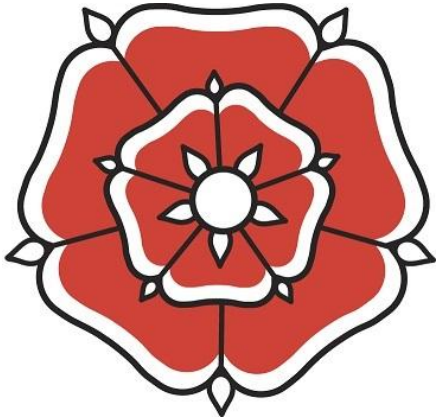
Maidenhill School Knowledge Organiser

Year 9 – Term 1



Be kind, Aspire, Persevere, Achieve

Name:	Tutor: 9

Planner

Week 1	Notes
Monday 1st September	INSET DAY
Tuesday 2nd September	
Wednesday 3rd September	
Thursday 4th September	
Friday 5th September	

Week 2	Notes
Monday 8th September	
Tuesday 9th September	
Wednesday 10th September	
Thursday 11th September	
Friday 12th September	

Week 1	Notes
Monday 15th September	
Tuesday 16th September	
Wednesday 17th September	
Thursday 18th September	
Friday 19th September	

Week 2	Notes
Monday 22nd September	
Tuesday 23rd September	
Wednesday 24th September	Open Evening
Thursday 25th September	
Friday 26th September	INSET DAY

Planner

Planner - Term 1

Week 1	Notes
Monday 29th September	
Tuesday 30th September	Open morning
Wednesday 1st October	Open morning
Thursday 2nd October	
Friday 3rd October	

Week 2	Notes
Monday 6th October	
Tuesday 7th October	
Wednesday 8th October	
Thursday 9th October	
Friday 10th October	

Week 1	Notes
Monday 13th October	
Tuesday 14th October	
Wednesday 15th October	
Thursday 16th October	
Friday 17th October	

Week 2	Notes
Monday 20th October	
Tuesday 21st October	
Wednesday 22nd October	
Thursday 23rd October	Open morning
Friday 24th October	

Planner

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 (this is issued by school only, in conjunction with parents). This will equate to 12 opportunities a year.

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

Date	Time	Student signature

Insert medical exemption here (Head of Year)
Review/end date:

NSPCC CHILD PROTECTION HELPLINE 0808 800 5000

ChildLine 0800 1111

Student out of lesson record

Date and time	Reason	Staff signature

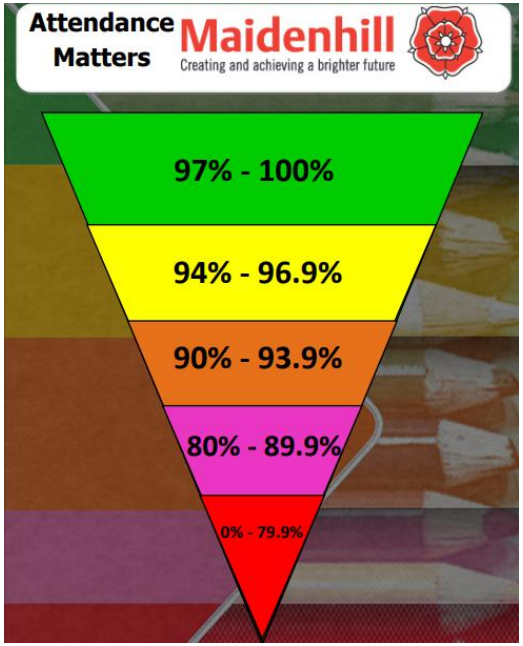
Have a problem? Worried about someone or something? Need someone to talk to? Scan the QR code and let us know.

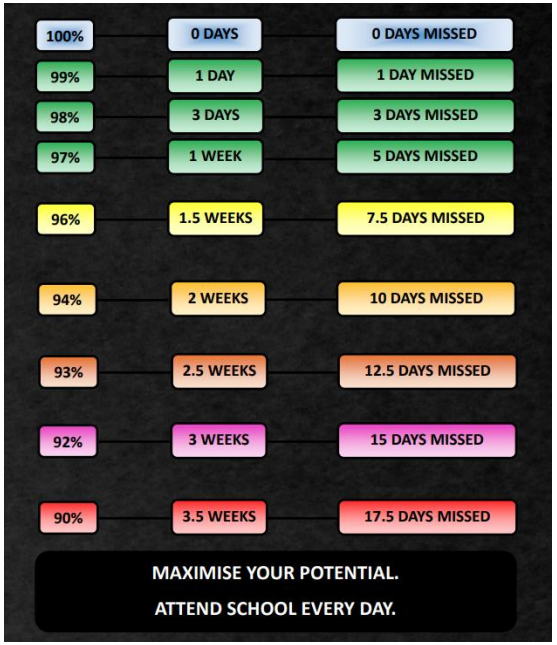
Reporting your concerns

Self-certification / Out of lessons

Attendance Matters

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





Personal Attendance Record

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

Home School Agreement and uniform expectations

As a student of the school I will:

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

Student Signature ……

Maidenhill Uniform

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

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

Maidenhill PE Uniform

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

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

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 your timetable first. Here is a useful checklist.

Essential requirements

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

Student property

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

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

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

Network rules

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

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

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

Behaviour for Learning

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

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

Rewards

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

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

Consequences

C2 – This is a verbal warning

C3 – Issued with a BFL detention of 40mins

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

C4 – Isolation in the refocus room

C4e – Educated off site at an alternative provision

C5 – Fixed term suspension

Be kind, Aspire, Persevere, Achieve

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

Incidents for which a students may be excluded include:

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

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

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

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

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

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

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

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

Behaviour for Learning

Bullying

What is bullying?

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

Bullying includes repeated:

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

Types

- Physical
- Cyber
- Verbal
- Emotional
- Prejudice based

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

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

When you are talking about bullying, be clear about:

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

If you are being bullied, you can expect that:

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

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

Tutor time – Maths

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

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

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

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

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

EXTRA PRACTICE – Maths

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

EXTRA PRACTICE – Maths

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

EXTRA PRACTICE – Maths

Maths workings out

Task 1

Using a **green pen**, make corrections for all the spelling, punctuation and grammar mistakes in the paragraph below. There are 12 mistakes to find and correct.

ai is becoming more common in our every day lifes it can help people with tasks like writting emails organising calenders and even creating music however theres also concerns about how much we should trust it some people worry that to much dependance on ai might affect jobs and decissions in the future

Tutor time – English

Task 2

Define the following words:

- ❑ Preposition……
- ❑ Adverb ……
- ❑ Conjunction ……

Give each word a colour key using the boxes above.

Use this colour key to highlight 4 prepositions, 4 conjunctions and 4 adverbs in the paragraph below.

Artificial intelligence is used in many areas of life, from education to healthcare. It can help teachers plan lessons and support students because it adapts to individual needs. In hospitals, AI systems are often used to detect illnesses early and suggest treatments. Some people support AI while others worry about privacy, but the technology is rapidly improving. As it develops, we must use it responsibly so that it benefits everyone.

Tutor time – English

Task 3: Punctuation Panic!

Read the paragraph below. Rewrite it using the correct punctuation, including capital letters, full stops, commas, apostrophes, and questions marks.

