

Year 9 Homework Book

Autumn Term

2026-27

Name: _____

Tutor Group: _____



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INSTRUCTIONS

What homework do I have as a Year 9 student?

Year 9 students should spend a **total of 60 minutes** each evening on revision and retrieval activities. See TT below

What is a homework book and how will it help me?

It is an organised collection of knowledge that you need to know and learn for every topic you study in every subject.

Do I have to bring my homework book every day?

Yes - bring your H/W book and H/W exercise book to every lesson, every day.

Who will check my homework?

Your subject teacher.

How should I use my homework to help me learn?

You are expected to complete the tasks by week (see TT below).

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	English	Maths 30 minutes of Sparx maths each week	Science 30 minutes of Sparx Science each week	Languages	Performing Arts
Week 2	DT/ Food/ Graphics	RE	History	Geography	Art

English Homework

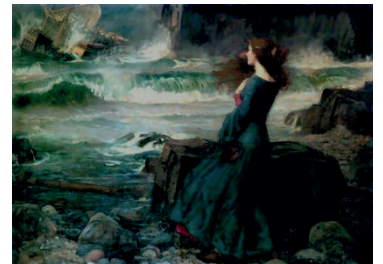
Half-Term 1	
Week 1-2: The Tempest	
What is colonialism?	Colonialism is when a country expands its power by taking control of other lands and peoples. England believed that exploration and conquest would help it civilise and rule over other people while increasing its power overseas.
What is a patriarchy?	A patriarchy is a society where men hold most of the power and authority. Women are expected to be obedient and are often limited to domestic or lower-status roles.
What is the Great Chain of Being?	The Great Chain of being is where people believed the universe was a strict hierarchy ordained by God, with every creature and person having a fixed place.
What is regicide?	Regicide is the killing of a king, which was seen as the ultimate sin and political crime, violating both divine order and social stability.
What is divine punishment?	Divine punishment is the belief that God punishes sin and wrongdoing. People saw disasters, suffering, or misfortune as signs of God's justice and a way to correct immoral behaviour.
During Jacobean England how did people feel about magic and the supernatural?	During Jacobean England, people were both fascinated by and afraid of magic and the supernatural. They often believed it was connected to divine or demonic forces and used it to explain human ambition, temptation, and morality.

Task 1

Read the text below and answer the questions. Suggested amount of time: 30 minutes

Focus: Retrieving and interpreting information.

The Ship That Inspired Shakespeare



It has long been acknowledged that a letter by William Strachey describing the shipwreck of the Sea Venture off Bermuda in 1609 provided Shakespeare with details for The Tempest. What has apparently gone unnoticed is that a royal ship was not only launched much closer to home the same month that the Strachey letter arrived in London, but that its launch was nearly thwarted by bad weather. When a sudden storm in the river Thames threatened to destroy the ship, its builder assumed that his enemies, like the magician Prospero in the play, were using magical powers to create the tempest, and wreck the ship.

The ship, the Prince Royal, the most significant ship to be built in the entire reign of James I, was dedicated to the king's son, Prince Henry, who had just been made Prince of Wales. Large crowds turned out to see the ship being built and to watch the launch on 25 September 1610. The ship builder, Phineas Pett (pictured), wrote a journal in which he describes the launch and his suspicions that his enemies had summoned up the storm to wreck the ship.

Shakespeare probably wrote The Tempest for performance at either the Blackfriars Theatre or the Globe in the summer of 1611, and its first recorded performance at court took place on 1 November that year.

1. What was the name of the ship that was launched in 1610?
2. Where was the Sea Venture shipwrecked in 1609?
3. Who was the builder of the Prince Royal?
4. Why did Phineas Pett think the storm had appeared during the ship's launch?
5. When was the first recorded court performance of The Tempest?

English Homework

Half-Term 1	
Week 3-4: The Tempest	
Who was King of England when Shakespeare wrote the play?	King James I: Formerly James VI of Scotland. He succeeded Elizabeth I, achieving the first union of the English and Scottish crowns.
What was the Gunpowder plot?	The Gunpowder Plot (1605): A failed conspiracy by a group of provincial Catholics led by Robert Catesby to blow up the House of Lords and assassinate the King
What is the Divine Right of Kings?	The widespread belief that a monarch was chosen directly by God and only answered to Him. To challenge or betray the King was seen as committing treason and an affront to God.
Who had ruled England before James I?	Queen Elizabeth I ruled England immediately before James I. Because she died without any children, the crown passed to her cousin, King James VI of Scotland, who then became King James I of England.
How did Shakespeare's plays differ between Elizabeth I and James I?	Elizabethan plays often featured independent, witty, and powerful heroines who control the plot, often by dressing as men whilst Jacobean plays featured women whose power is portrayed as terrifying, tragic, or highly restricted.

Task 2

Read the text below and answer the questions. Suggested amount of time:

30 minutes

Focus: Retrieving and interpreting information.

The Tempest-Context

The Tempest was most likely written around 1610-1611, during the reign of King James I, and is often considered the last play Shakespeare wrote as the sole playwright.

A number of accounts of shipwrecks and travels to exotic islands were published around the time Shakespeare was writing The Tempest. In 1610, two accounts of sea voyages were recorded that seem likely to have influenced his work: Silvester Jourdain's A Discovery of the Barmudas and William Strachey's A True Reportory of the Wracke, which described a group of sailors, believed lost, who made their way back to civilisation.

Although such popular tales may have inspired Shakespeare, The Tempest is one of very few plays for which the plot appears to have been his own invention, rather than an adaptation of an existing story.

Beyond specific sources, there is no doubt that The Tempest touches on fashionable topics that were in high circulation during this time. New World colonies, such as Virginia in the Americas, were being established, and with this came both fear and fascination. The educated at the time upheld Renaissance ideas of strict hierarchy, with nature and the animal at the bottom, progressing upward through man and the rational, towards the divine. On the contrary, utopian ideals that placed natural 'savagery' above civilisation were also of growing interest. The Tempest considers all of these, but is careful to restore 'civilised' order at its end.

1. When was The Tempest most likely written?
2. During whose reign was The Tempest written?
3. Name one account of a sea voyage that may have influenced Shakespeare's writing of The Tempest.
4. What New World colony is mentioned in the text?
5. What does The Tempest restore at the end of the play?



English Homework

Half-Term 1	
Week 5-6: The Tempest	
Who is Prospero?	A powerful magician and the rightful Duke of Milan.
Who is Antonio?	Prospero's treacherous brother who usurped his dukedom.
Who is Miranda?	Prospero's innocent and compassionate daughter.
Who is Ferdinand?	The noble son of the King of Naples who proves his love and loyalty to Miranda.
Who is Caliban?	The island's native inhabitant who is resentful of Prospero's control.
Who is Ariel?	A spirit servant bound to Prospero, who longs to be released from servitude.

Task 3

Read the text below and answer the questions. Suggested amount of time: 30 minutes

Focus: Developing confidence with methods (MQE) and inferences (SQI).

The Tempest Act 1 Scene 2—In this scene Miranda is talking to her father Prospero.



MIRANDA: If by your art, my dearest father, you have
Put the wild waters in this roar, allay them.
The sky, it seems, would pour down stinking pitch,
But that the sea, mounting to th' welkin's cheek,
Dashes the fire out. O, I have suffered
With those that I saw suffer! A brave vessel,
Who had, no doubt, some noble creature in her,
Dashed all to pieces. O, the cry did knock
Against my very heart! Poor souls, they perished.
Had I been any god of power, I would
Have sunk the sea within the earth or ere
It should the good ship so have swallowed, and
The fraughting souls within her.
PROSPERO: Be collected.
No more amazement. Tell your piteous heart
There's no harm done.
MIRANDA: O, woe the day!

Remember:

- Methods can include; metaphor, adjectives, similes, nouns etc...
- Once you have selected the method used that you wish to write about, you can then start to unpick what you can infer from that word/phrase.

- You can then use sentences such as:
- *This suggests...*
- *We can infer that...*
- *This shows the reader that...*
- *The writer wanted to show...*
- *The adjective shows us that...*

1. Identify a method that is used in this quote: *'The sky, it seems, would pour down stinking pitch,'*
2. How does the writer create a frightening image of the storm in this quote?
3. Identify a method that is used in this quote: *'O, I have suffered / With those that I saw suffer!'*
4. How does the writer show Miranda's compassion and empathy in this quote?
5. Identify a method that is used in this quote: *'Had I been any god of power, I would / Have sunk the sea within the earth'*
6. How does the writer present Miranda's desire to help the people on the ship?

English Homework

Half-Term 1		
Week 7-8: The Tempest		
What does usurp mean?	To take a position of power or importance illegally or by force.	Antonio usurped his brother's dukedom.
Who is a protagonist?	The main character in a story.	Prospero is the main protagonist in the play.
Who is an antagonist?	A character that directly opposes the protagonist.	Antonio is the main antagonist in the play.
What does the word foreboding mean?	The feeling that something bad will happen.	The storm creates a sense of foreboding.
What does machiavel mean?	Manipulative, deceptive and ruthless villain who seeks power through any way they can.	Antonio showed himself to be a Machiavel when he plotted to kill the king.
What does servitude mean?	The state of being a slave or completely subject to someone more powerful.	Caliban was forced into servitude by Prospero.

Task 4

Read the text below and answer the questions. Suggested amount of time: 30 minutes

Focus: Developing confidence with methods (MQE) and inferences (SQI).

The Tempest Act 1 Scene 2—In this scene Prospero is telling Miranda how they came to be on the island.



PROSPERO: I pray thee, mark me.
I, thus neglecting worldly ends, all dedicated
To closeness and the bettering of my mind
With that which, but by being so retired,
O'erprized all popular rate, in my false brother
Awaked an evil nature, and my trust,
Like a good parent, did beget of him
A falsehood in its contrary as great
As my trust was, which had indeed no limit,
A confidence sans bound. He being thus lorded,
Not only with what my revenue yielded
But what my power might else exact, like one
Who, having into truth by telling of it,
Made such a sinner of his memory
To credit his own lie, he did believe
He was indeed the Duke, out o' th' substitution
And executing th' outward face of royalty
With all prerogative. Hence, his ambition growing—
Dost thou hear?

Remember to look at the short guide on Page 3 to help you.

1. Identify a method that is used in this quote: *"my false brother / Awaked an evil nature"*
2. How does the writer present Antonio as deceitful and morally corrupt?
3. Identify a method that is used in this quote: *"my trust, / Like a good parent, did beget of him / A falsehood"*
4. How does the writer show that Prospero's trust contributed to Antonio's betrayal?
5. Identify a method that is used in this quote: *"Hence, his ambition growing"*
6. How does the writer present ambition as a dangerous force in this quote?
7. What impression of Antonio does Shakespeare create throughout this speech? Use evidence from the

extract to support your answer.

English Homework

Half-Term 2		
Week 9-10: The Tempest		
What is vengeance?	Punishment inflicted in retaliation for an injury or offense.	Prospero wanted vengeance for his brother's betrayal.
What is the meaning of reconciliation?	The restoration of friendly relations.	The play ends with reconciliation between the characters.
What is a dramatic foil?	A character who is the opposite of another to highlight their differences.	Ariel is a dramatic foil to Caliban.
What is dramatic irony?	When the audience knows something that the characters on stage do not.	When Ferdinand grieves for his father, even though the audience knows he is alive, is an example of dramatic irony.
What are stage directions?	Instructions in the play for actors that explain how to act the scene.	The play begins with stage directions requiring actors to simulate a storm.
What is stagecraft?	The art of designing, producing, and presenting live performances.	The Tempest has sophisticated stagecraft, such as magical appearances or flying characters.

Task 5

Read the text below and answer the questions. Suggested amount of time: 30 minutes

Focus: Developing confidence with methods (MQE) and inferences (SQI).



The Tempest Act 1 Scene 2-In this scene we meet the character of Caliban for the first time and witness the relationship between Caliban and Prospero.

PROSPERO: For this, be sure, tonight thou shalt have cramps,
Side-stitches that shall pen thy breath up. Urchins
Shall forth at vast of night that they may work
All exercise on thee. Thou shalt be pinched
As thick as honeycomb, each pinch more stinging
Than bees that made 'em.

CALIBAN: I must eat my dinner.
This island's mine by Sycorax, my mother,
Which thou tak'st from me. When thou cam'st first,
Thou strok'st me and made much of me, wouldst give me
Water with berries in 't, and teach me how
To name the bigger light and how the less,
That burn by day and night. And then I loved thee,
And showed thee all the qualities o' th' isle,
The fresh springs, brine pits, barren place and fertile.
Cursed be I that did so! All the charms
Of Sycorax, toads, beetles, bats, light on you,
For I am all the subjects that you have,
Which first was mine own king; and here you sty me
In this hard rock, whiles you do keep from me
The rest o' th' island.

PROSPERO: Thou most lying slave,
Whom stripes may move, not kindness, I have used thee,
Filth as thou art, with humane care, and lodged thee
In mine own cell, till thou didst seek to violate
The honor of my child.

CALIBAN: O ho, O ho! Would 't had been done!
Thou didst prevent me. I had peopled else
This isle with Calibans.

1. Identify a method that is used in this quote: "tonight thou shalt have cramps, / Side-stitches that shall pen thy breath up"
2. How does the writer present Prospero as powerful and threatening in this quote?
3. Identify a method that is used in this quote: "This island's mine by Sycorax, my mother, / Which thou tak'st from me."
4. How does the writer present Caliban's sense of injustice and loss in this quote?
5. What impression of the relationship between

Prospero and Caliban does Shakespeare create in this extract? Use evidence from the text to support your answer.

English Homework

Half-Term 2	
Week 11-12: The Tempest	
What happens in Act 1 Scene 1?	A violent storm threatens to sink the King of Naples' ship as sailors and nobles panic and argue.
What happens in Act 1 Scene 2?	Prospero explains to Miranda how they came to the island, sends Ariel to carry out his plans, and causes Ferdinand and Miranda to fall instantly in love.
What happens in Act 2 Scene 1?	Antonio persuades Sebastian to murder Alonso while the king sleeps, but Ariel wakes the king just in time.
What happens in Act 2 Scene 2?	Caliban meets Stephano and Trinculo, mistakes them for gods, and agrees to serve them in hopes of escaping Prospero.
What happens in Act 3 Scene 1?	Ferdinand and Miranda declare their love and promise to marry while Prospero secretly watches approvingly.

Task 6

Read the text below and answer the questions. Suggested amount of time: 30 minutes

Focus: Developing confidence with methods (MQE) and inferences (SQI).

The Tempest Act 2 Scene 1-In this scene we witness the conversation between Sebastian and Antonio where Antonio plots to usurp Alonso.



ANTONIO: A space whose ev'ry cubit
Seems to cry out "How shall that Claribel
Measure us back to Naples? Keep in Tunis
And let Sebastian wake." Say this were death
That now hath seized them, why, they were no worse
Than now they are. There be that can rule Naples
As well as he that sleeps, lords that can prate
As amply and unnecessarily
As this Gonzalo. I myself could make
A chough of as deep chat. O, that you bore
The mind that I do, what a sleep were this
For your advancement! Do you understand me?

SEBASTIAN: Methinks I do.

ANTONIO: And how does your content
Tender your own good fortune?

SEBASTIAN: I remember
You did supplant your brother Prospero.

ANTONIO: True,
And look how well my garments sit upon me,
Much feater than before. My brother's servants
Were then my fellows; now they are my men.

SEBASTIAN: But, for your conscience?

ANTONIO: Ay, sir, where lies that? If 'twere a kibe,
'Twould put me to my slipper, but I feel not
This deity in my bosom. Twenty consciences
That stand 'twixt me and Milan, candied be they
And melt ere they molest! Here lies your brother,
No better than the earth he lies upon.
If he were that which now he's like—that's dead—
Whom I with this obedient steel, three inches of it,
Can lay to bed forever; whiles you, doing thus,
To the perpetual wink for aye might put
This ancient morsel, this Sir Prudence, who
Should not upbraid our course. For all the rest,
They'll take suggestion as a cat laps milk.
They'll tell the clock to any business that
We say befits the hour.

