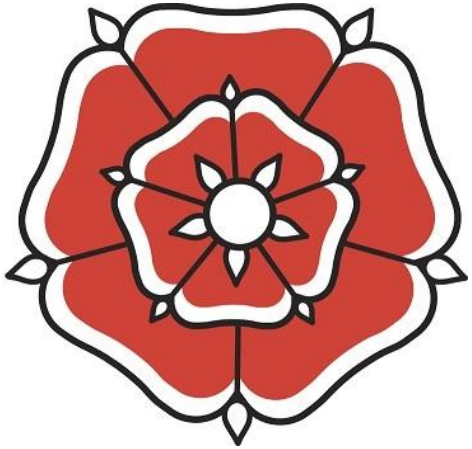
# Maidenhill School Knowledge Organiser

Year 8 – Term 5



**Be kind, Aspire, Persevere, Achieve**

| Name: | Tutor: |
| --- | --- |

# Planner - Term 5

| Week 1 | Notes |
|---|---|
| Monday 28th April | |
| Tuesday 29th April | |
| Wednesday 30th April | |
| Thursday 1st May | |
| Friday 2nd May | |

| Week 2 | Notes |
|---|---|
| Monday 5th May | No school – Bank Holiday |
| Tuesday 6th May | |
| Wednesday 7th May | |
| Thursday 8th May | |
| Friday 9th May | |

| Week 1 | Notes |
|---|---|
| Monday 12th May | |
| Tuesday 13th May | |
| Wednesday 14th May | |
| Thursday 15th May | |
| Friday 16th May | |

| Week 2 | Notes | |
|---|---|---|
| Monday 19th May | Assessment Week | |
| Tuesday 20th May | | |
| Wednesday 21st May | | |
| Thursday 22nd May | | |
| Friday 23rd May | | |

Planner – Term 5

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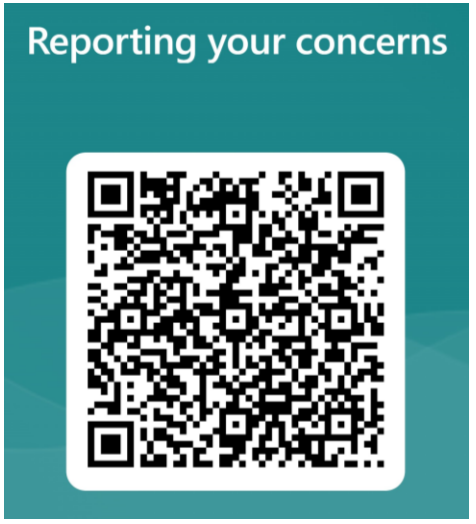
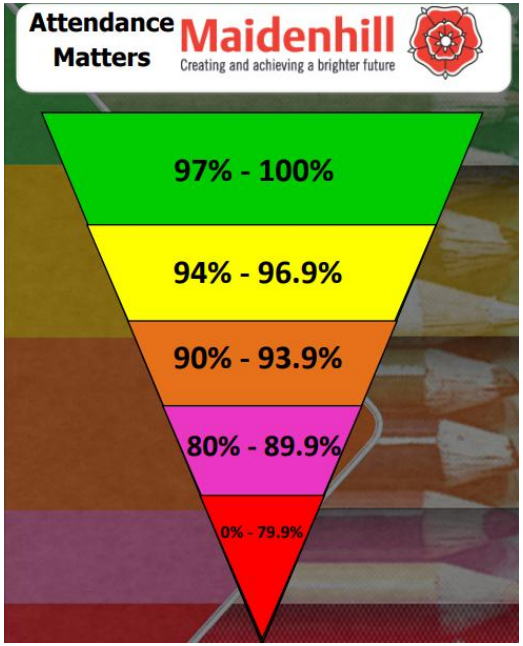
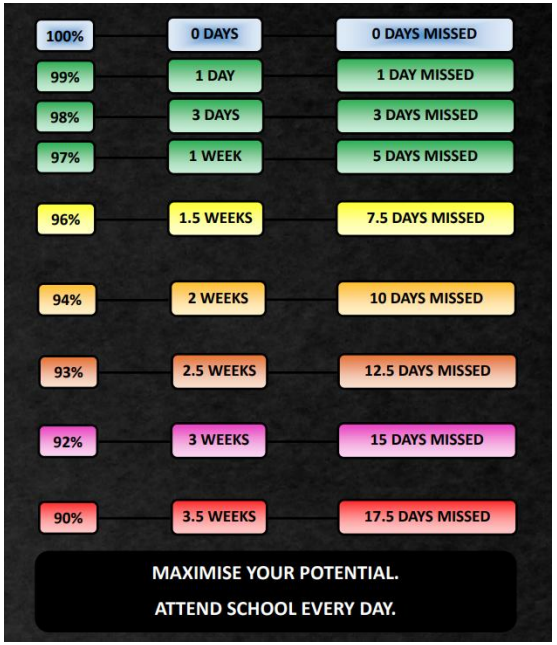
Have a problem? Worried about someone or something? Need someone to talk to? Scan the QR code and let us know.



# Attendance

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




## Personal Attendance Record

| Week | Monday | Tuesday | Wednesday | Thursday | Friday | % | Colour | ↑ → ↓ |
|---|---|---|---|---|---|---|---|---|
| 1 | | | | | | | | |
| 2 | | | | | | | | |
| 3 | | | | | | | | |
| 4 | | | | | | | | |



Attendance – Term 5

# Home School Agreement and uniform expectations

**As a student of the school I will:**

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

**Student Signature** ……

**Maidenhill Uniform**

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


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

**Maidenhill PE Uniform**

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

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

**Borrowed uniform items**

| Date | Item | Number | Returned |
|---|---|---|---|
| | | | |
| | | | |
| | | | |



Home School Agreement and Uniform

# Equipment and acceptable use of the school ICT facilities

**Equipment**

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

Essential requirements

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

Student property

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

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

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

**Network rules**

**Never share your password with anyone** – not even your best friend – if you suspect that someone knows it, change it or see an ICT technician as soon as possible
**Never share your user area with anyone** – email files to a friend or home as an attachment, or use Office 365 "One Drive"
**Always log off before leaving a computer**
**Never tamper with ICT equipment,** if your PC or laptop is damaged or not working properly, please inform a member of staff immediately. DO NOT disconnect, reconnect or move or swap any cables at any time
**Never give a stranger any information about you or your home**
**Always communicate with strangers politely** – ask a teacher to check before sending
**Don't suffer bullying** – report and give a printout of any email or other material that offends you to a teacher
**Avoid the spreading of computer viruses** – from the internet or home. Keep your home virus checking software up to date
**Do not attempt to download or install software** – use only the software provided
**Always give credit for information obtained from the internet**
**Do not eat or drink close to electronic equipment or in any computer room**
**Use your printing credits with care** – extra print credits in any one week can only be obtained through the permission of a teacher whose work you need to print
**The use of the internet at school must be in support of learning.** The use of all chat systems is strictly forbidden. Inappropriate use will result in access being withdrawn. A log of all internet access and activity is monitored throughout the day by the network staff so misuse of the system can be quickly identified and dealt with.

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

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

# Behaviour for Learning

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

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

**Rewards**

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

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

**Consequences**

**C2 –** This is a verbal warning

**C3** – Issued with a BFL detention of 40mins

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

**C4** – Isolation in the refocus room

**C4e** – Educated off site at an alternative provision

**C5** – Fixed term suspension

**Be kind, Aspire, Persevere, Achieve**

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

Incidents for which a students may be excluded include:

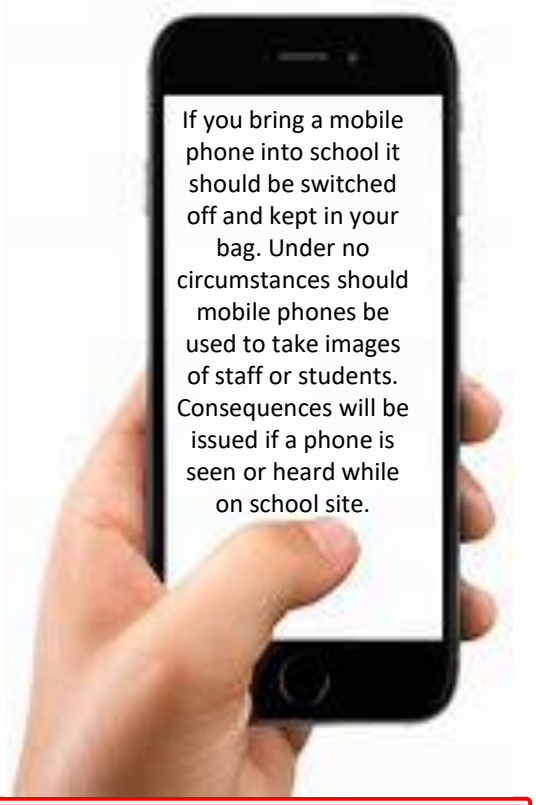
- In possession, under the influence of or dealing in illegal drugs. This also extends to alcohol and other toxic substances
- Serious physical or verbal aggression towards others
- Serious rudeness, defiance, threatening behaviour or inappropriate language towards a member of the school staff
- Anti-social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

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

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

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

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




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

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

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



Behaviour for Learning

# Bullying

## What is bullying?

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


Bullying includes repeated:

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

**Types**

- Physical
- Cyber
- Verbal
- Emotional
- Prejudice based

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

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

**When you are talking about bullying, be clear about:**

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

**If you are being bullied, you can expect that:**

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

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

# Year 8 Assessment Week
# 19th – 23rd May 2025

**Your information and revision tasks can be found as follows:**

1. English
2. Mathematics
3. Science
4. French
5. History
6. Geography

**Expectations**

You are responsible for:

- ✓ *Completing the revision tasks in tutor time as directed by your tutor to help you prepare.*
- ✓ *Completing all homework tasks that help you prepare for your assessment.*
- ✓ *Completing additional independent work to help you prepare.*
- ✓ *Attending school throughout the whole of assessment week so you do not miss the assessments.*
- ✓ *Being fully equipped for all assessments.*

Sparx Maths

Educake

Languagenut

Year 8 Assessment Week

**Subject**: Gothic Writing

**Exam name**:

You will write a narrative story

**Exam length**: 1hr

**Equipment needed**: Black Pen

## Task 1: Setting

1. Read the following Gothic settings and highlight the
- ❑ adjectives,
- ❑ similes,
- ❑ metaphors, and
- ❑ personification used:

o A decaying, abandoned mansion with flickering candlelight.

o A dark forest where twisted branches reach out like skeletal fingers.

o A fog-covered graveyard with cracked tombstones and eerie whispers.

2. Now, write your own gothic setting description (5–7 sentences) using at least:
   - o Two adjectives.
   - o One simile or metaphor.
   - o One example of personification.

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## Task 2: Character

1. Create a gothic character by answering these questions:
    - o What is their name?
    - o What do they look like? (Think about pale skin, hollow eyes, unusual clothing.)
    - o What is their secret or supernatural ability?
    - o What do they fear the most?
2. Write a short description of your character. Use the show, not tell approach.

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## Task 3: Tension and Suspense

1. Rewrite the following simple sentence into a tense and suspenseful paragraph:

"She heard a noise behind her."

2. Use techniques such as:
    - o Short sentences to build tension.
    - o Sensory details (What does she hear, see, feel?)
    - o Ellipses (…) to create suspense.
    - o Powerful verbs (e.g., "crept" instead of "walked").

