

# **Year 9 Knowledge Organiser**

## **Summer 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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# Summer 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

<b>Autumn Term 2025</b>		
Wednesday, 3 Sept – Thursday, 23 Oct 2025	Half-term: Monday, 27 Oct – Friday, 11 Oct 2025	Monday, 3 Nov – Friday, 19 Dec 2025
<b>Spring Term 2026</b>		
Tuesday, 6 Jan – Friday, 13 Feb 2026	Half-term: Monday, 16 Feb – Friday, 20 Feb 2026	Monday, 23 Feb – Friday, 27 Mar 2026
<b>Summer Term 2026</b>		
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:

# Summer Term 1 Calendar

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	

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

# Summer Term 2 Calendar

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

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

# 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.

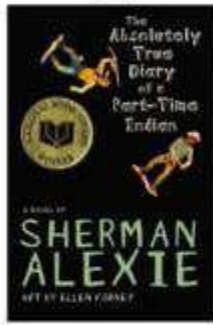
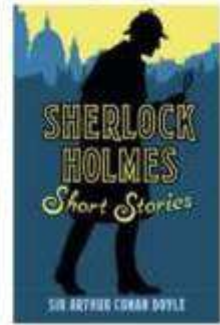
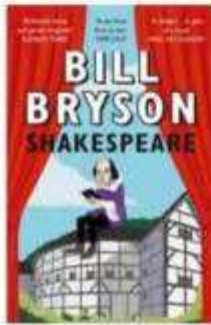
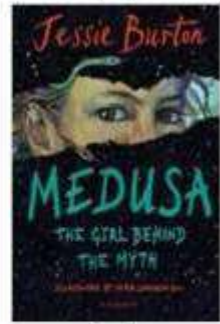
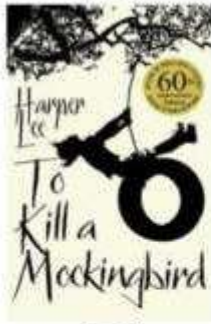
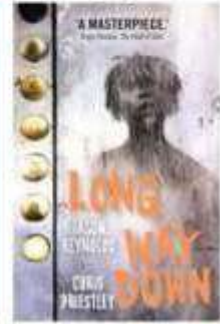
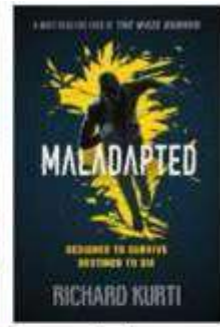
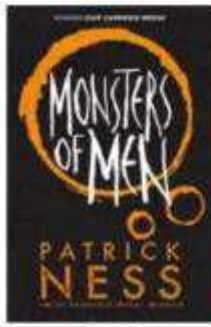
The books selected are fantastic examples of modern and classical literature, representing the best the world has to offer. Students can read these texts independently or they could listen to them on audiobook. The important thing is that they will experience a variety of genres, authors, and stories! 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



# 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

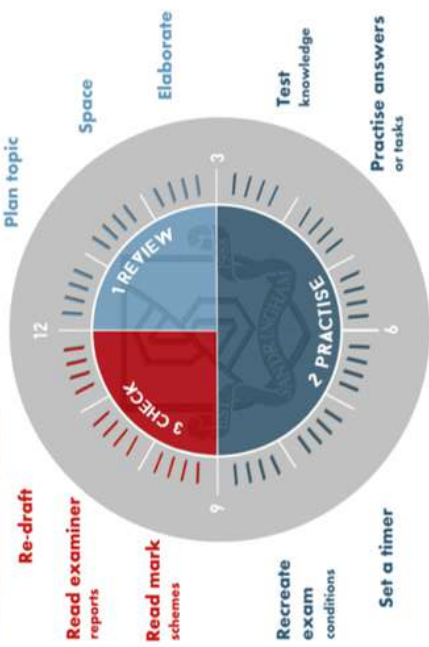
Create your own quizzes based on topics.  
Create them, test yourself or get someone to test you, it works!



### Deliberate Practice

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

#### THE MEMORY CLOCK



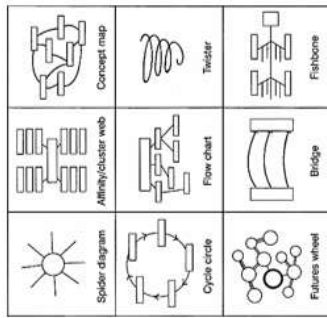
### Answer Planning

Practice planning exam question answers.  
Bullet point, speed plan and draft key paragraph questions.



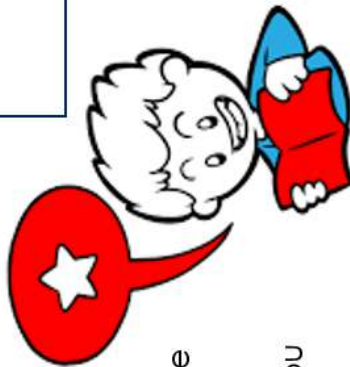
### Graphic Organisers

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!



### 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.

### Record It

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



# Year 9 Summer Term Knowledge Organiser

## Art – Independent Project:

**Concepts** are defined as abstract ideas or general notions that occur in the mind, in speech, or in thought. They are understood to be the fundamental building blocks of thoughts and beliefs. They play an important role in all aspects of art.



Ian Francis 'Revolving Cage'  
Mixed media on birch panel 2016



Adrian Samson 'Beggar'  
Metallic C-Print 2015



Marcelo Jácome 'Planos-pipas'  
Tissue paper, bamboo, fiberglass  
and cotton thread 2013

Art Specific Language and Terms		
Development of ideas	Presentation	Carefully considering the most appropriate and creative ways to present your work and research. Backgrounds should compliment the work to be placed on them.
Ideas are the underlying theme (concept) behind your work and normally come from a given starting point. Your idea helps you to create a journey for your project that changes gradually as your project progresses. The idea helps you focus your work and give direction.	<b>Annotation</b>	Evaluative writing that supports your own work. This annotation shows understanding of the media techniques used, the success of the work produced and explains the idea behind the work.
<b>Brainstorm</b> Taking a starting point and writing as many words/ideas that link to that theme as possible. This helps to generate a unique theme and idea for your own work.	<b>Quality of imagery</b>	Quality imagery refers to not just how clear the image is but how creative the image is and how relevant it is to your work.
<b>Artist Reference</b> Making relevant contextual links to Art, Artists or Cultures who's work may inspire or influence your own ideas and imagery.	<b>Development of own work</b>	Your own work is Art that you develop through experimentation and not work copied from others and is one of the most important elements at GCSE.
<b>Primary Source Imagery</b> Working from real life or photographic imagery taken by yourself.	<b>Media Experimentation</b>	Using a variety of different Art skills and techniques throughout your work. This enables you to demonstrate your ability to decide which art technique is most appropriate for your chosen work and ideas.
<b>Secondary Source imagery</b> Using the work or imagery of others to help inspire and influence your own ideas and work.		

# Year 9 Summer Term Knowledge Organiser

## Art – Independent Project – Painting:

**Acrylic Paint:** Acrylic paint is a fast-drying paint made of pigment suspended in acrylic polymer emulsion. It is water-based and a fast drying paint which is easy to mix and blend. The paint can be thinned with water.

Art Specific Language and Terms		
<b>Scaling Up</b>	A technique to help enlarge an image accurately. A grid is drawn over the image to be copied and also onto the paper (both to scale). The image is then copied in sections.	<b>Colour Blending</b>
<b>Observation</b>	Looking closely at the original image/source so that all detail and colour changes are seen and replicated.	<b>Layering</b>
		The change from one colour to another gradually. The colour change should appear smooth and is achieved when the two colours are mixed and layered smoothly without an obvious step or line.
		Applying the colour in stages, starting with lighter base colours and adding darker tones later over the top. Often there can be multiple layers to a painting.

### Paintbrush choice:

**Flat brushes** are versatile. Their long bristles can lay smooth patches of color, make long, bold strokes or when using their edges, execute fine crisp lines. Marks made with a flat brush have a distinctive square edge.

**Round brushes** come in pointed and blunt tips. Both can be used to create a linear mark by applying more or less pressure during the stroke; the pointed round brush is ideal for fine detail.

### Contemporary Painters:



Chloe Early - Eggwhite



Ant Carver



Takashi Murakami – Panda Gold

# Y9 CITIZENSHIP KNOWLEDGE ORGANISER

Summer Term

## Advocacy

Action taken to try and raise awareness of a cause or issue by acting as a representative.

## Advocate

A person who acts on behalf of others as a representative.

## Boycott

Refusing to buy goods or use a service to achieve a desired political outcome.

## Unionist

A person in favour of the union between Northern Ireland and Great Britain.

## Nationalist

A person who believes that Northern Ireland should be independent from Great Britain.

The ability to influence through the power of your culture, political and foreign policy values.

## Hard power vs. Soft power

The ability to use military or economic power to achieve aims.

## Making connections

How can you link different topics together?

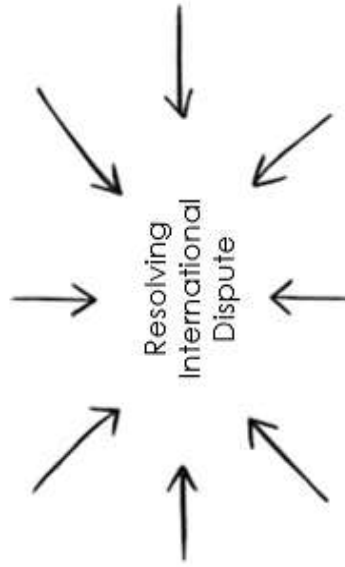
Human Rights + equality + legislation

UK + Commonwealth

Humanitarian aid + human rights

International community + human rights + United Nations

Boycott + advocate



## Mediation

A process of involving outsiders in a dialogue to try to resolve a dispute between two parties.

## Sanctions

Measures taken by a country against others to achieve a change in policy or action.

## Boycott

Refusing to buy goods or use a service to achieve a desired political outcome.

## Use of force

Military action using the armed forces. Usually involves working with others in alliances, for example UN or NATO.

## Humanitarian Aid

Non-military aid given to countries and people in need: for example, food, shelter or medical help.

## International Criminal Court (ICC)

This is a permanent, international criminal court. The ICC was established in 2002 to investigate, prosecute and bring to trial individuals accused of committing crimes towards the international community. This could be genocide, crimes against humanity and war crimes.



## HUMAN RIGHTS

Human rights are the basic rights and freedoms that belong to every person in the world, from birth until death.

Here are some examples...

### 7 Equality Before the Law

You have the right to be treated by the law in the same way as everyone else



### 11 Innocent until Proven Guilty

You have the right to be considered innocent until proven guilty.



### 19 Freedom of Opinion

You have the right to freedom of opinion and expression.



### 26 Education

You have the right to education



Did you know?

These Human Rights Articles have been written into UK law – they form the Human Rights Act 1998.

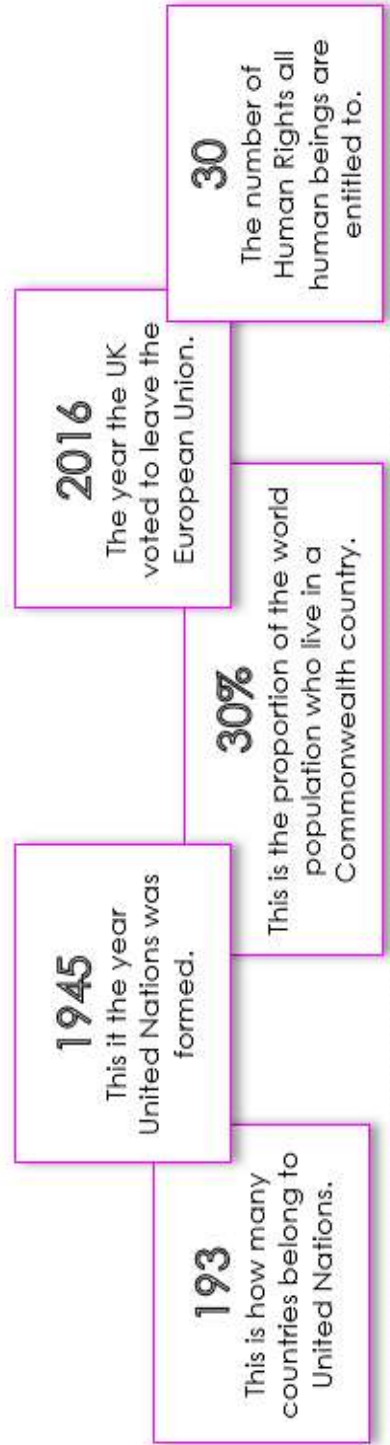
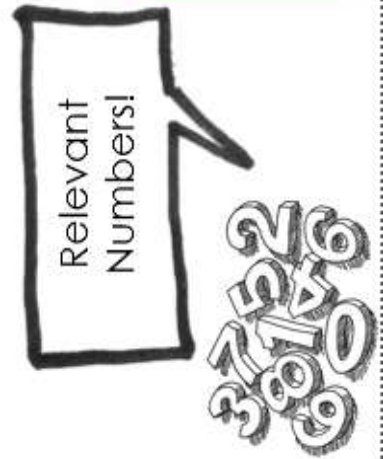
Did you know?

There are 30 Human Rights articles in total. They were established in 1948 by the United Nations.

## The UK and the Wider World



<b>World Trade Organisation (WTO)</b>	Only organisation dealing with global trading rules between nations.
<b>North Atlantic Treaty Organisation (NATO)</b>	Intergovernmental military defence alliance. The organisation provides a system of defence, if a member country is attacked, the other members come to its defence.
<b>United Nations (UN)</b>	193 members belong to this international organisation. It seeks to maintain international peace and security, develop friendly relations between nations, solve international problems and promoting respect for human rights.
<b>Commonwealth</b>	Represents 30% of the world's population, all members must agree the values set out in its own Charter. It's a voluntary organisation and its charter highlights issues related to democracy, human rights and law. The head of this organisation is the Queen.
<b>Council of Europe</b>	Intergovernmental human rights organisation, who aim to promote democracy, rule of law and human rights to their 47 member states.



# Computing – 8.5 Spreadsheet Key Knowledge

## Key Vocabulary

<b>Cell</b>	A rectangular box that can contain any value
<b>Column</b>	A vertical range of cells. Columns have a letter.
<b>Row</b>	A range of cells that go across (horizontal) the spreadsheet, given a number.
<b>Sheet</b>	A single page in a spreadsheet document
<b>Workbook</b>	A collection of sheets
<b>Drop down list</b>	Using data validation to create a list
<b>Formula</b>	A mathematical operation performed on values in the spreadsheet
<b>Function</b>	A function is a set formula that performs calculations using specific values in a particular order
<b>Vlookup</b>	Look up a value and retrieve data from a specific column in table
<b>Nested table</b>	Creating a table within a table that can be sorted separately
<b>If Statement</b>	A function that sees if a condition is met. If it is met a true value is returned if not a false.
<b>Conditional Formatting</b>	This changes the format of a cell based on what condition you enter.
<b>Macro</b>	A mini-program that performs repetitive tasks
<b>What If...</b>	The process of changing the values in cells to see how those changes will affect the outcome of formulas on the worksheet

<b>=Sum</b>	Adds the values of a cell range
<b>=Average</b>	Finds the average value of a range
<b>=Max</b>	Finds the maximum value in a range
<b>=Min</b>	Finds the minimum value in a range
<b>=IF</b>	Used to create an IF statement
<b>=vlookup</b>	Using data validation to create a list

## SUM Task

Give an example of how to use SUM

=SUM

## Excel Task

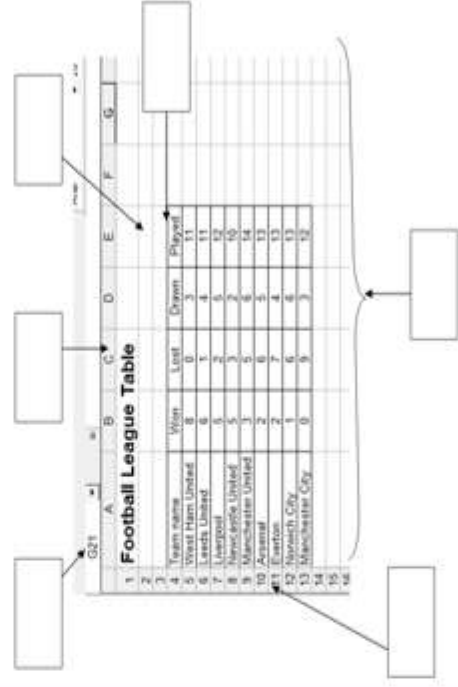
Match the Excel keywords to their definitions.

