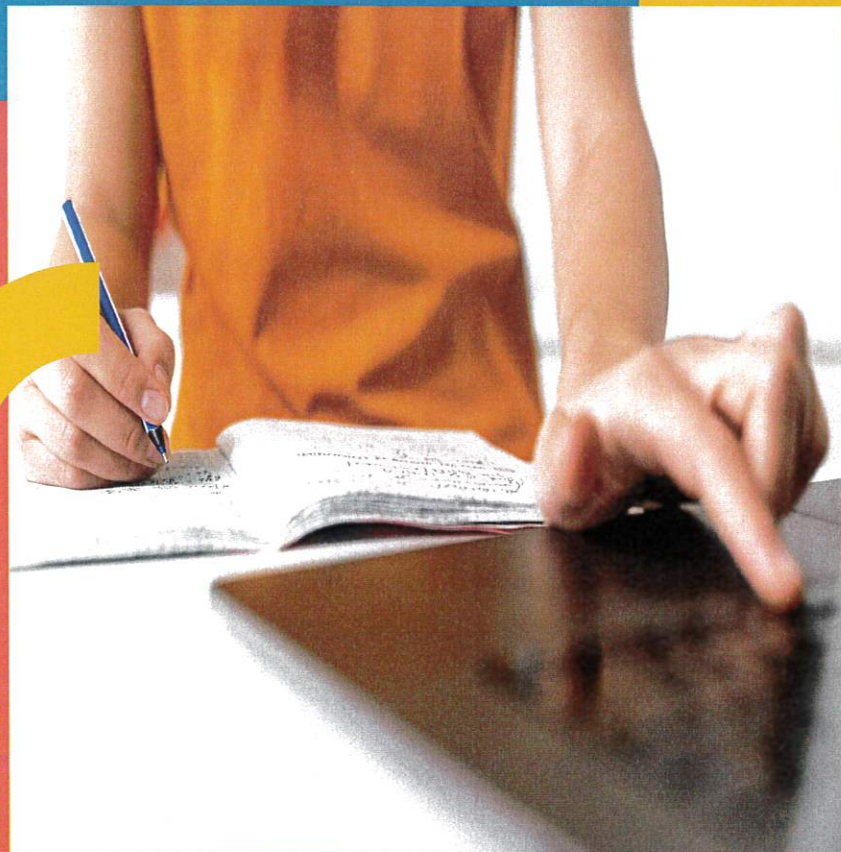




SMITHILLS SCHOOL
SUCCESS FOR ALL

HOMework BOOKLET



Year 8 -
Summer Term 1

www.smithillsschool.net



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2. Student guide to logging into Sparx Maths.

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Homework Timetable:

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

Instructions on how to complete your homework:

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



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



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



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



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

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

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

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



Student Guide to Logging In

- 1 Go to **sparxmaths.com**
- 2 Select **Student Login**
- 3 Carefully select your school from the list
- 4 Select **New Sparx user**
- 5 Enter your:
 - First Name
 - Last Name
 - Date of Birth
- 6 Click **Submit**
- 7 You will be prompted to set your own password. The password must be at least 6 characters long and you will need to remember it
- 8 Confirm your username and password, then click **Check your details**
- 9 You can now log in to Sparx using your username and password
- 10 If a password is lost, you can select the option to request a new password from your teacher

Use your Sparx login

Username:

Password:

[Show](#)

[Forgotten Sparx login details?](#)

[New Sparx user?](#)

Fill in your details below to create your account

Your first name:

Your last name:

Your date of birth:

Submit

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

Choose your password

[Show](#)

Your password needs to:
☒ Be 6 or more characters

[Back](#)

[Confirm your details >](#)

Let's check you have remembered your log in details

Enter your username:

Enter your password:

[Show](#)

[Back](#)

[Check your details >](#)

I would like to begin by saying a huge well done to all the pupils at Smithills school for completing all their homework every day on the day that it is due. It is often a challenge keeping up with homework when you have responsibilities and activities after school so well done.

Here is a reminder of the expectations for every pupil at Smithills:

- Monday- Thursday: 3 homework's are to be completed along with Sparx Reader.
- Friday – Maths or English to be completed along with Sparx Reader.
- Homework to be completed in the pink exercise book. If this is finished, then please pick up a new one from your form tutor.
- Homework booklets and homework books to be brought into school everyday for your form tutor to check completed homework.
- Previous homework booklets can be found on the school website or by scanning the below QR code.



Scroll down to the bottom of the page to see last term's homework booklets.

We are hoping that all pupils will ultimately be responsible for their own homework, however, parental support is required until this is secure. Therefore, we request that all parents remind their children to complete their homework every evening so that the workload can be managed easily.

SPARX READER

Sparx Reader participation increased throughout Spring Term - congratulations to every pupil who is achieving 350 SRP per week, and especially to those who are going above and beyond to top our weekly leaderboards.

350 Sparx Reader Points must be completed weekly.

Research shows that pupils who read widely and regularly go on to achieve well at GCSE exams and beyond. Smithills School supports our pupils to read widely through Sparx Reader. Completing Sparx Reader should take roughly 35 minutes. Congratulations to 7H, who have the highest completion rate for Sparx Reader in the school!

If there are any issues with you or your child accessing Sparx Reader, please contact The Hive at break or dinner, or speak with Mr. Stevenson or your form tutor.

[illegible]

Once you feel confident that you know the content, in your pink homework exercise books, summarise the text into the following:

3. 2 sentences.

RE Homework 10th December 2024

1. Morality
2. Conscience
3. Christians
4. Good
5. Choices

1. 
2. 
3. 

1. 
2. 

1. Use moral choices based on our morality.
2. Thus depends on what we think is wrong or right.

2 sentences

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

5th November 2024

ARE

Sikhism

- Believe in one God called Waheguru
- Waheguru means 'Wonderful Lord or Teacher'
- Sikhism was founded by a wise man called Guru Nanak
- Sikhism is based on his teachings and those of the other Gurus who followed him. The Amrit ceremony is one of the most important ceremonies in the Sikh Religion.

4th November 2024

But English

1. Skatford-upon-Avon
2. Elizabethan and Jacobean times
3. social norms in a fictional context
4. The address of war
5. Personal growth

"This is the face with my shadow"

Home - "O, my dear, how they are old men now!"

Hypocrite - "The night will quickly draw along the line"

Geography

- Sustainability - is the practice of using natural resources
- Food miles - is a term used to describe the distance food travels from the producer to the consumer
- Carbon footprint - is a measure of the amount of greenhouse gases produced by an individual or organisation
- Renewable - is a resource that can be replenished naturally

Def

Pattern for a design in which lines, shapes, forms or colours are repeated. The part that is repeated is called a motif. Patterns can be found in nature, art, architecture, fashion, and many other places.

