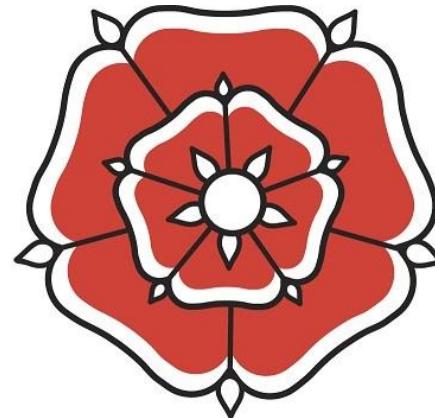


Maidenhill School Knowledge Organiser

Year 7 – Term 2



Be kind, Aspire, Persevere, Achieve

Name:

Tutor: 7

Planner



Week 1	Notes	Week 1	Notes
Monday 3 rd November		Monday 17 th November	
Tuesday 4 th November		Tuesday 18 th November	
Wednesday 5 th November		Wednesday 19 th November	Maths Evening 5-6pm
Thursday 6 th November		Thursday 20 th November	
Friday 7 th November		Friday 21 st November	
Week 2	Notes	Week 2	Notes
Monday 10 th November		Monday 24 th November	
Tuesday 11 th November		Tuesday 25 th November	
Wednesday 12 th November		Wednesday 26 th November	
Thursday 13 th November		Thursday 27 th November	
Friday 14 th November	RP1 published	Friday 28 th November	

Planner



Week 1	Notes	Week 1	Notes
Monday 1 st December		Monday 15 th December	
Tuesday 2 nd December		Tuesday 16 th December	
Wednesday 3 rd December		Wednesday 17 th December	
Thursday 4 th December		Thursday 18 th December	P2/3 Intercommunity Basketball and Netball
Friday 5 th December		Friday 19 th December	Christmas Jumper Day
Week 2	Notes		
Monday 8 th December			
Tuesday 9 th December	Jack and the Beanstalk		
Wednesday 10 th December	Y7 Production		
Thursday 11 th December			
Friday 12 th December			

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 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	Time	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 Matters



Attendance Groups

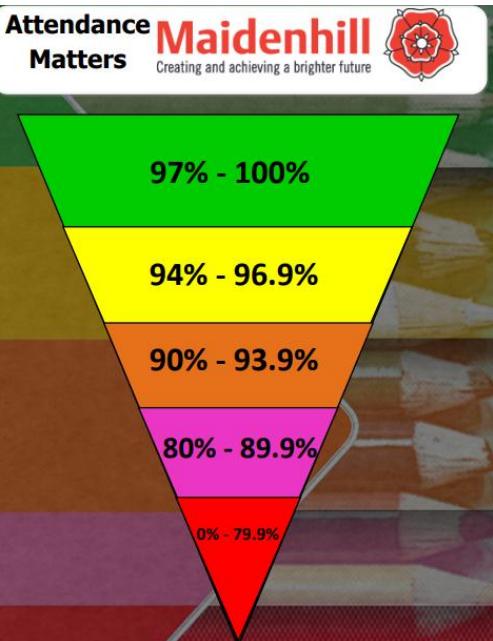
Green Expected Attendance

Yellow Risk of Underachievement

Amber Serious Risk of Underachievement

Pink Severe Risk of Underachievement (PA)

Red Extreme Risk (PA)



Personal Attendance Record

100%	0 DAYS	0 DAYS MISSED
99%	1 DAY	1 DAY MISSED
98%	3 DAYS	3 DAYS MISSED
97%	1 WEEK	5 DAYS MISSED
96%	1.5 WEEKS	7.5 DAYS MISSED
94%	2 WEEKS	10 DAYS MISSED
93%	2.5 WEEKS	12.5 DAYS MISSED
92%	3 WEEKS	15 DAYS MISSED
90%	3.5 WEEKS	17.5 DAYS MISSED

MAXIMISE YOUR POTENTIAL.
ATTEND SCHOOL EVERY DAY.

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

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



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
- Green pen
- 2 pencils and 2 x 2b or 4b pencils for Art, Design and Nutrition
- Ruler
- Rubber
- Pencil sharpener
- Scientific calculator
- Whiteboard and whiteboard pen
- Headphones for music
- Reading book
- Plastic wallet and knowledge organiser

Student property

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

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

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

Network rules

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

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

Always log off before leaving a computer

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

Never give a stranger any information about you or your home

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

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

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

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

Always give credit for information obtained from the internet

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

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

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

To access email from home, log on to 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:

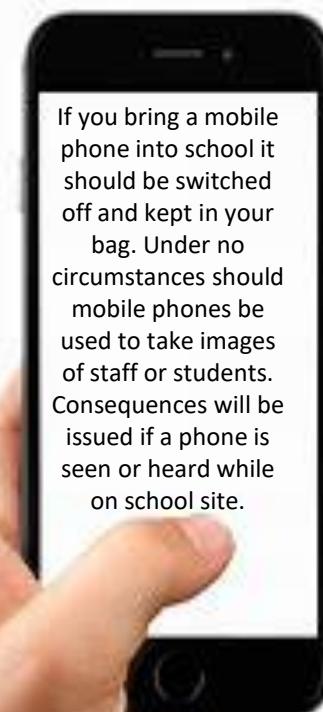
- In possession, under the influence of or dealing in illegal drugs. This also extends to alcohol and other toxic substances
- Serious physical or verbal aggression towards others
- Serious rudeness, defiance, threatening behaviour or inappropriate language towards a member of the school staff
- Anti-social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



If you bring a mobile phone into school it should be switched off and kept in your bag. Under no circumstances should mobile phones be used to take images of staff or students. Consequences will be issued if a phone is seen or heard while on school site.

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

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

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



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 army since, and those who are serving in the army today.

When is Remembrance Day 2025?

Remembrance Day 2025 will take place on Tuesday 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 11 November, the silence takes place across the country.

Colour in
and
reflect...

WE WILL

REMEMBER THEM





REMEMBRANCE DAY WORD SEARCH

Lest We Forget
 For The Fallen
 Medal Commemorate
 In Flanders Fields
 Chelsea Pensioners
 Remember
 Remembrance Day
 Nineteen Eighteen
 Wreath Silence
 Bravery Military
 Honour Sacrifice
 Memorial Heroes
 Eleventh Cenotaph
 Armistice Day Cemetery
 The Last Post
 November War
 Salute Soldier
 Cross Poppy
 Bugle Army

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





WHAT IS CHRISTMAS JUMPER DAY?

Christmas Jumper Day is one of Save the Children's biggest annual fundraising events. It's been going since 2012!

Every December we ask schools, workplaces, and community and friend groups to put on a Christmas jumper and donate whatever they can afford. And every year, millions of you join us in making the world better in a sweater.

We'll use the money raised on Christmas Jumper Day to help children in the UK and all around the world stay safe, healthy and learning - and change their future for good.

Design a Christmas jumper.



