Maidenhill School Knowledge Organiser

Year 7 – Term 4

Be kind, Aspire, Persevere, Achieve

Name: Tutor: 7

Planner

Week 2	Notes
Monday 23rd February	
Tuesday 24th February	
Wednesday 25th February	
Thursday 26th February	
Friday 27th February	

Week 1	Notes
Monday 2nd March	
Tuesday 3rd March	
Wednesday 4th March	
Thursday 5th March	
Friday 6th March	

Week 2	Notes
Monday 9th March	
Tuesday 10th March	
Wednesday 11th March	
Thursday 12th March	
Friday 13th March	

Week 1	Notes
Monday 16th March	
Tuesday 17th March	Y7 Parents' Evening 4-6.30pm
Wednesday 18th March	
Thursday 19th March	
Friday 20th March	

Planner

Planner

Week 2	Notes
Monday 23rd March	
Tuesday 24th March	
Wednesday 25th March	
Thursday 26th March	
Friday 27th March	

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

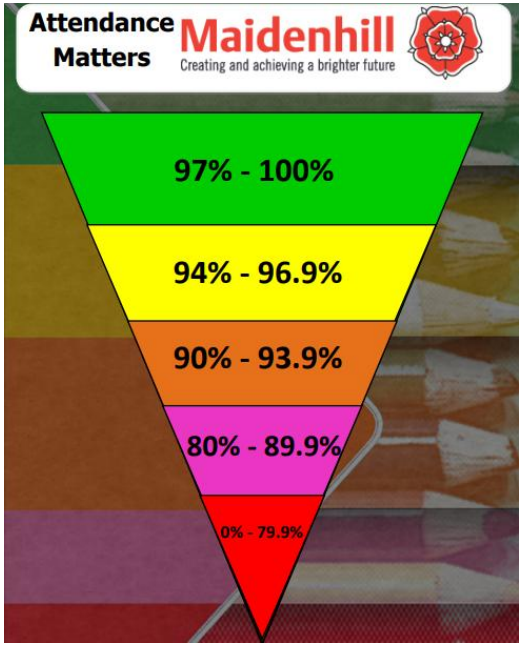
Have a problem? Worried about someone or something? Need someone to talk to? Scan the QR code and let us know.

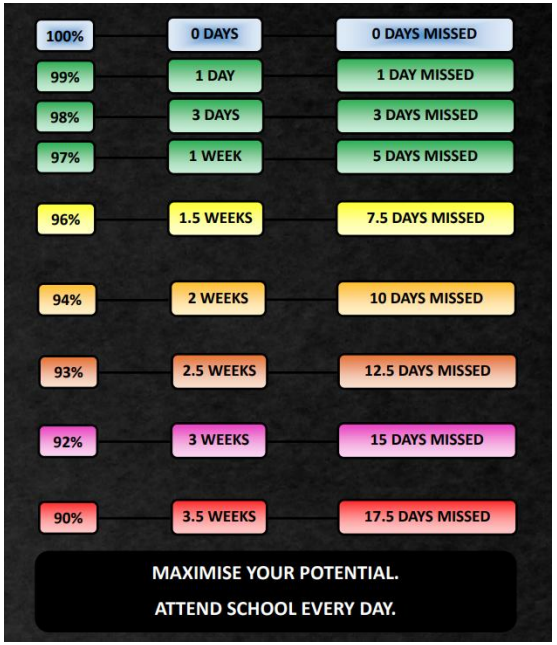
Reporting your concerns

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								

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
- ❑ 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

Tutor time – Maths Task 1

Question 1 Find the lowest common multiple of 70 and 30	**Question 2** Find the lowest common multiple of 55 and 66	**Question 3** 7 × 5 - 3	**Question 4** 2 × (12 - 6)
Question 5 Work out 162 ÷ 9 =	**Question 6** Work out 492 ÷ 6 =	**Question 7** Find the next 2 terms in the sequence 41, 38, 35, 32,….	**Question 8** Find the next 2 terms in the sequence 42, 37, 32, 27,….
Question 9 Find 20% of £340	**Question 10** Find 5% of £360	**Question 11** Write down the value of the figure 4 in 41068	**Question 12** Write down the value of the figure 7 in 75064
Question 13 Express as a mixed number $\frac{7}{5}$	**Question 14** Express as a mixed number $\frac{17}{4}$	**Question 15** Simplify 44 : 4	**Question 16** Simplify 35 : 55
Question 17 Work out 331 × 1000 =	**Question 18** Work out 40.6 × 10 =	**Question 19** Complete using < = or > $\frac{6}{7}$ $\frac{3}{4}$	**Question 20** Complete using < = or > $\frac{8}{10}$ $\frac{6}{8}$

SKILLS CHECK

Score

Tutor time – Maths - Task 1

Tutor time – Maths Task 2

Question 1 Find the lowest common multiple of 36 and 45	**Question 2** Find the lowest common multiple of 21 and 28	**Question 3** 8 × 5 - 4	**Question 4** 6 × (5 + 4)
Question 5 Work out 74 ÷ 2 =	**Question 6** Work out 560 ÷ 7 =	**Question 7** Find the next 2 terms in the sequence 16, 21, 26, 31,….	**Question 8** Find the next 2 terms in the sequence 45, 41, 37, 33,….
Question 9 Find 5% of £640	**Question 10** Find 10% of £180	**Question 11** Write down the value of the figure 8 in 81042	**Question 12** Write down the value of the figure 4 in 39467
Question 13 Express as a mixed number $\frac{20}{7}$	**Question 14** Express as a mixed number $\frac{3}{2}$	**Question 15** Simplify 8 : 40	**Question 16** Simplify 110 : 130
Question 17 Work out 748 × 1000 =	**Question 18** Work out 8.8 × 10 =	**Question 19** Complete using < = or > $\frac{3}{4}$ $\frac{1}{3}$	**Question 20** Complete using < = or > $\frac{3}{5}$ $\frac{1}{2}$

SKILLS CHECK

Score

Tutor time – Maths - Task 2

Tutor time – Maths Task 3

Question 1 Find the lowest common multiple of 77 and 33	**Question 2** Find the lowest common multiple of 49 and 42	**Question 3** 20 - 2 × 3	**Question 4** 10 × (2 + 3)
Question 5 Work out 104 ÷ 8 =	**Question 6** Work out 792 ÷ 9 =	**Question 7** Find the next 2 terms in the sequence 46, 43, 40, 37,….	**Question 8** Find the next 2 terms in the sequence 20, 25, 30, 35,….
Question 9 Find 20% of £40	**Question 10** Find 10% of £220	**Question 11** Write down the value of the figure 9 in 59200	**Question 12** Write down the value of the figure 6 in 86709
Question 13 Express as a mixed number $\frac{8}{3}$	**Question 14** Express as a mixed number $\frac{7}{5}$	**Question 15** Simplify 55 : 25	**Question 16** Simplify 16 : 8
Question 17 Work out 178 × 10 =	**Question 18** Work out 6.6 × 1000 =	**Question 19** Complete using < = or > $\frac{2}{3}$ $\frac{1}{2}$	**Question 20** Complete using < = or > $\frac{4}{6}$ $\frac{2}{3}$

SKILLS CHECK

Score

Tutor time – Maths – Extra practice

Question 1 Find the lowest common multiple of 24 and 16	**Question 2** Find the lowest common multiple of 16 and 48	**Question 3** $4 + 2 \times 4$	**Question 4** $9 \times (5 + 3)$
Question 5 Work out 297 ÷ 9 =	**Question 6** Work out 420 ÷ 5 =	**Question 7** Find the next 2 terms in the sequence 16, 24, 32, 40,….	**Question 8** Find the next 2 terms in the sequence 37, 32, 27, 22,….
Question 9 Find 20% of £240	**Question 10** Find 10% of £760	**Question 11** Write down the value of the figure 1 in 61800	**Question 12** Write down the value of the figure 8 in 86902
Question 13 Express as a mixed number $\frac{7}{5}$	**Question 14** Express as a mixed number $\frac{17}{4}$	**Question 15** Simplify 11 : 55	**Question 16** Simplify 6 : 66
Question 17 Work out 7 × 10 =	**Question 18** Work out 39.9 × 1000 =	**Question 19** Complete using < = or > $\frac{3}{5}$ $\frac{1}{2}$	**Question 20** Complete using < = or > $\frac{6}{9}$ $\frac{1}{3}$

SKILLS CHECK

Score

Tutor time – Maths – Extra practice

Tutor time – Maths – Extra practice

Question 1 Find the lowest common multiple of 21 and 28	**Question 2** Find the lowest common multiple of 6 and 10	**Question 3** 7 + 6 × 2	**Question 4** 6 × 4 - 4
Question 5 Work out 78 ÷ 6 =	**Question 6** Work out 516 ÷ 6 =	**Question 7** Find the next 2 terms in the sequence 14, 17, 20, 23,….	**Question 8** Find the next 2 terms in the sequence 11, 13, 15, 17,….
Question 9 Find 10% of £840	**Question 10** Find 10% of £580	**Question 11** Write down the value of the figure 2 in 42965	**Question 12** Write down the value of the figure 6 in 57600
Question 13 Express as a mixed number $\frac{9}{5}$	**Question 14** Express as a mixed number $\frac{11}{3}$	**Question 15** Simplify 9 : 18	**Question 16** Simplify 8 : 44
Question 17 Work out 16 × 100 =	**Question 18** Work out 6.4 × 10 =	**Question 19** Complete using < = or > $\frac{3}{9}$ $\frac{2}{4}$	**Question 20** Complete using < = or > $\frac{7}{8}$ $\frac{4}{6}$

