

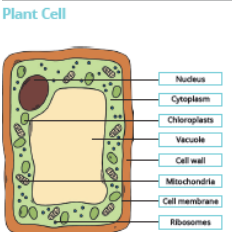
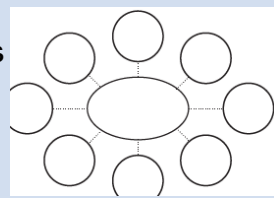


Summer 2 - Year 9 Name:

Just reading through your books or a knowledge organiser is not always an effective way to revise. Instead, you should do something with the information. Choose an example of the revision methods on the pages or see if you can come up with another method.

The knowledge is evolutionary not revolutionary. Approximately half the knowledge is new and half helps you revise. Many of the activities are changing. We hope you enjoy them.

Subject	Page Number	Subject	Page Number
Reading	3	Geography	14
Art	5	German	16
DT	7	History	19
Food	8	English	21
PE	11	Maths	22
Science	12	RE	26
Computer Science	13	Drama	28

Idea	Explanation
Make some flash cards or PowerPoint slides. Make top trumps. 	Write down key words, quotation, questions or equations on one side of a card. On the other side, write the definition or answer. Use them to test yourself.
Make a poster. 	Turn your notes into posters with lots of colour and illustrations. Summarising the key information in a different way is an effective way of learning and your brain will remember the colours more easily. Do the title last!
Draw spider diagrams, or for the adventurous mind maps. 	Write the topic/keyword in the centre of your page. Add everything you know in subtopics. Then explore each subtopic in turn adding more ideas. Colour/pictures help you recall.
Write a song or a rap. 	Are there songs that stick your head. Change the lyrics to the information you want to learn. If you record and listen back it will be a more fun way of revising.
Plan a lesson 	If you teach something to someone else the chance of recalling it is really high. This has been found to be the most effective way of learning something for the long term.
Write a story or comic strip. 	Take the keywords or facts that you need to learn and turn them into a story or a cartoon. The sillier the story the more likely you are to remember it.
Write a quiz. Design a game. 	Playing is how we learn as young children and it is a very powerful way of learning throughout life. If we enjoy the game it helps us remember.

READING: DIFFICULT TEXTS

1. PRE-READING

Think about what you already know about the topic or type of text you are going to read. For example:

- For nineteenth century texts, what do you know about Victorian Britain?
- For fiction, what other books have you read in the same genre? What would you expect to find in this book?

Use images, the blurb, the title/ headline to predict what the text will be about.

2. DURING READING

Re-read sections if you are finding them confusing. Try and get a general understanding before you move on.

Ask questions of the text, for example:

- Does that make sense?
- Why is the character doing that?
- What would I expect to happen next?
- Do I agree with the author? Are they presenting fact, fiction or opinion?

3. VOCABULARY

When you come across a word you don't know:

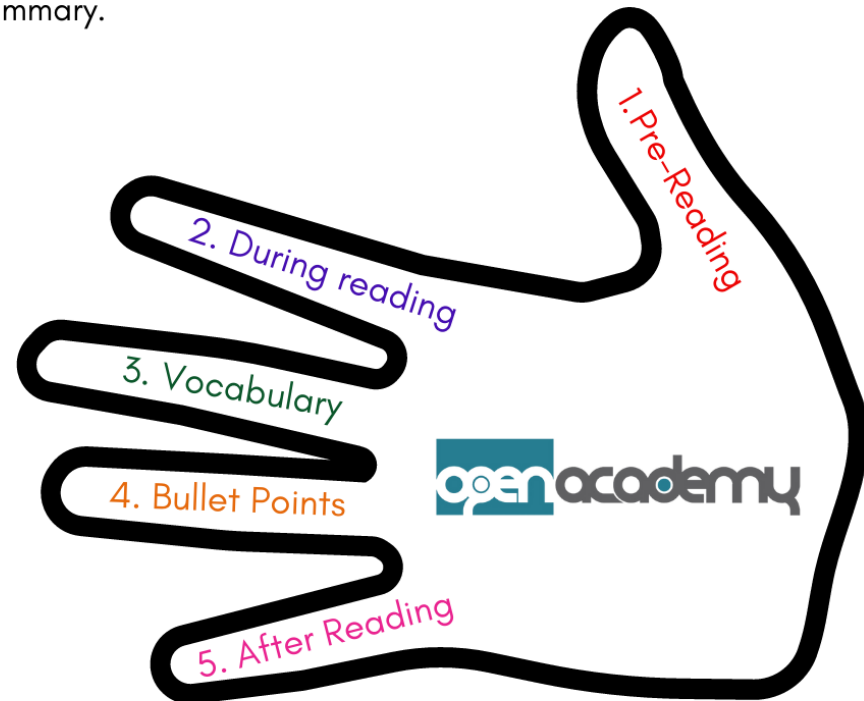
- look up the definition
- see if you can figure out the meaning from the surrounding sentence (what would make sense)
- look for common pre-fixes, suffixes and root words- for example words starting with BIO are to do with living things.

4. BULLET POINTS

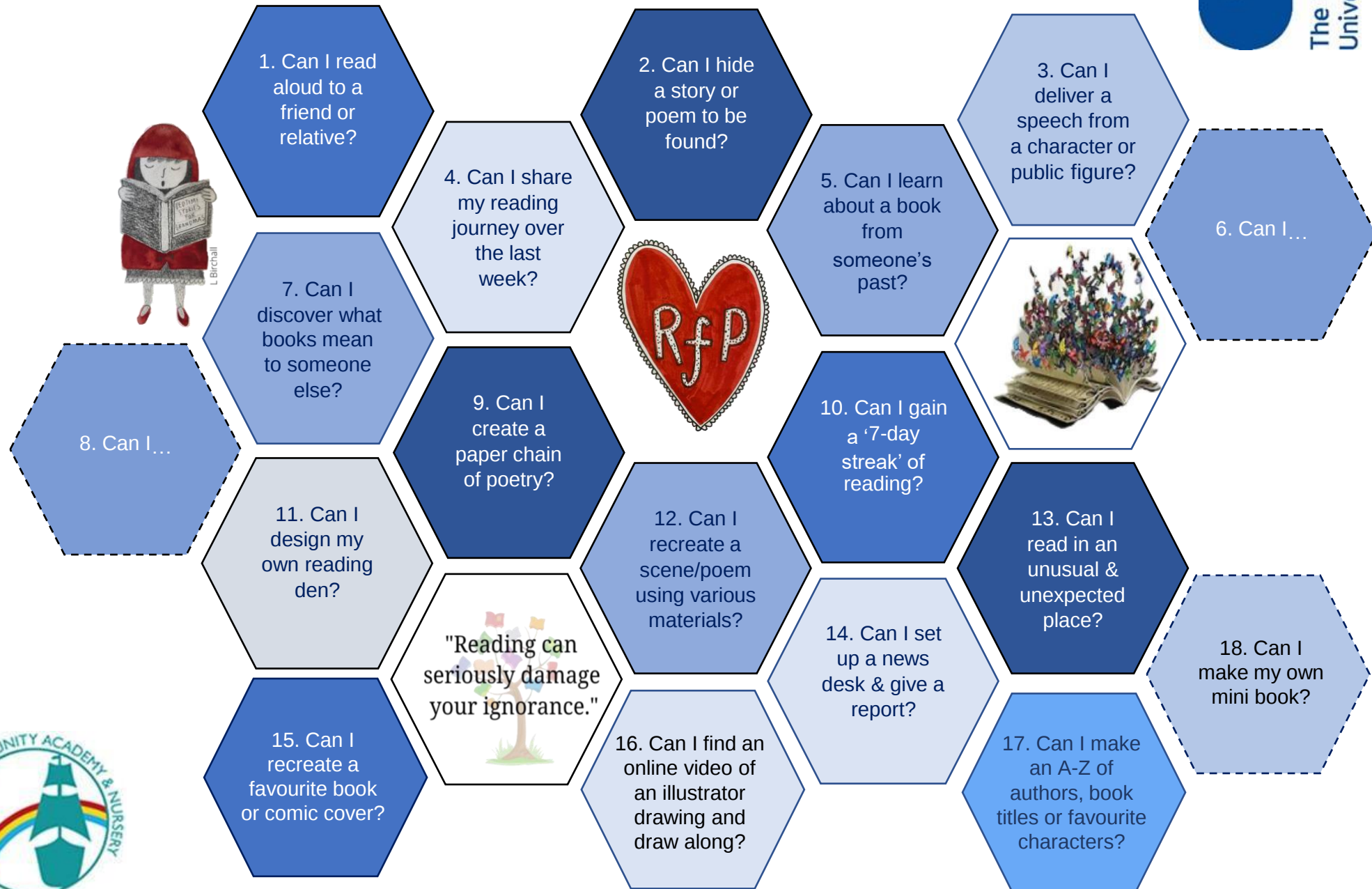
Pause regularly to ensure you understand what is being said. For non-fiction, make a quick bullet point for each paragraph to sum up the main ideas. For fiction, you may do this by chapter.

5. AFTER READING

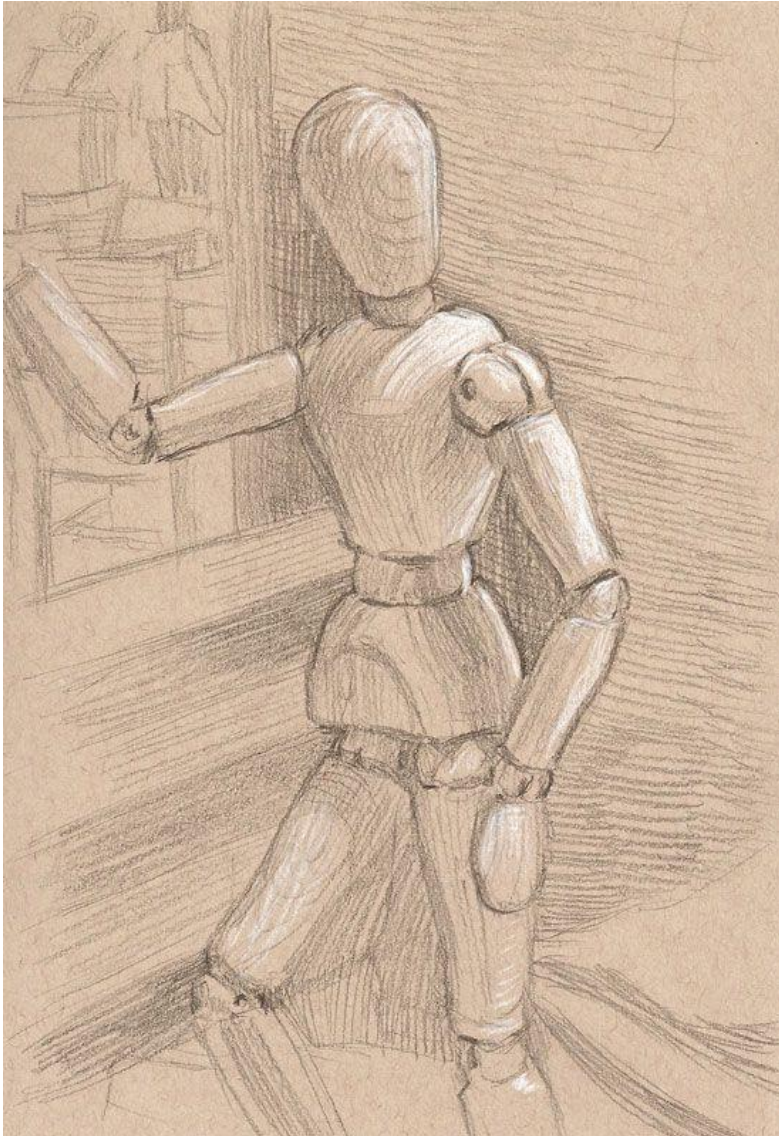
Summarise the text in your own words. Remember to only pick out the key details. Your summary could be written out, or you could add images or create a comic-style summary.



