

Maidenhill School Knowledge Organiser

Year 8 – Term 6



Be kind, Aspire, Persevere, Achieve

Name:

Tutor: 8

Planner - Term 6



Week 1	Notes
Monday 2 nd June	
Tuesday 3 rd June	
Wednesday 4 th June	
Thursday 5 th June	District athletics
Friday 6 th June	
Week 2	Notes
Monday 9 th June	
Tuesday 10 th June	
Wednesday 11 th June	
Thursday 12 th June	
Friday 13 th June	

Week 1	Notes
Monday 16 th June	
Tuesday 17 th June	
Wednesday 18 th June	
Thursday 19 th June	
Friday 20 th June	INSET DAY
Week 2	Notes
Monday 23 rd June	
Tuesday 24 th June	
Wednesday 25 th June	
Thursday 26 th June	
Friday 27 th June	



Week 1	Notes
Monday 30 th June	RP3 published
Tuesday 1 st July	
Wednesday 2 nd July	Sports Day
Thursday 3 rd July	
Friday 4 th July	
Week 2	Notes
Monday 7 th July	Science Fair 12-3pm
Tuesday 8 th July	School Production
Wednesday 9 th July	School Production
Thursday 10 th July	School Production
Friday 11 th July	School Production

Week 1	Notes	
Monday 14 th July	Activities Week	
Tuesday 15 th July		
Wednesday 16 th July		
Thursday 17 th July		
Friday 18 th July		

Notes...



Self-certification

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

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

Date	Time	Student signature

Insert medical exemption here (Head of Year)

Review/end date:

Student out of lesson record

Date and time	Reason	Staff signature

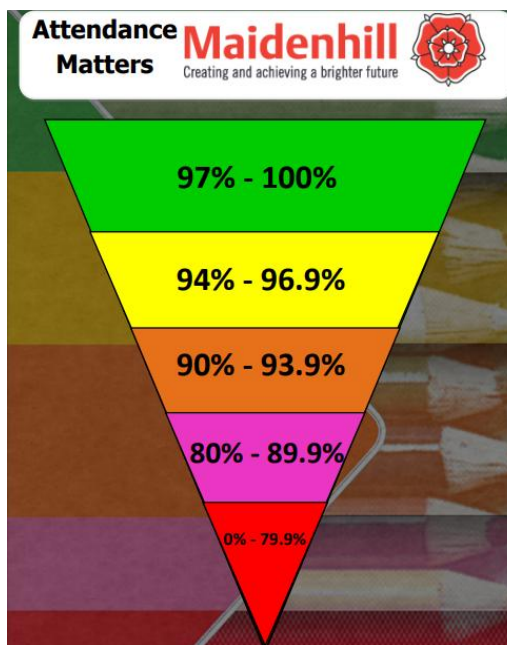
Have a problem?
Worried about someone or something?
Need someone to talk to? Scan the QR code and let us know.

Reporting your concerns

Attendance



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



100%	0 DAYS	0 DAYS MISSED
99%	1 DAY	1 DAY MISSED
98%	3 DAYS	3 DAYS MISSED
97%	1 WEEK	5 DAYS MISSED
96%	1.5 WEEKS	7.5 DAYS MISSED
94%	2 WEEKS	10 DAYS MISSED
93%	2.5 WEEKS	12.5 DAYS MISSED
92%	3 WEEKS	15 DAYS MISSED
90%	3.5 WEEKS	17.5 DAYS MISSED

MAXIMISE YOUR POTENTIAL.
ATTEND SCHOOL EVERY DAY.

Personal Attendance Record

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

Home School Agreement and uniform expectations



As a student of the school I will:

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

Student Signature

Maidenhill Uniform

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



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



Maidenhill PE Uniform

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

❖ Socks

- White or black
- Red needed for all fixtures

❖ Shoes

- Suitable trainers
- Optional studded boots for football/rugby



Borrowed uniform items

Date	Item	Number	Returned

Equipment and acceptable use of the school ICT facilities



Equipment

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

Essential requirements

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

Student property

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

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

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

Network rules

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

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

Always log off before leaving a computer

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

Never give a stranger any information about you or your home

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

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

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

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

Always give credit for information obtained from the internet

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

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

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

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

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





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

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

Rewards

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

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

Consequences

C2 – This is a verbal warning

C3 – Issued with a BFL detention of 40mins

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

C4 – Isolation in the refocus room

C4e – Educated off site at an alternative provision

C5 – Fixed term suspension

C5 Exclusions

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

Incidents for which a students may be excluded include:

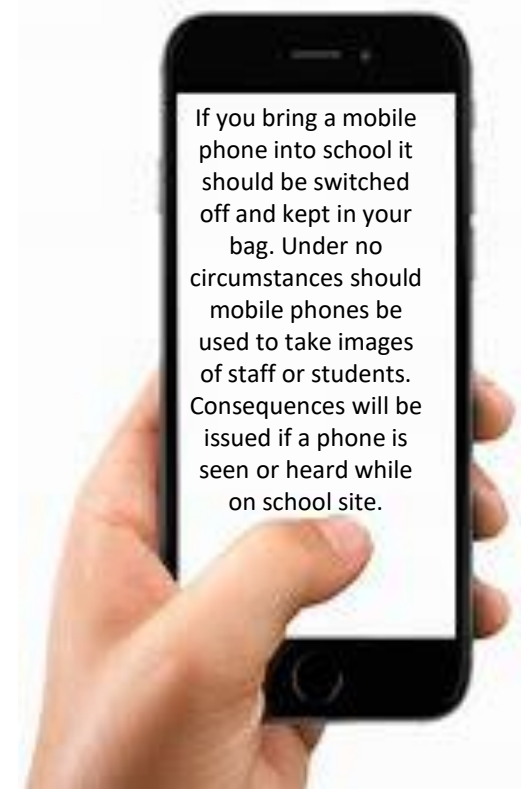
- In possession, under the influence of or dealing in illegal drugs. This also extends to alcohol and other toxic substances
- Serious physical or verbal aggression towards others
- Serious rudeness, defiance, threatening behaviour or inappropriate language towards a member of the school staff
- Anti-social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

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

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

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

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



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

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

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



What is bullying?

