

Maidenhill School Knowledge Organiser

Year 9 – Term 2



Be kind, Aspire, Persevere, Achieve

Name:

Tutor:

Planner - Term 2



| Week 1 | | Notes | Week 1 | | Notes |
|--|---------------------------|---|--|--|-------|
| Monday 4 th November | | | Monday 18 th November | | |
| Tuesday 5 th November | | | Tuesday 19 th November | | |
| Wednesday 6 th November | | | Wednesday 20 th November | | |
| Thursday 7 th November | | | Thursday 21 st November | | |
| Friday 8 th November | | | Friday 22 nd November | | |
| Week 2 | | Notes | Week 2 | | Notes |
| Monday 11 th November | Anti-Bullying Week | Remembrance Day Y8 Intercommunity matches p3 and 4 | Monday 25 th November | | |
| Tuesday 12 th November | | Odd Socks Day | Tuesday 26 th November | | |
| Wednesday 13 th November | | | Wednesday 27 th November | | |
| Thursday 14 th November | | | Thursday 28 th November | | |
| Friday 15 th November | | | Friday 29 th November | | |



| Week 1 | Notes |
|--|----------------------|
| Monday 2 nd December | |
| Tuesday 3 rd December | |
| Wednesday 4 th December | |
| Thursday 5 th December | |
| Friday 6 th December | |
| Week 2 | Notes |
| Monday 9 th December | |
| Tuesday 10 th December | |
| Wednesday 11 th December | |
| Thursday 12 th December | Christmas Jumper Day |
| Friday 13 th December | |

| Week 1 | Notes |
|--|------------------------|
| Monday 16 th December | |
| Tuesday 17 th December | |
| Wednesday 18 th December | |
| Thursday 19 th December | 6.30pm Winter Showcase |
| Friday 20 th December | |

Notes...

Self-certification / Out of lessons



Self-certification

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

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

| Date | Student signature |
|------|-------------------|
| | |
| | |

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

Student out of lesson record

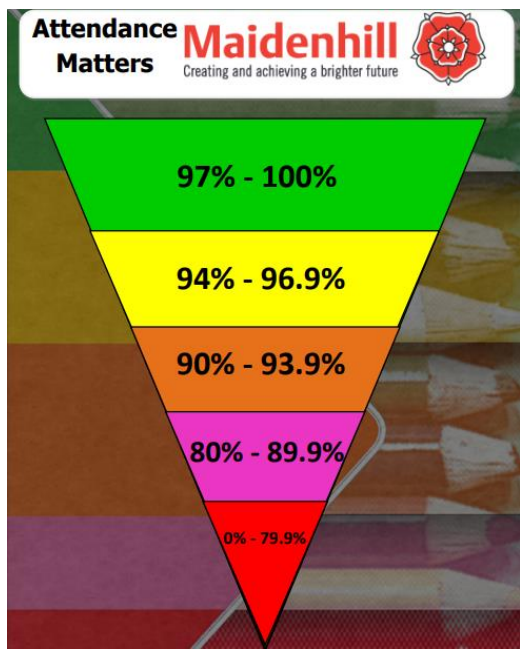
| Date and time | Reason | Staff signature |
|---------------|--------|-----------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

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

Reporting your concerns

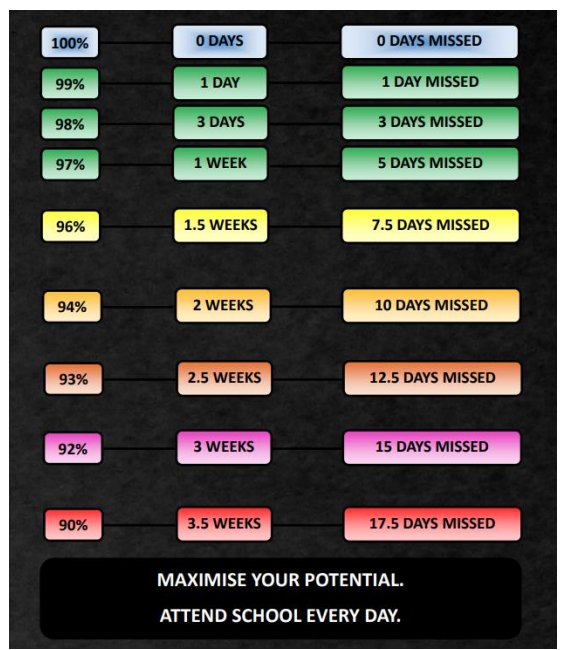


Attendance



Attendance Groups

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



Personal Attendance Record

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

Attendance - Term 2

Home School Agreement and uniform expectations



As a student of the school I will:

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

Student Signature

Maidenhill Uniform

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



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



Maidenhill PE Uniform

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

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



Borrowed uniform items

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

Equipment and acceptable use of the school ICT facilities



Equipment

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

Essential requirements

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

Student property

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

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

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

Network rules

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

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

Always log off before leaving a computer

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

Never give a stranger any information about you or your home

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

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

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

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

Always give credit for information obtained from the internet

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

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

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

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

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





Behaviour for Learning

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

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

Rewards

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

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

Consequences

C2 – This is a verbal warning

C3 – Issued with a BFL detention of 40mins

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

C4 – Isolation in the refocus room

C4e – Educated off site at an alternative provision

C5 – Fixed term suspension

C5 Exclusions

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

Incidents for which a student may be excluded include:

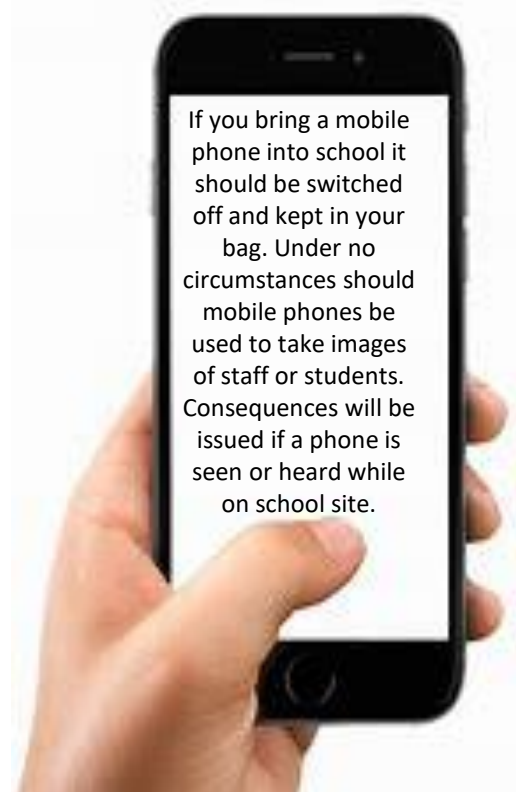
- In possession, under the influence of or dealing in illegal drugs. This also extends to alcohol and other toxic substances
- Serious physical or verbal aggression towards others
- Serious rudeness, defiance, threatening behaviour or inappropriate language towards a member of the school staff
- Anti-social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

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

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

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

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



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

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

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



What is bullying?

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



Bullying includes repeated:

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

Types

- Physical
- Cyber
- Verbal
- Emotional
- Prejudice based

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

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

If you are being bullied, you can expect that:

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

When you are talking about bullying, be clear about:

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



With the support of **Andy and the Odd Socks**

This **ANTI-BULLYING WEEK** we are holding

ODD SOCKS DAY on
TUESDAY 12TH NOVEMBER 2024

Odd Socks Day

Come to school wearing your odd socks to celebrate what makes us all unique!

#OddSocksDay
#AntiBullyingWeek
#ChooseRespect

Design your own odd socks...



WHAT IS ODD SOCKS DAY?

Odd Socks Day is part of Anti-Bullying Week! To celebrate that we are all unique, we ask that you wear odd socks to work, school or wherever you go on Tuesday 12th November. Andy Day (CBeebies/CBBC) and his band Andy and the Odd Socks are partnering with the Anti-Bullying Alliance to help bring Odd Socks Day to life again this year. Have a listen to the brilliant song they have recorded especially for Anti-Bullying Week, 'Choose Respect'.

WHY IS ODD SOCKS DAY IMPORTANT?

The day sends an important message that we should all be allowed to be ourselves free from bullying and helps us celebrate Anti-Bullying Week in a fun and positive way.

WHAT DO WE NEED FROM YOU?

It's so easy! 😊 Here's what you do:

- 1. Make sure you wear odd socks.**
- 2. Donate £1** (or whatever you can afford) to help the Anti-Bullying Alliance carry on important work.
- 3.** If you want to, you can share a photo or video online and feel free to add the 'Choose Respect' audio to your posts! Don't forget to tag us using **#OddSocksDay** **#AntiBullyingWeek** and tag **@ABAonline** and **@AndyOddSock** on X. Or **@AntiBullyingAlliance** and **@AndyandtheOddSocks** on Instagram.

Tuesday
12TH
November



What is Remembrance Day?

Remembrance Day is an annual event, where we remember all the people who have lost their lives while serving in the armed forces. It's also called Armistice Day or Poppy Day.

In Britain, Remembrance Day has been a tradition since the end of the First World War. It's also celebrated in many countries across the globe. People from different backgrounds, cultures, and religions come together to honour Remembrance Day. We remember the bravery and courage of those who fought in the World Wars on Remembrance Day. But, we also commemorate all those who have served in the armed forces since, and those who are serving in the armed forces today.

