Maidenhill School Knowledge Organiser

Year 9 – Term 1

Be kind, Aspire, Persevere, Achieve

Name:	Tutor:

Timetable

Week 1	1 9.05-10.01am	2 10.05-11.01am	BREAK	3 11.25-12.21pm	4 12.25-1.21pm	LUNCH	5 2.00-3.00pm
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							
Week 2	**1** **9.05-10.01am**	**2** **10.05-11.01am**		**3** **11.25-12.21pm**	**4** **12.25-1.21pm**		**5** **2.00-3.00pm**
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

Add * for when homework should be set

Timetable

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.

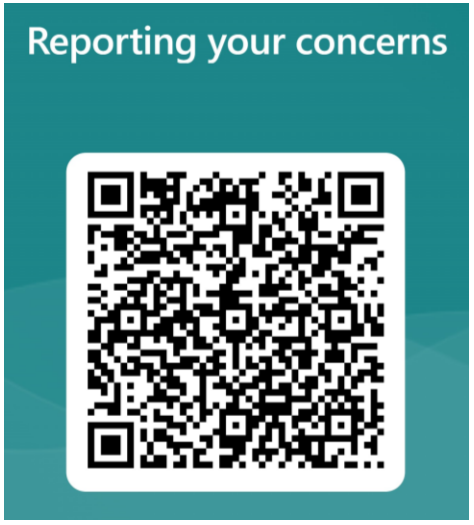
Date	Student signature

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.



Self-certification / Out of lessons

Planner - Term 1

Week 1	Notes
Monday 3rd September	INSET DAY
Tuesday 4th September	
Wednesday 5th September	
Thursday 6th September	
Friday 7th September	

Week 2	Notes
Monday 9th September	
Tuesday 10th September	
Wednesday 11th September	
Thursday 12th September	
Friday 13th September	

Week 1	Notes
Monday 16th September	
Tuesday 17th September	
Wednesday 18th September	
Thursday 19th September	
Friday 20th September	

Week 2	Notes
Monday 23rd September	
Tuesday 24th September	
Wednesday 25th September	
Thursday 26th September	
Friday 27th September	INSET DAY

Planner – Term 1

Planner – Term 1

Week 1	Notes
Monday 30th September	
Tuesday 1st October	
Wednesday 2nd October	
Thursday 3rd October	
Friday 4th October	

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

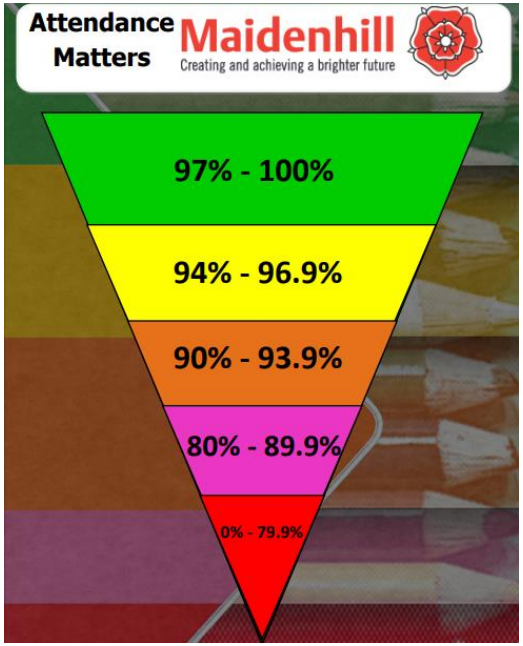
Week 1	Notes
Monday 14th October	
Tuesday 15th October	
Wednesday 16th October	
Thursday 17th October	
Friday 18th October	

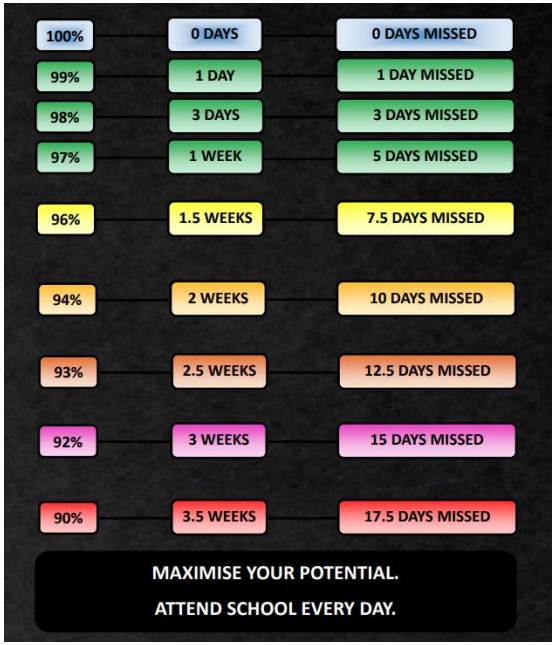
Week 2	Notes
Monday 21st October	
Tuesday 22nd October	
Wednesday 23rd October	
Thursday 24th October	
Friday 25th October	

Planner – Term 1

Attendance

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





Personal Attendance Record

Week	Monday	Tuesday	Wednesday	Thursday	Friday	%	Colour	↑ → ↓
1								
2								
3								
4								
5								
6								
7								
8								

Attendance

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 and my behaviour, attendance, homework and detentions
- Follow the "Maidenhill Expectations" of all students regarding their Behaviour for Learning 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 at all times**
- 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 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 cable 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 you 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 an 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.

Equipment and ICT

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 many 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 a or dealing in illegal drugs. This also extends to alcohol and other toxic substances
- Serios 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:

- Serios actual or threatened violence against another individual
- Sexual abuse or assault
- Suppling 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 in school:

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

Smoking is not permitted in school or on the way to and from school. Students found to be smoking or in possession of smoking equipment with 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 emotions 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 and 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

Bullying

RANDOM acts of kindness

Give a compliment	Make someone laugh	Clear up a mess you didn't make	Hug someone	Tell someone you love them
Smile at everyone you see today	Hold the door open for someone	Read to someone else	Include someone new in your games	Let someone in front in the queue
Leave a friendly note for someone	Introduce yourself to someone new	Give some loose change to charity	Sort out some old clothes to donate	Get someone else a drink
Pick up some litter that isn't yours	Tell someone reasons why you like them	Share something with someone	Say thank you to someone	Offer help to someone
Tidy up without being asked	Encourage Someone	Thank an adult for something they do for you	Make someone a card	Help cook dinner

Kindness Challenge – October

Tutor time – Maths

Term 1 Week 1

Question 1 Work out £52.75 - £8.55	**Question 2** Work out £36.60 + £59.95	**Question 3** Evaluate 4^3	**Question 4** Evaluate 2^7
Question 5 Solve 10x + 5 = 15	**Question 6** Solve 7x + 2 = -19	**Question 7** Round 691 to 1 significant figure	**Question 8** Round 19.8 to 1 significant figure
Question 9 Work out 1 - 9	**Question 10** Work out -2 + 1	**Question 11** Find the nth term: - 1, 3, 7, 11	**Question 12** Find the nth term 4, 10, 16, 22
Question 13 Simplify 21 : 33	**Question 14** Simplify 4 : 14	**Question 15** Work out 7 x £78.65	**Question 16** Work out 4 x £50.90
Question 17 Calculate the mean 12. 2, 8, 6, 57	**Question 18** Calculate the mean 20, 12, 29, 15, 49	**Question 19** Complete the equivalent fraction $\frac{2}{5} = \frac{26}{\quad}$	**Question 20** Complete the equivalent fraction $\frac{3}{5} = \frac{\quad}{55}$

SKILLS CHECK

Score

Tutor time – Maths

Tutor time – Maths

Term 1 Week 2

Question 1 Work out £18.15 + £6.30	**Question 2** Work out £25.75 + £8.90	**Question 3** Evaluate 10^5	**Question 4** Evaluate 5^4
Question 5 Solve 12x + 6 = 102	**Question 6** Solve 7x + 3 = -4	**Question 7** Round 4.31 to 1 significant figure	**Question 8** Round 3,497 to 1 significant figure
Question 9 Work out 8 - - 2	**Question 10** Work out -10 - - 1	**Question 11** Find the nth term: 11, 17, 23, 29	**Question 12** Find the nth term 6, 15, 24, 33
Question 13 Simplify 77 : 55	**Question 14** Simplify 6 : 2	**Question 15** Work out 6 x £98.75	**Question 16** Work out 7 x £31.25
Question 17 Calculate the mean 13, 8, 12, 10, 27	**Question 18** Calculate the median 2.5, 2.3, 2.3, 1.8, 2.3, 1.5	**Question 19** Complete the equivalent fraction $\frac{5}{7} = \frac{60}{\quad}$	**Question 20** Complete the equivalent fraction $\frac{1}{2} = \frac{10}{\quad}$

SKILLS CHECK

Score

Tutor time – Maths

Tutor time – Maths

Term 1 Week 3

Question 1 Work out £52.00 - £6.05	**Question 2** Work out £40.40 - £7.90	**Question 3** Evaluate 2^5	**Question 4** Evaluate 3^2
Question 5 Solve 3x + 6 = 9	**Question 6** Solve 4x – 3 = 9	**Question 7** Round 104,771 to 1 significant figure	**Question 8** Round 69,201 to 1 significant figure
Question 9 Work out -3 - 1	**Question 10** Work out –9 - - 1	**Question 11** Find the nth term: 11, 22, 33, 44	**Question 12** Find the nth term 4, 9, 14, 19
Question 13 Simplify 15 : 55	**Question 14** Simplify 132 : 156	**Question 15** Work out 9 x £40.60	**Question 16** Work out 4 x £13.20
Question 17 Calculate the median 2.5, 1.3, 0.9, 2.3, 2.1	**Question 18** Calculate the median 9, 10, 6, 13, 13, 7	**Question 19** Complete the equivalent fraction $\frac{7}{11} = \frac{63}{}$	**Question 20** Complete the equivalent fraction $\frac{12}{5} = \frac{14}{}$

SKILLS CHECK

Score

Tutor time – Maths

Tutor time – Maths

Term 1 Week 4

Question 1 Work out £48.10 - £6.75	**Question 2** Work out £70.70 - £8.40	**Question 3** Evaluate 2^2	**Question 4** Evaluate 2^8
Question 5 Solve 14x + 4 = 18	**Question 6** Solve 9x + 4 = -32	**Question 7** Round 2,310.7 to 1 significant figure	**Question 8** Round 105,480 to 1 significant figure
Question 9 Work out 4- - 7	**Question 10** Work out 5 + - 10	**Question 11** Find the nth term: 7, 15, 23, 31	**Question 12** Find the nth term -1, 1, 3, 5
Question 13 Simplify 21 : 3	**Question 14** Simplify 132 : 60	**Question 15** Work out 9 x £60.60	**Question 16** Work out 6 x £53.85
Question 17 Calculate the median 1.9, 0.9, 1, 1, 1.3, 2.4	**Question 18** Calculate the median 0.8, 1.7, 1.6, 1.3 1.1	**Question 19** Complete the equivalent fraction $\frac{7}{11} = \frac{35}{\quad}$	**Question 20** Complete the equivalent fraction $\frac{3}{8} = \frac{\quad}{32}$

