

Maidenhill School

Knowledge Organiser

Year 8 – Term 5



Be kind, Aspire, Persevere, Achieve

Name:

Tutor: 8

Planner



Week 1	Notes
Monday 13 th April	
Tuesday 14 th April	
Wednesday 15 th April	
Thursday 16 th April	
Friday 17 th April	
Week 2	Notes
Monday 20 th April	Final rotation starts
Tuesday 21 st April	
Wednesday 22 nd April	
Thursday 23 rd April	
Friday 24 th April	

Week 1	Notes
Monday 27 th April	
Tuesday 28 th April	
Wednesday 29 th April	
Thursday 30 th April	
Friday 1 st May	
Week 2	Notes
Monday 4 th May	INSET
Tuesday 5 th May	
Wednesday 6 th May	
Thursday 7 th May	
Friday 8 th May	



Week 1	Notes	
Monday 11 th May		
Tuesday 12 th May		
Wednesday 13 th May		
Thursday 14 th May		
Friday 15 th May		
Week 2	Notes	
Monday 18 th May	Assessment Week	
Tuesday 19 th May		
Wednesday 20 th May		
Thursday 21 st May		
Friday 22 nd May		

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

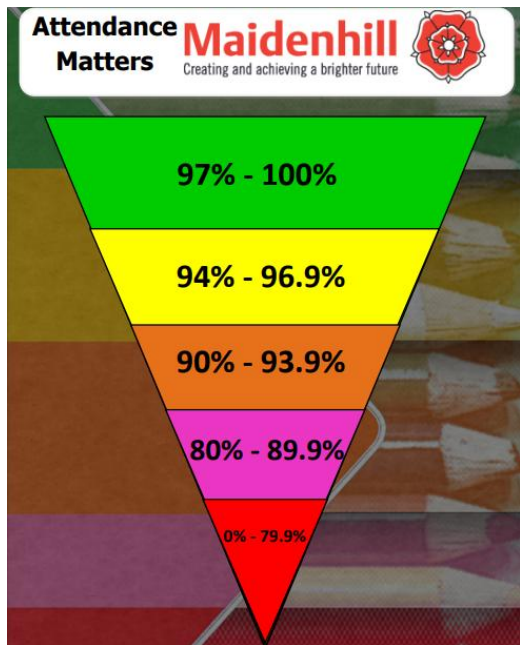
Date and time	Reason	Staff signature

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								
6								

Home School Agreement and uniform expectations



As a student of the school I will:

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

Student Signature

Maidenhill Uniform

- ❖ Maidenhill school blazer needed at all times
- ❖ 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).



If you bring a mobile phone into school it should be switched off and kept in your bag. Under no circumstances should mobile phones be used to take images of staff or students. Consequences will be issued if a phone is seen or heard while on school site.

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

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

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



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

Review Point 2



	Attitude to Learning		Attitude to homework		Organisation			
Outstanding because student...	<p>...always engages with activities showing resilience when challenged</p> <p>...actively seeks ways to improve work and responds effectively to feedback</p> <p>...demonstrates consistently high levels of effort and focus</p>	Consistent Persevere, Aspire, Achieve	<p>...always demonstrates high levels of determination and motivation</p> <p>...works hard to proof-read homework for spelling, punctuation and grammar (SPAG)</p> <p>...shows great pride in their presentation of homework</p>	Quality homework	<p>...is always on time to lessons and enters the classroom ready to learn</p> <p>...always brings correct equipment</p> <p>... always meets deadlines and is well prepared for tests, assessments and exams</p>	No equipment or late marks		
Good because student...	<p>...engages with activities often showing resilience when challenged</p> <p>...improves their work by responding to feedback</p> <p>...demonstrates high levels of effort and focus</p>		<p>...often demonstrates determination and motivation</p> <p>...proof-reads homework for spelling, punctuation and grammar (SPAG)</p> <p>...shows pride in their presentation of homework</p>		Homework completed		<p>...is on time to lessons and enters the classroom ready to learn</p> <p>...brings the correct equipment</p> <p>...meets deadlines and is prepared for tests and exams</p>	
Not yet good because student...	<p>...sometimes engages with learning activities but can be passive</p> <p>...responds to feedback but doesn't always work hard enough at this</p> <p>...sometimes demonstrates high levels of effort and but not consistently</p>		<p>...sometimes demonstrates determination but sometimes effort is below expectation</p> <p>...checks homework for spelling, punctuation and grammar (SPAG) but could put more effort into this</p> <p>...could take more pride in their presentation of homework</p>				Homework not completed	<p>...does not always arrive on time and/or is not always ready to learn.</p> <p>...sometimes forgets to bring the correct equipment for learning</p> <p>...sometimes does not meet deadlines and/or is not prepared for tests and exams</p>
Urgent improvement required because student...	<p>...rarely engages with learning activities but not at the standard expected</p> <p>...rarely improves their work by responding to feedback and doesn't put enough effort into this</p> <p>...can make poor choices regarding behaviour and/or disrupts the learning of others</p>		<p>...rarely demonstrates determination and effort is often below expectation</p> <p>...makes insufficient effort to proof-read for spelling, punctuation and grammar (SPAG)</p> <p>...rarely takes pride in their presentation of homework</p>					<p>...is often late to lessons and/or often enters the classroom not ready to learn</p> <p>... often lacks the correct equipment</p> <p>...often misses deadlines and/or is often unprepared for tests and exams</p>
X	Teacher is unable to comment due to student absence.		Teacher is unable to comment due to student absence.			Teacher is unable to comment due to student absence.		10



Subject	Attitude to Learning	Attitude to Homework	Organisation
English			
Maths			
Science			

Reflections and Goal Setting

I am proud of

.....

My first key area for development is

.....

I will do this by

.....

My second key area for development is

.....

I will do this by

.....

Student signature

Parent/Carer signature

Tutor signature

**Task 1**

Read this paragraph, which is a short summary of William Shakespeare's, The Tempest. Using your green pen, correct the SPaG errors. This includes full stops, capital letters, commas and spelling errors.

the tempest is a magical and exciting play by william shakespeare it tells the story of a man named prospero who used to be the duke of milan but was betrayed by his brother antonio and sent away on a small boat with his young daughter miranda they ended up on a mysterious island where prospero learned powerful magic he lives there with miranda a magical spirit named ariel and a wild creature named caliban

the play is full of magic music and surprises there are funny moments with silly characters like drunken sailors and serious moments about forgiveness and letting go of anger in the end prospero forgives his enemies gives up his magic and prepares to return home to milan with miranda and ferdinand who are now engaged

the tempest is a story about love revenge and forgiveness with a lot of adventure along the way



Task 2

Below is a list of character names from, The Tempest. Look at them, cover them, write them and check them.
How many did you get right?

Character	Attempt 1	Attempt 2	Attempt 3	Attempt 4
Caliban				
Ferdinand				
Alonso				
Antonio				
Sebastian				
Gonzalo				
Stephano				
Trinculo				
Boatswain				

**Task 3**

Read the description of Shakespeare below. Add in some adjectives that are missing in the passage. (Adjectives are describing words).

William Shakespeare was a brilliant, _____ and _____ writer whose works remain influential and _____ centuries after his time. Known for his imaginative storytelling and _____ language, he was a _____ playwright, producing a vast collection of captivating dramas, comedies and histories. His characters are _____ and relatable, and his themes are _____ and thought-provoking. Shakespeare's mastery of words was both innovative and _____, weaving vivid imagery and emotional depth into his works. He was also a _____ actor and a keen observer of human nature, which made his plays realistic and _____. Above all, Shakespeare remains legendary and unforgettable as one of the _____ writers in history.

greatest – creative – talented – timeless – creative – poetic – complex – universal – powerful – skilled – engaging



This assessment week builds on the one you completed in Year 7, as it contains more subjects than last year. The preparation and feel of the week is an important second step in your formal assessment journey at secondary school. Results will be used to inform RP3 as well as teaching groups for next academic year.

All details of what the assessments are on, equipment needed and revision support are in this knowledge organiser and on ClassCharts in homework tasks.

To know which column / class code applies, please use your timetable on ClassCharts or your paper copy in your plastic wallet.

	8A	8D	8E	8I	8M	8N
Monday 18 th May		Geog	Geog			Spanish
Tuesday 19 th May	English	Spanish History	Spanish History	English	English	History
Wednesday 20 th May		English	English	History	Geog	English
Thursday 21 st May	French Geog			French Geog	French History	
Friday 22 nd May	History					Geog

	8MA	8MD	8ME	8MI	8MM	8MN
Monday 18 th May	Science	Science	Science	Science	Science	Science
Tuesday 19 th May	Maths 1	Maths 1	Maths 1			Maths 1
Wednesday 20 th May		Maths 2		Maths 1	Maths 1	Maths 2
Thursday 21 st May	Maths 2		Maths 2	Maths 2	Maths 2	

Maths 1 is when your assessment will take place.

Maths 2 is **not** a second assessment. It is additional lesson allocated to ensure all students are able to complete the assessment to the best of their ability.



Subject: English

Exam name: English Literature –
The Tempest

Exam length: 1 hour

Equipment needed: Black pen
and a ruler

Skills covered in the exam:

- Reading an extract from Shakespeare’s, *The Tempest*
- Text tracking
- Retrieval of quotations
- Language analysis
- Contextual understanding

Skill	What it means	Simple idea
Reading an extract	Reading a short part of <i>The Tempest</i> and understanding what is happening, who is speaking and the main idea	Read a small part carefully and understand what is going on
Text tracking	Following what happens step by step in the extract, noticing changes in mood, ideas or characters’ feelings	Follow the story as it moves along
Retrieval of quotations	Finding and copying short quotes from the text to support your answers	Find a short quote to back up what you say
Language analysis	Looking closely at words and explaining why they are important and what they suggest	Zoom in on a word and explain its effect
Contextual understanding	Understanding what life was like when the play was written, such as beliefs about magic, power and exploration	Understand what life was like when the play was written



What do the following quotes show us about Caliban? (Make notes)

This island's mine, by Sycorax my mother.

You taught me language; and my profit on't / Is, I know how to curse.

A freckled whelp, hag-born.

Be not afeard; the isle is full of noises.

I am all the subjects that you have.

I'll show thee every fertile inch o' th' island.

You sty me / In this hard rock.