1. Identify a method that is used in this quote: "what a sleep were this / For your advancement!"
2. How does the writer present ambition as a dangerous force in this quote?
3. Identify a method that is used in this quote: "look how well my garments sit upon me"
4. How does the writer show that Antonio feels no guilt or regret about betraying Prospero?
5. What impression of Antonio does Shakespeare create throughout this extract? Use evidence from the text to support your answer.
6. In what ways does Shakespeare present ambition and betrayal as recurring problems throughout the play?

English Homework

Half-Term 2	
Week 13-14: The Tempest	
What happens in Act 3 Scene 2?	Caliban convinces Stephano and Trinculo to help him kill Prospero and seize control of the island.
What happens in Act 3 Scene 3?	Ariel conjures a magical banquet, then condemns Alonso, Antonio, and Sebastian for their past betrayal, leaving Alonso in despair.
What happens in Act 4 Scene 1?	Prospero blesses Ferdinand and Miranda's engagement with a magical masque, then suddenly remembers Caliban's plot and prepares to confront him.
What happens in Act 5 Scene 1?	Prospero forgives his enemies, frees Ariel, abandons magic, and prepares to return to Milan with the reunited group.
What happens in the epilogue?	Prospero asks the audience to release him from the island with their applause.

Task 7

Read the text below and answer the questions. Suggested amount of time: 30 minutes

Focus: Developing confidence with methods (MQE) and inferences (SQI).

The Tempest Act 4 Scene 1-In this scene Prospero releases Ferdinand and gives him permission to marry Miranda.



PROSPERO: (to Ferdinand) If I have too austere punished you,
Your compensation makes amends, for I
Have given you here a third of mine own life,
Or that for which I live; who once again
I tender to thy hand. All thy vexations
Were but my trials of thy love, and thou
Hast strangely stood the test. Here afore heaven
I ratify this my rich gift. O Ferdinand,
Do not smile at me that I boast of her,
For thou shalt find she will outstrip all praise
And make it halt behind her.

FERDINAND: I do believe it
Against an oracle.

PROSPERO: Then, as my gift and thine own acquisition
Worthily purchased, take my daughter. But
If thou dost break her virgin-knot before
All sanctimonious ceremonies may
With full and holy rite be ministered,
No sweet aspersion shall the heavens let fall
To make this contract grow; but barren hate,
Sour-eyed disdain, and discord shall bestrew
The union of your bed with weeds so loathly
That you shall hate it both. Therefore take heed,
As Hymen's lamps shall light you.

Remember to look at the short guide on Page 3 to help you.

1. Identify a method that is used in this quote: *"I have given you here a third of mine own life"*
2. How does the writer present Prospero's love for Miranda in this quote?
3. Identify a method that is used in this quote: *"my rich gift"*
4. How does the writer present Miranda as valuable and precious to Prospero?
5. Identify a method that is used in this quote: *"If thou dost break her virgin-knot"*
6. How does the writer reflect Elizabethan attitudes towards marriage and chastity?
7. How does the writer present Prospero as a father figure giving advice and guidance in this extract?

English Homework

Half-Term 2	
Week 15: The Tempest-Key Themes	
How is the theme of forgiveness shown in the play?	The theme of forgiveness is shown when Prospero chooses to forgive those who betrayed him instead of taking revenge.
How is the theme of magic shown in the play?	The theme of magic is shown through Prospero's use of supernatural powers and his control of Ariel, a magical spirit, to influence events, punish his enemies, and restore order.
How is the theme of loyalty shown in the play?	The theme of loyalty is shown through characters such as Ariel and Gonzalo, who remain faithful and supportive even during difficult situations.
How is the theme of adventure shown in the play?	The theme of adventure is shown through the shipwreck, the journey to the mysterious island, and the characters' experiences as they explore new places and face unexpected challenges.
How is the theme of nature shown in the play?	The theme of nature is shown through the island's wild landscape, the powerful storm, and the contrast between the natural world and human attempts to control it.

Task 8

Read the text below and answer the questions. Suggested amount of time: 30 minutes

Focus: Developing confidence with methods (MQE) and inferences (SQI).

The Tempest Act 5 Scene 1-In this scene from the end of the play we see Prospero's final message to the audience.



EPILOGUE, (Spoken by Prospero.)

Now my charms are all o'erthrown,
And what strength I have 's mine own,
Which is most faint. Now 'tis true
I must be here confined by you,
Or sent to Naples. Let me not,
Since I have my dukedom got
And pardoned the deceiver, dwell
In this bare island by your spell,
But release me from my bands
With the help of your good hands.
Gentle breath of yours my sails
Must fill, or else my project fails,
Which was to please. Now I want
Spirits to enforce, art to enchant,
And my ending is despair,
Unless I be relieved by prayer,
Which pierces so that it assaults
Mercy itself, and frees all faults.
As you from crimes would pardoned be,
Let your indulgence set me free.
He exits.

Remember to look at the short guide on Page 3 to help you.

1. Identify a method that is used in this quote: "*what strength I have 's mine own, / Which is most faint*"
2. How does Shakespeare present Prospero as vulnerable and human in this quote?
3. Identify a method that is used in this quote: "*Gentle breath of yours my sails / Must fill*"
4. How does the writer use imagery to suggest Prospero's dependence on the audience?
5. How does this epilogue reinforce the play's message about forgiveness rather than revenge?
6. How does Shakespeare present Prospero differently in the epilogue compared with earlier parts of the play?
7. In what ways does this epilogue suggest that true power comes from mercy and forgiveness rather than magic?

Maths Homework

Year 9 Panel Q and E

Half-Term 1 & 2			
Week	Start date	Assignment Topics	Due date
1	-	No homework set this week	-
2	8/9/2026	M823 - Finding factors and using divisibility tests M752 - Multiples M698 - Finding the highest common factor (HCF)	15/9/2026
3	15/9/2026	M227 - Finding the lowest common multiple (LCM) M108 - Prime factor decomposition	22/9/2026
4	22/9/2026	M365 - Finding the HCF and LCM using prime factor decomposition U338 - Simplifying surds	29/9/2026
5	29/9/2026	M437 - Finding percentages of amounts without a calculator M905 - Finding percentages of amounts with a calculator	6/10/2026
6	6/10/2026	M476 - Percentage change without a calculator M533 - Percentage change with a calculator M528 - Finding original values in percentage calculations	13/10/2026
7	13/10/2026	M269 - Finding the area of compound shapes M722 - Finding the volume of prisms	20/10/2026
8	20/10/2026	M697 - Finding the volume of cylinders M661 - Finding the surface area of prisms	3/11/2026
October Half Term			
9	3/11/2026	M728 - Converting units of area M465 - Converting units of volume	10/11/2026
10	10/11/2026	M902 - Solving linear equations involving brackets M118 - Solving single inequalities	17/11/2026
11	17/11/2026	M242 - Changing the subjects of formulae with one step M983 - Changing the subjects of formulae with two or more steps	24/11/2026
12	24/11/2026	M835 - Adding and subtracting fractions M157 - Multiplying fractions	1/12/2026
13	1/12/2026	M110 - Dividing fractions M645 - Mixed problems: Calculating with fractions	8/12/2026
14	8/12/2026	U151 - Calculating with speed M551 - Plotting distance-time graphs	15/12/2026
15	15/12/2026	M581 - Interpreting distance-time graphs M751 - Sketching graphs of water flows	5/1/2027

Additional Task (optional)

- Complete XP Boost and Target assignments on Sparx maths.
- XP Boost - Similar to the compulsory homework tasks - same topics but additional practice.
- Target - problem solving style questions based on content previously covered on Sparx maths.

Maths Homework

Year 9 Panel S

Half-Term 1 & 2			
Week	Start date	Assignment Topics	Due date
1	-	No homework set this week	-
2	8/9/2026	M823 - Finding factors using divisibility tests M752 - Multiples	15/9/2026
3	15/9/2026	M698 - Finding the highest common factor (HCF) M227 - Finding the lowest common multiple (LCM)	22/9/2026
4	22/9/2026	M108 - Prime factor decomposition M365 - Finding the HCF and LCM using prime factor decomposition	29/9/2026
5	29/9/2026	M264 - Converting between fractions, decimals and percentages M235 - Writing numbers as percentages of other numbers	6/10/2026
6	6/10/2026	M476 - Percentage change without a calculator M905 - Finding percentages of amounts with a calculator	13/10/2026
7	13/10/2026	M767 - Properties of 3D shapes M518 - Nets of 3D shapes	20/10/2026
8	20/10/2026	M697 - Finding the volume of cylinders M661 - Finding the surface area of prisms	3/11/2026
October Half Term			
9	3/11/2026	M634 - Solving equations of the form M902 - Solving linear equations involving brackets	10/11/2026
10	10/11/2026	M384 - Reading and drawing inequalities on number lines M118 - Solving single inequalities	17/11/2026
11	17/11/2026	M410 - Finding equivalent fractions M835 - Adding and subtracting fractions	24/11/2026
12	24/11/2026	M157 - Multiplying fractions M110 - Dividing fractions	1/12/2026
13	1/12/2026	U151 - Calculating with speed	8/12/2026
14	8/12/2026	M551 - Plotting distance-time graphs M581 - Interpreting distance-time graphs	15/12/2026
15	15/12/2026	M697 - Finding the volume of cylinders M661 - Finding the surface area of prisms	5/1/2027

Additional Task (optional)

- Complete XP Boost and Target assignments on Sparx maths.
- XP Boost - Similar to the compulsory homework tasks - same topics but additional practice.
- Target - problem solving style questions based on content previously covered on Sparx maths.

Science Homework

Half-Term 1 & 2			
Week	Start date	Assignment Topics	Due date
1	-	No homework set this week	-
2	09/09/26	States of matter, energy transfers, working safely in the lab, scientific equipment	16/09/26
3	16/09/26	Intro to cells, microscopes. Changes of state, non-renewable fuels	23/09/26
4	23/09/26	Animal and plant cells, magnification, models of atoms, renewable resources	30/09/26
5	30/09/26	Diffusion, specialised cells, development of atomic model, energy stores	07/10/26
6	07/10/26	Skeleton, elements, wasted energy	14/10/26
7	14/10/26	Muscles, elements and compounds, conservation of energy	21/10/26
October Half Term			
8	04/11/26	Enzymes, dissolving substances, distance-time graphs	11/11/26
9	11/11/26	Lungs, gas exchange systems, filtration	18/11/26
10	18/11/26	Circulatory system, evaporation, contact forces	25/11/26
11	25/11/26	Photosynthesis, distillation, non-contact forces	02/12/26
12	02/12/26	Aerobic and anaerobic respiration, chromatography, friction	09/12/26
13	09/12/26	Aerobic and anaerobic respiration, separating mixtures, elastic forces	16/12/26
14	16/12/26	Food chains and webs, competition, intro to chemical reactions, balanced forces	06/01/27
15	04/11/26	Enzymes, dissolving substances, distance-time graphs	11/11/26

Additional Task (optional)

Revise cell structure and organisation in living organisms.

Instructions:

Create a one-page revision summary (mind map or notes) of plant and animal cells. Include diagrams and label key parts (nucleus, mitochondria, ribosomes, etc.). Then test yourself using the quiz below.

Useful resources:

- BBC Bitesize – Cells: <https://www.bbc.co.uk/bitesize/topics/zv3ydnb/articles/zq46ywx#zm8pb7h>
- Quiz: <https://quizlet.com> (search “cell biology KS3”)

RE Homework

Half Term 1	
Week 1-2: Theme E – Crime and Punishment: Aims of punishment	
Crime	What is the word that means to break the law?
Retribution	What is the key word that means to get revenge against someone?
Reformation	Give the word that means people should be helped to change to become better people?
Deterrence	What word means to put someone off doing something?
Forgiveness	What is the word that means to pardon someone for wrongdoing or show mercy?
Reconciliation	What is the word that means to restore relationships?

Challenge: Which do you think is the best aim of punishment and why? Retribution, Deterrence or Reformation.

Task 1

Jonah's punishment

The heavy prison doors shut with a loud bang. Inside stood Jonah. He had stolen money from a local charity, and now he had to face his punishment.

At first, Jonah's punishment was very tough. He spent long, lonely hours in a cold cell. This is called retribution—the idea that a criminal should suffer for the harm they caused, making things "even." The judge also made Jonah's case public to warn the rest of the town. This is called deterrence—using a harsh punishment to scare other people so they won't commit the same crime.

However, the prison chaplain (a religious leader) visited Jonah. He didn't want Jonah to just be locked away; he wanted him to become a better person. He helped Jonah join classes to learn carpentry and reflect on his mistakes. This is called reformation—helping an offender change their life for the better. Because of this help, Jonah learned to be sorry for his sins and looked forward to a fresh start.

Deterrence (Warning Others)	Retribution (Getting Even)	Reformation (Changing for the Better)
1. Is it fair to give someone a harsh punishment just to scare other people? 2. Why might scaring people not stop them from committing crimes?	3. How does Jonah's time in a cold cell match the religious idea of "an eye for an eye"? 4. Why do some religious believers think that "getting even" is wrong?	5. How does the chaplain helping Jonah learn a job show the religious idea of forgiveness? 6. Do you think people can change their behaviour if they are given a second chance?

RE Homework

Half Term 1	
Week 3-4: Theme E – Crime and Punishment: Reasons for Committing Crimes	
Addiction	What is the word that means to find it hard to give up a substance / drug?
Greed	What is the key word that means to get revenge against someone?
Mental illness	Give the word that means people should be helped to change to become better people?
Poverty	What word means to put someone off doing something?
Upbringing	What is the word that means to pardon someone for wrongdoing or show mercy?
Unjust law	What is the word that means to restore relationships?

Task 1 - Reasons for committing crime

People commit crimes for many different reasons, one major factor is poverty, where individuals might steal basic necessities like food or clothes just to survive. Another reason is upbringing, as growing up in an unstable home or around crime can make a person more likely to break the law. Mental illness can also lead to criminal behaviour if a person does not receive the medical help or support they need. Additionally, addiction to drugs or alcohol often drives people to commit theft or fraud to fund their dependency. Some people break the law due to greed, simply wanting more money or luxury items that they cannot afford. Finally, opposition to an unjust law happens when someone breaks a rule because they believe it is morally wrong or prejudiced.

Religious believers look at these different causes with compassion (understanding someone's pain), justice (fairness). Christians teach that while God gave humans free will, society has a duty to help those driven to crime by poverty or hardship. Many Christians and other religious groups work inside communities to tackle the root causes of crime, such as running food banks or addiction support groups. They believe that by fixing the problems behind crime, society can focus on healing rather than just punishment. Ultimately, understanding why people commit crimes helps religious believers apply the core values of forgiveness and reformation.

Questions

1. If you commit a crime out of poverty should you be punished the same way as if you committed it out of greed? (Explain your answer)
2. Why do many religious believers think society should help tackle the root causes of crime, like addiction or poverty?
3. Research a Christian charity that works with prisoners. What do they do? How long have they been running? How is their work rooted in Christian teachings?

RE Homework

Half Term 1	
Week 5-6: Theme E – Crime and Punishment: Treatment of criminals	
Prison	Where do criminals go if they are deemed a danger to society?
Community service	What is the punishment that means to try and give back to society or the local area?
Justice	Give another word for fairness
'Forgive not 7 times but 77'	What Bible quote would Christians use to give Christians a second chance?
Parable of the Sheep and the Goats	Which story in the Bible teaches Christians how they should treat criminals?
Elizabeth Fry	What was the name of the Quaker who went into prisons and changed them for the better?

