Maidenhill School Knowledge Organiser

Year 9 – Term 6



Be kind, Aspire, Persevere, Achieve

Name:

Tutor: 9

Planner - Term 6



Term 6

Planner

Week 1	Notes	Week 1		Notes
Monday 2 nd June		Monday 16 th June	eek	
Tuesday 3 rd June		Tuesday 17 th June	ent Wo	
Wednesday 4 th June		Wednesday 18 th June	essme	
Thursday 5 th June		Thursday 19 th June	Ass	
Friday 6 th June		Friday 20 th June		INSET DAY
Week 2	Notes	Week 2		Notes
Week 2 Monday 9 th June	Notes	Week 2 Monday 23 rd June		Notes
Week 2 Monday 9 th June Tuesday 10 th June	Notes	Week 2 Monday 23 rd June Tuesday 24 th June		Notes
Week 2 Monday 9 th June Tuesday 10 th June Wednesday 11 th June	Notes	Week 2 Monday 23 rd June Tuesday 24 th June Wednesday 25 th June		Notes
Week 2 Monday 9 th June Tuesday 10 th June Wednesday 11 th June Thursday 12 th June	Notes	Week 2Monday 23rdJuneTuesday 24thJuneWednesday 25thJuneThursday 26thJune		Notes

Planner - Term 6



Week 1	Notes	Week 1		Notes
Monday 30 th June		Monday 14 th July		
Tuesday 1 st July		Tuesday 15 th July	Veek	
Wednesday 2 nd July	Sports Day	Wednesday 16 th July	ities V	
Thursday 3 rd July		Thursday 17 th July	Activ	
Friday 4 th July		Friday 18 th July		
Week 2	Notes	Notes		
Monday 7 th July	RP3 publish			
Tuesday 8 th July	School Production			
Wednesday 9 th July	School Production			
Thursday 10 th July	School Production			
Friday 11 th	School Production			3

Self-certification / Out of lessons



Self-certification

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

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

Date	Time	Student signature

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

Student out of lesson record

Date and time	Reason	Staff signature

Reporting your concerns



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

Attendance					
Autenteante	7 A T I	Ah	66	h	
	Л			ШU	-

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	J

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



100%	0 DAYS	0 DAYS MISSED
99%	1 DAY	1 DAY MISSED
98%	3 DAYS	3 DAYS MISSED
97%	1 WEEK	5 DAYS MISSED
		The second started and
96%	1.5 WEEKS	7.5 DAYS MISSED
94%	2 WEEKS	10 DAYS MISSED
93%	2.5 WEEKS	12.5 DAYS MISSED
92%	3 WEEKS	15 DAYS MISSED
90%	3.5 WEEKS	17.5 DAYS MISSED
	MAXIMISE YOUR PC	DTENTIAL.
	ATTEND SCHOOL EV	ERY DAY.

Personal Attendance Record

Week	Monday	Tuesday	Wednesday	Thursday	Friday	%	Colour	$1 \rightarrow 1$
1								
2								
3								
4								
5								
6								
7								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

Maidenhill PE Uniform

Optional Rugby shirt

Red Maidenhill PE polo shirt

Options for the lower half:

Red Maidenhill hooded jumper

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



Borrowed uniform items

Maidenhill leggings

Maidenhill Skort

Plain black shorts with no logos

Plain black leggings with no logos

Black tracksuit bottoms with no logos

Date	Item	Number	Returned



Equipment

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

Essential requirements

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

Student property

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

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

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

Network rules

Never share your password with anyone – not even your best friend – if 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 vou 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 guickly identified and dealt with.

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

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



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 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

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.

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



Tippex or other correcting fluids

Aerosols

Illegal substances

Energy/fizzy drinks

arning Ũ 0 Behaviour



or kicking, or emotional like teasing or calling names.



- 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 ٠
- Being unfriendly and turning others against someone
- Posting inappropriate comments on websites and social media

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

Bullying



- Physical
- > Cyber
- Verbal
- Emotional
- Prejudice based



Bullying



What is bullying?

Review Point 3



	Attitude to Learning	Attitude to homework	Organisation	
	always engages with activities showing resilience	always demonstrates high levels of determination	is always on time to lessons and enters the	
ht.	when challenged	and motivation	classroom ready to learn	
utstanding use stude	actively seeks ways to improve work and responds effectively to feedback	works hard to proof read IS for spelling, punctuation and grammar (SPAG)	always brings correct equipment	
<u>ö</u> <u>ö</u>		shows much wide in their successful of	always meets deadlines and is well prepared for	
he	demonstrates consistently high levels of effort and	shows great pride in their presentation of	tests, assessments and exams	
	tocus	homework		
0)	engages with activities often showing resilience	often demonstrates determination and motivation	is on time to lessons and enters the classroom	
sn :	when challenged		ready to learn	
<u>l</u> beca Ident.	improves their work by responding to feedback	proof reads IS for spelling, punctuation and grammar (SPAG)	brings the correct equipment	
<u>Gooc</u> stu	demonstrates high levels of effort and focus	shows pride in their presentation of homework	meets deadlines and is prepared for tests and exams	
е	sometimes engages with learning activities but can	sometimes demonstrates determination but	does not always arrive on time and/or is not	
sni	be passive	sometimes effort is below expectation	always ready to learn.	
<u>: good</u> beca tudent	responds to feedback but doesn't always work hard enough at this	checks IS for spelling, punctuation and grammar (SPAG) but could put more effort into this	sometimes forgets to bring the correct equipment for learning	
<u>vet</u>	sometimes demonstrates high levels of effort and	could take more pride in their presentation of	sometimes does not meet deadlines and/or is not	
ot	but not consistently	homework	prepared for tests and exams	
ZI				
	rarely engages with learning activities but not at	rarely demonstrates determination and effort is	is often late to lessons and/or often enters the	
uire	the standard expected	often below expectation	classroom not ready to learn	
vement reg e student	rarely improves their work by responding to feedback and doesn't put enough effort into this	makes insufficient effort to proof read for spelling, punctuation and grammar (SPAG)	often lacks the correct equipment	
aus			often misses deadlines and/or is often unprepared	
<u>ht in</u> bec	can make poor choices regarding behaviour and/or	rarely takes pride in their presentation of	for tests and exams	
Urge	disrupts the learning of others	homework		
		Tarahan'a wakila ka ang santa dar ka shadara'. '	The short's weakle to account due to student. I	
×	reacher is unable to comment due to student absence.	reacher is unable to comment due to student absence.	reacher is unable to comment due to student absence.	10

Review Point 3



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

Reflections
am proud of
have made the most progress in
know this because
know I still need to work on
will do this by

.....

