

Maidenhill School Knowledge Organiser

Year 8 – Term 1



Be kind, Aspire, Persevere, Achieve

Name:

Tutor:

Timetable



Week 1	1 9.05-10.01am	2 10.05-11.01am	BREAK	3 11.25-12.21pm	4 12.25-1.21pm	LUNCH	5 2.00-3.00pm	
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								
Week 2	1 9.05-10.01am	2 10.05-11.01am	BREAK	3 11.25-12.21pm	4 12.25-1.21pm	LUNCH	5 2.00-3.00pm	
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								

Add * for when homework should be set

Self-certification / Out of lessons



Self-certification

Every student is entitled to self-certify to go to the toilet on 2 occasions each term, when they do not have a medical exemption (issued by school only, in conjunction with parents). This will equate to 12 opportunities a year.

Sign below and show to your teacher. If you have a reason that requires this page to be refreshed before the end of term, please speak to your Head of Year.

Date	Student signature

Insert medical exemption here (Head of Year)
Review/end date:

Student out of lesson record

Date and time	Reason	Staff signature

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

Reporting your concerns



Planner - Term 1



Week 1	Notes
Monday 3 rd September	INSET DAY
Tuesday 4 th September	
Wednesday 5 th September	
Thursday 6 th September	
Friday 7 th September	
Week 2	Notes
Monday 9 th September	
Tuesday 10 th September	
Wednesday 11 th September	
Thursday 12 th September	
Friday 13 th September	

Week 1	Notes
Monday 16 th September	
Tuesday 17 th September	
Wednesday 18 th September	
Thursday 19 th September	
Friday 20 th September	
Week 2	Notes
Monday 23 rd September	
Tuesday 24 th September	
Wednesday 25 th September	
Thursday 26 th September	
Friday 27 th September	INSET DAY

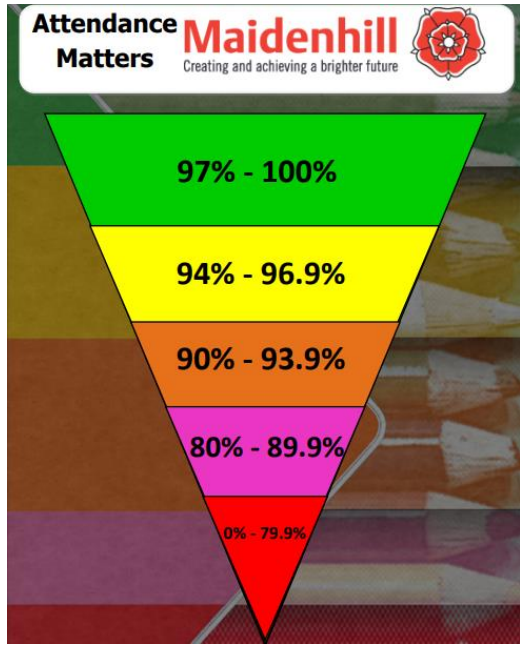
Planner – Term 1



Week 1	Notes
Monday 30 th September	
Tuesday 1 st October	
Wednesday 2 nd October	
Thursday 3 rd October	
Friday 4 th October	
Week 2	Notes
Monday 7 th October	
Tuesday 8 th October	
Wednesday 9 th October	
Thursday 10 th October	
Friday 11 th October	

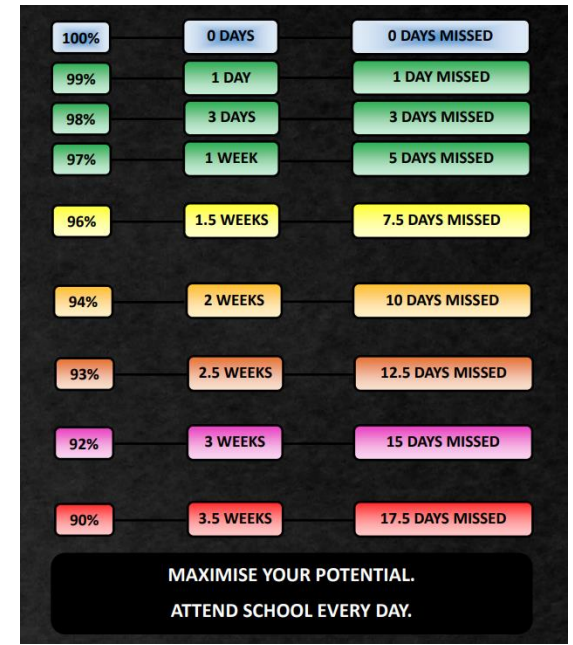
Week 1	Notes
Monday 14 th October	
Tuesday 15 th October	
Wednesday 16 th October	
Thursday 17 th October	
Friday 18 th October	
Week 2	Notes
Monday 21 st October	
Tuesday 22 nd October	
Wednesday 23 rd October	
Thursday 24 th October	
Friday 25 th October	

Attendance



Attendance Groups

Green	Expected Attendance
Yellow	Risk of Underachievement
Amber	Serious Risk of Underachievement
Pink	Severe Risk of Underachievement (PA)
Red	Extreme Risk (PA)



Personal Attendance Record

Week	Monday	Tuesday	Wednesday	Thursday	Friday	%	Colour	↑ → ↓
1								
2								
3								
4								
5								
6								
7								
8								

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 at all times**
- ❖ Plain black, smart, tailored trousers
- ❖ Footwear should be a shoe and not a boot, and entirely black
- ❖ White, grey or black socks with no logos
- ❖ Black or nude tights. No patterns.
- ❖ Optional
 - Maidenhill skirt
 - Maidenhill shorts
 - Simple black belt
 - Maidenhill jumper



- ❖ Jewellery must be easily removed for practical lessons. Earrings must be studs and not dangle. Necklaces should be underneath the shirt
- ❖ Make-up should be discreet
- ❖ Hair must not be of extreme style or colour. Long hair should be tied back for health and safety reasons in certain subjects



Maidenhill PE Uniform

- ❖ Red Maidenhill PE polo shirt
- ❖ Red Maidenhill hooded jumper
- ❖ Optional Rugby shirt
- ❖ Options for the lower half:
 - Plain black shorts with no logos
 - Black tracksuit bottoms with no logos
 - Maidenhill leggings
 - Maidenhill Skort
 - Plain black leggings with no logos

- ❖ Socks
 - White or black
 - Red needed for all fixtures
- ❖ Shoes
 - Suitable trainers
 - Optional studded boots for football/rugby



Borrowed uniform items

Date	Item	Number	Returned

Home School Agreement and Uniform

Equipment and acceptable use of the school ICT facilities



Equipment

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

Essential requirements

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

Student property

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

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

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

Network rules

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

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

Always log off before leaving a computer

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

Never give a stranger any information about you or your home

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

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

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

Do not attempt to download or install software – 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 and can only be obtained through the permission of a teacher whose work you need to print

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

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

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





Behaviour for Learning

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

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

Rewards

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

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

Consequences

C2 – This is a verbal warning

C3 – Issued with a BFL detention of 40mins

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

C4 – Isolation in the refocus room

C4e – Educated off site at an alternative provision

C5 – Fixed term suspension

C5 Exclusions

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

Incidents for which a students may be excluded include:

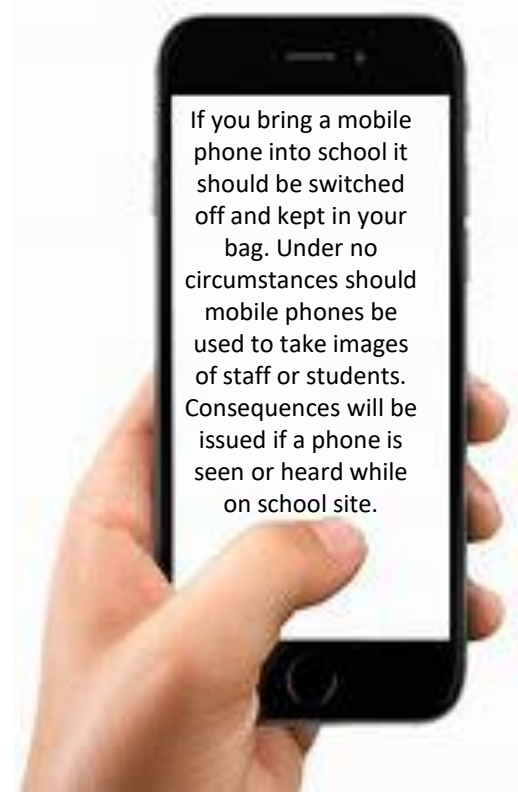
- In possession, under the influence of or dealing in illegal drugs. This also extends to alcohol and other toxic substances
- Serious physical or verbal aggression towards others
- Serious rudeness, defiance, threatening behaviour or inappropriate language towards a member of the school staff
- Anti-social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

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

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

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

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



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

The following items are not allowed in school:

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

Smoking is not permitted in school or on the way to and from school. Students found to be smoking or in possession of smoking equipment will receive a significant sanction.



What is bullying?

Bullying is when one person or a group of people deliberately hurt, threaten or frighten someone over a period of time. It can be physical; like punching or kicking, or emotional like teasing or calling names.



Bullying includes repeated:

- Hitting
- Insults
- Cruel nicknames
- Making threats
- Isolating someone
- Damaging, taking or hiding property
- Writing or telling lies about someone
- Sending cruel text messages, video messages or emails
- Spreading rumours
- Being unfriendly and turning others against someone
- Posting inappropriate comments on websites and social media

Types

- Physical
- Cyber
- Verbal
- Emotional
- Prejudice based

If you are being bullied, do not suffer in silence:

- Be firm – look the bully in the eye and tell them to stop
- Get away from the situation as quickly as possible
- Tell an adult, peer or friend what has happened, straight away
- If you are scared to tell someone, get a friend to go with you
- Keep on speaking up until someone listens
- Don't blame yourself for what has happened

If you are being bullied, you can expect that:

- You will be listened to and taken seriously
- Action will be taken to help stop the bullying
- You will be involved in the process of deciding what action to take to stop the bullying and any worries that you may have will be listened to and respected
- You will be given the opportunity to talk about the way that the bullying has made you feel and to find strategies to deal with these feelings and to understand and cope with bullying behaviour
- If you are ever in fear of your physical safety, staff will take immediate action to keep you safe

When you are talking about bullying, be clear about:

- When it started
- What has happened to you
- How often it has happened
- Who was involved
- Who saw what was happening
- Where and when it happened
- What you have already done about it

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

RANDOM acts of



kindness

Give a compliment	Make someone laugh	Clear up a mess you didn't make	Hug someone	Tell someone you love them
Smile at everyone you see today	Hold the door open for someone	Read to someone else	Include someone new in your games	Let someone in front in the queue
Leave a friendly note for someone	Introduce yourself to someone new	Give some loose change to charity	Sort out some old clothes to donate	Get someone else a drink
Pick up some litter that isn't yours	Tell someone reasons why you like them	Share something with someone	Say thank you to someone	Offer help to someone
Tidy up without being asked	Encourage Someone	Thank an adult for something they do for you	Make someone a card	Help cook dinner



