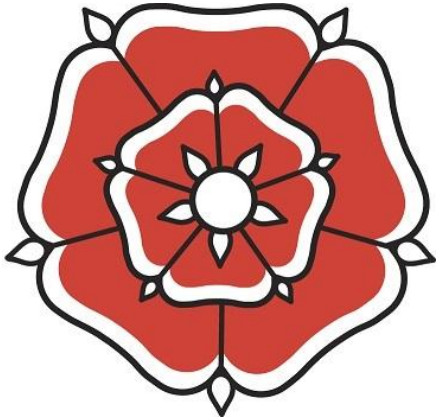
Maidenhill School Knowledge Organiser

Year 9 – Term 4



Be kind, Aspire, Persevere, Achieve

Name:	Tutor: 9

Planner

Week 2	Notes
Monday 23rd February	
Tuesday 24th February	
Wednesday 25th February	
Thursday 26th February	
Friday 27th February	

Week 1	Notes	
Monday 2nd March	Options Assessment Week	
Tuesday 3rd March		
Wednesday 4th March		
Thursday 5th March		
Friday 6th March		

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

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

Planner

Week 2	Notes
Monday 23rd March	
Tuesday 24th March	
Wednesday 25th March	Y9 RP2 published
Thursday 26th March	
Friday 27th March	

Options Assessment Week

	9A	9D	9E	9I	9M	9N
Monday 2nd March		RS	Geog	Geog	Geog	RS
Tuesday 3rd March	History	History		History	RS	History
Wednesday 4th March	RS		History RS		History	Geog
Thursday 5th March	Geog	Geog		RS		

	9MA	9MD	9ME	9MI	9MM	9MN
Monday 2nd March		French	French			
Wednesday 4th March	French			French	French	French

	JSO	SCL	AST
9N	Friday 6th March CR3	Friday 6th March CR4	Tuesday 10th March CR4
9S	Friday 6th March CR3	Friday 6th March CR4	Friday 20th March CR4

Options Assessment Week

Self-certification / Out of lessons

Self-certification

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

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

Date	Time	Student signature

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

NSPCC CHILD PROTECTION HELPLINE 0808 800 5000

ChildLine 0800 1111

Student out of lesson record

Date and time	Reason	Staff signature

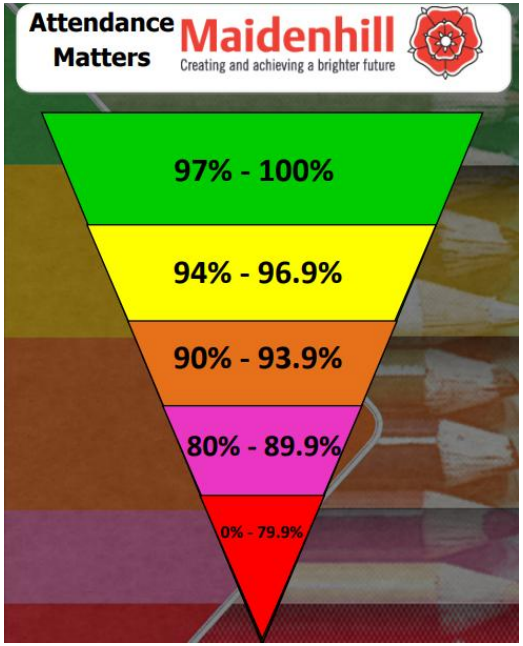
Have a problem? Worried about someone or something? Need someone to talk to? Scan the QR code and let us know.

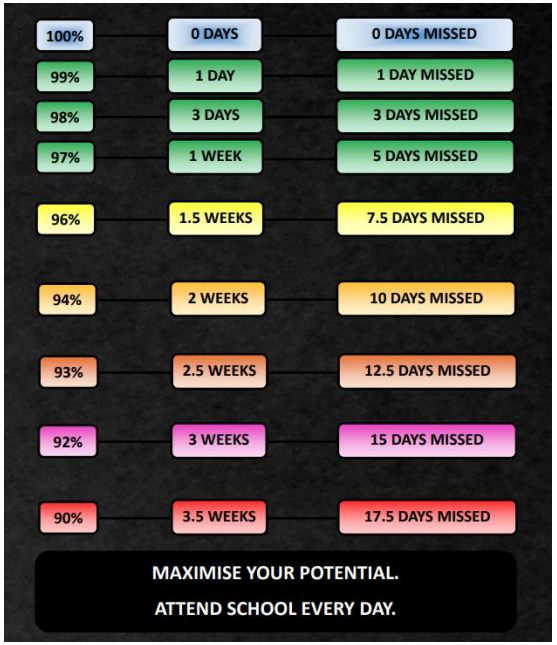
Reporting your concerns

Self-certification / Out of lessons

Attendance Matters

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





Personal Attendance Record

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

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

- **NO JEWELLERY**
- Red Maidenhill PE polo shirt
- Red Maidenhill hooded jumper
- Optional Rugby shirt
- Options for the lower half:
  - Plain black shorts with less than 5cm logos
  - Black tracksuit bottoms with less than 5cm logos
  - Maidenhill leggings
  - Maidenhill skort
  - Plain black leggings with no logos

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

Home School Agreement and Uniform

Equipment and acceptable use of the school ICT facilities

Equipment

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

Essential requirements

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

Student property

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

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

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

Network rules

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

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

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

Behaviour for Learning

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

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

Rewards

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

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

Consequences

C2 – This is a verbal warning

C3 – Issued with a BFL detention of 40mins

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

C4 – Isolation in the refocus room

C4e – Educated off site at an alternative provision

C5 – Fixed term suspension

Be kind, Aspire, Persevere, Achieve

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

Incidents for which a students may be excluded include:

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

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

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

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

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

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

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

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

Behaviour for Learning

Bullying

What is bullying?

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

Bullying includes repeated:

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

Types

- Physical
- Cyber
- Verbal
- Emotional
- Prejudice based

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

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

When you are talking about bullying, be clear about:

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

If you are being bullied, you can expect that:

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

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

Review Point 2

	Attitude to Learning		Attitude to homework		Organisation	
Outstanding because student…	…always engages with activities showing resilience when challenged …actively seeks ways to improve work and responds effectively to feedback …demonstrates consistently high levels of effort and focus	Consistent Persevere, Aspire, Achieve	…always demonstrates high levels of determination and motivation …works hard to proof-read homework for spelling, punctuation and grammar (SPAG) …shows great pride in their presentation of homework	Quality homework	…is always on time to lessons and enters the classroom ready to learn …always brings correct equipment … always meets deadlines and is well prepared for tests, assessments and exams	No equipment or late marks
Good because student…	…engages with activities often showing resilience when challenged …improves their work by responding to feedback …demonstrates high levels of effort and focus		…often demonstrates determination and motivation …proof-reads homework for spelling, punctuation and grammar (SPAG) …shows pride in their presentation of homework	Homework completed	…is on time to lessons and enters the classroom ready to learn …brings the correct equipment …meets deadlines and is prepared for tests and exams	
Not yet good because student…	…sometimes engages with learning activities but can be passive …responds to feedback but doesn't always work hard enough at this …sometimes demonstrates high levels of effort and but not consistently		…sometimes demonstrates determination but sometimes effort is below expectation …checks homework for spelling, punctuation and grammar (SPAG) but could put more effort into this …could take more pride in their presentation of homework		…does not always arrive on time and/or is not always ready to learn. …sometimes forgets to bring the correct equipment for learning …sometimes does not meet deadlines and/or is not prepared for tests and exams	
Urgent improvement required because student…	…rarely engages with learning activities but not at the standard expected …rarely improves their work by responding to feedback and doesn't put enough effort into this …can make poor choices regarding behaviour and/or disrupts the learning of others	C3 Behaviour / C3 Inadequate Learning Profile / C3r	…rarely demonstrates determination and effort is often below expectation …makes insufficient effort to proof-read for spelling, punctuation and grammar (SPAG) …rarely takes pride in their presentation of homework	C3 Homework not completed	…is often late to lessons and/or often enters the classroom not ready to learn … often lacks the correct equipment …often misses deadlines and/or is often unprepared for tests and exams	Equipment and late marks
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.	

Review Point 2

Review Point 2

Subject	Attitude to Learning	Attitude to Homework	Organisation
English			
Maths			
Science			

Reflections and Goal Setting

I am proud of

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My first key area for development is

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I will do this by

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My second key area for development is

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I will do this by

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Student signature ……

Parent/Carer signature ……

Tutor signature ……

Review Point 2

Review Point 2

Subject	Attitude to Learning	Attitude to Homework	Organisation
English			
Maths			
Science			

Reflections and Goal Setting

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Student signature ……

Parent/Carer signature ……

Tutor signature ……

Review Point 2

Tutor time – Maths Task 1

Question 1 Find 10% of £40	**Question 2** Find 55% of £80	**Question 3** Factorise 42 - 66x	**Question 4** Factorise 4 + 6x
Question 5 Solve 6x + 3 = 18	**Question 6** Solve 5(4x - 5) = 155	**Question 7** Express 540 as a product of prime factors	**Question 8** Express 432 as a product of prime factors
Question 9 Find the median 15, 8, 19, 21, 18, 17	**Question 10** Calculate the mean 5, 3, 5, 2, 80	**Question 11** Work out $2 \times (8 + 5^2)$	**Question 12** Work out $12 \times (6 + 3^2)$
Question 13 Work out 16 ÷ 0.1 =	**Question 14** Work out 8.1 ÷ 0.9 =	**Question 15** Make x the subject of the formula $y = x + a$	**Question 16** Make x the subject of the formula $y = ax$
Question 17 Express 20% as a fraction in its lowest form	**Question 18** Express as a percentage $\frac{5}{25}$	**Question 19** Where does the line y = x - 1 cross the y-axis?	**Question 20** Where does the line y = x - 10 cross the y-axis?

SKILLS CHECK

Score

Tutor time – Maths Task 1

Tutor time – Maths Task 2

Question 1 Find 10% of £180	**Question 2** Find 40% of £900	**Question 3** Factorise 42x - 18	**Question 4** Factorise 28 - 12x
Question 5 Solve 13x + 5 = 83	**Question 6** Solve 4(3x - 2) = 112	**Question 7** Express 24 as a product of prime factors	**Question 8** Express 3360 as a product of prime factors
Question 9 Find the median 2.3, 0.9, 2.5, 0.7, 1.6, 1	**Question 10** Calculate the mean 3, 2, 2, 2, 86	**Question 11** Work out $4 \rangle\ 5 + 2$	**Question 12** Work out $2 \times (6 + 3) \times 6$
Question 13 Work out 18 ÷ 0.2 =	**Question 14** Work out 17 ÷ 0.5 =	**Question 15** Make x the subject of the formula $y = x - a$	**Question 16** Make x the subject of the formula $y = \frac{x}{a}$
Question 17 Express 65% as a fraction in its lowest form	**Question 18** Express as a percentage $\frac{7}{10}$	**Question 19** Where does the line y = 4x - 11 cross the y-axis?	**Question 20** Where does the line y = x - 6 cross the y-axis?

SKILLS CHECK

Score

Tutor time – Maths Task 2

Tutor time – Maths Task 3

Question 1 Find 10% of £440	**Question 2** Find 50% of £680	**Question 3** Factorise 28x - 4	**Question 4** Factorise 6 - 42x
Question 5 Solve 9x - 2 = 52	**Question 6** Solve 5(11x - 5) = 85	**Question 7** Express 36 as a product of prime factors	**Question 8** Express 144 as a product of prime factors
Question 9 Calculate the mean 5, 4, 5, 4, 42	**Question 10** Find the median 2, 2.3, 2.2, 2.2, 0.9	**Question 11** Work out $3 + 10 \times 2^2$	**Question 12** Work out $6 \times 3 - 3$
Question 13 Work out 3.6 ÷ 0.3 =	**Question 14** Work out 2.7 ÷ 0.3 =	**Question 15** Make x the subject of the formula $y = ax + b$	**Question 16** Make x the subject of the formula $y = a - x$
Question 17 Express 85% as a fraction in its lowest form	**Question 18** Express as a percentage $\frac{1}{5}$	**Question 19** Where does the line y = -3x + 7 cross the y-axis?	**Question 20** Where does the line y = 6x - 7 cross the y-axis?