Tutor time – Maths Task 1



Question 1 1 3	Question 2 3 2	Question 3	Question 4
Work out $1\frac{1}{3} + 2\frac{1}{4}$	Work out $2\frac{1}{4} - 1\frac{1}{7}$	Simplify $4x^2 \times 2x^3$	Simplify $16x \div 2x$
Question 5 Find the gradient of the line	Question 6 Find the y-intercept of the line	Question 7 Solve $x - 3 = 1$	Question 8Solve $3x + 4 = 19$
y + 2x = 6	y + 8x = 5	2	
Question 9	Question 10	Question 11	Question 12
Factorise 45x - 10	Factorise fully 6x ² - 14x	If the nth term of a sequence is 6n what is the 12th term?	If the nth term of a sequence is 28 - 3n what is the 7th term?
Question 13	Question 14	Question 15	Question 16
Round 4.262 correct to 1 decimal place	Round 0.34603 correct to 2 decimal places	Work out 4420 ÷ 34 =	Work out 3304 ÷ 28 =
Question 17	Question 18	Question 19	Question 20
Decrease £700 by 5%	Increase £560 by 20%	Estimate $\frac{23.4 + 78}{21.2}$	Estimate $\frac{24.9 \times 1.9}{5.45}$





Tutor time – Maths Task 2



Question 1 4 2	Question 2 7 1	Question 3	Question 4
Work out $1\frac{1}{5} \div \frac{1}{3}$	Work out $2\frac{1}{8} - 2\frac{1}{2}$	Simplify $10x^4 \times 4x^2$	Simplify $24x \div 6x$
Question 5	Question 6	Question 7	Question 8
Find the gradient of the line 2y = -10x + 1	Find the y-intercept of the line y - 7x = -3	Solve $\frac{x}{4} + 1 = 2$	Solve $\frac{x-2}{3} = 2$
Question 9	Question 10	Question 11	Question 12
Factorise 54x - 45	Factorise fully 56x ² + 16x	If the nth term of a sequence is 3n + 1 what is the 8th term?	lf the nth term of a sequence is 45 - 9n what is the 8th term?
Question 13		Question 15	Question 16
Round 37.6394 correct to	Round 135.0744 correct to	Work out 2850 ÷ 15 =	Work out 1680 ÷ 20 =
1 decimal place	1 decimal place		
Question 17	Question 18	Question 19	Question 20
Decrease £160 by 15%	Increase £660 by 5%	Estimate $\frac{4.2 + 5.98}{22.4}$	Estimate $\frac{3.2 \times 7.9}{6.49}$





N Task Maths **Tutor time**

Tutor time – Maths Task 3

⁶		X
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	\searrow	

Question 1 6 1	Question 2 3 1	Question 3	Question 4
Work out $2\overline{7} - 1\overline{5}$	Work out $2\frac{1}{4} \div 1\frac{1}{2}$	Simplify $x^5 \times 5x^2$	Simplify $50x \div 10x$
Question 5	Question 6	Question 7	Question 8
Find the gradient of the line	Find the y-intercept of the line	solve x a F	Solve $x + 2$
y = -4x - 5	y + 6x = 2	$\frac{1}{5} - 2 = 5$	$\underline{}_{4} = 2$
Question 9	Question 10	Question 11	Question 12
Factorise 36x - 63	Factorise fully 12x ² + 6x	If the nth term of a sequence is	If the nth term of a sequence is
		11n + 2 what is the 12th term?	18 - 8n what is the 8th term?
Question 13		Question 15	Question 16
Round 196.5114 correct to 1 decimal place	Round 660.31951 correct to 2 decimal places	Work out 3360 ÷ 24 =	Work out 2970 ÷ 30 =
Question 17	Question 18	Question 19	Question 20
Decrease £220 by 10%	Increase £700 by 20%	Estimate <u>495.4 – 202.5</u> 29.4	Estimate $\frac{0.16 \times 21}{1.9}$





\mathbf{m} Task Maths Tutor time

EXTRA PRACTICE- Maths Task 1



Question 1 1 2	Question 2 1 1	Question 3	Question 4
Work out $3\frac{1}{2} \times \frac{1}{3}$	Work out $1\frac{1}{7} \times 1\frac{1}{2}$	Simplify $3x^5 \times 5x^3$	Simplify $12x^4 \div 4x^3$
Question 5	Question 6	Question 7	Question 8
Find the gradient of the line y = -6x + 3	Find the y-intercept of the line y = -2x + 4	Solve $\frac{x}{10} + 4 = 3$	Solve $\frac{x-3}{5} = 2$
Question 9	Question 10	Ouestion 11	Question 12
Factorise 30x - 10	Factorise fully 40x ² + 24x	If the nth term of a sequence is	If the nth term of a sequence is
		9n - 3 what is the 6th term?	20 - 4n what is the 10th term?
Question 13		Question 15	Question 16
Round 420.86827 correct to 1 decimal place	Round 18.48318 correct to 2 decimal places	Work out 2132 ÷ 26 =	Work out 3640 ÷ 26 =
Question 17	Question 18	Question 19	Question 20
Decrease £520 by 15%	Increase £140 by 5%	Estimate $\frac{45.4 + 4.92}{5.099}$	Estimate $\frac{0.75 \times 76}{1.501}$





