

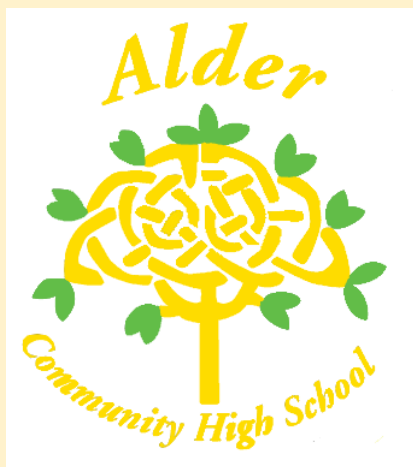
ALDER

Community High School

Welcome to
Key to Success Evening
Years 7-9

ALTRUISM **L**EADERSHIP **D**IVERSITY **E**XCELLENCE **R**ESILIENCE

TO ALL BE OUTSTANDING IN ALL WE DO
#WeAreALDER



Headteacher's Welcome

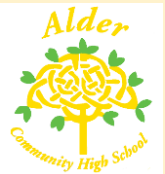
Mrs Critchlow

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Aims

- To enable parents to confidently support students through Key Stage 3
- To share how students and parents can access support.
- To share effective independent learning strategies
- To share subject specific information for English, Maths and Science.



ALTRUISM

LEADERSHIP

DIVERSITY

EXCELLENCE

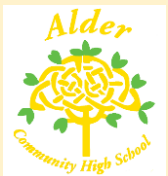
RESILIENCE

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Welcome from the Headteacher

School update:



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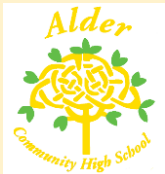
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Welcome from the Headteacher

At Alder:

- We have **high expectations** in terms of standards – habits for life [Uniform/Behaviour/Ready to learn]
- We have **high aspirations** for our students [Academic outcomes - 'always your best']
- We expect a **positive attitude** to learning [More important than ability – achieve YOUR potential]
- Produce **high quality work** [Over time ensures more likely to learn and achieve full potential]
- You need a strong **work ethic** [No substitute for HARD work]
- We want pupils to **pursue their ambitions** post Alder [Academic success and GCSE's - crucial]
- You must demonstrate our **ALDER Values** [Develops your character]
- Low-Level **behaviour** [eg chatting] has massive impact on **a]** their learning & **b]** other students' learning
- **Independent** learning [Homework - habits]
- **Attend** school [On time, every lesson, every day]

NB: Other pupils across the country are doing the above



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Attendance

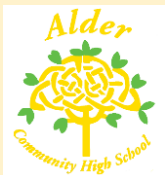
- Students should aim for **100% attendance**
- Absent students **rarely catch up**: Simply too much content and not enough time
- Strong correlation between **attendance and achievement (2024 data)**

✓ Over 95%: average progress score of 0.53

✓ Below 92%: average progress score of -0.34

Punctuality

- To school/lessons: Says a lot about their **attitude towards learning**
- **Job/real world**: Instilling life skills needed to be successful



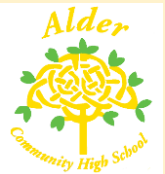
ALTRUISM LEADERSHIP DIVERSITY EXCELLENCE RESILIENCE

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Parents

- Work in **partnership** with us [Communicate – call, email, Class Charts]
- Promote **good behaviour & attendance** [Vital to success]
- Reward **‘effort’** rather than outcome [If working hard, reassure them you are ‘happy’ no matter the result]
- Support Alder's **High Expectations** [Benefit them longer term]
- Encourage **responsibility & maturity** [Life skills]
- Promote **good work ethic** at home [Quiet study room]
- Be involved & **monitor** [Take an interest]



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Good Routines at Home

Find a quiet, tidy room with minimal distractions – your bedroom, library or classroom.

Put your revision timetable, exam timetable and other documents visible on your wall

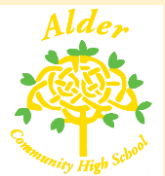
Make sure you have a drink and snack with you, staying hydrated and full is important



Put your phone in another room, it is too much of a distraction -

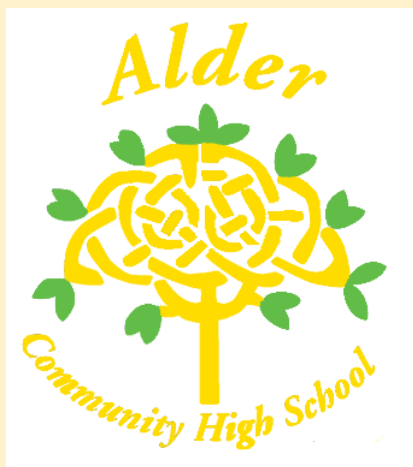
Loud music is a distraction, if you must listen, it needs to be low tempo, without lyrics

Have all your revision materials and stationary on your desk ready to go - make it obvious



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Pastoral Standards

Mrs Massey
Assistant Headteacher

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Uniform

Alder blazer

Plain white shirt – tucked in

Black tailored trousers or plain black tailored school skirt with tights

Green tie – house colour logo

Plain black formal school shoes

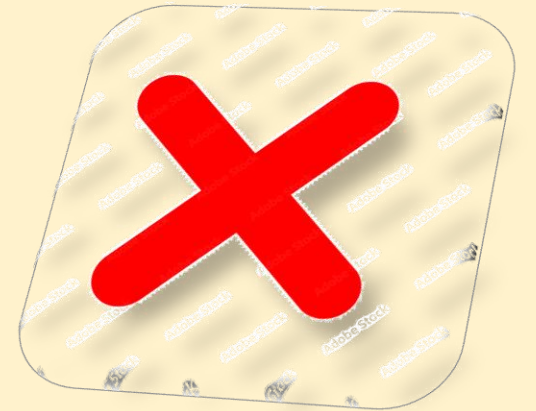
Plain black or white socks if wearing trousers

Plain black V neck jumper/tank (optional)



Uniform

- Blazer sleeves rolled up
- Stretchy, shiny material, hipster style, leggings, ankle grazers and skinny leg trousers and other types of similar fashion trousers.
- Skirts rolled , skirts made of jersey, Lycra or shiny material. Skirts with splits. Tube skirts.
- Hoodies or sweatshirts of any kind (not beyond the gate)
- Trainer style/crossover shoes/platform soles or heels.
- All other socks apart from plain black/white (no bows/frills/logos)
- False nails/eyelashes
- Extreme haircuts / colour
- Mobile phones/smart watches/headphones
- Earrings/ piercings (even if clear plastic/covered with a plaster)



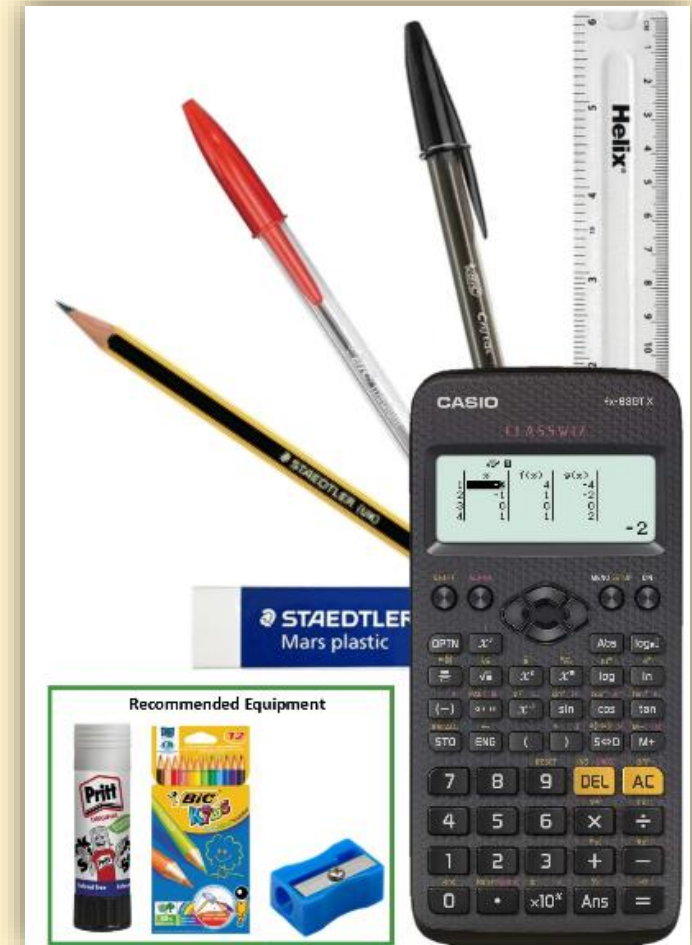
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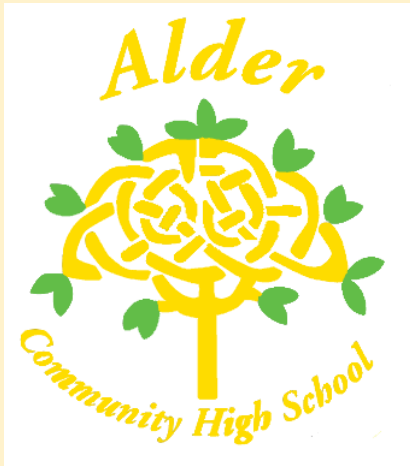
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Equipment

Students are expected to have the following for each lesson every day:

- A school bag
- Black pen(s)
- A red pen
- A pencil
- A ruler
- An eraser
- A reading book
- A scientific calculator (model number Casio fx 83GTX)
- A water bottle
- Knowledge organisers
- Timetable





Behaviour and Attitudes at Alder

Mr White
Deputy Headteacher -
Behaviour & Culture

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Our Alder Values

Altruism

Having a genuine and selfless concern for others.

Leadership

Inspiring and empowering a community to achieve a shared vision by leading by example.

Diversity

Celebrating, accepting and respecting that everyone is different both in school and in our community.

Excellence

Striving to achieve your best in all that you do.

Resilience

Turning challenges into something positive and never giving up.

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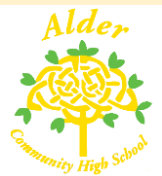


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The Alder Way

1. Respect everyone and our school environment
2. Demonstrate our ALDER Values in all we do.
3. No mobile phones/personal ICT at any time
4. Correct uniform and equipment always [which includes no jewellery, no hoodies]
5. No chewing gum
6. No eating or drinking on corridors

We do this gate to gate.....



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Speedy Starts

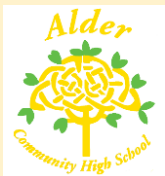
- S - Show up on time in full uniform.
- T - Teacher greets you at the door.
- A - Arrive calmly and take your seat.
- R - Ready your equipment on the desk.
- T - Tackle your silent 'Do Now' straight away.
- S - Speedy Start points awarded on Class Charts!

