

Year 9 Knowledge Organiser

Spring Term 2025/26

Name:

Form:

Week 1/A

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

Week 2/B

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

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Spring Term

Attendance and Absence

In cases of absence, parents are asked to contact the relevant staff 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 staff office and use the late system in order to get a mark. Late after registration closes is technically an **unauthorised absence**.

Pastoral Support Contacts

Telephone Number:

Email Address:

Term Dates Summary

Autumn Term 2025		
Wednesday, 3 Sept – Thursday, 23 Oct 2025	Half-term: Monday, 27 Oct – Friday, 11 Oct 2025	Monday, 3 Nov – Friday, 19 Dec 2025
Spring Term 2026		
Tuesday, 6 Jan – Friday, 13 Feb 2026	Half-term: Monday, 16 Feb – Friday, 20 Feb 2026	Monday, 23 Feb – Friday, 27 Mar 2026
Summer Term 2026		
Monday, 13 Apr – Friday, 22 May 2026	Half-term: Monday, 25 May – Friday, 29 May 2026	Monday, 1 Jun – Friday, 17 Jul 2026

My best subject is:

What I want to achieve this term:

School Login Details:

My extra curriculars this term:

Spring Term 1 Calendar

January 2026		
1	Thu	Xmas &
2	Fri	New Year Break
3	Sat	
4	Sun	
5	Mon	Teacher Training
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	
30	Fri	
31	Sat	

February 2026		
1	Sun	
2	Mon	
3	Tue	
4	Wed	
5	Thu	
6	Fri	
7	Sat	
8	Sun	
9	Mon	
10	Tue	
11	Wed	
12	Thu	
13	Fri	
14	Sat	
15	Sun	
16	Mon	Half Term
17	Tue	Half Term
18	Wed	Half Term
19	Thu	Half Term
20	Fri	Half Term
21	Sat	
22	Sun	
23	Mon	
24	Tue	
25	Wed	
26	Thu	
27	Fri	
28	Sat	

Autumn Term 2 Calendar

March 2026		
1	Sun	
2	Mon	
3	Tue	
4	Wed	
5	Thu	
6	Fri	
7	Sat	
8	Sun	
9	Mon	
10	Tue	
11	Wed	
12	Thu	
13	Fri	
14	Sat	
15	Sun	
16	Mon	
17	Tue	
18	Wed	
19	Thu	
20	Fri	
21	Sat	
22	Sun	
23	Mon	
24	Tue	
25	Wed	
26	Thu	
27	Fri	
28	Sat	
29	Sun	
30	Mon	Easter Break
31	Tues	Easter Break

April 2026		
1	Wed	Easter Break
2	Thu	Easter Break
3	Fri	Easter Break
4	Sat	
5	Sun	
6	Mon	Easter Break
7	Tue	Easter Break
8	Wed	Easter Break
9	Thu	Easter Break
10	Fri	Easter Break
11	Sat	
12	Sun	
13	Mon	
14	Tue	
15	Wed	
16	Thu	
17	Fri	
18	Sat	
19	Sun	
20	Mon	
21	Tue	
22	Wed	
23	Thu	
24	Fri	
25	Sat	
26	Sun	
27	Mon	
28	Tue	
29	Wed	
30	Thu	

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 for their year group as possible.

If students manage to read 7, or more, books from this passport by the end of the year they will receive a certificate. They can, of course, read other books and texts throughout the year and we encourage and support students' wider reading. Students can track which texts they have read using the tick boxes on the next page.

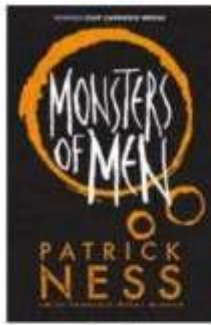
The books selected are fantastic examples of modern and classical literature, representing the best the world has to offer. Students can read these texts independently or they could listen to them on audiobook. The important thing is that they will experience a variety of genres, authors, and stories! We hope that all students will finish Year 11 having read at least 35 incredible books.

The easiest way to get hold of these books is from our school library where children 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


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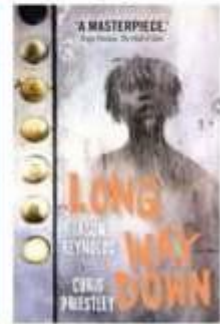
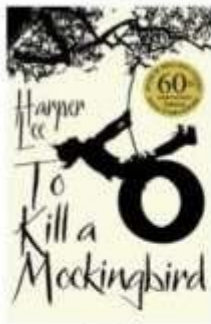
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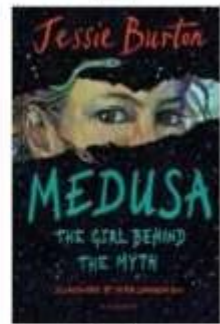
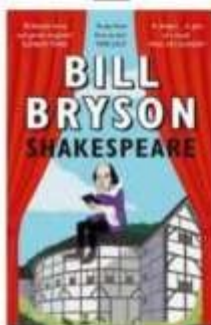
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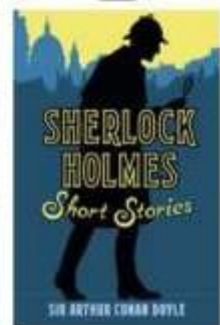
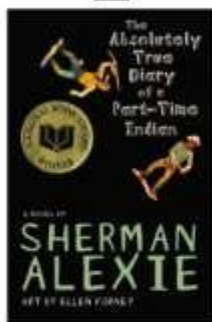
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Instructions for Using Your Knowledge Organiser

Every school day, you should study 1 to 2 subjects from your knowledge organiser for homework lasting at least 1 hour in total.

On pages 8 and 9 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 10 and 11. 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. It will be checked regularly during form time.

You will be regularly tested on knowledge contained in this booklet.

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 Take 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

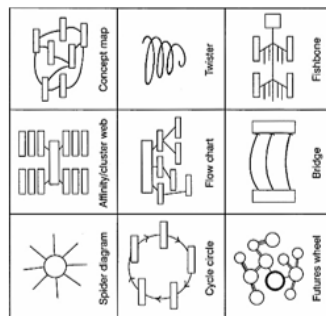
Practice planning exam question answers.

Bullet point, speed plan and draft key paragraph questions.



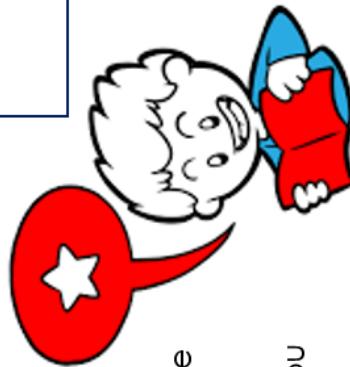
Graphic Organisers

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
MAKES
PERFECT

Practice!

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

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!

Teach it!

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



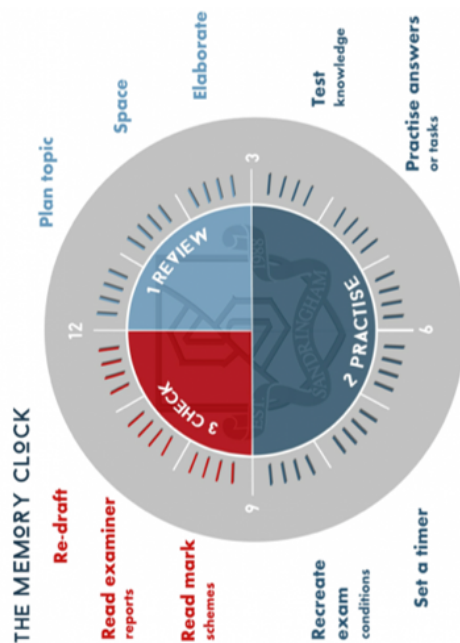
Record It

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



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!



Flashcards

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



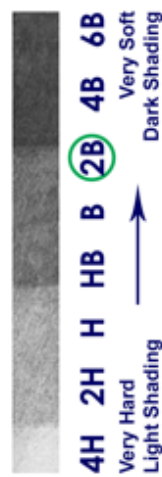
Year 9 Spring Term Knowledge Organiser

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.	Hatching	Closely drawn parallel lines to create tone.
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.	Scaling up	A precise way to transfer and enlarge a small image.
Depth	Refers to making objects appear closer or further away and making a two-dimensional image seem three-dimensional.	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.
Proportion	The size relationship between different elements e.g height compared to width.	Negative shape	The empty or unfilled areas of a piece of artwork.
Composition	Where you place objects on the page.	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

Drypoint printing (etching)	Drypoint is a printmaking technique of the intaglio family, in which an image is scratched into a plate with a hard-pointed "needle" of sharp metal tool. Ink is then rubbed onto the surface, excess ink removed, before printing onto damp paper using a printing press.	Mandala	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.
Printing Press	A printing press is a device for applying pressure to an inked surface, therefore allowing the ink to transfer to the paper.	Islamic Art	Islamic art encompasses the visual arts produced in the Islamic world, including architectural art and pattern.

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.
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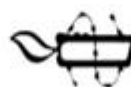
10,000

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.

Pressure Group

A group of people who aim to create a change about a specific issue e.g. Human Rights or the environment. They do so by putting pressure on different groups of people who have the power to make change.



Direct Action

An active and upfront form of protest or campaigning used to bring an issue to the attention of a particular target group and the general public. Methods could include a march or a sit-in.

Indirect Action

More casual/discrete campaigning, often by letter writing, making and distributing leaflets or petitioning.

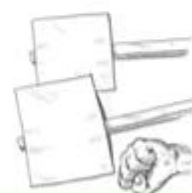
Anyone can start a petition in the UK, this means young people are likely to sign them because they are unable to vote about issues they are concerned about until they are at least 18. Signing or starting a petition is a good form of political engagement!



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

Indirect Action Positives
Can reach out to a lot of people easily

Direct Action Negatives
Can cause disruption

Indirect Action Negatives
Easy to ignore e.g. posters, emails etc

Y9 CITIZENSHIP KNOWLEDGE ORGANISER

Spring Term



Pressure Groups

CASE STUDIES

Stop the War Coalition
&
The Suffragettes

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.



