

Maidenhill School

Knowledge Organiser

Year 9 – Term 3



Be kind, Aspire, Persevere, Achieve

Name:

Tutor:

Planner - Term 3



Week 2	Notes
Monday 6 th January	INSET DAY
Tuesday 7 th January	
Wednesday 8 th January	
Thursday 9 th January	
Friday 10 th January	
Week 1	Notes
Monday 13 th January	
Tuesday 14 th January	
Wednesday 15 th January	
Thursday 16 th January	Y9 Choices evening – 5.15 – 6.30pm
Friday 17 th January	

Week 2	Notes	
Monday 20 th January	Y9 Taster lessons	
Tuesday 21 st January		
Wednesday 22 nd January		
Thursday 23 rd January		
Friday 24 th January		
Week 1	Notes	
Monday 27 th January	Y9 Taster lessons	
Tuesday 28 th January		
Wednesday 29 th January		
Thursday 30 th January		
Friday 31 st January		



Week 2	Notes
Monday 3 rd February	
Tuesday 4 th February	
Wednesday 5 th February	
Thursday 6 th February	
Friday 7 th February	
Week 1	Notes
Monday 10 th February	Y9 Preferences form deadline Lesson 3 and 4 – Y9 Football Intercommunity
Tuesday 11 th February	
Wednesday 12 th February	
Thursday 13 th February	
Friday 14 th February	

Notes...



Self-certification

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

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

Date	Time	Student signature

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

Student out of lesson record

Date and time	Reason	Staff signature

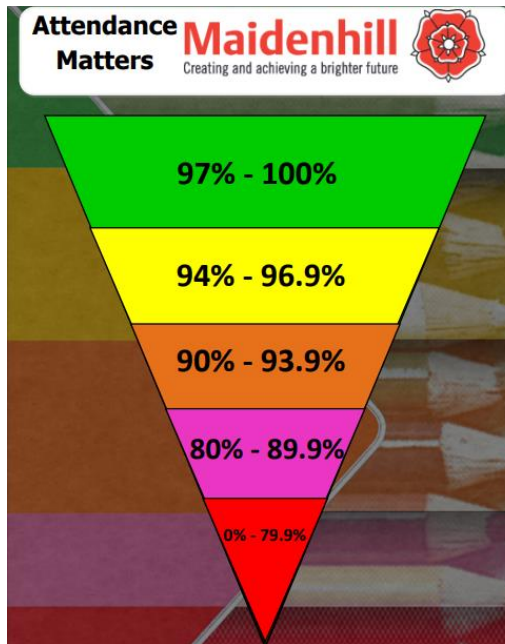
Have a
problem?
Worried about
someone or
something?
Need someone
to talk to? Scan
the QR code and
let us know.

Reporting your concerns

Attendance



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



Maidenhill PE Uniform

- ❖ Red Maidenhill PE polo shirt
- ❖ Red Maidenhill hooded jumper
- ❖ Optional Rugby shirt
- ❖ Options for the lower half:
 - Plain black shorts with no logos
 - Black tracksuit bottoms with no 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



6

Borrowed uniform items

Date	Item	Number	Returned



- ❖ 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

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

Student property

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

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

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

Network rules

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

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

Always log off before leaving a computer

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

Never give a stranger any information about you or your home

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

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





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

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

Rewards

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

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

Consequences

C2 – This is a verbal warning

C3 – Issued with a BFL detention of 40mins

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

C4 – Isolation in the refocus room

C4e – Educated off site at an alternative provision

C5 – Fixed term suspension

C5 Exclusions

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

Incidents for which a students may be excluded include:

- In possession, under the influence of or dealing in illegal drugs. This also extends to alcohol and other toxic substances
- Serious physical or verbal aggression towards others
- Serious rudeness, defiance, threatening behaviour or inappropriate language towards a member of the school staff
- Anti-social behaviour such as theft or damage to property
- A build-up of incidents which are unacceptable and contravene school standards
- Repeated disruption and defiance which has disturbed the learning of other students
- Persistent poor behaviour

If a student persistently behaves in an unacceptable manner, this could lead to a permanent exclusion.

In exceptional circumstances, it is appropriate for the Headteacher to permanently exclude a student for a first offence. These might include such things as:

- Serious actual or threatened violence against another individual
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon

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



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

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

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



What is bullying?

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



Bullying includes repeated:

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

Types

- Physical
- Cyber
- Verbal
- Emotional
- Prejudice based

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

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

If you are being bullied, you can expect that:

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

When you are talking about bullying, be clear about:

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



Question 1 Factorise $55 + 35x$	Question 2 Factorise $12 - 8x$	Question 3 Simplify $a^2 \times b \times b^4 \times b$	Question 4 Simplify $a^3 \times b \times a^3 \times b$
Question 5 Work out $64.7 - 8.74 =$	Question 6 Work out $8.2 \times 1.9 =$	Question 7 Work out $\frac{3}{4} + \frac{1}{2} =$	Question 8 Work out $\frac{1}{2} - \frac{2}{10} =$
Question 9 Find the nth term: 12, 22, 32, 42,...	Question 10 Find the nth term: 13, 20, 27, 34,...	Question 11 Work out $9.1 \div 0.7 =$	Question 12 Work out $8 \div 0.4 =$
Question 13 Solve $4(5x - 3) = 28$	Question 14 Solve $6x + 6 = -6$	Question 15 Divide £90 in the ratio 3 : 7	Question 16 Divide £48 in the ratio 3 : 5
Question 17 Express 95% as a fraction in its lowest form	Question 18 Express $\frac{11}{25}$ as a percentage	Question 19 Find the gradient of the line $y = -3x - 2$	Question 20 Find the gradient of the line $y = -4x + 5$

SKILLS CHECK



Score

Tutor time – Maths Task 2



Question 1 Factorise $22 + 10x$	Question 2 Factorise $15x + 10$	Question 3 Simplify $a^4x b \times b \times a^4$	Question 4 Simplify $a^3 \times b \times a^4 \times b$
Question 5 Work out $81.8 + 0.8 =$	Question 6 Work out $13.2 \times 3.3 =$	Question 7 Work out $\frac{3}{4} + \frac{2}{3} =$	Question 8 Work out $\frac{1}{2} - \frac{1}{5} =$
Question 9 Find the nth term: 1, 5, 9, 13,...	Question 10 Find the nth term: 9, 17, 25, 33,...	Question 11 Work out $18 \div 0.9 =$	Question 12 Work out $3.6 \div 0.3 =$
Question 13 Solve $8x - 9 = -1$	Question 14 Solve $3(3x - 5) = 21$	Question 15 Divide £64 in the ratio 5 : 11	Question 16 Divide £40 in the ratio 3 : 5
Question 17 Express 90% as a fraction in its lowest form	Question 18 Express $\frac{7}{20}$ as a percentage	Question 19 Find the gradient of the line $y = 4x - 3$	Question 20 Find the gradient of the line $y = -2x + 3$

SKILLS CHECK



Score



Question 1 Factorise $25x - 35$	Question 2 Factorise $18x + 6$	Question 3 Simplify $a^2 \times b \times a^2 \times b$	Question 4 Simplify $b^3 \times a \times a^2 \times b$
Question 5 Work out $79.2 \div 4 =$	Question 6 Work out $37 \times 9 =$	Question 7 Work out $\frac{7}{8} + \frac{3}{4} =$	Question 8 Work out $\frac{2}{3} - \frac{1}{6} =$
Question 9 Find the nth term: 11, 21, 31, 41,...	Question 10 Find the nth term: 7, 12, 17, 22,...	Question 11 Work out $2.2 \div 0.2 =$	Question 12 Work out $11 \div 1 =$
Question 13 Solve $4x + 4 = 2x + 10$	Question 14 Solve $2(8x + 5) = -22$	Question 15 Divide £65 in the ratio 11 : 2	Question 16 Divide £32 in the ratio 1 : 3
Question 17 Express 61% as a fraction in its lowest form	Question 18 Express $\frac{49}{100}$ as a percentage	Question 19 Find the gradient of the line $y = 0.5x + 5$	Question 20 Find the gradient of the line $y = -2x - 3$

SKILLS CHECK



Score



Question 1 Factorise $12x - 66$	Question 2 Factorise $55x + 65$	Question 3 Simplify $b^2 \times b \times a^2 \times a$	Question 4 Simplify $b^4 \times a \times b^4 \times b$
Question 5 Work out $43.5 - 0.91 =$	Question 6 Work out $29 \times 8.6 =$	Question 7 Work out $\frac{1}{3} + \frac{1}{2} =$	Question 8 Work out $\frac{3}{4} - \frac{1}{2} =$
Question 9 Find the nth term: 9, 21, 33, 45,...	Question 10 Find the nth term: 7, 19, 31, 43,...	Question 11 Work out $5 \div 1 =$	Question 12 Work out $3.9 \div 0.3 =$
Question 13 Solve $5x - 3 = -3$	Question 14 Solve $8x + 5 = 4x - 11$	Question 15 Divide £88 in the ratio 1 : 7	Question 16 Divide £176 in the ratio 5 : 11
Question 17 Express 19% as a fraction in its lowest form	Question 18 Express $\frac{1}{5}$ as a percentage	Question 19 Find the gradient of the line $y = -4x + 4$	Question 20 Find the gradient of the line $y = 3x + 10$

SKILLS CHECK



Score



Question 1 Factorise $35x + 55$	Question 2 Factorise $30 + 66x$	Question 3 Simplify $a^3 \times b \times b^2 \times b$	Question 4 Simplify $a \times b \times b^4 \times b$
Question 5 Work out $7.69 - 7.15 =$	Question 6 Work out $5.6 \times 4.1 =$	Question 7 Work out $\frac{3}{10} + \frac{2}{3} =$	Question 8 Work out $\frac{7}{9} - \frac{1}{2} =$
Question 9 Find the nth term: 9, 18, 27, 36,...	Question 10 Find the nth term: 18, 30, 42, 54,...	Question 11 Work out $4 \div 0.5 =$	Question 12 Work out $2.2 \div 0.2 =$
Question 13 Solve $11x - 5 = -5$	Question 14 Solve $4x - 4 = 3x + 2$	Question 15 Divide £12 in the ratio 3 : 1	Question 16 Divide £60 in the ratio 1 : 5
Question 17 Express 85% as a fraction in its lowest form	Question 18 Express $\frac{13}{20}$ as a percentage	Question 19 Find the gradient of the line $y = x - 5$	Question 20 Find the gradient of the line $y = x + 10$

SKILLS CHECK



Score



Question 1 Factorise $25x - 55$	Question 2 Factorise $20x + 28$	Question 3 Simplify $a^2 \times a \times a^4 \times b$	Question 4 Simplify $a^2 \times a \times b^4 \times a$
Question 5 Work out $85.7 + 55 =$	Question 6 Work out $96.9 \div 3 =$	Question 7 Work out $\frac{4}{9} + \frac{1}{7} =$	Question 8 Work out $\frac{1}{2} - \frac{1}{4} =$
Question 9 Find the nth term: 17, 29, 41, 53,...	Question 10 Find the nth term: 0, 3, 6, 9,...	Question 11 Work out $5.1 \div 0.3 =$	Question 12 Work out $1.8 \div 0.2 =$
Question 13 Solve $15x - 13 = -13$	Question 14 Solve $5x - 2 = -9.5$	Question 15 Divide £108 in the ratio 2 : 7	Question 16 Divide £64 in the ratio 3 : 5
Question 17 Express 70% as a fraction in its lowest form	Question 18 Express $\frac{11}{20}$ as a percentage	Question 19 Find the gradient of the line $y = 4x + 1$	Question 20 Find the gradient of the line $y = -3x + 10$

SKILLS CHECK



Score





Task 1

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

the sun dipped low over the serengeti casting the grasslands in a golden glow that stretched endlessly to the horison the air was alive with the hum of insects and the distant calls of wildebeests their silhouetes moving like shadows against the amber sky a lone acacia tree stood its umbrella like canopy framing the scene while the scent of earth and wildflowers mingled in the warm breeze as the jeep rolled to a stop the driver gestured ahead and there it was a lioness prowling gracefully through the tall grasses her gaze fierce and purposeful the stilness of the moment was broken only by the soft russle of leaves as if the entire savanna held its breath in reverence of her majesty here in the heart of africa the raw beauty of the world felt both untamed and humbling

Reminders:

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



Task 2

Read the sentences below, then rewrite them.