When is Remembrance Day 2024?

Remembrance Day 2024 will take place on Monday 11th of November. Remembrance Day is celebrated every year on the 11th of November. This is because during WW1, the conflict ended "at the eleventh hour of the eleventh day of the eleventh month".

How is Remembrance Day commemorated in the UK?

From laying Remembrance Day poppy wreaths to watching parades, there are lots of ways that people in Britain commemorate Remembrance Day each year.

One important moment that happens every year on Remembrance Day is a two-minute silence. Held at 11:00 a.m. on the 11th November, the silence takes place across the country.

Colour in
and
reflect...

WE WILL

REMEMBER THEM





REMEMBRANCE DAY

WORD SCRAMBLE

- 1. IMiatyri _____
- 2. reyrBva _____
- 3. taeulS _____
- 4. eesrHo _____
- 5. eebarnemcRm ayD _____
- 6. luBeg _____
- 7. oriaemIM _____
- 8. uoorHn _____
- 9. rhteWa _____
- 10. ccSaierif _____

- 11. mrmeebRe _____
- 12. oypPp _____
- 13. arW _____
- 14. sCors _____
- 15. nvtEehle _____
- 16. eevomrbN _____
- 17. laeMd _____
- 18. eclSnei _____
- 19. yAmr _____
- 20. odrleSi _____



Review Point 1



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



| Subject | Attitude to Learning | Attitude to Homework | Organisation |
|---------|----------------------|----------------------|--------------|
| English | | | |
| Maths | | | |
| Science | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Reflections and Goal Setting

I am proud of

.....

My first key area for development is

.....

I will do this by

.....

My second key area for development is

.....

I will do this by

.....

Student signature

Parent/Carer signature

Tutor signature



Term 2 Task 1

| | | | |
|---|--|--|--|
| Question 1 Estimate $258 \times 27 =$ | Question 2 Estimate $60 \times 47 =$ | Question 3 Work out $\frac{5}{9} \times \frac{1}{6}$ | Question 4 Work out $\frac{2}{11} \times \frac{3}{7}$ |
| Question 5 Work out $\text{£}368.80 \div 8$ | Question 6 Work out $\text{£}585.60 \div 6$ | Question 7 Expand $4x(7x - 11)$ | Question 8 Expand $3x(7 - 5x)$ |
| Question 9 Express 31% as a fraction in its lowest form | Question 10 Express 39% as a fraction in its lowest form | Question 11 Find the highest common factor of 30 and 120 | Question 12 Find the lowest common multiple of 32 and 12 |
| Question 13 Work out $72 \div -8 =$ | Question 14 Work out $-20 \div -2 =$ | Question 15 Complete the ratio $8 : 44 = 1 : ?$ | Question 16 Complete the ratio $4 : 40 = 1 : ?$ |
| Question 17 Solve $8x + 3 = 3x + 18$ | Question 18 Solve $5x - 1 = 3x + 9$ | Question 19 Express 660 as a product of prime factors | Question 20 Express 28 as a product of prime factors |

SKILLS CHECK



Score



Term 2 Task 2

| | | | |
|---|--|--|--|
| Question 1 Estimate $29 \times 71 =$ | Question 2 Estimate $18254 \div 29 =$ | Question 3 Work out $\frac{2}{5} \times \frac{2}{3}$ | Question 4 Work out $\frac{3}{4} \times \frac{1}{2}$ |
| Question 5 Work out $\text{£}393 \div 6$ | Question 6 Work out $\text{£}193.50 \div 3$ | Question 7 Expand $2x(11x + 1)$ | Question 8 Expand $2x(3x - 5)$ |
| Question 9 Express 50% as a fraction in its lowest form | Question 10 Express 85% as a fraction in its lowest form | Question 11 Find the highest common factor of 6 and 15 | Question 12 Find the lowest common multiple of 40 and 30 |
| Question 13 Work out $4 \div -1 =$ | Question 14 Work out $-40 \div -4 =$ | Question 15 Complete the ratio $6 : 48 = 1 : ?$ | Question 16 Complete the ratio $8 : 36 = 1 : ?$ |
| Question 17 Solve $6x + 1 = 4x - 1$ | Question 18 Solve $4x - 1 = 3x + 3$ | Question 19 Express 135 as a product of prime factors | Question 20 Express 8 as a product of prime factors |

SKILLS CHECK



Score



Term 2 Task 3

| | | | |
|---|--|---|--|
| Question 1 Estimate $3755 - 3062 =$ | Question 2 Estimate $4249 - 1546 =$ | Question 3 Work out $\frac{2}{3} \times \frac{1}{2}$ | Question 4 Work out $\frac{5}{8} \times \frac{1}{2}$ |
| Question 5 Work out $£536.90 \div 7$ | Question 6 Work out $£306 \div 4$ | Question 7 Expand $5x(3 - 2x)$ | Question 8 Expand $5x(2x - 5)$ |
| Question 9 Express 70% as a fraction in its lowest form | Question 10 Express 76% as a fraction in its lowest form | Question 11 Find the highest common factor of 16 and 32 | Question 12 Find the lowest common multiple of 36 and 72 |
| Question 13 Work out $20 \div -5 =$ | Question 14 Work out $-8 \times -5 =$ | Question 15 Complete the ratio $16 : 64 = 1 : ?$ | Question 16 Complete the ratio $6 : 30 = 1 : ?$ |
| Question 17 Solve $7x + 2 = 4x - 10$ | Question 18 Solve $4x - 4 = 3x - 3.5$ | Question 19 Express 420 as a product of prime factors | Question 20 Express 144 as a product of prime factors |

SKILLS CHECK



Score



Term 2 Extra Practice 1

| | | | |
|---|--|---|--|
| Question 1 Estimate $20 \times 54 =$ | Question 2 Estimate $123 \times 49 =$ | Question 3 Work out $\frac{5}{6} \times \frac{1}{2}$ | Question 4 Work out $\frac{6}{10} \times \frac{7}{8}$ |
| Question 5 Work out $£311 \div 5$ | Question 6 Work out $£375.60 \div 6$ | Question 7 Expand $5x(3 + 2x)$ | Question 8 Expand $4x(5x - 2)$ |
| Question 9 Express 24% as a fraction in its lowest form | Question 10 Express 27% as a fraction in its lowest form | Question 11 Find the highest common factor of 126 and 140 | Question 12 Find the lowest common multiple of 30 and 40 |
| Question 13 Work out $2 \times -1 =$ | Question 14 Work out $10 \times -1 =$ | Question 15 Complete the ratio $12 : 48 = 1 : ?$ | Question 16 Complete the ratio $8 : 24 = 1 : ?$ |
| Question 17 Solve $6x + 2 = 2x - 14$ | Question 18 Solve $3x + 5 = 2x + 7$ | Question 19 Express 108 as a product of prime factors | Question 20 Express 44 as a product of prime factors |

SKILLS CHECK



Score



Term 2 Extra Practice 2

| | | | |
|---|--|---|--|
| Question 1 Estimate $5902 + 3985 =$ | Question 2 Estimate $45 \times 56 =$ | Question 3 Work out $\frac{2}{8} \times \frac{1}{2}$ | Question 4 Work out $\frac{2}{3} \times \frac{1}{2}$ |
| Question 5 Work out $\text{£}223.50 \div 5$ | Question 6 Work out $\text{£}297.20 \div 4$ | Question 7 Expand $6x(2x + 11)$ | Question 8 Expand $5x(2x - 3)$ |
| Question 9 Express 93% as a fraction in its lowest form | Question 10 Express 91% as a fraction in its lowest form | Question 11 Find the highest common factor of 120 and 135 | Question 12 Find the lowest common multiple of 20 and 30 |
| Question 13 Work out $10 \times -1 =$ | Question 14 Work out $81 \div -9 =$ | Question 15 Complete the ratio $12 : 48 = 1 : ?$ | Question 16 Complete the ratio $6 : 36 = 1 : ?$ |
| Question 17 Solve $4x - 5 = 3x - 3$ | Question 18 Solve $4x + 3 = 3x - 2$ | Question 19 Express 24 as a product of prime factors | Question 20 Express 54 as a product of prime factors |

SKILLS CHECK



Score



Term 2 Extra Practice 3

| | | | |
|---|--|---|--|
| Question 1 Estimate $17671 \div 93 =$ | Question 2 Estimate $4122 \div 19 =$ | Question 3 Work out $\frac{8}{9} \times \frac{1}{2}$ | Question 4 Work out $\frac{4}{8} \times \frac{1}{2}$ |
| Question 5 Work out $\text{£}538.30 \div 7$ | Question 6 Work out $\text{£}150.60 \div 2$ | Question 7 Expand $5x(7 + 5x)$ | Question 8 Expand $3x(11x + 3)$ |
| Question 9 Express 86% as a fraction in its lowest form | Question 10 Express 80% as a fraction in its lowest form | Question 11 Find the highest common factor of 30 and 60 | Question 12 Find the lowest common multiple of 28 and 35 |
| Question 13 Work out $7 \times -6 =$ | Question 14 Work out $4 \times -1 =$ | Question 15 Complete the ratio $10 : 35 = 1 : ?$ | Question 16 Complete the ratio $4 : 32 = 1 : ?$ |
| Question 17 Solve $5x + 4 = 4x + 9$ | Question 18 Solve $4x + 0 = 3x + 2$ | Question 19 Express 504 as a product of prime factors | Question 20 Express 210 as a product of prime factors |

SKILLS CHECK



Score





Task 1

Current reading book:

Date:

Pages read:

What is currently happening?