Main rebby Molen Crescent

Wednesday 4th September 2024

PE

1. What is football?
 2. Health and safety
- played with two teams and each player
 - They play at a rectangular court
 - One point per goal
 - "Passes"
 - Only take one step before passing
 - Pass a shoot - three seconds
 - Only shooting players can score
 - 90 minute game - 15 min break
 - cut nails, don't get scratched
 - Lower risk - don't trip
 - Have tied - doesn't act in your zone

No litter

5 keywords

- Attaching team - pass with ball
- Circle - circle in middle
- Contact - touching
- Deliver - pass by running out the way
- Two balls - person holding ball more than three seconds
- Marking - blocking opponent
- Post - goal

10/09/24

Greek mythology

- Epic stories about Greek Gods
- Was passed down generations
- Fought monstrous creatures
- They believed that even the gods/Gods could be punished or reward for their actions
- Huge part of the religion for Greeks

Summary

Monsters but it is a bit of a

Tuesday 19th November 2024

SPORX Maths

1A. 7	3E. 1.100
1B. 7/100	3F. 4
1C. C.E	3G. 2.4450
1D. 5/8	3H. 2.4400
1E. F.B	3I. 20000
1F. 7/11	3J. 20000
1G. 4	3K. 2.3
1H. 4/7	3L. 2.3
1I. 10/35	3M. 2.3
1J. 4	3N. 2.3
1K. 6	3O. 2.3
1L. A.D	3P. 2.3
1M. A.C	3Q. 2.3
1N. 4	3R. 2.3
1O. 4	3S. 2.3
1P. 4	3T. 2.3
1Q. 4	3U. 2.3
1R. 4	3V. 2.3
1S. 4	3W. 2.3
1T. 4	3X. 2.3
1U. 4	3Y. 2.3
1V. 4	3Z. 2.3
1W. 4	3AA. 2.3
1X. 4	3AB. 2.3
1Y. 4	3AC. 2.3
1Z. 4	3AD. 2.3
2A. 4	3AE. 2.3
2B. 4	3AF. 2.3
2C. 4	3AG. 2.3
2D. 4	3AH. 2.3
2E. 4	3AI. 2.3
2F. 4	3AJ. 2.3
2G. 4	3AK. 2.3
2H. 4	3AL. 2.3
2I. 4	3AM. 2.3
2J. 4	3AN. 2.3
2K. 4	3AO. 2.3
2L. 4	3AP. 2.3
2M. 4	3AQ. 2.3
2N. 4	3AR. 2.3
2O. 4	3AS. 2.3
2P. 4	3AT. 2.3
2Q. 4	3AU. 2.3
2R. 4	3AV. 2.3
2S. 4	3AW. 2.3
2T. 4	3AX. 2.3
2U. 4	3AY. 2.3
2V. 4	3AZ. 2.3
2W. 4	3BA. 2.3
2X. 4	3BB. 2.3
2Y. 4	3BC. 2.3
2Z. 4	3BD. 2.3

History

Key context

- During the Middle Ages, a trading route port established where silk and spices were traded and also wool from the north.
- The trading route became known as the Silk Road.
- In the Middle Ages, people would travel across Europe and Asia to get to the other side of the world.
- In the Middle Ages, the Muslim world stretched from India to Spain, including Jerusalem and the Holy Land. For Jews, Christians and Muslims, Jerusalem was one of the holiest cities. There were several mosques, synagogues, and churches in the city.
- The Silk Road was the centre of learning and knowledge, where scholars, scientists, and artists from different cultures met and shared their ideas.
- The Silk Road was a network of trade routes that connected the East and West. It was used for trade in goods, but also for the exchange of ideas, culture, and religion.
- Medieval China was a powerful empire that controlled much of the Silk Road. They were known for their advanced technology, including gunpowder and the compass.

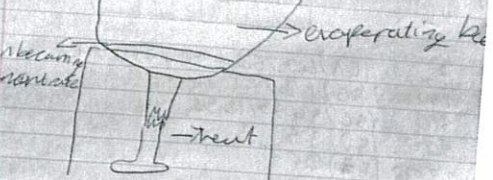
Notes

Top context - London

18/11/24 Science Homework

Evaporation

- A method used to separate a soluble solid from a liquid.
- A solution is placed in an evaporating dish, which is heated with a Bunsen burner. The liquid will evaporate and the solid residue will be left behind.
- Evaporation is a process where a liquid turns into a gas.
- Evaporation is a physical change.
- Evaporation is a reversible process.



12/11/24 Art Homework

2: Pattern

Pattern is a design in which lines, shapes, forms or colours are repeated. The part that is repeated is called a motif. Patterns can be regular or irregular.

Patterns are all around us, in nature as well as in art and design. We see patterns where shapes, lines, and colours are repeated. How complicated a pattern depends on what is repeated and the way it is repeated.

12/12/24 Computing Homework

2. Understanding the Problem

- Before an algorithm can be designed, it is important to check that the problem is understood. There are a number of things to know in order to really understand a problem.
- What are the inputs into the problem?
- What will be the outputs of the problem?
- In what order do instructions need to be carried out?
- What decisions need to be made in the problem?
- Are any parts of the problem repeated?

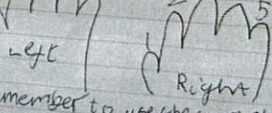
13/12/24 English finished

10/12/24 English Homework complete

10/12/24 Geography Homework finished

10/12/24 Music Homework

3 Key technique



Remember to use the correct hand position when performing on the keyboard.

British Isles - make up of Scotland, England, Scotland, Wales & Ireland, R.O. Island

Great Britain - make up of Scotland, England, Scotland, Wales & Ireland, R.O. Island

4 regions and regions are: North, South, East, West

OS map symbols used to make complex landscapes easier to read

Map

Map

Map

Map

Map

Map

Map

Map

Map

Map

Year 8 – Summer Term 1 – Fauvism

Overview

Fauvism was an artistic movement that emerged in the early 20th century (around 1905-1910).

It is characterised by the use of bold, vibrant colours and a focus on painterly qualities rather than representational accuracy.

The term "Fauvism" comes from the French word "les fauves," meaning "the wild beasts," which was used to describe the artists and their unconventional use of colour. The movement largely revolved around showcasing emotions through colour and expressive brushwork.

Fauvism represents a vital shift in the art world towards embracing emotion, colour, and individual expression.

Key Vocabulary

Fauvism: An early 20th-century art movement known for its vivid use of colour.

Palette: A range of colours used by an artist.

Composition: The arrangement of elements within a work of art.

Abstract: Art that does not attempt to represent external reality but seeks to achieve its effect using shapes, colours, and forms.

Expressiveness: The ability of an artwork to convey emotion and evoke a response.

Brushwork: The technique and style used by an artist when applying paint to a surface.

Key Concepts

Use of Colour: Fauvism celebrates colour as the fundamental element of art, rather than using it to imitate nature. Artists used non-naturalistic colours to convey feelings and create mood.

Form and Structure: While shapes in Fauvist works may be simplified or abstracted, the internal structure of the composition often retains some relation to the subject matter.

Emotion Over Realism: Fauvist artists prioritised the expression of emotion over the accurate depiction of subjects. This meant that their art often appeared unpolished to traditional standards.

Significant Fauvist Artists

Henri Matisse: Often considered the leader of the Fauvist movement, known for his use of vibrant colour and dynamic compositions.

André Derain: Matisse's close collaborator, known for landscapes that showcased bright colours and bold forms.

Maurice de Vlaminck: His works are notable for their raw energy and emotional intensity, often featuring nature and everyday scenes.

Kees van Dongen: Known for painting portraits, he employed vivid colours to create expressive human forms.

Colour theory

Fauvism heavily relied on principles of colour theory to achieve its distinctive look. Here are some fundamental aspects:

Primary Colours: The Fauvist palette often includes bright primary colours (red, blue, yellow), which are mixed to create secondary and tertiary colours.

Complementary Colours: Fauvist artists frequently used complementary colours (colours opposite each other on the colour wheel) to create contrast and vibrancy.

Warm and Cool Colours: Warm colours (reds, oranges, yellows) can evoke energy and warmth, while cool colours (blues, greens, purples) often evoke calmness or distance.

Warm Colours are typically associated with excitement and energy.

Cool Colours are linked to calmness and serenity.

Interesting Facts

The 1905 Salon d'Automne in Paris marked the first public exhibition of Fauvist artworks, shocking critics with its bold colours and emotional depth.

The Fauvist artists often used "non-traditional" mediums, such as oils and gouache, to achieve their experimental styles.

