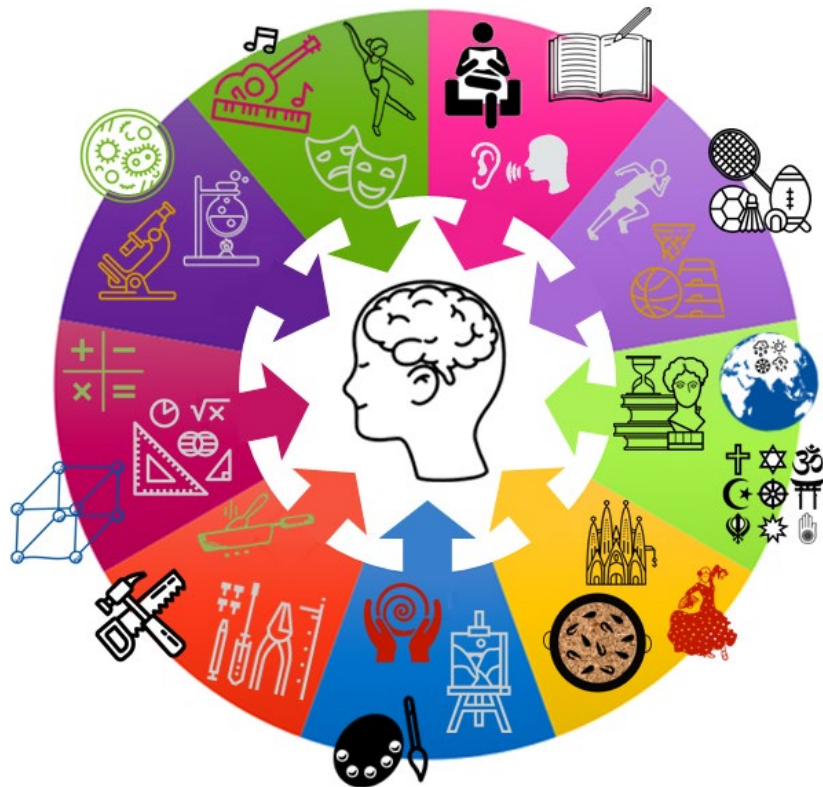


# 100% book - Year 9 Booster

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

## Term 3



### Swindon Academy 2024-25

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."*



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# Using your Knowledge Organiser and Quizzable Knowledge Organiser

## Knowledge Organisers

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

**What are we learning this topic:**

1. Particle model
2. Changing State
3. Mixtures
4. Separating Techniques

**Key Words for this term:**

1. Matter
2. Particle
3. Diffusion
4. Mixing
5. Freezing
6. Condensation
7. Evaporation
8. Solids
9. Solvent
10. Solution

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

**A. Describe the properties of the three states of matter.**

<b>Solid</b>	<b>Liquid</b>	<b>Gas</b>
• Particles are packed closely together in a regular pattern.	• Particles are close together but can move past each other.	• Particles are far apart and move randomly in all directions at a high speed.

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

**B. What are the different changes of state?**

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

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

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

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

## Quizzable Knowledge Organisers

**A. What is particle theory?**

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

Solid	
Liquid	
Gas	

**A. What is the law of conservation of mass?**

**B. What are the different changes of state?**

Melting	
Freezing	
Evaporation	
Condensation	

**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.

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!

## Expectations for Prep and for using your Knowledge Organisers

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

# How do I complete Knowledge Organiser Prep?

## Step 1

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

The screenshot shows the epraise.com website interface. On the left is a 'Planner' for the week of 10th May to 14th May 2020, with a grid for different subjects. On the right is a 'New 7 Years' 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 screenshot shows a student's prep book. The date '29th May 2020' and the title 'Particle theory' are written in the top right corner. The knowledge organiser template is partially filled out, showing the title and the first section 'A. What is particle theory?'. Below the template, there are diagrams of particle arrangements for solid, liquid, and gas states, and a phase change diagram showing melting, freezing, evaporation, and condensation.

## Step 3

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

The screenshot shows handwritten notes in a student's prep book. The date '29th May 2020' is written at the top. Below it, the title 'Properties of the states of matter' is written. The notes define particle theory as 'all matter is made of particles'. It then defines the three states of matter: '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 screenshot shows handwritten notes in a student's prep book. The definition of solid is repeated three times: 'Solid = regular pattern particles vibrate in fixed position'. The first line is written in blue ink, and the next two are written in black ink.

## Step 5

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

The screenshot shows a student's prep book with the quizzable knowledge organiser template. The date '29th May 2020' and the title 'Particle theory' are written. The template has several sections with missing words. The student has written 'Self quizzing' for 'What are the different changes of state?', 'Arrangement/movement of matter' for 'Describe the arrangement and movement of particles in the three states of matter', and 'Solid = regular pattern particles vibrate in fixed position' for 'Solid'. There are also diagrams of particle arrangements for solid, liquid, and gas states, and a phase change diagram.

## 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 screenshot shows handwritten notes in a student's prep book. The date '29th May 2020' is written at the top. Below it, the title 'Particle theory = all matter is made of particles' is written. The notes define the three states of matter: '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.' There are some corrections and checkmarks in the notes.

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

# Comparative Poetry: F Knowledge Organiser

Poem Journey Type			
'Wherever I Hang' Grace Nichols	<ul style="list-style-type: none"> <li>Physical journey from Guyana to England</li> <li>Spiritual reflection of the changes she has made in her viewpoints</li> </ul>	<ol style="list-style-type: none"> <li>'I leave me people, me land, me home / For reasons I not too sure'</li> <li>'And de people pouring from de underground system / Like beans'</li> <li>'I don't know really where I belong'</li> </ol>	
'The Night Mail' W. H. Auden	<ul style="list-style-type: none"> <li>The journey of letters across the country</li> </ul>	<ol style="list-style-type: none"> <li>'This is the Night Mail crossing the border, / Bringing the cheque and the postal order'</li> <li>'All Scotland waits for her: / In the dark glens, beside the pale-green sea lochs / Men long for news'</li> <li>'For who can bear to feel himself forgotten?'</li> </ol>	
'Swing Low Sweet Chariot' Wallace Willis	<ul style="list-style-type: none"> <li>The journey of slaves to freedom</li> <li>The journey of Christians to heaven</li> </ul>	<ol style="list-style-type: none"> <li>'Swing low, sweet chariot, Coming for to carry me home'</li> <li>'Tell all my friends I'm coming too, Coming for to carry me home.'</li> <li>'But still my soul feels heavenly bound'</li> </ol>	
'The Canterbury Tales' Geoffrey Chaucer	<ul style="list-style-type: none"> <li>Pilgrimage to Canterbury</li> <li>From the city to the countryside</li> </ul>	<ol style="list-style-type: none"> <li>'pilgrims were they all / That toward Canterbury would ride'</li> <li>'When April with his showers sweet with fruit / The drought of March has pierced unto the root'</li> <li>'Of England they to Canterbury wend'</li> </ol>	
'Telling Tales' Patience Agbabi	<ul style="list-style-type: none"> <li>Pilgrimage to Canterbury</li> <li>The journey of language evolving over time</li> </ul>	<ol style="list-style-type: none"> <li>'On this Routemaster bus: get cerebral/Tabard Inn to Canterbury Cathedral'</li> <li>from the grime to the clean-cut iambic,/rime royale, rant or rap, get your slam kick</li> <li>'Chaucer Tales, track by track, here's the remix'</li> </ol>	
'Paradise Lost' John Milton	<ul style="list-style-type: none"> <li>The journey of Satan to hell</li> </ul>	<ol style="list-style-type: none"> <li>'Of Man's First Disobedience, and the Fruit / Of that Forbidden Tree'</li> <li>'Who first seduc'd them to that foul revolt?'</li> <li>'Him the Almighty Power / Hurld headlong flaming from th' Ethereal Skie'</li> </ol>	
'The Road Not Taken' Robert Frost	<ul style="list-style-type: none"> <li>Reflecting on the journey taken between two roads</li> <li>The journey as a metaphor for a decision</li> </ul>	<ol style="list-style-type: none"> <li>'I took the one less travelled by, / And that has made all the difference'</li> <li>'And both that morning equally lay'</li> <li>'I shall be telling this with a sigh / Somewhere ages and ages hence'</li> </ol>	
'My Father Thought It' Simon Armitage	<ul style="list-style-type: none"> <li>The journey of growing up</li> </ul>	<ol style="list-style-type: none"> <li>'My father thought it bloody queer / the day I rolled home with a ring of silver in my ear'</li> <li>'the hole became a sore, became a wound, and wept'</li> <li>'At twenty-nine, it comes as no surprise to hear / my own voice breaking like a tear'</li> </ol>	
'Gap Year' Jackie Kay	<ul style="list-style-type: none"> <li>The journey of motherhood</li> <li>The journey of a child growing up</li> </ul>	<ol style="list-style-type: none"> <li>'I remember your Moses basket before you were born'</li> <li>'A flip and a skip ago, you were dreaming in your basket'</li> <li>'I have a son out in the big wide world'</li> </ol>	

Vocabulary: Key words	Terminology: Key words	Historical Context:	Comparative Writing:
immigrant-: a person who moves to live in another country permanently. When <b>immigrants</b> travel to a new place, they <b>migrate</b> .	comparative statement: These statements clearly explain what the poems have in common and how they are different	Nichols is an immigrant who wrote about the Afro-Caribbean experience. She uses dialect in her poems and is influenced by the rhythmic nature of Caribbean language.	<ul style="list-style-type: none"> <li>Identify similarities and differences between poems.</li> <li>To see how different poets, with different backgrounds and interests, write about the same topic.</li> <li>To see how different writers use the same literary techniques.</li> <li>To see how views on topics have changed over time.</li> <li>To understand the individual poems better.</li> </ul>
dialect: a form of language that is used in a specific area.	dramatic irony: When the audience is aware of something that a character is not.	Willis was a slave in America. Many people hoped for death rather than live as a slave. For them, the promise of being taken to heaven after death would have given them hope.	
astrology: the study of the stars and how their movement affects earth. <b>Astrologers</b> study the stars.	discourse markers: A word or phrase that helps to organise communication	Many people in the Medieval era believed astrology influenced many things like the weather, nature, personalities and hormones. Astrology was a respected science that was used alongside other medical theories.	
remix: to change or improve something that already exists.	personification: a type of metaphor used by writers to make something seem like it is alive with a human personality.	A gap year is a year between leaving school and starting university or starting employment. Most people spend the year travelling or working.	
slang: very informal language used by particular groups of people. It is usually spoken rather than written.	epic: a long, narrative poem		
domineering: trying to control others.	Venn diagram: a diagram representing common elements represented by intersecting circles.		
emulate: imitate			
endeavour: to try hard or to achieve something			
mendacious: lying			