Kindness Challenge – October





Term 1 Week 1

<p>Question 1 Work out $90,000 + 8,000 + 8 + 0.5 + 0.2$</p>	<p>Question 2 Work out $90,000 + 2,000 + 4 + 0.6 + 0.009$</p>	<p>Question 3 Work out 55×15</p>	<p>Question 4 Work out 77×34</p>
<p>Question 5 Simplify $9a + 2b - 8a - 3a$</p>	<p>Question 6 Simplify $9a + 5b + 7a + 8b$</p>	<p>Question 7 Work out the value of $2b + 6$ When $b = 9$</p>	<p>Question 8 Work out the value of $c - 5$ When $c = 15$</p>
<p>Question 9 Round 213 to 1 significant figure</p>	<p>Question 10 Round 2,270 to 1 significant figure</p>	<p>Question 11 Solve $x + 9 = 11$</p>	<p>Question 12 Solve $x - 4 = 3$</p>
<p>Question 13 Find the missing terms in the sequence 24, 33, ?, ?, 60</p>	<p>Question 14 Find the missing terms in the sequence 27, ?, 23, ?, 19</p>	<p>Question 15 Expand $3(1 + 11x)$</p>	<p>Question 16 Expand $5(3 - 11x)$</p>
<p>Question 17 Complete $140\text{mm} = \underline{\hspace{2cm}}\text{cm}$</p>	<p>Question 18 Complete $39.2\text{m} = \underline{\hspace{2cm}}\text{cm}$</p>	<p>Question 19 What is the 3rd cube number?</p>	<p>Question 20 What is the 9th square number?</p>

SKILLS CHECK

Score



Term 1 Week 2

<p>Question 1 Work out $20,000 + 4,000 + 10 + 0.08 + 0.004$</p>	<p>Question 2 Work out $4,000 + 200 + 3 + 0.1 + 0.04$</p>	<p>Question 3 Work out 94×69</p>	<p>Question 4 Work out 80×66</p>
<p>Question 5 Simplify $8a + 3b - 6a - 7b$</p>	<p>Question 6 Simplify $8a + 4b - 3a + 5b$</p>	<p>Question 7 Work out the value of $b + 5$ When $b = 10$</p>	<p>Question 8 Work out the value of $x \div 9$ When $x = 18$</p>
<p>Question 9 Round 2.36 to 1 significant figure</p>	<p>Question 10 Round 2.3 to 1 significant figure</p>	<p>Question 11 Solve $x \times 10 = 60$</p>	<p>Question 12 Solve $x \div 9 = 2$</p>
<p>Question 13 Find the missing terms in the sequence 33, ?, 29, ?, 25</p>	<p>Question 14 Find the missing terms in the sequence 21, 29, ?, ?, 53</p>	<p>Question 15 Expand $3(11x + 1)$</p>	<p>Question 16 Expand $4(5x - 11)$</p>
<p>Question 17 Complete $100\text{cm} = \underline{\hspace{2cm}}\text{m}$</p>	<p>Question 18 Complete $650\text{cm} = \underline{\hspace{2cm}}\text{m}$</p>	<p>Question 19 What is the 4th cube number?</p>	<p>Question 20 What is the 4th square number?</p>

SKILLS CHECK

Score



Term 1 Week 3

<p>Question 1 Work out $50,000 + 7,000 + 900 + 0.09 + 0.003$</p>	<p>Question 2 Work out $9,000 + 700 + 50 + 0.1 + 0.003$</p>	<p>Question 3 Work out 25×53</p>	<p>Question 4 Work out 52×24</p>
<p>Question 5 Simplify $5a + 4b + 6a - 5b$</p>	<p>Question 6 Simplify $5a + 3b + 4a - 4b$</p>	<p>Question 7 Work out the value of $x - 4$ When $x = 18$</p>	<p>Question 8 Work out the value of $22 - 2b$ When $b = 5$</p>
<p>Question 9 Round 100941 to 1 significant figure</p>	<p>Question 10 Round 766 to 1 significant figure</p>	<p>Question 11 Solve $x - 6 = 5$</p>	<p>Question 12 Solve $x \div 5 = 9$</p>
<p>Question 13 Find the missing terms in the sequence 33, ?, 25, ?, 17</p>	<p>Question 14 Find the missing terms in the sequence 26, 21, ?, ?, 6</p>	<p>Question 15 Expand $6(2 - 5x)$</p>	<p>Question 16 Expand $3(3 + 5x)$</p>
<p>Question 17 Complete $17.2\text{m} = \underline{\hspace{2cm}}\text{m}$</p>	<p>Question 18 Complete $100\text{cm} = \underline{\hspace{2cm}}\text{m}$</p>	<p>Question 19 What is the 5th cube number?</p>	<p>Question 20 What is the 12th square number?</p>

SKILLS CHECK

Score



Term 1 Week 4

<p>Question 1 Work out $200,000 + 50,000 + 900 + 0.03 + 0.002$</p>	<p>Question 2 Work out $200 + 10 + 7 + 0.9 + 0.01$</p>	<p>Question 3 Work out 69×58</p>	<p>Question 4 Work out 83×78</p>
<p>Question 5 Simplify $8a + 2b + 7a + 5b$</p>	<p>Question 6 Simplify $9a + 5b + 6a + 5b$</p>	<p>Question 7 Work out the value of $x - 6$ When $x = 11$</p>	<p>Question 8 Work out the value of $6b + 5$ When $b = 7$</p>
<p>Question 9 Round 7,901 to 1 significant figure</p>	<p>Question 10 Round 76.8 to 1 significant figure</p>	<p>Question 11 Solve $x \div 5 = 11$</p>	<p>Question 12 Solve $x \div 5 = 5$</p>
<p>Question 13 Find the missing terms in the sequence 22, 19, ?, ?, 10</p>	<p>Question 14 Find the missing terms in the sequence ?, 26, 22, ?, 14</p>	<p>Question 15 Expand $2(11 - 2x)$</p>	<p>Question 16 Expand $5(3x - 1)$</p>
<p>Question 17 Complete $39.6\text{m} = \underline{\hspace{2cm}}\text{m}$</p>	<p>Question 18 Complete $13.1\text{m} = \underline{\hspace{2cm}}\text{m}$</p>	<p>Question 19 What is the 13th square number?</p>	<p>Question 20 What is the 4th cube number?</p>

SKILLS CHECK

Score



Term 1 Week 5

<p>Question 1 Work out $400 + 10 + 80 + 0.9 + 0.01$</p>	<p>Question 2 Work out $60,000 + 8,000 + 40 + 0.06 + 0.002$</p>	<p>Question 3 Work out 53×61</p>	<p>Question 4 Work out 93×61</p>
<p>Question 5 Simplify $6a + 3b + 8a - 5b$</p>	<p>Question 6 Simplify $6a + 2b + 7a + 7b$</p>	<p>Question 7 Work out the value of $3x + 9$ When $x = 11$</p>	<p>Question 8 Work out the value of $2x - 8$ When $x = 5$</p>
<p>Question 9 Round 101.5 to 1 significant figure</p>	<p>Question 10 Round 47,895.4 to 1 significant figure</p>	<p>Question 11 Solve $x \times 7 = 49$</p>	<p>Question 12 Solve $x + 7 = 18$</p>
<p>Question 13 Find the missing terms in the sequence 34, ?, 28, ?, 22</p>	<p>Question 14 Find the missing terms in the sequence ?, 35, 43, ?, 59</p>	<p>Question 15 Expand $6(7 + 11x)$</p>	<p>Question 16 Expand $3(3 + 5x)$</p>
<p>Question 17 Complete $10,500\text{m} = \underline{\hspace{2cm}}\text{km}$</p>	<p>Question 18 Complete $160\text{mm} = \underline{\hspace{2cm}}\text{cm}$</p>	<p>Question 19 What is the 3rd cube number?</p>	<p>Question 20 What is the 2nd cube number?</p>

SKILLS CHECK

Score



Term 1 Week 6

<p>Question 1 Work out $20,000 + 8,000 + 400 + 0.02 + 0.001$</p>	<p>Question 2 Work out $9,000 + 200 + 2 + 0.5 + 0.08$</p>	<p>Question 3 Work out 34×51</p>	<p>Question 4 Work out 40×40</p>
<p>Question 5 Simplify $5a + 5b - 6a + 8b$</p>	<p>Question 6 Simplify $6a + 3b - 5a - 8b$</p>	<p>Question 7 Work out the value of $y \div 10$ When $y = 50$</p>	<p>Question 8 Work out the value of $12 - c$ When $c = 8$</p>
<p>Question 9 Round 12,882 to 1 significant figure</p>	<p>Question 10 Round 47,424 to 1 significant figure</p>	<p>Question 11 Solve $x + 6 = 15$</p>	<p>Question 12 Solve $x - 6 = 2$</p>
<p>Question 13 Find the missing terms in the sequence $?, 33, 41, ?, 57$</p>	<p>Question 14 Find the missing terms in the sequence $18, ?, 36, ?, 54$</p>	<p>Question 15 Expand $2(7x - 1)$</p>	<p>Question 16 Expand $6(5x + 2)$</p>
<p>Question 17 Complete $15\text{m} = \underline{\hspace{2cm}}\text{km}$</p>	<p>Question 18 Complete $170\text{mm} = \underline{\hspace{2cm}}\text{cm}$</p>	<p>Question 19 What is the 4th square number?</p>	<p>Question 20 What is the 5th cube number?</p>

SKILLS CHECK

Score



Term 1 Week 7

<p>Question 1 Work out $10,000 + 6,000 + 300 + 0.09 + 0.007$</p>	<p>Question 2 Work out $8,000 + 800 + 80 + 0.3 + 0.04$</p>	<p>Question 3 Work out 92×25</p>	<p>Question 4 Work out 32×57</p>
<p>Question 5 Simplify $6a + 3b + 7a - 7b$</p>	<p>Question 6 Simplify $10a + 2b + 3a + 4b$</p>	<p>Question 7 Work out the value of $5a$ When $a = 8$</p>	<p>Question 8 Work out the value of $y - 2$ When $y = 18$</p>
<p>Question 9 Round 48,166 to 1 significant figure</p>	<p>Question 10 Round 5516 to 1 significant figure</p>	<p>Question 11 Solve $x \div 2 = 10$</p>	<p>Question 12 Solve $x \div 9 = 4$</p>
<p>Question 13 Find the missing terms in the sequence 27, 23, ?, ?, 11</p>	<p>Question 14 Find the missing terms in the sequence 16, ?, 6, ?, -4</p>	<p>Question 15 Expand $2(5x + 2)$</p>	<p>Question 16 Expand $2(2 - 5x)$</p>
<p>Question 17 Complete $150\text{cm} = \underline{\hspace{2cm}}\text{m}$</p>	<p>Question 18 Complete $1,000\text{m} = \underline{\hspace{2cm}}\text{km}$</p>	<p>Question 19 What is the 4th cube number?</p>	<p>Question 20 What is the 11th square number?</p>

SKILLS CHECK

Score







The Malawian Boy Who Brought Electricity To His Village Was Once Called ‘CRAZY’ – Here’s His Soul-Stirring Story

By [Henry Nzekwe](#)
November 26, 2018

Sixteen years ago, Malawi was hit by one of the worst droughts that the East African nation has ever seen. Thousands are said to have lost their lives as a result of the situation as many families were surviving on a single meal daily as a result of the famine caused by the drought. And in the aftermath of the ordeal, various parts of the country were plunged into socio-economic chaos.

Like many others in Malawi, the family of young William Kamkwamba also found themselves fighting to get out of the mire that was created in the wake of the drought. William hails from Masitala, and his hometown is known for its trademark red soil which is generally fertile.