- Column
- Cell
- Predict
- Model
- Cell reference
- Row
- Value
- Label
- Variable
- Formula

- Used to try out different scenarios and make decisions.
- A square box on a spreadsheet where you enter data.
- Go across the spreadsheet and are identified by numbers.
- Used to carry out calculations in a spreadsheet.
- Go down the spreadsheet and are identified by letters.
- Guess what will happen when changes are made.
- The coordinates of a cell e.g. A4.
- Text that identifies the contents of a cell.
- A value that is changed in a model to see the effects.
- A number typed into a cell.

## Excel Task: Previous Learning

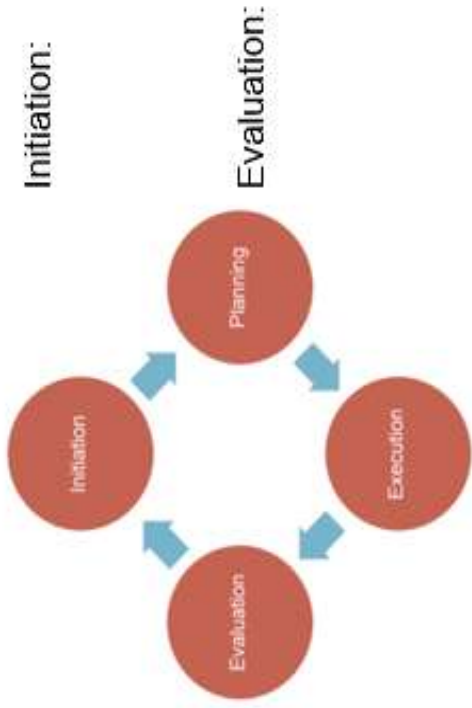
Can you label the spreadsheet based on your learning from year 7



# Computing - 9.6 Integrated Project Key Knowledge

## Project Life Cycle

The project life cycle is a series of **stages** that are worked through during the development of a project from start to finish. Explain Initiation and Evaluation (planning and implementation are shown on the left).



## Target Audience

Apart from age and gender how else can a target audience be grouped?

## Logo Design

Sketch a new logo design for your school:

# Year 9 Dance Knowledge Organiser: Choreography Part 2

## A Motif

A movement phrase encapsulating an idea that is repeated and developed throughout the dance.

A dancer is kneeling on the floor, centre stage, facing front, with both arms down by the side of the body, looking straight ahead. The right arm rises forwards, remaining straight, to shoulder height, creating a horizontal line. The right arm continues to travel upwards, remaining straight, until it is in a vertical position with the elbow next to the ear. The hand is open with the palm facing forwards and the fingers reaching up to the sky. The dynamic is steady and slow.

## Choreographic Devices

Motif and development - Ways in which a movement phrase can be varied.

Repetition - Performing the same action or phrase again.

Contrast - Movements or shapes that have nothing in common.

Highlights - Important moments of a dance.

Climax - The most significant moment of the dance.

Manipulation of number - How the number of dancers in a group is used.

Unison - Two or more dancers performing the same movement at the same time.

Canon - When the same movements overlap in time.

## Motif and Development

Ways in which a movement phrase can be varied

Motifs can be varied by using movement components. For example:

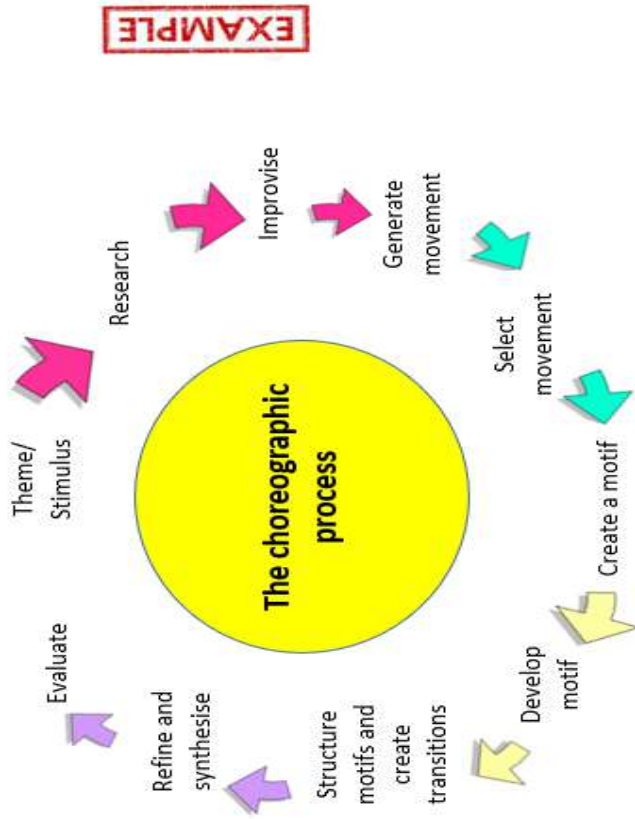
Actions: Fragmentation – Re-ordering parts of the motif, Retrograde –Reverse movements,

Addition – to add in a movement

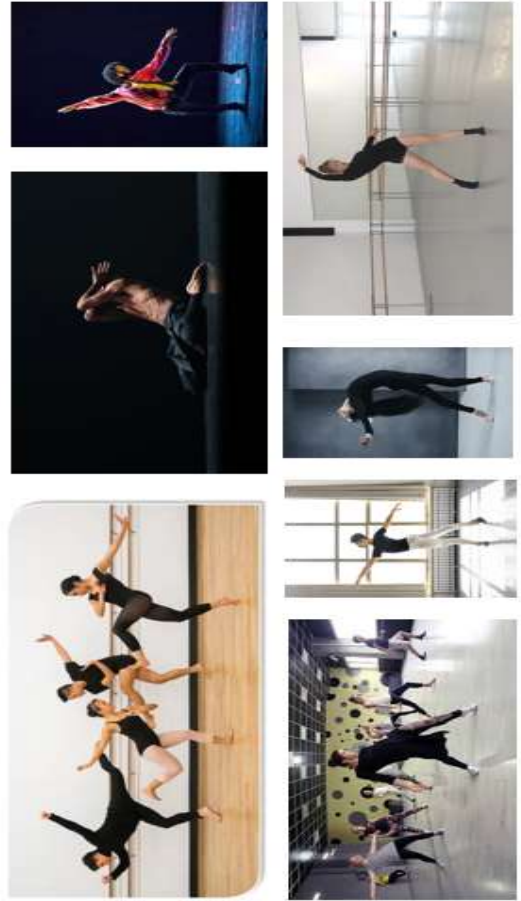
Space: Change the pathways, levels, movement size or directions. E.g. a small jump into a large jump.

Dynamics: change the dynamics. E.g.. From soft to sharp

Relationships: change one relationship to another. E.g. leading and following into mirroring



EXAMPLE



# Year 9 Dance Knowledge Organiser: Choreography Part 2

If this is your motif, how could you develop it in three different ways?

*A dancer is kneeling on the floor, centre stage, facing front, with both arms down by the side of the body, looking straight ahead. The right arm rises forwards, remaining straight, to shoulder height, creating a horizontal line. The right arm continues to travel upwards, remaining straight, until it is in a vertical position with the elbow next to the ear. The hand is open with the palm facing forwards and the fingers reaching up to the sky. The dynamic is steady and slow.*

State the choreographic device  
Clearly apply it

Make it clear how the phrase is now developed

**EXAMPLE**

I would use change of dynamics. For example instead of rising the arm upwards steady and slow the dancer would perform it quickly and sharply.

I would use change of level so instead of the dancer starting on the floor, they would start by standing up.

I would use retrograde so that instead of the right arm starting down by the side the right arm would start above the dancer's head in a vertical position next to the ear and then lower down straight and horizontally until it ends by the dancer's side.

## Communication of Intent

The aim of the dance: what the choreographer aims to communicate

Mood	Idea	Style/style fusion	Meaning	Theme
------	------	--------------------	---------	-------



## Structure

The ways in which a dance is made, built, ordered or organised.

<b>Binary</b>	<b>AB</b>
<b>Ternary</b>	<b>ABA</b>
<b>Narrative</b>	<b>ABC</b>
<b>Episodic</b>	<b>A B C D</b>
<b>Arch</b>	<b>ABCBA</b>
<b>Rondo</b>	<b>ABACADA</b>



# Drama Theatre Creation



You **MUST** make sure all aspects of your performance fit your chosen practitioner or genre....

## Key to Characterisation

<b>Voice</b>	You need make sure that you: <ul style="list-style-type: none"> <li>• Speak clearly</li> <li>• Emphasise words in the right place</li> <li>• Use pauses</li> <li>• Think about the pace you speak</li> <li>• Can be heard</li> </ul>
<b>Movement</b>	How you move can define a character. Think about <b>why</b> and <b>how</b> you move on the stage. What is your purpose?
<b>Body Language and Facial Expressions</b>	These need to be clear and strong. Are your body language and facial expressions telling the correct story? Do they match?
<b>Proxemics</b>	How close or near you are to others on stage. This can help to communicate meaning e.g. if your character is scared of another character you might stand far away.

## Genres

- Gothic
- Surrealism
- Physical theatre
- Pantomime
- Theatre in Education
- Verbatim
- Absurdism
- Comedy
- Melodrama
- Realism
- Musical
- Epic Theatre
- Greek

## Key Questions:

1. What are Stanislavski's given circumstances?
2. How can they be used when creating your character?
3. Name three things you could do to create or improve your characterisation? What rehearsal techniques could you use to help you achieve your improvements?
4. Explain the key concepts of your chosen practitioner or genre?

## Practitioners

- Commedia Dell'Arte
- Brecht
- Greek theatre
- Gecko
- Stanislavski
- Artaud
- Kneehigh
- Frantic Assembly
- Godber
- Mark Wheeler
- The Paper Birds
- Kate Mitchel
- DV8
- Splendid
- Off Balance
- Berkoff
- Beckett
- Grotowski

Vocabulary	Theatre Creation Vocabulary	Explanation
Stimuli		The starting point, idea or inspiration for your devised drama. It is the thing you base your drama around.
Dramatic devices		Dramatic devices are rehearsal techniques that help you to create your piece of theatre and work.
Plot		Plot refers to the storyline of the text. The plot is the sequence of events in the story or drama.
Climax		The climax is the plays point of highest tension or it is the time when the action starts during which the solution is given. Plays should build to a climax or anti-climax.
Practitioner		A theatre practitioner is someone who creates theatrical performances and/or produces an idea or theory that informs his or her practical work.
Genre		A type of theatre – for example, physical, mask, T.I.E...

## Practice Task

1. Hot seat your character, asking your character questions to build their back ground.
2. Create a lighting plan for your performance. Use the following video for help and guidance <https://www.youtube.com/watch?v=UN18kSmSndk>

Par Can – Light for large areas as it literally floods the stage



Profile Spotlight – Definite sharp edged beam, can also be used for gobos



Fresnel Spotlight – Soft edged beam, good for smaller areas



Strobe Light – Quick successive flashing light, making action appear jumpy



Birdie – A tiny lantern good for up lighting facial features and distorting them; creating an eerie atmosphere



Moving Head Light – A light which moves across the stage, changes colour and can project images using gobos



Websites / Literature / Media

<https://www.youtube.com/watch?v=2FWAUncAvv4>

The Frantic Assembly Book of Devising Theatre By Scott Graham

Graham

A Beginner's Guide to Devising Theatre By Jess Thorpe & Tashi Gore

BBC Bite Size

<https://www.theguardian.com/culture-professionals-network/2015/oct/16/devised-theatre-ten-tips-collaboration>

collaboration



# Drama- Analysing

## Theatre

When analysing theatre you will be asked to look at it in one of two ways Either –  
 a) Practically - What the actor is doing with movement / voice / gesture...  
 Or - b) Performance Support – set / props / sound / lighting / costume...



### Evaluative Vocabulary

Conveys	Gets across a message / idea / theory
Demonstrates	Provides a clear explanation / example
Emphasises	Draws attention to something
Evidences	Provides evidence/proof for an argument/ theory
Evokes	Brings about a strong feeling or idea
Foreshadows	Hints at subsequent events / themes
Highlights	Draws clear attention by making it stand out
Illustrates	Creates a distinct image
Implies	Suggests something beyond the obvious
Indicates	Acts as a clear pointer or a signpost
Portrays	Shows or represents something / someone in a certain way
Presents	Introduces an idea
Projects	Takes an idea and makes it more distinct
Represents	Takes an idea and puts it forward in a different light
Reveals	Makes a meaning / interpretation clear that was previously unclear
Signifies	Uses a word or a sign to make the meaning clear
Symbolises	Takes a visual image and uses it for a deeper meaning

### Vocabulary

Adaptation	Alter a script to make it suitable for the stage, TV or film. It may include changing the use of language or setting
Characterisation	Creating a character, through the use of voice and movement
Tone	The thought or feeling behind spoken words
Pitch	The note used when speaking
Physical theatre	Physical theatre is communicating a story or meaning through movement
Prop	Items held or used by actors onstage
Analyse	Breaking things down in detail in order to understand them (cause and effect)
Contrast	Being strikingly different from something else i.e. the contrast between realism and Surrealism is great.
Evaluate	Determining if something is effective or not
Juxtaposition	two things being seen or placed close together with <b>contrasting</b> effect. "the juxtaposition of these two still images"

### Remember to use drama vocabulary

Voice	Pitch Tone Pace Tempo
Movement	Pace Body language Intensity
Gesture	Facial expression Body language
Climax	Pace Tempo
Sound	Diegetic Non- diegetic Symbolism
Lighting	Gobo Gels Intensity Symbolism
Costume	Garment Colour Period Symbolism

### Key Questions:

- How can tone communicate meaning of a character?
- Name four light names?
- How can lighting create tension in a scene?
- How was props used to create the monster in 'A Monster Called' and why was it so effective?

### Practice Task

- Watch <https://www.youtube.com/watch?v=aCx0vh1s6y4>  
 Answer the following questions:  
 a) How is voice used to communicate meaning to the audience?  
 b) How are props used to communicate the location of the scene?

# English

## Application of Concepts

Core Text: *The Adventure of the Speckled Band* by Arthur Conan Doyle

Concepts In this unit, we draw together the big ideas that we have been learning throughout KS3. These concepts help us to make connections, such as the relationship between characterisation and genre in detective fiction.

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

### Vocabulary

- Perspective
- Genre
- Theme
- Structure
- Archetype
- Symbolism
- Rhetoric
- Setting
- Reader
- Response
- Argument
- Setting
- Characterisation
- Representation

Practise spelling vocabulary words and matching definitions to words.



- A. The time and place (or when and where) of the story.
- B. Used in speech and writing to make a specific impact on the audience/reader.
- C. Something that stands for or suggests something else; it represents something beyond literal meaning.
- D. The classification of a literary work by its form, content, and style into categories.
- E. The process authors use to develop characters and create images of the characters for the audience.
- F. The person or type of person, the author believed would most enjoy or benefit from their literature.
- G. A universal idea, lesson, or message explored throughout a work of literature.
- H. The way a group of people or their ideologies are depicted.
- I. A work of persuasion. You use it to convince others to agree with your claim or viewpoint when they have doubts or disagree.
- J. The order in which events are organized into a beginning, middle, and ending in a novel.
- K. A point of view expressed about a piece of work.
- L. How a text is presented to readers.
- M. A character is created based on a set of qualities or traits that are specific and identifiable for readers.

Check your answers:

- |             |                |                   |             |                     |
|-------------|----------------|-------------------|-------------|---------------------|
| A. Setting  | B. Rhetoric    | C. Symbolism      | D. Genre    | E. Characterisation |
| F. Reader   | G. Theme       | H. Representation | I. Argument | J. Structure        |
| K. Response | L. Perspective | M. Archetype      |             |                     |

**Task 1.** Which of these skills or attributes is the most important in the characterisation of a detective? Why do you think this?