Your sentences need to **‘show’** the reader and not ‘tell’.

Description is key!

Telling Sentence	Showing Sentence
It was a very hot day.	The sun blazed mercilessly in the cloudless sky, shimmering heat waves rising from the asphalt as beads of sweat rolled down every face.
The trees were green and blowing in the wind.	
He was feeling sad and low.	



Task 3

Read the following description:

The city pulsed with life, its skyline a jagged silhouette of glass and steel towering against the horizon. Streets teemed with motion—yellow taxis weaving through lanes, pedestrians flowing like rivers across crowded intersections, and street vendors calling out over the din of car horns and distant sirens. Neon signs flickered in a kaleidoscope of colours, advertising everything from luxury watches to steaming bowls of noodles, while the air carried a blend of urban aromas—freshly brewed coffee, exhaust fumes, and the faint tang of rain on concrete. Above it all, skyscrapers reflected the amber hues of a setting sun, casting long, dramatic shadows over bustling parks and narrow alleyways below.

What impression do you get of the city from the descriptions used in this paragraph?

Firstly, I get the impression that.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



Date:

Current reading book:

Pages read:

Date:

Current reading book:

Pages read:

Date:

Current reading book:

Pages read:

Date:

Current reading book:

Pages read:

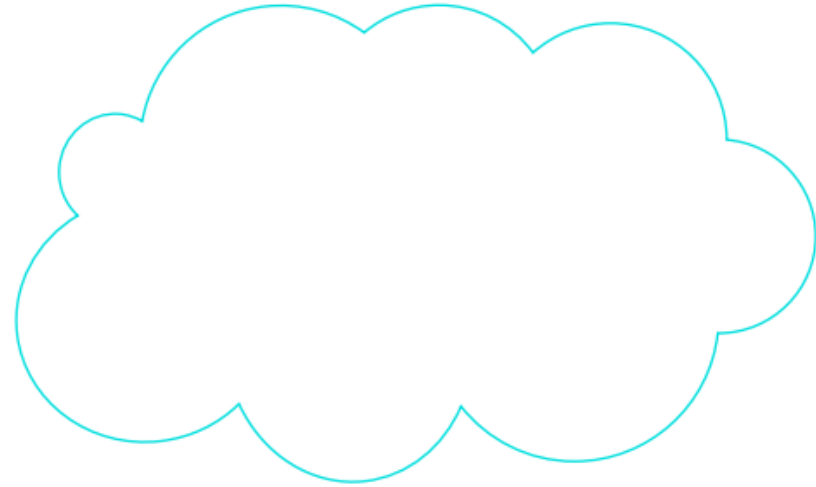
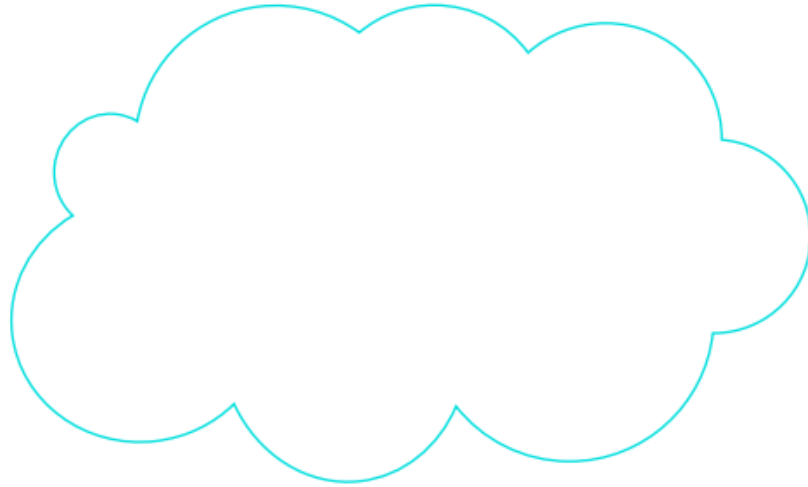
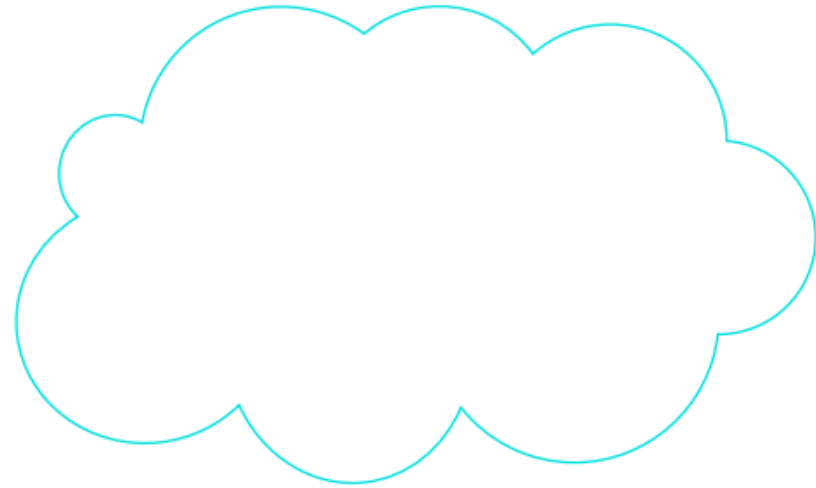
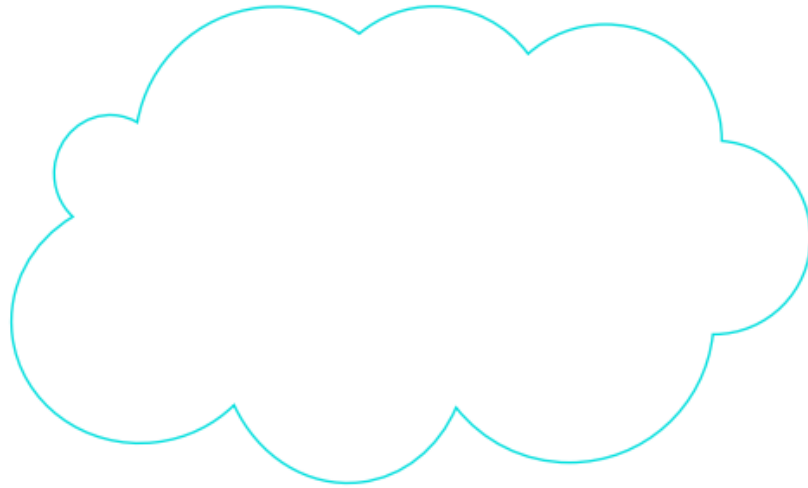


ANTI-SOCIAL BEHAVIOUR (ASB)



Before: What I know about Anti-Social Behaviour (ASB)

Write something in each cloud that you know, or would like to know about ASB





ANTI-SOCIAL BEHAVIOUR (ASB)

Respectful Behaviour



RESPECT
YOURSELF
AND OTHERS



Look at the words at the bottom of the page and think about what they mean to you.

Do you think they describe **Respectful** or **Disrespectful** behaviour.

What box do you think the words belong to?

RESPECTFUL	DISRESPECTFUL

BE MINDFUL OF OTHERS
CRIMINAL DAMAGE
GRAFFITI
LOUD
NOT GETTING INVOLVED
ROWDY
CONSIDERATE

CAREFUL
FIGHTING
HELPFUL
MOVE AWAY WHEN ASKED
PLAY QUIETLY
SHOUTING

CARING
GOOD MANNERS
LITTERING
NOISY
POLITE
VERBAL ABUSE

1

ANTI-SOCIAL BEHAVIOUR (ASB)

ASB Word Search



Can you find the 12 hidden words?

```

e f t p d w g n i r e t t i l
g g r p e e d q h i c n i t m
g r a f f i t i d n l o d h i
e o e m r w p o e c k r a p r
h h o u a o r n f r z e r w c
t a c o l d o h d m j s d c h
n r m i h i w a b i r p l a p
e o c p t h d n d t u e f s g
m e l u s w y d t c e c r a o
s k a i c h d l s i r t n u r
s c s z c m i e u v g f w i p
a k r k y e u r p s y u s m p
r b o h w g h z m r a l z u p
a o x u q b s a i a x k r x u
h p s z f m w g t r y s i o n
    
```

asb littering harassment
police caution graffiti
respectful victim damage
rowdy noisy park

