

Half-Term 1

Year 9 Homework

Academic Year 2025/26



Name: _____

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Maths

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Username:

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Week 1 - Expanding brackets

Week 2 - Expand Brackets

Week 3 - Expand Brackets

Week 4 - Forming and Solving Equations

Week 5 - Forming and Solving Equations

Week 6 - Forming and Solving Equations

Week 7 - Graphs

Week 8 - Graphs

Week 1 - Graphs

Week 2 - 3D Shapes

Week 3 - 3D Shapes

Week 4 - 3D Shapes

Week 5 - Constructions

Week 6 - Constructions

Week 7 - Constructions

English

Text from Birmingham Mail – ‘Birmingham Pride’

Meet the first Muslim woman to lead an LGBTQ+ Pride event in the UK

Katie Boyden



A woman who was the first **Muslim** to lead a **Pride** parade in the UK says her life’s mission is to promote inclusivity within the LGBTQ+ community.

Saima Razzaq made history when she led Birmingham Pride in 2021 – but still faces Islamophobia and **racism** due to being a woman of colour in a leadership role, she says.

While Saima, 38, is proud of the intersection of her sexuality, her race and her religion, she says many ‘aren’t familiar’ with that due to stereotypes about homophobia within the Muslim community.

She’s now the director of change and communications at **Birmingham** Pride, and as part of her role she organises events and educates people about the intersection of race, religion, and gender and sexuality. Saima, who’s from Birmingham, identifies as a lesbian and under the queer umbrella and also took part in the city’s Pride event held last month.

Describing the day she led Pride in 2021, she said: ‘Leading Pride was a monumental moment and obviously now I work at Pride as a result of that. ‘Now, the thing is about getting into conversations within my own community.

‘It’s about organising and working with the everyday communities of Birmingham, and taking them on this journey and working towards, “what can we do next?”’

Saima’s mother approached her about her sexuality when she was 29 – while they were waiting to pick up a takeaway.

‘She made me drive and she waited until we were on a dual carriageway and said, “do you like women?”,’ she said. “I was like, “oh my god, why now?”’

‘Since that moment, I’ve seen a massive change in my mum. Now, she’s changing her language. People look up to influencers and all these famous people, I don’t, I look up to my aunts and uncle – they’re my superheroes. Even though my aunts and my uncle might not understand my queerness, they’re there. Faith is really important for me, and just because I’m queer, doesn’t mean I’m not Muslim, and they’ve not othered me for that either. I think it’s really important for me to have this supportive family to allow me the space to do this.’



Saima (centre) says she's proud of the way her faith, ethnicity and sexuality intersect (Picture: PA)

Saima says her faith helps her 'do better' and 'fulfil her mission in life' – but she has been the victim of several hate crimes, including someone urinating on her bed on the narrow boat where she lives.

She added: 'I am a Muslim, I have a relationship with God, I feel very connected with God, like right now, I feel the most connected I've ever been.'

'The Koran tells me to focus on where I am and the people I'm surrounded with and to do better and to fulfil my mission in life. I feel my mission in life is to promote the inclusivity of sexuality and gender. There is a really positive thing happening in Birmingham, and in time, Insha'Allah, the wider world will see it. Everyone is really happy for me to be queer, but when I suddenly say, "yes I'm also Pakistani, I'm also Muslim, and I'm proud of those intersections", it's a narrative that people aren't that familiar with. People aren't used to that side of the story. I get far more Islamophobia and racism for being a woman of colour in leadership.'

'I've had my car stolen, for example, in a really horrific way, I've had people urinate in my bed on my boat, I've had horrible calls. 'Actually, it's non-Muslims who will judge my Muslimness more than Muslims. Our communities will work through things, but we need everyone else to allow us the space to work through things as well.'

Saima said 'it isn't easy' for people from religious backgrounds to bring up their queer identities – but she's noticed more people in South Asian communities coming out in recent years. Describing the challenges within the intersections of faith and queer identity, she said: 'Everyone will have difficulty bringing in the subject of queerness because it has been so polarised.'

'It isn't easy for most people in faith settings, and I think it's really important that we reclaim this narrative. What I've noticed since I've come out is, and that's just within the circle I'm part of, I've seen other South Asians come out, and their parents support them in that journey. The most important thing to remember is that you're valid, you're absolutely valid. Your queerness or your gender identity is absolutely valid, be your authentic self. There are people like you, and for me, finding other queer South Asians, other queer Muslims, has been the best part of my journey.'

Task:

The following words and ideas are explored in this text. For each one say what it might mean in this context

Islamophobia:

Queerness:

Why is the word 'queerness' controversial? Why do you need to be careful when you use it?

The article talks about Salma still facing troubles and problems for being 'a woman in leadership'. What do you feel this means and why is she facing problems

The article mentions, on a number of occasions the notion of 'an intersect'. What do you think this means in this article? What is the 'intersect' that Salma is talking about?

Science

1. What is a displacement reaction?

2. How can you tell if a reaction has taken place?

3. What is a catalyst?

4. What does it mean if an investigation is “reproducible”?

5. Put the following metals in order of reactivity from the most reactive to the least reactive:

Copper, Iron, Zinc, Lead, Magnesium

6. Complete the equations to show what is formed in the displacement reaction. If a reaction would not take place, write **NO REACTION**.