Clear routines

Consistent approach

Final Focus

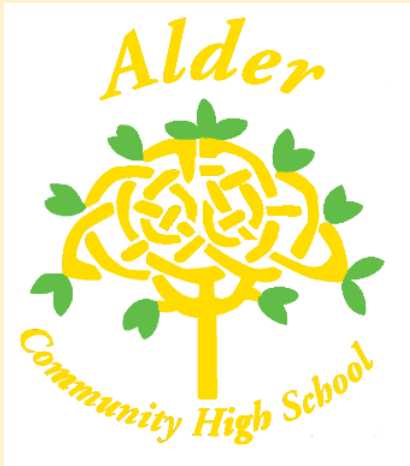
- F - Fix the classroom: return all equipment to its place.
- O - Organise your belongings in your bag.
- C - Check the area for rubbish and tidy your space.
- U - Uniforms checked, chairs under desks.
- S - Silent, smart and still - wait for your row to be dismissed.



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Heads of Year

Miss Greenall – Year 7

Miss Griffiths – Year 8

Mr Bowman – Year 9

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Key Dates

Year 7

09.10.25	Welcome to Alder – Meet the Form Tutor Parent/Carer(s) Evening
12.03.26	Year 7 Parent/Carer(s) Evening

Year 8

11.12.25	Year 8 Parent/Carer(s) Evening
27-28.04.26	Year 8 Girls & Boys HPV Immunisations

Year 9

06-07.01.26	Year 9 Immunisations
15.01.26	Year 9 Parent/Carer(s) Evenings & Options Information

All Years

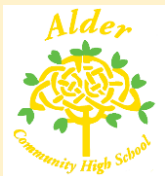
02.10.25	Digital Safeguarding Webinar (online)
08.10.25	Flu Vaccinations
28.11.25	We Are Alder Day 1
27.02.26	We Are Alder Day 2
07.07.26	We Are Alder Day 3

***SEND Parent/Carer Coffee Mornings run throughout the year.
Details can be found on the school calendar. Our first coffee
morning is 19.09.25***

During the school year, Progress Updates will be sent home. This is so that you are informed and can have discussions with your child regarding their progress.

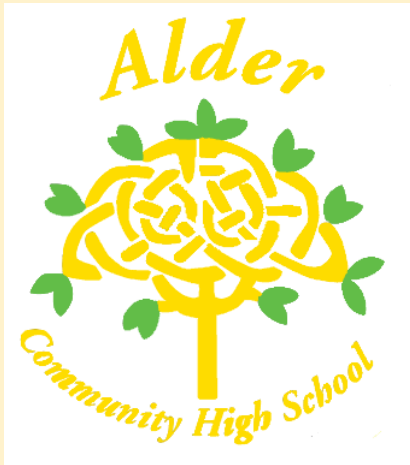
Support Available

- Class Teachers – subject specialists!
- Form Tutors
- Heads of Year
- SEND Team
- Careers team
- School-based counsellor
- Student leadership team
- School leadership team



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SEND

Miss Huddleston – SENDCo

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SEND Support

Key staff:

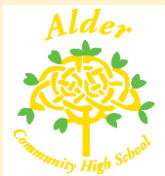
Mrs McDonald – Assistant SENDCo and Medical Lead

Miss Allford – Learning Support Manager

Team of Teaching Assistants

Miss Huddleston – SENDCo (NASENDCo)

Ms Sloan – Assistant Headteacher Inclusion (NASENDCo)

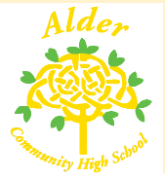


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SEND Support

- A broad, balanced and appropriate curriculum
- We have high aspirations and expectations of all students
- Communication with all stakeholders

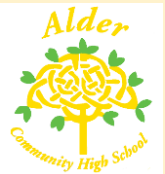


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Ways we communicate with you

- Increased co-production working with parents, carers and pupils
- Clear and consistent communication
- Appointments can be made to discuss progress with the SENDCo or a member of the Learning Support team where necessary
- Assistant SENDCo answer queries via telephone
- The SEND department has a dedicated email address which is monitored by the SENDCo and Assistant SENDCo: sen@alderchs.uk
- Parents evenings
- EHCPs are officially reviewed annually, and progress reviews may be scheduled when requested



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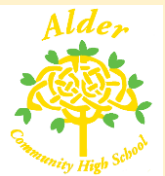
SEND Support

Support for Year 9 Options

- Our students with SEND will be offered a broad and ambitious range of options

Access Arrangements

- The assessing and awarding of access arrangements is a formal process and we must comply with strict JCQ regulations to put these in place
- Depending on the needs of the student, appropriate arrangements may be made if they meet the required standards set out in the guidance, and it is embedded as their 'Normal Way of Working'



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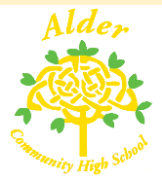
Local Offer, support and guidance

- We encourage families to access support from outside services as this can create opportunities to form additional support networks.
 - [Tameside-SEND-Information-Advice-and-Support-Service-\(SENDIASS\)-leaflet-June-2022.pdf](#)
 - [www.ipsea.org.uk](#)
 - [www.ourkidseyes.org](#)
 - [www.autismeducationtrust.org.uk/parents](#)
 - [www.adhdfoundation.org.uk](#)

Links to the local offer for Tameside:

Our local authority's local offer is published here:

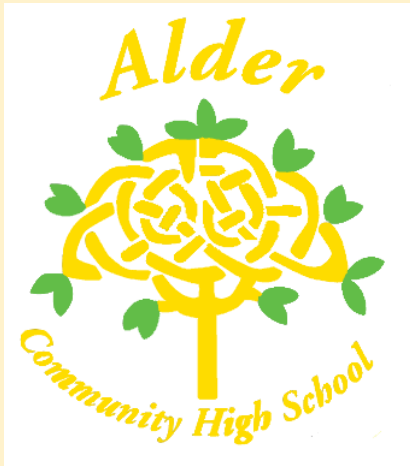
[Tameside SEND Local Offer](#)



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Online Safety Hub

Mr Doran
Digital Safety Lead

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[Reviews](#)[Parental controls](#)[Help](#)[Social media](#)[Screen time](#)[Gaming](#)[Bullying](#)[More ▾](#)[Bullying](#)

Online Bullying FAQs

Online bullying is a serious concern for parents in the digital age. This FAQ guide addresses the unique challenges of online bullying and its impact on your child's wellbeing.

Most Recent

[See all](#)[Social media](#)

Is YouTube Shorts safe? A guide on features and...

[Social media](#)

What is Italian Brainrot? A Parent's Guide

[Help](#)

Mental Health Support Resources Guide

[Gaming](#)

Roblox

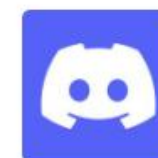
Reviews

[See all](#)[Social Media](#)

YouTube
Our Age Rating: 13+

[Social Media](#)

Snapchat
Our Age Rating: 16+

[Social Media](#)

Discord
Our Age Rating: 17+

[Gaming](#)

Roblox
Our Age Rating: 12+

Qustodio Parent App

We have partnered with [Qustodio](#) to provide our families with the necessary tools and support they need to ensure their children's safety and well-being online.

Create a free account →

Parental Controls

[See all](#)



Qustodio
Qustodio Parent App



Qustodio
Getting Started With Qustodio



Qustodio
Blocking Inappropriate...



Qustodio
Trust and Safety



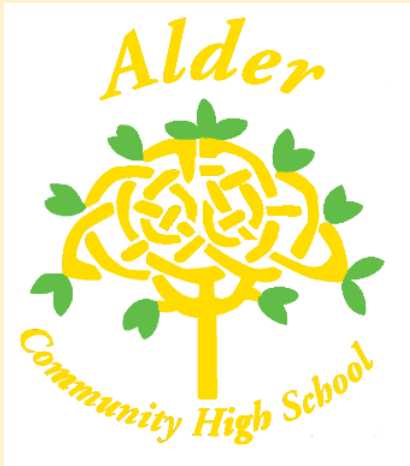
Qustodio
Qustodio Help & Resources



Qustodio
How to manage YouTube with...

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Extra-Curricular provision at Alder

*Mrs Dawson, Assistant
Headteacher.*

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Extra-Curricular at Alder



- Opportunity to explore passions and interests outside of curriculum subjects. Identifying strengths and talents which are often hidden.



- Develop relationships with peers and staff.



- Develop team building, collaboration and leadership skills



- Support well-being and confidence.



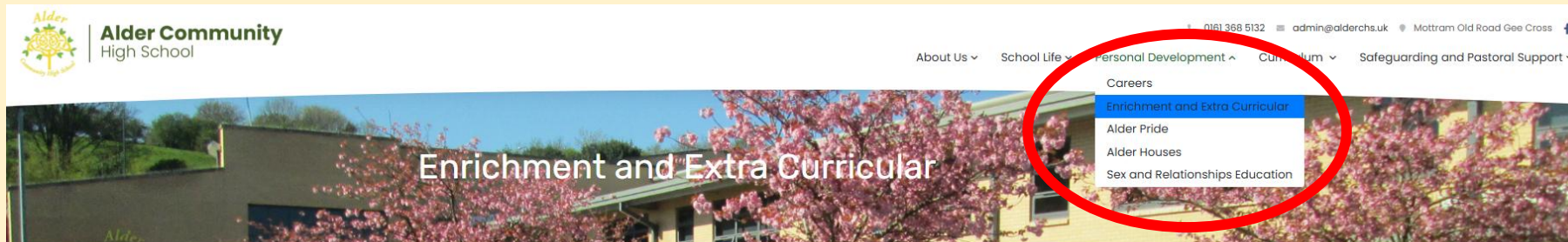
- Linked to improved academic success.



- Enhances college and post=16 applications through skill development.

Extracurricular activities are essential for encouraging a well-rounded education, equipping students with vital life skills, and enhancing their overall well-being.

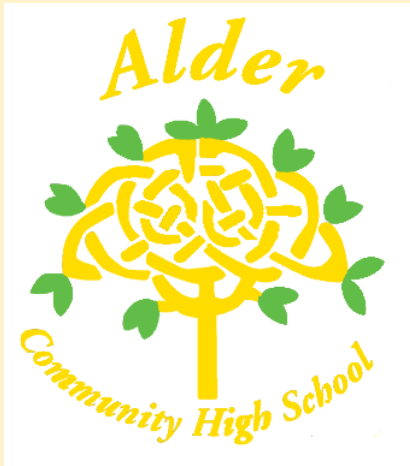
Engaging in these activities not only enriches their school experience but also prepares them for future challenges and opportunities.