Task 2

Read this context paragraph, which has been written about, Animal Farm. Using your green pen, correct the SPaG errors. This includes full stops, capital letters, commas and spelling errors.

Animal Farm is a novella by George Orwell published in 1945 It tells the story of animals on a farm who rebel against their human owner to take control of the farm themselves At first the animals dream of creating a fair society where everyone is equal but over time the pigs especially two named Napoleon and Snowball start taking control As they gain more power the pigs become more like the humans they replaced treating the other animals unfairly The book is a symbol of the Russian Revolution and how the leaders who promised equality became corrupt Through this story Orwell shows how power can corrupt people and how political promises can be twisted to control others

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



Task 3

Current reading book:

Date:

Pages read:

What is currently happening?

Task 4

Read the speech below. This speech was delivered by a Old Major in chapter one of Animal Farm. **What DAFORRESTI techniques can you identify? Highlight and label them.**

"Man is the only true enemy we have. Remove Man from the midst, and the root cause of hunger and hardship is gone forever. Man is the only creature that consumes without creating. He does not give milk, he does not lay eggs, he is too feeble to pull the plough, he cannot run fast enough to catch rabbits. And yet, he rules over all the animals. Why should we continue to serve him? Why should we continue to live in misery, working for nothing? He takes our labor, our food, and our freedom. He sets us to work, gives back just the bare bones of what will stop us from starving, and keeps the rest for his selfish self."



Task 5

Current reading book:

Date:

Pages read:

What is currently happening?

Task 6

Read the descriptive sentences below. The writer has used the senses to create clear images for the reader.

Can you fill in the blanks? (You don't have to use individual words; phrases are encouraged.)

1. The _____ _____ fields stretch out under a _____ sky, with the red-roofed barn standing tall. As the story progresses, the once well-kept farm starts to look _____ and chaotic, especially as the pigs take over and humans return.



2. The air is filled with _____ . Cows lowing, sheep bleating, and chickens clucking. At night, the silence is broken by _____ and the _____ . Later, the harsh barks of guard dogs and the squealing of pigs dominate, drowning out the voices of the other animals.
3. The fresh scent _____ fills the farm, mixed with the _____ smell of the barn. After the rebellion, the stench of sweat, mud, and animal waste becomes stronger as the farm falls into _____ and the animals are overworked.

Which senses have been used?

- 1.
- 2.
- 3.



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.*

100 Colorful Words to Use in Place of "Said"

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

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

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

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

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

Metaphors
Identifies something as being the same as something else.

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

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

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

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

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

Fiction...

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

Non-fiction...

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





Conjunctions

Addition

Further
Also
Too
Besides
Finally
Last
Additionally
In addition
Then

Summary

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

Place

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

Example

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

Comparison

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

Time

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

PUNCTUATION

QUESTION MARK

?

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

EXCLAMATION MARK

!

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

PERIOD

.

Use at the end of a sentence.

COLON

:

Use to introduce a list or a definition.

APOSTROPHE

'

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

PARENTHESIS

()

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

HYPHEN

-

Use to join separate words to make one word.

COMMA

,

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

QUOTATIONS

" "

Use around words that are spoken.

ELLIPSIS

...

Use to show suspense or that someone is thinking.

SEMICOLON

;

Use to connect subjects and verbs into a single sentence.

THERE

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

THEIR

(Shows ownership)
Their cat is the sweetest.

THEY'RE

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

Verbs to sharpen your analysis

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





1.1 Key Vocabulary

Allegory: a narrative that contains a hidden meaning, typically a moral or political one.

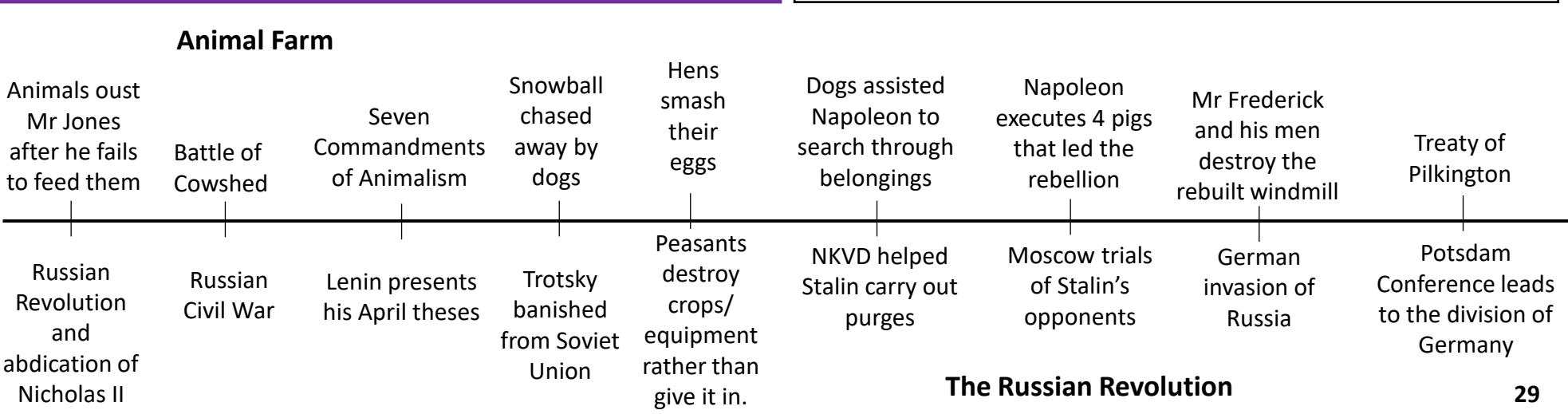
Dystopia: an imagined state or society in which there is great suffering or injustice, typically one that is totalitarian or post-apocalyptic.

1.2 Contextual Knowledge

The Russian Revolution

- Orwell wrote the controversial novel as an allegorical tale that links with the history of the Soviet Union.
- The Bolsheviks were a revolutionary party, committed to the communist ideas of Karl Marx. They believed that the working classes would liberate themselves from the control of the ruling classes. Lenin led the Bolshevik party. He was supported by Trotsky, who created a militia and they overthrew the Government in 1917.
- After Lenin died, Stalin came into power. He would not let anyone come in his way, so he exiled Trotsky. Stalin became a tyrannical leader; he controlled the media, set up labour camps and forced farmers into 'collectivisation' – anyone who disagreed was murdered. There was a huge food shortage and many more died.

1.3 Russian Revolution Timeline vs Animal Farm



1.4 Contextual Knowledge: Characters

Old Major stands for Vladimir Lenin.

Snowball represents the intellectual revolutionary Leon Trotsky.

Napoleon stands for Stalin, while the dogs are his secret police.

The horse Boxer stands in for the proletariat, or working class.

1.5 Key Quotes

Challenge yourself to annotate these quotes:

- "All men are enemies. All animals are comrades."
- "'I have no wish to take life, not even human life,' repeated Boxer, and his eyes were full of tears."
- "Napoleon is always right."
- "The human beings did not hate Animal Farm any less now that it was prospering; indeed, they hated it more than ever."
- "They were always cold, and usually hungry as well."
- "Besides, in those days they had been slaves and now they were free, and that made all the difference, as Squealer did not fail to point out."

1.6 Literature: Extract Question

What is it? Some of your GCSE questions will include extract questions. You will be given an extract from a moment in the novel. You will be asked a question about the extract and the rest of the novel. You will have revised quotations to help you answer the question.



1.5 Example Question

How is Napoleon presented in this extract and the rest of the novel?

Napoleon took no interest in Snowball's committees. He said that the education of the young was more important than anything that could be done for those who were already grown up. It happened that Jessie and Bluebell had both whelped soon after the hay harvest, giving birth between them to nine sturdy puppies. As soon as they were weaned, Napoleon took them away from their mothers, saying that he would make himself responsible for their education. He took them up into a loft which could only be reached by a ladder from the harness-room, and there kept them in such seclusion that the rest of the farm soon forgot their existence. The mystery of where the milk went to was soon cleared up. It was mixed every day into the pigs' mash. The early apples were now ripening, and the grass of the orchard was littered with windfalls. The animals had assumed as a matter of course that these would be shared out equally; one day, however, the order went forth that all the windfalls were to be collected and brought to the harness room for the use of the pigs. At this some of the other animals murmured, but it was no use. All the pigs were in full agreement on this point, even Snowball and Napoleon.

1.7 Petal Paragraph Structure

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

1.7 Example Petal Paragraph

How is Boxer presented?

