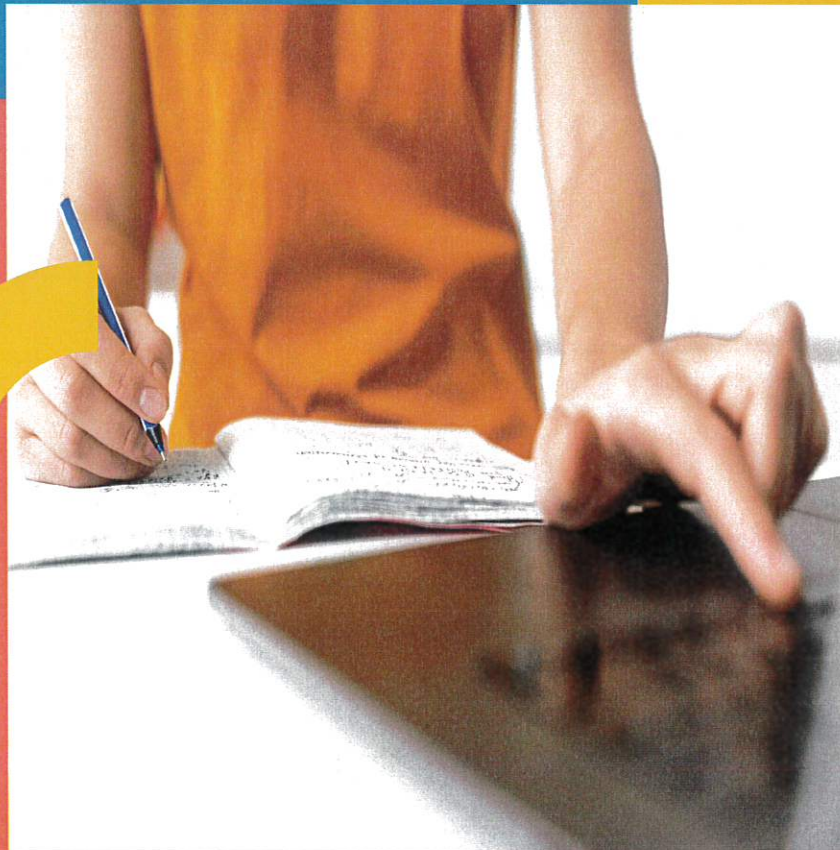




SMITHILLS SCHOOL
SUCCESS FOR ALL

HOMework BOOKLET



Year 9 -
Summer Term 1

www.smithillsschool.net



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Homework Timetable:

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

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:
01 February 2010

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.

New homework strategy: The Gist

Look at your knowledge organiser and read through the content of one box.

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

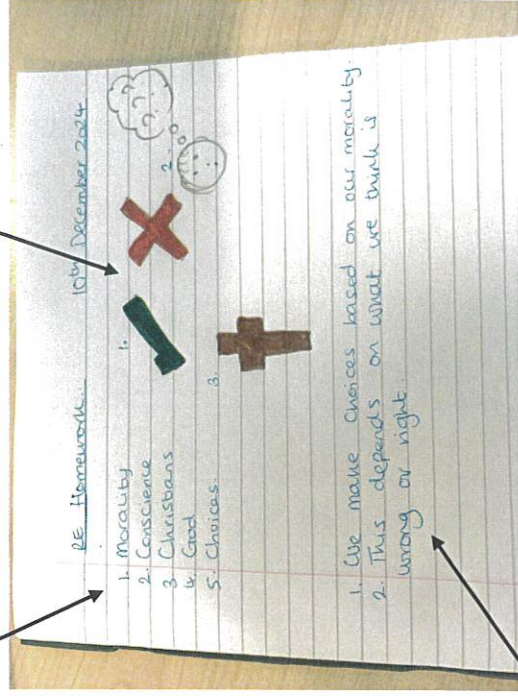
1. 5 keywords.
2. 3 images.
3. 2 sentences.

Example:

5 key words

3 images

2 sentences



Big Picture: Do we treat creation correctly?		1. Key Concepts		2. Vocabulary	
How can we be sure we treat creation correctly? Our understanding of the world is based on the Bible. The Bible tells us that God created the world and everything in it. We are part of that creation. We have a responsibility to care for it. This is called 'creation care'. Creation care is about looking after the world and everything in it. It is about being good to the world and everything in it. It is about being good to the people who live on the world and everything in it. Creation care is about looking after the world and everything in it. It is about being good to the world and everything in it. It is about being good to the people who live on the world and everything in it.	Object of the universe 1.2 It is a part of the universe that is made of matter and energy. It is a part of the universe that is made of matter and energy. It is a part of the universe that is made of matter and energy.	Threats to the Natural World 1.3 Our world has been damaged. Our world has been damaged. Our world has been damaged. Our world has been damaged. Our world has been damaged.	Children and Adults Responses to Issues in the Natural World 1.4 Our world has been damaged. Our world has been damaged. Our world has been damaged. Our world has been damaged. Our world has been damaged.	Key Words Creation care, creation, world, people, matter, energy, universe, natural world, threats, children, adults, responses, issues.	2. Vocabulary The universe provides approximately 13.7 billion years following a single event.

Big Picture: Do we treat creation correctly?		1. Key Concepts		2. Vocabulary	
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Examples of what your homework books should look like...

3rd November 2024

PRE

Sikhism

- Believe in one God called Waheguru
- Waheguru means "Wonderful Lord + Truth"
- 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 - rath
2. E. W. Widdowes and Jacobson
3. social norms in a fantastical context
4. The address glow
5. Mergent's quest

Main rehtay Melidon Crescent

Wednesday 4th September 2024

PE

1. What is football?
 2. Health and safety
- Played with two teams and each player.
 - They play on a rectangular court
 - One point per goal
 - "Passing"
 - Always take one step before passing.
 - Pass a shoot - three seconds.
 - Only shooting players can score.
 - 60 minute game - 15m break.
 - Cut out, don't get scratched
 - Low cut - don't top
 - Hair tied - decent and in your face

No litter

3 Key words

- Attacking team - pass with ball
- Circle - circle in middle
- Contact - touching
- Delay - stop pass by moving out the way
- Full back - Person holding ball more than three seconds
- Marking - blocking an opponent
- Post - referee

10/09/24

Greek mythology

- Epic stories about Greek Gods
- Was passed down generations
- Fought monstrous creatures
- They showed that even the gods could be punished or have feelings
- Huge part of the religion for Greeks

Summery

• Mount Olympus but it's not a mountain

"This is the first time I've ever been so happy"

"This is the first time I've ever been so happy"

"This is the first time I've ever been so happy"

Geography

- Sustainability - is the ability to use natural resources without using them up
- Food miles - is a general term for any transport carrying food
- Carbon footprint - is a number often measured in tonnes
- Bio-fuel - is a sustainable bio-fuel produced by plants
- Habitat - the natural home of an animal or plant

Off

Pattern is a design - which lines, shapes, points or colors are repeated. The point that a pattern is called a motif. Patterns can be in art and design. It is a pattern that repeats itself over and over again. It can be a pattern of lines, shapes or colors. It can be a pattern of words or sounds. It can be a pattern of anything that repeats itself over and over again.

Monday 19th November 2024

SPATX MATRIX

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Year 9 – Summer Term 1 – Pop Art

<u>Overview</u> Pop Art emerged in the mid-20th century (1950s-1960s) as a significant art movement that challenged traditional boundaries between art and popular culture. It was characterised by the incorporation of imagery from mass media, advertising, and comic books, often using bold colours and repetitive designs. Pop Art sought to reflect and critique the consumerism and cultural dynamics of post-war society, making art accessible to the general public.	<u>Interesting Facts</u> The term "Pop Art" was coined in the 1950s in Britain. The first major exhibition of Pop Art in America was held at the Sidney Janis Gallery in New York in 1962. Warhol's famous quote, "In the future, everyone will be world-famous for 15 minutes," highlights the transient nature of fame in contemporary culture. Pop Art has influenced modern advertising, graphic design, and even fashion.	<u>Key Vocabulary</u> Consumerism: The preoccupation with and inclination towards acquiring goods and services. Mass Media: Various platforms (such as television, newspapers, and the internet) that reach a large audience. Iconography: The symbolic representation of subjects, often used in visual arts. Collage: A technique of creating art by assembling different materials or images onto a single surface. Screen Printing: A printing technique that uses a mesh screen to transfer ink onto a substrate. Aesthetic: A set of principles guiding the work of a particular artist or artistic movement.
<u>Significant Pop Artists</u> Andy Warhol (1928-1987) Best known for his Campbell's Soup Cans and portraits of celebrities. Explored themes of celebrity culture, mass production, and commercialism. Roy Lichtenstein (1923-1997) Famous for his comic book-style artworks, using Benday dots. Iconic pieces include "Whaam!" and "Drowning Girl," often parodying the melodrama of comic art. Robert Rauschenberg (1925-2008) Bridged Abstract Expressionism and Pop Art; known for his "composites" (works that incorporate various materials). Explored the concept of assemblage and found objects. Claes Oldenburg (1929-present) Known for his large sculptures of everyday objects (e.g., giant hamburgers, ice cream cones). Focused on the relationship between art, object, and consumer culture.	<u>Key Techniques</u> Screen Printing: Warhol famously used this technique to create repetitive prints of images, allowing for mass production and an artistic commentary on consumerism. Collage and Montage: Combining various images, materials, and textures to create a unified piece that reflects contemporary society. Use of Colour: Bold, vibrant colours are typical of Pop Art, often derived from commercial products. Artists used flat areas of colour to create striking visual statements. Benday Dots: Utilised by Lichtenstein, this printing technique mimics the look of comic book art, creating a sense of depth and texture through dot patterns.	<u>Key Concepts</u> Interplay between Art and Consumer Culture: Pop Art blurs the lines between high art and low culture, challenging elitism in art. Repetition and Familiarity: Use of repeated imagery created a sense of recognition and familiarity, inviting viewers to see everyday items as worthy of artistic merit. Irony and Satire: Many Pop artists used irony to comment on society's obsession with fame, commercialism, and consumer goods. Incorporation of Technology: Use of modern printing techniques allowed for mass production of artworks, mimicking commercial processes.

