

Maidenhill School

Knowledge Organiser

Year 7 – Term 1



Be kind, Aspire, Persevere, Achieve

Name:

Tutor:

Timetable



Week 1	1 9.05-10.01am	2 10.05-11.01am	BREAK	3 11.25-12.21pm	4 12.25-1.21pm	LUNCH	5 2.00-3.00pm	
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								
Week 2	1 9.05-10.01am	2 10.05-11.01am		BREAK	3 11.25-12.21pm		4 12.25-1.21pm	LUNCH
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								

Add * for when homework should be set

Self-certification / Out of lessons



Self-certification

Every student is entitled to self-certify to go to the toilet on 2 occasions each term, when they do not have a medical exemption (issued by school only, in conjunction with parents). This will equate to 12 opportunities a year.

Sign below and show to your teacher. If you have a reason that requires this page to be refreshed before the end of term, please speak to your Head of Year.

Date	Student signature

Insert medical exemption here (Head of Year)
Review/end date:

Student out of lesson record

Date and time	Reason	Staff signature

Have a problem?
Worried about someone or something?
Need someone to talk to? Scan the QR code and let us know.

Reporting your concerns



Planner - Term 1



Week 1	Notes
Monday 3 rd September	INSET DAY
Tuesday 4 th September	
Wednesday 5 th September	
Thursday 6 th September	
Friday 7 th September	
Week 2	Notes
Monday 9 th September	
Tuesday 10 th September	
Wednesday 11 th September	
Thursday 12 th September	
Friday 13 th September	

Week 1	Notes
Monday 16 th September	
Tuesday 17 th September	
Wednesday 18 th September	
Thursday 19 th September	
Friday 20 th September	
Week 2	Notes
Monday 23 rd September	
Tuesday 24 th September	
Wednesday 25 th September	
Thursday 26 th September	
Friday 27 th September	INSET DAY

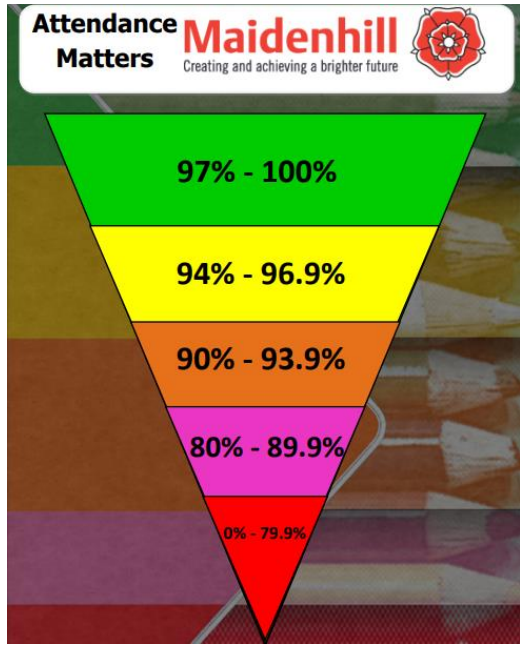
Planner – Term 1



Week 1	Notes
Monday 30 th September	
Tuesday 1 st October	
Wednesday 2 nd October	
Thursday 3 rd October	
Friday 4 th October	
Week 2	Notes
Monday 7 th October	
Tuesday 8 th October	
Wednesday 9 th October	
Thursday 10 th October	
Friday 11 th October	

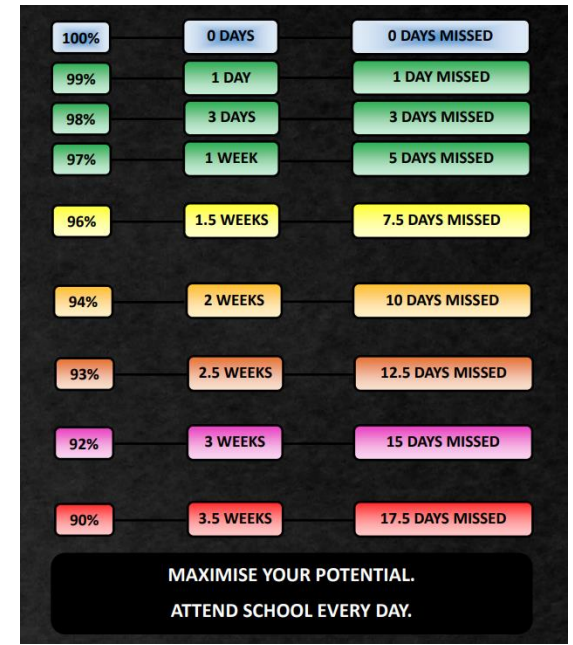
Week 1	Notes
Monday 14 th October	
Tuesday 15 th October	
Wednesday 16 th October	
Thursday 17 th October	
Friday 18 th October	
Week 2	Notes
Monday 21 st October	
Tuesday 22 nd October	
Wednesday 23 rd October	
Thursday 24 th October	
Friday 25 th October	

Attendance



Attendance Groups

Green	Expected Attendance
Yellow	Risk of Underachievement
Amber	Serious Risk of Underachievement
Pink	Severe Risk of Underachievement (PA)
Red	Extreme Risk (PA)



Personal Attendance Record

Week	Monday	Tuesday	Wednesday	Thursday	Friday	%	Colour	↑ → ↓
1								
2								
3								
4								
5								
6								
7								
8								

Home School Agreement and uniform expectations



As a student of the school I will:

- Attend school every day and on time
- Represent the school in a positive way on my way to and from school
- Wear the correct school uniform smartly at all times
- Ensure I have downloaded the ClassCharts app and actively use the platform so that, I am up to date with notifications regarding my behaviour, attendance, homework and detentions
- Follow the “Maidenhill Expectations” for all students regarding their Behaviour for Learning and uphold the school’s expectations to ‘Be kind, Aspire, Persevere and Achieve’
- Not use my mobile phone in school
- Go to reception if I need to contact home
- Be polite and considerate to all members of the school community
- Ensure that my behaviour has a positive impact on other students’ learning and progress.
- Refuse to take part in bullying or anti-social behaviour, including on social media
- Take responsibility for my own learning and actively participate in lessons
- Actively seek ways to improve my work and respond effectively to feedback
- Complete all my classwork and homework to the best of my ability and on time
- Respect the environment of the school and its neighbourhood, and help to keep it clean and tidy, free from litter and graffiti
- Represent the school in a positive way in the local community and when participating in school activities or visits, and on social media
- Talk with my parent(s)/carer(s) and school staff about any concerns in school
- Pass any written correspondence to my parents’/carers’ on the day they are issued
- Interact positively with any school social media platforms.

Student Signature

Maidenhill Uniform

- ❖ Maidenhill school blazer needed at all times
- ❖ Maidenhill school tie
- ❖ Long or short sleeved plain white shirt, **tucked in at all times**
- ❖ Plain black, smart, tailored trousers
- ❖ Footwear should be a shoe and not a boot, and entirely black
- ❖ White, grey or black socks with no logos
- ❖ Black or nude tights. No patterns.
- ❖ Optional
 - Maidenhill skirt
 - Maidenhill shorts
 - Simple black belt
 - Maidenhill jumper



- ❖ Jewellery must be easily removed for practical lessons. Earrings must be studs and not dangle
- ❖ Necklaces should be underneath the shirt
- ❖ Make-up should be discreet
- ❖ Hair must not be of extreme style or colour. Long hair should be tied back for health and safety reasons in certain subjects



Maidenhill PE Uniform

- ❖ Red Maidenhill PE polo shirt
- ❖ Red Maidenhill hooded jumper
- ❖ Optional Rugby shirt
- ❖ Options for the lower half:
 - Plain black shorts with no logos
 - Black tracksuit bottoms with no logos
 - Maidenhill leggings
 - Maidenhill Skort
 - Plain black leggings with no logos

- ❖ Socks
 - White or black
 - Red needed for all fixtures
- ❖ Shoes
 - Suitable trainers
 - Optional studded boots for football/rugby



Borrowed uniform items

Date	Item	Number	Returned

Home School Agreement and Uniform

Equipment and acceptable use of the school ICT facilities



Equipment

You should be fully equipped for every lesson. Make sure you have the correct books for each lesson. It is always a good idea to pack your school bag the night before. Remember to check your timetable first. Here is a useful checklist.

Essential requirements

- At least 2 black pens
- 2 pencils and 2 x 2b or 4b pencils for Art, Design and Nutrition
- Ruler
- Rubber
- Pencil Sharpener
- Scientific calculator
- Colouring pencils and/or colouring pens
- Headphones for music
- PE kit to be worn on days with PE or dance

Student property

You are expected to have your clothing marked with your name and, wherever possible, all other items of property which you are expected to bring to school with you such as bags, pencil cases and PE kit named too.

Money, bus passes and other similar items of value should always be carried with you and never left in bags around the school at break and lunchtimes.

You have the opportunity, if you wish, to hand valuables to a teacher before PE and arrangements will be made for safe keeping. The changing rooms are not always locked during lessons. If you do not do this, the school cannot guarantee full security for your property.

Network rules

Never share your password with anyone – not even your best friend – if you suspect that someone knows it, change it or see an ICT technician as soon as possible

Never share your user area with anyone – email files to a friend or home as an attachment, or use Office 365 “One Drive”

Always log off before leaving a computer

Never tamper with ICT equipment, if your PC or laptop is damaged or not working properly, please inform a member of staff immediately. DO NOT disconnect, reconnect or move or swap any cables at any time

Never give a stranger any information about you or your home

Always communicate with strangers politely – ask a teacher to check before sending

Don't suffer bullying – report and give a printout of any email or other material that offends you to a teacher

Avoid the spreading of computer viruses – from the internet or home. Keep your home virus checking software up to date

Do not attempt to download or install software – use only the software provided

Always give credit for information obtained from the internet

Do not eat or drink close to electronic equipment or in any computer room

Use your printing credits with care – extra print credits in any one week can only be obtained through the permission of a teacher whose work you need to print

The use of the internet at school must be in support of learning. The use of all chat systems is strictly forbidden. Inappropriate use will result in access being withdrawn. A log of all internet access and activity is monitored throughout the day by the network staff so misuse of the system can be quickly identified and dealt with.

To access email from home, log on rmunify.com. School emails should only be used to communicate with staff/students about school related matters. You can also speak with staff via the message function on ClassCharts.

Visit the website ‘[thinkyouknow](http://thinkyouknow.co.uk)’ for essential and excellent advice on using the internet safely outside of school.



Behaviour for Learning



At Maidenhill School we believe that students have the right to learn, and teachers have the right to teach.

When you make good choices and follow the rules, you will be rewarded.

Rewards

You can collect positive reward points in lessons and for completing quality homework. Rewards can be spent in the reward shop at the end of each term on vouchers, chocolate, stationery and much more! We have end of term rewards and end of year rewards in the form of our activities week, all to recognise the positivity and hard work you show each and every day.

If you make poor choices and do not follow the rules, then a clear set of consequences will follow.

Consequences

C2 – This is a verbal warning

C3 – Issued with a BFL detention of 40mins

C3r – This is when you are sent out of a lesson, and you must move to the referral room. You will be issued with a 55mins detention. Those students that are removed from lesson five times in a term, will then receive a 1 day internal isolation in the refocus room for every subsequent C3r. This will be reset at the start of the next term

C4 – Isolation in the refocus room

C4e – Educated off site at an alternative provision

C5 – Fixed term suspension

C5 Exclusions

If a student receives a C5 they will be excluded from school for a fixed period of time.

Incidents for which a students may be excluded include:

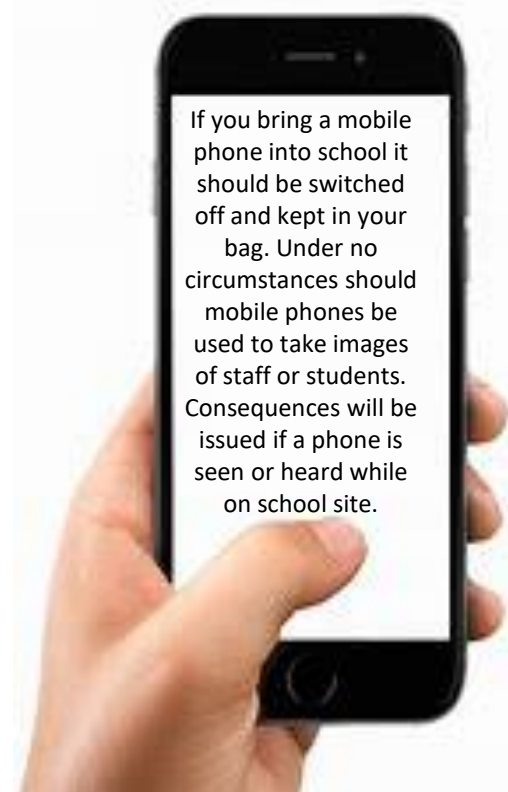
- In possession, under the influence of or dealing in illegal drugs. This also extends to alcohol and other toxic substances
- Serious physical or verbal aggression towards others
- Serious rudeness, defiance, threatening behaviour or inappropriate language towards a member of the school staff
- Anti-social behaviour such as theft or damage to property
- A build-up of incidents which are unacceptable and contravene school standards
- Repeated disruption and defiance which has disturbed the learning of other students
- Persistent poor behaviour

If a student persistently behaves in an unacceptable manner, this could lead to a permanent exclusion.

