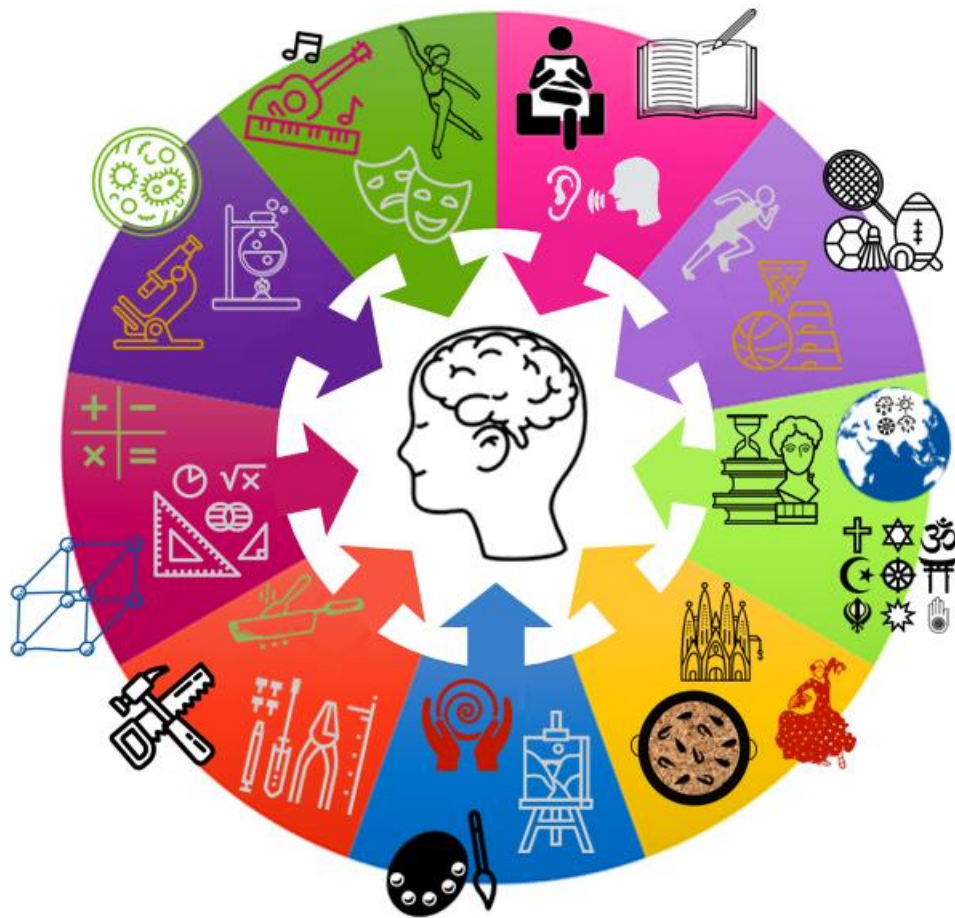


Year 9 – Booster Knowledge Organisers

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. Mixing

1. Matter
 2. Condensation
 3. Evaporation
 4. Solids
 5. Solvent
 6. Solution

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

A. Describe the arrangement 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 disorderly but are still touching each other. Particles can slide past each other and re-arrange.

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.

Diagram: A cycle showing states of matter: Solid (top left) → Liquid (top right) → Gas (right) → Solid (bottom right) → Liquid (bottom left) → Solid (top left). Arrows indicate transitions: melting (solid to liquid), freezing (liquid to solid), evaporation (liquid to gas), condensation (gas to liquid), sublimation (solid to gas), and deposition (gas to solid). Energy is gained during melting, evaporation, and sublimation; energy is lost during freezing, condensation, and deposition.

Knowledge Organisers contain the essential knowledge that you MUST know in order to be successful this year and in all subsequent years.

They will help you learn, revise and retain what you have learnt in lessons in order to move the knowledge from your short-term memory to long-term memory.

Quizzable Knowledge Organisers

A. What is particle theory?

A. What is the law of conservation of mass?

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

Solid

Liquid

Gas

B. What are the different changes of state?

Melting

Freezing

Evaporation

Condensation

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

Pure

Impure

Diagram: A cycle showing states of matter: Solid (top left) → Liquid (top right) → Gas (right) → Solid (bottom right) → Liquid (bottom left) → Solid (top left). Arrows indicate transitions: melting (solid to liquid), freezing (liquid to solid), evaporation (liquid to gas), condensation (gas to liquid), sublimation (solid to gas), and deposition (gas to solid).

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.

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.

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!

