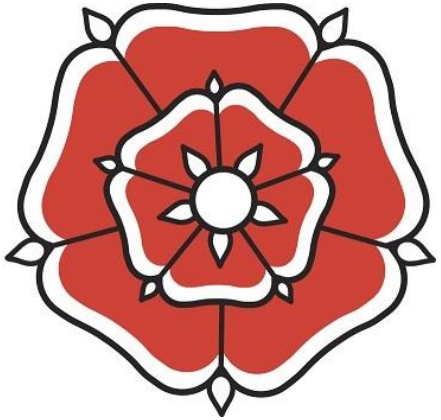
Maidenhill School Knowledge Organiser

Year 7 – Term 3



Be kind, Aspire, Persevere, Achieve

Name:	Tutor: 7

Planner

Week 2	Notes
Monday 5th January	INSET DAY
Tuesday 6th January	
Wednesday 7th January	
Thursday 8th January	
Friday 9th January	

Week 1	Notes
Monday 12th January	
Tuesday 13th January	
Wednesday 14th January	Y7 Production 6pm
Thursday 15th January	
Friday 16th January	

Week 2	Notes
Monday 19th January	
Tuesday 20th January	
Wednesday 21st January	
Thursday 22nd January	
Friday 23rd January	

Week 1	Notes
Monday 26th January	
Tuesday 27th January	
Wednesday 28th January	
Thursday 29th January	
Friday 30th January	

Planner

Week 2	Notes
Monday 2nd February	
Tuesday 3rd February	
Wednesday 4th February	
Thursday 5th February	
Friday 6th February	
Week 1	**Notes**
Monday 9th February	
Tuesday 10th February	
Wednesday 11th February	RP2 published
Thursday 12th February	
Friday 13th February	

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:

NSPCC CHILD PROTECTION HELPLINE 0808 800 5000

ChildLine 0800 1111

Student out of lesson record

Date and time	Reason	Staff signature

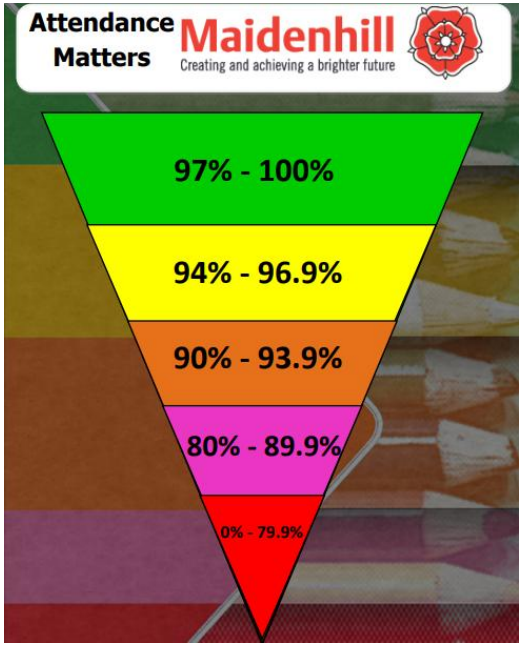
Have a problem? Worried about someone or something? Need someone to talk to? Scan the QR code and let us know.

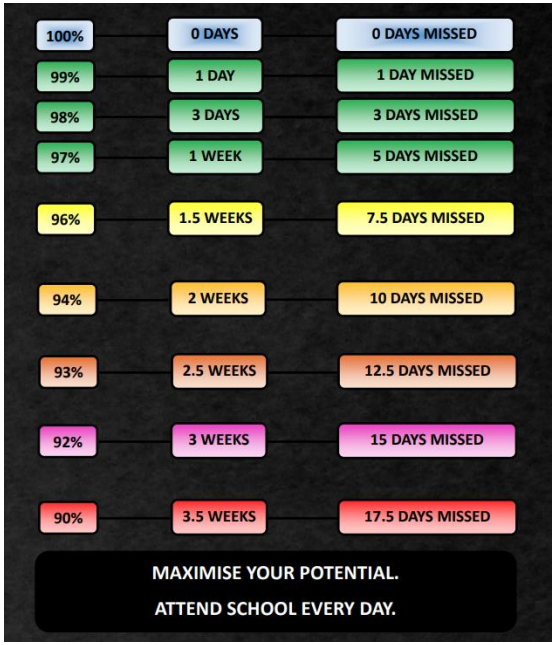
Reporting your concerns

Self-certification / Out of lessons

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

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

Attendance

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

- **NO JEWELLERY**
- Red Maidenhill PE polo shirt
- Red Maidenhill hooded jumper
- Optional Rugby shirt
- Options for the lower half:
  - Plain black shorts with less than 5cm logos
  - Black tracksuit bottoms with less than 5cm 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

Home School Agreement and Uniform

Equipment and acceptable use of the school ICT facilities

Equipment

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

Essential requirements

- ❑ At least 2 black pens
- ❑ 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' 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

Be kind, Aspire, Persevere, Achieve

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

Incidents for which a students may be excluded include:

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

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

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

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

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

The following items are not allowed 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.

Behaviour for Learning

Bullying

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

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

Review Point 2

	Attitude to Learning		Attitude to homework		Organisation	
Outstanding because student…	…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 proofread 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
Good because student…	…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 …proofreads 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	
Not yet good because student…	…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		…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		…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	
Urgent improvement required because student…	…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	C3 Behaviour / C3 Inadequate Learning Profile / C3r	…rarely demonstrates determination and effort is often below expectation …makes insufficient effort to proofread for spelling, punctuation and grammar (SPAG) …rarely takes pride in their presentation of homework	C3 Homework not completed	…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	Equipment and late marks
X	Teacher is unable to comment due to student absence.		Teacher is unable to comment due to student absence.		Teacher is unable to comment due to student absence.	

Review Point 2

Review Point 2

Subject	Attitude to Learning	Attitude to Homework	Organisation
English			
Maths			
Science			

Reflections and Goal Setting

I am proud of

……

……

……

My first key area for development is

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……

……

I will do this by

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……

……

My second key area for development is

……

……

……

I will do this by

……

……

……

Student signature ……

Parent/Carer signature ……

Tutor signature ……

Review Point 2

Tutor time – Maths Task 1

Question 1 Work out 624 × 15 =	**Question 2** Work out 571 × 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 ÷ 80 =	**Question 18** Work out 360000 ÷ 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

Tutor time – Maths - Task 1

Tutor time – Maths Task 2

Question 1 Work out 500 × 39 =	**Question 2** Work out 579 × 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 ÷ 400 =	**Question 18** Work out 15000 ÷ 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 2

Tutor time – Maths Task 3

Question 1 Work out 470 × 30 =	**Question 2** Work out 462 × 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 ÷ 700 =	**Question 18** Work out 1200 ÷ 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

Tutor time – Maths - Task 3

Tutor time – Maths – Extra practice

Question 1 Work out 757 × 79 =	**Question 2** Work out 449 × 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 ÷ 600 =	**Question 18** Work out 18000 ÷ 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

Tutor time – Maths – Extra practice

Question 1 Work out 479 × 57 =	**Question 2** Work out 208 × 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 ÷ 80 =	**Question 18** Work out 24000 ÷ 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

Tutor time – Maths – Extra practice

Tutor time – Maths – Extra practice

Question 1 Work out 631 × 58 =	**Question 2** Work out 476 × 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 ÷ 50 =	**Question 18** Work out 56000 ÷ 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

Tutor time – Maths – Extra practice

Tutor time – Maths workings out

Task 1

Rewrite the sentences below with correct **spelling**, **capital letters** and **punctuation**.

yesterday my freind sam and i went to the park we played football ate icecream it was the best day ever

Corrected version:

my favourite subjects are english maths and science but i also love art

Corrected version:

Tutor time – English

Task 2

Replace the words in the box with a **stronger synonym**, then write a new sentence using your improved word.

Word	Synonym	Sentence
Nice		
Big		
Bad		
Happy		

Challenge:

Use all of your new words in a small paragraph:

Tutor time – English

Task 3

Read the text for **60 seconds**, then summarise it in **two sentences** in your own words.

Many animals communicate without speaking. Bees dance to show where food is. Dolphins click and whistle to talk to each other. Even elephants use vibrations to send messages through the ground.