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Subject: Mathematics Exam

Exam length: 1hr

Equipment needed: Black Pen, pencil, rubber, ruler and protractor, calculator

Key topics:

Expanding Brackets

Factorising

Drawing straight line graphs

Plans and elevations

Calculating angles in polygons

Calculating HCF and LCM

Stem and leaf diagrams

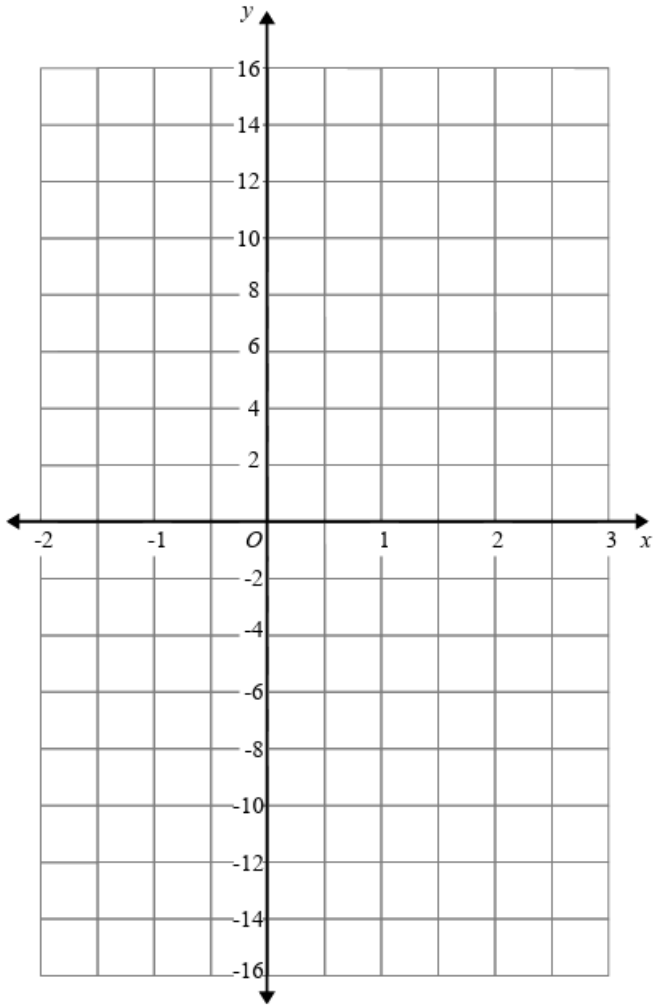
| Unit | Key Topics | Sparx maths videos |
|---|---|---|
| **Unit 1 Number** | Add, subtract, multiply and divide positive and negative numbers, including larger numbers and decimals. | M106, M228 |
| | Calculate combinations of squares, square roots, cubes, cube roots and brackets. | M135 |
| | Calculate the HCF of two or more numbers | M698 |
| | Calculate the LCM of two or more numbers | M227 |
| **Unit 2 Area and volume** | Derive and use the formula for the area of a triangle, parallelogram and trapezium | M610, M291, M705 |
| | Calculate the volume of 3D solids made from cuboids. | M765 |
| | Calculate the surface area of cubes and cuboids. | M884, M534 |
| | Convert between different measures for area, volume and capacity. | M728, M465 |
| **Unit 3 Statistics** | Calculate the mean from a frequency table. | M127, M287 |
| | Draw and interpret stem and leaf diagrams with different stem values. | M648, M210 |
| | Compare two sets of data using the shape of a line graph. | M843 |
| | Draw and interpret scatter graphs. | M769, M569 |
| **Unit 4 Expressions and equations** | Understand and simplify algebraic powers. | M813 |
| | Write and simplify algebraic expressions and formulae using brackets and division. | M237, M792 |
| | Factorise expressions. | M100 |
| | Solve two-step equations using function machines. | M509 |
| **Unit 5 Real life graphs** | Use and interpret conversion graphs. | M843 |
| | Draw and use graphs to solve distance-time problems. | M581 |
| | Plot line graphs from tables of data. | M843 |
| | Draw and interpret line graphs and identify trends. | |
| | Draw and interpret non-linear graphs from a range of sources. | |
| **Unit 6 Lines and angles** | Solve problems using side and angle properties of triangles. | M351 |
| | Solve problems using side and angle properties of quadrilaterals. | M393 |
| | Calculate the sum of the interior and exterior angles of a polygon. | M653 |
| | Solve geometrical problems showing reasoning. | |
| **Unit 7 Straight line graphs** | Recognise when values are in direct proportion with or without a graph. | M448 |
| | Plot a straight-line graph from a table of values. | M932 |
| | Calculate the gradient of straight lines | M888 |
| | Plot a straight-line graph and work out its gradient. | M888, M932 |

# Revision task

(a) Complete the table of values for $y = 4x - 4$

| $x$ | -2 | -1 | 0 | 1 | 2 | 3 |
|---|---|---|---|---|---|---|
| $y$ | | | | | | |

(b) On the grid, draw the graph of $y = 4x - 4$ for values of $x$ from -2 to 3




Expand and simplify:

$3(x + 2)$

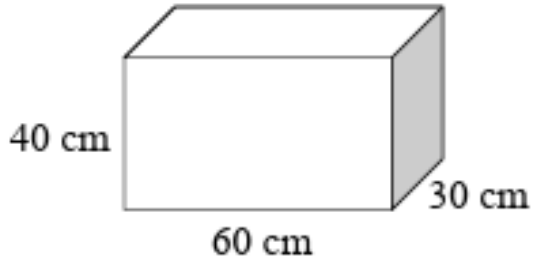
$-3(x + 3)$

Factorise:

$12x + 32$

$7x^2 + 14x$

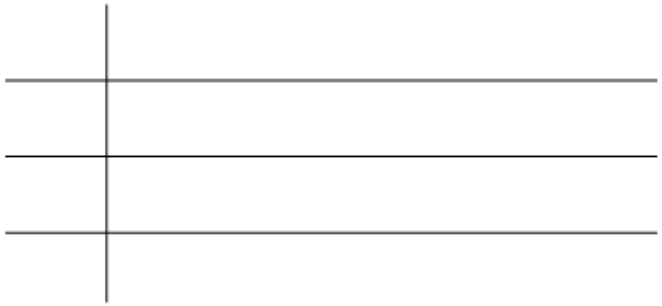
Calculate the volume:




Here are the heights, in cm, of 15 plants.

| | | | | |
|---|---|---|---|---|
| 35 | 41 | 47 | 32 | 45 |
| 40 | 52 | 33 | 55 | 41 |
| 29 | 38 | 42 | 48 | 38 |

Draw an ordered stem and leaf diagram to show this information



TUTOR TIME – Maths - Revision

Assessment Week - Science

## Content

**Periodic Table**
- Metals and Non-Metals
- Group 1
- Group 7
- Group 0

**Metals and Acids**
- Acids and Metals
- Metals and Oxygen
- Metals and Water
- Metal Displacement Reactions
- Extracting Metals
- Ceramics
- Polymers
- Composites

**Separation Techniques**
- Mixtures
- Solutions
- Solubility
- Filtration
- Evaporation and Distillation
- Chromatography

## Content

**Energy**
- Food and Fuels
- Energy and temperature
- Energy Transfer
- Energy resources
- Energy and Power
- Work, Energy, and Machines

**Electricity and Magnetism**
- Electrostatics
- Current and Circuits
- Potential Difference
- Series and Parallel
- Resistance
- Magnets and Magnetic Field
- Electromagnets

## Content

**Adaptation and Inheritance**
- Competition and Adaptation
- Variation
- Continuous and discontinuous
- Inheritance
- Natural Selection
- Extinction

**Health and Lifestyle**
- Nutrients + Food Tests
- Unhealthy Diet
- Digestive System
- Bacteria and enzymes in digestion
- Drugs, alcohol and smoking

**Ecosystem Processes**
- Photosynthesis
- Leaves
- Plant Minerals
- Chemosynthesis
- Aerobic Respiration
- Anaerobic Respiration
- Food Chains and Webs
- Ecosystem

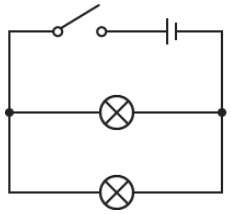
## Important information

**Length of exam-** 55minutes

**Equipment needed**: black pen, pencil, ruler, rubber and calculator.

## Support

- Educake
- BBC Bitesize
- Your Knowledge organisers from previous terms
- Your exercise books.
- Seneca

| | | | |
|---|---|---|---|
| 1. What is the role of lipids in the body? | 2. What are tests for the following foods:<br>Starch<br>Lipids<br>Sugar<br>Protein | 3. What is deficiency? | 4. List the following structures in the order food goes through the digestive system: |
| 5. List some properties of metals | 6. What are the vertical columns are the periodic table called?<br>What are the horizontal rows on the periodic table called? | 7. What is produced when group 1 elements react with water? | 8. What are the charges on protons, neutrons and electrons. |
| 9. What is current and what unit is it measured in? | 10. What type of circuit is in the diagram below?  | 11. The current through a bulb was 0.2A, the voltage was 6V. What is the resistance? | 12. What is energy measure in? |
| 13. The energy of an appliance is 500J it is on for 30 seconds, what is the power? | 14. A force of 2N is applied to lift a book 2M. What is the work done? | 15. What separation technique could separate the pigments in a coloured pen? | 16.How could we separate a mixture of sand, salt and water? |

## Assessment details

- The assessment will last 1 hour.
- You will be assessed on your listening, reading and translating skills.
- You will not be able to use a dictionary or your vocab book.
- You will need a black pen and may like to use a highlighter.

## Topics covered

- Clothes vocabulary
- The verb *porter* (to wear)
- Your opinion with clothes.
- Weather vocabulary
- Describing what you wear in different weathers.
- Expressions of frequency (how often you do/wear something)

## Quick practise

1. Quand il fait chaud, je porte une jupe.

_____

2. J'adore porter un pull quand il fait froid.

_____

3. Quand il pleut, je porte un imper et je prends un parapluie.

_____

4. Quelquefois, quand il neige, je porte une écharpe.

_____

5 Quand il y a du soleil, je vais à la plage. Je porte mon maillot de bain et des lunettes de soleil.

_____

6. When it is freezing, I wear boots.

_____

7. At the weekend, I wear jeans and a T-shirt.

_____

8. Everyday I wear shoes.

_____

9. On Saturday evenings, I wear a dress.

_____

10. Once a week, I wear a jacket.

_____

## Enrichment Opportunities

**Languagenut** - log in to your account and follow the instructions:

1. Navigate to the homepage.
2. Click 'Vocab trainer + AI chat' (you need to click this twice)
3. Click on 'shopping and eating out' (on page 2) then click on clothes. Use this to help with clothes revision.
4. You can also find the vocab on weather.

