

100% book - Year 9 Mainstream

Aim to memorise 100% of the knowledge on these Knowledge Organisers



Term 5

Swindon Academy 2023-24

Name:	
Tutor Group:	
Tutor & Room:	

"If you are not willing to learn, no one can help you.

If you are determined to learn, no one can stop you."

Using your Knowledge Organiser and Quizzable Knowledge Organiser

Knowledge Organisers

Year 7 Term 1 Science/Chemistry - Topic: TOP Particles

What are we learning this term:
 1. Particle model
 2. Changing from
 3. Mixtures
 4. Separating techniques

4 Key Words for this term:
 1. Matter
 2. Particles
 3. Gases
 4. Freezing

6. What is particle theory?
 The theory that all matter is made up of particles.

A. Describe the properties and movement of particles in the three states of matter.

Solid	In a regular pattern. Particles can vibrate in a fixed position.
Liquid	Particles are arranged randomly but are still touching each other. Particles can slide past each other and move around.
Gas	Particles are far apart and are arranged randomly. Particles carry a lot of energy and they move in all directions in a high speed.

A. What is the law of conservation of mass?
 The Law of Conservation of Mass states that mass cannot be created or destroyed.

B. What are the different changes of state?

Melting	change of state from solid to liquid
Freezing	change of state from liquid to solid
Evaporation	change of state from liquid to gas
Condensation	change of state from gas to liquid

C. What is the difference between a pure and an impure substance?

Pure A material that is made up of only one type of particle.

Impure A material that is made up of more than one type of particle.

Quizzable Knowledge Organisers

A. What is particle theory?

A. Describe the arrangement and movement of particles in the three states of matter.

Solid	
Liquid	
Gas	

A. What is the law of conservation of mass?

B. What are the different changes of state?

Melting	
Freezing	
Evaporation	
Condensation	

solid **liquid** **gas**

solid **liquid** **gas**

These are designed to help you quiz yourself on the essential Knowledge.

Use them to test yourself or get someone else to test you, until you are confident you can recall the information from memory.

Top Tip

Don't write on your Quizzable Knowledge Organisers! Quiz yourself by writing the missing words in your prep book. That way you can quiz yourself again and again!

Expectations for Prep and for using your Knowledge Organisers

1. Complete all prep work set in your subject prep book.
2. Bring your prep book to every lesson and ensure that you have completed all work by the deadline.
3. Take pride in your prep book – keep it neat and tidy.
4. Present work in your prep book to the same standard you are expected to do in class.
5. Ensure that your use of SPAG is accurate.
6. Write in blue or black pen and sketch in pencil.
7. Ensure every piece of work has a title and date.
8. Use a ruler for straight lines.
9. If you are unsure about the prep, speak to your teacher.
10. Review your prep work in green pen using the mark scheme.

How do I complete Knowledge Organiser Prep?

Step 1

Check Epraise and identify what words /definitions/facts you have been asked to learn. Find the Knowledge Organiser you need to use.

The image shows the epraise website interface. On the left is a 'Planner' for the week of 10th May to 16th May 2020, with a grid for different subjects. On the right is a 'New Year's Homework/Revision: Topic TSP Pack' for 'What is particle theory?'. It includes a table of contents, a list of tasks, and a preview of the knowledge organiser content.

Step 2

Write today's date and the title from your Knowledge Organiser in your Prep Book.

The image shows a printed knowledge organiser for 'What is particle theory?'. It includes sections for 'What is particle theory?', 'Describe the arrangement and movement of particles in the three states of matter', and 'What are the different changes of state?'. Below the text are diagrams of solid, liquid, and gas particles. A student has handwritten '29th May 2020' and 'Particle theory' in a red-lined prep book next to the text.

Step 3

Write out the keywords/definitions/facts from your Knowledge Organiser in FULL.

The image shows handwritten notes in a red-lined prep book. The student has written the date '29th May 2020' and the title 'Properties of the states of matter'. They have then written out definitions for each state: 'Particle theory = all matter is made of particles', 'Solid = regular pattern particles vibrate in fixed position', 'Liquid = particles are arranged randomly but are still touching each other. Particles can slide past each other and move around.', and 'Gas = Particles are far apart and are arranged randomly. Particles carry a lot of energy'.

Step 4

Read the keywords/definitions/facts out loud to yourself again and again and write the keywords/definitions/facts at least 3 times.

The image shows handwritten notes in a red-lined prep book. The student has repeated the definitions from Step 3 three times: 'Solid = regular pattern particles vibrate in fixed position', 'Solid = regular pattern particles vibrate in fixed position', and 'Solid = regular pattern particles vibrate in fixed position'.

Step 5

Open your quizzable Knowledge Organiser. Write the missing words from your quizzable Knowledge organiser in your prep book.

The image shows a printed quizzable knowledge organiser for 'What is particle theory?'. It includes sections for 'What is the law of conservation of mass?' and 'What are the different changes of state?'. Below the text are diagrams of solid, liquid, and gas particles. A student has handwritten 'Self quizzing' and 'Arrangement/movement of matter' in a red-lined prep book next to the text.

Step 6

Check your answers using your Knowledge Organiser. Repeat Steps 3 to 5 with any questions you got wrong until you are confident.

The image shows handwritten notes in a red-lined prep book. The student has checked their answers from Step 3 and repeated the definitions, adding checkmarks to indicate they are confident. The definitions are: 'Particle theory = all matter is made of particles', 'Solid = regular pattern particles vibrate in fixed position', 'Liquid = particles are arranged randomly but are still touching each other. Particles can slide past each other and move around.', and 'Gas = Particles are far apart and are arranged randomly. Particles carry a lot of energy'.

Make sure you bring in your completed Prep notes to demonstrate that you have completed your prep.

'Romeo and Juliet': T Knowledge Organiser

Plot breakdown		Characters	Vocabulary: Key words
P	The Prologue outlines the main conflict in the play and warns the audience of the tragic fate of Romeo and Juliet.	Romeo (Montague) Young man. Falls in love with Juliet. Kills himself at the end of the play. <i>"Did my heart love till now? forswear it, sight! For I ne'er saw true beauty till this night"</i> ; <i>"Thus with a kiss I die"</i>	tragic – describes something as being very sad, or as part of a tragedy.
1.1	The Montagues and Capulets fight in the streets of Verona. Prince Escalus swears that any further fighting will be punished by death.		submissive - ready to obey or conform to the authority or will of others
1.2	Paris asks Lord Capulet about marrying his daughter Juliet. Capulet tells Paris to wait as she is too young.		narcistic – self-obsessed
1.3	Lady Capulet advises Juliet to agree to marry Paris.		feud – a serious argument and sometimes violent argument between two people or groups that continues for a long time.
1.5	At the Capulet's masked ball, Romeo sees Juliet and falls in love with her. They talk, kiss, and fall in love. As they depart, they learn they are from feuding families.	Juliet (Capulet) 13-year old girl. Falls in love with Romeo. Kills herself at the end of the play. <i>"Wherefore art thou Romeo? Deny thy father and refuse thy name"</i> ; <i>"O happy dagger, This is thy sheath; there rust, and let me die"</i>	shrine – a holy place that people go to pray.
2.2	In the balcony scene, Romeo and Juliet fall deeper in love. They agree to get married.		status quo – the situation that exists now, without any changes.
2.3	Romeo asks Friar Lawrence to marry him and Juliet. Lawrence agrees, thinking it will unite the warring families.	Lord Capulet (Capulet) Head of the Capulet family. Juliet's father. Orders her to marry his friend, Paris. <i>"She will be ruled In all respects by me"</i>	obstacle – a problem that must be overcome.
2.6	Friar Lawrence marries Romeo and Juliet.		vindictive – vengeful
3.1	Montagues and Capulets fight in the streets. Tybalt kills Mercutio; Romeo kills Tybalt. Prince Escalus decides to banish Romeo from Verona.	Paris (no family) Nobleman of Verona. Wants to marry Juliet. Killed by Romeo at the end of the play.	patriarchy - a society in which power lies with men
3.4	Lord Capulet tells Paris that he can marry Juliet in three days' time.		belligerent - warlike
3.5	After their wedding night, Romeo leaves Juliet for the last time. They have a vision of the other's death. After Romeo leaves, Lord Capulet orders Juliet to marry Paris, threatening to disown her if she disobeys.	Friar Lawrence (no family) Religious leader in Verona. Agrees to marry Romeo and Juliet, thinking it will bring peace to the city. <i>"For this alliance may prove To turn your households' rancour to pure love"</i>	exile (vb.) – to force them from their home and live in another place.
4.1	Friar Lawrence comes up with a plan: Juliet must pretend to be dead and then escape Verona with Romeo. She agrees to the plan.		tenacious – very determined
5.3	Romeo does not learn of Friar Lawrence's plan. He sneaks back into Verona and visits Juliet's tomb. He thinks she is dead, and kills himself with poison. Moments later, Juliet wakes up. She finds Romeo's body and kills herself with his dagger. The two families agree to end their feud.	Prince Escalus (no family) Ruler of Verona. Wants to bring peace to the city. <i>"If ever you disturb our streets again, Your lives shall pay the forfeit of the peace"</i>	catastrophe – a terrible accident.
Terminology: Key words			
The Big Ideas: Role of women: Juliet is powerless to make her own decisions. She is ruled by her father who eventually decides to marry her off to a powerful man. She breaks the status quo when she defies her father and makes her own decisions. Evolution of Juliet's character: Juliet is a stereotypical Renaissance daughter at the outset, she is loyal and submissive. She becomes empowered and independent through her romance with Romeo. She becomes a tragic hero by acting in pursuit of her own desires. Tragedy: A Shakespearean tragedy is the story of one or two heroes of 'high-status,' such as Kings or Lords. They act in pursuit of one desire. The story leads up to and includes the death of the hero as a result of their actions. Fate and destiny: Fate is the idea that the events of someone's life are not in their control. The <i>star-crossed</i> lovers suggests they were fated for tragedy. This leads to many questions: Is the tragic ending inevitable? Do they act independently?		sticism – calm self control	
		Tragedy – a play in which the main character brings about their own downfall.	
		prologue – the introduction to a book, film, or play.	
		sonnet – a type of love poem. It has 14 lines, a strict rhyme scheme and 10 syllables per line.	
		dramatic irony – when the audience knows something that the character on stage does not	
		Tragic hero – the main character in a Tragedy that makes an error of judgement that leads to their downfall.	
		soliloquy – a speech in a play where the character speaks to himself or herself.	
		hyperbole – exaggeration.	
		tragic flaw - a character has a tragic flaw when what makes them so special also brings about their downfall.	
		foreshadow – to show or warn that something bigger, worse, or more important is coming.	
thesis – the main idea that you want to discuss throughout an essay.			
Structure of Shakespearean tragedy (Bradley)			
Exposition Introduces the main characters and the obstacles they will overcome in the play. Rising tension The heroes try to overcome the obstacles they face. They suffer. Catastrophe The play ends with the deaths of the heroes.		Features of Shakespearean tragedy (Bradley) The characters are ' high-status ' – they are important people. The tragic hero acts : they try to do things . They don't just let things happen to them. Whatever they try to do, it always puts them in a worse situation . They are exceptional – there is something that makes them special.	