Task Maths **EXTRA PRACTICE**

EXTRA PRACTICE– Maths Task 2



Question 1 1 1	Question 2 2 1	Question 3	Question 4
Work out $2\frac{1}{6} \times 2\frac{1}{2}$	Work out $1\frac{1}{5} \div 1\frac{1}{2}$	Simplify $4x^5 \times 5x^4$	Simplify $20x^5 \div 4x^2$
Question 5	Question 6	Question 7	Question 8
Find the gradient of the line y = -8x + 3	Find the y-intercept of the line y = -2x + 1	Solve $\frac{x}{8} - 5 = -2$	Solve $\frac{x+3}{4} = -3$
Question 9	Question 10	Question 11	Question 12
Factorise 24x + 33	Factorise fully 4x ² + 22x	If the nth term of a sequence is 8n - 2 what is the 10th term?	If the nth term of a sequence is 23 - 9n what is the 9th term?
Question 13		Question 15	Question 16
Round 80.0118 correct to 1 decimal place	Round 2.84445 correct to 2 decimal places	Work out 672 ÷ 16 =	Work out 2682 ÷ 18 =
Question 17 Decrease £160 by 10%	Question 18 Increase £240 by 20%	Question 19 Estimate <u>4550 - 549</u> 87.4	Question 20Estimate $\frac{75 \times 76}{97.2}$





EXTRA PRACTICE– Maths Task 3



Question 1 3 3	Question 2 1 3	Question 3	Question 4
Work out $1\frac{1}{7} + 2\frac{1}{5}$	Work out $1\frac{1}{5}-\frac{3}{4}$	Simplify $2x \times 5x^4$	Simplify $2x^5 \div 4x^4$
Question 5	Question 6	Question 7	Question 8
Find the gradient of the line	Find the y-intercept of the line	Solve X	Solve $x - 3$
2y + 14x = 5	y = -3x - 5	50000 - 4 = -1	
Question 9	Question 10	Ouestion 11	Ouestion 12
Factorise 30x - 25	Factorise fully 6x ² - 22x	If the nth term of a sequence is	If the nth term of a sequence is
		7n + 3 what is the 10th term?	43 - 10n what is the 8th term?
Question 13		Question 15	Question 16
Round 39.1635 correct to 1 decimal place	Round 41.5297 correct to 1 decimal place	Work out 2632 ÷ 14 =	Work out 2304 ÷ 18 =
Question 17	Question 18	Question 19	Question 20
Decrease £600 by 20%	Increase £260 by 5%	Estimate $\frac{5.02 - 2.05}{5.57}$	Estimate $\frac{6.8 \times 5.8}{2.89}$





Reading Challenge

18

go." more places you'll -Dr. Seuss

MW





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

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.
- $\checkmark\,$ Bring them to school each day.
- \checkmark Refer to them in lessons and your homework tasks.



Language **English Support**

Imperative

the sky with shades

of orange and pink

the ocean, painting

Descriptive language that creates

a picture in the reader's mind

Imagery

20

The sun set over

Three (list of)

A dove as a symbol

of peace

represent ideas or qualities Using objects or actions to

Symbolism

- Statistics
- Emotive language

The ominous music

Hinting at what will happen later in

the story

Foreshadowing

in a horror movie

- Repetition
- **Rhetorical question**

A fire station burning down

expected and what actually A contrast between what is

Irony

happens

- Opinion

Fact

Buzz, hiss, sizzle

Words that sound like what they

mean

Onomatopoeia

Direct address

Non-fiction...

Peter Piper picked

a peck of pickled

Repetition of the same sound at the

beginning of words

Alliteration

peppers

The wind whispered

Giving human qualities to non-

human things

Personification

Life is a journey

A comparison without using "like"

or "as"

Metaphor

A comparison using "like" or "as"

Simile

through the trees

I've told you a

million times

An exaggeration for emphasis

Hyperbole

00 Colorful Words

bargained

added sked

0

ρ

complained confessed

bawled

admitted

advised agreed

Have a big impact Tone and Pace

on rhythm and

opter egected by the punctuation and shape

of a poem.

The flow of a poem,

Rhyming words secur sometimes in patterns.

Rhyme

very opten in poems,

Rhythm

chortled

bellowed

boasted

blurted

argued barked

croaked

b

P

multiple

phrases

POETIC

When a word imitates

Onomatopoeia

the sound it makes

(e.g. BANG, SPLASH)

times.

TECHNIQUES

cried

assured

avowed

Repetition When words and are repeated

punctuation. egpected by

urmured

growled

hissed

griped

mumbled objected

moaned gurgled

bragged

More than one word

Identifies something

Metaphors

Compares two

Similes

as being the same as something else.

using the words diggerent things,

"like" or "as".

Alliterations

beginning with the

same letter (close

together in text).

began

chatted

grunted

demanded

coughed

boomed

groaned

gasped fretted denied

a

gulped

0

ρ

interrupted

insisted

protested

convinced

crowed

sniffled

pleaded

B

comment

cheered

2

ranted

raved

stammered

nstructed

Her eyes were like

shining stars

EXAMPLE

DEFINITION

LITERARY

DEVICE

squeaked

sobbed

exclaimed

gushed

Fiction...

eered



Conjunctions Support English

21

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

Non sharpen 20 /erbs





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



(Shows ownership) Their cat is the sweetest

Addition Also Too

Additionally In addition Besides Finally Further Last

Then

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

Summary In other word It seems In short Anyway In brief

Adjacent to

Next to

In the back

Here

Clearly In sum

Comparison Comparable A smilar ... Likewise Similarly Equally

In general After all

At that point

Opposite to

Beyond

Nearby

SEMICOLON

HYPHEN

PARENTHESIS

APOSTROPHE

Use to intro list or a defi

s at the end of sentence.

entence to expre a strong feeling. Use at the sentence the

COLON

PERIOD

EXCLAMATION

QUESTION

Place

There

PUNCTUATION

Conjunctions

Another ... like As with

ELLIPSIS

QUOTATIONS

COMMA

Use to Join separate words to make one

Use in con and to sh

Meanwhile

Finally

At last

Time

Use to show spense or th

Use around words that are spoken.

Use to separarts in a sent or in a list

In the meantime

In the past

Currently

Presently

Immediately

.

Eventually

n the same way

Language Component One, Section A



1.1 What is it?

One of your GCSEs next year will include Language Component One. For Section A of this exam, you will be given an extract from a story. You will be asked a series of questions where you will need to infer implicit and explicit details, use quotations, analysis and terminology throughout.