Your Data	Social Engineering	Hacking
- Key Concepts: - Definition: Your data includes any personal or sensitive information you share or store online (e.g., name, address, login details). - Types of Personal Data: - Identity data: name, date of birth - Contact data: email, phone number - Login data: usernames, passwords - Why It Matters: If stolen, your data could be used for fraud or identity theft. - Examples: - Signing up for a social media account with your real name and email. - Saving your address on an online shopping site.	- Key Concepts: - Definition: A method used by cybercriminals to trick people into giving away personal information, like passwords or bank details. - Common Types: - Phishing: Fake emails pretending to be from trusted sources (e.g., your bank). - Shoulder Surfing: Looking over someone's shoulder to see sensitive information. - Baiting: Offering something free (e.g., USB sticks) that contains malware. - Examples: - An email asking you to reset your password via a fake link. - Someone pretending to be tech support and asking for your login details.	- Key Concepts: - Definition: Gaining unauthorized access to computers, networks, or data. - Types of Hackers: - Black Hat: Illegal hackers who steal or damage data. - White Hat: Ethical hackers who test systems for vulnerabilities. - Grey Hat: Hackers who may break the law but not with malicious intent. - Risks: Data theft, financial loss, service disruption. - Examples: - A hacker stealing customer data from a company. - A white-hat hacker testing school systems to find weaknesses.
Cyber Security	Cyber Protection	
- Key Concepts: - Definition: Cyber security is the practice of protecting computers, networks, and data from digital attacks or unauthorized access. - Goals: - Keep information safe - Prevent hacking and malware - Ensure only the right people can access data - Main Threats: Viruses, spyware, ransomware, phishing attacks. - Examples: - Installing antivirus software. - Using firewalls to block harmful traffic. - Keeping passwords strong and private.	- Key Concepts: - Definition: Practical steps and tools used to protect individuals and organizations from cyber threats. - Key Measures: - Strong Passwords: Use complex, unique passwords. - Two-Factor Authentication (2FA): Adds a second layer of protection. - Software Updates: Fix security flaws. - Backups: Save copies of your files regularly. - Examples: - Turning on 2FA for your email or social accounts. - Backing up homework to Google Drive or a USB stick. - Updating your phone's software to fix bugs.	

Dance Practitioners and dance works		Exploring Professional Repertoire	Exploring Music for Choreography	Responding to a Dance Brief	Responding to a Dance Brief
Big Picture: In dance you will now have an opportunity to explore how to create and choreograph actions to specific pieces of music. Each lesson you will be given a piece of music and range of actions, spacing, dynamics and relationships that will have to use. Your choreography must represent the music that you hear. Music in a piece of choreography is very important because it creates a mood, adds expression and could help inform the story of the dance piece.					
1. What is a dance brief? Know and recall this		2. How do I create a dance from a brief? Know and recall this		3. What dance skills will help me demonstrate a dance brief?	
A dance brief gives instructions – It explains the theme, mood, or story of the dance and what the performance should show.		Understand the theme – Read the brief carefully and think about the story or feeling you need to show through movement.		Expression – Use facial expressions and body movements to show the emotions or story described in the brief.	
It includes movement ideas – It might suggest dance styles, key steps, or special techniques to use in the routine.		Choose dance moves – Pick steps that match the mood and energy of the theme. Use jumps, turns, and gestures to help tell the story.		Timing – Stay in sync with the music and match your moves to the rhythm so the dance flows smoothly.	
It helps dancers stay focused – It keeps everyone on track, making sure the dance matches the original idea or message.		Put the dance together – Arrange the moves in an order that makes sense. Practice until it flows smoothly and expresses the message clearly.		Control – Make sure each step is clear, balanced, and performed with confidence, helping the audience understand the dance's message.	
Smithills School Performing Arts					
4. Key Vocabulary					
Travelling	Moving across the space with steps, jumps, or turns to show direction and energy.				
Gestures	Using hand, arm, or body movements to express emotions or tell a story clearly.				
Stillness	Holding a pose or freezing in place to create powerful moments or highlight key parts of the dance.				
Elevation	Using jumps or lifts to add excitement and make the movement more dramatic.				

Year 9 - Dance - Summer Term 1 and 2 - Responding to a Brief

Big Picture – This half term you will be learning about acting for a camera. You will either be performing or designing depending on your choice.

Screen Acting	Camera Angles
Camera acting, often called screen acting, is the art of performing in front of a camera to create a realistic and engaging portrayal of a character for film, television, or digital media. This style of acting is usually done as NATURALISM. What is Naturalism? https://www.youtube.com/watch?v=w-KQemXIVB8&t=35s	 Extreme close up  Medium shot  Point of view shot  Close up  Long shot  Birds eye view  Medium close up  Extreme long shot  Worms eye view
Skills	Design
Nonverbal skills – A lot of camera acting comes from facial expressions, eye contact and subtle movements. Less is more – It doesn't need to be over the top, the camera will capture the moment. Ignore the camera – You must act like the camera isn't there.	Set Designer – This role involves designing the set for a performance or film. This can include furniture, props, colour schemes and background. Costume Designer – This role is all about creating effective and appropriate costumes for the actors in the performance. Marketing – A marketing manager in theatre is in charge of promoting the performance or film. They will create posters and adverts for the film. Director – This job involves you working with the actors and telling them what to do, where to move and where to look.

Year 9 Graphics: Knowledge Organiser - Summer 1

Key Outcome 1	Key Outcome 2	Key Outcome 3
What is a logo? A logo is a graphic mark, emblem, or symbol used to identify a company, organisation, product, or brand. Logos are designed to be memorable, distinctive, and convey the identity or values of what they represent. Effective logos work across multiple sizes and applications (digital, print, merchandise). 	Why are logos used? Logos are the pictures or symbols that represent a company or product. Logos are important for many reasons: • Brand recognition: Helps people quickly know which company made something. • Standing out: Makes a company look different from others selling similar things • Telling a story: Shows what a company is like and what it cares about. • Looking professional: Makes customers trust the company more. • Keeping things the same: Makes all a company's ads and products look like they belong together.	Why some logos are easier to remember than others? Some logos stick in our minds better because: • They are simple in shape • They use eye-catching colours • They have distinctive typography • They have clear meanings • They stand out from others • We see them often 

Keywords	
Brand	A company's unique identity and image.
Memorable	Easy to remember and recognize quickly.
Distinctive	Looks different and stands out from others.
Identity	How a company shows and presents itself.
Recognition	Ability to identify something you've seen before.
Eye Catching	Grabs attention and stands out visually.

Key Outcome 4	
Types of logos 	Wordmarks: Logos that use the full company name. Letter marks: Logos that use initials or abbreviations. Brand marks: Symbol only logos with no text. 
Did you know? The world's oldest logo still in use today is Twinings Tea's, created in 1887. While most modern logos change every few years, Twinings has kept nearly the same design for over 135 years!	



SMITHILLS SCHOOL

Year 9

HOMework

Identity

**Homework Booklet
Summer 1**

Week One: Poetry Research



There are many different types of poems.

Name six different types of poem and explain what makes them special.

I've done the first one for you:

1. Haiku

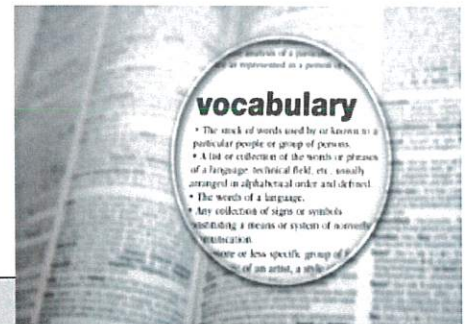
Characteristics and Rules

- 3 lines
- Line 1 contains 5 syllables
- Line 2 contains 7 syllables
- Line 3 contains 5 syllables

Week Two: Vocabulary

Task 1: Look at the key terms:

Find and write down what each of them mean.



