hardship.

Humanities IS Term 4:

Please complete the questions for Geography, History and RE (RWV) for your Humanities IS. Your humanities teacher will tell you which day it is due a week before. It will be checked and marked in that lesson.

Year 8 Geography Term 4:

Using the India and China Knowledge Organiser Page:

- 1) What does rural to urban migration mean?
- 2) What is a megacity?

Using the Natural Hazards Knowledge Organiser Page:

- 3) What temperature is the inner core of the earth?
- 4) What is a hazard risk?
- 5) What are plate margins?

Year 8 History Term 4:

Using the The Enslavement Trade Knowledge Organiser Page:

- 1) What does emancipation mean?
- 2) What does resistance mean?
- 3) What were the human impacts of the enslavement trade?
- 4) What does oppression mean?
- 5) What were the global impacts of the enslavement trade?

Year 8 RE (RWV) Term 4:

Using the How do Religions Practise their Faith Knowledge Organiser Page:

- 1) What are the 5 pillars of Islam?
- 2) What is the Qur'an?
- 3) What does Salah mean?
- 4) How many Muslims are there in the UK?
- 5) What is the Arabic word for a mosque?

Humanities IS Term 5:

Please complete the questions for Geography, History and RE (RWV) for your Humanities IS. Your humanities teacher will tell you which day it is due a week before. It will be checked and marked in that lesson.

Year 8 Geography Term 5:

Using the Natural Hazards Knowledge Organiser Page:

- 1) What is a primary effect?
- 2) What is a long term response?
- 3) What is an earthquake?
- 4) What do destructive plates do?
- 5) What is a transform plate margin?

Year 8 History Term 5:

Using the British Empire Knowledge Organiser Page:

- 1) What does empire mean?
- 2) What is a colony?
- 3) In 1947 what happened?
- 4) What was the Indian mutiny?
- 5) What was decolonisation?

Year 8 RE (RWV) Term 5:

Using the How do religions practice their faith Knowledge Organiser Page:

- 1) What does the afterlife mean?
- 2) What is Hajj?
- 3) Why is Hajj important?
- 4) What is Muslim aid?
- 5) What is the hadith?

Humanities IS Term 6:

Please complete the questions for Geography, History and RE (RWV) for your Humanities IS. Your humanities teacher will tell you which day it is due a week before. It will be checked and marked in that lesson.

Year 8 Geography Term 6:

Using the Natural Hazards Knowledge Organiser Page:

- 1) What is a tropical storm?
- 2) What is a composite volcano?
- 3) What is a shield volcano?
- 4) Why is it difficult to manage an evacuation during a tropical storm?
- 5) What is the earth's crust?

Year 8 History Term 6:

Using the Democracy in Britain Knowledge Organiser Page:

- 1) What does democracy mean?
- 2) What was a suffrage?
- 3) What is an orator?
- 4) What happened in 1913?
- 5) Who was Emmeline Pankhurst?

Year 8 RE (RWV) Term 6:

Using the How do religions practice their faith Knowledge Organiser Page:

- 1) What is a pilgrimage?
- 2) What does Zakah mean?
- 3) What does the hadith say about hajj?
- 4) Why do Muslims give to charity?
- 5) What percentage do Muslims give to charity?

Typical hardware used to create a LAN.



LANs

1. Stands for Local Area Network
2. A LAN is when devices are connected over a small geographical area
 - o Examples: School, home
3. You can connect to a LAN using WiFi or Ethernet

WANs

1. Stands for Wide Area Network
2. A WAN is when networks are connected over a large geographical area
 - o Example: The internet
3. You can connect to a WAN through your telephone connection, mobile data (GPRS) or cable/satellite.
4. WANs connect using a modem. Nowadays these are built into the router.

WPANs

1. Stands for Wireless Personal Area Network
2. A WPAN allows us to pair devices together over a short range.
 - o Examples
 - A speaker connected to a phone
 - A smartwatch connected to a smartphone
3. You can connect to a WPAN using bluetooth.

Firewall

- Controls which programs can send or receive data packets from your computer or network.
- Stops intruders/unauthorised users from accessing your computer system.
- Only trusted programs should be allowed to send and receive data packets.

Antivirus

- Scans your computer periodically for malware.
- Quarantines malware so that it doesn't spread to other files or computers.
- You need to scan all downloads and email attachments before opening them.
- Needs to be updated regularly in order to keep up to date with the latest threats.

Encryption

- Scrambles data packets using a cipher so that they cannot be read by unauthorised users.
- You need a key to decrypt the data packets so that they can be read.
- Websites which require you to send personal information should be encrypted (HTTPS).
- WiFi connections should also be encrypted to stop unauthorised users from accessing your network.

Passwords

- Needs to be at least 8 characters long.
- Should include UPPERCASE, lowercase, numbers and Symbols (e.g. ! \$ @ -).
- Stops unauthorised users from accessing your account/profile and changing/deleting/stealing your files.