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 Topic' 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 is the law of conservation of mass?'. There are also diagrams of particle arrangements for solid, liquid, and gas states.

Step 2

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

The image shows a student's prep book. The date '29th May 2020' and the title 'Particle theory' are written in the top right corner of the knowledge organiser template. The template includes sections for 'What is particle theory?', 'Describe the arrangement and movement of particles in the three states of matter', and 'What is the law of conservation of mass?'. There are also diagrams of particle arrangements for solid, liquid, and gas states.

Step 3

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

The image shows a student's prep book with the keywords/definitions/facts from the knowledge organiser written out in full. The text is: '29th May 2020', 'Properties of the states of matter', '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 a student's prep book with the keywords/definitions/facts from the knowledge organiser written out three times. The text is: '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 student's prep book with the missing words from the quizzable knowledge organiser written in the prep book. The text is: 'Self quizzing', 'Arrangement/movement of matter', 'Solid = regular pattern particles can slide past each other and move around', 'Liquid = far apart', and 'Gas = arranged randomly. Particles carry a lot of energy'.

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 a student's prep book with the keywords/definitions/facts from the knowledge organiser written out in full, with some corrections. The text is: '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?		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.	
		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.	
		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 – _____ status quo – _____
1.2	_____ asks Lord _____ about marrying his _____ Juliet. Capulet tells Paris to wait as she is too young.		obstacle – _____ vindictive – _____ patriarchy – _____ belligerent - warlike exile (vb.) – _____
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"	tenacious – _____ catastrophe – _____ stoicism – _____
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.		terminology: Key words Tragedy – _____ prologue – _____ sonnet – _____
2.2	In the _____ scene, Romeo and Juliet fall _____ in love. They _____ to get _____.		dramatic irony – _____ Tragic hero – _____ soliloquy – _____ hyperbole – _____ tragic flaw - _____ foreshadow – _____ thesis – _____
2.3	Romeo asks _____ to _____ him and _____. Lawrence _____, thinking it will _____ the _____.	Paris (no family) _____ of Verona. Wants to _____ _____. Killed by _____ at the end of the play.	
2.6	Friar _____ Romeo and _____.	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"	
3.1	_____ and _____ fight in the streets. _____ kills _____; _____ kills _____. Prince Escalus decides to _____ from Verona.	Mercutio (Montague) Romeo's _____. Killed by _____. "A plague a'both your houses!"	
3.4	Lord _____ tells _____ that he can marry Juliet in three days' time.	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"	
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 _____.		
4.1	Friar Lawrence comes up with a _____; Juliet must _____ to be _____ and then _____ Verona with Romeo. She _____ to the plan.		
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 _____.		
The Big Ideas:			
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.			
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.			
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 _____.			
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 _____?			
		Structure of Shakespearean tragedy (Bradley) Exposition _____ _____ _____ _____ Development/Rising Action: _____ _____ _____ Catastroph: _____ _____ _____	
			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. Atoms, elements and compounds
- B. Mixtures and separation
- C. Development of the atomic model
- D. Structure of the atom
- E. Electronic structure

6 Key Words for this term

1. Isotopes
2. Protons
3. Ionisation
4. Aqueous
5. Residue

B. What is a mixture?

A mixture consists of two or more elements or compounds not chemically combined.

What properties do mixtures have?

Each substance in the mixture will have the same chemical properties

How are mixtures separated?

By physical methods:	Filtration
Crystallisation	Simple Distillation
Fractional Distillation	Chromatography

Are new substances made?

No new substances are made

A. What is Conservation of Mass

Atoms are not created or destroyed in a reaction

A. What are atoms?

All substances are made of atoms. An atom is the smallest part of an element that can exist

What are elements?	What are compounds?
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An element is a substance made of one type of atom	Compounds contain two or more elements chemically combined
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How are elements represented?	How are compounds represented?
--------------------------------------	---------------------------------------

By a chemical symbol.	By the symbols of the atoms that formed them
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Example: Sodium	Na	Example: Sodium Chloride	NaCl
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How many elements are there?	How can compounds be separated?
-------------------------------------	--

There are about 100, all shown on the periodic table	By chemical reactions only
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A. What are word equations?

These show the names of each substance that is involved in a chemical reaction. The reactants are shown on the left. The products are shown on the right.



What are symbol equations?

