Maidenhill School Knowledge Organiser

Year 8 – Term 3

Be kind, Aspire, Persevere, Achieve

Name:	Tutor:

Planner - Term 3

Week 2	Notes
Monday 6th January	INSET DAY
Tuesday 7th January	
Wednesday 8th January	
Thursday 9th January	
Friday 10th January	

Week 1	Notes
Monday 13th January	
Tuesday 14th January	
Wednesday 15th January	
Thursday 16th January	
Friday 17th January	HPV vaccinations

Week 2	Notes
Monday 20th January	
Tuesday 21st January	
Wednesday 22nd January	
Thursday 23rd January	
Friday 24th January	

Week 1	Notes
Monday 27th January	
Tuesday 28th January	
Wednesday 29th January	
Thursday 30th January	
Friday 31st January	

Planner – Term 3

Planner – Term 3

Week 2	Notes
Monday 3rd February	
Tuesday 4th February	
Wednesday 5th February	
Thursday 6th February	
Friday 7th February	
Week 1	**Notes**
Monday 10th February	Lesson 1 and 2 – Y8 Football Intercommunity
Tuesday 11th February	Y8 Parents' Evening 4 – 6.30pm
Wednesday 12th February	
Thursday 13th February	
Friday 14th February	

Notes…

Planner – Term 3

Self-certification / Out of lessons

Self-certification

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

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

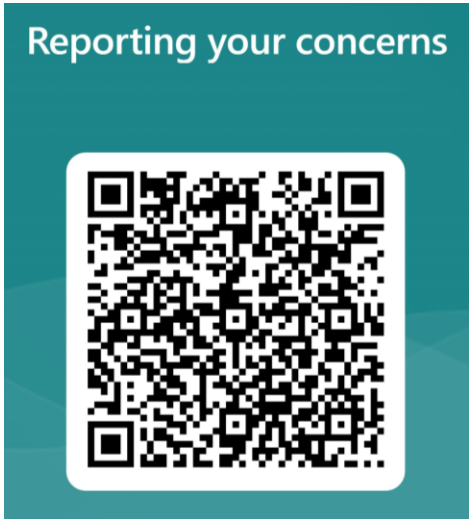
Date	Time	Student signature

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

Student out of lesson record

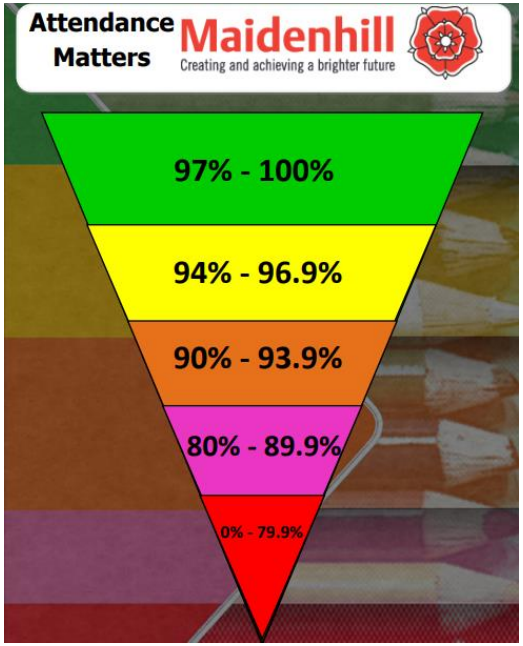
Date and time	Reason	Staff signature

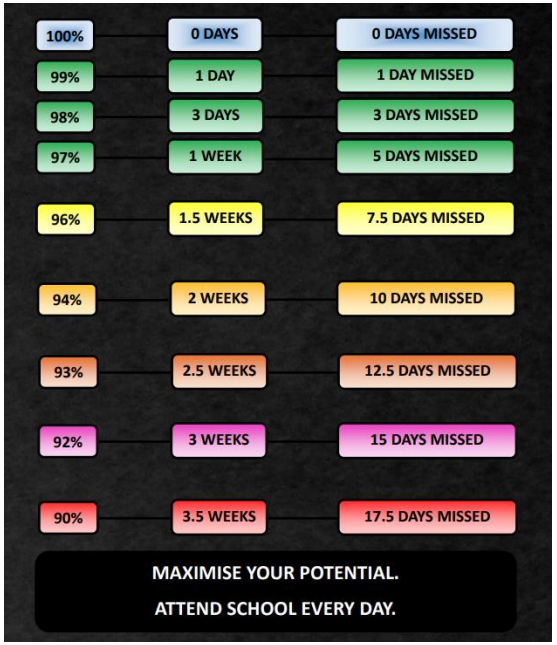
Have a problem? Worried about someone or something? Need someone to talk to? Scan the QR code and let us know.



Attendance

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





Personal Attendance Record

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

Attendance – Term 3

Home School Agreement and uniform expectations

As a student of the school I will:

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

Student Signature ……

Maidenhill Uniform

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

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

Maidenhill PE Uniform

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

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

Borrowed uniform items

Date	Item	Number	Returned

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 you 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' for essential and excellent advice on using the internet safely outside of school.

Behaviour for Learning

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

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

Rewards

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

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

Consequences

C2 – This is a verbal warning

C3 – Issued with a BFL detention of 40mins

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

C4 – Isolation in the refocus room

C4e – Educated off site at an alternative provision

C5 – Fixed term suspension

Be kind, Aspire, Persevere, Achieve

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

Incidents for which a students may be excluded include:

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

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

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

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

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

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

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

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

Behaviour for Learning

Bullying

What is bullying?

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

Bullying includes repeated:

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

Types

- Physical
- Cyber
- Verbal
- Emotional
- Prejudice based

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

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

When you are talking about bullying, be clear about:

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

If you are being bullied, you can expect that:

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

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

Tutor time – Maths Task 1

Question 1 Expand and simplify 3(a + 3b) + 2(a + b)	**Question 2** Expand and simplify 5(4a - 3b) + 4(2a - 2b)	**Question 3** Work out 856 ÷ 4 =	**Question 4** Work out 2208 ÷ 23 =
Question 5 Work out 600 ÷ 30 =	**Question 6** Work out 56000 ÷ 70 =	**Question 7** Complete 4.2 litres =..... ml	**Question 8** Complete 80 cl = ... ml
Question 9 Work out 38 × 55 =	**Question 10** Work out 16.5 × 7.3 =	**Question 11** Round 15.16563 correct to 2 decimal places	**Question 12** Round 7.78475 correct to 2 decimal places
Question 13 Solve 4(2x - 3) = 36	**Question 14** Solve 2(2x + 5) = 14	**Question 15** Work out 3 + 3 × 5 - 4	**Question 16** Work out 31 - 8 × 5
Question 17 Evaluate $4^2 + 4^4$	**Question 18** Evaluate $10^5 + 10^2$	**Question 19** Work out $\frac{1}{2}$ of £28	**Question 20** Work out $\frac{1}{3}$ of £33

SKILLS CHECK

Score

Tutor time – Maths – Task 1

Tutor time – Maths Task 2

Question 1 Expand and simplify $5(4a + 3b) + 3(a - b)$	**Question 2** Expand and simplify $3(a - 5b) + 5(2a + b)$	**Question 3** Work out $184 \div 4 =$	**Question 4** Work out $4472 \div 26 =$
Question 5 Work out $1200 \div 20 =$	**Question 6** Work out $15000 \div 500 =$	**Question 7** Complete 10.2 litres =.....ml	**Question 8** Complete 60 cl = ... litres
Question 9 Work out $42 \times 27 =$	**Question 10** Work out $16.9 \times 8.8 =$	**Question 11** Round 86.69464 correct to 2 decimal places	**Question 12** Round 7.1661 correct to 1 decimal place
Question 13 Solve $4(7x - 4) = 124$	**Question 14** Solve $3(5x - 4) = 25.5$	**Question 15** Work out $2 + 2 \times 5 + 5$	**Question 16** Work out $2 + 2 \times 5 + 7$
Question 17 Evaluate $3^2 + 3^3$	**Question 18** Evaluate $5^2 + 5^4$	**Question 19** Work out $\frac{5}{11}$ of £176	**Question 20** Work out $\frac{1}{3}$ of £39

SKILLS CHECK

Score

Tutor time – Maths – Task 2

Tutor time – Maths Task 3

Question 1 Expand and simplify 5(3a + 5b) + 4(2a - 3b)	**Question 2** Expand and simplify 5(2a - 2b) + 4(2a + 4b)	**Question 3** Work out 642 ÷ 3 =	**Question 4** Work out 4760 ÷ 28 =
Question 5 Work out 4800 ÷ 60 =	**Question 6** Work out 12000 ÷ 200 =	**Question 7** Complete 13500 ml =.....litres	**Question 8** Complete 1000 ml =.....cl
Question 9 Work out 54 × 22 =	**Question 10** Work out 10.4 × 4.6 =	**Question 11** Round 0.76877 correct to 2 decimal places	**Question 12** Round 2.2386 correct to 2 decimal places
Question 13 Solve 5(5x + 4) = 45	**Question 14** Solve 4(7x + 2) = 92	**Question 15** Work out 2 + 2 × 2 - 6	**Question 16** Work out 9 + 2 × 2
Question 17 Evaluate $4+4^4$	**Question 18** Evaluate 3^2	**Question 19** Work out $\frac{3}{15}$ of £195	**Question 20** Work out $\frac{3}{7}$ of £133

SKILLS CHECK

Score

Tutor time – Maths – Task 3

Tutor time – Maths – Extra Practice

Question 1 Expand and simplify 2(3a + 3b) + 5(a + b)	**Question 2** Expand and simplify 3(3a + 2b) + 4(2a - 2b)	**Question 3** Work out 285 ÷ 5 =	**Question 4** Work out 1260 ÷ 10 =
Question 5 Work out 4500 ÷ 90 =	**Question 6** Work out 640000 ÷ 800 =	**Question 7** Complete 5.8 litres =..... ml	**Question 8** Complete 40 cl = ... ml
Question 9 Work out 53 × 57 =	**Question 10** Work out 7.7 × 4.9 =	**Question 11** Round 81.753 correct to 1 decimal place	**Question 12** Round 650.0624 correct to 1 decimal place
Question 13 Solve 5(4x + 3) = 135	**Question 14** Solve 3(3x + 2) = 60	**Question 15** Work out 12 + 2 × 2	**Question 16** Work out 3 + 9 × 3
Question 17 Evaluate $5^4 + 5^2$	**Question 18** Evaluate 3^5	**Question 19** Work out $\frac{2}{13}$ of £208	**Question 20** Work out $\frac{2}{3}$ of £39

SKILLS CHECK

Score

Tutor time – Maths – Extra practice

Tutor time – Maths – Extra practice

Question 1 Expand and simplify 4(2a + 4b) + 3(2a + 2b)	**Question 2** Expand and simplify 2(2a - b) + 5(3a - 2b)	**Question 3** Work out 128 ÷ 2 =	**Question 4** Work out 2520 ÷ 35 =
Question 5 Work out 54000 ÷ 900 =	**Question 6** Work out 21000 ÷ 70 =	**Question 7** Complete 3.2 litres =..... ml	**Question 8** Complete 60 cl = ... ml
Question 9 Work out 50 × 60 =	**Question 10** Work out 1.8 × 4.7 =	**Question 11** Round 6.03874 correct to 2 decimal places	**Question 12** Round 0.3795 correct to 1 decimal place
Question 13 Solve 5(5x - 3) = 10	**Question 14** Solve 5(4x - 3) = -25	**Question 15** Work out 3 × 5 + 5 × 2	**Question 16** Work out 3 + 2 × 2 + 6
Question 17 Evaluate $3^2 + 3^4$	**Question 18** Evaluate $5 + 5^3$	**Question 19** Work out $\frac{1}{3}$ of £54	**Question 20** Work out $\frac{3}{7}$ of £133

SKILLS CHECK

Score

Tutor time – Maths – Extra practice

Tutor time – Maths – Extra practice

Question 1 Expand and simplify 3(a + 2b) + 4(2a + 2b)	**Question 2** Expand and simplify 4(4a + b) + 5(3a - 3b)	**Question 3** Work out 765 ÷ 9 =	**Question 4** Work out 2655 ÷ 15 =
Question 5 Work out 27000 ÷ 30 =	**Question 6** Work out 7200 ÷ 80 =	**Question 7** Complete 8400 ml =.....litres	**Question 8** Complete 80 cl = ... ml
Question 9 Work out 34 × 40 =	**Question 10** Work out 10.8 × 4.2 =	**Question 11** Round 244.60247 correct to 2 decimal places	**Question 12** Round 818.4057 correct to 1 decimal place
Question 13 Solve 4(5x - 6) = 16	**Question 14** Solve 2(8x - 5) = 86	**Question 15** Work out 2 + 2 × 5 + 6	**Question 16** Work out 4 + 2 × 5 + 8
Question 17 Evaluate $4^2 + 4^4$	**Question 18** Evaluate $4 + 4^3$	**Question 19** Work out $\frac{2}{11}$ of £176	**Question 20** Work out $\frac{2}{5}$ of £55

SKILLS CHECK

Score

Tutor time – Maths – Extra practice

Tutor time – Maths workings out

Tutor time – English Task 1

Task 1

Read this paragraph, which is inspired by the poem, Blessing by Imtiaz Dharker.