Task 1 - Attitudes to the treatment of criminals

Christians have different attitudes toward how society should treat criminals, often thinking about the need for justice with the desire for forgiveness. Many Christians want to support helping criminals to change their behaviour and become better people. To achieve this, some prefer community service because it allows offenders to make amends directly to society while learning new skills. For example, litter picking or cleaning up graffiti in the local area.

On the other hand, some Christians support the idea of retribution, which is the idea that a criminal should suffer a punishment fit for the crime. For serious offenses, they may support prison sentences to protect the public and put others off from breaking the law.

In Christianity, Jesus taught the importance of mercy and forgiveness, famously telling his followers to "turn the other cheek." This inspires many Christians to volunteer in prisons, hoping to help offenders reform and find a fresh start. Elizabeth Fry was an example of a Christian who worked in prisons to help prisoners become better people through education and improving conditions.

Questions

1. Should criminals get a second chance and opportunities to become better people? Explain your view in at least 6 sentences.
2. Is community service enough of a punishment for criminals? Justify your answer.
3. Why might a Christian want to work with prisoners to help them change?

RE Homework

Half Term 1	
Week 7-8: Theme E – Crime and Punishment: Capital punishment	
Corporal Punishment	What is the word that means physical punishment ?
Capital Punishment	What is another word for the death penalty?
The Sanctity of life	What is the Christian belief called that means all life is special and comes from God?
'Eye for an eye, tooth for a tooth'	What old Bible quote do some Christians use to support the death penalty?
'Forgive not 7 times but 77'	What Bible quote would Christians use to give Christians a second chance?
Corporal Punishment	What is the word that means physical punishment ?
Capital Punishment	What is another word for the death penalty?

Task 1 - Capital Punishment: The ultimate penalty

Capital punishment, also known as the death penalty, is when a government executes (puts someone to death) someone as punishment for a terrible crime. In the past, many countries used this as retribution (revenge), believing in the old Bible quote of "an eye for an eye." Supporters argue that taking the life of a murderer brings justice to the victims and makes things fair. They also believe it acts as a powerful deterrence, scaring other criminals so they will not commit awful crimes.

However, many Christians argue against the death penalty because they value the sanctity of life. They believe that only God has the right to give and take life, making execution morally wrong. For these Christians, the main goal of justice should always be reformation, which means helping a person change for the better. If a criminal is executed, they lose any chance to confess their sins, ask for forgiveness, and fix their life. Christians believe that because God forgives their sins, they must show that same mercy to others. However, forgiving someone does not mean that what they did was okay, nor does it mean forgetting the pain. Killing someone is not believed to be the right way to solve an issue.

Questions

1. Why do some people believe that the death penalty stops other people from committing crimes?
2. Why do some Christians not agree with the death penalty? Can you think of a Bible quote you have learnt in a recent lesson that would support this belief?
3. Complete a page of research on the death penalty and its use around the world. Which countries allow it? When was it banned in the UK? Who was the last person to be executed in the UK and what for? Any other facts that you find interesting.

RE Homework

Half Term 2	
Week 9-10: Theme D – Religion, Peace and Conflict: Protest and terrorism	
Protest	What is the key term for showing disapproval publicly often in a group?
Riot	What is it called when a protest becomes violent?
Terrorism	What is the key term that means using violence, or threatening to use it, to scare people and force governments to change?
Martin Luther King	Give an example of a famous Christian who peacefully protested.
'Blessed are the peacemakers'	Give a Bible quote that supports being peaceful.

Task 1 – Understanding Protest and Terrorism

A protest is when people gather in public to show that they disagree with a law or an idea. In a democratic country, peaceful protest is a basic human right and a legal way to change things for the better. Many religious people take part in peaceful protests because their faith tells them to fight for fairness and help those who are weak. For example, both Christian and Muslim teachings tell people to stand up for peace and respect everyone. However, if a protest becomes violent, or if people use force to get what they want, they have crossed a dangerous line.

Terrorism is very different because it uses violence and fear against innocent people to achieve political goals. While protesters want to make things better, terrorists want to scare people and cause chaos. No major world religion supports terrorism because all main faiths believe that human life is sacred and must be protected. In Islam, the word Jihad is often misunderstood, but it actually means a personal, spiritual struggle to be a good person, not an excuse to hurt others. Similarly, Christianity teaches people to "love your neighbor" and says that peacemakers are blessed. Even though a few extremists use religion to excuse their crimes, religious leaders around the world strongly disagree with them for twisting holy books.

Questions

1. What is the main difference between peaceful protest and terrorism?
2. How do mainstream religious leaders view the actions of extremists?
3. Which religious concept meaning "spiritual struggle" is often misunderstood by the public?
4. Research an example of a riot or a terrorist attack: Need to include where in the world it took place, who carried it out and why? How did the media portray the story?

RE Homework

Half Term 2	
Week 11-12: Theme D – Religion, Peace and Conflict: Peace and pacifism	
Peace	What is the opposite of chaos and violence?
Pacifism	What means you disagree with the use of violence?
Quaker	Which group of Christians are famous for being pacifist?
Conscientious objector	What word means to not partake in war because of your conscience?
'Blessed are the peacemakers'	Give a Bible quote that supports being peaceful.
Peace	What is the opposite of chaos and violence?
Pacifism	What means you disagree with the use of violence?

Task 1 - Understanding Peace and Pacifism

Peace is about much more than just stopping a war. It means living in a fair world where people get along, feel safe, and do not have to live in fear. Many religious people spend their lives working for peace because they believe it is what God wants.

Pacifism is the belief that all war and violence are completely wrong and can never be justified.

Pacifists refuse to fight in the military because they believe that arguments should always be settled by talking, not fighting.

- **The Quakers:** In Religious Studies, we learn about a Christian group called the Quakers, who are famous for being total pacifists. They believe there is "that of God" inside everyone, which means hurting another person is a direct sin against God.
- **Christian Teachings:** Other Christians follow the words of Jesus, who famously said, "blessed are the peacemakers."

However, being a pacifist can be very difficult if a country is attacked by an enemy. While strict pacifists will never use violence, some religious believers think a Just War is allowed. This is a war fought under very strict rules, but only as a last resort to stop a greater evil.

Questions

1. What is the definition of pacifism?
2. Which Christian group is well-known for practicing absolute pacifism?
3. Why might Christians find it difficult if they are pacifist and their country is attacked?
4. Research an example of a famous pacifist? (Create a fact file / profile for them). Include image, name, dates they were alive, what work did they do to promote pacifism. Are they religious? Any key information about their history.

RE Homework

Half Term 2	
Week 13-14: Theme D – Religion, Peace and Conflict: Nuclear weapons and war	
Weapons of mass destruction	What is the word that means weapons that kill large numbers and cause significant damage?
Nuclear weapons	What weapons work by nuclear reaction?
Biological weapon	What weapons use living organisms and infections?
Chemical weapon	What type of weapons poison, burn or paralyse?
The Sanctity of life	What is the Christian belief called that means all life is special and comes from God?

Task 1 - Understanding the Nuclear Weapons debate

Nuclear weapons are the most powerful bombs ever made, and they can kill millions of people in just a few seconds. Because they are so destructive, they cause a huge argument for religious people who believe that human life is special and should be protected.

Some people believe that owning these weapons acts as a deterrent. This means that having the bombs scares other countries so much that they will not start a war, keeping everyone safe out of fear. A small number of religious believers think keeping them is okay if it truly stops a bigger war and protects innocent citizens.

The argument against Nuclear Weapons: Massive destruction

- Many religious believers completely reject nuclear weapons. They point out that these bombs cause massive, unstoppable damage to innocent people, animals, and the planet.
- Most Christians argue that using nuclear weapons is always wrong because it breaks the rules of a Just War, which say you must never target innocent people. They also believe that only God has the right to end life on such a huge scale, and that humans should look after the Earth, not destroy it.

Questions

1. What does the term "deterrent" mean when talking about nuclear weapons?
2. Why do most Christians believe that using nuclear weapons breaks the rules of a Just War?
3. Research an example of either a nuclear, chemical or biological weapon that has been used in history. Where was it used? What happened? How many people did it kill / injure? Why was it used?

RE Homework

Half Term 2	
Week 15: Theme D – Religion, Peace and Conflict: Helping victims of war	
Forgiveness	What is the word when you pardon someone for wrongdoing?
Reconciliation	What is the key term for making up with someone?
United Nations	What famous organisation tries to keep peace worldwide?
'Love thy neighbour'	Which famous Bible quote tells people to show love to others?
'Faith by itself, if without action is dead' (James)	Which Bible quote says action is just as more important than belief?

Task 1 – Helping victims of war

War causes massive suffering, leaving millions of innocent people hurt, homeless, or sad because they have lost their families. In Religious Studies, we look at how religious people try to help these victims. Most world religions teach that it is a basic duty to show kindness and look after people who are in danger.

How do different religions help?

Christianity: Christians follow the famous story of the Good Samaritan. This parable teaches that anyone who is suffering is your "neighbour," no matter who they are or where they come from. Charities like Christian Aid travel to war zones to give refugees emergency food, clean water, and safe shelters. Christians also believe that everyone is made in the "image of God," so everyone deserves to be treated with respect.

Whether they are volunteering, donating money, or welcoming refugees into their neighbourhoods, religious communities try to bring hope to people who have lost everything. In the end, helping victims reminds us that faith is about putting love and human dignity before political arguments.

Questions

1. What do most religions teach as a basic duty?
2. What famous story motivates Christians to help others? What does it teach them to do?
3. Give three things a Christian might do to help those impacted by war.
4. Should we help those in other countries that need help or stick to helping those in our own country? Write a paragraph explaining your answer. Give at least three reasons to support your opinion.

Art Homework

Half Term 1	
Week 1-2: VISUAL ELEMENTS - LINE & TONE	
What is line in art?	Used by artists to describe objects, add detail, or create expression.
What is tone?	How dark or light something appears in an artwork.
What is mark making?	The way artists create different lines, dots, marks, patterns, and textures.
What is form?	The illusion of three-dimensional shape created by using different tones that show how light hits a subject.
What is contrast?	The difference between tones.
What is shading?	A technique used to create different tones in a drawing.
What is directional shading?	Shading where the direction of the marks helps emphasise the form of the object.
What is cross-hatching?	A shading method using lines that cross at different angles.

Homework 1: LINE & TONE

Put your knowledge and understanding into practice by completing the following drawings in your A5 homework sketchbooks:

Part 1: Line Drawing

Create a drawing using an object of your choice using only **line**.

- Use outlines, inner edges and details.
- No shading, no tone, no smudging.
- Focus on accuracy and confident mark making.

Part 2: Tonal Study Using Shading

Draw the same object again, this time focusing on **tone**.

- Use shading to show how light falls on the object.
- Include contrast between light and dark areas.
- Use directional shading to help show the form.
-

Art Homework

Half Term 1	
Week 3-4: DRAWING TECHNIQUES	
What is line drawing?	A line drawing uses only lines, with no shading at all, to describe shapes, edges and details.
What is a tonal drawing?	A tonal drawing shows a full range of tones (light to dark), making the subject appear more realistic and three-dimensional.
What does stippling mean in drawing?	Stippling is a technique that uses dots instead of lines to build up tone. The size, number, and spacing of the dots control how light or dark the area appears.
What is meant by composition?	Composition refers to how the elements of a drawing or artwork are arranged, including placement, balance and visual flow.

Homework 1: LINE & TONE

Put your knowledge and understanding into practice by completing the following drawings in your A5 homework sketchbooks:

Choose one simple object from home. For example, a pair of scissors, a plant, a bottle, or a small toy.

Over the next couple of weeks, you will create two drawings of the same object, each using a different technique from the key vocabulary.

Continuous line drawing timed drawing 5 mins

Create a continuous line drawing of your chosen object using one single, unbroken line.

- Set the timer for 5 mins
- Do not lift your pencil from the page.
- Aim for fluid, confident movement.
- Draw the object as accurately as you can within the time.
- Don't worry about mistakes!

Art Homework

Half Term 1	
Week 5-6: DRAWING TECHNIQUES	
What does proportion mean in art?	Proportion describes the relationship of one part to another, or to the whole. Good proportion keeps a drawing believable and accurate.
What is a contour drawing?	A contour drawing uses only the outline of shapes to show the subject. It includes no shading or tonal work.
What is continuous line drawing?	A continuous line drawing is made with one unbroken line, keeping the drawing tool in constant contact with the surface.
What is a timed drawing?	A timed drawing is completed within a set time limit, encouraging quick observation and confident mark-making.

Homework 1: LINE & TONE

Put your knowledge and understanding into practice by completing the following drawings in your A5 homework sketchbooks:

Using the same object you chose last week (For example a pair of scissors, a plant, a bottle, or a small toy).

Create a second drawing using the following drawing technique.

Stippled drawing

Create a stippled drawing of your chosen object.

- Stippling to build tone using dots.

Focus on:

- A full range of tones
- Clear contrast
- Creating the illusion of form

Art Homework

Half Term 1	
Week 7-8: DRAWING TECHNIQUES	
What is media?	Media refers to the materials you use to create your art, such as pencils, paint, ink, or collage materials.
What does mixed media mean?	Mixed media describes artwork that uses more than one type of material or technique in the same piece.
What is collage?	Collage is the process of finding, collecting, arranging and sticking materials (such as paper, fabric or photographs) to create an artwork.
What is a monoprint?	A monoprint is a type of printmaking where the image can be made only once, unlike other printmaking methods that allow multiple identical prints.
What does wet on wet mean in watercolour?	Wet on wet is a watercolour technique where wet paint is applied onto wet paint or wet paper, creating soft, blended effects.
What is blending?	Blending is a painting technique where two colours are gently mixed together while wet, creating a smooth transition from one colour to another.
What is a transition colour?	A transition colour is the new colour created when two blended colours mix (for example, blending blue into yellow creates green).
What is the colour wheel?	The colour wheel is a circular arrangement of colours that shows how they relate to one another, including primary, secondary and complementary colours.

Homework 4: DRAWING TECHNIQUES

Put your knowledge and understanding into practice by completing the following drawings in your A5 homework sketchbooks:

Mixed Media Outcome

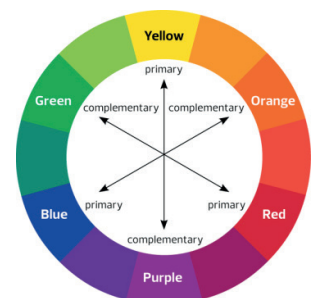
Create an outcome using at least three different types of media.

You must include:

- Media such as pencil, biro, pen, coloured pencil, watercolour or collage materials
- Mixed media by combining more than one material
- Collage elements (eg cut paper, magazine pieces, tissue paper, wrapping paper, recycled materials)

Instructions:

1. Choose a simple theme such as nature, food, objects, or patterns.
2. Create a background using wet on wet watercolour if you have paint.
3. Add collage shapes to build interest and texture.
4. Use a pen or pencil to add details, outlines or patterns.
5. Make sure your composition feels balanced and intentional.



Art Homework

Half Term 2	
Week 9-10: KEY FACTS & INFORMATION: DAY OF THE DEAD	
What does Día de los Muertos mean?	Día de los Muertos means Day of the Dead, a traditional Mexican celebration honouring loved ones who have died.
What are the dates of celebration?	Day of the Dead is celebrated on 1st and 2nd November.
What is All Soul's Day?	All Soul's Day, observed on 2nd November, is a Christian day of prayer and remembrance for people who have died.
What is the purpose of the celebration?	The celebration is about honouring ancestors and focusing on the celebration of life, not death.
What is a sugar skull?	A sugar skull is a symbol of both death and rebirth, often decorated with bright colours and patterns.
What is an ofrenda?	An ofrenda is an altar created to honour a deceased person, decorated with offerings such as food, candles and photos.
What is the purpose of ofrendas?	Ofrendas are made to guide the spirits of loved ones back to the living world during the celebration, using gifts and offerings.
Why are toy skulls and skeletons used?	They help introduce children to the idea of death in a positive, non-frightening way.