1.2 Key Word Tentative Lang Could Might May Poss	ds g uage ibly Potentially	on Breakdown	Q3	 2. 3. 4. 5. 6. 	E L T I
Key Phrases 'An alternative interpretation, could be' 'The word 'x' suggests' 'The use of 'x'	Words instead of 'shows': Highlights Suggests Implies	1. 3 Questi	Q4	1. 2. 3. 4. 5. 6.	S II I I I I I I I I I I I I I I I
emphasizes' 'The author may have intended' 'The effect on the reader may be'	Insinuates Reiterates Displays Describes Portrays Emphasises		Q5	1. 2. 3. 4. 5. 6. 7.	E t L T T

Q 1	1.	Select the correct section from the text	5	5 mins	
-	<u> 2.</u>	Select and retrieve answers	marks		
	1.	Select the correct section from the text and check you read key words			
		in the question.			
	2.	Aim to comment on 3-5 pieces of evidence.	5		
Q2	3.	Use short, specific quotations where possible.	marks	5 mins	
	4.	Try to include terminology if it's appropriate, this does not have to be	marko		
		literary techniques but can be academic vocabulary.			
	5.	Track the text in order.			
	1.	Select the correct section from the text and check you read key words			
		in the question.			
	2.	Begin with an overview summarising your answer.			
ŝ	3.	Use short, specific quotations where possible, aim for $7 - 10$.	10	10-12	
ö	4.	Look for alternative interpretations if appropriate.	marks	mins	
	5.	Try to include terminology if it's appropriate, this does not have to be		_	
		literary techniques but can be academic vocabulary.			
	6.	Track the text in order.			
	1.	Select the correct section from the text and check you read key words			
		in the question.			
	2.	Begin with an overview summarising your answer.			
ব	3.	Use short, specific quotations where possible, aim for 7 – 10.	10	10-12	
ð	4.	Look for alternative interpretations if appropriate.	marks	mins	
	5.	Try to include terminology if it's appropriate, this does not have to be			
		literary techniques but can be academic vocabulary.			
	6.	Track the text in order.			
	1.	Begin with writing an overview summarising your point of view. "I			
		think"			
	2.	In most texts, you will be asked to comment on a character or a setting.			
	3.	Use short, specific quotations where possible, aim for 7 – 10.	10	10-12	
D D	4.	Look for alternative interpretations if appropriate.	marks	mins	
	5.	Try to include terminology if it's appropriate.			
	6.	Track the text in order.			
	7.	Respond to the whole passage.		22	
	L			·	



Extract from 'The Pedestrian' by Ray Bradbury

To enter out into that silence that was the city at eight o'clock of a misty evening in November, to put your feet upon that buckling concrete walk, to step over grassy seams and make your way, hands in pockets, through the silences, that was what Mr. Leonard Mead most dearly loved to do. He would stand upon the corner of an intersection and peer down long moonlit avenues of sidewalk in four directions, deciding which way to go, but it really made no difference; he was alone in the world of A.D. 2053, or as good as alone, and with a final decision made, a path selected, he would stride off, sending patterns of frosty air before him like the smoke of a cigar. Sometimes he would walk for hours and miles and return only at midnight to his house. And on his way, he would see the cottages and homes with their dark windows, and it was not unequal to walking through a graveyard where only the faintest glimmers of firefly light appeared in flickers behind the windows. Sudden grey phantoms seemed to manifest upon inner room walls where a curtain was still undrawn against the night, or there were whisperings and murmurs where a window in a tomb-like building was still open.

On this particular evening, he began his journey in a westerly direction, toward the hidden sea. There was a good crystal frost in the air; it cut the nose and made the lungs blaze like a Christmas tree inside; you could feel the cold light going on and off, all the branches filled with invisible snow. He listened to the faint push of his soft shoes through autumn leaves with satisfaction, and whistled a cold quiet whistle between his teeth, occasionally picking up a leaf as he passed, examining its skeletal pattern in the infrequent lamplights as he went on, smelling its rusty smell.

In ten years of walking by night or day, for thousands of miles, he had never met another person walking, not once in all that time.

1.5 Complete these questions on the text above.

A1. Read lines 1-8.

List **five** things you learn about Mr. Leonard Mead and the setting. **[5** marks]

A2. Read lines 9-15.

How does the writer create a negative atmosphere?

You must refer to the language used in the text to support your answer. [5 marks]

A3. Read lines 16-25.

What impressions do you get of Mr. Mead from these lines?

You must refer to the text to support your answer [10 marks]

1.6 How can I prepare?

- Spend time reading a variety of texts.
- Use the Accelerated Reader program to improve your comprehension skills.
- Discuss books with friends and family, explaining how characters or settings are presented by the author.
- Challenge yourself to read books out of your comfort zone or usual genre.



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

Maths Support

Maths Unit 6 - Angles

What do I need to be able to do?

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

- Recognise types of triangle
- Recognise types of quadrilateral
- Identify alternate angles
- Identify corresponding angles
- Identify co-interior angles.

Keywords

Polygon: A 2D shape made with straight lines Scalene triangle: a triangle with all different sides and angles

Isosceles: Two equal size lines and equal size angles (in a triangle or trapezium)

Right-angled triangle: a triangle with a right angle Protractor: equipment used to measure angles Compass: equipment used to draw arcs and circles.

Parallel: Straight lines that never meet



Basic angle rules and notation (447,812)





Angle Maths

What do I need to be able to do? By the end of this unit you should be able to: **Averages from lists** Understand and use mean, median and mode Choose the most appropriate average The Mean (U291) Identify outliers A measure of average to find the 24, 8, 4, 11, 8, Compare distributions using averages and central tendency... a typical value range. Find the sum of the data (add that represents the data 24 + 8 + 4 + 11 + 8the values) 55 **Keywords** Divide the overall total by 55 ÷ 5 how many pieces of data Spread: the distance/ how spread out/ variation vou have of data Range: The difference between the largest and Mean = 11The Mode (The modal value) (U260) smallest numbers in a set Average: a measure of central tendency – or the This is the number OR the item typical value of all the data together 24, 8, 4, 11, 8, that occurs the most (it does Total: all the data added together not have to be numerical) **Frequency:** the number of times the data values Mode = 8occur For Grouped Data The modal group – which group has the Range (U526) highest frequency. Difference between the biggest and smallest The Median (U456) The value in the center (in the 24, 8, 4, 11, 8, 8 12 39 middle) of the data Range: Biggest value – Smallest value Put the data in order 4, 8, 8, 11, 24 12 - 3 = 9**NOTE:** If there is Range = 9 4, 8, 8, 11, 24 Find the value in the middle no single middle value find the This can still be easier Median = 8 mean of the two if it the data is ordered 27 numbers left first

Unit

Enrichment Opportunities



Unit

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Mains electricity

A cell or a battery provides a **direct current (dc)**. The current only flows in one direction and is produced by a **direct potential difference**.