Suffrage
The right to vote

Suffragettes
People who fought for their rights to vote

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.

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 as 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 the 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.

Index → 0 1 2 3 4 5 6 7 8

1D 12 13 14 15 16 17 18 19 20

2D [1,1]

4 1 4
4 0 1
1 3 4
3 2 2
0 2 3

Boolean

True

False

Yes

No

10

CONQUER

DIVIDE

Bubble Sort

Insertion Sort

Find J

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23

A B C D E F G H I J K L M N O P Q R S T U V W X

Merge Sort

23 > 16, take 2nd half

23 < 56, take 1st half

Found 23, Return 5

If searching for 23 in the 10-element array:

Index Zero

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 3: Explain why

Step two : Give an example

Step one: Identify

Using movement components to analyse choreography and create a hypothetical choreography

Stimulus

Inspiration for an idea or movement



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.



What could your dance be about?



Loneliness? Emotional break down? 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: Dancer 1 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).

Drama- Paper Birds

Paper Birds is an innovative theatre company known for its socially engaged performances, blending verbatim theatre with multimedia elements to address contemporary issues. Founded in 2003, the company has gathered acclaim for its unique approach to storytelling and its commitment to social change.

Their Theatrical Approach

Verbatim Theatre: Paper Birds use real-life interviews and testimonies to construct their narratives.

Multimedia Elements: They incorporate video, soundscapes, technology and physical theatre to enhance storytelling.

Physical Theatre: Paper Birds emphasises movement and body language in their shows to convey emotions and narratives of the characters and their story.

Audience interaction: They use audience interaction within their shows to get the audience thinking and engaging change.

Themes and Issues

Social Justice: Human trafficking, addiction, class disparity, and more.

Community Engagement: Involves local communities in the research and development phases.

Educational Outreach: Provides workshops and resources for schools and community groups.

Artistic Methods

Research and Development: Extensive research, including interviews and community engagement.

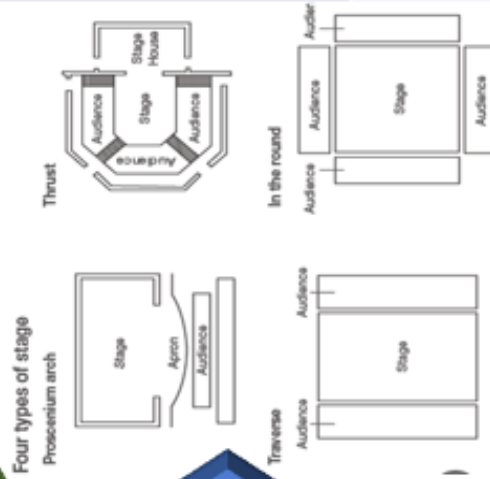
Collaboration: Works with various artists, communities, and organisations to create performances.

Interactivity: Engages audiences directly through interactive and immersive elements.

The Paper Birds have recognised that there are usually 5 key ingredients that are prominent within each of their productions

1. Verbatim
2. Movement
3. Character and Narrative
4. Exposing the method
5. Motif

Videos on YouTube



Vocabulary	Definition
Verbatim Theatre	A form of documentary theatre that uses the exact words spoken by people interviewed about a particular topic.
Physical Theatre	A genre of theatrical performance that emphasizes the use of physical movement for storytelling.
Immersive Theatre	A form of theatre in which the audience is not a passive observer but an active participant in the experience.
Narrative	The story that you tell to the audience.
Exposing the method	An element or layer to productions. This means that Paper Birds try to incorporate ways of heightening the action. Many of these techniques hark back to Brechtian traits such as alienation effects; reminding the 3 audience that they are here in the theatre and that the issues they see on stage are real issues currently happening in our society. Examples of some of these techniques we might include are; performer interruptions or disagreements; breaking the action, breaking the fourth wall on stage., commenting on the scene staging or costume, non-acting, multi-rolling/swapping character, asides, etc.
Motif	A recurring idea, image or design. These are incorporated into the work and can take the form of textual or language references, physical or movement, sound or musical, or symbolic or visual recurring motifs.

Motif example

<https://www.youtube.com/watch?v=IBAR1xmz-ww>

Practical tasks

1. Create a script for a short scene about equality, that includes the use of verbatim and physical theatre.
2. Design a non-naturalistic set that uses symbolism to communicate a theme or issue (e.g. Equality)

Key Questions

1. Name 5 key ingredient that are prominent in Paper Birds productions?
2. Who founded the Paper Birds Theatre Company?
3. What themes or issues do Paper Birds like to explore?
4. Name three past productions from the Paper Birds?

Drama- Godber

John Harry Godber OBE (born 18 May 1956) is an English playwright, known mainly for observational comedies. The *Plays and Players Yearbook* of 1993 rated him the third most performed playwright in the UK after William Shakespeare and Alan Ayckbourn. He has been creative director of the Theatre Royal Wakefield since 2011.

John Godber approach:-

One of his aims is to reflect the lives of the people around him and so his subject matter often surrounds the challenges that working class people face. He aims to appeal to a diverse audience, particularly working class people who traditionally don't go to the theatre.

John Godber wrote over 70 Plays, many winning international awards

FAMOUS PLAYS – TEECHER; BOUNCERS; SHAKERS; UP N UNDER; OUR HOUSE; APRIL IN PARIS

Practical tasks

1. Create a script using Godber's techniques based on the *Play Ground*
2. Practice creating/changing into different character, using your voice, facial expressions and body language

Typical features of Godber's work

- Set in one location or around this location
- Actors must multi role
- Limited set and props
- Stereotypes characters
- A main character plot but various sub plots
- Short snappy and episodic structure
- Serious over arching moral
- Use of humour
- Monologue
- Stylised scenes
- Direct address
- Narration.

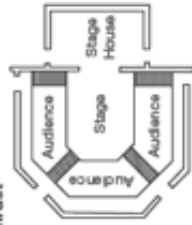
INFLUENCES Godber claims that much of his influence comes from the world around him, his own experiences and the people that he meets and so the majority of his plays are set in the North West and are based around working class characters. He was greatly influenced by his time as a drama teacher, this is evident in his play 'Teechers'. He has felt like an outsider since he failed his 11+ exam and this is a theme which he often explores in his work. Many conventions of Brecht can be seen in 'Teechers' – multi role-play, direct address, music, minimal set and props, changing characters on stage. These are designed to keep an active audience.

Four types of stage

Proscenium arch



Thrust



Traverse



In the round



Vocabulary	Definition
Coral Speech	Speaking as an ensemble, as one. Using pitch, tone and pace to build the climax and create an atmosphere.
Direct Address	Direct address is a theatrical technique where a character speaks directly to the audience, breaking the fourth wall. This method engages the audience as it creates a sense of immediacy and personal connection.
Multi-Role	A multi-role is when an actor plays more than one character onstage. The differences in character are created by changing voice, movement, gesture and body language but the audience can clearly see that the same actor has taken on more than one role.
Stereotypical Characterisations	Stereotypical describes an action or a characterisation that is oversimplified, widely imitated, or handed down by tradition.

Key Questions

1. When was Bouncers originally written?
2. Why do you think Godber has adapted and published both plays Bouncers and Shakers as Bouncers Remix and Shakers re-stirred in recent years?
3. Do you think Godber's work is challenging for an actor? Explain your answer

Context

Core Text: *Heroes* by Robert Cormier

Context refers to the surrounding circumstances that influence a text, including the time and place it was written or set, the author's life experience and the social, political and cultural environment at the time. It provides the background information needed to understand the author's intentions and the work's deeper meaning. Analysing context helps readers grasp a text's social, cultural or political commentary that might not be obvious otherwise.

English

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:

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

Extract from *Pride and Prejudice* by Jane Austen

It is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife.

Task 1 - Read the context information below about the novel *Pride and Prejudice* (extract above).

It was written in the 1790s.

It is written through a narrator who sees the perspective of the protagonist, Elizabeth Bennett, who is not yet married, 20 years old at the start of the novel, one of five sisters ranging in age between 15-22 and in an upper class family. All five sisters are unmarried.

Now look at the opening line of the novel in the extract above.

What ideas do you get that the novel might be about, considering the context that is given in this box.

Context about *A Christmas Carol*:

When Charles Dickens wrote the novella in **1843**, London was a city of stark contrasts: great wealth existed alongside extreme poverty. Many families lived in overcrowded, unsanitary conditions, and **child labor** was common. The newly industrialized society often neglected the poor, with the **Poor Laws** and **workhouses** offering little compassion.

Task 2 - read the different types of context listed on the right. Which one most applies to the context about *A Christmas Carol* (above) ?

Literary context: Romanticism in poetry

Romanticism is a term used to describe developments in literature, art and music in the late 18th and early 19th century. Some key Romantic ideas include a focus on the **power of nature, imagination, revolution, the world of children and the lives of people marginalised in society.**

Task 3 - read the definition of what Romanticism in poetry is.

Write your own Romantic poem - make sure you are commenting on ONE of the ideas in red. Your poem does not have to rhyme but must focus on putting your strong emotions to the point across.

SOCIAL

Understanding the ways in which society views particular concepts, e.g. knowing what a healthy romantic relationship looks like; what it means to be a parent or a child.

LITERARY

Considering how texts are influenced by and influenced other texts and writers. Think about movements, contemporaries, reactionaries etc.

HISTORICAL

Consider events happening at the time of the text's production and how they may be reflected or responded to in the text, as well as contemporaneous attitudes.

BIOGRAPHICAL

Understanding how the life experiences of the author or their families might influence or inspire elements of the text.

S



S

L



L

H



H

B



B

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 (P, D, C, E)
- Food preparation skills assessed after every practical (P, D, C, E)

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 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.

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

Indian food includes spicy curries, rice and chapatti.



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.