SKILLS CHECK

Score

Tutor time – Maths – Extra practice

Tutor time – Maths – Extra practice

Question 1 Find the lowest common multiple of 30 and 40	**Question 2** Find the lowest common multiple of 80 and 60	**Question 3** $6 + 12 \times 2$	**Question 4** $20 - 7 \times 5$
Question 5 Work out $84 \div 7 =$	**Question 6** Work out $48 \div 4 =$	**Question 7** Find the next 2 terms in the sequence 41, 37, 33, 29,….	**Question 8** Find the next 2 terms in the sequence 43, 40, 37, 34,….
Question 9 Find 20% of £80	**Question 10** Find 20% of £200	**Question 11** Write down the value of the figure 1 in 76108	**Question 12** Write down the value of the figure 3 in 63091
Question 13 Express as a mixed number $\frac{9}{7}$	**Question 14** Express as a mixed number $\frac{5}{4}$	**Question 15** Simplify 63 : 9	**Question 16** Simplify 6 : 15
Question 17 Work out $662 \times 1000 =$	**Question 18** Work out $1.2 \times 10 =$	**Question 19** Complete using < = or > $\frac{4}{9}$ $\frac{4}{8}$	**Question 20** Complete using < = or > $\frac{1}{3}$ $\frac{1}{2}$

SKILLS CHECK

Score

Tutor time – Maths – Extra practice

Tutor time – Maths workings out

Task 1

Using a **green pen**, make corrections for all the spellings, punctuation and grammar mistakes in the paragraph below. There are 12 mistakes to find.

Poetry is a spechial kind of writing that use carefully chosen word's to share feelings ideas, and images.

Poems can rhyme but they dont have to, some poems sound like music just becuase of how the word flow.

When you read or write poetry you get to use you're imaginashun and notice how word's can make you feel,

not just what they say.

Tutor time – English

Task 2

Match the technique to the correct answer.

Technique	Example
Repetition	The classroom was a zoo by the end of the day
Alliteration	The door creaked, the door groaned, the door refused to open.
Personification	The fireworks went bang and crackle in the night sky
Simile	The warm sun lit the golden sand and the sparkling blue sea
Metaphor	Bright butterflies drifted delicately through the garden.
Onomatopoeia	The wind whispered secrets through the trees
Imagery	The cat sat on the mat, dreaming of a nap.
Rhyme	The moon shone like a silver coin in the sky.

Tutor time – English

Task 3

A verb is a word that describes an action (doing word). For example, in the sentence 'The dog **ran**, **leapt** and **skidded** across the muddy field', the words "ran," "leapt," and "skidded" are verbs describing the actions of the dog.

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

The river _____ through the valley, _____ as sunlight _____ its surface and _____ shadows along its banks. Reeds _____ and _____ while insects _____, stitched briefly into the air before _____. Above it all, clouds _____ and thinned, as the afternoon slowly settled into a quiet, watchful calm.

Tutor time – English

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

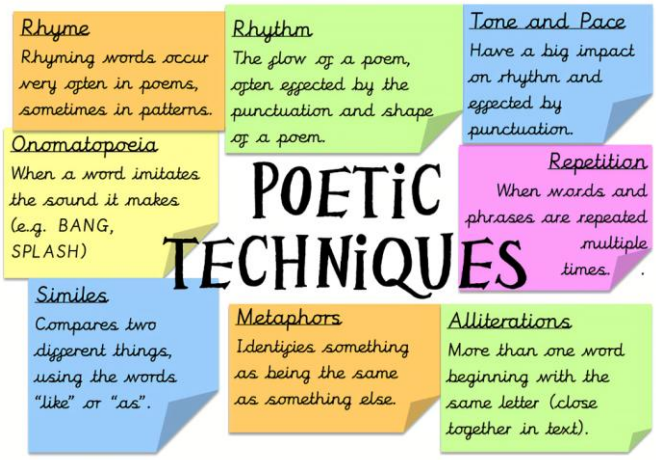
1. English
2. Mathematics
3. Science
4. Art, Design, Nutrition and Dance (on rotation)
5. Computing
6. Drama
7. French
8. Geography
9. History
10. Music
11. Physical Education
12. Religious Studies
13. Spanish

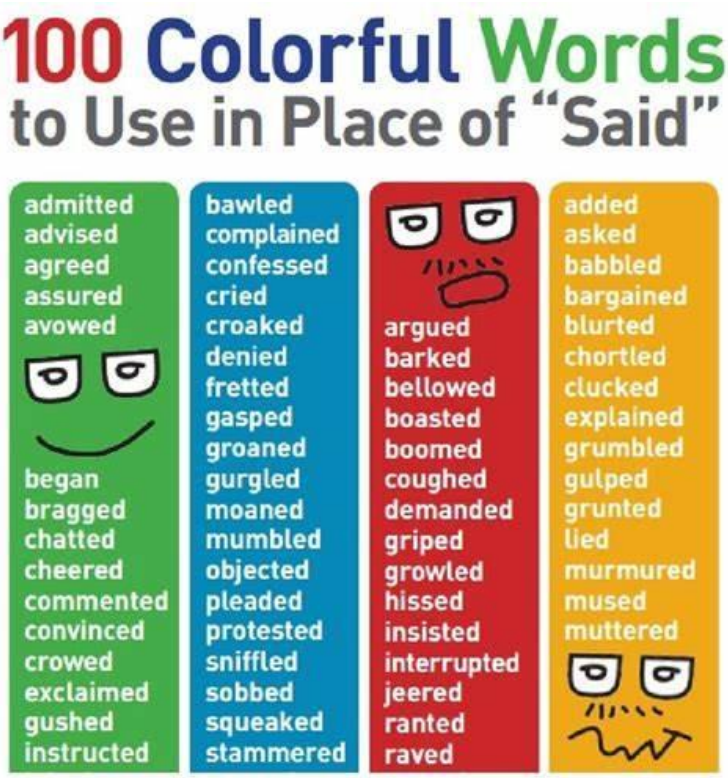
Expectations

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





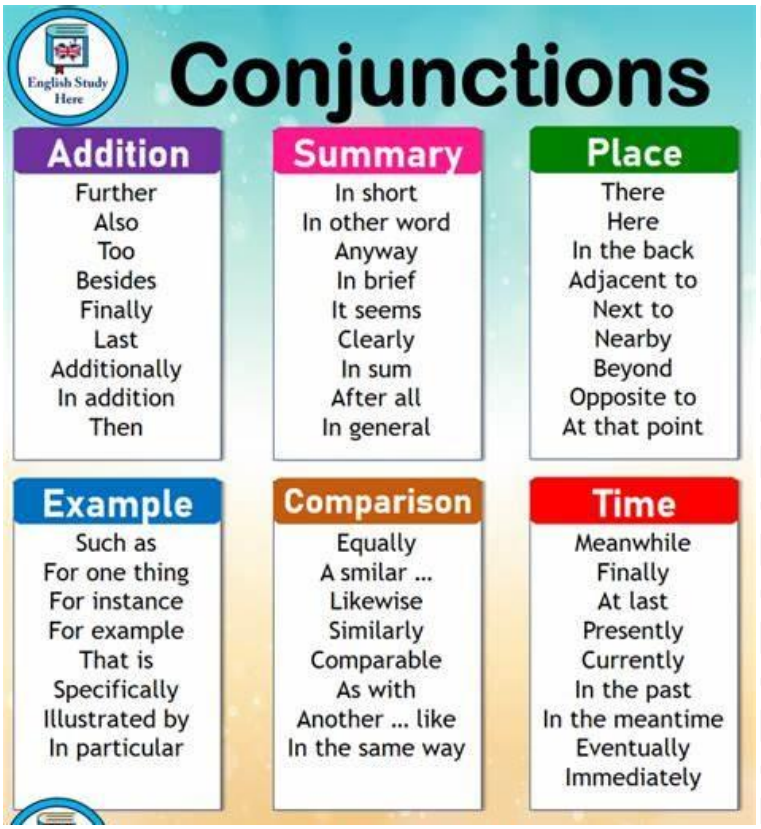
LITERARY DEVICE	DEFINITION	EXAMPLE
Simile	A comparison using "like" or "as"	Her eyes were like shining stars
Metaphor	A comparison without using "like" or "as"	Life is a journey
Personification	Giving human qualities to non-human things	The wind whispered through the trees
Hyperbole	An exaggeration for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

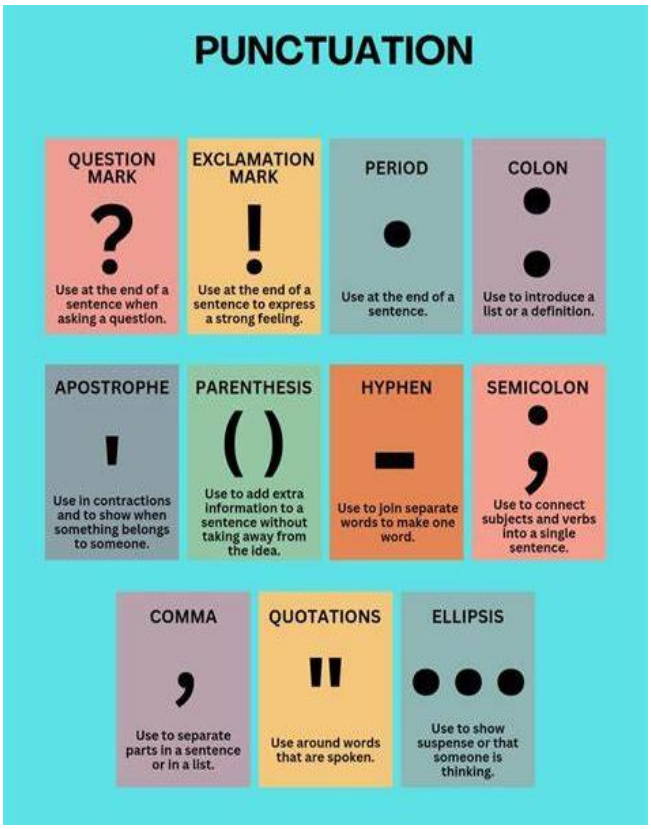
Common Techniques

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 Key Vocabulary/Poetry techniques

Personification- Giving an inanimate object (not living), human qualities.
The tree waved in the wind.
Simile- A comparison between two things using 'like' or 'as'.
Her skin is as smooth as silk.
Metaphor- A comparison between two things saying one thing is the other thing.
The sea is a raging army.
Onomatopoeia- When a word imitates a sound.
Crash, bang, whizz, screech
Imagery- When the language used helps create a visual image in the reader's mind.
The beautiful emerald trees swayed in the soft breeze.

