

Maidenhill School

Knowledge Organiser

Year 7 – Term 2



Be kind, Aspire, Persevere, Achieve

Name:

Tutor:

Planner - Term 2



Week 1	Notes
Monday 4 th November	
Tuesday 5 th November	
Wednesday 6 th November	
Thursday 7 th November	
Friday 8 th November	

Week 1	Notes
Monday 18 th November	
Tuesday 19 th November	
Wednesday 20 th November	Y7 Intercommunity matches p2 and 3
Thursday 21 st November	
Friday 22 nd November	

Week 2	Notes
Monday 11 th November	Remembrance Day
Tuesday 12 th November	Odd Socks Day
Wednesday 13 th November	
Thursday 14 th November	
Friday 15 th November	

Anti-Bullying Week

Week 2	Notes
Monday 25 th November	
Tuesday 26 th November	
Wednesday 27 th November	
Thursday 28 th November	
Friday 29 th November	



Week 1	Notes
Monday 2 nd December	
Tuesday 3 rd December	
Wednesday 4 th December	
Thursday 5 th December	
Friday 6 th December	
Week 2	Notes
Monday 9 th December	
Tuesday 10 th December	
Wednesday 11 th December	6.30pm Y7 performance of TWIST
Thursday 12 th December	Christmas Jumper Day
Friday 13 th December	

Week 1	Notes
Monday 16 th December	
Tuesday 17 th December	
Wednesday 18 th December	
Thursday 19 th December	6.30pm Winter Showcase
Friday 20 th December	

Notes...

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 (this is issued by the 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

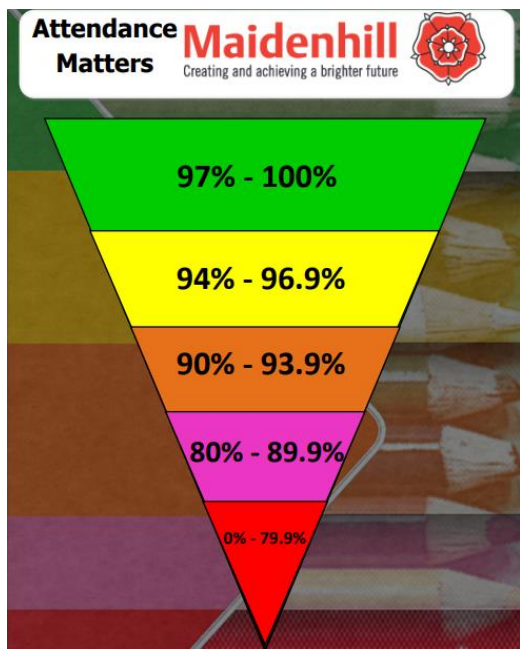
Date and time	Reason	Staff signature

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

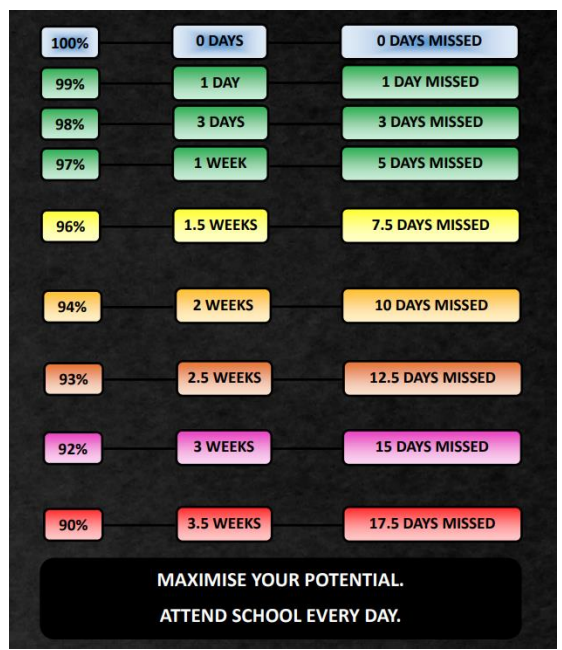
Reporting your concerns



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								

Attendance - Term 2

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 when in the school building**
- ❖ 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 – only use 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 student may be excluded include:

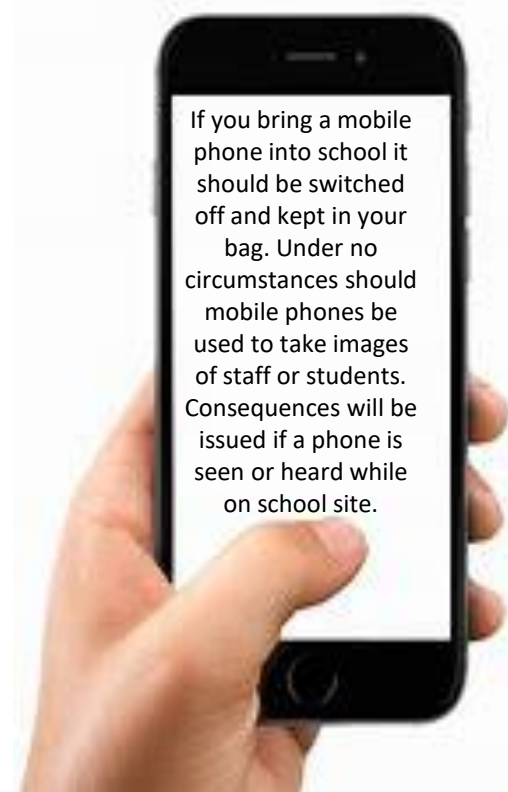
- In possession, under the influence of or dealing in illegal drugs. This also extends to alcohol and other toxic substances
- Serious physical or verbal aggression towards others
- Serious rudeness, defiance, threatening behaviour or inappropriate language towards a member of the school staff
- Anti-social 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 to be brought into school:

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

Smoking is not permitted in school or on the way to and from school. Students found to be smoking/vaping or in possession of smoking/vaping 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



With the support of **Andy and the Odd Socks**

This **ANTI-BULLYING WEEK** we are holding

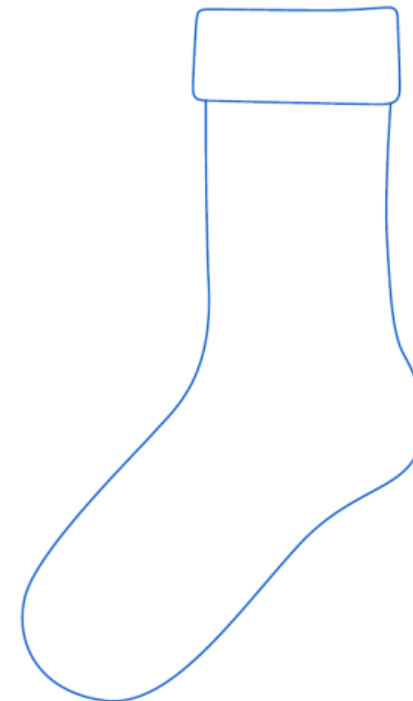
ODD SOCKS DAY on
TUESDAY 12TH NOVEMBER 2024

Odd Socks Day

Come to school wearing your odd socks to celebrate what makes us all unique!

#OddSocksDay
#AntiBullyingWeek
#ChooseRespect

Design your own odd socks...



WHAT IS ODD SOCKS DAY?

Odd Socks Day is part of Anti-Bullying Week! To celebrate that we are all unique, we ask that you wear odd socks to work, school or wherever you go on Tuesday 12th November. Andy Day (CBeebies/CBBC) and his band Andy and the Odd Socks are partnering with the Anti-Bullying Alliance to help bring Odd Socks Day to life again this year. Have a listen to the brilliant song they have recorded especially for Anti-Bullying Week, 'Choose Respect'.

WHY IS ODD SOCKS DAY IMPORTANT?

The day sends an important message that we should all be allowed to be ourselves free from bullying and helps us celebrate Anti-Bullying Week in a fun and positive way.

WHAT DO WE NEED FROM YOU?

It's so easy! 😊 Here's what you do:

- 1. Make sure you wear odd socks.**
- 2. Donate £1** (or whatever you can afford) to help the Anti-Bullying Alliance carry on important work.
- 3.** If you want to, you can share a photo or video online and feel free to add the 'Choose Respect' audio to your posts! Don't forget to tag us using **#OddSocksDay** **#AntiBullyingWeek** and tag **@ABAonline** and **@AndyOddSock** on X. Or **@AntiBullyingAlliance** and **@AndyandtheOddSocks** on Instagram.

Tuesday
12TH
November



What is Remembrance Day?

Remembrance Day is an annual event, where we remember all the people who have lost their lives while serving in the armed forces. It's also called Armistice Day or Poppy Day.

In Britain, Remembrance Day has been a tradition since the end of the First World War. It's also celebrated in many countries across the globe. People from different backgrounds, cultures, and religions come together to honour Remembrance Day. We remember the bravery and courage of those who fought in the World Wars on Remembrance Day. But we also commemorate all those who have served in the armed forces since, and those who are serving in the armed forces today.

When is Remembrance Day 2024?

Remembrance Day 2024 will take place on Monday 11th of November. Remembrance Day is celebrated every year on the 11th of November. This is because during WW1, the conflict ended "at the eleventh hour of the eleventh day of the eleventh month".

How is Remembrance Day commemorated in the UK?

From laying Remembrance Day poppy wreaths to watching parades, there are lots of ways that people in Britain commemorate Remembrance Day each year.

One important moment that happens every year on Remembrance Day is a two-minute silence. Held at 11:00 a.m. on the 11th November, the silence takes place across the country.

Colour in
and
reflect...

