

Year 9 Homework Booklet Half term 2 2023

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English

Greta Thunberg arrested at London oil summit protest

Climate activist taken away by Met police after protesters denounce meeting of fossil fuel executives and ministers

[Damien Gayle](#)



Greta Thunberg was arrested after joining hundreds of protesters who gathered at a five-star hotel in London on Tuesday morning to denounce a meeting branded “the Oscars of oil”.

Footage showed the Swedish climate activist being bundled into the back of a van by police after taking part in protests blocking the entrances of the InterContinental on Park Lane, the venue for the [Energy](#) Intelligence Forum (EIF), which brings together fossil fuel executives and government ministers.

Critics have called the event the “oily money conference”, in a nod to its previous name, the [Oil](#) & Money conference. Addressing journalists before joining the protest, Thunberg said: “Behind these closed doors at the oil and money conference, spineless politicians are making deals and compromises with lobbyists from destructive industries, the fossil fuel industry. “People all over the world are suffering and dying from the consequences of the climate crisis caused by these industries who we allow to meet with our politicians and have privileged access to. “The elites of the oil and money conference, they have no intention of transition. Their plan is to continue this destructive search for profits. That is why we have to take direct action to stop this and to kick oil money out of politics. We have no other option but to put our bodies outside this conference and to physically disrupt [it].”

Climate activists hold banners outside the InterContinental London Park Lane during the 'oily money out' demonstration against the Energy Intelligence Forum conference, 17 October 2023. Photograph: Henry Nicholls/AFP/Getty Images

Dozens of protesters blocked Hamilton Place at each end with banners and pink umbrellas with eyes painted on them, shouting "oily money out" and "cancel the conference", while others lit yellow and pink smoke flares. The hotel was cordoned off with fencing, and police escorted delegates through the crowd of chanting activists. A text message sent to delegates by the EIF organisers, obtained by the Guardian, warned them not to try to enter the hotel without help from the police, adding: "For your own safety do not attempt to cross the protest line."

A statement uploaded to social media by the Metropolitan police said there had been "interventions by officers to enable members of the public safe access in and out of the venue". Six people were arrested for obstructing the highway, and a further 14 for breaching conditions on the protest imposed under section 14 of the Public Order Act.

Fossil Free [London](#), a climate campaign group, organised the protests. Robin Wells, its director, described the conference as an event "at which bigwigs are schmoozing politicians, including our elected representatives".

Homework:

Read this article over the next half term. Highlight at least three key words or language devices and summarise what you have learnt in no more than five lines. Be ready to discuss what you have learnt.

Your English teachers will tell you when we will discuss it.

Please note, this does not have to be completed in the first week or two.



Maths

Public



NGA Maths Homework Page

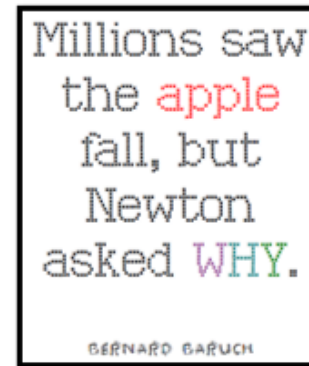
Sir Isaac Newton

Sir Isaac Newton (4 January 1643 – 31 March 1727) was an English mathematician who was born Lincolnshire. Isaac's father, a farmer, died two months before he was born. His early education was at the King's School in Grantham aged twelve until he was seventeen.

His interest in mathematics developed after he bought a book at a fair and did not understand the math concepts it contained. Although Newton is well known as the man who discovered gravity, he was widely recognised as one of the greatest mathematicians of all time. To explain his theory of gravity and motion, Newton invented a branch of maths called calculus. Students in sixth form currently studies calculus (differentiation & integration) at A-Level. In addition to the calculus, he also discovered the binomial theorem. This theorem describes the algebraic expansion of powers of a binomial. He also used geometry to support some of his scientific inventions.

Isaac Newton changed the world when he invented calculus in 1665. We take this for granted today, but what Newton accomplished at that age is simply astonishing. The development of calculus is so powerful, it is used in all branches of math, science, engineering, biology, and more. As a result, there is no end to the influence that Isaac Newton and his invention of calculus have had on the world.

Public



Reading task:

Read the text about Sir Isaac Newton and answer the following questions:

- 1) List the factors of Newton's age when died?
- 2) What age was Sir Isaac when he invented calculus?
- 3) Name three topics which Newton developed in maths.
- 4) How many prime numbers are in the year Newton died?

Public

NGA Maths Homework Page

Hegarty Maths homework record

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Public



Science

The Radium Girls

Charlotte Richards tells us the story of the Radium Girls

Radium glowed with promise - lauded by the cosmetics and health industries it was a tonic, a pick me up - not to mention a serious medicine. The 'Radium craze' saw the radioactive material used in over the counter products available to all who could afford it... but all that glitters is not Gold.

Radium

'My beautiful Radium', Marie Curie called the element she discovered in 1898, she was enchanted by its radiant blue light and rarity, it was able to kill cancers and treat gout, it was the new craze in health spas - claiming to restore vitality and beauty; however these treatments were strictly for the rich — gram for gram, Radium was the most expensive substance on Earth costing around the equivalent of £1.5 million per gram today.