SKILLS CHECK

Score

Tutor time – Maths

Tutor time – Maths

Term 1 Week 5

Question 1 Work out £55.30 - £34.10	**Question 2** Work out £27.65 - £18.85	**Question 3** Evaluate 3^3	**Question 4** Evaluate 2^8
Question 5 Solve 8x +6 - 42	**Question 6** Solve 10X + 4 = 9	**Question 7** Round 8,677 to 1 significant figure	**Question 8** Round 328 to 1 significant figure
Question 9 Work out -8 - 3	**Question 10** Work out -5 + 7	**Question 11** Find the nth term: 11, 17, 23, 29	**Question 12** Find the nth term 6, 15, 24, 33
Question 13 Simplify 42: 30	**Question 14** Simplify 10 : 22	**Question 15** Work out7 x £92.30	**Question 16** Work out 4 x £55.85
Question 17 Calculate the mean 3, 7, 10, 4, 1	**Question 18** Calculate the mean 4, 6, 12, 4, 79	**Question 19** Complete the equivalent fraction $\frac{1}{7} = \frac{13}{\quad}$	**Question 20** Complete the equivalent fraction $\frac{5}{9} = \frac{10}{\quad}$

SKILLS CHECK

Score

Tutor time – Maths

Tutor time – Maths

Term 1 Week 6

Question 1 Work out £69.85 + £36.10	**Question 2** Work out £88.35 - £7.65	**Question 3** Evaluate 2^6	**Question 4** Evaluate 3^4
Question 5 Solve 3x + 3 = 6	**Question 6** Solve 9x + 3 = 30	**Question 7** Round 871 to 1 significant figure	**Question 8** Round 1,205 to 1 significant figure
Question 9 Work out 7 - 7	**Question 10** Work out -2 - 9	**Question 11** Find the nth term: 0, 5, 10, 15, 20	**Question 12** Find the nth term 12, 18, 24, 30
Question 13 Simplify 21 : 9	**Question 14** Simplify 12 : 20	**Question 15** Work out 9 x £25.10	**Question 16** Work out 6 x £99.15
Question 17 Calculate the median 11, 12, 16, 22, 14	**Question 18** Calculate the mean 12, 2, 9, 12, 10	**Question 19** Complete the equivalent fraction $\frac{1}{3} = \frac{\quad}{12}$	**Question 20** Complete the equivalent fraction $\frac{1}{7} = \frac{4}{\quad}$

SKILLS CHECK

Score

Tutor time – Maths

Tutor time – Maths

Term 1 Week 7

Question 1 Work out £13.65 - £26.95	**Question 2** Work out £79.60 - £58.95	**Question 3** Evaluate 4^2	**Question 4** Evaluate 2^5
Question 5 Solve 7x – 6 = 29	**Question 6** Solve 11x + 3 = -2.5	**Question 7** Round 24.2 to 1 significant figure	**Question 8** Round 1,927 to 1 significant figure
Question 9 Work out -8 - 8	**Question 10** Work out -5 - - 1	**Question 11** Find the nth term: 16, 26, 36, 46	**Question 12** Find the nth term 14, 23, 32, 41
Question 13 Simplify 33 : 21	**Question 14** Simplify 55 : 22	**Question 15** Work out 6 x £98.75	**Question 16** Work out 7 x £31.25
Question 17 Calculate the mean 11, 8, 16, 16, 19	**Question 18** Calculate the median 4, 6, ,6, 7, 2	**Question 19** Complete the equivalent fraction $\frac{2}{5} = \frac{20}{\quad}$	**Question 20** Complete the equivalent fraction $\frac{5}{8} = \frac{\quad}{56}$

SKILLS CHECK

Score

Tutor time – Maths

Tutor time – Maths workings out

Tutor time – Maths workings out

Tutor time – Maths workings out

Tutor time – Maths workings out

Should AI play an ever-growing role in tackling crime?

Artificial intelligence (AI) is increasingly being used by police forces around the world, but do the benefits always outweigh the risks?

Sarah is a victim of domestic abuse, and she is on the phone to a 999 emergency call handler.

She is scared and upset because her ex-husband is trying to break into her house.

While Sarah is talking to a human, the call is also being transcribed by an AI software system, one that links directly into UK police databases.

When she tells the handler the name of her husband and his date of birth, the AI quickly retrieves his details. It flashes up that the man has a gun licence, which means that police officers need to get to the home as soon as possible.

Although domestic abuse emergency calls are sadly all too common, the above example was thankfully not a live, real-world situation. Instead it is a mock-up test, part of a three-month trial of AI emergency call software last year by Humberside Police.

The AI was provided by UK start-up Untrite AI, and is designed to make dealing with the thousands of calls received each day more efficient.

The system was trained on two years' worth of historic data - all related to domestic abuse calls - provided by Humberside.

"We set out to build an assistant for operators to make their jobs slightly easier, because it is a high stress and time-sensitive environment," says Kamila Hankiewicz, chief executive and co-founder of Untrite.

"The AI model analyses a lot of the information, the transcript and the audio of the call, and produces a triaging score, which could be low, medium or high. A high score means that there has to be a police officer at the scene within five or 10 minutes."
Untrite says the trial suggests that the software could save operators nearly a third of their time, both during and after each call. Other tech companies also now offering AI-powered emergency calls software systems include US businesses Corti and Carbyne.

The next stage for Untrite will be to use its AI in a live environment, and the firm is in talks with a number of police forces and other emergency services on making that happen.

AI has the potential to transform the way the police investigate and solve crimes. It can identify patterns and links in evidence, and sift through vast amounts of data far more quickly than any human.

But we have already seen missteps in the use of the technology by law enforcement. For example, there were numerous reports in the US last year about AI-powered facial recognition software failing to accurately identify black faces.

Some US cities, such as San Francisco and Seattle, have already banned the use of the technology. Yet it is increasingly being used by police forces on both sides of the Atlantic.

Tutor time – English

Critics of facial recognition software say it doesn't work properly with darker skin.

Albert Cahn, executive director of US anti-surveillance pressure group Surveillance Technology Oversight Project (Stop), is not happy with the development.

"We've seen a massive investment in, and use of, facial recognition despite evidence that it discriminates against black, Latino and Asian individuals, particularly black women," he says.

Such technology can be used in three main ways. Firstly, live facial recognition, which compares a live camera feed of faces against a predetermined watchlist.

Secondly, retrospective facial recognition, which compares still images of faces against an image database. And thirdly, operator-initiated facial recognition, in which an officer takes a photograph of a suspect, and submits it for a search against an image database.
Last October, the UK's Policing Minister Chris Philp said that UK police forces should double the number of searches, they make using retrospective facial recognition technology over the next year.

Meanwhile, the UK's National Physical Laboratory (NPL) last year undertook independent testing of the three types of facial recognition technology, all of which have been used by the Metropolitan and South Wales police forces.
The NPL, which is the official UK body for setting measurement standards, concluded that accuracy levels had improved considerably in the latest versions of the software.

Yet it also noted that in some cases it was more likely to give false positive identification for black faces compared to white or Asian ones, something the NPL described as "statistically significant".

It is, of course, good news that independent tests are taking place, and West Midlands Police has gone a step further, setting up its own ethics committee to evaluate new tech tools.

This body is made up of data scientists, and chaired by Prof Marion Oswald, a professor of law at the University of Northumbria.
She told the BBC that the committee is currently assessing the use of a specific new facial recognition tool that would allow a police officer to take photographs of a suspect and compare it against a watchlist.

"We will be recommending that there needs to be much more analysis of its validity," she says.

Could AI in the future prevent crimes from happening in the first place?

Another key policing area that AI may transform is prevention. Or more specifically, its potential ability to predict where crimes may happen and who might commit them.

Tutor time – English

While this might conjure up images of the 2002 sci-fi thriller Minority Report, the idea is no longer just a Hollywood dream.

A team at the University of Chicago has developed an algorithm that claims to be able to predict future crimes, a week in advance with 90% accuracy.

But, with the old adage that AI systems are only as good as the data they are fed, there are big concerns from some.
Stop's Mr Cahn says that "original sin" of predictive policing is "biased historical data".

He adds: "In the US we see a lot of crime prediction tools that crudely deploy algorithms to try to predict where crimes will happen in future, often to disastrous effect.“

Disastrous, he adds, because "the US has notoriously terrible crime data".

Prof Oswald agrees that using AI to predict crime is fraught with concern. "There is that feedback loop concern that you're not really predicting crime, you're just predicting the likelihood of arrest," she says.

"The issue is that you are comparing a person against people who have committed similar crimes in the past, but only based on a very limited set of information. So not about all their other factors, and those other things about their life that you might need to know in order to make a determination about someone."

<u>Week One – Discussion</u>

Follow the article with your tutor.

What are your opinions on the topic of the article? Try and think of reasons for and against each point you make to create a balanced argument. For example, do you think AI could help in policing and crime? Write your points in the space below.

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Tutor time – English

Tutor time – English

Week 2 – Vocabulary

Read the article and highlight any vocabulary that is new to you. Select five words from the article and write the definitions.

1.

2.

3.

4.

5.

Week 3 – Discussion

Discuss the following questions:

- ❑ How could this be seen as a success?
- ❑ How could this development be seen as problematic?
- ❑ How might this change people's lives both in the police force and as the general public?
- ❑ Why might people be upset with this development?
- ❑ Has this article inspired you to consider technology within careers?

Week 4 – Comprehension Questions

Read lines 10 – 22.

List 5 things we learn about the AI model by Untrite.

1.

2.

3.

4.

5.

Tutor time – English

Tutor time – English

Week 5 – Revising Language Techniques

Skim read the article, highlight and then label the following techniques:

Alliteration
Fact
Opinion
Rhetorical question
Repetition
Emotive language
Statistics
Three (list of)

Then consider the effect of each, why has the writer chosen to use them?

Week 6 – Transactional Writing

You have been asked to write a letter to outline your opinion on AI in tackling crime.
Which side do you consider yourself? For or against? Use the information within the article to help inform your argument.
Using the table below bullet point some ideas in **both** columns.

FOR	AGAINST

Tutor time – English

Tutor time – English

Week 7 – SpaG

In the following paragraph, correct the following items:

- Spelling
- Punctuation
- Grammar
- Capital letters
- Paragraphs

ai's potential to combatted cybercrime is particularly noteworthy cybercriminals are becoming increasingly soffisticated making it challenging for traditional methods to keep pace ai can bolster cybersecurity by detecting and responding to threats in real-time machine learning models can identify anomomalies and potential breeches often before they can cause significant harm this proactive approach is essential in an era where cyber threats are a growing concern for both individuals and organisations moreover ai-driven technologies can assist in rehabilitating offenders and reducing recidivism personalised rehabilitation programs design using ai insights can address the specific needs and risk factors of each individual thereby increasing the chances of successful reintegration into society additionally ai can monitor parolees more effectiviely ensuring compliance with there conditions and providing timely interventions if necessary

Tutor time – English

Tutor time – Reading and Debate

Debate

Question:……

My argument for / against (delete as appropriate)