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

the poem blessing by imtiaz dharker describes the joy and excitement of people in a poor community when water becomes available the poem begins by showing how precious water is comparing it to a blessing from a god it then describes the moment when a water pipe bursts and everyone rushes to collect as much water as they can the people celebrate children play in the water and the mood is full of happiness and energy the poem uses vivid images like silver crashes to the ground to describe the water and emphasizes how important it is to their lives through this the poem shows the value of something as simple as water and how it can bring joy to those who need it most

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.*

Tutor time – English – Task 1

Task 2

Read the poetic techniques and add the definition for each technique in the box below.

Technique	Definition
Repetition	
Alliteration	
Metaphor	
Personification	
Simile	

Tutor time – English – Task 2

Task 3

Read the poem, Blessing and answer the questions.

The skin cracks like a pod.
There never is enough water.

Imagine the drip of it,
the small splash, echo
in a tin mug,
the voice of a kindly god.

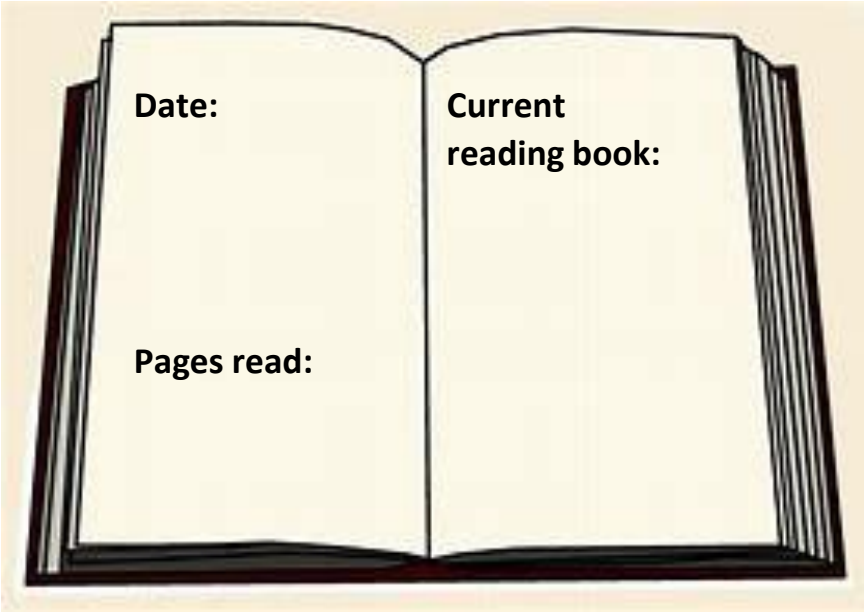
Sometimes, the sudden rush
of fortune. The municipal pipe bursts,
silver crashes to the ground
and the flow has found
a roar of tongues. From the huts,
a congregation: every man woman
child for streets around
butts in, with pots,
brass, copper, aluminium,
plastic buckets,
frantic hands,

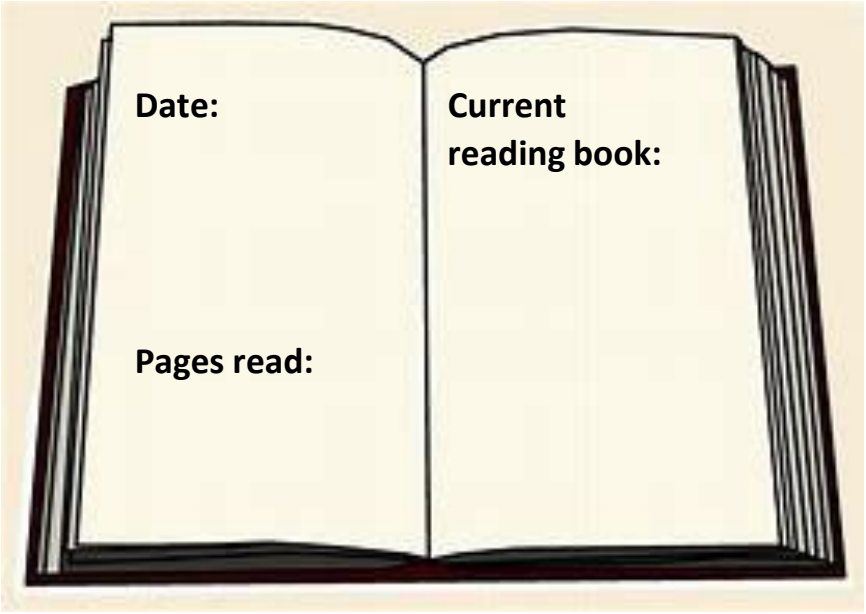
and naked children
screaming in the liquid sun,
their highlights polished to perfection,
flashing light,
as the blessing sings
over their small bones.

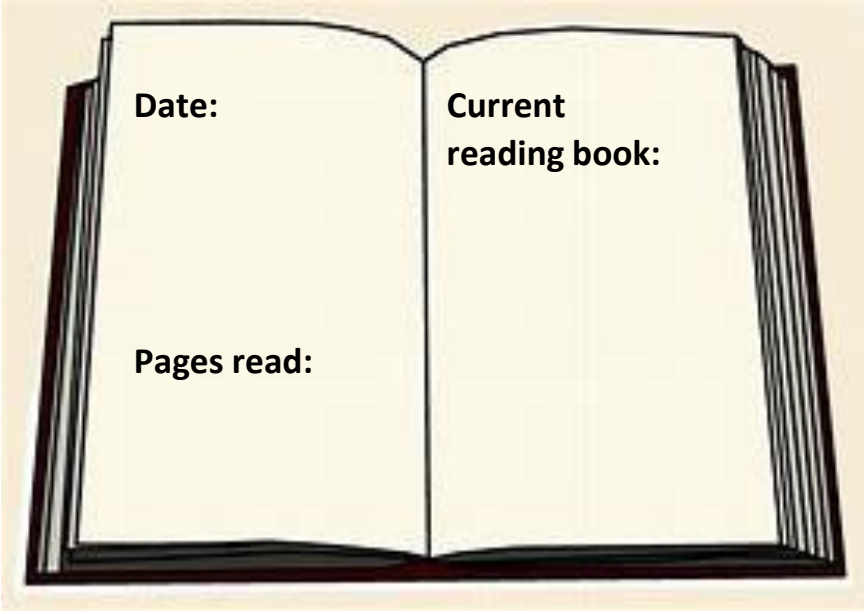
Question	Answer
What do you think the poem is about?	
What effect does the simile in line 1 have?	
Why are their hands described as frantic?	
Why is the water a blessing?	