Radium-226 decays slowly, it's half-life (time taken for half of a sample to undergo radioactive decay) is 1,600 years, steadily emitting alpha particles (Helium nuclei) and decaying into Radon gas. Alpha particles may only have a penetrating power of around 5 cm in air and be stopped in their tracks by a piece of paper but they are heavily ionising due to their strong positive charge - tearing electrons off of atoms causing radiation burns and tissue damage and mutating DNA within cells causing cancers. Easy enough to protect against if the correct precautions are taken however in its heyday Radium's 'perpetual sunshine' was little understood and the inherent dangers of its radiation left in the dark.



'Undark'

The United States Radium Corporation produced a glowing 'undark' Radium paint, perfect for the military to use on watch and instrument dials. Hordes of young women were employed to paint the dials, the fine detailed work required them to continually 'point' their paint brushes - usually by using their lips. The shimmering radioactive dust would fill the air when the paint was mixed, ending up on the women's hair and clothes, they would leave the factory shimmering and shining. Some would purposefully paint themselves for fun or take evening gowns to the factory to make them sparkle and the pay was fantastic – roughly three times the average working girls' wage in any other factory for the war effort. Needless to say no health warnings were given to the dial painters on the factory floor.

Illnesses

One by one, the dial painters began, to fall ill. Their teeth fell out, their mouths filled with sores that seeped pus and would not heal, their jaw bones rotted and crumbled falling away from their skulls, their spines weakened and hips broke under their own weight and they suffered an apparently unstoppable anemia and its inexorable exhaustion. By 1924, nine of the dial painters were dead. They were all young women in their 20s, formerly healthy, with little in common except for those hours they spent, sitting at their desks at the factory, painting tiny bright numbers on delicate instruments.

On September 12, 1922, the strange infection that had plagued a radium dial painter named Mollie Maggia for less than a year spread to the tissues of her throat. The disease slowly ate its way through her jugular vein. At 5 p.m. that day, her mouth was flooded with blood as she hemorrhaged so fast that her nurse could not stop it. She died at the age of 24. Her doctors were flummoxed as to the cause of death; her death certificate, claimed she'd died of syphilis, something her former company would later use against her and other dial painters discrediting the girls as being of poor character.

More women started to die. And when they died, it was painful and bloody, resulting in body parts literally falling off them. The companies who used Radium paint remained silent. Using their huge profits, they would convince doctors to write different causes of death on their reports, often pointing to syphilis.

Explanation

Medical examiner Harrison S. Martland, was assigned to look into Mollie Maggia's case and that of the other Radium girls - but only after a male employee died of a similar illness - eventually realising that these illnesses were not mysterious at all but caused by the Radium in the 'undark' paint. When a person swallowed Radium, the body processed and used it in a way similar to Calcium - some went toward nerve and muscle function but most was deposited into the bones. But where Calcium, of course, strengthened and added to the mineral content of the skeleton, Radium did the opposite - it bombarded the girls' bones with alpha radiation from within, causing irreparable damage to their bones, joints, and bone marrow.

The legacy of the Radium Girls remains - and so does the radium that killed them. Mollie Maggia's cause of death was listed as syphilis, but her friends and family wanted to prove that she had died from Radium poisoning. Her body was exhumed, upon opening the coffin, they found that her remains were still faintly glowing. Their suspicions were confirmed - even in death, the Radium Girls continue to glow in their coffins.

Their sacrifice was not in vain. Dr. Martland's work attracted attention, and in the 1930s, several research institutes approached him for advice in safely handling even more dangerous elements such as Uranium and Plutonium for the Manhattan Project and radiation workers now have strict safety protocols to adhere to and there are laws concerning the safety of employees while at work.



Comprehension and Reflection Questions

1. What is an alpha particle?
2. Why was the Radium so dangerous for the girls if its radiation can be stopped by a sheet of paper?
3. What was the importance of the Radium to the war effort?
4. Why do you think it took so long for the deaths & illnesses to be taken seriously and investigated?
5. How long will it take for the girls to be half as radioactive as they were when they were working in the factory (HINT: Think about the half-life of the Radium)

Extension Activities

Ideas for things to do next:

- Research modern applications of radioactivity - are there any unexpected uses?
- Find out about background radiation - how much radiation are we exposed to from natural sources?

Further Reading

Ideas for things to read next:

- Royal Society of Chemistry essay on the discovery of radiation
http://www.rsc.org/images/essay1_tcm18-17763.pdf
- Marie Curie ~ a biography
<https://www.mariecurie.org.uk/who/our-history/marie-curie-the-scientist>



Spanish

Day Of the Dead Celebrations Across Latin America

Many Latin American countries celebrate el Día de Los Muertos, or Day of the Dead, in November. During the Day of the Dead celebrations, people honour the loved ones who have passed, sharing positive memories and stories.

You can track Día de Los Muertos back to indigenous cultures hundreds of years ago. Pre-Columbian civilizations have practiced rituals celebrating the deaths of ancestors for as long as 2,500–3,000 years. Day of the Dead celebrations have morphed over the years to become the Latino tradition it is now. Decorative altars, colourful flowers, and delicious food are all part of the festivities.

Where Is The Day Of The Dead Celebrated?