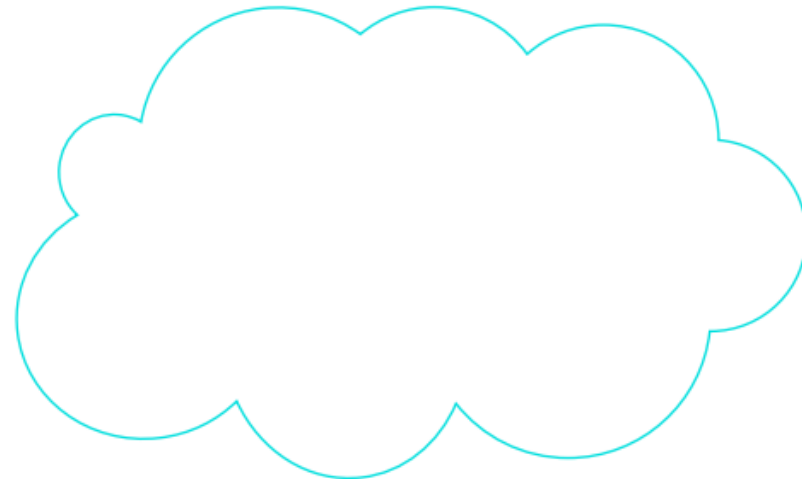
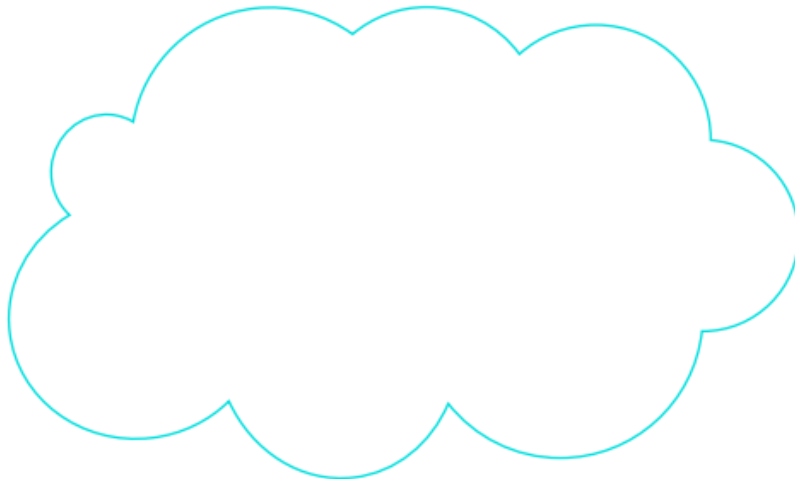
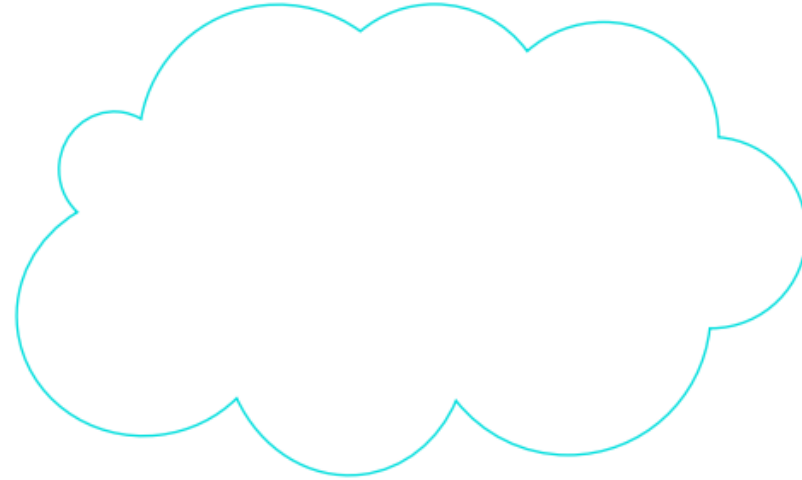
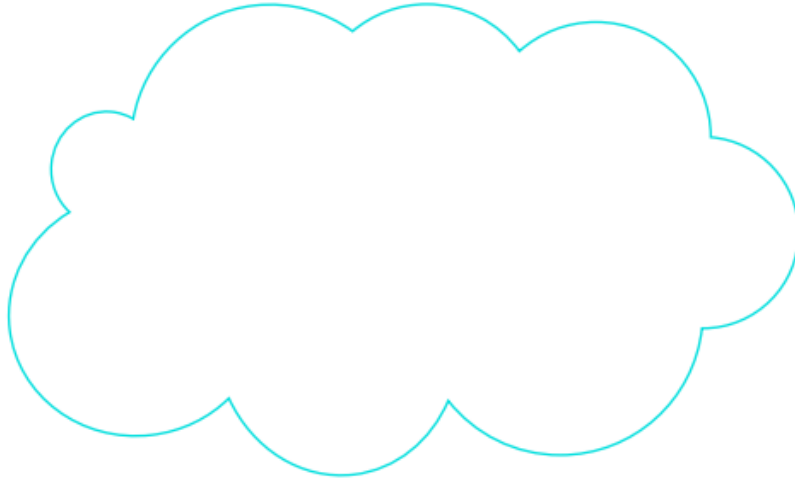
1



ANTI-SOCIAL BEHAVIOUR (ASB)

After: What have I learned about ASB?

Write in each cloud something new you have learned about ASB: how it can affect people and communities, the law and how to get help and support if you need it.





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

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

Expectations

You are responsible for looking after your Knowledge Organisers.

You should:

- ✓ *Memorise and build upon the information in each Knowledge Organiser.*
- ✓ *Keep them neat and tidy.*
- ✓ *Bring them to school each day.*
- ✓ *Refer to them in lessons and your homework tasks.*

100 Colorful Words to Use in Place of "Said"

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

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

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

POETIC TECHNIQUES

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.

Repetition
 When words and phrases are repeated multiple times.

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
gasped
groaned
gurgled
moaned
mumbled
objected
pleaded
protested
sniffled
sobbed
squeaked
stammered

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

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

Fiction...

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

Non-fiction...

- Direct address
- Fact
- Opinion
- Rhetorical question
- Repetition
- Emotive language
- Statistics
- Three (list of)
- Imperative





Conjunctions

Addition

Further
Also
Too
Besides
Finally
Last
Additionally
In addition
Then

Summary

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

Place

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

Example

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

Comparison

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

Time

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

PUNCTUATION

QUESTION MARK

?

Use at the end of a sentence to express something 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.

THEÏR

(Shows ownership)
Their cat is the sweetest.

THEY'RE

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

Verbs to sharpen your analysis

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



1.1 Persuasive Techniques- DAFORRESTI

Direct address
Alliteration
Facts
Opinions
Rhetorical question
Repetition
Emotive Language
Statistics
Three (list of)
Imperatives



1.3 Forms of Travel Writing

Article: A piece of writing informing others, including a headline, who, what, when, where, why and how

Leaflet: A printed sheet of information or advertisement for a location.

Review: An honest critique and description of a location to make a recommendation to your audience.

Letter: A text exploring and sharing information to a chosen audience about a particular location.

Speech: A text written to persuade an audience to travel.

Blog: An online text or diary that records the experiences of the traveller that is regularly updated and written in an informal or conversational style.

1.2 What is travel writing?

Travel writing is when you write about places, people, and things in other places - also writing about how to travel, when to travel, and advice on travelling; all with the reader in mind. It is about relaying your travel experiences to others so that they may follow them or at the very least not make the same mistakes you did. It is writing about things in your own back yard that are exotic to everyone else: a local farmer's market, historic site, restaurant or a museum.

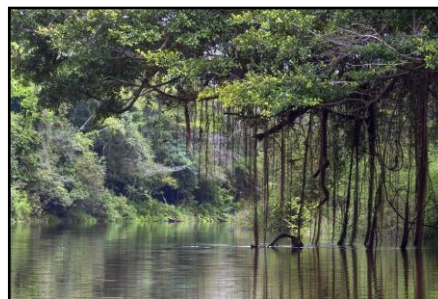
1.4 Conjunctions/Discourse Markers

Position Firstly, Secondly, Thirdly, Next, Meanwhile, Subsequently, Finally, To summarise, In conclusion.

Emphasis Importantly, Notably, Significantly, In particular.

Addition Furthermore, Additionally, In addition, As well as.

Contrast/Compare Although, Whereas, Alternatively, Likewise, Similarly, Equally.



1.5 Article Writing

- Headline and Strapline
- Introduction to create interest – (include who, what, where, when, how and why?)
- 3-4 middle paragraphs
- Short but effective conclusion
- Lively style
- DAFORESTI techniques

1.6 Success Criteria

1. Identify techniques and analyse language, form and structure.
2. Understand and comment on the writer's intentions using carefully chosen evidence.
3. Use effective language and techniques in their own persuasive writing.
4. Write accurate and engaging texts with varied sentencing and paragraphing.

1.7 Exploring Techniques

Use at least five of the persuasive techniques to encourage fellow students to visit this place. Do you recognise it?



Extension Task: Write a letter to a friend sharing your experience of a recent day trip. This could be negative or positive. You may choose to persuade them never to visit this place or visit as soon as they can.

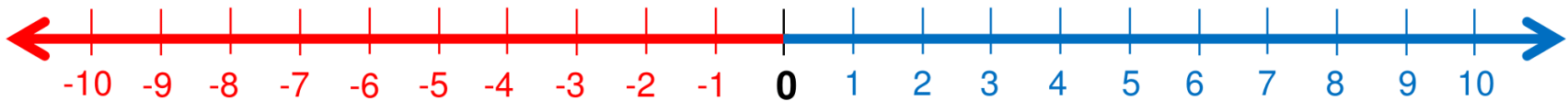
Include:

- Clear paragraphs
- Effective vocabulary that creates clear imagery
- Five of the persuasive techniques

Enrichment: Research a country you would like to visit and create a leaflet which informs the readers all about this place.



Can you find an article that writes about a local attraction in your area? Can you identify any of the persuasive techniques? What makes it effective?



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



Maths Unit 3 Graphs, Tables and Charts

What do I need to be able to do?

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

- Design and complete an ungrouped frequency table.
- Read and interpret grouped tables (discrete and continuous data)

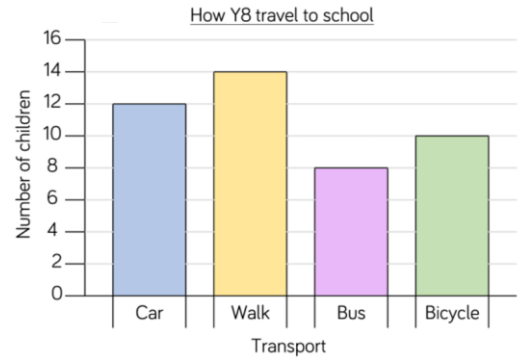
Keywords

Quantitative: numerical data
Qualitative: descriptive information, colours, genders, names, emotions etc

Enrichment Opportunities

How big are classes 5,6 & 7?
<https://nrich.maths.org/2399>

Bar and line charts (425)



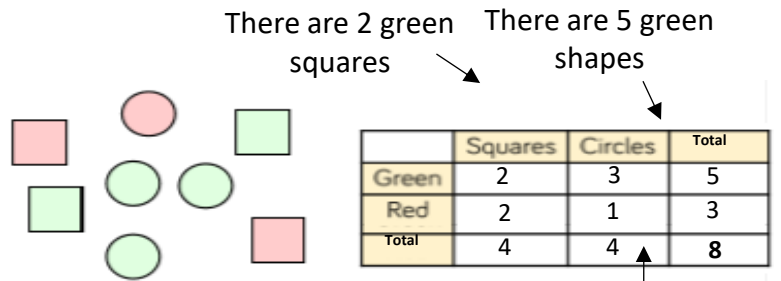
Use addition/ subtraction methods to extract information from bar charts.

e.g. Difference between the number of students who walked and took the bus.