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)

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 food 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 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	I don't like/hate
la chanson...	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 ...	I/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 /	hip-hop/jazz/rap/
le R'n'B / le reggae / le rock /	R'n'B/reggae/rock
la musique classique /	classical music/
la musique traditionnelle /	traditional music/
la techno/	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 /	cool/relaxing/fun/
original / intéressant /	original/interesting/
ennuyeux / nul.	boring/rubbish.

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	go on tour
avec la chorale	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)	be a professional
professionnel(le)	musician

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 guitar (etc).
Je chante, mais...	I sing but...
Je ne joue pas d'un instrument.	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.

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

French Y9 Spring 2 Vert: Le meilleur du monde.

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/	<i>delicious/tasty</i>
sain / simple	<i>healthy/simple.</i>
Mon repas préféré, c'est...	<i>My favourite meal is...</i>

Sur la photo, il y a...

un homme/une femme/	<i>a man/woman/</i>
un garçon/une fille	<i>boy/girl.</i>
Il/elle est...	<i>He/she is...</i>
au collège/à la plage/	<i>at school/ at the beach/</i>
à la campagne.	<i>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 /	<i>the giant panda/tiger</i>
la tortue marine / l'ours polaire /	<i>sea turtle/polar bear</i>
le rhinocéros/le crocodile	<i>rhinoceros/crocodile</i>
...habite....	<i>...lives...</i>
dans la forêt/dans l'eau/	<i>in the forest/in the water/</i>
à la campagne	<i>in the countryside.</i>
...est menacé(e) par...	<i>...is threatened by...</i>
le changement climatique/	<i>climate change/</i>
la chasse/la pollution/	<i>hunting/pollution/</i>
la déforestation.	<i>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 des 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>

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,	<i>Meat production is bad for</i>
c'est mauvais pour l'environnement.	<i>the environment.</i>
Manger les animaux, c'est cruel.	<i>Eating animals is cruel.</i>
Il y a beaucoup de vitamines	<i>There are lots of vitamins in</i>
dans la viande, le lait et le poisson.	<i>meat, milk & fish.</i>
La viande, c'est très savoureux.	<i>Meat is very tasty.</i>
Manger des animaux,	<i>Eating animals</i>
c'est normal.	<i>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	<i>I recycled paper</i>
et du plastique.	<i>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	<i>We organised an</i>
campagne anti-plastique.	<i>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	<i>to organise an anti-litter</i>
anti-déchets.	<i>campaign.</i>
faire du travail bénévole.	<i>to do voluntary work.</i>
être membre d'un	<i>to be a member of</i>
groupe écolo.	<i>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	<i>fight climate change.</i>
changement climatique.	
aider les autres.	<i>help others.</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**.

Task: Pick a state and complete a fact file based on its main characteristics

Task: See if you can learn all 50 states of the USA by the end of the unit

Year 9 Geography: Superpowers

Key Idea

Some of the most influential Superpowers in the world right now include: The United States of America, China, Russia, Germany and the United Kingdom. Each of these countries hold strong cultural and political influence on a global scale and see fast rates of economic growth. This enables them to continue producing more goods and services to export around the world, fuelling their ascent to greater power and international standing.

UNITED STATES OF AMERICA



European Countries

Key Questions:

1. What factors make a country a superpower?
2. Which countries/groups are considered to be superpowers?
3. How does a country get to superpower status?
4. Should countries and groups be allowed to hold superpower status?
5. How do superpowers influence the world?

Key Term

Superpower

Superpowers are countries or regions which have some of the following characteristics: large populations, strong military power, wealth, high levels of trade, political influence and cultural influence.

Trade refers to the buying and selling of goods (products) and services between different countries around the world.

The way in which the world has become more interconnected. Globalisation refers to how people communicate as well as world trade, international investment and the sharing of ideas.

Culture describes the way of life, behaviours and beliefs of a particular group of people.

A group of European countries initially formed to remove trade barriers and reduce potential for war within Europe following World War II. Citizens of member states have the right to move freely to any other member state to live and work.

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.

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 livestock 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?

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.

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?



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. / Extremsport 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 Hundeführer(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



Key words and concepts		Key People	Role																		
Anti-Semitism	hostility to or prejudice against Jews.	Adolf Hitler	Leader of Germany 1933-1945																		
Holocaust	The word 'Holocaust' comes from ancient Greek: 'holos' means 'completely' and 'kaustos' means 'burnt'.	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.																		
Shoah	Hebrew word 'Shoah', which means 'catastrophe'	Goebbels	Minister of Propaganda of Nazi Germany																		
Aryan	(in Nazi ideology) a person of Caucasian race not of Jewish descent.	Johann 'Rukel' Trollmann	German Sinto boxer , who was discriminated against, marginalised, sterilised, and finally deported to a concentration camp, where he was murdered.																		
Synagogue	A Jewish place of worship.	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																		
Sterilisation	Surgery to make a person or animal unable to produce offspring.	Chronology <table><tr><td>1290</td><td>Edict of Expulsion</td></tr><tr><td>1933</td><td>Hitler comes to power</td></tr><tr><td>1935</td><td>Nuremberg Laws</td></tr><tr><td>1938</td><td>Kristallnacht</td></tr><tr><td>1939</td><td>Germany invades Poland</td></tr><tr><td>1941</td><td>Germany invades Russia</td></tr><tr><td>1942</td><td>Wannsee Conference</td></tr><tr><td>1943</td><td>Sobibor uprising</td></tr><tr><td>1945</td><td>End of WW2</td></tr></table>		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
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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	Common misconceptions <p>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.</p> <p>Hitler was not the only perpetrator of the Holocaust. SS officers, The Police, SA officers, civilians etc. can all be implicated in this event.</p> <p>The Holocaust did not trigger Britain's entry into WW2.</p> <p>6 million Jews died during the Holocaust.</p>																			
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.																				

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/AW3yzYG6DzPBH08Ld0H9L9/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.

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

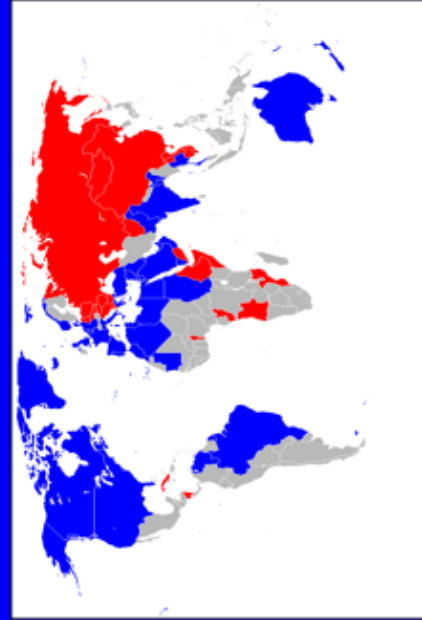
A cold war is a state of tension between two or more countries which stops short of going to war. There have been many cold wars in history. The Cold War is one example between the USA and the USSR. Despite this both sides took part in "proxy wars" (conflicts where both sides gave support to opposing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

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:

$$y = mx + c$$

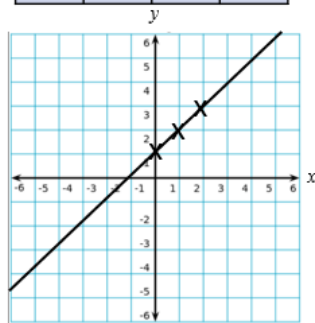
m is the **gradient** i.e. the steepness of the graph.

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:

$$y = mx + c$$

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

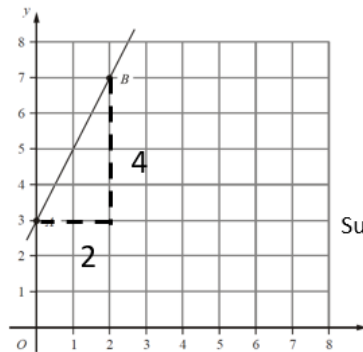
$$y = 2x + c$$

Substitute in a coordinate: (2, 7)

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

$$3 = c$$

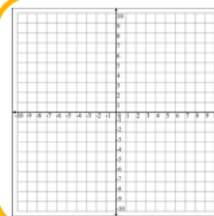
$$y = 2x + 3$$



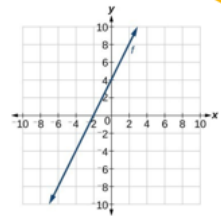
Sparx Maths

M888, U477

Key Words
 Coordinate
 Gradient
 Parallel



- 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

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.

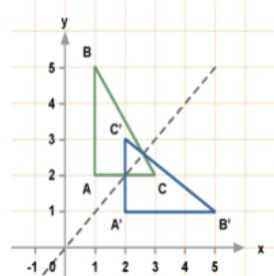
Enlargement: A change in size, either bigger or smaller.

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

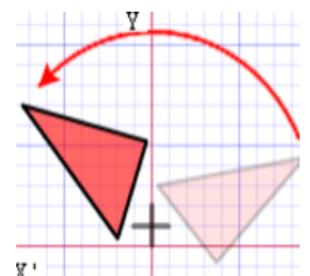
Similar: Two shapes are mathematically similar if one is an enlargement of the other.