SKILLS CHECK

Score

Tutor time – Maths Task 3

Tutor time – Maths – Extra practice

Question 1 Find 20% of £680	**Question 2** Find 50% of £260	**Question 3** Factorise 15x - 5	**Question 4** Factorise 12 + 8x
Question 5 Solve 5x - 4 = -19	**Question 6** Solve 2(2x + 4) = 14	**Question 7** Express 140 as a product of prime factors	**Question 8** Express 165 as a product of prime factors
Question 9 Find the median 11, 8, 8, 12, 23	**Question 10** Find the median 0.6, 0.9, 1.7, 1.1, 2.5, 0.6	**Question 11** Work out $4 + 2 \times 2^2$	**Question 12** Work out $3 + 5 \times 5$
Question 13 Work out 17.1 ÷ 0.9 =	**Question 14** Work out 3 ÷ 0.5 =	**Question 15** Make x the subject of the formula $y = ax - b$	**Question 16** Make x the subject of the formula $y = x^2$
Question 17 Express 83% as a fraction in its lowest form	**Question 18** Express as a percentage $\frac{3}{20}$	**Question 19** Where does the line y = 7x - 10 cross the y-axis?	**Question 20** Where does the line y = 8x + 9 cross the y-axis?

SKILLS CHECK

Score

Tutor time – Maths – Extra Practice

Tutor time – Maths – Extra practice

Question 1 Find 5% of £440	**Question 2** Find 25% of £600	**Question 3** Factorise 12x + 28	**Question 4** Factorise 14x + 6
Question 5 Solve 6x + 4 = 16	**Question 6** Solve 5(11x - 3) = 425	**Question 7** Express 42 as a product of prime factors	**Question 8** Express 720 as a product of prime factors
Question 9 Find the median 1.7, 2.5, 2.2, 1.4, 2.2, 2.1	**Question 10** Calculate the mean 2, 4, 3, 4, 37	**Question 11** Work out $5 \times (2 + 2))$	**Question 12** Work out $12 + 5 \times 3^2$
Question 13 Work out 15 ÷ 0.3 =	**Question 14** Work out 10.2 ÷ 0.6 =	**Question 15** Make x the subject of the formula $y = \sqrt{x}$	**Question 16** Make x the subject of the formula $y = ax^2$
Question 17 Express 97% as a fraction in its lowest form	**Question 18** Express as a percentage $\frac{4}{25}$	**Question 19** Where does the line y = -3x - 12 cross the y-axis?	**Question 20** Where does the line y = -3x - 7 cross the y-axis?

SKILLS CHECK

Score

Tutor time – Maths – Extra practice

Tutor time – Maths – Extra practice

Question 1 Find 10% of £660	**Question 2** Find 55% of £880	**Question 3** Factorise 30x + 12	**Question 4** Factorise 33 - 9x
Question 5 Solve 11x - 2 = -13	**Question 6** Solve 4(8x + 4) = 176	**Question 7** Express 1120 as a product of prime factors	**Question 8** Express 144 as a product of prime factors
Question 9 Calculate the mean 3, 2, 2, 4, 14	**Question 10** Calculate the mean 5, 3, 5, 4, 38	**Question 11** Work out $12 + 5 \times 4^2$	**Question 12** Work out $4 \times (2 + 5) \times 2$
Question 13 Work out 5.6 ÷ 0.7 =	**Question 14** Work out 5 ÷ 0.5 =	**Question 15** Make x the subject of the formula $y = \sqrt{x - a}$	**Question 16** Make x the subject of the formula $y = \frac{a}{x}$
Question 17 Express 8% as a fraction in its lowest form	**Question 18** Express as a percentage $\frac{17}{20}$	**Question 19** Where does the line y = x - 9 cross the y-axis?	**Question 20** Where does the line y = -2x - 3 cross the y-axis?

SKILLS CHECK

Score

Tutor time – Maths – Extra practice

Tutor time – Maths workings out

20

Task 1

Look at the definitions of the poetic techniques. Can you identify them?

Technique	Definitions
	Giving human qualities to non-human things or ideas
	Deliberate reuse of words or phrases for emphasis or effect.
	Repetition of the same consonant sound at the beginning of nearby words.
	Repetition of soft “s,” “sh,” or similar hissing sounds to create a mood or tone.
	A comparison between two unlike things using “like” or “as.”
	A direct comparison between two unlike things without using “like” or “as.”
	The continuation of a sentence or phrase beyond the end of a line in poetry.
	A shift or change in tone, theme, or argument within a poem.
	A deliberate pause or break within a line of poetry.

Simile – personification – caesura – repetition – metaphor – volta – sibilance – enjambment - alliteration

Tutor time – English

Task 2

Using your green pen, correct the SPaG errors.

poetry is a way people use words to show feelings that are hard to say normally and it dont always need to rhyme or make much sence Poems can break rules of grammer on purpose and sometimes they sound a bit confusing or messy. You dont always understand a poem straight away, but thats fine because its more about feeling then being correct

Tutor time – English

Task 3

Read the poem and then answer the questions.

The moon keeps guard above the town,
As windows fade to dark.
The busy day has settled down,
Replaced by silence stark.
Shadows stretch where noise once grew,
And time begins to slow,
The world feels changed, yet somehow true,
In silver moonlight's glow.

Comprehension Questions

1. What change from day to night is described in the poem?

2. How does the poet show that time feels different at night?

3. What might the moon symbolise in this poem?

Tutor time – English

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

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

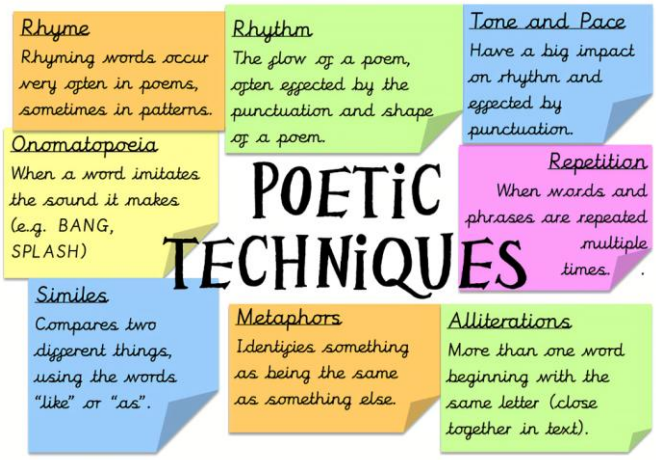
Expectations

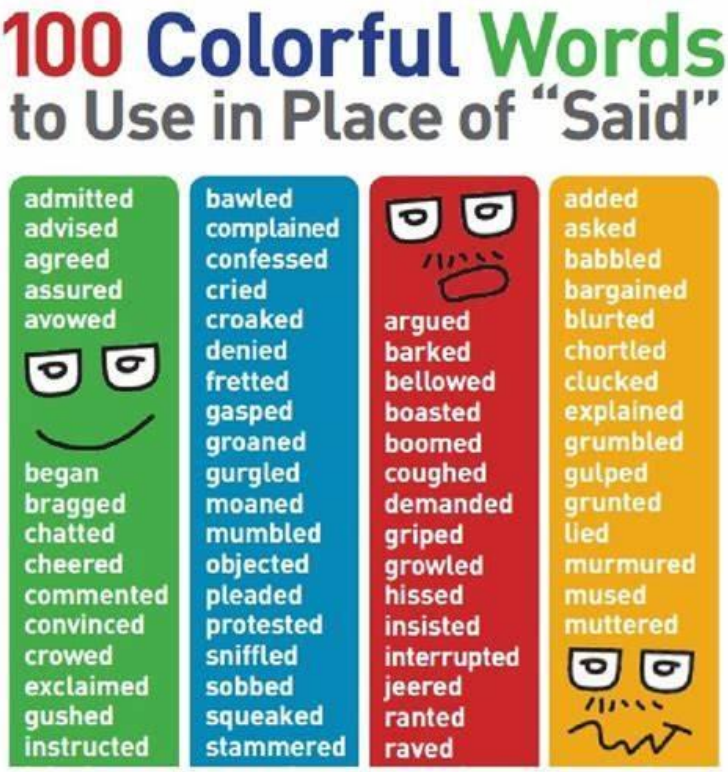
You are responsible for looking after your Knowledge Organisers.

You should:

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

Contents Page





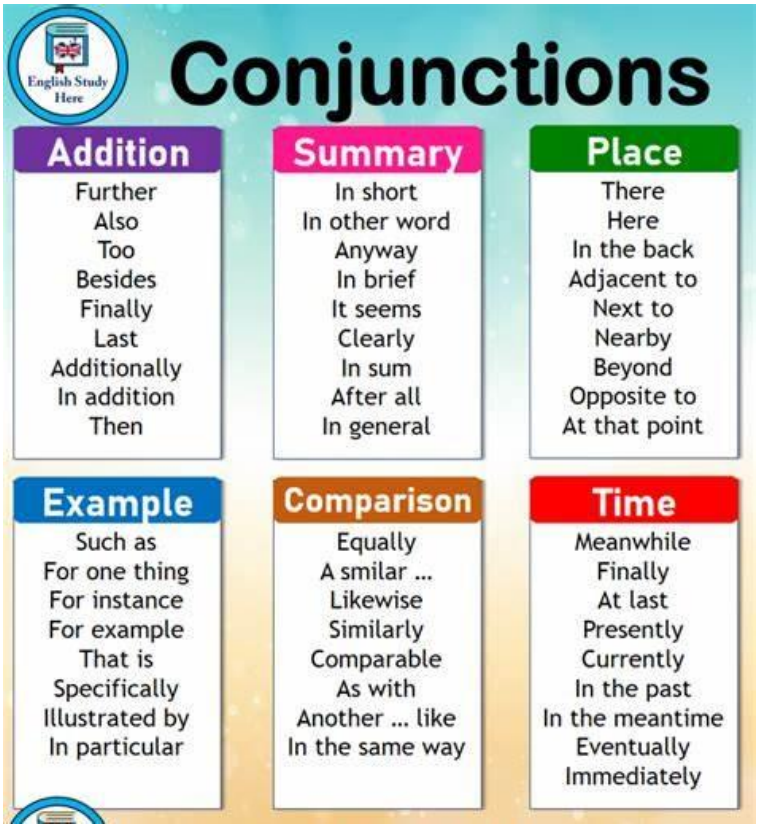
LITERARY DEVICE	DEFINITION	EXAMPLE
Simile	A comparison using "like" or "as"	Her eyes were like shining stars
Metaphor	A comparison without using "like" or "as"	Life is a journey
Personification	Giving human qualities to non-human things	The wind whispered through the trees
Hyperbole	An exaggeration for 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

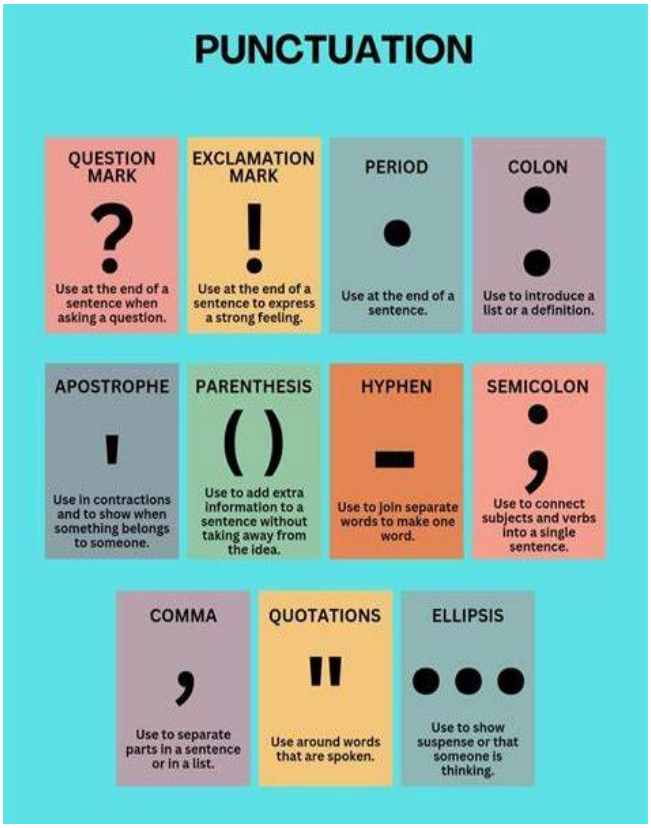
Common Techniques

D	DIRECT ADDRESS
A	ALLLITERATION
F	FACT
O	OPINION
R	RHETORIAL QUESTION
R	REPETITION
E	EMOTIVE LANGUAGE
S	STATISTICS
T	THREE (LIST OF)
I	IMPERATIVE