'Romeo and Juliet': T Knowledge Organiser

Plot breakdown		Characters	Vocabulary: Key words
p	The Prologue outlines the main _____ in the play and _____ the _____ of the _____ of _____ and _____.	Romeo (Montague) Young _____. Falls in love with _____. _____ at the end of the _____. "Did my heart love till now? forswear it, sight! For I ne'er saw true beauty till this night"; "Thus with a kiss I die"	tragic – _____ submissive – _____ narcistic – _____ feud – _____
1.1	The _____ and _____ in the _____ of _____, Prince Escalus swears that any further fighting will be _____ by _____.	Juliet (Capulet) 13-y _____ - _____ girl. Falls in _____ with _____. Kills _____ at the end of the _____. "Wherefore art thou Romeo? Deny thy father and refuse thy name"; "O happy dagger, This is thy sheath; there rust, and let me die"	shrine – _____
1.2	_____ asks Lord _____ about marrying his _____ Juliet. Capulet tells Paris to wait as she is too young.		status quo – _____
1.3	Lady _____ advises _____ to agree to _____.	Lord Capulet (Capulet) Head of the _____ family. Juliet's _____. Orders her to marry his friend, Paris. "She will be ruled In all respects by me"	obstacle – _____
1.5	At the Capulet's _____ ball, Romeo sees Juliet and _____ in love with her. They _____, _____, and fall in _____. As they depart, they learn they are from _____ families.		vindictive – _____
2.2	In the _____ scene, Romeo and Juliet fall _____ in love. They _____ to get _____.		patriarchy – _____
2.3	Romeo asks _____ to _____ him and _____. Lawrence _____, thinking it will _____ the _____.	belligerent - warlike	
2.6	Friar _____ Romeo and _____.	Paris (no family) _____ of Verona. Wants to _____ _____, Killed by _____ at the end of the play.	exile (vb.) – _____
3.1	_____ and _____ fight in the streets. _____ kills _____; _____ kills _____. Prince Escalus decides to _____ from Verona.		tenacious – _____
3.4	Lord _____ tells _____ that he can marry Juliet in three days' time.	Friar Lawrence (no family) _____ in Verona. _____ to _____ Romeo and Juliet, thinking it will bring _____ to the city. "For this alliance may prove To turn your households' rancour to pure love"	catastrophe – _____
3.5	After their _____ night, Romeo leaves Juliet for the last time. They have a _____ of the other's _____. After Romeo leaves, Lord Capulet _____ Juliet to marry _____, threatening to _____ her if she _____.		stoicism – _____
4.1	Friar Lawrence comes up with a _____; Juliet must _____ to be _____ and then _____ Verona with Romeo. She _____ to the plan.	Mercutio (Montague) Romeo's _____. Killed by _____. "A plague a'both your houses!"	Terminology: Key words
5.3	Romeo _____ learn of Friar Lawrence's _____. He sneaks back into Verona and visits Juliet's _____. He thinks she is _____, and kills himself with _____. Moments later, Juliet wakes up. She finds Romeo's body and kills _____ with his dagger. The two _____ agree to end their _____.		Prince Escalus (no family) _____ of Verona. Wants to bring _____ to the city. "If ever you disturb our streets again, Your lives shall pay the forfeit of the peace"
The Big Ideas:		Structure of Shakespearean tragedy (Bradley) Exposition _____ _____ _____ Development/Rising Action: _____ _____ Catastrophe: _____ _____ _____	prologue – _____
Role of women: Juliet is _____ to make her own decisions. She is _____ by her father who eventually decides to _____ her off to a _____ man. She breaks the _____ when she _____ her father and makes her own decisions.			sonnet – _____
Evolution of Juliet's character: Juliet is a stereotypical _____ daughter at the _____, she is loyal and _____. She becomes _____ and independent through her romance with Romeo. She becomes a tragic hero by _____ in pursuit of her own desires.			dramatic irony – _____
Tragedy: A Shakespearean tragedy is the story of one or two heroes of '_____,' such as Kings or Lords. They act in pursuit of one _____. The story leads up to and includes the _____ of the hero as a result of their _____.			Tragic hero – _____
Fate and destiny: Fate is the idea that the _____ of a life are not in their control. The _____-crossed lovers suggests they were fated for _____. This leads to many questions: Is the tragic ending inevitable? Do they act _____?			soliloquy – _____
		hyperbole – _____	
		tragic flaw - _____	
		foreshadow – _____	
		thesis – _____	
		Features of Shakespearean tragedy (Bradley)	
		The characters are ' _____ - _____ ' – they are important people.	
		The tragic hero _____: they try to do _____. They don't _____ things _____ to them.	
		Whatever they try to do, it always puts them in a worse situation.	
		They are _____ – there is something that makes them _____.	

What we are learning this term:	A	What are the names and functions of animal and plant sub-cellular structures?	
A. Animal & plant cells B. Eukaryotes & prokaryotes C. Cell specialisation D. Cell differentiation E. Microscopy	Structure	Function	Found in...
	Nucleus	Controls the cell & contains genetic information	Animal & plant
	Cell membrane	Controls movement in & out of the cell	Animal & plant
	Cell wall	Supports the cell. Made of cellulose	Plant
	Cytoplasm	Jelly-like substance where chemical reactions take place	Animal & plant
5 Key Words for this term	Mitochondria	Respiration, to release energy	Animal & plant
1. Eukaryotic 2. Prokaryotic 3. Differentiation 4. Magnification 5. Resolution	Chloroplast	Photosynthesis, to produce glucose	Plant
	Vacuole	Filled with cell sap, keeps cell turgid	Plant
	Ribosome	Protein synthesis	Animal & plant

B	Compare eukaryotic and prokaryotic cells		C	How are these cells specialised?	
Feature	Eukaryotic	Prokaryotic	Cell	Animal or plant	Specialised features
DNA	In nucleus	Single loop DNA & plasmids	Sperm cell	Animal	Tail to swim. Pointed head, containing acrosome. Lots of mitochondria.
Cytoplasm	Yes	Yes	Nerve cell	Animal	Long. Branched ends (dendrites). Fatty sheath to insulate axon.
Cell membrane	Yes	Yes	Muscle cell	Animal	Layers of protein filaments for contraction. Lots of mitochondria.
Cell wall	No	Yes	Root hair cell	Plant	Large surface area. Thin walls.
Size	Larger	Smaller	Xylem cells	Plant	Continuous. Thickened & woody.
			Phloem cells	Plant	Companion cells have lots of mitochondria.

What we are learning this term:	A	What are the names and functions of animal and plant sub-cellular structures?		
A. Animal & plant cells B. Eukaryotes & prokaryotes C. Cell specialisation D. Cell differentiation E. Microscopy	Structure	Function		Found in...
	Nucleus			
	Cell membrane			
	Cell wall			
	Cytoplasm			
5 Key Words for this term				
1. Eukaryotic 2. Prokaryotic 3. Differentiation 4. Magnification 5. Resolution	Mitochondria			
	Chloroplast			
	Vacuole			
	Ribosome			

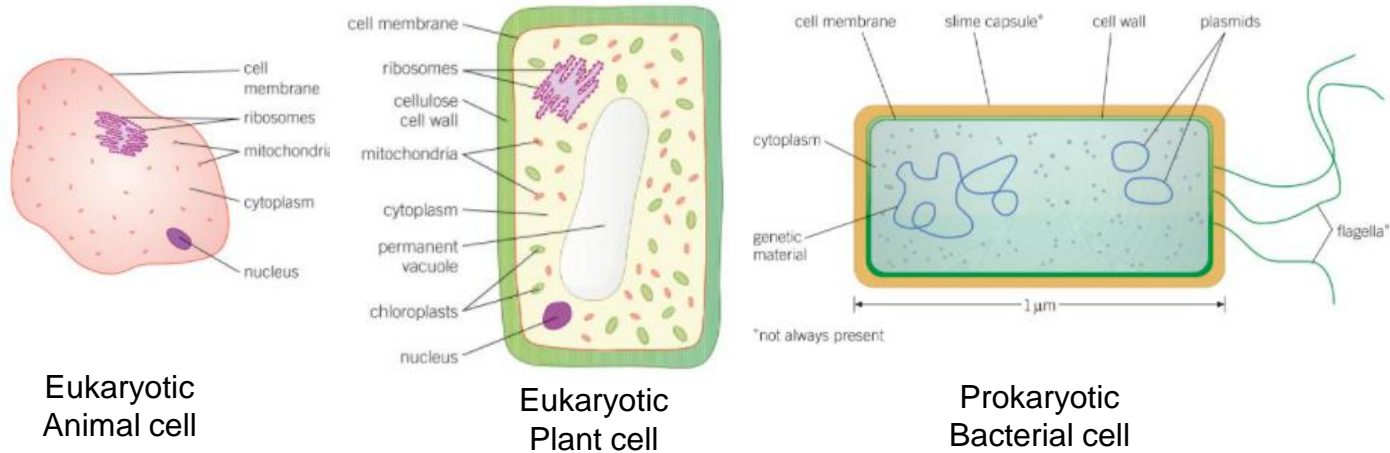
B	Compare eukaryotic and prokaryotic cells			C	How are these cells specialised?		
Feature	Eukaryotic	Prokaryotic		Cell	Animal or plant	Specialised features	
DNA				Sperm cell			
Cytoplasm				Nerve cell			
Cell membrane				Muscle cell			
Cell wall				Root hair cell			
Size				Xylem cells			
				Phloem cells			

What we are learning this term:

A. Animal & plant cells
 B. Eukaryotes & prokaryotes
 C. Cell specialisation
 D. Cell differentiation
 E. Microscopy

E	Define magnification
	The number of times larger an image is than the original specimen.
E	Define resolution
	The minimum distance at which two distinct points of a specimen can still be seen.

E **What is the formula for magnification?**

$$\text{magnification} = \frac{\text{size of image}}{\text{real size of image}}$$


D **When does differentiation occur for most types of animal cells?**

At early development

D **When does differentiation occur for most types of plant cells?**

Throughout the lifetime of the plant

D **In multicellular animals, what is cell division required for?**

- Growth or repair
- To replace cells

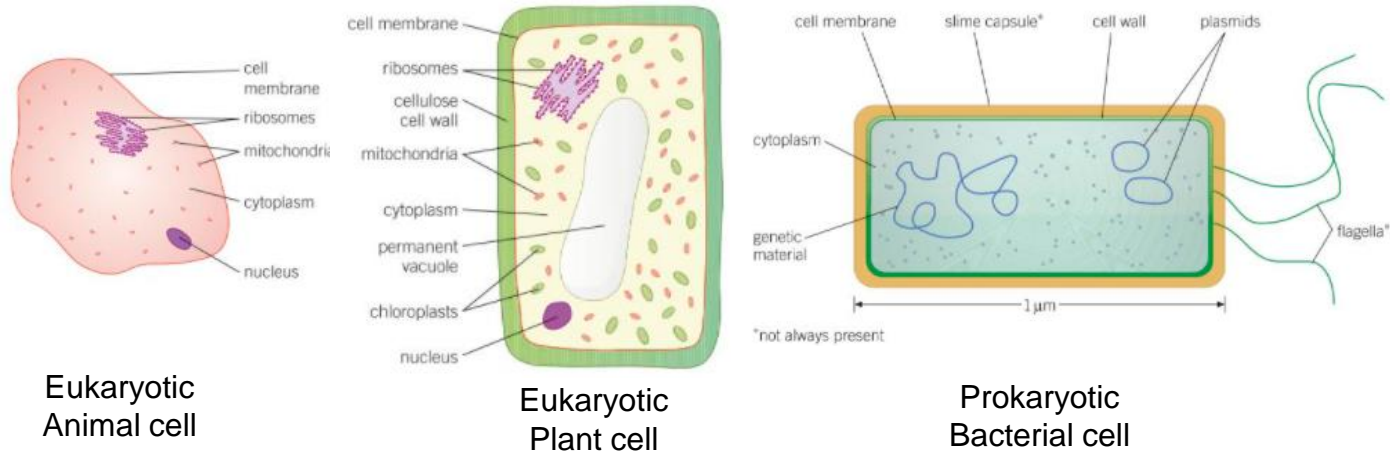
E	Compare light and electron microscopes	
Feature	Light	Electron
Radiation used	Light waves (visible light)	Electron beams
Magnification	Lower magnification (~ 1500 times)	Greater magnification (~ 2 000 000 times)
Resolution	Larger resolution (200nm)	Smaller resolution (0.2nm)
Size & cost	Smaller & portable. Cheaper.	Very large & not portable. Very expensive.

