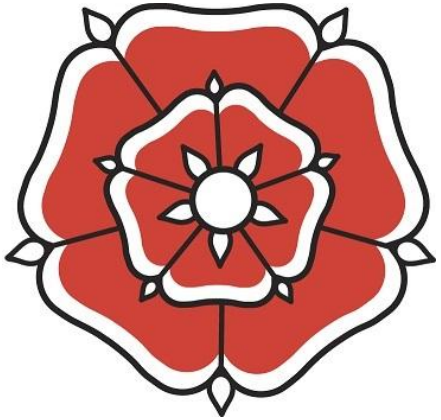
Maidenhill School Knowledge Organiser

Year 7 – Term 2



Be kind, Aspire, Persevere, Achieve

Name:	Tutor:

Planner

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

Week 2	Notes
Monday 9th November	
Tuesday 10th November	RP1 Published
Wednesday 11th November	
Thursday 12th November	
Friday 13th November	

Week 1	Notes
Monday 16th November	Rotation subject changes
Tuesday 17th November	
Wednesday 18th November	
Thursday 19th November	
Friday 20th November	

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

Planner

Planner

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

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

Week 1	Notes
Monday 14th December	
Tuesday 15th December	
Wednesday 16th December	
Thursday 17th December	
Friday 18th December	Christmas Jumper Day

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

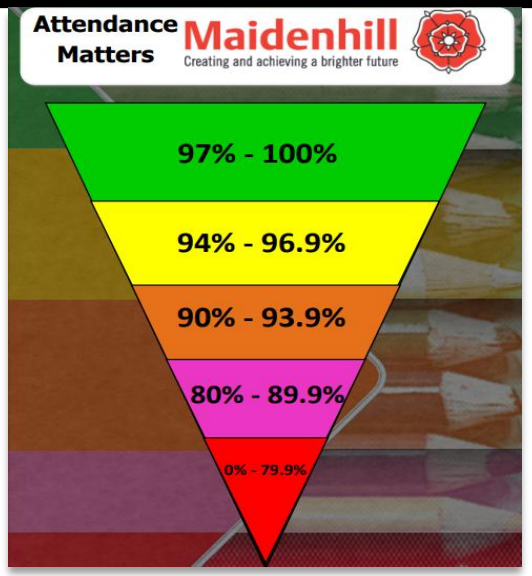
Have a problem? Worried about someone or something? Need someone to talk to? Scan the QR code and let us know.

Reporting your concerns

Self-certification / Out of lessons

Attendance Matters

Term 2 Reward Dates:
Monday 14th - Friday 18th December– 'Festive Friday' – Reward for all students with 0 Negatives **AND** 94% (or above) attendance
Monday 14th to Thursday 17th December reward shop is open in the main hall





Personal Attendance Record

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

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 (terms 1-5)
- 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
- 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
- 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 (provided)
- ❑ Headphones
- ❑ Reading book
- ❑ Plastic wallet and knowledge organiser (provided)

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 Friday 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

Remembrance Day – 11th November 2026

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

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

When is Remembrance Day 2026?
Remembrance Day 2026 will take place on Wednesday 11th of November. Remembrance Day is celebrated every year on the 11th of November. This is because during WW1, the conflict ended "at the eleventh hour of the eleventh day of the eleventh month".

How is Remembrance Day commemorated in the UK?
From laying Remembrance Day poppy wreaths to watching parades, there are lots of ways that people in Britain commemorate Remembrance Day each year.

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

Colour in and reflect…

WE WILL REMEMBER THEM



Remembrance Day – 11th November 2026

REMEMBRANCE DAY WORD SEARCH

Army
Armistice
Silence
Heroes
Crosses
Soldiers
Pilots
Sailors
Memorial
Wreath
Poppies
World War
Remember
Sacrifice
Bravery

F R W A W C O W M R E E O S O C C O E R
O T R S B E R E B M E M E R S W R S I L
E D S M Y E O P S A C R I F I C E S C C
A E R M M S R A D N I R S E A I D M E S
H I R R W E O T O S T R M L T L W I L S
E A S S V O M C R O S S E S L A L W B S
R O C O A E R O S A I L O R S W V E R B
O I A A L S H L R A M I L S L E P E I R
E S E R W D A S D I R I R O S S I E E A
S P P O P P I E S W A S E F C I L R E V
E P I I R S A E C T A L R I E O O O M E
R S L E H E I I R C E R C C S C T S W R
E I E M T S I E E S L E L E W L S A S Y
I V A S A W R E T S S L Y E I S R R C R
R E S A E L T R B I A F L N R O A M L R
E M A I R I S S E C C R I R S R A R R S
E E S I W E L E T Y R S I A M E L Y M P
S R S E C N E L I S T A O O A L Y P S E
I I R R A C S Y S R C D R D S I I B S O
C S A M E E S E M F M P B A C S E E E S





Remembrance Day – 11th November 2025

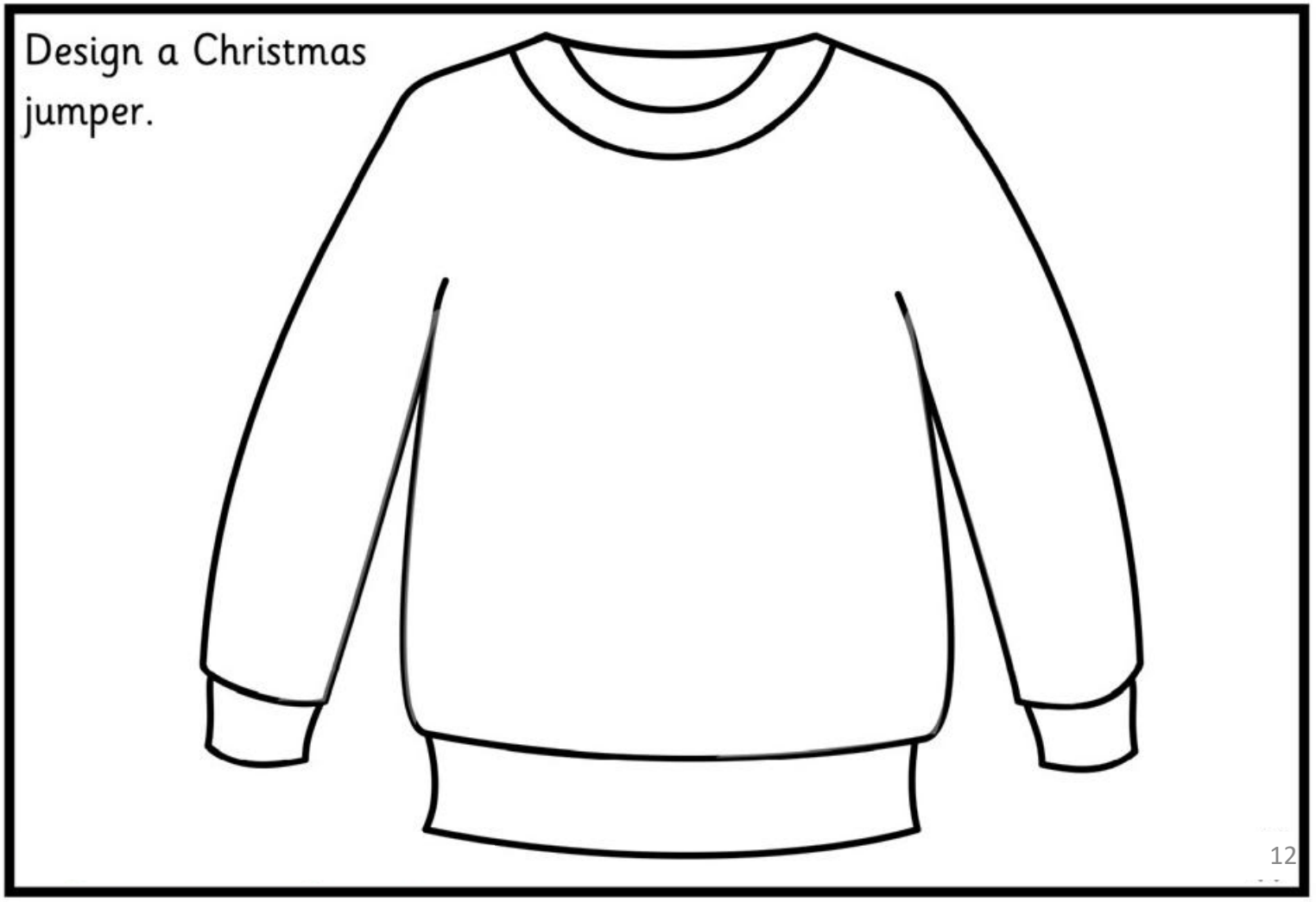
Save the Children

WHAT IS CHRISTMAS JUMPER DAY?

Christmas Jumper Day is one of Save the Children's biggest annual fundraising events. It's been going since 2012!

Every December they ask schools, workplaces, and community and friend groups to put on a Christmas jumper and donate whatever they can afford. And every year, millions of people join in making the world better in a sweater.

They'll use the money raised on Christmas Jumper Day to help children in the UK and all around the world stay safe, healthy and learning - and change their future for good.



Christmas Jumper Day – 18th December

Review Point

	Commitment to Learning	Homework
OUTSTANDING	Consistently demonstrates high levels of active participation, aspiration, perseverance and independence. High attendance in lessons, always on time and fully equipped for learning. Always responds to guidance and feedback. Always takes PRIDE in their work.	Always completes homework by the deadline. Consistent PRIDE evidenced in task completion. Regularly produces 'quality homework'.
GOOD	Typically active participation and focus; demonstrates aspiration and perseverance regularly. Good attendance in lessons, generally on time and equipped for learning. Usually responds to guidance and feedback. Usually takes PRIDE in their work.	Always completes homework by the deadline. Usually takes PRIDE in task completion. Sometimes produces 'quality homework'.
VARIABLE	Participation and/or focus are inconsistent in lessons. There are positive behaviours, however, they are inconsistent. Inconsistent attendance in lessons, not always on time and/or equipped for learning. Can lack resilience when challenged; responds to feedback but not consistently. PRIDE in their work is not consistently seen.	Homework is not always completed by the deadline. The quality of work completed lacks PRIDE and/or detail. Inconsistency seen in the quality of homework produced.
UNACCEPTABLE	Limited participation and/or sustained focus; frequently opts out and/or disruption of learning evident. Poor attendance in lessons, often late to lessons and/or lacking equipment. Lack of resilience or does not seek support to improve; insufficient response to feedback when given; Lack of PRIDE in their work.	Homework is regularly not completed or not completed to the minimum standard. Lack of PRIDE in task completion. Lack of 'quality homework' evident in completed tasks.
ABSENT	Teacher is unable to comment due to persistent student absence.	Teacher is unable to comment due to persistent student absence.

Review Point

Stick in your RP

Reflections and Goal Setting

I am proud of

……

……

……

My first key area for development is

……

……

……

I will do this by

……

……

……

My second key area for development is

……

……

……

I will do this by

……

……

……

Student signature ……

Parent/Carer signature ……

Tutor signature ……

Review Point

Task 1

Read this paragraph, which is inspired by the novel, The Island at the End of Everything.

Using your green pen, correct the SPaG errors. This includes full stops, capital letters, commas and spelling errors.

here on this iland the air is full of salt and the sea streches forever the sun beats down heavy on my back and i can hear the gulls crying above the waves crash hard on the rocks and the trees bend like thay are tired of standing the world feels both endless and very small all at once

Reminders:

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

Tutor time – English

Task 2

How many DAFORRESTI techniques can you remember? Write them in the correct column and then see if you can add some examples from the list.

	Techniques	Examples
D		
A		
F		
O		
R		
R		
E		
S		
T		
I		

1. Run, run, run as fast as you can.
2. Chocolate ice cream is the best dessert.
3. Over 70% of the Earth's surface is covered by water.
4. He clasped the crag with crooked hands.
5. Please close the door.
6. You should always try your best in class.
7. I need to pack my shoes, my coat, and my bag.
8. Who wouldn't want to go on holiday?
9. The Earth orbits the Sun once every year.

Tutor time – English

Task 3

An adjective is a word that describes or modifies a noun, giving more information about it.

Adjectives can describe qualities, quantities, or characteristics such as colour, size, shape, emotion, and more.

For example, in the sentence *"The blue sky is clear and vast,"* the words "blue," "clear," and "vast" are adjectives describing the sky.

All the adjectives have been removed from the paragraph below. Can you add some imaginative adjectives to help create a more effective description?

The sky hung low, a heavy blanket of _____, _____ clouds that seemed to suffocate the _____ sunlight struggling to break through. The air was _____ with a biting chill, swirling with the scent of _____ earth and decay. The _____ trees stood skeletal and _____, their _____ branches clawing at the wind like _____ fingers. Beneath them, the ground was a patchwork of _____ mud and scattered leaves, slick with rain and lifeless as if drained of all color. In the distance, an _____ stillness settled over the landscape, broken only by the distant, mournful cry of a _____ bird. The scene was a _____ portrait of quiet despair, every inch saturated with a sense of abandonment and loss.