Copper Sulphate + Zinc →

Zinc Sulphate + Iron →

Iron Sulphate + Magnesium →

Lead Nitrate + Copper →

Lead Nitrate + Magnesium →

Magnesium Sulphate + Copper →

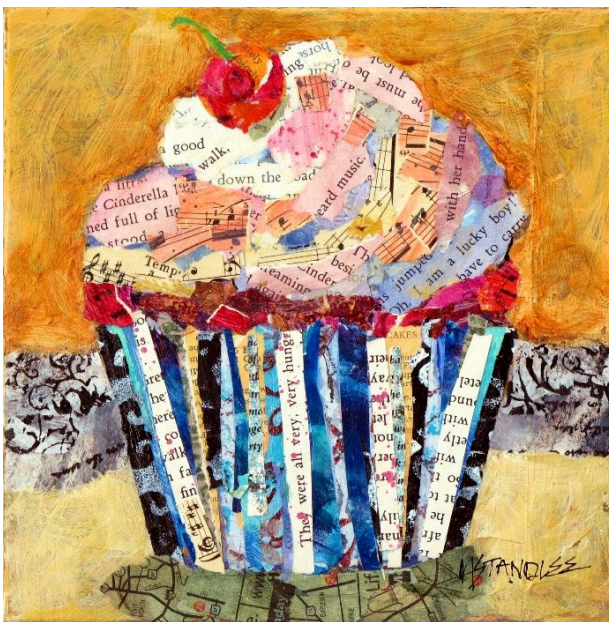
Art

Collage

- Draw a food composition on the following page using a pencil– you may choose to draw any food items that you would like.
- Using different types of paper and surfaces – coloured paper, newspaper, magazine pages, food wrappers – create a collage artwork.
- Rip the papers into different sized pieces and stick down using glue.

Think about...

- Background: is the background going to be collaged like the food items, or kept plain white?



French

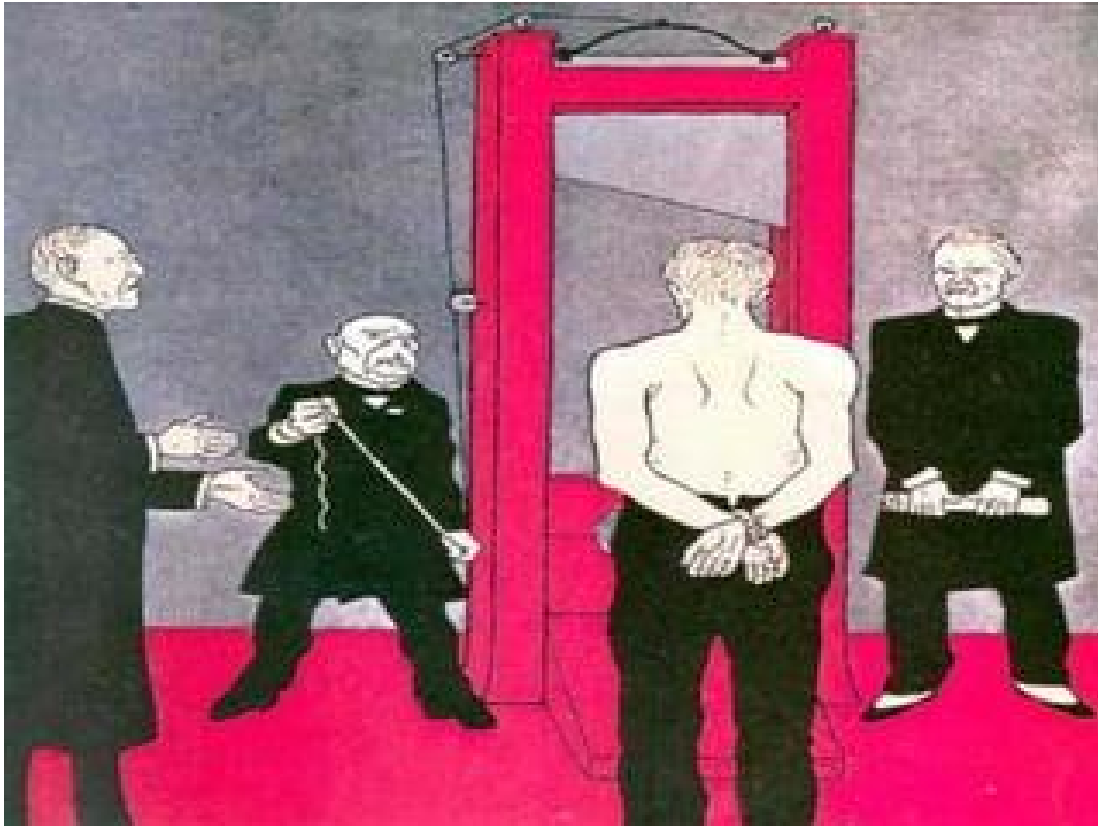
French	English	French	English	French
le mois dernier	Last month			
l'année dernière	Last year			
l'été dernier	Last summer			
il y a deux ans	Two years ago			
je suis allé / je suis allée	I went (boy) / I went (girl)			
en Angleterre	to England			
en Irlande	To Ireland			
en Italie	To Italy			
en Écosse	to Scotland			

French	English	French	English	French
en France	to France			
en Espagne	to Spain			
en Grèce	to Greece			
en Turquie	to Turkey			

au Pays de Galles	to Wales			
au Japon	to Japan			
à Londres/ Paris	to London / Paris			
aux États-Unis	to the United States			

French	English	French	English	French
J'ai voyagé ...	I travelled			
...en avion	By plane			
en voiture	By car			
en bateau	by boat			
en train	By train			
à pied	on foot (walked)			
à vélo	By bike			
avec ma famille	with my family			

History



A German cartoon published shortly after the Treaty of Versailles in 1919. The figure with tied hands is Germany. The man working the guillotine is the French Prime Minister, Clemenceau. The other two figures represent Britain and the USA. Explain what the cartoon is suggesting about the Treaty of Versailles.

Food/Design Technology

1) Who created the Eatwell guide?

2) What does the Eatwell Guide represent?

3) The Eatwell Guide divides the food and drinks we consume into five main groups.

What are these five groups? State the colour of this group in your response.

- _____
- _____
- _____
- _____
- _____

4) The Eatwell guide recommends we eat food items high in fat, sugar and salt in smaller amounts. Explore why we need to reduce the amount of salt in our diets.

5) The government has identified 8 tips for healthy eating. I have provided one of these 8 tips. Can you state the additional 7 healthy eating tips?

1) *E.g. Base your meals on higher fibre starchy carbohydrates.*

2) _____

3) _____

4) _____

5) _____

6) _____

7) _____

8) _____

6a) Define what is meant by the term macronutrient.

