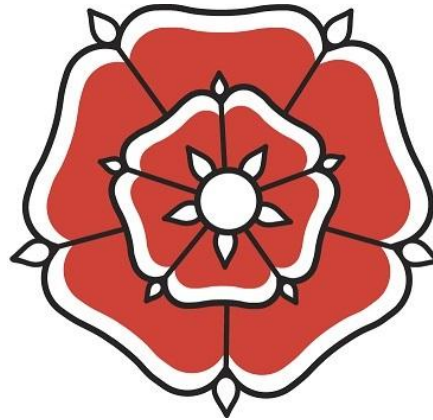


Maidenhill School Knowledge Organiser

Year 11 – Term 1



Be kind, Aspire, Persevere, Achieve

Name:

Tutor:

Planner



Week 1	Notes
Monday 31 st August	SUMMER HOLIDAYS
Tuesday 1 st September	
Wednesday 2 nd September	
Thursday 3 rd September	
Friday 4 th September	
Week 2	Notes
Monday 7 th September	
Tuesday 8 th September	
Wednesday 9 th September	
Thursday 10 th September	
Friday 11 th September	

Week 1	Notes
Monday 14 th September	
Tuesday 15 th September	
Wednesday 16 th September	
Thursday 17 th September	
Friday 18 th September	
Week 2	Notes
Monday 21 st September	
Tuesday 22 nd September	
Wednesday 23 rd September	
Thursday 24 th September	
Friday 25 th September	INSET

Planner



Week 1	Notes
Monday 28 th September	
Tuesday 29 th September	
Wednesday 30 th September	
Thursday 1 st October	
Friday 2 nd October	
Week 2	Notes
Monday 5 th October	
Tuesday 6 th October	
Wednesday 7 th October	Y11 Parents' Evening 4-6.30pm Positively You workshops
Thursday 8 th October	
Friday 9 th October	

Week 1	Notes	
Monday 12 th October		
Tuesday 13 th October		
Wednesday 14 th October		
Thursday 15 th October		
Friday 16 th October		
Week 2	Notes	
Monday 19 th October	Reward shop open	
Tuesday 20 th October		
Wednesday 21 st October		
Thursday 22 nd October		
Friday 23 rd October		3



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:

Student out of lesson record

Date and time	Reason	Staff signature

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

Reporting your concerns



Attendance Matters

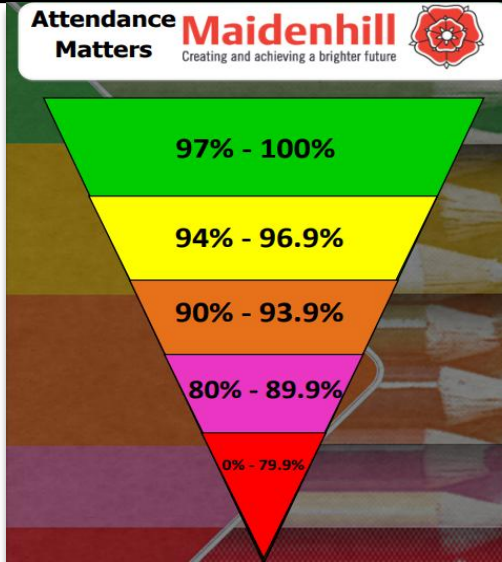


Term 1 Reward Dates:

Friday 23rd October – ‘Freaky Friday’
– Reward for all students with 0
Negatives **AND** 94% (or above
attendance)

Monday 19th to 23rd October 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								
7								

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



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.





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

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:

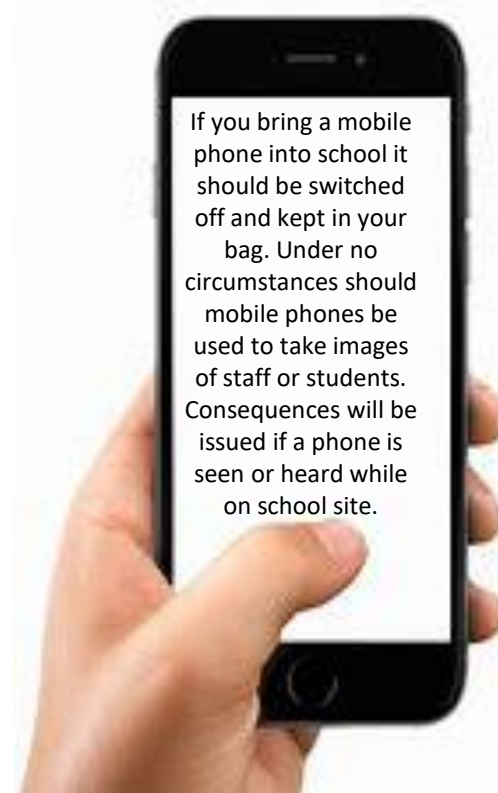
- In possession, under the influence of or dealing in illegal drugs. This also extends to alcohol and other toxic substances
- Serious physical or verbal aggression towards others
- Serious rudeness, defiance, threatening behaviour or inappropriate language towards a member of the school staff
- Anti-social 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.



What is bullying?