Mexico is best known for its *Día de Los Muertos* celebrations which include pageantry, processions, and public display of altars to the dead. In the Andean regions of Ecuador, Peru, and Bolivia, families gather in cemeteries to remember ancestors and loved ones. They bring food offerings such as *colada morada*, a spiced fruit porridge made with Andean blackberry and purple maize. In addition, *guagua de pan* is another popular food, a bread shaped like a swaddled infant filled with cheese or guava.

In Bolivia, the *Día de las ñatitas*, or Day of the Skulls, is an ancient Bolivian ritual celebrated on November 9th. Skulls of ancestors are decorated with flowers and pampered with cigarettes, coca leaves, and other treats to bring good luck to the family.

El Día De Los Muertos In Guatemala

As October ends, flower stands spring up on every corner of Guatemala City. Kite vendors' displays sway in the brisk November winds, and marketplaces and cemeteries are full of multi-coloured flowers. Finally, on November 1st, families gather to celebrate All Saints Day and eat *fiambre*. It is a traditional salad-like cold dish that consists of assorted cold cuts, pickled vegetables, and meats. It is so complex that it can easily include 50 or more ingredients.

The most spectacular Day of the Dead celebrations in Guatemala occurs in the towns of Santiago, Sacatepéquez and Sumpango. Townspeople assemble giant kites or *barriletes gigantes*, reaching diameters of almost 30ft, made of bamboo rods and coloured paper ready to paint the sky. On November 1st, the famous Guatemalan kite festival takes place, and these giant kites with intricate designs attempt to take flight. Unfortunately, some of them never manage to leave the ground! Why do you think this might be?

Highlight the information which answer each question in the text, writing the question number at the side, then be ready to answer the question in your own words.

1. WHICH month does the celebration take place?
2. WHAT do people share during the celebration?
3. WHEN did people begin celebrating this tradition?
4. HOW do you know that the celebrations have changed over the years?
5. WHAT do families often take to the cemetery?
6. WHAT is a 'ñatita'?
7. HOW do Guatemalans 'paint the sky'?
8. WHY do you think some of the kites don't fly?



Geography

Yr9 Geography Homework – HT2 – Literacy
Bigger floods endanger millions of people living on \$2 a day

<https://www.eenews.net/articles/bigger-floods-endanger-millions-of-people-living-on-2-a-day/>

By Chelsea Harvey | 29/06/2022

Flood risk around the world is rising as the planet warms, and millions of people living in poverty are in danger because of it.

A study published yesterday in the journal *Nature Communications* found that at least 170 million people worldwide face both extreme flood risk and extreme poverty. By the World Bank's definition, that's people living on less than \$1.90 a day.

The new research, led by World Bank economist Jun Rentschler, overlays global flood maps with global poverty data.

The researchers started with the concept of the "100-year flood" — that's an event with a 1 percent chance of happening in any given year. By definition, these events are uncommon. But depending on where and how they occur, a 100-year flood might be more severe in some places than in others.

For instance, even a minor deluge might be a relatively rare event in the middle of the Mojave Desert. But a city like Miami, which floods frequently, would have a much higher threshold for an event that constitutes a 100-year flood.

The researchers decided to map out places around the world where a 100-year flood would produce at least a half a foot of water — an extreme inundation, capable of causing serious damage. They accounted for floods of all major types, including coastal flooding, river flooding and floods caused by extreme rainfall.

Altogether, they found that around 1.81 billion people worldwide live in places exposed to extreme flood risks — about a quarter of the planet's population. Around 88 percent live in sub-Saharan Africa and South Asia.

Next, the researchers mapped out communities living in poverty around the globe, using data from the World Bank. They found that millions of people live with both high flood risk and severe poverty.

The exact number varies depending on the definition of poverty used. When the bar is those living on less than \$1.90 a day, it's around 170 million people worldwide. At \$3.20 a day, it's around 467 million people. At \$5.50 per day, that number rises to 780 million people.

The greatest total number of people exposed to both risks live in India, the country with the second-highest population in the world. Still, sub-Saharan Africa is the region with the greatest share of the population exposed to both threats — anywhere from around 9 to 28 percent of the population, depending on the definition of poverty used.

The study provides a different way of looking at the risks associated with extreme floods, the authors note. Middle- and high-income countries are likely to have greater monetary risks associated with floods, looking simply at the sheer value of assets and economic activity threatened by rising waters.

The study estimates that about \$9.8 trillion of economic activity is located in areas exposed to the potential for severe 100-year floods. Yet 84 percent of these areas are found in high- and upper-middle-income countries.

But lower-income communities, with fewer resources available for adaptation and recovery, are likely to face greater, longer-lasting damage from severe floods.

If policymakers focus their attention solely on places with high-risk assets, the study authors warn, “they risk overlooking areas with high socioeconomic vulnerability, where flood risk mitigation measures are most urgently needed to protect lives and livelihoods.”

And these risks are likely to worsen in the coming decades. Numerous studies suggest that regions around the world face increasing flood risks as the climate continues to warm.

That means the threshold for a so-called 100-year event will grow more severe as floods become more frequent and more extreme over time. And what constitutes a 100-year event today may become a far more common occurrence in the future. The half-foot of water faced by the areas included in the new study, for instance, may be a relatively rare event today — but may eventually happen much more often.

The new study “suggests that the number of people living with the dual challenges of flood risk and poverty is substantially higher than previously thought,” said Thomas McDermott, a climate economist at the National University of Ireland Galway, in a comment on the research also published yesterday.