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

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

Task:
Pick some of the poetry techniques above, then think of a theme and write your own examples.
Can you put them together into a full poem?

1.2 Types of Poem

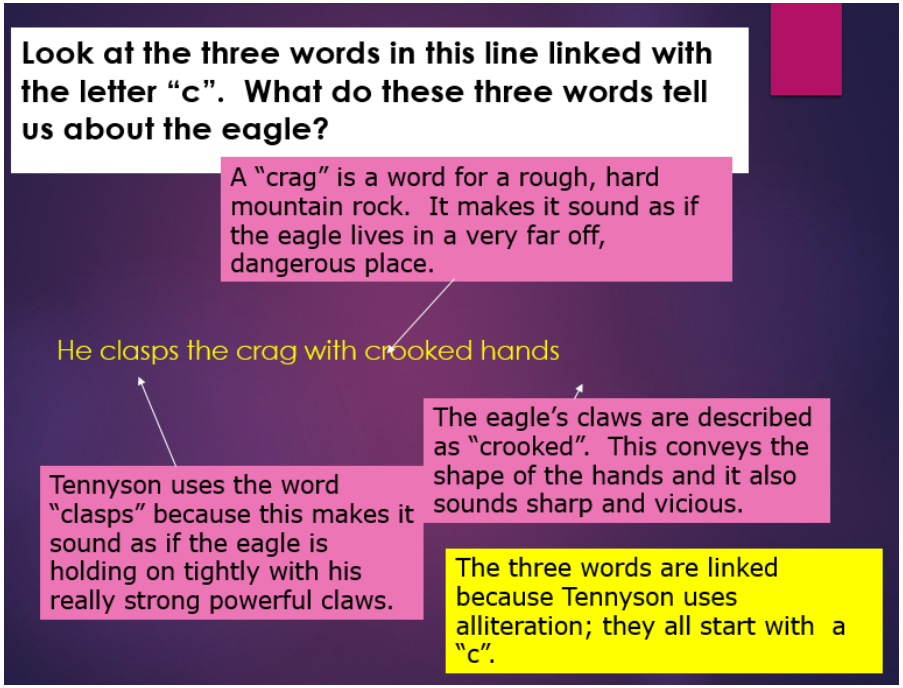
- **Sonnet-** A poem of 14 lines, with a regular rhyme scheme, often focused on love.
- **Haiku-** 3 lines, syllables 5/7/5. Often about nature.
- **Limerick-A** 5 line comic poem.
- **Acrostic-** A poem with a hidden message.
- **Ballad-** A type of poem that tells a story and was traditionally set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

Recommended Reading – Poets to Explore

https://www.poetryfoundation.org/learn/resources
Amanda Gorman: An American poet and activist. Her work focuses on issues of oppression, feminism, race, and marginalization. She published the poetry book 'The One for Whom Food Is Not Enough'.
William Wordsworth: An English Romantic poet. His most famous poem is 'Daffodils',
Maya Angelou: A civil rights activist and poet whose most famous poem is 'Still I Rise',
Tupac Shakur: An American rapper, poet and actor. He was famously assassinated in his youth.
Carol Ann Duffy: She is the current poet laureate in the UK. One of her most famous poems is 'Valentine'.
Wilfred Owen: One of the most famous poets from WW1. He wrote poetry about the horrors of war.

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

1.3 Language Mapping



1.4 Quotations

Challenge yourself to language map these quotes:

'Its underwings, clothing for the dead'

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

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

"Close to the sun in lonely lands'

1.5 Analysing poetry

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

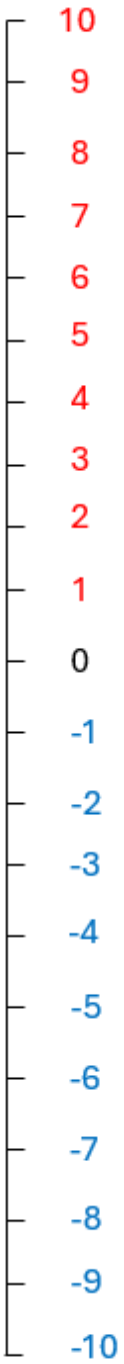
1. 6 Key Words and Phrases

Instead of 'shows'	**Tentative Language**	**Key Phrases**
Highlights	Could	'An alternative interpretation, could be…'
Suggests	Might	'The word 'x' suggests…'
Implies	May	'The use of 'x' emphasizes…'
Insinuates	Possibly	'The author may have intended…'
		'The effect on the reader may be…'

<u>Quick analysis task:</u>
Using the words/phrases above write a short paragraph about the quotation in the purple box. What impression do you get of the eagle?

Enrichment Opportunities

Write a poem based on one of the following themes:
A) A Loved one/Friendship
B) The environment/ Pollution / Nature
C) Time
D) Power



Multiplication Table Grid 1-12

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

Maths Support

N2 Fractions

What do I need to be able to do?

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

- Order fractions by finding equivalents
- Add and subtract fractions with different size denominators
- Multiply integers and fractions by a fraction
- Divide integers and fractions by a fraction
- Write a mixed number as an improper fraction
- Write one number as a fraction of another
- Calculate simple fractions of quantities

Keywords

Numerator : the number above the line on a fraction. Represents how many parts are taken

Denominator: the number below the line on a fraction. The number represents the total number of parts

Equivalent: of equal value

Mixed numbers: a number with an integer and a proper fraction

Improper fractions: a fraction with a bigger numerator than denominator

Ordering fractions M335

$\frac{1}{3}, \frac{3}{4}, \frac{1}{6}$

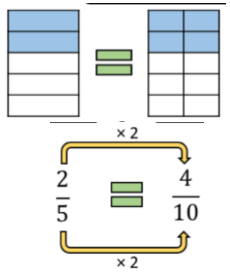
Convert to fractions with a common denominator

$\frac{4}{12}, \square, \frac{2}{12}$

$\frac{1}{6}, \frac{1}{3}, \frac{3}{4}$

Rewrite the **original** fractions in order

Equivalent Fractions M410

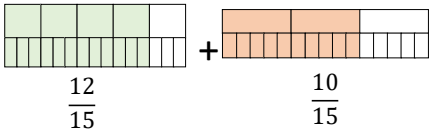


Multiply the numerator and the denominator by the same number.

Find 2 fractions equivalent to $\frac{4}{7}$

Add/Subtract any fractions M336

$\frac{4}{5} + \frac{2}{3}$



Use equivalent fractions to find a common multiple for both denominators

Multiplying fractions M157

Shade in 3 parts

Repeat it on this many rows

$\frac{3}{4} \times \frac{2}{3}$

This many columns

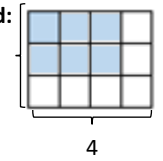
This many rows

$\frac{3}{4} \times \frac{2}{3} = \frac{6}{12}$

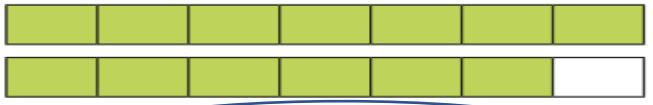
Parts shaded

Total number of parts in the diagram

Modelled:



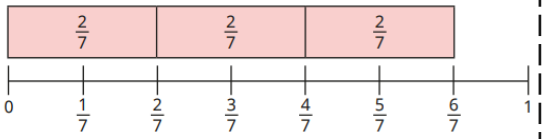
Improper Fractions and Mixed Numbers M601



$\frac{13}{7} = 13 \div 7 = 1\frac{6}{7}$

There are seven sevenths in one whole so in thirteen sevenths there is one whole and 6 left over.

Multiplication an integer by a fraction M157



$3 \times \frac{2}{7} = \square$

Multiply numerator by integer.

Dividing any fractions M110

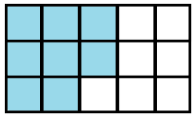
Remember to use reciprocals

$\frac{2}{5} \div \frac{3}{4}$

$\frac{2}{5} \times \frac{4}{3}$

Multiplying by a reciprocal gives the same outcome

Represented

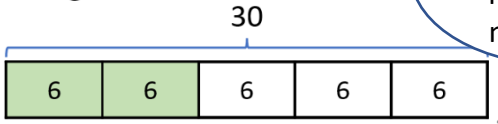


$= \frac{8}{15}$

Fractions of an amount M695

Find $\frac{2}{5}$ of 30

Divide by denominator Multiply by numerator.



