

Year 9 Homework Booklet Half term 5 2024

Contents

English	Page 2
Maths	Page 7
Science	Page 10
Spanish	Page 13
Geography	Page 16
History	Page 20
Performing Arts	Page 23
PE	Page 26
Computing	Page 27
Creative Arts	Page 29
RE	Page 58



English

From Richard III To Captain Ahab: What Literature Reveals About How We Treat Disabilities

Disability is everywhere in literature, across all periods and genres – which can show us the way to go beyond stereotypes today

Clare Barker and Stuart Murray



Mat Fraser in the Northern Broadsides 2017 production of *Richard III*.
Photograph: Nobby Clark

There is a direct connection between negative writing about disability – stereotypes, prejudices, hate speech – and the treatment of disabled people in society. Reading literature provides one window on to the narratives about disability that circulate across cultures and throughout history.

King Richard's soliloquy at the start of *Richard III* is one of the most dramatic openings of any piece of literature. From the play's very first lines, Shakespeare stresses that his central character is vengeful, vindictive and morally vacuous. Richard tells us that he is "determinèd to prove a villain", and everything that follows, it is made clear, will be part of the pursuit of this determination. But Richard spells out specific details that help us understand his hatred. He is, he observes, "not shaped for sportive tricks", but rather is "rudely stamped", "deformed, unfinished", "scarce half made up" and "cheated of feature by dissembling nature". Richard is disabled, and the fact of his disabled difference is given as an explanation for his desire to be "subtle, false and treacherous".

Many literary villains are disabled, providing a metaphorical shortcut to ideas of deviance, bitterness or desire for revenge. So Richard's soliloquy is not actually signalling that the play is a text about a man with disabilities. Here an "unfinished" body is more about Richard's character than any real sense of

embodied experience. It is treachery, rather than disability, that his “deformations” signify.

Disability is everywhere in literature, across all periods and genres. The lens that disability provides might make readers think more about “being human”, or provoke ideas of shock, fear, deviance or pity, but at heart these are understood as “universal” issues rather than anything specific about disability experience. Readers, well attuned to the conventions of genre, understand that the lives of these characters are not as important as what they symbolise. As such, literature can mirror and perpetuate those social processes by which people with disabilities are marginalised and excluded.

But just as the end of the last century saw the rise of disability rights movements, so it heralded changes in the ways literature presented physical and cognitive difference. Life writing about disability and mental health formed a major part of the memoir boom of the 1990s, while fiction, drama and poetry embraced the narrative possibilities that came with disability viewpoints. Writing from within first-person disability perspectives is not a contemporary phenomenon: people with disabilities have always written about them.

Literature helps trace where stereotypes and oppressions have come from and how they have evolved

Representation matters. In a time when the logic of austerity demands endless efficiency, and with Brexit reshaping everything from local economies to human rights legislation, it is more important than ever to think about how disability is represented in our society: in the media; in fiction; in television and film; in political discourse and public policy. People with disabilities are frequently used as scapegoats, blamed for being a drain on stretched resources in order to mask insufficiencies in health, education and welfare provision. Media hysteria around the idea of benefit scroungers has fuelled a resurgence of Victorian ideas about the undeserving poor. People with disabilities are unproductive, cheat the welfare system, are a burden and should not be supported by the state. In the spirit of nationalist pride, we are invited to celebrate the achievements of our “supercrip” Paralympians while (as many activist athletes point out) “ordinary” disabled people are losing their income and their housing to cuts.

These ideas, and the policies they underpin, are not new. Literature gives context for understanding such confused and conflicting contemporary discourses. It helps trace where stereotypes and oppressions have come from and how they have evolved. Dominant ideas about disability don't necessarily reflect the reality of lives and capabilities, but fit the political agendas of particular times and places. We can find in literature endless examples of the prejudices that surround disability, but we can also encounter the complexity of the world of people with disabilities and the rich

and vibrant histories they make. Reading, as an engagement with imagined possibilities, makes for better understanding of the shades of human difference that disability highlights.

Week 1:

Read and summarise the article.

Week 2:

Make a list of five words you're unsure of. Look them up and write out their definitions. Find three synonyms and then use each of the original five words in a sentence.

Week 3:

Read the following paragraph and answer this question:

How Do The Writers Use Language To Show How Important It Is That People With Disabilities Are Represented In Literature?

These ideas, and the policies they underpin, are not new. Literature gives context for understanding such confused and conflicting contemporary discourses. It helps trace where stereotypes and oppressions have come from and how they have evolved. Dominant ideas about disability don't necessarily reflect the reality of lives and capabilities, but fit the political agendas of particular times and places. We can find in literature endless examples of the prejudices that surround disability, but we can also encounter the complexity of the world of people with disabilities and the rich and vibrant histories they make. Reading, as an engagement with imagined possibilities, makes for better understanding of the shades of human difference that disability highlights.

Here's a Grade 9 Model (Let's aim high)

Barker and Murray effectively utilise language devices to underscore the significance of portraying individuals with disabilities in literature. By employing phrases such as "confused and conflicting contemporary discourses" and "Dominant ideas about disability don't necessarily reflect the reality of lives and capabilities," they employ rhetorical devices to evoke a sense of urgency and challenge prevailing societal perceptions. Additionally, the use of terms like "stereotypes" and "oppressions" emphasises the harmful consequences of overlooking the representation of people with disabilities in literature. Through these language devices, the writer articulates that literature serves as a crucial medium for contextualising societal attitudes towards disability, illustrating how these perceptions have been shaped by historical and cultural forces. Moreover, by acknowledging the complexity

and diversity within the community of people with disabilities, the writer underscores the importance of literature in offering nuanced representations that challenge simplistic stereotypes. Ultimately, the language devices employed serve to advocate for the inclusion of diverse voices and experiences, fostering a more comprehensive understanding of human difference and the realities of living with disabilities.

Week 4:

Viewpoints and perspectives. How do Clare Barker and Stuart Murray feel about the representation of people with disabilities in Literature? Draw and complete the table below.

Viewpoint	Quotation

Week 5:

Write an article for a Broadsheet Newspaper suggesting that TV and Literature need more representation of people with disabilities.

Remember to:

- Vary paragraph and sentence lengths.
- Vary punctuation - ; () ... !
- Use sophisticated vocabulary.
- Use a variety of persuasive techniques (Power of three (tripartite), emotive language, rhetorical questions, anecdotes, direct address (we/us/you), repetition etc.)



Maths

Public

NGA Maths Homework Page



MARJORIE LEE BROWNE

(1914 – 1979) was a mathematics educator. She grew up and was educated in a society that was prejudicial against African-Americans, especially women. However, Browne had a love of mathematics and was determined to study the subject to the highest possible standards. She achieved these goals and became one

one of the first Black women in the United States to obtain a PhD.

Browne's dad, Lawrence, was well-known in the local community for excelling in maths. He certainly didn't fall short in providing a fabulous start to Marjorie's education and investing in her interest, sending her to LeMoyne High School - one of the most prestigious African American high schools. Once Browne graduated from her undergraduate degree at Howard University, she then applied to the University of Michigan to undertake their maths graduate programme. Marjorie earned a doctorate in maths in 1949.

After this, she moved to New Orleans to live with her extended family and teach maths at high school level, along with teaching other secondary school teachers. She was particularly known for teaching subjects related to her degree studies including 'Sets, Logic and Mathematical Thought', 'Introduction to Linear Algebra', 'Elementary Matrix Algebra', and 'Algebraic Structures'.

Public

A matrix (plural: matrices) is a rectangular array of numbers. The horizontal lines in a matrix are called rows and the vertical lines are called columns.

A matrix with m rows and n columns is called an m -by- n matrix (or $m \times n$ matrix) and m and n are called its dimensions.