6b) List the three macronutrients.

- _____

- _____

- _____

7a) Define what is meant by the term micronutrient.

Information Technology

Action	Does this break the Computer Misuse Act? (Yes/No)	If yes, which section of the Act does it break (1, 2 or 3)?	Justify your answer
Without permission, you took your friend's phone, correctly guessed their PIN, opened their banking app and transferred money to your own account.			
You used your brother's email to gain access to your friend's account to prove a point that their password isn't secure.			
A kid at college broke into their computer lab, logged into multiple school staff accounts and viewed and edited their emails.			
You used a tool you downloaded to unlock or remove time limits on an online game, then began sharing it out.			

Spanish

Spanish	English	Spanish	English	Spanish
el mes pasado	Last month			
el año pasado	Last year			
el verano pasado	Last summer			
hace dos años	Two years ago			
fui a ...	I went to			
Inglaterra	England			
Irlanda	Ireland			
Italia	Italy			
Escocia	Scotland			

Spanish	English	Spanish	English	Spanish
España	Spain			
Grecia	Greece			
Turquía	Turkey			
Gales	Wales			

Japón	Japan			
Londres/ Madrid	London / Madrid			
los Estados Unidos	the United States			
los Países Bajos	The Netherlands			

Spanish	English	Spanish	English	Spanish
Viajé ...	I travelled ...			
...en coche	... by car			
...en barco	...by boat			
...en avión	...by plane			
... en tren	... by train			
...en autobús	...by coach			
... en bici	... by bike			
con mi familia	with my family			

1) Where did you go on holidays? (1)

¿Adónde fuiste de vacaciones?

<p>La semana pasada</p> <p>El mes pasado</p> <p>El verano pasado</p> <p>El año pasado</p> <p>Hace dos años</p>	<p>fui a</p>	<p>a Escocia / Inglaterra</p> <p>a Francia / Irlanda</p> <p>a Italia / Rumanía</p> <p>a España / Polonia</p> <p>a Grecia / India</p> <p>a Turquía / Rusia</p> <p>a Gales</p> <p>a Japón / Bangladesh</p> <p>a Portugal / Pakistán</p> <p>a Nigeria / Kenia</p>	<p>con</p>	<p>mi madre.</p> <p>mi hermana.</p> <p>mi abuela.</p> <p>mi mejor</p> <p>amiga.</p> <p>mi familia.</p>
		<p>a Londres / París / Birmingham</p>		<p>mi padre.</p> <p>mi hermano.</p> <p>mi abuelo.</p> <p>mi mayor</p> <p>amigo.</p> <p>mi tío.</p> <p>mi primo.</p>
		<p>a los Estados Unidos</p> <p>a los Países Bajos</p>		<p>mis padres.</p> <p>mis amigos.</p>

Spanish	English	Spanish	English	Spanish
me alojé ..	I stayed ..			
en un hotel	in a hotel			
en una casa	in a house			

en una caravana	in a caravan			
en un apartamento	in an apartment			
en un piso	in a flat			
en la casa de mi familia	at my family's (place)			

Spanish	English	Spanish	English	Spanish
fue ...	it was..			
... agradable / fatal	... nice / rubbish			
...sucio / limpio	... dirty / clean Italy			
...moderno / viejo	... modern / old			
...magnífico / feo	...magnificent / ugly			
... ruidoso / tranquilo	...noisy / quiet			
...cómodo / incómodo	comfortable/ uncomfortable			

RE

By law, in primary schools, students must be taught about:

- The characteristics of healthy family life
- Stable and caring relationships
- The characteristics of friendships, including mutual respect
- How to recognise who to trust and who not to trust
- How to judge when a friendship is making them feel unhappy or uncomfortable
- The importance of self-respect
- Online relationships and that people sometimes behave differently online, including by pretending to be someone they are not
- Being safe, and the concept of privacy and boundaries