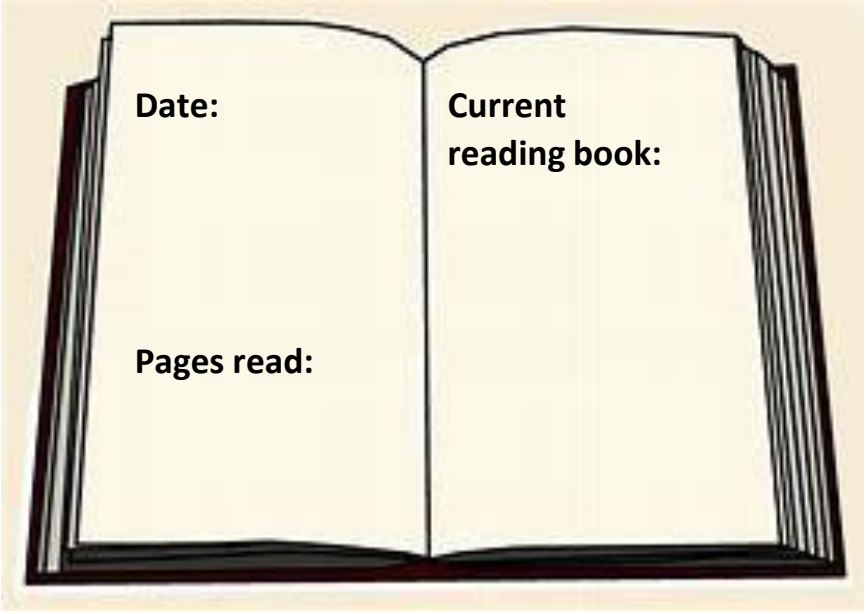
Tutor time – English – Task 3

Tutor time – Reading







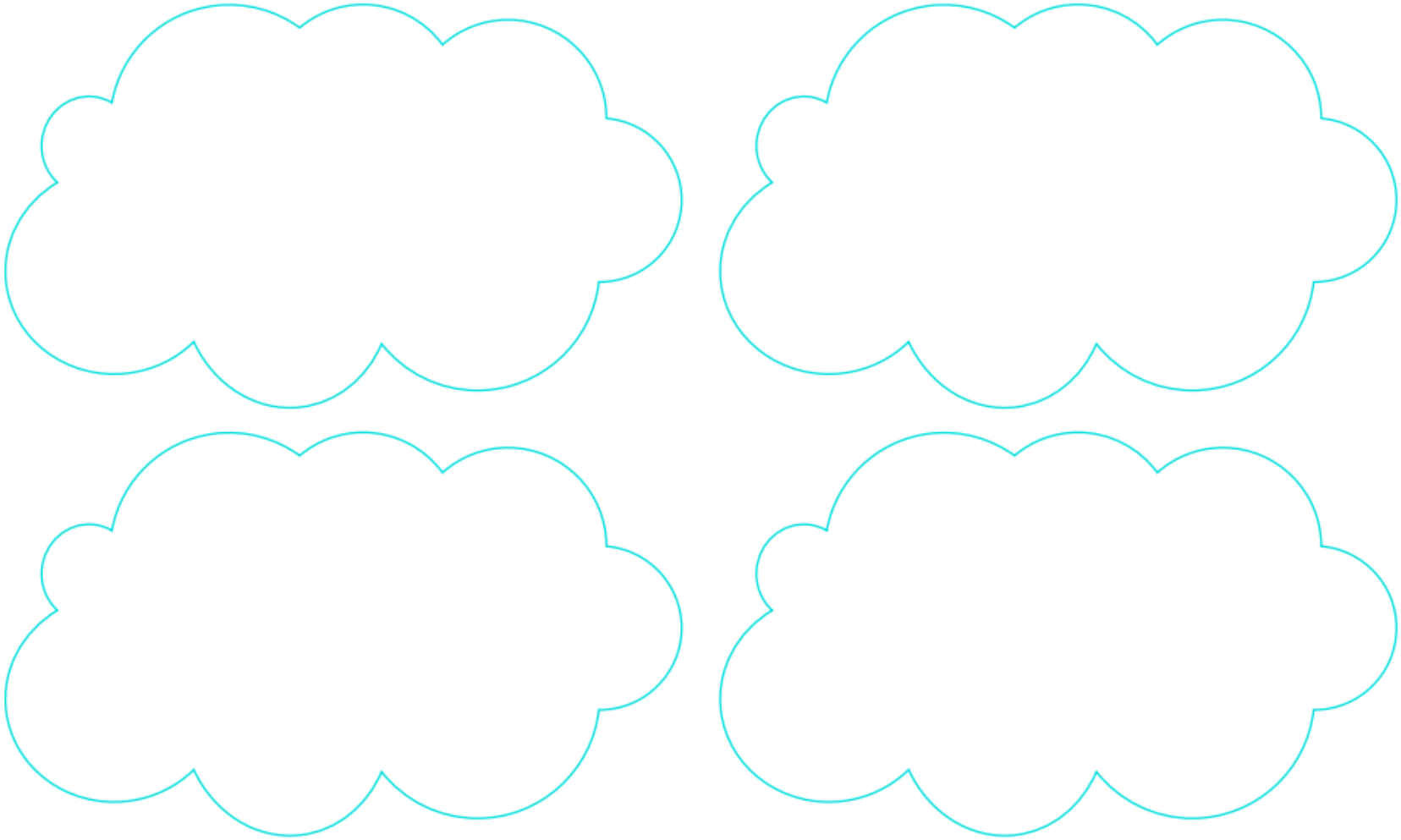


Tutor time – Reading

ANTI-SOCIAL BEHAVIOUR (ASB)

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

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



Tutor time – PSHE

ANTI-SOCIAL BEHAVIOUR (ASB)

Respectful Behaviour

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

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

What box do you think the words belong to?

RESPECTFUL	DISRESPECTFUL

BE MINDFUL OF OTHERS
CRIMINAL DAMAGE
GRAFFITI
LOUD
NOT GETTING INVOLVED
ROWDY
CONSIDERATE
CAREFUL
FIGHTING
HELPFUL
MOVE AWAY WHEN ASKED
PLAY QUITELY
SHOUTING
CARING
GOOD MANNERS
LITTERING
NOISY
POLITE
VERBAL ABUSE

ANTI-SOCIAL BEHAVIOUR (ASB)

ASB Word Search

Can you find the 12 hidden words?

e f t p d w g n i r e t t i l
g g r p e e d q h i c n i t m
g r a f f i t i d n l o d h i
e o e m r w p o e c k r a p r
h h o u a o r n f r z e r w c
t a c o l d o h d m j s d c h
n r m i h i w a b i r p l a p
e o c p t h d n d t u e f s g
m e l u s w y d t c e c r a o
s k a i c h d l s i r t n u r
s c s z c m i e u v g f w i p
a k r k y e u r p s y u s m p
r b o h w g h z m r a l z u p
a o x u q b s a i a x k r x u
h p s z f m w g t r y s i o n

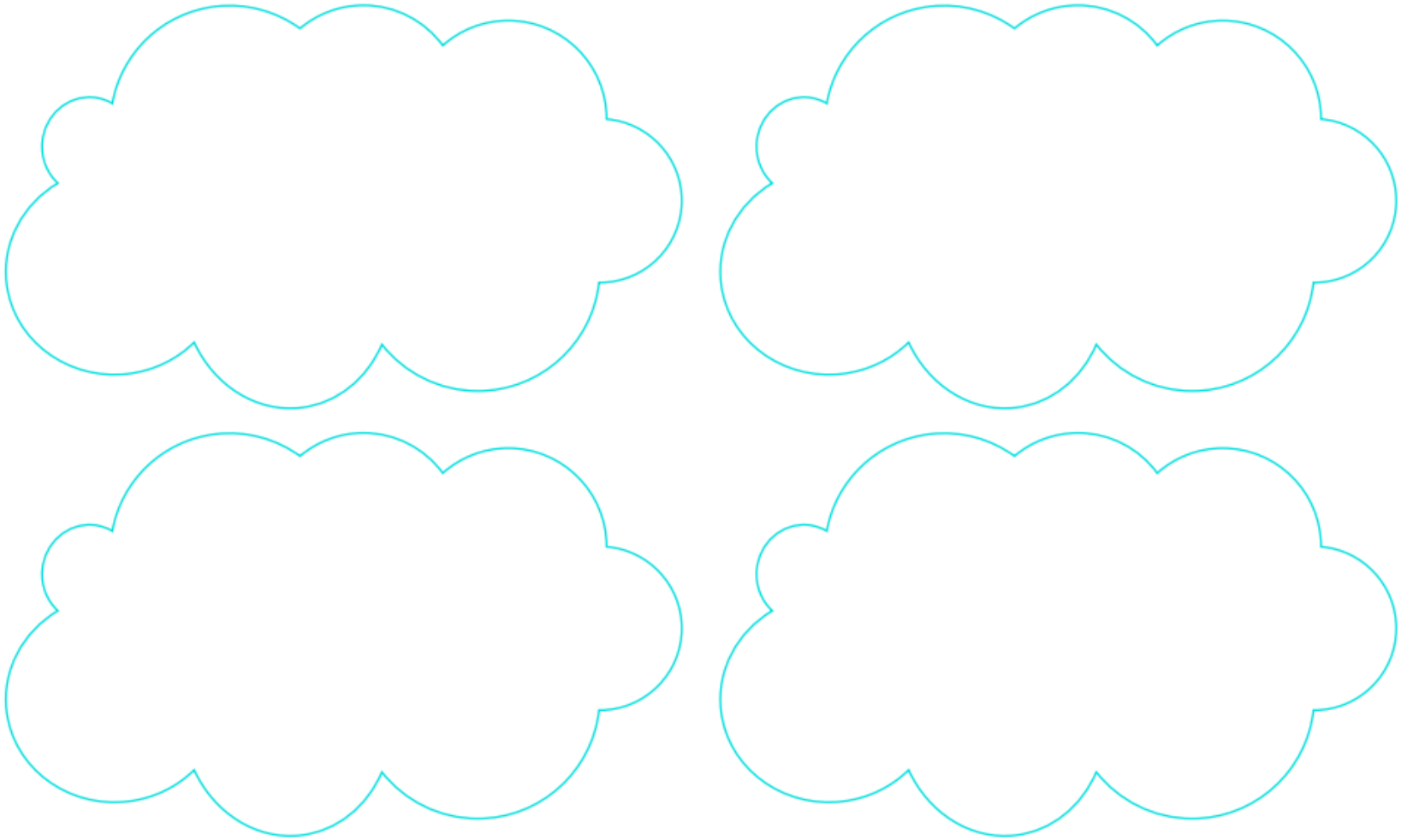
asb
littering
harassment
police
caution
graffiti
respectful
victim
damage
rowdy
noisy
park

Tutor time – PSHE

ANTI-SOCIAL BEHAVIOUR (ASB)

After: What have I learned about ASB?

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



Tutor time – PSHE

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

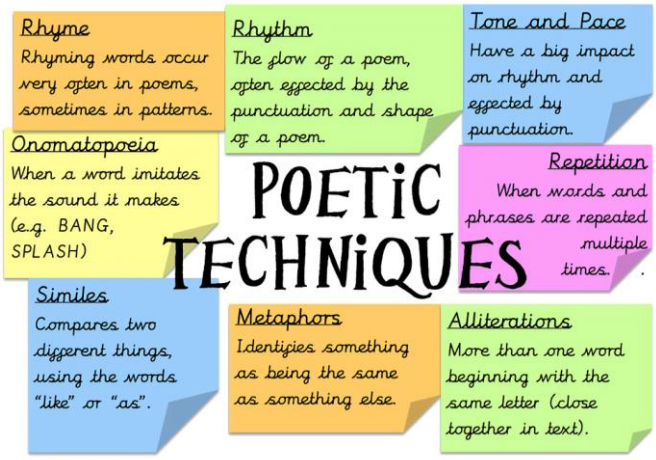
1. English
2. Mathematics
3. Science
4. Art, Design, Nutrition and Dance (on rotation)
5. Computing
6. Drama
7. French
8. Geography
9. History
10. Music
11. Physical Education
12. Religious Studies