Afterschool Clubs (yellow week) 14:50 – 15:50				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Library Dungeons and Dragons Y7	Library Club General	Library Club General	Library Club Dungeons and Dragons Student Led	Library Club General
Art Club B5	Wellbeing Club	Art Club B3	KS4 Art Club B3	Photography Club KS4 C16
Science Club E3	SEND Homework Club - LSC 2.50 -3.30pm	Educake Support Club F6	Netball Club Sports Hall (HFO)	SEND Homework Club - LSC 2.50 -3.30pm
Independent Learning Support club – Maths F6		School Band C17	Battle of the bands C17	
Basketball & Badminton Club Sports Hall		Dance Club Dance Studio	Y9/10/11 Football Astro	
Y7/8Boys Football Astro		Girls Football Astro	SEND Homework Club - LSC 2.50 -3.30pm	
Photography Club KS4 C16		ExpREss yourself debate club, D12	KS4 Aiming Higher Discussion Group, A10	
SEND Homework Club - LSC 2.50 -3.30pm		SEND Homework Club - LSC 2.50 -3.30pm		

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Independent Learning Strategies

Mr Lamb
Assistant Headteacher
Raising Achievement

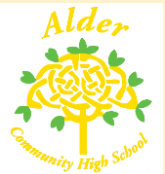
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What do you need to do – independently?



**INDEPENDENT
LEARNING**



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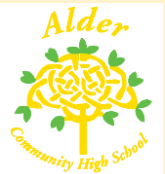
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Maximising Learning

Each year is made up of:

365 days

190 school days



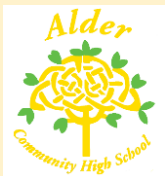
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Independent Learning

Independent learning is important because it helps you remember facts, figures and topics that you were taught some time ago.

If done correctly it will increase your learning.

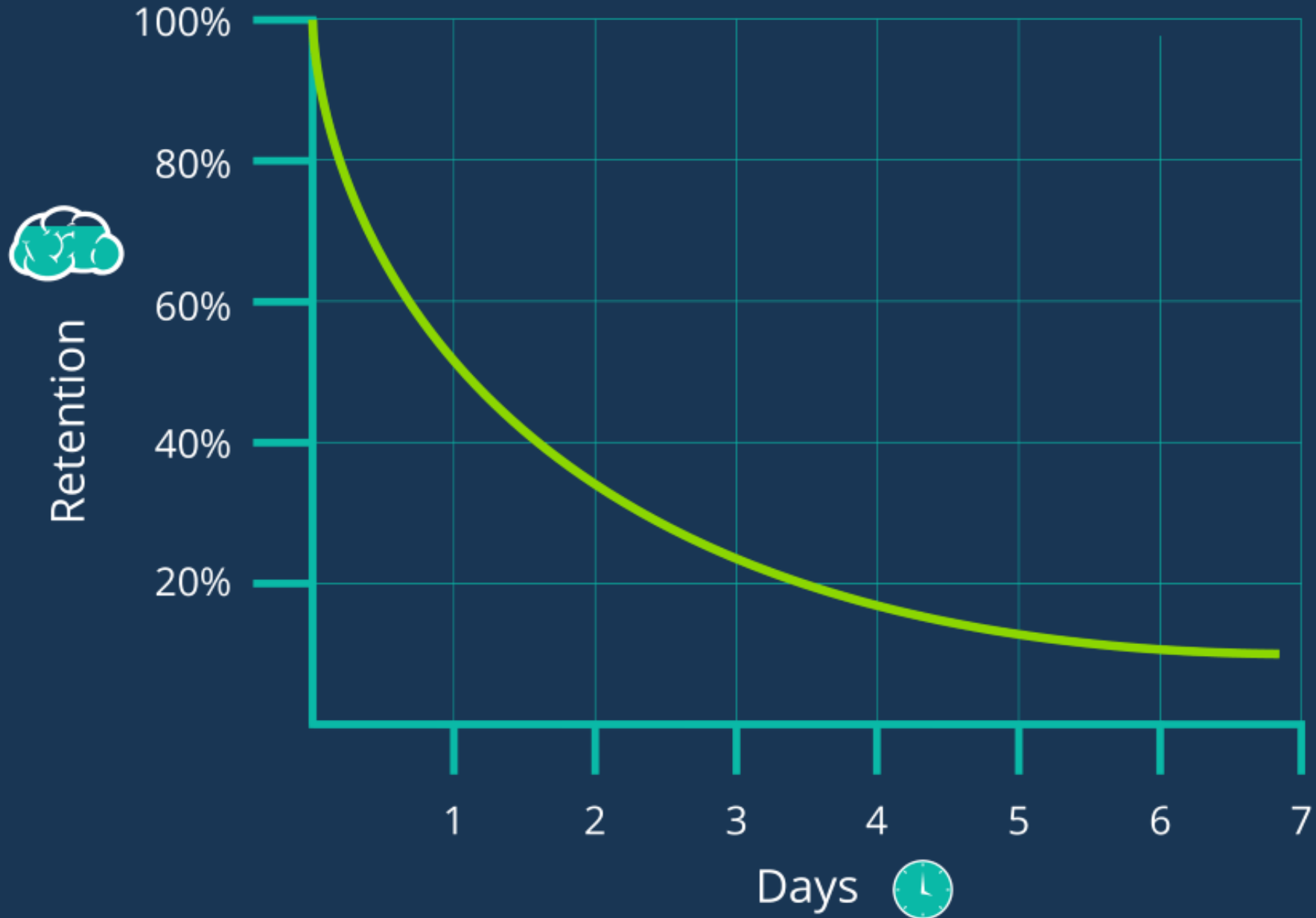


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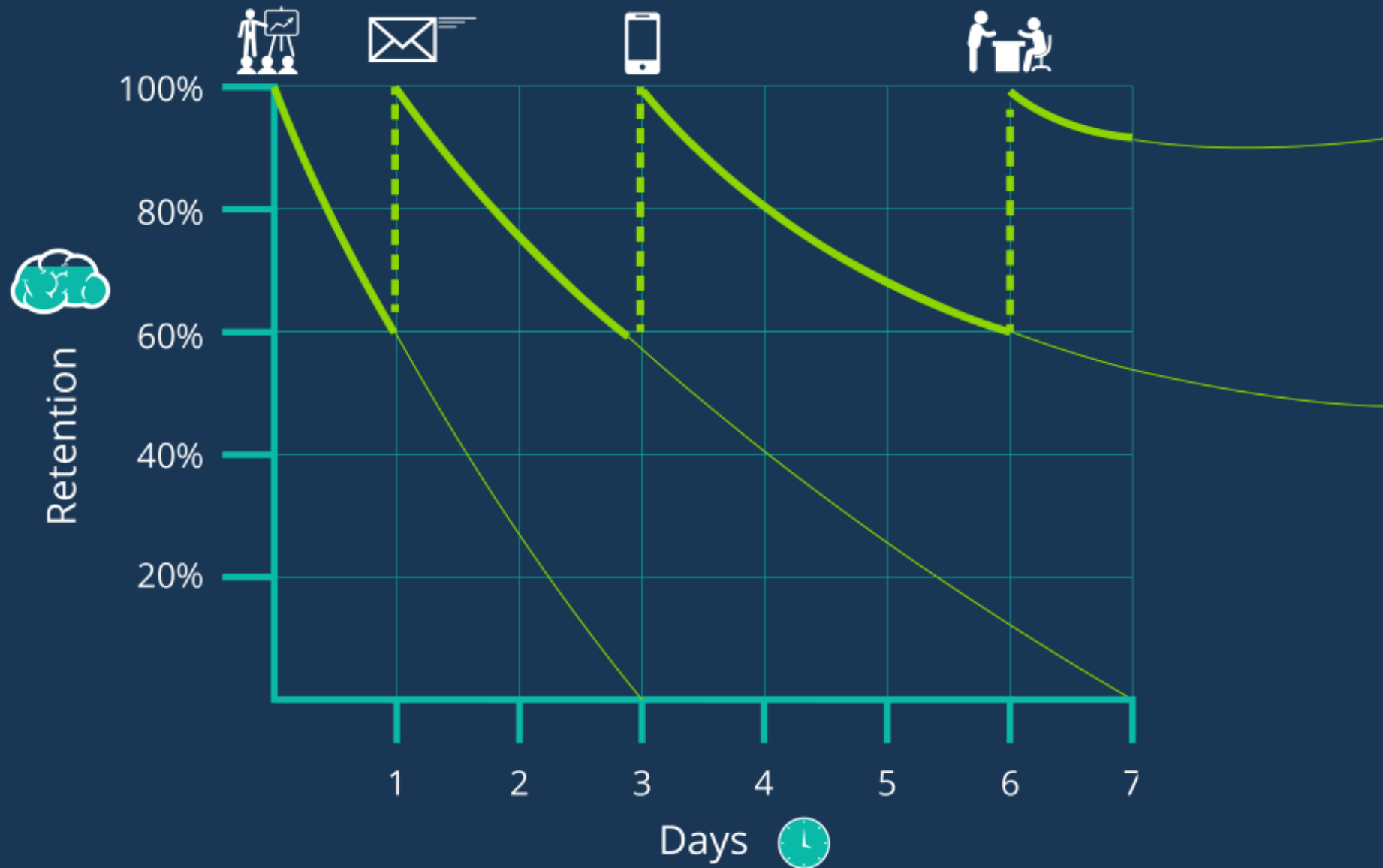
TO ALL BE OUTSTANDING IN ALL WE DO

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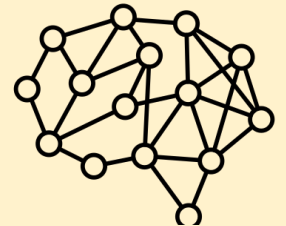
THE FORGETTING CURVE



COMBATING THE FORGETTING CURVE



Independent Learning Strategies



“Know more and remember more”



Knowledge Drop

Set yourself an amount of time to write down everything that you can remember about *insert topic*.

When you've done, check your book or knowledge organiser to see what key information you missed.

“Know more and remember more”



Flashcards

On one side of a flash card, write a **question** about *insert topic*. On the other side, write down the correct **answer**.

Ask a parent, carer or friend to test you. You could also test yourself! If you answer correctly, place the flash card in one pile. If you answer incorrectly, place the flash card in another pile.

Re-test on the cards you didn't get right the first time, until you can answer all correctly.

“Know more and remember more”

How tall is Mount Everest?

FRONT

8,848 metres above
sea level

BACK



Condense it

Read your information sheet about *insert topic* and highlight **key points** as you go.

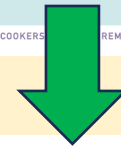
When you've finished, condense the most important information into FIVE sentences.

Then, try to condense each sentence to simply a **key word**.

