

Maidenhill School

Knowledge Organiser

Year 8 – Term 2



Be kind, Aspire, Persevere, Achieve

Name:

Tutor:

Planner - Term 2



Week 1	Notes
Monday 4 th November	
Tuesday 5 th November	
Wednesday 6 th November	
Thursday 7 th November	
Friday 8 th November	

Week 2	Notes
Monday 11 th November	Remembrance Day Y8 Intercommunity matches p1 and 2
Tuesday 12 th November	
Wednesday 13 th November	Odd Socks Day
Thursday 14 th November	
Friday 15 th November	

Anti-Bullying Week

Week 1	Notes
Monday 18 th November	
Tuesday 19 th November	
Wednesday 20 th November	
Thursday 21 st November	
Friday 22 nd November	

Week 2	Notes
Monday 25 th November	
Tuesday 26 th November	
Wednesday 27 th November	
Thursday 28 th November	
Friday 29 th November	



Week 1	Notes
Monday 2 nd December	
Tuesday 3 rd December	
Wednesday 4 th December	
Thursday 5 th December	
Friday 6 th December	
Week 2	Notes
Monday 9 th December	
Tuesday 10 th December	
Wednesday 11 th December	
Thursday 12 th December	Christmas Jumper Day
Friday 13 th December	

Week 1	Notes
Monday 16 th December	
Tuesday 17 th December	
Wednesday 18 th December	
Thursday 19 th December	6.30pm Winter Showcase
Friday 20 th December	

Notes...

Self-certification / Out of lessons



Self-certification

Every student is entitled to self-certify to go to the toilet on 2 occasions each term, when they do not have a medical exemption (this is issued by the 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

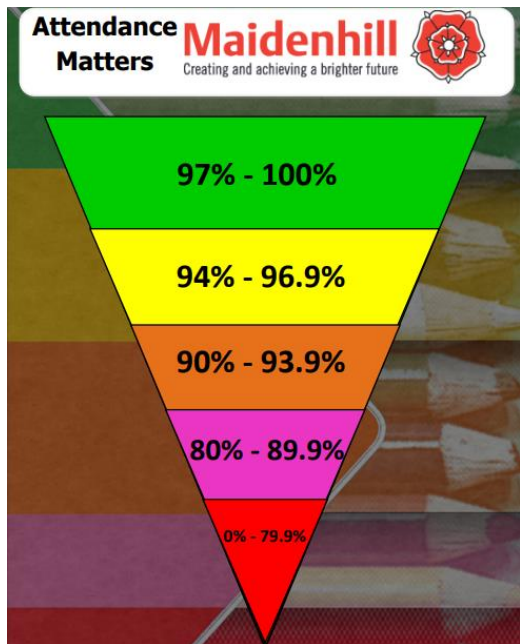
Date and time	Reason	Staff signature

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

Reporting your concerns



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								

Home School Agreement and uniform expectations



As a student of the school I will:

- Attend school every day and on time
- Represent the school in a positive way on my way to and from school
- Wear the correct school uniform smartly at all times
- Ensure I have downloaded the ClassCharts app and actively use the platform so that, I am up to date with notifications regarding my behaviour, attendance, homework and detentions
- Follow the “Maidenhill Expectations” for all students regarding their Behaviour for Learning and uphold the school’s expectations to ‘Be kind, Aspire, Persevere and Achieve’
- Not use my mobile phone in school
- Go to reception if I need to contact home
- Be polite and considerate to all members of the school community
- Ensure that my behaviour has a positive impact on other students’ learning and progress
- Refuse to take part in bullying or anti-social behaviour, including on social media
- Take responsibility for my own learning and actively participate in lessons
- Actively seek ways to improve my work and respond effectively to feedback
- Complete all my classwork and homework to the best of my ability and on time
- Respect the environment of the school and its neighbourhood, and help to keep it clean and tidy, free from litter and graffiti
- Represent the school in a positive way in the local community and when participating in school activities or visits, and on social media
- Talk with my parent(s)/carer(s) and school staff about any concerns in school
- Pass any written correspondence to my parents’/carers’ on the day they are issued
- Interact positively with any school social media platforms

Student Signature

Maidenhill Uniform

- ❖ Maidenhill school blazer needed at all times
- ❖ Maidenhill school tie
- ❖ Long or short sleeved plain white shirt, **tucked in when in the school building**
- ❖ Plain black, smart, tailored trousers
- ❖ Footwear should be a shoe and not a boot, and entirely black
- ❖ White, grey or black socks with no logos
- ❖ Black or nude tights. No patterns.
- ❖ Optional
 - Maidenhill skirt
 - Maidenhill shorts
 - Simple black belt
 - Maidenhill jumper



Maidenhill PE Uniform

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

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



Borrowed uniform items

Date	Item	Number	Returned

Equipment and acceptable use of the school ICT facilities



Equipment

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

Essential requirements

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

Student property

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

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

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

Network rules

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

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

Always log off before leaving a computer

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

Never give a stranger any information about you or your home

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

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

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

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

Always give credit for information obtained from the internet

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

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

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

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

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





Behaviour for Learning

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

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

Rewards

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

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

Consequences

C2 – This is a verbal warning

C3 – Issued with a BFL detention of 40mins

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

C4 – Isolation in the refocus room

C4e – Educated off site at an alternative provision

C5 – Fixed term suspension

C5 Exclusions

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

Incidents for which a student may be excluded include:

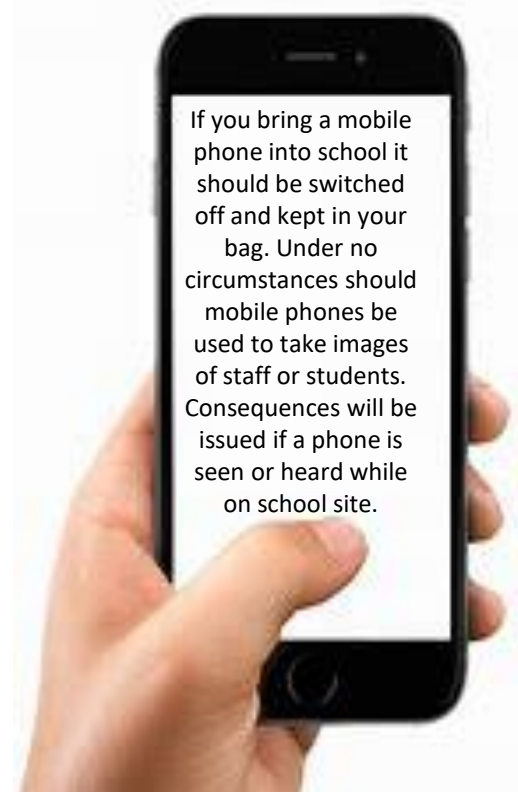
- In possession, under the influence of or dealing in illegal drugs. This also extends to alcohol and other toxic substances
- Serious physical or verbal aggression towards others
- Serious rudeness, defiance, threatening behaviour or inappropriate language towards a member of the school staff
- Anti-social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

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

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

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

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



The following items are not allowed to be brought into school:

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

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



What is bullying?

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



Bullying includes repeated:

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

Types

- Physical
- Cyber
- Verbal
- Emotional
- Prejudice based

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

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

If you are being bullied, you can expect that:

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

When you are talking about bullying, be clear about:

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



With the support of 

This **ANTI-BULLYING WEEK** we are holding

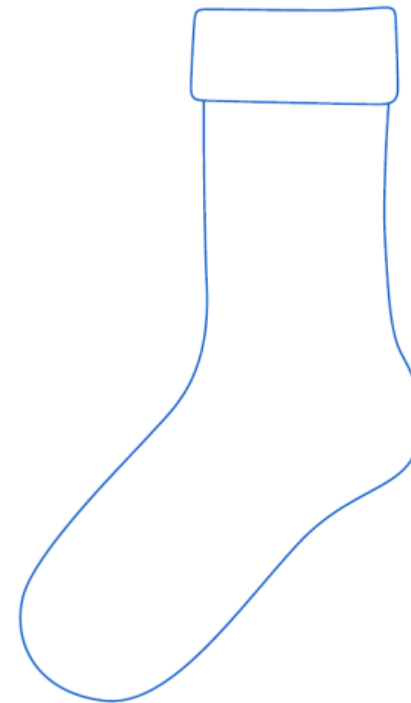
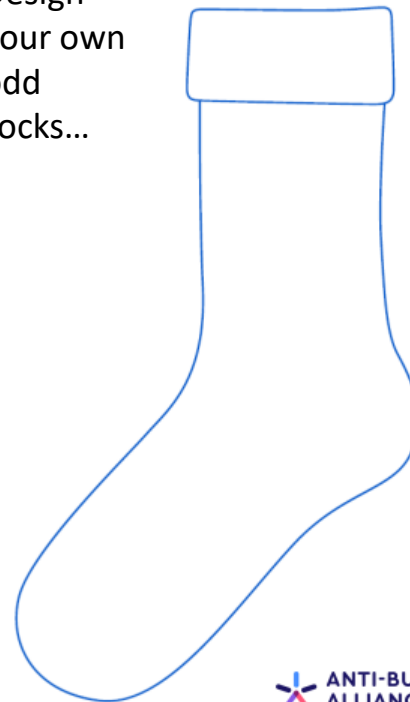
ODD SOCKS DAY on
TUESDAY 12TH NOVEMBER 2024

Odd Socks Day 

Come to school wearing your odd socks to celebrate what makes us all unique!