Transactional Writing

- Letters
- Reviews
- Reports
- Articles





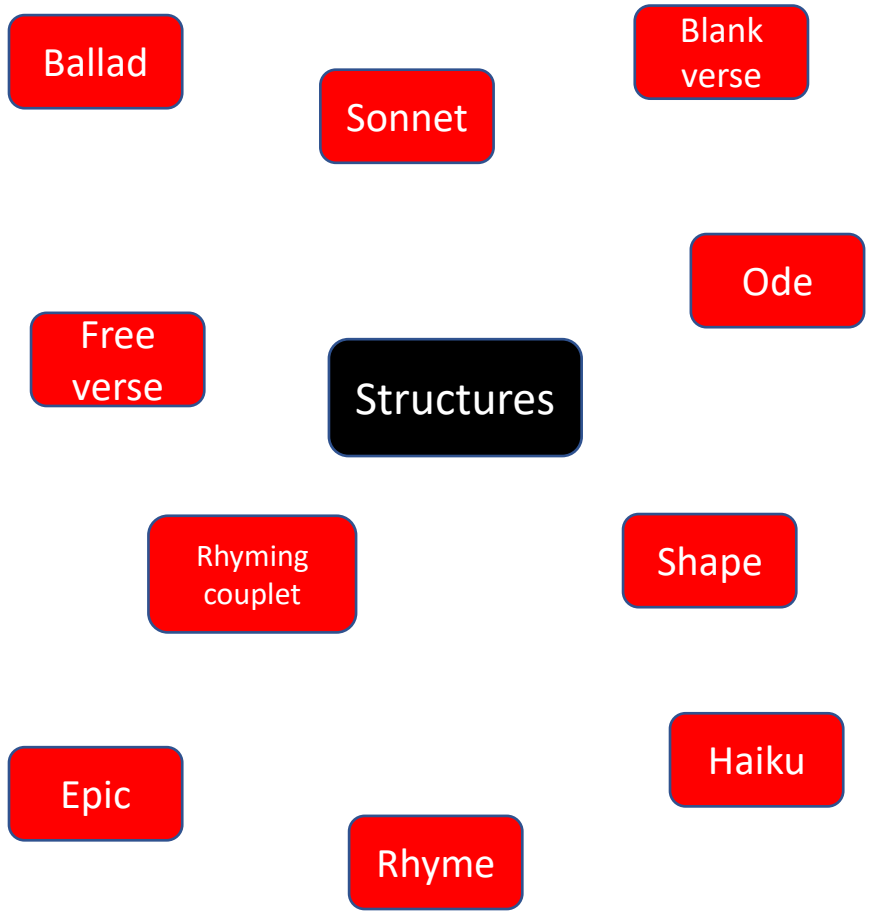
Verbs to sharpen your analysis

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

1.1 Key Vocabulary

Technique	Definition
Stanza	A verse in poetry
Volta	A shift of tone or topic in a poem
Simile	Comparing one thing to another using 'like' or 'as'
Metaphor	The comparison of two unlike things by saying one IS the other
Alliteration	The repetition of a sound in words that are close together
Figurative Language	When writers use similes, metaphors or personification to describe something in a non-literal way
Imagery	A word or phrase to stimulate your memory into imagining a picture
Personification	The giving of human traits to non-human things
Assonance	Vowel sounds are repeated in two or more words that are close to each other
Repetition	Repetition of a word to add emphasis
Rhyme	Ends of words sound similar
Rhythm	The beat in a poem to make it sound like a song
Oxymoron	When two words are placed together with opposite meanings. "Cruel kindness" or "silent scream"
Onomatopoeia	Words that sound like what they are. "Meow" or "crash"
Emotive Language	Language used to create a particular emotion in the reader
Structure	The way that the poem is arranged/organised
Sibilance	A repeated 's', 'sh' or 'z' sound
Caesura	A pause in the middle of the line
Enjambment	When one line runs into another without a pause

1.2 Poetic Structure



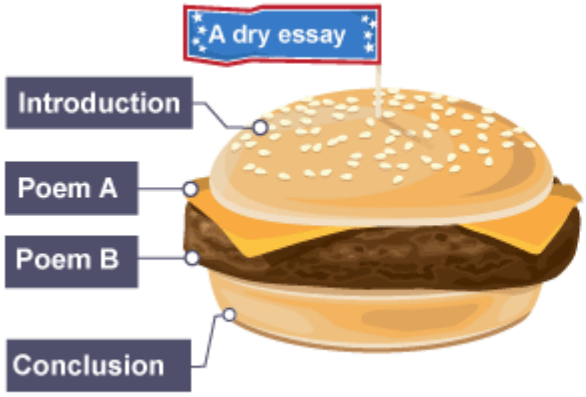
Enrichment Opportunities

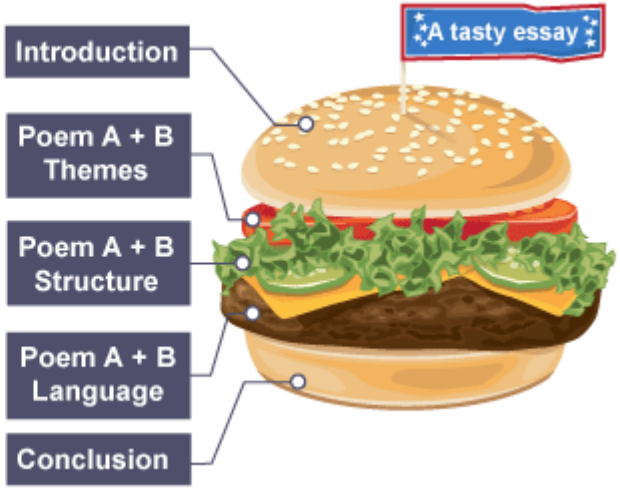
1. Read a poetry anthology/book from the library
2. Research the structures above – do they relate to any poems you have read before?
3. Get creative and write your own poem. Can you use any of the techniques from 1.1?

1.3 Literature: Poetry Comparison

Why do we do this? One section of your Literature GCSE will be a poetry anthology. You will be asked a question comparing two poems you would have previously studied. You will then analyse the meaning, structure and language of the poem as well as the contextual details.

1.4 Building a Comparative Response





Packing your analysis of two poems into one essay involves planning. There are different ways you could approach writing a comparative essay.

These are some points to think about:

1. use the introduction to explain which poems you are writing about
2. try to balance out the detail you include for each poem
3. compare the poems throughout the essay
4. comment on content, themes, ideas and attitudes **as well as** form, structure and language
5. sum up your thoughts on ways in which the poems are similar and different in your conclusion

1. 8 Key Words

Instead of 'shows'

Highlights
Suggests
Implies
Insinuates
Reiterates
Displays
Describes
Portrays
Emphasises
Introduces

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…'

Language of Hedging

could might
may possibly
potentially

Recommended Reading

That Awkward Stage, Roger McGough
Off By Heart, Edited by Daisy Goodwin
Wicked Poems, Roger McGough
The Ring of Words, Roger McGough
Centrally Heated Knickers, Michael Rosen

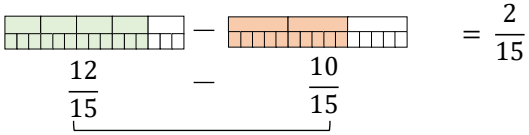
Maths Unit 4 – Fractions, Decimals and Percentages

What do I need to be able to do?

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

- Convert between mixed numbers and fractions
- Use equivalent fractions
- Add/Subtract any fractions
- Carry out any multiplication or division using fractions and integers.

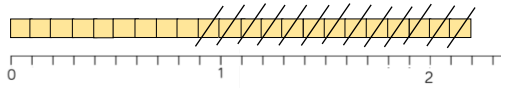
Add/Subtraction any fractions (M835)

$\frac{4}{5} - \frac{2}{3}$  $= \frac{2}{15}$

$\frac{12}{15} - \frac{10}{15}$

Use equivalent fractions to find a common multiple for both denominators → $2\frac{2}{10}$

Add/Subtraction fractions (improper and mixed) (M931)

$2\frac{1}{5} - 1\frac{3}{10}$ 

$\frac{22}{10} - \frac{13}{10} = \frac{9}{10}$

- Convert to an improper fraction
- Calculate with common denominator

Partitioning method

$2\frac{1}{5} - 1\frac{3}{10} = 2\frac{2}{10} - 1\frac{3}{10} = 2\frac{2}{10} - 1 - \frac{3}{10} = 1\frac{2}{10} - \frac{3}{10} = \frac{9}{10}$

Enrichment Opportunities

Countdown Fractions
https://nrich.maths.org/6564

Keywords

Numerator : the number above the line on a fraction. The top number. Represents how many parts are taken

Denominator: the number below the line on a fraction. The number represent the total number of parts..

Unit Fraction: a fraction where the numerator is one and denominator a positive integer.

Non-unit Fraction: a fraction where the numerator is larger than one.

Divisor: the number that divides another number.

Reciprocal: a pair of numbers that multiply together to give 1.

Multiplying non-unit fractions (M157)

Shade in 3 parts

Repeat it on this many rows

$\frac{3}{4} \times \frac{2}{3}$

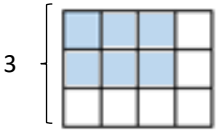
This many columns

This many rows

$\frac{3}{4} \times \frac{2}{3} = \frac{6}{12}$ ← Parts shaded

Total number of parts in the diagram

Modelled:



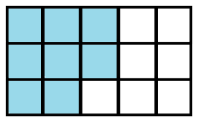
Dividing any fractions (M110)

$\frac{2}{5} \div \frac{3}{4}$

$\frac{2}{5} \times \frac{4}{3}$

Multiplying by a reciprocal gives the same outcome

Represented



$= \frac{8}{15}$

Maths Unit 4 – Fractions, Decimals and Percentages

What do I need to be able to do?

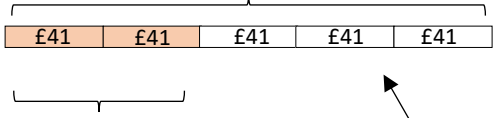
By the end of this unit you should be able to:

- Convert fluently between fractions, decimals & percentages
- Find a fraction of a given amount
- Find the percentage of an amount

Fraction of a given amount (M695)

Find $\frac{2}{5}$ of £205

The bar represents the whole amount

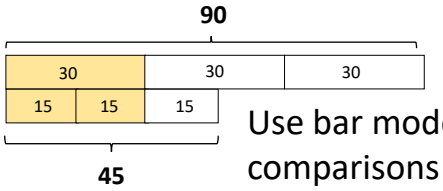


2 out of the 5 equal parts

2 x £41 = **£82**

£205 ÷ 5 = £41

Each part of the bar model represents £41.



Use bar models for comparisons

$\frac{1}{3}$ of 90 = 30

$\frac{2}{3}$ of 45 = 30

$\therefore \frac{1}{3}$ of 90 = $\frac{2}{3}$ of 45

Keywords

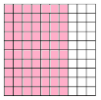
Fraction: how many parts of a whole we have

Decimal: a number with a decimal point used to separate ones, tenths etc.