- A. Crime-fighter
- B. Rational (cause and effect) thinking.
- C. Perceptive - picks up clues.
- D. Attention to detail.
- E. Intelligent.
- F. Good judge of character.
- G. Gather information to draw logical conclusions.

Put the skills in order of importance.



**CREATIVE!**

Plan a detective story that includes the following:

- A hotel
- A detective
- A valuable item has gone missing that has been in the family for years
- A telephone message.



**Task 2.** How do these items relate to the attributes of an archetypal detective? What item would you add?



**Task 3.** Read the following extract taken from *The Bascambe Valley Mystery*, another novel by Sir Conan Doyle. What clues are there that given information about Holmes? What do they tell you about the detective?

Sherlock Holmes was pacing up and down the platform, his tall, gaunt figure made even gaunter and taller by his long grey travelling-cloak and close-fitting cloth cap. "It is really very good of you to come, Watson," said he. "It makes a considerable difference to me, having someone with me on whom I can thoroughly rely. Local aid is always either worthless or else biased. If you will keep the two corner seats I shall get the tickets."

We had the carriage to ourselves save for an immense litter of papers which Holmes had brought with him. Among these he rummaged and read, with intervals of note-taking and of meditation, until we were past Reading. Then he suddenly rolled them all into a gigantic ball and tossed them up onto the rack. "Have you heard anything of the case?" he asked.

# Year 9 KS3 Cooking and Nutrition: Food Choice

## Prior Learning / Context:

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

## Assessment:

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

## Key Questions:

Justify why British cuisine can be considered Multi-cultural? (6 marks)

Describe the distinctive characteristics of Italian cuisine? (2 marks)

Plan a buffet menu which showcases at least two different cuisines. (6 marks)

Food labelling is important to help us decide which food to buy, how to store and cook food correctly and to be aware of the nutritional content of food.

Energy		Saturated Fat		Sugars		Salt	
1046kJ	3.0g	1.3g	34g	0.9g			
250kcal	LOW	LOW	HIGH	MED			
13%	4%	7%	38%	15%			

Each serving (150g) contains  
of an adult's reference intake  
Typical values (as sold) per 100g: 667kJ/ 167kcal

"Use by" and "best before" dates are there for food safety reasons and to help us use food before it spoils. Labels on food must contain precise and accurate information about nutrients in food. Fat, saturated fat, salt and sugar are labelled as either green, amber or red. Try to choose labels with more green on.

**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 chapati.

## Themes:

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

## Consumer Awareness

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

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

## Food Preparation Outcomes:



## Future Learning:

KS4: AQA GCSE in Food Preparation and Nutrition

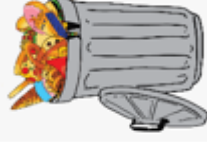
## Key Vocabulary

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

Year 10 – AQA GCSE in Food Preparation and Nutrition



# International Cuisine & Consumer Awareness



British people are now more adventurous with their food choice and will regularly eat food originating in other countries. Some examples of these are:

**Italian Cuisine** – Family and food is very important to Italians – with recipes being passed down the generations through mothers and grandmothers. Italian flavours are simple and they often use seasonal local ingredients that are home-grown or purchased in markets. Traditional dishes include pasta, pizza and risotto. Bread is freshly baked and a rainbow of fresh vegetables and salads are regularly served as accompaniments. Healthy olive oil is used instead of animal fats.

**Chinese Cuisine** – Chinese food is often quick to make, with an emphasis on colour, flavour and texture. Much of the food is stir-fried in a wok or steamed in a bamboo steamer – both healthy ways of cooking. In a very traditional Chinese kitchen there is no oven. Traditional dishes include spring rolls, crispy duck, soups and broths, sweet and sour noodles and fried rice. Chinese food often uses aromatic spices such as ginger to flavour food. At meal times, the Chinese family will have four or five dishes at the same time and each person will have a small bowl with rice in it. Food is eaten with chopsticks.

Consumers can be defined as “a person who purchases goods and services for personal use”. People are consumers on a daily basis. On your way to school you may use the bus and then buy a snack at break time – you are a consumer.

Food is always in the news and sometimes consumers are confused about what to buy and eat. To be an effective consumer you need to know your rights and responsibilities and know how to get advice on issues if you are not satisfied with the food you buy.

It is important that consumers know how to manage their resources effectively when choosing, shopping for, preparing and storing food.

Consumers have a wide range of options when shopping for food. There are advantages and disadvantages for them all, it is therefore important for consumers to decide which is the most suitable for them, for example going to a big supermarket or shopping in a corner shop.

To make good use of time, energy, and money when choosing food consider the following: Meal planning – thinking ahead will reduce the number and amount of time needed for shopping; Ingredients – try and choose ingredients that will save time and money; Seasonality – choose seasonal and local foods; Value for money – compare the cost of fresh and pre-prepared ingredients.

# Y9 French Knowledge Organiser– Summer Term 1

## Quel pays voudrais-tu visiter?

### *What country would you like to visit?*

Je voudrais visiter...	<i>I would like to visit ...</i>
la Belgique.	<i>Belgium.</i>
le Laos.	<i>Laos.</i>
le Canada.	<i>Canada.</i>
le Vietnam.	<i>Vietnam.</i>
le Gabon.	<i>Gabon.</i>
le Sénégal.	<i>Senegal.</i>
la Martinique.	<i>Martinique.</i>
la Tunisie.	<i>Tunisia.</i>
la Suisse.	<i>Switzerland.</i>
les Seychelles.	<i>the Seychelles.</i>
car il y a ...	<i>because there is/are ...</i>
un festival de jazz.	<i>a jazz festival.</i>
une mosquée.	<i>a mosque.</i>
des plages.	<i>beaches.</i>
des éléphants.	<i>elephants.</i>
Je voudrais aller...	<i>I would like to go ...</i>
au lac de Genève.	<i>to lake Geneva.</i>
au parc national.	<i>to the national park.</i>
à la plage.	<i>to the beach.</i>
aux temples bouddhistes.	<i>to the Buddhist temples.</i>
Je voudrais manger ...	<i>I would like to eat ...</i>
du poulet fumé.	<i>(some) smoked chicken.</i>
du chocolat	<i>(some) chocolate.</i>
de la soupe.	<i>(some) soup.</i>
des fruits de mer.	<i>(some) seafood.</i>
des moules-frites.	<i>mussels and chips.</i>
J'adore / J'aime ...	<i>I love / I like ...</i>
le surf.	<i>surfing.</i>
la musique.	<i>music.</i>
l'histoire.	<i>history.</i>
les animaux.	<i>animals.</i>
les frites.	<i>chips.</i>

## Visite à un pays francophone!

### *Visit a French-speaking country!*

Le pays est sur quel continent?	<i>Which continent is the country in?</i>
en Afrique	<i>in Africa</i>
en Europe	<i>in Europe</i>
en Océanie	<i>in Australasia</i>
Il est comment, le paysage?	<i>What is the landscape like?</i>
Il y a ...	<i>There are...</i>
des forêts (tropicales).	<i>(tropical) forests.</i>
des montagnes.	<i>mountains.</i>
des plages.	<i>beaches.</i>
des rivières.	<i>ivers.</i>
des volcans.	<i>volcanoes.</i>
Qu'est-ce qu'on peut visiter ici?	<i>What can you visit here?</i>
On peut visiter...	<i>You can visit...</i>
Je veux visiter...	<i>I want to visit...</i>
le circuit de formule 1	<i>the Formula 1 track.</i>
le parc nationale.	<i>the national park.</i>
le port.	<i>the port.</i>
l'église.	<i>the church.</i>
Monaco est plus célèbre que le Laos.	<i>Monaco is more famous than Laos.</i>

## On va voir des choses extraordinaires!

### *We will see lots of amazing things!*

Le Mont-Saint-Michel est ....	<i>Mont-Saint-Michel is...</i>
La dune du Pilat est ...	<i>The Dune of Pilat is...</i>
grand/grande	<i>big</i>
beau/belle	<i>beautiful</i>
vieux/vieille	<i>old</i>
impressionnant/impressionnante	<i>impressive</i>
intéressant/intéressante	<i>interesting</i>
fabuleux/fabuleuse	<i>fabulous</i>
mystérieux/mystérieuse	<i>mysterious</i>
célèbre	<i>famous</i>
historique	<i>historical</i>
un château	<i>a castle</i>
un monument	<i>a monument</i>
un pont	<i>a bridge</i>
une montagne	<i>a mountain</i>
une mosquée	<i>a mosque</i>
une ville	<i>a town</i>

## Reserver de excursions *Booking trips and excursions*

Est-ce que tu aimes ...?	<i>Do you like ...?</i>
J'adore...	<i>I love...</i>
J'aime...	<i>I like...</i>
Je n'aime pas...	<i>I don't like...</i>
Je déteste...	<i>I hate...</i>
manger au resto	<i>eating out.</i>
visiter des musées	<i>visiting museums.</i>
visiter des monuments historiques.	<i>visiting historical monuments.</i>
aller à la piscine	<i>going to the pool.</i>
aller à la plage	<i>going to the beach.</i>
faire du surf.	<i>going surfing.</i>
faire du vélo.	<i>going cycling.</i>
faire des promenades	<i>going for walks.</i>
Qu'est-ce qu'on peut faire ici?	<i>What can you do here?</i>
On peut ...	<i>You can ...</i>
Je veux ...	<i>I want to ...</i>
Je ne veux pas ...	<i>I don't want to ...</i>
jouer...	<i>play...</i>
au minigolf.	<i>mini-golf.</i>
au tennis.	<i>tennis.</i>
au volleyball.	<i>volleyball.</i>
visiter ...	<i>visit...</i>
le château.	<i>the castle.</i>
des maisons historiques	<i>historic houses.</i>
faire du sport	<i>do sport.</i>
faire un pique-nique	<i>have a picnic.</i>
porter un costume medieval	<i>wear a medieval costume.</i>

## Y9 French Knowledge Organiser – Summer Term 2

### **On va jouer au foot! We are going to play football!**

Qu'est-ce que tu vas faire?	<i>What are you going to do?</i>
Je vais...	<i>I am going...</i>
manger beaucoup de pizza.	<i>to eat lots of pizza.</i>
passer du temps avec ma famille.	<i>to spend time with my family.</i>
poster des photos.	<i>to post photos.</i>
jouer au foot.	<i>to play football.</i>
faire les magasins.	<i>to go shopping.</i>
faire du sport.	<i>to do sport.</i>
aller à la plage.	<i>to go to the beach.</i>
lire des romans.	<i>to read novels.</i>
regarder des vidéos.	<i>to watch videos.</i>
dormir.	<i>to sleep.</i>

à l'avenir	<i>in the future</i>
un jour	<i>one day</i>
l'année prochaine	<i>next year</i>

### **Quel est ton sport préféré? What is your favourite sport?**

Mon sport préféré, c'est ...	<i>My favourite sport is ...</i>
Ma passion, c'est ...	<i>My passion is ...</i>
le cyclisme.	<i>cycling.</i>
le ping-pong.	<i>table tennis.</i>
le rugby.	<i>rugby.</i>
le ski acrobatique.	<i>acrobatic skiing.</i>

### **Qu'est-ce que tu vas faire un jour? What are you going to do one day?**

Je vais habiter ...	<i>I am going to live ...</i>
en Angleterre.	<i>in England.</i>
en Australie.	<i>in Australia.</i>
en Belgique.	<i>in Belgium.</i>
au Canada.	<i>in Canada.</i>

Je vais ...	<i>I am going...</i>
gagner une compétition importante	<i>to win an important competition.</i>
représenter mon pays.	<i>to represent my country.</i>
faire une formation.	<i>to do a training course.</i>
être joueur / joueuse professionnel(le)	<i>to be a professional player.</i>

### **On a fait le tour du monde!**

### **We did a world tour!**

Comment est-ce que tu as fait le tour du monde?  
*How did you do the world tour?*

J'ai fait le tour du monde ...	<i>I did the world tour ...</i>
en bus / en train.	<i>by bus / by train.</i>
à vélo / à pied.	<i>by bike / by foot.</i>
en avion.	<i>by plane.</i>

Je n'ai pas voyagé en / à ... *I did not travel by / on ...*

Où est-ce que tu es allé(e)? *Where did you go?*  
Je suis allé(e) dans (trente) pays différents  
*I went to (thirty) different countries.*

Qu'est-ce que tu as fait? *What did you do?*

J'ai blogué	<i>I blogged.</i>
J'ai fait des vidéos.	<i>I made videos.</i>
J'ai pris beaucoup de photos.	<i>I took lots of photos.</i>

J'ai mangé dans des restos traditionnels.  
*I ate in traditional restaurants.*

J'ai vu beaucoup de sites extraordinaires.  
*I saw lots of extraordinary places.*

J'ai logé (dans une tente / dans un hôtel).  
*I stayed (in a tent / in a hotel).*

J'ai commencé mon tour du monde en (2018).  
*I started my world tour in (2018).*

J'ai travaillé dans un camp de réfugiés.  
*I worked in a refugee camp.*

Il y avait ...	<i>There was / were ...</i>
un lac / un volcan.	<i>a lake / a volcano.</i>
une forêt tropicale.	<i>a tropical forest.</i>
des animaux sauvages.	<i>wild animals.</i>
beaucoup de problèmes.	<i>lots of problems.</i>

C'était ...	<i>It was ...</i>
vraiment intéressant.	<i>really interesting.</i>
absolument fabuleux.	<i>absolutely fabulous.</i>
très difficile.	<i>very difficult.</i>

### **On découvre des artistes francophones**

### **Finding out about French-speaking artists**

Mon artiste francophone s'appelle.... *My French-speaking artist is called ...*

Il / Elle est né(e) le ...	<i>He/She was born on the...</i>
Il / Elle habite (au Canada)	<i>He / She lives (in Canada)</i>
Il / Elle est (musicien(ne))	<i>He / She is (a musician).</i>
Il / Elle est membre du groupe ...	<i>He / She is a member of the group ...</i>
Son premier succès a été...	<i>His / Her first success was ...</i>
la chanson ...	<i>the song ...</i>
le film ...	<i>the film ...</i>
la série ...	<i>the series ...</i>

Il / Elle a chanté la chanson ...	<i>He / She sang the song ...</i>
Il / Elle a joué dans le film ...	<i>He / She played in the film ...</i>
Il / Elle a joué dans la série ...	<i>He / She played in the series ...</i>

Il / Elle a fait l'album ... *He / She made the album ...*

Il / Elle va faire une tournée en...  
*He / She is going to do a tour in ...*

Il / Elle va jouer dans... *He / She is going to play in ...*

Il / Elle va poster des images sur Instagram.  
*He / She is going to post pictures on Instagram.*

Il / Elle va continuer son travail avec / pour ...  
*He / She is going to continue his/her work with/for...*

une organisation caritative  
*a charitable organisation*



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 savannas.
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.

## Year 9 Geography

### Africa

#### 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?

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

#### Introduction to Africa

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

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

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

#### 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

# Year 9 Geography: Fieldwork

<b>Key Term</b>	<b>Definition – complete the missing terms</b>
Fieldwork	Answering a geographical question about people, places or environments <b>outside</b> of a classroom or laboratory.
Primary research	Data that you have collected yourself, <b>first-hand</b> , by completing surveys, interviews, or experiments.
Secondary research	
Data presentation	Using data that you have collected to create <b>charts</b> or <b>graphs</b> . This makes your data more 'visual' and easier to read.
Data analysis	
Conclusion	Using the data you collected to attempt to <b>answer</b> your original question or hypothesis from the start of your investigation.



## Geographical Questions

- 1/ What makes a good fieldwork question?
- 2/ Why should you include a risk assessment?
- 3/ How can you ensure your data is accurate?
- 4/ Why should you always evaluate your investigation?

## Geographical Links

Which of the topics you have covered from Y7 to Y9 could you complete a fieldwork investigation on? What would you study?

## **Key ideas**

Fieldwork is used by Geographers to try and **answer questions about the world**. To ensure their discoveries are valid and scientific, an enquiry process is followed with **six separate stages**. These stages are shown in the image above.

All fieldwork begins with using the questions we have about a specific environment to create a hypothesis. **A hypothesis is a statement that can be tested**. It must be clear and measurable. At the end of the enquiry, you should be able to say if your hypothesis was correct or not.

