Maidenhill School Knowledge Organiser

Year 9 – Term 4

Be kind, Aspire, Persevere, Achieve

Name:	Tutor:

Planner - Term 4

Week 2	Notes
Monday 24th February	Assessment Week
Tuesday 25th February	
Wednesday 26th February	
Thursday 27th February	
Friday 28th February	

Week 1	Notes
Monday 3rd March	
Tuesday 4th March	
Wednesday 5th March	
Thursday 6th March	
Friday 7th March	

Week 2	Notes
Monday 10th March	
Tuesday 11th March	
Wednesday 12th March	
Thursday 13th January	
Friday 14th March	

Week 1	Notes
Monday 17th March	RP2 published
Tuesday 18th March	
Wednesday 19th March	
Thursday 20th March	
Friday 21st March	

Planner – Term 4

Planner – Term 4

Week 2	Notes
Monday 24th March	
Tuesday 25th March	
Wednesday 26th March	
Thursday 27th March	
Friday 28th March	

Week 1	Notes
Monday 31st March	
Tuesday 1st April	
Wednesday 2nd April	
Thursday 3rd April	
Friday 4th April	

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

Notes…

Planner – Term 4

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 (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.

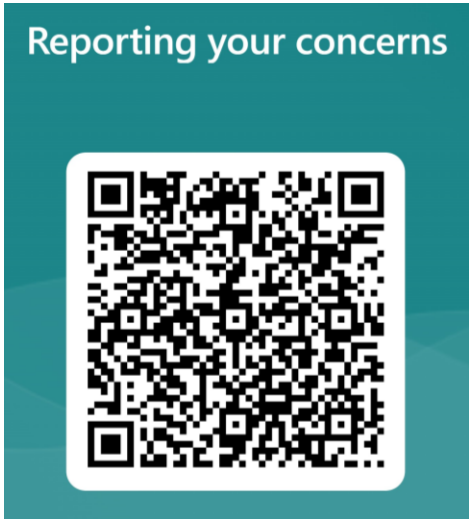
Date	Time	Student signature

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

Student out of lesson record

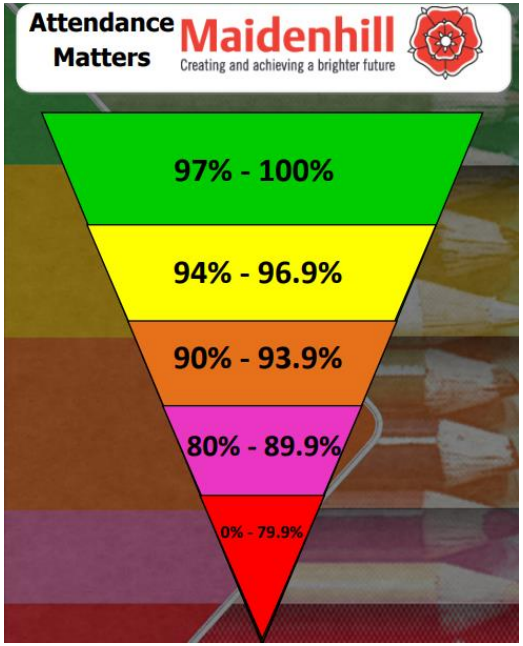
Date and time	Reason	Staff signature

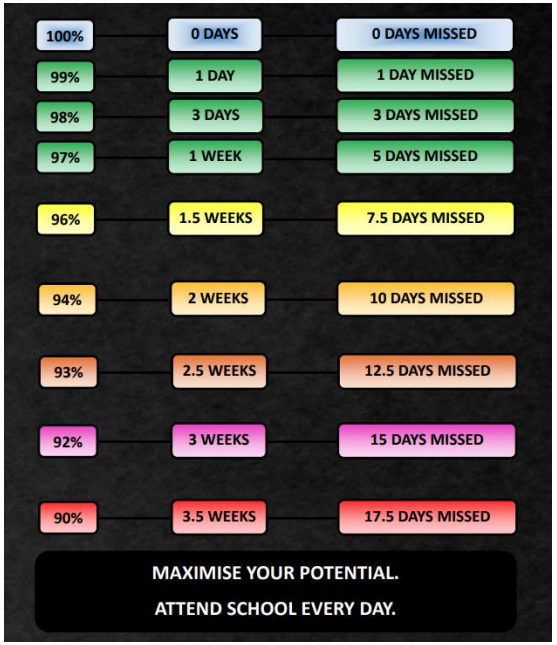
Have a problem? Worried about someone or something? Need someone to talk to? Scan the QR code and let us know.



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								
7								

Attendance – Term 4

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

- ❖ 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

Borrowed uniform items

Date	Item	Number	Returned

Home School Agreement and Uniform

Equipment and acceptable use of the school ICT facilities

Equipment

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

Be kind, Aspire, Persevere, Achieve

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

Incidents for which a students may be excluded include:

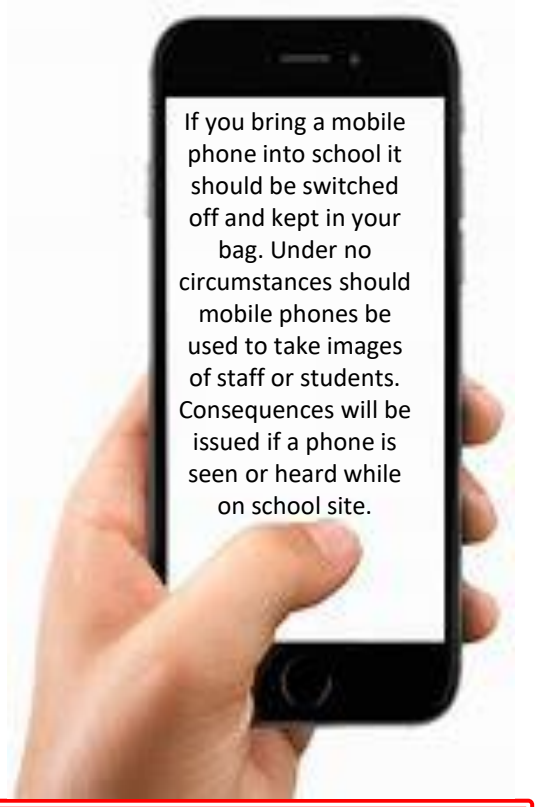
- In possession, under the influence of or dealing in illegal drugs. This also extends to alcohol and other toxic substances
- Serious physical or verbal aggression towards others
- Serious rudeness, defiance, threatening behaviour or inappropriate language towards a member of the school staff
- Anti-social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

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

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

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

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



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

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

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

Behaviour for Learning

Bullying

What is bullying?

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

Bullying includes repeated:

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

Types

- Physical
- Cyber
- Verbal
- Emotional
- Prejudice based

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

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

When you are talking about bullying, be clear about:

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

If you are being bullied, you can expect that:

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

ALL REPORTED INCIDENTS WILL BE TAKEN SERIOUSLY, INVESTIGATED AND APPROPRIATE ACTION TAKEN

Review Point 2

	Attitude to Learning	Attitude to homework	Organisation
Outstanding because student…	…always engages with activities showing resilience when challenged …actively seeks ways to improve work and responds effectively to feedback …demonstrates consistently high levels of effort and focus	…always demonstrates high levels of determination and motivation …works hard to proof read IS for spelling, punctuation and grammar (SPAG) …shows great pride in their presentation of homework	…is always on time to lessons and enters the classroom ready to learn …always brings correct equipment … always meets deadlines and is well prepared for tests, assessments and exams
Good because student…	…engages with activities often showing resilience when challenged …improves their work by responding to feedback …demonstrates high levels of effort and focus	…often demonstrates determination and motivation …proof reads IS for spelling, punctuation and grammar (SPAG) …shows pride in their presentation of homework	…is on time to lessons and enters the classroom ready to learn …brings the correct equipment …meets deadlines and is prepared for tests and exams
Not yet good because student…	…sometimes engages with learning activities but can be passive …responds to feedback but doesn't always work hard enough at this …sometimes demonstrates high levels of effort and but not consistently	…sometimes demonstrates determination but sometimes effort is below expectation …checks IS for spelling, punctuation and grammar (SPAG) but could put more effort into this …could take more pride in their presentation of homework	…does not always arrive on time and/or is not always ready to learn. …sometimes forgets to bring the correct equipment for learning …sometimes does not meet deadlines and/or is not prepared for tests and exams
Urgent improvement required because student…	…rarely engages with learning activities but not at the standard expected …rarely improves their work by responding to feedback and doesn't put enough effort into this …can make poor choices regarding behaviour and/or disrupts the learning of others	…rarely demonstrates determination and effort is often below expectation …makes insufficient effort to proof read for spelling, punctuation and grammar (SPAG) …rarely takes pride in their presentation of homework	…is often late to lessons and/or often enters the classroom not ready to learn … often lacks the correct equipment …often misses deadlines and/or is often unprepared for tests and exams
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.

Review Point 2

Review Point 2

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 ……

Review Point 2

Tutor time – Maths Task 1

Question 1 Find 10% of £40	**Question 2** Find 55% of £80	**Question 3** Factorise 42 - 66x	**Question 4** Factorise 4 + 6x
Question 5 Solve 6x + 3 = 18	**Question 6** Solve 5(4x - 5) = 155	**Question 7** Express 540 as a product of prime factors	**Question 8** Express 432 as a product of prime factors
Question 9 Find the median 15, 8, 19, 21, 18, 17	**Question 10** Calculate the mean 5, 3, 5, 2, 80	**Question 11** Work out $2 \times (8 + 5^2)$	**Question 12** Work out $12 \times (6 + 3^2)$
Question 13 Work out 16 ÷ 0.1 =	**Question 14** Work out 8.1 ÷ 0.9 =	**Question 15** Make x the subject of the formula $y = x + a$	**Question 16** Make x the subject of the formula $y = ax$
Question 17 Express 20% as a fraction in its lowest form	**Question 18** Express as a percentage $\frac{5}{25}$	**Question 19** Where does the line y = x - 1 cross the y-axis?	**Question 20** Where does the line y = x - 10 cross the y-axis?