Example PETAL paragraph: *Boxer is described as the strongest animal on the farm, a hard worker and very trustworthy. His presence encourages the majority of the other animals to also work hard. Orwell describes his power clearly when describing him as, 'An enormous beast, nearly eighteen hands high, and as strong as any two ordinary horses put together' which shows he could have been a very influential member of the farm. However, his lack of education reflected the working class during the Russian Revolution. Accepting of their role and happy to go along with orders, even if it meant they wouldn't benefit much from it. The fact that he's described as so strong is ironic because Boxer is one of the characters treated the worst by the pigs. They take advantage of his impressive work ethic and only they benefit. When he is of no more use, he is sold to the glue factory.*

1.8 Key Words

Instead of 'shows'

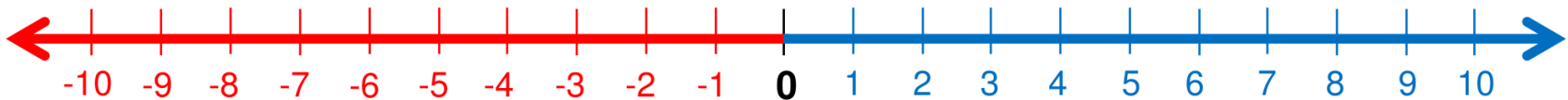
Highlights
Suggests
Implies
Insinuates
Reiterates
Displays
Describes
Portrays
Emphasises
Introduces

Tentative Language

Could
Might
May
Possibly
Potentially

Key Phrases

'An alternative interpretation, could be...'
'The word 'x' suggests...'
'The use of 'x' emphasizes...'
'The author may have intended...'
'The effect on the reader may be...'



Multiplication Table Grid 1-12

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



Maths Algebra Unit 2

What do I need to be able to do?

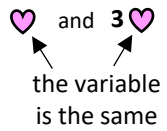
- By the end of this unit you should be able to:**
- Understand like and unlike terms
 - Simplify algebraic expressions
 - Be able to substitute into single and two step function machines.
 - Multiply and divide expressions with indices

Keywords

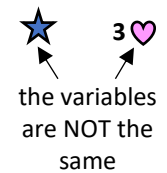
- Simplify:** grouping and combining similar terms
Term: a single number or variable
Like: variables that are the same are 'like'
Coefficient: a multiplicative factor in front of a variable e.g. 5x (5 is the coefficient, x is the variable)
Expression: a maths sentence with a minimum of two numbers and at least one math operation (no equals sign)
Product: multiply terms

Like and unlike terms

Like terms are those whose variables are the same



are **like** terms



are **unlike** terms

Examples and non-examples

Like terms
 y, 7y
 2x², x²
 ab, 10ba
 5, -2

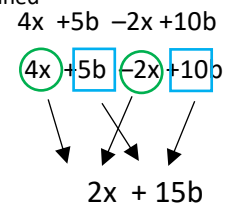
Un-like terms
 y, 7x
 2x², 2c²
 ab, 10a
 5, -2t

Note here ab and ba are commutative operations, so are still like terms

Collecting like terms (156-157)

The \equiv symbol means equivalent to. It is used to identify equivalent expressions

Collecting like terms
 Only **like terms** can be combined



Common misconceptions

$$2x + 3x^2 + 4x \equiv 6x + 3x^2$$

Although they both have the x variable x² and x terms are un-like terms so cannot be collected

Multiply expressions with indices (158)

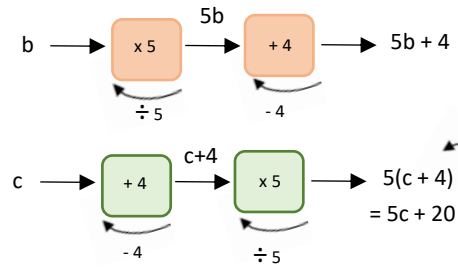
$$4b \times 3a \equiv 4 \times b \times 3 \times a \equiv 4 \times 3 \times b \times a \equiv 12 ab$$

$$5t \times 9t \equiv 5 \times t \times 9 \times t \equiv 5 \times 9 \times t \times t \equiv 45 t^2$$

$$2b^4 \times 3b^2 \equiv 2 \times b \times b \times b \times b \times 3 \times b \times b \equiv 2 \times 3 \times b \times b \times b \times b \times b \times b \equiv 6 b^6$$

There are often misconceptions with this calculation but break down the powers

Two step function machines



IMPORTANT
 Calculate the value at the end of each operation

NOTE:
 The whole first output is multiplied by 5

Enrichment Opportunities

'Perimeter expressions'
<https://nrich.maths.org/7283>



Maths Algebra Unit 2

What do I need to be able to do?

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

- Form Expressions
- Expand and factorise single brackets
- Substitute values into expressions and formulae

Substitution into expressions (780)

$4y$ ← 4 lots of 'y'

If $y = 7$ this means the expression is asking for 4 'lots of' 7

e.g. : $y - 2 = 7 - 2 = 5$

$4y = 28$

Divide expressions with indices (159)

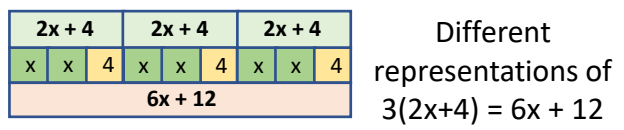
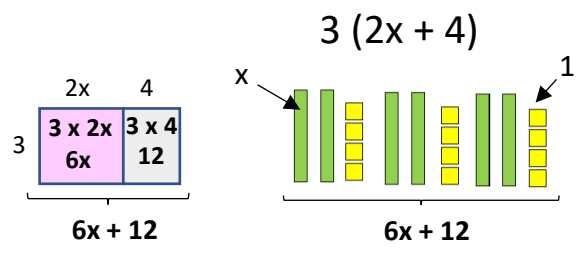
$$\frac{24}{36} \rightarrow \frac{\cancel{2} \times \cancel{2} \times 2 \times \cancel{3}}{\cancel{2} \times 3 \times \cancel{2} \times \cancel{3}} \rightarrow \frac{2}{3}$$

$$\frac{5a^3b^2}{15ab^6} \rightarrow \frac{\cancel{5} \times a \times a \times a \times \cancel{b} \times \cancel{b}}{3 \times \cancel{5} \times \cancel{a} \times \cancel{b} \times \cancel{b} \times \cancel{b} \times \cancel{b} \times \cancel{b} \times \cancel{b}} \rightarrow \frac{a^2}{3b^4}$$

Cross cancelling factors shows cancels the expression

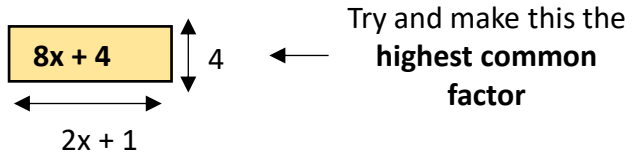
$\left. \begin{array}{l} 23a^7y^2 \\ 5db^6 \end{array} \right\}$ This expression cannot be divided (cancelled down) because there are no common factors or similar terms

Multiply single brackets (160)



Factorise into a single bracket (168)

$8x + 4$



The two values **multiply** together (also the area) of the rectangle

Note:
 $8x + 4 \equiv 4(2x + 1)$ $8x + 4 \equiv 2(4x + 2)$
 This is factorised but the HCF has not been used

Keywords

- Substitute:** replace a variable with a numerical value
- Equivalent:** something of equal value
- Highest Common Factor (HCF):** the biggest factor (or number that multiplies to give a term)

Enrichment Opportunities

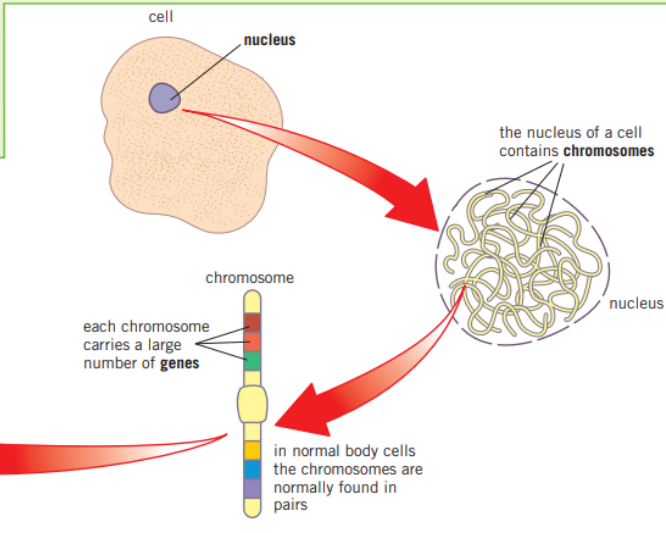
'The simple life'
<https://nrich.maths.org/13207/note>

'Hollow Squares'
https://nrich.maths.org/hollow_squares



Chromosomes

The nucleus of a cell contains chromosomes.
Each chromosome carries a large number of genes made of DNA molecules.