The locals in the area are predominantly farmers and William’s father was no exception. But with the unforgiving drought that had hit the village, the livelihood of thousands was now under threat. The red soil in his Masitala hometown had become parched, and it could no longer grow any crop, putting paid to his father’s chances of making any income or even providing food for the family at the very least. Such was the direness of the situation.

But young William didn’t let the severity of the ordeal put him down too; he kept his head up. When virtually everyone else around him was losing sleep over how to get by every day, he had other plans. While the village may have been wallowing in poverty, hardship, and the lack of essential amenities, William set out to make one thing right as his way of contributing to the improvement of the situation in his village. And even though it seemed a long shot at first, it did come good in the end.

William Kamkwamba embarked on a mission to power his village with the only resource that was readily available. There was a food shortage in Masitala, clean and potable drinking water was hard to find, and the bulk of the local population was living under a dollar a day. But despite all the shortages, Masitala still had one thing in abundance: wind. And William decided to harness this

Many remote villages in Malawi lack access to electricity. William Kamkwamba opted to make a difference by generating electricity from wind. William got off to a start by experimenting with locally-sourced materials in his village to build a windmill — a home-grown solution to a nagging energy need in Malawi. But this was never going to come easy.

William had been kicked out of school because he owed school fee arrears. As a result of this, he resorted to self-learning, and his self-tutorials involved regular visits to the local library. An avid reader, William could be seen making frequent trips to the library where he busied himself with books on different subjects. It wasn’t long before he discovered his penchant for electronics.



Before then, he had once set up a small business repairing broken radios for people in his village, but his work with the radios had not earned him much money. On one of his many visits to the village library, he stumbled upon a book titled Using Energy which contained photographs of windmills in it. And that could be thought of as his light bulb moment.

He decided to create a makeshift wind turbine. He experimented with a small model using a cheap dynamo and eventually made a functioning wind turbine that powered some electrical appliances in his home. It was astonishing and unbelievable for the villagers at the time and it didn't take long before William became the subject of interest for both local and international media outlets.

"I wanted to do something to help and change things," he said. "Then I said to myself, 'If they can make electricity out of the wind, I can try, too,'" he told CNN in an interview.

"I thought, this thing exists in this book, it means someone else managed to build this machine," he said.

William Kamkwamba was only 14 years old when he got started on building a windmill and all he had by way of instruction or guidance at the time was the book he happened to have come upon in the library on that fateful day.

To bring his vision to fruition, William needed materials, and he took to raiding junkyards for such items as bicycle parts, plastic pipes, tractor fans, and car batteries. Blue-gum trees were his choice for the tower.

He continued scavenging for these materials for a while, and it wasn't long before the jeers came. The young lad was moving from dumpsite to junkyard foraging through ruins in the name of building a windmill, and people thought him crazy. But William remained undeterred as the teases appear to have only reinforced his resolve.

Fast-forward a few years down the line, and the curious boy from Masitala now has five functional windmills standing in different locations within his community, with the tallest of them all at 37 feet. One of his windmills currently powers an area school where he once taught classes on windmill-building.

In his hometown which is located north of the Malawi capital, Lilongwe, William's windmills generate electricity and pump water for community use. Individuals from within and outside the community are known to also trudge along the dusty footpaths to William's house to charge their cell phones and rechargeable lanterns. For leisure, people also drop by to gyrate to Malawian reggae music playing on a radio powered by one of the youngster's windmills. And this feat is made all the more interesting by the fact some of the people who labelled him a nutcase when he first started on the project are now also benefiting from the result of his efforts.

"Crazy" was a word synonymous with the young Malawian when he first started on the project back in 2002 as the very thought of it was ridiculous to the locals. Some even went as far as stating that he may have been bewitched, which is not exactly an uncommon description attributed to individuals who think and act differently in some African cultures.

"All of us, even my mother, thought that he had gone mad," said his sister, Doris Kamkwamba.





William was the subject of ridicule and scorn from the villagers during that time, but he kept at his dream. He was determined to see the project to completion even as he wasn't sure it'd be worth it in the end. Utterly oblivious to the fingers and snickers directed at him, he would go about his job. At some point, he was even bolting pieces using a screwdriver fashioned from heated nail attached to corn cob. Such was his ingenuity that he was able to improvise and create stuff from almost anything. Even though he took as much heat from the villagers as he did from the flattened pipes which he used as blades, he remained steadfast in his resolve.

Just a little over three months later, his first windmill was standing, and before long, it whirred to life. It was a euphoric moment for him when he saw a bulb attached to the windmill flicker on — there couldn't have been a better way to respond to those who thought of his goal as an elephant project at best initially. In the years that followed, he successfully erected four other functional windmills. And before long, the accolades came calling.

Now aged 31, William Kamkwamba is on a donor-sponsored studentship at the prestigious African Leadership Academy; an elite South African institution for young African leaders. Since coming good on his windmill project, William has become something of a poster child and globetrotter. His work even received recognition from former U.S. Vice President, Al Gore, who himself is an ardent believer in “green living.” Now the toast of many congregations, the boy from Malawi now sits amongst entrepreneurs in various parts of the globe sharing the experience of his electricity venture in a small village, north of Malawi's capital city.

Interestingly, he got his first close-up-and-personal view of an actual windmill on a trip to Palm Springs, California. Lofty and majestic, it was not in the same league as the wobbly, wooden structures that stand like grotesque sentries in his backyard. But this hardly takes away any gloss from the remarkable feat he pulled from what could be thought of as the most disadvantaged of positions.

William Kamkwamba's story was also featured in a 2009 book titled; “The Boy Who Harnessed the Wind”. The book was authored by former Associated Press correspondent, Bryan Mealer, who is believed to have lived in the Malawian village for months in the process of writing the book. A blog about his accomplishments was written on Hacktivate and Kamkwamba participated in the first event celebrating his particular type of ingenuity called Maker Faire Africa, in Ghana in August 2009.

William Kamkwamba's story was covered by The Daily Times in Blantyre, Malawi's commercial capital, in November 2006. The story went viral soon after its publication as it caused ripples in the blogosphere. About the same period, TED conference director, Emeka Okafor, extended an invitation Kamkwamba to feature as a guest speaker at TEDGlobal 2007 in Arusha, Tanzania. He obliged and his speech is said to have captivated and enthralled the audience. Moved by his words, several venture capitalists at the conference pledged to help finance his secondary education.

His story was also covered by Sarah Childress for The Wall Street Journal. He became a student at African Bible College Christian Academy in Lilongwe. William then went on to receive a scholarship to the African Leadership Academy and in 2014, he graduated from Dartmouth College in Hanover, New Hampshire. Amongst his other recognitions and achievements, Kamkwamba was interviewed on The Daily Show in October 2009 where he was comically likened to fictional hero, Angus MacGyver, for his impressive scientific ingenuity. More so, he was the guest speaker at the 2011 Google Science Fair introductory meeting.

These days, he can be seen globetrotting and sharing his experiences in brainstorming sessions with entrepreneurs from various parts of the world. In William Kamkwamba's story, a new breed of Africans who are taking the initiative and not waiting on their governments or aid groups to come to their rescue is epitomised. These days, it's about making the most of opportunities and technology in finding solutions to the immediate problems of society, and Africa's newest generation of entrepreneurs might want to take a cue from this.



Week 1 - Vocabulary

Read the article and highlight any vocabulary that is new to you. Select three words and write the definitions.

- 1.
- 2.
- 3.

Week 2 - Discussion

Discuss the following questions:

1. How can this be considered a success story?
2. What kind of person do we think William is from reading this article?
3. How has William changed peoples' lives?
4. Why do we think people considered him 'crazy'?
5. Do you know of any other similar stories?
6. How has this inspired you as a person?



Week 3 – Comprehension

Answer the following questions:

1. How many people lost their lives because of the drought?
2. Where does William hail from?
3. What does William experiment with?
4. Name four items he scavenged to help with his project.
5. How big is the tallest windmill?

Week 4 – Revising Language Techniques

Skim read the article, highlight and then label the following techniques:

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



Week 5 – Transactional Writing

What is transactional writing?

Transactional writing refers to a style of writing that aims to convey information, facilitate communication, or complete a specific task. This type of writing is commonly used in various forms of professional, academic, and personal communications. Examples include letters, emails, reports, articles, instructions, reviews, and speeches.

Discussion task – share some examples of when you would need to write letters or give speeches. Complete the brain dump below.

I would need to
write a letter or
speech when..?



Week 6 – Speeches

Thinking about the article informing us about William and his drive to help his community – it is important to think about how we can help others. Helping others does not have to always be a grand gesture; they can be small too!

Read the speech written by a student addressing their peers about the importance of **being kind**.

Speech Exemplar

Ladies and Gentlemen, and especially to my young friends here today.

I want to talk to you about something deeply important—something that has the power to shape not just your future, but the future of our world. Today, I want to talk about the power and the importance of helping others in need.

We live in a world filled with challenges. From natural disasters to poverty, from people struggling with their health to those battling loneliness, there are countless individuals who need a helping hand. It might seem overwhelming, like the problems are too big for any one person to make a difference. But I'm here to tell you that this is not true. Each one of you has the power to make a significant impact.

Helping others is not just about the people you help; it's also about you. When you lend a hand to someone in need, you grow. You become more compassionate, more understanding, and more connected to the world around you. It teaches you empathy and humility, and it shapes you into a person who can face any challenge with a kind heart and a clear mind.

Imagine this: you're walking down the street and you see someone struggling with heavy bags. You have a choice. You can walk by, or you can stop and help. If you choose to help, you immediately make that person's day better. You show them that they are not alone, that people do care. And in that moment, you also feel a sense of fulfilment and happiness that no amount of money can buy. That's the power of kindness.

Now, let's think bigger. What if each of us committed to helping others in our community? What if we volunteered our time, shared our skills, or simply listened to someone who needed to talk? The ripple effect of our actions could transform our neighbourhoods, our schools, and eventually, our world.



Helping others also opens doors to new experiences and opportunities. When you volunteer, you meet people from different backgrounds, each with their own stories and wisdom. You learn new skills and gain insights that you wouldn't get in a classroom. These experiences can shape your future in ways you can't even imagine right now.

And here's something else to consider: your actions inspire others. When you stand up to help, others are encouraged to do the same. This is how real change happens—one person at a time, leading by example.

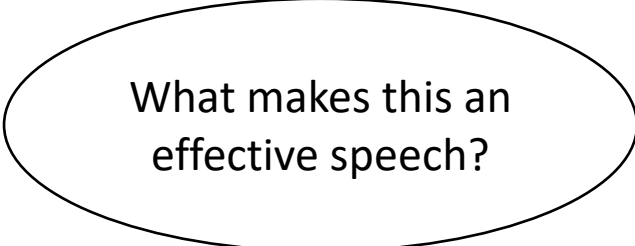
So, I challenge you to think about what you can do to help others. Sometimes, the smallest gestures make the biggest difference. Smile at someone who looks sad, help a classmate with their homework, or volunteer at a local shelter. These actions, though small, have the power to change lives.

In helping others, you help yourself. You build a better world, and you become a better person. The world needs your kindness, your strength, and your willingness to step up.

Remember, no act of kindness is ever wasted. Every time you help someone in need, you make our world a little brighter. So let's light up the world, one act of kindness at a time.