# Comparative Poetry: F Knowledge Organiser

Poem Journey Type		
'Wherever I Hang' Grace _____	<ul style="list-style-type: none"> <li>_____ journey from Guyana to England</li> <li>_____ reflection of the changes she has made in her _____</li> </ul>	<ol style="list-style-type: none"> <li>'I leave me _____, me _____, me _____ / For reasons I not too sure'</li> <li>'And de people _____ from de _____ system / Like _____'</li> <li>'I don't know really where I _____'</li> </ol>
'The Night Mail' W. H. _____	<ul style="list-style-type: none"> <li>The journey of _____ across the country</li> </ul>	<ol style="list-style-type: none"> <li>'This is the Night Mail crossing the _____, / Bringing the _____ and the _____'</li> <li>'All _____ for her: / In the dark _____, beside the pale-green sea _____ / Men _____ for news'</li> <li>'For who can _____ to feel _____?'</li> </ol>
'Swing Low Sweet Chariot' Wallace _____	<ul style="list-style-type: none"> <li>The journey of _____ to _____</li> <li>The journey of _____ to _____</li> </ul>	<ol style="list-style-type: none"> <li>'Swing low, _____ chariot, Coming for to _____ me _____'</li> <li>'Tell all my _____ I'm coming too, Coming for to _____ me _____.'</li> <li>'But still my _____ feels _____'</li> </ol>
'The Canterbury Tales' Geoffrey _____	<ul style="list-style-type: none"> <li>Pilgrimage to _____</li> <li>From the _____ to the _____</li> </ul>	<ol style="list-style-type: none"> <li>'_____ were they all / That toward _____ would _____'</li> <li>'When _____ with his _____ with _____ / The _____ of March has _____ unto the _____'</li> <li>'Of _____ they to _____ wend'</li> </ol>
'Telling Tales' Patience _____	<ul style="list-style-type: none"> <li>_____ to _____</li> <li>The journey of _____ evolving over _____</li> </ul>	<ol style="list-style-type: none"> <li>'On this _____ bus: get _____ / Tabard Inn to Canterbury Cathedral'</li> <li>from the grime to the clean-cut iambic./rime royale, rant or rap, get your slam kick</li> <li>'Chaucer Tales, track by track, here's the remix'</li> </ol>
'Paradise Lost' John _____	<ul style="list-style-type: none"> <li>The journey of _____ to _____</li> </ul>	<ol style="list-style-type: none"> <li>'Of Man's First _____, and the _____ / Of that _____'</li> <li>'Who first _____ them to that _____?'</li> <li>'Him the _____ Power / Hurd headlong _____ from th' _____ Skie'</li> </ol>
'The Road Not Taken' Robert _____	<ul style="list-style-type: none"> <li>Reflecting on the journey taken between _____</li> <li>The journey as a _____ for a _____</li> </ul>	<ol style="list-style-type: none"> <li>'I took the one _____ by, / And that has _____ all the _____'</li> <li>'And _____ that morning _____'</li> <li>'I shall be _____ this with a _____ / Somewhere _____ and _____ hence'</li> </ol>
'My Father Thought It' Simon _____	<ul style="list-style-type: none"> <li>The journey of _____</li> </ul>	<ol style="list-style-type: none"> <li>'My _____ thought it _____ / the day I _____ home with a _____ of _____ in my ear'</li> <li>'the _____ became a _____, became a _____, and _____'</li> <li>'At _____, it comes as no _____ to _____ / my own voice _____ like a _____'</li> </ol>
'Gap Year' Jackie _____	<ul style="list-style-type: none"> <li>The journey of _____</li> <li>The journey of a _____</li> </ul>	<ol style="list-style-type: none"> <li>'I remember your _____ before you were _____'</li> <li>'A _____ and a _____ ago, you were _____ in your _____'</li> <li>'I have a _____ out in the _____'</li> </ol>

## Vocabulary: Key words

immigrant-: a _____ who _____ to live in another _____ permanently. When _____ travel to a _____ place, they _____.
dialect: a form of _____ that is used in a _____ area.
astrology: the study of the _____ and how their _____ affects _____. <b>Astrologers</b> study the _____.
remix: to _____ or improve something that _____.
slang: very _____ language used by particular _____ of people. It is usually _____ rather than _____.
domineering: trying to _____ others.
emulate: _____
endeavour: to try _____ or to _____ something
mendacious: _____

## Terminology: Key words

comparative statement: These statements clearly _____ what the _____ have in _____ and how they are _____
dramatic irony: When the _____ is _____ of something that a _____ is _____.
discourse markers: A _____ or _____ that _____ to organise _____
personification: a type of _____ used by _____ to make something seem like it is _____ with a _____ personality.
epic: a long, _____ poem
Venn diagram: a _____ representing _____ elements represented by _____.

## Historical Context:

Nichols is an _____ who wrote about the _____ experience. She uses _____ in her poems and is influenced by the _____ nature of _____.
Willis was a _____ in _____. Many people hoped for _____ rather than live as a _____. For them, the _____ of being taken to _____ after _____ would have given them _____.
Many people in the _____ era believed _____ influenced many things like the _____, _____, _____ and _____. Astrology was a _____ that was used alongside other _____ theories.
A gap year is a year between _____ and _____ or _____ or _____. Most people _____ the year _____ or _____.

## Comparative Writing:

- Identify \_\_\_\_\_ and \_\_\_\_\_ between poems.
- To see how different \_\_\_\_\_, with different \_\_\_\_\_ and \_\_\_\_\_, \_\_\_\_\_ about the same \_\_\_\_\_.
- To see how different writers use the same \_\_\_\_\_.
- To see how \_\_\_\_\_ on \_\_\_\_\_ have \_\_\_\_\_ over \_\_\_\_\_.
- To \_\_\_\_\_ the \_\_\_\_\_ better.



What we are learning this term:
<p>A. Symbol equations                  B. Metals and non-metals                  C. Reactivity of metals                  D. Displacement reactions</p>

8 Key Words for this term
<p>1. Reactant                  2. Product                  3. Salts                  4. Displacement                  5. Reactivity                  6. Properties                  7. Extraction                  8. Electrolysis</p>

A.	What is a symbol equation?
<p>A symbol equation is a short-hand way of showing a chemical reaction using chemical symbols</p>	
<p>What would the symbol equation be?                  Potassium + Chlorine → Potassium Chloride</p>	
$2K + Cl_2 \rightarrow 2KCl$	
Why are symbol equations important?	
<ul style="list-style-type: none"> <li>• They are a quick way of showing a reaction.</li> <li>• They are universal – all languages recognise them</li> <li>• You can see how many of each molecule is used in the reaction if you balance it</li> </ul>	

B.	What products are made when a metal reacts with water?
<p>Some metals are so reactive they react with water. The products are hydrogen gas and a metal hydroxide</p>	
What are the word and symbol equations for the reaction of Sodium metal with water?	
<p><b>Sodium + Water → Sodium Hydroxide + Hydrogen</b>  <math display="block">2Na + 2 H_2O \rightarrow 2NaOH + H_2</math></p>	
Which metals have a strong reaction with water?	
<p>Lithium, Sodium, Potassium and Calcium</p>	

B.	What differences are there between metals and non-metals?	
	Metals	Non-metals
Where are they found in the periodic table?	Metals are found on the left of the periodic table	Non-metals are found on the right hand side
What charge do they form?	Metals form positive ions (Lose electrons)	Non-metals form negative ions (Gain electrons)

B.	What products are made when a metal reacts with acid?
<p>When a metal reacts with acid, a <b>salt and hydrogen gas</b> are made.</p>	
What is a salt?	
<p>A compound where a metal is bonded to a non-metal – example is sodium chloride</p>	
What are the word and symbol equations for the reaction of Sodium metal with Hydrochloric acid?	
<p><b>Sodium + Hydrochloric acid → Sodium Chloride + Hydrogen</b>  <math display="block">2Na + 2 HCl \rightarrow 2NaCl + H_2</math></p>	

C.	What is the reactivity series?
<p>A table which ranks metals on relative reactivity.</p>	
<p>Can you come up with a way to remember the order of the metals in the reactivity series?</p>	
	<p>potassium <b>most reactive</b> K                  sodium Na                  calcium Ca                  magnesium Mg                  aluminium Al                  carbon C                  zinc Zn                  iron Fe                  tin Sn                  lead Pb                  hydrogen H                  copper Cu                  silver Ag                  gold Au                  platinum <b>least reactive</b> Pt</p>



What we are learning this term:	
A.	Symbol equations
B.	Metals and non-metals
C.	Reactivity of metals
D.	Displacement reactions

8 Key Words for this term	
1. Reactant	5. Reactivity
2. Product	6. Properties
3. Salts	7. Extraction
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Why are symbol equations important?	

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Which metals have a strong reaction with water?	

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	Metals	Non-metals
Where are they found in the periodic table?		
What charge do they form?		

B.	What products are made when a metal reacts with acid?
What is a salt?	
What are the word and symbol equations for the reaction of Sodium metal with Hydrochloric acid?	

C.	What is the reactivity series?
Can you come up with a way to remember the order of the metals in the reactivity series?	
	<p>potassium <b>most reactive</b> K</p> <p>sodium Na</p> <p>calcium Ca</p> <p>magnesium Mg</p> <p>aluminium Al</p> <p><b>carbon</b> C</p> <p>zinc Zn</p> <p>iron Fe</p> <p>tin Sn</p> <p>lead Pb</p> <p><b>hydrogen</b> H</p> <p>copper Cu</p> <p>silver Ag</p> <p>gold Au</p> <p>platinum <b>least reactive</b> Pt</p>



<b>D,</b>	<b>What is a displacement reaction?</b>
A more reactive metal will displace a less reactive metal from its compounds	
<b>What will happen when Magnesium metal is added to copper sulphate solution?</b>	
Magnesium will displace copper to form Magnesium Sulphate and Copper	
<b>What is the word and symbol equation for this reaction?</b>	
Copper Sulphate + Magnesium → Magnesium Sulphate + Copper $CuSO_4 + Mg \rightarrow MgSO_4 + Cu$	
<b>Why do displacement reactions happen?</b>	
A more reactive metal is more stable as an ion	

<b>D,</b>	<b>What is Extraction by Carbon?</b>
Carbon can displace elements that are below it from their compounds. This means they can be used to extract some metals from their ores.	
<b>Which metals is extraction by carbon used to extract?</b>	
Carbon can be used to extract metals from zinc downwards (Zinc, iron, tin, lead, copper)	
<b>What is an example word and symbol equation?</b>	
<ul style="list-style-type: none"> <li><b>Example: Lead Oxide + Carbon → Lead + Carbon Dioxide</b>  <math>PbO_2 + C \rightarrow Pb + CO_2</math></li> </ul> This reaction is an example of a reduction reaction as the lead has lost oxygen.	
<b>What is a reduction reaction?</b>	
When an atom loses an oxygen atom	
<b>What are the downsides of using this method?</b>	
High temperatures needed. Very expensive. Production of CO <sub>2</sub> .	

