

Maidenhill School

Knowledge Organiser

Year 8 – Term 4



Be kind, Aspire, Persevere, Achieve

Name:

Tutor: 8

Planner



Week 2	Notes
Monday 23 rd February	
Tuesday 24 th February	
Wednesday 25 th February	
Thursday 26 th February	
Friday 27 th February	
Week 1	Notes
Monday 2 nd March	
Tuesday 3 rd March	
Wednesday 4 th March	
Thursday 5 th March	
Friday 6 th March	

Week 2	Notes
Monday 9 th March	
Tuesday 10 th March	
Wednesday 11 th March	
Thursday 12 th March	
Friday 13 th March	
Week 1	Notes
Monday 16 th March	
Tuesday 17 th March	
Wednesday 18 th March	
Thursday 19 th March	
Friday 20 th March	



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

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:



Student out of lesson record

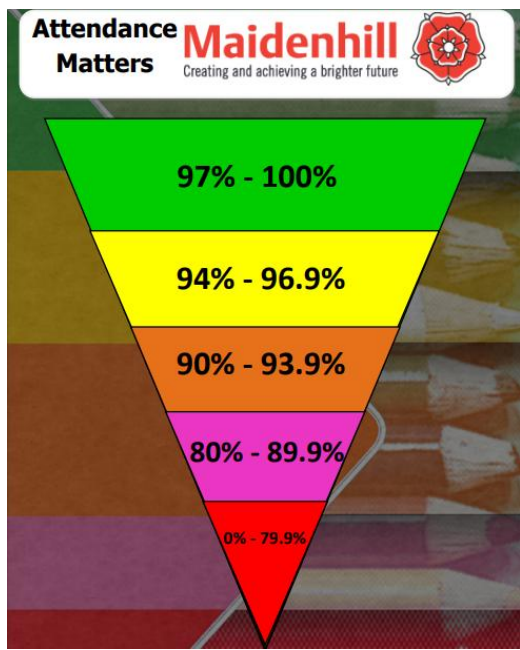
Date and time	Reason	Staff signature

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

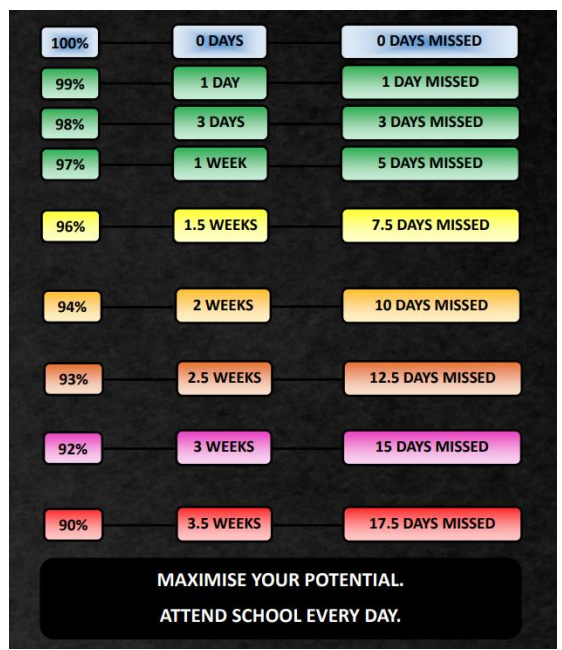
Reporting your concerns



Attendance Matters



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



Personal Attendance Record

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

Attendance

Home School Agreement and uniform expectations



As a student of the school I will:

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

Student Signature

Maidenhill Uniform

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



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



Maidenhill PE Uniform

- ❖ **NO JEWELLERY**
- ❖ Red Maidenhill PE polo shirt
- ❖ Red Maidenhill hooded jumper
- ❖ Optional Rugby shirt
- ❖ Options for the lower half:
 - Plain black shorts with less than 5cm logos
 - Black tracksuit bottoms with less than 5cm logos
 - Maidenhill leggings
 - Maidenhill skort
 - Plain black leggings with no logos
- ❖ Socks
 - White or black
 - Red needed for all fixtures
- ❖ Shoes
 - Suitable trainers
 - Optional studded boots for football/rugby



Equipment and acceptable use of the school ICT facilities



Equipment

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

Essential requirements

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

Student property

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

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

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

Network rules

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

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

Always log off before leaving a computer

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

Never give a stranger any information about you or your home

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

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

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

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

Always give credit for information obtained from the internet

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

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

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

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

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





Behaviour for Learning

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

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

Rewards

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

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

Consequences

C2 – This is a verbal warning

C3 – Issued with a BFL detention of 40mins

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

C4 – Isolation in the refocus room

C4e – Educated off site at an alternative provision

C5 – Fixed term suspension

C5 Exclusions

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

Incidents for which a 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

Tutor time – Maths Task 1



Question 1 Work out $\frac{4}{9} + \frac{6}{7}$	Question 2 Work out $\frac{3}{7} + \frac{1}{3}$	Question 3 Work out the value of $25 - 3c$ when $c = 5$	Question 4 Work out the value of $x + 3$ when $x = 3$
Question 5 Evaluate $3^4 \times 10^3$	Question 6 Evaluate $2^2 \times 3^2$	Question 7 Solve $10x + 6 = 1$	Question 8 Solve $4(4x - 3) = 148$
Question 9 Complete 1560 m 3.36 km (< = or >)	Question 10 Complete 255 mm 23.5 cm (< = or >)	Question 11 Round 8.41315 correct to 2 decimal places	Question 12 Round 314550 to 1 significant figure
Question 13 Find 20% of £860	Question 14 Find 50% of £160	Question 15 Find the missing terms in the sequence ? , 8, 3, ? , -7,....	Question 16 Find the missing terms in the sequence ? , 15, 18, ? , 24,....
Question 17 Estimate $655 - 630 =$	Question 18 Estimate $8992 + 4310 =$	Question 19 Express as an improper fraction $3\frac{2}{3}$	Question 20 Express as an improper fraction $3\frac{1}{4}$

SKILLS CHECK



Score

10

Tutor time – Maths Task 2



Question 1 Work out $\frac{1}{4} + \frac{1}{3}$	Question 2 Work out $\frac{4}{5} + \frac{1}{2}$	Question 3 Work out the value of $21 - 2x$ when $x = 2$	Question 4 Work out the value of $b - 8$ when $b = 9$
Question 5 Evaluate $4^3 \times 2^3$	Question 6 Evaluate $2^3 \times 5^2$	Question 7 Solve $4x - 6 = -18$	Question 8 Solve $3(4x - 5) = 45$
Question 9 Complete 390 mm 6 cm (< = or >)	Question 10 Complete 0.21 kg 2410 g (< = or >)	Question 11 Round 1.0892 correct to 1 decimal place	Question 12 Round 509 to 1 significant figure
Question 13 Find 20% of £880	Question 14 Find 50% of £640	Question 15 Find the missing terms in the sequence ?, 2, -1, ?, -7,....	Question 16 Find the missing terms in the sequence ?, 11, 9, ?, 5,....
Question 17 Estimate $604 \times 39 =$	Question 18 Estimate $308 \times 54 =$	Question 19 Express as an improper fraction $2\frac{1}{5}$	Question 20 Express as an improper fraction $3\frac{1}{2}$

SKILLS CHECK



Score

11

Tutor time – Maths Task 3



Question 1 Work out $\frac{2}{5} + \frac{1}{2}$	Question 2 Work out $\frac{2}{5} + \frac{1}{2}$	Question 3 Work out the value of $6c + 7$ when $c = 8$	Question 4 Work out the value of $3a - 7$ when $a = 2$
Question 5 Evaluate $2^2 \times 1^6$	Question 6 Evaluate $4^2 \times 2^5$	Question 7 Solve $10x + 4 = 39$	Question 8 Solve $4(9x + 2) = 152$
Question 9 Complete 1.26 km 1290 m ($<$ or $>$)	Question 10 Complete 140 cm 2.2 m ($<$ or $>$)	Question 11 Round 10.06777 correct to 2 decimal places	Question 12 Round 3606 to 1 significant figure
Question 13 Find 10% of £940	Question 14 Find 55% of £560	Question 15 Find the missing terms in the sequence $?, 24, 26, ?, 30, \dots$	Question 16 Find the missing terms in the sequence $?, 23, 26, ?, 32, \dots$
Question 17 Estimate $18 \times 50 =$	Question 18 Estimate $330 \times 75 =$	Question 19 Express as an improper fraction $1\frac{4}{7}$	Question 20 Express as an improper fraction $3\frac{1}{3}$

SKILLS CHECK



Score

12



Question 1 Work out $\frac{7}{9} + \frac{2}{5}$	Question 2 Work out $\frac{2}{7} + \frac{1}{2}$	Question 3 Work out the value of $c - 7$ when $c = 13$	Question 4 Work out the value of $2c + 7$ when $c = 2$
Question 5 Evaluate $2^2 \times 3^2$	Question 6 Evaluate $3^3 \times 10^3$	Question 7 Solve $8x - 3 = 1$	Question 8 Solve $2(11x - 3) = 104$
Question 9 Complete 155 cm 32 mm (< = or >)	Question 10 Complete 390 mm 7.5 cm (< = or >)	Question 11 Round 0.2093 correct to 1 decimal place	Question 12 Round 847118 to 1 significant figure
Question 13 Find 10% of £740	Question 14 Find 40% of £340	Question 15 Find the missing terms in the sequence ? , 3, -1, ? , -9,....	Question 16 Find the missing terms in the sequence ? , 22, 24, ? , 28,....
Question 17 Estimate $716 \times 54 =$	Question 18 Estimate $67 \times 56 =$	Question 19 Express as an improper fraction $3\frac{1}{2}$	Question 20 Express as an improper fraction $1\frac{2}{3}$

SKILLS CHECK



Score



Question 1 Work out $\frac{3}{8} + \frac{2}{5}$	Question 2 Work out $\frac{9}{10} + \frac{1}{9}$	Question 3 Work out the value of $3a - 9$ when $a = 3$	Question 4 Work out the value of $4c + 6$ when $c = 4$
Question 5 Evaluate $2^3 \times 1^5$	Question 6 Evaluate $3^2 \times 2^2$	Question 7 Solve $9x + 3 = -33$	Question 8 Solve $5(8x + 4) = 300$
Question 9 Complete $2.66 \text{ km} \dots\dots 2130 \text{ m}$ ($< = \text{ or } >$)	Question 10 Complete $100 \text{ mm} \dots\dots 38.5 \text{ cm}$ ($< = \text{ or } >$)	Question 11 Round 6.7054 correct to 2 decimal places	Question 12 Round 74 to 1 significant figure
Question 13 Find 20% of £940	Question 14 Find 55% of £960	Question 15 Find the missing terms in the sequence $? , 2, -3, ? , -13, \dots$	Question 16 Find the missing terms in the sequence $? , 18, 23, ? , 33, \dots$
Question 17 Estimate $755 - 685 =$	Question 18 Estimate $582 + 49 =$	Question 19 Express as an improper fraction $1\frac{2}{3}$	Question 20 Express as an improper fraction $2\frac{5}{6}$