$30 \div 5 = 6$

$2 \times 6 = 12$

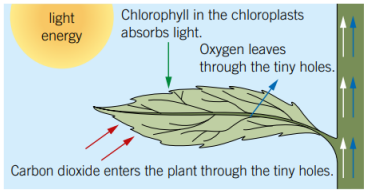
Enrichment Opportunities

Maths – N2 fractions Unit 5

Photosynthesis

Photosynthesis is a chemical reaction that takes place in the **chloroplasts** to produce **glucose**.

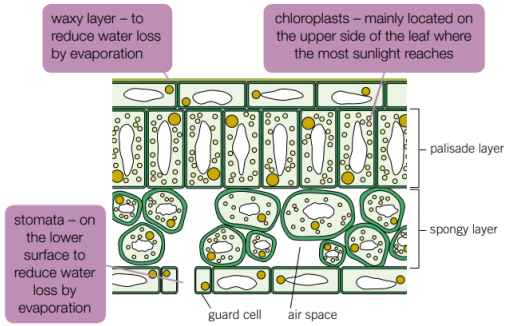
carbon dioxide + water → oxygen + glucose



The minerals plants need for growth are:

1. **nitrates** for growth
2. **phosphates** for healthy roots
3. potassium for healthy leaves and flowers
4. magnesium for making chlorophyll

If a plant does not have enough of a mineral, it may suffer from a mineral **deficiency**. Farmers can use **fertilisers** to add missing minerals to the soil.



Leaves are specially adapted for photosynthesis:

- have lots of green **chlorophyll** – absorb sunlight for photosynthesis
- are thin – allow gases to diffuse in and out of the leaf
- have a large surface area – absorb as much light as possible
- have veins – xylem and phloem transport water and glucose

Respiration

with oxygen

Aerobic respiration

glucose + oxygen → carbon dioxide + water (+ energy)

- Respiration occurs in the **mitochondria** of cells to **transfer** energy.
- Glucose is absorbed from the small intestine into the blood **plasma**. It is transported to the cells where it diffuses in.
- Oxygen is breathed in and diffuses into the bloodstream. Oxygen is then carried by haemoglobin to the cells where it diffuses in.
- Carbon dioxide diffuses out of the cells into the blood plasma. It is transported to the lungs where it diffuses into the air sacs and is exhaled.

without oxygen

Anaerobic respiration (in animals)

glucose → lactic acid (+ energy)

- This occurs when there is not enough oxygen for aerobic respiration, such as during strenuous exercise.
- It transfers less energy than aerobic respiration.
- The lactic acid produced can cause muscle cramps. This causes increased inhalation to break down lactic acid – the oxygen needed is called the **oxygen debt**.

Fermentation (in microorganisms)

glucose → ethanol + carbon dioxide (+ energy)

- Yeast respires anaerobically – this fermentation is important in food production (e.g., bread, beer, and wine).

Food chains and webs

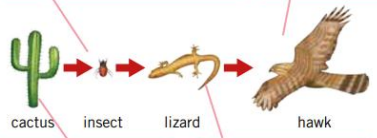
Food chains show the transfer of energy between organisms – the arrows represent the direction of energy transfer.

Food webs show how lots of food chains are connected in an ecosystem.

Food chain

herbivore – type of **consumer** that eats the producer

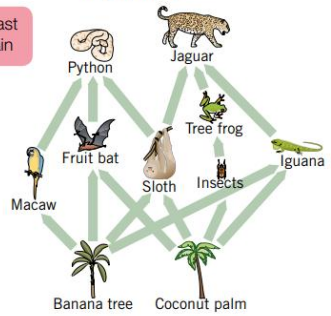
apex predator – last link in a food chain



producer – green plant/algae that makes its own food

carnivore – type of consumer that eats other animals

Food web



Prey: an organism eaten by another organism.

Predator: an organism that eats another organism.

Bioaccumulation is the build up of chemicals, like insecticides, passed along a food chain.

Populations and ecosystems

The number of organisms that live in the same area is called a **population**. Populations of organisms are constantly changing – this affects other populations in a food web.

Interdependence is when living organisms depend on each other to survive, grow, and reproduce.

Ecosystem: all the organisms found in a particular location, and the area they live in.

Community: the organisms in an ecosystem. **Habitat**: the area a community lives in.

Niche: the particular place or role that an organism has within an ecosystem. This reduces competition for resources.

Chemosynthesis

Chemosynthesis is when bacteria use a variety of chemical reactions to make their own glucose. Chemosynthesis:

- uses chemicals as the source of energy
- often uses carbon dioxide as a reactant

For example, sulfur bacteria at the bottom of deep sea vents and nitrogen bacteria in the soil use chemosynthesis to produce glucose.

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

aerobic anaerobic bioaccumulation carnivore chemosynthesis chlorophyll community consumer deficiency ecosystem habitat herbivore interdependence mitochondria niche nitrate oxygen debt plasma phosphate photosynthesis population

Activate – Question · Progress · Succeed

Enrichment Opportunities

A practical you can do at home – how does exercise affect heart rate?: https://www.science-sparks.com/exercise-affect-heart-rate/
BBC Bitesize: https://www.bbc.co.uk/bitesize/topics/zvrrd2p and https://www.bbc.co.uk/bitesize/topics/zxhhvcw
Seneca learning: https://senecalearning.com/en-GB/

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

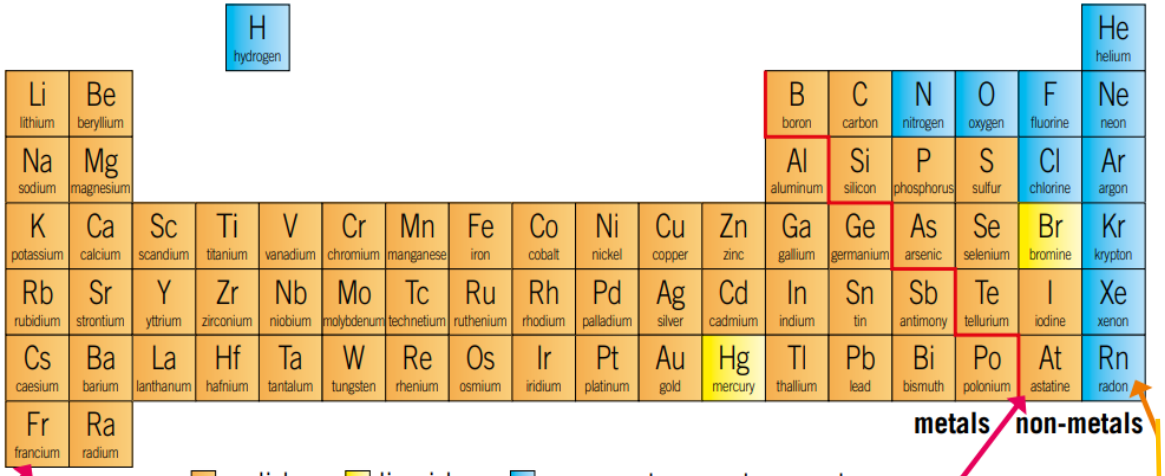
The **physical properties** of an element describe how a substance behaves generally.
(*E.g.*, ***conductor*** *of electricity, dense, conductor of heat, shiny,* ***malleable****, sonorous, high melting and boiling points*)

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/

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

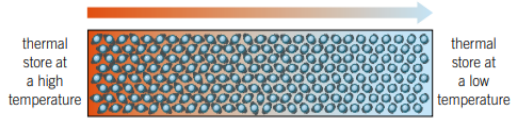
Equilibrium is when objects have the same thermal energy.

Particles

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

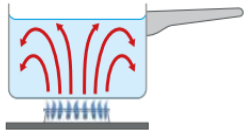
Conduction

- 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 × 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

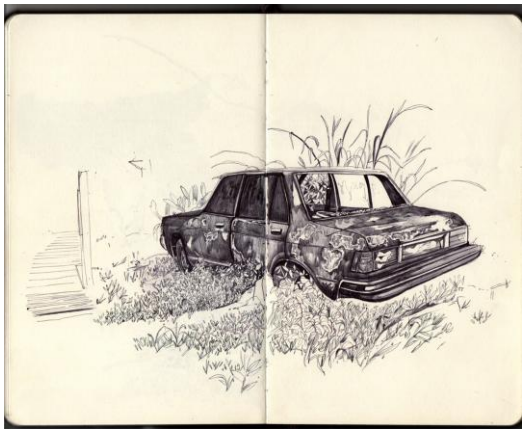
Local green energy – Ecotricity: https://www.ecotricity.co.uk/
BBC Bitesize: https://www.bbc.co.uk/bitesize/topics/zc3g87h
Seneca learning: https://senecalearning.com/en-GB/

Activate
Question • Progress • Succeed

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

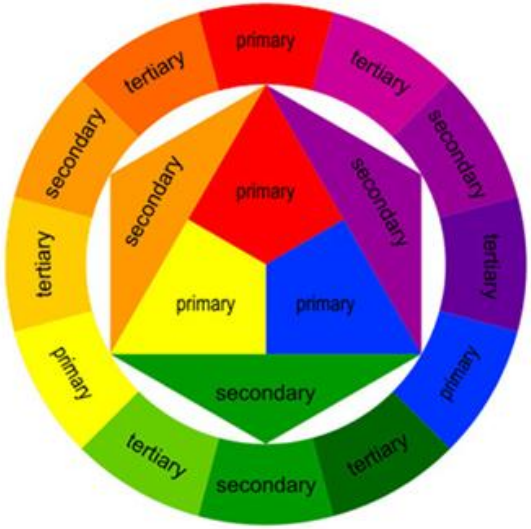
Grey= Red + Green OR Grey= Blue + Orange OR Grey = Yellow + Purple

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.