Subject: Mathematics Exam

Exam length: 1hr

Equipment needed: Black Pen, pencil, rubber, ruler and protractor, calculator

Key topics:

Expanding Brackets

Factorising

Drawing straight line graphs

Plans and elevations

Calculating angles in polygons

Calculating HCF and LCM

Stem and leaf diagrams

Unit	Key Topics	Sparx maths videos
Unit 1 Number	Add, subtract, multiply and divide positive and negative numbers, including larger numbers and decimals.	M106, M228
	Calculate combinations of squares, square roots, cubes, cube roots and brackets.	M135
	Calculate the HCF of two or more numbers	M698
	Calculate the LCM of two or more numbers	M227
Unit 2 Area and volume	Derive and use the formula for the area of a triangle, parallelogram and trapezium	M610, M291, M705
	Calculate the volume of 3D solids made from cuboids.	M765
	Calculate the surface area of cubes and cuboids.	M884, M534
	Convert between different measures for area, volume and capacity.	M728, M465
Unit 3 Statistics	Calculate the mean from a frequency table.	M127, M287
	Draw and interpret stem and leaf diagrams with different stem values.	M648, M210
	Compare two sets of data using the shape of a line graph.	M843
	Draw and interpret scatter graphs.	M769, M569
Unit 4 Expressions and equations	Understand and simplify algebraic powers.	M813
	Write and simplify algebraic expressions and formulae using brackets and division.	M237, M792
	Factorise expressions.	M100
	Solve two-step equations using function machines.	M509
Unit 5 Real life graphs	Use and interpret conversion graphs.	M843
	Draw and use graphs to solve distance-time problems.	M581
	Plot line graphs from tables of data.	M843
	Draw and interpret line graphs and identify trends.	
Unit 6 Lines and angles	Draw and interpret non-linear graphs from a range of sources.	
	Solve problems using side and angle properties of triangles.	M351
	Solve problems using side and angle properties of quadrilaterals.	M393
	Calculate the sum of the interior and exterior angles of a polygon.	M653
Unit 7 Straight line graphs	Solve geometrical problems showing reasoning.	
	Recognise when values are in direct proportion with or without a graph.	M448
	Plot a straight-line graph from a table of values.	M932
	Calculate the gradient of straight lines	M888
	Plot a straight-line graph and work out its gradient.	M888, M932

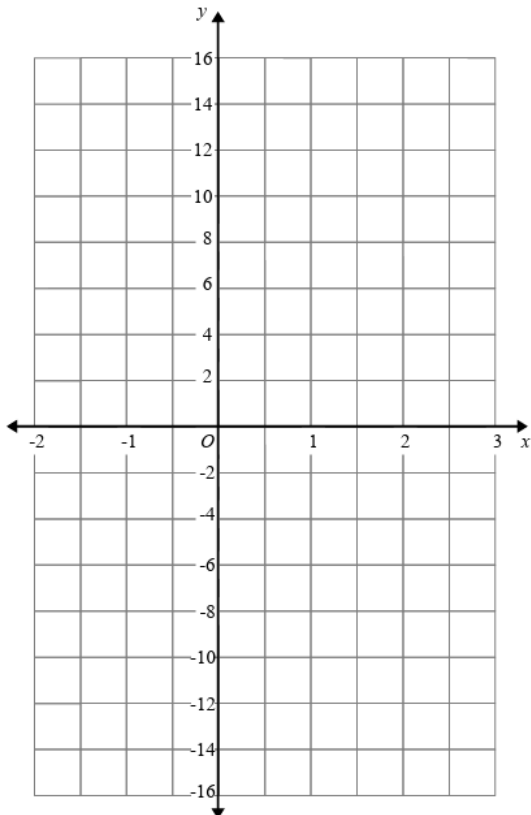


Revision task

(a) Complete the table of values for $y = 4x - 4$

x	-2	-1	0	1	2	3
y						

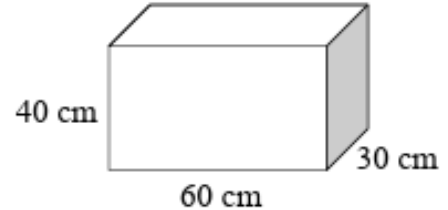
(b) On the grid, draw the graph of $y = 4x - 4$ for values of x from -2 to 3



Expand and simplify:
 $3(x + 2)$
 $-3(x + 3)$

Factorise:
 $12x + 32$
 $7x^2 + 14x$

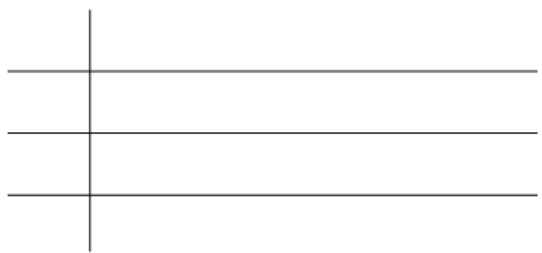
Calculate the volume:



Here are the heights, in cm, of 15 plants.

- 35 41 47 32 45
- 40 52 33 55 41
- 29 38 42 48 38

Draw an ordered stem and leaf diagram to show this information





<p style="text-align: center;"><u>Content</u></p> <p>Reactions</p> <ul style="list-style-type: none"> - Chemical reactions - Word equations - Burning fuels - Thermal decomposition - Conservation of mass - Exothermic and endothermic reactions <p>Metals and acids</p> <ul style="list-style-type: none"> - Acids and Metals - Metals and Oxygen - Metals and Water - Metal Displacement Reactions - Extracting Metals - Ceramics - Polymers - Composites <p>Acids and Alkalis</p> <ul style="list-style-type: none"> - Acids and alkalis - Indicators and pH - Neutralisation - Making salt 	<p style="text-align: center;"><u>Content</u></p> <p>Forces</p> <ul style="list-style-type: none"> - Introduction to forces - Squashing and stretching - Drag forces and friction - Forces at a distance - Balanced and unbalanced force <p>Motion and Pressure</p> <ul style="list-style-type: none"> - Speed - Motion graphs - Pressure in gases - Pressure in liquids - Pressure in solids - Turning forces <p>Light</p> <ul style="list-style-type: none"> - Light - Reflection - Refraction - The eye and the camera - Colour 	<p style="text-align: center;"><u>Content</u></p> <p>Adaptation and Inheritance</p> <ul style="list-style-type: none"> - Competition and Adaptation - Variation - Continuous and discontinuous - Inheritance - Natural Selection - Extinction <p>Ecosystem Processes</p> <ul style="list-style-type: none"> - Photosynthesis - Leaves - Plant Minerals - Chemosynthesis - Aerobic Respiration - Anaerobic Respiration - Food Chains and Webs - Ecosystem <p>Reproduction</p> <ul style="list-style-type: none"> - Adolescence - Reproductive systems - Fertilisation and implantation - Development of a foetus - Menstrual cycle
<p style="text-align: center;"><u>Important information</u></p> <p>Length of exam- 55minutes Equipment needed: pen, pencil, ruler, rubber and calculator.</p>	<p style="text-align: center;"><u>Support</u></p> <ul style="list-style-type: none"> - Educake - BBC Bitesize - Your Knowledge organisers from previous terms - Your exercise books. - Seneca 	



1. What salts are formed using hydrochloric acid?	2. What is meant by the term thermal decomposition?	3. What happens to energy in an exothermic reaction?	4. What happens to energy in an endothermic reaction?
5. List some properties of metals	6. What are the vertical columns on the periodic table called? What are the horizontal rows on the periodic table called?	7. Where does carbon dioxide enter the plant?	8. What is the word equation for photosynthesis?
9. What is the law of reflection?	10. What are the primary colours of light?	11. What are the secondary colours of light?	12. What is force measured in?
13. Are the forces balanced or unbalanced on a car that is travelling in a straight line at constant speed?	14. A force of 2N is applied to lift a book 2M. What is the work done?	15. State some properties of ceramics.	16. What are the causes of variation among a species?



Assessment details

- The assessment will last 1 hour.
- You will be assessed on your listening, reading and translating skills.
- You will not be able to use a dictionary or your vocab book.
- You will need a pen and may like to use a highlighter.

Topics covered

- Clothes vocabulary
- The verb *porter* (to wear)
- Your opinion with clothes.
- Weather vocabulary
- Describing what you wear in different weathers.
- Expressions of frequency (how often you do/wear something)

Quick practise

1. Quand il fait chaud, je porte une jupe.

2. J'adore porter un pull quand il fait froid.

3. Quand il pleut, je porte un imper et je prends un parapluie.

4. Quelquefois, quand il neige, je porte une écharpe.

5. Quand il y a du soleil, je vais à la plage. Je porte mon maillot de bain et des lunettes de soleil.

6. When it is freezing, I wear boots.

7. At the weekend, I wear jeans and a T-shirt.

8. Everyday I wear shoes.

9. On Saturday evenings, I wear a dress.

10. Once a week, I wear a jacket.

Support

Languagenut - log in to your account and follow the instructions:

1. Navigate to the homepage.
2. Click 'Vocab trainer + AI chat' (you need to click this twice)
3. Click on 'shopping and eating out' (on page 2) then click on clothes. Use this to help with clothes revision.
4. You can also find the vocab on weather.



Clothes

Qu'est-ce que tu portes?	<i>What do you wear?</i>
je porte	<i>I wear</i>
j'aime porter	<i>I like to wear</i>
des baskets	<i>trainers</i>
un blouson	<i>bomber jacket</i>
un bonnet	<i>woolly hat</i>
des bottes	<i>boots</i>
une casquette	<i>cap</i>
des chaussures	<i>shoes</i>
une chemise	<i>shirt</i>
en cuir	<i>(made of) leather</i>
une écharpe	<i>scarf</i>
des gants	<i>gloves</i>
un imper(méable)	<i>raincoat</i>
un jean	<i>pair of jeans</i>
une jupe	<i>skirt</i>
des lunettes (de soleil)	<i>(sun) glasses</i>
un maillot de bain	<i>bathing costume</i>
un pantalon	<i>pair of trousers</i>
un parapluie	<i>umbrella</i>
une robe	<i>dress</i>
un short	<i>pair of shorts</i>
un sweat	<i>sweatshirt</i>
un survêtement	<i>tracksuit</i>
un T-shirt	<i>T-shirt</i>
à talons	<i>high-heel</i>
une veste	<i>jacket</i>
des vêtements de marque	<i>designer clothes</i>

Weather

Quel temps fait-il?	<i>What is the weather like?</i>
il fait chaud	<i>it is hot</i>
il fait froid	<i>it is cold</i>
il fait du vent	<i>it is windy</i>
il gèle	<i>it is freezing</i>
il neige	<i>it is snowing</i>
il pleut	<i>it is raining</i>
il y a de l'orage	<i>there is a (thunder)storm</i>
il y a du soleil	<i>it is sunny</i>



Expressions of frequency

Tu en fais souvent?	<i>Do you do it often?</i>
souvent	<i>often</i>
quelquefois	<i>sometimes</i>
une fois par jour	<i>once a day</i>
deux fois	<i>twice</i>
toujours	<i>always</i>
tous les jours	<i>every day</i>
tous les soirs	<i>every evening</i>
le week-end	<i>at the weekend</i>
le samedi soir	<i>on Saturday evenings</i>
le dimanche après-midi	<i>on Sunday afternoons</i>
le jeudi	<i>on Thursdays</i>
dimanche	<i>on Sunday</i>
pendant	<i>during/for</i>





Assessment details

- The assessment will last 1 hour.
- You will be assessed on your listening, translating, reading and speaking skills.
- You will not be able to use a dictionary or your vocab book during the assessment.
- You will need a black or blue pen and may like to use a highlighter.

Topics covered

- Food and drink
- Opinions on food and mealtimes
- Using negatives
- Ordering food at a restaurant

Quick practise

1. Me gustan los caramelos pero no me gusta nada el queso.

2. No soy vegetariano, me encanta la carne y el pollo.

3. ¿A qué hora desayunas?

4. Normalmente, ceno a las siete y media y como el pescado con arroz.

5. Nunca bebo leche, prefiero el café o el agua.

6. I am hungry.

7. Normally I eat dinner at home.

8. I would like a kilogram of tomatoes please.

9. I eat cereal with milk for breakfast.

10. Can I have the bill please?

Support

Languagenut - log in to your account and follow the instructions:

1. Navigate to the homepage.
2. Click 'Vocab trainer + AI chat' (you need to click this twice)
3. Click on 'Shopping and eating out' (on page 2) then click on any of the following sets:
 - Eating out
 - Food and drink
 - Fruit and vegetables.