SKILLS CHECK



Score

14

Tutor time – Maths – Extra practice



Question 1 Work out $\frac{7}{8} + \frac{1}{2}$	Question 2 Work out $\frac{3}{4} + \frac{1}{3}$	Question 3 Work out the value of $b - 4$ when $b = 10$	Question 4 Work out the value of $b \div 9$ when $b = 18$
Question 5 Evaluate $3^3 \times 2^5$	Question 6 Evaluate $2^4 \times 5^3$	Question 7 Solve $9x - 4 = -22$	Question 8 Solve $5(5x + 4) = 70$
Question 9 Complete 2.6 kg 240 g ($< =$ or $>$)	Question 10 Complete 170 cm 27.5 mm ($< =$ or $>$)	Question 11 Round 82.2211 correct to 1 decimal place	Question 12 Round 184 to 1 significant figure
Question 13 Find 5% of £540	Question 14 Find 50% of £100	Question 15 Find the missing terms in the sequence ? , 11, 9, ? , 5,....	Question 16 Find the missing terms in the sequence ? , 10, 7, ? , 1,....
Question 17 Estimate $547 \times 59 =$	Question 18 Estimate $7641 - 55 =$	Question 19 Express as an improper fraction $2\frac{1}{2}$	Question 20 Express as an improper fraction $1\frac{1}{2}$

SKILLS CHECK



Score

15





Task 1

Read this paragraph, which has been taken from a gothic horror story. Using your green pen, highlight any DAFORRESTI techniques you can find.

The corridor was dark, dark, dark, stretching on forever and the candles flickered like nervous stars. Shadows crept along the walls and whispered secrets to one another, while the floorboards groaned and *creaked* beneath each step. The air felt thick and cold and the house was a hungry beast, waiting patiently for its next victim.



Task 2

Below is a list of sentences. Can you improve them? Can you use techniques to help create powerful imagery?

1. It was a cold day.
2. As she walked in the room, people began to cheer.
3. He was feeling sad and left out.
4. The graveyard was scary.
5. The lights went out.



Task 3

Here is the list of ‘show not tell’ sentences you saw last week. Use these sentences to write a good quality paragraph that fits with the gothic genre.

1. Frost clung to the windows and her breath hung in the air like tiny clouds.
2. The moment she stepped inside, clapping hands and rising voices rippled across the room.
3. He sank into the corner, watching the others laugh while a lump tightened in his throat.
4. Twisted trees clawed at the fog and shadows slithered across the cracked gravestones.
5. Darkness swallowed the room and the hum of electricity vanished with a final click.



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

1. English
2. Mathematics
3. Science
4. Art, Design, Nutrition and Creative iMedia (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 doing your homework.*

100 Colorful Words to Use in Place of "Said"

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 are effected by punctuation.

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

POETIC TECHNIQUES

Repetition
When words and phrases are repeated multiple times.

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

Metaphors
Identifies something as being the same as something else.

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

admitted
advised
agreed
assured
avowed



began
bragged
chatted
cheered
commented
convinced
crowded
exclaimed
gushed
instructed

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



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

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



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

Common Techniques

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

Transactional Writing

- Letters
- Reviews
- Reports
- Articles





Conjunctions

Addition

Further
Also
Too
Besides
Finally
Last
Additionally
In addition
Then

Summary

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

Place

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

Example

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

Comparison

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

Time

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

PUNCTUATION

QUESTION MARK

?

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

EXCLAMATION MARK

!

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

PERIOD

.

Use at the end of a sentence.

COLON

:

Use to introduce a list or a definition.

APOSTROPHE

'

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

PARENTHESIS

()

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

HYPHEN

-

Use to join separate words to make one word.

COMMA

,

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

QUOTATIONS

" "

Use around words that are spoken.

ELLIPSIS

...

Use to show suspense or that someone is thinking.

THERE

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

THEIR

(Shows ownership)
Their cat is the sweetest.

THEY'RE

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

Verbs to sharpen your analysis

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





1.1 Key Vocabulary

Supernatural – A force beyond scientific understanding or the laws of nature.

Paranormal – A phenomena such as telekinesis or clairvoyance that are beyond normal scientific understanding.

Isolation – Far away from other places, buildings, or people; remote.

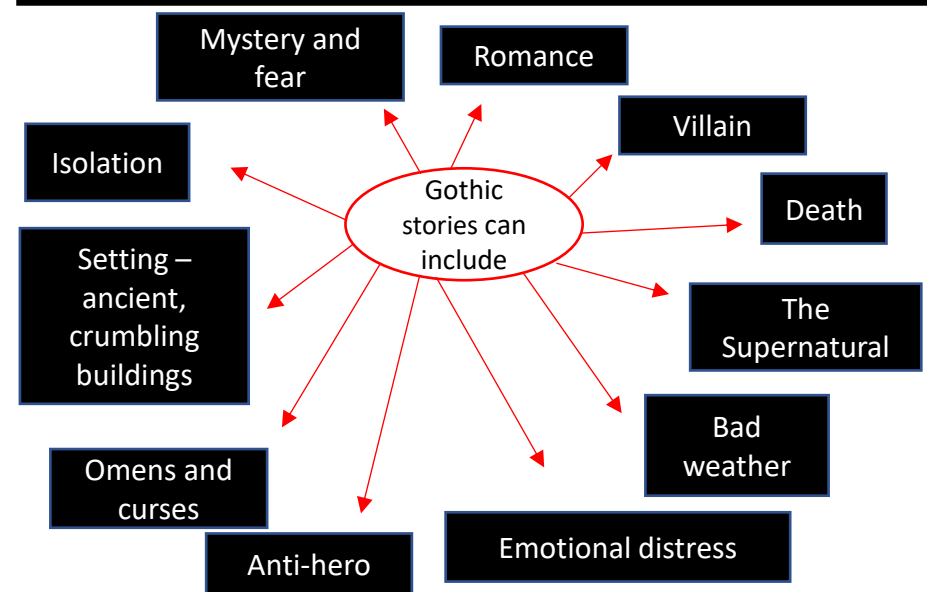
Anti-hero – A central character who lacks conventional heroic attributes.

Atmosphäre – the tone or mood of a place, situation, or creative work.

Tension – An element in a novel that evokes emotions such as worry, anxiety, fear and stress on the part of both the reader and the characters in a novel.

Suspense – Expectation or uncertainty about what may happen.

1.2 Conventions/Features



1.3 Values and Ideas held by gothic writers

- Gothic writers are preoccupied with the supernatural because they believe that not everything has a scientific explanation.
- They believed that nature is 'sublime': it has the power to simultaneously inspire awe and terror in people.
- They challenged society's expectations about propriety and emotion. To show wild emotion was seen as crass and uncouth, but not to the gothic writers, who often depicted passion and rage.
- They explored the role of the female characters: often in gothic texts, there are powerful female roles, which contrasted the contemporary society.
- They were very interested in the psychological exploration of characters, particularly in relation to themes of madness.

1.4 Sentence Starters

- The bells began tolling before dawn, though no church in the valley had rung them for a hundred years...
- On the night the manor breathed again, every mirror in the house refused to remember my face...
- The letter was sealed with black wax and my own name; written in a hand I had last seen carved into a gravestone...

1.5 Narrative Writing Tips

- Keep your plot simple: two speaking characters' maximum.
- Decide on first or third person and your tense. Stick to it!
- Vary your punctuation.
- Vary your sentences (Compound, complex, simple. Basically, longer and shorter sentences).
- Only describe what is important to your story.
- Include writing techniques where possible.
- Make use of the **OHMRPEAS** techniques.

1.6 Ways to Start Your Story

- Dialogue.
- An interesting fact/statement.
- Ask a question.
- A short, snappy sentence.
- A motif (a theme or image that is repeated).

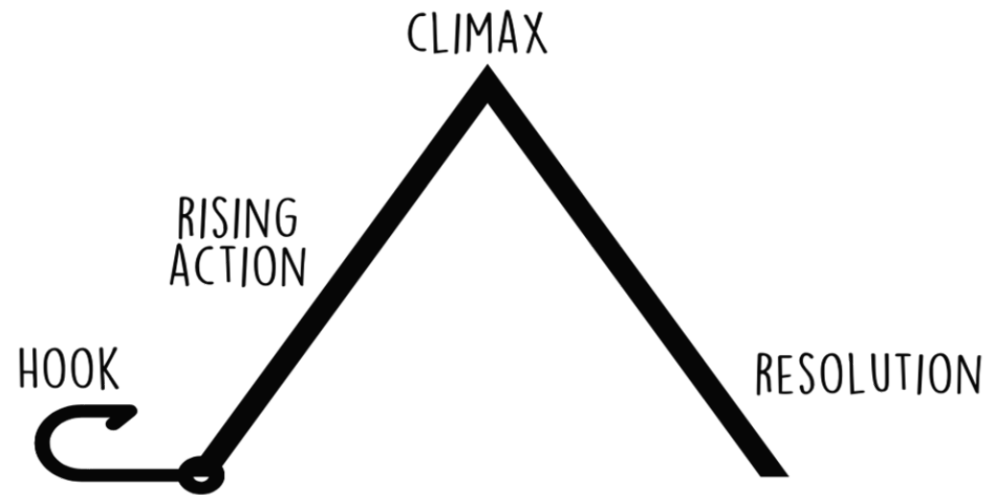
1.7 Methods/Techniques to use

OHMRPEAS

O nomatopoeia	P ersonification
H yperbole	E motive language
M etaphors	A lliteration
R epetition	S imile



1.8 Story Arc



1.9 Revision Task: Interleaving and Spacing

The more you practise writing: the better you will get at it. If you space out when you write the sections of your story then it won't be so overwhelming. Here are some tips to help improve your story writing.

1. Plan your story using the story arc in 1.8. Remember, you are more than likely going to be writing a short story so don't cram too much in.
2. Once you have planned your story, you can get writing. Start with the opening. Look at 1.6 to give you ideas for ways to start your story. Try to set the scene, build character and introduce tension/suspense.
3. After you have finished your opening, start to build the tension/suspense. How will your character/s find themselves in the situation in the climax of the story?
4. The climax of your story should be the point of highest tension/suspense. How does this point evoke anxiety, stress or fear for the characters and the reader?
5. Resolve your story and bring the tension/suspense back down. How does your character escape the situation they are in? How has your character changed? What have they learned?





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

10
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-10



R2 Proportion and Graphs

What do I need to be able to do?