The chemical formulae (symbols) of the reactants and products show what happens in a chemical reaction

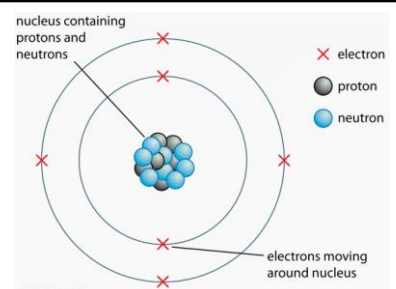


D. What are subatomic particles?	Where are each subatomic particles found?
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The particles that make up atoms

Name the 3 subatomic particles

Protons, neutrons and electrons





What we are learning this term:

- A. Atoms, elements and compounds
- B. Mixtures and separation
- C. Development of the atomic model
- D. Structure of the atom
- E. Electronic structure

6 Key Words for this term

- 1. Isotopes
- 2. Protons
- 3. Ionisation
- 4. Aqueous
- 5. Residue

B. What is a mixture?

What properties do mixtures have?

How are mixtures separated?

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Are new substances made?

A. What is Conservation of Mass

A. What are atoms?

What are elements?	What are compounds?
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How are elements represented?	How are compounds represented?
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Example: Sodium	Example: Sodium Chloride
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How many elements are there?	How can compounds be separated?
-------------------------------------	--

--	--

A. What are word equations?

_____ → _____
Copper Oxide + Sulphuric Acid → Copper Sulphate + Water

What are symbol equations?

D. What are subatomic particles?	Where are each subatomic particles found?
---	--

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Name the 3 subatomic particles	
---------------------------------------	--

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C. Development of the Atomic Model – How was our current atomic model developed?					
Person/Time	Demicritus (400BC) Dalton (1803)	JJ Thomson (1898)	Ernest Rutherford (1909)	Niels Bohr (1913)	James Chadwick (1932)
Ideas/model	<ul style="list-style-type: none"> Small indivisible matter Tiny hard spheres. 	Plum Pudding model <ul style="list-style-type: none"> Sphere of positive charge with negative charged particles spread throughout (like plums in a pudding) 	<ul style="list-style-type: none"> Alpha particle scattering experiment Proved that mass of atoms found in the centre – nucleus Negative electrons surround the positive nucleus 	<ul style="list-style-type: none"> Electrons are restricted to certain orbits like planets round the sun 	<ul style="list-style-type: none"> Discovered the neutron
Diagram					
Contribution to current model:	Everything is made of atoms	Negative electrons	Positive mass in the centre surrounded by negative electrons	Electrons orbit in shells/orbitals at specific distances	Neutrons found in nucleus along with protons

D.	How big are atoms?
0.1nm (1×10^{-10} m)	
How big is the radius of an atom?	
1/10000 the size of the atom – 1×10^{-14} m	

D.	What is relative mass and charges of the subatomic particles?	
Subatomic particle	Relative Mass	Relative Charge
Proton	1	+1
Neutron	1	0
Electron	1/2000	-1

D.	What is the overall charge of an atom?
Atoms have no charge	
No of protons = no of electrons	

D.	How do we know how many subatomic particles are in each element?	
C	12	← Mass Number
	What is Mass number?	
	Number of protons and neutrons	
	6	← Atomic Number
What is atomic number?		
Number of protons – same for each individual element		

D.	How can we know what element we have?
Each element has a unique number of protons	
What is an isotope?	
An isotope is a substance with the same number of protons but different number of neutrons	





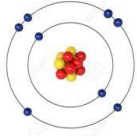
D.	What is relative atomic mass of an element?
An average value that takes account of the abundance of the isotopes of an element	

E.	Which energy level do electrons fill first?	
Electrons in an atom occupy lowest energy level first		
How many electrons does each orbital hold?		
First	Up to 2	
Second	Up to 8	
Third	Up to 8	

Electronic structure of Sodium:

2,8,1



C. Development of the Atomic Model – How was our current atomic model developed?					
Person/Time	Demicritus (400BC) Dalton (1803)	JJ Thomson (1898)	Ernest Rutherford (1909)	Niels Bohr (1913)	James Chadwick (1932)
Ideas/model					
Diagram					
Contribution to current model:					

D.	How big are atoms?
How big is the radius of an atom?	

D.	What is relative mass and charges of the subatomic particles?	
Subatomic particle	Relative Mass	Relative Charge
Proton		
Neutron		
Electron		

D.	What is the overall charge of an atom?

D.	How do we know how many subatomic particles are in each element?	
C	12 ← Mass Number	What is Mass number?
	6 ← Atomic Number	What is atomic number?

D.	How can we know what element we have?
What is an isotope?	

D.	What is relative atomic mass of an element?

E.	Which energy level do electrons fill first?	
How many electrons does each orbital hold?		
First		
Second		
Third		

Electronic structure of Sodium:

What we are learning this term:

- Arrangement of the Periodic table
- Development of the periodic table
- Metals and non metals
- Group 1
- Group 7
- Group 0

6 Key Words for this term

1. Halogens
2. Intermolecular

C. How many elements are metals?

Most elements in the periodic table are metal

What are ions?

