

Maidenhill School

Knowledge Organiser

Year 8 – Term 3



Be kind, Aspire, Persevere, Achieve

Name:

Tutor: 8



Week 2	Notes
Monday 5 th January	INSET DAY
Tuesday 6 th January	
Wednesday 7 th January	
Thursday 8 th January	
Friday 9 th January	
Week 1	Notes
Monday 12 th January	
Tuesday 13 th January	
Wednesday 14 th January	
Thursday 15 th January	
Friday 16 th January	

Week 2	Notes
Monday 19 th January	
Tuesday 20 th January	
Wednesday 21 st January	
Thursday 22 nd January	
Friday 23 rd January	
Week 1	Notes
Monday 26 th January	
Tuesday 27 th January	
Wednesday 28 th January	
Thursday 29 th January	
Friday 30 th January	



Week 2	Notes
Monday 2 nd February	
Tuesday 3 rd February	
Wednesday 4 th February	
Thursday 5 th February	
Friday 6 th February	
Week 1	Notes
Monday 9 th February	
Tuesday 10 th February	Y8 Parents' Evening 4 – 6.30pm
Wednesday 11 th February	
Thursday 12 th February	
Friday 13 th February	



Self-certification

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

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

Date	Time	Student signature

Insert medical exemption here (Head of Year)

Review/end date:

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.

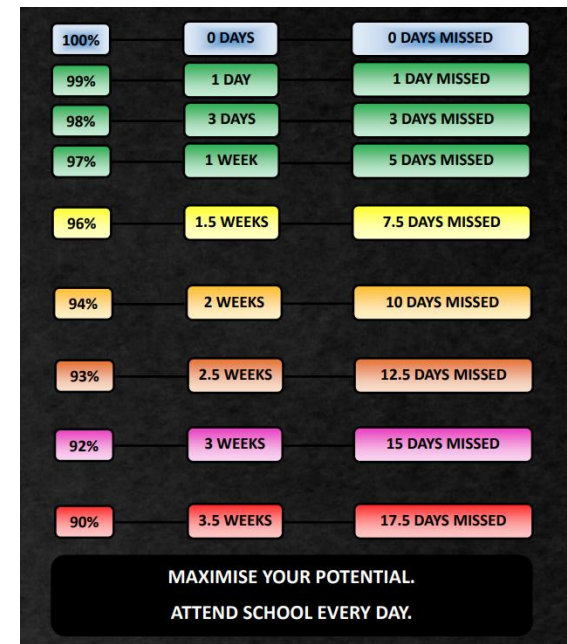
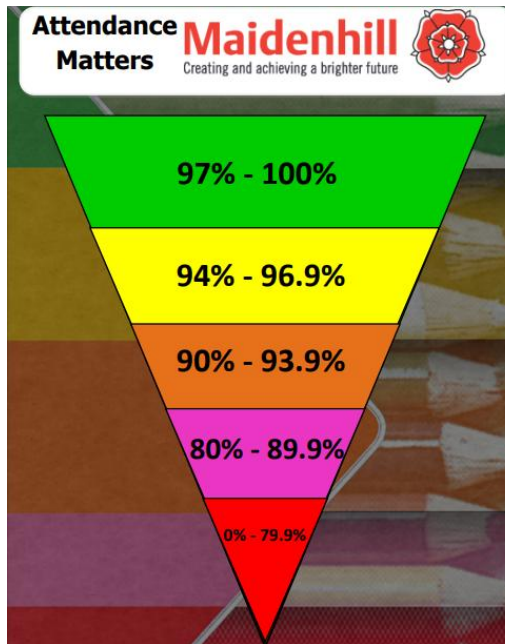
Reporting your concerns



Attendance Matters



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



Personal Attendance Record

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

Home School Agreement and uniform expectations



As a student of the school I will:

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

Student Signature

Maidenhill Uniform

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



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



Maidenhill PE Uniform

- ❖ **NO JEWELLERY**
- ❖ Red Maidenhill PE polo shirt
- ❖ Red Maidenhill hooded jumper
- ❖ Optional Rugby shirt
- ❖ Options for the lower half:
 - Plain black shorts with less than 5cm logos
 - Black tracksuit bottoms with less than 5cm logos
 - Maidenhill leggings
 - Maidenhill skort
 - Plain black leggings with no logos
- ❖ Socks
 - White or black
 - Red needed for all fixtures
- ❖ Shoes
 - Suitable trainers
 - Optional studded boots for football/rugby



Equipment and acceptable use of the school ICT facilities



Equipment

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

Essential requirements

- ☐ At least 2 black pens
- ☐ Green pen
- ☐ 2 pencils and 2 x 2b or 4b pencils for Art, Design and Nutrition
- ☐ Ruler
- ☐ Rubber
- ☐ Pencil sharpener
- ☐ Scientific calculator
- ☐ Whiteboard and whiteboard pen
- ☐ Headphones for music
- ☐ Reading book
- ☐ Plastic wallet and knowledge organiser

Student property

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

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

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

Network rules

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

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

Always log off before leaving a computer

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

Never give a stranger any information about you or your home

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

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

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

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

Always give credit for information obtained from the internet

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

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

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

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

Visit the website ‘thinkyouknow’ for essential and excellent advice on using the internet safely outside of school.





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

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

Rewards

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

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

Consequences

C2 – This is a verbal warning

C3 – Issued with a BFL detention of 40mins

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

C4 – Isolation in the refocus room

C4e – Educated off site at an alternative provision

C5 – Fixed term suspension

C5 Exclusions

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

Incidents for which a students may be excluded include:

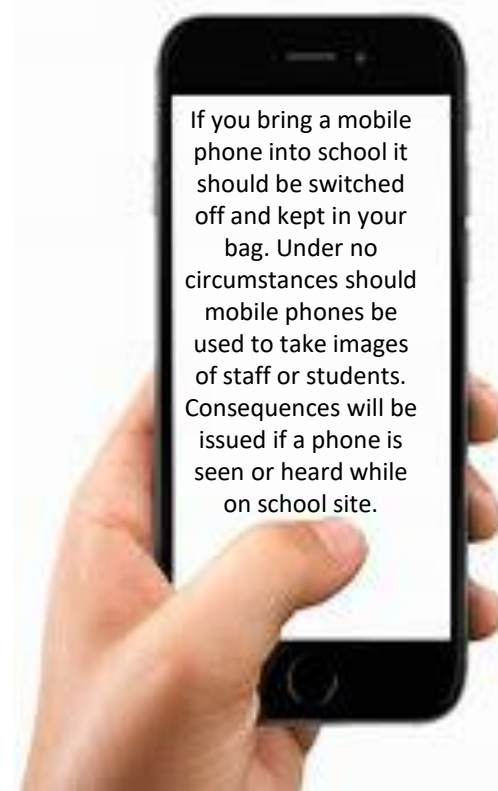
- In possession, under the influence of or dealing in illegal drugs. This also extends to alcohol and other toxic substances
- Serious physical or verbal aggression towards others
- Serious rudeness, defiance, threatening behaviour or inappropriate language towards a member of the school staff
- Anti-social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

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

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

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

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



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



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 $856 \div 4 =$	Question 4 Work out $2208 \div 23 =$
Question 5 Work out $600 \div 30 =$	Question 6 Work out $56000 \div 70 =$	Question 7 Complete 4.2 litres =..... ml	Question 8 Complete 80 cl =..... ml
Question 9 Work out $38 \times 55 =$	Question 10 Work out $16.5 \times 7.3 =$	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 $3 + 3 \times 5 - 4$	Question 16 Work out $31 - 8 \times 5$
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

10

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

11

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 $642 \div 3 =$	Question 4 Work out $4760 \div 28 =$
Question 5 Work out $4800 \div 60 =$	Question 6 Work out $12000 \div 200 =$	Question 7 Complete 13500 ml =.....litres	Question 8 Complete 1000 ml =.....cl
Question 9 Work out $54 \times 22 =$	Question 10 Work out $10.4 \times 4.6 =$	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 $2 + 2 \times 2 - 6$	Question 16 Work out $9 + 2 \times 2$
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

