



Year 9 Knowledge Organiser

Spring Term 2023/24

Name:

Form:

Week 1/A

	Tutor Time	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	After School
Time							
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

Week 2/B

	Tutor Time	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	After School
Time							
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

Contents Page

Page	Content
1	Policies, Pastoral Contact & Term Dates
2	Personal Details
3 – 4	Calendar
5 – 6	Homework Log and Parental Check
7 – 8	Reading Log
9 – 10	Reading Passport
11 – 12	Instructions and Revision Strategies
13 – 14	Art
15 – 16	Citizenship
17 – 18	Computing
29 – 20	Dance
21 – 22	Drama
23 – 24	English
25 – 26	Food Preparation and Nutrition
27 – 28	French
29 – 30	Geography
31 – 32	German
31 – 34	History
35 – 36	Mathematics
37 – 38	Music
39 – 40	PE
41 – 44	Religious Studies
45 – 46	Science – Biology
47 – 48	Science – Chemistry
49 – 50	Science – Physics
51 – 52	Spanish
53 – 58	Technology

Spring Term

Attendance and Absence

In cases of absence, parents are asked to contact the relevant year office as early as possible, giving details. The only acceptable reasons for absence are unavoidable ones such as illness. Appointments of all kinds should be made out of school time whenever possible.

Punctuality

While some delays are unavoidable, pupils should be punctual to lessons. Anyone arriving late to school must report to the relevant year office and use the late system in order to get a mark. Late registration is an **unauthorised absence**.

Pastoral Support Contacts

Telephone Number:

Email Address:

Term Dates Summary

Autumn Term 2023		
Wednesday 6 Sept - Friday 20 Oct 2023	Half-term: Monday 23 – Friday 27 Oct 2023	Monday 30 Oct - Wednesday 20 Dec 2023
Spring Term 2024		
Thursday 4 Jan - Friday 16 Feb 2024	Half-term: Monday 19 – Friday 23 Feb 2024	Monday 26 Feb – Thursday 28 Mar 2024
Summer Term 2024		
Monday 15 Apr – Friday 24 May 2024	Half-term: Monday 27 – Friday 31 May 2024	Monday 3 Jun - Friday 19 Jul 2024

My best subject is:

What I want to achieve this term:

School Login Details:

My extra curriculars this term:

Spring Term Calendar

January 2024		
1	Mon	
2	Tue	
3	Wed	
4	Thu	
5	Fri	
6	Sat	
7	Sun	
8	Mon	
9	Tue	
10	Wed	
11	Thu	
12	Fri	
13	Sat	
14	Sun	
15	Mon	
16	Tue	
17	Wed	
18	Thu	
19	Fri	
20	Sat	
21	Sun	
22	Mon	
23	Tue	
24	Wed	
25	Thu	
26	Fri	
27	Sat	
28	Sun	
29	Mon	
30	Tue	
31	Wed	

February 2024		
1	Thu	
2	Fri	
3	Sat	
4	Sun	
5	Mon	
6	Tue	
7	Wed	
8	Thu	
9	Fri	
10	Sat	
11	Sun	
12	Mon	
13	Tue	
14	Wed	
15	Thu	
16	Fri	
17	Sat	
18	Sun	
19	Mon	
20	Tue	
21	Wed	
22	Thu	
23	Fri	
24	Sat	
25	Sun	
26	Mon	
27	Tue	
28	Wed	
29	Thu	

Spring Term Calendar

March 2024		
1	Fri	
2	Sat	
3	Sun	
4	Mon	
5	Tue	
6	Wed	
7	Thu	
8	Fri	
9	Sat	
10	Sun	
11	Mon	
12	Tue	
13	Wed	
14	Thu	
15	Fri	
16	Sat	
17	Sun	
18	Mon	
19	Tue	
20	Wed	
21	Thu	
22	Fri	
23	Sat	
24	Sun	
25	Mon	
26	Tue	
27	Wed	
28	Thu	
29	Fri	
30	Sat	
31	Sun	

April 2024		
1	Mon	
2	Tue	
3	Wed	
4	Thu	
5	Fri	
6	Sat	
7	Sun	
8	Mon	
9	Tue	
10	Wed	
11	Thu	
12	Fri	
13	Sat	
14	Sun	
15	Mon	
16	Tue	
17	Wed	
18	Thu	
19	Fri	
20	Sat	
21	Sun	
22	Mon	
23	Tue	
24	Wed	
25	Thu	
26	Fri	
27	Sat	
28	Sun	
29	Mon	
30	Tue	

Homework Log and Parental Check

Week 1	Subject 1	Subject 2	Signed
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Week 2	Subject 1	Subject 2	Signed
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Week 3	Subject 1	Subject 2	Signed
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Week 4	Subject 1	Subject 2	Signed
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Week 5	Subject 1	Subject 2	Signed
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Week 6	Subject 1	Subject 2	Signed
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Week 7	Subject 1	Subject 2	Signed
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

Homework Log and Parental Check

Week 8	Subject 1	Subject 2	Signed
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Week 9	Subject 1	Subject 2	Signed
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Week 10	Subject 1	Subject 2	Signed
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Week 11	Subject 1	Subject 2	Signed
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Week 12	Subject 1	Subject 2	Signed
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Week 13	Subject 1	Subject 2	Signed
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Week 14	Subject 1	Subject 2	Signed
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

Reading Log

Use this reading log to keep a record of the books you read during the year. You should also use this reading log to record the books from the Reading Passport that you have read but make sure your tutor records them too.

Title and Author	Date	Starting Page	Last Page	Review and Test Score	Reading Log
					Teacher Initials
Title and Author	Date	Starting Page	Last Page	Review and Test Score	Reading Log
					Teacher Initials
Title and Author	Date	Starting Page	Last Page	Review and Test Score	Reading Log
					Teacher Initials

Title and Author	Date	Starting Page	Last Page	Review and Test Score	Reading Log
					Teacher Initials
Title and Author	Date	Starting Page	Last Page	Review and Test Score	Reading Log
					Teacher Initials
Title and Author	Date	Starting Page	Last Page	Review and Test Score	Reading Log
					Teacher Initials

Year 9 Reading Passport

We have created a Reading Passport to inspire students to read some of the best literature available to them. Over the course of the year, we expect students to read as many of the texts included in the passport as possible.

If students manage to read seven or more books from this passport by the end of the year, they will receive a certificate. They can read other books and texts throughout the year and we encourage and support wider reading. Students can track which texts they have read using the tick boxes on the next page.

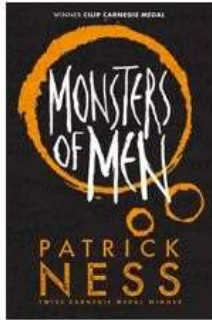
The books selected are fantastic examples of modern and classical literature, representing the best the world has to offer. Students can read these texts independently or they could listen to them as audiobooks. The important thing is to experience a variety of genres, authors and stories! We hope that all students will finish Year 11 having read at least thirty-five incredible books.

The easiest way to get hold of these books is from our school library where students can take them home to read. These texts can also be purchased from Amazon or from many local bookstores.

Whilst every care has been taken to check the suitability of the books included in our Reading Passport, we are aware that children mature at different rates. Therefore, we strongly recommend that parents discuss their child's reading choices to ensure they are appropriate for them.



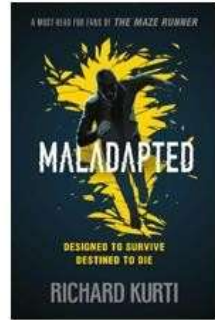
Year 9 Reading Passport

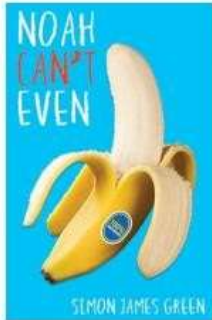


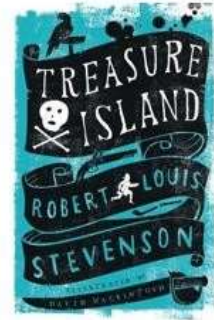


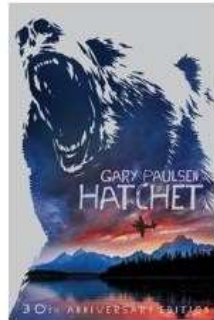


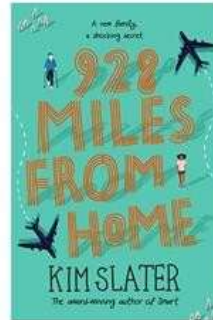


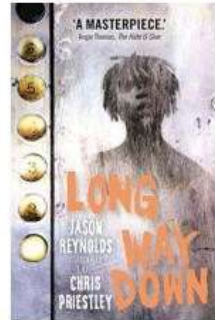


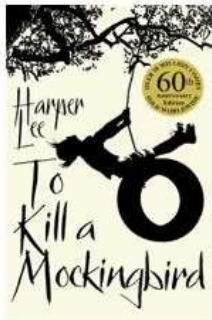




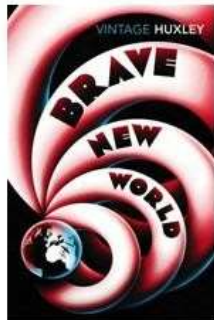






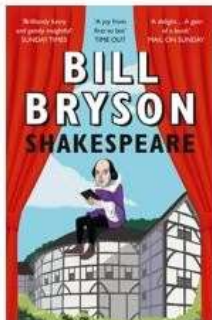


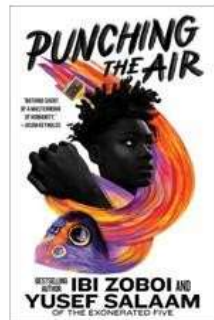






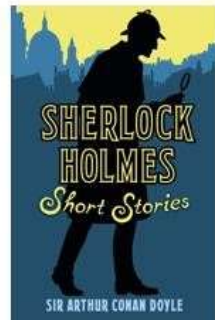


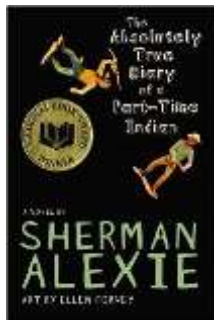














Instructions for Using Your Knowledge Organiser

Every school day, you should study one to two subjects from your knowledge organiser for homework lasting at least one hour in total.

On pages 5 and 6 there is space for you to record the subjects you have studied to make sure you are giving equal time to all of them. Your parent should sign off your homework each evening on these pages.

Your parent should also sign your reading log on pages 7 and 8. You can use the note pages in this booklet to help with your studies.

You need to bring your Knowledge Organiser to school every day as it will be checked regularly during form time.

You will be regularly tested on knowledge contained in this booklet in your lessons and through quizzes on Show My Homework.

8 Top Revision Tips

1

Start Early

Last minute cramming is stressful and has limited success.



2

Make a Plan

Work out how much time you have and how much of it you can spend on each subject.



3

Pick a Good Spot

Find a quiet and comfortable spot away from distractions and keep all of your things in one place.



4

Find a Good Method

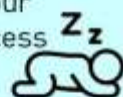
Choose the best revision methods for you and try to use a mixture of methods for the best results.



5

Takes Breaks

It is possible to work too hard! Your brain needs rest and time to process the information you've studied.



6

Revise with Friends

Talking through what you've learned with a friend can help information stick.



7

Use Past Papers

These are a great way to test yourself and a good way to get used to the exam format



8

Eat Well

You need to maintain a healthy diet to be able to retain information and not lose energy or focus during study.



LONG TERM MEMORY



Retrieval Practice

Create your own quizzes based on topics.

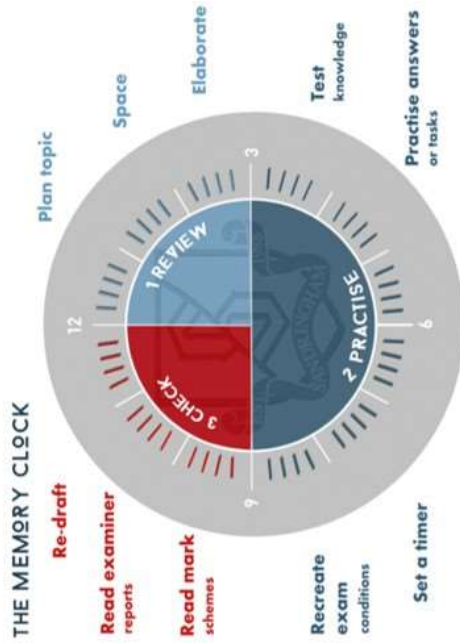
Create them, test yourself or get someone to test you, it works!



Deliberate Practice

Apply your knowledge!

Revise it, practice exam questions and then go over using your notes, adding or redrafting!



Answer Planning

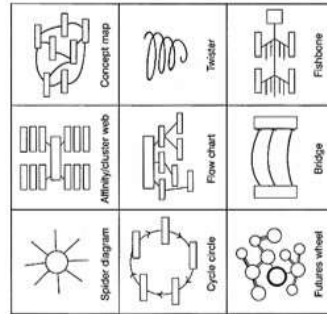
Practice planning exam question answers.

Bullet point, speed plan and draft key paragraph questions.



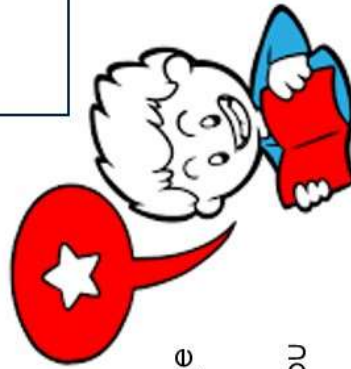
Graphic Organisers

Transform the information into visual revision to create links, show a narrative, identify the causes, consequences and importance.



Read Aloud

Simply speak the facts and dates out loud as you're reading the Knowledge Organiser. Even try to act out some of the facts – it really helps you remember!



Sketch it

Draw pictures to represent each of the facts or dates. It could be a simple drawing or something that reminds you of the answer.



Practice!

Some find they remember by simply writing the facts over and over again.

PRACTICE
MAKES
PERFECT

Hide and Seek

Read through your knowledge organiser / book, put it down and try and write out as much as you can remember. Then keep adding to it until its full!

Flashcards



Create with questions on one side and answers on the other side. Colour code specific topics and quiz yourself.

Record It

Record yourself on your phone or tablet reading out the information. These can be listened to as many times as you want!



Teach it!

Teach someone your key facts and then get them to test you, or even test them!

Post its
Using a pack of post-it notes, write out as many of the keywords or dates as you can remember in only 1 minute!

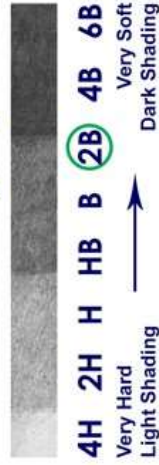
Year 9 Spring Term Knowledge Organiser

Observational drawing is drawing what you see. It's as simple and as complicated as that. It can be a flower, a person, a still life, a landscape whatever. But it's **drawing** what you see in front of you as realistically and as true to life as possible.

Art – Observational Drawing – Pencil & Biro:

Art Specific Language and Terms	
Tone	The lightness or darkness of something.
Tonal Gradation	A visual technique of gradually transitioning from one colour/hue to another, or from one shade to another, or one texture to another.
Depth	Refers to making objects appear closer or further away and making a two-dimensional image seem three-dimensional.
Proportion	The size relationship between different elements e.g. height compared to width.
Composition	Where you place objects on the page.
	Hatching
	Closely drawn parallel lines to create tone.
	Scaling up
	A precise way to transfer and enlarge a small image.
	Primary Source
	Working from real life, a primary source is something that was created at the time of an event or by someone who was at an event or moment.
	Negative Shape
	The empty or unfilled areas of a piece of artwork.
	Accuracy
	The extent to which one piece of work looks like another.

Choose the right pencil:



Examples of Biro/Pen Artists:



Enam Bosokah



Samuel Silva



Shohei Otomo

Year 9 Spring Term Knowledge Organiser

Art – Pattern within Art:

There are two basic types of pattern in art: **Natural Pattern** and **Man-Made Pattern**. Both natural and man-made patterns can be regular or irregular, organic or geometric, structural or decorative, positive or negative and repeating or random.

Art Specific Language and Terms

<p>Drypoint Printing (Etching)</p>	<p>Drypoint is a printmaking technique of the intaglio family, in which an image is scratched into a plate with a hard-pointed "needle" or sharp metal tool. Ink is then rubbed onto the surface, excess ink removed, before printing onto damp paper using a printing press.</p>	<p>Mandala</p>	<p>A mandala is a geometric configuration of symbols or patterns often in a circular shape. Mandalas have different significance depending on the religion they relate to.</p>
<p>Printing Press</p>	<p>A printing press is a device for applying pressure to an inked surface, therefore allowing the ink to transfer to the paper.</p>	<p>Islamic Art</p>	<p>Islamic art encompasses the visual arts produced in the Islamic world, including architectural art and pattern.</p>

Dan Hillier:

A London based contemporary artist who makes collages, screen prints and ink drawings using a mixture of found imagery and his own imaginings. His work is born out of a passion for line work and collage, a love of archaic imagery and an urge to produce pictures that provoke humour, wonder and a certain subconscious recognition in the viewer.



Field



Luna



Temple of the way of light

Iranian Mosques Visual inspiration:



Y9 CITIZENSHIP KNOWLEDGE ORGANISER

Spring Term

Advocate A person who acts on behalf of others as a representative.
Lobbying Citizens approaching their local MP to raise an issue. This is done in the lobby of the House of Commons. Often it is done verbally, but it can be in writing.
Boycott Refusing to buy goods or use a service to achieve a desired political outcome.
E-Petition A form of campaigning; collecting signatures online to show your support or concern for a particular issue.
E-Campaigning Campaigning using the internet. Methods used might include e-mails, e-petitions and use of social media.
Political Literacy Knowledge of politics and how democracy works.

10,000
This is how many signatures a petition needs in order to get a response from the Government.

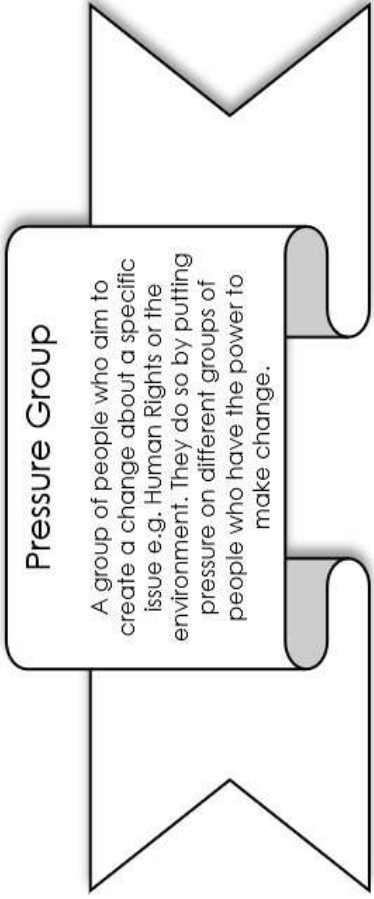
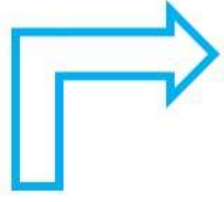


100,000
This is how many signatures a petition needs to be considered for debate in Parliament.