The Fauvist movement was short-lived, lasting only a few years; however, it had a lasting impact on future generations of artists, paving the way for modern art movements like Expressionism.

What is an App	App Development	Programming an App
- Key Concepts: - Definition: An app (short for application) is a software program designed to perform specific tasks, often on mobile devices or tablets. - Types of Apps: - Social (e.g., Instagram) - Games (e.g., Roblox) - Tools (e.g., Calculator, Notes) - Importance: Apps help users perform tasks, entertain, communicate, and learn. - Examples: - Using a weather app to check the forecast. - A school planner app to track homework.	- Key Concepts: - Definition: App development is the process of planning, designing, and building an app. - Stages of Development: 1. Planning – Define what the app will do. 2. Designing – Create layouts and user interface (UI). 3. Building – Write code or use a development tool. 4. Testing – Check for errors and bugs. 5. Launch – Release to users. - Examples: - Designing a quiz app with buttons, scores, and sound. - Planning an app that helps people learn a new language.	- Key Concepts: - Definition: Programming an app involves writing instructions (code) that control how the app behaves. - Programming Concepts Used: - Events: Code that runs when something happens (e.g., a button is clicked). - Variables: Store data like scores or usernames. - Conditions (if/else): Make decisions (e.g., if answer is right, add 1 point). - Examples: - Programming a quiz app so it shows a new question when the user clicks "Next." - Using variables to keep track of a user's score.
Accessibility	AppLab	
- Key Concepts: - Definition: Accessibility means designing apps so everyone can use them, including people with disabilities. - Important Features: - High-contrast colours for visibility. - Large buttons for easier tapping. - Text-to-speech for users with visual impairments. - Why It Matters: Makes apps more inclusive and useful for all users. - Examples: - An app with an option to change font size. - Adding alt text to images for screen readers.	- Key Concepts: - Definition: AppLab is a block-based and text-based programming environment from Code.org that helps you build apps easily. - What You Can Do in AppLab: - Design your app interface (buttons, screens). - Add code blocks or JavaScript. - Test and run your app live. - Why It's Useful: Great for beginners learning programming and app development. - Examples: - Using AppLab to make a flashcard revision app. - Building a simple calculator app with buttons and text input.	

Big Picture: In this term we will be studying Swansong by Christopher Bruce. Swansong by Christopher Bruce is a dramatic dance that tells the story of a prisoner being interrogated by two guards. The movements mix ballet, contemporary, and tap to show themes of power, oppression, and survival. The prisoner's journey is emotional, ending with a powerful moment of hope and freedom.

1. Who is the choreographer, Christopher Bruce? Know and recall this	2. What is main dance techniques seen in Swansong by Christopher Bruce? Know and recall this	3. How do I perform Swansong by Christopher Bruce successfully? Know and recall this
- He was born in 1945 and became a famous British choreographer known for mixing ballet and contemporary dance. - He was the Artistic Director of Rambert Dance Company from 1994 to 2002, helping to shape modern dance. - His dances often tell powerful stories, like <i>Swansong</i> and <i>Ghost Dances</i>, which explore themes of human rights and history.	Ballet – Smooth, controlled movements and strong posture help show the prisoner's grace and struggle. Contemporary Dance – Fluid and expressive steps bring emotion into the story, making the characters' feelings clear. Tap Dance – Sharp, rhythmic footwork adds tension, especially during the interrogations, creating a sense of conflict.	Show strong emotions – The dance tells a serious story about a prisoner facing interrogation, so use expressive movements and facial expressions to show fear, resistance, and hope. Use clear technique – Focus on ballet for control, contemporary for fluidity, and tap for rhythm, making sure each step is sharp and purposeful. Tell the story through movement – Every move has meaning, so think about why each gesture is used, especially in the interactions between the prisoner and the guards.

Smithills School Performing Arts

4. Key Vocabulary of dance skills in a piece of Historical Dance

Balance	The prisoner's movements need strong control, especially in moments of struggle and resistance.	What directions could you demonstrate struggle in? Could you travel your resistance ideas?
Coordination	The guards and prisoner move together, making sure their timing and steps match the music and story.	How can you effectively use unison to show moving together at the same time?
Expression	Facial expressions and body language help tell the emotional story of fear, power, and hope.	What facial expressions might we see from the prison guards and the prisoner?
Footwork	Tap dance sections need sharp, clear steps to create rhythm and tension during the interrogation scenes.	What different footwork ideas could you show to demonstrate the idea of interrogation and victimisation?

Big Picture: This half term we will be looking at Frantic Assembly and their physical theatre style of theatre.

1. Key concept - Frantic Assembly

Frantic Assembly are a physical theatre performance group who tour the world with their performances. Their work focuses on use of movement to tell a story.

The Frantic Method is approaching devising as a series of tasks, each broken down into building blocks. This is designed to establish progress from the simplest discoveries.

Frantic Assembly:
 • tell stories using physicality and movement of the body
 • was founded in 1996 by Scott Graham, Steven Hoggett and Vicki Middleton
 • are an industry leading company who have worked on famous productions such as The Curious Incident of the Dog in the Night-Time
 • use building blocks in order to devise new and innovative theatre.
 • their pieces are created step by step with the story being added last, this is often interpreted by the audience.

1. <https://www.bbc.co.uk/bitesize/guides/ztfk6sq/revision/1>
2. <https://www.franticassembly.co.uk/>
3. <https://www.franticassembly.co.uk/the-frantic-method>



2. Chair Duets and Round By Through

CHAIR DUETS

Partners sit in chairs, both facing forward. Partners take turns placing their hand on to their partner or moving their partner's hand, swap-ping and adding to the sequence. Re-peat until the moves are clear and memorised

ROUND, BY, THROUGH

The term ROUND is chosen to represent any move that involves passing closely ROUND the body. BY comes after the first two moves. The space between A & B is 'squeezed out'. A or B 'slots in' to stand closer BY their partner. THROUGH is the idea of passing through the upper body / arms of the partner

5. Physical Theatre

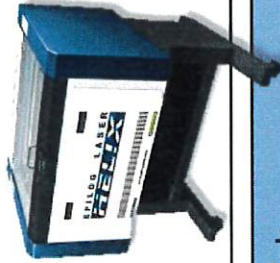
At its simplest, you could define Physical theatre as a form of theatre that puts emphasis on movement rather than dialogue. Previously we have looked at Physical theatre when creating set and props e.g. rather than having a chair on stage a person becomes the chair. Now we are going to look at the storytelling process of Physical theatre and how it can enhance a performance.