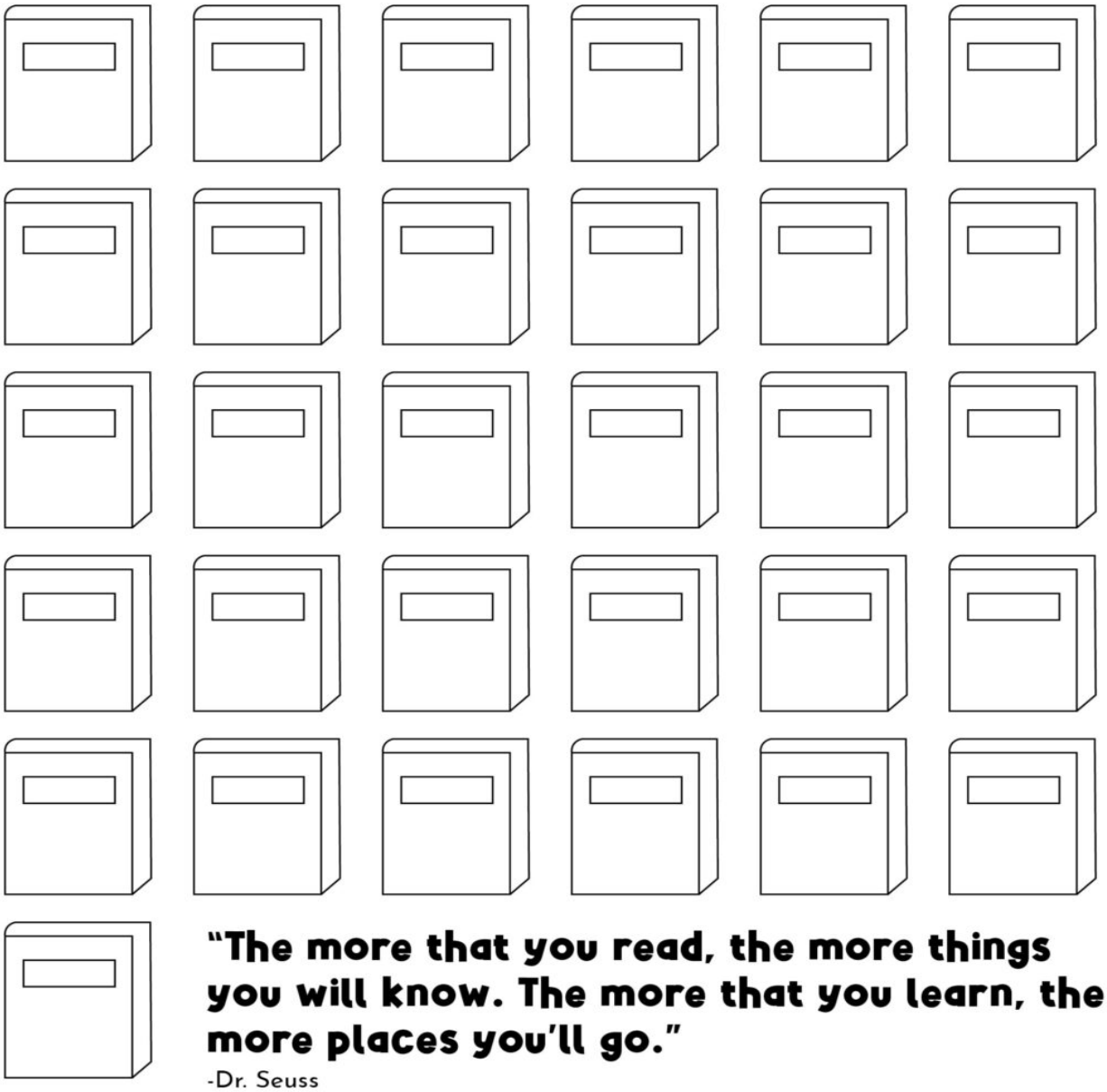
Your handwriting is also important so take time over this too.

should we be worried about ai some people think its dangerous while others believe it will improve our lives ai can help doctors spot diseases faster but it can also be used to create fake information how can we make sure its used safely

Tutor time – English

READING LOG

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



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

-Dr. Seuss

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

1. English
2. Mathematics
3. Science
4. Art, Design, Nutrition and 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.*

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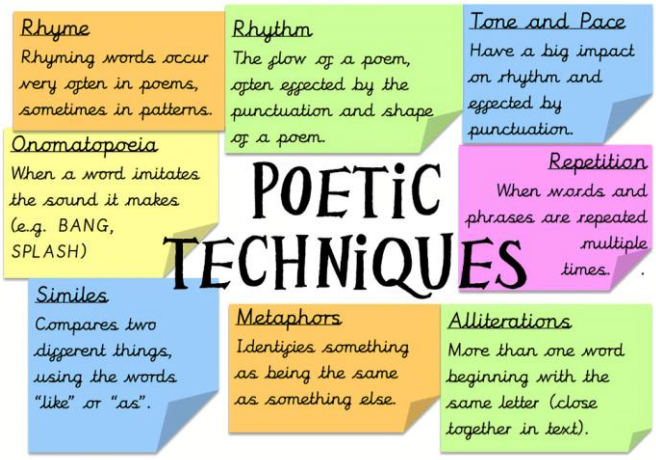
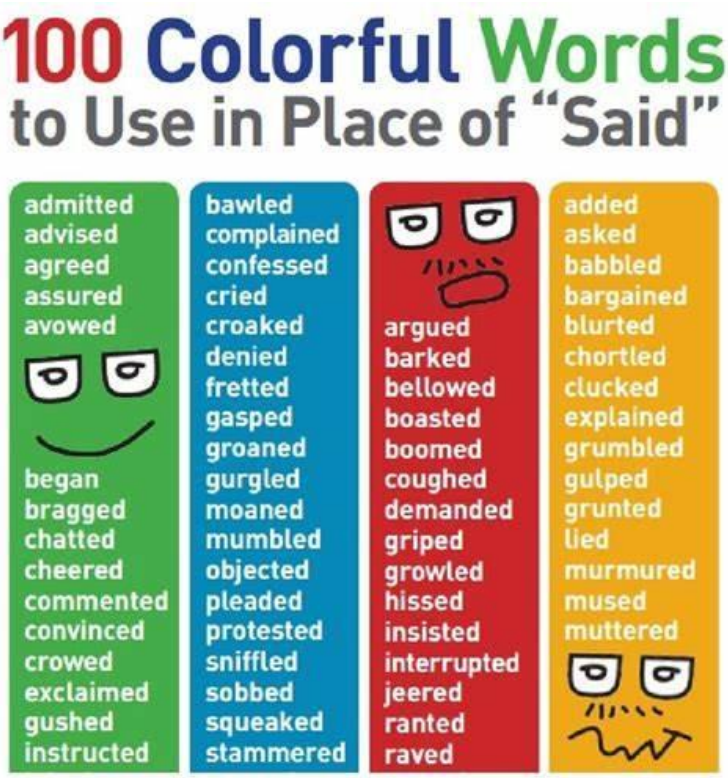


