

Maidenhill School Knowledge Organiser

Year 7 – Term 3



Be kind, Aspire, Persevere, Achieve

Name:

Tutor:

Planner - Term 3



Week 2	Notes
Monday 6 th January	INSET DAY
Tuesday 7 th January	
Wednesday 8 th January	
Thursday 9 th January	
Friday 10 th January	
Week 1	Notes
Monday 13 th January	
Tuesday 14 th January	
Wednesday 15 th January	Y7 Maths evening 5-6pm
Thursday 16 th January	
Friday 17 th January	

Week 2	Notes
Monday 20 th January	
Tuesday 21 st January	
Wednesday 22 nd January	
Thursday 23 rd January	
Friday 24 th January	
Week 1	Notes
Monday 27 th January	
Tuesday 28 th January	
Wednesday 29 th January	
Thursday 30 th January	
Friday 31 st January	Lesson 1 and 2 – Mini Careers Fayre



Week 2	Notes
Monday 3 rd February	
Tuesday 4 th February	
Wednesday 5 th February	Lesson 2 and 3 - Y7 Football Intercommunity
Thursday 6 th February	
Friday 7 th February	
Week 1	Notes
Monday 10 th February	
Tuesday 11 th February	
Wednesday 12 th February	
Thursday 13 th February	
Friday 14 th February	

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 (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

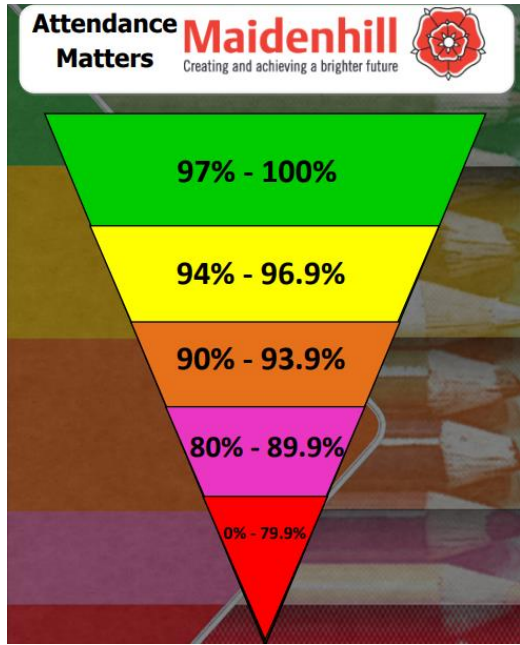
Date and time	Reason	Staff signature

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

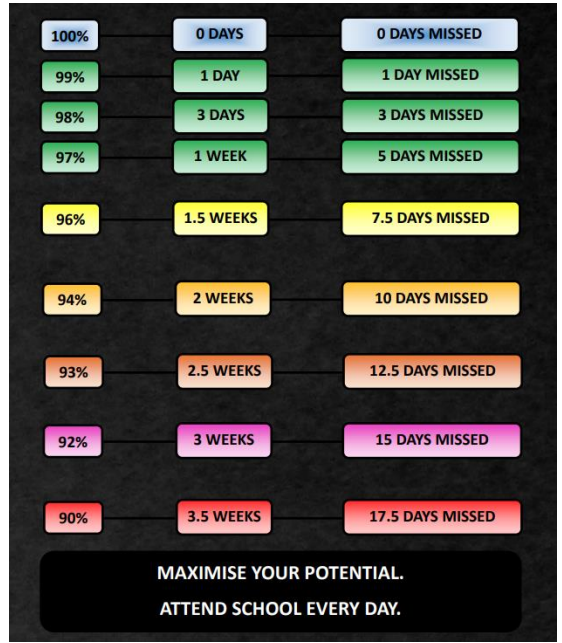
Reporting your concerns



Attendance



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								

Attendance - Term 3

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

Equipment and acceptable use of the school ICT facilities



Equipment

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

Essential requirements

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

Student property

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

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

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

Network rules

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

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

Always log off before leaving a computer

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

Never give a stranger any information about you or your home

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

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

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

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

Always give credit for information obtained from the internet

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

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

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

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

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





Behaviour for Learning

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

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

Rewards

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

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

Consequences

C2 – This is a verbal warning

C3 – Issued with a BFL detention of 40mins

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

C4 – Isolation in the refocus room

C4e – Educated off site at an alternative provision

C5 – Fixed term suspension

C5 Exclusions

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

Incidents for which a students may be excluded include:

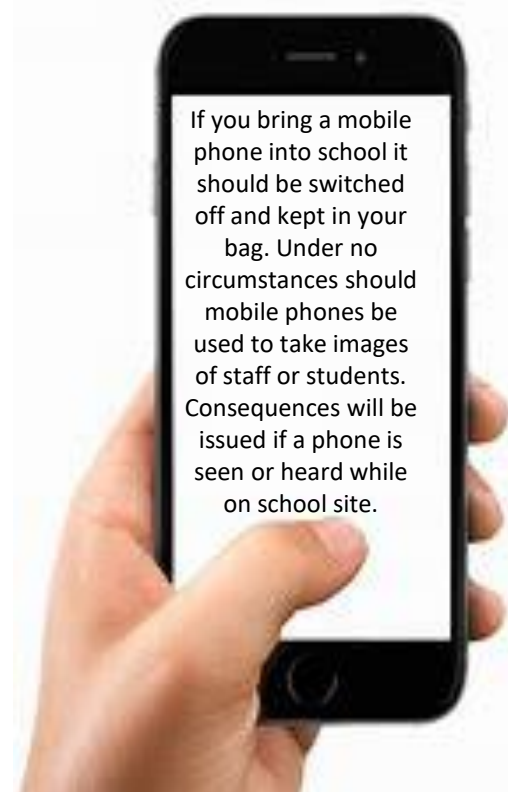
- In possession, under the influence of or dealing in illegal drugs. This also extends to alcohol and other toxic substances
- Serious physical or verbal aggression towards others
- Serious rudeness, defiance, threatening behaviour or inappropriate language towards a member of the school staff
- Anti-social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

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

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

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

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



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

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

Tutor time – Maths Task 1



Question 1 Work out $624 \times 15 =$	Question 2 Work out $571 \times 40 =$	Question 3 Find the highest common factor of 108 and 84	Question 4 Find the highest common factor of 28 and 210
Question 5 Work out $\frac{4}{10} + \frac{13}{20}$	Question 6 Work out $\frac{4}{6} - \frac{7}{18}$	Question 7 Round 3799 to the nearest 1000	Question 8 Round 713 to the nearest 10
Question 9 Express 0.02 as a percentage	Question 10 Express 38% as a fraction in its lowest form	Question 11 Find 25% of £180	Question 12 Find 25% of £48
Question 13 Complete using > or < 180120 ? 180220	Question 14 Complete using > or < 665420 ? 665620	Question 15 Work out the value of c - 5 when c = 9	Question 16 Work out the value of a + 9 when a = 2
Question 17 Work out $7200 \div 80 =$	Question 18 Work out $360000 \div 900 =$	Question 19 Express as an improper fraction $2\frac{4}{5} = \frac{\square}{\square}$	Question 20 Express as an improper fraction $1\frac{1}{4} = \frac{\square}{\square}$

SKILLS CHECK



Score

10

Tutor time – Maths Task 2



Question 1 Work out $500 \times 39 =$	Question 2 Work out $579 \times 25 =$	Question 3 Find the highest common factor of 45 and 55	Question 4 Find the highest common factor of 27 and 72
Question 5 Work out $\frac{1}{3} + \frac{9}{12}$	Question 6 Work out $\frac{3}{9} - \frac{1}{3}$	Question 7 Round 3358 to the nearest 1000	Question 8 Round 9022 to the nearest 10
Question 9 Express 0.85 as a percentage	Question 10 Express 42% as a fraction in its lowest form	Question 11 Find 25% of £296	Question 12 Find 25% of £236
Question 13 Complete using > or < 765849 ? 765929	Question 14 Complete using > or < 598797 ? 596797	Question 15 Work out the value of $5x - 2$ when $x = 2$	Question 16 Work out the value of $6y$ when $y = 3$
Question 17 Work out $360000 \div 400 =$	Question 18 Work out $15000 \div 50 =$	Question 19 Express as an improper fraction $1\frac{4}{7} = \frac{\square}{\square}$	Question 20 Express as an improper fraction $2\frac{2}{3} = \frac{\square}{\square}$

SKILLS CHECK



Score

Tutor time – Maths Task 3



Question 1 Work out $470 \times 30 =$	Question 2 Work out $462 \times 48 =$	Question 3 Find the highest common factor of 32 and 24	Question 4 Find the highest common factor of 60 and 80
Question 5 Work out $\frac{5}{10} + \frac{34}{40}$	Question 6 Work out $\frac{2}{8} - \frac{1}{4}$	Question 7 Round 7088 to the nearest 100	Question 8 Round 1756 to the nearest 10
Question 9 Express 0.9 as a percentage	Question 10 Express 20% as a fraction in its lowest form	Question 11 Find 50% of £148	Question 12 Find 10% of £3530
Question 13 Complete using > or < 320429 ? 320929	Question 14 Complete using > or < 278091 ? 278181	Question 15 Work out the value of $3y + 3$ when $y = 7$	Question 16 Work out the value of $20 - 2a$ when $a = 2$
Question 17 Work out $630000 \div 700 =$	Question 18 Work out $1200 \div 40 =$	Question 19 Express as an improper fraction $1\frac{2}{3} = \frac{\square}{\square}$	Question 20 Express as an improper fraction $1\frac{3}{4} = \frac{\square}{\square}$

SKILLS CHECK



Score

12

Tutor time – Maths – Extra practice



Question 1 Work out $757 \times 79 =$	Question 2 Work out $449 \times 38 =$	Question 3 Find the highest common factor of 16 and 24	Question 4 Find the highest common factor of 80 and 40
Question 5 Work out $\frac{6}{8} + \frac{1}{32}$	Question 6 Work out $\frac{1}{4} - \frac{2}{12}$	Question 7 Round 463 to the nearest 10	Question 8 Round 271 to the nearest 10
Question 9 Express 0.59 as a percentage	Question 10 Express 80% as a fraction in its lowest form	Question 11 Find 25% of £56	Question 12 Find 10% of £410
Question 13 Complete using > or < $613394 ? 617394$	Question 14 Complete using > or < $73863 ? 73903$	Question 15 Work out the value of $24 - 2y$ when $y = 3$	Question 16 Work out the value of $26 - 2a$ when $a = 4$
Question 17 Work out $36000 \div 600 =$	Question 18 Work out $18000 \div 200 =$	Question 19 Express as an improper fraction $2\frac{4}{5} = \frac{\square}{\square}$	Question 20 Express as an improper fraction $1\frac{2}{3} = \frac{\square}{\square}$

SKILLS CHECK



Score

Tutor time – Maths – Extra practice



Question 1 Work out $479 \times 57 =$	Question 2 Work out $208 \times 43 =$	Question 3 Find the highest common factor of 99 and 121	Question 4 Find the highest common factor of 16 and 14
Question 5 Work out $\frac{1}{9} + \frac{6}{18}$	Question 6 Work out $\frac{2}{8} - \frac{1}{4}$	Question 7 Round 3281 to the nearest 10	Question 8 Round 225 to the nearest 100
Question 9 Express 0.3 as a percentage	Question 10 Express 80% as a fraction in its lowest form	Question 11 Find 10% of £1360	Question 12 Find 25% of £144
Question 13 Complete using > or < 28812 ? 28762	Question 14 Complete using > or < 300451 ? 300401	Question 15 Work out the value of $c + 7$ when $c = 4$	Question 16 Work out the value of $2a - 6$ when $a = 7$
Question 17 Work out $32000 \div 80 =$	Question 18 Work out $24000 \div 40 =$	Question 19 Express as an improper fraction $3\frac{4}{5} = \frac{\square}{\square}$	Question 20 Express as an improper fraction $4\frac{3}{6} = \frac{\square}{\square}$

SKILLS CHECK



Score

14



Question 1 Work out $631 \times 58 =$	Question 2 Work out $476 \times 63 =$	Question 3 Find the highest common factor of 90 and 135	Question 4 Find the highest common factor of 33 and 132
Question 5 Work out $\frac{1}{3} + \frac{8}{12}$	Question 6 Work out $\frac{7}{9} - \frac{1}{3}$	Question 7 Round 101 to the nearest 100	Question 8 Round 148 to the nearest 100
Question 9 Express 0.57 as a percentage	Question 10 Express 75% as a fraction in its lowest form	Question 11 Find 10% of £420	Question 12 Find 10% of £2120
Question 13 Complete using > or < 626684 ? 625784	Question 14 Complete using > or < 596497 ? 598497	Question 15 Work out the value of $15 - y$ when $y = 5$	Question 16 Work out the value of $6y + 9$ when $y = 3$
Question 17 Work out $1000 \div 50 =$	Question 18 Work out $56000 \div 70 =$	Question 19 Express as an improper fraction $3\frac{4}{7} = \frac{\square}{\square}$	Question 20 Express as an improper fraction $4\frac{1}{6} = \frac{\square}{\square}$

SKILLS CHECK



Score





Task 1

Read this paragraph, which is inspired by the poem, The Eagle by Alfred Tennyson.