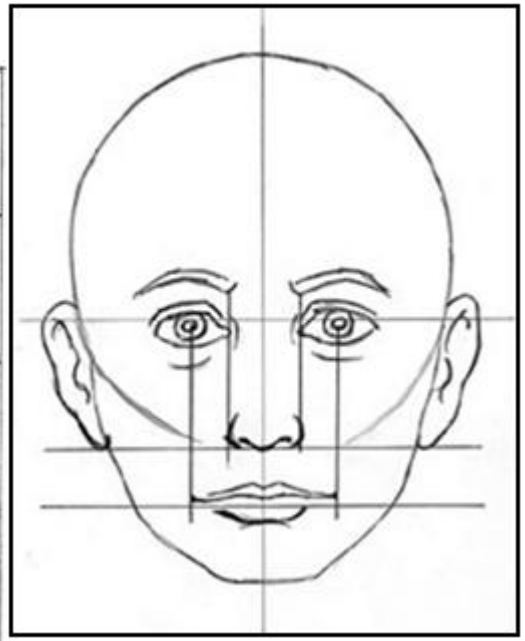
Design- to draw out an idea/ a drawing of an idea.

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.



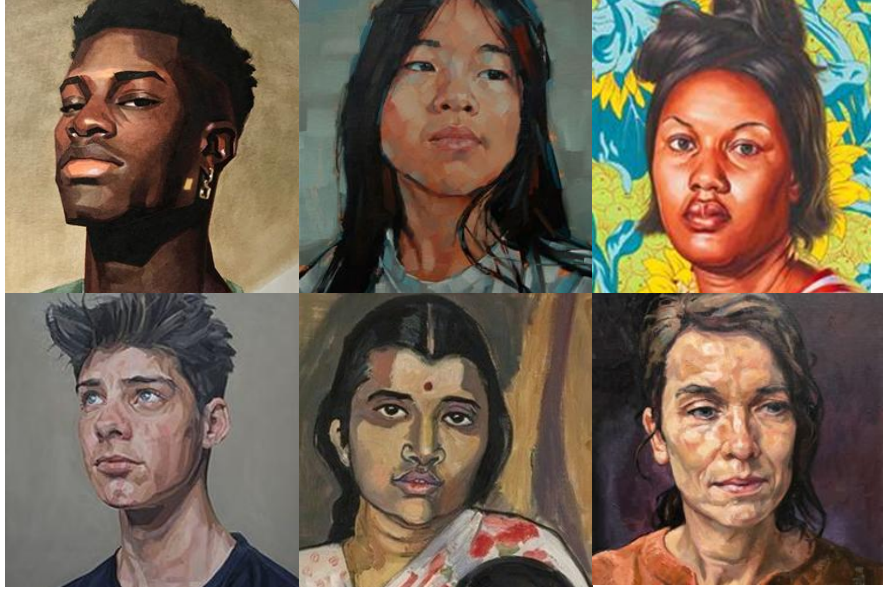
Facial Proportions:

- 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.

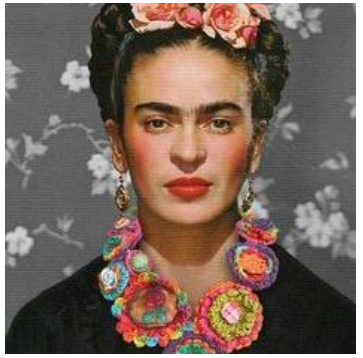
Enrichment: explore www.tate.org.uk

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

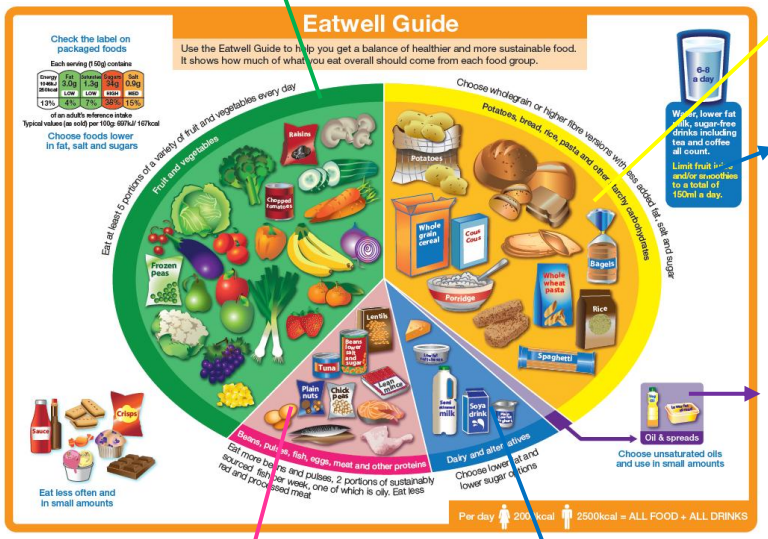
Natural timbers. https://www.bbc.co.uk/bitesize/guides/zjgyb82/revision/3

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:

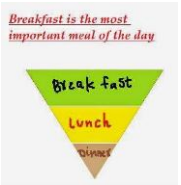
- macronutrients;
- micronutrients.

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

Binary

Binary is either a 1 or 0.
It is the language that a processor can understand because it uses electricity to turn switches on (1) and off (0).
Binary is also known as base 2.

As humans we normally count in denary or decimal and this is known as base 10 as there are 10 values 0,1,2,3,4,5,6,7,8,9 that make up the numbers in our counting system.

There are 8 bits in a byte and this enables you to count up to 255.

Converting Binary to Decimal Numbers

When you have 1 in a bit then you add that value up.

Position	Bit 8	Bit 7	Bit 6	Bit 5	Bit 4	Bit 3	Bit 2	Bit 1
Bit	1	1	0	1	0	1	0	1
Value	128	64	32	16	8	4	2	1

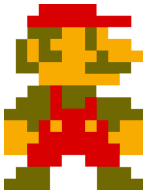
128 + 64 + 16 + 4 + 1 = 213
So:
Binary Number 11010101 = 213

Converting Binary to Hexadecimal Numbers

To make Binary easier to understand you can turn them into Hexadecimal numbers of base 16.

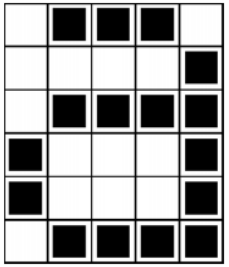
Denary	Binary	Hex	Denary	Binary	Hex
0	0000	0	8	1000	8
1	0001	1	9	1001	9
2	0010	2	10	1010	A
3	0011	3	11	1011	B
4	0100	4	12	1100	C
5	0101	5	13	1101	D
6	0110	6	14	1110	E
7	0111	7	15	1111	F

Image Representation and compression



Images are represented on a screen by the use of Pixels.
Before colour monitors and printers were invented these pixels were represented by 1 bit. 1 = Black and 0 = White.

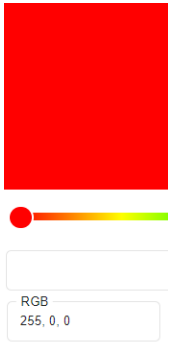
These could then be compressed to give you shorter code sequences. Here on the first line you can see that there is 1 white pixel, 3 black pixels and 1 white pixel.



1, 3, 1
4, 1
1, 4
0, 1, 3, 1
0, 1, 3, 1
1, 4

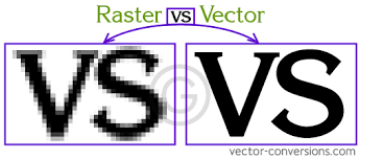
In more recent times monitors/TVs/pictures can represent colours.

Each pixel has a Red, Green, Blue value of between 0-255. Giving 255^3= 16,581,375 colours that can be achieved.



The higher the number the more colour there will be. Think like mixing a paint pallet.

When compressing a file this can either be done in a Lossy or Lossless fashion.



Lossy removes parts of the image = JPG, BMP
Lossless retains all information = SVG

Therefore if you try to enlarge a lossy image you lose quality of the image leading to pixilation.

Raster images are made up of pixels

Vector images are made up of Mathematical data that allows For scalability of images.

Enrichment Opportunities

https://csunplugged.org/en/
https://www.digitalschoolhouse.org.uk/computing-at-home-10-activities

Computing – Computational Thinking

Key Techniques

Devising – Devising is a way of making a performance that starts with an idea rather than with a script. It starts with a stimulus (a starting point).