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



Bullying includes repeated:

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

Types

- Physical
- Cyber
- Verbal
- Emotional
- Prejudice based

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

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

If you are being bullied, you can expect that:

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

When you are talking about bullying, be clear about:

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

Review Point 3



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



Subject	Attitude to Learning	Attitude to Homework	Organisation	Achievement
English				
Maths				
Science				

Reflections

I am proud of

I have made the most progress in

I know this because

I know I still need to work on

I will do this by

Tutor time – Maths Task 1



Question 1 Find 15% of £560	Question 2 Find 45% of £480	Question 3 Work out the value of $23 - 4b$ when $b = 3$	Question 4 Work out the value of $25 + 2c^2$ when $c = 1$
Question 5 Simplify $a^6b^6 \times a^4b^2$	Question 6 Simplify $a^5b^6 \div a^5b^2$	Question 7 Find the highest common factor of 60 and 70	Question 8 Find the lowest common multiple of 10 and 12
Question 9 Solve $5(11x - 2) = 155$	Question 10 Solve $4(2x - 3) = -28$	Question 11 Work out $1\frac{1}{2} + 1\frac{1}{4}$	Question 12 Work out $3\frac{3}{5} - 1\frac{2}{3}$
Question 13 Find the missing numbers 2, ?, 0, ?, -2,	Question 14 Find the missing numbers -13, -12, ?, ?, -9,	Question 15 Estimate $\frac{342 + 294}{3.44}$	Question 16 Estimate $\frac{5.3 \times 3.9}{9.55}$
Question 17 Does the point (3, 25) lie on the line $y = 6x + 7$?	Question 18 Does the point (5, 24) lie on the line $y = 5x - 1$?	Question 19 Complete 190 cm 2.4 m ($<$ = or $>$)	Question 20 Complete 2700 ml 3.57 litres ($<$ = or $>$)

SKILLS CHECK



Score

12

Tutor time – Maths Task 2



Question 1 Find 85% of £840	Question 2 Find 25% of £720	Question 3 Work out the value of $c - 8$ when $c = 14$	Question 4 Work out the value of $29 + 4c^2$ when $c = 3$
Question 5 Simplify $a^5b^4 \times a^3b^3$	Question 6 Simplify $a^5b^6 + a^3b^2$	Question 7 Find the highest common factor of 56 and 32	Question 8 Find the lowest common multiple of 80 and 60
Question 9 Solve $5(7x + 2) = 80$	Question 10 Solve $5(4x + 2) = 130$	Question 11 Work out $1\frac{9}{10} + 1\frac{2}{7}$	Question 12 Work out $1\frac{1}{3} - 1\frac{1}{8}$
Question 13 Find the missing numbers -3, -4, ?, ?, -7,	Question 14 Find the missing numbers -1, ?, -3, ?, -5,	Question 15 Estimate $\frac{353 - 129}{58.2}$	Question 16 Estimate $\frac{12.5 \times 2.9}{4.55}$
Question 17 Does the point $(-2, 1)$ lie on the line $y = 2x + 4$?	Question 18 Does the point $(5, 23)$ lie on the line $y = 4x + 3$?	Question 19 Complete $375 \text{ cm} \dots\dots 32 \text{ mm}$ ($<$ = or $>$)	Question 20 Complete $1.87 \text{ kg} \dots\dots 382 \text{ g}$ ($<$ = or $>$)

SKILLS CHECK



Score

Tutor time – Maths Task 3



Question 1 Find 65% of £300	Question 2 Find 25% of £760	Question 3 Work out the value of $6y - 2$ when $y = 9$	Question 4 Work out the value of $25 + 4b^2$ when $b = -5$
Question 5 Simplify $a^6b^6 \times a^3b^4$	Question 6 Simplify $a^4b^6 \div a^2b$	Question 7 Find the highest common factor of 66 and 110	Question 8 Find the lowest common multiple of 14 and 12
Question 9 Solve $4(7x - 5) = 148$	Question 10 Solve $5(3x - 4) = -27.5$	Question 11 Work out $3\frac{1}{2} + 2\frac{3}{4}$	Question 12 Work out $2\frac{3}{5} - 1\frac{6}{7}$
Question 13 Find the missing numbers -14, ?, -12, ?, -10,	Question 14 Find the missing numbers -2, ?, -4, ?, -6,	Question 15 Estimate $\frac{3.43 + 1.99}{9.8}$	Question 16 Estimate $\frac{453 \times 2.9}{4.52}$
Question 17 Does the point (2, 14) lie on the line $y = 4x + 6$?	Question 18 Does the point (2, 12) lie on the line $y = 4x + 3$?	Question 19 Complete 360 cm 1.8 m (< = or >)	Question 20 Complete 3.42 litres 283 ml (< = or >)

SKILLS CHECK



Score

EXTRA PRACTICE– Maths Task 1



Question 1 Find 90% of £220	Question 2 Find 50% of £860	Question 3 Work out the value of $11 - a$ when $a = 10$	Question 4 Work out the value of $20 + 2c^2$ when $c = 2$
Question 5 Simplify $a^5b^5 \times a^3b^2$	Question 6 Simplify $a^5b^3 \div ab^3$	Question 7 Find the highest common factor of 16 and 72	Question 8 Find the lowest common multiple of 36 and 48
Question 9 Solve $5(12x + 2) = 130$	Question 10 Solve $5(8x - 5) = -185$	Question 11 Work out $3\frac{1}{6} + 1\frac{3}{5}$	Question 12 Work out $1\frac{7}{8} - 1\frac{2}{3}$
Question 13 Find the missing numbers $?, -2, -3, ?, -5, \dots$	Question 14 Find the missing numbers $-12, ?, -10, ?, -8, \dots$	Question 15 Estimate $\frac{0.46 \times 19.4}{1.7}$	Question 16 Estimate $\frac{60.2 \times 24}{42}$
Question 17 Does the point $(-6, -18)$ lie on the line $y = 4x + 7$?	Question 18 Does the point $(-2, -10)$ lie on the line $y = 6x + 2$?	Question 19 Complete $610 \text{ m} \dots\dots 3.97 \text{ km}$ ($<$ = or $>$)	Question 20 Complete $3.35 \text{ kg} \dots\dots 214 \text{ g}$ ($<$ = or $>$)

SKILLS CHECK



Score

15

EXTRA PRACTICE– Maths Task 2



Question 1 Find 60% of £680	Question 2 Find 20% of £260	Question 3 Work out the value of $20 - y$ when $y = 8$	Question 4 Work out the value of $26 - 3y^2$ when $y = -4$
Question 5 Simplify $a^5b^6 \times a^2b^3$	Question 6 Simplify $a^4b^6 \div a^4b$	Question 7 Find the highest common factor of 15 and 6	Question 8 Find the lowest common multiple of 30 and 20
Question 9 Solve $4(8x - 2) = -72$	Question 10 Solve $5(12x - 4) = 70$	Question 11 Work out $2\frac{2}{5} + 1\frac{1}{2}$	Question 12 Work out $2\frac{1}{2} - 2\frac{1}{8}$
Question 13 Find the missing numbers ?, -2, -3, ?, -5,	Question 14 Find the missing numbers 2, ?, 0, ?, -2,	Question 15 Estimate $\frac{85.1 + 9.84}{17.8}$	Question 16 Estimate $\frac{45.5 \times 0.15}{1.99}$
Question 17 Does the point (5, 19) lie on the line $y = 3x + 5$?	Question 18 Does the point (2, 10) lie on the line $y = 4x + 1$?	Question 19 Complete 295 cm 36 mm ($<$ or $>$)	Question 20 Complete 3560 ml 1.61 litres ($<$ or $>$)