Key Vocabulary	Definition
personification	
metaphor	
simile	
volta	

Task 2: Give an example for each.

Week Three: Fill in the GAPS

14

A Red, Red Rose by Robert Burns

Oh my love's like a red, red,
That's newly sprung in;
My love's like the
That's sweetly in tune.

As fair art thou, my bonny lass,
So deep in am I;
And I can love thee still, my dear,
Till a' the seas gang dry.

Till a' the seas gang dry, my dear,
And the rocks melt wi' the sun;
I will love thee still, my,
While the sands o' life shall run.

And fare thee weel, my only love,
Oh fare thee weel awhile!
And I will come again, my love,
Though 'twere ten Mile

thousand played dear rose melody love

SMILE

Week Four: Write Your Own Poem or Rap

You are important and so is your identity

– your identity is what makes you, YOU!

Using the knowledge that you have now gained about identity
and poetry, create a poem or a rap (or a song) that says something
about what makes you the person you are.

Have fun!

Week Five: Improve your Sentence Structure



Non-Fiction How to improve your sentences	<u>Start in an interesting way</u> <i>Imagine</i> <i>What if...</i> <i>What do ____ and ____ have in common?</i>	<u>Talk to the reader</u> <i>My friend, I know that...</i> <i>As you know,...</i> <i>You know....</i> <i>Picture this...</i>
<u>Raise the level of urgency and importance with modal verbs. Start with 'could' / 'might' and end with 'must' and 'have to'</u> We <u>can</u> ... You <u>might</u>... We <u>should</u>... You <u>will</u> ... We <u>must</u> ...	Homeless people need our help.	<u>Use pronouns to build a relationship</u> <i>We must ...</i> <i>It is our....</i>
<u>Lists are important (especially verbs and adjectives)</u> <i>Eg. Pain, anguish and anxiety are the main problems with ...</i> <i>We all <u>think, feel and know</u> the dangers of ...</i>	<u>Verbs are incredibly important when writing a piece of a non-fiction and they can often been underused.</u> <i>Eg. Students <u>cry, weep, sob</u> at the idea of completing homework.</i> <i>Parents <u>endure</u> the pain of homework too.</i>	<u>Move from 'I' to 'you' and then 'we' within a paragraph</u> <i>I think ...</i> <i>You expect ...</i> <i>We know ...</i>

Week Six: Speech Writing

Next half-term, you will need to plan and write your own speech as part of your GCSE for Speaking and Listening.

These videos will help you to prepare:

<https://www.bbc.co.uk/education/topics/zts3mnb>

https://www.youtube.com/watch?v=aVB4UP_St1I

<https://www.youtube.com/watch?v=bByzBTLNGt0>

<https://www.youtube.com/watch?v=Ww5i0QkfMMo>



After watching these videos consider:

- What have I learnt about speech topics from watching these videos?
- What have I learnt about how to present speeches from these videos?

Knowledge Organiser – Summer Term 1 – Different methods of cooking

Heat Transfer Power!

Everything boils down to heat (pun intended!). Food cooks when heat is transferred from its source to the ingredients. Here are some common ways this happens:

- **Conduction:** Heat travels directly through contact with a hot surface. Think frying a pan seared steak or boiling potatoes in water.
- **Convection:** Hot air or liquid circulates, carrying heat throughout. Imagine roasting a chicken in the oven or simmering soup on the stove.
- **Radiation:** Heat travels in invisible waves directly from the source. Grilling cheese on a toasty machine or using a microwave are examples.

Choosing the Right Method:

The best cooking method depends on the food you're preparing. Here are some things to consider:

- **Thickness and size of the food:** Thicker cuts need longer cooking times, so methods like roasting or braising might be better.
- **Desired texture:** Do you want crispy (frying) or soft (boiling)?
- **Flavour:** Some methods, like grilling, can add a smoky flavour.

Cooking Methods in Action:

Now that we know how heat works, let's explore some popular methods used in food tech:

Dry Heat Methods:

- **Grilling:** Cooks food directly over high heat, perfect for steaks, burgers, and vegetables.
- **Roasting:** Uses hot oven air to cook larger items like whole chickens or vegetables.
- **Baking:** Similar to roasting, but often for pastries, breads, and desserts.
- **Frying:** Cooks food in hot oil, creating a crispy exterior (shallow frying) or fully submerging it (deep frying).

Moist Heat Methods:

- **Boiling:** Cooks food completely submerged in boiling water, great for pasta, vegetables, and eggs.
- **Simmering:** Gentle bubbling just below boiling, ideal for soups, stews, and sauces.
- **Poaching:** Cooks food in simmering flavoured liquid, often used for fish or delicate foods.
- **Steaming:** Uses steam to cook food without submerging it, perfect for vegetables and dumplings.

Big Picture: Why are we learning this now?

We have covered the topic of 'home' in year 7 but will now look more at talking about the location and expressing more detailed opinions as well as combining three tenses: present, conditional/future and imperfect to talk about different stages in your life (be as creative as you like!)



Il y avait....=There was/were
Il y a= there is/are
Il y aura/aurait...= there will be/would be

1. Key Concepts

Imperfect tense: used to talk about something you **USED** to do or to **describe something in the past** eg. Your previous home

Conditional: used to explain what you **WOULD** do eg. I would live in France because the weather is nice

Present : explains what you are **DOING / DO** eg. I am living in Bolton / I live in Bolton

2. Processes: 'habiter' in the present tense

HABITER: a regular ER verb

I live J'habite
You live Tu habites
He lives Il habite
She lives Elle habite
We live Nous habitons
You live Vous habitez
They live Ils habitent
They live Elles habitent

J'habite à... I am living in...

3. Sentence starters

- Quand j'étais petit(e)...
- Dans le passé j'habitais dans...
- À l'avenir j'aurai...
- La meilleure chose est que....
- Le pire est que.....

4. Vocabulary 1: location and types of home

À la campagne	In the countryside
Dans la banlieue	In the suburbs
En ville	In the city/town
Au bord de la mer	At the seaside
Un appartement	Flat
Une maison	House
Une ferme	Farm
un chalet	Chalet / bungalow/villa

5. Vocabulary 2: rooms in the house

Une cuisine	A kitchen
Une salle à manger	A dining room
Une grande/petite chambre	A big/small bedroom
un salon confortable	A comfortable living room
un jardin/garage	A garden/garage
Une cave/ un grenier	A spacious cellar/attic
Une salle de bains/un W.C.	A bathroom / a toilet
un bureau	A study/office

6. Assessment

- Où habites-tu?
- Qu'est-ce qu'il y avait dans ta maison?
- Qu'est-ce qu'il y aurait dans ta maison idéale?
- Tu voudrais habiter à....?

1. Write the English for the phrases, work in your homework book	
French	
a. Un salon	
b. Une salle à manger	
c. Au premier étage	
d. Au rez de chaussée	
e. Une cuisine	

2. Translate the sentences into English, work in your homework book	
1	Au rez de chaussée il y a une grande cuisine
2	Il n'y a pas de salle à manger mais il y a un petit salon
3	Au premier étage il y a trois chambres et une salle de bains

3. Translate the sentences into French, work in your homework book	
1	In my house there is a living room and a small kitchen
2	Outside there is a garden and a garage
3	Upstairs there are four bedrooms and a small bathroom

1. Write the English for the phrases, work in your homework book	
French	
a. Une maison individuelle	
b. Une maison mitoyenne	
c. Un appartement	
d. Une ferme	
e. Un chalet	
f. Dans la banlieue	

2. Translate the sentences into English, work in your homework book	
1	J'habite dans une ferme à la campagne
2	Ma maison est belle mais c'est assez petite
3	J'aimerais habiter au bord de la mer dans un appartement

3. Translate the sentences into French, work in your homework book	
1	I live in a small house in the outskirts
2	My house is modern and big
3	I live in a detached house in the countryside

1. Fill in the vocabulary table using your knowledge organiser for support, work in your homework book	
French	
a. Ma maison idéale aurait...	
b. Il y aurait...	
c. La maison de mes rêves	
d. Une salle de jeux	
e. Une piscine	
f. Un balcon	
2. Translate the sentences into English, work in your homework book	
1	Ma maison idéale aurait une grande piscine
2	Dans la maison de mes rêves il y aurait un bowling et une sauna
3	La maison de mes rêves aurait un cinéma et un bowling
3. Translate the sentences into French, work in your homework book	
1	My ideal house would have a balcony
2	It would have a pool and a cinema
3	In my dream house there would be a gym and a jacuzzi

What is the issue with urbanisation?

What are the hazards in our risky world?

What is development?