Examples

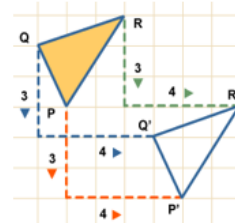
Reflection



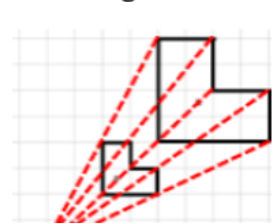
Rotation



Translation



Enlargement



Sparx Maths

M139, M290, M910, M178

Tip

You can find the centre of enlargement 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 $(\begin{smallmatrix} 4 \\ -3 \end{smallmatrix})$, 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

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

SPARX MATHS

U509, U759, U738, U145

Example

S

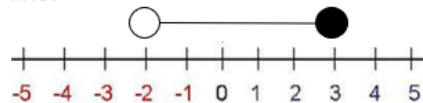
a) State the values of n that satisfy:

$$-2 < n \leq 3$$

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**:

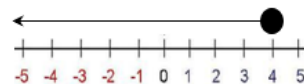
$$5x - 6 \leq 14$$

$$+6 \quad +6$$

$$5x \leq 20$$

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

$$x \leq 4$$



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

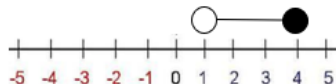
$$4 < 3x + 1 \leq 13$$

$$-1 \quad -1$$

$$3 < 3x \leq 12$$

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

$$1 < x \leq 4$$



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 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:

$$\begin{aligned} 1) \quad & 4(m+5) + 3 \\ & = 4m + 20 + 3 \\ & = 4m + 23 \end{aligned}$$

$$\begin{aligned} 2) \quad & (p+2)(2p-1) \\ & = p^2 + 4p - p - 2 \\ & = p^2 + 3p - 2 \end{aligned}$$

$$\begin{aligned} 3) \quad & (p+3)(p-1)(p+4) \\ & = (p^2 + 3p - p - 3)(p+4) \\ & = (p^2 + 2p - 3)(p+4) \\ & = p^3 + 4p^2 + 2p^2 + 8p - 3p - 12 \\ & = p^3 + 6p^2 + 5p - 12 \end{aligned}$$

Factorise fully:

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

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

$$\begin{aligned} 3) \quad & 6x^2 + 13x + 5 \\ & = 6x^2 + 3x + 10x + 5 \\ & = 3x(2x+1) + 5(2x+1) \\ & = (3x+5)(2x+1) \end{aligned}$$

$$\begin{aligned} 4) \quad & 4x^2 - 25 \\ & = (2x+5)(2x-5) \end{aligned}$$

Key Words

Expand
 Factorise fully
 Bracket
 Difference of two squares

A) Expand:

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

B) Factorise:

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

SPARX MATHS

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

MUSIC FOR FILM AND SOUNDTRACKS

MUSIC FOR FILM KEY TERMS

- SOUNDTRACK - The music and sound recorded on a motion-picture film. The word can also mean a commercial recording of a collection of music and songs from a film sold individually as a CD or collection for digital download.
- STORYBOARD - A graphic organiser in the form of illustrations and images displayed in sequence to help the composer plan their soundtrack.
- CUESHEET - A detailed listing of **MUSICAL CUES** matching the visual action of a film so that composers can time their music accurately.
- CLICK TRACKS - An electronic **METRONOME** which helps film composers accurately time their music to on-screen action through a series of 'clicks' (often heard through headphones) - used extensively in cartoons and animated films.
- DIEGETIC FILM MUSIC - Music within the film for both the characters and audience to hear (e.g. a car radio, a band in a nightclub or sound effects)
- NON-DIEGETIC FILM MUSIC - Music which is put "over the top" of the action of a film for the audience's benefit and which the characters within a film can't hear - also known as **UNDERScore** or **INCIDENTAL MUSIC**.
- LEITMOTIFS - A **LEITMOTIF** is a frequently recurring short melodic or harmonic idea which is associated with a character, event, concept, idea, object or situation which can be used directly or indirectly to remind us of someone not directly on screen. Some of the best-known examples include the two-note motif for 'Jaws' or the chord progression in 'James Bond'. These may also be altered to give a hint as to what may be happening later, or they may be in the background as a 'subtle hint' to the listener.

IMPORTANT FILM COMPOSERS

What is your favourite film? Find out who composed the soundtrack for that film. Then find out what else they wrote; the chances are you will enjoy that as well, or listen to some soundtracks by the greatest film composers. Here are some suggestions for home listening, or watch the film and listen out for the music!

JOHN WILLIAMS

Star Wars, Harry Potter
Jaws, Indiana Jones



JAMES HORNER

Titanic, Avatar,
Braveheart, Apollo 13



BERNARD HERRMANN

Psycho, Vertigo, Taxi
Driver and many more



JOHN BARRY

James Bond, Born Free,
Out of Africa



HANS ZIMMER

Pirates of the Caribbean,
Lion King



ALAN SILVESTRI

Avengers, Back to the
Future, Polar Express



WIDER LISTENING

Here are some links to pieces that will extend your knowledge of these topics. Please listen to these at home, perhaps with your parents and family.

- JOHN WILLIAMS: Theme to "Schindlers List" - <https://www.youtube.com/watch?v=057A1Rdss0U>
- MAX STEINER: "Tara's Theme" (from 'Gone With the Wind') - <https://www.youtube.com/watch?v=ra6ShThMnGk>
- HANS ZIMMER: "This Land" (from 'The Lion King') - <https://www.youtube.com/watch?v=TGDXTZFlcHQ>



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.

YOUR TURN - Try these questions:

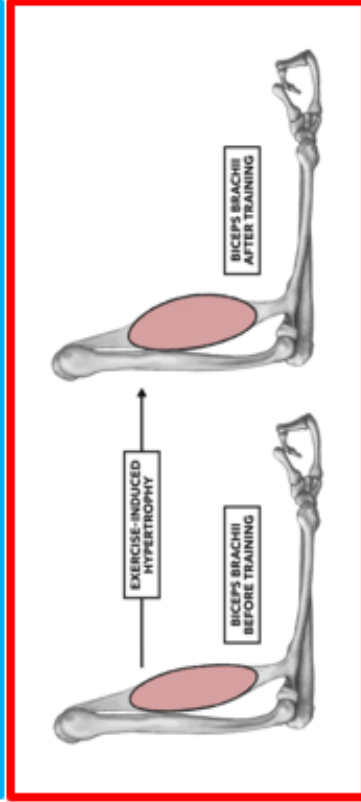
1. Define **muscle hypertrophy**.
2. Describe how an increase in **red blood cells** may help a marathon runners performance?
3. How do **arteries and veins** adapt to allow more or less blood to the working muscles?

WORKED EXAMPLE: Lucy exercises regularly to increase her fitness.

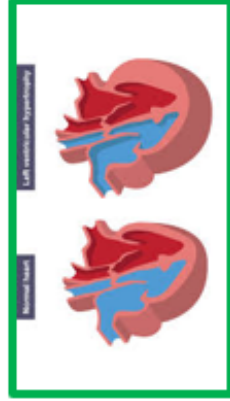
Describe one way in which the muscular system is affected by regular exercise and the long term benefit of this effect on the performer.(2 marks)

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.



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



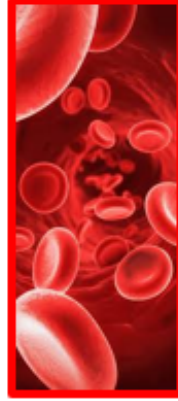
1. CARDIAC HYPERTROPHY

- 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.



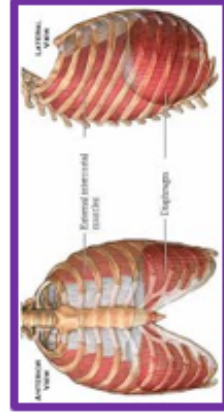
3. INCREASE IN THE NUMBER OF RED BLOOD CELLS

- 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.

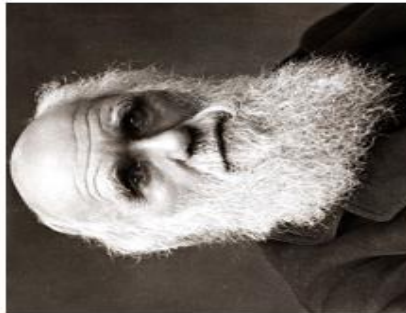
VOCABULARY:

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).



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.



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.



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 power, 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 believers or a 'none'? Explain your answer.



Religious Studies: Hinduism Practices and Lifestyles

Where do Hindus worship?

Hindus can worship anywhere, the Divine is everywhere. They may worship outside, or in a building, but all true worship comes from the heart so should take place in 'the space of the heart'. However many Hindus focus their worship on a shrine with a murti of their favourite deity taking central place. Many Hindus have shrines at home, but they may also visit a Mandir to pray there, or worship outside at a sacred place.

How do Hindus worship?

Hindu worship is very diverse, and often very colourful. The murti on the shrine is usually central, and prayers are said to it, then the deity is asked to bless the worshipper – this is called darshan. Puja (worship) may well involve offerings of flowers and fruit with prayers and mantras being recited. The main worship ceremony is the arti (arati) ceremony which involves an arti lamp being passed around with prayers and hymns being sung. During Hindu weddings a fire is lit with wood and ghee, rice is offered and prayers are said – this is an example of havan, a fire sacrifice to Agni.

Who leads worship in Hinduism?

Traditionally worship was led by brahmins, male members of the priestly caste. Today brahmins may still lead worship in a Mandir but others also take a key role. Gurus, are teachers who help others to reach enlightenment, a Hindu may follow one guru, elder or sadhu. A sadhu is a wandering holy man. At home the mother leads worship, but today there are also some female gurus.

What about pilgrimage in Hinduism?

Varanasi on the River Ganges is central in Hindu pilgrimage, it is seen as a place where earth and heaven meet. Pilgrims hope to bathe in the river and join in the evening arti ceremony on the river banks. It is a city of temples, Lord Shiva is especially important and many Shaivites try to visit. It is also seen as a 'gateway to Moksha' with many hoping to die or be cremated there. At the side of the Ganges there are ghats for cremation, and the ashes are then sprinkled in the Ganges. Kumbh Mela is pilgrimage festival that happens across 4 different pilgrimage sites. The biggest gathering is every 12 years. when naked ash-smeared sadhus wearing garlands of orange flowers lead the bathing.