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

- To recognise when values are in direct proportion
- Draw and interpret conversion graphs
- Draw and interpret distance-time graphs
- Solve distance-time problems using graphs
- Draw and interpret line graphs
- Draw and interpret linear and non-linear graphs from different sources

Keywords

Axes: the reference lines on a graph (x and y -axis)

Gradient: the steepness of a line

Parallel: two lines that never meet with the same gradient.

Co-ordinate: a set of values that show an exact position on a graph.

Linear: linear graphs (straight line)

Non-linear: a graph that is not a single straight line

Distance-time graphs

(M581)

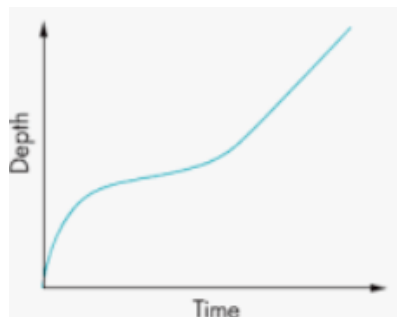
The vertical axis represents _____ from a starting point.

The horizontal axis represents the _____ taken.

Gradient represents the _____ of the journey.



Real life graphs (M771)



Real-life graphs represent real world problems and situations, such as measuring distance or volume vs time

Real-life graphs can be linear (straight line), non-linear (not a single straight line), or curved

A plumber charges a £25 callout fee, and then £12.50 for every hour. Complete the table of values to show the cost of hiring the plumber.

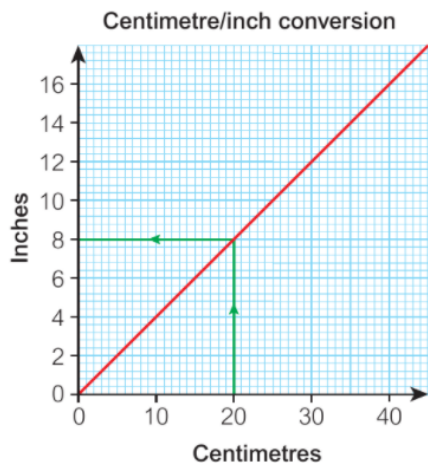
Time (h)	0	1	2	3	8
Cost (£)	£25				£125

Conversion graphs

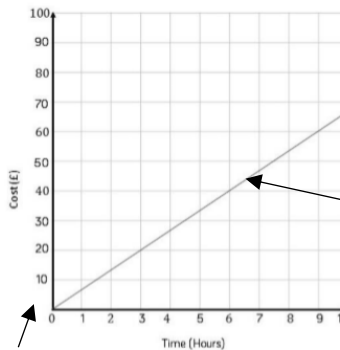
(M771)

Conversion graphs are used to change one unit into another.

Using this graph 20cm \approx _____



Direct Proportion (M448)



Two variables are in direct proportion when they increase (or decrease) at the same rate

The line must be _____

Direct proportion graphs always start at _____

Enrichment Opportunities

Can you sketch these graphs?





Human reproduction

Adolescence

The time during which you change from being a child to being an adult is called **adolescence**. The physical changes that happen between the ages of 9-14 are called **puberty**.

Girls

- breasts develop, ovaries start to release egg cells, periods start, hips widen,

Boys

- voice breaks, sexual organs develop, testes start to produce sperm, shoulders widen, hair grows on face and chest

pubic

- and underarm hair grows, body odour develops, emotional changes, growth spurt

Reproductive systems

female

- fallopian tube (oviduct) - where the egg is fertilised before travelling along the tube to the uterus
- ovary - eggs mature here
- uterus (womb) - the fetus develops here
- cervix - entrance to uterus
- vagina - receives sperm from the penis during sexual intercourse

male

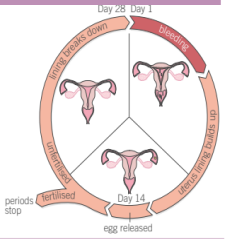
- both of these supply nutrients for the sperm
- saminal vesicle
- prostate gland
- testes - where sperm is made
- scrotum - keeps the testes outside the body where the temperature is a few degrees cooler and better for development of sperm
- urethra
- penis - used to place sperm into the vagina
- sperm duct - carries sperm from the testes to the urethra

The menstrual cycle

Day 1 - blood from uterus lining leaves the body through the vagina.

Day 5 - bleeding stops. Uterus lining begins to re-grow.

Day 14 - an egg cell is released from one of the ovaries (**ovulation**). The egg cell travels through the oviduct towards the uterus.



Methods of contraception

Condoms - A thin layer of latex rubber that prevents semen being released into the vagina.

Contraceptive pill - a daily tablet that contains hormones. It prevents pregnancy by stopping ovulation.

Fertilisation

An egg is released every month.

Sperm cells are produced in the **testicles/testes**.

Sperm are mixed with nutrients and fluid from the glands to form **semen**.

During sexual intercourse a man will release semen into the vagina (**ejaculation**).

The egg cell is moved along the oviduct towards the uterus by **cilia**.

If a sperm meets the egg **fertilisation** may happen.

The fertilised egg may then **implant** in the uterus lining and form an **embryo** (ball of cells)

the main steps in a baby's development (**gestation**) during pregnancy

- just a dot
- 1 week - cells beginning to specialise
- 3 mm long
- 4 weeks - spine and brain forming, heart beating
- 3 cm long
- 9 weeks - tiny movements, lips and cheeks sense touch, eyes and ears forming
- 7 cm long
- 12 weeks - fetus uses its muscles to kick, suck, swallow, and practise breathing

There are three important structures in the uterus during gestation:

- placenta** - where substances pass from mother to **fetus**
- umbilical cord** - connects the fetus to the placenta
- fluid sac** - shock absorber that protects the baby.

Plant reproduction

Parts of a flower

Stamen **male** part of the flower

- the **anther** produces pollen
- the **filament** holds up the anther

Carpel **female** part of the flower

- the **stigma** is sticky to catch grains of pollen
- the **style** holds up the stigma
- the ovary contains **ovules**

Pollination

Pollination is the fertilisation of the ovule, which occurs when pollen is transferred from an anther to the stigma. Pollination can occur due to insects or the wind.

cross-pollination between two **different** plants

self-pollination between the male and female parts of the **same** plant

Fertilisation

The tube grows out of the pollen grain and down through the style.

The pollen nucleus moves down the tube.

The pollen nucleus joins with the ovule nucleus. Fertilisation takes place and a seed will form.

Germination

When a seed starts to grow it is called **germination**.

To germinate, seeds need:

- water - for the seed to swell and the embryo to start growing
- oxygen - for respiration and transferring energy for germination
- warmth - to help speed up the reactions in the plant.

Key terms

Make sure you can write definitions for these key terms.

- adolescence anther carpel cervix cilia contraception ejaculation embryo fertilisation fetus filament gestation germination implant menstrual cycle ovary oviduct ovulation ovule placenta pollen pollination puberty semen sperm duct stamen stigma style testes umbilical cord uterus urethra vagina

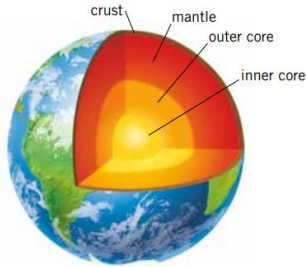
Enrichment Opportunities

Seneca Learning: <https://senecalearning.com/en-GB/>
 BBC Bitesize: <https://www.bbc.co.uk/bitesize/topics/zybbkqt>
 The Importance of Bees: <https://www.bbc.co.uk/teach/would-we-starve-without-bees/zkf292p>





The Earth

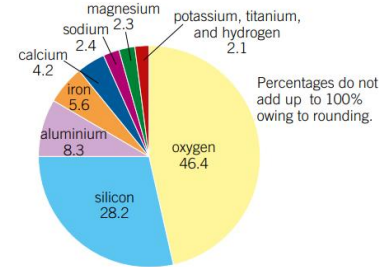


The Earth is made of several layers:

- The **crust** is rocky and solid.
- The **mantle** is solid rock but can flow.
- The **outer core** is liquid metal and the **inner core** is solid metal.

The crust

The Earth's crust contains many naturally-occurring elements in different proportions.

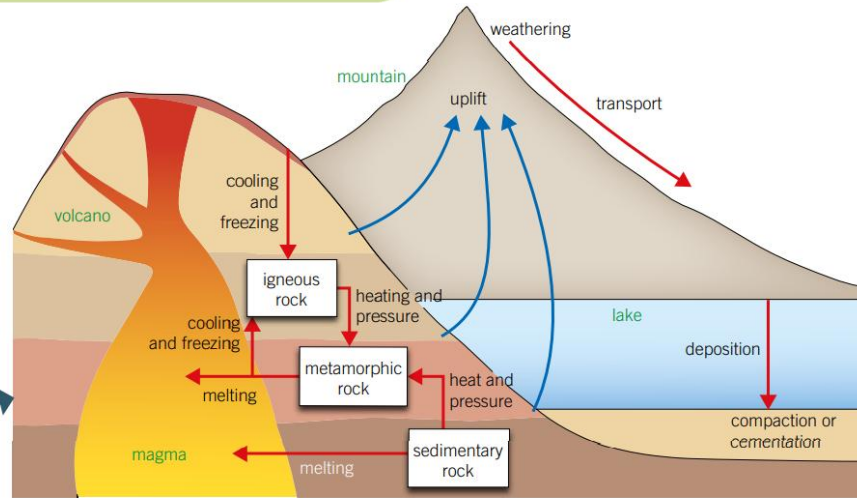
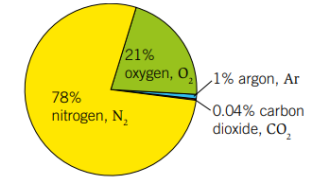


Types of rock

There are three types of rock that make up the Earth's crust. These are formed by different processes in the **rock cycle**, and have different properties.

The atmosphere

The **atmosphere** is a layer of gas surrounding the Earth. It is mainly comprised of nitrogen and oxygen.



The rock cycle

Because the different rocks can turn into each other, we say that there is a rock cycle.