What are ecosystems?

1. Big Picture: Why are we studying this?

This topic explores the effects of tectonic hazards such as volcanoes, earthquakes and tsunamis on humans. We look at the physical landforms created through this movement, the structure of the Earth and the history of tectonic hazards. We look at vulnerable population and query who deals with hazard better... the haves or the have nots?

3. Key skills

- ✓ To be able to describe the internal structure of the Earth
- ✓ To be able to recognise what happens at different plate boundaries
- ✓ To be able to explore the hazards that volcanoes present in both HICs and LICs
- ✓ To be able to explore the hazards that earthquakes & tsunamis present in both HICs and LICs
- ✓ To be able to explain how vulnerability differs between places.

5. Key concepts

To understand the different layers of the earth; how thick, viscous & hot each layer is. Tectonic plates move in all sorts of directions- when they move towards each other this is called a destructive plate boundary. At this boundary often volcanoes are found as the oceanic plate (heavier/denser) is sub ducted under the continental (lighter/less dense) plate. At a constructive plate boundary the plate move away from one another causing land to be formed, and at a conservative plate boundary the plates slide past each other. The friction causes earthquakes. We look at the impacts in places and ask why do people live close to tectonic hazards? We look at the effects of earthquakes and volcanoes and how we can use technology and other responses to reduce the negative impacts of hazards.

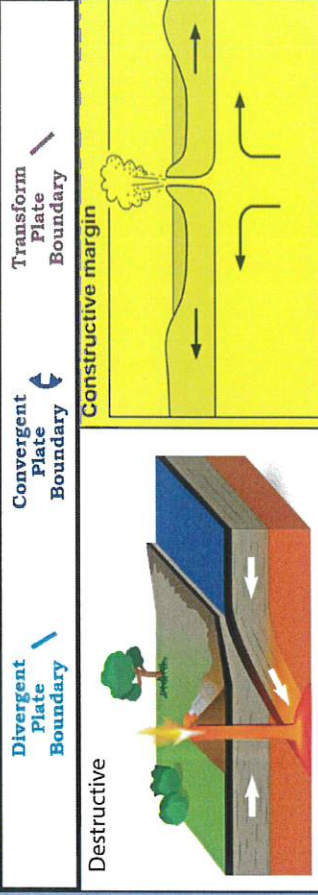
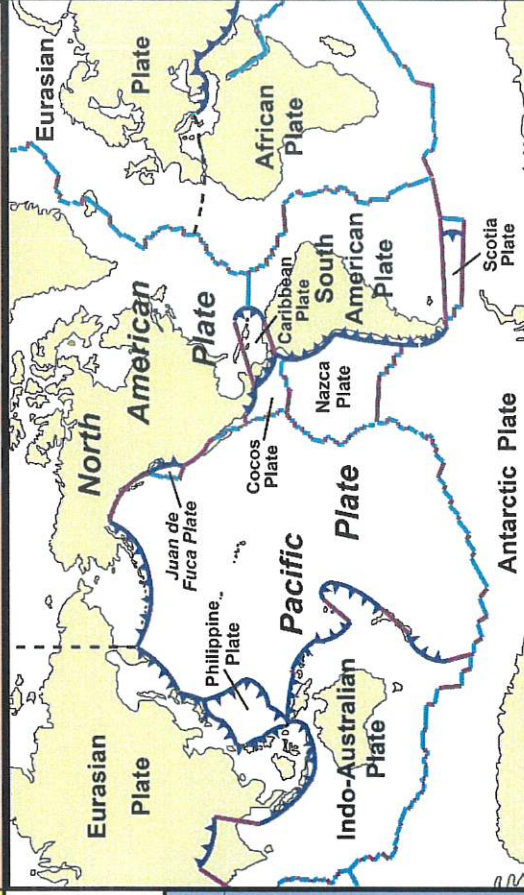
4. Key terms

Constructive- When two plate boundaries move away from each other creating a rift valley
Destructive- When two plate boundaries move towards each other and one sub ducts under the other creating a volcano
Conservative- When two plate boundaries slide past each other and cause an earthquake
Subduction- Goes underneath
Fold Mountains- When two continental plate boundaries move towards each other and buckle and fold creating mountains such as the Himalayas
Stratovolcano- A volcano made out of alternating layers of ash and lava
Shield volcano- A volcano created through fluid lava flows
Tectonic- Relating to the structure of the Earths crust
Hazard- A danger or risk
Vulnerability- A measure of the extent to which a community or a geographical location is effected by the impact of a particular hazard

6. People

Volcanologist - someone who studies the causes of and impacts of volcanic activity worldwide.

2. Places



Mount Merapi is a stratovolcano located on the island of Java in Indonesia, which is the fourth most populated country on Earth. It erupted with devastating consequences during October 2010. **Katmandu is the capital city of Nepal** and it suffered a massive earthquake in 2015. 9,000 people died and 22,000 were injured. Most buildings in the city were destroyed or severely damaged. It set off avalanches which killed over 250 people.

Indian Ocean Tsunami - On 26 December 2004 a tsunami occurred in the Indian Ocean. It was the result of the Indo-Australian Plate subducting below the Eurasian Plate. It was caused by an earthquake measuring more than magnitude 9.

History Year 9 Post War Britain

4. Events Timeline												
1. Key content • The NHS was set up in 1948, offering free health care to people in Britain • In the 1960's there were huge changes in fashion, youth culture, film and television. Bands such as the Beatles and Queen influenced young people and made the rock genre popular • To help rebuild Britain after WWII men and women from the Caribbean were encouraged to move to the UK to work. Many of the Windrush generation worked in the NHS • Many Windrush migrants faced racist abuse whilst in Britain • Britain began spending heavily of nuclear weapons and defence during the Cold War. People in Britain prepared for a nuclear attack • Due to famine and poverty in South Asia after the Second World War, many people from South Asia moved to the North West of Britain • WWII had placed Britain in debt. In 1960s Britain, many people lived in slums, there was also an increase in affluent families, many people owned a house, car and started to go on holidays abroad.	2. Vocab <table><tr><td>Welfare</td><td>Help the government gives to people who need it, like money, healthcare, or support with housing, to make sure everyone can live a decent life.</td></tr><tr><td>Windrush</td><td>Refers to the arrival of people from the Caribbean to the UK in 1948, on a ship called the HMT Empire Windrush</td></tr><tr><td>Affluence</td><td>Having a lot of money, wealth, or resources.</td></tr><tr><td>Migration</td><td>Movement of people from one place to another, usually to live or work in a new location</td></tr><tr><td>Cold War</td><td>A war where there is no fighting, only the threat of fighting.</td></tr></table>		Welfare	Help the government gives to people who need it, like money, healthcare, or support with housing, to make sure everyone can live a decent life.	Windrush	Refers to the arrival of people from the Caribbean to the UK in 1948, on a ship called the HMT Empire Windrush	Affluence	Having a lot of money, wealth, or resources.	Migration	Movement of people from one place to another, usually to live or work in a new location	Cold War	A war where there is no fighting, only the threat of fighting.
	Welfare	Help the government gives to people who need it, like money, healthcare, or support with housing, to make sure everyone can live a decent life.										
	Windrush	Refers to the arrival of people from the Caribbean to the UK in 1948, on a ship called the HMT Empire Windrush										
	Affluence	Having a lot of money, wealth, or resources.										
	Migration	Movement of people from one place to another, usually to live or work in a new location										
	Cold War	A war where there is no fighting, only the threat of fighting.										
	3. People William Beveridge: Produced a report in 1942 (Beveridge Report) which identified 'five evil giants' – want, disease, ignorance, squalor and idleness. Aneurin Bevan: Set up the NHS in 1948 Bobby Charlton: A star of England's 1966 World Cup Win against West Germany											
4. Events Timeline July 1948: NHS is set up June 1948: HMT Empire Windrush arrived in UK 1950's: Arrival of South Asian Migrants 1960's: New technology such as fridges and washing machines are invented 1966: England win their first ever World Cup 1981: Women protest at Greenham Common RAF base against nuclear weapons												

Stylistic Features

Remix

Music in the Media

Responding to a Music Brief

1. Key Concept – Treble Clef

Line Notes

Space Notes

2. Key Concept – Bass Clef

Line Notes:

Space Notes:

3. Key Concept – Note Values

Beat 1	Beat 2	Beat 3	Beat 4

4. Key Concept – Elements of Music

M	A	D	T	S	H	I	R	T
melody	articulation	dynamics	texture	structure	harmony	instruments	Rhythm	tempo
the tune	how the notes are played	Loud quiet volume crescendo diminuendo	Layers of sound and how they fit together	How the music is organised	chords major minor	types of instruments heard sonority	the pattern and duration of notes	the speed

National Governing Bodies (NGBs)

Every sport has its own **NGB** that plays an extremely **important** role in running their sport.

Task 1 Describe **what** an NGB does.

.....

.....

.....

.....