What we are learning this term:

A. Animal & plant cells
 B. Eukaryotes & prokaryotes
 C. Cell specialisation
 D. Cell differentiation
 E. Microscopy

E	Define magnification
E	Define resolution

E **What is the formula for magnification?**



D **When does differentiation occur for most types of animal cells?**

D **When does differentiation occur for most types of plant cells?**

D **In multicellular animals, what is cell division required for?**

-
-

E	Compare light and electron microscopes	
Feature	Light	Electron
Radiation used		
Magnification		
Resolution		
Size & cost		

What we are learning this term:

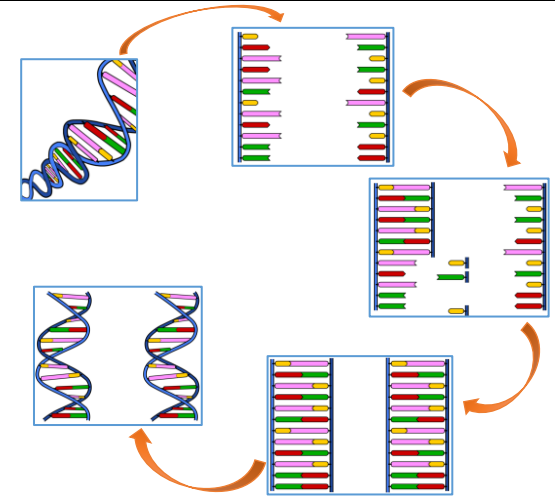
- A. Cell cycle
- B. Mitosis
- C. Growth
- D. Stem cells
- E. Cloning

2 Key Words for this term

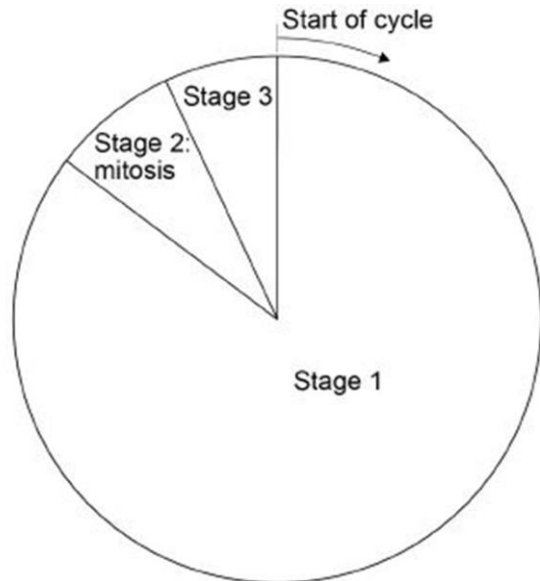
- 1. Mitosis
- 2. Differentiate

B. What are the stages of DNA replication?

1. The DNA molecule unwinds.
2. An enzyme moves along separating the two strands.
3. New complementary bases bond to the existing bases of one strand.
4. New complementary bases bond to the existing bases of the other strand.
5. The two complete molecules coil back into a helical shape.



A. Describe the stages of the cell cycle



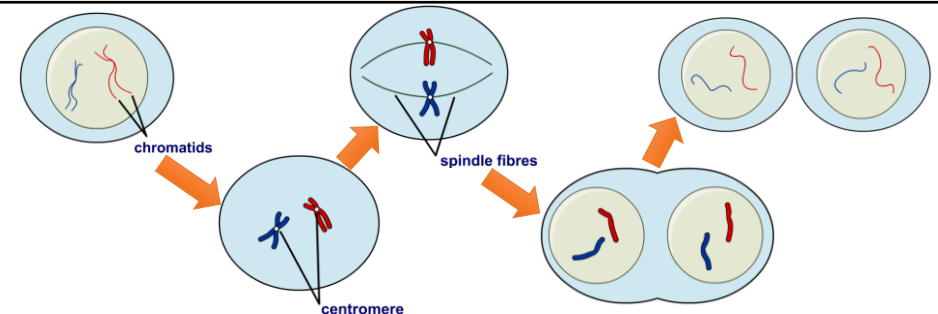
1) Replication of DNA to form two copies of each chromosome and synthesis of new sub-cellular structures

2) Nucleus divides

3) Cell divides in two

B. What is the order of the stages of mitosis?

- 1 chromosomes become shorter and thicker
- 2 spindle fibres attach to the chromosomes
- 3 chromosomes align in the centre of the cell
- 4 spindle fibres shorten, separating the chromosomes
- 5 chromatids move to opposite sides of the cell
- 6 the cell divides into two daughter cells



What we are learning this term:

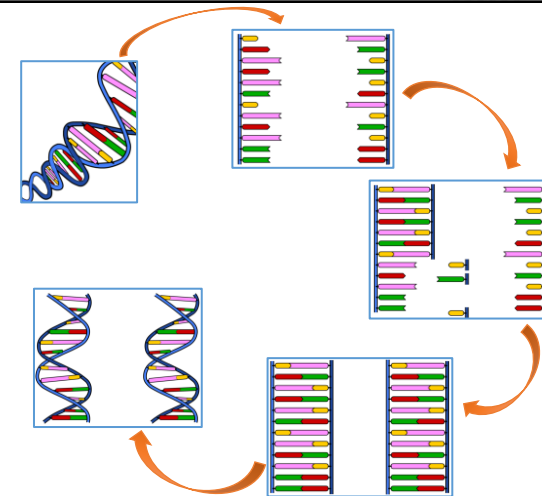
- A. Cell cycle
- B. Mitosis
- C. Growth
- D. Stem cells
- E. Cloning

2 Key Words for this term

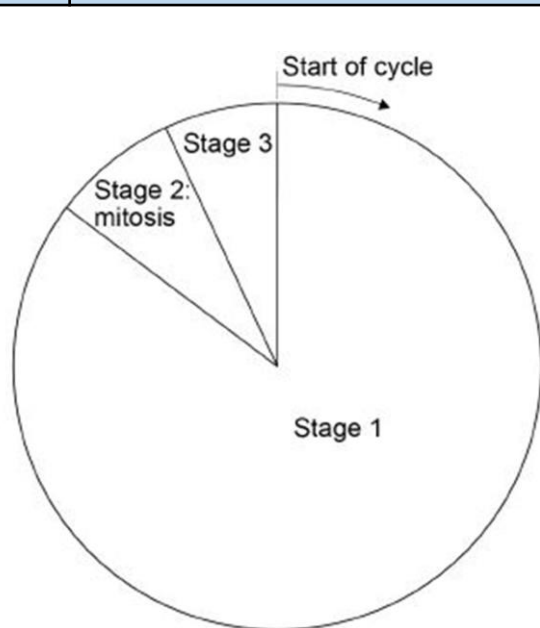
- 1. Mitosis
- 2. Differentiate

B. What are the stages of DNA replication?

- 1.
- 2.
- 3.
- 4.
- 5.



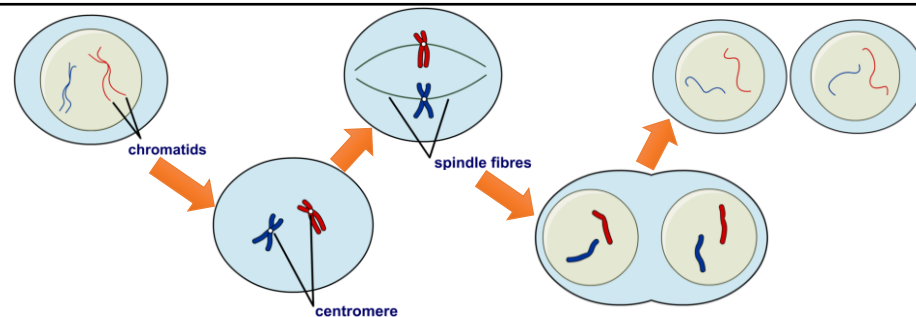
A. Describe the stages of the cell cycle



- 1)
- 2)
- 3)

B. What is the order of the stages of mitosis?

- chromatids move to opposite sides of the cell
- chromosomes align in the centre of the cell
- chromosomes become shorter and thicker
- spindle fibres shorten, separating the chromosomes
- the cell divides into two daughter cells
- spindle fibres attach to the chromosomes





C. Match terms on growth to their definitions

differentiation	when a cell starts to become specialized
division	when a cell replicates
elongation	when a cell increases in size
stem cells	cells that can become any type of cell
tissue cells	cells that have begun to be specialized

D. Describe the ethical concern around using embryonic stem cells.

Embryonic stem cell research is strongly criticized by people who believe it is unethical to kill embryos for their cells.
 Work involving embryonic stem cells is subject to government regulation.

D. What are the advantages of using adult stem cells?

- They come from volunteers so they are more ethically acceptable.
- A patient's own stem cells could be used to treat their own disease, avoiding the problem of immune rejection.
- It might be easier to guide their development into specific cell types.
- They are less likely to become cancerous.

D. Describe these two types of human stem cell

Embryonic	<ul style="list-style-type: none"> • Up until the eight cell stage, all of the cells in a human embryo are identical. • They can develop into all the different types of cell in the body.
Adult	<ul style="list-style-type: none"> • They are found in small numbers in many organs, including bone marrow, brain, skin and muscle. • Can usually only make a small number of cell types.

D. Describe plant stem cells

Meristem tissue	<ul style="list-style-type: none"> • Plant cells can differentiate to form specific cells throughout the plant's life.
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D. Define therapeutic cloning

A process where an embryo is produced that is genetically identical to the patient so the cells can be used in medical treatments.



C. Match terms on growth to their definitions

differentiation	when a cell increases in size
division	cells that have begun to be specialized
elongation	when a cell replicates
stem cells	cells that can become any type of cell
tissue cells	when a cell starts to become specialized

D. Describe the ethical concern around using embryonic stem cells.

Blank area for writing the answer to the ethical concern question.

D. What are the advantages of using adult stem cells?

Blank area for writing the advantages of using adult stem cells.

D. Describe these two types of human stem cell

Embryonic	
Adult	

D. Describe plant stem cells

Meristem tissue	
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D. Define therapeutic cloning

Blank area for defining therapeutic cloning.

Y9- T2 -

- A. Background:**
- Natural Hazard is a threat to people and property**
 - Hazard risk** is the **probability (chance)** that a natural hazard occurs.
 - Earthquakes and **volcanoes** are **distributed** in narrow belts across the world. They are mostly found along **plate margins**, for example the **Pacific ring of fire** is a circle of volcanoes and earthquakes that surrounds the Pacific ocean.
 - Volcanoes** are also found in **hotspots** across the world. These are areas where the crust of the earth is slightly thinner, allowing **magma** to rise to the surface.
 - People live in areas at risk of **tectonic hazards** as they hold benefits such as **geothermal power** and **fertile soils** around volcanoes, examples of this are **Iceland**. People in poverty also live in **hazardous areas** as they cannot afford to move out

B. What happens at plate margins?

Destructive plate margin	At destructive plate boundaries , two plates move towards each other, the denser oceanic plate is forced under the less dense continental plate in a process called subduction
Constructive plate margin	At constructive plate boundaries , two plates are moving away from each other..
Conservative plate margin	At conservative plate margins, two plates are moving past each other . The plates get stuck which builds up pressure. The sudden release of this pressure causes violent earthquakes.
Subduction/ Subduction Zone	To go underneath. / the point at which the oceanic plate sinks beneath the continental one at a destructive/ subductive plate margin.

D. Example of Tectonic Hazard HIC: Chile

Date	27 February 2010
Magnitude	8.8
No. Dead	521
Epicentre	Off the coast of Chile
Causes	Destructive plate: South American (continental) & Nazca Plate (oceanic)
Primary effects	<ul style="list-style-type: none"> - 500 dead - 12,000 injured - 500,000 homes damaged - Santiago airport slightly damaged - Several bridges and roads damaged and a hospital
Secondary effects	<ul style="list-style-type: none"> - Much of Chile lost power, water supplies and communication cut off - Tsunami warning - A fire in a chemical plant > evacuation - Copper mines suffered damage (Copper crucial to economy)
Short term responses	<ul style="list-style-type: none"> - After day Ten 90% houses had power back, roads quickly fixed - Temporary repairs to main roads
Long-term responses	<ul style="list-style-type: none"> - One month later houses rebuilding plan, due to the strong economy, it recovered and rebuilt without aid.

E. Example of Tectonic Hazard LIC: Nepal

Date	25 April 2015
Magnitude	7.9
No. Dead	521
Epicentre	80km from the capital city Kathmandu
Causes	Destructive plate: Indo-Australian plate colliding with the Eurasian plate
Primary effects	<ul style="list-style-type: none"> - 9000 dead - 20,000 injured - 3 million made homeless - Electricity, water supplies and communications affected - 7000 schools destroyed, 50% of shops destroyed
Secondary effects	<ul style="list-style-type: none"> - Landslides and avalanches that blocked roads - Avalanches on Mount Everest killed at least 19 people - Landslides blocked the Kali Gandaki River causing flooding North of Kathmandu
Short term responses	<ul style="list-style-type: none"> - Search and rescue teams - Emergency food and water/ aid from the UK
Long-term responses	<ul style="list-style-type: none"> - 7000 schools to be rebuilt or repaired - Stricter controls on building codes

C. What happens at plate margins?

Hazard risk	How likely you are to be harmed
Hazardous	Dangerous or a risk to life.