SKILLS CHECK



Score

EXTRA PRACTICE– Maths Task 3



Question 1 Find 95% of £900	Question 2 Find 65% of £640	Question 3 Work out the value of $2y + 2$ when $y = 4$	Question 4 Work out the value of $23 - 2x$ when $x = 4$
Question 5 Simplify $a^6b^3 \times a^4b^4$	Question 6 Simplify $a^3b^6 \div a^2b^4$	Question 7 Find the highest common factor of 42 and 56	Question 8 Find the lowest common multiple of 30 and 18
Question 9 Solve $5(5x + 3) = -10$	Question 10 Solve $4(10x - 2) = 192$	Question 11 Work out $2\frac{2}{5} + 1\frac{1}{4}$	Question 12 Work out $2\frac{3}{4} - 2\frac{1}{9}$
Question 13 Find the missing numbers -8, -7, ?, ?, -4,	Question 14 Find the missing numbers -14, ?, -12, ?, -10,	Question 15 Estimate $\frac{25.45 + 74.9}{45.2}$	Question 16 Estimate $\frac{9.8 \times 0.35}{1.09}$
Question 17 Does the point $(-4, -22)$ lie on the line $y = 6x + 1$?	Question 18 Does the point $(3, 4)$ lie on the line $y = 2x - 1$?	Question 19 Complete $2.09 \text{ km} \dots\dots 61 \text{ m}$ ($<$ = or $>$)	Question 20 Complete $3380 \text{ ml} \dots\dots 3.39 \text{ litres}$ ($<$ = or $>$)

SKILLS CHECK



Score

Task 1

Read this description, which has been taken from the gothic genre. Highlight and label any words or sentences that have used the senses. Additionally, can you identify pathetic fallacy?

The wind howled through the twisted trees as cold rain lashed against the broken windows of the old mansion. Darkness clung to the walls like a heavy cloak and the air smelt of damp wood and something faintly rotten. Every creak of the floorboards echoed like a whisper in the silence. A shiver ran down my spine as I reached for the iron doorknob, icy to the touch, wondering what might be waiting on the other side. Outside, thunder cracked across the sky as if the storm itself wanted to warn me not to enter.

Task 2

Below is a list of adjectives that are commonly used in gothic writing. Can you think of a more effective alternative?

Adjective	Alternative
Spooky	Eerie
Quiet	
Dark	
Scary	
Big	
Old	
Broken	



Task 3

Using the more effective adjectives from Task 2; write a sentence like the example given below.

Your adjectives	Sentence
Eerie	The mist lay low across the graveyard creating an eerie silence.

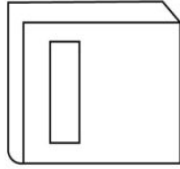
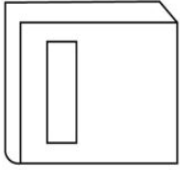
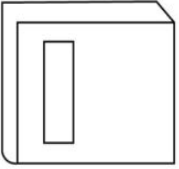
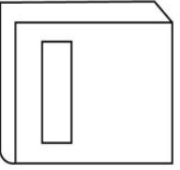
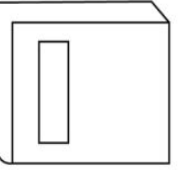
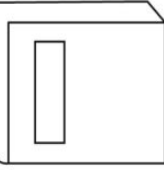
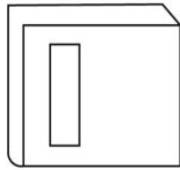
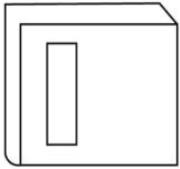
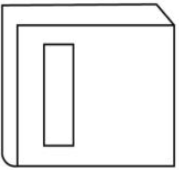
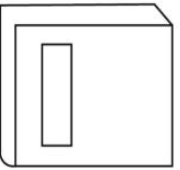
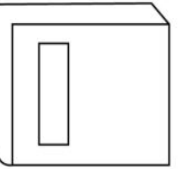

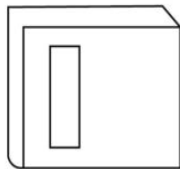
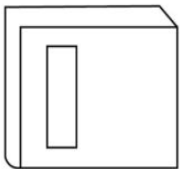
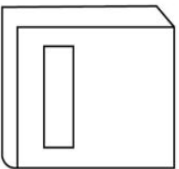
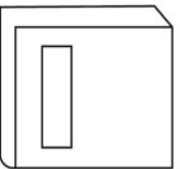
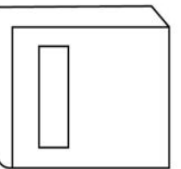

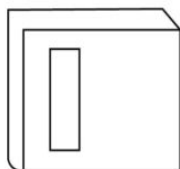
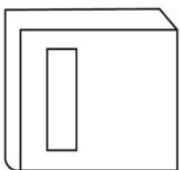
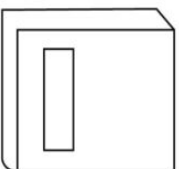
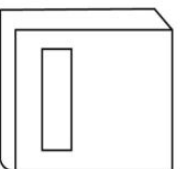
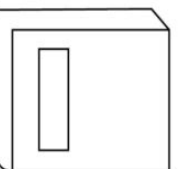

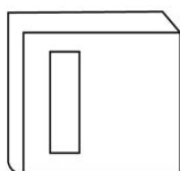
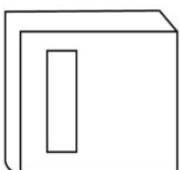
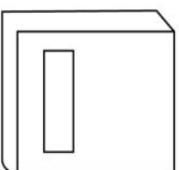
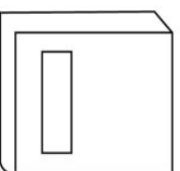
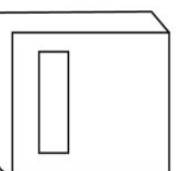

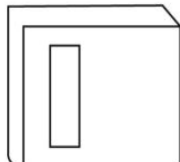
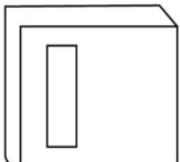
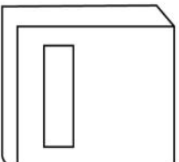
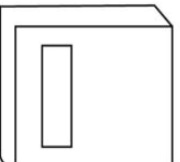
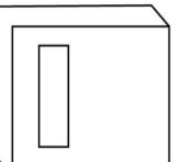

Reading

Current Reading Book:	
Date	
Pages read	
Current Reading Book:	
Date	
Pages read	

READING LOG



Color in a book for every day you do your daily reading.

**"The more that you read, the more things
you will know. The more that you learn, the
more places you'll go."**

-Dr. Seuss





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

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

Expectations

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

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

100 Colorful Words to Use in Place of "Said"

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

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

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

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

Metaphors
 Identifies something as being the same as something else.

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

POETIC TECHNIQUES
Repetition
 When words and phrases are repeated multiple times.