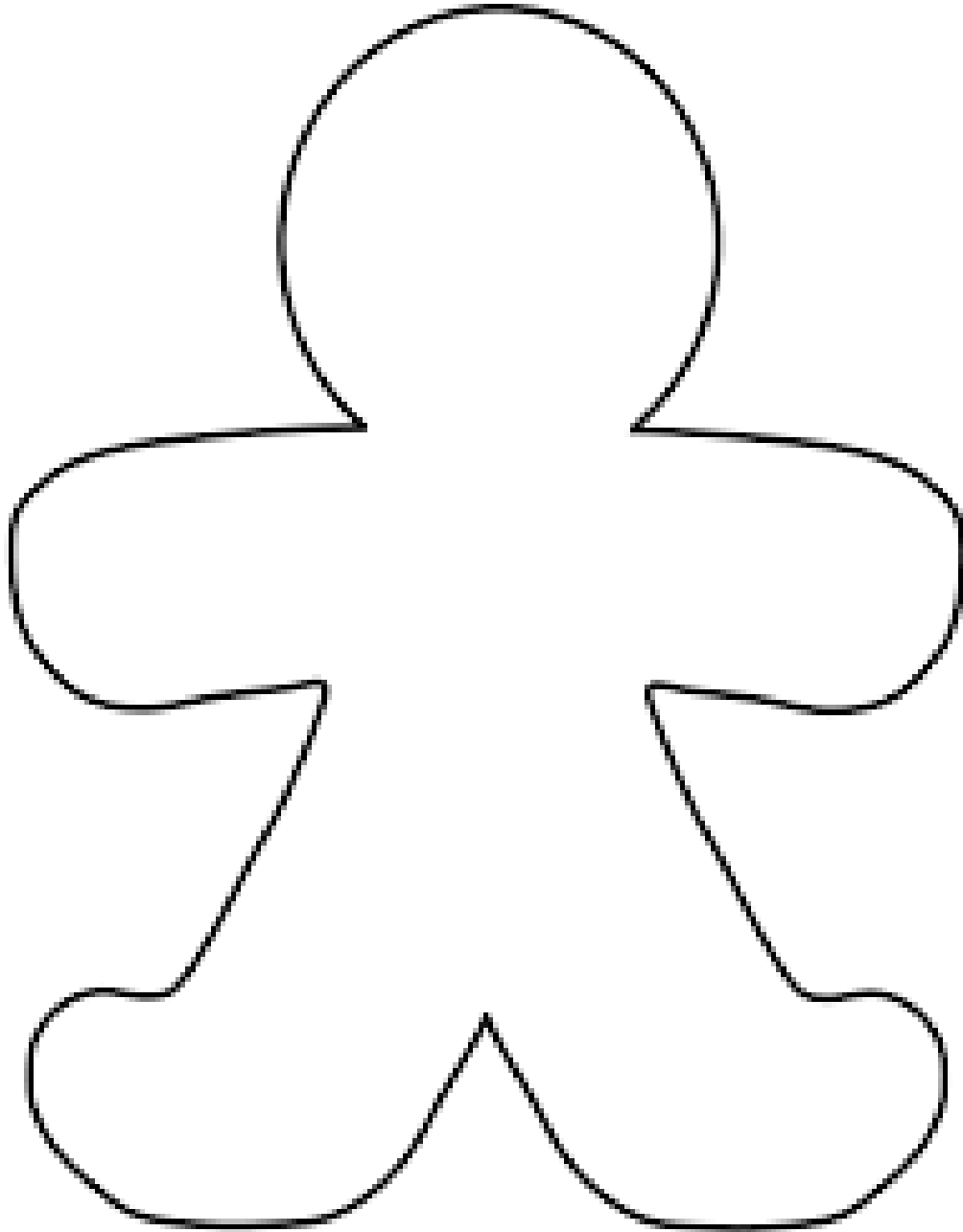
SEXUALITY WHEEL



These all come under the umbrella term of 'sexuality'.

Performing Arts - Role on the wall

Create a role on the wall for a character in 'The curious Incident of the Dog in the Night-time'



On the outside: Facts about the character and their relationships

On the inside: Their inner thoughts and feelings

TOP TIP: Research your chosen character and include as much information as you can

English

Week 2 – Guardian Article: Black Lives Matter



The killing of [George Floyd](#) by a white police officer was the catalyst for widespread anti-racist protests in the US this summer. Though Floyd's death took place thousands of miles away, the cry for racial justice was felt deeply in the UK. Britons stood up against racism, declaring support in their thousands for the [Black Lives Matter](#) movement via a succession of passionate protests.

More than [260 towns and cities held protests in June and July](#) – from Monmouth in south Wales to Shetland in Scotland. British

historians described them as the largest anti-racism rallies since the slavery era and at the heart of many of these protests was a new generation of young black Britons.

Although the protests were inspired by the movement in the US, the protesters' anger was rooted in the British experience. They carried handmade placards with the names of [Mark Duggan](#), [Sean Rigg](#), [Sheku Bayoh](#) and others killed by British police. They chanted for the [Windrush](#) generation and the victims of the [Grenfell Tower fire](#), and decried the high Covid-19 death rate among members of the BAME community.

In a groundbreaking series in August, titled [Young, British and Black](#), the Guardian interviewed 50 protesters, from Glasgow to Newcastle and Abergavenny to Falmouth, on what inspired them to organise the country's biggest anti-racism rallies for centuries. As well as citing the painful experiences of growing up black in the UK, they said they were fighting for a radically more equal society.

We catch up with five protesters to find out what has happened since and where the movement for racial equality goes next.

Natasha, 21, London

A student and co-organiser of one of the first UK Black Lives Matter protests in May, Natasha has since helped found [All Black Lives](#). It is a youth-led campaign, with a group who held Black Lives Matter protests every Sunday for 10 weeks in several major UK cities. All Black Lives was behind the march through Bristol in June when demonstrators toppled a statue of the slave trader [Edward Colston](#).

"Since the spring, we've managed to ride the momentum to form established teams in London, Manchester, Bristol and Birmingham," says Natasha. They have been working to get their message across on social media, holding several panels throughout [Black History Month](#), and producing informative videos. "There's even talk of venturing into politics," she says.

All Black Lives has a number of demands, which include the abolition of the Metropolitan police's [gang violence matrix](#) and changing the school curriculum to include more black history. But its struggles go beyond the UK. "We've been doing a lot of protests with [EndSARS](#) [a movement against [Nigeria's special anti-robbery squad](#)]," says Natasha.

Over the past six months, Natasha says she has become more resilient. "I've learned so much, but I'm always keen on learning more ... If you learn how the house is built, you're going to know how to dismantle it."

Benitha Iradukunda, 25, Edinburgh

On the day the Young, British and Black series was first published, Benitha Iradukunda was shocked to find her face on the front page of the paper. “My university saw it and mentioned it on their social media and my old high school teachers messaged me sending well wishes,” she says.

Iradukunda was one of the organisers behind the Black Lives Matter rallies in Edinburgh. The group is now setting up a charity, the African Caribbean Society for Scotland, to support the black community in a range of issues, from health and education to economic empowerment. The organisation has held online Black History Month events, including a series of interviews and a DJ set.

“I’ve also started a podcast called Speak Your Truth, which features conversations with black people in the Scottish community,” says Iradukunda. “A lot of people think activism should be a really big in-your-face thing, but there are little things you can do, like have conversations.”

She also feels that the [Black Lives Matter movement](#) has helped shift discussions about racism in the UK, which have tended to focus on the south of the country.

“People down south are always shocked that black people live in Scotland. They don’t realise how big the community is here,” she says. “We’re 1% in Scotland, but we’re very present”

Tré Ventour, 24, Northampton

After participating in protests in Northampton, Tré Ventour was invited to London to take part in a Black Lives Matter panel event. While he is excited by the broadening interest in black British history, he feels there is more to be done.