Key quotes on worship:

"There are 2 ways of contemplation of Brahman; in sound and in silence." (Upanishads)

Key quotes on worship:

"A leaf or flower, water, fruit... I cherish from that earnest soul the love that makes the offering." (Bhagavad Gita)

Key quotes on gurus:

"The pearl is found in the oyster, and the oyster in the sea. The diver brings it up. No one else has the power to do this." (Guru Kabir)

Key Terms	Definitions
Worship	Showing respect and adoration to the Divine.
Sacred	Holy, religious, connected to the Divine.
Shrine	A sacred space where a deity is worshipped.
Mandir	A Hindu temple, often contains several shrines.
Murti	An image of a deity.
Personal deities	A Hindu may pick one deity to focus on.
Puja	Respecting / honouring / worshipping a chosen deity.
Arati / Arti	An offering of light, often using an arti lamp.
Darshan	Viewing a murti with respect and receiving a blessing.
Havan	Fire sacrifice offered to Agni the fire god.
Mantra	A chant, holy sounds e.g. Aum repeated.
Meditation	Praying by being still, focusing the mind on God.
Bhakti / path of bhakti	Loving devotion to a God / gods. The path of worship, involving puja, and individual meditation.
Gurus	Wise spiritual teachers.
Brahmins	Traditional priests, found in a temple.
Pilgrimage	A journey to a sacred place.
Ganges	Mother Ganga, a holy river for Hindus.
Varanasi	On the Ganges, a key pilgrimage site for Hindus.
Kumbh mela	A pilgrimage festival for Hindus.
Shaivism	Shaivites focus on the worship of Lord Shiva.
Vaishnavism	Vaishnavaites focus on Lord Vishnu, and his avatars.

Key question: is there a best way to worship?

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 their karma, the actions they 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 they 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 Karma 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:

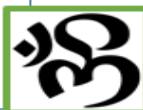
'As a man casts off his worn out clothes so the body's soul takes other forms when it discards the ones that die.' (Bhagavad Gita)

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 Karma
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 eg. 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

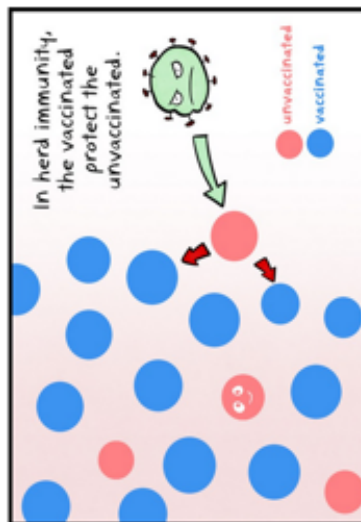
Task: Create a fact file about one disease caused by a pathogen that hasn't been mentioned in the knowledge organiser.

Pathogen	Disease	Spread 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	Gonorrhea	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



Antibiotics do not kill viruses, so they won't work against the flu and most coughs and colds.

Hehal
You can't kill a soul

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

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, dummy pill which has no effect

Risk factor

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



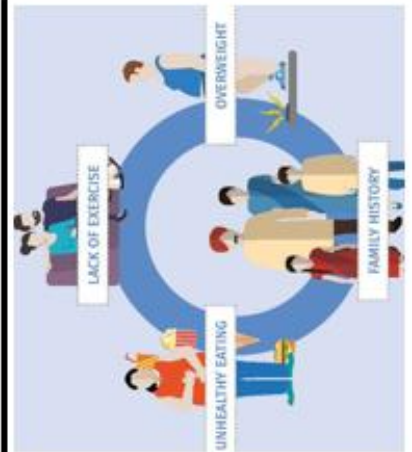
Non-communicable disease - cannot be spread

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

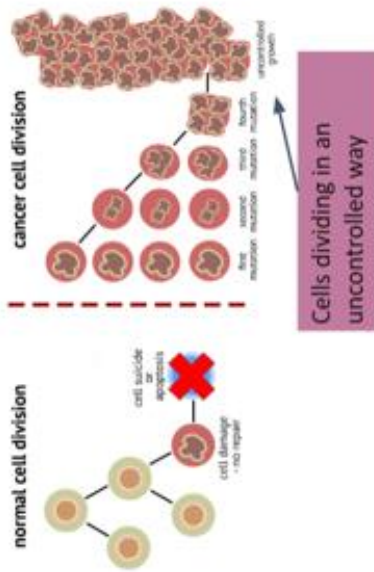
Risk factors for diabetes

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



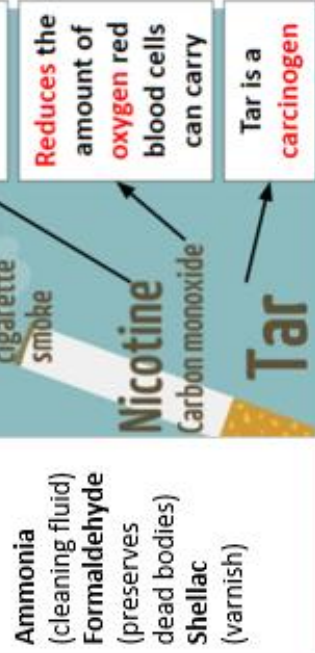
Cancer

Carcinogen - cancer causing chemical



Smoking

What's in a cigarette?



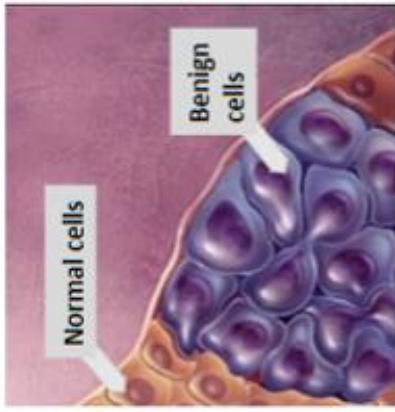
Two types of diabetes

- 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



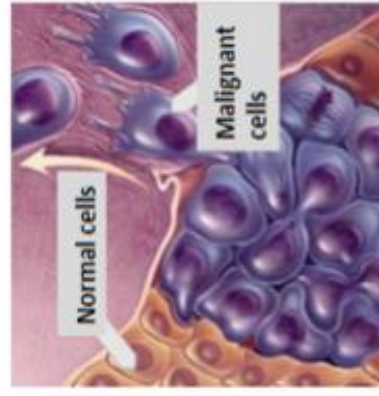
Tumours

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

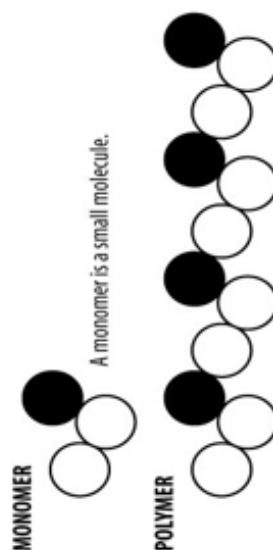
Opposite
Attraction
Properties

Tier 3 Vocabulary

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

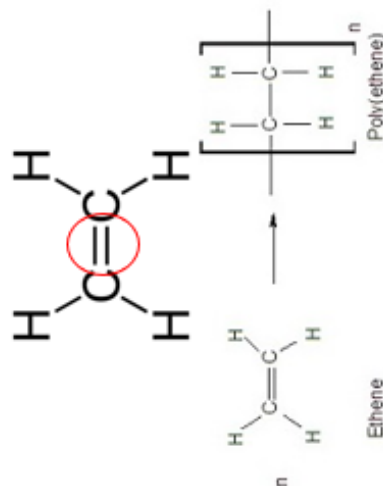
Material	Description	Properties	Uses
Ceramics	A compound such as a metal silicate or oxide that is hard, strong and has a high melting point	<ul style="list-style-type: none"> • Hard • Brittle • Stiff • Solid at room temperature • Strong • Break easily • Electrical insulators 	<ul style="list-style-type: 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 polyethylene) • Artificial joints (high-density polyethylene)
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.

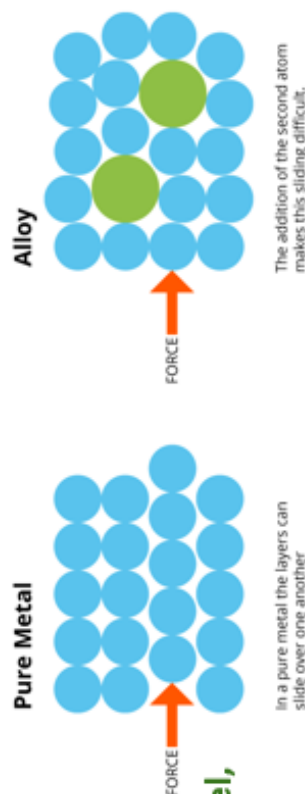


Alloys – Alloys are created from a mixture of metals.

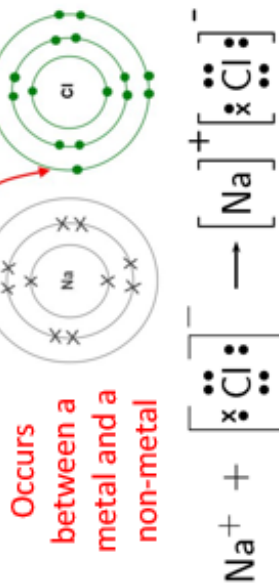
They contain metal **ions of different sizes**. This means the ions cannot arrange in regular layers and **layers cannot slide over each other**. Making alloys **stronger than pure metals**.



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

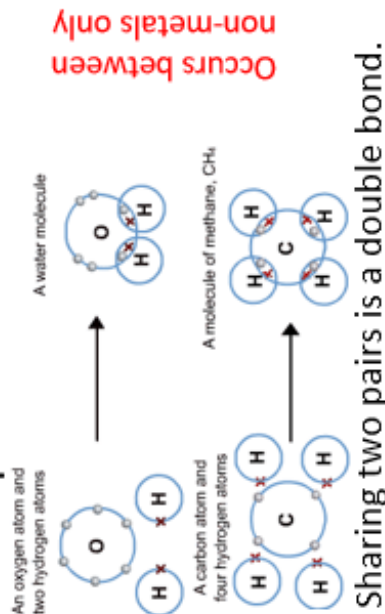


Ionic bonding – A strong electrostatic attraction between **positive metal ions** and **negative non-metal ions**.