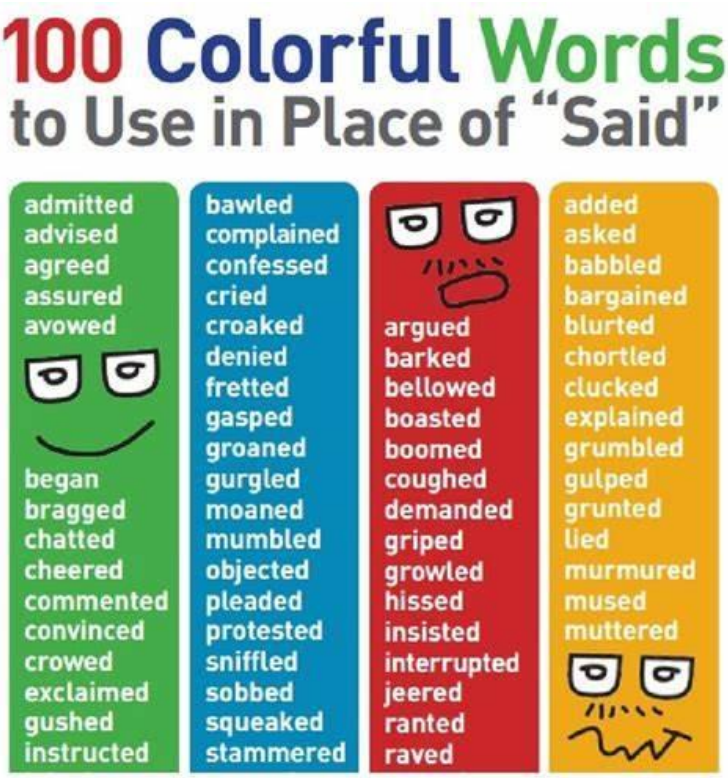
Expectations

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.*

Contents Page



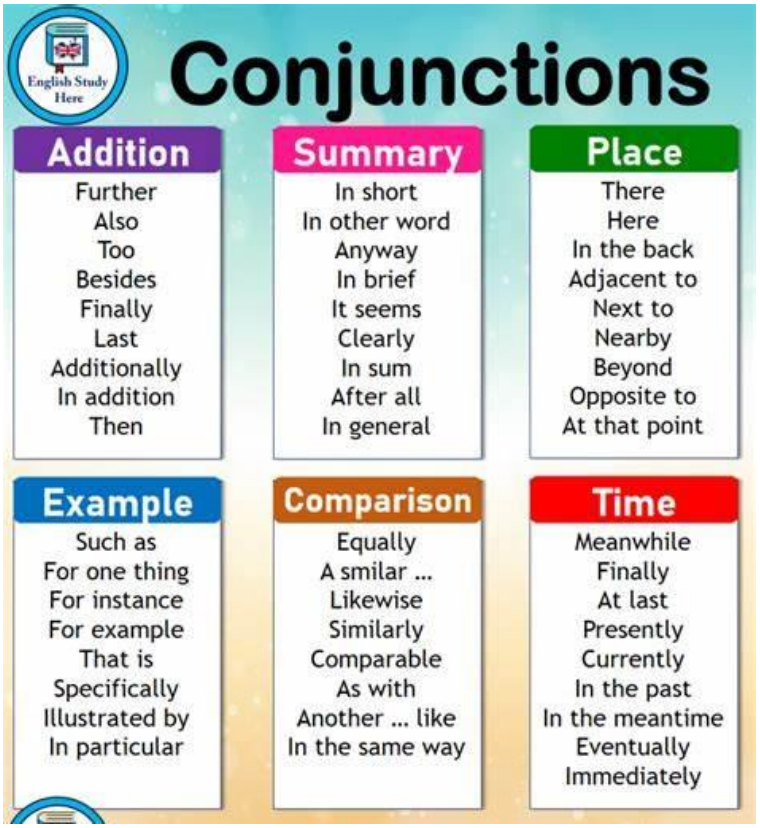


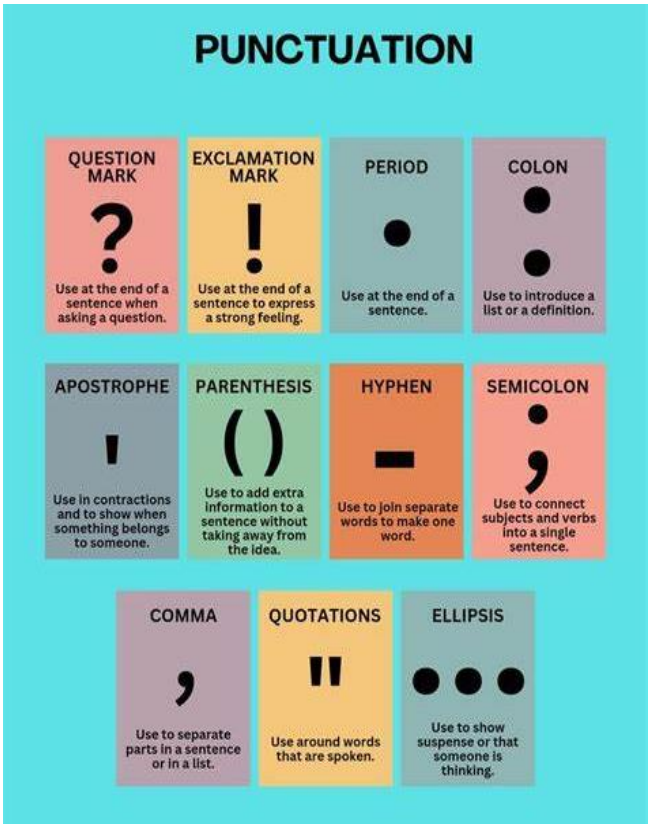
Fiction…

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**





Verbs to sharpen your analysis

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

1.1 Key Vocabulary

Technique	Definition		
Stanza	A set amount of lines grouped by rhythmical pattern and meter (A verse)	Fricatives (Alliteration)	Repetition of the F, V, or TH sound in words
Enjambment	The continuation of a sentence or phrase from one line to the next, without pause	Sibilance (Alliteration)	Repetition of the S or SH sound at the beginning of words
Dramatic Monologue	A poem spoken by a character	Assonance (Alliteration)	Repetition of similar sounding vowels in words close to each other
Plosives (Alliteration)	Repetition of the B, D and P sound in words	Rhythm	The arrangement of words to form a regular beat through a pattern of stresses

1.2 Conjunctions

Comparing Conjunctions	Contrasting Conjunctions
Likewise	However
Similarly	Whereas
Equally	On the other hand
Likewise	Alternatively
As with	Although

1.3 Themes

Themes	
Identity	Loss
Discrimination/Racism	
Poverty	Belonging
Cultural Experiences	Responsibility

General subject terminology used in poetry: simile, metaphor, personification, onomatopoeia, oxymoron, juxtaposition, emotive language, pathetic fallacy, alliteration, dissonance, imagery, symbolism, semantic field, tone, sensory imagery, synaesthesia, form, ambiguity, connotation

1.4 Revision Task: Word Clusters

On a separate piece of paper, make a list of important words **from** the poem you have chosen, then make a list of important words **about** the poem.

Examples (The Eagle):

1. **From –** clasps, crooked hands, close, sun, lonely lands, beneath him, watches, his, thunderbolt.
2. **About** – powerful, arrogant, isolated, resilient, adaptable, possessive/territorial, quick.

1.5 VITALS

- **Voice**- who is the person speaking in the poem?
- **Imagery**- what poetic techniques are included in the poem? What are their effects?
- **Theme**- what are the big ideas within the poem?
- **Address**- who is the poem written for? Does it have an intended reader?
- **Language**- what words, phrases and sentence moods are used to create effects?
- **Structure**- how is it laid out? Can you link any structural features back to meaning?

1.6 Flashcard Activities

Flashcards

Simply create with questions on one side and answers on the other side. You can colour code for specific topics and quiz yourself or others.

Post its can be also useful for key words and timelines

Create flashcards for the following activities:

1. Pick a theme from section 1.2 and write the question 'How is the theme of (insert chosen theme) presented in (insert chosen poem)?' on one side. On the other side, write down key quotations that link to the theme and explain why they do.
2. Choose five quotations from a poem of your choice and language map them on flashcards. What meaning is being conveyed in the language used?

1.7 Analysing Extraccts

Choose a poem and analyse how a theme is presented. Here is an example:

How is the theme of belonging presented in Island Man?

Morning
and island man wakes up
to the sound of blue surf
in his head
the steady breaking and wombing

wild seabirds
and fishermen pushing out to sea
the sun surfacing defiantly
from the east
of his small emerald island
he always comes back groggily groggily

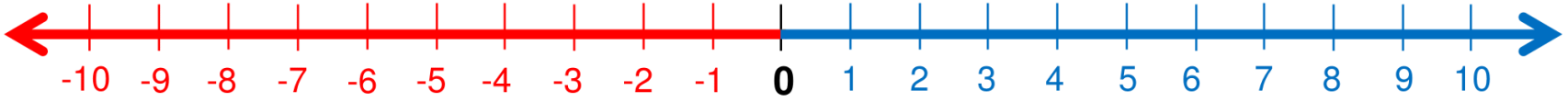
Comes back to sands
of a grey metallic soar
to surge of wheels
to dull north circular roar

muffling muffling
his crumpled pillow waves
island man heaves himself

Another London day

Model answer:

Nichols conveys the theme of belonging through the dreams of Island Man. In them, Island man "wakes up" to the "sound of blue surf" as well as "wild seabirds". The focus on the sea could suggest that Island Man feels more at home being near its calming sounds, rather than "a grey metallic roar". The mention of "wild seabirds" might suggest that when dreaming about his home, Island man feels free in contrast to the difficulty he feels when having to "heave himself" out of bed for "another London day".



Multiplication Table Grid 1-12

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

Unit 4 – Expressions and equations

What do I need to be able to do?

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

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

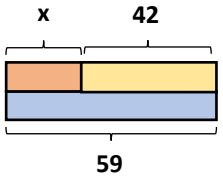
Keywords

Equality: two expressions that have the same value
Equation: a mathematical statement that two things are equal
Equals: represented by '=' symbol – means the same
Solution: the set or value that satisfies the equation
Solve: to find the solution.
Inverse: the operation that undoes what was done by the previous operation. (The opposite operation)
Term: a single number or variable
Like: variables that are the same are 'like'
Coefficient: a multiplicative factor in front of a variable e.g. 5x (5 is the coefficient, x is the variable)
Expression: a maths sentence with at least one maths operation (no equals sign)

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

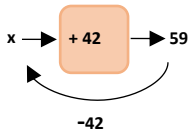
$x + 42 = 59$

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



There is more to this than just spotting the answer

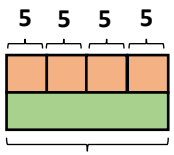
Don't forget you know how to use function machines



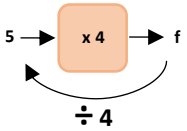
Solve one step equations (x/÷) (178)

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

$f \div 4 = 5$
$f \div 5 = 4$
$5 \times 4 = f$
$4 \times 5 = f$

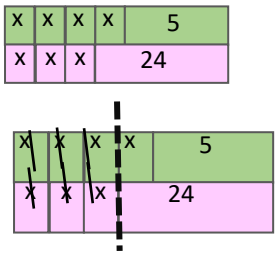


Don't forget you know how to use function machines

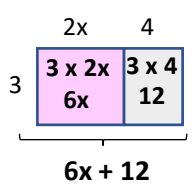


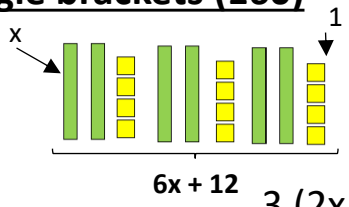
Equations with unknown on both sides

4x + 5 = 3x + 24
-3x -3x
x + 5 = 24
-5 -5
x = 19

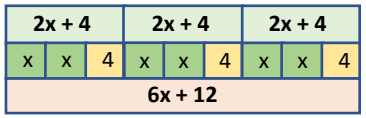


Expand single brackets (160)



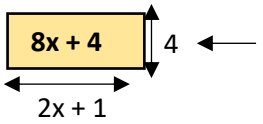


$3\,(2x + 4)$



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

Factorise into a single bracket (168)



Try and make this the **highest common factor**

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

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

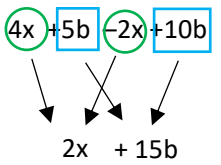
Note:
$8x + 4 \equiv 2(4x + 2)$
This is factorised but the HCF has not been used

Collecting like terms (156, 157)

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

Collecting like terms
Only **like terms** can be combined

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



$2x + 15b$

Common misconceptions

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

Although they both have the x variable x2 and x terms are un-like terms so can not be collected

Enrichment Opportunities

https://nrich.maths.org/10146

Mathematics – Unit 4 Algebra

Energy adds up

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

total energy before = total energy after

Transferring energy

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

Energy and temperature

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

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

Heating solids, liquids, and gases

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

Equilibrium

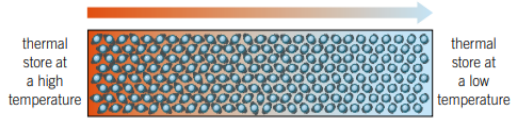
Equilibrium is when objects have the same thermal energy.

Particles

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

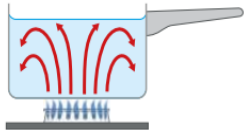
Conduction

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



Convection

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



Energy and power

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

Energy bills

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

Reducing bills

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

Work energy and machines

Work done (J) = force (N) × distance (m)

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

Radiation

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

Energy and power

Renewable resources

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

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

Non-renewable resources

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

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

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

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

The steam turns a turbine, which spins a generator.