Your two sentence summary:

1. _____

2. _____

List the verbs used the passage above:

1._____

2. _____

3. _____

4. _____

Tutor time – English

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

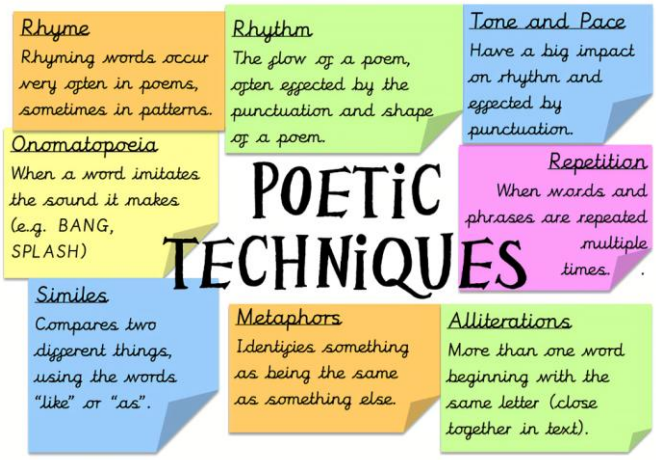
1. English
2. Mathematics
3. Science
4. Art, Design, Nutrition and Dance (on rotation)
5. Computing
6. Drama
7. French
8. Geography
9. History
10. Music
11. Physical Education
12. Religious Studies
13. Spanish

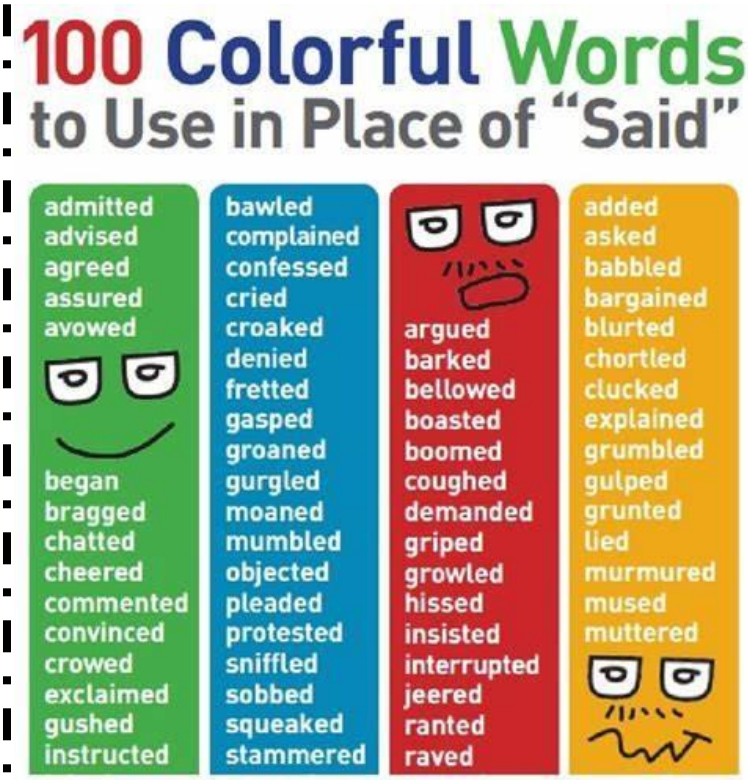
Expectations

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.*

Contents Page





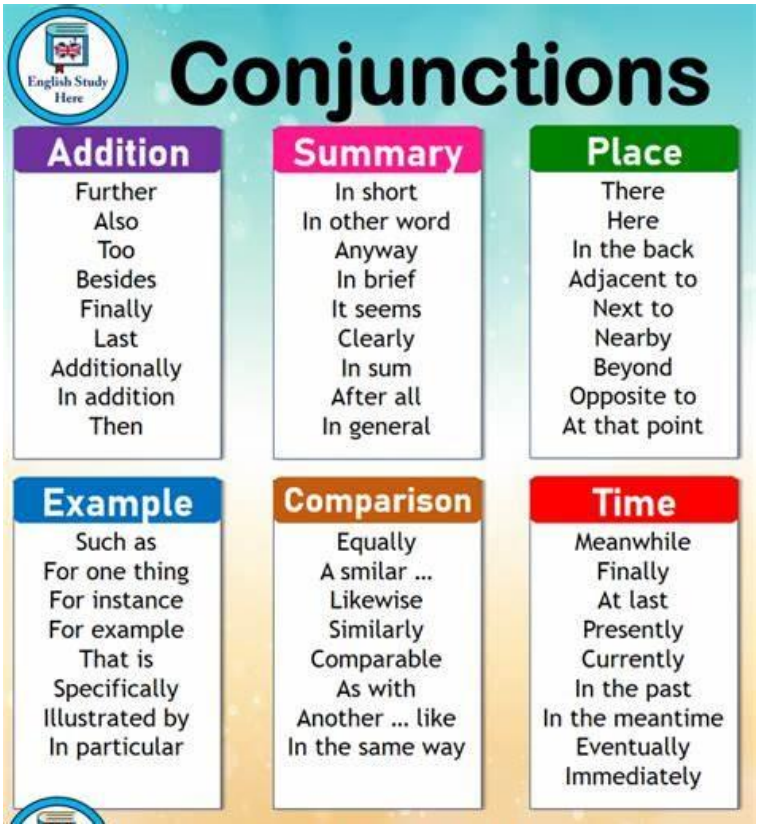
LITERARY DEVICE	DEFINITION	EXAMPLE
Simile	A comparison using "like" or "as"	Her eyes were like shining stars
Metaphor	A comparison without using "like" or "as"	Life is a journey
Personification	Giving human qualities to non-human things	The wind whispered through the trees
Hyperbole	An exaggeration for 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

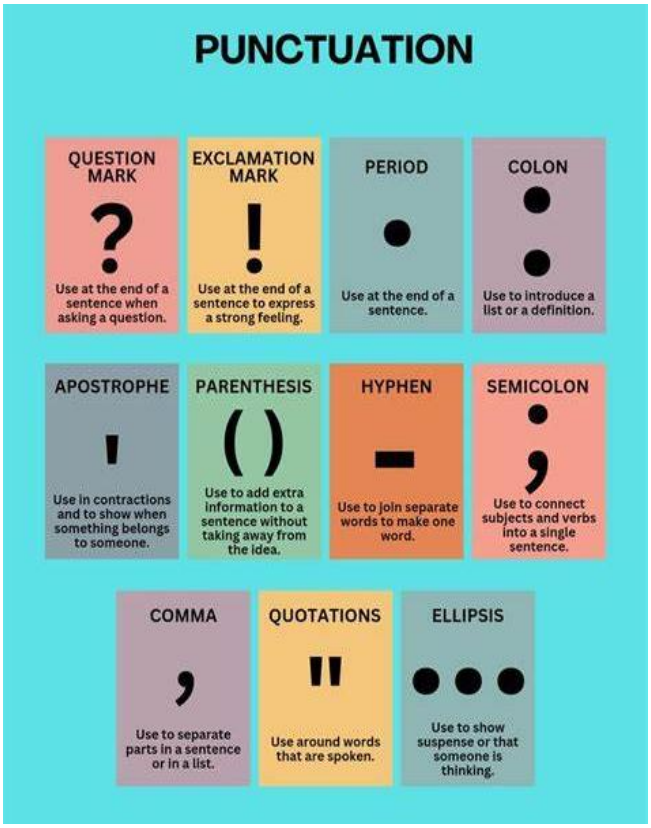
Common Techniques

D	DIRECT ADDRESS
A	ALLLITERATION
F	FACT
O	OPINION
R	RHETORIAL QUESTION
R	REPETITION
E	EMOTIVE LANGUAGE
S	STATISTICS
T	THREE (LIST OF)
I	IMPERATIVE

Transactional Writing

- Letters
- Reviews
- Reports
- Articles





Verbs to sharpen your analysis

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

1.1 DAFORRESTI

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

1.2 Themes

Love, family, prejudice, fear, courage, friendship nature and the sea.

1.3 Plot Overview

1. Amihan (Ami) lives happily with her mother who has leprosy.
2. Mr. Zamora enforces removal of healthy children.
3. Ami is separated and travels across the sea.
4. She befriends Mari and Ben, planning a reunion.
5. A storm and confrontation occur.
6. Ending: enduring mother daughter bond.

Genre: Historical fiction, lyrical style.
Main setting: Culion Island, Philippines, 1900s, leper colony.

1.4 Key Characters

Character	Role & Key Traits
Amihan (Ami)	Brave, loving, determined narrator.
Mother (Nanay)	Gentle, wise; has leprosy but hopeful.
Mari	Quick-witted, adventurous helper.
Ben	Kind boy aiding the journey.
Mr. Zamora	Cruel government official enforcing segregation.

1.4 Key Vocabulary

- **Leprosy / Hansen's Disease** – chronic infectious illness.
- **Segregation** – enforced separation of groups.
- **Archipelago** – group of islands.
- **Orchid** – flower symbolising hope and beauty.

Recommended Reading

🌴 **Historical Fiction & Courage**
Goodnight, Mister Tom by Michelle Magorian – Evacuation, friendship, and resilience in WWII England.
🌊 **Nature, Islands & Adventure**
Island of the Blue Dolphins by Scott O'Dell – Survival and independence on a deserted island.
🧡 **Friendship, Family & Overcoming Prejudice**
Wonder by R.J. Palacio – A story of kindness, empathy and acceptance of difference.
🦋 **Magical-Realism / Poetic Storytelling**
The Girl Who Drank the Moon by Kelly Barnhill – A lyrical tale of magic, love and courage.

1.5 Quotes to remember!

1.6 WHAT – WHY - HOW

What does the text make me feel?
What emotion does the text convey?