Percentage: a proportion of a whole represented as a number between 0 and 100

Convert FDP (M264)

$\frac{70}{100}$ → This also means 70 ÷ 100 → 70 out of 100 squares → 70 "hundredths" = 7 "tenths" = 0.7 → 70 hundredths = 70%



Using a calculator

$\frac{\blacksquare}{\square}$ → S⇌D Convert to a decimal

This will give you the answer in the simplest form

× 100 converts to a percentage

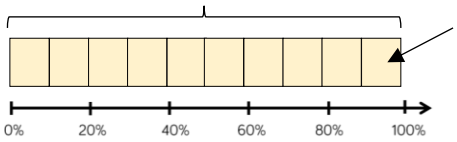
Be careful of recurring decimals

e.g $\frac{1}{3}$ = 0.3333333

$\frac{1}{3} = 0.\dot{3}$

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

The **whole** represents 100%



10% = $\frac{1}{10}$ of the whole

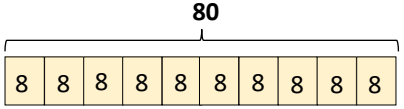
10% = $\frac{1}{10}$ of the whole

50% = $\frac{5}{10} = \frac{1}{2}$ of the whole

20% = $\frac{2}{10} = \frac{1}{5}$ of the whole

5% = $\frac{1}{20}$ of the whole

Find 65% of 80



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

Method 1:

65% = 10% x 6 + 5%
= (8 x 6) + 4
= 52

Method 2:

65% = 50% + 10% + 5%
= 40 + 8 + 4
= 52

Photosynthetic reaction

Photosynthesis is a chemical reaction in which energy is transferred from the environment as light from the Sun to the leaves of a plant. This is an **endothermic** reaction.

Chlorophyll, the green pigment in **chloroplasts** in the leaves, absorbs the light energy. Leaves are well-adapted to increase the rate of photosynthesis when needed.

Rate of photosynthesis

A **limiting factor** is anything that limits the rate of a reaction when it is in short supply.

The limiting factors for photosynthesis are

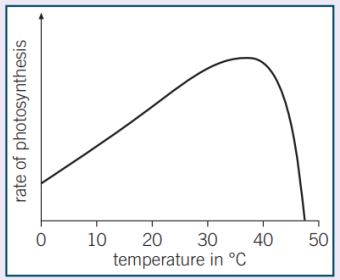
- temperature
- carbon dioxide concentration
- light intensity
- amount of chlorophyll.

Less chlorophyll in the leaves reduces the rate of photosynthesis. More chlorophyll may be produced by plants in well-lit areas to increase the photosynthesis rate.

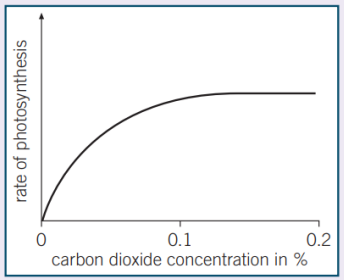
carbon dioxide + water $\xrightarrow{\text{light}}$ **glucose** + oxygen

$6CO_2 + 6H_2O \xrightarrow{\text{light}} C_6H_{12}O_6 + 6O_2$

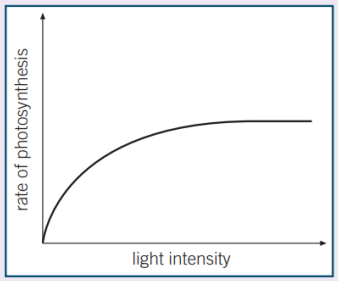
Limiting factors and photosynthesis rate (HT only)



- At low temperatures the rate of photosynthesis is low because the reactant molecules have less kinetic energy.
- Photosynthesis is an enzyme-controlled reaction, so at high temperatures the enzymes are denatured and the rate quickly decreases.



- Carbon dioxide is used up in photosynthesis, so increasing carbon dioxide concentration increases the rate of photosynthesis.
- At a certain point, another factor becomes limiting.
- Carbon dioxide is often the limiting factor for photosynthesis.



- Light energy is needed for photosynthesis, so increasing light intensity increases the rate of photosynthesis.
- At a certain point, another factor becomes limiting.
- Photosynthesis will stop if there is little or no light.

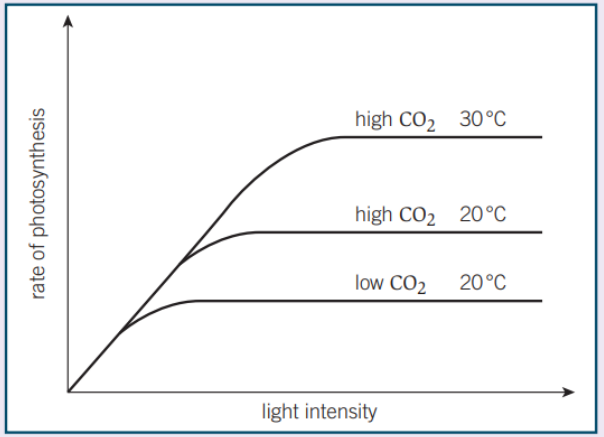
Enrichment Opportunities

Pond weed RP simulator
https://amrita.olabs.edu.in/?sub=79&brch=16&sim=126&cnt=4
Revision
https://www.bbc.co.uk/bitesize/guides/zs4mk2p/revision/1

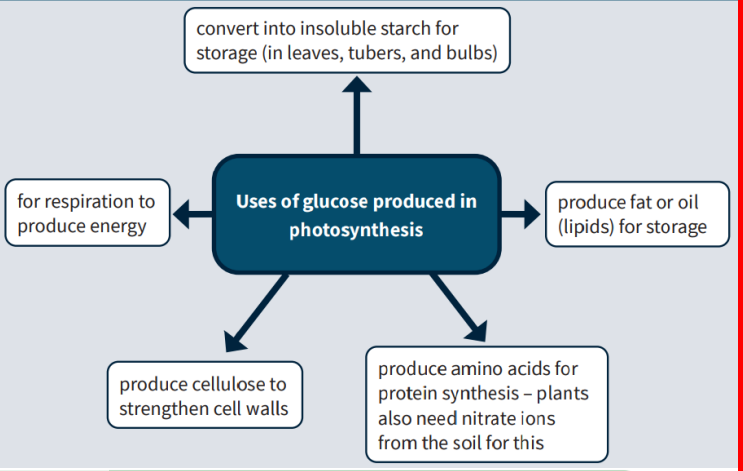
Interaction of limiting factors (HT only)

Limiting factors often interact, and any one may be limiting photosynthesis.

For example, on the graph the lowest curve has both carbon dioxide and temperature limiting photosynthesis. Temperature is limiting for the middle curve, and the highest curve shows photosynthesis rate increases when both temperature and carbon dioxide are increased until another factor becomes limiting.



Uses of glucose



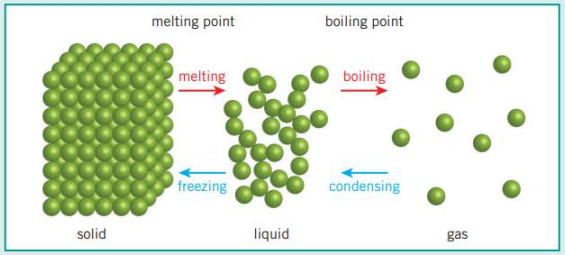
Key terms

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

carbon dioxide *chlorophyll* *chloroplast* *concentration* *endothermic* *glucose* *greenhouse gases* *light intensity* *inverse square law* *limiting factor* *photosynthesis* *protein synthesis*

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.

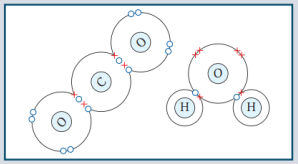
Covalent bonding

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.



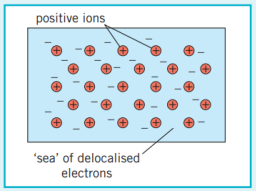
Metals: structure and properties

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.

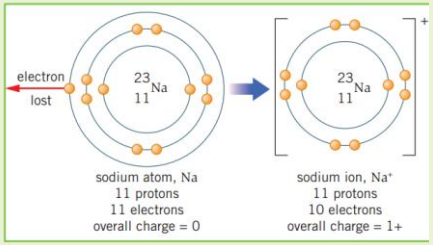


Enrichment Opportunities

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.

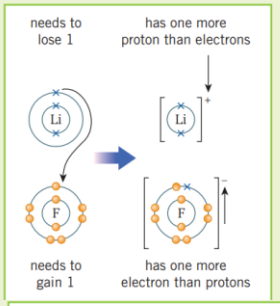
When melted or dissolved in water, ionic substances do conduct electricity because the ions are free to move and carry charge.

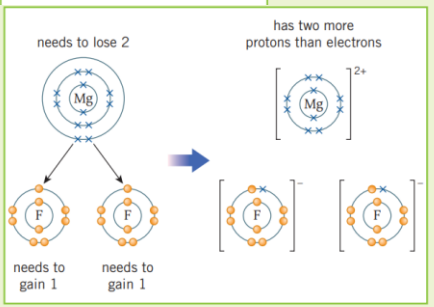
Melting points

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.

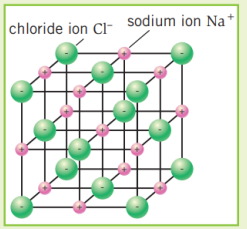




Metal atoms lose electrons to become positive ions. Non-metal atoms gain electrons to become negative ions.

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.

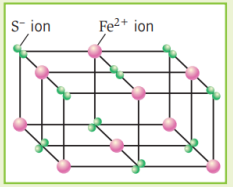


The electrostatic force of attraction works in all directions, so many billions of ions can be bonded together in a 3D structure.

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^- ions – simplifying this ratio gives a formula of FeS_2



Covalent structures

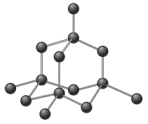
There are three main types of covalent structure:

Structure and bonding

Giant covalent

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

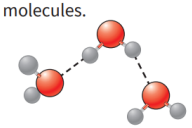
An example of a giant covalent structure is diamond.



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.



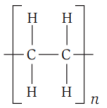
Large molecules

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.



Properties

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.	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.	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.

Charge

An atom has no **charge** because it has equal numbers of positive protons and negative electrons.

When electrons are removed from an atom it becomes *positively* charged. When electrons are added to an atom it becomes *negatively* charged.

Static charge

Insulating materials can become charged when they are rubbed with another insulating material. This is because electrons are transferred from one material to the other. Materials that gain electrons become negatively charged and those that lose electrons become positively charged.

Positive charges do not usually transfer between materials.

Electric charge is measured in coulombs C.

Sparks

If two objects have a very strong electric field between them, electrons in the air molecules will be strongly attracted towards the positively charged object. If the electric field is strong enough, electrons will be pulled away from the air molecules and cause a flow of electrons between the two objects – this is a **spark**.

Drawing electric fields

A charged object creates an **electric field** around itself.

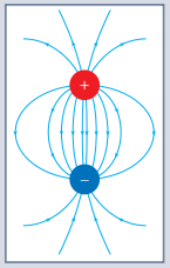
If a charged object is placed in the electric field of another charged object it experiences **electrostatic force**. This means that the two charged objects exert a non-contact force on each other:

- like charges repel each other
- opposing charges attract each other.

The electric field, and the force between two charged objects, gets stronger as the distance between the objects decreases.

Drawing electric fields

Electric fields can be represented using a diagram with field lines. These show the direction of the force that a small positive charge would experience when placed in the electric field.



When drawing electric fields, make sure:

- field lines meet the surface of charged objects at 90°
- arrows always point away from positive charges and towards negative charges.

Resistance

When electrons move through a circuit, they collide with the ions and atoms of the wires and components in the circuit. This causes **resistance** to the flow of charge.

The unit of resistance is the ohm (Ω).

A long wire has more resistance than a short wire because electrons collide with more ions as they pass through a longer wire.

The resistance of an electrical component can be found by measuring the current and potential difference:

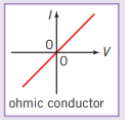
$$\text{potential difference (V)} = \text{current (A)} \times \text{resistance (Ω)}$$

$$V = IR$$

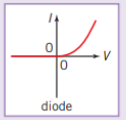
L

Current-potential difference graphs

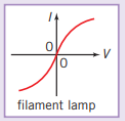
A graph of current through a component against the p.d. across it (I–V graph), is known as the component characteristic.



Current is directly proportional to the p.d. in an ohmic conductor at a constant temperature. The resistance is constant.



The current through a diode only flows in one direction – called the forward direction. There needs to be a minimum voltage before any current will flow.