<b>D,</b>	<b>What is an ore?</b>																
Most metals are found in compounds in the Earth's crust. We call these compounds <b>ores</b> . You usually dig them up and extract the metal.																	
<b>What is a Native metal?</b>																	
A metal which does not need to be extracted from its compound.																	
<b>D,</b>	<b>How are some metals extracted?</b>																
Metals are either found in the ground as a native metal, extracted by carbon, or extracted by electrolysis																	
<table style="margin-left: auto; margin-right: auto;"> <tr> <td>Potassium</td> <td rowspan="3" style="font-size: 2em;">}</td> <td rowspan="3">Extracted from their ores by <b>electrolysis</b> (using electricity)</td> </tr> <tr> <td>Sodium</td> </tr> <tr> <td>Aluminium</td> </tr> <tr> <td>Carbon</td> <td rowspan="5" style="font-size: 2em;">}</td> <td rowspan="5">Extracted from their ores by <b>reduction</b> by carbon</td> </tr> <tr> <td>Zinc</td> </tr> <tr> <td>Iron</td> </tr> <tr> <td>Copper</td> </tr> <tr> <td>Silver</td> </tr> <tr> <td>Gold</td> <td rowspan="2" style="font-size: 2em;">}</td> <td rowspan="2">No extraction necessary – found pure in the ground.</td> </tr> <tr> <td></td> </tr> </table>		Potassium	}	Extracted from their ores by <b>electrolysis</b> (using electricity)	Sodium	Aluminium	Carbon	}	Extracted from their ores by <b>reduction</b> by carbon	Zinc	Iron	Copper	Silver	Gold	}	No extraction necessary – found pure in the ground.	
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Iron																	
Copper																	
Silver																	
Gold	}	No extraction necessary – found pure in the ground.															

<b>D,</b>	<b>What is electrolysis?</b>
The breaking down of a substance using electricity	
<b>Which metals are extracted by electrolysis</b>	
Metals more reactive than carbon – potassium, sodium, aluminium	
<b>What are the downsides of this method?</b>	
It is very expensive, compounds have to be molten or in solution for it to work	





D, What is a displacement reaction?

What will happen when Magnesium metal is added to copper sulphate solution?

What is the word and symbol equation for this reaction?

Why do displacement reactions happen?

D, What is Extraction by Carbon?

Which metals is extraction by carbon used to extract?

What is an example word and symbol equation?

What is a reduction reaction?

What are the downsides of using this method?

D, What is an ore?

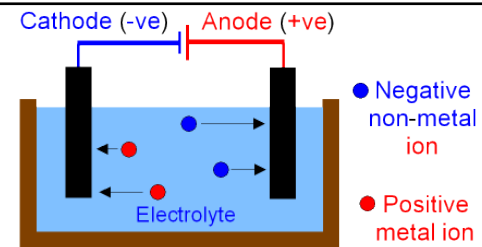
What is a Native metal?

D, How are some metals extracted?

D, What is electrolysis?

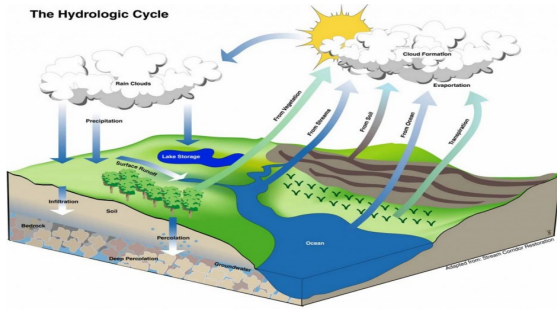
Which metals are extracted by electrolysis

What are the downsides of this method?



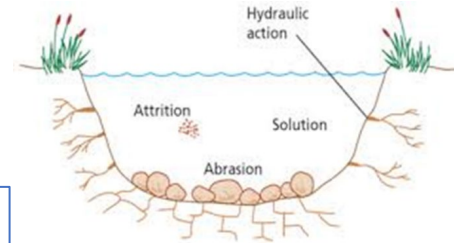


The Hydrologic Cycle



**What are we learning this term**

A. The Hydrological cycle  
 B. Drainage basins  
 C. Factors influencing the hydrological cycle  
 D. Key terms



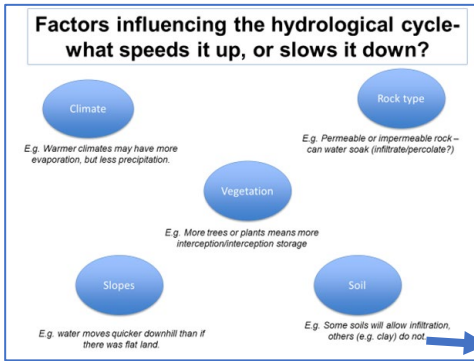
Erosion in a river has a number of different forms.

A.	The hydrological cycle
The hydrological cycle is a closed system. This means that water never leaves, or enters the cycle of water from sea, land and atmosphere. The cycle is important because it shows us how water can enter the drainage basin, and how water can be responsible for increasing or decreasing our risk of flooding. Key words include:	
Evaporation	the process of water turning from a liquid in to water vapour as it is warmed.
Transpiration	Transpiration – the loss of water from trees and plants
Condensation	water vapour returning to a liquid once cooled.
Interception	water being trapped by tree leaves and plant leaves
Surface run off	water travelling <b>over</b> the land
Infiltration	water soaking into the soil
Throughflow	water flowing downhill in the soil
Percolation	water passing vertically through soil and rock
Groundwater flow	water flowing vertically through rock.
Channel flow	water flowing in a river channel
Channel storage	water being stored in the river



The drainage basin is the area of land drained by a river and its tributaries. Its boundary is the watershed. The start of a river is called the source, and the end of the river as it enters the sea is the mouth. The main river channel may be joined by smaller rivers called tributaries, and this meeting point is called a confluence.

Some factors will influence the way that water travels to the river – see below.



Hydrographs are a method to show us the relationship between rainfall and discharge (the amount of water in the river at a given time). Hydrographs can help us to predict the risk of flooding, but also can help us to understand how water has made it's way the river...

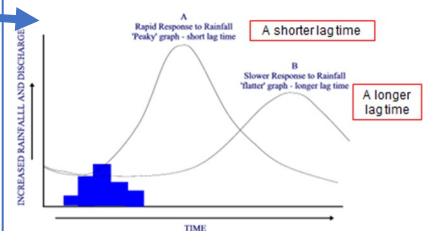
D	Key terms
Attrition	is the 'smashing' of sediment against each other to become more rounded.
Hydraulic action	is the sheer force of the water breaking down the river banks and bed.
Corrosion (solution)	is the dissolving of material.
Abrasion (corasion)	is the action of sediment scraping against the bed and bank of the river (like sandpaper

**Transportation.**

- Transportation happens in one of four ways:
- As solution: dissolved minerals carried in the water.
- Suspension: Small particles of rock and soil are carried along – they make the water look cloudy or muddy.

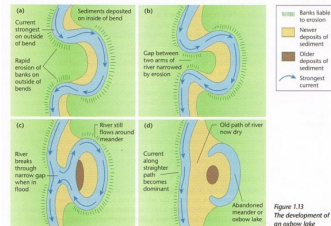
- As saltation: sand grains and small stones just bounce along.
- As traction: Larger stones and rocks get rolled along.

The lag time of a hydrograph is the time between the peak rainfall and the peak discharge. If this is long (e.g. b) then it means water will have infiltrated rather than moved through surface run off, as surface run off would cause water to enter the river quickly, and so our hydrograph would have a shorter lag time (e.g. a).



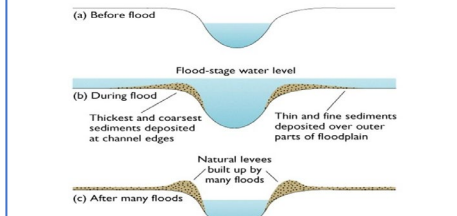


E	Reducing flooding
Rivers flooding can be caused by a number of factors. These could be human factors:	
Farming	ploughing can cause water to collect in the troughs and run directly in to the river.
Urbanisation	building with tarmac and concrete does not allow infiltration so water moves to the river through surface run off, or might sit on the land.
Deforestation	cutting down trees will reduce interception storage and increase surface run off.
Or physical factors:	Or physical factors:
Weather and climate:	hotter weather increases evaporation which will then decrease the amount of discharge. Colder weather will cause more surface run off as frozen ground cannot infiltrate water.
High amounts of rainfall	saturated ground will not infiltrate further rainfall, which increases surface run off, and therefore the discharge in the river.
Steep land	steep land increases surface run off and therefore the discharge in the river

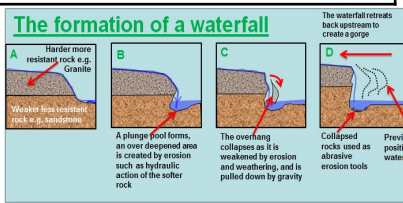


A meander is a bend in a river. Erosion happens on the outside of the bend as the velocity is faster. Deposition happens on the inside of the bend as velocity is slowest. This meander may over time become an oxbow lake as erosion on the outside of the bend exaggerates the bend, and when the river floods, water might take the quickest route – therefore cutting off the bend!

**Formation of Natural Levees**



A waterfall will form when bands of hard and soft rock lie on top of each other. Over time the hard (more resistant) rock will be eroded, and therefore the soft rock will be eroded vertically. This creates a plunge pool – and overtime the waterfall will retreat backwards creating a gorge.



**Banbury Floods:**

**What has been done to reduce flooding?**

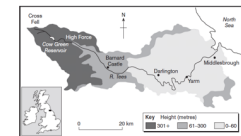
- A361 raised, and drainage below the road improved.
- Earth embankments built.
- Floodwalls built.
- Pumping station to transfer excess water.
- Creation of new Biodiversity Action Plan to allow nature to 'soak' up excess water.

Banbury is located in the Cotswolds, north of Oxford.

**What were the costs/benefits?**

**Impacts of flooding:**  
In 1998 flooding led to the closure of the railway station, local roads and caused £12.5m damage. More than 150 homes and businesses were affected. In 2007 these impacts were repeated.

**Socially:** quality of life has improved, reduced levels of anxiety of flooding, the A361 will no longer need to be closed.  
**Economically:** Cost £18.5m, but benefits of protecting are over £100m!  
**Environmentally:** Small reservoir created from earth taken for embankments, new Biodiversity Action Plan has created new habitats, and floodplain protected for flooding.



The river is 85 miles long, and drains an area of 710 square miles. Its source is in the Pennine hills, and flows in to the North Sea at Middlesbrough.

**Middle/lower course:** There are good examples of meanders, levees and floodplains along the River Tees. The natural levees have built up over time as the river floods and sediment is deposited on the banks of the river. There are large industries in the lower course of the river, making the most of the flat land and river's flow in to the North Sea. This area of the river needs high levels of management. In Yarn there are extensive flood protection methods.

**Upper course:** The upper course of the river has impressive waterfalls. The river drops 20m in a single sheet of water – High Force Waterfall (tallest in England). The waterfall has retreated back overtime to form a gorge. There are high v-shaped valleys, and interlocking spurs in the upper course of the river.

The river has been straightened and widened over time to allow navigation for industry and trade.