1 Write out these foods in four categories: masculine singular, feminine singular, masculine plural and feminine plural.

- carne
- huevos
- verduras
- arroz
- queso
- hamburguesas
- cebolla
- pimientos

2 Write four pairs of sentences giving your preference for one food over another. Use the correct word for 'the' and the correct form of *gustar*.

Ejemplo: No me gustan los huevos. Prefiero la carne.





¿Qué desayunas? What do you have for breakfast?

Desayuno...	For breakfast I have...
cereales	cereal
churros	churros (sweet fritters)
tostadas	toast
yogur	yogurt
café	coffee
Cola Cao™	Cola Cao (chocolate drink)
té	tea
zumo de naranja	orange juice
No desayuno nada.	I don't have anything for breakfast.
¿Qué comes?	What do you have for lunch?

Como...	I eat ... /For lunch I have...
un bocadillo	a sandwich
¿Qué cenas?	What do you have for dinner?
Ceno...	For dinner I have...
patatas fritas	chips
pollo con ensalada	chicken with salad
¿A qué hora desayunas/comes/cenas?	At what time do you have breakfast/lunch/dinner?
Desayuno a las siete.	I have breakfast at 7:00.
Como a las dos.	I have lunch at 2:00.
Ceno a las nueve.	I have dinner at 9:00.

¿Qué te gusta comer y beber? What do you like to eat and drink?

¿Qué no te gusta comer/beber?	What don't you like to eat/drink?
Me gusta(n) mucho...	I really like...
Me encanta(n)...	I love...
No me gusta(n) nada...	I don't like... at all.
Odio...	I hate...
Prefiero...	I prefer...
el agua	water
el arroz	rice
los caramelos	sweets

la carne	meat
la fruta	fruit
las hamburguesas	hamburgers
los huevos	eggs
la leche	milk
el marisco	seafood/shellfish
el pescado	fish
el queso	cheese
las verduras	vegetables

En el restaurante At the restaurant

buenos días	good day, good morning
¿Qué va a tomar (usted)?	What are you (singular) going to have?
¿Qué van a tomar (ustedes)?	What are you (plural) going to have?
¿Y de segundo?	And for main course?
¿Para beber?	To drink?
¿Algo más?	Anything else?
Voy a tomar...	I'll have...
de primer plato	as a starter
de segundo plato	for main course
de postre	for dessert
Tengo hambre.	I am hungry.
Tengo sed.	I am thirsty.

nada más	nothing else
La cuenta, por favor.	The bill, please.
la ensalada mixta	mixed salad
los huevos fritos	fried eggs
la sopa	soup
el pan	bread
las chuletas de cerdo	pork chops
el filete	steak
el pollo con pimientos	chicken with peppers
la tortilla española	Spanish omelette
el helado de chocolate/ fresa/vainilla	chocolate/strawberry/vanilla ice cream
la tarta de queso	cheesecake
la cola	coke

Una fiesta mexicana A Mexican party

¿Qué vas a traer/comprar?	What are you going to bring/buy?
Voy a traer...	I'm going to bring...
quesadillas	quesadillas (toasted cheese tortillas)
limonada	lemonade
Voy a comprar...	I am going to buy...
una lechuga	a lettuce

un pimiento verde/rojo	a green/red pepper
un aguacate	an avocado
un kilo de tomates	a kilo of tomatoes
medio kilo de queso	half a kilo of cheese
200 gramos de pollo	200 grammes of chicken
un paquete de tortillas	a packet of tortilla wraps
una botella de limonada	a bottle of lemonade



Subject: Geography Assessment

Exam length: 1hr

Equipment needed: Black Pen, Highlighter

Key words revision task: Fill in the missing word

Conservative margin – Two _____ plates moving past each other

Constructive margin – Two tectonic plates moving _____ from each other

Crust – The outer _____ of the Earth, made of rock

Destructive margin – Two tectonic plates moving _____ each other. The _____ plate sinks underneath the continental plate

Epicentre – The point directly above the _____ on the Earth's surface

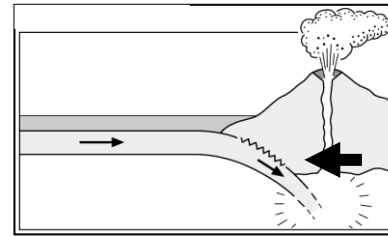
Focus – The point within the Earth's crust where the earthquake's _____ is released

Mantle – The second layer of the Earth beneath the _____. It is made of molten _____

Primary effect – An impact directly caused by the hazard. These usually happen _____ or straight after

Secondary effect – An impact caused by a primary effect. For example; a _____ outbreak from contaminated water caused by an earthquake

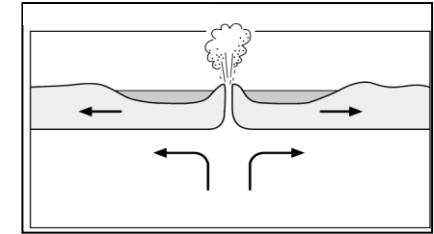
Tectonic plate – Sections of the Earth's crust that are constantly _____



What plate boundary am I?

What hazards do I have?

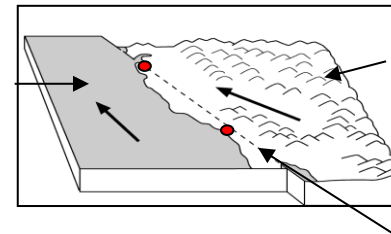
- Shield volcanoes
- Composite volcanoes
- Earthquakes
- Tsunamis



What plate boundary am I?

What hazards do I have?

- Shield volcanoes
- Composite volcanoes
- Earthquakes
- Tsunamis



What plate boundary am I?

What hazards do I have?

- Shield volcanoes
- Composite volcanoes
- Earthquakes
- Tsunamis

Bullet point some primary effects of tectonic hazards:

Bullet point some secondary effects of tectonic hazards:

Create flashcards that explain why people still live in dangerous tectonic areas using the symbols to help jog your memory





Subject: History Assessment

Exam length: 1hr

Equipment needed: Black Pen,
Highlighter

Make a list of your key topics for revision, in order of importance:

Topic	RAG
How Vile were the Victorians?	
Life in an Industrial City	
Life for children and Victorian Schools	
Changes in crime, punishment and policing	
Changes in public health	
Changes in medicine	
Improvements for women	
Experience for Irish People	
Change and continuity by 1901	
History Fundamentals	
What is chronology	
Key historical concepts	
How to work out centuries	

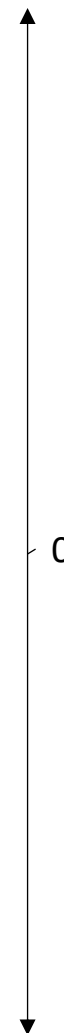


Chronology	Something that is different to the way it was before	
Source	Things created near the time of an event. Used by historians.	
Change	An event that makes something else happen	
Continuity	Give details of something that happened	
Cause	Putting events in time order	
Consequence	Something that stays the same as it was before	
Describe	An event that happens because of something else	
Explain	Justify how much importance or impact an event has, or reasons for your opinion	
Evaluate	Give reasons for something happening, using 'because'.	

Year	Century
2018 AD	
	16 th Century
85 AD	
	5 th Century
1 BC	
	23 rd Century
375 BCE	
9999 AD	
	765 th Century
	89 th Century

Put the following years in chronological order on the timeline below.

- 1920 BC
- 1920 AD
- 1930 BCE
- 3075 CE
- 2 AD
- 0
- 2018 BC
- 2018 CE
- 1999 AD
- 1990 BCE
- 86 BC





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)

Repetition
When words and phrases are repeated multiple times.

POETIC TECHNIQUES

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.

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.

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

Technique	Definition
Colonialism	When one country establishes itself in another country. When someone colonises a new country, they are called a coloniser. The original inhabitants of the land are called natives.
Usurp	To take control of someone else’s power when you do not have the right to. Someone who usurps is called a usurper.
Treason	A crime that harms your country or government. Someone who commits treason is a traitor.
Callous	When someone is cruel and does not care about other people.
Pathos	A situation that makes us feel sympathy or sorrow.
Tragicomedy	A play that has some features of a tragedy and some features of a comedy.
Soliloquy	A speech delivered by a character alone on stage revealing their inner thoughts and feelings.

1.2 Context:

Shakespeare was born in the Elizabethan era, named after Elizabeth I. After she died, James I became king. This period of history is called the Jacobean era, because Jacob is the Latin for James. Shakespeare lived and worked in both eras.

Italian city states - A city-state is an area that is ruled by a major city. During the Elizabethan and Jacobean era, Italy wasn't one unified country, but a number of small independent city-states.

Sea exploration was booming in the Elizabethan era as people ‘discovered’ new parts of the world. Queen Elizabeth I was obsessed with their discoveries and was happy to pay for their travels. Led by her example, the rest of the country were also fascinated by their stories and goods.

1.3 Key Quotes

Challenge yourself to annotate these quotes:

‘You taught me language, and my profit on’t Is I know how to curse.’

"abhorred slave...vile race"

“Hell is empty and all the devils are here.”

"I'll show thee every fertile inch o' th' island; And I will kiss thy foot: I prithee, be my god."

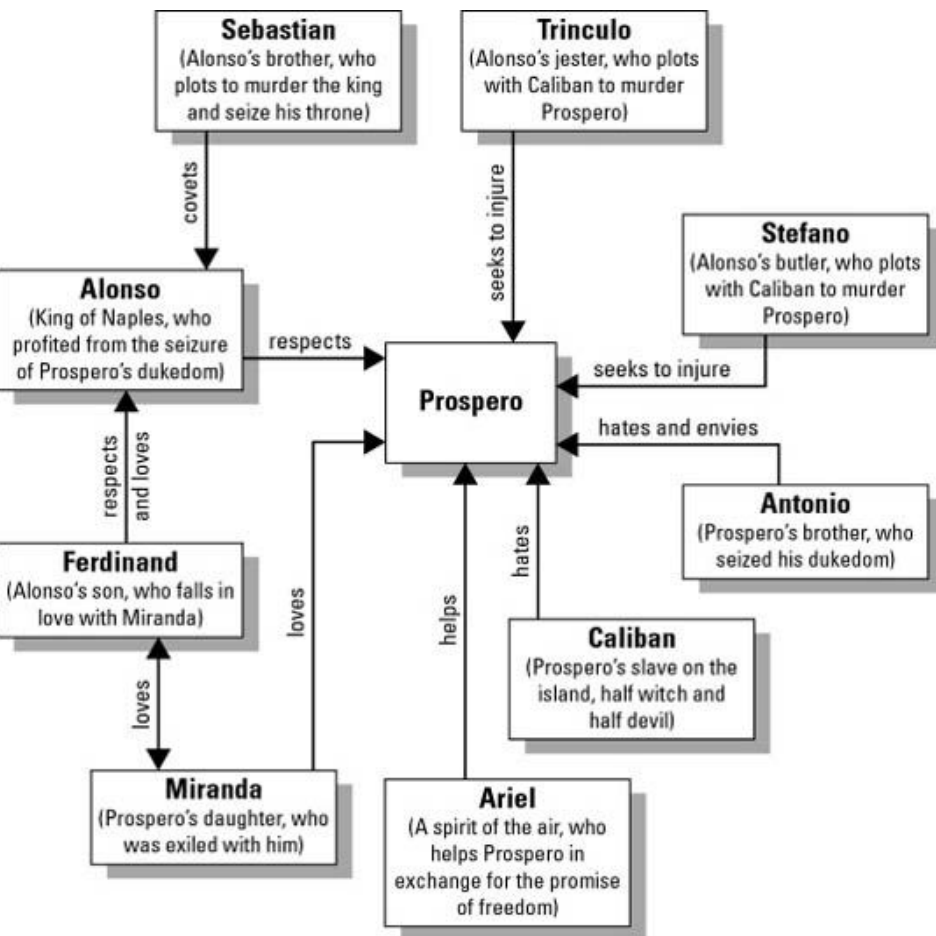
“I’ll show thee the best springs. I’ll pluck thee berries. I’ll fish for thee and get thee wood enough.”