Fiction...

admitted
advised
agreed
assured
avowed

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

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

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

began
bragged
chatted
cheered
commented
convinced
crowded
exclaimed
gushed
instructed

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

Non-fiction...

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





Conjunctions

Addition

Further
Also
Too
Besides
Finally
Last
Additionally
In addition
Then

Summary

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

Place

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

Example

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

Comparison

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

Time

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

PUNCTUATION

QUESTION MARK

?

Use at the end of a sentence to express asking a question.

EXCLAMATION MARK

!

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

PERIOD

.

Use at the end of a sentence.

COLON

:

Use to introduce a list or a definition.

APOSTROPHE

'

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

PARENTHESIS

()

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

HYPHEN

-

Use to join separate words to make one word.

SEMICOLON

;

Use to connect subjects and verbs into a single sentence.

COMMA

,

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

QUOTATIONS

" "

Use around words that are spoken.

ELLIPSIS

...

Use to show suspense or that someone is thinking.

THERE →

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

THEÏR

(Shows's ownership)
Their cat is the sweetest.

THEY'RE

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

Verbs to sharpen your analysis

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



1.5 Transactional Writing



Speech	Report
<ul style="list-style-type: none"> Think about the PAFS. Open with a welcome/greeting – e.g. ‘Good afternoon ladies and gentlemen’ or ‘Fellow classmates’. Outline what the speech will be about: ‘I will talk to you about... Make 3/4 key points and expand on them. Conclusion to summarise ideas. End acknowledging the audience: ‘Thank you for listening.’ DAFORESTI techniques. 	<ul style="list-style-type: none"> Title - give your report a clear and informative title. Introduction - state what your report is about. Main body (3–4 clear sections) - use subheadings if needed. Each paragraph should include a selection of DAFORESTI techniques. Conclusion - summarise your main findings. Recommendations (if needed) - suggest actions based on your findings.

Letter
<ul style="list-style-type: none"> Address and date in the top right of the page. Address of the person you are writing to on the left. Dear Mrs Fletcher = Yours sincerely or Dear Sir/Madam = Yours faithfully. Short introductory paragraph. 3-4 middle paragraphs. Concluding paragraph summarising ideas or offering solutions. DAFORESTI techniques.

Article
<ul style="list-style-type: none"> Headline and Strapline. Introduction to create interest – (include who, what, where, when, how and why?). 3-4 middle paragraphs. Short but effective conclusion. Lively style (humorous). DAFORESTI techniques.

1. 6 Genre, Audience, Purpose and Style

<u>Think about the PAFS</u>
<p>Purpose – what is the purpose of your writing?</p> <p>Audience – who will be receiving your writing?</p> <p>Form – what type of writing have you been asked to complete?</p> <p>Style – is it informal? Is it formal? Who the audience is will tell you this information!</p>

Homework

For your homework you need to create a fact file on your chosen speech topic. This fact file needs to be detailed to help you plan your speech in preparation for your assessment this term. Please check Class Charts for full details.



1.3 Key Vocabulary

Persuasive Vocabulary

- Convince
- Encourage
- Propose
- Urge
- Recommend
- Emphasise
- Assert
- Advocate
- Highlight
- Suggest

Informative Vocabulary

- Explain
- Clarify
- Demonstrate
- Outline
- Inform
- Identify
- Define
- Present
- Explore

Genre

Article
Guide
Letter
Review
Speech

Opinion and Argument

- Viewpoint
- Perspective
- Debate
- Belief
- Stance
- Argument
- Justify
- Support
- Oppose
- Counterargument

Emotive and Powerful Words

- Outrageous
- Essential
- Inspiring
- Crucial
- Devastating
- Remarkable
- Dangerous
- Hopeful
- Urgent

Purpose

Persuade
Argue
Advise
Inform

Do you know of any famous speeches? Think about what you have seen on social media, in the news and in your history lessons.

1.4 Writer's Methods

Direct address

Anecdotes and alliteration

Facts

Opinions

Repetition and rhetorical questions

Emotive language and exaggeration

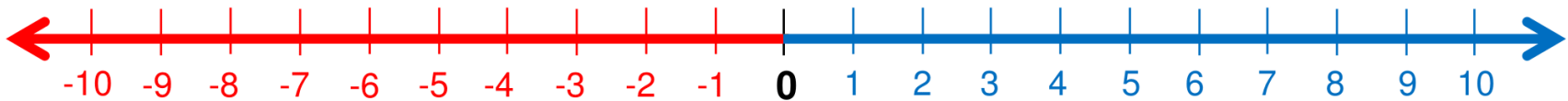
Statistics

Tricolon (rule of three)

Imperative verbs

Useful sentence starters!

- Have you ever considered...?
- It is essential that we...
- In my opinion...
- One reason is that...
- Another important point is...
- Let me tell you why...
- To conclude...
- It is widely believed that...
- There is no doubt that...
- One possible solution could be...



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 N4 – Percentages, decimals and fractions

What do I need to be able to do?

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

- Recall equivalent fractions and decimals
- Recognise recurring and terminating decimals
- Order fractions
- Recall equivalent fractions, decimals and percentages
- Use equivalent fractions decimals and percentages to compare proportions
- Express one number as a percentage of another
- Work out a percentage increase or decrease
- Work out a percentage increase or decrease using a multiplier
- Use mental strategies to solve percentage problems

Keywords

Percent: parts per 100 – written using the % symbol.

Decimal: a number in our base 10 number system. Numbers to the right of the decimal place are called decimals.

Fraction: a fraction represents how many parts of a whole value you have.

Equivalent: of equal value.

Reduce: to make smaller in value.

Growth: to increase/ to grow.

Integer: whole number, can be positive, negative or zero.

Invest: use money with the goal of it increasing in value over time (usually in a bank).

Ordering fractions (M335)

Compare by converting to equivalent fractions

$$\frac{66}{100}, \frac{64}{100}, \frac{60}{100}$$

$$\frac{66}{100}, \frac{16}{25}, \frac{6}{10}$$

$$0.66, 0.64, 0.6$$

Compare by converting to decimals

Write in ascending/descending order

$$= \frac{6}{10}, \frac{16}{25}, \frac{60}{100}$$

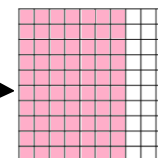
Converting FDP (M264)

$$\frac{70}{100}$$

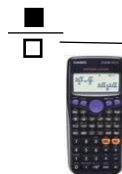
This also means $70 \div 100$

70 out of 100 squares

70 "hundredths" = 7 "tenths" 0.7



70 hundredths = 70%



S=D

Convert to a decimal

$\times 100$ converts to a percentage

Be careful of recurring decimals

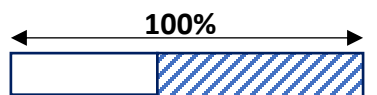
$$\text{e.g. } \frac{1}{3} = 0.333333\ldots$$

$$= 0.\dot{3}$$

The dot above the 3

Percentage Increase/ Decrease (M437)