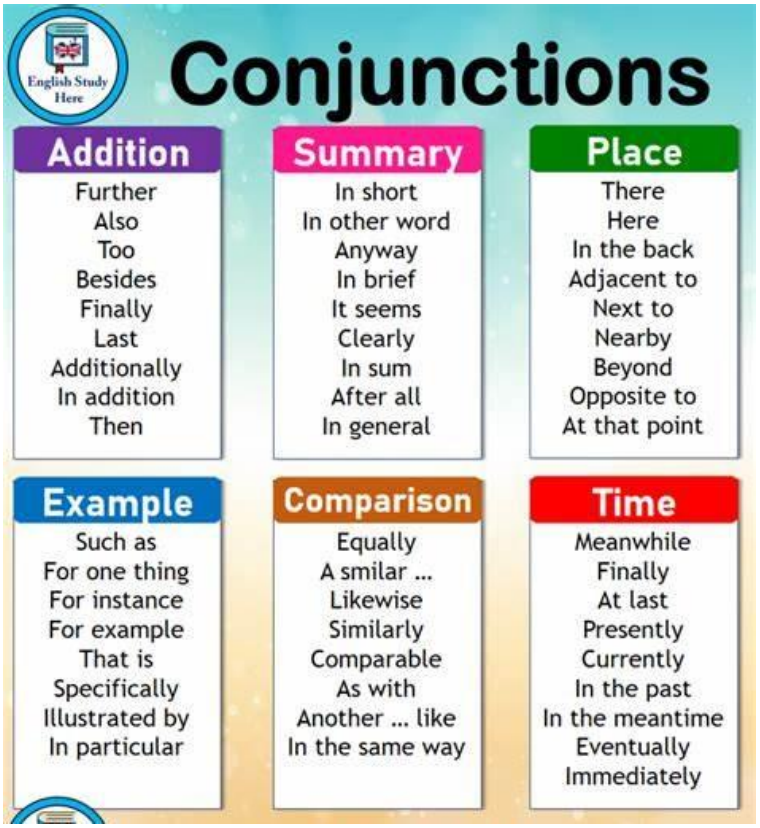


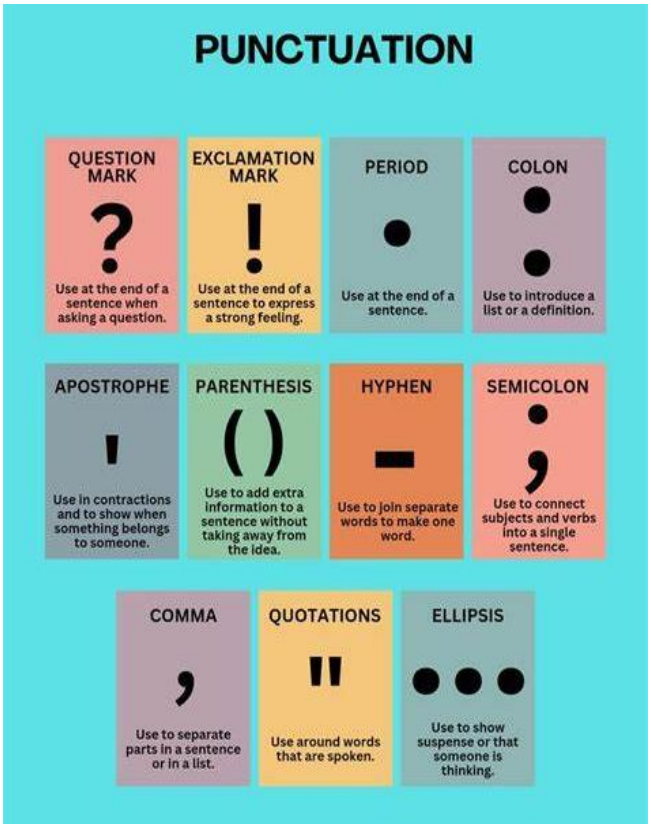
Fiction…

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

Non-fiction…

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





Verbs to sharpen your analysis

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

1.1 Key Vocabulary

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.

1.2 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 an 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 Mulligan
The Savages & *Bad Apple* by Matt Whyman
Scared to Death Collection by Anthony Horowitz

1.3 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."

1.4 Narrative Writing Tips

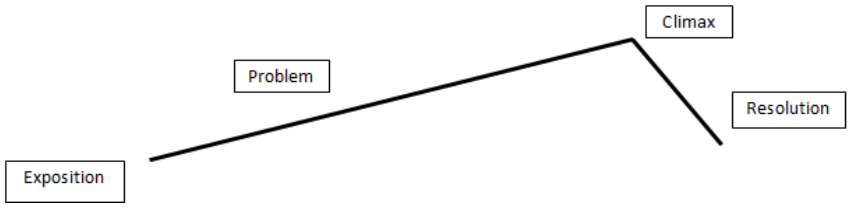
- Keep your plot simple: two speaking characters' maximum.
- Decide on first or third person and your tense. Stick to it!
- Vary your punctuation.
- Vary your sentences (compound, complex, simple. Basically, longer and shorter sentences.)
- Use the 'show not tell' technique.
- Include writing techniques where possible.
- Use the narrative arc below.

1.5 WHAT HOW WHY

WHAT – what atmosphere is being created?
HOW – how does they writer create this atmosphere?
WHY – why does the writer want to make you feel this way?

The writer creates…
The writer uses…
This makes me think….

1.6 Narrative Planning



1.6 Homework

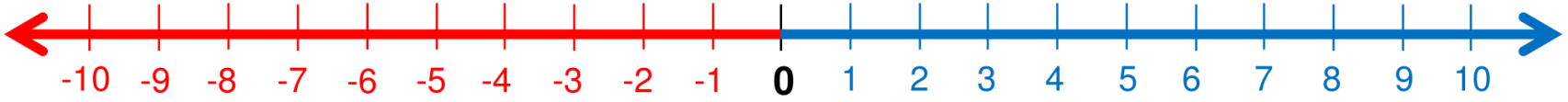
Each week you must complete either an Educake quiz or Lexia (directed by your class teacher). If you are unable to access ICT at home; you must attend StudyZone. Record your progress below.

Week (homework set)	Educake (%)	Lexia (time in minutes)	AR Quiz (%)
2			
3			
4			
5			
6			
7			

Enrichment Opportunities

Write a story based on one of the following prompts:

A) A time you got in trouble
B) The Break Up
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!'

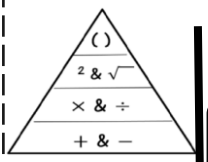


Multiplication Table Grid 1-12

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

Unit 1 Number

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

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

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

5475 to the nearest 100

5400 ↑ 5500

5475 to the nearest 10

5470 ↑ 5480

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)

	H	T	O
	1	8	7
×			9

Grid method

×	100	80	7
9			

Repeated addition

	1	8	7
	1	8	7
	1	8	7
	1	8	7
	1	8	7
	1	8	7
	1	8	7
	1	8	7
	1	8	7
+	1	8	7

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 = **0.06**

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 • 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 • 46 192

This shows the number is closer to 2.46

Division methods (U868 & U453)

3584 ÷ 7 = **512**

Short division

	5	1	2
7	3 ³5	8 ¹4	

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

Unit 1

Maths – Number 5

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

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

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

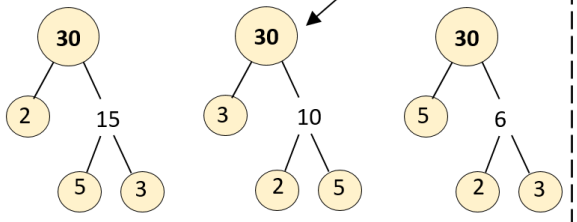
$\frac{3 \times 3 \times 3 \times 3 \times 3}{3 \times 3} \rightarrow \frac{3^3}{3^0} \rightarrow \frac{3^3}{1}$

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

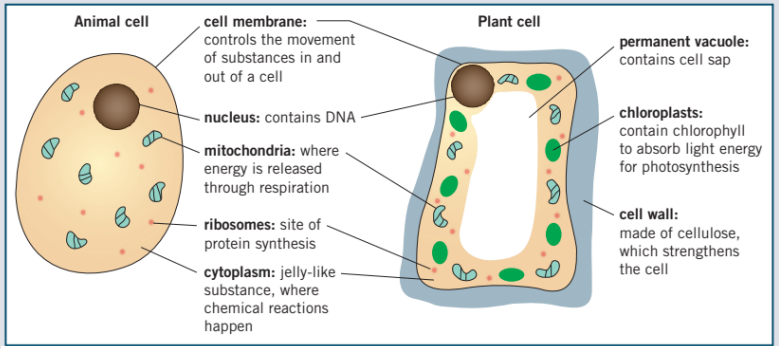
30 = 2 x 3 x 5 Multiplication of prime factors

Enrichment Opportunities

Reversible primes

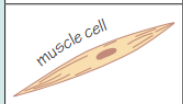
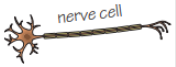
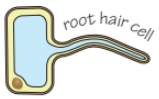
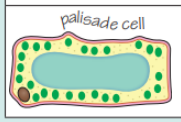
Eukaryotic cells

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

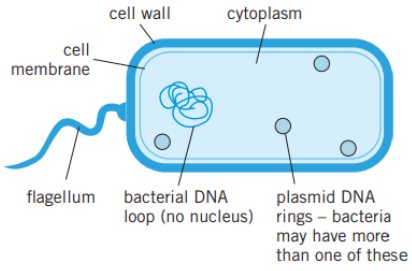
Enrichment Opportunities

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

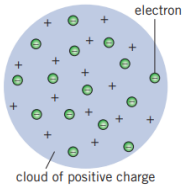
Dalton's model

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

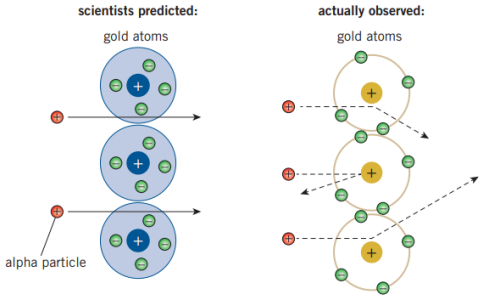
Scientists' experiments resulted in the discovery of sub-atomic charged particles. The first to be discovered were electrons – tiny, negatively charged particles.