Matrices are also very common in computer science, engineering, physics, economics, and statistics. It is possible to perform basic operations with these, such as addition, subtraction and multiplication. You add or subtract the numbers in matching positions (assuming the matrices are the same size). To multiply matrices by a scalar quantity, multiply every number within by the number outside of the brackets.

$$\begin{bmatrix} 3 & 8 \\ 4 & 6 \end{bmatrix} + \begin{bmatrix} 4 & 0 \\ 1 & -9 \end{bmatrix} = \begin{bmatrix} 7 & 8 \\ 5 & -3 \end{bmatrix}$$

3+4=7

Complete the following matrix questions below:

What is $\begin{bmatrix} 2 & -3 \\ -4 & 2 \end{bmatrix} - \begin{bmatrix} -1 & -5 \\ 3 & -2 \end{bmatrix}$?

What is $\begin{bmatrix} 3 & -5 & 4 \\ -1 & 4 & 6 \end{bmatrix} + \begin{bmatrix} -1 & 4 & 2 \\ -5 & -2 & 3 \end{bmatrix}$?



Science

The Size of The Earth

Carl Sagan tells us how an ancient Egyptian calculated the size of the Earth with a stick.

There was once a time when our small planet seemed immense, when it was the only world we could explore. Its true size was first worked out in a simple and ingenious way by a man who lived in Egypt in the third century B.C. In Alexandria at that time there lived a man named Eratosthenes. One of his envious contemporaries called him beta (the second letter of the Greek alphabet) because Eratosthenes was second best in the world at everything, but it seems clear that in many fields Eratosthenes was alpha. He was an astronomer, historian, geographer, philosopher, poet, theatre critic and mathematician. He was also the chief librarian at the great library of Alexandria and one day while reading a papyrus book in the library he came across a curious account.



Sun Cast No Shadows

Far to the south, he read, at the frontier outpost of Syene something notable could be seen on the longest day of the year. On June 21st the shadows of a temple column or vertical stick would grow shorter as noon approached and as the hours crept towards midday the sun's rays would slither down the sides of a deep well which on other days would remain in shadow. Then at precisely noon, the columns would cast no shadows and the sun would shine directly down into the water of the well. At that moment the sun was exactly overhead. It was an observation that someone else might easily have ignored - sticks, shadows, reflections in wells, the position of the sun - simple everyday matters of what possible importance might they be? But Eratosthenes was a scientist and his contemplation of these homely matters changed the world, in a way, made the world. Because Eratosthenes has the presence of mind to experiment, to actually ask whether back in Alexandria did a stick cast a shadow near noon on June 21st? And it turns out, sticks do.



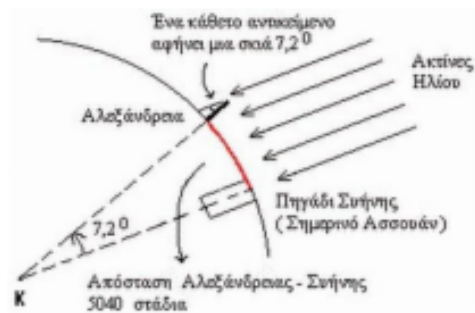
A Curious Mind and A Simple Experiment

An overly skeptical person might have said that the report from Syene was an error - but it's an absolutely straight forward observation - why would anyone lie on such a trivial matter? Eratosthenes asked himself how it could be that at the same moment a stick in Syene would cast no shadow and a stick in Alexandria, 800km to the north would cast a very definite shadow? On the left is a map of ancient Egypt with two sticks or Obelisks one in Alexandria and one down here in Syene, now if at a certain moment each stick casts no shadow at all that is perfectly easy to understand, provided the Earth is flat, if the shadow at Syene is a certain length and the shadow at Alexandria is the same length then that also makes sense on a flat Earth. But

how could it be, Eratosthenes asked, that at the same instant there was no shadow at Syene and a very substantial shadow at Alexandria? The answer was that the surface of the Earth is curved. Not only that, but that the greater the curvature, the greater the difference in the lengths of the shadows.

Simple Trigonometry

The sun is so far away that the rays are parallel when they reach the Earth. Sticks at different angles to the sun's rays will cast shadows of different lengths. For the observed difference in these shadow lengths the distance between Alexandria and Syene had to be about 7° along the surface of the Earth. By that I mean imagine the sticks extending all the way down to the centre of the earth they would there intersect at an angle of about 7°. Well 7° is something like 1/50th of the full circumference of the Earth (360°). Eratosthenes knew the distance between Alexandria and Syene - he knew it was 800km - why? Because he hired a man to pace out the entire distance so that he could perform the calculation we're talking about. Now 800km x 50 is 40,000km so that must be the circumference of the Earth. That's how far it is to go once around the Earth. That's the right answer! Eratosthenes' only tools were sticks, eyes, feet and brains plus a zest for experiment. With those tools he correctly deduced the circumference of the earth to high precision with an error of only a few percent. That's pretty good figuring for 2200 years ago!



Comprehension and Reflection Questions

1. Suggest why Eratosthenes, one of greatest minds of his generation was working at a library?
2. Eratosthenes was not worried about the accuracy of the accounts from Seyene, what could he have done to check the veracity of these reports?
3. The circumference of the Earth is actually 40,075km. Calculate the actual error of Eratosthenes calculation of 40,000km.

Extension Activities

Ideas for things to do next:

- The Earth isn't actually Spherical. Research "Polar Flattening" write about how much the poles are flattened at what caused it.
- The definition of the "metre" was originally one ten millionth of the distance from the equator to the north pole. Research how this definition changed and find out what is used to define the exact distance of one meter today.

Further Reading

Ideas for things to read next:

- Read about the great library at Alexandria
https://en.wikipedia.org/wiki/Library_of_Alexandria



Spanish

The wonders of Colombia's Caribbean Coast



Bathed in sun, fringed with beautiful beaches and filled with both indigenous and colonial history, **Colombia's Caribbean Coast** has the power to capture (and hold) the attention of travellers.

Cartagena has been called the crown jewel of the coast for very good reason – it is stunning to look at and even better to wander around. The beautifully preserved colonial section of town, beaming with buildings of vibrant reds, oranges and yellows, is still surrounded by the 13km of original stone walls, which provide a heavy dose of historical atmosphere. When strolling within their confines, the narrow streets and the bougainvillea-draped balconies suddenly combine to frame some rather majestic views of towering church spires in the distance. These streets spill into open plazas, each bordered by palms and grand architecture, and dotted with monuments to a bygone time.

There is no better way to end a day in Cartagena than back in the old city, sitting atop the city walls and watching the sun slowly set into the Caribbean. The aptly named Café del Mar is an ideal place to witness this timeless scene play out.

Named after the indigenous people who once called the area home, **Parque Nacional Natural Tayrona** straddles the foot of the Sierra Nevada Mountains of Santa Marta and 3000 hectares of Caribbean waters. Hiking in the rainforest clad hills and lounging on the park's many secluded beaches (some of Colombia's most beautiful) are the two biggest attractions here. Although there are many endangered species wandering Tayrona, they keep well hidden, so ventures into the wild are more for the experience itself than what wildlife you'll see – the scenery

is lush, with numerous rivers and lagoons, the latter making refreshing swimming holes.

1. WHY is Cartagena called a 'crown jewel'?
2. WHAT are some of the features of Cartagena that make it so attractive to visitors?
3. WHICH three words mean the same as 'a previous period in history'?
4. WHICH two geographical features is Parque Tyrone located between?
5. WHAT are some of the features of Parque Tyrone that make it so attractive to visitors?
6. City or Countryside: WHICH destination would you choose to visit if you only had time for one? Give a reason for your decision.



Geography

2 Recent Conflicts That Were Made Worse By Climate Change

Climate change makes it more likely for peacetime to collapse, giving way to bullets and bombs.

The causes of armed conflict are never straightforward, but, according to the UN, they're primarily driven by ethnic hostilities or extreme abuses of power involving land grabs, resource exploitation, and corruption.

In recent years, another cause of conflict has been gathering a frightening degree of force — climate change.

As climate change alters weather patterns around the world, leading to extreme droughts, flooding, and storms, tensions that might have simply elicited grievances are blowing up into full-blown conflicts.