Walk frequency – bus frequency

Representing data in two-way tables (422-423)

Two-way tables represent discrete information in a visual way that allows you to make conclusions, find probability or find totals of sub groups



Using your two-way table

To find a fraction
e.g. What fraction of the items are red? **3 red items but 8 items in total**
 $\text{total} = \frac{3}{8}$

Interleaving: Use your fraction, decimal percentage equivalence knowledge

Ungrouped Data (402)

The table shows the number of siblings students have. The answers were **3, 1, 2, 2, 0, 3, 4, 1, 1, 2, 0, 2**

The number of times an event happened

2 people had 0 siblings. This means there are 0 siblings to be counted here

Number of siblings	Frequency
0	2
1	3
2	4
3	2
4	1

0
3
 $2 + 2 + 2 + 2 \text{ OR } 2 \times 4 = 8$
 $8 + 3 \text{ OR } 3 \times 2 = 6$
4

Best represented by discrete data. (Not always a number)

OVERALL there are
0 + 3 + 8 + 6 + 4
Siblings = 21 siblings

Grouped Data (403)

If we have a large spread of data it is better to group it.

Discrete Data
The groups do not overlap

Cost of TV (£)	Tally	Frequency
101 - 150	THL II	7
151 - 200	THL THL I	11
201 - 250	THL	5
251 - 300	III	3

Continuous Data
To make sure all values are included inequalities represent the subgroups

x Weight(g)	Frequency
$40 < x \leq 50$	1
$50 < x \leq 60$	3
$60 < x \leq 70$	5

e.g. this group includes every weight bigger than 60Kg, up to and including 70Kg.



Maths Unit 3 Graphs, Tables and Charts

What do I need to be able to do?

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

- Draw and interpret scatter graphs
- Describe correlation and relationships.
- Identify different types of non-linear relationships.
- Draw Pie charts

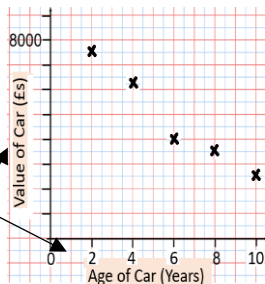
Keywords

- Variable:** a quantity that may change within the context of the problem.
- Relationship:** the link between two variables (items). E.g. Between sunny days and ice cream sales
- Correlation:** the mathematical definition for the type of relationship..
- Origin:** where two axes meet on a graph.
- Line of best fit:** a straight line on a graph that represents the data on a scatter graph.
- Outlier:** a point that lies outside the trend of graph.

Draw and interpret a scatter graph. (453)

Age of Car (Years)	2	4	6	8	10
Value of Car (£s)	7500	6250	4000	3500	2500

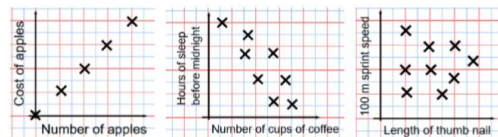
All axes should be labelled



The axis should fit all the values on and be equally spread out

- This data may not be given in size order
- The data forms information pairs for the scatter graph
- Not all data has a relationship

Linear Correlation (453,454)



Positive Correlation Negative Correlation No Correlation

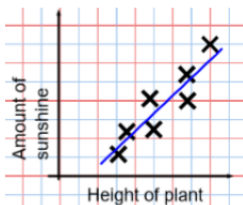
As one variable increases so does the other variable

As one variable increases the other variable decreases

There is no relationship between the two variables

The line of best fit (454)

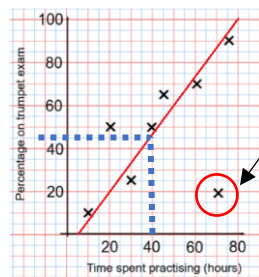
The Line of best fit is used to make estimates about the information in your scatter graph



Using a line of best fit (454)

Interpolation is using the line of best fit to estimate values inside our data point.

e.g. 40 hours revising predicts a percentage of 45.



This point is an "outlier" It is an outlier because it doesn't fit this model and stands apart from the data

Draw Pie Charts (427-429)

Type of pet	Dog	Cat	Hamster
Frequency	32	25	3

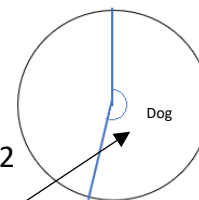
$$\frac{32}{60}$$

"32 out of 60 people had a dog"

This fraction of the 360 degrees represents dogs

$$\frac{32}{60} \times 360 = 192$$

Use a protractor to draw This is 192°



Enrichment Opportunities

Charting success
<https://nrich.maths.org/7735>



Changes of state

Changes of state and conservation of mass

Changes of state are physical changes because no new substances are produced. The mass always stays the same because the number of particles does not change.

Particles and kinetic energy

When the temperature of a substance is increased, the kinetic energy store of its particles increases and the particles vibrate or move faster.

If the kinetic store of a substance's particles increases or decreases enough, the substance may change state.

Density

You can calculate the density of an object if you know its mass and volume:

$$\text{density (kg/m}^3\text{)} = \frac{\text{mass (kg)}}{\text{volume (m}^3\text{)}}$$
$$\rho = \frac{m}{V}$$



Internal energy

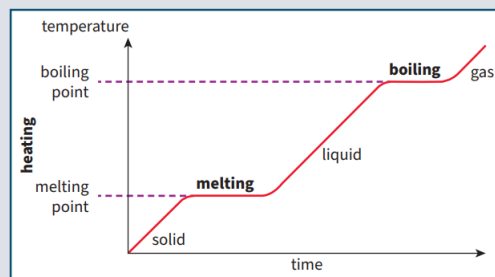
Heating a substance increases its **internal energy**.

Internal energy is the sum of the total kinetic energy the particles have due to their motion and the total potential energy the particles have due to their positions relative to each other.

Latent heat

In a graph showing the change in temperature of a substance being heated or cooled, the flat horizontal sections show when the substance is changing state.

The energy transfers taking place during a change in state do not cause a change in temperature, but do change the internal energy of the substance.



States of matter

Gas	Arrangement	<ul style="list-style-type: none">particles are spread outalmost no forces of attraction between particleslarge distance between particles on average
	Movement	<ul style="list-style-type: none">particles move randomly at high speed
	Properties	<ul style="list-style-type: none">low densityno fixed volume or shapecan be compressed and can flowspread out to fill all available space

Liquid	Arrangement	<ul style="list-style-type: none">particles are in contact with each otherforces of attraction between particles are weaker than in solids
	Movement	<ul style="list-style-type: none">particles are free to move randomly around each other
	Properties	<ul style="list-style-type: none">usually lower density than solidsfixed volumeshape is not fixed so they can flow

Solid	Arrangement	<ul style="list-style-type: none">particles held next to each other in fixed positions by strong forces of attraction
	Movement	<ul style="list-style-type: none">particles vibrate about fixed positions
	Properties	<ul style="list-style-type: none">high densityfixed volumefixed shape (unless deformed by an external force)

The relationship between temperature and pressure in gases

Gas temperature

The particles in a gas are constantly moving in random directions and with random speeds. The temperature of a gas is related to the average kinetic energy of its particles. When a gas is heated, the particles gain kinetic energy and move faster, so the temperature of the gas increases.

If the temperature of a gas in a sealed container is increased, the pressure increases because

- the particles move faster so they hit the surfaces with more force
- the number of these impacts per second increases, exerting more force overall.

Gas pressure

The pressure a gas exerts on a surface, such as the walls of a container, is caused by the force of the gas particles hitting the surface. The pressure of a gas produces a net force at right angles to the walls of a container or any surface.

If a gas is compressed quickly, for example, in a bicycle pump, its temperature can rise. This is because

- compressing the gas requires a force to be applied to the gas – this results in work being done to the gas, since work done = force × distance
- the energy gained by the gas is not transferred quickly enough to its surroundings.

Specific heat capacity

When a substance is heated or cooled the temperature change depends on:

- the substance's mass
- the type of material
- how much energy is transferred to it.

Every type of material has a **specific heat capacity** – the amount of energy needed to raise the temperature of 1 kg of the substance by 1 °C.

The energy transferred to the thermal store of a substance can be calculated from the substance's mass, specific heat capacity, and temperature change:

$$\text{change in thermal energy (J)} = \text{mass (kg)} \times \text{specific heat capacity (J/kg}^\circ\text{C)} \times \text{temperature change (}^\circ\text{C)}$$

$$\Delta E = m c \Delta \theta$$

This equation will be given to you on the equation sheet, but you need to be able to select and apply it to the correct questions.



Key terms

Write a definition for these key terms.

boiling condensation conservation of mass density evaporation freezing fusion
internal energy latent heat melting specific latent heat sublimation vaporisation

Enrichment Opportunities

Gas properties simulation

https://phet.colorado.edu/sims/html/gas-properties/latest/gas-properties_en.html

Revision

<https://www.bbc.co.uk/bitesize/topics/z3ybb82>

$$\begin{array}{l} \text{thermal energy for} \\ \text{a change in state} \end{array} \quad (\text{J}) = \begin{array}{l} \text{mass} \\ (\text{kg}) \end{array} \times \begin{array}{l} \text{specific} \\ \text{latent heat} \end{array} \quad (\text{J/kg})$$

$$E = m \times l$$



Photosynthetic reaction

Photosynthesis is a chemical reaction in which energy is transferred from the environment as light from the Sun to the leaves of a plant. This is an **endothermic** reaction.

Chlorophyll, the green pigment in **chloroplasts** in the leaves, absorbs the light energy. Leaves are well-adapted to increase the rate of photosynthesis when needed.

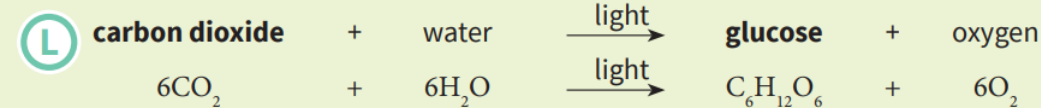
Rate of photosynthesis

A **limiting factor** is anything that limits the rate of a reaction when it is in short supply.

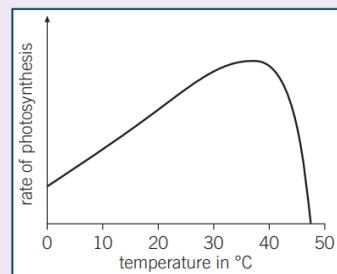
The limiting factors for photosynthesis are

- temperature
- carbon dioxide concentration
- light intensity
- amount of chlorophyll.

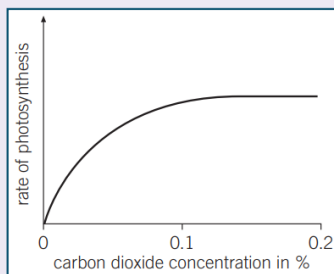
Less chlorophyll in the leaves reduces the rate of photosynthesis. More chlorophyll may be produced by plants in well-lit areas to increase the photosynthesis rate.