Make sure you can write definitions for these key terms.

atmosphere crust cementation compaction Earth igneous rock inner core lava

Type of rock	How it is formed	Properties	Uses
sedimentary rock	<ul style="list-style-type: none"> • sediment piles up in one place and over many years stick together by compaction or cementation • compaction: weight of sediments above squeeze them into rocks • cementation: another substance sticks the sediments together 	<ul style="list-style-type: none"> • porous: made of small grains stuck together so there are holes that water can pass through • soft: easy to break apart the sediments 	building materials (e.g., sandstone and limestone)
igneous rock	<ul style="list-style-type: none"> • when liquid rock cools it turns into igneous rocks these are made of crystals locked tightly together • Magma: liquid rock underground – cools slowly and forms large crystals. • Lava: liquid rock above the ground – cools quickly and forms small crystals. 	<ul style="list-style-type: none"> • Durable and hard (difficult to damage): the crystals are locked tightly together • Not porous: there is no space between crystals 	pavement rail tracks
metamorphic rock	<ul style="list-style-type: none"> • other rocks under the Earth are heated and put under pressure • over time, these rocks become metamorphic 	<ul style="list-style-type: none"> • Not porous: there is no space between crystals 	marble used for kitchens slate used for roofing tiles

Enrichment Opportunities

Geology experiments at home: <https://www.fizzicseducation.com.au/category/150-science-experiments/geology-rocks/>

BBC Bitesize: <https://www.bbc.co.uk/bitesize/topics/z3fv4wx>

Seneca learning: <https://senecalearning.com/en-GB/>

Space

A **galaxy** is a collection of billions of **stars**. The Earth is in the **Milky Way** galaxy.

Planets are large objects that **orbit** stars, and do not **produce** light.

Asteroids are rocky objects smaller than planets, that also orbit stars.

Satellites are objects that orbit planets. This includes **natural satellites** (moons) and **artificial satellites** (e.g., the International Space Station).

Meteors are bits of rock which burn up in Earth's atmosphere. They are called **meteorites** once they hit the ground.

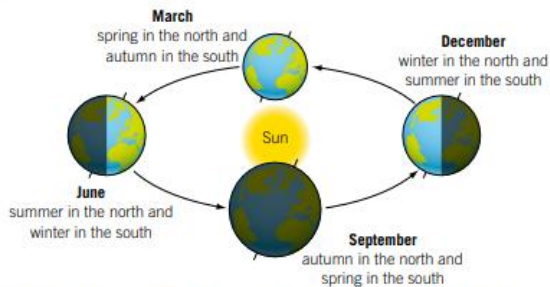


The Earth

The Earth is the only place we have found life in the **Universe**.

It takes a year for the Earth to orbit the **Sun** - 365.2442 days. We add one day every fourth year (a leap year) because of the extra 0.2442 days.

The Earth's **axis** is tilted 23.4 degrees, which causes seasons (which have different day lengths and temperatures).



The Earth spins on its axis every 24 hours, giving us day and night.

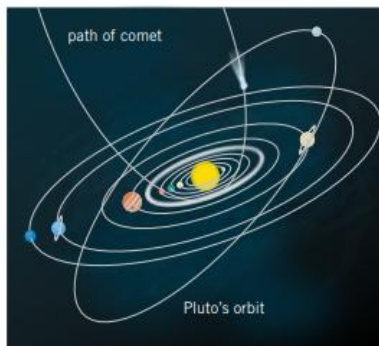
The Solar System

Our **Solar System** is everything that orbits around the Sun. This includes:

- Inner planets** – the **terrestrial** (rocky) planets

Mercury	Venus
Earth	Mars
- Asteroid belt** (Including the **dwarf planet** Ceres)
- Outer planets** – the **gas giants**

Jupiter	Saturn
Uranus	Neptune
- Kuiper belt objects** (such as Pluto)
- Comets** (balls of ice)



The further a planet is from the Sun, the colder its temperature is (apart from Venus, because of its thick atmosphere).

Gravity pulled gas and dust together to form the Sun about 5 billion years ago. The planets then formed from a spinning disc of gas and dust around the Sun.

An **exoplanet** is a planet that is orbiting a star that is not the Sun.

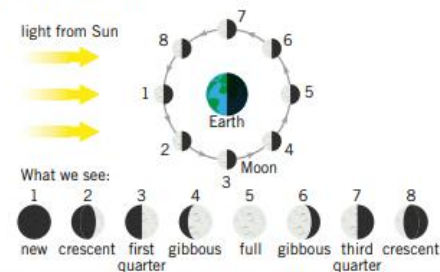
The Moon

The **Moon** orbits the Earth every 27 days and 7 hours.

It takes the same amount of time to spin on its axis, so we always see the same side.

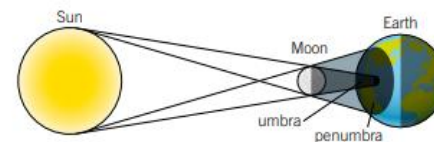
Phases of the moon

As the Moon moves around the Earth different parts are lit by the Sun, so it looks different to us.



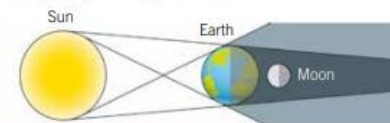
Solar eclipses

The Moon blocks light hitting part of the Earth. The **umbra** is the region of total darkness (like night), and the **penumbra** is where the light is partially blocked.



Lunar eclipses

The earth stops light hitting the Moon.



Key terms

Make sure you can write definitions for these key terms.

artificial satellite asteroid axis comet dwarf planet exoplanet galaxy gravity gas giant inner planet lunar eclipse meteor meteorite Milky Way Moon natural satellite orbit outer planet penumbra planet solar eclipse Solar System star Sun terrestrial umbra Universe

Enrichment Opportunities

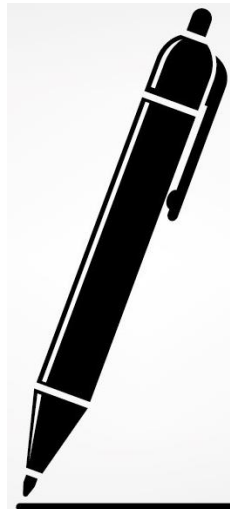
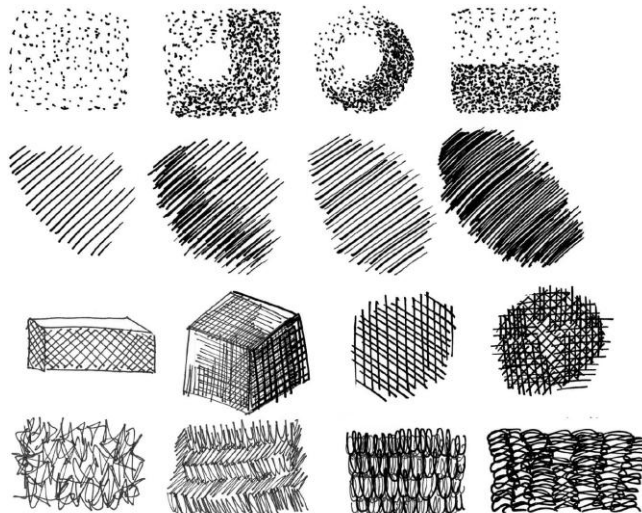
Seneca Learning: <https://senecalearning.com/en-GB/>

BBC Bitesize: <https://www.bbc.co.uk/bitesize/topics/z8c9q6f>

Brian Cox's Adventure in Space and Time: <https://www.bbc.co.uk/iplayer/episode/m000x9v4/brian-coxs-adventures-in-space-and-time-series-4-4-what-is-time>

John Kenn Mortensen

- Born in 1978
- He lives and works in Copenhagen
- JKM is a master with pen and paper, creating imaginative creatures
- He is an animator and director of children's television programmes
- He draws monsters, ghosts and ghouls often onto post it notes



Mythical Creatures
 Mythical creatures are created by combining different animals together e.g. a unicorn = a horse and a narwhal. What 2-3 animals could you combine to create your own mythical creature?

MARK MAKING with Pens:

Biro, ink or writing pens can be used to draw with. They can be used to make dots, dashed, lines, marks and textures, this is called mark making. Italian artist Paride Bertolin uses ball point pens to create his creatures, layering cross hatching to show texture and detail (below).

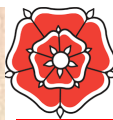


Imagine you've entered a strange and dark laboratory, what creature would you expect to see in a dusty jar on the shelf?



Enrichment: Explore the drawing gallery website drawingroom.org.uk





Key words to learn:

1. Drawing:

Observational drawing– Drawing something exactly as one sees it.

Scale– Size (in relation to something).

Proportion– The size of something in relation to another thing.

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

Hatching– A method of shading using parallel lines.

Cross-hatching– A shading technique made with 2 or more sets of crossing parallel lines.

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.

Tertiary colour– A colour made by mixing a primary & a secondary colour.

Tint– A colour made by mixing any colour with white.

Shade– A colour made by mixing any colour with black.

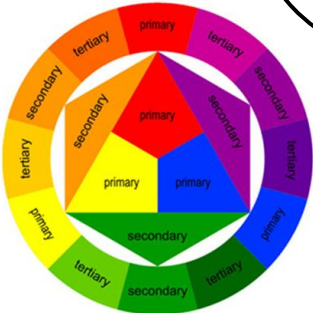
Harmonious Colours -These appear next to each other on the colour wheel.

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

Pop = Popular
Pop Art is influenced by popular mass culture



Andy Warhol printed portraits of celebrities, actors, musicians, politicians and royalty. He was also inspired by packaging, like the soup can.



Warhol and Lichtenstein used bright primary colours to grab your attention





Roy Lichtenstein used cartoon boxes and comic strips





Material & Shaping Techniques

Tools and Equipment

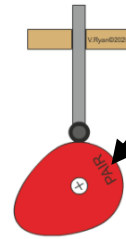
Name of tool	Picture	What the tool is used for
Tenon Saw		Cuts accurate straight lines in small pieces of wood and provide a smooth cut.
Chisel		Chisels are used to cut away and shape wood.
Bench Hook		Holds the material when cutting straight lines.
Disc Sander		This machine smooths surfaces and removes old finishes (e.g. paint).

Timbers & Manufactured Boards

Hardwoods	Softwoods	Manufactured Boards
Oak Mahogany Teak Beech	Pine Spruce Cedar Larch	MDF Chipboard Plywood Hardboard
Uses: High quality furniture	Uses: Construction materials, sheds & fences	Uses: Flat pack furniture

Computer Aided Design & Computer Aided Manufacture

CAD and CAM are used to design and manufacture products. Both help the transition from product design to product manufacture.



CAMS:
Cams change rotary motion to reciprocating motion

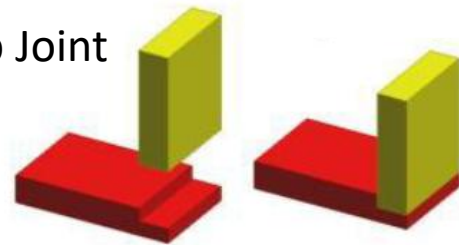
Health & Safety

1. Listen carefully to the teacher's instructions
2. Always carry tools pointing downwards.
3. Wear safety glasses when using machines.