In exceptional circumstances, it is appropriate for the Headteacher to permanently exclude a student for a first offence. These might include such things as:

- Serious actual or threatened violence against another individual
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon

The school can take no responsibility for valuable items brought into school by students (so students are advised not to bring in expensive items).



The following items are not allowed in school:

- Alcohol and drugs
- Knives and other weapons
- Fireworks
- Cigarettes/e-cigarettes, vapes, tobacco, match and lighters
- Tippex or other correcting fluids
- Aerosols
- Illegal substances

Smoking is not permitted in school or on the way to and from school. Students found to be smoking or in possession of smoking equipment will receive a significant sanction.



What is bullying?

Bullying is when one person or a group of people deliberately hurt, threaten or frighten someone over a period of time. It can be physical; like punching or kicking, or emotional like teasing or calling names.



Bullying includes repeated:

- Hitting
- Insults
- Cruel nicknames
- Making threats
- Isolating someone
- Damaging, taking or hiding property
- Writing or telling lies about someone
- Sending cruel text messages, video messages or emails
- Spreading rumours
- Being unfriendly and turning others against someone
- Posting inappropriate comments on websites and social media

Types

- Physical
- Cyber
- Verbal
- Emotional
- Prejudice based

If you are being bullied, do not suffer in silence:

- Be firm – look the bully in the eye and tell them to stop
- Get away from the situation as quickly as possible
- Tell an adult, peer or friend what has happened, straight away
- If you are scared to tell someone, get a friend to go with you
- Keep on speaking up until someone listens
- Don't blame yourself for what has happened

If you are being bullied, you can expect that:

- You will be listened to and taken seriously
- Action will be taken to help stop the bullying
- You will be involved in the process of deciding what action to take to stop the bullying and any worries that you may have will be listened to and respected
- You will be given the opportunity to talk about the way that the bullying has made you feel and to find strategies to deal with these feelings and to understand and cope with bullying behaviour
- If you are ever in fear of your physical safety, staff will take immediate action to keep you safe

When you are talking about bullying, be clear about:

- When it started
- What has happened to you
- How often it has happened
- Who was involved
- Who saw what was happening
- Where and when it happened
- What you have already done about it

ALL REPORTED INCIDENTS WILL BE TAKEN SERIOUSLY, INVESTIGATED AND APPROPRIATE ACTION TAKEN

RANDOM acts of



kindness

Give a compliment	Make someone laugh	Clear up a mess you didn't make	Hug someone	Tell someone you love them
Smile at everyone you see today	Hold the door open for someone	Read to someone else	Include someone new in your games	Let someone in front in the queue
Leave a friendly note for someone	Introduce yourself to someone new	Give some loose change to charity	Sort out some old clothes to donate	Get someone else a drink
Pick up some litter that isn't yours	Tell someone reasons why you like them	Share something with someone	Say thank you to someone	Offer help to someone
Tidy up without being asked	Encourage Someone	Thank an adult for something they do for you	Make someone a card	Help cook dinner



Kindness Challenge – October





Term 1 Week 1

<p>Question 1 Write in figures: thirteen thousand, five hundred and two units</p>	<p>Question 2 Write in figures: seventy-seven thousand, eight tens and three units</p>	<p>Question 3 List the factors of 51</p>	<p>Question 4 List the factors of 36</p>
<p>Question 5 Work out 7×10</p>	<p>Question 6 Work out 10×10</p>	<p>Question 7 Simplify $\frac{8}{16}$</p>	<p>Question 8 Simplify $\frac{12}{42}$</p>
<p>Question 9 Find 50% of £180</p>	<p>Question 10 Find 25% of £120</p>	<p>Question 11 Round 2084 to the nearest 100</p>	<p>Question 12 Round 3372 to the nearest 10</p>
<p>Question 13 Work out 86×8</p>	<p>Question 14 Work out 630×9</p>	<p>Question 15 Simplify $5c + 5c + 6c$</p>	<p>Question 16 Simplify $10a + 2b + 8a + 7b$</p>
<p>Question 17 Work out $39253 + 15736$</p>	<p>Question 18 Work out $30730 + 18364$</p>	<p>Question 19 Work out $8 \times 2 - 5$</p>	<p>Question 20 Work out $6 + 11 \times 3$</p>

SKILLS CHECK

Score



Term 1 Week 2

<p>Question 1 Write in figures: six thousand, four tens and six units</p>	<p>Question 2 Write in figures: One hundred and twenty-six thousand, nine tens and three units</p>	<p>Question 3 List the factors of 30</p>	<p>Question 4 List the factors of 20</p>
<p>Question 5 Work out 306×1000</p>	<p>Question 6 Work out 34×1000</p>	<p>Question 7 Simplify $\frac{20}{70}$</p>	<p>Question 8 Simplify $\frac{18}{63}$</p>
<p>Question 9 Find 75% of £720</p>	<p>Question 10 Find 75% of £500</p>	<p>Question 11 Round 6199 to the nearest 100</p>	<p>Question 12 Round 2096 to the nearest 1000</p>
<p>Question 13 Work out 77×9</p>	<p>Question 14 Work out 397×6</p>	<p>Question 15 Simplify $9x + 4x - 3x$</p>	<p>Question 16 Simplify $10a + 3b + 7a + 6b$</p>
<p>Question 17 Work out $37959 + 32050$</p>	<p>Question 18 Work out $24509 + 19451$</p>	<p>Question 19 Work out $8 \times 2 - 5$</p>	<p>Question 20 Work out $5 \times 4 + 3$</p>

SKILLS CHECK

Score



Term 1 Week 3

<p>Question 1 Write in figures: fifteen thousand, six hundred and three units</p>	<p>Question 2 Write in figures: six thousand, seven hundred and nine units</p>	<p>Question 3 List the factors of 42</p>	<p>Question 4 List the factors of 38</p>
<p>Question 5 Work out 734×10</p>	<p>Question 6 Work out 49×100</p>	<p>Question 7 Simplify $\frac{24}{36}$</p>	<p>Question 8 Simplify $\frac{5}{25}$</p>
<p>Question 9 Find 50% of £520</p>	<p>Question 10 Find 25% of £580</p>	<p>Question 11 Round 4789 to the nearest 100</p>	<p>Question 12 Round 8671 to the nearest 10</p>
<p>Question 13 Work out 74×9</p>	<p>Question 14 Work out 493×3</p>	<p>Question 15 Simplify $5x - 4x - 6x$</p>	<p>Question 16 Simplify $8a + 4b + 6a + 6b$</p>
<p>Question 17 Work out $22960 + 20143$</p>	<p>Question 18 Work out $16489 + 8932$</p>	<p>Question 19 Work out $8 \times 2 - 5$</p>	<p>Question 20 Work out $2 \times 2 + 5$</p>

SKILLS CHECK

Score



Term 1 Week 4

<p>Question 1 Write in figures: sixty-nine thousand, nine tens and three units</p>	<p>Question 2 Write in figures: eleven thousand, three hundred and five units</p>	<p>Question 3 List the factors of 56</p>	<p>Question 4 List the factors of 57</p>
<p>Question 5 Work out 572×1000</p>	<p>Question 6 Work out 411×10</p>	<p>Question 7 Simplify $\frac{48}{50}$</p>	<p>Question 8 Simplify $\frac{12}{60}$</p>
<p>Question 9 Find 75% of £760</p>	<p>Question 10 Find 25% of £400</p>	<p>Question 11 Round 3113 to the nearest 10</p>	<p>Question 12 Round 407 to the nearest 10</p>
<p>Question 13 Work out 52×7</p>	<p>Question 14 Work out 393×2</p>	<p>Question 15 Simplify $6b + 3b + 8b$</p>	<p>Question 16 Simplify $5a + 5b + 4a + 5b$</p>
<p>Question 17 Work out $48625 + 12323$</p>	<p>Question 18 Work out $13416 + 6573$</p>	<p>Question 19 Work out $7 \times 2 - 4$</p>	<p>Question 20 Work out $9 \times 2 - 5$</p>

SKILLS CHECK

Score



Term 1 Week 5

<p>Question 1 Write in figures: nineteen thousand, eight hundred and three units</p>	<p>Question 2 Write in figures: six thousand, eight tens and eight units</p>	<p>Question 3 List the factors of 99</p>	<p>Question 4 List the factors of 28</p>
<p>Question 5 Work out 96×10</p>	<p>Question 6 Work out 31×100</p>	<p>Question 7 Simplify $\frac{6}{33}$</p>	<p>Question 8 Simplify $\frac{6}{42}$</p>
<p>Question 9 Find 50% of £880</p>	<p>Question 10 Find 50% of £360</p>	<p>Question 11 Round 3291 to the nearest 10</p>	<p>Question 12 Round 1928 to the nearest 100</p>
<p>Question 13 Work out 86×6</p>	<p>Question 14 Work out 171×2</p>	<p>Question 15 Simplify $7y - 4y - 5y$</p>	<p>Question 16 Simplify $8a + 4b + 5a + 3b$</p>
<p>Question 17 Work out $12389 + 9125$</p>	<p>Question 18 Work out $29494 + 3633$</p>	<p>Question 19 Work out $34 - 3 \times 4$</p>	<p>Question 20 Work out $21 - 5 \times 2$</p>

SKILLS CHECK

Score



Term 1 Week 6

<p>Question 1 Write in figures: four thousand, four tens and seven units</p>	<p>Question 2 Write in figures: twenty thousand, nine hundred and two units</p>	<p>Question 3 List the factors of 48</p>	<p>Question 4 List the factors of 36</p>
<p>Question 5 Work out 472×100</p>	<p>Question 6 Work out 58×10</p>	<p>Question 7 Simplify $\frac{5}{25}$</p>	<p>Question 8 Simplify $\frac{9}{15}$</p>
<p>Question 9 Find 75% of £580</p>	<p>Question 10 Find 75% of £420</p>	<p>Question 11 Round 3986 to the nearest 100</p>	<p>Question 12 Round 6369 to the nearest 1000</p>
<p>Question 13 Work out 28×8</p>	<p>Question 14 Work out 750×5</p>	<p>Question 15 Simplify $9c - 3c + 4c$</p>	<p>Question 16 Simplify $9a + 5b + 6a + 3b$</p>
<p>Question 17 Work out $30099 + 18635$</p>	<p>Question 18 Work out $13416 + 6573$</p>	<p>Question 19 Work out $4 \times 5 - 5$</p>	<p>Question 20 Work out $3 \times 3 - 5$</p>

SKILLS CHECK

Score



Term 1 Week 7

<p>Question 1 Write in figures: one hundred and sixty thousand, six tens and six units</p>	<p>Question 2 Write in figures: nine thousand, three hundreds and five units</p>	<p>Question 3 List the factors of 51</p>	<p>Question 4 List the factors of 45</p>
<p>Question 5 Work out 100×1000</p>	<p>Question 6 Work out 68×100</p>	<p>Question 7 Simplify $\frac{9}{21}$</p>	<p>Question 8 Simplify $\frac{9}{63}$</p>
<p>Question 9 Find 25% of £720</p>	<p>Question 10 Find 75% of £680</p>	<p>Question 11 Round 7841 to the nearest 100</p>	<p>Question 12 Round 8343 to the nearest 1000</p>
<p>Question 13 Work out 22×4</p>	<p>Question 14 Work out 435×2</p>	<p>Question 15 Simplify $9a - 2a - 3a$</p>	<p>Question 16 Simplify $8a + 4b + 4a + 3b$</p>
<p>Question 17 Work out $25357 + 6694$</p>	<p>Question 18 Work out $13416 + 6573$</p>	<p>Question 19 Work out $8 \times 4 - 5$</p>	<p>Question 20 Work out $10 + 8 \times 2$</p>

SKILLS CHECK

Score







Ahoy, Mateys! Unveiling the Thrilling World of Pirates

Who Were the Pirates?

Pirates! The very word brings to mind images of daring sea captains, buried treasure and fierce battles on the high seas. But who were these swashbuckling adventurers? Pirates were sailors who turned to a life of crime, plundering ships and coastal towns for treasure and supplies. They roamed the seas from as early as the 14th century, but the most famous period of piracy, often called the "Golden Age of Piracy," spanned from the late 1600s to the early 1700s.