……

……

……

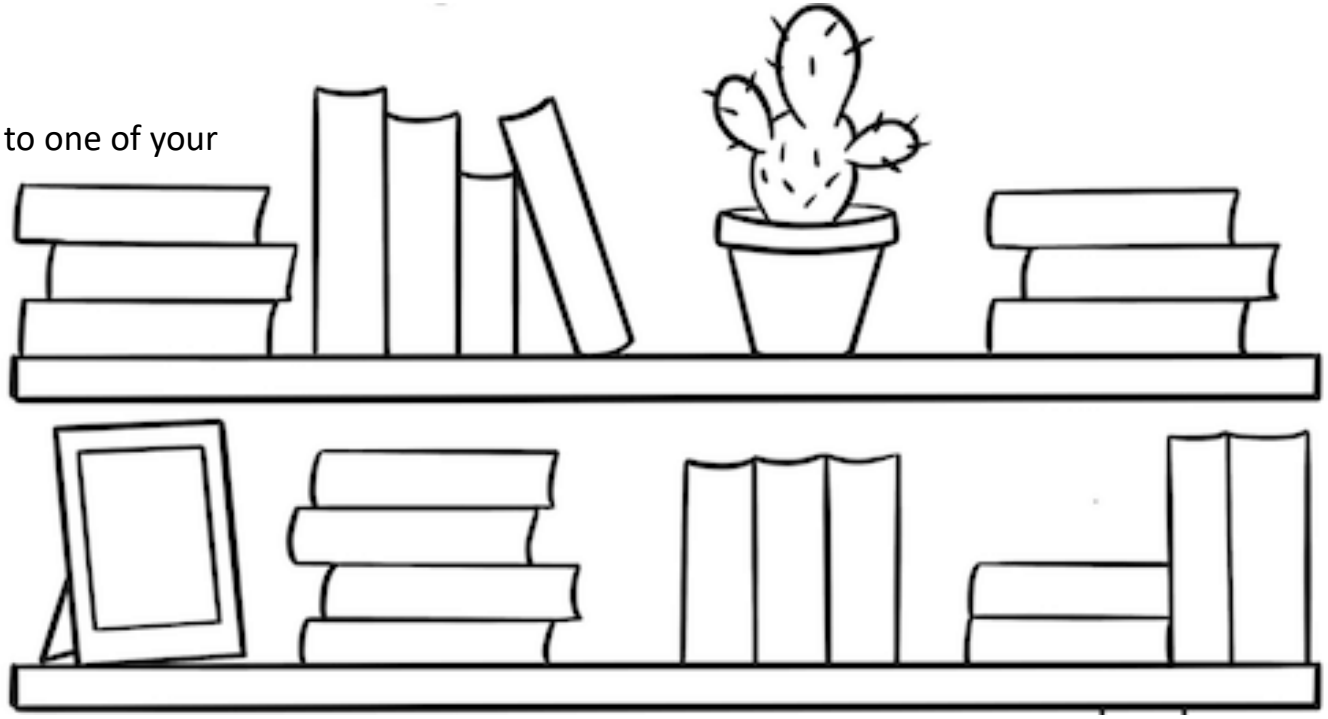
……

……

……

Personal reading log for term 1.

Once you have finished a book, add it to one of your shelves.



Tutor time – English

Talk it over

HATE CRIME

No excuse - no tolerance

CHALLENGE IT REPORT IT STOP IT

Choose one section per week, think and share with the group

Week 1

89% "Everyone should be able to be themselves online" but 63% "I can be myself online"

What might prevent people from being themselves online?

Do you think some groups of people face more challenges in being themselves online than others?

Do you think those groups of people face similar challenges offline too?

Week 2

How can the internet help people understand different views and beliefs? How isn't it helpful?

Why do you think most young people think the internet makes it easy for people to be mean? What makes it 'easy'?

77% + "The internet helps me understand different people's views & beliefs"

90% − "The internet makes it easy for people to be mean"

Is hate more common online?

Tutor time – PSHE

Talk it over

HATE CRIME

No excuse - no tolerance

CHALLENGE IT REPORT IT STOP IT

Choose one section per week, think and share with the group

Week 3

7/10 young people "I know how to recognise online hate"

What do you think 'online hate' means?

Online hate is any online communication or content which harasses or targets someone based on their identity.

How would you recognise online hate?

What do you think is the difference between jokes and online hate?

What do you think is the difference between free speech and hate speech?

Freedom of speech or hate speech?

Week 4

Of those who had seen online hate, the majority (68%) had seen it on social media.

Other common answers...

Videos & video comment threads
Instant messaging services
Chat functions in games
Comment threads on news sites

Why do you think a large percentage of young people have seen groups targeted with online hate on social media?

Why do you think online hate is more common on social media?

Is hate more common online?

Tutor time – PSHE

Talk it over

Week 5

Choose one section per week, think and share with the group

92% agree no one should be targeted with online hate because of their gender, race, religion, sexuality, disability or transgender identity.

but

80% have seen something hateful online aimed at a particular group in the last year...

Do you know what is meant by a 'protected characteristic'?

It is against the law to discriminate against someone because of any 'protected characteristic' described by the Equality Act (2010). Whilst the law is not directly applicable to online hate and is not fully applicable in Scotland and Northern Ireland, it does provide a useful framework to help learners conceptualise groups more likely to be targeted. The statistic above lists the most relevant protected characteristics.

For more information about the law and online hate, see the Guidance for Educators

Why is it important that nobody is targeted because of their gender, race, religion, sexuality, disability or transgender identity?

Does the percentage of young people who have seen online hate in the last year surprise you?

Do you think online hate is a big issue?

Tutor time – PSHE

Talk it over

HATE CRIME

No excuse - no tolerance

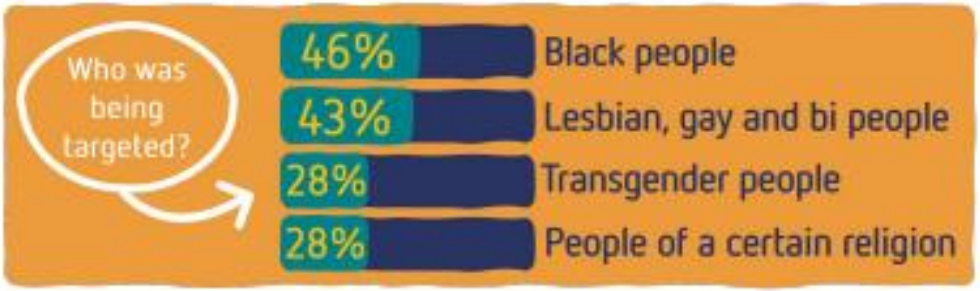
CHALLENGE IT REPORT IT STOP IT

Choose one section per week, think and share with the group

Week 6

Do these statistics surprise you? Why/ why not?

Are there any groups not listed here which you think are also frequently targeted with online hate?



What about these statistics? How does this make you feel about our society?

- Asian people 18%,
- People from other ethnic minorities 23%
- Travellers/Roma Gypsies 10%
- Disabled people 19%
- Girls/Women 23%

Week 7

Can you think of any reasons why hate might be more common online?

Tutor time – PSHE

Maidenhill Knowledge Organisers

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

1. English
2. Mathematics
3. Science
4. Art, Design, Nutrition and Photography (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 your homework tasks.*

Contents Page

1. Key Vocabulary

Monologue: A speech presented by a single character, most often to express their thoughts aloud

Dark humour: A style of comedy that makes light of subject matter that is generally considered taboo, particularly subjects that are normally considered serious or painful to discuss.

Characterisation: Characterisation is the way authors create characters and make them believable. They are developed through what they say and do, and the language used to describe them.

Tension: The feeling that is produced in a situation when people are anxious and do not trust each other, and when there is a possibility of sudden violence or conflict.

Dramatic monologue: A poem in the form of a speech or narrative by an imagined person, in which the speaker inadvertently reveals aspects of their character while describing a particular situation or series of events.

2. Contextual Knowledge

The 1950s Housewife

- Very few women worked after getting married; they stayed at home to raise the children and keep house.
- Secondary schools prepared girls for this life: lessons were given in cookery, household management, darning, sewing and even how to iron a shirt properly.
- The man was considered the head of the household in all things; mortgages, legal documents, bank accounts.
- Divorce rates began to rise.

Recommended Reading – More Dark Humour Books!

A Series of Unfortunate Events by Lemony Snicket
Ribblestrop & *Return to Ribblestrop* by Andy Mulliga
The Savages & *Bad Apple* by Matt Whyman
Scared to Death Collection by Anthony Horowitz
The Considine Curse & *Death or Ice Cream* by Gareth P Jones

3. Key Quotes

Challenge yourself to analyse these quotes:

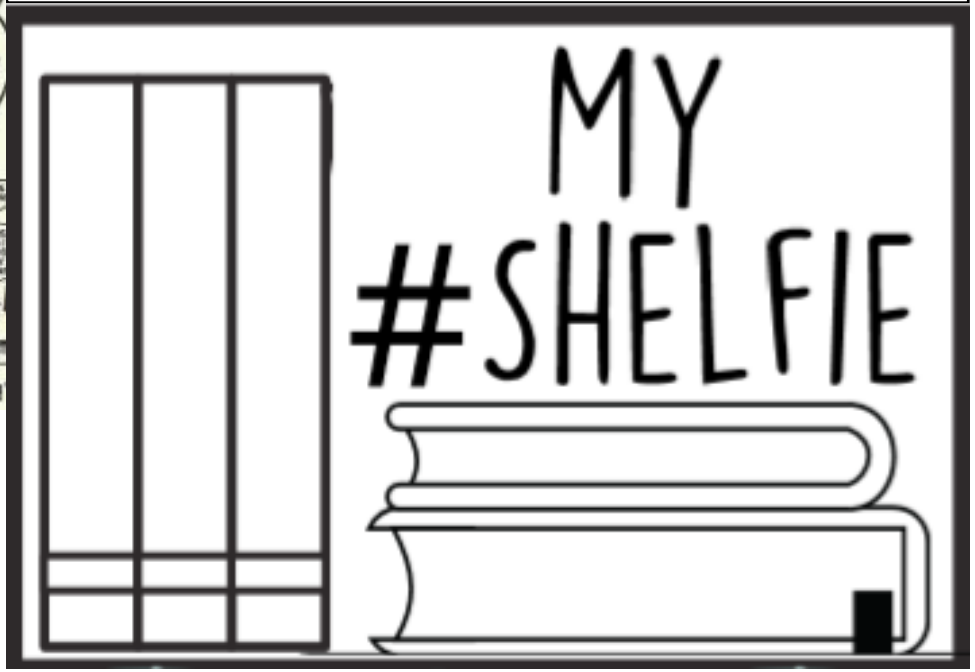
'Her eyes waited on him for an answer, a smile, a little nod, but he made no sign.'

'She couldn't feel her feet touching the floor. She couldn't feel anything at all- except a slight nausea and a desire to vomit.'

'The violence of the crash, the noise, the small table overturning, helped bring her out of her shock.'

'She tried a smile. It came out rather peculiar. She tried again.'

'It's the old story,' he said. 'Get the weapon, and you've got the man.'



English – Macabre

4. Narrative Writing Tips

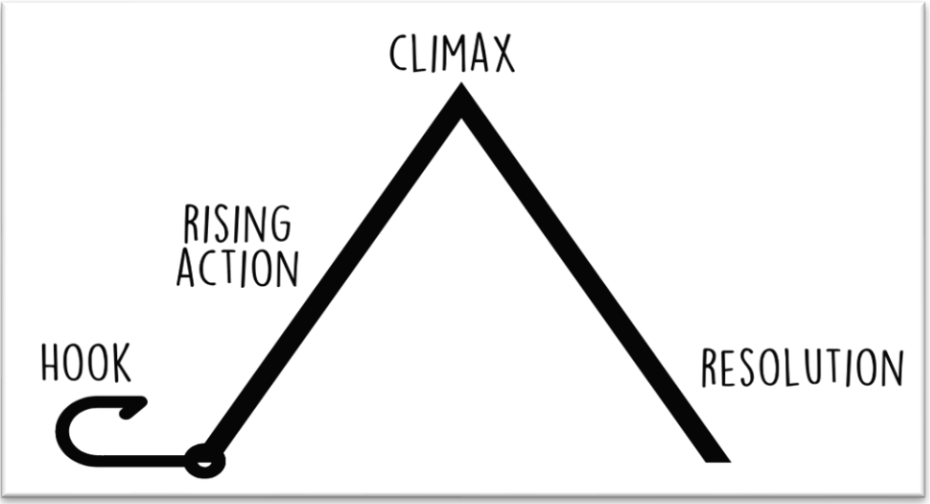
- Keep your plot simple: two speaking characters maximum.
- Decide on first or third person and your tense. Stick to it!
- Vary your punctuation.
- Vary your sentences (Compound, complex, simple. Basically, longer and shorter sentences.)
- Only describe what is important to your story.
- Include writing techniques where possible.
- Ensure you have stuck to your brief.