AMNESTY INTERNATIONAL

Campaigning The process of people joining together to take action. They will challenge the people in power to make decisions which coincide with their core beliefs.



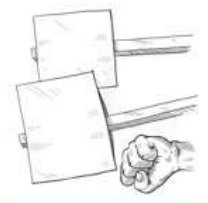
Anyone can start a petition in the UK, this means young people are likely to sign them because they are unable to vote about issues they are concerned about until they are at least 18. Signing or starting a petition is a good form of political engagement!



Making connections

How can you link different topics together?

- Advocate + Pressure Group + Campaigning
- Campaigning + Petition
- Lobbying + MPs + Parliament + Advocate
- Political Literacy + Campaigning
- Suffragettes + Voting + Campaigning



Direct Action Positives Gets people's attention	Direct Action Negatives Can cause disruption
Indirect Action Positives Can reach out to a lot of people easily	Indirect Action Negatives Easy to ignore e.g. posters, emails etc



Pressure Groups

CASE STUDIES

Stop the War Coalition
&

The Suffragettes

Suffrage
The right to vote

Suffragettes
People who fought for
their rights to vote



Key Facts

Aims to prevent and end war everywhere and to stop unnecessary use of weapons.
Established in 2001 to campaign against war in Afghanistan and Iraq.

Key Facts

Aimed to gain equal voting rights for all women
The WSPU was established in 1903 and campaigned until all women were free and equal to vote in 1928.

Example of Action Taken Stop the War Marches 2003

- Held a march to demonstrate
- One of the biggest marches in UK history
- Over 1 million people were thought to have attended
- Part of a world-wide series of marches which also took place in places like Tokyo & Sydney
- The UK and the US, along with some support from other countries, invaded Iraq

Example of Action Taken Conflict in Syria 2013

- Military action in Syria didn't go ahead from the UK
- A range of action was taken – demonstrations, marches, rallies etc took place to show discontent with invading Syria
- MP's voted against the government regarding invading Syria
- The PM wanted to invade Syria based on potential chemical weapons
- Stop the War took this as a victory as the invasion didn't go ahead

Examples of Action Taken

Parliament rejected every bill to give women the vote. Male members held strong views about the weakness of women which they believed wouldn't allow women to vote.

As part of their protests they let off bombs, smashed shop windows and set fire to churches - which meant they weren't popular with everyone. Many thousands of men and women all over the country were involved in the movement.

They also...
Disrupted Parliament, chained themselves to railings, held huge, marches and demonstrations, attacked politicians, set post-boxes on fire, slashed paintings and went on hunger strike when they were arrested.

In 1918, the Representation of the People Act gave the vote to all men over the age of 21 and women over the age of 30 who were householders or married to a householder.

In 1928, women over the age of 21 were given the same voting rights as men.

Computing - Knowledge Organiser - Unit 9.3

Database Task

Research and complete the table below

Database	A database is a collection of information that is organized so that it can be easily accessed, managed and updated.
Field	Single item of data about a single record in a database.
Record	Collection of fields that represent a single entity, such as a person.
Database Table	In databases, a collection of records representing a type of item.
Data Types	Text e.g. S Jones, Number e.g. 4,6, Currency e.g. £3.00, Boolean e.g. True/False Yes/No, Date e.g. 12/12/2012
Flat File Database	A Database where all of your data is stored in one large table.
Relational Database	Database containing multiple related tables.
Key Field	Field which contains a different value for every record in that table.
Primary Key	Acts as a unique identifier.
Validation	An automatic computer check to ensure that the data entered is sensible and reasonable.
Verification	Checks that the data entered exactly matches the original source.
Queries	Method of extracting data from a database that matches specific criteria.
Forms	Forms are used to enter data into a database. This is only required if the database needs a user to enter data.
Report	A database report is a report created from a culmination of queried data visualized for the purposes of analysis and decision-making.
Foreign Key	Database field whose sole purpose is to form part of a relationship with another table.
Mail Merge	The automatic addition of names and addresses from a database to letters and envelopes.

What is a Flat File Database?	
What is a Relational Database?	
What is a Key Field?	
What is Validation?	
What is Verification?	
Why is a Query used?	
Why are Forms used?	
What is the purpose of a Report?	
What is the purpose of a Mail Merge?	
What is Normalisation?	
What is a Foreign Key?	

Computer Science – Python Keywords

Arrays	A static (fixed size) data structure (a storage format), which can store multiple items of data, of the same datatype, under a single identifier (name) E.G. Array = [1, 2, 3, 4, 5]
Element	A section in an array or list that can store one piece of data.
1D Array	An array, which contains a single list of data items, each being identifiable using a single number index. Think of this like a single row in Excel.
2D Array	An array, which contains multiple lists of data items, each being identifiable using an index made up of two numbers, one to identify the Array and the other to identify the element within that array. Think of this like a Spreadsheet in Excel.
Index 0 v Position 1	The first element in an array is obviously Position1, however, the Computer considers it index 0. Position 2, therefore, is index 1, and so on.
Python List	A Python List is similar to an array, it is, however, more flexible. Python Lists can store data of any type at the same time. E.G. List = [1, "two", 3.0]
Add an element to a list	Python lists are Dynamic. We can add elements to them using: List.append(data) # Add the data item to the end of the existing list. List.insert(index, data) # Inserts the data into the list at a given index. (Position)
Remove an element from a list	Python lists are Dynamic. We can delete elements from them using: List.remove(data) # searches for the first instance of data specified and removes it. List.pop(index) # returns and data and deletes the element at the given location.
Sort/reverse a list	Python list can easily be sorted or reversed using: list.sort() and list.reverse()
Algorithm	A set of steps/instructions needed to complete a complex software task.
A Pass	A pass is one iteration of an algorithm (that contains a loop).
Divide and Conquer	The list is repeatedly divided into two halves, with the half without the search criteria being discarded, until all elements have been checked or the search item is found.
Flags	Normally a Boolean variable, called a truth bit. It is used a reference (flag) to see if something has changed during the last iteration of an algorithm.
Pointers	Are normally an Integer variables used to point to parts of an array or list. Normally the lowest point, mid point and end point. They are used to keep track of where you are at.
Linear Search	A sequential method of searching for an item in a dataset. This is done by systematically checking each item in order until every element has been checked or item is found.
Binary Search	A method of searching for an item in a sorted dataset. It compares the middle element within the search criteria, discards the half that does not include the search criteria, repeatedly until the item is found. If the midpoint falls between two elements, the right is always chosen.
Bubble Sort	A method of sorting a set of data by repeatedly comparing data items with previous items in a dataset, before inserting them into the correct position.
Insertion Sort	A method of sorting a set of data by repeatedly comparing data items with previous items in a dataset, before inserting them into the correct position.
Merge Sort	A method of sorting a set of data by splitting the dataset up into its individual items and then continually pairing items from the dataset in order until the entire dataset has been ordered. If the midpoint falls between two elements, the left side gets the extra.

1D 12 13 14 15 16 17 18 19 20

2D [1, 1] [2, 2] [3, 3] [4, 4] [5, 5]

Boolean

LIST

CONQUER

Bubble Sort

Insertion

Merge Sort

Index zero

Find J

Pointer

Return 5

Found 23

take 1st half

take 2nd half

If searching for 23 in the 10-element array:

List = [1, "two", 3.0]

List.append(data)

List.insert(index, data)

List.remove("two")

List.pop(index)

Year 9 Dance Knowledge Organiser: Movement Components

Actions -

What a dancer does e.g. travelling, turning, elevation, gesture, stillness, use of body parts, floor-work and the transference of weight.

Actions

Categories:

- Travel
- Turn
- Elevation
- Gesture
- Stillness
- Use of Different Body Parts
- Floor Work
- Transfer of Weight



Examples:

- Roll
- Leap
- Walk
- Hi-five
- Pirouette

Space -

The "where" of movement such as levels, directions, pathways, shapes, designs and patterns.

Space

Categories:

- Pathways: Designs traced in space (on the floor or in the air).
- Levels: Distance from the ground.
- Directions: The facing of a movement.
- Size of Movement
- Patterns
- Spatial Design



Examples:

- Forward
- Low Level
- Big
- Circular Pathway

Dynamics -

The qualities of movement based upon variations in speed, strength and flow.

Dynamics

Categories:

- Fast/Slow
- Sudden/Sustained
- Acceleration/Deceleration
- Strong/Light
- Direct/Indirect
- Flowing/Abrupt

Examples:

- Strong
- Soft
- Sharp
- Smooth
- Fluent
- Jerky
- Robotic



Relationships -

The ways in which dancers interact; the connections between dancers.

Relationships

- Lead and follow: One dancer is in front of another dancer and taking them around the space.
- Mirroring: When dancers imitate each other facing one another.
- Action and reaction: One dancer performs a movement and another dancer moves in consequence to it. E.g. dancer 1 punches dancer 2 and dancer 2 ducks.
- Accumulation: When a dancer performs a series of movements and others join in at different times until all perform in unison.
- Complementary: To perform actions or shapes that are similar to but not exactly the same as another dancer's.
- Contrast: Movements or shapes that have nothing in common.
- Counterpoint: When dancers perform different phrases simultaneously.
- Contact: To touch another dancer.
- Formations: Shapes or patterns created in space by dancers.

Year 9 Dance Knowledge Organiser: Choreography Part 1



Step three: Explain why

Step two: Give an example

Step one: Identify

An example using actions:

(Step one) I used the action of a jump in my choreography about war.

(Step two) The dancer jumped in parallel facing the front and landed on the floor.

(Step three) I choreographed this to show that an explosion had occurred and the dancer jumped in shock.



An example using space:

(Step one) I used the pathways to show the theme of war in my choreography.

(Step two) Five dancers walk from upstage to downstage in a linear pathway then turn 90 degrees to the right to salute another solo dancer (the officer) standing downstage right.

(Step three) I choreographed this to show that the armed forces usually walk in straight uniformed lines and that there is normally an officer in charge. They were separated in the space to show different hierarchies.



Using movement components to analyse choreography and create a hypothetical choreography

Stimulus

Inspiration for an idea or movement



What could your dance be about?



Loneliness?

Emotional break down?

Protection?

Reflection?

Not showing your true self?

New beginnings?

Concealment?

Restrictions and limitations?

Confinement?

Finding peace?

Describe an opening for your dance using actions, space, dynamics and relationships.

For example: [Dancer1 stands centre stage (space). They walk (action) forward left then right (space) into parallel and crouch (action) quickly (dynamics) to the floor. Dancer 2 repeats this movement 2 counts after dancer 1 following behind them in the space. (This shows a lead and follow relationship).

What is it to be Human? V.S.

Absurdism

Key Characteristics of Absurdist theatre include:

- Nonsense dialogue: a series of random lines that have no connected meaning
- Repetitive or meaningless action
- Non-realistic or impossible plots
- Using illogical situations
- Unconventional dialogue
- Minimal plots to express the apparent absurdity of human characteristics

Practice Task

Read the article on the British Library
<https://www.bl.uk/20th-century-literature/articles/nonsense-talk-theatre-of-the-absurd>

Key Vocabulary	Definition
Dialogue	Words that are spoken, in absurdist theatre, are often used in a repetitive way.
Clichés	Sayings and opinion that are overused and betrays a lack of original thought.
Plot	The main events of a play devised and presented by the writer as an interrelated sequence. Often absurdist plots will have mysteries that never get solved.
Sense of Chaos	Complete disorder and confusion.
Characters	A person in a novel, play, or film. In absurdist plays the character will ask huge philosophical questions.
Absurdism	A philosophy stating that the efforts of humanity to find meaning in the universe ultimately fail (and hence are absurd) because no such meaning exists.

Key Questions

- What other theatre practitioner was associated with Absurdist theatre?
- Finish the sentence 'absurdist theatre explores.....'
- What are the key Characteristics of Absurdist theatre?

The Theatre of the Absurd was created in the post war era of 1950s. It was a label given to many plays of absurdist fiction, written by a number of primarily European playwrights. It is also a term for the style of theatre the plays represent. The plays focus largely on ideas of existence and express what happens when human existence lacks meaning or purpose and communication breaks down. The structure of the plays are typically a round shape, with the finishing point the same as the starting point. Logical construction and argument give way to irrational and illogical speech and to the ultimate conclusion—silence.

Can you spot the design elements shown within this picture? What are the given circumstances you can see?



Design Elements

- Set design is minimal and limited, focus needs to be on the ideas and symbolism within the play.
- Sound and lighting has a dream like quality.
- Costume is usually contemporary as time period doesn't necessarily matter.

Gothic

Key Characteristics of Gothic theatre include:

- Gloomy, decaying setting
- Supernatural beings or monsters (ghosts, vampires, zombies, giants)
- Curses or prophecies
- Damsels in distress and heroes
- Romance
- Intense emotions

Practice Task

Read the article on gothic theatre
<https://www.encyclopedia.com/arts/culture-magazines/performing-arts-and-gothic>

Key Vocabulary	Definition
Horror	A story in which very frightening and unnatural things happen.
Gothic Villain	Usually male, often extremely handsome, intelligent, successful, talented, and/or charming. Although, there is usually some tell tale warning sign that his looks are deceiving!
Mystery	Something strange or not known that has not yet been explained or understood.
Suspense	A feeling of excitement or nervousness that you have when you are waiting for something to happen and are uncertain about what it is going to be.
Mood	The feeling created on stage during a performance.
Damsel in Distress	A young woman in trouble.

Key Questions

- What other theatre practitioner was associated with Gothic theatre?
- Finish the sentence 'Gothic theatre plots explore.....'
- What are the key Characteristics of Gothic theatre?

Gothic theatre is a type of genre for plays, just like we have comedy, romance or mystery and arose in England roughly between 1789 and 1832. Gothic theatre, which is largely known by the subgenre of Gothic horror, is a genre or mode of plays and film that combines fiction and horror, death, and at times romance.

Design Elements

- Set design will dwarf the characters, mysterious architecture, castles and haunted houses.
- Sound and lighting is used to create a mysterious and eerie atmosphere that is designed to scare the audience and build tension.
- Costume is time specific to the play.

Can you spot the design elements shown within this picture? What are the given circumstances you can see?





What is social media? Websites and applications that enable users to create and share content or to participate in social networking.

Why was social media invented? Social media was invented to allow people to communicate and share information using the internet. Some forms of social media are: **Pictures – Videos – Texts – Posts – Snaps – Music – Voice – Stream – Views – Likes – Links**

Practice Task

- Write a monologue for someone that is struggling with self image due to social media.
- Write an opening narration for a performance based on 'county lines' and how the main character got involved.

Key Questions

- Why can social media be harmful and a bad influence?
- Which genres could you use when creating a devised piece to teach about the dangers/ benefits of social media?
- Why would you add a monologue into a performance?

Drama Techniques		Physical Skills		Vocal Skills		Theatre in Education Techniques	
Vocabulary	Definition	Vocabulary	Definition	Vocabulary	Definition	Technique	How it can be used in a TIE performance
Monologue	A speech of some duration addressed by a character to another character(s) on stage. (A soliloquy is when the character speaks their thoughts aloud).	Body Language	How an actor uses their body to communicate meaning. For example, crossing your arms could mean you are fed up.	Projection	Ensuring your voice is loud and clear for the audience to hear.	Role on the Wall	You can use this strategy to help you create your characters and remember Stomach - Emotions, Head - Thoughts, Outside - all other information.
Duologue	A speech between two characters on stage.	Posture	The position an actor holds their body when sitting or standing. For example, an upright posture.	Volume	How loudly or quietly you say something. (shouting, whispering).	Hot Seating	This strategy can be very useful in the creation process or if you are not sure where to take the plot. Asking the characters questions can help the actor know them better and give the group ideas.
Dialogue	The dramatic name for a simple spoken conversation where two or more characters speak with one another.	Gait	The way an actor walks.	Tone	The way you say something in order to communicate your emotions (e.g. angry, worried, shocked tone of voice).	Direct Address	This breaks the 4 th wall and is a good way of adding audience participation and engagement.
Split Stage	The stage area is split into two or more areas and each area represents a different place or different time.	Facial Expressions	A form of non-verbal communication, using your face to express the way you are feeling.	Pace	The speed of what you say.	Multi Role	This is really useful and allows you to have many more roles than actors. Remember TIE is usually done on a budget and is a traveling form of theatre.
Flashback/ Flash Forward	A flashback or flash forward is an interjected scene that takes the narrative back or forward in time from the current point in the story.	Gestures	A movement of part of the body, especially a hand or the head, to express an idea or meaning.	Pause	Moments of pause can create tension or show that you are thinking.	Flashback and Flash-forward	These are very useful in showing what happened before the moment of choice. Very often in TIE there is a dilemma, decision or consequence involved. Flashbacks can add tension to the work.
Montage	A series of short scenes are sequenced to condense space, time and information.	Stance	The way you position yourself when standing to communicate your role. An elderly person would have a different stance to a child.	Accent	Use of an accent tells the audience where your character is from.	Monologue	Monologues can be used in TIE to tell characters points of view, recall events, show emotion, tell the audience how you are feeling. They are a very powerful tool!!!
				Pitch	How high or low your voice is.		
				Emphasis	Changing the way a word or part of a sentence is said, in order to emphasise it (make it stand out.) Try emphasising the words in capital letters and see how it changes the meaning: "How could YOU do that?" / "How could you do THAT?"		

English

Structure

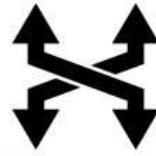
Core Text: *Heroes* by Robert Cormier

Structure refers to the organisation of information, ideas or events in a text. There is a standard structure of a story; however, the writer needs to decide on the best order in which to tell the story. Overall, the structure of the text will shape the reader's response to the plot and the characters.

Vocabulary

- Character Arc
- Cohesion
- Compound Sentence
- Engage
- Flashback
- Foreshadowing
- Form
- Fragment
- Interrogative
- Linear structure
- Motif
- Nonlinear structure
- Stream of
- Consciousness
- Structure
- Verb Tense

Practise spelling vocabulary words and matching definitions to words.