SKILLS CHECK

Score

Tutor time – Maths Task 1

Tutor time – Maths Task 2

Question 1 Find 10% of £180	**Question 2** Find 40% of £900	**Question 3** Factorise 42x - 18	**Question 4** Factorise 28 - 12x
Question 5 Solve 13x + 5 = 83	**Question 6** Solve 4(3x - 2) = 112	**Question 7** Express 24 as a product of prime factors	**Question 8** Express 3360 as a product of prime factors
Question 9 Find the median 2.3, 0.9, 2.5, 0.7, 1.6, 1	**Question 10** Calculate the mean 3, 2, 2, 2, 86	**Question 11** Work out $4 \rangle\ 5 + 2$	**Question 12** Work out $2 \times (6 + 3) \times 6$
Question 13 Work out 18 ÷ 0.2 =	**Question 14** Work out 17 ÷ 0.5 =	**Question 15** Make x the subject of the formula $y = x - a$	**Question 16** Make x the subject of the formula $y = \frac{x}{a}$
Question 17 Express 65% as a fraction in its lowest form	**Question 18** Express as a percentage $\frac{7}{10}$	**Question 19** Where does the line y = 4x - 11 cross the y-axis?	**Question 20** Where does the line y = x - 6 cross the y-axis?

SKILLS CHECK

Score

Tutor time – Maths Task 2

Tutor time – Maths Task 3

Question 1 Find 10% of £440	**Question 2** Find 50% of £680	**Question 3** Factorise 28x - 4	**Question 4** Factorise 6 - 42x
Question 5 Solve 9x - 2 = 52	**Question 6** Solve 5(11x - 5) = 85	**Question 7** Express 36 as a product of prime factors	**Question 8** Express 144 as a product of prime factors
Question 9 Calculate the mean 5, 4, 5, 4, 42	**Question 10** Find the median 2, 2.3, 2.2, 2.2, 0.9	**Question 11** Work out $3 + 10 \times 2^2$	**Question 12** Work out $6 \times 3 - 3$
Question 13 Work out 3.6 ÷ 0.3 =	**Question 14** Work out 2.7 ÷ 0.3 =	**Question 15** Make x the subject of the formula $y = ax + b$	**Question 16** Make x the subject of the formula $y = a - x$
Question 17 Express 85% as a fraction in its lowest form	**Question 18** Express as a percentage $\frac{1}{5}$	**Question 19** Where does the line y = -3x + 7 cross the y-axis?	**Question 20** Where does the line y = 6x - 7 cross the y-axis?

SKILLS CHECK

Score

Tutor time – Maths Task 3

Tutor time – Maths – Extra practice

Question 1 Find 20% of £680	**Question 2** Find 50% of £260	**Question 3** Factorise 15x - 5	**Question 4** Factorise 12 + 8x
Question 5 Solve 5x - 4 = -19	**Question 6** Solve 2(2x + 4) = 14	**Question 7** Express 140 as a product of prime factors	**Question 8** Express 165 as a product of prime factors
Question 9 Find the median 11, 8, 8, 12, 23	**Question 10** Find the median 0.6, 0.9, 1.7, 1.1, 2.5, 0.6	**Question 11** Work out $4 + 2 \times 2^2$	**Question 12** Work out $3 + 5 \times 5$
Question 13 Work out 17.1 ÷ 0.9 =	**Question 14** Work out 3 ÷ 0.5 =	**Question 15** Make x the subject of the formula $y = ax - b$	**Question 16** Make x the subject of the formula $y = x^2$
Question 17 Express 83% as a fraction in its lowest form	**Question 18** Express as a percentage $\frac{3}{20}$	**Question 19** Where does the line y = 7x - 10 cross the y-axis?	**Question 20** Where does the line y = 8x + 9 cross the y-axis?

SKILLS CHECK

Score

Tutor time – Maths – Extra Practice

Tutor time – Maths – Extra practice

Question 1 Find 5% of £440	**Question 2** Find 25% of £600	**Question 3** Factorise 12x + 28	**Question 4** Factorise 14x + 6
Question 5 Solve 6x + 4 = 16	**Question 6** Solve 5(11x - 3) = 425	**Question 7** Express 42 as a product of prime factors	**Question 8** Express 720 as a product of prime factors
Question 9 Find the median 1.7, 2.5, 2.2, 1.4, 2.2, 2.1	**Question 10** Calculate the mean 2, 4, 3, 4, 37	**Question 11** Work out $5 \times (2 + 2))$	**Question 12** Work out $12 + 5 \times 3^2$
Question 13 Work out 15 ÷ 0.3 =	**Question 14** Work out 10.2 ÷ 0.6 =	**Question 15** Make x the subject of the formula $y = \sqrt{x}$	**Question 16** Make x the subject of the formula $y = ax^2$
Question 17 Express 97% as a fraction in its lowest form	**Question 18** Express as a percentage $\frac{4}{25}$	**Question 19** Where does the line y = -3x - 12 cross the y-axis?	**Question 20** Where does the line y = -3x - 7 cross the y-axis?

SKILLS CHECK

Score

Tutor time – Maths – Extra practice

Tutor time – Maths – Extra practice

Question 1 Find 10% of £660	**Question 2** Find 55% of £880	**Question 3** Factorise 30x + 12	**Question 4** Factorise 33 - 9x
Question 5 Solve 11x - 2 = -13	**Question 6** Solve 4(8x + 4) = 176	**Question 7** Express 1120 as a product of prime factors	**Question 8** Express 144 as a product of prime factors
Question 9 Calculate the mean 3, 2, 2, 4, 14	**Question 10** Calculate the mean 5, 3, 5, 4, 38	**Question 11** Work out $12 + 5 \times 4^2$	**Question 12** Work out $4 \times (2 + 5) \times 2$
Question 13 Work out 5.6 ÷ 0.7 =	**Question 14** Work out 5 ÷ 0.5 =	**Question 15** Make x the subject of the formula $y = \sqrt{x - a}$	**Question 16** Make x the subject of the formula $y = \frac{a}{x}$
Question 17 Express 8% as a fraction in its lowest form	**Question 18** Express as a percentage $\frac{17}{20}$	**Question 19** Where does the line y = x - 9 cross the y-axis?	**Question 20** Where does the line y = -2x - 3 cross the y-axis?

SKILLS CHECK

Score

Tutor time – Maths – Extra practice

Tutor time – Maths workings out

Tutor time – English Task 1

Task 1

Read this descriptive paragraph, which is a about how poetry can explore the theme of relationships.
Using a highlighter, highlight any words you consider to be positive.

Poetry is a great way to explore relationships because it can capture feelings and moments that are hard to describe in regular conversation. Whether it's a friendship, family bond, or romantic relationship, poetry lets people express emotions like love, happiness, sadness, and even confusion in a creative way.

When someone writes a poem about a relationship, they can use powerful words, metaphors, and imagery to show how they feel. For example, a poem about love might describe the feeling as something that "warms your heart like sunlight," or a poem about friendship could talk about how friends "hold you up like a steady tree." These kinds of comparisons help to make the emotions clearer and more vivid.

Poetry can also explore the ups and downs of relationships. Sometimes, it can talk about moments of joy and connection, and other times, it can express hurt or longing. Writing or reading poetry can help people understand their own feelings or see things from someone else's perspective, making it a powerful tool for connecting with others.
Overall, poetry helps people explore relationships by turning everyday feelings into beautiful and meaningful words that touch the heart.

Tutor time – English Task 1

Task 2

Read the short poem about relationships. Make a colour key and highlight the poem when you find them:

- ❑ Rhyme
- ❑ Repetition
- ❑ Metaphor
- ❑ Positive imagery

In friendship's light, we find our way,

Through darkest nights and brightest days.

With every laugh and every tear,

We hold each other, drawing near.

In love, we grow, we learn, we fight,

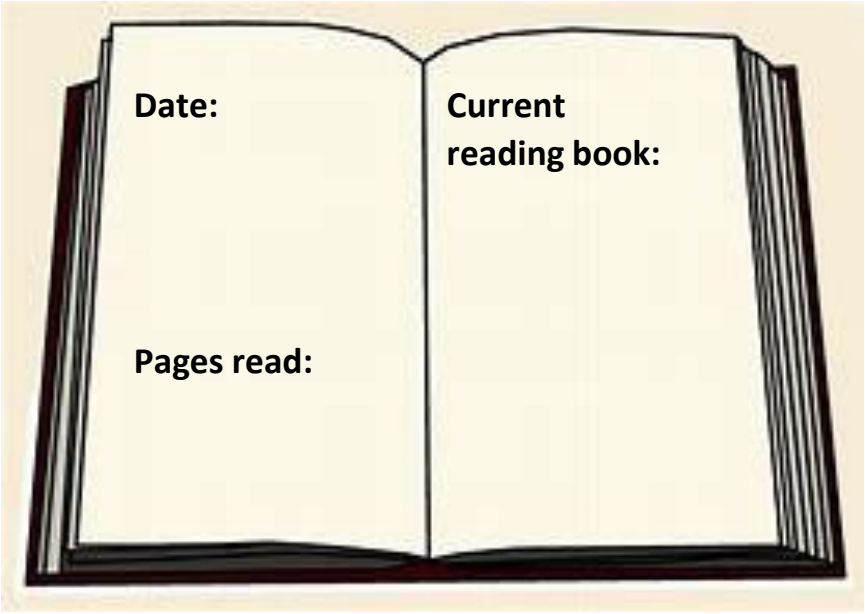
But in the end, we make things right.