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.



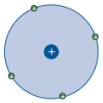
Alpha scattering experiment

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**.



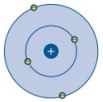
Nuclear model

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:

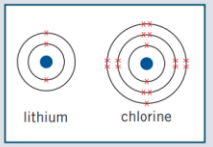
$$\text{relative atomic mass} = \frac{(\text{abundance of isotope 1} \times \text{mass of isotope 1}) + (\text{abundance of isotope 2} \times \text{mass of isotope 2})\ldots}{100}$$

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.

Changes of state

Changes of state and conservation of mass

Changes of state are physical changes because no new substances are produced. The mass always stays the same because the number of particles does not change.

Particles and kinetic energy

When the temperature of a substance is increased, the kinetic energy store of its particles increases and the particles vibrate or move faster.

If the kinetic store of a substance's particles increases or decreases enough, the substance may change state.

Density

You can calculate the density of an object if you know its mass and volume:

$$\text{density (kg/m}^3\text{)} = \frac{\text{mass (kg)}}{\text{volume (m}^3\text{)}}$$

$$\rho = \frac{m}{V}$$

L

States of matter

Gas	Arrangement	• particles are spread out • almost no forces of attraction between particles • large distance between particles on average
	Movement	• particles move randomly at high speed
	Properties	• low density • no fixed volume or shape • can be compressed and can flow • spread out to fill all available space
Liquid	Arrangement	• particles are in contact with each other • forces of attraction between particles are weaker than in solids
	Movement	• particles are free to move randomly around each other
	Properties	• usually lower density than solids • fixed volume • shape is not fixed so they can flow
Solid	Arrangement	• particles held next to each other in fixed positions by strong forces of attraction
	Movement	• particles vibrate about fixed positions
	Properties	• high density • fixed volume • fixed shape (unless deformed by an external force)

The relationship between temperature and pressure in gases

Gas temperature

The particles in a gas are constantly moving in random directions and with random speeds.

The temperature of a gas is related to the average kinetic energy of its particles.

When a gas is heated, the particles gain kinetic energy and move faster, so the temperature of the gas increases.

Gas pressure

The pressure a gas exerts on a surface, such as the walls of a container, is caused by the force of the gas particles hitting the surface.

The pressure of a gas produces a net force at right angles to the walls of a container or any surface.

If the temperature of a gas in a sealed container is increased, the pressure increases because

- the particles move faster so they hit the surfaces with more force
- the number of these impacts per second increases, exerting more force overall.

If a gas is compressed quickly, for example, in a bicycle pump, its temperature can rise. This is because

- compressing the gas requires a force to be applied to the gas – this results in work being done to the gas, since work done = force × distance
- the energy gained by the gas is not transferred quickly enough to its surroundings.

Internal energy

Heating a substance increases its **internal energy**.

Internal energy is the sum of the total kinetic energy the particles have due to their motion and the total potential energy the particles have due to their positions relative to each other.

Specific heat capacity

When a substance is heated or cooled the temperature change depends on:

- the substance's mass
- the type of material
- how much energy is transferred to it.

Every type of material has a **specific heat capacity** – the amount of energy needed to raise the temperature of 1 kg of the substance by 1 °C.

The energy transferred to the thermal store of a substance can be calculated from the substance's mass, specific heat capacity, and temperature change:

$$\text{change in thermal energy (J)} = \text{mass (kg)} \times \text{specific heat capacity (J/kg°C)} \times \text{temperature change (°C)}$$

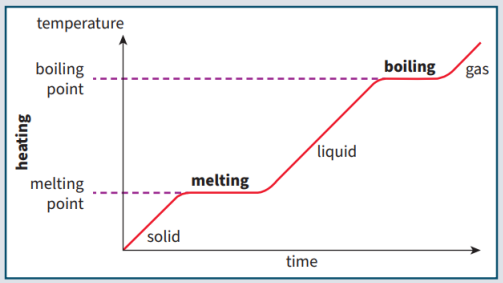
$$\Delta E = m\, c\, \Delta\theta$$

This equation will be given to you on the equation sheet, but you need to be able to select and apply it to the correct questions.

Latent heat

In a graph showing the change in temperature of a substance being heated or cooled, the flat horizontal sections show when the substance is changing state.

The energy transfers taking place during a change in state do not cause a change in temperature, but do change the internal energy of the substance.



The energy transferred when a substance changes state is called the **latent heat**.

Specific latent heat – the energy required to change 1 kg of a substance with no change in temperature.

Specific latent heat of fusion – the energy required to melt 1 kg of a substance with no change in temperature.

Specific latent heat of vaporisation – the energy required to evaporate 1 kg of a substance with no change in temperature.

The energy needed to change the state of a substance can be calculated using the equation:

$$\text{thermal energy for a change in state (J)} = \text{mass (kg)} \times \text{specific latent heat (J/kg)}$$

$$E = m \times l$$

Key terms

Write a definition for these key terms.

boiling, condensation, conservation of mass, density, evaporation, freezing, fusion, internal energy, latent heat, melting, specific latent heat, sublimation, vaporisation

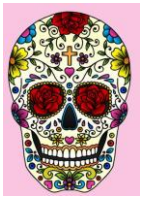
Enrichment Opportunities

Gas properties simulation
https://phet.colorado.edu/sims/html/gas-properties/latest/gas-properties_en.html
Revision
https://www.bbc.co.uk/bitesize/topics/z3ybb82

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

Forming & Shaping Techniques

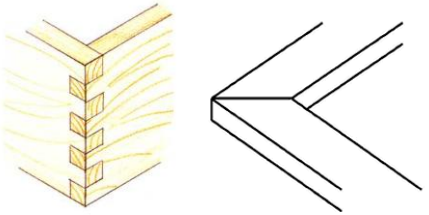
Tools & Equipment

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

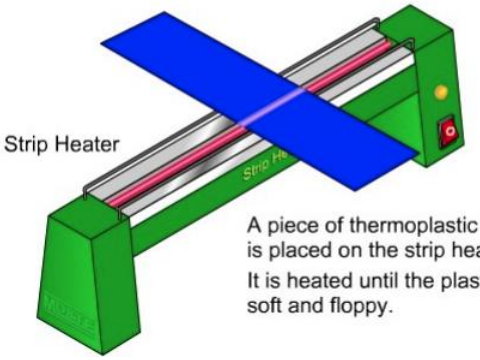


Finger Joint Mitre Joint

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/

The Science of Food: Eggs & Cakes

Red lion and how they can be used

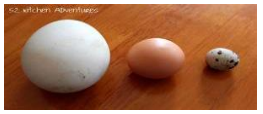
All eggs sold in Britain must be marked with a code that shows:
- Which egg producer they came from (Farm ID)
- The country of origin (UK)
- The type of method used, e.g. free range, organic, barn, cage.

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

Trapping air/Aerating:

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

Example: sponge cake, swiss roll and meringues

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

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

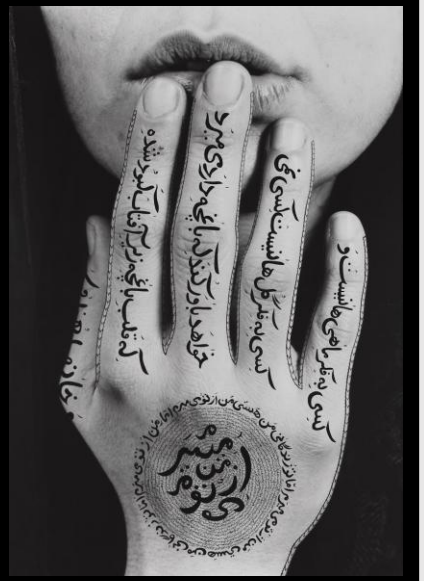
Photography

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.

John Stezaker

Hattie Stewart

Barbara Kruger



Shirin Neshat

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.