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

alfred tennyson's peom the eagle is a short but powerful description of an eagle and its surroundings in just six lines tennyson paints a piture of the eagle perched high on a rocky cliff holding onto the rock with its strong sharp claws the area around it is quiet and empty making the eagle seem even more majestic and alone the phrase azure world shows the bright blue sky making it clear how hi the eagle is at the end of the poem the eagle dives suddenly and powerfully like a thunderbolt showing its strength and speed this poem uses simple but vivid words to show the eagle as a symbol of power and the beauty of nature

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

Read the poetic techniques listed below and match the technique to the definition.

Technique
Repetition
Alliteration
Metaphor
Personification
Simile

Definition
A figure of speech comparing two things directly, saying one is the other, like "time is a thief."
Comparing two things using "like" or "as," such as "as brave as a lion."
Repeating the same word or phrase to emphasise an idea or create a rhythm.
The repetition of the same starting sound in nearby words, like "Peter Piper picked a peck."
Giving human qualities to non-human things, like "the wind whispered through the trees."



Task 3

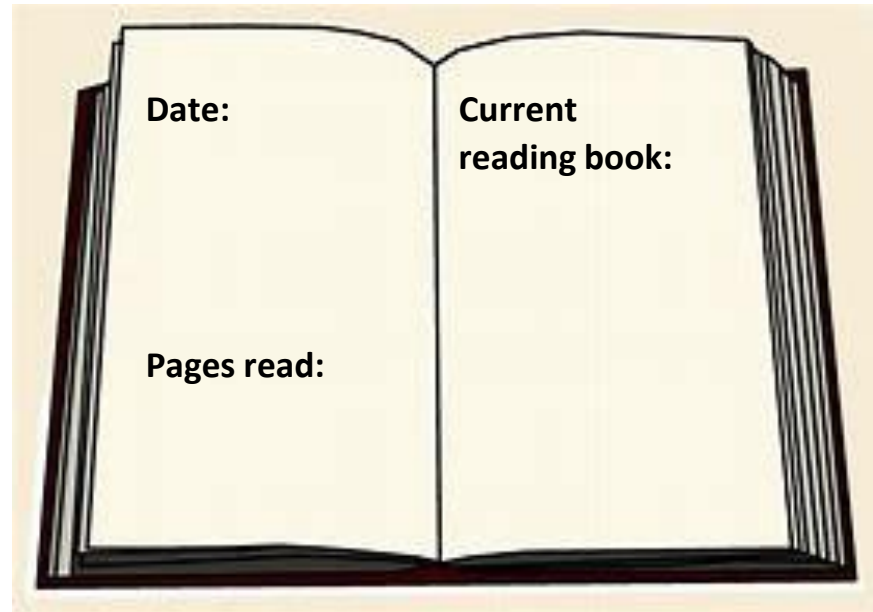
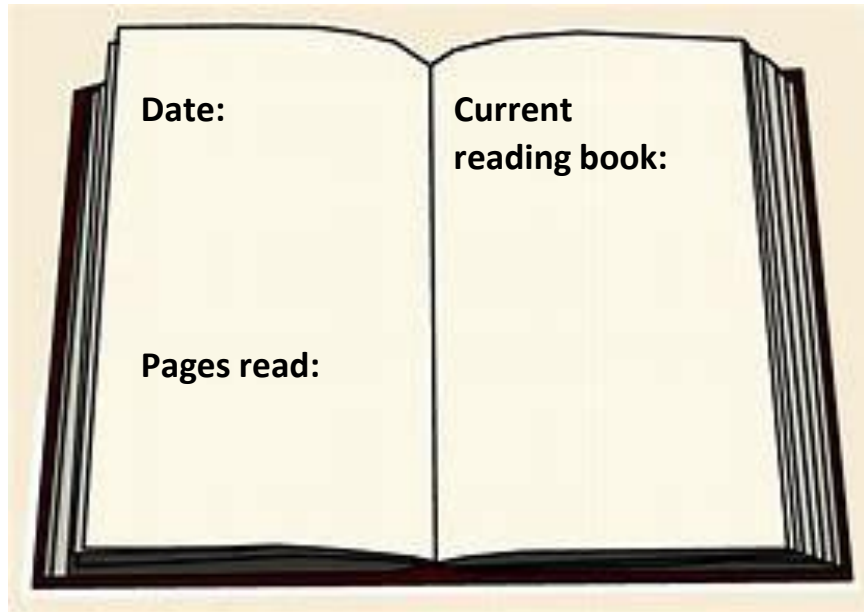
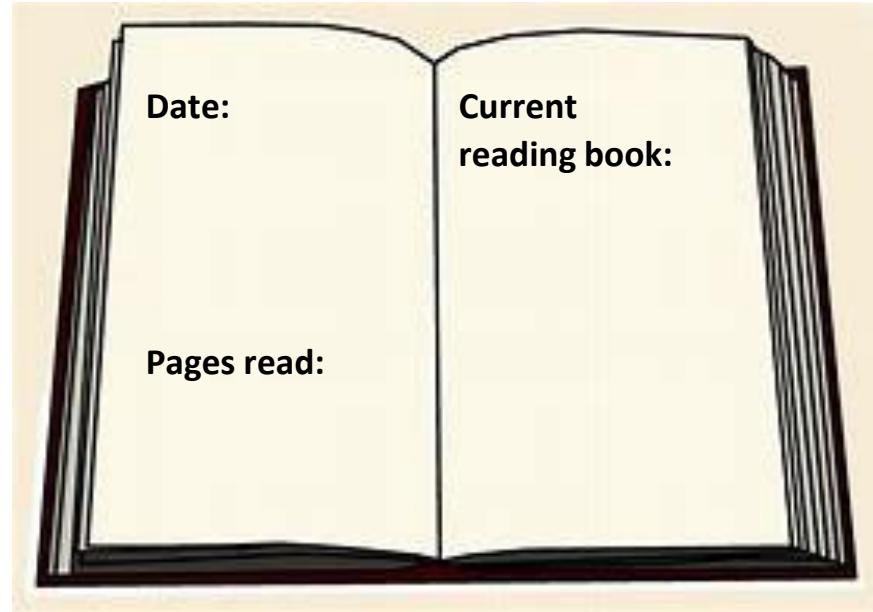
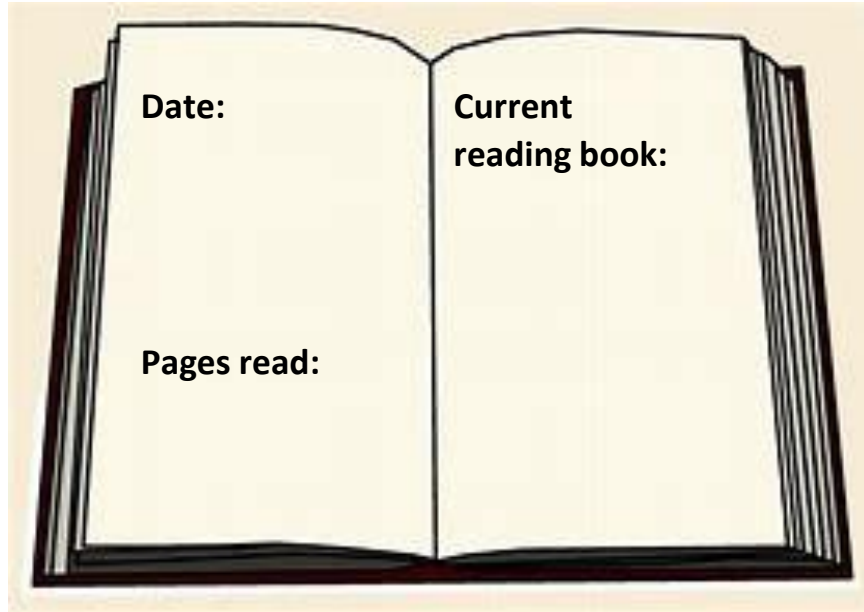
Read the short poem below and find the poetic techniques listed in the grid.

Add your quote so you have some examples of the techniques to refer to in your English lessons.

He clasps the crag with crooked hands;
 Close to the sun in lonely lands,
 Ring'd with the azure world, he stands.

The wrinkled sea beneath him crawls;
 He watches from his mountain walls,
 And like a thunderbolt he falls.