He added that adapting to rising flood risk — by building flood walls and other infrastructure or moving to less risky areas — is costly and difficult, particularly for communities with fewer resources.

“The findings presented in [the new study] highlight that those most exposed to climate risk — in this case in the form of flood risk — are precisely those who may have the least capacity to adapt or move,” he said.



History

Voices of the First World War: News from the Front

Yr9 HT2 Literacy task

In an age long before mobile phones and the internet, those who served in the First World War relied upon letters to keep them in touch with their loved ones at home. Private Thomas Baker wrote regularly from Gallipoli to his relatives back in Britain.

"I used to write home, I suppose it would take about a week for a letter to go home. I just told them, you know, the conditions. We didn't have to tell them very much about the war itself, but we just told them in general how we felt and the conditions in general. Also that we'd like to be home quick as we could as a rule! Oh yes, I used to write to my relations. I used to write to my sisters and I'd got two brothers and my mother and my old grandfather; used to keep him informed how things were going."

As a member of the Royal Navy, James Cox spent long periods of time away from his family, so exchanging letters was vital to him.

"I was always a good correspondent. I always wrote to my wife letter by letter perhaps once, once a week perhaps one week; twice a week the next week and so on, according to how the letters came. We was both good writers: she could talk well, she could write well. And we didn't write a lot of silly gossip or anything like that, we did write opinions and exchanged views and things that were happening. Even tastes and dislikes, where we went to and all kinds of things and we were both very descriptive – we could both write."

Despite the temptation to describe the realities of war, many soldiers – such as British officer William Hildred – chose to keep such details out of their correspondence.

"I was naturally a very cheerful man with a very good sense of humour. And my mother was a very nice woman. I just felt it was my job not to frighten her to death and, allied to a cheerful disposition, my letters read like a piece of cake. Every single letter is thanking them for something from Fortnum and Mason: sausages; cakes; tobacco; magazines. Nothing else, no talk about the name of the village and anything very unpleasant."

But sometimes, events at the front were too interesting to keep from family members. Here, Marmaduke Walkinton – known as Leslie – reads from his letter home following the 1914 Christmas Truce.

"My dear father, mother and girls – Just a line to let you know that I have had quite a merry Christmas and a very novel one. Would you believe it, by mutual consent our battalion and the Germans opposite had a little armistice and didn't fire a shot all day. We met one another, had a chat halfway between the two lines of trenches and exchanged buttons, cigars and cigarettes. It was really funny to see the hated antagonists standing in groups, laughing and talking and shaking hands. Of course, we didn't talk about who was going to win or anything touchy like that. They had just heard that the Germans had taken Buckingham Palace. Their clothes were not very good; they seemed a bit jealous of our goatskin coats. Tons of love, Happy New Year, Leslie."

Another means of communicating with those at home were field service postcards. George Wray, of the Royal Naval Division, described them.

"No one ever bothered very much about writing letters. We used to get those field postcards, they were all ready, 'I am well' printed on them. The questions and answers were written on the cards and you used to... all you had to do was tick that this was

right, you know 'I have had no letter from you since so and so'; 'Hope you are well', that kind of thing, you know."

Alexander Burnett liked the brevity of these postcards, but wrote letters too.
"I was a great believer in that postcard where you'd say 'I am well' and then, 'Hope you are well' – the field postcards, very laconic! That's what I liked about them! No, I used to write to my mother because she was a dear old soul. Father done all the writing back again, but mother had to have the letter. I couldn't understand how some people didn't write home. One or two of them I knew said, 'I don't need to write home, they know I'm alright or they'd have heard by now' – but I used to write."

Although the postcards were often a welcome sign that someone was still alive, NCO Harold Bashford identified a potential risk associated with them.
"Field postcards, they were sometimes issued. And on them it was all printed, you know, 'I am doing well'; 'I have been admitted to hospital'. All these things were printed so you just crossed out things not applicable and signed them. There must've been many occasions before this card was delivered to a home saying that you were quite well, that a telegram had been delivered and on opening it, 'We regret to inform you...' That must have happened, dozens of times, you know."

A huge volume of mail was sent around the globe during the war. In Britain, the Post Office set up a large sorting depot in London. Thomas Brown, of the King's Liverpool Regiment, described what happened when the mail arrived at the Western Front.
"Every battalion had a post corporal and his job was to go to the distributing centre, the army centre, and collect the post every day; divide it into units and see that it's forwarded by runner to the front line, if you were in the front line. So there was a post corporal in every unit you might say."

But difficulties in transporting post to other parts of the world meant that for men serving further afield – such as Royal Naval carpenter George Clarkson – contact with home was subject to delay.
"Nowadays of course you've got wireless and all that sort of thing, communications – there was nothing like that then. We used to get newspapers out two months, sometimes, because we weren't getting mails for the simple reason that ships were getting sunk that were bringing them. I believe we did get a bit of a bulletin as to what was happening in the war. We would get that perhaps every couple of days; that would come from Cairo or somewhere like that. But apart from that, letters, news it was all stale by the time you got it. The letters were taking up to four months to get there. Imagine a married man and he'd get a letter probably to say that his youngster or his wife was ill, something like that. He wouldn't know whether they'd died or anything; it was months before he got any information."