6. Key Vocabulary

Facial Expressions Body Language Mime Physicality Devising Stimulus Sub Text Context Collaboration Choreographing Ensemble Movement
 Genre Representational Gesture Abstract Symbolism Stylised Movement

Year 8 Woodwork: Knowledge Organiser - Summer 1

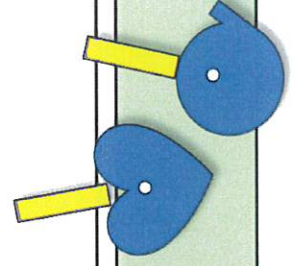
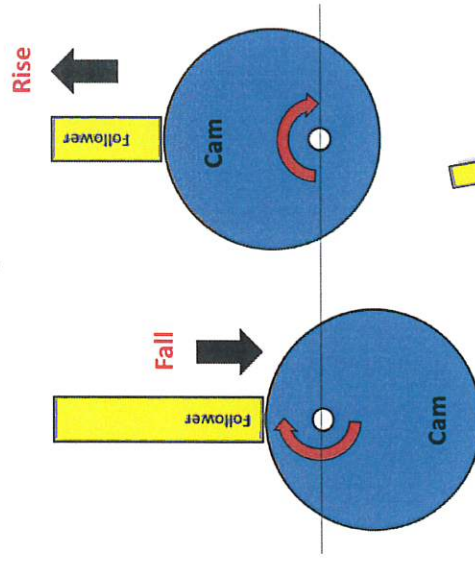
Key Outcome 1	
What is a laser cutter?	A laser cutter is a machine that uses a focused laser beam to cut or engrave materials. Laser cutters offer intricate detailing and minimal material wastage. It is controlled by a computer. This is a type of Computer Aided Manufacturing (CAM). It is commonly used in manufacturing, crafting and prototyping.
Health and safety	• Never look directly at the laser beam • Only use under teacher supervision • Know which materials are safe to cut



Key Outcome 2	
What is a mechanism?	A mechanism is a system of parts that work together to perform a job, such as lifting, rotating or controlling speed and force. They are found in everyday objects and machinery. <i>How many mechanism can you think of that you might use?</i>

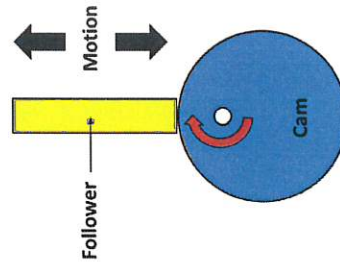


Key Outcome 4	
Why is a cam being used in the pull along toy?	The cam is found behind the back wheels. The pull along toy uses a circular cam, also known as an eccentric cam. Eccentric cams use an off centred pivot. This means there is more material on one side of the drill hole than the other.
	The follower is the wing. It rests on top of the cam. As the toy moves it will make the wings move up and down also known as the rise and fall.
	By creating this additional movement, it will become more entertaining for young children as it will look more realistic and interesting.



Keywords	
Engrave	Cutting designs into material's surface.
Intricate	Detailed designs.
CAM	Computer Aided Manufacturing.
Manufacturing	The process of making products from materials such as wood by hand or machinery.
Prototyping	An early model of a product to see what it looks like and how it works before making any changes.
Pivot	To turn or to rotate.

Key Outcome 3	
What is a CAM mechanism?	A cam is a simple mechanism that changes rotary motion (movement that goes round in a circle) into linear motion (movement in a straight line). These mechanisms can be found in car engines, printing machines and sewing machines.



Did you know? Cams come in many different shapes - including circular, heart-shaped, snail, and pear-shaped - each producing unique motion patterns for the follower!



SMITHILLS SCHOOL

Year 8

HOMework

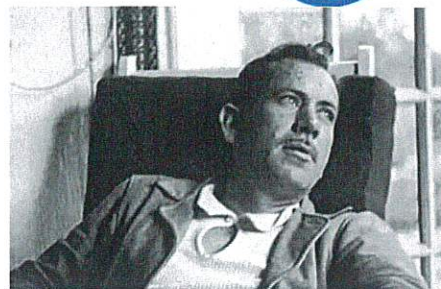
Of Mice and Men

**Homework Booklet
Summer 1**

Week One: background information

Task:

Read the background, about George Orwell's life, and summarise using a mind map or bullet points.



Fun facts:

An early draft of John Steinbeck's novel *Of Mice and Men* was eaten by his dog. It was Max, one of several dogs Steinbeck owned during his life, who devoured the novel's draft and so became, in effect, the book's first critic. This is probably Steinbeck's most famous novel, and draws on his own experiences as a 'bindlestiff' (or migratory worker) in the US in the 1920s. The novel's title famously comes from the Robert Burns poem 'To a Mouse': 'The best laid schemes o' mice an' men / Gang aft a-gley' (or 'go often awry').

He was known to use up to 60 pencils in a day, preferring the pencil to a typewriter or pen. Hemingway was also a fan of graphite rather than ink, though 'Papa' apparently also enjoyed sharpening pencils while he was working on a novel, to help him think!

In a letter written in 1958, Steinbeck responds to a letter his son Thom had written to him. Thom had told his father that he had fallen desperately in love with a girl named Susan (at this time, Thom was away at boarding school). Steinbeck's tone is supportive and honest throughout, taking his son's feelings into account but also offering advice on 'what to do about it' – surely what every teenager in the first pangs of a love affair wants to know. 'The object of love is the best and most beautiful,' he tells Thom. 'Try to live up to it.' He ends the letter by assuring his son, 'And don't worry about losing. If it is right, it happens – The main thing is not to hurry. Nothing good gets away.'

Challenge Q: What did Steinbeck mean in his letter to his son – what was his advice? What advice would you give a friend who likes someone romantically?

Week Two: George

Task 1: *Fill in the blanks.*



George travels around the country with Lennie looking for Despite always being together, he seems to be as Lennie is more like a and needs constant He has a that he shares with Lennie. A dream where they can take of their lives and be

control

work

dream

child

independent

lonely

care

Week 2 continued

Task 2: Analyse the quotation.

"I ain't got no people," George said, "I seen the guys that go around the ranches on their own. That ain't no good. They don't have no fun. After a long time they get mean."



- What does George mean?
- What does this quotation suggest about George as a person?

Week Three: Lennie

Describe how Lennie thinks.

Include suitable quotations or link to events.

Describe how Lennie looks.

Include suitable quotations or what you imagine he would look like.

MENTAL

PHYSICAL

CHARACTER

EMOTIONAL



What else can you say about Lennie as a person?

Include suitable quotations or explain what you understand.

Describe how Lennie feels.

Include suitable quotations or explain what you understand.

Week Four : Examine the CONTEXT

Mind map or bullet point everything that you can remember about:



- The American Dream
- The Great Depression
- The Dustbowl

Why is it important that we understand this?

Week Five : Vocabulary Task

Write the correct definition for each word.

Key Vocabulary	Definition
theme	
dialogue	
context	
loneliness	
structure	

Task Two: Include an example from the novel for each one

Week Six: Exploring key quotes

<u>Chapter</u>	<u>Which character says it?</u>	<u>Quote</u>	<u>Give THREE different ideas to help explain what each quotation suggests about the characters or their story.</u>
Chapter 1		"Might jus' as well spend all my time tellin' you things and then you forget em, and I tell you again."	
Chapter 2		"Says 'positively kills lice, roaches and other scourges'. What the hell kind of bed you giving us, anyways."	
Chapter 3		"There ain't nobody can keep up with him. God awmighty I never seen such a strong guy."	

Optional Task – optional - this means it is your choice

Design a NEW book cover for the novel 'Of Mice and Men'

Knowledge Organiser – Summer Term 1 – Balanced Meals

Imagine you're building a super cool robot! You wouldn't just throw in random parts, right? You'd need all the right components to make it work perfectly. Balanced meals are like that for your body! They provide the essential "ingredients" you need to grow strong, learn effectively, and have tons of energy for all your activities.

Benefits of Balanced Meals:

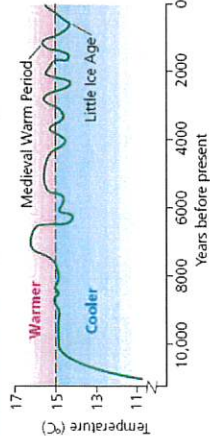
- **Energy Powerhouse:** Balanced meals provide a mix of nutrients that give you sustained energy throughout the day. No more afternoon slumps!
- **Brain Booster:** The right nutrients fuel your brain for better focus, concentration, and learning in school.
- **Growth Champion:** Balanced meals provide the building blocks your body needs to grow strong bones, muscles, and healthy hair and skin.
- **Immunity Ally:** Essential vitamins and minerals from balanced meals help keep your immune system strong to fight off illness.
- **Feeling Fantastic:** Eating a balanced diet helps you feel your best, physically and mentally!