It's misleading to say that climate change causes conflict, but it makes it more likely for peacetime to collapse, giving way to bullets and bombs. In the years ahead, researchers predict that conflicts could increase by 10% to 20% for every half degree Fahrenheit increase in global temperatures.

Syrian Civil War

The Syrian Civil war has killed around half a million people, and displaced around 11 million others. It has utterly destroyed the country's infrastructure and seems to have no endpoint.

Before the war began, an extraordinary drought caused 75% of Syria's farms to fail and 85% of livestock to die between 2006 and 2011, according to the United Nations. That drought also triggered a



wave of migrants searching for jobs in urban areas, spreading instability throughout the country.

ISIS Invasion of Iraq

As Syria collapsed into a brutal civil war, Iraq faced severe weather events of its own. Droughts, extreme flooding, and winds caused economic turmoil for scores of farmers, herders, and other



businesses. According to an investigation by National Geographic, ISIS capitalized on the ensuing poverty to recruit members within Iraq and sow discord. When the terrorist group invaded the country in 2014, many of these recruits helped in the fight.

South Sudan Conflict

South Sudan became the fastest growing refugee crisis this year, according to the UN. That's because famine has swept across the country, bringing food insecurity to millions of people.

The famine was predominantly the result of mismanagement stemming from the lasting effects of the 2013 civil war, but it was abetted by below average rainfall that dried up parts of the country's agricultural areas. This instability, meanwhile, threatens

to further fan conflict as a mass exodus unfolds, putting rival ethnic groups in close proximity to one another.





History

Gender Inequality

Income

On average, women earn less than men in equivalent employment. The gap between men and women's pay for full-time workers was **7.4% in April 2020**, compared with 9.5% in 2015. The gender pay gap for under 40s is close to zero. In part time work in the UK, women earn 2.9% more than men. (Source: ONS)

Women generally are also likely to have lower pensions and to have alternative sources of income such as dividends from stocks and shares.

Employment



Women are disproportionately represented in lower paid employment. Women are concentrated in the 5Cs – caring, cashiering, catering, cleaning and clerical – employment areas where rates of pay are historically lower.

Women are also less likely to be offered promotion or to access training courses when compared to men. In the UK, **38% of women were working part time** compared to 13% of men.

Education

Females out-perform males at every level in education from primary, through secondary and into further and higher education although the gap narrows the older people become.

Housing

Women are more likely to live in smaller properties of poorer quality. They are also more likely to be renting the property they live in.

Health

Women have greater life expectancy but higher rates of ill health.

Social mobility

The chances of improving one's own life through work are considerably less for women than men.

Societal expectations

'Gender stereotyping' exists in society. Women are more likely to be encouraged into caring professions such as nursing or childcare, while men are more likely to take employment in engineering or computing, areas that tend to pay higher wages.

Attitude

There is some evidence that men and women have different aspirations in life. It has been argued that men are more likely to be career-orientated and that the pursuit of wealth and power drives men more to the top of their profession. Women, on the other hand, are more likely to seek 'emotional fulfilment', ie to have a life that satisfies in broader terms.

Discrimination

Despite government legislation, women continue to experience lower rates of pay and poorer employment opportunities. A Business Department study from 2019 found that 54,000 women may lose their jobs due to pregnancy or maternity every year.

In 2019, Glasgow City Council agreed to pay compensation to women after an equal pay claim. This related to paying discriminatory bonus to employees working in traditionally 'male roles', that were denied to women carrying out different, but comparable work and cost the council £505m.

In 2013, Birmingham City Council agreed to make settlement payments to around 11,000 mostly female workers who had missed out on similar bonuses.

In 2014, a group of 23 male university workers from Wales received over £500,000 in compensation as they were paid less than female colleagues on the same grade.

The Equality and Human Rights Commission stated that in 2011 in the UK there were 5,400 'missing women' from the 26,000 top employment positions.

Taken from BBC Bitesize - <https://www.bbc.co.uk/bitesize/guides/zkjwt39/revision/5>



Performing Arts



SUPERNOVA

“The superstar troupe from Britain’s Got Talent consistently fill venues across the country – and you can see why”

Reviewed by Lyndsey Winship (The Guardian)

It’s 15 years since street dance crew Diversity beat Susan Boyle to the Britain’s Got Talent crown, and the troupe is still going strong. Ashley Banjo is now a prime-time telly face, a judge on *Dancing on Ice*, and he still leads from the front as choreographer, director and star, greeted by whoops and screams from the crowd. About half the 14-strong group are original members – teenage boys then, now men in their 30s. They are joined by more recent recruits, the youngest being the talented 18-year-old Isaac Akinyemi, and some fierce women too.

They are performing ‘Supernova’ 60 nights this year, in 27 towns. Never mind the latest chin-scratching developments in contemporary dance, this is the dance that people of all ages buy tickets for, all over the country, looking for a good night out.

The formula in many ways hasn’t changed, Diversity’s signature style is punchy unison routines, tight as a military parade, crammed with percussive rhythms and sharp stops, with power moves and acrobatics thrown in (if in doubt, do a backflip). When they go all out, the energy is massive, it’s a rush.

Banjo is really in the business of emotional manipulation, and he uses every device going – video game-style visuals, rain falling from the sky, and music especially, whether for drama, uplift or nostalgia, pushing all the buttons. It’s mostly surface-level stuff, pretty cheesy, but why have I got a lump in my throat, dammit?



Ultimately this a story about living a good life, holding on to people you love, vanquishing your demons. And they are so darn sincere, as Banjo chats about love, peace and hope. Diversity are very successful at what they do: pure entertainment, with heart.

Questions:

1. Who are Diversity? How many members are there?

2. What is the signature style of Diversity?

3. Describe the story of the show?



PE

PE homework will be given in class and must be completed in Paris 2024 booklets.



Computing

Year 9 – Programming Through the Ages

Programming is the process of designing, writing, and testing code that allows computers to perform various tasks. It is a vital part of modern technology and has a fascinating history. Let's explore the evolution of programming from the early days of punch cards to the cutting-edge AI we use today. The earliest form of programming dates back to the 1800s when mathematician Ada Lovelace created the first algorithm for Charles Babbage's analytical engine. The analytical engine was a mechanical computer that was never fully built, but Lovelace's work paved the way for future programming languages.

Fast forward to the 1950s, and computers were becoming more commonplace. However, programming them was a tedious process. Programmers had to use punch cards to write code, which was then read by a machine. If there was a mistake, the programmer had to go back and manually fix it.

In the 1960s, high-level programming languages were developed, making programming much more efficient. These languages, such as COBOL and Fortran, allowed programmers to write code in English-like statements, which were then translated into machine code by a compiler. This made programming much faster and easier.

In the 1970s, programming languages continued to evolve, with the development of languages such as BASIC and C. These languages were easier to learn and use than their predecessors, and they were instrumental in bringing programming to a wider audience.

In the 1980s, the personal computer revolution took off, and programming became more accessible than ever before. Computers were becoming cheaper, and programming languages like BASIC were pre-installed on many machines. This led to a surge in programming hobbyists and the development of many popular games and applications.



In the 1990s, the internet exploded onto the scene, and programming took another leap forward. Languages like HTML and JavaScript made it possible to create interactive web pages, while languages like Java and Python allowed for more complex web applications. The rise of the internet also led to the development of databases, which made it possible to store and retrieve vast amounts of data.

Today, programming continues to evolve. Artificial intelligence and machine learning are opening up new possibilities in areas like robotics, self-driving cars, and medical diagnosis. New programming languages are being developed to meet the demands of these cutting-edge technologies, and programming is becoming more accessible than ever before.