F. How do we manage tectonic hazards?

Monitoring	Warning signs: gases, sides of volcanoes swell, change shape and size, heat melts snow, rocks fracture, earthquakes. Monitored through seismographs, and tiltmeters (shape).
Prediction	Based on scientific monitoring as above.
Protection	Little can be done. However, you can create earth embankments or explosives to divert lava away from property.
Planning	When machines begin to do the work which humans once completed.
Preparedness	How ready you are for a situation

Y9- T2 -

A.	Background:
1.	Natural Hazard is a threat to people and property
2.	Hazard risk is the probability (chance) that a natural hazard occurs.
3.	Earthquakes and volcanoes are distributed in narrow belts across the world. They are mostly found along plate margins , for example the Pacific ring of fire is a circle of volcanoes and earthquakes that surrounds the Pacific ocean.
4.	Volcanoes are also found in hotspots across the world. These are areas where the crust of the earth is slightly thinner, allowing magma to rise to the surface.
5.	People live in areas at risk of tectonic hazards as they hold benefits such as geothermal power and fertile soils around volcanoes, examples of this are Iceland . People in poverty also live in hazardous areas as they cannot afford to move out

B.	What happens at plate margins?
Destructive plate margin	
Constructive plate margin	
Conservative plate margin	
Subduction/ Subduction Zone	

D.	Example of Tectonic Hazard HIC: Chile
Date	
Magnitude	
No. Dead	
Epicentre	
Causes	
Primary effects	
Secondary effects	
Short term responses	
Long-term responses	

E.	Example of Tectonic Hazard LIC: Nepal
Date	
Magnitude	
No. Dead	
Epicentre	
Causes	
Primary effects	
Secondary effects	
Short term responses	
Long-term responses	

C	What happens at plate margins?
Hazard risk	
Hazardous	

F.	How do we manage tectonic hazards?
Monitoring	
Prediction	
Protection	
Planning	
Preparedness	



What we are learning this term:		B. Key People			
1.1 Ideas about the cause of disease and illness 1.2 Approaches to treatment and prevention 1.3 Dealing with the Black Death 1348-49		Hippocrates	Galen	Physicians, apothecaries and surgeons	Hospitals
A.	Can you define these key words?	<p>'Father of Medicine' – 4 humours, clinical observation (watch and record details, use this to help with future cases), importance of exercise, Hippocratic Oath for doctors (to preserve life)</p>	<p>Built on Hippocrates' ideas – theory of opposites (if cold, give something hot), also dissected animals to find out about anatomy (structure of body). Proved brain, not the heart, controls the body</p>	<ul style="list-style-type: none"> • Physicians – diagnosed + recommended treatment, trained at university for around 7 years. Did not get to see dissections so new little about body. Learned everything from Galen's books. Only for super rich • Apothecaries – mixed herbal remedies (joined a guild, worked for master to train). • Surgeons – least qualified, also cut hair. Learned on job and only performed minor, on-invasive surgeries • Monks and nuns – worked in hospitals mostly prayed for patients and gave comfort. Not allowed to cut or bleed patients so could not do surgery • Housewives and mothers – treated most people. Mixed herbal remedies and treated minor wounds 	<ul style="list-style-type: none"> • Ran by monks and nuns • Offered patients shelter, beds, food and very limited treatment. • Treatments mostly religious based – praying • Patients would offer share beds which led to all of diseases spreading around the hospitals
Miasma	Bad air that was believed to be filled with harmful fumes.				
Quarantine	Separating the sick from the healthy to stop the spread of a disease.				
Humours	The humours were four fluids that were thought to spread throughout the body and influence its health.				
Purging	To get rid of anything unwanted.				
Phlebotomy	The drawing of blood by opening a vein.				
Leprosy	a painful skin disease				
Prevention	To stop something from happening				
Treatment	giving medicine or using other means to help a person get better when sick or hurt	C. What were the causes of disease in Medieval England?			
Apothecary	A person who mixes herbal remedies and treated patients as an alternative to a doctor as they were cheaper.	<u>Causes</u>	<u>Prevention</u>	<u>Treatments</u>	
Barber surgeon	barbers and surgeons who also performed minor operations such as removal of warts .	Religious – Punishment from God God has sent an illness as punishment for sins. Especially true at times of panic such as the Black Death.	Religious - Church – Lead a life free of sin. Regular prayers and confessions. Offering tithes to the church to make sure sins were forgiven quickly.	Religious – Healing prayers and incantations Paying for a special mass to be said Fasting Pilgrimages	
D.	Dealing with the Black Death	Rational - Miasma – You had breathed in bad air. This was thought to come from swamps or rubbish. During this period there was allot of animal much in towns and often open sewers in the streets meaning the whole place stank. In these filthy places disease was more common seemingly proving this theory	Rational and religious - Regimen Sanitatis – A set of instructions provided by physicians to maintain good health. Bathing was also used to prevent miasma.	Supernatural - Astrology – Treatments varied according the the horoscope of the patient. The alignment of the planets was checked at every stage of the treatment prescribed eg herb gathering.	
What is the Black Death?	<ul style="list-style-type: none"> • Bubonic plague – outbreak in 1348-9 – 1/3rd to 1 / 2 of the population died in England. Caused by bacteria Yersinia pestis that was thought to have originated in China and came to Britain on fleas, on rats on ships. 	Rational - The Theory of the Four Humors – The 4 liquids in your body (blood, yellow bile, black bile, phlegm) were seen to be out of balance making you ill. Recovery came from getting them back in to balance through the theory of opposites Created in ancient Greece by Hippocrates.	Rational - Diet – Eating to much was strongly discouraged. What and when you ate were considered to be important in preventing a humoral imbalance.	Rational - Humoral Treatments – Blood letting – Bad humours could be removed from the body by removing some of the blood. Purging – Purging the digestive system to remove any leftover food. Eg using a laxative.	
Causes	<p>Miasma – bad air from the filthy conditions making you ill.</p> <p>Astrology – there was a weird alinement of Jupiter, mars and Saturn the previous year which was blamed for the plague</p> <p>Punishment from God- = People thought that society had become wicked so God had sent the plague to punish them.</p>	Supernatural - Astrology – Impact of the stars and planets on health. Physicians would use star charts to examine a patient and work out what was wrong with them.	Rational - Purifying the air –This was achieved by spreading sweet herbs.	Rational - Herbal remedies – Using herbal infusions to drink, sniff or bathe in.	
Treatments	Confesses sins and pray, bleeding and purging (but seemed to make worse), sweet herbs or fire to clean air.				
Prevention	Pray and fast, leave the area, carry sweet herbs, quarantine (new people stay away for 40 days), clean streets (or don't, maybe bad smell will drive out miasma)				



What we are learning this term:		B. Key People			
1.1 Ideas about the cause of disease and illness 1.2 Approaches to treatment and prevention 1.3 Dealing with the Black Death 1348-49		Hippocrates	Galen	Physicians, apothecaries and surgeons	Hospitals
A.	Can you define these key words?				
Miasma					
Quarantine					
Humours					
Purging					
Phlebotomy					
Leprosy					
Prevention		C. What were the causes of disease in Medieval England?			
Treatment		Causes	Prevention	Treatments	
Apothecary					
Barber surgeon					
D.	Dealing with the Black Death				
What is the Black Death?					
Causes					
Treatments					
Prevention					

Year 9 Religious Education: Matters of life and death

A.	<i>Can you define these key words?</i>
<u>Key word</u>	<u>Key definition</u>
Morality	Principles concerning the distinction between right and wrong or good and bad behaviour.
Ethics	Moral principles that govern a person's behaviour or the conducting of an activity.
Sanctity of Life	The view that all life is sacred because it is made by God.
Quality of Life	The standard of health, comfort, and happiness experienced by an individual or group.
Natural Moral Law	A system of laws based on close observation of human nature, given to humans by God.
Precept	A general rule intended to regulate behaviour or thought.
Reason	The power of the mind to think, understand, and form judgements logically.
Absolute	A value or principle which is regarded as universally valid.
Situation Ethics	The view that there should be flexibility in the application of moral laws according to circumstances.
Relativism	The view that morality exists in relation to culture, society, or historical context, and is not absolute.
Agape	Unconditional love, "the highest form of love, charity" and "the love of God for man and of man for God".
Abortion	A procedure to end a pregnancy.
Pro-Life	Opposing abortion and euthanasia.
Pro-Choice	Advocating the legal right of a woman to choose whether or not she will have an abortion.
Euthanasia	The painless killing of a patient suffering from an incurable and painful disease or in an irreversible coma.
Capital Punishment	The legally authorized killing of someone as punishment for a crime.
Dominion	To be in charge of something or rule over it.
Stewardship	The job of supervising or taking care of something.

C	What does the theory of Natural Moral Law say about moral behaviour?	What are the 5 precepts of NML that we must be fulfilling for morally good behaviour?
	NML says absolute moral rules exist and are revealed to us through by God. Through the use of human reason we can look at the way things were created to know their God given design and functions. The way we are supposed to act according to the way we were created by God is morally good and any way that goes against it is morally wrong.	<ol style="list-style-type: none"> 1. Preserve innocent life 2. Live in an ordered society 3. Educate children 4. Reproduce 5. Worship God

D	What are the strengths of NML theory about what is morally good?	What are the weaknesses of NML theory about what is morally good?
	<p>The theory is based on reason so everyone can work out for themselves what is morally good</p> <p>It seems to be true that we do tend to follow the primary precepts- it is in our nature- and following them will generally bring about what we think of as good. For example, 'preserve life' means people will protect the innocent and also believe murder is wrong</p>	<p>If you do not believe in a God who has created absolute moral laws about right and wrong then NML cannot tell us anything about right or wrong.</p> <p>It can lead to classifying actions as immoral which mainstream society would argue are not. For example, the use of contraception is immoral according to NML because it does not contribute to reproduction.</p>

E	What does the theory of situation ethics say about moral behaviour?	What are the strengths of S.E theory about what is morally good?	What are the weakness of S.E theory about what is morally good?
	There are no absolute moral laws about right or wrong. The only guiding principle about what is morally right is 'do the most loving thing' in any situation.	It allows flexibility and can avoid acts we would deem to be immoral. For example, an absolute rule like 'do not lie' cannot always be followed without sometimes needing to be broken. For example if a mad axeman came in asking for your mother.... you would not want to tell the truth because it could lead to her death!.	How can we be sure what is the most loving thing when we cannot be sure what the outcome of our actions will be

B	Bible quotes relating to the sanctity of life
1	Humans were 'made in the image of God'
2	'All your days are ordained (set out) for you'
3	'The body is a temple of the holy spirit'
4	"Only God gives and takes life'
5	'Do not kill'

Year 9 Religious Education: Matters of life and death

A.	<i>Can you define these key words?</i>
<u>Key word</u>	<u>Key definition</u>
Morality	
Ethics	
Sanctity of Life	
Quality of Life	
Natural Moral Law	
Precept	
Reason	
Absolute	
Situation Ethics	
Relativism	
Agape	
Abortion	
Pro-Life	
Pro-Choice	
Euthanasia	
Capital Punishment	
Dominion	
Stewardship	

C	What does the theory of Natural Moral Law say about moral behaviour?	What are the 5 precepts of NML that we must be fulfilling for morally good behaviour?