#OddSocksDay
#AntiBullyingWeek
#ChooseRespect

Design your own odd socks...



WHAT IS ODD SOCKS DAY?

Odd Socks Day is part of Anti-Bullying Week! To celebrate that we are all unique, we ask that you wear odd socks to work, school or wherever you go on Tuesday 12th November. Andy Day (CBeebies/CBBC) and his band Andy and the Odd Socks are partnering with the Anti-Bullying Alliance to help bring Odd Socks Day to life again this year. Have a listen to the brilliant song they have recorded especially for Anti-Bullying Week, 'Choose Respect'.

WHY IS ODD SOCKS DAY IMPORTANT?

The day sends an important message that we should all be allowed to be ourselves free from bullying and helps us celebrate Anti-Bullying Week in a fun and positive way.

WHAT DO WE NEED FROM YOU?

It's so easy! 😊 Here's what you do:

1. Make sure you wear odd socks.
2. Donate £1 (or whatever you can afford) to help the Anti-Bullying Alliance carry on important work.
3. If you want to, you can share a photo or video online and feel free to add the 'Choose Respect' audio to your posts! Don't forget to tag us using #OddSocksDay #AntiBullyingWeek and tag @ABAonline and @AndyOddSock on X. Or @AntiBullyingAlliance and @AndyandtheOddSocks on Instagram.

Tuesday
12TH
November



What is Remembrance Day?

Remembrance Day is an annual event, where we remember all the people who have lost their lives while serving in the armed forces. It's also called Armistice Day or Poppy Day.

In Britain, Remembrance Day has been a tradition since the end of the First World War. It's also celebrated in many countries across the globe. People from different backgrounds, cultures, and religions come together to honour Remembrance Day. We remember the bravery and courage of those who fought in the World Wars on Remembrance Day. But, we also commemorate all those who have served in the armed forces since, and those who are serving in the armed forces today.

When is Remembrance Day 2024?

Remembrance Day 2024 will take place on Monday 11th of November. Remembrance Day is celebrated every year on the 11th of November. This is because during WW1, the conflict ended "at the eleventh hour of the eleventh day of the eleventh month".

How is Remembrance Day commemorated in the UK?

From laying Remembrance Day poppy wreaths to watching parades, there are lots of ways that people in Britain commemorate Remembrance Day each year.

One important moment that happens every year on Remembrance Day is a two-minute silence. Held at 11:00 a.m. on the 11th November, the silence takes place across the country.

Colour in
and
reflect...

WE WILL

REMEMBER THEM





REMEMBRANCE DAY

WORD SCRAMBLE

- 1. IMiatyri _____
- 2. reyrBva _____
- 3. taeulS _____
- 4. eesrHo _____
- 5. eebarnemcRm ayD _____
- 6. luBeg _____
- 7. oriaemlM _____
- 8. uoorHn _____
- 9. rhteWa _____
- 10. ccSaierif _____

- 11. mrmeebRe _____
- 12. oypPp _____
- 13. arW _____
- 14. sCors _____
- 15. nvtEehle _____
- 16. eevomrbN _____
- 17. laeMd _____
- 18. eclSnei _____
- 19. yAmr _____
- 20. odrleSi _____



Review Point 1



	Attitude to Learning	Attitude to homework	Organisation
Outstanding because student...	<p>...always engages with activities showing resilience when challenged</p> <p>...actively seeks ways to improve work and responds effectively to feedback</p> <p>...demonstrates consistently high levels of effort and focus</p>	<p>...always demonstrates high levels of determination and motivation</p> <p>...works hard to proof read IS for spelling, punctuation and grammar (SPAG)</p> <p>...shows great pride in their presentation of homework</p>	<p>...is always on time to lessons and enters the classroom ready to learn</p> <p>...always brings correct equipment</p> <p>...always meets deadlines and is well prepared for tests, assessments and exams</p>
Good because student...	<p>...engages with activities often showing resilience when challenged</p> <p>...improves their work by responding to feedback</p> <p>...demonstrates high levels of effort and focus</p>	<p>...often demonstrates determination and motivation</p> <p>...proof reads IS for spelling, punctuation and grammar (SPAG)</p> <p>...shows pride in their presentation of homework</p>	<p>...is on time to lessons and enters the classroom ready to learn</p> <p>...brings the correct equipment</p> <p>...meets deadlines and is prepared for tests and exams</p>
Not yet good because student...	<p>...sometimes engages with learning activities but can be passive</p> <p>...responds to feedback but doesn't always work hard enough at this</p> <p>...sometimes demonstrates high levels of effort and but not consistently</p>	<p>...sometimes demonstrates determination but sometimes effort is below expectation</p> <p>...checks IS for spelling, punctuation and grammar (SPAG) but could put more effort into this</p> <p>...could take more pride in their presentation of homework</p>	<p>...does not always arrive on time and/or is not always ready to learn.</p> <p>...sometimes forgets to bring the correct equipment for learning</p> <p>...sometimes does not meet deadlines and/or is not prepared for tests and exams</p>
Urgent improvement required because student...	<p>...rarely engages with learning activities and not at the standard expected</p> <p>...rarely improves their work by responding to feedback and doesn't put enough effort into this</p> <p>...can make poor choices regarding behaviour and/or disrupts the learning of others</p>	<p>...rarely demonstrates determination and effort is often below expectation</p> <p>...makes insufficient effort to proof read for spelling, punctuation and grammar (SPAG)</p> <p>...rarely takes pride in their presentation of homework</p>	<p>...is often late to lessons and/or often enters the classroom not ready to learn</p> <p>... often lacks the correct equipment</p> <p>...often misses deadlines and/or is often unprepared for tests and exams</p>
X	Teacher is unable to comment due to student absence.	Teacher is unable to comment due to student absence.	Teacher is unable to comment due to student absence.



Subject	Attitude to Learning	Attitude to Homework	Organisation
English			
Maths			
Science			

Reflections and Goal Setting

I am proud of

.....

My first key area for development is

.....

I will do this by

.....

My second key area for development is

.....

I will do this by

.....

Student signature

Parent/Carer signature

Tutor signature



Term 2 Task 1

Question 1 Round 22360 to 1 significant figure	Question 2 Round 7712 to 1 significant figure	Question 3 Find 15% of £380	Question 4 Find 5% of £380
Question 5 Simplify $a \times a \times a$	Question 6 Simplify $z \times z \times z \times z \times z$	Question 7 Find the missing terms in the sequence $?, 18, 14, ?, 6, \dots$	Question 8 Find the missing terms in the sequence $?, 27, 24, ?, 18, \dots$
Question 9 Complete $? : 44 = 2 : 11$	Question 10 Complete $? : 14 = 5 : 2$	Question 11 Expand $6x(7 + 5x)$	Question 12 Expand $5x(5 + 3x)$
Question 13 Solve $15x + 2 = 17$	Question 14 Solve $14x + 2 = 9$	Question 15 What is the square root 25?	Question 16 What is the cube root 125?
Question 17 Complete $250 \text{ mm} = \dots \text{ cm}$	Question 18 Complete $100 \text{ mm} = \dots \text{ cm}$	Question 19 Work out $30 \times 20 =$	Question 20 Work out $80 \times 50 =$