Mains electricity provides an **alternating current (ac)**. The current repeatedly reverses direction and is produced by an **alternating potential difference**.

The positive and negative terminals of an alternating power supply swap over with a regular frequency.

The frequency of the mains electricity supply in the UK is 50 Hz and its voltage is 230 V.

The National Grid

The **National Grid** is a nationwide network of cables and transformers that link power stations to homes, offices, and other consumers of mains electricity.

Transformers are devices that can change the potential difference of an alternating current.



By making the grid potential difference much higher, a smaller current is needed to transfer the same power. Therefore, the National Grid is an efficient way to transfer power due to less heating loss in the wire.

Plugs



Plastic is used for the wire coatings and plug case because it is a good electrical insulator. Fuse connected to the live wire. If the live wire inside an appliance touches the neutral wire a very large current flows. This is called a **short circuit**. When this happens the fuse melts and disconnects the live wire from the mains, keeping the appliance safe.

The live wire is dangerous because it has a high potential difference of 230V. This would cause a large current to flow through you if you touched it.

 Most electrical appliances in the UK are connected to the mains using a three-core cable. Copper is used for the wires because it is a good electrical conductor and it bends easily.

Electrical appliances transfer energy.

For example, an hairdryer transfers energy electrically from a chemical store (e.g., the fuel in a power station) to the kinetic energy store of the fan inside the hairdryer and to the thermal energy store of the heating filaments inside the hairdryer.

When you turn an electrical appliance on, the potential difference of the mains supply causes charge (carried by electrons) to flow through it.

A high potential difference across the transmission cables means that a lower current is needed to transfer the same amount of power, since:

power $(W) = current (A) \times potential difference (V)$

P = IV

A lower current in the cables means less electrical power is wasted due to heating of the cables, since the power lost in heating a cable is:

power (W) = current² (A) × resistance (Ω)

 $P = I^2 R$

This makes the National Grid an efficient way to transfer energy.

Type of stem cell	Where are they found?	What can they differentiate into?	Advantages	Disadvantages	
adult stem cells	specific parts of the body in adults and children – for example, bone marrow	can only differentiate to form certain types of cells – for example, stem cells in bone marrow can only differentiate into types of blood cell	 fewer ethical issues – adults can consent to have their stem cells removed and used an already established technique for treating diseases such as leukaemia relatively safe to use as a treatment and donors recover quickly 	 requires a donor, potentially meaning a long wait time to find someone suitable can only differentiate into certain types of specialised cells, so can be used to treat fewer diseases 	Binary fission Cell division in bacteria is called binary fission. In optimum temperature and nutrients, bacteria can multiply as often as every 20 minutes. In a lab, bacteria can be grown in sterile conditions on an agar gel plate or in a nutrient broth
embryonic stem cells	early human embryos (often taken from spare embryos from fertility clinics)	can differentiate into any type of specialised cell in the body – for example, a nerve cell or a muscle cell	 can treat a wide range of diseases as can form any specialised cell may be possible to grow whole replacement organs usually no donor needed as they are obtained from spare embryos from fertility clinics 	 ethical issues as the embryo is destroyed and each embryo is a potential human life risk of transferring viral infections to the patient newer treatment so relatively under-researched – not yet clear if they can cure as many diseases as thought 	The lid of the petri dish must be sealed but not all the way so that oxygen can still get in. This is so that harmful bacteria that do not need oxygen aren't able to grow.
plant meristem	meristem regions in the roots and shoots of plants	can differentiate into all cell types – they can be used to create clones of whole plants	 rare species of plants can be cloned to prevent extinction plants with desirable traits, such as disease resistance, can be cloned to produce large numbers of identical plants fast and low-cost production of large numbers of plants 	 cloned plants are genetically identical, so a whole crop is at risk of being destroyed by a single disease or genetic defect 	
		 stage 1 cell grows bigger DNA replicates (chromosomes are duplicated) stage 2 (mitosis) a complete set of is pulled to each e the nucleus divide two nuclei 	 increase in number of sub-cellular structures, such as ribosomes and mitochondria chromosomes end of the cell is to form 	Therapeutic cloning therapeutic cloning cells from a patient's own body a stem cells from this embryo can new organs these stem cells have the same g when transplanted. Key terms Make sure you	re used to create a cloned early embryo of themselves be used for medical treatments and growing genes as the patient, so are less likely to be rejected can write a definition for these key terms.
stage 3 cytoplasm and c divide to form tw daughter cells	cell membrane wo identical	E E)	adult stem ce chromosome clone gene meristem m	Il binary fission cell cycle daughter cells embryonic stem cell ₃₀ itosis nucleus therapeutic cloning