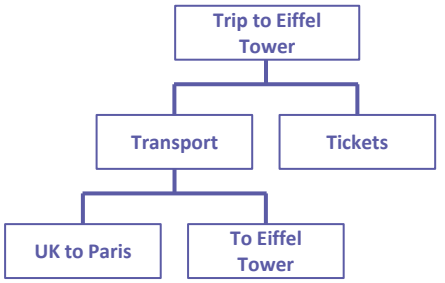
Storytelling:
Crafting a narrative through a series of images or a single photograph to convey a specific emotion or story.

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.

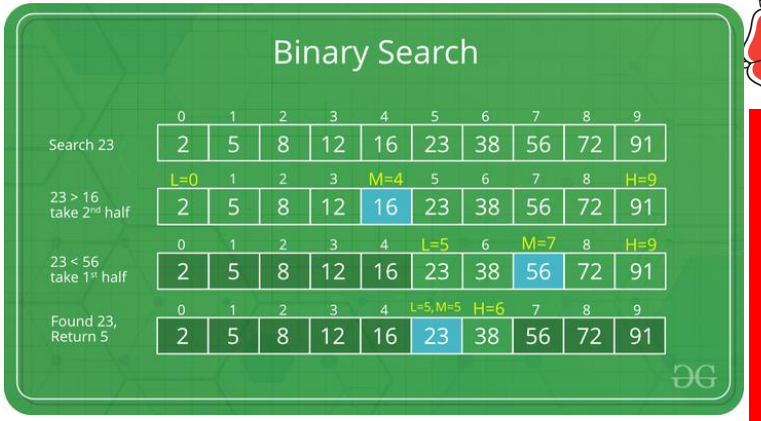
Enrichment: Explore the history of photography
https://www.tate.org.uk/art/art-terms/p/photography

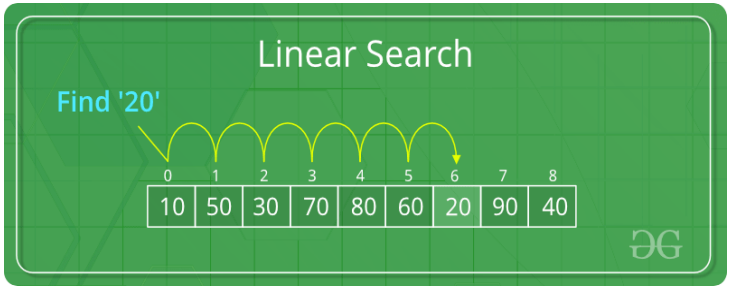
Decomposition is the process of breaking problems down into smaller, more manageable parts.



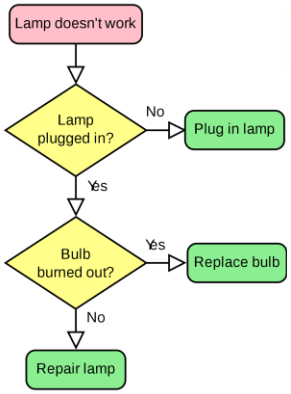
Abstraction is the process of removing unnecessary information and focussing on the important details.

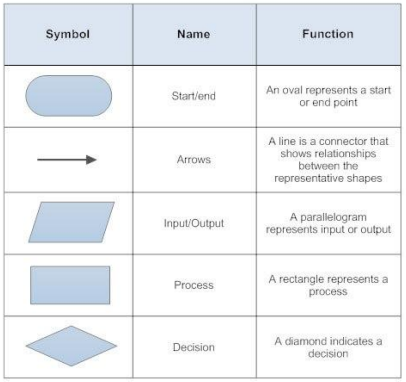
Algorithmic thinking is the process of developing an algorithm to solve a problem.