- A. When the action in a sentence takes place
- B. To interest someone in something and keep them thinking about it
- C. The shape or appearance of something; in poetry the physical structure of the poem
- D. The organisation of information, ideas or events in a text
- E. Links together to work well as a whole; united
- F. Involving events presented outside of the chronological sequence
- G. How a character changes or develops during a narrative
- H. Hints at key events that will occur later in the text
- I. Asks a direct question
- J. An idea that appears repeatedly in a text or other work of art; a repeated pattern
- K. A style used to represent a character's feelings and thoughts as they experience them, using long, continuous pieces of text without obvious organization or structure
- L. A short part of a narrative that goes back to events in the past; a clear memory of a past event or time
- M. A series of events or thoughts in which one follows another directly; time order
- N. A sentence that is missing either its subject or its main verb
- O. A sentence that connects two main (independent clauses), typically with a coordinating conjunction like and or but

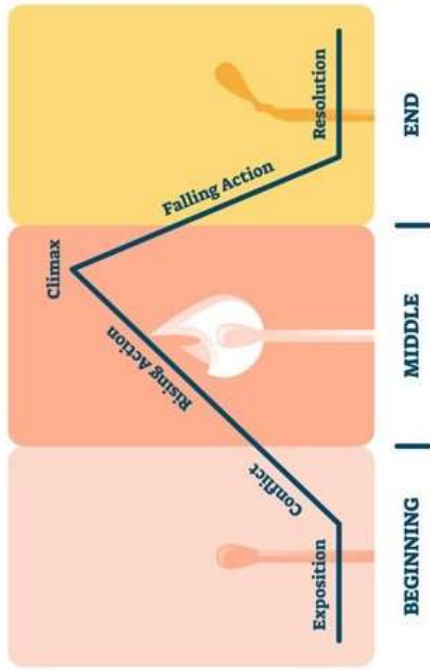
Test yourself - Cover the vocabulary words. Can you recall each term using the definitions?

Check your answers:

Character Arc G; Cohesion E; Compound Sentence O; Engage B; Flashback L; Foreshadowing H; Form C; Fragment N; Interrogative I; Linear Structure M; Motif J; Nonlinear Structure F; Stream of Consciousness K; Structure D; Verb Tense A

Freytag's Pyramid - A structure for plot

Plot refers to the main events of a text. Narratives generally follow a similar pattern, but sometimes writers make choices to tell a story in a different way (using a nonlinear structure), for many different reasons and effects.



Composed Upon Westminster Bridge, September 3, 1802
a sonnet by William Wordsworth

Earth has not anything to show more fair:
Dull would he be of soul who could pass by
A sight so touching in its majesty:
This City now doth, like a garment, wear.

The beauty of the morning; silent, bare,
Ships, towers, domes, theatres, and temples lie
Open unto the fields, and to the sky;
All bright and glittering in the smokeless air.

Never did sun more beautifully steep
In his first splendour, valley, rock, or hill;
Ne'er saw I, never felt, a calm so deep!

The river glideth at his own sweet will:
Dear God! the very houses seem asleep;
And all that mighty heart is lying still!



Task 1 - The poem on the left, 'Composed Upon...' is a sonnet. What do you notice about the structure of this poem? Make notes and then research the following:

1. Sonnet
2. Quatrain
3. Volta
4. Rhyming Couplet
5. Iambic Pentameter

In what ways does this poem fulfil the expectations of sonnet structure?



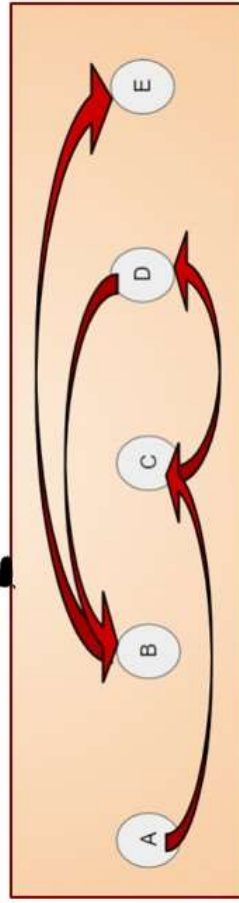
some effects of a nonlinear structure

A **nonlinear narrative** is one in which the events in a story are told out of order. This type of narrative usually starts in the middle of the story or conflict, then doubles-back to reveal the cause. Nonlinear narratives can mimic the recall of human memory, or demonstrate time travel. They often include:

- Flashbacks
- Flash-Forwards
- Dream Sequences

Ways in which the reader's response can be shaped by a nonlinear narrative structure:

- Questions posed at the start of the text may not be answered until later;
- A past event can be re-told using present tense for dramatic impact;
- Stream of consciousness helps to create realism;
- When the introductory characterisation does not align with details established at the beginning of the text, it heightens the sense of intrigue;
- Foreshadowing hints at key events that will occur later in the text, building anticipation for the reader;
- Motifs can act as a cohesive device across the text, representing a theme or character.



Task 2 - Preparing for a hot write. Write about a time when a character felt betrayed. Use a nonlinear structure to craft your narrative. Begin by planning: (a) character (b) how and why they felt betrayed (c) how you will use a nonlinear structure [hint - flashback]

Task 3 - Find an example of interesting sentence structures from either Heroes or your independent reading book. Consider the impact of the writer's choices. These choices might include fragments, run-on sentences, dialogue or anything that appeals to you as a reader.



Year 9 KS3 Cooking and Nutrition: Food Choice

Prior Learning / Context:

Prior learning includes the Eatwell Guide and the principles of healthy eating. Medium cooking skills, including sauce making, bread and pastry making, also completed.

Assessment:

- Retrieval Practice – quizzing, starter/plenary tasks
- Formal knowledge assessments – delivered in time with reporting
- Food preparation skills assessed after every practical (P, D, C, E)

Key Questions:

Explain why some people might not have a choice in the food they eat? (2 marks)

Justify why British school children should be taught to cook? (4 marks)

Justify why British cuisine can now be considered multi-cultural (6 marks)

Moral beliefs

People become vegetarian because they are opposed to killing animals for food. Choosing to eat only organic, Fairtrade or free range products is also becoming more popular. Organic foods are grown without any chemicals. Fairtrade foods are grown by people who get a fair price for their produce.

Food Choice

Many factors influence what we choose to eat including our personal preferences and the factors below:



British Cuisine

Cuisine is the style of cooking of a particular country or region. Traditional **British cuisine** is based on the ingredients we produce (potatoes, meat and wheat) and cooking styles like roasting and steaming.

International Cuisine

Italian food uses simple, fresh ingredients like tomatoes and soft cheeses.

Chinese food is quick to make using woks or bamboo steamers.

Indian food includes spicy curries, rice and chapatti.

Themes:

- Nutrition and Health
- Food preparation
- Food safety
- Food provenance
- Food choice
- The science of cooking

Consumer Awareness

Food labelling is required by law. It helps consumers make food choices.

Food waste in the home occurs because we make too much food or we don't use it before it goes off. Food we waste the most includes fresh fruit and salad.

Food Preparation Outcomes:



Future Learning:

KS4: AQA GCSE in Food Preparation and Nutrition

Key Vocabulary

Allergy, Intolerance, Contamination, Anaphylactic Shock, Medical, Lifestyles, Economic, Religion and Culture, Physical Activity Levels (PAL), Celebration, Cuisine, Traditions, Food Waste, Labelling, Consumer Awareness

Year 10 – AQA GCSE in Food Preparation and Nutrition

Food Choice & British Cuisine

There are many factors that influence food choice.

Healthy eating – A range of reduced fat, sugar-free and low-calorie foods are now available because people are more aware of the link between health and eating a balanced diet.

Religion and culture – Many faiths have specific rules regarding food, for example, Jews do not eat shellfish or pork.

Special occasions – Food can play a vital role in celebrations, religious festivals and special occasions, for example eating cake on your birthday or turkey at Christmas.

Media – Food trends are always emerging and food advertising can persuade people to try new products. Teenagers might be influenced by the media or their friends (peer pressure).

Availability – Most of our food is available all year round but some foods are seasonal, such as soft fruits, which are only available in summer months if grown in the UK.

Medical - People with allergies and intolerances are not able to eat some foods because they cause severe reactions or unpleasant symptoms. Some people should also adapt their diet due to medical conditions such as high blood pressure (low salt), diabetes (low sugar) and coronary heart disease (low fat).



The staple foods of Britain are based on ingredients grown, reared and caught:

Foods grown in Britain – Vegetables such as potatoes, onions and leeks grow well on UK farms. Fruits such as apples, plums and rhubarb also thrive. Herbs commonly used to flavour British food include mint, chives and sage.

Food reared in Britain – Beef, lamb, poultry and game, pork, bacon and ham are popular. Dairy products, like cheese, butter, cream and yoghurt, are also made using the milk from dairy farms.

Food caught in Britain – As an Island nation, Britain has access to a wide range of seafood from white and oily fish to seafood such as crabs and lobsters.

From these ingredients, British people have developed a number of sweet and savoury dishes. Many of the savoury dishes incorporate a combination of meat and vegetables. Many of the desserts include milk, butter, eggs and sugar in combination with fresh fruit

A national survey of British people identified the most popular British dishes. They included roast dinners, fish and chips, full English breakfasts, fruit crumbles, trifles and custard.

Most British people adopt the eating pattern of three meals a day – breakfast, lunch and dinner. Afternoon tea has also become popular again as an occasional treat. It consists of a mid-afternoon snack consisting of small sandwiches, a slice of cake and cup of tea.

As more people from other countries come to live in Britain, and there is greater opportunities to travel, our eating habits have changed. Many traditional dishes are being replaced by ones originating in other countries.

French Y9 Spring 1 Vert: Ma vie en musique.

Est-ce que tu aimes la chanson? Do you like the song?

J'adore/J'aime la chanson ...	I like/love the song...
Je n'aime pas/Je déteste la chanson...	I don't like/hate the song...
parce que / car...	because...
le/a chanteur(-euse) est ...	the singer (m/f) is...
le rythme est ...	the rhythm is...
la mélodie/chanson est ...	the melody/song is
amusant(e) / démodé(e)	fun/old-fashioned
intéressant(e)/bon(ne)	interesting/good
nul(le)/ennuyeux/ennuyeuse.	rubbish/boring (m/f)
Ma chanson préférée, c'est ...	My favourite song is...
J'adore la musique de (Zaz).	I love the music of (Zaz).
J'écoute en streaming.	I stream music.
J'ai des playlists sur mon portable.	I have playlists on my phone.
Ça me donne envie de danser.	It makes me want to dance.
J'adore les paroles.	I love the songs.
Je/Il/Elle joue ...	He/she/they play(s)...
du piano / du clavier.	piano/keyboard.
du saxo(phone)/du violon	saxophone/violin.
de la batterie/de la guitare.	drums/guitar
de la flûte/de la clarinette.	flute/clarinet.
de la trompette.	trumpet.
Je / Il / Elle chante.	I / he / she sing(s).

Je suis allé(e) à un concert! I went to a concert!

Quand est-ce que tu es allé(e) au concert ?	When did you go to the concert?
Je suis allé(e) au concert... samedi dernier.	I went to the concert... last Saturday.
J'ai acheté... un billet en ligne/ des souvenirs / un poster / un tee-shirt / une casquette /	I bought... a ticket online/ souvenirs/a poster/ a t-shirt/ a cap.
J'ai retrouvé mes amis au stade.	I met my friends at the stadium.
Qu'est-ce que tu as fait aussi ?	What else did you do?
J'ai chanté et j'ai dansé.	I sang and danced.
J'ai pris beaucoup de photos.	I took lots of photos.
J'ai pris des selfies.	I took selfies.
J'ai mangé un hamburger.	I ate a hamburger.
J'ai bu un coca.	I drank a cola.
Je n'ai mangé pas de pizza.	I didn't eat pizza.
J'ai vu mon chanteur / ma chanteuse préféré(e), mon groupe préféré.	I saw my favourite singer. my favourite group.
Comment est-ce que tu es allé(e) au concert ?	How did you get to the concert ?
En bus/en voiture/à pied.	By bus / by car / on foot.
C'était trop cher.	It was too expensive.
C'était fantastique !	It was fantastic!

Qu'est-ce que tu écoutes? What do you listen to?

J'aime (beaucoup), etc. ...	I (really) like ...
le hip-hop / le jazz / le rap / le R'n'B / le reggae / le rock / la musique classique / la musique traditionnelle / la techno/	hip-hop/jazz/rap/ R'n'B/reggae/rock classical music/traditional music/ techno/
toutes sortes de musique.	all sorts of music
un peu de tout.	a bit of everything
À mon avis,/Pour moi, c'est..	In my opinion/For me, it is..
cool / relaxant / amusant / original / intéressant / ennuyeux / nul.	cool/relaxing/fun/ original/interesting/ boring/rubbish.

La musique, c'est ma vie ! Music is my life !

Est-ce que tu joues d'un instrument?	Do you play an instrument ?
Je joue de la guitare (etc.).	I play the guitare (etc).
Je chante, mais... je ne joue pas d'un instrument.	I sing but... I don't play an instrument.
Qu'est-ce que tu aimes comme musique?	What sort of music do you like ?
J'aime surtout le R'n'B.	I especially like R'n'B.
Quelle est ta chanson préférée?	What is your favourite song ?
Ma chanson préférée, c'est...	My favourite song is...
Qui est ton chanteur ou ta chanteuse préféré(e)?	Who is your favourite singer ?
Mon chanteur/ma chanteuse préféré(e), c'est...	My favourite singer is...
Est-ce que tu es allé(e) à un concert récemment?	Have you been to a concert recently ?
Hier, je suis allé(e) à un concert de Drake. C'était fabuleux!	Yesterday, I went to a Drake concert.
Qu'est-ce que tu as fait, ... ?	What did you do, ... ?
J'ai joué avec mon groupe.	I played with my group.
J'ai fait du vélo.	I went cycling.
J'ai joué au foot.	I played football.
Je suis allé(e) au cinéma avec mes amis.	I went to the cinema with my friends.
J'ai mangé au restaurant avec ma famille.	I ate in a restaurant with my family.

L'avenir

The Future

Qu'est-ce que tu vas faire ?	What are you going to do?
Je vais...	I'm going to...
visiter les États-Unis	visit the USA
faire une tournée avec la chorale	go on tour with the choir
jouer du violon	play the violin
écrire un blog	write a blog
chanter toutes sorte de chansons	sing all sorts of songs
prendre beaucoup de photos	take lots of photos
être musicien(ne) professionnel(le)	be a professional musician

Comparatives

You use comparatives to compare two or more things.
plus ... que = more ... than, **moins ... que** = less ... than,
aussi ... que = as ... as

Using different tenses. You use:

the **present tense** to say what is happening **now**
the **perfect tense** to talk about **single actions in the past**
the **imperfect tense** to say **used to** or **describe** something in the past
vouloir + infinitive to describe future plans

Past time expressions

hier	
yesterday	
la semaine dernière	last week
le weekend dernier	last weekend
l'année dernière	last year

Frequency expressions

souvent	often
parfois	sometimes
tout le temps	all the time
de temps en temps	occasionally

Qu'est-ce qu'on mange à la cantine scolaire ?

Dans le repas, il y a...	<i>In the meal, there is...</i>
du fromage/du lait	<i>cheese/milk</i>
du pain/du riz	<i>bread/rice</i>
de la soupe/de la viande	<i>soup/meat</i>
de l'eau	<i>water</i>
des frites/des haricots	<i>chips/beans</i>
des légumes/des sandwiches	<i>vegetables/sandwiches</i>
des pommes de terre	<i>potatoes</i>
un fruit/un jus de fruits	<i>a piece of fruit/fruit juice</i>
C'est.../Ce n'est pas...	<i>It is... / It isn't...</i>
délicieux / savoureux/ sain / simple	<i>delicious/tasty healthy/simple.</i>
Mon repas préféré, c'est...	<i>My favourite meal is...</i>

Sur la photo, il y a...

un homme/une femme/ un garçon/une fille	<i>a man/woman/ boy/girl.</i>
Il/elle est...	<i>He/she is...</i>
au collège/à la plage/ à la campagne.	<i>at school/ at the beach/ in the countryside.</i>
Il/elle porte...	<i>He/she is wearing...</i>
un tee-shirt/un gilet vert.	<i>a t-shirt/a green hi-vis waistcoat.</i>
Il/elle ramasse des déchets.	<i>He/she is picking up litter.</i>
Il fait beau/mauvais.	<i>The weather is nice/bad.</i>
Il pleut.	<i>It is raining.</i>

Action pour la nature!

Le panda géant / le tigre / la tortue marine / l'ours polaire / le rhinocéros/le crocodile	<i>the giant panda/tiger sea turtle/polar bear rhinoceros/crocodile</i>
... habite....	<i>...lives...</i>
dans la forêt/dans l'eau/ à la campagne	<i>in the forest/in the water/ in the countryside.</i>
... est menacé(e) par...	<i>...is threatened by...</i>
le changement climatique/ la chasse/la pollution/ la déforestation.	<i>climate change/ hunting/pollution/ deforestation.</i>

Qu'est-ce qu'il faut faire pour protéger les animaux menacés?

What must you do to protect endangered animals?

Il faut...	<i>You must...</i>
ramasser les déchets	<i>pick up litter.</i>
recycler le papier et les bouteilles	<i>recycle paper & bottles.</i>
aller au collège à pied ou à vélo.	<i>go to school on foot or by bike.</i>
Il ne faut pas...	<i>You must not...</i>
manger trop de viande.	<i>eat too much meat.</i>
utiliser trop d'énergie.	<i>use too much energy.</i>
laisser de sacs en plastique sur la plage.	<i>leave plastic bags on the beach.</i>

Les opinions

Je suis pour...	<i>I am for...</i>
Je suis contre...	<i>I am against...</i>
À mon avis...	<i>In my opinion...</i>
Pour moi...	<i>For me...</i>
Je pense que...	<i>I think that...</i>
Tu es d'accord?	<i>Do you agree?</i>
Je suis d'accord.	<i>I agree.</i>
Je ne suis pas d'accord.	<i>I disagree.</i>
Tu rigoles !	<i>You must be joking !</i>

Présent ou passé ?

je recycle	<i>I recycle</i>
j'ai recyclé	<i>I recycled</i>
j'utilise	<i>I use</i>
j'ai utilisé	<i>I used</i>
je ramasse	<i>I pick up</i>
j'ai ramassé	<i>I picked up</i>

Stratégie

When learning new vocabulary, group words together to help you remember them:
By meaning: e.g. du pain/du riz are foods.
By word type: e.g. faire/manger/être are all verb infinitives.
By word family: e.g. du plastique/en plastique/ anti-plastique all contain the word **plastique**.