Famous Pirates

Some of the most notorious pirates include:

- **Blackbeard (Edward Teach):** Known for his fearsome appearance, Blackbeard tied slow-burning fuses into his beard to create a terrifying aura of smoke and fire. Blimey!
- **Anne Bonny and Mary Read:** Two of the few famous female pirates, they fought alongside male pirates and were just as fierce.
- **Captain Kidd (William Kidd):** Originally a privateer (a pirate with permission from a government), Kidd's tale is one of betrayal and treasure.

Pirate Ships and Flags

Pirate ships were often stolen from other sailors and repurposed for piracy. They ranged from small sloops, which were fast and easy to manoeuvre, to large galleons, which could carry heavy firepower. Pirates were known for their Jolly Roger flags, the most famous of which featured a skull and crossbones. This flag was designed to strike fear into the hearts of their enemies and often meant "surrender or die."

The "pirate rules" listed are compiled from several sources and offer a sampling of "law and order" among a pirate company. If there were any doubt about interpreting the code, a jury was chosen to bring in a verdict. - Of course, not all pirate ships had "Articles of Agreement". Aye- aye!

- Every man had a voice in all affairs.
- Every man had equal title to all fresh provisions and strong liquors seized.
- Captain and Quartermaster received two shares in a prize. Sailing Master, Boatswain, and Gunner receive one-and-one-half shares. Other officers one-and-one-quarter shares. Sailors, one share. If one lost a limb or became a cripple in the common service, one received more of a share.



- No gaming for money at cards or dice at sea.
- Lights and candles out before 8 o'clock. Any drinking done after 8 o'clock must be done on open decks.
- Every man must keep his gun, pistol, and cutlass clean and ready for service. If he did not, he would be cut from his share and suffer such punishment as the captain saw fit.
- To desert the ship or abandon quarters in time of battle was punished by death or marooning. The marooned was usually given a bottle of water and some powder, shot and a pistol.
- If someone cheated the company of an article of value, he would be punished by marooning.
- If robbery took place between two crewmen, the guilty one had his nose and ears split and would be marooned.
- No women were allowed on board. If any man carried a woman on board disguised, he would be put to death.
- No striking another on board ship. Every man's quarrel would be settled on shore with sword and pistol. Quartermaster would accompany both to shore. The disputants were set back to back at 20 paces. At the command, they turn and fire immediately. If both miss, they take up their cutlasses.

Pirate Statistics and Facts

Peak Period: The Golden Age of Piracy was between 1650 and 1730.

Famous Havens: Places like Tortuga, Port Royal, and Nassau were notorious pirate havens.

Women Pirates: While most pirates were men, a few women, like Anne Bonny and Mary Read, became legendary for their bravery and fighting skills.

Pirate Code: Pirates had a strict code of conduct. One famous pirate code stated that disputes should be settled onshore with a duel.

Real-Life Influence: Modern "pirates" still exist today, particularly in regions like the Somali coast, though their methods and targets have evolved.

Pirates in Popular Culture

Pirates have a firm place in popular culture, from movies like "Pirates of the Caribbean" to books like "Peter Pan." These stories often exaggerate the truth, but they keep the adventurous spirit of pirates alive.



Week 1 – Discussion

Read the article as a class and discuss the following questions verbally.

1. Do you think the rules the pirates had to follow are fair and why?
2. Which rule would you find hardest to follow?
3. Why do you think pirates had to follow such strict rules?

Week 2 – Vocabulary

Discuss what you know about the word colloquialism.

Highlight in the article any 'pirate' words you can find.

Week 3 – Comprehension

Answer these following questions below using the article to find the answers:

1. When was the pirates 'Golden Age'?
2. Name a famous pirate.
3. State 2 rules that pirates had to follow onboard the ship.
4. Name a famous film based on pirates.
5. Who are pirates?



Week 4 – Revising Transactional Writing Techniques

Skim read the article and highlight where you can find an example of:

- *A fact*
- *An exclamatory sentence*
- *Alliteration*
- *Rhetorical question*

Week 5 – Transactional discussions

Read the letter to Mr Hunter on the next page:

This was a letter sent to Mr Hunter to convince him to leave his headteacher position and join the Maidenhill Ship as a crew mate...

Highlight where you can see DAFORESTI techniques being used:

- *Direct address*
- *Alliteration*
- *Facts*
- *Opinions*
- *Rhetorical questions*
- *Emotive language*
- *Statistics*
- *Three (List of 3)*
- *Imperatives*



Dear Mr. Hunter,

I hope this letter finds you well and in good spirits. As someone who has long admired your passion and dedication to education, I write to you today with an extraordinary and adventurous proposition. Imagine trading the routine of school bells and lesson plans for the thrill of the open sea, the call of adventure, and the camaraderie of a pirate ship's crew. Your leadership skills, honed through years of guiding young minds, would be invaluable on our ship, The Black Horizon. As a headteacher, you already possess the ability to inspire, organise, and lead—qualities essential for any successful pirate captain's right-hand man. Your knack for strategy, discipline, and problem-solving would ensure our voyages are both daring and triumphant.

Envision yourself under the vast expanse of the starry night sky, the wind whipping through your hair as we sail towards uncharted territories. Picture the excitement of discovering hidden treasures, the bond of a loyal crew who treat each other like family, and the unparalleled freedom that comes with a life at sea. The echoes of laughter and tales of our exploits would replace the monotonous meetings and paperwork that have become all too familiar.

This is not just an invitation to join a crew; it is a call to rediscover your own sense of wonder and adventure. Your years of service to the school have been commendable, but perhaps it is time for a new chapter—one filled with excitement, challenge, and the kind of memories that only a life at sea can offer.

We need a leader like you, Mr. Hunter, someone with a brave heart and a wise mind. Embrace this chance to live the life of legend, to be part of something truly extraordinary. The sea is calling, and so are we. Will you heed the call and join us on this grand adventure?

Yours sincerely,
Captain Samuel Drake



Week 7 – Transactional Writing

Your turn:

Write an opening letter to Mr Hunter to persuade him to join your pirate ship.

Dear Mr Hunter,

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Debate

Question:.....

My argument for / against (delete as appropriate)

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Personal reading log for term 1.

Once you have finished a book, add it to one of your shelves.





Choose one section per week, think and share with the group

Week 1



What might prevent people from being themselves online?
Do you think some groups of people face more challenges in being themselves online than others?
Do you think those groups of people face similar challenges offline too?

Week 2

How can the internet help people understand different views and beliefs? How isn't it helpful?
Why do you think most young people think the internet makes it easy for people to be mean? What makes it 'easy'?



Is hate more common online?



Talk it **over**

Week 3

HATE CRIME

No excuse - no tolerance

CHALLENGE IT REPORT IT STOP IT

Choose one section per week, think and share with the group

7/10
young people
"I know how to recognise online hate"

What do you think 'online hate' means?



Online hate is any online communication or content which harasses or targets someone based on their identity.

How would you recognise online hate?

What do you think is the difference between jokes and online hate?

What do you think is the difference between free speech and hate speech?

Freedom of speech or hate speech?

Week 4

Of those who had seen online hate, the **majority** (68%) had seen it on social media.

Other common answers...

Videos & video comment threads
Instant messaging services
Chat functions in games
Comment threads on news sites

Why do you think a large percentage of young people have seen groups targeted with online hate on social media?

Why do you think online hate is more common on social media?

Is hate more common online?



Choose one section per week, think and share with the group

Week 5


92% agree no one should be targeted with online hate because of their gender, race, religion, sexuality, disability or transgender identity.



but

80% have seen something hateful online aimed at a particular group in the last year...

Do you know what is meant by a 'protected characteristic'?

 It is against the law to discriminate against someone because of any 'protected characteristic' described by the Equality Act (2010). Whilst the law is not directly applicable to online hate and is not fully applicable in Scotland and Northern Ireland, it does provide a useful framework to help learners conceptualise groups more likely to be targeted. The statistic above lists the most relevant protected characteristics.

[For more information about the law and online hate, see the Guidance for Educators](#)

Why is it important that nobody is targeted because of their gender, race, religion, sexuality, disability or transgender identity?

Does the percentage of young people who have seen online hate in the last year surprise you?

Do you think online hate is a big issue?



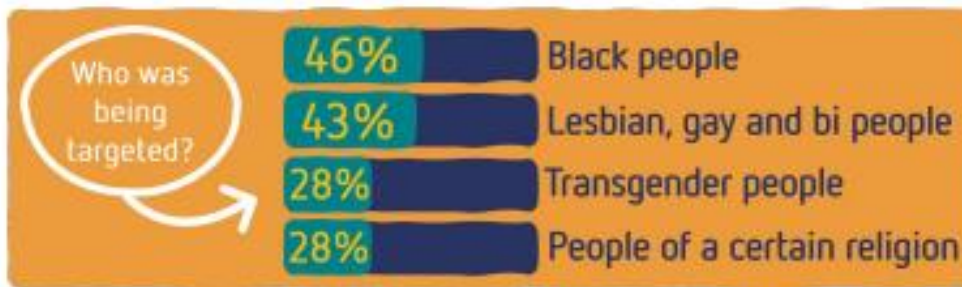
Week 6



Choose one section per week, think and share with the group

Do these statistics surprise you? Why/ why not?

Are there any groups not listed here which you think are also frequently targeted with online hate?



What about these statistics? How does this make you feel about our society?

- Asian people 18%,
- People from other ethnic minorities 23%
- Travellers/Roma Gypsies 10%
- Disabled people 19%
- Girls/Women 23%

Week 7

Can you think of any reasons why hate might be more common online?





Your Knowledge Organiser for each subject can be found in the following order:

1. English
2. Mathematics
3. Science
4. Art, Design, Nutrition and Dance (on rotation)
5. Computing
6. Drama
7. French
8. Geography
9. History
10. Music
11. Physical Education
12. Religious Studies
13. Spanish

Expectations

You are responsible for looking after your Knowledge Organisers. You should:

- ✓ *Memorise and build upon the information in each Knowledge Organiser.*
- ✓ *Keep them neat and tidy.*
- ✓ *Bring them to school each day.*
- ✓ *Refer to them in lessons and when completing homework.*



1. Key Terms

Setting
 Genre
 Semantic Field
 Tension
 Personification
 Pathetic fallacy
 Metaphor
 Similes
 Alliteration
 Onomatopoeia
 Sibilance

2. Themes

Conflict, Friendship, Adventure/Journey/quest, Coming of age (growing up), Fathers and father figures, Savagery vs. civilisation, Good vs. evil and Death.

3. Contextual Knowledge

Piracy

During the 17th Century there was a tradition of seafaring. Britain was a maritime nation and it was a time of exploration – ships often sailed in the Caribbean and Pacific Oceans.

The golden age of pirates was between 1650-1680. There were many real life pirates e.g. Blackbeard, a notorious pirate probably born in Bristol and died in battle.

Colonial powers (Britain, France, Spain) were trying to expand their colonies by sailing around the world and trading valuables. As a result of this, they engaged in several battles with pirates who were after the same.

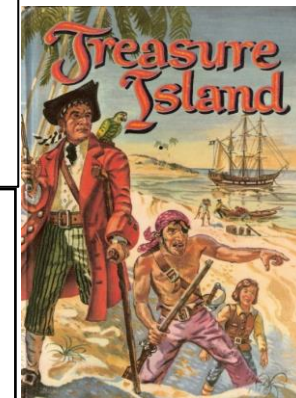
4. Key Character from Treasure Island

Jim Hawkins

The first-person narrator of almost the entire novel. Jim is the son of an innkeeper near Bristol, England, and is probably in his early teens. He is eager and enthusiastic to go to sea and hunt for treasure.

Dr Livesey

The local doctor. Dr. Livesey is wise and practical. Livesey exhibits common sense and rational thought while on the island, and his idea to send Ben to spook the pirates reveals a deep understanding of humanity.



Long John Silver

The cook on the voyage to Treasure Island. Silver is the secret ringleader of the pirate band. His physical and emotional strength is impressive. Silver is deceitful and disloyal.

Billy Bones

The old seaman who resides at Jim's parents' inn. Billy, who used to be a member of Silver's crew, is surly and rude. He hires Jim to be on the lookout for a one-legged man, thus involving the young Jim in the pirate life.

Recommended Reading – Piracy Tales

Treasure Island- Robert Louis Stevenson

Antigua de Fortune of the High Seas - Anna Rainbow and Oli Hyatt

Anne Bonny: The Infamous Female Pirate – Phillip Thomas Tucker

Tales from the Sea Thieves- Paul Davies

Brevertton's Nautical Curiosities: A Book of the Sea – Terry Brevertton

Witch Child- Ceila Rees

What is it? Reading around a subject or topic to improve understanding and comprehension.

Task: Pick one of the texts above and research it using the internet. Can you find out what the text is about and a short extract?

5. Narrative Writing Tips

- Keep your plot simple: two speaking characters' maximum.
- Decide on first or third person and your tense. Stick to it!
- Vary your punctuation.
- Vary your sentences (compound, complex, simple. Basically, longer and shorter sentences.)
- Only describe what is important to your story.
- Include language techniques where possible.