Algorithms can be expressed using a flowchart or pseudocode






```
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

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

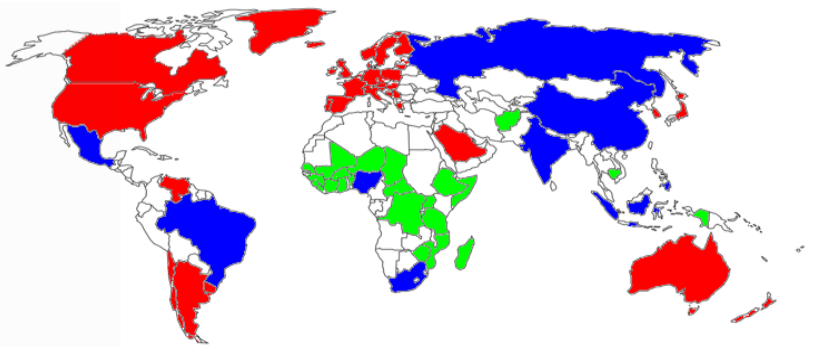
Key word definitions

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

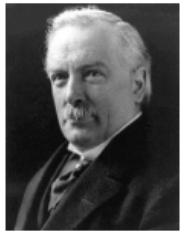
Enrichment Opportunities

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?

What was the impact of the First World War?

Aims of the peacemakers

Georges Clemenceau – Prime Minister of France. Clemenceau was recognised as a tough and uncompromising politician. He wanted to cripple Germany to make sure that it was never powerful enough to attack France again. Clemenceau also wanted to reduce is armed forces and make Germany pay compensation for the damage caused to France.



David Lloyd George – Prime Minister of Britain. Lloyd George was elected by the British public because he promised to make Germany pay. Many young British men had died in the war and the public wanted revenge but Lloyd George was more cautious than Clemenceau. He was concerned that if Germany was treated too harshly they would want revenge.

Woodrow Wilson – President of the USA. Most Americans did not see the need for revenge against Germany. Wilson was concerned that being too strict against Germany would start another war. Wilson was an idealist and saw the way to prevent war as a world parliament called the League of Nations. Wilson had a number of ideas for the future which were called his 'Fourteen Points'.

The Versailles Settlement

These are the key points of the Versailles Settlement.

- Article 231 was the War Guilt Clause – this meant Germany and their allies had to take full responsibility for the war.
- German Army was limited to 100,000 men and conscription was not allowed.
- The Rhineland, between France and Germany, was demilitarised. This meant Germany could not put troops here.
- Germany had to pay war reparations of £6.6 billion.
- Anschluss (political union between Germany and Austria) was forbidden.
- Germany was not allowed any tanks or an air force.
- Germany was not allowed to join the League of Nations.
- The Saar was placed under the control of the League of Nations for 15 years.
- Germany lost 10% of its land including Alsace Lorraine which was handed to France.
- Germany's colonies in Africa were given to the League of Nations to govern as a mandate. This meant Britain and France controlled them.

Other treaties included:
Treaty of Trianon – Hungry
Treaty of Sèvres – Ottoman Empire
Treaty of Neuilly – Bulgaria
Treaty of Saint-Germain – Austria

Impact of the treaty and wider settlement

Germany felt the Treaty of Versailles was unfair and felt humiliated.
There were revolts in Germany when the government signed the Treaty.
The **Wiemar Constitution**, rules for a new democratic Germany are drawn up.

January 1923 – Germany missies a reparations payment and France invades the Rhur (a key German industrial area).
November 1923 – Hyperinflation takes effect and everyday goods increase in price. A loaf of bread costs 200,000 million marks.
August 1924 – America lends Germany 800 million marks to help rebuild their economy (The Dawes Plan).

WESTERN FRONT
Knowledge organiser
Topic 5

The First World War was a turning point in modern medicine. With the new weaponry being designed to produce maximum casualty rates, medicine had to keep up with the constant medical challenges they faced.

Key Dates

KEY BATTLES IN WWI

September 1914: WW1 begins.

Oct-Nov: First Battle of Ypres – The British stopped the Germans from capturing the port of Calais

Apr-May 1915: Second Battle of Ypres – A German attack using Chlorine gas for the first time.

July-Nov 1916: Battle of the Somme – Major attack led French and British to move German troops from Verdun.

Apr-May 1916: Battle of Arras – large scale allied attack. Very high casualties.

July-Nov 1917: Third battle of Ypres – aim to capture Passchendaele ridge near Ypres. The ground turned to mud.

Nov-Dec 1917: Battle of Cambrai – first use of a large number of tanks by the British. 40,000 British casualties