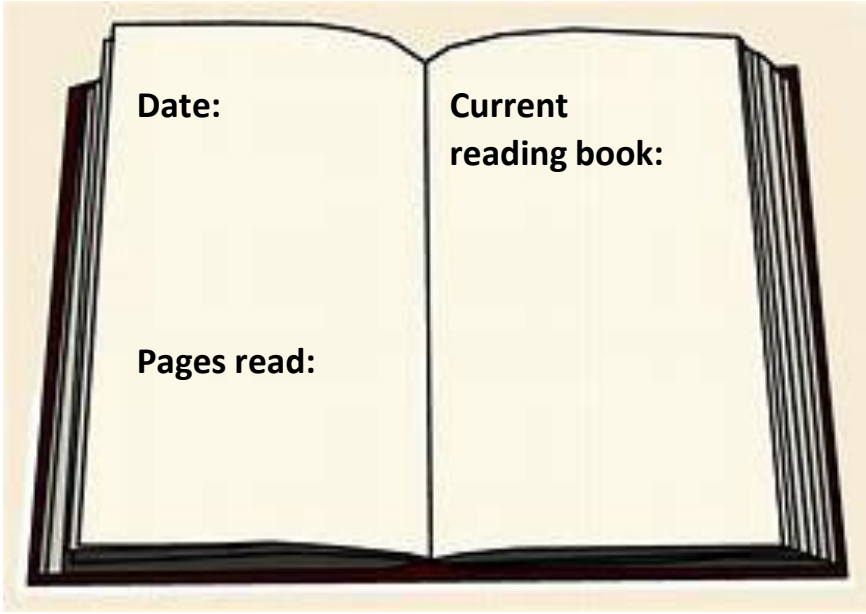
A bond so strong, it will not break,

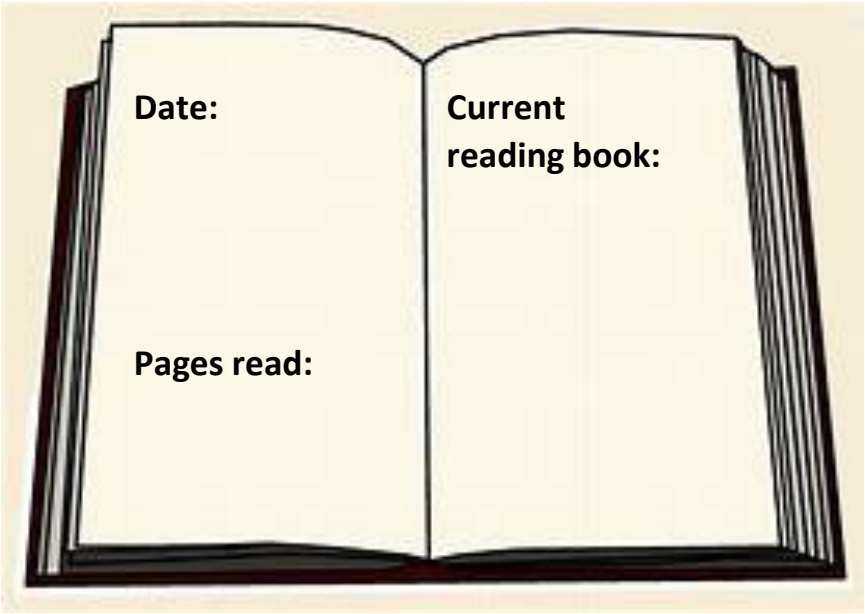
Together, hearts will always wake.

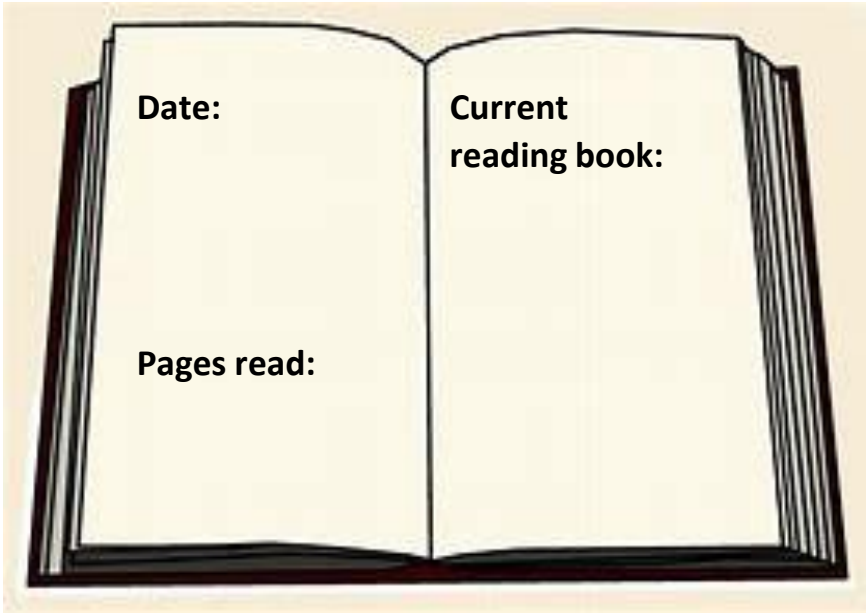
Tutor time – English Task 2

Tutor time – Reading









Tutor time – Reading

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

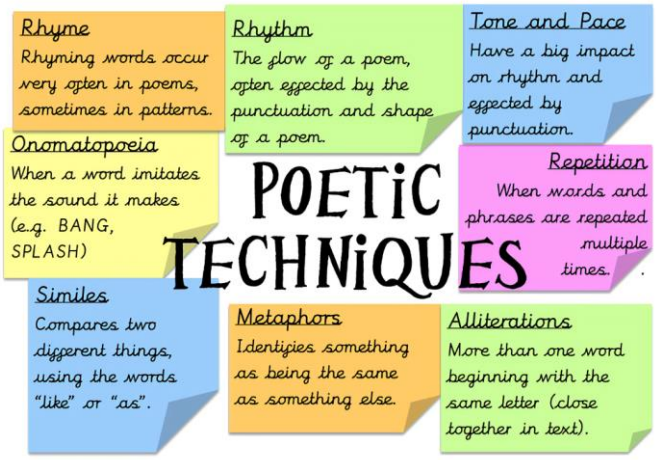
Expectations

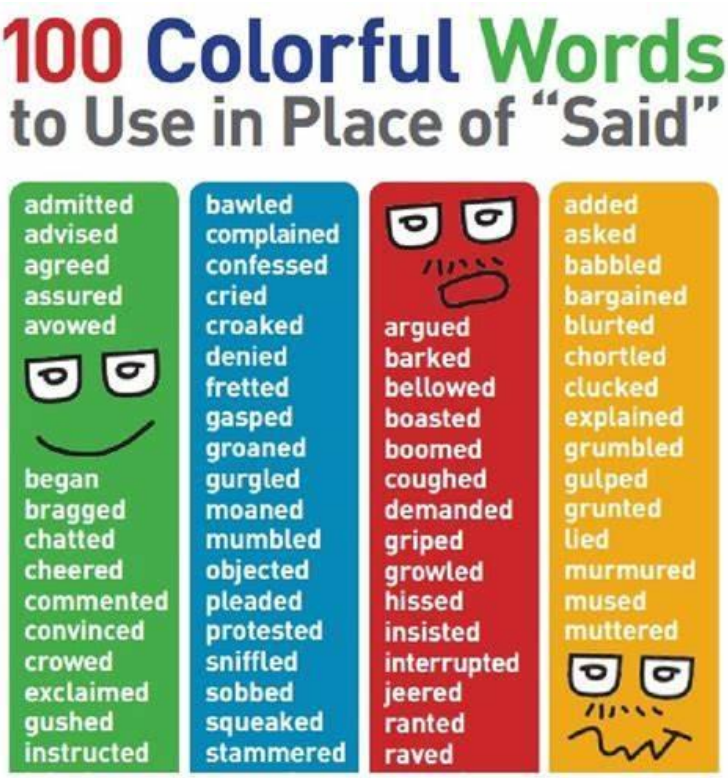
You are responsible for looking after your Knowledge Organisers.