“Be not afeard. The isle is full of noises, Sounds, and sweet airs, that give delight and hurt not.

1.4 Literature: Shakespeare

What is it? A part of your GCSE will be a studying a Shakespeare play, Romeo and Juliet. You will be asked a question on an extract from the play and then another question on the rest of the play. You will have to revise key quotations as you will not have a copy of the text. Your analysis of the meaning, structure and language will be assessed.

1.6 Character Map



1.5 The Tempest Summary

Prospero and Miranda fled Milan 12 years ago after Prospero's brother, Antonio, deposed him where they came upon the island. Prospero uses magic to conjure a storm and torment the survivors of a shipwreck, including the King of Naples and Prospero's treacherous brother, Antonio. Prospero's slave, Caliban, plots to rid himself of his master, but is thwarted by Prospero's spirit-servant Ariel. The King's young son Ferdinand, thought to be dead, falls in love with Prospero's daughter Miranda. Their celebrations are cut short when Prospero confronts his brother and reveals his identity as the usurped Duke of Milan. The families are reunited and all conflict is resolved. Prospero grants Ariel his freedom and prepares to leave the island.

1.7 What, How, Why Structure

What – how is the character/theme presented?

How – how is this demonstrated? What language devices have been used? Why have they been used?

Why – why has Shakespeare done this?

1.8 Key Words

Instead of 'shows':

Highlights
Suggests
Implies
Insinuates
Reiterates
Displays

Tentative Language:

Describes
Portrays
Emphasises
Introduces

Could
Might
May
Possibly
Potentially

Key Phrases:

'An alternative interpretation, could be...'
'The word 'x' suggests...'
'The use of 'x' emphasizes...'
'The author may have intended...'
'The effect on the reader may be...'

Enrichment Activities

Read another Shakespeare play – there are many in the library!

Create character pages and revise quotations

Research the time period





Multiplication Table Grid 1-12

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

10

9

8

7

6

5

4

3

2

1

0

-1

-2

-3

-4

-5

-6

-7

-8

-9

-10



Keywords

- Parallel:** Straight lines that never meet
- Angle:** The figure formed by two straight lines meeting (measured in degrees)
- Transversal:** A line that cuts across two or more other (normally parallel) lines
- Polygon:** A 2D shape made with straight lines
- Vertex:** A point two or more lines meet
- Bisect:** to divide into two equal parts
- Quadrilateral:** A 2D shape with four sides

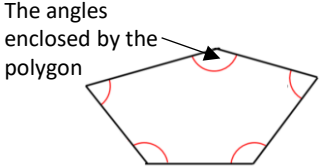
Unit 7 – Lines and Angles

What do I need to be able to do?

- By the end of this unit you should be able to:**
- Solve geometric problems using side and angle properties of special quadrilaterals.
 - Identify alternate angles on a diagram
 - Calculate the sum of the interior and exterior angles of a polygon.
 - Work out the sizes of interior and exterior angles of a polygon.
 - Solve geometrical problems showing reasoning.

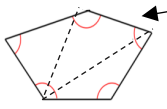
Sum of interior angles

Interior Angles



$$(\text{number of sides} - 2) \times 180$$

Sum of the interior angles = $(5 - 2) \times 180$



This shape can be made from three triangles
Each triangle has 180°

Sum of the interior angles = $3 \times 180 = 540^\circ$

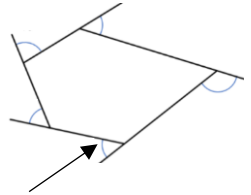
This is an **irregular** polygon – the sides and angles are different sizes

Remember this is **all** of the interior angles added together

M653

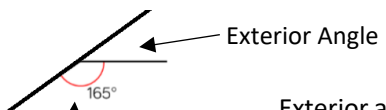
Sum of exterior angles

M653 Exterior angles all add up to 360°



Using exterior angles

Interior angle + Exterior angle = straight line = 180°



Exterior angle = $180 - 165 = 15^\circ$

Exterior Angles

Are the angle formed from the straight-line extension at the side of the shape

Number of sides = $360^\circ \div \text{exterior angle}$

Number of sides = $360 \div 15 = 24$ sides

Quadrilaterals

Square
All sides equal size
All angles 90°
Opposite sides are parallel

Rectangle
All angles 90°
Opposite sides are parallel

Rhombus
All sides equal size
Opposite angles are equal



Parallelogram

Opposite sides are parallel
Opposite angles are equal
Co-interior angles



Trapezium

One pair of parallel lines



Kite

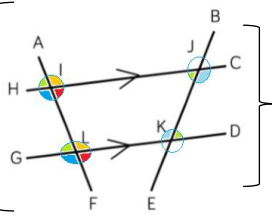
No parallel lines
Equal lengths on top sides
Equal lengths on bottom sides
One pair of equal angles

M393

Parallel lines

Lines AF and BE are **transversals** (lines that bisect the parallel lines)

Corresponding angles often identified by their "F shape" in position.



Alternate angles often identified by their "Z shape" in position

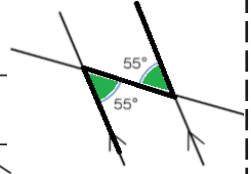
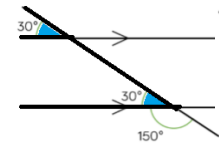
M606

Alternate/ Corresponding angles

M606

Because corresponding angles are equal the highlighted angles are the same size

Because alternate angles are equal the highlighted angles are the same size



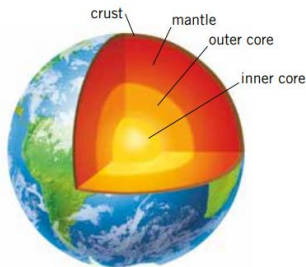
Enrichment Opportunities

Quadrilaterals in a square





The Earth

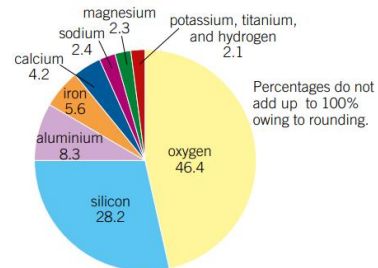


The Earth is made of several layers:

- 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.

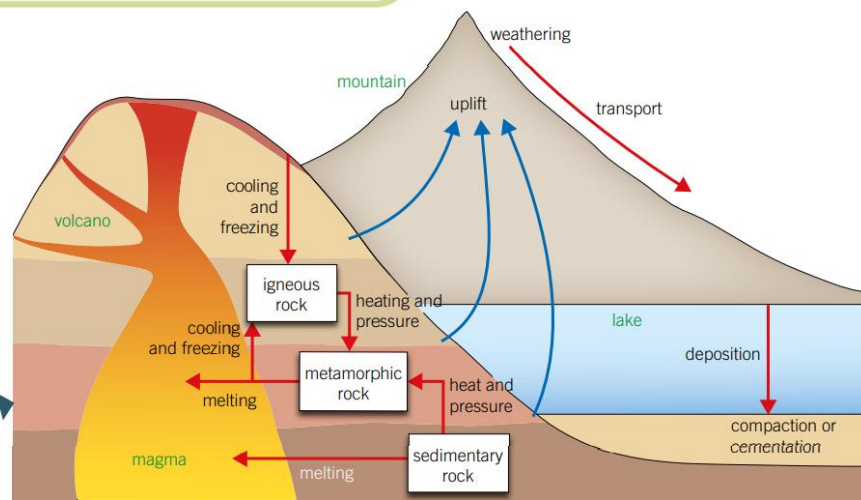
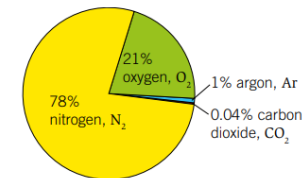


Types of rock

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/>



Variation

Differences in characteristics are called **variation**.

Inherited variation

Characteristics are passed on from parents to offspring

*genetic diseases
eye colour
blood group*

Surroundings affects your characteristics
*dyed hair
tattoos
accent*

Environmental variation

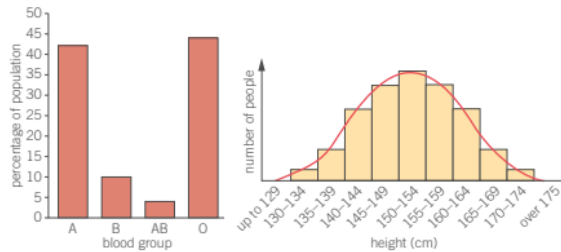
Many characteristics, such as height, are affected by both inherited and environmental variation.

Discontinuous variation

can only result in certain values (e.g., *blood group or eye colour*)

Continuous variation

can take any value within a range (e.g., *height or hair length*)



Discontinuous variation should be plotted on a bar chart, and continuous variation should be plotted on a histogram.

Inheritance

Characteristics

Characteristics are inherited from your parents through genetic material stored in the nucleus of cells.

We inherit half of our DNA (deoxyribonucleic acid) from our mother and half from our father.

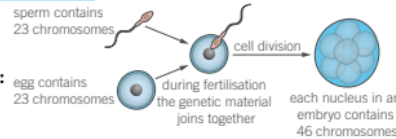


DNA

- contains all the information needed to make an organism
- is arranged into long strands called **chromosomes**.
- each chromosome is divided into sections of DNA
- sections of DNA that contain the information to produce a characteristic are called **genes**

Scientists Watson, Crick, Franklin, and Wilkins, worked together to produce a model of the structure of DNA.

Inheritance of genetic material:



Natural selection

Organisms in a species show variation caused by differences in their genes.

Process of natural selection

- All living organisms have **evolved** from a common ancestor, through the process of natural selection.
- Organisms change slowly over time.
- Those better adapted to their environment are more likely to survive.

Organisms with the most useful characteristics survive and reproduce.

This is called 'survival of the fittest'.

Successful genes are passed on to the offspring.

This is repeated many times and over a long time can lead to a new species.

Adaptation and change

Adaptation

- Adaptations are characteristics that help an organism to survive and reproduce.
- For example, the cheetah is the fastest land animal. This speed makes it a very successful predator.*

Competition

Animals compete for: food, water space (for shelter and to hunt), and mates (to reproduce).

Plants compete for: light, water, space, and minerals (plants produce their own food through photosynthesis).