Task 2 Name **four** NGBs and the sport they govern.

-
-
-
-



Task 3 Use the words at the bottom to complete the responsibilities of NGBs.

Responsibilities of NGBs include:

- 1) Promoting their sport to increase
- 2) Providing courses to develop the skills of and
- 3) Organising tournaments and
- 4) Maintaining the rules of the sport and them when necessary.
- 5) Applying procedures for serious rule breaking.
- 6) Improving in their sport, e.g. enforcing the use of protective equipment.
- 7) Providing , insurance and technical guidance to members.
- 8) Developing and initiatives, e.g. to increase female participation.
- 9) Lobbying other organisations for

coaches competitions officials participation
changing safety disciplinary policies funding support



I wish there was an NGB for sleeping...

'It would be better for there to be one overall NGB that covers all sport, instead of there being an NGB for each sport'. Do you agree with this statement? Explain your answer.

1. Key Concepts

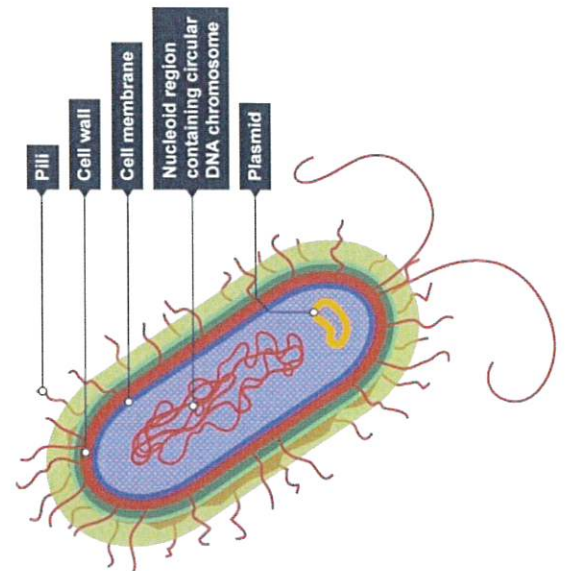
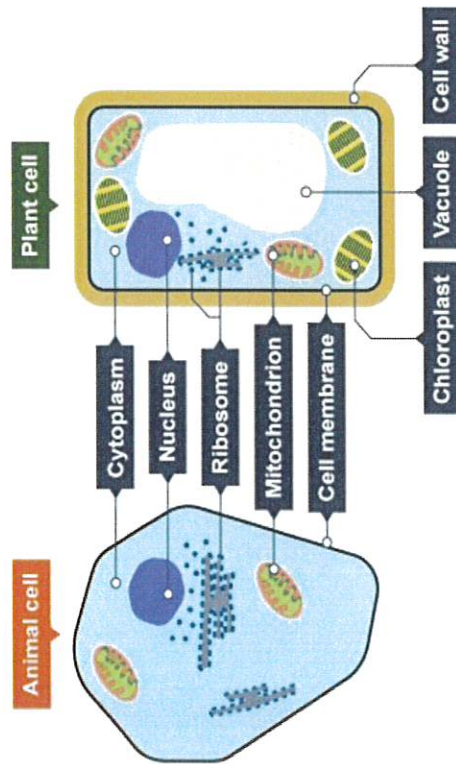
Sanctity of life 1.1 It means life is sacred/ holy. God has a special relationship with humans because we are made in his image and have responsibility over the world. Human life must be treated with care. Human life is intrinsically valuable – this means we are valuable because we are created by God.	Evolution 1.2 It means that all life forms have evolved from one form and have adapted to their environment over billions of years. Darwin observed that species can change gradually over time, to suit their particular environment. This process is the survival of the fittest. Some Christians reject the theory as the Bible teaches that God created humans in his own image and Darwin’s theory contradicts this. Some reject evolution because it is not compatible with the Bible. Others believe evolution is compatible with the Bible. God used evolution to create life and is personally involved with life.	Life after Death 1.3 Non-religious views include: remembered lives – people being able to remember past lives, paranormal – spiritualists believing there is a spirit world beyond the physical one where mediums can communicate with the dead, people experiencing ghosts/visions of the dead, logical – it makes sense that this life is not all there is, near death experiences – when someone is medically understood to be dead for a short time and comes back to life and recalls details such as a bright light., religious – Christians: Jesus’ bodily resurrection.	Transplant 1.4 Organ donation is the gift of an organ to help someone else who needs a transplant. Hundreds of people’s lives are saved each year by the generosity of organ donation. The organs taken after death are then transplanted into the body of someone desperately needing them! Or they are taken from a live donor – kidney. Kidneys, heart, liver, lungs, pancreas and the small bowel can all be transplanted. Tissue and bone can also be used. Christians have differing views – some say body is not needed after death, so it is allowed. However, some say it is playing God and goes against the sanctity of life. Many Muslims are against it as in the Shariah law nothing can be removed after death, but some Muslim lawyers say it is allowed.																
Cloning 1.5 Cloning is a form of genetic engineering that produces a duplicate cell of a parent plant or animal. You can break a stem off a plant, put it in water to grow roots and then plant it and hey presto- a genetic copy of the parent plan.	Euthanasia 1.6 “Euthanasia” literally means “a gentle, easy death.” In Britain, as in many other countries, euthanasia is illegal. A doctor who deliberately ends someone’s life can be charged with manslaughter or murder. Active Euthanasia - An active intervention by a doctor to end a patient’s life. Passive Euthanasia - Deliberately withholding or withdrawing medical treatment which would help the patient to live longer, with the intention of ending life. Voluntary Euthanasia - When euthanasia is performed because the person who is dying has requested it and has given their permission freely. Involuntary Euthanasia - Ending the life of an able patient without their permission or against their will.	Capital Punishment 1.7 This is the death penalty given to someone for committing a crime. This is not carried out in the UK. It was abolished in 1969 for murder and 1992 was the last time a death sentence was carried out. Four theories of punishment: Deterrence - should put people off committing crime Reform - should reform the criminal, making them a better person Retribution - punishment should make the criminal pay for what they have done wrong Protection - punishment should protect society from the criminal and the criminal from themselves	2. Vocabulary <table><tr><td>Active Euthanasia</td><td>An active Intervention by a doctor to end a patient’s life.</td></tr><tr><td>Passive Euthanasia</td><td>Deliberately withholding or withdrawing medical treatment which would help the patient to live longer, with the intention of ending life.</td></tr><tr><td>Situation Ethics</td><td>Ethical theory which suggests that decisions should be made based on what the most loving thing to do is in a situation.</td></tr></table>	Active Euthanasia	An active Intervention by a doctor to end a patient’s life.	Passive Euthanasia	Deliberately withholding or withdrawing medical treatment which would help the patient to live longer, with the intention of ending life.	Situation Ethics	Ethical theory which suggests that decisions should be made based on what the most loving thing to do is in a situation.										
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3. Skills Discuss differing types of punishment and their causes and consequences. Evaluate whether the death penalty is the right form of punishment. Explain why Justice is important in Islam. Explain why laws are important, Interpret SOWA and consider their application for and against one of the concepts	4. Key SOWA (sources of wisdom and authority) Genesis 1: humans are made in God’s image. 1 Corinthians: the human body was designed to be a special dwelling for the holy spirit. Qur’an 2 “indeed we belong to Allah and indeed to Him we will return”	5. Key Figures <table><tr><td>Charles Darwin</td><td>Author of the Origin of the Species 1859, was a naturalist (studied animals and plants).</td></tr><tr><td>Prof. Sir Ian Wilmut</td><td>The Scientist whose team created Dolly the Sheep.</td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table>	Charles Darwin	Author of the Origin of the Species 1859, was a naturalist (studied animals and plants).	Prof. Sir Ian Wilmut	The Scientist whose team created Dolly the Sheep.					6. Assessment Criteria <table><tr><td>State/ Outline</td><td>Give 3 examples in 3 different sentences</td></tr><tr><td>Explain</td><td>2 developed reasons in 2 sentences. (develop with examples / SOWAs or explanation)</td></tr><tr><td>Explain and SOWA</td><td>2 developed reasons in 2 sentences. (develop with examples / SOWAs or explanation) and link in a SOWA to support the points.</td></tr><tr><td>Evaluate</td><td>Higher level answers will state which is the stronger argument and WHY this argument is more compelling.</td></tr></table>	State/ Outline	Give 3 examples in 3 different sentences	Explain	2 developed reasons in 2 sentences. (develop with examples / SOWAs or explanation)	Explain and SOWA	2 developed reasons in 2 sentences. (develop with examples / SOWAs or explanation) and link in a SOWA to support the points.	Evaluate	Higher level answers will state which is the stronger argument and WHY this argument is more compelling.
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Year 9 Science Cell Biology

Big Question: Why are we studying this now? The fundamental units of living organisms are cells, this topic builds on KS3 Cells
Further development of microscope skills, cell division and Stem cells and exchange of substances

1. Cell Structure



Keywords	
1. Eukaryotic	A complex cell with a nucleus (e.g. animal or plant cells).
2. Prokaryotic	A smaller cell without a nucleus (e.g. bacterial cell).
3. Nucleus	Contains genetic material.
4. Cytoplasm	Where a cells chemical reactions happen.
5. Cell membrane	Controls what goes into and out of a cell.
6. Ribosome	Part of a cell where proteins are made.
7. Mitochondria	Where aerobic respiration takes place.
8. Cell wall	Only found in plant cells. Made of cellulose and supports the cell.
9. Vacuole	Only found in plant cells. Contains cell sap.
10. Chloroplasts	Only found in plant cells. Where photosynthesis takes place.
11. Plasmid	Only found in bacterial cells. A small loop of DNA.
12. Genetic material	Long strands of genes not tightly pack in a nucleus.