How does the writer use certain methods?
How does the writer express this feeling?

Why does the writer convey this emotion?
Why does the writer use language in this way?

Revision Opportunities

Write a story based on one of the following prompts:

A) The Journey
B) Friendship
C) The Sea

1.7 Skills

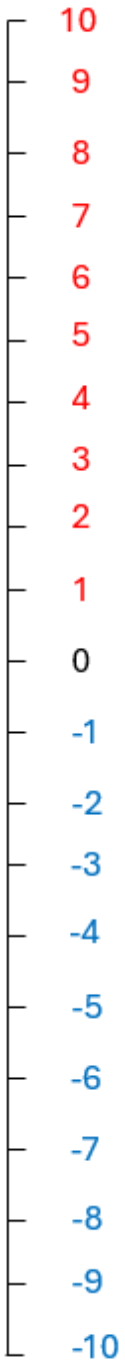
Key Reading & Writing Skills

Inference: Spot how Ami's feelings are shown through nature imagery.
Language Analysis: Identify similes, metaphors and personification.
Structure: Note flashbacks and shifting settings to build tension.

1.6 Homework

Each week you must complete either an Educake quiz or Lexia (directed by your class teacher). If you are unable to access ICT at home; you must attend StudyZone. Record your progress below.

Week (homework set)	Educake (%)	Lexia (time in minutes)	AR Quiz (%)
1			
2			
3			
4			
5			
6			



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

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)

Length

÷ 10 ÷ 100 ÷ 1000

Millimetres (ml) — Centimetres (cm) — Metres (m) — Kilometres (km)

× 10 × 100 × 1000

Mass

÷ 1000 ÷ 1000

Grams (g) — Kilograms (kg) — Tonnes (t)

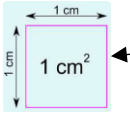
× 1000 × 1000

Capacity

Millilitres (ml) — Litres (l)

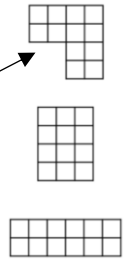
× 1000

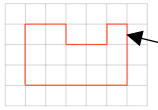
Find areas from counting squares (M900)



The area of a shape in cm^2 is how many 1 cm squares there are in the shape

All the shapes have an area of $12cm^2$ – they are all made up of 12 squares.

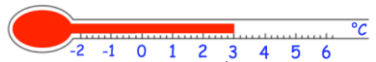




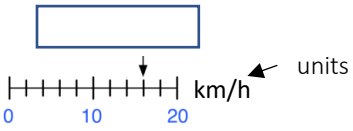
Area = ☐

Using scales (M828)

Scales are used to show exact measurements. E.g. temperature, mass, speed



Shows the temperature is 3°C

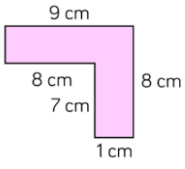


Perimeter (M920, M635)

Calculations tips:

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

10mm ÷ 10 = 1cm → 10mm



9cm + 8cm + 1cm + 7cm + 8cm + 1cm **= 34cm**

Area of shapes made from rectangles (M269)

Area of a rectangle

Area of a rectangle = $length \times width$

$= 9 \times 5$

$= 45\ cm^2$

Area of compound shapes

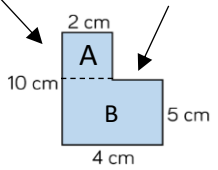
Compound shapes are made of 2 or more regular shapes

Area of A

The height of shape A is 5cm

Area of A
2 x 5 = 10cm²

Area of B
4 x 5 = 20cm²



Total area = Area A + Area B

= ☐ + ☐ = ☐ cm²

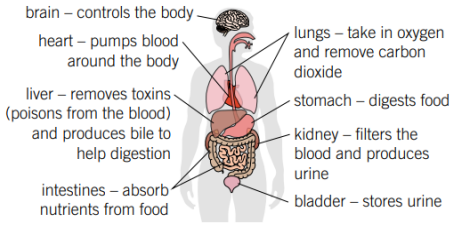
Enrichment Opportunities

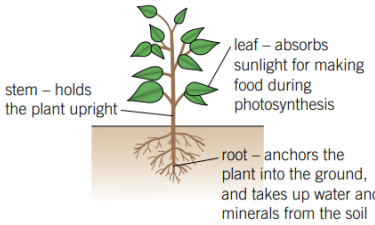
Mathematics – Measures

Multicellular organisms are made up of many cells and have five levels of organisation:

cell	tissue	organ	organ system	multicellular organism	→ increasing complexity
the smallest building block of an organism	a group of specialised cells working together	a group of tissues working together	a group of organs working together	a group of systems working together	

Plant and animal organs

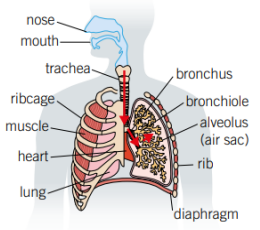


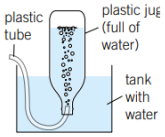


Respiratory system

The respiratory system is involved in:

- breathing in oxygen (for **respiration**)
- breathing out waste carbon dioxide.





Measuring lung volume

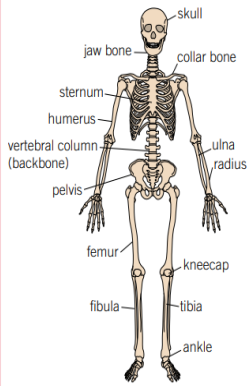
When you breathe out fully into the plastic tube, air from your lungs pushes water out of the bottle.

volume of air in the plastic bottle

=

lung volume

Skeleton



All the bones in your body make up your skeleton.

The four main functions of the **skeleton** are to:

- support the body
- protect vital organs
- help the body move
- make blood cells (in the **bone marrow**).

Joints occur between two or more bones. They allow the skeleton to bend.

Three types of joint are:

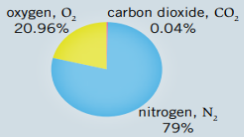
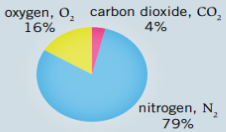
1 **Hinge joints**
forwards/backwards movements only, e.g., knees

2 **Ball-and-socket joints**
movement in all directions, e.g., shoulders

3 **Fixed joints**
no movement allowed, e.g., the skull

In a joint:
- your bone is protected with **cartilage**
- the two bones are held together by **ligaments**.

What happens when we breathe?

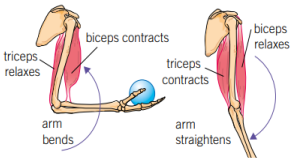
When you breathe in (inhale)	• muscles between ribs contract • ribs are pulled up and out • diaphragm contracts and flattens • volume of the chest increases • pressure inside the chest decreases • air rushes into the lungs	composition of inhaled air: 
When you breathe out (exhale)	• muscles between ribs relax • ribs are pulled in and down • diaphragm relaxes and moves up • volume in the chest decreases • pressure inside the chest increases • air is forced out of the lungs	composition of exhaled air: 

Muscles

Muscles are a type of tissue – lots of muscle cells work together to cause movement.

Types of muscle include:

- **cardiac (heart) muscle**
- **smooth muscle**
- **skeletal muscle**



Muscles are attached to bones by **tendons**.

Muscles produce movement by **contracting** (getting shorter).

If a muscle contracts it pulls the bone, causing it to move.

Antagonistic muscles

Pairs of muscles that work together are called **antagonistic** muscles.

When one contracts the other relaxes.

For example, biceps and triceps work together to bend and straighten the forearm.

Key terms

Make sure you can write definitions for these key terms.

alveolus antagonistic bone bone marrow contract cartilage diaphragm exhale inhale joint ligament lung multicellular organ organ system respiration respiratory system ribcage skeleton tendon tissue trachea volume

Enrichment Opportunities

Seneca Learning: https://senecalearning.com/en-GB/
BBC Bitesize: https://www.bbc.co.uk/bitesize/guides/z9hyvcw/revision/6
Inner body: https://www.innerbody.com/

The **Periodic Table** displays the names and symbols of all the **elements** we have discovered which are organised by their **chemical properties** and their **physical properties**.