Sharing the Love of Reading: 11-16-year olds

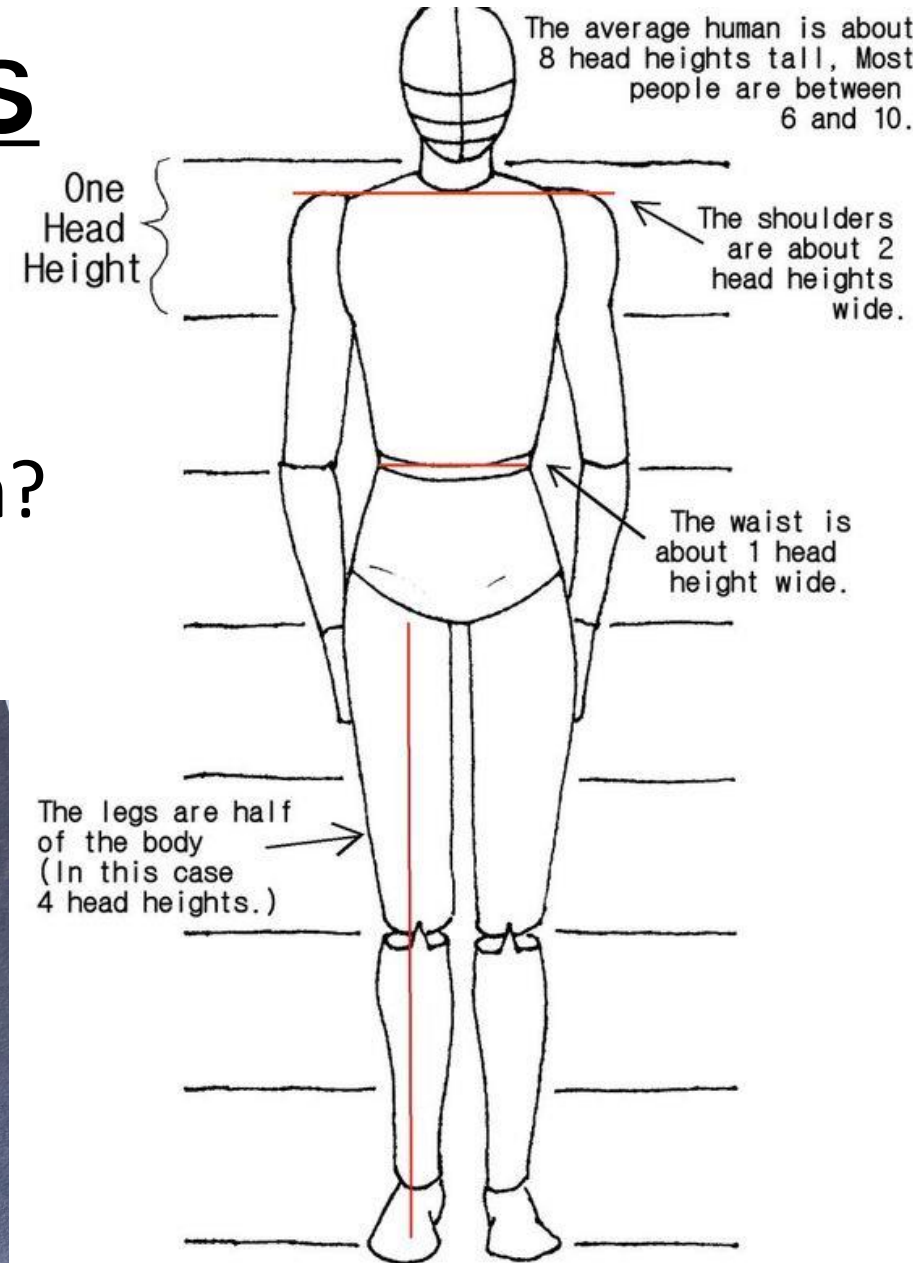


Drawing the mannequin:

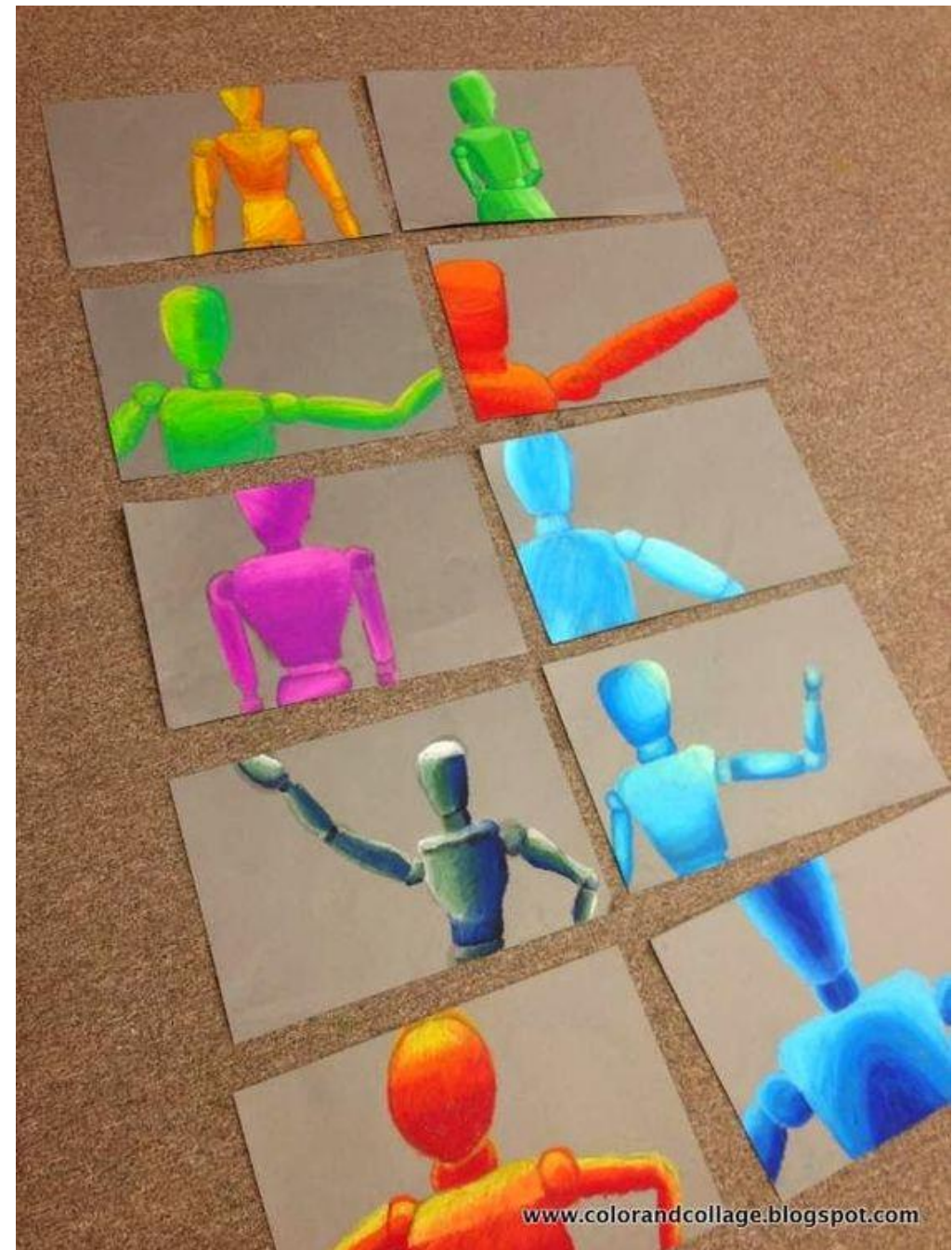
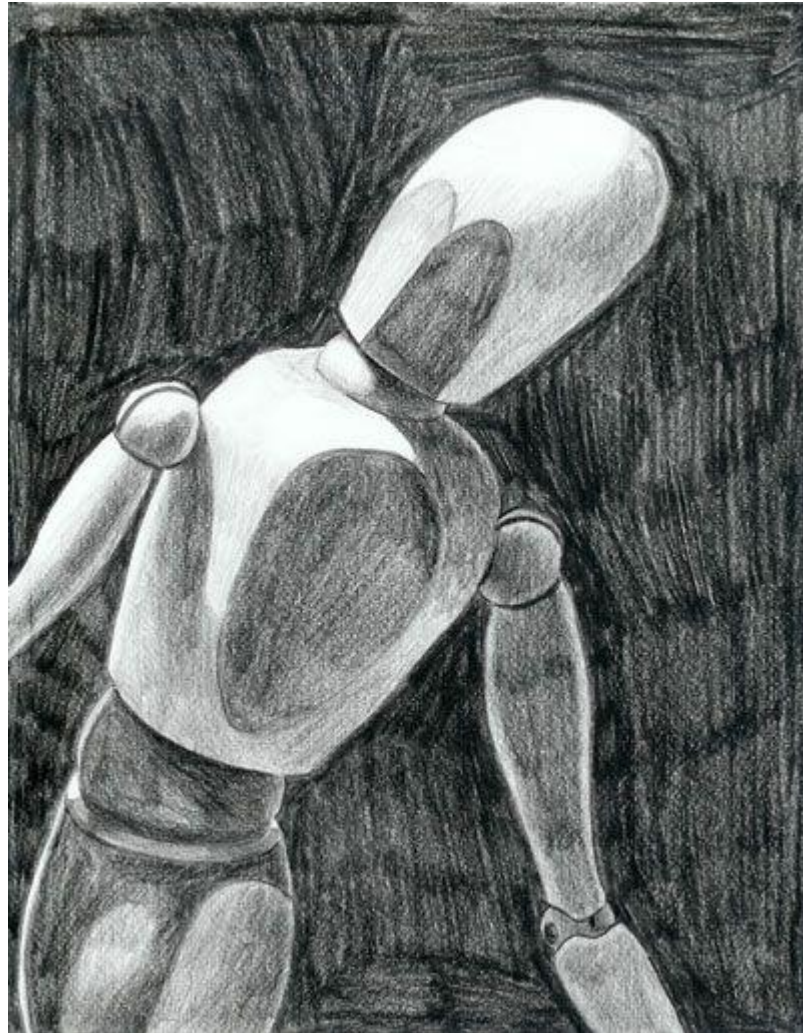