SPRING 1918: The German Spring Offensive – Large scale German attack to bring the war to an end before the Americans arrive.

11 Nov 1918: Germany surrendered and the war ended.

FANY

First Aid Nursing Yeomanry. Founded in 1907, helped the wounded as ambulance drivers and nurses. They supports the Queen Alexandra's nurses trained in Nightingale's image.

RAMC

Royal Army Medical Corps. This organisation organised and provided medical care. It consisted of all ranks from doctors to ambulance drivers and stretcher bearers.

WEAPONS OF WAR

RIFLES- Loaded from a cartridge creating rapid fire. Pointed bullets which drove deeper into the body.	**MACHINE GUNS –** Could fire 500 rounds in a minute. Pierced organs and fractured bones.
ARTILLERY- continuous bombardments which could last weeks and months. Caused ½ of all casualties.	**SHRAPNEL –** exploded mid-air. Caused maximum damage, injured arms and legs. 58% of all wounds.
MUSTARD GAS- odourless gas, worked in 12 hours. Caused blisters & could burn the skin through clothing.	**PHOSGENE GAS-** faster acting than Chlorine but with similar effects. Could kill a person within 2 hours.

INJURIES, WOUNDS AND TREATMENT

MOBILE X-RAY UNITS
6 mobile vans were used throughout the British sector of the Western Front to identify bullets and shrapnel.

BLOOD TRANSFUSIONS
Blood loss was a major problem and so transfusions were used at base hospitals. They used a syringe and tube to transfer blood from patient to donor. Sodium citrate was later added to blood so it could be stored.

THOMAS SPLINT
in 1914 men with a thigh wound had a small chance of survival. In 1915 the Thomas Splint was invented which kept the leg stable while being transported, meaning the survival rate increased to 80%

BRAIN SURGERY
injuries to the brain were almost always fatal. New techniques such as magnets to draw out shrapnel, local anaesthetic to avoid brain swelling and specialist brain hospitals were set up to cope with this injury.

PLASTIC SURGERY
Harold Giles pioneered plastic surgery in WW1. he set up Queens Hospital in Kent in 1917, using skin grafts and jaw splints, wiring and metal replacements to restructure facial injuries

GAS GANGRENE
Infections caused by Gas Gangrene and no aseptic surgery led to amputation to stop the spread of the infection. The Carrel Dakin method was introduced which sterilised a wound before closing it to remove the infection and prevent amputation.

ILLNESSES ON THE WESTERN FRONT

TRENCH FOOT
Caused by waterlogged trenches. Prevented by changing socks regularly and keeping feet dry. Rubbing whale oil into feet.

TRENCH FEVER
Caused by body lice. Prevented by disinfecting clothes with a repellent gel and setting up 'delousing stations' behind the lines.

SHELL-SHOCK
Caused by the stressful conditions of war. This was not well understood and so patients were told to rest or given shock treatment. .

THE EVACUATION ROUTE

STRETCHER BEARERS
These would advance on No Mans Land at night to collect the dead or the wounded, Each battalion had 6 stretcher bearers and it took four men to carry a stretcher.

REGIMENTAL AID POST
These gave immediate first aid. Aimed to get as many men as possible back to the fighting. Could not deal with serious injuries – these patients would move onto the next stage. These were usually located near to the frontline, in communication trenches or abandoned buildings.

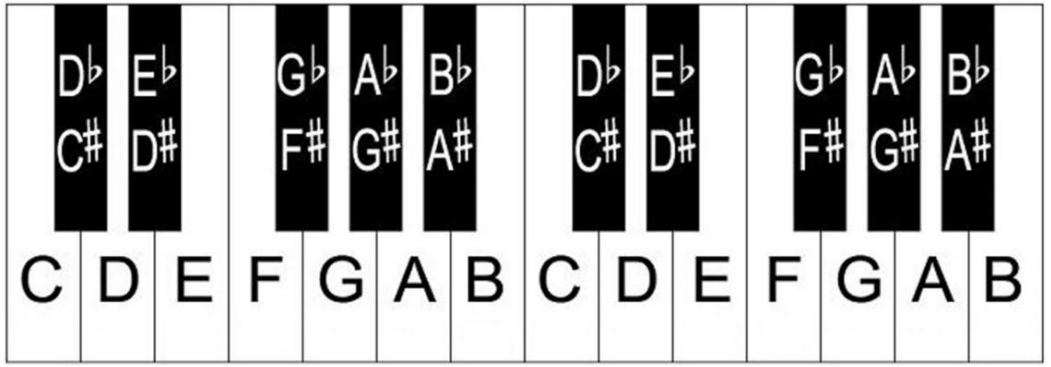
FIELD AMBULANNCE & DRESSING STATION
Field ambulance was a large medical unit with medical officers and support staff. Dressing station was where emergency treatment was given to the wounded.

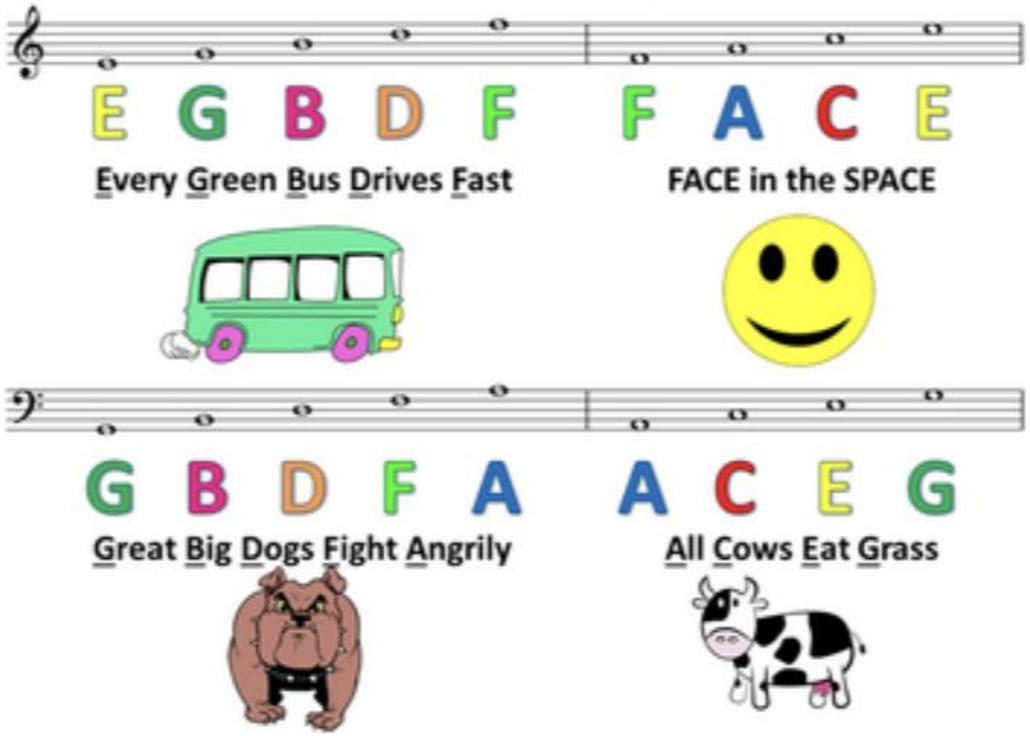
CASUALTY CLEARING STATION
These often dealt with critical injuries. Set up in buildings such as factories and schools. Often near a railway line. Had x-ray machines and wards with beds.

BASE HOSPITALS
Located near the coast so wounded men could be shipped back to Britain. They divided patients up into different wards according to their wounds. This allowed doctors to experiment and specialise in a specific injury.

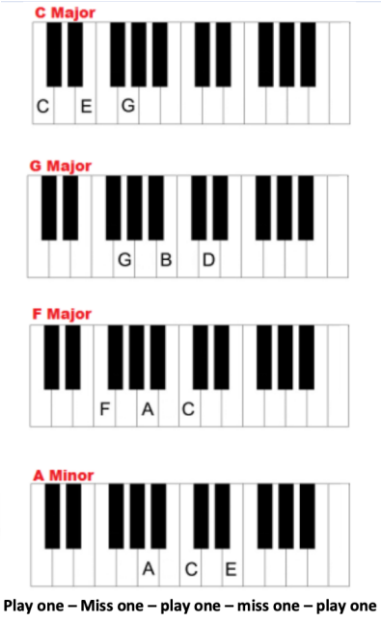
History – How did different people experience WWI?

Piano Keys and Notes





Keyboard Chords