Ions are formed when elements gain or lose electrons

What are positive ions?

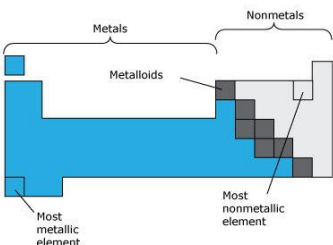
When an element loses an electron it forms a positive ion

What type of ions do metals form?

Metals react to form positive ions

Where are metals and non-metals found on the periodic table?

Metals are found to the left, towards the bottom. Non-metals are found towards the top right of the periodic table



A. How are the elements in the periodic table arranged?

Elements are arranged in order of increasing atomic number.

What are Groups?

The vertical columns are groups.

What similarities do elements in groups have?

- Similar properties
- Same no of electrons on outer shell

What are periods?

The horizontal rows in a periodic table

B. Before the discovery of protons, how did scientists try to arrange elements?

Scientists tried to group elements in order of their atomic weights

What problems were often found with early periodic tables?

- Not all elements had been discovered
- Some elements placed in the wrong position when atomic weight was used

C. What are negative ions?

Ions formed when atoms gain electrons

What type of ions do non-metals form?

Non-metals do not form positive ions – they form negative ions

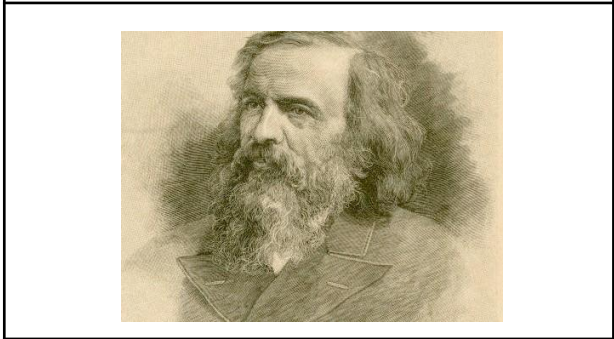
Periodic Table of Elements

B. How did Mendeleev overcome some of the problems of grouping elements?

- He left gaps for possible elements that had not been discovered
- He sometimes changed the order based on atomic weights

What was discovered that helped explain why using atomic weights didn't always work?

Knowledge of isotopes

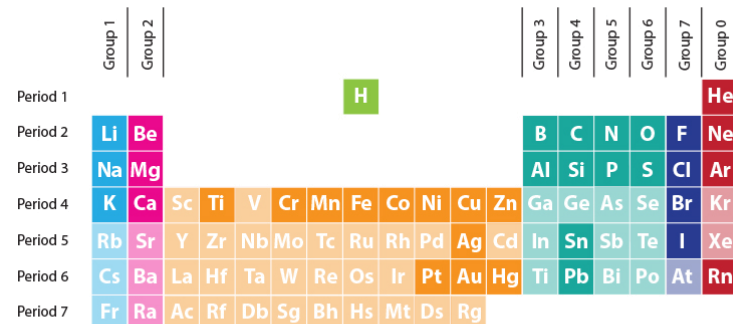




D	Group 1 of the Periodic Table -	
What are group 1 elements known as?	Alkali Metals	
Metal or non-metal	Metal	
How many electrons are in the outer shell?	1 electron in the outer shell	
How reactive are they?	<ul style="list-style-type: none"> Group 1 metals easily lose the electron on the outer shell. This makes group 1 elements very reactive Vigorous reactions with water 	
What ions do they form?	<ul style="list-style-type: none"> Group 1 elements readily lose electrons to form positive ions This is so they can have a filled outer shell 	
How does reactivity change down the group?	Reactivity increases down the group	

F.	Group 0 of the Periodic Table – Helium, Neon, Argon, Krypton, Xenon, Radon	
What are group 0 elements known as?	The Noble Gases	
Metal or non-metal	Non-metal	
How many electrons are in the outer shell?	8 - Filled outer shell (except Helium that has 2)	
How reactive are they?	Filled outer shell so not very reactive	
How do boiling points change down the group?	Boiling point increases down the group as the atomic weight increases	

E.	What is a Halogen Displacement reaction?	
A more reactive halogen can displace a less reactive halogen from an aqueous solution from its salt		
$\text{Cl}_2 + 2\text{KBr} \rightarrow 2\text{KCl} + \text{Br}_2$		