Physical properties

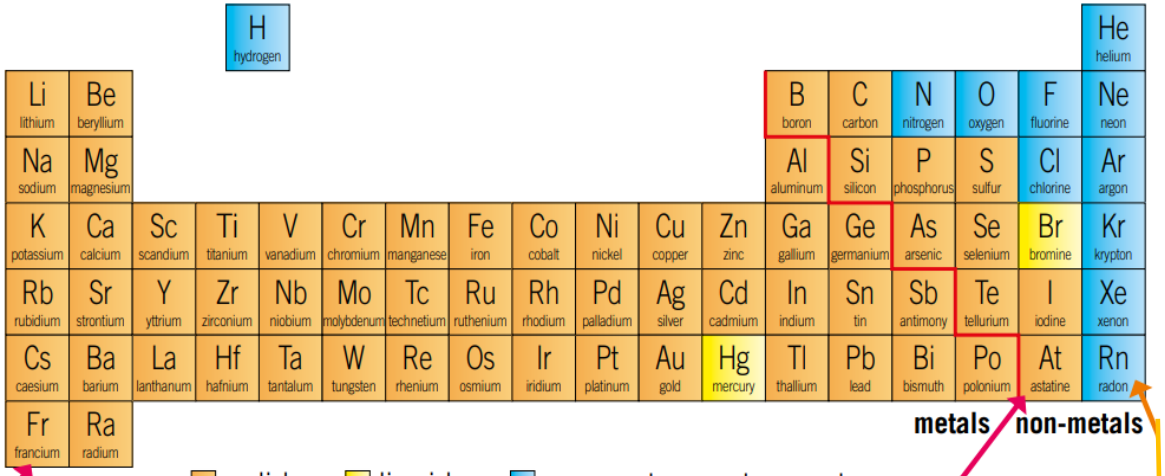
The **physical properties** of an element describe how a substance behaves generally.
(*E.g.*, ***conductor*** *of electricity, dense, conductor of heat, shiny,* ***malleable****, sonorous, high melting and boiling points*)

Chemical properties

The **chemical properties** of an element describe how a substance behaves in terms of its chemical reactions.
For example, how reactive it is, what other substances it reacts with, and the products it forms in reactions.

metals are to the left of the red line

non-metals are on the right



This version of the Periodic Table does not include every discovered element.

- columns are called **groups**
- rows are called **periods**

Elements in a group normally have similar properties, meaning chemists can predict properties of elements based on their group.

Metals

- normally good conductors of heat and electricity
- shiny when cut
- malleable
- **dense** and **sonorous**
- most have high melting points

Non-metals

- often have properties the opposite of metals
- low boiling points, so are gases at room temperature
- poor conductors of electricity and heat
- dull in appearance
- low density
- **brittle** and not sonorous

Group 1

- called the **alkali metals**
- like all other metals but are very **reactive**
- react vigorously (strongly) with water
- get more reactive as you go down the group
- lower melting points than most other metals
- melting points decrease down the group
- always produce a metal hydroxide and hydrogen gas when reacted with water

Group 7

- called the **halogens**
- generally very reactive
- generally the opposite of Group 1
- melting point increases down the group while reactivity decreases.
- take part in **displacement reactions**, where an element from higher up the group takes the place of one from lower down the group in a compound.

For example: *potassium iodide + chlorine → potassium chloride + iodine*

Group 0

- called the **noble gases**
- very unreactive
- low boiling points, so are gases at room temperature
- like the halogens, their boiling points increase down the group

Make sure you can write definitions for these key terms.

alkali metal brittle conductor chemical property dense displacement reaction element group halogen malleable metal noble gas non-metal period Periodic Table physical property sonorous reactive

Enrichment Opportunities

Interactive periodic table: https://www.rsc.org/periodic-table
BBC Bitesize: https://www.bbc.co.uk/bitesize/topics/zstp34j
Seneca learning: https://senecalearning.com/en-GB/

Y8 Science – The Periodic Table

Energy adds up

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

total energy before = 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

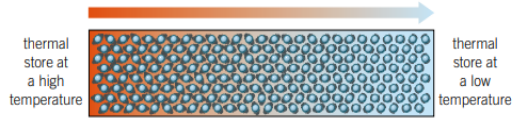
Equilibrium is when objects have the same thermal energy.

Particles

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

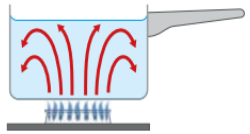
Conduction

- 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 2 kW device uses 4 kWh.
- 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, $2000\,J/s \times 7200\,s = 14\,400\,000\,J$

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

Work done (J) = force (N) × 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.

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**.

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

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

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

The steam turns a turbine, which spins a generator.

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 – 200 kJ per 100 g*
- *chips – 1000 kJ per 100 g*

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

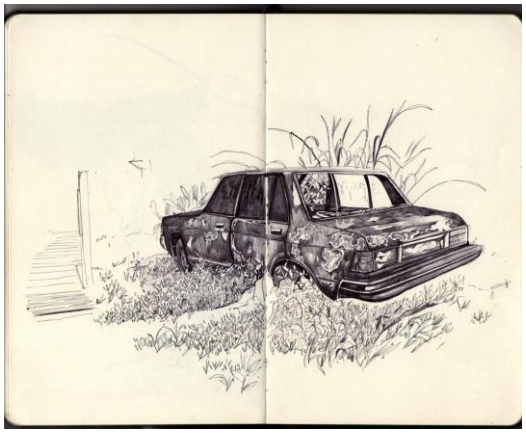
Local green energy – Ecotricity: https://www.ecotricity.co.uk/
BBC Bitesize: https://www.bbc.co.uk/bitesize/topics/zc3g87h
Seneca learning: https://senecalearning.com/en-GB/

Y8 Science – Energy

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

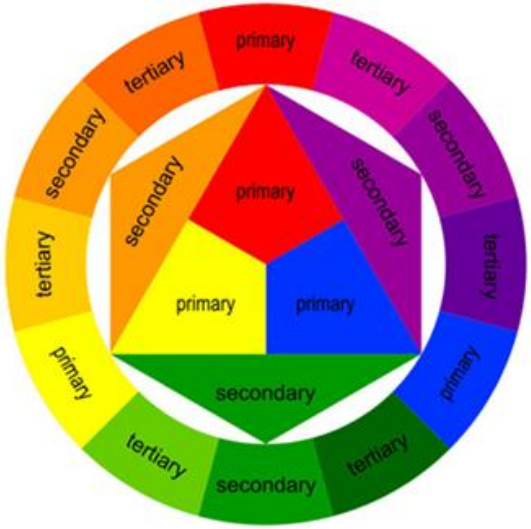
Grey= Red + Green OR Grey= Blue + Orange OR Grey = Yellow + Purple

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.

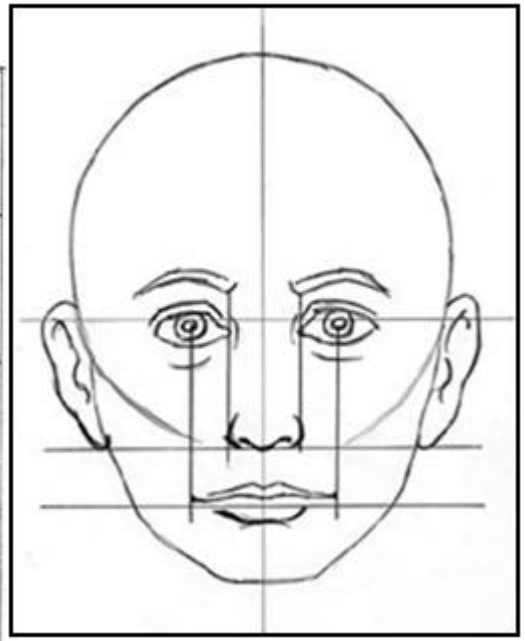
Design- to draw out an idea/ a drawing of an idea.

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.



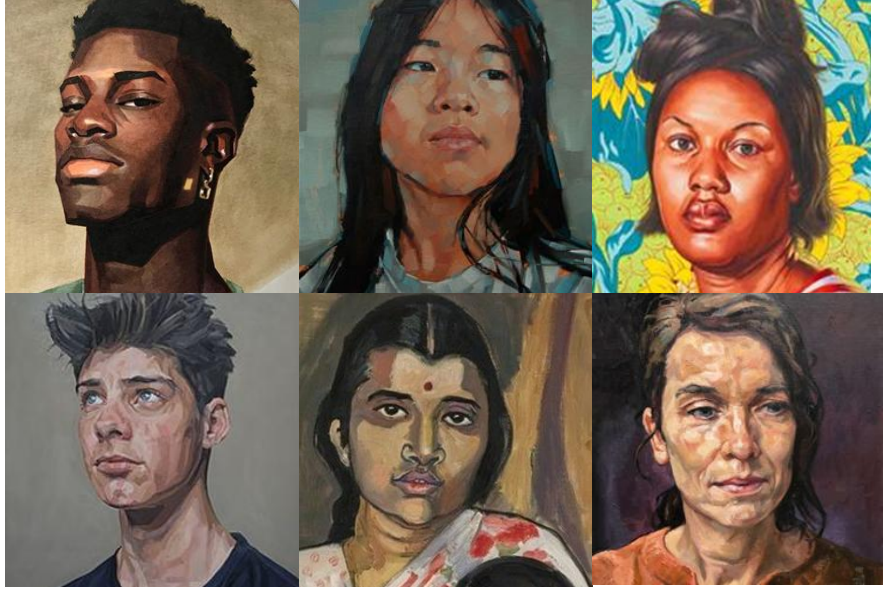
Facial Proportions:

- 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.