Parcels as well as letters were sent to the troops. After explaining the hardships of Gallipoli to his family, officer Malcolm Hancock received some useful items from home.
"We got parcels. We had written, you see, saying what the conditions were: how hot it was, what a pest the flies were. And we used to get, people used to send us fly cream and stuff like that. The men got sent all kinds of things, mostly edible things, which of course were quite useless by time they got there. That sort of thing. Eventually we did get from, um, things sent out like chocolates and sweets and those sorts of things – which of course we didn't get and we were very badly off for."

Letters from the front line were censored, due to concerns that valuable information might fall into enemy hands if they were captured. Donald Penrose – an officer in the Essex Regiment – disliked having to check his men's mail, but found there was at least one positive outcome.

“There was strict censorship. That was the job I didn't like, too; we had to censor our own troops' letters. The thing that I did find occasionally was useful, you read a chap's letter home, you see – which as a censor you had to do to see whether anything needed to be struck out – and so you got to know something of their home problems, personal ones. But as a censor you weren't allowed to say anything to the person. What I did find was helpful, now and again, if I found that a chap in his correspondence had been getting very worried or bothered about something or other, although officially I didn't know, I used to if I could to try and get him to tell me by asking him the odd question. ‘How are things at home?’ or something, you see? Then perhaps he would tell you, and you were then perhaps able to comfort him a bit or straighten things out in some form or another or suggest something or other for him to do. But you couldn't do that as a censor – you knew about it but there was nothing you could do. Beyond the fact that you had to try and worm it out of him I suppose is the word, and find out what the trouble was. And you could sometimes help that sort of thing.”

Monty Cleeve of the Royal Garrison Artillery worked out a way of getting around the censorship.

“A lot of our friends had taken an enormous interest in my war letters which I wrote home constantly. And my parents always knew where I was, because I had a secret code with them. Because I wrote on very thin paper and whenever I had a new move, I put a little pin hole – pin prick – through a letter. Say it was Colincamps – C, then another one, O; L; I; N – like that. And then, by holding it up to light, they could see the name was Colincamps or whatever it was. And in that way they knew all my movements. But my father being a military man then stationed at the War Office, and of course my mother being very good, they were very secretive about it. But they kept all those letters, all my letters from the front.”

Not all letters were censored by a man's commanding officer – as Graham Greenwell explained.

“A man was given once a fortnight, I think, a green envelope and he could put in his letter to his sweetheart. In which case it was not censored with the battalion but it was liable to be opened at the base; they opened a certain proportion. But the green envelope was the man's escape from his local censorship.”

Walter Hare, a private in the West Yorkshire Regiment, made good use of his green envelopes.

“You couldn't tell them where you were or what you were doing or anything like that, you see, because they were always censored. But about once a – maybe even once a month – you got a green envelope, and that wasn't censored. But you were under, you were obligation to not put anything in it that... occasionally one would be opened and might be censored, so you hadn't to put anything in it that you shouldn't do. But I always saved me green envelopes for my young lady...!”

But George Jameson found the idea somewhat irrational.

“Of course there was an issue of green envelopes, in which you could write a letter which was not subject to censorship. Now, that struck me as being a bit foolish, in a way. Because, if things had to be censored, then why give them the opportunity to write quite

a volume uncensored? People who were wanting to do any trouble would use those things. Mind, they were – haphazardly – they were subject to check, but not on the battery position, not on the unit position. They might, somebody might pick one out of a mail bag and open it and censor, have it read it through – just as a casual checking.”

One of Hawtin Mundy’s comrades was caught out by this – and paid the price.

“We was allowed to write home, you was allowed one every so often what they called a green envelope. And you could write all private matters in that such as writing to your wife or anything like that, so it was supposed to be private and they would not be censored. In other words, they trusted you that you wouldn’t put anything in wrong. And your ordinary letters you left unsealed so that they could open them and look at them. Well now, on this particular occasion, poor old Fatty wrote to his girl at Bradwell – it was the girl he was courting – and told her where we was, how we’d got on, the times we was having; the laughs and jokes. Well now, by some chance they opened Fatty’s green envelope. That caused it. And do you know, when we went out to rest, Fatty had a court martial for that. He was sentenced to so many days tied to the wheel. Every day he had to spend so many hours tied, didn’t matter whether it poured or rained or whatever it was.”

One type of letter that the families of those fighting dreaded was the formal notification that a man had been wounded, captured or killed. NCO Charles Shobbrock’s mother received such a communiqué.

“It was while I was in a malaria hospital that my mother received a telegram from the War Office, warning her to expect bad news within the next few days. Now, my dad was ill in bed at the time and my brother – older than me – was up in the bedroom at the time my mother got the telegram. And she come up to the bedroom and read out this telegram. And my brother, oh the essence of diplomacy, said ‘Perhaps he’s dead already...’! My mother told me afterwards, she said, ‘I could’ve killed him!’ The very hour that she got that telegram which was about between 7 and 8 in the evening, I was out playing hockey; out in the hospital grounds playing hockey!”

But sadly sometimes such messages reported the truth, as British schoolgirl Olive Shapley’s family discovered.