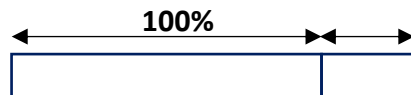
Decrease



42% Decrease by 58%

$$1.00 - 0.58 = 0.42 \quad \text{Multiplier Less than 1}$$

Increase



Increase by 12%

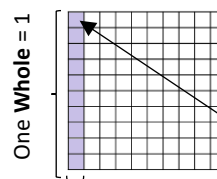
$$100\% + 12\% = 112\% \quad \text{Multiplier More than 1}$$

$$1.00 + 0.12 = 1.12$$

FDP Equivalence (M264)

Percentage

100% = a whole = 100 hundredths



10 hundredths
10 out of 100
10%

One hundredth (one whole split into 100 equal parts)

$$\frac{10}{100} = \frac{1}{10} = 0.10$$

ones	tenths	hundredths
	•	•

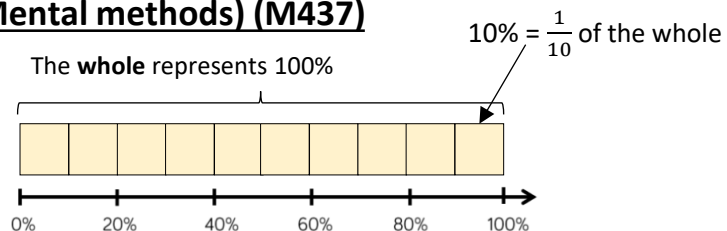
Enrichment Opportunities:





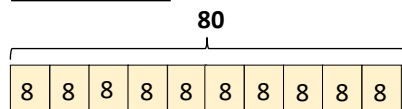
Unit N4 – Percentages, decimals and fractions

Find the percentage of an amount (Mental methods) (M437)



$$\begin{aligned} 10\% &= \frac{1}{10} \text{ of the whole} & 50\% &= \frac{5}{10} = \frac{1}{2} \text{ of the whole} \\ 20\% &= \frac{2}{10} = \frac{1}{5} \text{ of the whole} & 5\% &= \frac{1}{20} \text{ of the whole} \end{aligned}$$

Find 65% of 80



For bigger percentages it is sometimes easier to take away from 100%

Method 1:

$$\begin{aligned} 65\% &= 10\% \times 6 + 5\% \\ &= (8 \times 6) + 4 \\ &= 52 \end{aligned}$$

Method 2:

$$\begin{aligned} 65\% &= 50\% + 10\% + 5\% \\ &= 40 + 8 + 4 \\ &= 52 \end{aligned}$$

Find the percentage of an amount (Calculator methods) (M905)



Using a multiplier

Find 65% of 80

Fraction, decimal, percentage conversion

$$0.65 \times 80 = 52$$

$$65\% = \frac{65}{100} = 0.65$$

Using the percent button

Find 65% of 80

Type **65**

Press **SHIFT** **(%)**

Press **×** **80** and then press **=**

This brings up the % button on screen
You will see 65%

You can also use the calculator to support non calculator methods and find 1% or 10% then add percentages together

"of" can represent 'x' in calculator methods

Changing time to decimal hours (M515)

1 hour = 60 minutes

$$45 \text{ minutes} = \frac{45}{60} \text{ hours} = 0.75 \text{ hours}$$

2 hours 45 minutes \rightarrow **2.75 hours**

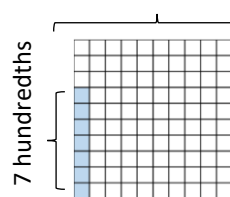
2 hours

$$\frac{45}{60} \text{ hours} = 0.75 \text{ hours}$$



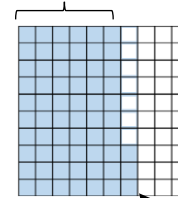
Percentages on a hundred grid

100% = a whole = 100 hundredths



7 hundredths
7 out of 100
7%

6 tenths



6 tenths and 3 hundredths
63 hundredths
63%

3 hundredths

Enrichment Opportunities:

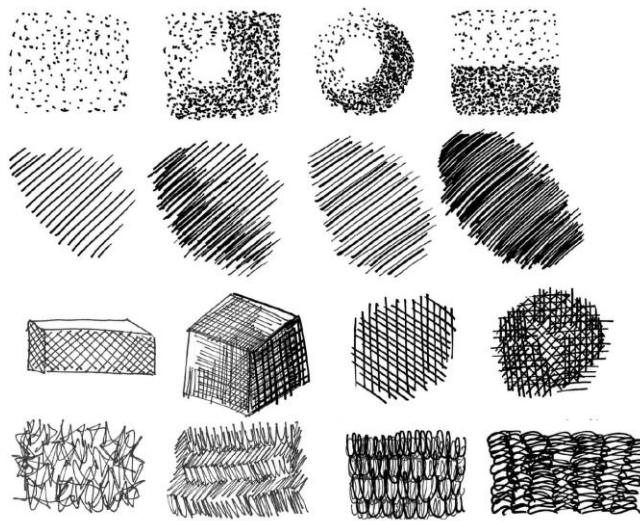




Key word	Definition
accurate	Close to the true value of what you are measuring.
analyse	The process of looking at data and writing about what you have found out.
bar chart	A way of presenting data when one variable is discrete or categoric and the other is continuous.
categoric	A variable that has values that are words.
conclusion	What you write down to say what you have found out during an investigation.
confidence	How sure you are of your conclusion based on the data/
continuous	A variable that has values that can be any number.
control variable	A variable that you have to keep the same in an investigation.
data	Words or numbers that you obtain when you make observations or measurements.
dependent variable	A variable that changes when you change the independent variable.
discrete	A variable that can only have whole-number values.
evaluate	To discuss the quality of data collected during an investigation and suggest improvements to the method.
independent variable	A variable you change that changes the dependent variable.
investigation	An experiment or set of experiments designed to produce data to answer a scientific question or test a theory.
line graph	A way of presenting results when there are two numerical variables.
line of best fit	A smooth line on a graph that travels through or very close to as many of the points plotted as possible.
mean	An average of a set of data, found by adding together all the values in the set and dividing by the number of values in the set.
observation	Carefully looking at an object or process.
outlier	A result that is very different from the other measurements in a data set.

John Kenn Mortensen

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



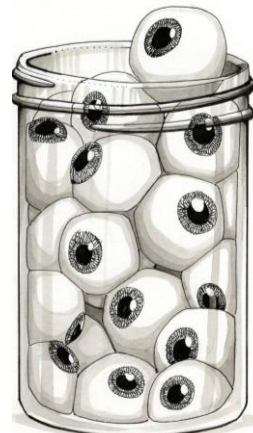
Mythical Creatures
Mythical creatures are created by combining different animals together e.g. a unicorn = a horse and a narwhal. What 2-3 animals could you combine to create your own mythical creature?