12



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 $285 \div 5 =$	Question 4 Work out $1260 \div 10 =$
Question 5 Work out $4500 \div 90 =$	Question 6 Work out $640000 \div 800 =$	Question 7 Complete 5.8 litres = ml	Question 8 Complete 40 cl = ml
Question 9 Work out $53 \times 57 =$	Question 10 Work out $7.7 \times 4.9 =$	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 $12 + 2 \times 2$	Question 16 Work out $3 + 9 \times 3$
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



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 $128 \div 2 =$	Question 4 Work out $2520 \div 35 =$
Question 5 Work out $54000 \div 900 =$	Question 6 Work out $21000 \div 70 =$	Question 7 Complete 3.2 litres =..... ml	Question 8 Complete 60 cl =..... ml
Question 9 Work out $50 \times 60 =$	Question 10 Work out $1.8 \times 4.7 =$	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 $3 \times 5 + 5 \times 2$	Question 16 Work out $3 + 2 \times 2 + 6$
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



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 $765 \div 9 =$	Question 4 Work out $2655 \div 15 =$
Question 5 Work out $27000 \div 30 =$	Question 6 Work out $7200 \div 80 =$	Question 7 Complete $8400 \text{ ml} = \dots\dots \text{litres}$	Question 8 Complete $80 \text{ cl} = \dots\dots \text{ml}$
Question 9 Work out $34 \times 40 =$	Question 10 Work out $10.8 \times 4.2 =$	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 $2 + 2 \times 5 + 6$	Question 16 Work out $4 + 2 \times 5 + 8$
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

15





Task 1

Correct the paragraph below for **spelling, capital letters and punctuation**, *then* rewrite one sentence to make it more mature and detailed.

on saturday i seen a film with my cousins it was really good my auntie drive us there we buyed popcorn and drinks and talked loud in the cinema

Corrected version:

Improved version:

Challenge

List the verbs in the sentences:

**Task 2**

Replace the repeated or weak words with more ambitious synonyms. You may not repeat a synonym twice.

Write out a sentence using your new and improved word/s.

Word	Synonym	Sentence
Really good		
Talked		
Saw		
Bought		

Challenge:

Use all of your new words in a small paragraph:



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

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

Expectations

You are responsible for looking after your Knowledge Organisers. You should:

- ✓ *Memorise and build upon the information in each Knowledge Organiser.*
- ✓ *Keep them neat and tidy.*
- ✓ *Bring them to school each day.*
- ✓ *Refer to them in lessons and when 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)

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

Rhythm
The flow of a poem, often effected by the punctuation and shape of a poem.

POETIC TECHNIQUES

Metaphors
Identifies something as being the same as something else.

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

Tone and Pace
Have a big impact on rhythm and are effected by punctuation.

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

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

Common Techniques

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

Transactional Writing

- Letters
- Reviews
- Reports
- Articles





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 smilar ...
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 to express 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.

SEMICOLON

;

Use to connect subjects and verbs into a single sentence.

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.

THEÏR

(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





1.1 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 Similarly Equally Likewise As with	However Whereas On the other hand Alternatively 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.



Multiplication Table Grid I-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

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

$x + 42 = 59$

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

Don't forget you know how to use function machines

There is more to this than just spotting the answer

Solve one step equations (x/\div) (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

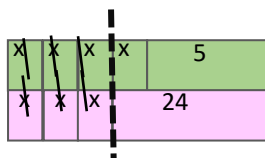
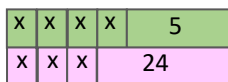
$$4x + 5 = 3x + 24$$

$$-3x \quad -3x$$

$$x + 5 = 24$$

$$-5 \quad -5$$

$$x = 19$$



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)

Expand single brackets (160)

$3(2x + 4)$

$6x + 12$

$3(2x + 4)$

$6x + 12$

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

Factorise into a single bracket (168)

$8x + 4$

$2x + 1$

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

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

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

$$2x + 15b$$

Common misconceptions

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

Although they both have the x variable x^2 and x terms are un-like terms so can not be collected

Enrichment Opportunities

<https://nrich.maths.org/10146>



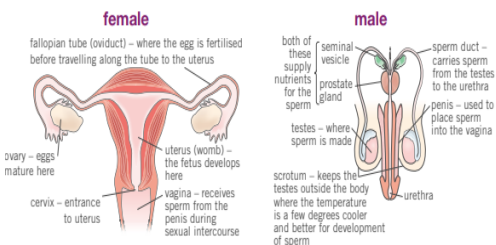
Human reproduction

Adolescence

The time during which you change from being a child to being an adult is called **adolescence**. The physical changes that happen between the ages of 9–14 are called **puberty**.

Girls	Boys
breasts develop, ovaries start to release egg cells, periods start, hips widen,	voice breaks, sexual organs develop, testes start to produce sperm, shoulders widen, hair grows on face and chest
pubic and underarm hair grows, body odour develops, emotional changes, growth spurt	

Reproductive systems

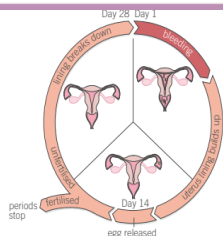


The menstrual cycle

Day 1 – blood from uterus lining leaves the body through the vagina.

Day 5 – bleeding stops. Uterus lining begins to re-grow.

Day 14 – an egg cell is released from one of the ovaries (**ovulation**). The egg cell travels through the oviduct towards the uterus.



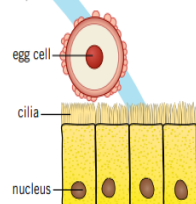
Methods of contraception

Condoms – A thin layer of latex rubber that prevents semen being released into the vagina.

Contraceptive pill – a daily tablet that contains hormones. It prevents pregnancy by stopping ovulation.

Fertilisation

An egg is released every month.



The egg cell is moved along the oviduct towards the uterus by **cilia**.

Sperm cells are produced in the **testicles/testes**.

Sperm are mixed with nutrients and fluid from the glands to form **semen**.

During sexual intercourse a man will release semen into the vagina (**ejaculation**).

If a sperm meets the egg **fertilisation** may happen.

The fertilised egg may then **implant** in the uterus lining and form an **embryo** (ball of cells)

the main steps in a baby's development (**gestation**) during pregnancy

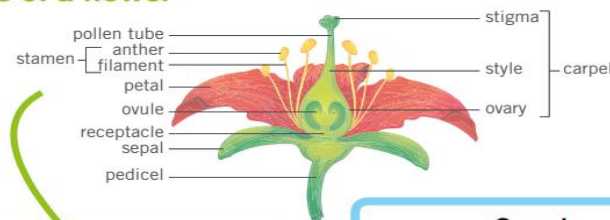
just a dot	1 week – cells beginning to specialise
3 mm long	4 weeks – spine and brain forming, heart beating
3 cm long	9 weeks – tiny movements, lips and cheeks sense touch, eyes and ears forming
7 cm long	12 weeks – fetus uses its muscles to kick, suck, swallow, and practise breathing

There are three important structures in the uterus during gestation:

- placenta** – where substances pass from mother to **fetus**
- umbilical cord** – connects the fetus to the placenta
- fluid sac** – shock absorber that protects the baby.

Plant reproduction

Parts of a flower



Stamen
male part of the flower

- the **anther** produces pollen
- the **filament** holds up the anther

Carpel
female part of the flower

- the **stigma** is sticky to catch grains of pollen
- the **style** holds up the stigma
- the ovary contains **ovules**

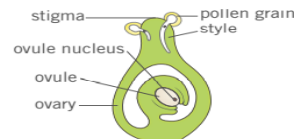
Pollination

Pollination is the fertilisation of the ovule, which occurs when pollen is transferred from an anther to the stigma. Pollination can occur due to insects or the wind.

cross-pollination
between two **different** plants

self-pollination
between the male and female parts of the **same** plant

Fertilisation



The tube grows out of the pollen grain and down through the style.