“I had a brother five years older than myself and one I think about eleven years older. He was a big chap, Frank. And he was out one day with his Scout troop and a woman gave him a white feather – very common then – and said, ‘What’s a big chap like you doing, you know, playing? You get out and fight.’ And he went and joined up; joined the Navy before he came home that night. And he went to sea on HMS Indefatigable and he was drowned in the Battle of Jutland. And I think he was 17. I remember when the telegram came from the Admiralty to our house. I can see our breakfast table and this, in a green envelope, telegram from the Admiralty. And my mother bursting into tears. And parents didn’t show their emotions in those days. I couldn’t believe it. And that was it.”



Performing Arts



Reviewed BY Sascha Cooper

Sascha Cooper is a Brighton based professional performer, choreographer, director, makeup artist and holistic life coach. As well as performing, she loves to watch shows to constantly learn and improve her craft. Previously she has written for Fringe Review, Latest 7 and Remotegoat. This is her review of the live theatre show "STOMP".

The Old Market atmosphere was vibrant as we walked in to find a stage that had a set made up entirely of cans, pots, pans, traffic signs and more that one might see on a busy city sidewalk or in a skip. Around us on blocky shelves above, the set-up was similar – indicating we were in a very different world from the one we left, as well as utilising the theatre space extremely well.

This is Stomp - a vibrant show that explores rhythm, sound and dance in an engaging and stripped-down format, reminding us that life can be simple if we allow ourselves to live free in the moment.

Last time I saw *Stomp* was in the early 2000's in Plymouth when it was on tour. It was good to see how the show has progressed since – especially as it has returned to Brighton, where it was first formed in 1991 by Luke Cresswell and Steve McNicholas. They kept the structure and format the same, yet there were differences to pick up on. Very subtle additions to the show were spotted, such as suitcases as drums and shakers for instance - plus, a different cast seemed to give the show a new lease of life as they laughed, stomped, danced and created together.



What made *Stomp* work well was the fact that nothing was complicated. As each sound was created by household items (such as sinks, buckets and cigarette lighters) and things found on the street (brooms, plastic bags, rubbish bins and cans), a different vibe was created every time.

As for the thumping music, coupled with aspects of street dance, Capoeira and African dance, the energy soared as the frenetic beat came faster and wilder.

The real magic on stage however, was the clear tight bond the cast had as everything unfolded. They were not afraid to experiment with comedy, clowning, dance and more without saying a word. It showed that not only did movement and rhythm say more than words, but the fact that they were a tight-knit unit, which was intensely fascinating and wonderful to watch. That, tied in with the colourful lighting that was efficiently transformational, heightening the dramatic atmosphere when appropriate. *Stomp* is the perfect show to showcase everything presented to us.

An ideal show for all ages, with some subtle risqué moments for the adults to enjoy too. This was a show not to be missed.

Questions:

1. Who formed STOMP? In what year?

2. List the items used to create the sounds and rhythms of STOMP.

3. Describe what STOMP is.



PE

Fitness Components for Basketball

In addition to the high level of skill required to play Basketball, to be a successful player you need good speed, agility and endurance. However, which of these are more important? Below is a discussion about the fitness requirements for Basketball, which can help with developing training programs for this sport, and for interpreting fitness testing results and determining the relative strengths and weaknesses of a player.

You Need to be Fast and Agile

We have a poll about the component of fitness most important for success in Basketball. Out of the options of Body Size and Composition, Muscle Strength, Muscular Endurance, Power, Speed / Quickness, Agility, Flexibility, Balance and Coordination, and Cardiovascular Endurance, the factors which are considered most important by the readers of this site are speed and agility, though there are votes for most of the fitness components indicating that basketball requires good all round fitness abilities.

Factors of Success in Sports

There is a range of physical and mental components that contribute to successful performance in sports. Each sport and activity requires a specific set of these skills. Being successful in one sport does not necessarily make you successful in another, as success requires a whole range of factors to come together and interact in the right way.

Fitness is just one of the factors, and for many sports plays a major role in success. In addition, there are psychological factors, then many more minor factors including supply of equipment, opportunity for training, expertise in coaching and skill teaching, nutritional status, a good support network, funding etc.

Factors for Success

We have narrowed down the important individual factors to the 15 listed below, though the importance of each will vary between sports. Fitness factors are generally divided into these specific fitness categories or components. A few of the other important factors for success are derived from the list of sport specific athleticism.

After some initial testing, this list was too overwhelming, and a shorter list of only 12 factors was used for our online rating system. You can rate each of these factors for a range of sports (using the short list). On the short list, muscular endurance and anaerobic capacity were removed, and muscle strength and power were combined. Some of this data has been analyzed, though the rating continues. See how the sports compare for these factors of success.

1. **Body Composition** — refers primarily to the distribution of muscle and fat in the body. Body size such as height, lengths and girths are also grouped under this component.
2. **Aerobic Endurance** — also known as cardiovascular fitness and stamina, is the ability to exercise continuously for extended periods without tiring.
3. **Muscular Endurance** — the ability to repeat a series of muscle contractions without fatiguing.
4. **Muscle Strength** — the ability to carry out work against a resistance.
5. **Explosive Power** — the ability to exert a maximal force in as short a time as possible, as in accelerating, jumping and throwing implements.