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.*

Contents Page



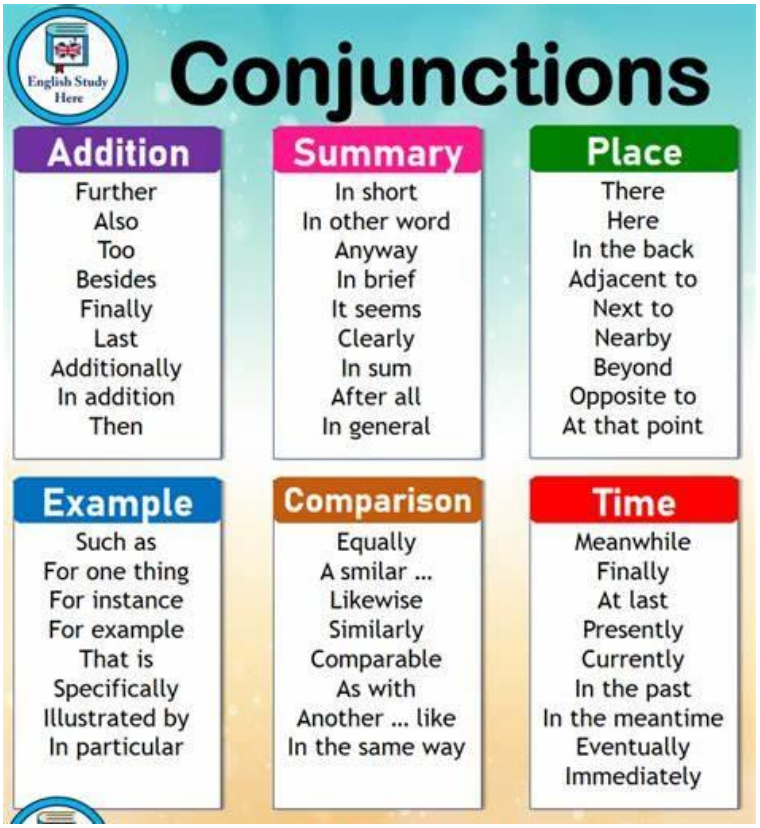


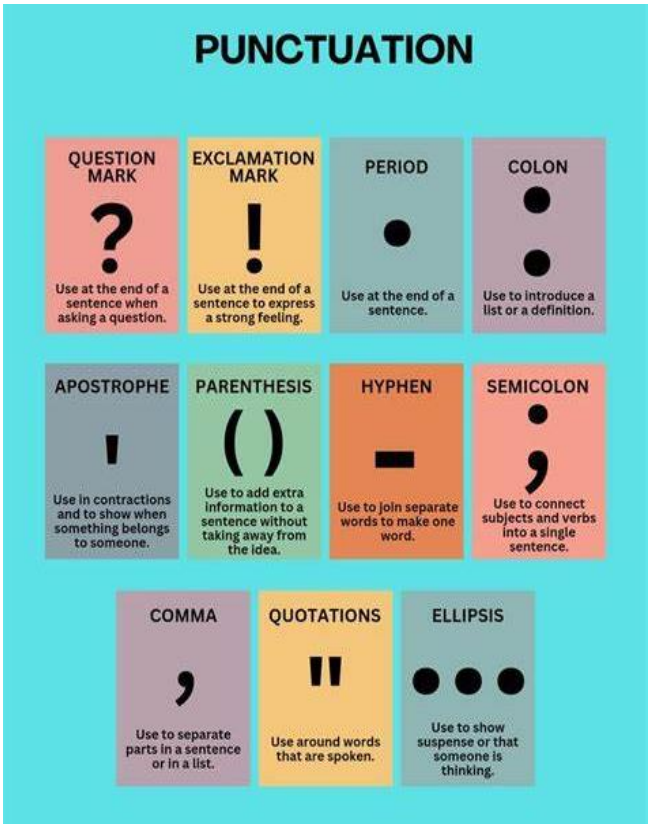
Fiction…

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**





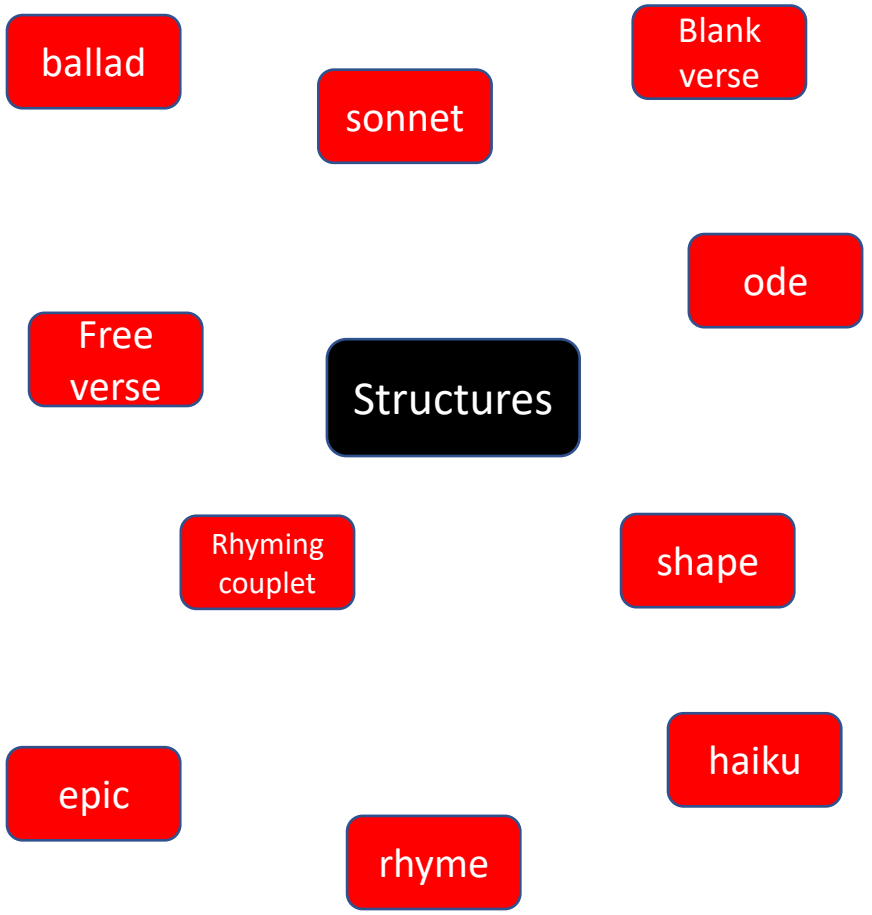
Verbs to sharpen your analysis

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

1.1 Key Vocabulary

Technique	Definition
Stanza	A verse in poetry
Volta	A shift of tone or topic in a poem
Simile	Comparing one thing to another using 'like' or 'as'
Metaphor	The comparison of two unlike things by saying one IS the other
Alliteration	The repetition of a sound in words that are close together
Figurative Language	When writers use similes, metaphors or personification to describe something in a non-literal way
Imagery	A word or phrase to stimulate your memory into imagining a picture
Personification	The giving of human traits to non-human things
Assonance	Vowel sounds are repeated in two or more words that are close to each other
Repetition	Repetition of a word to add emphasis
Rhyme	Ends of words sound similar
Rhythm	The beat in a poem to make it sound like a song
Oxymoron	When two words are placed together with opposite meanings. "Cruel kindness" or "silent scream"
Onomatopoeia	Words that sound like what they are. "Meow" or "crash"
Emotive Language	Language used to create a particular emotion in the reader
Structure	The way that the poem is arranged/organised
Sibilance	A repeated 's', 'sh' or 'z' sound
Caesura	A pause in the middle of the line
Enjambment	When one line runs into another without a pause

1.2 Poetic Structure



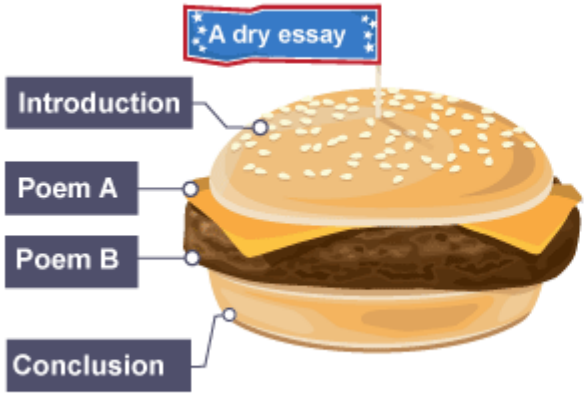
Enrichment Opportunities

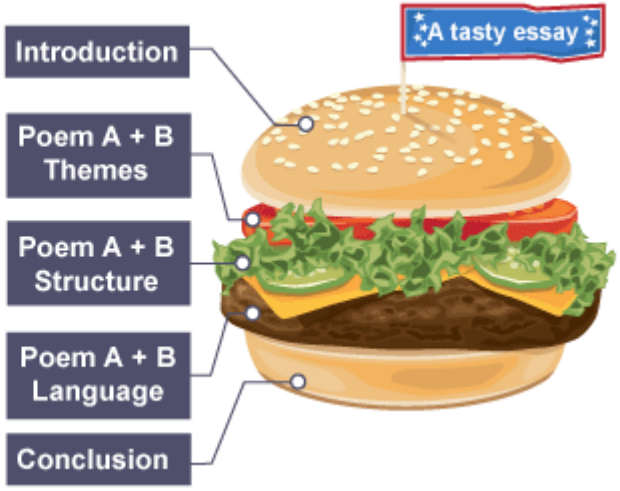
1. Read a poetry anthology/book from the library
2. Research the structures above – do they relate to any poems you have read before?
3. Get creative and write your own poem. Can you use any of the techniques from 1.1?

1.3 Literature: Poetry Comparison

What is it? A part of your GCSE will be a poetry anthology. You will be asked a question comparing two poems you would have previously studied. Your analysis of the meaning, structure and language will be assessed as well as your contextual knowledge.

1.4 Building a Comparative Response





Packing your analysis of two poems into one essay involves planning. There are different ways you could approach writing a comparative essay.

These are some points to think about:

1. use the introduction to explain which poems you are writing about
2. try to balance out the detail you include for each poem
3. compare the poems throughout the essay
4. comment on content, themes, ideas and attitudes **as well as** form, structure and language
5. sum up your thoughts on ways in which the poems are similar and different in your conclusion

1. 8 Key Words

Instead of 'shows'

Highlights
Suggests
Implies
Insinuates
Reiterates
Displays
Describes
Portrays
Emphasises
Introduces

Key Phrases

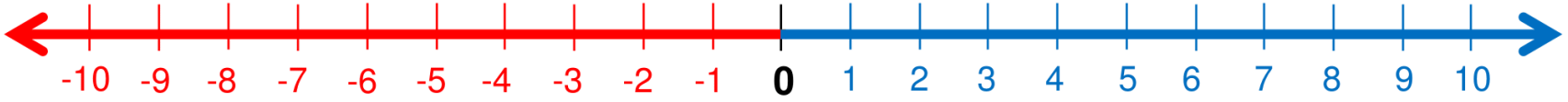
'An alternative interpretation, could be…'
'The word 'x' suggests…'
'The use of 'x' emphasizes…'
'The author may have intended…'
'The effect on the reader may be…'

Language of Hedging

could might
may possibly
potentially

Recommended Reading

That Awkward Stage, Roger McGough
Off By Heart, Edited by Daisy Goodwin
Wicked Poems, Roger McGough
The Ring of Words, Roger McGough
Centrally Heated Knickers, Michael Rosen



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

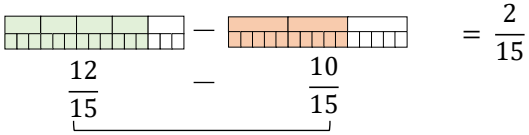
Maths Unit 4 – Fractions, Decimals and Percentages

What do I need to be able to do?

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

- Convert between mixed numbers and fractions
- Use equivalent fractions
- Add/Subtract any fractions
- Carry out any multiplication or division using fractions and integers.