Tutor time – English

Question 1 Work out $\frac{5}{8} + \frac{1}{8}$	**Question 2** Work out $\frac{3}{7} - \frac{1}{7}$	**Question 3** Workout 1100 ÷ 100 =	**Question 4** Workout 10000 ÷ 1000 =
Question 5 Complete 100 mm =.....cm	**Question 6** Complete 60 mm = ...cm	**Question 7** Write in figures : Sixty three thousand, five hundred and nine units	**Question 8** Write in figures : five hundred, seven units and nine hundredths
Question 9 Find the missing number ? × 9 = 54	**Question 10** Find the missing number ? + 6 = 9	**Question 11** Work out 6971 - 6893 =	**Question 12** Work out 17172 - 6383 =
Question 13 Complete the equivalent fraction $\frac{5}{9} = \frac{25}{\square}$	**Question 14** Complete the equivalent fraction $\frac{2}{3} = \frac{\square}{33}$	**Question 15** Complete using < = or > -10 ? 0	**Question 16** Complete using < = or > -15 ? -16
Question 17 Work out 60 × 30 =	**Question 18** Work out 40 × 80 =	**Question 19** Express $\frac{3}{2}$ as a mixed number	**Question 20** Express $\frac{11}{3}$ as a mixed number

SKILLS CHECK

Score

Tutor time – Maths

Question 1 Work out $\frac{4}{8} + \frac{2}{8}$	**Question 2** Work out $\frac{5}{8} - \frac{2}{8}$	**Question 3** Workout 5300 ÷ 100 =	**Question 4** Workout 930 ÷ 10 =
Question 5 Complete 50 mm =.....cm	**Question 6** Complete 800 cm =..... m	**Question 7** Write in figures : 15 thousand, six tens and six units	**Question 8** Write in figures : three units, eight tenths and four hundredths
Question 9 Find the missing number ? + 4 = 9	**Question 10** Find the missing number ? ÷ 4 = 11	**Question 11** Work out 19519 - 10649 =	**Question 12** Work out 19748 - 11128 =
Question 13 Complete the equivalent fraction $\frac{3}{8} = \frac{\square}{88}$	**Question 14** Complete the equivalent fraction $\frac{5}{7} = \frac{45}{\square}$	**Question 15** Complete using < = or > -10 ? -4	**Question 16** Complete using < = or > -17 ? -7
Question 17 Work out 30 × 60 =	**Question 18** Work out 70 × 50 =	**Question 19** Express $\frac{16}{7}$ as a mixed number	**Question 20** Express $\frac{14}{5}$ as a mixed number

SKILLS CHECK

Score

Tutor time – Maths

Tutor time – Maths

Question 1 Work out $\frac{8}{10} + \frac{1}{10}$	**Question 2** Work out $\frac{4}{9} - \frac{3}{9}$	**Question 3** Workout 58000 ÷ 1000 =	**Question 4** Workout 6650 ÷ 10 =
Question 5 Complete 34.3 m =..... cm	**Question 6** Complete 80 mm = ...cm	**Question 7** Write in figures : six units, three tenths and two hundredths	**Question 8** Write in figures : 22 thousand, three tens and five units
Question 9 Find the missing number ? ÷ 3 = 3	**Question 10** Find the missing number ? - 3 = 8	**Question 11** Work out 9988 - 1624 =	**Question 12** Work out 15491 - 4214 =
Question 13 Complete the equivalent fraction $\frac{3}{7} = \frac{21}{\square}$	**Question 14** Complete the equivalent fraction $\frac{3}{8} = \frac{\square}{40}$	**Question 15** Complete using < = or > 0 ? -1	**Question 16** Complete using < = or > -8 ? -16
Question 17 Work out 70 × 30 =	**Question 18** Work out 50 × 80 =	**Question 19** Express $\frac{13}{6}$ as a mixed number	**Question 20** Express $\frac{18}{5}$ as a mixed number

SKILLS CHECK

Score

Tutor time – Maths

Question 1 Work out $\frac{4}{6} + \frac{1}{6}$	**Question 2** Work out $\frac{5}{9} - \frac{3}{9}$	**Question 3** Workout 500 ÷ 10 =	**Question 4** Workout 9000 ÷ 1000 =
Question 5 Complete 33.9 m =..... cm	**Question 6** Complete 700 cm =..... m	**Question 7** Write in figures : nine tens, two tenths and nine thousandths	**Question 8** Write in figures : 22 thousand, three tens and five units
Question 9 Find the missing number ? + 2 = 6	**Question 10** Find the missing number ? × 11 = 132	**Question 11** Work out 16483 - 2621 =	**Question 12** Work out 12277 - 7576 =
Question 13 Complete the equivalent fraction $\frac{5}{8} = \frac{\square}{40}$	**Question 14** Complete the equivalent fraction $\frac{2}{5} = \frac{4}{\square}$	**Question 15** Complete using < = or > -4 ? -5	**Question 16** Complete using < = or > -8 ? -6
Question 17 Work out 20 × 80 =	**Question 18** Work out 80 × 20 =	**Question 19** Express $\frac{22}{5}$ as a mixed number	**Question 20** Express $\frac{3}{2}$ as a mixed number

SKILLS CHECK

Score

Extra Practice – Maths

Question 1 Work out $\frac{1}{4} + \frac{1}{4}$	**Question 2** Work out $\frac{3}{10} - \frac{1}{10}$	**Question 3** Workout 32300 ÷ 100 =	**Question 4** Workout 9300 ÷ 100 =
Question 5 Complete 110 mm = ...cm	**Question 6** Complete 650 cm =..... m	**Question 7** Write in figures : two units, seven tenths and two hundredths	**Question 8** Write in figures : seven tens, eight tenths and six thousandths
Question 9 Find the missing number ? + 9 = 14	**Question 10** Find the missing number ? ÷ 7 = 3	**Question 11** Work out 15982 - 6070 =	**Question 12** Work out 19014 - 10309 =
Question 13 Complete the equivalent fraction $\frac{3}{5} = \frac{\square}{50}$	**Question 14** Complete the equivalent fraction $\frac{7}{11} = \frac{14}{\square}$	**Question 15** Complete using < = or > -2 ? -12	**Question 16** Complete using < = or > 0 ? -3
Question 17 Work out 50 × 90 =	**Question 18** Work out 40 × 30 =	**Question 19** Express $\frac{13}{7}$ as a mixed number	**Question 20** Express $\frac{13}{6}$ as a mixed number

SKILLS CHECK

Score

Extra Practice – Maths

Tutor time – Maths workings out

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

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

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 when completing homework.*

Contents Page

POETIC TECHNIQUES

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

Rhythm
The flow of a poem, often effected by the punctuation and shape of a poem.

Tone and Pace
Have a big impact on rhythm and effected by punctuation.

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

Repetition
When words and phrases are repeated multiple times.

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

Metaphors
Identifies something as being the same as something else.

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

100 Colorful Words to Use in Place of "Said"

admitted
advised
agreed
assured
avowed



began
bragged
chatted
cheered
commented
convinced
crowed
exclaimed
gushed
instructed

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



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

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



Common Techniques

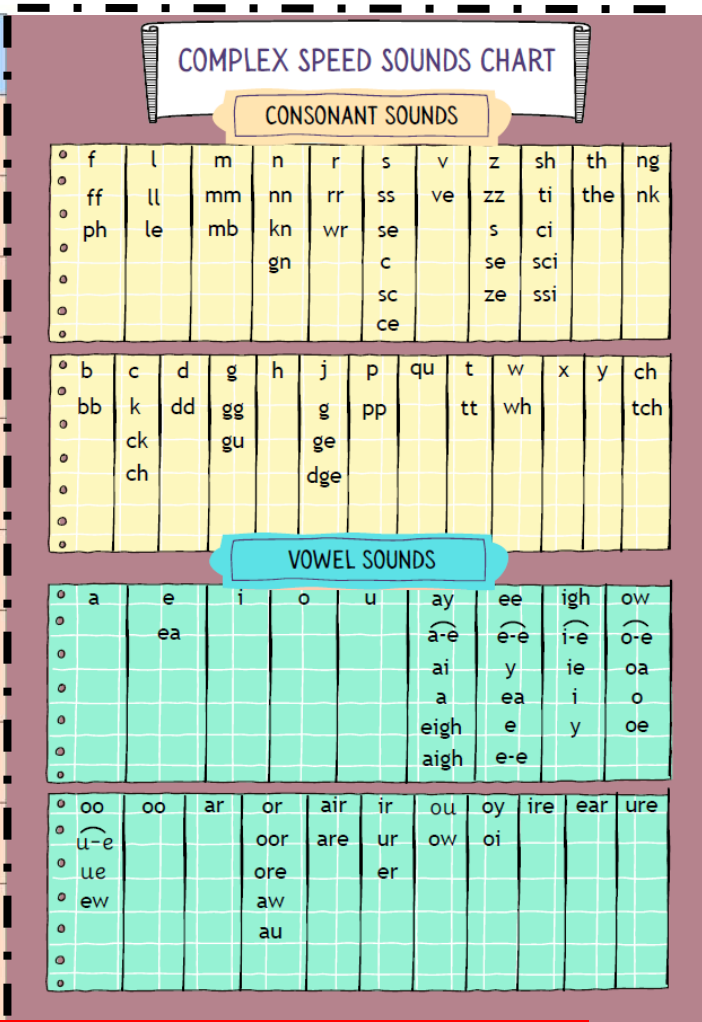
D	DIRECT ADDRESS
A	ALLLITERATION
F	FACT
O	OPINION
R	RHETORIAL QUESTION
R	REPETITION
E	EMOTIVE LANGUAGE
S	STATISTICS
T	THREE (LIST OF)
I	IMPERATIVE

Transactional Writing

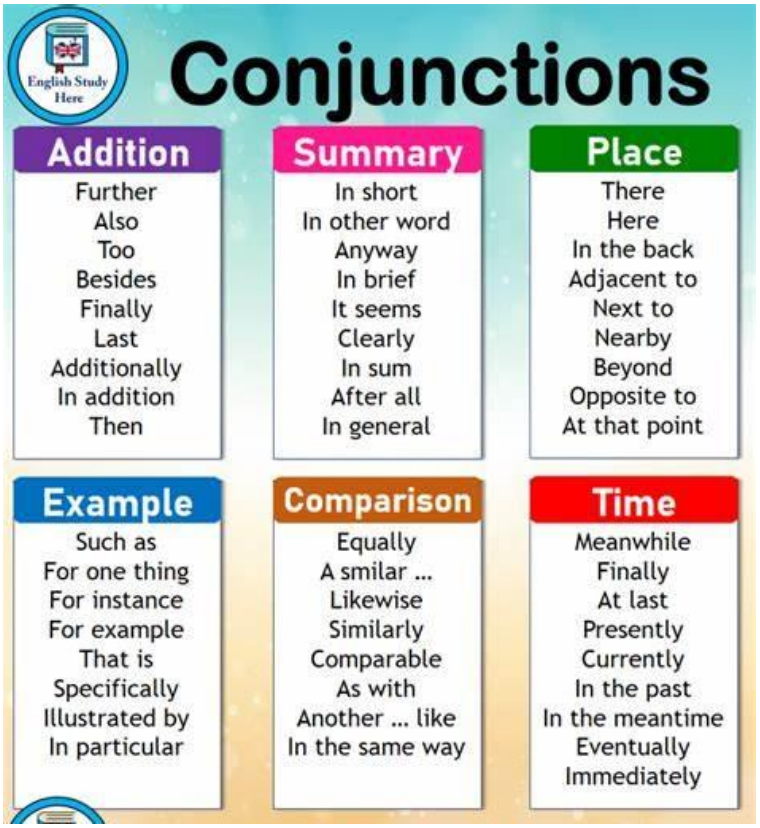
- Letters
- Reviews
- Reports
- Articles

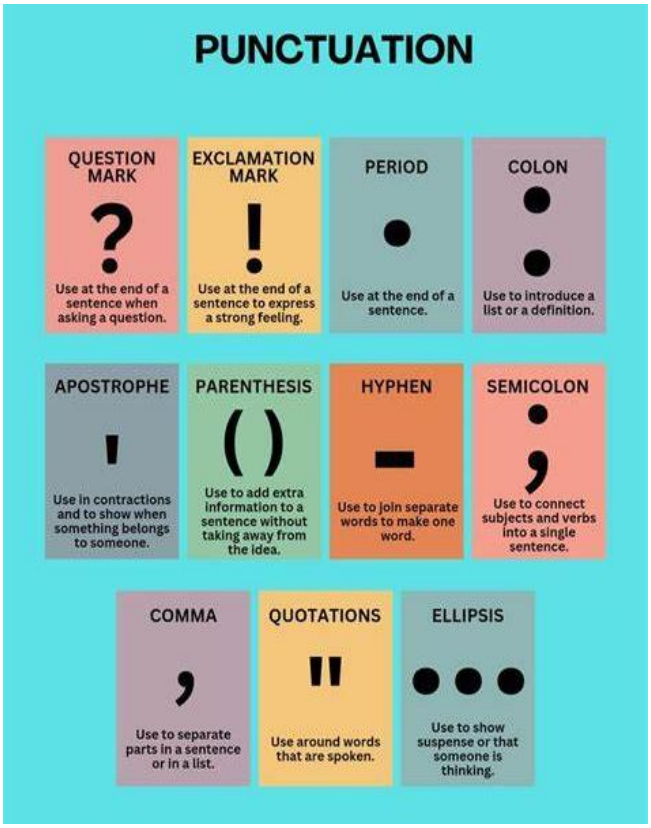
LITERARY DEVICE	DEFINITION	EXAMPLE
Simile	A comparison using "like" or "as"	Her eyes were like shining stars
Metaphor	A comparison without using "like" or "as"	Life is a journey
Personification	Giving human qualities to non-human things	The wind whispered through the trees
Hyperbole	An exaggeration for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

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English Support – Language







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

Plot summary

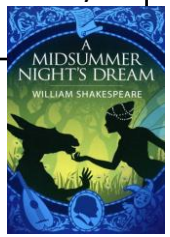
Act 1: Trouble in Athens
Hermia loves Lysander, but her father wants her to marry Demetrius. Hermia and Lysander run away into the forest. Helena, who loves Demetrius, follows and Demetrius chases Hermia.