RAM (Random Access Memory)

RAM is the computer's memory.

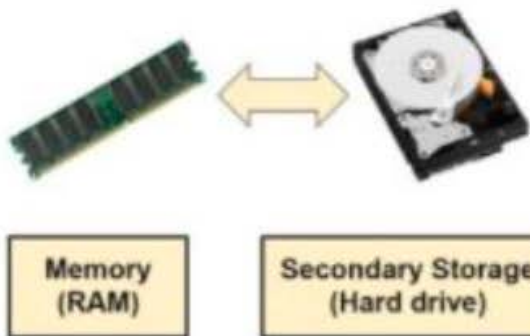
Stores the programs, parts of the operating system and the files currently being used.

RAM is volatile, meaning that the data is not stored when the computer system is switched off.



The more RAM your computer has, the more programs it can open at the same time without affecting performance. This is because the computer would not need to rely on virtual memory.

Virtual Memory (Also known as virtual RAM)



Virtual memory is used when RAM is full.

Part of the secondary storage is used as virtual memory (temporary RAM).

Data from RAM is moved to the secondary storage to make space in the RAM for new data.

When data in virtual memory is needed, it is moved back to the RAM.

Secondary Storage

Is permanent storage needed to store data. This is also known as **non-volatile storage**.

Computer systems need them in order to store all of the data needed for the computer to run. For example

- The operating system (Windows)
- Programs (Also known as "software" or "apps". For example, Google Chrome and Microsoft Word)
- Files (Such as documents, images and videos)

Computational Thinking	Abstraction	Decomposition	Pattern Recognition	Algorithms	Sequence	Selection
Computational thinking allows us to take a complex problem, understand what the problem is and develop possible solutions. We can then present these solutions in a way that a computer, a human, or both, can understand.	Focusing on the important information only. Ignoring the details that are not needed.	Breaking down a complex problem or system into smaller, more manageable parts.	Looking for similarities among and within problems. Looking for patterns.	Developing a step-by-step solution to the problem, or the rules to follow to solve the problem.	Following an ordered set of instructions.	Making a decision within a computer program to decide which instruction to carry out next.

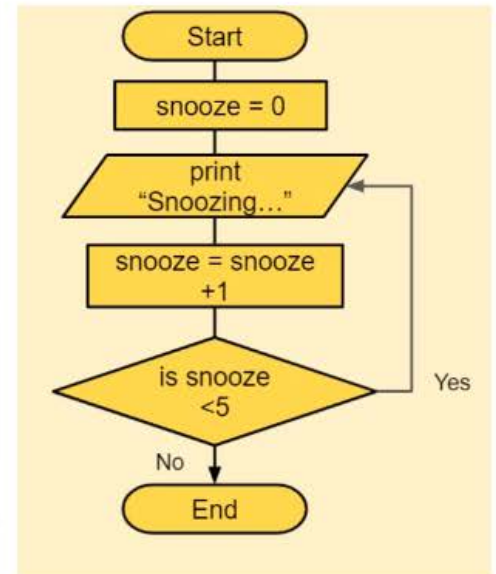
Definitions (use these when completing your tasks).

Algorithm	A set of step by step instructions in order to solve a problem.
Flowchart	An algorithm which is a visual representation of the steps needed to solve a problem.
Pseudocode	An algorithm which uses text to show the steps needed to solve a problem.
Decomposition	Breaking a complex problem down into smaller, more manageable problems.
Abstraction	Focusing on what is important and leaving out unnecessary detail.
You need to know the three main programming constructs:	
Sequence	A series of instructions carried out in a specific order.
Selection	When decisions are being made (IF / ELSE).
Iteration	When you repeat a sequence of instructions (loops).

Keywords

Variable	Stores data in a computer program. This has the ability to change when the program is running.
Data type	The type of data which is being stored in the variable. Variables use the following data types: <ul style="list-style-type: none"> • Character (single character) • Real (Decimal numbers) • Integer (Whole numbers) • Boolean (True/False) • String (More than 1 character)
Increment	When a variable increases in value (e.g. score increments by 100).
Decrement	When a score decreases in value (e.g. lives decrements by 1).

How confident are you interpreting flowcharts? Look back at the work in Google Classroom to practice your skills.



How many times will this program output "Snoozing..."?

	Terminator - This either contains START or END .
	Input/Output - This shows something that is going in or out of the system.
	Process - This shows something that is happening.
	Decision - We use these when we need to make a choice. Decisions must have two exits, YES and NO .
	Connector - Shows the direction of data through the flowchart.