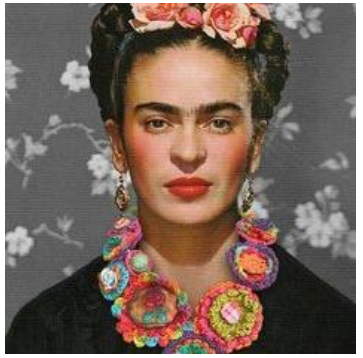
Enrichment: explore www.tate.org.uk

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
Half round file, Flat and Round 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

WOODS

Hardwoods

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

Manufactured Boards (man made woods)

Softwoods

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

Oak
Beech
Mahogany
Balsa

MDF
Plywood
Chipboard

(MDF) Medium Density Fibreboard is made from wood fibres. It is used in furniture like kitchens and tabletops.

Pine
Spruce
Larch
Cedar

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

Drilling Jig: 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

How MDF is made. https://www.youtube.com/watch?v=ZRE1L7anoss

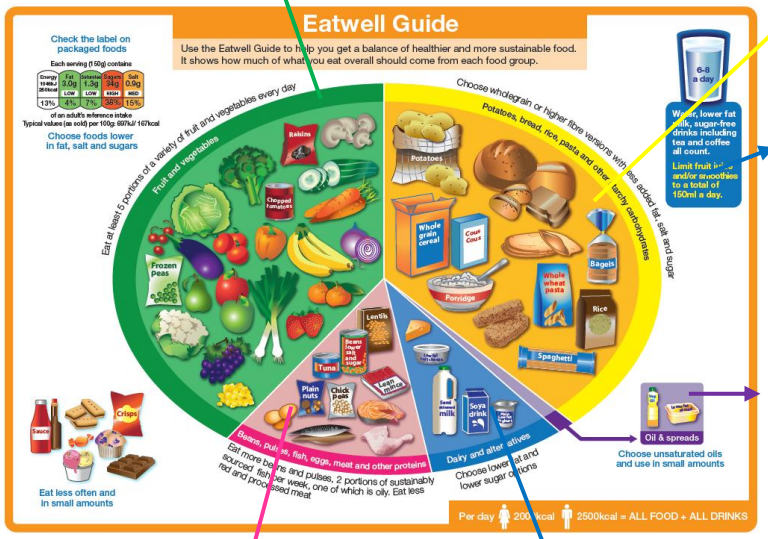
Natural timbers. https://www.bbc.co.uk/bitesize/guides/zjgyb82/revision/3

Healthy Eating and Balanced Diet

A Balanced Diet:
Eating all the five food groups in the right proportions to each other.

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.

Water:

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

Sugar: 1%

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

Oils and Spreads: 1%

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

Meat, Fish & Alternatives: 12%

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

Milk & Dairy Foods: 8%

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

Eight Guidelines for a Healthy Diet

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

BRITISH Nutrition FOUNDATION

1. Base your meals on starchy foods (carbohydrates)
2. Eat lots of fruit and vegetarians
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:

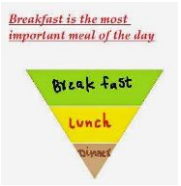
- macronutrients;
- micronutrients.

There are three macronutrients that are essential for health:

- carbohydrate;
- protein;
- fat.

There are two types of micronutrients:

- vitamins;
- minerals.



What is Breakfast?

Breakfast is simply 'breaking the fast'. We have not eaten since evening and expecting 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 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 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

Dance

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

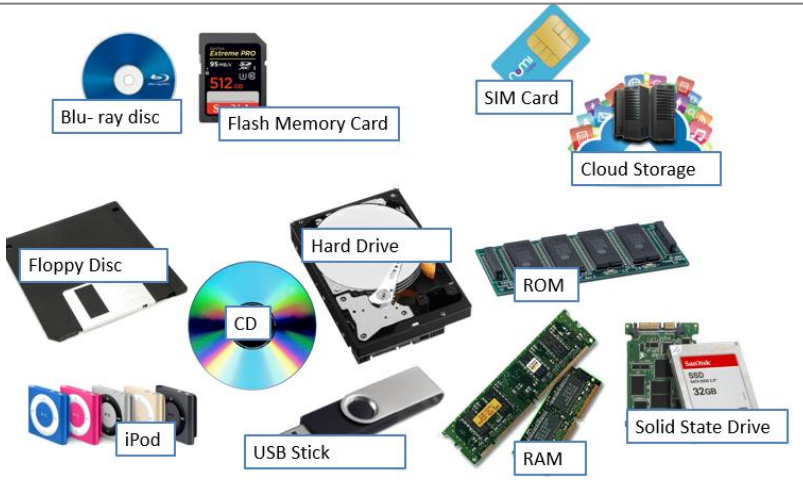
Input → **Process** → **Output**

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

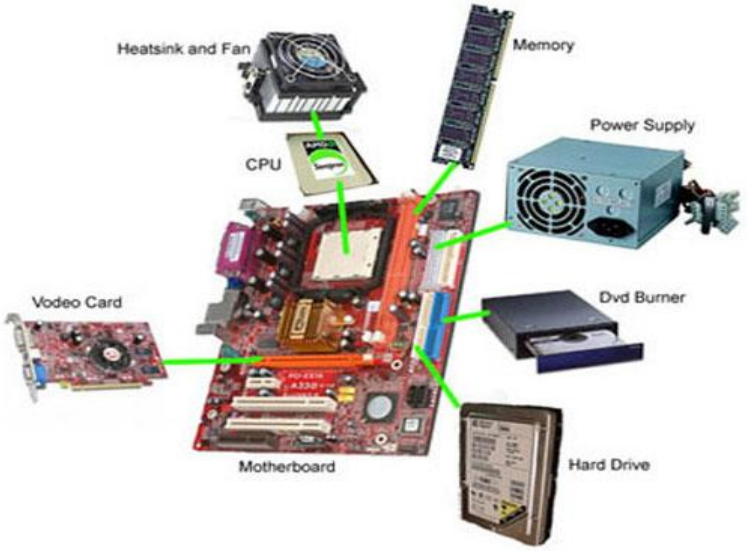
Monitor (LED, LCD, CRT etc)
Printers (all types)
Plotters
Projector
LCD Projection Panels
Speaker(s)
Head Phone
Visual Display Unit

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

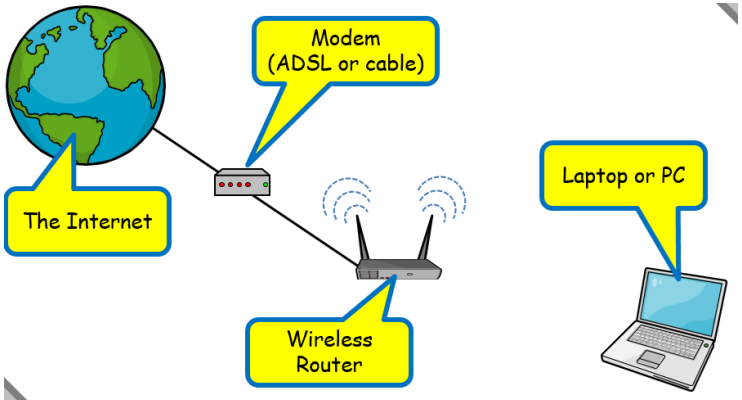


Operating Systems	Utilities Software	Application Software
Managing the computers resources	Helping the computer to run smoothly.	Enhancing the use of a computer.

Inside the computer the motherboard houses all the internal components.



WLAN
Wireless Network



Enrichment Opportunities

Custom build a PC -

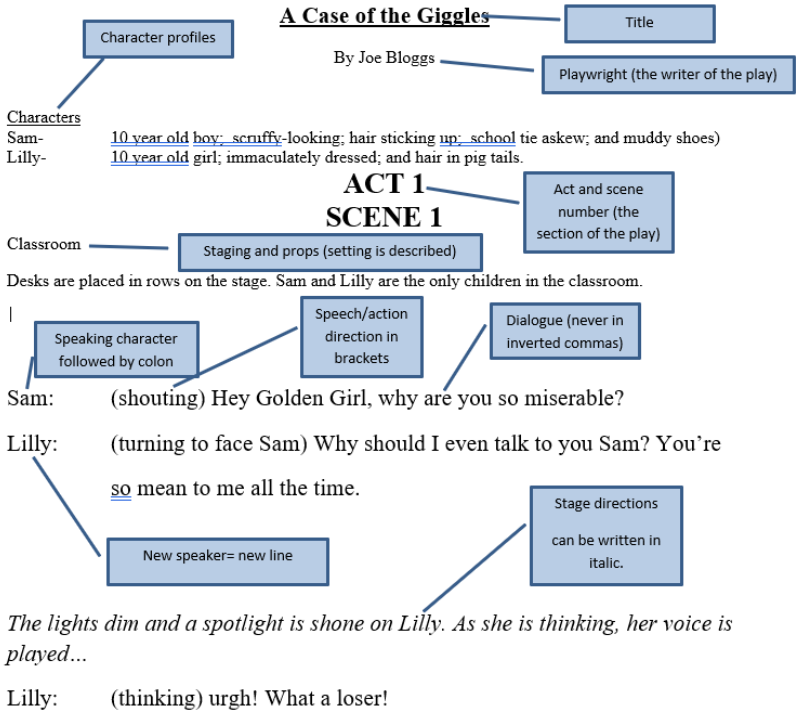
PC Simulator game –

Crash Course –

Computing – Hardware + Software

Summary

Scripts come in many different forms and lengths. There are certain rules that all scripts use to help the actors understand their parts and to create the best performance:



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/

Key Terms

Characterisation – when an actor changes their body or voice to act as a specific character

Stage Directions – the information in the script that tells you what movements or actions to do. These are never spoken out loud.