SKILLS CHECK



Score

15



Term 2 Task 2

Question 1 Round 72042 to 2 significant figures	Question 2 Round 507 to 1 significant figure	Question 3 Find 10% of £360	Question 4 Find 5% of £660
Question 5 Simplify $y \times y \times y \times y \times y \times y \times y \times y$	Question 6 Simplify $y \times y \times y$	Question 7 Find the missing terms in the sequence $? , 25, 22, ? , 16, \dots$	Question 8 Find the missing terms in the sequence $? , 20, 18, ? , 14, \dots$
Question 9 Complete $24 : 8 = 3 : ?$	Question 10 Complete $7 : 35 = ? : 5$	Question 11 Expand $5x(3x - 7)$	Question 12 Expand $6x(11x + 2)$
Question 13 Solve $6x + 2 = 14$	Question 14 Solve $3x + 3 = 21$	Question 15 What is the square root 49?	Question 16 What is the cube root 8?
Question 17 Complete $100 \text{ mm} = \dots \text{ cm}$	Question 18 Complete $650 \text{ cm} = \dots \text{ m}$	Question 19 Work out $80 \times 90 =$	Question 20 Work out $20 \times 50 =$

SKILLS CHECK



Score



Term 2 Task 3

Question 1 Round 13938 to 2 significant figures	Question 2 Round 5749 to 2 significant figures	Question 3 Find 10% of £880	Question 4 Find 10% of £200
Question 5 Simplify $z \times z \times z \times z \times z \times z$	Question 6 Simplify $b \times b$	Question 7 Find the missing terms in the sequence $?, 14, 11, ?, 5, \dots$	Question 8 Find the missing terms in the sequence $?, 21, 17, ?, 9, \dots$
Question 9 Complete $11 : ? = 1 : 11$	Question 10 Complete $? : 33 = 7 : 11$	Question 11 Expand $2x(5 - 2x)$	Question 12 Expand $5x(5x + 7)$
Question 13 Solve $8x + 5 = 29$	Question 14 Solve $14x + 8 = 22$	Question 15 What is the 11th square number?	Question 16 What is the 2nd cube number?
Question 17 Complete $300 \text{ cm} = \dots \text{ m}$	Question 18 Complete $60 \text{ mm} = \dots \text{ cm}$	Question 19 Work out $60 \times 50 =$	Question 20 Work out $60 \times 60 =$

SKILLS CHECK



Score



Term 2 Extra practice 1

Question 1 Round 45957 to 1 significant figure	Question 2 Round 212 to 1 significant figure	Question 3 Find 5% of £160	Question 4 Find 10% of £40
Question 5 Simplify $a \times a \times a \times a \times a \times a \times a \times a$	Question 6 Simplify $y \times y \times y \times y \times y \times y$	Question 7 Find the missing terms in the sequence $?, 27, 22, ?, 12, \dots$	Question 8 Find the missing terms in the sequence $?, 15, 11, ?, 3, \dots$
Question 9 Complete $4 : 8 = 1 : ?$	Question 10 Complete $? : 33 = 1 : 11$	Question 11 Expand $3x(11x - 13)$	Question 12 Expand $5x(7 - 5x)$
Question 13 Solve $14x + 2 = 44$	Question 14 Solve $11x + 5 = 27$	Question 15 What is the square root 100?	Question 16 What is the 2nd cube number?
Question 17 Complete $12.5 \text{ m} = \dots \text{ cm}$	Question 18 Complete $10000 \text{ m} = \dots \text{ km}$	Question 19 Work out $70 \times 50 =$	Question 20 Work out $60 \times 70 =$

SKILLS CHECK



Score



Term 2 Extra practice 2

Question 1 Round 235458 to 2 significant figures	Question 2 Round 501674 to 1 significant figure	Question 3 Find 15% of £380	Question 4 Find 5% of £200
Question 5 Simplify $a \times a \times a \times a \times a \times a \times a \times a \times a$	Question 6 Simplify $b \times b \times b \times b \times b$	Question 7 Find the missing terms in the sequence $?, 36, 34, ?, 30, \dots$	Question 8 Find the missing terms in the sequence $?, 29, 26, ?, 20, \dots$
Question 9 Complete $? : 12 = 2 : 3$	Question 10 Complete $18 : 9 = ? : 1$	Question 11 Expand $3x(2x - 1)$	Question 12 Expand $3x(7 - 5x)$
Question 13 Solve $10x + 4 = 64$	Question 14 Solve $11x + 2 = 35$	Question 15 What is the cube root 216?	Question 16 What is the cube root 8?
Question 17 Complete 40 mm =cm	Question 18 Complete 60 mm =cm	Question 19 Work out $20 \times 300 =$	Question 20 Work out $60 \times 50 =$

SKILLS CHECK

Score



Term 2 Extra practice 3

Question 1 Round 1850 to 1 significant figure	Question 2 Round 964551 to 1 significant figure	Question 3 Find 5% of £840	Question 4 Find 10% of £460
Question 5 Simplify $b \times b \times b \times b \times b \times b \times b \times b \times b$	Question 6 Simplify $c \times c$	Question 7 Find the missing terms in the sequence $?, 31, 28, ?, 22, \dots$	Question 8 Find the missing terms in the sequence $?, 12, 7, ?, -3, \dots$
Question 9 Complete $? : 33 = 1 : 11$	Question 10 Complete $25 : 35 = 5 : ?$	Question 11 Expand $5x(7 + 5x)$	Question 12 Expand $2x(2x - 1)$
Question 13 Solve $5x + 2 = 32$	Question 14 Solve $7x + 6 = 20$	Question 15 What is the cube root 64?	Question 16 What is the square root 16?
Question 17 Complete $26.6 \text{ m} = \dots \text{ cm}$	Question 18 Complete $3.3 \text{ m} = \dots \text{ cm}$	Question 19 Work out $70 \times 80 =$	Question 20 Work out $30 \times 30 =$

SKILLS CHECK



Score

20





Task 1

Current reading book:

Date:

Pages read:

What is currently happening?

Task 2

Read this paragraph, which has been taken from the novel, *Private Peaceful*. Using your green pen, correct the SPaG errors. This includes full stops, capital letters, commas and spelling errors.

I am back in the barn agan I'm not a coward but I think I might be I'm so afriad of what's going to hapen I feel the fear coming over me in waves growing stronger and stronger as I lie here lisening to the night sounds outside I think of Charile I think of Big Joe and I think of Moly I cannot stop myself from thinking of them of all that has happend of all that could have been and all that still might be I wonder if they're thinking of me too wherever they are the nights are the hardest it's when the memoreis come rushing back and I can't push them away I see Charlies smile hear Big Joe's singing and feel Molly's hand in mine I wish I could go back back to when everything was simple back to when we were all together but the past is gone and all that's left is now I must be brave even tho my heart feels heavy with fear and the wait of everything we've lost

Reminders:

- Start of a sentence: capitalise the first word of every sentence.
- Use a full stop to indicate the end of a statement and start the next sentence with a capital letter.
- Use a comma when joining two sentences with "but," or "or." Example: *She was late, but she finished the work.*
- After intro. words: use a comma after a word or phrase at the beginning of a sentence. Example: *After school, we played football.*
- Extra information: use commas to add extra details that aren't necessary for the sentence to make sense. Example: *My brother, who is 10, loves football.*



Task 3

Current reading book:

Date:

Pages read:

What is currently happening?

Task 4

Read the speech below. This speech was delivered by a superior officer to young men who had just signed up to the Army. **What DAFORESTI techniques can you identify? Highlight and label them.**

“Right, you filthy lot! Listen up and listen well because I won’t be repeating myself. From now on, you are no longer boys—you are soldiers! And soldiers obey orders without question, without hesitation. Do you understand me? When I give you an order, I expect it to be carried out immediately and without any backchat. The battlefield is no place for weakness, and it’s certainly no place for cowardice. Out there, hesitation means death. You’ll be facing the enemy soon enough and let me tell you something—Jerry’s not going to wait for you to pluck up the courage to fight.

You think this is tough? This is nothing! This is just training, lads. When you get out there, you’ll be in the mud, in the cold, with bullets whizzing past your heads. And if you don’t do as you’re told, if you don’t follow orders to the letter, you’re dead. Simple as that. You’ll be blown to bits, or worse, you’ll get your mates killed. Do I make myself clear?

You’re no longer individuals. You’re part of a unit. One weak link, and the whole chain breaks. So, get rid of any ideas of glory or heroism—this is war, and it’s ugly. You’ll fight, you’ll bleed, and some of you won’t make it back. But you’ll do it because you’re soldiers now. You’ll do it for King and country. And if you don’t—well, God help you.”



Task 5

Current reading book:

Date:

Pages read:

What is currently happening?

Task 6

Below is a list of metaphors. What are they suggesting? Aim to complete at least **five** from the list.