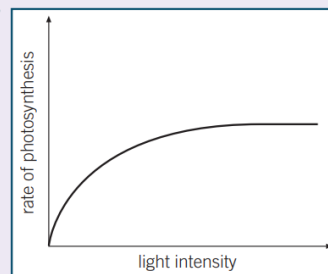
Limiting factors and photosynthesis rate (HT only)



- At low temperatures the rate of photosynthesis is low because the reactant molecules have less kinetic energy.
- Photosynthesis is an enzyme-controlled reaction, so at high temperatures the enzymes are denatured and the rate quickly decreases.



- Carbon dioxide is used up in photosynthesis, so increasing carbon dioxide concentration increases the rate of photosynthesis.
- At a certain point, another factor becomes limiting.
- Carbon dioxide is often the limiting factor for photosynthesis.



- Light energy is needed for photosynthesis, so increasing light intensity increases the rate of photosynthesis.
- At a certain point, another factor becomes limiting.
- Photosynthesis will stop if there is little or no light.

Enrichment Opportunities

Pond weed RP simulator

<https://amrita.olabs.edu.in/?sub=79&brch=16&sim=126&cnt=4>

Revision

<https://www.bbc.co.uk/bitesize/guides/zs4mk2p/revision/1>

Key terms

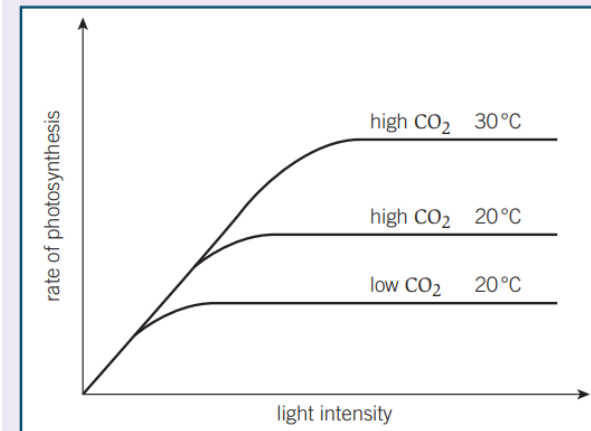
Make sure you can write a definition for these key terms.

carbon dioxide chlorophyll chloroplast concentration endothermic glucose greenhouse gases light intensity inverse square law limiting factor photosynthesis protein synthesis

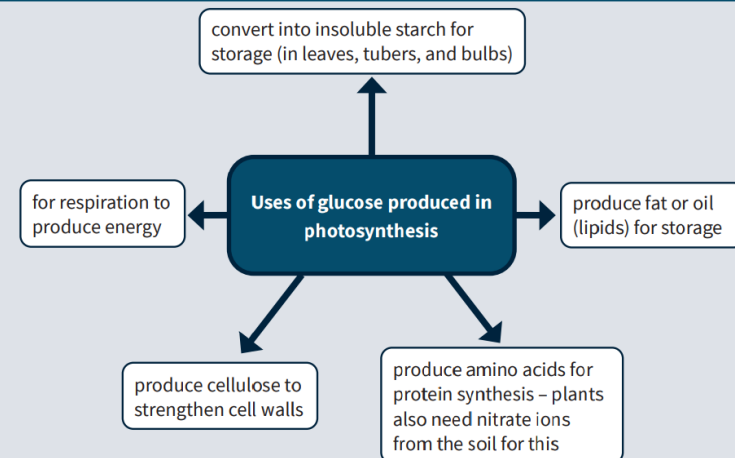
Interaction of limiting factors (HT only)

Limiting factors often interact, and any one may be limiting photosynthesis.

For example, on the graph the lowest curve has both carbon dioxide and temperature limiting photosynthesis. Temperature is limiting for the middle curve, and the highest curve shows photosynthesis rate increases when both temperature and carbon dioxide are increased until another factor becomes limiting.



Uses of glucose



Dia de los Muertos

Day of the Dead Festival:

- **1st November** 'Dia de los Angelitos' Day of the angels, innocents souls of **children** are remembered
- **2nd November** 'Dia de los Difuntos' Day of the dead (**adults**)
- The official celebration day is the 2nd November but celebrations can start on the 31st October so it lasts 3 days in total.
- The festival is to **remember your loved ones which have passed away, be happy, joyful and laugh.**
- Dia de los muertos is **not related to Halloween**, it is an older Aztec celebration.
- The difference with Halloween is that **day of the dead** is a **happy** event and Halloween instils fear in people about death and the dead which does not **preserve their spirit or memory respectfully or peacefully.**

Pan de muerto/death bread:
has bone shapes on the top, it is a sweet orange sugary bread



Sugar Skulls



Altars



Man Made

Man made objects have been constructed, caused or made in some way by human beings. Natural forms have occurred or grown naturally.



Many artists are inspired by man-made objects, Michael Craig-Martin, Jim Dine and Mark O'Brien are some of the artists that we will look at.



Michael Craig-Martin



Jim Dine



Mark O'Brien



Sculpture Key Words and Information

An artist who creates work that is three dimensional is called a **sculptor**. Sculpture can be made from a range of materials that might make the work permanent or temporary, such as:






- natural materials, e.g., grasses, bark, pebbles, rushes, leaves, clay, stone, wood
- made materials, e.g., fabric, card, cardboard, clay tiles, plastic, bronze, metal, wire, glass
- reclaimed materials, e.g., made for one purpose and used again for another purpose
- visual qualities, e.g., shape, form, texture, colour, pattern
- Different materials will give different tactile qualities, e.g., hard, soft, rough, smooth, bumpy, rigid, pliable
- Different processes are used to create a range of outcomes, processes could include assembling, carving, modelling, casting or constructing

Enrichment: Watch the following series with artist Grayson Perry
<https://www.channel4.com/programmes/graysons-art-club>



Forming & Shaping Techniques

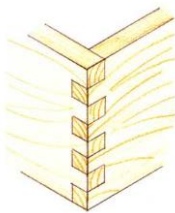
Tools & Equipment

Name of tool	Picture	What the tool is used for
Tenon Saw		Cuts accurate straight lines in small pieces of wood and provides a smooth cut.
Hot wire strip heater		Used for forming plastic by applying heat to the material
Try Square		Marks out and checks right angles
Disc Sander		This machine smooths surfaces and removes old finishes (e.g. paint)
Bench Hook		Holds the material when cutting straight lines.

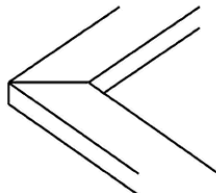
Polymers

Thermosetting Polymers	Thermoforming Polymers
Urea Formaldehyde Epoxy Resin Melamine Formaldehyde Phenol Formaldehyde	Acrylic Polypropylene High-Density Polyethylene Polyvinyl Chloride (PVC)
Uses: Electrical fittings, kitchen worktops, boat hulls, adhesives	Uses: Signage, drinks bottles, food packaging and window sills

Wood Joints



Finger Joint



Mitre Joint

The finger joint requires a higher degree of skill to produce, but is far superior in strength. Aesthetically, the mitre joint looks attractive and is used for frame construction.

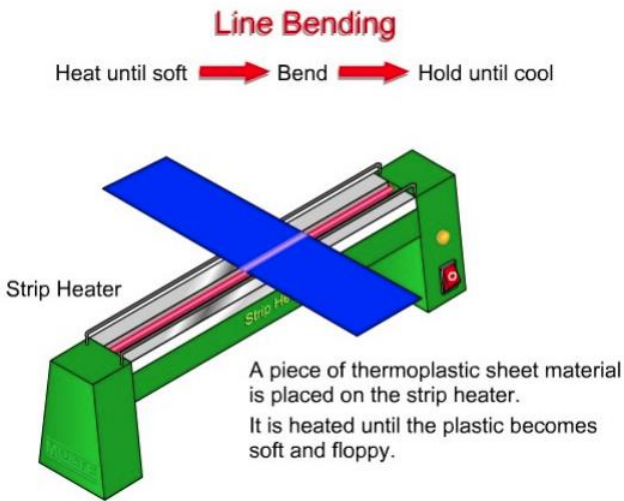
Health & Safety

1. Listen carefully to the teacher's instructions
2. Always clamp work before drilling/cutting
3. Wear safety glasses when using machinery
4. Carry and store sharp tools safely

Try these websites to support you

www.youtube.com/watch?v=pojJlMo8U2I

www.educationquizzes.com/ks3/d-and-t/resistant-materials-02/



Key words:

- Acrylic
- Former
- Thermoforming polymers
- Design brief
- Thermosetting polymers

The Science of Food: Eggs & Cakes

Red Lion and how they can be used



All eggs sold in Britain must be marked with a code that shows:

- Which egg producer they came from (Farm ID)
- The country of origin (UK)
- The type of method used, e.g. free range, organic, barn, cage.

Lion Quality Mark

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

Key Words:

1. Coagulation
2. Gelatinisation
3. Caramelisation
4. Shorten
5. Viscosity
6. Aerate
7. Raising Agent
8. High risk food
9. Emulsion
10. Peak

Eggs should be stored in the fridge (3°C) or a cool place away from strong smelling foods. Eggs should be stored blunt end upwards. They should be removed from the fridge an hour or so before use, because cold eggs do not whisk well. Most eggs we use come from British hens, but they can also come from duck, geese and quail.

Trapping air/Aerating:

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

Example: sponge cake, swiss roll and meringues

Stretch & Challenge:

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



Farming Methods

Caged / battery:

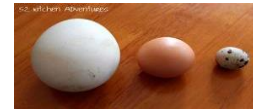
- Hens are kept indoors in cages. Light, food and temperature are all controlled to maximise egg laying. Fertilisers/medication are sometimes used. This is the cheapest method of egg production.

Barn:

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

Free range / organic:

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



Nutrition in eggs

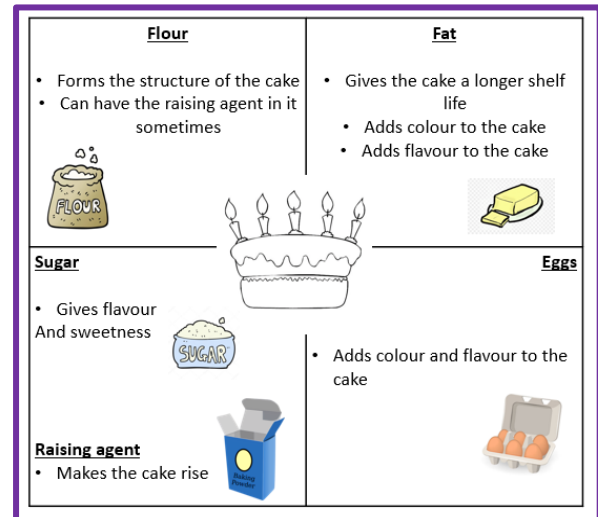
Eggs are a nutritious food and good value for money.