The image above tracks the journey of a river from source to mouth. Note that the river starts on high land, and meets the sea on flat land. The features of a river will change from source to mouth. This is due to erosion and transportation of material. Typically larger material is found in the upper course of a river, and the material reduces in size as it makes its way to the mouth. Erosion will change from vertical (downwards) to horizontal erosion.

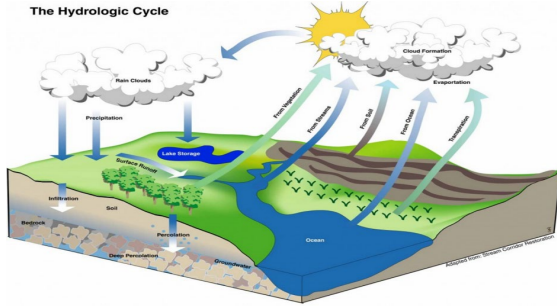
River flooding might bring a lot of effects to an area. They are worse in LICs as the countries are unable to prepare, or protect. These impacts can be social, economic or environmental.

**Social:** loss of homes, death, loss of possessions etc.



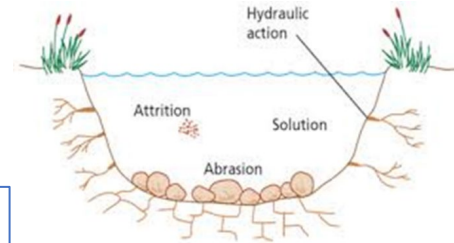
**Economic:** Cost of repairs, loss of income from flooded farmland, loss of business, loss of jobs etc.

**Environmental:** Damaged habitats, destroyed land, contaminated water sources etc.



**What are we learning this term**

A. The Hydrological cycle  
 B. Drainage basins  
 C. Factors influencing the hydrological cycle  
 D. Key terms



Erosion in a river has a number of different forms.

A.	The hydrological cycle
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Evaporation	
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Percolation	
Groundwater flow	
Channel flow	
Channel storage	



The drainage basin is the

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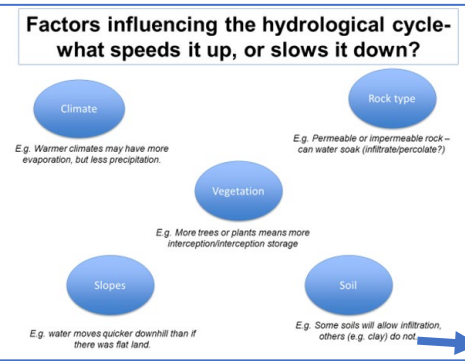
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Some factors will influence the way that water travels to the river – see below.



Hydrographs are

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**Transportation.**

- Transportation happens in one of four ways:
- As solution: dissolved minerals carried in the water.
- Suspension: Small particles of rock and soil are carried along – they make the water look cloudy or muddy.

The diagrams show saltation (sand grains and small stones bouncing along) and suspension (small particles of rock and soil being carried along).

- As **saltation**: sand grains and small stones just bounce along.
- As **traction**: Larger stones and rocks get rolled along.

The diagrams show saltation (sand grains and small stones bouncing along) and traction (larger stones and rocks being rolled along).

The lag time of a hydrograph is

\_\_\_\_\_

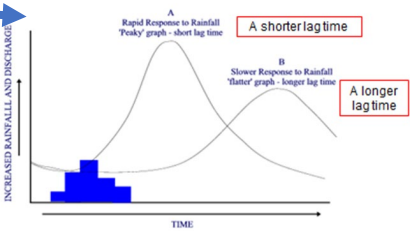
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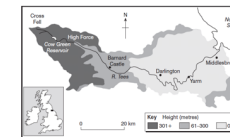
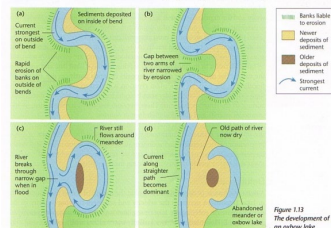
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E	Reducing flooding
Rivers flooding can be caused by a number of factors. These could be human factors:	
Farming	
Urbanisation	
Deforestation	
Or physical factors:	
Weather and climate:	
High amounts of rainfall	
Steep land	

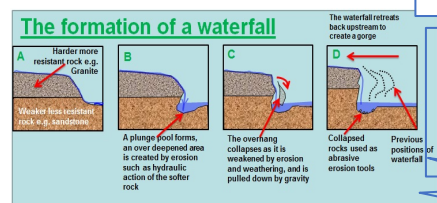
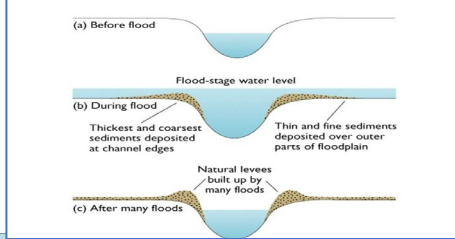


Middle/lower course:

Upper course:

A meander is \_\_\_\_\_. Erosion happens on \_\_\_\_\_ as the velocity \_\_\_\_\_. \_\_\_\_\_ happens on the inside of the bend as velocity \_\_\_\_\_. This meander may over time become \_\_\_\_\_ as erosion on the \_\_\_\_\_ of the bend exaggerates the bend, and when the river floods, water might take the quickest route – \_\_\_\_\_!

### Formation of Natural Levees



Banbury Floods: What has been done to reduce flooding?

Banbury is located in the Cotswolds, north of Oxford.



Impacts of flooding:

What were the costs/benefits?

**What we are learning this term:**

- The Rise of Dictatorships in Europe
- How successful were the Allied forces at the start of the Second World War?
- How can 1942 be considered a turning point for the Allies in the Second World War?
- The Homefront: Britain and Germany
- How did the Allied forces win the Second World War?

**Section A: Keywords**

1. Blitzkrieg – intense military campaign intended to bring a quick victory
2. Collectivism – giving a group priority over an individual
3. Communism - An economic and political system in which all property is state-owned
4. Democracy - A political system that allows the people to vote on how the country is run
5. Dictator - A single strong leader who can do what they want and has complete power
6. Dictatorship – governed by a dictator
7. Evacuation – the action of leaving a place
8. Fascism – a nationalistic right-wing system of government
9. Hyperinflation – the rapid inflation of money
10. Luffewaffe – German air force
11. Morale – the confidence or enthusiasm of a group
12. Propaganda - misleading information used to further a political cause
13. Ration – fixed amount of goods allowed to each person during a time of shortage
14. Totalitarianism – a system of government that is run by a dictator and needs complete subservience to the state.
15. Totalitarian - A form of rule in which the government or leader has unlimited power over all aspects of society
16. Autocracy - A system of government by one person with absolute power
17. Bolsheviks - The radical left-wing political group which seized control of the Russian government in 1917
18. Proletariat - Used by communists to describe the working class
19. Tsar - The Russian emperor
20. Collectivisation - The grouping together of farms to be owned by the state
21. Industrialisation - The widescale development of industries in a country
22. Purge - To remove a group of people from an organisation
23. Soviet Union - Or USSR, the new name for Russia under Communist control
24. Fuhrer - Hitler's title from 1934, when he became the absolute ruler of Germany
25. Police state - A country where the government uses the police to spy on the people and stamp out opposition
26. Weimar Republic - The German democratic government established after WWI

**Year 9 Term 3 History Knowledge organiser: Topic: World War Two**

**Section B:**

**Dictatorships in Europe**

Stalin

- After the Revolution there was a Civil War in Russia
- From the Revolution and Civil War, Russia faced many problems, like worker unrest
- Lenin died in 1924, and by 1929 Stalin was in power and built a totalitarian state
- To solve the economic problems, Stalin introduced collectivisation
- The human cost of Stalin's policy was high, with millions dying from famine and many being forced into slave labour

Mussolini

- As Italy joined the allies in 1915 during WW1, it wanted a share in the victory at the Treaty of Versailles. However, Italy did not gain the territory it wanted and some people in Italy were outraged.
- There was also a fear of communism growing in Italy following the revolution in Russia.
- From 1920, Fascist Squads worked to intimidate socialists, and they generally accepted Mussolini as their leader.
- By 1922, Mussolini was in power in Italy and was working to consolidate his dictatorship.

Hitler

- Germany was badly damaged by the Treaty of Versailles and many German people were not happy.
- There was a growing fear of communism in Germany following the revolution in Russia.
- There had been attempts by communists and fascists to overthrow the Weimar government (the Spartacist Revolt and the Munich Putsch).
- Increased support for the Nazis grew over the period of economic struggles in Weimar Germany, such as Hyperinflation.
- By the early 1930s, Hitler was working to consolidate his power as a dictator in Germany.

**Section C: The War Before 1941**

- Operation Sichelschnitt in 1940 – the German war plan to invade France. They were successful and managed to capture Paris and encircle the Allied Forces in the North of France.
- Operation Dynamo – The mass evacuation of Allied forces from the North of France from Dunkirk following Operation Sichelschnitt. This resulted in the successful evacuation of over 338,000 soldiers from France.
- The Battle of Britain – After the Allied evacuation from Dunkirk, Hitler launched Operation Sealion, an attempt to invade Britain. The Royal Air Force (RAF) managed to stop the attempted invasion.

**Section D: The War by 1942**

- Operation Barbarossa was launched in 1941 and was an attempt by Germany to invade the Soviet Union. This plan ultimately failed due to Germany using a weak military, having poor logistics – such as being unprepared for the Russian winter – and the failure at the Battle of Stalingrad. This also brought the USSR into the war on the side of the Allied forces.
- In December 1941, Japan bombed US naval forces at Pearl Harbour in Hawaii. Following the attack on Pearl Harbour, the USA entered the war on the side of the Allied forces.
- Germany now faced the potential of fighting a war on too fronts if there was a successful Allied invasion of Northern France.

**Section F: The War after 1942**

- Operation Overlord – The successful Allied invasion of Northern France, through the use of co-ordinated land, sea and air forces. This began on 6<sup>th</sup> June 1944 with the Allied forces landing on the beaches of Normandy, also known as the D-Day landings.
- The Siege of Berlin – With Germany fighting a war on two fronts, the Allies and the USSR continued to push into Germany. On 20<sup>th</sup> April 1945, Soviet troops had seized Berlin and Nazi Germany surrendered, bringing an end to the war in Europe.
- On the 6<sup>th</sup> and 9<sup>th</sup> August 1945, two atomic bombs (nuclear weapons) were dropped on Japanese cities Hiroshima and Nagasaki by Allied forces. This brought the surrender of Japan and the end of the Second World War. This remains the only use of nuclear weapons in armed conflict.

**Section E: The Homefront**

Britain

- From 1940, there were regular bombing by the Luftwaffe on British cities, known as the Blitz. Children were evacuated to the countryside during this period.
- Women worked factories and farming to maintain the supply of men to fight in the war.
- Rationing was introduced as trading was dangerous during wartime.

Germany

- Germany also faced the bombing of major cities by Allied forces, such as the bombing of Dresden.
- Rationing was also introduced in Germany.
- Propaganda was key in maintaining morale in Germany, but by 1943 the mood of the public began to change as the tide of war began to change.