Act 2: Magic in the Forest
The fairy king and queen, Oberon and Titania, argue. Oberon uses a magic love potion to play tricks. Puck/Robin, his helper, puts the potion on the wrong person, causing confusion.

Act 3: Mixed-Up Love
Both Lysander and Demetrius fall in love with Helena because of the potion. Hermia feels heartbroken. Puck also gives Bottom a donkey's head, and Titania falls in love with him.

Act 4: Magic Fixed
Oberon ends the spells, and everyone's love is set right again. The Duke finds the couples in the forest and agrees they can marry.

Act 5: Happy Endings
Back in Athens, everyone gets married. The workers perform a funny play, and the fairies bless the couples with happiness.



Key Quotations

Act	Key Quotation	Meaning
Act 1: Trouble in Athens	'The course of true love never did run smooth.' **Lysander**	True love is often difficult and full of obstacles.
Act 2: Magic in the Forest	'Lord, what fools these mortals be!' **Puck/Robin**	Humans can be silly and easily confused, especially in love.
Act 3 : Mixed-Up Love	'I am your spaniel; and, Demetrius, The more you beat me, I will fawn on you.' **Helena**	Helena is desperately in love with Demetrius, even when he treats her badly.
Act 4: Magic Fixed	'Ill met by moonlight, proud Titania.' **Oberon**	The fairies' conflict is being resolved, and order is returning.
Act 5: Happy Endings	'If we shadows have offended, Think but this and all is mended: That you have but slumbered here while these visions did appear.' **Puck/Robin**	The play was like a dream so any offense should be forgiven.

Key Characters

Main Human Characters

Theseus : Duke of Athens, engaged to Hippolyta. Represents law, order, and authority.
Hippolyta: Queen of the Amazons, engaged to Theseus.
Hermia :Young woman in love with Lysander. Her father wants her to marry Demetrius.
Lysander: Hermia's true love; willing to run away with her to the forest.
Demetrius: Initially loved by Hermia but also pursued by Helena.
Helena: In love with Demetrius; devoted and often desperate to win his affection.
Egeus: Hermia's father; wants her to marry Demetrius.

Fairies

Oberon: King of the Fairies; powerful and sometimes mischievous.
Titania: Queen of the Fairies; magical and proud.
Puck (Robin): Oberon's playful and tricky helper; causes much of the confusion.

The Mechanicals (Athenian Workers)

Nick Bottom: A weaver; comically overconfident; transformed into a donkey by Puck.
Peter Quince: Carpenter; organizes the Mechanicals' play.
Francis Flute: Bellows-mender; plays a female role in the play-within-the-play.
Tom Snout: Tinker; acts as the wall in the Mechanicals' play.
Snug: Joiner; plays the lion in the Mechanicals' play.
Robin Starveling: Tailor; plays Moonshine in the Mechanicals' play.

Background information

- Elizabethan England: The play was written during the reign of Queen Elizabeth I. People enjoyed theatre as popular entertainment.
- Belief in Fairies and Magic: Many people believed in fairies, spirits, and magical forces, which inspired the play's magical forest.
- Marriage and Love: Marriage was important in society, often arranged by parents. The play explores young people's struggles with love and choice.
- Social Hierarchy: The play shows different levels of society: nobles (Theseus and Hippolyta), young lovers (Hermia, Lysander, Helena, Demetrius), and common workers (the Mechanicals).
- Comedy and Performance: Shakespeare enjoyed making fun of humans' mistakes and misunderstandings, using humour, magic, and playful tricks.
- Theatre: Plays were performed in daylight at open-air theatres like The Globe, and audiences loved visual spectacle, music, and clever language.

Themes

Love, magic, dreams and reality, order and chaos, friendship and loyalty, transformation and change, comedy and foolishness and finally nature vs. society.

Key words

Comedy
A light-hearted play that usually ends happily, often with love and marriage.
Love
A central theme of the play- shown as powerful, confusing, and sometimes irrational.
Magical
Supernatural power that causes strange or impossible things to happen.
Dream
A state between reality and imagination; the play explores how dreams can mix with real life.
Confusion
When characters (and sometimes the audience) are unsure what's real or true.
Illusion
Something that appears real but isn't - like magic tricks or dreams.
Order and Chaos
The balance between control and disorder; the play moves from chaos (in the forest) back to order (at the end).
Resolution
The part of the story where problems are solved and peace is restored.
Symbolism
When something (like a dream or the forest) represents a deeper idea or feeling.
Mood
The feeling or atmosphere created in a scene. It can be romantic, funny, mysterious, or magical.



Revision Opportunities

- Create character profile for some of the key characters, such as Titania or Oberon.
- Use each of the key words in a sentence about A Midsummer Night's Dream.
- Create a storyboard of the plot.
- Go to the library to borrow a version of the play.

Number Skills- N1

What do I need to be able to do?

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

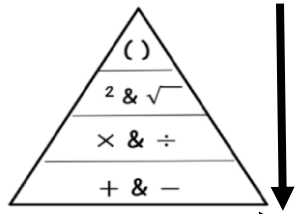
- Know and use BIDMAS
- Round whole numbers
- Use estimation and inverse operations to check answers
- Use written methods to add, subtract, multiply, and divide
- Order, subtract, add, and multiply negative numbers
- Identify common factors and common multiples
- Recognise prime and square numbers

Key Words

Integers: whole numbers
Multiples: found by multiplying any number by positive integers
Factors: integers that multiply together to get another number.
HCF: highest common factor (biggest factor two or more numbers share)
LCM: lowest common multiple (the first time the times table of two or more numbers match)

BIDMAS (M521)

BIDMAS tells us which operation to do first.



Brackets
Indices or roots
Division or **M**ultiplication
Addition or **S**ubtraction

If you have multiple operations from the same tier, work from left to right

3 + 4 x 5 = 3 + 20
= 23

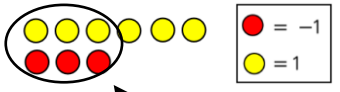
Negative Numbers (M527, M106)



4 – 6 = -2

Start at 4

6 + -3 = 3



Zero Pairs

Your turn
2 – 5 =
2 + −5 =
−2 + 5 =
−2 – 5 =

Multiplying with negative numbers(M288)

−3 × 2 = −6



−4 × 5 =
4 × −5 =

Addition and subtraction (M928, M347)

$$\begin{array}{r} {\scriptstyle 1} \\ 329 \\ +\ 44 \\ \hline 373 \end{array}$$

10 of the units become 1 more in the tens column

$$\begin{array}{r} {\scriptstyle 2\ 1} \\ 3\not{2}9 \\ -\ 44 \\ \hline 285 \end{array}$$

Take 1 from hundreds column and add it to the 2 tens

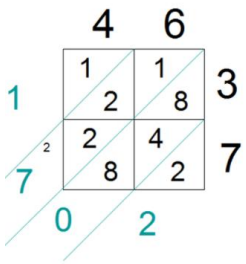
Remember the place value of each column

	1	8	7
+	5	4	2

	4	2	7
−	2	4	9

Multiplication Methods (M187)

Grid method 46 × 37



Written method

96
32 x
192 ⇦ this is 96 x 2
2880 ⇦ this is 96 x 30
3072 ⇦ this is 96 x 32

Factors and multiples (M227, M698)

Factors

8: 1, 2, 4, 8
20: 1, 2, 4, 5, 10, 20

HCF – Highest common factor

Multiples

4: 4, 8, 12, 16, 20
6: 6, 12, 18, 24, 30

LCM – Lowest common multiple

Division (M354,M873)

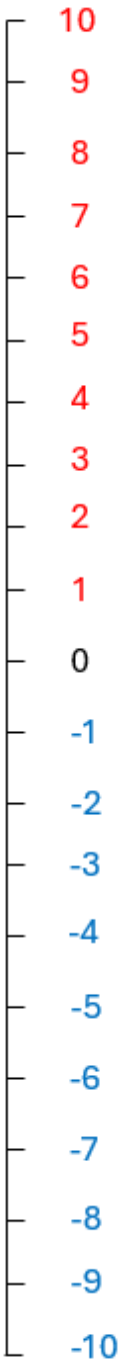
362 ÷ 7 → Splitting 362 into 7 **equal parts** →

$$7\overline{)362} \quad 51r5$$

Enrichment Opportunities

The invention of 'zero' and negative numbers

29



Multiplication Table Grid 1-12

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

A1 Expressions and Formulae

What do I need to be able to do?

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

- Find outputs of simple functions
- Simplify algebraic expressions by collecting like terms
- Multiply and divide algebraic terms
- Use brackets with numbers and letters
- Write expressions and formulae using letter symbols
- Substitute integers into formulae

Key Words

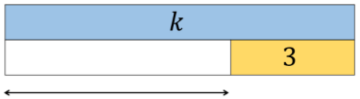
Function: a relationship that instructs how to get from an input to an output.
Input: the number/ symbol put into a function.
Output: the number/ expression that comes out of a function.
Operation: a mathematical process (+, -, x, ÷)
Inverse: the operation that undoes what was done by the previous operation.
Expression: a maths sentence with at least two numbers and one math operation
Evaluate: work out
Variable: A letter used to represent an unknown number
Substitute: replace one variable with a number.
Formulae: A rule written with mathematical symbols.

Using letters to represent numbers M813

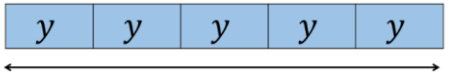
Letters represent an unknown number (called a variable).



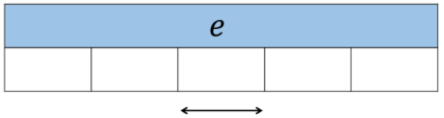
'd plus 8' or d + ___



'k subtract 3' or k- 3



'5 lots of y ' *'y+y+y+y+y'* or **5y**
Do NOT write in the multiplication symbol. It is invisible in algebra.



'e divided by 5 ' or $\frac{e}{5}$
Write division as a fraction.

Collecting like terms M795, M531

Expressions can be simplified by collecting like terms.

Like terms	Un-like terms
y and 7y	y and 7x
$2x^2$ and x^2	$2x^2$ and x^3
3ab and 2ba	5a and 3ab
5 and -2	5 and -2t

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

Examples

$a + a + a =$
$2a + a + a =$
$3a - a =$
$5a + 2b + 3a =$
$4a + 3b - 2a + b =$
$2a - b - 5a + 3b =$

Multiplying and Dividing Terms M813

Multiplication symbol is invisible.
Multiply or divide integers.
Write the integer first.

$2 \times a = 2a$
a $\times b =$ ____
$2 \times 3a =$____
$2b \times 3a =$_____
$\frac{10\,a}{5} = 2a$
$\frac{12b}{3} =$ ____

Expand and simplify M237 and M792

Expand & Simplify:

$3(x + 2)$

×	x	$+2$
3	$3x$	$+6$

3 (x + 2)=3x+6

Enrichment Opportunities

Function machines M175, M428

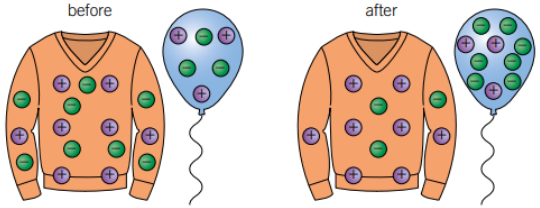
Input ? ×2 ? +4 18 Output

7 ÷2 14 −4 18

- Work out one step at a time.
- Do the inverse to find the input.

Charging up

Static electricity: by rubbing **insulators** together **electrons** are transferred, which gives the objects magnetic charges.



Like charges **repel**, and opposite charges **attract**.

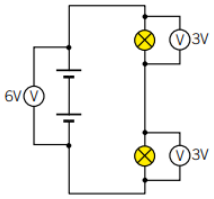
Charged objects have **electric fields** around them. These lines show how a positive charge will act.

Series and parallel circuits

In a series circuit all of the components are connected in one loop. If one component or wire breaks, **current** stops flowing everywhere.