DETAILED PARAGRAPH FROM A TEXTBOOK:

The pressure cooker was invented in the seventeenth century by the physicist Denis Papin, and works by expelling air from the vessel, and trapping the steam produced from the boiling liquid inside. This raises the internal pressures and permits high cooking temperatures. This, together with high thermal heat transfer from the steam, cooks food far more quickly, often cooking in between half and a quarter the time for conventional boiling. After cooking, the steam pressure is lowered back to ambient atmospheric pressure, so that the vessel can be opened safely.

(TAKEN FROM WIKIPEDIA'S ENTRY ON PRESSURE COOKERS. REMINDER NOT TO REFERENCE WIKIPEDIA IN YOUR ACADEMIC ESSAYS!)



CONDENSED DOWN TO NOTE FORMAT:

INVENTED: 17TH CENTURY BY DENIS PAPIN.
COOKS FOOD 2-4 TIMES FASTER THAN CONVENTIONAL BOILING.

HOW IT WORKS:

- AIR IS EXPELLED AND STEAM FROM THE BOILING LIQUID IS TRAPPED INSIDE.
- INCREASED PRESSURE CAUSED BY TRAPPED STEAM ALLOWS FOR A HIGH COOKING TEMPERATURE.
- STEAM CAUSES HIGH THERMAL HEAT TRANSFER.

REMEMBER: THE PRESSURE NEEDS TO BE LOWERED TO OPEN THE COOKER SAFELY.

“Know more and remember more”



Talk till you Stop

Aim to talk about *insert topic* for **1 minute without stopping**. You could do this with a parent, carer or friend.

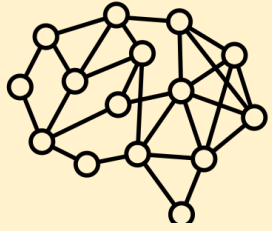
Try not to repeat yourself, or pause for too long.

If you stop before the minute, read over notes to remind you of where you left off.

When you can talk for a full minute on the topic, **increase** to 2 minutes!



“Know more and remember more”



Mnemonics

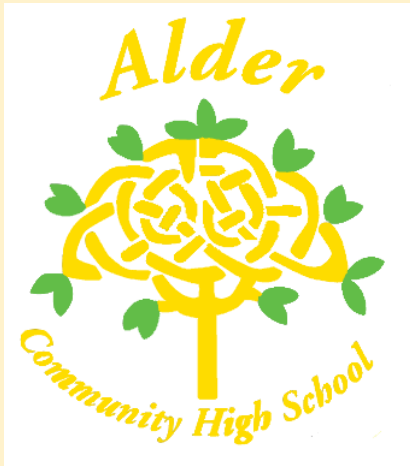
A mnemonic is a **trigger of letters, images or rhyme** that helps to remember something.

Think of the topic *insert topic*, and some of the **most important information** within it.

Take the first letters of key words, and **make up a phrase** to help you remember them.

Mnemonic		
Please	P	- Parenthesis
Excuse	E	- Exponent
My	M	- Multiplication
Dear	D	- Division
Aunt	A	- Addition
Sally	S	- Subtraction

“Know more and remember more”

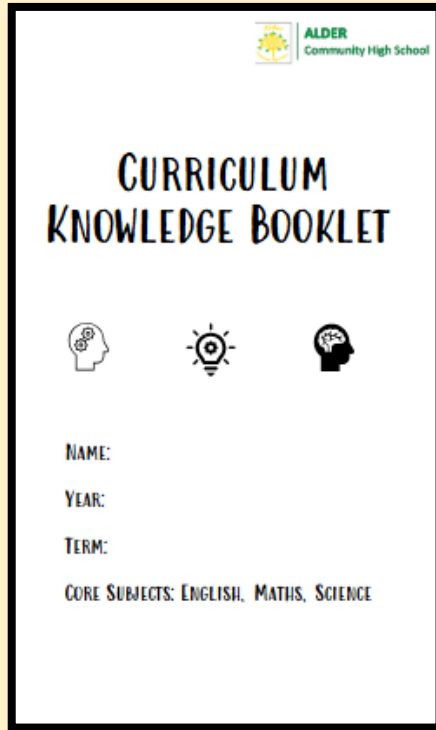


Knowledge Organisers

ALTRUISM **L**EADERSHIP **D**IVERSITY **E**XCELLENCE **R**ESILIENCE

TO ALL BE OUTSTANDING IN ALL WE DO
#WeAreALDER

Curriculum Knowledge Booklets: Important Information



What's Happening?

In form time, students will receive a Knowledge Organiser booklet.

This booklet contains key information for all their subjects. This is part of their daily equipment and must be brought to school every day.

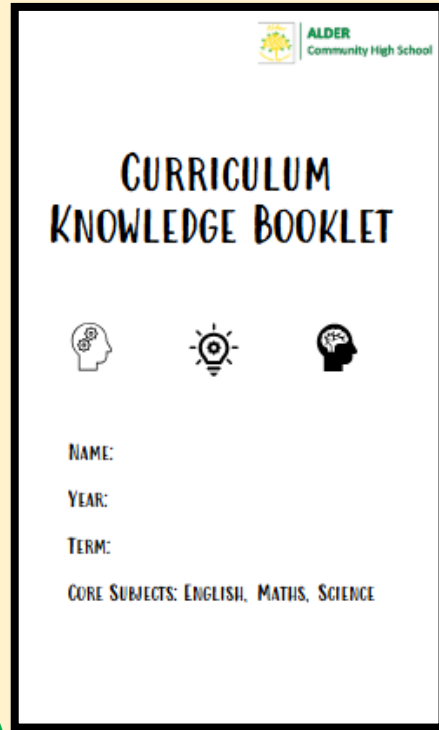
What is a Knowledge Organiser?

Knowledge organisers are a summary of the key knowledge and skills that students need for a curriculum subject. They are overview sheets with information broken down into bite size chunks so they can revise and use them for their ILS and revision.

Why Do they Need It?

- Helps **revise, recall and remember** important facts and concepts.
- Supports with **independent learning, quizzes, and lessons.**
- Makes it easier to **prepare for assessments.**

Curriculum Knowledge Booklets: Important Information



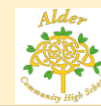
How can students use a Curriculum Knowledge booklet?







- There are many ways they can be used to help support learning:
- Independent Learning Strategies and ongoing revision

What Do students Need to Do?

1. **Keep their booklet with them at all times** – bring it to every lesson.
2. Use it as a tool to help with:
 - In-class activities
 - Independent learning tasks
 - On-going revision

INDEPENDENT LEARNING STRATEGIES



<p>KNOWLEDGE DROP</p> <p>Set yourself an amount of time to write down everything that you can remember about a topic.</p> <p>When you've done, check your book or knowledge organiser to see what key information you missed.</p> 	<p>FLASH CARDS</p> <p>On one side of a flash card, write a question from the topic you wish to revise. On the other side, write down the correct answer.</p> <p>Ask a parent, carer or friend to test you. You could also test yourself! If you answer correctly, place the flash card in one pile. If you answer incorrectly, place the flash card in another pile.</p> <p>Re-test on the cards you didn't get right the first time, until you can answer all correctly.</p> 	<p>CONDENSE IT</p> <p>If given a detailed sheet of information, highlight key points as you go.</p> <p>When you've finished, condense the most important information into FIVE sentences.</p> <p>Then, try to condense each sentence to simply a key word!</p> 
<p>TALK UNTIL YOU STOP</p> <p>Aim to talk about a topic for 1 minute without stopping. You could do this with a parent, carer or friend.</p> <p>Try not to repeat yourself, or take too long a pause.</p> <p>If you stop before the minute, read over notes to remind you of where you left off. When you can talk for a full minute on the topic, increase to 2 minutes!</p> 	<p>MNEMONICS</p> <p>A mnemonic is a trigger of letters, images or rhyme that helps to remember something.</p> <p>Think of a topic, and some of the most important information within it.</p> <p>Take the first letters of key words, and make up a phrase to help you remember them.</p> 	<p>MIND MAP</p> <p>A mind map is a way of putting your ideas and knowledge on paper in a clear, visual way.</p> <p>Put the topic in the centre of the page and grow your ideas so you can see how they are connected.</p> <p>Use colours and images to make more memorable.</p> 

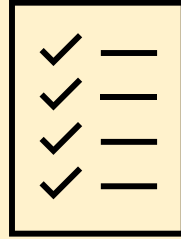
“Know more and remember more”



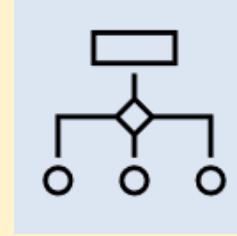
Knowledge Organisers (KO) A Parent Guide



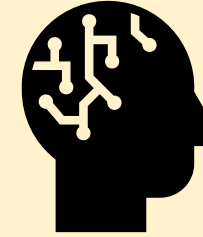
Read through the KO with your child. Ask them to explain it to you.



Quiz them regularly on the spellings/ key knowledge.



Help them convert the information into a mind map.



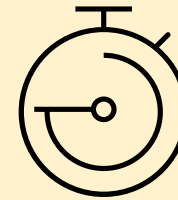
Make a blank KO and ask them to fill in gaps from memory.



Help them to: Read, Say, Cover, Write, Check.



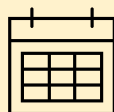
Create Q&A flashcards for quizzing.



Read the KO with your child, ask them to use 'Talk till you stop' to test understanding and reveal knowledge gaps.

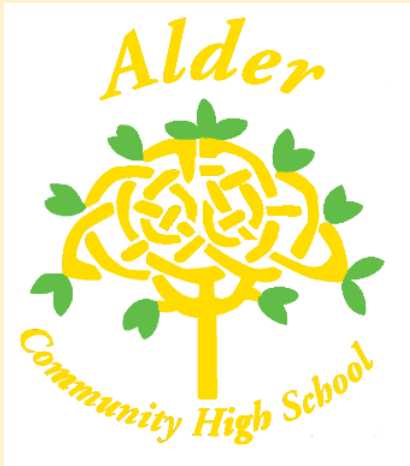


Ask them to create a glossary from memory recalling key vocabulary or concepts.



Create an organised revision timetable. Space topics and subjects out over time.