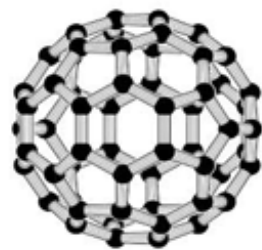


The **metal** ion becomes positive as it **transfers electrons** to the **non-metal**, making it negative. **Opposite charges** then **attract**. Many positive and negative ions together from a giant structure called a **giant lattice**. Common example: Sodium Chloride

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

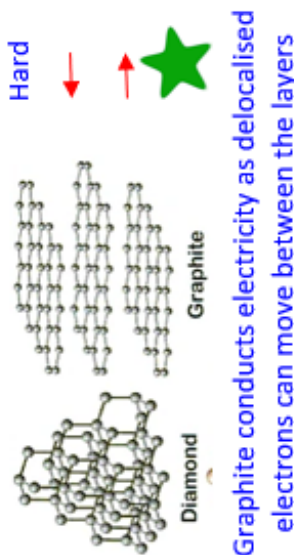


Why bond?– In all types of bonding atoms change so that they end up with a **full outer shell of electrons**. This is mostly **8** but in the case of hydrogen **2**.



Fullerenes are an example of a specially designed giant structure

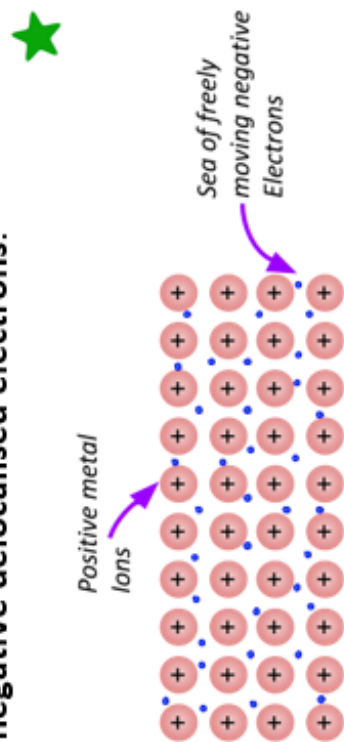
Giant Covalent Bonding – when an atom bonds to lots of others using **many strong covalent bonds**, very strong **giant structures** form.



High melting & Boiling point (solid at room temp)

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

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



Occurs between metals only

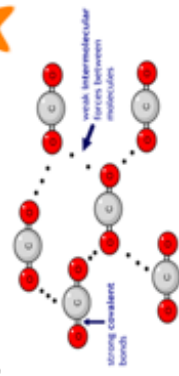
Metal ions are arranged in layers allowing them to **slide over each other**. This makes the metal **malleable** (easy to shape). The delocalised electrons are free to move. This allows metals to **conduct electricity**.

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



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

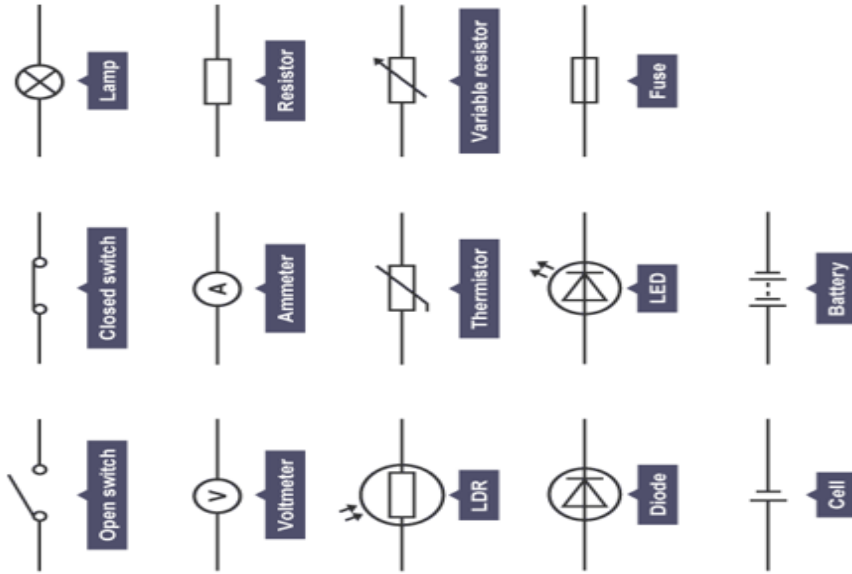
Examples: water, oxygen, chlorine



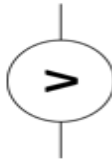
Year 9 Topic 2 Electricity - Knowledge Organiser

Symbols

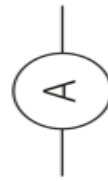
The following symbols show the different components that can be found on an electrical circuit.



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**.



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

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 . Total resistance = 6 Ω
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
Lamp

Tier 3 Keywords

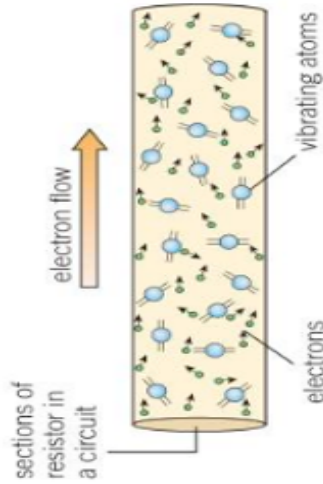
Parallel
Energy
Plug
Fuse
Non-ohmic conductor
Charge
Ohmic conductor

Coulomb
Resistance

Current
Potential difference

Electric field
Electrostatic force

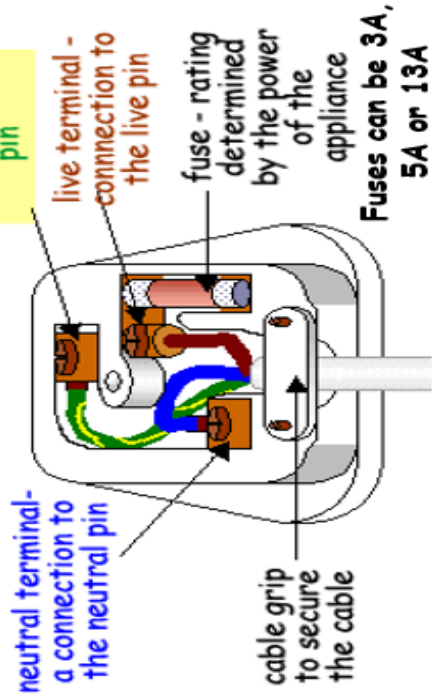
Resistance occurs when electrons move through a circuit, they collide with the ions and atoms of the wires and components in the circuit



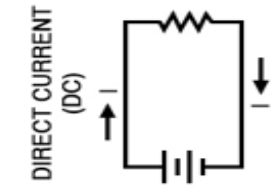
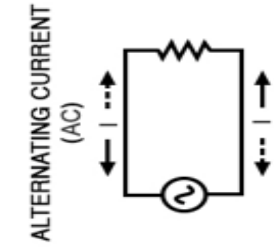
$$\text{resistance, } R = \frac{\text{potential difference, } V \text{ (volts, V)}}{\text{current, } I \text{ (amperes, A)}}$$

(ohms, Ω)

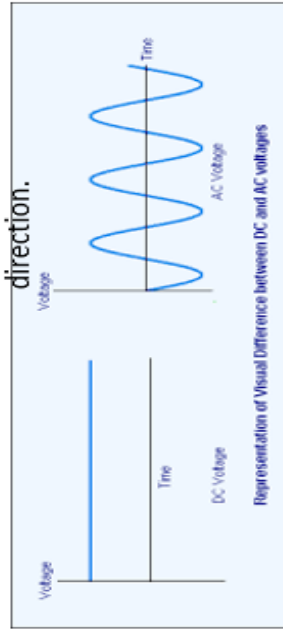
UK 3-pin plug wiring



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

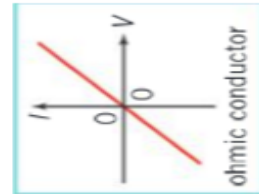


Battery powered devices use direct current, always travelling in the same direction.



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

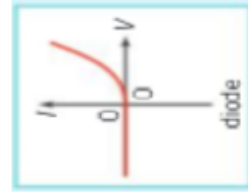
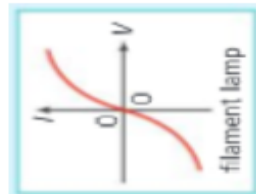
Current-potential difference graphs



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



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

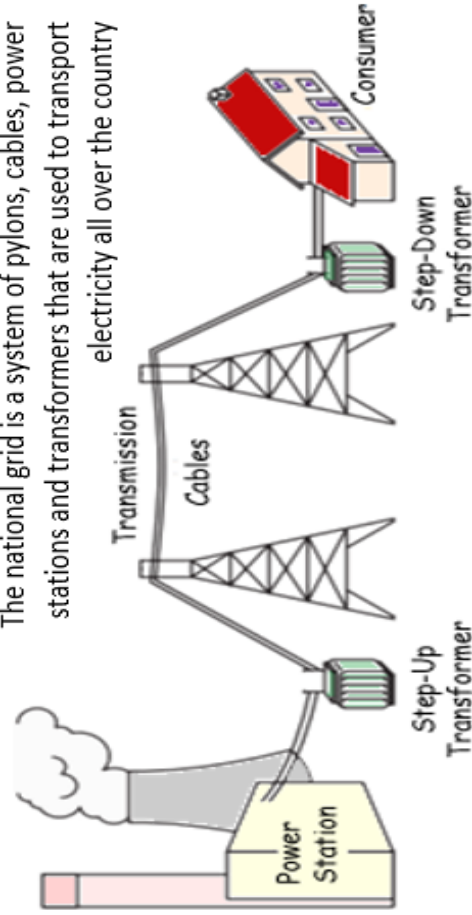


Current flow in only one direction – called the forward direction. Diode is a non-ohmic conductor

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		¿Qué haces para estar en forma?		What do you do to stay healthy?	
Learn these spellings, they will be really useful for this unit and you will be tested on them.		Juego...		I play...	
1. estar en forma	to be in shape	al baloncesto/tenis/fútbol		basketball/tennis/football	
2. se debe	you must	a la pelota vasca		pelota (Basque ball game)	
3. me duele...	...hurts me	Hago...		I do...	
4. estoy enfermo	I'm ill	artes marciales		martial arts	
5. refrescos	fizzy drinks	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
pecado	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 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