1. **Time is a thief** – suggesting that time takes away moments, just as a thief steals.
2. **The world is a stage** – implying that life is like a performance, and we are all actors playing roles.
3. **His heart was a stone** –
4. **Her smile was sunshine** –
5. **The classroom was a zoo** –
6. **The city is a jungle** –
7. **The wind was a howling wolf** –
8. **Life is a rollercoaster** –
9. **He's a walking dictionary** –
10. **Her voice was music to my ears** –



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.*

100 Colorful Words to Use in Place of "Said"

Rhyme
Rhyming words occur very often in poems, sometimes in patterns.

Onomatopoeia
When a word imitates the sound it makes (e.g. BANG, SPLASH)

Rhymen
The flow of a poem, after expected by the punctuation and shape of a poem.

POETIC

TECHNIQUES

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

Metaphors
Identifies something as being the same as something else.

Repetition
When words and phrases are repeated multiple times.

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

admitted
advised
agreed
assured
avowed



began
bragged
chatted
cheered
commented
convinced
crowded
exclaimed
gushed
instructed

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



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

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



Fiction...

LITERARY DEVICE	DEFINITION	EXAMPLE
Simile	A comparison using "like" or "as"	Her eyes were like shining stars
Metaphor	A comparison without using "like" or "as"	Life is a journey
Personification	Giving human qualities to non-human things	The wind whispered through the trees
Hyperbole	An exaggeration for emphasis	I've told you a million times
Alliteration	Repetition of the same sound at the beginning of words	Peter Piper picked a peck of pickled peppers
Onomatopoeia	Words that sound like what they mean	Buzz, hiss, sizzle
Irony	A contrast between what is expected and what actually happens	A fire station burning down
Foreshadowing	Hinting at what will happen later in the story	The ominous music in a horror movie
Symbolism	Using objects or actions to represent ideas or qualities	A dove as a symbol of peace
Imagery	Descriptive language that creates a picture in the reader's mind	The sun set over the ocean, painting the sky with shades of orange and pink

Non-fiction...

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





Conjunctions

Addition

Further
Also
Too
Besides
Finally
Last
Additionally
In addition
Then

Summary

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

Place

There
Here
In the back
Adjacent to
Next to
Nearby
Beyond
Opposite to
At that point

Example

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

Comparison

Equally
A similar ...
Likewise
Similarly
Comparable
As with
Another ... like
In the same way

Time

Meanwhile
Finally
At last
Presently
Currently
In the past
In the meantime
Eventually
Immediately

PUNCTUATION

QUESTION MARK

?

Use at the end of a sentence when asking a question.

EXCLAMATION MARK

!

Use at the end of a sentence to express a strong feeling.

PERIOD

.

Use at the end of a sentence.

COLON

:

Use to introduce a list or a definition.

APOSTROPHE

'

Use in contractions and to show when something belongs to someone.

PARENTHESIS

()

Use to add extra information to a sentence without taking away from the idea.

HYPHEN

-

Use to join separate words to make one word.

COMMA

,

Use to separate parts in a sentence or in a list.

QUOTATIONS

" "

Use around words that are spoken.

ELLIPSIS

...

Use to show suspense or that someone is thinking.

THERE

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

THEIR

(Shows ownership)
Their cat is the sweetest.

THEY'RE

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

Verbs to sharpen your analysis

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





1. Key Vocabulary

Propaganda Information that is biased or misleading and used to promote a political cause or point of view.

Conscription Compulsory enrolment for a state service, typically the armed forces.

Cowardice Excessive fear that prevents an individual from taking risks or facing danger.

Patriotism The feeling of loving your country and being proud of it. Will protect your country.

Desertion The act of leaving the armed forces without permission.

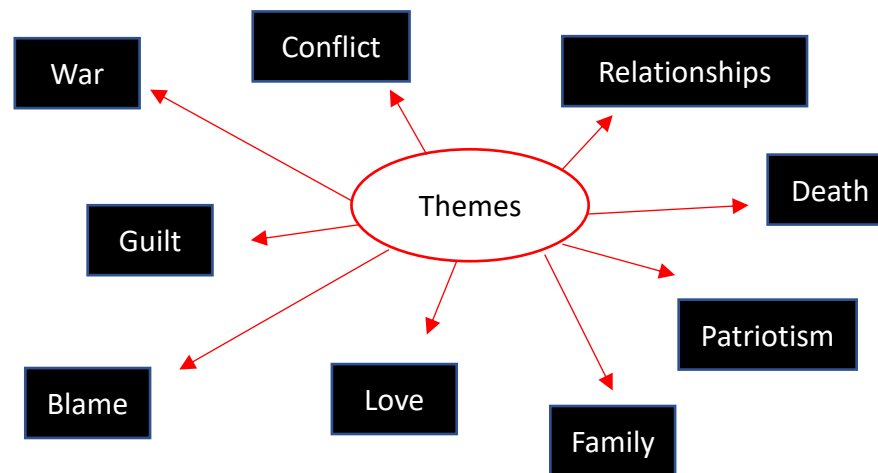
Court Martial A judicial court for trying soldiers of the armed forces accused of offences against military law.

Enlistment Voluntary action of joining the armed forces.

Mustard gas A poisonous gas used by the Germans in trench warfare against the British. Caused blindness, choking and breathing problems. In severe cases, caused death.



2. Themes



3. Contextual Knowledge

- Dates of World War 1: 1914 – 1918
- By the end of 1914 1,186,337 men had enlisted.
- Men were encouraged to join up with their friends as a way to recruit more soldiers.
- In 1916 a law was passed to say men had to join whether they wanted to or not. This was called conscription.
- During World War 1, nearly 300 British Army soldiers were executed by firing squad for desertion and cowardice. Many of the men were suffering from shell shock, and in 2006 they were granted pardons.

Recommended Reading – War Stories

- War Horse* – Michael Morpurgo
- Eleven Eleven* – Paul Dowswell
- The Button War* - AVI
- Wave* – Paul Dowswell
- Poppy* – Mary Hooper

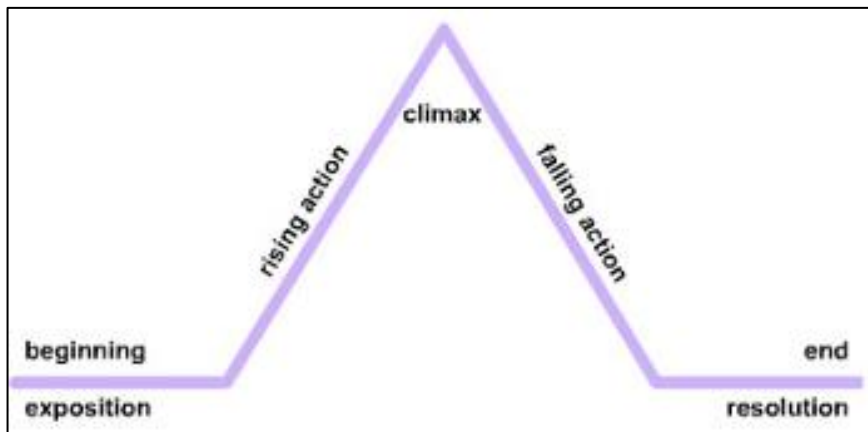




4. Plot Summary

- The story of Private Peaceful follows the life events of Tommo (Thomas) Peaceful.
- Tommo has two older brothers who he loves dearly. He is haunted by an event from his past and he relives this memory and feels immense guilt.
- Thomas meets Molly on his first day of school and, together with his brother Charlie, they have many childhood adventures together, including confronting their great-aunt, known as 'Wolfwoman' to them, and being one of the first few people to have ever seen an aeroplane.
- However, as time goes on, Tommo begins to feel isolated by the growing connection between Molly and Charlie.
- Soon, World War I arises, and Charlie and Thomas are enlisted to fight in the war. He goes on to relive stories of his wartime experience, talking about the difficulties they endured under Sergeant Hanley and the fear that became instilled in them.
- Throughout this time, it was Charlie who protected Tommo from the brunt of the war

5. Structure

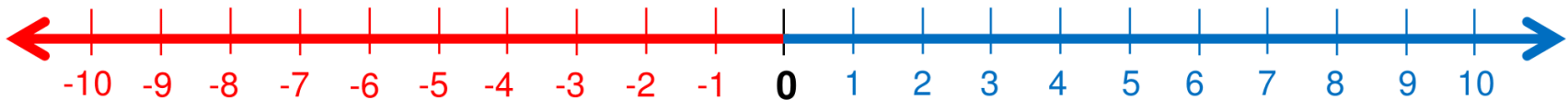


6. Characters

Characters	
Tommo	Tommo narrates the story. He is the younger brother of Charlie and Joe. Tommo feels guilty over the death of his father.
Charlie	Charlie protects Tommo at school and is Tommo's hero.
Big Joe	Big Joe is the eldest of the three boys and is mentally disabled. He likes looking after animals.
Molly	Charlie and Tommo's best friend. They both fall in love with her.
Mother	Following the death of her husband, raises her sons on her own. A kind woman.
Grandma Wolf	A relative who looks after the boys whilst mother is working. She is cruel, especially to Big Joe.
The Colonel	Owens the manor house and the surrounding land. Many villagers work for him.
Hanley	A cruel Sergeant who bullies the soldiers.
Wilkes	A kind Captain who improves the moral of the soldiers and tries to protect Charlie and Tommo.