All fieldwork should end with an **evaluation**. This is when you reflect on your research and suggest how improvements could be made. You consider how you would do the fieldwork better if you had to repeat it.

## Y9 German - Summer Term 1

### 1. An der Rezeption

Name / Zimmer / Telefonnummer  
ein Doppelzimmer / ein Einzelzimmer  
Wie lange? Eine Woche / zwei Wochen  
Wann? Vom 4ten bis 11ten Dezember

Name / room / phone number  
a double room / a single room  
For how long? One week / two weeks  
When? From the 4th - 11<sup>th</sup> of December

### 2. Was hattest du in deiner Kindheit?

Mit ... Jahren hatte ich ...  
ein tolles Rad.  
einen roten VW  
eine schöne Puppe.  
einen niedlichen Teddybären.  
einen kleinen Computer.  
einen Fotoapparat.  
einen Gokart.  
eine Tasche.  
eine Eisenbahn.  
ein Jo-Jo.  
ein Schaukelpferd.

### What did you have in your childhood?

When I was ... years old, I had...  
a great bicycle.  
a red VW.  
a beautiful doll.  
a cute teddy bear.  
a small computer.  
a camera.  
a go-kart.  
a bag.  
a train set.  
a yo-yo.  
a rocking horse.

### 3. Mit welchem Alter konntest du das machen?

Ich konnte mit (sechs) Monaten/Jahren ...  
bis 20 zählen.  
meinen Namen schreiben.  
einen Handstand machen.  
die Uhr lesen.  
Ich durfte (nicht) ...  
alleine in die Schule gehen.  
Ich musste um 18 Uhr zu Hause sein.  
Ich musste zu Hause helfen.

### At what age could you...?

At (6) months/years I could...  
count till 20.  
write my name.  
do a handstand.  
read the clock.  
I was (not) allowed...  
to go to school alone.  
I had to be home at 6pm.  
I had to help at home.

### 4. In der Sekundarschule ...

sind die Lehrer streng.  
haben wir viele Hausaufgaben.  
In der Grundschule ...  
waren die Lehrer freundlich.  
waren die Klassenzimmer bunt.  
älter / besser / bunter / freundlicher  
größer / interessanter/ kleiner  
langweiliger / lauter / leckerer  
schlechter / strenger

### At secondary school...

the teachers are strict.  
we have lots of homework.  
At primary school...  
the teachers were friendly.  
the classrooms were colourful.  
older / better / more colourful / friendlier  
bigger / more interesting / smaller  
more boring / louder / more delicious  
worse / stricter

### 5. Wie war dein bester Freund/deine beste Freundin?

Er war der .../ Sie war die ...  
Größte / Kleinste  
Älteste / Jüngste  
Sportlichste / Faulste  
Lauteste / Ruhigste  
Frechste / Liebste

### What was your best friend like?

He was the... / She was the...  
biggest / smallest  
oldest / youngest  
sportiest / laziest  
loudest / quietest  
cheekiest / loveliest

## Y9 German - Summer Term 2

### 1. Magst du Märchen?

Mit (fünf) Jahren habe ich (Aschenputtel) gelesen.  
(Aschenputtel) war mein Lieblingsmärchen,  
weil es so ... war.  
Jetzt finde ich Märchen ... (ziemlich) kindisch  
Ich lese jetzt (Romane/Zeitschriften)  
, weil sie (interessanter) sind.  
In der Zukunft werde ich ... lesen.

### Do you like fairy tales?

At (5) years old, I read (Cinderella).  
(Cinderella) wa my favourite fairy tale,  
because it was so... .  
Now I find fairy tales..... (quite) childish  
Now I read (novels/ magazines),  
because they are (more interesting).  
In the future I will read....

### 2. Mit welchem Alter darf man das?

Man darf ab ... Jahren in Deutschland ...  
einen Teilzeitjob haben.  
die Schule verlassen.  
Blut spenden. / heiraten.  
ein Piercing haben. / ein Mofa fahren.  
Ich denke, das ist richtig/falsch.  
Das finde ich toll / Das ist nicht gut.  
Das ist ganz in Ordnung.

### At what age are you allowed to do that?

In Germany at the age of ... you are allowed...  
to have a part-time job.  
to leave school.  
to donate blood. / to marry.  
to have a piercing./ to ride a moped.  
I think, that is right/wrong.  
I find that great / That is not good.  
That is wholly acceptable.

### 3. Was ist dir (nicht) wichtig?

Geld/ Mode/ Musik/ Freizeit  
Meine Familie/ Mein Handy  
Meine Haustiere/ Meine Freunde / Gute Noten  
... ist/sind mir total/extrem/sehr/  
ziemlich/nicht wichtig.  
(Musik) ist mir wichtig, weil ...  
sie mich glücklich macht./ ich in einer Band spiele

### What is (not) important to you?

Money / fashion / music / free-time  
My family / My mobile phone  
My pets / my friends / good grades  
... are totally/ extremely / very  
quite/ not important to me.  
(Music) is important to me, because...  
it makes me happy / I play in a band.

### 4. Wo hast du bisher gewohnt?

Ich wohne jetzt in ...  
Ich habe früher in ... gewohnt.  
Mein Haus hier ist ...  
Mein Haus in ... war ...  
Ich finde die Schule hier ...  
Die Schule in ... war ...  
Jetzt fahre ich ... zur Schule.  
Ich bin früher ... zur Schule gegangen.  
Hier ist jeder Tag (sonnig und heiß).  
Ich vermisse (die Sonne).  
Es ist ziemlich kalt hier!  
Früher war es oft (kalt) ...  
Nächste Woche werde ich ...

### Where have you lived until now?

Now I live in...  
I used to live in...  
My house here is...  
My house in ... was...  
I find the school here...  
The school in... was...  
Now I go... to school.  
I used to go ... to school.  
Here, every day is (sunny and hot)  
I miss (the sun).  
It is quite cold here.  
It used to be often (cold)...  
Next week I will...

### 5. Wie können wir Spenden sammeln?

Wir können ...  
Autos waschen.  
einen Kuchenverkauf organisieren.  
einen Benefizlauf machen.  
ein gesponsertes Schweigen machen.  
eine Modenschau organisieren.  
ein Benefizkonzert organisieren.

### How can we collect donations?

We can...  
wash cars.  
organise a cake sale.  
do a charity run.  
do a sponsored silence.  
organise a fashion show.  
organise a charity concert.

### 6. Was kann man machen?

Man kann ...  
umweltfreundliches Papier kaufen.  
mit dem Rad zur Schule fahren.  
einen Kapuzenpulli zu Hause tragen.  
duschen statt baden.  
Obst und Gemüse selbst kultivieren.  
den Müll sortieren.

### What can you do?

You can...  
buy environmentally friendly paper  
go to school by bike.  
wear a hoodie at home.  
take a shower instead of a bath.  
grow your own fruit and vegetables.  
sort the rubbish.

Key Words	Definition
National Front	Far right political group – Anti immigration
SS Empire Windrush	The ship that brought the first immigrants to Britain from the Caribbean in 1948
Immigration	The policy of people moving to one country from another country for work or to settle
Labour	Another term for 'work' or 'working'
Act	Another term for 'Law' passed by Parliament
Racism	Acts of violence, intimidation, prejudice or discrimination towards a particular Race
Discrimination	Treating people differently based on their race, gender, sexuality
Equality	All races, genders & people treated the same
Liberation	Another term for being freed
Colour Bar	A social system in which black / other non-white people are denied access to that of white people

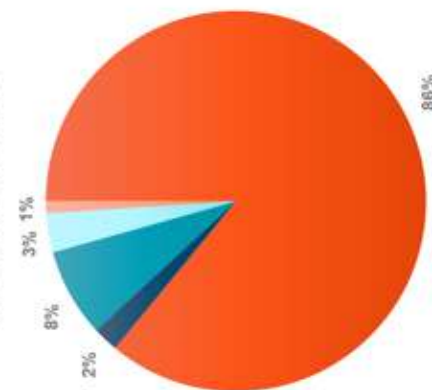
**Some things to think about during this topic:**

- What positive impact has immigration had on Britain since 1900?
- Why might people want to emigrate to Britain?
- How have the lives of young people improved since 1900?
- How has Music (and other forms of entertainment) influenced our lives since 1900?
- Why might some people think young people became 'out of control' in the 1900s?



**2011 Census**

**UK Ethnic Makeup**



■ Mixed/multiple ethnic group: Total  
 ■ Black/African/Caribbean/Black British: Total  
 ■ Asian/Asian British: Total  
 ■ Other ethnic group: Total  
 ■ White: Total

## Chronology

1906	Free School Meals
1907	School Medical checks
1908	Children's Charter / Pension
1911	National Insurance Act
1914-18	World War One
1939-45	World War Two
1939	Child evacuees
July 5 <sup>th</sup> 1948	Introduction of NHS
1948	British Nationality Act
1948	Empire Windrush
1958	Campaign for Equal Pay
1958	Summer of Violence
May 1960	Battle of the Beach(es)
1961	The pill available
1967	Abortion Act
1968	Rivers of Blood speech
1969	Divorce Act
1975	Equal Pay Act
1975	Sex Discrimination Act
1978	Winter of Discontent
1979-90	Thatcher first female PM
1983-85	Miner's Strikes
2013	#Blacklivesmatter movement
2018	Windrush Scandal

## Core Knowledge

As the economic situation improved after WW2, almost everyone had a job and their own money including teenagers. This led to a new freedom creating their own identities.

Music & pop culture became a massive influence in people's lives, especially teenagers.

The introduction of the pill gave women more freedom in the choices they could make contributing to a more independent woman not having to settle for being a housewife.

The damage both physically and economically of WW2 meant Britain had to change. This led to the building of new towns and cities, the welfare state and the NHS. This in turn meant there was a huge need for labour leading to a large influx of immigrant workers.

The influx of foreigners to Britain led to some extreme political views and racial violence particularly in the black community. Many Britons felt that the immigrants were taking their jobs and it was time to send them home, leading to the creation of the National Front and political speeches like Enoch Powell's Rivers of Blood. Riots and protests grew more violent in the 1980s in London and Liverpool.

## Common misconceptions

Not all teenagers chose to join rebel gangs. Not all women wanted the new freedoms, some felt pressurised.

Immigrants who came from the former colonies of the British Empire classed themselves as British, especially after fighting for Britain in both World Wars.

Lots of men supported the Women's Lib movement and equality for all too.

Although the immigrants faced lots of abuse and prejudice, most of Britain welcomed them and supported them.

## Key discoveries / ideas

Beatlemania: A popular craze for youngsters following the Beatles

Mods, Rockers & Teddy Boys: Different groups for teenagers to join and identify with. The beginnings of challenging authority

NHS: An organisation that will look after ever citizen from birth to death for free (at the point of use - paid for in extra taxes)

Technology: The Pill, items for the home (washing machines, hoovers, cookery equipment), Television, Cars, Motorbikes, Video

## History Department

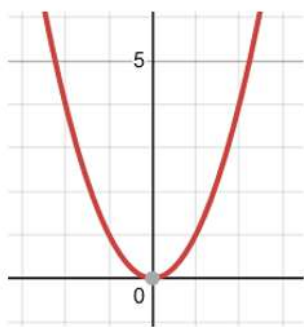


## Key Themes

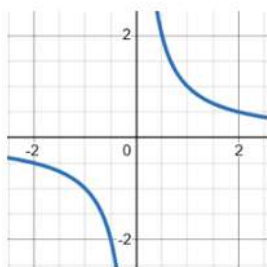
Government, Protest, Democracy, Military, Empire, Migration, Technology

# Year 9 TYPES OF GRAPH

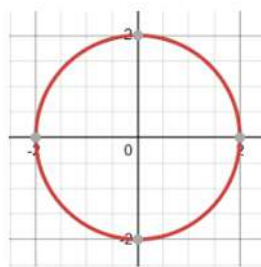
## Examples



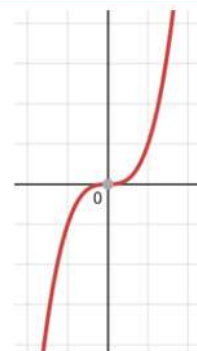
Quadratic graphs  
 $y = x^2$



Reciprocal graphs  
 $y = \frac{1}{x}$



Circle graphs  
 $x^2 + y^2 = 4$



Cubic graphs  
 $y = x^3$

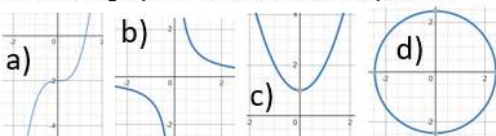
**SPARX MATHS**

U667, U980, U593,  
U567

### Key Words

Quadratic  
Cubic  
Reciprocal  
Circle  
Graph

Match the graph with the correct equation:



- 1)  $x^2 + y^2 = 6$
- 2)  $y = \frac{1}{x}$
- 3)  $y = x^3 - 2$
- 4)  $y = x^2 + 1$

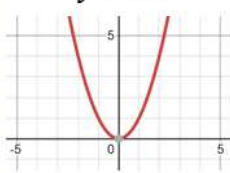
ANSWERS: 1d 2b 3a 4c

# Year 9 QUADRATIC GRAPHS

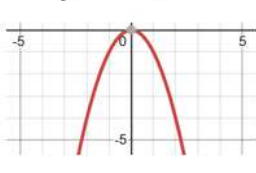
### Key Concepts

A quadratic graph will always be in the shape of a parabola.

$$y = x^2$$



$$y = -x^2$$



The roots of a quadratic graph are where the graph crosses the x axis. The roots are the solutions to the equation.

### Examples

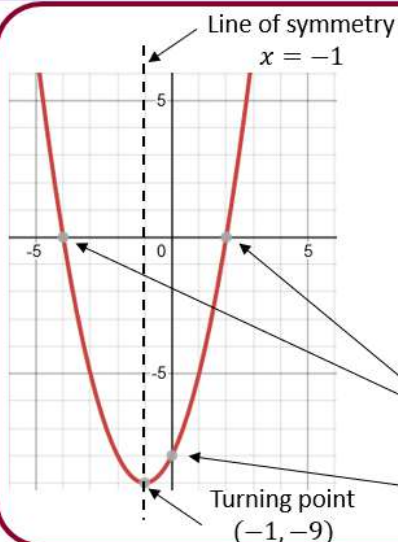
$$y = x^2 + 2x - 8$$

A quadratic equation can be solved from its graph.

The roots of the graph tell us the possible solutions for the equation. There can be 1 root, 2 roots or no roots for a quadratic equation. This is dependant on how many times the graph crosses the x axis.

Roots  $x = -4$   
 $x = 2$

y intercept =  $-8$



**SPARX MATHS**

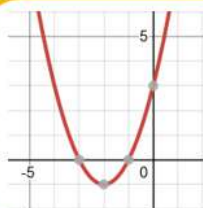
U989, U667,  
U769

### Key Words

Quadratic  
Roots  
Intercept  
Turning point  
Line of symmetry

Identify from the graph of  $y = x^2 + 4x + 3$ :

- 1) The line of symmetry
- 2) The turning point
- 3) The y intercept
- 4) The two roots of the equation



ANSWERS 1) x = -2 2) (-2, -1) 3) 3 4) x = -1 and x = -3

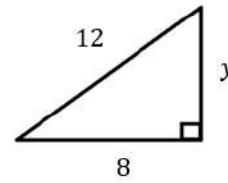
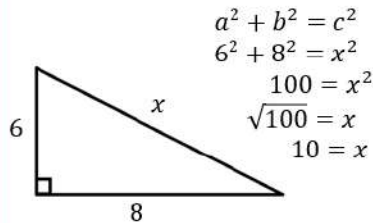
# Year 9 PYTHAGORAS' THEOREM

## Key Concepts

Pythagoras' theorem only works with **right angled triangles**.