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	

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		breathe	
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	

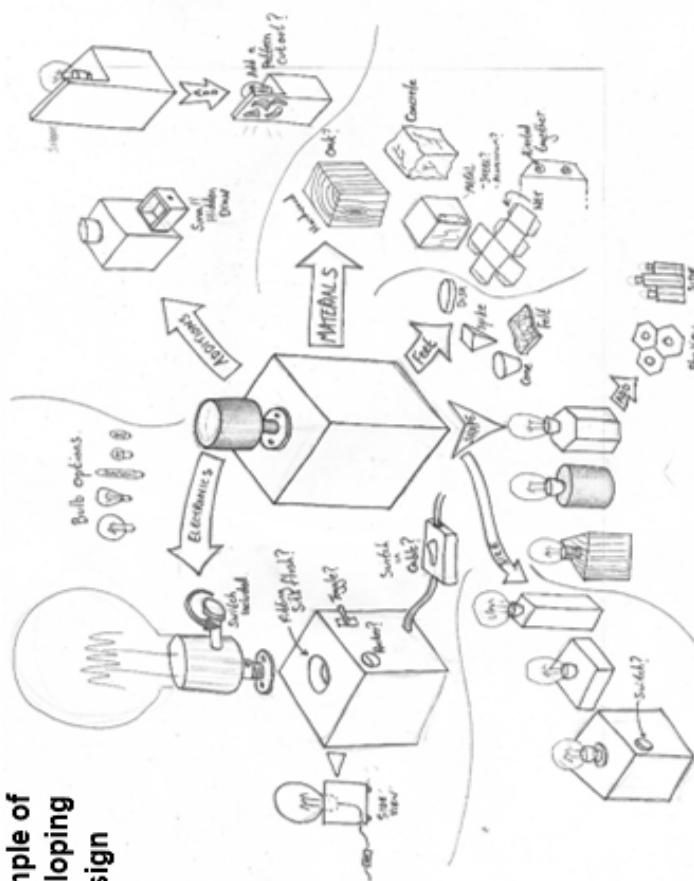
¿Cómo vas al insti?		How do you get to school?	
Voy...		I go...	
a caballo		on horseback	
a pie		on foot	
en autobús		by bus	
en barco		by boat	
en bici		by bike	
en coche		by car	
en metro		by metro	
en tren		by train	
porque es...		because it is...	
la única opción		the only option	
más rápido que...		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	

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 organizar un evento		we are going to organise and 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	
Design Brief	A statement of intent for a project, created with an end user in mind. A design brief should primarily focus on the results and outcomes of the design.
Specification	A list of rules to follow when designing, a specification point is the result of research into the requirements of a project
Influenced by...	To use existing designers, media, products, time periods etc. to create, change and adapt a design. To be influenced by.
Design Movement	A period in time where a certain style was prevalent. (see examples below)
Initial Ideas	The creation of multiple ideas, considering different ways of fulfilling the design brief
Development	To work on, add to, improve an idea via ongoing research, and seeking further influence or understanding of an outcome.

Example of
developing
a design
idea

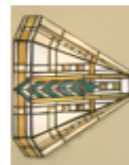


DESIGN MOVEMENTS

Design movements are periods in time where a certain style of design was prevalent. It's important to know about these movements as they provide a starting point to base your product on or just provide inspiration.



Organic design is a style of product design which takes as its starting point organic, flowing natural forms. Undulating lines, dynamic curves, and powerful arches stand in contrast to the geometric, functional style as represented by functionalism.

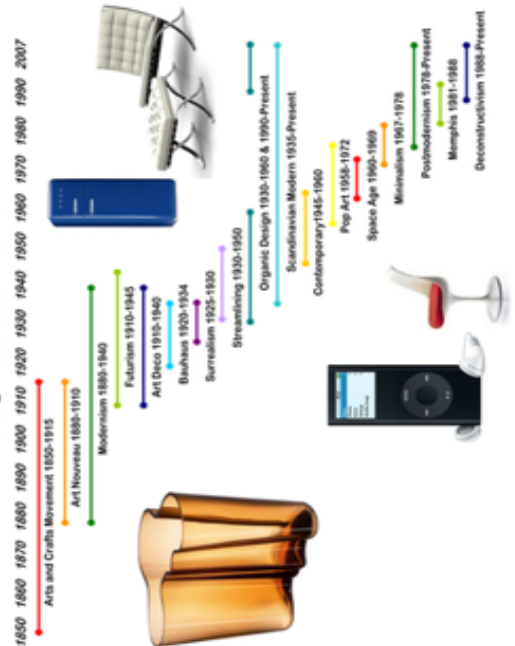


Art Deco is a style of architecture and design that first appeared in France just before World War I. Art Deco influenced the design of buildings, furniture, jewellery, fashion, transport, and everyday objects.



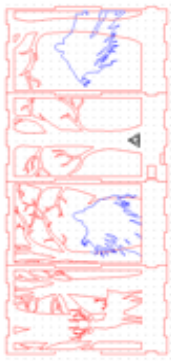
Postmodernism is one of the most controversial movements in art and design history. Over two decades, Postmodernism shattered established ideas about art and design, bringing a new self-awareness about style itself.

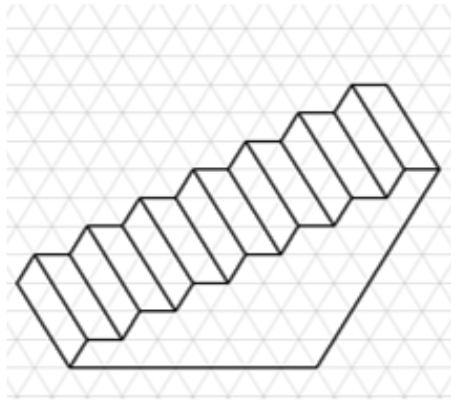
Design Movements Timeline



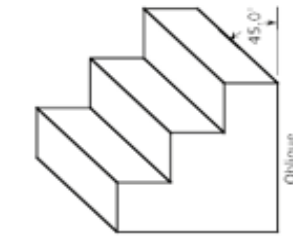
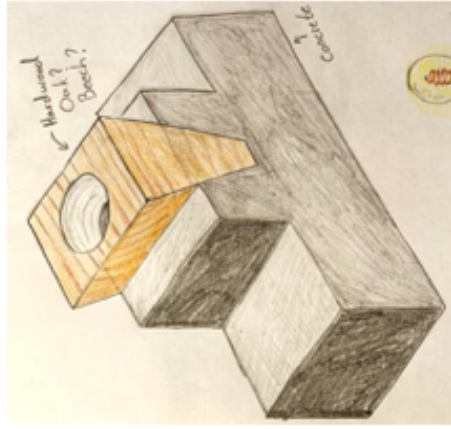
An Initial ideas page

Year 9 – Knowledge Organiser – Design & Technology – DESIGN

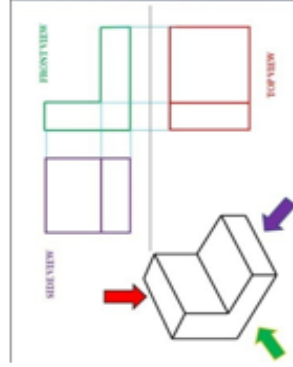
Design and Technology Specific Language and Terms	
CAD	 <p>Computer Aided Design</p>
Isometric Drawing	<p>An isometric drawing is a type of 3D drawing that is set out using 30-degree angles. It's a type of drawing in which the same scale is used for every axis, resulting in a non-distorted image.</p>
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>



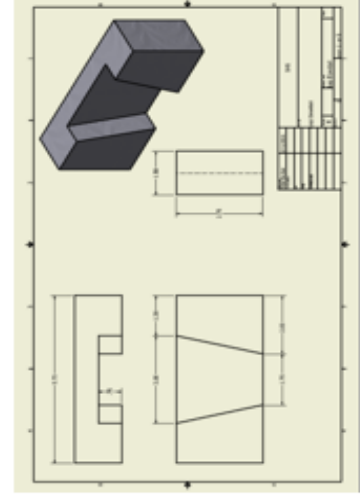
Isometric Drawings



Oblique Drawing



Orthographic Drawing









Working Drawing




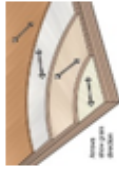
Year 9 – Knowledge Organiser – Design & Technology – Tools/Machinery

HAND TOOLS		MACHINERY		CUTTING	
	Bench Hook		Milling machine		Scroll Saw (Hegner)
	Coping Saw (timber/plastic)		Centre Lathe		Hand Held Router
	Tennon Saw (timber)		Buffer / Polisher		Jigsaw
	Hacksaw (metal)		Disc Sander		Bandsaw
	G Clamp		Strip Heater		Table Saw
	Woodwork Vice		Pillar Drill		Laser Cutter
	Hand Clamp				
	Glass Paper				
		<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"> 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"> Thin blade allows for intricate curves to be cut in timber a plastic sheet material 	
				<ul style="list-style-type: none"> Spinning cutting tool removes wood as it moves along a surface Used to create slots, grooves or fancy edges 	
				<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 	
				<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 	
				<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 	
				<ul style="list-style-type: none"> Can be used for multiple thin materials Requires designs to be created on a computer first 	

Year 9 – Knowledge Organiser – Design & Technology – MATERIALS

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

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	Good aesthetic Extremely durable Easy to maintain High strength	Generally harder to cut and shape More expensive Less sustainable as slower growth rate
Mahogany 	Hardwood		
Plywood 	Manufactured Board	Available in large sheets Good strength and durability Can be laser cut	More expensive than other board options Edges can splinter

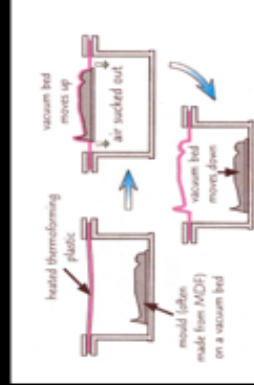


3D Printing uses PLA or PVC plastic on a reel. This is heated and used to print a thin layer at a time



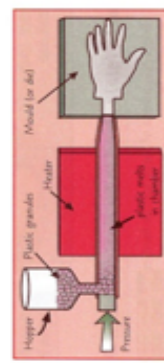
Year 9 – Knowledge Organiser – Design & Technology – PROCESSES / H&S

Shaping Plastics



- A mould is placed onto the vacuum bed
- A thermoforming sheet or film (usually HIPS) is clamped above the bed and heated until soft
 - 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.