Est-ce que tu manges de la viande? Do you eat meat?

Je mange...	<i>I eat...</i>
du poisson/de la viande	<i>fish/meat/</i>
beaucoup de fruits et de légumes.	<i>lots of fruit and veg</i>
Je bois du lait.	<i>I drink milk.</i>
Je ne mange pas...	<i>I don't eat...</i>
Je ne mange jamais...	<i>I never eat...</i>
de viande/de poisson	<i>meat/fish/</i>
de produits d'origine animale.	<i>animal products.</i>
Je ne bois pas de lait.	<i>I don't drink milk.</i>

Est-ce que tu es pour ou contre le végétarisme?

Are you for or against veganism?

Je suis pour le végétarisme.	<i>I'm favour of veganism.</i>
Je suis contre le végétarisme.	<i>I'm against veganism.</i>
C'est sain.	<i>It's healthy.</i>
La production de viande, c'est mauvais pour l'environnement.	<i>Meat production is bad for the environment.</i>
Manger les animaux, c'est cruel.	<i>Eating animals is cruel.</i>
Il y a beaucoup de vitamines dans la viande, le lait et le poisson.	<i>There are lots of vitamins in meat, milk & fish.</i>
La viande, c'est très savoureux.	<i>Meat is very tasty.</i>
Manger des animaux, c'est normal.	<i>Eating animals is normal.</i>

Mission écolo !

Qu'est-ce qu'on a fait récemment pour aider l'environnement ?
What have we done recently to help the environment ?

J'ai ramassé les déchets.	<i>I picked up litter.</i>
J'ai recyclé du papier et du plastique.	<i>I recycled paper and plastic.</i>
J'ai acheté des produits bio.	<i>I bought organic products</i>
Je suis allé(e) au collège à pied.	<i>I went to school on foot</i>
On a utilisé moins d'énergie.	<i>We used less energy.</i>
On a organisé une campagne anti-plastique.	<i>We organised an anti-plastic campaign.</i>

Je voudrais changer le monde...

Qu'est-ce que tu voudrais faire pour changer le monde?
What would you like to do to change the world?

Je voudrais...	<i>I would like...</i>
utiliser moins de plastique.	<i>to use less plastic.</i>
acheter moins de vêtements.	<i>to buy fewer clothes.</i>
manger moins de viande	<i>to eat less meat.</i>
organiser une campagne anti-déchets.	<i>to organise an anti-litter campaign.</i>
faire du travail bénévole.	<i>to do voluntary work.</i>
être membre d'un groupe écolo.	<i>to be a member of a green group.</i>
Il faut...	<i>You/We must...</i>
aider les animaux menacés.	<i>help endangered animals</i>
protéger la planète.	<i>protect the planet.</i>
combattre le changement climatique.	<i>fight climate change.</i>
aider les autres.	<i>help others.</i>

Key Term	Definition
Development	The process of change and improvement both economically and socially.
Standard of Living	The degree of wealth and material comfort available to a person or community.
Quality of Life	The standard of health, comfort, happiness and wellbeing experienced by an individual or group.
Biomes	A large community of plants and animals found in a major habitat. Examples found in Africa include rain-forests, deserts and savannahs.
Desertification	The process by which land becomes drier and degraded.
Colonialism	The type of government where a geographic area is ruled by a foreign power.
Imperialism	Where countries impose influence through military force and economic force.
Neo-colonialism	When former colonies influence countries through the economy and international relations.



Key Questions:

- What is the physical and human geography of Africa?
- What is causing desertification in Africa?
- How has colonialism affected Africa?
- What are the causes and consequences of rapid urbanisation in some African cities?

Year 9 Geography Africa

Africa's Colonial Past

The 1884-1885 Berlin Conference was a meeting of 14 nations who divided Africa amongst themselves. The UK was a colonial power ruling countries such as Ghana and Kenya until the mid-1900's. Colonialism is the type of government where a geographic area is ruled by a foreign power. Imperialism is where countries impose influence through military force and economic force.

Foreign Influence After African Countries Had Become Independent
In the twentieth century African countries became independent and started to govern themselves. Today former colonies influence countries through the economy and international relations. This is called neo-colonialism. Countries including China which is investing heavily in Africa are keen to exploit Africa's resources (things which we use) including bauxite, uranium, diamonds, platinum, cobalt, oil, gas and timber.

Task: Find out which countries colonised different African nations.

Command words that you will use in this topic: Identify, state, describe, compare, explain and assess.

Task: Find out the meaning of these words.

Introduction to Africa

Africa is the second largest continent in the world with 54 countries and a population of 1.1 billion.

Africa's Physical Geography

The surface of Africa is mainly composed of incredibly old, stable, hard rocks. It sits on the African tectonic plate.

It has several major river basins including the Niger, Nile, Congo, Zambezi and Orange.

Africa has several biomes. The biomes are linked to climate zones which are distinctive areas of similar rainfall and temperature each year.

The Threat of Desertification

The Sahara Desert in Northern Africa is the largest desert in the world. The Sahel area south of the Sahara is under threat from desertification which is the process by which land becomes drier and degraded. It is caused by below average rainfall, soil erosion by wind and rain, clearing of vegetation for firewood, over-use of land for agriculture, overgrazing of land by live-stock and overpopulation.

Task: Research what biomes are found in Africa and their characteristics.

Human Geography of Africa

Africa has some of the poorest countries in the world. It is attempting to improve standard of living and quality of life.

Africa's population is growing rapidly in countries such as Nigeria where birth rates exceed death rates.

Task: Why might birth rates be higher than death rates?

Y9 German – Spring Term 1

1. Spielst du ein Instrument?

Ich spiele ...

(das) Keyboard / (das) Klavier
(das) Saxofon / (das) Schlagzeug
(die) Gitarre / (die) Geige
(die) Trompete / (die) Klarinette
Instrumente

Ich spiele seit...

...seit drei Jahren/sechs Monaten

...seit Juli/der Grundschule

Keyboard/Geige/Gitarre.

jeden Tag/einmal pro Woche/

am Wochenende/ab und zu.

in der Schule/in einer Band.

Do you play an instrument?

I play...

(the) keyboard / (the) piano
(the) saxophone / (the) drums
(the) guitar / (the) violin
(the) trumpet / (the) clarinet
instruments

I have been playing for...

...for three years/ six months

...since July/since primary school

keyboard/violin/guitar

every day/ once a week

on the weekends/ now and then

at school/ in a band

2. Was für Musik spielen sie?

Ich glaube, sie spielen ...

Rockmusik / R&B-Musik / Popmusik.

Ich finde sie ...

energiegeladen / begabt / originell

monoton / zu laut

Ich denke, ihr Look ist ...

cool/modern/alternativ/ (alt)modisch

What type of music do they play?

I think they play...

rock / R&B / pop music

I find it/them...

full of energy / talented / original

monotonous / too loud

I think, their look is...

cool/modern/alternative/(old)fashionable

3. Comparatives

To make comparisons add -er to the adjective.

lauter – louder

moderner – more modern

größer – bigger

kürzer – shorter

älter – older

länger – longer

wärmer – warmer

besser - better

4. Was habt ihr gemacht?

Wir haben coole Bands gesehen.

Ich habe viel gesungen und viel getanzt.

Ich habe in einem Zelt geschlafen.

Ich habe neue Freunde gefunden.

Wir haben exotische Spezialitäten gegessen.

Ich habe Souvenirs gekauft.

What did you do?

We saw cool bands.

I sang and danced a lot.

I slept in a tent.

I made new friends.

We ate exotic specialities.

I bought souvenirs.

5. Wie war's auf dem Festival?

Wie heißt du und Woher kommst du?

Seit wann bist du hier?

Was für Musik hörst du gern?

Was ist deine Lieblingsband?

Welche Bands hast du gesehen?

Wie waren sie?

What is your name and where are you from?

How long have you been here for?

What type of music do you like listening to?

Who is your favourite band?

Which bands have you seen?

What were they like?

Y9 German - Spring Term 2

1. Würdest du ...?

Ich würde ...

mit Haifischen schwimmen. / Extreimbügeln machen.
zum Mond fliegen./ Kakerlaken essen.

den Mount Everest besteigen. / Zorbing machen.

Ich bin...

abenteuerlustig / ängstlich/ feige
kühn / mutig / verrückt / vorsichtig

Would you...?

I would...

swim with sharks. / do extreme ironing.
fly to the moon. / eat cockroaches.

climb Mount Everest. / do zorbing.

I am...

adventurous / fearful / cowardly
daring / brave/ crazy / cautious

2. Hast du ein Job?

Was für einen Job hast du?

Ich arbeite ...

als Zeitungsausträger(in).

als Babysitter(in). / als Trainer(in).

als Bademeister(in)./ als Hundeausführer(in).

in einem Café/Supermarkt.

Ich habe keinen Job,

aber ich will als ... arbeiten.

Wie findest du den Job?

Ich finde den Job toll/furchtbar/interessant/
langweilig/okay/nicht schlecht.

Ich mag den Job (nicht), weil ...

er interessant ist. / er langweilig ist.

er Spaß macht. / er keinen Spaß macht.

ich (nicht) viel Geld verdiene.

Do you have a job?

What type of job do you have?

I work...

as a newspaper boy (girl).

as a babysitter. / as a trainer.

as a lifeguard. / as a dog walker.

in a café/ supermarket.

I don't have a job,

but I want to work as

How do you find the job?

I find the job great/ terrible/ interesting/
boring/ ok / not bad.

I (don't) like the job, because...

it is interesting. / it is boring.

it is fun. / it is not fun.

I (don't) earn money.

3. Was möchtest du machen?

Ich möchte ...

Schauspieler(in)/Sänger(in) werden.

heiraten / Kinder haben.

um die Welt reisen./ im Ausland leben.

bei (BMW)/für (Oxfam) arbeiten.

auf die Uni gehen und ... studieren.

What would you like to do?

I would like to...

become an actor (actress)/ singer.

marry / have children.

travel around the world. / live abroad.

work at (BMW)/ for (Oxfam)

go to uni and study

4. Arbeitsplätze

das Café/Restaurant/Hotel/Souvenirgeschäft

die Skischule / Kinderkrippe / Piste

der Berg / Wellnessbereich

Ich arbeite im Moment ...

als Zeitungsausträger(in)./als Bademeister(in).

Ich möchte später ...

Schauspieler(in) / Lehrer(in) werden.

in der Skischule arbeiten.

Ich würde nie ...

im Souvenirgeschäft/als Küchenhilfe arbeiten.

Places of work

the café/ restaurant/ hotel/ souvenir shop

the ski school / crèche / ski run

the mountain / spa

At the moment I work...

as a newspaper boy (girl) / as a lifeguard

Later I would like...

to become an actor (actress) / a teacher

to work in the ski school.

I would never work...

in the souvenir shop/ as a kitchen help

History Department

The Holocaust



Useful Websites/books/films/documentaries

<https://www.theholocaustexplained.org/>

<https://www.bbc.co.uk/bitesize/guides/zkfk7ty/revision/1>

<https://www.bbc.co.uk/programmes/articles/4W3yZYG6DzPBH08Ld0H9L9I/six-stories-of-children-who-survived-the-holocaust>

The Book Thief by Markus Zusak – Narrated by death. Fostered, with parents taken away, a young book thief called Liesel lives in a community in Germany that death is visiting.

Diary of a Young Girl by Anne Frank. The most famous diary from the Second World War.

Key People	Role
Adolf Hitler	Leader of Germany 1933-1945
Heinrich Himmler	A leading member of the Nazi Party of Germany. Himmler was one of the most powerful men in Nazi Germany and a main architect of the Holocaust.
Goebbels	Minister of Propaganda of Nazi Germany.
Johann 'Rukeli' Trollmann	German Sinto boxer , who was discriminated against, marginalised, sterilised, and finally deported to a concentration camp, where he was murdered.
Hans and Sophie Scholl	A brother and sister who were members of the White Rose, a student group in Munich that was active in the non-violent resistance movement in Nazi Germany.

Chronology

1290	Edict of Expulsion
1933	Hitler comes to power
1935	Nuremberg Laws
1938	Kristallnacht
1939	Germany invades Poland
1941	Germany invades Russia
1942	Wannsee Conference
1943	Sobibor uprising
1945	End of WW2

Common Misconceptions

European Jewry made up a very small proportion of Europe's population. On the eve of the Holocaust, some 9 million Jews lived in continental Europe, or 2% of the total population. Of these, the largest Jewish community was in Poland – about 3,250,000 Jews or 9.8% of the Polish population. Germany's approximately 565,000 Jews made up only 0.8% of its population.

Hitler was not the only perpetrator of the Holocaust. SS officers, The Police, SA officers, civilians etc. can all be implicated in this event.

The Holocaust did not trigger Britain's entry into WW2.

6 million Jews died during the Holocaust.

Key Words and Concepts	
Anti-Semitism	Hostility to or prejudice against Jews.
Holocaust	The word 'Holocaust' comes from ancient Greek: 'holos' means 'completely' and 'kaustos' means 'burnt'.
Shoah	Hebrew word 'Shoah', which means catastrophe.
Aryan	(In Nazi ideology) a person of Caucasian race not of Jewish descent.
Synagogue	A Jewish place of worship.
Sterilisation	Surgery to make a person or animal unable to produce offspring.
Concentration Camp	A place in which large numbers of people are deliberately imprisoned in a relatively small area with inadequate facilities, sometimes to provide forced labour or to await mass execution.
Death Camp	A concentration camp in which large numbers of prisoners are systematically killed.
Euthanasia	The act of deliberately ending a person's life.
Ghetto	A part of a city, especially a slum area, occupied by a minority group
Final Solution	The Nazi policy of exterminating European Jews. Introduced by Heinrich Himmler and administered by Adolf Eichmann, the policy resulted in the murder of 6 million Jews in concentration camps between 1941 and 1945.
Einsatzgruppen	Paramilitary death squads of Nazi Germany that were responsible for mass killings, primarily by shooting, during World War II.
Gestapo	The official secret police of Nazi Germany and in German-occupied Europe.
Propaganda	Information, especially of a biased or misleading nature, used to promote a political cause or point of view.

History – The Cold War

Chronology	
1917	Russian Revolution
1949	The USSR tests their first atomic bomb
1962	Cuba Missile Crisis
1989	Fall of the Berlin Wall
1991	Fall of Communism in the USSR

Common Misconceptions

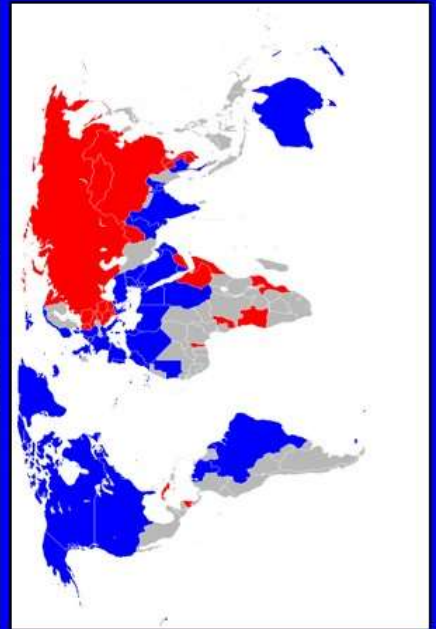
A cold war is a state of tension between two or more countries which stops short of going to war. There have been many cold wars in history. The Cold War is one example between the USA and the USSR. Despite this both sides took part in "proxy wars" (conflicts where both sides gave support to opposing sides in a smaller war) for example, Korea and Vietnam.

Communism and Capitalism are two opposing economic theories (how things should be produced) about how countries should be run. The two sides also had opposing political theories. The USA was a democracy where the people chose the government. The USSR was a dictatorship where the people had no say in who ran their country.

Questions

- Was the Cold War inevitable given how the Second World War ended?
- Why did the Cold War not become a third world war?
- Are we now entering a new Cold War?

Key People	Role
Harry S. Truman	US President, 1945-53. Made the decision to drop the atomic bomb on Japan.
Joseph Stalin	Communist dictator of the USSR from the late 1920s until 1953.
John F. Kennedy	US President, 1961-3. Key player in the Cuba Missile Crisis. Assassinated in Dallas, Texas in 1963.
Nikita Khrushchev	Communist dictator of the USSR, 1953-1964. Key player in the Cuba Missile Crisis.
Fidel Castro	Communist dictator of Cuba, 1959-2008. Key player in the Cuba Missile Crisis.
Ronald Reagan	US President, 1981-89.
Mikhail Gorbachev	The final communist dictator of the USSR, 1985-1991.



Key Words	Definition
Communism	An economic theory based on common ownership.
Capitalism	An economic theory based on private ownership.
USSR	The Union of Soviet Socialist Republics (or Soviet Union). A union of multiple communist states, the largest of which was Russia. The USSR's capital city was Moscow.
Ballistic Missiles	A rocket-propelled, self-guided weapon, capable of delivering a warhead.
ICBMs	Intercontinental Ballistic Missile. A missile with a range of over 3000 miles (i.e. capable of going between continents).
U-2	A US spy plane.
Blockade	To seal off a place to prevent goods or people from entering or leaving, as President Kennedy did to Cuba during the Missile Crisis.
Protect and Survive	A pamphlet and series of videos covering what to do in the event of a nuclear attack, produced by the UK government and released in 1980.
Berlin Wall	A wall dividing communist East and capitalist West Berlin from 1961-1989.

Year 9 Knowledge Organiser

STRAIGHT LINE GRAPHS AND EQUATION OF A LINE

Key Concepts

Coordinates in 2D are written as follows:

x is the value that is to the left/right
 y is the value that is to up/down

Straight line graphs always have the equation:

$$y = mx + c$$

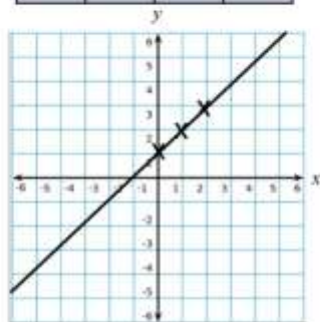
m is the **gradient** i.e. the steepness of the graph.

c is the **y intercept** i.e. where the graph cuts the y axis.

Parallel lines always have the same **gradient**.