5. Dialogue Writing

The general rules of direct speech are:

•Each new character's speech starts on a new line.
•Speech is opened with speech marks.
•Each line of speech starts with a capital.
•The line of speech ends with a comma, exclamation mark or question mark.
•A reporting clause is used at the end (said Jane, shouted Paul, replied Mum).
•A full stop goes after the reporting clause.

6. Story Arc



7. 19C & 21C Non-Fiction Reading

What is it? You will be given two articles; a modern article and an older one. You will be asked questions on both individually and questions comparing the two.

1	3 specific retrieval questions – looking only at article 1. (3 marks)
2	Aim for 7-10 quotes analysing the language that has been used. (10 marks)
3	2 questions – looking only at article 2. (3 marks)
4	Aim for 7-10 quotes analysing the language that has been used. (10 marks)
5	Say one thing about each text and then how they are similar or different. Don't overthink this question – 2-3 sentences.Only use short simple quotations. (4 marks)
6	Comparison of the articles – how are they similar/different? Ideas from previous answers can be repeated. Aim for 7-10 quotations. (10 marks)

8. Key Words and Phrases

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

Enrichment Opportunities

Write a story based on one of the following prompts:
A) A time you got in trouble
B) The Breakup
C) A story that starts with, 'I wouldn't let them get away with this.'
D) A story that ends with, 'I couldn't believe I had been so naive!'

Go to @maidenhillenglish on Instagram for more tips and tasks!

English – Macabre

Unit 1 Number

What do I need to be able to do?

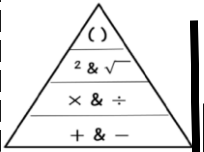
By the end of this unit you should be able to:

- Multiply/ Divide integers and decimals by powers of 10
- Use formal methods to multiply
- Use formal methods to divide
- Use priority of operations with positive and negative numbers

Keywords

Mili: prefix meaning one thousandth
Centi: prefix meaning one hundredth.
Kilo: prefix meaning multiply by 1000
Quotient: the result of a division
Dividend: the number being divided
Divisor: the number we divide by

Order of operations (U976)



Brackets
Indices or roots
Multiplication or division
Addition or subtraction

For operations in the same tier work from left to right

10 – 3 + 5 → 10 - 3 → 7 + 5

6 x 4 + 8 x 2

24 + 16 = 40

Round to powers of 10 and 1 sig. figure (U731 & U935)

If the number is halfway between we "**round up**"

5495 to the nearest 1000: 5000 — 6000 (5000 circled)

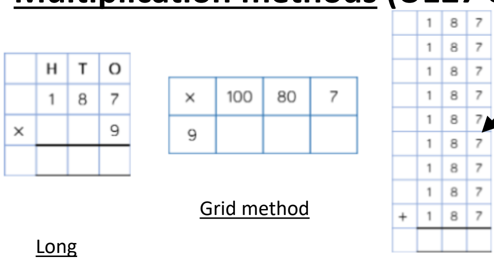
5475 to the nearest 100: 5400 — 5500 (5500 circled)

5475 to the nearest 10: 5470 — 5480 (5480 circled)

370 to 1 significant figure is 400
37 to 1 significant figure is 40
3.7 to 1 significant figure is 4
0.37 to 1 significant figure is 0.4
0.0037 to 1 significant figure is 0.004

Round to the first non-zero number

Multiplication methods (U127 & U293)



Long multiplication (column)

Grid method

Repeated addition

Less effective method especially for bigger multiplication

Multiplication with decimals

Perform multiplications as integers

e.g. 0.2 x 0.3 → 2 x 3

Make **adjustments** to your answer to match the question: 0.2 x 10 = 2
0.3 x 10 = 3

Therefore 6 ÷ 100 = **0.6**

Round to decimal places (U298)

"To 1.d.p" – to one number after the decimal.
"To 2.d.p" – to two numbers after the decimal

Focus on the numbers **after** the decimal point

2 ● 46192 (to 1.d.p) - Is this closer to 2.4 or 2.5

2.4 — 2.5 (2.5 circled)

2 ● 4 | 6192 — This shows the number is closer to 2.5

2 ● 46192 (to 2d.p) - Is this closer to 2.46 or 2.47

2.46 — 2.47 (2.46 circled)

2 ● 46 | 192 — This shows the number is closer to 2.46

Division methods (U868 & U453)

3584 ÷ 7 = **512**

Short division

$$\begin{array}{r} 5\ 1\ 2 \\ 7\,\overline{)\,3\ {}^{3}5\ 8\ {}^{1}4} \end{array}$$

Complex division

÷ 24 = ÷ **6** ÷ **4**

Break up the divisor using factors

Division with decimals

The placeholder in division methods is essential – the decimal lines up on the dividend and the quotient

2.4 ÷ 0.02 → 24 ÷ 0.2 → 240 ÷2

All give the same solution as represent the same proportion.
Multiply the values in proportion until the divisor becomes an integer

Estimate the calculation (U225)

Round to 1 significant figure to estimate

4●2 + 6●7 ≈ 4 + 7 ≈ 11 ← This is an **overestimate** because the 6.7 was rounded up more

The equal sign changes to show it is an estimation

21●4 x 3●1 ≈ 20 x 3 ≈ 60 ← This is an **underestimate** because both values were rounded down

It is good to check all calculations with an estimate in all aspects of maths – it helps you identify calculation errors.

Enrichment Opportunities

Maths – Number 5 Unit 1

Unit 1 Number

What do I need to be able to do?

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

- Find and use multiples
- Identify factors of numbers and expressions
- Recognise and identify prime numbers
- Recognise square and triangular numbers
- Find common factors including HCF
- Find common multiples including LCM

Keywords

Multiples: found by multiplying any number by positive integers
Factor: integers that multiply together to get another number.
Prime: an integer with only 2 factors.
HCF: highest common factor (biggest factor two or more numbers share)
LCM: lowest common multiple (the first time the times table of two or more numbers match)
Indices: The power or the exponent.

Square and cube numbers (U851)

Square numbers

1, 4, 9, 16…

$\sqrt{144} = 12$

Cube numbers

1, 8, 27, 64, 125…

$\sqrt[3]{216} = 6$

Factors M283

5 x 2 or 2 x 5

Arrays can help represent factors

Factors of 10
1, 2, 5, 10

10 x 1 or 1 x 10

The number itself is always a factor

Multiples M227

The "times table" of a given number
All the numbers in this lists below are multiples of 3.

3, 6, 9, 12, 15…

This list continues and doesn't end

Non example of a multiple

4.5 is not a multiple of 3 because it is 3 x 1.5

Not an integer

Common factors and HCF U529

Common factors are factors two or more numbers share

HCF – Highest common factor

HCF of 18 and 30

18 1, 2, 3, 6, 9, 18

30 1, 2, 3, 5, 6, 10, 15, 30

HCF = 6

Common factors (factors of both numbers)
1, 2, 3, 6

1 is a common factor of all numbers

LCM – Lowest common multiple U751

LCM of 9 and 12

9 9, 18, 27, 36, 45, 54

12 12, 24, 36, 48, 60

LCM = 36

The first time their multiples match

Addition/ Subtraction laws for indices U5235

$3^5 \times 3^2 = (3 \times 3 \times 3 \times 3 \times 3) \times (3 \times 3) \rightarrow 3^7$

The base number is all the same so the terms can be simplified

Addition law for indices

$a^m \times a^n = a^{m+n}$

$3^5 \div 3^2 \rightarrow 3^3$

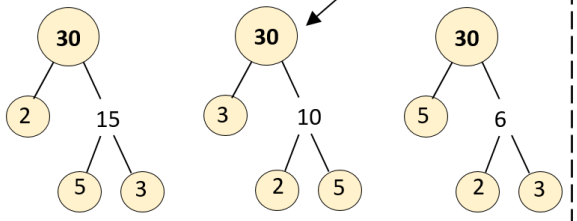
$\frac{3 \times 3 \times 3 \times \cancel{3} \times \cancel{3}}{\cancel{3} \times \cancel{3}} \rightarrow \frac{3^3}{3^0} \rightarrow \frac{3^3}{1}$

Subtraction law for indices

$a^m \div a^n = a^{m-n}$

Product of prime factors U739

Multiplication part-whole models



All three prime factor trees represent the same decomposition

30 = 2 x 3 x 5 Multiplication of prime factors

Enrichment Opportunities

Reversible primes

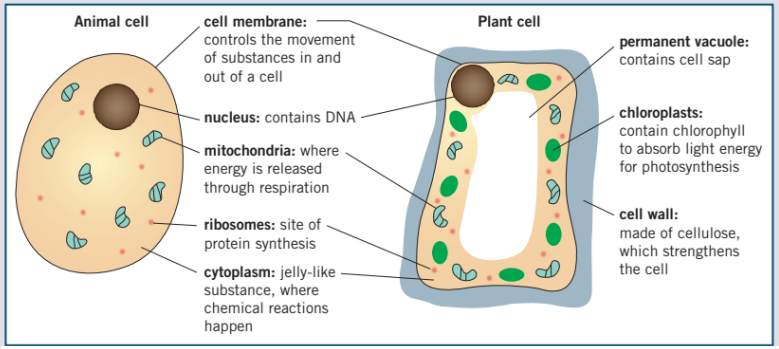
Unit 1

Maths - Number

Science - B1 Cell Structure

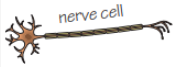
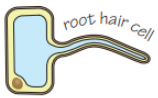
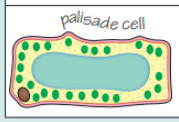
Eukaryotic cells

Animal and plant cells are eukaryotic. They have genetic material (DNA) that forms **chromosomes** and is contained in a **nucleus**.



Specialised cells

Cells in animals and plants differentiate to form different types of cells. Most animal cells differentiate at an early stage of development, whereas a plant's cells differentiate throughout its lifetime.

Specialised cell	Function	Adaptations
 sperm cell	fertilise an ovum (egg)	• tail to swim to the ovum and fertilise it • lots of mitochondria to release energy from respiration, enabling the sperm to swim to the ovum
 red blood cell	transport oxygen around the body	• no nucleus so more room to carry oxygen • contains a red pigment called haemoglobin that binds to oxygen molecules • flat bi-concave disc shape to increase surface area-to- volume ratio
 muscle cell	contract and relax to allow movement	• contains protein fibres, which can contract to make the cells shorter • contains lots of mitochondria to release energy from respiration, allowing the muscles to contract
 nerve cell	carry electrical impulses around the body	• branched endings, called dendrites, to make connections with other neurones or effectors • myelin sheath insulates the axon to increase the transmission speed of the electrical impulses
 root hair cell	absorb mineral ions and water from the soil	• long projection speeds up the absorption of water and mineral ions by increasing the surface area of the cell • lots of mitochondria to release energy for the active transport of mineral ions from the soil
 palisade cell	enable photosynthesis in the leaf	• lots of chloroplasts containing chlorophyll to absorb light energy • located at the top surface of the leaf where it can absorb the most light energy

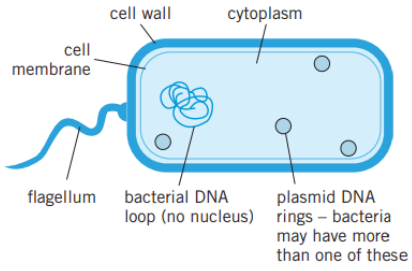
Enrichment Opportunities

https://www.britannica.com/science/cell-biology
https://learn.genetics.utah.edu/content/cells/scale/

Prokaryotic cells

Bacteria have the following characteristics:

- single-celled
- no nucleus – have a single loop of DNA
- have small rings of DNA called **plasmids**
- smaller than eukaryotic cells.