Food and fuels

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

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

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

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

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

Enrichment Opportunities

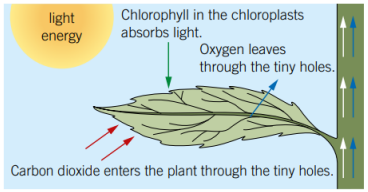
Local green energy – Ecotricity: https://www.ecotricity.co.uk/
BBC Bitesize: https://www.bbc.co.uk/bitesize/topics/zc3g87h
Seneca learning: https://senecalearning.com/en-GB/

Activate
Question · Progress · Succeed

Photosynthesis

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

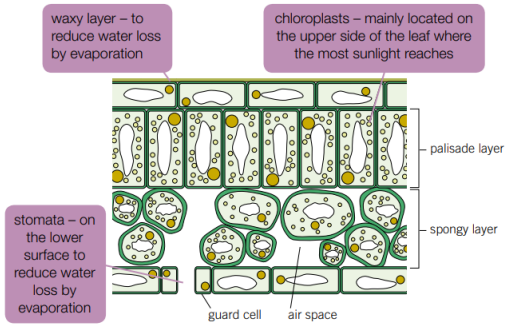
carbon dioxide + water → oxygen + glucose



The minerals plants need for growth are:

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

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



Leaves are specially adapted for photosynthesis:

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

Respiration

with oxygen

Aerobic respiration

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

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

without oxygen

Anaerobic respiration (in animals)

glucose → lactic acid (+ energy)

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

Fermentation (in microorganisms)

glucose → ethanol + carbon dioxide (+ energy)

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

Food chains and webs

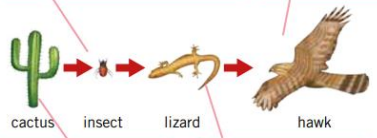
Food chains show the transfer of energy between organisms – the arrows represent the direction of energy transfer.

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

Food chain

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

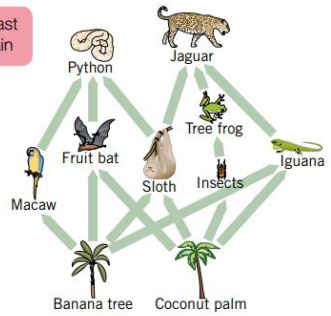
apex predator – last link in a food chain



producer – green plant/algae that makes its own food

carnivore – type of consumer that eats other animals

Food web



Prey: an organism eaten by another organism.

Predator: an organism that eats another organism.

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

Populations and ecosystems

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

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

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

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

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

Chemosynthesis

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

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

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

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

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

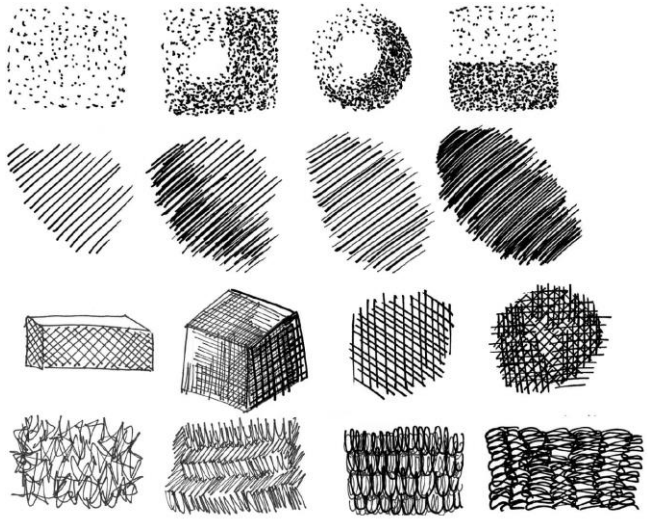
Activate – Question · Progress · Succeed

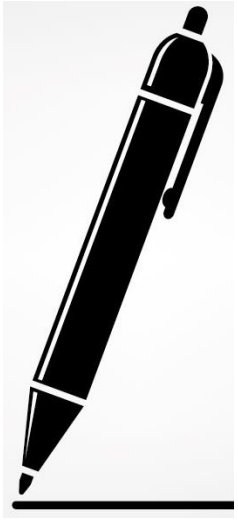
Enrichment Opportunities

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

John Kenn Mortensen

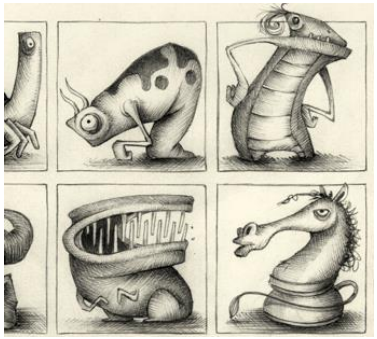
- Born in 1978
- He lives and works in Copenhagen
- JKM is a master with pen and paper, creating imaginative creatures
- He is an animator and director of children's television programmes
- He draws monsters, ghosts and ghouls often onto post it notes





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**:**

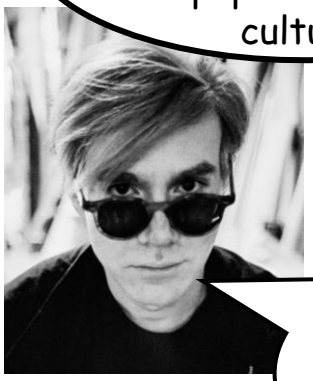
1. Drawing:

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.

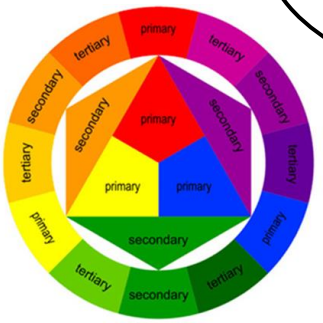
2. Colour:

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

Art & Design – Pop Art

Material & Shaping Techniques

Tools and Equipment

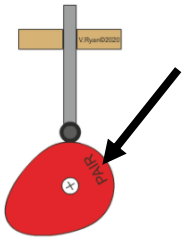
Name of tool	Picture	What the tool is used for
Tenon Saw		Cuts accurate straight lines in small pieces of wood and provides a smooth cut.
Chisel		Chisels are used to cut away and shape wood.
Bench Hook		Holds the material when cutting straight lines.
Disc Sander		This machine smooths surfaces and removes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



CAMS:
Cams change rotary motion to reciprocating motion

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

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

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

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.

- 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

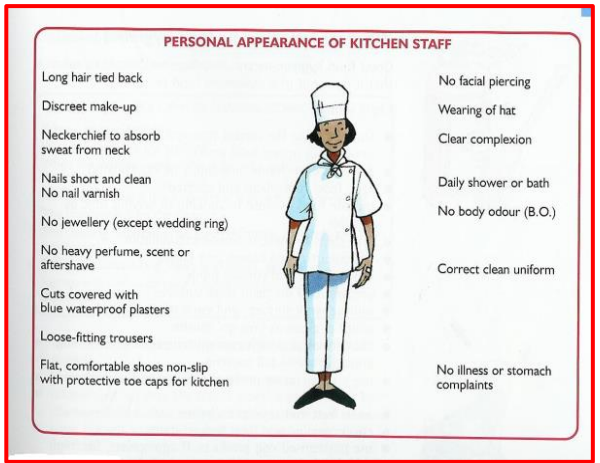
YELLOW: Cooked meats
RED: Uncooked meats
WHITE: bread and dairy products such as cheese
BLUE: Raw fish
GREEN: Salad and fruit
BROWN: Raw vegetables grown within soil

- 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.

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.

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

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



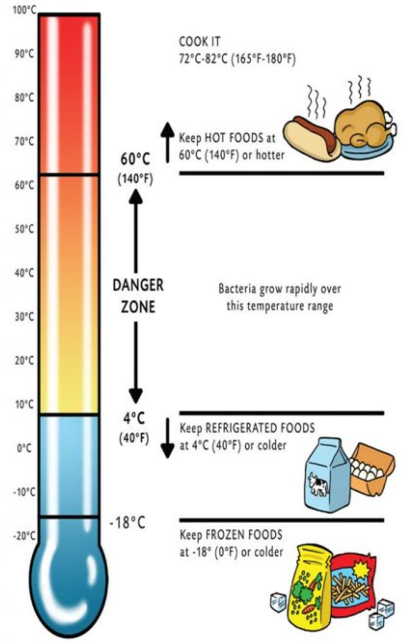
Street Food: Prepared or cooked food sold by vendors in a street or other public location for immediate consumption.

Stretch & Challenge:
Research into the symptoms of food poisoning and the different types

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



Food preparation and nutrition

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

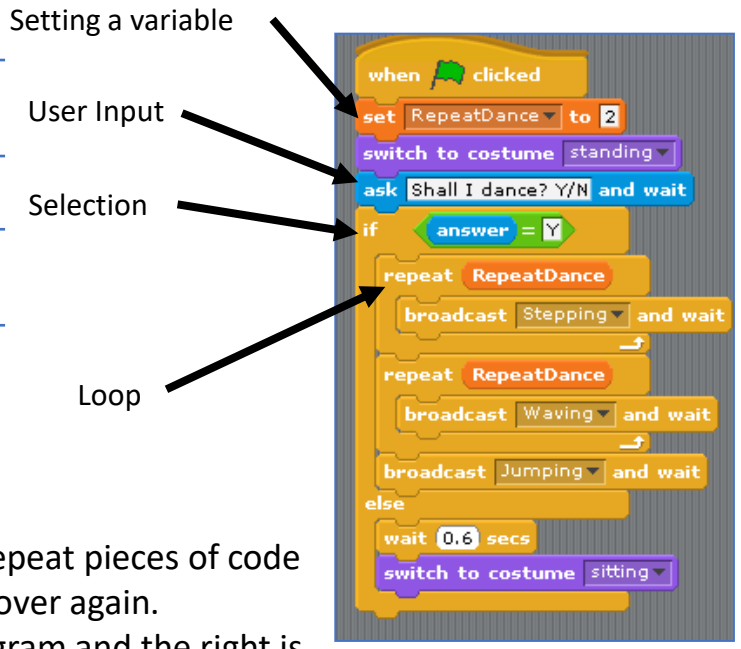
- Can offer detailed feedback on WWW and EBI
- Can evaluate and improve your work during your rehearsal
- Can say why certain dance techniques are being used

Secure

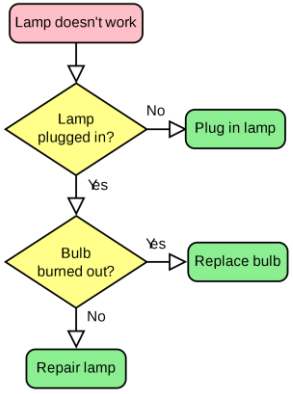
- Can identify What Went Well in your own and others performances
- Can identify Even Better If's in your own and others performances
- Can recognise key techniques used in dance
- Can give own opinions of professional dance

Algorithm	is a set of instructions to be followed in sequence to achieve a result, such as **create a dance routine**.
Loop	the instructions or **dance moves** are repeated a set number of times
Sequence	is a particular order in which related events or **movements** follow each other.
Variable	A named value that can change while a program is running
Procedure/ Function	A smaller part of a program that can be repeatedly run
Parameter	Parameters allow us to pass information or instructions into functions and procedures . They are useful for numerical information such as stating the size of an object.

This is a sequence of instructions



Algorithms can be expressed using a flowchart or pseudocode

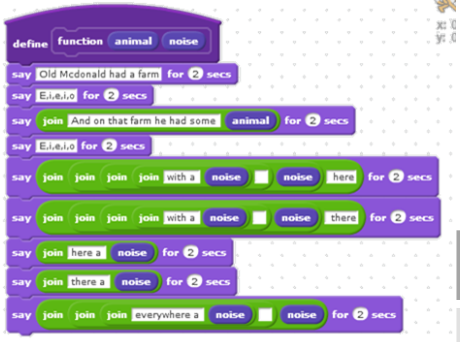


Symbol	Name	Function
	Start/end	An oval represents a start or end point
	Arrows	A line is a connector that shows relationships between the representative shapes
	Input/Output	A parallelogram represents input or output
	Process	A rectangle represents a process
	Decision	A diamond indicates a decision

```
REPEAT OUTPUT 'What is the best subject you
take?'
INPUT user inputs the best subject they take
STORE the user's input in the answer variable
IF answer = 'Computer Science'
THEN OUTPUT 'Of course it is!'
ELSE OUTPUT 'Try again!'
UNTIL answer = 'Computer Science'
```

Functions

Functions can be used to repeat pieces of code that can be used over and over again.
On the left is the main program and the right is the function.
You can see below that the main program is only 3 lines long and repeats the function with different parameters each time.