Homework 5:

Put your knowledge and understanding into practice by completing the following drawings in your A5 homework sketchbooks:

Choose between one of the following tasks:

Task 1: Design Your Own Sugar Skull - Create a decorated sugar skull design:

- Draw a skull outline.
- Fill it with bright patterns, shapes and symbols inspired by Day of the Dead traditions.
- Include elements that represent rebirth, celebration, or someone important to you.
- Use bold colours, symmetry and decorative detail.

Purpose: This helps you understand why sugar skulls are symbols of death and rebirth, and how the celebration focuses on life, not fear.

Task 2: Create a Mini Ofrenda Drawing - Draw a small ofrenda (altar) inspired by the real ones used during Día de los Muertos.

- Sketch a simple altar with **three levels**.
- Add objects such as candles, flowers, food, photos or symbols.
- Label each item to show its meaning or purpose.
- Think about how the items help **guide spirits back** during the celebration.

Purpose: This reinforces the meaning of an ofrenda and the ideas of honouring ancestors.

Art Homework

Half Term 2	
Week 11-12: SYMBOLISM: DAY OF THE DEAD	
What is symbolism?	Symbolism is when an object or motif is used to represent a deeper idea or meaning.
What is a motif?	A motif is a repeated image, pattern, or idea that appears throughout a piece of art.
What colour are marigolds?	Marigolds are bright orange flowers.
What do marigolds represent?	They represent power, strength, and the inner light within a person.
Why are marigold petals used on altars?	They are used to help guide the spirits of loved ones to the altar.
What does a butterfly symbolise?	A butterfly symbolises life, hope, change, and transformation.
What does a skull represent?	A skull represents mortality and the human condition.
What does “memento mori” mean?	It is a Latin phrase meaning “remember you must die.”

Homework 6:

Put your knowledge and understanding into practice by completing the following drawings in your A5 homework sketchbooks:

Create a Symbolic Object Drawing

Choose one of the symbols that we have referred to such as a marigold, butterfly, skull, or an alternative motif. Create a small drawing or mixed-media piece that uses this symbol to express a personal idea or feeling.

Task

- Choose a symbol (marigold, butterfly, skull, or a repeated motif).
- Create a drawing using pencil, pen, or any materials that you have available to you.
- Include the symbol clearly in the artwork.
- Write 3–4 sentences explaining:
 - Why they chose that symbol
 - What it represents (eg hope, strength, mortality)
 - How it links to the meaning of their artwork



Art Homework

Half Term 2	
Week 13-14: DAMIEN HIRST	
Who is Damien Hirst?	Damien Hirst is a British conceptual artist known for creating large art installations.
What is conceptual art?	Conceptual art is artwork where the idea behind the piece is more important than the finished object.
What is installation art?	Installation art is large-scale, mixed-media artwork designed for a specific place or temporary display.
Why is Damien Hirst considered controversial?	His controversial artworks have helped make him one of the world's wealthiest living artists.

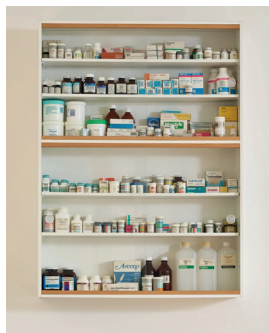
Homework 7:

Put your knowledge and understanding into practice by completing the following drawings in your A5 homework sketchbooks:

Task: Mini Damian Hirst Style Installation

Create a **small installation artwork** at home inspired by Damien Hirst, using **safe, everyday objects**

- Choose a **theme** (life, death, medicine, beauty, fear).
- Collect **objects from home** that match your theme.
- Arrange them in a **small space** (shoebox, shelf, tray).
- Take a **photo** of your installation.
- Write **3 short sentences** explaining:
 - Your idea
 - Why you chose those objects
 - How it links to Hirst



Art Homework

Half Term 2	
Week 15: DAMIEN HIRST	
Who is Damien Hirst?	Damien Hirst is a British conceptual artist known for creating large art installations.
What is conceptual art?	Conceptual art is artwork where the idea behind the piece is more important than the finished object.
What is installation art?	Installation art is large-scale, mixed-media artwork designed for a specific place or temporary display.
Why is Damien Hirst considered controversial?	His controversial artworks have helped make him one of the world's wealthiest living artists.

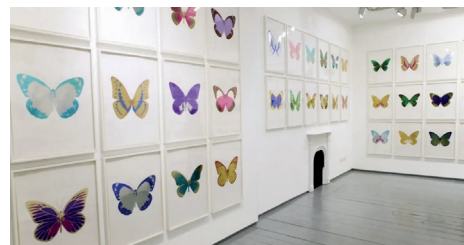
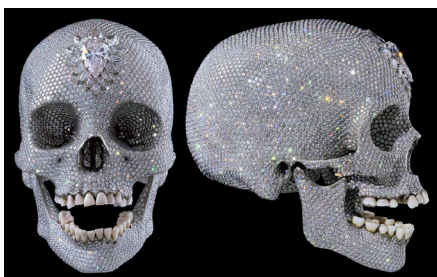
Homework 8:

Put your knowledge and understanding into practice by completing the following drawings in your A5 homework sketchbooks:

Task: Mini Museum Display

Design a **Damian Hirst inspired museum display** using drawings and imagination.

- Choose a **theme** inspired by Hirst.
- Draw **3–5 objects** for your display (they can be symbolic, strange, repeated, or “preserved” in jars).
- Arrange the drawings on a page like a **real exhibition**.
- Add **labels** for each object:
 - Title
 - Materials
 - Meaning
- Create a **short exhibition title** that links everything together.



Design and Technology Homework

Autumn Term
Design and Technology: Homework 1

Design and Technology:

Task 1: Answer the following questions using independent research

1	What form of 3D drawing is set out using 30-degree angles?	
2	What type of line is straight and sloping, rather than horizontal or vertical?	
3	What term describes a line that runs across from left to right?	
4	What term describes a line where the top is directly above the bottom?	

Task 2: On paper, design a piece of wearable tech or outdoor gear (e.g., a high-tech backpack, a protective helmet, a smartwatch, or trail shoes) that steals a structural superpower from nature.

Design and Technology Homework

Autumn Term

Design and Technology: Homework 2

Design and Technology:

Task 1: Answer the following questions using independent research

1	What do we call notes added to work to communicate thoughts?	
2	What are colour additions placed behind drawn objects to help them stand out on the page called?	
3	What do we call a triangle that has two sides of equal length?	
4	What do we call a triangle in which one angle is a 90-degree angle?	

Task 2: Find a simple product in your home and try to sketch it in isometric. Add tone and background enhancement to your sketch following the strategy taught in class.

Design and Technology Homework

Autumn Term

Design and Technology: Homework 3

Design and Technology:

Task 1: Answer the following questions using independent research

1	What term describes the look and feel of a material, as well as how it reacts under different forces and environments?	
2	What type of wood comes from slow-growing deciduous trees that do not lose their leaves?	
3	What type of wood comes from faster-growing coniferous trees that keep their leaves in winter?	
4	What is any non-metallic substance applied to items to bind them together and resist their separation called?	

Task 2: Design a **10-square-meter, off-grid micro-cabin** tailored for a researcher living in an extreme environment (e.g., the Arctic tundra, the Sahara Desert, or the Amazon rainforest canopy).

Design and Technology Homework

Autumn Term
Food Preparation and Nutrition: Homework 1

Food Preparation and Nutrition:

Task 1: Answer the following questions using independent research

1	What term describes making sure the environment is clean and appropriate for food?	
2	What involves making sure you are clean and ready to cook, e.g. washing hands and wearing an apron?	
3	What is the practice of making sure risks are eliminated in the kitchen, e.g. spillages cleaned and knives not in the sink?	
4	What is a substance or object that makes food harmful or objectionable?	

Task 2: Walk around your kitchen at home (with permission from a parent or guardian). Identify **all physical hazards** and **all chemical hazards**. Create an audit on paper.

Design and Technology Homework

Autumn Term
Food Preparation and Nutrition: Homework 2

Food Preparation and Nutrition:

Task 1: Answer the following questions using independent research

1	What guide shows how much of what we eat overall should come from each food group to achieve a healthy, balanced diet?	
2	What type of carbohydrate provides a slow releasing source of energy?	
3	What helps with growth and repair of muscles and cells; a secondary energy source?	
4	What helps absorb vitamins A, D, E and K; provides a concentrated source of energy and insulation?	

Task 2: Go into your kitchen (fridge, freezer, or cupboards). Find **one real food item** that fits into each of the 5 Eatwell Guide segments. Write down the name of the item and its main nutrient

Design and Technology Homework

Autumn Term
Food Preparation and Nutrition: Homework 3

Food Preparation and Nutrition:

Task 1: Answer the following questions using independent research

1	What term describes gathering all equipment and preparing for the practical lesson, e.g. personal hygiene, get equipment and weigh ingredients?	
2	What knife technique involves placing the hand like a bridge over the food and the knife will then go under the hand to ensure fingers are not in the way?	

Task 2: Review a dish that is either being cooked at home or you have cooked in the kitchen at school - write all the steps in how you created the dish?

Reflect on the dish and include any improvements you would make to the dishes.

Design and Technology Homework

Autumn Term
Graphics: Homework 1

Graphics: Artist Research

Task 1: Answer the following 5 questions

1	Who are considered the most famous Pop Art artists? (name three)	Andy Warhol, Roy Lichtenstein, and Claes Oldenburg
2	Which Pop artist is known for creating comic book-style with bright colours and Ben-Day dots?	Roy Lichtenstein
3	What is the main characteristic of Pop Art that sets it apart from other art movements?	It uses imagery from everyday popular culture (ads, comics, products)
4	In which decade did the Pop Art movement become widely recognised?	The 1960s
5	Name one object or product commonly featured in Pop Art artworks.	Coca-Cola bottles — used to show everyday consumer culture Comic panels — bold outlines and speech bubbles Hamburgers — playful takes on fast food Shopping bags — symbols of mass consumption Televisions — reflecting media influence Celebrity faces — icons like Marilyn Monroe Cereal boxes — bright packaging designs Cars — sleek, colourful consumer products Drinks cans — everyday supermarket items Lipstick — beauty products as pop culture symbols

Task 2: Design a small Artist copy of one chosen piece of work by Roy Lichtenstein.

Requirements:

- Use bright, bold colours typical of Pop Art.
- Include Ben-Day dots or a dot pattern in at least one area.
- Add a comic-style word or phrase such as "WOW!", "BANG!", "COOL!".
- Include a sentence explaining how your design shows characteristics of Pop Art.

Design and Technology Homework

Autumn Term
Graphics: Homework 2

Graphics: Branding

Task 1: Answer the following 5 questions

1	What is a brand?	Brand — A brand is the identity of a company or product (its name, image, reputation).
2	What is a logo?	Logo — A logo is a symbol or design that represents a brand.
3	Name 3 things that must feature on packaging by law?	Legal Packaging Requirements — Product name, ingredients, and weight/volume.
4	What is the primary material used to make drinks cans?	Drinks Can Material — Aluminium.
5	What features on a drinks can helps to attract buyers?	Attractive Can Features — Bright colours, bold graphics, and eye-catching logos.

Task 2: Create an A4 research page about the designer Hattie Stewart and her artwork for the Pepsi campaign.

Your page should include:

- A title: Hattie Stewart and Pepsi
- 2–3 images of her Pepsi designs (printed or sketched from observation)
- At least three facts about Hattie Stewart's illustration style.

Task 3: (15 minutes) Create your own drink can designs inspired by Hattie Stewart' s style.

Design and Technology Homework

Autumn Term
Graphics: Homework 3

Graphics: Designing

Task 1: Answer the following 5 questions

1	What does resolution mean?	Resolution — How clear or detailed an image is (measured in pixels).
2	What is a bitmap image?	Bitmap Image — An image made of tiny pixels arranged in a grid.
3	What is the keyboard shortcut for copy on a windows computer?	Copy Shortcut — Ctrl + C
4	What is typography?	Typography — The style and arrangement of text and fonts.
5	What is a san serif font?	Sans Serif Font — A font with no small decorative strokes (no “serifs”), like Arial.

Task 2: Create a design sheet showing 6-8 different drink flavours in a suitable font style for each one.

Suggested flavours?

- Tropical Mango
- Cherry Blast
- Ice Lemon

- Write the flavour name in a font style that matches its personality.
- State whether the font is serif, sans serif, script, display, or decorative.
- You may hand-draw the lettering or create it digitally.

Design and Technology Homework

Half Term 1	
IT and Computer Science: Homework 1	
Input device	Hardware used to enter data or instructions into a computer system.
Output device	Hardware that presents information from a computer system to the user or physical world.
Storage device	Hardware used to save data and files so they can be used again later.
Process	The stage where a computer uses input data to make decisions or produce a result.
Sensor	An input device that automatically detects data from the environment.
Actuator	An output device that causes physical movement or action.
Internal storage	Built-in storage used for the operating system, apps and user files.
Cloud storage	Remote online storage accessed through the internet.

Questions

1. A school computer room uses monitors, keyboards, mice, printers, headphones and USB memory sticks. Choose four devices. For each one, state whether it is input, output or storage, and give a different use. [8]
2. A vending machine has buttons, a card reader, a display, a motor and a speaker. Identify one input, one process and one output that would happen when a customer buys a drink. [3]
3. A smart doorbell is a computer system. Describe two items of data it could collect and name the input device or sensor used to collect each item. [4]
4. A tablet computer can store data in more than one place. Explain one advantage and one disadvantage of using cloud storage rather than only internal storage. [4]
5. Choose one digital appliance from your home or school, other than a microwave, washing machine, burglar alarm or digital television. Describe its input, processing and output. [6]
6. A smartphone contains many components. State one output device found in a smartphone and explain what it outputs to the user. [2]
7. Explain why a touchscreen can be both an input device and an output device. Use an example in your answer. [3]

Design and Technology Homework

Half Term 1	
IT and Computer Science: Homework 2	
CPU	The Central Processing Unit; the part of the computer that processes instructions and controls the system.
RAM	Random Access Memory; temporary main memory that stores programs and data currently in use.
Storage	Permanent storage used to save files and programs when the computer is switched off.
Input device	Hardware that sends data into the computer system, such as a keyboard or sensor.
Output device	Hardware that presents processed data, such as a monitor, speaker or printer.
Fetch	The CPU gets the next instruction from RAM.
Decode	The CPU works out what the instruction means.
Execute	The CPU carries out the instruction, which may involve reading/writing data or sending output.
Hertz (Hz)	A unit of frequency. 1 Hz means one cycle per second; kHz, MHz and GHz are larger units.
Processor speed	How many cycles the CPU can complete per second; higher speed can reduce processing time.

Questions

1. A computer has a keyboard, mouse, monitor, speakers, RAM, a CPU and an SSD. Put each component into one of these categories: input, output, main memory, processor or storage. [5]
2. Describe the difference between RAM and permanent storage. Include what happens to the data when the computer is switched off. [4]
3. A student opens a drawing program and edits an image. Explain how the CPU, RAM, input devices, storage and output devices work together in this example. [5]
4. Name the three stages of the fetch-decode-execute cycle and describe what happens during each stage. [6]
5. Explain why a computer may take time to load programs after it has been switched on. [3]
6. State what is meant by 1 Hz and 1 MHz. Then explain why GHz is used when describing modern processor speeds. [4]
7. A 3.6 GHz processor is usually more expensive than a 2.0 GHz processor from the same range. Explain why processor speed can affect performance and price. [3]

Design and Technology Homework

Half Term 1	
IT and Computer Science: Homework 3	
Binary	A number system that uses only 0 and 1.
Bit	A single binary digit: either 0 or 1.
Byte	A group of 8 bits.
Place value	The value of a digit based on its position, e.g. 128, 64, 32, 16, 8, 4, 2, 1.
Decimal	The base 10 number system used in everyday counting.
Kilobyte (kB)	1 000 bytes in this course.
Megabyte (MB)	1 000 kilobytes, or 1 000 000 bytes.
Gigabyte/Terabyte	1 GB = 1 000 MB; 1 TB = 1 000 GB.