Three Act Structure – a clear beginning, middle and end

Stimulus – a picture, poem, song (anything) to help inspire a performance

Marking the Moment – highlighting an important moment to the audience

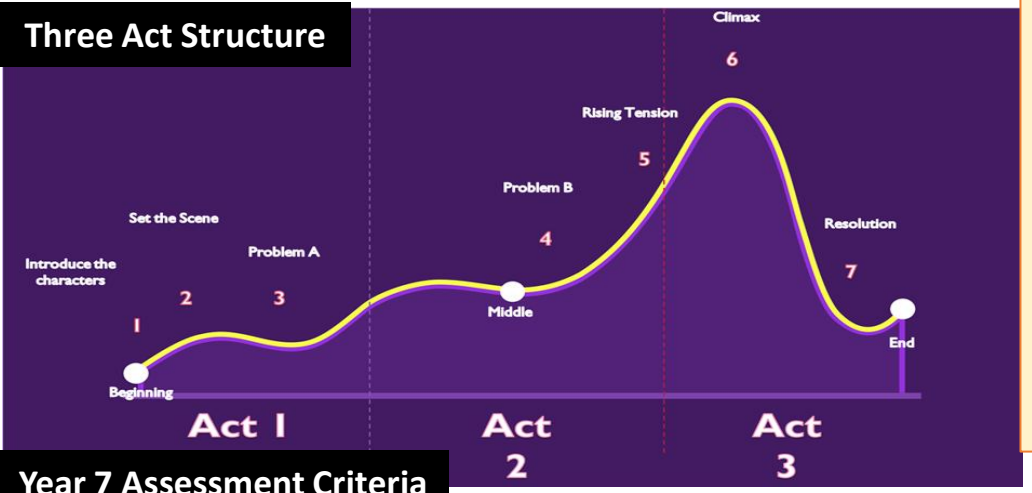
Collaboration

1. Clear communication
2. Focus and commitment to your group
3. Everyone pulling their weight
4. Offering ideas
5. Being prepared to try others' ideas
6. Be brave and try ideas out

Extension and Further Info

Creating Backstory

Three Act Structure



Marking the Moment

- Freeze frame – freezing the scene
- Direct address – the character speaking to the audience
- Narration – a narrator describing the scene to the audience
- Slow motion – the action slows down
- Rewind/repeat – you go back to before the moment and repeat it

Voice

Volume
Tone
Accent
Pitch
Pace
Emphasis

Body

Facial
Expression
Movement
Posture
Interaction
Gesture

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 – Devising

Pâques en France - Easter in France

A Christian Holiday

- Since France is mainly a Christian country, Easter in France is celebrated on a Sunday. The date is dependent on the seasons and the movement of the sun. (We are quite lucky to share the same Easter date with all Christians around the world – unlike Mother's Day or Father's Day).
- Easter Sunday and Easter Monday are bank holidays in France, and most shops and administrations will be closed (except your local bakery!).
- Whilst Good Friday is a bank holiday in the UK, in France this is a normal working day (except in the French regions of Moselle in Lorraine, and Haut-Rhin and Bas-Rhin in Alsace/

History of Easter eggs

- The tradition of giving decorated eggs lies in the fact that eggs symbolise life and renewal. Therefore, it was only natural that it would become a symbol for Easter which commemorates renewal through the resurrection of Christ.
- In medieval times, people offered each other decorated eggs at Easter.
- In France, it was only in the 18th century that people emptied fresh eggs to fill them with chocolate. Then, chocolate-shaped eggs were made to be hidden in the garden for children to find.
- According to French tradition, it is not the Easter Bunny who brings children chocolate on Easter morning, but the Easter bells.

Enrichment Opportunities

Scan the QR code to find out more about Easter traditions in France

Easter decorations in Alsace

Easter vocabulary

- Dimanche de Pâques = Easter Sunday
- Lundi de Pâques = Easter Monday
- Les œufs de Pâques = Easter eggs
- Une fête chrétienne = a Christian holiday
- Le lapin de Pâques = the Easter bunny
- Le chocolat à Pâques = Easter chocolate
- Les cloches de Pâques = Easter bells

Easter Bells

- In France, legend has it that on Maundy Thursday (the day before Good Friday), the bell's chimes flee to Rome, where the Pope blesses them. There, they collect the Easter eggs, which will be scattered in French gardens on their return journey.
- By the morning of Easter Sunday, they have returned and are ringing out joyfully to declare the resurrection of Christ. When children hear them, they go to the garden on an Easter egg hunt.
- The Easter Bells are often represented with a pair of wings, and ribbons or sometimes are transported in a cart.

Easter chocolate

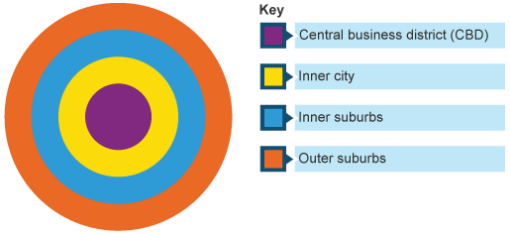
- In many pâtisseries-chocolateries, great attention to detail makes chocolate eggs look more like pieces of art than anything edible.
- Unlike the chocolate shapes sold in the UK and Australia, the French do not purchase only Easter egg shapes. There is a profusion of different shapes, including chocolate Easter bunnies, Easter Bells, Easter Hens, and little Easter Fish called "Fritures de Pâques".

French – Pâques en France

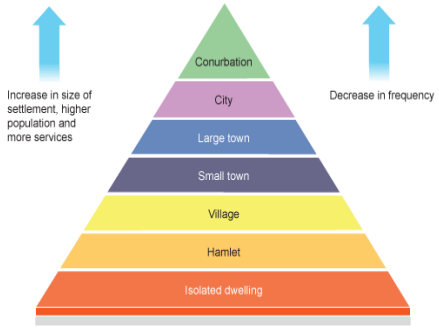
Key word definitions

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.

Geography – Urban Change (2) Unit 3

3.1 Medieval Religion

Christian	Somebody who follows the religion of Christianity. In the Medieval period everybody was Christian
Roman Catholic	A type of Christianity which says that their leader is the Pope in Rome (Italy). All Christians in England during the Medieval period followed the Roman Catholic type of Christianity
Doom Painting	A painting found on the walls of Medieval churches showing heaven and hell and the punishments or rewards waiting Christians in the afterlife
Tithe	One tenth of income in the form of food/animals or money which had the be given to the Church by everybody in England every year.
Pope	The leader of the Roman Catholic (Christian church). During the medieval period the Pope was very powerful (more powerful then some kings) what he said was considered to be direct messages from God
Archbishop	Powerful leaders in the Roman Catholic Church. They were in charge of Bishops and Priests. The Pope was their boss. Some archbishops controlled large amounts of land and wealth. The most important Archbishop in England was the Archbishop of Canterbury.
Bishop	Bishops looked after a group of churches in the area which they controlled. During the medieval period they were often rich and controlled land and the priests who worked in churches in the area.
Priest	A man specially trained to perform religious duties. He could read and speak Latin and held church services. They reported to Bishops. Priests were very important people in their local village acting as leaders and local advisors and judging the sins and crimes of people who lived there. A priest could threaten people with hell if they behaved badly or didn't follow the rules of the Church
Heaven	A place where Christians believe you go after you die to live forever in happiness. In the medieval period Christians believed if you followed the rules of the Church you would go to heaven.
Hell	A place where Christians believe you go after you die to live forever in pain. In the medieval period Christians believed if you broke the rules of the Church you would go to hell.
Monk	A man who devotes his life to study and prayer to God. He lives in a monastery. Monasteries often controlled large areas of land and became rich during the medieval period.
Nun	A woman who devotes her life to study and prayer to God. She lives in a convent.

3.2 Medieval Towns and Villages and leisure

Villein	A villein was a type of peasant. They did not own the land they worked on. They had few rights and could not leave their village without permission.
Freeman	A freeman was not tied to the land in which he worked and he could move on. He paid rent to work on the land to the local lord.
Wattle and Daub	Material that were used to make houses out of clay and animal manure. It was used to make basic houses for the majority of peasants in medieval England.
Hygiene	Referring to being clean. Good hygiene means clean places free of germs. Many medieval towns were unhygienic. Though some occasional attempts were made to clean them up.
Sanitation	Referring to cleaning and removing harmful substances in particular sewage from an area. Medieval towns had poor sanitation, with toilets often being placed directly over water which was used for drinking and washing. Therefore a major cause of disease in medieval England was poor sanitation.
Feast Days	Days of celebration in medieval England. In the Middle Ages, ordinary people didn't really go on holidays. Instead, there were lots of feast days throughout the year, such as Easter Day, May Day, Midsummer's eve, Christmas, and various Saint's days. On these days, after going to a church service, they would have some free time for themselves. In fact, our work holiday comes from the term 'holy day'.

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

3.3 The Black death Key Terms , Dates and people

1348	The year that the Black Death arrived in England. It is thought the Black death killed 33-50% of the population within 5 years
Bubonic Plague	The name of the disease which caused the Black death. It was carried in the bloodstream and passed through the bite of infected fleas
Buboes	Large boils the size of tennis balls which would grow on the victims of the Black Death. They might burst spilling out black pus.
Flagellants	People who whipped themselves as a punishment for their sins in order to stop themselves from getting the Black death
Edward III	King of England during the Black Death. He did make some laws asking people to clean up towns to try and stop the spread of the disease.
Cause	Something that makes something else happen
Consequence	Something that happens as a result of something else
Prevention	Something done to stop a disease from happening
Treatment	Something done to cure or stop a disease.

3.4 Black Death –Beliefs about causes

What did Medieval people think caused the Black death?

- Medieval people had only limited medical knowledge, and most people believed disease were caused by God as punishment or for other superstitious reasons.
- Other people though the movement of the planets or bad smells called Miasma caused the Black Death.
- Some people blamed Jewish people and said they had poisoned the drinking water. Many Jewish people were murdered as a consequence

3.5 Black death Consequences

What were the consequences of the Black Death?