Stem cells in medicine

A stem cell is an undifferentiated cell that can develop into one or more types of specialised cell.
There are two types of stem cell in mammals: **adult stem cells** and **embryonic stem cells**.
Stem cells can be **cloned** to produce large numbers of identical cells.

| Type of stem cell | Where are they found? | What can they differentiate into? | Advantages | Disadvantages |
|-----------------------------|--|--|---|--|
| adult stem cells | specific parts of the body in adults and children – for example, bone marrow | can only differentiate to form certain types of cells – for example, stem cells in bone marrow can only differentiate into types of blood cell | <ul style="list-style-type: none"> fewer ethical issues – adults can consent to have their stem cells removed and used an already established technique for treating diseases such as leukaemia relatively safe to use as a treatment and donors recover quickly | <ul style="list-style-type: none"> requires a donor, potentially meaning a long wait time to find someone suitable can only differentiate into certain types of specialised cells, so can be used to treat fewer diseases |
| embryonic stem cells | early human embryos (often taken from spare embryos from fertility clinics) | can differentiate into any type of specialised cell in the body – for example, a nerve cell or a muscle cell | <ul style="list-style-type: none"> can treat a wide range of diseases as can form any specialised cell may be possible to grow whole replacement organs usually no donor needed as they are obtained from spare embryos from fertility clinics | <ul style="list-style-type: none"> ethical issues as the embryo is destroyed and each embryo is a potential human life risk of transferring viral infections to the patient newer treatment so relatively under-researched – not yet clear if they can cure as many diseases as thought |
| plant meristem | meristem regions in the roots and shoots of plants | can differentiate into all cell types – they can be used to create clones of whole plants | <ul style="list-style-type: none"> rare species of plants can be cloned to prevent extinction plants with desirable traits, such as disease resistance, can be cloned to produce large numbers of identical plants fast and low-cost production of large numbers of plants | <ul style="list-style-type: none"> cloned plants are genetically identical, so a whole crop is at risk of being destroyed by a single disease or genetic defect |

Therapeutic cloning

In therapeutic cloning

- cells from a patient's own body are used to create a cloned early embryo of themselves
- stem cells from this embryo can be used for medical treatments and growing new organs
- these stem cells have the same genes as the patient, so are less likely to be rejected when transplanted.

Key terms

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

adult stem cell binary fission cell cycle
 chromosome clone daughter cells embryonic stem cell
 gene meristem mitosis nucleus therapeutic cloning

Enrichment Opportunities

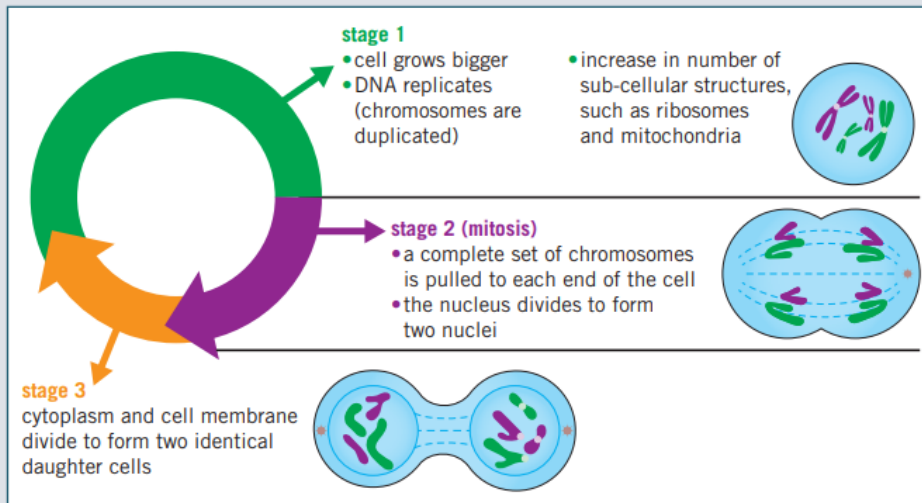
<https://kids.britannica.com/students/article/stem-cell/544349>
<https://www.bbc.co.uk/bitesize/guides/znbp2sg/revision/7>

The cell cycle

Body cells divide to form two identical **daughter cells** by going through a series of stages known as the **cell cycle**.

Cell division by **mitosis** is important for the growth and repair of cells, for example, the replacement of skin cells. Mitosis is also used for asexual reproduction.

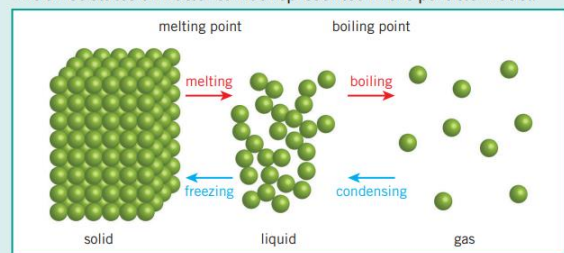
There are *three* main stages in the cell cycle:





Particle model

The three states of matter can be represented in the particle model.



(HT only) This model assumes that:

- there are no forces between the particles
- that all particles in a substance are spherical
- that the spheres are solid.

The amount of energy needed to change the state of a substance depends on the forces between the particles. The stronger the forces between the particles, the higher the melting or boiling point of the substance.

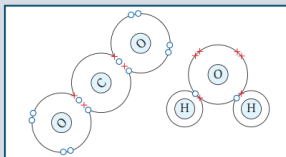
Covalent bonding

Atoms can share or transfer electrons to form strong chemical bonds. A **covalent bond** is when electrons are *shared* between **non-metal** atoms. The number of electrons shared depends on how many extra electrons an atom needs to make a full outer shell.

If you include electrons that are shared between atoms, each atom has a full outer shell.

Single bond = each atom shares one pair of electrons.

Double bond = each atom shares two pairs of electrons.



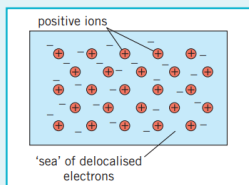
Metals: structure and properties

The atoms that make up metals form layers. The electrons in the outer shells of the atoms are **delocalised** – this means they are free to move through the whole structure.

The positive metal ions are then attracted to these delocalised electrons by the electrostatic force of attraction.

Some important properties of metals are:

- pure metals are **malleable** because the layers can slide over each other
- they are good **conductors** of electricity and of thermal energy because delocalised electrons are free to move through the whole structure
- they have high melting and boiling points because the electrostatic force of attraction between metal ions and delocalised electrons is strong so lots of energy is needed to break it.

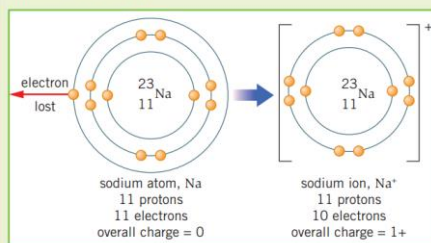


Enrichment Opportunities

<https://teachchemistry.org/classroom-resources/ionic-covalent-bonding-simulation>

Ions

Atoms can gain or lose electrons to give them a full outer shell. The number of protons is then different from the number of electrons. The resulting particle has a charge and is called an **ion**.



Conductivity

Solid ionic substances do not conduct electricity because the ions are fixed in position and not free to carry charge.

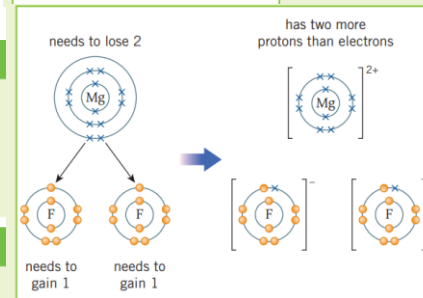
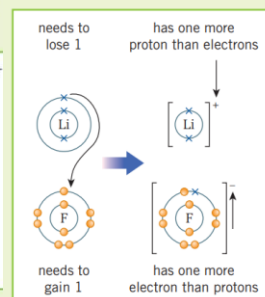
When melted or dissolved in water, ionic substances do conduct electricity because the ions are free to move and carry charge.

Melting points

Ionic substances have high melting points because the electrostatic force of attraction between oppositely charged ions is strong and so requires lots of energy to break.

Ionic bonding

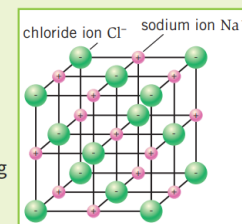
When metal atoms react with non-metal atoms they **transfer** electrons to the non-metal atom.



Metal atoms lose electrons to become positive ions. Non-metal atoms gain electrons to become negative ions.

Giant ionic lattice

When metal atoms transfer electrons to non-metal atoms you end up with positive and negative ions. These are attracted to each other by the strong **electrostatic force of attraction**. This is called ionic bonding.

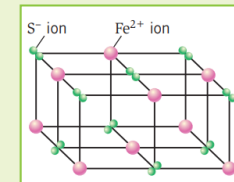


The electrostatic force of attraction works in all directions, so many billions of ions can be bonded together in a 3D structure.

Formulae

The formula of an ionic substance can be worked out

- 1 from its bonding diagram:
for every one magnesium ion there are two fluoride ions – so the formula for magnesium fluoride is MgF_2
- 2 from a lattice diagram:
there are nine Fe^{2+} ions and 18 S^{2-} ions – simplifying this ratio gives a formula of FeS_2



Covalent structures

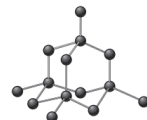
There are three main types of covalent structure:

Structure and bonding

Giant covalent

Many billions of atoms, each one with a strong covalent bond to a number of others.

An example of a giant covalent structure is diamond.



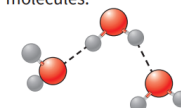
High melting and boiling points because the strong covalent bonds between the atoms must be broken to melt or boil the substances.

This requires a lot of energy. Solid at room temperature.

Small molecules

Each molecule contains only a few atoms with strong covalent bonds between these atoms. Different molecules are held together by weak **intermolecular forces**.

For example, water is made of small molecules.



Low melting and boiling points because only the intermolecular forces need to be overcome to melt or boil the substances, not the bonds between the atoms.

This does not require a lot of energy as the intermolecular forces are weak.