“When we celebrate black people in Black History Month, it’s very much ‘acceptable’ black people, like [Walter Tull](#). So when we do black history are we acknowledging the diversity of black lives? I am not sure we are,” he says. Ventour also wants the focus to include black LGBT history and is keen for the movement to have a conversation about intersectionality. “When you look at blackness in the context of LGBT, specifically trans people, they are victims of not just police violence, but violence in general.”

He admits he was surprised at the number of people who rose up and joined the Black Lives Matter protests. “So many more people care than I thought,” he says. “The protests have shown there is still community in Britain, despite everything. In places like Northampton, I think that’s really important.”

Lexia Richardson, 17, Abergavenny

Since the protests, many people have congratulated 17-year-old Lexia Richardson for speaking about her experience of growing up and going to school in a predominantly white area. “I think a lot of people I work with didn’t realise how much racism I had been through,” she says.

Several black and Muslim people got in touch with Richardson to tell her they had gone through similar things.

She is currently working on a Black Lives Matter project for the school where she was previously a pupil and wants to ensure conversations on racism in the UK continue. At her sixth form college, she is happy to hear people discussing the protests and whether the movement is needed in the UK. But she is most proud of the impact she has had at home.

“Getting my voice heard has helped my younger siblings,” she says. “They feel like it’s OK to follow in my pattern. My 11-year-old brother made a movie about BLM to show to his class. I thought: ‘Wow, I could have never done that at that age.’”

Task:

The following words, phrases and ideas are explored in this text. For each one say what it might mean in this context.

Economic empowerment:

Catalyst:

BAME:

Placards:

Rallies:

The article talks about the Black Lives Matter movement, particularly the summer of 2020 and the aftermath of the George Floyd murder.

Read the article closely and see if you can answer the following (you may need to research / google things further):

- 1. Who was Edward Colston and what happened to his statue?**

- 2. The article talked about 'Windrush' and the 'Windrush generation'. What is this related to?**

Geography

1. What has happened to global temperatures since 1880?

- A) Decreased by 0.8°C
- B) Increased steadily by 0.8°C
- C) Increased by approximately 0.8°C with fluctuations
- D) Remained constant

2. True or False

16 out of the 17 warmest years in the last 136 years have occurred since 2001.

3. Fill in the Blank

One method of investigating past climates involves drilling into _____, which contain gases that indicate historic temperatures.

4. Multiple Choice

Which historical period is associated with grapes being grown in London?

- A) Little Ice Age
- B) Medieval Warm Period
- C) Industrial Revolution
- D) Stuart Period

5. Short Answer

How far back can tree rings provide information about past climates?

6. True or False

Temperature records from thermometers have only been available since the 1980s.

7. Multiple Choice

What significant environmental change in the Arctic is considered evidence of climate change? A) Increased snowfall

- B) Rising sea levels
- C) Decline in sea ice
- D) More earthquakes

Science

1. What is an ore?

2. What is a native metal? Give an example

3. Why are some metals extracted using electrolysis?

4. Copper can be extracted from its ore using carbon. Why?

5. Give two uses of copper metal

6. Iron is also extracted using carbon - what is the name of the machine that iron is extracted in?

7. Give two uses of iron

8. Iron can be made into an alloy called steel. What is an alloy?

Art

Complete the other half

On the following page, there are two images – a pineapple and a sweet – that have been cut in half.

- Using a pencil for one, and a biro pen for the other, draw the remaining halves of both images.

Ensure that you follow the following key steps in recording a subject:

- sketch outline lightly, to get scale and proportions accurate
- draw in details
- add tonal range
- use mark-making to show texture

You may add colour however only use coloured pencils if you have access to them – do not use any highlighters or markers.



History



A cartoon published in Britain at the end of 1938. Hitler is shown as Father Christmas (SANTA!). The bag reads “Germany above every one”.

1. In your own words, describe what the cartoon is literally showing. Read it carefully.
2. What is the cartoonist suggesting about Hitler?
3. What is the cartoonist saying about Appeasement?

Food and Design Technology

1) Protein is classified as which type of nutrient:

Tick the correct answer:

- Micronutrient
- Macronutrient

2) We need to include protein in our diets. What is the function of protein in our body?

3) Different nutrients have different building blocks. What is the name for the building blocks for protein?

4) Proteins can be divided into two different types of protein. Answer the following questions:

a) LBV stands for

LBV means:

3 examples of LBV proteins include:

- ---
- ---
- ---

HBV stands for

HBV means:

3 examples of HBV proteins include:

- ---
- ---
- ---

5) In preparation for your next theory lesson. Explore what is meant by the term “meat alternatives”.

French

French	English	French	English	French
le mois dernier	Last month			
l'année dernière	Last year			
l'été dernier	Last summer			
il y a deux ans	Two years ago			
je suis allé / je suis allée	I went (boy) / I went (girl)			
en Angleterre	to England			
en Irlande	To Ireland			
en Italie	To Italy			
en Écosse	to Scotland			

French	English	French	English	French
en France	to France			
en Espagne	to Spain			
en Grèce	to Greece			
en Turquie	to Turkey			

au Pays de Galles	to Wales			
au Japon	to Japan			
à Londres/ Paris	to London / Paris			
aux États-Unis	to the United States			

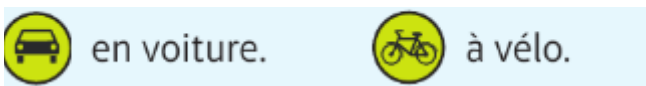
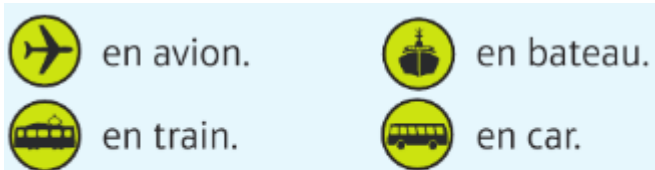
French	English	French	English	French
J'ai voyagé ...	I travelled			
...en avion	By plane			
en voiture	By car			
en bateau	by boat			
en train	By train			
à pied	on foot (walked)			
à vélo	By bike			
avec ma famille	with my family			

1) Where did you go on holidays? (1)

Ou es-tu allé(e) en vacances?