Environmental changes

- Plants and animals adapt to changes in their environments.
 - Habitats can change through fire, climate change, or disease causing reduced food supplies.
- For example, deciduous trees look different in each season, and bears hibernate somewhere warm in the winter.*

Competition and adaption

- Predator and prey species are **interdependent**.
 - This occurs when a change in the population of one animal directly affects the population of the other.
- For example, the number of Canadian lynx and its prey the snowshoe hare.*

Extinction

If a species is not well-adapted to its environment it will not survive, and the organisms will die before reproducing. A species becomes **extinct** when there are no more individuals of that species left anywhere in the world. The **fossil record** shows that many species that once lived have become extinct.

Factors leading to extinction:

- changes to the organism's environment
- destruction of their habitat
- new diseases
- new predators
- increased competition.

Scientists are trying to prevent **endangered** species (at risk of extinction) from becoming extinct. For example, by using gene banks to store genetic samples from different species. In the future these can be used for research, or to produce new individuals.

Key terms

Make sure you can write definitions for these key terms.

adaptation competition chromosome continuous characteristic discontinuous DNA inherited variation environmental variation evolution extinct fossil record gene gene bank interdependent natural selection species variation

Enrichment Opportunities

WWF – animal conservation: <https://www.worldwildlife.org/>
BBC Bitesize: <https://www.bbc.co.uk/bitesize/topics/z6pp34j/resources/1> and <https://www.bbc.co.uk/bitesize/topics/zpffr82>
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.

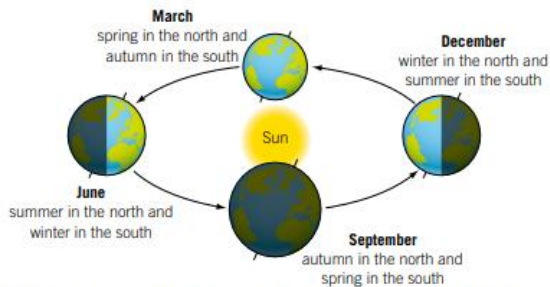


The Earth

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).

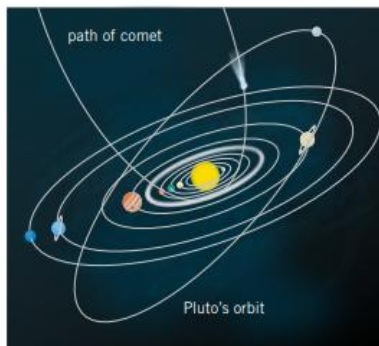


The Earth spins on its axis every 24 hours, giving us day and night.

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.

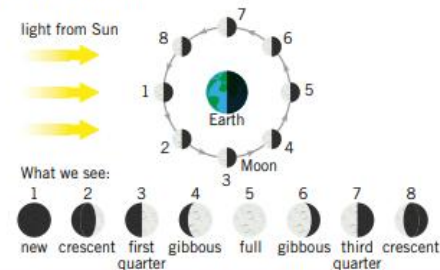
The Moon

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.

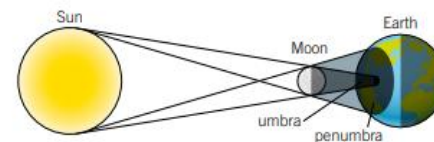
Phases of the moon

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



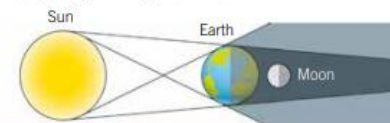
Solar eclipses

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

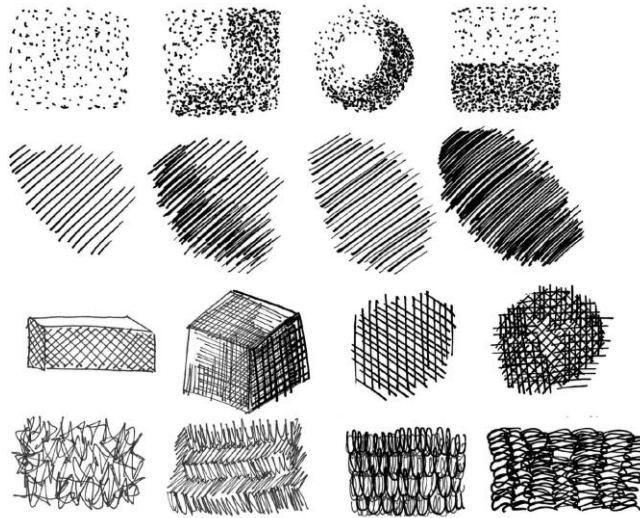
Seneca Learning: <https://senecalearning.com/en-GB/>

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-1-4-what-is-time>

John Kenn Mortensen

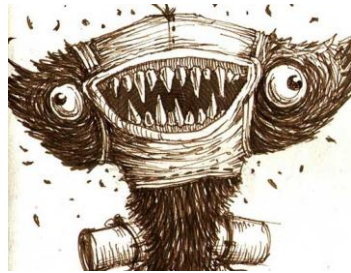
- Born in 1978
- He lives and works in Copenhagen
- JKM is a master with pen and paper, creating imaginative creatures
- He is an animator and director of children's television programmes
- He draws monsters, ghosts and ghouls often onto post it notes



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:

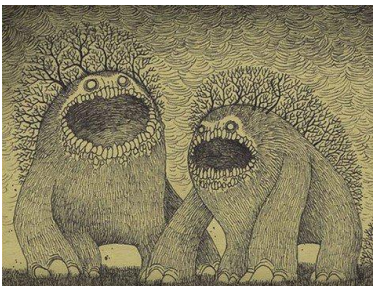
Biro, ink or writing pens can be used to draw with. They can be used to make dots, dashed, lines, marks and textures, this is called mark making. Italian artist Paride Bertolin uses ball point pens to create his creatures, layering cross hatching to show texture and detail (below).



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.

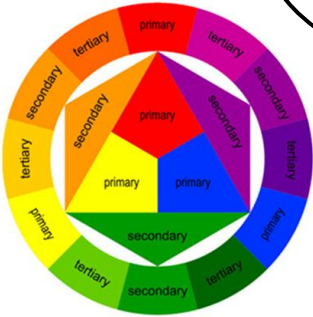
Harmonious Colours -These appear next to each other on the colour wheel.

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

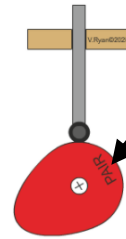
Name of tool	Picture	What the tool is used for
Tenon Saw		Cuts accurate straight lines in small pieces of wood and provide a smooth cut.
Chisel		Chisels are used to cut away and shape wood.
Bench Hook		Holds the material when cutting straight lines.
Disc Sander		This machine smooths surfaces and removes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

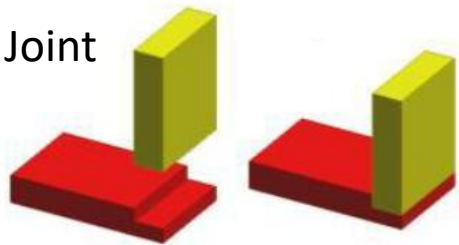
Health & Safety

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



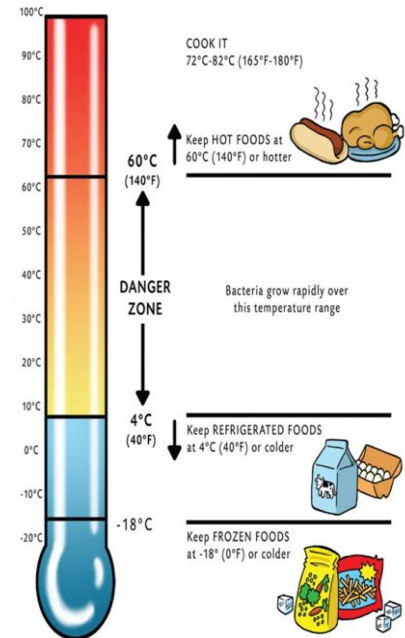
- If colour-coded boards and knives are not available, avoid using the same knife or chopping board for raw meat and then ready-to-eat foods unless they are cleaned thoroughly between uses.



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





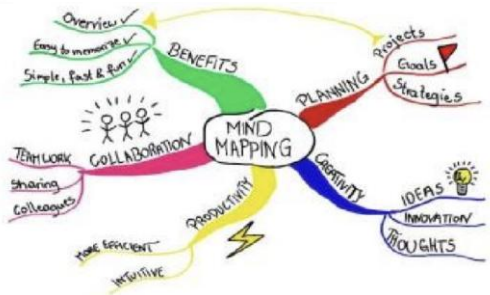
Key Terminology	
Visual Identity	The graphical and image-based content used by a brand to represent itself. This can be portrayed through logos, signage, print media.
Purpose	The reason behind how a brand portrays itself to its audience.
Elements	The components that make up the visual identity of a brand, 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		





HTML stands for HyperText Markup Language

This is the code that makes up websites

CSS stands for Cascading Style Sheets

This is the code that formats websites.

This is HTML

```
<html>
<head>
<title>Page Title</title>
</head>
<body>
<h1>This is a Heading /h1>
<p>This is a paragraph.</p>
<h1> This is my second heading </h1>

<p> ###Copied cod from Youtube.com ### </p>
<iframe width="560" height="315" src="https://www.youtube.com/embed/qGnp7e00t7Y" title="YouTube video player" frameborder="0" allow="accelerometer; autoplay; clipboard-write; encrypted-media; gyroscope; picture-in-picture" allowfullscreen></iframe>
</body>
</html>
```

```
<h1>This is a Heading</h1>
```

This is CSS

```
1 body {
2   background: pink;
3   color: black;
4 }
5
6 h1{
7   text-align: center;
8   font-family: Arial, Helvetica, sans-serif;
9   color: red;
0 }
```

Tags	Use
<HTML>.. </HTML>	The entire HTML document
<HEAD> .. </HEAD>	The head, or prologue, of the HTML document
<BODY> .. </BODY>	All the other content in the HTML document
<TITLE> ... </TITLE>	The title of the document
<H1> ... </H1>	First-level heading large text size
<H2> ... </H2>	Second-level heading
<H3> ... </H3>	Third-level heading
<H4> ... </H4>	Fourth-level heading
<H5> ... </H5>	Fifth-level heading
<H6> ... </H6>	Sixth-level heading small text size
<P> ... </P>	You need to use this tag to make a new paragraph.
 	Line Break This tag will show a blank line.
<HR>	Horizontal Rule Creates a horizontal line on the page.
 ... 	Link (A=Anchor) links the current HTML file to another file.
	Inline Image Put the name of the graphic (.gif or .jpg) in the quotes.
<table> <TR><TD></TD></TR> </Table>	"Table"=Starts a table."TR" (Table Row) = Starts a row."TD" (Table Data) = Starts a cell to enter data."/TD" = Puts an End to data entry."/TR" = Puts an end to a row. "/table" = Ends Table.

This is an HTML tag.

It has an opening tag <h1> and a closing tag </h1>

Anything within the tag will take on the features within the CSS sheet.

It is important that you use the correct syntax.

You must always close a tag that you have opened.