Proportions

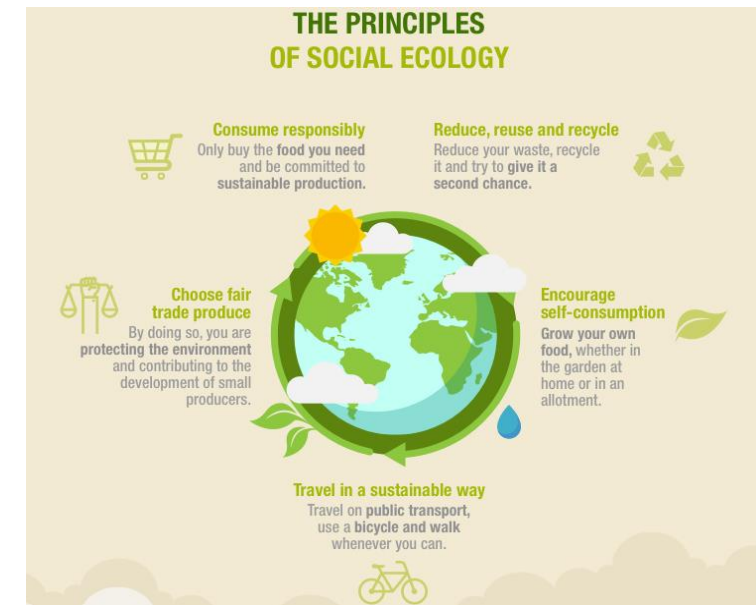
**How many heads tall
is the average person?**



Adding colour/tone:



Year 9 Design and Technology



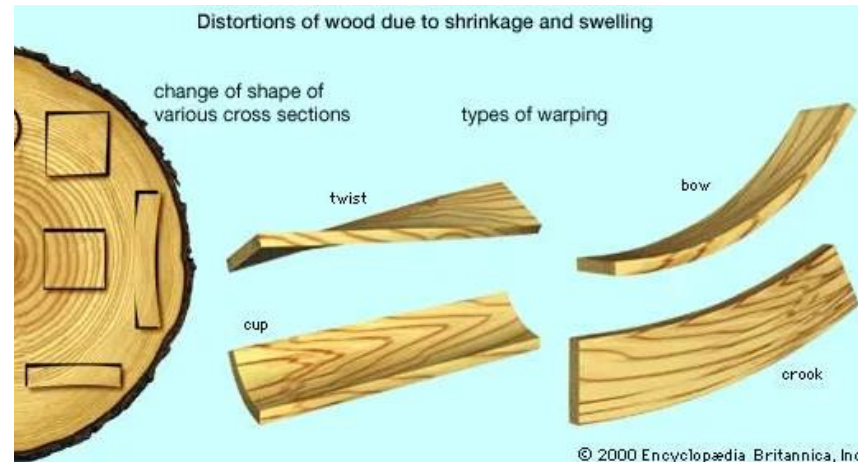
These are the key principles of design we will be looking at this term when working in the Workshop. The project is to design and make a RECYCLED palette planter.

Key Questions?

- What is the function of a planter? Will it have any extra practical design features?
- What key aesthetics do you need to consider when designing? Will using recycled materials have an impact on the appearance?
- How will planning and measuring ensure your product is durable enough to work in outside weather conditions?

Word Bank

Material properties	Aesthetics	Measurements
Template	Product	
Analysis	Recycling	Selecting
Surface Treatments		Refinement



• **Biodegradable materials** - this includes food scraps, cotton, wool, wood and biodegradable plastics. Carbon emissions are minimal in the production of biodegradable plastics, but there is a risk of contamination when they are recycled.

• **Less material or reduce waste** - techniques such as **nesting** can help to reduce waste, but it may not be possible to reduce or substitute materials and create a similar standard product



Belt Sander



Metal File



Tenon Saw

Selecting your own dishes to demonstrate skill

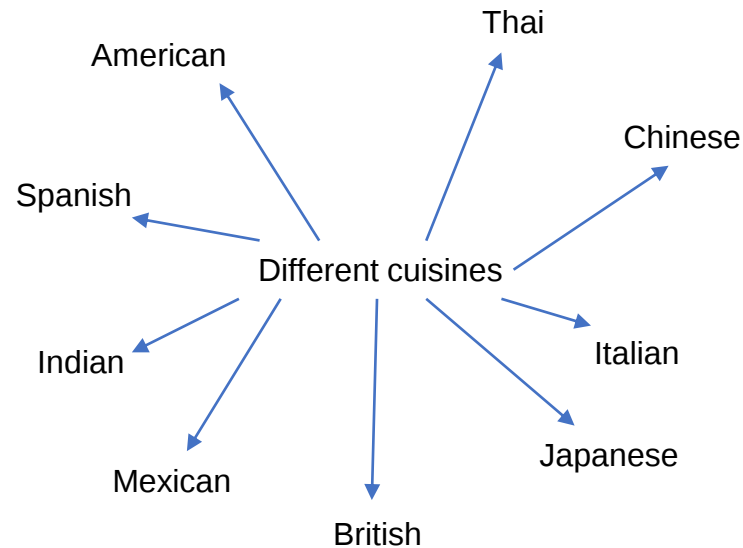
You will have the opportunity to make your own savoury dish of your choice and a sweet dish of your choice. What do you need to consider when planning for these dishes?

Factors to consider when planning your dishes

- How much time do you have to cook.
- What equipment do you need.
- Do you have the culinary skills to make the dish.

What skills should you demonstrate?

- Independently following a recipe
- Possibly adapting a recipe.
- Tasting and seasoning your dish appropriately.
- A range of preparation skills e.g. high quality chopping skills, accurately weighing ingredients, kneading, mixing etc.
- Cooking skills e.g. baking, roasting, boiling, simmering.



You must bring in a recipe!

Where can you find recipes?

- YouTube
- Instagram
- Tiktok
- BBC good food
- Super market websites

Make sure you
**WRITE THE RECIPE DOWN OR
PRINT IT OFF!**

DO make dishes from scratch,
demonstrate skill and show off what
you have learnt in food tech.

DON'T make something simple and
easy e.g. Pasta and ready make
sauce. Show off your skills!!



Crispy chicken with sticky Asian sauce

Ingredients

1 large chicken breast/
200g of pork loin/Quorn or tofu
1 egg
30g corn flour
100g plain flour
1 tsp of paprika
¼ tsp garlic powder
Salt and pepper
150g rice

Sauce

1 clove of garlic
½ tbsp white wine vinegar
1 tbsp honey
1 tbsp sweet chili sauce
1 ½ tbsp tomato ketchup
1 tbsp brown sugar
2 tbsp soy sauce
Optional ; sesame seeds

Equipment

Yellow chopping board
Red chopping board
Knife
Frying pan
Saucepan
Tongs
White plate
Plastic bowl
Fork
Scraps bowl
Colander

Skills

Chopping
Coating
Boiling
frying

Method

1. Fill a saucepan ¾ full and put on to boil, when the water is boiling add rice and cook for 10 minute. Once cooked drain and put into your container.
2. On a red board cut chicken/pork into bit size pieces. White board for tofu/Quorn. On a plate season PLAIN flour with paprika, garlic powder, salt and pepper.
3. Coat chicken/pork/tofu/Quorn in CORN flour, then egg ,then seasoned PLAIN flour. once you have coated all pieces fry until cooked through then transfer onto a plate whilst you make the sauce.
4. On a white board mince your garlic. Then add all of your sauce ingredients to the frying pan and simmer until the sauce thickens Add cooked chicken/pork/tofu/Quorn pieces and stir until everything is evenly coated.
5. Transfer to your container and top with a sprinkle of sesame seeds.

Next lesson you will make your own savoury recipe

Brownies

Ingredients

100g butter

110g dark chocolate (it MUST be dark)

Extra chocolate chunks of your choice to go into the mix

2 eggs

75g Sugar

50g muscovado sugar

75g plain flour

Equipment

Saucepan, metal bowl, spoon, jug, weighing scales, baking tin

Skills

Melting, using a bain-marie, mixing, baking

Method

1. Place margarine, muscovado sugar and chocolate in the bowl and place on top of sauce pan with water.
2. Leave until melted and stir well.
3. In a separate bowl, mix eggs and caster sugar well.
4. Stir in the chocolate mix.
5. Add the flour and mix until all the flour is combined.
6. Add mixture to a greased baking tray
7. Bake in the oven 30-35min until shiny and does not wobbly when shaken.

Next lesson you will make your own sweet recipe

COMPONENT OF FITNESS:

BALANCE

DEFINITION:

BALANCE IS THE ABILITY OF THE PERFORMER TO RETAIN THEIR CENTRE OF MASS OVER THEIR BASE OF SUPPORT WITHOUT FALLING.



STORK TEST

The Stork Test measures static balance.

Stand with your hands on your hips, and place the sole of your right foot against the middle of your left knee, or vice versa. Rise up on the ball of your standing leg, and hold your balance for as long as possible. Record your time in seconds.

Normative data for the stork test is shown in the table below.

Gender	Age	Excellent	Good	Average	Fair	Poor
Male	16 - 19	>50	49.9 - 40	39.9 - 30	29.9 - 20	<20
Female	16 - 19	>30	29.9 - 23	22.9 - 16	15.9 - 10	<10



IMPROVING BALANCE

There are various training methods that can help improve static and dynamic balance, including SAQ training and hurdle/ladder drills.