La semaine dernière	je suis allé je suis allée	en Écosse / Angleterre en France / Irlande en Italie / Roumanie en Espagne en Pologne en Grèce / Inde en Turquie / Russie	avec	ma mère. ma sœur. ma grand-mère. ma meilleure amie. ma tante. ma cousine.
Le mois dernier		au Pays de Galles au Japon / Bangladesh au Portugal / Pakistan au Nigéria / Kenya		mon père. mon frère. mon grand-père. mon meilleur ami. mon oncle. mon cousin.
L'été dernier		à Londres/ Paris / Birmingham		mes parents. mes amis. mes amies. mes cousins.
L'année dernière				
Il y a deux ans		aux États-Unis aux Pays-Bas aux Caraïbes		

J'ai voyagé ...



French	English	French	English	French
j'ai logé ..	I stayed ..			

dans un hôtel	in a hotel			
dans une maison	in a house			
dans une caravane	in a caravan			
dans un appartement	in a flat/ apartment			
chez ma famille	at my family's (place)			

French	English	French	English	French
c'était...	it was..			
... sympa / nul	... nice/ rubbish			
...sale / propre	... dirty / clean			
...moderne / vieux	... modern / old			
...magnifique / moche	...magnificent/ ugly			
... bruyant / tranquille	...noisy / quiet			
...confortable / inconfortable	<i>comfortable/ uncomfortable</i>			

Information Technology

Use the knowledge you have gathered so far to write descriptions of the following cyber security terms.

Terms	Description
Social Engineering	
Virus	
Worms	
Ransomware	
Hacking	

CHALLENGE: Show real world scenarios for the cyber security terms shown above

Spanish

Spanish	English	Spanish	English	Spanish
el mes pasado	Last month			
el año pasado	Last year			
el verano pasado	Last summer			
hace dos años	Two years ago			
fui a ...	I went to			
Inglaterra	England			
Irlanda	Ireland			
Italia	Italy			
Escocia	Scotland			

Spanish	English	Spanish	English	Spanish
España	Spain			
Grecia	Greece			
Turquía	Turkey			
Gales	Wales			

Japón	Japan			
Londres/ Madrid	London / Madrid			
los Estados Unidos	the United States			
los Países Bajos	The Netherlands			

Spanish	English	Spanish	English	Spanish
Viajé ...	I travelled ...			
...en coche	... by car			
...en barco	...by boat			
...en avión	...by plane			
... en tren	... by train			
...en autobús	...by coach			
... en bici	... by bike			
con mi familia	with my family			

1) Where did you go on holidays? (1)

¿Adónde fuiste de vacaciones?

La semana pasada El mes pasado El verano pasado El año pasado Hace dos años	fui a	a Escocia / Inglaterra a Francia / Irlanda a Italia / Rumanía a España / Polonia a Grecia / India a Turquía / Rusia a Gales a Japón / Bangladesh a Portugal / Pakistán a Nigeria / Kenia	con	mi madre. mi hermana. mi abuela. mi mejor amigo. mi familia.
		a Londres / París / Birmingham		mi padre. mi hermano. mi abuelo. mi mayor amigo. mi tío. mi primo.
		a los Estados Unidos a los Países Bajos		mis padres. mis amigos.

Spanish	English	Spanish	English	Spanish
me alojé ..	I stayed ..			
en un hotel	in a hotel			
en una casa	in a house			

en una caravana	in a caravan			
en un apartamento	in an apartment			
en un piso	in a flat			
en la casa de mi familia	at my family's (place)			

Spanish	English	Spanish	English	Spanish
fue ...	it was..			
... agradable / fatal	... nice / rubbish			
...sucio / limpio	... dirty / clean Italy			
...moderno / viejo	... modern / old			
...magnífico / feo	...magnificent / ugly			
... ruidoso / tranquilo	...noisy / quiet			
...cómodo / incómodo	comfortable/ uncomfortable			

Performing Arts - Physical Theatre Reading

Task: Read the information on the next page and then answer the questions.

Answer in full sentences

At its simplest, you could define Physical theatre as a form of theatre that puts emphasis on movement rather than dialogue. But remember there are a huge number of variations as the genre covers a broad range of work. But essentially Physical theatre is anything that puts the human body at the centre of the storytelling process. As a result, it is often abstract in style, using movement in a stylised and representational way. With the expression of ideas choreographed through movement, such performers use very little or no dialogue at all. You may have heard of companies who use it in their work, such as DV8, Complicite or Frantic Assembly. These companies are well known for developing individual styles of Physical Theatre to tell their stories. What is interesting is that Physical Theatre can be a large number of things. For example, some of DV8's work involves no dialogue onstage, what you might see is movement, music, mime and voice-over all working together to tell a story. Alternatively, a show such as Frantic Assembly's 'Othello' is a performance which uses a Shakespearean text as the base and Physical Theatre is woven into and alongside the text to enhance it and develop the story being told. One interesting way they did this was in the moments of violence within the play. Instead of creating naturalistic 'fighting', the company decided to use their language of Physical Theatre to create these moments. You can see moments of Physical Theatre in loads of pieces of theatre you might watch, start looking out for where it is being used. It could be moments of movement used in between scenes to further the narrative or could be a sequence of movement which suddenly interrupts a scene. Similarly, it could be that you notice the characters in a play are all using stylised gestures throughout an otherwise naturalistic play.