WE WILL

REMEMBER THEM





REMEMBRANCE DAY

WORD SCRAMBLE

- 1. IMiatyri _____
- 2. reyrBva _____
- 3. taeulS _____
- 4. eesrHo _____
- 5. eebarnemcRm ayD _____
- 6. luBeg _____
- 7. oriaemIM _____
- 8. uoorHn _____
- 9. rhteWa _____
- 10. ccSaierif _____

- 11. mrmeebRe _____
- 12. oypPp _____
- 13. arW _____
- 14. sCors _____
- 15. nvtEehle _____
- 16. eevomrbN _____
- 17. laeMd _____
- 18. eclSnei _____
- 19. yAmr _____
- 20. odrleSi _____



Review Point 1



	Attitude to Learning	Attitude to homework	Organisation
Outstanding because student...	<p>...always engages with activities showing resilience when challenged</p> <p>...actively seeks ways to improve work and responds effectively to feedback</p> <p>...demonstrates consistently high levels of effort and focus</p>	<p>...always demonstrates high levels of determination and motivation</p> <p>...works hard to proof read IS for spelling, punctuation and grammar (SPAG)</p> <p>...shows great pride in their presentation of homework</p>	<p>...is always on time to lessons and enters the classroom ready to learn</p> <p>...always brings correct equipment</p> <p>...always meets deadlines and is well prepared for tests, assessments and exams</p>
Good because student...	<p>...engages with activities often showing resilience when challenged</p> <p>...improves their work by responding to feedback</p> <p>...demonstrates high levels of effort and focus</p>	<p>...often demonstrates determination and motivation</p> <p>...proof reads IS for spelling, punctuation and grammar (SPAG)</p> <p>...shows pride in their presentation of homework</p>	<p>...is on time to lessons and enters the classroom ready to learn</p> <p>...brings the correct equipment</p> <p>...meets deadlines and is prepared for tests and exams</p>
Not yet good because student...	<p>...sometimes engages with learning activities but can be passive</p> <p>...responds to feedback but doesn't always work hard enough at this</p> <p>...sometimes demonstrates high levels of effort and but not consistently</p>	<p>...sometimes demonstrates determination but sometimes effort is below expectation</p> <p>...checks IS for spelling, punctuation and grammar (SPAG) but could put more effort into this</p> <p>...could take more pride in their presentation of homework</p>	<p>...does not always arrive on time and/or is not always ready to learn.</p> <p>...sometimes forgets to bring the correct equipment for learning</p> <p>...sometimes does not meet deadlines and/or is not prepared for tests and exams</p>
Urgent improvement required because student...	<p>...rarely engages with learning activities and not at the standard expected</p> <p>...rarely improves their work by responding to feedback and doesn't put enough effort into this</p> <p>...can make poor choices regarding behaviour and/or disrupts the learning of others</p>	<p>...rarely demonstrates determination and effort is often below expectation</p> <p>...makes insufficient effort to proof read for spelling, punctuation and grammar (SPAG)</p> <p>...rarely takes pride in their presentation of homework</p>	<p>...is often late to lessons and/or often enters the classroom not ready to learn</p> <p>... often lacks the correct equipment</p> <p>...often misses deadlines and/or is often unprepared for tests and exams</p>
X	Teacher is unable to comment due to student absence.	Teacher is unable to comment due to student absence.	Teacher is unable to comment due to student absence.



Subject	Attitude to Learning	Attitude to Homework	Organisation
English			
Maths			
Science			

Reflections and Goal Setting

I am proud of

.....

My first key area for development is

.....

I will do this by

.....

My second key area for development is

.....

I will do this by

.....

Student signature

Parent/Carer signature

Tutor signature



Term 2 Task 1

Question 1 Work out $\frac{5}{8} + \frac{1}{8}$	Question 2 Work out $\frac{3}{7} - \frac{1}{7}$	Question 3 Workout $1100 \div 100 =$	Question 4 Workout $10000 \div 1000 =$
Question 5 Complete $100 \text{ mm} = \dots\dots\text{cm}$	Question 6 Complete $60 \text{ mm} = \dots\dots\text{cm}$	Question 7 Write in figures : Sixty three thousand, five hundred and nine units	Question 8 Write in figures : five hundred, seven units and nine hundredths
Question 9 Find the missing number $? \times 9 = 54$	Question 10 Find the missing number $? + 6 = 9$	Question 11 Work out $6971 - 6893 =$	Question 12 Work out $17172 - 6383 =$
Question 13 Complete the equivalent fraction $\frac{5}{9} = \frac{25}{\dots\dots}$	Question 14 Complete the equivalent fraction $\frac{2}{3} = \frac{\dots\dots}{33}$	Question 15 Complete using $< = \text{ or } >$ $-10 ? 0$	Question 16 Complete using $< = \text{ or } >$ $-15 ? -16$
Question 17 Work out $60 \times 30 =$	Question 18 Work out $40 \times 80 =$	Question 19 Express $\frac{3}{2}$ as a mixed number	Question 20 Express $\frac{11}{3}$ as a mixed number

SKILLS CHECK



Score

15



Term 2 Task 2

Question 1 Work out $\frac{4}{8} + \frac{2}{8}$	Question 2 Work out $\frac{5}{8} - \frac{2}{8}$	Question 3 Workout $5300 \div 100 =$	Question 4 Workout $930 \div 10 =$
Question 5 Complete $50 \text{ mm} = \dots\dots \text{cm}$	Question 6 Complete $800 \text{ cm} = \dots\dots \text{m}$	Question 7 Write in figures : 15 thousand, six tens and six units	Question 8 Write in figures : three units, eight tenths and four hundredths
Question 9 Find the missing number $? + 4 = 9$	Question 10 Find the missing number $? \div 4 = 11$	Question 11 Work out $19519 - 10649 =$	Question 12 Work out $19748 - 11128 =$
Question 13 Complete the equivalent fraction $\frac{3}{8} = \frac{\square}{88}$	Question 14 Complete the equivalent fraction $\frac{5}{7} = \frac{45}{\square}$	Question 15 Complete using $< = \text{ or } >$ $-10 ? -4$	Question 16 Complete using $< = \text{ or } >$ $-17 ? -7$
Question 17 Work out $30 \times 60 =$	Question 18 Work out $70 \times 50 =$	Question 19 Express $\frac{16}{7}$ as a mixed number	Question 20 Express $\frac{14}{5}$ as a mixed number

SKILLS CHECK



Score



Term 2 Task 3

<p>Question 1 Work out $\frac{8}{10} + \frac{1}{10}$</p>	<p>Question 2 Work out $\frac{4}{9} - \frac{3}{9}$</p>	<p>Question 3 Workout $58000 \div 1000 =$</p>	<p>Question 4 Workout $6650 \div 10 =$</p>
<p>Question 5 Complete $34.3 \text{ m} = \dots \text{ cm}$</p>	<p>Question 6 Complete $80 \text{ mm} = \dots \text{ cm}$</p>	<p>Question 7 Write in figures : six units, three tenths and two hundredths</p>	<p>Question 8 Write in figures : 22 thousand, three tens and five units</p>
<p>Question 9 Find the missing number $? \div 3 = 3$</p>	<p>Question 10 Find the missing number $? - 3 = 8$</p>	<p>Question 11 Work out $9988 - 1624 =$</p>	<p>Question 12 Work out $15491 - 4214 =$</p>
<p>Question 13 Complete the equivalent fraction</p> $\frac{3}{7} = \frac{21}{\square}$	<p>Question 14 Complete the equivalent fraction</p> $\frac{3}{8} = \frac{\square}{40}$	<p>Question 15 Complete using $< = \text{ or } > 0 ? -1$</p>	<p>Question 16 Complete using $< = \text{ or } > -8 ? -16$</p>
<p>Question 17 Work out $70 \times 30 =$</p>	<p>Question 18 Work out $50 \times 80 =$</p>	<p>Question 19 Express $\frac{13}{6}$ as a mixed number</p>	<p>Question 20 Express $\frac{18}{5}$ as a mixed number</p>

SKILLS CHECK



Score



Term 2 Extra Practice 1

Question 1 Work out $\frac{4}{6} + \frac{1}{6}$	Question 2 Work out $\frac{5}{9} - \frac{3}{9}$	Question 3 Workout $500 \div 10 =$	Question 4 Workout $9000 \div 1000 =$
Question 5 Complete $33.9 \text{ m} = \dots \text{ cm}$	Question 6 Complete $700 \text{ cm} = \dots \text{ m}$	Question 7 Write in figures : nine tens, two tenths and nine thousandths	Question 8 Write in figures : 22 thousand, three tens and five units
Question 9 Find the missing number $? + 2 = 6$	Question 10 Find the missing number $? \times 11 = 132$	Question 11 Work out $16483 - 2621 =$	Question 12 Work out $12277 - 7576 =$
Question 13 Complete the equivalent fraction $\frac{5}{8} = \frac{\square}{40}$	Question 14 Complete the equivalent fraction $\frac{2}{5} = \frac{4}{\square}$	Question 15 Complete using $< = \text{ or } >$ $-4 ? -5$	Question 16 Complete using $< = \text{ or } >$ $-8 ? -6$
Question 17 Work out $20 \times 80 =$	Question 18 Work out $80 \times 20 =$	Question 19 Express $\frac{22}{5}$ as a mixed number	Question 20 Express $\frac{3}{2}$ as a mixed number