## Clothes

| | |
|---|---|
| Qu'est-ce que tu portes? | *What do you wear?* |
| je porte | *I wear* |
| j'aime porter | *I like to wear* |
| des baskets | *trainers* |
| un blouson | *bomber jacket* |
| un bonnet | *woolly hat* |
| des bottes | *boots* |
| une casquette | *cap* |
| des chaussures | *shoes* |
| une chemise | *shirt* |
| en cuir | *(made of) leather* |
| une écharpe | *scarf* |
| des gants | *gloves* |
| un imper(méable) | *raincoat* |
| un jean | *pair of jeans* |
| une jupe | *skirt* |
| des lunettes (de soleil) | *(sun) glasses* |
| un maillot de bain | *bathing costume* |
| un pantalon | *pair of trousers* |
| un parapluie | *umbrella* |
| une robe | *dress* |
| un short | *pair of shorts* |
| un sweat | *sweatshirt* |
| un survêtement | *tracksuit* |
| un T-shirt | *T-shirt* |
| à talons | *high-heel* |
| une veste | *jacket* |
| des vêtements de marque | *designer clothes* |

## Weather

| | |
|---|---|
| Quel temps fait-il? | *What is the weather like?* |
| il fait chaud | *it is hot* |
| il fait froid | *it is cold* |
| il fait du vent | *it is windy* |
| il gèle | *it is freezing* |
| il neige | *it is snowing* |
| il pleut | *it is raining* |
| il y a de l'orage | *there is a (thunder)storm* |
| il y a du soleil | *it is sunny* |

## Expressions of frequency

| | |
|---|---|
| Tu en fais souvent? | *Do you do it often?* |
| souvent | *often* |
| quelquefois | *sometimes* |
| une fois par jour | *once a day* |
| deux fois | *twice* |
| toujours | *always* |
| tous les jours | *every day* |
| tous les soirs | *every evening* |
| le week-end | *at the weekend* |
| le samedi soir | *on Saturday evenings* |
| le dimanche après-midi | *on Sunday afternoons* |
| le jeudi | *on Thursdays* |

| | |
|---|---|
| dimanche | *on Sunday* |
| pendant | *during/for* |

**Subject:** History Assessment

**Exam length:** 1hr

**Equipment needed:** Black Pen, Highlighter

**Make a list of your key topics for revision, in order of importance:**

| Topic | RAG |
|---|---|
| **How Vile were the Victorians?** | |
| Life in an Industrial City | |
| Life for children and Victorian Schools | |
| Changes in crime, punishment and policing | |
| Changes in public health | |
| Changes in medicine | |
| Improvements for women | |
| Experience for Irish People | |
| Change and continuity by 1901 | |
| **History Fundamentals** | |
| What is chronology | |
| Key historical concepts | |
| How to work out centuries | |

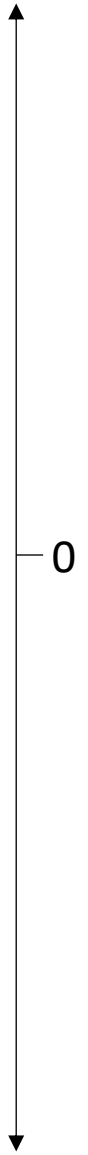
Assessment Week – History

| | | | |
|---|---|---|---|
| Chronology | | Something that is different to the way it was before | |
| Source | | Things created near the time of an event. Used by historians. | |
| Change | | An event that makes something else happen | |
| Continuity | | Give details of something that happened | |
| Cause | | Putting events in time order | |
| Consequence | | Something that stays the same as it was before | |
| Describe | | An event that happens because of something else | |
| Explain | | Justify how much importance or impact an event has, or reasons for your opinion | |
| Evaluate | | Give reasons for something happening, using 'because'. | |

| Year | Century |
|---|---|
| 2018 AD | |
| | 16th Century |
| 85 AD | |
| | 5th Century |
| 1 BC | |
| | 23rd Century |
| 375 BCE | |
| 9999 AD | |
| | 765th Century |
| | 89th Century |

**Put the following years in chronological order on the timeline below.**

1920 BC
1920 AD
1930 BCE
3075 CE
2 AD
0
2018 BC
2018 CE
1999 AD
1990 BCE
86 BC



**Subject:** Geography Assessment

**Exam length:** 1hr

**Equipment needed:** Black Pen, Highlighter

## Key words revision task: Fill in the missing word

**Conservative margin –** Two _____ plates moving past each other

**Constructive margin –** Two tectonic plates moving _____ from each other

**Crust –** The outer _____ of the Earth, made of rock

**Destructive margin –** Two tectonic plates moving _____ each other. The _____ plate sinks underneath the continental plate

**Epicentre –** The point directly above the _____ on the Earth's surface

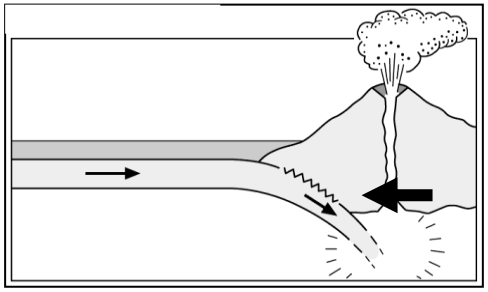
**Focus –** The point within the Earth's crust where the earthquake's _____ is released

**Mantle –** The second layer of the Earth beneath the _____. It is made of molten _____

**Primary effect –** An impact directly caused by the hazard. These usually happen _____ or straight after

**Secondary effect –** An impact caused by a primary effect. For example; a _____ outbreak from contaminated water caused by an earthquake

**Tectonic plate –** Sections of the Earth's crust that are constantly _____

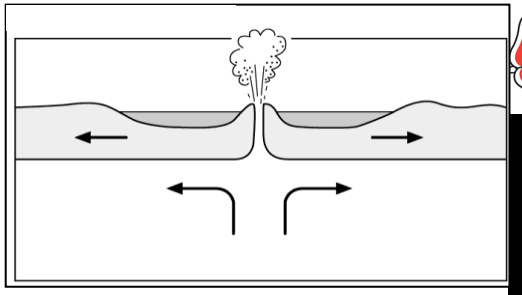


What plate boundary am I?

_____

What hazards do I have?

- ❑ Shield volcanoes
- ❑ Composite volcanoes
- ❑ Earthquakes
- ❑ Tsunamis



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What hazards do I have?

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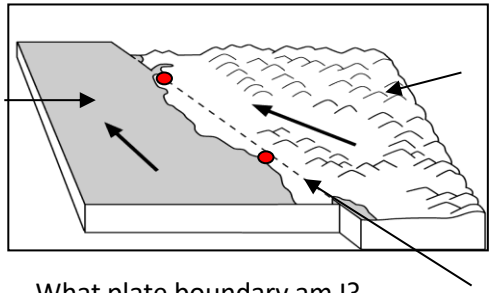


What plate boundary am I?

_____

What hazards do I have?

- ❑ Shield volcanoes
- ❑ Composite volcanoes
- ❑ Earthquakes
- ❑ Tsunamis

Bullet point some primary effects of tectonic hazards:

Bullet point some secondary effects of tectonic hazards:

Create flashcards that explain why people still live in dangerous tectonic areas using the symbols to help jog your memory

Assessment Week - Geography

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

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

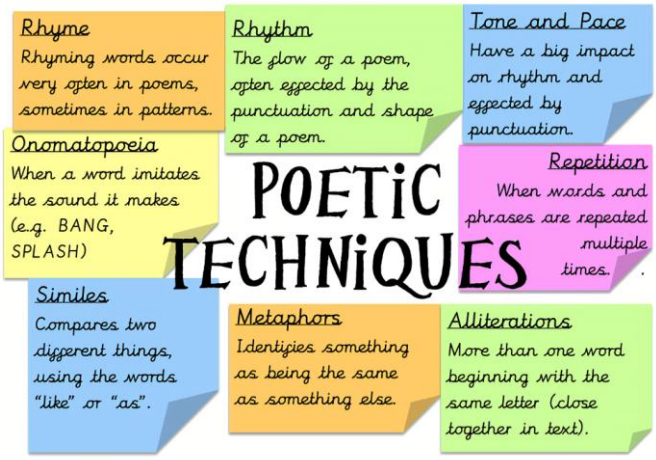
**Expectations**

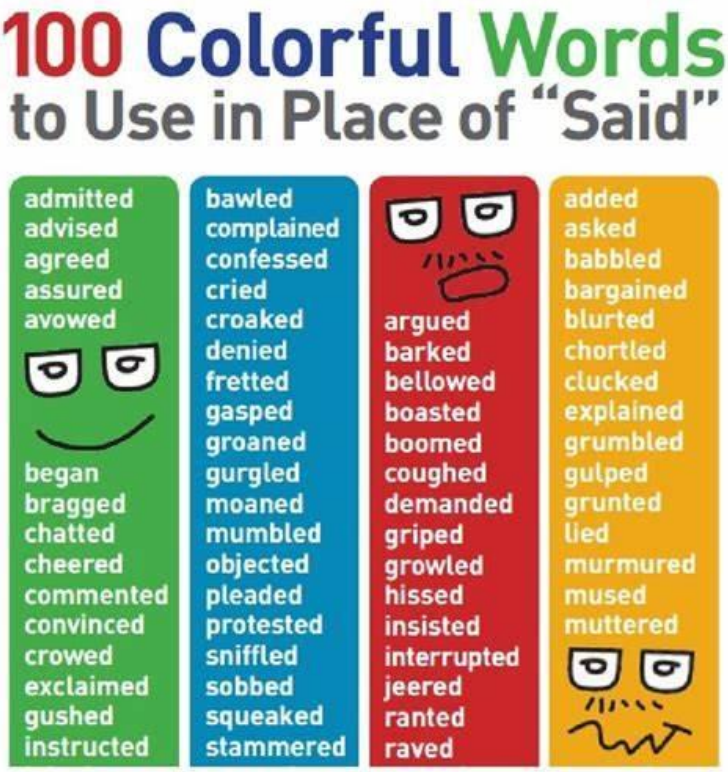
You are responsible for looking after your Knowledge Organisers. You should:

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



Contents Page



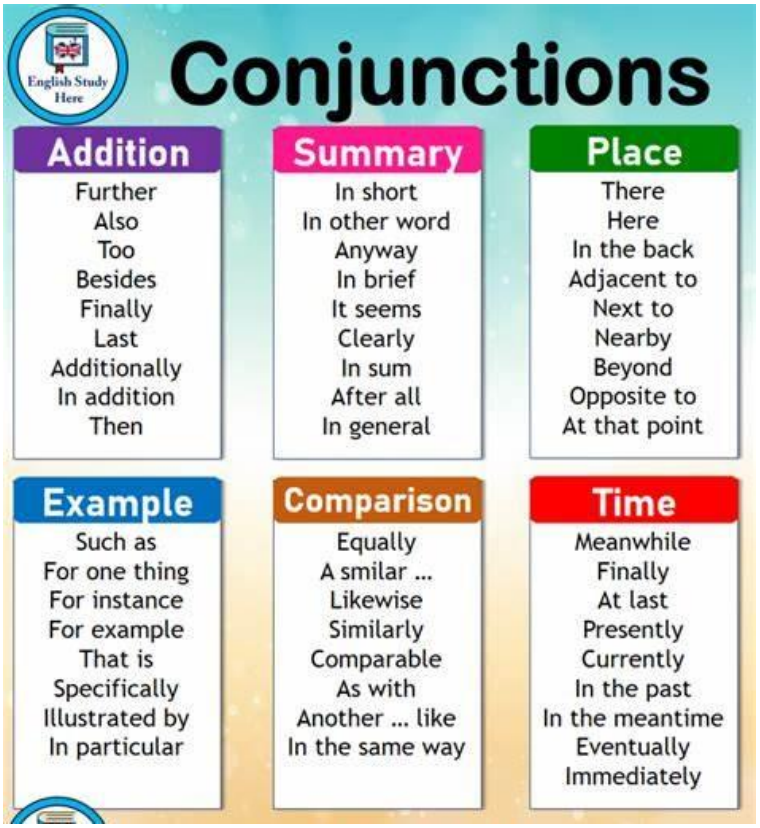



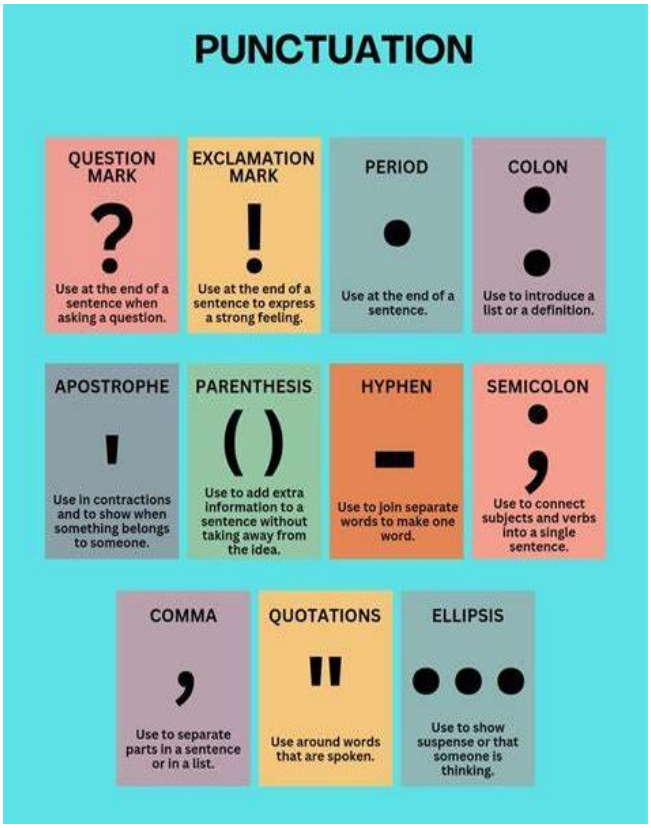

Fiction…

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

Non-fiction…

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





# Verbs to sharpen your analysis

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

## 1.1 Key Vocabulary

Supernatural – A force beyond scientific understanding or the laws of nature.