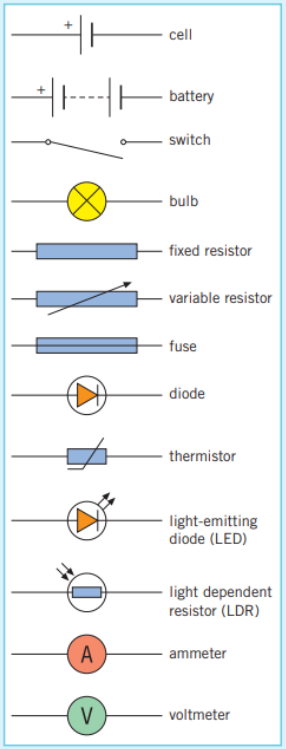


As more current flows through the filament, its temperature increases. The atoms in the wire vibrate more, and collide more often with electrons flowing through it, so resistance increases as temperature increases. The resistance of a thermistor decreases and temperature increases. The resistance of a light dependent resistor (LDR) decreases as light intensity increases.

The resistance of an ohmic conductor can be found by calculating the gradient at that point and taking the inverse:

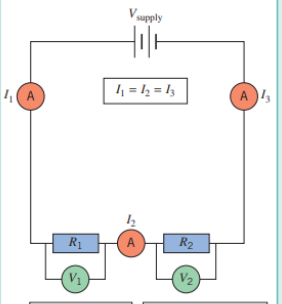
$$\text{resistance} = \frac{1}{\text{gradient}}.$$

Circuit components



Series circuits

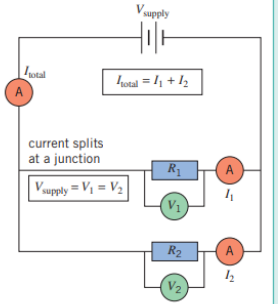
In a series circuit, the components are connected one after the other in a single loop. If one component in a series circuit stops working the whole circuit will stop working.



Components with a higher resistance will transfer a larger share of the total p.d. because $V = IR$ (and current is the same through all components).

Parallel circuits

A parallel circuit is made up of two or more loops through which current can flow. If one branch of a parallel circuit stops working, the other branches will not be affected.



The total resistance of two or more components in parallel is always less than the smallest resistance of any branch. This is because adding a loop to the circuit provides another route for the current to flow, so more current can flow in total even though the p.d. has not changed. Adding more resistors in parallel decreases the total resistance of a circuit.

Electric current

Electric current is when **charge** flows. The charge in an electric circuit is carried by electrons.

The unit of current is the ampere (amp, A).

1 ampere = 1 coulomb of charge flow per second

Charge (C) = current (A) x time (s)

In circuit diagrams, current flows from the positive terminal of a cell or battery to the negative terminal. This is known as conventional current.

In a single closed loop, the current has the same value at any point in the circuit.

Metals are good conductors of electricity because they contain delocalised electrons, which are free to flow through the structure.

Potential difference

Potential difference (p.d.) is a measure of how much energy is transferred between two points in a circuit. The unit of potential difference is the volt (V).

- The p.d. across a component is the work done on it by each coulomb of charge that passes through it.
- The p.d. across a power supply or battery is the energy transferred to each coulomb of charge that passes through it.

For electrical charge to flow through a circuit there must be a source of potential difference.

Potential difference (V) = energy transferred (J)/ charge (C)

Key terms

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

ampere
charge
coulomb
current
electric field
electrostatic force
LDR
parallel
potential difference
resistance
series
static
thermistor

Enrichment Opportunities

Phet Circuit builder
https://phet.colorado.edu/en/simulations/circuit-construction-kit-dc
Revision
https://www.bbc.co.uk/bitesize/topics/zcg44qt

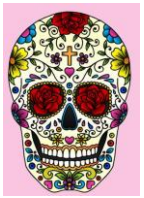
Dia de los Muertos

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



Altars

Art & Design – Day of the Dead

Man Made

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

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

Michael Craig-Martin

Jim Dine

Mark O'Brien

Sculpture Key Words and Information

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

- natural materials, 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
Router		Used to create slots, grooves and fancy edges
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)
Twist Drill Bit		Used for drilling 1mm-20mm holes in timber, plastic and metal

Polymers

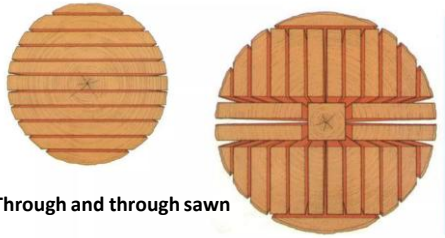
Thermosetting Polymers	Thermoforming Polymers
Urea Formaldehyde Epoxy Resin Melamine Formaldehyde Phenol Formaldehyde	Acrylic Polypropylene High-Density Polyethylene Polyvinyl Chloride (PVC)
Uses: Electrical fittings, kitchen worktops, boat hauls, adhesives	**Uses:** Signage, drinks bottles, food packaging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

Lamination

Plywood

A number of thin layers or veneers of wood glued and pressed to create a strong composite

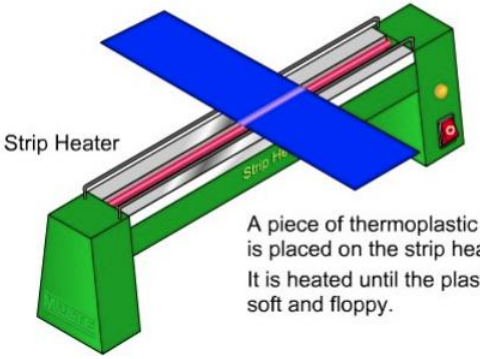
Conversion is cutting timber manageable lengths (planks)



Through and through sawn

Line Bending

Heat until soft → Bend → Hold until cool



A piece of thermoplastic sheet material is placed on the strip heater.

It is heated until the plastic becomes soft and floppy.

Health & Safety

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

Key words;

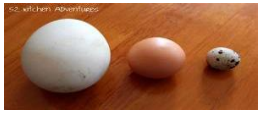
- Acrylic
- Former
- Thermoforming polymers
- Design brief
- Thermosetting polymers
- Timber conversion

Try these websites to support you

How to router timber: www.youtube.com/watch?v=pojJIMo8U2I

How to laminate plywood: https://www.youtube.com/watch?v=vVswXx2m3eI

The Science of Food



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

Farming Methods

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

Barn:
- Hens are kept indoors but are free to roam about. The light and feed are controlled. The hens have access to some perches and can 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 their natural habits. No fertilisers are used. This is the most expensive way of producing eggs.

Lion Quality Mark

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

Nutrition in eggs

Eggs are a nutritious food and good value for money.

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

Easily digested protein needed for growth.

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

Minerals in iron, phosphorus and zinc

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

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.

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

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

Sugar
- Gives flavour And sweetness

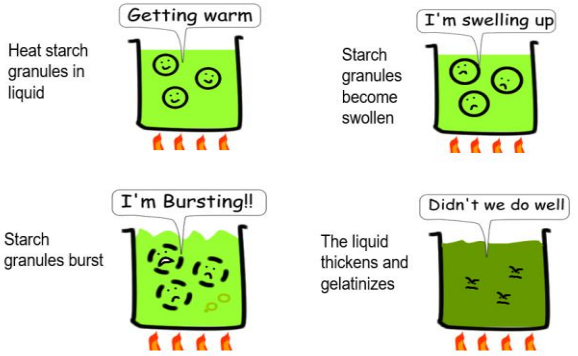
Eggs
- Adds colour and flavour to the cake

Raising agent
- Makes the cake rise

Raising Agents

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

Gelatinisation: What happens during the production of a white sauce to make it thicken.



Starch gelatinizes when heated in a liquid, producing a thickened liquid

Trapping air/Aerating:

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

Example: sponge cake, Swiss roll and meringues

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

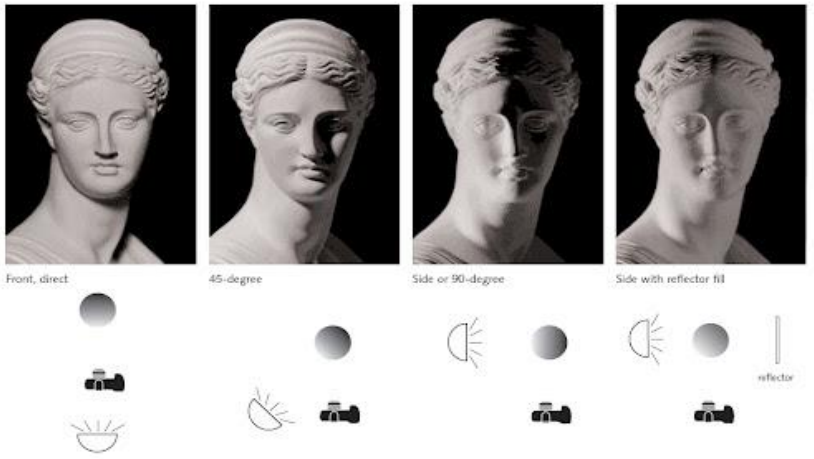
Cake making methods

Food preparation and nutrition – Year 9

Photography

Many photographers use light and shadow, alongside editing techniques, to transform ordinary objects into striking images. Shadows can create mystery, drama, or atmosphere, while light can highlight detail and form. Together they can tell a story or convey a powerful 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

The Photo:
- Composition
- Vantage point
- Angle
- Light
- Framing
- Cropping
- Juxtaposition

The Camera:
- Aperture
- Shutter speed
- Focus
- Depth of Field
- ISO

The Visual:
- Line
- Tone
- Colour
- Texture
- Form
- Shape
- Pattern

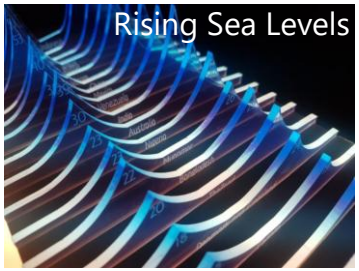
Enrichment: Explore the history of photography
https://www.tate.org.uk/art/art-terms/p/photography

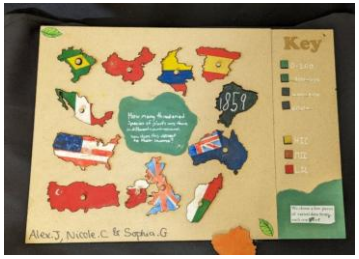
DataFace @ Cheltenham Festival

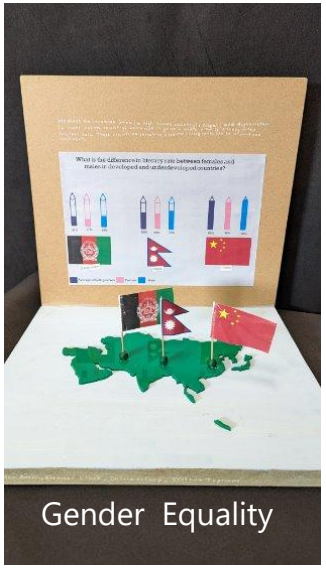
DataFace equips teachers and students with the skills and confidence to interrogate data – big and small – and present their findings creatively. It draws on core data skills, broader power skills and data visualisation techniques to encourage students to find the stories they care about through the gathering and presentation of data.

Working with four core datasets focused on environmental responsibility, gender equality and the cost-of-living crisis along with a range of short teaching videos, students develop their skills and produce a creative visual outcome.

Example Projects





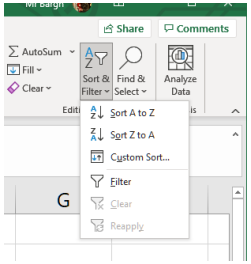


Spreadsheet Skills

Filtering/Sorting

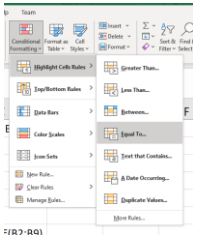
Filtering = Temporarily removing specific data to narrow a search for specific data

Sorting = Changing the order of the data from largest to smallest or vice-versa



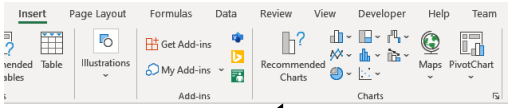
Conditional Formatting

If you want the colour of the cell or text to change colour depending on what is in that cell you can use Conditional Formatting to change it based on the value in the cell.