MARK MAKING with Pens:

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



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



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





Key words to learn:

1. Drawing:

Observational drawing– Drawing something exactly as one sees it.

Scale– Size (in relation to something).

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

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

Hatching– A method of shading using parallel lines.

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

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

Shadows– The parts of an object which are dark.

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

2. Colour:

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

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

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

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

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

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

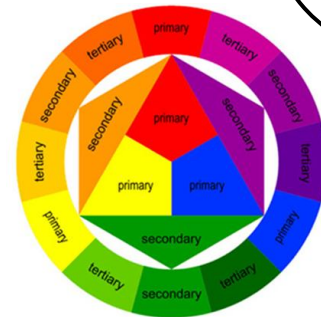
Complementary colours– Colours that appear on opposite sides of the colour wheel, which when used together, create **contrast**.



Pop = Popular
Pop Art is influenced by popular mass culture



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



Warhol and Lichtenstein used bright primary colours to grab your attention







Roy Lichtenstein used cartoon boxes and comic strips





Material & Shaping Techniques

Tools and Equipment

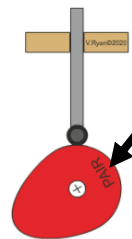
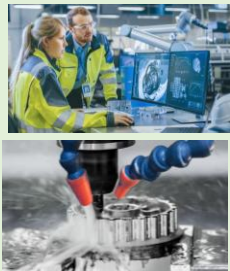
Name of tool	Picture	What the tool is used for
Tenon Saw		Cuts accurate straight lines in small pieces of wood and provides a smooth cut.
Chisel		Chisels are used to cut away and shape wood.
Bench Hook		Holds the material when cutting straight lines.
Disc Sander		This machine smooths surfaces and removes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

Timbers & Manufactured Boards

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

Computer Aided Design & Computer Aided Manufacture

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



CAMS:
Cams change rotary motion to reciprocating motion

Health & Safety

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

Key words:

- Tenon Saw
- Computer Aided Design
- Laser cutter
- CAMS
- Motion
- Design brief
- Abrasive paper

Motion:

Linear – moving one way

Reciprocating – moving backwards and forwards in a straight line.

Oscillating - moving backwards and forwards in an arc.

Rotary – moving in a circle.

Try these websites to support you

www.technologystudent.com/cams/camdex.htm

www.youtube.com/watch?v=ugKyeTSpjRQ

Multicultural Cuisine & Food Safety

The word cuisine means:

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

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

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



Many cuisines have been influenced by:

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

Bacterial growth and multiplication

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

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



PERSONAL APPEARANCE OF KITCHEN STAFF

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



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

What does HACCP stand for?

HAZARD ANALYSIS CRITICAL CONTROL POINTS

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



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



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

Stretch & Challenge:

Research the symptoms of food poisoning and the different types

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

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



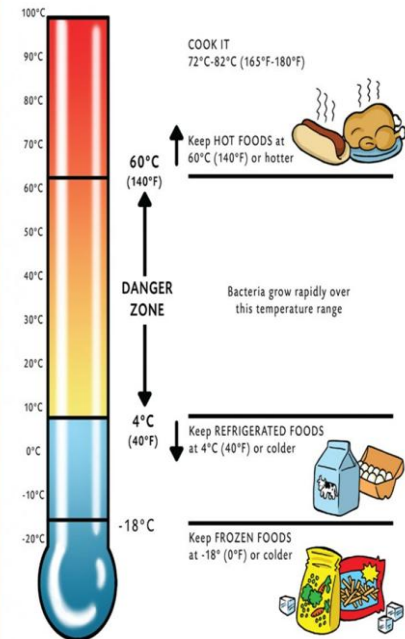
- If colour-coded boards and knives are not available, avoid using the same knife or chopping board for raw meat and then ready-to-eat foods unless they are cleaned thoroughly between uses.



Key Words:

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

Temperature Danger Zone





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>

<p> ###Copied code from Youtube.com ### </p>
<iframe width="560" height="315" src="https://www.youtube.com/embed/qGhp7e00t7Y" 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

```
1 * body {
2     background: pink;
3     color: black;
4 }
5
6 * h1{
7     text-align: center;
8     font-family: Arial, Helvetica, sans-serif;
9     color: red;
10 }
```

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.
 	Line Break This tag will show a blank line.
<HR>	Horizontal Rule Creates a horizontal line on the page.
 . . . 	Link (A=Anchor) links the current HTML file to another file.
	Inline Image Put the name of the graphic (.gif or .jpg) in the quotes.
<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.
<TR><TD></TD></TR>	"/table" = Ends Table.
</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 square brackets example: **p{ }**

And after each parameter you must

Have a semi-colon example:

color: red;

Enrichment Opportunities

[Coding environment - www.Codepen.io](https://www.codepen.io)
[HTML/CSS Reference: www.w3schools.com](https://www.w3schools.com)
[Drag and drop coding - www.weggo.com](https://www.weggo.com)

Summary

At the outbreak of World War I, Joey, young Albert's beloved horse, is sold to the Cavalry and shipped to France. He's soon caught up in enemy fire, and fate takes him on an extraordinary journey, serving on both sides before finding himself alone in No Man's Land. Albert, who remained on his parents' Devon farm, cannot forget Joey. Though still not old enough to enlist, he embarks on a treacherous mission to find Joey and bring him home.

World War 1

World War I, fought between 1914 and 1918, was a global conflict involving over 30 nations, resulting in the deaths of an estimated 20 million people.

The war included the use of new technologies like trench warfare, poison gas, and tanks. The soldiers famously fought in trenches in horrendous conditions. The space between the apposing trenches was called "no mans land" and was a barren bit of land full of craters, barbed wire and unexploded bombs.

The fighting and conditions during the war were famously horrendous with many soldiers and horses dying from injury and disease as well as from the fighting.



Extension and Further Info

War Horse clips



Elements of Puppetry

Weight – making the puppet move around as if it is heavy and has weight like a person or animal does. This creates the illusion that a very light puppet is actually a real, alive character.

Focus – creating the illusion it is focusing (looking) at different things. This is a key part of making it seem like it is intelligent and alive.

Breath – a way to create the illusion that the puppet is alive by making it look like it is breathing

Bunraku – the style of puppetry that uses three puppeteers to animate a puppet. Traditionally you would start your career as a puppeteer by taking charge of the legs and work your way up to the head as you get more experienced.