Supporting Core Subjects

English – Ms Darlington

Maths – Mrs Maden

Science – Miss Whitehead

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Key to Success: English

Ms Darlington (JDA)

Assistant Curriculum Leader of English KS3
Literacy Lead

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KS3 English- The Curriculum



Year 7

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Conflict and Rebellion <i>Safiyyah's War</i>	Conflict and Rebellion <i>Safiyyah's War</i>	Crime and Punishment <i>Oliver Twist</i>	Crime and Punishment <i>Oliver Twist</i>	Heroes and Villains <i>Macbeth</i>	Heroes and Villains <i>Macbeth</i>

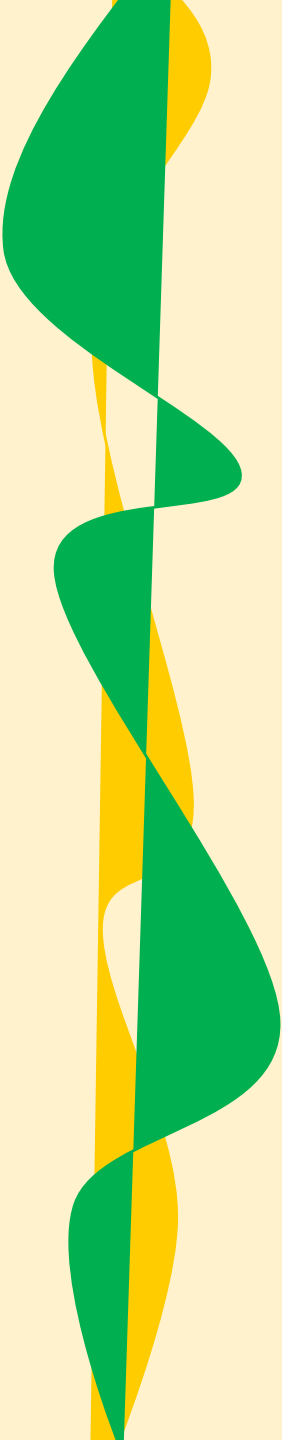
Year 8

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Morality and Responsibility <i>A Christmas Carol</i>	Morality and Responsibility <i>A Christmas Carol</i>	It's Grim Up North <i>Blood Brothers</i>	It's Grim Up North <i>Blood Brothers</i>	Political Protest <i>Animal Farm</i>	Political Protest <i>Animal Farm</i>

Year 9

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Power and Control <i>The Tempest</i>	Power and Control <i>The Tempest</i>	The Gothic	The Gothic	Modern Text	Modern Text

Autumn term assessments	Year 7	Year 8	Year 9
Reading	<p style="text-align: center;">Theme question</p> <ul style="list-style-type: none"> Key piece: teacher marked and MAD time completed - does not inform report <p style="text-align: center;">Character or theme</p> <ul style="list-style-type: none"> End of unit assessment: teacher marked and data used to inform report 	<p style="text-align: center;">Character question</p> <ul style="list-style-type: none"> Key piece: teacher marked and MAD time completed - does not inform report <p style="text-align: center;">Character question</p> <ul style="list-style-type: none"> End of unit assessment: teacher marked and data used to inform report 	<p style="text-align: center;">Character question</p> <ul style="list-style-type: none"> Key piece: teacher marked and MAD time completed - does not inform report <p style="text-align: center;">Character or theme</p> <ul style="list-style-type: none"> End of unit assessment: teacher marked and data used to inform report
Writing	<p style="text-align: center;">Letter writing</p> <ul style="list-style-type: none"> Key piece: teacher marked and MAD time completed - does not inform report End of unit assessment: teacher marked and data used to inform report 	<p style="text-align: center;">Narrative writing</p> <ul style="list-style-type: none"> Key piece: teacher marked and MAD time completed - does not inform report 	<p style="text-align: center;">Article writing</p> <ul style="list-style-type: none"> Key piece: teacher marked and MAD time completed - does not inform report End of unit assessment: teacher marked and data used to inform report



“How does Shakespeare present Prospero in this extract?”

Knowledge	Have you achieved this?
I can write using Point, Evidence, Explain, Context, Language, Writer	
To know how to embed a quotation	
To know how to use analytical verbs to explore author intentions	
To know how to use conjunctions when justifying my analysis or viewpoint.	
To know how to use modal verbs to explore a range of interpretations	

Analytical verbs	Conjunctions	Modal verbs
Criticises, highlights, reveals	Because, so, as	Could, may, might



Support structures

- Classroom support
- Teacher support – brunch and lunch time
- Knowledge Organisers and independent learning strategies
- Sparx Reader Independent Learning – set each Tuesday
- Independent learning support – **every** Thursday after school, F6



How can you help?


- Encourage regular reading at home (fiction and non-fiction) using Sparx Reader
- Talk about texts at home, ask your child to explain plot, theme and characters
- Help with independent learning- flashcards, mind maps, quotation practice, paragraph writing practice
- Proof-reading or discussing written work
- Monitor deadlines for independent learning or revision timetables
- Promote the use of online revision tools or revision guides

Key Documents


- Student guide
- Key vocabulary definitions
- Knowledge organisers

Student Guide
Conflict and Rebellion (Safiyah's War)
Autumn Term- Year 7 (Reading)


Heroic Mythology and
Wing Rook
c. 700 – c. 800 CE




The Renaissance
c. 1500 – c. 1600




Enlightenment
c. 1650 – c. 1800




Modern Period
c. 1900 – c. 2000




Greek Mythology
c. 800 BC




Middle English Period
c. 1100 – c. 1500



The Enlightenment
c. 1650 – c. 1800



Victorian
c. 1837 – c. 1901



By the end of the unit, I will know that:

Literary devices	A metaphor is a direct comparison where something is described as something it cannot literally be
	Emotive language is the use of language to create an emotional response in the reader
	Personification is a device that describes an object or animal by giving it human qualities
	A simile is a device where a writer compares one thing with another, using 'like' or 'as'
	A noun is a word that names a person, place or thing
Story	An adjective is a word that describes a person, place or thing
	An adverb is a word that adds detail to a verb, an adjective or a whole sentence
	Safiyah changes from a naive character to a courageous character
	The key themes of Safiyah's War are oppression and resistance
	Here is a Jewish character and is persecuted as a result of her beliefs
Plot	Monsieur Cadin changes from confident to fearful as a result of his persecution
	Safiyah's father, Baba, changes from a secretive character to a rebellious character who resists the treatment of Jewish people in Paris
	The soldiers represent the cruelty of the Nazi soldiers during Germany's occupation of France
	Narrative perspective refers to the viewpoint from which a story is told, and Safiyah's War is written in first person from a child's perspective
	An epilogue is a section or speech at the end of a book or play that serves as a comment on or a conclusion to what has happened
Pathos	Tension is a state of nervousness where the reader feels unable to relax
	Tension is used by the writer to create a sense of fear in Safiyah's War
	Foreboding is when a writer gives hints or clues about later events
Context	Foreboding is used to create tension in Safiyah's War
	Adolf Hitler was the Chancellor of Germany, and that he introduced anti-Semitic laws
	The Grand Mosque of Paris was a Mosque that allegedly supported with the safe migration of Jewish people during the Second World War

Conflict and Rebellion – Key Vocabulary

Tier 2 Vocabulary	Definition
Naive	A person lacking experience and so they expect things to be easy or people to be honest or kind.
Injustice	A situation in which the rights of a person or a group are ignored.
Devoted	Very loving or loyal.
Tyrant	A cruel and oppressive ruler.
Benevolence	The quality of being kind and well-meaning.
Oppression	Prolonged cruel or unjust treatment or control.
Persecution	Harming or oppressing someone due to their difference in origin, religion, or beliefs.
Prejudice	Having a preconceived opinion on someone.
Vulnerability	Being exposed to the possibility of being attacked or harmed.
Trauma	Deeply disturbing or distressing experience.








Tier 3 Vocabulary	Definition
Noun	A word used to identify a person, place, thing, or idea.
Adjective	A word that describes a noun.
Verb	A word that represents an action or state of being.
Adverb	A word that modifies a verb, adjective, or other adverb.
Metaphor	Describing something as if it is something else.
Emotive Language	Powerful language designed to evoke emotion.
Opinion	A view or judgment formed about something, not necessarily based on fact.
Rhetorical Question	A question asked for effect, not to get an answer.
Protagonist	The main character in a story.
Tension	A state of nervousness or suspense in a narrative.
Personification	Giving human qualities to something non-human.
Simile	Comparing one thing with another using "like" or "as".
Context	The background knowledge needed to understand a text.

English – Morality and Responsibility: A Christmas Carol		Key vocabulary	Definition	Subject terminology	Definition
Character	Summary	Dehumanising	To treat someone unfairly; to treat them as though they are not a human being.	Allegory	A story, poem or picture that can be interpreted to reveal a hidden meaning- usually a political or moral one.
Ebenezer Scrooge	The protagonist. A cruel, selfish man at the beginning of the novel.	Redemption	To be saved or improved by someone or something.	Metaphor	A direct comparison: to describe something as if it is something else.
Bob Cratchit	Clerk to Ebenezer Scrooge.	Misanthrope	A person who dislikes humankind and avoids human society	Simile	To compare one thing with another, using like or as.
Tim Cratchit (Tiny Tim)	Bob Cratchit's disabled son.	Inferior	Lower in rank or status	Light imagery	Describing light or darkness in detail to create a specific mood.
Fred	Scrooge’s nephew.	Callous	Showing or having an insensitive or cruel disregard for others	Symbolism	The use of a sign/image/object to represent an idea
Jacob Marley	Scrooge’s business partner.	Benevolent	Well-meaning; kind	Motif	A recurring subject, image, theme or idea within a text
Belle	Scrooge’s former fiancée. She ends their relationship due to Scrooge’s greed.	Obstinate	Stubbornly refusing to change one's opinion	Foil character	a character who contrasts another character (usually the main character), to reveal something about them
Mr Fezziwig	Scrooge’s generous former employer.	Penitent	Feeling or showing regret for having done wrong	Irony	when something happens that is the opposite of what is said or expected
Ebenezer Scrooge	The protagonist. A cruel, selfish man at the beginning of the novel.	Miser	A person who spends as little money as possible	Tension	A state of nervousness, where a reader feels unable to relax.
Bob Cratchit	Clerk to Ebenezer Scrooge.	Responsibility	Having a duty to deal with or take care of something; accepting blame or accountability for something	Satire	Literature intended to ridicule the powerful
Tim Cratchit (Tiny Tim)	Bob Cratchit's disabled son.			Juxtaposition	Two contrasting ideas placed together for contrasting effect.
Contextual factors					
Thomas Malthus	In 1789, the economist Thomas Malthus wrote that the country’s population would always grow faster than the amount of food available. This would mean that with an increase in population, many people (usually the poor) would die due to lack of food. For Malthus, poverty was therefore an unavoidable result of overpopulation. Dickens disagreed with Malthus, and argued that it is wrong that the poor should suffer simply because the rich were too selfish to share their wealth.				
The Poor Laws / Poverty	Some people saw the poor as lazy – they believed charities helping the poor just encouraged them to do nothing. Some people complained that money shouldn’t be raised for the poor because they were lazy and didn’t want to work. In 1834, a new law (The Poor Law) was introduced to reduce the financial help available to the poor – it was designed to reduce the cost of looking after the poor, take beggars off the streets, and encourage poor people to work harder to support themselves.				
The Industrial Revolution	From 1780, factory owners in Britain began to use coal-fired steam engines to power the machines in big factories. Before this, Britain used to be much more rural – farming was the most obvious way of making a living. This period – where many people in Britain went from working in farming to working in manufacturing – was known as the Industrial Revolution. The Industrial Revolution made many businessmen and factory owners extremely rich. It also created huge numbers of new jobs in the cities, which quickly became overcrowded. However, the people who worked in factories often lived in extreme poverty.				
Class	The gap between the rich and poor was huge. Society was divided into Upper Class, Middle Class and the Working (or Lower) Class. The Upper Class consisted of the wealthiest individuals. They were in a powerful position in society and had far better living conditions than the other classes. Rich families also got the best education. The Middle Class was next in social ranking. Many of them owned businesses and the Industrial Revolution of the time opened up more opportunities for them so that they could earn a better living. The lowest in society were the working class . Many people in this class were vulnerable and could be exploited by the rich. For some families, the living conditions were so poor that they needed their children to work in order to get extra money to survive . It was very difficult – impossible even – for working class people to improve their social class.				
The Gothic Genre	Gothic literature is a genre that often has elements of mystery, horror and the supernatural. Conventions of the gothic often include: dark, abandoned settings, supernatural elements, emotional distress (intense emotions such as fear, horror and despair) and mystery and suspense. A Christmas Carol is a novella that blends many genres including elements of Gothic literature, ghost stories, and Christmas tales.				