	A	B	C	D	E	F	G
1	City	Jan	Feb	Mar	Apr	May	Jun
2	Barstow	80	84	84	97	95	98
3	California City	78	86	84	96	98	102
4	Cinco	83	86	86	97	95	103
5	Hesperia	78	85	87	98	97	102
6	Lancaster	78	85	86	99	95	101
7	Mojave	82	85	86	98	96	99
8	Palmdale	81	84	85	97	95	101
9	Ridgecrest	81	87	87	97	96	98
10	Rosamond	82	86	88	99	97	101
11	Santa Clarita	79	85	87	95	96	103

Function	Example
To add up the total	=SUM(B2:B9)
To add individual items	=B2+C2
Subtract	=B2-C2
Multiply	=B2*C2
Divide	=B2/C2
To the power of	=B2^C2
Average	=AVERAGE(B2:B9)
Median	=MEDIAN(B2:B9)
Max	=MAX(B2:B9)
Min	=MIN(B2:B9)
Count all cells	=COUNT(B2:B9)
Count cells based on a criteria (more than 5)	=COUNTIF(B2:B9,">5")
Conditional IF statement	=IF(B2 > 5,"Greater","Lesser")



Creating a chart

Highlight the data you want to create a graph from.
Click INSERT tab
Recommended charts.
Choose a chart you would like to create.

Enrichment Opportunities

If your project is the best in school then you will go on to the DataFace final to present to industry professionals pitting yourself against other schools. Last year we got through to the final!

Computing – Dataface!

Topic Objectives

- To devise a new performance to educate a younger audience
- To collaborate well with peers to create a shared performance
- To use a range of drama techniques to create credible characters and scenes

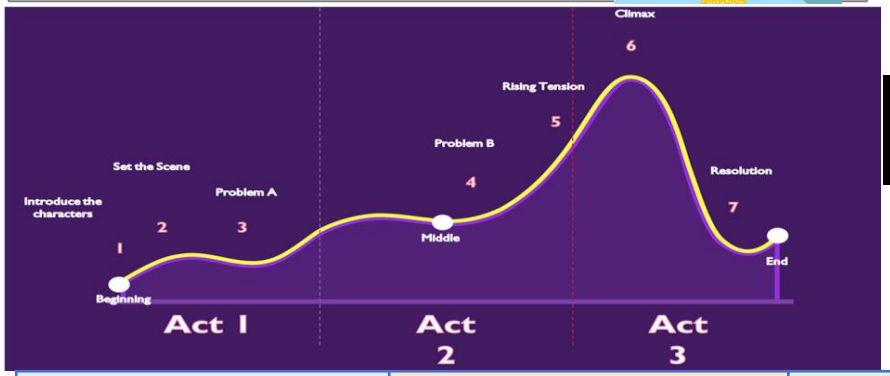
Collaboration

1. Clear communication
2. Focus and commitment to your group
3. Everyone pulling their weight
4. Offering ideas
5. Being prepared to try others' ideas
6. Be brave and try ideas out

Extension and Further Info

Devising Jane Eyre

Three Act Structure



Key Techniques

Devising – The process of creating a play from a stimulus. This is without using a script.

Stimulus – The starting point for creating a performance. This could be a picture, an object, a song or anything that gives you ideas.

Narration/Direct Address/Breaking the 4th wall – When a performer speaks directly to the audience.

Three Act Structure – Splitting your performance into a beginning, middle and end so that your story is interesting to watch.

Cross-Cutting– Alternating between two scenes on stage.

Multi-roling – When an actor plays multiple parts within a play

Flashback – A scene that shows something that happened before the events of the play.

Placards – Signs or boards that have writing on that gives more information about what is happening on stage.

Marking the Moment – When you highlight an important moment in a play.

Year 9 Assessment Criteria

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

La Fête du Travail en France– May Day in France

Also known as…

May Day in France has several names including:

- la Fête du Travail (Labour Day)
- la Fête du Muguet (Lily of the Valley Day)
- le Premier Mai (the 1st of May).

History of May Day

The origins of May Day date back to 1886 in the United States. In May 1886, American workers demanded an eight-hour day. The workers' protest led to a bloody strike at the McCormick factories in Chicago. As a tribute to this memorable strike in American history, the workers of France demonstrated it on the 1st of May 1890. They demanded a triple claim:

- 8 hours of work,
- 8 hours of sleep,
- and 8 hours of leisure.

The French government officially signed the "eight-hour day" law in 1919.

Later, in 1936, the May Day demonstrations peaked and became a symbol of social demands. Following the protests of May 1936, Léon Blum's government adopted significant social measures:

- the 40-hour week (*la semaine de 40 heures*),
- the first two weeks of paid holidays (*les congés payés*),
- and the recognition of trade union rights (*le droit syndical*).

May Day was renamed Fête du Travail (Labour Day) in 1941 under the Vichy regime and became a paid public holiday in 1947.

How it is celebrated in France

- La Fête du Travail is primarily an occasion to campaign for and celebrate the rights of every worker in France. The celebration often includes parades or demonstrations to campaign for workers as well as human rights and other social issues.
- On this holiday, French people enjoy a day off from work or school and spend time with their family and friends.
- It is French tradition to give bouquets of lily of the valley on May 1st.

Lily of the Valley

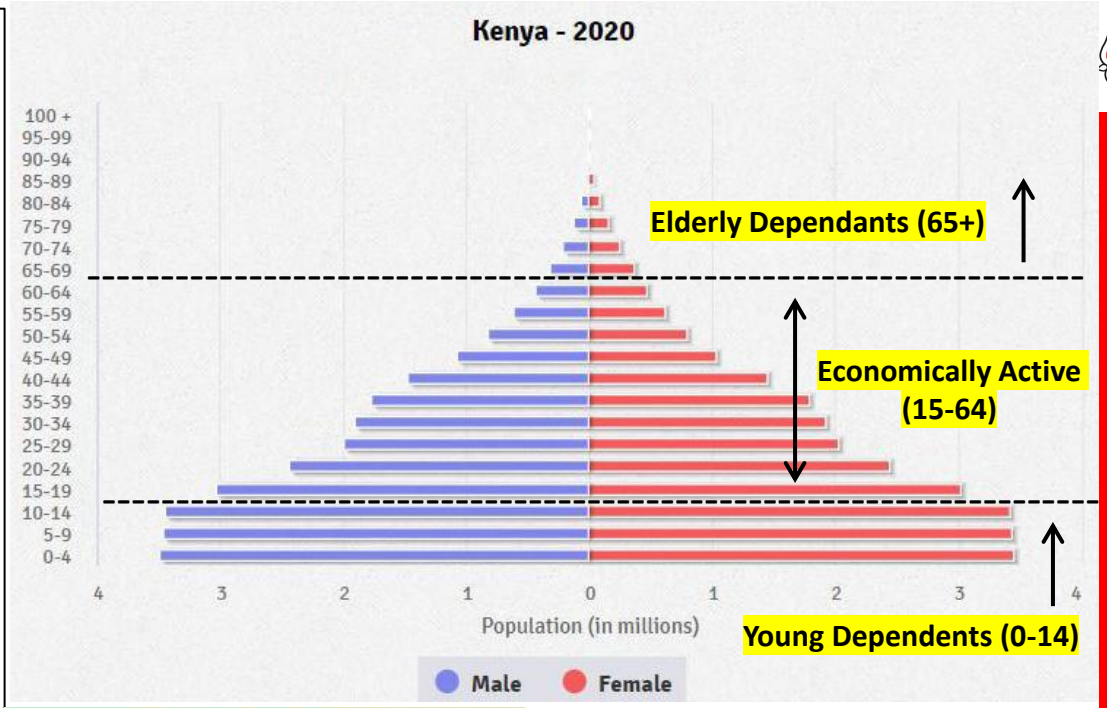
- The lily of the valley and dog rose flowers are symbols of May Day in France.
- King Charles IX of France was presented with lily of the valley flowers on May 1st, 1561. He liked the gift so much that he decided to present lily of the valley flowers to the ladies of his court each year on May 1st. Around the year 1900, men started to present a bouquet of lily of the valley flowers to women to express their affection.
- Nowadays, the flowers are a more general token of appreciation between close friends and family member.

Enrichment Opportunities

Scan the QR code to find out more about May Day traditions in France

Key word definitions

Biome – A very large scale ecosystem with a particular climate and community of plants and animals
Cash crops – Crops that farmers grow quickly to sell, rather than to use for themselves
Colonisation – When a country takes control of another country for its own benefit
Commonwealth – An association of 53 member countries, most of which were once British colonies
Desertification – Where green land such as farmland becomes desert, usually due to global warming or human overuse
Developing – The processes of change that go on in a country, with the aim of improving people's lives
Drought – Less rainfall than usual over an extended period of time
Exports – Selling goods and services to another country. Therefore, goods leave the country
Flash flood – A sudden flood, usually caused by a very heavy burst of rain
GNI per capita – Gross National Income per person is a measurement where the country's wealth is divided by population
Great Rift Valley – Series of trenches in Africa stretching for 7000km cause by the tectonic plates moving apart
Infrastructure – The built environmental, for example bridges and roads
Maasai - ethnic group inhabiting northern, central and southern Kenya and northern Tanzania.
Megacity – A city with more than 10million people
National park/reserve – A protected area, usually for conservation
Natural increase – The difference between birth rate and death rate. More people being born so population increases
Nomadic – A person who rears animals and travels with them to find new grazing
Poverty – extremely poor, not a good/safe quality of life
Slave trade – the procuring, transporting, and selling of human beings as slaves, in particular the former trade in black Africans as slaves by European countries and North America
Slum – Collection of very poor quality housing
Subsistence farming – farming food to eat and not to sell



Population pyramids can be used to show the proportion of people in different groups (gender and age). They can help show how developed a country is.

Africa is a continent made up of 54 countries.

Enrichment Opportunities:

Compare South Africa's literacy and GNI per capita statistics to another African country of your choice. Can you explain the differences?

Knowledge Organiser - Year 9: How did people from Gloucestershire experience WWII?

Key People	
Winston Churchill	British Prime Minister who led the country during WWII.
Lord Gort	Commander of the British Expeditionary Force during the Dunkirk evacuation.
King George VI	British monarch during WWII.
Vera Lynn	Singer known as the "Forces' Sweetheart," whose songs boosted morale among troops and civilians.
Herbert Morrison	British Home Secretary during in WWII.
Bernard Montgomery	British Army officer who played a key role in the planning and execution of the D-Day landings.

Key Dates of WWII

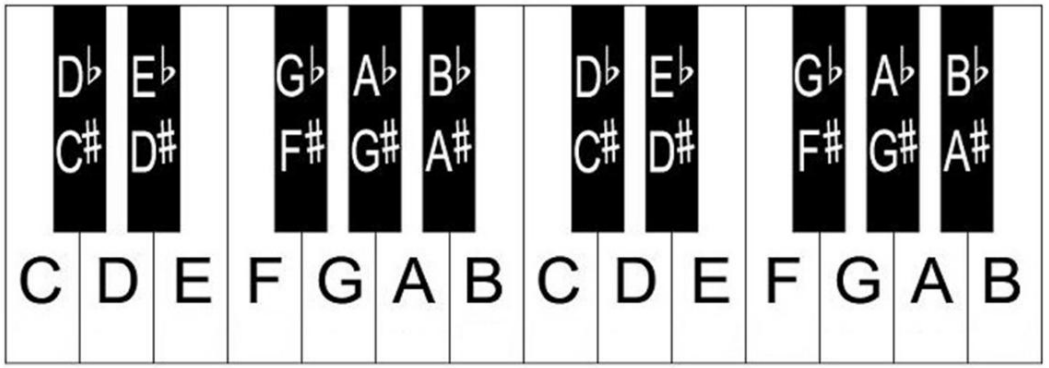
1st September, 1939: WWII starts and evacuation of civilians from British cities begins.
8th January, 1940: Introduction of food rationing in Britain.
26th May, 1940: Start of Operation Dynamo.
4th June, 1940: Completion of the Dunkirk evacuation.
7th September, 1940: Beginning of the Blitz, with the first major bombing raid on London.
February 1941: Launch of the "Dig for Victory" campaign.
10th May, 1941: End of the Blitz.
6th June, 1944: D-Day, the Allied invasion of Normandy.
8th May, 1945: Victory in Europe.
2nd September 1945: WWII ends.