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

Year 7 Assessment Criteria

Performing	Analysing	Devising	Drama Roles	Drama Techniques
• 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	• 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	• 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	• 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	• Can use basic drama techniques such as: • Freeze frames • Levels • Mime • Cross cutting • Choral Speaking

Drama – Using a script

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 Dia 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?

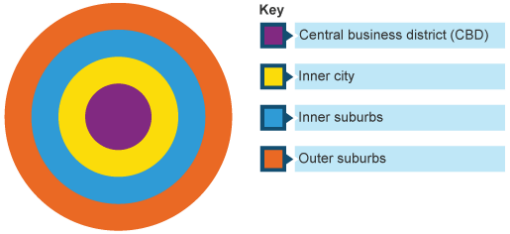
Enrichment Opportunities

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

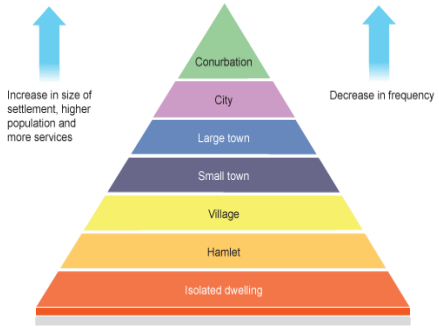
Key word definitions

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.

Urban Land Use Models



Settlement Hierarchy



Land use models how how a 'typical' city is laid out. The **Burgess model on the left** 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.

London Docklands. Photo evidence for change over time.

Docks, barges carrying goods and signs of industrialisation. Small ships for trade.

Modern, high rise apartment blocks and financial and business centres, entertainments spaces

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.

2.1 Timeline of 1066

- January 4th- Edward the Confessor dies.
- January 6th- Harold Godwinson crowned King.
- September 20th- Harald Hardrada defeats the English at the Battle of Fulford
- September 25th- Harold defeats and kills Harald at the battle of Stamford Bridge
- September 28th- William lands in the South of England
- October 14th- William defeats Harold at the Battle of Hastings
- December 25th- William is crowned King of England

2.2 Key People – Claimants to the Throne

Harold Godwinson
Anglo Saxon
Richest man in England

William Duke of Normandy
Norman
Experienced ruler

Harald Hardrada
Norwegian
King of Norway

2.4 Key words

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

2.3 How did William Control England?

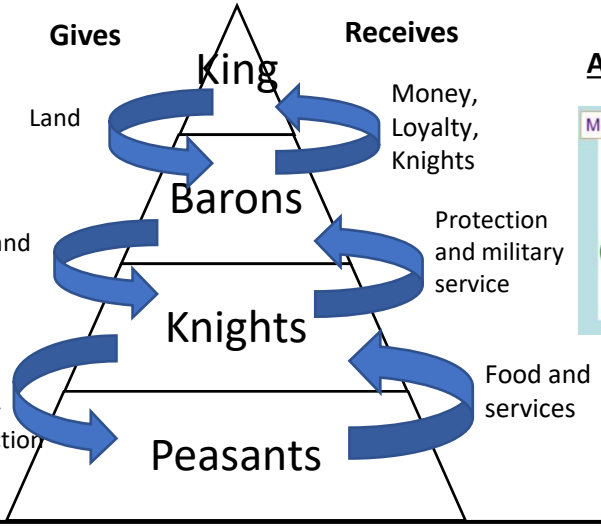

The Harrying of the North


Motte and Bailey Castles

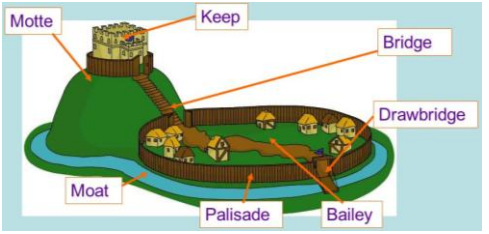

The Domesday Book


The Feudal System

The Feudal System



A Motte and Bailey castle



Enrichment Opportunities

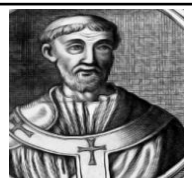
Meanwhile Elsewhere … find out what else was going on at the same time, elsewhere in the world:

- Carry out independent research on the Song Dynasty

3.1 Timeline of the Crusades

- 638 Jerusalem conquered by Islamic Empire.
- 1079 Seljuk Turks seize Jerusalem
- 27th Nov 1095 Urban II launches the first crusade
- 15th July 1099 Crusaders capture Jerusalem
- 1187 Salah ad-Din's Muslim army recaptures Jerusalem
- 1212 Children's Crusade is launched
- 1217-1250 final crusades. Jerusalem in never recaptured

3.2 Key People



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

Godfrey of Bouillion
Leader of the First Crusade and first Prince of Jerusalem

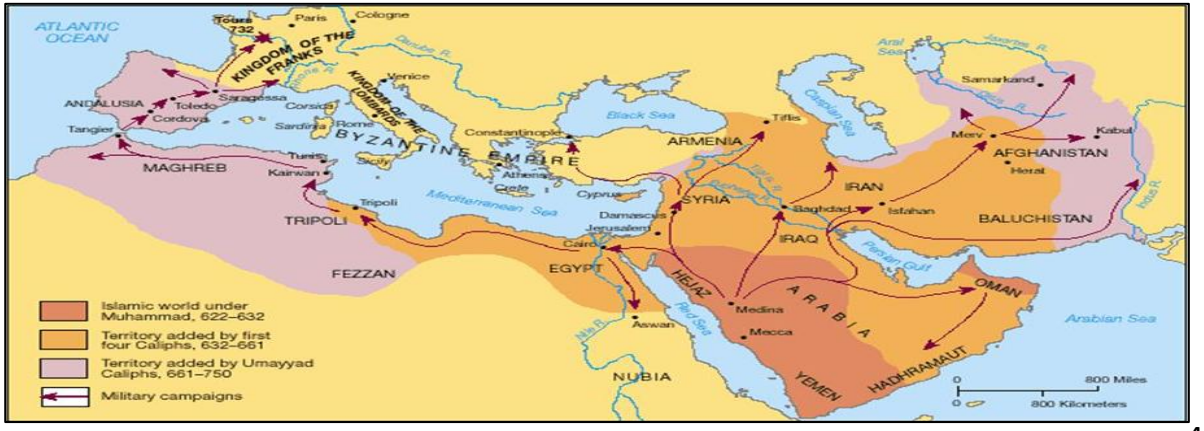
Salah al-Din
Leader of the Islamic Army which recaptured Jerusalem in 1187