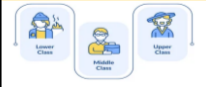





English – A Christmas Carol - Knowledge Organiser - Year 8



Character	Summary	Events
Ebenezer Scrooge 	The protagonist.	<ul style="list-style-type: none">Scrooge is visited by 3 spirits who teach him important lessons about his life.
Bob Cratchit	Clerk (employee) to Ebenezer Scrooge.	<ul style="list-style-type: none">Bob Cratchit is Scrooge's poorly paid clerk who, at the beginning, works long hours in a cold office – he is kind, cheerful and devoted to his family despite this.
Fred 	Scrooge's nephew; his mother, Scrooge's sister Fan, died.	<ul style="list-style-type: none">Fred invites Scrooge to Christmas dinner, showing his kindness and his role as a foil character; Scrooge refuses rudely.The Ghost of Christmas Present shows Scrooge Fred's lively Christmas party, where Fred speaks kindly about his uncle despite Scrooge's rejection.
Jacob Marley 	Scrooge's business partner; he dies 7 years before Scrooge is visited.	<ul style="list-style-type: none">Marley warns Scrooge if he does not change, he will be doomed to wander the earth in chains which represent his sins.
Ghost of Christmas Past 	The first ghost that visits Scrooge, showing him his past.	<ul style="list-style-type: none">Takes Scrooge to his childhood; shows Scrooge as a lonely, isolated boy.
Ghost of Christmas Present 	The second ghost that visits Scrooge, showing him the present day.	<ul style="list-style-type: none">Displays Christmas joy everywhere – shows Scrooge people celebrating Christmas teaching him generosity and community.
Ghost of Christmas Yet to Come (future) 	The third ghost that visits Scrooge, showing him the future he has created if he does not change.	<ul style="list-style-type: none">Reveals that Tiny Tim will die if Scrooge does not change.Shows Scrooge's death – reveals Scrooge's lonely death, where people mock him and steal his possessions, symbolising the emptiness of life without compassion.Shows Scrooge's gravestone – forcing Scrooge to confront his death and pushes him towards his transformation.
Belle 	Scrooge's former fiancée (engaged to be married).	<ul style="list-style-type: none">Belle ends the relationship with Scrooge when she realises Scrooge has become consumed by greed and ambition, telling him he loves money more than her: 'another idol has displaced me...a golden one'.
Tim Cratchit (Tiny Tim)	Bob Cratchit's disabled son.	<ul style="list-style-type: none">The Ghost of Christmas Yet to Come shows that Tiny Tim will die if Scrooge does not change.

Key vocabulary	
Key definitions can be found in your exercise book at the front of your book.	
Tier 2	Tier 3
Dehumanising, redemption, misanthrope, inferior, callous, benevolent, obstinate, penitent, miser, responsibility	Allegory, metaphor, simile, light imagery, symbolism, motif, foil character, irony, tension, satire, juxtaposition

Contextual factors		Links to the text
Thomas Malthus and The Poor Laws 	For Malthus, poverty was an unavoidable result of overpopulation. Dickens disagreed with Malthus, and argued that it is wrong that the poor should suffer simply because the rich were too selfish to share their wealth. Some people complained that money shouldn't be raised for the poor because they were lazy and didn't want to work.	<ul style="list-style-type: none">Scrooge, like Malthus, at the beginning of the novel believes that the poor should suffer. He refuses to help the poor when charity workers ask for a donation.
The Industrial Revolution 	This period – where many people in Britain went from working in farming to working in manufacturing – was known as the Industrial Revolution. The Industrial Revolution made many businessmen and factory owners extremely rich. It also created huge numbers of new jobs in the cities, which quickly became overcrowded.	<ul style="list-style-type: none">Scrooge exploits the poverty of the working class as a result of the Industrial Revolution e.g., his treatment of Bob Cratchit.
Class 	<ul style="list-style-type: none">People were split into three main groups: the Upper Class (very rich and powerful), the Middle Class (business owners and professionals), and the Working Class (poor and often treated unfairly).Rich people had the best homes, schools, and lives, while poor families sometimes had to send their children to work just to survive.	<ul style="list-style-type: none">Scrooge represents the wealthy upper class who exploit those below him; he disregards the struggles of the poor.The Cratchits represent the working class: poor and hardworking but morally upright.

Motif	Symbolism	Example:	
Light 	Light symbolises knowledge or truth and redemption.	Beginning: 'Darkness is cheap, and Scrooge liked it.'	End: 'he was glowing with his good intentions.'
Weather 	The weather symbolises mentality (state of mind/mood) throughout the novella.	Beginning: 'cold, bleak, biting weather'	End: 'no fog, no mist: clear, bright, jovial'
Fire 	Fire symbolises family throughout the novella.	Beginning: 'a lonely boy was reading by a feeble fire'	End: 'Bob. Make up the fires, and buy another coal-scuttle before you dot another i, Bob Cratchit!'

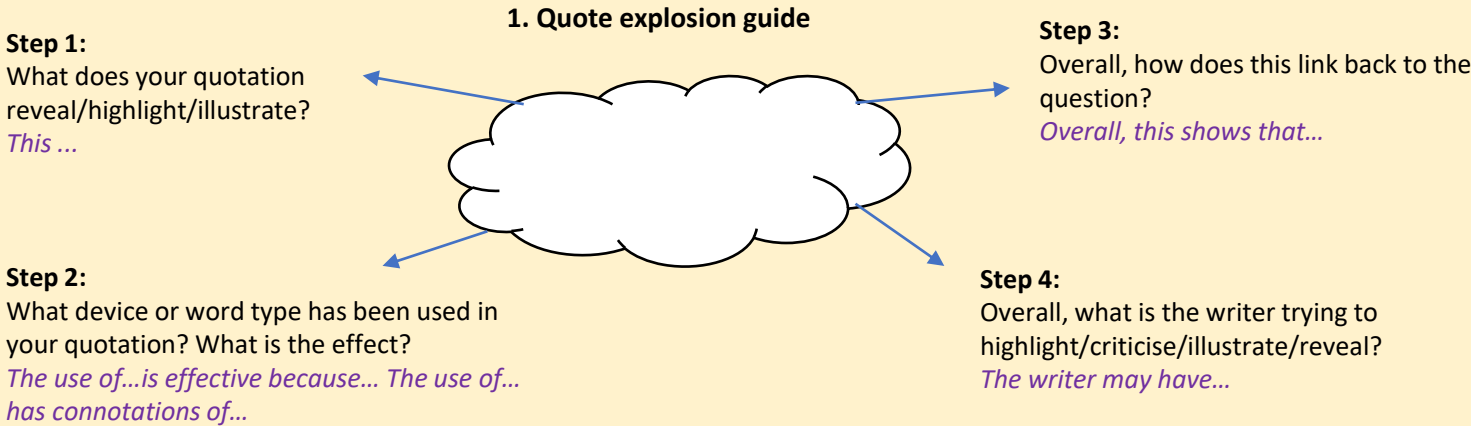
English – A Christmas Carol - Knowledge Organiser - Year 8

Guide for Quote Explosions and PEELW paragraphs

- In this unit of work, we will be practising two key skills:
 - Quote explosions
 - PEELW paragraphs

You should use this page in the knowledge organiser to practice these 2 key skills.

Top tip! Use the tier 2 vocabulary list to improve your vocabulary.



2. PEELW paragraph guide

- Once you have completed your quote explosion, you should use your ideas to write up your paragraph. All of your ideas count so make sure you include them!
- Use the success criteria to support you with reminders of what to include in your paragraph.*

Point	Open the paragraph by responding to the question and introduce an idea	<i>Dickens presents...as...</i>
Evidence	Introduce and embed a relevant quotation	<i>When Scrooge is described as..."..."</i>
Explain	Comment on the quotation, linking to character/plot/theme	<i>This reveals/highlights/illustrates...</i>
Language	Identify literary device and comment on its use, using academic verbs	<i>The use of... has connotations of... Overall, this is effective because...</i>
Writer	Comment on the message of the writer, using academic verbs (<i>you should use the context to help you</i>)	<i>Dickens may be trying to highlight/criticise/illustrate/reveal...</i>

Practice questions

Now, use these practice questions to improve your key skills.

Step 1: Read the question, highlighting key words

Step 2: Explode the quotation, linking to the question

Step 3: Complete a PEELW paragraph, responding to the question.

Question: How does Dickens present Scrooge as a changed man by the end of the novella?

Quotation: 'I am light as a feather, I am as happy as an angel, I am as merry as a schoolboy'
At this point, Scrooge wakes after his visits from the three spirits. He has changed and now sees the joy in Christmas.

Question: How does Dickens present Scrooge at the beginning of the novella?

Quotation: 'no warmth could warm him, no wintry weather chill him.'
This is a quotation from the beginning of the novel, before Scrooge is visited by Marley's Ghost and the three spirits.

Why is this important?