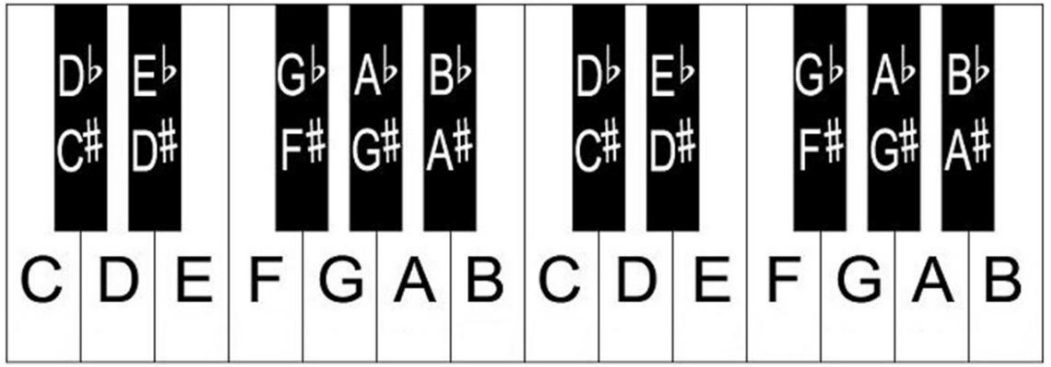
- Many people in England died, up to 50 % of the population. This included people from all social classes.
- However, it was not all bad. The lack of people meant that land was freed up, and Freeman could demand to be paid for the work they did or for lower rents. Peasants began to move about more freely.
- The Lords and Barons did not like this new freedom and later tried to make laws which returned life to what it was like before the black death.

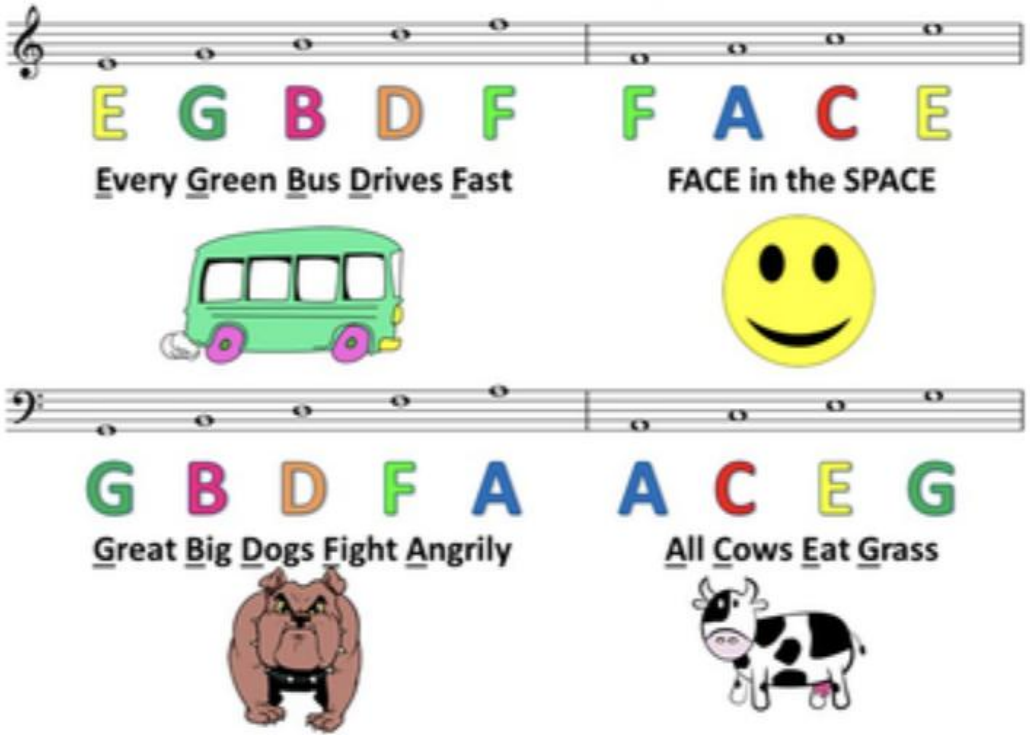
3.6 Black Death Prevention and Treatment

Medieval people tried a range of ways to prevent or treat the Black death. They rarely worked

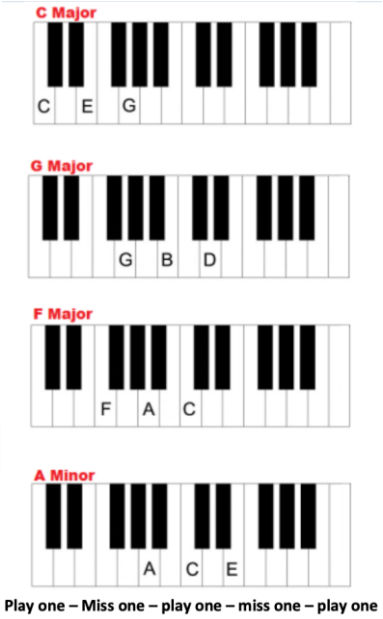
Praying to God	Most people believed in God by praying to him they thought they might be saved from death
Whipping themselves	Groups of people called flagellants whipped themselves to show how sorry they were for sins committed by human kind
Popping the boils with a plucked chicken	This is one example of the ideas Medieval people had based on superstition. Others included killing a toad and rubbing it on your boils
Moving away and locking victims in their homes	Avoiding contact with Black death victim was one of the only ways to avoid catching the disease but since the disease was so widespread this was virtually impossible.

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

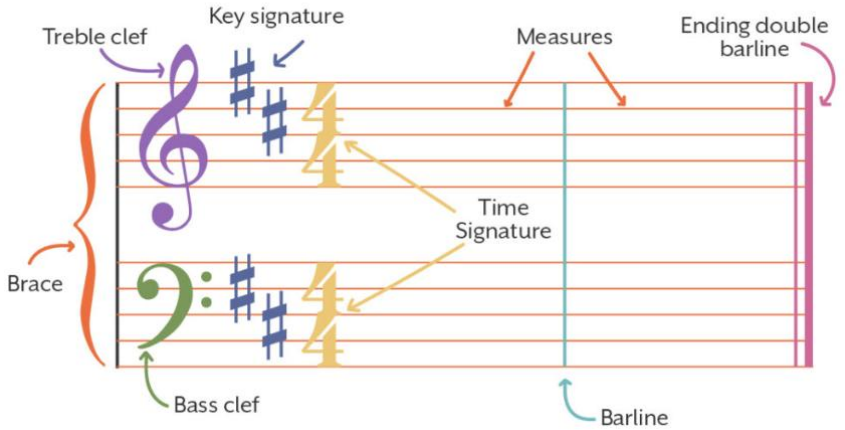
Harmony – How the notes sound together. **Chords,** notes played at the same time

Instrumentation – Ukulele, Vocals

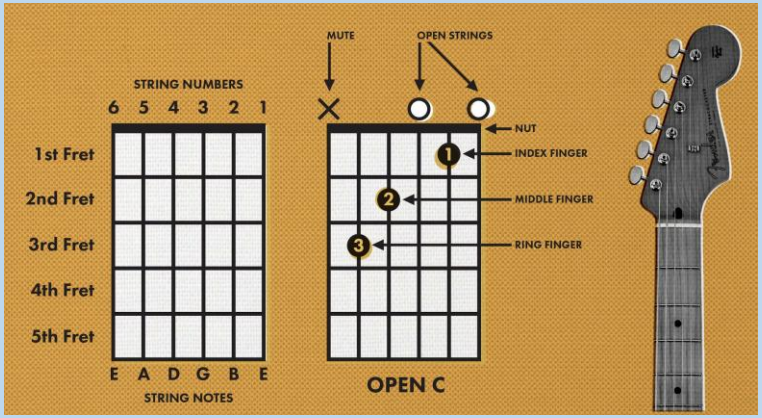
Rhythm and Tempo – combination of long and short notes, fast or slow, **bpm** – Beats Per Minute