Thank you.

**Discussion – what makes this an effective speech?
Complete the brain dump with your ideas.**

A large, empty oval shape, serving as a brain dump area for the discussion question.

What makes this an effective speech?



Debate

Question:.....

My argument for / against (delete as appropriate)

.....

.....

.....

.....

.....

.....

.....

Personal reading log for term 1.

Once you have finished a book, add it to one of your shelves.





HATE CRIME
No excuse - no tolerance

CHALLENGE IT REPORT IT STOP IT

Choose one section per week, think and share with the group

Week 1



What might prevent people from being themselves online?

Do you think some groups of people face more challenges in being themselves online than others?

Do you think those groups of people face similar challenges offline too?

Week 2

How can the internet help people understand different views and beliefs? How isn't it helpful?

Why do you think most young people think the internet makes it easy for people to be mean? What makes it 'easy'?



Is hate more common online?



Talk it **over**

Week 3

HATE CRIME

No excuse - no tolerance

CHALLENGE IT REPORT IT STOP IT

Choose one section per week, think and share with the group

7/10
young people
"I know how to recognise online hate"

What do you think 'online hate' means?



Online hate is any online communication or content which harasses or targets someone based on their identity.

How would you recognise online hate?

What do you think is the difference between jokes and online hate?

What do you think is the difference between free speech and hate speech?

Freedom of speech or hate speech?

Week 4

Of those who had seen online hate, the **majority** (68%) had seen it on social media.

Other common answers...

Videos & video comment threads
Instant messaging services
Chat functions in games
Comment threads on news sites

Why do you think a large percentage of young people have seen groups targeted with online hate on social media?

Why do you think online hate is more common on social media?

Is hate more common online?




Choose one section per week, think and share with the group

Week 5



Do you know what is meant by a 'protected characteristic'?

 It is against the law to discriminate against someone because of any 'protected characteristic' described by the Equality Act (2010). Whilst the law is not directly applicable to online hate and is not fully applicable in Scotland and Northern Ireland, it does provide a useful framework to help learners conceptualise groups more likely to be targeted. The statistic above lists the most relevant protected characteristics. [For more information about the law and online hate, see the Guidance for Educators](#)

Why is it important that nobody is targeted because of their gender, race, religion, sexuality, disability or transgender identity?

Does the percentage of young people who have seen online hate in the last year surprise you?

Do you think online hate is a big issue?



Week 6

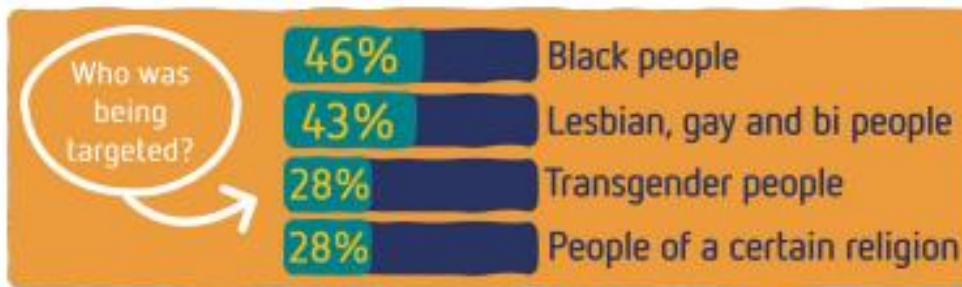
HATE CRIME
No excuse - no tolerance

CHALLENGE IT REPORT IT STOP IT

Choose one section per week, think and share with the group

Do these statistics surprise you? Why/ why not?

Are there any groups not listed here which you think are also frequently targeted with online hate?



What about these statistics? How does this make you feel about our society?

- Asian people 18%,
- People from other ethnic minorities 23%
- Travellers/Roma Gypsies 10%
- Disabled people 19%
- Girls/Women 23%

Week 7

Can you think of any reasons why hate might be more common online?

Society Saviours!

6.7k members

We're being censored!
Speak the truth!

Join this group if you believe in our cause! Save our society!

I Need No Introduction
@outspoken celeb

This isn't about clout.
This isn't for attention.
I just speak my mind.
I speak the TRUTH.



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

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 doing your homework.*



1. Articles Explored

- The diphtheria outbreak in Nome, 1925.
- Migration.
- Animal stories.

2. Key Terms

- Summarising a text
- Intent
- Semantic field
- Effect of language
- Imagery
- Emotive language
- Alliteration
- Direct address
- Imperative
- Statistics

3. Language Techniques

- Direct address
- Alliteration
- Facts
- Opinions
- Repetition
- Rhetorical questions
- Emotive language
- Statistics
- Three (list of)
- Imperative

4. Key Words and Phrases

Key Phrases

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

Instead of ‘shows’

Highlights
 Suggests
 Implies
 Insinuates

Tentative Language

Could
 Might
 May
 Possibly



Balto and Gunnar Kaasen braved ‘minus 28 degrees’ to transport the medicine the last ‘91 miles’– Articles relating to the diphtheria outbreak in Nome, 1925.

Conjunctions/Discourse Markers

- Position**
- At the start
 - Firstly
 - Secondly
 - Thirdly
 - Next
 - Meanwhile
 - Subsequently
 - Finally
 - In conclusion
- Emphasis**
- Importantly
 - Significantly
 - In particular
- Addition**
- Furthermore
 - Additionally
 - In addition
 - As well as
- Contrast**
- Although
 - Whereas
 - Otherwise
 - Alternatively
 - Nevertheless

5. Transactional Writing

Speech

- Think about the GAPS.
- Open with a welcome/greeting – e.g. ‘Good afternoon ladies and gentlemen’ or ‘Fellow classmates’.
- Outline what the speech will be about: ‘I will talk to you about...’
- Make 3/4 key points and expand on them.
- Conclusion to summarise ideas.
- End acknowledging the audience: ‘Thank you for listening.’
- DAFORRESTI techniques.

Letter

- Address and date in the top right of the page.
- Dear Mrs Fletcher = Yours sincerely or Dear Sir/Madam = Yours faithfully.
- Short introductory paragraph.
- 3-4 middle paragraphs.
- Concluding paragraph summarising ideas or offering solutions.
- DAFORRESTI techniques.

Article

- Headline and Strapline.
- Introduction to create interest – (include who, what, where, when, how and why?).
- 3-4 middle paragraphs.
- Short but effective conclusion.
- Lively style (humorous).
- DAFORRESTI techniques.

6. Genre, Audience, Purpose and Style

Genre – what are you being asked to write?

Audience – who are you writing for?

Purpose – what are you trying to achieve?

Style – formal or informal?

Genre

Article

Guide

Letter

Review

Speech

Purpose

Persuade

Argue

Advise

Inform

Review

7. Skills

Retrieval: the act of finding information in a text.

Analysis: a detailed examination of anything complex in order to understand its nature or to determine its essential features and then asking critical thinking questions such as WHY and HOW in order to reach some conclusions of your own.

Comparison: a consideration or estimate of the similarities or dissimilarities between two things or people.

Enrichment Opportunities

1. The council want to close the local swimming pool. Write a letter giving your views.
2. Write a speech persuading your peers that they should help out more at home.
3. Write a lively article giving advice to teenagers on how to deal with ‘difficult’ parents.

Go to @maidenhillenglish on Instagram for more tips and tasks!





N3 Decimals, Factors and Multiples

What do I need to be able to do?

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

- Round to decimal places and significant figures
- Add, subtract, multiply and divide decimals
- Solve problems involving decimals
- Calculate using negative numbers
- Find the HCF or LCM of two or more numbers

Keywords

Significant figure: Place value of importance

Round: Making a number simpler but keeping its value close to what it was.

Decimal: Place holders after the decimal point.

Multiples: found by multiplying any number by positive integers

Factors: integers that multiply together to get another number.

Prime: an integer with exactly 2 factors.

HCF: highest common factor (biggest factor two or more numbers share)

LCM: lowest common multiple (the first time the times table of two or more numbers match)

Round to 1 significant figure (M994, M131)

370 to 1 significant figure is 400

37 to 1 significant figure is 40

3.7 to 1 significant figure is 4

0.37 to 1 significant figure is _____

0.00037 to 1 significant figure is _____

Round to the first non zero number

Round to decimal places (M431)

"To 1.d.p" – to one number after the decimal.

"To 2.d.p" – to two numbers after the decimal

2 ● 46192 (to 1.d.p) - Is this closer to 2.4 or 2.5?

2.4

2.5

This shows the number is closer to 2.5

2 ● 46192 (to 2d.p) - Is this closer to 2.46 or 2.47?

HCF and LCM (M698, M227)

Factors

HCF – Highest common factor

8

1, 2, 4, 8

20

1, 2, 4, 5, 10, 20

Multiples

4

4, 8, 12, 16, 20

6

6, 12, 18, 24, 30

LCM – Lowest common multiple

Division with decimals (M262)

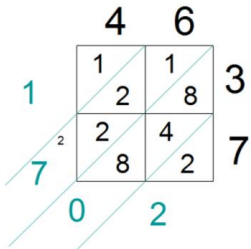
The placeholder in division methods is essential – the decimal lines up on the dividend and the quotient

$$2.4 \div 0.02 \longrightarrow 24 \div 0.2 \longrightarrow 240 \div 2$$

All give the same solution as represent the same proportion. Multiply the values in proportion until the divisor becomes an integer

Multiplication (M803)

$$46 \times 37 = 1702$$



Multiplication with decimals

Perform multiplications as integers
e.g. $0.2 \times 0.3 = 2 \times 3$

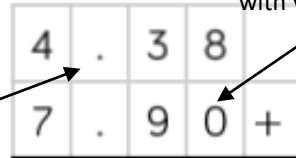
Make **adjustments** to your answer to match the question: $0.2 \times 10 = 2$
 $0.3 \times 10 = 3$

Estimations: Using estimations allows a 'check' if your answer is reasonable

Addition/ Subtraction with decimals (M429, M152)

0 can be used to fill empty places with value

The decimal place acts as the placeholder and aligns the other values



Enrichment Opportunities

Enrich: Terminating decimals or not?



G4 Area & Volume - Unit 2

What do I need to be able to do?

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

- Display same areas
- Calculate area of triangles and parallelograms
- Find volume by counting cubes
- Find the volume of a cuboid using measure
- Find surface area of cubes and cuboids
- Convert and solve problems with measure

Keywords

Area: the size of a surface (2D shapes)

Perimeter: the distance around a 2D shape

Volume: the amount of 3-dimensional space an object takes up (with liquid this is called capacity)

Perpendicular: two lines that meet at 90°

Vertex: a point where two or more-line segments meet

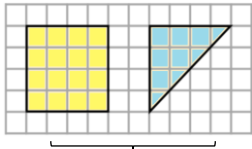
Face: any of the flat surfaces of a solid object

Edge: a line segment on the boundary joining one vertex to another

Commutative: you can swap the order around in the calculation and still achieve the same answer

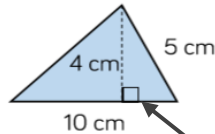
G4.1 Area of triangles M610 Right-angled triangles

Area can be calculated by counting squares.



The height of a right-angled triangle

Perpendicular heights



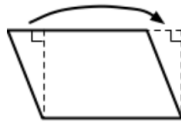
The perpendicular height meets the base at 90°

Notice the relationship between the square and the triangle.

