

Maidenhill School

Knowledge Organiser

Year 8 – Term 4



Be kind, Aspire, Persevere, Achieve

Name:

Tutor:

Planner - Term 4



Week 2	Notes
Monday 24 th February	
Tuesday 25 th February	
Wednesday 26 th February	
Thursday 27 th February	
Friday 28 th February	
Week 1	Notes
Monday 3 rd March	
Tuesday 4 th March	
Wednesday 5 th March	
Thursday 6 th March	
Friday 7 th March	

Week 2	Notes
Monday 10 th March	
Tuesday 11 th March	
Wednesday 12 th March	
Thursday 13 th January	
Friday 14 th March	
Week 1	Notes
Monday 17 th March	
Tuesday 18 th March	
Wednesday 19 th March	
Thursday 20 th March	
Friday 21 st March	



Week 2	Notes
Monday 24 th March	RP2 published
Tuesday 25 th March	
Wednesday 26 th March	
Thursday 27 th March	
Friday 28 th March	
Week 1	Notes
Monday 31 st March	
Tuesday 1 st April	
Wednesday 2 nd April	
Thursday 3 rd April	
Friday 4 th April	

Week 2	Notes
Monday 7 th April	
Tuesday 8 th April	
Wednesday 9 th April	
Thursday 10 th April	
Friday 11 th April	

Notes...

Self-certification / Out of lessons



Self-certification

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

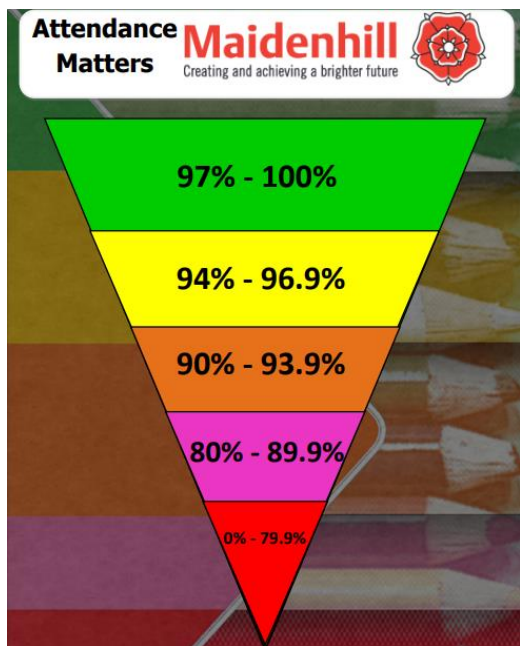


Attendance



Attendance Groups

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



Personal Attendance Record

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

Home School Agreement and uniform expectations



As a student of the school I will:

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

Student Signature

Maidenhill Uniform

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



- ❖ 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

Equipment and acceptable use of the school ICT facilities



Equipment

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

Essential requirements

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

Student property

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

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

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

Network rules

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

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

Always log off before leaving a computer

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

Never give a stranger any information about you or your home

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

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

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

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

Always give credit for information obtained from the internet

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

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

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

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

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





Behaviour for Learning

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

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

Rewards

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

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

Consequences

C2 – This is a verbal warning

C3 – Issued with a BFL detention of 40mins

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

C4 – Isolation in the refocus room

C4e – Educated off site at an alternative provision

C5 – Fixed term suspension

C5 Exclusions

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

Incidents for which a students may be excluded include:

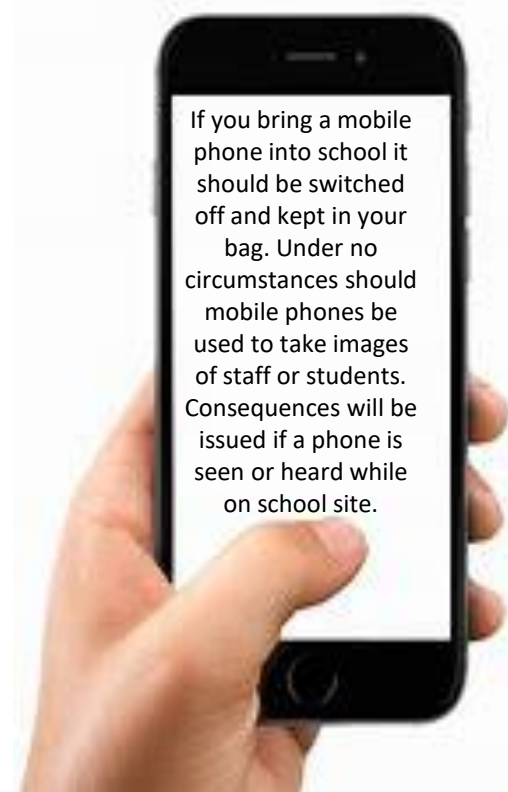
- In possession, under the influence of or dealing in illegal drugs. This also extends to alcohol and other toxic substances
- Serious physical or verbal aggression towards others
- Serious rudeness, defiance, threatening behaviour or inappropriate language towards a member of the school staff
- Anti-social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

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

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

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

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



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

The following items are not allowed 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

Review Point 2



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

Review Point 2



Subject	Attitude to Learning	Attitude to Homework	Organisation
English			
Maths			
Science			

Reflections and Goal Setting

I am proud of

.....

My first key area for development is

.....

I will do this by

.....

My second key area for development is

.....

I will do this by

.....

Student signature

Parent/Carer signature

Tutor signature

Tutor time – Maths Task 1



Question 1 Work out $\frac{4}{9} + \frac{6}{7}$	Question 2 Work out $\frac{3}{7} + \frac{1}{3}$	Question 3 Work out the value of $25 - 3c$ when $c = 5$	Question 4 Work out the value of $x + 3$ when $x = 3$
Question 5 Evaluate $3^4 \times 10^3$	Question 6 Evaluate $2^2 \times 3^2$	Question 7 Solve $10x + 6 = 1$	Question 8 Solve $4(4x - 3) = 148$
Question 9 Complete 1560 m 3.36 km ($<$ = or $>$)	Question 10 Complete 255 mm 23.5 cm ($<$ = or $>$)	Question 11 Round 8.41315 correct to 2 decimal places	Question 12 Round 314550 to 1 significant figure
Question 13 Find 20% of £860	Question 14 Find 50% of £160	Question 15 Find the missing terms in the sequence $? , 8, 3, ? , -7, \dots$	Question 16 Find the missing terms in the sequence $? , 15, 18, ? , 24, \dots$
Question 17 Estimate $655 - 630 =$	Question 18 Estimate $8992 + 4310 =$	Question 19 Express as an improper fraction $3\frac{2}{3}$	Question 20 Express as an improper fraction $3\frac{1}{4}$

SKILLS CHECK



Score

12

Tutor time – Maths Task 2



Question 1 Work out $\frac{1}{4} + \frac{1}{3}$	Question 2 Work out $\frac{4}{5} + \frac{1}{2}$	Question 3 Work out the value of $21 - 2x$ when $x = 2$	Question 4 Work out the value of $b - 8$ when $b = 9$
Question 5 Evaluate $4^3 \times 2^3$	Question 6 Evaluate $2^3 \times 5^2$	Question 7 Solve $4x - 6 = -18$	Question 8 Solve $3(4x - 5) = 45$
Question 9 Complete 390 mm 6 cm (< = or >)	Question 10 Complete 0.21 kg 2410 g (< = or >)	Question 11 Round 1.0892 correct to 1 decimal place	Question 12 Round 509 to 1 significant figure
Question 13 Find 20% of £880	Question 14 Find 50% of £640	Question 15 Find the missing terms in the sequence ?, 2, -1, ?, -7,....	Question 16 Find the missing terms in the sequence ?, 11, 9, ?, 5,....
Question 17 Estimate $604 \times 39 =$	Question 18 Estimate $308 \times 54 =$	Question 19 Express as an improper fraction $2\frac{1}{5}$	Question 20 Express as an improper fraction $3\frac{1}{2}$