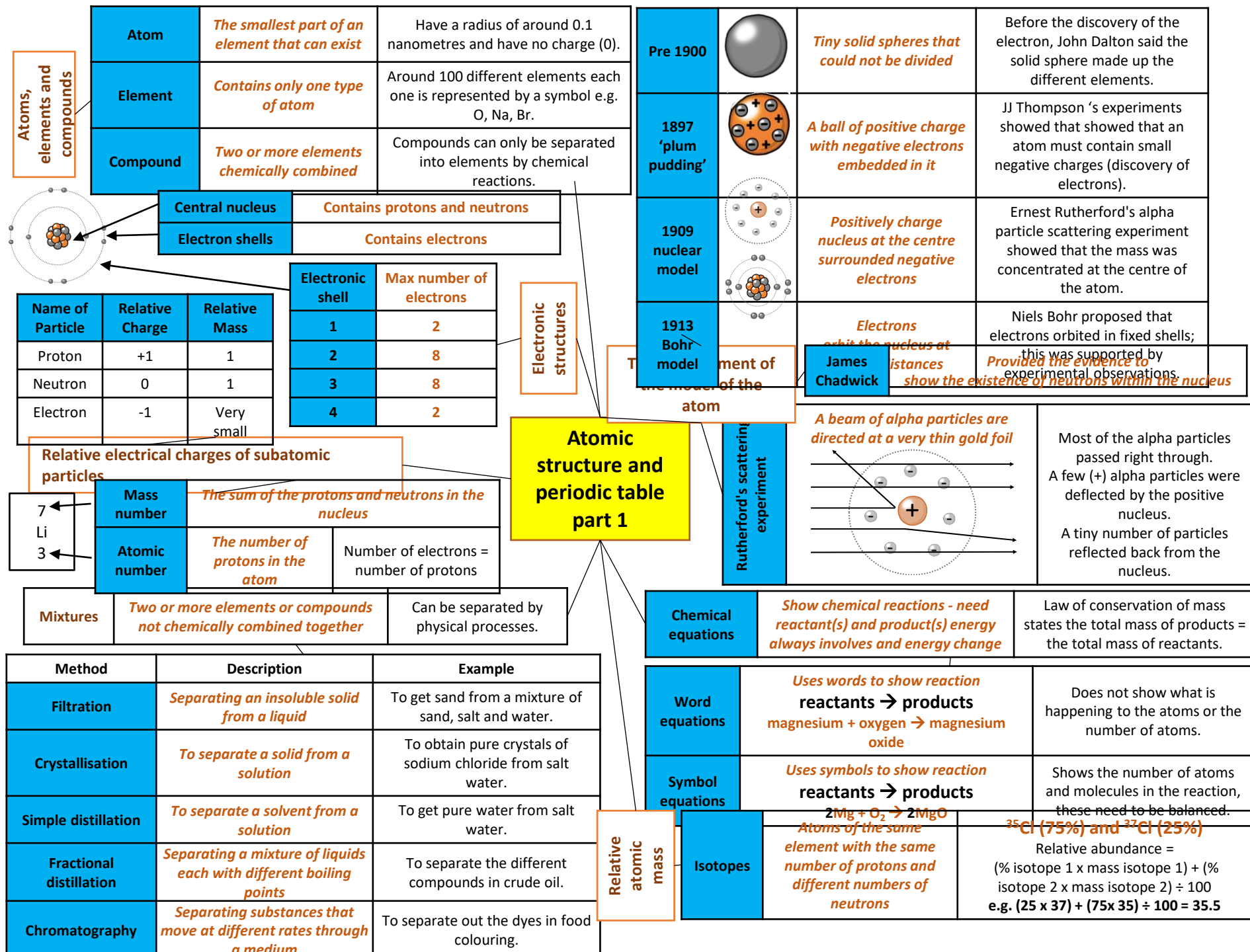
Training your core muscles will also help you improve muscular balance. Try performing exercises on an exercise ball or bosu ball.



A BALANCE CAN BE:

STATIC - THIS IS A STILL ACTION.

DYNAMIC - BALANCING ON THE MOVE.



Activity: Use a video conferencing piece of software to explain the contents of this knowledge organiser to someone in your family who is not technically savvy. Break the knowledge down into lessons which you can do one a week.

Summary

Computers use **binary** - the digits 0 and 1 - to store data. A **binary digit**, or **bit**, is the smallest unit of data in computing. ... **Binary numbers** are made up of **binary digits (bits)**. The circuits in a computer's processor are made up of billions of transistors

Boolean algebra and **truth tables** can be used to describe logical expressions. The most common Boolean operators are **AND**, **OR** and **NOT** (always in capitals). Each operator has a standard symbol that can be used when drawing logic gate circuits.

A **bit pattern** could represent different types of data including **text**, **image**, **sound** and **integer**.

Computers require **input hardware**, **processing hardware** and **output hardware**. The hardware that defines a computer is the **CPU** and **memory**. Without these a computer could not function. The **CPU** and **memory** work together to run programs.

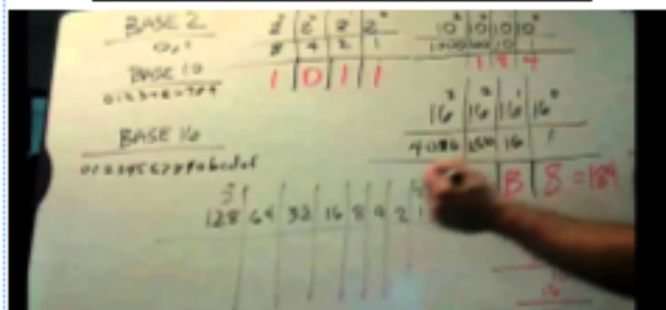
CPU - executes programs using the **fetch-decode-execute cycle**.

Memory - stores program operations and data while a program is being executed. There are several types of memory, including: **registers**, **cache**, **RAM** and **virtual memory**.

Key Vocabulary

Clock speed	The speed of a computer CPU, measured in hertz.
Cache	A piece of temporary memory. It can refer to a part of the RAM, storage disk, CPU, or an area for storing web pages.
CPU	Central Processing Unit - the brains of the computer that processes program instructions. Also called a microprocessor .
Execute	To run a computer program.
GHz	Gigahertz. One billion hertz per second = one gigahertz. This is a measure of frequency and is used to describe bus speeds and CPU clock speeds.
Hardware	The physical parts of a computer system, e.g. a graphics card, hard disk drive and CD drive.
Mother-board	The circuit board inside a computer that houses the CPU, memory and connections to other devices.
RAM	Memory that is constantly being written to and read from. It does not retain its contents without a constant supply of power, i.e. when a computer is turned off, everything stored in its RAM is lost.
Registers	The section of high speed memory within the CPU that stores data to be processed.
Software	Software is the programs that run on a computer.
Virtual memory	A section of a computer storage drive which is temporarily used as RAM.

Decimal, binary and hexa decimal



Central Processing Unit

The **Central Processing Unit** or **CPU** is arguably the most important component of a computer.

You can think of the CPU as being like the brain in a human.

It is responsible for all of a computer's processing.

The Fetch - Decode - Execute cycle

The **CPU** operates by repeating three operations:

FETCH - causes the next instruction and any data involved to be fetched from main memory

DECODE - decodes the instruction to make sure it can be carried out

EXECUTE - carries out the instruction

Repeat ...

Boolean Algebra

NOT Gate



$$Q = \text{NOT}(A)$$

Truth Table

Input A	Output Q
0	1
1	0

AND Gate



$$Q = A \text{ AND } B$$

Truth Table

Input A	Input B	Output Q
0	0	0
0	1	0
1	0	0
1	1	1

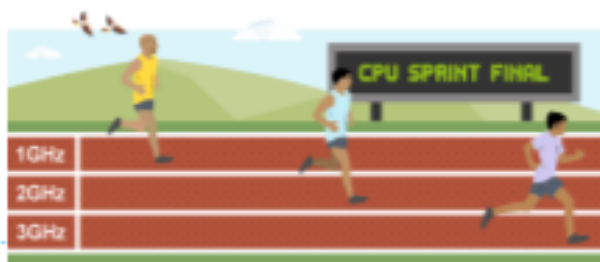
NAND Gate



$$Q = A \text{ NAND } B$$

Truth Table

Input A	Input B	Output Q
0	0	1
0	1	1
1	0	1
1	1	0

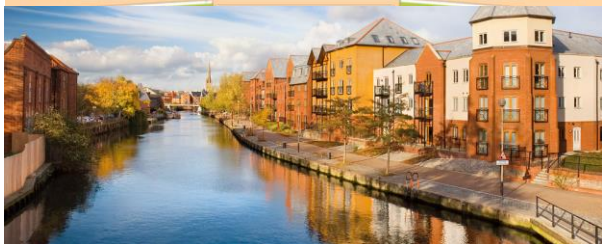


PC Components



<http://bit.ly/2Qxi9ab>





Topics covered

- ✓ What is Norwich like?
- ✓ Natural/man-made features
- How is Norwich changing?
- ✓ Do geographical ideas and theories work in Norwich?
- ✓ What are data types?
- ✓ How can I collect data?
- ✓ How can I present data?
- ✓ What does my data tell me?

Designed by KMU for Open Academy 2019

Year 9 Knowledge Organiser: Local Fieldwork Project – Norwich



Key Ideas:

1. I can define my local area
2. I can describe different areas within Norwich
3. I can ask geographical questions about my local area
4. I can test ideas and theories about my local area
5. I can report on the findings of my local area investigation

Skills

- ❑ To use GIS (digital mapping) to describe/locate my local area
- ❑ To use mapping to investigate features
- ❑ To collect primary (my own) data on my local environment (could also be secondary data)
- ❑ To construct tables/graphs/sketches to record observations
- ❑ To write a detailed analysis of results

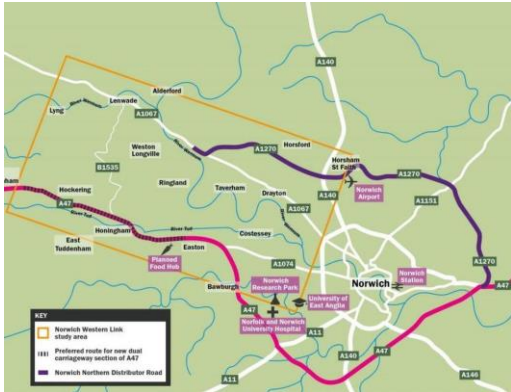
Places and Environments

- ❖ Open Academy
- ❖ Heartsease
- ❖ Norwich
- ❖ Trowse
- ❖ Riverside
- ❖ Anglia Square
- ❖ Gentlemans Walk
- ❖ Chapelfield

Key Terms Used in this Unit

- ❑ Primary data
- ❑ Secondary data
- ❑ Hypothesis
- ❑ Transect
- ❑ Sampling
- ❑ Bi-polar analysis
- ❑ Fieldsketch
- ❑ Pie chart
- ❑ Scattergraph
- ❑ Radar graph
- ❑ Correlation
- ❑ Proportional symbols
- ❑ Averages (mean/mode/median)
- ❑ Conclusion
- ❑ Judgement
- ❑ Reliability
- ❑ Limitations
- ❑ Evaluation

Norwich has seen many changes to its Land Use over time. Sometimes this was driven by transport changes, WW2, new housing demand and retail changes.



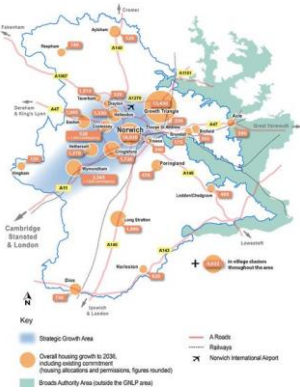
Norwich is continuing to grow outwards over time. This means that the surrounding countryside is being lost to 'urban' land use.

The demand for housing is the main cause of recent changes along with the building of new main roads.

The NDR is now built. Currently there is on-going debate about the need to link up the A47 and the NDR to enable a 'ring road' type scenario.

Environmental groups and members of the public have voiced concerns over the route.

Business leaders are in favour of moving ahead with the plans.



Does Norwich need a restricted housing development 'green belt' like Cambridge and London?

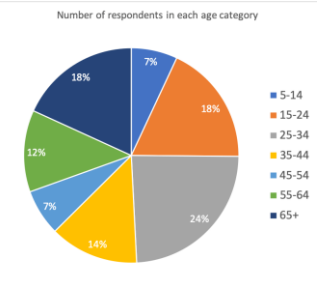
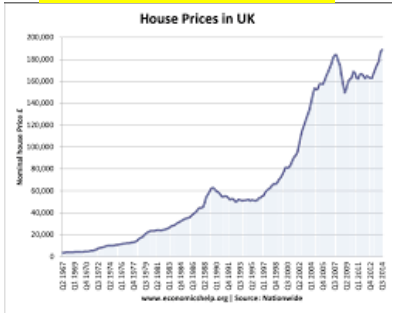
Do you think that the NDR – A47 link is a good idea?