Area triangle = $\frac{1}{2}$ area of the square/rectangle

Area triangle = $\frac{1}{2} \times \text{base} \times \text{perpendicular height}$

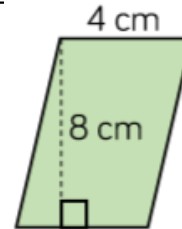
G4.2 Area of parallelograms M291



Parallelogram = Base x Perpendicular height

Properties of parallelograms

- Two sets of parallel lines
- Four sides (quadrilateral)
- Interior angles sum to 360°
- Opposite angles are equal
- 2D shape

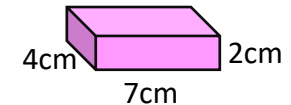


Area = $4 \times 8 = 32\text{cm}^2$

G4.3 Volume of cuboids M765

Counting cubes OR Inputting measures into formula

Volume of cuboid = length x width x height

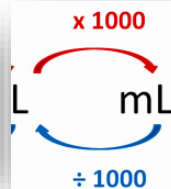
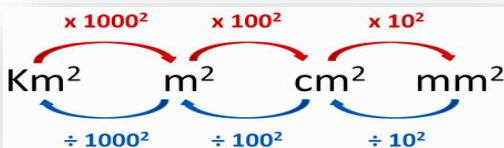


Volume = $4 \times 7 \times 2 = 56\text{cm}^3$

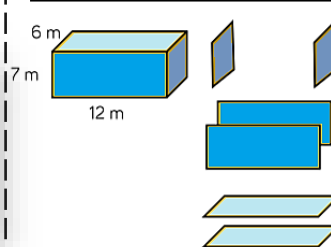
Properties of cuboids

- 3D shape
- 8 vertices
- 6 faces
- 12 edges

G4.6 Measures M465, M728, M761



G4.5 Surface area M534



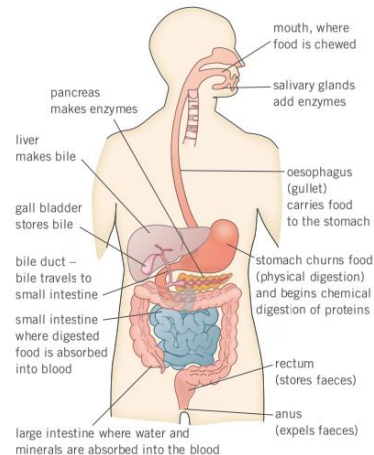
Sides 6×7
 6×7
 Front and back 12×7
 12×7
 Top and Bottom 12×6
 12×6

Sum of all sides is surface area

Enrichment Opportunities



The digestive system



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

Enzymes

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

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

There are three main types of enzyme involved in digestion:

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

Nutrients

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

Starch

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

Lipids

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

Food tests

Sugar

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

Protein

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

Effects of an unhealthy diet

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

Eating an unbalanced diet can lead you to be:

underweight

Increased risk of:

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

overweight

Increased risk of:

- heart disease
- stroke
- diabetes
- some cancers.

vitamin and mineral deficient

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

Effects of lifestyle on health

Drugs

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

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

Alcohol

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

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

Drinking during pregnancy increases the risk of:

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

Smoking

Cigarette smoke is full of harmful chemicals including:

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

Smoking can cause many different diseases, including:

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

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

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

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

Enrichment Opportunities

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





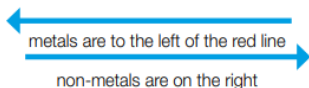
The **Periodic Table** displays the names and symbols of all the **elements** we have discovered which are organised by their **chemical properties** and their **physical properties**.

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**.



																		H hydrogen							He helium
Li lithium	Be beryllium																	B boron	C carbon	N nitrogen	O oxygen	F fluorine	Ne neon		
Na sodium	Mg magnesium																	Al aluminum	Si silicon	P phosphorus	S sulfur	Cl chlorine	Ar argon		
K potassium	Ca calcium	Sc scandium	Ti titanium	V vanadium	Cr chromium	Mn manganese	Fe iron	Co cobalt	Ni nickel	Cu copper	Zn zinc	Ga gallium	Ge germanium	As arsenic	Se selenium	Br bromine	Kr krypton								
Rb rubidium	Sr strontium	Y yttrium	Zr zirconium	Nb niobium	Mo molybdenum	Tc technetium	Ru ruthenium	Rh rhodium	Pd palladium	Ag silver	Cd cadmium	In indium	Sn tin	Sb antimony	Te tellurium	I iodine	Xe xenon								
Cs caesium	Ba barium	La lanthanum	Hf hafnium	Ta tantalum	W tungsten	Re rhenium	Os osmium	Ir iridium	Pt platinum	Au gold	Hg mercury	Tl thallium	Pb lead	Bi bismuth	Po polonium	At astatine	Rn radon								
Fr francium	Ra radium																								

■ solids ■ liquids ■ gases at room temperature

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

Metals

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

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*

Chemical properties

- 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.

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 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>

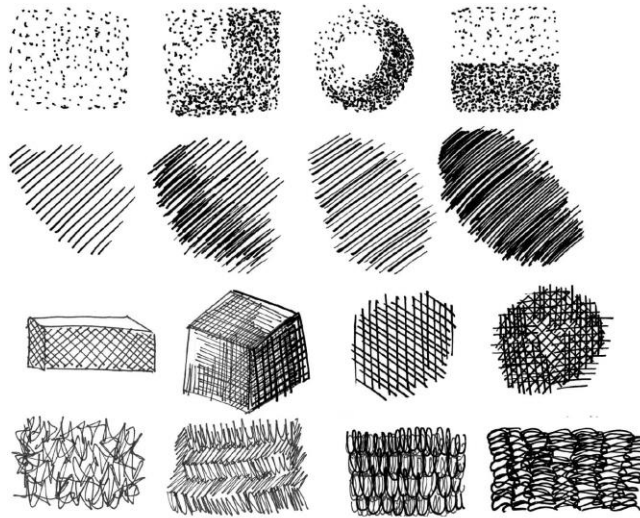
BBC Bitesize: <https://www.bbc.co.uk/bitesize/topics/zstp34j>

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



John Kenn Mortensen

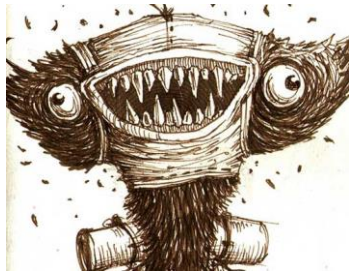
- Born in 1978
- He lives and works in Copenhagen
- JKM is a master with pen and paper, creating imaginative creatures
- He is an animator and director of children's television programmes
- He draws monsters, ghosts and ghouls often onto post it notes



Mythical Creatures
 Mythical creatures are created by combining different animals together. E.g. a unicorn = a horse and a narwhal. What 2-3 animals could you combine to create your own mythical creature?

MARK MAKING with Pens:

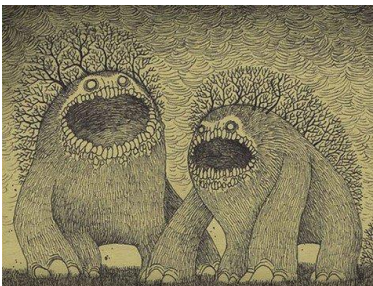
Biro, ink or writing pens can be used to draw with. They can be used to make dots, dashed, lines, marks and textures, this is called mark making. Italian artist Paride Bertolin uses ball point pens to create his creatures, layering cross hatching to show texture and detail (below).



Imagine you've entered a strange and dark laboratory, what creature would you expect to see in a dusty jar on the shelf?



Enrichment: Explore the drawing gallery website drawingroom.org.uk





Key words to learn:

1. Drawing:

Observational drawing– Drawing something exactly as one sees it.

Scale– Size (in relation to something).

Proportion– The size of something in relation to another thing.

Shading– Lines or marks used to fill in outlines to show differences in colour or darkness.

Hatching– A method of shading using parallel lines

Cross-hatching– A shading technique made with 2 or more sets of crossing parallel lines.

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.

Tertiary colour– A colour made by mixing a primary & a secondary colour.

Tint– A colour made by mixing any colour with white.

Shade– A colour made by mixing any colour with black.

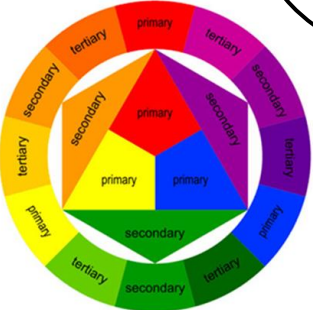
Harmonious Colours -These appear next to each other on the colour wheel.

Complementary colours– Colours that appear on opposite sides of the colour wheel, which when used together, create **contrast**.

Pop = Popular
Pop Art is influenced by popular mass culture



Andy Warhol printed portraits of celebrities, actors, musicians, politicians and royalty. He was also inspired by packaging, like the soup can.



Warhol and Lichtenstein used bright primary colours to grab your attention





Roy Lichtenstein used cartoon boxes and comic strips





Material & Shaping Techniques

Tools and Equipment

Name of tool	Picture	What the tool is used for
Tenon Saw		Cuts accurate straight lines in small pieces of wood and provide a smooth cut.
Chisel		Chisels are used to cut away and shape wood.
Bench Hook		Holds the material when cutting straight lines.
Disc Sander		This machine smooths surfaces and removes old finishes (e.g. paint)

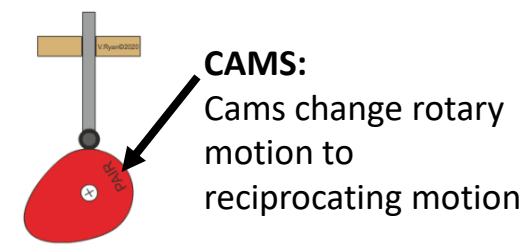
Timbers & Manufactured Boards

Hardwoods	Softwoods	Manufactured Boards
Oak Mahogany Teak Beech	Pine Spruce Cedar Larch	MDF Chipboard Plywood Hardboard
Uses: High quality furniture	Uses: Construction materials, sheds & fences	Uses: Flat pack furniture

Computer Aided Design & Computer Aided Manufacture

CAD and CAM is used to design and manufacture products. Both help the transition from product design to product manufacture.





- Health & Safety**
1. Listen carefully to the teacher's instructions
 2. Always carry tools pointing downwards.
 3. Wear safety glasses when using machines.

- Key words:**
- Tenon Saw
 - Computer Aided Design
 - Laser cutter
 - CAMS
 - Motion
 - Design brief
 - Abrasive paper

Motion:
Linear – moving one way
Reciprocating – moving backwards and forwards in a straight line.
Oscillating moving backwards and forwards in an arc.
Rotary – moving in a circle.

Try these websites to support you
www.technologystudent.com/cams/camdex.htm
www.youtube.com/watch?v=ugKyeTSpjRQ

Multicultural Cuisine & Food Safety

The word cuisine means:

A style of cooking and eating that is characteristic of a particular country or region of the world.

Cuisines around the world have developed over many centuries, by using:

- Distinctive (particular) ingredients that are usually grown or gathered locally in the area.
- Specific preparation and cooking methods
- Specific cooking equipment
- Distinctive presentation and/or serving techniques (practices)



Many cuisines have been influenced by:

- The local geography and climate that influences which foods can be produced.
- The immigration of people from other countries, who have settled in a country and brought their traditional eating patterns with them, which have then become part of that country's cuisine

Bacterial growth and multiplication

All bacteria, including those that are harmful, have four requirements to survive and grow:

- food;
- moisture;
- warmth;
- time.