Plot the graph of $y = 2x + 1$

x	0	1	2
y	1	2	3



Examples of lines parallel to this graph are: $y = 2x - 3$ or $y = 2x + 7$

Examples

Calculate the equation of this line:

$$y = mx + c$$

$$m = \frac{4}{2} = 2$$

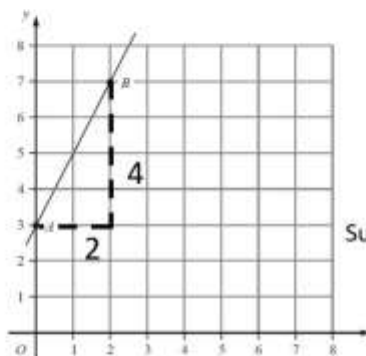
$$y = 2x + c$$

Substitute in a coordinate: (2,7)

$$7 = (2 \times 2) + c$$

$$3 = c$$

$$y = 2x + 3$$

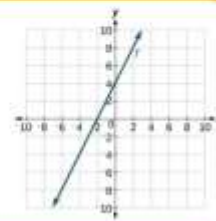


Key Words
 Coordinate
 Gradient
 Parallel

Sparx Maths

M888, U477

- 1) Plot the line $y = 3x - 2$
- 2) Find the equation of the line for the attached graph.
- 3) State the equation of a line that would be parallel to this line.



ANSWERS: 2) $y = 2x + 4$ 3) Any line that has a gradient of 2

Year 9 Knowledge Organiser

TRANSFORMATIONS

Key Concept

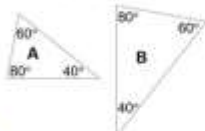
Properties of Congruent Shapes:

- The shapes will be exactly the same shape and size.



Properties of Similar Shapes:

- The corresponding angles will be the same if shapes are similar.
 - Corresponding edges must remain in proportion.



Key Words

Transformation: This means something about the shape has 'changed'.

Reflection: A shape has been flipped.

Rotation: A shape has been turned.

Translation: A movement of a shape.

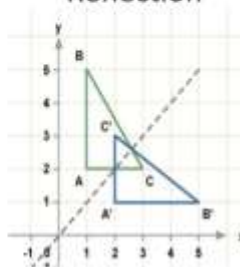
Enlargement: A change in size, either bigger or smaller.

Congruent: These shapes are exactly the same shape and same size but can be in any orientation.

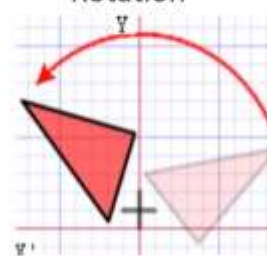
Similar: Two shapes are mathematically similar if one is an enlargement of the other.

Examples

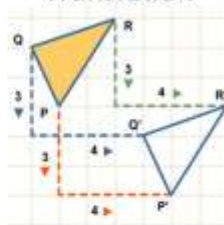
Reflection



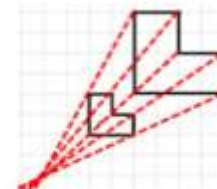
Rotation



Translation



Enlargement



Sparx Maths

M139, M290, M910, M178

Tip

You can find the centre of enlargement when you connect the corresponding vertices.

Questions

- 1) Can you fully describe each of the transformations above?
- 2) Which of the shapes have stayed similar? Which are congruent?

ANSWERS: 1) Reflection in the line $y=x$, Rotation of 120° anti-clockwise about (0,1), Translation of $(-\frac{4}{3})$, Enlargement scale factor 2 (or $\frac{1}{2}$) centre isn't known! 2) Reflection, Rotation and Translation make congruent shapes, Enlargement makes similar shapes (only congruent if scale factor is -1)

Year 9 Knowledge Organiser

INEQUALITIES

Key Concepts

Inequalities show the range of numbers that satisfy a rule.

- $x < 2$ means x is less than 2
- $x \leq 2$ means x is less than or equal to 2
- $x > 2$ means x is greater than 2
- $x \geq 2$ means x is greater than or equal to 2

On a **number line** we use circles to highlight the key values:

○ is used for less/greater than.

● is used for less/greater than or equal to.

Examples

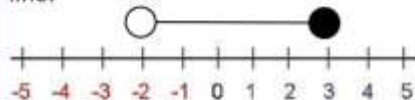
a) State the values of n that satisfy:

$$-2 < n \leq 3$$

Cannot be equal to 2 Can be equal to 3

$$-1, 0, 1, 2, 3$$

b) Show this inequality on a number line:



Solve this inequality and represent your answer on a **number line**:

$$5x - 6 \leq 14$$

$$+6 \quad +6$$

$$5x \leq 20$$

$$\div 5 \quad \div 5$$

$$x \leq 4$$



Solve this inequality and represent your answer on a **number line**:

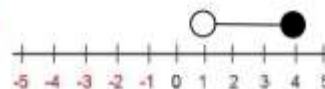
$$4 < 3x + 1 \leq 13$$

$$-1 \quad -1$$

$$3 < 3x \leq 12$$

$$\div 3 \quad \div 3$$

$$1 < x \leq 4$$



Sparx Maths

U509, U759, U738, U145

Key Words

Inequality
Greater than
Less than
Represent
Number line

1) State the values of n that satisfy: $-3 \leq n < 2$

2) Solve $4x - 2 \leq 6$ and represent your answer on a number line

3) Solve $5 < 2x + 3 \leq 9$ and represent your answer on a number line

ANSWERS: 1) -3, -2, -1, 0, 1 2) $x \leq 2$ 3) $1 < x \leq 3$

Year 9 Knowledge Organiser

EXPANDING AND FACTORISING

Key Concepts

Expanding brackets

Where every term inside each bracket is multiplied by every term in all other brackets.

Factorising expressions

Putting an expression back into brackets. To "factorise fully" means take out the HCF.

Difference of two squares

When two brackets are repeated with the exception of a sign change. All numbers in the original expression will be square numbers.

Examples

Expand and simplify:

$$1) 4(m + 5) + 3$$

$$= 4m + 20 + 3$$

$$= 4m + 23$$

$$2) (p + 2)(2p - 1)$$

$$= p^2 + 4p - p - 2$$

$$= p^2 + 3p - 2$$

$$3) (p + 3)(p - 1)(p + 4)$$

$$= (p^2 + 3p - p - 3)(p + 4)$$

$$= (p^2 + 2p - 3)(p + 4)$$

$$= p^3 + 4p^2 + 2p^2 + 8p - 3p - 12$$

$$= p^3 + 6p^2 + 5p - 12$$

Factorise fully:

$$1) 16at^2 + 12at = 4at(4t + 3)$$

$$2) x^2 - 2x - 3 = (x - 3)(x + 1)$$

$$3) 6x^2 + 13x + 5$$

$$= 6x^2 + 3x + 10x + 5$$

$$= 3x(2x + 1) + 5(2x + 1)$$

$$= (3x + 5)(2x + 1)$$

$$4) 4x^2 - 25$$

$$= (2x + 5)(2x - 5)$$

Sparx Maths

U179, U768, U606, U365, U365, U178, U963, U858

Key Words

Expand
Factorise fully
Bracket
Difference of two squares

A) Expand:

1) $5(m - 2) + 6$ 2) $(5g - 4)(2g + 1)$ 3) $(y + 1)(y - 2)(y + 3)$

B) Factorise:

1) $5b^2c - 10bc$ 2) $x^2 - 8x + 15$ 3) $3x^2 + 8x + 4$ 4) $9x^2 - 25$

ANSWERS: A) 1) $5m - 10 + 6 = 5m - 4$ 2) $10g^2 - 2g - 4g + 4 = 10g^2 - 6g$ 3) $(y^2 - 2y + y - 2)(y + 3) = (y^2 - y - 2)(y + 3) = (y - 2)(y + 1)(y + 3)$ B) 1) $5b^2c - 10bc = 5bc(b - 2)$ 2) $x^2 - 8x + 15 = (x - 3)(x - 5)$ 3) $3x^2 + 8x + 4 = (3x + 2)(x + 2)$ 4) $9x^2 - 25 = (3x + 5)(3x - 5)$

YEAR 9 – UNIT 2 MUSIC FROM AROUND THE WORLD

Music is central to all cultures around the world, whether for pleasure (*known as 'Secular'*) or for *Religious* (known as 'Sacred') reasons. We will be looking at music from countries that are known as 'non-Western', that is almost any country of the world other than the USA/North America or those in the continent of Europe.








SECTION 1 – REGGAE (A Brief History)

In the early 1960's Jamaica was still a British colony (*this ended in 1962*) – it had no radio stations or Tv; the only way for the public to enjoy music was by attending local "sound systems" (very large, mobile, stereo systems featuring turntables and speakers). This meant that Jamaican music focussed more on recordings than performance with many recording studios 'popping up' throughout the island.






From this music scene a new type of music emerged with a relaxed 'off-beat' and sound effects such as echoes (*delay*) and a large brass section. This became known as 'Ska'. Following the end of colonialism a small youth subculture of street kids evolved, known as the "Rude Boys". This group took the upbeat 'Ska' and changed it into a much more laid back, cooler, style of Music. This became known as "Rocksteady" with a more powerful bass line and Rock influences.

However, it was in the 1970s that Reggae as we know it now really exploded onto the world. Jamaica celebrated the first 10 years as an independent country. It was also a time when the religious group, the Rastafarians, grew in popularity on the island. The Rastafari is an Africa-centred religion that believe Haile Selassie (a former King of Ethiopia) is god and that he will return to African members of the black community who are living in exile as the result of colonisation and the slave trade. They are mostly known for their religious practices including the ritual smoking of marijuana and the fact that they are forbidden to cut their hair, instead they grow it and twist it into dreadlocks.

It was within this environment that Reggae really evolved with the rise of Bob Marley, THE person who really took Reggae to the world. Marley was initially an amateur musician and professional footballer, who played for the Jamaican national team. But he switched to music and became popular the world over prior to his premature death in 1981, aged 36 following a battle with cancer. He was given a Jamaican state funeral and was buried near his birthplace, with his Stratocaster guitar.

Rhythm in Music Note Values- UK		
Term	Symbol	Value
semibreve		4 beats
minim		2 beats
crotchet		1 beat
quaver		1/2 beat
pair of quavers		1/2 + 1/2 = 1
semiquaver		1/4 beat
joined semiquavers		1/4 + 1/4 + 1/4 + 1/4 = 1



Rhythm in Music Rest Values- UK		
Term	Symbol	Value
semibreve rest		4 beats of silence
minim rest		2 beats of silence
crotchet rest		1 beat of silence
quaver rest		1/2 beat of silence
semiquaver rest		1/4 beat of silence

YEAR 9 – UNIT 2

MUSIC FROM AROUND THE WORLD

SECTION 1 – REGGAE : KEY FEATURES AND TERMINOLOGY

Listen out for the following in Reggae

- A Strong, but relaxed, backbeat (called “The Skank”)
- Very relaxed, almost ‘cool’ feel.
- Lyrics about love, and world peace (or similar)
- For 2-tone Ska – Trumpets and Trombones and catchy rhythms.
- For 2-tone Ska – Lyrics and a style that are ‘in your face’ and ‘tongue in cheek’.

SECTION 2 – PENTATONICA

In Western Music melodies and harmonies are based on a 7-note scale. However, in many Non-Western countries they use something called the **PENTATONIC SCALE** instead, a scale that is based on just 5 notes, taken from the Greek word for five, ‘PENTAS’.

The easiest way to play a Pentatonic scale is to use the Black Notes on the Keyboard, however many other versions exist.

Countries that use the Pentatonic Scale include China, Japan, Indonesia, India, Ethiopia (and other *North African Countries*), Scotland and many more. It has also been found in Popular Music, Jazz Music and Classical Music. It is so common around the world that some people have the opinion that humans are born with the Pentatonic Scale ‘pre-installed’, like the fingers on our hand.

DRUMS AND PERCUSSION AROUND THE WORLD



GAMELAN

Country of Origin : Indonesia

The Gamelan is considered a sacred instrument in Indonesia and should be played without shoes being worn. It comprises a series of Metallophones and Gongs based on the Pentatonic Scale.



TAIKO DRUMS

Country of Origin : Japan

Also known as the “Drums of Thunder” Taiko Drums traditionally were used many centuries ago by the Japanese Army, the sound enough of these coming would scare their enemies into surrender.



DJEMBE

Country of Origin : Ghana

Possibly the best known of all the Drums from the African continent the Djembe is made from a hollowed tree stump with a skin made from goat hide and tensioned with rope bindings.



SAMBA DRUMS

Country of Origin : Brazil

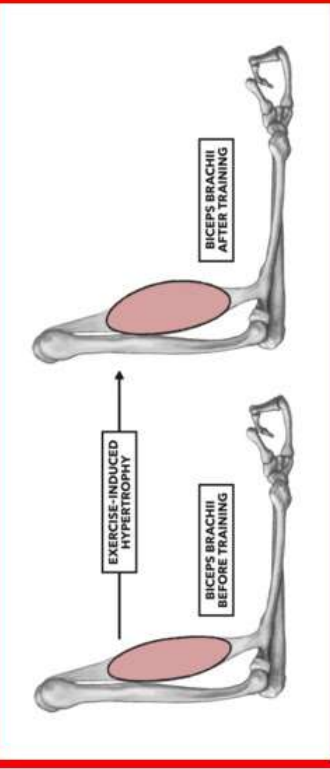
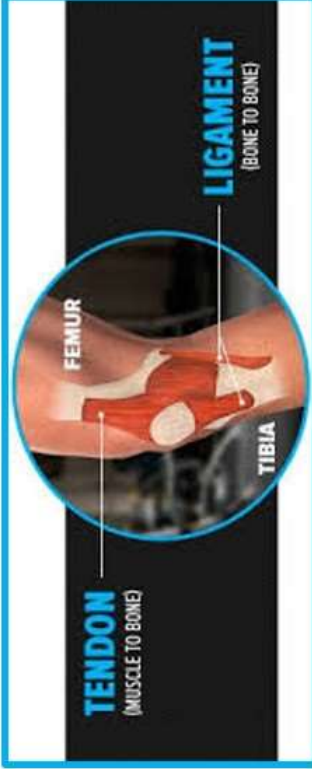
Known as “The Sound of Brazil” the Samba Band is a famous part of the carnival parade in cities and towns across Brazil. It includes many percussion instruments such as the Surdo, Tamborim and Agogo.

9.3 KS3 Core PE Knowledge Organiser: Long Term Effects of Exercise on the Musculo-Skeletal System

1. INCREASED BONE DENSITY

- Bones adapt during exercise by becoming **thicker and heavier** (denser) to prevent fractures from occurring. Strong bones reduce the risk of injuries.

A Gymnast needs strong bones so they don't suffer fractures when landing after a somersault.



2. INCREASED STRENGTH OF LIGAMENTS & TENDONS

- During exercise ligaments and tendons are stretched during exercise and they adapt by becoming **thicker and stronger** to prevent injury.

A Basketball player needs to be able to jump and change direction without injury to their ligaments or tendons in their knees and ankles.

3. MUSCLE HYPERTROPHY

- Increase in muscle size and strength/endurance. Comes from muscles tearing and healing thicker and stronger.

A rower requires strong muscles in their upper and lower body to overcome the resistance of the water.

COMMAND WORD - DESCRIBE: Give an account of something, or link facts, information, events or processes in a logical order.

WORKED EXAMPLE: Lucy exercises regularly to increase her fitness.

Describe one way in which the muscular system is affected by regular exercise and the long term benefit of this effect on the performer. (2 marks)

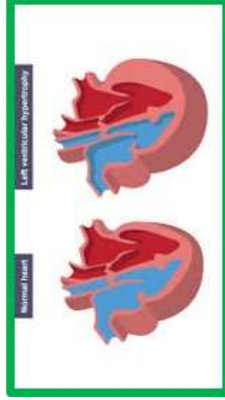
Lucy's tendons, that join muscle to bone, will become thicker and stronger meaning she will be less prone to injury.

In addition, regular exercise will also cause muscle hypertrophy, meaning Lucy's muscles will grow in size. This will benefit Lucy by increasing her muscular strength.

YOUR TURN - Try these questions:

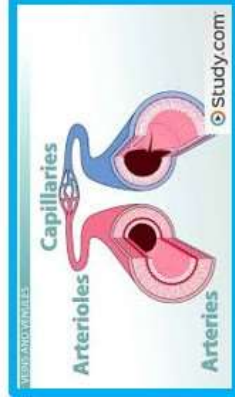
1. Define **muscle hypertrophy**.
2. Describe how an increase in **red blood cells** may help a marathon runner's performance?
3. How do **arteries and veins** adapt to allow more or less blood to the working muscles?

9.4 KS3 Core PE Knowledge Organiser: Long Term Effects of Exercise on the Cardio-Respiratory System



1. CARDIAC HYPERTROPHY

- This is the **increased size** of the heart (left ventricle) due to training. This makes the heart **stronger**, meaning it can pump out more blood per beat, even at rest, therefore does not have to work as hard causing your resting heart rate to be lower.



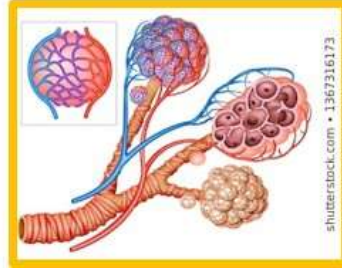
2. INCREASE IN ELASTICITY OF THE MUSCULAR WALLS OF THE ARTERIES & VEINS

- The more the arteries and veins can **dilate** (widen) and **constrict** (tighten). **Oxygen is delivered to the working muscles faster, causing your resting blood pressure to drop.**



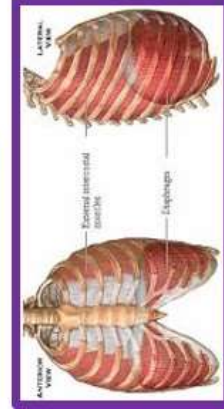
3. INCREASE IN THE NUMBER OF RED BLOOD CELLS

- Red blood cells carry **oxygen** to the working muscles. **The more red blood cells a performer has, the more oxygen can be carried to their working muscles to produce energy for movement.**



4. CAPILLARISATION AND AN INCREASE IN THE NUMBER OF ALVEOLI

- Capillarisation results in an increase in the number of capillaries wrapped around each alveoli, which also increase in number in the lungs. **An increase in both means that a greater level of gaseous exchange can take place. Therefore, a performer is able to deliver more oxygen to their working muscles and remove waste products (carbon dioxide) more quickly, resulting in them being able to work longer at a moderate (aerobic) intensity.**



5. INCREASED STRENGTH OF DIAPHRAGM AND INTERCOSTAL MUSCLES

- Meaning you can **breathe more deeply**. This increases the amount of air you can inhale and exhale with each breath, causing more oxygen to be brought into the body and delivered to the working muscles for energy production.