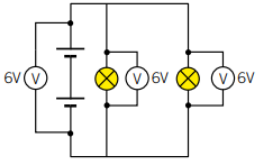
Series circuits

- contain only one loop
- the current is the same everywhere
- the **potential difference** across each component adds up to the potential difference across the battery



Parallel circuits

- contain multiple branches
- currents in all the branches add up to make the total current
- the potential difference across each component is the same as the potential difference across the battery



Resistance

The **resistance** is a measure of how easy it is to pass through a component.

conductors – low resistance

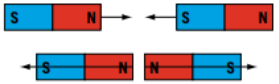
insulators – high resistance

Resistance is calculated by measuring the potential difference and the current.

The unit for resistance is the **ohm (Ω)**.

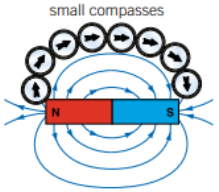
Magnets

- **Magnets** have north and south poles.
- Opposite poles attract, and the same poles repel:



Magnetic fields

- A magnet has a field around it.
- You can see the field around a bar magnet with a small compass or iron filings.
- If the lines are close together the field is stronger.



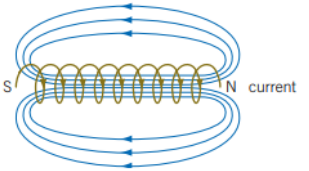
- The Earth has a magnetic field, which acts like a big bar magnet, with the south pole at the top of the planet.

Electromagnets

- **Electromagnets** are only magnetic when they have a flow of current, so they can be turned off.
- They are made by running a current through a coil of wire.
- They usually have an iron core in the middle of the coil, which makes them stronger.

You can make an electromagnet stronger by:

- adding more turns of wire on the coil
- using more current.



Uses of electromagnets

- moving cars or other metal objects
- sorting iron and steel from aluminium
- making motors and speakers
- making levitating trains, which travel much faster as there is no friction

How motors work

Applying a current to a coil of wire makes it electromagnetic.

↓

This causes a force between the coil of wire and the permanent magnet nearby, driving a motor.

Circuits and currents

- Current is the amount of charge flowing per second.
- It is measured with an **ammeter** (connected in series).
- The unit for current is the **amp (A)**.

Potential difference

- Potential difference is the amount of energy transferred by the charges in the circuit.
- It is measured with a **voltmeter** (connected in parallel). The unit is the **volt (V)**.

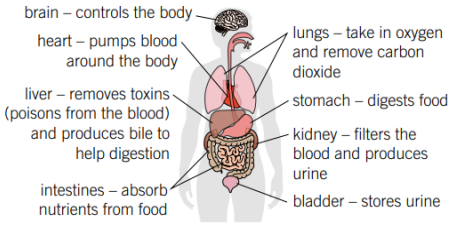
Enrichment Opportunities

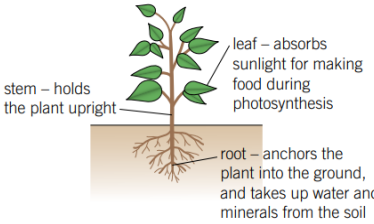
Static electricity practicals: https://www.youtube.com/watch?v=ViZNgU-Yt-Y
BBC Bitesize: https://www.bbc.co.uk/bitesize/topics/zgy39j6 and https://www.bbc.co.uk/bitesize/topics/zrvbkqt
Seneca learning: https://senecalearning.com/en-GB/

Multicellular organisms are made up of many cells and have five levels of organisation:

cell – the smallest building block of an organism → **tissue** – a group of specialised cells working together → **organ** – a group of tissues working together → **organ system** – a group of organs working together → **multicellular organism** – a group of systems working together → increasing complexity

Plant and animal organs

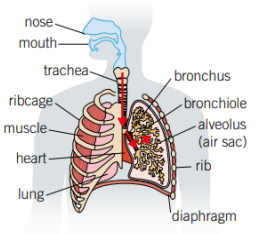


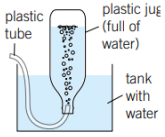


Respiratory system

The respiratory system is involved in:

- breathing in oxygen (for **respiration**)
- breathing out waste carbon dioxide.





Measuring lung volume

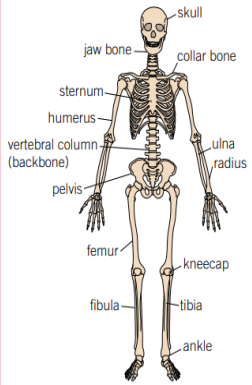
When you breathe out fully into the plastic tube, air from your lungs pushes water out of the bottle.

volume of air in the plastic bottle

=

lung volume

Skeleton



All the bones in your body make up your skeleton.

The four main functions of the **skeleton** are to:

- support the body
- protect vital organs
- help the body move
- make blood cells (in the **bone marrow**).

Joints occur between two or more bones. They allow the skeleton to bend.

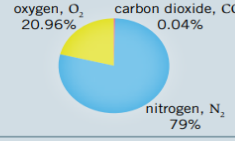
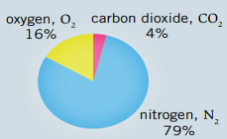
Three types of joint are:

1. **Hinge joints** – *forwards/backwards movements only, e.g., knees*
2. **Ball-and-socket joints** – *movement in all directions, e.g., shoulders*
3. **Fixed joints** – *no movement allowed, e.g., the skull*

In a joint:

- your bone is protected with **cartilage**
- the two bones are held together by **ligaments**.

What happens when we breathe?

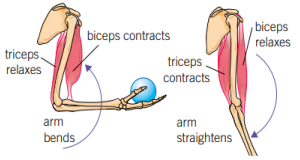
When you breathe in (inhale)	• muscles between ribs contract • ribs are pulled up and out • diaphragm contracts and flattens • volume of the chest increases • pressure inside the chest decreases • air rushes into the lungs	composition of inhaled air: 
When you breathe out (exhale)	• muscles between ribs relax • ribs are pulled in and down • diaphragm relaxes and moves up • volume in the chest decreases • pressure inside the chest increases • air is forced out of the lungs	composition of exhaled air: 

Muscles

Muscles are a type of tissue – lots of muscle cells work together to cause movement.

Types of muscle include:

- **cardiac (heart) muscle**
- **smooth muscle**
- **skeletal muscle**



Muscles are attached to bones by **tendons**.

Muscles produce movement by **contracting** (getting shorter).

If a muscle contracts it pulls the bone, causing it to move.

Antagonistic muscles

Pairs of muscles that work together are called **antagonistic** muscles.

When one contracts the other relaxes.

For example, biceps and triceps work together to bend and straighten the forearm.

Key terms Make sure you can write definitions for these key terms.

alveolus · antagonistic · bone · bone marrow · contract · cartilage · diaphragm · exhale · inhale · joint · ligament · lung · multicellular · organ · organ system · respiration · respiratory system · ribcage · skeleton · tendon · tissue · trachea · volume

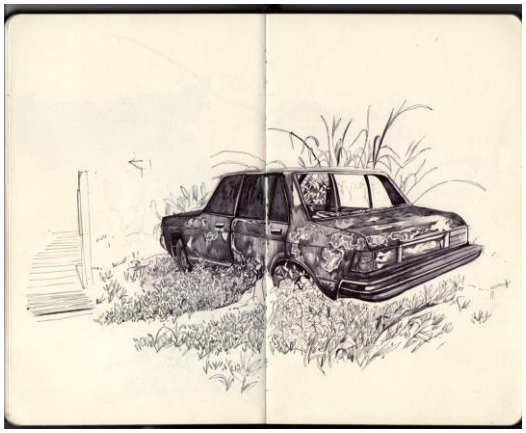
Enrichment Opportunities

Seneca Learning: https://senecalearning.com/en-GB/
BBC Bitesize: https://www.bbc.co.uk/bitesize/guides/z9hyvcw/revision/6
Inner body: https://www.innerbody.com/

Sketchbooks:

Artists use sketchbooks in one of two ways. We document what we see and experience around us, this is observation. Or, we'll record ideas that we have, developing and improving them as we work, this is working imaginatively.

We will work in both ways during our art projects, and we will use your sketchbooks to contain both your classwork and independent study.





Colour Mixing Help Sheet

Primary Colours:

Red Yellow Blue

Secondary Colours:

Green = Yellow + Blue

Orange = Yellow + Red

Purple = Red + Blue

Tertiary Colours:

Red-ish Purple= Red + Purple

Blue-ish Purple = Blue + Purple

Red-ish Orange = Orange + Red

Yellow-y Orange= Yellow + Orange

Yellow-y Green = Yellow +Green

Blue-y Green = Blue +Green

Extras:

Brown = Yellow + Red + Blue in this order

Grey = Black + White OR

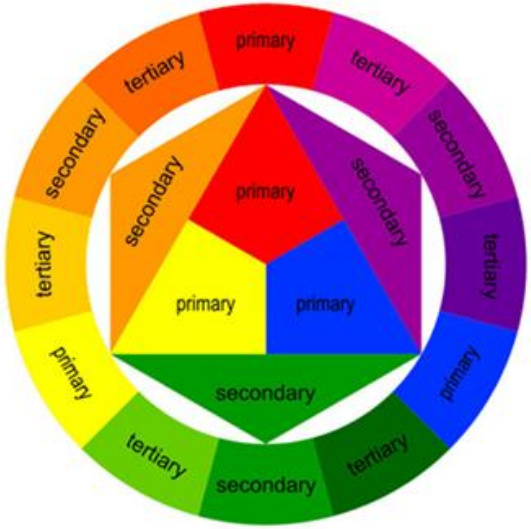
Grey= Red + Green OR Grey= Blue + Orange OR Grey = Yellow + Purple

Tints & Shades:

Tint= Primary colour + White

Shade = Primary colour + Black

Remember to add a TINY amount of black or white at a time.



Key words to learn:

1. Drawing:

Observational drawing– Drawing something exactly as one sees it.

Shading– Lines or marks used to fill in outlines to show differences in colour or darkness.

Highlights– The parts of an object on which the light is strongest.

Shadows– The parts of an object which are dark.

Range of tones– All the tones between highlights and shadows.

2. Colour:

Primary colour– The 3 colours, **red, yellow and blue,** used in combination (along with white and black) to make all other colours.

Secondary colour– Colours, **green, purple and orange**, made by mixing 2 primary colours.

Tint– A colour made by mixing colour with white.

Shade– A colour made by mixing colour with black.

Complementary colours– Colours that appear on opposite sides of the colour wheel, which when used together, create **contrast**.

3. General terms:

Materials- the different things we use to make art e.g. paint, pencil, pastel, pen etc

Technique- a method for making art

Symmetry– When shapes, lines, forms etc. look similar on opposite sides of a line. Mirror image**.**

Trace– To copy an image using tracing paper

Design- to draw out an idea/ a drawing of an idea

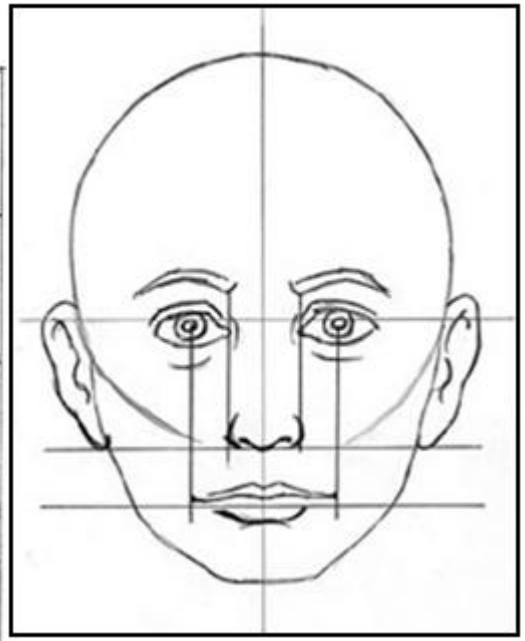
Layout- the arrangement of elements on a surface

Composition- arrangement of objects/ shapes/ forms within an artwork

PORTRAITURE

Artists paint self-portraits and portraits not just to represent the visual appearance of a human being, but to show power, importance, virtue, beauty, wealth, taste, learning or other qualities of the person.





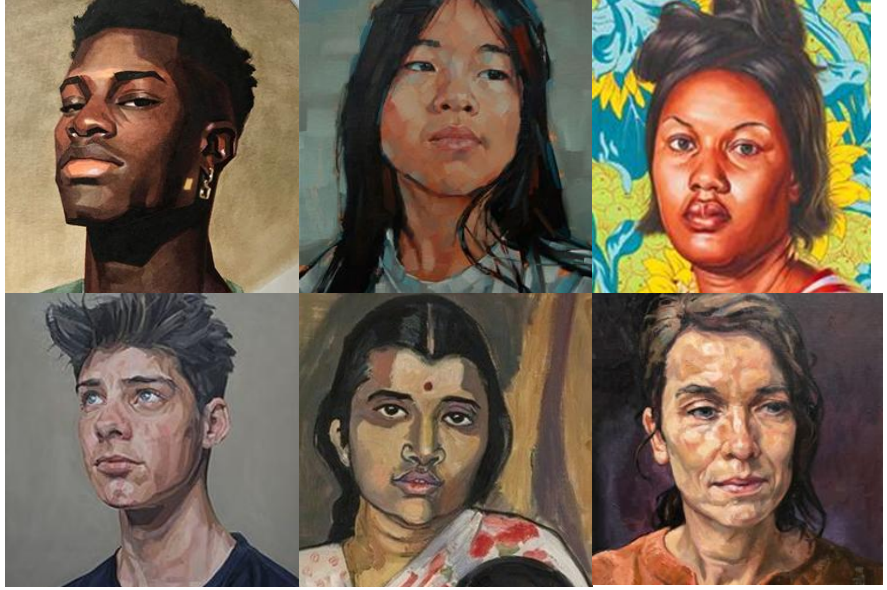
Facial Proportions:

- The face is roughly symmetrical.
- Eyes are half way down the head.
- Nose is half way between the eyes and the chin.
- Mouth is half way between the nose and the chin.
- Top of the ears are level with the eyes and the bottom are level with the nose.
- The corners of the mouth line up with the pupils of the eyes.