Questions

- Computers use binary rather than decimal. Explain why 0 and 1 are suitable for representing data in electronic circuits. [3]
- Fill in the missing storage units: 1 byte = ____ bits; 1 kB = ____ bytes; 1 MB = ____ kB; 1 GB = ____ MB. [4]
- Convert these binary numbers into decimal: a) 1101 b) 101010 c) 10010111 d) 11110000 [8]
- Convert these decimal numbers into 8-bit binary: a) 19 b) 72 c) 146 d) 225 [8]
- A file is 3 GB. Convert this into MB, then into kB. [2]
- A sensor stores one reading as 1 byte. Explain how many different bit positions are available in one reading and why each position has a different value. [3]
- A pupil says, "The binary number 00101100 is 36 because it has three 1s." Explain the mistake and calculate the correct decimal value. [2]

Place value helper for Questions 3 and 4

128	64	32	16	8	4	2	1

French Homework

Half Term 1	
Week 1-2	
On a	We have
Il y a	There is
C'est	It is
Les fleuves	Rivers
Les montagnes	Mountains
Les pays	Countries
La France	France
La Grande-Bretagne	Great Britain

Task

- a. Rewrite the nouns with the missing vowels:

M_nt_gn_s = _____

Fr_nc_ = _____

Gr_nd_-Br_t_gn_ = _____

P_ys = _____

Fl__v_s = _____

- b. Retrieval of cultural knowledge - France or GB?

On porte un uniforme. _____

Il y a une monarchie. _____

3On a un président. _____

C'est un île. _____

Il y a le tournoi de tennis de Roland-Garros _____

On roule à droite. _____

Listen to this short song and answer the questions below:

https://www.youtube.com/watch?v=k4sV8aSX_tM&t=176s

1. What is the capital of France? _____
2. What is the other name given to France? _____
3. What is France's national symbol? _____
4. _____
5. What is France's motto (3 words)? _____
6. Name 3 items of food associated with France. _____

French Homework

Half Term 1	
Week 3-4	
Plus...que	More...than
Moins...que	Less...than
Aussi...que	As...as
Haut(e)	High
Peuplé(e)	Populated
Long(ue)	Long
Meilleur(e)	Better
Pire	Worse

Task

- a. Most adjectives have an added “e” when describing a feminine noun. Are the adjectives below masculine (M) or feminine (F)?:

1. Haut_____
2. Longue_____
3. Peuplée_____
4. Haute_____

- a. Gap-fill: Read the English sentence and complete the French translation.

Great Britain is as populated as France.

= La Grande-Bretagne est _____ peuplée _____ la France.

The Thames is longer than the Seine.

= La Tamise est _____ longue _____ la Seine.

Mont Blanc is higher than Ben Nevis.

= Le Mont Blanc est _____ haut _____ Ben Nevis.

EXTRA thinking!:

Can you explain why there was an extra “e” added to the adjective in sentences 1 and 2?

Watch this short video and answer the following question (start video from 1'07mins)

<https://www.youtube.com/watch?v=CVnkkutHHt8>

What is the difference between ¿Cómo te llamas? and ¿Cómo se llama?

1. What are the top 3 places to visit in France? _____
2. Which is the French city renowned for its gastronomy (food)? _____
3. Which one of all the places mentioned in the video would you like to visit and why? _____

French Homework

Half Term 1	
Week 5-6	
Il/elle a inventé	He/she invented
Il/elle a créé	He/she created
Il/elle a travaillé	He/she worked
Il/elle a écrit	He/she wrote
Il/elle a fait	He/she did
Il/elle a lu	He/she read
Il/elle est né(e)	He/she was born
Il/elle est mort(e)	He/she died

Task

- a. Spot the mistake (one per sentence) and rewrite the verb correctly

1. Elle a écri _____
2. Il a invente _____
3. Il fait _____
4. Elle a travaillée _____
5. Elle est né _____

- b. Retrieval of cultural knowledge: Match the famous French person with his/her action.

1. Elle a créé des vêtements de mode	a. Victor Hugo
2. Il a inventé un vaccin	b. Coco Chanel
3. Il a écrit "Les Misérables"	c. Marie Curie
4. Il a construit une tour célèbre à Paris	d. Louis Pasteur
5. Elle a travaillé sur la radioactivité	e. Louis Eiffel

=M _____.

5. Watch this short video and answer the following questions:

<https://www.youtube.com/watch?v=nS2Lc2oWZKY>

1. What does "pasteurisation" do? _____
2. What are the 2 elements discovered by Marie Curie? _____
3. Who lived over 600 years ago? _____
4. Who was born in Corsica? _____
5. Who is called the "father of Europe"? _____

French Homework

Half Term 1	
Week 7-8	
Je prends	I take
Je préfère	I prefer
la voiture/le train/l'avion/le bateau	the car/the train/the plane/the boat
parce que c'est	because it is
plus rapide	faster (more fast)
plus relaxant	more relaxing
moins cher	less expensive
moins polluant	less polluting

Task

a. Unscramble the sentences

1. la voiture / parce que c'est / Je préfère / moins cher.

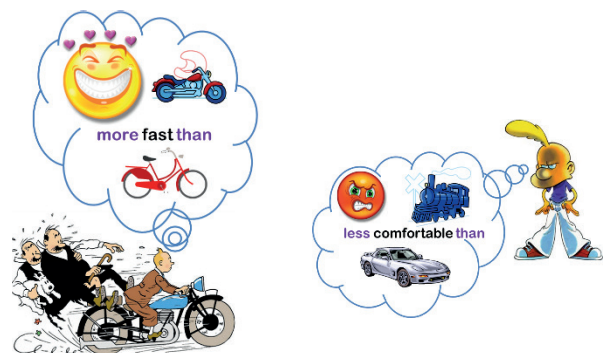
2. moins polluant. / le train / Je prends / parce que c'est

3. parce que c'est / Je préfère / plus rapide. / l'avion

4. Je prends / plus relaxant / parce que c'est / le bateau

b. Translate the 4 sentences from exercise A into English

c. Write a sentence for the following pictures:



French Homework

Half Term 2	
Week 9-10	
Je suis allé(e) en France/en Espagne	I went to France/Spain
J'ai passé une semaine	I spent a week
J'ai fait/visité/nagé/joué	I did/visited/swam/played
J'ai pris des photos	I took photos
c'était	It was
incroyable	Incredible
enrichissant	Rewarding
ennuyeux / barbant	Boring

Task

- a. Complete the gaps with the words in the box below:

L'année dernière, pour les vacances, je suis _____ en Grèce avec
ma _____. J'ai _____ des excursions et j'ai _____ des
monuments. J'ai _____ dans la mer et j'ai _____ au foot avec mes
_____. J'ai pris beaucoup de _____. C'était des vacances
_____!

allé / incroyables / famille / fait / photos / nagé / visité / copains / joué

- b. Translate the paragraph into English.

- c. Write your own paragraph, following model A and Key knowledge vocabulary.

French Homework

Half Term 2	
Week 11-12	
L'année prochaine	Next year
Je voyagerai en Corse	I will travel to Corsica
Je ferai/visiterai/nagerai/jouerai	I will do/visit/swim/play
Je prendrai des photos	I will take photos
Je verrai	I will see
Ce sera	It will be
Intéressant	Interesting
Génial	Great

Task

a. Write the French for:

1. I will see _____
2. I will take _____
3. I will travel _____
4. I will visit _____
5. I will play _____
6. It will be _____

b. Watch the video about Saint-Malo. Write 5 facts in English about the town.

<https://www.youtube.com/watch?v=uf4ctO75nRo>

- 1 - _____
- 2 - _____
- 3 - _____
- 4 - _____
- 5 - _____

French Homework

Half Term 2	
Week 13-14	
Normalement	normally
D'habitude	usually
Je pense que c'est	I think that it is
L'année dernière	Last year
A mon avis c'était	In my opinion it was
L'année prochaine	Next year
Je crois que ce sera	I think that it will be
Cependant	However

Task

- a. QSOD: Use all term 1 Key knowledge tables to write the following sentences in French

- a. S: I like France.

O: I think that it is bigger than Great Britain.

D: Last year I visited Paris.

- b. S: Usually I prefer to travel by train.

O: I think that it is more comfortable than the car.

D: Last year I travelled by plane. I was fast!

- c. S: Last year I visited Disneyland.

O: In my opinion it was incredible!

D: However, next year I will travel to Corsica and I think that it will be great.

French Homework

Half Term 2	
Week 15	
Noël	Christmas
Le Réveillon	Christmas Eve
Le Nouvel An	New year
L'église	Church
Les cadeaux	Presents
Le repas	Meal
La dinde	Turkey
La fête	celebration

Task

- a. Complete the following reading activities

Bonjour. Je m'appelle Louis. Voilà comment se passe Noël en France. A Noël, nous avons deux semaines de vacances. Quelques jours avant Noël, nous décorons un sapin avec des guirlandes multicolores et des boules. Il y a un ange en haut du sapin et parfois une crèche au pied. Les enfants écrivent aussi une lettre au Père Noël pour demander des cadeaux. Selon la tradition, les petits enfants mettent leur soulier (= une chaussure) devant la cheminée ou devant le sapin pour avoir des cadeaux. Noël est une grande fête. En général, on va à l'église le soir du 24 décembre et après on fait le réveillon. On se couche très tard. On prépare de la bonne nourriture, comme des escargots, de la dinde aux marrons, du saumon fumé, des coquilles Saint-Jacques, du foie gras ou des huîtres. Comme dessert, on mange normalement une bûche de Noël avec des petits personnages dessus. Le jour de Noël, le matin, les enfants se lèvent et trouvent les cadeaux du Père Noël à côté de leur chaussure. L'après-midi du 25 décembre, ils vont rendre visite à leur famille: ils s'amuse et mangent beaucoup. Ils chantent 'Petit Papa Noël' de Tino Rossi, qui est l'hymne de Noël en France.

Matchup:

- | | |
|---------------------|-----------------------------------|
| 1- Décorer le sapin | a- The Nativity scene |
| 2- Des guirlandes | b- Tinsel |
| 3- Des boules | c- Baubles |
| 4- Une bûche | d- Santa Claus |
| 5- Des cadeaux | e- Turkey |
| 6- Des huîtres | f- Oysters |
| 7- De la dinde | g- Christmas eve |
| 8- Le réveillon | h- Presents |
| 9- La crèche | i- Yule log |
| 10- Le Père Noël | j- To decorate the Christmas tree |

Answer questions in English:

- 1- How long is the Christmas Holiday in France? (1)
- 2- What does the family do a few days before Christmas? (2)
- 3- What do children put in front of the fireplace/under the Christmas tree and why? (2)
- 4- What type of food do you normally eat for Christmas in France? (4)
- 5- What do people do on Christmas eve? (1)
- 6- What do people normally do on Christmas day? (2)
- 7- What is 'Petit Papa Noël'? (1)

Geography Homework

Half-Term 1

Week 1-2: What is extreme weather?

What is extreme weather?	A weather event that is significantly different from the average or usual weather pattern (e.g. flooding, snow, thunder and lightning, heatwaves, wildfires)
What are social impacts?	Impacts on people and their well-being
What are economic impacts?	Impacts on money, jobs and businesses
What are environmental impacts?	Impacts on nature and habitats, the atmosphere and/or the built environment
What is a tornado?	A violent rotating column of air extending from a thunderstorm to the ground.
How are tornadoes rated on the Fujita scale?	A scale (0-5) for rating tornado intensity, based primarily on the damage tornadoes inflict on buildings and vegetation
Where is tornado alley?	An area in the central USA where tornadoes are most frequent including Oklahoma, Kansas and Texas.
What were the impacts of the Oklahoma Tornado in 2013?	A F5 tornado that happened on the 20th May 2013, wind speeds exceeded 200 mph, the storm resulted in 24 deaths, 212 injuries, and approximately \$2 billion in damage to property.

Your task:

1. ***On 20 May 2013, an EF5 tornado struck Moore, Oklahoma. Wind speeds exceeded 200mph. The tornado caused 24 deaths, 212 injuries and around \$2 billion worth of damage***

- What was the strength of the tornado?
- Which scale is used to measure tornado intensity?
- Give two facts about the Moore tornado?
- Explain two ways this tornado affected people
- Explain two ways this tornado affected the economy or the environment

2. Sort the following information into the correct category: Social, Economic OR Environmental

Homes were destroyed	Trees were uprooted	Businesses has to close
24 people died	Roads were destroyed	People were injured
Wildlife habitats were damaged	Families lost their homes	Schools were damaged
Repair costs reached \$2 billion	Power lines were knocked down	
People experienced stress and trauma		

3. **True or False:**

- ☐ Tornadoes form from thunderstorms
- ☐ The EF scale measures rainfall
- ☐ Tornado Alley is in central USA
- ☐ Tornadoes only affect buildings
- ☐ Extreme weather is weather that is significantly different from the normal pattern

Geography Homework

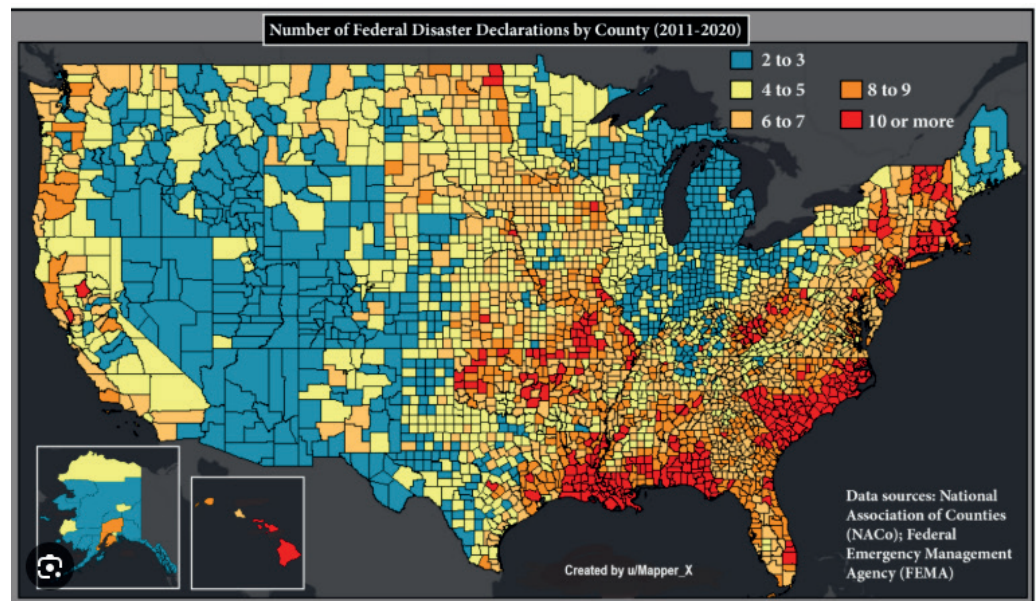
Half-Term 1

Week 3-4: Reducing the effects of extreme weather (e.g. tornadoes)

What is a hazard?	An event that has potential to cause harm to the environment, people or the economy
What is hazard risk?	The chances of being affected by a hazard
How can people protect themselves against storm events? (e.g. tornadoes)	Constructing buildings so that they are safe to live in and will withstand the tornado. Building storm shelters.
How can people prepare for major storms?	Organising activities and drills so that people know what to do if a tornado happens.
What does prediction refer to?	Attempts to forecast a tornado – where and when it will happen-based on current knowledge.
What is storm chasing?	The pursuit of any severe weather condition, regardless of motive. Motives can be curiosity, adventure, scientific investigation, or for news or media coverage.
What is a TIV?	A tornado intercept vehicles: an armoured vehicle which is used by people to chase storms and stay safe.
What does a choropleth map show?	A map that displays geographical areas or regions that are coloured, shaded or patterned in relation to a data.