Enrichment Opportunities

- Imagine you are a soldier in the trenches and write a letter home. Describe your experiences using the senses to create vivid descriptions.
- Search Simon Mole on YouTube and write a poem inspired by WW1.



Multiplication Table Grid 1-12

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

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:

- Calculate the area of triangles and parallelograms
- Calculate the volume of cubes and cuboids
- Calculate the surface area of cuboids
- Draw plans and elevations
- Sketch nets
- Convert between different measures for area, volume and capacity.

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

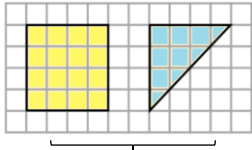
Face: any of the flat surfaces of a solid object

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

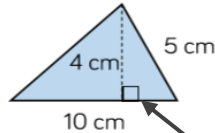
G4.1 Area of triangles M610 Right-angled triangles

Area can be calculated by counting squares.



The height of a right-angled triangle

Perpendicular heights



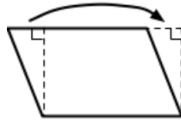
The perpendicular height meets the base at 90°

Notice the relationship between the square and the triangle.

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

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

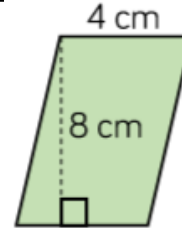
G4.2 Area of parallelograms M291



Parallelogram = Base \times Perpendicular height

Properties of parallelograms

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

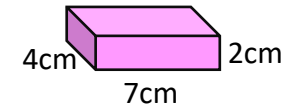


Area = $4 \times 8 = 32\text{cm}^2$

G4.3 Volume of cuboids M765

Counting cubes OR Inputting measures into formula

Volume of cuboid = length \times width \times height

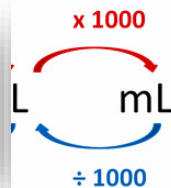
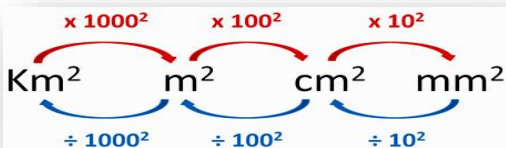


Volume = $4 \times 7 \times 2 = 56\text{cm}^3$

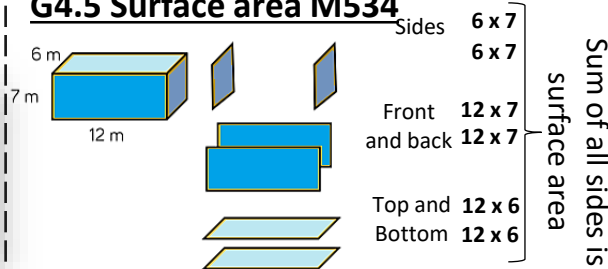
Properties of cuboids

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

G4.6 Measures M465, M728, M761



G4.5 Surface area M534



Sum of all sides is surface area

Enrichment Opportunities





D2 Statistics

What do I need to be able to do?

- By the end of this unit you should be able to:
- Draw and interpret stem and leaf diagrams
 - Represent and interpret data in a table including grouped quantitative data
 - Find and interpret the averages and range
 - Draw scatter graphs and describe correlation

Keywords

- Discrete Data:** numerical data that can only take set values
- Continuous Data:** numerical data that has an infinite number of values (often seen with height, distance, time)
- Spread:** the distance/ how spread out/ variation of data - (Use the range)
- Average:** a measure of central tendency – or the typical value of all the data together - (Mode, median and mean)
- Proportion:** numerical relationship that compares two things
- Correlation:** Describes a relationship between two variables

Stem and leaf (M684)

0	7 9
1	4 5 6 8 8
2	1 3
3	0

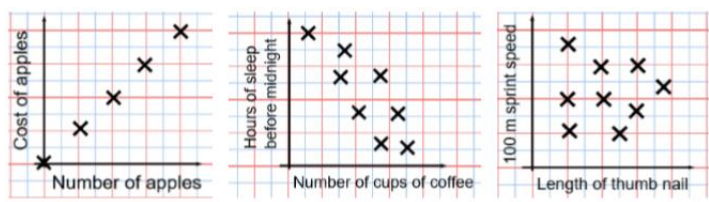
Key: 1|4
Means 14 years old

A way to represent data and use to find averages

This stem and leaf diagram shows the age of people in a line at the supermarket.

Stem and leaf diagrams:
Must include a _____
The information in the diagram should be _____

Linear Correlation (M596)



Correlation

Correlation

Correlation

Enrichment Opportunities

Check out these random correlations!



Draw and interpret a scatter graph (M769)

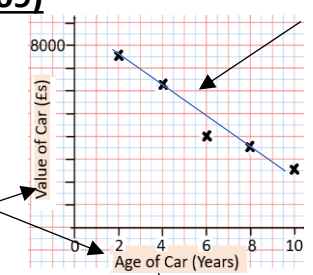
Age of Car (Years)	2	4	6	8	10
Value of Car (£s)	7500	6250	4000	3500	2500

- This data may not be given in size order
- The data forms information pairs for the scatter graph
- Not all data has a relationship

The link between the data can be explained verbally

"This scatter graph show as the age of a car increases the value decreases"

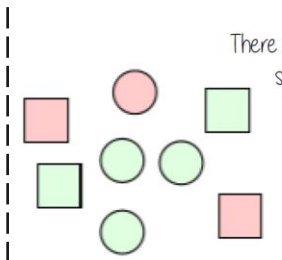
All axes should be labelled



The axis should fit all the values on and be equally spread out

Draw a line of best fit. Use it to make estimates within the data range. **Do not** draw beyond smallest and largest point

Two way tables (M899)



There are 2 green squares

There are 5 green shapes

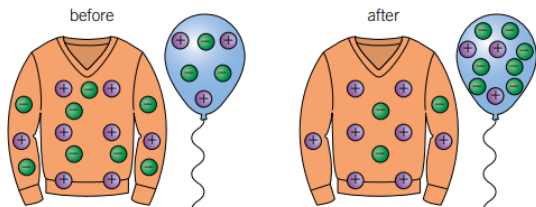
	Squares	Circles	Total
Green	2	3	5
Red	2	1	3
Total	4	4	8

What fraction of the shapes are green squares?

There are 8 items in total

Charging up

Static electricity: by rubbing **insulators** together **electrons** are transferred, which gives the objects magnetic charges.



Like charges **repel**, and opposite charges **attract**.

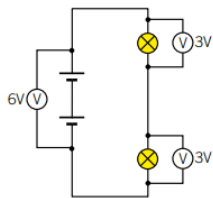
Charged objects have **electric fields** around them. These lines show how a positive charge will act.

Series and parallel circuits

In a series circuit all of the components are connected in one loop. If one component or wire breaks, **current** stops flowing everywhere.

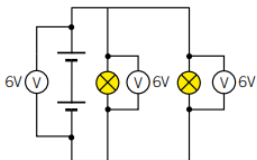
Series circuits

- contain only one loop
- the current is the same everywhere
- the **potential difference** across each component adds up to the potential difference across the battery



Parallel circuits

- contain multiple branches
- currents in all the branches add up to make the total current
- the potential difference across each component is the same as the potential difference across the battery



Resistance

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

conductors – low resistance

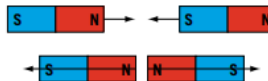
insulators – high resistance

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

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

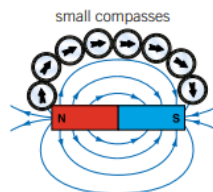
Magnets

- **Magnets** have north and south poles.
- Opposite poles attract, and the same poles repel:



Magnetic fields

- A magnet has a field around it.
- You can see the field around a bar magnet with a small compass or iron filings.
- If the lines are close together the field is stronger.



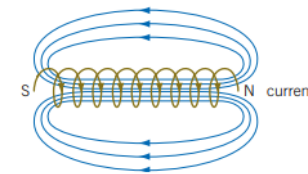
- The Earth has a magnetic field, which acts like a big bar magnet, with the south pole at the top of the planet.