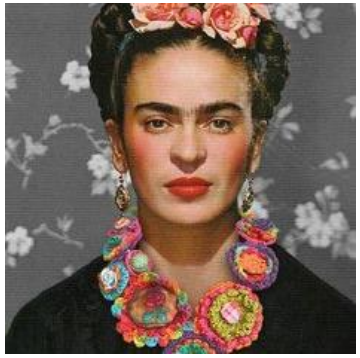
Enrichment: explore www.tate.org.uk

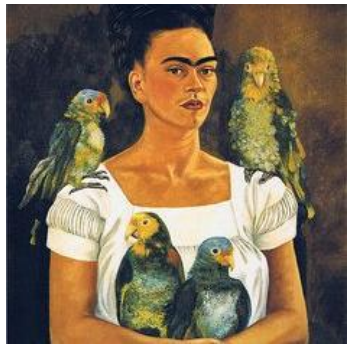
USING TONE TO MAKE OBJECTS LOOK 3D:

- To prevent objects looking flat, add a range of tonal shading to make objects look 3D.
- Pressing harder and softer with a pencil OR using different layers of marks, creates the different tones.
- As a surface goes away from you the tones usually darken.
- Shading straight across a surface will make an item appear flat.
- Use the direction of your pencil to help enhance the 3D surface.
- Including shadows will also help make objects appear 3D and separate objects from each other.



FRIDA KAHLO





- 1907-1954
- Most famous Mexican artist
- Known for her self-portrait and portrait paintings
- Used her personal life experiences, family, husband and pets in her paintings
- She contracted polio at the age of 6 and was left disabled by the disease
- She suffered with constant pain from a serious bus accident at the age of 18, she broke her spine, pelvis and many other bones
- She taught herself to paint whilst recovering in hospital
- She married Mexican artist Diego Rivera

Materials & Shaping Techniques

Tools & Equipment

Name of tool	Picture	What the tool is used for
Coping Saw		A hand saw used to cut curves and complex shapes in thin wood or plastic
Half round file, Flat and Round file		Used to shape or smooth wood, metal and plastic
Glass Paper		An abrasive paper which is used to smooth edges or surface of wood
Pillar Drill		Drilling is used to make holes in wood, plastic or metal



WOODS



Hardwoods

Hardwoods come from slow growing trees which can take over a 100 years to grow.

Manufactured Boards (man made woods)

Softwoods

Softwoods come from fast growing trees which can be cut for wood after 30years.

Oak
Beech
Mahogany
Balsa

MDF
Plywood
Chipboard



(MDF) Medium Density Fibreboard is made from wood fibres. It is used in furniture like kitchens and tabletops.

Pine
Spruce
Larch
Cedar

What is a Design Specification?

A design specification is a list of requirements that the product must meet to make it successful.

Surface treatments



Used to project the wood and bring out the wood grain.

Production Aids

Drilling Jig: Jigs are used to repeat the same operation

Templates: Used to produce identical shapes



Health & Safety

1. Always listen carefully to the teacher's instructions and ask if you are unsure.
2. Wear an apron and remove ties.
3. Always carry tools pointing downwards.

Key words;

- Template
- Deciduous
- Coniferous
- Design specification
- Client

Try these websites to support you

How MDF is made. https://www.youtube.com/watch?v=ZRE1L7anoss

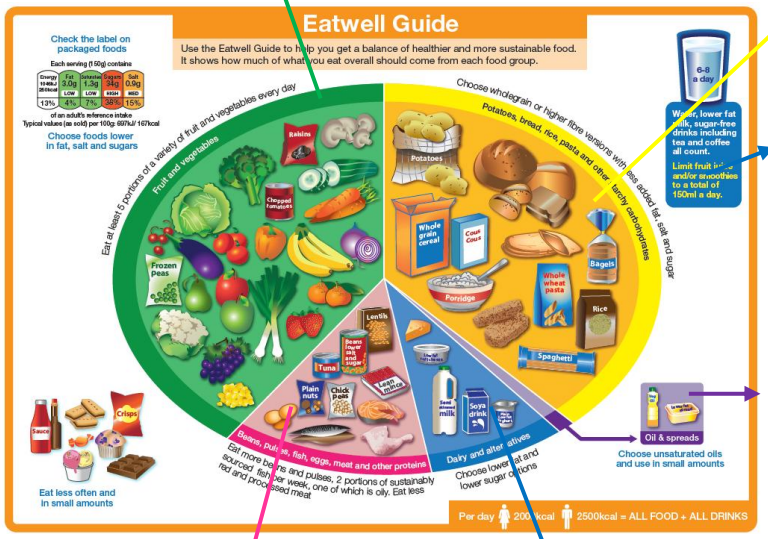
Natural timbers. https://www.bbc.co.uk/bitesize/guides/zjgyb82/revision/3

Healthy Eating and Balanced Diet

A Balanced Diet:
Eating all the five food groups in the right proportions to each other.

Fruit and Vegetables: 39%

- 5 portions a day.
- 1 portion is a handful or 80g.
- Eat a balance of fruit and vegetables.
- Fruit and vegetables should make up at least 39% of each meal.
- It can be fresh, frozen, tinned, dried or as a juice format.



Starchy Foods: 37%

- Choose wholegrain or high fibre versions.
- Each meal should be based on at least 37% starchy carbohydrates.
- Starchy carbohydrates include pasta, rice, potatoes, bread and breakfast cereals.

Water:

- Don't forget to drink 6-8 glasses of water per day to prevent dehydration.

Sugar: 1%

- Eat sugary foods in small quantities and less often (1%).

Oils and Spreads: 1%

- Although important, we should eat these sparingly and use lower fat versions (1%).

Meat, Fish & Alternatives: 12%

- Help the body to grow and stay healthy.
- Eat a range of meat, fish eggs, nuts, seeds, tofu, beans, and pulses.

Milk & Dairy Foods: 8%

- Help bones and teeth to grow strong and stay healthy.
- Milk/dairy foods should make 8% of each meal
- Try lower-fat options

Eight Guidelines for a Healthy Diet

The Balance of Good Health is based on the Government's Eight Tips for Eating Well:

BRITISH Nutrition FOUNDATION

1. Base your meals on starchy foods (carbohydrates)
2. Eat lots of fruit and vegetarians
3. Eat more fish (omega 3 - good for heart)
4. Cut down on saturated fat and sugar
5. Try to eat less salt - no more than 6g a day
6. Get active and try to be a healthy weight
7. Drink plenty of water
8. Don't skip breakfast



Nutrients

There are two different types of nutrients:

- macronutrients;
- micronutrients.

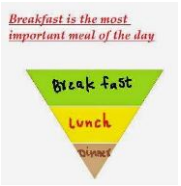
There are three macronutrients that are essential for health:

- carbohydrate;
- protein;
- fat.

There are two types of micronutrients:

- vitamins;
- minerals.





What is Breakfast?

Breakfast is simply 'breaking the fast'. We have not eaten since evening and expect our body to be fuelled and blood sugar to be replenished for the day without food is unrealistic.

Key Words:



1. Nutrition
2. Nutrient
3. Balanced Diet
4. Seasonality
5. Cross Contamination
6. Senses
7. Eat Well Guide
8. Kitchen Hygiene
9. Personal Hygiene
10. Food Safety

Key Terms

Relationship – with whom or with what the dance will be performed. E.g. a solo or group dance.

Action – the movements you do. For example turn, gesture travel, leap, stomp and roll.

Dynamic – how you move. How fast or slow you move. Dynamic also means how your dance flows.

Space – how you use the performance space.



Dance Genres:

Street Dance – Evolved in 1970's America in Hispanic and African American communities. Due to their ethnicity, they were not allowed in dance studios so they took to the streets. Street dancers usually have a low centre of gravity (bent knees) and it has a fast dynamic, with dancers doing actions such as break dance, popping and locking.

Bollywood – Is an Indian classical dance. Combines the words Bombay and Hollywood to create 'Bollywood'. Traditionally Bollywood dances were performed to thank Hindu Gods for good harvests. Nowadays Bollywood dancing is mainly in films to tell the audience a story which is usually about love.

Jazz – Jazz dance has nothing to do with Jazz music. It is used a lot in West End and Broadway. Evolved from African American culture as a social dance.

Ceremonial Dances (The Haka) – The Haka originated in Maori culture and it was performed before warriors would go to battle. It is a celebration of the triumph of life over death. Nowadays, The Haka is made famous by the New Zealand All Black's rugby team where they perform The Haka to intimidate their opponents. The Haka must be performed in perfect unison or it is seen as a bad omen.

Musical Theatre – Is a form of dance seen in musicals. Musical Theatre dance is different to normal as it is relies on using Drama techniques such as facial expression to show character. It is usually high energy and uses other forms of dance such as Jazz, Tap and Contemporary.

The Hand Jive – The Hand Jive is a form of dance created in the USA. Dance halls were becoming too busy to move freely, The Hand Jive allowed dancers to use up less space. It consists of quick hand movements usually performed with a partner or in a group.

Choreographing

Stretch

- Can work well with <u>anyone</u> in the class
- Can think of new and exciting ideas
- Can use RADs to help with choreography
- Can try new ideas with confidence and resilience

Secure

- Can discuss and contribute to the groups ideas
- Can focus on working in your group without getting distracted
- Can suggest new ideas to the group
- Can rehearse and improve ideas as part of a group

Performing

Stretch

- Can use correct actions that relate to genre
- Can show use of RADS during performances
- Will regularly volunteer to perform
- Dances in time with other people in your group

Secure

- Can regularly perform to the class
- Can dance with confidence
- Dances in time with music
- Can face the audience when performing

Evaluating

Stretch

- Can offer <u>detailed</u> feedback on WWW and EBI
- Can evaluate and improve your work during your rehearsal
- Can say <u>why</u> certain dance techniques are being used

Secure

- Can identify What Went Well's in your own and others performances
- Can identify Even Better If's in your own and others performances
- Can recognise key techniques used in dance
- Can give own opinions of professional dance

Year 7 – Dance

E-Safety Key Terms

Antivirus Software	Designed to detect and destroy computer virus
Bots	A bot is an automated program that runs over the Internet
Cyber Bullying	When someone continuously harrasses another person online
Cybersecurity	Is the processes and practices designed to protect networks, computers, programs and data from attack, damage or unauthorised access
Encryption	Encryption is the process of converting data to an unrecognisable or "encrypted" form. It is commonly used to protect sensitive information so that only authorised parties can view it
Firewall	It acts as a barrier between a trusted system or network and outside connections, such as the Internet.
Hacker	A person who uses computers to gain unauthorized access to data
Internet	Is global system of interconnected computer networks that use the internet protocol suite
Malware	Software that is intended to damage or disable computers and computer systems
Phishing	The activity of defrauding an online account holder of financial information by posing as a legitimate company
Spyware	Software that enables a user to obtain convert information about another's computer activities by transmitting data from their hard drive
Trojan Horse	A program that claims to rid your computer of viruses but instead introduces viruses onto your computer
Virus	Computer viruses are small programs or scripts that can negatively affect the health of your computer.

Presentation of information

When presenting information you could use:

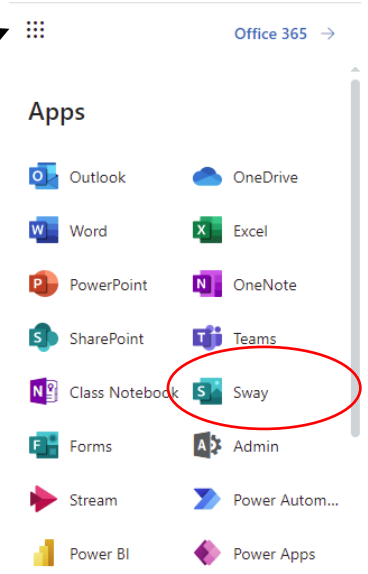
- Powerpoint
- Word
- Sway

Depending on what the purpose of the document is.

In this unit we will use Sway to present the information.