In CSS you must place the code between squarely brackets example: p{ }

And after each parameter you must

Have a semi-colon example:

color: red;

Enrichment Opportunities

[Coding environment - www.Codepen.io](http://www.Codepen.io)

[HTML/CSS Reference: www.w3schools.com](http://www.w3schools.com)

[Drag and drop coding - https://mr.langford.co/weggo.net/create.html](https://mr.langford.co/weggo.net/create.html)

44

Summary

Three witches tell the Scottish general Macbeth that he will be King of Scotland. Encouraged by his wife, Macbeth kills the king, becomes the new king, and kills more people out of paranoia. Civil war erupts to overthrow Macbeth, resulting in more death.

Context: Macbeth is a play written around 1606 by William Shakespeare. When Shakespeare wrote Macbeth, witchcraft and supernatural happenings were of high interest. King James I was highly engaged with the idea of witchcraft and even wrote a book about the topic. He used them for his play, and many of his audience would have believed in them as evil servants, trapping the power of men and women.

The concerns of the time were reflected in Shakespeare's plays, many of which feature kings and queens struggling to hold onto their power or having it taken from them by someone considered evil.

The question whether one person's ambition should or could be more important than the common good is clearly evident in Shakespeare's play, 'Macbeth'.

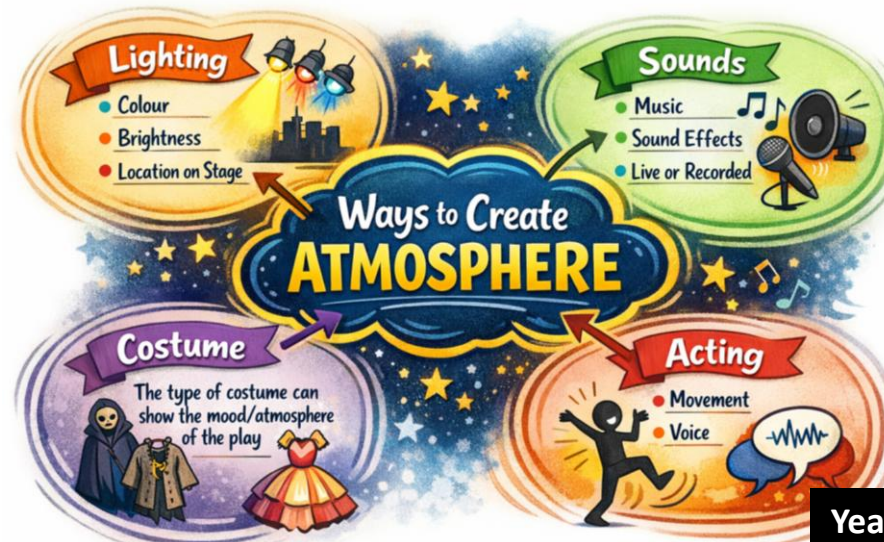
Stage Fighting / Choreography – A planned and rehearsed set of movements acted out in a safe and controlled way that appears to be a fight scene.

Iambic Pentametre – The 10 beat rhythm of Shakespearean verse that mimics the heartbeat.

Conscience Corridor – a performance device that has an actor walk down the middle of two opposing arguments being spoken to them on either side.

Atmosphere – the emotion or feeling that you want to create for the audience. This can be created using acting, music, sounds, lighting or anything on stage.

Key Terms



Extension and Further Info

Macbeth – Fight Scene



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





Black History Month (BHM) in the French-speaking world

Black History Month in the UK and US

- In the United Kingdom, BHM has been celebrated since the late 1980s in the month of October. It was first celebrated in the UK in October 1987, which was also the 150th anniversary of Caribbean emancipation and the African Jubilee Year.
- In the United States, BHM can be traced back to the 1970s and is celebrated in the month of February (to coincide with the births of President Abraham Lincoln and social activist Frederick Douglass).



Marseille, France, 6th June, 2020. A protester holds a placard during the demonstration against racism and police violence.

Black History Month in France

- Despite the fact that France has no established Black History Month, 20 years ago it became the first country in the world to recognise slavery as a crime against humanity through the Loi Taubira (Taubira Law).
- On 10th May, the anniversary of the adoption of this law in parliament, France commemorates the abolition of Black slavery in the French colonies. This day is called the National Day of Remembrance for Slavery (Journée nationale des mémoires de la traite, de l'esclavage et de leurs abolitions).
- There are an estimated 30 million people who speak French outside of France, the majority of whom are African.
- The reason for this is that the French Empire colonised countries in these regions and imposed their language upon the native people.

Historical Figures

One of the most famous French authors, Alexandre Dumas, was a Person of Colour, whose father was born into slavery. Dumas wrote *The Count of Monte Cristo* and *The Three Musketeers*.



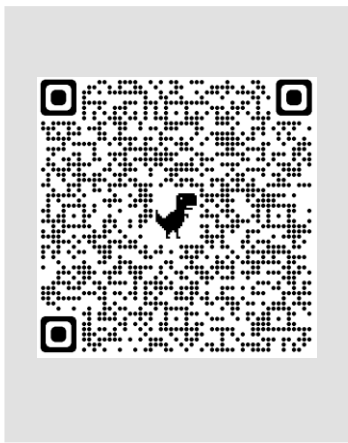
Frantz Fanon was a psychiatrist, intellectual and revolutionary who was born in the French colony of Martinique in 1925. He wrote about the effects of colonialism and oppression, and his work has heavily influenced the fields of post-colonial studies, critical theory and Marxism.



One of the most successful African-American performers in French history was the dancer and singer, Josephine Baker. She worked for the French Resistance during World War II, and during the 1950s and '60s devoted herself to fighting segregation and racism in the United States.



Enrichment Opportunities



DISCUSSION POINTS

- Why is it important to learn about Black History? What is the impact of learning about Black History on students like you and your classmates today? What is the impact of learning about Black History on wider society?
- What have you already learned about Black History in school? Has all the Black History you have been taught related to slavery or colonialism?
- Some governments officially recognise BHM whereas others do not. What is your response to this? How important is it that governments officially recognise BHM?
- Are there other groups or communities which you think should have 'History Month' celebrations?
- BHM is celebrated at different times in different countries. Is there a particular month in the calendar which you feel lends itself to BHM? Why?
- Campaigners have increasingly called for Black History to be included in the curriculum, and not just celebrated in October. What is your response to this?
- Do you think that more needs to be done to acknowledge and celebrate Black History in Europe and/or the wider Spanish/French/German-speaking world?

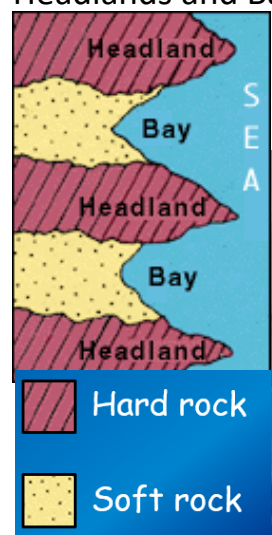


Key word definitions:

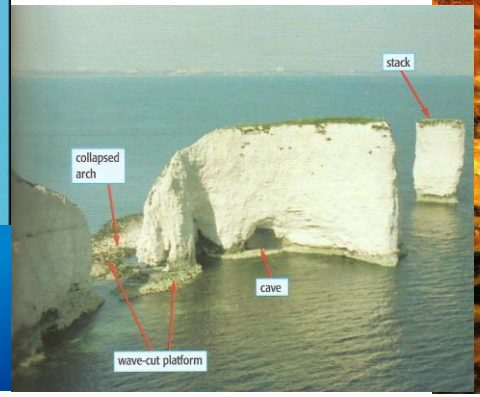
- Attrition** – pebbles in the water collide and sharper edges break off, creating a small, smoother pebble.
- Coast** – a narrow zone between the land and sea.
- Coastal management** – techniques put in place to reduce the impact of coastal erosion.
- Constructive waves** – have stronger swash, weak backwash, deposition is greater than erosion.
- Deposition** - Material put down along the coastline.
- Destructive wave** - have stronger backwash, weaker swash, erosion is greater than deposition.
- Erosion** – The wearing away of the land by the sea.
- Fetch** – The maximum distance of water over which wind can blow.
- Hard engineering** – Physical structures built along the coastline to prevent erosion of the cliff.
- Longshore Drift** – The movement of material along the coast.
- Mass movement** – mass movement is the downhill movement of material under the influence of gravity.
- Overfishing** - the removal of a species of fish from a body of water at a rate greater than that the species can replenish its population naturally
- Saltation** – smaller pebbles bounce along the seabed.
- Soft engineering** - Soft engineering is where the natural environment is used to help reduce coastal erosion.
- Suspension** – smaller material carried along by the water.
- Transportation** – Material that is removed by erosion, carried along by the sea.
- Weathering** – Weathering describes the breaking down or dissolving of rocks and minerals on the surface of the Earth. Water, ice, acids, salts, plants, animals, and changes in temperature are all agents of weathering.

Erosion

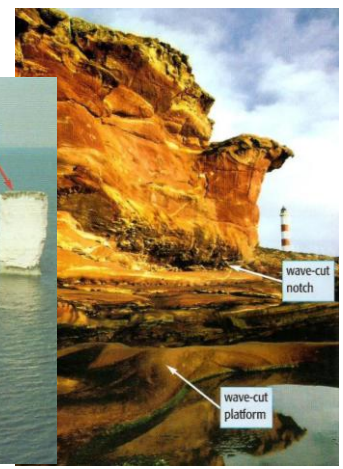
Headlands and Bays



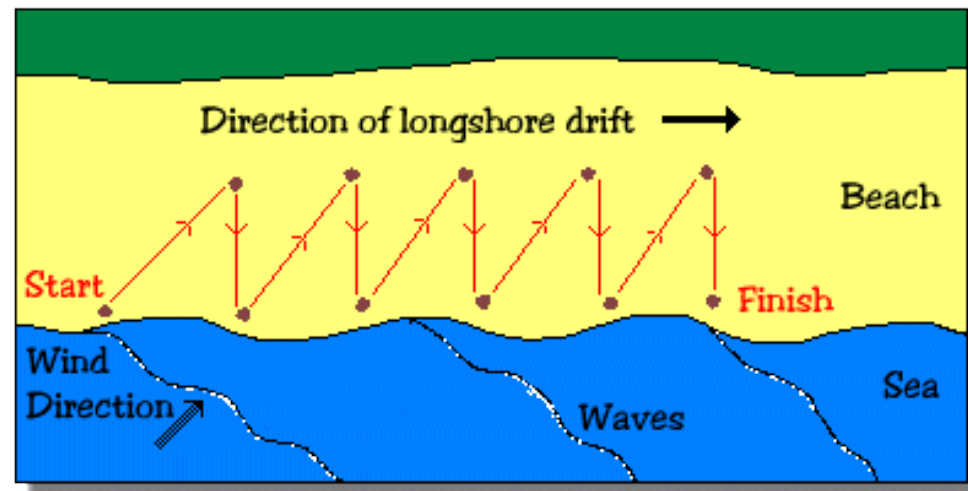
Cave, arch, stack and stump



Cliff, wave cut notch and platform



Transportation - Longshore Drift



Enrichment Opportunities

Using an alternative material, for example play dough, lego, to create an annotated model of a coastal landform. Take a photo of your model and send it to your teacher.