E.	Group 7 of the Periodic Table	
What are group 7 elements known as?	Halogens	
How are they found	Halogens travel in pairs – diatomic molecules (Cl_2 , Br_2 ...)	
Metal or non-metal	Non-metal	
How many electrons are in the outer shell?	7 electrons in the outer shell	
How reactive are they?	<ul style="list-style-type: none"> Group 7 elements easily gain electrons This makes group 7 elements very reactive 	
What ions do they form?	<ul style="list-style-type: none"> Group 7 elements readily gain electrons to form negative ions. This is so they can have a filled outer shell 	
How does reactivity change down the group?	Reactivity decreases down the group	
How do boiling points change down the group?	As you go down the group, the boiling point increases as the atomic weight increases	



What we are learning this term:

A. Arrangement of the Periodic table
 B. Development of the periodic table
 C. Metals and non metals
 D. Group 1
 E. Group 7
 F. Group 0

6 Key Words for this term

1. Halogens 2. Intermolecular

C. How many elements are metals?

What are ions?

What are positive ions?

What type of ions do metals form?

Where are metals and non-metals found on the periodic table?

A. How are the elements in the periodic table arranged?

What are Groups?

What similarities do elements in groups have?

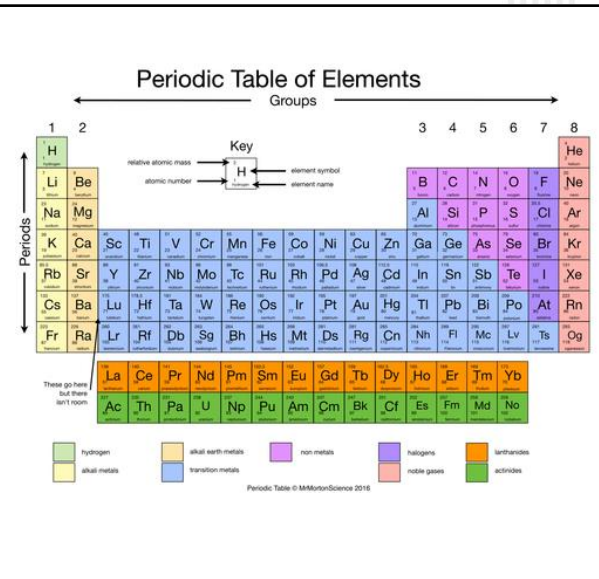
What are periods?

B. Before the discovery of protons, how did scientists try to arrange elements?

What problems were often found with early periodic tables?

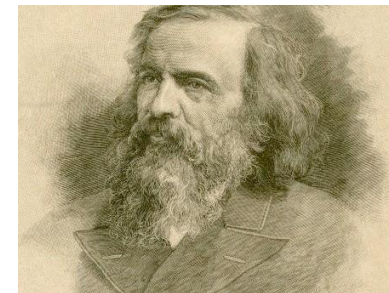
C, What are negative ions?

What type of ions do non-metals form?



B. How did Mendeleev overcome some of the problems of grouping elements?

What was discovered that helped explain why using atomic weights didn't always work?

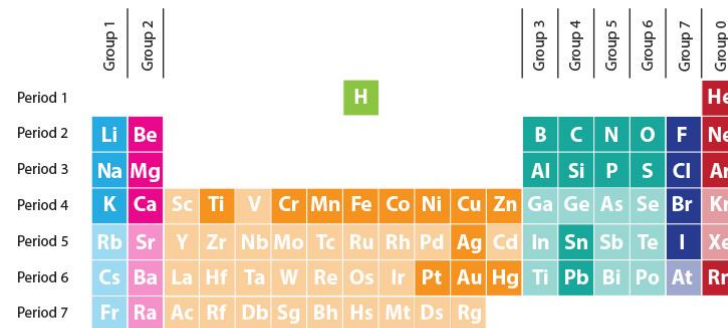




D	Group 1 of the Periodic Table -
What are group 1 elements known as?	
Metal or non-metal	
How many electrons are in the outer shell?	
How reactive are they?	
What ions do they form?	
How does reactivity change down the group?	

F.	Group 0 of the Periodic Table – Helium, Neon, Argon, Krypton, Xenon, Radon
What are group 0 elements known as?	
Metal or non-metal	
How many electrons are in the outer shell?	
How reactive are they?	
How do boiling points change down the group?	

E.	What is a Halogen Displacement reaction?



E.	Group 7 of the Periodic Table
What are group 7 elements known as?	
How are they found	
Metal or non-metal	
How many electrons are in the outer shell?	
How reactive are they?	
What ions do they form?	
How does reactivity change down the group	
How do boiling points change down the group?	