<b>1917</b>	<b>1918</b>	<b>1919</b>	<b>1920</b>	<b>1922</b>	<b>1923</b>	<b>1924</b>
<b>The Russian Revolution- Bolsheviks seize control of Russia</b>	<b>The signing of the armistice and the end of World War One</b>	<b>Germany forced to sign The Treaty of Versailles</b>	<b>The use of fascist squads by Mussolini</b>	<b>Mussolini was in power in Italy</b>	<b>The Munich Putsch</b>	<b>Death of Lenin</b>
<b>1917</b>	<b>1918</b>	<b>1919</b>	<b>1920</b>	<b>1922</b>	<b>1923</b>	<b>1924</b>
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					<b>Hyperinflation started in Germany</b>	
					<b>Hyperinflation started in Germany</b>	

# Year 9 Term 1 History Knowledge organiser: Topic: World War Two

What we are learning this term:

	<b>Section B:</b>		<b>Dictatorships in Europe</b>		<b>Section C: The War Before 1941</b>		
	<u>Stalin</u>	<u>Mussolini</u>	<u>Hitler</u>				
<b>Section A: Keywords</b>							
<ul style="list-style-type: none"> <li>• Blitzkrieg –</li> <li>• Collectivism –</li> <li>• Communism -</li> <li>• Democracy -</li> <li>• Dictator -</li> <li>• Dictatorship –</li> <li>• Evacuation –</li> <li>• Fascism –</li> <li>• Hyperinflation –</li> <li>• Luftwaffe –</li> <li>• Morale –</li> <li>• Propaganda -</li> <li>• Ration –</li> <li>• Totalitarianism –</li> <li>• Totalitarian -</li> <li>• Autocracy -</li> <li>• Bolsheviks -</li> <li>• Proletariat -</li> <li>• Tsar -</li> <li>• Collectivisation -</li> <li>• Industrialisation -</li> <li>• Purge -</li> <li>• Soviet Union -</li> <li>• Fuhrer -</li> <li>• Police state -</li> <li>• Weimar Republic -</li> </ul>	<b>Section E: The Homefront</b>				<b>Section F: The War after 1942</b>		
	<u>Britain</u>		<u>Germany</u>				
	<b>1917</b>	<b>1918</b>	<b>1919</b>	<b>1920</b>			
	<b>1917</b>	<b>1918</b>	<b>1919</b>	<b>1920</b>	<b>1922</b>	<b>1923</b>	<b>1924</b>

## Year 9 Term 1 History Knowledge organiser: Topic: World War Two

<p><b>What we are learning this term:</b></p> <ul style="list-style-type: none"> <li>• The Rise of Dictatorships in Europe</li> <li>• How successful were the Allied forces at the start of the Second World War?</li> <li>• How can 1942 be considered a turning point for the Allies in the Second World War?</li> <li>• The Homefront: Britain and Germany</li> <li>• How did the Allied forces win the Second World War?</li> </ul>	<p><b>Section B:</b></p>	<p><b>Dictatorships in Europe</b></p>		<p><b>Section C: The War Before 1941</b></p> <ul style="list-style-type: none"> <li>- Operation Sichelschnitt in 1940 –</li> <li>- Operation Dynamo –</li> <li>- The Battle of Britain –</li> </ul>
	<p><u>Stalin</u></p>	<p><u>Mussolini</u></p>	<p><u>Hitler</u></p>	
			<p>-</p>	<p><b>Section D: The War by 1942</b></p> <ul style="list-style-type: none"> <li>- Operation Barbarossa w</li> <li>- In December 1941,</li> </ul>
<p><b>Section A: Keywords</b></p> <ul style="list-style-type: none"> <li>• Blitzkrieg –</li> <li>• Collectivism –</li> <li>• Communism –</li> <li>• Dictatorship –</li> <li>• Evacuation –</li> <li>• Fascism –</li> <li>• Hyperinflation –</li> <li>• Luffewaffe –</li> <li>• Morale –</li> <li>• Propaganda -</li> <li>• Ration –</li> <li>• Totalitarianism –</li> </ul>				<p><b>Section F: The War after 1942</b></p> <ul style="list-style-type: none"> <li>- Operation Overlord –</li> <li>- The Siege of Berlin –</li> <li>- On the 6<sup>th</sup> and 9<sup>th</sup> August 1945,</li> </ul>
		<p><b>Section E: The Homefront</b></p>		
	<p><u>Britain</u></p>	<p><u>Germany</u></p>		

1917	1918	1919	1920	1922	1923	1924	1929	1934	1938	1939	1940	1941	1944	1945
<p><b>Section G: Timeline</b></p>														





What we are learning this term:	
A. Key words B. Religion and equality C. Racism D. Gender	E. LGBTQ F. Disability
A.	Can you define these key words?
Key words	Key definition
Equality	The state of being equal in status, rights or opportunities
Discrimination	The unequal treatment of different groups of people based on race, age, sex etc.
Prejudice	A negative opinion about someone before knowing them based on their belonging to a certain group
Privilege	A special right or advantage given to a person or group
Racism	Discriminating against or preferring someone based on their race
Feminism	A movement fighting for women's rights
Status	A person's position in society
Persecution	mistreatment of an individual or group due to race, religion, gender, sexuality, etc.
Disability	A physical or mental condition that limits a person's movements, senses or activities
Diversity	The practice or quality of including or involving a range of different people

F	Disability
	<ul style="list-style-type: none"> <li>Disability discrimination is illegal (being treated badly or put at a disadvantage due to disability)</li> <li>Bible – Jesus healed the sick and help disabled people</li> <li>Qur'an – encourages good treatment and giving help to those who are disabled</li> <li>Buddhism and Hinduism – disability comes from bad karma</li> </ul>

B	Equality and religion
	<ul style="list-style-type: none"> <li>People experience prejudice due to sex, disability, race, sexual orientation</li> <li>Equality is important to make society fair</li> <li>Christianity – “you are all one in Christ”</li> <li>Hinduism – the Divine is present in all human beings</li> <li>Islam – the only way one human is better than another is through goodness</li> </ul>

C	Racism
	<ul style="list-style-type: none"> <li>Islam – “There is no superiority...”</li> <li>Christianity – “You are all one in Christ”</li> <li>Hinduism – “There is none high or low amongst you”</li> <li>The Bible, says “slaves obey your masters” and some use this to justify actions e.g. Ku Klux Klan.</li> <li>Quakers are Christians who called for the liberation of Slaves</li> <li>Martin Luther King was inspired by Christianity</li> </ul>

D	Gender				
	<table border="0"> <tr> <td>Gender equality is equal access to resources and opportunities regardless of gender</td> <td>Women in worship</td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>Christianity – God made men and women differently</li> <li>Traditional gender roles in many religions</li> <li>Islam - “the Messenger of God never struck a woman, child or a servant”</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>Catholic church does not allow women into priesthood</li> <li>Men and women worship in the Mosque separately from men</li> <li>Some mosques are now female led</li> <li>Catholic Women's Ordination campaign for women to have the right to be ordained</li> </ul> </td> </tr> </table>	Gender equality is equal access to resources and opportunities regardless of gender	Women in worship	<ul style="list-style-type: none"> <li>Christianity – God made men and women differently</li> <li>Traditional gender roles in many religions</li> <li>Islam - “the Messenger of God never struck a woman, child or a servant”</li> </ul>	<ul style="list-style-type: none"> <li>Catholic church does not allow women into priesthood</li> <li>Men and women worship in the Mosque separately from men</li> <li>Some mosques are now female led</li> <li>Catholic Women's Ordination campaign for women to have the right to be ordained</li> </ul>
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E.	LGBTQ
	<ul style="list-style-type: none"> <li>Homosexuality was illegal in the UK until 1967</li> <li>Members of the LGBTQ community have faced persecution in the UK and abroad</li> <li>Christianity – “God created man in His image”</li> <li>Christianity – “You shall not lie with a male as with a woman; it is an abomination”</li> <li>Buddhism, Sikhism and Hinduism do not mention homosexuality</li> <li>Dalai Lama – “a relationship between two men is wrong”</li> <li>Catholic – Welcomes all those who are homosexual but invites them to live a life of <b>celibacy</b></li> </ul>



What we are learning this term:	
A. Key words B. Religion and equality C. Racism D. Gender	E. LGBTQ F. Disability
A.	Can you define these key words?
Key words	Key definition
Equality	The state of being _____ in status, rights or opportunities
Discrimination	The unequal treatment of different groups of people based on _____
Prejudice	_____ about someone before knowing them based on their belonging to a certain group
Privilege	A special right or _____ given to a person or group
Racism	Discriminating against or preferring someone based on _____
Feminism	A movement fighting for women's rights
Status	A persons _____
Persecution	mistreatment of an individual or group due to _____
Disability	A physical or mental condition that limits a person's _____
Diversity	The practice or quality of including or involving _____

F	Disability
	<ul style="list-style-type: none"> <li>Disability discrimination is illegal (being treated badly or put at a disadvantage due to disability)</li> <li>Bible – Jesus healed _____</li> <li>Qur'an – encourages good treatment and giving help to _____</li> <li>Buddhism and Hinduism – disability comes from _____</li> </ul>

B	Equality and religion
	<ul style="list-style-type: none"> <li>People experience prejudice due to sex, disability, ~ _____</li> <li>Equality is important to make society _____</li> <li>Christianity – “you are all _____”</li> <li>Hinduism – the _____ is present in all human beings</li> <li>Islam – the only way one human is better than another is through _____</li> </ul>

C	Racism
	<ul style="list-style-type: none"> <li>Islam – “There is no _____.”</li> <li>Christianity – “You are all one in Christ”</li> <li>Hinduism – “There is _____ amongst you”</li> <li>The Bible, says “slaves obey your _____” and some use this to justify actions e.g. Ku Klux Klan.</li> <li>Quakers are Christians who called for the liberation of _____</li> <li>_____ was inspired by Christianity</li> </ul>

D	Gender
<p>Gender equality is equal access to resources and opportunities regardless of _____</p> <ul style="list-style-type: none"> <li>Christianity – God made men and women _____</li> <li>Traditional _____ in many religions</li> <li>Islam - “the Messenger of God never _____ a woman, child or a _____”</li> </ul>	<p>Women in worship</p> <ul style="list-style-type: none"> <li>Catholic church does not allow _____ into _____</li> <li>Men and women worship in the _____ separately from _____</li> <li>Some _____ are now female led</li> <li>Catholic Women's Ordination campaign for women to have the right to be _____</li> </ul>

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**GCSE Unit 2 SPANISH Knowledge organiser.**  
**Topic Technology in Everyday Life**



**What we are learning this term:**

- A. Saying how you keep in touch via the internet
- B. Picking out key words when reading
- C. Giving opinions about online messaging
- D. Talking about using a mobile
- E. Give opinions about mobile technology

**6 Key Words for this term**

- |                   |                 |
|-------------------|-----------------|
| 1. chateo         | 4. sala de chat |
| 2. redes sociales | 5. descargar    |
| 3. en línea       | 6. subir        |