Creative Arts

CREATIVE ARTS

GRAPHICS	<p>Read the article below and answer the questions on the page.</p>  <p>In 2017 Billy Monger was involved in a collision during a Formula Four race at Donnington Park. As a result, both his legs were amputated but he has continued to compete in the Formula 3 based Euroformula Open championship in adapted cars.</p> <p>My recovery was public, it wasn't something that I'd ever planned for. I woke up from an induced coma and because it was on TV a lot of people had an interest in my recovery.</p> <p>I had good support from the motorsport community which was fundamentally a nice thing to have. As much as other people came on this journey with me, it was always me kind of trying to lead the way in terms of how I've approached it and how I wanted to do it.</p> <p>My involvement in racing, in terms of developing hand controls that I've used in the race car, obviously that has some opportunity to benefit people outside of motorsport but I'd say in general, it's all down to sponsorship. If the costs were lower, I'm sure there would be more incentive for people to improve the technology that people are using.</p> <p>Channel 4 were keen to have me involved in the Paralympics in some way and I've met a few Paralympians during my recovery, so it was basically me meeting Paralympic athletes and throwing myself into their sports – and getting blown out of the water!</p> <p>I wanted to highlight how incredible Paralympic athletes are and that they're not just 'Paralympic' athletes, they're athletes fundamentally; they do exactly the same training and hours as any Olympian would.</p> <p>Paralympians maybe don't get their fair share of credit that their hard work deserves; the documentary is about highlighting them. Usain Bolt does 100m in nine and a half seconds, but it's hard to look at a Paralympian running it in 12 seconds and understand how impressive that is. I basically said to myself in this kind of documentary you're going to be playing the role of being the average Joe who's not anywhere as fit as a Paralympian. People at home can watch it and understand how impressive what these guys and girls do.</p> 
----------	--

	<p>1. Where did Billy find a lot of support in the early days?</p> <p>2. What makes Billy Monger so special?</p> <p>3. Where did Billy have his accident?</p> <p>4. What is Billy doing for Channel 4?</p>
D & T	<p>Wood <u>Read the information</u> and answer the questions on the sheet</p> <p>Woods can be divided into two main categories - softwood and hardwood. This is not a description of the wood - it just means what type of tree it comes from.</p> <p>Softwood evergreen trees, like pine</p> <p>Most softwood trees are coniferous (cone bearing). They typically have thin needle-like leaves and are evergreen - e.g. pine, cedar and yew. They grow in colder climates and are fast growing — most reaching maturity within 30 years. This makes them easy to replace with new trees, so they're usually cheaper than hardwoods. Pines: there are several types of pine but they're all generally pale yellow with brown streaks. Scots pine is fairly strong but knotty. Parana pine is more expensive it's hard and is best used for interior joinery.</p> <p>Hardwood - Deciduous Trees, like Oak</p> <p>Most hardwood trees are broadleaved and deciduous (they shed their leaves annually) - e.g. oak, mahogany, beech and elm. Broadleaf trees grow in warm climates and are usually slow growing. They can take around a hundred years to mature, so they're generally more expensive than softwoods.</p> <p>Colours of the common hardwoods: mahogany reddish brown, beech creamy/pinkish, elm light reddish brown, oak rich light brown</p> <p>Questions:</p> <p>1; In softwood trees, what is meant by coniferous?</p>

	<p>2; What do hardwood trees do annually?</p> <p>3; which wood is the most expensive?</p> <p>4; What colour is oak?</p>
<p>TEXTILES</p>	<p>UPCYCLING & EMBELLISHMENT</p> <p>Definition of Embellishment (in sewing and crafts): An embellishment is anything that adds design interest to the piece.</p> <p>Examples:</p> <p>Appliqué (can be made by sewing machine of decorative techniques, such as Sashiko) and or embroidery, done either by machine or by hand, trim, lace, fringe, beads / mirror work, batik, tie dye, sequins</p> <p>Items that normally serve a function may also be used as embellishment, such as buttons can be placed anywhere on the piece; zips can be unzipped and be used as piping, or simply stitched on; buckles can be placed anywhere on the piece; grommets can be placed anywhere even when there is no cord is looped through them.</p> <p>ACTIVITY:</p> <p>What item have you decided to ‘upcycle’?</p> <p>What embellishments are you going to use (from the list above) or can you think of anything else you want to use?</p> <p>Describe (or sketch and label) your design.</p>
<p>3D ART & PRINTMAKING</p>	<p style="text-align: center;"><u>All about clay</u></p> <p>Read the information and answer the questions at the bottom.</p> <p>In the world of ceramic, the artist is a person who creates ceramic items. They are called a ceramist; this is the term used for a ceramic artist. So, what is clay; the earliest type of</p>

	<p>clay used is earthenware clay which can be fired at low temperatures between 500 to 800 degrees centigrade, while stoneware clay would be fired around 1200 to 1300 degrees centigrade and finally porcelain would be fired above 1300 degrees centigrade. The world of clay is full of terms that might sound a bit odd when you first encounter them. If you are new to ceramics, you might have found yourself wondering ‘what is fired clay called?’ Here is an overview of three main terms that are used to refer to clay that has been fired. Fired clay is either called ‘bisqueware’, or ‘glazeware’. Clay is normally fired twice. The first firing is called the bisque fire, and the clay becomes bisqueware. The second fire is the glaze fire, and this clay is called glazeware.</p> <p>Questions:</p> <p>1; What is a ceramics artist called?</p> <p>2; Name three types of ceramics?</p> <p>3; What is fired clay called?</p>
<p>2D ART</p>	<p>Read the following and answer the questions below. On the sheet.</p> <p>Interview: Olek: Crochet Madness Interview by Belén Vera, Marzo 2021</p> <p>On their arrival to New York, Olek discovered their ability with crochet and, since then, they have developed a wide career using the crochet hook as an activist weapon.</p> <p>*Olek is non-binary, and their pronouns are they/them</p> <p>This Polish artist transforms spaces and public objects with bright and colourful threads by creating crochet installations of all sizes and shapes, managing to attract immediate public attention. Exceeding the limits of fashion, crafts, and public art, Olek’s naturally relates sculpture with fantasy. Olek’s art explores sexuality, feminist ideals and the evolution of communication with colour or a conceptual exploration, using their art as a platform for the communitarian artistic activism. Olek has claimed problems that range from the situation of Syrian refugee women in Sweden to equal rights for the LGBTQ community in Russia. Love Across the USA is one of their most recent and ambitious projects for which Olek travelled around different states of America, collaborating with local communities weaving murals, as billboards, of inspiring feminist figures. Among their work we can find installations, buildings, sculptures, people, and even entire apartments, for which she weaves customized covers previously created on their own or with community help. Now they also use Virtual Reality as a space to develop their technique.</p> <p>In a constant battle against censorship for many of their images, Olek’s Instagram has been recommended by artistic institutions such as Christie’s and Art Net. Furthermore, the platform Artsy praises them for having introduced crochet to the History of Art. On August 1st, 2020, Olek participated in a collective exhibition on the Ladybeetle-1, a satellite that will orbit in a loop around the Earth for 547 days. This project was developed with the purpose of overcoming some of the limitations faced by the Earth surface during the Pandemic, as part of the special art station Stone Age of Cosmo.</p> <p>1. How does it feel to have work exhibiting in the outer space?</p>

Winners are not people who never fail, but people who never quit. They say the sky is the limit but I'm aiming for the stars further out in our galaxy, I have a long way to go. My work is actually in outer space right now and I'm ready for my next rocket launch.

2. Your career as an activist shows a very social character. Tell us about your communitarian and activist work.

I regularly partner with private organizations and businesses to give back to the community and support many non-profit organizations with my artwork. In 2012 I partnered with Kiehl by crocheting a work entitled Mr. Bone to raise money for Children's Issues. In 2013 I worked with Elephant Family and created an installation at Lancaster House in London's West End for an Animal Ball held in the presence of the Royal Family to raise funds to support the preservation of Asian elephants. To commemorate (RED)'s 10th anniversary and its role as the founding apparel partner of the AIDS organization founded by Bono and Bobby Shriver, I created a version of the iconic Utility Jacket for World AIDS Day in 2016 and in 2019 (RED) again commissioned me to create wearable sculptures to be worn by the members of Maison De La Dance in Lyon, France.