8.5 - Data Representation: Knowledge Organiser

Keywords		Bit	Nibble	Byte	Kilobyte	Megabyte	Gigabyte	Terabyte																											
- Binary - Character Sets		A single 1 or 0	4 bits	8 bits	1024 Bytes	1024 Kilobytes	1024 Megabytes	1024 Gigabytes																											
Binary	Denary/Decimal	Base 2	Base 10	ASCII	UNICODE																														
A number system that contains two symbols, 0 and 1. Also known as base 2.	The number system most commonly used by people. It contains 10 unique digits 0 to 9. Also known as decimal or base 10.	The binary counting system, uses two symbols - 0 and 1	The denary counting system, uses ten symbols - 0 to 9	A 7-bit character set used for representing English keyboard characters.	A 32-bit character set. Is capable of representing over 2 billion different characters including a wide range of emoji																														
BINARY ADDITION		OVERFLOW ERROR																																	
There are four rules that need to be followed when adding two binary numbers. These are:		<p>Sometimes, when adding two binary numbers we can end up with an extra digit that doesn't fit.</p> <p>This is called an overflow error.</p> 																																	
$0+0=0$ $1+0=1$ $1+1=10$ (binary for 2) $1+1+1=11$ (binary for 3)		<table border="1"> <tr> <td>1</td><td>0</td><td>1</td><td>0</td><td>1</td><td>1</td><td>0</td><td>0</td> </tr> <tr> <td>+</td><td>0</td><td>1</td><td>1</td><td>0</td><td>1</td><td>1</td><td>0</td><td>1</td> </tr> <tr> <td></td><td>1</td><td>0</td><td>0</td><td>0</td><td>1</td><td>1</td><td>0</td><td>0</td><td>1</td> </tr> </table>							1	0	1	0	1	1	0	0	+	0	1	1	0	1	1	0	1		1	0	0	0	1	1	0	0	1
1	0	1	0	1	1	0	0																												
+	0	1	1	0	1	1	0	1																											
	1	0	0	0	1	1	0	0	1																										

Digital Images	Colour Depth	Impact														
<p>Digital images are made up of pixels. Each pixel in an image is made up of binary numbers.</p> <p>The more pixels, the higher the resolution. This means the file size increases as the quality increases</p>	<p>The number of bits used to store each pixel is called the colour depth.</p> <table border="1" data-bbox="746 987 1230 1563"> <thead> <tr> <th>Number of colours</th> <th>Bits Required</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>1</td> </tr> <tr> <td>4</td> <td>2</td> </tr> <tr> <td>8</td> <td>3</td> </tr> <tr> <td>16</td> <td>4</td> </tr> <tr> <td>32</td> <td>5</td> </tr> <tr> <td>64</td> <td>6</td> </tr> </tbody> </table>	Number of colours	Bits Required	2	1	4	2	8	3	16	4	32	5	64	6	<p>If you increase the colour depth and/or resolution of an image, you are using more binary.</p> <p>This means that the file size increases as the quality of the image increases.</p>
Number of colours	Bits Required															
2	1															
4	2															
8	3															
16	4															
32	5															
64	6															

0	0	0	1	1	1	1	0	0	0
0	0	0	1	0	0	1	0	0	0
0	0	0	1	0	0	1	0	0	0
1	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1
0	1	0	0	0	0	0	0	1	0
1	1	1	0	0	0	0	1	1	1
1	0	1	0	0	0	0	1	0	1
1	0	1	0	0	0	0	1	0	1
1	0	1	0	0	0	0	1	0	1
1	0	1	0	0	0	0	1	0	1

BITMAP FILES (RASTER)

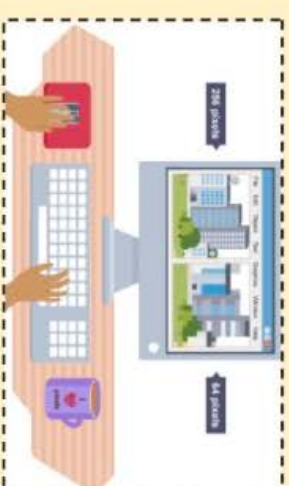
Bitmap files are images that are made up from a number of tiny square pixels.

A **Pixel** is known as the smallest identifiable part of an image.

Each **pixel** can only be **one single colour** at a time, however when thousands of pixels are used together they can create very detailed images.

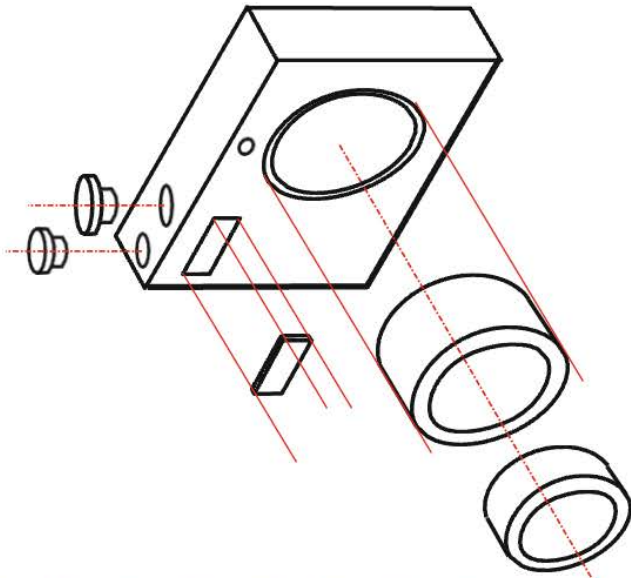
Each **pixel** can determine what colour to display as it is **represented by a binary** value that corresponds to a colour e.g. 11101 might be dark green.