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 -

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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 humoural 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	Miasma – bad air from the filthy conditions making you ill. Astrology – there was a weird alinement of Jupiter, mars and Saturn the previous year which was blamed for the plague Punishment from God- = People thought that society had become wicked so God had sent the plague to punish them.	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:	
<p>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</p>	
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	



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

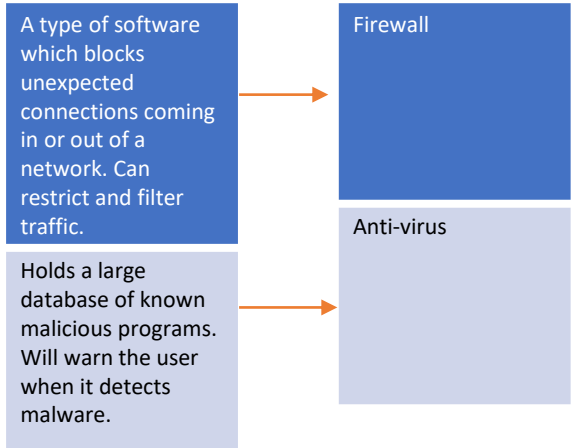
What we are learning this term:

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

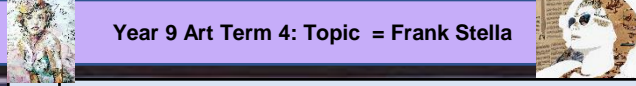
B	Malware
The six most common types of Malware.	
Adware	Displays advertisements, redirects search requests and collects marketing data on the infected computer.
Ransomware	Hijacks the data on a computer system by encrypting it and demanding that the owners pay money for it to be decrypted.
Spyware	Spies 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.

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.



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.



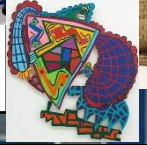
What we are learning this term:

- 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.



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

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.

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

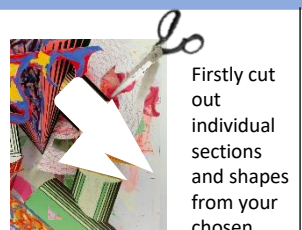
D This is a relief sculpture; how has it been made and what materials have been used?



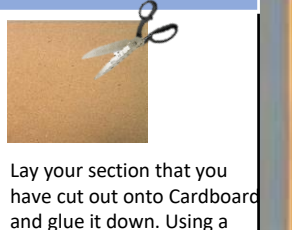
To create a relief sculpture you will need Cardboard or a strong yet easily cut material. Start by having an image to create from. The image on the left has been created by many layers of cut Cardboard. As more layers are added they create a 3-dimensional illusion.



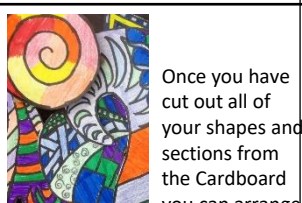
Write a step by step guide to making a cardboard template for relief sculpture



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

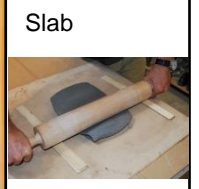


Once you have cut out all of your shapes and sections from the Cardboard you can arrange them and layer them onto



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.

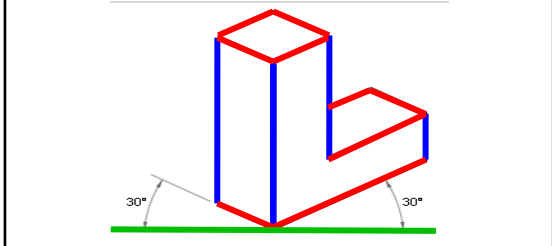


What we are learning this term:	
A.	Drawing Skills
B.	Wood Theory
C.	Wooden Joints & Their Uses
D.	Tools & Machinery

A.	Drawing Skills
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Isometric Technical Drawing

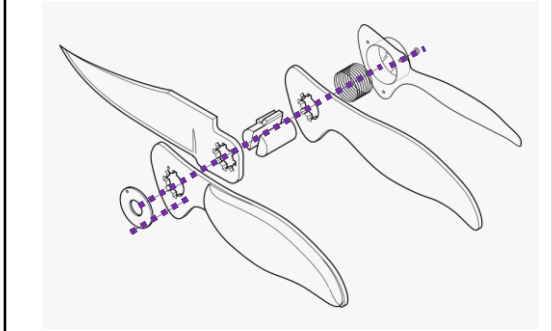
Made up of a series of parallel **vertical lines** and parallel **30-degree lines**. But no **horizontal lines**.