2. Specialised Cells

Sperm cells	- Take male DNA to the egg - Tail to help it swim - Lots of mitochondria for energy
Nerve cells	- Carry electrical signals around the body - Long to cover long distances - Branches to connect to other cells
Muscle Cells	- Muscle cells contract - Long so have space to contract - Lots of mitochondria for energy
Root hair cells	- Root hair cells absorb water and minerals - Long hairs - Large surface area for absorption
Phloem Cells	- Phloem cells transport sugars (plants) - Long tube joined end to end
Xylem cells	- Xylem cells transport water (plants) - Long tubes joined end to end - Hollow so water can flow through

Year 9 Science Cell Biology

Big Question: Why are we studying this now? The fundamental units of living organisms are cells, this topic builds on KS3 Cells
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3.	cell	The smallest structural and functional unit of an organism.
	nucleus	A structure that contains genetic material and controls the activities of the cell.
	chromosome	A thread like structure of coiled DNA found in the nucleus of eukaryotic cells.
	DNA	A polymer made up of two strands forming a double helix.
	gene	A section of DNA that codes for a specific protein or characteristic.

largest

smallest

4. Transport in cells		
Diffusion <u>No</u> energy required	Movement of particles in a solution or gas from a higher to a lower concentration	E.g. O ₂ and CO ₂ in gas exchange, urea in kidneys. Factors that affect the rate are concentration, temperature and surface area.
Osmosis <u>No</u> energy required	Movement of water from a dilute solution to a more concentrated solution	E.g. Plants absorb water from the soil by osmosis through their root hair cells. Plants use water for several vital processes including photosynthesis and transporting minerals.
Active Transport Energy Required from respiration	Movement of particles in a solution or gas from a lower concentration to a higher concentration	Eg Plant minerals entering root hair cells

5. Osmosis

GCSE Biology: Osmosis
Designed in line with practicals in AQA GCSE Biology / Combined Science Handbooks
<http://www.aqa.org.uk/resources/science/ks3a/teach/practicals>

1 Extract five potato cores with cork borer

2 Trim cores to remove skin and make the same length

3 Accurately measure mass and length of each core

4 Add sugar solution (measuring cylinder)
A - 10 cm³
B - 7.5 cm³
C - 5 cm³
D - 2.5 cm³
E - 0 cm³

5 Add water (measuring cylinder)
A - 0 cm³
B - 2.5 cm³
C - 5 cm³
D - 7.5 cm³
E - 10 cm³

6 Add potato core to each tube

7 Leave for required time

8 Remove and blot dry cores

9 Accurately measure mass and length of each core

6. Small intestines	Villi - increase surface area, Good blood supply - to maintain concentration gradient, Thin membranes - short diffusion distance.
Lungs	Alveoli- increase surface area, Good blood supply - to maintain concentration gradient, Thin membranes - short diffusion distance.
Gills in fish	Gill filaments and lamella - increase surface area, Good blood supply - to maintain concentration gradient, Thin membranes - short diffusion distance.
Roots	Root hair cells - increase surface area.
Leaves	Large surface area, thin leaves for short diffusion path, stomata on the lower surface to let O ₂ and CO ₂ in and out.

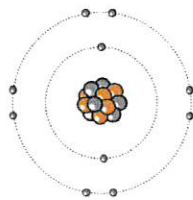
Year 9 Science Atomic Structure

Big Picture: why are we studying this now building on Year 7 and year 8 Matter and Reaction Topics Atoms, Elements and Compounds. Periodic Table and group properties and reactions Fundamentals for all Chemistry Topics

1. Atom, Elements and Compounds,

Atom	<i>The smallest part of an element that can exist</i>	Have a radius of around 0.1 nanometres and have no charge (0).
Element	<i>Contains only one type of atom</i>	Around 100 different elements each one is represented by a symbol e.g. O, Na, Br.
Compound	<i>Two or more elements chemically combined</i>	Compounds can only be separated into elements by chemical reactions.

3. Structure of atom



Central nucleus	Contains protons and neutrons
Electron shells	Contains electrons

Name of Particle	Relative Charge	Relative Mass
Proton	+1	1
Neutron	0	1
Electron	-1	Very small

Electronic shell	Max number of electrons
1	2
2	8
3	8
4	2

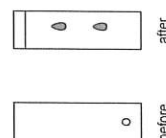
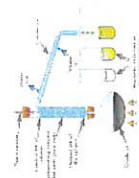
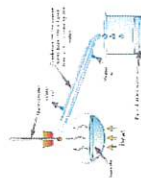
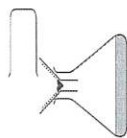
7	Li	3
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Mass number	<i>The sum of the protons and neutrons in the nucleus</i>	
Atomic number	<i>The number of protons in the atom</i>	Number of electrons = number of protons

2. Separating Techniques for mixtures

Mixtures	<i>Two or more elements or compounds not chemically combined together</i>	Can be separated by physical processes.
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Method	Description	Example
Filtration	<i>Separating an insoluble solid from a liquid</i>	To get sand from a mixture of sand, salt and water.
Crystallisation	<i>To separate a solid from a solution</i>	To obtain pure crystals of sodium chloride from salt water.
Simple distillation	<i>To separate a solvent from a solution</i>	To get pure water from salt water.
Fractional distillation	<i>Separating a mixture of liquids each with different boiling points</i>	To separate the different compounds in crude oil.
Chromatography	<i>Separating substances that move at different rates through a medium</i>	To separate out the dyes in food colouring.



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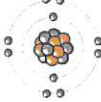
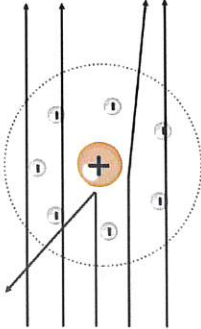
4. Isotopes

Isotopes	Atoms of the same element with the same number of protons and different numbers of neutrons	^{35}Cl (75%) and ^{37}Cl (25%) Relative abundance = (% isotope 1 x mass isotope 1) + (% isotope 2 x mass isotope 2) ÷ 100 e.g. $(25 \times 37) + (75 \times 35) \div 100 = 35.5$
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5. Equations

Chemical equations	Show chemical reactions - need reactant(s) and product(s) energy always involves and energy change	Law of conservation of mass states the total mass of products = the total mass of reactants.
Word equations	Uses words to show reaction reactants → products magnesium + oxygen → magnesium oxide	Does not show what is happening to the atoms or the number of atoms.
Symbol equations	Uses symbols to show reaction reactants → products $2\text{Mg} + \text{O}_2 \rightarrow 2\text{MgO}$	Shows the number of atoms and molecules in the reaction, these need to be balanced.

6. History of atom

Pre 1900		<i>Tiny solid spheres that could not be divided</i>	Before the discovery of the electron, John Dalton said the solid sphere made up the different elements.
1897 'plum pudding'		<i>A ball of positive charge with negative electrons embedded in it</i>	JJ Thompson 's experiments showed that showed that an atom must contain small negative charges (discovery of electrons).
1909 nuclear model		<i>Positively charge nucleus at the centre surrounded negative electrons</i>	Ernest Rutherford's alpha particle scattering experiment showed that the mass was concentrated at the centre of the atom.
1913 Bohr model		<i>Electrons orbit the nucleus at specific distances</i>	Niels Bohr proposed that electrons orbited in fixed shells; this was supported by experimental observations.
Rutherford's scattering experiment		 A beam of alpha particles are directed at a very thin gold foil	Most of the alpha particles passed right through. A few (+) alpha particles were deflected by the positive nucleus. A tiny number of particles reflected back from the nucleus.