Review Point 1



	Attitude to Learning		Attitude to homework		Organisation	
<u>Outstanding because student...</u>	...always engages with activities showing resilience when challenged ...actively seeks ways to improve work and responds effectively to feedback ...demonstrates consistently high levels of effort and focus	Consistent Persevere, Aspire, Achieve	...always demonstrates high levels of determination and motivation ...works hard to proof read homework for spelling, punctuation and grammar (SPAG) ...shows great pride in their presentation of homework	Quality homework	...is always on time to lessons and enters the classroom ready to learn ...always brings correct equipment ... always meets deadlines and is well prepared for tests, assessments and exams	No equipment or late marks
<u>Good because student...</u>	...engages with activities often showing resilience when challenged ...improves their work by responding to feedback ...demonstrates high levels of effort and focus		...often demonstrates determination and motivation ...proof reads homework for spelling, punctuation and grammar (SPAG) ...shows pride in their presentation of homework	Homework completed	...is on time to lessons and enters the classroom ready to learn ...brings the correct equipment ...meets deadlines and is prepared for tests and exams	
<u>Not yet good because student...</u>	...sometimes engages with learning activities but can be passive ...responds to feedback but doesn't always work hard enough at this ...sometimes demonstrates high levels of effort and but not consistently	C3 Behaviour / C3 Inadequate Learning Profile / C3r	...sometimes demonstrates determination but sometimes effort is below expectation ...checks homework for spelling, punctuation and grammar (SPAG) but could put more effort into this ...could take more pride in their presentation of homework	C3 Homework not completed	...does not always arrive on time and/or is not always ready to learn. ...sometimes forgets to bring the correct equipment for learning ...sometimes does not meet deadlines and/or is not prepared for tests and exams	Equipment and late marks
<u>Urgent improvement required because student...</u>	...rarely engages with learning activities but not at the standard expected ...rarely improves their work by responding to feedback and doesn't put enough effort into this ...can make poor choices regarding behaviour and/or disrupts the learning of others		...rarely demonstrates determination and effort is often below expectation ...makes insufficient effort to proof read for spelling, punctuation and grammar (SPAG) ...rarely takes pride in their presentation of homework		...is often late to lessons and/or often enters the classroom not ready to learn ... often lacks the correct equipment ...often misses deadlines and/or is often unprepared for tests and exams	
<input checked="" type="checkbox"/>	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.	13

Review Point 1



Review Point 1

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

Tutor time – Maths



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

SKILLS CHECK



Score

Tutor time – Maths



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 $50 \text{ mm} = \dots \text{ cm}$	Question 6 Complete $800 \text{ cm} = \dots \text{ m}$	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 $\text{?} + 4 = 9$	Question 10 Find the missing number $\text{?} \div 4 = 11$	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 \leq or \geq $-10 \text{ ? } -4$	Question 16 Complete using \leq or \geq $-17 \text{ ? } -7$
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

Tutor time – Maths



<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 $\frac{3}{7} = \frac{21}{\square}$ </p>	<p>Question 14 Complete the equivalent fraction $\frac{3}{8} = \frac{\square}{40}$ </p>	<p>Question 15 Complete using $< =$ or $>$ $0 ? -1$</p>	<p>Question 16 Complete using $< =$ 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

Extra Practice – Maths



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

SKILLS CHECK



Score

Extra Practice – Maths



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 $110 \text{ mm} = \dots \text{ cm}$	Question 6 Complete $650 \text{ cm} = \dots \text{ m}$	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 $\text{?} + 9 = 14$	Question 10 Find the missing number $\text{?} \div 7 = 3$	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 $< =$ or $>$ $-2 \text{ ? } -12$	Question 16 Complete using $< =$ or $>$ $0 \text{ ? } -3$
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

Extra Practice – Maths



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 $\text{?} - 2 = 5$	Question 10 Find the missing number $\text{?} \div 11 = 6$	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 $< =$ or $>$ $-11 \text{ ? } -18$	Question 16 Complete using $< =$ or $>$ $-13 \text{ ? } -12$
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





Task 1

Read this paragraph, which is inspired by the novel, The Island at the End of Everything.

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

here on this island the air is full of salt and the sea stretches forever the sun beats down heavy
on my back and i can hear the gulls crying above the waves crash hard on the rocks and the
trees bend like thay are tired of standing the world feels both endless and very small all at
once

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 2

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. Run, run, run as fast as you can.
2. Chocolate ice cream is the best dessert.
3. Over 70% of the Earth's surface is covered by water.
4. He clasped the crag with crooked hands.
5. Please close the door.
6. You should always try your best in class.
7. I need to pack my shoes, my coat, and my bag.
8. Who wouldn't want to go on holiday?
9. The Earth orbits the Sun once every year.



Task 3

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 of a poem.	Tone and Pace Have a big impact on rhythm and expected by punctuation and shape of a poem.
Onomatopoeia When a word imitates the sound it makes (e.g. BANG, SPLASH)	Alliterations More than one word beginning with the same letter (close together in text).

POETIC TECHNIQUES

Fiction...

Rhythm The glow of a poem, often expected by the punctuation and shape of a poem.	Tone and Pace Have a big impact on rhythm and expected by punctuation.
Similes Compares two different things, using the words "like" or "as".	Repetition When words and phrases are repeated multiple times.
Metaphors Identifies something as being the same as something else.	Alliterations More than one word beginning with the same letter (close together in text).
Personification Gives human qualities to non-human things	onomatopoeia Words that sound like what they mean

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Similes Compares two different things, using the words "like" or "as".	Repetition When words and phrases are repeated multiple times.

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

bawled	complained	cried
admitted	confessed	croaked
advised	cried	croaked
agreed	denied	fretted
assured	gasped	groaned
avowed	groaned	gurgled
argued	boomed	moaned
barked	boasted	mumbled
bellowed	boomed	objected
blurted	coughed	pleaded
chortled	cried	protested
clucked	cried	sobbed
explained	cried	squeaked
grumbled	cried	stammered
gulped	cried	
grunted	cried	
lied	cried	
murmured	cried	
mused	cried	
muttered	cried	

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

Conjunctions

PUNCTUATION

QUESTION MARK	!	PERIOD	●	COLON	●
EXCLAMATION MARK	!	Use at the end of a sentence to express a strong feeling.	Use at the end of a sentence.	Use to introduce a list or a definition.	●
APOSTROPHE	'	Use in contractions and to show when something belongs to someone.	Use to separate words to make one word.	Use to connect verbs into a single sentence.	;
PARENTHESIS	()	Use to add extra information to a sentence without taking away from the idea.	Use to join separate words that are spoken.	Use to show that someone is thinking.	HYPHEN
COMMA	,	Use to separate parts in a sentence or in a list.	Ellipsis	● ● ●	SEMICOLON
QUOTATIONS	“ ”	Use around words that are spoken.			
ELLIPSIS	● ● ●				

Conjunctions

Place

There	Here
In other words	
Anyway	
In brief	
It seems	
Clearly	
In sum	
After all	
In general	

Summary

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

Addition

Further	
Also	
Too	
Besides	
Finally	
Last	
Additionally	
In addition	
Then	

Example

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

THEY ARE

(Shows ownership)
Their cat is the sweetest.

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

THERE

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

Verbs to sharpen your analysis

THIS SHOWS	THIS SUGGESTS	THIS HIGHLIGHTS	THIS INTERESTS
Demonstrates	Implies	Emphasises	Fascinates
Reveals	Infers	Stresses	Amuses
Expose	Hints at	Reinforces	Satisfies
Discloses	Signifies	Spotlights	Terrifies
Uncovers	Connote	Underlines	Enthrals
Encapsulates	Denote	Accentuates	Enthusiases
Proves	Insinuate	Underscores	Stimulates
Validates	Intimate	Foresadows	Galvanises
Exhibits	Advocate	Exaggerates	Animates
Establishes	Poses	Reiterates	Rouses
Denotes	Conjure	Magnifies	Stirs
Displays	Symbolise	Zeroes in on	Placates
Flaunts	Point towards	Promotes	Provokes
Showcases	Indicates	Publicises	Deceives
Presents	Allude to	Pinpoints	Astonishes





Plot summary

Act 1: Trouble in Athens

Hermia loves Lysander, but her father wants her to marry Demetrius. Hermia and Lysander run away into the forest. Helena, who loves Demetrius, follows and Demetrius chases Hermia.