Resolution is the concentration of pixels that are within a specific area i.e. an image. The greater the number of pixels within a specific area, the higher the image quality.

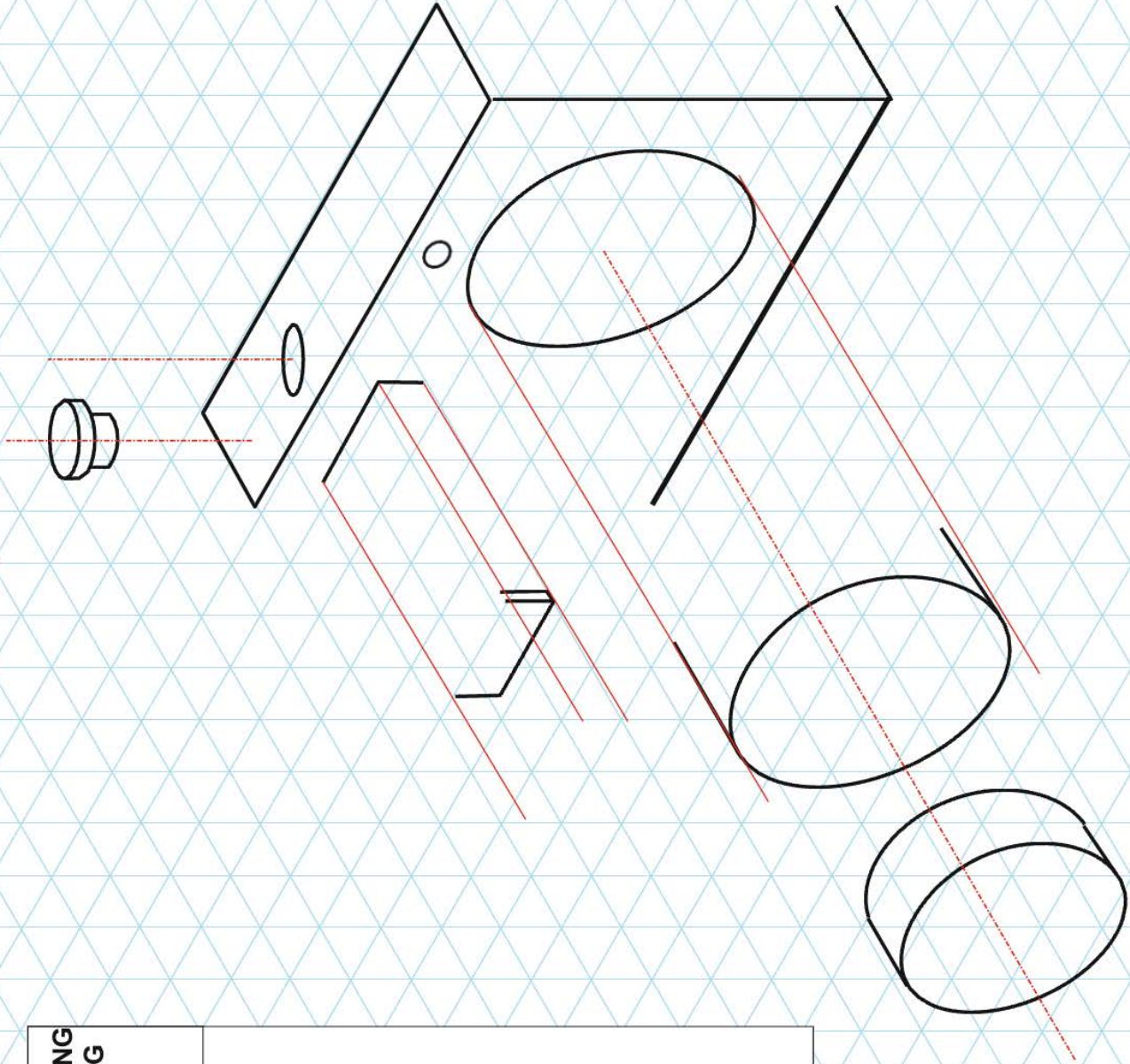


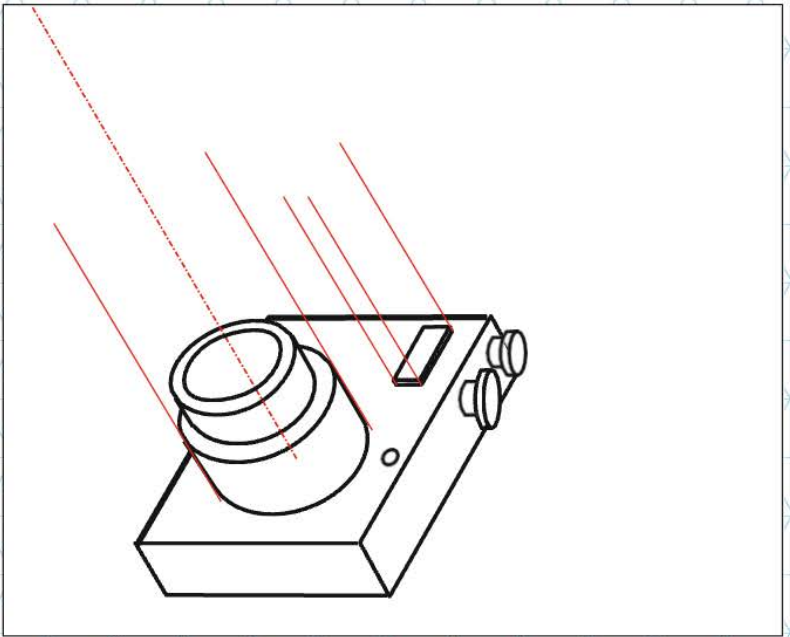
EXPLODED DRAWING USING ISOMETRIC PAPER

COMPLETE THE ISOMETRIC DRAWING OF A SIMPLE CAMERA, BY ADDING THE MISSING LINES / PARTS.
(Answer seen below)