Electromagnets

- **Electromagnets** are only magnetic when they have a flow of current, so they can be turned off.
- They are made by running a current through a coil of wire.
- They usually have an iron core in the middle of the coil, which makes them stronger.

You can make an electromagnet stronger by:

- adding more turns of wire on the coil
- using more current.



Uses of electromagnets

- moving cars or other metal objects
- sorting iron and steel from aluminium
- making motors and speakers
- making levitating trains, which travel much faster as there is no friction

How motors work

Applying a current to a coil of wire makes it electromagnetic.

This causes a force between the coil of wire and the permanent magnet nearby, driving a motor.

Circuits and currents

- Current is the amount of charge flowing per second.
- It is measured with an **ammeter** (connected in series).
- The unit for current is the **amp (A)**.

Potential difference

- Potential difference is the amount of energy transferred by the charges in the circuit.
- It is measured with a **voltmeter** (connected in parallel). The unit is the **volt (V)**.

Enrichment Opportunities

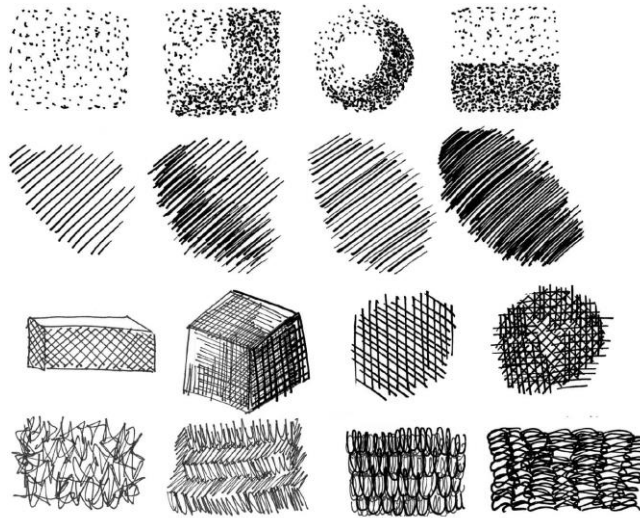
Static electricity practicals: <https://www.youtube.com/watch?v=ViZNgU-Yt-Y>

BBC Bitesize: <https://www.bbc.co.uk/bitesize/topics/zgy39j6> and <https://www.bbc.co.uk/bitesize/topics/zrvbkqj>

Seneca learning: <https://senecalarning.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:

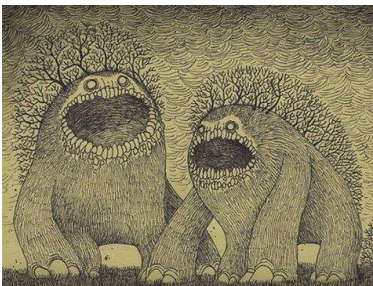
Biro, ink or writing pens can be used to draw with. They can be used to make dots, dashed, lines, marks and textures, this is called mark making. Italian artist Paride Bertolin uses ball point pens to create his creatures, layering cross hatching to show texture and detail (below).



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.

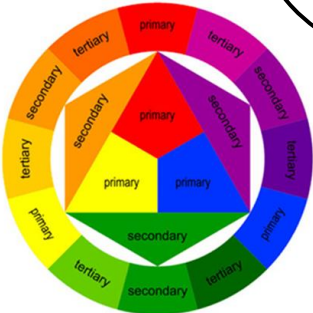
Harmonious Colours -These appear next to each other on the colour wheel.

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

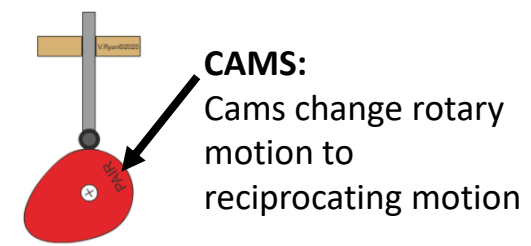
Name of tool	Picture	What the tool is used for
Tenon Saw		Cuts accurate straight lines in small pieces of wood and provides a smooth cut.
Chisel		Chisels are used to cut away and shape wood.
Bench Hook		Holds the material when cutting straight lines.
Disc Sander		This machine smooths surfaces and removes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



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



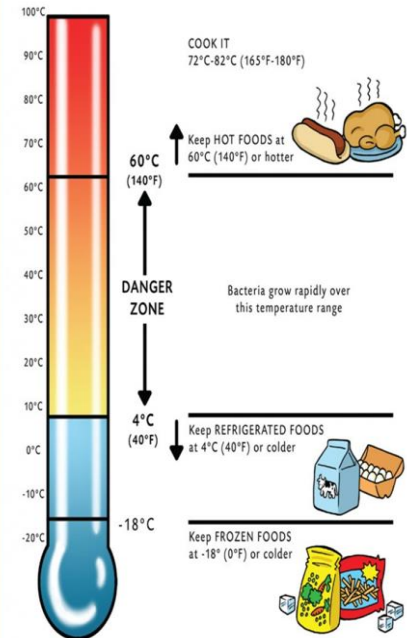
- If colour-coded boards and knives are not available, avoid using the same knife or chopping board for raw meat and then ready-to-eat foods unless they are cleaned thoroughly between uses.



Key Words:

1. Festival
2. Street Food
3. Cuisine
4. Multi-cultural
5. Food Miles
6. Fair Trade
7. Origin
8. High risk food
9. Hazard
10. 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 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

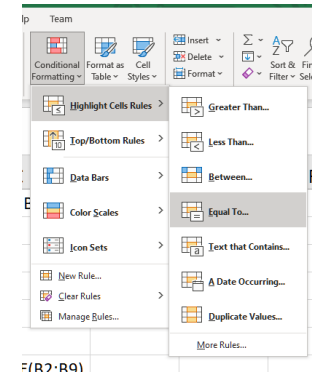


The best software to model facts and figures is Microsoft Excel

Function	Formula	Example
To add up the total	=SUM(cell range)	=SUM(B2:B9)
To add individual items	=Value1 + Value 2	=B2+C2
Subtract	=Value1 - Value 2	=B2-C2
Multiply	=Value1 * Value	=B2*C2
Divide	=Value1 / Value2	=B2/C2
To the power of	=Value1 ^ Value2	=B2^C2
Average	=AVERAGE(cell range)	=AVERAGE(B2:B9)
Median	=MEDIAN(cell range)	=MEDIAN(B2:B9)
Max	=MAX(cell range)	=MAX(B2:B9)
Min	=MIN(cell range)	=MIN(B2:B9)
Count all cells	=COUNT(cell range)	=COUNT(B2:B9)
Count cells based on a criteria (more than 5)	=COUNTIF(range, criteria)	=COUNTIF(B2:B9,">5")
Conditional IF statement	=IF(condition, if true, if false)	=IF(B2 > 5,"Greater","Lesser")

Conditional Formatting

If you want the colour of the cell or text to change colour depending on what is in that cell you can use Conditional Formatting to change it based on the value in the cell.



	A	B	C	D	E	F	G
1	City	Jan	Feb	Mar	Apr	May	Jun
2	Barstow	80	84	84	97	95	98
3	California City	78	86	84	96	98	102
4	Cinco	83	86	86	97	95	103
5	Hesperia	78	85	87	98	97	102
6	Lancaster	78	85	86	99	95	101
7	Mojave	82	85	86	98	96	99
8	Palmdale	81	84	85	97	95	101
9	Ridgecrest	81	87	87	97	96	98
10	Rosamond	82	86	88	99	97	101
11	Santa Clarita	79	85	87	95	96	108

Absolute cell references

When a formula contains an absolute reference, no matter which cell the formula occupies the cell reference does not change: if you copy or move the formula, it refers to the same cell as it did in its original location. In an absolute reference, each part of the reference (the letter that refers to the row and the number that refers to the column) is preceded by a "\$" – for example, \$A\$1 is an absolute reference to cell A1. Wherever the formula is copied or moved, it always refers to cell A1.