MAD T-SHIRT

Melody – the tune, combination of different pitches of notes

Articulation – the way it is played

Dynamics – how loud the music is

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

Structure – the order in which the music happens

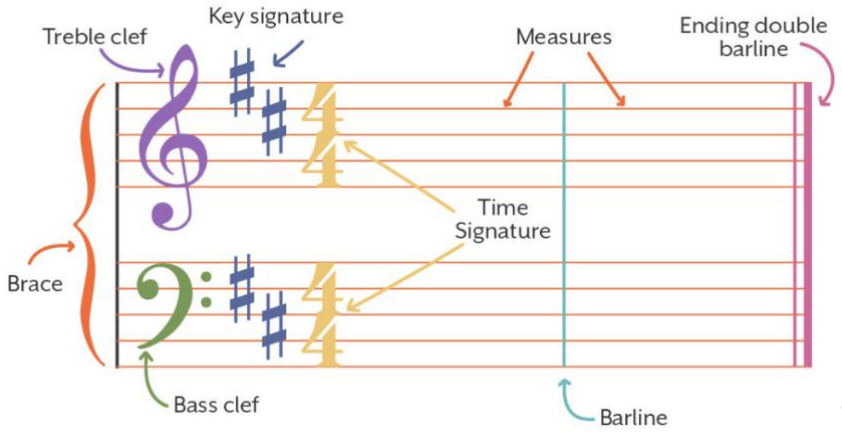
Harmony – How the notes sound together. **Chords,** notes played at the same time

Instrumentation – Ukulele, Vocals

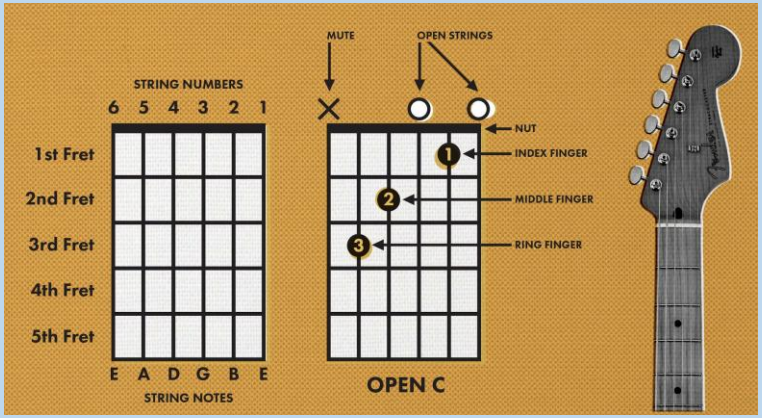
Rhythm and Tempo – combination of long and short notes, fast or slow, **bpm** – Beats Per Minute

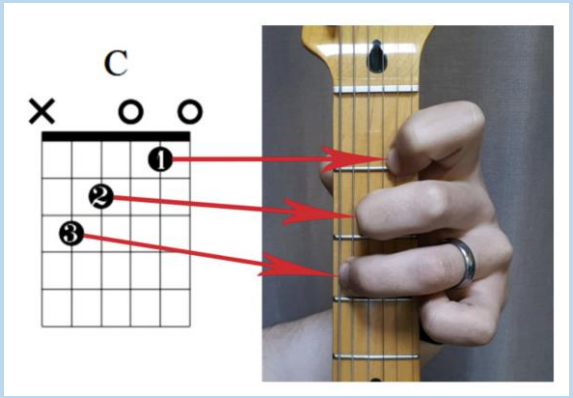
Timbre – the quality of the sound

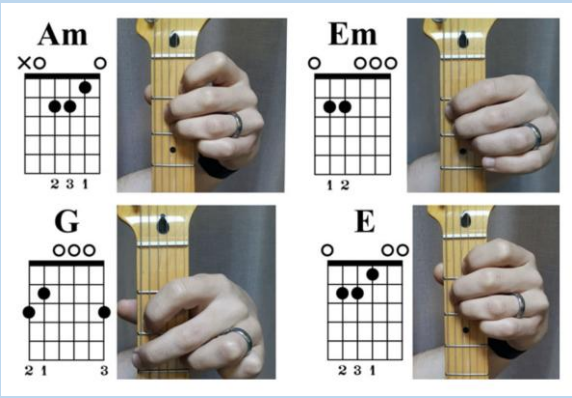
Grand Staff



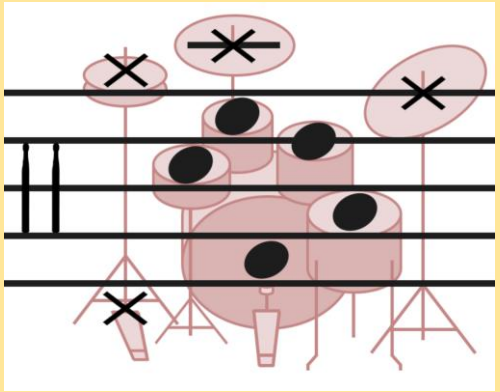
How to read Guitar Chords

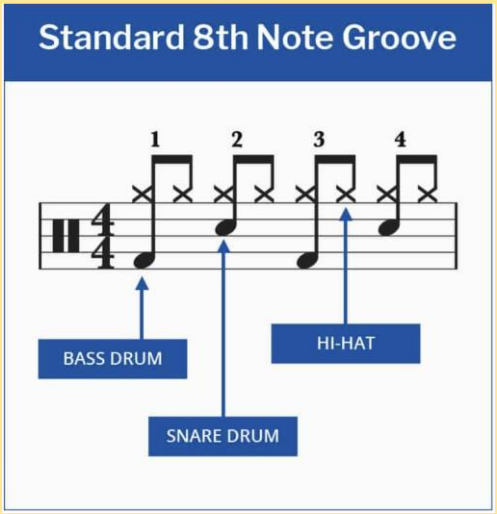


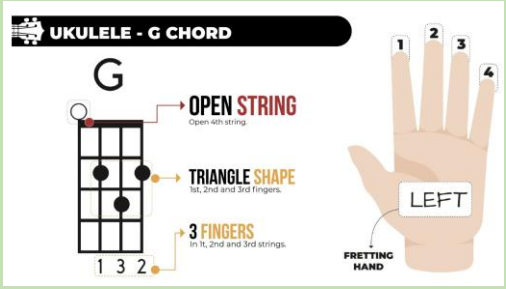


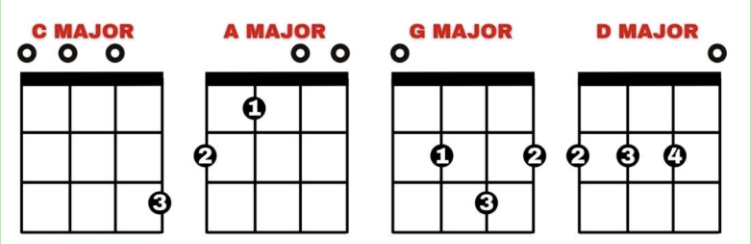


How to read Drum Tab

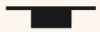
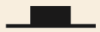
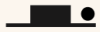








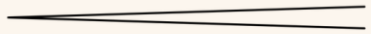
Time values

NOTE	NAME	LENGTH (duration)	REST
	**Semibreve**	4 beats	
	**Minim**	2 beats	
	**Crotchet**	1 beats	
	**Quaver**	½ beats	
	**Semiquaver**	¼ beats	
A dot after the note increases its length by half:			
	**Dotted minim**		
	**Dotted crotchet**		

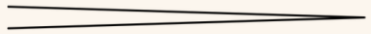
Groups of quavers/semiquavers are usually beamed together:

Dynamics

pp	*p*	*mp*	*mf*	*f*	*ff*
PIANISSIMO	**PIANO**	**MEZZO PIANO**	**MEZZO FORTE**	**FORTE**	**FORTISSIMO**
very soft (v.quiet)	soft (quiet)	moderately soft	moderately loud	loud	very loud



crescendo (cresc.) — gradually getting louder



diminuendo (dim.) — gradually getting quieter

Form and structure

BINARY **A B**

Two sections: A usually ends in a related key (e.g. dominant or relative minor), but B returns to the tonic. B will contain with some change/contrast.

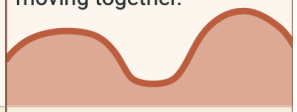
TERNARY **A B A**

Three sections: section B provides a contrast (e.g. new tune key change). A may return exactly or with some slight changes.

RONDO **A B A C A**

A longer form: A returns throughout the piece, with contrasting sections called 'episodes', containing new ideas and using different keys.

Texture

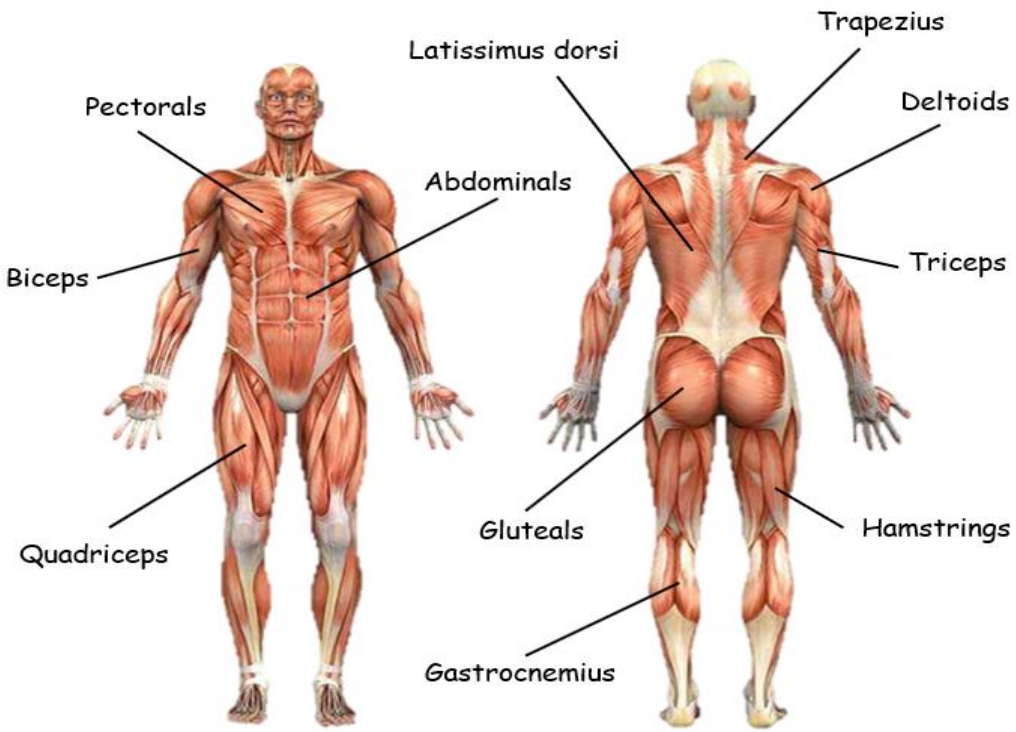
MONOPHONIC	A single melodic line. 
HOMOPHONIC	A chordal style or melody and accompaniment: moving together. 
POLYPHONIC	A more complex (contrapuntal) texture with a number of different lines. 

Tempo

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

The structure of a pop/rock song may include:

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

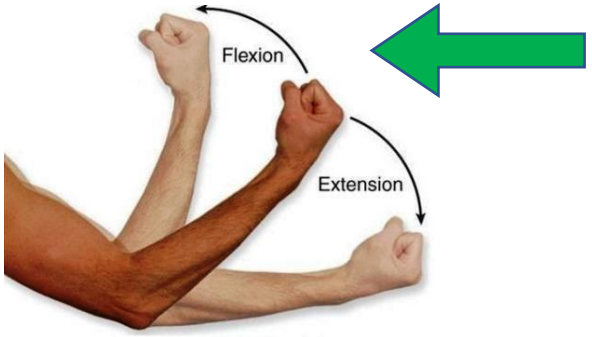


The quadriceps and hamstrings	
	
When we bend the knee the hamstrings contract and the quadriceps relax Agonist = Hamstrings Antagonist = Quadriceps	When we straighten the knee the quadriceps contract and the biceps relax Agonist = Quadriceps Antagonist = Hamstrings

The role of muscles in movement:

- Muscles work together in **pairs** to **provide movement**
- While one muscle **contracts**, the other muscle **relaxes**
- Muscles that work together like this are 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.

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.

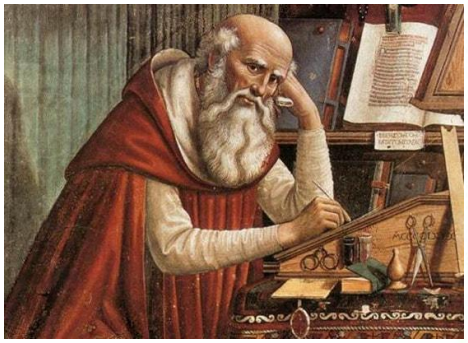
Oppression – malicious or unjust treatment or exercise of power by a government or authority

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.

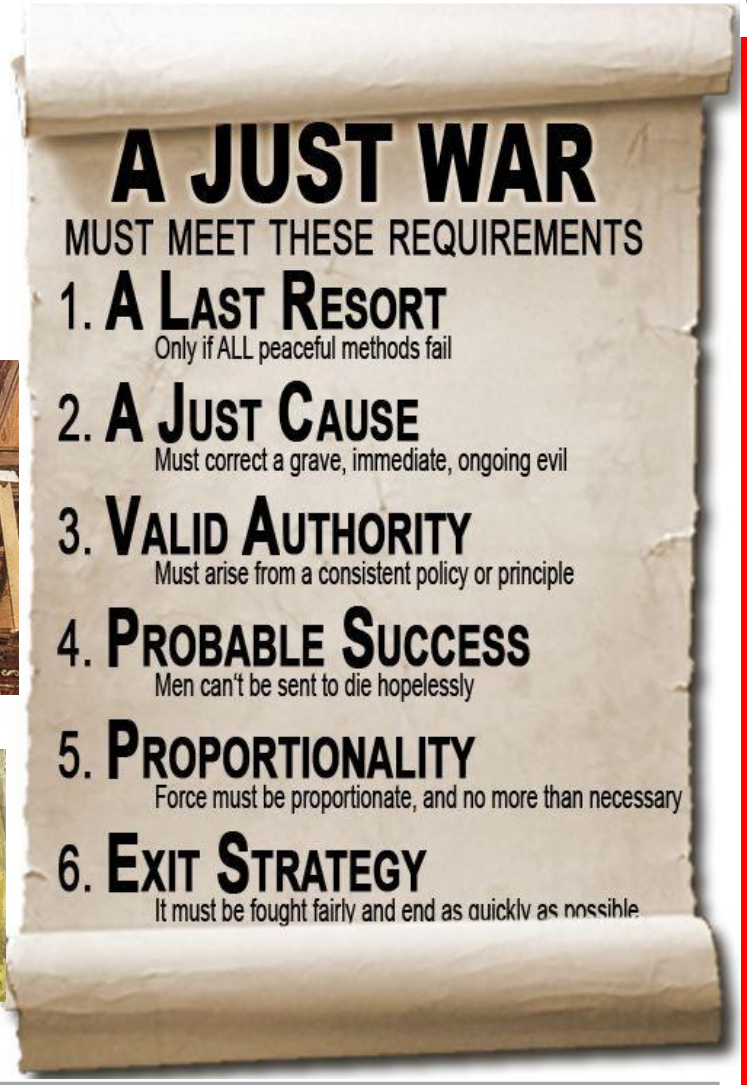
1.2 Just War Theory

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.

Date	KO*	WB*	Case*	Date	KO*	WB*	Case*
1/9				29/9			
2/9				30/9			
3/9				1/10			
4/9				2/10			
5/9				3/10			
8/9				6/10			
9/9				7/10			
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22/9				20/10			
23/9				21/10			
24/9				22/10			
25/9				23/10			
26/9				24/10			

*Knowledge Organiser * Whiteboard * Pencil Case

RUBBER

PENCIL

WHITEBOARD PEN

GREEN PEN

BLACK PEN

You should also have:

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

You should also have when needed:

- Ingredients - PE kit - Completed homework

RULER

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