6. Dialogue writing

The general rules of direct speech are:

- Each new character's speech starts on a new line.
- Speech is opened with speech marks.
- Each line of speech starts with a capital.
- The line of speech ends with a comma, exclamation mark or question mark.
- A reporting clause is used at the end (said Jane, shouted Paul, replied Mum).
- A full stop goes after the reporting clause.

Dialogue task:

Write a conversation between the two pirates below. They could be arguing over some treasure or which pirate is the most fierce. Remember to follow the rules above.



7. Persuasive Letter Writing

Letter

- Address and date in the top right of the page
- Dear Mrs Fletcher = yours sincerely or Dear Sir/Madam. = yours faithfully
- Short introductory paragraph that explains the purpose of your letter
- 3-4 middle paragraphs
- Concluding paragraph summarising your argument or point

8. Language techniques

DAFORRESTI

Direct address

Alliteration

Facts

Opinions

Repetition

Rhetorical questions

Emotive language

Statistics

Three (list of)

Imperative

9. Language

Maritime/seafaring language:

Maritime

Quay

Harbour

Dock

Starboard

Scuppers

Booms

Blocks

Rudder.

Task: Use a dictionary to find the definitions of these key words and try using them in a sentence.

Revision Opportunities

Write a 150 word story based on one of the following prompts:

A) The journey

B) The pirate's chest

- Write a letter persuading a friend to join you on an around the world trip. Remember to use persuasive techniques.
- Research real life pirates and their stories.





D1 Averages and Charts

What do I need to be able to do?

By the end of this unit you should be able to:

- Understand and use mode, median, mean and range
- Read and draw pictograms, bar charts, bar line charts, and line graphs
- Read and construct grouped tally charts and frequency tables

Key Words

Mode: This is the number OR the item that occurs the most (it does not have to be numerical)

Range: This is the difference between the highest and lowest values in the set of data.

Median: The value in the centre (in the middle) of the data

Mean: A measure of average to find a typical value that represents the data

Discrete Data: numerical data that can only take set values

Continuous Data: numerical data that has an infinite number of values (often seen with height, distance, time)

Mean, Median, Mode and Range (M940, M934, M841, M328)

24, 8, 4, 11, 8,

The Mode (The modal value)

The mode is the item which appears the most in a list. There can be more than one mode.

4, 8, 8, 11, 24

Mode =

If all data values appear the same number of times then there is no mode.

The Range

This can still be easier if the data is ordered first.

4, 8, 8, 11, 24

Subtract the smallest value from the largest value

24 - 4 =

Range =

The Mean

Find the sum of the data (add the values)

24 + 8 + 4 + 11 + 8 = 55

Divide the overall total by how many pieces of data you have

55 ÷ =

Mean =

The Median

Put the data in order

4, 8, 8, 11, 24

Find the value in the middle

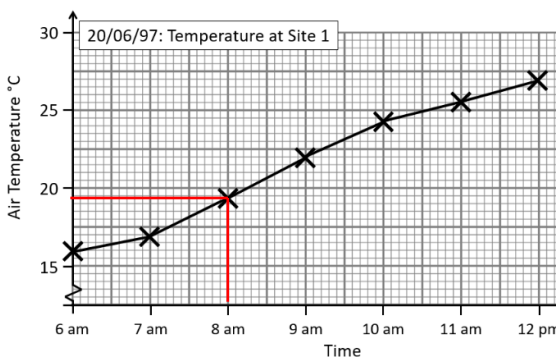
4, 8, 8, 11, 24

Median =

NOTE: If there is no single middle value find the mean of the two numbers left

Line graphs.(M183)

What was the temperature at 8am?



Pictograms, bar and line charts (M644, M738, M460)

Pictogram

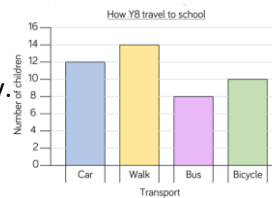
Language	
French	
Spanish	
German	

= 4 people

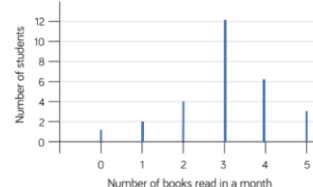
- Need to remember a key
How many people took French?

Bar Chart

- Gaps between the bars
- Clearly labelled axes
- Scale for the axes
- Title for the bar chart
- Discrete Data



Bar Line Chart



- Gaps between the lines
- Clearly labelled axes
- Scale for the axes
- Discrete Data

Enrichment Opportunities





Number Skills – N1

What do I need to be able to do?

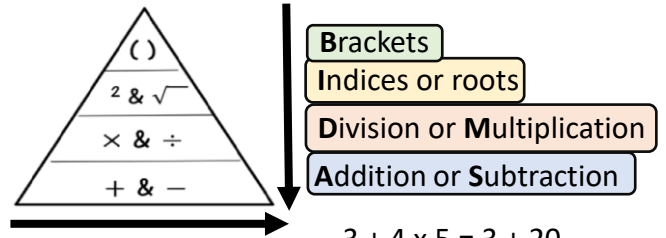
- By the end of this unit you should be able to:
- Know and use BIDMAS
 - Round whole numbers
 - Use estimation and inverse operations to check answers
 - Use written methods to add, subtract, multiply, and divide
 - Order, subtract, add, and multiply negative numbers
 - Identify common factors and common multiples
 - Recognise prime and square numbers

Key Words

- Integers:** whole numbers
Multiples: found by multiplying any number by positive integers
Factors: integers that multiply together to get another number.
HCF: highest common factor (biggest factor two or more numbers share)
LCM: lowest common multiple (the first time the times table of two or more numbers match)

BIDMAS (M521)

BIDMAS tells us which operation to do first.



$$3 + 4 \times 5 = 3 + 20 = 23$$

If you have multiple operations from the same tier, work from left to right

Negative Numbers (M527, M106)

$4 - 6 = -2$

$6 + -3 = 3$

Start at 4

Your turn

- $2 - 5 =$
- $2 + -5 =$
- $-2 + 5 =$
- $-2 - 5 =$

Zero Pairs

$6 + -3 = 3$ (represented by 6 yellow circles and 3 red circles, with 3 pairs circled)

$-3 \times 2 = -6$ (represented by 3 red circles and 2 more red circles)

$4 - 6 = -2$

$-4 \times 5 =$

$4 \times -5 =$

Addition and subtraction (M928, M347)

$329 + 44 = 373$

10 of the units become 1 more in the tens column

$329 - 44 = 285$

Take 1 from hundreds column and add it to the 2 tens

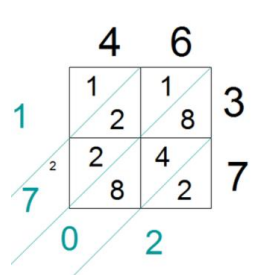
Remember the place value of each column

	1	8	7
+	5	4	2

	4	2	7
-	2	4	9

Multiplication Methods (M187)

Grid method 46×37



Written method

$$\begin{array}{r} 96 \\ 32 \times \\ \hline 192 \\ 2880 \\ \hline 3072 \end{array}$$

this is 96×2

this is 96×30

this is 96×32

Factors and multiples (M227, M698)

Factors

8: 1, 2, 4, 8 (HCF – Highest common factor)

20: 1, 2, 4, 5, 10, 20

Multiples

4: 4, 8, 12, 16, 20 (LCM – Lowest common multiple)

6: 6, 12, 18, 24, 30

Division (M354, M873)

$362 \div 7 \rightarrow$ Splitting 362 into 7 equal parts $\rightarrow 51 \text{ r } 5$

$7 \overline{)362}$

Enrichment Opportunities

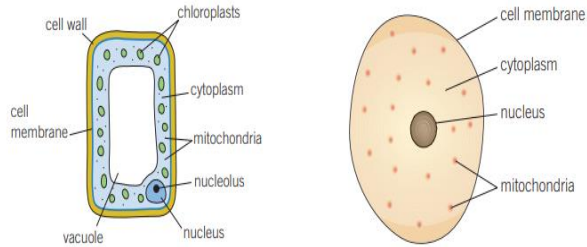
The invention of 'zero' and negative numbers



All living things (organisms), are made of **cells**. Some are only made of a single cell, for example, bacteria. A person is made up of millions of cells joined together.

Plant and animal cells

Cells have smaller structures inside them, called components, that each have an important function.

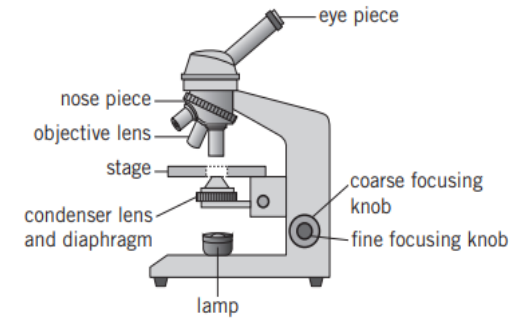


Microscopes

Cells can only be seen under a microscope. A microscope magnifies an object using lenses.

Remember that:

- the specimen needs to be thin so light can pass through
- a dye can be added to make the object easier to see.



Using a microscope

- 1 Move the stage to its lowest position.
- 2 Place the slide/object on the stage.
- 3 Choose the objective lens with the lowest magnification.
- 4 Look through the eyepiece and turn the coarse-focus knob slowly until you see the object.
- 5 Turn the fine focus knob until it comes into focus.
- 6 Repeat steps 1–5 using a higher magnification lens.

Specialised cells

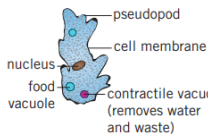
Specialised cells have special features that allow them to do a specific job or function:

	Cell type	Function	Special features	Diagram
plant cells	root hair cell	absorb water and nutrients from soil	<ul style="list-style-type: none"> • root hair creates a large surface area • no chloroplasts as no light underground 	
	leaf cell (palisade cell)	carry out photosynthesis	<ul style="list-style-type: none"> • found at the top surface of leaves • packed with chloroplasts • thin with a large surface area to absorb more light 	
animal cells	red blood cell	transport oxygen around the body	<ul style="list-style-type: none"> • contain haemoglobin which joins to oxygen • no nucleus • disc shaped to increase surface area 	
	nerve cell (neurone)	carry electrical impulses around the body	<ul style="list-style-type: none"> • long and thin with connections at each end 	
	sperm cell	carry male genetic material	<ul style="list-style-type: none"> • streamlined head and a long tail • lots of mitochondria to transfer energy 	

Unicellular organisms

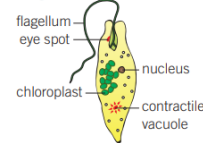
A **unicellular** organism only consists of one cell. They have no fixed shape and are adapted to carry out many different functions.

Amoeba



- nucleus controls growth and reproduction
- move by moving part of their body and the rest follows slowly in the same direction
- eat bacteria, algae, and plant cells by engulfing them
- reproduce by splitting in half (binary fission)

Euglena



- microscopic organism found in fresh water
- contain chloroplasts and make their own food by photosynthesis
- eye spot that detects light
- flagellum allows the *Euglena* to move towards the light to make more food

Movement in and out of cells

Particles move in and out of cells by **diffusion**.

During diffusion, particles spread out from where they are in **high concentration** to where they are in **low concentration**.

Diffusion in water is called **osmosis**.

Glucose and oxygen move from the blood **into** cells by diffusion.

Carbon dioxide moves **out of** cells to the blood by diffusion.