Vacuum Forming



- 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.

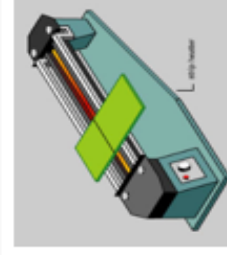
Injection Moulding

Bending Materials



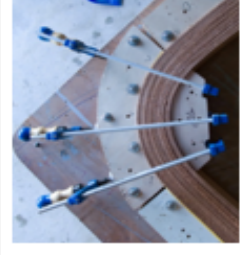
Sheet metal folder

- 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



Strip Heater

- A heating element softens a thermoforming plastic (acrylic) along a line.
- This can then be bent to shape and held in place until cooled



Lamination

- Woods can be bent by laminating
- 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.

Health & Safety



Design and Technology Specific Language and Terms

Health and Safety	Anything to do with a persons wellbeing in any given situation. From sitting at a computer for long periods to operating machinery.
Risk Assessment	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
PPE	Personal Protective Equipment Goggles, aprons, dusk masks, gloves
Extraction	Can be dust extraction when using machinery or fume extraction when gluing or painting.

Casting



- 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
- Thermoforming plastics are moulded by mixing two part which set through a chemical reaction.
 - Often referred to as Resin

Die Casting

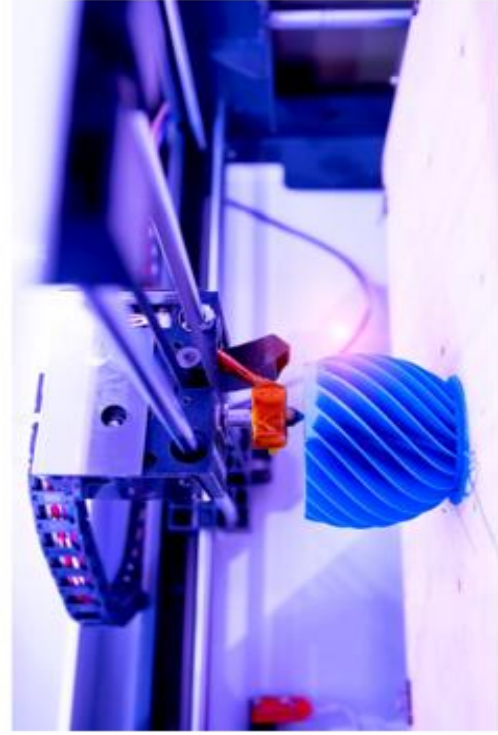
Year 9 – Knowledge Organiser – Design & Technology – CAM

COMPUTER AIDED MANUFACTURE

MACHINERY	
	Laser Cutter
	3D Printing
	Vinyl Stickers



Sticky back vinyl cut to shape



3D printer using thin layers to create a 3D 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



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

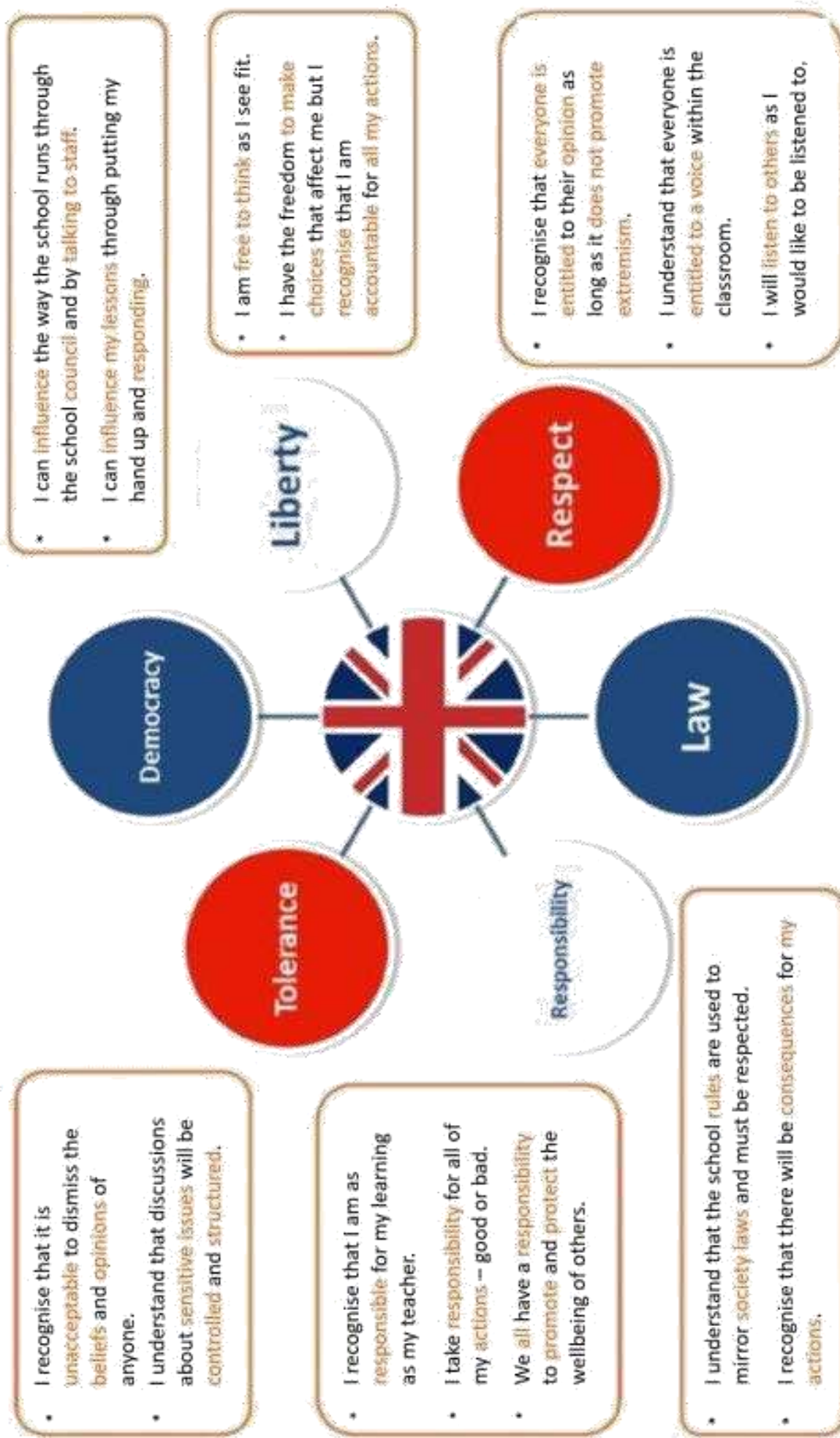


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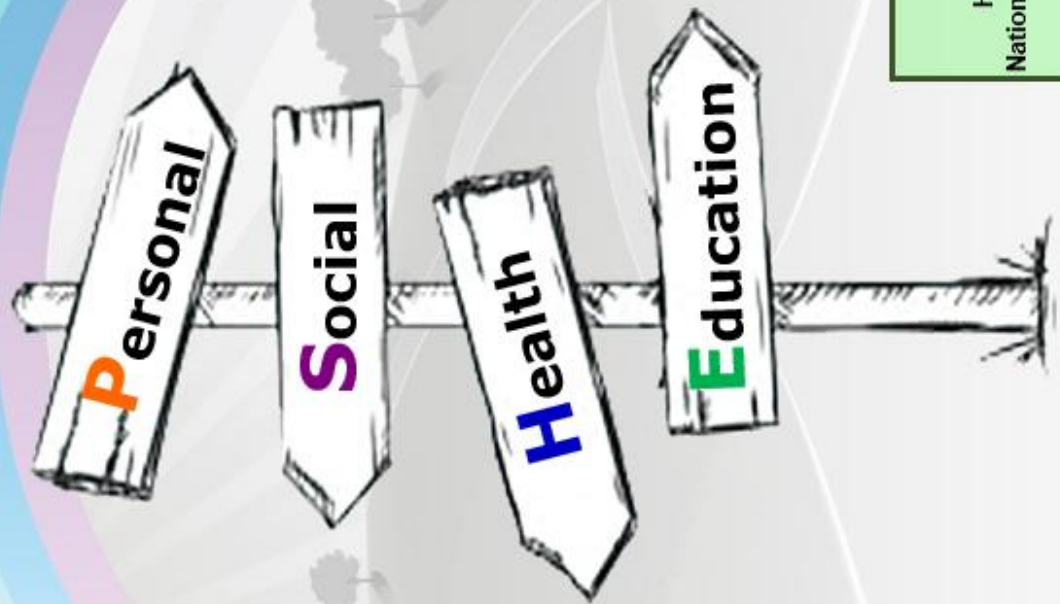
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Core British Values



YEAR 9

STAYING SAFE



Theme: Sexual health, STIs, pregnancy, contraception and genitals
 Organisation: Brook
 Website: www.brook.org.uk
 Organisation: Young & Free
 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: First Aid
 Organisation: St John Ambulance
 Phone: 0370 0104 950
 Website: www.sja.org.uk/

Theme: Health
 Organisation: Chat Health
 Website: <https://chathealth.nhs.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: fgmhelp@nspcc.org.uk
 Website: www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/female-genital-mutilation-fgm/

Theme: Mental Health
 Organisation: Kooth
 Website: <https://www.kooth.com/>



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

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/>
 Organisation: Norfolk LBGT+ Project
 Phone: 01603 219299
 Website: <https://norfolkbgproject.org.uk/>

Protected Characteristics



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>