The pollen nucleus moves down the tube.



The pollen nucleus joins with the ovule nucleus. Fertilisation takes place and a seed will form.

Germination

When a seed starts to grow it is called **germination**.

To germinate, seeds need:

- water – for the seed to swell and the embryo to start growing
- oxygen – for respiration and transferring energy for germination
- warmth – to help speed up the reactions in the plant.

Key terms

Make sure you can write definitions for these key terms.

adolescence anther carpel cervix cilia contraception ejaculation embryo fertilisation fetus filament gestation germination implant menstrual cycle ovary oviduct ovulation ovule placenta pollen pollination puberty semen sperm duct stamen stigma style testes umbilical cord uterus urethra vagina

Enrichment Opportunities

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

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

The Importance of Bees: <https://www.bbc.co.uk/teach/would-we-starve-without-bees/zkf292p>

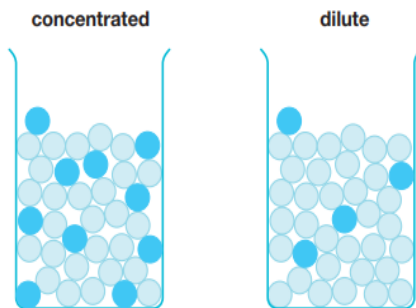


Acids and alkalis

Acids and alkalis are special solutions which are chemical opposites to each other.

If a solution is between acid and alkaline it is **neutral**.

Acids and alkalis can be:



Lots of acid/alkali particles for the amount of water.

A small number of acid/alkali particles in the same amount of water.

Acids and alkalis are **corrosive**

This means that they can cause burns if they get on your skin.



Acids and alkalis can be extremely dangerous, depending on the type of acid/alkali and its concentration.

As a general rule the more concentrated the solution, the more dangerous it can be.

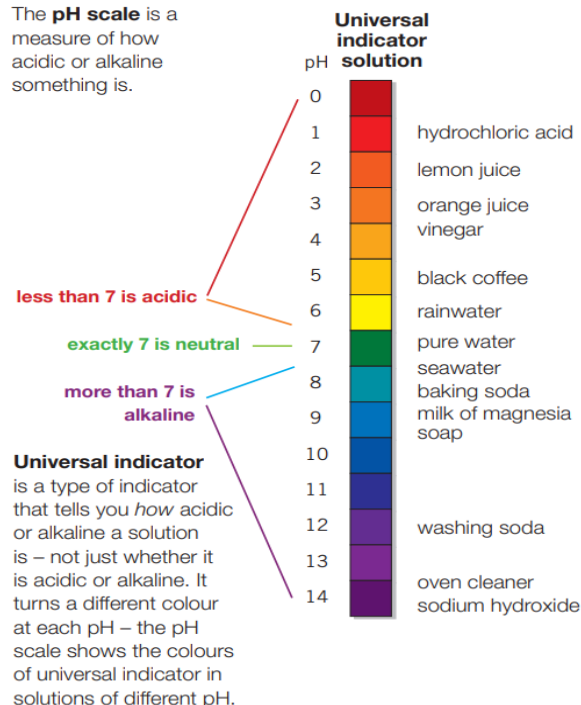
Indicators

If you want to know if something is acidic or alkaline, you need to use an **indicator**. Indicators contain a dye that turns different colours in acidic and alkaline solutions.

Litmus paper is a type of indicator. It can be either **pink** paper or **blue** paper.

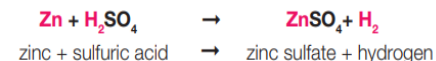
- in acid – **blue** paper turns **pink**
- in alkali – **pink** paper turns **blue**

The **pH scale** is a measure of how acidic or alkaline something is.



Reactions with acids

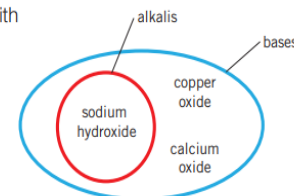
When an acid reacts with a metal element or compound a **salt** is formed. The hydrogen atoms of the acid are replaced with atoms of the metal element.



A **base** is a compound that can react with an acid to make a neutral solution.

This is called **neutralisation**.

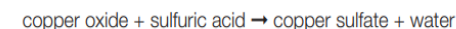
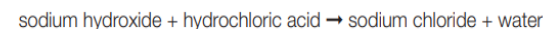
Bases that are soluble in water are alkalis.



Neutralisation reactions produce water and a salt.

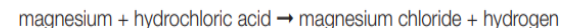


for example,



Metals can also react with acids, but they produce a salt and hydrogen gas.

for example,



Naming salts

The name of the metal comes first, for example, **magnesium** chloride.

Different acids produce different types of salt:

- hydrochloric acid produces metal **chlorides**
- sulfuric acid produces metal **sulfates**
- nitric acid produces metal **nitrates**

Key terms

Make sure you can write definitions for these key terms.

acid alkali base concentrated corrosive dilute indicator litmus neutral neutralisation pH scale salt universal indicator

Enrichment Opportunities

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

BBC Bitesize: <https://www.bbc.co.uk/bitesize/topics/zn6hvcw>

Practical to do at home: <https://www.osc.org/diy-ph-indicators-kitchen-chemistry/>



How does light travel?

Luminous objects are sources of light.

Non-luminous objects do not produce their own light.

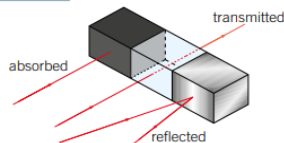
When light hits an object it can be **absorbed**, **reflected**, or **transmitted**.

If an object is:

transparent – most light is transmitted

translucent – light is scattered

opaque – no light is transmitted so a shadow is produced.



Light can travel through gases, some solids and liquids, and completely empty space (a vacuum).

The speed of light in a **vacuum** is about 300 000 km/s.

Distances in space are measured in **light-time**. Remember that light-time is a distance (not a measure of time).

A light-minute is the distance light travels in one minute.

A light-year is the distance light travels in one year.

Colours of light

A **prism** refracts different colours of light by different amounts. This disperses light into a continuous **spectrum** of colours.

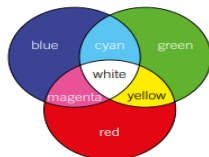
The **primary colours** of light are **red**, **green**, and **blue**.

Secondary colours are produced when any two primary colours are mixed.

Filters subtract colours from white light, so that only one colour of light is transmitted.

Objects appear to be different colours because they reflect some colours of light and absorb others.

Black objects absorb all colours and white objects reflect all colours.



Key terms

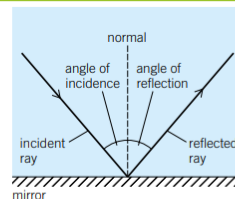
Make sure you can write definitions for these key terms.

absorb angle of incidence charge-coupled device colour converging convex diffuse scattering filter focal point focus incident ray law of reflection lens
light-time luminous normal opaque photoreceptor pixel primary colour prism real image refraction retina secondary transmit spectrum specular reflection
reflection translucent transmit transparent virtual image

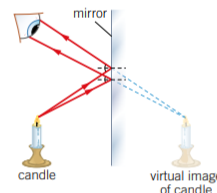
Reflection and refraction of light

The **law of reflection** states that:

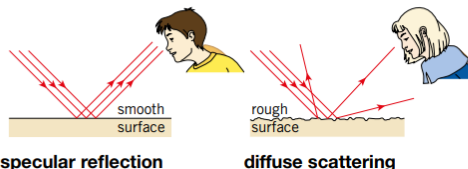
The **angle of incidence** is equal to the **angle of reflection**.



Images in mirrors are **virtual** – they look like they are behind the mirror.