Year 8 Assessment Criteria

Performing	Analysing	Devising	Drama Roles	Drama Techniques
<ul style="list-style-type: none"> Can identify and use accent, tone, emphasis Can identify and use Gesture, posture Can act as a range of characters Can apply performance skills to different styles of performance including comedy, naturalism, Shakespeare Can perform scripted scenes confidently 	<ul style="list-style-type: none"> Can identify characteristics of different styles of performance including comedy, naturalism, Shakespeare Can identify WWI and EBI in own and others work Can offer opinions on professional theatre Can understand historical elements of drama 	<ul style="list-style-type: none"> Can plan and structure their performances in detail using the three act structure Can create ideas from a range of stimuli Can improvise scenes Can improvise characters Can create work in a specific genre or style 	<ul style="list-style-type: none"> Can explore design elements for creating atmosphere Can understand the role of a fight choreographer 	<ul style="list-style-type: none"> Can use drama techniques such as: Stock characters Slapstick comedy Cross cutting Audience interaction Marking the Moment Stage fighting Conscience Corridor



Le tour de France

General information

- The Tour de France is the world’s biggest annual sporting event.
- It is usually held in July with around 200 cyclists who race over 2,000 miles in just 23 days.
- Most of the race takes part in the towns, cities and countryside and mountains of France.
- Many spectators from across France, Europe and the world gather to watch the event and support the cyclists. It is also televised.
- 22 teams from across the world are involved in the Tour, with each team having up to 9 riders.
- The riders average around 25mph over the course, but at some points they go much faster reaching 70mph!
- The reigning champion is 26-year-old Danish rider Jonas Vingegaard.
- Previously, Slovenian Tadej Pogačar became the youngest rider in 110 years when he won the 2020 race.
- The tour is essentially one big race with lots of smaller races taking place inside it.



The stages

- The route is made up of 21 stages raced over 23 days. This means that they only have two days off to rest across the whole race!
- The different stages have different names:
 - **Prologue:** each rider races against the clock in a shorter time trial over a short distance (usually under 6 miles).
 - **Flat:** this is usually a flatter section around 125 miles where competitors ride together in big groups.
 - **Time trial:** this is a race against the clock that is similar to the Prologue but is a little further at about 30 miles.
 - **Mountain:** these come in all shapes and sizes, climbing from sea level to 2,000 meters – sometimes more than once in a day!

The Jerseys

- Throughout the race, riders might race for each stage win or earn the right to wear one of the famous jerseys. The jerseys can change hands many times during the race.
- The **green jersey** is the points prize. You get points for being one of the first riders over the line on each stage.
- The best rider on the uphill stages, for example the climbs of thousands of meters up Alpine mountains, receives the **polka-dot jersey**.
- The **white jersey** is given to the best young rider – someone who is under 25.
- The most competitive jersey is the **yellow jersey**. Riders compete fiercely to have the chance to wear it for just one day in the race, let alone to wear it as the winner at the end! The person wearing the yellow jersey is the person who is the overall race leader on total time since the start of the Tour.



Enrichment Opportunities

36



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.

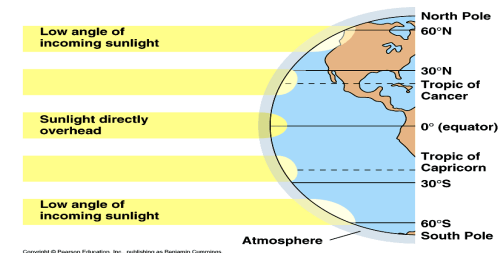
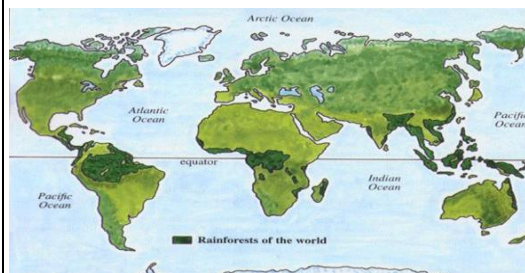
Nutrients – a substance that provides nourishment essential for growth and the maintenance of life.

Producer – Start of the food chain. They create energy through photosynthesis.

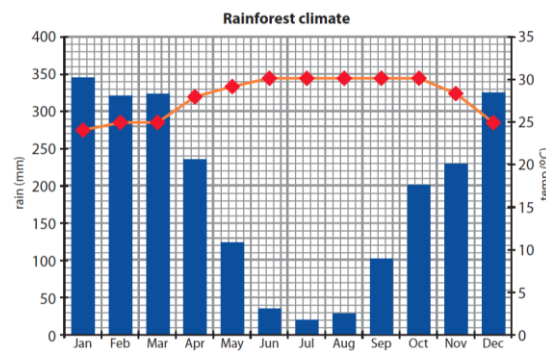
Selective logging – choosing specific trees to cut down and leaving the rest unharmed.

Sustainability – when materials and resources are used in a way that will balance the needs of the present without compromising the future.

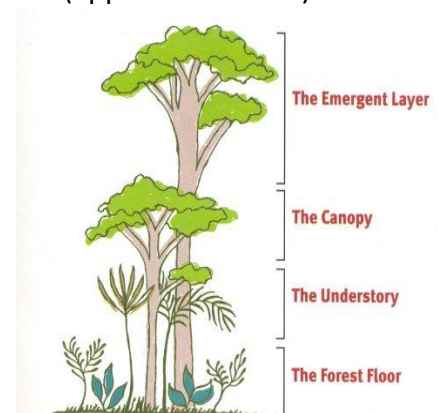
An equatorial climate is the name of the climate found along the equator.



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.