VOCABULARY:

Bone Density **Ligaments** **Tendons** **Hypertrophy** **Capillarisation** **Alveoli** **Diaphragm** **Intercostal Muscles**

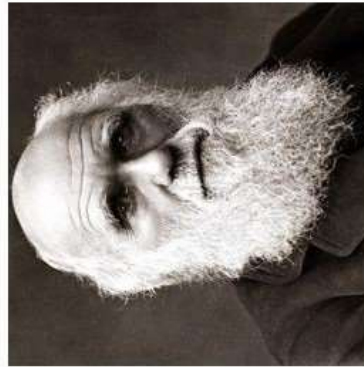
Religious Studies Year 9: Philosophy of Religion



Thomas Aquinas – A 13th century Italian philosopher who argued that a faith in God was reasonable, and put forward the First Cause Argument (This says that everything needs a cause and that the cause for the universe is God). He also believed in the Design Argument (This states that the world looks designed and so has a designer – which is God).



David Hume – An 18th century Scottish philosopher who criticised the First Cause Argument, the Design Argument and a belief in miracles. He said that people are fascinated by unusual things, and they then exaggerate these stories when they retell them. He claimed that there has never been a miracle that was seen by enough sensible educated people to prove it was true.



Charles Darwin – A 19th century scientist and author of '*On the origin of species*'. He put forward the theory of evolution by natural selection. He put forward the theory that over millions of years all life has evolved from a common ancestor, a single cell. Over a very long time humans have slowly evolved from monkey like creatures. Some Christians agree with Darwin. They believe in theistic evolution, which is the belief that God started the process of evolution and used it to bring about life.



Rene Descartes – A 16th century French philosopher who claimed that his ability to think proved he must exist because his mind exists. He also believed that humans are born with the idea of God imprinted on their minds.



Plato – An Ancient Greek philosopher who claimed that knowledge is gained through using reason. He said we cannot rely on our senses to give us accurate information as things are constantly changing.

Religious Studies Year 9: Philosophy of Religion

Key Word	Definition
Agnostic	Someone who does not know whether there is a god or gods.
Atheist	Someone who does not believe in the existence of a god or gods.
Creationist	Someone who believes that God created the world in six days, as described in Genesis.
Design/Teleological Argument	The argument that the world looks designed and so has a designer – God.
Faith	Belief or trust in something that cannot be proven.
First Cause Argument	The argument that everything in the universe needs a cause and so the universe also needs a cause, which is God.
Free Will	The ability to choose between right and wrong.
Humanist	An atheist who believes that science and our shared human reason and compassion should guide how we live the one life that we have.
Miracle	An event that cannot be explained naturally and so is seen as an act of a god or gods.
Nones	A term used by sociologists to describe the diverse group of people with no religion, including atheists, agnostics and those who are spiritual but not religious.
Problem of Evil	The argument that evil and suffering shows that a powerful, knowing, loving God does not exist.
Theistic Evolution	The belief that God started the process of evolution and used it to bring about life.

Key questions

What is the difference between an agnostic and an atheist?

What is the difference between Creationism and Theistic Evolution?

How would an agnostic explain something that could be classed as a miracle?

Practice task

Would you describe yourself as; agnostic, atheist, Humanist, a religious believer or a 'none'? Explain your answer.

Religious Studies: Hinduism Practices and Lifestyle

What do Hindus believe about the afterlife?

Hindus believe in reincarnation, where a soul moves on into a new body after death. The cycle of samsara is a continuous cycle of life, death and rebirth. How we are reborn depends on our karma, the actions we have taken in a previous life. We are rewarded for good and punished for bad in life, and after death. A human may be reborn as an animal, or in an upper realm. Moksha is escaping the cycle, where an individual atman unites with Brahman.

What about dharma?

All humans have duties in life, fulfilling those duties will improve one's rebirth. But we have different duties, a student has different duties to an adult in the householder stage, a member of the warrior (Kshatriya) caste has different dharma to a member of the Brahmin (priestly) caste. This idea that duties vary is called Varnashramadharma. Eternal truth and duties true for all, in all times and places is Sanatandharma, and for Hindus this is their preferred name for their religion.

What are the paths towards Yoga/Moksha?

There are different ways to work towards union with the divine. The path of Bhakti involves worshipping and devoting yourself to God/a god. The path of Jnana focuses on studying the Scripture. Astanga yoga is the path of meditation, and Karma yoga is the path of selfless action. Different paths to the same goal.

What are the aims of human life?

One aim is to achieve Moksha, some say it should be the main aim for a Hindu but everyone is different and Hindus may not all be capable of Moksha, so there are also other aims. If Moksha is the aim of liberation, Dharma is aiming to fulfill your duties. Artha is the aim to be successful in life in material terms, working hard to achieve wealth lawfully. While Kama involves taking a delight in physical things and sensual matters, but not mistreating others. Humans have free will to make choices about our aims and our paths in life, but we need to be virtuous, following virtues like ahimsa or others may suffer – and we certainly will in a future life, if not now.

Key quote on reincarnation:

'As a man casts off his worn out clothes so the body's soul takes other forms when it discards the ones that die.' (Bhagavad Gita)

Key quote on the Atman:

"Atman... is never born and never dies. Never-born and eternal... does not die when the body dies."



Key quotes on virtue:

"Be friendly and compassionate, released from ego-selfishness, patient, hate not any being."
(Bhagavad Gita)

Key Terms	Definitions
Reincarnation	When a body dies a soul is reborn in another body.
Samsara	The cycle of life, death and rebirth.
Inner Self	The Atman/soul. Spiritual, reborn at death.
Material Mind/Body	Physical, comes to an end at death.
Karma	Actions, lead to consequences affecting rebirth.
Moksha	Escape from samsara, liberation, freedom.
Liberation	Freedom, for a Hindu escape from samsara.
Dharma	Duties.
Sanatana Dharma	Eternal, timeless truth, duties for all. Hinduism.
Varnashrama Dharma	Duties vary, for different stages in life and different castes.
Yoga	Union with the Divine.
4 Paths Towards Yoga	Bhakti (worship), Jnana (knowledge), Astanga (meditation) and Karma (selfless action) are the 4 paths towards Yoga and Moksha.
4 Aims of Human Life	Moksha, Dharma, Artha and Kama
Artha	Working hard to gain wealth through lawful means.
Kama	Pleasure, taking delight in the senses.
Free Will	We can choose how to act, we aren't puppets.
Virtues	Good behaviour e.g. showing respect or empathy.
Ahimsa	Not killing but respecting life. Non-violence.
Cows	A sacred animal for Hindus.

Practice Task: The Sacred Cow

Research – Why are cows treated so well in Hinduism? How are they treated in India? Is it right that they may be treated better than some humans?

Religious Studies: Hinduism Practices and Lifestyle

What do Hindus believe about the afterlife?

Hindus believe in reincarnation, where a soul moves on into a new body after death. The cycle of samsara is a continuous cycle of life, death and rebirth. How we are reborn depends on our karma, the actions we have taken in a previous life. We are rewarded for good and punished for bad in life, and after death. A human may be reborn as an animal, or in an upper realm. Moksha is escaping the cycle, where an individual atman unites with Brahman.

What about dharma?

All humans have duties in life, fulfilling those duties will improve one's rebirth. But we have different duties, a student has different duties to an adult in the householder stage, a member of the warrior (Kshatriya) caste has different dharma to a member of the Brahmin (priestly) caste. This idea that duties vary is called Varnashramadharma. Eternal truth and duties true for all in all times and places is Sanatanadharma, and for Hindus this is their preferred name for their religion.

What are the paths towards Yoga/Moksha?

There are different ways to work towards union with the divine. The path of Bhakti involves worshipping and devoting yourself to God/a god. The path of Jnana focuses on studying the Scripture. Astanga yoga is the path of meditation, and Karma yoga is the path of selfless action. Different paths to the same goal.

What are the aims of human life?

One aim is to achieve Moksha, some say it should be the main aim for a Hindu but everyone is different and Hindus may not all be capable of Moksha, so there are also other aims. If Moksha is the aim of liberation, Dharma is aiming to fulfil your duties. Artha is the aim to be successful in life in material terms, working hard to achieve wealth lawfully while Kama involves taking a delight in physical things and sensual matters, but not mistreating others. Humans have free will to make choices about our aims and our paths in life, but we need to be virtuous, following virtues like ahimsa or others may suffer – and we certainly will in a future life, if not now.

Key quote on reincarnation:

'As a man casts off his worn out clothes so the body's soul takes other forms when it discards the ones that die.' (Bhagavad Gita)

Key quote on the Atman:

"Atman... is never born and never dies. Never-born and eternal... does not die when the body dies."



Key quotes on virtue:

"Be friendly and compassionate, released from ego-selfishness, patient, hate not any being." (Bhagavad Gita)

Key Terms	Definitions
Reincarnation	When a body dies a soul is reborn in another body.
Samsara	The cycle of life, death and rebirth.
Inner Self	The Atman/soul. Spiritual, reborn at death.
Material Mind/Body	Physical, comes to an end at death.
Karma	Actions, lead to consequences affecting rebirth.
Moksha	Escape from samsara, liberation, freedom.
Liberation	Freedom, for a Hindu escape from samsara.
Dharma	Duties.
Sanatana Dharma	Eternal, timeless truth, duties for all. Hinduism!
Varnashrama Dharma	Duties vary, for different stages in life and different castes.
Yoga	Union with the Divine.
4 Paths Towards Yoga	Bhakti (worship), Jnana (knowledge), Astanga (meditation) and Karma (selfless action) are the 4 paths towards Yoga and Moksha.
4 Aims of Human Life	Moksha, Dharma, Artha and Kama
Artha	Working hard to gain wealth through lawful means.
Kama	Pleasure, taking delight in the senses.
Free Will	We can choose how to act, we aren't puppets.
Virtues	Good behaviour e.g. showing respect or empathy.
Ahimsa	Not killing but respecting life. Non-violence.
Cows	A sacred animal for Hindus.

Practice task: The sacred cow! Research – Why are cows treated so well in Hinduism? How are they treated in India? Is it right that they may be treated better than some humans?

Year 9 Topic 2 Biology Knowledge Organiser

Tier 2 Vocabulary

Complementary

Specific

Tier 3 Vocabulary

Bacteria

Virus

Protist

Fungi

Immunity

Vaccination

Antigen

Antibody

Pathogen

Malignant

Benign

Placebo

Carcinogen

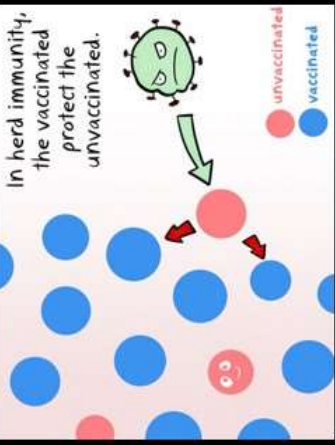
Task: Create a fact file about one disease caused by a pathogen that hasn't been mentioned in the knowledge organiser.

Pathogen	Disease	Spready By	Symptoms	Prevention and Treatment
Virus	Measles	Air droplets	Fever and red skin rash	<ul style="list-style-type: none"> ● Painkillers to treat symptoms ● Vaccination
Bacteria	Gonorrhoea	Direct sexual contact	Thick yellow or green discharge from the genitals and pain when urinating	<ul style="list-style-type: none"> ● Treatment with antibiotics ● Barrier methods of contraception
Fungi	Athlete's foot	Direct contact	Itchy red white patches between toes	<ul style="list-style-type: none"> ● Anti-fungal cream
Protist	Malaria	Bite from female mosquito (vector)	Recurrent fever	<ul style="list-style-type: none"> ● Antimalarial medicine ● Prevent mosquito bites

Illnesses caused by pathogens are communicable diseases

Vaccinations

1. Dead or inactive pathogen is injected
2. White blood cells produce antibodies
3. Antibodies bind to antigens on pathogens
4. Pathogens clump together
5. Pathogen is destroyed
6. Production of memory cells



Drug Development

Stages of Clinical Trials

Pre-clinical trials

- Drugs are tested on cells and tissues
- Tested on animals

Clinical trials

- Tested on healthy volunteers
- Tested on unhealthy volunteers

Some trials use a placebo, a dummy pill which has no effect.

Drug Discovery

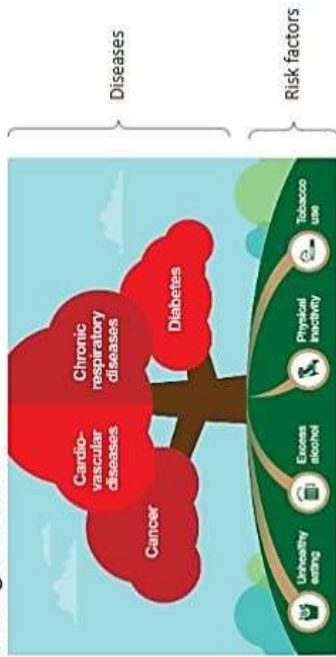
Drugs were traditionally extracted from plants and microorganisms

- **Digitalis** (heart drug) from foxgloves
- **Aspirin** (painkiller) from willow trees
- **Penicillin** (antibiotic) from mould

Drugs are trialled and tested for toxicity, efficacy and dose.

Risk factor

- A variable that increases the chances of a person having a disease



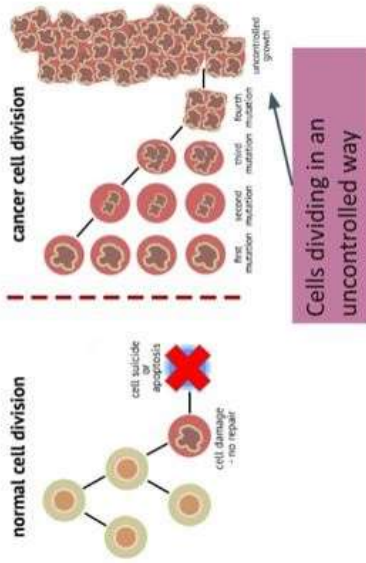
Non-communicable disease - Cannot be spread

Drugs and Alcohol

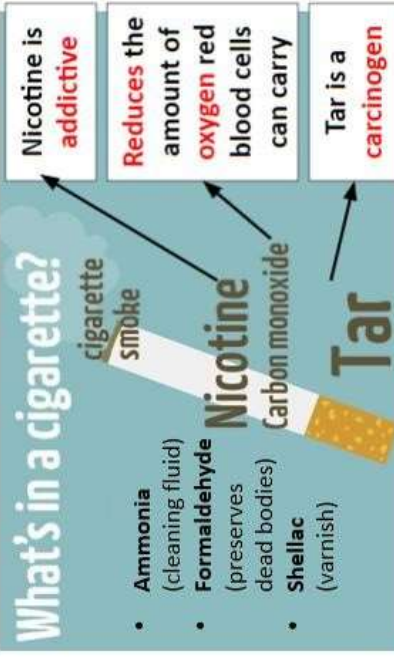
- Recreational drugs are chemical substances taken for enjoyment or leisure purposes (e.g. alcohol, nicotine, caffeine).
- Medicinal drugs are taken for medical reasons to treat diseases (e.g. paracetamol, morphine, aspirin).
- Addiction - A psychological and physical inability to stop doing something even though it is causing harm.

Cancer

Carcinogen - Cancer causing chemical

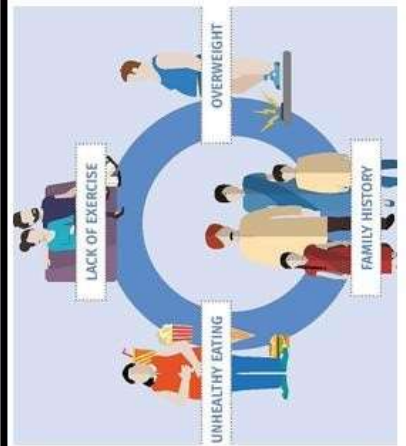


Smoking



Risk Factors for Diabetes

Diabetes is a disease in which people can not control their blood sugar



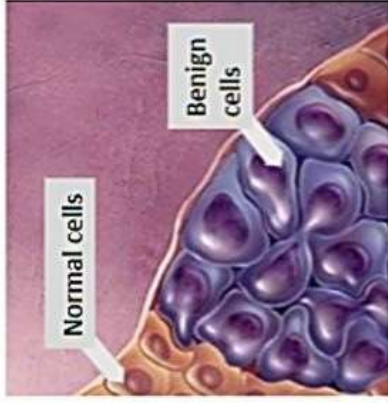
Two Types of Diabetes

- Type 1 - Not enough insulin is produced
- Type 2 - Not enough insulin is produced or receptors do not respond to insulin
- Both types can be treated with insulin



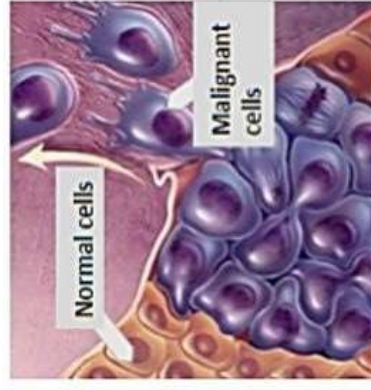
Tumours

Benign Tumour



When abnormal cell growth is restricted to one area

Malignant Tumour



Cancer cells that can invade neighbouring tissues and spread to different parts of the body

Illnesses caused by lifestyle and genetic causes are non-communicable diseases

Year 9 Bonding Knowledge Organiser

Tier 2 Vocabulary

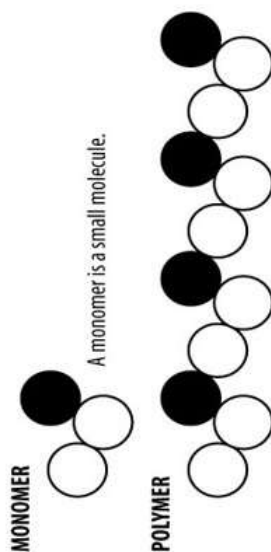
Opposite
Attraction
Properties

Tier 3 Vocabulary

Ionic
Covalent
Metallic
Delocalised
Electron
Ion
Intermolecular
Alloy
Malleable
Ductile
Composite
Ceramic
Polymer
Monomer

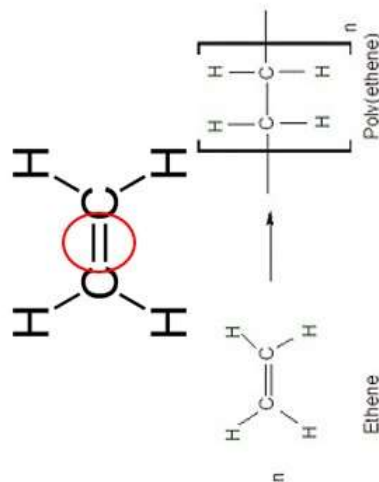
Material	Description	Properties	Uses
Ceramics	A compound such as a metal silicate or oxide that is hard, strong and has a high melting point	<ul style="list-style-type: none"> Hard Brittle Stiff Solid at room temperature Strong Break easily Electrical insulators 	<ul style="list-style-type: none"> Bricks – are strong which makes them suitable for buildings Electrical power-line insulators – ceramics do not conduct electricity
Polymers	A substance made up of very long molecules	<ul style="list-style-type: none"> Does not conduct electricity Poor conductors of heat 	<ul style="list-style-type: none"> Carrier bags (low-density polyethene) Artificial joints (high-density polyethene)
Composites	A mixture of materials with properties that are a combination of those of the materials in it	Has properties that are a combination of the properties of the materials it is made up of	<ul style="list-style-type: none"> Carbon-fibre-reinforced plastic Glass-fibre-reinforced aluminium

Structure of Monomers and Polymers



A polymer is a long-chain molecule made up of a repeated pattern of monomers.