Technique	Definition
Alliteration	
Metaphor	
Personification	
Simile	



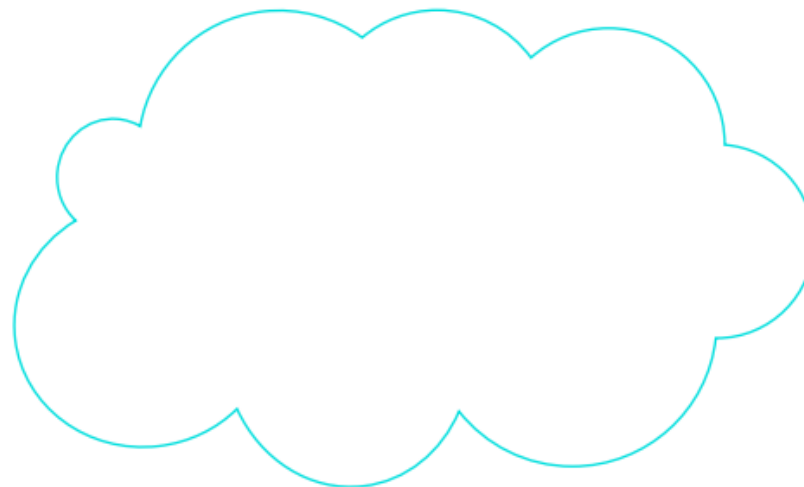
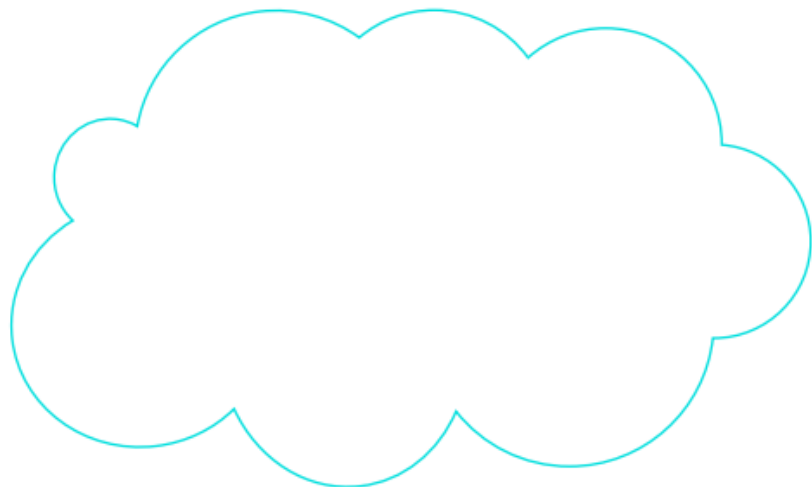
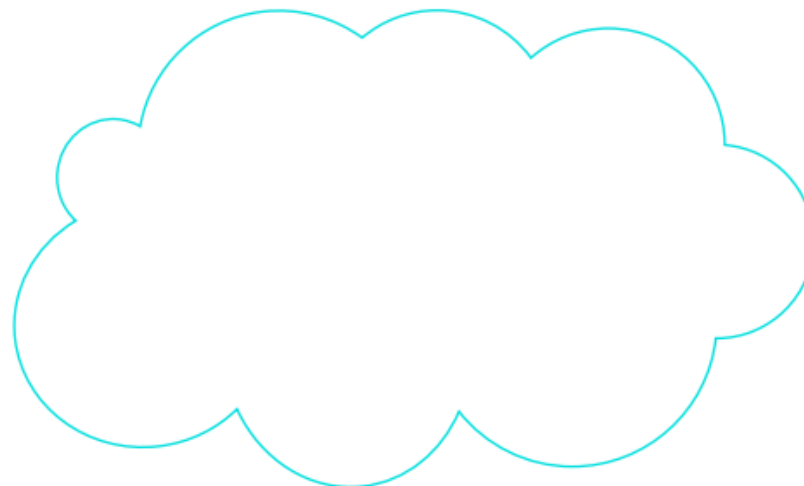
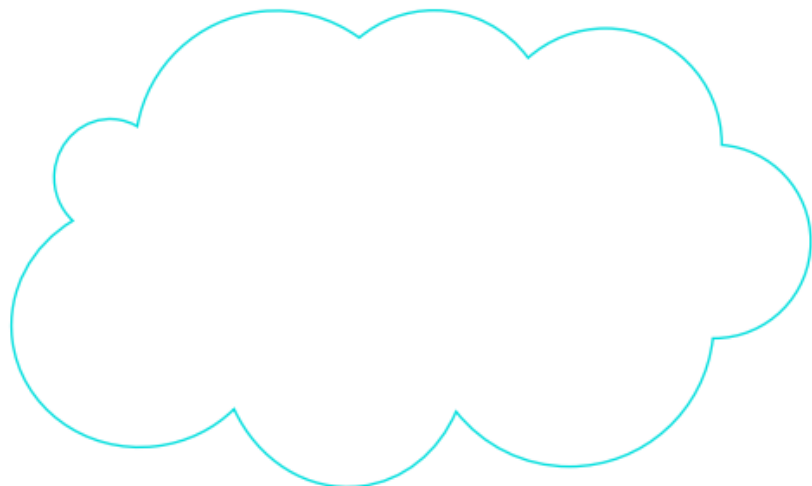


ANTI-SOCIAL BEHAVIOUR (ASB)



Before: What I know about Anti-Social Behaviour (ASB)

Write something in each cloud that you know, or would like to know about ASB





ANTI-SOCIAL BEHAVIOUR (ASB)

Respectful Behaviour



RESPECT YOURSELF AND OTHERS



Look at the words at the bottom of the page and think about what they mean to you.

Do you think they describe **Respectful** or **Disrespectful** behaviour.

What box do you think the words belong to?

RESPECTFUL	DISRESPECTFUL

- BE MINDFUL OF OTHERS
- CRIMINAL DAMAGE
- GRAFFITI
- LOUD
- NOT GETTING INVOLVED
- ROWDY
- CONSIDERATE

- CAREFUL
- FIGHTING
- HELPFUL
- MOVE AWAY WHEN ASKED
- PLAY QUIETLY
- SHOUTING

- CARING
- GOOD MANNERS
- LITTERING
- NOISY
- POLITE
- VERBAL ABUSE

ANTI-SOCIAL BEHAVIOUR (ASB)