Paranormal – A phenomena such as telekinesis or clairvoyance that are beyond normal scientific understanding.

Isolation – Far away from other places, buildings, or people; remote.

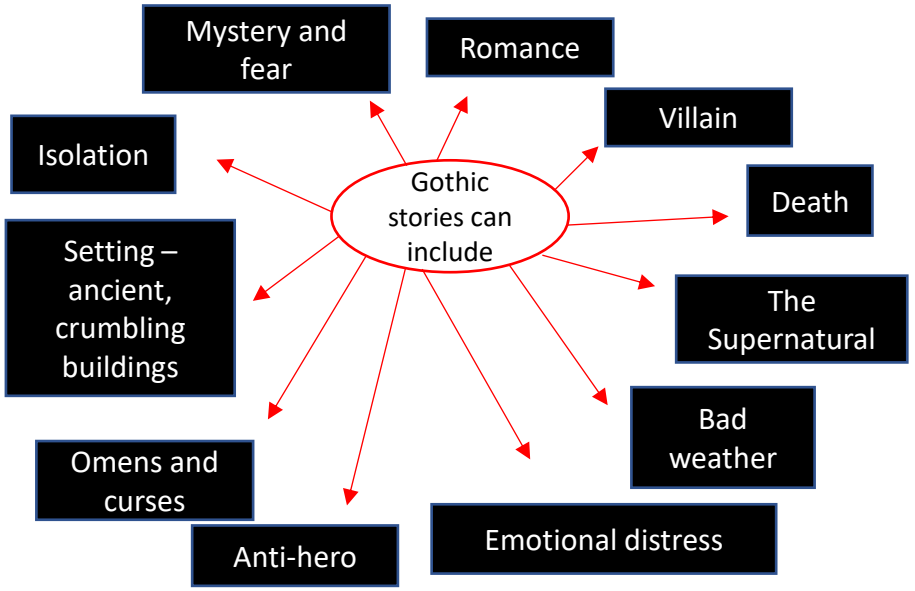
Anti-hero – A central character who lacks conventional heroic attributes.

Atmosphere – the tone or mood of a place, situation, or creative work.

Tension – An element in a novel that evokes emotions such as worry, anxiety, fear and stress on the part of both the reader and the characters in a novel.

Suspense – Expectation or uncertainty about what may happen.

## 1.2 Conventions/Features




## 1.3 Values and Ideas held by gothic writers

- Gothic writers are preoccupied with the supernatural because they believe that not everything has a scientific explanation.
- They believed that nature is 'sublime': it has the power to simultaneously inspire awe and terror in people.
- They challenged society's expectations about propriety and emotion. To show wild emotion was seen as crass and uncouth, but not to the gothic writers, who often depicted passion and rage.
- They explored the role of the female characters: often in gothic texts, there are powerful female roles, which contrasted the contemporary society.
- They were very interested in the psychological exploration of characters, particularly in relation to themes of madness.

### 1.4 Revision Task: Dual Coding

Dual coding' is the method of putting your knowledge into visual form alongside words. It increases the chances of you remembering it.

1. Link each of the conventions/features of gothic stories to an image. You can either draw a picture, use an image from the internet or take a photo yourself. The image can be anything that you associate with the chosen word.

## 1.5 Narrative Writing Tips

- Keep your plot simple: two speaking characters' maximum.
- Decide on first or third person and your tense. Stick to it!
- Vary your punctuation.
- Vary your sentences (Compound, complex, simple. Basically, longer and shorter sentences).
- Only describe what is important to your story.
- Include writing techniques where possible.
- Make use of the **OHMRPEAS** techniques.

## 1.6 Ways to Start Your Story

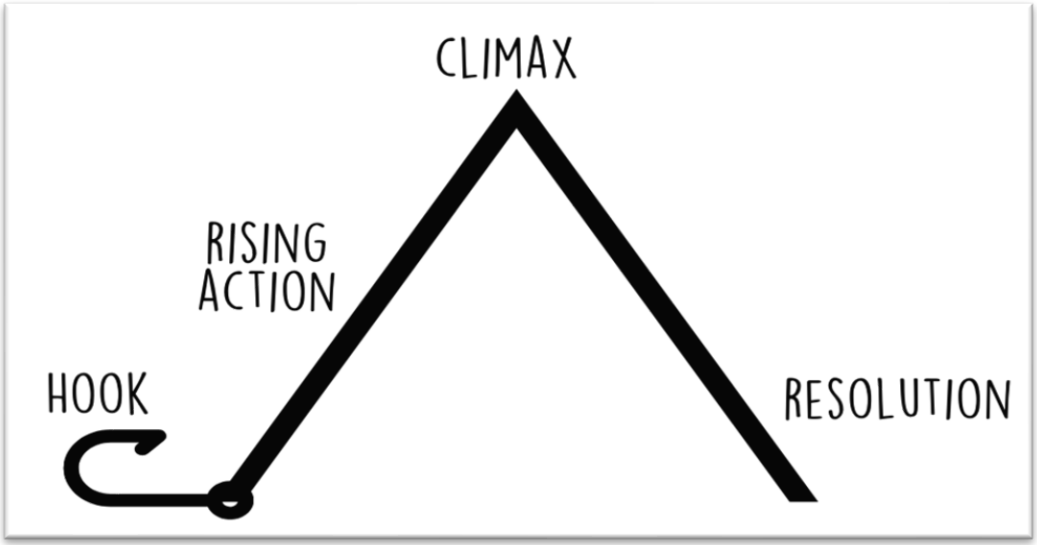
- Dialogue.
- An interesting fact/statement.
- Ask a question.
- A short, snappy sentence.
- A motif (a theme or image that is repeated).

## 1. 7 Methods/Techniques to use

**OHMRPEAS**

| | |
|---|---|
| **O**nomatopoeia | **P**ersonification |
| **H**yperbole | **E**motive language |
| **M**etaphors | **A**lliteration |
| **R**epetition | **S**imile |

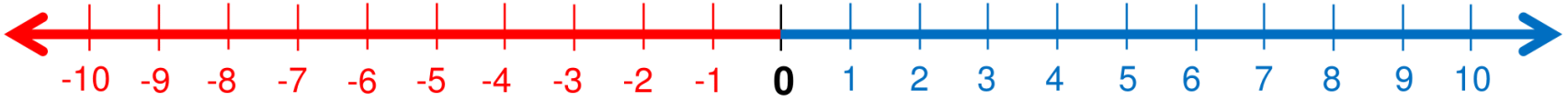
## 1.8 Story Arc




**1.9 Revision Task: Interleaving and Spacing**

The more you practise writing: the better you will get at it. If you space out when you write the sections of your story then it won't be so overwhelming. Here are some tips to help improve your story writing.

1. Plan your story using the story arc in 1.8. Remember, you are more than likely going to be writing a short story so don't cram too much in.
2. Once you have planned your story, you can get writing. Start with the opening. Look at 1.6 to give you ideas for ways to start your story. Try to set the scene, build character and introduce tension/suspense.
3. After you have finished your opening, start to build the tension/suspense. How will your character/s find themselves in the situation in the climax of the story?
4. The climax of your story should be the point of highest tension/suspense. How does this point evoke anxiety, stress or fear for the characters and the reader?
5. Resolve your story and bring the tension/suspense back down. How does your character escape the situation they are in? How has your character changed? What have they learned?




# Multiplication Table Grid 1-12

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

# Unit 7 – Lines and Angles

## What do I need to be able to do?

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

- Solve geometric problems using side and angle properties of special quadrilaterals.
- Identify alternate angles on a diagram
- Calculate the sum of the interior and exterior angles of a polygon.
- Work out the sizes of interior and exterior angles of a polygon.
- Solve geometrical problems showing reasoning.

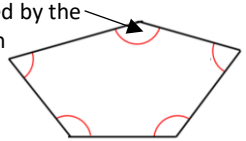
## Keywords

**Parallel**: Straight lines that never meet
**Angle**: The figure formed by two straight lines meeting (measured in degrees)
**Transversal**: A line that cuts across two or more other (normally parallel) lines
**Polygon**: A 2D shape made with straight lines
**Vertex:** A point two or more lines meet
**Bisect:** to divide into two equal parts
**Quadrilateral:** A 2D shape with four sides

## Sum of interior angles

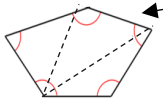
**(number of sides – 2) x 180**

**Interior Angles**
The angles enclosed by the polygon



This is an **irregular** polygon – the sides and angles are different sizes

Sum of the interior angles = (5 – 2) x 180



This shape can be made from three triangles
Each triangle has 180°

Sum of the interior angles = 3 x 180
= **540°**

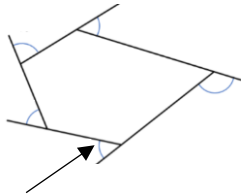
Remember this is **all** of the interior angles added together

M653

## Sum of exterior angles

M653

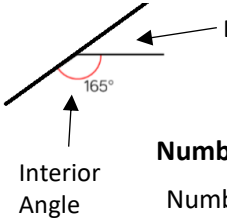
**Exterior angles all add up to 360°**



**Exterior Angles**
Are the angle formed from the straight-line extension at the side of the shape

Using exterior angles

**Interior angle + Exterior angle = straight line = 180°**




Exterior angle = 180 – 165 = **15°**

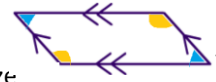
**Number of sides = 360° ÷ exterior angle**

Number of sides = 360 ÷ 15 = 24 sides

## Quadrilaterals

M393

**Square**
All sides equal size
All angles 90°
Opposite sides are parallel

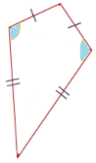


**Parallelogram**
Opposite sides are parallel
Opposite angles are equal
Co-interior angles

**Rectangle**
All angles 90°
Opposite sides are parallel

**Trapezium**
One pair of parallel lines

**Rhombus**
All sides equal size
Opposite angles are equal

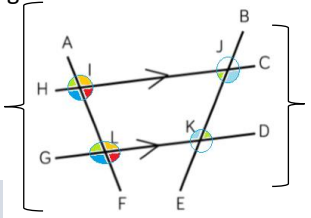


**Kite**
No parallel lines
Equal lengths on top sides
Equal lengths on bottom sides
One pair of equal angles

## Parallel lines

Lines AF and BE are **transversals** (lines that bisect the parallel lines)

Corresponding angles often identified by their **"F shape"** in position.