Microscopes

Light microscope	Electron microscope
uses light to form images	uses a beam of electrons to form images
living samples can be viewed	samples cannot be living
relatively cheap	expensive
low magnification	high magnification
low resolution	high resolution

Electron microscopes allow you to see sub-cellular structures, such as ribosomes, that are too small to be seen with a light microscope.

L To calculate the **magnification** of an image:

$$\text{magnification} = \frac{\text{image size}}{\text{actual size}}$$

Comparing diffusion, osmosis, and active transport

	Diffusion	Osmosis	Active transport
Definition	The spreading out of particles, resulting in a net movement from an area of higher **concentration** to an area of lower concentration. Factors which affect the rate of diffusion: difference in concentration, temperature, and surface area of the membrane.	The diffusion of water from a **dilute** solution to a concentrated solution through a **partially permeable membrane**.	The movement of particles from a more dilute solution to a more concentrated solution using energy from respiration.
Movement of particles	Particles move down the concentration **gradient** – from an area of *high* concentration to an area of *low* concentration.	Water moves from an area of *lower* solute concentration to an area of *higher* solute concentration.	Particles move against the concentration gradient – from an area of *low* concentration to an area of *high* concentration.
Energy required?	no – passive process	no – passive process	yes – energy released by respiration
Examples	**Humans** • Nutrients in the small intestine diffuse into the **capillaries** through the **villi**. • Oxygen diffuses from the air in the **alveoli** into the blood in the capillaries. Carbon dioxide diffuses from the blood in the capillaries into the air in the alveoli. • **Urea** diffuses from cells into the blood for excretion in the kidney.	**Plants** • Water moves by osmosis from a dilute solution in the soil to a concentrated solution in the **root hair cell**.	**Humans** • Active transport allows sugar molecules to be absorbed from the small intestine when the sugar concentration is higher in the blood than in the small intestine. **Plants** • Active transport is used to absorb mineral ions into the root hair cells from more dilute solutions in the soil.

Fish

- Oxygen from water passing over the gills diffuses into the blood in the **gill filaments**.
- Carbon dioxide diffuses from the blood in the gill filaments into the water.

Plants

- Carbon dioxide used for photosynthesis diffuses into leaves through the **stomata**.
- Oxygen produced during photosynthesis diffuses out of the leaves through the stomata.

Key terms

Make sure you can write a definition for these key terms.

cell membrane, cell wall, chloroplast, chromosome, concentration, cytoplasm, dilute, DNA, eukaryotic, gill filaments, gradient, magnification, mitochondria, nucleus, partially permeable membrane, passive process, permanent vacuole, plasmid, prokaryotic, resolution, ribosome, root hair cell, stomata

Development of the model of the atom

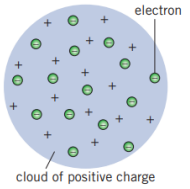
Dalton's model

John Dalton thought of the **atom** as a solid sphere that could not be divided into smaller parts. His model did not include **protons**, **neutrons**, or **electrons**.

The plum pudding model

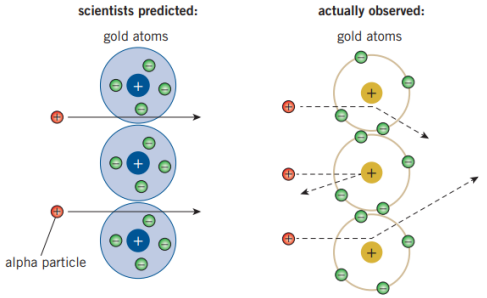
Scientists' experiments resulted in the discovery of sub-atomic charged particles. The first to be discovered were electrons – tiny, negatively charged particles.

The discovery of electrons led to the plum pudding model of the atom – a cloud of positive charge, with negative electrons embedded in it. Protons and neutrons had not yet been discovered.



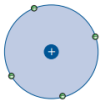
Alpha scattering experiment

1. Scientists fired small, positively charged particles (called alpha particles) at a piece of gold foil only a few atoms thick.
2. They expected the alpha particles to travel straight through the gold.
3. They were surprised that some of the alpha particles bounced back and many were deflected (alpha scattering).
4. To explain why the alpha particles were repelled the scientists suggested that the positive charge and mass of an atom must be concentrated in a small space at its centre. They called this space the **nucleus**.



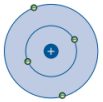
Nuclear model

Scientists replaced the plum pudding model with the nuclear model and suggested that the electrons **orbit** the nucleus, but not at set distances.



Electron shell (Bohr) model

Niels Bohr calculated that electrons must orbit the nucleus at fixed distances. These orbits are called **shells** or **energy levels**.



The proton

Further experiments provided evidence that the nucleus contained smaller particles called protons. A proton has an opposite charge to an electron.

The neutron

James Chadwick carried out experiments that gave evidence for a particle with no charge. Scientists called this the neutron and concluded that the protons and neutrons are in the nucleus, and the electrons orbit the nucleus in shells.

Relative mass

One property of protons, neutrons, and electrons is **relative mass** – their masses compared to each other. Protons and neutrons have the same mass, so are given a relative mass of 1. It takes almost 2000 electrons to equal the mass of a single proton – their relative mass is so small that we can consider it as 0.

Size

The atom has a radius of 1×10^{-10} m. Nuclei (plural of nucleus) are around 10 000 times smaller than atoms and have a radius of around 1×10^{-14} m.

Enrichment Opportunities

https://www.rsc.org/periodic-table
https://phet.colorado.edu/en/simulations/build-an-atom
https://www.bbc.co.uk/bitesize/guides/zwn8b82/revision/3

Key terms

Make sure you can write a definition for these key terms.

abundance, atom, atomic number, aqueous, compound, electron, element, energy level, isotope, neutron, nucleus, orbit, product, proton, reactant, relative atomic mass, relative charge, relative mass, shell

Atoms and particles

	Relative charge	Relative mass	
Proton	+1	1	= atomic number
Neutron	0	1	= mass number – atomic number
Electron	−1	0 (very small)	= same as the number of protons

All atoms have equal numbers of protons and electrons, meaning they have no overall charge:

total negative charge from electrons = total positive charge from protons

Mixtures

- A mixture consists of two or more elements or compounds that are not chemically combined together.
- The substances in a mixture can be separated using physical processes.
- These processes do not use chemical reactions.

Separating mixtures

- filtration – insoluble solids and a liquid
- crystallisation – soluble solid from a solution
- simple distillation – solvent from a solution
- fractional distillation – two liquids with similar boiling points
- paper chromatography – identify substances from a mixture in solution

Isotopes

Atoms of the same element can have a different number of neutrons, giving them a different overall mass number. Atoms of the same element with different numbers of neutrons are called **isotopes**.

The **relative atomic mass** is the average mass of all the atoms of an element:

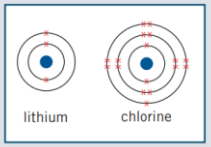
$$\text{relative atomic mass} = \frac{(\text{abundance of isotope 1} \times \text{mass of isotope 1}) + (\text{abundance of isotope 2} \times \text{mass of isotope 2})\ldots}{100}$$

Drawing atoms

Electrons in an atom are placed in fixed shells. You can put

- up to two electrons in the first shell
- eight electrons each in the second and third shells.

You must fill up a shell before moving on to the next one.



Elements and compounds

Elements are substances made of one type of atom. Each atom of an element will have the same number of protons.

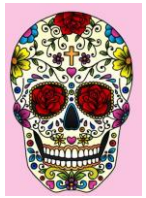
Compounds are made of different types of atoms chemically bonded together. The atoms in a compound have different numbers of protons.

Science - C1 Atomic Structure

Dia de los Muertos

Day of the Dead Festival:

- **1st November** 'Dia de los Angelitos' Day of the angels, innocents souls of **children** are remembered
- **2nd November** 'Dia de los Difuntos' Day of the dead (**adults**)
- The official celebration day is the 2nd November but celebrations can start on the 31st October so it lasts 3 days in total.
- The festival is to **remember your loved ones which have passed away, be happy, joyful and laugh**.
- Dia de los muertos is **not related to Halloween**, it is an older Aztec celebration.
- The difference with Halloween is that **day of the dead** is a **happy** event and Halloween instils fear in people about death and the dead which does not **preserve their spirit** or **memory respectfully or peacefully**.



Altars

Pan de muerto/death bread: has bone shapes on the top, it is a sweet orange sugary bread

Sugar Skulls

Art – Day of the Dead

Man Made

Man made objects have been constructed, caused or made in some way by human beings. Natural forms have occurred or grown naturally.

Many artists are inspired by man-made objects, Michael Craig-Martin, Jim Dine and Mark O'Brien are some of the artists that we will look at.

Michael Craig-Martin

Jim Dine

Mark O'Brien

Sculpture Key Words and Information

An artist who creates work that is three dimensional is called a **sculptor.**
Sculpture can be made from a range of materials that might make the work permanent or temporary, such as:

- natural materials, eg grasses, bark, pebbles, rushes, leaves, clay, stone, wood
- made materials, eg fabric, card, cardboard, clay tiles, plastic, bronze, metal, wire, glass
- reclaimed materials, eg made for one purpose and used again for another purpose
- visual qualities, eg shape, form, texture, colour, pattern
- Different materials will give different tactile qualities, eg hard, soft, rough, smooth, bumpy, rigid, pliable
- Different processes are used to create a range of outcomes, processes could include assembling, carving, modelling, casting or constructing

Enrichment: Watch the following series with artist Grayson Perry https://www.channel4.com/programmes/graysons-art-club

Art & Design – Man Made

Forming & Shaping Techniques

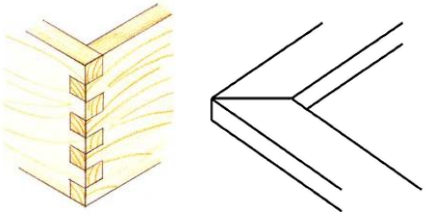
Tools & Equipment

Name of tool	Picture	What the tool is used for
Tenon Saw		Cuts accurate straight lines in small pieces of wood and provide a smooth cut.
Hot wire strip heater		Used for forming plastic by applying heat to the material
Try Square		Marks out and checks right angles
Disc Sander		This machine smooths surfaces and removes old finishes (e.g. paint)
Bench Hook		Holds the material when cutting straight lines.

Polymers

Thermosetting Polymers	Thermoforming Polymers
Urea Formaldehyde Epoxy Resin Melamine Formaldehyde Phenol Formaldehyde	Acrylic Polypropylene High-Density Polyethylene Polyvinyl Chloride (PVC)
Uses: Electrical fittings, kitchen worktops, boat hauls, adhesives	**Uses:** Signage, drinks bottles, food packaging and window sills

Wood Joints

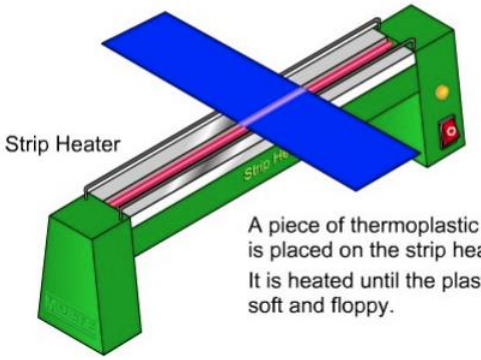


Finger Joint Mitre Joint

The finger joint requires a higher degree of skill to produce, but is far superior in strength. Aesthetically, the mitre joint looks attractive and is used for frame construction.