This is a procedure

Enrichment Opportunities

https://revisecs.computerscienceuk.com/algorithm-a-day/
https://hourofcode.com/uk

Summary

Devising is the process of creating a performance from scratch. This is often done as part of a group rather than with one specific writer. The focus of the performance could be on any topic and could use anything as a starting point.

Topic Objectives

- To use a wide range of stimuli to devise new performances
- To collaborate well with peers to create a shared performance
- To use a range of drama techniques to create credible characters and scenes

Collaboration

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

Key Techniques

Devising –

Stimulus –

Three Act Structure –

Thought Tracking –

Cross Cutting–

Multi-roling –

Monologue –

Marking the Moment –

Extension and Further Info

Devising Jane Eyre

Year 8 Assessment Criteria

Performing	Analysing	Devising	Drama Roles	Drama Techniques
• 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	• 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	• 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	• Can explore design elements for creating atmosphere • Can understand the role of a fight choreographer	• Can use drama techniques such as: • Stock characters • Slapstick comedy • Cross cutting • Audience interaction • Marking the Moment • Stage fighting • Conscience Corridor

La Chandeleur

What is La Chandeleur?

- On the 2nd February each year, French people celebrate La Chandeleur.
- La Chandeleur falls 40 days after Christmas and signifies the day that Jesus was presented at the temple.
- The festival was created in 473 by the Pope.
- The name *chandeleur* comes from the candles that were traditionally used on this occasion.

How do people celebrate La Chandeleur?

- In churches, candles are blessed and kept alight to signify light, purity and to keep harm away.
- Religious people often bring a blessed candle home and display it in their window on 2nd February.
- It is also a religious tradition that the nativity scene that is displayed in many houses at Christmas should remain on display until 2nd February.

Superstitions

- The festival is also accompanied by superstitions.
- If peasants didn't make crêpes on this day, they believed that their crops would be bad the following year.
- To ensure that the harvest was good and that the year would be financially prosperous, they believed that they had to flip the first crêpe in the air while holding a coin in their left hand, also ensuring that the flipped crêpe landed perfectly back into the pan.
- The crêpe then needed to be conserved on top of a wardrobe or cupboard and supposedly shouldn't go mouldy and should keep misery and deprivation far away.

Why do French people eat crêpes on La Chandeleur?

- The round shape and golden colour of crêpes represent the sun and the return to the light.
- From February, days also start to get longer and eating of crepes also refers to the cycle of the seasons and the arrival of spring and brighter days.

Who else celebrates this tradition?

- Many other countries also celebrate this religious feast with their own variation of the French tradition.
- Most other traditions around La Chandeleur which have existed over time such as processions no longer takes place.

Questions

1. When and where is La Chandeleur celebrated?
2. What is La Chandeleur known as in English?
3. What is the history behind La Chandeleur?
4. Why are candles important during this celebration?
5. How do religious people celebrate La Chandeleur?
6. What does the shape and colour of the crêpe and why?
7. Which superstitions accompany La Chandeleur?

Activity

Use a dictionary to look up the pancake ingredients above in French.

Enrichment Opportunities

Use the QR code to find out more about the history behind La Chandeleur.

Tectonic Hazards Keywords

The structure of the Earth

Crust: the outermost layer
Mantle: A layer of semi molten rock
Outer core: A liquid layer of rock
Inner core: The innermost layer, solid iron
Tectonic plates: The Earth's crust is broken up into several large slabs

Two types of crust

Oceanic crust: Very dense, oceans sit on top of it. Can sink below continental crust. Constantly destroyed and renewed at plate margins.
Continental crust: Less dense, land masses sit on top of it.

Plate Margins

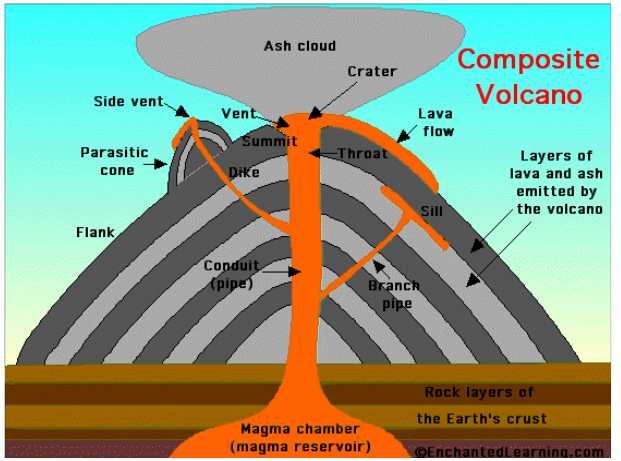
Destructive: The oceanic plate moves towards a continental plate. The heavier oceanic plate is forced beneath the continental plate causing earthquakes. There is also new magma which is forced upwards as a violent explosive volcanic eruption.
Constructive: Two plates are pulled apart. Magma rises to plug the gap. This solidifies to form new crust, often on the ocean floor.
Conservative: Two plates moving past each other, they get stuck and friction builds. As they break free the sudden release of energy causes earthquakes.

Structure of a volcano

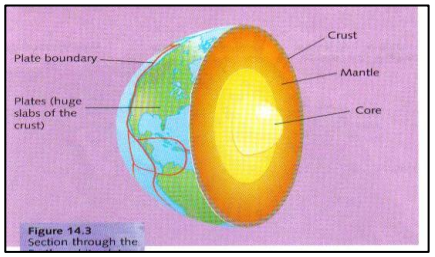
Main vent: The main pipe through which magma travels to the surface.
Crater: The funnel shaped opening at the top of the volcano.
Magma chamber: The store of magma beneath the volcano.
Subsidiary cone :A smaller cone attached to the main cone.
Cone: The shape/ main structure of a volcano
Magma: Moten rock beneath the Earth's surface.
Lava: Molten rock on or above the Earth's surface.

Types of volcano

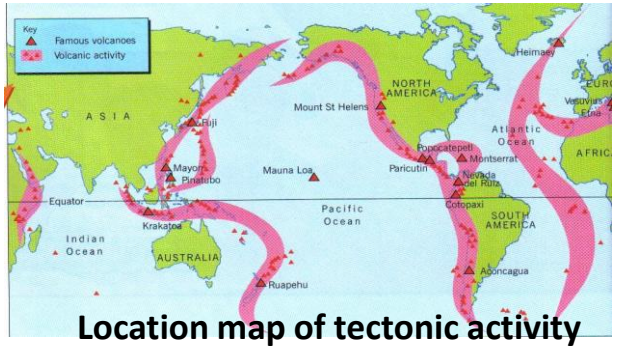
Shield volcano: Forms at constructive margins. Wide base, gentle sides, gentle, or effusive eruptions, runny basic lava.
Composite volcano: Forms at destructive margins. Narrow base, steep sides. Explosive eruptions after long dormant periods.



Structure of a volcano



Structure of the Earth

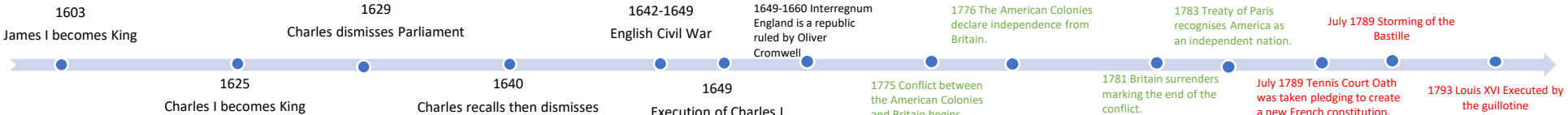


Location map of tectonic activity

Enrichment Opportunities

What careers are linked to tectonic hazards? Create a poster describing at least 5 careers linked to earthquakes, volcanoes or tsunamis.

1.1 Timeline of revolutionary events



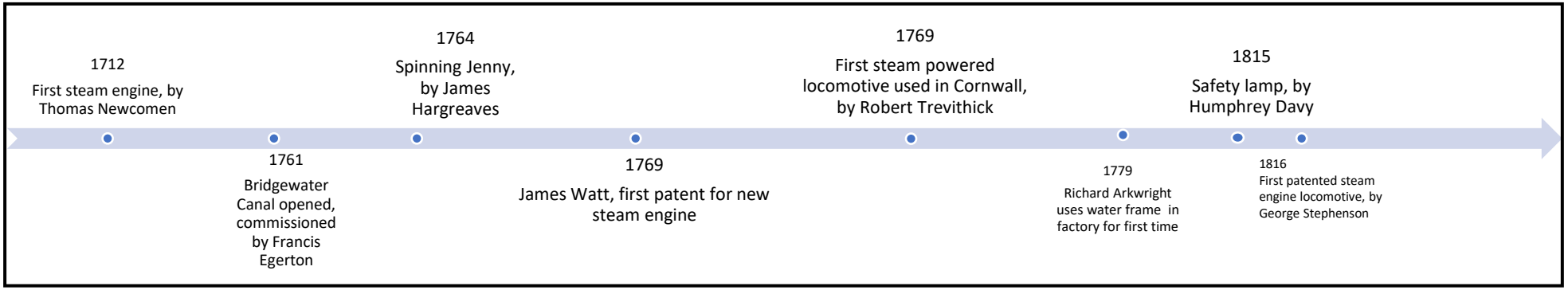
1.2 Key Terms

Monarchy	A country ruled by a King or Queen
Republic	A country ruled without a King or Queen
Catholic	A type of Christian who believed the Pope was in charge
Protestant	A type of Christian who wanted plainer churches and no Pope
Puritan	An extreme Protestant who believes in a pure and simple church
Divine Right of Kings	The belief that the King is appointed by God
Civil War	A war fought between two opposing sides of the same country
Parliament	A group of people who meet to decide the laws of a country
Royalist	Someone who supported the King during the Civil War
Parliamentarian	Someone who supported parliament during the Civil War
Cavalier	Nickname given to the soldiers who supported the King during the Civil War
Roundhead	Nickname given to the soldiers who supported parliament during the Civil War
Revolution	A dramatic and wide-reaching change in conditions, attitudes, or operation
Renaissance	A movement that looked to repolarise classical ideas and knowledge
Enlightenment	A philosophical movement that focussed on logical reason and political progress
Liberty	The state of being free within society from oppressive restrictions imposed by authority on one's way of life, behaviour, or political views

1.3 Key People

Louis XVI	The King of France who was overthrown during the French Revolution.
Johannes Gutenberg	In 1436 he invented the printing press.
Richard Arkwright	Invented the spinning or water frame.
Oliver Cromwell	A Puritan who rose through the army and became Lord Protector of England in 1653.
Charles I	King of England who was overthrown in the English Civil War
George III	King of England during the American Revolution.
George Washington	Key figure in the American Revolution and First President of the USA.
Benjamin Franklin	A key author in the declaration of independence.
The founding fathers	The term used to describe the people who established an Independent America.