ASB Word Search



Can you find the 12 hidden words?

```

e f t p d w g n i r e t t i l
g g r p e e d q h i c n i t m
g r a f f i t i d n l o d h i
e o e m r w p o e c k r a p r
h h o u a o r n f r z e r w c
t a c o l d o h d m j s d c h
n r m i h i w a b i r p l a p
e o c p t h d n d t u e f s g
m e l u s w y d t c e c r a o
s k a i c h d l s i r t n u r
s c s z c m i e u v g f w i p
a k r k y e u r p s y u s m p
r b o h w g h z m r a l z u p
a o x u q b s a i a x k r x u
h p s z f m w g t r y s i o n
    
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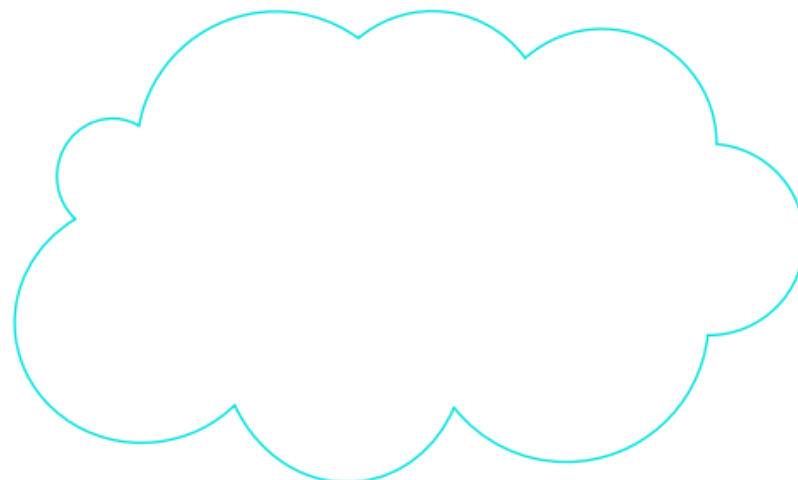
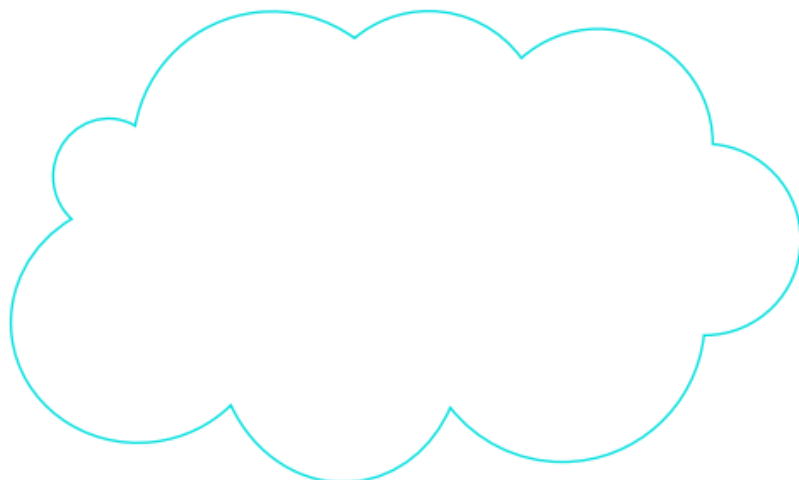
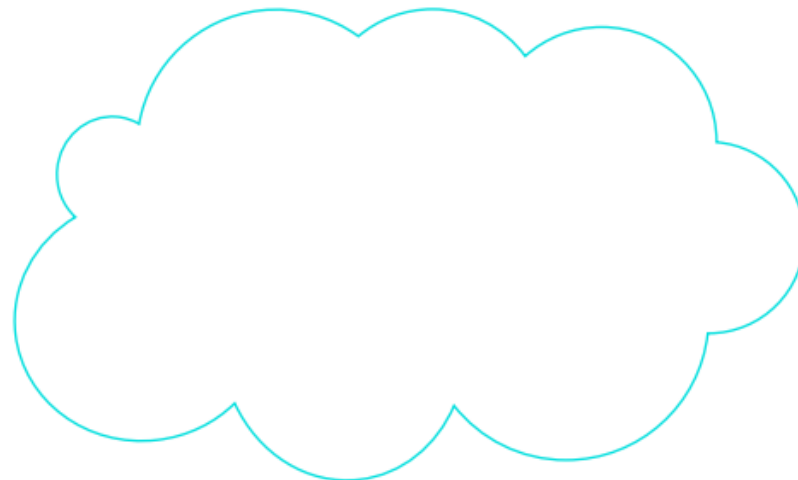
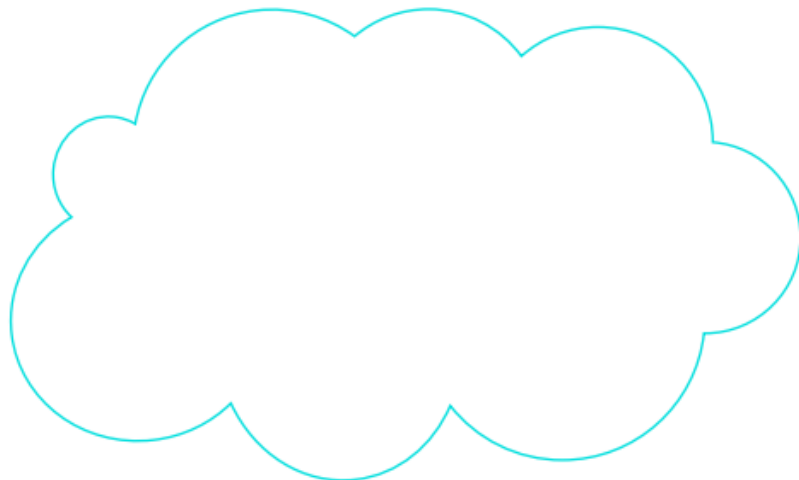
- asb
- littering
- harassment
- police
- caution
- graffiti
- respectful
- victim
- damage
- rowdy
- noisy
- park



ANTI-SOCIAL BEHAVIOUR (ASB)

After: What have I learned about ASB?

Write in each cloud something new you have learned about ASB: how it can affect people and communities, the law and how to get help and support if you need it.





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
Repetition
When words and phrases are repeated multiple times.

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

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

Fiction...

admitted
advised
agreed
assured
avowed
began
bragged
chatted
cheered
commented
convinced
crowded
exclaimed
gushed
instructed

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

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

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

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.

SEMICOLON

;

Use to connect subjects and verbs into a single sentence.

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/Poetry techniques

Personification- Giving an inanimate object (not living), human qualities.
The tree waved in the wind.

Simile- A comparison between two things using ‘like’ or ‘as’.
Her skin is as smooth as silk.

Metaphor- A comparison between two things saying one thing is the other thing.
The sea is a raging army.

Onomatopoeia- When a word imitates a sound.
Crash, bang, whizz, screech

Imagery- When the language used helps create a visual image in the reader’s mind.
The beautiful emerald trees swayed in the soft breeze.

Alliteration- The repetition of letters at the beginning of words.
Peter Piper picked a pack of pickled peppers

Tone- The mood/feeling of the poem.
*A remarkable fellow from Weston
 Had nearly fifty feet of intestine;
 Though reported a success
 In the medical press,
 It wasn’t much good for digestion.
 = happy, fun, light*

Analysis- Exploring and commenting on a poet’s use of language, form, structure and technique.

Definition of Poetry

- **Poetry** - A type of writing that uses language to express imaginative and emotional qualities instead of or in addition to meaning.
- Poetry may be written as individual poems or included in other written forms as in dramatic poetry, hymns, or song lyrics.

Task:
Pick some of the poetry techniques above, then think of a theme and write your own examples.

Can you put them together into a full poem?

1.2 Types of Poem

- **Sonnet-** A poem of 14 lines, with a regular rhyme scheme, often focused on love.
- **Haiku-** 3 lines, syllables 5/7/5. Often about nature.
- **Limerick-** A 5 line comic poem.
- **Acrostic-** A poem with a hidden message.
- **Ballad-** A type of poem that tells a story and was traditionally set to music.

Recommended Reading – Poets to Explore

<https://www.poetryfoundation.org/learn/resources>

Amanda Gorman: An American poet and activist. Her work focuses on issues of oppression, feminism, race, and marginalization. She published the poetry book ‘The One for Whom Food Is Not Enough’.

William Wordsworth: An English Romantic poet. His most famous poem is ‘Daffodils’.

William Shakespeare: In his lifetime he wrote over 150 poems. Shakespearean sonnets are still widely studied today.

Christina Rossetti: A Victorian poet who wrote about romance and devotion.

Maya Angelou: A civil rights activist and poet whose most famous poem is ‘Still I Rise’.

Tupac Shakur: An American rapper, poet and actor. He was famously assassinated in his youth.

Carol Ann Duffy: She is the current poet laureate in the UK. One of her most famous poems is ‘Valentine’.

Ted Hughes: Considered one of the greatest writers and poets of the 20th century. He was married to Sylvia Plath.

Sylvia Plath: An American poet, novelist, and short-story writer. She is credited with advancing the genre of confessional poetry. She was married to Ted Hughes.

Wilfred Owen: One of the most famous poets from WW1. He wrote poetry about the horrors of war.

Task: Pick one of the poets above and research them using the internet or library. Can you find a poem they have written and explain what it is about/why it is effective?

1.3 Language Mapping

Look at the three words in this line linked with the letter "c". What do these three words tell us about the eagle?

A "crag" is a word for a rough, hard mountain rock. It makes it sound as if the eagle lives in a very far off, dangerous place.

He clasps the crag with crooked hands

Tennyson uses the word "clasps" because this makes it sound as if the eagle is holding on tightly with his really strong powerful claws.

The eagle's claws are described as "crooked". This conveys the shape of the hands and it also sounds sharp and vicious.

The three words are linked because Tennyson uses alliteration; they all start with a "c".

1.4 Quotations

Challenge yourself to language map these quotes:

'Its underwings, clothing for the dead'

'At night it reflects, not the moon, but the blackness of its own depths'

'But there is life there. There is life...'

'The bushes hold their breath; the sun is gone'

"Close to the sun in lonely lands"

1.5 Analysing poetry

- Comment on the overall message of the poem.
- Pick out key quotations and then explain what they mean to you.
- Look at individual words and phrases used by the poet - think about their connotations or links - why have they been used?
- Explore the techniques used by the poem and discuss what effects they have.

1.6 Key Words and Phrases

Instead of 'shows'

Highlights
Suggests
Implies
Insinuates

Tentative Language

Could
Might
May
Possibly

Key Phrases

'An alternative interpretation, could be...'
'The word 'x' suggests...'
'The use of 'x' emphasises...'
'The author may have intended...'
'The effect on the reader may be...'

Quick analysis task:

Using the words/phrases above write a short paragraph about the quotation in the purple box. What impression do you get of the eagle?

The Poet Laureate

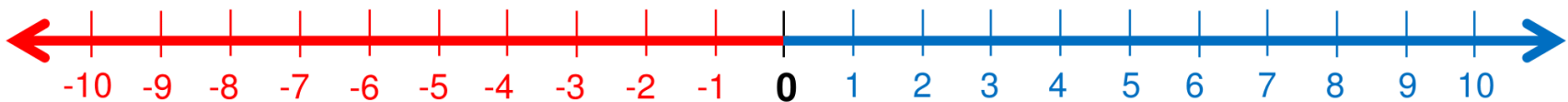
The poet laureate is an honoured poet chosen by the government or monarchy who is expected to compose poems for special occasions. The poet laureate of Britain is usually appointed for life. Carol Ann Duffy became the first woman to hold the role of Britain's poet laureate. She was appointed in 2009.

Enrichment Opportunities

Write a poem based on one of the following themes:

- A Loved one/Friendship
- The environment/Pollution/Nature
- Time
- Power





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



Unit 4 A2 – Expressions and equations

What do I need to be able to do?

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

- Solve linear equations
- Understand like and unlike terms
- Collect like terms
- Simplify algebraic expressions
- Expand single brackets
- Factorise expressions

Solve one step equations (+/-) (178)

$x + 42 = 59$
 $x + 42 = 59$
 $42 + x = 59$
 $59 - x = 42$
 $59 - 42 = x$

Don't forget you know how to use function machines

There is more to this than just spotting the answer

Solve one step equations (x/÷) (178)

$\frac{f}{4} = 5$
 $f \div 4 = 5$
 $f \div 5 = 4$
 $5 \times 4 = f$
 $4 \times 5 = f$

Don't forget you know how to use function machines

Equations with unknown on both sides

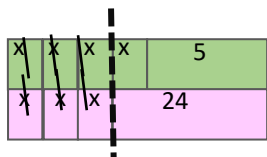
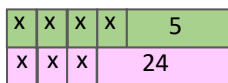
$$4x + 5 = 3x + 24$$

$$-3x \quad -3x$$

$$x + 5 = 24$$

$$-5 \quad -5$$

$$x = 19$$



Keywords

Equality: two expressions that have the same value

Equation: a mathematical statement that two things are equal

Equals: represented by '=' symbol – means the same

Solution: the set or value that satisfies the equation

Solve: to find the solution.

Inverse: the operation that undoes what was done by the previous operation. (The opposite operation)

Term: a single number or variable

Like: variables that are the same are 'like'

Coefficient: a multiplicative factor in front of a variable e.g. $5x$ (5 is the coefficient, x is the variable)

Expression: a maths sentence with at least one maths operation (no equals sign)

Expand single brackets (160)

$3(2x + 4)$
 $6x + 12$
 $6x + 12$
 $3(2x + 4)$

Different representations of $3(2x + 4) = 6x + 12$

Factorise into a single bracket (168)

$8x + 4$
 $2x + 1$

Try and make this the highest common factor

The two values **multiply** together (also the area) of the rectangle

$$8x + 4 \equiv 4(2x + 1)$$

Note:

$$8x + 4 \equiv 2(4x + 2)$$