PERSONAL APPEARANCE OF KITCHEN STAFF

- | | |
|---|----------------------------------|
| Long hair tied back | No facial piercing |
| Discreet make-up | Wearing of hat |
| Neckerchief to absorb sweat from neck | Clear complexion |
| Nails short and clean
No nail varnish | Daily shower or bath |
| No jewellery (except wedding ring) | No body odour (B.O.) |
| No heavy perfume, scent or aftershave | Correct clean uniform |
| Cuts covered with blue waterproof plasters | No illness or stomach complaints |
| Loose-fitting trousers | |
| Flat, comfortable shoes non-slip with protective toe caps for kitchen | |



What does HACCP stand for?

HAZARD ANALYSIS CRITICAL CONTROL POINTS

- It's a way of making sure things don't go wrong when we make our products.
- We must look carefully at our processes, decide what things might go wrong and find ways to make sure they don't.



Food Miles: The distance food has travelled to get to your plate. Food must travel from the farm it is grown on or the factory it is made in to a supermarket or shop to be sold.

FAIR TRADE EMPOWERS PEOPLES



Street Food: Prepared or cooked food sold by vendors in a street or other public location for immediate consumption.

Stretch & Challenge:

Research into the symptoms of food poisoning and the different types

- To reduce the risk of cross-contamination, the use of colour-coded equipment and chopping boards can be used.
- There are no legal guidelines suggesting which foods should be prepared on which boards, but the accepted coding system in the

YELLOW: Cooked meats
RED: Uncooked meats
WHITE: bread and dairy products such as cheese
BLUE: Raw fish
GREEN: Salad and fruit
BROWN: Raw vegetables grown within soil



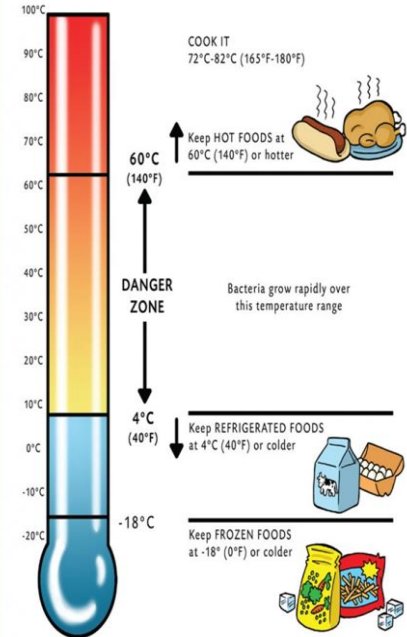
- If colour-coded boards and knives are not available, avoid using the same knife or chopping board for raw meat and then ready-to-eat foods unless they are cleaned thoroughly between uses.



Key Words:

- Festival
- Street Food
- Cuisine
- Multi-cultural
- Food Miles
- Fair Trade
- Origin
- High risk food
- Hazard
- HACCP

Temperature Danger Zone





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.

Stimulus – a starting point to help with your choreography

Mirroring – a technique used where dancers are ‘copying’ each other

Canon – same movements, but performed one after another

Motif – a sequence of steps that is repeated and developed throughout a dance

Levels – different heights, low, mid & high

Unison – performing in the exact same way at the exact same time

6 Basic Dance Steps - travel, turn gesture, stillness, transfer of weight & elevation

Stimulus Examples



Choreographing

Stretch

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



Secure

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

Performing

Stretch

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



Secure

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

Evaluating

Stretch

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



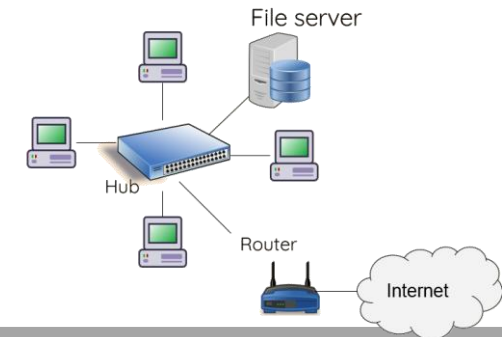
Secure

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



Networking Key Terms

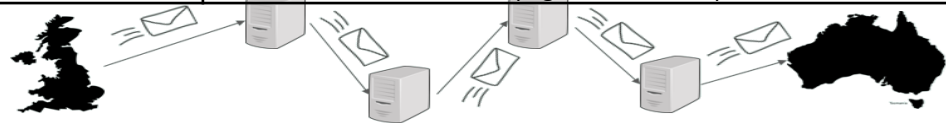
Bandwidth	The amount of data that can be transferred over a network in a certain amount of time
Bluetooth	Allows electronic devices like cell phones and computers to exchange data over short distances using radio waves
Client	Any part of the network that receives data such as a workstation
Computer Network	Computers connected together for the purpose of sharing information and resources
E mail	An exchange of electronic messages between computers that are connected to the Internet or some other computer network
Firewall	Part of a computer system that is designed to block unauthorized access
FTP	A communications method for transferring data between computers on the Internet
Host	Any part of the network that gives data out (where client accesses the data from) such as a server
HTTP	Hypertext Transfer Protocol: The protocol that deals with sending webpages across the internet.
Hub	A device that uses its ports to connect devices (computers, printers, etc.) together
IOT	Internet of Things: Internet enabled devices found in the home (Alexa, Smart Heating etc.)
LAN	Local Area Network; a geographic network that covers a relatively small geographic area such as a building or a small campus - no more than a mile distance between computers
Modem	A device that allows computers to communicate over telephone lines
Network Interface Card	A card installed in a computer that allows you to connect to a network (can be Ethernet, telephone, or wireless)
Node	Any device physically connected in a network (such as computer workstations, server, printers, etc.)
Protocol	How data is formatted, transmitted and received in a network
Router	A device that transfers data from one network to another in an intelligent way
Server	A computer with large processing resources that stores all of the software that controls the network, as well as the software that can be shared with the computers attached to the network
Switch	A computer networking device that connects network segments
The Internet	A global network of interconnected computers.
Topology	The physical and logical design of a computer network; examples include mesh, bus, ring and star; the physical layout of the network devices and the cabling, and how all the components communicate with each other
WAN	Wide Area Network; largest type of network in terms of geographic area; largest WAN is the Internet
Wifi	Wireless local area network that uses radio signals to transmit data
Wireless Adapter	The device that you must have on your computer in order to connect to a wireless network
WWW	World Wide Web – The web pages that make up the services on the internet.



Enrichment Opportunities

Packet Tracer Free on Android and Apple mobiles

Video Further explaining Networks



History

Commedia Dell'arte is a historic style of performance that involves masks, physical comedy and improvisation. The first recorded versions of Commedia date back to the 16th century, but may be older. The performance style is characterized by exaggerated physical acting linked to specific, recognizable characters.

Commedia Dell'arte or "Italian theatre" was developed in Rome, Italy and was originally used as a way for lower class performers to mock the wealthy people of the time. It was originally performed in the streets using masks and exaggerated costume to make fun of the rich.

In modern day theatre, elements of "Commedia" can be seen in Pantomime and Punch and Judy performances, whilst you may also recognise stock characters, such as Harlequin, which can be seen in various forms in modern culture.

Extension and Further Info

One Man Two Guvnors – dramaonlinelibrary.com/national-theatre-collection
Log in details available on Satchel: One

Key Terms

Stock Characters - A collection of characters with specific physical traits that appear in "Commedia" performances.

Improvisation - Creating a spontaneous performance, or part of a performance, with minimal planning and little or no pre-planned dialogue.

Slapstick - A style of comedy that is characterized by physical, exaggerated acting that often involves characters being hurt or involved in mishaps

Lazzi/Lazzo - A slapstick or physical comedy joke that appears in "Commedia" performances. They were often linked to specific actors, similar to a catchphrase.

Rule of Three - When a physical performer uses repetition to create humour. They often repeat something twice with something unexpected happening on the third time.



Year 8 Assessment Criteria

Performing	Analysing	Devising	Drama Roles	Drama Techniques
<ul style="list-style-type: none"> Can identify and use accent, tone, emphasis Can identify and use Gesture, posture Can act as a range of characters Can apply performance skills to different styles of performance including comedy, naturalism, Shakespeare Can perform scripted scenes confidently 	<ul style="list-style-type: none"> Can identify characteristics of different styles of performance including comedy, naturalism, Shakespeare Can identify WWW and EBI in own and others work Can offer opinions on professional theatre Can understand historical elements of drama 	<ul style="list-style-type: none"> Can plan and structure their performances in detail using the three act structure Can create ideas from a range of stimuli Can improvise scenes Can improvise characters Can create work in a specific genre or style 	<ul style="list-style-type: none"> Can explore design elements for creating atmosphere Can understand the role of a fight choreographer 	<p>Can use drama techniques such as:</p> <ul style="list-style-type: none"> Stock characters Slapstick comedy Cross cutting Audience interaction Marking the Moment Stage fighting Conscience Corridor





Pantalone Lazzi

1. He makes money appear from anywhere
2. He tries to pretend to be young and healthy
3. Forgetfulness. He forgets what he is doing halfway through an activity

Zanni Lazzi

1. Poor sight. He will talk to someone, they leave, and he continues to talk to them without noticing
2. Poor hearing. He misunderstands instructions or repeats things back in a nonsense way
3. He drops something he is carrying for food

Character Lazzi

Capitan Lazzi

1. Brags about being brave but always has an excuse not to when put to the test.
2. Tries to stop others fighting and gets beaten up himself.
3. He becomes very nervous around beautiful women

Dottore Lazzi

1. Conducts experiments which usually end badly for his subjects
2. Tries to treat other characters for imagined injuries/ailments
3. Steals food/hides that he is eating food

Arlechino Lazzi

1. Physically distorts his body, often to put his head under someone's arm or between their legs
2. Uses props or furniture as a different object
3. If he gets injured he will lose it and wail, scream and cry until he is silenced or knocked out

Body

- Facial Expression
- Movement
- Posture
- Interaction
- Gesture

Voice

- Volume
- Tone
- Accent
- Pitch
- Pace
- Emphasis

Stock Characters

Masters

Pantalone

An old, wealthy, grumpy character who is always looking for ways to make money. He is named after his baggy pantaloons.

Physicality: Back hunched with age; sharp eyes; feet pointing out; hands protecting his purse.



Dottore

"The Doctor" is a large and pompous man who believes he is extremely clever. He is a "gas bag" who will talk for ever about anything.

Physicality: Leaning back (weight on heels); big belly; gesturing with his hands; walks in small shuffling steps.

Capitano

"The Captain" is an exaggerated hero character who believes himself brave and handsome. He is often neither.

Physicality: Feet wide apart; chest out; heroic hand gestures; he strides or marches everywhere; confident voice.



Servants

Zanni

A stupid and slow-witted servant who represents the lower classes of the time. He is always hungry and is often the butt of the others jokes

Physicality: Bent at the waste; bent knees and elbows; head up; follows his nose; silly movements



Arlechino

"Harlequin" was a silly character who was always trying to use tricks to get his own way. He is charming but forgetful.