Act 2: Magic in the Forest

The fairy king and queen, Oberon and Titania, argue. Oberon uses a magic love potion to play tricks. Puck/Robin, his helper, puts the potion on the wrong person, causing confusion.

Act 3: Mixed-Up Love

Both Lysander and Demetrius fall in love with Helena because of the potion. Hermia feels heartbroken. Puck also gives Bottom a donkey's head, and Titania falls in love with him.

Act 4: Magic Fixed

Oberon ends the spells, and everyone's love is set right again. The Duke finds the couples in the forest and agrees they can marry.

Act 5: Happy Endings

Back in Athens, everyone gets married. The workers perform a funny play, and the fairies bless the couples with happiness.

Key Characters

Main Human Characters

Theseus : Duke of Athens, engaged to Hippolyta.

Represents law, order, and authority.

Hippolyta: Queen of the Amazons, engaged to

Theseus.

Hermia :Young woman in love with Lysander. Her father wants her to marry Demetrius.

Lysander: Hermia's true love; willing to run away with her to the forest.

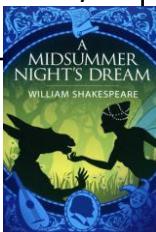
Demetrius: Initially loved by Hermia but also pursued by Helena.

Helena: In love with Demetrius; devoted and often desperate to win his affection.

Egeus: Hermia's father; wants her to marry Demetrius.

Key Quotations

Act	Key Quotation	Meaning
Act 1: Trouble in Athens	'The course of true love never did run smooth.' Lysander	True love is often difficult and full of obstacles.
Act 2: Magic in the Forest	'Lord, what fools these mortals be!' Puck/Robin	Humans can be silly and easily confused, especially in love.
Act 3 : Mixed-Up Love	'I am your spaniel; and, Demetrius, The more you beat me, I will fawn on you.' Helena	Helena is desperately in love with Demetrius, even when he treats her badly.
Act 4: Magic Fixed	'I'll met by moonlight, proud Titania.' Oberon	The fairies' conflict is being resolved, and order is returning.
Act 5: Happy Endings	'If we shadows have offended, Think but this and all is mended: That you have but slumbered here while these visions did appear.' Puck/Robin	The play was like a dream so any offense should be forgiven.



Fairies

Oberon: King of the Fairies; powerful and sometimes mischievous.

Titania: Queen of the Fairies; magical and proud.

Puck (Robin) :Oberon's playful and tricky helper; causes much of the confusion.

The Mechanicals (Athenian Workers)

Nick Bottom : A weaver; comically overconfident; transformed into a donkey by Puck.

Peter Quince : Carpenter; organizes the Mechanicals' play.

Francis Flute: Bellows-mender; plays a female role in the play-within-the-play.

Tom Snout : Tinker; acts as the wall in the Mechanicals' play.

Snug :Joiner; plays the lion in the Mechanicals' play.

Robin Starveling: Tailor; plays Moonshine in the Mechanicals' play.

Background information

- Elizabethan England: The play was written during the reign of Queen Elizabeth I. People enjoyed theatre as popular entertainment.
- Belief in Fairies and Magic: Many people believed in fairies, spirits, and magical forces, which inspired the play's magical forest.
- Marriage and Love: Marriage was important in society, often arranged by parents. The play explores young people's struggles with love and choice.
- Social Hierarchy: The play shows different levels of society: nobles (Theseus and Hippolyta), young lovers (Hermia, Lysander, Helena, Demetrius), and common workers (the Mechanicals).
- Comedy and Performance: Shakespeare enjoyed making fun of humans' mistakes and misunderstandings, using humour, magic, and playful tricks.
- Theatre: Plays were performed in daylight at open-air theatres like The Globe, and audiences loved visual spectacle, music, and clever language.

Themes

Love, magic, dreams and reality, order and chaos, friendship and loyalty, transformation and change, comedy and foolishness and finally nature vs. society.

Key words

Comedy

A light-hearted play that usually ends happily, often with love and marriage.

Love

A central theme of the play- shown as powerful, confusing, and sometimes irrational.

Magical

Supernatural power that causes strange or impossible things to happen.

Dream

A state between reality and imagination; the play explores how dreams can mix with real life.

Confusion

When characters (and sometimes the audience) are unsure what's real or true.

Illusion

Something that appears real but isn't - like magic tricks or dreams.

Order and Chaos

The balance between control and disorder; the play moves from chaos (in the forest) back to order (at the end).

Resolution

The part of the story where problems are solved and peace is restored.

Symbolism

When something (like a dream or the forest) represents a deeper idea or feeling.

Mood

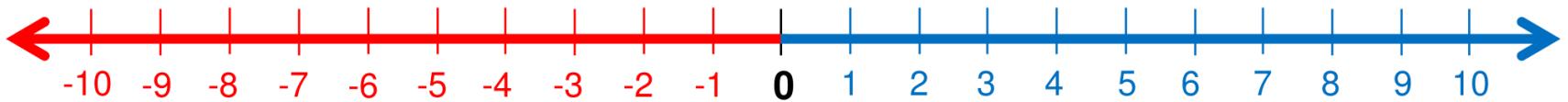
The feeling or atmosphere created in a scene. It can be romantic, funny, mysterious, or magical.



Revision Opportunities

- Create character profile for some of the key characters, such as Titania or Oberon.
- Use each of the key words in a sentence about A Midsummer Night's Dream.
- Create a storyboard of the plot.
- Go to the library to borrow a version of the play.





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

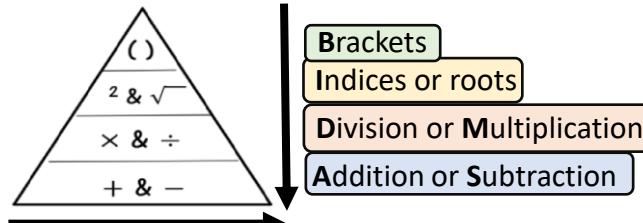
What do I need to be able to do?

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

BIDMAS (M521)

BIDMAS tells us which operation to do first.



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

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

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)

Addition and subtraction (M928, M347)

$$\begin{array}{r} 1 \\ 329 \\ + 44 \\ \hline 373 \end{array}$$

1 ← 10 of the units become 1 more in the tens column

$$\begin{array}{r} 21 \\ 329 \\ - 44 \\ \hline 285 \end{array}$$

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

Remember the place value of each column

$$\begin{array}{r} 187 \\ + 542 \\ \hline \end{array}$$

$$\begin{array}{r} 427 \\ - 249 \\ \hline \end{array}$$

Multiplication Methods (M187)

Grid method 46×37

$$\begin{array}{r} 46 \\ \times 37 \\ \hline 3072 \end{array}$$

Diagram showing the grid method for 46×37 . The grid is 4x7, with 1, 2, 3, 4 in the top row and 1, 2, 3, 4, 5, 6, 7 in the left column. The product is 3072, with annotations: 192 (96x2), 280 (96x30), and 3072 (96x32).