Key terms

Make sure you can write definitions for these key terms.

amoeba cell cell membrane cell wall chloroplast concentration cytoplasm diffusion Euglena flagellum leaf cell microscope mitochondria nerve cell nucleus
red blood cell root hair cell specialised cell sperm cell unicellular vacuole



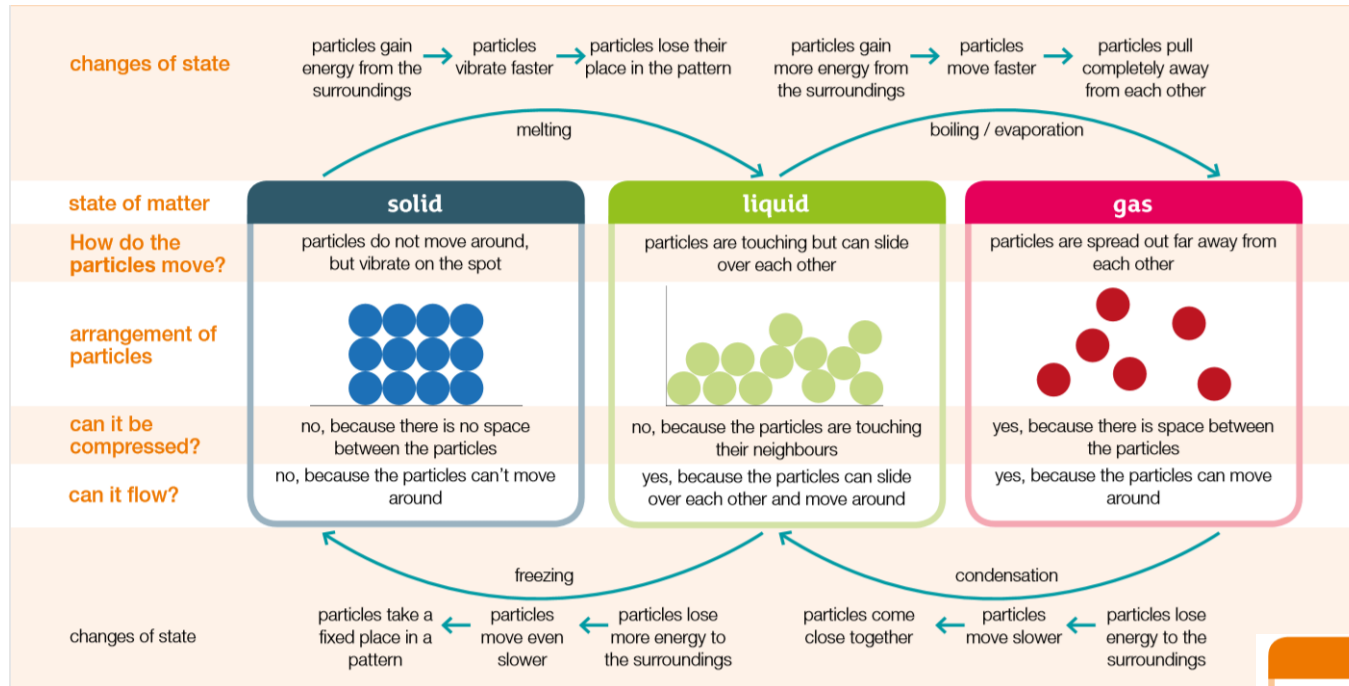
Sublimation

Some solids do not exist as liquids, but instead directly change state from solid to gas in a process called sublimation.

Enrichment Opportunities

BBC bitesize:

<https://www.bbc.co.uk/bitesize/guides/z2wmxnb/revision/1>
 Live Science- Plasma : <https://www.livescience.com/54652-plasma.html>



Keywords

- Boiling
- boiling point
- change of state
- Condensation
- diffusion
- evaporation
- freezing gas liquid
- melting mixture
- particle
- state of matter
- sublimation
- substance

Gas pressure

Gas particles move around, colliding with the walls of a container they are in. This causes a force called pressure. It depends on three variables:

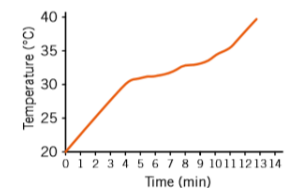
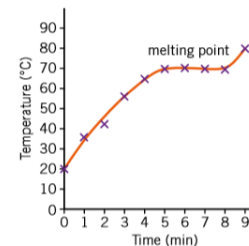
Variable	Effect on gas pressure
temperature	Pressure increases at higher temperatures <i>because</i> particles move faster and therefore collide more frequently with the container.
particle size	Pressure increases with greater numbers of particles <i>because</i> there are more particles colliding with the walls of the container.
state of container	Pressure decreases as the size of container increases <i>because</i> particles have more space to move around, so they don't collide with the walls of the container as often.

Melting and boiling points

Melting point — the temperature at which a **substance** melts

Boiling point — the temperature at which a substance boils

If you heat a **solid** and plot a graph of temperature against time:



the melting point will appear as a flat line if the substance is **pure** (has only one type of particle).

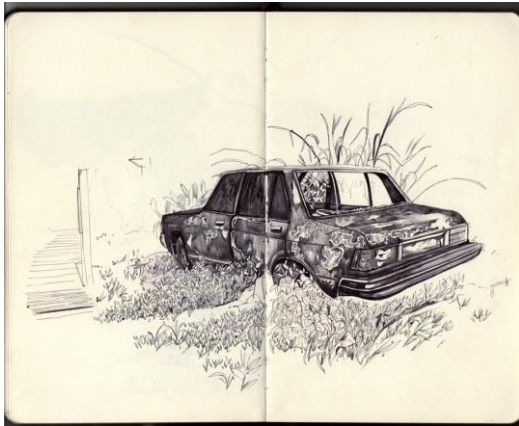
If you don't see a flat line, the substance is a mixture (has different types of particle).



Sketchbooks:

Artists use sketchbooks in one of two ways. We document what we see and experience around us, this is observation. Or, we'll record ideas that we have, developing and improving them as we work, this is working imaginatively.

We will work in both ways during our art projects, and we will use your sketchbooks to contain both your classwork and independent study.



Colour Mixing Help Sheet

Primary Colours:

Red Yellow Blue

Secondary Colours:

Green = Yellow + Blue

Orange = Yellow + Red

Purple = Red + Blue

Tertiary Colours:

Red-ish Purple = Red + Purple

Blue-ish Purple = Blue + Purple

Red-ish Orange = Orange + Red

Yellow-y Orange = Yellow + Orange

Yellow-y Green = Yellow + Green

Blue-y Green = Blue + Green

Extras:

Brown = Yellow + Red + Blue in this order

Grey = Black + White OR

Grey = Red + Green OR Grey = Blue + Orange

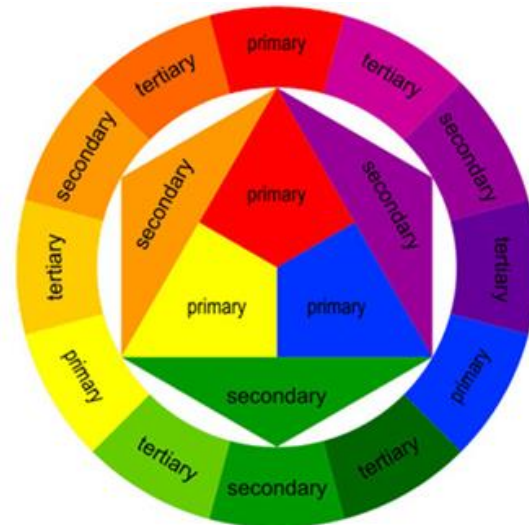
OR Grey = Yellow + Purple

Tints & Shades:

Tint = Primary colour + White

Shade = Primary colour + Black

Remember to add a TINY amount of black or white at a time.



Key words to learn:

1. Drawing:

Observational drawing– Drawing something exactly as one sees it.

Shading– Lines or marks used to fill in outlines to show differences in colour or darkness.

Highlights– The parts of an object on which the light is strongest.

Shadows– The parts of an object which are dark.

Range of tones– All the tones between highlights and shadows.

2. Colour:

Primary colour– The 3 colours, red, yellow and blue, used in combination (along with white and black) to make all other colours.

Secondary colour– Colours, green, purple and orange, made by mixing 2 primary colours.

Tint– A colour made by mixing colour with white.

Shade– A colour made by mixing colour with black.

Complementary colours– Colours that appear on opposite sides of the colour wheel, which when used together, create contrast.

3. General terms:

Materials- the different things we use to make art e.g. paint, pencil, pastel, pen etc

Technique- a method for making art

Symmetry– When shapes, lines, forms etc. look similar on opposite sides of a line. Mirror image.

Trace– To copy an image using tracing paper

Design- to draw out an idea/ a drawing of an idea

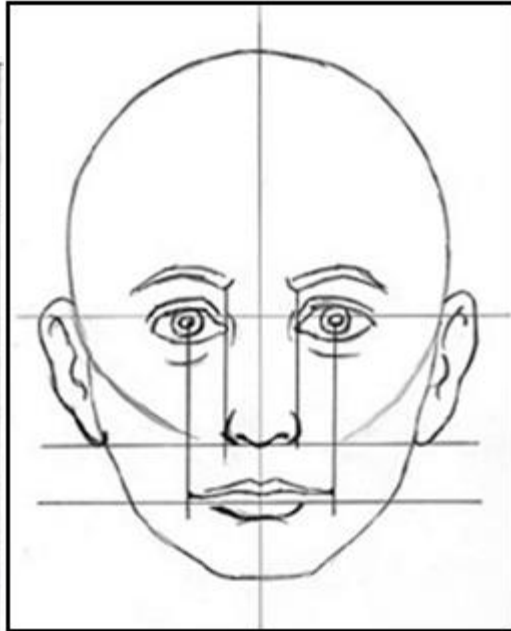
Layout- the arrangement of elements on a surface

Composition- arrangement of objects/ shapes/ forms within an artwork



PORTRAITURE

Artists paint self-portraits and portraits not just to represent the visual appearance of a human being, but to show power, importance, virtue, beauty, wealth, taste, learning or other qualities of the person.



Facial Proportions:

- The face is roughly symmetrical.
- Eyes are half way down the head.
- Nose is half way between the eyes and the chin.
- Mouth is half way between the nose and the chin.
- Top of the ears are level with the eyes and the bottom are level with the nose.
- The corners of the mouth line up with the pupils of the eyes.

Enrichment: explore
www.tate.org.uk

USING TONE TO MAKE OBJECTS LOOK 3D:

- To prevent objects looking flat, add a range of tonal shading to make objects look 3D.
- Pressing harder and softer with a pencil OR using different layers of marks, creates the different tones.
- As a surface goes away from you the tones usually darken.
- Shading straight across a surface will make an item appear flat.
- Use the direction of your pencil to help enhance the 3D surface.
- Including shadows will also help make objects appear 3D and separate objects from each other.







FRIDA KAHLO



- 1907-1954
- Most famous Mexican artist
- Known for her self-portrait and portrait paintings
- Used her personal life experiences, family, husband and pets in her paintings
- She contracted polio at the age of 6 and was left disabled by the disease
- She suffered with constant pain from a serious bus accident at the age of 18, she broke her spine, pelvis and many other bones
- She taught herself to paint whilst recovering in hospital
- She married Mexican artist Diego Rivera

Materials & Shaping Techniques

Tools & Equipment

Name of tool	Picture	What the tool is used for
Coping Saw		A hand saw used to cut curves and complex shapes in thin wood or plastic
File		Used to shape or smooth wood, metal and plastic
Glass Paper		An abrasive paper which is used to smooth edges or surface of wood
Pillar Drill		Drilling is used to make holes in wood, plastic or metal



Hardwoods

Hardwoods come from slow growing trees which can take over a 100 years to grow.

Oak

Beech

Mahogany

Teak

Balsa

WOODS



Softwoods

Softwoods come from fast growing trees which can be cut for wood after 30years.

European Redwood

Yellow cedar

Parana Pine

Spruce

Scots Pine

Manufactured Boards (man made woods)

MDF medium density fibre board

Chipboard

Plywood

Hardboard

Plywood



What is a Design Specification?

A design specification is a list of requirements that the product must meet to make it successful.

Surface treatments



Used to protect the wood and bring out the wood grain.

Production Aids

Jigs: Jigs are used to repeat the same operation

Templates: Used to produce identical shapes



Health & Safety

1. Always listen carefully to the teacher's instructions and ask if you are unsure.
2. Wear an apron and remove ties.
3. Always carry tools pointing downwards.

Key words;

- Template
- Deciduous
- Coniferous
- Design specification
- Client

Try these websites to support you

www.youtube.com/watch?v=ZCvCjlx_FRO

www.educationquizzes.com/ks3/d-and-t/resistant-materials-01/



Principles of Nutrition

The Eat Well Guide & 8 Healthy Eating Tips

Fruit and Vegetables: 39%

- 5 portions a day.
- 1 portion is a handful or 80g.
- Eat a balance of fruit and vegetables.
- Fruit and vegetables should make up at least 39% of each meal.
- It can be fresh, frozen, tinned, dried or as a juice format.

Starchy Foods: 37%

- Choose wholegrain or high fibre versions.
- Each meal should be based on at least 37% starchy carbohydrates.
- Starchy carbohydrates include: pasta, rice, potatoes, bread and breakfast cereals.

Eight Guidelines for a Healthy Diet

The Balance of Good Health is based on the Government's Eight Tips for Eating Well:

1. Base your meals on starchy foods (carbohydrates)
2. Eat lots of fruit and vegetables
3. Eat more fish (omega 3 - good for heart)
4. Cut down on saturated fat and sugar
5. Try to eat less salt - no more than 6g a day
6. Get active and try to be a healthy weight
7. Drink plenty of water
8. Don't skip breakfast



Nutrients

There are two different types of nutrients:

- macronutrients;
- micronutrients.