Whether or not you can see a clear reflected image depends on how smooth the surface is:

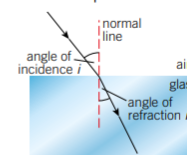


Refraction is when light changes direction when it travels from one **medium** (material, such as air or water) to another.

Refraction happens because light travels at different speeds in different materials.

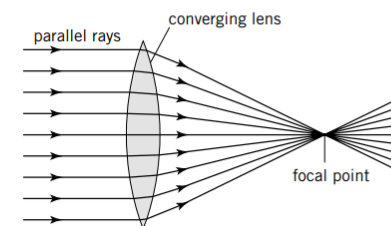
Rays of light will be refracted:

- towards the **normal** if they slow down, such as going from air to glass
- away from the normal if they speed up, such as going from water to air.



Lenses use refraction to spread out or **focus** light.

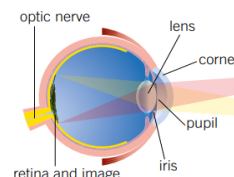
Convex (or **converging**) lenses (like the ones in your eyes) are shaped to focus the light to a point – called the **focal point**.



How do eyes and cameras work?

Light entering your eye is refracted by the **lens**, focusing it on the **retina** and creating an inverted image.

Photoreceptors detect the light hitting your retina and send an electrical impulse to your brain.



Cameras work in the same way as your eye – light passes through an opening and a **real image** is formed on a screen or film.

Digital cameras now have a **charge-coupled device (CCD)** instead of film – when light hits a **pixel** it produces an electrical charge.

Enrichment Opportunities

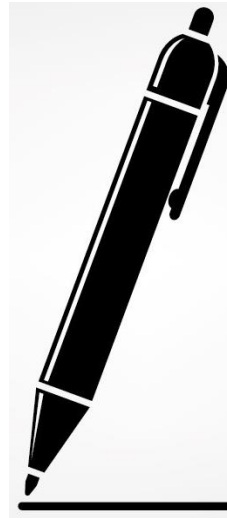
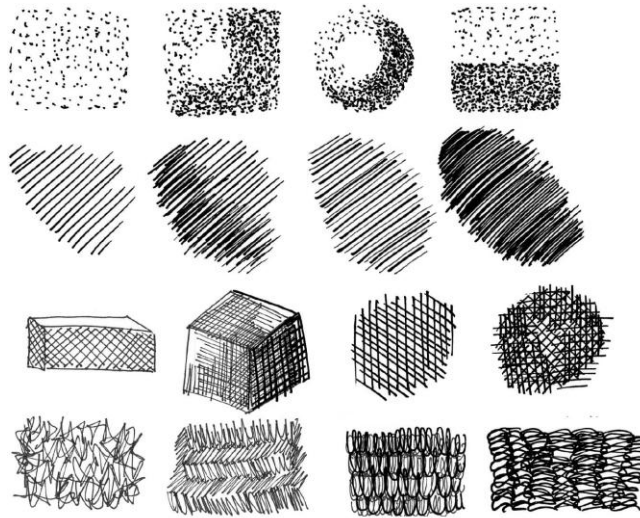
Seneca Learning: <https://senecalearning.com/en-GB/>

BBC Bitesize: <https://www.bbc.co.uk/bitesize/guides/zq7thyc/revision/1>

Online simulations: https://phet.colorado.edu/sims/html/color-vision/latest/color-vision_en.html

John Kenn Mortensen

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



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

MARK MAKING with Pens:

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



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



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





Key words to learn:

1. Drawing:

Observational drawing– Drawing something exactly as one sees it.

Scale– Size (in relation to something).

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

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

Hatching– A method of shading using parallel lines.

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

Highlights– The parts of an object on which the light is strongest.

Shadows– The parts of an object which are dark.

Range of tones– All the tones between highlights and shadows.

2. Colour:

Primary colour– The 3 colours, **red, yellow and blue**, used in combination (along with white and black) to make all other colours.

Secondary colour– Colours, **green, purple and orange**, made by mixing 2 primary colours.

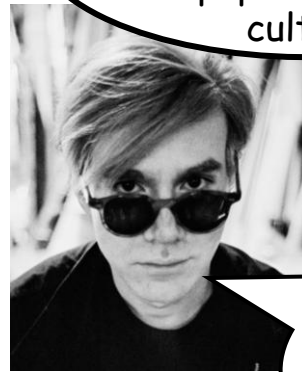
Tertiary colour– A colour made by mixing a primary & a secondary colour.

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

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

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

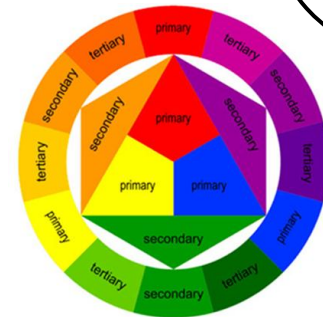
Complementary colours– Colours that appear on opposite sides of the colour wheel, which when used together, create **contrast**.



Pop = Popular
Pop Art is influenced by popular mass culture



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



Warhol and Lichtenstein used bright primary colours to grab your attention







Roy Lichtenstein used cartoon boxes and comic strips





Material & Shaping Techniques

Tools and Equipment


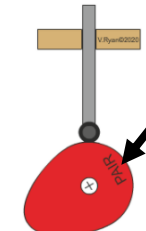
Name of tool	Picture	What the tool is used for
Tenon Saw		Cuts accurate straight lines in small pieces of wood and provide a smooth cut.
Chisel		Chisels are used to cut away and shape wood.
Bench Hook		Holds the material when cutting straight lines.
Disc Sander		This machine smooths surfaces and removes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

Timbers & Manufactured Boards

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

Computer Aided Design & Computer Aided Manufacture

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

CAMS:
Cams change rotary motion to reciprocating motion

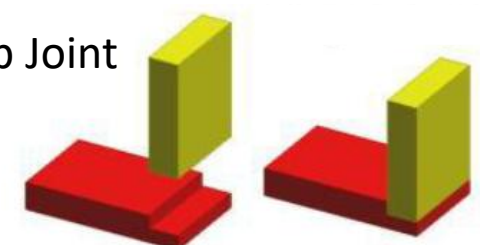
Health & Safety

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
- Lap Joint

Lap Joint



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

Try these websites to support you
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
- Discreet make-up
- Neckerchief to absorb sweat from neck
- Nails short and clean
- No nail varnish
- No jewellery (except wedding ring)
- No heavy perfume, scent or aftershave
- Cuts covered with blue waterproof plasters
- Loose-fitting trousers
- Flat, comfortable shoes non-slip with protective toe caps for kitchen



- No facial piercing
- Wearing of hat
- Clear complexion
- Daily shower or bath
- No body odour (B.O.)
- Correct clean uniform
- No illness or stomach complaints

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



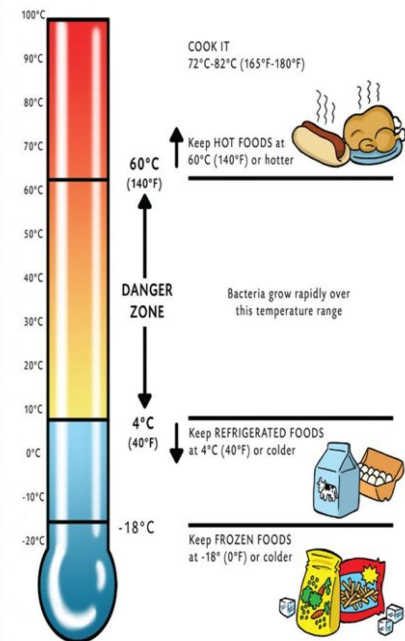
- If colour-coded boards and knives are not available, avoid using the same knife or chopping board for raw meat and then ready-to-eat foods unless they are cleaned thoroughly between uses.



Key Words:

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

Temperature Danger Zone





Component Features of a visual identity

- Name
- Logo
- Slogan or Strap line



Purpose of visual identity

When a brand has a successful visual identity and this is established. They are able to:

- Become familiar and recognised by their target audience.
- Become established in their consistency of brand values, styles and colour.
- Have loyal customers who want to be associated with the brand.
- Communicate effectively with their consumers reaching target markets.