Written method

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

Diagram showing the written method for 96×32 . The product is 3072, with annotations: 192 (96x2), 280 (96x30), and 3072 (96x32).

Factors and multiples (M227, M698)

Factors

1, 2, 4, 8 ← HCF – Highest common factor

20

1, 2, 4, 5, 10, 20

Multiples

4, 8, 12, 16, 20

6

6, 12, 18, 24, 30 ← LCM – Lowest common multiple

Division (M354, M873)

$$362 \div 7 \rightarrow \text{Splitting } 362 \text{ into } 7 \text{ equal parts} \rightarrow \begin{array}{r} 51r5 \\ 7) 362 \end{array}$$

Enrichment Opportunities

The invention of 'zero' and negative numbers





A1 Expressions and Formulae

What do I need to be able to do?

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

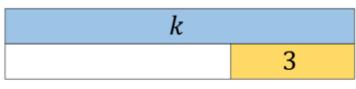
- Find outputs of simple functions
- Simplify algebraic expressions by collecting like terms
- Multiply and divide algebraic terms
- Use brackets with numbers and letters
- Write expressions and formulae using letter symbols
- Substitute integers into formulae

Using letters to represent numbers M813

Letters represent an unknown number (called a variable).



'd plus 8' or $d + \underline{\hspace{1cm}}$



'k subtract 3' or $k - \underline{\hspace{1cm}}$

Multiplying and Dividing Terms

M813

Multiplication symbol is invisible.

Multiply or divide integers.

Write the integer first.

$$2 \times a = 2a$$

$$a \times b = \underline{\hspace{1cm}}$$

$$2 \times 3a = \underline{\hspace{1cm}}$$

$$2b \times 3a = \underline{\hspace{1cm}}$$

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

$$\frac{12b}{3} = \underline{\hspace{1cm}}$$

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.

Formula: A rule written with mathematical symbols

Collecting like terms M795, M531

Expressions can be simplified by collecting like terms.

Like terms
y and 7y
2x² and x²
3ab and 2ba
5 and -2

Un-like terms
y and 7x
2x² and x³
5a and 3ab
5 and -2t

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

Examples

$$a + a + a =$$

$$2a + a + a =$$

$$3a - a =$$

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

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

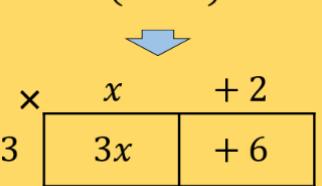
$$2a - b - 5a + 3b =$$

Expand and simplify

M237 and M792

Expand & Simplify:

$$3(x + 2)$$

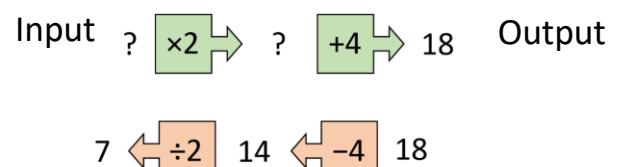


$$3(x + 2) = 3x + 6$$

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								He								
Li	Be																
Na	Mg																
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.

Molecules

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

Molecules can be made up from:

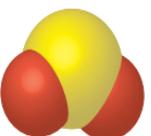
several of the same type of atom

for example, oxygen gas



two or more types of atoms

for example, sulfur dioxide



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.

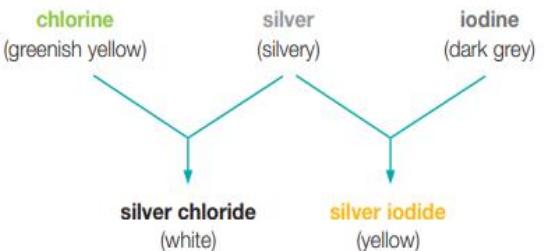
for example, copper oxide, sodium chloride

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:



atom

chemical formula

chemical symbol

compound

element

molecule

Periodic Table

Enrichment Opportunities

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

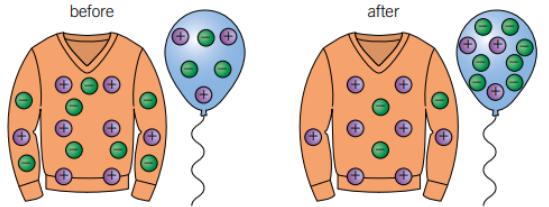
BBC Bitesize: <https://www.bbc.co.uk/bitesize/guides/zt2hpv4/revision/1>

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**.

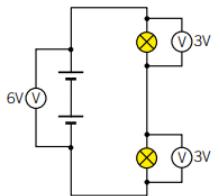
Charged objects have **electric fields** around them. These lines show how a positive charge will act.

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.

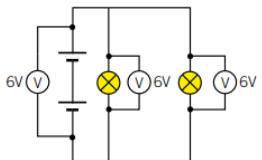
Series circuits

- 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



Resistance

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

conductors – low resistance

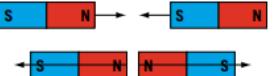
insulators – high resistance

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

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

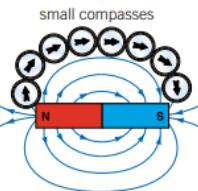
Magnets

- 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.

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)**.

Electromagnets

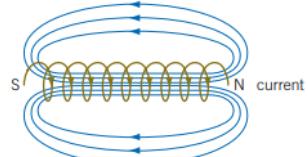
- Electromagnets** are only magnetic when they have a flow of current, so they can be turned off.

- 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)**.

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/zrvbkqt>

Seneca learning: <https://senecalearning.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**

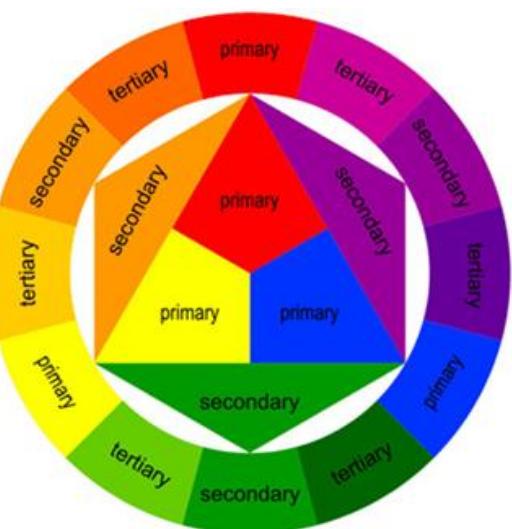
OR **Grey** = **Yellow** + **Purple**

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

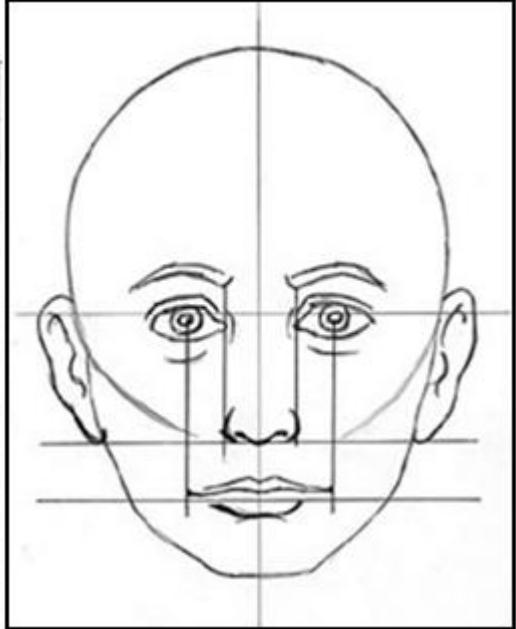
Design– to draw out an idea/ a drawing of an idea

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.