The Power of Variety:

- A balanced meal isn't just about one type of food. It's about including a variety from each food group in the Eatwell Guide:
- **Fruit & Vegetables (Biggest Slice):** Packed with vitamins, minerals, and fibre for all-around health.
- **Starchy Carbs (Large Slice):** Provide your body's main energy source. Choose wholegrain options for longer-lasting energy.
- **Protein (Medium Slice):** Helps build and repair muscles and keeps you feeling full for longer.
- **Dairy & Alternatives (Smaller Splash):** Provides calcium for strong bones and teeth.
- **Oils & Spreads (Tiny Sliver):** Healthy fats are essential in small amounts, but too much can be unhealthy.

Climate Change during the Quaternary Period

Climate is the average weather conditions over a long period of time. Climate change is the change in the earth's temperature over the last 11,000 years.



Over a longer period of time (the last 400,000 years) there have been natural cycles of cooling and warming. The periods of time the average global temperature was below 15°C are known as glacial, and periods of warmth are known as interglacials.

Evidence for climate change

- Ice cores from the Antarctic show the amount of CO₂ and methane in the atmosphere have changed over the last 420,000 years
- Glaciation in some places is now free of ice
- Historical records, such as diary extracts

More recent evidence

- CO₂ levels in the atmosphere
- Glaciers and ice sheets melting and retreating
- Measurements by the met office show temperature has increased by 0.6°C over the past 100 years.

Natural Causes of Climate change

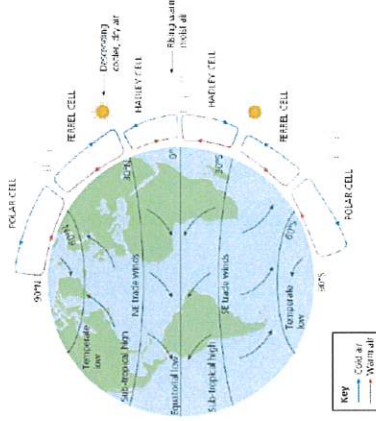
- Changes in the earth's orbit
- Changes in the tilt of the earth
- Changes in solar output
- Volcanic activity

Human causes of climate change involve altering the carbon cycle. This is the flow of carbon between stores in the environment around us.

Weather patterns and processes

The global circulation of air is a system of winds that transports heat from tropical to polar areas.

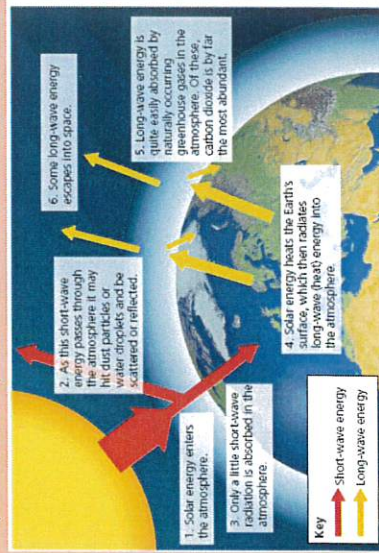
- At the equator insolation heats the Earth which heats the air above
- Hot air rises creating low pressure – as it rises it travels north and south
- This air eventually cools and sinks at about 30° north/south of the equator – this creates high pressure
- This air then returns to the equator (known as the intertropical convergence zone (ITCZ))
- This continuous circulation is known as a Hadley cell.
- This pattern is continued further north/south – known as a Ferrel Cell and a Polar Cell



Low pressure systems can lead to tropical storms in extreme cases. In tropical areas of the world (where oceans are above 27°C) rising warm air can cause strong tropical storms to build (aka hurricanes, cyclones and typhoons). Wind speeds often reach over 120 km/h, bring heavy rainfall and can cause severe flooding. High winds and low pressure can create storm surges which can also cause flooding.

Theme - Are we vulnerable to climate change?

The greenhouse effect is the natural way by which the atmosphere warms up.



However, human activity is increasing the amount of greenhouse gases in the atmosphere through:

- Burning fossil fuels (coal, oil, gas) which release CO₂
- Deforestation (trees absorb CO₂ during photosynthesis)
- Farming releases methane (e.g. from cattle)

The advanced greenhouse effect leads to global warming.

Global cooling can also be experienced. This can be caused by volcanic eruptions releasing ash, which blocks the sunlight.

Example of a low pressure hazard: Tropical Cyclone Pam. Hit the island chain of Vanuatu in the South Pacific – March 2015

Social, environmental, economic effects

- 11 people died
- 90,000 homeless
- Hospitals and schools destroyed
- Storm surge flooded coastal areas and contaminated freshwater supplies

Responses

- Emergency aid sent by Australia, Fiji, New Zealand and UK
- 153 temporary school
- Repairs provided safe drinking water
- Blankets given to those made homeless

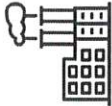
High pressure systems cause far more settled weather but can also bring problems. They tend to bring light winds, with dry conditions but also sometimes result in droughts and heatwaves.

Drought is often a result of;

- A lack of rainfall
- An environment that is poor at storing or retaining water
- Hot weather that increases evaporation of water.

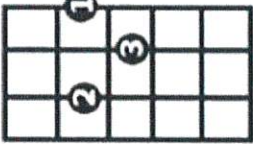
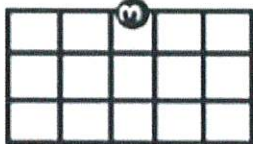
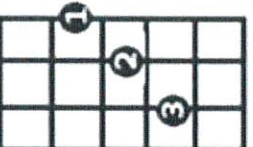
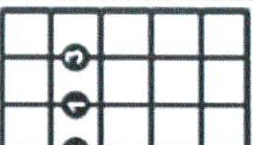
Heatwaves are an extended period of hot weather (which is not the normal conditions). It is also associated with high pressure that has remained stationary over a particular area.

Heatwaves are 10 times more likely than they were before 2000. Climate change will also lead to more droughts.

4. Events Timeline	
1771 Arkwright opens his first factory	
1819 Peterloo Massacre	
1830 The railway opened	
1833 The Factory Act	
1858 The Great Stink	
1888 Jack the Ripper	

1. Key content	2. Vocab
Before the Industrial Revolution most people would work in their homes.	Industrial
As machines started to be developed, goods could be made much more quickly and cheaply, which led to people working in factories. People moved from the countryside to towns and cities to take jobs in factories.	The process of making goods A time of great change A businessperson
Homes were built for these workers very quickly and cheaply and conditions were very poor. Towns and cities were overcrowded and diseases spread quickly. Working conditions in the factories were terrible - sometimes workers would lose fingers in the machines or develop breathing problems. They would be punished if they were late or made a mistake and many children had to work in the factories.	Revolution Entrepreneur Chartists
Working-class people started to campaign for the vote.	People who campaigned for the vote
3. People	
Richard Arkwright: Inventor of the spinning frame and a leading entrepreneur.	
Samuel Crompton: The Bolton inventor of the spinning mule	
Charles Dickens: An author who often wrote stories about the poor.	
Titus Salt: A factory owner who built Saltaire in Yorkshire	

Big Picture: This term you will continue to focus upon the use of chords and chord sequences used in popular music building upon the knowledge from last term. You will analyse and explore the popular song 'Shotgun' by George Ezra to develop your keyboard, ukulele and performance skills. You will learn to perform the chords, melody and bass line and then work as part of an ensemble to create your own version of 'Shotgun'

1. Key Vocabulary					2. Key Concept - Chord sequence				
Riff	A pattern of notes that are repeated throughout a section of music				G = G B D (I)				
Ensemble	A group who perform together				C = G C E (IV)				
Chords	Two or more notes played together at the same time. A chord with three notes is known as a triad				Em = G B E (vi)				
Melody	The tune, the part that is usually sung in a pop song				D = F# A D (V)				
Conjunct	A melody that moves mainly in small steps (intervals) from note to note				3. Key concept - Ukulele chords				
Disjunct	A melody that has leaps of larger intervals between the notes and is the opposite of conjunct				   				
Sequence	A melodic phrase which is repeated at a higher or lower pitch								
Hook	It is usually the 'catchy bit' of the song that you will remember. It is often short and used and repeated in different places throughout the piece.								
M	A	D	T	S	H	I	R	T	
melody	articulation	dynamics	texture	structure	harmony	instruments	Rhythm	tempo	



Subject Knowledge Organiser

Cricket – Bowling, Batting & Fielding



Overarm bowl

An overarm bowl is the legal way to deliver a ball in a competitive game of cricket.