**Pythagoras' Theorem** – used to find a missing length when two sides are known  
 $a^2 + b^2 = c^2$   
 c is always the hypotenuse (longest side)

## Examples



$$\begin{aligned}
 a^2 + b^2 &= c^2 \\
 y^2 + 8^2 &= 12^2 \\
 y^2 &= 12^2 - 8^2 \\
 y^2 &= 80 \\
 y &= \sqrt{80} \\
 y &= 8.9
 \end{aligned}$$

**SPARX MATHS**

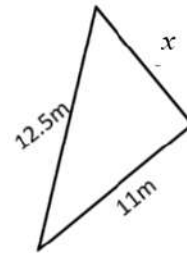
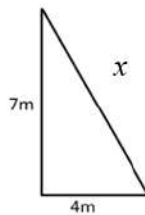
U385, U283, U545,  
U967

## Key Words

Right angled triangle  
 Hypotenuse  
 Opposite  
 Adjacent  
 Sine  
 Cosine  
 Tangent

## Questions

Find the value of x.

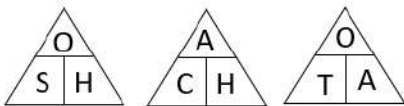


ANSWERS: a) 8.06m b) 5.94m

# Year 9 TRIGONOMETRY

## Key Concepts

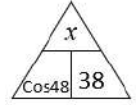
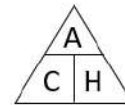
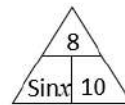
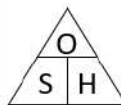
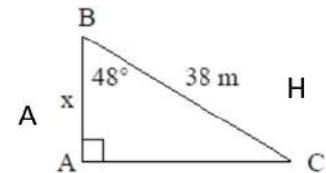
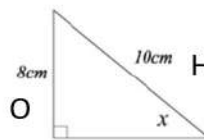
**Basic trigonometry SOHCAHTOA** – used to find a missing side or an angle



When finding the missing angle we must press **SHIFT** on our calculators first.  
 For some angles in a right angled triangle, there is an exact trigonometric value. These are shown in the table below.

	Sine	Cosine	Tangent
0°	0	1	0
30°	$\frac{1}{2}$	$\frac{\sqrt{3}}{2}$	$\frac{1}{\sqrt{3}}$
45°	$\frac{1}{\sqrt{2}}$	$\frac{1}{\sqrt{2}}$	1
60°	$\frac{\sqrt{3}}{2}$	$\frac{1}{2}$	$\sqrt{3}$
90°	1	0	Undefined

## Examples



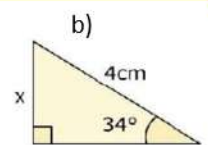
$$\begin{aligned}
 \sin x &= \frac{8}{10} \\
 x &= \sin^{-1}\left(\frac{8}{10}\right) \\
 x &= 53.1^\circ
 \end{aligned}$$

$$\begin{aligned}
 \cos 48 &= \frac{x}{38} \\
 38 \times \cos 48 &= x \\
 x &= 25.4m
 \end{aligned}$$

## Key Words

Right angled triangle  
 Hypotenuse  
 Opposite  
 Adjacent  
 Sine  
 Cosine  
 Tangent

Find the value of x.



**SPARX MATHS**

U385, U605, U283, U545, U967

ANSWERS: a) 55.15° b) 2.34cm

## YEAR 9— UNIT 3

### MUSIC FROM AROUND THE WORLD PART 2 - REGGAE

Music is central to all cultures around the world, whether for pleasure (known as 'Secular') or for Religious (known as 'Sacred') reasons.

In Year 8 we looked at Pentatonic - this year we will continue looking at music from countries that are known as 'non-Western', that is almost any country of the world other than the USA/North America or those in the continent of Europe.








#### SECTION 1—REGGAE (A Brief History)

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

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






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

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

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



The diagram illustrates the relationship between a piano keyboard and musical notation. The keyboard is shown with keys labeled C through B. The musical staff below it shows a sequence of notes and rests corresponding to the keys. The notes are: C (quarter note), D (quarter note), E (quarter note), F (quarter note), G (quarter note), A (quarter note), B (quarter note), C (quarter note), D (quarter note), E (quarter note), F (quarter note), G (quarter note), A (quarter note), B (quarter note), C (quarter note). The rests are: 4 beats of silence, 2 beats of silence, 1 beat of silence, 1/2 beat of silence, 1/2 + 1/2 = 1 beat of silence, 1/4 beat of silence, and 1/4 + 1/4 = 1/2 beat of silence.

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

MUSIC FROM AROUND THE WORLD PART 2 - REGGAE

**REGGAE : KEY FEATURES AND TERMINOLOGY**

Listen out for the following in Reggae

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

**DRUMS AND PERCUSSION AROUND THE WORLD**

**GAMELAN**

Country of Origin : Indonesia

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



**TAIKO DRUMS**

Country of Origin : Japan

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



**DJEMBE**

Country of Origin : Ghana

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



**SAMBA DRUMS**

Country of Origin : Brazil

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



**WIDER LISTENING**

Here are some links to pieces that will extend your knowledge of this topic. Please listen to these at home.

- REGGAE: "Red Red Wine" (Performed by UB40) - <https://www.youtube.com/watch?v=zXt56MB-3vc>
- TAIKO DRUMS: "O-Daiko" (Performed by Kodo) - <https://www.youtube.com/watch?v=C7HL5wYqABU>
- DJEMBE: "Meendjaani" (Performed by Kojo Lion) - [https://www.youtube.com/watch?v=SXEE5r\\_QhX8](https://www.youtube.com/watch?v=SXEE5r_QhX8)
- SAMBA: "Le Mejor Batacuda del Mundo" (Performed by Aainjaa) - [https://www.youtube.com/watch?v=MKM\\_IKRPsR8](https://www.youtube.com/watch?v=MKM_IKRPsR8)



## 9.5 KS3 Core PE Knowledge Organiser: Energy use, Diet, Nutrition & Hydration

### Diet:

A **balanced diet** is described as eating the right foods in the right amounts, our diet needs to also be varied in order to provide the nutrients that we need. A balanced diet will allow us to exercise and work properly.

The 7 components of a balanced diet are:

- **Carbohydrates** – a macronutrient that provides energy (in foods such as bread, rice, pasta and potatoes)
- **Proteins** – a macronutrient that aids the growth and repair of muscles (in foods such as cheese, milk, eggs, lean meat, fish)
- **Fats** – a macronutrient which provides energy but in excess can lead to weight gain (in foods such as butter, oil, fatty meat, fried food)
- **Vitamins and minerals** - help keep our body healthy and can improve our immune system (vitamins in fresh fruit and vegetables, minerals in vegetables and meat)
- **Fibre** (aids digestion – in cereals, vegetables and nuts) and **water** (prevents hydration)

Dietary manipulation can aid both training and performance.

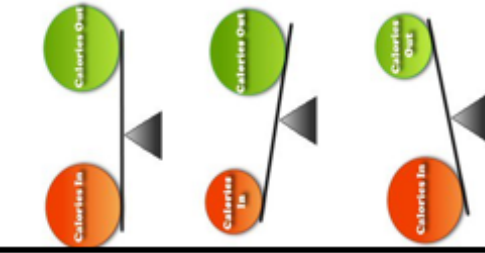
Q - *Which athletes may need to carefully think about the **timing of protein intake** and why?* Q - *Which athletes may need to partake in **carbohydrate loading** in preparation for their event?*

### Energy balance:

If the calories you intake matches the calories you expend you would have an **energy balance**.

### Optimum weight:

An individual's optimum weight is dependent on their **bone structure, height, gender** and **muscle girth**. These factors would also dictate which sport or position an individual would be more suited to excel in.



Command word: Identify

Can require a selection from a given stimulus or resource, for example an option from a multiple-choice question

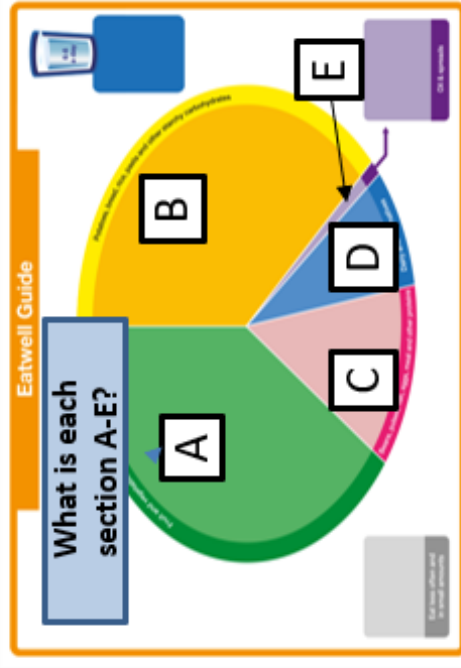
Q) **Identify** the athlete that is **least likely to worry** about the **timing of their protein intake**.

- Sprinter
- Shot putter
- Long-distance cyclist**
- Power lifter

*Can you work out why?*

### Key Vocabulary:

Balanced diet, energy balance, macronutrients, carbohydrates, fats, proteins, micronutrients, vitamins, minerals, fibre, water, optimum weight, hydration



The eat well guide shows the recommended proportions of different types of food that we should eat to maintain a balanced diet.

Q - *What might 'macro' and 'micro' mean in terms of quantities?*

### Common Misconceptions:

- **Water** does not just mean actual water in terms of dietary intake. It can be in the form of other drinks and there is also water contained in many foods.
- A **balanced diet** and **energy balance** are not the same thing. A balanced diet refers to what should be included in your diet and energy balances refers to the quantities that we consume (energy in) in relation to how much energy we use through exercise (energy out)

**9.6 KS3 Core PE Knowledge Organiser**

**The Consequences of a Sedentary Lifestyle**

A sedentary lifestyle is a lifestyle that is seriously lacking in physical exercise or activity.

**Key Words**

**Sedentary lifestyle**  
**Obesity, Diabetes, Overfat, Overweight**

**Impact on a sedentary Lifestyle on weight**

**Overweight**

The term **overweight** means you weigh more than the expected weight for your height and sex.

You can be overweight but not over fat. Elite athletes may be overweight due to muscle girth and bone density. Being overweight is not harmful unless it is accompanied with being overfat.

**Overfat**

The term **overfat** means you have more body fat than you should have.

It is possible to be overfat but not overweight. Inactive people may have little muscle girth and a low bone density.

**Obese**

The term **obesity** is used to describe people who are very overfat.

Body fat has increased to a level that is seriously unhealthy. High levels of body fat can lead to: mobility issues, lack of flexibility, stress on bones and joints, heart disease, type 2 diabetes, depression and a low self-esteem.

**The Impact on sustained involvement in physical activity**

Health problems such as heart disease will prevent you from taking part in strenuous exercise.

If you become too tired, immobile or have difficulty walking or running, this will affect your ability to take part in physical activity.

**More People leading a Sedentary Lifestyle - Why?**

- More people use cars and public transport than cycle or walk
- More jobs are computer based and therefore sedentary
- Large amount of time at school or work is spent sitting
- Large amount of time at home is spent sitting playing computer games and watching TV

**Health risks associated with a sedentary lifestyle**

Health Risk	Explanation
Obesity	Due to inactivity and a reduction in metabolic rate
Depression	Being overweight or obese can lead to poor self-esteem and lack of confidence
Osteoporosis	Due to lack of weight bearing exercise
Poor muscle tone and posture	Due to inactivity muscles are weak
Type 2 diabetes	Being overweight can increase the risk of developing type 2 diabetes
Heart disease and stroke	High blood pressure and cholesterol increase the risk of a heart attack and a stroke

**Command Word – Explain (Explain means Justify a point. The answer must contain some linked reasoning) Question –**

Explain how a sedentary lifestyle can lead to health risks and how they may affect participation in physical activity (3 marks).

1. Name a health risk associated with a sedentary lifestyle (POINT). 2. Give a possible cause of this health risk (Explain).
3. Describe how this may affect your ability to take part in physical activity (Example)).

Words you could use: **heart disease, diabetes, weight gain, poor sleep, poor self-esteem, osteoporosis, loss of muscle tone, depression, high blood pressure, weak muscles, lack of flexibility, damaged blood vessels.**

**KEEP A DIET DIARY FOR A WEEK - ANALYSE IT TO SEE IF YOUR DIET IS BALANCED OR NEEDS TO BE ADJUSTED!**

## Religious Education - Year 9 Topic 3: Ethics

### Key Quotes



'God is dead and we have killed him'  
(Nietzsche)



'Nature has placed mankind under the governance of two sovereign masters, pain and pleasure.'  
(Jeremy Bentham)



'the banality of evil'  
(Hannah Arendt)

What did Hannah Arendt mean when she talked about 'the banality of evil'?

What did Nietzsche mean when he said 'God is dead, and we have killed him'?

What is the difference between relativism and absolutism? Use the example of killing in your answer.

Do you think utilitarianism is good or bad? What is good about it? What is bad about it?

### Key People

**Hannah Arendt** – German philosopher, attended the trial of Adolf Eichmann, wrote about the 'banality of evil'.

**Jeremy Bentham** – English philosopher, founder of utilitarianism, argued that pleasure and pain are the same as good and bad.

**Philippa Foot** – English philosopher, designed the runaway trolley thought experiment.

**John Locke** – English philosopher, argues that when we are born our mind is like a blank slate.

**John Stuart Mill** – English philosopher, developed utilitarianism, argued that the quality of pleasure and pain is more important than the quantity.

**Friedrich Nietzsche** – German atheist, said humans no longer need the idea of God.

**Robert Nozick** – American philosopher, argued that humans value more than just pleasure.

**John Searle** – American philosopher, argued against the claim that computers can think.

**Peter Singer** – Australian philosopher and utilitarian, popularised the term 'speciesism', prejudice and discrimination against animals.

**Alan Turing** – English computer scientist and philosopher, designed a test to show whether a computer can think.

## What is Ethics?

Ethics is deciding what is right and wrong, good and bad. Morality is influenced by where you live. Some people say some things are always good or bad, whereas other people say different things are good or bad depending on the situation.

## What did Nietzsche believe?

**Friedrich Nietzsche** believed that all humans have a natural desire for strength and power. He believed people who were selfless and caring and forgiving were weak.

## Are Goodness and Pleasure the Same?

Utilitarianism is the theory says that the best action in any situation is the one which creates the greatest amount of good for the greatest number.

## The Runaway Train Dilemma

This was a thought experiment invented to examine a philosophical idea. The philosopher **Philippa Foot** thought morality should not be based on the consequences of an action. It is a philosophical problem that looks at whether it is right to deliberately kill one person to save the lives of many people.

## The Banality of Evil

**Adolf Eichmann** was a senior Nazi during WW2. His job was to transport Jews in the most efficient way to the concentration camps. He did not actually kill anyone but he was an important part of the process. **Hannah Arendt** said the frightening thing about him was that he was an ordinary man who carried out orders without thinking for himself. She said people should think for themselves, and speak up when we see that something is evil.

Key Word	Definition
Absolutism	The view that certain actions are inherently good or bad.
Altruism	Selfless actions done without thought or expectation of reward.
Ethics	The philosophical study of right and wrong.
Morality	Ideas or principles about what is right and wrong.
Relativism	The view that whether an action is good or bad depends on the situation.
The will to power	A term used to describe a natural human desire for strength and power.
Hedonic calculus	<b>Bentham's</b> way of calculating which actions are right and which are wrong.
Utilitarianism	The theory that the best action in any situation is the one which creates the greatest amount of good for the greatest number.
Thought experiment	An imaginary scenario invented to examine the consequences of a philosophical idea.
The banality of evil	A phrase used by <b>Hannah Arendt</b> to describe how evil can result from ordinary, thoughtless behavior.
Holocaust	The killing of six million Jews by the Nazis in Germany between 1933 and 1945.



## Religious Studies: Christianity Beliefs and Teachings

### What do Christians believe about the nature of God?

Christians are monotheists, they believe in one God who is eternal, omnipotent and omnipresent, loving, just and forgiving. They say God created the universe, but they may accept that he started the process of the Big Bang and evolution rather than accepting the traditional Bible stories in Genesis.

### What about the Trinity?

Christians believe there are three sides to God, the three persons of the Trinity. Like a triangle, one shape but three sides. The Trinity is God the Father, God the Son (Jesus) and the Holy Spirit. Each person is fully God, they are separate but one being.