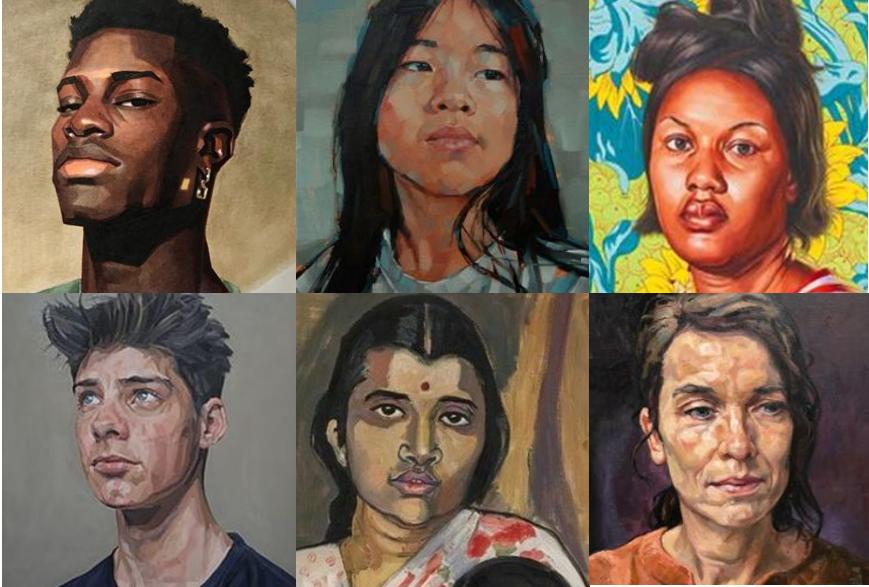
Facial Proportions:

- 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.

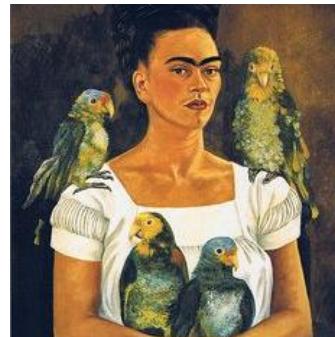
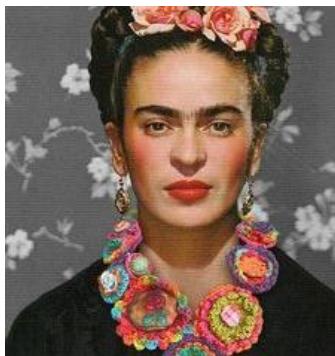
Enrichment: explore
www.tate.org.uk

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



Hardwoods

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

Oak

Beech

Mahogany

Teak

Balsa

WOODS

Manufactured Boards (man made woods)

MDF medium density fibre board



Chipboard

Plywood

Hardboard

Plywood



Softwoods

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

European Redwood

Yellow cedar

Parana Pine

Spruce

Scots Pine

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 project 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_FR0

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





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 dancers usually have a low centre of gravity (bent knees) and it has a fast dynamic, with dancers doing actions such as break dance, popping and locking.

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

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

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

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

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

Choreographing

Stretch

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



Secure

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

Performing

Stretch

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



Secure

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

Evaluating

Stretch

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



Secure

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



E-Safety Key Terms

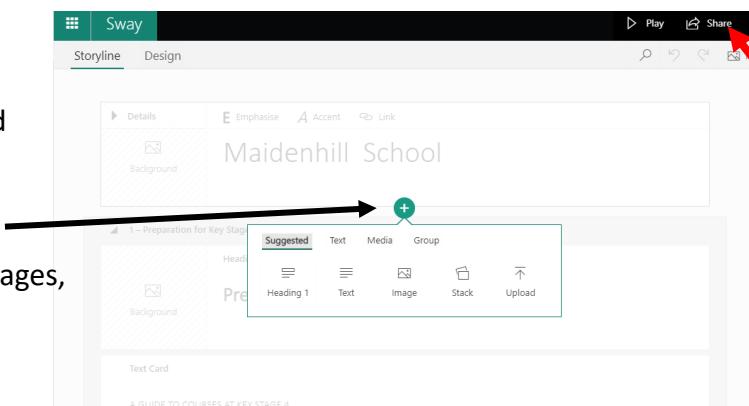
Antivirus Software	Designed to detect and destroy computer virus
Bots	A bot is an automated program that runs over the Internet
Cyber Bullying	When someone continuously harasses another person online
Cybersecurity	Is the body of technologies, processes and practices designed to protect networks, computers, programs and data from attack, damage or unauthorised access
Encryption	Encryption is the process of converting data to an unrecognisable or "encrypted" form. It is commonly used to protect sensitive information so that only authorised 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 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
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.

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.



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.

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.

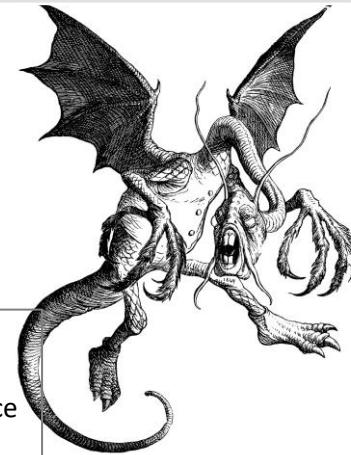
Mime – using your body to pretend you are using an object or

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=RvV23xoZRkI>





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.



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.



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.

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

Carbon Footprint: The amount of carbon dioxide produced by an individual person or business

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

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

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

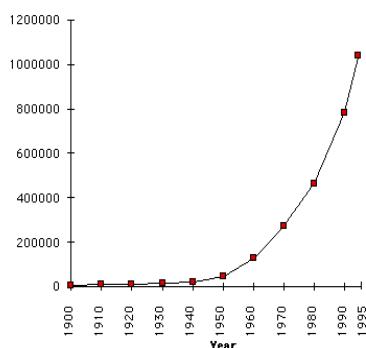
Sustainability: The ability to meet the needs of the present without compromising the ability of future generations to meet their own needs

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

Las Vegas:

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

Las Vegas Valley Population



Dubai:

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

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

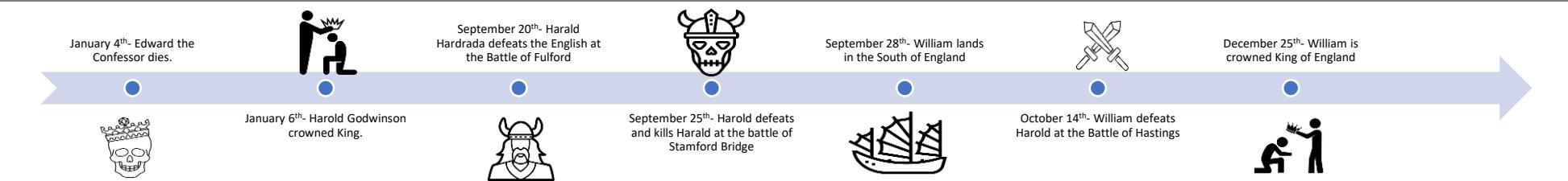


Suggested revision activity

Design a sustainable town. Your town should include sustainable housing features, community areas, green spaces and businesses. You should consider transport systems and any other features you can to make sure it is economically, socially and environmentally sustainable.