Stage one

As you run in towards the wicket, keep your arms close to your body, your head steady and your eyes fixed on the batter.

Stage two

As you approach the crease, start turning your body so your shoulder is facing towards the wicket and lean back slightly.

Stage three

On arrival at the release point, keep the ball close to your chin and your non-bowling arm up with your elbow pointing towards the target. As your back foot lands before the popping crease line, keep your body upright and raise your front foot pointing your knee towards the target. As your front foot lands, your toes should be pointing to the batsperson.

Stage four

On releasing the ball, rotate your shoulders and push your bowling arm forward and down from the coil position. The non-bowling arm should be pointing to the batter. Your arms should then rotate through with the ball and release it at the top of the delivery arc. Continue to follow through and maintain a visual on the batsperson.

Straight drive

A straight drive is a deliberate shot that aims to hit the ball along the ground to prevent being caught out.



Forward defensive

A forward defensive is a deliberate shot that aims to prevent the ball from hitting the wicket or the player's pads.



Overarm throw

An overarm throw is the fastest and most accurate way to pass a ball.

Stage one

Stand shoulder width apart, sideways on to the target, on the balls of your feet with the weight transferred to the back foot. The throwing arm is taken back behind the head at a 90° angle. Point the non-throwing arm at the target.

Stage two

Transfer the weight from your back foot to your front foot by rotating your hips and torso toward the target. Pull the throwing arm through toward the target leading with your elbow and your forearm and wrist following last and fast. Release the ball just in front of your head with both feet on the ground and the chest facing the target.

Long barrier

The long barrier is the safest technique to control a cricket ball travelling along the ground.

Stage one

Get in line with the ball and get your whole body behind the ball. As quickly as possible bend both knees and twist sideways so that the knee of your strong leg touches the ground and touches the back of the heel of the other leg. Extend arms downwards, spread hands wide with little fingers touching each other. Pick up the ball.

Big Picture: Is religion the cause of conflict?						
1. Key Concepts						
1.1 Violence Violent behavior involving physical force intended to hurt, damage, or kill someone or something. Examples of violence involve hitting someone or even using violent language. Many reasons why someone might turn to violence such as environmental factors – peer pressure, home life etc	1.2 Why Wars Occur Wars are caused due to many things – money, land, oil, resources, power and religion. Examples of war include the Jerusalem	1.3 Just War A war that is morally justified. The conditions of a just war include - It has to be the last resort - Innocent life should not be harmed - The war must be fought to promote good and avoid evil - Must be declared by a proper authority	1.4 Pacifism The belief that war and violence are unjustifiable and that all disputes should be settled by peaceful means. <u>Absolute pacifism</u> An absolute pacifist believes that it is never right to take part in war, even in self-defence. <u>Conditional pacifism</u> Conditional pacifists are against war and violence in principle, but they accept that there may be circumstances when war will be less bad than the alternative. <u>Selective pacifism</u> Other pacifists believe that it is a matter of degree, and only oppose wars involving weapons of mass destruction <u>Active pacifism</u> Pacifists are heavily involved in political activity to promote peace, and to argue against particular wars.			
			2. Vocabulary			
			Violence	behavior involving physical force intended to hurt, damage, or kill someone or something.		
			Pacifism	The belief that war and violence are unjustifiable and that all disputes should be settled by peaceful means.		
1.5 Religion and Peace Muhammed Ali was opposed to fighting in the Vietnam war as it went against his religious belief as a Muslim. He refused to fight and this caused him to lose his titles and also resulted in him going to prison. He believed that he would come out stronger than ever if he passed this test.	1.6 Radicalisation This is the action or process of causing someone to adopt radical positions on political or social issues. For example not tolerating other people's beliefs.	1.7 Terrorism The unlawful use of violence and intimidation, especially against civilians, in the pursuit of political aims.	Radicalization	This is the action or process of causing someone to adopt radical positions on political or social issues. For example not tolerating other people's beliefs.		
			Terrorism	The unlawful use of violence and intimidation, especially against civilians, in the pursuit of political aims.		
3. Skills Discuss why wars occur Evaluate whether religion is the cause of war Explain the difference between absolute pacifism and selective pacifism Interpret how effective going to war really is	4. Key SOWA (sources of wisdom and authority)	5. Key Figures		6. Assessment Criteria		
		Desmond Doss	A United States Army corporal who served as a combat medic with an infantry company in World War II.		Identify/Define	1 mark for explaining and 1 mark for giving an example
		Muhammed Ali	A boxer and an activist		Explain using the source/compare or discuss	2 developed reasons in 2 sentences. (develop with examples)
				Explain	2 developed reasons in 2 sentences. develop with examples	
				Evaluate	Consider both sides there must be a conclusion both sides can be either equally compelling or one more so BUT there must be a justification for this and it must be sound to get into the top bracket.	

Year 8 Biology: Ecosystems

1. Ecosystems and competition

Ecosystem - all the organisms (living things) that coexist in a location and the area in which they live.

Community - All the organisms in an ecosystem

Habitat - Where the organisms live in an ecosystem.

All organisms compete for resources:

Plants compete for light, nutrients, water and space
Animals compete for: food, mates, territory

3. Biodiversity - *Biodiversity* is a measure of the range of living organisms within a *habitat*. Some habitats like mature woodlands, and in particular rainforests, have a huge range of *species* and so are very biodiverse. Other places like the polar regions and deserts have far fewer species and so are less biodiverse. If the conditions in these places are beyond the range for most living organisms they are called *extreme environments*.

4. Conservation preserves and protects organisms and their habitats, and so maintains biodiversity. It is important to conserve the variety of living organisms on Earth. There are moral and cultural reasons for conserving endangered species. Conservation includes protecting biodiverse areas like rainforests, replanting trees, protecting *endangered species* and reducing the use of fossil fuels to limit global warming. You can help conservation by reducing, recycling and reusing. Small changes can lead to a more sustainable life and help conservation. These can include reducing water and plastic use, reducing food waste and eating locally-grown food.