Accessing Apps

When in Office 365 online, you can access all Microsoft Apps from the icon in the top right hand menu button. Meaning that whenever you have an internet connection you can use these apps

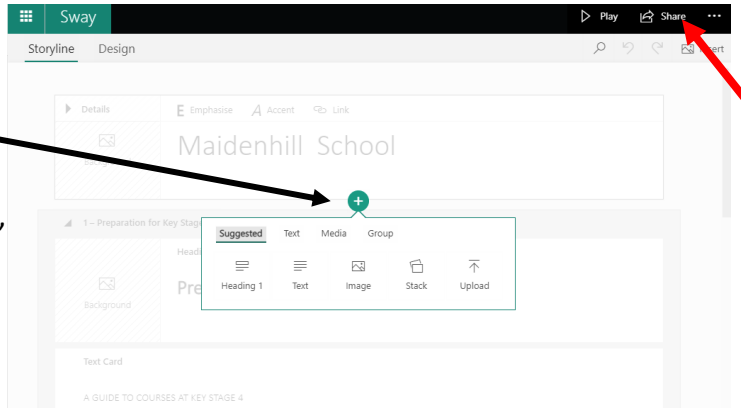


Sway

Sway allows you to add content using a card system.

To add further content click the + button underneath the first card.

Then it allows you to add headings, text, images, stack or allow you to upload your own files.



Username:
Email: [your number]@maidenhill.gloucs.sch.uk
Password:

Sharing your work

In Computing it is important to share your work with your teacher.

Often you can find a Share button in the top or bottom corners of the applications we are using.

Enrichment Opportunities

www.Thinkuknow.co.uk
www.ceop.police.uk
https://www.cybersecuritychallenge.org.uk/

Computing – E-safety Presentation

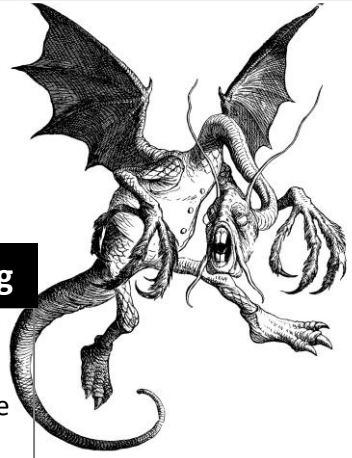
Summary

There are many ways of performing poetry from solo readings to scenes acted out in groups. Poetry can be used within performances to keep the audience interested, to tell a story or to create a desired atmosphere. For example, you may have seen a narrator use poetry to draw the audience in at the beginning of a play. We will be looking at two poems this topic.

Jabberwocky by Lewis Carol is a nonsense poem that was written in 1871 in the novel *Through the Looking-Glass*, the sequel to *Alice's Adventures in Wonderland* (1865). The made-up language fits with Alice's confusing experience in wonderland.

Extension and Further Info

Tips for performing poetry from Michael Rosen
https://www.youtube.com/watch?v=RvV23xoZRkI



Key Terms

Nonsense Poetry - A style of poetry that uses nonsense words or sounds. They don't always make sense and they often use made up words and sounds mixed up with real words.

Metaphor – A poetry technique that suggests what something is like by comparing it with something else with similar characteristics

Levels - Using different heights on stage in your performance to make your performance more interesting. It can be used to show who is the most important character in the scene.

Mime – using your body to pretend you are using an object or doing an activity.

Choral Speaking

Choral Speaking is a way of speaking as a group of actors. It can be used to create atmosphere or to emphasise parts of a performance. It is often spoken directly to the audience like a narrator would. It can be mixed with acting and movement to create a performance.

Solo – one person speaking on their own

Unison – two or more people speaking together

Cannon – a ripple of speaking where each person starts slightly after the previous speaker - like a Mexican wave for words.

Echo – repeating parts of the speech

	Physical and Vocal Skills(VTAPPE/FEMPIG)	Collaboration and rehearsal(Group work, focus)	Use of Drama Elements (Freeze frames, staging, levels, mime, audience etc)
Advanced	An excellent range of VTAPPE/ FEMPIG used highly effectively to show character. Scenes are thoroughly rehearsed and performed without scripts.	Always works cooperatively, listens to others, and contributes positively to group work. Is always focused and prepared.	An excellent range of drama elements used correctly and creatively. Is always aware of the audience and positioning on stage.
Secure	A good range of VTAPPE/FEMPIG used effectively to show the character. Scenes are well rehearsed and performed confidently	Mostly works well with others and contributes to group tasks. Is mostly focused and prepared.	A good range of drama elements used correctly. Is mostly aware of the audience and positioning on stage.
Developing	Some use of VTAPPE/FEMPIG to show your character. Scenes have had some rehearsal but may have pauses and gaps.	Sometimes works well with others but is inconsistent or needs reminders. Sometimes focused but is often distracted or unprepared.	Some use of drama elements which are not always used correctly. Is sometimes aware of the audience and positioning on stage.
Limited	Limited or no vocal/physical skills shown	Rarely works well with others. Often off-task or unprepared.	Limited or no drama elements; audience awareness; stage positioning used.

Francophone countries

History

- A Francophone country is a country where French is the main or official language.
- French became an international language in the Middle Ages thanks to the influence of the Kingdom of France.
- French is the official language of France, which is composed of 27 regions. 22 of them are situated in Europe and 5 are overseas territories. In addition to this, France is the official language of 28 countries around the world.





Enrichment Opportunities

Québec

- Québec is a walled city, meaning there is a wall that goes all the way around it, enclosing the city.
- Québec is mainly French-speaking, making it a Francophone country. Only 5% of people living in Québec don't speak French!
- Québec is located in Canada. It is the largest province in Canada.
- The capital is Québec City.
- Québec has very cold winters with lots of snow. On around 149 days each year, there is up to an inch of snow.
- The summer is very warm with average temperatures of around 25 degrees.
- There is a strong Irish presence in Québec.
- Many people visit Québec to go skiing and for other winter sports. *Le Massif* is a famous ski resort with an altitude of 770 meters high.
- The national dish of Québec is *Poutine* – a dish of chips, cheese sauce and gravy.

Madagascar

- The official languages of Madagascar are Malagasy and French.
- Over 90% of Madagascar's wildlife is not found anywhere else in the world.
- Madagascar is the world's fourth largest island.
- Over 50% of the world's chameleon population lives in Madagascar.
- Madagascar is one of the poorest nations in the world.
- People who are from Madagascar are called *Malagaises.*
- Contrary to the film, there are no lions, giraffes, hippos or zebras in Madagascar!
- Because of Madagascar's deep red colour, the country is often called the *Great Red Island*.
- The *baobab* tree is the most unique and famous plant found in Madagascar.



Martinique

- Martinique is an overseas territory of France (a TOM). It is a Caribbean Island located in the Caribbean sea.
- The capital of Martinique is Fort-de-France.
- Martinique is about 50 miles long and reaches 22 miles wide.
- The temperature in Martinique doesn't change much throughout the year at around 26 degrees, making it quite a warm place.
- Instead of a summer or winter, Martinique has a wet and dry season. The dry season lasts from December to June. The wet season, where there is abundant rain, is July to November.
- Martinique is a popular Caribbean tourist destination.
- Martinique's economy is heavily dependent on trade with France.

Key word definitions

Carbon Footprint: The amount of carbon dioxide produced by an individual person or business

Economic impacts: how management methods and actions will affect how people work, their jobs and income.

Environmental impacts: any change to the environment, whether adverse or beneficial, resulting from activities, products, or services.

Natural resources: Natural resources are materials from the Earth that are used to support life and meet people's needs.

Sustainability: The ability to meet the needs of the present without compromising the ability of future generations to meet their own needs

Social impacts: how a management method will affect people. It will look at how it impacts their houses and where they live, how it will affect their daily lives and their food and water supply

Sustainable building features

- waste water treatment (water recycling)
- wind turbines and solar panels
- recycling facilities
- xeriscaping
- recycled building materials
- cycle paths and footpaths
- motion-sensor lighting
- stilts
- fair wages and good working conditions for labourers

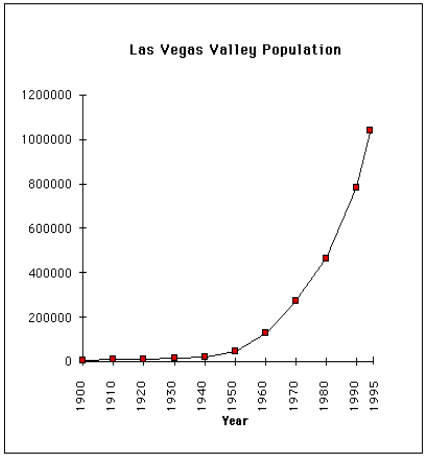
Venice:

- Europe
- North western Italy
- Wooden buildings
- Built on 117 islands
- Network of canals for transport



Las Vegas:

- North America
- Western USA
- State of Nevada
- Mojave Desert
- Rapid population growth
- Water scarcity issues
- Xeriscaping





Dubai:

- Asia
- Middle East
- United Arab Emirates (UAE)
- Became rich due to plentiful oil reserves
- Now relies on tourism, tech and finance businesses

Suggested revision activity

Design a sustainable town. Your town should include sustainable housing features, community areas, green spaces and businesses. You should consider transport systems and any other features you can to make sure it is economically, socially and environmentally sustainable.

NORMAN CONQUEST
Knowledge organiser
Year 7

Invasion timeline

WHAT HAPPENED IN 1066?

1042-1066: Edward the Confessor reigns as king of England

1051: William, Duke of Normandy, visits Edward the Confessor who, according to Norman sources, promises William the crown of England.

1057: Edgar the Ætheling returns from exile in Hungary to England, he is the young nephew to Edward the Confessor.

1066: Edward the Confessor dies without any children. The Witan crowned Harold Godwinson was crowned king of England.

August 1066: William Duke of Normandy, prepares his invasion fleet to conquer England.

September 1066: Harald Hardrada invades England in the North. He reaches York where Harold Godwinson marches to meet him in the Battle of Stamford Bridge. Godwinson wins.

October 1066: William the Conqueror's invading army lands in the South of England. Harold Godwinson marches to meet them. The Battle of Hastings is fought and William wins, making himself King of England.

October 1066: The Normans introduce motte and bailey castles to Britain

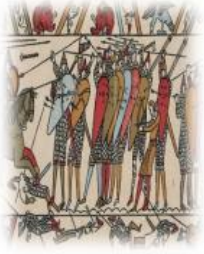
1069-1070: The Harrying of the North begins, William tries to suppress the North by burning all their land and rubbing salt into the fields.

1086-1087: The Domesday book is compiled in Britain by William the Conqueror, to work out how much wealth there is in the country.

HOW DO WE KNOW ABOUT THE EVENTS OF 1066?

BAYEUX TAPPESTRY

This was a tapestry woven by the Normans to show their version of the events in 1066. Questions have been asked about how far we can trust it, as it only shows one side.



THE DOMESDAY BOOK

This book had the name of every person living in Britain, what they owned, where they lived and how much money they had. This made it easier to make sure everyone paid taxes.

WHO WERE THE CONTENDERS TO THE THRONE?



Harold Hardrada believed that England still belonged to the Vikings, as it had during the days of King Canute. He wanted to bring England back under the control of the Danes, and put back into place the Dane Law.



William of Normandy's claim to the English throne was that King Edward the Confessor had promised him the English throne in 1051. In addition, he was a distant cousin of Edward the Confessor, and the Pope supported his claim to the throne.



Harold Godwinson's claim to the English throne was that Edward the Confessor had chosen him as his successor on his deathbed. In addition, Harold was England's most powerful Earl, an excellent fighter and popular amongst Anglo-Saxon nobles.

WHAT HAPPENED AT STAMFORD BRIDGE?



STAMFORD BRIDGE

- In September, King Harold's army was stationed in the south of England preparing for an invasion from the Normans. However, he received the shocking news that Hardrada and Tostig had invaded England's north-east coast, and taken control of the old Viking capital, York.
- Harold marched his army north to meet the Vikings, covering 180 miles in just four days. This caught the Viking army completely by surprise, and the two armies met at a location called Stamford Bridge on 25 September. Many Vikings did not even have time to put on their armour, and Harold's army destroyed them, killing both Hardrada and Tostig.
- Of an invasion fleet of around 300 ships, fewer than 30 ships were needed to take what remained of the Viking army back to Norway.
- According to a Saxon legend, a great Viking fighter held off the English attack on the bridge, so that they could not finish off the retreating Viking army. Nobody could kill this fearsome Viking, until an English soldier had the clever idea of floating under the bridge and thrusting his spear into the Viking's foot.

WHAT HAPPENED IN THE BATTLE OF HASTINGS?

HASTINGS

- Arriving at the battlefield, Harold's army took the high ground on top of Senlac Hill, and formed a long defensive 'shield wall'.
- This was an excellent start for the Saxons: the Norman knights could not break through the wall as their horses lost speed galloping uphill, and the Norman archers were ineffective when they fired their arrows upwards.
- Harold's army stood its ground, taking great swings at the Norman Knights with their axes. At one point, a rumour spread across the battlefield that William, Duke of Normandy was dead. But then William removed his helmet and called out to his troops that he was still alive.
- After hours of struggling to break through the Saxon shield wall, the Normans called a retreat. Harold's army was overjoyed and broke out of their formation to chase and kill off the retreating Norman soldiers.
- However, the retreat had been a trick: William ordered it to tempt the Saxon soldiers away from the high ground and to break their shield wall. The Normans now regrouped, and picked off the disorganised Saxon soldiers. King Harold was killed, but to this day there is no agreement about how this happened.