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
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<i>Natural</i>	Advantages	Disadvantages
Hardwood: <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: <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 	
<i>Manufactured</i>	Advantages	Disadvantages
MDF: <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: <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



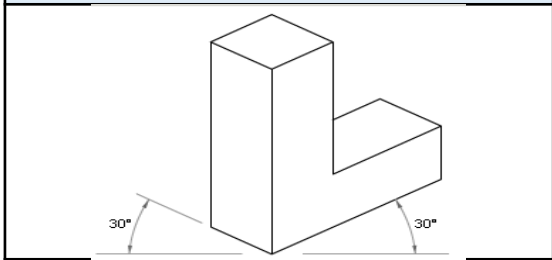
What we are learning this term:

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

A. Drawing Skills

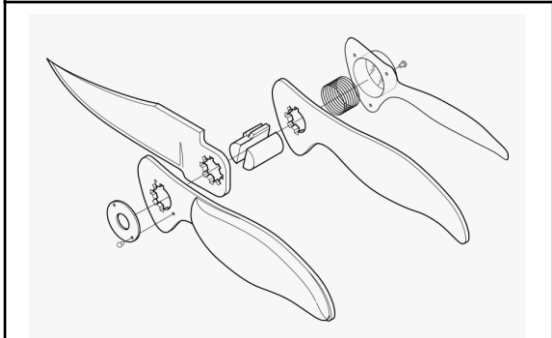
Technical Drawing

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:	_____ _____ _____	_____ _____ _____

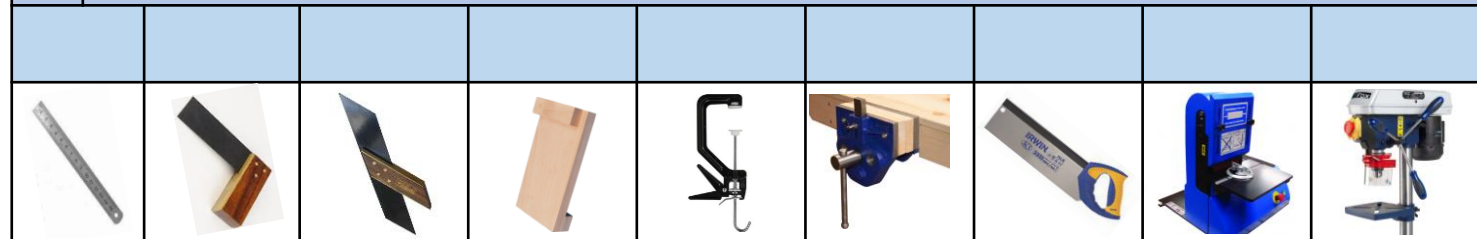
Manufactured	Advantages	Disadvantages
MDF:	_____ _____ _____	_____ _____ _____
Plywood:	_____ _____ _____	_____ _____ _____

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

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.

6 Key Words for this term

- | | |
|------------------------|-----------------------|
| 1 Hygiene | 4 Healthy |
| 2 Dietary Requirements | 5 Teenager |
| 3 Skills Test | 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.

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?

Rules

- 1 to get rid of bacteria on the food
- 2 to make the food taste better
- 3 to make food chewable
- 4 to ensure that food is not raw
- 5 to add colour to the food

Why it is important

- 1 to stop food poisoning
- 2 to make the food more appealing
- 3 it could be raw or a choking hazard
- 4 to stop food poisoning
- 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
- 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.



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

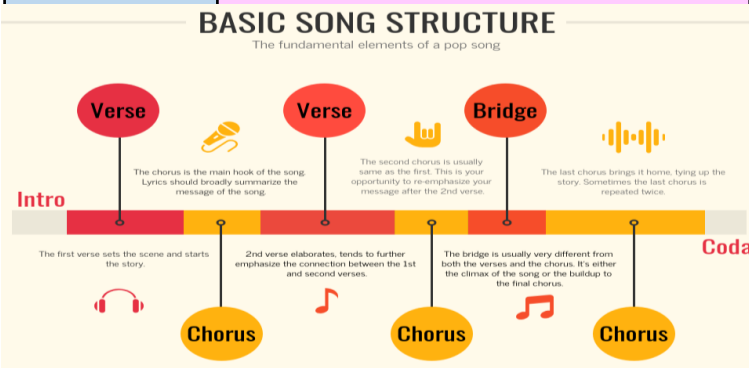
C Playing the Keyboard / Chords

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



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

Diagram illustrating how to read music using treble and bass clefs. It shows the notes on the lines and spaces for both clefs.