There is no recommended limit on how many eggs we should eat. Eggs offer us:

Easily digested protein needed for growth.
Essential vitamins, A,D,E, K and B groups – but no vitamin C
Minerals in iron, phosphorus and zinc
Only 80-90 kcal an egg – and are low in saturated fat.

Raising Agents

Chemical	Biological	Mechanical	Physical
Bicarbonate of soda / baking powder	Yeast	Whisk or sieve	Steam



Creaming Method	Rubbing-in Method
<p>Examples: Victoria sponge / muffins</p> <p>Definition: Sugar and butter creamed with a wooden spoon before other ingredients are added</p>	<p>Examples: Crumble, shortbread, pastry</p> <p>Definition: Use your hands to mix fat and flour together before adding any other ingredients</p>
Whisking / All-in-one Method	Melted Method
<p>Examples: Swiss roll, cupcakes, sponges, gateaux</p> <p>Definition: All-in-one – Add all ingredients to the bowl at once and mix until smooth</p> <p>Whisking – Use the whisk to aerate the mixture</p>	<p>Examples: Brownies, flapjacks, rocky road</p> <p>Definition: Melt the fats on the hob in a saucepan before mixing the eggs and baking the product</p>

Cake making 37 methods

Photography

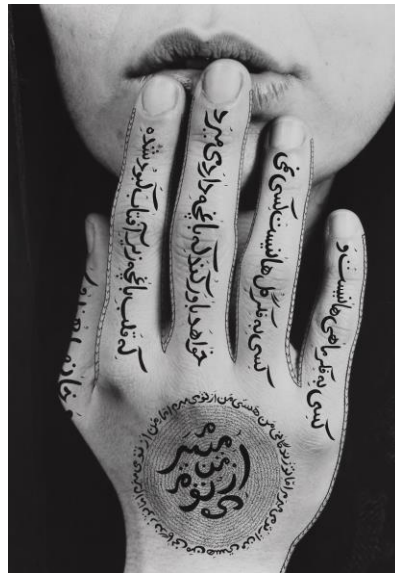
Many photographers combine photographic elements with editing techniques to produce a unique image. The image can tell you a story or convey a mood or feeling.



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

THE LANGUAGE OF PHOTOGRAPHY

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



WHAT YOU'LL LEARN

Introduction to Portrait Photography:

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

Composition and Framing:

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

Lighting Techniques:

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

Post-Processing:

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

Storytelling:

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

Angle and Perspective:

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

Digital Filters and Effects:

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

Enrichment: Explore the history of photography

<https://www.tate.org.uk/art/art-terms/p/photography>





Data and Information

Data is raw facts and figures without CONTEXT it basically is meaningless

Information is data with context

Businesses want data so that they can build a profile of a customer and the kind of products and services that they may like to use as well as conduct financial transactions

Criminals could gain access to this data and potentially use it for their financial gain. By either selling it on maliciously or using it themselves.

Data Protection Act 2018 serves as legislation to keep your data safe



Used fairly, openly, and in accordance with the law



Used for a specific and stated reason



Used only in a way that is necessary and sufficient for the purpose for which it was collected



Accurate and up-to-date



Only kept for as long as it is needed



Protected against loss, damage, and unauthorised access

Social engineering

- Shoulder surfing
- Name Generator
- Phishing
- Blagging

Hacking is gaining unauthorised access to or control of a computer system:

- To steal data
- To disrupt services
- For financial gain
- For political reasons (espionage and activism)
- For fun (planting the flag)
- For ethical reasons

Cryptojacking is where attackers deploy software on a victim's device, and begin using their computing resources to generate cryptocurrency, without their knowledge. Affected systems can become slow and cryptojacking kits can affect system stability.

DDOS (Distributed Denial of Service attack) where multiple computers flood a server with requests stopping access to it.

Brute force attack

This is a form of attack that makes multiple attempts to discover something (such as a password).

Malware

Malware (malicious software) is software that is designed to gain access to your computer with malicious intent.

- Viruses
- Worms
- Ransomware
- Trojans
- Spyware
- Adware
- Botnet



Protections

To protect from Malware you might want to implement the following features.

- Anti-malware
- Firewall
- Password rules
- Auto-updates
- Two-factor authentication
- Biometrics
- CAPTCHA
- Staff training

Enrichment Opportunities

<https://ico.org.uk/>
<https://joincyberdiscovery.com/>
<https://www.cybersecuritychallenge.org.uk/>

Design Element Features

Acting

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

Set Design

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

Costume Design

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

Lighting Design

- Colour - what do you want to tell the audience?
- Coverage – how much of the stage is covered
- Intensity – how bright it is
- Edges – a clear hard edge or a hazy soft edge
- Gobo/specials – patterned cut outs or any other lights

Extension
and Further
Info

Learning
Lines



Topic Objectives

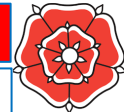
- To develop and rehearse a script extract for performance
- To use acting, directing and design elements in a professional way
- To perform the extract to the class using all the skills from KS3

Year 9 Assessment Criteria

Performing	Analysing	Devising	Drama Roles	Drama Techniques
<ul style="list-style-type: none"> • Can identify and use all elements of VTAPPE FEMPIG effectively • Can confidently perform a range of characters and texts • Can perform in a range of styles including Brecht and Physical Theatre • Can perform using props and costume • Can perform using design elements 	<ul style="list-style-type: none"> • Can analyse use of VTAPPE FEMPIG in professional theatre • Can discuss and analyse different styles of theatre including Brecht, Naturalism, Comedy, Physical Theatre • Can discuss design elements such as colour, texture etc. and their effect • Can understand semiotics and symbolism 	<ul style="list-style-type: none"> • Can create performances for a specific purpose e.g. theatre for change • Can create performances in a range of genres and styles • Can work positively in groups with a range of people • Can work independently; rehearsing, improving and developing your performances • Can develop detailed creative ideas in response to a stimulus 	<ul style="list-style-type: none"> • Can understand backstage and design roles • Can create lighting, set and costume designs for a chosen text • Can understand roles in professional theatre • Can apply these roles to a performance project 	<ul style="list-style-type: none"> • Can recognise multiple techniques and their purpose • Can identify and use Brecht techniques • Can use multiple techniques together for an intended purpose e.g. educate • Can use techniques confidently and effectively considering the audience

40





Why study a language?

Where can languages take me?

- Technology, globalisation and ease of international travel are bringing more of the world within our reach.
- Studying languages can help improve your memory and concentration.
- A confidence in your ability to communicate can also be developed when studying a language.
- Being able to adapt to a range of situations in the workplace can be made easier if you are able to speak multiple languages.
- There are financial gains to be enjoyed from learning a second language. Multilinguals can earn on average 8% more than their monolingual counterparts.
- If you were to study a language at university, you get to spend a whole year, paid for, in that country!
- People always find it impressive when you can speak another language!
- By speaking another language, you become more familiar with the culture of that country/countries. This can help to broaden your knowledge of the world and other cultures.

Jobs to do with languages

- Translators use their knowledge of languages when translating written documents, TV programmes and films into other languages.
- Language interpreters work in different settings such as hospitals and the police, to interpret spoken language and to relay important information.
- Tour guides use different languages depending on who they are showing around a place or attraction.
- It is useful for flight attendants to be multilingual so that they can offer passengers a more comfortable flight experience.
- Embassies employ people all over the world who can speak at least one other language, as this is essential when speaking to embassies in other countries.
- Ski instructors are more employable if you can speak the language of the country you'd like to work in.
- You can do any job you'd like whilst working in another country, if you can speak the language.

Statistics

- More than 300 languages are spoken in London alone.
- People with an additional language can earn 8-20% more income than others.
- 20,000 English words come from French.
- Less than 6% of the world speak English as a first language.
- 74% of the world population speak no English at all.
- Studies have shown that learning a language is one of the most effective brain workouts you can do.
- In recent years, scientists have discovered that learning a language can fend off Alzheimer's and other forms of dementia for up to five years.
- According to new research from the University of Cambridge, if there was an increase in secondary-school pupils learning one of four different languages, UK GDP could increase by billions of pounds over 30 years.

Le Franglish!

You Can't Read This Article Si T'es Pas Bilingue
(English & Français)

Being bilingual est parmi the best pleasures dans le monde entier. Think about it pour un instant. You can utiliser deux different languages en même temps in a such a way that makes ton cerveau wants to exploser from the speed par la quelle it switches from one langue to l'autre but still tu peux do it and ressentir spécial(e) at the same time, et c'est pour ça you are unique. le fact that tu peux lire this article without stopping to think est un talent très few people have. La majorité of people struggle to lire juste in one single language, but what you are doing maintenant est un signe of absolute genius. Reading a très complicated texte in two langues différentes seamlessly makes you un(e) nerd et someone qui trouve joy in languages. Reading cet article must have given your brain a nice little workout.

Enrichment Opportunities

Where will languages take me? | British Council

<https://www.britishcouncil.org/school-resources/languages/where-will-languages-take-me>



Key word definitions

Biome – A very large scale ecosystem with a particular climate and community of plants and animals

Cash crops – Crops that farmers grow quickly to sell, rather than to use for themselves

Colonisation – When a country takes control of another country for its own benefit

Commonwealth – An association of 53 member countries, most of which were once British colonies

Desertification – Where green land such as farmland becomes desert, usually due to global warming or human overuse

Developing – The processes of change that go on in a country, with the aim of improving people's lives

Drought – Less rainfall than usual over an extended period of time

Exports – Selling goods and services to another country. Therefore, goods leave the country

Flash flood – A sudden flood, usually caused by a very heavy burst of rain

GNI per capita – Gross National Income per person is a measurement where the country's wealth is divided by population

Great Rift Valley – Series of trenches in Africa stretching for 7000km cause by the tectonic plates moving apart

Infrastructure – The built environmental, for example bridges and roads

Maasai - ethnic group inhabiting northern, central and southern Kenya and northern Tanzania.