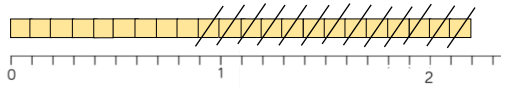
Add/Subtraction any fractions (M835)

$\frac{4}{5} - \frac{2}{3}$  $= \frac{2}{15}$

$\frac{12}{15} - \frac{10}{15}$

Use equivalent fractions to find a common multiple for both denominators → $2\frac{2}{10}$

Add/Subtraction fractions (improper and mixed) (M931)

$2\frac{1}{5} - 1\frac{3}{10}$ 

$\frac{22}{10} - \frac{13}{10} = \frac{9}{10}$

- Convert to an improper fraction
- Calculate with common denominator

Partitioning method

$2\frac{1}{5} - 1\frac{3}{10} = 2\frac{2}{10} - 1\frac{3}{10} = 2\frac{2}{10} - 1 - \frac{3}{10} = 1\frac{2}{10} - \frac{3}{10} = \frac{9}{10}$

Enrichment Opportunities

Countdown Fractions
https://nrich.maths.org/6564

Keywords

Numerator : the number above the line on a fraction. The top number. Represents how many parts are taken

Denominator: the number below the line on a fraction. The number represent the total number of parts..

Unit Fraction: a fraction where the numerator is one and denominator a positive integer.

Non-unit Fraction: a fraction where the numerator is larger than one.

Divisor: the number that divides another number.

Reciprocal: a pair of numbers that multiply together to give 1.

Multiplying non-unit fractions (M157)

Shade in 3 parts

Repeat it on this many rows

$\frac{3}{4} \times \frac{2}{3}$

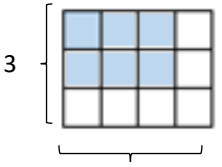
This many columns

This many rows

$\frac{3}{4} \times \frac{2}{3} = \frac{6}{12}$ ← Parts shaded

Total number of parts in the diagram

Modelled:



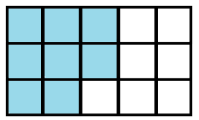
Dividing any fractions (M110)

$\frac{2}{5} \div \frac{3}{4}$

$\frac{2}{5} \times \frac{4}{3}$

Multiplying by a reciprocal gives the same outcome

Represented



$= \frac{8}{15}$

Maths Unit 4 – Fractions, Decimals and Percentages

What do I need to be able to do?

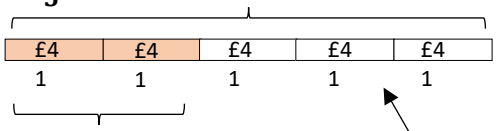
By the end of this unit you should be able to:

- Convert fluently between fractions, decimals & percentages
- Find a fraction of a given amount
- Find the percentage of an amount

Fraction of a given amount (M695)

Find $\frac{2}{5}$ of £205

The bar represents the whole amount

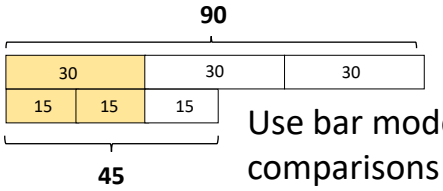


2 out of the 5 equal parts

£205 ÷ 5 = £41

Each part of the bar model represents £41.

2 x £41 = **£82**



Use bar models for comparisons

$\frac{1}{3}$ of 90 = 30

$\frac{2}{3}$ of 45 = 30

$\therefore \frac{1}{3}$ of 90 = $\frac{2}{3}$ of 45

Keywords

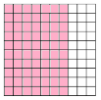
Fraction: how many parts of a whole we have

Decimal: a number with a decimal point used to separate ones, tenths etc.

Percentage: a proportion of a whole represented as a number between 0 and 100

Convert FDP (M264)

$\frac{70}{100}$ → This also means 70 ÷ 100 → 70 out of 100 squares → 70 "hundredths" = 7 "tenths" 0.7 → 70 hundredths = 70%



Using a calculator

$\frac{\blacksquare}{\square}$ → S⁻D Convert to a decimal

This will give you the answer in the simplest form

× 100 converts to a percentage

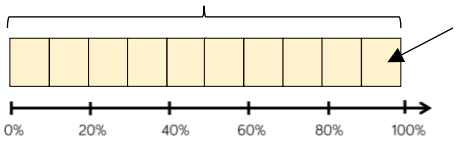
Be careful of recurring decimals

e.g $\frac{1}{3}$ = 0.3333333

$\frac{1}{3} = 0.\dot{3}$

Find the percentage of an amount (Mental methods) (M437)

The **whole** represents 100%



10% = $\frac{1}{10}$ of the whole

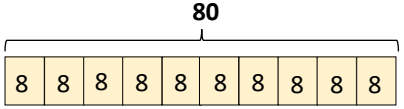
10% = $\frac{1}{10}$ of the whole

50% = $\frac{5}{10} = \frac{1}{2}$ of the whole

20% = $\frac{2}{10} = \frac{1}{5}$ of the whole

5% = $\frac{1}{20}$ of the whole

Find 65% of 80



For bigger percentages it is sometimes easier to take away from 100%

Method 1:

65% = 10% x 6 + 5%
= (8 x 6) + 4
= 52

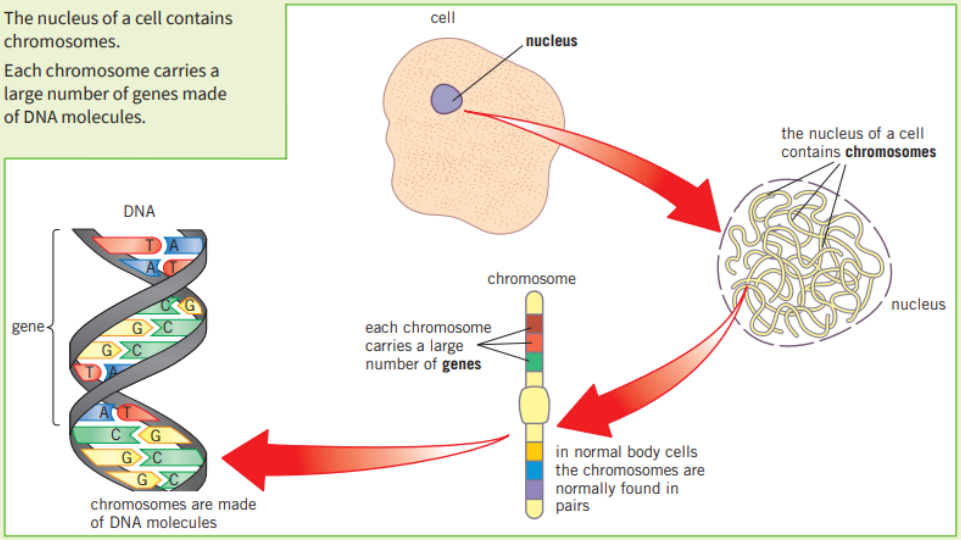
Method 2:

65% = 50% + 10% + 5%
= 40 + 8 + 4
= 52

Chromosomes

The nucleus of a cell contains chromosomes.

Each chromosome carries a large number of genes made of DNA molecules.

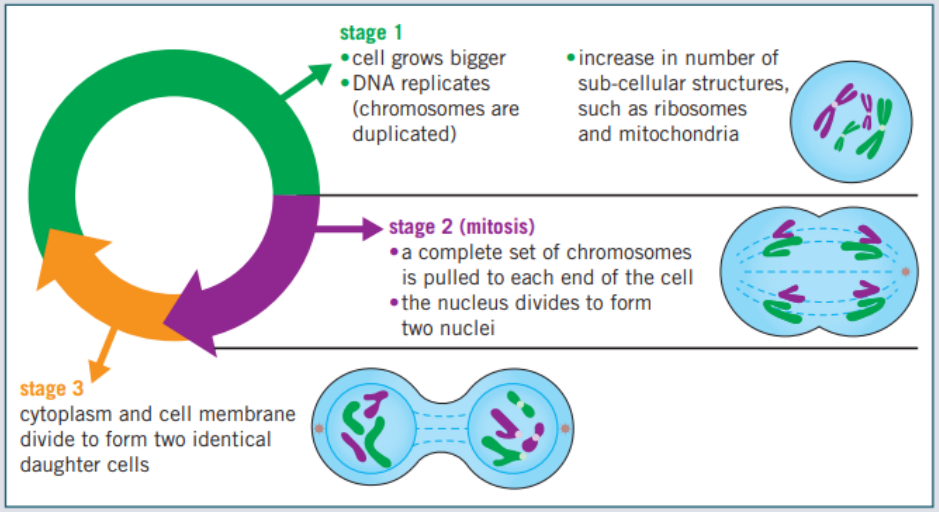


The cell cycle

Body cells divide to form two identical **daughter cells** by going through a series of stages known as the **cell cycle**.

Cell division by **mitosis** is important for the growth and repair of cells, for example, the replacement of skin cells. Mitosis is also used for asexual reproduction.

There are *three* main stages in the cell cycle:



Stem cells in medicine

A stem cell is an undifferentiated cell that can develop into one or more types of specialised cell.

There are two types of stem cell in mammals: **adult stem cells** and **embryonic stem cells**.

Stem cells can be **cloned** to produce large numbers of identical cells.

Type of stem cell	Where are they found?	What can they differentiate into?	Advantages	Disadvantages
adult stem cells	specific parts of the body in adults and children – for example, bone marrow	can only differentiate to form certain types of cells – for example, stem cells in bone marrow can only differentiate into types of blood cell	• fewer ethical issues – adults can consent to have their stem cells removed and used • an already established technique for treating diseases such as leukaemia • relatively safe to use as a treatment and donors recover quickly	• requires a donor, potentially meaning a long wait time to find someone suitable • can only differentiate into certain types of specialised cells, so can be used to treat fewer diseases
embryonic stem cells	early human embryos (often taken from spare embryos from fertility clinics)	can differentiate into any type of specialised cell in the body – for example, a nerve cell or a muscle cell	• can treat a wide range of diseases as can form any specialised cell • may be possible to grow whole replacement organs • usually no donor needed as they are obtained from spare embryos from fertility clinics	• ethical issues as the embryo is destroyed and each embryo is a potential human life • risk of transferring viral infections to the patient • newer treatment so relatively under-researched – not yet clear if they can cure as many diseases as thought
plant meristem	meristem regions in the roots and shoots of plants	can differentiate into all cell types – they can be used to create clones of whole plants	• rare species of plants can be cloned to prevent extinction • plants with desirable traits, such as disease resistance, can be cloned to produce large numbers of identical plants • fast and low-cost production of large numbers of plants	• cloned plants are genetically identical, so a whole crop is at risk of being destroyed by a single disease or genetic defect

Therapeutic cloning

In **therapeutic cloning**

- cells from a patient's own body are used to create a cloned early embryo of themselves
- stem cells from this embryo can be used for medical treatments and growing new organs
- these stem cells have the same genes as the patient, so are less likely to be rejected when transplanted.