### What about Jesus?

Jesus is seen as God incarnate, God on earth, he is very important for Christians. The incarnation is celebrated at Christmas when his birth is remembered. Jesus was a human who walked earth as a physical person; he also shows Christians what God is like. He did this by telling parables, and by the way he treated others – with compassion. He could perform miracles. He was baptised in the River Jordan by John the Baptist, was popular with many but also disliked by some. He was crucified and died, this is remembered on Good Friday. On the Sunday he is believed to have resurrected from the dead, and he appeared to his disciples. This is remembered at Easter. 40 days later Jesus ascended to heaven where he 'is seated at the right hand of the father'. At his last supper before he died Jesus shared bread and wine with his disciples, telling them to 'do this in remembrance of me', which many Christians still do today calling it Holy Communion or the Eucharist. Stories of Jesus are found in the 4 gospels (good news) in the Bible.

### What about the Holy Spirit?

Everywhere but unseen, Christians say the Holy Spirit was sent to the disciples on the Day or Pentecost, after Jesus had ascended to heaven. It is seen as inspiring, a comforter. Christians talk about the 'fruits of the spirit', and at creation 'the spirit of God hovered over the waters'.

#### Key quote on God:

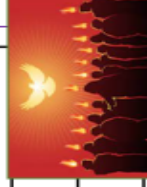
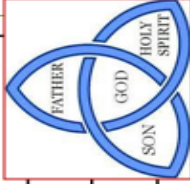
"In the beginning God created the heavens and the earth... God created man in his own image, in the image of God he created him, male and female he created them..." Genesis 1

#### Key quote on Jesus:

"For God so loved the world he gave his only son, that everyone who believes in him may not die but have eternal life.." John 3:16

#### Key quotes on the Holy Spirit:

"The fruits of the Spirit are love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self control." Galatians 5:22



Key Terms	Definitions
Monotheism	One God – Christians believe in the oneness of God
Trinity	Three sides to the one God (Father, Son, Holy Spirit)
Omnipotent	All-powerful
Loving	Kind and caring
Just	Fair
Omnipresent	Everywhere
Forgiving	Pardoning someone when they have done wrong
Jesus Christ	God incarnate, God on earth
Incarnation	God comes down to earth as Jesus to help the world
Crucifixion	Jesus was killed on a cross
Resurrection	Christians believe Jesus rose from the dead
Ascension	After his resurrection, Jesus ascended to heaven.
Parables	A story with a meaning.
Miracles	Events that break the laws of nature?
Baptism	Jesus was baptised, so are many Christians.
The Last Supper	Jesus shared bread and wine, Christians today remember this with Holy communion / the Eucharist.
The Lord's Prayer	Jesus taught his disciples to pray 'Our Father'.
The Word	Jesus is seen as the word of God.
Holy Spirit	Third person of the Trinity, God unseen but present
Pentecost	When the Holy Spirit came to the disciples.
Easter	Remembers Jesus' death and resurrection.
Christmas	Remembers Jesus' birth and incarnation.



## Religious Studies: Christianity Beliefs and Teachings

### What do Christians believe about the afterlife?

Christians say death is not the end, as Jesus was resurrected so humans can be into heaven, seen as paradise, a place with God. The Bible also talks about hell, the opposite to heaven, a place of torment and suffering where people can be punished. Judgement by God takes place after death.

While all Christians believe in heaven, some question whether a loving God would ever send anyone to eternal punishment. Catholics talk about purgatory, a place in between heaven and hell.

### What about salvation?

To get to heaven you need to be saved, this is the idea of salvation, saved from sin and its consequences and granted eternal life with God. Christians say people can be saved by obeying God's laws, and 'by works', actions to help others. However, no one is perfect, so salvation by grace through faith in Jesus is seen as God's loving gift. Jesus (the second Adam) atones / makes up for original sin and allows humans a way back to God and heaven. This is why some Christians (but not all!) say you have to believe in Jesus to be saved, and they see evangelism as very important as it is a way to 'spread the good news' of Jesus.

Christians say the Holy Spirit gives grace and guidance which leads to salvation.

### What is Original Sin?

Adam and Eve sinned by disobeying God's command, this is the fall from grace, the Original Sin, which separated humans and God, bringing evil and suffering into the world. The devil tempted humans, they sinned. However, Original Sin is not just seen as this one act, it is also the in-built tendency humans have to do wrong and disobey God. Some Christians say we are born in this state of sin and baptism removes this sin, one reason for infant baptism.

### What is the Problem of Evil and Suffering?

The Problem of Evil challenges belief in God. If God is all-loving, why does he let people suffer, and hurt others? If God is omnipotent he could stop this, especially as Christians say he is all-knowing. If God is just he will want to stop unfair things happening – so why doesn't he? Christians say human free will means we sin, we follow the devil's temptations. They also say that our suffering ends and is rewarded in heaven.

### Key quotes on heaven/hell:

The Parable of the Sheep and the Goats

Matthew 25

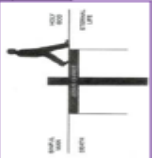
### Key quote on salvation:

Jesus said "In my Father's house there are many rooms." John 14:2

### Key quotes on salvation:

Jesus said 'I am the way, the truth and the life. No one comes to the Father except through me.' John 14:6

Key Terms	Definitions
The Afterlife	The idea of a life after death, death is not the end.
Heaven	Paradise, a place with God.
Hell	Eternal punishment, a place away from God.
Judgement	Who goes to heaven? People are judged by God.
Purgatory	Roman Catholic belief, an inbetween state.
Resurrection	Jesus was resurrected, so can humans be.
(Reincarnation)	<u>Not a Christian belief.</u>
Souls	The spiritual side of the body said to survive death.
Creation	Where did the universe come from?
Problem of Evil and suffering	How does an omnipotent, all-loving and just God allow bad things to happen? Why do we suffer?
Free will	Humans can choose how they behave and act.
Sin	A thought or action that separates humans from God.
Original Sin	Adam and Eve's sin, shared by all humans.
The Devil	Satan, Lucifer. A source of temptation and bad.
Salvation	Being saved.
Means of salvation	How to be saved and reach heaven.
Salvation by law	Salvation by following rules like the 10 commandments
Salvation by grace	Salvation by the grace of God / Jesus.
Salvation by spirit	Salvation through the Holy Spirit.
Atonement	Humans and God being brought back together.
Evangelism	Telling others the good news of Jesus.



**Biodiversity** is the variety of different species of organisms within an ecosystem.

**Biodiversity can be reduced by:** altering habitats, hunting species to extinction, introducing toxic compounds into food webs, introducing foreign species to new environments.

**Biodiversity can be increased by:** breeding programmes, protecting rare habitats, reintroduction of hedgerows around field margins, reducing the use of landfill, reducing CO<sub>2</sub> emissions.

**Habitat** – the area where an organism lives.

**Community** – a group of organisms living together

**Ecosystem** – the interaction between living organisms and the non-living environment.

**Interdependence** – when two or more organisms rely on each other for food, shelter etc.

**Animals compete for:** food, mates and space

**Plant compete for:** light, water, minerals and space

**Abiotic factor** – **non-living factor** that can have an effect on a species. **Examples:** light intensity, temperature, moisture levels and carbon dioxide concentration.

**Biotic factor** – a **living factor** that can have an effect on a species. **Examples:** availability of food, new predators, new pathogens, being outcompeted.

**Adaptation** – **features that allow an organism to survive in its habitat.**

**Structural adaptation** – physical features e.g. Bright colours to attract a mate

**Behavioural adaptation** – the way an organism acts, e.g. Hibernation

**Functional adaptation** – how the organisms body operates, e.g. photosynthesis in plants

Example:



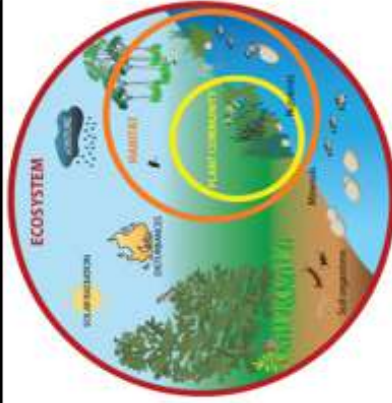
## Year 9 Topic 3 Biology Knowledge Organiser

### Tier 2 Vocabulary

Biodiversity Pollution Deforestation

### Tier 3 Vocabulary

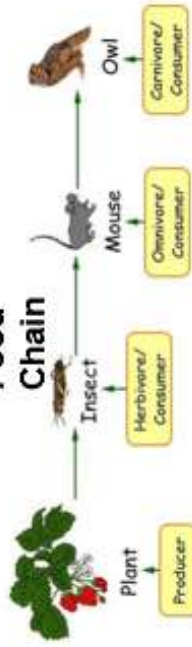
Habitat  
Community  
Ecosystem  
Interdependence  
Biotic  
Abiotic  
Adaptation  
Extremophile  
Predator  
Prey  
Producer  
Consumer  
Food chain  
Food web  
Organism  
Extinction  
Quadrat  
Decomposer  
Eutrophication



**Producer:**

Always a  
Photosynthesising  
plant

### Food Chain



**Predator** – an animal that kills and eats other animals

**Prey** – an animal that is killed and eaten by other animals.



**Extremophile** – an organism that is adapted to live in an extreme environment, e.g. very high temperature, acidity, very salty

### Behavioural Adaptations

Curts into ball when threatened (exposes quills)  
Digs burrows in which to nest and rest  
May hibernate during winter in very cold regions

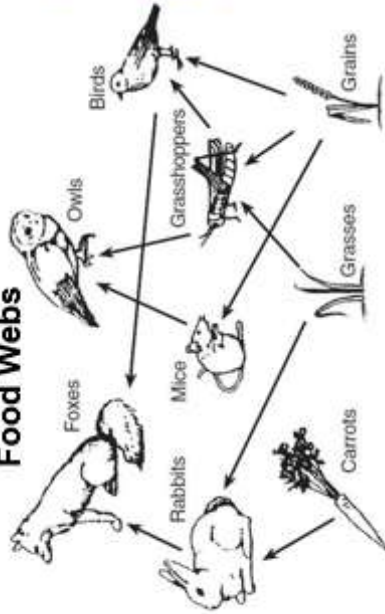
### Structural Adaptations

Sharp quills for protection from predators  
Protruding snout (for accessing termite mounds)  
Sharp claws for digging / burrowing

### Physiological Adaptations

Ears sensitive to low frequencies (detect ant sounds)  
Well developed olfactory system (used for detection)  
Tongue can stiffen and penetrate soil due to blood flow

## Food Webs



**Task:**  
Create your own food web, with at least 5 food chains in it.

Food webs show how lots of food webs connect and interact.

**Random Sampling** (estimate the organisms in an area)

1. Place quadrat randomly, using a random number generator.
2. Count the organisms in the quadrat
3. Repeat at least 10 times across the whole sample area.
4. Calculate the number of organism in the whole area using the calculation:

Est. population size =  $\frac{\text{total area}}{\text{area sampled}} \times \text{number of organisms}$

## Uses of Land

Mining – habitat destruction

Building – habitat destruction, road divide habitats

Farming – pollution from fertilisers, less nesting sites

Landfill – toxic chemicals enter food chains, soil and water, reducing biodiversity, loss of habitats

## Peat Bogs

Wet environments formed of partially decomposed plant material. Act as a carbon store.

Destruction leads to – reduced biodiversity, release of carbon into the atmosphere.



## Water Pollution

**Causes** – fertilisers, pesticides and herbicides, toxic chemicals from landfill, untreated sewage

**Effects** – eutrophication, death of water organisms, reduction of biodiversity

## Land Pollution

**Causes** – landfill sites

**Effects** – toxic chemicals in soil, reduction of biodiversity, toxic chemicals build up in food chains

## Air Pollution

**Causes** – burning fossil fuels

**Effects** – plants covered in soot, acid rain

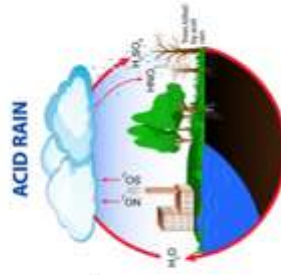
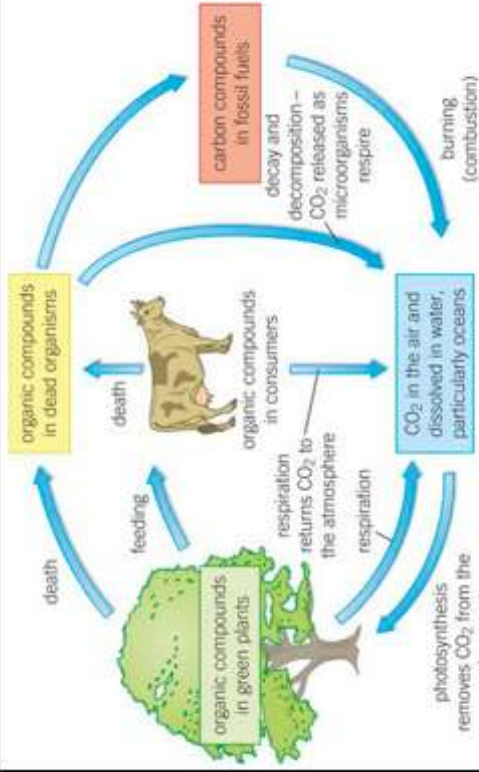


Figure 2 The carbon cycle in nature



**Deforestation** – cutting down trees on a large scale

**Advantages** - Provide land for cattle and rice fields, grow crops, clear space for building

**Disadvantages** – release of carbon dioxide into the atmosphere, reduction in carbon dioxide being taken in from the atmosphere, reduction in biodiversity, increased methane.

**Global Warming** – the increase in average global temperature

**Causes** – increased carbon dioxide and methane in the atmosphere

**Effects** – changes in migration patterns, survival of well-adapted organisms, extinction, increased sea levels, changes in weather

**Gene Bank** – a site where genetic material is stored to be used later to increase the numbers of endangered plants and animals.



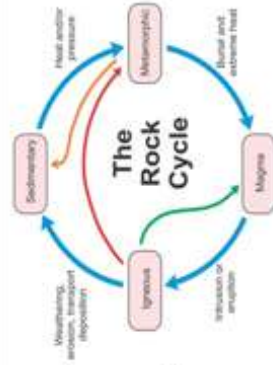
**Earth's structure:**  
Plate tectonics is where the Earth is split into pieces known as plates.

**Pangea** - was a supercontinent that existed millions of years ago.

**Rock Formation**  
**Sedimentary Rock** - Sediments settles is compacted, and then cement together.

**Igneous Rock** - From volcanoes, slow cooling gives big crystals for example granite known as intrusive igneous rock. Fast cooling gives little crystals for example Basalt, known as extrusive igneous rock

**Metamorphic Rock** - Formed by heat and pressure acting on existing rocks. They do not melt the particles are just rearranged. For example marble was limestone.



**Rock types and properties:**

**Sedimentary Rock** - soft, porous, have layers and may contain fossils.  
Examples: Sandstone and limestone.

**Igneous Rocks** - Hard and durable, crystals and non porous - NO fossils.  
Examples: Pumice, basalt and granite.

**Metamorphic Rock** - Striped appearance, contain crystals, non porous - NO fossils.  
Examples: Gneiss, slate and marble.

**Earth's atmosphere - present day**

Earth's early atmosphere was probably like Mars and Venus today, consisting of mainly CO<sub>2</sub> with little or no O<sub>2</sub>

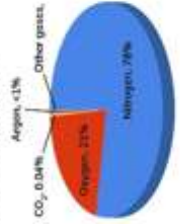
Volcanic activity released the gases that formed our early atmosphere.  
Theories about the Earth's atmosphere have changed because of lack of evidence.

Algae and plants produced the oxygen that is now in our atmosphere by



The oceans formed as the Earth's temperature cooled, causing rain to fall and the ocean's to form.

**Task: Create a pie chart of the Earth early atmosphere.**



**Year 9  
Topic 3 Chemistry  
Knowledge Organiser**

**Tier 2 Vocabulary**

- Carbon dioxide
- Rock formation
- Global warming
- Theories
- Evidence

**Tier 3 Vocabulary**

- Incomplete combustion
- Combustion
- Atmosphere
- Sedimentary
- Igneous
- Metamorphic
- Photosynthesis
- Volcanic
- Greenhouse effect
- Pollution
- Plate tectonics
- Particulates
- Global dimming

**Extension knowledge**

**Density:**  
**Density is a measure of the amount of matter in a given volume.**

Density example

These two objects are equal in volume, but different in mass due to their density.