SKILLS CHECK



Score

13

Tutor time – Maths Task 3



Question 1 Work out $\frac{2}{5} + \frac{1}{2}$	Question 2 Work out $\frac{2}{5} + \frac{1}{2}$	Question 3 Work out the value of $6c + 7$ when $c = 8$	Question 4 Work out the value of $3a - 7$ when $a = 2$
Question 5 Evaluate $2^2 \times 1^6$	Question 6 Evaluate $4^2 \times 2^5$	Question 7 Solve $10x + 4 = 39$	Question 8 Solve $4(9x + 2) = 152$
Question 9 Complete 1.26 km 1290 m (< = or >)	Question 10 Complete 140 cm 2.2 m (< = or >)	Question 11 Round 10.06777 correct to 2 decimal places	Question 12 Round 3606 to 1 significant figure
Question 13 Find 10% of £940	Question 14 Find 55% of £560	Question 15 Find the missing terms in the sequence ? , 24, 26, ? , 30,....	Question 16 Find the missing terms in the sequence ? , 23, 26, ? , 32,....
Question 17 Estimate $18 \times 50 =$	Question 18 Estimate $330 \times 75 =$	Question 19 Express as an improper fraction $1\frac{4}{7}$	Question 20 Express as an improper fraction $3\frac{1}{3}$

SKILLS CHECK



Score

14



Question 1 Work out $\frac{7}{9} + \frac{2}{5}$	Question 2 Work out $\frac{2}{7} + \frac{1}{2}$	Question 3 Work out the value of $c - 7$ when $c = 13$	Question 4 Work out the value of $2c + 7$ when $c = 2$
Question 5 Evaluate $2^2 \times 3^2$	Question 6 Evaluate $3^3 \times 10^3$	Question 7 Solve $8x - 3 = 1$	Question 8 Solve $2(11x - 3) = 104$
Question 9 Complete 155 cm 32 mm (< = or >)	Question 10 Complete 390 mm 7.5 cm (< = or >)	Question 11 Round 0.2093 correct to 1 decimal place	Question 12 Round 847118 to 1 significant figure
Question 13 Find 10% of £740	Question 14 Find 40% of £340	Question 15 Find the missing terms in the sequence ? , 3, -1, ? , -9,....	Question 16 Find the missing terms in the sequence ? , 22, 24, ? , 28,....
Question 17 Estimate $716 \times 54 =$	Question 18 Estimate $67 \times 56 =$	Question 19 Express as an improper fraction $3\frac{1}{2}$	Question 20 Express as an improper fraction $1\frac{2}{3}$

SKILLS CHECK



Score

15



Question 1 Work out $\frac{3}{8} + \frac{2}{5}$	Question 2 Work out $\frac{9}{10} + \frac{1}{9}$	Question 3 Work out the value of $3a - 9$ when $a = 3$	Question 4 Work out the value of $4c + 6$ when $c = 4$
Question 5 Evaluate $2^3 \times 1^5$	Question 6 Evaluate $3^2 \times 2^2$	Question 7 Solve $9x + 3 = -33$	Question 8 Solve $5(8x + 4) = 300$
Question 9 Complete 2.66 km 2130 m (< = or >)	Question 10 Complete 100 mm 38.5 cm (< = or >)	Question 11 Round 6.7054 correct to 2 decimal places	Question 12 Round 74 to 1 significant figure
Question 13 Find 20% of £940	Question 14 Find 55% of £960	Question 15 Find the missing terms in the sequence ? , 2, -3, ? , -13,....	Question 16 Find the missing terms in the sequence ? , 18, 23, ? , 33,....
Question 17 Estimate $755 - 685 =$	Question 18 Estimate $582 + 49 =$	Question 19 Express as an improper fraction $1\frac{2}{3}$	Question 20 Express as an improper fraction $2\frac{5}{6}$

SKILLS CHECK



Score

16

Tutor time – Maths – Extra practice



Question 1 Work out $\frac{7}{8} + \frac{1}{2}$	Question 2 Work out $\frac{3}{4} + \frac{1}{3}$	Question 3 Work out the value of $b - 4$ when $b = 10$	Question 4 Work out the value of $b \div 9$ when $b = 18$
Question 5 Evaluate $3^3 \times 2^5$	Question 6 Evaluate $2^4 \times 5^3$	Question 7 Solve $9x - 4 = -22$	Question 8 Solve $5(5x + 4) = 70$
Question 9 Complete 2.6 kg 240 g ($< =$ or $>$)	Question 10 Complete 170 cm 27.5 mm ($< =$ or $>$)	Question 11 Round 82.2211 correct to 1 decimal place	Question 12 Round 184 to 1 significant figure
Question 13 Find 5% of £540	Question 14 Find 50% of £100	Question 15 Find the missing terms in the sequence ? , 11, 9, ? , 5,....	Question 16 Find the missing terms in the sequence ? , 10, 7, ? , 1,....
Question 17 Estimate $547 \times 59 =$	Question 18 Estimate $7641 - 55 =$	Question 19 Express as an improper fraction $2\frac{1}{2}$	Question 20 Express as an improper fraction $1\frac{1}{2}$

SKILLS CHECK



Score

17





Task 1

Read this paragraph, which is a short summary of William Shakespeare's, *The Tempest*.

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

the tempest is a magical and exciting play by william shakespeare it tells the story of a man named prospero who used to be the duke of milan but was betrayed by his brother antonio and sent away on a small boat with his young daughter miranda they ended up on a mysterious island where prospero learned powerful magic he lives there with miranda a magical spirit named ariel and a wild creature named Caliban

one day prospero uses his magic to create a huge storm called a tempest to shipwreck a group of people on the island among them are antonio the brother who betrayed him king alonso of naples and the kings son ferdinand prospero has a plan to get justice for how he was wronged but things get more complicated when ferdinand and miranda meet and fall in love

the play is full of magic music and surprises there are funny moments with silly characters like drunken sailors and serious moments about forgiveness and letting go of anger in the end prospero forgives his enemies gives up his magic and prepares to return home to milan with miranda and ferdinand who are now engaged

the tempest is a story about love revenge and forgiveness with a lot of adventure along the way

Reminders:

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



Task 2

Below is a list of character names from, The Tempest. Look at them, cover them, write them and check them.

Character	Attempt 1	Attempt 2	Attempt 3	Attempt 4
Caliban				
Ferdinand				
Alonso				
Antonio				
Sebastian				
Gonzalo				
Stephano				
Trinculo				
Boatswain				