3. How does such a prolific artist as you feel confined for quite some time?

In stillness I found my true self. In March 2020, I read a tweet by my favourite astrophysicist Neil deGrasse Tyson: "When Isaac Newton stayed at home to avoid the 1665 plague, he discovered the laws of gravity, optics and he invented calculus. It's rumored that there was a strict "No TV" rule in the household". The pandemic gave me this unusual opportunity to create for the sake of pure creativity. No shows, no deadlines, no payments, no audience. I started creating with that feeling I had when I was six years old. This time, I used VR as my mentor, my space, and my assistant. I developed a technique of hand crocheting inside a VR program. It is really pure magic. The viewers can get lost in enormous crocheted installations that flow freely inside the boundless room. I know I started something really unique.

I also recorded my own music and poetry. This is a project I started during the lockdown. My phone actually took its last breath when I was caught in a storm. That is when a friend told me about the free phone booths scattered all around Brooklyn. This gave me an idea; to record my hand drumming and spoken words in these phone booths. I was leaving voice recordings on a music engineer's phone.

This new, contemporary form brings endless possibilities for creativity. Crochet and VR is a flawless marriage of old and new, tradition and innovation. This is the future of our creative space and I am grateful to have discovered it at this particular time.

Questions

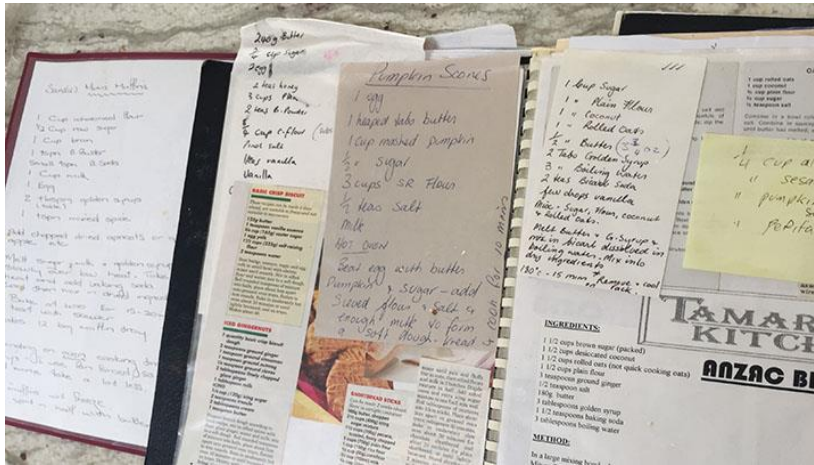
- What is different about Olek's work compared to other street artists?
- Who did she work with in 2013, and what was it in aid of?
- There was a collective exhibition that Olek was a part of that is extremely unusual. What was it (include details)

	Using proper Art vocabulary, what might you say when describing someone's work instead of 'I like...'?
	If you want to find out more about CREATIVE CAREERS https://www.bbc.co.uk/bitesize/articles/zfrq92p

Year 9

Food Preparation and Nutrition

Recipes



Name: _____

Health and Safety Rules

1. Follow instructions given by the teacher.
2. Wear an apron when preparing food, remove jumper and roll up sleeves.
3. Wash hands and remove nail varnish and jewellery before handling food.
4. Tie back long hair.
5. Check that equipment and your food preparation area is clean before use.
6. Cover cuts with a blue plaster.
7. Wipe up spills immediately.
8. Report all accidents to the teacher.

9. Pan handles should not overhang the edge of the cooker.
10. Do not put hot pans or baking trays onto the work surface. Use the hob.
11. Do not touch electrical appliances with wet hands.
12. Use oven gloves for lifting hot pans and trays.
13. Stir contents of a pan with a wooden spoon.
14. Carry knives with the point down. Wash and dry them carefully. Never leave a knife in the washing up water.
15. Follow washing up steps as instructed. Dry all equipment carefully.
16. Follow instructions for safe storage, chilling and reheating of food at home.
17. Familiarise yourself with 'safe systems of work' posters for each piece of large equipment.
18. Read the health and safety points next to the method for each recipe.

Recipe for Muffins



Ingredients

250g self-raising flour

2 tsp baking powder

Bring muffin cases, not cupcake cases as these are too small.

100g caster sugar

230ml milk

1 egg

4 tbsp oil

150g canned fruit (drained) or 150g of blueberries, pineapple, grated apple, raspberries and lemon, chocolate chips or strawberries.

Note: try to think of interesting combinations such as chocolate and orange or apple and cinnamon.

Equipment needed

Chopping board and vegetable knife, wooden spoon, bowls, weighing scales, jug, tsp, tbsp, 12 hole muffin tin.

Tips

- Research ideas for flavours/ingredients.
- Muffins do not need decoration on top. Do not make/bring an icing. A simple dusting of icing sugar will be fine.

Method

1. Pre-heat the oven to 180°C. Place the muffin cases in the muffin tin (makes 9 muffins).
2. Weigh all of the dry ingredients and sieve/place into a large bowl.
3. Measure the wet ingredients starting with milk, then oil (using a tbsp) then crack the egg into the jug.
4. Pour the wet ingredients into the dry ingredients and mix with a wooden spoon to create a batter.
5. Prepare any fruit and stir in the fruit and divide the mixture equally between the muffin cases using 2 spoons and a rolling technique.
6. Bake for 20 – 25 minutes until golden, firm and bouncy to the touch. Allow to cool on a cooling rack.

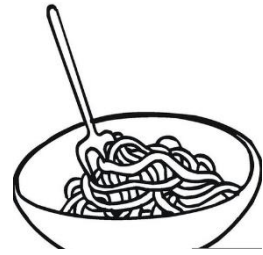
Fakeaway Recipes



Choose from the following recipes for your healthy “Fakeaway”.

We also have recipe cards with step-by-step images on school that can be borrowed with alternative recipes on. Feel free to adapt these recipes. Make without accompaniments for an easier version.

Sweet & Sour Chicken



Ingredients

Please bring the following ingredients

2-3 Mixed peppers (colourful)

1 Onion (red)

3 spring onions

1 – 2 Chicken breasts

150g basmati rice (300ml water from school)

2 crushed garlic cloves

1 small tin pineapple pieces – with the juice

For the sauce (can be measured and put together in a tub at home)

5 tbsp tomato ketchup

1 tbsp vinegar

2 tbsp sugar

2 tbsp Ketjap Manis (if you have) or 2 tbsp soy sauce

1 tbsp cornflour – can be added from school

Equipment: 2 chopping boards, knife, garlic crusher, frying pan, saucepan, wooden spoon, plate, tablespoon, jug, fork, small bowl & rubbish bowl.

Method

1. Pour the water for the rice into a saucepan, add the rice then put onto a low heat, lid on. Gently cook for 10 mins then remove the pan from the heat and leave the lid on until ready to serve – then fluff up with a fork.
2. Thinly slice the red onion, crush the garlic and cut the peppers into small chunks on a green chopping board. Slice the spring onion – to add over at the end as a garnish.
3. Cut the chicken into thin strips or chunks on a red chopping board.
4. Combine all sauce ingredients in a bowl.
5. Add a tbsp of oil to a frying pan and fry the chicken for 4 mins then add all vegetables. Fry for a further 4 mins.

6. Add the sauce ingredients, pineapple and juice and a splash of water if needed.
7. Cook until the mixture is sticky, the chicken is cooked (75°C) and the sauce has reduced/thickened.
8. Stir the rice with a fork and serve with the chicken mixture.

Chicken Chow Mein/Noodles



Ingredients

Please bring the following ingredients

- 2 Mixed peppers (colourful)
- 6 green beans or mange tout
- 1 – 2 Chicken breasts
- 2 egg noodle nests or ready to cook/straight to wok for ease (lower ability)
- 1 tbsp of soy sauce** or other suitable stir in sauces for stir fry, chow Mein
- 1 tbsp ketjap manis or similar sauce for stir fry.

Optional for flavour (can be prepared at home): ½ fresh chilli, 1 clove crushed garlic, 1 cm grated ginger

Optional: 1 bok choy, mushrooms, beansprouts (please look at other ideas for stirfry/chow Mein recipes).

Equipment: Saucepan, frying pan, tablespoon, 2 chopping boards, knife, wooden spoon, colander, food probe. Jug for boiling water to top up is useful too.