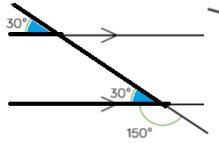

Alternate angles often identified by their **"Z shape"** in position

M606

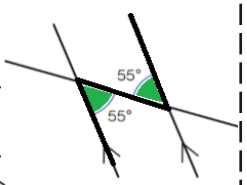
## Alternate/ Corresponding angles

M606

Because corresponding angles are equal the highlighted angles are the same size



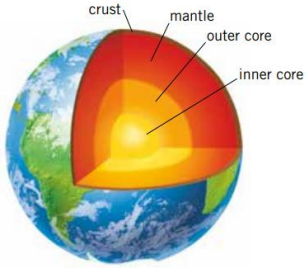

Because alternate angles are equal the highlighted angles are the same size




**Enrichment Opportunities**

Quadrilaterals in a square

## The Earth

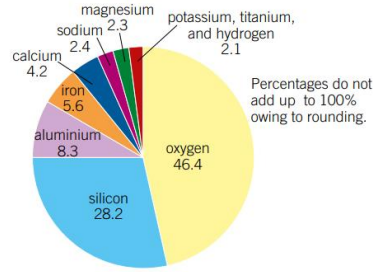



The Earth is made of several layers:

- The **crust** is rocky and solid.
- The **mantle** is solid rock but can flow.
- The **outer core** is liquid metal and the **inner core** is solid metal.

## The crust

The Earth's crust contains many naturally-occurring elements in different proportions.

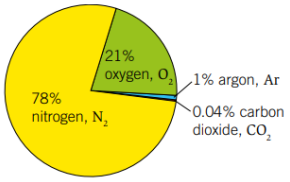


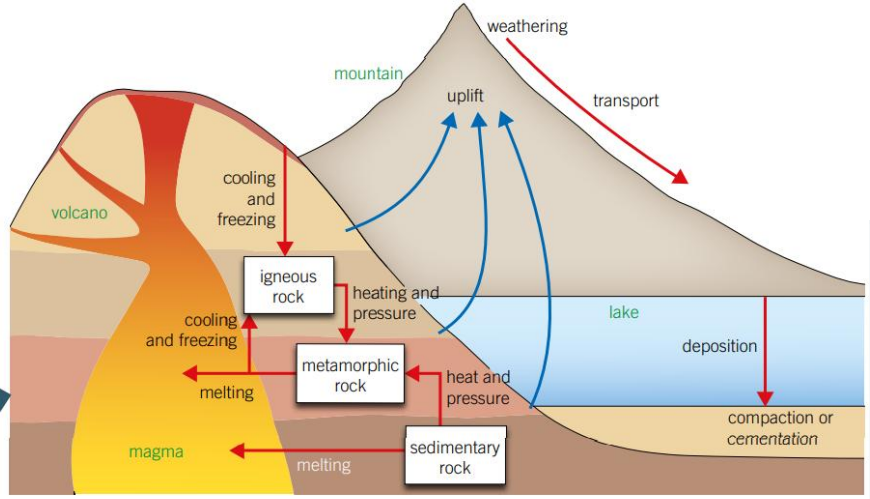

## Types of rock

There are three types of rock that make up the Earth's crust. These are formed by different processes in the **rock cycle**, and have different properties.

## The atmosphere

The **atmosphere** is a layer of gas surrounding the Earth. It is mainly comprised of nitrogen and oxygen.




## The rock cycle

Because the different rocks can turn into each other, we say that there is a rock cycle.

| Type of rock | How it is formed | Properties | Uses |
|---|---|---|---|
| **sedimentary rock** | • **sediment** piles up in one place and over many years stick together by **compaction** or **cementation**<br>• **compaction**: weight of sediments above squeeze them into rocks<br>• **cementation**: another substance sticks the sediments together | • porous: made of small grains stuck together so there are holes that water can pass through<br>• soft: easy to break apart the sediments | building materials (*e.g., sandstone and limestone*) |
| **igneous rock** | • when liquid rock cools it turns into igneous rocks these are made of **crystals** locked tightly together<br>• **Magma**: liquid rock underground – cools slowly and forms large crystals.<br>• **Lava**: liquid rock above the ground – cools quickly and forms small crystals. | • Durable and hard (difficult to damage): the crystals are locked tightly together<br>• Not porous: there is no space between crystals | pavement<br>rail tracks |
| **metamorphic rock** | • other rocks under the Earth are heated and put under pressure<br>• over time, these rocks become metamorphic | • Not porous: there is no space between crystals | marble used for kitchens<br>slate used for roofing tiles |

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

atmosphere crust cementation compaction Earth igneous rock inner core lava

**Enrichment Opportunities**

Geology experiments at home: https://www.fizzicseducation.com.au/category/150-science-experiments/geology-rocks/
BBC Bitesize: https://www.bbc.co.uk/bitesize/topics/z3fv4wx
Seneca learning: https://senecalearning.com/en-GB/

## Speed

**Speed** is how far something moves in a certain time.

$$\text{speed (m/s)} = \frac{\text{distance travelled (m)}}{\text{time taken (s)}}$$

- Speed is measured in **metres per second (m/s)**.
- Convert distances to metres and times to seconds to get the answer.

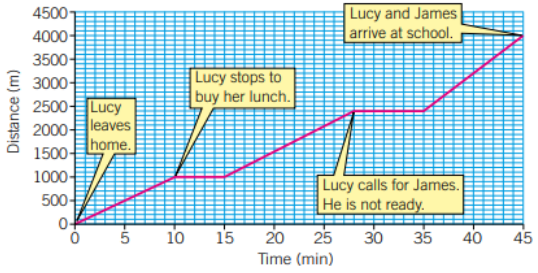
### Relative motion

- Compares how fast one object is moving to another.
- If two objects are moving at the same speed in the same direction then their relative speed is zero.

## Motion graphs

### Distance-time graph

These graphs show the distance something travels over a certain time.




To calculate the average speed from a distance–time graph you find the distance covered, and divide it by the time taken.

## Pressure in solids

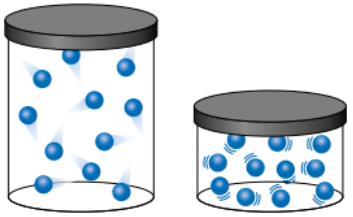
- Pressure is the force exerted on a surface because of weight, and is measured in **newtons per metre squared**.
- For small areas you can use centimetres instead.
- Pressure explains why studded boots help you grip grass, or why snowshoes help you walk in snow.

$$\text{pressure (N/m}^2\text{)} = \frac{\text{force (N)}}{\text{area (m}^2\text{)}}$$

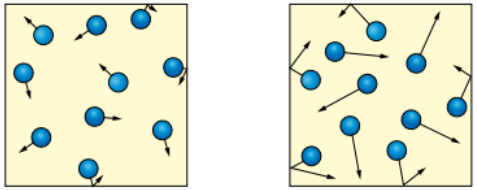
## Pressure in gases

**Collisions** between gas molecules and their container produce **gas pressure**.

If you **compress** (squash) a gas into a smaller volume there will be more collisions, and so a higher pressure.



If you heat a gas, the particles will have more energy. This means they will move more quickly and collide with the container more often, so the pressure will be greater.

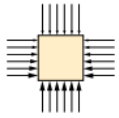


**Atmospheric pressure** is the pressure acting on us from the air around us.

- The higher above sea level the lower the atmosphere pressure.
- This is because the air is less dense the higher you go above sea level, so there are fewer collisions between air particles.

## Pressure in liquids

- Solids and liquids are **incompressible**, because all the particles are touching already. This means they pass pressure on.
- The pressure at the bottom of a liquid is bigger than the top, because of the weight of the water liquid pushing down pressure increases with depth.



Objects float because of **upthrust**. Liquid pressure produces this upthrust. In the example, the object floats because the upthrust acting on the bottom of it is stronger than the forces acting on the top.

## Turning forces

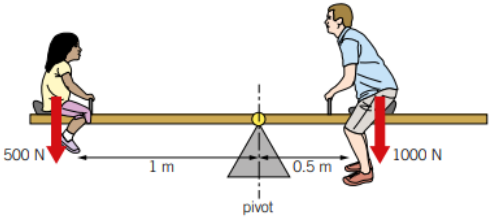
- **Moments** are the turning effect of a force.
- The unit for the moment is **newton metres (Nm)**.

$$\text{moment (Nm)} = \text{force (N)} \times \text{perpendicular distance from the pivot (m)}$$

- To calculate the moment you multiply the force applied by the distance from the **pivot**.
- The bigger the force, or the further the distance, the bigger the moment.

### The law of moments

During **equilibrium**, all the clockwise moments added together must equal all of the anticlockwise moments added together.




*clockwise moment = force × distance on the right*
*= 1000 N × 0.5 m*
*= 500 Nm*

*anticlockwise moment = force × distance on the left*
*= 500 N × 1 m*
*= 500 Nm*

The moments in the example above are the same. This is how see-saws balance.

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

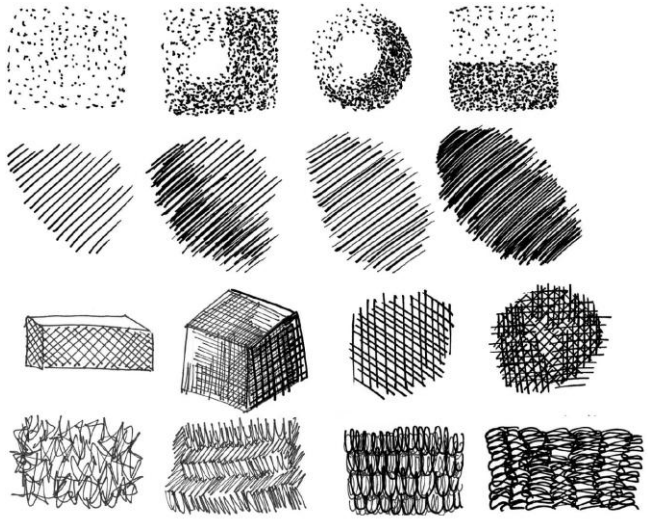
atmospheric pressure, compress, distance–time graph, gas pressure, incompressible, law of moments, liquid pressure, moment, motion, newton metres, newtons per metre square, pressure, relative pivot, speed

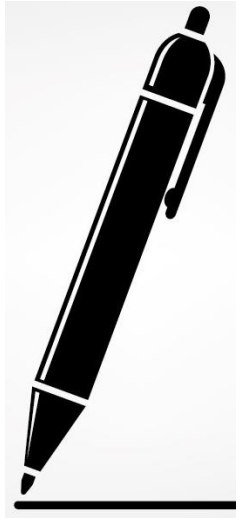
**Enrichment Opportunities**

Gas pressure simulations: https://phet.colorado.edu/sims/html/gas-properties/latest/gas-properties_en.html
BBC Bitesize: https://www.bbc.co.uk/bitesize/guides/zwwmxnb/revision/1 and https://www.bbc.co.uk/bitesize/guides/zssbgk7/revision/1
Seneca learning: https://senecalearning.com/en-GB/

# John Kenn Mortensen

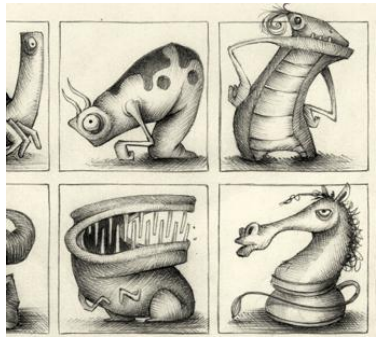
- Born in 1978
- He lives and works in Copenhagen
- JKM is a master with pen and paper, creating imaginative creatures
- He is an animator and director of children's television programmes
- He draws monsters, ghosts and ghouls often onto post it notes



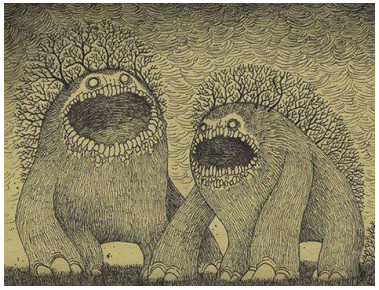


Mythical Creatures
Mythical creatures are created by combining different animals together e.g. a unicorn = a horse and a narwhal. What 2-3 animals could you combine to create your own mythical creature?