Ethene is able to act as a monomer because breaking the **double bond** allows it to join with other monomers.



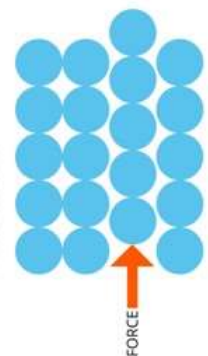
Alloys– Alloys are created from a mixture of metals.

They contain metal **ions of different sizes**. This means the ions cannot arrange in regular layers and **layers cannot slide over each other**. Making alloys **stronger than pure metals**.

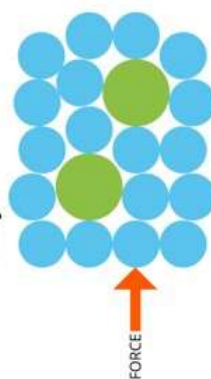
Task: Some common alloys include Steel, Brass and Bronze. Research the properties of one of these.



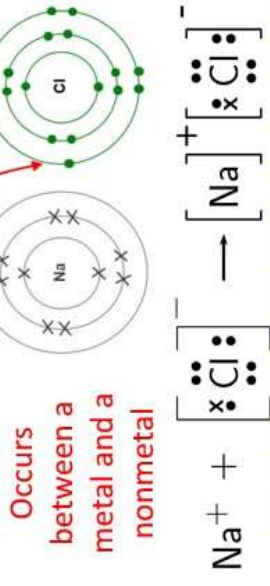
Pure Metal



Alloy

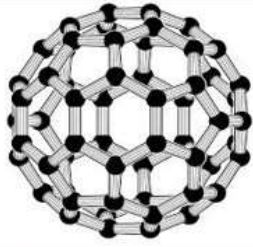


Ionic bonding – A strong electrostatic attraction between positive metal ions and negative non-metal ions.



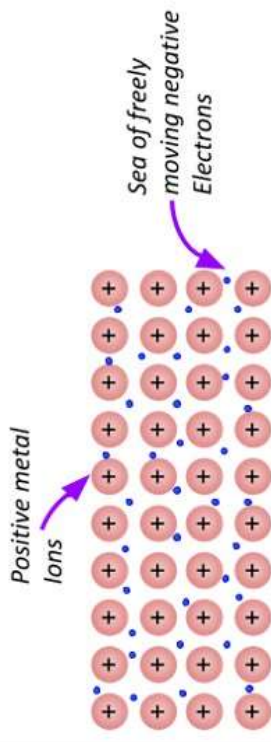
Can conduct electricity but only when molten/dissolved

The metal ion becomes positive as it transfers electrons to the non-metal, making it negative. Opposite charges then attract. Many positive and negative ions together form a giant structure called a **giant lattice**. Common example: Sodium Chloride.



Fullerenes are an example of a specially designed giant structure

Metallic bonding – A strong electrostatic attraction between positive metal ions and negative delocalised electrons.



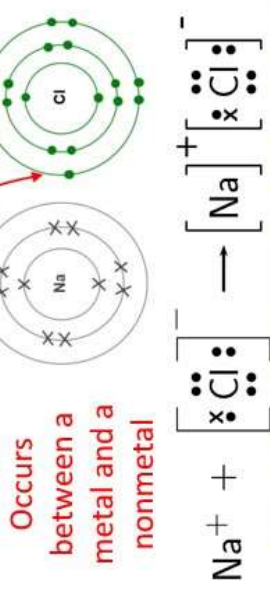
Occurs between metals only

Metal ions are arranged in layers allowing them to slide over each other. This makes the metal malleable (easy to shape). The delocalised electrons are free to move. This allows metals to conduct electricity.



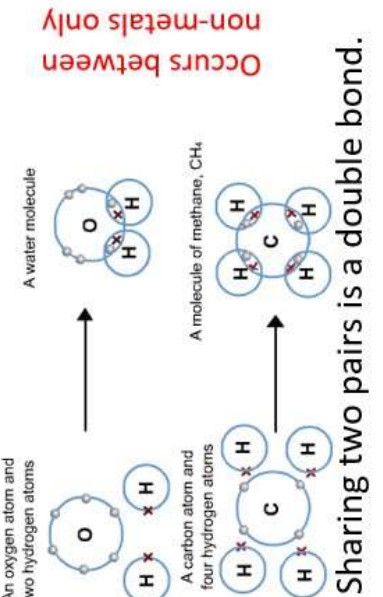
Metals are also good conductors of heat and can be drawn into thin wires (ductile)

Covalent Bonding – A strong bond between non-metals where atoms share a pair of electrons.

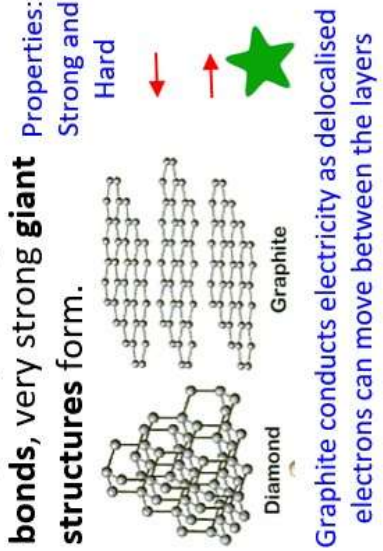


Sharing two pairs is a double bond.

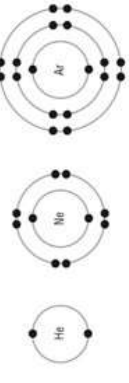
Covalent Bonding – A strong bond between non-metals where atoms share a pair of electrons.



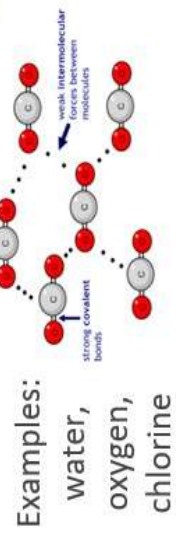
Giant Covalent Bonding – when an atom bonds to lots of others using many strong covalent bonds, very strong giant structures form.



Why bond? – In all types of bonding atoms change so that they end up with a full outer shell of electrons. This is mostly 8 but in the case of hydrogen 2.



Simple Covalent Bonding – covalent bonds between atoms are strong. But weak intermolecular forces between small molecules are easy to overcome.



High melting & Boiling point (solid at room temp)

Low melting & Boiling point (gas or liquid at room temp)

Year 9 Topic 2 Electricity - Knowledge Organiser

Symbols

The following symbols show the different components that can be found on an electrical circuit.

$\text{charge flow, } Q = \text{current, } I \times \text{time taken, } t$
 (coulombs, C) = (amperes, A) (seconds, s)

$\text{potential difference across a component, } V \text{ (volts, V)} = \frac{\text{energy transferred, } E \text{ (joules, J)}}{\text{charge, } Q \text{ (coulombs, C)}}$

Potential difference (p.d.; is a measure of how much energy is transferred between two points in a circuit. It is measured in volts using a **voltmeter.**

Electric current is when charge (carried by the electrons) flows. It is measured in amps using an **ammeter.**

Series and Parallel Circuits

Components connected in...	Current	Potential Difference	Resistance
Series 	The current is the same everywhere in the circuit and in every component. 	The total potential difference of the power supply is shared between the components. 	The total resistance is the sum of the individual resistances. $R_{\text{total}} = R_1 + R_2$ Adding more resistors increases resistance.
Parallel 	The total current through the whole circuit is the sum of the currents through the separate components. 	The potential difference across each component is the same. 	The total resistance of two resistors is less than the resistance of the smallest individual resistor.

The **total resistance** for this circuit is **less than 2Ω** (the resistance of the smallest resistor).
Resistance **decreases** as **more resistors** are added.

Task: Draw a parallel circuit with three different components in.

Tier 2 Keywords

Series

Parallel

Plug

Lamp

Energy

Fuse

Tier 3 Keywords

Ampere

Current

Ohmic Conductor

Electrostatic Force

Charge

Electric Field

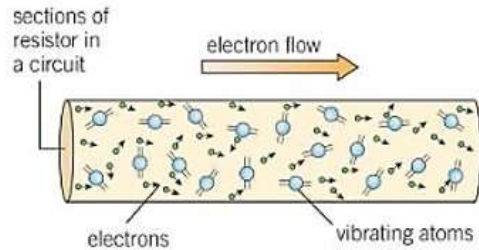
Resistance

Coulomb

Non-ohmic Conductor

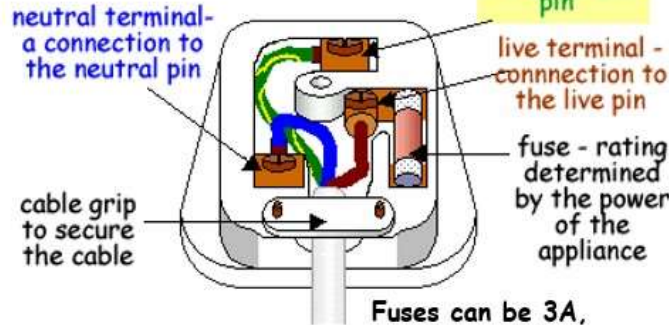
Potential Difference

Resistance occurs when electrons move through a circuit, they collide with the ions and atoms of the wires and components in the circuit.



$$\text{resistance, } R \text{ (ohms, } \Omega) = \frac{\text{potential difference, } V \text{ (volts, V)}}{\text{current, } I \text{ (amperes, A)}}$$

UK 3-pin plug wiring

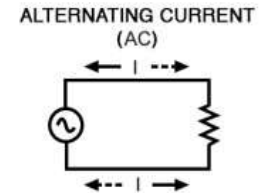
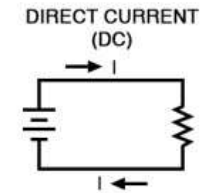


Fuses can be 3A, 5A or 13A

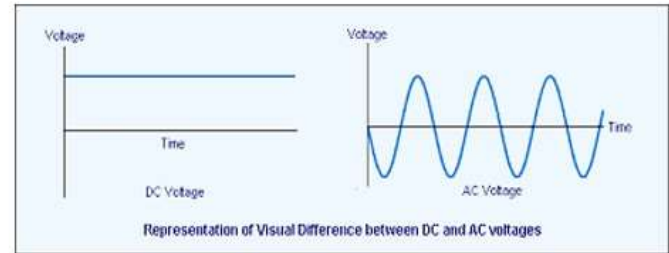
Some devices don't need an earth wire as they are double insulated.

AC/DC

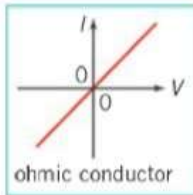
Mains power uses alternating current. It supplies 230V and has a frequency of 50Hz



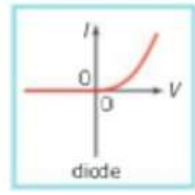
Battery powered devices use direct current, always travelling in the same direction.



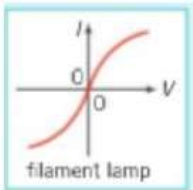
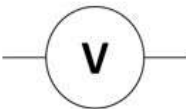
Current-potential difference graphs



Resistance is constant as current and p.d. are directly proportional.



Current flow in only one direction – called the forward direction. Diode is a non-ohmic conductor.

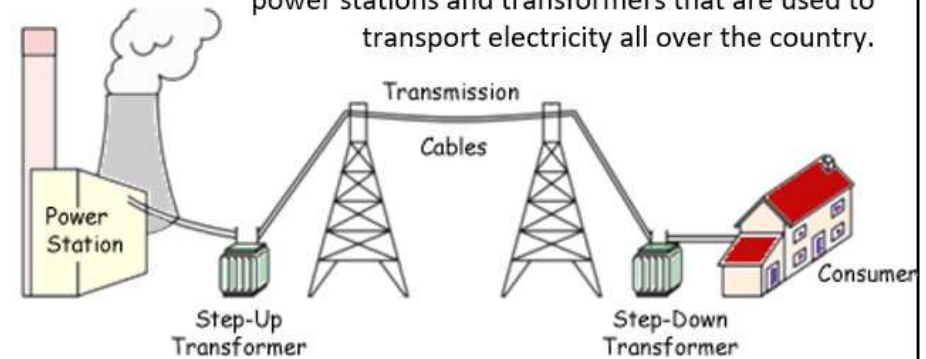


As current flows through filament, its temperature increases, causing the resistance to increase. A filament bulb is a non-ohmic conductor.

Ohm's law states that current through a resistor at constant temperature is **directly proportional** to the potential difference across the resistor

The National Grid

The national grid is a system of pylons, cables, power stations and transformers that are used to transport electricity all over the country.



$$\text{power (W)} = \frac{\text{energy transferred (J)}}{\text{time taken (s)}}$$

Key spellings 3	
Learn these spellings, they will be really useful for this unit and you will be tested on them.	
1. estar en forma	to be in shape
2. se debe	you must
3. me duele...	...hurts me
4. estoy enfermo	I'm ill
5. refrescos	fizzy drinks

¿Qué haces para estar en forma?	What do you do to stay healthy?
Juego...	I play...
al baloncesto/tenis/fútbol	basketball/tennis/football
a la pelota vasca	pelota (Basque ball game)
Hago...	I do...
artes marciales	martial arts
baile	dance
atletismo	athletics
gimnasia	gymnastics

¿Llevas una dieta sana?	Do you have a healthy diet?
Llevo una dieta sana/malsana	I have a healthy/unhealthy diet
Como.../No como...	I eat.../Don't eat...
caramelos	sweets
galletas	biscuits
pasteles	cakes
fruta	fruit
pan	bread
pescado	fish
verduras	vegetables
Bebo.../No bebo	I drink.../I don't drink
agua	water
café/té	coffee/tea
leche	milk
refrescos	fizzy drinks
porque es...	because it is...
es sano/a	it's healthy
son sanos/sanas	they're healthy
es rico/a	it's delicious
es asqueroso/a	it's disgusting
soy vegetariano/a	I'm a vegetarian
soy alérgico/a	I'm allergic
soy musulmán/musulmana	I'm a Muslim
a veces	sometimes
tres al día	three times a day
una vez a la semana	once a week
nunca	never

¿Qué deporte prefieres?	What sport do you prefer?
Prefiero...	I prefer...
jugar al rugby	to play rugby
hacer natación	to do swimming
los deportes de equipo	team sports
los deportes individuales	individual sports
es mi deporte favorito	is my favourite sport

Mi rutina diaria	My daily routine
Me despierto	I wake up
Me levanto (enseguida)	I get up (straight away)
Me lavo los dientes	I brush my teeth
Me ducho	I shower
Me visto	I get dressed
Me acuesto	I go to bed
Desayuno	I eat breakfast
Ceno	I eat dinner
Voy a la piscina	I go to the pool
Voy al insti	I go to school
Voy al trabajo	I go to work
Voy al gimnasio	I go to the gym
Entreno	I exercise
a las seis	at 6:00
a las siete y cuarto	at 6:15
a las ocho y media	at 8:30
a las diez menos cuarto	at 9:45

¿Qué te duele?	What hurts (you)?
Me duele(n)...	...hurts me
el brazo	(my) arm
el estómago	(my) stomach
el pie	(my) foot
la cabeza	(my) head
la espalda	(my) back
la garganta	(my) throat
la pierna	(my) leg
los dientes	(my) teeth
los oídos	(my) ears
los ojos	(my) eyes
¿Qué tal estás?	How are you?
Estoy cansado/a	I'm tired
Estoy enfermo/a	I'm ill
Tengo catarro	I have a cold
Tengo tos	I have a cough

Consejos	Advice
Para estar en forma...	To keep in shape...
Se debe...	You must...
beber agua frecuentemente	drink water often
comer más fruta y verduras	eat more fruit and veg
dormir ocho horas al día	sleep 8 hours a day
entrenar una hora al día	exercise 1 hour a day
No se debe...	You mustn't...
beber alcohol	drink alcohol
beber refrescos	drink fizzy drinks
comer comida basura	eat junk food
fumar	smoke

Key grammar - Reflexive verbs	
Reflexive verbs work in the same way as other verbs, but have an extra reflexive pronoun that must be added. Don't forget to change the ending of the verb accordingly.	
Levantarse	To get up
me levanto	I get up
Te levantas	You get up
Se levanta	S(he) gets up
Nos levantamos	We get up
Os levantáis	You (pl) get up
Se levantan	They get up

Key spellings 4

Learn these spellings, they will be really useful for this unit and you will be tested on them.