James Chadwick
Provided the evidence to show the existence of neutrons within the nucleus

Year 9 Science Atomic Structure

Big Picture: why are we studying this now building on Year 7 and year 8 Matter and Reaction Topics Atoms, Elements and Compounds. Periodic Table and group properties and reactions Fundamentals for all Chemistry Topics

7. Periodic Table

7. Periodic Table																		Noble gases							
Alkali metals										Halogens															
1		2		Transition metals										3		4		5		6		7		0	
H														B		C		N		O		F		Ne	
Li		Be												Al		Si		P		S		Cl		Ar	
Na		Mg												Ga		Ge		As		Se		Br		Kr	
K		Ca		Sc		Ti		V		Cr		Mn		Fe		Co		Ni		Cu		Zn			
Rb		Sr		Y		Zr		Nb		Mo		Tc		Ru		Rh		Pd		Ag		Cd			
Cs		Ba		La		Hf		Ta		W		Re		Os		Ir		Pt		Au		Hg			
Fr		Ra		Ac		Rf		Db		Sg		Bh		Hs		Mt		?		?		?			

Elements arranged in order of atomic number	Elements with similar properties are in columns called groups		Elements in the same group have the same number of outer shell electrons and elements in the same period (row) have the same number of electron shells.	
	Metals		Non metals	
Before discovery of protons, neutrons and electrons	To the left of the Periodic table		To the right of the Periodic table	
	Elements arranged in order of atomic weight		Early periodic tables were incomplete, some elements were placed in inappropriate groups if the strict order atomic weights was followed.	
Mendeleev	Left gaps for elements that hadn't been discovered yet		Elements with properties predicted by Mendeleev were discovered and filled in the gaps. Knowledge of isotopes explained why order based on atomic weights was not always correct.	

8. Group :1, 7 and 0

Alkali metals	Very reactive with oxygen, water and chlorine		Only have one electron in their outer shell. Form +1 ions.	
	Reactivity increases down the group			Negative outer electron is further away from the positive nucleus so is more easily lost.
With oxygen	Forms a metal oxide	Metal + oxygen → metal oxide	e.g. $4\text{Na} + \text{O}_2 \rightarrow 2\text{Na}_2\text{O}$	
With water	Forms a metal hydroxide and hydrogen	Metal + water → metal hydroxide + hydrogen	e.g. $2\text{Na} + 2\text{H}_2\text{O} \rightarrow 2\text{NaOH} + \text{H}_2$	
With chlorine	Forms a metal chloride	Metal + chlorine → metal chloride	e.g. $2\text{Na} + \text{Cl}_2 \rightarrow 2\text{NaCl}$	
Noble gases	Unreactive, do not form molecules	This is due to having full outer shells of electrons.	Have seven electrons in their outer shell. Form -1 ions.	
			Increasing atomic mass number.	
	Boiling points increase down the group	Increasing proton number means an electron is more easily gained		
Halogens	Consist of molecules made of a pair of atoms		e.g. NaCl	
	Melting and boiling points increase down the group (gas → liquid → solid)		metal atom loses outer shell electrons and halogen gains an outer shell electron	
	Reactivity decreases down the group		e.g. $\text{Cl}_2 + \text{H}_2 \rightarrow 2\text{HCl}$	
With metals	Forms a metal halide	Metal + halogen → metal halide e.g. Sodium + chlorine → sodium chloride	e.g. $\text{Cl}_2 + 2\text{KBr} \rightarrow 2\text{KCl} + \text{Br}_2$	
With hydrogen	Forms a hydrogen halide	Hydrogen + halogen → hydrogen halide e.g. Hydrogen + bromine → hydrogen bromide		
With aqueous solution of a halide salt	A more reactive halogen will displace the less reactive halogen from the salt	Chlorine + potassium bromide → potassium chloride + bromine		

Year 9 Science Autumn Term Energy

Big Picture: why are we studying this now building on Year 7 and year 8 Energy topics., introducing concept of specific heat capacity and evaluating the energy crisis

1. Energy Stores and pathways

System	An object or group of objects that interact together	EG: Kettle boiling water.
Energy stores	<i>Kinetic, chemical, internal (thermal), gravitational potential, elastic potential, magnetic, electrostatic, nuclear</i>	Energy is gained or lost from the object or device.
Ways to transfer energy	<i>Light, sound, electricity, thermal, kinetic are ways to transfer from one store to another store of energy.</i>	EG: electrical energy transfers chemical energy into thermal energy to heat water up.
Unit	Joules (J)	

Force acts upon an object	
Mechanical	<i>Electric current flow</i>
Electrical	<i>Temperature difference between objects</i>
Heating	<i>Electromagnetic waves or sound</i>
Radiation	

3. Kinetic, elastic potential and gravitational potential energy

Kinetic energy	Energy stored by a moving object	$\frac{1}{2} \times \text{mass} \times (\text{speed})^2$ $\frac{1}{2} mv^2$
Elastic Potential energy	Energy stored in a stretched spring, elastic band	$\frac{1}{2} \times \text{spring constant} \times (\text{extension})^2$ $\frac{1}{2} ke^2$ (Assuming the limit of proportionality has not been exceeded)
Gravitational Potential energy	Energy gained by an object raised above the ground	Mass $\times$ gravitational field strength $\times$ height mgh

2. Work Done and Power

	Units
Energy (KE, EPE, GPE, thermal)	Joules (J)
Velocity	Metres per second (m/s)
Spring constant	Newton per metre (N/m)
Extension	Metres (m)
Mass	Kilogram (kg)
Gravitational field strength	Newton per kilogram (N/kg)
Height	Metres (m)

Work	Doing work transfers energy from one store to another	By applying a force to move an object the energy store is changed.	Work done = Force $\times$ distance moved $W = Fs$
Power	The rate of energy transfer	1 Joule of energy per second = 1 watt of power	Power = energy transfer $\div$ time $P = E \div t$ Power = work done $\div$ time, $P = W \div t$

Prefix	Multiple	Standard form
Kilo	1000	10^3
Mega	1000 000	10^6
Giga	100 000 000	10^9

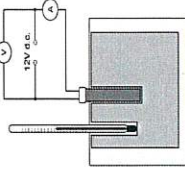
Year 9 Science Autumn Term Energy

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4. Specific Heat Capacity

An investigation into the different specific heat capacities of different metals

	Units
Specific Heat Capacity	Joules per Kilogram degree Celsius (J/Kg°C)
Temperature change	Degrees Celsius (°C)
Work done	Joules (J)
Force	Newton (N)
Distance moved	Metre (m)
Power	Watts (W)
Time	Seconds (s)



Depends on:
mass of substance, what the substance is and energy put into the system.

Energy needed to raise 1kg of substance by 1°C

Specific Heat Capacity

1. Choose your material, for example, a steel block, and measure its mass, in kilograms, then wrap the block in insulation. **This will help to prevent dissipation of the energy to the surroundings**
2. Measure the starting temperature of the block
You may want to put some water into the hole with the thermometer as this will prevent an air gap and allow a more accurate reading on the thermometer
3. Put a heater in the larger hole in the block. Connect the ammeter, power pack and heater in series
4. Connect the voltmeter across the power pack
This needs to be in parallel (piggy backed on)
5. Switch the power pack to 7 V and switch it on. Start the stopwatch as you turn on the power pack
6. Record the ammeter and voltmeter readings. These may vary slightly during the experiment, but not significantly
7. Calculate the power by using the equation power = current x time
7. Record the temperature every minute in your results table
8. After 10 minutes, turn off the power pack
9. Calculate the temperature change for each result
10. Calculate the energy transferred to the block by using the equation energy = power x time
11. Calculate the specific heat capacity by using the equation specific heat capacity = energy / (mass x temperature change)

$$\Delta E = m \times c \times \Delta \theta$$

Change in thermal energy = mass X specific heat capacity X temperature change

5. Energy Efficiency

Efficiency

How much energy is usefully transferred

Principle of conservation of energy

The amount of energy always stays the same.

Energy cannot be created or destroyed, only changed from one store to another.

Closed system

No change in total energy in system

Open system

Energy can dissipate

Dissipate

To scatter in all directions or to use wastefully

When energy is 'wasted', it dissipates into the surroundings as internal (thermal) energy.

Useful energy

Energy transferred and used

Wasted energy

Dissipated energy, stored less usefully

Ways to reduce 'wasted' energy

Energy transferred usefully

Insulation, streamline design, lubrication of moving parts.

HIGHER: When an object is moved, energy is transferred by doing work.

Efficiency = $\frac{\text{Useful power output}}{\text{Total power input}}$

Work done = Force X distance moved

Efficiency = $\frac{\text{Useful output energy transfer}}{\text{Total input energy transfer}}$

Frictional forces cause energy to be transferred as thermal energy. This is wasted.

Reducing friction - using wheels, applying lubrication. Reducing air resistance - travelling slowly, streamlining.

6. Energy Uses

Transport

Petrol, diesel, kerosene produced from oil

Used in cars, trains and planes.

Heating

Gas and electricity

Used in buildings.

Electricity

Most generated by fossil fuels

Used to power most devices.