2.1 Key Inventions



2.2 Industrial Revolution Key Terms

Population density	How many people live in a specific area
Revolution	A restructuring of society
Immigration	People moving from one place to another
Industry	Large scale processing of raw materials and goods in factories
Patent	A licence that prevents others copying your invention
Development	A type of growth or evolution
Rural	The countryside
Urban	Cities and towns
Steam Engine	An engine that uses the expansion or rapid condensation of steam to generate power
Locomotive	A powered railway vehicle used for pulling trains
Canal	An artificial waterway constructed to allow the passage of boats or ships inland
Spinning mill	Machines that turn fibre into yarn and yarn into fabric

2.3 Changes in the landscape of Britain

Enrichment Opportunities

Read – Dominic Sandbrook, *Adventures in Time: Nelson, Hero of the Seas*
Meanwhile, Elsewhere: The Irish Rebellion
https://drive.google.com/file/d/1oQDE7Nx6tv38GvCy3N9HBhqGCv67xd0O/view

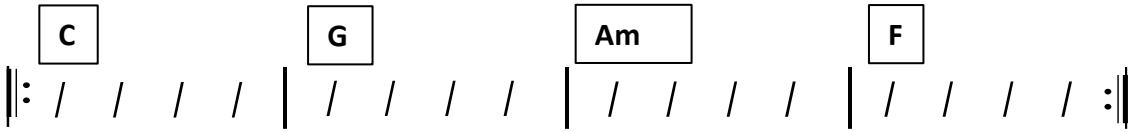
Band Skills

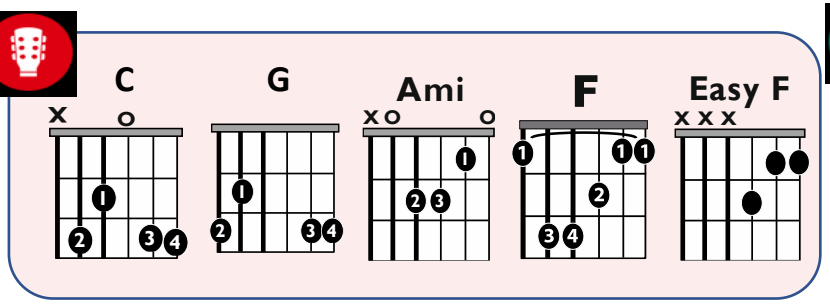
There are many benefits to learning to play a musical instruments from building confidence, improving patience, improving memory, relieving stress and it has been proven to make you smarter! Learning to work as a band also improves your communications skills. You will need to be able to work well with other people and make decisions as a group to enable you to succeed. Musicianship skills such as rhythm and timing will also be important. Good luck!!

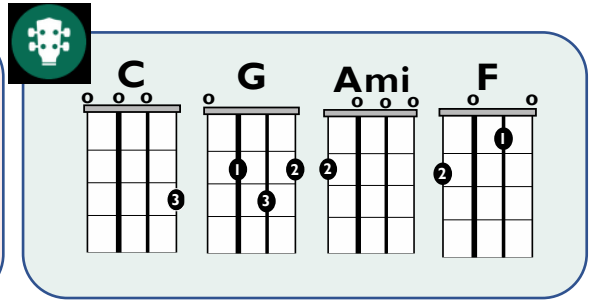
MAD T-SHIRT

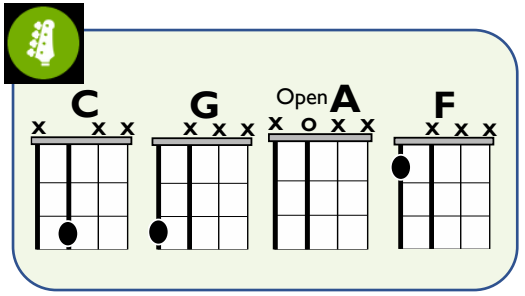
Melody – the tune / pitches played
Articulation – the way it is played
Dynamics – the volume
Texture – layers of sound Thick / Thin
Structure – the order
Harmony – 2 or more notes at the same time
Instruments – what is making the sound
Rhythm & Tempo – duration of the sound and speed
Timbre – the quality of the sound

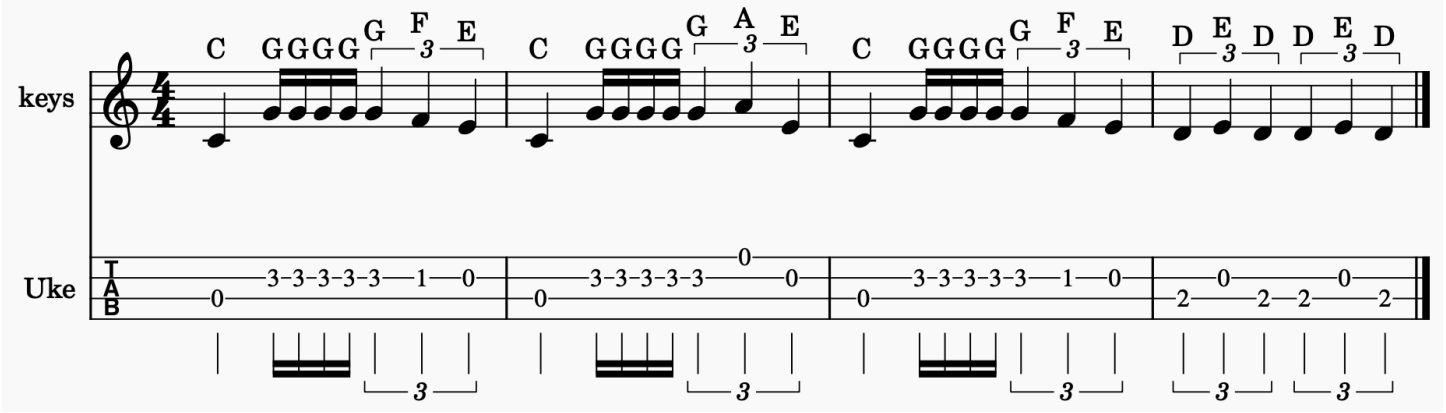
Chord Sequence

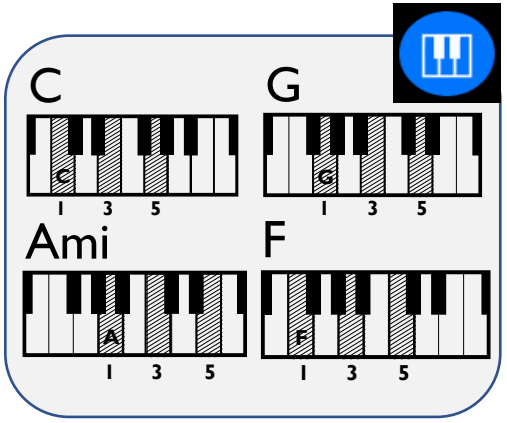












Recommended Listening

https://www.youtube.com/watch?v=Lw3eYsnl31c
https://www.youtube.com/watch?v=B_Smt1VsoqQ

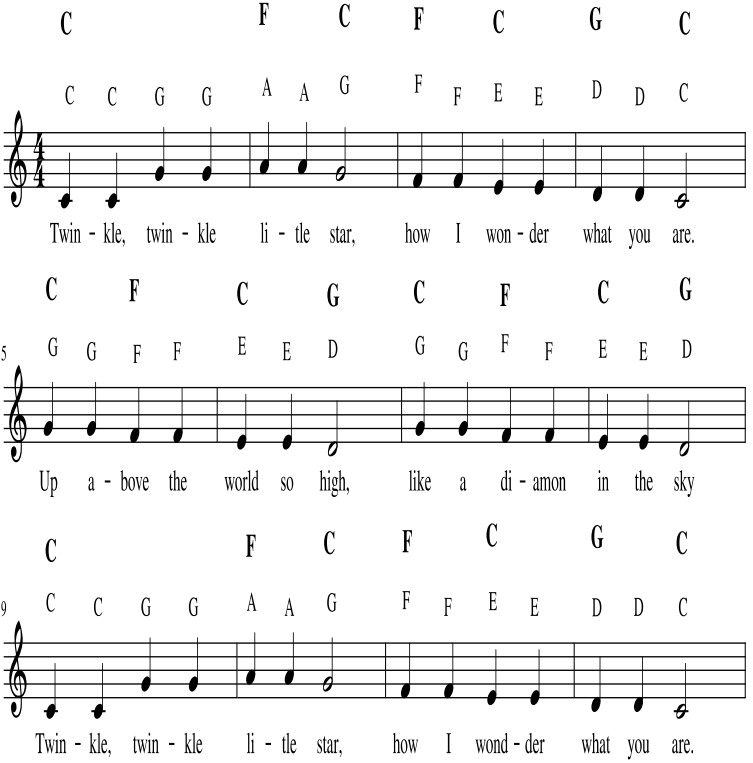
Extension and Further Info

https://www.youtube.com/watch?v=R_qmvyUDvEc
https://www.youtube.com/watch?v=9AXAJpFCNfo

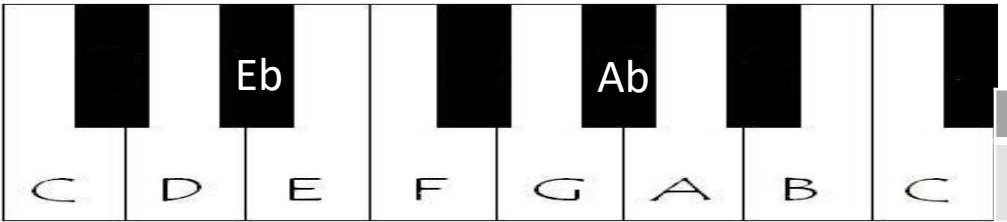
Music – 4 Chords – Band Skills

Twinkle Twinkle Little Star

Many people believe that Mozart (an Austrian composer born 1756) composed the melody for Twinkle Twinkle Little Star when he was very young (probably about 3 years old) for his older sister Nannerl. However, we now believe he wrote both the original melody and the many variations in the early 1780s when he was a young man as finger exercises for the students he taught. Mozart lived in a time where illness and disease was rife; he had 6 brothers/sisters but sadly only him and his sister survived infancy and Mozart died of a fever aged 35. Mozart is considered one of the most important and influential composers of the classical period of music time along with **Haydn** and **Beethoven**.



- Add some **passing** or **auxiliary** notes to the main melody. These are notes which go in-between the notes already there
  - For example, between the first two 'Cs' you could insert a B or a D, and in between the first two 'Gs' you could insert a G or B
- Add a **bass line** using single notes C, F and G which appear over the top of the main melody
- Add **chords** shown
  - C = CEG
  - F = FAC
  - G or G7 = GBD
  - Remember that chords can be played in blocks where each note of the chord is played at the **same time**, or in an **arpeggio** where different notes of the chords come after each other
- Change the melody to a **minor** (sad) key by:
  - making every A an Ab
  - making every E an Eb
- Add a **beat**
- Change the **tempo** (speed) of the music to a different **beats per minute** (bpm)
- Change the melody so that there are 3 beats in the bar instead of 4
- Change the instruments to create different **textures**



Dynamics – Varied depending on style.

Rhythm – 'Straight' original, syncopated (off-beat), 4/4 or 3/4 beats in a bar.

Structure – theme and variation, intro/verse/chorus, quantize for accuracy

Melody – auxiliary notes/passing notes, major/minor, theme & variation.

Instrumentation – melody and accompaniment, bass line, varied textures using higher or lower octaves.

Tempo – varied bpm depending on style.

Harmony – Major or minor chords, block chords, arpeggios, accompaniment

Extension and Further Info

https://www.youtube.com/watch?v=-jDR14y19fQ&t=79s
https://www.musictheoryacademy.com/understanding-music/theme-and-variations/

Service is the most important shot in badminton.