Elements of Visual identity

- Graphics
- Typography
- **Colour Palette**
- Layout



The meaning of colours

RED Power, strength, energy, heat, love, passion, danger, warning, anger	PINK Happiness, compassion, sweet, playful, immaturity, hope, inspiration, feminine	GREEN Earth, growth, freshness, nature, balance, harmony, money, jealousy, envy, guilt	BLACK Formal, classic, elegance, power, luxury, protection, death, mystery, evil
ORANGE Excitement, confidence, encouragement, health, vitality, extroversion	PURPLE Royalty, nobility, spirituality, luxury, ambition, mystery, fantasy, moodiness	BLUE Peace, tranquility, loyalty, security, trust, intelligence, cold, fear, masculine	WHITE Purity, innocence, goodness, fresh, clean, easy, simplicity
YELLOW Bright, vibrant, youthful, energetic, sunshine, hope, intellect, happiness	BROWN Earth, outdoors, longevity, conservative, honest, natural, reliable		

Types of Logos

Picture 	Emblem
Character 	Letterform
Abstract 	

Planning the digital graphic:

Moodboards	Mindmaps	Concept sketch	Visualisation diagram
 Used to assist in the generation of ideas	 Used to link ideas	 A concept sketch is a simple freehand drawing to develop an idea which may include brief annotations	 a visualisation diagram is a rough sketch of what the final product will look like and is passed onto someone in production ready for development





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

Setting a variable

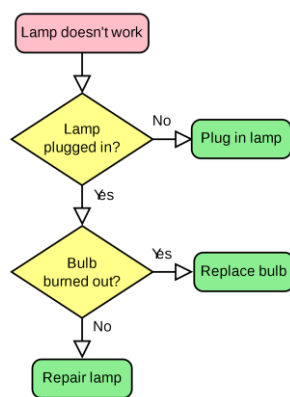
User Input

Selection

Loop



Algorithms can be expressed using a flowchart or pseudocode

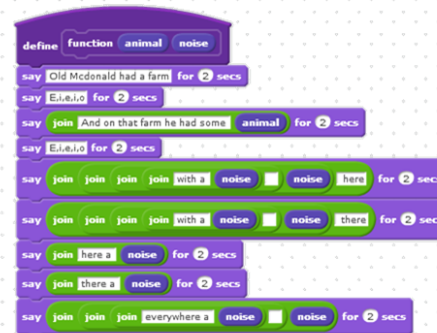
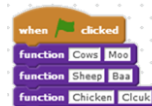


Symbol	Name	Function
	Start/end	An oval represents a start or end point
	Arrows	A line is a connector that shows relationships between the representative shapes
	Input/Output	A parallelogram represents input or output
	Process	A rectangle represents a process
	Decision	A diamond indicates a decision

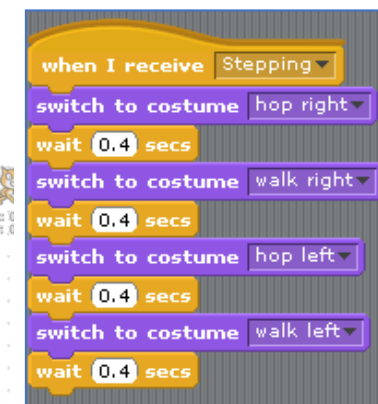
Functions

Functions can be used to repeat pieces of codes 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>

34

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'

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 – The process of creating a play from a stimulus. This is without using a script.

Stimulus – The starting point for creating a performance. This could be a picture, an object, a song or anything that gives you ideas.

Narration/Direct Address/Breaking the 4th wall – When a performer speaks directly to the audience.

Three Act Structure – Splitting your performance into a beginning, middle and end so that your story is interesting to watch.

Cross-Cutting– Alternating between two scenes on stage.

Multi-roling – When an actor plays multiple parts within a play

Flashback – A scene that shows something that happened before the events of the play.

Placards – Signs or boards that have writing on that gives more information about what is happening on stage.

Marking the Moment – When you highlight an important moment in a play.

Extension and Further Info

Devising Jane Eyre



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



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

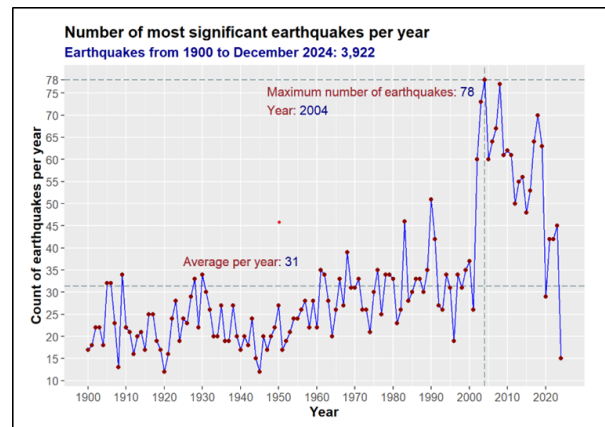
Magma: Molten rock beneath the Earth's surface.

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.



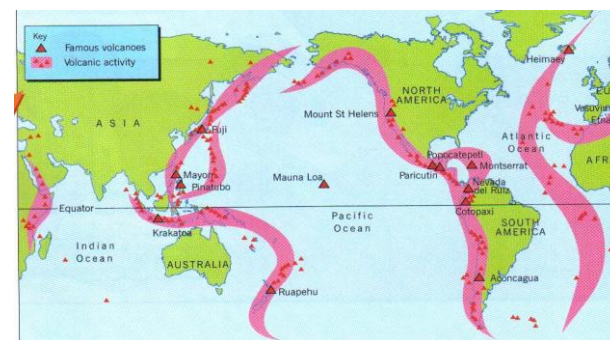
Line graphs-

Strengths:

- Simple to construct and read.
- Shows continuous data.

Weaknesses:

- Can be difficult to construct if values are large or varied.
- Not suitable for discrete data.



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.