This is factorised but the HCF has not been used

Collecting like terms (156, 157)

The \equiv symbol means equivalent to. It is used to identify equivalent expressions

Collecting like terms

Only **like terms** can be combined

$4x + 5b - 2x + 10b$
 $4x + 5b - 2x + 10b$
 $2x + 15b$

Common misconceptions

$$2x + 3x^2 + 4x \equiv 6x + 3x^2$$

Although they both have the x variable x^2 and x terms are un-like terms so can not be collected

Enrichment Opportunities

<https://nrich.maths.org/10146>



Measures – G1

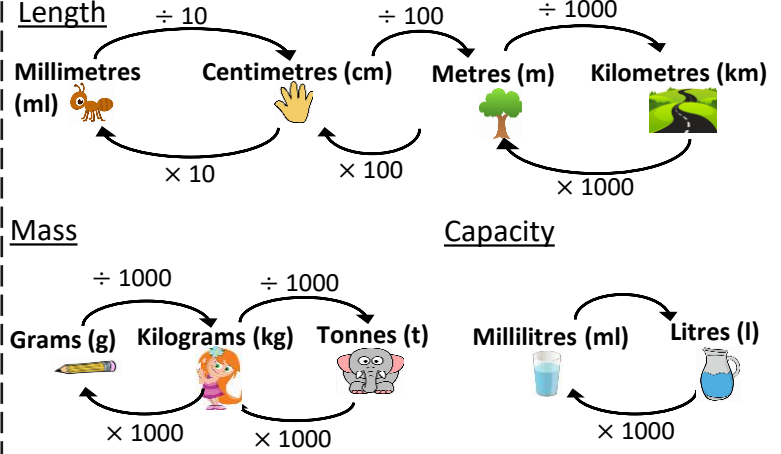
What do I need to be able to do?

- By the end of this unit you should be able to:
- Convert between metric units of mass, length and capacity
 - Use and read scales on measuring equipment
 - Calculate the perimeter of composite shapes and polygons
 - Find the areas of irregular shapes
 - Calculate the area of shapes made from rectangles

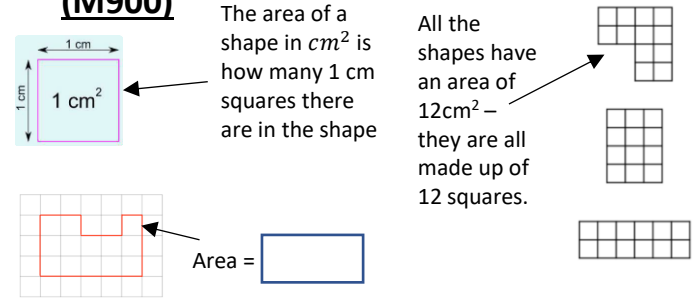
Key Words

- Length:** the distance from one point to another
Mass: a measure of how much matter is in an object.
Capacity: the amount an object can contain (normally liquids)
Volume: the amount of 3-dimensional space an object takes up (units of length cubed)
Convert: to change a value or expression from one value to another.
Metric: a system of measuring that replaced the imperial system to fall in line with the rest of Europe.
Perimeter: the distance around a 2D shape

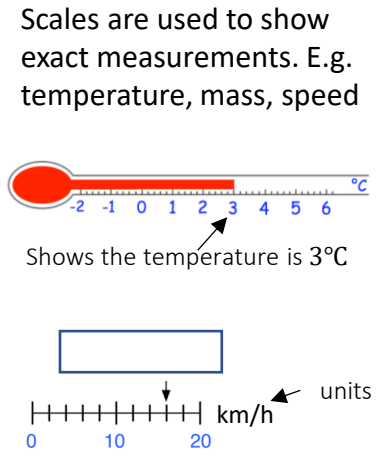
Metric conversions (M774)



Find areas from counting squares (M900)



Using scales (M828)

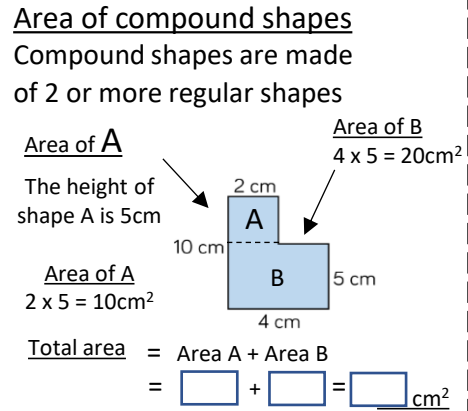
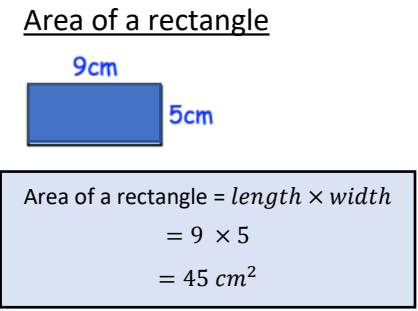


Perimeter (M920, M635)

- Calculations tips:**
- Do all calculations in the same unit (often the smaller measurement)
 - In compound shapes, make sure all the lengths have measurements



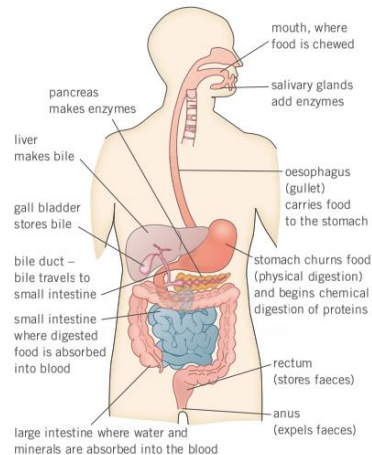
Area of shapes made from rectangles (M269)



Enrichment Opportunities



The digestive system



Bacteria live on fibre in your diet in the large intestine and make important vitamins (e.g., vitamin K).

Enzymes

Enzymes are special proteins that can break large molecules of nutrients down into small molecules.

Enzymes are known as biological **catalysts** – they speed up **digestion** without being used up.

There are three main types of enzyme involved in digestion:

	Type of enzyme		
	carbohydrase	protease	lipase
digests	carbohydrates (e.g., starch)	protein	lipids
	↓	↓	↓
	sugars	amino acids	fatty acids and glycerol

Nutrients

Nutrient	Role in your body
carbohydrates	main source of energy
lipids	fats and oils provide energy
proteins	growth and repair of cells and tissues
vitamins and minerals	essential in small amounts to keep you healthy
water	needed in all cells and body fluids
fibre	provides bulk to food to keep it moving through the gut (not actually a nutrient)

Starch

Add a few drops of iodine solution to the food solution.
Result: If the solution turns blue-black, the food contains starch.

Lipids

Add a few drops of ethanol to the food solution, shake it, and leave for one minute. Then pour the ethanol into a test tube of water.
Result: If the solution turns cloudy, the food contains lipids.

Food tests

Sugar

Add a few drops of Benedict's solution and heat the solution in a water bath.
Result: If the solution turns orange-red, the food contains sugar.

Protein

Add a few drops of copper sulfate solution and sodium hydroxide solution.
Result: If the solution turns purple, the food contains protein.

Effects of an unhealthy diet

A **balanced diet** is when you have the right proportions of the food groups to keep you healthy.

Eating an unbalanced diet can lead you to be:

underweight

Increased risk of:

- poor immune system
- lack of energy
- lack of vitamins and minerals.

overweight

Increased risk of:

- heart disease
- stroke
- diabetes
- some cancers.

vitamin and mineral deficient

Vitamin A deficiency can lead to night blindness.
Vitamin D deficiency can lead to rickets.

Effects of lifestyle on health

Drugs

Drugs are any chemicals that affect the way your brain and body work.

Medical drugs	Recreational drugs
<ul style="list-style-type: none"> used in medicine benefit your health if used correctly used to treat symptoms or cure illness some have side effects examples include: painkillers, antibiotics, and cough mixture	<ul style="list-style-type: none"> taken for enjoyment/to relax/stay awake normally have no health benefits many can be harmful many are illegal examples include: alcohol, caffeine, heroine, cocaine, tobacco

Alcohol

Alcohol is a depressant because it slows down your body's reactions. Drinking large amounts of alcohol over a long time can cause:

- stomach ulcers
- heart disease
- brain damage
- reduced fertility
- liver damage (cirrhosis)

Drinking during pregnancy increases the risk of:

- miscarriage
- stillbirth
- low birth weight babies
- premature birth
- Fetal Alcohol Syndrome (FAS)

Smoking

Cigarette smoke is full of harmful chemicals including:

- tar** – clogs the lining of the lungs and alveoli, contains cancer-causing chemicals
- nicotine** – an addictive stimulant
- carbon monoxide** – stops blood from carrying oxygen.

Smoking can cause many different diseases, including:

- heart disease
- emphysema
- strokes
- lung cancer
- respiratory infections

Smoking during pregnancy increases the risk of miscarriage and low birth weight babies, and can also affect the fetus' development.

Addiction – When your body becomes used to the chemical changes caused by a drug and you need to take the drug to feel normal. When a person who is addicted to a drug tries to stop taking it, they may suffer from sickness, nausea, stomach cramps, headaches, anxiety, and sweating. These are called **withdrawal symptoms**.

addiction anus balanced diet carbohydrase carbohydrate carbon monoxide catalyst deficiency digestion digestive system drug enzyme fibre food test large intestine
lipid lipase mineral nicotine nutrient oesophagus protease protein rectum small intestine stimulant stomach tar vitamin withdrawal symptom

Enrichment Opportunities

Documentary – the truth about food: <https://www.rigb.org/christmas-lectures/watch/2005/the-truth-about-food>
BBC Bitesize: <https://www.bbc.co.uk/bitesize/topics/ztnnb9q> and <https://www.bbc.co.uk/bitesize/topics/zf339j6>
Seneca learning: <https://senecalarning.com/en-GB/>



Energy adds up

The **law of conservation of energy** states that energy cannot be created or destroyed, only transferred.

$$\text{total energy before} = \text{total energy after}$$

Transferring energy

Light, sound, and electricity are ways of transferring energy between different stores.

Energy and temperature

- **Thermometers** measure temperature in degrees **Celsius (°C)**.
- Temperature measures the *average* energy.
- **Thermal energy** measures the total energy.

A warm bath has more thermal energy than a heated kettle, even though the kettle has a higher temperature.

Heating solids, liquids, and gases

- As we heat things the particles gain more **kinetic energy**, and vibrate more or faster.
- The energy needed to heat an object depends on the mass, material and temperature rise.

Equilibrium

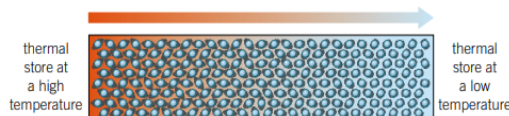
Equilibrium is when objects have the same thermal energy.

Particles

Thermal energy can be **transferred** by **conduction**, **convection** or **radiation**.

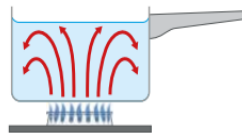
Conduction

- Particles collide into others when they vibrate.
- Occurs in solids.



Convection

- Occurs in liquids or gases.
- The part in contact with the heat source gets hotter. The particles move faster, causing them to become further apart, and a decrease in density.
- The hot part then rises, and cooler, denser parts fall and take its place at the bottom.
- They now heat, so the cycle continues. We call this a **convection current**.



Energy and power

Power is the rate of energy transfer – how much energy is transferred each second.

Energy bills

- Energy bills are measured in **1 kilowatt** per hour (kWh).
- For example, a 2kW device uses 4kWh.
- A bill covers the cost of the fuel used at the power station, the power station, staff, and infrastructure.
- To convert kWh this to joules, convert the time to seconds.
- For example, $2000\text{J/s} \times 7200\text{s} = 14\,400\,000\text{J}$

Reducing bills

- Use fewer appliances or more efficient ones.
- Insulated houses lose less thermal energy so don't need to use as much power.

Work energy and machines

$$\text{Work done (J)} = \text{force (N)} \times \text{distance (m)}$$

Simple machines like **levers** and **gears** can make it easier to do work but you still get the energy out that you put in.

Radiation

- **Infrared radiation** transfers energy without particles – it is a wave.
- All objects emit radiation.
- The amount depends on their temperature and the surface (colour and rough/smooth).
- Radiation can be **absorbed** or **reflected**.

Energy and power

Renewable resources

Renewable resources produce greenhouse gases when built, not when used, and will not run out.