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



Bullying includes repeated:

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

Types

- Physical
- Cyber
- Verbal
- Emotional
- Prejudice based

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

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

If you are being bullied, you can expect that:

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

When you are talking about bullying, be clear about:

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

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

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

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

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).

Repetition
When words and phrases are repeated multiple times.

100 Colorful Words to Use in Place of "Said"

admitted
advised
agreed
assured
avowed

began
bragged
chatted
cheered
commented
convinced
crowded
exclaimed
gushed
instructed

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

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

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

Common Techniques

D DIRECT ADDRESS

A ALLITERATION

F FACT

O OPINION

R RHETORICAL QUESTION

R REPETITION

E EMOTIVE LANGUAGE

S STATISTICS

T THREE (LIST OF)

I IMPERATIVE

Transactional Writing

Letters

Reports

Reviews

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

COMPLEX SPEED SOUNDS CHART

CONSONANT SOUNDS

f	l	m	n	r	s	v	z	ng
ff	ll	mm	nn	rr	ss	ve	zz	th
ph	le	mb	kn	wr	se	c	s	ti
			gn	c	se	sc	sci	ci
				ce	ze	ssi		nk

VOWEL SOUNDS

a	e	i	o	u	ay	ee	igh	ow
	ea				are	e-e	i-e	o-e
					ai	y	ie	oa
					a	ea	i	o
					eigh	e	y	oe
					aigh	e-e		



Conjunctions

Addition

Further
Also
Too
Besides
Finally
Last
Additionally
In addition
Then

Summary

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

Place

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

Example

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

Comparison

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

Time

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

PUNCTUATION

QUESTION MARK

?

Use at the end of a sentence to express asking a question.

EXCLAMATION MARK

!

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

PERIOD

.

Use at the end of a sentence.

COLON

:

Use to introduce a list or a definition.

APOSTROPHE

'

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

PARENTHESIS

()

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

HYPHEN

-

Use to join separate words to make one word.

SEMICOLON

;

Use to connect subjects and verbs into a single sentence.

COMMA

,

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

QUOTATIONS

" "

Use around words that are spoken.

ELLIPSIS

...

Use to show suspense or that someone is thinking.

THERE →

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

THEÏR

(Shows ownership)
Their cat is the sweetest.

THEY'RE

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

Verbs to sharpen your analysis

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





Multiplication Table Grid I-12

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

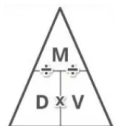
Maths Foundation Unit 14 Multiplicative reasoning



What do I need to be able to do?

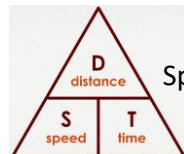
- Find an amount after repeated percentage changes.
- Use a formula to calculate speed and acceleration.
- Solve problems involving compound measures.
- Use relationships involving ratio.
- Use direct and indirect proportion.

Speed and Density



$$\text{Density} = \frac{\text{Mass}}{\text{Volume}}$$

U910



$$\text{Speed} = \frac{\text{Distance}}{\text{Time}}$$

M247

Keywords

Exponent: how many times we use a number in multiplication. It is written as a power

Compound interest: calculating interest on both the amount plus previous interest

Depreciation: a decrease in the value of something over time.

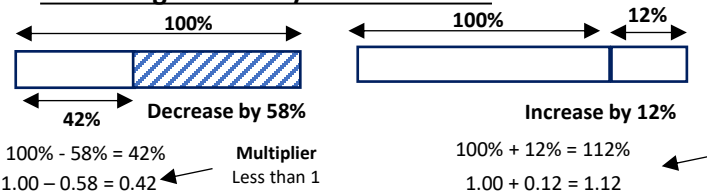
Growth: where a value increases in proportion to its current value such as doubling.

Decay: the process of reducing an amount by a consistent percentage rate over time.

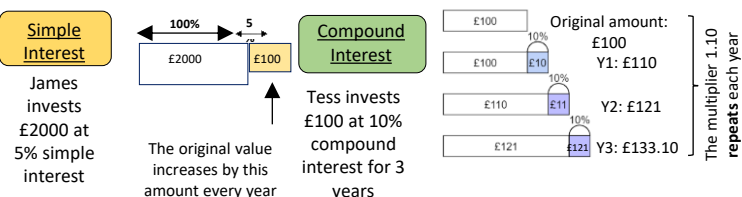
Multiplier: the number you are multiplying by

Equivalent: of equal value.

Percentage increase/decrease U671



Simple and compound interest U533

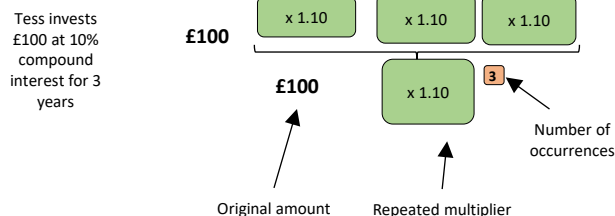


Enrichment Opportunities

Nrich – dept
race
percentage
problem



Repeated percentage change U332



Depreciation

Depreciation calculations use multipliers less than 1

Multipliers are commutative – an overall multiplier effect can be calculated by combining the multipliers separately.

e.g. Increase of 10% then a reduction of 10%



Combined measures U910

Papa Smurf walked 10m at 5 m/s from A to B, and then 5m at 10m/s from B to C.