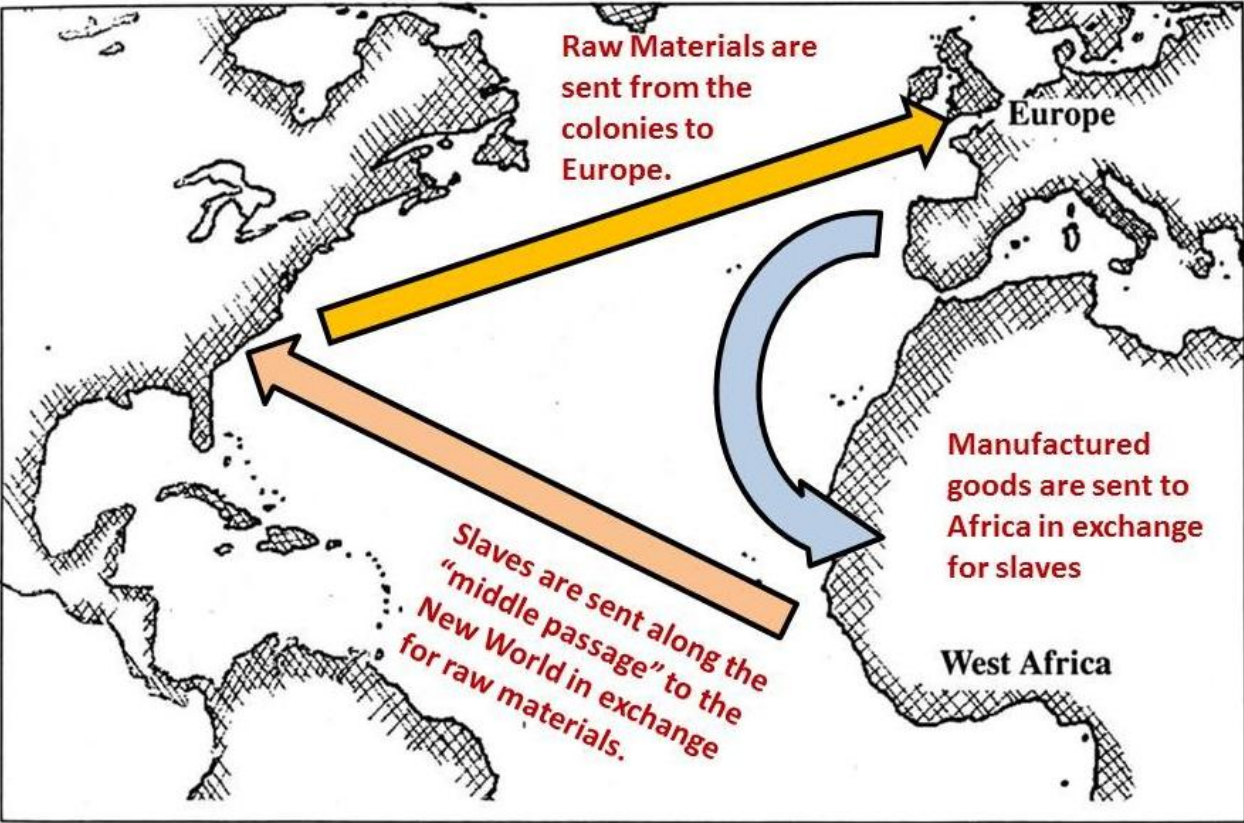


2.1 What was the British Empire?

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.

2.3 The Slave Trade Triangle

The Triangle Trade



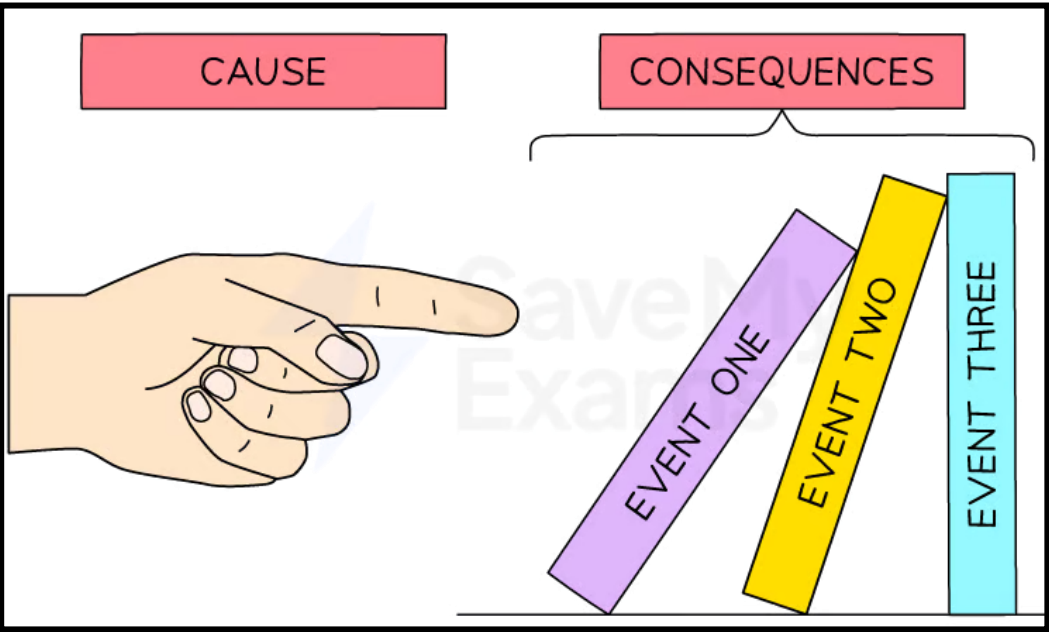
2.2 Dates

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	Salve 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.
Colonize	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
Cause	Is an event that leads directly to other events happening
Consequence	An event that happens as a result of another event



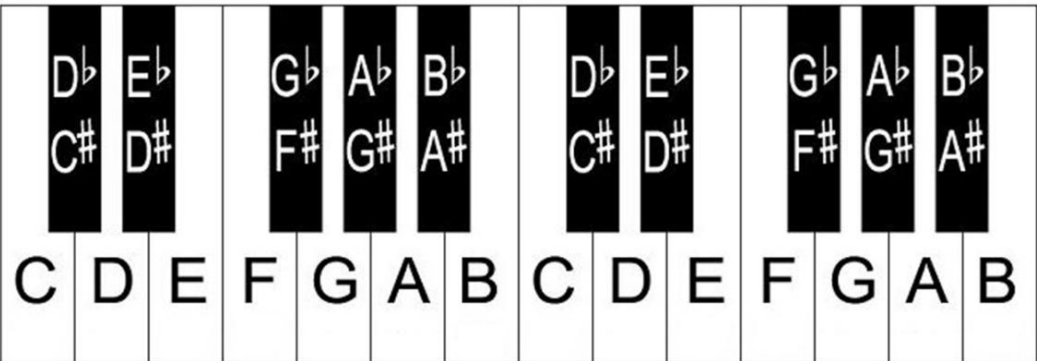
Language of Cause:

As a result.....
Therefore.....
This led to.....
Due to this.....

Language of Consequence:

This sparked
In the short term....
In the long term.....
This was enabled by.....

Piano Keys and Notes



Keyboard Chords



Play one – Miss one – play one – miss one – play one

MAD T-SHIRT

Melody – the tune, combination of different pitches of notes

Articulation – the way it is played

Dynamics – how loud the music is

Texture – layers of sound Thick / Thin

Structure – the order in which the music happens

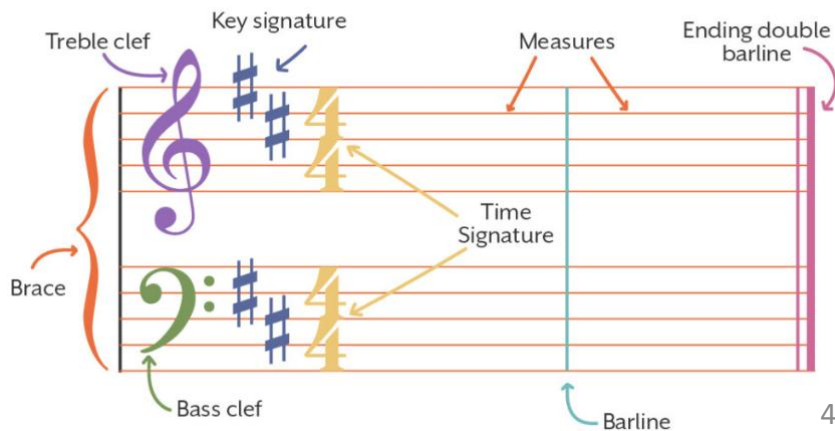
Harmony – How the notes sound together. **Chords**, notes played at the same time