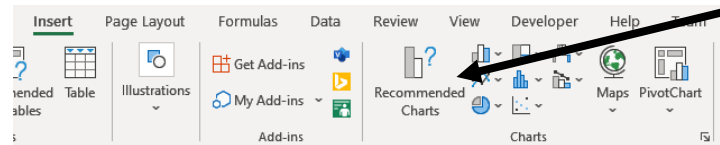
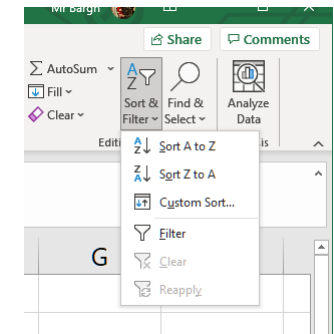
Price	Quantity	Total Price
\$ 19.96	5	=5*\$D\$6*\$E\$6
\$ 32.48	3	\$ 97.44
\$ 19.97	7	\$ 139.79
\$ 4.99	10	\$ 49.90
\$ 29.97	9	\$ 269.73

Absolute reference

Filtering/Sorting

Filtering = Temporarily removing specific data to narrow a search for specific data

Sorting = Changing the order of the data from largest to smallest or vice-versa



Creating a chart

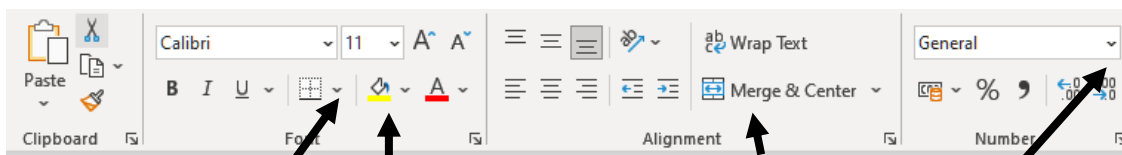
Highlight the data you want to create a graph from. Click INSERT tab Recommended charts. Choose a chart you would like to create.

Autofill

Click the corner of the cell and drag vertically or horizontally to duplicate a cell.



Formatting



Borders

Fill

Merge and Center Text

Change the data types (Currency etc.)

Enrichment Opportunities

<https://support.microsoft.com/en-us/office/excel-video-training-9bc05390-e94c-46af-a5b3-d7c22f6990bb>

History

In the United Kingdom, the word "Pantomime" means a lively and fun form of entertainment, generally performed during the Christmas season. The origins of British Pantomime or "Panto" as it is known date back to Roman times and were based on Italian street theatre performances called Commedia Dell'arte. Pantomime has become a thriving business in this country. Large theatres compete for the subjects and "star" names that will attract full houses, and the pantomime can often run for six to eight weeks. The performance style uses big and bold characters with exaggerated acting and features slapstick, audience interaction and music, song and dance.

Key Terms

Stock Characters - A collection of characters with specific physical traits that appear in Pantomime 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

Audience Participation - Where the performers on stage involve the audience, this could be as a whole or individual audience members.

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	<ul style="list-style-type: none">• Can use drama techniques such as:• Stock characters• Slapstick comedy• Cross cutting• Audience interaction• Marking the Moment• Stage fighting• Conscience Corridor

Extension and Further Info

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

Stock Characters

Hero

A strong and brave main character who usually wins against evil and saves the day. This character would traditionally be a male role but many Pantomimes are now not sticking to such confines.

Love Interest

The love interest is a character that the Hero falls in love with. Traditionally will be a female character but this is often flipped and experimented with in modern productions.

Sidekick

Often a comic character that is friends with either the Hero or the Love Interest. They can often help good defeat evil and will often be secretly in love with the love interest.

Pantomime Dame

The Pantomime Dame is a comic character that is often played by a male identifying actor dressing as a woman. This character often interacts with the audience and can often tell rude or bawdy jokes.

Evil Villain

The Evil Villain keeps the plot moving along and creates a reason for the Hero and Love Interest to save the day. They can be serious or comical and are defeated at the end of the production.





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 celebration. 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 savoury 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 special 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:

Aging population occurs when the average age of a population is getting older.

Birth rate number of births in a year per 1,000 population.

Census the process of obtaining information from every member of a population.

Death rate number of deaths in a year per 1,000 population.

Demographics the statistics of a population e.g. age, income, education.

Demographic transition model the transition of high birth rates and death rates to low birth rates and death rates that occurs as part of the economic development of a country from a pre-industrial to a post-industrial economy.

Densely an area with lots of people living in it

Dependency ratio the ratio of people who rely on working-age people (under 15 years old and above 65 years old).

Distribution the spatial pattern of something over an area or volume.

Life expectancy the average number of years a person is expected to live.

Policy a plan of action adopted by a individual or a social groups.

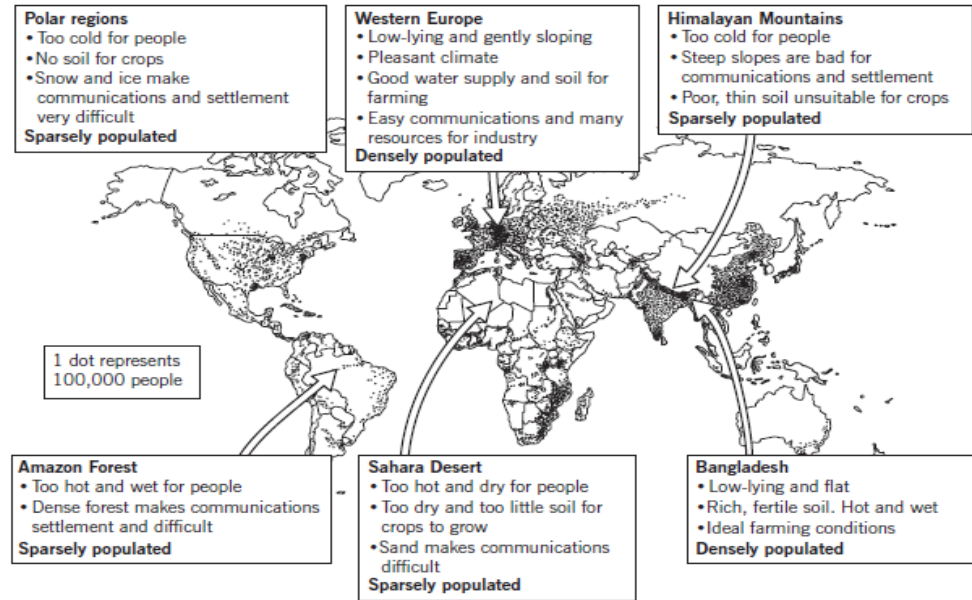
Population a group of people within an area.

Population pyramid a bar graph showing the population divided into males and females in different age groups.

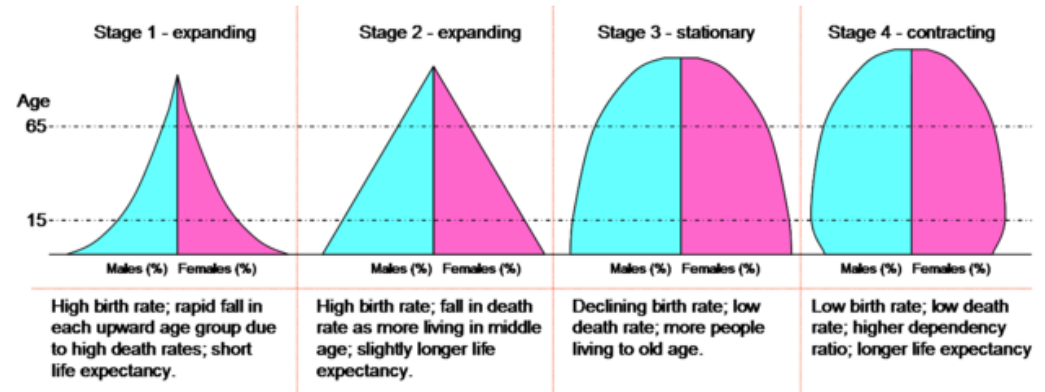
Sparsely an area that has a few people living in it.

Topic objective: To investigate how populations of different countries are changing over time and how they can be managed.