Key words;

- Tenon Saw
- Computer Aided Design
- Laser cutter
- Lap Joint

Lap Joint



Motion:

- Reciprocating** – moving backwards and forwards in a straight line.
- Oscillating** moving backwards and forwards in an arc.
- Rotary** – moving in a circle.
- Linear** – moving one way

Try these websites to support you
www.youtube.com/watch?v=ugKyeTSpjRQ

Multicultural Cuisine & Food Safety



The word cuisine means:

A style of cooking and eating that is characteristic of a particular country or region of the world.

Cuisines around the world have developed over many centuries, by using:

- Distinctive (particular) ingredients that are usually grown or gathered locally in the area
- Specific preparation and cooking methods
- Specific cooking equipment
- Distinctive presentation and/or serving techniques (practices)



Many cuisines have been influenced by:

- The local geography and climate that influences which foods can be produced.
- The immigration of people from other countries, who have settled in a country and brought their traditional eating patterns with them, which have then become part of that country's cuisine

Bacterial growth and multiplication

All bacteria, including those that are harmful, have four requirements to survive and grow:

- food;
- moisture;
- warmth;
- time.



PERSONAL APPEARANCE OF KITCHEN STAFF

- Long hair tied back
- Discreet make-up
- Neckerchief to absorb sweat from neck
- Nails short and clean
No nail varnish
- No jewellery (except wedding ring)
- No heavy perfume, scent or aftershave
- Cuts covered with blue waterproof plasters
- Loose-fitting trousers
- Flat, comfortable shoes non-slip with protective toe caps for kitchen
- No facial piercing
- Wearing of hat
- Clear complexion
- Daily shower or bath
- No body odour (B.O.)
- Correct clean uniform
- No illness or stomach complaints



What does HACCP stand for?

HAZARD ANALYSIS CRITICAL CONTROL POINTS

- It's a way of making sure things don't go wrong when we make our products.
- We must look carefully at our processes, decide what things might go wrong and find ways to make sure they don't.



Food Miles: The distance food has travelled to get to your plate. Food must travel from the farm it is grown on or the factory it is made in to a supermarket or shop to be sold.

FAIR TRADE EMPOWERS PEOPLES



Street Food: Prepared or cooked food sold by vendors in a street or other public location for immediate consumption.

Stretch & Challenge:

Research into the symptoms of food poisoning and the different types

- To reduce the risk of cross-contamination, the use of colour-coded equipment and chopping boards can be used.
- There are no legal guidelines suggesting which foods should be prepared on which boards, but the accepted coding system in the

YELLOW: Cooked meats
RED: Uncooked meats
WHITE: bread and dairy products such as cheese
BLUE: Raw fish
GREEN: Salad and fruit
BROWN: Raw vegetables grown within soil



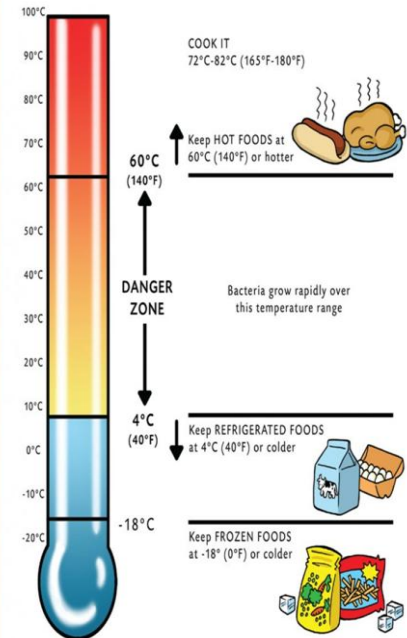
- If colour-coded boards and knives are not available, avoid using the same knife or chopping board for raw meat and then ready-to-eat foods unless they are cleaned thoroughly between uses.



Key Words:

1. Festival
2. Street Food
3. Cuisine
4. Multi-cultural
5. Food Miles
6. Fair Trade
7. Origin
8. High risk food
9. Hazard
10. HACCP






Temperature Danger Zone





Key Terminology	
Visual Identity	The graphical and image-based content used by a brand to represent itself. This can be portrayed through logos, signage, print media.
Purpose	The reason behind how a brand portrays itself to its audience.
Elements	The components that make up the visual identity of a brand, including logos, letter heads, templates, house style, colour themes etc.
Design	The way in which brands create media to portray themselves.
Familiarity	How recognisable a brand is through its media created. This can be achieved through use of colour, logos, typography.
Brand	The way in which an organisation can be recognised
Brand Loyalty	When consumers prefer to spend money on the services and products offered by a certain company which they trust and are familiar with.
Visual Communication	When messages are communicated with customers through the use of graphics. This can involve the use of posters, leaflets, magazine covers, web adverts, infographics, flowcharts, presentations.

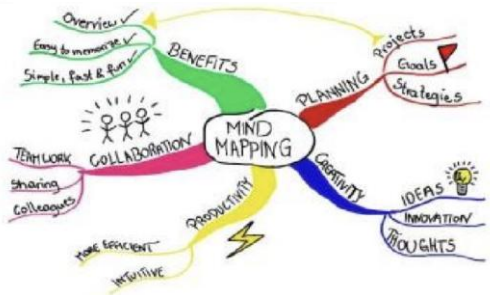
Components of visual identity	
Brand Identity	Non-visual elements including values and principles of a brand and how it is unique to its competition.
Name	The name of a business can help an audience remember what it offers in terms of products or services. They can be descriptive, acronyms, founders names or real words.
Logo	A graphic which represents the organisation or business. Its components may include a picture, emblem, character, letterform or be abstract.
Slogan / Strapline	Something which allows consumers to remember what a brand wants to be associated with. They may use catchphrases, metaphors or alliteration.

Types of Logos	
Picture 	Emblem 
Character 	Letterform 
Abstract 	

Typography Terminology	
Serif fonts	Lettering which includes flicks or strokes attached to the end of letters. Commonly used for print media as they have a traditional appearance. Seif font example
Sans serif fonts	Lettering which does not have decorative flicks Sans Serif example
Typeface	Families of lettering styles known as fonts. They are grouped into families due to their similar appearance. Each typeface may be slightly different in terms of its weight, width and style. Arial, Arial Black, Arial Narrow, Arial Nova
Hierarchy	The way in which importance of different text is shown. More important text will often appear larger and bolder. Heading 1, Heading 2, Body Text
Contrast	Used to portray the importance of a message using colour/styling.
Consistency	Minimising the number of fonts used makes a brand appear to be more professional to its audience.

The meaning of colours

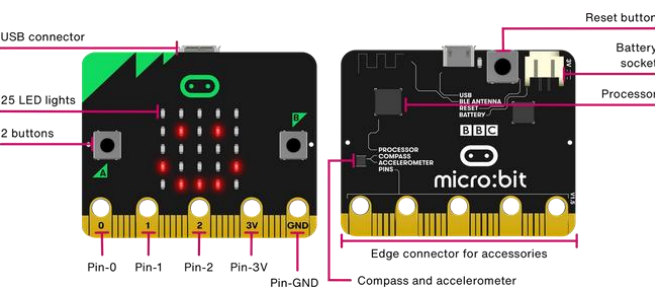
RED Power, strength, energy, heat, love, passion, danger, warning, anger	PINK Happiness, compassion, sweet, playful, immaturity, hope, inspiration, feminine	GREEN Earth, growth, freshness, nature, balance, harmony, money, jealousy, envy, guilt	BLACK Formal, classic, elegance, power, luxury, protection, death, mystery, evil
ORANGE Excitement, confidence, encouragement, health, vitality, extroversion	PURPLE Royalty, nobility, spirituality, luxury, ambition, mystery, fantasy, moodiness	BLUE Peace, tranquility, loyalty, security, trust, intelligence, cold, fear, masculine	WHITE Purity, innocence, goodness, fresh, clean, easy, simplicity
YELLOW Bright, vibrant, youthful, energetic, sunshine, hope, intellect, happiness	BROWN Earth, outdoors, longevity, conservative, honest, natural, reliable		





Introducing BBC Microbit

makecode.microbit.org



Key blocks	
	Used to display a string (a combination of letters, numbers or symbols) onto the screen.
	Used to display information onto the screen, controlling the LEDs that are shown based on the tick-boxes that have been selected.
	Used to loop through any code contained within the block.
	Used to run certain code contained within the block when the A button is pressed.
	Used to create a variable which can be altered to control parts of the program.

The Microbit is a micro-controller that acts as an interface between a computer and the real world.

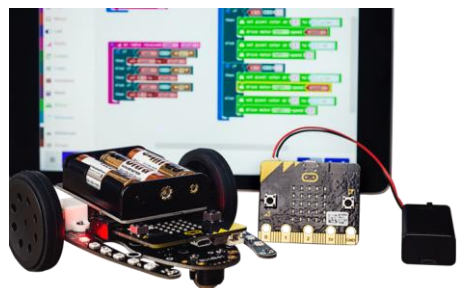
Key vocabulary	
Micro:bit	A small computer designed by the BBC for use in computer science education.
Processor	Receives inputs from the computer and produces outputs.
USB	The form of power supply used by the Micro:bit – power is transmitted from the computer via a micro-USB cable.
Buttons	Input devices used within the Micro:bit to control or alter programs whilst running.
LED	Light emitting diodes (LEDs) – used on the Micro:bit as a screen in a 5x5 grid to display information.
Accelerometer	An input device within the Micro:bit to control or alter programs by tilting or moving the device.
Microsoft Block Editor	The visual programming language used to create programs that can be run on the Micro:bit.

Algorithm Key Words	
Algorithm	A set of instructions to be followed to complete a given task or solve a problem.
Program	A sequence of instructions used by a computer.
Sequence	The order which the computer will run code in, one line at a time.
Selection	A decision made by a computer, choosing what code should be run only when certain conditions are met.
Condition	Checking to see whether a statement or sum is true or false.
Iteration	When a section of code is repeated several times – also known as looping.
Variable	Something which can be changed in a computer. Made up of a name and some data to be saved.



If you wish to extend your learning, the website is free to use and you can source a Microbit from online retailers.

Here are a couple of examples:



Enrichment Opportunities

Try an extended project from - <https://makecode.microbit.org/>
 Enter the "Do your bit" Competition - <https://microbit.org/projects/do-your-bit/>
 Buy one for yourself – <https://microbit.org/buy/>



Summary

Devising is the process of creating a performance from scratch. This is often done as part of a group rather than with one specific writer. The focus of the performance could be on any topic and could use anything as a starting point.

Topic Objectives

- To use a wide range of stimuli to devise new performances
- To collaborate well with peers to create a shared performance
- To use a range of drama techniques to create credible characters and scenes

Collaboration

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



Key Techniques

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

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

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

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

Cross-Cutting– Alternating between two scenes on stage.