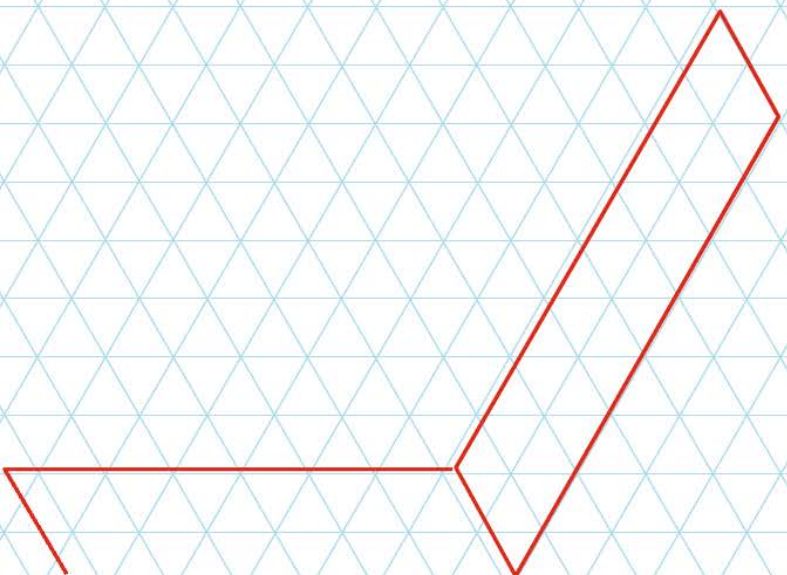


HELPFUL LINK





HELPFUL LINK



Eatwell Guide

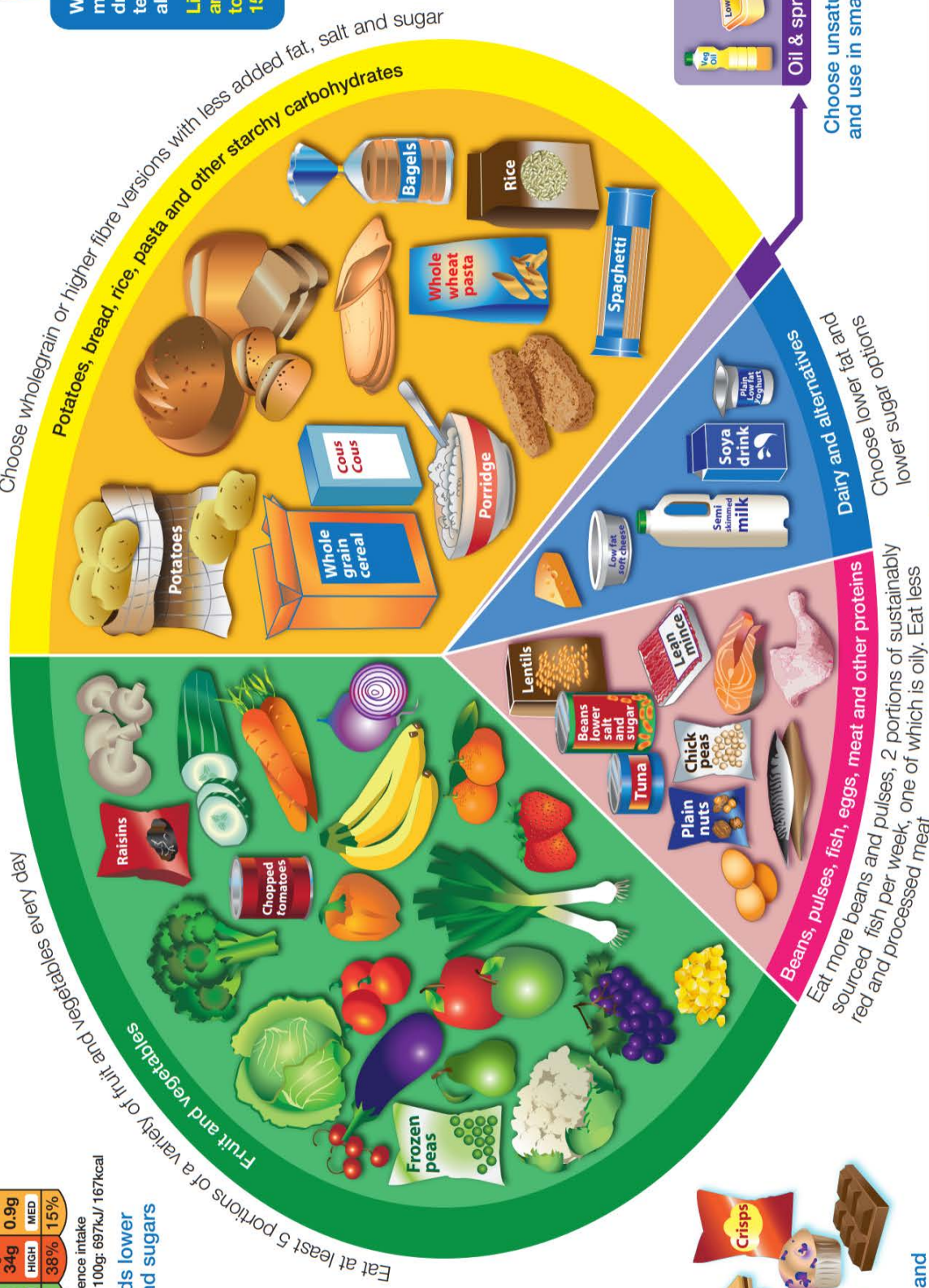
Use the Eatwell Guide to help you get a balance of healthier and more sustainable food. It shows how much of what you eat overall should come from each food group.

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%

Typical values (as sold) per 100g: 697kJ/167kcal of an adult's reference intake

Choose foods lower in fat, salt and sugars



6-8 a day

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 less often and in small amounts

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

8.7 Present Holidays - French Vocab List



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

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

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

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

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

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

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

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



Cabot Learning Federation

Past holidays 8.8 French Vocab list



les participes passés irréguliers?	Irregular past participles
Faire → fait	To do → did
Prendre → pris	To take → took
Boire → bu	To drink → drank
Voir → vu	To see → saw
Lire → lu	To read → read
Vouloir → voulu	To want → wanted
Dire → dit	To say → said
Devenir → devenu	To become → became
Avoir → eu	To have → had
Écrire → écrit	To write → wrote