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









Dead the of Day Design Z

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/gra ysons-art-club 32



Forming & Shaping Techniques

Polymers



ools & Equipment			Thermosetting Polymers	Т	Thermoforming Polymers		
Name of tool	Picture	What the tool is used for	Urea Formaldehyde Epoxy Resin		Acrylic Polypropylene		
Tenon Saw		Cuts accurate straight lines in	Melamine Formaldehyde Phenol Formaldehyde		High-Density Polyethylene Polyvinyl Chloride (PVC)		
	IRWIN.38	small pieces of wood and provides a	Uses: Electrical fittings, kitchen U worktops, boat hulls, adhesives		Ises: Signage, drinks bottles, food packaging and window sills		
Hot wire strip heater		smooth cut. Used for forming plastic by applying heat to the material	Wood Joints	Line Bending Heat until soft Bend Hold until cool			
Try Square		Marks out and checks right angles	Finger Joint Mitre Joint The finger joint requires a higher degree of skill to produce but is far superior in	Strip Heater	A piece of thermoplastic sheet material is placed on the strip heater. It is heated until the plastic becomes soft and floopy		
Disc Sander		This machine smooths surfaces and romovos old	strength. Aesthetically, the mitre joint looks attractive and is used for frame construction.		Key words; • Acrylic • Former • Thermoforming polymers		
		finishes (e.g. paint)	 Health & Safety 1. Listen carefully to the teacher's 2. Always clamp work before drilling 	instructions g/cutting			
Bench Hook		Holds the material when	 Wear safety glasses when using Carry and store sharp tools safel 	machinery y	Design briefThermosetting polymers		
		lines.	Try these websites to support you www.youtube.com/watch?v=pojJIM www.educationquizzes.com/ks3/d-	<u>108U2I</u> and-t/resistant-	33 materials-02/		

Design & Technology

The Science of Food: Eggs & Cakes

Red Lion and how they can be used



Nutrition in eggs

but no vitamin C

saturated fat.

Chemical

Bicarbonate of

soda / baking

powder

money.



- 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)

Eggs should be stored in the fridge

strong smelling foods. Eggs should

should be removed from the fridge

hens, but they can also come from

cold eggs do not whisk well.

duck, geese and quail.

an hour or so before use, because

Most eggs we use come from British

be stored blunt end upwards. They

■ (3°C) or a cool place away from

•The type of method used, e.g. free range, organic, barn, cage.

Lion Quality Mark

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

Key Words:

- WORDS 1. 2.
- 3.
- Shorten 4.
- 5. Viscositv
- Aerate
- 7. **Raising Agent**
- 8. High risk food
- **Emulsion** 9.
- 10. Peak

Trapping air/Aerating:

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

Example: sponge cake, swiss roll and meringues

Stretch & Challenge:

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

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:

Raising Agents

Biological

Yeast

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

Free range / organic:

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



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Photography

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









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

THE LANGUAGE OF PHOTOGRAPHY

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

WHAT YOU'LL LEARN Introduction to Portrait Photography:

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

focal lengths to use.

Composition and Framing:

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

the desired message.

Lighting Techniques:

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

Post-Processing:

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

Storytelling:

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

story.

Angle and Perspective:

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

Digital Filters and Effects:

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

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



Python -> English				
<pre>print(`hello!')</pre>	Prints a value on screen (in this case, hello!)			
<pre>input(`')</pre>	Inputs a value into the computer.			
<pre>x=input(`')</pre>	Inputs a value and stores it into the variable x.			
<pre>x=int(input(`'))</pre>	Inputs a value into x, whilst also making it into an integer.			
<pre>print(str(x))</pre>	Prints the variable x, but converts it into a string first.			
if name == "Fred":	Decides whether the variable 'name' ha a value which is equal to 'Fred'.			
else:	The other option if the conditions for an if statement are not met (eg. name = 'Bob' when it should be Fred)			
elif name == "Tim"	elif (short for else if) is for when the first if condition is not met, but you want to specify another option.			
#	# is used to make comments in code – any line which starts with a # will be ignored when the program runs.			

Comparative Operators				
	Equal to			
!=	Not equal to			
>	Greater than			
<	Less than			
/	Greater than or equal to			
<=	Less than or equal to			

You will be using Google Colab to run and test code and use the game Potato Pirates to help you understand the key concepts. Using the TIME method:

- Try
- Investigate
- Make
- Evaluate

Don't be afraid to experiment and try things out!

Key vocabulary	/
Python	A high level programming language.
Programming	The process of writing computer programs.
Code	The instructions that a program uses.
Sequence	Parts of the code that run in order and the pathway of the
	program reads and runs very line in order.
Selection	Selects a pathways through the code based on whether a condition is true
Iteration	Code is repeated (looped), either while something is true or
	for a number of times
Algorithm	A set of rules/instructions to be followed by a computer
	system
Variable	A value that will change whilst the program is executed.
	(eg. temperature, speed)
Comparative	When comparing data, an operator is used to solve the
Operator	equality such as <>, != or ==
Syntax	The punctuation/way that code has to be written so that
	the computer can understand it. Each programming
	language has its own syntax.
Data Type	This indicates how the data will be stored. The most
	common data types are integer, string, and float/real.
String	A collection of letters, numbers or characters. (eg, Hello,
	WR10 1XA)
Integer	A whole number. (eg. 1, 189)
Float/Real	A decimal number, not a whole number. (eg. 3.14, -26.9)
Boolean	1 of 2 values. (eg. True, False, Yes, No)



d coding meets carbs

Enrichment Opportunities



Design Element Features

Acting

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

Set Design

- Naturalistic or non naturalistic
- Location how do you show where it is set?
- Mood / atmosphere how will the audience feel?
- Colour / texture ٠
- Sightlines can the audience see everything?

Costume Design

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

- Edges a clear hard edge or a hazy soft edge
- Gobo/specials patterned cut outs or any other lights

- Semiotics signs and symbols that communicate meaning to an audience
- Three Act Structure storytelling technique. Act 1: sets the scene. Act 2: escalates the drama, Act 3: resolves the conflict
- Strong Starts and Ends a technique to engage the audience to your performance
- Multi-rolling playing multiple characters
- Proxemics use of space between characters to show relationships
- Collaboration clear communication in groups, commitment, offering ideas and be brave and try things out!