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

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

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

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

Year 8 Assessment Criteria

Performing	Analysing	Devising	Drama Roles	Drama Techniques
<ul style="list-style-type: none"> • Can identify and use accent, tone, emphasis • Can identify and use Gesture, posture • Can act as a range of characters • Can apply performance skills to different styles of performance including comedy, naturalism, Shakespeare • Can perform scripted scenes confidently 	<ul style="list-style-type: none"> • Can identify characteristics of different styles of performance including comedy, naturalism, Shakespeare • Can identify WWW and EBI in own and others work • Can offer opinions on professional theatre • Can understand historical elements of drama 	<ul style="list-style-type: none"> • Can plan and structure their performances in detail using the three act structure • Can create ideas from a range of stimuli • Can improvise scenes • Can improvise characters • Can create work in a specific genre or style 	<ul style="list-style-type: none"> • Can explore design elements for creating atmosphere • Can understand the role of a fight choreographer 	<ul style="list-style-type: none"> • Can use drama techniques such as: • Stock characters • Slapstick comedy • Cross cutting • Audience interaction • Marking the Moment • Stage fighting • Conscience Corridor



What does Francophonie mean?

- “La Francophonie” represents the men and women who share a common language, French, which, while not the most spoken in the world, is the most widespread and the most widely taught after English. The 2018 report of the French Language Observatory estimates that there are 300 million French speakers across the five continents.
- Francophonie with a lower-case “f” refers to people who speak French; Francophonie with a capital “F” refers to the institutional framework that organises relations between Francophone countries.

When is International Francophonie Day?

- The month of March is internationally celebrated as Francophonie Month, and March 20th each year is celebrated as International Francophonie Day.

Who celebrates it?

- On this day, the 220 million francophones, across five different continents, celebrate their language and celebrate the diversity and love for the French language.

How is it celebrated?

- The Francophonie day celebrations take form in the presentation of plays, poetry reading, and art exhibitions, among others.



Countries in Which French is the Sole Official Language:

Benin BJ	DR Congo CD	France FR	French Guiana GF	French Polynesia PF
Gabon GA	Guadeloupe GP	Guinea GN	Ivory Coast CI	Martinique MQ
Mayotte YT	Monaco MC	New Caledonia NC	Niger NE	Republic of the Congo CG
Reunion RE	Saint Barthelemy BL	Saint Martin MF	Saint Pierre and Miquelon PM	Senegal SN
Togo TG	Wallis and Futuna WF			

History behind it

- The historical roots of Francophonie can be traced back to the French colonization and exploration of different continents, such as Africa, America, and Asia, where the French language and culture were spread and influenced by the local languages and cultures. The emergence and evolution of Francophonie as a global network of countries and regions that share the French language, and culture was marked by the creation of various associations, federations, and organizations that aimed to foster cooperation and solidarity among the French-speaking states and peoples

Enrichment Opportunities

Use the QR codes below to find out more Francophonie Day as well as some activities you can do at home to celebrate it.





Tectonic Hazards - Keywords

The structure of the Earth

Crust: the outermost layer

Mantle: A layer of semi molten rock

Outer core: A liquid layer of rock

Inner core: The innermost layer, solid iron

Tectonic plates: The Earth's crust is broken up into several large slabs

Two types of crust

Oceanic crust: Very dense, oceans sit on top of it. Can sink below continental crust. Constantly destroyed and renewed at plate margins.

Continental crust: Less dense, land masses sit on top of it

Plate Margins

Destructive: The oceanic plate moves towards a continental plate. The heavier oceanic plate is forced beneath the continental plate causing earthquakes. There is also new magma which is forced upwards as a violent explosive volcanic eruption.

Constructive: Two plates are pulled apart. Magma rises to plug the gap. This solidifies to form new crust, often on the ocean floor.

Conservative: Two plates moving past each other, they get stuck and friction builds. As they break free the sudden release of energy causes earthquakes.

Structure of a volcano

Main vent: The main pipe through which magma travels to the surface.

Crater: The funnel shaped opening at the top of the volcano.

Magma chamber: The store of magma beneath the volcano.

Subsidiary cone :A smaller cone attached to the main cone.

Cone: The shape/ main structure of a volcano

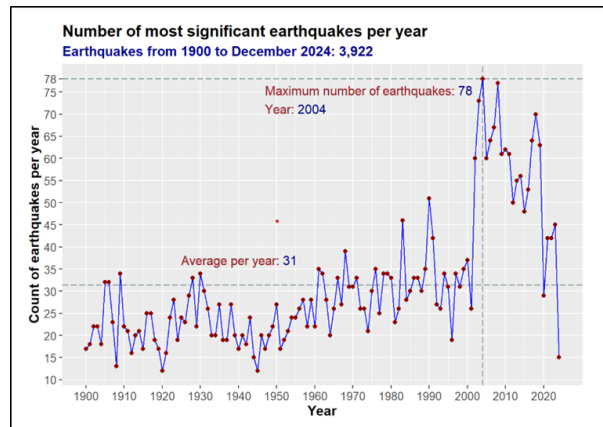
Magma: Molten rock beneath the Earth's surface.

Lava: Molten rock on or above the Earth's surface.

Types of volcano

Shield volcano: Forms at constructive margins. Wide base, gentle sides, gentle, or effusive eruptions, runny basic lava.

Composite volcano: Forms at destructive margins. Narrow base, steep sides. Explosive eruptions after long dormant periods.



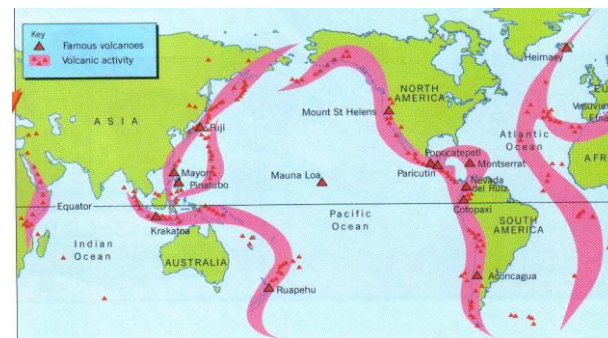
Line graphs-

Strengths:

- Simple to construct and read.
- Shows continuous data.

Weaknesses:

- Can be difficult to construct if values are large or varied.
- Not suitable for discrete data.



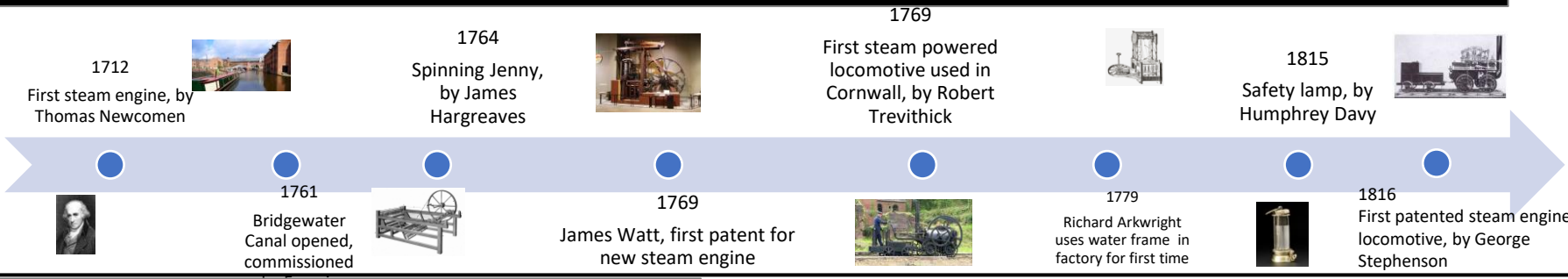
Location map of tectonic activity

Enrichment Opportunities

What careers are linked to tectonic hazards? Create a poster describing at least 5 careers linked to earthquakes, volcanoes or tsunamis.



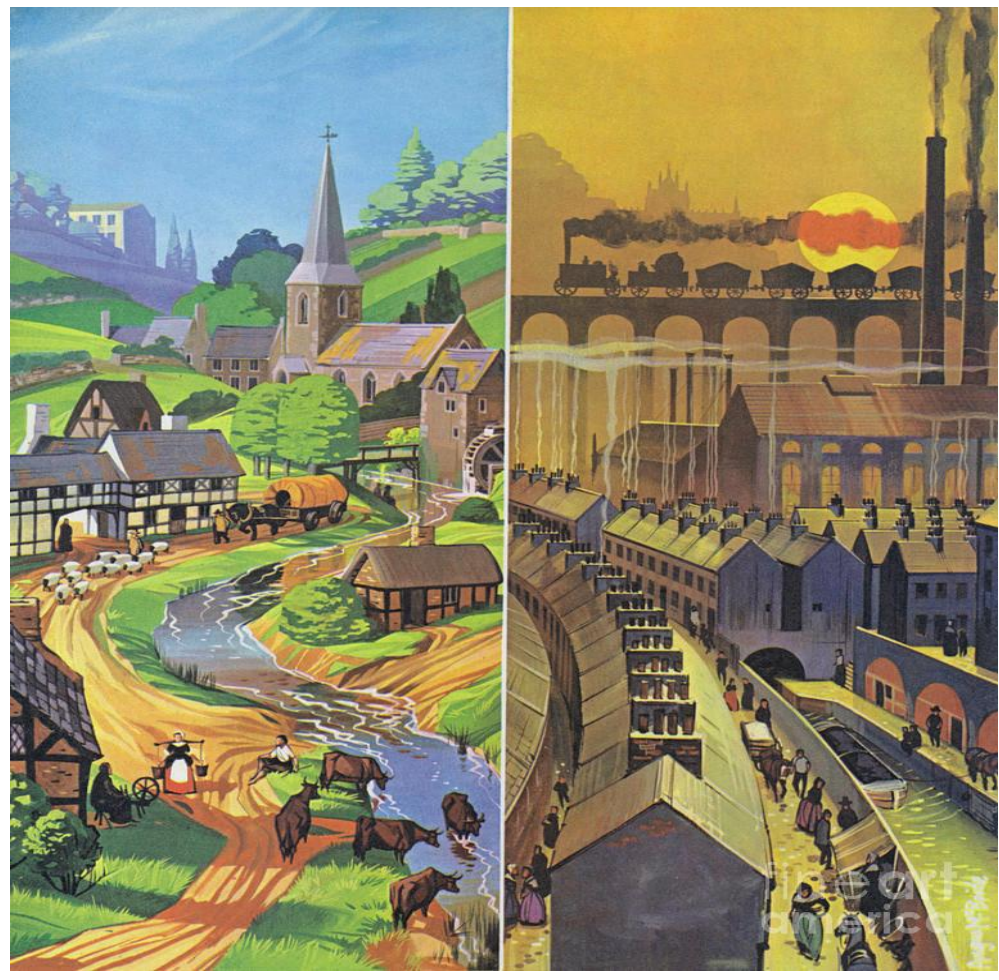
3.1 Key Inventions



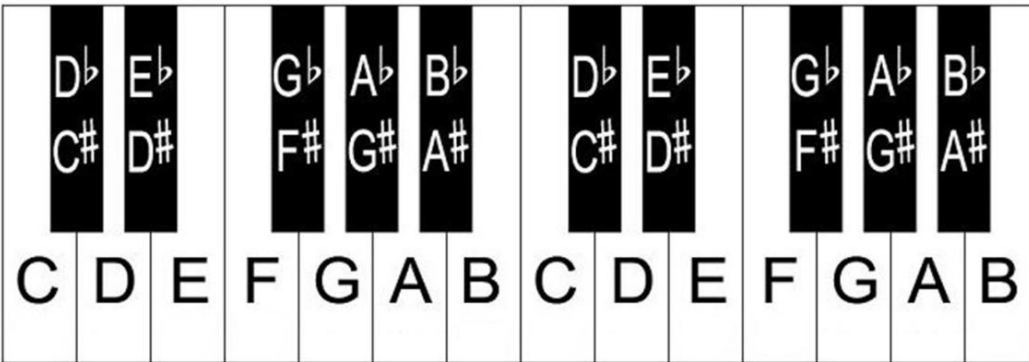
3.2 Key words – within the context of this topic