SKILLS CHECK



Score



Term 2 Extra Practice 2

Question 1 Work out $\frac{1}{4} + \frac{1}{4}$	Question 2 Work out $\frac{3}{10} - \frac{1}{10}$	Question 3 Workout $32300 \div 100 =$	Question 4 Workout $9300 \div 100 =$
Question 5 Complete $110 \text{ mm} = \dots\dots\text{cm}$	Question 6 Complete $650 \text{ cm} = \dots\dots \text{m}$	Question 7 Write in figures : two units, seven tenths and two hundredths	Question 8 Write in figures : seven tens, eight tenths and six thousandths
Question 9 Find the missing number $? + 9 = 14$	Question 10 Find the missing number $? \div 7 = 3$	Question 11 Work out $15982 - 6070 =$	Question 12 Work out $19014 - 10309 =$
Question 13 Complete the equivalent fraction $\frac{3}{5} = \frac{\square}{50}$	Question 14 Complete the equivalent fraction $\frac{7}{11} = \frac{14}{\square}$	Question 15 Complete using $< = \text{ or } >$ $-2 ? -12$	Question 16 Complete using $< = \text{ or } >$ $0 ? -3$
Question 17 Work out $50 \times 90 =$	Question 18 Work out $40 \times 30 =$	Question 19 Express $\frac{13}{7}$ as a mixed number	Question 20 Express $\frac{13}{6}$ as a mixed number

SKILLS CHECK



Score



Term 2 Extra Practice 3

Question 1 Work out $\frac{1}{3} + \frac{1}{3}$	Question 2 Work out $\frac{3}{7} - \frac{1}{7}$	Question 3 Workout $9270 \div 10 =$	Question 4 Workout $28000 \div 1000 =$
Question 5 Complete $550 \text{ cm} = \dots \text{ m}$	Question 6 Complete $38.2 \text{ m} = \dots \text{ cm}$	Question 7 Write in figures : four tens, nine tenths and seven thousandths	Question 8 Write in figures : five hundred, seven units and nine hundredths
Question 9 Find the missing number $? - 2 = 5$	Question 10 Find the missing number $? \div 11 = 6$	Question 11 Work out $19674 - 13983 =$	Question 12 Work out $12020 - 3608 =$
Question 13 Complete the equivalent fraction $\frac{3}{7} = \frac{33}{\square}$	Question 14 Complete the equivalent fraction $\frac{3}{7} = \frac{\square}{42}$	Question 15 Complete using $< = \text{ or } >$ $-11 ? -18$	Question 16 Complete using $< = \text{ or } >$ $-13 ? -12$
Question 17 Work out $30 \times 30 =$	Question 18 Work out $80 \times 50 =$	Question 19 Express $\frac{9}{6}$ as a mixed number	Question 20 Express $\frac{7}{2}$ as a mixed number

SKILLS CHECK



Score

20





Task 1

Current reading book:

Date:

Pages read:

What is currently happening?

Task 2

Read this paragraph, which is inspired by the novel, *The Boy in Striped Pyjamas*.

Using your green pen, correct the SPaG errors. This includes full stops, capital letters, commas and spelling errors.

The boy in the striped pyjamas walked slowly across the gras his head down and his hands by his sides his feet dragging in the dirt he glanced up only once to see the fence streching endlessly in front of him the sky above was a pale grey and the air felt hevly as he moved closer to the spot where he new his freind would be waiting the silence between them would say more than words ever could and the wait of the world seemed to press on their small sholders as they stood seperated by the cold unyeilding wire that divided them

Reminders:

- Start of a sentence: capitalise the first word of every sentence.
- Use a full stop to indicate the end of a statement and start the next sentence with a capital letter.
- Use a comma when joining two sentences with "but," or "or." Example: *She was late, but she finished the work.*
- After intro. words: use a comma after a word or phrase at the beginning of a sentence. Example: *After school, we played football.*
- Extra information: use commas to add extra details that aren't necessary for the sentence to make sense. Example: *My brother, who is 10, loves football.*



Task 3

Current reading book:

Date:

Pages read:

What is currently happening?

Task 4

How many DAFORRESTI techniques can you remember? Write them in the correct column and then see if you can add some examples from the list.

D		
A		
F		
O		
R		
R		
E		
S		
T		
I		

1. The cold, cruel conditions crushed countless lives.
2. *During the Holocaust, over **six million Jews** were murdered.*
3. *The boys shared moments of **laughter, friendship, and innocence.***
4. *The Holocaust was orchestrated by Adolf Hitler and the Nazi regime.*
5. *How can humanity ever justify the suffering of innocent children in times of war?*
6. **Imagine** yourself in Bruno's shoes.
7. *Bruno and Shmuel were **just boys—just boys** longing for friendship.*
8. Pavel is a deeply sympathetic character who represents a quiet strength.
9. *The **heartbreaking cries** of innocent children echoed through the cold, dark night.*



Task 5

Current reading book:

Date:

Pages read:

What is currently happening?

Task 6

An adjective is a word that describes or modifies a noun, giving more information about it. Adjectives can describe qualities, quantities, or characteristics such as colour, size, shape, emotion, and more. For example, in the sentence "*The blue sky is clear and vast,*" the words "blue," "clear," and "vast" are adjectives describing the sky.

All the adjectives have been removed from the paragraph below. Can you add some imaginative adjectives to help create a more effective description?

The sky hung low, a heavy blanket of _____, _____ clouds that seemed to suffocate the _____ sunlight struggling to break through. The air was _____ with a biting chill, swirling with the scent of _____ earth and decay. The _____ trees stood skeletal and _____, their _____ branches clawing at the wind like _____ fingers. Beneath them, the ground was a patchwork of _____ mud and scattered leaves, slick with rain and lifeless as if drained of all color. In the distance, an _____ stillness settled over the landscape, broken only by the distant, mournful cry of a _____ bird. The scene was a _____ portrait of quiet despair, every inch saturated with a sense of abandonment and loss.



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.*

100 Colorful Words to Use in Place of "Said"

Rhyme
Rhyming words occur very often in poems, sometimes in patterns.

Onomatopoeia
When a word imitates the sound it makes (e.g. BANG, SPLASH)

Rhymen
The flow of a poem, after expected by the punctuation and shape of a poem.

POETIC

TECHNIQUES

Similes
Compares two different things, using the words "like" or "as".

Metaphors
Identifies something as being the same as something else.

Repetition
When words and phrases are repeated multiple times.

Alliterations
More than one word beginning with the same letter (close together in text).

admitted
advised
agreed
assured
avowed



began
bragged
chatted
cheered
commented
convinced
crowded
exclaimed
gushed
instructed

bawled
complained
confessed
cried
croaked
denied
fretted
gaspd
groaned
gurgled
moaned
mumbled
objected
pleaded
protested
sniffled
sobbed
squeaked
stammered



argued
barked
bellowed
boasted
boomed
coughed
demanded
griped
growled
hissed
insisted
interrupted
jeered
ranted
raved

added
asked
babbled
bargained
blurted
chortled
clucked
explained
grumbled
gulped
grunted
lied
murmured
mused
muttered



Fiction...

LITERARY DEVICE	DEFINITION	EXAMPLE
Simile	A comparison using "like" or "as"	Her eyes were like shining stars
Metaphor	A comparison without using "like" or "as"	Life is a journey
Personification	Giving human qualities to non-human things	The wind whispered through the trees
Hyperbole	An exaggeration for emphasis	I've told you a million times
Alliteration	Repetition of the same sound at the beginning of words	Peter Piper picked a peck of pickled peppers
Onomatopoeia	Words that sound like what they mean	Buzz, hiss, sizzle
Irony	A contrast between what is expected and what actually happens	A fire station burning down
Foreshadowing	Hinting at what will happen later in the story	The ominous music in a horror movie
Symbolism	Using objects or actions to represent ideas or qualities	A dove as a symbol of peace
Imagery	Descriptive language that creates a picture in the reader's mind	The sun set over the ocean, painting the sky with shades of orange and pink

Non-fiction...

- Direct address
- Fact
- Opinion
- Rhetorical question
- Repetition
- Emotive language
- Statistics
- Three (list of)
- Imperative





Conjunctions

Addition

Further
Also
Too
Besides
Finally
Last
Additionally
In addition
Then

Summary

In short
In other word
Anyway
In brief
It seems
Clearly
In sum
After all
In general

Place

There
Here
In the back
Adjacent to
Next to
Nearby
Beyond
Opposite to
At that point

Example

Such as
For one thing
For instance
For example
That is
Specifically
Illustrated by
In particular

Comparison

Equally
A similar ...
Likewise
Similarly
Comparable
As with
Another ... like
In the same way

Time

Meanwhile
Finally
At last
Presently
Currently
In the past
In the meantime
Eventually
Immediately

PUNCTUATION

QUESTION MARK

?

Use at the end of a sentence when asking a question.

EXCLAMATION MARK

!

Use at the end of a sentence to express a strong feeling.

PERIOD

.

Use at the end of a sentence.

COLON

:

Use to introduce a list or a definition.

APOSTROPHE

'

Use in contractions and to show when something belongs to someone.

PARENTHESIS

()

Use to add extra information to a sentence without taking away from the idea.

HYPHEN

-

Use to join separate words to make one word.

COMMA

,

Use to separate parts in a sentence or in a list.

QUOTATIONS

" "

Use around words that are spoken.

ELLIPSIS

...

Use to show suspense or that someone is thinking.

THERE

(Refers to a place)
He went in the door over there.

THEIR

(Shows ownership)
Their cat is the sweetest.

THEY'RE

(A contraction for "they are")
They're going to the movies.