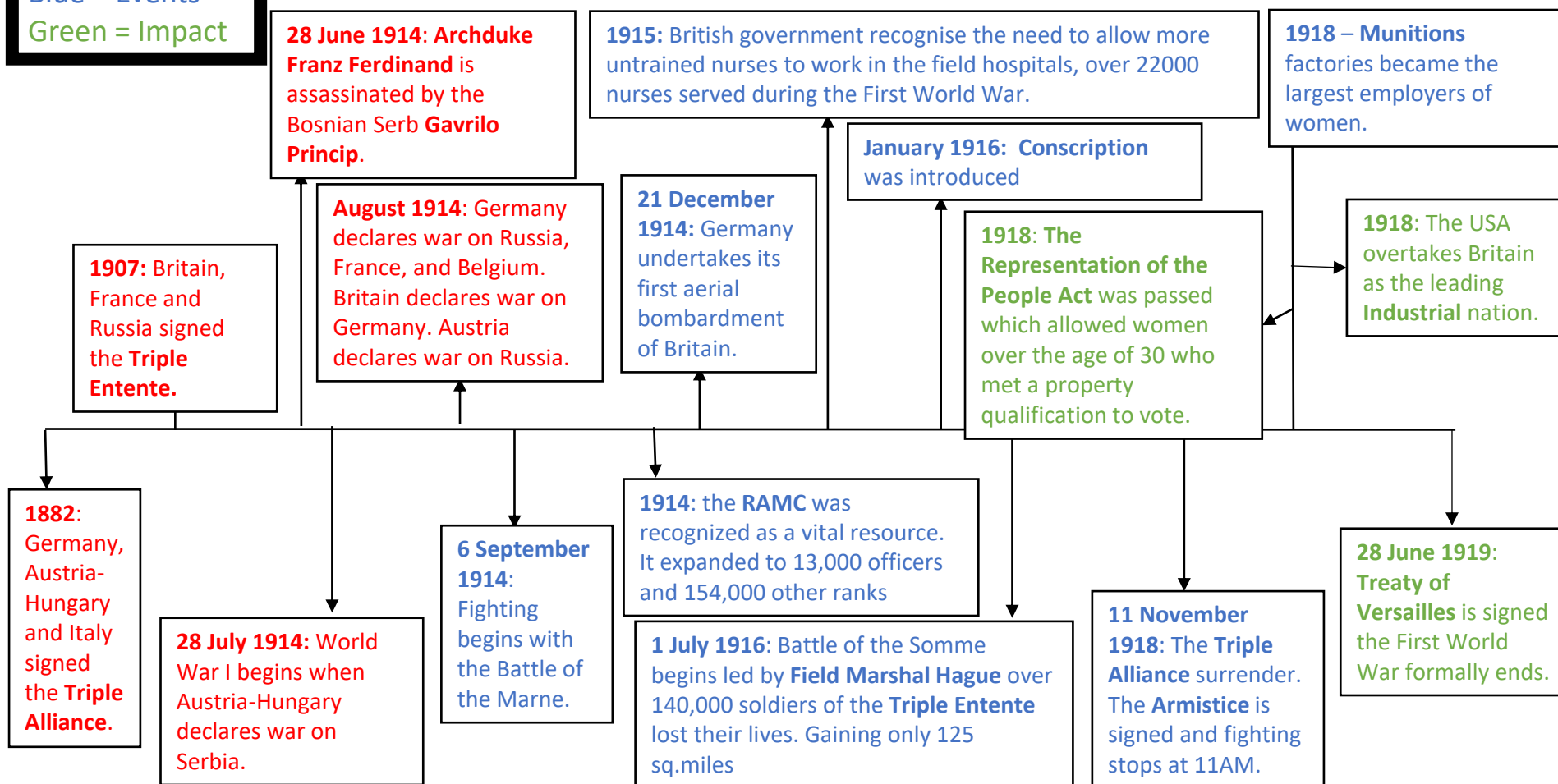
Revision suggestion

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.



How did different people experience the First World War?

Red = Causes
Blue = Events
Green = Impact

**Do you want to know more?**

Read: 'Adventures in time – The First World War' by Dominic Sandbrook

Watch: Youtube series 'The Great War' <https://www.youtube.com/thegreatwar>

Listen: BBC Witness History – WWI in Africa <https://www.bbc.co.uk/sounds/play/w3cszmsl>



1.1 Key Terms/ Concepts

Empire	A group of countries ruled by one other country i.e The British Empire.
Militarism	Policy in the early C20th when European countries developed ever larger and stronger armies.
Alliance	Agreement between two or more countries to support one another.
Imperialism	Policy adopted by European countries in C19th and C20th to expand their power outside of Europe.
Nationalism	Political idea that values the importance of one country over another.
Assassination	The murder of an important figure, often for political reasons.
Munitions	Military weapons, ammunition and equipment.
Treaty of Versailles	The treaty that formally ends The First World War, it imposes very harsh terms onto Germany.
Triple Entente	An alliance containing Britain, France and Russia.
Triple Alliance	An alliance containing Germany, Austria-Hungary and Italy.
Conscription	Compulsory enlistment for state service, typically into the armed forces.
Armistice	A formal agreement of warring parties to stop fighting.
Propaganda	Using different forms of media to try and persuade people to think or act in a certain way.
Inevitable	Bound to happen.

1.2 Key People/ groups/ organisations

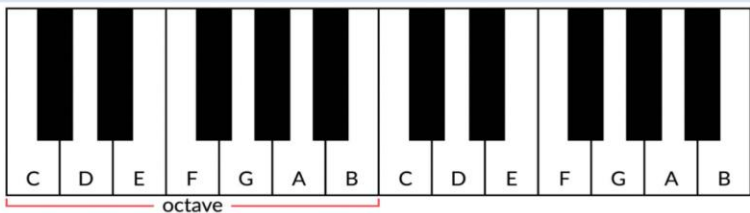
Gavrilo Princip	Terrorist who shot Archduke Franz-Ferdinand
Archduke Franz-Ferdinand	Heir (next in line) to the throne of Austria-Hungary in 1914
Kaiser Wilhelm II	Emperor of Germany in 1914
Douglas Hague	British Army general who oversaw the Battle of the Somme
RAMC	Royal Army Medical Corps

1.4 Europe in 1914

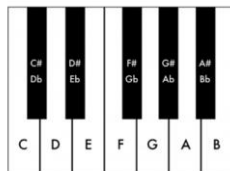




A. Layout of a Keyboard/Piano



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.



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



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

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 **LINE**s and 4 **SPACE**s.



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**.



MAD T-SHIRT

Melody – the tune, combination of different pitches of notes

Articulation – the way it is played

Dynamics – how loud the music is

Texture – layers of sound **Thick / Thin**

Structure – the order in which the music happens

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

Instrumentation – Ukulele, Vocals

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

Timbre – the quality of the sound

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

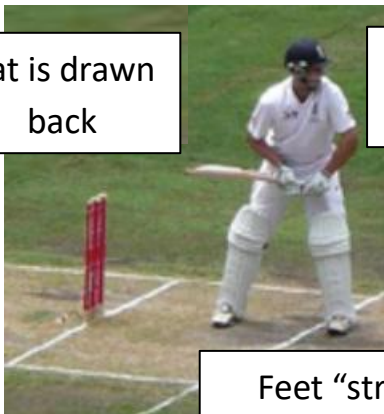
- Can combine rhythm, tempo and pitch accurately
- Can identify and compose using basic musical structures such as Binary (AB) or Ternary form (ABA)
- Can compose using a variety of instruments including technology
- Can explore correct use of instrumentation



IMPORTANT TECHNIQUES

Bat is drawn back

Head up – looking toward bowler



Feet “straddle” the crease line and away from the stumps

Eyes focus on the ball

Hands open to create a “net”

Feet and body behind the ball



Overview of the Rules

How to score – batting

1. Batter runs from crease to crease after the bowler bowls at them = 1 run.
2. Ball is hit past the boundary but touches the ground on its way = 4 runs.
3. Ball is hit past the boundary rope without touching the ground = 6 runs.
4. Wide bowl = 1 run.
5. No ball bowl = 1 run.
6. The team score is the total of all players score.

How to prevent scoring – bowling/fielding

1. The ball hits the stumps after being bowled.
2. Batter hits the ball and is caught by a fielder before the ball bounces.
3. Batter tries to make a run but does not make the crease they are running toward before the stumps are hit with the ball (run out).
4. Batter leaves the crease and the ball is touched/thrown at the wickets and hits them (stumped).
5. Leg before wicket (LBW) – the ball is bowled and hits the batters leg preventing the ball from hitting the stumps.
6. The batter hits their own wicket with their bat while attempting to strike the ball.



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 are not compatible 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 are compatible 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 42 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 but 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 eat 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.