**2.1G Comunicarse por internet**

a veces	sometimes
allí	there
chatear	to chat online
colgar fotos	to post photos
el correo electrónico	email
demasiado/a	too much
hablar	to speak / talk
increíble	incredible
justo/a	fair
el país	country
un poco	a little
propio/a	own
la razón	reason
la red	internet / network
la red social	social network
la sala de chat	chat room
la salida	outing
todos los días	every day
usar	to use
utilizar	to use
la vez	time

**2.2H ¿Podrías vivir sin el móvil y la tableta?**

raras veces	rarely
la sala de chat	chat room
la señal	signal
la tarjeta de crédito	credit card
todo lo contrario	the exact opposite

**2.1F ¿Cómo prefieres mantenerte en contacto?**

comunicarse	to communicate
desafortunadamente	unfortunately
empezar	to start
escoger	to choose
genial	brilliant / great
gratis	free of charge
el hecho	fact
el inconveniente	disadvantage
interactivo/a	interactive
el jefe / la jefa	boss
la letra	letter of the alphabet
mandar	to send
los medios sociales	social media
el móvil	mobile phone
ofrecer	to offer
el ordenador	computer
la pantalla	screen
poder	to be able to
por desgracia	unfortunately
por mi parte	as far as I'm concerned
la revista digital	digital magazine
sencillo/a	simple
tampoco	neither / nor

**2.2G ¡El móvil para todo!**

aunque	although
dar	to give
dar las gracias	to thank
enviar	to send
el juego	game
lento/a	slow
el mensaje de texto	text message
el móvil	mobile phone
navegar la red	to surf the internet
la norma	rule
prohibido	forbidden
el regalo	present, gift
la regla	rule
ridículo/a	ridiculous
roto/a	broken
único/a	only

**Key Verbs**

Descargar To download	Subir To upload	Mandar To send	Hacer – to do/make	Chatear To chat
Descargo I download	Subo I upload	Mando I send	Hago I do	Chateo I chat
Descargas You download	Subes You upload	Mandas You send	Haces You do	Chateas You chat
descarga He/she download	sube He/she uploads	Manda He/she sends	Hace s/he does	Chatea He/she chats
Descargamos We download	Subimos We upload	Mandamos We send	Hacemos We do	Chateamos We chat
Descargan They download	suben They upload	Mandan They send	Hacen They do	Chatean They chat

**2.2F La tecnología portátil**

andar	to walk
archivo	file
borrar	to delete, erase
la canción	song
cargar	to load
contestar	to answer
el correo basura	spam, junk mail
cualquier	any
de vez en cuando	from time to time
el disco duro	hard drive
el espacio	space
igual	same
el ordenador portátil	laptop
sacar fotos	to take photos
sentir	to feel
la tableta	tablet
la tecnología	technology

**2.2H ¿Podrías vivir sin el móvil y la tableta?**

la conexión inalámbrica	wireless connection
chatear	to chat online
correr	to run
darse cuenta de	to realise
en vez de	instead of
las felicidades	best wishes,
congratulations	
felicitar	to send best wishes/to
congratulate	
hasta	until
imprescindible	essential
preocupar	to worry

**2.1H Las redes sociales**

a mi juicio	in my opinion
acosar	to bully
el acoso	bullying
apasionar	to excite
aun	even
bajo	low
compartir	to share
el comportamiento	behaviour
el desarrollo	development
la desventaja	disadvantage
divertirse	to have a good time
gratuito/a	free of charge
mejorar	to improve
el riesgo	risk
el/la seguidor/a	follower
tener éxito	to be successful
el/la usuario/a	user



**What we are learning this term:**

- A. Saying how you keep in touch via the internet
- B. Picking out key words when reading
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**6 Key Words for this term**

- |                   |                 |
|-------------------|-----------------|
| 1. chateo         | 4. sala de chat |
| 2. redes sociales | 5. descargar    |
| 3. en línea       | 6. subir        |

**2.1G Comunicarse por internet**

_____	sometimes
allí	_____
_____	to chat online
_____	to post photos
el correo electrónico	_____
demasiado/a	_____
_____	to speak / talk
_____	incredible
justo/a	_____
el país	_____
_____	a little
_____	own
la razón	_____
_____	internet / network
la red social	_____
la sala de chat	_____
_____	outing
todos los días	_____
usar	_____
_____	to use
la vez	_____

**2.2H ¿Podrías vivir sin el móvil y la tableta?**

raras veces	_____
la sala de chat	_____
_____	signal
la tarjeta de crédito	_____
todo lo contrario	_____

**2.1F ¿Cómo prefieres mantenerte en contacto?**

comunicarse	_____
desafortunadamente	_____
_____	to start
_____	to choose
genial	_____
gratis	_____
_____	fact
el inconveniente	_____
_____	interactive
el jefe / la jefa	_____
_____	letter of the alphabet
mandar	_____
los medios sociales	_____
_____	mobile phone
_____	to offer
el ordenador	_____
la pantalla	_____
_____	to be able to
por desgracia	_____
_____	as far as I'm concerned
la revista digital	_____
sencillo/a	_____
_____	neither / nor

**2.2G ¡El móvil para todo!**

aunque	_____
dar	_____
dar las gracias	_____
_____	to send
_____	game
_____	slow
el mensaje de texto	_____
el móvil	_____
_____	to surf the internet
la norma	_____
prohibido	_____
el regalo	_____
_____	rule
_____	ridiculous
roto/a	_____
único/a	_____

**Key Verbs**

Descargar	_____	Mandar	_____	Chatear	_____
_____	To upload	_____	Hacer –	To chat	_____
Descargo	Subo	_____	_____	Chateo	_____
I download	_____	I send	I do	I chat	_____
Descargas	Subes	Mandas	Haces	_____	_____
_____	You upload	_____	You do	You chat	_____
descarga	sube	Manda	_____	Chatea	_____
He/she download	He/she uploads	He/she sends	s/he does	He/she chats	_____
_____	Subimos	Mandamos	Hacemos	Chateamos	_____
We download	We _____	_____	_____	_____	_____
_____	suben	Mandan	Hacen	_____	_____
They download	They upload	They send	They do	They chat	_____

**2.2F La tecnología portátil**

andar	_____
archivo	_____
_____	to delete, erase
la canción	_____
cargar	_____
contestar	_____
_____	spam, junk mail
cualquier	any
de vez en cuando	from time to time
el disco duro	_____
el espacio	space
_____	same
el ordenador portátil	_____
sacar fotos	to take photos
_____	to feel
la tableta	_____
la tecnología	technology

**2.2H ¿Podrías vivir sin el móvil y la tableta?**

la conexión inalámbrica	_____
chatear	_____
correr	_____
_____	to realise
_____	instead of
_____	best wishes,
congratulations	_____
felicitar	_____ congratulate
hasta	_____
imprescindible	_____
_____	to worry

**2.1H Las redes sociales**

a mi juicio	_____
acosar	_____
_____	bullying
apasionar	_____
_____	even
_____	low
_____	to share
el comportamiento	_____
el desarrollo	_____
_____	disadvantage
_____	to have a good time
gratuito/a	_____
_____	to improve
_____	risk
el/la seguidor/a	_____
_____	to be successful
el/la usuario/a	_____



Translation Practice. G – blue F – orange H - Green	
Mando _____ a mis amigos	I send <b>emails</b> to my friends
Me gusta usar _____	I like to use <b>social networks</b>
Siempre _____ fotos a Instagram	I always <b>upload</b> photos to Instagram
Recibo más _____ en Facebook que Twitter	I receive more <b>messages</b> on FB than Twitter
El _____ es más útil que Facebook	<b>Email</b> is more useful than Facebook
Twitter es menos divertido que las _____	Twitter is less fun than <b>chatrooms</b>
Estoy borrando _____	I am deleting <b>files</b>
Los _____ son muy caros	<b>Laptops</b> are very expensive
Me gusta _____ a los videojuegos	I like <b>playing</b> video games
_____ muchas fotos con mi tableta	I <b>take</b> lots of photos with my tablet
Prefiero _____ correos electrónicos	I prefer <b>to send</b> emails
I hate _____	I hate <b>spam emails</b>
Estamos ayudando a niños usar un _____	We are helping young children to use <b>a laptop</b>
He _____ de usar Instagram	I have <b>stopped</b> using Instagram
Está _____ hablar con su familia en Francia	He's <b>trying</b> to talk to his family in France
He _____ con comprar un móvil nuevo	I have <b>dreamt</b> of buying a new mobile
_____ de hablar con nuestros amigos	<b>We have just finished</b> speaking to our friends
_____ es importante para todos	<b>Technology</b> is important for everyone
He _____ Facebook antes	I have <b>used</b> Facebook before

Key Questions: Answer the following in your own words. Use these model answers	
¿Cómo usas las nuevas tecnologías/los redes sociales?	Todos los días uso las nuevas tecnologías. Uso mi ordenador, mi portátil nuevo, mi móvil y las redes sociales. Uso mi ordenador para ver videos de mis artistas favoritos en YouTube. Uso mi ordenador para hacer mis deberes y uso mi móvil para jugar juegos y subir y descargar fotos de mis amigos en Facebook.
¿Las nuevas tecnologías/los redes sociales son importante para ti? ¿Por qué?	Las redes sociales son muy importantes para mí. Las uso para contactarme con mis amigos, para charlar con mis amigos, para compartir experiencias y fotos, para ver videos de mis músicos favoritos. Ayer usé mi móvil para llamar a mis amigos, mandé mensajes a mis amigos y hice mis deberes.
¿Crees que las redes sociales son buenas o malas? ¿Por qué?	De un lado, lo bueno de las redes sociales es que puedes compartir experiencias y fotos con tus amigos, puedes seguir tus artistas o músicos favoritos. También lo bueno es que es muy rápido y barato mantenerte en contacto con tu familia. Lo malo es que los móviles cuestan mucho dinero, tu vida no es muy privada, es difícil para, es muy fácil ser dependiente de las redes sociales. Lo malo es que las personas no hablan y solo usan sus móviles.
¿Para qué usaste tu ordenador ayer?	Ayer usé mi ordenador para charlar con mis amigos y para mandar mensajes. También, ayer descargué música de la Red y subí fotos en Facebook. Me gustó porque fue entretenido y fue mejor que hacer mis deberes.
¿Qué es tu opinión de Facebook/youtube/skype/Twitter/Instagram?	En mi opinión Facebook etc es muy importante/útil/entretenido/divertido.
¿Podrías vivir sin tu móvil / tu tableta? ¿Por qué?	No podría vivir sin mi móvil. Soy adicto a mi móvil. Lo uso todos los días para contactar con mi familia y es muy importante para buscar información, ayudar con los deberes