Verbs to sharpen your analysis

THIS SHOWS	THIS SUGGESTS	THIS HIGHLIGHTS	THIS INTERESTS
Demonstrates Reveals Exposes Discloses Uncovers Encapsulates Proves Validates Exhibits Establishes Denotes Displays Flaunts Showcases Presents	Implies Infers Hints at Signifies Connotes Denotes Insinuates Intimates Advocates Poses Conjures Symbolises Points towards Indicates Alludes to	Emphasises Stresses Reinforces Spotlights Underlines Accentuates Underscores Foreshadows Exaggerates Reiterates Magnifies Zeroes in on Promotes Publicises Pinpoints	Fascinates Amuses Satisfies Terrifies Enthrals Enthuses Stimulates Galvanises Animates Rouses Stirs Placates Provokes Deceives Astonishes





1.1 Key Vocabulary

Auschwitz: Auschwitz was the largest of the German Nazi concentration camps and extermination centres. Over 1.1 million men, women and children lost their lives here.

Anti-Semitism: Anti-Semitism, hostility toward or discrimination against Jews as a religious or racial group. The term Anti-Semitism was coined in 1879 by the German agitator Wilhelm Marr to designate the anti-Jewish campaigns under way in central Europe at that time.

Holocaust: The killing of millions of Jews and others by the Nazis before and during the Second World War.

Nazism: Full National Socialism was a totalitarian movement led by Adolf Hitler as head of the Nazi Party in Germany. Intense nationalism, mass appeal, and dictatorial rule; extreme both in its ideas and in its practice. It incorporates fervent Anti-Semitism, scientific racism, and the use of eugenics into its creed.

1.2 Key Quotes:

Challenge yourself to annotate these quotes:

‘We should never have let the Fury come to dinner.’
–Mother, Chapter 5

‘Those people ... well, they're not people at all, Bruno.’
–Father, Chapter 5

‘Just because a man glances up at the sky at night does not make him an astronomer.’
–Pavel, Chapter 7

‘Standing there in your uniform ... Not even caring what it means really. What it stands for.’
–Nathalie, Chapter 8

‘We are correcting history here.’
–Father, Chapter 13

‘If I had a pair of striped pyjamas ... I could come over on a visit.’
Bruno, Chapter 18

1.3 Contextual Knowledge

The Holocaust was the systematic, state-sponsored persecution and murder of six million Jews by the Nazi regime and its allies and collaborators. Holocaust is a word of Greek origin meaning ‘sacrifice by fire’. The Nazis, who came to power in Germany in January 1933, believed that Germans were ‘racially superior’ and that the Jews, deemed ‘inferior’, were an alien threat to the so-called German racial community.

1.4 How close is Auschwitz to Germany?

Map of Nazi Occupied Europe



Many people do not realise that Auschwitz was in fact in Poland. It was close to Germany but in an entirely different country. Auschwitz was probably chosen to play a central role in the ‘Final Solution’ because it was located at a railway junction with 44 parallel tracks—rail lines that were used to transport Jews from throughout Europe to their death.



If you want to challenge yourself, then consider some further reading around the subject:

1	The Boy at the Top of the Mountain.	John Boyne-2015
2	The Terrible Thing That Happened to Barnaby Brocket	John Boyne-2015
3	The Silver Sword	Ian Serrailier-1956
4	Survivors: True Stories of Children in the Holocaust	Allan Zullo-2005
5	The Diary of a Young Girl	Anne Frank

1.6 'Shelfie'

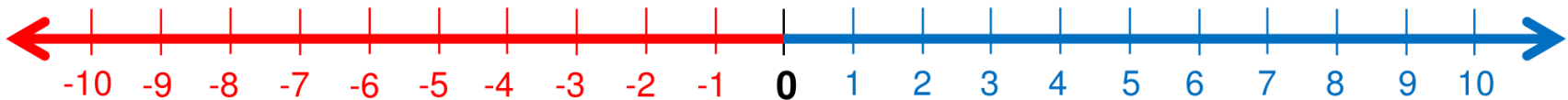


Enrichment Opportunities

Write a diary entry as Shmuel and explain what life is like at Auschwitz.

OR

Write a letter as Bruno about wanting to return to Berlin.



Multiplication Table Grid 1-12

X	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

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

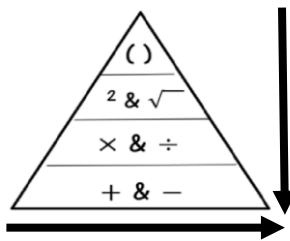
Factors: integers that multiply together to get another number.

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.



Brackets

Indices or roots

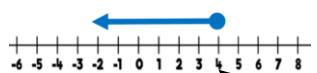
Division or Multiplication

Addition or Subtraction

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

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

Negative Numbers (M527, M106)



$$4 - 6 = -2$$

$$6 + -3 = 3$$



Zero Pairs

Multiplying with negative numbers (M288)

$$-3 \times 2 = -6$$



• = -1
• = 1

Your turn
 $2 - 5 =$
 $2 + -5 =$
 $-2 + 5 =$
 $-2 - 5 =$

$$-4 \times 5 =$$

$$4 \times -5 =$$

Addition and subtraction (M928, M347)

$$\begin{array}{r} 1 \leftarrow 10 \text{ of the units become 1 more in the tens column} \\ 329 \\ + 44 \\ \hline 373 \end{array}$$

$$\begin{array}{r} 2 \quad 1 \leftarrow \text{Take 1 from hundreds column and add it to the 2 tens} \\ \cancel{3}29 \\ - 44 \\ \hline 285 \end{array}$$

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

	4	6	
1	1	2	8
2	2	4	12
7	8	12	42
0	2		

Written method

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

\leftarrow this is 96×2
 \leftarrow this is 96×30
 \leftarrow 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)

$$362 \div 7 \rightarrow \text{Splitting 362 into 7 equal parts} \rightarrow \begin{array}{r} 51 \text{ r } 5 \\ 7 \overline{)362} \end{array}$$

Enrichment Opportunities

The invention of 'zero' and negative numbers

31





A1 Expressions and Formulae

What do I need to be able to do?

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

- Find outputs of simple functions
- Simplify algebraic expressions by collecting like terms
- Multiply and divide algebraic terms
- Use brackets with numbers and letters
- Write expressions and formulae using letter symbols
- Substitute integers into formulae

Key Words

Function: a relationship that instructs how to get from an input to an output.

Input: the number/ symbol put into a function.

Output: the number/ expression that comes out of a function.

Operation: a mathematical process (+, -, x, ÷)

Inverse: the operation that undoes what was done by the previous operation.

Expression: a maths sentence with at least two numbers and one math operation

Evaluate: work out

Variable: a letter used to represent an unknown number

Substitute: replace one variable with a number.

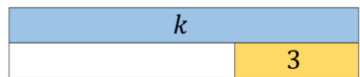
Formulae: a rule written with mathematical symbols

Using letters to represent numbers M813

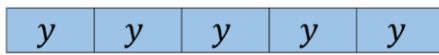
Letters represent an unknown number (called a variable).



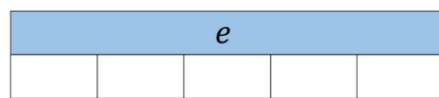
'd plus 8' or $d + \underline{\quad}$



'k subtract 3' or $k - 3$



'5 lots of y' ' $y+y+y+y+y$ ' or $5y$
Do NOT write in the multiplication symbol. It is invisible in algebra.



'e divided by 5' or $\frac{e}{5}$

Write division as a fraction.

Collecting like terms M795, M531

Expressions can be simplified by collecting like terms.

Like terms	Un-like terms
y and 7y	y and 7x
$2x^2$ and x^2	$2x^2$ and x^3
3ab and 2ba	5a and 3ab
5 and -2	5 and -2t

Note here ab and ba are commutative operations, so are still like terms

Examples

$$a + a + a =$$

$$2a + a + a =$$

$$3a - a =$$

$$5a + 2b + 3a =$$

$$4a + 3b - 2a + b =$$

$$2a - b - 5a + 3b =$$

Multiplying and Dividing Terms

M813

Multiplication symbol is invisible.

Multiply or divide integers.

Write the integer first.

$$2 \times a = 2a$$

$$a \times b = \underline{\quad}$$

$$2 \times 3a = \underline{\quad}$$

$$2b \times 3a = \underline{\quad}$$

$$\frac{10a}{5} = 2a$$

$$\frac{12b}{3} = \underline{\quad}$$

Expand and simplify

M237 and M792

Expand & Simplify:

$$3(x + 2)$$

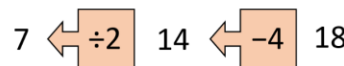
	x	+ 2
3	3x	+ 6

$$3(x + 2) = 3x + 6$$

Enrichment Opportunities



Function machines M175, M428



- Work out one step at a time.
- Do the inverse to find the input.



Atoms

Atoms are incredibly tiny particles that make up all substances.

There are 92 types of atom – one for each of the 92 elements that exist naturally.

Each type of atom has different properties (e.g., size or mass).

Elements

An **element**:

- cannot be broken down into other substances
- is made of one type of atom only.

Examples of elements include gold, potassium, carbon, and hydrogen.

The names and symbols of all the elements can be found on the **Periodic Table** of elements.

Elements in the Periodic Table are grouped together by their properties, which are different for each element.

										group number							0
1	2											3	4	5	6	7	0
Li	Be	H										B	C	N	O	F	Ne
Na	Mg											Al	Si	P	S	Cl	Ar
K	Ca	Sc	Ti	V	Cr	Mn	Fe	Co	Ni	Cu	Zn	Ga	Ge	As	Se	Br	Kr
Rb	Sr	Y	Zr	Nb	Mo	Tc	Ru	Rh	Pd	Ag	Cd	In	Sn	Sb	Te	I	Xe
Cs	Ba	La	Hf	Ta	W	Re	Os	Ir	Pt	Au	Hg	Tl	Pb	Bi	Po	At	Rn
Fr	Ra	Ac															

The **chemical symbol** for an element is universal – it is the same in every language, even if the name of the element is different.