Method

1. Fill a sauce pan with water and put on to boil if cooking dry noodles.
2. Wash then slice the peppers into thin strips and trim the beans then chop into thirds. Prepare any other vegetables on a green chopping board.
3. Cut the chicken into small strips or chunks on a red chopping board.
4. Heat a tbsp of oil in a frying pan and add the chicken, fry for 4 mins.
5. Add the vegetables (garlic, ginger, chilli) to the chicken and fry for a further 3 mins.
6. Add the dry noodles to the boiling water and boil for 4 mins.
7. Add the sauces to the vegetables and meat and a splash of water if needed.
8. *Add straight to wok noodles to the vegetables and meat frying pan.*

9. Drain the noodles in a colander then tip into the stirfry. Stir and add a splash of water if needed. Check the chicken is cooked through 75°C.



Chicken Wraps/Fajitas

Ingredients

Please bring the following ingredients

- 2-3 Mixed peppers (colourful)
- 1 Onion (red)
- 1 tomato
- 1 – 2 Chicken breasts
- 2-3 soft tortilla wraps, swap these for hard shells for tacos
- 25g cheese

For the marinade (optional but recommended especially for step 4 or above and to add flavour – alternatively use your own, buy a ready made one or use the marinade from the chicken skewers in yr 8). ½ green chilli, 1-2 crushed garlic cloves, 4 tbsp olive oil, ½ lime (juiced), fresh coriander

Note: the chicken and the marinade should be made up at home and brought in a suitable (leakproof) container. Same as the skewers in yr 8.

Equipment: 2 chopping boards, knife, grater, frying pan, wooden spoon, plate, tablespoon.

Method

1. Wash and thinly slice (not dice) the peppers, and onion. Chop the tomatoes into cubes for later and grate the cheese.
2. Add about a tbsp of oil to a pan, when hot add the marinated chicken to a frying pan and stir until just cooked, about 4 mins.
3. Add the onions and peppers and cook for a further 2 mins.
4. Warm the tortillas in the microwave for about 20 seconds then lay flat onto a plate.
5. Arrange some of your chicken mixture with the chopped tomatoes and cheese.
6. Other fillings can be added then roll up. Serve on a plate with additional salad, dips and herb garnish.

Ideas for accompaniments (optional):

- Grated cheese
- Halloumi skewers
- Guacamole (avocado dip)
- Sour cream and chive
- Salsa
- Chopped salad and dressing
- Pitta breads or tortillas
- Iceberg lettuce, finely shredded
- Nachos or tortilla chips (Doritos)

Simple Chicken, Vegetable and Tomato Curry

Ingredients

Please bring the following ingredients

- 2 onions (chopped)
- 1 red pepper (chopped)
- Other vegetables: green beans, courgette? (chopped)
- 3 garlic cloves (crushed)
- 1tbsp. of curry powder
- 1 carton of chopped tomatoes
- 1tbsp. tomato puree
- 1-2 chicken breasts (chopped into chunks)
- 1tbsp. fresh coriander
- 300ml boiling water- from school



Equipment: 2 chopping boards, knife, garlic crusher, frying pan, wooden spoon, plate, tablespoon, jug, fork, small bowl & rubbish bowl.

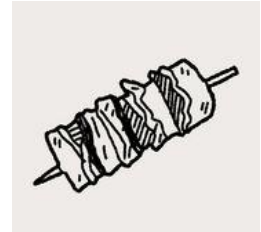
Method

1. Put a tbsp of oil in a frying pan and **fry** the onions and other vegetables for 5 minutes.
2. Add crushed garlic and cook for 2 minutes.
3. Add chicken and cook for 10 minutes **until cooked**.
4. Add spices, tin of tomatoes and tomato puree.
5. Add up to 300ml of **boiling** water if needed and cook gently for 5 minutes until vegetables are soft meat is 75°C and the sauce has thickened.
6. Serve with fresh coriander as a garnish and naan. Optional plain yoghurt based dip.

Note: In school we have step-by-step recipe cards that can be borrowed, for the following curries: chicken Rogan josh, minced beef Rogan josh, lamb and mushroom curry, Sri Lankan fish curry, chicken masala, Za'atar spiced chicken, Zanzibar chicken curry, Goan style chicken curry, beef and potato keema, Thai

style curries, halloumi and sweet potato dal, red and green thai curries. **Also** feel free to adapt a recipe from home that **must** be quick to cook, send an easy-to-follow recipe with it please for your child!

Chicken Skewers



Ingredients

Please bring the following ingredients

1 chicken breast diced and in a marinade or Haloumi can be used as a vegetarian option.

Marinade (to be made at home and chicken soaked into it overnight)

Marinade: lemon juice, crushed garlic, chilli and oil **or**

Marinade: yoghurt with spices or something similar – google other ideas or use family recipes.

Other ingredients (the more colourful the better)

1 red pepper

1 yellow pepper

1 red onion

½ a courgette

10 wooden skewers

Named container big enough to present your skewers in, take them home in

Learning how to:

Safe handling of raw meat, using the oven, threading a kebab, preparation of vegetables, checking temperatures, making a marinade, using the oven.

Method

1. Preheat oven to 200°C and line a baking tray. Wet skewers.
2. Collect all your equipment from the table.
3. Wash your peppers and courgette, slice your onion into big chunks, slice your peppers and courgettes into big pieces.
4. Get your marinated chicken from the fridge.
5. Thread alternate meat and vegetables onto your skewers and place onto your baking tray. Do not leave gaps between each piece.
6. Cook for 10 mins then turn each skewer. Cook for another 10 mins then check the meat is at 75°C.

7. Present in your container. Consider adding fresh herbs/salad or a drizzle/sauce/dressing. You could bring a salad garnish for the plate prepared at home.

Scone-Based Pizza

Ingredients

Please bring the following ingredients

For the dough:

150g self-raising flour
1 tsp salt
25g butter
1 egg
50 mls milk



For the topping:

50g cheddar cheese (grated) or mozzarella
2 tbsp tomato ketchup and 2 tbsp tomato puree **or** 3 tbsp passata (pizza topping sauce)

Any three of the toppings on the right (prepared as much as possible at home please)

Named baking tray and foil to cook your pizza on and take it home on

Pizza topping ideas (choose 3)

Ham (just chop)
Sweet corn (open tin and drain)
Tuna (open tin and drain)
Pepperoni (just chop)
Peppers (slice, can go on raw or fry)
Mushrooms (can go on raw, sliced)
Sliced tomatoes (can go on raw)
Pineapple (open tin and drain)
Sliced onion (can go on raw or fry)
Olives (go on from the jar/drained)
Chilli peppers/jalapenos (remove seeds and finely chop)
Chicken (will need to be cooked)
(any other suitable topping)

Learning how to:

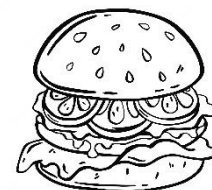
Consolidates rubbing-in method, shaping dough, using the oven, vegetable preparation.

Method

1. Collect all your equipment. Preheat the oven to 200°C. Grease baking tray.
2. Weigh the flour and sieve into a mixing bowl with the salt.
3. Measure the butter then rub into the flour.
4. Measure the milk in a jug then break 1 egg and whisk into the milk.
5. Stir the milk & egg into the flour & butter and mix to combine into a dough.
6. Shape the dough onto your baking tray.
7. Spread the tomato base onto the dough, add the grated cheese.

8. Prepare your toppings and arrange on top of the cheese.
9. Bake in the oven for 15 mins, until the crust is brown and the cheese is bubbling.

Burgers



Ingredients

Please bring the following ingredients

250g **minced** beef, chicken or lamb

Small handful of fresh herbs - chopped

½ - 1 egg (beaten in a bowl with fork)

½ an onion finely chopped

Any other seasoning (salt, peppers, herbs, spices etc). School have these.

Dried or fresh breadcrumbs.

To plate up:

Burger buns (2 max)

Salad

Sliced cheese

Sauces

Equipment: 2 chopping boards, knife, grater, baking tray, plate, tablespoon, fork, small bowl, mixing bowl.