For this unit of work, we will be assessing this core knowledge:

To know how to write a paragraph using the Point, Evidence, Explain, Language, Writer
To know how to use conjunctions when justifying my analysis or viewpoint
To know how to use analytical verbs to show author intentions
To know how to use tier 2 vocabulary to develop my response

Analytical verbs	Conjunctions
Highlights, illustrates, criticises, reveals	Because, so, as

Key to Success: Maths

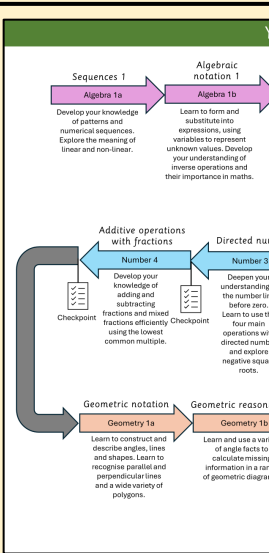
Mrs M Maden (was Miss M Reeve)

Associate Assistant Headteacher (Maths)

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Maths at Alder: What KS3 students can expect from us



Sample Spaces

Monday, 07 July 2025

Equipment checklist: Black pen, Red pen, Pencil, Ruler, Rubber, Calculator, Workbook

1 Define
Fair
Fair means...

2 Work out $1 - \frac{1}{4}$

3 Work out $1 - 0.05$

4 Work out $1 - (0.38 + 0.06)$

**5 The probability of a coin landing on heads is 0.5.
Is this statement always, sometimes or never true?**

Personal Use Here
Complete in silence.

Maths. A1a. Sequences 1

Ordered set of numbers, shapes or objects, arranged according to a rule.

Number, shape or object in a sequence.

Place something is located.

Result of a subtraction.

Sequence in which the difference between the terms is constant (synonym: linear).

Sequence with a constant difference (amount added or subtracted each time).

Sequence in which each term is found by multiplying the previous term by a fixed non-zero number.

Difference between terms is not constant (it may be \times , \div or some other rule).

Represent diagrammatically
What will the next number be?
3, 5, 7

Predict and check terms
Predictions:
Look at your pattern and consider how it will increase.

07 July 2025

Blue, yellow, green and purple sweets in a bag. A sweet is selected at random from the bag. Write down the sample space for this experiment.

Purple, Green, Yellow) ✓
B, Y) ✓
B, G) ✓
P, P, G, G, B, B, B, Y) ✗

Written in different ways; however, we only include each outcome once (no repeats).

Personal Use Here
Complete in silence.

Learning

A yearly learning plan with details:

- what each student will cover
- when checkpoints will take place
- which strands fall within each topic

All students have their exercise book

Knowledge

There are blue, yellow, green and purple sweets in a bag. A sweet is selected at random from the bag. Write down the sample space for this experiment.

$S = \{\text{Blue, Purple, Green, Yellow}\}$ ✓
 $S = \{B, P, G, Y\}$ ✓
 $S = \{P, Y, B, G\}$ ✓
 $S = \{P, P, P, P, G, G, B, B, B, Y\}$ ✗

Sample spaces can be written in different ways; however, we only include each outcome once (no repeats).

Personal Use Here
Complete in silence.

Resources

Resources for classrooms and home.

Lesson: task covering

Knowledge and guided practice

Maths at Alder: What KS3 students can expect from us

<p>Fold in half length ways and glue here</p>	Year	7	Term	2	Unit	
	Checkpoint Title:					
	Solving problems with addition or subtraction					
	Student Name:					
	Total Score:					
	1) a) Calculate $12 + 23 + 8$ mentally					
	b) Explain why $13 + 16$ and $16 + 13$ have the same answer.					
	c) Partition 5.7 into place-value					
	5.7 = _____					
	1) d) Calculate $120 - 57$ mentally					
2) Use the column method to calculate						
a) $196 + 2045$ b) $0.65 + 3$						
3) Sue bought a jumper for £24.95 and a skirt for £14.30. How much did she pay in total?						

Regular Form

Formative assessment provides
information to improve learning
rather than to grade.

Students complete checkpoint between learning, and the marked.

MATHS

YEAR 7

Write 0.007 in standard form.

Write 7.23×10^4 as an ordinary number.

Autumn	Algebra 1	Key Vocabulary	Algebra 2
	A1s: Sequences 1	<ul style="list-style-type: none"> Describe and continue sequences in diagram and number forms, both linear and non-linear Compare numerical and graphical forms 	<p>Key Vocabulary</p> <p>Arithmetic A type of sequence in which the difference between the terms is constant (synonym for linear).</p> <p>Difference The result of a subtraction.</p> <p>Geometric A type of sequence in which each term is found by multiplying the previous term by a fixed non-zero value (amount added or subtracted each time).</p> <p>Linear sequence A sequence with a constant difference (amount added or subtracted each time).</p> <p>Non-linear The difference between terms is not constant (it may be x, x^2 or some other rule).</p> <p>Sequence An ordered set of numbers, shapes or objects, arranged according to a rule.</p> <p>Term (Sequence) A number, shape or object in a sequence.</p>
	A1s: Algebraic equation 1	<ul style="list-style-type: none"> Use single function machines Use and understand Form and generate Represent 	<p>Key Vocabulary</p> <p>Approximate To estimate a number, amount or size often using rounding of numbers to make them easier to calculate with.</p> <p>Digit A numerical symbol with place value.</p> <p>Leading digit The left-most non-zero digit in a number.</p> <p>Median A type of average - the middle place of data in an ordered list.</p> <p>Place holder A zero that shows that there are more of a particular place value in a number.</p> <p>Place value The value of a digit depending on its position in a number.</p> <p>Range The difference between the greatest and least numbers in a set (a measure of spread).</p> <p>Significant figure A digit that gives meaning to a number. The most significant digit is the left-most non-zero digit.</p> <p>Ascending order From least to greatest.</p> <p>Descending order From greatest to least.</p> <p>Greatest The highest value.</p> <p>Integer A whole number that is positive, negative or zero.</p> <p>Interval A range or space between two points or numbers.</p> <p>Least The lowest value.</p> <p>Negative A value less than zero (often with a minus sign).</p> <p>Number An amount made up of one or more digits.</p>
	A1s: Equality and equivalence	<ul style="list-style-type: none"> Understand Use fact Form and Understand Collect 	<p>Key Vocabulary</p> <p>Decimal A base ten number with a decimal point used to separate ones, tenths, hundredths etc.</p> <p>Fraction A type of number that represents how many parts of a whole we have. A fraction represents a division.</p> <p>Place holder A zero that shows that there are more of a particular place value in a number.</p> <p>Place value The value of a digit depending on its position in a number.</p> <p>Repeating A pattern that repeats in a given pattern.</p> <p>Sector A part of the circle enclosed by two radii and an arc.</p> <p>Hand with One whole split into 100 equal parts.</p> <p>Interval A range or space between two points or numbers.</p> <p>Percentage A proportion of a whole represented as a number between 0 and 100 (parts per 100) - written using the % symbol.</p> <p>Tenth One whole split into 10 equal parts.</p>

Maths Journey

KS4 has been merged and is now across the

KS5.

ite for parent-
ws.

Maths at Alder: What we expect from KS3 students

Expectations

The basics

- One voice at a time
- Hands up and wait
- Full equipment

Equipment
checklist:



Black pen



Red pen



Pencil



Rubber



Ruler



Calculator



Workbook

How can I show the ALDER values in maths lessons?

A – listening respectfully and allowing others to learn.

L – sharing ideas in discussions and supporting others to share theirs.

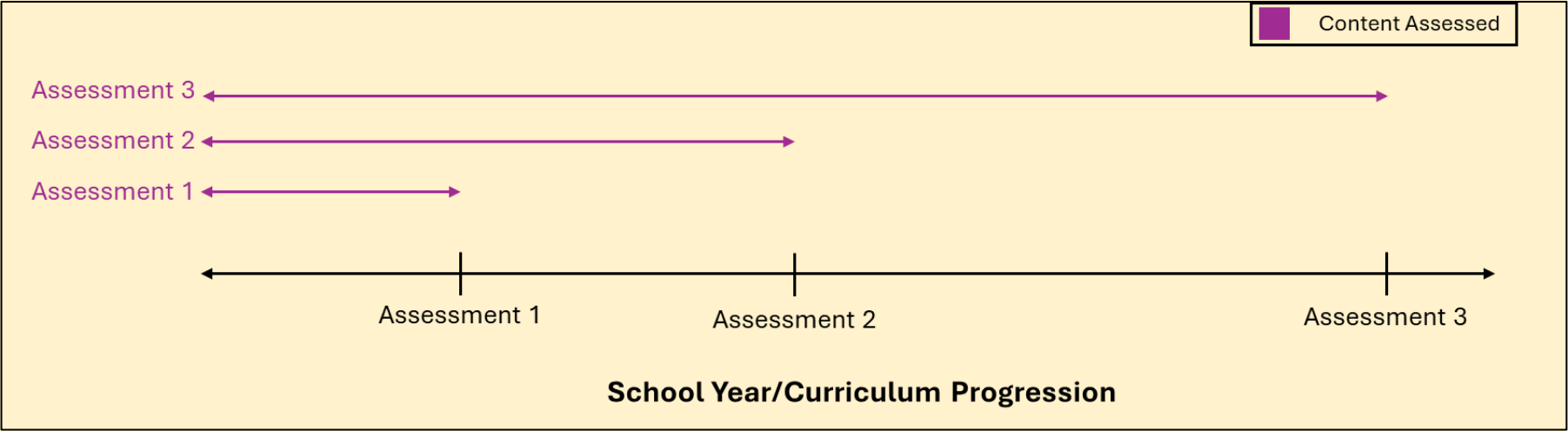
D – respecting different opinions and ideas.

E – attempting all tasks to the best of your ability.

R – implementing feedback from the teacher and staying positive when something is challenging.

Summative Assessment

Summative assessment gathers information to be able to report what proportion of the curriculum each student knows at three given points across the school year.



Summative Assessment Dates:

	Y7	Y8	Y9
Assessment 1	w/c 3 rd Nov	w/c 3 rd Nov	w/c 10 th Nov
Assessment 2	w/c 26 th Jan	w/c 2 nd Feb	w/c 9 th Feb
Assessment 3	w/c 15 th Jun	w/c 15 th Jun	w/c 15 th Jun

Independent Learning

Sparx Maths

- 30-minute weekly task
- Set Wednesday and due the following Wednesday at 9am
- Levels to the student
- Automatically interleaves topics a student has previously struggled with
- XP Boost task for additional practice
- 'Independent Learning' section for task-specific practice
- Guidance videos and instant feedback
- Support session Monday 2.50-3.30pm in F6

Other

- Flashcards – note down basic facts (times tables, square numbers, prime numbers, cube numbers, ...) and practice recall at home
- Pre-Learning – look out for announcements on ClassCharts where your teacher has suggested doing some revision of a specific skill prior to a lesson
- Lesson follow up – spend an extra 15-20 mins in the evening completing further practice on the task from the lesson

Parental Support

- Make a plan so that revision/independent learning is a routine, including blocking out time for sports and other important extra-curricular commitments
- Test students on their flashcards – provide the prompt from one side and check their answer on the other
- Have positive conversations around maths at home, avoid expressing negative views around children

Interestingly, survey results show that when parents admitted to expressing negative views about maths, their child's average confidence score drops to 6.8. On the other hand, positive reinforcement raises the child's confidence to 7.7.