WHAT DID BRITAIN GET FROM THE NORMANS?

RELIGION

The Normans adopted Christianity and promoted it throughout their lands. But William brought over Bishops and Abbots from France to become the head of the church.

LANGUAGE

As they had come from Normandy in northern France, the official language of Britain changed to French

ARCHITECTURE

The Normans did not like to use wood, like the Saxons did, instead they made their buildings out of stone. This was really important when castle building became popular.

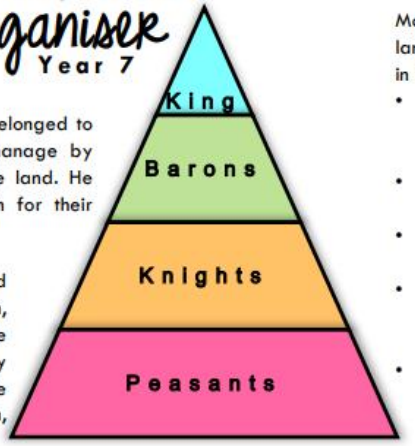
History – The Norman Conquest

NORMAN CONQUEST
Knowledge organiser
Year 7

WHAT WAS THE FEUDAL SYSTEM?

King William said that all the land in England belonged to him. But England was too large for him to manage by himself, so he used a system of sharing out the land. He gave large areas of land to people in return for their loyalty, keeping about 20% for himself.

The **BARONS** gave land to the knights, who paid taxes for him when required. In the Feudal System, the owner of all the land was the **KING**. The peasants were loyal to the **KNIGHTS** but they were loyal to the barons and the king as well. The **PEASANTS** were at the bottom of the system, everyone was his or her lord.



HOW DID WILLIAM DEFEND HIS NEW LAND?

Motte and Bailey castles were designed to both defend land, and intimidate the Anglo-Saxon rulers who remained in England.

- They were built in locations that were strategic, the first one was not far from Hastings, Williams' soldiers were based here and used it to terrorise the locals.
- They could be built very quickly, in some cases in only a few days!
- William had 8000 men helping to consolidate his power by building these castles.
- Although the wooden structure was vulnerable to damage, they could be built quickly and then improved with stone at a later point.
- The major weakness of the motte and bailey was that they kept rotting or burning down. The solution to this was to build them with stone, and replace the older rotten castles with more stable structures.



DID THE BRITISH PEOPLE FIGHT BACK?

HEREWARD THE WAKE



- The last Anglo-Saxon stronghold was in Ely.
- The land surrounding Ely was made up of marshes, rivers and covered in mist.
- An Anglo-Saxon names Hereward the Wake ambushed Norman knights, killed them and then disappeared into the mist.
- Hereward's stand against the Normans came to an end when William arrived.
- He built a causeway across the marshes. Norman knights rose into the town and the Saxon rebels were killed.
- Hereward escaped and survived.

WHAT WAS THE DOMESDAY BOOK?

Two years before he died, William the Conqueror ordered that a survey should be written detailing the possessions of every single settlement in England. As king, William wanted to know precisely what this new country of his contained. Once he knew what the English people owned, he could tax them accordingly to pay for his armies and castles. 'Doomsday' is another name for the Day of Judgment, when Christians believe that Jesus Christ will return to the earth and pass judgment on both the living and the dead. The Anglo-Saxons chose this nickname with a sarcastic sense of humour, as they disliked a foreign king forcing them to declare everything they owned so that he could pass judgment on them





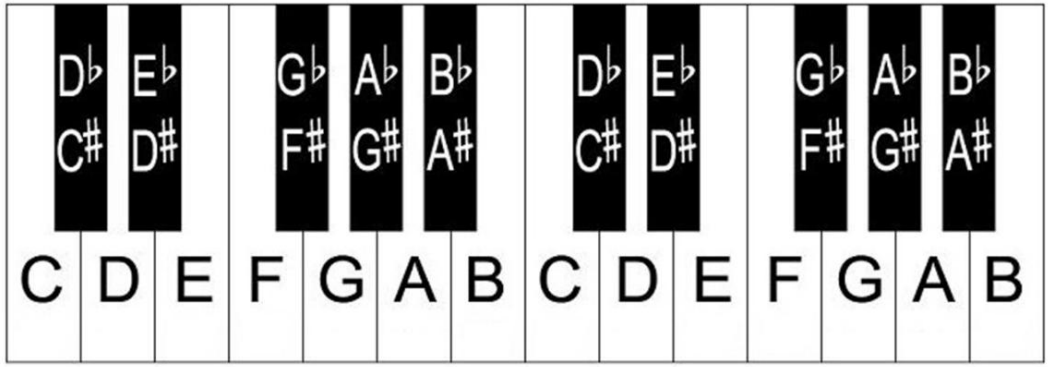
WHAT WAS THE HARRYING OF THE NORTH?

Many Anglo-Saxons rebelled against Norman rule. In the north-east of England, the local population twice rose up against their new lords. On the second occasion in 1069, the northern rebels took Durham Castle, murdered its Norman earl, Robert de Commines, and slaughtered most of his garrison. The rebels then took York and proclaimed Edward the Confessor's Anglo Saxon nephew, Edgar the Ætheling, to be the rightful King of England. William was furious. His army marched north, and burnt to the ground every village between York and Durham. Farm animals were slaughtered, crops were destroyed, and the fields were laced with salt so that no more food could be grown. Much of the population was killed, and whole areas of the north-east became uninhabited wastelands. One estimate suggested 100.000 people starved to death, and while this was probably an exaggeration, England's north-east remained sparsely populated for centuries to come.

KEY TERMS

KEY TERM	DEFINITION	KEY TERM	DEFINITION
Claimant	A person who believes that he or she has a right to something.	Earl	An important English nobleman
Witan	A group of Anglo-Saxon Warls who advised the king and made decisions	Hierarchy	A system which organises people in terms of their power and importance.
Pope	The head of the Catholic Church	Motte	The earth mound on which the keep was built
Heir	Someone who inherits property of a throne after someone else dies.	Bailey	The outer area which surrounded a motte. This was where houses, stables and other buildings were built.

Piano Keys and Notes





Every Green Bus Drives Fast

FACE in the SPACE







Great Big Dogs Fight Angrily

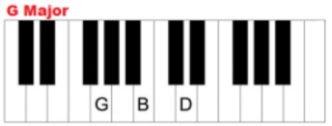
All Cows Eat Grass

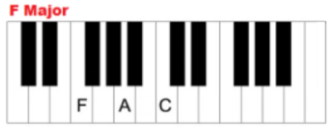




Keyboard Chords









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

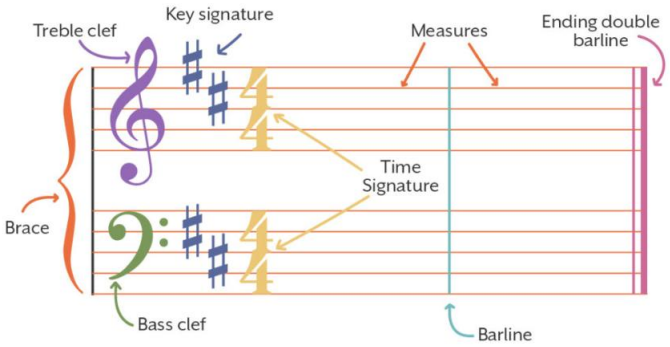
Harmony – How the notes sound together. **Chords,** notes played at the same time

Instrumentation – Ukulele, Vocals

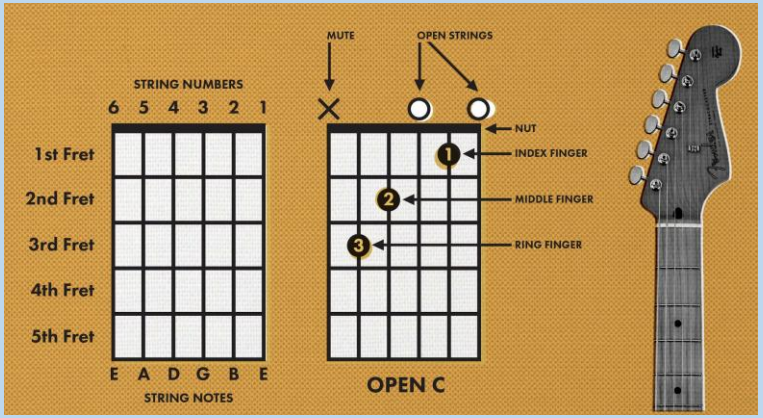
Rhythm and Tempo – combination of long and short notes, fast or slow, **bpm** – Beats Per Minute

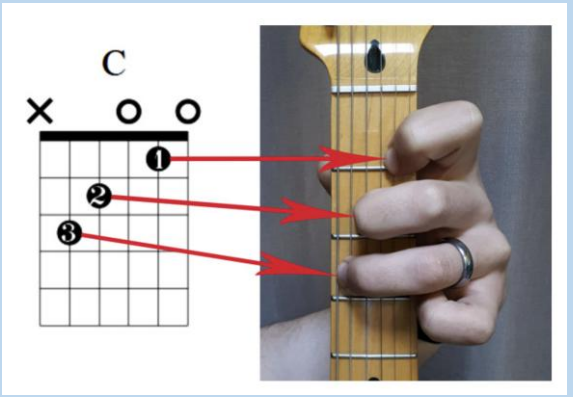
Timbre – the quality of the sound

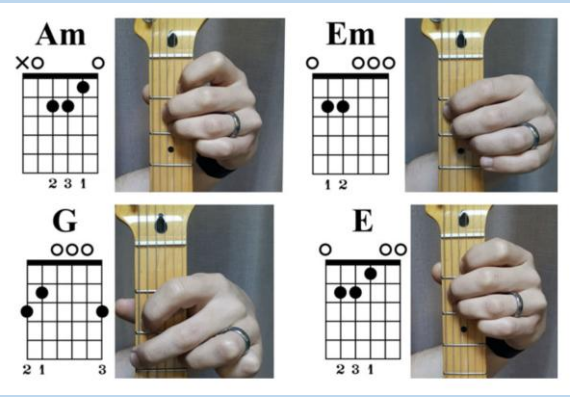
Grand Staff

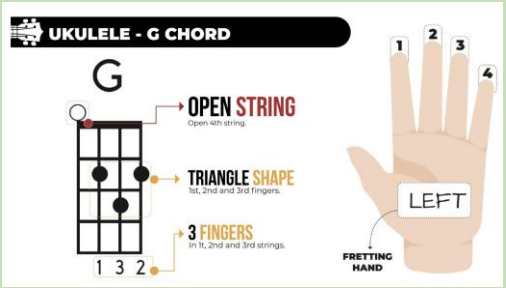


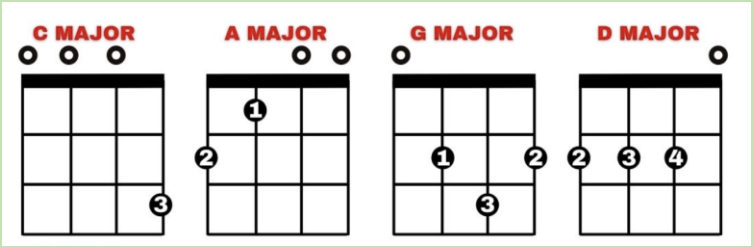
How to read Guitar Chords



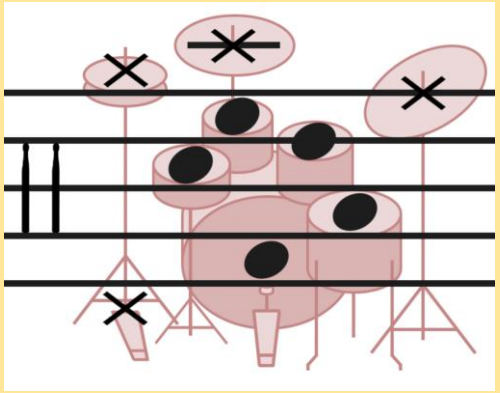


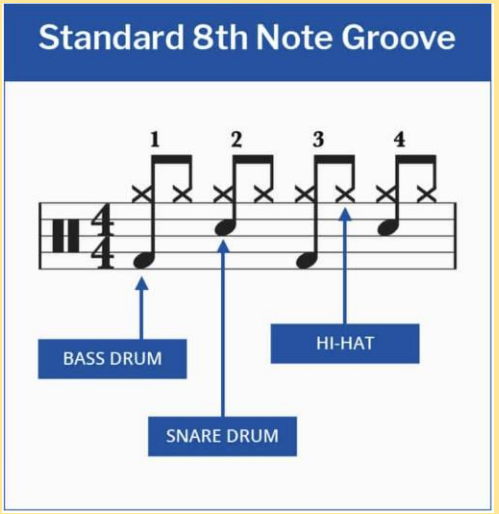






How to read Drum Tab

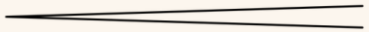
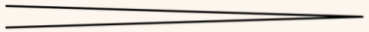




Time values

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:			
			

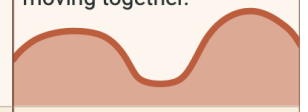
Dynamics

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.