Les opinions	Opinions
C'était	it was ...
Génial	Great
Fantastique	Fantastic
Intéressant	Interesting
Touchant	Moving (emotionally)
Inoubliable	Unforgettable
Incrovable	Incredible
Trop court	Too short
Ennuyeux/barbant	Boring
Trop long	Too long
Passionnant	Exciting
Émouvant	Emotional














Quand?	When?
Aujourd'hui	Today
Normalement	Normally
D'habitude	Usually
Parfois/quelquefois	Sometimes
Pendant la pause/ le trajet	During breaktime/the journey
Le weekend	On the weekend
Après le collège	After school
deux fois par semaine	Twice a week
souvent	Often
Toujours	Always
Rarement	Rarely
De temps en temps	From time to time
Le lundi	On Monday
Hier	Yesterday
Récemment	Recently
Le week-end dernier	Last weekend
La semaine dernière	Last week
L'année dernière	Last year
Il y a un mois	A month ago
Demain	Tomorrow
Bientôt	Soon
A l'avenir	In the future
Le weekend prochain	Next weekend
La semaine prochaine	Next week
L'année prochaine	Next year
Dans un mois	In a month












Qu'est-ce que tu fais normalement?	What do you do normally?
Se reposer (je me repose)	To relax
Se relaxer (je me relaxe)	To relax
S'amuser (je m'amuse)	To have fun
Se baigner (je me baigne)	To bathe
S'habiller (je m'habille)	To get dressed
Se lever (je me lève)	To get up
Se laver (je me lave)	To wash
Se réveiller (je me réveille)	To wake up
S'entendre avec (je m'entends avec)	To get on with
Se brosser les dents/ les cheveux (je me brosse)	To brush teeth/hair
Se doucher (je me douche)	To shower
Se maquiller (je me maquille)	To put on make-up