Reasons for sparse and dense populations



Population pyramids



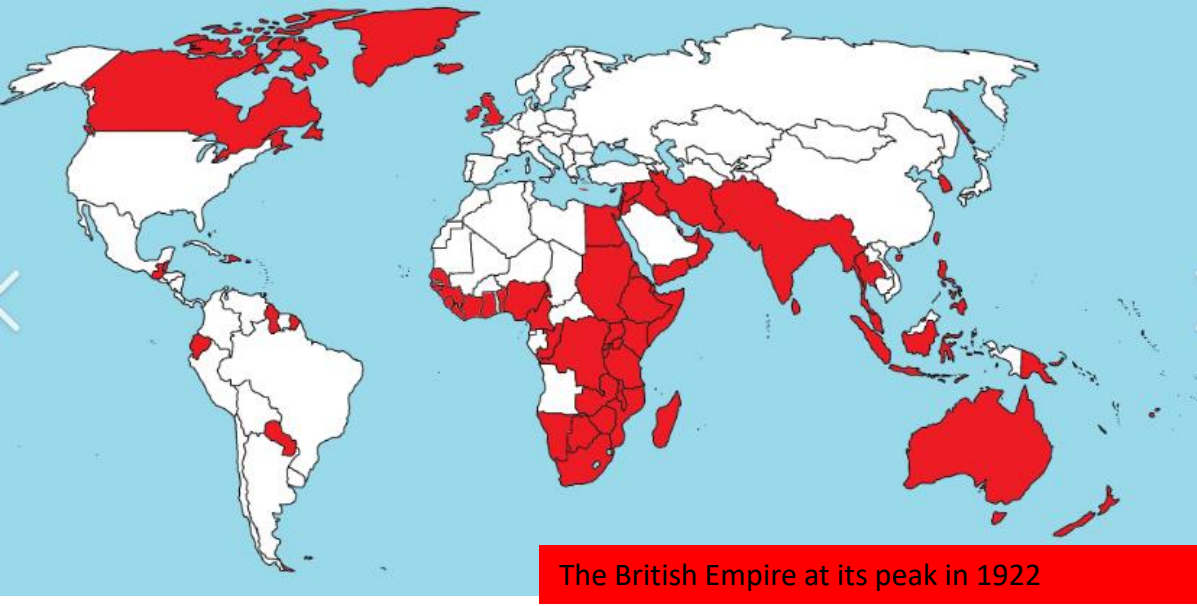
Enrichment Opportunities

China's one child policy was an extreme method of reducing population. Write a recommendation to the Chinese government to suggest another method that is less drastic and harmful to society.



2.1 What was the British Empire?

The British Empire is a term used to describe all the places around the world that were once ruled by Britain. Built over many years, it grew to include large areas of North America, Australia, New Zealand, Asia and Africa, as well as small parts of Central and South America, too.



The British Empire at its peak in 1922

2.3 The Slave Trade Triangle



2.2 Dates

1562	First British ship transports enslaved people to the Americas
1600	Formation of the East India Company
1607	First colony in the New World (America) established
1655	Capture of Jamaica
1660	Founding of the Royal African Company
1783	Loss of American Colonies
1807	Slave trade abolished
1833	Ownership of slaves abolished in British colonies
1865	Slavery abolished in the USA

2.4 Key Words



Empire	A group of countries or states that are ruled by a single monarch or emperor
Colony	An area of land settled by and under the control of people from the same country.
Colonise	To take over another country, often by force, and send groups of people to live in and control it.
New World	A name given to the Americas during the colonisation by Europeans in the C16th
Transatlantic Slave Trade	The forced movement of 12-15 million Africans between the 16 th and 19 th centuries from Africa to the Americas
The thirteen colonies	The British colonies established in America between 1607-1732
Enslaved	Made into a slave
Middle Passage	Journey from Africa to the Caribbean made by slaves in ships
Plantation	A large farm estate where one main crop is grown
Abolition	Banning or getting rid of something

2Unit diagrams

A. Map showing West African Kingdom of Benin and Songhai Empire

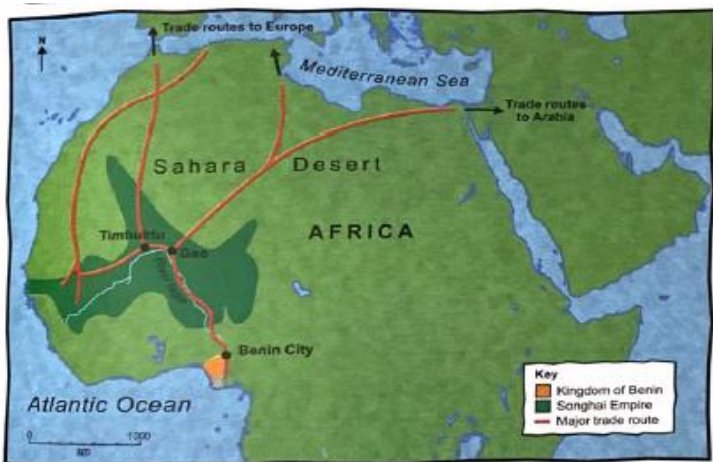


Figure 4.4: A map showing the location of the Kingdom of Benin and the Songhai Empire c.1500. The map also shows major trade routes at that time.

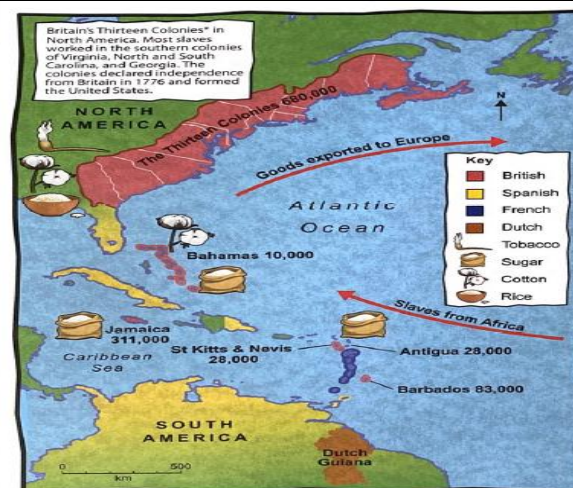


Figure 4.2: Slavery in Britain's American and West Indian colonies around the year 1750. The map shows the approximate total number of slaves imported into each colony, and the main crops that were grown in each area.

B. The Extent of British involvement in the Slave trade



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

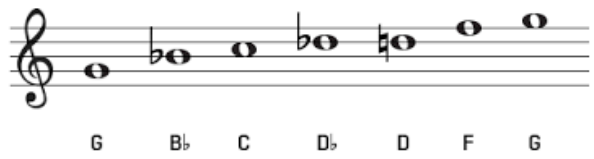
- Improvisation** – where music is created and performed on the spot. In blues music the blues scale is used to do this.
- 12 Bar Blues** – the structure of blues music, typically 12 bars with 4 beats in each of them. Chords I, IV and V are placed in a certain order.
- Extension chords** – Added notes 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



12 Bar Blues

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

Blues Scale



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>

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

Composition

Stretch

- 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

Performing

Stretch

- 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

Evaluating

Stretch

- 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

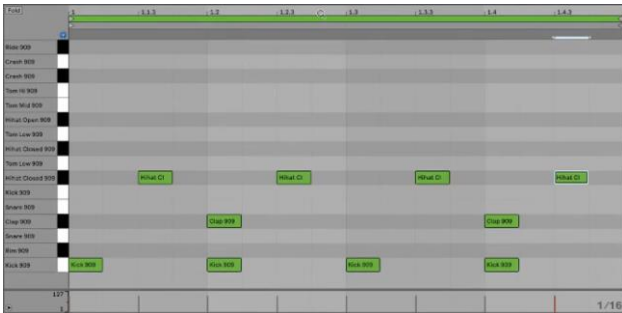
- Can identify What Went Well in your own and others work
- Can use the correct terminology for Pitch, Tempo and Dynamics when evaluating work
- Can identify how to improve your work

MUSIC TECHNOLOGY

ABLETON LIVE is a Digital Audio Workstation or **DAW** and **MIDI** (Musical Instrument Digital Interface) sequencing software available on both PCs and MACs. Combined with hardware such as keyboards, launch pads and microphones the software is used to create music.

LIVE is not only a compositional tool but also a performance tool. It can be played, just like a musical instrument. During this project you are going to learn how to compose a piece of music using **Samples** and **looping**.

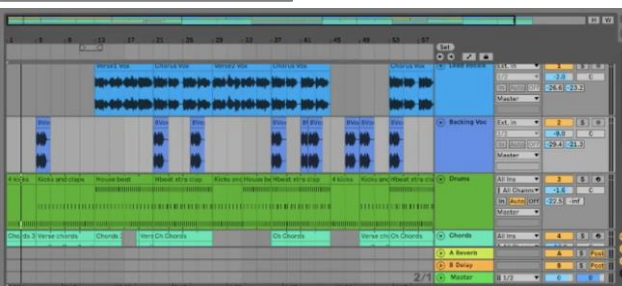
Drum Sequencing



Chord Sequencing



Arrangement View



Session View



▶ Play ■ Stop ● Record

Audio	A sound or music that has been recorded with a microphone
MIDI	Sounds that have been created by a musical instrument plugged into a computer
Samples	Small sections of Audio
Looping	When a sample is repeated

Extension and Further Info

- <https://learningsynths.ableton.com/>
- <https://www.ableton.com/en/blog/loop/>

MAD T-SHIRT

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





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