Rules of the game

Attacking:

- Travelling – To move with the ball, it must be bounced (dribble) every 2 steps and with one hand at a time
- Double dribble – Players can only dribble once before stopping with the ball
- Carrying – Once both hands are placed on the ball after dribbling (or 1 hand is placed underneath the ball) that player can only move 1 foot to 'pivot'
- Out of bounds – The ball must stay within the court lines as well as the player in possession's foot

Defending

- Contact – Players must not have physical contact with attackers when defending, e.g. slap the hand/black. Defenders can also not use their fist or feet while attempting to steal the ball

Scoring:

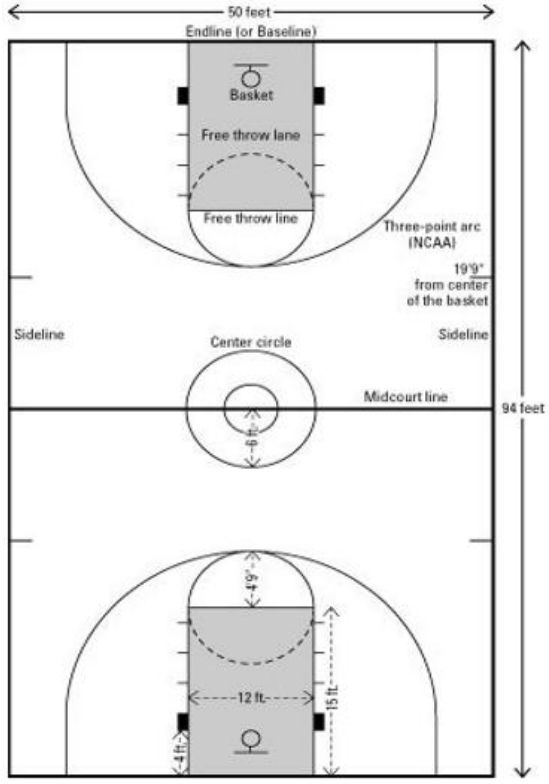
The team with the most points at the end of the game wins. Points are scored by throwing the ball in the opponent's basket. Points are as follows:

- 1 point – awarded for each successful free throw
- 2 points – awarded for baskets scored in open play from inside the 3-point-line
- 3 points – awarded for baskets scored in open play when the ball is thrown behind the 3-point-line



Free throws

When a player is shooting a free throw, the remaining 9 players must stand in designated locations around the key or behind the shooter with the opposition being allowed to stand closest to the rim. Play resumes as soon as the last free throw is taken. Free throws are only awarded when a foul is committed on a player who is in the action of shooting.



Positions

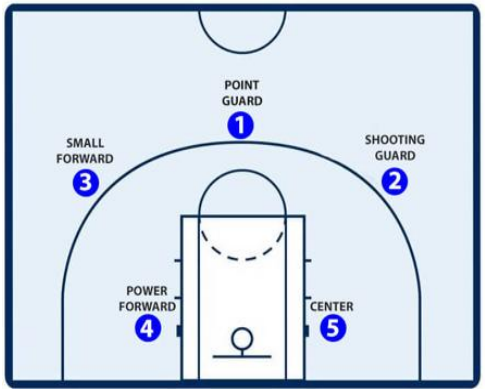
Center – Usually the tallest strongest player and positioned under the basket. This player is required to be more physical.

Power Forward – Usually the second tallest and strongest in the team, also positioned near the basket.

Small Forward – Usually the shorter of the two forwards but also the most versatile.

Shooting Guard – Usually the shortest player on the team but also the best outside shooter. Also, must be a good dribbler and passer.

Point Guard – Usually short but the best ball handler on the team. Often directs other players and has the nickname 'floor general'.

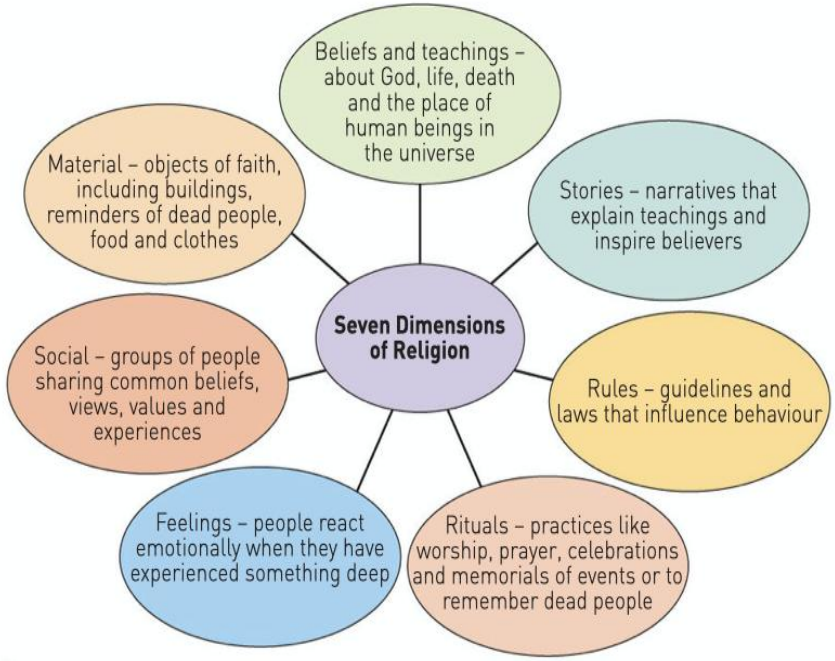


1.1 Key Vocabulary

Theism/Theist	The belief in God/Someone who believes in God
Monotheism/ Monotheist	The belief in one creator God/ Someone who believes in one creator God
Polytheism/ Polytheist	The belief in more than one God/ Someone who believes in more than one God
Atheism/ Atheist	The belief that there is no God/ Someone who does not believe in God
Agnosticism/ Agnostic	Being unsure of your belief in God/ Someone who is unsure of their belief in God
Animism	The belief that objects, place and creatures all possess a spiritual essence
Pluralism	People of different beliefs, backgrounds, and lifestyles coexisting in the same society
Worldview	The way in which we experience and think about the world.

1.2 The Seven Dimensions of Religion

Smart decided that there are seven parts to a worldview. He called them the **Seven Dimensions of Religion.**



1.3 Religion in the world

Religion	People	World numbers	UK numbers	Started in	Main countries where practised today
Buddhism	Buddhists	500 million	63,000	India	Eastern Asia (Japan, Thailand, Sri Lanka, Nepal)
Christianity	Christians	2,300 million (2.3 billion)	33,000,000	Palestine/Israel	Worldwide (especially English-speaking countries)
Hinduism	Hindus	1,100 million (1.1 billion)	832,000	India	India
Islam	Muslims	1,800 million (1.8 billion)	4,130,000	Arabia	Middle East, Africa, Pakistan, Bangladesh
Judaism	Jews	14.5 million	290,000	Palestine/Israel	Worldwide (especially USA, Israel)
Sikhism	Sikhs	27 million	430,000	India	India, UK

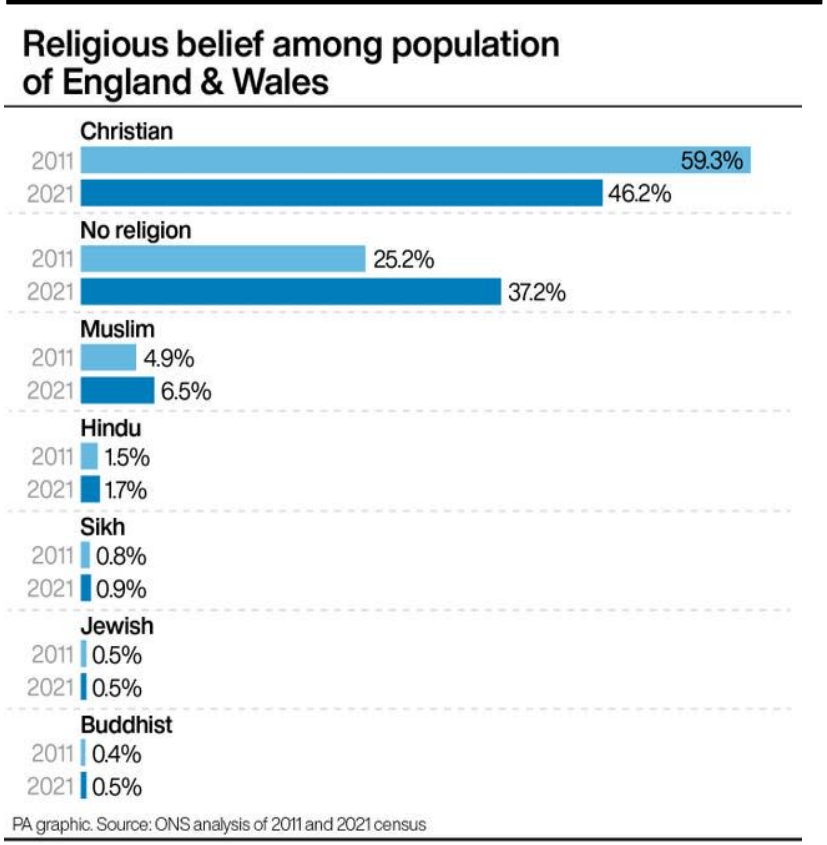
Revision Suggestions:

1). Create a flash card for each of the major world religions. On the back write down key information about that religion and use the flash card to help remember the facts.

2). Use the cover up technique, where you cover up certain statistics/facts and try to remember what was there.

3). Create a mind map to show how Christianity has influenced the UK using 1.5.

1.4 Religion in the UK



1.5 Disciplinary Lenses (ways of studying religion)

Theology/Theologian
The study of the nature of God and religious belief. This approach is about studying what religious people believe and how that forms their worldview.

Philosophy/Philosopher
The study of the ideas about knowledge, right and wrong, reasoning, and the value of things. Philosophers seek to understand fundamental truths about themselves, the world in which they live, and their relationships to the world and to each other.

Social Sciences/Sociologist
The study of different religious group and the impact religion has on society. Using this approach Sociologists will use data to research the influence of religion.

Anthropology/Anthropologist
The study of human societies and cultures and their development. An Anthropologist is likely to study groups of people and their evolutionary history.

Psychology/Psychologist
The scientific study of the human mind and its functions. Psychologists may study the impact of religion on the mind and how its influences human behaviour.

1.6 The impact of Christianity in the UK

Christianity has helped shape UK traditions and culture, For example:

- School terms have been arranged around Christian festivals
- The Christian calendar influences British traditions such as Valentine's day (a Saint's Day), Pancake Day (or Shrove Tuesday) and Hallowe'en (the day before All Saint's Day).
- There are restrictions on the hour's shops can open on Sunday, the Christian day of rest. Large stores are not allowed to open on Christian festivals such as Christmas and Easter Day.
- Many people in the UK have names that come from the Bible, such as Daniel, Sarah and Hannah.
- The UK parliament consists of two 'houses', The House of Commons and The House of Lords. The House of Lords are spilt into two types. Lords Temporals are appointed by the monarch, but the Lords spiritual are 26 of the most senior Church of England Bishops. Laws needed to be passed by both houses.
- Most of the UK laws come from the 10 Commandments e.g. 'Do not kill'.

Spanish around the world

Which countries speak Spanish?

- A 2021 report conducted by the Cervantes Institute found that Spanish was the native language of just under 493 million people worldwide.

Spanish Speaking Countries in North America (Central America & the Caribbean)

- There are 10 Spanish-speaking countries in North America, which includes Central America and the Caribbean.
- **Fun fact:** Puerto Rico is a US territory and has two official languages—Spanish and English.

Country	Capital	Population
Costa Rica	San José	5.154 million
Cuba	Havana	11.26 million
Dominican Republic	Santo Domingo	11.12 million
El Salvador	San Salvador	6.314 million
Guatemala	Guatemala City	17.11 million
Honduras	Tegucigalpa	10.28 million
Mexico	Mexico City	126.7 million
Nicaragua	Managua	6.851 million
Panama	Panama City	4.351 million
Puerto Rico (US Territory)	San Juan	3.264 million

Enrichment Opportunities

Find out more about these countries here:





Festival in Havana, Cuba



Machu Picchu in Peru

Spanish Speaking Countries in South America

- There are 9 Spanish-speaking countries in South America. Spanish explorers and conquistadors brought the Spanish language with them to Central and South America during the 16th and 17th centuries, which is why the language is so prevalent in these countries today.
- **Fun fact:** Bolivia has two capitals—La Paz and Sucre. However, Sucre is considered the official capital, while La Paz is the seat of the legislative and executive branches of government.

Country	Capital(s)	Population
Argentina	Buenos Aires	45.81 million
Bolivia	La Paz, Sucre	12.08 million
Chile	Santiago	19.49 million
Colombia	Bogotá	51.52 million
Ecuador	Quito	17.8 million
Paraguay	Asunción	6.704 million
Peru	Lima	33.72 million
Uruguay	Montevideo	3.426 million
Venezuela	Caracas	28.2 million

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17/12			
18/12			

*Knowledge Organiser * Whiteboard * Timetable

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)

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