For example, wind, tidal, wave, hydroelectric, geothermal, biomass, and solar powers.

The current created is sent to our offices, factories, and homes down long cables.

These fossil fuels produce **greenhouse gases**, such as carbon dioxide.

Fossil fuels are burned to heat water, which produces steam.

The steam turns a turbine, which spins a generator.

Non-renewable resources

Non-renewable resources include the **fossil fuels** coal, oil, and gas. These were formed millions of years ago from fossilised remains. These are non-renewable because you cannot reuse them, and they will eventually run out. Coal, oil, or gas are used to run **thermal power stations**.

Food and fuels

- There is energy in the **chemical stores** associated with food and fuel.
- Energy is measured in **joules (J)**.
- You need different amounts of energy for different activities.

The energy in food varies.
For example:
• apple – 200kJ per 100g
• chips – 1000kJ per 100g

The energy used when we do things varies too.
For example:
• sitting – 6kJ per minute
• running – 60kJ per minute

terms Make sure you can write definitions for these key terms.

absorb chemical store conduction convection convection current equilibrium fossil fuel gear greenhouse gas infrared radiation insulator joule kilowatt kinetic energy law of conservation of energy lever non-renewable power station radiation renewable reflect thermal energy thermometer work

Enrichment Opportunities

Local green energy – Ecotricity: <https://www.ecotricity.co.uk/>
BBC Bitesize: <https://www.bbc.co.uk/bitesize/topics/zc3g87h>
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

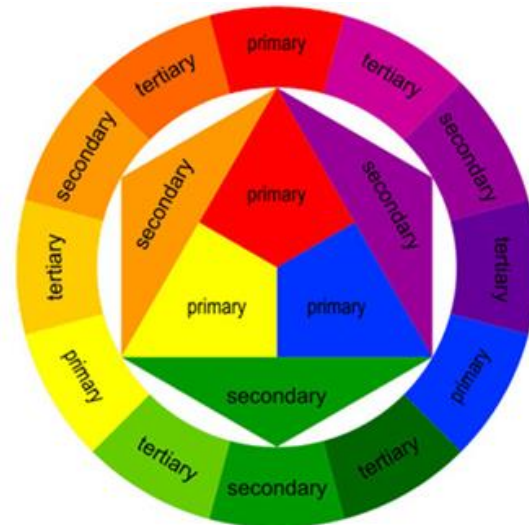
OR Grey = Yellow + Purple

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.

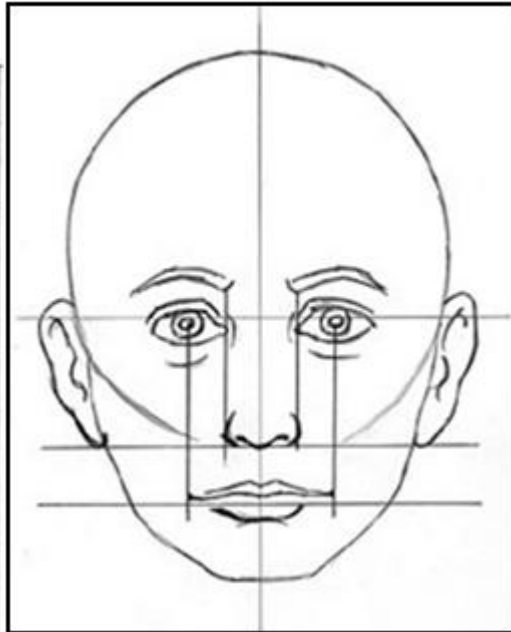
Layout- the arrangement of elements on a surface.

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

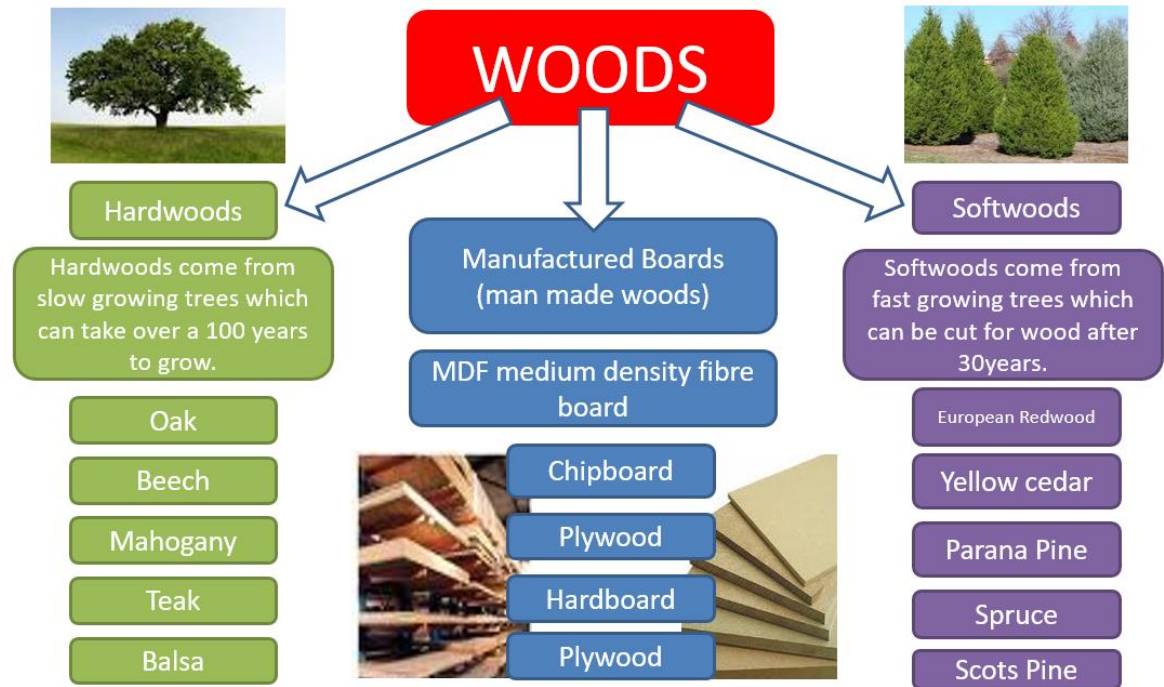


- 1907-1954
- Most famous Mexican artist
- Known for her self-portrait and portrait paintings
- Used her personal life experiences, family, husband and pets in her paintings
- She contracted polio at the age of 6 and was left disabled by the disease
- She suffered with constant pain from a serious bus 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



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.

Try these websites to support you

www.youtube.com/watch?v=ZCvCjlx_FRO

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

Key words:

- Template
- Deciduous
- Coniferous
- Design specification
- Client



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%

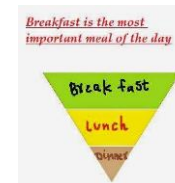
- Although important, we should eat these sparingly and use lower fat versions (1%).

Milk & Dairy Foods: 8%

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

What is Breakfast?

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



Key Words:

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





Key Terms

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

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

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

Space – how you use the performance space.

Dance Genres:

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

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

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

Ceremonial Dances (The Haka) – The Haka originated in 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



Computers use the following devices to get input, process that input to create an output.

Computers need to store information. They can use the following storage devices

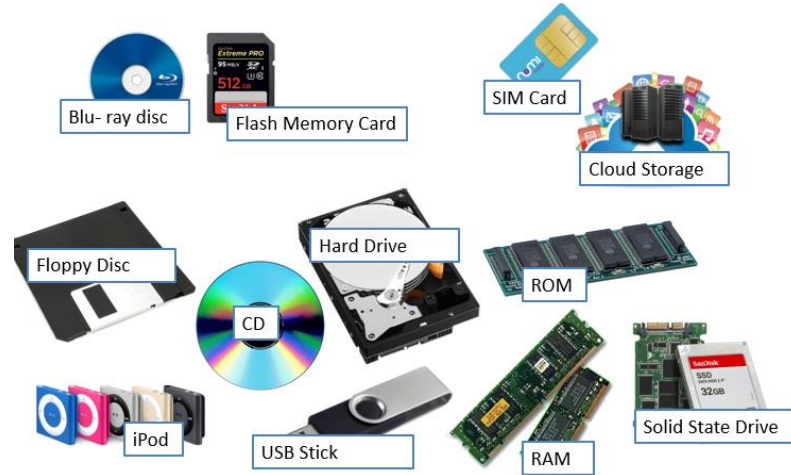


- Keyboard
- Mouse
- Joy Stick
- Light pen
- Track Ball
- Scanner
- Graphic Tablet
- Microphone
- Magnetic Ink Card Reader(MICR)
- Optical Character Reader(OCR)
- Bar Code Reader
- Optical Mark Reader(OMR)

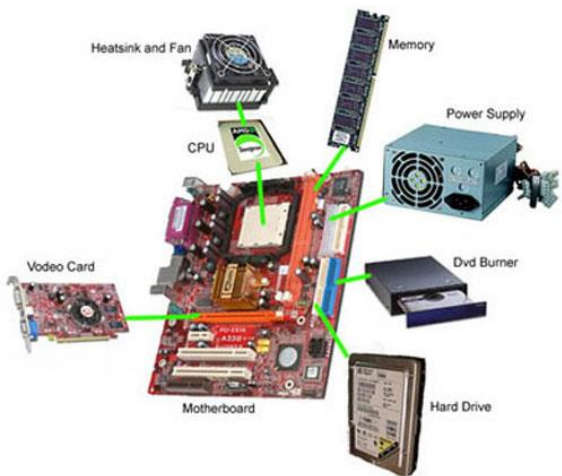




Central Processing unit

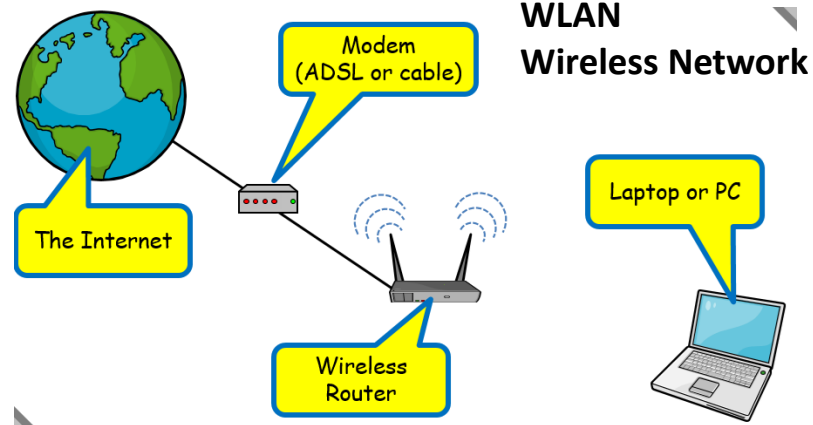
- Monitor (LED, LCD, CRT etc)
- Printers (all types)
- Plotters
- Projector
- LCD Projection Panels
- Speaker(s)
- Head Phone
- Visual Display Unit



Inside the computer the motherboard houses all the internal components.



Operating Systems	Utilities Software	Application Software
Managing the computer's resources	Helping the computer to run smoothly.	Enhancing the use of a computer.
		



Enrichment Opportunities

- Custom build a PC - <https://www.computerplanet.co.uk/cu-stom-pc/>
- PC Simulator game - https://store.steampowered.com/app/621060/PC_Building_Simulator/
- Crash Course - <https://www.youtube.com/watch?v=tpIctyqH29Q&list=PL8dPuualjXtNIUrzyH5r6jN9ullgZBpdo>



Summary

Harry Potter and The Cursed Child is a multi-award winning West End production based on the wizarding world of the Harry Potter books. The story begins nineteen years after the events of the 2007 novel Harry Potter and the Deathly Hallows and follows Harry Potter, now Head of the Department of Magical Law Enforcement at the Ministry of Magic, and his younger son, Albus Severus Potter.

Albus and Harry do not get on well and, despite his fathers love of Hogwarts, Albus is not enjoying his time at the wizarding school. When he is sorted into Slytherin, Albus makes friends with Scorpius Malfoy, the son of Draco Malfoy, Harry's school enemy. They both decide they want adventure for themselves and set out to change history using a time turner.

Key Terms

Devising – creating a performance from scratch without using a script.

Rhythm – the flow of a scene. Is it smooth or does it stop/start?

Movement – the actions and movements that take place on stage.

Contrast – two things that are clearly different when put next to each other.

Improvisation – creating a scene on the spot without any planning.

Gesture – an action with an isolated part of the body which shows meaning.

Extension and Further Info

<http://www.the-leaky-cauldron.org/2019/12/02/exclusive-interviews-and-footage-from-the-harry-potter-and-the-cursed-child-san-francisco-premiere/>

Elements of Costume

Costume has four main elements you need to consider when designing for a character.

Shape – The shape and style of the clothing they are wearing. Is it big and baggy or is it tight fitting? Does it flow down to the ground or is it short? Does it create an interesting silhouette?

Colour – The colour you choose can say a lot about the character. The colour can have meaning such as green = nature, red = love/danger etc. You can have lots of colours or just one or two.

Material – The fabric that is used. Is it heavy or light? Is it smooth or rough? Shiny or Matt? Each choice can say a lot about your character.

Accessories – Any extra parts of the costume such as jewellery or headwear.

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



Epiphany in France

What is Epiphany?

- Epiphany - also known as Three Kings' Day - is a Christian feast day which falls on 6 January.
- It is a special date for many Christians as it's when people celebrate how a star led the Magi - also known as the Three kings or the Wise Men - to visit the baby Jesus after he had been born.
- 'Epiphany' comes from the Greek word meaning 'to reveal', as it is when the baby Jesus was 'revealed' to the world.
- This is why you might hear people say they've had an epiphany, when they've just realised something.



How is it celebrated around the world?

- In some countries many families will take off 6th January and exchange presents.
- In Spain and Latin America, *El Día de los Reyes* is just as important as Christmas Day itself.
- In the Czech Republic, those who are up for the challenge celebrate Epiphany by swimming in the freezing cold Vltava river in Prague.
- In Mexico, people celebrate Epiphany by eating a special sweet bread called Rosca de Reyes. The bread is ring-shaped and topped with candied fruit.



Epiphany in France

Nowadays, Epiphany is celebrated as a feast day in France. Families share a special cake, which is made of flaky pastry flavoured with almonds and oranges. This is called La Galette des Rois (King's cake).

In the cake is a lucky charm. Whoever finds the charm is king or queen for the day and wears a special crown. The cake is cut into as many pieces as there are members of the family, plus one extra piece which is saved to give to a poor man. If members of the family are away, a piece is saved for them too.



Key Vocabulary

- L'Épiphanie = Epiphany
- Le roi = the king
- La reine = the queen
- Le six janvier = the 6th of January
- La fève = the lucky charm
- The Three Wise Men = Les Trois Rois Mages
- Une couronne = a crown

Quick Questions

1. What is the English word for l'épiphanie?
2. What is the date of l'épiphanie in French?
3. What happened on that day?
4. What gifts did they bring (give the French and the English) and why?
5. What do French families share at Epiphany?
6. What is it called in French?
7. What is it made of?
8. What would you be lucky to find inside (give the French and the English)?
9. What happens when you find it?
10. How many pieces is la galette cut into - who for?

Enrichment Opportunities