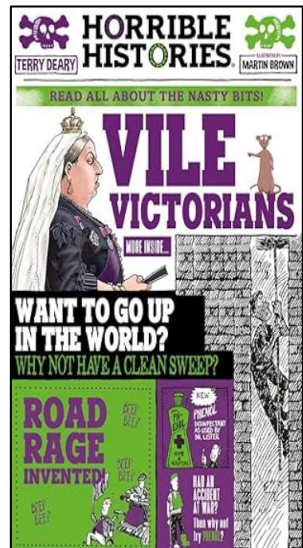


5.1 Key Terms

Cholera	A gastric disease caused by a germ that lives in contaminated water
Overcrowding	Too many people in one area
Back-to-back housing	Houses that were backed on to each other with little light source
Industry	Large scale processing of raw materials and goods in factories
Public health	The general health and wellbeing of the population
Sanitation	Sewers and sewage systems
Metropolitan Police	The police force in London – the First British police force
Urban	Cities and towns
Germ theory	The idea that diseases are caused by germs
Pasteurisation	The heating of food and drink to kill certain germs

5.2 Important People

Queen Victoria	Queen of England between 1837-1901
James Simpson	Made the use of anaesthetics more popular
Edwin Chadwick	Led the investigation into public health – his report shocked people and led to the 1948 Public Health Act
Joseph Bazalgette	Built 134km of sewers in London and helped to end the Cholera epidemics in London
John Snow	Discovered that Cholera was spread through water, by breaking the Broad Street Pump
Florence Nightingale	A nurse during the Crimean War, helped to improve conditions in hospitals, and the quality of nursing care
Match Stick Girls	A group of women working in a match stick factory who protested for better working conditions
Joseph Lister	Made the use of antiseptics more popular through Carbolic Acid.



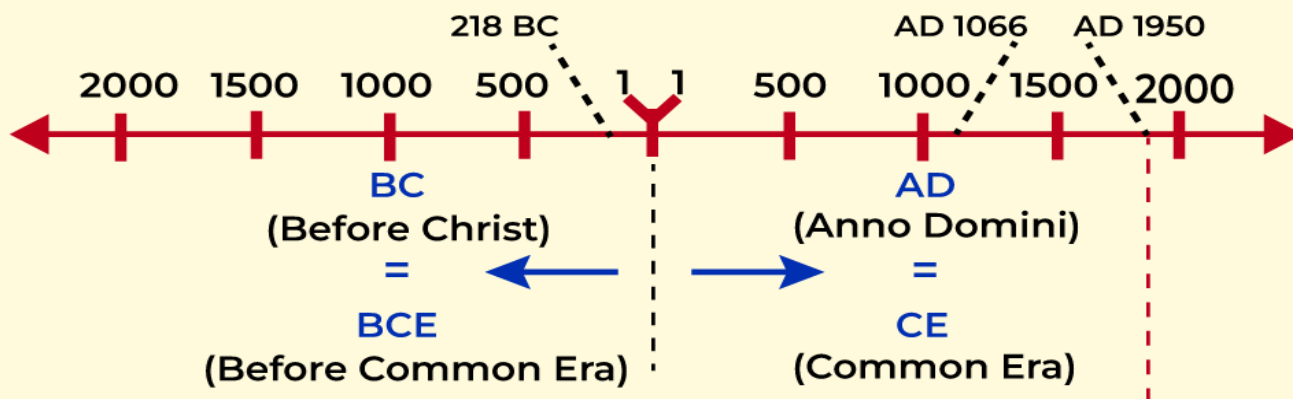
5.3 Judgement

Based on your learning over the term, you will need to judge whether the Victorians were really 'vile'. Write your overall judgement and reason for this below:





1.1 Chronology



Working out centuries

Sometimes in History you'll need to know what century a year is in, here's how to work it out!

A century= 100 years

Year	Century
001-100	1 st Century
101-200	2 nd Century
201-300	3 rd Century
901-1000	10 th Century
1001-1100	11 th Century
1501-1600	16 th Century
2001-2100	21 st Century

Handy Hint
Century= Number of hundreds + 1.
Except when the year ends in 00!

If you need to work out the Century and the year is a BC year, then it works in the exact same way, we just add BC after the Century.

For example- The year 132BC would be in the 2nd Century BC.

1.2 Key Historical Concepts

Cause	Things that lead directly to another event
Short Term Cause	Causes that occurred only a few hours, days or weeks before the event that is being studied.
Long Term Cause	Causes that existed for years, decades or centuries before the event that is being studied
Consequence	Things that occurred because of the event being studied.
Significance	How important an event is
Source	Documents of any kind that record an event in history. E.g. a diary, a cartoon, a medieval manuscript are all sources
Interpretation	Created by later historians and others, telling the story of an event from a particular viewpoint. E.g. a history book, a documentary, a film, historical fiction are all interpretations

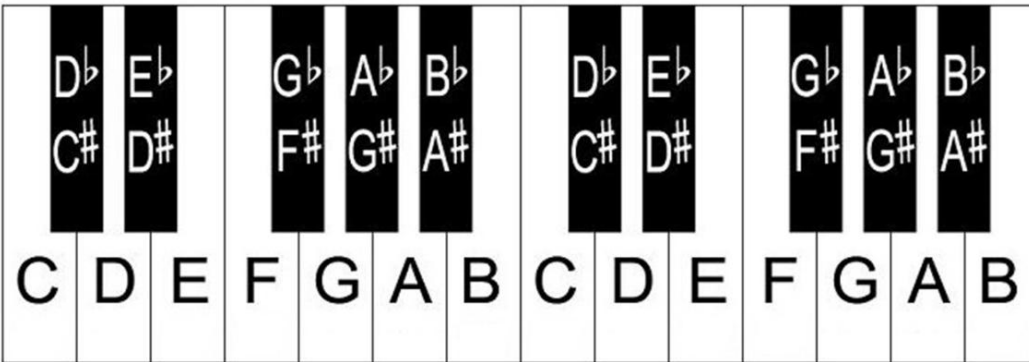
“History is not the past but a map of the past, drawn from a particular point of view, to be useful to the modern traveller.”

Henry Glassie, US historian


1.3 Key Historical Concepts

Monarch	A king or a queen
Monarchy	A country ruled by a king or a queen
Republic	A country that does not have a king or a queen
Protestant	A Christian who believes that the monarch is the head of the church, and believes that the Bible should be in English
Puritan	A devout Protestant who believes that churches should be completely plain
Catholic	A Christian who believes that the Pope is the head of the Church, and believes that the Bible should be in Latin
Significant	Something that is important
Revolution	A significant change over a short period of time, led by the population, against a particular thing
Conflict	A serious disagreement
Change	Something that is different to the way it was before
Continuity	Something that is the same as it was before
Empire	A group of states or countries, ruled over by a single monarch or person
Colony	A country or area under the full or partial political control of another country
Dictatorship	A form of government where one person or a small group possesses total power

Piano Keys and Notes



E G B D F F A C E

Every Green Bus Drives Fast

FACE in the SPACE



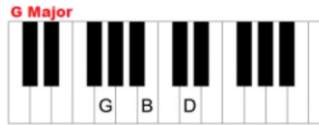
G B D F A A C E G

Great Big Dogs Fight Angriily

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

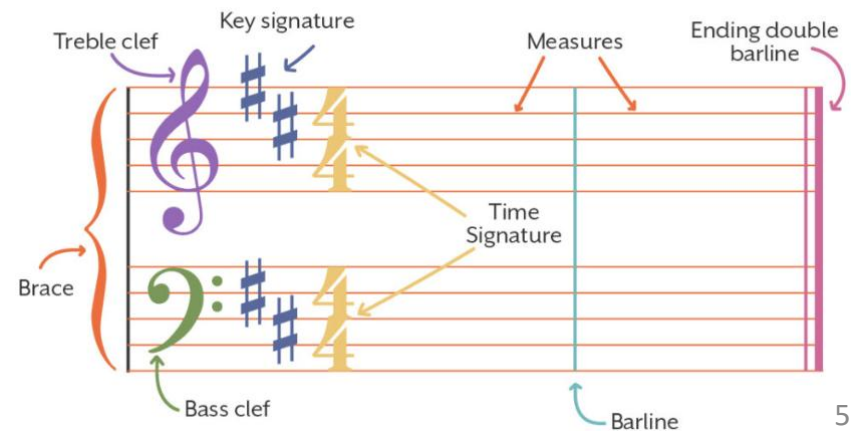
Harmony – How the notes sound together. **Chords**, notes played at the same time

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 X OPEN STRINGS O

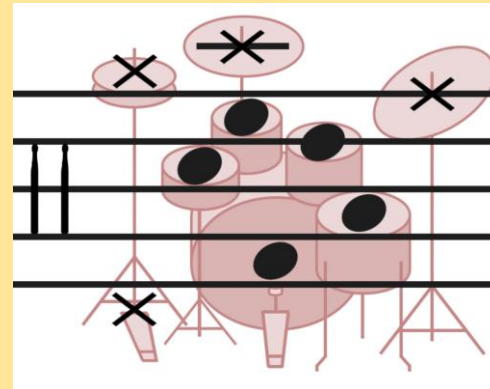
NUT INDEX FINGER 1
MIDDLE FINGER 2
RING FINGER 3

OPEN C

C

Am
Em
G
E

How to read Drum Tab



Standard 8th Note Groove

1 2 3 4

BASS DRUM
SNARE DRUM
HI-HAT

UKULELE - G CHORD

G

OPEN STRING
Open 4th string.

TRIANGLE SHAPE
1st, 2nd and 3rd strings.

3 FINGERS
on 1st, 2nd and 3rd strings.

1 3 2

FRETTING HAND

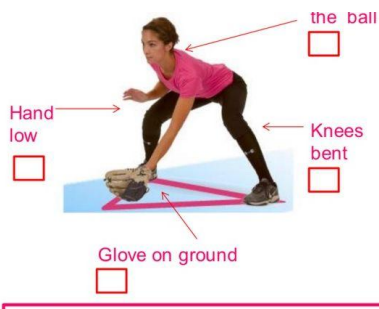
LEFT

C MAJOR
A MAJOR
G MAJOR
D MAJOR



RULES OF PLAY

- There are 9 players on each team (fielding and batting) although this can be adapted.
- When batting, a player has a maximum of three strikes. If you don't hit it in the correct area or hit the ball at all you're out.
- Any ball that is hit outside of the first and third base is a foul ball.
- The batter/runner must touch each base as they run around and can stop at any base.
- If the batter/runner makes it all the way around to the home plate they score a home run.
- Batters can be caught out and run out by the fielding team. They can also be tagged.
- The team with the most home runs at the end of all innings is the winning team.



BATTING/HITTING

- To be able to bat successfully you need to get in the ready position with your bat resting close to your back. Your body should be turned sideward on and feet shoulder width apart with a slight bend in the knee. Swing through the ball.

BASERUNNING

- This skill requires being focused on the game and running between bases with speed and accuracy. Often you can steal bases if you good attention through inaccurate throwing and catching.

FIELDING

- If you are effective at fielding, you will be able to successfully field 'ground balls' that roll quickly across the floor as well as 'fly balls' that fly through the air. You will always have your dominant hand free and often wear a glove in your non-dominant hand. Always keep your eyes on the ball and get your body behind the ball.