Key terms

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

adult stem cell | binary fission | cell cycle | chromosome | clone | daughter cells | embryonic stem cell | gene | meristem | mitosis | nucleus | therapeutic cloning

Enrichment Opportunities

https://kids.britannica.com/students/article/stem-cell/544349
https://www.bbc.co.uk/bitesize/guides/znbp2sg/revision/7

Reactions of metals

The **reactivity** of a metal is how chemically reactive it is. When added to water, some metals react very vigorously – these metals have *high* reactivity. Other metals will barely react with water or acid, or won't react at all – these metals have *low* reactivity.

Reactivity series

The reactivity series places metals in order of their reactivity.

Sometimes, for example in the table below, hydrogen and carbon are included in the series, even though they are non-metals.

Displacement reactions

In a **displacement** reaction a *more* reactive element takes the place of a *less* reactive element in a compound.

For example:

copper sulfate + iron → iron sulfate + copper

$$CuSO_4(aq) + Fe(s) \rightarrow FeSO_4(aq) + Cu(s)$$

Iron is more reactive than copper, so iron displaces the copper in copper sulfate.

Reaction with water	Reaction with acid	Reactivity series: Metal	Extraction method
fizzes, gives off hydrogen gas	explodes	potassium	electrolysis
		sodium	
		lithium	
	fizzes, gives off hydrogen gas	calcium	
		magnesium	
reacts very slowly		aluminium	
		(carbon)	
		zinc	reduction with carbon
		iron	
	reacts slowly with warm acid	tin	
		lead	
		(hydrogen)	
no reaction		copper	
	no reaction	silver	mined from the Earth's crust
		gold	

Reactivity series: **high reactivity** at the top, **Decreasing reactivity** down the column, **low reactivity** at the bottom.

Reactivity and ions

A metal's reactivity depends on how readily it forms an **ion** by losing electrons.

In the displacement reaction of copper sulfate and iron, iron forms an ion more easily than copper.

At the end of the reaction you are left with iron ions, not copper ions.

Enrichment Opportunities

https://www.bbc.co.uk/bitesize/topics/zt6ppbk

https://www.bbc.co.uk/bitesize/topics/zcdj97h

Acids and alkalis

Acids are compounds that, when dissolved in water, release H^+ ions. There are three main acids: sulfuric acid H_2SO_4, nitric acid HNO_3, and hydrochloric acid HCl.

Alkalis are compounds that, when dissolved in water, release OH^- ions.

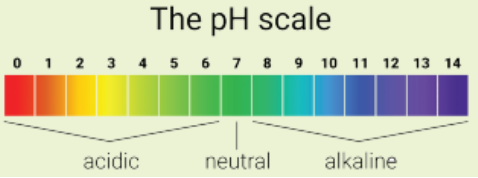
The **pH** scale is a measure of acidity and alkalinity. It runs from 1 to 14.

- Aqueous solutions with pH < 7 are acidic.
- Aqueous solutions with pH > 7 are alkaline.
- Aqueous solutions with pH = 7 are neutral.

Indicators

Indicators can show if something is an acid or an alkali.

- **Universal indicator** can also tell us the approximate pH of a solution.
- Electronic pH probes can give us the exact pH of a solution.



Key terms

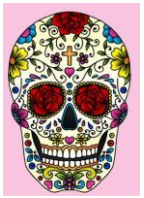
Make sure you can write a definition for these key terms.

displacement, electrolysis, extraction, half equation, ion, ionic equation, metal, ore, oxidation, reactivity, reactivity series, redox, reduction, spectator ion, state symbols

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**.



Altars

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

Sugar Skulls

Art & Design – Day of the Dead

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

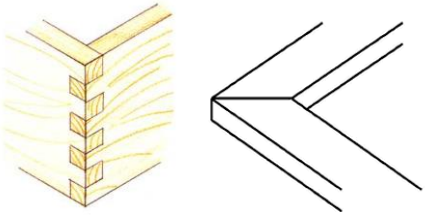
Tools & Equipment

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

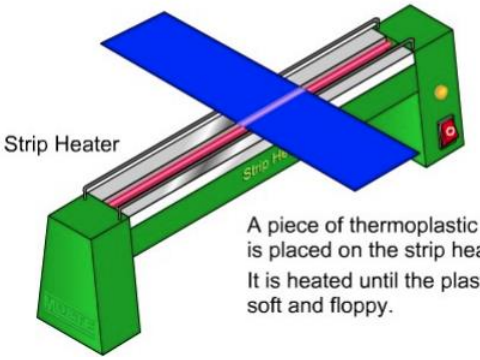


Finger Joint Mitre Joint

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.

Line Bending

Heat until soft → Bend → Hold until cool



A piece of thermoplastic sheet material is placed on the strip heater.
It is heated until the plastic becomes soft and floppy.

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

Key words;

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

Try these websites to support you

www.youtube.com/watch?v=pojJIMo8U2I
www.educationquizzes.com/ks3/d-and-t/resistant-materials-02/

The Science of Food: Eggs & Cakes

Red Lion and how they can be used

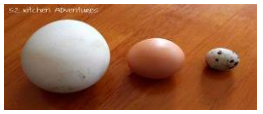
All eggs sold in Britain must be marked with a code that shows:
- Which egg producer they came from (Farm ID)
- The country of origin (UK)
- The type of method used, e.g. free range, organic, barn, cage.

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.



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.

Nutrition in eggs

Eggs are a nutritious food and good value for money.

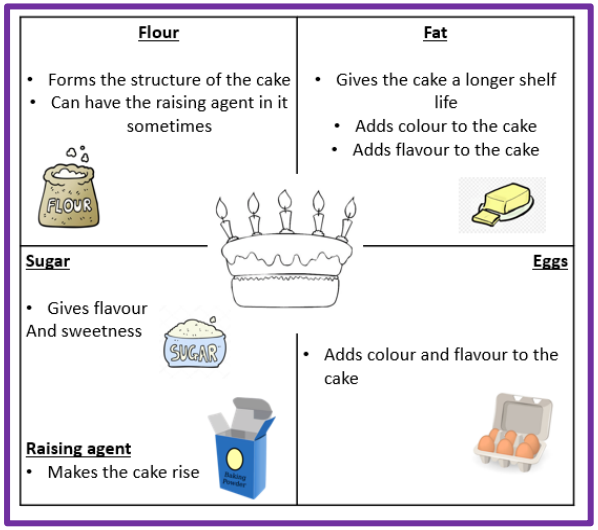
There is no recommended limit on how many eggs we should eat. Eggs offer us:

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.



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.

Raising Agents

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

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

Cake making methods

Trapping air/Aerating:

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

Example: sponge cake, swiss roll and meringues

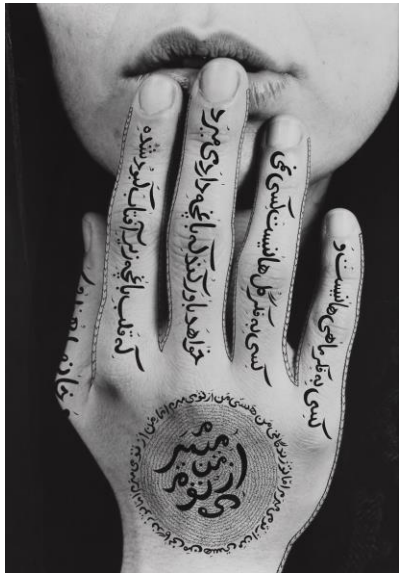
Stretch & Challenge:

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

Food preparation and nutrition

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.

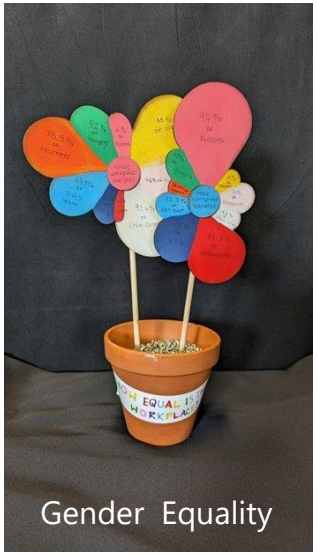
Enrichment: Explore the history of photography
https://www.tate.org.uk/art/art-terms/p/photography

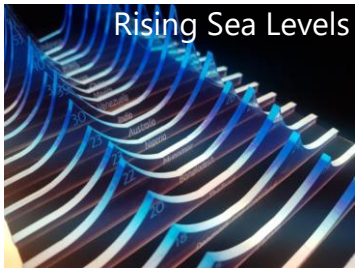
DataFace @ Cheltenham Festival

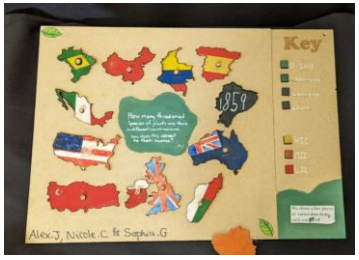
DataFace equips teachers and students with the skills and confidence to interrogate data – big and small – and present their findings creatively. It draws on core data skills, broader power skills and data visualisation techniques to encourage students to find the stories they care about through the gathering and presentation of data.

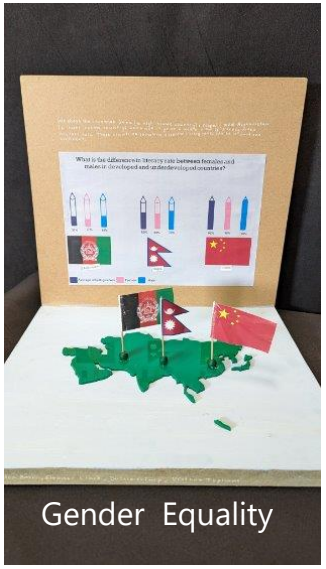
Working with four core datasets focused on environmental responsibility, gender equality and the cost-of-living crisis along with a range of short teaching videos, students develop their skills and produce a creative visual outcome.