Quel temps faisait-il?	What was the weather like?
Il faisait beau	It was good weather
Il faisait chaud	It was hot
Il faisait froid	It was cold
Il faisait 25 degrés	It was 25 degrees
Il faisait mauvais	It was bad weather
Il pleuvait	It was raining
Il neigeait	It was snowing
Il y avait du vent	It was windy
Il y avait des nuages	It was cloudy
Il y avait des orages	It was stormy
Il y avait du brouillard	It was foggy
Il y avait du soleil	It was sunny









8.7 Present Holidays - Spanish Vocab List














?Dónde vas?	Where do you go?
 Voy	I go
 a París / a Londres	to Paris / to London
 a Francia	to France
 a España	to Spain
 a Inglaterra	to England
 a Escocia	to Scotland
 a Irlanda	to Ireland
 a Gales	to Wales
 a Portugal	to Portugal
 a Pakistán	to Pakistan
 a Polonia	to Poland
 a Somalia	to Somalia
 al Caribe	to the Caribbean
 al Reino Unido	to the UK
 a los Estados-Unidos	to the States
 a los Países Bajos	to the Netherlands













?Qué vistas?	Where do you visit?
 Visto / Visitamos	I visit / We visit
 la playa	The beach
 la piscina	The swimming pool
 el centro	The town centre
 el museo	The museum
 el mercado	The market
 el estadio (de fútbol/rugby)	The (football/rugby) stadium
 el parque de atracciones	The theme park
 los monumentos	The monuments
 las tiendas	The shops
 los cafés	The cafés
 los restaurantes	The restaurants
 la oficina de turismo	The tourist office

?Dónde te alojas?	Where do you stay?
 Me alojo en / Me quedo en	I stay in
 un hotel (de cinco estrellas)	A (five star) hotel
 un camping	A campsite
 un apartamento	An apartment
 una caravana	A caravan
 una tienda	A tent
 un albergue juvenil	A youth hostel
 una caravana estática	A static caravan
 en casa de mis abuelos	At my grand-parents'
 un parador	A state-owned luxury hotel
 una pensión	A B&B









?Cómo viajais?	How do you travel?
 Viajo / Viajamos	I travel / We travel
 a pie	by foot
 en bici	by bike/pushbike
 en moto	by motorbike
 en coche	by car
 en tren	by train
 en barco / en crucero	by boat / by cruiseship
 en metro	by tube
 en autocar	by coach
 en autobús	by bus
 en avión	by plane

?Qué tiempo hace?	What is the weather like?
 Hace buen / mal tiempo	It is good / bad weather
 Hace calor/frío	It is hot/cold
 Hace sol	It is sunny
 Hace 25 grados	It is 25 degrees
 Lluve	It is raining
 Nieva	It is snowing
 Hay viento	It is windy
 Hay nubes	There are clouds


















?Qué haces...?	What do you do...?
 Descansar	To rest
 *Divertirse (me divierto)	To have fun (I have fun)
 Tomar el sol	To sunbathe
 Visitar monumentos	To visit monuments
 *Ir a la playa	To go to the beach
 *Ir al restaurante	To go to the restaurant
 *Ir de compras	To go shopping
 *Dar un paseo	To go for walks
 Sacar/tomar fotos	To take photos
 Comprar recuerdos	To buy souvenirs
 *Hacer deporte	To do (play) sports
 *Hacer deportes acuáticos	To do water sports
 Bailar en la discoteca	To dance in the club








?Dónde está...?	Where is it...?
 Está lejos	It's far
 Está cerca	It's nearby
 Está a cinco minutos	It's 5 minutes away
 Está a 300 metros	It's 300 metres away
 Sigla todo recto	Go straight on
 En el semáforo sigla todo recto	At the traffic lights go straight on
 En la rotonda gira a la derecha	At the roundabout turn right
 Gira a la izquierda	Turn left
 Gira a la derecha	Turn right
 Tome la primera	Take the first
 Tome a segunda	Take the second
 Cruza el puente	Cross the bridge














8.8 Past holidays SPANISH

Las opiniones	Opinions
	Fue genial It was great
	Fue fantástico It was fantastic
	Fue interesante It was interesting
	Fue emocionante It was exciting
	Fue inolvidable It was unforgettable
	Fue increíble It was incredible
	Fue demasiado corto It was too long
	Fue demasiado largo It was too short



¿Qué hiciste durante las vacaciones?	What did you do on holidays?
	Fui a la playa I went to the beach
	fui al restaurante I went to the restaurant
	fui de compras I went shopping
	Me quedé I stayed
	Comí I ate
	Bebí I drank
	Vi I saw
	Probé I tried (food)
	Hice deportes acuáticos I did watersports
	Descansé I rested
	Me relajé I relaxed
	Me divertí I had fun
	Visité monumentos I visited monuments
	Di paseos I went walking
	Saqué fotos I took photos
	Compré recuerdos I bought souvenirs
	Tomé el sol I sunbathed