Year 9 Science Autumn Term Energy

Big Picture: why are we studying this now building on Year 7 and year 8 Energy topics., introducing concept of specific heat capacity and evaluating the energy crisis

7. Energy Sources

Non-renewable energy resource		These will run out. It is a finite reserve. It cannot be replenished.	e.g. Fossil fuels (coal, oil and gas) and nuclear fuels.
Renewable energy resource		These will never run out. It is an infinite reserve. It can be replenished.	e.g. Solar, Tides, Waves, Wind, Geothermal, Biomass, Hydroelectric

Power station	Generates electricity	Fuel burnt releasing thermal energy	Water boils into steam	Steam turns turbine	Turbine turns generator	Generator induces voltage
National Grid	Transports electricity across UK	Power station	Step-up transformer	Pylons	Step-down transformer	House, factory

Energy demand is increasing as population increases.

Using renewable energy will need to increase to meet demand.

Energy resource	How it works	Uses	Positive	Negative
Fossil Fuels (coal, oil and gas)	Burnt to release thermal energy used to turn water into steam to turn turbines	Generating electricity, heating and transport	Provides most of the UK energy. Large reserves. Cheap to extract. Easy to transport.	Non-renewable. Burning coal and oil releases SO ₂ . When mixed with rain makes acid rain. Acid rain damages building and kills plants. Burning fossil fuels releases CO ₂ which contributes to global warming. Serious environmental damage if oil spilt.
Nuclear	Nuclear fission process	Generating electricity	No greenhouse gases produced. Lots of energy produced from small amounts of fuel.	Non-renewable. Dangers of radioactive materials being released into air or water. Nuclear sites need high levels of security. Start up costs and decommission costs very expensive. Waste needs careful storing.
Biofuel	Plant matter burnt to release thermal energy	Transport and generating electricity	Renewable. As plants grow, they remove carbon dioxide. They are 'carbon neutral'.	Large areas of land needed to grow fuel crops. Habitats destroyed and food not grown. Emits carbon dioxide when burnt thus adding to greenhouse gases and global warming.
Tides	Every day tides rise and fall, so generation of electricity can be predicted	Generating electricity	Renewable. Predictable due to consistency of tides. No greenhouse gases produced.	Expensive to set up. A dam like structure is built across an estuary, altering habitats and causing problems for ships and boats.
Waves	Up and down motion turns turbines	Generating electricity	Renewable. No waste products.	Can be unreliable depends on wave output as large waves can stop the pistons working.
Hydroelectric	Falling water spins a turbine	Generating electricity	Renewable. No waste products.	Habitats destroyed when dam is built.
Wind	Movement causes turbine to spin which turns a generator	Generating electricity	Renewable. No waste products.	Unreliable – wind varies. Visual and noise pollution. Dangerous to migrating birds.
Solar	Directly heats objects in solar panels or sunlight captured in photovoltaic cells	Generating electricity and some heating	Renewable. No waste products.	Making and installing solar panels expensive. Unreliable due to varying light intensity.
Geothermal	Hot rocks under the ground heats water to produce steam to turn turbine	Generating electricity and heating	Renewable. Clean. No greenhouse gases produced.	Limited to a small number of countries.

Big Picture: Why are we learning this now?
We are practising a verb we have used before 'hay' but in different tenses so as to add complexity to your work. Knowing a few verbs well ie. able to use it in a range of tenses is a key skill at GCSE.

1. Key Concepts

Present tense: used to talk about something you have or **to describe something in general** eg. In my house **there is** a kitchen and **it is** big.

Imperfect tense: used to talk about something you **USED** to have or **to describe something in the past** eg. In my house **there were** 4 bedrooms in the past and **it was** modern.

Conditional: used to explain what you **WOULD** have e.g. In my dream house **there would be** a games room

4. Vocabulary 1: rooms in the house

Arriba / abajo / fuera (no) hay	Upstairs / downstairs/outside there is (not)
Un salón	A living room
Un comedor	A dining room
Un aseo	A toilet
Un jardín	A garden
Un garaje	A garage
Un cuarto de baño	A bathroom
Un dormitorio	A bedroom
Una cocina	A kitchen
Una entrada	An entrance/hallway

PREPOSICIONES DE LUGAR



2. Processes: conditional

1. Take the **infinitive**.
e.g comer – to eat
Comería – I would eat

2. Then add the following endings:

I	ía
You (s.)	ías
He/She/One	ía
We	íamos
You (pl)	íais
They	ían

Key verbs:
me gustaría
(no) habría
sería

3. Sentence starters

- En mi casa hay...
- En mi casa ideal habría
- En la casa de mis sueños habría
- Mi casa ideal sería
- La casa de mis sueños sería

5. Vocabulary 2: adjectives to describe your local area

Un cine	A cinema
Un jacuzzi	A jacuzzi
Un establo	A stable
Un salón de juegos	A games room
Un gimnasio	A gym
Un jardín con terraza	A garden with a terrace
Una cocina de lujo	A luxury kitchen
Una sauna	A sauna
Una bolera	A bowling alley

6. Assessment

- ¿Qué hay en tu casa?
- ¿Dónde está...?
- ¿Qué habría en tu casa ideal?
- ¿Te gustaría vivir en una casa con...?

1. In your homework book list 5 rooms in a house (e.g. living room, kitchen...)

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

1	En mi casa hay una cocina.
2	En mi casa no hay comedor.
3	En mi casa hay tres dormitorios y un cuarto de baño grande pero no hay jardín.

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

1	In my house there is a living room.
2	In my house there is no garage.
3	In my house there is a modern kitchen but there is no dining room.

1. In your homework book list 5 things you could have in a ideal/dream house (e.g. games room, luxury kitchen...)

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

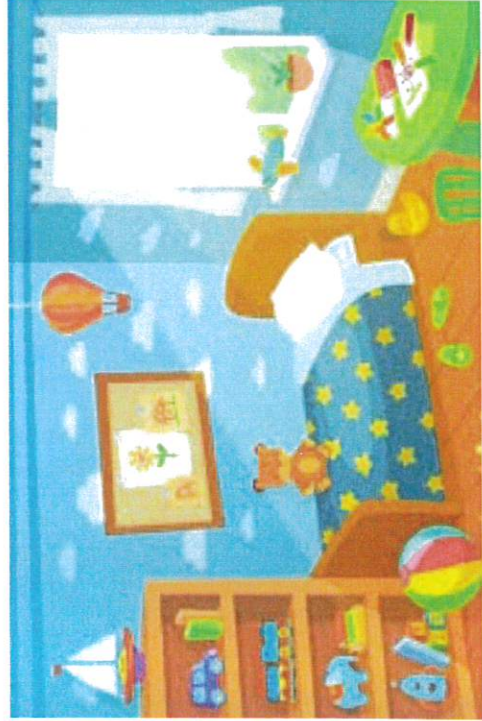
1	En mi casa ideal habría una sauna.
2	En mi casa ideal habría un gimnasio gigante.
3	En mi casa ideal habría un cine cómodo pero no habría cine.

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

1	In my ideal house there would be a luxury kitchen.
2	In my dream house there would be a modern games room.
3	In my dream house there would be a garden with a terrace but there would be no sauna.

1. In your homework book list 5 objects in a bedroom (e.g. bed, wardrobe...)

2. Complete each question – use the pictures!	
1	¿Dónde está? 
2	¿Dónde está? 
3	¿Dónde está? 



3. In your homework book write 3 sentences about any 3 objects in the picture to say WHERE they are (e.g. the window is in front of the bed, the teddy is on the bed, the ball is on the floor...)

Big Picture: Why are we learning this now? In this unit we are going to talk about different types of films, dramas, tv shows and compare different media.	<table><tr><td>too</td><td>quite</td><td>so/very</td></tr><tr><td>زیادہ</td><td>تھوڑا</td><td>بہت</td></tr></table>			too	quite	so/very	زیادہ	تھوڑا	بہت																		
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1. Key Concepts Comparing the past to now: Pehlay lekin ab Jab main chota/i tha/i Bachpan main Puraanay zamaanay main ... jakbay Puraanay log say zyaada/kam ...	2. Processes: Subordinate Clause Even though, [independent] <table><tr><td>Halaankay</td><td>حالانکہ</td></tr></table>	Halaankay	حالانکہ	3. Sentence starters Mujhay cinema jaana DVD par film dekhna mujhay Mera pasandida adaakaar GulukaaroN main mujhay																							
Halaankay	حالانکہ																										
4. Vocabulary 1: Film types	5. Vocabulary 2: Adjectives <table><tr><td>Zabardhasth</td><td>Fantastic</td><td>زبردست</td></tr><tr><td>Shaandhaar</td><td>Excellent</td><td>شائدار</td></tr><tr><td>Bakwaas</td><td>Rubbish</td><td>بکواس</td></tr><tr><td>Behthareen</td><td>Best</td><td>بہترین</td></tr><tr><td>Badthareen</td><td>Worst</td><td>بدترین</td></tr></table>			Zabardhasth	Fantastic	زبردست	Shaandhaar	Excellent	شائدار	Bakwaas	Rubbish	بکواس	Behthareen	Best	بہترین	Badthareen	Worst	بدترین									
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