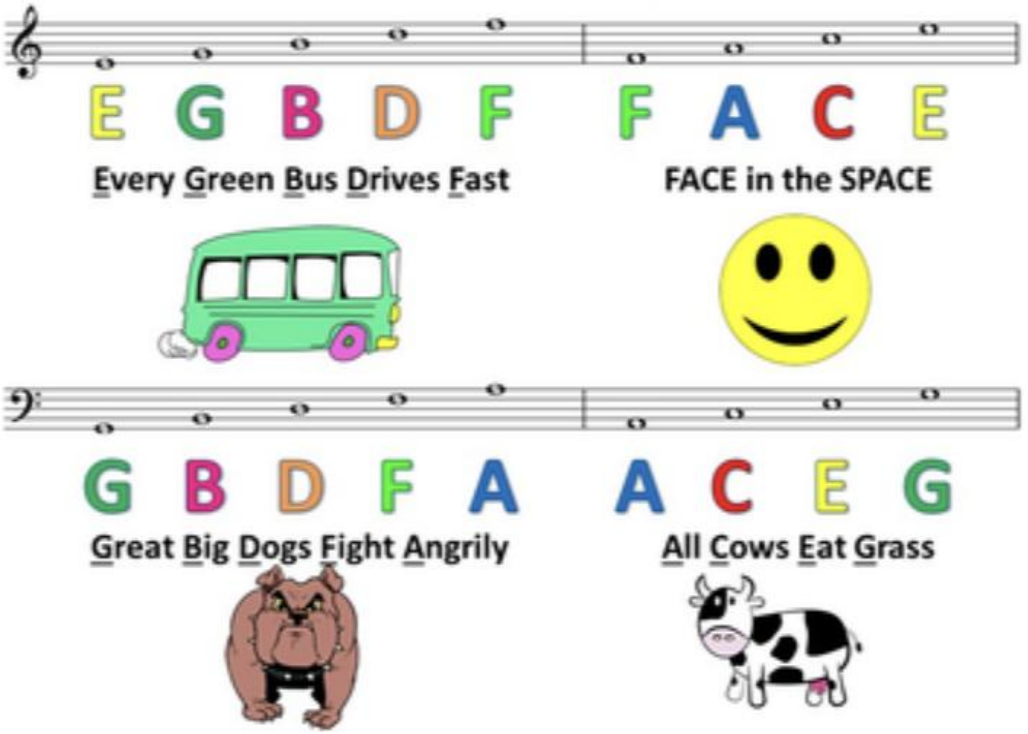
Key Terms/ Concepts	
Operation Dynamo	The code name for the evacuation of Allied soldiers from the beaches of Dunkirk.
British Expeditionary Force (BEF)	The British Army sent to the Western Front during World War II.
The Blitz	The sustained bombing campaign carried out by Nazi Germany against Britain in 1940-1941.
Evacuation	The process of moving children, pregnant women, and other vulnerable people from cities to the countryside to protect them from bombing raids.
Rationing	The controlled distribution of scarce resources and goods.
Dig for Victory	A campaign encouraging people to grow their own food to reduce reliance on imports.
Operation Overlord	The code name for the Allied invasion of Normandy.
Paratroopers	Soldiers who parachuted into enemy territory to secure key positions.
Utah, Omaha, Gold, Juno, Sword	The five landing beaches of the Normandy Invasion.

Enrichment Opportunities

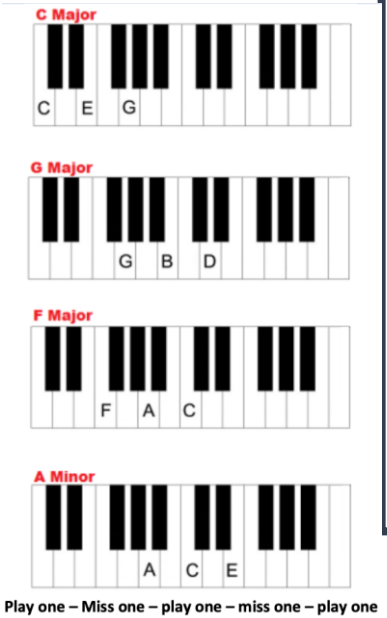
Watch – *Adventures in History: On the Home Front* - https://www.youtube.com/watch?v=9SdTO82_IGM
Read – *Adventures in Time: The Second World War*, Dominic Sandbrook
Listen – History's Secrets Heroes - https://www.bbc.co.uk/sounds/play/m0028vdc

Piano Keys and Notes





Keyboard Chords



Play one – Miss one – play one – miss one – play one

MAD T-SHIRT

Melody – the tune, combination of different pitches of notes

Articulation – the way it is played

Dynamics – how loud the music is

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

Structure – the order in which the music happens

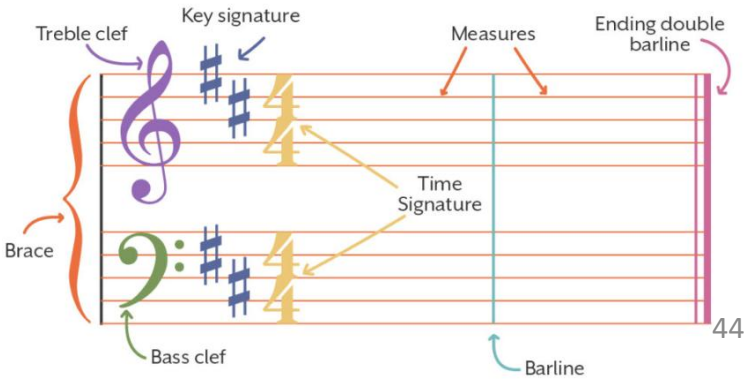
Harmony – How the notes sound together. **Chords,** notes played at the same time

Instrumentation – Ukulele, Vocals

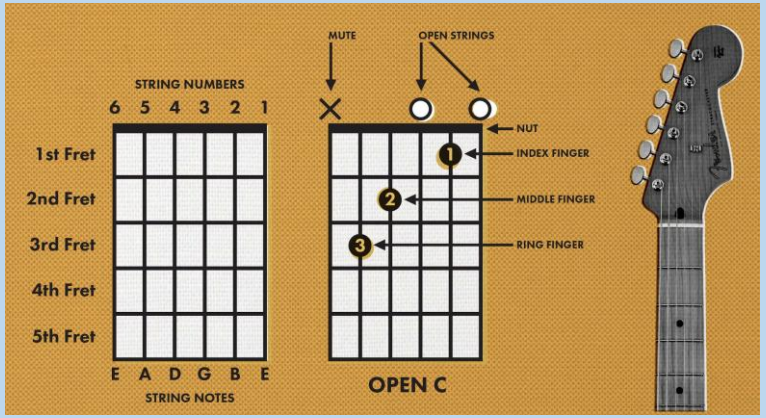
Rhythm and Tempo – combination of long and short notes, fast or slow, **bpm** – Beats Per Minute

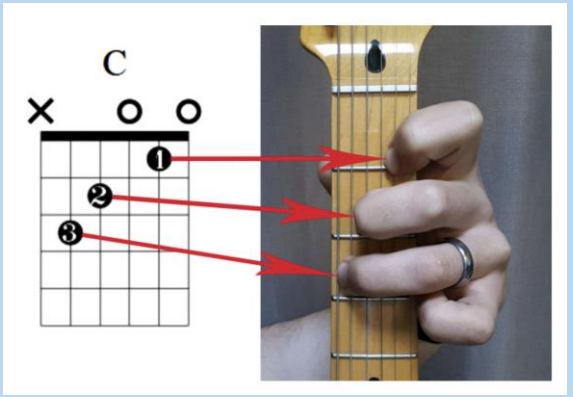
Timbre – the quality of the sound

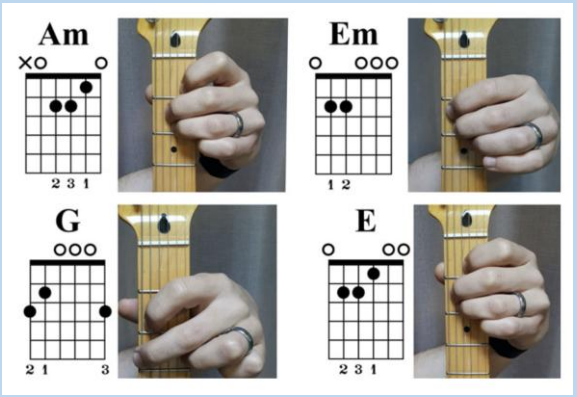
Grand Staff

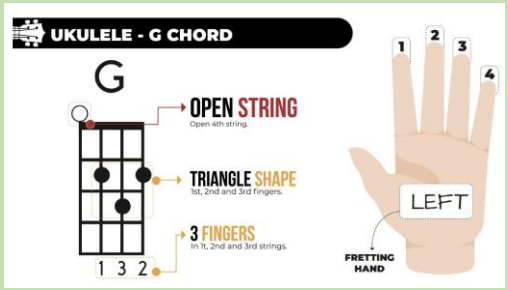


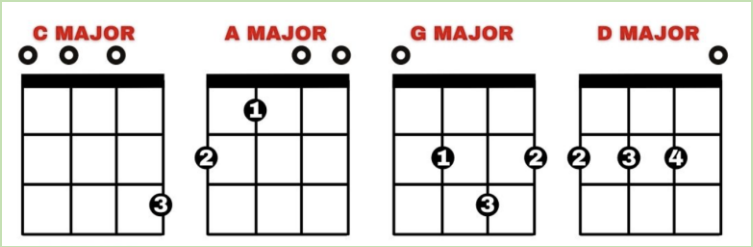
How to read Guitar Chords



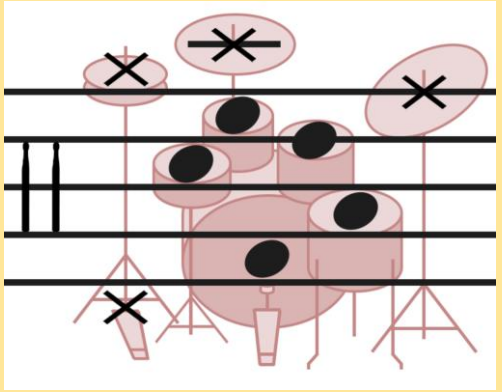


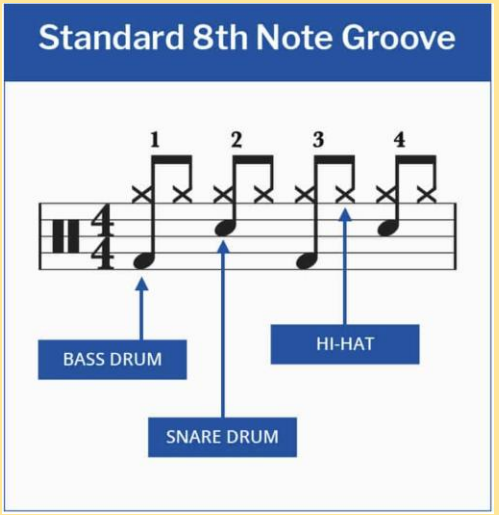






How to read Drum Tab





Time values

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

Groups of quavers/semiquavers are usually beamed together:

Dynamics

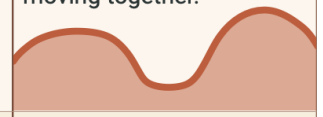
pp	*p*	*mp*	*mf*	*f*	*ff*
PIANISSIMO	PIANO	MEZZO PIANO	MEZZO FORTE	FORTE	FORTISSIMO
very soft (v.quiet)	soft (quiet)	moderately soft	moderately loud	loud	very loud

crescendo (cresc.)	diminuendo (dim.)
gradually getting louder	gradually getting quieter

Tempo

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

Texture

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

Form and structure

BINARY **A B**

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

TERNARY **A B A**

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

RONDO **A B A C A**

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

The structure of a pop/rock song may include:

INTRO: short opening section, usually instrumental.

VERSE: same music but different lyrics each time.

CHORUS: repeated with the same lyrics each time (refrain).

MIDDLE EIGHT: a link section, often eight bars, with different musical ideas.

BRIDGE: a link/transition between two sections.

OUTRO: an ending to finish the song (coda).

*You may also hear a pre-chorus, instrumental interlude or instrumental solo.