Line Bending

Heat until soft → Bend → Hold until cool



A piece of thermoplastic sheet material is placed on the strip heater.
It is heated until the plastic becomes soft and floppy.

Health & Safety

1. Listen carefully to the teacher's instructions
2. Always clamp work before drilling/cutting
3. Wear safety glasses when using machinery
4. Carry and store sharp tools safely

Key words;

- Acrylic
- Former
- Thermoforming polymers
- Design brief
- Thermosetting polymers

Try these websites to support you

www.youtube.com/watch?v=pojJIMo8U2I
www.educationquizzes.com/ks3/d-and-t/resistant-materials-02/

Design & Technology

The Science of Food: Eggs & Cakes

Red lion and how they can be used

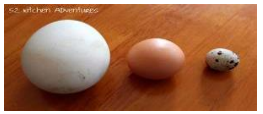
All eggs sold in Britain must be marked with a code that shows:
- Which egg producer they came from (Farm ID)
- The country of origin (UK)
- The type of method used, e.g. free range, organic, barn, cage.

Farming Methods

Caged / battery:
- Hens are kept indoors in cages. Light, food and temperature are all controlled to maximise egg laying. Fertilisers/medication are sometimes used. This is the cheapest method of egg production.

Barn:
- Hens are kept indoors but are free to roam about. The light and feed are controlled. The hens have access to some perches and are able to express some natural habits.

Free range / organic:
- Hens are allowed to roam in the open air, they are kept in hen houses at night. They are able to forage for natural foods and express all of their natural habits. No fertilisers are used. This is the most expensive way of producing eggs.



Lion Quality Mark

Eggs displaying the Lion mark have been produced to the highest standard. Hens are tested for salmonella and hygiene is strictly controlled.

Nutrition in eggs

Eggs are a nutritious food and good value for money.

There is no recommended limit on how many eggs we should eat. Eggs offer us:

Easily digested protein needed for growth.

Essential vitamins, A,D,E, K and B groups – but no vitamin C

Minerals in iron, phosphorus and zinc

Only 80-90 kcal an egg – and are low in saturated fat.

Flour
- Forms the structure of the cake
- Can have the raising agent in it sometimes

Fat
- Gives the cake a longer shelf life
- Adds colour to the cake
- Adds flavour to the cake

Sugar
- Gives flavour And sweetness

Eggs
- Adds colour and flavour to the cake

Raising agent
- Makes the cake rise

Key Words:

1. Coagulation
2. Gelatinisation
3. Caramelisation
4. Shorten
5. Viscosity
6. Aerate
7. Raising Agent
8. High risk food
9. Emulsion
10. Peak

Eggs should be stored in the fridge (3°C) or a cool place away from strong smelling foods. Eggs should be stored blunt end upwards. They should be removed from the fridge an hour or so before use, because cold eggs do not whisk well.

Most eggs we use come from British hens, but they can also come from duck, geese and quail.

Raising Agents

Chemical	Biological	Mechanical	Physical
Bicarbonate of soda / baking powder	Yeast	Whisk or sieve	Steam

Creaming Method	Rubbing-in Method
Examples: Victoria sponge / muffins Definition: Sugar and butter creamed with a wooden spoon before other ingredients are added	Examples: Crumble, shortbread, pastry Definition: Use your hands to mix fat and flour together before adding any other ingredients
Whisking / All-in-one Method	**Melted Method**
Examples: Swiss roll, cupcakes, sponges, gateaux Definition: • All-in-one – Add all ingredients to the bowl at once and mix until smooth • Whisking – Use the whisk to aerate the mixture	Examples: Brownies, flapjacks, rocky road Definition: Melt the fats on the hob in a saucepan before mixing the eggs and baking the product

Cake making methods

Trapping air/Aerating:

The protein in the egg white stretches when beaten and traps air.

Example: sponge cake, swiss roll and meringues

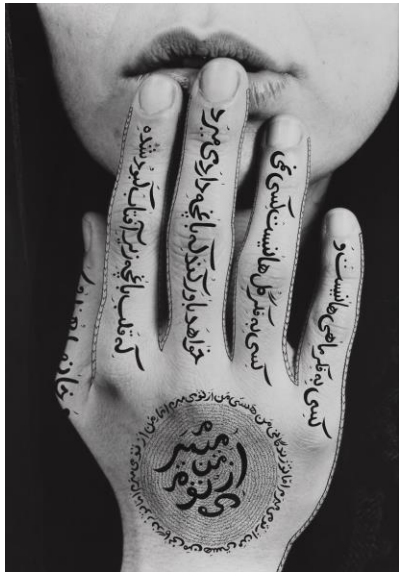
Stretch & Challenge:

Use website: www.foodafactoflife.org.uk Click: 11-14years- food commodities- Eggs- Functional properties of foods- Understanding the Science behind the food.

Food preparation and nutrition

Photography

Many photographers combine photographic elements with editing techniques to produce a unique image. The image can tell you a story or convey a mood or feeling.



Photography is the process of capturing light with a device known as a camera and creating an image. That camera could come in various forms including phone cameras, digital cameras, and film cameras. Photo editing is the act of altering an image. You can change an image to improve its quality, style or mood. There are lots of different methods and tools to edit photos.

THE LANGUAGE OF PHOTOGRAPHY

- Composition
- Angle
- Light
- Framing
- Cropping
- Juxtaposition
- Exposure
- Focus
- Zoom
- Orientation
- Line
- Tone
- Colour
- Texture
- Form
- Shape
- Pattern

WHAT YOU'LL LEARN

Introduction to Portrait Photography:
Learning the basics of capturing expressive and engaging portraits, including techniques for posing subjects, utilizing natural lighting to highlight facial features and expressions, and understanding which focal lengths to use.

Composition and Framing:
Understanding how to arrange elements within the shot to capture the viewer's attention and convey the desired message.

Lighting Techniques:
Utilizing available light effectively and understanding the impact of different lighting conditions on the mood and quality of the image.

Post-Processing:
Enhancing and altering images using Affinity editing software to adjust colours, contrast, and sharpness or to create artistic effects.

Storytelling:
Crafting a narrative through a series of images or a single photograph to convey a specific emotion or story.

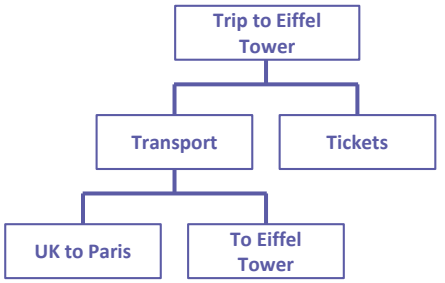
Angle and Perspective:
Experimenting with different shooting angles and perspectives to add depth or intrigue to photographs.

Digital Filters and Effects:
Applying filters and effects to create unique looks or emphasize certain aspects of a photo.

Enrichment: Explore the history of photography
https://www.tate.org.uk/art/art-terms/p/photography

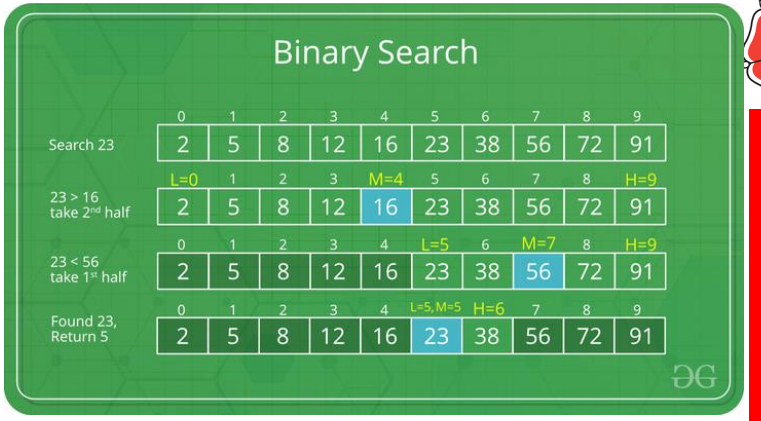
Photography

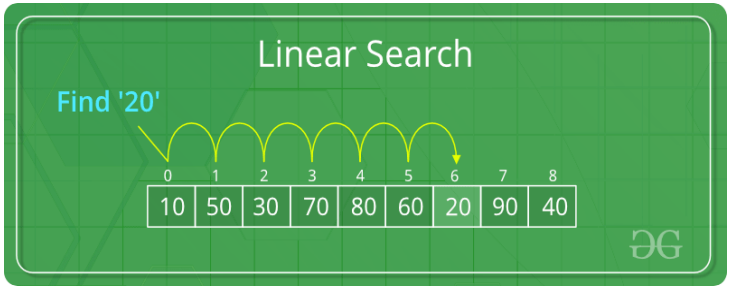
Decomposition is the process of breaking problems down into smaller, more manageable parts.



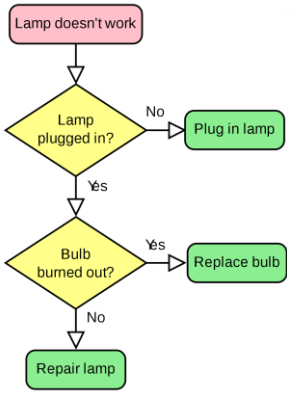
Abstraction is the process of removing unnecessary information and focussing on the important details.

Algorithmic thinking is the process of developing an algorithm to solve a problem.





Algorithms can be expressed using a flowchart or pseudocode



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

```
turns = 0
X = 3
while turns < 22
    X = X * 3
    turns = turns + 3
endwhile
print (X)
print (turns)
```

Turns	X	Output
0	—	—
0	3	—

Computers need to search through sequences of data all the time, such as trying to find a file with a particular name on your computer.

Another example is using a search engine to find websites on the internet that match certain keywords.

When faced with a search problem, you will either have to deal with **ordered** or **unordered** sequences of data.

A **trace table** allows you to formally record the state of variables, the outputs and the condition evaluations as you **mentally execute** the algorithm.

To do this you need to go through each step and fill out the table accurately.

Enrichment Opportunities

CS50 | Senecq | TED Talk | Lunchtime coding club

Unit 1

Computing – Searching Algorithms

Drama - Noughts and Crosses / Brecht

Summary

DNA is a play written by Dennis Kelly in the early 2000s. It deals with themes of anti-social behavior, surveillance and peoples fear of new DNA technology. It takes place after a group of teenagers have accidently killed another member of the group after physically bullying him. The group soon falls apart as they try to cover it up.

Brecht Techniques

Breaking the Fourth Wall – When a character speaks directly to the audience. Also called Direct Address.

Narration - When someone describes what is happening on stage

Freeze Frames - A frozen moment of the scene to highlight a key part of the story

Placards – A sign or projection that tells the audience more information

Simple Props/costume – Using simple props and costume symbolically rather than to seem naturalistic

DNA Characters

Adam
Adam is the victim in the story. He is believed dead after the group bully him into falling down an old mine shaft.

Mark/Jan
These characters act like narrators and tell the audience what is happening in the story.

Brian
Brian is forced to be a false witness to seeing the fake postman. It leaves him going mad with guilt.

John Tate
John Tate starts the play as the leader of the group but soon looses his nerve when it really matters.

Leah
Leah is the moral point of view and is always questioning what is right and acting with sympathy. She is in a one sided relationship with Phil.