A good fieldwork project always introduces the study area in detail.



How would you introduce the location of Norwich?

Why do house prices keep rising?



Pie graphs are good ways to show data but why are they so effective?

Arguably the most important part of an investigation is the Evaluation. Here you can weigh up the successes and failures. In Geography admitting you made mistakes is a good thing, its also a chance to say how you could improve the project if done again.

TOP TIPS

FOR GEOGRAPHICAL FIELDWORK

MAKE A PLAN

Make a plan and consider these three components...

1

Aims and objectives

Set a geographical question ensuring that it's clear, concise and measurable.

2

Schedule

Create a schedule to stay on track, the realistic about what you can achieve in the time available.

3

Equipment list

Go through your plan and consider what you'll need, from pen/pencil, from measuring tapes to binoculars.

EXPECT THE UNEXPECTED

Geographers need to be adaptable. Despite all your planning, you must prepare for the unexpected. Bad weather or broken equipment can all hamper your fieldwork. Unexpected results may also require you to adapt or change your sampling method, data presentation and analysis based on what you find.

RECORD EVERYTHING

You might only get one chance to record your data, so make sure you write everything down. Record every measurement and take plenty of photographs. It's better to have a notepad full of information and a camera full of photos (which you may or may not use). Don't miss something you might need and not have the opportunity to go back.

WHAT WAS THE QUESTION?

Keep going back to the original question and ask yourself: are you answering it? Make sure that your methods, data presentation, conclusions and evaluation link back to your aims and objectives and effectively fulfil the criteria for answering your question.

REFLECT

Once you've completed your fieldwork, take some time to reflect on what you've achieved. Think about your experience and what it means to you. Have you learned anything new? Has your investigation improved your geographical skills and knowledge?

nst

Line graphs enable us to compare types of data. If the data is linked it will show a Diagonal trend line.



Positive correlation
As one variable increases so does the other variable.



Negative correlation
As one variable increases the other variable decreases.



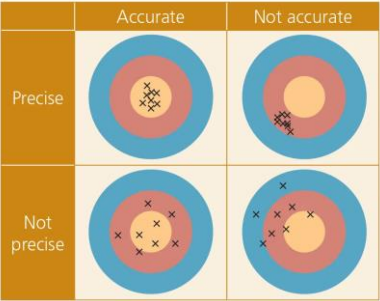
No correlation
There is no relationship between the two variables.

Can you think of 2 types of data that would be linked?

Once data has been analysed it is important to re-visit the original hypothesis. Ideally you will have different types of data as evidence. You must then make summary statements and observations about what this told you.



Why is it important that you have good data?



What have you learned about your project?

Module 5: Kindheit(Childhood)

Here is the vocabulary you will need for
Stimmt 3, Module 5.

Meine Kindheit • My childhood

Mit fünf Jahren ...	<i>When I was five years old.../At the age of five ...</i>
hatte ich ein tolles Rad.	<i>I had a great bike.</i>
hatte ich einen roten VW.	<i>I had a red VW.</i>
hatte ich eine schöne Puppe.	<i>I had a beautiful doll.</i>
hatte ich einen niedlichen Teddybären.	<i>I had a cute teddy bear.</i>
hatte ich einen kleinen Computer.	<i>I had a small computer.</i>
hatte ich einen bunten Fotoapparat.	<i>I had a colourful camera.</i>
hatte ich einen blauen Gokart.	<i>I had a blue go-kart.</i>
hatte ich eine gelbe Tasche.	<i>I had a yellow bag.</i>
hatte ich eine tolle Eisenbahn.	<i>I had a great train set.</i>
hatte ich ein weißes Jo-Jo.	<i>I had a white yo-yo.</i>
hatte ich ein altes Schaukelpferd.	<i>I had an old rocking horse.</i>
hatte ich viele Kuscheltiere.	<i>I had lots of soft toys.</i>
Das war meine Lieblingssache.	<i>That was my favourite thing.</i>
Er/Sie/Es war super.	<i>It was super.</i>
Jetzt spiele ich lieber am Computer.	<i>Now I prefer to play on the computer.</i>

Username: openacademy

Password: surname900

Go to 'my resources' to find your work.

Keep practising your German vocabulary on www.quizlet.com and www.memrise.com

Ask you German teacher for more details.

In this Module you will learn how to:

Talk about your childhood

Use hatte and war

Erinnerungen • Memories

Mit welchem Alter konntest du ...?	<i>At what age could you ...?</i>
Ich konnte mit sechs Monaten ...	<i>At six months old I could ...</i>
Ich konnte mit einem Jahr ...	<i>At one year old I could ...</i>
Ich konnte mit zwei Jahren ...	<i>At the age of two I could ...</i>
bis 20 zählen	<i>count to 20</i>
schwimmen	<i>swim</i>
meinen Namen schreiben	<i>write my name</i>
Rad fahren	<i>ride a bike</i>
laufen	<i>walk</i>
lesen	<i>read</i>
sprechen	<i>talk</i>
lächeln	<i>smile</i>
einen Handstand machen	<i>do a handstand</i>
die Uhr lesen	<i>tell the time</i>

Was durftest du machen?

• What were you allowed to do?

Ich durfte ...	<i>I was allowed ...</i>
Ich durfte nicht ...	<i>I was not allowed ...</i>
alleine in die Schule gehen	<i>to go to school on my own</i>
alleine in die Stadt gehen	<i>to go to town on my own</i>
alleine ins Kino gehen	<i>to go to the cinema on my own</i>
Ich musste um 18 Uhr zu Hause sein.	<i>I had to be home by 6 pm.</i>
Ich musste um 19 Uhr ins Bett gehen.	<i>I had to go to bed at 7 pm.</i>
Ich musste zu Hause helfen.	<i>I had to help at home.</i>

Sekundarschule und Grundschule

• Secondary and primary school

In der Sekundarschule ...	<i>At secondary school ...</i>
In der Grundschule ...	<i>At primary school ...</i>
haben wir viele Hausaufgaben.	<i>we have lots of homework.</i>
hatten wir nicht viele Hausaufgaben.	<i>we didn't have much homework.</i>
müssen wir das Klassenzimmer wechseln.	<i>we have to change classrooms.</i>
mussten wir in einem Klassenzimmer bleiben.	<i>we had to stay in one classroom.</i>
ist das Essen in der Kantine schlecht.	<i>the food in the canteen is bad.</i>
war das Essen in der Kantine lecker.	<i>the food in the canteen was tasty.</i>
sind die Lehrer streng.	<i>the teachers are strict.</i>
waren die Lehrer freundlich.	<i>the teachers were friendly.</i>
dürfen wir kein Klassentier haben.	<i>we're not allowed to have a class pet.</i>
durften wir ein Klassentier haben.	<i>we were allowed to have a class pet.</i>
sind die Klassenzimmer langweilig.	<i>the classrooms are boring.</i>
waren die Klassenzimmer bunt.	<i>the classrooms were colourful.</i>

Meine Klassenkameraden

• My classmates

Er war der .../Sie war die ... *He/She was the ...*

Älteste	<i>oldest</i>
Beste	<i>best</i>
Bunteste	<i>most colourful</i>
Frechste	<i>cheekiest</i>
Freundlichste	<i>friendliest</i>
Größe	<i>biggest/tallest</i>
Intelligenteste	<i>most intelligent</i>
Interessanteste	<i>most interesting</i>
Kleinste	<i>smallest</i>
Langweiligste	<i>most boring</i>
Lauteste	<i>loudest</i>
Musikalischste	<i>most musical</i>
Schlechteste	<i>worst</i>
Sportlichste	<i>sportiest</i>
Strengste	<i>strictest</i>

Read the Strategy Box to help memorise vocabulary.

Oft benutzte Wörter

• High-frequency words

hatte/hatten	<i>had</i>
war/waren	<i>was/were</i>
musste/mussten	<i>had to</i>
durfte/durften	<i>was allowed to/ were allowed to</i>
durfte nicht/ durften nicht	<i>was not allowed to/ were not allowed to</i>
konnte/konnten	<i>could</i>
streng	<i>strict</i>
weit	<i>far</i>
in Ordnung	<i>all right</i>
gefährlich	<i>dangerous</i>
ängstlich	<i>anxious, worried</i>
gemein	<i>mean</i>

Key words	
Tsar	Monarch or emperor of Russia
Autocracy	A political system where the country is ruled by one monarch who holds all political power
Revolution	A sudden and significant change to the political system in a country, usually involving the overthrow of the previous government or ruler
Bolshevik	Name of the Russian Communist Party who take control of Russia in 1917
Lenin	Leader of the Bolsheviks until his death in 1924
1905 Revolution	Russia's first Revolution in which the Tsar's power is threatened but survives with some minor changes
February Revolution	Takes place in 1917 and sees the overthrow of the Tsar and his replacement with the 'Provisional Government'
October Revolution	Takes place in 1917, led by the Bolsheviks, and sees the overthrow of the Provisional Government
Jack the Ripper	Nickname given to a serial killer who killed at least five prostitutes in Whitechapel in 1888
Whitechapel	The very poor area of London in which 'Jack the Ripper' carried out his murders.

Russia in 1905

By 1905, the vast majority of Russia was still a backward country mostly based on farming. Peasants worked hard and were often vulnerable to famine and disease. However, they were very religious and very loyal to the Tsar of Russia.

In 1905 Russia had its first Revolution. Although the protesters mostly did not wish to overthrow the Tsar they did demand some changes. This had 3 main causes:

- Ongoing poverty and inequality in Russia, and as inflation, hunger and taxation increased the peasants began to protest
- The Russian army/navy were humiliated by the Japanese in the Russo-Japanese war, so people were angry and some blamed the Tsar
- Bloody Sunday was a protest in the capital city of St. Petersburg where the Tsar ordered his troops to shoot the protesters

Despite a large amount of opposition in 1905, Tsar Nicholas II was able to survive and introduce only very limited changes.

However, in 1917 there were two revolutions in Russia that changed the country forever. On the right are some of the key features of both.

February 1917 Revolution	October 1917 Revolution
Caused by the Tsar's failure to end the war despite its effects on the Russian people.	Caused by the Provisional Government's failure to end the war, despite promising they would.
Caused by increasing demands for democracy in Russia by many different political groups.	Caused by the actions of the Communists who wanted Russia to become a Communist country.
Caused by ongoing poverty and suffering in Russia.	Caused by ongoing poverty and suffering in Russia.
Led to the creation of a Provisional Government who planned to bring in free elections	Led to the replacement of the Provisional Government with a Communist government
Although they imprisoned much of their opposition, the Government eventually lost control and the Bolsheviks took power	Once in power, the Bolsheviks fought the Russian Civil War against those who wanted the Tsar to return. They won and remained in power.

'Jack the Ripper'

In Whitechapel in 1888 the murders of five prostitutes were strongly suspected to be the work of a single person. Although the murderer was never caught, he was given the name 'Jack the Ripper'.

The murders took place in the area of Whitechapel, London. It was possible for the killer to escape partly because the crime rate in Whitechapel was so high.