Some examples of chemical symbols for common elements are:

hydrogen	H	sulfur	S
carbon	C	sodium	Na
oxygen	O	chlorine	Cl
nitrogen	N	magnesium	Mg

Key terms

Make sure you can write definitions for these key terms.

atom

chemical formula

chemical symbol

compound

element

molecule

Periodic Table

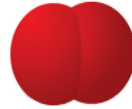
Molecules

A **molecule** is made up of atoms all chemically bonded to each other.

Molecules can be made up from:

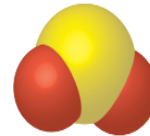
several of the same type of atom

for example, oxygen gas
 O_2



two or more types of atoms

for example, sulfur dioxide
 SO_2



Different elements have different masses. So, in a molecule, the different atoms that make it up have different masses.

For example, a molecule of water has two hydrogen atoms and one oxygen atom.

Chemical formulae

A **chemical formula** tells you how many of each atom there are in a molecule relative to each other.



two hydrogen atoms for every oxygen atom



two chlorine atoms for every one magnesium atom



one sodium atom for every one oxygen atom, and every one hydrogen atom

Compounds

Compounds:

- are made of two or more *different* atoms strongly joined together.
- can be broken down into other substances.

Naming compounds

In a compound made of a metal and a non-metal, the name of the metal comes first.

for example, iron bromide, magnesium fluoride

If the non-metal atom is oxygen, it is called oxide. If the non-metal atom is chlorine, it is called chloride.

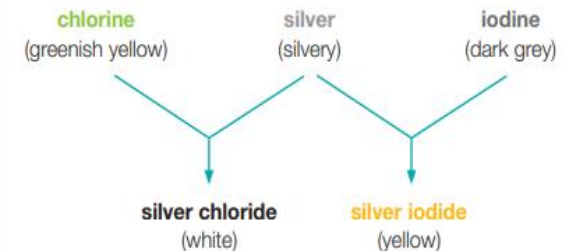
for example, copper oxide, sodium chloride

In a compound made of a non-metal and oxygen, oxygen comes second and is called monoxide if there is one oxygen atom or dioxide for two oxygen atoms.

for example, carbon monoxide, sulfur dioxide

When atoms join together to make a compound, the compound has properties that are different to the properties of the atoms that make them up.

For example, the colours of silver compounds are very different from the colours of the elements that make them up:



Enrichment Opportunities

Seneca Learning: <https://senecalearning.com/en-GB/>

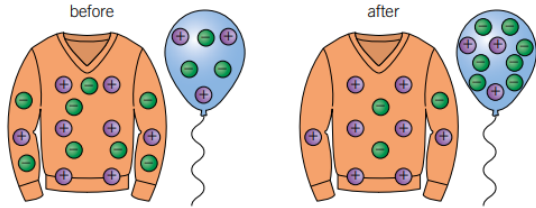
BBC Bitesize: <https://www.bbc.co.uk/bitesize/guides/zt2hvp4/revision/1>

Royal Institute of Science: <https://www.rigb.org/our-history/bragg-film-archive/properties-of-matter/atoms-and-molecules>



Charging up

Static electricity: by rubbing **insulators** together **electrons** are transferred, which gives the objects magnetic charges.



Like charges **repel**, and opposite charges **attract**.
Charged objects have **electric fields** around them.
These lines show how a positive charge will act.

Resistance

The **resistance** is a measure of how easy it is to pass through a component.

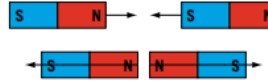
conductors – low resistance
insulators – high resistance

Resistance is calculated by measuring the potential difference and the current.

The unit for resistance is the **ohm (Ω)**.

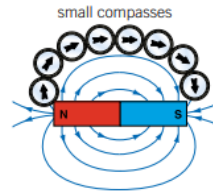
Magnets

- **Magnets** have north and south poles.
- Opposite poles attract, and the same poles repel:



Magnetic fields

- A magnet has a field around it.
- You can see the field around a bar magnet with a small compass or iron filings.
- If the lines are close together the field is stronger.



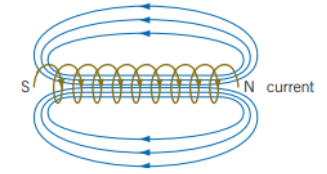
- The Earth has a magnetic field, which acts like a big bar magnet, with the south pole at the top of the planet.

Electromagnets

- **Electromagnets** are only magnetic when they have a flow of current, so they can be turned off.
- They are made by running a current through a coil of wire.
- They usually have an iron core in the middle of the coil, which makes them stronger.

You can make an electromagnet stronger by:

- adding more turns of wire on the coil
- using more current.



Uses of electromagnets

- moving cars or other metal objects
- sorting iron and steel from aluminium
- making motors and speakers
- making levitating trains, which travel much faster as there is no friction

How motors work

Applying a current to a coil of wire makes it electromagnetic.

This causes a force between the coil of wire and the permanent magnet nearby, driving a motor.

Circuits and currents

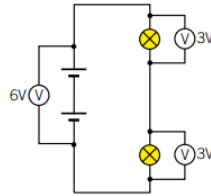
- Current is the amount of charge flowing per second.
- It is measured with an **ammeter** (connected in series).
- The unit for current is the **amp (A)**.

Series and parallel circuits

In a series circuit all of the components are connected in one loop. If one component or wire breaks, **current** stops flowing everywhere.

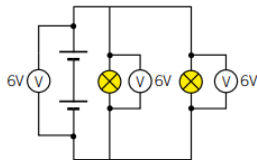
Series circuits

- contain only one loop
- the current is the same everywhere
- the **potential difference** across each component adds up to the potential difference across the battery



Parallel circuits

- contain multiple branches
- currents in all the branches add up to make the total current
- the potential difference across each component is the same as the potential difference across the battery



Potential difference

- Potential difference is the amount of energy transferred by the charges in the circuit.
- It is measured with a **voltmeter** (connected in parallel). The unit is the **volt (V)**.

Enrichment Opportunities

Static electricity practicals: <https://www.youtube.com/watch?v=ViZNgU-Yt-Y>

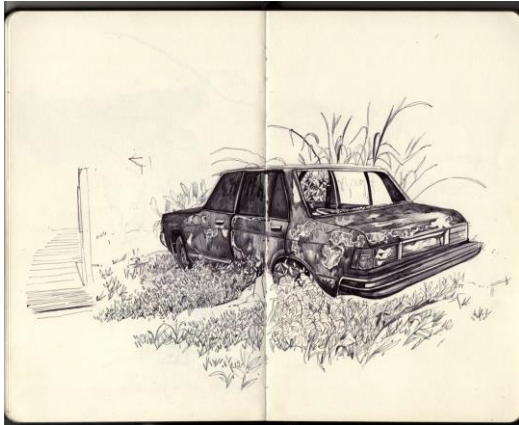
BBC Bitesize: <https://www.bbc.co.uk/bitesize/topics/zgy39j6> and <https://www.bbc.co.uk/bitesize/topics/zrvbkqj>

Seneca learning: <https://senecalarning.com/en-GB/>

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

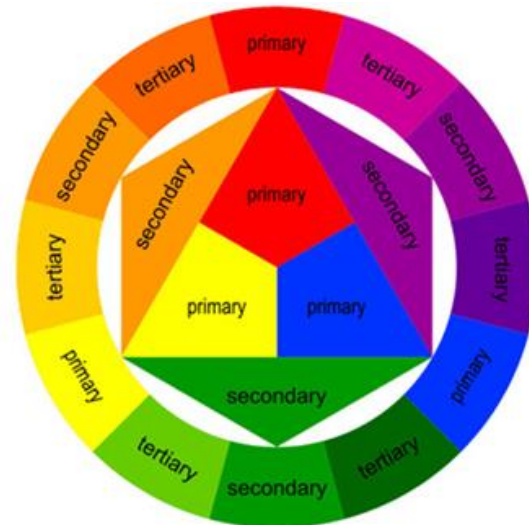
OR Grey = Yellow + Purple

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.

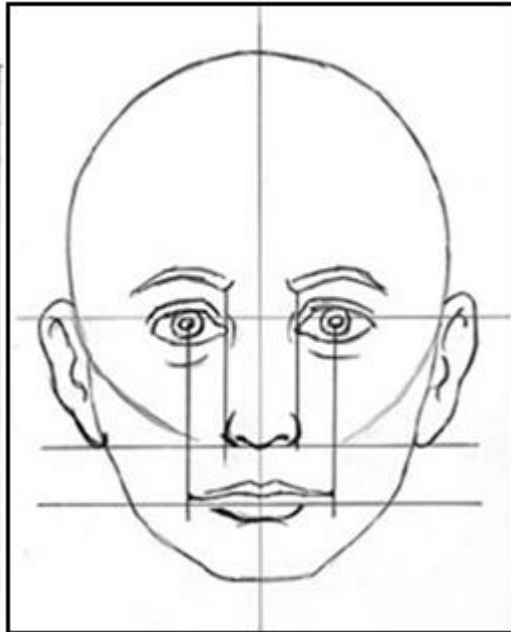
Layout- the arrangement of elements on a surface.

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.