2.1 Timeline of 1066



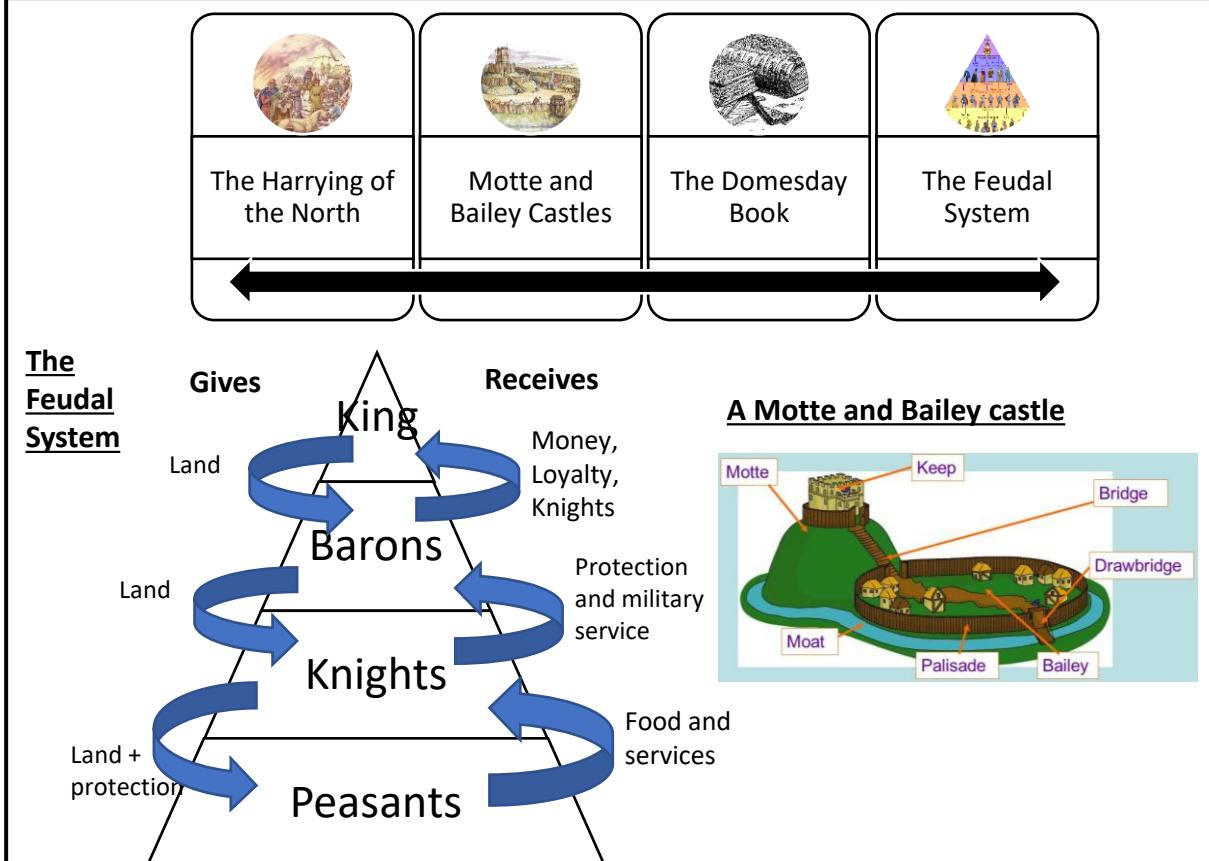
2.2 Key People – Claimants to the Throne

	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?

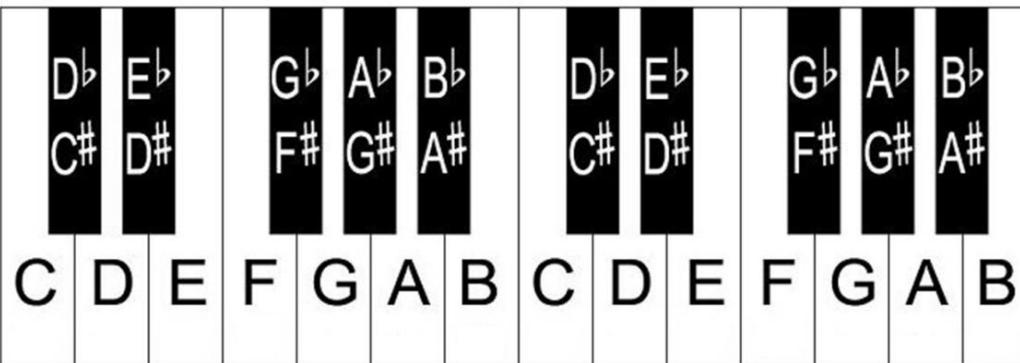


Enrichment Opportunities

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

Piano Keys and Notes



Every Green Bus Drives Fast



FACE in the SPACE



G B D F A A C E G

Great Big Dogs Fight Angrily



A C E G

All Cows Eat Grass



Keyboard Chords



Play one – Miss one – play one – miss one – play one

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

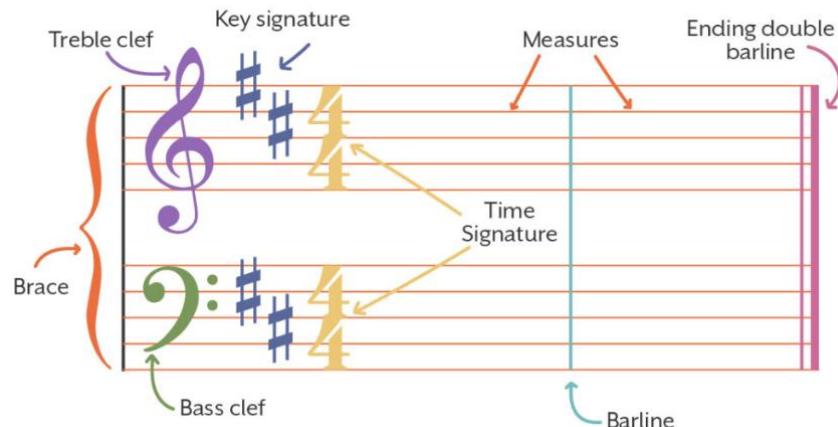
Harmony – How the notes sound together. **Chords**, notes played at the same time