1. tengo derecho I have the right
2. voy en bici I go by bike
3. reciclamos we recycle
4. no puedo I can't
5. es más barato it's cheaper

Nacionalidades	Nationalities
Es...	He/She is...
argentino/a	Argentinian
boliviano/a	Bolivian
colombiano/a	Colombian
mexicano/a	Mexican
norteamericano/a	North American
peruano/a	Peruvian
inglés/inglesa	English
español/española	Spanish
pakistani	Pakistani


Mis derechos	My rights
Tengo derecho...	I have the right...
al amor y a la familia	to love and to family
al juego	to play
a la educación	to education
a la libertad de expresión	to freedom of expression
a la protección	to protection
a un medio ambiente sano	to a healthy environment
No puedo...	I cannot...
dar mi opinión	give my opinion
ir al insti/(tuto)	go to school
jugar con mis amigos	play with my friends
respirar	breath
salir a la calle	go out into the street
vivir con mi familia	live with my family
porque...	because...
soy un chico/una chica	I am a boy/girl
mi padre es muy estricto	my dad is very strict
tengo que ganar dinero	I have to earn money
tengo que trabajar	I have to work
el aire está contaminado	the air is contaminated
en mi país a veces hay violencia	there is sometimes violence in my country
¡No es justo!	It's not fair!
Es inaceptable	It's unacceptable

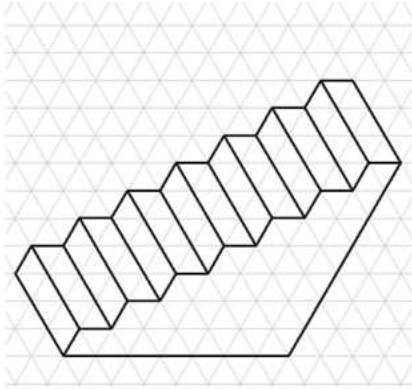
¿Cómo vas al insti?	How do you get to school?
Voy...	I go...
a caballo	on horseback
a pie	on foot
en autobús	by bus
en barco	by boat
en bici	by bike
en coche	by car
en metro	by metro
en tren	by train
porque es...	because it is...
la única opción	the only option
más rápido que...	quicker than...
más verde que...	more eco-friendly than...
más barato que...	cheaper than...
más práctico que...	more practical than...
más seguro que...	safer than...
...ir a pie	...going on foot
...ir en autobús	...going by bus
...ir en taxi	...going by taxi
...ir en coche	...going by car
... nadar	...swimming

Sobre su vida	About their life
Es de...	He/She is from...
Vive en...	He/She lives in...
Vive con sus padres	He/She lives with his/her parents
¿Qué hace por la mañana?	What does he/she do in the morning?
Desayuna	He/She has breakfast
Organiza sus cosas	He/She organises his/her things
Va al insti	He/She goes to school
¿Qué hace durante el día?	What does he/she do during the day?
Ayuda a su madre	He/She helps his/her mum
Estudia	He/She studies
Hace los deberes	He/She does homework
Prepara la cena	He/She prepares dinner

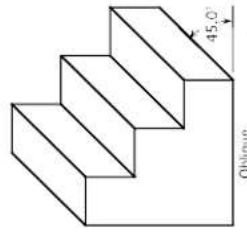
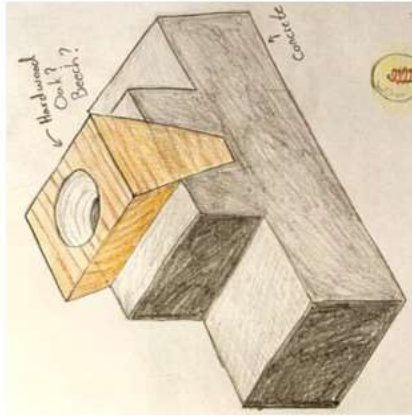
Un mundo mejor	A better world
Para ser un instituto verde...	In order to be a green school...
apagamos la luz	we turn off the light
conservamos la electricidad	we conserve electricity
no malgastamos agua	we don't waste water
plantamos árboles y flores	we plant trees and flowers
reciclamos botellas de plástico	we recycle plastic bottles
reciclamos papel y vidrio	we recycle paper and glass
reducimos el consumo eléctrico	we reduce our electrical consumption
tenemos un jardín	we have a garden
vamos en bici	we go by bike
Para hacer un mundo mejor...	In order to make a better world...
vamos a recaudar fondos	we are going to raise funds
vamos a organizar un evento	we are going to organise an event
vamos a vender pasteles	we are going to do a bake sale

Year 9 – Knowledge Organiser – Design & Technology – DESIGN

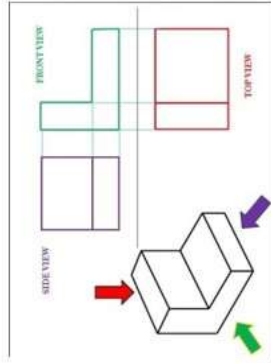
Design and Technology Specific Language and Terms	
CAD	 <p>Computer Aided Design</p>
Isometric Drawing	<p>An isometric drawing is a type of 3D drawing that is set out using 30-degree angles. It's a type of drawing in which the same scale is used for every axis, resulting in a non-distorted image.</p>
Oblique Drawing	<p>A item is drawn in 2D in the correct proportions, it is then forced into 3D by projecting lines out at 45 degrees.</p>
Orthographic Drawings	<p>2D drawings drawn in detail and to scale. Orthographic projections provide 3 views, front, side and plan.</p>
Working Drawing	<p>An accurate drawing providing all information required to make a product. Usually presented as an isometric or orthographic drawing.</p>
Parts List	<p>Goes with a working drawing and breaks a design down into its individual parts, stating what it is to be made from and the quantity required of each part.</p>



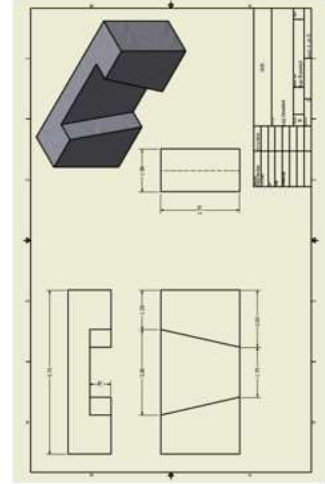
Isometric Drawings



Oblique Drawing



Orthographic Drawing









Working Drawing





Year 9 – Knowledge Organiser – Design & Technology – TOOLS/MACHINERY

HAND TOOLS		MACHINERY		CUTTING	
	Bench Hook		<ul style="list-style-type: none"> Removes material a thin layer at a time Can be used to ensure an absolutely flat surface Very accurate 		<ul style="list-style-type: none"> Thin blade allows for intricate curves to be cut in timber a plastic sheet material
	Coping Saw (timber/plastic)		<ul style="list-style-type: none"> Used to 'turn' material (rotates) A tool or bit is used to shape the rotating material There are wood and engineers (metal) lathes 		<ul style="list-style-type: none"> Spinning cutting tool removes wood as in is move along a surface Used to create slots, grooves or fancy edges
	Tennon Saw (timber)		<ul style="list-style-type: none"> Used to polish metal or plastics to a high shine 		<ul style="list-style-type: none"> Used to make straight or curved cuts in all materials Blades and speed can be changed to suit material
	Hacksaw (metal)		<ul style="list-style-type: none"> Rotating abrasive disc removes material Used for timber and plastics 		<ul style="list-style-type: none"> Blade is one continuous flexible loop Mainly used for timber but blades can be changed to cut plastics Can cut straight or curved lines
	G Clamp		<ul style="list-style-type: none"> Used to apply heat along an area of thermoforming plastic allowing it to be bend along a line Process is called line bending 		<ul style="list-style-type: none"> Circular blade rotates through the table surface Used to make straight cuts only Mainly used to cut boards to size
	Woodwork Vice		<ul style="list-style-type: none"> A rotating drill bit can be lowered into a work piece to create holes Work must be secured to the table 		<ul style="list-style-type: none"> Can be used for multiple thin materials Requires designs to be created on a computer first
	Hand Clamp				
	Glass Paper				

Year 9 – Knowledge Organiser – Design & Technology – MATERIALS

Timber			
Type	Example of	Advantages	Disadvantages
Pine 	Softwood	Cheaper More sustainable as faster growing Widely Available	Knotty Can be weaker than hardwoods Less durable
Oak 	Hardwood		Generally harder to cut and shape More expensive Less sustainable as slower growth rate
Mahogany 	Hardwood		Good aesthetic Extremely durable Easy to maintain High strength
Plywood 	Manufactured Board		Available in large sheets Good strength and durability Can be laser cut

Plastics			
Type	Example of	Advantages	Disadvantages
Acrylic 	Thermo-forming (shaped with heat)	Available in many colours and styles Weather proof Can be laser cut	Brittle Scratches easily Made from oil - unsustainable
Epoxy Resin 	Thermo-Setting (Can only shape once)	Hard wearing Can be mixed with pigments/powders to create effects Will not burn	Non recyclable Gives off fumes Made from oil - unsustainable

Metals			
Type	Example of	Advantages	Disadvantages
Steel 	Ferrous (Contains iron)	Relatively cheap Widely available Strong/Tough	Rusts Requires a surface finish
Aluminium 	Non-Ferrous (Does not contain iron)	Does not rust Lightweight Easy to cut and shape	Relatively expensive
Copper 	Non-Ferrous (Does not contain iron)	Good conductor of heat and electricity	Corrodes Relatively expensive
Pewter 	Alloy (Mix of multiple metals)	Does not rust Low melting point for easy casting Polishes to a high shine	Relatively expensive Heavier than alternatives

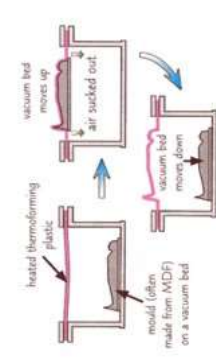
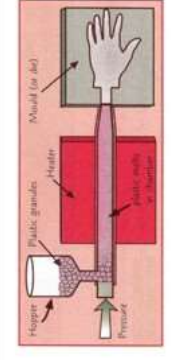


3D Printing uses PLA or PVC plastic on a reel. This is heated and used to print a thin layer at a time.


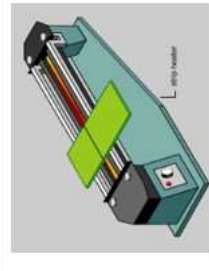



Year 9 – Knowledge Organiser – Design & Technology – PROCESSES / H&S

Shaping Plastics

 <p>heated thermofforming plastic</p> <p>vacuum bed moves up</p> <p>air sucked out</p> <p>vacuum bed moves down</p> <p>mould (often made from MDF) on a vacuum bed</p>	<p>Vacuum Forming</p> <ul style="list-style-type: none"> A mould is placed onto the vacuum bed A thermoforming sheet or film (usually HIPs) is clamped above the bed and heated until soft <ul style="list-style-type: none"> Bed is lifted into the heated plastic All air is sucked out creating a vacuum, pulling the plastic over the mould Moulded plastic then cools and becomes rigid.
 <p>Plastic granules</p> <p>Heater</p> <p>Plastic melts in heater</p> <p>Plastic injected into mould</p> <p>Plastic solidifies in mould</p> <p>Plastic ejected from mould</p> <p>Primer</p> <p>Mould (for bed)</p>	<p>Injection Moulding</p> <ul style="list-style-type: none"> Molten material is forced into a mould Tool steel moulds have the negative shape within them. Used to create items like; plastic buckets and school chairs.

Bending Materials

	<p>Sheet metal folder</p> <ul style="list-style-type: none"> Used to shape aluminium and tin Flat sheet material is marked up and bent one fold at a time. Joins can be riveted, soldered, brazed etc. Process is called Line Bending
	<p>Strip Heater</p> <ul style="list-style-type: none"> A heating element softens a thermoforming plastic (acrylic) along a line. This can then be bent to shape and held in place until cooled Woods can be bent by laminating
	<p>Lamination</p> <ul style="list-style-type: none"> Thin strips are glued together and held in a jig to keep them in the desired shape. Once set the item is removed from the jig and trimmed to size.



Two leaves cast in pewter



Casting

<p>Die Casting</p> <ul style="list-style-type: none"> Used to cast metals or thermoforming plastics Material is melted and pours into a mould Once cooled it can be removed and any seems tidied up Thermosetting plastics are mould by mixing two part which set through a chemical reaction. <ul style="list-style-type: none"> Often referred to as Resin 	<p>Die Casting</p>
---	---------------------------

Health & Safety






Design and Technology Specific Language and Terms

<p>Health and Safety</p> <p>Anything to do with a persons wellbeing in any given situation. From sitting at a computer for long periods to operating machinery.</p>	<p>Health and Safety</p>
<p>Risk Assessment</p> <p>A document that considers all risk to a person/s carrying out a task, and all control measure put in place to minimize or remove risk to health, this could be training, following certain rules or using PPE</p>	<p>Risk Assessment</p>
<p>PPE</p> <p>Personal Protective Equipment Goggles, aprons, dusk masks, gloves</p>	<p>PPE</p>
<p>Extraction</p> <p>Can be dust extraction when using machinery or fume extraction when gluing or painting.</p>	<p>Extraction</p>

Year 9 – Knowledge Organiser – Design & Technology – CAM

COMPUTER AIDED MANUFACTURE

MACHINERY	
	Laser Cutter
	3D Printing
	Vinyl Stickers



Sticky back vinyl cut to shape

Advantages	Disadvantages
Accurate to low tolerances	Expensive to set up
Quick – rapid prototyping	Requires specialist training
Multiples can be produced easily	Job loss to automation



Interlocking laser cut toy in plywood

Materials suitable for laser cutting:

- Acrylic – Thermoforming Plastic
- MDF – Manufactured Board
- Plywood – Manufactured Board
- Card/Paper – Paper/Board
- Felt – Fabric



Acrylic



MDF



Plywood



Card/Paper



Felt



Some materials such as **glass** can be engraved but not cut.



Black = Laser engrave

- Laser moves quickly at a low power

Red = Laser cut

- Laser moves slowly at high power

Other colours can be set up and used as required



3D printer using thin layers to create a 3D shape

Core British Values

- I recognise that it is unacceptable to dismiss the beliefs and opinions of anyone.
- I understand that discussions about sensitive issues will be controlled and structured.

- I recognise that I am as responsible for my learning as my teacher.
- I take responsibility for all of my actions – good or bad.
- We all have a responsibility to promote and protect the wellbeing of others.

- I understand that the school rules are used to mirror society laws and must be respected.
- I recognise that there will be consequences for my actions.

Democracy

- I can influence the way the school runs through the school council and by talking to staff.
- I can influence my lessons through putting my hand up and responding.

Tolerance

- I am free to think as I see fit.
- I have the freedom to make choices that affect me but I recognise that I am accountable for all my actions.

Liberty

Responsibility

- I recognise that everyone is entitled to their opinion as long as it does not promote extremism.
- I understand that everyone is entitled to a voice within the classroom.
- I will listen to others as I would like to be listened to.

Respect

Law

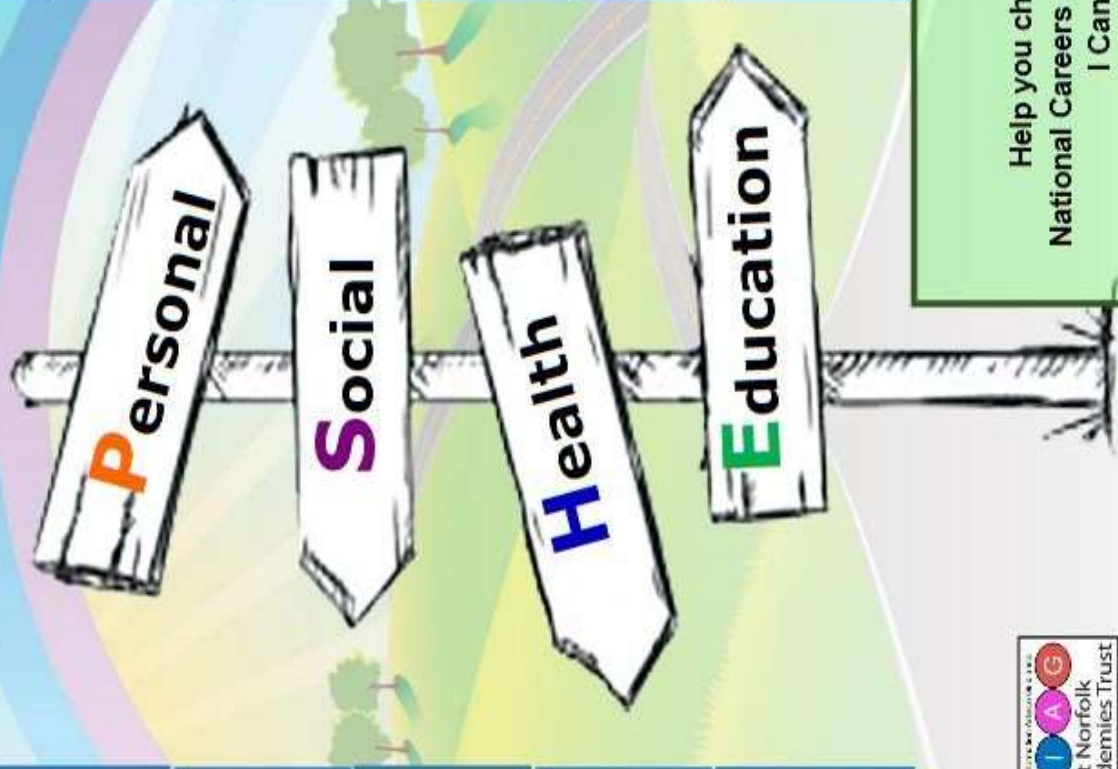


Social - Moral - Spiritual - Cultural



YEAR 9

STAYING SAFE



Theme: Sexual health, STIs, pregnancy, contraception and genitals
Organisation: Brook
Website: www.brook.org.uk

Theme: Sexual health, STIs and contraception
Organisation: Young & Free/Terrence Higgins Trust
Website: <https://youngandfree.org.uk/>

Theme: Healthy Lifestyle, balanced diet and exercise
Organisation: NHS Better Health
Website: www.nhs.uk/better-health/

Theme: Health, Wellness and Mental Health
Organisation: NHS
Phone: 111
Website: www.nhs.uk

Theme: Mental Health, Wellness and self-care
Organisation: Young Minds
Text line: 85258
Website: www.youngminds.org.uk

Theme: Drugs, addiction and dependency
Organisation: FRANK (National Drugs Helpline)
Phone: 0300 123 6600
Website: www.talktofrank.com/

Theme: First Aid
Organisation: St John Ambulance
Phone: 0370 0104 950
Website: www.sja.org.uk/

Theme: Testicular Cancer and Breast Cancer
Organisation: Movember
Website: uk.movember.com/

Theme: Female Genital Mutilation
Organisation: NSPSS FGM Helpline
Phone: 0800 028 3550
Email: fgmelp@nspcc.org.uk
Website: www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/female-genital-mutilation-fgm/

Theme: Healthy teen relationships
Organisation: Act on it
Phone: 01270 250 390
Website: www.actonitnow.org.uk

Theme: Safety, support and abuse
Organisation: Childline
Phone: 0800 1111
Website: www.childline.org.uk

Theme: LGBTQ+, equality, sexuality and gender
Organisation: Stonewall
Website: www.stonewall.org.uk

Theme: LGBTQ+ Equality
Organisation: Kite Trust (Camps)
Website: <https://thekitetrust.org.uk/>

Theme: LGBTQ+ Equality
Organisation: Norfolk LGBT+ Project
Phone: 01603 219299
Website: <https://norfolklgbtproject.org.uk/>

Careers:

Unifrog - www.unifrog.org

Help you choose: <https://helpyouchoose.org/content/>

National Careers Service: <https://nationalcareers.service.gov.uk/>

I Can Be A: <https://www.icanbea.org.uk>