Method

1. **preheat the oven to 200°C.**
2. Finely chop the onion and the fresh herbs and add to a mixing bowl with your meat.
3. Crack and beat an egg with a fork in a small bowl. Add to the burger mixture.
4. Using clean hands combine the ingredients and shape.
5. Add breadcrumbs if the mixture is too wet.
6. Divide the mixture into small evenly sized balls and gently squash flat.

7. Arrange the burgers onto a greased baking tray. Bake in the oven for 20 mins, turning halfway through.
8. Use a food probe to check the burgers are cooked. The temperature of cooked food should be 75°C. Serve with a bun and salad and other burger accompaniments.

Rice

Recipes



Choose from the following recipes for your rice dish.

This should be based on **your research** of a rice dish from a **style of cuisine** of your choice. It could include: Paella, risotto, Jollof, Jambalaya or something similar. All-in-one pan dishes/recipes please.

Jambalaya Rice – South Louisiana based on Jollof rice

Ingredients

Please bring the following ingredients

- 1 chicken breast
- 1 onion
- 1 red pepper
- 2 garlic cloves
- 75g chorizo
- 1 tbsp Cajun seasoning
- 250g long grain rice
- 1 tin of tomatoes
- 2 stock cubes – 350ml water (from school)



Equipment: 2 chopping boards, knife, garlic crusher, frying pan, wooden spoon, plate, tablespoon, jug, fork, small bowl & rubbish bowl.

Method

1. Pour the 350ml boiling water into a jug and mix in the stock cubes – this is your stock.
2. Prepare the vegetables: peel and slice the onion, crush the garlic and chop or slice the red pepper.

3. Dice the chicken into cubes on a red chopping board.
4. Add 1 tbsp of oil to a saucepan, heat then fry the chicken for about 8 mins.
5. Remove the chicken and put onto a plate (do not eat).
6. Add the onion to the pan, fry for 4 mins.
7. Add the pepper, garlic, chorizo, and seasoning, cook for 5 more mins.
8. Add the chicken, rice, tomatoes and stock. Stir and put the lid on. Simmer for about 20 mins until the rice is cooked.

Fragrant Lamb Pilaf – Persian/Iranian or Indian cuisine

Ingredients

Please bring the following ingredients

200g lamb mince

1 red onion

1 tbsp turmeric

1 tbsp Ras-el-Hanout spice mix (is a spice mix with cumin, ginger, turmeric, cinnamon, coriander, pepper)

150g basmati rice

1-2 stock cubes

1 garlic clove

1 bunch fresh mint

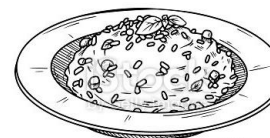
Small carton of lentils – pre-cooked not dried (optional)

1 bag spinach (optional)

1 sml natural yoghurt carton

½ lemon or lemon juice from school

Equipment: chopping board, knife, garlic crusher, saucepan & frying pan, wooden spoon, plate, tablespoon, jug, small bowl & rubbish bowl, fork.



Method

1. Add the lamb mince to a saucepan – no oil. Fry for about 8 mins.
2. Slice the onion and add **half** to the mince. Fry for 5 mins.

3. Make your stock up in a jug. 2 cubes to 300ml water.
4. Add the spices and garlic to the mince. Then add the **dry** rice to the mince, stir until coated. Add all of the stock liquid.
5. Cover with lid and cook gently for about 10 mins until the rice is soft then remove from the heat, keep lid on and let the rice finish cooking in its steam.
6. In another pan (if using lentils and spinach). Fry the remaining half onion and add the spinach and lentils. Cook for about 3 mins until soft.
7. Combine the yoghurt with half the chopped mint in a small bowl.
8. Fluff up the pilaf (rice and lamb) then stir through the spinach and lentil mixture. Serve with fresh mint over the top and a dollop of the mint yoghurt.

Note: We have a step-by-step recipe card with this on that can be copied if needed. Just ask.

Spanish Paella

Ingredients

Please bring the following ingredients

- 1 onion
- 2 garlic cloves
- 1 red pepper
- 1 chicken breast
- 1 tsp turmeric
- 1 tsp paprika
- 2 stock cubes (750ml water – from school)
- 250g paella rice (risotto rice or basmati)
- 25g frozen peas
- Optional: 100g mixed cooked seafood (prawns/mussels)

Equipment: 2 chopping boards, knife, garlic crusher, frying pan, wooden spoon, plate, tablespoon, jug, fork, small bowl & rubbish bowl.

Method

1. Pour the 750ml boiling water into a jug and mix in the stock cubes.
2. Prepare the vegetables: peel and slice the onion, crush the garlic and chop or slice the red pepper.



3. Dice the chicken into cubes on a red chopping board.
4. Add 1 tbsp of oil to a frying pan, heat then add the onions and peppers, fry for 5 mins.
5. Add the garlic, turmeric and paprika and fry for 2 more mins.
6. Add the diced chicken and cook until it turns white.
7. Pour in the stock, bring to the boil and cook for 5 mins.
8. Add the rice.
9. Allow to simmer gently for 15 mins.
10. Stir in the frozen peas and seafood and cook for a further 5 mins.

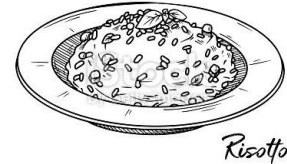
Could also add chorizo, halloumi, extra vegetables. Serve with a slice of lemon.

Risotto – Italy

Ingredients

Please bring the following ingredients

- 1 leek
- 8 mushrooms (can leave out or swap)
- 8-10 mange tout or green beans
- 1 garlic clove
- 1 bunch parsley
- 1-2 stock cubes (chicken or veg)
- Pancetta/bacon lardons (optional)
- 175g Arborio** rice (risotto rice is recommended)
- 30g butter (optional)
- 30g Grated parmesan cheese
- 1 tbsp white wine vinegar – from school if able to (or suitable alternative)



Equipment: chopping board, knife, garlic crusher, saucepan, wooden spoon, plate, tablespoon, jug, small bowl & rubbish bowl, fork.

Method

1. Trim the root off the leek, slice then wash in a colander.
2. Rinse or wipe then slice the mushrooms.
3. Crush the garlic and chop the parsley.
4. Wash, trim then cut the beans or mangetout into thirds.
5. Pour 750ml of boiling water into a jug and add the stock cube – stir with a fork to combine.
6. Add a tbsp of oil to a saucepan, heat, then fry the bacon if using. After about 3 mins add the mushrooms, leeks, mangetout or beans and garlic. Fry for about 5 mins.
7. Add the **dry** rice and stir through. Add a splash of vinegar if using.
8. Now add a ladle full of stock (liquid) at a time and stir through until the liquid has been absorbed. Repeat until all the stock has gone. It will take about 20 mins.
9. Taste the rice, it should be ‘al dente’- cooked through with a tiny bit of firmness left in the middle.
10. Stir in a little butter and half of the parmesan. Serve with fresh parsley on top and more parmesan.

MY FAVOURITE DISH



Khegna, or spicy scrambled eggs, are delicious with comforting chickpea curry and spiced potatoes

SUMAYYA USMANI'S SINDHI KARRI



I like to buy whole spices and grind them at home

“ I felt this need to speak about and identify Pakistani food ”

In this series, we're celebrating the world's best comfort food by asking chefs and food writers to share the dishes they love from their backgrounds. Here, food writer and cookery teacher Sumayya Usmani shares hers

as told to TONY NAYLOR

When Sumayya Usmani arrived in London in 2005, she felt she couldn't get a real Pakistani dish in any restaurant. The Karachi-born lawyer was stung by that absence. 'I felt this need to speak about and identify Pakistani food,' says Sumayya, who began to write, teach, and - in books such as her 2016 cookbook *Summers Under The Tamarind Tree* - demystify Pakistani cuisine for a Western audience. Not that this contributor to The Kitchen Café on BBC Radio Scotland is solely focused on South Asian cooking. After quitting the legal profession, Sumayya moved to Glasgow ('my second home'), where she runs Kaleyad, a non-profit cookery school that offers commercial classes to fund

world in your kitchen



My Nani and Nana (maternal grandparents)

You can't miss the aroma of railway mutton curry at the platforms of Karachi Cantonment station



Dressed up ready for Eid with my Nani in her wonderful garden

lessons for disadvantaged groups. I wanted Kaleyard to celebrate Glasgow's multi-ethnicity and sense of community.