Year 9 Assessment Criteria

Voice	Body	Extension and Further Info
<u>V</u> olume	<u>F</u> acial	Learning
<u>T</u> one	E xpression	Lines
Accent	Movement	
<u>Pitch</u>	Posture	
P ace	Interaction	/≓13%£
<u>E</u> mphasis	<u>G</u> esture	

Topic Objectives

- To develop and rehearse a script extract for performance, devise your own performance or create a design for a performance
- To use acting, directing and design elements in a professi
- To perform/present th class using all the skill

ional way ne extract to the s from KS3	nce P
Techniques	a B
ognise multiple ues and their entify and use echniques multiple ues together ntended e.g. educate techniques ntly and ely considering ience 37	Drama – Perform

oject

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 touts 	 Can analyse use of VTTAPE FEMPIG in professional theatre Can discuss and analyse different styles of theatre including proset 	 Can create performances for a specific purpose e.g. theatre for change Can create performances in a range of genres and styles 	 Can understand backstage and design roles Can create lighting, set and costume 	 Can recognise multiple techniques and their purpose Can identify and use Brecht techniques
 and texts Can perform in a range of styles including Brecht and Physical Theatre Can perform using props 	 Including Brecht, Naturalism, Comedy, Physical Theatre Can discuss design elements such as colour, 	 Can work positively in groups with a range of people Can work independently; rehearsing, improving and developing your performances 	 designs for a chosen text Can understand roles in professional theatre 	 Can use multiple techniques together for an intended purpose e.g. educate Can use techniques
and costumeCan perform using design elements	texture etc and their effectCan understand semiotics and symbolism	Can develop detailed creative ideas in response to a stimulus	 Can apply these roles to a performance project 	confidently and effectively considering the audience 37

La Fête de la Musique

General information

- La Fête de la musique, or Make Music Day, is one of the most famous festivities in France.
- This festival takes place in almost every city in France once a year. It's objective is to bring people together through music.
- It takes place on the 21st June each year (summer solstice).
- La Fête de la musique first took place in 1982 and has been held every year since.
- This year (2025) marks the 43rd anniversary of La Fête de la musique!
- Both amateur and professional musicians perform during the music festival, which lasts throughout the day and night.
- The métro opens throughout the night as a one-off during this festival.
- The event is free and open to the public.
- All types of music genres are represented, so there is something for everyone!
- The popularity of Fête de la musique has become so widespread that it has inspired more than 120 countries around the world to adopt the same tradition.





Enrichment Opportunities



The event itself

- The festival takes place outdoors in the streets, squares, public gardens, courtyards and train stations, as well as in museums, hospitals and state buildings.
- Many restaurants and bars also hold smaller concerts in their establishments.
- The musicians play for free, and the event is non-profit.
- Anyone can participate in the event, be it private or public businesses, music associations, schools or cafes.
- A huge majority of France gets involved, be it performing or spectating. The atmosphere at the time in France is buzzing. The streets are full of people and there is music everywhere!



How is it celebrated?

- Technically, the event is organized by the musicians. They need to make sure they stand out in order to have the biggest audience. All of the focus is on the music, and not who can get tickets.
- There are also bigger concerts held at venues during the festival. These tend to take place in the larger French cities.
- Because admission to the event is free, it remains accessible to the general public. Therefore, it brings French people 38 together with various musical preferences.

Key word definitions:

<u>Glacier -</u> A large mass of ice often shaped like a river, that flows very slowly under the force of gravity.

<u>Hanging valley</u> – A small tributary valley to the main glacier, too cold and high up for ice to move easily.

<u>Ice age -</u> A glacial episode characterised by lower than average global temperatures and during which ice covers more of the Earth's surface.

<u>Lateral moraine</u> - Material deposited at the edges of a glacier.

<u>Moraine</u> - Frost-shattered rock debris and material eroded from the valley floor and sides, transported and deposited by glaciers.

<u>**Permafrost**</u> - Permanently frozen ground, found in polar and tundra regions.

<u>Scree -</u> Screes occur in mountainous areas where rock faces disintegrate due to freezethaw action.

<u>**Truncated Spur**</u> - A former river valley spur that has been sliced off by a glacier.

	Processes	s of Glaciation		Landforms Created by Glaciers			
1	Abrasion	Loose rocks carried in the glacier scrape along the ground like sandpaper.	1	Arête	A sharp, knife-like ridge formed between two corries cutting back by processes of erosion and freeze-thaw.		
2	Deposition	the material it is carrying.	2	Corrie	Armchair-shaped hollow		
3	Freeze-Thaw Weathering	A common process of weathering in a glacial environment involving repeated cycles of freezing and			formed by glacial erosion, rotational slip and freeze-thaw weathering.		
		thawing that can make cracks in rock bigger.	3	Drumlins	Smooth egg-shaped hills about 10m high and several hundred metres long that are found in clusters on the floor of a glacial trough.		
4	Plucking	A type of erosion where melt water in the glacier freezes onto rocks, and as the ice					
		pieces along the rock joints.	4	Erractic	Rocks transported and dumped by glacial ice to a different location, often hundreds of kilometres away.		
5	Rotational Slip	Slippage of ice along a curved surface. When a glacier moves material					
0.	in enopoir cation	across large distances. It happens at the base, inside and on top of a glacier	5	Glacial Trough	A wide, flat bottomed, steep sided valley		
_	Horp	Avêta		Duramidal	(shaped like a U).		
Cirques Main glacier Truncated spurs				Peak	cut back to meet at a central point.		
				Ribbon Lake	A long narrow lake found in glaciated valleys, formed in locations where the glacier had more erosive power.		
			8	Tarn	A small mountain lake in a corrie.		

Enrichment Opportunities

Conduct your own research into a glaciated region of the world, e.g. northern Great Britain, European Alps, Rocky mountains of North America. Create a fact file that outlines the type of landforms in the region, explain with diagrams how they were formed and what activities people do there. Bring your work to show your teacher. 6

Term





- the 761st Tank Battalion General Eisenhower showed his support for integrated units and by the end of the war black American servicemen were serving in mixed units.
- By the end of the war many black Americans had become officers.
- · De-segregation in the navy happened in 1946 and other branches of the military by 1948.
- · With many black Americans on active service, opportunities improved for male and females in factories. They were still treated as second class citizens which gave rise to the "Double V" campaign - victory abroad and victory at home.
- · Awareness of discrimination during the war led to increased membership of the NAACP and numbers rose from 50k to 450k.
- CORE was formed in 1942 and advocated peaceful resistance.

- ended literacy tests.
- Supreme Court Ruling 1967 ruled that state laws banning interracial marriages were unconstitutional.
- Fair Housing Act 1968 racial discrimination made illegal in the property market.