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



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



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

Key words to learn**:**

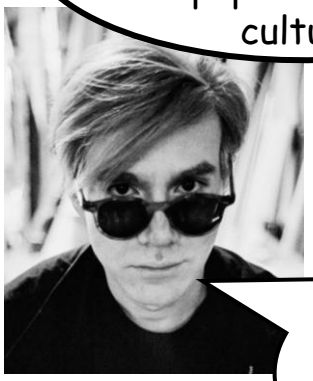
## 1. Drawing:

**Observational drawing**– Drawing something exactly as one sees it.
**Scale**– Size ( in relation to something).
**Proportion**– The size of something in relation to another thing.
**Shading**– Lines or marks used to fill in outlines to show differences in colour or darkness.
**Hatching**– A method of shading using parallel lines.
**Cross-hatching**– A shading technique made with 2 or more sets of crossing parallel lines.
**Highlights**– The parts of an object on which the light is strongest.
**Shadows–** The parts of an object which are dark.
**Range of tones**– All the tones between highlights and shadows.

## 2. Colour:

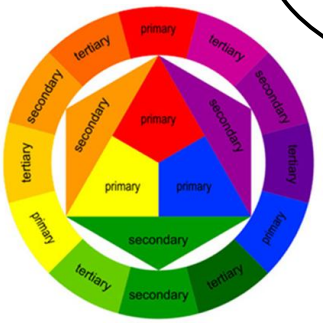
**Primary colour**– The 3 colours, **red, yellow and blue,** used in combination (along with white and black) to make all other colours.
**Secondary colour**– Colours, **green, purple and orange**, made by mixing 2 primary colours.
**Tertiary colour**– A colour made by mixing a primary & a secondary colour.
**Tint**– A colour made by mixing any colour with white.
**Shade**– A colour made by mixing any colour with black.
**Harmonious Colours -**These appear next to each other on the colour wheel.
**Complementary colours**– Colours that appear on opposite sides of the colour wheel, which when used together, create **contrast**.

Pop = Popular
Pop Art is influenced by popular mass culture





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




Warhol and Lichtenstein used bright primary colours to grab your attention

Roy Lichtenstein used cartoon boxes and comic strips



Art & Design – Pop Art

# Material & Shaping Techniques

## Tools and Equipment

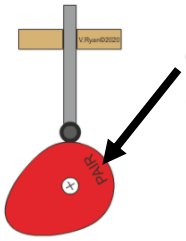
| Name of tool | Picture | What the tool is used for |
|---|---|---|
| Tenon Saw |  | Cuts accurate straight lines in small pieces of wood and provides a smooth cut. |
| Chisel |  | Chisels are used to cut away and shape wood. |
| Bench Hook |  | Holds the material when cutting straight lines. |
| Disc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

# Timbers & Manufactured Boards

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

### Computer Aided Design & Computer Aided Manufacture

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



**CAMS:**
Cams change rotary motion to reciprocating motion

## Motion:

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

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

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

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

# Multicultural Cuisine & Food Safety

**The word cuisine means:**

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

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

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

**Many cuisines have been influenced by:**

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

## What does HACCP stand for?

**HAZARD ANALYSIS CRITICAL CONTROL POINTS**

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


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

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

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

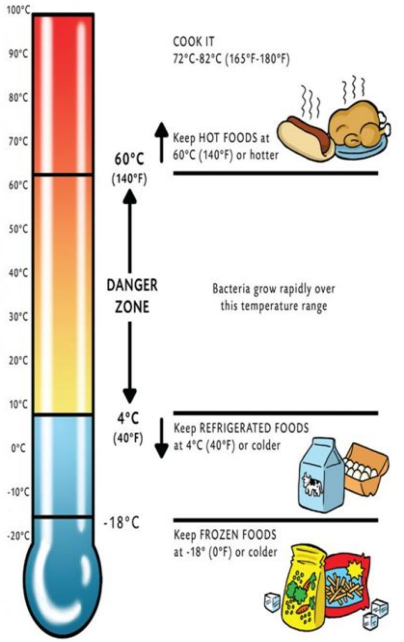
**Food Miles:** The distance food has travelled to get to your plate. Food must travel from the farm it is grown on or the factory it is made in to a supermarket or shop to be sold.

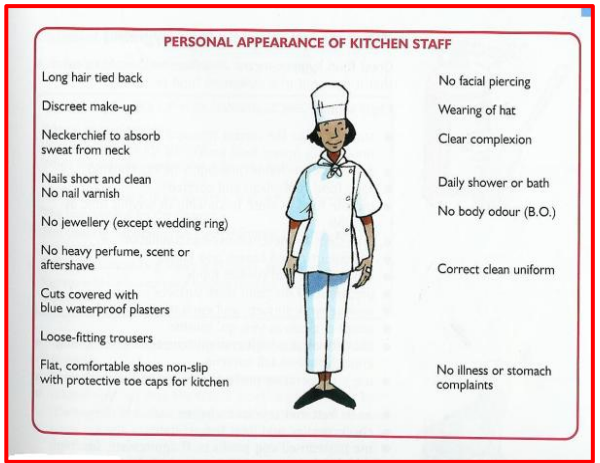
**Bacterial growth and multiplication**

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

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


## Temperature Danger Zone




**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

## 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

## 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

**HTML stands for HyperText Markup Language**

**This is the code that makes up websites**

**CSS stands for Cascading Style Sheets**

**This is the code that formats websites.**

This is HTML

```
<html>
<head>
<title>Page Title</title>
</head>
<body>
<h1>This is a Heading</h1>
<p>This is a paragraph.</p>
  <h1> This is my second heading </h1>
    <img src="https://www.pets4homes.co.uk/images/classifieds/2019/05/21/2303365/large/beautiful-
     bengal-kittens-for-sale-5d20bced13ecd.jpg" width = 350px />
<p  ###Copied code from Youtube.com ### </p>
    <iframe width="560" height="315" src="https://www.youtube.com/embed/qGNp7e00t7Y" title="YouTube
    video player" frameborder="0" allow="accelerometer; autoplay; clipboard-write; encrypted-media;
    gyroscope; picture-in-picture" allowfullscreen></iframe>
</body>
</html>
```

```
<h1>This is a Heading</h1>
```

This is CSS

```
body {
  background: pink;
  color: black;
}

h1{
  text-align: center;
  font-family: Arial, Helvetica, sans-serif;
  color: red;
}
```

| Tags | Use |
|---|---|
| (<HTML>. . </HTML> | The entire HTML document |
| (<HEAD> . . </HEAD> | The head, or prologue, of the HTML document |
| (<BODY> . . </BODY> | All the other content in the HTML document |
| <TITLE> . . . </TITLE> | The title of the document |
| <H1> . . . </H1> | First-level heading large text size |
| <H2> . . . </H2> | Second-level heading |
| <H3> . . . </H3> | Third-level heading |
| <H4> . . . </H4> | Fourth-level heading |
| <H5> . . . </H5> | Fifth-level heading |
| <H6> . . . </H6> | Sixth-level heading small text size |
| <P> . . . </P> | You need to use this tag to make a new paragraph. |
| <BR> | Line Break. This tag will show a blank line. |
| <HR> | Horizontal Rule Creates a horizontal line on the page. |
| <A href=> . . . </A> | Link (A=Anchor). Links the current HTML file to another file. |
| <IMG SRC="image.gif"> | Inline Image. Put the name of the graphic (.gif or .jpg) in the quotes. |
| <table><br><TR><TD></TD></TR><br></Table> | "Table"=Starts a table."TR" (Table Row) = Starts a row."TD" (Table Data) = Starts a cell to enter data."/TD" = Puts an End to data entry."/TR" = Puts an end to a row. "/table" = Ends Table. |

This is an HTML tag.
It has an opening tag <h1> and a closing tag </h1>
Anything within the tag will take on the features within the CSS sheet.

It is important that you use the correct syntax.
You must always close a tag that you have opened.
In CSS you must place the code between curly brackets example: p{ }
And after each parameter you must
Have a semi-colon example:
color: red;

**Enrichment Opportunities**

Coding environment - www.Codepen.io
HTML/CSS Reference: www.w3schools.com
Drag and drop coding - www.weggo.com

## Summary

Three witches tell the Scottish general Macbeth that he will be King of Scotland. Encouraged by his wife, Macbeth kills the king, becomes 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 |
|---|---|---|---|---|
| • Can identify and use accent, tone, emphasis<br>• Can identify and use Gesture, posture<br>• Can act as a range of characters<br>• Can apply performance skills to different styles of performance including comedy, naturalism, Shakespeare<br>• Can perform scripted scenes confidently | • Can identify characteristics of different styles of performance including comedy, naturalism, Shakespeare<br>• Can identify WWW and EBI in own and others work<br>• Can offer opinions on professional theatre<br>• Can understand historical elements of drama | • Can plan and structure their performances in detail using the three act structure<br>• Can create ideas from a range of stimuli<br>• Can improvise scenes<br>• Can improvise characters<br>• Can create work in a specific genre or style | • Can explore design elements for creating atmosphere<br>• Can understand the role of a fight choreographer | • Can use drama techniques such as:<br>• Stock characters<br>• Slapstick comedy<br>• Cross cutting<br>• Audience interaction<br>• Marking the Moment<br>• Stage fighting<br>• Conscience Corridor |

# Black History Month (BHM) in the French-speaking world

## Black History Month in the UK and US

- In the United Kingdom, BHM has been celebrated since the late 1980s in the month of October. It was first celebrated in the UK in October 1987, which was also the 150th anniversary of Caribbean emancipation and the African Jubilee Year.
- In the United States, BHM can be traced back to the 1970s and is celebrated in the month of February (to coincide with the births of President Abraham Lincoln and social activist Frederick Douglass).


Marseille, France, 6th June, 2020. A protester holds a placard during the demonstration against racism and police violence.

## Black History Month in France

- Despite the fact that France has no established Black History Month, 20 years ago it became the first country in the world to recognise slavery as a crime against humanity through the Loi Taubira (Taubira Law).
- On 10th May, the anniversary of the adoption of this law in parliament, France commemorates the abolition of Black slavery in the French colonies. This day is called the National Day of Remembrance for Slavery (Journée nationale des mémoires de la traite, de l'esclavage et de leurs abolitions).
- There are an estimated 30 million people who speak French outside of France, the majority of whom are African.
- The reason for this is that the French Empire colonised countries in these regions and imposed their language upon the native people.

## Historical Figures

One of the most famous French authors, Alexandre Dumas, was a Person of Colour, whose father was born into slavery. Dumas wrote The Count of Monte Cristo and The Three Musketeers.

Frantz Fanon was a psychiatrist, intellectual and revolutionary who was born in the French colony of Martinique in 1925. He wrote about the effects of colonialism and oppression and his work has heavily influenced the fields of post-colonial studies, critical theory and Marxism.

One of the most successful African-American performers in French history was the dancer and singer, Josephine Baker.. She worked for the French Resistance during World War II, and during the 1950s and '60s devoted herself to fighting segregation and racism in the United States.