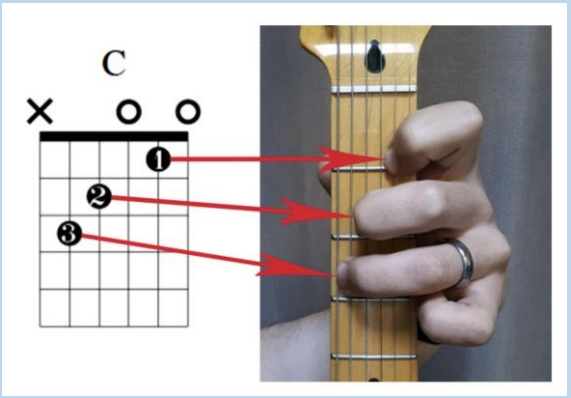
Timbre – the quality of the sound

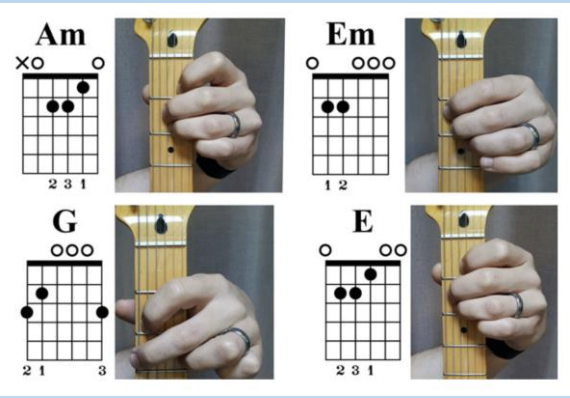
Grand Staff



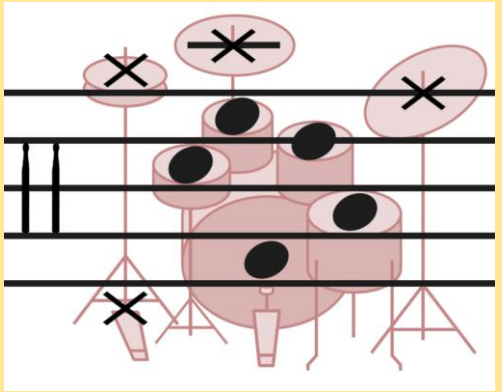
How to read Guitar Chords

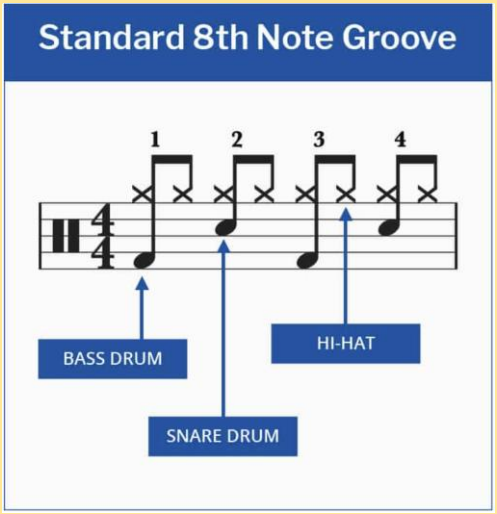


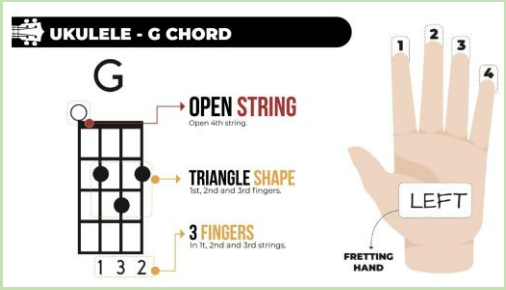


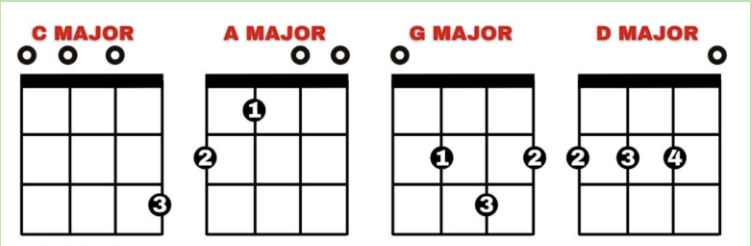


How to read Drum Tab

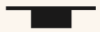
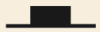
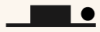








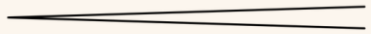
Time values

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**		

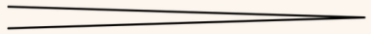
Groups of quavers/semiquavers are usually beamed together:

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.) — gradually getting louder



diminuendo (dim.) — 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.

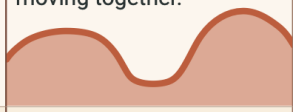
TERNARY **A B A**

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. 

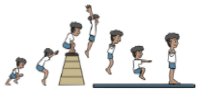
Tempo

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.

Physical

Skill	Definition	How do I do this?
Inverted Movements 	An action where your hips go above your head.	You should be building skill and confidence in a range of inverted movements, e.g., bridge, shoulder stand, headstand. Headstand: Lie on back, place hands on floor. Place soles of feet flat on floor. Push hips up and extend arms. Handstand: Hands placed quietly on the floor. Ears hidden between arms throughout. Upper leg should remain straight throughout.
Counterbalance/ Counter Tension 	Different forces between performers are spread equally to create balance.	Counterbalance is any balance where a person uses another person's weight to stay balanced by pushing against them. Counter tension is any balance where a person uses another person's weight to stay balanced by pulling away from them. Use body tension to maintain control. Ensure a stable grip.
Flight from Hands 	To travel in the air by propelling/ supporting weight with hands.	Begin by getting used to supporting your weight on hands using a mat, e.g., bunny hops. Gradually move towards higher apparatus. Keep hands apart, beneath shoulders for balance/ support. When using a vault, knees go between hands.
Rolls 	Moving by turning on the ground.	You should be developing your skill and confidence even with the more difficult rolls, e.g., forward, straddle and backwards. When performing backwards rolls, the head should be tucked in, and arms should be extended to propel you backwards.
Making Sequences	To put moves together.	Consider how moves look together. Marks for quality and control. You should now be able to use different apparatus and inverted movements within your sequences. You should also be working with larger groups, considering formations and patterns. Think about your starting and finishing position carefully.

Simone Biles is an American artistic gymnast. With a combined total of 30 Olympic and World Championship medals, Biles is the most decorated American gymnast.

Max Whitlock is a British artistic gymnast. He is a five-time Olympic medallist (all around, team, floor exercise and twice on pommel horse), winning two golds and three bronzes, and an eight-time world medallist on the same apparatus with three gold and five silvers.

Social and Emotional

Collaboration	Communication	Perseverance	Selecting and Applying Actions
Collaboration is about working well with others in order to achieve an agreed goal. When performing movements and balances with a partner, strong collaboration is important for both quality and safety. Collaboratively evaluate and improve on sequences.	We need to communicate using appropriate language in order to provide effective feedback. We should ensure that we consider the feelings of others, and work on ensuring that our feedback is constructive. Use communication skills to evaluate sequences.	Perseverance is about keeping going even when something is difficult or tiring. Gymnastic movements and holds can rarely be achieved the first time – they need you to practice and keep trying even when you fail at first. You should support and encourage others to keep trying through difficulties.	There are a huge range of different movements and holds that we can perform. We should select and apply those that are most effective at different times - you will need to draw on your skills of creativity and imagination. Consider how moves look together in groups, considering formations.

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 eternally 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 starts 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 Abrahams faith by asking him to sacrifice his son.

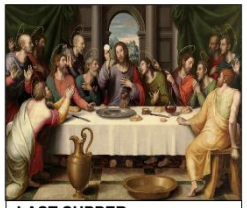
Moses: was saved by the Egyptian's Pharaohs Daughter in a basket in the river Nile after his instruction to kill the Jewish baby boys. Moses was brought up as an Egyptian prince until he killed an Egyptian slave driver after he seen him brutally beat an Israelite. Moses left Egypt for 40 years but came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

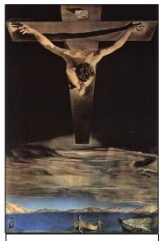
The **ANNUNCIATION** (Luke 1:26-38) - The angel Gabriel's announcement to the Virgin Mary of the Incarnation.

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**

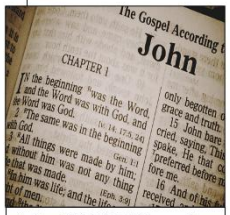


LAST SUPPER
Jesus shared a Passover meal with his disciples. This is now known as the Last Supper and is commemorated by Christians with the Eucharist. At this meal, Jesus gave bread and wine to his disciples.



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.

Frida Kahlo

Quck factfile:

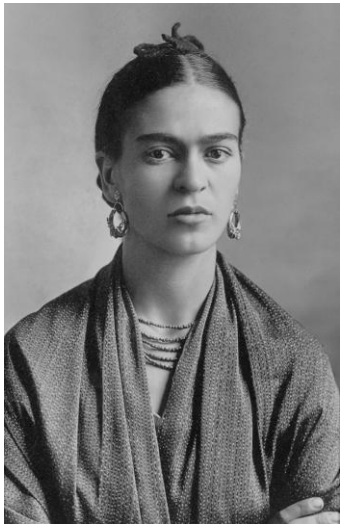
- Full name: Magdalena Carmen Frieda Kahlo y Calderón
- Born: 6th July 1907 in Mexico
- Died: 13th July 1954 (aged 47)
- Known for: her art, in particular her self-portraits

Her early life

- As a child, Frida Kahlo suffered a bout of polio that left her with a slight limp, a chronic condition she would endure throughout her life.
- Kahlo was especially close to her father, who was a professional photographer, and she frequently assisted him in his studio.
- In 1925 Kahlo was involved in a bus accident, which so seriously injured her that she had to undergo more than 30 medical operations in her lifetime. During her slow recovery, Kahlo taught herself to paint

Casa Azul

- Frida Kahlo was born and grew up in The Blue House (Casa Azul) and this is where she also created many of her works. It is also where she died in 1954.
- Four years after her death, her husband Diego Rivera donated the house to the Mexican government for it to be turned into a museum dedicated to her life and work. It is still open to visit today.



Frida's Artwork

- In her lifetime, Frida painted around 142 paintings, 55 of which were self-portraits.
- Frida's self-portraits often tell us something about what she was feeling and what was happening in her life at that time.
- Frida Kahlo is considered to be one of the surrealist painters, in the same group as artists like Salvador Dali and Rene Magritte.

Enrichment Opportunities

Find out more about Frida Kahlo's life and work by scanning the QR codes below:

"Feet, what do I need them for when I have wings to fly?"

-Frida Kahlo

Spanish – Frida Kahlo

Date	KO*	WB*	TT*	Date	KO*	WB*	TT*
23/2				16/3			
24/2				17/3			
25/2				18/3			
26/2				19/3			
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5/3				26/3			
6/3				27/3			
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10/3							
11/3							
12/3							
13/3							

RUBBER

PENCIL

WHITEBOARD PEN

GREEN PEN

BLACK PEN

You should also have:

- Pencil case
- Reading book
- Calculator
- Headphones
- Plastic wallet
- Protractor
- Sharpener
- Compass
- (no scissors)

*Knowledge Organiser * Whiteboard * Timetable

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