Prostitutes were often victims of violent crime; they were alone with men, spent a lot of time out at night and many had no family able to protect them.

The victims

1. Mary Ann Nichols— 31st August 1888

Mary was found dead in the middle of the street. She had had her throat cut and her belly sliced open.

2. Annie Chapman— 8th September 1888

Annie Chapman was found in a yard, again with her throat cut and her belly sliced open. The fact that many people were close by suggests the killer was silent. Elizabeth Long reported seeing Annie talking to a foreign gentleman with a shabby genteel appearance.

3. Elizabeth Stride— 30th September 1888

Elizabeth Stride was found dead in a pub back yard. Her throat had been cut however the killer had been disturbed before he could mutilate her body. This seemed to anger him and he went in search of another victim.

4. Catherine Eddowes— 30th September 1888

Later that same night Catherine Eddowes was murdered in Mitre Square. The killer was clearly frustrated by his earlier failure as the cuts were deeper and more frantic than the others.

5. Mary Jane Kelly— 9th November 1888

This was the most gruesome of the murders. Mary Kelly invited the murderer back to her home where the murder took place. Jack the Ripper spent hours mutilating her body. This was the most gruesome murder by far.

Why wasn't the killer caught?

It is likely that, had he been around today, Jack the Ripper would have been caught. However there were several reasons why he was able to get away with it.

Some of these have to do with the failures of the Police at the time:

- The police ignored and sometimes destroyed key evidence, such as writing on Catherine Eddowes' wall (a crime scene)
- The two police forces involved did not communicate well with each other
- The police offered no reward for information
- Much of the evidence the police used came from unreliable witnesses

However, there were also factors outside of Police control:

- Whitechapel was like a maze which made it easy for criminals to hide and escape
- The press were very critical of the police and mocked even some of their sensible tactics
- Many fake letters were sent to the police, claiming to be from the killer.

Vocabulary to learn

Superlative
Surreal
Strewn
Unsettling
Detritus
Veteran
Advocate
Demeanour
Content
Tone
Delivery
Engaging
Unrest
Civilian
Dissidence
Conformity
Democracy
Controversial
Explanatory
Introduction
Conclusion
Alternative
Informative

Structure analysis checklist:

- Zoom in/out
- Repetition of an image/idea
- Links and connections between paragraphs
- Shifts:
 - inside to outside (and vice versa)
 - focus
 - time
 - topic
 - setting/place
 - mood/atmosphere
 - description to dialogue (and vice versa)

Language analysis checklist:

- Link to task
- Relevant quote
- Meaning of quote
- Method named
- Effects explained
- Word zoomed in on
- Meaning of word
- Implied meanings
- Aim higher: layers of meaning

Evaluate

- The impressions you have of the text in relation to a statement
- The methods the writer has used to create these impressions
- How the particular **methods** create these impressions

Methods

- **Linguistic devices** – *simile, metaphor, personification, repetition, rhetorical question etc.*
- **Word choices** – *nouns, adjectives, verbs, adverbs etc.*
- **Sentence forms** – *fragment, simple, compound, complex*

Checklist:

1. Capitals
2. Full stop .
3. Exclamation !
4. Question ?
5. Comma ,
6. Apostrophe ' ,
7. Ellipsis ...
8. Semi colon ;
9. Colon :

Descriptor from GCSE assessment criteria

Level 4: simple vocabulary
Bad Good Light Happy

Level 5: effective vocabulary
Negative Positive Bright Jolly

Level 6: sophisticated vocabulary
Awful Fantastic Brilliant Ecstatic

Levels 7-9: ambitious vocabulary
Immoral Virtuous Dazzling Elated

Literary devices and word class

- Metaphor – a literal comparison – *she was a monster*
- Personification – human qualities – *the grass danced in the wind*
- Simile – as/like/as if – *he was like a man possessed*
- Onomatopoeia – the sound words – *bang, pop, sizzle*
- Alliteration – same starting sounds – *really rather raucous*
- Lists – to emphasise many reasons
- Verbs – doing words
- Adjectives – describing words
- Nouns – objects or abstract things e.g. love
- Adverbs – describe doing words e.g. wrote **neatly**
- connotations of words – associations – night-time = mystery

YEAR 9 — REPRESENTATIONS...

Probability

What do I need to be able to do?

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

- Add, Subtract and multiply fractions
- Find probabilities using likely outcomes
- Use probability that sums to 1
- Estimate probabilities
- Use Venn diagrams and frequency trees
- Use sample space diagrams
- Calculate probability for independent events
- Use tree diagrams

Keywords

Event: one or more outcomes from an experiment

Outcome: the result of an experiment

Intersection: elements (parts) that are common to both sets

Union: the combination of elements in two sets

Expected Value: the value/ outcome that a prediction would suggest you will get

Universal Set: the set that has all the elements

Systematic: ordering values or outcomes with a strategy and sequence

Product: the answer when two or more values are multiplied together.

Add Fractions



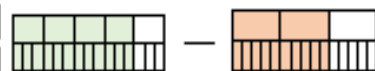
Multiply Fractions



Add, Subtract and multiply fractions

Addition and Subtraction

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



$$\frac{12}{15} - \frac{10}{15} = \frac{2}{15}$$

Use equivalent fractions to find a common multiple for both denominators

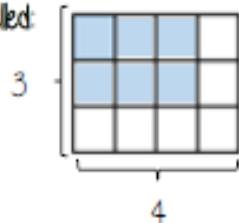
Multiplication

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

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

Parts shaded

Modelled:



Total number of parts in the diagram

Likelihood of a probability

Impossible
0 or 0%

Even chance
0.5, $\frac{1}{2}$ or 50%

Certain
1 or 100%

The more likely an event, the further up the probability it will be in comparison to another event. (It will have a probability closer to 1)

Sum to 1



Probability is always a value between 0 and 1

The probability of getting a blue ball is $\frac{4}{5}$

$\therefore$ The probability of NOT getting a blue ball is $\frac{1}{5}$

The sum of the probabilities is 1

Experimental data

Theoretical probability

What we expect to happen

Experimental probability

What actually happens when we try it out

The more trials that are completed the closer experimental probability and theoretical probability become

The probability becomes more accurate with more trials
Theoretical probability is proportional

Sample space

The possible outcomes from rolling a dice

The possible outcomes from tossing a coin

	1	2	3	4	5	6
H	1H	2H	3H	4H	5H	6H
T	1T	2T	3T	4T	5T	6T

$$P(\text{Even number and tails}) = \frac{3}{12}$$

Independent events

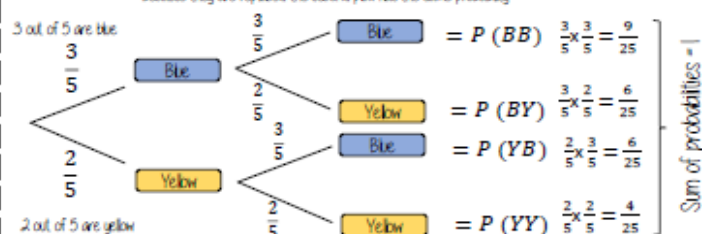
The outcome of two events happening. The outcome of the first event has no bearing on the outcome of the other

$$P(A \text{ and } B) = P(A) \times P(B)$$

Tree diagram for independent event

Isabel has a bag with 3 blue counters and 2 yellow. She picks a counter and replaces it before the second pick.

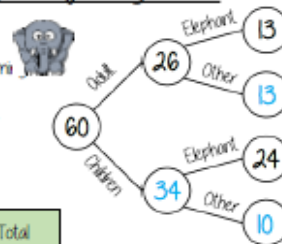
Because they are replaced the second pick has the same probability



Tables, Venn diagrams, Frequency trees

Frequency trees

60 people visited the zoo one Saturday morning. 26 of them were adults. 13 of the adult's favourite animal was an elephant. 24 of the children's favourite animal was an elephant.



Frequency trees and two-way tables can show the same information

The total columns on two-way tables show the possible denominators

$$P(\text{adult}) = \frac{26}{60}$$

$$P(\text{Child with favourite animal as elephant}) = \frac{13}{37}$$

Two-way table

	Adult	Child	Total
Elephant	13	24	37
Other	13	10	23
Total	26	34	60

Venn diagram

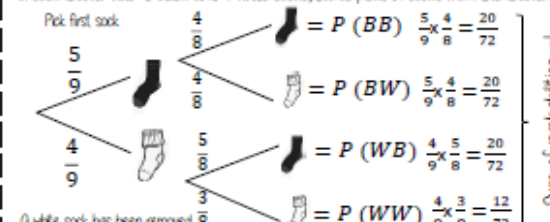


Dependent events

Tree diagram for dependent event

The outcome of the first event has an impact on the second event

A sock drawer has 5 black and 4 white socks. Jamie picks 2 socks from the drawer.



NOTE: as "socks" are removed from the drawer the number of items in that drawer is also reduced - the denominator is also reduced for the second pick.

A job that relies on probability:

An Actuary

An actuary is a business professional who analyses the financial consequences of risk. Actuaries use mathematics, statistics, and financial theory to study uncertain future events, especially those of concern to money and business. Actuaries may work for insurance companies, consulting firms, government, employee benefits departments of large corporations, hospitals, banks and investment firms, or, more generally, in businesses that need to manage financial risk. A career as an Actuary is better described as a "business" career with a mathematical basis than as a "technical" mathematical career.

Actuaries are in high demand, with starting salaries ranging from £35,000 to £50,000.

Experimental Probability



Sample Spaces



Probability Trees



YEAR 9 — REPRESENTATIONS... Algebraic Representation

What do I need to be able to do?

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

- Draw quadratic graphs
- Interpret quadratic graphs
- Interpret other graphs including reciprocals
- Represent inequalities

Keywords

Quadratic: a curved graph with the highest power being 2. Square power.

Inequality: makes a non equal comparison between two numbers

Reciprocal: a reciprocal is 1 divided by the number

Cubic: a curved graph with the highest power being 3. Cubic power.

Origin: the coordinate (0, 0)

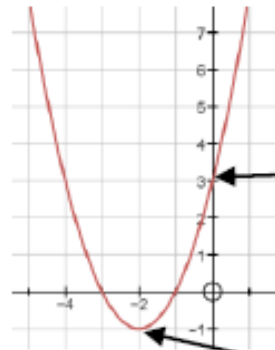
Parabola: a 'u' shaped curve that has mirror symmetry

Quadratic Graphs

$$y = x^2 + 4x + 3$$

If x^2 is the highest power in your equation then you have a quadratic graph.