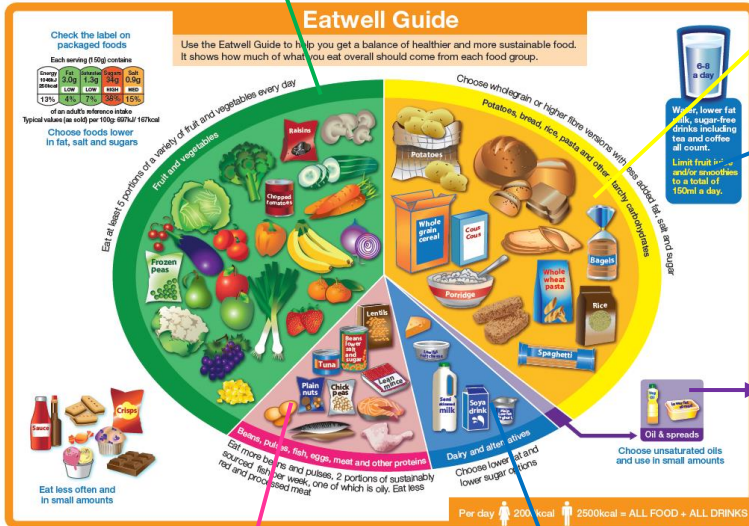
There are three macronutrients that are essential for health:

- carbohydrate;
- protein;
- fat.



There are two types of micronutrients:

- vitamins;
- minerals.



Water:

- Don't forget to drink 6-8 glasses of water per day to prevent dehydration.

Sugar: 1%

- Eat sugary foods in small quantities and less often (1%).

Oils and Spreads: 1%

- Although important, we should eat these sparingly and use lower fat versions (1%).

Meat, Fish & Alternatives: 12%

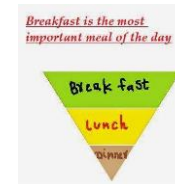
- Help the body to grow and stay healthy.
- Eat a range of meat, fish eggs, nuts, seeds, tofu, beans, and pulses.

Milk & Dairy Foods: 8%

- Help bones and teeth to grow strong and stay healthy.
- Milk/dairy foods should make 8% of each meal
- Try lower-fat options

What is Breakfast?

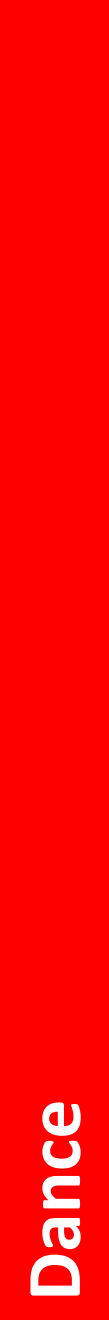
Breakfast is simply 'breaking the fast'. We have not eaten since evening and expect our body to be fuelled and blood sugar to be replenished for the day without food is unrealistic.



Key Words:

1. Nutrition
2. Nutrient
3. Balanced Diet
4. Seasonality
5. Cross Contamination
6. Senses
7. Eat Well Guide
8. Kitchen Hygiene
9. Personal Hygiene
10. Food Safety





Key Terms

Relationship – with whom or with what the dance will be performed. E.g. a solo or group dance.

Action – the movements you do. For example turn, gesture travel, leap, stomp and roll.

Dynamic – how you move. How fast or slow you move. Dynamic also means how your dance flows.

Space – how you use the performance space.

Dance Genres:

Street Dance – Evolved in 1970’s America in Hispanic and African American communities. Due to their ethnicity, they were not allowed in dance studios so they took to the streets. Street dances usually have a low centre of gravity (bent knees) and it has a fast dynamic, with dancers doing actions such as break dance, popping and locking.

Bollywood – Is an Indian classical dance. Combines the words Bombay and Hollywood to create ‘Bollywood’. Traditionally Bollywood dances were performed to thank Hindu Gods for good harvests. Nowadays Bollywood dancing is mainly in films to tell the audience a story which is usually about love.

Jazz – Jazz dance has nothing to do with Jazz music. It is used a lot in West End and Broadway. Evolved from African American culture as a social dance.

Ceremonial Dances (The Haka) – The Haka originated in Maori culture and it was performed before warriors would go to battle. It is a celebration of the triumph of life over death. Nowadays, The Haka is made famous by the New Zealand All Black’s rugby team where they perform The Haka to intimidate their opponents. The Haka must be performed in perfect unison, or it is seen as a bad omen.

Musical Theatre – Is a form of dance seen in musicals. Musical Theatre dance is different to normal dance as it relies on using drama techniques such as facial expression to show character. It is usually high energy and uses other forms of dance such as Jazz, Tap and Contemporary.

The Hand Jive – The Hand Jive is a form of dance created in the USA. Dance halls were becoming too busy to move freely, The Hand Jive allowed dancers to use up less space. It consists of quick hand movements usually performed with a partner or in a group.

Choreographing

Stretch

- Can work well with anyone in the class
- Can think of new and exciting ideas
- Can use RADs to help with choreography
- Can try new ideas with confidence and resilience



Secure

- Can discuss and contribute to the groups ideas
- Can focus on working in your group without getting distracted
- Can suggest new ideas to the group
- Can rehearse and improve ideas as part of a group

Performing

Stretch

- Can use correct actions that relate to genre
- Can show use of RADs during performances
- Will regularly volunteer to perform
- Dances in time with other people in your group



Secure

- Can regularly perform to the class
- Can dance with confidence
- Dances in time with music
- Can face the audience when performing

Evaluating

Stretch

- Can offer detailed feedback on WWW and EBI
- Can evaluate and improve your work during your rehearsal
- Can say why certain dance techniques are being used



Secure

- Can identify What Went Well’s in your own and others performances
- Can identify Even Better If’s in your own and others performances
- Can recognise key techniques used in dance
- Can give own opinions of professional dance



Logging on

Your username is the number given to you in the first Computing lesson.
 Your password should have at least:

- 8 characters long
- 1 number
- 1 capital letter

Your email address is [Your number]@maidenhill.gloucs.sch.uk

You must make sure that you have spelt all your credentials correctly in order to log in effectively.

Maidenhill is an Office 365 school.
Whenever you see this logo, you can log on using your email address and password.

Using Email appropriately

Outlook is your email provider, and you can use your email address and password to log in and it must only be used for educational purposes.

1. Include a clear subject matter, and don't shout
2. Always use an appropriate greeting
3. Only use shorthand if you know your recipients
4. Be wary of using humour or colloquialism across cultures
5. Consider the purpose of your email
6. Think before using emojis
7. Don't hit reply all or CC everyone
8. Reply in a timely fashion
9. Think about where your email could end up
10. Always spell check

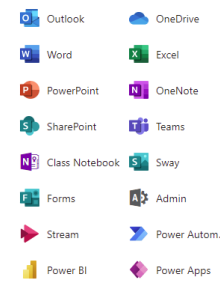
RMUNIFY.COM

This webpage has all of the links that you need to log in to when attending Maidenhill and you log in using the email and password above.

It has links to:

- Outlook (Email)
- OneDrive (Cloud storage)
- Teams
- GCSEPOD
- ThinkUKnow
- Satchel:One (Independent Study)

Amongst other vital website links



Features of email software



Create a new message → **New message**

Inbox Folder → **Inbox**

Message pane → **Message pane**

Click to Send → **Send**

Attach a file → **Attach**

Add the receiver here → **To**

Add multiple recipients here → **Cc**

Add a subject here → **Add a subject**

Send button → **Send**

Formatting options → **Font and formatting toolbar**

Add content here → **Message body**

Enrichment Opportunities

Office Training	Satchel:One
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Summary

Treasure Island is an adventure story about pirates and buried treasure. It was written by Robert Louie Stevenson and published bit by bit in a newspaper between 1881 and 1882.

The tale follows young Jim Hawkins who comes into position of a treasure map and sets out to find his fortune with the help of his friends. He has to cross the seas and fight deadly pirates along the way.

Key Terms

Freeze Frame - A frozen moment in a story that can tell the audience about the characters and plot.

Levels - Using different heights on stage in your performance to make your performance more interesting. It can be used to show who is the most important character in the scene.

Choreograph - to plan and rehearse a physical performance e.g. a dance or a fight scene.

Mime - using your body to pretend you are using an object or doing an activity.

Dialogue - the lines of speech which are said on stage between two or more people.

Extension and Further Info

Treasure Island: dramaonlinelibrary.com/national-theatre-collection.

Log in details available on Satchel: One

Voice

Volume

Tone

Accent

Pitch

Pace

Emphasis

Body

Facial

Expression

Movement

Posture

Interaction

Gesture

Key Events



Year 7 Assessment Criteria

Performing	Analysing	Devising	Drama Roles	Drama Techniques
<ul style="list-style-type: none"> Can identify and use volume, pitch and tempo Can identify and use facial expression and body language Can act in role, beginning to use performance skills to show character Can perform as part of a group to an audience Can understand the need to speak loud and clear Can face the audience when performing 	<ul style="list-style-type: none"> Can discuss characters and their motivation Can discuss elements they like and dislike in a performance Can recognise key techniques of theatre Can discuss how to improve theatre 	<ul style="list-style-type: none"> Can work together in groups to create performances Can create ideas from a stimulus Can use a three act structure Can create characters and plot in groups 	<ul style="list-style-type: none"> Can understand role of actor and director Can demonstrate the role of an actor Can identify elements of a good audience Can identify the role of a reviewer 	<ul style="list-style-type: none"> Can use basic drama techniques such as: <ul style="list-style-type: none"> Freeze frames Levels Mime Cross cutting Choral Speaking

All about France!



Quick facts

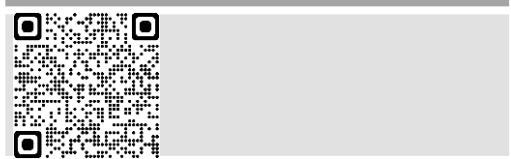
- Capital: Paris
- Population in 2023 (approx.): 65,273,000
- Area: 543,965 sq km
- Language: French
- Religion: Roman Catholic
- Currency: Euro €
- President: Emmanuel Macron
- Anthem: la Marseillaise



General information

- France is the largest country in the European Union.
- France is one of the world's most popular tourist destinations.
- France shares borders with 8 countries. These are: Spain, Belgium, Luxembourg, Italy, Switzerland, Andorra, Germany and Monaco.
- French people consume over 30,000 tons of snails each year!
- France is nicknamed the "hexagon"
- France has two mountain ranges, these are the Pyrenees and the Alps.
- Mont Blanc, located in the French Alps, is Europe's tallest peak at 4,807 meters.
- One fifth of the population of France live in and around Paris. It is one of Europe's most popular cities.
- The Eiffel Tower, located in Paris, is one of the most famous buildings in the world.
- The Eiffel Tower is 324 meters tall.
- The river Loire is the longest river in France. It is unusual because it is entirely contained within the French borders.
- Paris is the largest city in France with 2.2 million people living there.

Enrichment Opportunities



Famous landmarks

Le Tour Eiffel

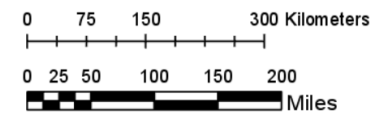
- The Eiffel Tower, located in Paris, is one of the most famous buildings in the world. It was built in 1889.
- The Eiffel Tower is 324 meters tall.
- It was built to mark the 100th anniversary of the French Revolution.
- When it was built, the Eiffel Tower was the tallest man-made structure in the world.
- The tower is named after Gustave Eiffel, the engineer whose company designed the building.

L'Arc de Triomphe

- It took 30 years to build the Arc.
- Napoleon I commissioned the Arc in 1806 after his great victory at the Battle of Austerlitz (1805).
- It is 164 feet high and 148 feet wide.
- Each of the 4 pillars represent a different meaning and were designed by different artists.
- The flame at the bottom of the Arc has been burning for 100 years. It was lit on 11th November 1923.

Le Louvre

- The Louvre is the biggest museum in the world. It is an art museum.
- It is the home to the Mona Lisa painting.
- It would take about 100 days to see all of the art in the museum.



Map scale refers to the relationship between distance on a **map** and the corresponding distance on the ground. For example, on a 1:100000 **scale map**, 1cm on the **map** equals 1km on the ground.

Human geography: how human activity affects or is influenced by the earth's surface.

Physical geography: is the study of the processes that shape the Earth's surface, the animals and plants that inhabit it.