- 6. **Speed / Quickness** — the ability to move quickly across the ground or move limbs rapidly to grab or throw.
- 7. **Anaerobic Capacity** — long sprinting ability, or the ability recover from repeat sprints (glycolytic system)
- 8. **Flexibility** — the capacity of a joint to move through its full range of motion, which is important for execution of the techniques of sports.
- 9. **Agility** — the ability to quickly change body position or direction of the body.
- 10. **Balance and Coordination** — the ability to stay upright or stay in control of body movement is an important component of many sports skills.
- 11. **Reaction Time** — the ability to respond quickly to a stimulus.
- 12. **Analytic and Tactical Ability**— the ability of the mental system to evaluate and react to strategic situations (tactical ability).
- 13. **Motivation and Self Confidence** — a motivated and focused athlete, with a level of belief in themselves, often seen as arrogance in athletes.
- 14. **Coping with Pressure** — the ability to stay focused and perform up to expectations while under increasing pressure, and under changing conditions.
- 15. **Skill and Technique** — the specific skill set and technique required to be successful in a particular sport.

What Do You Think Is Important?

Which Factors Make Successful Basketball Players?

There are a range of physical and mental factors that contribute to successful performance in sports, as listed below. Not all of these factors are important for Basketball Players - and that is what this survey is to determine. Please add your rating to as how important you think each of these factors are to the success of Basketball Players. Use the stars to give a rating from 1 to 5 stars, using this rating scale. Even if you think a factor is not important, please still give it a one-star rating. Draw a circle around the total number of stars that you are selecting.

Factors of Success	not at all important slightly important moderately important very important extremely important				
	★ ★ ★ ★ ★				
your rating (importance, low to high)					
Body Size and Composition	★	★	★	★	★
Aerobic Endurance	★	★	★	★	★
Strength & Power	★	★	★	★	★
Speed / Quickness	★	★	★	★	★
Flexibility	★	★	★	★	★
Agility	★	★	★	★	★
Balance & Coordination	★	★	★	★	★
Reaction Time	★	★	★	★	★
Analytic & Tactical Ability	★	★	★	★	★
Motivation & Self Confidence	★	★	★	★	★
Coping with Pressure Situations	★	★	★	★	★
Skill and Technique	★	★	★	★	★



Computing

Year 9 – Artificial Intelligence

Bridie Lynch has been playing and coaching tennis for most of her life. As her parents run a local tennis club in Wales, she was immersed in the sport from the age of 14. One aspect she has noticed is the embrace of technology, at all levels of tennis. She uses a range of apps and techniques for her own matches and coaching including a smartphone-based video system called SwingVision, which breaks down her performance with details such as forehand errors and backhand winners.

Data analytics has been around a long time in sport. Tennis has also seen this revolution. "Data blew up our sport," says tennis strategist and coach Craig O'Shannessy. For him the 2015 Australian Open was a key moment. As Novak Djokovic and Andy Murray battled on court, powerful computers crunched the data and grouped rally length into three distinct categories, essentially short, medium and long.

"We discovered 70% of all points were each player hitting the ball into the court a maximum of just twice," he says. Mr O'Shannessy, who worked with Novak Djokovic between 2017 to 2019, says that insight made him realise that the way players practice was all wrong.

"Ninety percent of practice is focused on consistency, but only 10% of the match court is in rallies of more than 9 points," he points out. "This data changed our sport forever," he says. That manipulation of data has been taken to a new level. Coaches now have artificial intelligence (AI), where sophisticated software is fed, or trained, with unimaginable amounts of data. The resulting AI can spot patterns that a human would never be able to see.

"AI can sniff out areas of significances. Humans do a very bad job at layering data, whereas AI can do it in seconds," says Mr O'Shannessy.

AI requires vast amounts of data to train and build accurate algorithms. Raghavan Subramanian is the head of the Infosys Tennis Platform.

"Valuable data that forms the raw material for all our AI and machine learning systems," says Mr Subramanian. He said accuracy has improved over the past four years, as more training data has become available. "We saw a 51% jump in the use of the App in 2021, compared to the previous year."

AI is also speeding up media coverage of the tournament. AI is slicing and dicing data to create video content in seconds, a job that would normally take a multimedia team hours to do.



Creative Arts

MY FAVOURITE DISH



Kyagina, 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 Kaleyrd 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 feni, 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 *Summers Under the Tamarind Tree* (£25, Frances Lincoln) and *Mountain Berries and Desert Spice* (£20, Frances Lincoln). She's also the founder of Kaleyrd cook school, where she is the principal cookery teacher. kaleyrd.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.

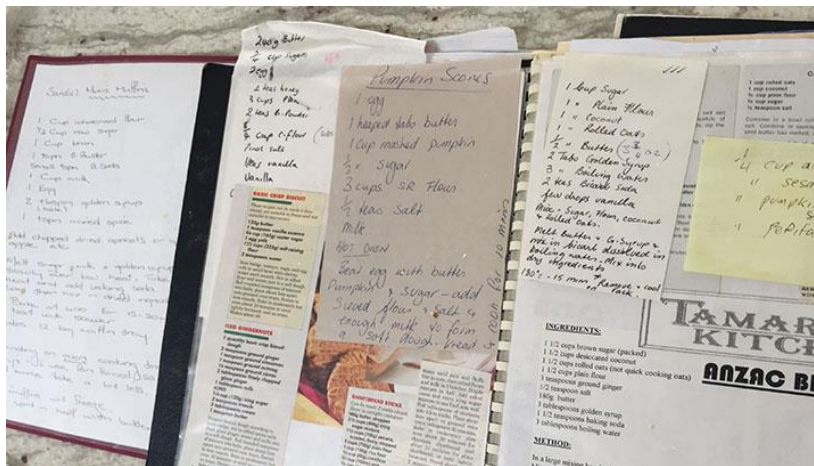
Questions:

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?