Your tasks:

1. Describe what the choropleth below shows. (e.g. any patterns - where the most and least occur, compass directions, state names)



2. Multiple Choice Qs:
2a. What is the main purpose of a choropleth map?

- A.) To show weather forecasts B.) To display data using colours or shading C.) To show satellite images

2b. Why do schools practise tornado drills?

- A.) To predict storms B.) To build stronger houses C.) So people know what to do in an emergency

3. Decide whether the statements are **Protection** or **Preparation**. And explain why for each one

- We built stronger houses with reinforced walls
- The school practices a tornado evacuation drill

Geography Homework

Half-Term 1

Week 5-6: Tropical storms – how do they form and what impact do they have?

What is a tropical storm?	A localised and very intense low pressure weather system, forming over tropical oceans and with winds of hurricane force.
What is the Saffir-Simpson Scale?	A 1-5 rating based on a hurricane's sustained wind speed at that time. It can be used to give an indication of the potential damage and flooding.
What is low pressure?	When rising air cools, condenses and forms clouds
What is a storm surge?	A change in sea level that is caused by a storm. They can lead to extensive flooding and are dangerous for people living in many coastal areas.
What is the eye of the storm?	A region of calmer weather found at the centre of strong tropical cyclones
What is the eye wall?	A ring of tall thunderstorms that produce heavy rains and usually the strongest winds

Your task:

1. Using the words below to complete the sentences:

Storm surge, Eye wall, Tropical storm, Low pressure, Eye, Saffir-Simpson Scale

- A _____ is a very intense low-pressure weather system that forms over tropical oceans.
- The _____ rates hurricanes from Category 1 to Category 5.
- _____ occurs when rising air cools, condenses and forms clouds.
- The calm centre of a tropical cyclone is called the _____.
- The _____ contains the strongest winds and heaviest rainfall.
- A _____ can cause dangerous flooding along the coast.

2. Spot the mistake and write the correction:

- Tropical storms form over cold oceans.
- The eye wall is the calmest part of the storm.
- The Saffir-Simpson Scale measures rainfall.
- Storm surges happen in the middle of the ocean and never affect people.
- Low pressure is caused by sinking air.

3. How does the Saffir-Simpson Scale help people prepare for hurricanes?

4. Why is low pressure important in the formation of tropical storms?

Geography Homework

Half-Term 1

Week 7-8: Reducing the effects of tropical storms

How do buoys and floats help monitor for tropical storms?	Can be used to measure sea surface temperatures to predict if a tropical storm is likely.
What are levees?	Raised banks along the coastline to protect against storm surges.
How do satellites help monitor and predict the path of a storm?	Designed to monitor and survey the earth, they can help to predict weather patterns.
How do weather radar monitor storms?	Used to calculate precipitation and its movement- can be used to track hurricanes
What does HIC stand for?	Higher income country
What does LIC stand for?	Lower income country
What does evacuation mean?	When people are advised or ordered to leave their home
How do cyclone shelters help protect people?	Large, resilient structures, designed to protect vulnerable coastal communities from cyclones and storm surges.

Your task:

- Write out the clue and identify the correct answer
 - I measure sea surface temperatures to help predict tropical storms
 - I watch the Earth from space and help forecast weather
 - I am raised bank that helps stop coastal flooding
 - I am a strong building that keeps people safe during cyclones
 - I am used to track rainfall and hurricanes.

Multiple Choice Questions:

- What do buoys and floats measure?

A.) Wind speed only	B.) Sea surface temperatures
C.) Earthquakes	D.) River depth
- What is the main job of satellites?

A.) Build storm shelters	B.) Monitor the Earth and weather patterns
C.) Measure earthquakes	D.) Stop hurricanes
- What do levees help protect against?

A.) Tornadoes	B.) Drought	C.) Storm surges	D.) Earthquakes
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- What does weather radar track?

A.) Sea temperature	B.) Hurricanes and rainfall	C.) Population growth	D.) Ocean currents
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Extension:

Imagine a Category 5 tropical storm is approaching. Rank these from **1 (most important)** to **5 (least important)**

- Satellites - Weather Radar - Levees - Cyclone Shelters -
Evacuation

Explain why you chose your top two

Geography Homework

Half-Term 2

Week 9-10: What is the environment and what causes impacts to it?

What is the environment?	Refers to what is around you. It's the surroundings in which you live, such as the land, the buildings, the water and the air, plants and animals.
What is the natural environment (physical)?	All living and non-living things that occur naturally. For example, trees, sunshine, rainfall, mountains
What is the built environment (human)?	Environments built by people- towns, cities, buildings, roads, factories etc
What is sustainability?	Understanding how to meet the needs of the present without compromising the needs of future generations.
What is the natural greenhouse effect?	A natural process that warms the Earth's surface. When the Sun's energy reaches the Earth's atmosphere, some of it is reflected back to space and the rest is absorbed and re-radiated by greenhouse gases
What is the human enhanced greenhouse effect?	Human activities – particularly burning fossil fuels (coal, oil and natural gas), agriculture and land clearing – are increasing the concentrations of greenhouse gases. This is the enhanced greenhouse effect, which is contributing to warming of the Earth.
What is global warming?	A gradual increase in the overall temperature of the earth's atmosphere caused by increased levels of greenhouse gases in the atmosphere.
What are greenhouse gases?	These include water vapour, carbon dioxide, methane, nitrous oxide, ozone and some artificial chemicals such as chlorofluorocarbons (CFCs). These are contributing to the warming of the planet.

Your tasks:

Complete the tasks:

1. True or False:

- ☐ The natural greenhouse effect helps keep the Earth warm enough for life
- ☐ The built environment includes roads and buildings
- ☐ Human activities have no effect on greenhouse gas levels
- ☐ Methane is a greenhouse gas

2. Multiple Choice Qs:

Which of the following is part of the natural environment?

- A.) Shopping centre B.) A motorway C.) A mountain D.) A factory

3. Which activity contributes to the human enhanced greenhouse effect?

- A.) Trees growing naturally B.) Burning coal and oil C.) Rainfall D.) Sunshine

4. Which of these is a greenhouse gas?

- A.) Oxygen B.) Nitrogen C.) Carbon Dioxide D.) Helium

5. Sustainability means:

- A.) Using all resources as quickly as possible B.) Stopping all human activity
C.) Meeting today's needs while protecting resources for the future D.) Building more factories

6. Imagine you are the mayor of a town. List **three actions** you could take to make your town more sustainable and reduce global warming.

7. **Explain** why these actions would help

Geography Homework

Half-Term 2	
Week 11-12: Impacts to global warming	
What is deforestation?	When large areas of trees are removed. Trees act as a carbon sink so less trees means more CO ₂ in the atmosphere.
Agriculture?	Land is cleared for growing crops and rearing animals.
What is methane?	Methane is a greenhouse gas which is 28 times more powerful than CO ₂ .
What are fossil fuels?	A hydrocarbon- containing material such as coal, oil and natural gas, formed naturally in the earth's crust from the remains of dead plants and animals that is extracted and burned as fuel.
What is coral bleaching?	When corals are stressed by changes in conditions such as temperature, light, or nutrients, they expel the symbiotic algae living in their tissues, causing them to turn completely white.
What is permafrost?	Frozen ground in areas such as the Arctic which store large amounts of methane.
What is sea level change?	Thermal expansion and melting of glaciers and ice caps is resulting in sea levels rising around the world.
What are superstorms?	With warmer sea surface temperatures, tropical storms are likely to become more powerful.

Your tasks:

1. Read the scenario below and answer the questions:

A coastal town has experienced stronger storms, rising sea levels, and damage to nearby coral reefs. Large areas of forest have also been clear for farming.

- What environmental problem is caused by clearing forests?
- What is happening to the coral reefs?
- Why might the storms be becoming stronger?
- How could sea level rise affect the town?
- Suggest one action the town could take to help reduce climate change

2. Explain why trees are important for reducing climate change

3. What is permafrost and why is it important?

4. How might rising sea levels affect people living near the coast?

Geography Homework

Half-Term 2

Week 13-14: Impacts to our oceans

Great Pacific Garbage Patch	A collection of marine debris in the North Pacific Ocean. It is 1.6 million square kilometres
Recycling	The process of converting waste materials into new materials and objects
Debris	Scattered pieces of rubbish or remains
Gyre	Large system of circulating ocean surface currents
Microplastics	Fragments of tiny plastic less than 5 mm in length
Algae	A group of plant like organisms which mostly grow in water and can photosynthesis
Plankton	A diverse collection of organisms that drift in water
Ghost fishing	When discarded nets continue to catch marine life

Your tasks:

1. Which ocean current system helps create the Garbage Patch?
2. How might plastic pollution affect plankton or algae?
3. Suggest **two** actions people can take to reduce ocean pollution
4. Explain what ghost fishing is and why it is harmful?
5. How can recycling help reduce the amount of plastic entering the oceans?

Extension:

6. Design a '**Save our Oceans**' campaign poster

It must include

- The Great Pacific Garbage Patch
- Microplastics
- Recycling
- Ghost Fishing
- At least **three** ways people can help reduce ocean pollution

Geography Homework

Half-term 2	
Week 15: Human actions impacting on natural habitats	
Endangered species	Plants and animals that are at risk of becoming extinct
Extinct	No longer in existence
Trophy hunting	Selective hunting of wild game for human recreation
Recreation	Activities that we do for enjoyment in our spare time
Commercial hunting	When people pay to take part and the money can be used to make profit or can be used to protect other animals
Corruption	Form of dishonesty or criminal offence
Conservation	The protection of plants, animals and natural areas

Your tasks:

1. Complete the sentences using the key knowledge above:

- Pandas and rhinos are examples of _____
- Playing football with friends is a form of _____
- _____ can make it difficult to protect endangered animals / plants
- Dinosaurs are _____ because they no longer exist
- National Parks often support _____ to protect wildlife
- In some countries, _____ is used to raise money for wildlife protection
- Some people take part in _____ to display animal trophies

2. Why is conservation important for endangered species?

3. What could governments do to reduce corruption in wildlife protection?

Extension:

4. Imagine you are creating a campaign to protect an endangered species. Choose an animal and write **4-5** sentences explaining:

- Why it is endangered
- How conservation could help
- What people can do to protect it

<https://www.worldwildlife.org/species/>

<https://www.wwf.org.uk/learn/wildlife/endangered-animals>

History Homework

Half Term 1	
Week 1-2: Migration and Empire – Britain C890-Present	
What is an Anglo-Saxon?	The people of England at the start of this period were Anglo-Saxons; originally German tribes who had settled in England.
Who were the Vikings?	The raiders and settlers from Scandinavia that arrived in England from 790.
What happened at the Battle of Hastings?	In 1066 William the Conqueror defeated King Harold Godwinson and became the first Norman King of England.
Who were the Normans?	A group from Northern France who conquered England in 1066.
What was the Hundred Years War?	Conflict between England and France that lasted over a hundred years.
What was Agincourt?	The major battle of the Hundred Years War; a tiny English force led by Henry V defeated the much larger French army.
What is Antisemitism?	Prejudice or hatred of Jews.
Who were the Tudors?	A family that ruled over England from 1485-1603. Examples of Tudor monarchs are Henry VIII and Elizabeth I.

Task 1

Answer the following questions in full sentences. Use your classwork and/or google to find the answers.

1. Who led the Norman army at the Battle of Hastings in 1066? (1 mark)
2. What was the name of the Anglo-Saxon king defeated at Hastings? (1 mark)
3. Give one reason why Vikings came to England. (1 mark)
4. What year did the Battle of Hastings take place? (1 mark)
5. Between which two countries was the Hundred Years' War fought? (2 marks)
6. Name one weapon used during the Hundred Years' War. (1 mark)
7. What was one important consequence of the Norman victory in 1066? (1 mark)

Task 2:

Timeline Challenge (6 marks)

Place these events in the correct chronological order (oldest to most recent):

- Battle of Hastings
- Hundred Years' War begins
- Viking raids on England begin
- Norman rule established in England
- Battle of Agincourt
- Viking settlement in England

Write your answers as a numbered list from 1–6.

Challenge:

Choose ONE of the following questions and write a paragraph of 6–8 sentences.

Option 1: Why were the Viking invasions a challenge for Anglo-Saxon England?

Option 2: Why was the Battle of Hastings a turning point in English history?

Option 3: How did warfare change between the Viking invasions and the Hundred Years' War?

Success Criteria:

Use at least two historical facts.

Explain causes, effects, or changes.

Write in complete sentences.

History Homework

Half Term 1	
Week 3-4: Migration and Empire – Britain C890-Present	
What is a colony?	A territory set up or ruled by another country.
What was the Virginia Company?	A company funded by several businessmen that aimed to set up a permanent British Colony in North America.
What is meant by the term Elizabethan?	The name given to the period when Elizabeth I was on the throne. 1558-1603.
What was Triangular Trade?	The pattern of goods traded in the slave trade in which goods were transported from England to Africa in return for slaves who would then be sent on to the Caribbean and North America.
What is a plantation?	The sugar, tobacco or cotton growing fields where slaves worked in the Caribbean and North America.
What was the War of Independence?	A war fought by the Americans against the British during the years 1775 and 1783.
What were the Patriots?	The name given to the Americans fighting for their independence.
What were the Redcoats?	The name given to the British soldiers due to their red uniforms.

Task 1

Understanding and Explanation (10 marks)

1. Give two reasons why England wanted to explore new lands during the Elizabethan period. (2 marks)
2. Explain why England wanted to establish colonies in North America. (3 marks)
3. Describe how the Triangular Trade worked. Use the words: England, Africa, Americas, goods, enslaved people. (3 marks)
4. Why were plantations important to the British economy? (2 marks)

Task 2

Source Skills (5 marks)

Read the source below:

"The American colonies have grown wealthy, but many colonists are unhappy with British control and taxation."

5. What does this source suggest about the American colonies? (2 marks)
6. Why might some colonists have wanted independence from Britain? (3 marks)

Challenge

Explain how exploration led to colonies, and how colonies eventually led to the American War of Independence.

You should include:

- Elizabethan exploration
- Colonies
- Triangular Trade
- Patriots
- Redcoats

Write one developed paragraph (6–8 sentences).

History Homework

Half Term 1	
Week 5-6: Migration and Empire – Britain C890-Present	
What is imperialism?	Expanding an empire normally through military conquest.
What was the East India Company?	A British trading business that, through a series of agreements, came to rule over most of India until 1857.
What were Sepoys?	Indian Soldiers who would fight for Britain, mainly Hindu or Muslims.
What was the Indian Mutiny?	A rebellion by the Indian population against British rule in 1857.
Who was Cecil Rhodes?	An extremely rich businessman who dreamed of a Cape to Cairo railway which would allow Britain to control all of Africa. He did not achieve this.
What is meant by the term 'Survival of the Fittest'?	A phrase used by the scientist Darwin, this was twisted to suggest white Europeans were better than other races and scientifically more evolved.

Task 1

Answer the following questions in full sentences:

1. Give two causes of the Indian Mutiny. (2 marks)
2. Describe two consequences of the Indian Mutiny. (2 marks)
3. Why do some historians prefer the term "Indian Rebellion" rather than "Indian Mutiny"? (2 marks)
4. Who was Cecil Rhodes? (1 mark)
5. What was Rhodes' main goal for British expansion in Africa? (1 mark)
6. Name one territory that came under British influence because of Rhodes' activities. (1 mark)
7. Why is Rhodes a controversial historical figure today? (1 mark)

Task 2

Source Question (4 marks)

Read the source below:

"Many Indians felt that British rule threatened their traditions, religion, and way of life."

Question: Explain how British policies contributed to this feeling among Indians.