Example Projects







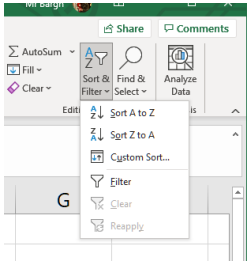


Spreadsheet Skills

Filtering/Sorting

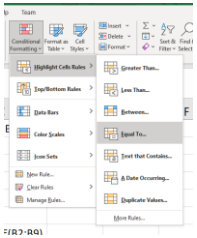
Filtering = Temporarily removing specific data to narrow a search for specific data

Sorting = Changing the order of the data from largest to smallest or vice-versa



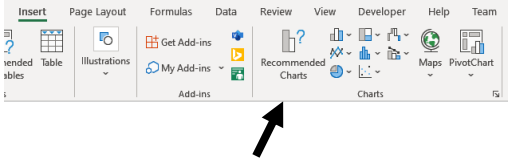
Conditional Formatting

If you want the colour of the cell or text to change colour depending on what is in that cell you can use Conditional Formatting to change it based on the value in the cell.



	A	B	C	D	E	F	G
1	City	Jan	Feb	Mar	Apr	May	Jun
2	Barstow	80	84	84	97	95	98
3	California City	78	86	84	96	98	102
4	Cinco	83	86	86	97	95	103
5	Hesperia	78	85	87	98	97	102
6	Lancaster	78	85	86	99	95	101
7	Mojave	82	85	86	98	96	99
8	Palmdale	81	84	85	97	95	101
9	Ridgecrest	81	87	87	97	96	98
10	Rosamond	82	86	88	99	97	101
11	Santa Clarita	79	85	87	95	96	103

Function	Example
To add up the total	=SUM(B2:B9)
To add individual items	=B2+C2
Subtract	=B2-C2
Multiply	=B2*C2
Divide	=B2/C2
To the power of	=B2^C2
Average	=AVERAGE(B2:B9)
Median	=MEDIAN(B2:B9)
Max	=MAX(B2:B9)
Min	=MIN(B2:B9)
Count all cells	=COUNT(B2:B9)
Count cells based on a criteria (more than 5)	=COUNTIF(B2:B9,">5")
Conditional IF statement	=IF(B2 > 5,"Greater","Lesser")



Creating a chart

Highlight the data you want to create a graph from.
Click INSERT tab
Recommended charts.
Choose a chart you would like to create.

Computing – Dataface!

Frantic Assembly

Frantic Assembly are a theatre company that use physical theatre to create exciting and modern performances. They were created in 1994 by Scott Graham, Steven Hoggett and Vicki Middleton whilst they were studying at Swansea University. They have gone on to receive multiple awards for their productions and continue to develop ways of performing physical theatre.

Some of the techniques they are known for are:

- Reinterpreting texts /devising pieces
- Dance like interaction with set
- Chair duets
- Hymn Hands
- Narration
- Ensemble work
- Through, round, by

The Unreturning

Three young men are coming home from war.
Their stories, set at different times over a hundred years, are interwoven in *The Unreturning*, a play which uses physical theatre to show the effect that war has on young people's lives, and asks – what does coming home really mean? The play explores themes of war, PTSD, mental health and comradery.

The play follows three characters

- George (1918) a Western Front survivor shaken to his core by exposure to the horrors of World War 1.
- Frankie (2013) a disgraced soldier following an attack on a civilian in Afghanistan,
- Nat (2026) desperately searching for a lost brother in a future Britain torn apart by civil war.

Year 9 Assessment Criteria

Performing	Analysing	Devising	Drama Roles	Drama Techniques
• Can identify and use all elements of VTTAPE 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	• Can analyse use of VTTAPE 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	• 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	• 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	• 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

Extension and Further Info

Frantic Assembly Podcast
https://www.franticassembly.co.uk/the-frantic-podcast

Key Terms

Physical Theatre – puts the human body at the centre of the storytelling process. It has an emphasis on MOVEMENT.

As a result it's often abstract in style, using movement in a stylised and representational way with the expression of ideas choreographed through movement. As such performers use very little or no dialogue at all.

Ensemble – A collective group of performers who work together to tell a story. They are in sync with each other and are able to move seamlessly and collaborate smoothly.

Pace – the speed of a performance

Contact – the physical connection between performers

Narration – One performer explaining what is happening or telling a story directly to the audience.

Devising – creating a piece of theatre from scratch without using a script.

The Curious Incident of the Dog in the Night-time

The Curious Incident of the Dog in the Night-Time follows the story of Christopher Boone, a 15 year old, who is exceptional at Maths but finds people confusing.

The play opens with Christopher discovering a dead dog in his neighbour, Mrs Shears', garden. Despite his father, Ed, warning Christopher not to get involved, Christopher decides to investigate the death of the dog. In doing so he discovers that his mother is not dead as his father had told him, but alive and well, living in London.

In searching for his mother Christopher ventures on a journey of self discovery.

La Fête du Travail en France– May Day in France

Also known as…

May Day in France has several names including:

- la Fête du Travail (Labour Day)
- la Fête du Muguet (Lily of the Valley Day)
- le Premier Mai (the 1st of May).

History of May Day

The origins of May Day date back to 1886 in the United States. In May 1886, American workers demanded an eight-hour day. The workers' protest led to a bloody strike at the McCormick factories in Chicago. As a tribute to this memorable strike in American history, the workers of France demonstrated it on the 1st of May 1890. They demanded a triple claim:

- 8 hours of work,
- 8 hours of sleep,
- and 8 hours of leisure.

The French government officially signed the "eight-hour day" law in 1919.

Later, in 1936, the May Day demonstrations peaked and became a symbol of social demands. Following the protests of May 1936, Léon Blum's government adopted significant social measures:

- the 40-hour week (*la semaine de 40 heures*),
- the first two weeks of paid holidays (*les congés payés*),
- and the recognition of trade union rights (*le droit syndical*).

May Day was renamed Fête du Travail (Labour Day) in 1941 under the Vichy regime and became a paid public holiday in 1947.

How it is celebrated in France

- La Fête du Travail is primarily an occasion to campaign for and celebrate the rights of every worker in France. The celebration often includes parades or demonstrations to campaign for workers as well as human rights and other social issues.
- On this holiday, French people enjoy a day off from work or school and spend time with their family and friends.
- It is French tradition to give bouquets of lily of the valley on May 1st.

Lily of the Valley

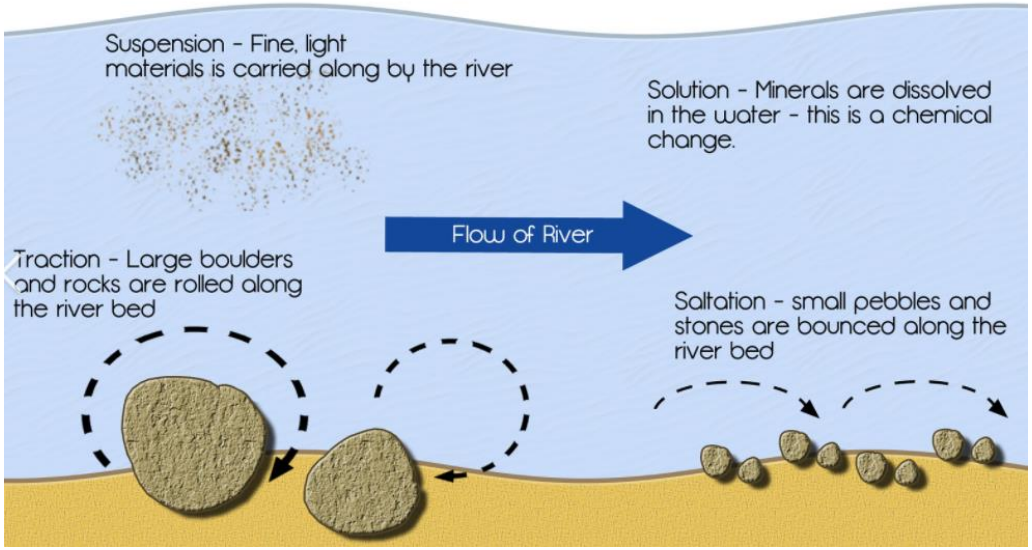
- The lily of the valley and dog rose flowers are symbols of May Day in France.
- King Charles IX of France was presented with lily of the valley flowers on May 1st, 1561. He liked the gift so much that he decided to present lily of the valley flowers to the ladies of his court each year on May 1st. Around the year 1900, men started to present a bouquet of lily of the valley flowers to women to express their affection.
- Nowadays, the flowers are a more general token of appreciation between close friends and family member.