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

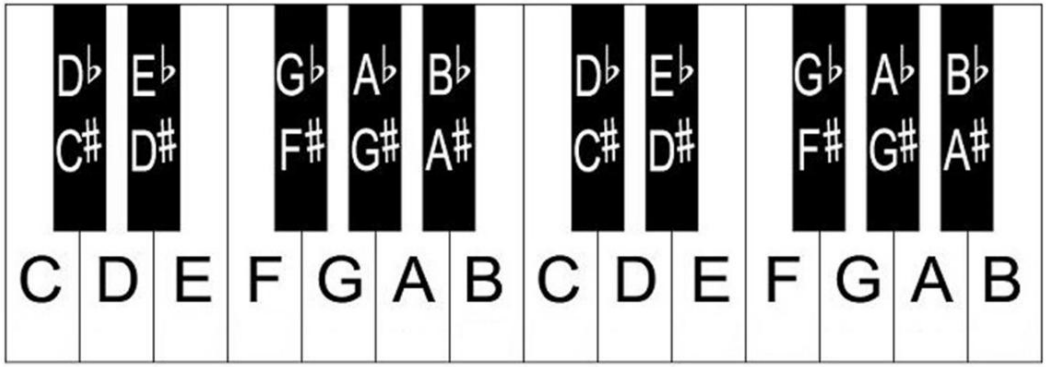
3.3 Key Words

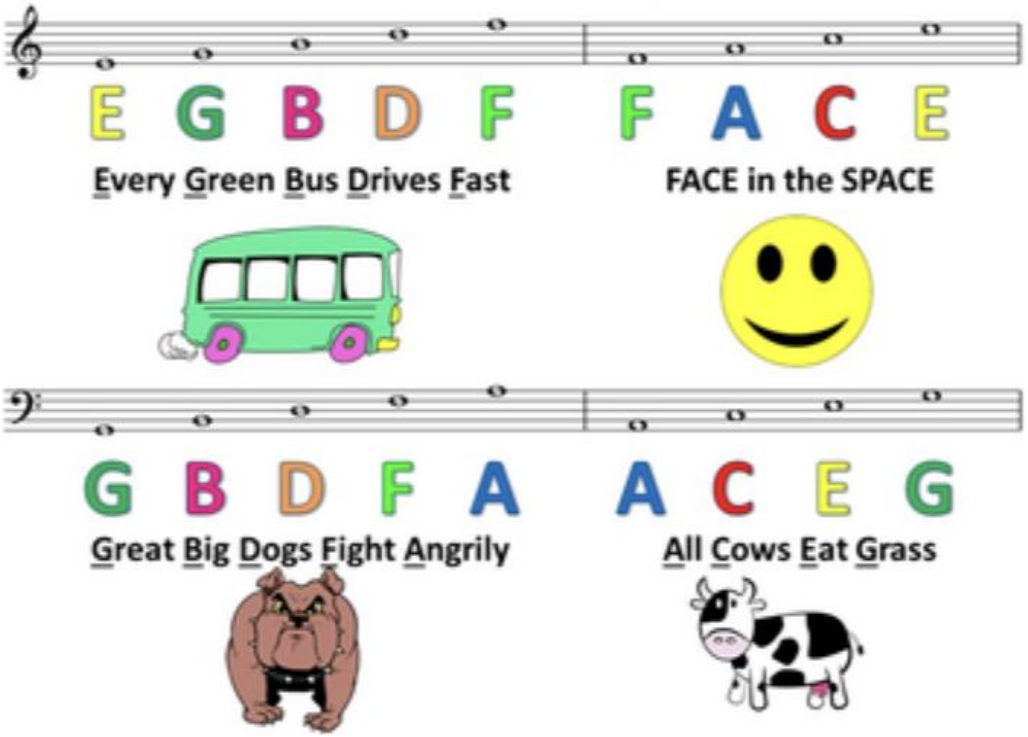
Pope	**Leader of the Catholic (Christian) Church**
Crusade	**A religiously inspired War**
Saracen	**Term used by the crusaders to describe Muslim Soldiers**
Jerusalem	**City in modern day Israel. A Holy site for Christians, Jews and Muslims**
Christendom	**Term used to refer to Medieval Europe, which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

3.4 The Islamic Empire 750 AD

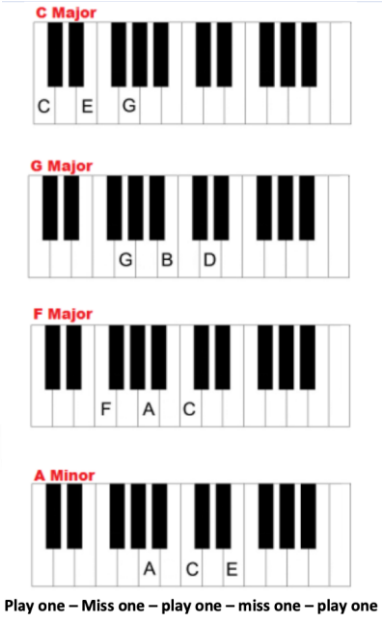


Piano Keys and Notes





Keyboard Chords



MAD T-SHIRT

Melody – the tune, combination of different pitches of notes

Articulation – the way it is played

Dynamics – how loud the music is

Texture – layers of sound **Thick / Thin**

Structure – the order in which the music happens

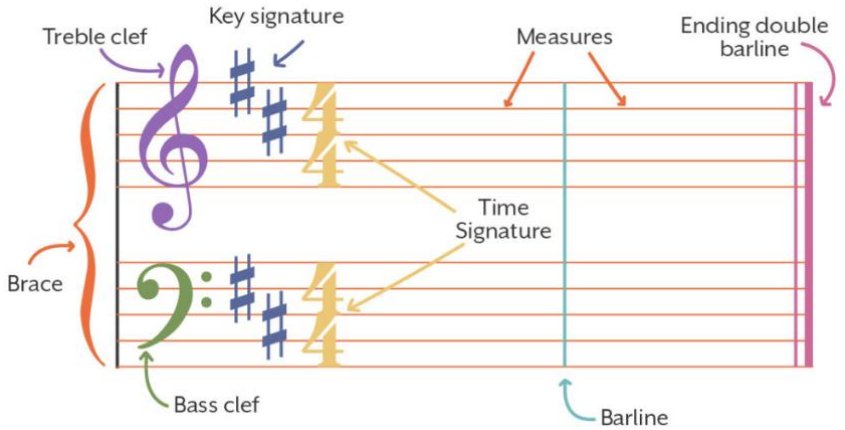
Harmony – How the notes sound together. **Chords,** notes played at the same time

Instrumentation – Ukulele, Vocals

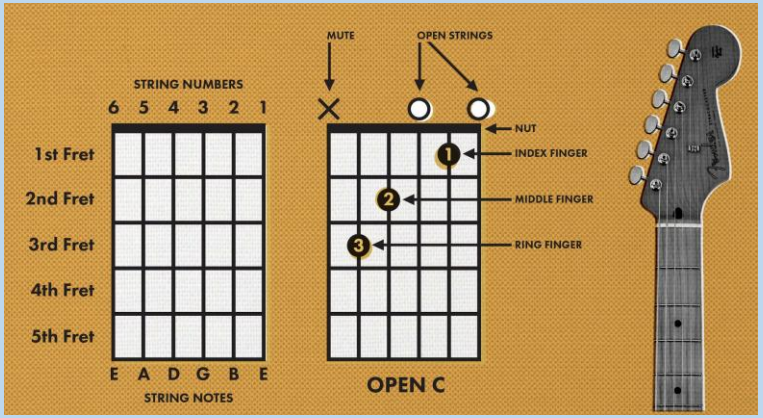
Rhythm and Tempo – combination of long and short notes, fast or slow, **bpm** – Beats Per Minute

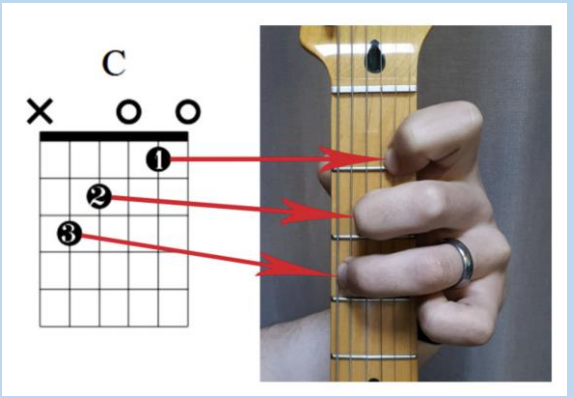
Timbre – the quality of the sound

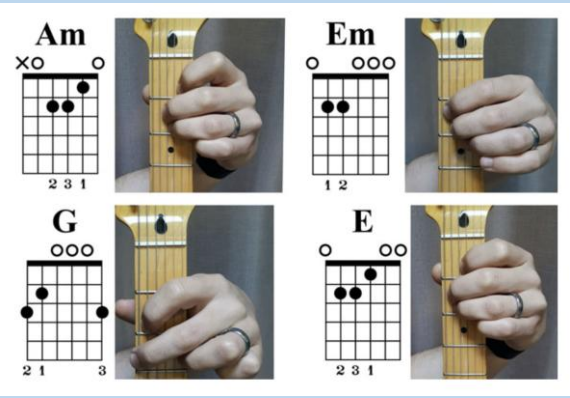
Grand Staff



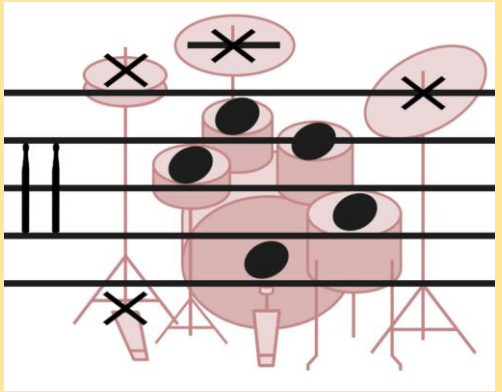
How to read Guitar Chords

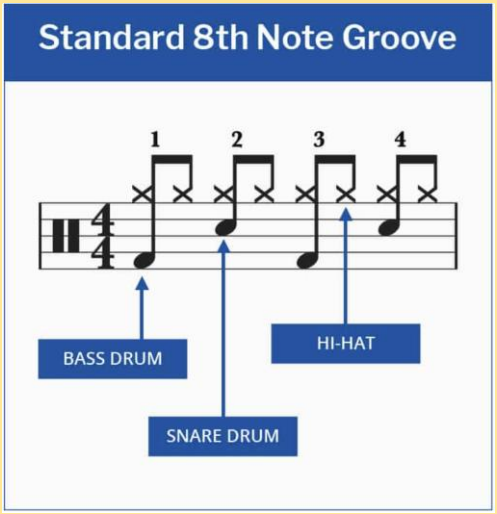


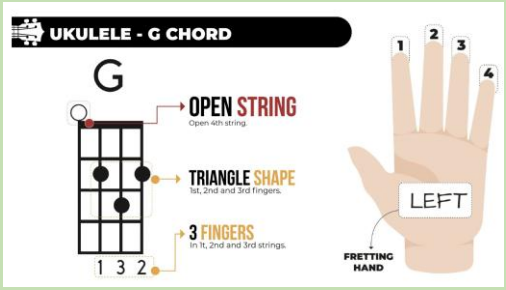


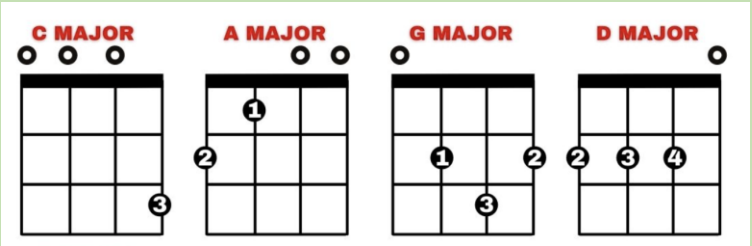


How to read Drum Tab

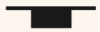
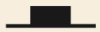
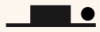