'My dad is a lawyer, but unlike many privileged Pakistanis, we didn't have a cook. Mum loved cooking, and often did it with my gran, who lived next door. On dad's side, his mum was "head chef" to five aunts who cooked every meal from scratch. Every woman in the family cooked beautifully, and loved that kitchen togetherness. One entertainment absolutely embedded in the Pakistani lifestyle is feeding masses of family. There's no eating for two - it's always fifteen!

'I learned to cook not from recipes, but vicariously. You grow up in the kitchen making chapattis or sauces, and by watching, hearing and tasting, you learn without realising. In Urdu, "andaza" means "cooking from your senses". It's about trusting yourself and what you like, recreating the memory of a flavour by taste, touch and feel. That cooking by estimation is hard to teach, but Pakistani cooking is very sensory.

'India and Pakistan have a shared food history. We were one nation prior to 1947, but Pakistani food

has specific, different layers. For instance, when partition happened, a lot of Indian Muslims migrated into Pakistan and brought a rich, regal, and spice-heavy cuisine with them. Pakistan also has border cuisines that have been influenced by Afghanistan, Iran and central Asia, and centuries-old cuisines in regions such as Sindh, where I'm from. That amalgamation is distinct.

'Growing up, I have real memories of eating firni, a cardamom-and-saffron-scented ground rice pudding, as well as parathas made with mum's divine nutty ghee and stuffed with minced beef, potato or mooli. Yogurt-based karri (a traditional curry) made for a relaxed, chilled Sunday lunch, was a staple eaten as soup or with rice, often using leftovers. There would always be a little earthy dried turmeric, a bit of yogurt and something at the base of our vegetable box to use up. The recipe for karri changes regionally, but in Sindh, we use carrots, onions and peas, then temper it with aromatic curry leaves, mustard seeds and cumin. Mum also included boiled eggs that had been halved, then fried in oil before being dropped into the karri.

'Originally, karri was made using older, slightly sourer yogurt, in the days before fridges. To recreate that taste, I recently made my karri with kefir, which made it amazingly tangy. That's my new karri!'

Sumayya Usmani is the author of *Summer Under the Zamarind Tree* (E25), *Frances Lincoln* and *Mountain Berries and Desert Spice* (E20). Frances Lincoln. She's also the founder of Kaleyard cook school, where she is the principal cookery teacher. kaleyard.org

Public

Year 9 Food Term 1 homework.
Read this article that is in 2 parts. Answer the questions.



There will be a forms quiz on teams that you need to access with the questions on.

You will be told when to complete this task.

Questions:

1. What is/was Sumayya's occupation/job?
2. How did Sumayya learn to cook?
3. What sort of food, meals did she eat growing up?
4. Which countries cuisine influenced her cooking?

ART



<https://www.bbc.co.uk/bitesize/articles/z7thd6f>

Meet Tegan, 24, from Wiltshire. She works in London as an architectural apprentice for Gensler, a design and architecture firm.

What is your job?

Architecture is all about **designing buildings**. I do a lot! My job involves figuring out the needs of the client, how we translate that into design and then translating it back to the client. Sometimes I make **site models** for clients, and other times I might be sitting at the computer doing **3D models**, or **2D plans** and **hand sketches**.

What skills do you use in your work?

Knowing how to talk to **communicate** with people in the right way is very important. **Research** is also crucial because it informs the rest of your design decisions. **Time management** is critical because I've had to learn to juggle my coursework at uni, my job here at the office and my disabilities (arthritis and chronic

migraines). Also, **presentation skills** - I had to do a big presentation for university recently.

What subjects did you study?

At GCSEs I did **Design & Technology**, and at A-level I did **History, Maths, Physics and Chemistry** (I dropped Chemistry). I got my A-levels and then went to university, but half way through my second year I got quite seriously ill, so I had to pause my studies. Instead of staying in bed recovering, I did an **Art A-level**. After getting back on my feet I finished my degree and now I'm doing my **masters degree**! My illness has left me with some long-term health issues but it hasn't stopped me achieving or doing the job I love.

What subjects do you draw on?

History and **Art** have been the most useful of the A-levels that I've done.

How did you get into your job?

My **lecturer** in my third year of uni **told me about the apprenticeship**, and I was attracted to the fact that this is such a huge firm, so there's worldwide opportunities to move, a wealth of knowledge and a research institute.

Was it a smooth ride?

No! When I started uni, if someone had told me what would happen with **my health** over the next six years, I wouldn't have believed them! I feel like there's good in it happening, because it's changed my perspective on what I'm doing and how I'm going to approach it. It's **made me far more sympathetic to the accessibility issues in architecture**.

Top tips

- I asked my teachers what A-levels they would recommend, but I wish I'd done a little bit more of my **own research**
- **Question everything** and start delving into topics and explore them - figure out what it is you like
- **Look after your health**. When you're at your healthiest you're performing your best.

After completing your education and training, there are many careers open to architects, for example designing new buildings and the spaces around them, and working on the restoration and conservation of existing buildings.

What to expect if you want to be an architect

- **Architect average salary**: £27,500 to £90,000 per year
- **Architect typical working hours**: 35 to 40 hours per week

What qualifications do you need to be an architect?

You could get into this role via a university course, an apprenticeship or working towards the role.

ANSWER THE FOLLOWING QUESTIONS

<https://forms.office.com/Pages/DesignPageV2.aspx?origin=NeoPortalPage&subpage=design&id=WnSRoNi3ek2yphNZBT1FEcfv4HeDi3pLoWrqdE000dhUQTc0SDJRODMxREhWUVU5NjVTTjJBMUVGRy4u>

What does Tegan go to help show her clients her design ideas?

Tegan says the following skills are most useful: Communication; Research; Time management and Presentation skills. Choose the one YOU think is most important and say why?

Tegan studied History, Maths, Physics and Art at A Level. Which did she find most useful for her career as an Architect?

What company is Tegan doing her Architecture Apprenticeship with?

Tegan has given 'Three Top Tips'. Which one is the most important for you?



RE

What is the difference between spirituality and religion?



IMPACT OF RELIGION AND SPIRITUALITY



Religion and spirituality both help people understand the meaning of life and, in some cases, how a relationship with a God(s) may influence a person's life. While religion and spirituality are similar in foundation, they are very different in practice.

Religion is an organized, community-based system of beliefs (everyone believes the exact same things), while spirituality is a personal search to find meaning in life.

How can spirituality positively impact mental health and emotional wellbeing?

List two benefits of religion and spirituality

Both religion and spirituality can have a positive impact on mental health. In some ways, they provide the same impact. For example: Both religion and spirituality can help a person tolerate stress by generating peace, purpose, and forgiveness. But benefits generally vary between the two due to their different nature

Do you count yourself as religious/ spiritual or neither?

IMPACT OF RELIGION ON PEOPLE

Religion gives people something to believe in, provides a sense of structure and typically offers a group of people to connect with over similar beliefs.

The amount of religious people across the world are decreasing. Why do you think this is?

- Creates a sense of belonging to a group
- Offers safety and help to people through holy buildings such as mosques or churches.

IMPACT OF SPIRITUALTY ON PEOPLE

Spirituality allows people to connect and understand themselves and figure out how they fit in to the rest of the world. Spirituality also builds healthy practices for the mind and body, which positively influences mental health and emotional wellbeing

Do you think religion has a positive or negative impact on people? Give examples

List any 3 ways that holy places of worship (mosques, churches, mandir ...) support the people living in the community.



- Encourages meditation and self-reflection
- Leads to a meaningful life philosophy (i.e. feeling connected to others, nature or art)