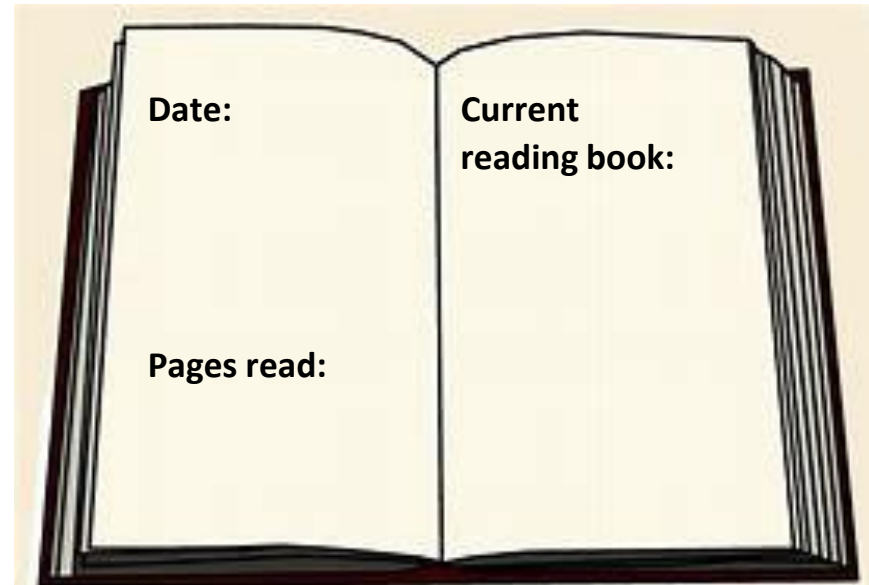
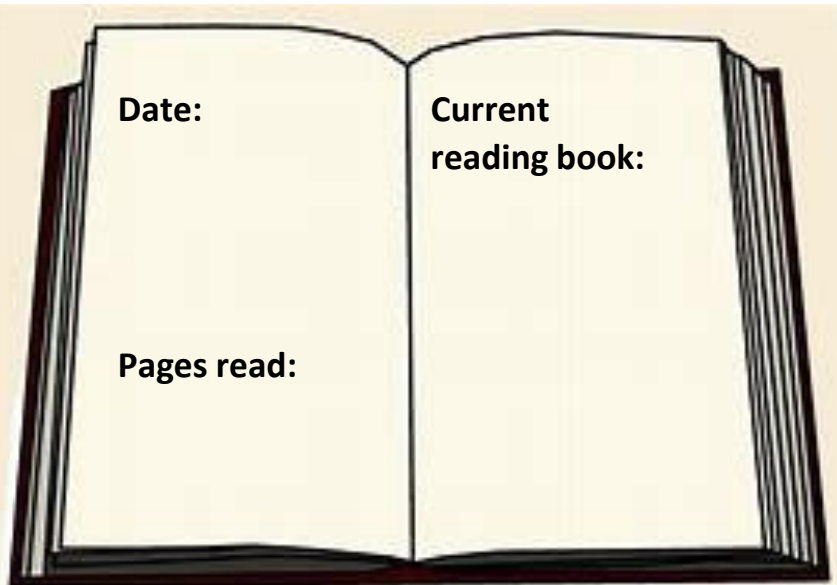
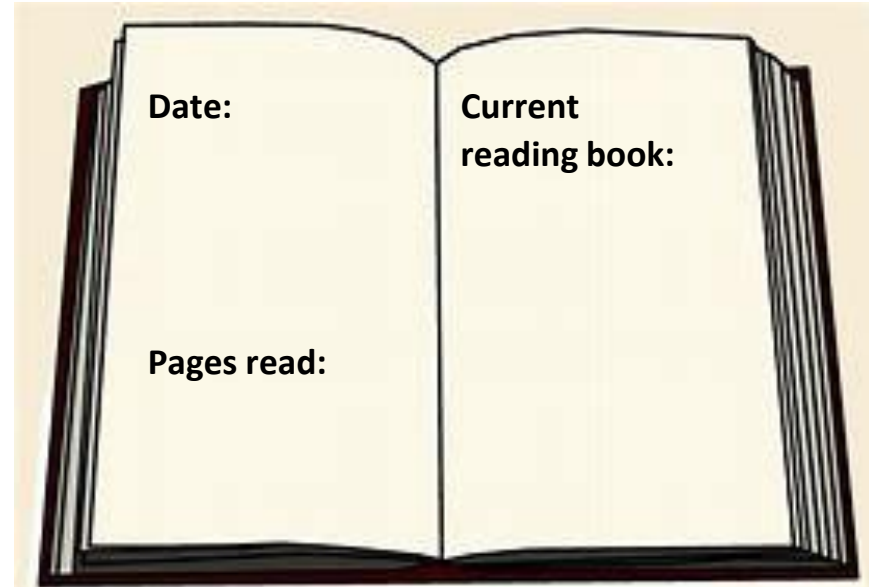
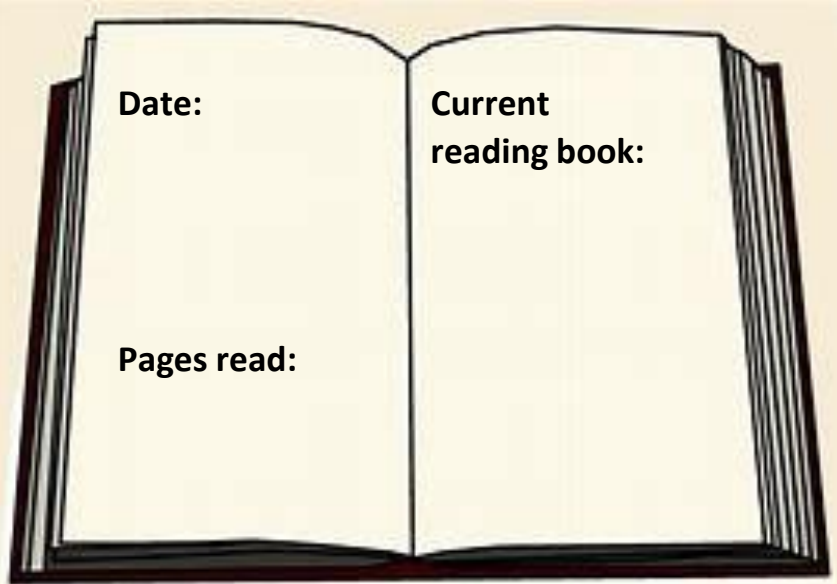
Task 3

Read the description of Shakespeare below.

Add in some adjectives that are missing in the passage.

Adjectives are describing words.

William Shakespeare was a brilliant, _____ and _____ writer whose works remain influential and _____ centuries after his time. Known for his imaginative storytelling and _____ language, he was a _____ playwright, producing a vast collection of captivating dramas, comedies and histories. His characters are _____ and relatable, and his themes are _____ and thought-provoking. Shakespeare's mastery of words was both innovative and _____, weaving vivid imagery and emotional depth into his works. He was also a _____ actor and a keen observer of human nature, which made his plays realistic and _____. Above all, Shakespeare remains legendary and unforgettable as one of the _____ writers in history.





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

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

Expectations

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

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

100 Colorful Words to Use in Place of "Said"

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

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

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

POETIC

TECHNIQUES

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

Metaphors
Identifies something as being the same as something else.

Repetition
When words and phrases are repeated multiple times.

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

admitted
advised
agreed
assured
avowed
began
bragged
chatted
cheered
commented
convinced
crowded
exclaimed
gushed
instructed

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

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

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

Fiction...

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

Non-fiction...

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





Conjunctions

Addition

Further
Also
Too
Besides
Finally
Last
Additionally
In addition
Then

Summary

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

Place

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

Example

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

Comparison

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

Time

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

PUNCTUATION

QUESTION MARK

?

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

EXCLAMATION MARK

!

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

PERIOD

.

Use at the end of a sentence.

COLON

:

Use to introduce a list or a definition.

APOSTROPHE

'

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

PARENTHESIS

()

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

HYPHEN

-

Use to join separate words to make one word.

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.

THEIR

(Shows ownership)
Their cat is the sweetest.

THEY'RE

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

Verbs to sharpen your analysis

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





1.1 Key Vocabulary

Technique	Definition
Colonialism	When one country establishes itself in another country. When someone colonises a new country, they are called a coloniser. The original inhabitants of the land are called natives.
Usurp	To take control of someone else’s power when you do not have the right to. Someone who usurps is called a usurper.
Treason	A crime that harms your country or government. Someone who commits treason is a traitor.
Callous	When someone is cruel and does not care about other people.
Pathos	A situation that makes us feel sympathy or sorrow.
Tragicomedy	A play that has some features of a tragedy and some features of a comedy.
Soliloquy	A speech in a play that the character speaks to himself or herself or to the audience, rather than to the other characters.

1.2 Context:

Shakespeare was born in the Elizabethan era, named after Elizabeth I. After she died, James I became king. This period of history is called the Jacobean era, because Jacob is the Latin for James. Shakespeare lived and worked in both eras.

Italian city states - A city-state is an area that is ruled by a major city. During the Elizabethan and Jacobean era, Italy wasn't one unified country, but a number of small independent city-states.

Sea exploration was booming in the Elizabethan era as people ‘discovered’ new parts of the world. Queen Elizabeth I was obsessed with their discoveries and was happy to pay for their travels. Led by her example, the rest of the country were also fascinated by their stories and goods.

1.3 Key Quotes

Challenge yourself to annotate these quotes:

‘You taught me language, and my profit on’t Is I know how to curse.’

"abhorred slave...vile race"

“Hell is empty and all the devils are here.”

"I'll show thee every fertile inch o' th' island; And I will kiss thy foot: I prithee, be my god."