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

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.

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

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.

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)

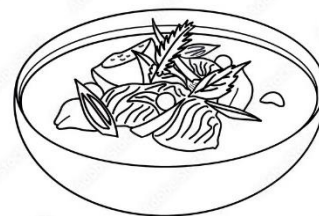
4. Warm the tortillas in the microwave for about 20 seconds then lay flat onto a plate.
5. Arrange some of your chicken mixture with the chopped tomatoes and cheese.
6. Other fillings can be added then roll up. Serve on a plate with additional salad, dips and herb garnish.

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



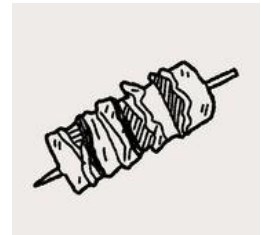
Equipment: 2 chopping boards, knife, garlic crusher, frying pan, wooden spoon, plate, tablespoon, jug, fork, small bowl & rubbish bowl.

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

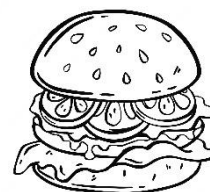
Small handful of fresh herbs - chopped

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

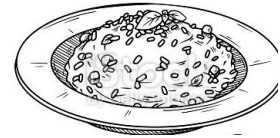
Small carton of lentils – pre-cooked not dried (optional)

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.

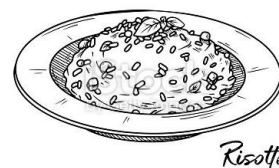
Could also add chorizo, halloumi, extra vegetables. Serve with a slice of lemon.

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.

ART: KS3 HW



<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

Introduction to Christianity

KEYWORDS

Sin = a wrong action that breaks one of God's laws e.g. stealing or murder.

Conscience = a person's inner sense of right and wrong.

Messiah = someone sent by God that would save the people from the wrong things they had done

Sin = Thoughts of actions which go against God

Forgiveness = A choice to stop blaming someone for doing wrong

Parable = A story with a message, told to teach a lesson

The Creation = the Bible story that tells how God got created (made) the world in 6 days.

Disciple = a follower of Jesus

TRINITY

Tri + unity = trinity

The Bible presents God as a Holy Trinity; one but having three parts: the Father, Son and Holy Spirit.

Christians feel that belief in the Trinity helps to understand the different ways that God shown his presence in the world:

- **God the Father** helps to understand the power and creativity of God and his care for the world. It shows that God creates human life and then looks after it, and cares for it like a father does. Christians can turn to God as they would to a human father when they are in need.
- **God the Son** helps Christians to understand the love of God, and shows them how to live a good life. In his life and teachings, Jesus showed God's love by helping others. In his death he showed how much God loves the world.
- **The Holy Spirit** helps Christians to understand the presence of God in the world today. Christians believe that the Holy Spirit is the means by which God communicates with humans, revealing God's presence in the world.



God the
them has

SALVATION

Christians believe that **Jesus** is their **saviour** because he came to Earth to save humankind from sin and mend their broken relationship with God.

Christians believe that when Jesus died on the cross, he was **sacrificed** for the sins of humankind. This allows humans to be reunited with God after death in **Heaven**. This is called **salvation**.

Jesus is often referred to as the 'Lamb of God'. This is because like a lamb, which would traditionally have been sacrificed, he died to make up for the sins of humanity.

Christians believe that Jesus' death and **resurrection** restored the relationship between God and humankind that had been broken by **original sin**.

God gave his only son, Jesus, so that all humans could be saved

Jesus was a perfect human - he had no sin

God placed all of humanity's sins on Jesus when he was crucified

Jesus' actions meant that there was a reconciliation between God and humanity

Jesus' death atoned for human sin

As a result of Jesus' sacrifice, humans now have the possibility of going to Heaven



THE FALL

God had created a world that was perfect.

The Fall is the story of when **Adam and Eve disobeyed God** by eating the forbidden fruit in the **Garden of Eden**.

They had been told never to eat from that one tree, but Eve was **tempted** by the Devil, disguised as a serpent, and she then passed it on to Adam.

God asked them about it and gave them a chance to tell the truth, but they both blamed each other instead. God punished them by kicking them out of Eden, and giving punishments that would be for all humans for all time.

This is important to Christians because... it teaches them where evil came from, and that all our actions have consequences.



COMMUNION

Communion is a special ritual that Christians do to remember the Last Supper; the final meal that Jesus had with his disciples the night before he was killed.

Jesus shared two signs with his followers: **bread** as a symbol for his body being broken, and **wine** as a symbol for his blood being spilled when he was crucified. He told his disciples to eat bread and drink wine to remember him.

The word Communion means, simply, 'togetherness' and this is a ritual to show the togetherness of Christians and God.



QUESTIONS

1. How many Gods do Christians believe in?

2. What happened at the Fall?

3. What is a Messiah?

4. What is Communion and why is it important?