Physicality: Acrobatic and flexible; fast; elements of Zanni.





French food and dishes

- **Foie gras** – a soft and buttery pâté made with duck liver. This is a staple at any Christmas and New Year celebrations. It is usually prepared with sea salt and black pepper. It is spread on small toasts of crispy, warm bread.
- **Steak-frites** – a steak of beef with French fries. The steak is usually rib-eye, sirloin or T-bone. French people usually like their beef cooked rare with butter and parsley on top.
- **Jambon-beurre** – this is a ham and butter baguette. It is the most popular sandwich in France and can be found at bakeries around the country.
- **Fromage** – cheese is very popular in France. Often served with a French baguette, French people enjoy a huge variety of cheeses. There are 365 varieties of cheese in France – one for each day of the year! In a traditional French meal, the cheese comes after the main course that is often consumed before a dessert, unlike in the UK.
- **Charcuterie** – this consists of cured meats such as saucisson, salami, and other cured hams. It is often served on a platter with a baguette, some cheeses and some grapes.
- **Crêpes salées** – a savory equivalent of the famous sweet crêpes. These thin buckwheat pancakes are originally from Brittany, but are popular across the country. They are very versatile and served with a wide variety of ingredients, from salmon to duck to any kind of cheese or vegetable. They are often served with a fried egg inside too.
- **Quiche** – a savory pie with a crust dough which can be filled with cheese, vegetables, smoked salmon, meat. You can eat this hot or cold.
- **Huîtres** – the French word for oysters. This is a French specialty that is not for the faint-hearted! They are eaten raw directly from the shell with a dash of lemon juice or a vinegary sauce.
- **Moules** – mussels are one of the most popular seafoods in France. They are often served in a creamy, white wine sauce, with chips and a piece of bread.
- **Escargots** – snails are the most exotic French specialty. They are quite chewy and taste of the sauce they are cooked in, which is traditionally garlic, butter, parsley and white wine. Escargots are served in their shell and a special spoon is used to scoop them out.
- **Cassoulet** – this is one of the most traditional dishes from southwestern France. It is a casserole made with white beans and various types of meat, including pork, sausage and even duck legs in some recipes. All the ingredients are slow cooked together for a few hours.
- **Confit de canard** – this is a meal of duck that is very famous in France. It is served with creamy potatoes and a green salad.
- **Salade niçoise** – this salad is originally from Nice (in the south of France). This salad includes tuna, tomatoes, hard boiled eggs, onions, olives and green beans.
- **Boeuf bourguignon** – this is a rich beef stew that originates from Burgundy. It contains red wine, beef, potatoes, garlic, onions and carrots which is slow cooked in a gravy.

French food culture

- French gastronomy is famous worldwide for its fine cuisine.
- What makes French food specific is the range of great local and regional specialties that vary widely from north to south.
- French food is one of the main reasons tourists go to France.
- French people love to eat out at restaurants. It is a big part of their social life.
- When eating out, French people usually order a starter, a main course and a dessert.
- French food culture is all about family, friends and socialising.



Enrichment Opportunities

Use the QR code to find out all about how a French menu works





Key word definitions:

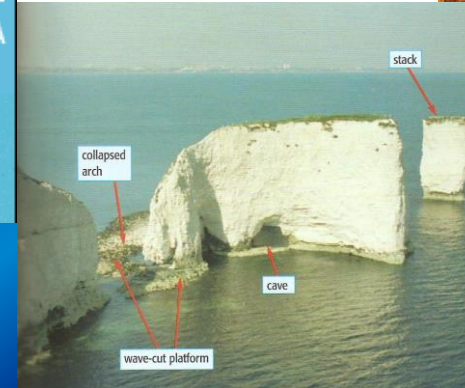
- Attrition** – pebbles in the water collide and sharper edges break off, creating a small, smoother pebble.
- Coast** – a narrow zone between the land and sea.
- Coastal management** – techniques put in place to reduce the impact of coastal erosion.
- Constructive waves** – have stronger swash, weak backwash, deposition is greater than erosion.
- Coral** - marine invertebrates (organisms). They typically form compact colonies of many identical individual polyps
- Deposition** - Material put down along the coastline.
- Destructive wave** - have stronger backwash, weaker swash, erosion is greater than deposition.
- Ecosystem** - a biological community of interacting organisms and their physical environment
- Erosion** – The wearing away of the land by the sea.
- Fetch** – The maximum distance of water over which wind can blow.
- Gulf Stream** - a strong ocean current that brings warm water from the Gulf of Mexico into the Atlantic Ocean
- Gyres** - any large system of circulating ocean currents
- Hard engineering** – Physical structures built along the coastline to prevent erosion of the cliff.
- Longshore Drift** – The movement of material along the coast.
- Mass movement** – mass movement is the downhill movement of material under the influence of gravity.
- Ocean currents** - the continuous, predictable, directional movement of seawater driven mainly by wind
- Overfishing** - the removal of a species of fish from a body of water at a rate greater than that the species can replenish its population naturally
- Plankton** - microscopic organisms drifting or floating in the sea or fresh water. They are the start of many food chains
- Quotas** - a limited quantity of a particular product. In this case, fish that can be caught
- Saltation** – smaller pebbles bounce along the seabed.
- Soft engineering** - Soft engineering is where the natural environment is used to help reduce coastal erosion.
- Suspension** – smaller material carried along by the water.
- Transportation** – Material that is removed by erosion, carried along by the sea.
- Weathering** – Weathering describes the breaking down or dissolving of rocks and minerals on the surface of the Earth. Water, ice, acids, salts, plants, animals, and changes in temperature are all agents of weathering.

Erosion

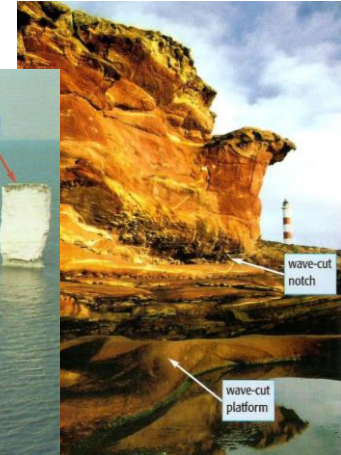
Headlands and Bays



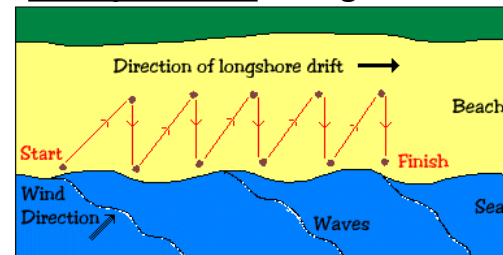
Cave, arch, stack and stump



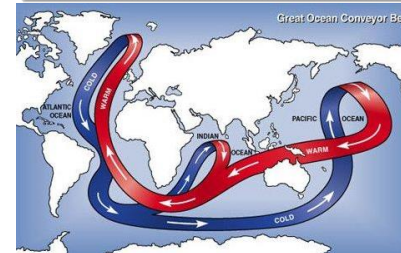
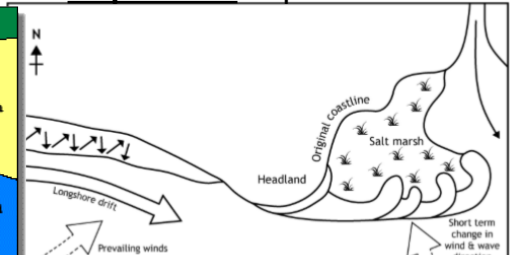
Cliff, wave cut notch and platform



Transportation - Longshore Drift



Deposition - Spit



- Sea** – smaller than oceans and are usually located where the land and ocean meet
- Ocean** - a very large expanse of sea, in particular each of the main areas into which Earth's water body is divided geographically

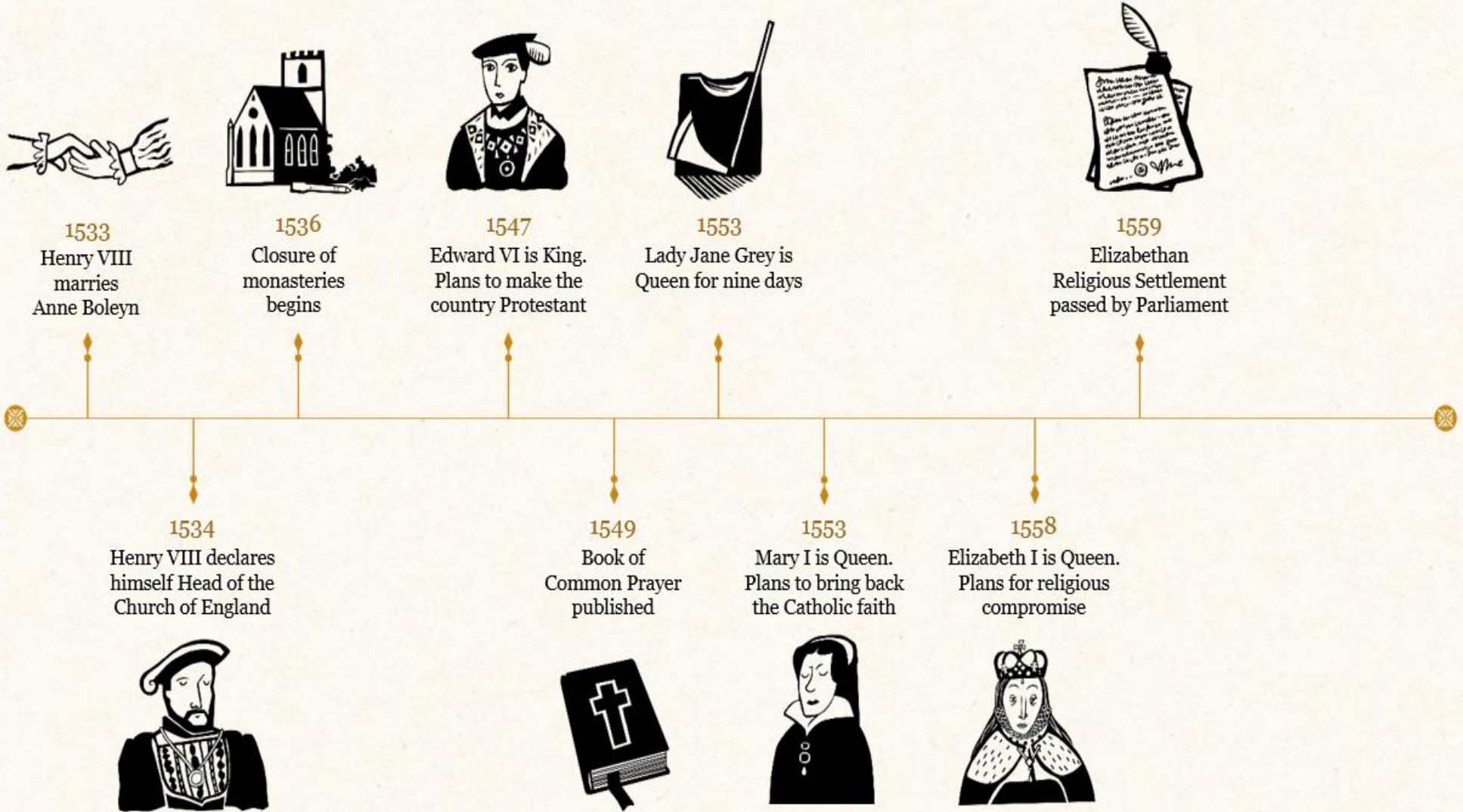
Enrichment Opportunities

Using an alternative material, for example play dough, lego, to create an annotated model of a coastal landform. Take a photo of your model and send it to your teacher.