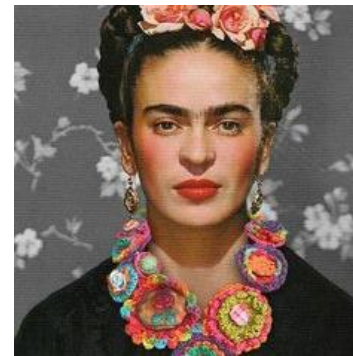
Enrichment: explore
www.tate.org.uk

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



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%

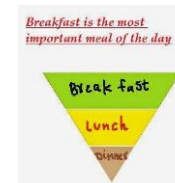
- Help the body to grow and stay healthy.
- Eat a range of meat, fish eggs, nuts, seeds, tofu, beans, and pulses.

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



Food preparation and nutrition



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 Māori 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 group's 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 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



E-Safety Key Terms

Antivirus Software	Designed to detect and destroy computer viruses
Bots	A bot is an automated program that runs over the Internet
Cyber Bullying	When someone continuously harrasses another person online
Cybersecurity	Is the body of technologies, processes and practices designed to protect networks, computers, programs and data from attack, damage or unauthorized access
Encryption	Encryption is the process of converting data to an unrecognizable or "encrypted" form. It is commonly used to protect sensitive information so that only authorized parties can view it
Firewall	It acts as a barrier between a trusted system or network and outside connections, such as the Internet.
Hacker	A person who uses computers to gain unauthorized access to data
Internet	Is a global system of interconnected computer networks that use the internet protocol suite
Malware	Software that is intended to damage or disable computers and computer systems
Phishing	The activity of defrauding an online account holder of financial information by posing as a legitimate company
Spyware	Software that enables a user to obtain convert information about another's computer activities by transmitting data from their hard drive
Trojan Horse	A program that claims to rid your computer of viruses but instead introduces viruses onto your computer
Virus	Computer viruses are small programs or scripts that can negatively affect the health of your computer.

Presentation of information

When presenting information you could use:

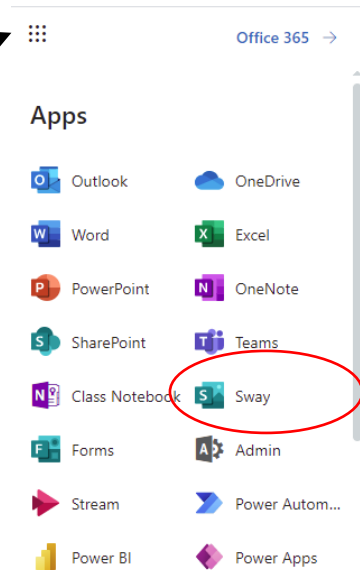
- Powerpoint
- Word
- Sway

Depending on what the purpose of the document is.

In this unit we will use Sway to present the information.

Accessing Apps

When in Office 365 online, you can access all Microsoft Apps from the icon in the top right hand menu button. Meaning that whenever you have an internet connection you can use these apps.



Sharing your work

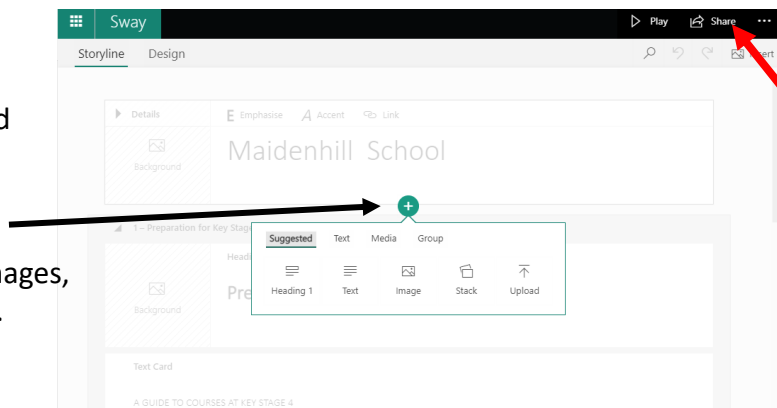
In Computing it is important to share your work with your teacher. Often you can find a Share button in the top or bottom corners of the applications we are using.

Sway

Sway allows you to add content using a card system.

To add further content click the + button underneath the first card.

Then it allows you to add headings, text, images, stack or allow you to upload your own files.



Enrichment Opportunities

- www.Thinkuknow.co.uk
- www.ceop.police.uk
- <https://www.cybersecuritychallenge.org.uk/>

Summary

There are many ways of performing poetry from solo readings to scenes acted out in groups. Poetry can be used within performances to keep the audience interested, to tell a story or to create a desired atmosphere. For example, you may have seen a narrator use poetry to draw the audience in at the beginning of a play. We will be looking at two poems this topic.

Jabberwocky by Lewis Carol is a nonsense poem that was written in 1871 in the novel *Through the Looking-Glass*, the sequel to *Alice's Adventures in Wonderland* (1865). The made-up language fits with Alice's confusing experience in wonderland.

Key Terms

Nonsense Poetry - A style of poetry that uses nonsense words or sounds. They don't always make sense and they often use made up words and sounds mixed up with real words.

Metaphor - A poetry technique that suggests what something is like by comparing it with something else with similar characteristics

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.

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

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: Freeze frames Levels Mime Cross cutting Choral Speaking

Extension and Further Info

Tips for performing poetry from Michael Rosen
<https://www.youtube.com/watch?v=RvV23xoZRkl>



Choral Speaking



Choral Speaking is a way of speaking as a group of actors. It can be used to create atmosphere or to emphasise parts of a performance. It is often spoken directly to the audience like a narrator would. It can be mixed with acting and movement to create a performance

Solo - one person speaking on their own

Unison - two or more people speaking together

Cannon - a ripple of speaking where each person starts slightly after the previous speaker - like a Mexican wave for words

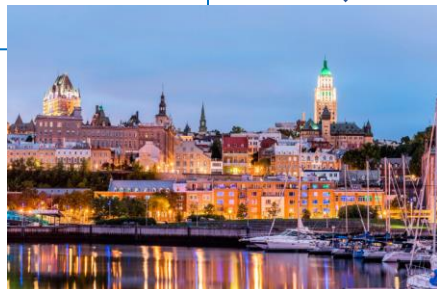
Echo - repeating parts of the speech



Francophone countries

History

- A Francophone country is a country where French is the main or official language.
- French became an international language in the Middle Ages thanks to the influence of the Kingdom of France.
- French is the official language of France, which is composed of 27 regions. 22 of them are situated in Europe and 5 are overseas territories. In addition to this, France is the official language of 28 countries around the world.



Québec

- Québec is a walled city, meaning there is a wall that goes all the way around it, enclosing the city.
- Québec is mainly French-speaking, making it a Francophone country. Only 5% of people living in Québec don't speak French!
- Québec is located in Canada. It is the largest province in Canada.
- The capital is Québec City.
- Québec has very cold winters with lots of snow. On around 149 days each year, there is up to an inch of snow.
- The summer is very warm with average temperatures of around 25 degrees.
- There is a strong Irish presence in Québec.
- Many people visit Québec to go skiing and for other winter sports. *Le Massif* is a famous ski resort with an altitude of 770 meters high.
- The national dish of Québec is *Poutine* – a dish of chips, cheese sauce and gravy.



Enrichment Opportunities

Martinique

- Martinique is an overseas territory of France (a TOM). It is a Caribbean Island located in the Caribbean sea.
- The capital of Martinique is Fort-de-France.
- Martinique is about 50 miles long and reaches 22 miles wide.
- The temperature in Martinique doesn't change much throughout the year at around 26 degrees, making it quite a warm place.
- Instead of a summer or winter, Martinique has a wet and dry season. The dry season lasts from December to June. The wet season, where there is abundant rain, is July to November.
- Martinique is a popular Caribbean tourist destination.
- Martinique's economy is heavily dependent on trade with France.

Madagascar

- The official languages of Madagascar are Malagasy and French.
- Over 90% of Madagascar's wildlife is not found anywhere else in the world.
- Madagascar is the world's fourth largest island.
- Over 50% of the world's chameleon population lives in Madagascar.
- Madagascar is one of the poorest nations in the world.
- People who are from Madagascar are called *Malagaises*.
- Contrary to the film, there are no lions, giraffes, hippos or zebras in Madagascar!
- Because of Madagascar's deep red colour, the country is often called the *Great Red Island*.
- The *baobab* tree is the most unique and famous plant found in Madagascar.





Key word definitions

Natural resources: Natural resources are materials from the Earth that are used to support life and meet people's needs.

Sustainability: The ability to meet the needs of the present without compromising the ability of future generations to meet their own needs.

Environmental impacts: Any change to the environment, whether adverse or beneficial, resulting from activities, products, or services.

Social impacts: How a management method will affect people. It will look at how it impacts their houses and where they live, how it will affect their daily lives and their food and water supply.

Economic impacts: How management methods used, and actions will affect how people work, their jobs and income.

Xeriscaping: A method of garden design that uses very little water.

Migrant worker: A person who either migrates within their home country or outside it to pursue work.