Key Grammar	
Forming the preterite (past tense). Always remove the –AR, –ER, –IR endings first	Remember the preterite (past) tense endings for –AR, –ER, –IR verbs. They are: -AR: -é, -aste, -ó, -amos, -astéis, -aron -ER: -í, -íste, -ió, -imos, -istéis, -ieron -IR : -í, -iste, -ió, -imos, -istéis, -ieron
Forming the conditional ('would like to' tense). Always remove the –AR, –ER, –IR endings first	Remember the conditional ('would') tense endings for –AR, –ER, –IR verbs. They are: -AR, –ER, –IR: -ía, -ías, -ía, -íamos, -íais, -ían
Using the immediate future tense IR + A + INFINITIVE	Voy a subir fotos = I'm going to upload photos Va a mandar un correo electrónico = He / She is going to send an email



**GCSE Unit 5 SPANISH Knowledge organiser.**  
**Topic Home, Town, Neighbourhood and Region**



What we are learning this term:	
<p>A. Saying what your house is like          B. Describing your house and where it is          C. Talking about the amenities in your area          D. Discussing the advantages and disadvantages of living in the town and country</p>	
6 Key Words for this term	
1. vivir	4. el hogar
2. alojamiento	5. la casa
3. alquilar	6. las afueras

5.2G ¿Qué se puede hacer donde vives?	
el barrio	neighbourhood, area
la biblioteca	library
la bolera	bowling alley
el bolso	handbag
la carnicería	butcher's
el césped	lawn
el collar	necklace
descansar	to rest
el dinero	money
divertirse	to enjoy oneself, to have a good time
el estanco	tobacconist's (also sells stamps)
los grandes almacenes	department stores
la joyería	jeweller's
la juguetería	toy shop
el mercado	market
la muñeca	doll
el museo	museum
la panadería	baker's
el parque	infant park, playground
la pastelería	cake shop
los pendientes	earrings
la plaza de toros	bull ring
la ropa (de marca)	(designer) clothes
la tienda de comestibles	grocery store, food

5.2F Mi ciudad	
la avenida	avenue
el ayuntamiento	Town Hall
bienvenido/a	welcome
el centro comercial	shopping centre
la ciudad	city, large town
el club de jóvenes	youth club
Correos	Post Office
construir	to build
convertirse en (+ noun)	to become
los espacios verdes	open spaces
la fábrica	factory
fundar	to found
el/la habitante	inhabitant
la iglesia	church
ir de compras	to go shopping
el país	country
la plaza	square (in a town)
el polideportivo	sports centre
el pueblo (small)	town, village, people
el puente	bridge
el puerto	port, harbour
el siglo	century

5.1G Mi casa	
la alfombra	carpet, rug
el armario	cupboard, wardrobe
el ascensor	lift
la butaca	armchair
la cocina	kitchen, cooker, cuisine
cómodo	comfortable, convenient, handy
compartir	to share
el cuarto de baño	bathroom
el dormitorio	bedroom
los electrodomésticos	(electrical) appliances
la escalera	stairs
el espejo	mirror
la estantería	shelves, shelving unit
el fregadero	kitchen sink
la habitación	room
el lavabo	washbasin
la lavadora	washing machine
el lavaplatos	dishwasher
el microondas	microwave oven
la nevera	fridge
la pared	wall
el salón	lounge, living room
el sillón	armchair
el suelo	ground, floor
la terraza	terrace

Key Verbs				
Vivir To live	alquilar To rent	Comprar To buy	Hacer – to do/make	Mudarse To move
Vivo I live	Alquilo I rent	Compro I buy	Hago I do	Me mudo I move
Vives You live	Alquilas You rent	Compras You buy	Haces You do	Te mudas You move
Vive He/she lives	Alquila He/she rents	Compra He/she buys	Hace s/he does	Se muda He/she moves
Vivimos We live	Alquilamos We rent	Compramos We buy	Hacemos We do	Nos mudamos We move
Viven They live	Alquilan They rent	Compran They buy	Hacen They do	Se mudan They move

5.1H Mi casa y mi barrio	
abajo	under, downstairs
amplio/a	spacious, roomy
arriba	above, upstairs, up
el balcón	balcony
la calefacción	heating
la cocina amueblada	fitted kitchen
el comedor	dining room
el comercio	business, shop
imprescindible	essential, indispensable
inferior	lower
el jardín	garden
lujoso/a	luxurious
la mascota	pet
la piscina	swimming pool
la planta	floor (of a building), plant
la planta baja	ground floor
superior	upper, higher
la tienda	shop
la torre	tower, tower block
la vista	view, sight

5.1F ¿Cómo es tu casa?	
las afueras	outskirts
antiguo	old
el árbol	tree
el campo	countryside,
field,sports ground	
el chalet / chalé	bungalow, detached house, villa
la costa	coast
el estante	shelf
encontrar	to find
encontrarse	to be situated
encontrarse con	to meet up with
la granja	farm
guardar	to keep, to put away,to save
la librería	bookcase, bookshop
la montaña	mountain
el mueble	piece of furniture
los muebles	furniture
peor	worse



**GCSE Unit 5 SPANISH Knowledge organiser.**  
**Topic Home, Town, Neighbourhood and Region**



**What we are learning this term:**

- A. Saying what your house is like
- B. Describing your house and where it is
- C. Talking about the amenities in your area
- D. Discussing the advantages and disadvantages of living in the town and country

**6 Key Words for this term**

- |                |                |
|----------------|----------------|
| 1. vivir       | 4. el hogar    |
| 2. alojamiento | 5. la casa     |
| 3. alquilar    | 6. las afueras |

**5.2G ¿Qué se puede hacer donde vives?**

- |                          |                                   |
|--------------------------|-----------------------------------|
| el _____                 | neighbourhood, area               |
| la biblioteca            | _____                             |
| la _____                 | bowling alley                     |
| el _____                 | handbag                           |
| la carnicería            | _____                             |
| el _____                 | lawn                              |
| _____                    | necklace                          |
| descansar                | _____                             |
| _____                    | money                             |
| _____                    | to enjoy oneself, to              |
| have a good time         | _____                             |
| el _____                 | tobacconist's (also sells stamps) |
| los grandes almacenes    | _____                             |
| la joyería               | _____                             |
| la _____                 | toy shop                          |
| el mercado               | _____                             |
| _____                    | doll                              |
| el _____                 | museum                            |
| la panadería             | _____                             |
| _____                    | infantil park, playground         |
| la _____                 | cake shop                         |
| los pendientes           | _____                             |
| la plaza de toros        | _____                             |
| la ropa (de marca)       | _____                             |
| la tienda de comestibles | _____                             |

**5.2F Mi ciudad**

- |                         |                    |
|-------------------------|--------------------|
| la avenida              | _____              |
| el ayuntamiento         | _____              |
| bienvenido/a            | _____              |
| _____                   | shopping centre    |
| _____                   | city, large town   |
| el club de jóvenes      | _____              |
| Correos                 | _____              |
| construir               | _____              |
| convertirse en (+ noun) | _____              |
| los _____               | open spaces        |
| la _____                | factory            |
| _____                   | to found           |
| el/la habitante         | _____              |
| la iglesia              | _____              |
| _____                   | to go shopping     |
| _____                   | country            |
| la _____                | square (in a town) |
| el _____                | sports centre      |
| el pueblo (small)       | _____              |
| el puente               | _____              |
| _____                   | port, harbour      |
| el siglo                | _____              |

**Key Verbs**

To live	alquilar	Comprar To _____	Hacer – _____	Mudarse To _____
Vivo	Alquilo	Compro	Hago I do	Me mudo
You live	You rent	Compras	You do	You move
Vive	Alquila	Compra He/she buys	Hace	Se muda
We live	We rent	Compramos	Hacemos	Nos mudamos
They live	They rent	They buy	They do	They move

**5.1H Mi casa y mi barrio**

- |                         |                              |
|-------------------------|------------------------------|
| _____                   | under, downstairs            |
| _____                   | spacious, roomy              |
| _____                   | above, upstairs, up          |
| el balcón               | _____                        |
| la calefacción          | _____                        |
| la cocina amueblada     | _____                        |
| el _____                | dining room                  |
| el _____                | business, shop               |
| _____                   | essential, indispensable     |
| inferior                | _____                        |
| el jardín               | _____                        |
| lujoso/a                | _____                        |
| _____                   | pet                          |
| _____                   | swimming pool                |
| _____                   | floor (of a building), plant |
| la planta baja superior | _____                        |
| la _____                | shop                         |
| la _____                | tower, tower block           |
| la _____                | view, sight                  |

**5.1F ¿Cómo es tu casa?**

- |                      |                    |
|----------------------|--------------------|
| _____                | outskirts          |
| antiguo              | _____              |
| el _____             | tree               |
| el campo             | countryside        |
| field, sports ground | _____              |
| el chalet / chalé    | _____ house, villa |
| la costa             | _____              |
| el _____             | shelf              |
| _____                | to find            |
| _____                | to be situated     |
| _____                | to meet up with    |
| la granja            | _____              |
| _____                | to keep, to put    |
| away, to save        | _____              |
| la _____             | bookcase, bookshop |
| la _____             | mountain           |
| el mueble            | _____              |
| los _____            | furniture          |
| peor                 | _____              |

**5.1G Mi casa**

- |                   |                                |
|-------------------|--------------------------------|
| la alfombra       | _____                          |
| el armario        | _____                          |
| el ascensor       | _____                          |
| _____             | armchair                       |
| la _____          | kitchen, cooker, cuisine       |
| _____             | comfortable, convenient, handy |
| compartir         | _____                          |
| el cuarto de baño | _____                          |
| el dormitorio     | _____                          |
| los _____         | (electrical) appliances        |
| la _____          | stairs                         |
| el espejo         | _____                          |
| la _____          | shelves, shelving unit         |
| el fregadero      | _____                          |
| la habitación     | _____                          |
| _____             | washbasin                      |
| _____             | washing machine                |
| el lavaplatos     | _____                          |
| el microondas     | _____                          |
| la _____          | fridge                         |
| la pared          | _____                          |
| el salón          | _____                          |
| el _____          | armchair                       |
| el _____          | ground, floor                  |
| la terraza        | _____                          |



Translation Practice. G – blue F – orange H - Green	
La nevera _____ en la cocina	The fridge <b>is</b> in the kitchen
¿Dónde _____ el cuarto de baño?	Where <b>is</b> the bathroom?
En _____ casa hay muchos libros.	In <b>his / her</b> house there are many books.
Creo que esta _____ es muy bonita.	I think that this <b>house</b> is very beautiful.
¿Qué _____ ?	What <b>do you think?</b>
Estoy en _____ de esto.	I am <b>against</b> this.
Los libros están _____ de la mesa	The books are <b>under</b> the table
Vivo muy _____ de la ciudad	I live very <b>far</b> away from the city
Mi abuelo vive en el _____	My grandfather lives in the <b>countryside</b>
La _____ está debajo de la ventana.	The <b>bookcase</b> is under the window
La casa de mi amigo _____ cerca del colegio	My friend's house <b>is</b> near the school
Mi casa está _____ de la costa	My house is <b>near</b> to the coast
¿Cómo es tu _____ casa?	What is your <b>new</b> house like?
Es un _____ moderno	It's a modern <b>apartment</b>
_____ vivir en la ciudad	<b>I prefer</b> to live in the city
_____ falta un ascensor	<b>It's</b> missing a lift
¿Dónde _____ exactamente?	Where <b>is</b> it exactly?
Si _____ hay vistas del mar	<b>If</b> there are sea views