1. From what you have read, how would you define Physical Theatre?

2. What are some of the things that make physical theatre different from 'normal' theatre?

3. What does physical theatre put at the centre of the story telling process?

4. What does DV8 focus on instead of dialogue?

5. What example is given of Frantic Assembly's work and how have they used physical theatre?

RE

Sex Before Marriage, and Divorce

Answer the following questions based on the graphs on the next page:

Divorce:

1. Why do you think the average age for people to divorce were 47 for men and 45 for women?

2. Were these the statistics you were expecting? Why is this?

3. How would this bar graph look different in the 1950s?

Pre-Marital Sex:

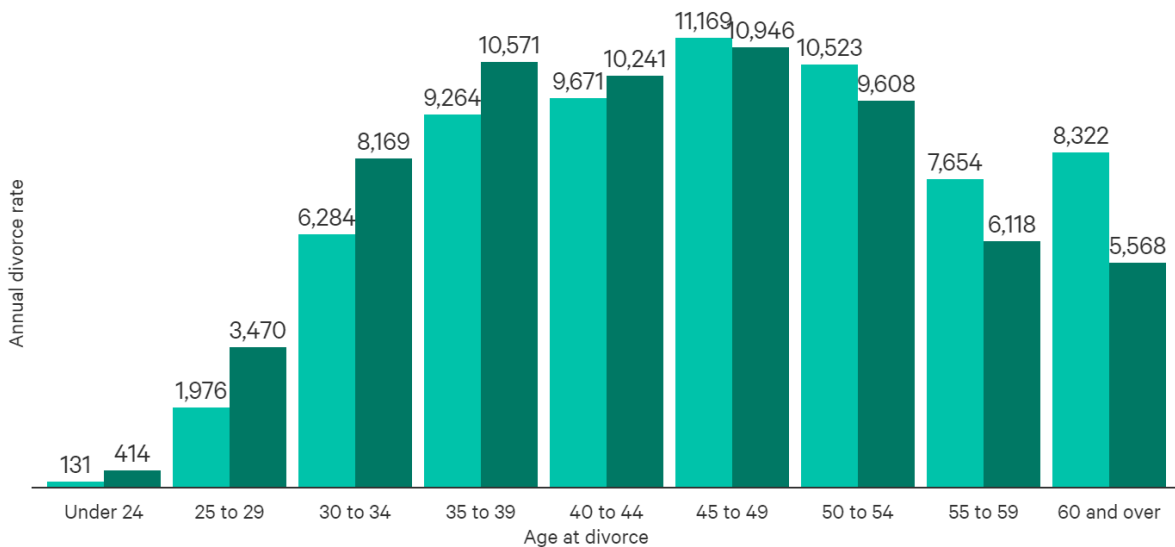
1. Why would some Christians be strongly against pre-marital sex?

2. Why would some religious and non-religious people be accepting of pre-marital sex?

3. How would these statistics look different in the 1950s?

Number of Divorces by Age

The average age at divorce is years old for 47.7 men and 45.3 for women



Is Premarital Sex Accepted Among Religious People?

Religious people are well-known for taking a more moralistic approach to sex and relationships, but what are the actual numbers behind it?



English

Who was George Floyd and what happened to Derek Chauvin?



A year has passed since George Floyd - an unarmed African American man - was murdered during an arrest by white officer Derek Chauvin.

Videos of the incident -

which showed Chauvin kneeling on Mr Floyd's neck for several minutes - triggered protests across the US and around the world over police brutality and racism in law enforcement.

What happened to George Floyd?

The 46-year-old bought a pack of cigarettes at a convenience store in South Minneapolis on the evening of 25 May 2020. A shop assistant believed he had used a counterfeit \$20 bill and called the police after Mr Floyd refused to return the cigarettes or pay again.

Officers arrived and handcuffed him but when they tried to put him into the squad car, he resisted. A struggle ended with Mr Floyd face down on the street.

That's when onlookers began filming.

Chauvin, 44, placed his left knee on Mr Floyd's neck and shoulder, and kept it there for more than nine minutes, according to prosecutors. Two other officers helped pin him down, while another prevented witnesses from intervening.

More than 20 times Mr Floyd said he could not breathe. The video shows him going limp and being carried away by police.

He was pronounced dead in hospital an hour later.

Who is Derek Chauvin?

Chauvin was the most senior officer involved in Mr Floyd's arrest and faced the most serious charges of the four.

The 19-year Minneapolis Police Department veteran's record of policing included both commendations and complaints about conduct.

In 2006, Chauvin was recommended for a medal of valour for his role in the shooting of a man who aimed a shotgun at officers. There were at least 15 conduct complaints against him prior to the killing of Mr Floyd. Most were closed without discipline. The day after his arrest, a lawyer for his wife Kellie said she had filed for divorce.

How did the US react to George Floyd's murder?

The four police officers at the scene were fired the following day, as crowds took to the streets of Minneapolis to protest. The station where they worked was set ablaze and demonstrations quickly spread to other cities. By the sixth night, there were protests in 75 cities across the US - some violent - and a national debate about police brutality against African-Americans was reignited.

An anti-racism movement created in 2013 after the killing of teenager Trayvon Martin, Black Lives Matter, was re-energised. Even very white, small towns in rural parts of the US held protests to remember Mr Floyd and take a stand against racial injustice.

Reforms were introduced by lawmakers to change the way some police forces make arrests and detain suspects. But the conversation soon widened from policing to issues such as workplace equality, unconscious bias and the legacy of slavery

What happened at Derek Chauvin's trial?

The highly-charged trial, which began on 29 March, lasted three weeks and left Minneapolis on edge. A twelve-member jury heard from 45 witnesses and saw several hours of video footage.

Five key moments from the Derek Chauvin trial

Several eyewitnesses broke down in tears as they watched graphic footage of the incident and described feeling "helpless" as events unfolded.

Mr Floyd's girlfriend of three years and his younger sibling also took the stand. Expert witnesses on behalf of the state testified that Mr Floyd died from a lack of oxygen due to the manner of restraint employed by Chauvin and his colleagues. Chauvin himself chose not to testify, invoking his right to not incriminate himself with his responses. Jurors took less than a day to reach their unanimous verdict, finding Chauvin guilty on all three charges: second-degree murder, third-degree murder and manslaughter.