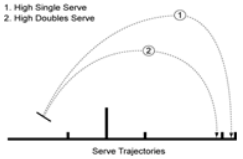
Low Serve

Forehand:

- Stand behind the service line
- Sideways stance, lead with your non-racket leg , weight on your back foot
- Bring your racket back to waist level
- Swing forward, pushing the shuttle low over the net

Backhand:

- Lead with your racket leg, non racket leg slightly behind with your feet pointing forward
- Short backswing then bring the racket forward
- Hold the shuttle in front of your waist level
- Push the shuttle, keeping it low

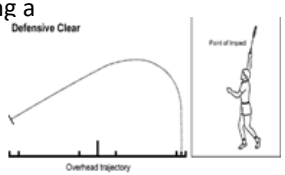


High Serve:

- Played with a forehand underarm action
- Sideways stance, lead with your non-racket leg , weight on your back foot
- Bring your racket back (to almost shoulder level) and swing forward
- Drop the shuttle slightly out in front of your body and hit it with power to make sure it reaches the back of the court

Clears

Clears can be played overhead or underarm, they both move your opponent to the back of the court. The action is similar to throwing a ball.



- Forehand grip
- Sideways stance to the net, weight on your back foot
- Bend your elbow and take the racket back
- Contact the shuttle as high as possible and in front of your body, straighten your elbow as you hit the shuttle
- Follow through with your racket, weight is transferred to front foot

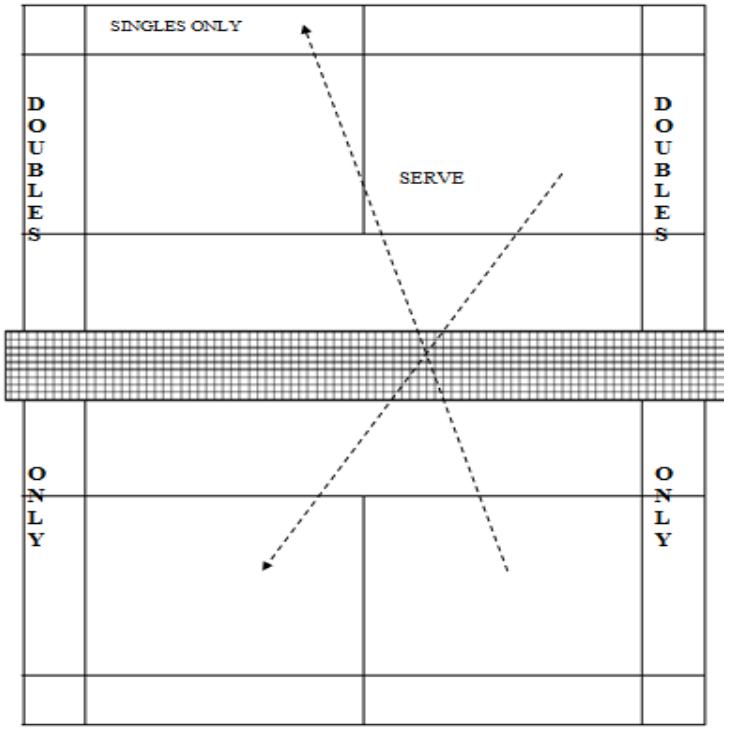
Smash

The smash is an attacking shot, a good smash is un-returnable. It is hit with power and speed, downward towards your opponent's court

- Forehand grip
- Sideways stance to the net, weight on your back foot
- Bend your elbow and take the racket back
- Contact the shuttle as high as possible and in front of your body using a strong throwing action,
- Straighten your elbow as you hit the shuttle, snap down your wrist at the point of impact to add extra power and angle

Badminton Grip:

You need to apply correct grip for each shot being played. There are 2 basic types of grip:



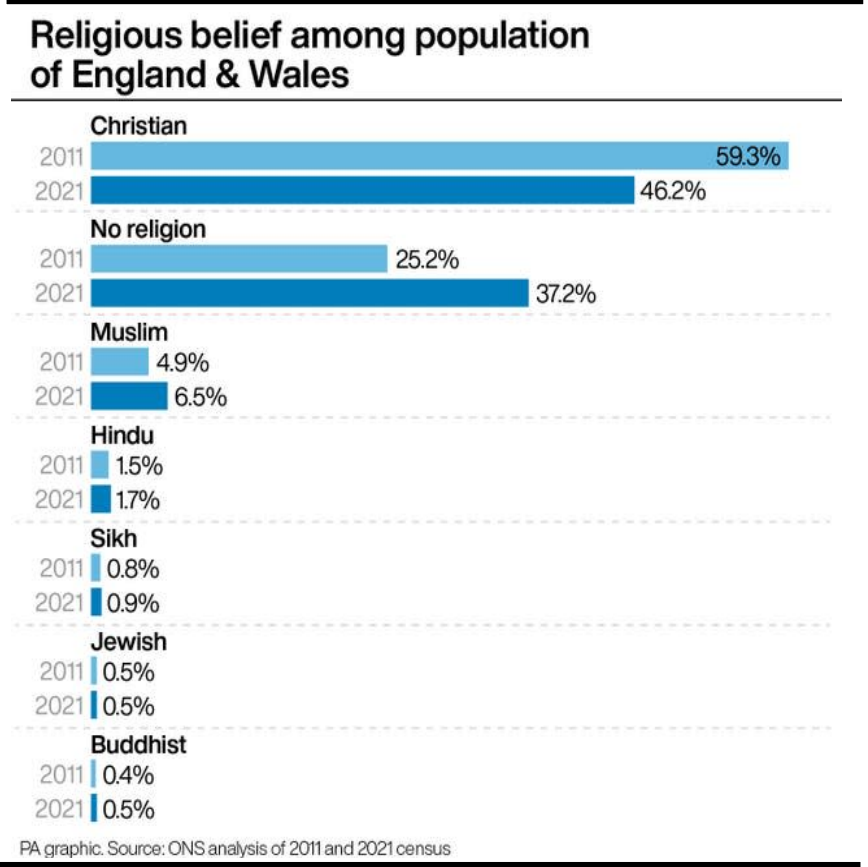
Singles Court: Long and thin

Doubles Court: Short and fat

1.1 Key Vocabulary

Theism/Theist	The belief in God/Someone who believes in God
Monotheism/Monotheist	The belief in one creator God/ Someone who believes in one creator God
Polytheism/ Polytheist	The belief in more than one God/ Someone who believes in more than one God
Atheism/ Atheist	The belief that there is no God/ Someone who does not believe in God
Agnosticism/ Agnostic	Being unsure of your belief in God/ Someone who is unsure of their belief in God
Pluralism	People of different beliefs, background, and lifestyles coexisting in the same society
Secular/ Secularism	No connection/affiliation with religion/ Having no religious connection in a society
Humanism/ Humanist	A philosophy of life that considers the welfare of humankind – rather than the welfare of a supposed God or gods.
Worldview	The way in which we experience and think about the world.

1.2 Worldviews in the UK



1.3 Humanist Values

Treat others with kindness
This could include smiling at others, reaching out to people and seeing what you can do to make the world a better place.

Help others
Approaching life with the desire to be of service to people. Helping them when they need. E.g. Visiting elderly or volunteering.

Be just and fair
Live with a sense that everyone should be treated equally and fairly by ensuring the same rules apply to everyone.

Show empathy
Putting themselves in the position of other people and consider how they might feel.

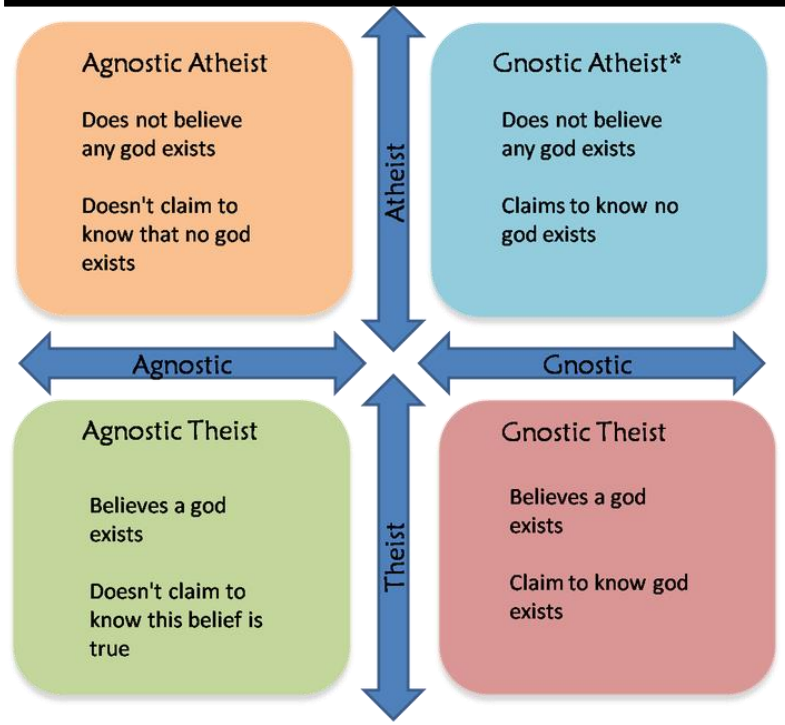
Promote freedom
Respecting and help to protect each others ability to live their life as they wish.

Live Peacefully
Always seeking to live peacefully with others. Take a pause before biting back.

Share resources fairly
Ensuring that everyone has access to food, water and shelter, and other resources essential to a reasonable human life like healthcare and education.

Protect the natural world
To have concern and respect for the environment so that future generation can live good lives.

1.4 Religion as a scale



*Stronger than strong atheism, since it includes a claim of *knowledge*

Revision Suggestions:

1). Revise Humanism in more detail by going onto their website: https://humanists.uk/https://humanists.uk

2). Create flash cards outlining the main theories from Sigmund Freud and Karl Marx and ask your family and friends to test you on them.

3). Create poster about the rejection of God using information from this knowledge organiser.

1.5 Why do people reject God?

Some may argue that:

- God is not necessary for knowledge of right and wrong. We have secular Laws in many countries.
- Religion permits injustice and can cause conflict
- Religious stories have lost their meaning
- Belief in God is illogical
- There is no definite proof
- Unanswered prayers
- Science can provide us with answers that religion cannot
- There is too much evil and suffering in the world for there to be an omnipotent (all powerful) and omnibenevolent (all loving) God.

1.6 How does religion still impact the UK?

- The Church of England is the 'established' religion of England. This means that it has links to the government and other official bodies such as the judiciary (the court system).
- In the sixteenth century King Henry VIII broke away from the Catholic Church and the authority of the Pope and made himself head of the Church of England. Today as well as being Head of State, the monarch is the Supreme Governor of the Church of England.
- Traditionally Christians go to church on a Sunday, and it was regarded as a day of rest. As a result, the hours shops can trade on a Sunday are restricted. Lots of people in the UK mark important life events, like marriage in a church, even if they are not religious.
- For laws to be passed in the UK they must be approved by both Houses of Parliament. The House of Lords is not elected, and its members are of two types. Lords Temporal are appointed by the monarch, but the Lords Spiritual are 26 of the most senior Church of England So, the Church of England has a direct role in shaping UK law.
- Many of the laws of the UK reflect the teaching of some of the Ten Commandments, such as 'Do not kill' and 'Do not steal'.
- The Christian calendar influences UK public holidays. The two major Christian festivals, Christmas and Easter, are still widely celebrated in the UK. School holidays fall over these periods and many businesses will close.
- All pupils by law must be taught Religious Education. It is compulsory for all pupils in local authority-maintained schools aged 5 to 18 years.