Sustainable building features

- waste water treatment (water recycling)
- wind turbines and solar panels
- recycling facilities
- xeriscaping
- recycled building materials
- cycle paths and footpaths
- motion-sensor lighting
- stilts
- fair wages and good working conditions for labourers

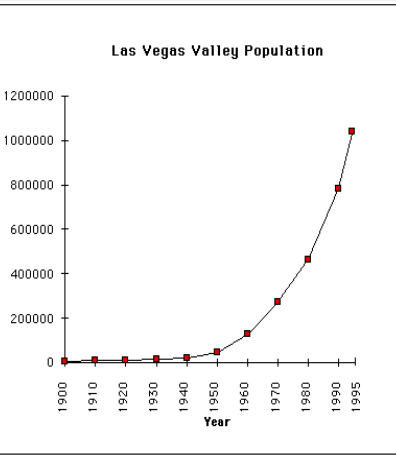
Venice:

- Europe
- North western Italy
- Wooden buildings
- Built on 117 islands
- Network of canals for transport



Las Vegas:

- North America
- Western USA
- State of Nevada
- Mojave Desert
- Rapid population growth
- Water scarcity issues
- Xeriscaping



Dubai:

- Asia
- Middle East
- United Arab Emirates (UAE)
- Became rich due to plentiful oil reserves
- Now relies on tourism, tech and finance businesses

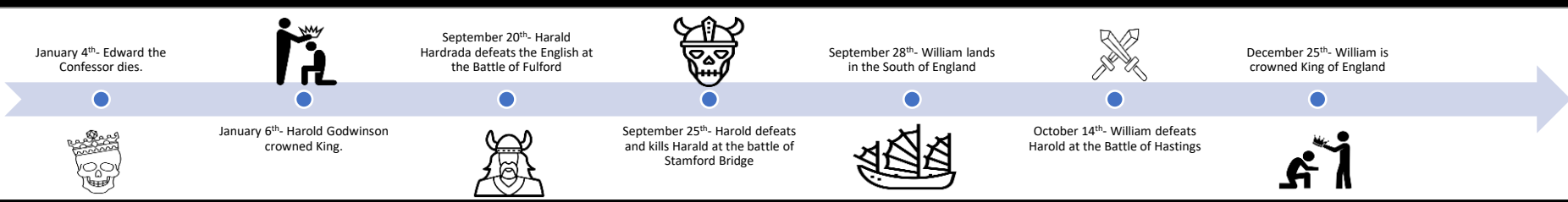
Suggested revision activity

Create a full page mind map for your impossible places case studies. Each branch should be a different location e.g. Las Vegas.

You should then have smaller branches coming off the main ones including everything you remember in one colour, and everything you have had to add using your notes in a different colour. It is good to know what you don't know! **43**



2.1 Timeline of 1066



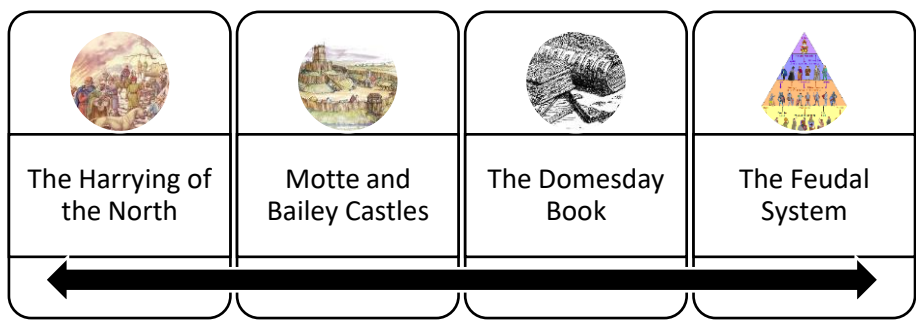
2.2 Key People – Claimants to the Throne

	Harold Godwinson Anglo Saxon Richest man in England
	William Duke of Normandy Norman Experienced ruler
	Harald Hardrada Norwegian King of Norway

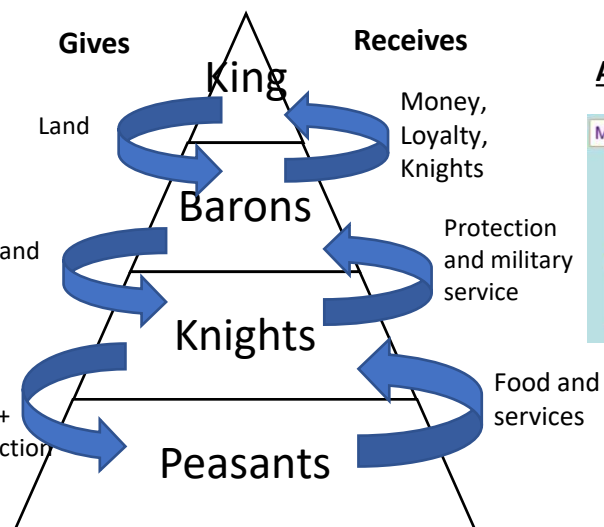
2.4 Key words

Baron	Wealthy lord/ Landowner
Domesday book	Record of land and property
Feudalism	System of government in Norman England
Harry	To persistently carry out attacks
Heir	Next in line to the throne
Peasant	Ordinary people who had to serve their master
Tax	Money paid to the King

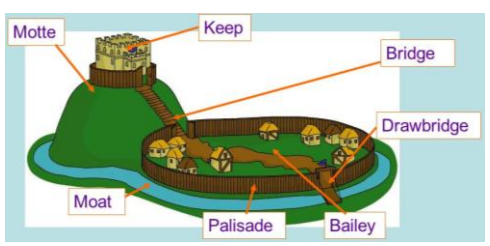
2.3 How did William Control England?



The Feudal System



A Motte and Bailey castle



Enrichment Opportunities

Meanwhile Elsewhere ... find out what else was going on at the same time, elsewhere in the world:

- Carry out independent research on the Song Dynasty

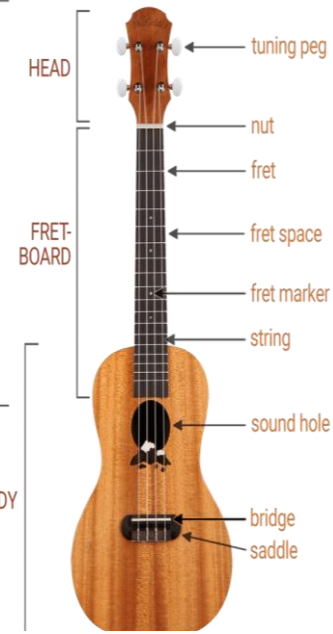


Summary

Key Terms

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'.

- 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**

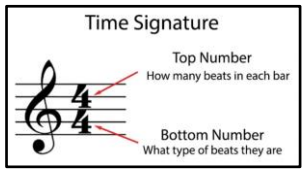
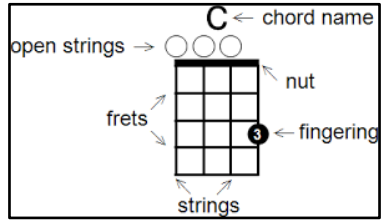
Structure – the order in which the music happens

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=UNVFET5vkWc&list=RDEmnmqKulsFk_C6jK_bwqL-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

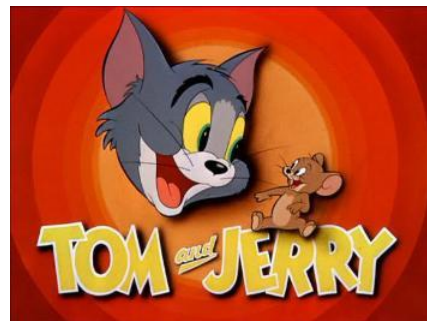
Stretch

- 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



MICKEY-MOUSING is music that fits precisely with a specific part of the action in a cartoon such as Tom and Jerry. The elements of music **MAD T-SHIRT** are used to enhance the actions. The music has to be in **sync** with the action to ensure it has the correct effect or impact. The **underscore** is the music that is played at the same time as the action and underneath the music to enhance the scene.

Instruments

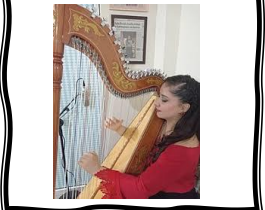
String instruments – often used to express emotions: passion, grief, etc.



Timpani Drums – often used for war, fighting, thunder, loud noises/bangs.



Harp – often used for tenderness and expression of love



Bassoon – often used for comic effect



Brass instruments – often used for marching, war, royalty, ceremonial events



Glockenspiel – often used for Magic, music boxes, fairies



Flute – often used for birds, song, wind, animals



MAD T-SHIRT

- Melody** – the tune / pitches played
- Articulation** – the way it is played
- Dynamics** – the volume
- Texture** – layers of sound Thick / Thin
- Structure** – the order
- Harmony** – 2 or more notes at the same time
- Instruments** – what is making the sound
- Rhythm & Tempo** – duration of the sound and speed
- Timbre** – the quality of the sound

Discord	A crunchy sounding chord that sounds nasty or dissonant
Concord	The opposite of discord, a nice sounding chord
Glissando	A 'glide' up or down the scale, best played on instruments without keys (trombones, violins, etc)
Chromatic	A description of notes that use flats and sharps, or on the keyboard, black notes as well as white notes
Trill	Two notes, close together in pitch that are rapidly alternated
Tremolo	An effect used by string players, scrubbing the strings with their bows to create an eerie effect
Crescendo	Gradually getting louder
Diminuendo	Gradually getting softer
Sforzando	A dramatic change in dynamics to suddenly very loud
Ostinato	A repeated rhythm or group of notes
Accelerando	Gradually getting faster
Rallentando	Slowing down, particularly used most often at the end of a piece of music

Recommended Listening
<https://www.youtube.com/watch?v=kYrUWfLIYIO>
<https://www.youtube.com/watch?v=6KDgDYdug6M>
 Carl W stalling, Scott Bradley

Extension and Further Info
<https://www.youtube.com/watch?v=JHh3rUFUE0A>
<https://www.youtube.com/watch?v=HCptSWswfBI>
https://www.youtube.com/watch?v=0_XX9c90PFO
<https://classroom.thenational.academy/lessons/to-understand-how-and-why-film-music-has-changed-from-mickey-mousing-c4r36d>