D	<i>What are the strengths of NML theory about what is morally good?</i>	<i>What are the weaknesses of NML theory about what is morally good?</i>

E	<u>What does the theory of situation ethics say about moral behaviour?</u>	<i>What are the strengths of S.E theory about what is morally good?</i>	<i>What are the weakness of S.E theory about what is morally good?</i>

B	<i>Bible quotes relating to the sanctity of life</i>
1	
2	
3	
4	
5	



What we are learning this term:	
A. Talking about festivals and customs B. Describing relationships with people C. Learning about Spanish customs D. Talking about future plans E. Translation Practice F. Key words across topics	
6 Key Words for this term	
1. Las relaciones	4. celebrar
2. La fiesta	5. Las tradiciones
3. El costumbre	6. La celebración

B. Hablando de Parejas	
el beso Cada vez más Cocinar Comprar Echar de menos Enamorado/a Ya no Las vacaciones Sonreírse Los familiares Feliz La gente El / la invitado/a Maleducado/a El marido El matrimonio La mujer El novio Parecer La pareja	Kiss More and more To cook To buy To miss To be in love No longer Holidays To smile Relatives Happy People Guest Rude Husband Marriage Woman / wife Boyfriend To seem Partner

Ser	To be	Tener	To have	Infinitive	Present	Past	Future
Soy	I am	Tengo	I have	Hablar To speak	Hablo I speak	Hablé I spoke	Voy a Hablar I am going to speak
Eres	You are	Tienes	You have	Comer To eat	Como I eat	Comí I ate	Voy a comer I am going to eat
Es	s/he is	Tiene	s/he has	Ir To go	Voy I go	Fui/fue I am/it was	Voy a ir I am going to go
Somos	We are	Tenemos	We have	Ser To be	Soy I am	Fui I was	Voy a ser I am going to be
son	They are	tienen	They have	Tener To have	Tengo I have	Tuve I had	Voy a tener I am going to have

A. ¿Cómo es tu familia?	
Alegre Amable Anciano/a La barba Cariñoso/a Castaño Delgado/a Las gafas Gracioso/a El / la hijo/a Joven Liso/a Las pecas Pelirrojo Rizado Viejo/a A menudo Comprensivo/a Conocer El consejo Cuidar La disputa Egoísta Fastidiar Fuerte Hablador(a) Honrado/a Mismo/a Peligroso/a Reírse Seguro/a Travieso/a Triste El verano La vida	Happy Friendly Old Beard Affectionate Chestnut (hair) Thin Glasses Funny Son / daughter Young Straight (hair) Freckles Ginger / red hair Curly Old Often Understanding To get to know Advice To look after Argument Selfish To annoy Strong / loud Talkative Honourable Same Dangerous To laugh Sure / certain Naughty Sad Summer Life

C. Planes para el futuro y las fiestas del mundo	
La boda Buscar Cambiar El casamiento Casarse El / la compañero/a Decepcionado/a Encontrar La felicidad Próximo/a Solo/a Soltero/a Tener suerte Los antepasados La calavera Celebrarse El comentario Disfrazado/a Muerto/a Proteger El pueblo El regalo La tumba La vela Vender	Wedding To find To change The wedding To get married Colleague / friend Disappointed To find Happiness Next Alone Single To be lucky Ancestors Skull To be held Cemetery Disguised Dead To protect Town Present Grave Candle To sell

D. Algunas costumbres regionales	
La actuación El ambiente La batalla El concurso Conmemorar Correr La costumbre Demasiado El desfile El diablo El encierro Encontrar El espectáculo Extraño/a Impresionante Incómodo/a Llevar Pasarlo bien El peligro Precioso/a Saltar La suerte El toro La torre El traje Vestirse de La entrada La gente Limpiar Pronto Sucio/a tirar	Performance Atmosphere Battle Competition To commemorate To run Custom Too much Procession Devil Running of the bulls To find Show / display Strange Impressive Uncomfortable To wear / carry To have a good time Danger Beautiful To jump Luck Bull Tower Suit / costume To dress up as Entrance People To clear Soon Dirty To throw

F. Key Words across Topics?	
to have - tener to be - ser to go - ir to do / make - hacer to play - jugar to see / watch - ver to listen - escuchar to buy - comprar to live - vivir to speak - hablar to have to - deber to want to - querer to visit - visitar to eat - comer to drink - beber to go out - salir to read - leer to work - trabajar to think - pensar to write - escribir	Me gusta – I like Me encanta – I love Porque – because Odio - I hate Porque – because Divertido – fun Aburrido – boring Útil – useful Inútil – useless Cómodo – comfy Interesante- interesting Entretenido – entertaining Emocionante – exciting Guay – cool Genial – great Soso – dull Asqueroso – disgusting Malo- bad Bueno - good



Questions for Quizzing
Translate the following using the Knowledge Organiser

Normally I eat at one but yesterday I ate at two = n c a l u p a c a l d
Generally I go out with friends = g s c a

But yesterday I went out with my parents = p a s c m p
Last Saturday I drank coffee and we ate chips = e s p b c y c l p f
Last Sunday we went out and we went to the cinema = e d p s y f a c
Last year we went to a festival in Spain = e a p f a u f e E
Last Saturday I went to see a festival in England = e s p f a v u f e I
Last weekend they went to see an exciting festival = e f d s p f a v u f e
The festival was good, I liked it = l f f b, m g
I loved the festival because it was great = m g l f p f g
I liked the match because it was exiting = m g e p p f e
I didn't like the dances because they were dangerous = n m g l b p f p
I loved the costumes because they were impressive = m e l d p f i
My brother is friendly
My mum is always kind
My friends are sometimes serious but lazy
My dad is a little bit understanding

my sister is caring
my grandparents are caring and understanding
My family is often selfish
Sometimes I'm selfish and lazy
she has a good sense of humour
I get on well with my parents because they're nice
I don't get on well with my cousins

H . Key Questions: Answer the following in your own words. Use these model answers	
Describe una fiesta popular en España	Una fiesta muy popular en España es la Tomatina. La gente celebra la Tomatina en Agosto en Buñol cerca de Valencia. Durante la fiesta, la gente tira tomates, hay desfiles y bailes, se puede comer comida tradicional, la gente lleva disfraces. Después de la fiesta las calles están llenas de tomates. Es mi fiesta española favorita porque es muy entretenida y cómica.
Describe una fiesta popular en tu país	En Inglaterra celebramos la fiesta de Fuegos artificiales. Cada 5 de noviembre, celebramos el día de Guy Fawkes. Durante la noche, la gente va a parques o el centro de la ciudad y hay muchos fuegos artificiales. Celebra la noche cuando Guy Fawkes intentó poner fuego al gobierno de Inglaterra. Es muy entretenida y cómica.
¿Te llevas bien con tu familia? ¿Por qué?	Me llevo bien con mi hermano porque es cariñoso y siempre comprensivo. No me llevo bien con mi hermana porque nos peleamos mucho y mi hermana se enfada conmigo.
Quieres casarte y tener niños en el futuro? ¿Por qué?	Si, en el futuro me gustaría casarme con un hombre/mujer (man/woman) honesto y sensible. Quiero casarme porque el matrimonio es muy importante para mi y quiero una boda perfecta en una iglesia. Quiero tener dos niños, una chica y un chico. Voy a tener
I. Key Questions: Try to translate the model answers using words from the KO	
¿Puedes describirte? ¿Cómo es tu aspecto físico, tu personalidad	I am very short and fat. I have green eyes and bonde hair with freckles. My friends say that I am an active, funny and chatty person. I am understanding, friendly and patient too. I am not very intelligent and I don't like to do my homework.
¿Cómo sería un novio perfecto/una novia perfecta? ¿Por qué?	My perfect boyfriend would be very attractive and kind. He would have green eyes like me and black hair. He would be very affectionate and he would never be angry or silly.
¿Te llevas bien con tu familia? ¿Por qué?	Yes, I get on very well with my family. I get on very well with my mum because she respects me. My Dad and I fight a lot because he doesn't let me go out with my friends.
Quieres casarte y tener niños en el futuro? ¿Por qué?	No, I don't want to get married in the future because it is a waste of time and very expensive. I think the relationship is more important than the marriage. Lots of my friends want to get married in the future.

Key Points to remember from this term

Words for MY", "YOUR", "HIS", "HER" Mi/mis - my / Tu/tus - your / Su/sus His hers	Mi hermano / mis hermanos	Modal Verbs Tengo que = I have to / Hay que = you have to Quiero/quieres = I want/you want Se debe - you must / Debo = I must	No debes fumar Tienes que comer fruta Quiero comer más verduras
Comparatives Más/menos que - more/less than Mejor/peor que - better/worse than Lo mejor/lo peor = the best/the worst Tan...como = as As		Use past and future tenses Ayer - yesterday Comí - I ate, bebí - I drank, hice - I did, jugué - I played, fue - it was Use future tense Mañana - tomorrow Será - it will be, voy a jugar - I am going to play, voy a hacer - I am going to do	



What we are learning this term:	
A. Talking about festivals and customs B. Describing relationships with people C. Learning about Spanish customs D. Talking about future plans E. Translation Practice F. Key words across topics	
6 Key Words for this term	
1. Las relaciones	4. celebrar
2. La fiesta	5. Las tradiciones
3. El costumbre	6. La celebración

B. Hablando de Parejas	
el beso	_____
Cada vez más	_____
Cocinar	_____
_____	To buy
_____	To miss
Enamorado/a	_____
Ya no	_____
Las vacaciones	_____
Sonreírse	_____
_____	Relatives
_____	Happy
_____	People
_____	Guest
_____	Rude
_____	Husband
El marido	_____
El matrimonio	_____
La mujer	_____
El novio	_____
Parecer	_____
La pareja	_____

Ser	To be	Tener	To have	Infinitive	Present	Past	Future
Soy	I am	Tengo	I have	Hablar To speak	Hablo I speak	Hablé I spoke	Voy a Hablar I am going to speak
Eres	You are	Tienes	You have	Comer To eat	Como I eat	Comí I ate	Voy a comer I am going to eat
Es	s/he is	Tiene	s/he has	Ir To go	Voy I go	Fui/fue I am/it was	Voy a ir I am going to go
Somos	We are	Tenemos	We have	Ser To be	Soy I am	Fui I was	Voy a ser I am going to be
son	They are	tienen	They have	Tener To have	Tengo I have	Tuve I had	Voy a tener I am going to have

A. ¿Cómo es tu familia?	
_____	Happy
_____	Friendly
Anciano/a	Old
La barba	Beard
_____	Affectionate
Castaño	Chestnut (hair)
Delgado/a	Thin
Las gafas	Glasses
Gracioso/a	Funny
_____	Son / daughter
_____	Young
_____	Straight (hair)
Las pecas	Freckles
Pelirrojo	_____
Rizado	_____
Viejo/a	_____
A menudo	Often
Comprensivo/a	_____
Conocer	_____
El consejo	_____
Cuidar	To look after
La disputa	Argument
_____	Selfish
_____	To annoy
Fuerte	Strong / loud
Hablador(a)	Talkative
Honrado/a	Honourable
_____	Same
_____	Dangerous
Reírse	To laugh
Seguro/a	Sure / certain
Travieso/a	_____
Triste	_____
El verano	_____
La vida	Life

C. Planes para el futuro y las fiestas del mundo	
_____	Wedding
_____	To find
_____	To change
_____	The wedding
_____	To get married
_____	Colleague / friend
_____	Disappointed
El / la compañero/a	_____
Decepcionado/a	_____
Encontrar	_____
La felicidad	_____
Próximo/a	_____
Solo/a	_____
Soltero/a	_____
_____	To be lucky
_____	Ancestors
La calavera	Skull
Celebrarse	To be held
El comentario	Cemetery
Disfrazado/a	Disguised
Muerto/a	Dead
Proteger	_____
El pueblo	_____
El regalo	_____
La tumba	_____
La vela	Candle
Vender	To sell

D. Algunas costumbres regionales	
_____	Performance
_____	Atmosphere
_____	Battle
_____	Competition
_____	To commemorate
_____	To run
_____	Custom
Correr	_____
La costumbre	_____
Demasiado	_____
El desfile	_____
El diablo	_____
El encierro	_____
Encontrar	_____
El espectáculo	Show / display
Extraño/a	Strange
_____	Impressive
_____	Uncomfortable
_____	To wear / carry
_____	To have a good time
El peligro	Danger
_____	Beautiful
Saltar	To jump
La suerte	Luck
_____	Bull
_____	Tower
_____	Suit / costume
_____	To dress up as
_____	Entrance
Vestirse de	_____
La entrada	_____
La gente	_____
Limpiar	_____
Pronto	_____
Sucio/a	_____
tirar	_____

F. Key Words across Topics?	
_____ - hacer	Me gusta – I like
to play - _____ -	Me encanta – I love
_____ -ver	_____ -- I hate
escuchar	_____ --
to buy - comprar	because
to live - _____ -	Divertido – fun
_____ -- hablar	_____ -- boring
to have to - deber	Util – useful
to want to - querer	Inutil – useless
to visit - _____	_____ -- comfy
to eat - comer	Interesante- interesting
to drink - _____	_____ --
to go out - salir	entertaining
to read - _____	Emocionante – exciting
to work - _____	_____ -- cool
to think - _____	Genial – great
to write - _____	_____ -- dull
	_____ --
	disgusting
	_____ -bad
	Bueno - good



Year 9 COMPUTER SCIENCE Term 2 – E-Safety



What we are learning this term:

A. User Awareness Tips B. Malware C. Cyberattack Motivations D. Definitions

A	User Awareness Tips
The best way to protect a device is for the user to be aware of threats and understand how to avoid them. What are the six most important tips?	
1	
2	
3	
4	
5	
6	

B	Malware
The six most common types of Malware.	
Adware	
	Hijacks the data on a computer system by encrypting it and demanding that the owners pay money for it to be decrypted.
	Spies on the computer and sends information to a criminal. Collects the activity on a computer system and sends the data it collects to another person without the owner being aware.
Trojan	
	Computer programs hidden within another program. It replicates itself and inserts itself into other programs. They usually corrupt or delete data on a disk.
Worm	

C.	Cyberattack Motivations
Committing a cyberattack in order to...	
Cybercrime	
Cyberespionage	
	Raise awareness of a political or social problem.
Cyberwarfare	

D	Definitions
	The safe and responsible use of technology, the internet and other means of communication.
Cyber-attack	
Cyber-security	

A type of software which blocks unexpected connections coming in or out of a network. Can restrict and filter traffic.