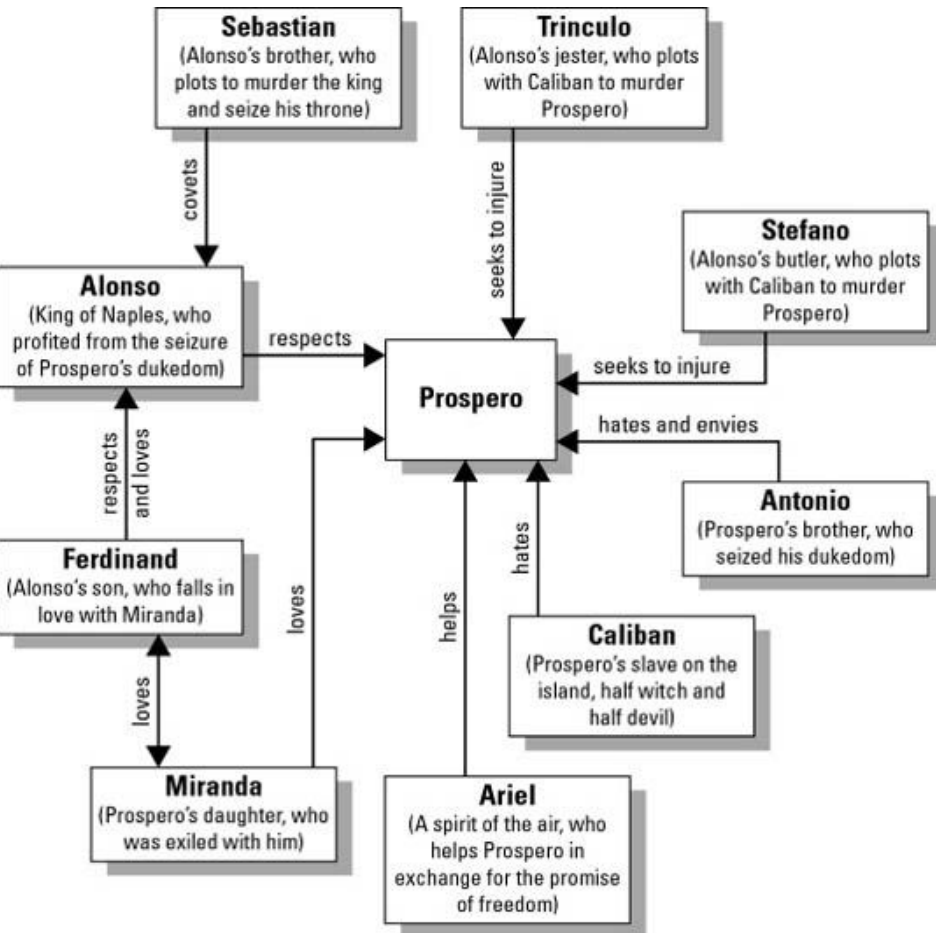
“I’ll show thee the best springs. I’ll pluck thee berries. I’ll fish for thee and get thee wood enough.”

“Be not afeard. The isle is full of noises, Sounds, and sweet airs, that give delight and hurt not.

1.4 Literature: Shakespeare

What is it? A part of your GCSE will be studying a Shakespeare play, Romeo and Juliet. You will be asked a question on an extract from the play and then another question on the rest of the play. You will have to revise key quotations as you will not have a copy of the text. Your analysis of the meaning, structure and language will be assessed.

1.6 Character Map



1.5 The Tempest Summary

Prospero and Miranda fled Milan 12 years ago after Prospero's brother, Antonio, deposed him and they came upon the island. Prospero uses magic to conjure a storm and torment the survivors of a shipwreck, including the King of Naples and Prospero's treacherous brother, Antonio. Prospero's slave, Caliban, plots to rid himself of his master, but is thwarted by Prospero's spirit-servant Ariel. The King's young son Ferdinand, thought to be dead, falls in love with Prospero's daughter Miranda. Their celebrations are cut short when Prospero confronts his brother and reveals his identity as the usurped Duke of Milan. The families are reunited, and all conflict is resolved. Prospero grants Ariel his freedom and prepares to leave the island.

1.7 Petal Paragraph Structure

P – Point
 E – Evidence
 T – terminology
 A – analysis
 L – link (to context, to reader reaction or to the other poem)

1.8 Key Words

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

Enrichment Activities

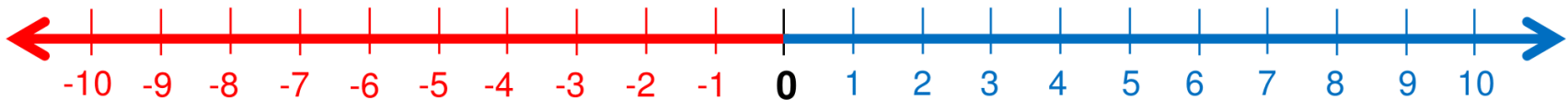
Read another Shakespeare play – there are many in the library!

Create character pages and revise quotations

Research the time period

27





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



R2 Proportion and Graphs

What do I need to be able to do?

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

- To recognise when values are in direct proportion
- Draw and interpret conversion graphs
- Draw and interpret distance-time graphs
- Solve distance-time problems using graphs
- Draw and interpret line graphs
- Draw and interpret linear and non-linear graphs from different sources

Keywords

Axes: the reference lines on a graph (x and y -axis)

Gradient: the steepness of a line

Parallel: two lines that never meet with the same gradient.

Co-ordinate: a set of values that show an exact position on a graph.

Linear: linear graphs (straight line)

Non-linear: a graph that is not a single straight line

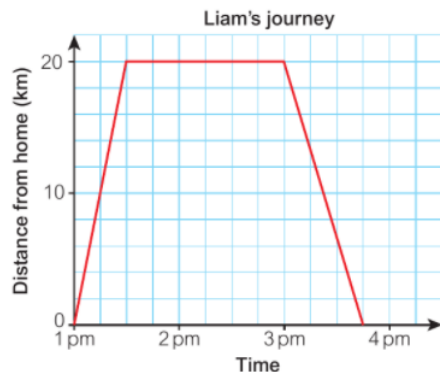
Distance-time graphs

(M581)

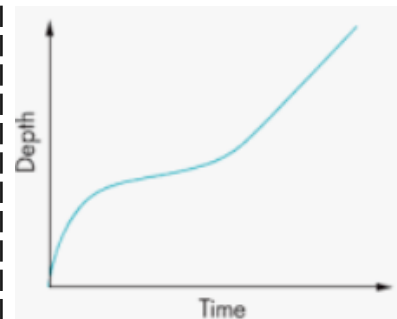
The vertical axis represents _____ from a starting point.

The horizontal axis represents the _____ taken.

Gradient represents the _____ of the journey.



Real life graphs (M771)



Real-life graphs represent real world problems and situations, such as measuring distance or volume vs time

Real-life graphs can be linear (straight line), non-linear (not a single straight line), or curved

A plumber charges a £25 callout fee, and then £12.50 for every hour. Complete the table of values to show the cost of hiring the plumber.

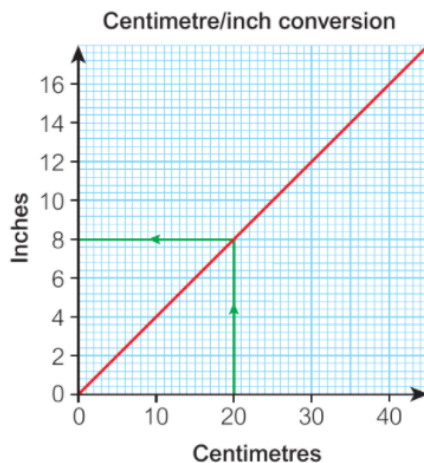
Time (h)	0	1	2	3	8
Cost (£)	£25				£125

Conversion graphs

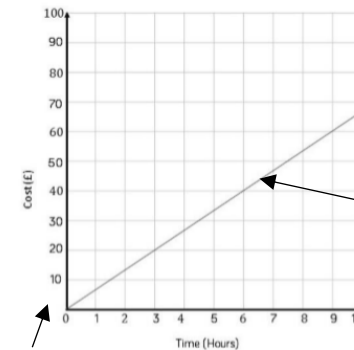
(M771)

Conversion graphs are used to change one unit into another.

Using this graph 20cm \approx _____



Direct Proportion (M448)



Two variables are in direct proportion when they increase (or decrease) at the same rate

The line must be _____

Direct proportion graphs always start at _____

Enrichment Opportunities

Can you sketch these graphs?





Metals and acids

- If a metal reacts with an acid, it produces a **salt** and hydrogen gas.
- All acid compounds have hydrogen in them.
- When the hydrogen is replaced by a metal, the compound is called a salt.

For example, sulfuric acid has the formula H_2SO_4 . Copper sulfate has the formula $CuSO_4$ – it is a salt because the copper has taken the place of the hydrogen in sulfuric acid.

The three main acids are hydrochloric acid, sulfuric acid, and nitric acid. Metals can react with all of these acids to produce a salt and hydrogen gas.

copper + hydrochloric acid → copper chloride + hydrogen

iron + sulfuric acid → iron sulfate + hydrogen

magnesium + nitric acid → magnesium nitrate + hydrogen

Metal displacement reactions

- A **displacement reaction** occurs when a more reactive element takes the place of a less reactive element in a compound.
- In metals, this means that the more reactive metal will become a compound, and the less reactive one an element.