PITCHING

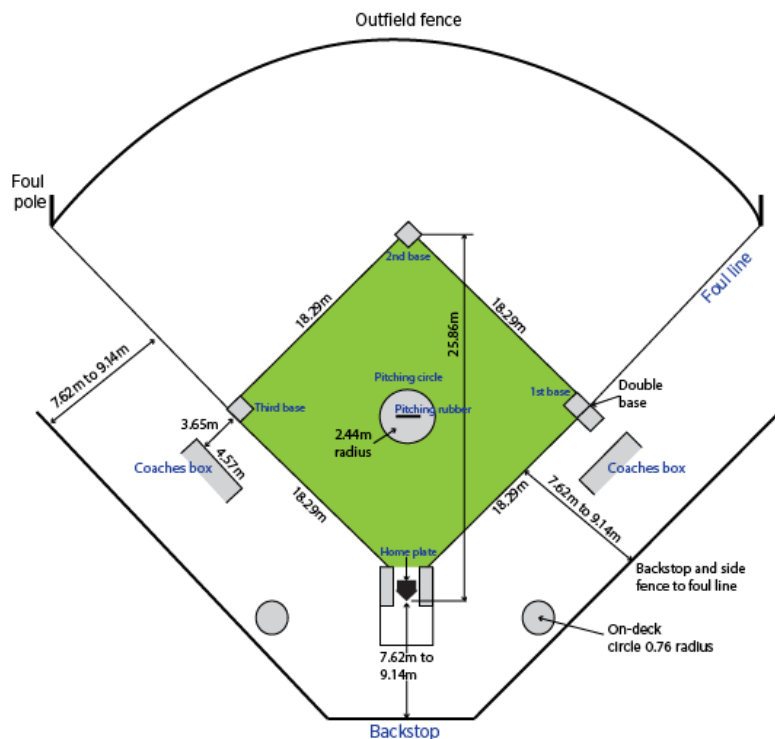
- At a basic level this will simply involve an underarm accurate feed aiming above the knee and below the shoulder. As the ability of the group improves it could involve an overarm throw at varying speeds and following varying lines

CATCHING

- it is important to be able to read the ball's movement off the bat and to move quickly into the correct position. Once in position concentrate on the coordination of the hands to caress the ball into your hands. Different techniques are used if the ball is above or below the shoulder height

THROWING

- From pitching to fielding this is where most errors are made in Softball. No matter what position you play, being able to throw a softball is one skill you cannot go without. Fast and accurate throwing using an overarm technique is essential for every softball player. Always step into your throw and use your dominant hand.



TACTICS

- Hitting the ball between first and third base and into space.
- Throwing accurately and quickly to the correct base.
- Targeting weaker opponents when batting.
- Accurate pitching.
- Always anticipate the ball in the field.
- pay good attention through inaccurate throwing and catching.

Maidenhill Challenge:

- 1) Draw a Softball court and label it correctly with the lines and positions.
- 2) Explain how a more able player would pitch and field?
- 3) Go online and watch elite level softball players playing softball. What do they do incredibly well?



1.1 Key Vocabulary

Environment: The surroundings or conditions in which a person, animal, or plant lives or operates.

Global warming: A gradual increase in the overall temperature of the earth's atmosphere generally attributed to the greenhouse effect caused by increased levels of carbon dioxide, CFCs, and other pollutants.

The Greenhouse Effect: The greenhouse effect is the process through which heat is trapped near the Earth's surface by substances known as 'greenhouse gases.' Imagine these gases as a cosy blanket enveloping our planet, helping to maintain a warmer temperature than it would have otherwise.

CFCs: nontoxic, non-flammable chemicals containing atoms of carbon, chlorine, and fluorine. They are used in the manufacture of aerosol sprays, blowing agents for foams and packing materials, as solvents, and as refrigerants.

Overpopulation: the state whereby the human population rises to an extent exceeding the carrying capacity of the environmental setting.

Deforestation is the clearing of trees, transforming a forest into cleared land. The first step in turning the wilderness into a shopping centre is **deforestation**.

Environmental Sustainability: Ensuring that the demands placed on natural resources can be met without reducing capacity to allow all people and other species of animals, as well as plant life, to live well, now and in the future.

Natural Disasters: A natural event such as a flood, earthquake, or hurricane that causes great damage or loss of life.

Drought: is a prolonged dry period in the natural climate cycle that can occur anywhere in the world. It is caused from a lack of precipitation, resulting in a water shortage. Drought can have a serious impact on health, agriculture, economies, energy and the environment.

1.2 Creation: Science and Religion compatibility



Science and religion are not compatible because:

- No one has experienced God creating the world so there is no proof
- If a Christian is a **Young Earth creationist** their views conflict with scientific views on the age of the earth. **Young Earth Creationists** believe the world was created by God, in seven actual days, and this happened less than 10,000 years ago.
- The Bible was written thousands of years ago, and many Scientifics word argue that religious views are outdated and have been disproved by science.
- Fundamental theists would argue that evolution goes against the creation of humans as stated in the Bible and Qur'an



Science and religion are compatible because:

- There are many Christians that believe science tells us how the world was created, and religion tells us why. E.g. God was behind creation.
- Some people believe religion and science are needed together because Science doesn't answer important questions like what is our purpose? Why were we created?
- Some Christians believe the term 'day' in Genesis one may be each period of **The Big Bang**
- Some Christians believe that at the time when the creation story was written that was their way of trying to explain **The Big Bang Theory**, they just didn't have the scientific technology to explain it as accurately as we can.
- If a Christian is an **Old Earth Creationist**, they would agree that God must have created the world, but it accepts the idea that creation took place millions of years ago just as The Big Bang suggests.
- Many liberal Christians tend to agree with **Evolution** just they have different views of how God was involved with the process. The two views are **Theistic Guided Evolution** and **Natural evolution**.
- Some Christians believe that science was given to us by God, so it is important we accept that knowledge and use it to better God's 55 creation.



1.3 Worldviews on the environment

1.4 Different views on eating meat

Christian

- 'God took man and put him in the **Garden of Eden** to work it and take care of it.' **Genesis 2:15**
- 'Treat the earth as if your life depends on it.' **Genesis 2:1**
- Christians believe that the earth is a gift from God, and it must be handed back to him unspoiled.
- Christians believe their role is to cultivate the land.
- God gave humans **dominion** of the land and created humans, so they have everything they need to survive.
- Christians believe that they can use all the natural resources of the land just like Adam and Eve did.
- Christians believe they are **Stewards**, and their job is to protect God's **Creation**.

Hindu

- Hindus believe that nature cannot be destroyed without humans also being destroyed. They believe we need the natural world in order to survive.
- They believe that protecting the environment their purpose in life and is their **dharma** which means duty.
- Hindus believe in **Brahman** which is **God**. **Brahman** is present in the lives of all living things. Even humans are part of **Brahman**. So, if we destroy the planet, we are destroying ourselves.
- Hindus follow the teaching of **Ahimsa** which means non-violence. They believe that all living things are sacred because they are part of God. Therefore, being non-violent means showing respect for all life, human, animal and vegetable. Most Hindus are vegetarian because of this.

Muslim

- In Islam there is no rules on vegetarianism but are told we should treat the world with respect, as it is not ours to abuse.
- Muslims believe it is humans' responsibility to take care of the earth.
- Islam teaches that human beings have **guardianship** or **khilafah** of the planet, which means that everyone should act as a **guardian** or **khalifah**.
- Muslims believe that God is so powerful only he could create the world. This is why taking care of the world is so important. By protecting it we are showing respect to God.

“ Allah created the earth and all that is in it, including animals and its resources – it is people's heritage.

Qur'an, 6:165; 2:256-7

- They believe that they will be held accountable our **guardianship** on the **Day of Judgment**.

Humanist

- Humanists may choose to not eat meat because they respect all living things. Some believe killing animals for food is not survival but is cruel.
- The British Humanist Society set out rules on the environment that we follow because we feel it is our responsibility to take care of it for our future generations
- There is also a Humanist organization called H4BW (Humanists for a Better World). They work on, and raise awareness of, environmental, social and global issues. Their aim is to tackle issues that face the world today and solve them for the sake of our future on this planet.



Arguments for eating meat...

- Eating meat is a choice and no one should judge you on that
- People have been eating meat for more than 2 million years. Why change that now.
- Eating meat is part of a balanced diet.
- Meat tastes and many people still eat it knowing where it came from
- The Bible doesn't forbid it. After the flood Noah was given permission to eat animals.
- Humans have been designed with the ability to eat meat.
- It is expensive to buy vegan food.



Arguments against eating meat...

- It is cruel to raise animals and kill them just to eat them
- Adam and Eve were told not to eat animals
- There are many alternatives to eating meat that you can have instead and still maintain a balanced diet
- Intensive farming is harming the environment
- All life is sacred, and no living thing should be killed.

Enrichment Opportunities:

- 1) Create a mind map of the different arguments for the compatibility of science from 1.2 and religion and the different views on eating meat from 1.4 to help you remember the arguments.
- 2) Create flash cards for each of views on how to treat the environment from 1.3.



San Juan Festival

When?

- The Night of San Juan is one of the most magical and meaningful nights of the year. It is celebrated on the 23rd of June, the longest night of the year. It coincides with the summer solstice and the birthday of St John the Baptist, giving it a special religious context.



How is it celebrated?

- Typically, on the evening of the 23rd of June all over Spain, people gather on beaches, parks and squares to build bonfires and burn old things in the fire, symbolising purification and renewal. Fire also symbolises the sun and the desire for warmth, light and protection from evil spirits.
- The place of celebration depends on the region, as different cities have many unique traditions associated with the holiday.
- On this night, people burn bonfires, jump over fire and immerse themselves in water, which symbolises purification and protection from negative energy. According to the rules, each action has its own rituals and omens, and those who wish can join these traditions to attract good luck.
- In Barcelona, San Juan is celebrated on a particularly large scale. Large bonfires are set up around the town and people gather on Barceloneta beach. Here you can find many tourists and locals singing, dancing and feasting. Bonfires on the beach create an atmosphere of fun, and a swim in the sea is considered a must for the celebrations.



Historical Roots

San Juan, also known as the Feast of Saint John the Baptist, has origins that date back to pre-Christian times. Originally, it was a pagan festival celebrating the summer solstice, the longest day of the year. The festival was later incorporated into Christian tradition, honouring the birth of Saint John the Baptist, which is celebrated on June 24th. The blending of these traditions created a unique celebration that highlights the transition from spring to summer, symbolising purification and the welcoming of new beginnings.

Where?

- The Feast of San Juan is celebrated in every corner of Spain, but each region has its own unique traditions.
- There are a number of places where the celebrations are particularly memorable, including:
 - Barcelona
 - Valencia
 - Alicante
 - Sevilla
 - Granada

Enrichment Opportunities

Find out more about the San Juan Festival by scanning the link below:







Date	KO*	WB*	TT*	Date	KO*	WB*	TT*
13/4				4/5	IN	S	ET
14/4				5/5			
15/4				6/5			
16/4				7/5			
17/4				8/5			
20/4				11/5			
21/4				12/5			
22/4				13/5			
23/4				14/5			
24/4				15/5			
27/4				18/5			
28/4				19/5			
29/4				20/5			
30/4				21/5			
1/5				22/5			

You should also have:

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



You should also have when needed:

- Ingredients
- PE kit
- Completed homework

RULER

You can borrow core items without penalty between 8.30-8.45am before passing your Head of Year ⁶⁰

RUBBER

PENCIL

WHITEBOARD PEN

GREEN PEN

BLACK PEN

* Knowledge Organiser

* Whiteboard

* Timetable