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



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	

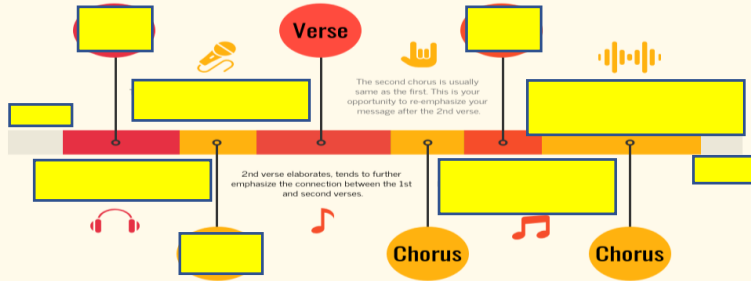
C Playing the Keyboard / Chords

Diagram illustrating hand positions for playing chords on a keyboard. It shows the left hand (blue) and right hand (pink) with fingers numbered 1 to 5. Below the hands is a keyboard with keys labeled B, C, D, E, F, G, A, B. To the right, 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
	Semibreve, Whole Note	4			Dotted Semibreve, Dotted Whole Note	6	
	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

G How to read music – treble clef and Bass Clef

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

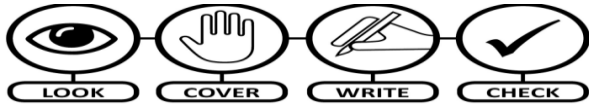
BASS LINES: G B D F A BASS SPACES: A C E G

B How to write a perfect Evaluation?

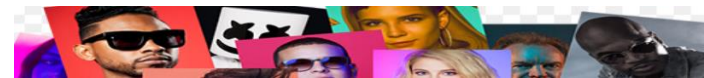
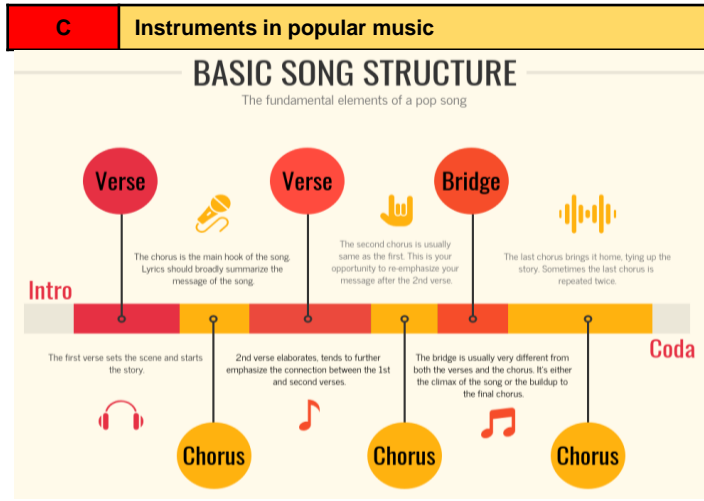
1	
2	Explain what you were trying to communicate to an audience and how you did it
3	examples and say what you did that made them successful
4	Pick out one moment that you could make better. Explain why it needed improving and how you would make it better if you did your performance
5	Sum up your evaluation 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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E How to read music – treble clef and Bass Clef							
Note	Name	Beats	Rest	Note	Name	Beats	Rest
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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.
- 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

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



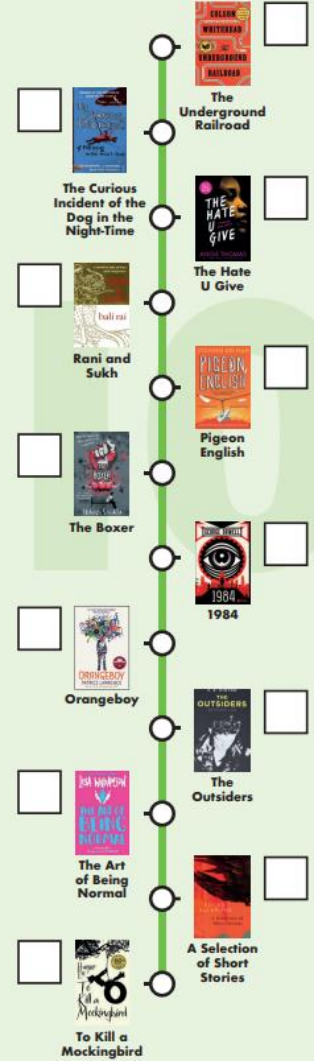
Year 8



Year 9



Year 10



#ReadingisPower