Why was the C16th a Religious Rollercoaster?

1.1 Timeline



Do you want to know more?
Read: 'Adventures in time – The Six Wives of Henry VIII' by Dominic Sandbrook
Listen: BBC Homeschool History Podcast – Mary Queen of Scots <https://www.bbc.co.uk/programmes/m000hv9f>

History – Why was the C16th a 'Religious Rollercoaster'?



Why was the C16th a Religious Rollercoaster?

1.2 Key words

Monarchy	A country ruled by a king or queen
Republic	A country ruled without a King or Queen
Pope	The leader of the Catholic Church
Catholic	A type of Christian who believed the Pope was in charge
Protestant	A type of Christian who wanted plainer churches and no Pope
Indulgences	Money people would pay to the Catholic church to forgive their sins
Mass	A church service where Christians receive the Eucharist
Purgatory	A middle ground between Heaven and Hell, full of suffering
Heir	The next in line to the throne
Martyr	Someone who gives up a lot for their cause
Heretic	Someone who goes against the beliefs of the church.
Divine Right	The monarch is appointed by God
Civil War	A war fought between two opposing sides of the same country

1.3 Catholic and Protestant beliefs and practices

Catholic	Protestant
Bible and Church services in Latin.	Bible and services in English
Highly decorated churches and altars	Simple and plain churches, no stained glass windows
Priests are a special link to God with the power to forgive sins. They are not allowed to marry	Ministers are ordinary people who should wear simple robes and be able to marry
Following the teachings of the Pope and the Church is the way to Heaven	Believing in Jesus and following the Bible is the way to Heaven
The Pope is the head of the Church.	The monarch should be the head of the Church



History — Why was the C16th a 'Religious Rollercoaster'?

Blues music origins

African slaves brought their musical traditions with them when they were transported to work in **the North American colonies**. These **work songs** were sung rhythmically in time with the task being done. Their songs were passed on **orally** (word of mouth) and were never usually written down. They **used call and response** where phrases from a lead singer were followed by the others. Early styles of Blues was known as country blues and was usually a solo singer accompanied on guitar or piano sometimes with added harmonica or drums.

Key Terms

Improvisation – where music is created and performed on the spot. In blues music the blues scale is used to do this.

12 Bar Blues – the structure of blues music, typically 12 bars with 4 beats in each of them. Chords I, IV and V are placed in a certain order.

Extension chords – Added notes to a triad, typically 7ths.

Swung rhythms – a rhythmic device where the normal straight rhythm is performed with a 'lilt' in a 'one and a, two and a' feel.

Ostinato/Riff – short repeated musical patterns



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, Bass, Guitar

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

Timbre – the quality of the sound

Blues Scale



12 Bar Blues

I	I	I	I
IV	IV	I	I
V	IV	I	I

Extension and Further Listening

- <https://www.bbc.co.uk/bitesize/guides/zjhtng8/revision/1>
- <https://www.misswardmusic.com/blues.html>
- <https://www.youtube.com/watch?v=4up4VP8zjyc&t=17s>
- <https://www.youtube.com/watch?v=cph7qZoE5d8>

Stretch

Composition

- Can notate compositions using appropriate formats
- Can identify and use chords I, IV and V accurately
- Can improvise effective melodies
- Can compose using a variety of compositional techniques



Secure

- Can combine rhythm, tempo and pitch accurately
- Can identify and compose using basic musical structures such as 12 Bar Blues and Theme and Variations
- Can compose using a variety of instruments including technology
- Can explore correct use of instrumentation

Stretch

Performing

- Can confidently perform a piece of music to an audience
- Can take the lead when working in a group and organize group work
- Perform on a number of instruments accurately



Secure

- Can identify the notes on a Keyboard
- Can perform simple melodies on a keyboard using correct rhythms and pitch
- Can follow appropriate notation for various instruments and understand how to play an individual part
- Can perform as part of a group staying in time

Stretch

Evaluating

- Can identify targets to improve your own and others work
- Can identify elements of music when listening to music using correct terminology, MAD T-SHIRT
- Can reflect and improve your work throughout a project



Secure

- Can identify What Went Well in your own and others work
- Can use the correct terminology for Pitch, Tempo and Dynamics when evaluating work
- Can identify how to improve your work



Passing:

Is used to move the ball quickly to team mates to help create a goal scoring chance. There are a number of different passes used in football such as passing with the instep over varied distances along the floor, use of a lofted pass to gain height on the ball to get it over an opponent and passing with the outside of the foot.

Heading:

There are different types of headers used in football. If you are **defending** you are aiming to head the ball high and wide away from your goal. If an **attacker** heads the ball they are aiming to head it with power in a downwards direction to try and make it more difficult for the goalkeeper to save. **Very often players will be required to head the ball after it is crossed from a wide area or if the ball is cleared to another area of the pitch in the air.**

Key Questions; How can a player use their arms to gain height when jumping and why may this height give them an advantage?



Use of width:

Width is used to make the pitch as big as possible resulting in the opposition team having to run more to attempt to get the ball. When you create width it allows for **wide players** to be able to cross the ball in to provide team-mates with a goal scoring chance. **It can also create more space in central areas of the pitch as defensive players are forced to mark players positioned in wider areas of the pitch**

Creating space:

Space is important in football to make it difficult for an opponent to get the ball. If you don't create space it makes the pitch smaller so this makes it easier for the opponent to try to get the ball. By moving into space this can create an opportunity for a team mate to run through on goal **Space is created by movement with and without the ball and creates time for the player in possession to improve their decision making**



Shooting:

Is used in football to try and score a goal. When shooting you need to consider the distance you are away from the goal. If you are far away from the net you would need to shoot the ball with power to try and beat the goalkeeper to score a goal. When close to the goal a side footed controlled shot may be required with less power and more accuracy.

Creativity and imagination can be used when shooting to outwit the goalkeeper.
Key Questions; How may an attacker outwit the goalkeeper when attempting to score a goal?



Dribbling:

Is used in various ways in football to get past an opponent. When dribbling you can use different parts of your feet such as your inside and outside to **change direction** and keep the ball under control to prevent an opponent from taking the ball away from you. **The skill is used most effectively to attack space behind defenders**

Key Questions; How can an attacker change speed and direction to outwit and dribble beyond a defender?



Tackling:

Is used in football to prevent the opposing team from scoring. When tackling you need to time your tackle in order not to foul your opponent. The **slide tackle** is used when you would go to ground to make the tackle. You can do a **stand tackle** which is most commonly used in football.





1.1 Key Vocabulary: Hindu Dharma

Brahman – the one supreme God of Hinduism
Trimurti – the 3 main aspects of Brahman
Brahma – the creator god
Vishnu – the protector and preserver god
Shiva – the god of destruction and regeneration
Avatar – living form of Vishnu
Murti – an image or statue of a deity
Deity – a god or a goddess
Sanskrit – An ancient language in India which Hindu texts are written in
Sacrifice – A method of worship that involves offering animals or food to the gods
Caste System – A series of social classes that determine someone's job and status in society
Brahmin – a Hindu priest (top of caste system)
Ramayana – a Hindu holy book about Rama and Sita
Dharma - Means religious duty, but also refers to the Hindu code of conduct and way of life

1.2 The main groups of Hindus

Vaishnava – A Hindu that believes Vishnu is the Supreme God This makes up the biggest group in the Hindu population.
Shaiva – A Hindu that believes Shiva is the Supreme God
Shakti – A Hindu that believes the goddesses Devi is the Supreme God
Hindu Dharma is a pluralistic religion . This means a diverse one, where the people in it believe all kinds of different things and tolerate each other's beliefs. Hindus will often worship a god that has traditionally been worshipped in their local area. However, they see this god as a form or extension of the Supreme God. There are often temples built to local gods as well as to Vishnu, shiva and other gods.

1.3 The Trimurti

Brahman - Many people misunderstand Hindu beliefs about God. Hindus believe in one God who can be seen in many forms. The different forms of God are referred to as the deities. Brahman is often represented through the Aum symbol:



Trimurti
To help them to start to understand God, many Hindus break down Brahman into the **Trimurti**. Trimurti means 'three forms', the three images of God:

- **Brahma** – the creator – God creates everything.
- **Vishnu** – the preserver – God supports everything in life.
- **Shiva** – the destroyer – God takes life.

So, images show the creator, the preserver and the destroyer qualities of God.



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.



1.4 Key Vocabulary: Buddhism

Arhat – A ‘perfected person’ who has overcome the main sources of suffering

Asceticism – A lifestyle of strict self-denial – rejected by Siddhartha for the Middle Way

Bodhisattva - An enlightened person who chooses to remain in samsara to teach others

Dharma – The Buddha’s teachings – how to reach the state of enlightenment

Dukkha – Suffering or dissatisfaction – something Buddhists seek to overcome

Enlightenment – The practice of focusing the mind

Four Noble Truths - Four truths the Buddha taught about suffering and how to overcome it

Mediation – The practice of focusing or calming the mind and reflecting on teachings

Three Watches - Three realisations Siddhartha made in order to become enlightened

Three Marks of Existence - Three Buddhist beliefs about the truth of existence

1.5 The Buddha life and Four Sights

Buddha was born **Siddhartha Gautama** around 500BC in southern Nepal. He grew up in a life of **luxury** as the son of a Queen. He was inspired to leave this life by the **Four Sights**. After this he lived an **ascetic** life of self-denial and pain but wasn’t able to become enlightened so left it for the Middle Way between pain and luxury.

The **Four Sights** Siddhartha saw on his trip outside the palace were:

1. An **old** man – everyone ages
2. An **ill** man – everyone becomes ill
3. A **dead** man – all things die

A **holy** man – the only answer to these problems

1.6 Enlightenment + 3 Watches

After the failure of Siddhartha’s ascetic life to provide him with enlightenment Siddhartha chose to follow the **Middle Way**. He meditated under a tree and was tempted by **Mara** who tried to distract him, but he stayed focused on meditation and reaching enlightenment.

Eventually he became enlightened during the **Three Watches of the Night** where he understood:

1. Knowledge of **all his previous lives**
2. The cycle of life, death and re-birth (**samsara**)
3. That all beings suffer due to **desire**.

After this Siddhartha became enlightened and began to be known as Buddha.



1.7 Four Noble Truths

The **Four Noble Truths** are what Buddha taught about suffering:

1. There is suffering
2. Suffering has a cause
3. Suffering can come to an end
4. There is a way to end suffering

One of the main causes of suffering is **tanha** or craving. Other causes are known as the **Three Poisons** of greed, hatred and ignorance. Ultimately Buddha teaches that we can and must overcome these causes of suffering in order to become enlightened and reach **nirvana** – a state of freedom, happiness and peace

1.8 Three Marks of Existence

The **Three Marks of Existence** are the fundamental Buddhist beliefs about the nature of human existence.

Dukkha

Suffering is a part of life that all people must face. Buddhists can try and overcome it.

Anicca

The idea of **impermanence** – that everything constantly changes, and we suffer when we resist it

Anatta

The idea that we **don’t have a fixed soul** – there is no unchanging essence to us