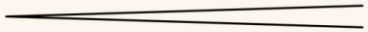
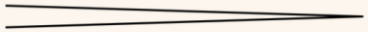




Time values

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:			
			

Dynamics

pp	*p*	*mp*	*mf*	*f*	*ff*
PIANISSIMO	**PIANO**	**MEZZO PIANO**	**MEZZO FORTE**	**FORTE**	**FORTISSIMO**
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.

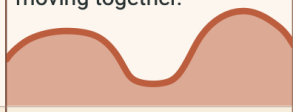
TERNARY **A B A**

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. 

Tempo

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

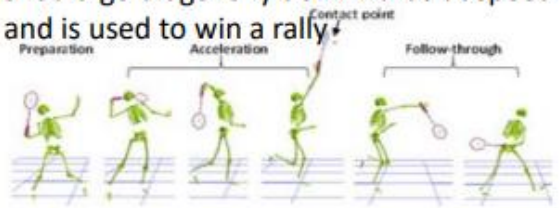
The structure of a pop/rock song may include:

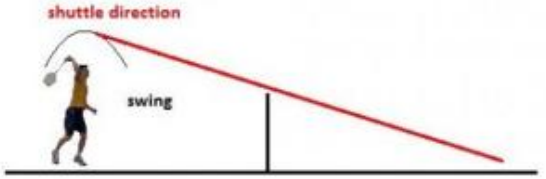
INTRO: short opening section, usually instrumental.
VERSE: same music but different lyrics each time.
CHORUS: repeated with the same lyrics each time (refrain).
MIDDLE EIGHT: a link section, often eight bars, with different musical ideas.
BRIDGE: a link/transition between two sections.
OUTRO: an ending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

Basic Badminton Rules and Regulations

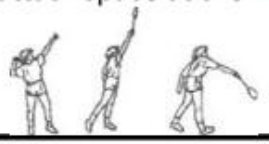
- Serves need to go over the net and the opponents serving line.
- Serves should be diagonal and there are no second serves.
- A point is scored when the shuttle hits the floor inside the court boundaries in the opponent's side of the court, the opponent fails to return the shuttle or the opponent hits the shuttle and it lands outside of the court markings.
- If a player touches the net, including with the racket, ends the rally and a point is awarded to the opponent.
- In singles, the rear tramlines are in but the side tramlines are out.
- In doubles, the rear and side tramlines are in

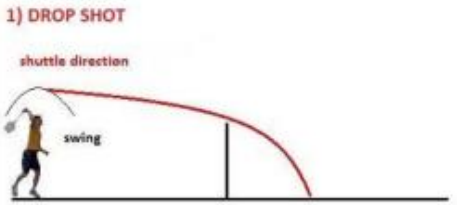
The Smash shot- This is an attacking shot that should go diagonally downwards at speed and is used to win a rally



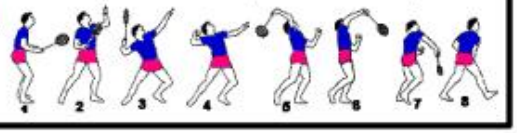


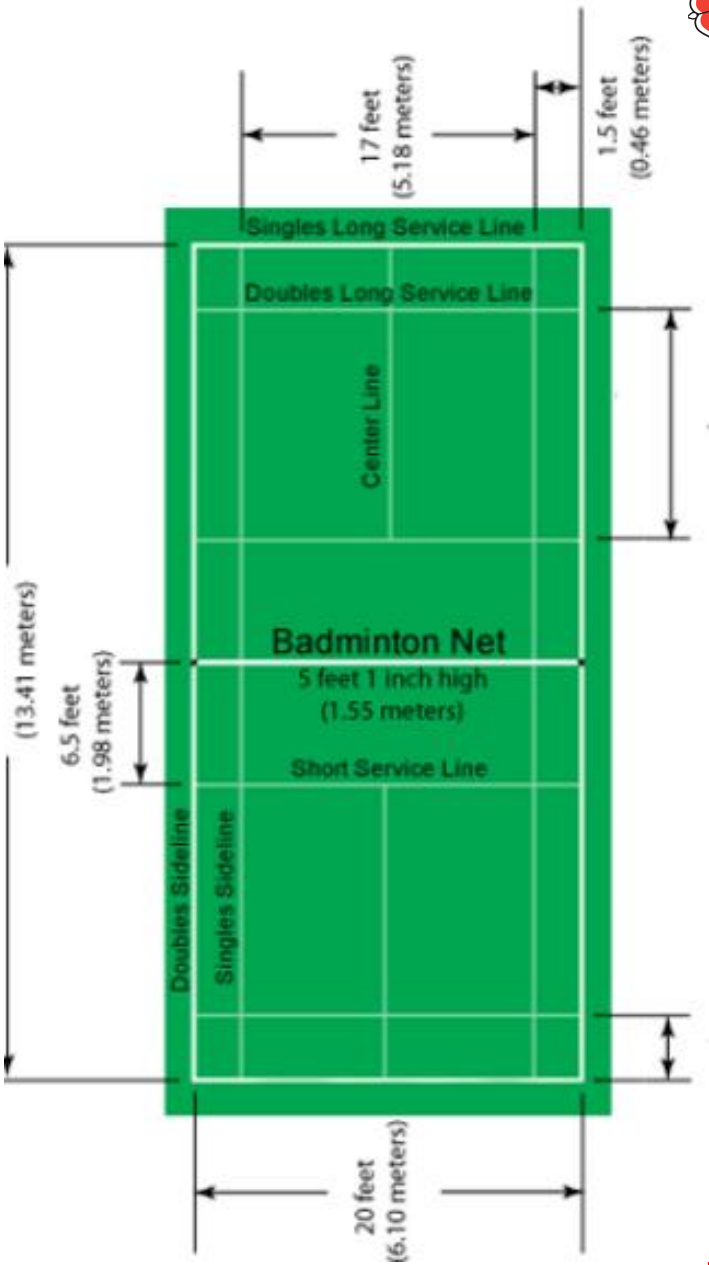
The Drop shot- A delicate shot to land ideally as close to the net as possible to attack space at the front of your opponent's court.





Overhead Clear- The overhead **clear** is used to push your opponent deep to their rear court and exposes court space near the net to follow up with a drop shot or net shot.





PE – An Introduction to Badminton – Term 3

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.

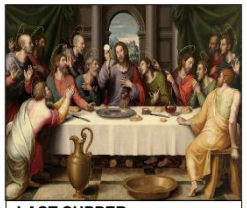
Moses: was saved by the Egyptian Pharaoh's Daughter in a basket in the river Nile after his instruction to kill the Jewish baby boys. Moses was brought up as an Egyptian prince until he killed an Egyptian slave driver after he saw him brutally beat an Israelite. Moses left Egypt for 40 years but came 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

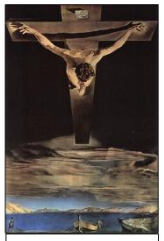
The **ANNUNCIATION** (Luke 1:26-38) - The angel Gabriel's announcement to the Virgin Mary of the Incarnation.

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**

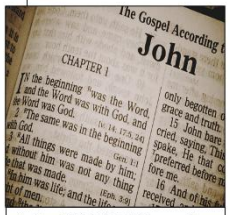


LAST SUPPER
Jesus shared a Passover meal with his disciples. This is now known as the Last Supper and is commemorated by Christians with the Eucharist. At this meal, Jesus gave bread and wine to his disciples.



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 Andalucia. 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 "tipo" 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.

Notes

Notes

Notes

Notes

Date	KO*	WB*	Case*	Date	KO*	WB*	Case*
5/1	INSET			26/1			
6/1				27/1			
7/1				28/1			
8/1				29/1			
9/1				30/1			
12/1				2/2			
13/1				3/2			
14/1				4/2			
15/1				5/2			
16/1				6/2			
19/1				9/2			
20/1				10/2			
21/1				11/2			
22/1				12/2			
23/1				13/2			

*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