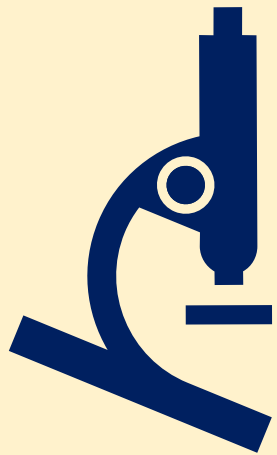
National Numeracy: Parents pass fear of maths on to their children, new Mumsnet research suggests (2024)

<https://www.nationalnumeracy.org.uk/news/parents-pass-fear-maths-their-children-new-mumsnet-research-suggests>

Science support at Key Stage 3

Miss Whitehead

Associate Assistant Headteacher (Science)



ALTRUISM

LEADERSHIP

DIVERSITY

EXCELLENCE

RESILIENCE

TO ALL BE OUTSTANDING IN ALL WE DO

#WeAreALDER

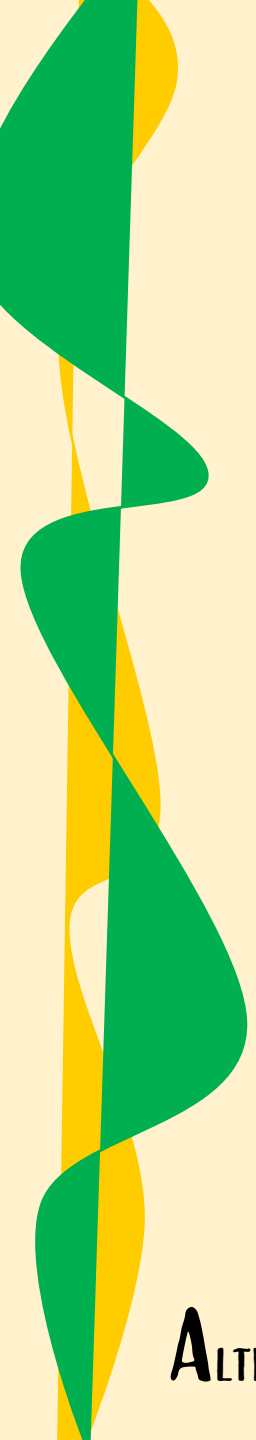
Our curriculum

Biology	Chemistry	Physics
Cells and the cell cycle Enzymes The genome Transport and exchange surfaces Natural Selection Disease and immunity Respiration Photosynthesis Homeostasis Ecology	Particle model Atoms, Elements, Compounds, Mixtures General Equations Atomic Structure Periodic Table Energy in chemical reactions Opposites attract Mass and Moles Collision Theory	Electricity Opposites attract Energy Motion Forces The model of the atom Particle model Light Sound

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TO ALL BE OUTSTANDING IN ALL WE DO

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***“Science isn’t just one subject, it’s three, how
can I revise all that?”***

**What is the key to being successful if there
is so much to remember?**

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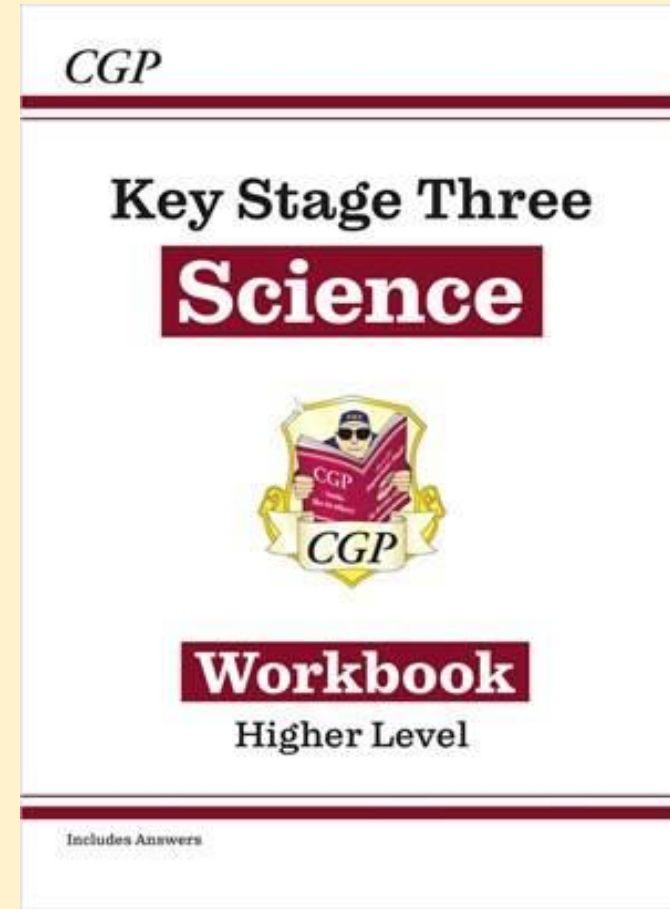
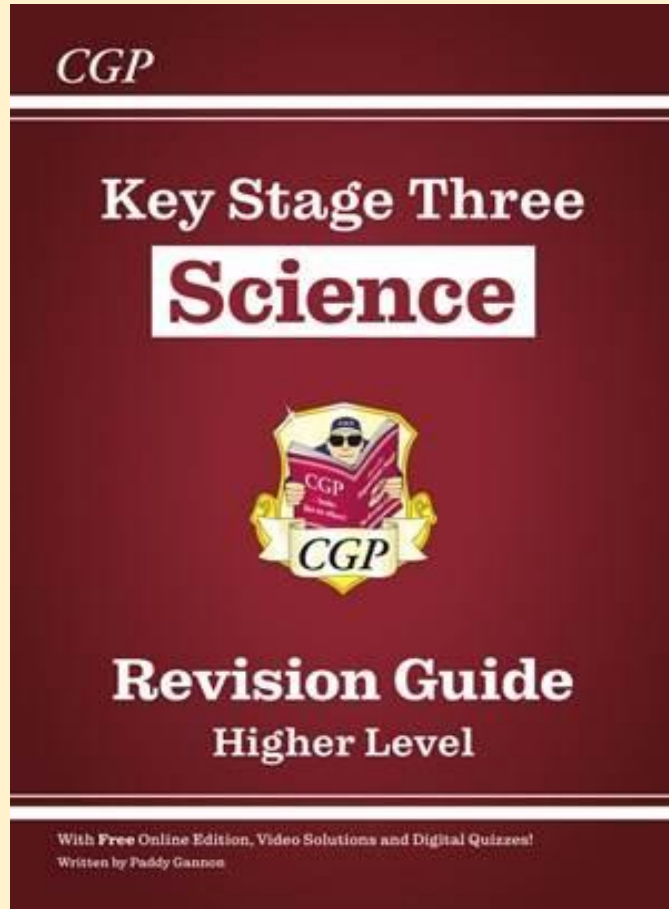


SELF TESTING

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Be prepared



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Use appropriate techniques

1. Educake

2. Knowledge organisers

3. Revision guides and workbooks



Educake
Online Formative Assessment

Independent learning will be **set every Monday**.

It is **due every Sunday (by midnight)**.

1 quiz per week

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My Educake

[Revision wizard >](#)

Your Upcoming Quizzes

Subject	Quiz name
Geography	Weather and climate (16
Computer Science	Ethical issues (15 Qs)
English	Themes: Science & Curio

Educake also has a smart assistant feature (revision wizard) where it identifies your strengths and weaknesses and sets tests for you to try!

These are optional but a great revision tool to use!

Feedback from your teachers

Study and Quiz Yourself

KS3

GCSE

GCSE Science – AQA	54%	
Biology	57%	
Chemistry	50%	
Physics	53%	
Maths for Science	50%	
Working Scientifically	60%	
GCSE Science – Edexcel	54%	

Knowledge organisers

Make
flashcards and
mind maps
from your
knowledge
organisers.

CB1 Revision Worksheet

Define the following words:

Magnification	
Resolution	

Using the formula triangle- the size of an organism is 0.003mm and the size of the image is 4.2mm. What magnification was used?



Complete the following:

Total magnification= x

Eyepiece Magnification	Objective Magnification	Overall Magnification
X10	X4	
x15	x400	

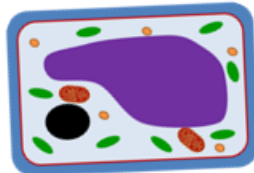
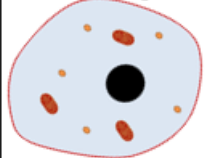
Describe three differences between a light microscope and an electron microscope:

.....

.....

.....

Label all the organelles in the animal and plant cells below:



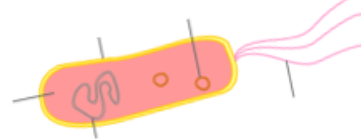
Match up the following organelles to their functions:

Nucleus	Controls what happens in the cell and carries genetic information.
Cytoplasm	Controls what gets in and out of the cell.
Cell Membrane	Jelly like substance where chemical reactions happen.
Ribosome	Where respiration occurs to make energy.
Mitochondria	Where new proteins are made.
Vacuole	Where the cell makes food through photosynthesis.
Chloroplast	Where cell sap is stored
Cell Wall	Gives the cell structure and support.

Draw a specialised cell found in the reproductive or digestive system.

Function:
Adaptations:

Label the bacteria cell:



State the function of the following components:

Chromosomal DNA-

Plasmid DNA-

Flagella-

Tick or cross which features are found in which types of cell:

Feature	Animal Cell	Plant Cell	Bacterial Cell
Cell Membrane			
Nucleus			
Plasmids			
Chloroplasts			
Cell Wall			
Cytoplasm			

Define the following words:

Eukaryotic	
Prokaryotic	

Explain what an enzyme is and what they do:

.....

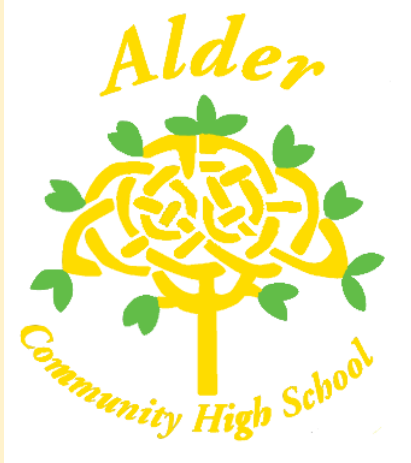
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Thank You

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