Find out how to make a Galette des Rois by following the QR below!



Key word definitions

Brown field site – A site that has previously been built on.
Central Business District (CBD) – The city centre, a zone of shops and offices.

Congestion – Places becoming overcrowded with vehicle traffic.

Conurbation - A region comprising a number of cities, large towns, that have merged.

Dispersed – Settlements that are spread out, often found in highland areas.

Function – The reason a settlement was built.

Greenfield site – A site that has never been built on before.

Linear settlement – Settlements that have grown up along a line of communication e.g. a road or river.

Migration – The movement from one place to another. This could be national (within the same country) or international (crossing a country's border).

Nucleated settlement – Settlements that have grown up clustered around a central point.

Post-industrial – An area or economy that no longer relies on manufacturing.

Regeneration – Improving the built environment after it has declined, usually done in areas which are post-industrial.

Settlement – A place where people live and work.

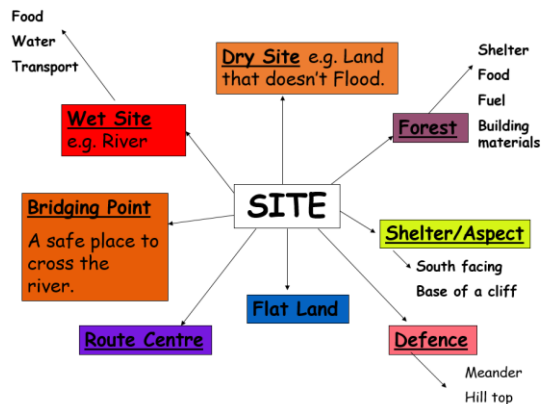
Settlement hierarchy – A way of ordering settlements in order of size and importance.

Site – A place where the settlement first grew up.

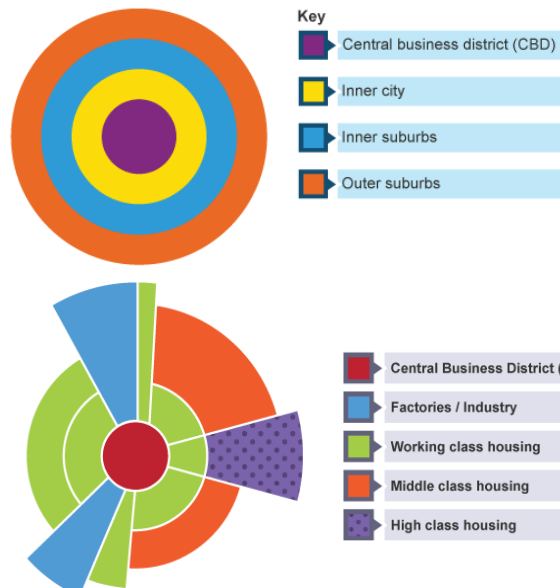
Situation – The location of a settlement in relation to its surrounding features.

Urbanisation – The increasing number of people living in towns and cities.

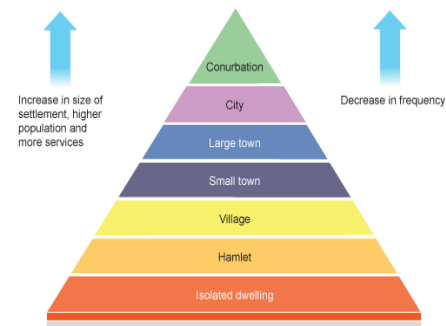
Factors that influence settlement site



Urban Land Use Models



Settlement Hierarchy



Land use models show how a 'typical' city is laid out. The

Burgess model is based on the idea that land values are highest in the centre.

Limitations of the model:

- It is now quite old and was developed before mass car ownership.
- New working and housing trends have emerged since the model was developed.
- Every city is different - there is no such thing as a typical city.

The **Hoyt model** was developed as an alternative model showing transport developments.

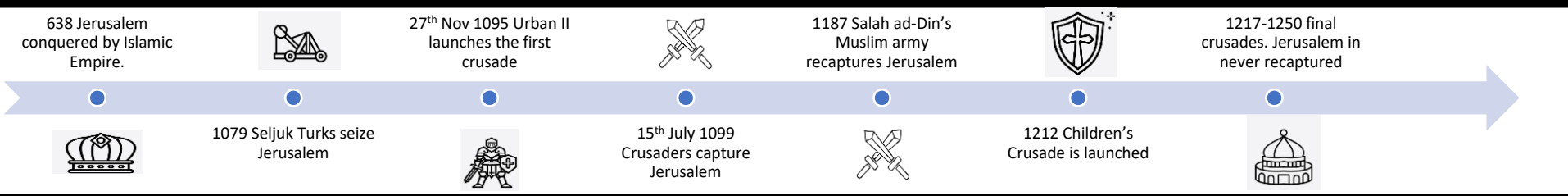
Enrichment Opportunities

Research and define what a megacity is, giving examples. What are the challenges faced by cities as they expand due to a rising population? How can those cities become more sustainable? Write down your ideas as an A4 fact file.





3.1 Timeline of the Crusades



3.2 Key People



Pope Urban II
 Leader of the Catholic Church who launched the First Crusade in 1085



Godfrey of Bouillon
 Leader of the First Crusade and first prince of Jerusalem



Salah al-Din
 Leader of the Islamic Army which recaptured Jerusalem in 1187

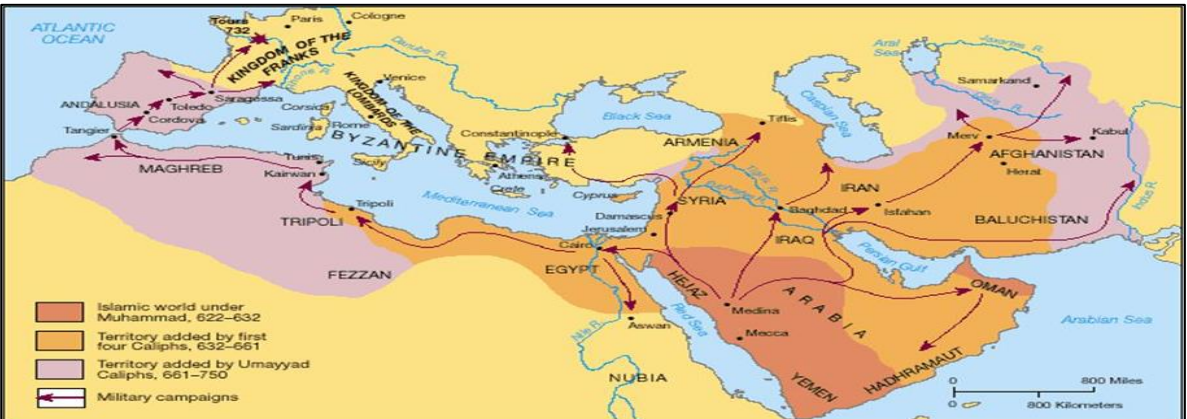


Richard I
 King of England 1189-1199 leader of Crusader forces during the Third Crusade

3.3 Key Words

Pope	Leader of the Catholic (Christian) Church
Crusade	A religiously inspired War
Saracen	Term used by the crusaders to describe Muslim Soldiers
Jerusalem	City in modern day Israel. A Holy site for Christians, Jews and Muslims
Christendom	Term used to refer to Medieval Europe, which was dominated by the Christian Church

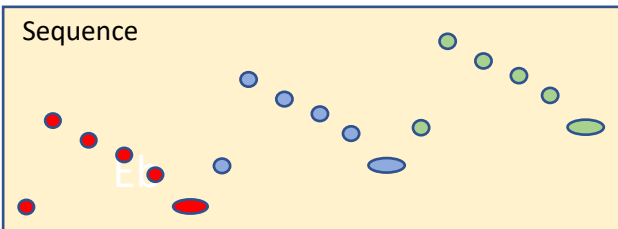
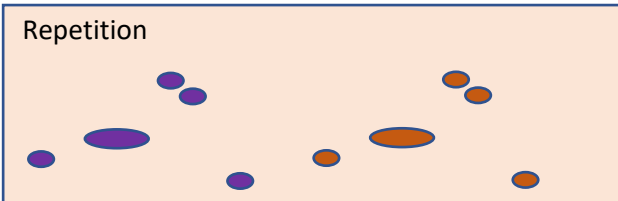
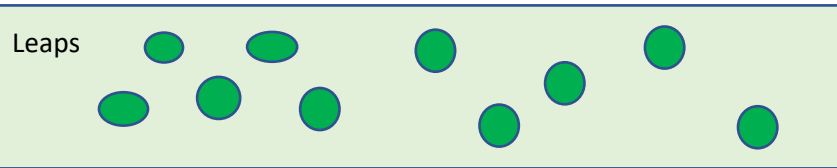
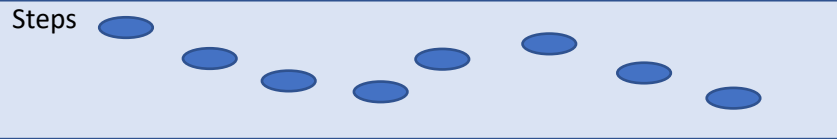
3.4 The Islamic Empire 750 AD



ELEMENTS OF MUSIC

The elements of music are the fundamental elements that make up music. These elements are what make different pieces of music sound different from each other. They are used to **compose** pieces of music to create different moods and feelings. They can also be used to **analyse** pieces of music that have already been written. **Performers** use them to enhance their performances. We use MAD T-SHIRT as a way to remember them.

MELODIC MOVEMENT / DEVICES



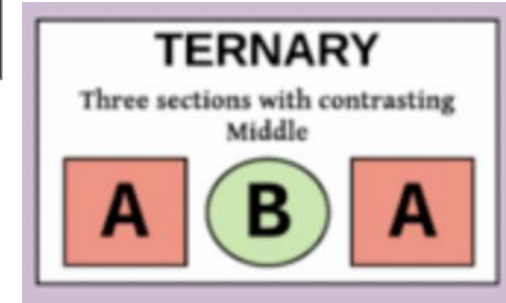
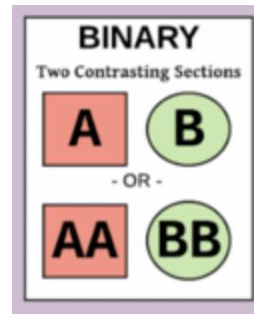
Listening

<https://www.youtube.com/watch?v=zHPqO0UnaW8>
<https://www.youtube.com/watch?v=pDSt9A3sqis>

MAD T-SHIRT

- M**elody – the tune / pitches played
- A**rticulation – the way it is played
- D**ynamics – the volume
- T**exture – layers of sound Thick / Thin
- S**tructure – the order
- H**armony – 2 or more notes at the same time
- I**nstruments – what is making the sound
- R**hythm & Tempo – duration of the sound and speed
- T**imbre – the quality of the sound

STRUCTURE



GRAPHIC SCORE TERMINOLOGY

Dynamics

- pp* – pianissimo – very soft
- pp* – piano - soft
- f* – forte - loud
- ff* – fortissimo – very loud
- sfz* – sforzando – suddenly loud
- crescendo – getting louder
- diminuendo – getting softer

Tempo

- Lento* – very slow
- Adagio* – Slow and stately
- Andante* – at a walking pace
- Moderato* – moderately
- Allegro* – Fast and bright
- Vivace* – Very fast

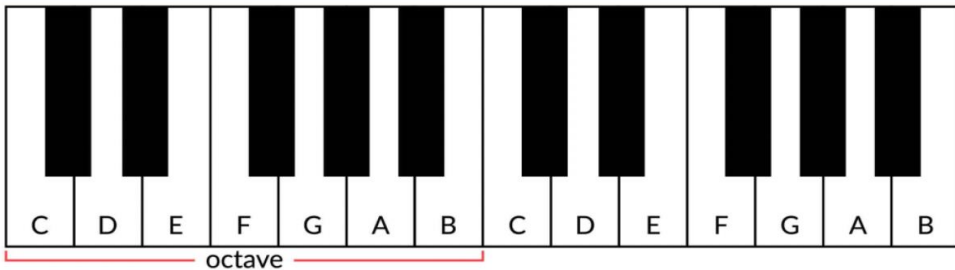
Extension and Further Info

<https://www.bbc.co.uk/bitesize/topics/zcbkcj6>

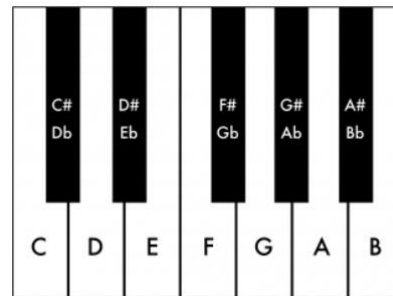
<https://youtube.com/playlist?list=PLtycXRMafBjmhiYwdnBLDJ3uVN-AM8bjU>



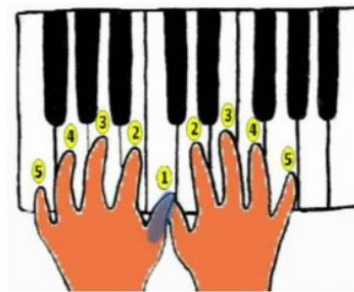
A. Layout of a Keyboard/Piano



A piano or keyboard is laid out with **WHITE KEYS** and Black Keys (see section G). C is to the left of the two Black Keys and the notes continue to G then they go back to A again. Notes with the same letter name/pitch are said to be an **OCTAVE** apart. **MIDDLE C** is normally in the centre of a piano keyboard.



E. Left Hand/Right Hand (1-5)



B. Treble Clef & Treble Clef Notation

A **STAVE** or **STAFF** is the name given to the five lines where musical notes are written. The position of notes on the stave or staff shows their **PITCH** (how high or low a note is). The **TREBLE CLEF** is a symbol used to show high-pitched notes on the stave and is *usually* used for the right hand on a piano or keyboard to play the **MELODY** and also used by high pitched instruments such as the flute and violin. The stave or staff is made up of 5 **LINES** and 4 **SPACES**.



Every Green Bus Drives Fast. Notes in the **SPACES** spell "FACE"



Notes from **MIDDLE C** going up in pitch (all of the white notes) are called a **SCALE**.



Stretch

Composition

- 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

Stretch

Performing

- Can confidently perform a piece of music to an audience
- Can take the lead when working in a group and organise 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

Stretch

Evaluating

- 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

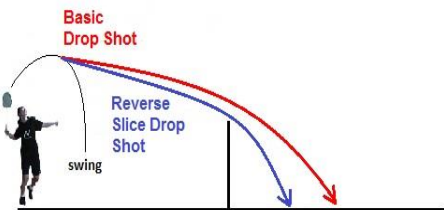


Scoring System

Every time you win a rally, you get a point. Starting from zero, the first person to reach 21 points wins the game. When the server's score is an even number, he serves from the right service court. When his score is an odd number, he serves from the left service court. You have to win the game by at least two points. If the score reaches 20–20, then 21 points are no longer enough to win the game.

TACTICS The basic principle of tactics is to play “the right shot to the right place at the right time”. Tactics will vary according to the skill level of the players. Tactics are based on: • the position of the shuttle • the stroke options open to the player(s) • the reasons for stroke selection • the effect of the shot on opponent(s).

Changing drop shots:



Skills & Techniques

Grip and ready position: To be able to demonstrate & use the correct grip and ready position.

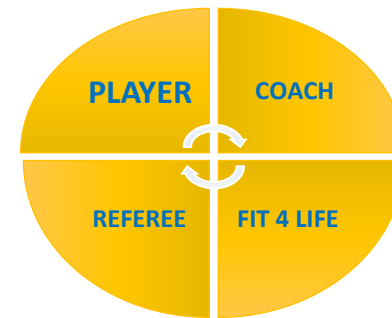
Overhead/Underarm Clear: To develop the skill of outwitting an opponent using a combination of shots. Teaching points; Position of shuttle - key to shot. Aim towards flight of shuttle with non racket hand. Snap wrist on contact, high arc of shuttle.

Drop shot: To be able to outwit opponents using simple drop shot. Teaching points; deception, low over net & use of angles.

The Smash: To understand the importance of movement and preparation for an effective smash. Teaching points; Shuttle in front of head, Snap wrist, Aim towards ground

Low Serve: holding the racket using the thumb grip. The stance should be square or slightly staggered with the racket side foot in front of the other foot. The feet and body should be facing the opponent. The shuttle should be held at waist height, and body weight should be distributed between both feet.

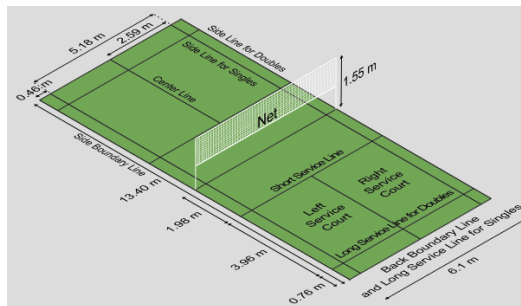
High Serve: Most of the bodyweight should be placed on the dominant (rear) foot. Take the arm back into the backswing position with the wrist and hand cocked. Bodyweight should then be shifted on to the non-dominant (front) foot. To produce the pace on this serve a lot of quick wrist action, and forearm rotation is needed. Make contact with the shuttle at thigh level.



Rules:

1. The player/pair winning a rally adds a point to its score.
2. The player/pair winning a game serves first in the next game.
3. A competitive match must be played indoors utilising the official court dimensions.
4. A point is scored when the shuttlecock lands inside the opponent's court or if a returned shuttlecock hits the net or lands outside of the court the player will lose the point.