It will have a parabola shape



Substitute the x values into the equation of your line to find the y coordinates

x	-4	-3	-2	-1	0	1
y	3	0	-1	0	3	8

Coordinate pairs for plotting $(-3, 0)$

Plot all of the coordinate pairs and join the points with a curve (freehand)

Quadratic graphs are always symmetrical with the turning point in the middle

Reciprocals



Plotting
Straight Lines



Plotting
Quadratics



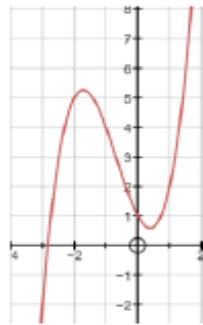
Quadratic
Graphs



Interpret other graphs

Cubic Graphs

$$y = x^3 + 2x^2 - 2x + 1$$

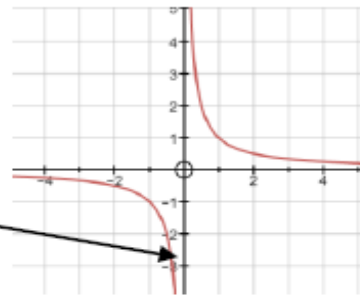


If x^3 is the highest power in your equation then you have a cubic graph

Reciprocal graphs never touch the y axis.
This is because x cannot be 0
This is an asymptote

Reciprocal Graphs

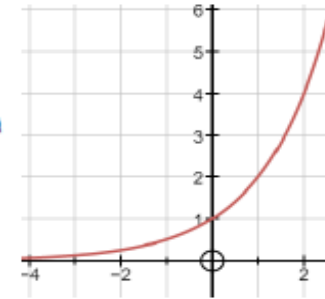
$$y = \frac{1}{x}$$



Exponential Graphs

$$y = 2^x$$

Exponential graphs have a power of x



Reciprocal Graphs



Exponential Graphs

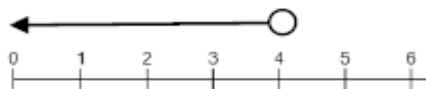


Represent Inequalities

Multiple methods of representing inequalities

$$x < 4$$

All values are less than 4



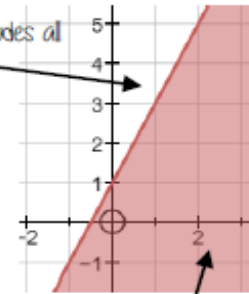
The shaded area indicates all possible values of x



The dotted line shows that the inequality does not include these points

The solid line shows that the inequality includes all the points on this line

$$y \geq 2x + 1$$



The shaded area indicates all possible solutions to this inequality

Inequalities on a number line



Inequality Regions



A job that relies on algebra:

Computer Programmer

Computer programmers write the instructions that list the steps a computer must do to perform a task. These instructions are called programs or software. Programmers use a special computer language to write the software. Computer programmers often work in a specific area, such as engineering or science.

Skills such as patience, persistence, logical thinking, and the ability to work under pressure are looked for by employers. School subjects that can be helpful range from computer science, mathematics, physics, English, electronics, chemistry and biology.

Year 9 RS: How do Muslims interact with culture and society?

Key words	
Allah	The God in Islam
Quran	The Holy book in Islam
Mosque	The place of worship in Islam
Muhammad	The last prophet in Islam
Irham	The set of white clothing that all Muslims wear whilst on Hajj
Tawaf	Walking 7 times in an anti-clockwise direction around the Kaaba in Mecca.
Mecca	The holy city in Saudi Arabia.
Eid ul Fitr	A celebration or festival that occurs at the end of Ramadan.
Ramadan	A holy month of fasting and prayer.

The 5 Pillars of Islam.

- Muslims take an oath to only worship Allah and that they believe that Muhammad is the messenger of Allah.
- Muslims pray 5 times a day.
- Muslims give charity (Zakat) to the poor.
- Muslims fast during the month of Ramadan.
- Hajj is the pilgrimage to Makkah.

Muslims are monotheistic and worship one, all-knowing God, who in Arabic is known as Allah. Followers of Islam aim to live a life of complete submission to Allah. They believe that nothing can happen without Allah's permission, but humans have free will.

The Shahadah (1ST Pillar)

The Shahadah is the first pillar of Islam. It is the belief that there is only one God and that Muhammad is His messenger. The Shahadah is the Muslim declaration of faith in Allah. It is the pillar on which all the other pillars are based. Muslims will say the Shahadah many times during their lives. In particular they will:

- Repeat it many times each day. Whisper it into the ear of their new-born baby.
- Teach it to their children as soon as they are old enough to learn it. Hope that it will be the last words to cross their lips before they die.

There is no God but Allah and Muhammad is the messenger' of Allah.'

Salah (2nd Pillar)

Salah is the second pillar of Islam, 'Salah' means 'prayer' in Arabic. It is every Muslim's duty to pray to Allah five times a day.

Muslims often stand shoulder to shoulder when praying as a sign of the equality of humans before Allah.

Salah does not have to take place in a Mosque. It can be carried out in any public place as long as: it begins with washing (called wudu). This is a special kind of washing. The place is clean. Muslims use a prayer mat to make sure of this. All prayer mats have a directional arch on them, which is pointed to Makkah.

Activity:

Compare Islam with another religion. Write a table showing the similarities and differences. For the brave add in more religions.

Hajj (5th Pillar)

Hajj is the fifth pillar of Islam. It is a journey to Makkah to take part in a very special ceremony which lasts three to five days.

Every adult Muslim should go on Hajj at least once in their life. Some Muslims save for many years to be able to afford to go.

Hajj shows that everyone is equal in the eyes of Allah. Everyone wears the same clothes and does the same things.

The Ka'aba is a special building that stands in the centre of Mecca. Thousands of Muslims walking around the Ka'aba at the same time. The walk around it in an anti-clockwise direction, seven times.

Hajj takes place every year during the month of Ramadan. Pilgrims travel to the city of Makkah from all over the world.

Hajj promotes equality and fellowship amongst Muslims. It creates a sense of belonging and brotherhood amongst them.

They are given special titles after they return from Hajj. A man is called a Hajji and a woman is called a Hajja.

Zakah (3rd Pillar)

Zakah is the third pillar of Islam. It means charity. It is the amount of money that every Muslim who is financially able must pay to support people who are poor and needy. Zakah should be given once a year, and should be paid to a mosque or to Zakah organisations such as Islamic relief or Muslim Hands. Every Muslim must give 2.5% of their surplus money to Zakah. Zakah money helps people less fortunate than those who give it. Paying Zakah is a test of honesty—a Muslim cannot live happily with himself if he does not pay Zakah.

Sawm (4th Pillar)

Sawm is the fourth pillar of Islam. It means fasting. When fasting, Muslims do not eat or drink anything. Muslims practise Sawm by fasting every year in the month of Ramadan. During Ramadan, Muslims fast from until sunset.

By practising Sawm, a Muslim develops sympathy for suffering. It also demonstrates discipline and obedience to Allah

Muslims do not have to fast if they are under 12, too old, pregnant, breastfeeding, travelling or sick. At the end of each day the family gets together to break their fast as a group. They eat dates and drink water before anything else each night because this is what Muhammad recommended. During Ramadan, Muslims who are fasting will eat a large meal, before the sun rises (dawn) in order to set themselves up for a day without food and water.





WHO

Willy Russell was born in Liverpool in 1947, to a working class family; his father worked in a factory and his mother was a nurse. he left school at 15 and became a women's hairdresser, before returning to education age 20 and eventually becoming a teacher.

Willy Russell continues to be one of the most celebrated and widely produced writers of his generation with works regularly being produced throughout the world as well as in the UK.

WHAT

The first play Russell wrote was *Keep Your Eyes Down* (1971) and performed at the Edinburgh Fringe Festival in 1971. In 1974 Russell wrote *John, Paul, George, Ringo and Bert*, a musical about The Beatles, winning the Evening Standard and London Theatre Critics awards for the best musical of 1974.

Alongside further stage works, *One for the Road* (1976) and *Stags and Hens* (1978). Commissioned by the Royal Shakespeare Company, *Educating Rita* premiered at the Warehouse, London in 1980 and transferred to the West End. In 1986.

Russell wrote *Shirley Valentine* which went on to an acclaimed West End and Broadway run. Both *Shirley Valentine* and *Educating Rita* became feature films with Michael Caine, Julie Walters and Pauline Collins all receiving Oscar nominations for their respective roles, as did Russell for his *Educating Rita* screenplay.

Russell's other worldwide theatrical success has been *Blood Brothers*, about a pair of twins separated at birth and brought up in completely different environments.

THEMES AND ISSUES

CLASS	NATURE v's NURTURE	FATE
VIOLENCE	SUPERSTITION	

BLOOD BROTHERS – PLOT

Deserted by her husband, Mrs Johnstone already has five children and is expecting twins. She cleans house for childless Mrs Lyons who offers unofficially to adopt one of the babies.

Mrs Johnstone reluctantly agrees; she knows that the child will be well brought up in a rich household. But, there is a prophesy that twins parted at birth will die when they discover the truth, and both mothers do their best to keep the twins, Mickey and Edward, separated.

The situation becomes harder for both women when Mickey and Edward meet while playing in the street and when an immediate bond is formed. They become "blood brothers". Distraught Mrs Lyons moves to the country. Soon after, Mrs Johnstone is rehoused nearby and the boys meet again and fall in love with the same girl, Linda.

But as Edward goes on to higher education, Mickey must take a boring job as Linda is pregnant. After marrying Linda he loses his job. He turns to crime but gets caught and sent to jail. On his release he becomes dependent on tranquillisers. Linda turns to Edward, now a councillor, for help. Edward gets Mickey a job - and a house. Mrs Lyons tells Mickey that Edward is having an affair with Linda and Mickey goes after Edward with a gun. He finds him at a meeting but cannot shoot him - until Mrs Johnstone bursts in and tells them the truth - that she gave Edward, his twin, away.

Mickey kills Edward and in turn is shot by the police.

DRAMATIC CONVENTIONS

PROLOGUE – A separate, introductory section of a play.

DRAMATIC IRONY – When the audience know something that the characters on stage don't.

MULTI ROLE – PLAY – When one actor plays a range of roles in a performance.

NON-NATURALISTIC – A performance that does not look like real life. It may include a range of dramatic techniques such as tableaux, narration, thought tracking or song + dance.

BRECHTIAN - A performance in the style of Bertolt Brecht – a drama practitioner who believed that the audience should be made to think as well as feel.

COMIC RELIEF – A break from sad events in a play – creates a humorous response from the audience.

ENSEMBLE – A group of actors who perform together for a more theatrical impact.

NARRATOR - A character who directly addresses the audience with new information, tells us that time has passed, or gives opinions.

FORESHADOWING– The play begins with what happens at the end.

Something to think about....

KEY QUOTE OF THE WEEK:

'Every unselfish act of love whispers God's name.' Bob Goff, *Restore International*

LISTEN: *Where is the Love?* by the Black Eyed Peas asks challenging questions about who we should be showing love to and how:

<https://www.google.com/search?q=where+is+the+love%3F&ie=&oe=>

Reckless Love by Cory Ashby: <https://www.youtube.com/watch?v=Sc6SSHuZvQE> This Christian worship song is about God's unconditional love for mankind. It uses the analogy of the lost sheep to describe the Christian belief that God loves everyone so much, that he will come and find us.

Love Divine, All Loves Excelling by Charles Wesley:

<https://www.youtube.com/watch?v=sw5ZCZeS32M> The words of this favourite hymn describes the love Christians believe that God has for mankind and how they see Jesus as the ultimate demonstration of this love.

THINK:



What does this picture make you think of?

Is it better to give or to receive love?

How would you characterise the love of the parent, and the love of the child?