2. Food chains and webs

Food chains and food webs show the *transfer of energy between organisms* (who eats who)

Food chains/webs can contain:

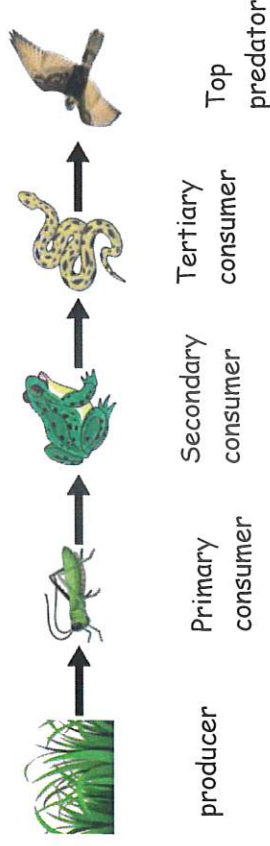
A producer - an organism that makes its own food by photosynthesis

A herbivore - an animal that eats producers

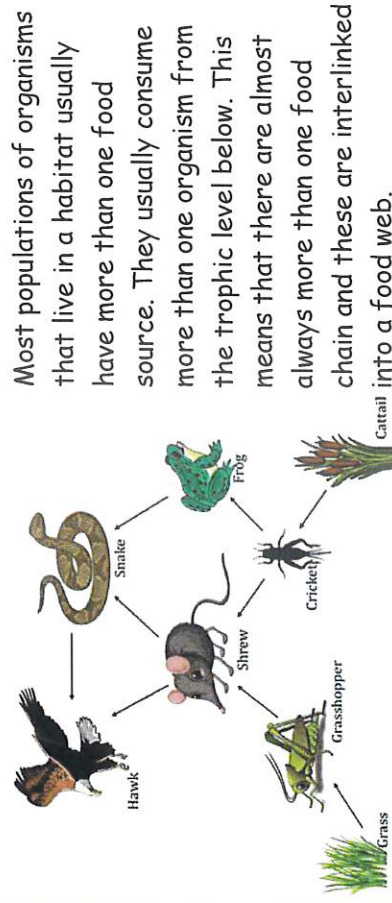
A carnivore - an animal that eats other animals

An apex predator - an animal that is not eaten by any other animal.

An example of a food chain:



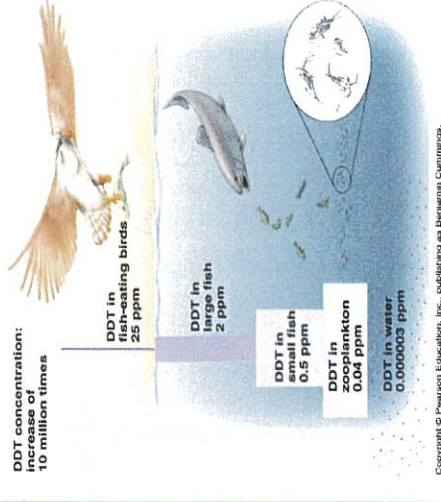
An example of a food web:



Most populations of organisms that live in a habitat usually have more than one food source. They usually consume more than one organism from the trophic level below. This means that there are almost always more than one food chain and these are interlinked into a food web.

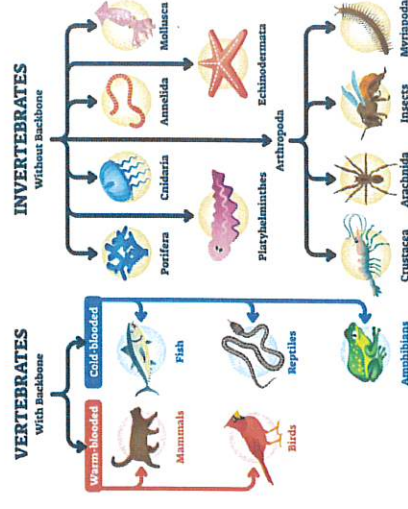
5. Bioaccumulation

Bioaccumulation occurs when toxins build up - or accumulate - in a food chain. The animals at the top of the food chain are affected most severely.



6. Classification is all about organising living things into groups. The members of any group all possess a shared characteristic - it is this characteristic or feature that defines the group.

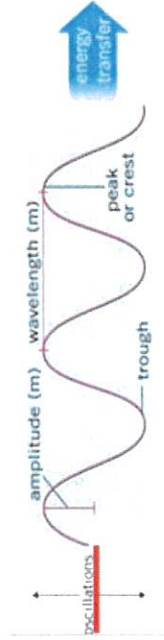
CLASSIFICATION OF ANIMALS



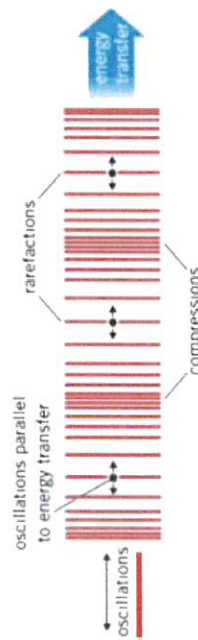
Year 8 Physics: Waves (sound)

1. Waves

Transverse waves occur when the oscillations (vibrations) are perpendicular (at 90 degrees) to the direction of the wave.



Longitudinal waves occur when the oscillations (vibrations) are parallel to the direction of the wave

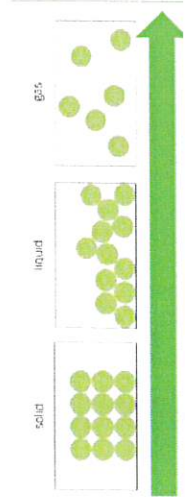


2. How are sounds made?

A vibration produces a sound wave. Sound waves spread by causing particles in a **medium** (solid, liquid or gas) to vibrate.

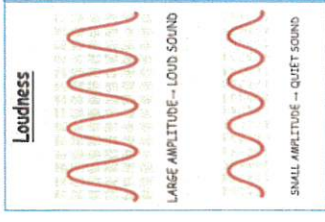
In a **vacuum** there are no particles so no sound can be produced or spread.

The speed of sound decreases from a solid to a gas.



3. Loudness

A loud sound makes the air move back and forth a lot and so the peaks on the graph are big. A quiet sound makes the air vibrate back and forth less, so the peaks are smaller.

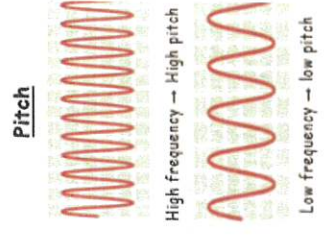


4. Pitch and frequency

The number of vibrations each second is called the **frequency** and is measured in a unit called **hertz (Hz)**.

The lowest pitch sound that most humans can hear is 20 Hz. The highest pitch sound the average human can hear is 20,000 Hz. The pitch you can hear varies with your age.

A **high pitch** sound has a high frequency and makes the air vibrate quickly, so the **wave peaks are closer together**. A **low pitch** sound makes the air particles vibrate more slowly and so the **peaks are further apart**.

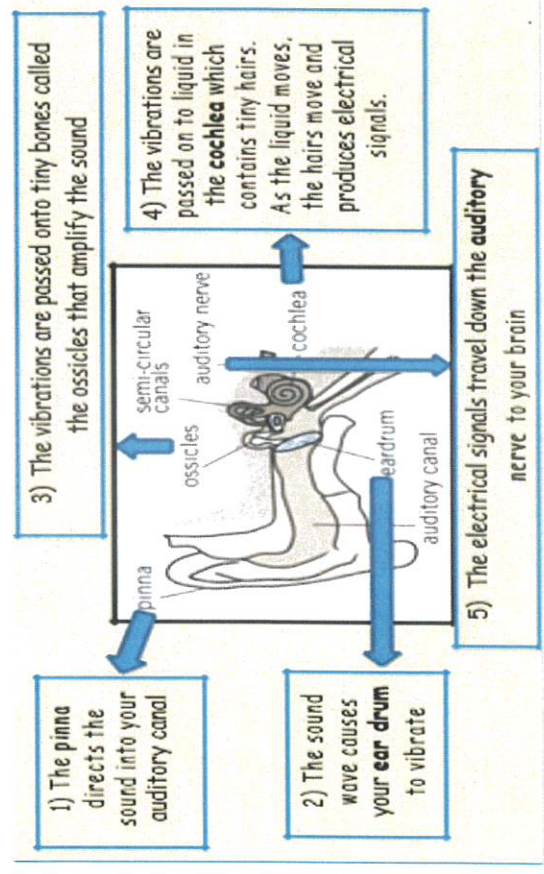


5. The ear and hearing

We detect sounds because inside our ears we have parts that work together to turn sound waves into a signal that is sent to our brain.