**Enrichment Opportunities**

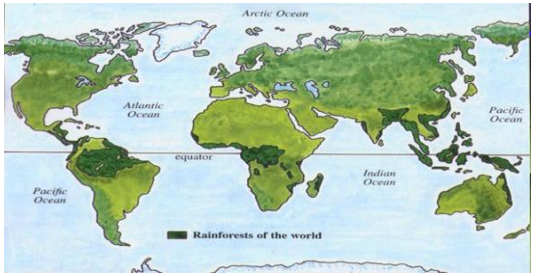
## DISCUSSION POINTS

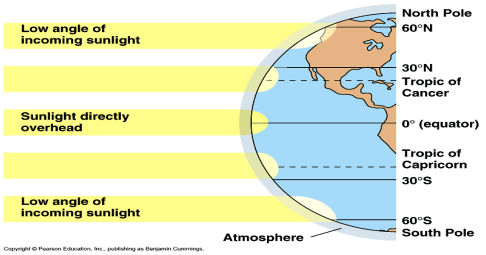
- Why is it important to learn about Black History? What is the impact of learning about Black History on students like you and your classmates today? What is the impact of learning about Black History on wider society?
- What have you already learned about Black History in school? Has all the Black History you have been taught related to slavery or colonialism?
- Some governments officially recognise BHM whereas others do not. What is your response to this? How important is it that governments officially recognise BHM?
- Are there other groups or communities which you think should have 'History Month' celebrations?
- BHM is celebrated at different times in different countries. Is there a particular month in the calendar which you feel lends itself to BHM? Why?
- Campaigners have increasingly called for Black History to be included in the curriculum, and not just celebrated in October. What is your response to this?
- Do you think that more needs to be done to acknowledge and celebrate Black History in Europe and/or the wider Spanish/French/German-speaking world?

## Key word definitions

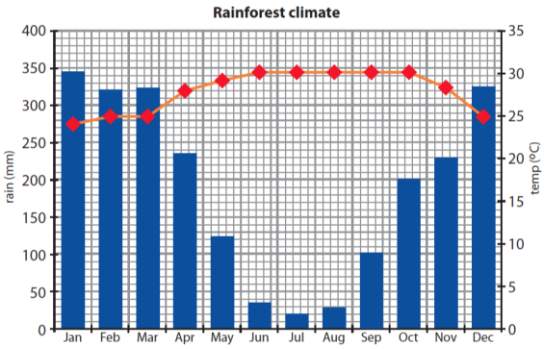
**Abiotic –** the non-living parts of an ecosystem, e.g. Soil, rock type.
**Adaptation** – when a plant or animal has a specific feature that helps it survive in an environment.
**Biome** – a large community (ecosystem) of plants and animals found in a major habitat e.g. tropical rainforest.
**Biodiversity** – the variety of life (plants and animals) in a place.
**Biotic** – The living parts of an ecosystem e.g. plants and animals.
**Climate graph –** A combination of a bar graph and a line graph, showing both temperature and precipitation in an area.
**Consumer –** an animal that eats producers to survive
**Decomposer -** an organism, especially bacteria, fungus or invertebrate, that breaks down dead organic material
**Deforestation** – Cutting down trees on a large scale. The main causes of deforestation in the Amazon are farming, mining, cattle ranching and development such as roads.
**Ecosystem –** a biological community of interacting organisms and their physical environment.
**Ecotourism –** eco-friendly activities and accommodation that encourages tourists to take care of the environment.
**Food web –** multiple connections in the food chain.
**Indigenous –** People who are native to an area.
**International Agreements** – the government of countries working together to set goals to reduce deforestation.
**Interdependence –** living things depending on each other for survival.
**Nutrients –** a substance that provides nourishment essential for growth and the maintenance of life.
**Producer –** Start of the food chain. They create energy through photosynthesis.
**Selective logging** – choosing specific trees to cut down and leaving the rest unharmed.
**Sustainability** – when materials and resources are used in a way that will balance the needs of the present without compromising the future.

An equatorial climate is the name of the climate found along the equator.

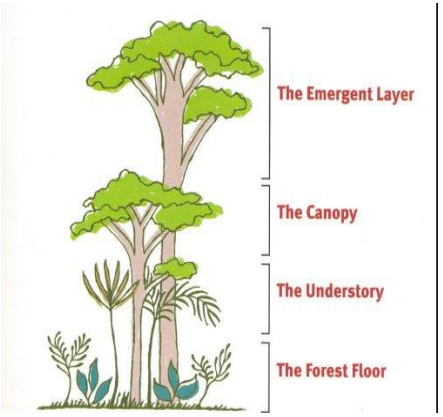



Tropical rainforest are found along the equator, within 10° north and south. Here latitude has a strong influence on the high temperatures (av'27°c) as the sun is directly overhead. Low pressure and maximum evaporation, due to the high temperatures, account for the high rainfall (approx. 2400 mm)




This is a climate graph for an equatorial climate. The BLUE bars shows the average precipitation for each month, the data is shown on the left. The RED line show the average temperature for each month. There is very little range in temperature in the TRF. The data is displayed on the right.



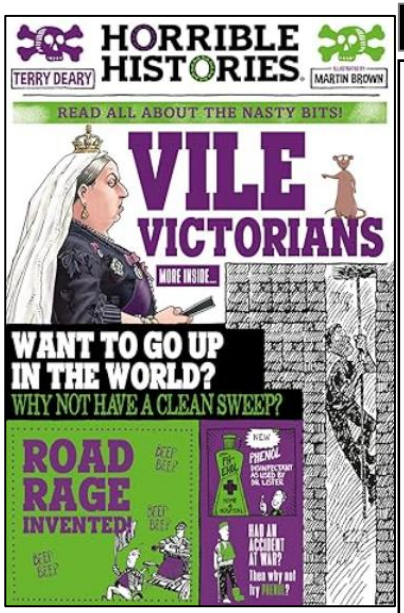

This diagram shows the layers for the rainforest. The emergent are the tallest trees, the canopy is the main layer, containing most life. The forest floor is dark and damp.

**Revision suggestion**

Type 'KS3 bitesize geography biomes' into google and click on the first weblink available. From here you can select subtopics like 'tropical rainforest's and read through the information. Each subtopic has a quick recap knowledge quiz so you can test your short and long-term memory.

## 5.1 Key Terms

| | |
|---|---|
| **Cholera** | A gastric disease caused by a germ that lives in contaminated water |
| **overcrowding** | Too many people in one area |
| **Back-to-back housing** | Houses that were backed on to each other with little light source |
| **Industry** | Large scale processing of raw materials and goods in factories |
| **Public health** | The general health and wellbeing of the population |
| **Sanitation** | Sewers and sewage systems |
| **Metropolitan police** | The police force in London – the First British police force |
| **Urban** | Cities and towns |
| **Germ theory** | The idea that diseases are caused by germs |
| **Pasteurisation** | The heating of food and drink to kill certain germs |




## 5.3 Judgement

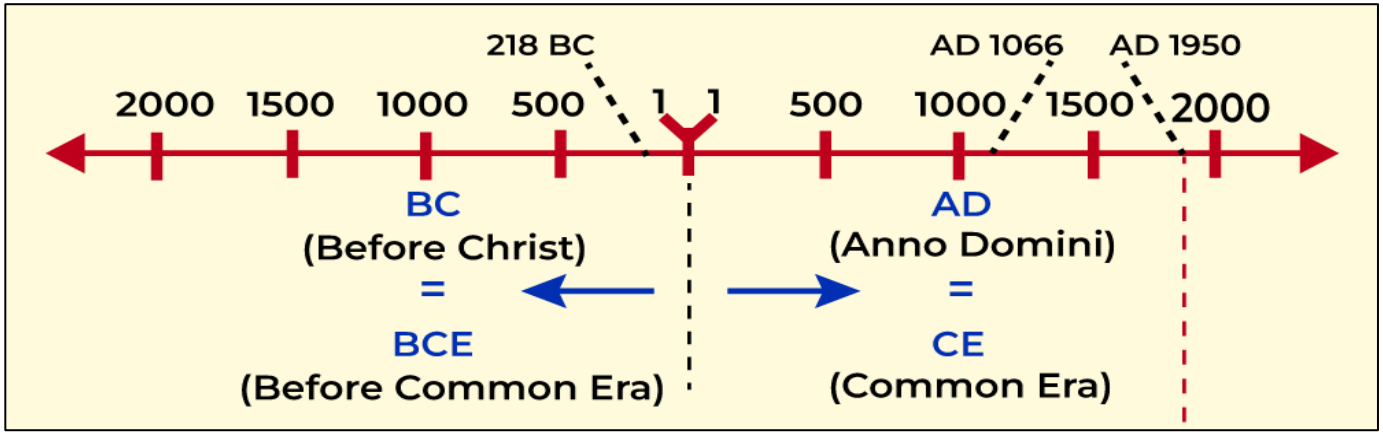
Based on your learning over the term, you will need to judge whether the Victorians were really 'vile'. Write your overall judgement and reason for this below:

## 5.2 Important People

| | |
|---|---|
| **Queen Victoria** | Queen of England between 1837-1901 |
| **James Simpson** | Made the use of anaesthetics more popular |
| **Edwin Chadwick** | Led the investigation into public health – his report shocked people and led to the 1948 Public Health Act |
| **Joseph Bazalgette** | Built 134km of sewers in London and helped to end the Cholera epidemics in London |
| **John Snow** | Discovered that Cholera was spread through water, by breaking the Broad Street Pump |
| **Florence Nightingale** | A nurse during the Crimean War, helped to improve conditions in hospitals, and the quality of nursing care |
| **Match Stick Girls** | A group of women working in a matchstick factory who protested for better working conditions |
| **Joseph Lister** | Made the use of antiseptics more popular through Carbolic Acid. |

A COURT FOR KING CHOLERA.

## 1.1 Chronology




## Working out centuries

Sometimes in History you'll need to know what century a year is in, here's how to work it out!

A century= 100 years

| Year | Century |
|---|---|
| 001-100 | 1st Century |
| 101-200 | 2nd Century |
| 201-300 | 3rd Century |
| 901-1000 | 10th Century |
| 1001-1100 | 11th Century |
| 1501-1600 | 16th Century |
| 2001-2100 | 21st Century |

Handy Hint

Century= Number of hundreds + 1.

Except when the year ends in 00!

If you need to work out the Century and the year is a BC year, then it works in the exact same way, we just add BC after the Century.

For example- The year 132BC would be in the 2nd Century BC.

## 1.2 Key Historical Concepts

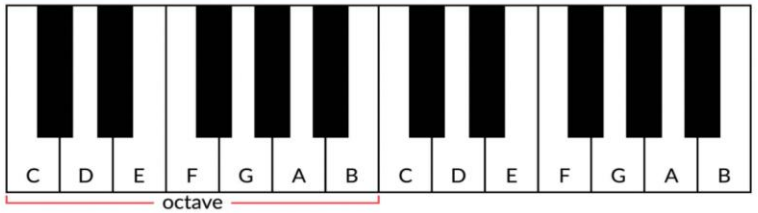
| | |
|---|---|
| **Cause** | Things that lead directly to another event |
| **Short Term Cause** | Causes that occurred only a few hours, days or weeks before the event that is being studied. |
| **Long Term Cause** | Causes that existed for years, decades or centuries before the event that is being studied |
| **Consequence** | Things that occurred because of the event being studied. |
| **Significance** | How important an event is |
| **Source** | Documents of any kind that record an event in history. E.g. a diary, a cartoon, a medieval manuscript are all sources |
| **Interpretation** | Created by later historians and others, telling the story of an event from a particular viewpoint. E.g. a history book, a documentary, a film, historical fiction are all interpretations |

*"History is not the past but a map of the past, drawn from a particular point of view, to be useful to the modern traveller."*

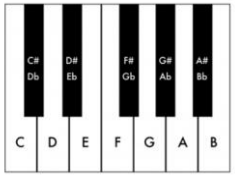
**Henry Glassie, US historian**

| 1.3 Key Historical Concepts | |
|---|---|
| **Monarch** | A king or a queen |
| **Monarchy** | A country ruled by a king or a queen |
| **Republic** | A country that does not have a king or a queen |
| **Protestant** | A Christian who believes that the monarch is the head of the church, and believes that the Bible should be in English |
| **Puritan** | A devout Protestant who believes that churches should be completely plain |
| **Catholic** | A Christian who believes that the Pope is the head of the Church, and believes that the Bible should be in Latin |
| **Significant** | Something that is important |
| **Revolution** | A significant change over a short period of time, led by the population, against a particular thing |
| **Conflict** | A serious disagreement |
| **Change** | Something that is different to the way it was before |
| **Continuity** | Something that is the same as it was before |
| **Empire** | A group of states or countries, ruled over by a single monarch or person |
| **Colony** | A country or area under the full or partial political control of another country |
| **Dictatorship** | A form of government where one person or a small group possesses total power |

## A. Layout of a Keyboard/Piano



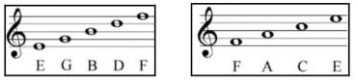

A piano or keyboard is laid out with **WHITE KEYS** and Black Keys (see section G). C is to the left of the two Black Keys and the notes continue to G then they go back to A again. Notes with the same letter name/pitch are said to be an **OCTAVE** apart. **MIDDLE C** is normally in the centre of a piano keyboard.