The early atmosphere	
Gas	% in atmosphere
Carbon dioxide	92
Nitrogen	4
Methane	2
Ammonia	2

**Earth's atmosphere - Early**

### Complete combustion

Burning – the reaction of a fuel burning with oxygen in the air.  
 Fuel – can be coal, oil, gas or wood.  
 Hydrocarbon – a fuel which contains the elements hydrogen and carbon only.



### Incomplete combustion

Where combustion (burning) takes place with **not enough oxygen**.

Products from incomplete combustion are:

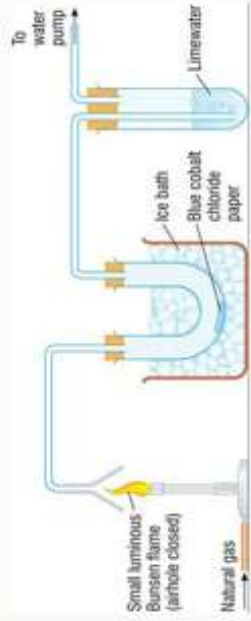
Carbon monoxide (toxic)  
 And Water

If there is very little oxygen the products are:

Soot – black particles (cause breathing issues)



### The Products of Combustion



How does the apparatus show that water is produced?

The blue cobalt chloride paper turns pink

How does the apparatus show that carbon dioxide is produced?

The limewater turns cloudy

### Global Warming

Carbon dioxide going into the atmosphere as an environmental impact known as Global warming

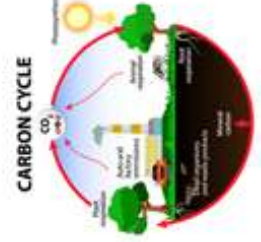
Global warming causes the following:

- Temperatures rise
- Sea levels can rise
- Flooding
- Polar ice caps melt
- Animals lose their habitats
- Extreme weather such as storms



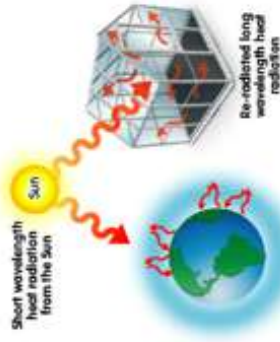
### Carbon Cycle:

Carbon is absorbed from the atmosphere by being dissolved into the oceans and by plants photosynthesising. It is released by burning of fossil fuels and respiration.



### Greenhouse Effect

Three greenhouse gases are:  
 Water vapour (H<sub>2</sub>O), carbon dioxide (CO<sub>2</sub>) and methane (CH<sub>4</sub>)



Without the greenhouse effect Earth would be too cold to support life. However humans are increasing the levels of greenhouse gases in the atmosphere which is warming the Earth too much.

### Pollution in the atmosphere

Human activities can increase carbon dioxide in the atmosphere, these are:

- Using fuel for transportation
- Deforestation
- Burning fossil fuels in power stations.

Farming and land fill can also increase the levels of methane in the atmosphere.

**Acid Rain** - When fossil fuels are used sulphur dioxide is produced and when dissolved in water in the clouds produces acid rain.

Acid Rain can have a huge impact on lakes, plants and animals.

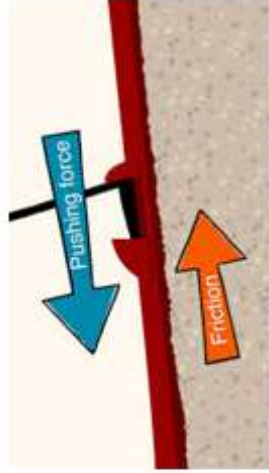
**Global dimming** – when lots of particulates (soot) go into the atmosphere, reflecting the sunlight back up into space so that less light reaches Earth.

**Forces** – A push or a pull that make objects accelerate, decelerate, change direction or change shape. Forces are measured in **Newtons (N)**

Examples of forces are: Air resistance, friction, weight, magnetism, upthrust as well as others.

**Contact Forces** – Forces that have to touch an object to exert a force.

**Friction** – Friction occurs when two surfaces rub past each other.



**Air Resistance** – the air particles hit off the object to slow it down.

**Water resistance** – the water particles hit off the object to slow it down.

**Normal reaction** – the force that acts against an object that is sat on a surface.

**Non-contact force** – Forces that are not required to touch to make them happen.

**Electrostatic** -

Attraction/repulsion between particles that are charged.

**Magnetism** – Magnets will try and attract and repel just by bringing them close together.

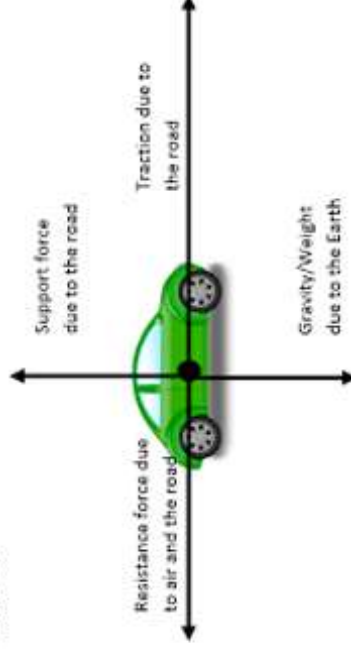
**Gravity** – Gravity is a force that pulls an object to the centre of another object.



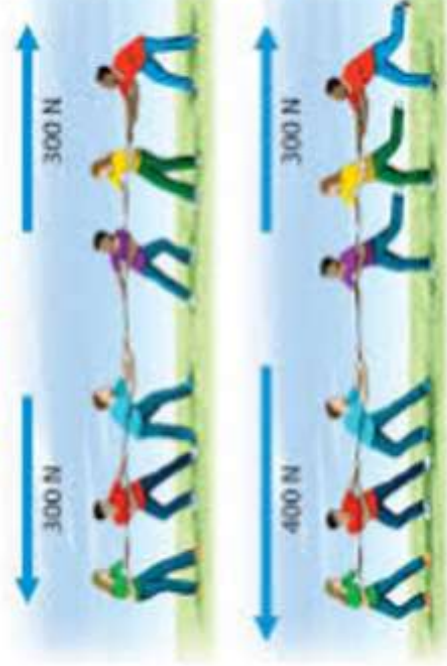
## Year 9 Topic 3 Physics Knowledge Organiser

### Force Arrows

We can use force arrows to show the size of an arrow. Some forces are balanced when the size of the opposing forces are equal. Some forces are unbalanced when the size of the opposing forces are not equal.



**Task: Describe how to calculate the resultant force.**



### Tier 2 Vocabulary

Contact  
Non-Contact  
Terminal  
Parachute  
Extension  
Speed  
Exert  
Balanced  
Unbalanced  
Proportionality

### Tier 3 Vocabulary

Forces  
Resultant Force  
Friction  
Drag  
Air Resistance  
Upthrust  
Water Resistance  
Thrust  
Magnetism  
Newtons  
Normal Reaction  
Scalar  
Vector  
Velocity

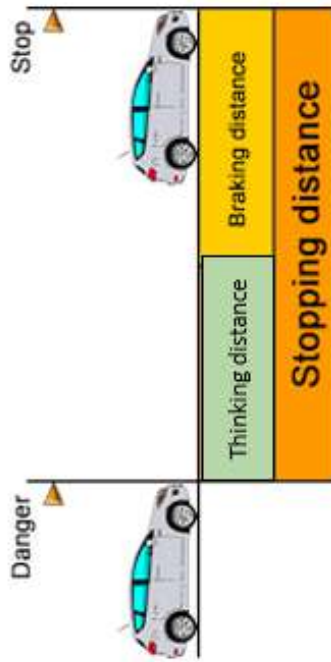
## Road Safety -

**Stopping distance** is made up of **thinking distance** and **braking distance**.

**Thinking distance** is the time it takes for the driver to apply the breaks. This is their reaction time.

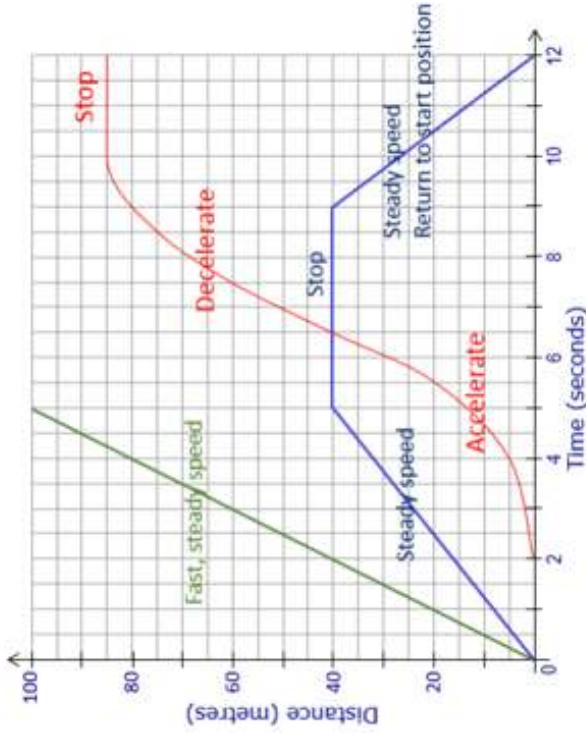
**Braking distance** is the distance travelled after the driver applies the breaks.

**Question:** What would affect each of these?



## Distance Time Graphs -

Distance time graphs show how far an object travels in a certain amount of time.



Faster objects cover more distance in less time and give steeper lines. Slower objects have less steep lines.

A flat line occurs when the object is stationary.

## Calculating

speed -

$$T = \frac{S}{D}$$

Time

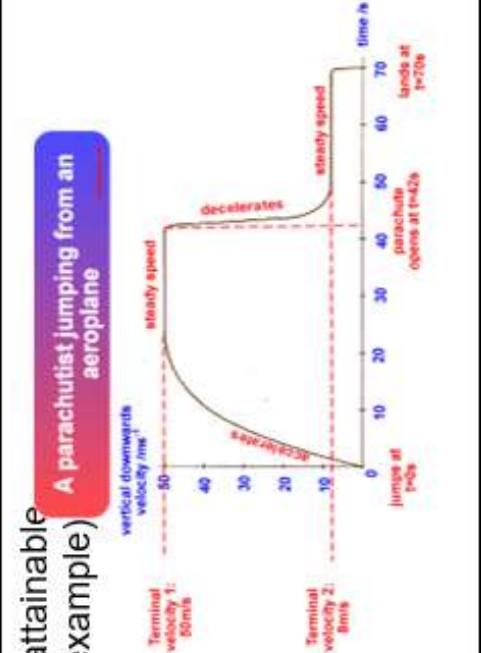
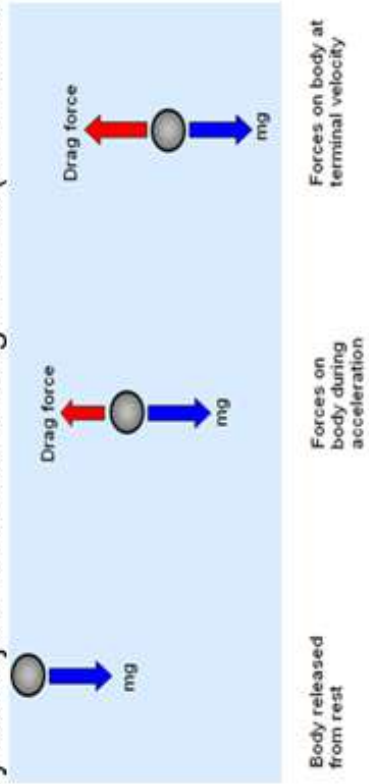
$$D = S \times T$$

Distance

$$S = \frac{D}{T}$$

Speed

**Terminal Velocity** - Terminal velocity is the maximum velocity attainable by an object as it falls through a fluid (air is the most common example)



THrust	Weight	Speed	Time
Velocity	Temperature Change	Temperature	Volume
<b>VECTOR</b>		<b>SCALAR</b>	

# Spanish Y9 Summer Term Knowledge Organiser Unit 5: Una aventura en Madrid – Talking about a trip

Key spellings 5	
Learn these spellings, they will be really useful for this unit and you will be tested on them.	
1. fue increíble	it was incredible
2. si hace buen tiempo	if the weather is good
3. ¿cuánto es?	How much is it?
4. voy a ir de compras	I'm going to go shopping
5. visité el zoo	I visited the zoo

Si...	Mi último día en Madrid	My last day in Madrid
hace buen tiempo/hace mal tiempo	if...	
hace frío/hace sol/hace viento	the weather is good/bad	
llueve	it's cold/sunny/windy	
voy a...	it rains	
ir de compras/sacar fotos/ver un partido	I'm going to...	
	go shopping/take photos/see a match	

La casa del tesoro		The treasure hunt	
¿Adónde hay que ir?	Where do you have to go?		
Hay que...	You have to...		
ir al estadio Santiago Bernabéu	go to the Santiago Bernabéu Stadium		
ir al parque del Retiro	go to the Retiro Park		
visitar el Museo Reina Sofía	go to the Reina Sofía Museum		
coger el teleférico	take the cable car		
comer...	eat...		
los churros más ricos del mundo	the best churros in the world		
comprar una postal de...	buy a postcard of...		
dibujar...	draw...		
sacar fotos de...	to take photos of...		
ver...	to see...		
el campo de fútbol más famoso de Madrid	the most famous football field in Madrid		
el cuadro más famoso de España	the most famous painting in Spain.		
el león más feroz del parque	the fiercest lion in the park		
los monumentos más interesantes de Madrid	the most interesting monuments in Madrid		
Mi día favorito		My favourite day	
Mi día favorito fue (el martes)	My favourite day was (Tuesday)		
Por la mañana/tarde	In the morning/afternoon		
bebí/bebimos horchata	I/we drank horchata		
comí/comimos un bocadillo de calamares	I/we ate a fried squid sandwich		
compré/compramos una gorra	I/we bought a cap		
fui/fuimos a la cafetería	I/we went to the café		
hice/hicimos muchas cosas	I/we did many things		
monté/montamos en una montaña rusa	I/we rode on a rollercoaster		
saqué/sacamos fotos	I/we took photos		
vi/vimos los delfines	I/we saw the dolphins		
visité/visitamos el parque de atracciones	I/we visited the theme park		
Fue increíble/divertido/flipante	It was incredible/fun/awesome		
¡Qué miedo/rico/guay!	How scary/tasty/cool!		

Key grammar – The near future	
Use the near future to talk about what is going to happen	
This tense is formed by 3 parts, make sure you have all of them to use it correctly.	
1. The present tense of IR (the verb to go)	
2. 'a'	
3. An infinitive verb (ending in -ar/-er/-ir)	
<b>Voy</b>	ir de compras I am going to go shopping
<b>Vas</b>	probar un cocido You are going to try a stew
<b>Va</b>	sacar fotos (S)he is going to take photos
<b>Vamos</b>	tomar el sol We are going to sunbathe
<b>Vais</b>	ver un partido You (pl.) are going to watch a match
<b>Van</b>	visitar el museo They are going to visit the museum

En la tienda da recuerdos		In the souvenir shop	
¿Qué vas a comprar?		What are you going to buy?	
¿Qué quiere usted?		What do you want?	
Quiero (comprar) algo para mi (madre).		I want (to buy) something for my (mum)	
Creo que voy a comprar...		I think I'm going to buy...	
un abanico	un collar	un llavero	a fan
una taza	un imán	una camiseta	a mug
una figurita	turrón		a figurine
<b>Me gusta...pero prefiero...</b>			<b>I like...but I prefer...</b>
<b>Es...</b>			<b>It is...</b>
barato/a	caro/a	bonito/a	cheap
típico	feo/a	útil	expensive
precioso/a	demasiado caro/a		typical
<b>¿Cuánto es?</b>			lovely
<b>Son...euros</b>			too expensive
<b>No, gracias</b>			<b>How much is it?</b>
<b>Perfecto, gracias</b>			<b>It is...euros</b>
			<b>No, thanks.</b>
			<b>Perfect, thanks</b>

# Spanish Y9 Summer Term Knowledge Organiser Unit 6: Repaso y habilidades claves - Revision and key skills

## Key spellings 6

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

1. después afterwards
2. además furthermore
3. creo que I think that
4. por ejemplo for example
5. sin embargo however

## Writing skills

- Use connectives like **y (and), pero (but), también (also)** and **además (furthermore)** to extend your sentences, link them together and make them more interesting.
- Use sequencers to organise your writing: **primero (first), luego (then), después (afterwards), más tarde (later)**.
- Remember to add your opinions using phrases like **me gusta (I like), and no me gusta (I don't like)**. Don't forget to justify your opinions using **porque... (because...)**.
- Add adverbs of frequency to your work like **todos los días (every day)** and **a veces (sometimes)**.