Types of map

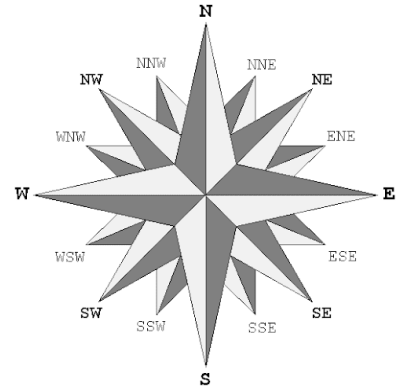
Relief map: shows the height of the land

Political map: shows the county, state or country boundaries and capital cities

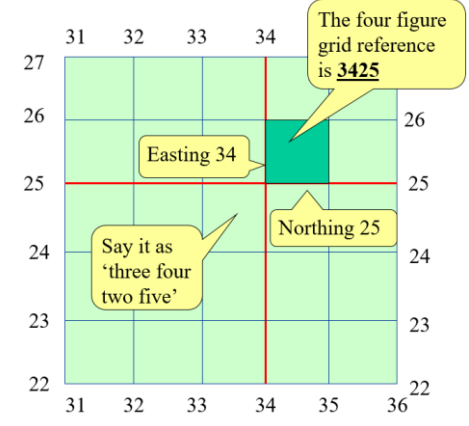
Chloropleth map: uses differences in shading, colouring, to indicate the average values of a particular quantity in those areas

OS map: a smaller scale representation of all of the human and physical geography in an area

16 point Compass Rose



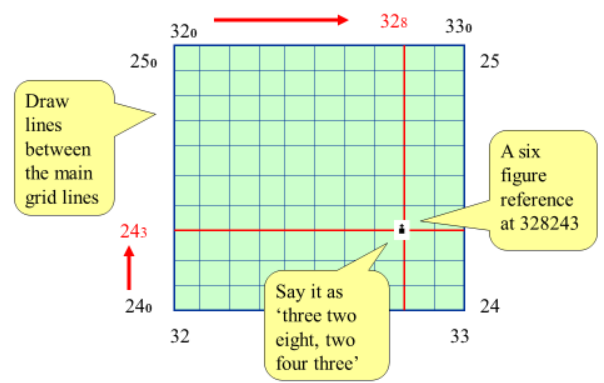
Four figure grid references



The British Isles



Six figure grid references



Continents and oceans



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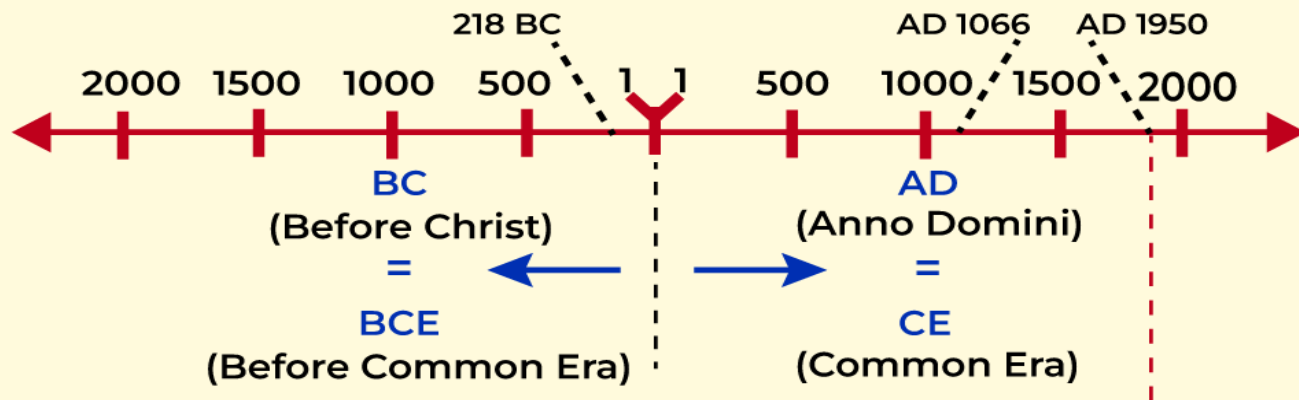
Enrichment Opportunities

<https://www.bbc.co.uk/bitesize/guides/z6j6fg8/revision/1>
Use the link above to extend your knowledge of OS maps and improve your skills. Test yourself with the quiz at the end. You can keep working on your map skills at <https://www.ordnancesurvey.co.uk/mapzone/>



What is History?

1.1 Chronology



Working out centuries

Sometimes in History you'll need to know what century a year is in, here's how to work it out!

A century= 100 years

Year	Century
001-100	1 st Century
101-200	2 nd Century
201-300	3 rd Century
901-1000	10 th Century
1001-1100	11 th Century
1501-1600	16 th Century
2001-2100	21 st Century

Handy Hint

Century= Number of hundreds + 1.

Except when the year ends in 00!

If you need to work out the Century and the year is a BC year, then it works in the exact same way, we just add BC after the Century.

For example- The year 132BC would be in the 2nd Century BC.

1.2 Key Historical Concepts

Cause	Things that lead directly to another event
Short Term Cause	Causes that occurred only a few hours, days or weeks before the event that is being studied.
Long Term Cause	Causes that existed for years, decades or centuries before the event that is being studied
Consequence	Things that occurred because of the event being studied.
Significance	How important an event is
Source	Documents of any kind that record an event in history. E.g. a diary, a cartoon, a medieval manuscript are all sources
Interpretation	Created by later historians and others, telling the story of an event from a particular viewpoint. E.g. a history book, a documentary, a film, historical fiction are all interpretations

“History is not the past but a map of the past, drawn from a particular point of view, to be useful to the modern traveller.”

Henry Glassie, US historian



The Roman Empire

753 BC According to legend Rome is founded by twins Romulus and Remus

510 BC last Roman King Lucius Superbus overthrown

509 BC Rome becomes a republic ruled by elected officials.

131 BC Rome controls the Mediterranean coast from Spain, North Africa and to the edge of Asia

45 BC Julius Caesar seizes power as dictator of Rome and is assassinated in 44BC

27 BC Octavian becomes the first Roman Emperor he takes the name Augustus

AD 98-117 Rome reaches its greatest size under the Emperor Trajan

AD 476 the Roman Empire collapses



753-510 BC foundation of Rome and rule of seven kings

510 BC – 31 BC Rome ruled as a republic by an elected Senate

31 BC AD 476 Rome ruled as an Empire expands to its largest extent then falls

Key Terms

Republic: A form of government where the people chose or elect their leaders.

Empire: A large number of territories or countries ruled by one ruler with total authority

Colony: A distant country under the control of a foreign power

Democracy: A form of government where decisions are made by the majority either through voting or via their elected representatives.

Dictatorship: A form of government where decisions are made by one person with absolute control.

Key People

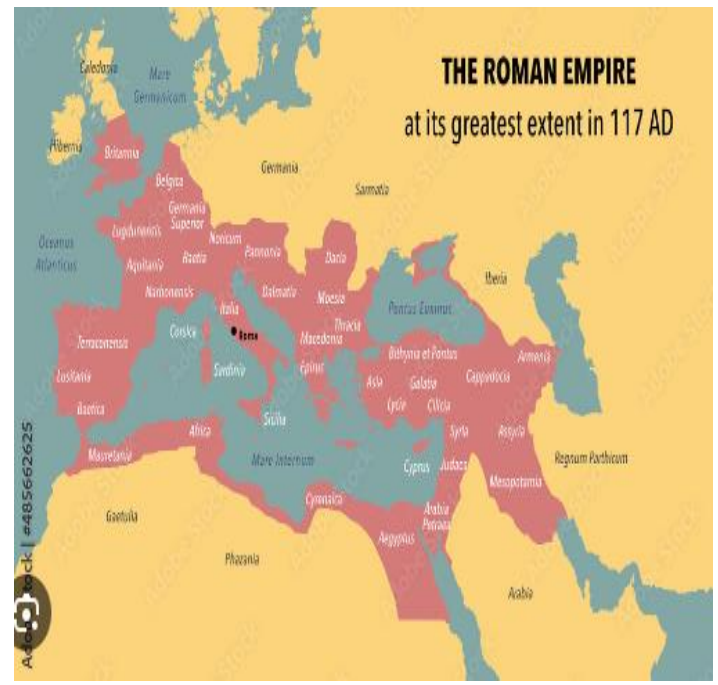
Romulus and Remus: Two brothers who legend says created the city of Rome

Julius Caesar: Roman senator who seized power in 45 BC to become dictator for life. He was killed by his fellow senators on the ides of March 44BC

Augustus: Great Nephew of Julius Caesar who became the first Emperor of Rome in 27BC after a civil war

Claudius: Roman Emperor from AD 41-51 he began the invasion and conquest of Britain in AD 43.

Hadrian: Roman emperor from AD 117-138 he ruled over the Empire at its largest extent and built Hadrian's Wall across the border of Scotland and England to mark the Empire's most northerly limit



Summary

Sea Shanties date back to at least the mid-1400s. The shanty was simply a working song that ensured sailors worked together on tasks like hoisting the sails. The key to making this happen was for them to sing each song, or shanty, in **rhythm**, with the task at hand. There would normally be a **solo** singer, a shantyman, who would lead the singing of the songs with the crew joining in for the **chorus**. The word '**Shanty**' is said to come from the French verb 'chanter' meaning 'to sing'.

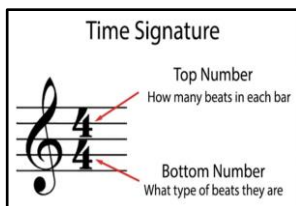
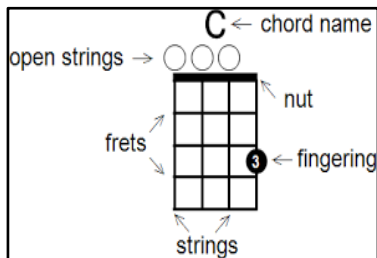
Key Terms

Pitch – How high or low a note is
Strumming – Playing all strings of the ukulele in a rhythmic motion
Forte *f* – Loud dynamics **Piano *p*** – Soft dynamics
Crescendo – Gradually getting louder
Chord – More than two notes played at the same time.
Triad – A basic type of chord made up of three notes.
Chord Sequence – A series of chords that are repeated in sequence
Ukulele – a stringed instrument with 4 strings played like a guitar



MAD T-SHIRT

Melody – the tune, combination of different pitches of notes
Articulation – the way it is played
Dynamics – how loud the music is
Texture – layers of sound **Thick / Thin**
Structure – the order in which the music happens
Harmony – How the notes sound together.
Chords, notes played at the same time
Instrumentation – Ukulele, Vocals
Rhythm and Tempo – combination of long and short notes, fast or slow, **bpm** – Beats Per Minute
Timbre – the quality of the sound



Extension and Further Listening

https://www.youtube.com/watch?v=UNVFt5vkWc&list=RDEMNmqKulsFk_C6jK_bwgL-QA&start_radio=1
<https://listcaboodle.com/11-best-sea-shanties-of-all-time/>
 The Drunken Sailor'; 'Blow The Man Down'; 'Sloop John B'; 'Wellerman'.

Composition

Stretch

- Can notate compositions using appropriate formats
- Can identify and use chords I, IV and V accurately
- Can improvise effective melodies
- Can compose using a variety of compositional techniques



Secure

- Can combine rhythm, tempo and pitch accurately
- Can identify and compose using basic musical structures such as Binary (AB) or Ternary form (ABA)
- Can compose using a variety of instruments including technology
- Can explore correct use of instrumentation

Performing

Stretch

- Can confidently perform a piece of music to an audience
- Can take the lead when working in a group and organize group work
- Perform on a number of instruments accurately



Secure

- Can identify the notes on a Keyboard
- Can perform simple melodies on a keyboard using correct rhythms and pitch
- Can follow appropriate notation for various instruments and understand how to play an individual part
- Can perform as part of a group staying in time

Evaluating

Stretch

- Can identify targets to improve your own and others work
- Can identify elements of music when listening to music using correct terminology, MAD T-SHIRT
- Can reflect and improve your work throughout a project



Secure

- Can identify What Went Well in your own and others work
- Can use the correct terminology for Pitch, Tempo and Dynamics when evaluating work
- Can identify how to improve your work



Rules of The Game

Attacking Rules

- The player must bounce, or dribble, the ball with one hand while moving both feet. If, at any time, both hands touch the ball or the player stops dribbling, the player must only move one foot. The foot that is stationary is called the pivot foot.
- The basketball player can only take one turn at dribbling. In other words, once a player has stopped dribbling, they cannot start another dribble. A player who starts dribbling again is called for a double-dribbling violation and loses the basketball to the other team. A player can only start another dribble after another player from either team touches or gains control of the basketball, this is usually after a shot or pass.
- The ball must stay in bounds. If the offensive team loses the ball out of bounds the other team gets control of the basketball.
- The players hand must be on top of the ball while dribbling. If they touch the bottom of the basketball while dribbling and continue to dribble this is called carrying the ball and the player will lose the ball to the other team.
- Once the offensive team crosses half court, they may not go back into the backcourt. This is called a backcourt violation. If the defensive team knocks the ball into the backcourt, then the offensive team can recover the ball legally.

Defending Rules

- The main rule for the defensive player is not to foul. A foul is described as gaining an unfair advantage through physical contact. There is some interpretation that has to be made by the referee, but, in general, the defensive player may not touch the offensive player in a way that causes the offensive player to lose the ball or miss a shot.
- Basketball players cannot kick the ball or hit it with their fist.