Firewall

Holds a large database of known malicious programs. Will warn the user when it detects malware.

Anti-virus



Year 9 COMPUTER SCIENCE Term 2 – E-Safety

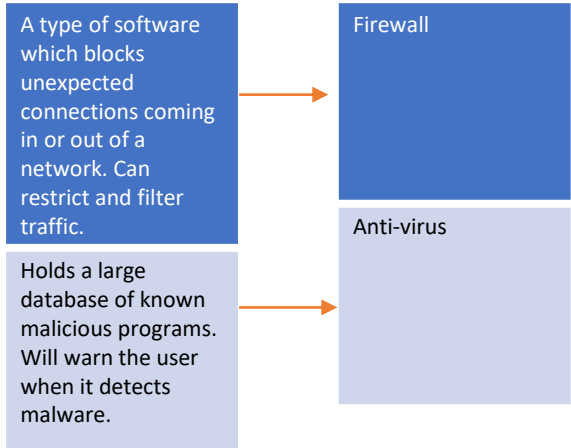
What we are learning this term:

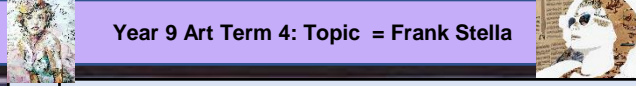
A. User Awareness Tips B. Malware C. Cyberattack Motivations D. Definitions

B	Malware
The six most common types of Malware.	
Adware	Displays advertisements, redirects search requests and collects marketing data on the infected computer.
Ransomware	Hijacks the data on a computer system by encrypting it and demanding that the owners pay money for it to be decrypted.
Spyware	Spies on the computer and sends information to a criminal. Collects the activity on a computer system and sends the data it collects to another person without the owner being aware.
Trojan	Pretends to be legitimate software which the user then installs, either mistakenly or by opening an email attachment.
Virus	Computer programs hidden within another program. It replicates itself and inserts itself into other programs. They usually corrupt or delete data on a disk.
Worm	Programs which make thousands of copies of themselves and use up your system resources. This causes the computer to run slowly and eventually run out of storage.

C.	Cyberattack Motivations
Committing a cyberattack in order to...	
Cybercrime	Generate profit or cause criminal damage.
Cyberespionage	Gain access to confidential information.
Hacktivism	Raise awareness of a political or social problem.
Cyberwarfare	Disrupt or damage the activities or assets of another country.
D	Definitions
ESafety	The safe and responsible use of technology, the internet and other means of communication.
Cyber-attack	Using computers or other technology to modify programs or data to cause harm or damage.
Cyber-security	The technology and practices needed to protect devices and data from cyberattacks.

A	User Awareness Tips
The best way to protect a device is for the user to be aware of threats and understand how to avoid them. What are the six most important tips?	
1	Do not open unknown links
2	Do not download attachments from unknown senders.
3	Keep antivirus up to date.
4	Keep software up to date.
5	Keep your computer's operating system up to date.
6	Do not plug in unknown devices such as USBs.





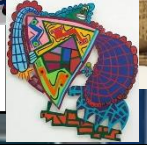
What we are learning this term:

- Cubism
- Frank Stella
- Segments and Templates
- Relief Sculpture
- Clay, Score & Slip



B Answer the questions about Frank Stella

- What type of sculptures does Frank make? Relief Sculptures
- What materials does he use? Frank uses a range of metal and Cardboard to create skeleton of the sculpture
- How big are his sculptures? His sculptures can fill a whole room and usually fill up a whole wall.



C. Segments & Templates- Looking at the image below, what describing words could you use to describe this artwork by Frank Stella. Use your formal elements to guide you.

1. Organic, natural, colourful, curvy, bright, bold, pattern, skewed, misshaped, mixed, disconnected, random, thought provoking

A. Cubism- List 3 facts about Cubism. What does it look like? Who created it? What different types of cubism are there?

- Cubism can be described as angular and a smashed mirror effect
- Cubism was created by Georges Braque and Pablo Picasso in 1907
- There are two types of Cubism; Analytical and Synthetic. Analytical is sharp and dull colours, Synthetic is bright and organic

Using the grid method technique, draw this Frank Stella image into 'Your response' box.



Example

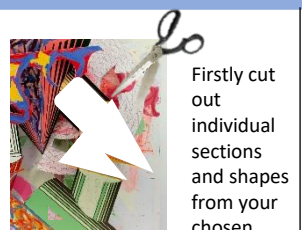
Your response

D This is a relief sculpture; how has it been made and what materials have been used?

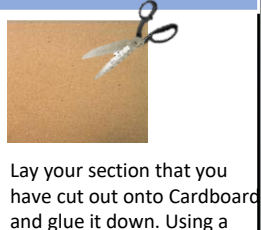


To create a relief sculpture you will need Cardboard or a strong yet easily cut material. Start by having an image to create from. The image on the left has been created by many layers of cut Cardboard. As more layers are added they create a 3-dimensional illusion.

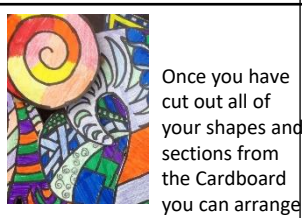
Write a step by step guide to making a cardboard template for relief sculpture



Firstly cut out individual sections and shapes from your chosen image. use scissors



Lay your section that you have cut out onto Cardboard and glue it down. Using a sharp pair of scissors cut this out of Cardboard staying very close to the edge



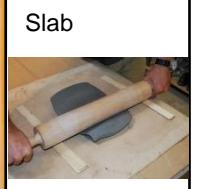
Once you have cut out all of your shapes and sections from the Cardboard you can arrange them and layer them onto



Finally seal all of your relief sculpture together with PVA glue .this will help to secure it , give it extra



E Write a step- by- step guide to slab method & score and slip.



Slab

Firstly, start off by having your wooden board your wooden slats and your rolling pin With your ball of clay in the middle. Make sure the slats are the same thickness. Start off by gently rolling out your ball of clay in a rectangle, lifting up the clay every so often to rotate it so that you create a square. The slats will prevent the Play from going too thin. The rolling pin should now be rested on the slats as you roll, therefore the clay cannot go any thinner.



Score & Slip

Score and slip enables you to join 2 pieces of clay together. The scoring on each side of the clay will create a rough surface for attachment. The slip is watered down clay to create a paste. Using the slip like glue, add

	Keywords
Abstract	Abstract art is art that does not attempt to represent an accurate depiction of a visual reality but instead use shapes, colours, forms and gestural marks to achieve its effect
Geometric	Is something associated with geometry, or the use of straight lines and shapes. An example of geometric is an art piece made from rectangles, squares and circles
Sculpture	The art of processing by carving, modeling with plastic or hard materials into works of art. A three-dimensional work of art such as a statue
Formal Elements	are line, shape, form, tone, texture, pattern, colour and composition
Ines Kouidis	A collage artist who collages famous people
Collage	A piece of art made by sticking various materials such as photographs and pieces of paper or fabric on to a backing.

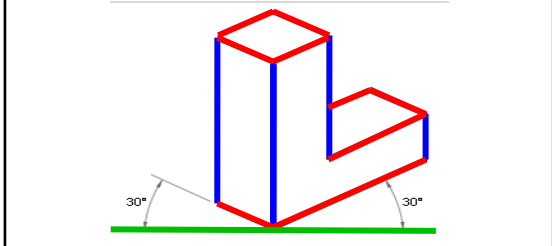


What we are learning this term:	
A.	Drawing Skills
B.	Wood Theory
C.	Wooden Joints & Their Uses
D.	Tools & Machinery

A.	Drawing Skills
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Isometric Technical Drawing

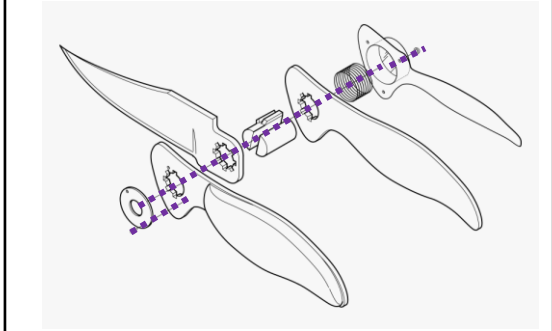
Made up of a series of parallel **vertical lines** and parallel **30-degree lines**. But no **horizontal lines**.



Used to show a 3D (3-dimensional) perspective of a object or product.

Exploded Technical Drawing

Isometric drawing of all the parts and components of an object.



All parts are shown separately so you can see all aspects. **Dashed lines** indicate where everything goes and in what order.

B.	Wood Theory
----	-------------

Natural		
Hardwood:	Advantages	Disadvantages
	<ul style="list-style-type: none"> Stronger & durable Weather resistant Fire resistant 	<ul style="list-style-type: none"> Harder to cut / curve More expensive Longer to grow
Softwood:	Advantages	Disadvantages
	<ul style="list-style-type: none"> Easy to cut / curve Cheaper Quicker to grow 	<ul style="list-style-type: none"> Not weather resistant Not fire resistant Weaker & less durable

Manufactured		
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MDF:	Advantages	Disadvantages
	<ul style="list-style-type: none"> Easy to cut and sand Takes paint well Comes in wide sheets 	<ul style="list-style-type: none"> Not as aesthetically pleasing Doesn't stain well
Plywood:	Advantages	Disadvantages
	<ul style="list-style-type: none"> Strong board Can be waterproof Comes in wide sheets 	<ul style="list-style-type: none"> Not as aesthetically pleasing Doesn't stain well

Sustainability = Natural Wood Vs Manufactured Boards	
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Manufactured boards are more sustainable than natural woods because made from wasted wood and offcuts.	Softwood is more sustainable than hardwood, because it grows a lot quicker.
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C.	Wooden Joints & Their Uses
----	----------------------------

Joint	Uses	Image
Mitre Joint	Used mainly for picture frames. Great aesthetics but not very strong unless a dowel is added.	
Dowel Joint	Can be used to repair stripped screw holes and in toy making they are the perfect axles in toy vehicles.	
Mortise and Tenon Joint	Mainly used for furniture. This joint is very strong and durable as well as looking very professional.	
Cross Halving Joint	Mainly used for cabinets, doors and windows. This joint has very good resistance to side-to-side movement.	

D.	Tools & Machinery
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Steel Rule	Tri Square	Mitre Square	Bench Hook	Quick Clamp	Wooden Vice	Tenon Saw	Bandfacer	Pillar Drill



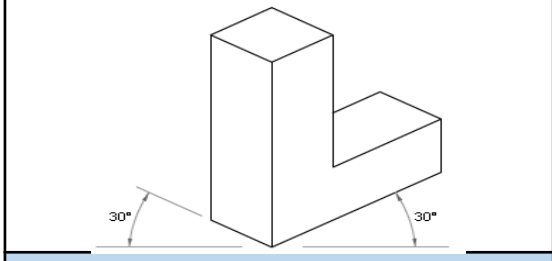
What we are learning this term:

- A. Drawing Skills
- B. Wood Theory
- C. Wooden Joints & Their Uses
- D. Tools & Machinery

A. Drawing Skills

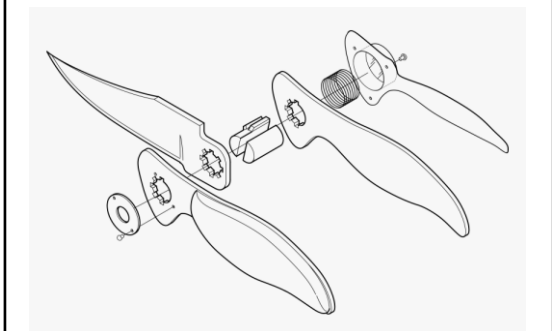
Technical Drawing

What is it & what is it used for?