Population density	How many people live in a specific area
Revolution	A restructuring of society
Immigration	People moving from one place to another
Industry	Large scale processing of raw materials and goods in factories
Patent	A license that prevents others copying your invention
Development	A type of growth or evolution
Rural	The countryside
Urban	Cities and towns
Steam Engine	An engine that uses the expansion or rapid condensation of steam to generate power
Locomotive	A powered railway vehicle used for pulling trains
Canal	An artificial waterway constructed to allow the passage of boats or ships inland
Spinning mill	Machines that turn fibre into yarn and yarn into fabric

3.3 Changes in the landscape of Britain



Piano Keys and Notes



E G B D F

Every Green Bus Drives Fast



F A C E

FACE in the SPACE



G B D F A

Great Big Dogs Fight Angriely

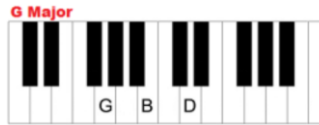


A C E G

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

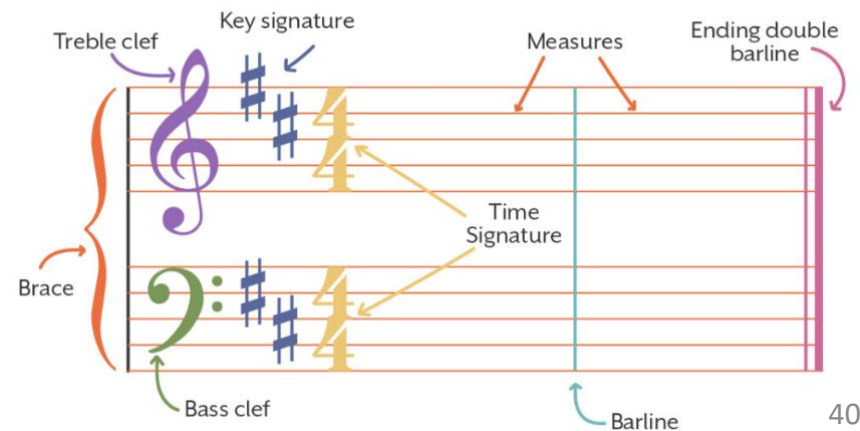
Harmony – How the notes sound together. **Chords**, notes played at the same time

Instrumentation – Ukulele, Vocals

Rhythm and **T**empo – 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

STRING NUMBERS: 6 5 4 3 2 1

1st Fret

2nd Fret

3rd Fret

4th Fret

5th Fret

E A D G B E

STRING NOTES

MUTE

OPEN STRINGS

NUT

INDEX FINGER

MIDDLE FINGER

RING FINGER

OPEN C

C

Am

Em

G

E

UKULELE - G CHORD

OPEN STRING

Open 4th string.

TRIANGLE SHAPE

1st, 2nd and 3rd strings.

3 FINGERS

1st, 2nd and 3rd strings.

1 3 2

FRETTING HAND

LEFT

1 2 3 4

C MAJOR

A MAJOR

G MAJOR

D MAJOR

How to read Drum Tab

Standard 8th Note Groove

1 2 3 4

BASS DRUM

HI-HAT

SNARE DRUM



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

<i>pp</i>	<i>p</i>	<i>mp</i>	<i>mf</i>	<i>f</i>	<i>ff</i>
PIANISSIMO	PIANO	MEZZO PIANO	MEZZO FORTE	FORTE	FORTISSIMO
very soft (v.quiet)	soft (quiet)	moderately soft	moderately loud	loud	very loud
crescendo (cresc.) gradually getting louder			diminuendo (dim.) gradually getting quieter		

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.

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.

Tempo

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

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).

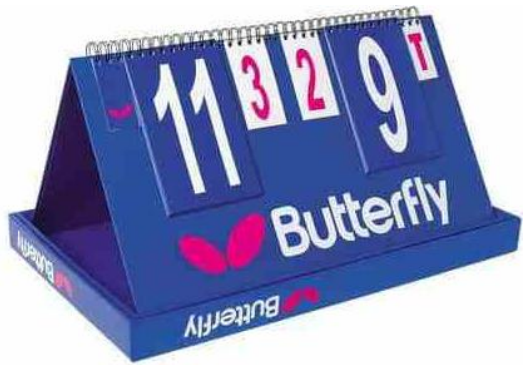
*You may also hear a pre-chorus, instrumental interlude or instrumental solo.



Tactics & Scoring System:

Players are encouraged to use a range of shots with accuracy, control and consistency to outwit opponents and win points. Players should identify areas of the table and be able to place the ball to opposition's weaknesses.

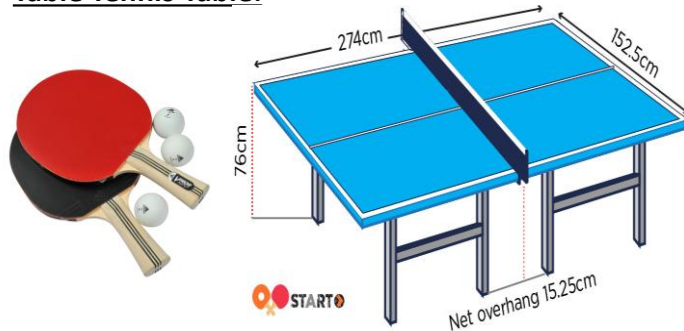
- Matches typically consist of either a 'best of 5' or 'best of 7' games format with games being 'first to 11'.
- There must be a gap of at least two points between opponents to win a game – you cannot win 11-10.
- If the score is 10-10, the game continues until one of the players has gained a lead of 2 points at the earliest when the score is 12-10.
- A point goes to the player who successfully ends a rally.
- To successfully win a rally, you must place the ball over the net and onto the opponent's side of the table where they cannot return it.



Rules:

1. A game consists of 11 points.
2. The point goes to the player who successfully ends the rally.
3. If the ball touches the table surface, it is good.
4. If it touches the side of the table, it is bad.
5. A player is not allowed to volley the ball.
6. Service: The ball should first bounce in one's court, then in the opponent's court.
7. The ball can pass over the sides of the table.
8. The ball touches the net or its supporting posts before touching the opponent's court ("let" service).
9. The ball touches the net then is struck in volley by the opponent without it touching his court.

Table Tennis Table:



Skills & Techniques:

- **Grip:** The grip favoured by most players in the Western world is known as the "shake hands" grip. Although there are alternatives, notably the "penhold".
- **Backhand Push:** To keep the ball safe from the opponent attacking the ball. To increase the opportunity to attack.
- **Forehand Drive:** To decrease the amount of time available to the opponent.
- **Service:** As the stroke which starts every rally, service can be regarded as the most important stroke in Table Tennis since it provides the only situation in which the player has total control over how and where to play the ball.
- **Service Return:** Service return can be regarded as the second most important stroke in Table Tennis since this is the first opportunity, in any rally, for the receiver to play the ball.

Keywords:

base position, angles, forehand, backhand, smash, overhead, volley, block, push.

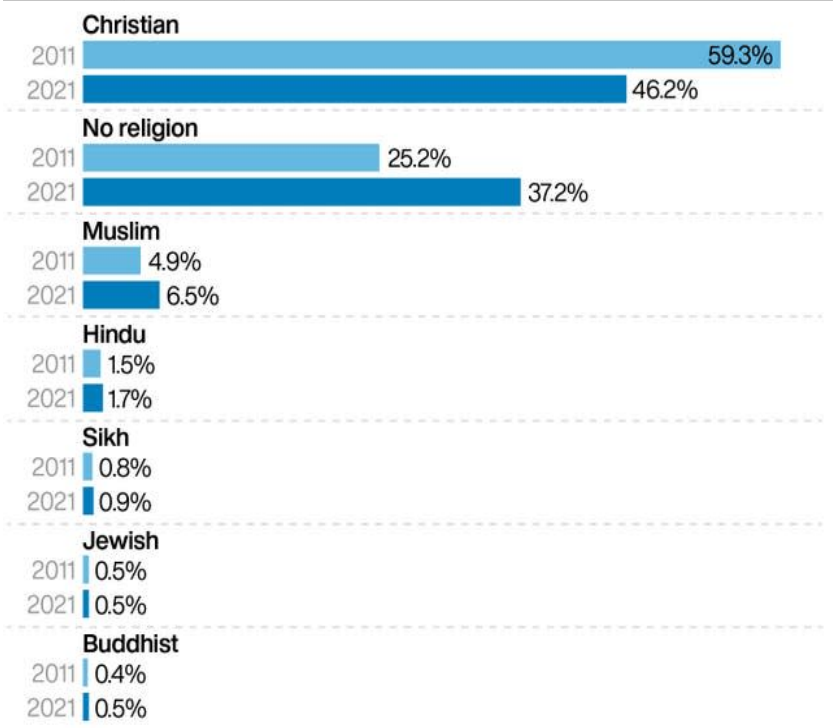


1.1 Key Vocabulary

Theism/Theist	The belief in God/Someone who believes in God
Monotheism/Monothoist	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
Pluralism	People of different beliefs, background, and lifestyles coexisting in the same society
Secular/Secularism	No connection/affiliation with religion/ Having no religious connection in a society
Humanism/Humanist	A philosophy of life that considers the welfare of humankind – rather than the welfare of a supposed God or gods.
Worldview	The way in which we experience and think about the world.