Phil
Although he is quiet, Phil is the one who takes control when the group needs a leader. He is in an unhealthy relationship with Leah.

Cathy
Cathy is a violent and unpredictable member of the group who frames the postman and feels no guilt. She is involved with killing Adam.

Extension and Further Info

BBC Teach – DNA by Dennis Kelly
https://www.bbc.co.uk/teach/class-clips-video/english-literature-drama-gcse-making-a-scene-dna-plot/zf6kjhv

Year 9 Assessment Criteria

Performing	Analysing	Devising	Drama Roles	Drama Techniques
• Can identify and use all elements of VTTAPE FEMPIG effectively • Can confidently perform a range of characters and texts • Can perform in a range of styles including Brecht and Physical Theatre • Can perform using props and costume • Can perform using design elements	• Can analyse use of VTTAPE FEMPIG in professional theatre • Can discuss and analyse different styles of theatre including Brecht, Naturalism, Comedy, Physical Theatre • Can discuss design elements such as colour, texture etc and their effect • Can understand semiotics and symbolism	• Can create performances for a specific purpose e.g. theatre for change • Can create performances in a range of genres and styles • Can work positively in groups with a range of people • Can work independently; rehearsing, improving and developing your performances • Can develop detailed creative ideas in response to a stimulus	• Can understand backstage and design roles • Can create lighting, set and costume designs for a chosen text • Can understand roles in professional theatre • Can apply these roles to a performance project	• Can recognise multiple techniques and their purpose • Can identify and use Brecht techniques • Can use multiple techniques together for an intended purpose e.g. educate • Can use techniques confidently and effectively considering the audience

Cannes Film Festival

What is it?

- The Festival de Cannes is an international film festival and awards ceremony.
- It takes place for two weeks in May every year, in the town of Cannes on the Côte d'Azur in the South of France.
- It was created to celebrate cinema and reward the year's best films.

History

- Before 1939, Jean Zay, Minister for Education and Fine Arts, had the desire to implement a cultural event in France to rival the International Venice Film Festival.
- The International Film Festival opened in Cannes on 1 September 1939, at the same time as the Venice Film Festival.
- However, on September 1st, German troops invaded Poland. The festival was postponed for 10 days, but the situation only worsened. War was declared on September 3rd, making it impossible for the festival to go on.
- After the end of World War II, France's provincial government approved a revival of the *Festival de Cannes* as a means of luring tourists back to the French Riviera. The festival began on September 20, 1946, and 18 nations were represented.

«A festival is a neutral territory outside of politics, it is a microcosm representing our world the way it would be if people could communicate with each other without intermediaries and speak the same language». Jean Cocteau (French poet)

Awards

- The Cannes Film Festival is known above all for the Palme d'Or, which is the top award given to a competing film.
- The films selected for the official competition are screened before a jury composed of famous names from the world of cinema. The jury awards prizes in various categories, including the Palme d'Or, the Grand Prize, the Jury Prize and the Best Director Prize.

Enrichment Opportunities

Who can attend?

- Much of the festival is "invite only" to industry professionals and the media.
- Only a few privileged people can attend the evening screenings in the Louis Lumière grand auditorium. On the other hand, during the day, tickets are distributed in front of the Palais des Festivals before each session, within the limit of available seats.
- The beach cinema offers free screenings of a selection of films over the entire twelve days and is open to all.

French – Cannes Film Festival Unit 2

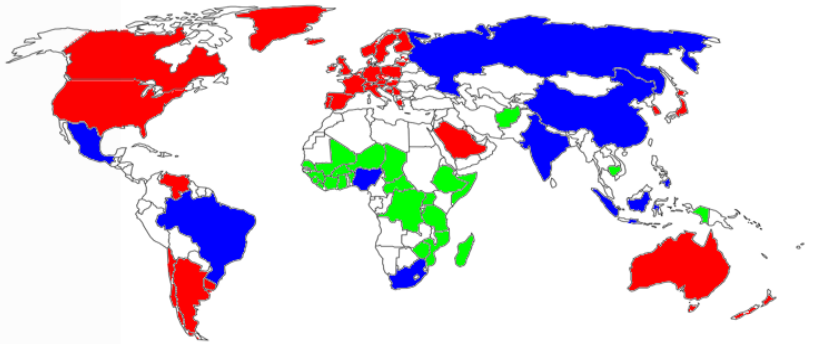
Key word definitions

Containerisation – the development of containerships transporting goods around the world.
Development – development measures how economically, socially, culturally or technologically advanced a country is.
Development Indicators – a numerical measure of quality of life within a country.
Exploitation - The action or fact of treating someone unfairly in order to benefit from.
Exports – goods leaving a country.
GNI - Gross National Income - the total amount of money earned by a nation's people and businesses.
HDI – Human Development Index - an index (measurement) which looks at Gross National Product (average income per person), Literacy Rate and Life Expectancy.
HIC – High Income Country – a country that is considered developed and rich.
Imports – goods bought into a country.
Infant mortality - the number of babies dying for every 1,000 live births
Inward Investment - When a foreign company invests in a country, perhaps by building a factory or a shop.
LIC – Low Income Country – a country that is considered underdeveloped and poor.
Multi National Corporation A company that operates in two or more countries.
NIC/NEE – Newly Industrialised Country/ Newly Emerging Economy – a country that is developing quickly. Somewhere between an LIC and HIC
Outsourcing To get a product or service from a supplier that is outside of the company.
Primary sector – primary jobs involve gathering resources from the environment e.g. farming or fishing.
Secondary sector – secondary jobs are linked to manufacturing goods, turning the primary resource into something else. E.g. wood into a table.
Tertiary sector – tertiary jobs provide a service, for example teaching or a shop assistant.
Trade – The volume and value of imports and exports.
Quaternary sector – quaternary jobs are linked to research and development. These are more modern jobs for example researching a cure for cancer.

Development Indicators

GNI	The total of all money produced per year by a country's workers.
GNI per Capita	The wealth shared out equally among all the people of a country
Birth rate	The number of births per year per 1000 people
Death rate	The number of deaths per year per 1000 people
Life expectancy	The average number of years a person can expect to live
Primary employment	The percentage of people in the country employed in primary occupations
Infant Mortality	The number of children per year out of every 1000 born alive that die before they reach the age of one
Energy per person	The amount of energy which each person in the country uses per year
Patients per doctor	Number of patients divided by number of doctors
Literacy rate	Number of adults who can read and write in every 100 people
Calorie Intake	Number of kilocalories (kcals) each person in the country takes each day

HICs, LICs and NICs



HICs The wealthiest countries in the world
GNI per head is high
High quality of life
E.g. UK, USA, France, Germany

NIC's Countries that are industrialising and becoming rapidly richer E.g. China, Indian, Brazil

LICs The poorest countries in the world
GNI per head is low
Low quality of life
E.g. Afghanistan, Somalia, Uganda

Enrichment Opportunities

Research the birth rate, death rate and GNI for **Chad, UK and India**. Write a description of how they compare. Then do further research to find out what kind of jobs people are doing in these three countries. Suggest reasons for this pattern of employment.
Extra challenge: What is holding these countries back from developing further?

How did different people experience the First World War?

Red = Causes
Blue = Events
Green = Impact

1907: Britain, France and Russia signed the **Triple Entente.**

1882: Germany, Austria-Hungary and Italy signed the **Triple Alliance**.

28 June 1914: **Archduke Franz Ferdinand** is assassinated by the Bosnian Serb **Gavrilo Princip**.

August , 1914: Germany declares war on Russia, France, and Belgium. Britain declares war on Germany. Austria declares war on Russia.

28 July 1914: World War I begins when Austria-Hungary declares war on Serbia.

6 September 1914: Fighting begins with the Battle of the Marne.

21 December 1914: Germany undertakes its first aerial bombardment of Britain.

1914: the **RAMC** was recognized as a vital resource. It expanded to 13,000 officers and 154,000 other ranks

1915: British government recognise the need to allow more untrained nurses to work in the field hospitals, over 22000 nurses served during the First World War.

January 2016: Conscription introduced

1 July 1916: Battle of the Somme begins led by **Field Marshal Hague** over 140,000 soldiers of the **Triple Entente** lost their lives. Gaining only 125 sq.miles

1918: **The Representation of the People Act** was passed which allowed women over the age of 30 who met a property qualification to vote.

1918 – Munitions factories became the largest employers of women.

1918: The USA overtakes Britain as the leading **Industrial** nation.

11 November 1918: The **Triple Alliance** surrender. The **Armistice** is signed and fighting stops at 11AM.

28 June 1919: **Treaty of Versailles** is signed the First World War formally ends.

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

History – How did different people experience WWI?

How did different people experience the First World War?

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

History – How did different people experience WWI?

Music – Music through the decades

Rock Music

By the 1960's, Rock 'n' Roll evolved into a new style of music, known simply as **Rock Music**. There are many sub-genres of Rock Music:

Hard Rock – loud and aggressive, distorted electric guitars, solo guitar sections, use of power chords

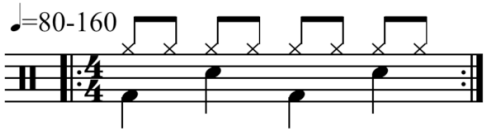
Heavy Metal – harder, louder and more distorted than Hard Rock with longer guitar solos

Glam Rock – theatrical and glitzy, catchy hooks, spangly suits and make up

Progressive Rock – experimental and complicated structures, long instrumentals with effects and mythological lyrics

Punk Rock – harsh and angry, loud and fast, anarchy and rebellion as themes

Typical Rhythm



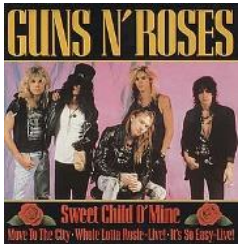
Key Terms

Ostinato/Riff – short repeated musical patterns
Chord sequence – Sequence of chords that are repeated to form the harmonic structure of the song
Lyrics - Rock 'n' Roll lyrics are usually **simple** and **repetitive** and designed to be easily memorable
Homophonic – Melody and accompaniment texture
Verse – Chorus Structure – The structure of a typical Rock song, songs will also typically have an instrumental section consisting of a **guitar solo.**

Extension and Further Listening

https://www.youtube.com/watch?v=1P17ct4e5OE
https://www.youtube.com/watch?v=FTQbiNvZqaY
https://www.youtube.com/watch?v=0qanF-91aJo

Homophonic



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 **Homophonic/Polyphonic**
Structure – the order in which the music happens
Harmony – How the notes sound together. **Chords,** notes played at the same time
Instrumentation – Ukulele, Vocals, Bass, Guitar
Rhythm and Tempo – combination of long and short notes, fast or slow, **bpm** – Beats Per Minute
Timbre – 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 Verse/Chorus
- Can compose using a variety of instruments including technology
- Can explore correct use of instrumentation

Performing

Stretch
- Can confidently perform a piece of music to an audience
- Can take the lead when working in a group and organize group work
- Perform on a number of instruments accurately