The components of the ear that make this possible are:

- The **eardrum**: A thin flap of skin that is stretched tight like a drum.
- The **ear bones**: Three small bones called the hammer, anvil and stirrup.
- The **cochlea**: A spiral shaped part of the ear that looks a bit like a snail shell.
- The **auditory nerve**: The nerve that carries signals from the cochlea to the brain.
- The **Pinna**: The visible portion of the outer ear.



Year 8 Physics: Waves (light)

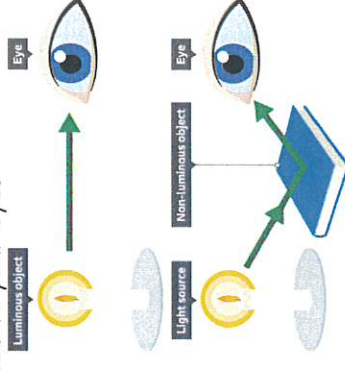
2. How light travels to your eyes

Luminous objects

Luminous objects, like the Sun, can be seen because they produce their own light. The light travels in a straight line directly from the source to your eye.

Non-luminous objects

Non-luminous objects, like the Moon, do not produce their own light, but they can be seen because they reflect light from luminous objects. The light travels in a straight line directly from the object to your eye.



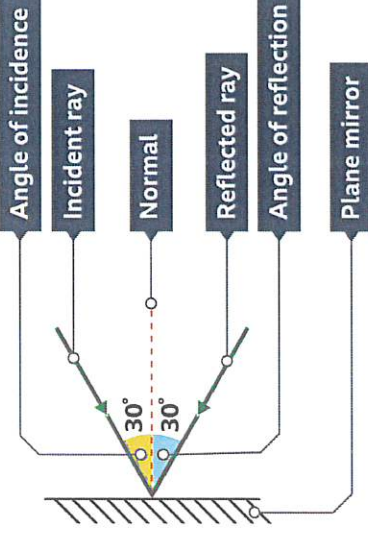
5. The spectrum of visible light

White light is made up of many different colours, each with a different *frequency*.

White light can be split up to produce a spectrum containing all the different colours of visible light. This could be seen happening naturally e.g. a rainbow.



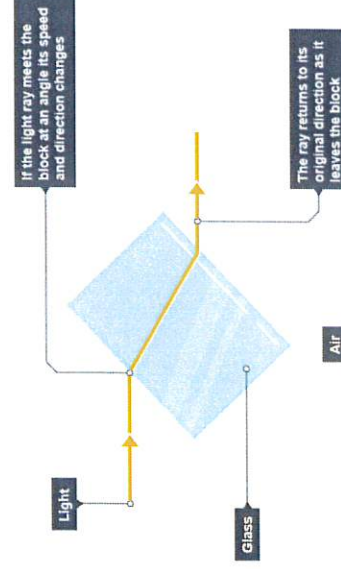
3. Reflection



The angle the ray is reflected is always the same as the angle the light hits the mirror, with both angles being measured from the normal. This is summarised by the law of reflection, which states: "the angle of reflection is equal to the angle of incidence"

4. Refraction

Light waves change speed when they pass across the boundary between two substances with a different *density*, such as air and glass. This causes them to change direction, an effect called refraction.



1. Opaque, translucent and transparent materials

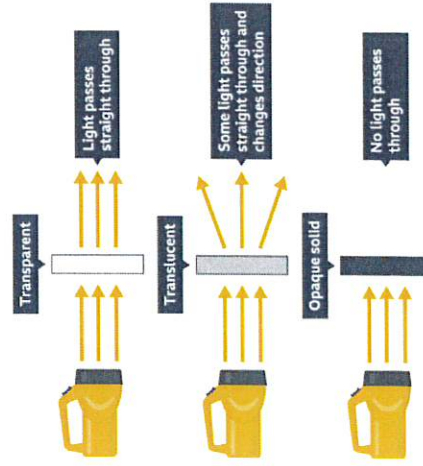
Light travels as waves. These are *transverse waves*, like ripples in water. The direction of vibration in the waves is at 90° to the direction that the light travels.

Unlike sound waves, light waves can travel through a *vacuum* – they do not need a substance to travel through.

Light can pass straight through transparent materials e.g. glass

Translucent materials allow some light to pass through them e.g. greaseproof paper

Opaque materials are substances which light cannot pass through



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

PAST tenses:

The **perfect tense** is used to say what you **HAVE** done eg. I have washed the dishes, I have done my homework. To form the 'have' part of the sentence we use 'haber' followed by the past participle eg. Done, washed, eaten...

The **preterite tense** tells us what happened (a completed action in the past). Eg. I ate cereal for breakfast and then I swam in the pool.

The **imperfect tense** tells us what something was like in the past OR it can tell us what someone **USED** to do. Eg. The hotel was very modern and it had a large restaurant. OR I used to go to swimming lessons when I was younger.

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

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

ENGLISH	SPANISH		-AR	-ER
I have	He		-AR	-ER
YOU have	Has			-IR
He/She/It has	Ha			
We have	Hemos		-ado	-ido
YOU have	Habéis			
They have	Han			

He cantado = I have sung

He comido = I have eaten

He vivo = I have lived

infinitive (the one you find when you look up a word in the dictionary) minus the last 2 letters.

Irregular Past Participles

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

- Recientemente...
- Hoy...

- ...después...
- ...luego...
- ...más tarde...

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

AR	ER	IR
hablar	comer	vivir
habl + ado	com + ido	viv + ido
hablado	comido	vivido

Connectives

además
aunque
como
cuando
dado que
donde
luego
o
para que
por eso
por lo tanto
porque
sin embargo
y
ya que

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

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

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

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

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

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

comer	- ado
preparar	
hablar	- ido
beber	

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

1	He comido
2	He hablado
3	He cocinado

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

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

1. In your homework book fill in the vowels to complete the translations of the words below:

H_ g _ n _ d _	I have won
H _ l _ m p _ _ d _	I have cleaned
H _ h _ b l _ d _	I have spoken
H _ v _ s _ t _ d _	She has visited
H _ p r _ p _ r _ d _	He has prepared

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

1	En la selva he visitado a Ant y Dec.
2	En la selva he cocinado arroz.

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

1	In the jungle I won five stars.
2	In the jungle I ate insects.

1. In your homework book match the verbs to the correct translation

1. He cocinado	a. he/she has cooked
2. Ha cocinado	b. They have prepared
3. He preparado	c. she/he has drunk
4. Han preparado	d. I have cooked
5. Ha bebido	e. I have prepared

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

	He hecho un desafío y he ganado ocho estrellas pero no he bebido cucarachas.
--	--

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

	In the jungle I have drunk cockroaches and cleaned the camp, although I have not eaten insects.
--	---

Big Picture: Why are we learning this now?

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

1. Key Concepts

The verb 'to be' in Urdu: hona ہونا

is	are	am
hai	haiN	hoon
ہے	ہیں	ہوں

4. Vocabulary 1: key verbs

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

5. Vocabulary 2: Topic based

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

2. Processes: Present Continuous

I aming We are ...ing

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

3. Sentence starters

Main rozaana

Mera dosth ...

Meri saheli ...

Ghar main ...

Mujhay pasand/napasand hai
kyunkay ...

6. Assessment

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