1.2 Worldviews in the UK

Religious belief among population of England & Wales

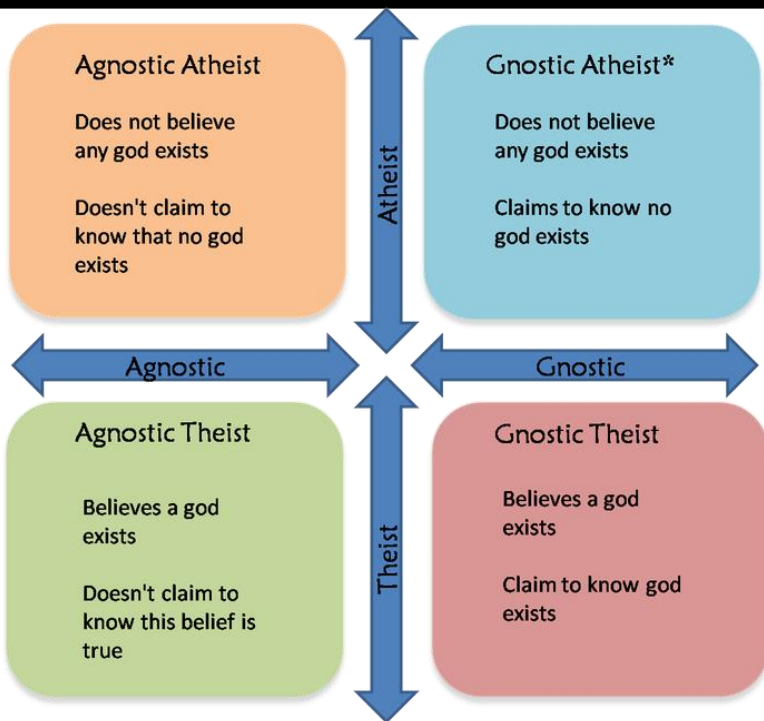


PA graphic. Source: ONS analysis of 2011 and 2021 census

1.3 Humanist Values

<p><u>Treat others with kindness</u> This could include smiling at others, reaching out to people and seeing what you can do to make the world a better place.</p>	<p><u>Help others</u> Approaching life with the desire to be of service to people. Helping them when they need. E.g. Visiting elderly or volunteering.</p>	<p><u>Be just and fair</u> Live with a sense that everyone should be treated equally and fairly by ensuring the same rules apply to everyone.</p>	<p><u>Show empathy</u> Putting themselves in the position of other people and consider how they might feel.</p>	<p><u>Promote freedom</u> Respecting and help to protect each others ability to live their life as they wish.</p>
	<p><u>Live Peacefully</u> Always seeking to live peacefully with others. Take a pause before biting back.</p>	<p><u>Share resources fairly</u> Ensuring that everyone has access to food, water and shelter, and other resources essential to a reasonable human life like healthcare and education.</p>	<p><u>Protect the natural world</u> To have concern and respect for the environment so that future generation can live good lives.</p>	

1.4 Religion as a scale



*Stronger than strong atheism, since it includes a claim of knowledge

Revision Suggestions:

- 1). Revise Humanism in more detail by going onto their website: <https://humanists.uk/https://humanists.uk>
- 2). Create flash cards outlining the main theories from Sigmund Freund and Karl Marx and ask your family and friends to test you on them.
- 3). Create poster about the rejection of God using information from this knowledge organiser.

1.5 Why do people reject God?

Some may argue that:

- God is not necessary for knowledge of right and wrong. We have secular Laws in many countries.
- Religion permits injustice and can cause conflict
- Religious stories have lost their meaning
- Belief in God is illogical
- There is no definite proof
- Unanswered prayers
- Science can provide us with answers that religion cannot
- There is too much evil and suffering in the world for their to be an omnipotent (all powerful) and omnibenevolent (all loving) God.

1.6 How does religion still impact the UK?

- The Church of England is the 'established' religion of England. This means that it has links to the government and other official bodies such as the judiciary (the court system).
- In the sixteenth century King Henry VIII broke away from the Catholic Church and the authority of the Pope and made himself head of the Church of England. Today as well as being Head of State, the monarch is the Supreme Governor of the Church of England.
- Traditionally Christians go to church on a Sunday, and it was regarded as a 'day of rest. As a result, the hours shops can trade on a Sunday are restricted. Lots of people in the UK mark important life events, like marriage in a church, even if they are not religious.
- For laws to be passed in the UK they must be approved by both Houses of Parliament. The House of Lords is not elected, and its members are of two types. Lords Temporal are appointed by the monarch, but the Lords Spiritual are 26 of the most senior Church of England So, the Church of England has a direct role in shaping UK law.
- Many of the laws of the UK reflect the teaching of some of the Ten Commandments, such as 'Do not kill' and 'Do not steal'.
- The Christian calendar influences UK public holidays. The two major Christian festivals, Christmas and Easter, are still widely celebrated in the UK. School holidays fall over these periods and many businesses will close.
- All pupils by law must be taught Religious Education. It is compulsory for all pupils in local authority-maintained schools aged 5 to 18 years.





Traditional Spanish Dishes

Tapas

One of the most famous aspects of Spanish cuisine is tapas. Tapas refers to small dishes, which can be eaten as a snack, appetiser or often several are shared as a main course. The term *tapas* comes from the verb *tapar*, meaning "to cover." The most common story behind the origin of tapas is that they started out as small slices of meat or bread served in bars that customers could use to cover their drinks to keep flies out. Popular tapas dishes include:

- Patatas bravas
- Calamares (fried squid)
- Tortilla de patatas
- Boquerones (anchovies soaked in vinegar)
- Chorizo al vino (chorizo soaked in red wine)
- Ensaladilla rusa ("Russian Salad" - a Spanish potato salad with tuna, mayonnaise, peas, carrots, and olives.)



Popular Spanish Dishes

- **Paella:** one of the most famous dishes in Spain. Paella originates from Valencia but is eaten all over Spain and all over the world! It consists of saffron flavoured rice, cooked with meats, seafood and vegetables. The traditional Valencian paella is made with chicken, rabbit and sometimes even snails!
- **Tortilla de patatas:** This classic Spanish dish is made with potatoes, egg, and the option of onion and can be eaten hot or cold. It is also often served on top of a piece of bread.
- **Patatas Bravas:** With origins in the Spanish capital of Madrid, Patatas Bravas (often referred to as 'Papas bravas' or simply 'Bravas') literally translates to 'spicy potatoes' and is a tapas staple all over Spain. It's a surprisingly simple dish of fried cubed or sliced potatoes and comes with a spicy sauce.
- **Gazpacho:** a cold soup, originating from the Southern Iberian Peninsular. It is typically made of stale bread, tomato, cucumbers, onion, peppers, garlic, olive oil, wine vinegar, water, and salt. Nowadays, different regions of Spain have created their own variations with extra ingredients.
- **Crema Catalana:** Spain's famous burnt custard dessert known as *Crema Catalana* (Catalan Cream) is flavoured with orange, lemon and a hint of cinnamon and has a creamy texture and caramelized sugar topping!



Enrichment Opportunities

Scan the QR code below to find out about other traditional Spanish dishes and their recipes:





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

You should also have:

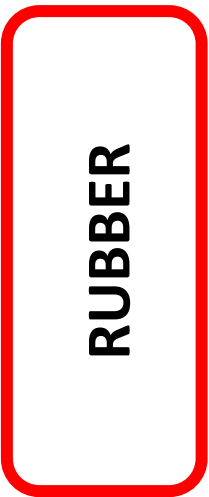
- Pencil case
- Reading book
- Calculator
- Headphones
- Plastic wallet
- Protractor
- Sharpener
- Compass
- (no scissors)

*Knowledge Organiser * Whiteboard * Timetable

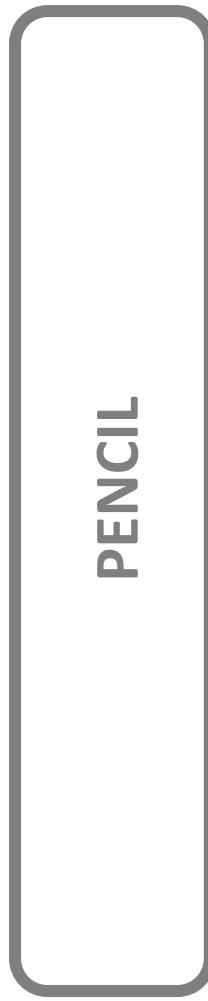


You should also have when needed:

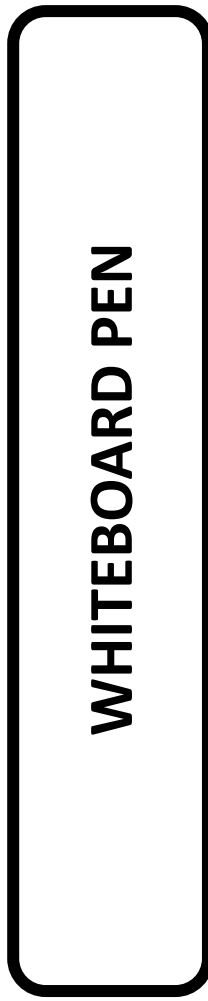
- Ingredients
- PE kit
- Completed homework



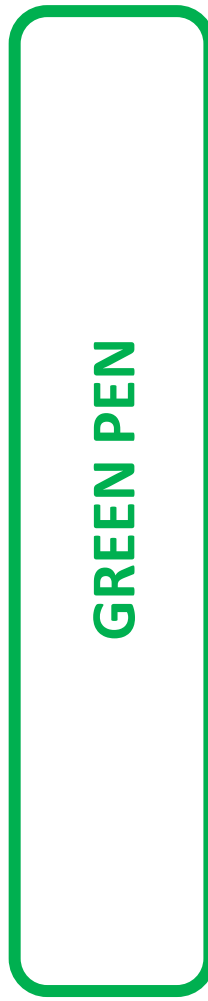
RUBBER



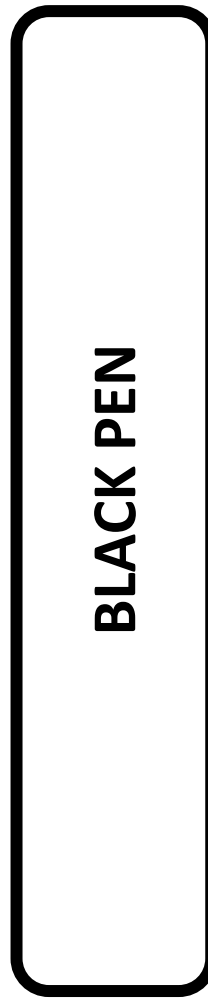
PENCIL



WHITEBOARD PEN



GREEN PEN



BLACK PEN



RULER

You can borrow core items without penalty between 8.30-8.45am before passing your Head of Year ⁴⁸