What was Papa Smurf's average speed across the journey?
Create the table and fill in what you know

	A to B	B to C	Overall
Speed	5m/s	10 m/s	
Distance	10m	5m	
Time			

We need to find these two times
Time = Distance ÷ Speed

Add the distances to get the total distances
Add the times to get the total time

Do not add the speeds or work out the mean speed!

	A to B	B to C	Overall
Speed	5m/s	10 m/s	
Distance	10m	5m	15m
Time	2 seconds	0.5 seconds	2.5s

$$\text{Average speed} = \frac{\text{total distance}}{\text{total time}} = 15 \div 2.5 = 6 \text{ m/s}$$



Unit 15 – Constructions, Loci and Bearings

Key Words:

Scale drawing – a scale drawing is a 2D representation of a real-life object or place, e.g. a map or a floor plan.

Scale factor – the scale factor tells us how much the lengths have been multiplied by in an enlargement.

Bearing – a bearing is an angle which has been measured clockwise from north.

Constructions – to construct a shape in maths means to accurately draw a diagram using a compass, pencil and straight edge.

Loci – a locus of points (plural: loci) is a set of points or a shaded area which satisfies a certain condition.

Scale Drawings and Scale Factors

The scale factor describes how much a shape has been enlarged.

- A scale factor greater than 1 will make the shape bigger.
- A scale factor between 0 and 1 will make the shape smaller.

Scale factors are often given as ratios. In the example to the right, the ratio is 1cm:50m. This means every 1cm on the map represents 50m in real life.

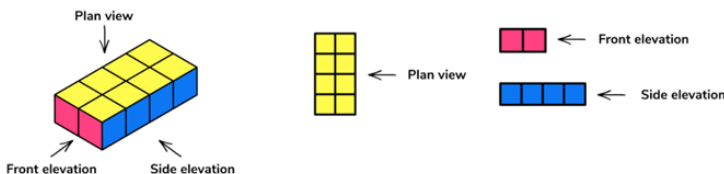


Plans and Elevations

Plans and elevations are a way of representing a 3 dimensional shape on paper.

We have three views of the 3D shape:

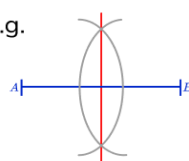
- From the **front** of the shape, called the **front elevation**
- From the **side** of the shape, called **side elevation**
- From above **looking down** on the shape, called the **plan view**



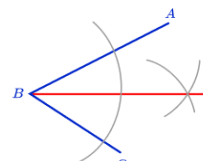
Constructions

When doing constructions, it is **essential** that we leave our construction lines as workings – do not erase them! For the constructions below, the blue line is given, the grey lines are the workings, and the red line is the answer.

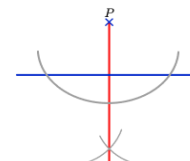
E.g.



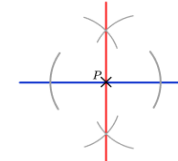
Perpendicular bisector



Angle bisector



Perpendicular from a point to the line



Perpendicular with a point on the line

Bearings

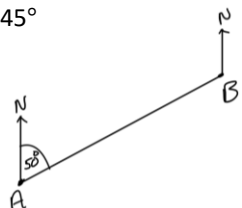
A bearing is an angle, often used by pilots or sailors to help with navigation.

Bearings are always:

- Measured clockwise
- Measured from north
- Written as 3 digits (e.g. 045° instead of just 45°)

To find a bearing from A to B, we must:

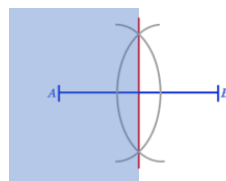
1. Draw a north line (directly upwards) from A.
2. Draw a line joining A to B
3. Measure the clockwise angle between these two lines.



Loci

Loci questions will need us to show either a set of points, a line, or an area, which satisfy a certain condition.

E.g. Shade the locus of points that is closer to A than B:



Sparx Codes

Scale Diagrams – U257

Bearings – U107, U525

Constructions and Loci -

U678, U187, U787, U245,

U979, U820.

Plans and Elevations – U743

Enrichment Opportunities

<https://nrich.maths.org/problems/triangle-midpoints>





Date	KO*	WB*	TT*	Date	KO*	WB*	TT*
Summer holidays				28/9			
1/9	IN	S	ET	29/9			
2/9				30/9			
3/9				1/10			
4/9				2/10			
7/9				5/10			
8/9				6/10			
9/9				7/10			
10/9				8/10			
11/9				9/10			
14/9				12/10			
15/9				13/10			
16/9				14/10			
17/9				15/10			
18/9				16/10			
21/9				19/10			
22/9				20/10			
23/9				21/10			
24/9				22/10			
25/9	IN	S	ET	23/10			

*Knowledge Organiser * Whiteboard * Timetable

RUBBER

You should also have:

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



PENCIL

WHITEBOARD PEN

GREEN PEN

BLACK PEN

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