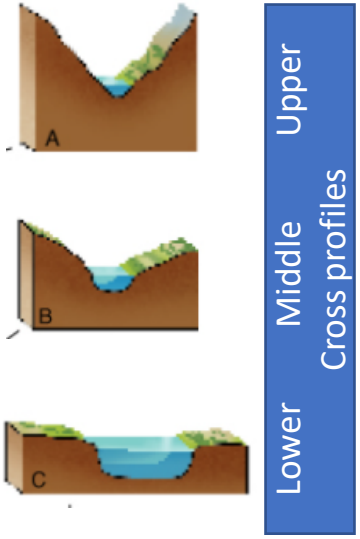
Enrichment Opportunities

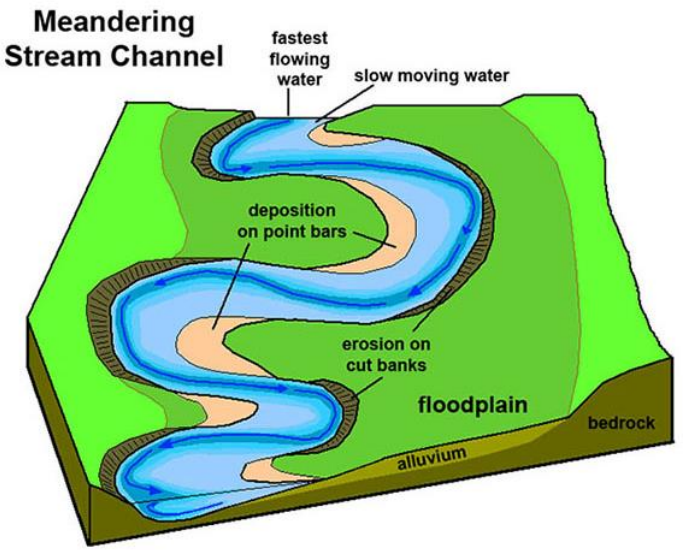
Scan the QR code to find out more about May Day traditions in France

Key word definitions

Abrasion – material carried by the water scrapes away the river bed and banks (like sandpaper)
Afforestation – planting trees as a protection method to reduce flooding impacts
Attrition – material carried by the water knocks against each other, gradually breaking down
Confluence – where two river channels meet (often a cause of flooding)
Deposition – the river drops off any material it has been carrying
Erosion – the breaking down of rocks or land
Hard engineering – using man made, long lasting structures to protect against flooding
Hydraulic action – the force of the water eroding the river bed and banks
Infiltration – water seeping down into the soil
Mouth – where the river meets the sea
Precipitation - water in any form that falls to earth including rain, hail, sleet and snow
Soft engineering – using natural methods to try to prevent flooding
Solution – acids in the water slowly dissolve the river bed and banks
Source – the start of a river (usually in hills or mountains)
Surface run-off – water flowing downhill over the ground
Transportation – water carrying eroded material downstream
Tributary – a smaller channel entering a larger one







Enrichment Opportunities

Find a news article about a flood in the last year in a country outside of Europe. What were the social (people) impacts and what were the economic (businesses and money) impacts?
Link to History – Why do settlements often start next to rivers? Carry out a research study into an example in the UK and write a brief fact file.

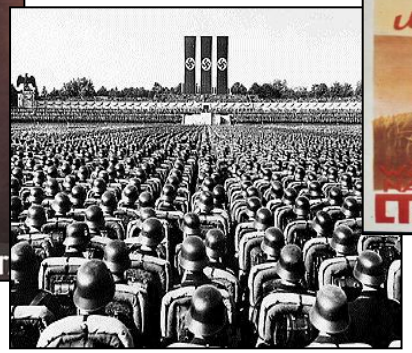
3.1 Key Dates	
1848	Karl Marx released his Communist Manifesto which introduced the idea of Communism
1918	The Communist party of Russia take power overthrowing Tsar Nicholas II.
1922	Mussolini and his Fascist party take control of Italy.
1933	Hitler becomes Chancellor of Germany. He goes on to create 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.

3.2 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 Pot	Led the Cambodian Communist Revolution.
Mao Zedong	Led the Chinese Communist Revolution.
Fidel Castro	Led the Cuban Communist Revolution.

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.

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



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

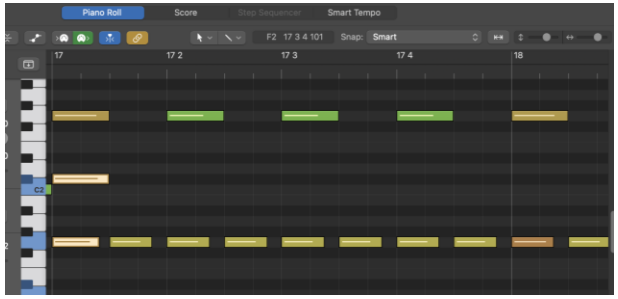
Key concepts	
Before the Holocaust	Jewish minorities have faced persecution and discrimination throughout history in Europe. Key examples include the massacre at Clifford's Tower in 1190, they were blamed for the death of Jesus and banned from England in 1290-1656
Nazi persecution of the Jews	Included 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

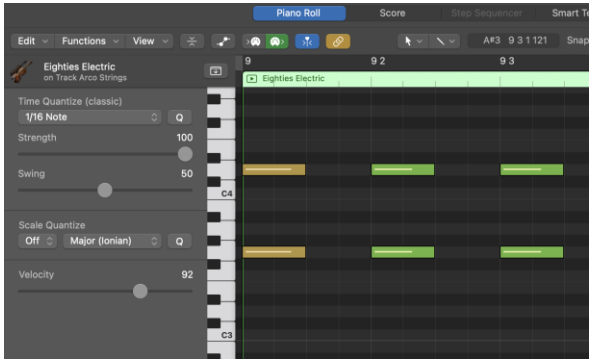
MUSIC TECHNOLOGY

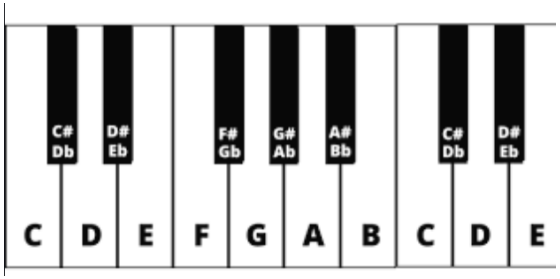
LOGIC Pro is a **D**igital **A**udio **W**orkstation or **DAW** and **MIDI** (**M**usical **I**nstrument **D**igital **I**nterface) sequencing software available on both PCs and MACs. Combined with hardware such as keyboards, launch pads and microphones the software is used to create music.
During this project you are going to learn how to sequence a piece of music by inputting data using a musical keyboard but also a mouse.

Drum Sequencing

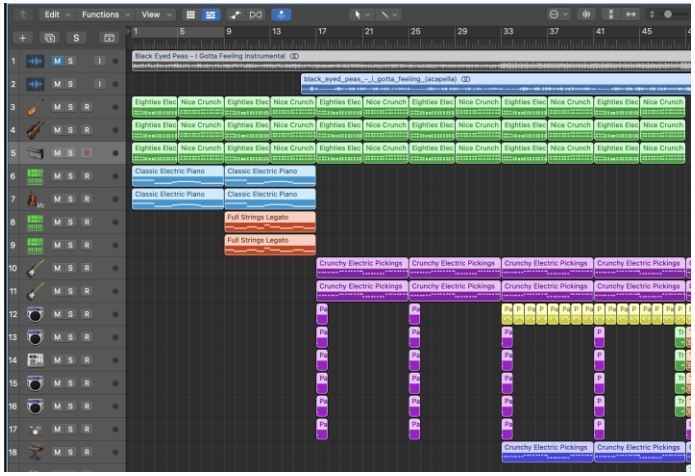


Chord Sequencing





Arrange View



Audio	A sound or music that has been recorded with a microphone
MIDI	Sounds that have been created by a musical instrument plugged into a computer
Samples	Small sections of Audio
Looping	When a sample is repeated

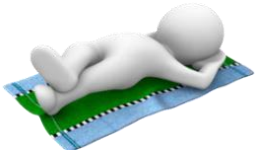
Extension and Further Info

https://learningsynths.ableton.com/
https://www.ableton.com/en/blog/loop/

MAD T-SHIRT

Melody – the tune / pitches played
Articulation – the way it is played
Dynamics – the volume
Texture – layers of sound Thick / Thin
Structure – the order
Harmony – 2 or more notes at the same time
Instruments – what is making the sound
Rhythm & Tempo – duration of the sound and speed
Timbre – the quality of the sound

Music – Sequencing using Logic Pro x

Complete a warm up	A warm up should be completed to: Increase the temperature in the muscles, tendons and ligaments. This increases the elasticity which will help prevent muscle pulls and strains.	
Avoid overstretching	Stretching should be completed carefully without overstretching or bouncing as this can result in a muscle strain	
Avoid overtraining	If you train too hard adaptations will not take place e.g. lifting too heavy weight can cause an injury such as a strain	
Take adequate rest	Training programmes should include rest days. Make sure you have enough resting between sessions to allow for recovery	
Use taping or bracing	When necessary taping and bracing can be used to provide additional support to joints and muscles. E.g. an ankle support can reduce the chance of a twisted ankle (sprain)	
Remain hydrated	Maintain an appropriate level of hydration by drinking water. If you don't maintain your hydration levels you can become dehydrated, this can lead to dizziness and nausea	
Wear appropriate clothing and footwear	This may include non-slip footwear such as boots to prevent ankle injuries Gum shield in rugby to protect the teeth in boxing and rugby Shin pads to reduce the impact on the shins in football and hockey.	

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 arts 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

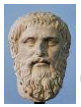
Real of Forms – Plato's name for a perfect realm where our souls previously lived

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

Socrates (469-399 BCE)



Plato (427-347? BCE)

Aristotle (384-322 BCE)

Epicurus (341-270 BCE)

Saint Thomas Aquinas (1225–1274)

Rene Descartes (1596-1650)

David Hume (1711-1777)

Immanuel Kant (1724-1804)

William Paley (1743-1805)

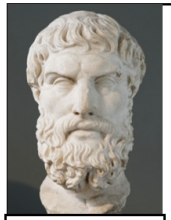
Sigmund Freud (1856-1939)

Karl Marx (1818-1883)

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 philosophers 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



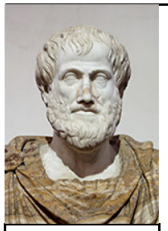
Epicurus (341-270 BCE)

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.

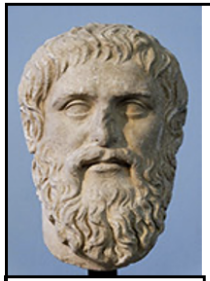


Aristotle (384-322 BCE)

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."***

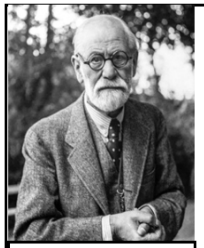
Rene Descartes (1596-1650)

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)

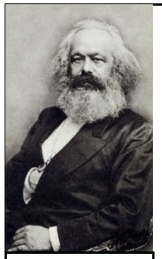
Plato believed that there was an all-knowing, benevolent God. Who providentially cares for and governs everything in the world. He believed that humans have an immortal human soul and that God is the source of all good, being the very Form of Goodness. He claims that religious faith is both against and 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 frug 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 is 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.