THE PATHWAY OF AIR INTO THE LUNGS

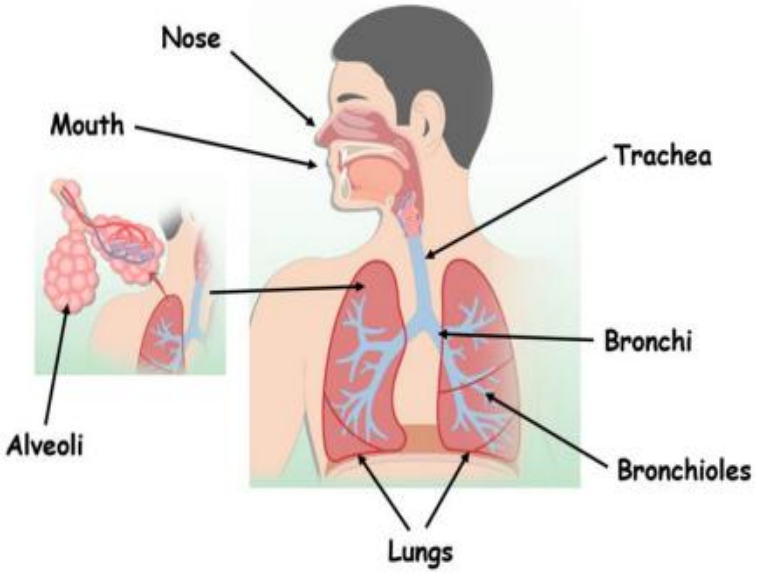
Nose and mouth: Air enters the body through the nose and mouth.

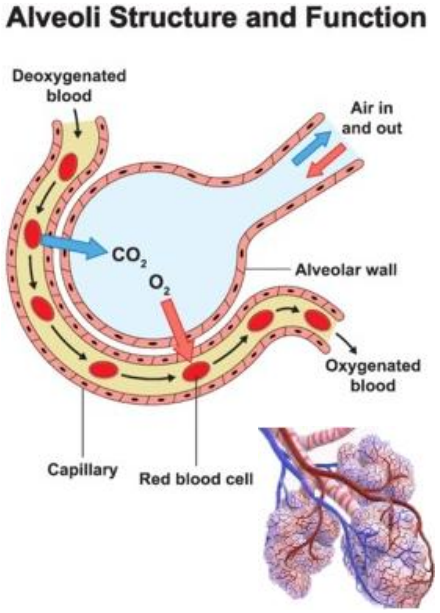
Trachea: Air from the nose and mouth enters the **windpipe** called the **trachea**. The trachea is surrounded by rings of cartilage to keep its shape and prevent it from collapsing.

Bronchi: Air travels from the **trachea** and to each **lung** via a **bronchus**. **Bronchi** is the term for both the left and right bronchus. The passage of air gets smaller and smaller.

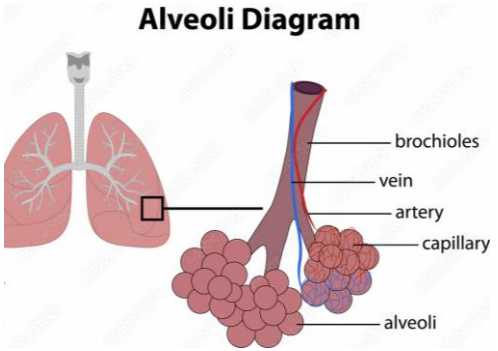
Bronchioles: The smaller airways that branch off the bronchi are called **bronchioles**. Bronchioles branch out throughout the lungs and carry the air from the **bronchi** to the **alveoli**.

Alveoli: The **bronchioles** carry the air to the **alveoli** which are **tiny air sacs** that are attached to the bronchioles. The exchange of oxygen and carbon dioxide occurs at the alveoli.





GASEOUS EXCHANGE



Features that assist gaseous exchange

- Alveoli have tiny air sacs with moist thin walls (only one cell thick).
- Alveoli have a very large surface area.
- Alveoli are surrounded by capillaries which provides a large blood supply.

Gaseous exchange

- Gases move from areas of high concentration to areas of low concentration. If there is more oxygen in the alveoli than the capillaries, oxygen will move into the capillaries.
- Oxygen is diffused into the blood and binds with **haemoglobin** to form **oxyhaemoglobin**.
- **Oxyhaemoglobin** is transported to the working muscles where it is used for aerobic activity (exercise that requires oxygen).
- During aerobic activity, carbon dioxide is produced and is removed from the muscles by haemoglobin.
- Gaseous exchange occurs at the alveoli.

1.1 Key Vocabulary

A priori – A statement which is knowable without any reference to any experience. E.g. mathematics 5+7=12

A Posteriori – A state which is knowable only after experience. E.g. that food is hot

Class consciousness – A term used by Marx to mean the working class becoming aware they are being oppressed

Design (or teleological) argument – The argument that the world looks designed and so has a designer - God

Empiricism – The theory that knowledge is gained through our five senses

False consciousness – A term used by Marx to describe a way of thinking that stops the working class from seeing how they are being oppressed

Fallacy of composition – An argument that wrongly claims that what is true of something's arts must also be true of the whole thing

First cause argument – The argument that everything in the universe needs a cause and so the universe also needs a cause, which is God

First certainty – 'I think; therefore I am': Descartes' realisation that the fact he thinks shows that his mind must exist.

Logical fallacy – A statement that is logically flawed

Opium of the people – A phrase used by Marx comparing religion to opium, an addictive painkilling and vision-creating drug

Rationalism – The theory that knowledge is gained through reason

Realm of Appearances – Plato's name for the world in which we live

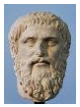
Real of Forms – Plato's name for a perfect realm where our souls previously lived

Ruling class – According to Marx, the minority of rich and powerful people, such as factory owners

The problem of evil – The argument that evil and sufferings shows that an all-loving, all-powerful and all-knowing God cannot exist

1.2 The Greats: Timeline

Socrates (469-399 BCE)



Plato (427-347? BCE)

Aristotle (384-322 BCE)

Epicurus (341-270 BCE)

Saint Thomas Aquinas (1225–1274)

Rene Descartes (1596-1650)

David Hume (1711-1777)

Immanuel Kant (1724-1804)

William Paley (1743-1805)

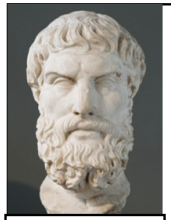
Sigmund Freud (1856-1939)

Karl Marx (1818-1883)

Revision suggestions

1) Create a quiz from the key vocabulary.
2) To help you remember the key philosophers and their theories in 1.3 create two flash cards for each philosophers on one card write the name of the philosophers and on the other card in your own words summarise their theory. You can then use these cards to play snap or match the names up to the correct theory.

1.3 Key philosophers and their theories



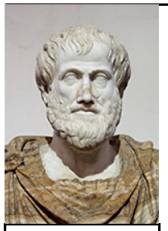
Epicurus (341-270 BCE)

Epicurus taught that although the gods exist, they have no involvement in human affairs. He saw religion as a source of fear that should be banished from people's' minds if they were to live peaceful lives. He famously said; ***'If God is unable to prevent evil, then he is not all-powerful. If God is not willing to prevent evil, then he is not all-good. If God is both willing and able to prevent evil, then why does evil exist?' this became known as the*** Epicurus' trilemma and had been used by many atheists to prove that God does not exist.

Saint Thomas Aquinas (1225–1274)

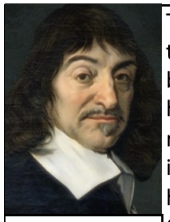
Aquinas believed that the existence of God could be proven by his 'Five Ways':

1) **Motion –** movement in the world has a cause. The 'ultimate mover' must be God.
2) **Cause –** every effect has a cause. Therefore, God must be the first cause of existence for everything else to follow.
3) **Contingency –** everything is impermanent. Nothing can exist without depending on something else. The world is dependent on something for its existence. That must be God.
4) **Perfection –** There are higher and lesser degrees of perfection. God must be the highest perfection.
5) **Order –** order is present in the world. There must be an intelligent designer to this order.



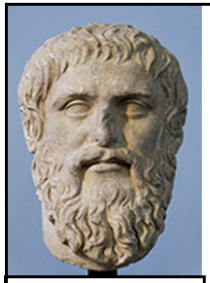
Aristotle (384-322 BCE)

Aristotle is a severe critic of traditional religion, believing it to be false, yet he also holds that traditional religion and its institutions are necessary if any city, including the ideal city he describes in the Politics, is to exist and flourish. He believed that religion had long proven helpful in regulating social behaviour, something that will be particularly important to a tyrant who cannot necessarily count on the freely chosen support of his subjects. ***"A tyrant must put on the appearance of uncommon devotion to religion. Subjects are less apprehensive of illegal treatment from a ruler whom they consider god-fearing and pious."***



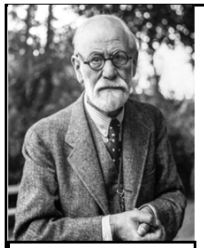
Rene Descartes (1596-1650)

Throughout his life Descartes was a devout Christian. He believed that because there was a clear idea of perfect being (God) in his mind; God must exist. He also believed that because he had an idea in his mind about a perfect being and he himself was not perfect; There must be a God. The very fact that he is not perfect means he would not bear his own existence. Similarly, his parents, who are also imperfect beings, could not be the cause of his existence since they could not have created the idea of perfection within him. That leaves only a perfect being, God, that would have had to exist to create and be constantly recreating him. He famously said ***'God alone is the author of all the motions in the world'***



Plato (427-347? BCE)

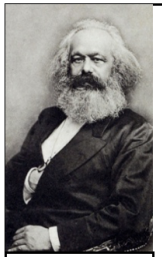
Plato believed that there was an all-knowing, benevolent God. Who providentially cares for and governs everything in the world. He believed that humans have an immortal human soul and that God is the source of all good, being the very Form of Goodness. He claims that religious faith is both against and above reason. He proclaims, ***"when we believe, we desire to believe nothing further."***



Sigmund Freud (1856-1939)

Freud described religions as 'mass delusions' and claimed it to be childish wishful thinking. He said that religion was an illusion and all in the mind. Through his work with various patients, he tried to give a natural explanation for why people believe in God. He claimed that the reason is that religion satisfies three wishes or desires that all people have. Freud's theory is known as his wish-fulfilment hypothesis. According to Freud the three wishes we all have are;

1) *The desire for a father*
2) *The desire for fairness*
3) *The desire for immortality*



Karl Marx (1818-1883)

Marx described religion as the 'opium of the people'. Opium is addictive, painkilling frug that can cause hallucinations. By using the metaphor of opium, Marx was claiming that the working class become addicted to religious ideas as a way of numbing the pain of their earthly existence. Religion offers them a pleasant illusion of an afterlife and blinds them to their oppression. He accused the ruling class of using religion to control and manipulate the working class by feeding them the idea that God favors and will reward those in poverty. Marx believed that there was biblical evidence to support his theory such as the teaching of Jesus; ***'it is easier for a camel to go through the eye of a needle than for a rich person to enter the Kingdom of God!'***

William Paley (1743-1805)

Aquinas argued in his fifth way that natural things in the world appear to have been designed and this shows their must be an intelligent designer. This is known as the Design (or teleological) argument. Paley, inspired by this compared the world to an intricately designed watch. He noted that all the complex parts of a watch fit together in an orderly way so that is can achieve its purpose of telling the time. This is not simply an accident that has happened by chance; it is because a watch has a watchmaker. Just as a watch needs a watchmaker, he argued , then something even more complex, orderly and purposeful like the world must have a world maker.

Notes

Notes

Notes

Notes

Date	KO*	WB*	TT*	Date	KO*	WB*	TT*
23/2				16/3			
24/2				17/3			
25/2				18/3			
26/2				19/3			
27/2				20/3			
2/3				23/3			
3/3				24/3			
4/3				25/3			
5/3				26/3			
6/3				27/3			
9/3							
10/3							
11/3							
12/3							
13/3							

RUBBER

PENCIL

WHITEBOARD PEN

GREEN PEN

BLACK PEN

You should also have:

- Pencil case
- Reading book
- Calculator
- Headphones
- Plastic wallet
- Protractor
- Sharpener
- Compass
- (no scissors)

*Knowledge Organiser * Whiteboard * Timetable

You should also have when needed:

- Ingredients
- PE kit
- Completed homework

RULER

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