Megacity – A city with more than 10million people

National park/reserve – A protected area, usually for conservation

Natural increase – The difference between birth rate and death rate. More people being born so population increases

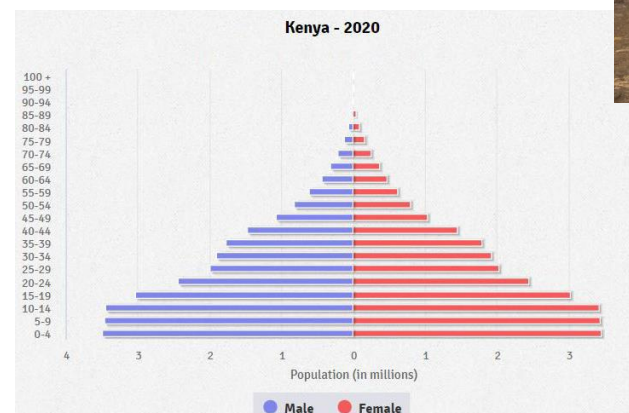
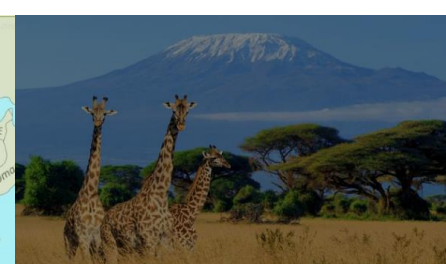
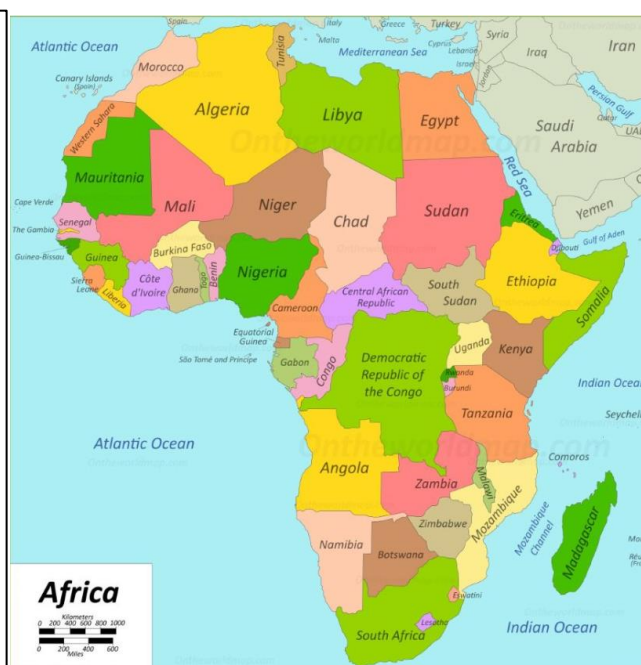
Nomadic – A person who rears animals and travels with them to find new grazing

Poverty – extremely poor, not a good/safe quality of life

Slave trade – the procuring, transporting, and selling of human beings as slaves, in particular the former trade in black Africans as slaves by European countries and North America.

Slum – Collection of very poor quality housing

Subsistence farming – farming food to eat and not to sell



Enrichment Opportunities:

Compare South Africa's literacy and GNI per capita statistics to another African country of your choice. Can you explain the differences?



3.1 Key Dates	
1848	Karl Marx released his Communist Manifesto which introduced the idea of Communism
1918	The Communist party of Russia take power overthrowing Tsar Nicholas II.
1922	Mussolini and his Fascist party take control of Italy.
1933	Hitler becomes Chancellor of Germany, he goes on to create a Fascist Dictatorship.
1949	China becomes a Communist Country.
1959	Fidel Castro and his Communist party take over Cuba.
1975	Pol Pot took power in Cambodia with support of China and the rural Cambodian population.

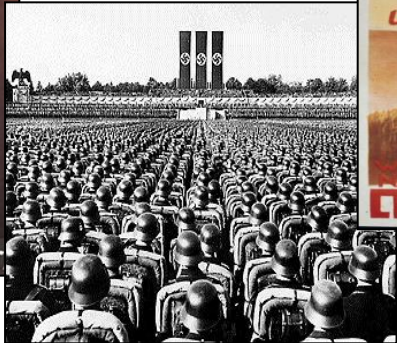
3.3 Key Terms/ Concepts	
Versailles Treaty	The peace treaty signed by Germany to surrender in WW1.
Reparations	£6,600 million Germany had to pay to the Allies.
Article 231	The War Guilt Clause.
Demilitarisation	Germany made to reduce their number of soldiers to 100,000 and remove all military from the Rhineland.
The ‘Stab in the Back’ Myth	The popular theory that the German Army was betrayed by their own government (‘Dolchstoß’).
Wall Street Crash	The economic catastrophe in America where stocks and shares rapidly lost value.
The Great Depression	The Worldwide economic disaster caused by the Wall St Crash. Unemployment in Germany reached 6mill.
Dictatorship	A regime where people have very few rights and little say in how the country is run.

3.2 Key People	
Adolf Hitler	Leader of the Nazi party who seized control of Germany in 1933.
Benito Mussolini	The Italian leader of the Fascists and Dictator of Italy.
Vladimir Lenin	Led the Communist revolution in Russia (1918).
Karl Marx	A philosopher who devised the concept of Communism.
Emeline Pankhurst	Founder of the Suffragettes.
Pol Pott	Led the Cambodian Communist Revolution.
Mao Zedong	Led the Chinses Communist Revolution.
Fidel Castro	Led the Cuban Communist Revolution.

Steps to Nazi Dictatorship
1918- Germany surrenders to the Allies in World War One
1919- Versailles Treaty signed by German government
1923- France invade The German Ruhr. Hyperinflation.
1929- Wall Street Crash in USA results in The Great Depression
1932- The Nazis become the biggest party in the Reichstag election
1933- Hitler appointed Chancellor by President Hindenburg



Ein Volk, ein Reich, ein Führer





The Holocaust

The Nazi persecution and systematic mass slaughter of over 6 million European Jews in Nazi concentration camps during World War II. It started in 1941 and ended in 1945, and also included the murder of political opponents, disabled people, homosexuals and gypsies.

Key events

30th Jan 1933	Hitler becomes the leader of Germany
1935	Nuremburg Laws
7th Nov 1938	Kristallnacht
1941	'Final Solution' decision

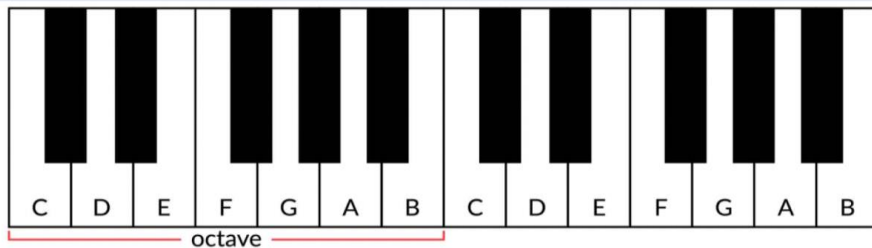
Key concepts

Before the Holocaust	Jewish minorities have faced persecution and discrimination throughout history in Europe. Key examples include the massacre at Clifford's Tower in 1190, they were blamed for the death of Jesus and banned from England in 1290-1656
Nazi persecution of the Jews	Included being blamed for Germany losing WWI, as a scapegoat. Boycotts of Jewish shops, legal restrictions and violence
Ghettos	Where Jews were forced to live in terrible conditions before the use of concentration camps. The largest was the Warsaw Ghetto which held at least 400,000 Jews in a 1.3 square mile area
Nuremburg laws	Included the German Reich Law which denied Jews of their German Citizenship, and the Law for the Protection of German Blood and German Honour, which banned marriage and children between Germans and Jews.

Key Terms

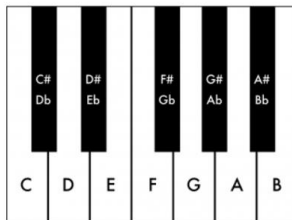
Anti-Semitism	Hostility or prejudice directed against the Jewish people.
Persecution	Hostility and ill-treatment, especially because of race or political or religious beliefs
ritualistic	Set actions performed as part of a ceremony, usually with religious importance
Blood libel	Libel means to make false and damaging claims about someone or something. Blood libel refers to the lies spread about the Jews committing ritualistic murders
Pogrom	Violent attacks directed against an ethnic minority such as Jews
Stereotype	An untrue view of someone or something – eg that all English people drink tea and have bad teeth.
Theory of evolution	Charles Darwin's theory that evolution happens by natural selection – animals who are unable to adapt will die and the strong will adapt and pass on their traits.
Aryan	An ancient race that were believed to be racially superior to other races
Synagogue	A Jewish place of worship
SS	Protection Squad, they were elite Nazi troops. They were heavily involved in running the Holocaust.
Sonderkommando	Jewish prisoners who were forced to help operate the gas chambers

A. Layout of a Keyboard/Piano



A piano or keyboard is laid out with **WHITE KEYS** and **Black Keys** (see section G). C is to the left of the two Black Keys and the notes continue to G then they go back to A again. Notes with the same letter name/pitch are said to be an **OCTAVE** apart. **MIDDLE C** is normally in the centre of a piano keyboard.

E. Left Hand/Right Hand (1-5)

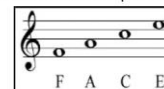


B. Treble Clef & Treble Clef Notation

A **STAVE** or **STAFF** is the name given to the five lines where musical notes are written. The position of notes on the stave or staff shows their **PITCH** (how high or low a note is). The **TREBLE CLEF** is a symbol used to show high-pitched notes on the stave and is *usually* used for the right hand on a piano or keyboard to play the **MELODY** and also used by high pitched instruments such as the flute and violin. The stave or staff is made up of 5 **LINE**s and 4 **SPACE**s.



Every Green Bus Drives Fast. Notes in the **SPACE**s spell "FACE"



Notes from **MIDDLE C** going up in pitch (all of the white notes) are called a **SCALE**.



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

Composition

Stretch

- Can notate compositions using appropriate formats
- Can identify and use chords I, IV and V accurately
- Can improvise effective melodies
- Can compose using a variety of compositional techniques

Secure

- Can combine rhythm, tempo and pitch accurately
- Can identify and compose using basic musical structures such as Binary (AB) or Ternary form (ABA)
- Can compose using a variety of instruments including technology
- Can explore correct use of instrumentation



Performing

Stretch

- Can notate compositions using appropriate formats
- Can identify and use chords I, IV and V accurately
- Can improvise effective melodies
- Can compose using a variety of compositional techniques

Secure

- Can combine rhythm, tempo and pitch accurately
- Can identify and compose using basic musical structures such as Binary (AB) or Ternary form (ABA)
- Can compose using a variety of instruments including technology
- Can explore correct use of instrumentation



Evaluating

Stretch

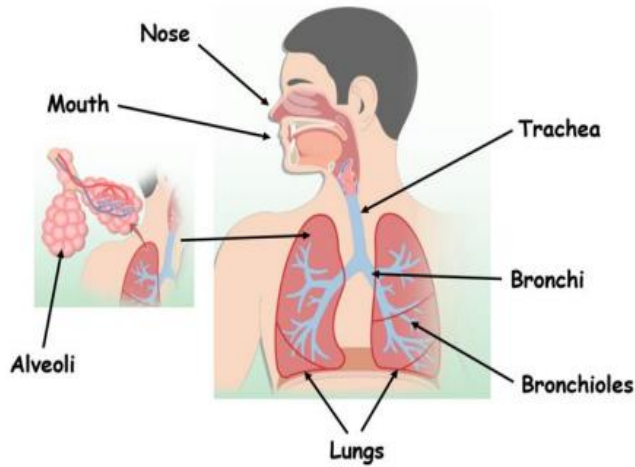
- Can notate compositions using appropriate formats
- Can identify and use chords I, IV and V accurately
- Can improvise effective melodies
- Can compose using a variety of compositional techniques

Secure

- Can combine rhythm, tempo and pitch accurately
- Can identify and compose using basic musical structures such as Binary (AB) or Ternary form (ABA)
- Can compose using a variety of instruments including technology
- Can explore correct use of instrumentation



THE PATHWAY OF AIR INTO THE LUNGS



Nose and mouth: Air enters the body through the nose and mouth.