## Listening skills

- When taking notes as you listen, try to write down key words.
- Focusing on the five Ws (Where? Who? What? When? Where?) will help you answer questions when listening.
- Predicting what you are going to hear is a very useful skill.
- Sometimes speakers don't say exactly what they are talking about and you have to work it out from clues.
- Use TRAPS (below) to help you pick out important details.

## Palabras muy frecuentes High-frequency words

casi	almost, nearly	hasta	until
cada	each, every	ahora	now
todo / toda / todos / todas	all	hoy	today
mucho / mucha / muchos / muchas	a lot (of)	ayer	yesterday
primero	first	anoche	last night
luego	then	para	(in order) to, for
después	afterwards	creo que	I think / believe that
finalmente	finally	por eso	so, therefore
por lo general	in general	sin embargo	however
		donde	where

## SKILLS

Remembering **TRAPS** will help you to listen out for important detail:

- T** = Tense/Time frame
  - R** = Reflect, don't Rush!
  - A** = Alternative words/synonyms
  - P** = Positive or negative?
  - S** = Subject (person involved)
- To understand when something happens, **T** is important. Listen for time markers, e.g. **el fin de semana que viene**, but also for verb forms. Are speakers using the present or the near future tense?

## Reading skills

- It's a good idea to start by skimming a text and reading for gist, without trying to understand all the details.
- You don't need to understand every word in a text, scan it for the specific information you need.
- This means that you don't need to look up every word. Ask yourself if you need to know what a word means to answer the question. If you do, look it up. If not, move on.
- Use the four Cs to understand a text in more detail and to try to work out the meaning of new words.

## SKILLS

Using the four Cs when reading for detail

- Sometimes you have to understand the detail of a text. To work out the meaning of new words, use the four Cs!
- Clues (e.g. questions in English)
- Cognates and near-cognates
- Context of the sentence/text
- Common sense!

## Speaking skills

- Use the advice in the writing skills box to make your spoken sentences more interesting and extended.
- Learn Spanish question words to help you understand what is being asked of you.
- If you don't understand a question, say **"repite, por favor"**.
- Practise the pronunciation of difficult words and use intonation in your voice to match the tone of what you're saying.


## Question words

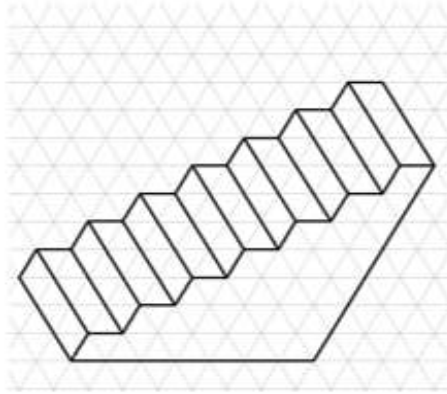
Pay close attention to the question words when translating questions.

- ¿Cómo? How/What?
- ¿Qué? What?
- ¿Cuál? Which/What?
- ¿Dónde? Where?
- ¿Cuándo? When?
- ¿A qué hora? At what time?
- ¿Por qué? Why?
- ¿Quién? Who?
- ¿Con quién? With whom?

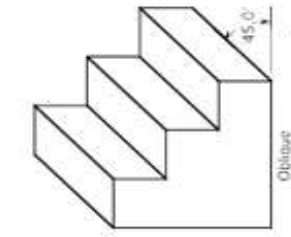
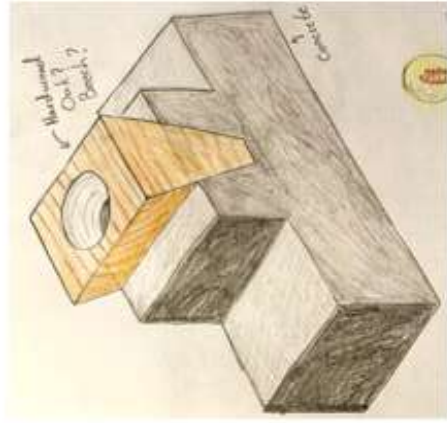


# Year 9 – Knowledge Organiser – Design & Technology – Design

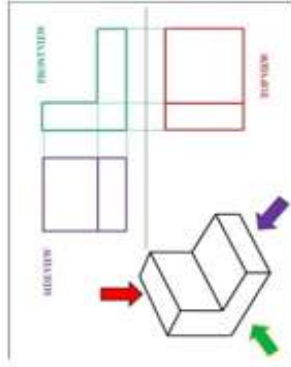
Design and Technology Specific Language and Terms	
CAD	 <p>Computer Aided Design</p>
Isometric Drawing	<p>An isometric drawing is a type of 3D drawing that is set out using 30-degree angles. It's a type of drawing in which the same scale is used for every axis, resulting in a non-distorted image.</p>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



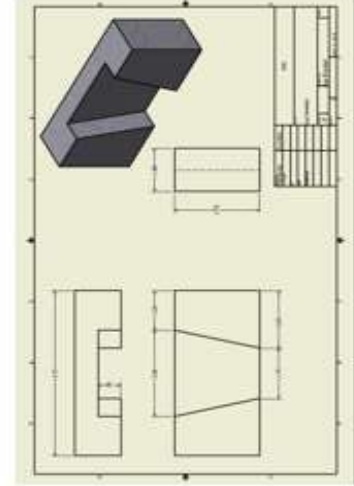
Isometric Drawings



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

# Year 9 – Knowledge Organiser – Design & Technology – MATERIALS


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

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

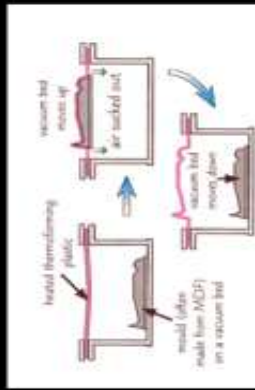


3D Printing uses PLA or PVC plastic on a reel. This is heated and used to print a thin layer at a time



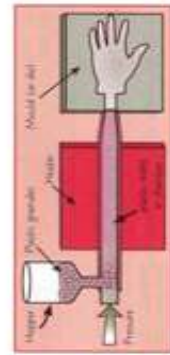
Metals			
Type	Example of	Advantages	Disadvantages
Steel		Relatively cheap Widely available Strong/Tough	Rusts Requires a surface finish
Aluminium		Does not rust Lightweight Easy to cut and shape	Relatively expensive
Copper		Good conductor of heat and electricity	Corrodes Relatively expensive
Pewter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

## 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
- Woods can be bent by laminating



### Lamination

- 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

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



Two leaves cast in pewter

## Casting






### Die 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 mould by mixing two part which set through a chemical reaction.
  - Often referred to as Resin

# Year 9 – Knowledge Organiser – Design & Technology – CAM

## COMPUTER AIDED MANUFACTURE

MACHINERY	
	<b>Laser Cutter</b>
	<b>3D Printing</b>
	<b>Vinyl Stickers</b>



Sticky back vinyl cut to shape

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



Interlocking laser cut toy in plywood

### Materials suitable for laser cutting:

- Acrylic – Thermofforming 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.



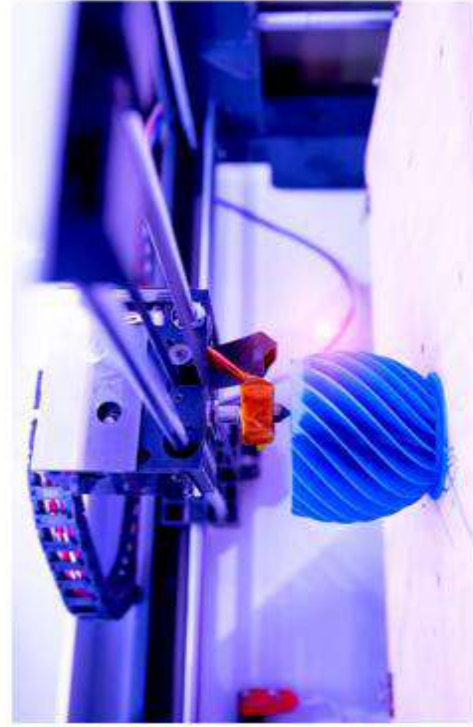
**Black** = Laser engrave

- 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

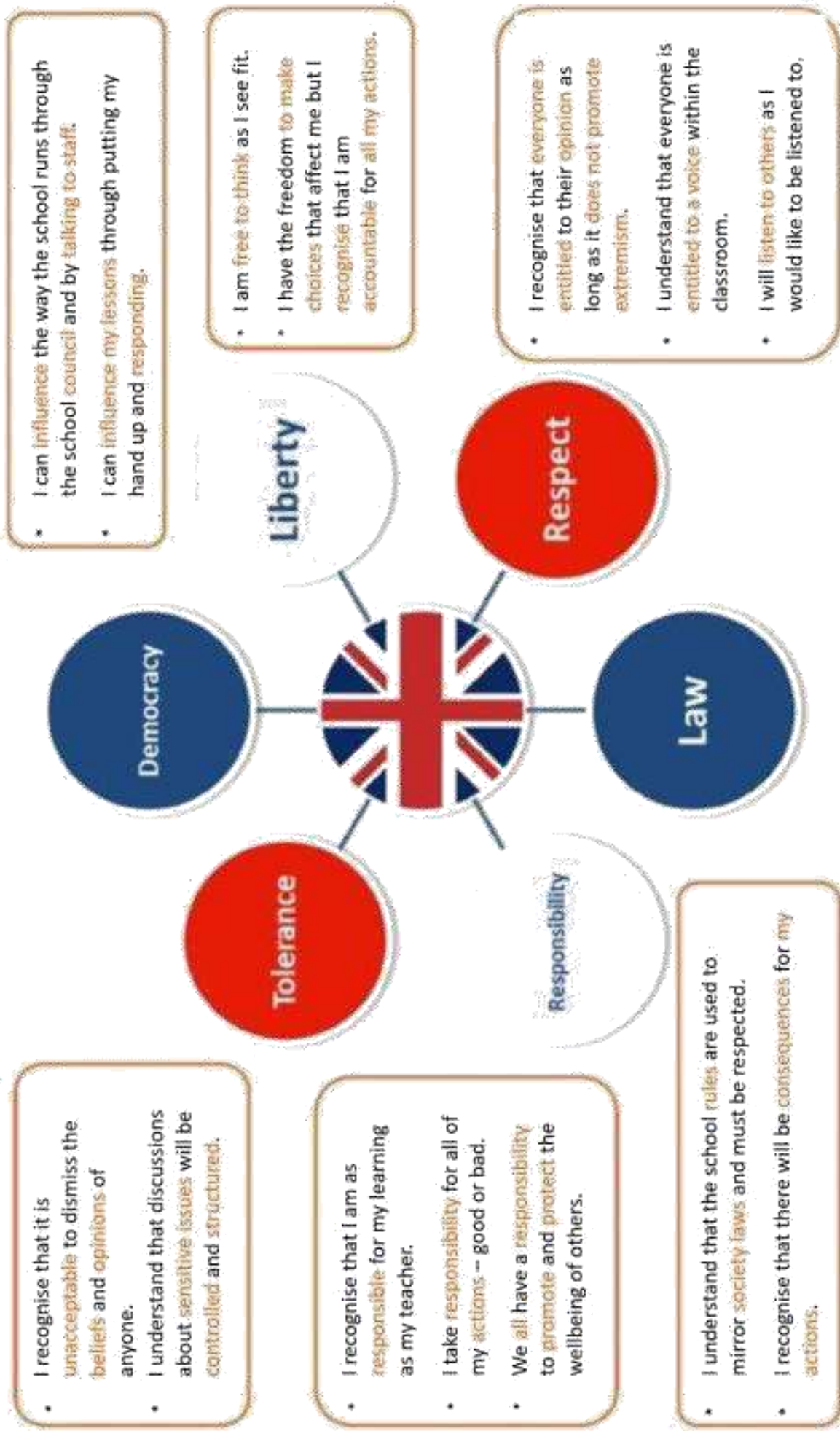


3D printer using thin layers to create a 3D shape





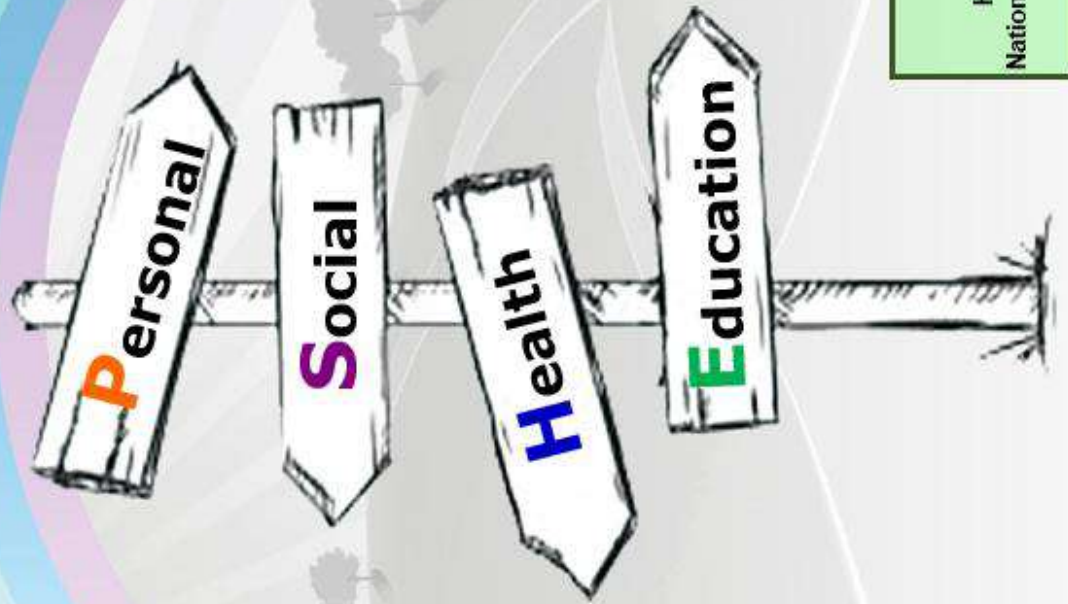
# Core British Values



Social - Moral - Spiritual - Cultural

# YEAR 9

## STAYING SAFE



Theme: Sexual health, STIs, pregnancy, contraception and genitals  
 Organisation: Brook  
 Website: [www.brook.org.uk](http://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/](http://www.nhs.uk/better-health/)

Theme: Health, Wellness and Mental Health  
 Organisation: NHS  
 Phone: 111  
 Website: [www.nhs.uk](http://www.nhs.uk)

Theme: Mental Health, Wellness and self-care  
 Organisation: Young Minds  
 Text line: 85258  
 Website: [www.youngminds.org.uk](http://www.youngminds.org.uk)

Theme: First Aid  
 Organisation: St John Ambulance  
 Phone: 0370 0104 950  
 Website: [www.sja.org.uk/](http://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/](http://uk.movember.com/)

Theme: Female Genital Mutilation  
 Organisation: NSPSS FGM Helpline  
 Phone: 0800 028 3550  
 Email: [fgmhelp@nspcc.org.uk](mailto:fgmhelp@nspcc.org.uk)  
 Website: [www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/female-genital-mutilation-fgm/](http://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/](http://www.talktofrank.com/)

Theme: Healthy teen relationships  
 Organisation: Act on it  
 Phone: 01270 250 390  
 Website: [www.actonitnow.org.uk](http://www.actonitnow.org.uk)

Theme: Safety, support and abuse  
 Organisation: Childline  
 Phone: 0800 1111  
 Website: [www.childline.org.uk](http://www.childline.org.uk)

Theme: LGBTQ+, equality, sexuality and gender  
 Organisation: Stonewall  
 Website: [www.stonewall.org.uk](http://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](http://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>