5. At the start of the rally, the server and receiver stand in diagonally opposite service courts.
6. The rules do not allow second serves.
7. A player is not able to touch the net with any part of their body or racket.

Badminton Court:



1.1 Key Vocabulary

Old Testament	The first part of the Christian Bible that tells about the Jews, their history, and God's words to them in the time before Jesus Christ was born.
New Testament	The part of the Bible that deals with the life and teachings of Jesus Christ and with Christianity in the early Church.
Covenant	An agreement between God and mankind
The Old Covenant	The reference to the agreements and laws given by God in the Old Testament.
The New Covenant	The reference to the agreement in the New Testament that Christians were able to be saved from sin individually, not as a nation by following Jesus.
Sin	To disobey God or break a religious law.
Prophet	Someone chosen by God to deliver a message.
The 7 laws of Noah	The seven laws given to Noah. Jewish Scholars have taken them from instructions given in Genesis to Adam and Noah.
The 10 Commandments	The Ten laws given to Moses from God.
Israelites	Someone who came from the country Israel (a Jew). Some believe they were a chosen nation by God, who were promised The Chosen Land of Canaan.
Messiah	The promised savior of the Jewish nation prophesied in the Bible.
Prophecy	A foretelling of the future.
Atonement	The belief that Jesus' death on the cross healed the rift between God and mankind.
Salvation	The belief that Christians can be saved from sin and have eternal life with God in heaven when they die.

1.2 Prophets of the Old Testament

Adam: is the name given in Genesis 1-5 to the first human. In Genesis 2 God is believed to have created him from the dust of the ground and breathed life into him. Later Eve was created from his rib as a companion. Adam and Eve were given the Garden of Eden to live in but disobeyed God by eating from The Tree of Knowledge of Good and Evil. This act of disobedience is believed to have brought evil into the world and resulted in them being banished from the garden and told to fend for themselves for the rest of their mortal lives.

Noah: is described in the Bible as a righteous man. God instructed him to tell his people that if they didn't repent for their sins and baptise themselves, they would be destroyed by a flood. They didn't believe Noah, so God sent a flood. God instructed Noah to build an Ark to protect his family and animals. Once the flood had gone, God promised Noah he would never do anything like that again.

Abraham: obeyed unquestioningly the commands of God. He was promised that God would give him descendants as numerous as the stars and the chosen land for his people. In the Old Testament it tells the account of Abraham's journey to the chosen land. During this journey God destroyed the city of Sodom for their sins and tested Abraham's faith by asking him to sacrifice his son.

Moses: was saved by the Egyptian Pharaoh's Daughter in a basket in the river Nile after his instruction to kill the Jewish baby boys. Moses was brought up as an Egyptian prince until he killed an Egyptian slave driver after he saw him brutally beat an Israelite. Moses left Egypt for 40 years but came back after receiving a message from God from the Burning Bush. He was instructed to go back to Egypt and tell the new Pharaoh that he should free the Israelites. The Pharaoh refused each time, so the 10 Plagues were sent. When the Israelites were finally freed, Moses, through the power of God, parted The Red Sea to help them escape. Moses returned to Mount Sinai (where he first spoke to God) and received The 10 Commandments.



1.3 The key events of Jesus' life



The ANNUNCIATION
(Luke 1:26-38) - The angel Gabriel's announcement to the Virgin Mary of the Incarnation.



INCARNATION (Luke 2:1-7)
Jesus is born in Bethlehem. (Luke 2:8-20) Angels visited Shepherds to tell them about Jesus. (Matthew 2:1-12) The Magi visited but did not tell Herod where Jesus was.

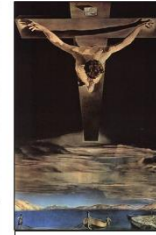


MIRACLES

- Matthew 8:23-27 – Calmed the storm
- Matthew 14:15-21 – Fed 5000
- John 2:1-11 – Turned water into wine
- **John 11:41-44 – Raised Lazarus**



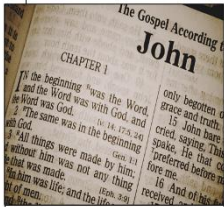
LAST SUPPER
Jesus shared a Passover meal with his disciples. This is now known as the Last Supper and is commemorated by Christians with the Eucharist. At this meal, Jesus gave bread and wine to his disciples.



Jesus was flogged and **CRUCIFIED** at the site of Golgotha on the day that Christians know as **GOOD FRIDAY**.



RESURRECTION
The stone was rolled away, and the body was missing. *Why do you look for the living amongst the dead? He is not here; he has risen!* **LUKE 24:5-6**



In the **BEGINNING** was the **WORD**, and the Word was with God, and the Word was God. He was with God in the beginning. Through him all things were made; without him nothing was made that has been made.

(John 1: 1-3)



Jesus was **BAPTISED** (Matthew 3:13-17), he came up out of the water. Heaven was opened and he saw the spirit of God descending like a dove and alighting on him. Then a voice said from heaven, "This is my own dear son with whom I am pleased."



Jesus is **TEMPTED** (Matthew 4:1-11). The spirit led Jesus into the desert to be tempted by the Devil. After forty days and nights without food, Jesus was hungry. The Devil made promises to Jesus. Jesus replied, "Worship the Lord your God and serve only him!" The Devil left Jesus and angels came and helped him.



Jesus **TAUGHT** Sermon on the Mount (Matthew 5:3–11)

- The Beatitudes
- The law
- Giving
- Prayer
- Treasures in Heaven
- Worrying
- Judging
- False prophets



Jesus was **ARRESTED** for blasphemy as he had been heard calling himself the 'King of Israel' and the authorities disliked this. Judas identified Jesus to the soldiers by kissing him. Peter tried to defend Jesus and cut off one of the soldier's ears with his sword. Jesus reprimanded Peter and miraculously healed the man's ear.



Jesus's body is placed in the **TOMB**.



ACSENSION
40 days after his **RESURRECTION** Jesus rose to heaven.

Revision Suggestions:

- 1) Create a flash card for each of the key terms not just from the key vocabulary list but the other sections also. On the front write down the key term and, on the back, write down the definition. Use the cards to test yourself and see if you can remember each of the words.
- 2) Use the 1.3 to cover up key bits of information about Jesus' life to help you remember them.

Carnaval de Cádiz (Cadiz Carnival)

Where is Cádiz?

Cadiz is the capital city of the Province of Cadiz, in Spain's **autonomous community** of Andalusia. This city in the southwest of region of the Iberian peninsula is home to over 112,000 inhabitants.



Autonomous Community
Spain is divided into 17 autonomous communities, plus two autonomous cities. Each of the autonomous communities of Spain has its own regional government. This government has jurisdiction over education, health, social services, public works, culture and language, along with other responsibilities.

What and when is the Cádiz Carnival?

The Cadiz carnival is known throughout the world as a huge street party. It takes place between February and March and is eleven days of non-stop fun, originality and, more than anything else, mass participation. The whole city is transformed, the streets are filled with people intent on having a good time and making sure everyone else has a good time, singing, and enjoying themselves.

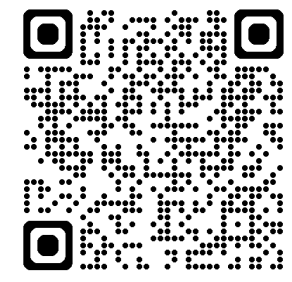
History of the Carnival

Carnaval de Cadiz traces its roots back to the 16th century, when this place was still an important port for the Spanish Empire and had several maritime connections and influence. At some point, Italian traders and sailors brought the tradition of Venetian Carnival to the city. Through the years, the tradition evolved and started incorporating Spanish culture and satire.



Enrichment Opportunities

Watch the Carnival in action here:



Fancy Dress (known as "típo" in Spanish)

- It is almost obligatory to wear fancy dress during the Cadiz Carnival.
- The ideal time to wear your fancy dress is the first Saturday of the Carnival.
- Costumes often poke fun at institutions, politics, celebrities, and current events.
- Colourful clothes are a must at the carnival in Cadiz, as it is a happy and cheerful event. You can also accessorise with funny hats, wigs, big necklaces, and tiaras.

Group Parades (known as "Carrusel de Coros" in Spanish)

- There are two main processions during the carnival celebrations.
- The one which takes place on the first Sunday runs down the road entering the city and brings together thousands of visitors in a spectacle full of colour and fun. This parade of floats, groups of costumed people and music groups takes more than 4 hours to move along the 3.5 kilometres of its route.
- The second parade, known as the "Humour Parade", is on the last Sunday, and moves through the historic centre of the city, with the liveliest display of fancy dress and street participation you could wish for.