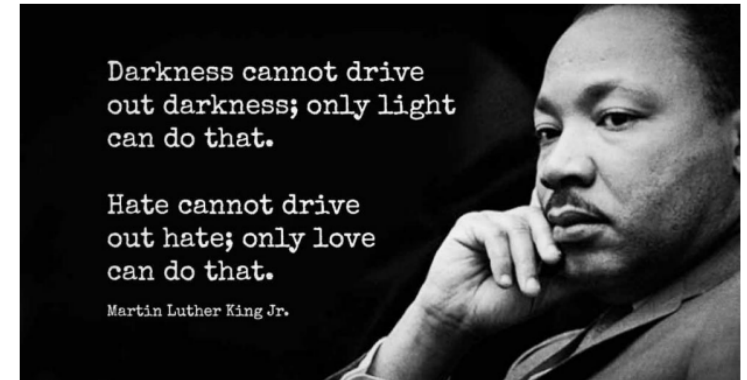
Which do you need right now?



BIBLE STORY OF THE WEEK: The Good Samaritan: Luke 10:25-37 & Mark 12: 28-31

"Of all the commandments, which is the most important?" "The most important one," answered Jesus, "is this: 'Hear, O Israel: The Lord our God, the Lord is one. Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength.' The second is this: 'Love your neighbour as yourself.' There is no commandment greater than these."

But the expert in the law wanted to justify himself so he asked: 'And who is my neighbour?'



ACTIVITIES that can help develop PRACTICES-HABITS:

Your nearest neighbours are in your family. **Read** about love languages and ask a family member how you can show that you love them today.

Everyone gives and receives love differently, but with a little insight into these differences, we can be confidently equipped to communicate love well. This is true for all forms of relationship – for couples, for children and teenagers, for friends and co-workers, for long-distance relationships, or even – at this time – socially-distanced relationships. Understanding how we give and receive love can help us understand how others might like to be shown love, too.

Ideas include: Washing up (act of service), playing a game (quality time), giving encouragement (words of affirmation), giving a hug (physical affection), making a small homemade present (gifts).



Love Language	How to Communicate	Actions to Take	Things to Avoid
 Words of Affirmation	Encourage, affirm, appreciate, empathize, compliment, Listen actively	Say I love you Write notes saying you are proud of them. Praise them in front of others. Be specific in your praise	Non-constructive criticism, not recognising or appreciating effort.
 Physical Touch	Non-verbal - use body language & touch to emphasize love.	Hold hands, give hugs, pats on the back. Read stories together Give family group hugs	Physical neglect, abuse of any kind.
 Receiving Gifts	Gifts & gestures show that you are known, loved and cared for.	Give thoughtful gifts & gestures. Small things matter in a big way. Express gratitude when receiving a gift.	Forgetting special occasions, unenthusiastic gift receiving.
 Quality Time	Uninterrupted and focuses one-on-one time. Give undivided attention. Watch as they are playing.	Create special moments together. Make eye contact Pay attention to details Eat together as a family.	Distractions when spending time together. Long stints without one-on-one time.
 Acts of Service	Use action phrases like "I'll help..." They want to know you're with them and there to help.	Do chores together. Work on projects together. Pick them up on time.	Making the requests of others a higher priority, lacking follow-through on tasks big and small.

BASED ON "THE 5 LOVE LANGUAGES", A BOOK BY GARY CHAPMAN

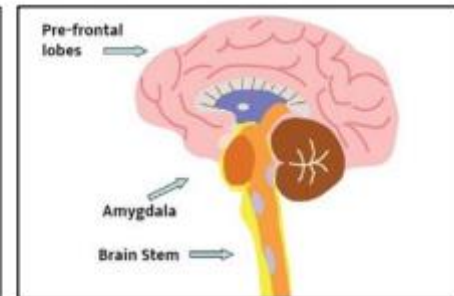
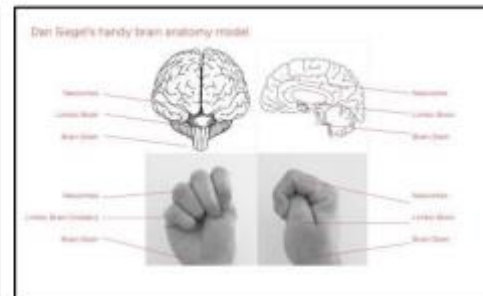


KS3 Knowledge Organiser - Understanding and Training our Brain



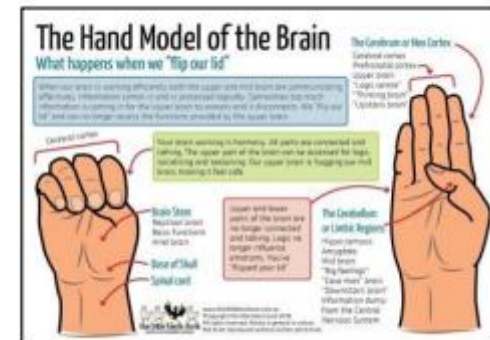
BRAIN STRUCTURE

Be able to use the hand model and the upstairs/downstairs model to explain the brain.
Know the term amygdala.



WHEN OUR BODY PERCEIVES A THREAT

1. The amygdala floods our body with the hormones adrenaline and cortisol
2. This prompts us to either FIGHT, FLIGHT or FREEZE
3. Our heart rate and blood pressure increase
4. Our skin pales or flushes
5. Our ability to feel pain decreases
6. Our pupils dilate
7. Our memory might be affected
8. We might be trembling
9. Sometimes people lose control of their bladder!



WHERE TO SEEK SUPPORT IF YOU NEED IT

- Shelf help books in the library or public library
- Parent or other adult at home
- Friends
- Older student
- Tutor or achievement leader
- Learning mentor
- Wellbeing team (Miss Neal, Mrs Freds, Mrs Dobell, Mrs Crissall, Mrs Horne)
- Mrs Whitcombe or another member of the leadership team
- School nurse drop in
- School nurse referral
- Kooth
- Emotional wellbeing hub
- Dr Hope
- Samaritans

HOW TO HELP YOUR BRAIN LEARN

1. Challenge your brain
2. Be curious and imaginative
3. Deal with stress or anxiety first
4. Drink plenty of water
5. Eat a healthy diet
6. Get enough sleep
7. Take plenty of physical exercise
8. Break your learning into chunks
9. Take brain breaks regularly

FIVE WAYS TO WELLBEING

Know the five; know what they mean; give examples

CONNECT
TALK & LISTEN,
BE THERE,
FEEL CONNECTED

Give
Your time,
your words,
your presence

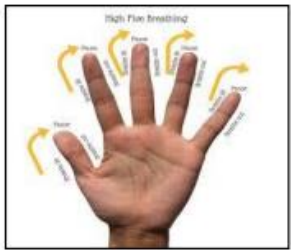
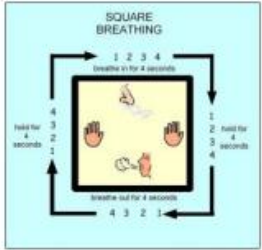
TAKE NOTICE
REMEMBER
THE SIMPLE
THINGS THAT
GIVE YOU JOY

KEEP LEARNING
EMBRACE NEW
EXPERIENCES.
SEE OPPORTUNITIES.
SURPRISE YOURSELF

BE ACTIVE
DO WHAT YOU CAN.
ENJOY WHAT YOU DO.
MOVE YOUR BODY

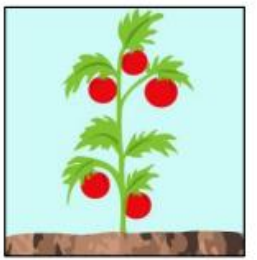
BREATHING

4, 5, 6 breathing
Breathe in for 4,
hold for 5,
breathe out for 6. Repeat as long as you need to.



WHAT TO DO WHEN YOU WORRY TOO MUCH

- Stop your worries growing by paying less attention to them
- Fight your thoughts with logical answers
- Use planned worry time
- Imagine and deal with a worry monster
- Re-set your system with exercise
- Re-set your system with relaxation techniques



GROUNDING

The 5-4-3-2-1 Coping Technique
Ease your state of mind in stressful moments.

Acknowledge 5 things that you can see around you.

Acknowledge 4 things that you can touch around you.

Acknowledge 3 things that you can hear around you.

Acknowledge 1 thing that you can taste around you.

Acknowledge 2 things that you can smell around you.

#DeStressMonday DeStressMonday DeStressMonday





iPhone
users

Keeping *everybody* safe at



Android
users



We aim to keep everyone in our community safe. If you feel worried about yourself or someone else, please **speak to someone you trust as soon as you can**. Please find your trusted or an emotionally available adult in the academy who will be there to listen and support you. Our Designated Safeguarding Leads (DSL) are **Mr Davis, Mrs Milroy, Mr Ford, Mr Ward, Miss Wenlock, Mr Fisher, Mr Richardson, Mrs Molloy, Mrs Clayton and Mrs Hewitt-Coleman**.

What is abuse in safeguarding concerns?

Physical Abuse - Physical abuse is any way of intentionally causing physical harm to a person or purpose. This could result in injuries such as in bruises, broken bones, burns or scalds or bite marks.

Emotional Abuse - Emotional abuse is any type of abuse that involves the continual emotional mistreatment of a person. It's sometimes called psychological abuse. Emotional abuse can involve deliberately trying to scare, humiliate, isolate or ignore and stopping you from seeing friends or family.

Sexual Abuse - When a child or young person is sexually abused, they're forced or tricked into sexual activities without permission. This include being forced to look at images or videos. Sexual abuse can happen anywhere – and it can happen in person or online.

Neglect - Neglect can be a lot of different things. It is when you do not get enough help or care from someone who should be looking after you. This could include having a lack of food, clothing and attention and medical care.

Bullying is behaviour that hurts someone else. It includes name calling, hitting, pushing, spreading rumours, threatening or undermining someone. It can happen anywhere – at school, at home or online. Online bullying is called Cyber-bullying. It's usually repeated over a long period of time and can hurt a child both physically and emotionally.

County Lines is the police term for urban gangs exploiting young people into moving drugs from a hub, normally a large city, into other markets - suburban areas and market and coastal towns - using dedicated mobile phone lines or "deal lines". Children as young as 12 years old have been exploited into carrying drugs for gangs. This can involve children being trafficked away from their home area, staying in accommodation and selling and manufacturing drugs.

Someone who starts to believe in or supports extreme views linked to terrorism and forms of extremism leading to terrorism is linked to **Radicalisation**. Extremism can also be linked to this as extreme views, vocal or active opposition to fundamental British values, including democracy, the rule of law, mutual respect and tolerance of different faiths and beliefs.

Where do I go for help and advice?

Speak to any available adult in school. This could include your Head of Year, Mr Davis, Mrs Milroy, Mr Richardson or Mr Ford. Advice can be found by scanning the QR codes at the top.

If you feel you need support or see or hear something that concerns you, report it!
We are here to help.

Links to
advice



Childline – 0800 1111

www.childline.org.uk



Advice on mental health.

www.youngminds.org.uk



Staying safe online

www.childnet.com



Advice on LGBT+ issues

www.theproudtrust.org



Advice for young people

www.themix.org.uk