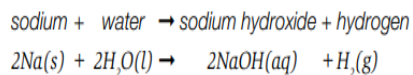
For example, iron is more reactive than copper so:

Testing for hydrogen gas

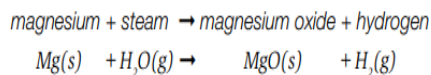
The gas produced when reacting a metal and a salt can be collected in an upturned test tube, and a test performed to check that the gas is hydrogen. Insert a lit splint into the upturned test tube – if the gas is hydrogen, there will be a 'pop' sound.

Metals and water/steam

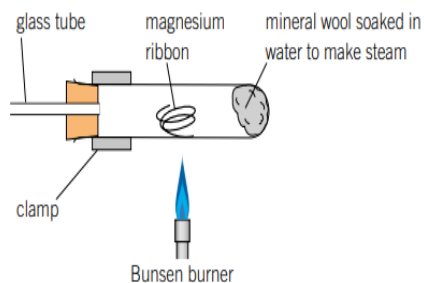
- Very reactive metals like sodium will react with cold water to produce a metal hydroxide and hydrogen gas.



- Other metals like magnesium only react with steam, and produce a metal oxide and hydrogen.



Magnesium can be reacted with steam using the following experimental set-up.



Metals and oxygen

- Many metals will react with oxygen from the air to produce a metal oxide.
- Often, they will need to be heated before they can react.

Metal	Reaction with oxygen
magnesium	burns vigorously
zinc	burns less vigorously
iron	burns
lead	do not burn; when heated, form layer of oxide on surface
copper	do not burn; when heated, form layer of oxide on surface
gold	no reaction

The reactivity series

most reactive

↑ increasing reactivity

potassium
sodium
lithium
calcium
magnesium
aluminium
zinc
iron
lead
copper
silver
gold
least reactive

State symbols

- Symbol equations have letters in brackets after each substance.
- These tell you the state of matter of each substance, and are called **state symbols**:

(s) = solid, (l) = liquid, (g) = gas, (aq) = dissolved in water

For example, $H_2O(s)$ is ice, $H_2O(l)$ is water, $H_2O(g)$ is steam, and $NaCl(aq)$ is sodium chloride (table salt) dissolved in water.

Make sure you can write definitions for these key terms.

acid displacement reaction metal reaction reactivity reactivity series salt state symbol

Enrichment Opportunities

Fun materials and nanoscience: <https://www.acs.org/content/acs/en/education/students/highschool/chemistryclubs/activities/materials.html>

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

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



Variation

Differences in characteristics are called **variation**.

Inherited variation

Characteristics are passed on from parents to offspring

- genetic diseases
- eye colour
- blood group

Surroundings affects your characteristics

- dyed hair
- tattoos
- accent

Environmental variation

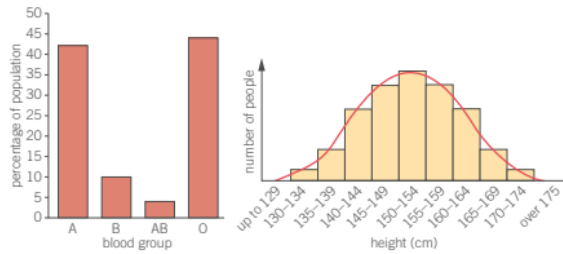
Many characteristics, such as height, are affected by both inherited and environmental variation.

Discontinuous variation

can only result in certain values (e.g., blood group or eye colour)

Continuous variation

can take any value within a range (e.g., height or hair length)



Discontinuous variation should be plotted on a bar chart, and continuous variation should be plotted on a histogram.

Inheritance

Characteristics

Characteristics are inherited from your parents through genetic material stored in the nucleus of cells.

We inherit half of our DNA (deoxyribonucleic acid) from our mother and half from our father.

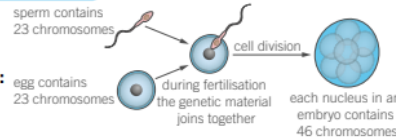


DNA

- contains all the information needed to make an organism
- is arranged into long strands called **chromosomes**.
- each chromosome is divided into sections of DNA
- sections of DNA that contain the information to produce a characteristic are called **genes**

Scientists Watson, Crick, Franklin, and Wilkins, worked together to produce a model of the structure of DNA.

Inheritance of genetic material:



Natural selection

Organisms in a species show variation caused by differences in their genes.

Process of natural selection

- All living organisms have **evolved** from a common ancestor, through the process of natural selection.
- Organisms change slowly over time.
- Those better adapted to their environment are more likely to survive.

Organisms with the most useful characteristics survive and reproduce.

This is called 'survival of the fittest'.

Successful genes are passed on to the offspring.

This is repeated many times and over a long time can lead to a new species.

Adaptation and change

Adaptation

- Adaptations are characteristics that help an organism to survive and reproduce.
- For example, the cheetah is the fastest land animal. This speed makes it a very successful predator.

Competition

Animals compete for: food, water space (for shelter and to hunt), and mates (to reproduce).

Plants compete for: light, water, space, and minerals (plants produce their own food through photosynthesis).

Environmental changes

- Plants and animals adapt to changes in their environments.
 - Habitats can change through fire, climate change, or disease causing reduced food supplies.
- For example, deciduous trees look different in each season, and bears hibernate somewhere warm in the winter.

Competition and adaption

- Predator and prey species are **interdependent**.
 - This occurs when a change in the population of one animal directly affects the population of the other.
- For example, the number of Canadian lynx and its prey the snowshoe hare.

Extinction

If a species is not well-adapted to its environment it will not survive, and the organisms will die before reproducing. A species becomes **extinct** when there are no more individuals of that species left anywhere in the world. The **fossil record** shows that many species that once lived have become extinct.

Factors leading to extinction:

- changes to the organism's environment
- destruction of their habitat
- new diseases
- new predators
- increased competition.

Scientists are trying to prevent **endangered** species (at risk of extinction) from becoming extinct. For example, by using gene banks to store genetic samples from different species. In the future these can be used for research, or to produce new individuals.

Key terms

Make sure you can write definitions for these key terms.

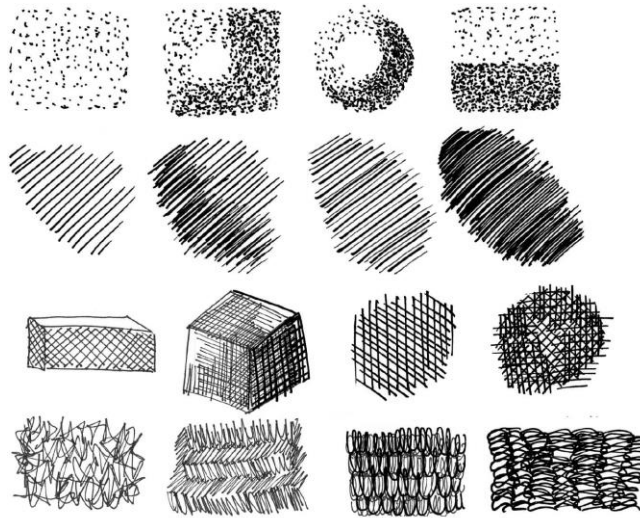
- adaptation competition chromosome continuous characteristic discontinuous DNA inherited variation environmental variation evolution extinct fossil record gene gene bank interdependent natural selection species variation

Enrichment Opportunities

- WWF – animal conservation: <https://www.worldwildlife.org/>
 BBC Bitesize: <https://www.bbc.co.uk/bitesize/topics/z6pp34j/resources/1> and <https://www.bbc.co.uk/bitesize/topics/zpffr82>
 Seneca learning: <https://senecalearning.com/en-GB/>

John Kenn Mortensen

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



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

MARK MAKING with Pens:

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



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



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





Key words to learn:

1. Drawing:

Observational drawing– Drawing something exactly as one sees it.

Scale– Size (in relation to something).

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

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

Hatching– A method of shading using parallel lines.

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

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

Shadows– The parts of an object which are dark.

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

2. Colour:

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

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

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

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

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

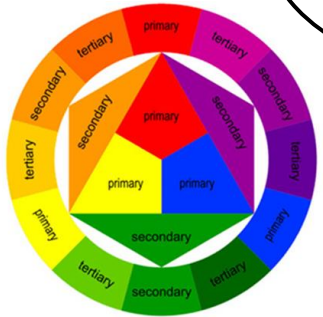
Harmonious Colours -These appear next to each other on the colour wheel.

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

Pop = Popular
Pop Art is influenced by popular mass culture



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



Warhol and Lichtenstein used bright primary colours to grab your attention





Roy Lichtenstein used cartoon boxes and comic strips





Material & Shaping Techniques

Tools and Equipment

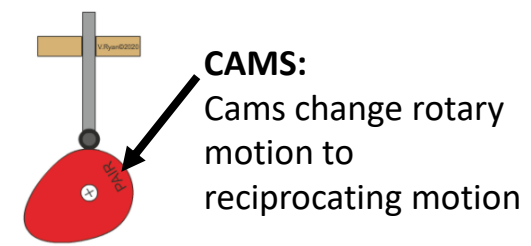
Name of tool	Picture	What the tool is used for
Tenon Saw		Cuts accurate straight lines in small pieces of wood and provides a smooth cut.
Chisel		Chisels are used to cut away and shape wood.
Bench Hook		Holds the material when cutting straight lines.
Disc Sander		This machine smooths surfaces and removes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

Timbers & Manufactured Boards

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

Computer Aided Design & Computer Aided Manufacture

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

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

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

- 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

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 the symptoms of food poisoning and the different types

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

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



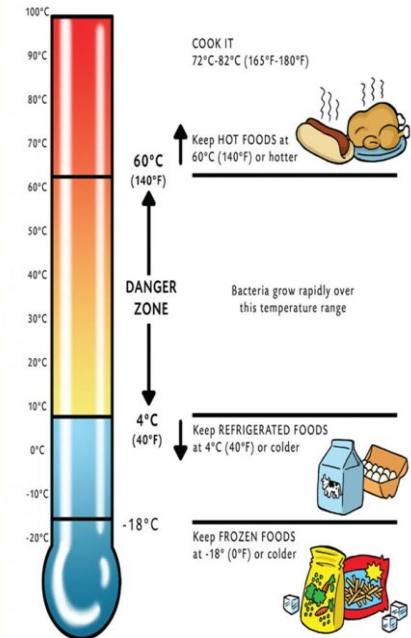
- If colour-coded boards and knives are not available, avoid using the same knife or chopping board for raw meat and then ready-to-eat foods unless they are cleaned thoroughly between uses.



Key Words:

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

Temperature Danger Zone





Key Terms

Relationship – with whom or with what the dance will be performed e.g. a solo or group dance.

Action – the movements you do. For example, turn, gesture travel, leap, stomp and roll.

Dynamic – how you move. How fast or slow you move. Dynamic also means how your dance flows.

Space – how you use the performance space.

Stimulus – a starting point to help with your choreography.

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

Canon – same movements, but performed one after another.

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

Levels – different heights, low, mid & high.

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

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

Stimulus Examples



Choreographing

Stretch

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



Secure

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

Performing

Stretch

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



Secure

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

Evaluating

Stretch

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



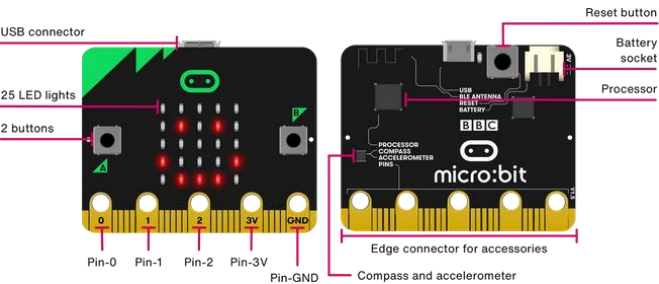
Secure

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



Introducing BBC Microbit

makecode.microbit.org



Key blocks	
	Used to display a string (a combination of letters, numbers or symbols) onto the screen.
	Used to display information onto the screen, controlling the LEDs that are shown based on the tick-boxes that have been selected.
	Used to loop through any code contained within the block.
	Used to run certain code contained within the block when the A button is pressed.
	Used to create a variable which can be altered to control parts of the program.

The Microbit is a micro-controller that acts as an interface between a computer and the real world.

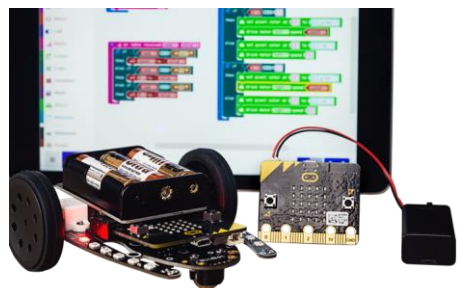
Key vocabulary	
Micro:bit	A small computer designed by the BBC for use in computer science education.
Processor	Receives inputs from the computer and produces outputs.
USB	The form of power supply used by the Micro:bit – power is transmitted from the computer via a micro-USB cable.
Buttons	Input devices used within the Micro:bit to control or alter programs whilst running.
LED	Light emitting diodes (LEDs) – used on the Micro:bit as a screen in a 5x5 grid to display information.
Accelerometer	An input device within the Micro:bit to control or alter programs by tilting or moving the device.
Microsoft Block Editor	The visual programming language used to create programs that can be run on the Micro:bit.

Algorithm Key Words	
Algorithm	A set of instructions to be followed to complete a given task or solve a problem.
Program	A sequence of instructions used by a computer.
Sequence	The order which the computer will run code in, one line at a time.
Selection	A decision made by a computer, choosing what code should be run only when certain conditions are met.
Condition	Checking to see whether a statement or sum is true or false.
Iteration	When a section of code is repeated several times – also known as looping.
Variable	Something which can be changed in a computer. Made up of a name and some data to be saved.



If you wish to extend your learning, the website is free to use and you can source a Microbit from online retailers.

Here are a couple of examples:



Enrichment Opportunities

Try an extended project from - <https://makecode.microbit.org/>
 Enter the "Do your bit" Competition - <https://microbit.org/projects/do-your-bit/>
 Buy one for yourself – <https://microbit.org/buy/>

Summary

Three witches tell the Scottish general Macbeth that he will be King of Scotland. Encouraged by his wife, Macbeth kills the king, becoming the new king, and kills more people out of paranoia. Civil war erupts to overthrow Macbeth, resulting in more death.

Context: Macbeth is a play written around 1606 by William Shakespeare. When Shakespeare wrote Macbeth, witchcraft and supernatural happenings were of high interest. King James I was highly engaged with the idea of witchcraft and even wrote a book about the topic. He used them for his play, and many of his audience would have believed in them as evil servants, trapping the power of men and women.

The concerns of the time were reflected in Shakespeare's plays, many of which feature kings and queens struggling to hold onto their power or having it taken from them by someone considered evil.

The question whether one person's ambition should or could be more important than the common good is clearly evident in Shakespeare's play, 'Macbeth'.

Key Terms

Stage Fighting / Choreography – A planned and rehearsed set of movements acted out in a safe and controlled way that appears to be a fight scene.

Iambic Pentametre – The 10-beat rhythm of Shakespearean verse that mimics the heartbeat.

Conscience Corridor – a performance device that has an actor walk down the middle of two opposing arguments being spoken to them on either side.

Atmosphere – the emotion or feeling that you want to create for the audience. This can be created using acting, music, sounds, lighting or anything on stage.

Extension and Further Info

Macbeth – Fight Scene



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





What does Francophonie mean?

- “La Francophonie” represents the men and women who share a common language, French, which, while not the most spoken in the world, is the most widespread and the most widely taught after English. The 2018 report of the French Language Observatory estimates that there are 300 million French speakers across the five continents.
- Francophonie with a lower-case “f” refers to people who speak French; Francophonie with a capital “F” refers to the institutional framework that organises relations between Francophone countries.

When is International Francophonie Day?

- The month of March is internationally celebrated as Francophonie Month, and March 20th each year is celebrated as International Francophonie Day.

Who celebrates it?

- On this day, the 220 million francophones, across five different continents, celebrate their language and celebrate the diversity and love for the French language.

How is it celebrated?

- The Francophonie day celebrations take form in the presentation of plays, poetry reading, and art exhibitions, among others.



Countries in Which French is the Sole Official Language:

Benin BJ	DR Congo CD	France FR	French Guiana GF	French Polynesia PF
Gabon GA	Guadeloupe GP	Guinea GN	Ivory Coast CI	Martinique MQ
Mayotte YT	Monaco MC	New Caledonia NC	Niger NE	Republic of the Congo CG
Reunion RE	Saint Barthelemy BL	Saint Martin MF	Saint Pierre and Miquelon PM	Senegal SN
Togo TG	Wallis and Futuna WF			

History behind it

- The historical roots of Francophonie can be traced back to the French colonization and exploration of different continents, such as Africa, America, and Asia, where the French language and culture were spread and influenced by the local languages and cultures. The emergence and evolution of Francophonie as a global network of countries and regions that share the French language, and culture was marked by the creation of various associations, federations, and organizations that aimed to foster cooperation and solidarity among the French-speaking states and peoples

Enrichment Opportunities

Use the QR codes below to find out more Francophonie Day as well as some activities you can do at home to celebrate it.





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

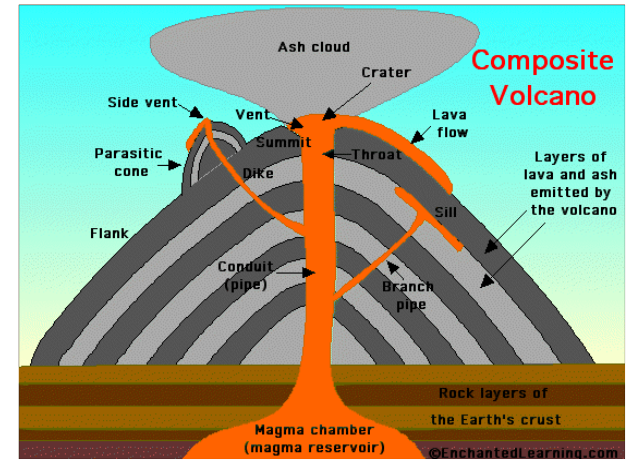
- Destructive:** The oceanic plate moves towards a continental plate. The heavier oceanic plate is forced beneath the continental plate causing earthquakes. There is also new magma which is forced upwards as a violent explosive volcanic eruption.
- Constructive:** Two plates are pulled apart. Magma rises 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

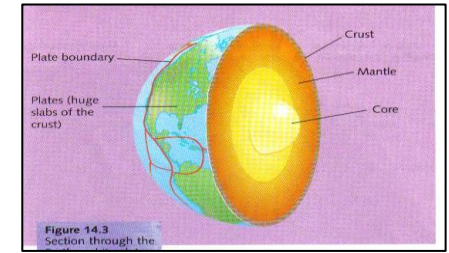
- Main vent:** The main pipe through which magma travels to the surface.
- Crater:** The funnel shaped opening at the top of the volcano.
- Magma chamber:** The store of magma beneath the volcano.
- Subsidiary cone :**A smaller cone attached to the main cone.
- Cone:** The shape/ main structure of a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

Types of volcano

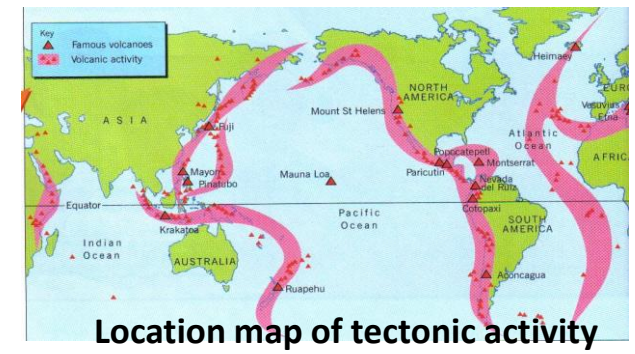
- Shield volcano:** Forms at constructive margins. Wide base, gentle sides, gentle, or effusive eruptions, runny basic lava.
- Composite volcano:** Forms at destructive margins. Narrow base, steep sides. Explosive eruptions after long dormant periods.



Structure of a volcano



Structure of the Earth

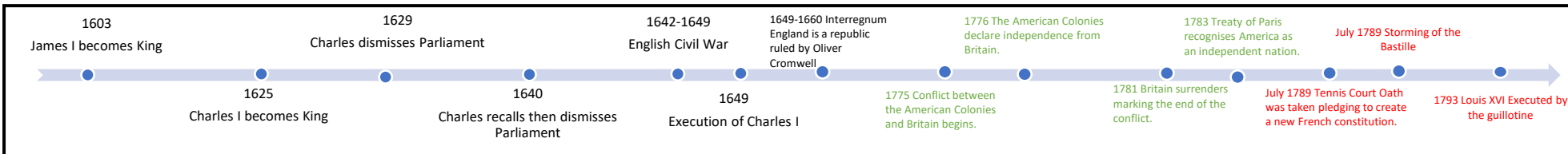


Enrichment Opportunities

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

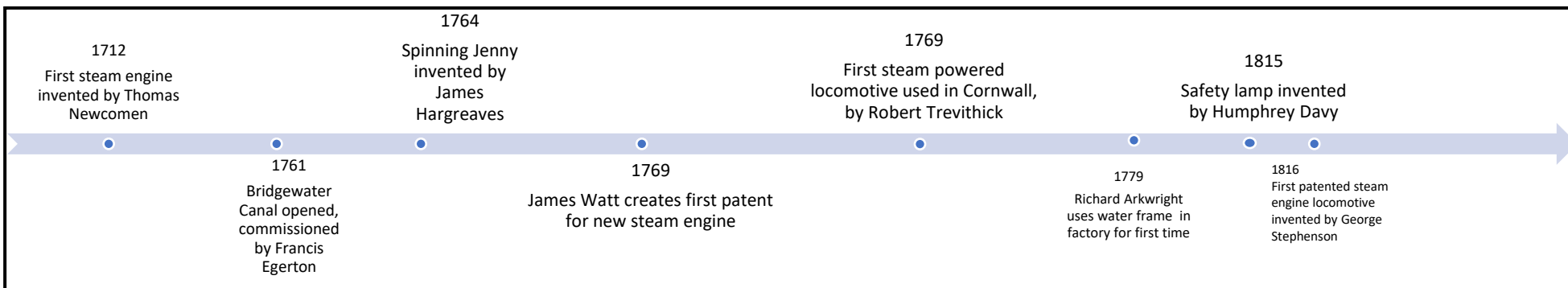
Monarchy	A country ruled by a King or Queen
Republic	A country ruled without a King or Queen
Catholic	A type of Christian who believed the Pope was in charge
Protestant	A type of Christian who wanted plainer churches and no Pope
Puritan	An extreme Protestant who believes in a pure and simple church
Divine 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 also known as the 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.



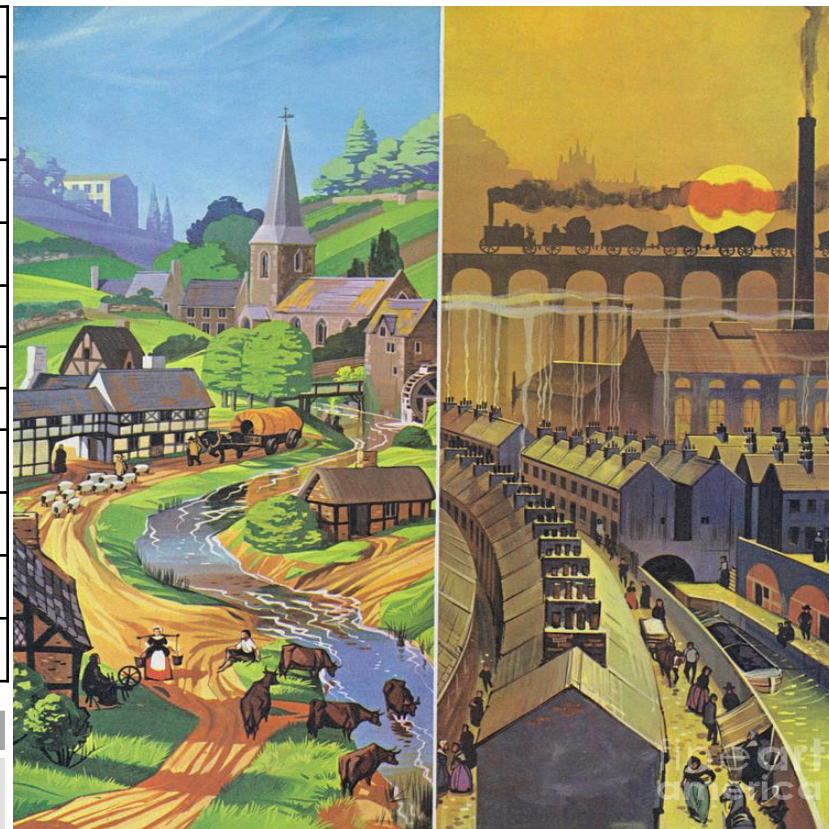
2.1 Key Inventions



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*

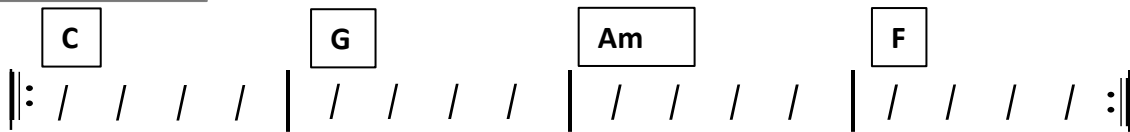
Meanwhile, Elsewhere: The Irish Rebellion

<https://drive.google.com/file/d/1oQDE7Nx6tv38GvCy3N9HBhqGCv67xd00/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!!

Chord Sequence



MAD T-SHIRT

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

keys

Uke

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>



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**.

C F C F C G C

C C G G A A G F F E E D D C

Twin - kle, twin - kle li - tle star, how I won - der what you are.

C F C G C F C G

G G F F E E D G G F F E E D

Up a - bove the world so high, like a di - amon in the sky

C F C F C G C

C C G G A A G F F E E D D C

Twin - kle, twin - kle li - tle star, how I wond - der what you are.

- 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



Rules:

1. A game consists of 11 points.
2. The point goes to the player who successfully ends the rally.
3. If the ball touches the table surface, it is good.
4. If it touches the side of the table, it is bad.
5. A player is not allowed to strike the ball in volley.
6. **Service:** The ball should first bounce in one's court, then in the opponent's court.
7. The ball can pass over the sides of the table.
8. The ball touches the net or its supporting posts before touching the opponent's court ("let" service).
9. The ball touches the net then is struck in volley by the opponent without it touching his court.

Tactics & Scoring System:

Students are encouraged to use a range of shots with accuracy, control and consistency to outwit opponents. Students should identify areas of the table and be able to place the ball to opposition's weaknesses.

A game consists of 11 points.

There must be a gap of at least two points between opponents.

If the score is 10-10, the game goes in to extra play until one of the players has gained a lead of 2 points, at the earliest when the score is 12-10.

The point goes to the player who successfully ends a rally.

Skills & Techniques:

GRIP: The grip favoured by most players in the Western world is known as the "shake hands" grip. Although there are alternatives, notably the "penhold".

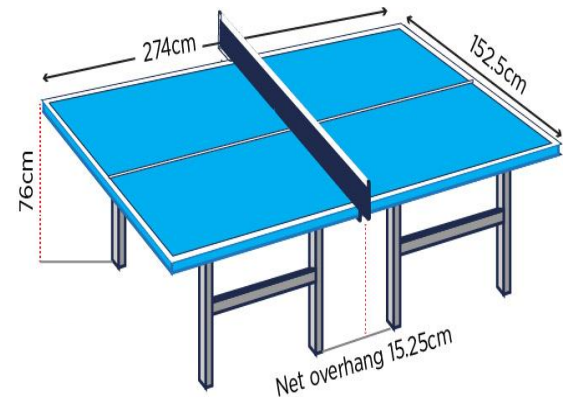
Backhand Push: To keep the ball safe from the opponent attacking the ball. To increase the opportunity to attack.

Forehand Drive: To decrease the amount of time available to the opponent.

SERVICE: As the stroke which starts every rally, service can be regarded as the most important stroke in Table Tennis since it provides the only situation in which the player has total control over how and where to play the ball.

Service Return: Service return can be regarded as the second most important stroke in Table Tennis since this is the first opportunity, in any rally, for the receiver to play the ball.

Table Tennis Table:



Keywords:

base position, angles, forehand, backhand, smash, overhead, volley, block, push.

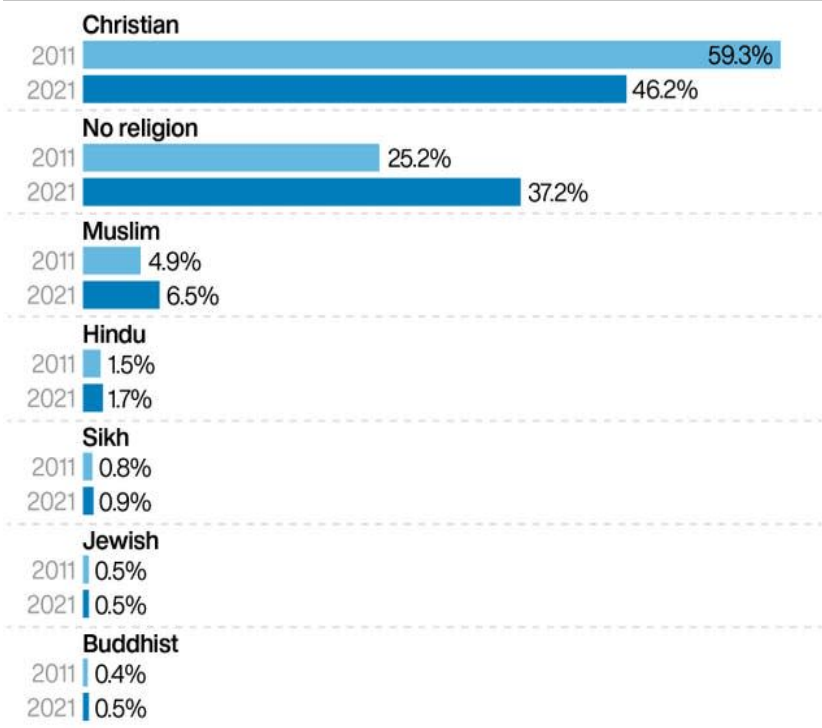


1.1 Key Vocabulary

Theism/Theist	The belief in God/Someone who believes in God
Monotheism/Monothoist	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

Religious belief among population of England & Wales

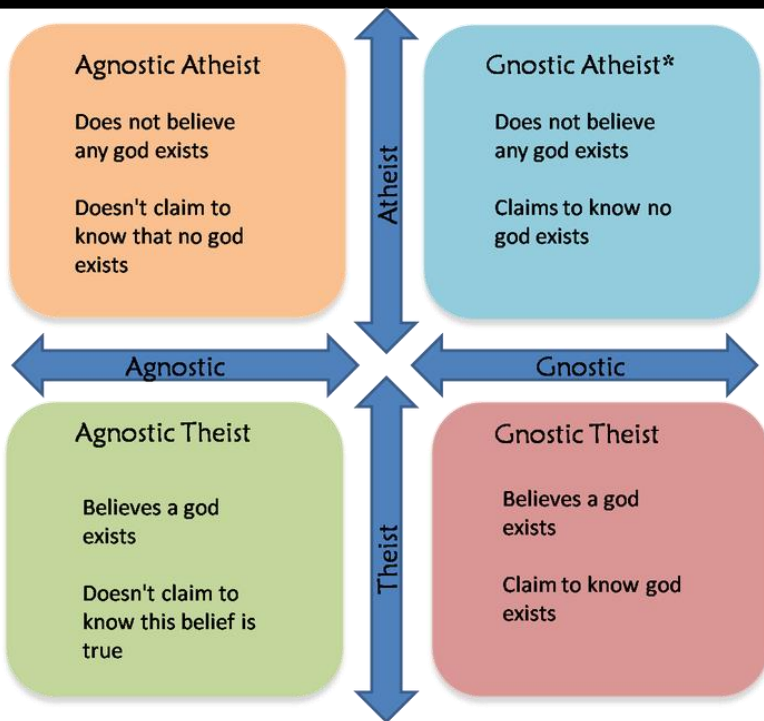


PA graphic. Source: ONS analysis of 2011 and 2021 census

1.3 Humanist Values

<p><u>Treat others with kindness</u> This could include smiling at others, reaching out to people and seeing what you can do to make the world a better place.</p>	<p><u>Help others</u> Approaching life with the desire to be of service to people. Helping them when they need. E.g. Visiting elderly or volunteering.</p>	<p><u>Be just and fair</u> Live with a sense that everyone should be treated equally and fairly by ensuring the same rules apply to everyone.</p>	<p><u>Show empathy</u> Putting themselves in the position of other people and consider how they might feel.</p>	<p><u>Promote freedom</u> Respecting and help to protect each other's ability to live their life as they wish.</p>
<p><u>Live Peacefully</u> Always seeking to live peacefully with others. Take a pause before biting back.</p>	<p><u>Share resources fairly</u> Ensuring that everyone has access to food, water and shelter, and other resources essential to a reasonable human life like healthcare and education.</p>	<p><u>Protect the natural world</u> To have concern and respect for the environment so that future generation can live good lives.</p>		

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.