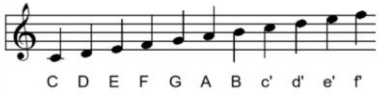

## B. Treble Clef & Treble Clef Notation

A **STAVE** or **STAFF** is the name given to the five lines where musical notes are written. The position of notes on the stave or staff shows their **PITCH** (how high or low a note is). The **TREBLE CLEF** is a symbol used to show high-pitched notes on the stave and is *usually* used for the right hand on a piano or keyboard to play the **MELODY** and also used by high pitched instruments such as the flute and violin. The stave or staff is made up of 5 **LINES** and 4 **SPACES**.

Every Green Bus Drives Fast. Notes in the **SPACES** spell **"FACE"**




Notes from **MIDDLE C** going up in pitch (all of the white notes) are called a **SCALE**.




## E. Left Hand/Right Hand (1-5)


## MAD T-SHIRT

**M**elody – the tune, combination of different pitches of notes

**A**rticulation – the way it is played

**D**ynamics – how loud the music is

**T**exture – layers of sound **Thick / Thin**

**S**tructure – the order in which the music happens

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

**I**nstrumentation – Ukulele, Vocals

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

**T**imbre – the quality of the sound

## Composition

**Stretch**

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

**Secure**

- Can combine rhythm, tempo and pitch accurately
- Can identify and compose using basic musical structures such as Binary (AB) or Ternary form (ABA)
- Can compose using a variety of instruments including technology
- Can explore correct use of instrumentation

## Performing

**Stretch**

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

**Secure**

- Can combine rhythm, tempo and pitch accurately
- Can identify and compose using basic musical structures such as Binary (AB) or Ternary form (ABA)
- Can compose using a variety of instruments including technology
- Can explore correct use of instrumentation

## Evaluating

**Stretch**

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

**Secure**

- Can combine rhythm, tempo and pitch accurately
- Can identify and compose using basic musical structures such as Binary (AB) or Ternary form (ABA)
- Can compose using a variety of instruments including technology
- Can explore correct use of instrumentation

**BATTING/HITTING**

- To be able to bat successfully you need to get in the ready position with your bat resting close to your back. Your body should be turned sideward on and feet shoulder width apart with a slight bend in the knee. Swing through the ball.

**BASERUNNING**

- This skill requires being focused on the game and running between bases with speed and accuracy. Often you can steal bases if you good attention through inaccurate throwing and catching.

## FIELDING

**PITCHING**

- At a basic level this will simply involve an underarm accurate feed aiming above

the knee and below the shoulder. As the ability of the group improves it could involve an
overarm throw at varying speeds and following varying lines

**CATCHING**

- it is important to be able to read the ball's movement off the bat and to move quickly into the correct position. Once in position concentrate on the coordination of the hands to caress the ball in to your hands. Different techniques are used if the ball is above or below the shoulder height

**THROWING**

- From pitching to fielding this is where most errors are made in Softball. No matter what position you play, being able to throw a softball is one skill you cannot go without. Fast and accurate throwing using an overarm technique is essential for every softball player. Always step into your throw and use your dominant hand.

**TACTICS**

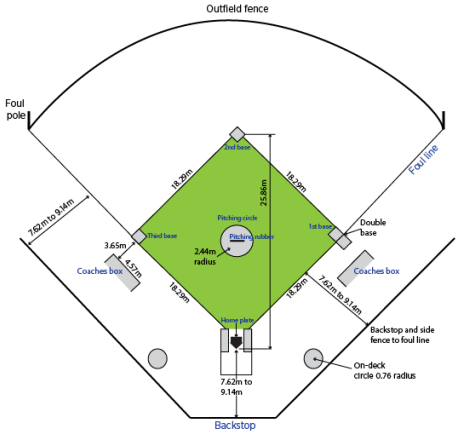
- Hitting the ball between first and third base and into space.
- Throwing accurately and quickly to the correct base.
- Targeting weaker opponents when batting.
- Accurate pitching.
- Always anticipate the ball in the field.
- pay good attention through inaccurate throwing and catching.

**FIELDING**

If you are effective at fielding you will be able to successfully field 'ground balls' that roll quickly across the floor as well as 'fly balls' that fly through the air. You will always have your dominant hand free and often wear a glove in your non-dominant hand. Always keep your eyes on the ball and get your body behind the ball.


**Maidenhill Challenge:**

1) Draw a Softball court and label it correctly with the lines and positions.
2) Explain how a more able player would pitch and field?
3) Go online and watch elite level softball players playing softball. What do they do incredibly well?




**RULES OF PLAY**

There are 9 players on each team (fielding and batting) although this can be adapted.
- When batting, a player has a maximum of three strikes. If you don't hit it in the correct area or hit the ball at all you're out.
- Any ball that is hit outside of the first and third base is a foul ball.
- The batter/runner must touch each base as they run around and can stop at any base.
- If the batter/runner makes it all the way around to the home plate they score a home run.
- Batters can be caught out and run out by the fielding team. They can also be tagged.
- The team with the most home runs at the end of all innings is the winning team.

## 1.1 Key Vocabulary

**Environment**: The surroundings or conditions in which a person, animal, or plant lives or operates.

**Global warming**: A gradual increase in the overall temperature of the earth's atmosphere generally attributed to the greenhouse effect caused by increased levels of carbon dioxide, CFCs, and other pollutants.

**The Greenhouse Effect:** The greenhouse effect is the process through which heat is trapped near the Earth's surface by substances known as 'greenhouse gases.' Imagine these gases as a cosy blanket enveloping our planet, helping to maintain a warmer temperature than it would have otherwise.

**CFCs:** nontoxic, non-flammable chemicals containing atoms of carbon, chlorine, and fluorine. They are used in the manufacture of aerosol sprays, blowing agents for foams and packing materials, as solvents, and as refrigerants.

**Overpopulation:** the state whereby the human population rises to an extent exceeding the carrying capacity of the environmental setting.

**Deforestation** is the clearing of trees, transforming a forest into cleared land. The first step in turning the wilderness into a shopping centre is **deforestation**.

**Environmental Sustainability:** Ensuring that the demands placed on natural resources can be met without reducing capacity to allow all people and other species of animals, as well as plant life, to live well, now and in the future.

**Natural Disasters:** A natural event such as a flood, earthquake, or hurricane that causes great damage or loss of life.

**Drought:** is a prolonged dry period in the natural climate cycle that can occur anywhere in the world. It is caused from a lack of precipitation, resulting in a water shortage. Drought can have a serious impact on health, agriculture, economies, energy and the environment.

## 1.2 Creation: Science and Religion compatibility


### Science and religion <u>are not compatible</u> because:

- No one has experienced God creating the world so there is no proof
- If a Christian is a **Young Earth creationist** their views conflict with scientific views on the age of the earth. **Young Earth Creationists** believe the world was created by God, in seven actual days, and this happened less than 10,000 years ago.
- The Bible was written thousands of years ago, and many Scientifics word argue that religious views are outdated and have been disproved by science.
- Fundamental theists would argue that evolution goes against the creation of humans as stated in the Bible and Qur'an


### Science and religion <u>are compatible</u> because:

- There are many Christians that believe science tells us how the world was created, and religion tells us why. E.g. God was behind creation.
- Some people believe religion and science are needed together because Science doesn't answer important questions like what is our purpose? Why were we created?
- Some Christians believe the term 'day' in Genesis one may be each period of **The Big Bang**
- Some Christians believe that at the time when the creation story was written that was their way of trying to explain **The Big Bang Theory,** they just didn't have the scientific technology to explain it as accurately as we can can.
- If a Christian is an **Old Earth Creationist**, they would agree that God must have created the world, but it accepts the idea that creation took place millions of years ago just as The Big Bang suggests.
- Many liberal Christians tend to agree with **Evolution** just they have different views of how God was involved with the process. The two views are **Theistic Guided Evolution** and **Natural evolution.**
- Some Christians believe that science was given to us by God, so it is important we accept that knowledge and use it to better God's creation.

# 1.3 Worldviews on the environment

## Christian

- *'God took man and put him in the **Garden of Eden** to work it and take care of it.'* **Genesis 2:15**
- *'Treat the earth as if your life depends on it.'* **Genesis 2:1**
- Christians believe that the earth is a gift from God, and it must be handed back to him unspoiled.
- Christians believe their role is to cultivate the land.
- God gave humans **dominion** of the land and created humans, so they have everything they need to survive.
- Christians believe that they can use all the natural resources of the land just like Adam and Eve did.
- Christians believe they are **Stewards, and their** job is to protect God's **Creation**.

## Hindu

- Hindus believe that nature cannot be destroyed without humans also being destroyed. They believe we need the natural world in order to survive.
- They believe that protecting the environment their purpose in life and is their **dharma** which means duty.
- Hindus believe in **Brahman** which is **God**. **Brahman** is present in the lives of all living things. Even humans are part of **Brahman.** So, if we destroy the planet, we are destroying ourselves.
- Hindus follow the teaching of **Ahimsa** which means non-violence. They believe that all living things are sacred because they are part of God. Therefore, being non-violent means showing respect for all life, human, animal and vegetable. Most Hindus are vegetarian because of this.

## Muslim

- *In Islam there is no rules on vegetarianism* but are told we should treat the world with respect, as it is not ours to abuse.
- Muslims believe it is humans' responsibility to take care of the earth.
- Islam teaches that human beings have **guardianship** or **khilafah** of the planet, which means that everyone should act as a **guardian** or **khalifah**.
- Muslims believe that God is so powerful only he could create the world. This is why taking care of the world is so important. By protecting it we are showing respect to God.

> *Allah created the earth and all that is in it, including animals and its resources – it is people's heritage.*
>
> Qur'an, 6:165; 2:256-7

- They believe that they will be held accountable our **guardianship** on the **Day of Judgment**.

## Humanist

- Humanists may choose to not eat meat because they respect all living things. Some believe killing animals for food is not survival bit is cruel.
- The British Humanist Society set out rules on the environment that we follow because we feel it is our responsibility to take care of it for our future generations
- There is also a Humanist organization called H4BW (Humanists for a Better World). They work on, and raise awareness of, environmental, social and global issues. Their aim is to tackle issues that face the world today and solve them for the sake of our future on this planet.

# 1.4 Different views on eating meat

## Arguments for eating meat…

- Eating meat is a choice and no one should judge you on that
- People have been eating meat for more than 2 million years. Why change that now.
- Eating meat is part of a balanced diet.
- Meat tastes and many people still eat it knowing where it came from
- The Bible doesn't forbid it. After the flood Noah was given permission to eat animals.
- Humans have been designed with the ability to eat meat.
- It is expensive to buy vegan food.

## Arguments against eating meat…

- It is cruel to raise animals and kill them just to eat them
- Adam and Eve were told not to each animals
- There are many alternatives to eating meat that you can have instead and still maintain a balanced diet
- Intensive farming is harming the environment
- All life is sacred, and no living thing should be killed.

**Enrichment Opportunities:**

1) Create a mind map of the different arguments for the compatibility of science from 1.2 and religion and the different views on eating meat from 1.4 to help you remember the arguments.
2) Create flash cards for each of views on how to treat the environment from 1.3.