Normally gaseous or liquid at room temperature.

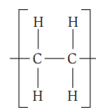
Large molecules

Many repeating units joined by covalent bonds to form a chain.

The small section is bonded to many identical sections to the left and right. The 'n' represents a large number.

Separate chains are held together by intermolecular forces that are stronger than in small molecules.

Polymers are examples of long molecules.



Melting and boiling points are low compared to giant covalent substances but higher than for small molecules.

Large molecules have stronger intermolecular forces than small molecules, which require more energy to overcome.

Normally solid at room temperature.

Properties

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.**

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



Sugar Skulls



Day of the Dead (Día de los Muertos) is a Mexican celebration when families gather to honor the memory of deceased loved ones on November 1 and 2. Spirits are guided home to enjoy offerings left for them on meticulously crafted altars. Its roots are a fusion of traditions found in Europe and Mesoamerica, particularly the ancient Aztec empire.

DIA DE LOS MUERTOS CELEBRATION

The altar is a complex creation with incredible symbolism as each element carries specific meaning. Here are the most important elements and what they mean.

POUDRE RIVER PUBLIC LIBRARY DISTRICT
CONNECT TO CURIOSITY

Levels
"Ofrendas" can be made up of two, three or seven levels.
2 LEVELS represent the division between the earth and the sky.
3 LEVELS represent the sky, the earth and the underworld.
7 LEVELS are the most common and relate to the seven levels that a soul must traverse before reaching heaven (or hell). It also relates to the Seven Deadly Sins.

Fire
Fire in the form of candles and torches are symbols of our love for our deceased relatives and guiding lights for their spirits.

Paper
"Ofrendas" usually have "papel picado" or tissue paper, typically in yellow and purple. Made into intricate designs. They are a representation of the union between life and death.

Flowers
Flowers are not just a beautiful visual addition to the altar.
YELLOW FLOWERS, or **empusauchi**, are a guide for the spirits into the mortal world.
WHITE FLOWERS represent the sky, while **PURPLE FLOWERS** are the traditional color of mourning in Mexico.

Incense
A chalice with incense or copal (an aromatic tree resin used in indigenous ceremonies) is placed on the altar. It is a way to purify the souls of the dead and ward off evil spirits.

Water
A glass of water is often placed on the altar to quench the thirst of the deceased and strengthen them for their return journey.

Salt
Salt is usually placed on a plate and stops the souls of the deceased from being corrupted by earthly temptations.

Banquet
To celebrate the arrival of your deceased loved ones, a banquet of their favorite food and drink items is placed as an offering.

Typical Food
As well as the deceased's favorite food items, altars usually contain traditional Day of the Dead food items such as Pan de Muerto, rice, mole, pumpkin, sugar cane, jicama and oranges - the fruits of the season.

Calaveras:
"Calaveras" or skulls are representations of deceased relatives. Made of sugar or chocolate and often consumed by kids after the celebration, they are an example of the Mexican ability to celebrate, mock, and play with death.

White Cross:
A cross made of slaked lime is drawn on the ground under the altar. It originally represented the four cardinal points corresponding to the four elements. Now it is also a representation of the Christian cross.



Altars



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, e.g., grasses, bark, pebbles, rushes, leaves, clay, stone, wood
- made materials, e.g., fabric, card, cardboard, clay tiles, plastic, bronze, metal, wire, glass
- reclaimed materials, e.g., made for one purpose and used again for another purpose
- visual qualities, e.g., shape, form, texture, colour, pattern
- Different materials will give different tactile qualities, e.g., 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

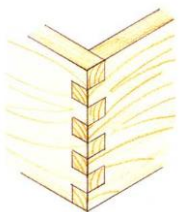
Tools & Equipment

| Name of tool | Picture | What the tool is used for |
|-----------------------|---|---|
| Tenon Saw |  | Cuts accurate straight lines in small pieces of wood and provides 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. |

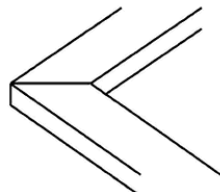
Polymers

| 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 hulls, 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.

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

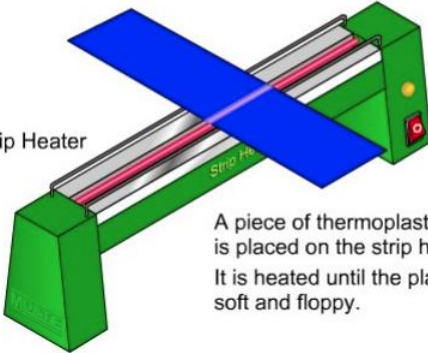
Try these websites to support you

www.youtube.com/watch?v=pojJlMo8U2I

www.educationquizzes.com/ks3/d-and-t/resistant-materials-02/

Line Bending

Heat until soft → Bend → Hold until cool



Strip Heater

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

Key words:

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

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.

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.

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.



Trapping air/Aerating:

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

Example: sponge cake, swiss roll and meringues

Stretch & Challenge:

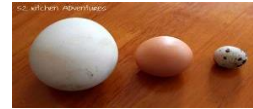
Use website: www.foodafactoflife.org.uk Click: 11-14years- food commodities- Eggs- Functional properties of foods- Understanding the Science behind the food.

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.



Raising Agents

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



Farming Methods

Caged / battery:

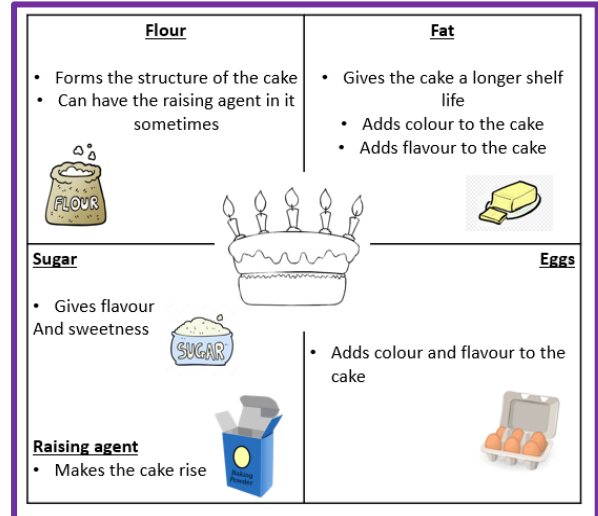
- Hens are kept indoors in cages. Light, food and temperature are all controlled to maximise egg laying. Fertilisers/medication are sometimes used. This is the cheapest method of egg production.

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.



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

Cake making 39 methods

Photography

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



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

THE LANGUAGE OF PHOTOGRAPHY

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



WHAT YOU'LL LEARN

Introduction to Portrait Photography:

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

Composition and Framing:

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

Lighting Techniques:

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

Post-Processing:

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

Storytelling:

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

Angle and Perspective:

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

Digital Filters and Effects:

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

Enrichment: Explore the history of photography

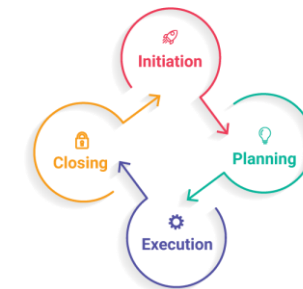
<https://www.tate.org.uk/art/art-terms/p/photography>



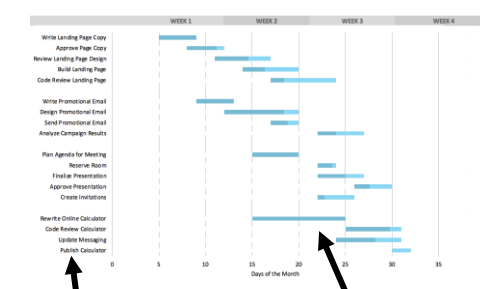
Database Key Terminology

| | |
|----------------|--|
| Database | A file that consists of one or more tables and the supporting objects used to get data into and out of the fields |
| Field | A basic entity, data element, or category, such as a book title or telephone number |
| Record | A complete set of all of the data about one person, place, event, or idea |
| Table | A collection of records |
| Primary key | The field that makes each record in a table unique |
| Query | A database object that enables you to ask questions about the data stored in a database and returns the answers in the order from the records that match your instructions |
| Form | An interface that enables you to enter or modify record data |
| Report | A printed document that displays information professionally from a database |
| Datasheet View | A grid containing columns and rows where you add, edit, and delete records in a database table |
| Design View | Displays the infrastructure of a table, form, or report without displaying the data |
| Text | Stores alphanumeric data, such as a student's name or address |
| Number | Contains a value that can be used in a calculation, such as the number of credits a student has earned |
| Autonumber | A special data type that Access uses to assign the next consecutive number each time you add a record |
| Date/Time | Hold formatted dates or times and allows the values to be used in date or time arithmetic |
| Currency | Can be used in a calculation and is used for fields that contain monetary values |
| Yes/No | Assumes one of two values, such as Yes or No, True or False, or On or Off |
| Filter | Condition that helps you find a subset of data meeting your specifications |

Project Life Cycle



Scheduling using a GANTT chart



Tasks Duration of tasks

Database testing

How will you ensure that your database works?

| What am I testing? | How did I test that? | Outcome | Completed? |
|---------------------------|---|--|------------------------------------|
| Is database easy to use? | Look at my database to see if there were enough buttons for the user to get around; | I need add buttons to all of all of my forms, queries and reports. | No, I need to improve my database. |
| Does my search form work? | Clicked on my search form button. And entered, Spain, UAE, USA | | |
| Do all my queries work | | | |

Table Design Query Design Report Design Form Design

1 to many relationship

Enrichment Opportunities

Codecademy: <https://www.codecademy.com/learn/learn-sql>
 W3Schools: <https://www.w3schools.com/sql/>
 Microsoft access support: <https://support.microsoft.com/en-us/office/access-video-training-a5ffb1ef-4cc4-4d79-a862-e2dda6ef38e6>

Design Element Features

Acting

- VTAPPE FEMPIG
- Blocking – where you stand and move on stage
- Emotional journey – what emotions your character feels through the play
- Learning Lines – crucial to a good performance. Learn them by going over them a little but often using a cover and repeat method, the first letter method (above) or by running them with friends and family.