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

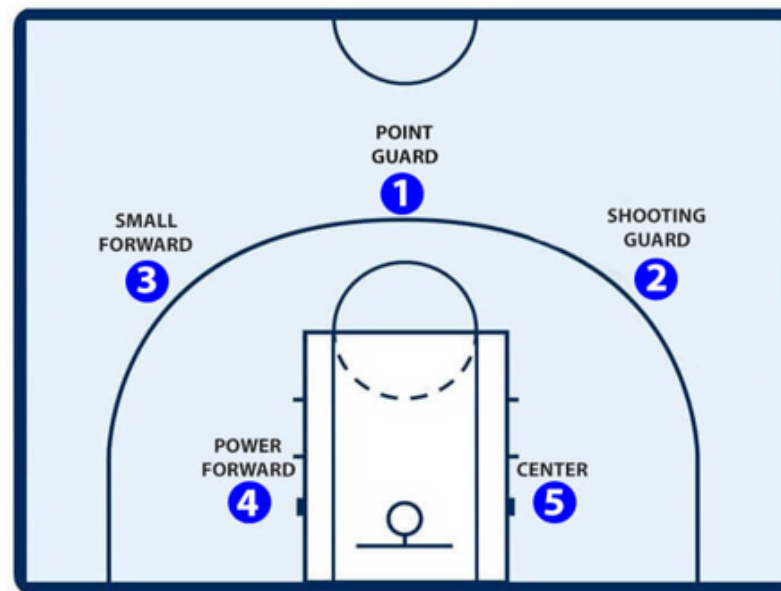
The Centre is usually the team's tallest and strongest player and is positioned under the basket. They are required to be physically domineering with more physical strength and athleticism.

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.

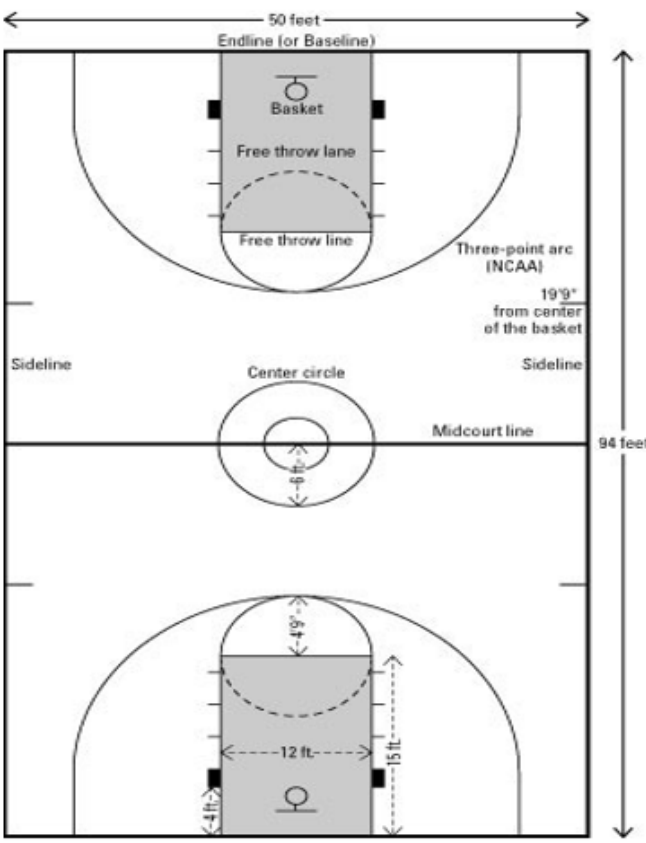
The Point Guard is usually the shortest but the best ball handler on the team. Also known as the 'coach on the floor' or the 'floor general', a point guard is responsible for directing plays.





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.

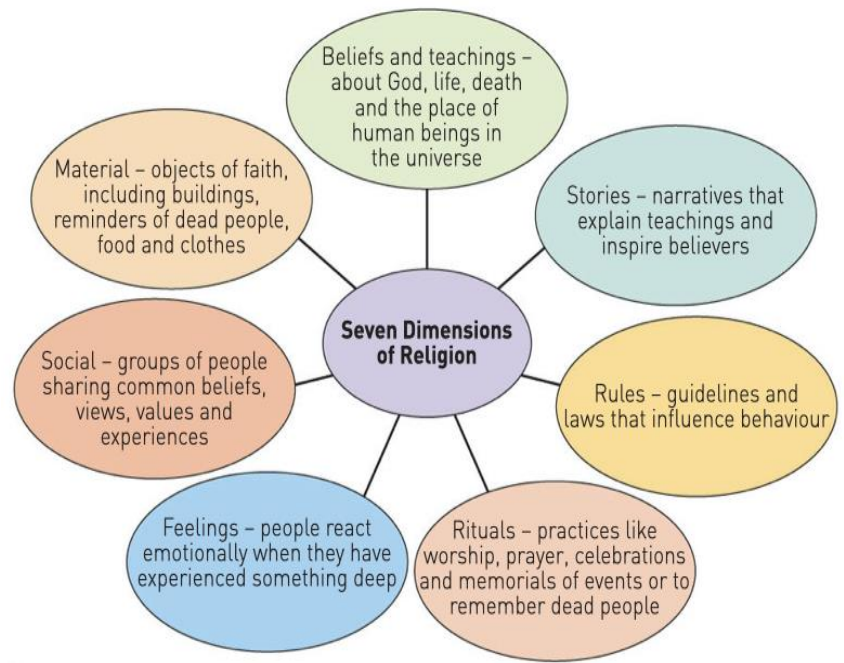


1.1 Key Vocabulary

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, backgrounds, 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

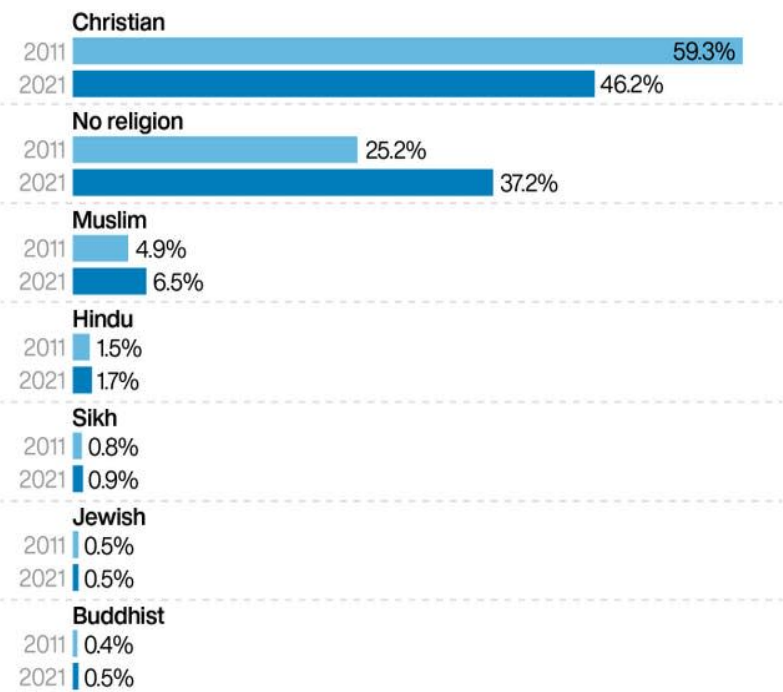
Revision Suggestions:

- 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

1.5 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.

1.6 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 Temporals are appointed by the monarch, but the Lords spiritual are 26 of the most senior Church of England Bishops. Laws need to be passed by both houses.
- Most of the UK laws come from the 10 Commandments e.g. 'Do not kill'.



Spanish around the world

Which countries speak Spanish?

- A 2021 report conducted by the Cervantes Institute found that Spanish was the native language of just under 493 million people worldwide.

Spanish Speaking Countries in North America (Central America & the Caribbean)

- There are 10 Spanish-speaking countries in North America, which includes Central America and the Caribbean.
- **Fun fact:** Puerto Rico is a US territory and has two official languages—Spanish and English.



Festival in Havana, Cuba



Machu Picchu in Peru

Country	Capital	Population
Costa Rica	San José	5.154 million
Cuba	Havana	11.26 million
Dominican Republic	Santo Domingo	11.12 million
El Salvador	San Salvador	6.314 million
Guatemala	Guatemala City	17.11 million
Honduras	Tegucigalpa	10.28 million
Mexico	Mexico City	126.7 million
Nicaragua	Managua	6.851 million
Panama	Panama City	4.351 million
Puerto Rico (US Territory)	San Juan	3.264 million



Spanish Speaking Countries in South America

- There are 9 Spanish-speaking countries in South America. Spanish explorers and conquistadors brought the Spanish language with them to Central and South America during the 16th and 17th centuries, which is why the language is so prevalent in these countries today.
- **Fun fact:** Bolivia has two capitals—La Paz and Sucre. However, Sucre is considered the official capital, while La Paz is the seat of the legislative and executive branches of government.

Country	Capital(s)	Population
Argentina	Buenos Aires	45.81 million
Bolivia	La Paz, Sucre	12.08 million
Chile	Santiago	19.49 million
Colombia	Bogotá	51.52 million
Ecuador	Quito	17.8 million
Paraguay	Asunción	6.704 million
Peru	Lima	33.72 million
Uruguay	Montevideo	3.426 million
Venezuela	Caracas	28.2 million



Enrichment Opportunities

Find out more about these countries here:

