

100% book - Year 9 Grammar

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?

- Particle model
- Changing from Solids
- Mixtures
- Separating techniques

4 Key Words for this term:

- Matter
- Particles
- Changes of state
- Mixing

6. 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 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. 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	

Diagram: A cycle showing solid, liquid, and gas states with arrows indicating transitions: solid to liquid (melting), liquid to solid (freezing), liquid to gas (evaporation), gas to liquid (condensation), and solid to gas (sublimation).

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.

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.

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!

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. At the top, the date '29th May 2020' and the title 'Particle theory' are written in blue ink. Below this, the student has copied the content from the knowledge organiser, including the definition of particle theory, the law of conservation of mass, and a table of changes of state. At the bottom, there are 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 full text of the knowledge organiser copied into a notebook. The text includes: '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 in blue ink. Each entry starts with '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 quizzable Knowledge Organiser. The student has filled in the missing words: 'Self quizzing' for 'What are the different changes of state?', 'Arrangement/movement of matter' for 'What are the differences between the three states of matter?', 'Solid = regular pattern particles vibrate in fixed position' for 'Solid', 'Liquid = particles are arranged randomly but are still touching each other. Particles can slide past each other and move around.' for 'Liquid', and 'Gas = particles are far apart and are arranged randomly. Particles carry a lot of energy' for 'Gas'.

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 full text of the knowledge organiser. The student has added checkmarks and corrections to the text. For example, 'Gas = Particles are far apart and are arranged randomly. Particles carry a lot of energy' has a checkmark and 'far apart' is written above 'are far apart'. There are also checkmarks next to the definitions of solid and liquid.

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

'Romeo and Juliet': GS Knowledge Organiser

Plot breakdown

P	The Prologue outlines the main conflict in the play and warns the audience of the tragic fate of Romeo and Juliet.
1.1	The Montagues and Capulets fight in the streets of Verona. Prince Escalus swears that any further fighting will be punished by death.
1.2	Paris asks Lord Capulet about marrying his daughter Juliet. Capulet tells Paris to wait as she is too young.
1.3	Lady Capulet advises Juliet to agree to marry Paris.
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.
2.2	In the balcony scene, Romeo and Juliet fall deeper in love. They agree to get married.
2.3	Romeo asks Friar Lawrence to marry him and Juliet. Lawrence agrees, thinking it will unite the warring families.
2.6	Friar Lawrence marries Romeo and Juliet.
3.1	Montagues and Capulets fight in the streets. Tybalt kills Mercutio; Romeo kills Tybalt. Prince Escalus decides to banish Romeo from Verona.
3.4	Lord Capulet tells Paris that he can marry Juliet in three days' time.
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.
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.
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.

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 and destiny:** Fate is the idea that the events of someone's life are not in their control. The *star-crossed* lovers suggests they were fated for tragedy. This leads to many questions: Is the tragic ending inevitable? Do they act independently?

Characters

Romeo (Montague)

Young man. Falls in love with Juliet. Kills himself at the end of the play. "*Did my heart love till now? forswear it, sigh! For I ne'er saw true beauty till this night*"; "*Thus with a kiss I die*"

Juliet (Capulet)

13-year old girl. Falls in love with Romeo. Kills herself at the end of the play. "*Wherefore art thou Romeo? Deny thy father and refuse thy name*"; "*O happy dagger, This is thy sheath; there rust, and let me die*"

Lord Capulet (Capulet)

Head of the Capulet family. Juliet's father. Orders her to marry his friend, Paris. "*She will be ruled In all respects by me*"

Paris (no family)

Nobleman of Verona. Wants to marry Juliet. Killed by Romeo at the end of the play.

Friar Lawrence (no family)

Religious leader in Verona. Agrees to marry Romeo and Juliet, thinking it will bring peace to the city. "*For this alliance may prove To turn your households' rancour to pure love*"

Mercutio (Montague)

Romeo's friend. Killed by Tybalt. "*A plague a'both your houses!*"

Prince Escalus (no family)

Ruler of Verona. Wants to bring peace to the city. "*If ever you disturb our streets again, Your lives shall pay the forfeit of the peace*"

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.

Vocabulary: Key words

tragic – describes something as being very sad, or as part of a tragedy.

submissive - ready to obey or conform to the authority or will of others

narcistic – self-obsessed

feud – a serious argument and sometimes violent argument between two people or groups that continues for a long time.

shrine – a holy place that people go to pray.

status quo – the situation that exists now, without any changes.

obstacle – a problem that must be overcome.

vindictive – vengeful

patriarchy - a society in which power lies with men

belligerent - warlike

exile (vb.) – to force them from their home and live in another place.

tenacious – very determined

catastrophe – a terrible accident.

stoicism – calm self control

Terminology: Key words

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.

peripeteia – a sudden reversal of fortune.

hubris – excessive pride or self-confidence

anagnorisis – the moment when the character realises the true state of their affairs or the reality of their situation

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': GS Knowledge Organiser

Plot breakdown		Characters	Vocabulary: Key words
P	The Prologue		tragic –
1.1		Romeo (Montague)	submissive –
1.2			narcistic –
1.3		Juliet (Capulet)	feud –
1.5			shrine –
2.2			status quo –
2.3			obstacle –
2.6		Lord Capulet (Capulet)	vindictive –
3.1			patriarchy –
3.4			belligerent - warlike
3.5		Paris (no family)	exile (vb.) –
4.1			tenacious –
5.3		Friar Lawrence (no family)	catastrophe –
			stoicism –
			Terminology: Key words
			Tragedy –
			prologue –
			sonnet –
			dramatic irony –
			Tragic hero –
			soliloquy –
			hyperbole –
			tragic flaw -
			foreshadow –
			peripeteia -
			anagnorisis -
			hubris -
			thesis –
			Features of Shakespearean tragedy (Bradley)
The Big Ideas:			
Role of women:			
Evolution of Juliet's character:			
Tragedy:			
Fate and destiny:			

Romeo (Montague)

Juliet (Capulet)

Lord Capulet (Capulet)

Paris (no family)

Friar Lawrence (no family)

Mercutio (Montague)

Prince Escalus (no family)

Structure of Shakespearean tragedy (Bradley)

Exposition

–

Development/Rising Action:

Catastrophe:

–

Terminology: Key words

Tragedy –

prologue –

sonnet –

dramatic irony –

Tragic hero –

soliloquy –

hyperbole –

tragic flaw -

foreshadow –

peripeteia -

anagnorisis -

hubris -

thesis –

Features of Shakespearean tragedy (Bradley)

What we are learning this term:
A. Communicable vs Non-communicable B. Pathogens C. Preventing Infection D. Human Response

2 Key Words for this term
1. Pathogen 2. Antigen

A. Define health
A state of complete mental, physical and social well-being , and the absence of disease or infirmity.

A. Define communicable disease
Can be passed on from person to person , or from an animal to a person.

B. What the four types of pathogens?		
Pathogen	Example in animals	Example in plants
Viruses	HIV potentially leading to AIDS	Tobacco mosaic virus
Bacteria	Salmonella	Agrobacterium
Fungi	Athlete's foot	Rose black spot
Protists	Malaria	Downy mildew

A. Define non-communicable disease
Cannot be caught from another person or animal. These include genetic diseases, diseases caused by diet and lifestyle and diseases caused by aging.

B. Define vector
Any organism that can spread a disease is called a vector.

B. How are pathogens spread	
Bodily fluids	HIV, hepatitis
Food	<i>E.Coli, Salmonella</i>
Contact	Athlete's foot, cold sores
Water	Typhoid, cholera
Airborne droplets	Colds, flu
Insects	Typhus, malaria

B. Define non-communicable disease
<p>The diagram illustrates a bacteriophage, a virus that infects bacteria. It consists of a polyhedral head at the top containing genetic material. Below the head is a tail sheath (protein coat) with a central tail core. At the bottom, there are tail fibers and a tail tip. Labels in yellow boxes identify the head, tail, genetic material, and protein coat.</p>

What we are learning this term:
A. Communicable vs Non-communicable B. Pathogens C. Preventing Infection D. Human Response

A.	Define communicable disease

A.	Define non-communicable disease

2 Key Words for this term
1. 2.

B.	What the four types of pathogens?
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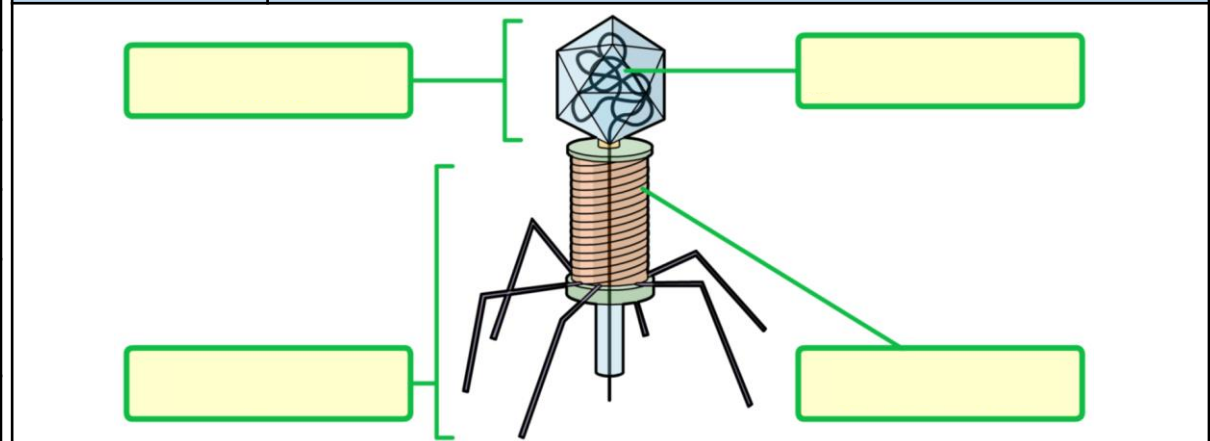
Pathogen	Example in animals	Example in plants
	HIV potentially leading to AIDS	Tobacco mosaic virus
	Salmonella	Agrobacterium
	Athlete's foot	Rose black spot
	Malaria	Downy mildew

B.	Define vector

A.	Define health

B.	How are pathogens spread
	HIV, hepatitis
	<i>E.Coli, Salmonella</i>
	Athlete's foot, cold sores
	Typhoid, cholera
	Colds, flu
	Typhus, malaria

B.	Define non-communicable disease
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C. List four methods of preventing infection

- Handwashing.
- Sterilisation & antiseptics.
- Isolating infected individuals.
- Destroying or controlling vectors.
- Vaccines.

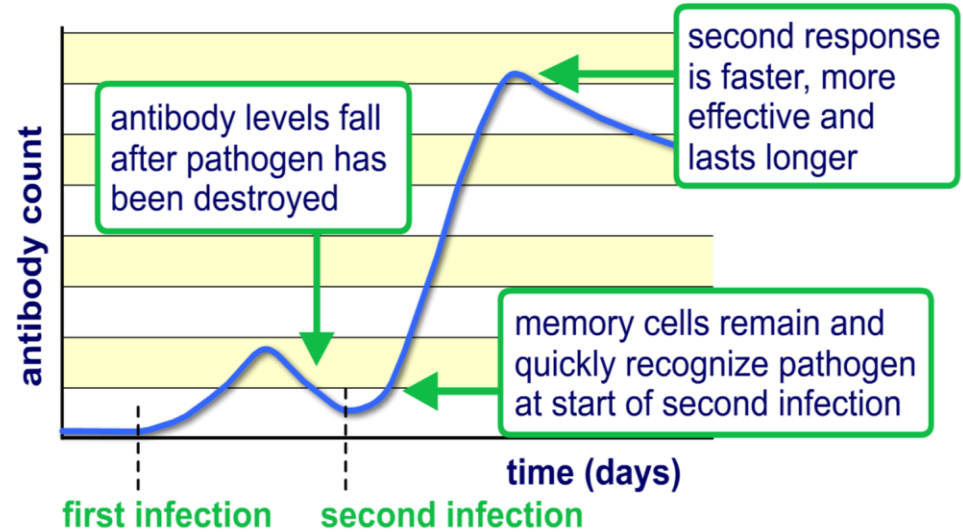
C. What are the two types of lymphocytes?

T-lymphocytes	Recognize antigens and either attack them directly or co-ordinate the activity of other cells of the immune system.
B-lymphocytes	Recognize antigens and produce special chemicals called antibodies.)

D. Label the respiratory system

pathogen	a micro-organism that causes disease
antigen	a molecule found on the surface of cells that triggers an immune response
lymphocyte	a type of white blood cell found in the blood and lymph nodes
antibody	a special protein produced by B-lymphocytes in response to antigens

Antibody count during two infections by the same pathogen



D. What are the body's physical and chemical defences?

Eyes	Produce tears, which contain a natural antiseptic.
Skin	Forms an outer barrier to infection.
Lungs	Mucus and tiny called cilia in the airways trap and sweep out microbes
Blood	Cuts and wounds are sealed by platelets, which are transported in the blood plasma.
Stomach	Hydrochloric acid destroys many microbes.

C. List four methods of preventing infection

-
-
-
-
-

C. What are the two types of lymphocytes?

Recognize antigens and either attack them directly or co-ordinate the activity of other cells of the immune system.

Recognize antigens and produce special chemicals called antibodies.)

D. Label the respiratory system

antibody

a special protein produced by B-lymphocytes in response to antigens

pathogen

a molecule found on the surface of cells that triggers an immune response

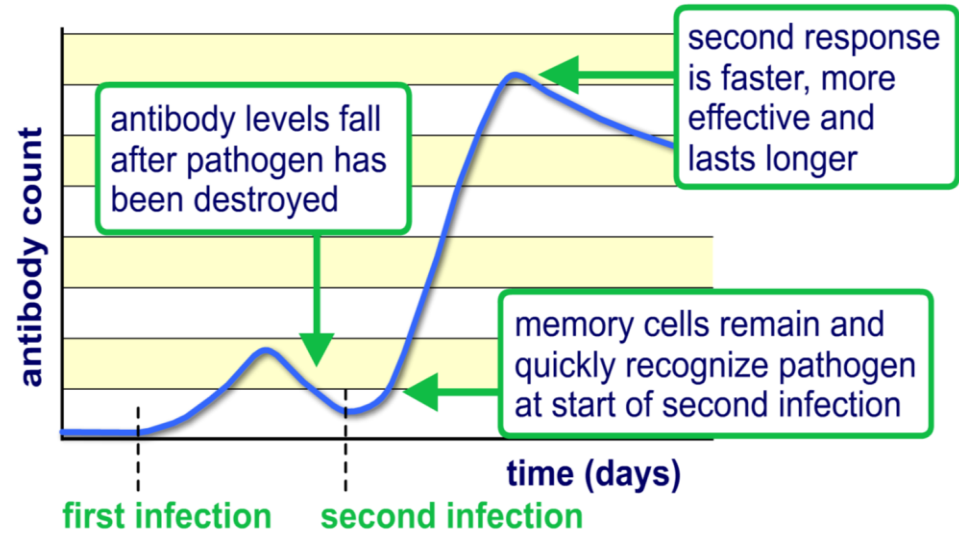
antigen

a type of white blood cell found in the blood and lymph nodes

lymphocyte

a micro-organism that causes disease

Antibody count during two infections by the same pathogen



D. What are the body's physical and chemical defences?

Eyes

Skin

Lungs

Blood

Stomach



What we are learning this term:
A. Relative atomic Mass B. Moles C. Chemical Equations D. Concentrations E. Yield F. Atom economy G. Titration H. Volume of gases

6 Key Words for this term
1 Moles 4 Equation 2 Atomic Mass 5 Volume 3 Concentration

A.	What is relative atomic mass?	What is relative formula mass?
	The average mass of the atoms of an element compared with Carbon-12. (It must take isotopes into account)	The total of the relative atomic masses, added up in the ratio shown in the chemical formula
	What symbol is used?	What symbol is used?
	A_r	M_r
	How do you calculate it?	How do you calculate it?
	<ul style="list-style-type: none"> Find out the abundance of each isotope The fraction of the mass contributed by each isotope is added together 	Add the A_r of each element in the compound together

B.	What is a Mole?
	The amount of substance in the relative atomic or formula mass of a substance in grams.
	How many particles are in a mole?
	6×10^{23} particles in 1 mole
	What is this number called?
	Avogadro's number
	How can you calculate Moles from masses?
	<ul style="list-style-type: none"> Use a periodic table to obtain A_r Use the calculation below $\text{Number of moles} = \frac{\text{mass}(g)}{A_r}$
	How can you calculate Masses from Moles?
	<ul style="list-style-type: none"> Use a periodic table to obtain A_r Use the calculation below $\text{mass}(g) = \text{number of moles} \times A_r$

C.	What are limiting reactants?
	The reactant that gets used up first in a reaction
	What does excess mean?
	If a reagent is in excess, it won't all get used up in a reaction.

C.	What is Conservation of Mass?
	No atoms are created or destroyed in a chemical reaction.
	How does this work for balancing equations?
	You must have the same number of atoms on each side

D.	What is the concentration of a solution?
	How much of a substance is dissolved in a solution
	How do you calculate concentration?
	$\text{concentration} = \frac{\text{amount of solute}}{\text{Volume of solution}}$



What we are learning this term:
<ul style="list-style-type: none"> A. Relative atomic Mass B. Moles C. Chemical Equations D. Concentrations E. Yield F. Atom economy G. Titration

6 Key Words for this term
<ul style="list-style-type: none"> <li style="width: 50%;">1 Moles <li style="width: 50%;">4 Equation <li style="width: 50%;">2 Atomic Mass <li style="width: 50%;">5 Volume <li style="width: 50%;">3 Concentration

A.	What is relative atomic mass?	What is relative formula mass?
What symbol is used?		What symbol is used?
How do you calculate it?		How do you calculate it?

B.	What is a Mole?
How many particles are in a mole?	
What is this number called?	
How can you calculate Moles from masses?	
How can you calculate Masses from Moles?	

C.	What are limiting reactants?
What does excess mean?	

C.	What is Conservation of Mass?
How does this work for balancing equations?	

D.	What is the concentration of a solution?
How do you calculate concentration?	



E.	What is chemical yield?		F.	What is atom economy?
The yield of a chemical reaction is how much product is made.		A measure of the amount of starting materials that end up as useful products.		
What is percentage yield?		How do you calculate atom economy?		
The percentage yield of a chemical reaction tells you how much product is made compared with the maximum amount that could be made.		$\% \text{ ATOM ECONOMY} = \frac{\text{Mr OF DESIRED PRODUCT}}{\text{Mr OF TOTAL PRODUCTS}} \times 100$		
What is theoretical yield?		Why is it important to maximise atom economy in industrial processes?		
The theoretical yield of a chemical reaction is the maximum amount of product that can be made.		To conserve the Earth's resources and minimise pollution.		
What factors affect the yield of a chemical reaction?		G.		
1. Product being left behind in the apparatus. 2. Reversible reactions not going to completion. 3. Some reactants may produce unexpected reactions. 4. Some product may be lost as it is separated from the reaction mixture		What is a titration used for?		
How do you calculate percentage yield?		To find the unknown concentration of a solution.		
$\text{Percent yield} = \frac{\text{Actual Yield}}{\text{Theoretical Yield}} \times 100\%$		What are concordant results?		
		The volume of two or more titres that are similar in quantity (less than a 0.10 cm ³ difference).		
H.	What is molar gas volume?	What is the end point of a reaction?		
The volume of 1 mole of any gas at room temperature and pressure is 24dm ³ (24000cm ³)		The point at which the reaction between an acid and alkali is complete.		
What is the molar gas volume used for?		What is a pipette used for in a titration?		
To calculate the volume of gaseous reactants or products. (A balanced symbol equation is needed to do this).		To measure a fixed volume of solution.		
		What is a burette used for in a titration?		
		To measure the volume of solution added.		
G.	What do you need in order to work out the concentration of an unknown solution by titration?			
<ul style="list-style-type: none">• The accurate concentration of one solution.• The volume of unknown solution needed to react with a known volume of the accurate known solution.• The balanced equation for the reaction.				



E.	What is chemical yield?
	What is percentage yield?
	What is theoretical yield?
	What factors affect the yield of a chemical reaction?
	1. 2. 3. 4.
	How do you calculate percentage yield?

H.	What is molar gas volume?
	What is the molar gas volume used for?

F.	What is atom economy?
	How do you calculate atom economy?
	Why is it important to maximise atom economy in industrial processes?
	.

G.	What is a titration used for?
	What are concordant results?
	What is the end point of a reaction?
	What is a pipette used for in a titration?
	What is a burette used for in a titration?

G.	What do you need in order to work out the concentration of an unknown solution by titration?
	<ul style="list-style-type: none">•••

T5 Y9 Grammar – Electrical circuits Vocabulary: Potential difference, Thermister

Current, resistance and potential difference

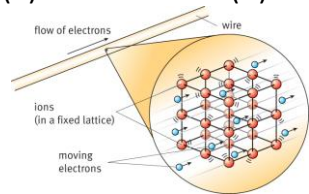
Electrical current is the flow of electrical charge.

Current is measured in amps (A), charge is measured in Coulombs (C).

The size of the current depends on the rate of the flow of charge – ie how many coulombs of charge per second.

$$Q = I t$$

Charge = Current x time
(C) (A)



Ohms Law

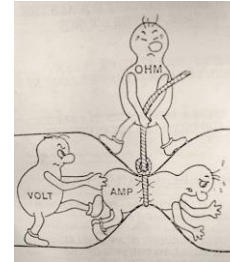
The current through a component depends on the potential difference and the resistance of the component.

If a component has high resistance, the current will be smaller for a given potential difference

potential difference = current x resistance

$$V = I R$$

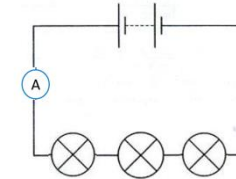
pd is measured in volts (V), resistance in Ohms (Ω)



Series and parallel circuits

Series circuits:

A series circuit is one single loop



In a series circuit:

- the current is the same at all points in the circuit.
- potential difference is shared between components (equally if components are identical resistance)
- total resistance = sum of all resistors

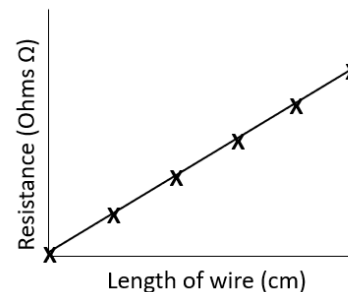
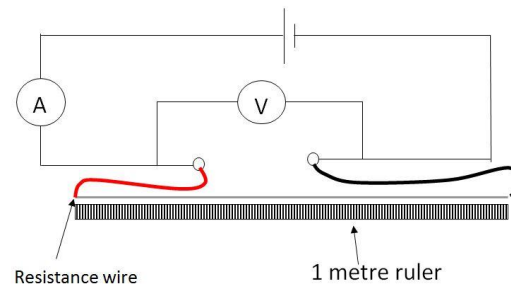
Hypothesis 'the length of the wire affects resistance'

Independent variable – length of wire

Dependent variable – resistance

Control variables – type of wire, temperature of the wire, diameter of the wire

1. Set up the circuit as shown, with an ammeter in the circuit and a voltmeter connected across the wire
2. Use crocodile clips to change the length of the wire in the circuit
3. Make the wire 10cm long and read the current and pd. Switch off the current between readings or the wire will get hot, increasing the resistance.
4. Repeat for 20, 30, 40, 50 cm. (5 minimum)
5. Calculate resistance using Ohms Law $R = V/I$

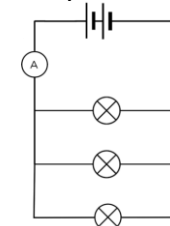


The relationship is directly proportional

Plot length of wire (IV) against resistance (DV)

Parallel circuits

A parallel circuit consists of more than one loop from the battery/cell.



In a parallel circuit:

- The current is shared amongst the branches
- The potential difference is the same across all components
- Resistance in the whole circuit is LESS than that of the smallest resistor

T5 Y9 Grammar Higher – Electrical circuits

Current, resistance and potential difference

1. What is current?
2. What is the unit for charge?
3. What is the unit for current?
4. What is the equation linking charge, current and time?
5. What is the equation linking current, potential difference and voltage?
6. If a component's resistance increases, what happens to current through that component?
7. What is the unit for resistance?

Hypothesis 'the length of the wire affects resistance'

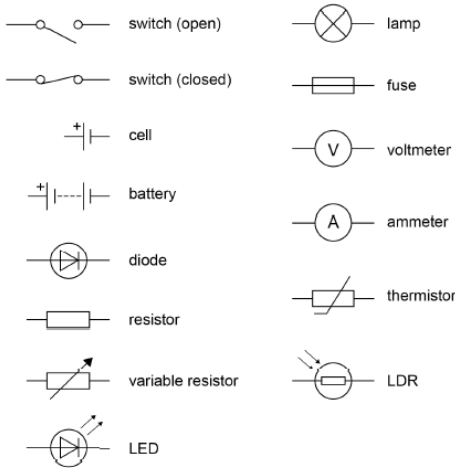
1. What is the independent variable in this investigation?
2. What is the dependent variable?
3. What is the minimum number of readings needed for a line graph?
4. What two readings are taken?
5. How is resistance calculated?
6. What sort of relationship is seen?
7. Why is it important to turn off the power in between readings?

Series and parallel circuits

1. What is a series circuit?
2. In a series circuit, the current is.....
3. How do you find total resistance in a series circuit?
4. The potential difference is shared equally among components as long as.....
5. What is a parallel circuit?
6. What is true about potential difference across all of the components in a parallel circuit?
7. How is total current calculated in parallel?
8. What is true for total resistance in a parallel circuit?

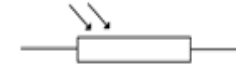
T5 Y9 Grammar Higher – Electrical circuits

Components

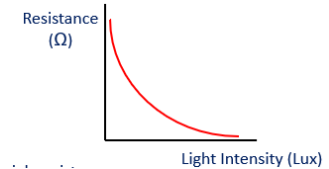


- A **diode** only allows current to flow one way in a circuit
- A **resistor** is a component that provides a fixed resistance in the circuit – e.g a $5\ \Omega$ resistor
- A **variable resistor** is a component whose resistance can be changed (e.g a dimmer switch)
- A **thermistor** is a resistor whose resistance changes with temperature – the higher the temperature the lower the resistance
- An **LDR** (light dependent resistor) has resistance that changes
- An **LED** (light emitting diode) is a light that only allows the flow of current one way

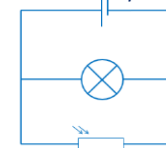
LDR



A light dependent resistor has varying resistance.
As the light intensity increases, the resistance decreases



LDRs can be used to switch on lights at night time.



In this circuit, when it is day time, the resistance in the LDR is low, so all current flows through the LDR.

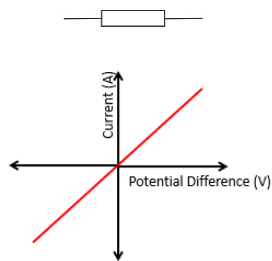
As light levels fall, resistance increases, until eventually there is less resistance in the bulb than the LDR, so current flows through the bulb – switching it on.

Thermistor

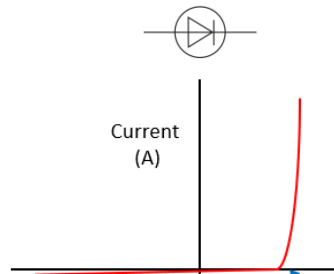


As the temperature increases, the resistance in a thermistor decreases.

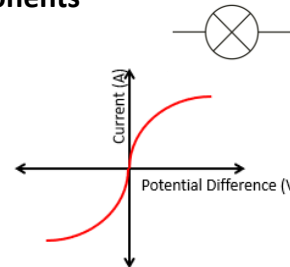
Current, potential difference and resistance for different components



A fixed (ohmic) resistor has fixed resistance
current is directly proportional to potential difference
Resistance remains constant (at constant temp)



A diode very high resistance in one direction.
Only when the potential difference is positive does current flow



A filament bulb contains a thin wire that glows as current flows.
As the pd increases, the current initially increases.
However, at higher pd, the wire gets hot
The ions in the wire move faster and collide with the moving charges
Resistance increases, so current stops increasing

T5 Y9 Grammar Higher – Electrical circuits

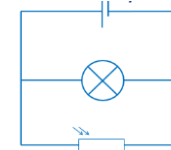
Components

Symbol	Name
	Cell
	fuse
	Voltmeter

1. Complete the table opposite
2. Which component has a resistance that decreases as light intensity increases?
3. Which component only allows current to flow one way?
4. What is a fixed resistor?

LDR

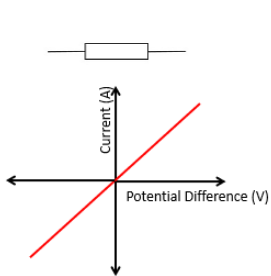
1. Draw the symbol for an LDR
2. Draw the pattern you would expect for resistance as the light intensity increases.
3. The circuit below is for a night light. What is resistance in the LDR like during the day time? (high light levels)



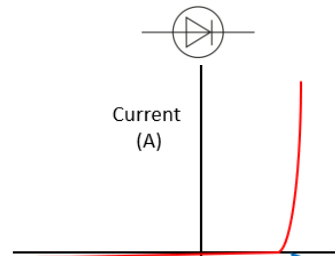
4. Why does the light switch on when it goes dark?
5. Draw the symbol for a thermistor
6. Describe the relationship between temperature and resistance in a thermistor

Current, potential difference and resistance for different components

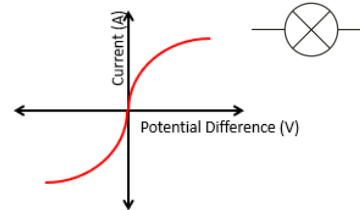
1. What readings would you need to take from a circuit to calculate resistance?



2. Describe the relationship shown



3. Why is there no current on one side of the graph?



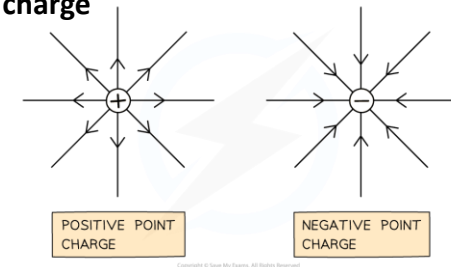
4. What happens to current when the pd rises at first?
5. What happens to the current as the pd gets higher?
6. Why does the resistance increase at higher pd?

P2 Grammar Higher – Electrical circuits

Static Electricity

Key Terms	
Static electricity	A build up of charge on an insulator.
Insulator	A material that does not allow a charge to flow through it easily.
Earthing	Connecting a charged object to a conductor connected to the ground.

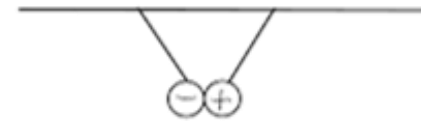
Electric field around a single point of charge



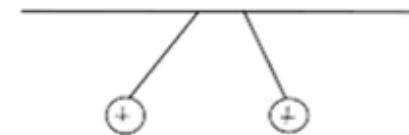
Forces between two charges

Two charge particles exert a non-contact force on each other.

Opposite charges attract

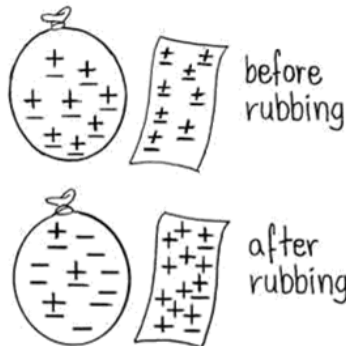


Same charges repel



Charging by friction

An insulator can be charged by rubbing it with another insulator.



- **Before** rubbing both insulators have a neutral charge as they contain the same number of protons and electrons.
- **During** rubbing some **electrons** are transferred from one insulator to the other one.
- **After** rubbing the insulators are charged.
- The insulator that gains electrons becomes negatively charged
- The insulator that loses electrons becomes positively charged

If the potential difference between the charges is large enough you will see a spark as it discharges.

Examples

- Attracting dust: Many objects around the house are insulating materials and become easily charged, dust is attracted to these objects, e.g., TV screens
- Bad Hair days: Static builds up on each hair, each strand has the same charge, so they repel each other.

Dangers

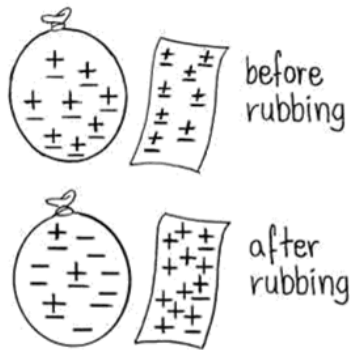
- Lightning: Lightning is a sudden electrostatic discharge during a thunder storm.
- Fuel pipes: Static can build up as fuel travels through the rubber fuel hose, this causes a build of charge and can cause an explosion if there is a discharge spark.

P2 Grammar Higher – Electrical circuits

Static Electricity

Key Terms	
Static electricity	
Insulator	
Earthing	

1. Explain how an insulator can be charged by friction



1. Draw the electric field around a single point of charge

2. What type of force do opposite charges experience?

3. What type of force do like charges experience?

Examples

- Attracting dust: Many objects around the house are insulating materials and become easily charged, dust is attracted to these objects, e.g., TV screens
- Bad Hair days: Static builds up on each hair, each strand has the same charge, so they repel each other.

Dangers

- Lightning: Lightning is a sudden electrostatic discharge during a thunder storm.
- Fuel pipes: Static can build up as fuel travels through the rubber fuel hose, this causes a build of charge and can cause an explosion if there is a discharge spark.

P2 Grammar Physics – Electricity in the home

Domestic use of electricity

There are two types of electrical supply – direct (DC) and alternating current (AC)

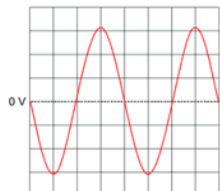
AC

The pd changes direction and magnitude, giving alternating current

The number of times the change of direction happens per second is the frequency.

UK mains is AC - **230V**

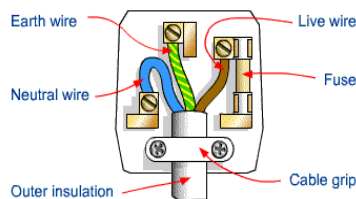
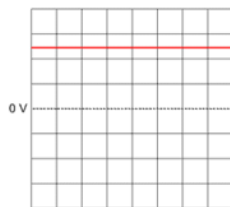
Frequency of **50 Hz**



DC

A direct pd produces current that flows in one direction

Batteries supply DC



Electrical appliances are connected using 3 core cable

- Brown – live wire, with pd of 230V
- Blue – neutral, 0V, completes the circuit
- Yellow and green – Earth wire, is at 0V unless there is a fault, when it will become live

Appliances in the home and power

Power is measured in Watts (W) or kW

Power can be calculated by using:

Power = Voltage x current

$$P = IV$$

Power = current² x resistance

$$P = I^2 R$$

Appliances transfer energy.

Energy is measured in Joules (J) or kJ

The energy transferred can be calculated by using:

Energy = charge flow x potential difference

$$E = QV$$

Energy = power x time

$$E = pt$$

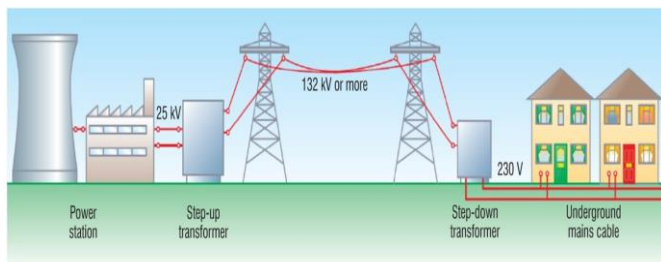
For example

A kettle transfers energy from the thermal store of the filament in the kettle to the thermal store of the water inside.

Some energy is transferred to the thermal store of the surroundings.

The National Grid

The National Grid is a system of cables and transformers connecting power stations to homes and businesses



The National Grid uses very high pd and low current.

High current causes heating in the wires and would result in large energy losses.

Step up transformers increase the pd from the power station (to around 400000V) so that low current can be used to transmit power.

This means the wires don't get hot, so less energy is lost.

Near homes and businesses, step down transformers reduce the pd to 230V for safety.

P2 Grammar Physics – Electricity in the home

Domestic use of electricity

1. What are the two types of current?
2. What type of power supply produces DC current?
3. What are the two differences between AC and DC current?
4. What is the pd of the UK mains supply?
5. What is the frequency of UK mains supply?
6. What colour is the live wire in UK plugs?
7. What is the purpose of the blue wire in UK plugs?
8. When does the yellow and green wire carry a current?

The National Grid

1. What is the National Grid?
2. What sort of pd does the National Grid use to transmit electrical power?
3. What is used to increase the pd from the power station?
4. What is used to reduce the pd near homes and businesses?
5. Why is such a high pd used?

Appliances in the home and power

1. What is the equation linking current, potential difference and power?
2. What is the equation linking current, resistance and power?
3. What two factors affect how much energy an appliance transfers?
4. What is the equation linking energy, power and time?
5. What are the units for power?
6. What is the equation linking charge, energy and potential difference?
7. What are the units for energy?

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 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:	
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	_____

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

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

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
Vestirse de	To dress up as
La entrada	Entrance
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

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



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	
Malware	Hijacks the data on a computer system by encrypting it and demanding that the owners pay money for it to be decrypted.
Trojan	
Worm	Computer programs hidden within another program. It replicates itself and inserts itself into other programs. They usually corrupt or delete data on a disk.

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

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

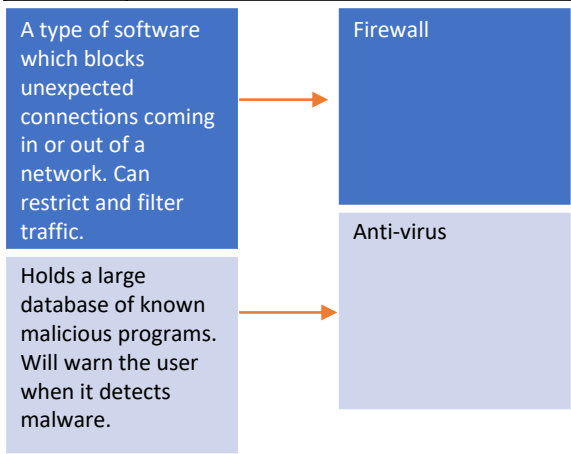
C. Cyberattack Motivations

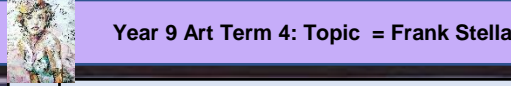
Committing a cyberattack in order to...	
Cybercrime	Generate profit or cause criminal damage.
Cyberespionage	Gain access to confidential information.
Hacktivism	Raise awareness of a political or social problem.
Cyberwarfare	Disrupt or damage the activities or assets of another country.

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:

- A. Cubism
- B. Frank Stella
- C. Segments and Templates
- D. Relief Sculpture
- E. Clay, Score & Slip



B Answer the questions about Frank Stella

- 1 What type of sculptures does Frank make? Relief Sculptures
- 2 What materials does he use? Frank uses a range of metal and Cardboard to create skeleton of the sculpture
- 3 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?

1. Cubism can be described as angular and a smashed mirror effect
2. Cubism was created by Georges Braque and Pablo Picasso in 1907
3. 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

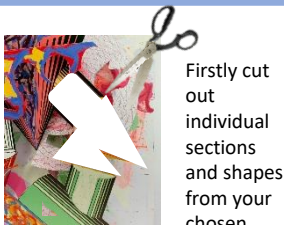
Your response

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

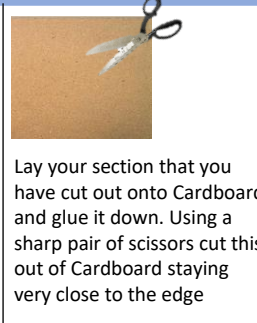


To create a relief sculpture you will need Cardboard or a strong yet easily cut material. Start by having an image to create from. The image on the left has been created by many layers of cut Cardboard. As more layers are added they create a 3-dimensional illusion.

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.

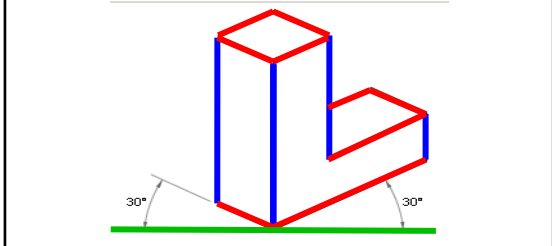


What we are learning this term:	
A.	Drawing Skills
B.	Wood Theory
C.	Wooden Joints & Their Uses
D.	Tools & Machinery

A.	Drawing Skills
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Isometric Technical Drawing

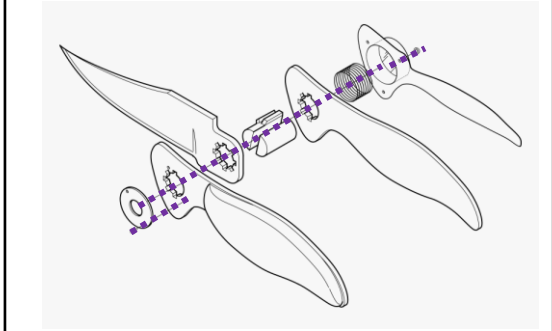
Made up of a series of parallel **vertical lines** and parallel **30-degree lines**. But no **horizontal lines**.



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
----	-------------

<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
--

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
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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



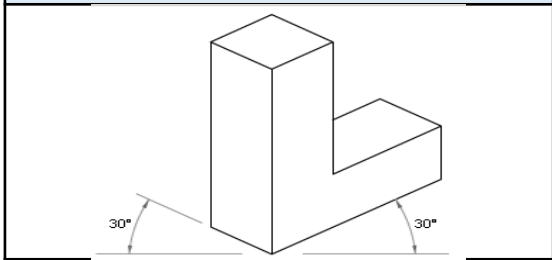
What we are learning this term:

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

A. Drawing Skills

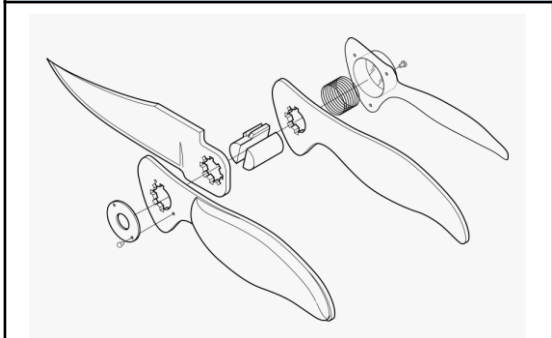
_____ Technical Drawing

What is it & what is it used for?



_____ Technical Drawing

What is it & what is it used for?



B. Wood Theory

<i>Natural</i>	Advantages	Disadvantages
Hardwood:	_____	_____
	_____	_____
	_____	_____
Softwood:	_____	_____
	_____	_____
	_____	_____

<i>Manufactured</i>	Advantages	Disadvantages
MDF:	_____	_____
	_____	_____
	_____	_____
Plywood:	_____	_____
	_____	_____
	_____	_____

Sustainability = Natural Wood Vs Manufactured Boards	
_____	_____
_____	_____
_____	_____

C. Wooden Joints & Their Uses

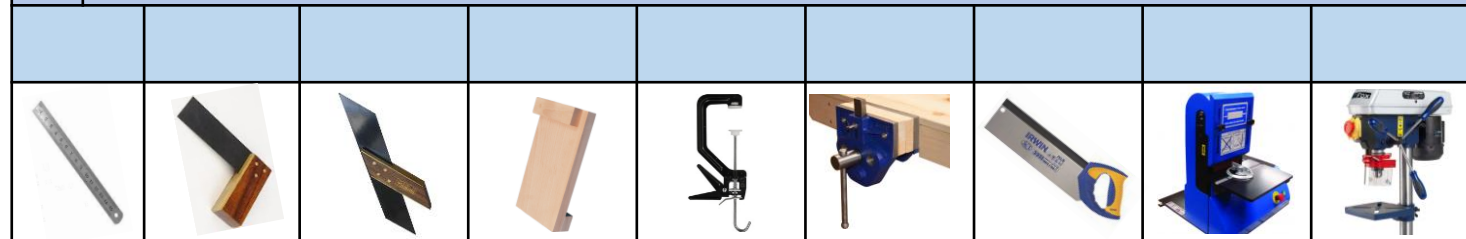
Joint	Uses	Image
Mitre Joint	_____	

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?

<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
- 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

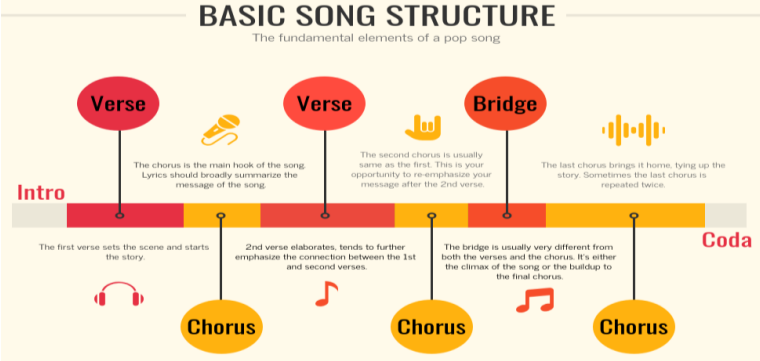
6 Key Words for this term

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

C Playing the Keyboard / Chords

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

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 the keyboard. The left hand is shown with fingers numbered 1 to 5. The right hand is shown with fingers numbered 1 to 5. Below the hands are two keyboard diagrams. The first diagram shows the right hand playing chords I (C major) and V (G major). The second diagram shows the left hand playing chords vi (F major) and IV (D major).

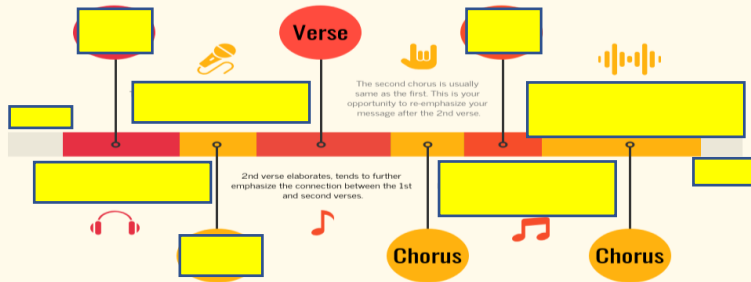
F Keywords

- 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

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	

G How to read music – treble clef and Bass Clef

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

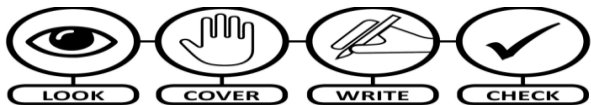
BASS LINES: G B D F A BASS SPACES: A C E G

B How to write a perfect Evaluation?

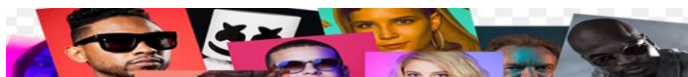
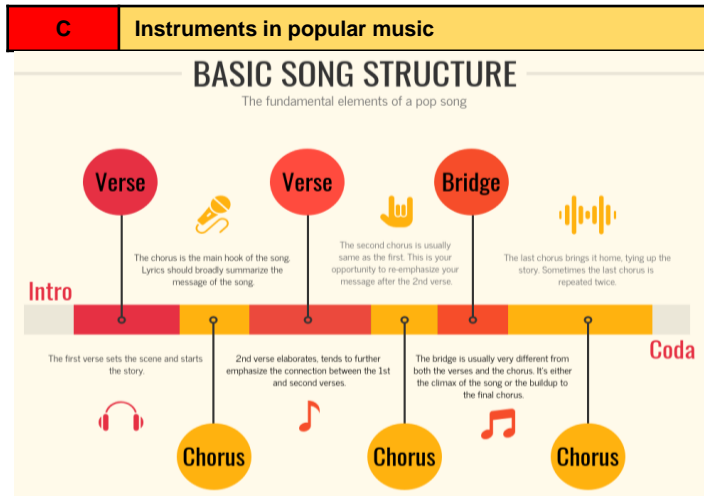
1	
2	Explain what you were trying to communicate to an audience and how you did it
3	examples and say what you did that made them successful
4	Pick out one moment that you could make better. Explain why it needed improving and how you would make it better if you did your performance
5	Sum up your evaluation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

Improvisation

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

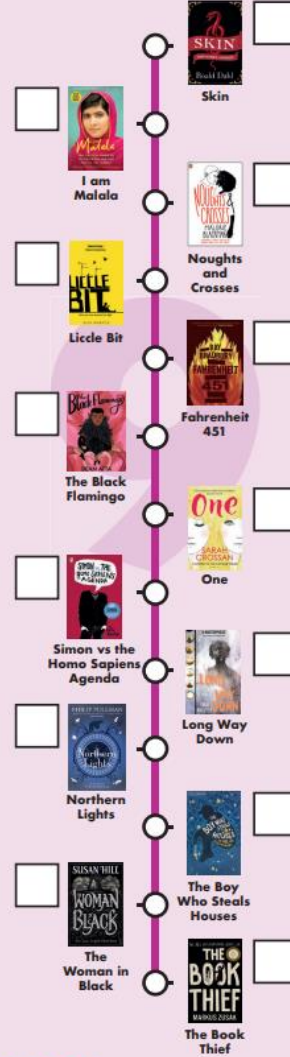
Year 7



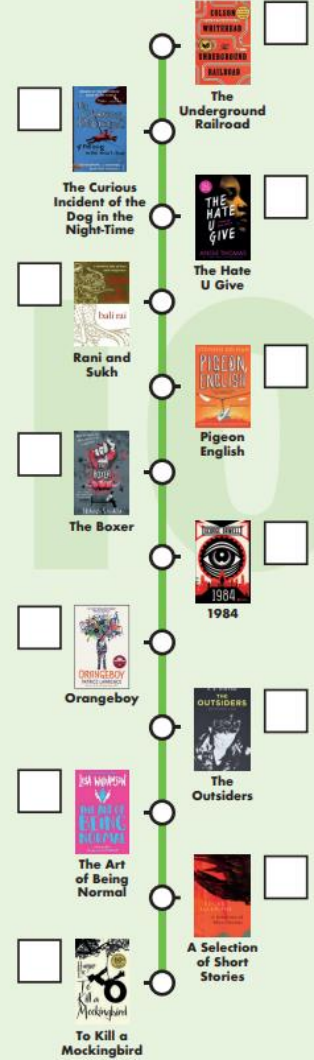
Year 8



Year 9



Year 10



#ReadingisPower