Set Design

- Naturalistic or non naturalistic
- Location – how do you show where it is set?
- Mood / atmosphere – how will the audience feel?
- Colour / texture
- Sightlines – can the audience see everything?

Costume Design

- Shape / cut – what design is it?
- Material / fabric – what is it made from?
- Colour – what do you want to tell the audience?

Lighting Design

- Colour - what do you want to tell the audience?
- Coverage – how much of the stage is covered
- Intensity – how bright it is
- Edges – a clear hard edge or a hazy soft edge
- Gobo/specials – patterned cut outs or any other lights

Extension and Further Info

Learning Lines



Topic Objectives

- To develop and rehearse a script extract for performance
- To use acting, directing and design elements in a professional way
- To perform the extract to the class using all the skills from KS3

Year 9 Assessment Criteria

| Performing | Analysing | Devising | Drama Roles | Drama Techniques |
|---|---|--|---|---|
| <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 |



Armistice Day

History

- In 1914 Germany invaded France starting World War I. For almost four years, France and its allies fought against the advance of Germany.
- Armistice Day is a day to remember soldiers who lost their lives in World War I, and subsequent wars.
- On the 11th November 1918, an armistice treaty was signed to end the hostilities of World War I. This is why Armistice Day occurs on the 11th November each year.
- The ceasefire to end World War I came into effect at 11 minutes past the 11th hour on November 11th.
- A law was approved on October 24th 1922 to make November 11th a public holiday in France.

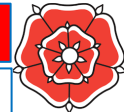
General Information

- Armistice Day is a public holiday in France, meaning there is no school or work.
- Special church services are held to remember those who died in World War I and subsequent wars.
- The unknown soldier, *le soldat inconnu*, was an unknown fallen soldier from WWI. Although his name was unknown, he represents and honours more than a million French soldiers who died in the conflict.
- The body of the unknown soldier was buried under the Arc de Triomphe on 11th November 1920. This soldier serves as a symbol to all those who died in WWI.
- The Arc de Triomphe is at the heart of Armistice Day as many public figures, including France's president, lay wreaths and flowers there and at war memorials around the country.
- Each town in France has its own ceremony to celebrate Armistice Day.
- Many people wear black or dark clothes to show respect for the fallen soldiers.
- Children in France often recite a poem as a symbol of remembrance. You can find the most popular poem on the right of this page.
- The French national flag, *le tricolor*, plays an important role in Armistice Day. It is often displayed at half-mast or on flag poles held diagonally by military service people.
- In France, the blue cornflower, *le bleuet*, is worn to represent Armistice Day, but not as widely as the poppy is in the UK.

Enrichment Opportunities

[FRENCH ARMISTICE DAY - November 11, 2023 - National Today](#)

Armistice Day poem – *Le dormeur du val* by Arthur Rimbaud

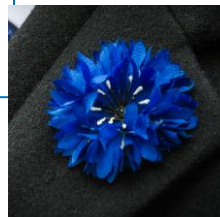


C'est un trou de verdure où chante une rivière
Accrochant follement aux herbes des haillons
D'argent ; où le soleil, de la montagne fière,
Luit : c'est un petit val qui mousse de rayons.

Un soldat jeune, bouche ouverte, tête nue,
Et la nuque baignant dans le frais cresson bleu,
Dort ; il est étendu dans l'herbe, sous la nue,
Pâle dans son lit vert où la lumière pleut.

Les pieds dans les glaïeuls, il dort. Souriant comme
Sourirait un enfant malade, il fait un somme :
Nature, berce-le chaudement : il a froid.

Les parfums ne font pas frissonner sa narine ;
Il dort dans le soleil, la main sur sa poitrine
Tranquille. Il a deux trous rouges au côté droit.

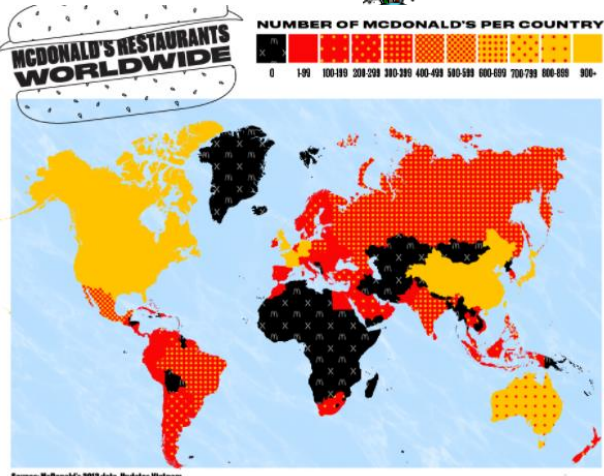
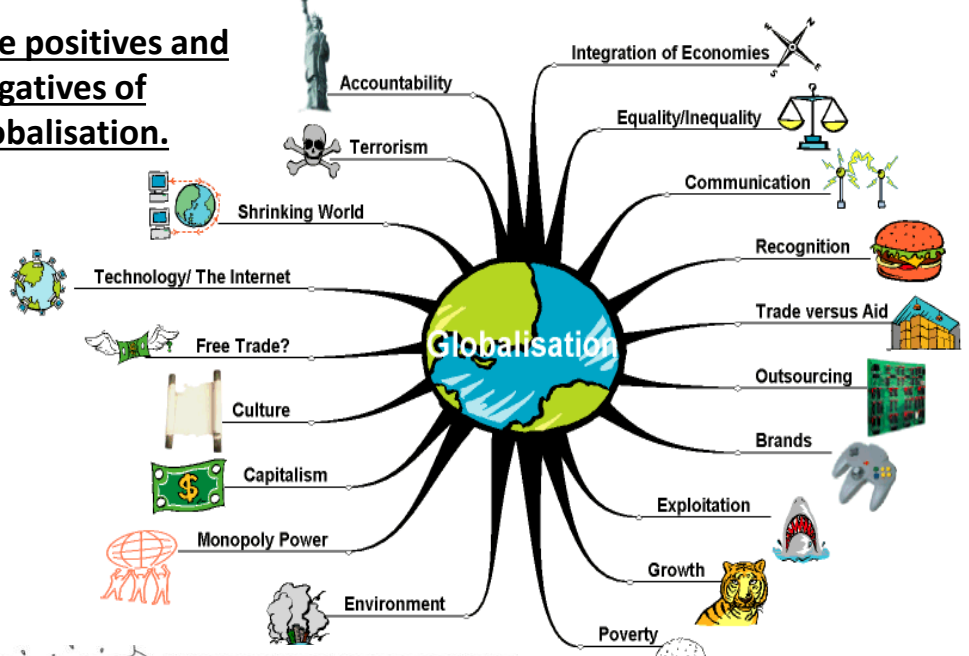




Key word definitions

- Consumer** – someone who buys something.
- Exploitation** - the action of treating someone unfairly in order to benefit from their work.
- Export** – goods sent out of a country.
- Deindustrialisation** – countries close their factories due to cheaper competition from abroad.
- Globalisation** - flows of people, ideas, money and goods are making an increasingly complex global web of interdependence that links people from distant continents together.
- Import** – goods coming into a country.
- Interdependence** - when countries rely on each other and work together.
- Inward investment** - when a foreign company invests in a country, perhaps by building a factory or a shop.
- Marketing** - the action of a business promoting and selling products and services.
- Multinational company (MNC)** - companies that operate in two or more countries
- Multiplier effect** - an effect in economies in which spending and investment encourages growth of business and economy.
- Outsourcing** - to get a product or service from a supplier that is outside of the company.
- Sweatshops** – a factory or workshop, especially in the clothing industry, where manual workers are employed at very low wages for long hours and under poor conditions.
- Trade** – the buying and selling of goods and services between different countries around the world.
- World Trade Organisation (WTO)** - an international organisation concerned with the regulation of world trade.

The positives and negatives of globalisation.



Number of McDonald's restaurants per country as of 2012

Revenue = The Sale of Goods/Services

=



Enrichment Opportunities:
Research the positive and negative impacts of an alternative MNC of your choice and create a table.

Extra challenge: Break the impacts down into social, economic and environmental. Are they a sustainable company?