Instrumentation – Ukulele, Vocals

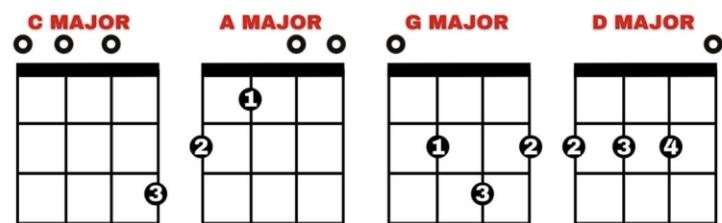
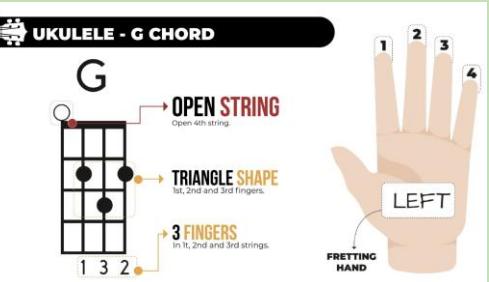
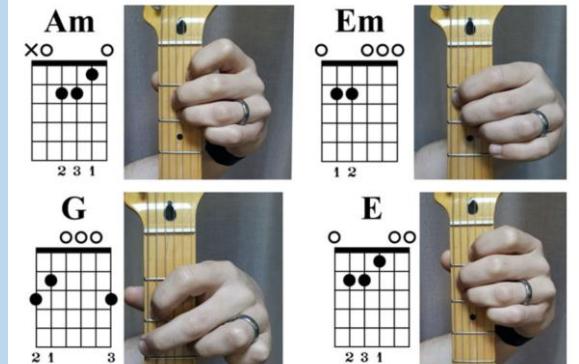
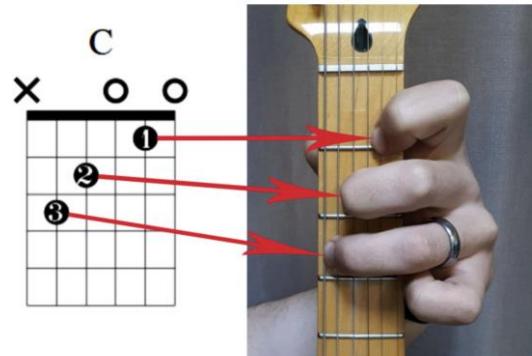
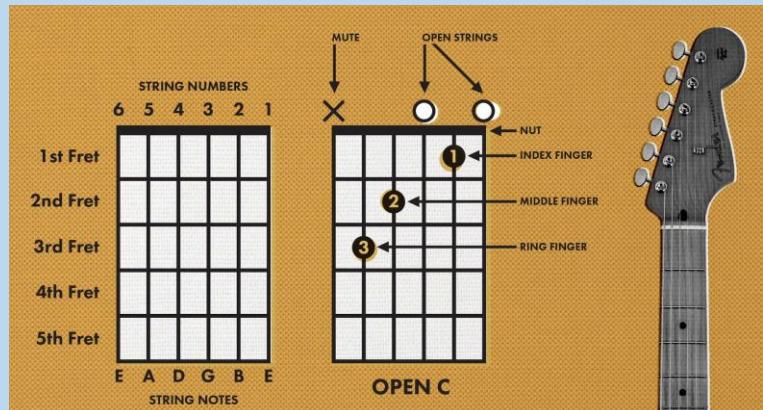
Rhythm and **T**empo – combination of long and short notes, fast or slow, **bpm** – Beats Per Minute

Timbre – the quality of the sound

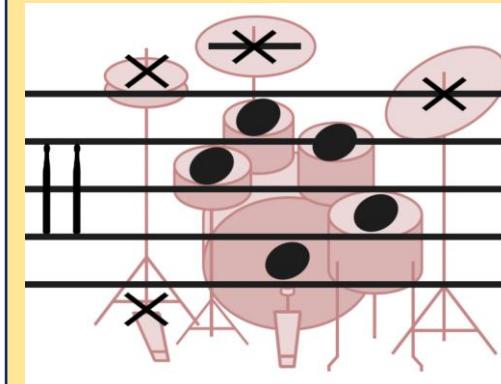
Grand Staff



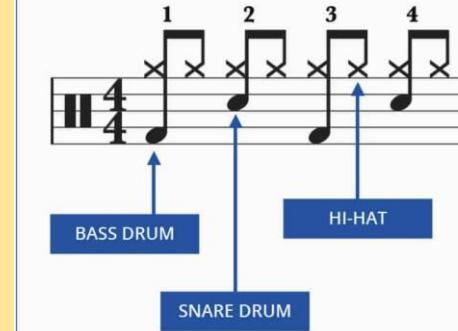
How to read Guitar Chords



How to read Drum Tab



Standard 8th Note Groove





Time values			
NOTE	NAME	LENGTH (duration)	REST
	Semibreve	4 beats	
	Minim	2 beats	
	Crotchet	1 beats	
	Quaver	½ beats	
	Semiquaver	¼ beats	
A dot after the note increases its length by half:			
	Dotted minim		
	Dotted crotchet		
Groups of quavers/semiquavers are usually beamed together:			

Tempo					
LARGO	LENTO/ADAGIO	ANDANTE/MODERATO	ALLGRETTO	ALLEGRO/VIVACE	PRESTO
v.slow	slow	walking pace/moderate	quite fast	quick/lively	very quick

Dynamics					
<i>pp</i>	<i>p</i>	<i>mp</i>	<i>mf</i>	<i>f</i>	<i>ff</i>
PIANISSIMO	PIANO	MEZZO PIANO	MEZZO FORTE	FORTE	FORTEISSIMO
very soft (v.quiet)	soft (quiet)	moderately soft	moderately loud	loud	very loud
crescendo (cresc.)	diminuendo (dim.)				
gradually getting louder	gradually getting quieter				

Form and structure		
BINARY	A B	
	Two sections: A usually ends in a related key (e.g. dominant or relative minor), but B returns to the tonic. B will contain with some change/contrast.	
TERNARY	A B A	
	Three sections: section B provides a contrast (e.g. new tune key change). A may return exactly or with some slight changes.	
RONDO	A B A C A	
	A longer form: A returns throughout the piece, with contrasting sections called 'episodes', containing new ideas and using different keys.	

Texture	
MONOPHONIC	A single melodic line.
HOMOPHONIC	A chordal style or melody and accompaniment: moving together.
POLYPHONIC	A more complex (contrapuntal) texture with a number of different lines.

The structure of a pop/rock song may include:	
INTRO:	short opening section, usually instrumental.
VERSE:	same music but different lyrics each time.
CHORUS:	repeated with the same lyrics each time (refrain).
MIDDLE EIGHT:	a link section, often eight bars, with different musical ideas.
BRIDGE:	a link/transition between two sections.
OUTRO:	an ending to finish the song (coda).
*You may also hear a pre-chorus, instrumental interlude or instrumental solo.	



Rules of the game

Attacking:

- Travelling – To move with the ball, it must be bounced (dribble) every 2 steps and with one hand at a time
- Double dribble – Players can only dribble once before stopping with the ball
- Carrying – Once both hands are placed on the ball after dribbling (or 1 hand is placed underneath the ball) that player can only move 1 foot to ‘pivot’
- Out of bounds – The ball must stay within the court lines as well as the player in possession’s foot

Defending

- Contact – Players must not have physical contact with attackers when defending, e.g. slap the hand/black. Defenders can also not use their fist or feet while attempting to steal the ball

Scoring:

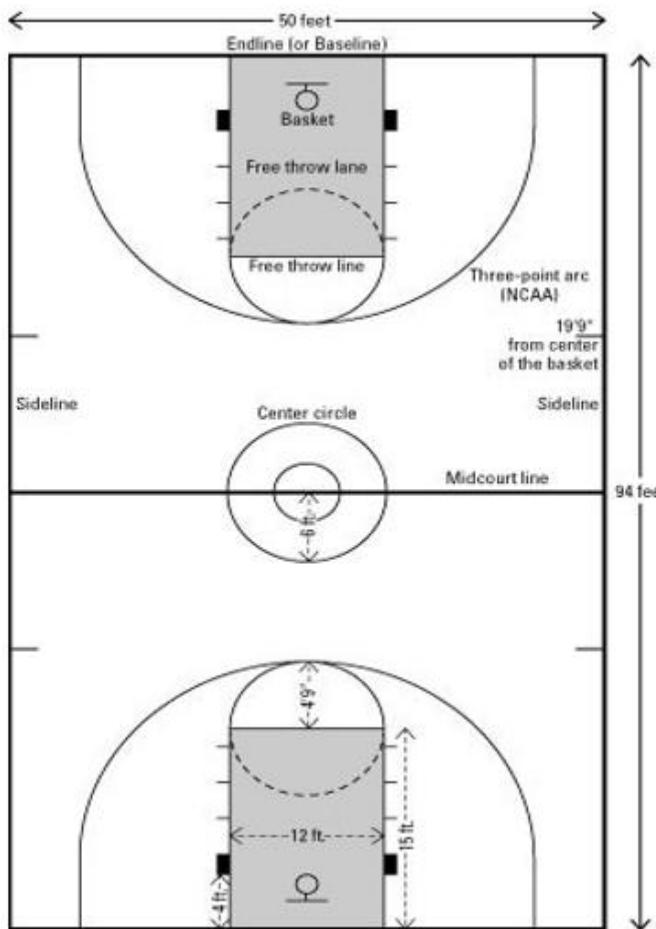
The team with the most points at the end of the game wins. Points are scored by throwing the ball in the opponent’s basket. Points are as follows:

- 1 point – awarded for each successful free throw
- 2 points – awarded for baskets scored in open play from inside the 3-point-line
- 3 points – awarded for baskets scored in open play when the ball is thrown behind the 3-point-line



Free throws

When a player is shooting a free throw, the remaining 9 players must stand in designated locations around the key or behind the shooter with the opposition being allowed to stand closest to the rim. Play resumes as soon as the last free throw is taken. Free throws are only awarded when a foul is committed on a player who is in the action of shooting.



Positions

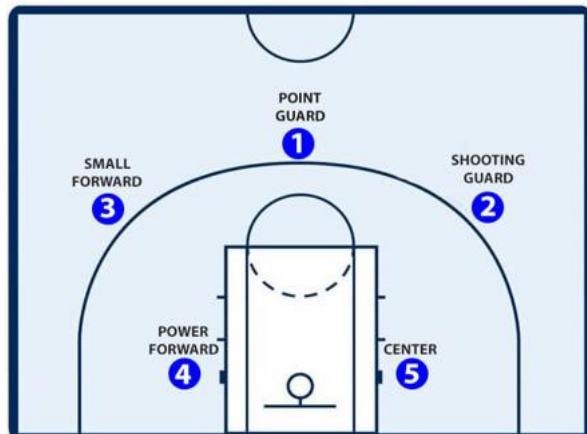
Center – Usually the tallest strongest player and positioned under the basket. This player is required to be more physical.

Power Forward – Usually the second tallest and strongest in the team, also positioned near the basket.

Small Forward – Usually the shorter of the two forwards but also the most versatile.

Shooting Guard – Usually the shortest player on the team but also the best outside shooter. Also, must be a good dribbler and passer.

Point Guard – Usually short but the best ball handler on the team. Often directs other players and has the nickname ‘floor general’.



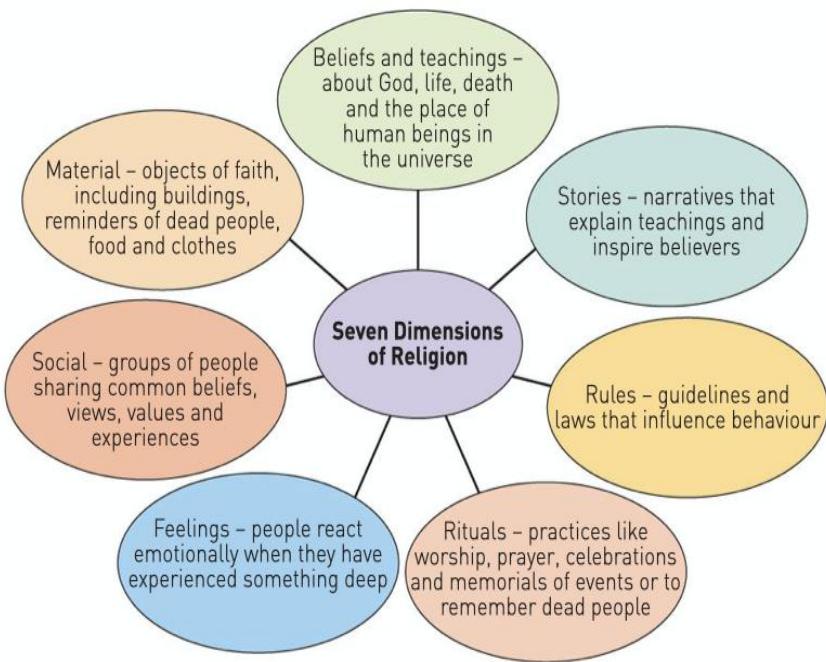


1.1 Key Vocabulary

Theism/Theist	The belief in God/Someone who believes in God
Monothelism/ 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

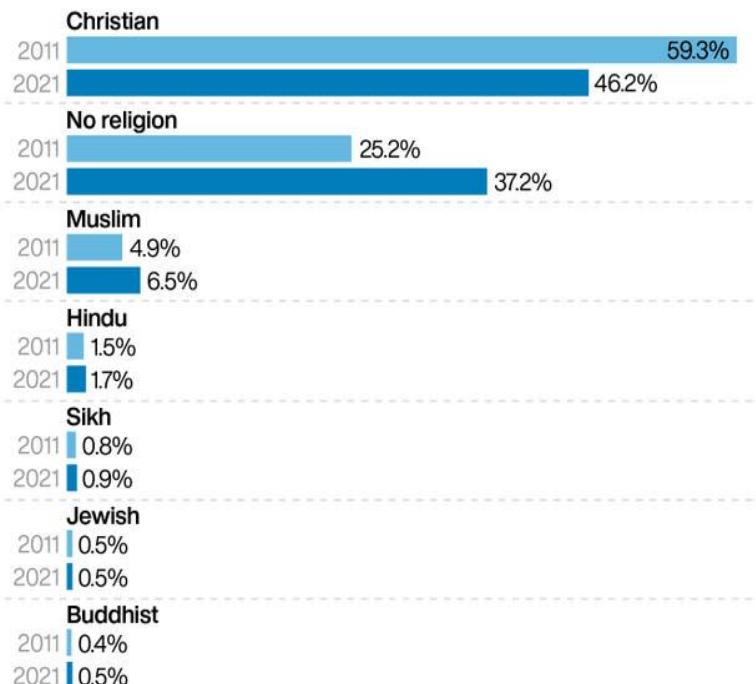
Revision Suggestions:

- 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 needed 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.

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



Festival in Havana, Cuba



Machu Picchu in Peru

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:

Date	KO*	WB*	Case*	Date	KO*	WB*	Case*
3/11				1/12			
4/11				2/12			
5/11				3/12			
6/11				4/12			
7/11				5/12			
10/11				8/12			
11/11				9/12			
12/11				10/12			
13/11				11/12			
14/11				12/12			
17/11				15/12			
18/11				16/12			
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20/11				18/12			
21/11				19/12			
24/11							
25/11							
26/11							
27/11							
28/11							

*Knowledge Organiser * Whiteboard * Pencil Case

RUBBER

PENCIL

WHITEBOARD PEN

GREEN PEN

BLACK PEN

You should also have:

- Reading book
- Calculator
- Headphones
- Protractor
- Sharpener
- Compass
- (no scissors)



You should also have when needed:

- Ingredients - PE kit - Completed homework

RULER

You can borrow core items without penalty between 8.30-8.45am before passing your Head of Year