Technical Drawing

What is it & what is it used for?



B. Wood Theory

Natural Advantages Disadvantages

Hardwood:

Softwood:

Manufactured Advantages Disadvantages

MDF:

Plywood:

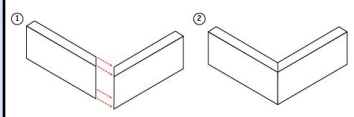
Sustainability = Natural Wood Vs Manufactured Boards

_____	_____
_____	_____
_____	_____

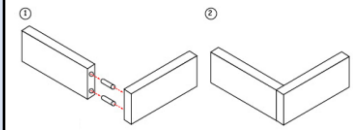
C. Wooden Joints & Their Uses

Joint Uses Image

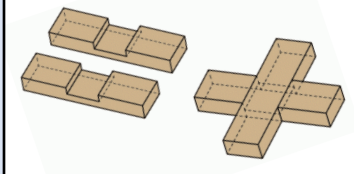
Mitre Joint



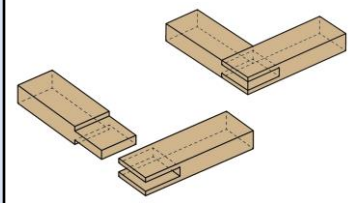
Dowel Joint



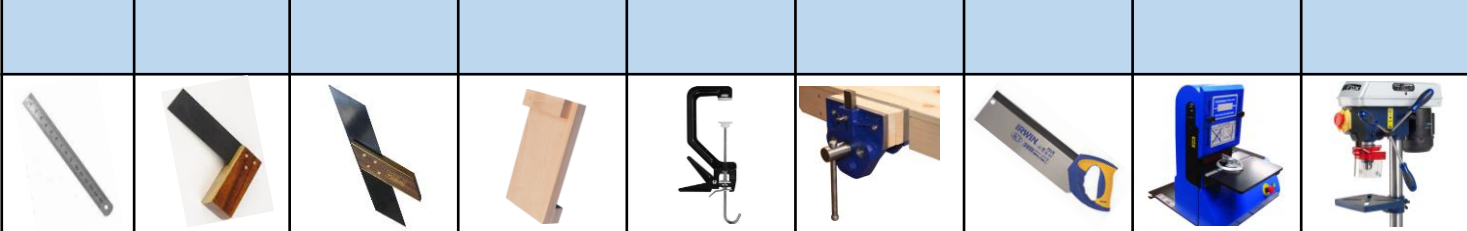
Mortise and Tenon Joint



Cross Halving Joint



D. Tools & Machinery



What we are learning this term:

- A. Health, safety and hygiene in the kitchen
- B. The Eatwell guide and nutrients
- C. The Dietary requirements of a teenager
- D. Skills testing
- E. Healthy cooking
- F. Chopping Board Colours

6 Key Words for this term

- 1 Hygiene
- 2 Dietary Requirements
- 3 Skills Test
- 4 Healthy
- 5 Teenager
- 6 Cross Contamination

A. Explain the main four things that you should do when you enter the kitchen area.

Remove all of your jewellery.	Jewellery can harbour bacteria and could fall off into the food.
Tie back your hair	Hair could fall into the food or touch equipment.
Wash your hands with hot soapy water.	To remove any germs and bacteria from your hands and nails.
Put on and apron and tie it back.	To protect you from the food and equipment and the food from touching you.

Year 9 – High Skills

B. Can you list 5 of the dietary requirements of a teenager?

- 1 A diet high in carbohydrate as a teenager is normally an energetic person.
- 2 A diet with 2-3 portions of protein to maintain muscle growth and cell repair
- 3 A diet with 2 -3 sources of calcium to build developing teeth and bones.
- 4 A diet low in fat to avoid becoming obese or developing other health problems.
- 5 Drinking 2 litres of water a day.

FOOD SAFETY CHOPPING BOARDS
If used correctly, colour coded chopping boards can eliminate or reduce the risk of cross contamination during food preparation

- RAW MEAT
- RAW FISH
- COOKED MEATS
- SALAD & FRUIT PRODUCTS
- VEGETABLE PRODUCTS
- BAKERY & DAIRY PRODUCTS

Clean and store chopping boards correctly after use



A. What is cross contamination and how can it be prevented?

Cross contamination happens when you use the wrong chopping board or equipment to prepare food which can therefore result in food poisoning. You must use the correct equipment for the correct ingredients. You must also ensure that you are always following good hygiene practices when cooking.

B. What do the following terms mean?

Grilling	Using the top part of the oven. It involves a significant amount of direct, radiant heat, and tends to be used for cooking meat and vegetables quickly. It is also a healthier method of cooking meat products.
Baking	Baking is a method of preparing food that uses dry heat, normally in an oven. Heat is gradually transferred from the surface of cakes, cookies, and breads to their centre.
Frying	Frying is the cooking of food in oil or another fat. It is usually done in a frying pan using the hob of the cooker. It also known to be unhealthy.

C. Can you list 5 reasons for why we cook food and why it is important?

<u>Rules</u>	<u>Why it is important</u>
• 1 to get rid of bacteria on the food	• 1 to stop food poisoning
• 2 to make the food taste better	• 2 to make the food more appealing
• 3 to make food chewable	• 3 it could be raw or a choking hazard
• 4 to ensure that food is not raw	• 4 to stop food poisoning
• 5 to add colour to the food	• 5 to make it look more appetising or change its use

E.	Keywords
Hygiene	A method of keeping yourself and equipment clean
Research	Information that you find out to help you with a project
Nutritious	A meal that is healthy and contains vital nutrients.
Target Market	The age or type of person you re creating a product for.
Carbohydrates	Foods that give you energy
Protein	Food that grow and repair your muscles
Fibre	Foods that keep your digestive system healthy and avoid constipation.
Calcium	Foods that make your teeth and bones strong
Design Idea	A sketch or plan of how you are hoping a project to turn out.
Organisation	Having everything ready for a lesson and following instructions
Time keeping	Using the time to remain organised.
Sensory analysis	Use your senses to taste and describe a product
Mood Board	A collage of photos and key words based on a project
Time Plan	Instructions of wat you are going to do and how long it should take.
Skills Test	Demonstrating your knowledge of a cooking term.
Teenager	Someone between the age of 13 – 19.



What we are learning this term:

- A. Health, safety and hygiene in the kitchen
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- C. The Dietary requirements of a teenager
- D. Skills testing
- E. Healthy cooking
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6 Key Words for this term

- 1 Hygiene
- 2 Dietary Requirements
- 3 Skills Test
- 4 Healthy
- 5 Teenager
- 6 Cross Contamination

A. Explain the main four things that you should do when you enter the kitchen area.



Year 9 – High Skills

B. Can you list 5 of the dietary requirements of a teenager?

- 1
- 2
- 3
- 4
- 5

FOOD SAFETY CHOPPING BOARDS
If used correctly, colour coded chopping boards can eliminate or reduce the risk of cross contamination during food preparation

- RAW MEAT
 - RAW FISH
 - COOKED MEATS
 - SALAD & FRUIT PRODUCTS
 - VEGETABLE PRODUCTS
 - BAKERY & DAIRY PRODUCTS
- Clean and store chopping boards correctly after use



A. What is cross contamination and how can it be prevented?

.

B. What do the following terms mean?

Grilling

Baking

Frying

C. Can you list 5 reasons for why we cook food and why it is important?

Rule

- 1
- 2
- 3
- 4
- 5

Why it is important

- 1
- 2
- 3
- 4
- 5

E. Keywords

Hygiene

Research

Nutritious

Target Market

Carbohydrates

Protein

Fibre

Calcium

Design Idea

Organisation

Time keeping

Sensory analysis

Mood Board

Time Plan

Skills Test

Teenager



What we are learning this term:

- A. Basic Song Structure
- B. How to write a perfect Evaluation
- C. Playing the Keyboard / Chords
- D. What are the musical elements?
- E. What are the music symbols – Note Values
- F. Keywords
- G. How to read music – treble clef and bass clef

6 Key Words for this term

- 1 Looping
- 2 Backbeat
- 3 Broken Chord
- 4 Accompaniment
- 5 Countermelody
- 6 Modulation

C Playing the Keyboard / Chords

Diagram illustrating hand positions for playing the keyboard. The left hand is shown with fingers numbered 1 to 5, and the right hand is shown with fingers numbered 1 to 5. Below the hands are keyboard diagrams for chords: C (C major), G (G major), Am (A minor), and F (F major).

F	Keywords
Looping	A repeating section of sound.
Backbeat	A term used in American popular music to describe a continuous heavy accent on beats 2 and 4 ,
Broken Chord	The notes in a chord played individually in ascending or descending order
Accompaniment	The part of the music that accompanies the rest – for example the chord accompaniment to a melody
Counter Melody	A secondary melody that is played alongside the main melody
Lyrics	The words of a song
Modulation	A change of key
Melody	Another word for the tune
Chord	Two or more notes played at the same time
Octave	A distance of 8 notes e.g. C-C
Hook / Riff	Short musical idea that catches the ear of the listener

A Basic Song Structure – POP songs

BASIC SONG STRUCTURE
The fundamental elements of a pop song

Diagram illustrating the structure of a pop song. The structure is shown as a sequence of sections: Intro, Verse, Chorus, Verse, Bridge, Chorus, and Coda. Each section is accompanied by a brief description of its function.

- Intro:** The first verse sets the scene and starts the story.
- Verse:** The chorus is the main hook of the song. Lyrics should broadly summarize the message of the song.
- Chorus:** 2nd verse elaborates, tends to further emphasize the connection between the 1st and second verses.
- Verse:** The second chorus is usually same as the first. This is your opportunity to re-emphasize your message after the 2nd verse.
- Bridge:** The bridge is usually very different from both the verses and the chorus. It's either the climax of the song or the buildup to the final chorus.
- Chorus:** The last chorus brings it home, tying up the story. Sometimes the last chorus is repeated twice.
- Coda:** The last chorus brings it home, tying up the story. Sometimes the last chorus is repeated twice.

D What are the musical elements?

Timbre	Sound quality
Pitch	High or low sounds
Texture	How many sounds
Tempo	Fast or slow
Duration	Long or short
Structure	The musical plan
Dynamics	Loud or quiet
Silence	No sound / rests in the music
Attack/Decay	How notes start and stop

B How to write a perfect Evaluation?

1	Write a full sentence explaining what your musical performance or music composition was about
2	Explain what you were trying to communicate to an audience and how you did it
3	Pick out at least two moments that worked really well, using specific examples and say what you did that made them successful
4	Pick out one moment that you could make better. Explain why it needed improving and how you would make it better if you did your performance again
5	Sum up your evaluation and discuss one thing that you will take forward into your next work

E What are the music symbols?

Note	Name	Beats	Rest	Note	Name	Beats	Rest
	Semibreve, Whole Note	4 beats			Dotted Semibreve, Dotted Whole Note	6 beats	
	Minim, Half Note	2 beats			Dotted Minim, Dotted Half Note	3 beats	
	Crotchet, Quarter Note	1 beat			Dotted Crotchet, Dotted Quarter Note	1 1/2 beats	
	Quaver, Eighth Note	1/2 beat			Dotted Quaver, Dotted Eighth Note	3/4 beat	

G How to read music – treble clef and Bass Clef

TREBLE LINES: E G B D F **TREBLE SPACES: F A C E**

Diagram illustrating how to read music. It shows the treble clef and bass clef, along with the corresponding notes for the lines and spaces of each clef.