Instrumentation – Ukulele, Vocals

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

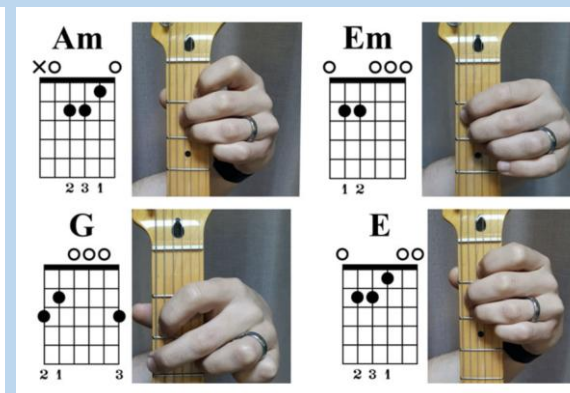
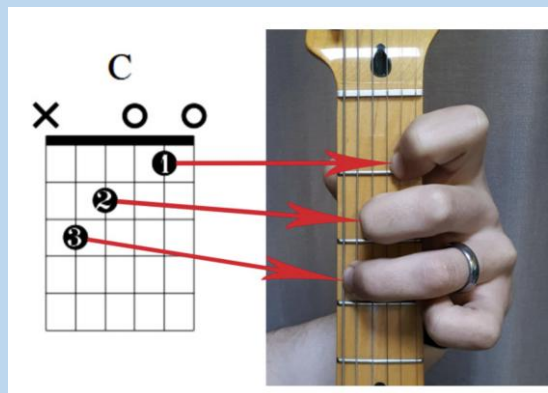
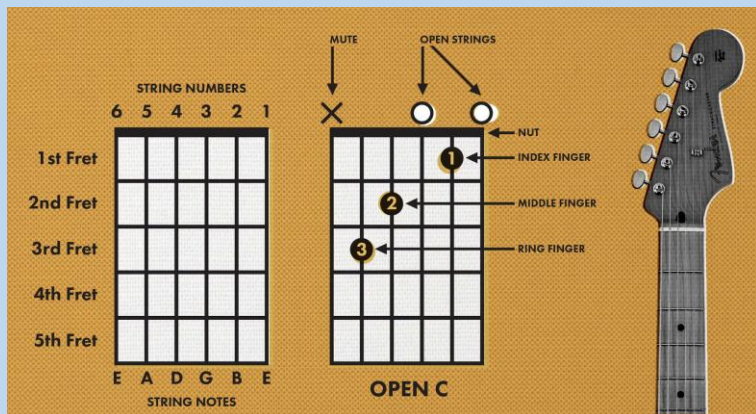
Timbre – the quality of the sound

Grand Staff

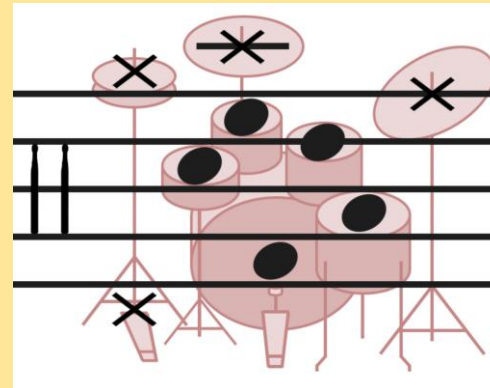




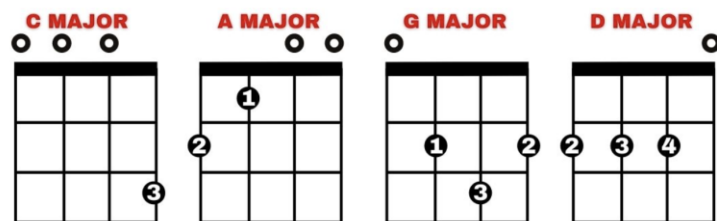
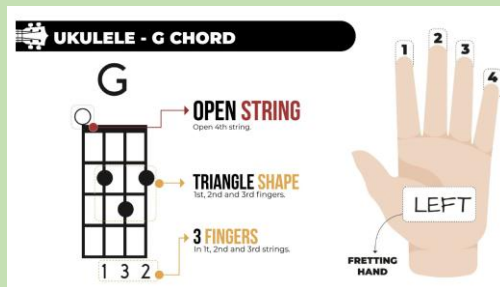
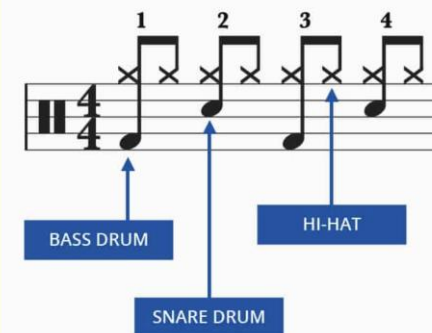
How to read Guitar Chords



How to read Drum Tab



Standard 8th Note Groove





Time values			
NOTE	NAME	LENGTH (duration)	REST
	Semibreve	4 beats	
	Minim	2 beats	
	Crotchet	1 beats	
	Quaver	½ beats	
	Semiquaver	¼ beats	
A dot after the note increases its length by half:			
	Dotted minim		
	Dotted crotchet		
Groups of quavers/semiquavers are usually beamed together:			

Dynamics					
<i>pp</i>	<i>p</i>	<i>mp</i>	<i>mf</i>	<i>f</i>	<i>ff</i>
PIANISSIMO	PIANO	MEZZO PIANO	MEZZO FORTE	FORTE	FORTISSIMO
very soft (v.quiet)	soft (quiet)	moderately soft	moderately loud	loud	very loud
crescendo (cresc.)			diminuendo (dim.)		
gradually getting louder			gradually getting quieter		

Form and structure	
BINARY	A B
Two sections: A usually ends in a related key (e.g. dominant or relative minor), but B returns to the tonic. B will contain with some change/contrast.	
TERNARY	A B A
Three sections: section B provides a contrast (e.g. new tune key change). A may return exactly or with some slight changes.	
RONDO	A B A C A
A longer form: A returns throughout the piece, with contrasting sections called 'episodes', containing new ideas and using different keys.	

Texture	
MONOPHONIC	A single melodic line.
HOMOPHONIC	A chordal style or melody and accompaniment: moving together.
POLYPHONIC	A more complex (contrapuntal) texture with a number of different lines.

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

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

Badminton Grip:



You need to apply the correct grip for each shot being played. Above are the 2 basic types of grips.

Service:

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



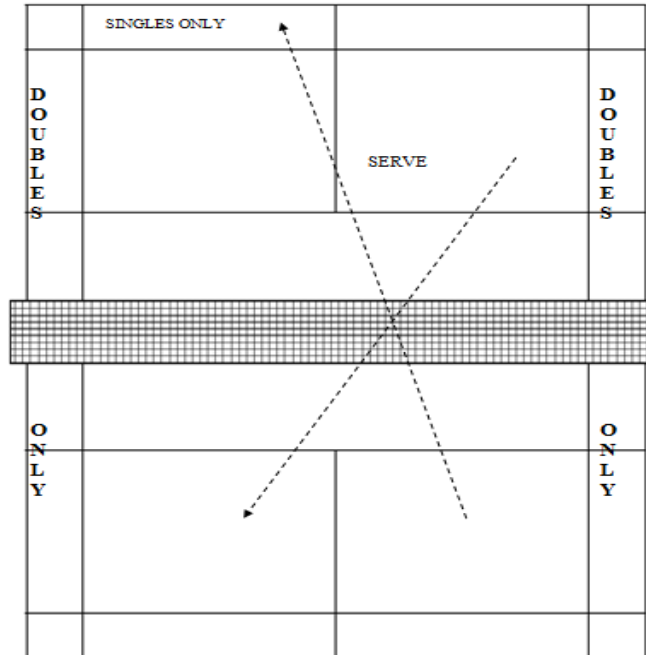
High Serve:

- 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

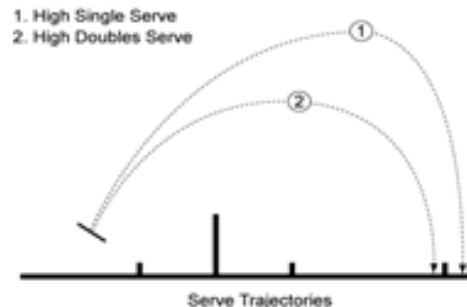
Clears can be played overhead or underarm, they both move your opponent to the back of the court. The action is similar to throwing a ball.