Trachea: Air from the nose and mouth enters the wind pipe called the trachea. The trachea is surrounded by rings of cartilage to keep its shape and prevent it collapsing.

Bronchi: Air travels from the trachea and to each lung via a bronchus. Bronchi is the term for both the left and right bronchus. The passage of air gets smaller and smaller.

Bronchioles: The smaller airways that branch off the bronchi are called bronchioles. Bronchioles branch out through throughout the lungs and carry the air from the bronchi to the alveoli.

Alveoli: The bronchioles carry the air to the alveoli which are tiny air sacs. They are attached to the bronchioles. The exchange of oxygen and carbon dioxide occurs at the alveoli.

GASEOUS EXCHANGE



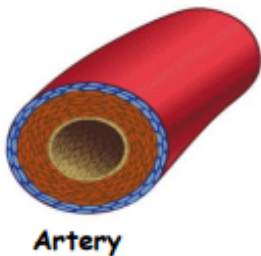
Features that assist in gas exchange

- Alveoli have very tiny air sacs with moist thin walls (only one cell thick).
- Alveoli have a very large surface area.
- Alveoli are surrounded by capillaries.
- It provides a large blood supply.

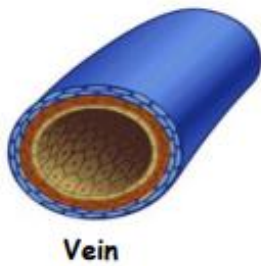
Gaseous exchange

- Gases move from areas of high concentration to areas of low concentration. If there is more oxygen in the alveoli than the capillaries, oxygen will move into the capillaries.
- Oxygen is diffused into the blood. It binds with **haemoglobin** in the blood to form **oxyhaemoglobin**.
- **Oxyhaemoglobin** is transported to the working muscles where it is used for aerobic activity.
- During aerobic activity, carbon dioxide is produced and is removed from the muscles by haemoglobin.
- Gaseous exchange occurs at the alveoli.

BLOOD VESSELS



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



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



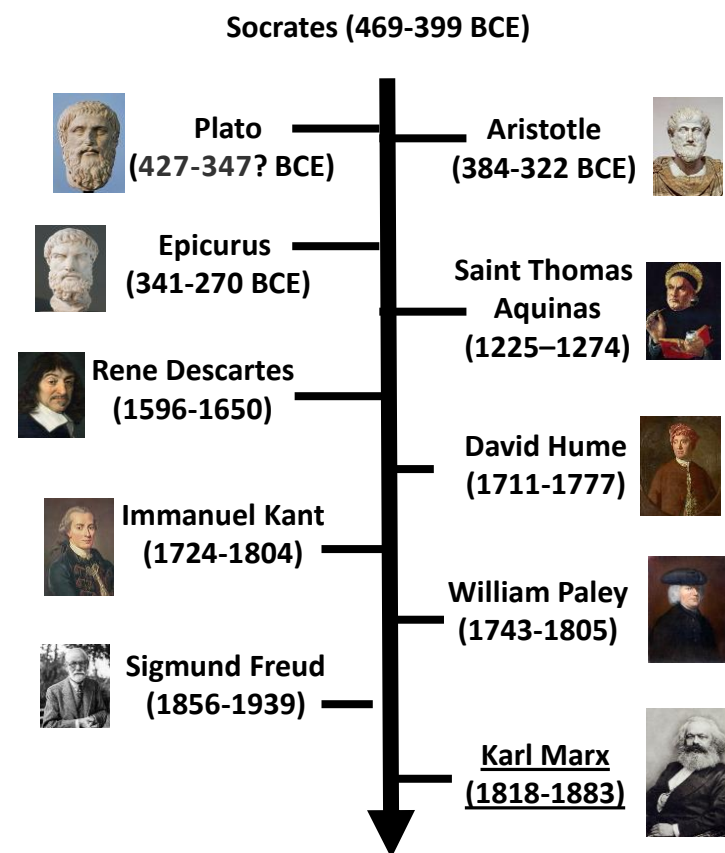
Very thin walls (one cell thick)
Small lumen (internal diameter)
Link smaller arteries with small veins
Allow gaseous exchange
Carry blood at low pressure



1.1 Key Vocabulary

A priori – A statement which is knowable without any reference to any experience. E.g. mathematics $5+7=12$
A Posteriori – A state which is knowable only after experience. E.g. that food is hot
Class consciousness – A term used by Marx to mean the working class becoming aware they are being oppressed
Design (or teleological) argument – The argument that the world looks designed and so has a designer - God
Empiricism – The theory that knowledge is gained through our five senses
False consciousness – A term used by Marx to describe a way of thinking that stops the working class from seeing how they are being oppressed
Fallacy of composition – An argument that wrongly claims that what is true of something's parts must also be true of the whole thing
First cause argument – The argument that everything in the universe needs a cause and so the universe also needs a cause, which is God
First certainty – 'I think; therefore I am': Descartes' realisation that the fact he thinks shows that his mind must exist.
Logical fallacy – A statement that is logically flawed
Opium of the people – A phrase used by Marx comparing religion to opium, an addictive painkilling and vision-creating drug
Rationalism – The theory that knowledge is gained through reason
Realm of Appearances – Plato's name for the world in which we live
Real of Forms – Plato's name for a perfect realm where our souls previously lived
Ruling class – According to Marx, the minority of rich and powerful people, such as factory owners
The problem of evil – The argument that evil and sufferings shows that an all-loving, all-powerful and all-knowing God cannot exist

1.2 The Greats: Timeline



Revision suggestions

- 1) Create a quiz from the key vocabulary.
- 2) To help you remember the key philosophers and their theories in 1.3 create two flash cards for each philosopher on one card write the name of the philosophers and on the other card in your own words summarise their theory. You can then use these cards to play snap or match the names up to the correct theory.



1.3 Key philosophers and their theories



Epicurus
(341-270 BCE)

Epicurus taught that although the gods exist, they have no involvement in human affairs. He saw religion as a source of fear that should be banished from people's minds if they were to live peaceful lives. He famously said; ***'If God is unable to prevent evil, then he is not all-powerful. If God is not willing to prevent evil, then he is not all-good. If God is both willing and able to prevent evil, then why does evil exist?' this became known as the Epicurus' trilemma*** and had been used by many atheists to prove that God does not exist.



Saint Thomas Aquinas
(1225-1274)

Aquinas believed that the existence of God could be proven by his 'Five Ways':

- 1) **Motion** – movement in the world has a cause. The 'ultimate mover' must be God.
- 2) **Cause** – every effect has a cause. Therefore, God must be the first cause of existence for everything else to follow.
- 3) **Contingency** – everything is impermanent. Nothing can exist without depending on something else. The world is dependent on something for its existence. That must be God.
- 4) **Perfection** – There are higher and lesser degrees of perfection. God must be the highest perfection.
- 5) **Order** – order is present in the world. There must be an intelligent designer to this order.



Aristotle
(384-322 BCE)

Aristotle is a severe critic of traditional religion, believing it to be false, yet he also holds that traditional religion and its institutions are necessary if any city, including the ideal city he describes in the Politics, is to exist and flourish. He believed that religion had long proven helpful in regulating social behaviour, something that will be particularly important to a tyrant who cannot necessarily count on the freely chosen support of his subjects. ***"A tyrant must put on the appearance of uncommon devotion to religion. Subjects are less apprehensive of illegal treatment from a ruler whom they consider god-fearing and pious."***



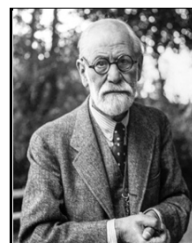
Rene Descartes
(1596-1650)

Throughout his life Descartes was a devout Christian. He believed that because there was a clear idea of perfect being (God) in his mind; God must exist. He also believed that because he had an idea in his mind about a perfect being and he himself was not perfect; There must be a God. The very fact that he is not perfect means he would not bear his own existence. Similarly, his parents, who are also imperfect beings, could not be the cause of his existence since they could not have created the idea of perfection within him. That leaves only a perfect being, God, that would have had to exist to create and be constantly recreating him. He famously said ***'God alone is the author of all the motions in the world'***



Plato
(427-347? BCE)

Plato believed that there was an all-knowing, benevolent God. Who providentially cares for and governs everything in the world. He believed that humans have an immortal human soul and that God is the source of all good, being the very Form of Goodness. He claims that religious faith is both against and above reason. He proclaims, ***"when we believe, we desire to believe nothing further."***



Sigmund Freud
(1856-1939)

Freud described religions as 'mass delusions' and claimed it to be childish wishful thinking. He said that religion was an illusion and all in the mind. Through his work with various patients, he tried to give a natural explanation for why people believe in God. He claimed that the reason is that religion satisfies three wishes or desires that all people have. Freud's theory is known as his wish-fulfilment hypothesis. According to Freud the three wishes we all have are;

- 1) *The desire for a father*
- 2) *The desire for fairness*
- 3) *The desire for immortality*



Karl Marx
(1818-1883)

Marx described religion as the 'opium of the people'. Opium is addictive, painkilling drug that can cause hallucinations. By using the metaphor of opium, Marx was claiming that the working class become addicted to religious ideas as a way of numbing the pain of their earthly existence. Religion offers them a pleasant illusion of an afterlife and blinds them to their oppression. He accused the ruling class of using religion to control and manipulate the working class by feeding them the idea that God favors and will reward those in poverty. Marx believed that there was biblical evidence to support his theory such as the teaching of Jesus; ***'it is easier for a camel to go through the eye of a needle than for a rich person to enter the Kingdom of God!'***



William Paley
(1743-1805)

Aquinas argued in his fifth way that natural things in the world appear to have been designed and this shows their must be an intelligent designer. This is known as the Design (or teleological) argument. Paley, inspired by this compared the world to an intricately designed watch. He noted that all the complex parts of a watch fit together in an orderly way so that it can achieve its purpose of telling the time. This is not simply an accident that has happened by chance; it is because a watch has a watchmaker. Just as a watch needs a watchmaker, he argued, then something even more complex, orderly and purposeful like the world must have a world maker.