Give two examples. (4 marks)

Challenge

Question: *"British imperialism brought both benefits and harms to the people it ruled."*

Using examples from India and Africa, explain whether you agree with this statement.

Write one paragraph (8–10 sentences).

You should include:

- At least one example from the Indian Mutiny.
- At least one example involving Cecil Rhodes.
- Your own judgement.

History Homework

Half Term 1	
Week 7-8: Migration and Empire – Britain C890-Present	
What is decolonisation?	This is a term used to describe when a country loses its empire and the colonies become independent.
Who was Gandhi?	The leader of the movement for Indian independence from the British Empire. This was achieved in 1947.
What is passive resistance?	The tactics used by Gandhi against the British which meant the use of non-violent protest.
What is the British Commonwealth?	The British Commonwealth replaced the empire and aimed to keep a strong relationship between Britain and its former colonies.
What was the Empire Windrush?	It was one of the first ships that brought migrants from the Caribbean to Britain after WWII landing in Britain in 1948.
What sign was often put up in hotels at the time?	Many hotel owners were racist and put up signs saying, 'No blacks, no dogs, no Irish.'
How has British culture been influenced by migration?	There are many examples but some of the most obvious are the food, music and language.

Task 1

Answer in full sentences.

1. Who was Gandhi? (1 mark)
2. What was meant by "non-violent protest"? (1 mark)
3. Name one method Gandhi used to challenge British rule in India. (1 mark)
4. In what year did India gain independence from Britain? (1 mark)
5. What was the Empire Windrush? (1 mark)
6. When did the Empire Windrush arrive in Britain? (1 mark)
7. Why were many Caribbean migrants encouraged to come to Britain after the Second World War? (1 mark)
8. Name one way Caribbean migrants contributed to British society. (1 mark)

Task 2

Source Question (6 marks)

Read the source below:

"Freedom is not worth having if it does not include the freedom to make mistakes." — Gandhi

What does this quote suggest about Gandhi's beliefs? Explain your answer and describe how he tried to achieve independence for India. (Write 4–5 sentences.)

Challenge

Question: How did the arrival of the Empire Windrush change Britain?

In your answer, consider:

- Culture and society
- Challenges faced by migrants

Write one paragraph of approximately 8–10 sentences.

History Homework

Half Term 2	
Week 9-10: World War One 1914-18	
What was World War One?	A global conflict involving the main European Powers and their empires from July 1914 to November 1918.
What is militarism?	An emphasis on military ideals and strength; it involves wanting your country to have a strong army and navy.
What is an alliance?	A group of countries who promise to support and protect each other. Rival groups have rival alliances.
What is imperialism	The desire to conquer colonies. This brought the powers into conflict: Germany wanted an empire. France and Britain already had empires.
What is nationalism?	The belief that your country is better than others. This made nations assertive and aggressive.
What was Austria-Hungary?	An empire in Central Europe containing lots of different nationalities; some of these wanted their own independence.
What was the Triple Entente?	The alliance of Great Britain, France and Russia.
What was the Triple Alliance?	The alliance of Germany, Italy and Austria-Hungary.

Task 1

Key Knowledge Questions (7 marks)

Answer in full sentences. You may also need to look at the knowledge on Cycle 5 to complete this assignment.

1. What was an alliance? (2 marks)
2. Name the two alliance groups that existed in Europe before WWI. (2 marks)
3. Name the countries in each alliance? (3 marks)

Task 2

Explain the Connections (8 marks)

Read the statements below and answer the questions.

- Germany was allied with Austria-Hungary.
- Russia supported Serbia.
- France was allied with Russia.
- Britain was concerned about German actions in Europe.
- Archduke Franz Ferdinand was assassinated in Sarajevo in June 1914.

Questions

4. Why did the alliance system make a small conflict more likely to become a larger war? (4 marks)
5. Why did Germany create the Schlieffen Plan? (4 marks)

Challenge

Write one developed paragraph (6–8 sentences).

Explain why World War One broke out in 1914.

You should include:

- The alliance system
- Nationalism
- Militarism
- Imperialism

History Homework

Half Term 2	
Week 11-12: World War One 1914-18	
Who was Kaiser Wilhelm II?	The leader of Germany in 1914.
Who was Franz Ferdinand?	The heir to the throne of Austria-Hungary who was assassinated in Sarajevo by a Serbian named Gavrilo Princip in 1914.
What was the Schlieffen Plan?	Germany's plan to avoid fighting on two fronts. They would attack France before Russia.
What is meant by the term 'front'?	During wars a front is where your side is fighting the enemy. In WWI, Germany ended up fighting on two fronts.
What was the Western Front?	This was the area in France and Belgium where the British and French were fighting the Germans.
What are trenches?	Both sides dug into the ground to protect themselves from enemy fire. The trenches developed into a network over the course of the war.
What is a stalemate?	Where neither side could gain any advantage.

Task 1

Key Knowledge Questions (10 marks)

Answer in full sentences.

1. Who was Archduke Franz Ferdinand? (1 mark)
2. Where was he assassinated? (1 mark)
3. Who assassinated him? (1 mark)
4. Why did his assassination increase tensions in Europe? (1 mark)
5. Which country created the Schlieffen Plan? (1 mark)
6. Why did the plan involve invading Belgium? (1 mark)
7. Why did Britain declare war on Germany after Belgium was invaded? (1 mark)
8. In 4–5 sentences, explain: What was the Schlieffen Plan and why did it fail? (3 marks)

Task 2

Source analysis: (3 marks)

Read the source below:

"By late 1914, neither side could achieve a decisive victory. Soldiers began digging trenches to protect themselves from enemy fire."

Question: What does this source suggest about why trench warfare developed? (3 marks)

Write 3–4 sentences.

Challenge

Question: How did the failure of the Schlieffen Plan contribute to the creation of the Western Front?

Write one paragraph (6–8 sentences).

You should include:

- The advance through Belgium
- The Battle of the Marne
- The development of trench warfare

History Homework

Half Term 2	
Week 13-14: World War One 1914-18	
What is propaganda?	Government posters were used to encourage men to join the war.
What is conscription?	Introduced in 1916 as not enough men were signing up to join the war. This meant forcing men to join the army.
What is barbed wire?	Sharp wire to protect the trench
What is artillery?	Large guns that fired shells down upon the enemy trenches.
What are shells?	These were the projectiles fired by the artillery. They were normally filled with explosives but in WWI were sometimes filled with poison gas.
What is a trench foot?	The wet and muddy conditions in the trenches caused feet to swell up and go black. The flesh would go rotten and the soldiers would be in terrible pain.
What was No Man's Land?	An area between the trenches which neither side controlled; it was very dangerous to go into.

Task 1

Knowledge Check (10 marks)

Answer the following questions in full sentences.

1. What was trench warfare? (2 marks)
2. Name two features commonly found in a trench system. (2 marks)
3. What was "No Man's Land"? (2 marks)
4. Give two problems soldiers faced while living in the trenches. (2 marks)
5. Why was it difficult for either side to make significant advances during trench warfare? (2 marks)

Task 2

Source Analysis (8 marks)

Read the source below and answer the questions.

"The trench was full of mud and water. Rats ran along the duckboards and many soldiers had not slept properly for days. Every time we looked over the top, we risked being shot."

6. Identify two problems mentioned in the source. (2 marks)
7. What does the source suggest about the living conditions in the trenches? (2 marks)
8. Why was "going over the top" so dangerous? (4 marks)

Challenge

Write one developed paragraph (8–10 sentences).

Explain why trench warfare was such a difficult experience for soldiers during World War One.

You should include:

- Living conditions
- The dangers soldiers faced
- The impact on soldiers' physical and mental health

History Homework

Half Term 2	
Week 15: World War One 1914-18	
What is a truce?	A temporary pause in the fighting.
When was the Christmas Truce?	It was during the first Christmas of WWI in 1914.
Where was the Christmas Truce?	It took place on certain areas of the Western Front. Not all of the soldiers on either side took part in the truce.
Why did it never happen again during WWI?	By 1915 bitter fighting had led to increased hatred and anger between the two sides. In addition the Generals did not want a repeat of the truce so ordered shelling of the front lines to keep the men in their trenches.

Task 1

Fill in the blanks using the words below: (1 mark each = 5 marks)

No Man's Land • German • British • Christmas • 1914

The Christmas Truce took place in December _____.

Soldiers from the _____ and German armies took part.

The truce happened during _____.

Soldiers met in the area between the trenches known as _____.

The event became known as the _____ Truce.

Task 2

Short Answer Questions (9 Marks)

1. Describe two things that happened during the Christmas Truce. (4 marks)
2. Why do you think some soldiers agreed to take part in the truce? (2 marks)
3. Explain why military leaders were unhappy about the Christmas Truce. (3 marks)

Challenge

Explain why the Christmas Truce of 1914 is remembered as an important event in World War I.

In your answer, you should include:

What happened during the truce

Why it was unusual

What it tells us about the experiences of soldiers

Merry Christmas



Performing Arts Homework

Autumn Term

Weeks: 1-2 Drama

Physical Performance Skills		
1	What is a gesture?	The movement of hands, arms or body to express meaning or emotion
2	What is a facial expression?	Using the face to show feelings or emotion
3	What is posture?	How an actor holds their body to show character or mood (upright/slouched etc)
4	What is proxemics?	Use of space between actors to show relationships (close/distant)
5	What is body language?	Non-verbal communication using the body
6	What is stillness?	Purposeful lack of movement
7	What is eye line/contact?	The direction in which the actor is looking
8	What is stance?	The way a character stands

Homework Task:

Monologue Performance

Task:

Considering the physical performance vocabulary above, practice performing the monologue below. Carefully consider your use of physical performance skills. Perform to someone or to the mirror and ask them if they can clearly see your use of physical skills.

Context

Mickey is a 7-year old boy (though he aggressively insists he is 'nearly eight'), growing up in a chaotic, low income household in Liverpool. He is the youngest of many children and feels constantly left behind, restricted and ignored by his mother and his older brother Sammy.

Monologue

I wish I was our Sammy
Our Sammy's nearly ten.
He's got two worms and a catapult
An' he's built a underground den.
But I'm not allowed to go in there,
I have to stay near the gate,
Cos me mam says I'm only seven,
But I'm not, I'm nearly eight!

Performing Arts Homework

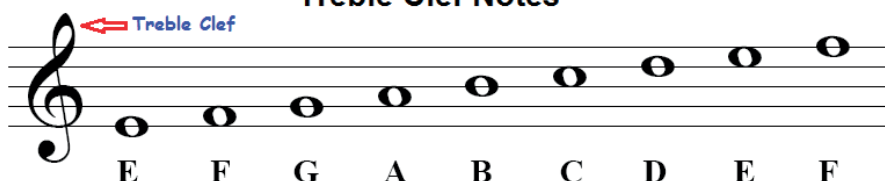
Autumn Term

Weeks: 3-4 Music

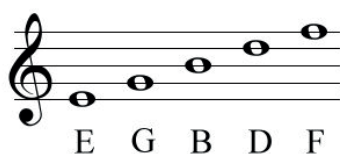
Ensemble Skills and African Drumming

1	What is a Djembe?	An African Drum that is goblet shaped and played with hands. You can create different TIMBRES by using Bass, Tone and Slap techniques.
2	What is Pulse?	The steady heartbeat that holds the music together
3	What is Tempo?	The speed of the pulse. Can be Fast (Presto), Walking Pace (Andante) or Slow (Adagio)
4	What is Rhythm?	Patterns of long and short notes that are linked to a pulse.
5	What is performing in Unison?	All performers play the same idea together. Uni - means 'one'
6	What is Polyrythm?	More than one idea played simultaneously. Poly - means 'many'
7	What is Call and Response?	A technique used in many forms of music, including Sub-Saharan African Drumming. Where the leader plays something and the group responds. Types of Call and Response, include 'Call and Echo' where the group copies the idea, and 'Call and Answer' where the group responds with a pre determined idea, no matter what the leader plays.
8	What is a Master Drummer?	The leader in an African Drumming Circle (group)
9	What is a Treble Clef?	The symbol that tells you to play the notes in a high pitch. Remember - The notes in the SPACE spell the word FACE For the lines, use Every Girl's Barbie Does Flips

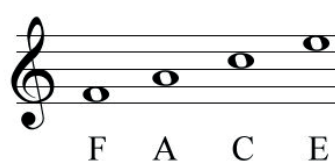
Treble Clef Notes



Line Notes



Space Notes



Homework Task:

Task:

Log into your Music Google Classroom and join the Gimkit Class. Once you log in, there will be a game there for you that will quiz you on the information above.

Please play this game for 30 minutes. Your score will be recorded for me to access using my login.

[Gimkit.com](https://www.gimkit.com) then log in with your school google account. The game will be there for you when your homework is set.

Performing Arts Homework

Autumn Term

Weeks: 5-6 Dance

Dance vocabulary		
1	What is a 'motif' in dance?	A short theme or movement phrase that represents the main idea of the dance, which gets repeated and changed.
2	What does 'unison' mean?	Two or more dancers performing the exact same movements at the exact same time.
3	What does 'canon' mean?	When dancers perform the same movement phrase one after another, like a "wave" or a musical round.
4	What is a 'constituent' (or component) of dance?	One of the main building blocks used to make a dance piece (specifically: movement material, dancers, set/props, lighting, costume, and sound).
5	What is the definition of 'flexibility'?	The range of movement possible around a joint (how far your muscles and joints can stretch).
6	What is the definition of 'stamina'?	The physical ability to maintain performance and energy over a long period of time (your endurance).
7	What does 'extension' mean?	Lengthening or straightening your limbs or torso to create long lines.
8	What is the definition of 'isolation'?	Moving one individual part of the body completely independently from the rest (e.g., just moving your head or shoulders).

Homework Task:

Task:

Get into a forearm plank position on a comfortable surface.

Hold the plank while focusing on drawing your belly button inward toward your spine to activate your core muscles.

Challenge: Try to hold the plank for 30 seconds on Day 1. By keeping your hips level and preventing your back from sagging, you directly train the core stability needed to balance steady dance lines. Repeat this daily, increasing the time by 2 seconds each day.

Performing Arts Homework

Autumn Term

Weeks: 7-8 Drama

Vocal Performance Skills

1	What is pitch?	How high or low the voice sounds
2	What is tone ?	The quality or emotion in the voice
3	What is volume?	How loud or quiet the voice is
4	What is pace?	The speed at which someone speaks
5	What is projection?	Making the voice loud and clear enough to be heard
6	What is accent?	A way of pronouncing words that shows where a character is from
7	What is articulation?	How clearly words are spoken
8	What is pause?	A deliberate stop or break in speaking to create effect

Homework Task:

Monologue Performance

Task:

Considering the vocal performance vocabulary above, practice performing the monologue below. Carefully consider your use of vocal performance skills. Perform to someone or record yourself to ensure you have effectively applied the skills.

Context:

In this specific moment, the character on stage is playing Oggy Moxon, the ultimate school bully, terror, and kingpin of Whitewall High School. This speech is Oggy bragging directly to the audience about his absolute power. He is establishing his dominance, showing that he runs the corridors and that the traditional authority figures (the teachers) are completely powerless against him

Monologue

Look at 'em. Look at 'em all running. Scared. They're all scared of Oggy Moxon. Even the teachers. They look at me and they think, 'Oh no, here he comes, the nightmare.' I can walk down any corridor in this school and the crowds just part like the Red Sea. I don't even have to look at 'em. If a first-year gets in my way, I don't hit 'em—I just look at 'em. It's all in the eyes. I've had three teachers leave this school because of me. *Three*. They couldn't handle it. They come in here with their nice little suits and their university degrees, thinking they're gonna change the world. One week with me and they're crying in the staffroom. I AM Whitewall High!