¿Qué tiempo hacía?	What was the weather like?
	Hacia buen tiempo It was nice weather
	Hacia mal tiempo It was bad weather
	Hacia sol It was sunny
	Hacia calor It was hot
	Hacia frío It was cold
	Hacia viento It was windy
	Llovía It was raining

La vida cotidiana	Daily life
	La gente People
	Los habitantes Inhabitants
	Hablar To speak
	Vivir To live
	Celebrar To celebrate
	Preparar To prepare
	Ir a trabajo To go to work
	Ir al instituto To go to school
	Volver a casa To go back home
	Ver la tele To watch TV
	Cenar To have dinner
	Bañarse To have a bath
	Ducharse To have a shower

¿Cuándo?	When?
Ayer	Yesterday
La semana pasada	Last week
El fin de semana pasado	Last weekend
El mes pasado	Last month
El año pasado	Last year
Hace dos días	Two days ago
El otro día	The other day

CAREERS AT HPA

Our Careers guidance and provision at Hans Price offers a wide range of experiences and opportunities to inform and develop aspirations for the future. In addition to a careers featuring in our SPACE curriculum and weaving through all subjects taught at Hans Price, all students use UniFrog to support their careers provision and their planning for Post-16 and beyond.



Unifrog is the universal destinations platform and is designed to support learners in making the most informed decisions about their futures. It has a range of tools that are suitable for all year groups. Each student has their own account where they can explore all the career and next step options available to them and find information on everything from managing their workload to writing a winning CV. Students have access to a wide variety of video and written content, and interactive quizzes and tests, information about careers and the local labour market and emerging industries.



Students can access Unifrog through the LCF Student Navigator page or searching for Unifrog online. Students initially sign up to the platform by clicking a link in their welcome email, where they create a password and can begin using the platform. They sign in to Unifrog using their Hans Price email address and password and they can do so from any computer, tablet, or smartphone. We would encourage you to use the platform with your child so you can support them through the process of deciding their next step.

You can also have your own Unifrog account. You'll be able to research careers, attend webinars delivered by employers and universities to learn more about their opportunities, and compare pathways so you can support your child in making an informed decision about their next steps. The sign up code you need is: **HPAMParents** and you can sign up here: www.unifrog.org/code. You can also sign up to Unifrog's parent/carer newsletter when you first sign



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Employers will use your CV to decide whether you're fit for the job, so you need to make sure it stands out from the crowd. In this webinar, professional services network, Crowe, hygiene and health company, Essity, and consultancy firm, Barnett Waddingham, give their insider tips on how to ace your CV or written application. Sign up today to join this live webinar!

> Monday 27 November @ 16:30 UK time - 45 mins - [sign up](#) or [share](#)



'The Elements of Music'

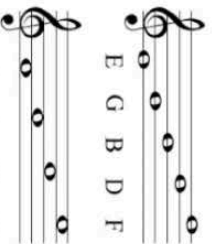
The Elements of Music

- **Tempo** (Speed)
- **Timbre** (Sound of the Instrument)
- **Pitch** (High or Low Notes)
- **Dynamics** (Loud or Soft)
- **Texture** (Layers of Music)
- **Duration** (Length of Notes)
- **Silence** (No Sound)
- **Structure** (Order of Sections)
- **Rhythm** (Long and Short Notes)



Reading Notation

Every Good Boy Deserves Football



FACE

If it's on the line, use the rhyme.

If it's in the space, it spells face.



Symbol	Name	Length
	Minim	2 Beats
	Crotchet	1 Beat
	Quaver	1/2 Beat
	Pair of Quavers	2 x 1/2 Beat
	Rest	1 Beat

#ReadyToLearnHPA

Hans Price Academy



Brass



Strings



Instruments of the Orchestra

Woodwind



Percussion



PERFORMING ARTS OPPORTUNITIES



SCHOOL MUSICAL:

SCHOOL MUSICAL IS IN JULY - REHEARSALS ARE TUESDAY & WEDNESDAY AFTER SCHOOL READY FOR THE SHOW IN JULY.

DANCE SHOW:

YOU CAN AUDITION FOR THE DANCE SHOW IN APRIL. AUDITIONS ARE USUALLY 3 WEEKS BEFORE THE SHOW.

MUSIC SHOW:

YOU CAN AUDITION FOR THE MUSIC SHOW IN FEBRUARY. AUDITIONS ARE USUALLY 3 WEEKS BEFORE THE SHOW.

PLEASE SEE YOUR MUSIC TEACHER FOR A LIST OF UP TO DATE CLUBS.

DANCE CLUB:

DANCE CLUB WITH ANGELS DANCE ACADEMY IS EVERY FRIDAY LUNCH IN THE DANCE STUDIO.