Positions

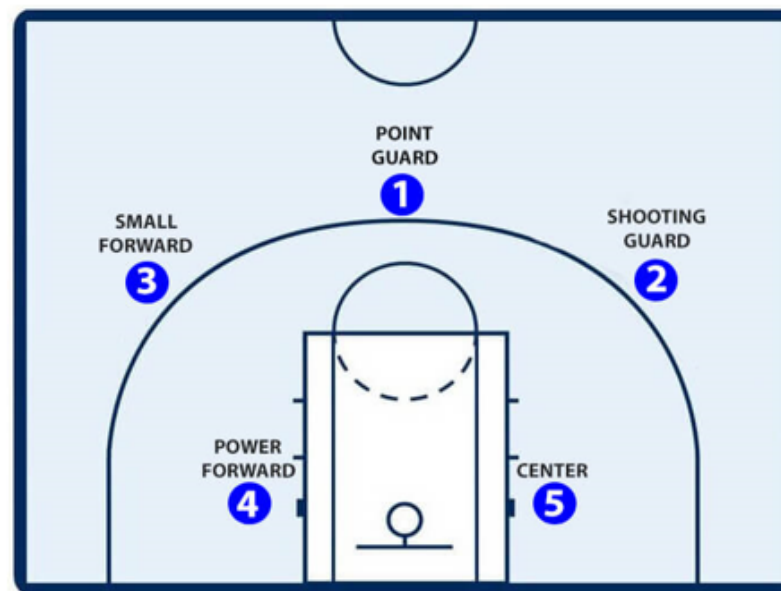
The Centre is usually the team's tallest and strongest player and is positioned under the basket. They are required to be physically domineering with more physical strength and athleticism.

Power Forward are usually the second tallest in the team and are the closest to the centre in terms of physical attributes and playing style but with more speed.

The Small Forward is usually the shorter of the two forwards on the team but plays the most versatile role out of the main five positions.

Shooting guard Potentially the shortest player on the team, the Shooting Guard is the team's best outside shooter. Besides being able to shoot well, they need to be good at dribbling fast, passing and having court vision.

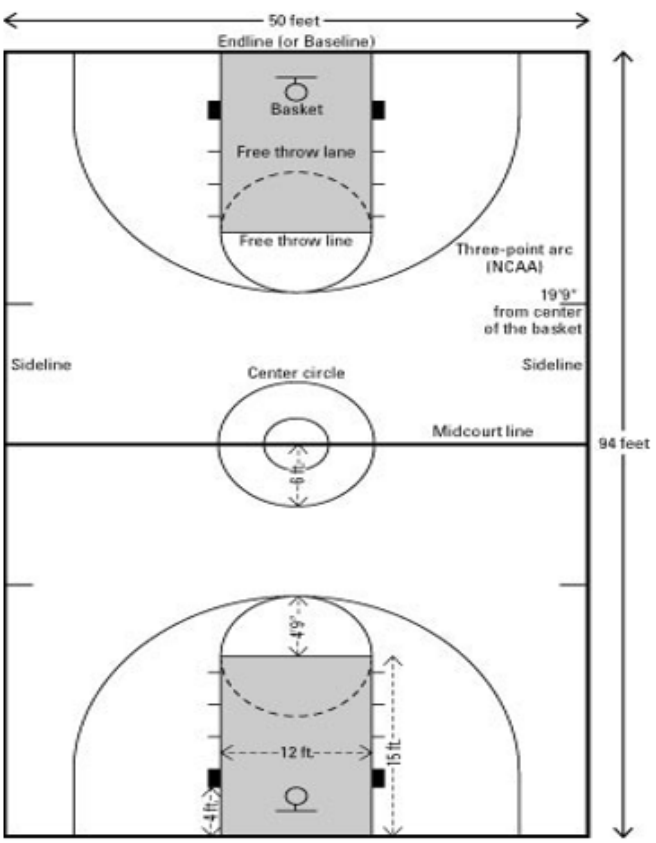
The Point Guard is usually the shortest but the best ball handler on the team. Also known as the 'coach on the floor' or the 'floor general', a point guard is responsible for directing plays.





Pitch Markings

Along the length of the court, the borders are the side-lines. Along the ends, the borders are the end-lines, or baselines. Separating both halves of the court is a midcourt line. In the very centre of the midcourt line is the centre circle (12 feet in diameter), where the centre toss takes place to begin the game.



Scoring

The winner of a basketball game is the team with the most points. You get points by throwing the basketball through the opponent's hoop or basket.

In regular play a basket made from within the three-point line is worth 2 points and a basket shot from outside the three-point line is worth three points. When shooting a free throw, each free throw is worth 1 point.



When a player is shooting a foul shot, the remaining nine players on the court must stand in designated locations. They can stand in the blocks along the sides of the free-throw lane or back behind the free-throw shooter. The team whose player is not shooting free throws must be allowed to stand closest to the rim during the shot.

Key Terms

Alley-Oop: When one player jumps and catches a pass from another player and simultaneously dunks the ball or shoots it in before landing.

Box Out: When a shot goes up, players use this technique, which involves widening their stance and arms and using their body as a barrier to get in better rebounding position.

Carry: This penalty, which results in a turnover, occurs when a player holds the ball excessively at the apex while dribbling.

Charge: This penalty, which results in a turnover, occurs when an offensive player with the ball runs into a stationary defensive player and knocks him or her over.

Double Dribble: This penalty, which results in a turnover, occurs when a player dribbles the ball with both hands. It also occurs when a player dribbles, stops dribbling, and then begins to dribble again.

Fast Break: An offensive action where a team attempts to advance the ball and score as quickly as possible after a steal, blocked shot or rebound.

Free Throw: A free shot given to a player after a foul or a technical foul. The player shoots from the 15-foot free throw line while the rest of the players line up along the outside of the key.

Lay-Up: A shot taken close to the hoop, usually when a player is moving toward the basket.

Man-to-Man: A defensive strategy in which each player on the defensive team guards one person on the opposing team.

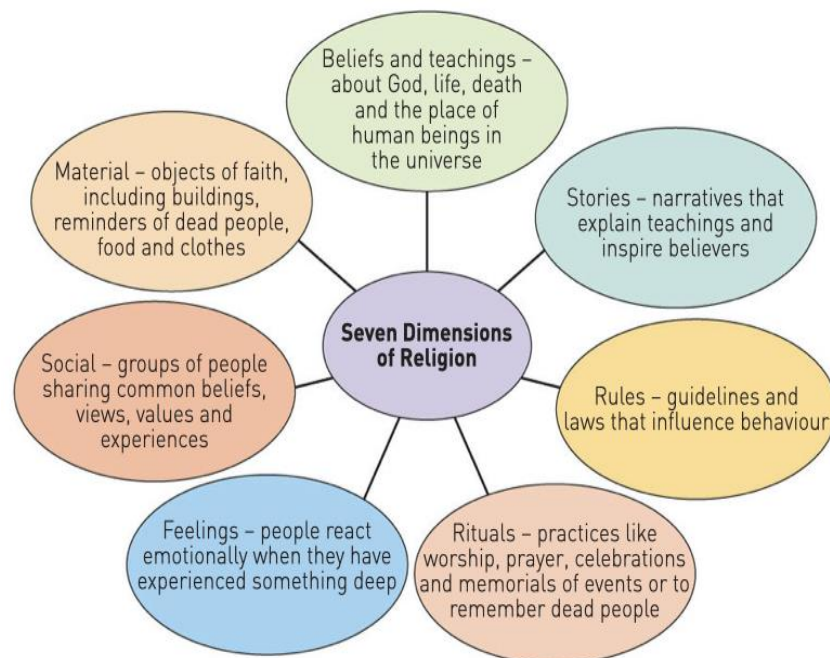


1.1 Key Vocabulary

Theism/Theist	The belief in God/Someone who believes in God
Monotheism/Monotheist	The belief in one creator God/ Someone who believes in one creator God
Polytheism/Polytheist	The belief in more than one God/ Someone who believes in more than one God
Atheism/Atheist	The belief that there is no God/ Someone who does not believe in God
Agnosticism/Agnostic	Being unsure of your belief in God/ Someone who is unsure of their belief in God
Animism	The belief that objects, place and creatures all possess a spiritual essence
Pluralism	People of different beliefs, background, and lifestyles coexisting in the same society
Worldview	The way in which we experience and think about the world.

1.2 The Seven Dimensions of Religion

Smart decided that there are seven parts to a worldview. He called them the **Seven Dimensions of Religion**.



1.3 Religion in the world

Religion	People	World numbers	UK numbers	Started in	Main countries where practised today
Buddhism	Buddhists	500 million	63,000	India	Eastern Asia (Japan, Thailand, Sri Lanka, Nepal)
Christianity	Christians	2,300 million (2.3 billion)	33,000,000	Palestine/Israel	Worldwide (especially English-speaking countries)
Hinduism	Hindus	1,100 million (1.1 billion)	832,000	India	India
Islam	Muslims	1,800 million (1.8 billion)	4,130,000	Arabia	Middle East, Africa, Pakistan, Bangladesh
Judaism	Jews	14.5 million	290,000	Palestine/Israel	Worldwide (especially USA, Israel)
Sikhism	Sikhs	27 million	430,000	India	India, UK

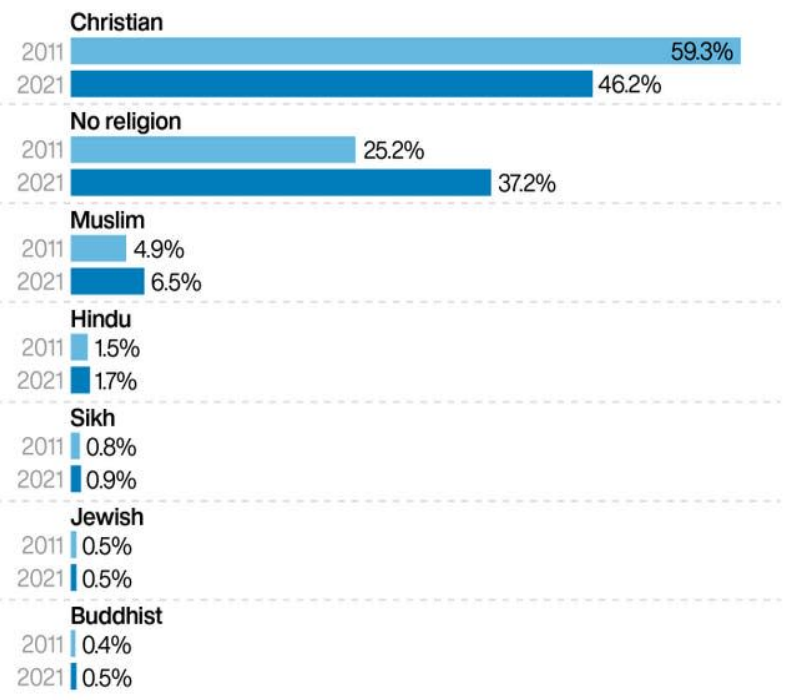
Revision Suggestions:

- 1). Create a flash card for each of the major world religions. On the back write down key information about that religion and use the flash card to help remember the facts.
- 2). Use the cover up technique, where you cover up certain statistics/facts and try to remember what was there.
- 3). Create a mind map to show how Christianity has influenced the UK using 1.5.



1.4 Religion in the UK

Religious belief among population of England & Wales



PA graphic. Source: ONS analysis of 2011 and 2021 census

1.2 Disciplinary Lenses (ways of studying religion)

Theology/Theologian

The study of the nature of God and religious belief. This approach is about studying what religious people believe and how that forms their worldview.

Philosophy/Philosopher

The study of the ideas about knowledge, right and wrong, reasoning, and the value of things. Philosophers seek to understand fundamental truths about themselves, the world in which they live, and their relationships to the world and to each other.

Social Sciences/Sociologist

The study of different religious group and the impact religion has on society. Using this approach Sociologists will use data to research the influence of religion.

Anthropology/Anthropologist

The study of human societies and cultures and their development. An Anthropologist is likely to study groups of people and their evolutionary history.

Psychology/Psychologist

The scientific study of the human mind and its functions. Psychologists may study the impact of religion on the mind and how its influences human behaviour.

1.5 The impact of Christianity in the UK

Christianity has helped shape UK traditions and culture, For example:

- School terms have been arranged around Christian festivals
- The Christian calendar influences British traditions such as Valentine's day (a Saint's Day), Pancake Day (or Shrove Tuesday) and Hallowe'en (the day before All Saint's Day).
- There are restrictions on the hour's shops can open on Sunday, the Christian day of rest. Large stores are not allowed to open on Christian festivals such as Christmas and Easter Day.
- Many people in the UK have names that come from the Bible, such as Daniel, Sarah and Hannah.
- The UK parliament consists of two 'houses', The House of Commons and The House of Lords. The House of Lords are split into two types. Lords Temporal are appointed by the monarch, but the Lords spiritual are 26 of the most senior Church of England Bishops. Laws needed to be passed by both houses.
- Most of the UK laws come from the 10 Commandments e.g. 'Do not kill'.