1.1 Key Dates

| | |
|-----------|---|
| 1848 | Karl Marx released his Communist Manifesto which introduced the idea of Communism. |
| 1897 | The National Union of Women's Suffrage is formed by Millicent Fawcett, its members become known as the suffragists. |
| 1903 | The Women's Social and Political Union is formed by Emmeline Pankhurst, its member become known as the suffragettes. |
| 1914-1918 | First World War takes place and many women directly support the war effort. |
| 1918 | Representation of the People Act is passed this grants all men over the age of 21 and all women over the age 30 who owned property the right to vote. |
| 1918 | The Communist party of Russia take power overthrowing Tsar Nicholas II. |
| 1922 | Mussolini and his Fascist party take control of Italy. |
| 1933 | Hitler becomes Chancellor of Germany, he goes on to create a Fascist Dictatorship. |
| 1949 | China becomes a Communist County. |
| 1959 | Fidel Castro and his Communist party take over Cuba. |
| 1975 | Pol Pot took power in Cambodia with support of China and the rural Cambodian population. |



Do you want to know more?

Read: Suffragette: The Battle for Equality by David Roberts

Watch: BBC Fours 'The Suffragettes': <https://www.youtube.com/watch?v=qTPquhaRxUw>

Listen: In Our Time 'Suffragism': <https://www.bbc.co.uk/sounds/play/b00jggg8>



1.2 Key Terms/ Concepts

| | |
|---------------------|--|
| Democracy | A system of government voted by the whole population or all the eligible members of a state, typically through elected representatives. |
| Dictatorship | A dictatorship is an autocratic form of government which is characterised by a leader, or a group of leaders, who hold governmental powers with few to no limitations. |
| Communism | A theory or system of social organisation in which all property is owned by the community and each person contributes and receives according to their ability and needs. |
| Fascism | Fascism is a far-right, authoritarian, ultranationalist political ideology and movement. |
| Revolution | A forcible overthrow of a government or social order, in favour of a new system. |
| Franchise | The word used to describe someone having the right to vote. |
| Suffragists | A group aiming to achieve the right to vote for women through constitutional, peaceful means. |
| Suffragettes | A group aiming to achieve the right to vote for women through, potential unlawful and violent means. |
| Protest | An expression or declaration of objection, disapproval, or dissent, often in opposition to something a person is powerless to prevent or avoid. |
| Propaganda | Information, especially of a biased or misleading nature, used to promote a political cause or point of view. |
| Election | A formal and organised choice by vote of a person for a political office or other position. |

1.3 Key People

| | |
|--------------------------|---|
| Adolf Hitler | Leader of the Nazi party who seized control of Germany in 1933. |
| Benito Mussolini | The Italian leader of the Fascists and Dictator of Italy. |
| Vladimir Lenin | Led the Communist revolution in Russia (1918). |
| Karl Marx | A philosopher who devised the concept of Communism. |
| Emeline Pankhurst | Founder of the Suffragettes. |
| Pol Pott | Led the Cambodian Communist Revolution. |
| Mao Zedong | Led the Chinese Communist Revolution. |
| Fidel Castro | Led the Cuban Communist Revolution. |

1.4 Left to right Pott, Mao and Castro



Film Music

| Creating Happy / Light Music | Creating Sad / Dark Music |
|---|--|
| Rising Melodies: Tunes that get higher in pitch | Descending Melodies: Tunes that get lower in pitch |
| High Pitch: High notes | Low Pitch: Low notes |
| Bright Timbres: Bright sounds | Smooth Timbres: Smooth sounds |
| Lively Rhythms: Energetic, jumpy, fast moving, short notes etc. | Simple Rhythms: Slower moving, longer notes, uncomplicated |
| Loud Dynamics: Loud volume | Soft Dynamics |
| Fast Tempo | Slow Tempo |
| Major Scales / Chords | Minor Scales / Chords Diminished Scales / Chords |

Drum sequencing



Chord Sequences

| Title | Example in the Key of C | | | | Where can you hear it? |
|------------------------------------|-------------------------|----|----|---|---|
| | C | G | Am | F | |
| The Most Popular Chord Progression | C | G | Am | F | Adele – Someone Like You |
| Sad But Uplifting | Am | G | F | G | Lady Gaga – Marry the Night |
| The Storyteller | C | F | Am | G | Demi Lovato – Skyscraper |
| Jazz It Up | C | Am | Dm | G | Arctic Monkeys – Fluorescent Adolescent |

MAD T-SHIRT

Melody – the tune, combination of different pitches of notes

Articulation – the way it is played

Dynamics – how loud the music is

Texture – layers of sound

Homophonic/Polyphonic

Structure – the order in which the music happens

Harmony – How the notes sound together.

Chords, notes played at the same time

Instrumentation – Ukulele, Vocals, Bass, Guitar

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

Timbre – the quality of the sound

Composition

Stretch

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



Secure

- Can combine rhythm, tempo and pitch accurately
- Can identify and compose using basic musical structures such as Verse/Chorus
- Can compose using a variety of instruments including technology
- Can explore correct use of instrumentation

Performing

Stretch

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



Secure

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

Evaluating

Stretch

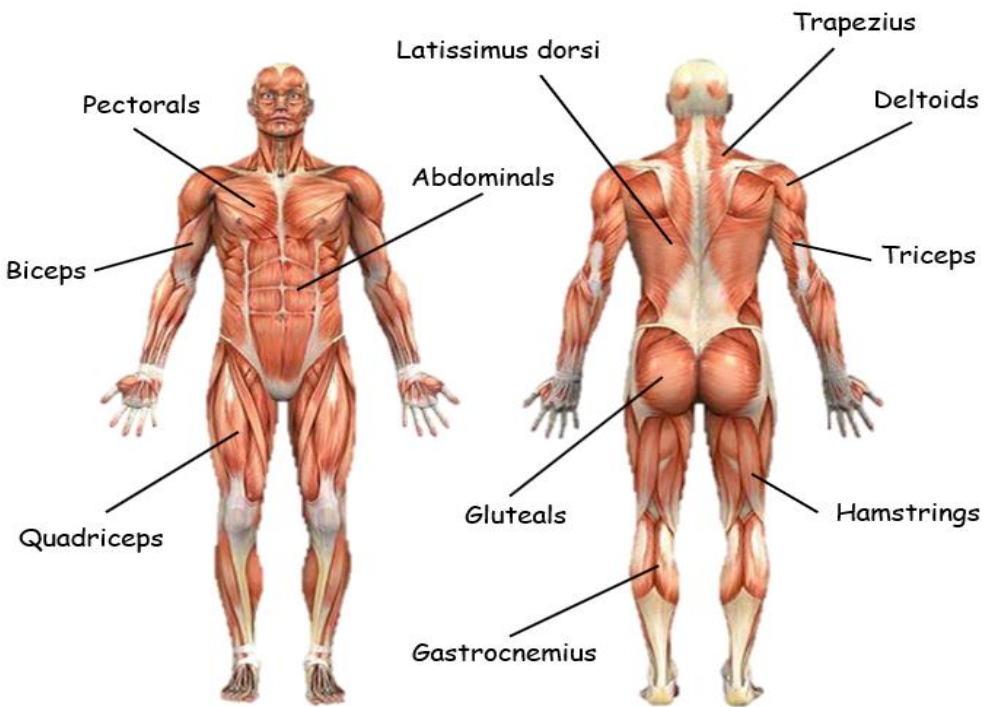
- Can identify targets to improve your own and others work
- Can identify elements of music when listening to music using correct terminology, MAD T-SHIRT
- Can reflect and improve your work throughout a project



Secure

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

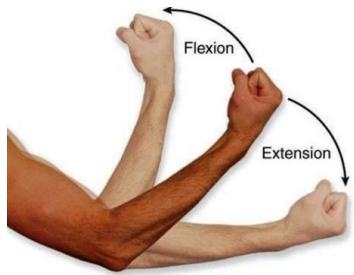




| The quadriceps and hamstrings | |
|--|--|
| | |
| When we bend the knee the hamstrings contract and the quadriceps relax | When we straighten the knee the quadriceps contract and the biceps relax |
| Agonist = Hamstrings Antagonist = Quadriceps | Agonist = Quadriceps Antagonist = Hamstrings |

The roles of muscles in movement:

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



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

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

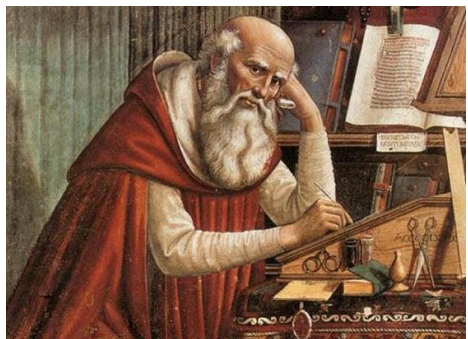


1.1 Key Vocabulary

| |
|---|
| 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 Augustine (a theologian and philosopher), on the rules around going to war. Augustine argued that war could be allowed if certain conditions were met. Aquinas put those into 6 principles:



^ Augustine of Hippo



^ St. Thomas Aquinas

A JUST WAR
MUST MEET THESE REQUIREMENTS

- A LAST RESORT**
Only if ALL peaceful methods fail
- A JUST CAUSE**
Must correct a grave, immediate, ongoing evil
- VALID AUTHORITY**
Must arise from a consistent policy or principle
- PROBABLE SUCCESS**
Men can't be sent to die hopelessly
- PROPORTIONALITY**
Force must be proportionate, and no more than necessary
- EXIT STRATEGY**
It must be fought fairly and end as quickly as possible

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 is 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*. The 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.