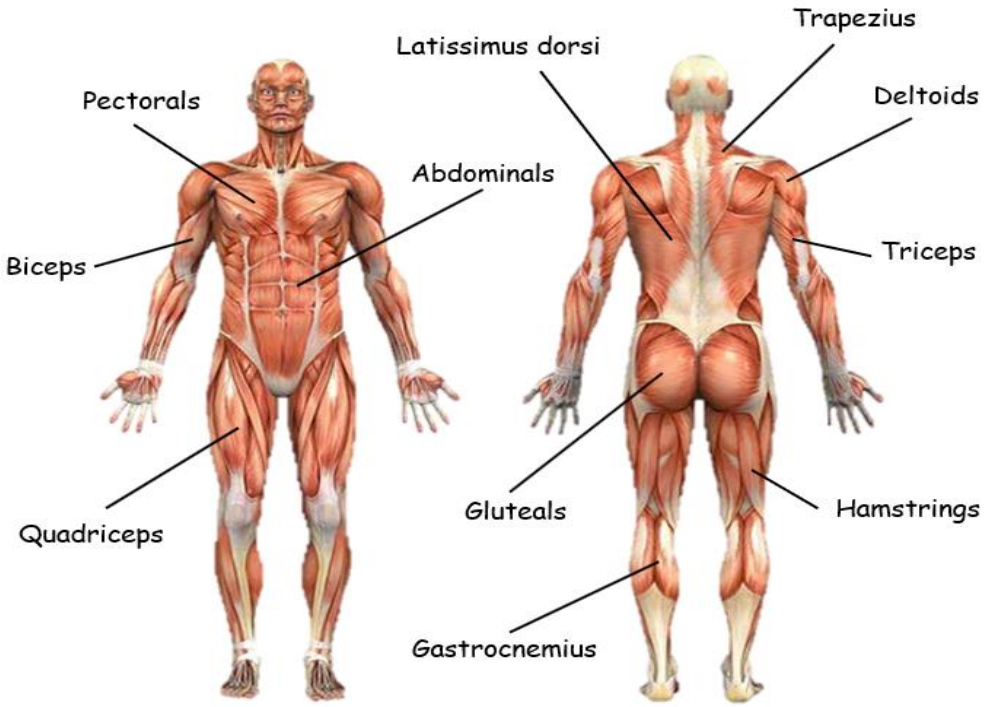
Secure
- Can identify the notes on various instruments
- Can perform own part as part of a group
- Can follow appropriate notation for various instruments and understand how to play an individual part
- Can perform as part of a group staying in time

Evaluating

Stretch
- Can identify targets to improve your own and others work
- Can identify elements of music when listening to music

using correct terminology, MAD T-SHIRT
- Can reflect and improve your work throughout a project

Secure
- Can identify What Went Well in your own and others work
- Can use the correct terminology for Pitch, Tempo and Dynamics when evaluating work
- Can identify how to improve your work



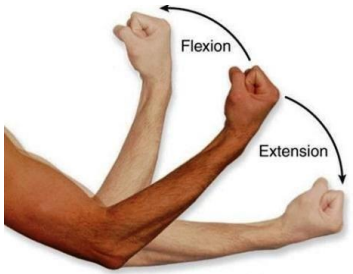
The quadriceps and hamstrings

When we bend the knee the hamstrings contract and the quadriceps relax	When we straighten the knee the quadriceps contract and the biceps relax
Agonist = Hamstrings Antagonist = Quadriceps	Agonist = Quadriceps Antagonist = Hamstrings

The roles of muscles in movement:

- Muscles work together to provide movement
- When one muscle contracts the other muscle relaxes
- When muscles work like this it is called antagonistic pairs

- The muscle that contracts is called the **agonist**
- The muscle that relaxes is called the **antagonist**



When we bend the elbow (flexion) the biceps contract and the triceps relax.

When we straighten the elbow (extension) the triceps contract and the biceps relax.

PE – Year 9 – The Muscular System – Term 1

1.1 Key Vocabulary

Pacifist – Someone who believes in non-violence

Just War – A war fought for the right reasons and in the right way

Conflict Resolution – Bringing a fight or struggle to a peaceful conclusion

The United Nations – An international body set up to promote world peace

World peace – The ending of war throughout the world

Weapons of Mass Destruction – Weapons which can destroy large areas and numbers of people

Nuclear weapons - A bomb or missile that uses nuclear energy to cause an explosion.

Exploitation – Taking advantage of a weaker person or group

Extremism - Believing in and supporting ideas that are very far from what most people consider correct or reasonable.

Terrorism - The unlawful use of violence and intimidation, especially against civilians, in the pursuit of political aims.

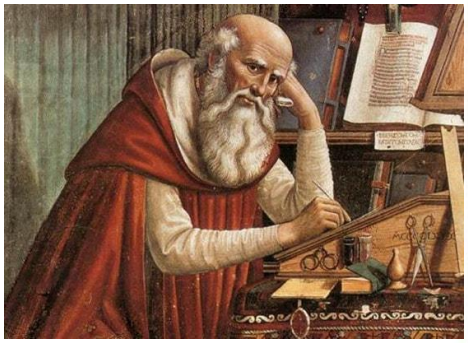
Oppression – malicious or unjust treatment or exercise of power by a government or authority

Liberation - the action of setting someone free from imprisonment, slavery, or oppression.

Liberation theology - a Christian approach to stand up for people who are the oppressed just like Jesus did.

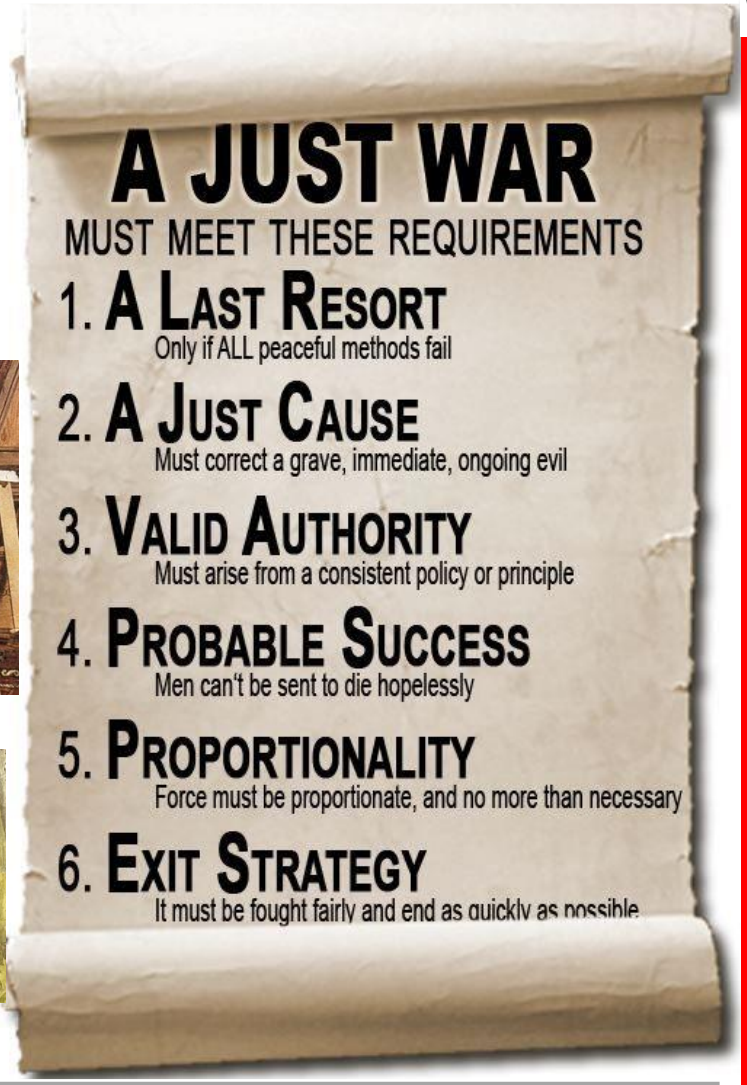
1.2 Just War Theory

St Thomas Aquinas (1225 – 1274), a Catholic priest, developed the work of Augustin (a theologian and philosopher), on the rules around going to wa Augustine argued that war could be allowed if certain conditions were met. Aquinas put those int 6 principles:



^ Augustine of Hippo

^ St. Thomas Aquinas



Revision suggestions:

1) Create revision cards or fold outs for each of the religions. On these make notes about some of the main religious views on war and conflict.
2) Create your own quiz about religious views on war and conflict and ask a family member or friend to test you. The words that are in bold are important key terms so you could focus on them.

1.3 Religious views on war

Christianity

- The *Bible* does not give Christians a clear answer about whether war is permitted or not, but it has a lot to say about *justice,* the *sanctity of life (how special life is)*, the importance of resolving conflict and working for peace.
- Some Christians are ***pacifists*** and believe that war is never justified because Jesus taught many teachings about non-violence. In the Bible it says;

  'Love your enemies and pray for those who persecute you.' **Matthew 5:44**

  'If anyone strikes you on the right cheek, turn to him the other also.' **Matthew 5:39**

- However, some Christians believe fighting for your country is important if it is to protect others. In these circumstances **The Just War Theory** would apply. In the Bible it says;

  'Defend the rights of the poor and orphans; be fair to the needy and helpless. Rescue them from the power of evil men.' **Psalm 82**

Islam

- *In Islam there in a concept called Jihad:* ***Greater jihad*** is the personal, inner struggle to be a good Muslim. ***Lesser jihad*** is about defending Islam from threat.
- While the majority of Muslims see their religion as one of peace, sometimes Muslims have taken up arms against enemies when they or other Muslims have been *persecuted. T*he Qur'an says:

  'Permission [to fight] has been given to those who are being fought, because they were wronged. And indeed, Allah is competent to give them victory' **Surah 22:39**

- While the Qur'an allows violence to defend Islam, it warns against going beyond the limits of what is necessary for this defence and every opportunity should be seized to make peace with an enemy :

  'Fight in the way of Allah those who fight against you but do not transgress. Indeed, Allah does not like transgressors' **Surah 2:190**

  'If the enemy is inclined towards peace, do make peace with them, and put your trust in Allah. He is the One Who hears all, knows all' **Surah 8:61**

- Any form of war must be approved by a religious leader, fought in self-defence and not used to either convert people to Islam or gain land. Islam teaches that lesser jihad can never be used to justify terrorist attacks. Strict rules exist about how lesser jihad can be carried out. For instance: 1. It must be in defence of Allah. 2. No harm must be done. 3. Peace must be restored. 4.Mercy must be shown.

Hinduism

- Opinion is divided amongst Hindus about war and the use of violence. On the one hand, the ***Bhagavad Gita*** teaches that it is important to follow ***dharma***. Therefore, it may be the duty of some Hindus, particularly those whose ***varna (caste)*** is ***Kshatriya (warrior caste)*** to fight wars.

  'If you do not engage in this righteous battle then both your personal dharma and your honour will be destroyed, and you will accumulate sin'
  Bhagavad Gita 2:33

- Some Hindus also believe that **atman** is indestructible means that ending a life to protect others or in defence is acceptable.
- Some Hindus believe that violence in any form is wrong and a bad action, whether it be fighting in a war or harming a small living creature. Some Hindus follow ***Mahatma Gandhi's*** teaching about war and violence:

  'I see neither bravery nor sacrifice in destroying life or property for offence or defence.' **Mahatma Gandhi**

Buddhism

- The **Five Precepts** are moral guides that all Buddhists try to follow. The first is to abstain from taking life. Buddhists must show *compassion* and help all living beings. They must abandon any fight that crosses their path.
- The ***Noble Eightfold Path*** teaches ***right speech*** and not engage in an argument which might result in a physical fight.
- ***Ahimsa*** is the principle of 'non-harm'. Most Buddhists try to practice **ahimsa** in their everyday lives and believe that it is wrong to show violence at any time. This means that it is possible that a Buddhist may therefore refuse to fight under any circumstances. Some Buddhists are ***pacifists***, even when it comes to self-defence.
- **Shaolin** is a well-known form of *martial art* which has very strict rules about how violence can be used. The Shaolin teaching forbids the Buddhist *monk* from ever being the *aggressor*. This type of martial art is a form of self-defence and uses physical skill to avoid harm.