BASS LINES: G B D F A **BASS SPACES: A C E G**



What we are learning this term:

- A. Basic Song Structure
- B. How to write a perfect Evaluation
- C. Playing the Keyboard / Chords
- D. What are the musical elements?
- E. What are the music symbols – Note Values
- F. Keywords
- G. How to read music – treble clef and bass clef

6 Key Words for this term

1		4	
2		5	
3		6	

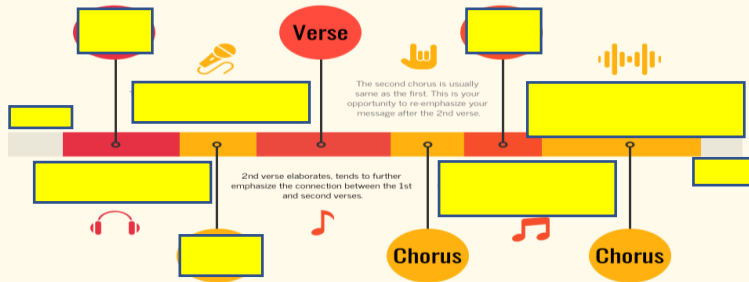
C Playing the Keyboard / Chords

The diagram illustrates hand placement on a piano keyboard. The left hand is shown with fingers 1-5 on keys B, C, D, E, F. The right hand is shown with fingers 1-5 on keys G, A, B, C, D. Below, four chord diagrams are shown: I (C major), V (G major), vi (F major), and IV (D major).

A Basic Song Structure – POP songs

BASIC SONG STRUCTURE

The fundamental elements of a pop song



D What are the musical elements?

Timbre	
Pitch	
Texture	
Tempo	
Duration	
Structure	
Dynamics	
Silence	
Attack/Decay	

E What are the music symbols?

Note	Name	Beats	Rest	Note	Name	Beats	Rest
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	Minim, Half Note	2			Dotted Minim, Dotted Half Note	3	
	Crotchet, Quarter Note	1			Dotted Crotchet, Dotted Quarter Note	1.5	
	Quaver, Eighth Note	0.5			Dotted Quaver, Dotted Eighth Note	0.75	

F	Keywords
	A repeating section of sound.
	A term used in American popular music to describe a continuous heavy accent on beats 2 and 4 ,
	The notes in a chord played individually in ascending or descending order
	The part of the music that accompanies the rest – for example the chord accompaniment to a melody
	A secondary melody that is played alongside the main melody
	The words of a song
	A change of key
	Another word for the tune
	Two or more notes played at the same time
	A distance of 8 notes e.g. C-C
	Short musical idea that catches the ear of the listener

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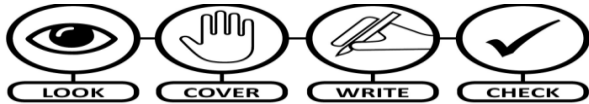
BASS LINES: G B D F A **BASS SPACES: A C E G**

B How to write a perfect Evaluation?

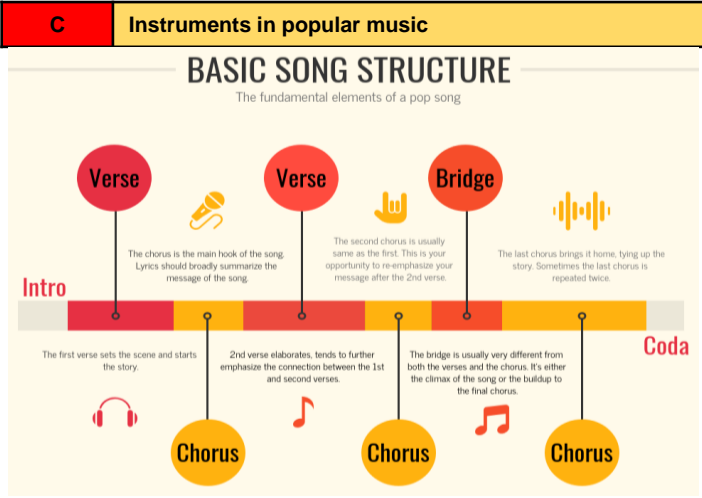
1	
2	Explain what you were trying to communicate to an audience and how you did it
3	examples and say what you did that made them successful
4	Pick out one moment that you could make better. Explain why it needed improving and how you would make it better if you did your performance
5	Sum up your evaluation and discuss one thin that you will take forward into your next work



A	What we are learning about this term...
1	Basic Song Structure
2	How to write a perfect Evaluation
3	Playing an instrument / Chords / Melody
4	What are the music symbols – Note values
5	Keywords
6	How to read music - Treble clef and bass clef



B	Keywords
Instrumental Break	An instrument section during a song – no singing
Lyrics	The words of a song
Verse	A section of a song telling the story , followed by a chorus
Chorus	Repeated idea within a song, lyrics and music usually remain the same
Bridge / Middle 8	Passage of music that contrasts the verse and chorus
Outro / Coda	Passage of music that brings the song to an end
Album	A collection of audio recordings
Arrangement	A rework of a musical composition so that it can be played by different combinations of instruments
Genre	A style or category of art, music, or literature
Cover Song	A performance of a song by someone other than the original artist/band.



D	How to write a perfect Evaluation?
1	Write a full sentence explaining what your musical performance or music composition was about
2	Explain what you were trying to communicate to an audience and how you did it
3	Pick out at least two moments that worked really well, using specific examples and say what you did that made them successful
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	Minim, Half Note	2 beats			Dotted Minim, Dotted Half Note	3 beats	
	Crotchet, Quarter Note	1 beat			Dotted Crotchet, Dotted Quarter Note	1½ beats	
	Quaver, Eighth Note	1/2 beat			Dotted Quaver, Dotted Eighth Note	¾ beat	

F How to read music – treble clef and Bass Clef			
TREBLE LINES: E G B D F		TREBLE SPACES: F A C E	
BASS LINES: G B D F A		BASS SPACES: A C E G	

G Describing music – MAD T SHIRT

M	A	D	T	S	H	I	R	T
Melody	Articulation	Dynamics	Texture	Structure	Harmony/Tonality	Instruments	Rhythm	Tempo
The tune	How notes are played	Loud/quiet and any other volume changes	Layers of sound / how they fit together	The sections and organising	Chords used / the mood	Types of instruments heard	Pattern of notes	The speed

Drama – Year 9 Improvisation

Links to
Comp 1
and 2

Improvisation

improvising is inventing and creating content spontaneously. It's a great way to generate new ideas and for creating and developing characters, using a variety of useful techniques.

Spontaneous improvisation which is completely unplanned can generate dialogue or scenarios that you feel work for the piece you are creating. This can then be refined, rehearsed and included in your finished **devised** piece.

A **constraint** is a condition that you must apply to a scene, so that you're improvising within a set of rules. Here are some ideas for working with constraints when improvising.

Space

A very small space, such as a lift. Characters must behave as they would normally but within a tiny playing area.

A vast space, such as across a giant mountain range.

Consider how changing **proximity** affects body language, vocal tone and volume and interaction, between characters. There may be something that works and could be included in your devised piece.



Examples – Mock the Week, Whose Line Is it Anyway? Outnumbered. The Office.

This improvisational exercise is excellent for creating entirely new and unplanned characters and scenarios.

Where, who, what?

Choose a location, eg a supermarket or a roller coaster.

Select characters, eg an astronaut or an I.T. manager.

Finally, choose a motivation for the character, eg they are looking for a partner or want to be famous at any cost.

Each piece of information should be randomly selected, so that they don't necessarily match up. This can make for interesting and very humorous drama.

- **Improvisational Theater (improv):** is a form of theater where most or all of what is performed is created at the moment it is performed.
- In its purest form, the dialogue, the action, the story and the characters are created collaboratively by the players as the improvisation unfolds.
- Improv exists in performance as a range of styles of improvisational comedy as well as some non-comedic theatrical performances.
- It is sometimes used in film and television, both to develop characters and scripts and occasionally as part of the final product.



Tips for success

-Listen to your partner.

A scene will often 'go stale' if the people involved are not responding genuinely to each other. Improv is all about **teamwork** and the relationship you have with each other. The better the relationship, the better the scene will be to the audience.

-Use 'yes, and...'

When your partner tells you something in an improv scene, accept it and then add something to the conversation. If your partner starts by asking you why you've come to a party dressed as a pineapple, don't tell them that you think they're seeing things. Ask them why they're the only one who hasn't come dressed as a giant piece of fruit and that you have a spare costume in your car if they need it. Scenes where actors deny what their partners are saying often go dry very quickly and offer nothing for the audience. It's also a good way to annoy your partners.

- Don't necessarily try to be funny.

Sure, comedy is great, but one person trying to make the audience laugh often alienates the others on stage.

-Accept your mistakes.

Like any learning process, you will make mistakes. It's how you learn. Don't beat yourself up if you forgot a key rule of improv or your scene wasn't particularly good. Make some general notes for yourself and put it behind you. Next time you get up to improvise, treat it like a fresh start and be positive.

Drama – Year 9 Improvisation

Links to
Comp 1
and 2

improvising is _____ and _____ content spontaneously. It's a great way to generate _____ and for creating _____ and developing _____, using a variety of useful techniques.

Spontaneous improvisation-

A _____ is a condition that you must apply to a scene, so that you're improvising within a set of rules. Here are some ideas for working with constraints when improvising.

S _____
A very small space, such as a lift. Characters must behave as they would normally but within a tiny playing area.

A vast space, such as across a giant mountain range.
Consider how changing perspective affects body language, vocal tone and volume and interaction, between characters. There may be something that works and could be included in your devised piece.



Examples – Can you name any tv shows that are improvised?

Create your own

Where, who, what?

Location-

Character-

Motivation-



- **Improvisational Theater (improv):** is a form of theater where most or all of what is performed is created at the moment it is performed.
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Tips for success

What are the 5 tips for successful improvisation and why are these important?

YR9 Page to Stage script Knowledge Organiser

Key words		What is your intention for performance? (You need to be able to answer these!)
Accent Acting style Articulation Aside Blocking Body language Breathing Characterisation Clarity Dialect Dialogue Diction Emotion Emphasis Facial expression Focus Gesture Improvisation	Inflection Interaction Intonation Mime Mirroring Motivation Movement Pace Performance skills Pitch Posture Proxemics Rhythm Stance Timbre Vocal expression Voice Volume	<ul style="list-style-type: none"> - What is your role? - What is happening to your character in the key extract? - What are your character's objectives/motivations/feelings at this point? - How are you interpreting this character in the performance? 
		How to approach the script: <ul style="list-style-type: none"> - Highlight your lines. - Consider your motivation of your character (it might change! Why are they saying this? What is their objective at this point?) - Annotate the scripts with ideas/thoughts/interpretations you may be able to use. - Why is this monologue/duologue a key moment in the play? - What do you learn about your character from the extracts? - If you can, read the play. Ask your teacher for a copy to borrow. - Rehearse! With a partner, with a parent/guardian, in front of the mirror, with your teacher! 
		Assessment Objective – In this component, you will be assessed on your ability to... AO2 – Apply theatrical skills to realise artistic intentions in live performance.
		Key rehearsal techniques:
Explorative Strategies for characterisation..		
Thought track Hot seating Marking the moment Narration Conscious alley Role on the Wall		



SWINDON ACADEMY READING CANON

Year 7



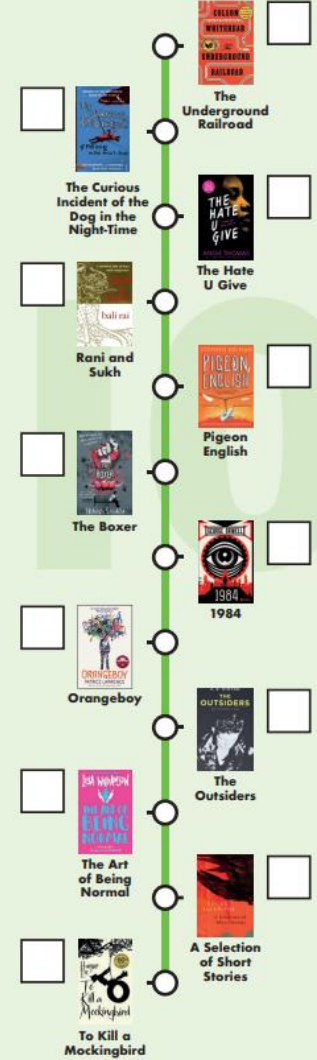
Year 8



Year 9



Year 10



#ReadingisPower