- 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

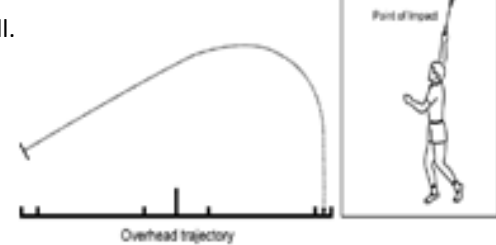


Singles Court: Long and thin

Doubles Court: Short and fat



Defensive Clear

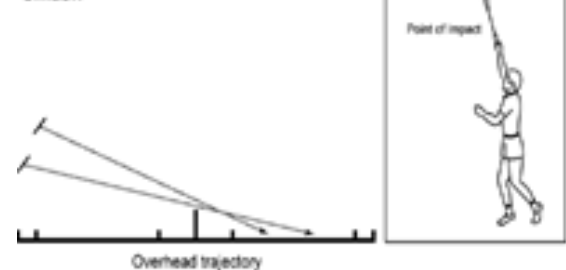


Smash

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

Smash





1.1 Key Vocabulary

Theism/Theist	The belief in God/Someone who believes in God
Monotheism/Monothest	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.

1.3 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.

Live Peacefully

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

Be just and fair

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

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.

Show empathy

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

Promote freedom

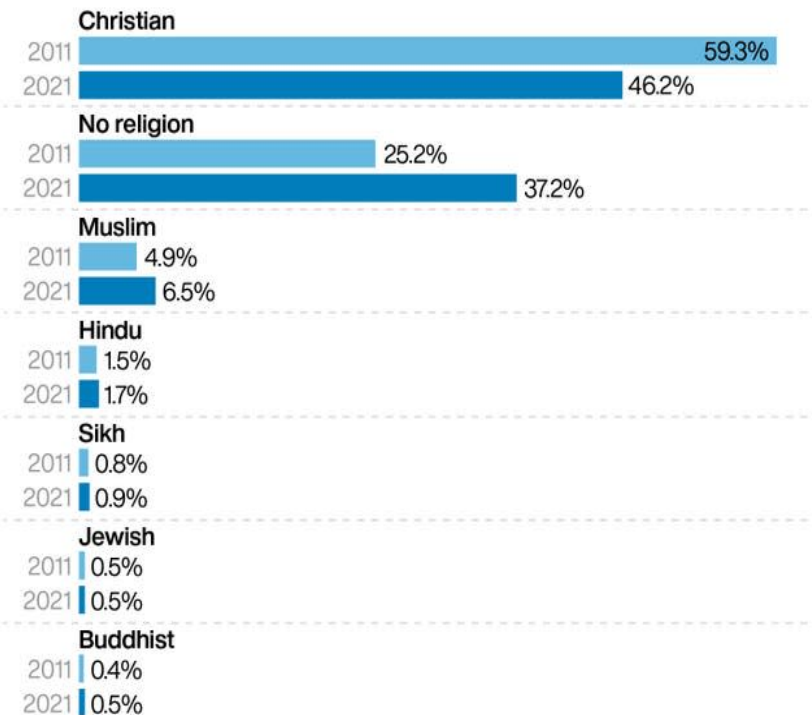
Respecting and help to protect each others ability to live their life as they wish.

Protect the natural world

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

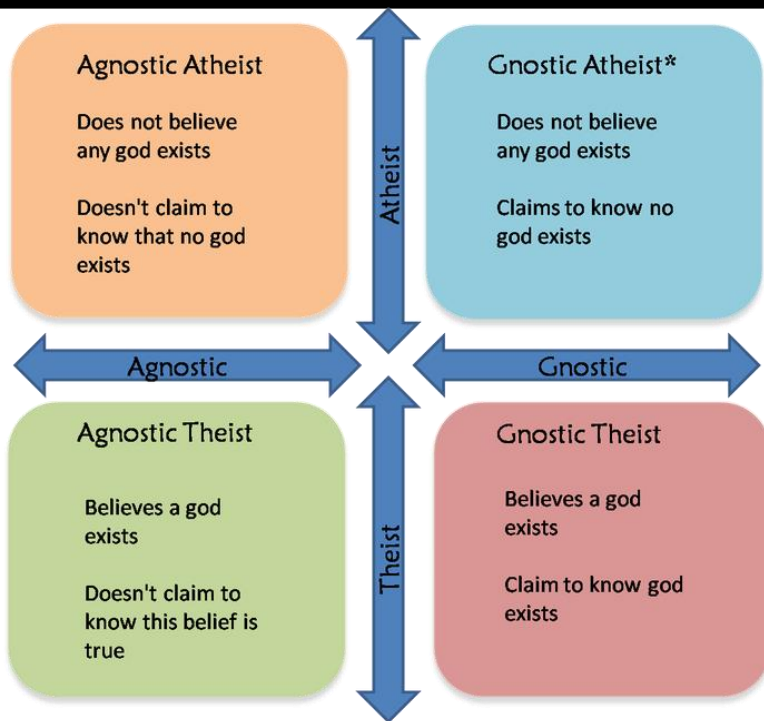
1.2 Worldviews in the UK

Religious belief among population of England & Wales



PA graphic. Source: ONS analysis of 2011 and 2021 census

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 their 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.





Spanish Food and Drink

Did you know?

- The term “Spanish cuisine” refers not only to food, but also to a special lifestyle in which a shared meal is an important element of the day.
- Breakfast is the fastest and smallest meal, which takes place early in the morning before work and school. It usually consists of a cup of coffee and a small bun, sweet toast or biscuits.
- Spaniards start having lunch at 2:00-3:00 p.m. Lunch in Spain usually consists of several dishes and is the biggest meal of the day.
- Dinner is usually eaten around 9:00-10:00 pm and is often a light dish.

Popular Spanish Foods

- **Empanadas:** Miniature fried pastry items which can be filled with meat, cheese or vegetables. Empanadas are often served with a simple sauce such as ketchup, mayonnaise or mustard. This is a great street food option that is convenient to eat on the go.
- **Gambas al Ajillo:** A dish originally from Andalusia, common in tapas bars throughout Spain. These are shrimp fried in olive oil with garlic and hot peppers. Gambas al Ajillo are served in the pan in which they were cooked, in still sizzling oil. In addition, they are offered fresh bread.
- **Pimientos de Padrón:** Small Padrón peppers fried in olive oil and sprinkled with salt are a specialty of the province of A Coruña (Galicia). Ripe peppers are very hot, so they are picked when still green. This is a popular tapas dish, usually eaten in one bite, with only the stalk remaining in the hand
- **Turrón:** a Spanish variation of nougat. It is prepared on the basis of egg whites and honey, adding a very large amount of roasted almonds. The dessert is cut into portions into rectangles. In Spain, there is a hard turrón from Alicante with whole almonds and a soft turrón from Jijona with chopped nuts and a paste-like consistency.



Popular Spanish Drinks

- **Sangria:** A light summer alcoholic drink based on wine (usually red), with the addition of pieces of fresh fruit, berries, sugar and carbonated water. Less often, sangria includes brandy or dry liqueur, as well as spices. This is an excellent choice to quench your thirst on a hot Spanish summer.
- **Horchata:** a traditional, non-alcoholic drink often made with plant-based ingredients. In Valencia, it’s typically crafted from tiger nuts, water, cinnamon, and sugar, with a dash of vanilla to enhance its flavour. Though its texture is often compared to that of a milkshake, horchata is much lighter and more refreshing.
- **Mosto:** a typical and healthy alcohol-free drink kind in Spain. It is made from the juice obtained from squeezing, draining, and pressing the grapes before the wine process. This beverage looks and tastes like apple juice, and it’s usually served chilled with an olive and a slice of orange.



Enrichment Opportunities

Scan the QR code below to find out about tapas, one of the most traditional and famous parts of Spanish cuisine:





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

*Knowledge Organiser * Whiteboard * Pencil Case

RUBBER

You should also have:

- Reading book
- Calculator
- Headphones
- Protractor
- Sharpener
- Compass
- (no scissors)



PENCIL

WHITEBOARD PEN

GREEN PEN

BLACK PEN

You should also have when needed:

- Ingredients
- PE kit
- Completed homework

RULER

You can borrow core items without penalty between 8.30-8.45am before passing your Head of Year