Performing Arts Homework

Autumn Term

Weeks: 9-10 Music

Band Skills		
1	What is a Piano?	C is to the left of the 2 black keys Notes run from A-G using the white notes. The black notes show the flats ($\flat$) and sharps (#). See chart below to see where they are.
2	What is a Ukulele?	A small 4 stringed instrument. -Chord shapes are held down and all strings are strummed. See chart below to learn the main chords
3	What is a Guitar?	A six stringed instrument. -Chord shapes are held down and all strings are strummed. -Little chords just use the highest three strings to make it easier for beginners. See chart below for main chords.
4	What is a Bass Guitar?	A large 4 stringed instrument. -The bass plays one note at a time (not strumming chords) - Place your finger (left hand) on the correct string and fret - Place your thumb (right hand) on the body of the bass and ping the string with a straight finger.
5	What are Drums?	Parts of the Drum Kit are: Bass Drum, Snare, Hi-Hat, Toms, Crash Cymbal, Ride Cymbal.
6	What is a Chorus in a song?	A section of a song that repeats with the same melody and lyrics. It is often the most catchy part of the song
7	What is a Verse in a song?	A section that repeats with a similar melody but different lyrics each time. It helps to tell the story of the song.
8	What is an Ensemble?	A musical group. Ensemble skills include musical skills, such as playing together in a similar tempo, but also personal skills such as teamwork, listening and respect.

Homework Task:

Gimkit 2

Task:

Play the homework 2 Gimkit for 30 minutes. Your score will be recorded on my system from this quiz. Log into Gimkit with your Google account to access the quiz.

Performing Arts Homework

Autumn Term

Weeks: 11-12 Dance

Dance glossary		
1	What is the definition of 'mental rehearsal'?	Thinking through or visualizing the dance movements in your mind before you actually perform them to help you remember the choreography.
2	What is 'systematic repetition' in dance rehearsal?	Practicing the same movement or section of a dance over and over again on purpose to build muscle memory and improve accuracy.
3	What does 'spatial awareness' mean during a performance?	A dancer's awareness of where they are on stage, making sure they stay in the right formation and don't bump into other dancers.
4	What is the definition of 'sensitivity to other dancers'?	Paying attention to, connecting with, and responding to the other dancers on stage to ensure you are moving well as a group.
5	What is the definition of a 'warm-up'?	A series of gentle exercises and stretches done before dancing to raise your heart rate, warm up your muscles, and prevent injury.
6	What is the definition of a 'cool-down'?	A series of low-intensity movements and long stretches done after dancing to help your heart rate and muscles safely return to normal.
7	What does 'hydration' mean for a dancer?	Drinking enough water before, during, and after dancing to replace the fluids your body loses through sweat.
8	What is meant by 'safe execution'?	Performing dance movements using the correct technique so you do not hurt yourself or put unsafe stress on your joints.

Homework Task:

Task:

Get into a forearm plank position on a comfortable surface.

Hold the plank while focusing on drawing your belly button inward toward your spine to activate your core muscles.

Challenge: Try to hold the plank for 60 seconds. By keeping your hips level and preventing your back from sagging, you directly train the core stability needed to balance steady dance lines.

Performing Arts Homework

Autumn Term

Weeks: 13-14 Drama

Devising Techniques

1	What is a Still Image?	A freeze frame created through gestures and facial expressions depicting different situations
2	What is Thought-Tracking?	When a character steps out of a scene to address the audience about how they're feeling
3	What is Physical Theatre?	Type of performance where physical movement is the primary method of storytelling
4	What is Mime?	The use of movements and gestures in order to express something or tell a story
5	What is Improvisation?	To invent and create content on your feet. It is not scripted but is made up as you go along
6	What is Cross Cutting?	To move between two or more scenes staged in the space at the same time
7	What is a Stimulus?	A starting point, idea or inspiration for your devised drama
8	What is Marking The Moment?	A dramatic technique used to highlight a key moment in a scene or improvisation

Homework Task:

Task 1	Ideally, you should watch a piece of live theatre. If you cannot go to a theatre or watch a recorded stage play, you may watch a high-quality TV drama episode or a film. Recommendations for watching at home: Any filmed stage production available on YouTube, BBC iPlayer, or streaming services (e.g., <i>Hamilton</i> on Disney+, <i>Newsies</i>, or <i>Peter Pan Goes Wrong</i>) TV Episodes: <i>Sherlock</i> (BBC), <i>Doctor Who</i> (BBC), or <i>Stranger Things</i> (Netflix). Films: <i>Enola Holmes</i> (Netflix), <i>Harry Potter</i> (any), <i>Matilda the Musical</i> (Netflix)
Task 2	Pick one or two specific characters to focus on. Write down your observations based on these two areas: Physical Skills Facial Expressions: How do they use their face to show emotion? Body Language & Posture: How do they stand/move? Are they slumped or standing tall and powerful? Gestures: What do they do with their hands and arms to emphasize what they are saying? Proxemics: How close or far away do they stand from other characters- what does that tell us about their relationship? Vocal Skills Pitch: Is their voice high-pitched (nervous/excited) or low-pitched (serious/scary)? Pace: Are they speaking really fast (panicked) or slow and deliberate (confident/calm)? Volume: Are they shouting, whispering, or speaking at a normal level, and why? Tone: What is the emotion behind the voice? (e.g., sarcastic, aggressive, gentle, sad).
Task 3	Write your review - Section 1: The Introduction What is the name of the production? Where/how did you watch it? (e.g., "I watched the film <i>Enola Holmes</i> on Netflix"). Briefly state what the story is about in 2–3 sentences. Section 2: Character Analysis (The "What") Name the character and the actor you chose to focus on. Describe what they are like in the performance. (e.g., "They play a villain who is very manipulative and controlling").

Section 3: Performance Skills Analysis (The "How" - Use Examples!)

Describe a **specific moment** or scene. Explain exactly how the actor used their **physical and vocal skills** in that moment to show who their character is.

Example sentence starter: "In the scene where the character gets angry, the actor used a loud **volume** and a fast **pace** to show panic. Physically, they used a tense **posture** and aggressive hand **gestures**..."

Section 4: Evaluation (The "Why")

Did you think the actor did a good job? Why or why not? How did their acting make *you* feel as an audience member? (e.g., Did you feel sorry for them? Were you scared of them?).

Performing Arts Homework

Autumn Term

Weeks: 15-16 **Music**

Song Structure		
1	What is a Strumming Pattern/ Busking Pattern.?	The rhythm that the stringed or keys instruments play the chords with.
2	What is an Intro in a song?	The introduction section to a song
3	What is an Outro in a song?	The ending of a song
4	What is a Bridge in s song?	A section that is used to create structural interest in a song to link different sections together
5	What is an Instrumental song?	A section of the song with no lyrics, just instruments. This sometimes includes a solo for one instrument
6	What is a Triad?	A three note chord that uses the Root, 3rd and 5th notes
7	What is a Chord pattern?	A selection of chords used in a particular order for a song (eg, C, G, Am, F).

Homework Task:

Task:

Play the homework 3 Gimkit for 30 minutes. Your score will be recorded on my system from this quiz. Log into Gimkit with your Google account to access the quiz.

Spanish Homework

Half Term 1	
Week 1-2	
España / español	Spain / Spanish
yo soy inglés	I am English
yo soy de Inglaterra	I am from England
¿De dónde eres?	Where are you from?
buenos días	good morning
buenas tardes	good afternoon
Hola / hasta luego / adiós	Hello / see you later / bye
¿Qué tal? / ¿Cómo estás?	What's up? / How are you? x2

Task

- a. Rewrite the nouns with the missing vowels:

H _ l _ = _____
 _ sp _ ñ _ = _____
 _ sp _ ñ _ l _ = _____
 _ ngl _ t _ rr _ = _____
 _ ngl _ s _ = _____

- b. Write the correct English translation.

¡Hola! = _____
 Buenos días = _____
 ¡Hasta luego! = See you _____
 ¿Y tú? = and _____?
 ¡Adiós! = _____
 Buenas tardes = _____
 ¿Cómo estás? = _____

- c. Listen to this short song and answer the questions below:

<https://www.youtube.com/watch?v=NMZzGZu15vk>

What is this song about? _____
 How do you say the word "friend" in Spanish? _____
 What does "Hoy será un día bonito" mean in English?: _____
 What does "cantemos juntos" mean in English?: _____

Spanish Homework

Half Term 1	
Week 3-4	
se escribe	it is spelled...
yo tengo trece años	I 'have' thirteen years old
mi nombre es	my name is
mi apellido es	my surname is
mi edad	my age
¿Cómo te llamas?	What is your name? (How are you called?)
¿Cuántos años tienes?	How old are you? (How many years do you have?)
se escribe	it is spelled...

Task

- a. Answer the following questions in Spanish with your details

¿Cómo te llamas?

Me llamo _____ y mi apellido es _____.

¿Cuántos años tienes?

Tengo _____ años.

- b. Gap-fill: Read the English sentence and complete the Spanish translation.

Hello! I am called Sofía and I am ten years old.

= ¡Hola! Me _____ Sofía y tengo diez _____.

Hello! My name is Carlos and I am twelve years old.

= ¡_____! Mi _____ es Carlos y _____ doce años.

Hello! What is your name?

= ¡Hola! ¿Cómo te _____?

EXTRA thinking!:

Can you explain why there are two endings in Spanish for "called"? (llamo and llamas)

- c. Watch this short video and answer the following question (start video from 1'07mins)

<https://www.youtube.com/watch?v=7a35l0ZShD8&t=83s>

What is the difference between ¿Cómo te llamas? and ¿Cómo se llama?

Spanish Homework

Half Term 1	
Week 5-6	
¿Cuándo es?	When is?
tu cumpleaños	your birthday
mi cumpleaños es	my birthday is
El primero/dos/tres...	The first/second/third
De enero/febrero/marzo	Of January/February/March
De abril / mayo / junio	Of April / May / June
De julio / agosto / septiembre	Of July / August / September
De octubre / noviembre / diciembre	Of October / November / December

Task

- a. Translate into English

Mi cumpleaños es el dos de noviembre. _____

Mi cumpleaños es el cuatro de mayo _____

Mi cumpleaños es el diez de julio _____

Mi cumpleaños es el doce de enero _____

Mi cumpleaños es el quince de marzo _____

- b. Complete the sentence with your birthday:

= Mi cumpleaños es el _____ de _____.

Now write the full sentence in Spanish:

=M _____.

- c. Watch this short video about other celebrations in Spain and answer the following questions:

<https://www.youtube.com/watch?v=lrxiLhD5Ng4>

When is Carnival celebrated? _____

In which town do they burn huge papier maché statues? _____

What is a popular celebration in Seville? _____

What does "toros" mean? _____

What do they do during "la Tomatina"? _____

Spanish Homework

Half Term 1	
Week 7-8	
yo (no) tengo	I have (not)
¿Tienes?	Do you have?
un bolígrafo negro/ verde	a pen black/green
un rotulador	a highlighter
un lápiz	a pencil
una regla	a ruler
un cuaderno	an exercise book
un libro	a book

Task

- a. Write the following sentences in Spanish:

I have a ruler.

I don't have an exercise book.

I have a black pen.

I don't have a green pen.

- b. Complete the wordsearch - 5 words are hidden in Spanish: bolígrafo/lápiz/regla/estuche (pencil case)/ sacapuntas (pencil sharpener)

S	B	O	L	I	G	R	A	F	O	A
M	X	S	H	F	A	A	E	X	L	X
G	J	A	G	W	M	F	Z	G	B	Y
D	X	C	T	T	H	X	E	E	Q	O
C	I	A	Q	X	M	R	H	S	Z	M
Z	F	P	C	E	J	S	Z	T	X	G
A	H	U	N	C	P	I	F	U	F	O
V	Q	N	I	O	P	P	C	C	G	M
P	O	T	F	A	Y	D	Y	H	U	A
H	F	A	L	U	N	V	D	E	Z	B
Y	Q	S	U	F	Q	O	F	S	R	U

Write their translation in English:

Write one paragraph of approximately 8–10 sentences.

Spanish Homework

Half Term 2	
Week 9-10	
un padre / un padrastro	a father / a step-father
una madre / una madrastra	a mother / a step-mother
un abuelo / una abuela	a grandfather / a grandmother
un hermano / una hermana	a brother / a sister
que se llama	who is called
yo soy gemelo/a	I am a twin
Me gustaría tener	I would like to have
Me llevo bien con	I get on well with

Task

- a. Circle the correct translation of the English phrase

English	Option 1	Option 2	Option 3
<i>Ejemplo: I am called</i>	mi llamo	me llamo	se llama
a I have	tiene	tengo	tenemos
b They are called	se llaman	me llaman	se llama
c She has	tengo	tiene	tienen
d My brother	el hermano	mis hermano	mi hermano
e My grandparents	mis abuelos	mi abuelo	mis abuelas
f My father	mi madre	el padre	mi padre
g My mum	mi madre	la madre	mi abuela

- b. Match the correct Spanish translation to the English sentence.

English	Spanish
1 My mum is called Elena.	a Tiene dos hermanos.
2 I am 13 years old.	b Mi tía tiene un hermano.
3 He has two brothers.	c Tienen dos abuelos.
4 My sister is called Javiera.	d Mi madre se llama Elena.
5 They have two grandparents.	e Tengo trece años.
6 My aunt has one brother.	f Mi hermana se llama Javiera.

Spanish Homework

Half Term 2	
Week 11-12	
ahora yo (no) soy	now I am (not)
él / ella (no) es	he / she / it is (not)
ellos / ellas (no) son	they are (not)
antes era	before I/she/he/it was
alto/a/s / bajo/a/s	tall / short
guapo/a/s / feo/a/s	good-looking / ugly
simpático/a/s	friendly
divertido/a/s / aburrido/a/s	fun / boring

Task

a. Read and find the adjectives by circling them:

a Mi hermano es simpático pero torpe. Es honesto y sincero pero perezoso.

b Bubbles es mi conejo. Es simpático y muy rápido.

c Tengo un gato nervioso y grande. Es muy divertido.

d Mi tío se llama Eduardo. Es generoso pero arrogante.

e No soy muy inteligente, pero soy muy entusiasta.

f Mi hámster es tímido. No es muy activo.

b. Translate sentences a-f into English:

- A - _____
 B - _____
 C - _____
 D - _____
 E - _____
 F - _____

c. Complete this sentence about yourself:

Ahora soy _____ pero antes era _____. Sin embargo, yo no soy _____.

= Now I am _____ but before I was _____. However, I am not _____

Spanish Homework

Half Term 2	
Week 13-14	
Muy	Very
Bastante	Quite
Un poco	A bit
Siempre	Always
A menudo	Often
A veces	Sometimes
Nunca	Never
Sin embargo	However

Task

a. Add the relevant word from the grid above to complete the translation

- I am always hardworking.
_____ soy trabajador/a.
- I am very tired.
Soy _____ cansado/a.
- My brother is quite kind.
Mi hermano es _____ simpático.
- My sister is never lazy.
Mi hermana _____ es perezosa.

b. Spot the mistake:

- Soy siempre trabajador/a: _____
- Nunca mi hermana es perezosa: _____

Can you explain the rule? _____

c. Complete this sentence about yourself, adding words from the table above:

Ahora _____ soy _____ pero antes _____ era _____. Sin embargo, yo no soy _____.

= Now I am _____ but before I was _____. However, I am not _____.

Spanish Homework

Half Term 2	
Week 15	
Navidad	Christmas
Feliz Navidad	Happy Christmas
La Nochebuena	Christmas Eve
Los regalos	Presents
La cena	Dinner
La misa	Mass
Los Reyes Magos	The 3 Wise Men
El Roscón	6th January celebration cake

Task

- a. Listen to the following songs:

Feliz Navidad: https://www.youtube.com/watch?v=N8NcQzMQN_U

Villancico (Christmas carol): <https://www.youtube.com/watch?v=zqyJ0mSSsR8&t=3s>

- b. Watch the video about the 3 Wise Men and write a short summary in English about this tradition.

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

Notes

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