Science

1. How are metals more reactive than carbon extracted from their ores?

2. Give an example of a metal extracted in this way.

3. What is a polymer?

4. What is the difference between natural and synthetic polymers?

5. List 3 properties of polymers

6. List 3 uses of polymers

7. What are composites?

8. Give an example of a composite material and its use

Geography

1. Multiple Choice

What is one major cause of increased CO₂ levels in the atmosphere?

- A) Planting more trees
- B) Volcanic eruptions
- C) Burning fossil fuels like oil and coal
- D) Increased rainfall

2. True or False

Greenhouse gases trap more outgoing rays from the Earth, contributing to global warming.

3. Fill in the Blank

The two key greenhouse gases mentioned in the document are carbon dioxide (CO₂) and _____.

4. Multiple Choice

How does deforestation contribute to the man-made greenhouse effect?

- A) By releasing methane from trees
- B) By reducing the number of trees that absorb CO₂
- C) By creating more space for crops
- D) By blocking sunlight

5. Short Answer

Name two human activities that increase carbon dioxide emissions.

6. True or False

The man-made greenhouse effect helps lower global temperatures.

7. Multiple Choice

Why is methane released more with increased pastoral farming?

- A) Because animals absorb methane
- B) Because methane is used to feed animals
- C) Because animal dung releases methane
- D) Because methane leaks from tractors

Art

Tonal Skull:

Draw the other half of the tonal skull in pencil. Observe the detail closely for accuracy.





Food/Design Technology

1) Carbohydrates are classified as which type of nutrient?

Tick the correct answer:

- Micronutrient
- Macronutrient

2) What is the function of carbohydrates in the body?

3) Using your response to the above question, why is this function important?

4) There are three types of carbohydrates, fibre is one of these types.

a) Identify the two other types of carbohydrates.

1) S _____

2) S _____

b) Which type of carbohydrate breaks down at a fast rate in the body leading to a rapid rise in blood glucose (blood sugar) levels?

5) Fibre takes a longer period of time to break down in our body. Identify which type of bread, pasta and cereal provides the higher amount of fibre. Circle your answer.



6) List two health benefits of having fibre in the diet:

- _____
- _____
- _____
- _____

French

Where did you stay on holidays? - accommodation

Où as-tu logé?

J'ai logé	dans une maison	j'ai adoré j'ai bien aimé je n'ai pas aimé je n'ai pas du tout aimé	car	c'été ait	sympa / nul.
	dans une				magnifique / moche.
	caravane				tranquille / bruyant
	dans un hôtel				confortable /
	dans un				inconfortable.
	appartement				propre / sale.
	dans un bateau				moderne / vieux.
	dans un château				génial.
chez ma famille	des vacances de rêves.				

French	English	French	English	French
le premier jour	on the first day			
le deuxième jour	on the second day			
le troisième jour	on the third day			
le dernier jour	on the last day			
le matin	in the morning			
l'après- midi	in the afternoon			
d'abord	first of all / firstly			
ensuite / puis	then / next			
après	after			

French	English	French	English	French
le matin	in the morning			
l'après- midi	in the afternoon			
j'ai joué au volley	I played volleyball			
j'ai mangé au restaurant	I ate in a restaurant			

j'ai visité un marché	I visited a market			
j'ai nagé dans la mer	I swam in the sea			
j'ai acheté des souvenirs	I bought souvenirs			
j'ai fait de la natation	I went swimming			

French	English	French	English	French
le matin	in the morning			
l'après- midi	in the afternoon			
j'ai lu un livre	I read a book			
je suis allé(e) à la plage	I went to the beach			
j'ai bronzé	I sunbathed			
j'ai pris des photos	I took photos			
je me suis reposé	I rested			

Information Technology

Hamza runs a local football club called West Midlands FC, he has decided to make a website for the football team and uses a local coffee shop to work on his laptop.

The WIFI seems to be secure but Hamza clicked on a website that did not showed the following warning message ***“This website is not secure, please return to the home page, if you trust this website then click here to continue”***.

Should Hamza continue into the website? **Justify your answer.**

Hamza continued to the website to find some cool kits for his football team, he has now realised that his network is starting to fail. What type of attack is this?

Performing Arts - Imagine you are performing the part of Christopher in this scene. How would you use your vocal and physical skills to perform this character and why?

1. Analyse how you would perform each line that Christopher says
2. Include at least 3 vocal technique and 3 physical techniques throughout your big write
3. Explain exactly how you would use this technique as well as why.

Consider audience impact.

4. POLICE STATION

Christopher turns to Ed. Ed looks at him. Ed holds his hand out in front of him with his fingers stretched. Christopher does the same. They touch fingers. Then let go.

CHRISTOPHER. I could see the Milky Way as they drove me towards the town centre.

ED. Could you?

CHRISTOPHER. Some people think the Milky Way is a long line of stars, but it isn't. Our galaxy is a huge disc of stars millions of light-years across.

For a long time scientists were puzzled by the fact that the sky is dark at night even though there are billions of stars in the universe.

ED. Is that right?

DUTY SERGEANT. Christopher. Mr. Boone. Could you come this way please?

CHRISTOPHER. Are you going to interview me and record the interview?

DUTY SERGEANT. I don't think there will be any need for that. I've spoken to your father and he says you didn't mean to hit the policeman. Did you mean to hit the policeman?

CHRISTOPHER. Yes.

DUTY SERGEANT. But you didn't mean to hurt the policeman?

CHRISTOPHER. No. I didn't mean to hurt the policeman, I just wanted him to stop touching me.

DUTY SERGEANT. You know that it's wrong to hit a policeman don't you?

CHRISTOPHER. I do.

DUTY SERGEANT. Did you kill the dog Christopher?

CHRISTOPHER. I did not kill the dog.

DUTY SERGEANT. Do you know that it is wrong to lie to a policeman and that you can get into a very great deal of trouble if you do?

CHRISTOPHER. Yes.

DUTY SERGEANT. Do you know who killed the dog?

CHRISTOPHER. No.

Week				
1				
2				
3				
4				
5				
6				
7				
8				