I have decided to stick with love. Hate is too great a burden to bear. - MLK

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	Key words
Lend Lease	system by which the USA aided wartime allies
War bonds	bought by citizens to help the war effort
Fair Deal	the domestic policies of Truman
Suburbia	residential areas outside towns and cities
Affluence	times of increased wealth and prosperity
Baby boom	a temporary marked increase in the birth rate
Gross National Product	total value of goods produced by a country in a give period
Hire purchase	buying on credit by paying instalments
Conscription	requirement for citizens to join the armed forces

Important concept

The war furthered civil rights but the pace was slow. After 1945, there were legal test cases that declared segregation unconstitutional but change remained slow and was regionalised. Racism continued even after governmental legislation was implemented.

The issue of education

The injustice of segregation was highlighted in the issue of education:

- The first test case to challenge segregation occurred in the mid-west state of Kansas. The father of Linda Brown wanted her to attend a nearby white school and with the help of the NAACP took on the Topeka Board of Education. After losing in the state court the NAACP took the case to the Supreme Court who ruled that racial segregation in pubic places was unconstitutional.
- In September 1957, nine black American students attempted to enrol at the white-only Little Rock High School, Arkansas which was their right. The governor called in National Guardsmen to prevent the students from entering prompting President Eisenhower to send in federal troops to protect them.

Both cases showed that the issue of civil rights was now central to US politics and could no longer be ignored.

The roles of Martin Luther King and Malcolm X

Martin Luther King was a dominant figure in the fight for civil rights:

- His beliefs were based on non-violent, passive resistance rather than violence and favoured sit-ins, marches and boycotts.
- He came to prominence during the **Montgomery Bus Boycott** of 1955 which resulted in the **Supreme Court declaring** that segregation on busses was unconstitutional.
- King was a gifted orator and became the main voice of the SCLC.
- The high-mark of his ministry was the **March on Washington** in 1963 where he delivered hid "I have a dream" speech to over 250k black and white supporters which put pressure on the president to consider the issue of civil rights.

Malcolm X had a huge impact on young black Americans:

- In 1952, Malcolm Little joined the Nation of Islam and, rejecting his "slave" name, changed his surname to "X".
- Rejecting King `s peaceful approach he advocated violence and race war in order to achieve a separate black state.
- In 1964 he left the Nation of Islam and formed the Muslim Mosque Inc and the Organisation for Afro-American Unity.
- He encouraged black Americans to be proud of their heritage and to improve self-esteem and hid ideas formed the basis of radical movements such as Black Power and the Black Panthers.

Band Skills

Chord Sequence

There are many benefits to learning to play a musical instruments from building confidence, improving patience, improving memory, relieving stress and it has been proven to make you smarter! Learning to work as a band also improves your communications skills. You will need to be able to work well with other people and make decisions as a group to enable you to succeed. Musicianship skills such as rhythm and timing will also be important. Good luck!!

MAD T-SHIRT





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 wind pipe called the trachea. The trachea is surrounded by rings of cartilage to keep its shape and prevent it 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 through 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. They are attached to the bronchioles. The exchange of oxygen and carbon dioxide occurs at the alveoli.

GASEOUS EXCHANGE

Features that assist in gas exchange

- Alveoli have very tiny air sacs with moist thin walls (only one cell thick).
- Alveoli have a very large surface area.
- Alveoli are surrounded by capillaries.
- It 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. It binds with **haemoglobin** in the blood to form **oxyhaemoglobin**.
- Oxyhaemoglobin is transported to the working muscles where it is used for aerobic activity.
- During aerobic activity, carbon dioxide is produced and is removed from the muscles by haemoglobin.
- Gaseous exchange occurs at the alveoli.

BLOOD VESSELS



Thick muscular walls Thick elastic walls Small lumen (internal diameter) Carry blood at high pressure Carry blood away from the heart Usually carry oxygenated blood (except the pulmonary artery)



Thin walls Large lumen (internal diameter) Carry blood at low pressure Contains valves Mainly carry deoxygenated blood (except the pulmonary vein)



Capillary

Very thin walls (one cell thick)
 Small lumen (internal diameter
 Link smaller arteries with small veins
 Allow gaseous exchange
 Carry blood at low pressure
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1.1 Key Vocabulary

Absolutism – The view that certain actions are inherently good or bad

Altruism – Selfless actions done without thought or expectations of a reward

Artificial intelligence (AI) – Computer systems that are able to carry out tasks normally done by humans

Artificial superintelligence – The name given to possible future inventions that is more intelligent that humans and can outperform us in everything.

Dualism – The belief that humans have both body and another separate, immaterial part, such as a mind or soul

Ethics – The philosophical study of right and wrong

Hedonic calculus – Jeremy Bentham's way of calculating which actions are right and wrong

Materialism – The belief that the only thing that exists is physical matter and the movement of this matter

Morality - Ideas or principles about what is right and wrong

Relativism – The view that whether an action is good or bad depends on the situation

Thought experiment – A mental test which people think though consequences of different actions, often in scenarios that can't be tested out in real life.

Turing test – A test created by Alan Turing to try and show if a computer can think

Utilitarianism – A theory that the best actions in any situation is one which creates the greater amount of good for the greatest number.

The will to power – a term used by Nietzsche to describe a natural human desire for strength and power.

1.2 Key people



Hannah Arendt: 20th century German philosopher who wrote about 'the banality of evil'





Philippa Foot: 20th century English philosopher who designed the runaway train thought experiment in 1967



John Locke: 17th century English philosopher who argued that when we are born our mind is like a blank slate (tabular rasa)



John Stuart Mill: 19th century English philosopher who developed utilitarianism by arguing that the quality of pleasure or pain produced by an action is more important than the quantity



Friedrich Nietzsche: 19th century German atheist who expressed his belief that humans no longer needed the idea of God by saying 'God is dead and we killed him.'



Robert Nozick: 20th century American philosopher who used an example of an imaginary 'experience machine' to show that humans value more than simply pleasure



John Searle: 20th century American philosopher who used the example of the Chinese thought experiment to argue against Alan Turing's claim that computers can think



Alan Turing: 20th century English computer scientist and philosopher who designed the Turing test to show whether a computer can think

Enrichment Opportunities

1) Undertake your own research into one of these key people in ethics. Find out how their work has influenced ethics today.⁴⁴



Unit