Key Questions: Answer the following in your own words. Use these model answers	
¿Cómo es tu casa y describe la casa de tus sueños? ¿Compartes piso? ¿Qué piensas de tu casa?	Vivo en una casa adosada en las afueras de Swindon. Mi casa tiene dos plantas. Abajo tenemos una cocina grande, un cuarto de baño pequeño y el salón acogedor. Arriba tenemos el dormitorio de mis padres y mi dormitorio. También tenemos un jardín enorme detrás del jardín con muchos árboles y flores. La casa de mis sueños estaría en los Estados Unidos, cerca de Los Ángeles en California. La casa de mis sueños estaría en la costa cerca de una playa bonita. La casa tendría una piscina enorme, cuatro plantas y un garaje doble. Habría mucho espacio para todas mis cosas y todos mis coches. No tengo que compartir mi dormitorio pero cuando era joven tenía que compartir mi dormitorio con mi hermano Lo que me gusta de mi casa es que está cerca de mis amigos y es bonito y caliente en invierno. Lo que me molesta de mi casa es que la cocina es muy vieja (tenemos que renovar la cocina) y también lo que odio es que no tenemos mucho espacio en el salón.
¿Cómo es tu habitación, donde está tu casa exactamente?	Mi habitación está arriba/en la segunda planta. Mi habitación está cerca del cuarto de baño y la habitación de mis padres. Me encanta mi habitación porque no tengo que compartir con mi hermano. Me encanta mi habitación porque tengo muchos posters de mis grupos favoritos y mi consola porque me encanta jugar con video-juegos.
¿Cómo es/era tu pueblo/región ahora/antes y como era en el pasado? ¿tu opinión de tu pueblo? ¿Qué puedes hacer en tu pueblo? ¿Qué hay en tu pueblo?	Mi pueblo se llama Swindon. Está en el sur-oeste de Inglaterra. Creo que mi pueblo es muy industrial y poco bonito. En el centro hay muchas tiendas de ropa donde se puede ir de compras durante el fin de semana. También hay buenas instalaciones si te gusta hacer deporte. Hay muchos polideportivos donde se puede ir al gimnasio, hacer musculación y hacer deportes de equipo. Antes el barrio era más bonito que ahora. Antes había muchas granjas y había mucho campo pero ahora hay más edificios, más industria y más contaminación del aire. Antes no había tanta contaminación del aire o basura en las calles pero ahora hay más basura y contaminación. Lo que me gusta/me chifla/me mola de mi barrio es que es/hay...

Key Grammar	
Forming the preterite (past tense). Always remove the –AR, -ER, -IR endings first	Remember the preterite (past) tense endings for –AR, -ER, -IR verbs. They are:  -AR: -é, -aste,-ó, -amos, -astéis, -aron -ER: -í, -íste, -ió, -imos, -istéis, -ieron -IR : -í, -íste, -ió, -imos, -istéis, -ieron
<b>Imperfect Tense</b> ( <i>Past, ongoing actions, descriptions, 'used to' or 'was doing'</i> )	<b>-ar</b> -aba, -abas, -aba, -ábamos, -abais, -aban  <b>-er and -ir</b> -ía, -ías, -ía, -íamos, -íais, -ían
<b>Future Tense</b> ('will...')	<b>All verb groups:</b> -é, -ás, -á, -emos, -éis, -án  <i>With this tense, do NOT take the verb ending away but ADD it on to the infinitive.</i>





**GCSE Unit 5 SPANISH Knowledge organiser.**  
**Topic Home, Town, Neighbourhood and Region**



What we are learning this term:	
<p>A. Saying what your house is like          B. Describing your house and where it is          C. Talking about the amenities in your area          D. Discussing the advantages and disadvantages of living in the town and country</p>	
6 Key Words for this term	
1. vivir	4. el hogar
2. alojamiento	5. la casa
3. alquilar	6. las afueras

5.2G ¿Qué se puede hacer donde vives?	
el barrio	neighbourhood, area
la biblioteca	library
la bolera	bowling alley
el bolso	handbag
la carnicería	butcher's
el césped	lawn
el collar	necklace
descansar	to rest
el dinero	money
divertirse	to enjoy oneself, to have a good time
el estanco	tobacconist's (also sells stamps)
los grandes almacenes	department stores
la joyería	jeweller's
la juguetería	toy shop
el mercado	market
la muñeca	doll
el museo	museum
la panadería	baker's
el parque	infant park, playground
la pastelería	cake shop
los pendientes	earrings
la plaza de toros	bull ring
la ropa (de marca)	(designer) clothes
la tienda de comestibles	grocery store, food

5.2F Mi ciudad	
la avenida	avenue
el ayuntamiento	Town Hall
bienvenido/a	welcome
el centro comercial	shopping centre
la ciudad	city, large town
el club de jóvenes	youth club
Correos	Post Office
construir	to build
convertirse en (+ noun)	to become
los espacios verdes	open spaces
la fábrica	factory
fundar	to found
el/la habitante	inhabitant
la iglesia	church
ir de compras	to go shopping
el país	country
la plaza	square (in a town)
el polideportivo	sports centre
el pueblo (small)	town, village, people
el puente	bridge
el puerto	port, harbour
el siglo	century

5.1G Mi casa	
la alfombra	carpet, rug
el armario	cupboard, wardrobe
el ascensor	lift
la butaca	armchair
la cocina	kitchen, cooker, cuisine
cómodo	comfortable, convenient, handy
compartir	to share
el cuarto de baño	bathroom
el dormitorio	bedroom
los electrodomésticos	(electrical) appliances
la escalera	stairs
el espejo	mirror
la estantería	shelves, shelving unit
el fregadero	kitchen sink
la habitación	room
el lavabo	washbasin
la lavadora	washing machine
el lavaplatos	dishwasher
el microondas	microwave oven
la nevera	fridge
la pared	wall
el salón	lounge, living room
el sillón	armchair
el suelo	ground, floor
la terraza	terrace

Key Verbs				
Vivir To live	alquilar To rent	Comprar To buy	Hacer – to do/make	Mudarse To move
Vivo I live	Alquilo I rent	Compro I buy	Hago I do	Me mudo I move
Vives You live	Alquilas You rent	Compras You buy	Haces You do	Te mudas You move
Vive He/she lives	Alquila He/she rents	Compra He/she buys	Hace s/he does	Se muda He/she moves
Vivimos We live	Alquilamos We rent	Compramos We buy	Hacemos We do	Nos mudamos We move
Viven They live	Alquilan They rent	Compran They buy	Hacen They do	Se mudan They move

5.1H Mi casa y mi barrio	
abajo	under, downstairs
amplio/a	spacious, roomy
arriba	above, upstairs, up
el balcón	balcony
la calefacción	heating
la cocina amueblada	fitted kitchen
el comedor	dining room
el comercio	business, shop
imprescindible	essential, indispensable
inferior	lower
el jardín	garden
lujoso/a	luxurious
la mascota	pet
la piscina	swimming pool
la planta	floor (of a building), plant
la planta baja	ground floor
superior	upper, higher
la tienda	shop
la torre	tower, tower block
la vista	view, sight

5.1F ¿Cómo es tu casa?	
las afueras	outskirts
antiguo	old
el árbol	tree
el campo	countryside,
field,sports ground	
el chalet / chalé	bungalow, detached house, villa
la costa	coast
el estante	shelf
encontrar	to find
encontrarse	to be situated
encontrarse con	to meet up with
la granja	farm
guardar	to keep, to put away,to save
la librería	bookcase, bookshop
la montaña	mountain
el mueble	piece of furniture
los muebles	furniture
peor	worse



**GCSE Unit 5 SPANISH Knowledge organiser.**  
**Topic Home, Town, Neighbourhood and Region**



**What we are learning this term:**

- A. Saying what your house is like
- B. Describing your house and where it is
- C. Talking about the amenities in your area
- D. Discussing the advantages and disadvantages of living in the town and country

**6 Key Words for this term**

- |                |                |
|----------------|----------------|
| 1. vivir       | 4. el hogar    |
| 2. alojamiento | 5. la casa     |
| 3. alquilar    | 6. las afueras |

**5.2G ¿Qué se puede hacer donde vives?**

- |                          |                                   |
|--------------------------|-----------------------------------|
| el _____                 | neighbourhood, area               |
| la biblioteca            | _____                             |
| la _____                 | bowling alley                     |
| el _____                 | handbag                           |
| la carnicería            | _____                             |
| el _____                 | lawn                              |
| _____                    | necklace                          |
| descansar                | _____                             |
| _____                    | money                             |
| _____                    | to enjoy oneself, to              |
| have a good time         | _____                             |
| el _____                 | tobacconist's (also sells stamps) |
| los grandes almacenes    | _____                             |
| la joyería               | _____                             |
| la _____                 | toy shop                          |
| el mercado               | _____                             |
| _____                    | doll                              |
| el _____                 | museum                            |
| la panadería             | _____                             |
| _____                    | infantil park, playground         |
| la _____                 | cake shop                         |
| los pendientes           | _____                             |
| la plaza de toros        | _____                             |
| la ropa (de marca)       | _____                             |
| la tienda de comestibles | _____                             |

**5.2F Mi ciudad**

- |                         |                    |
|-------------------------|--------------------|
| la avenida              | _____              |
| el ayuntamiento         | _____              |
| bienvenido/a            | _____              |
| _____                   | shopping centre    |
| _____                   | city, large town   |
| el club de jóvenes      | _____              |
| Correos                 | _____              |
| construir               | _____              |
| convertirse en (+ noun) | _____              |
| los _____               | open spaces        |
| la _____                | factory            |
| _____                   | to found           |
| el/la habitante         | _____              |
| la iglesia              | _____              |
| _____                   | to go shopping     |
| _____                   | country            |
| la _____                | square (in a town) |
| el _____                | sports centre      |
| el pueblo (small)       | _____              |
| el puente               | _____              |
| _____                   | port, harbour      |
| el siglo                | _____              |

**Key Verbs**

To live	alquilar	Comprar To _____	Hacer – _____	Mudarse To _____
Vivo	Alquilo	Compro	Hago I do	Me mudo
You live	You rent	Compras	You do	You move
Vive	Alquila	Compra He/she buys	Hace	Se muda
We live	We rent	Compramos	Hacemos	Nos mudamos
They live	They rent	They buy	They do	They move

**5.1H Mi casa y mi barrio**

- |                         |                              |
|-------------------------|------------------------------|
| _____                   | under, downstairs            |
| _____                   | spacious, roomy              |
| _____                   | above, upstairs, up          |
| el balcón               | _____                        |
| la calefacción          | _____                        |
| la cocina amueblada     | _____                        |
| el _____                | dining room                  |
| el _____                | business, shop               |
| _____                   | essential, indispensable     |
| inferior                | _____                        |
| el jardín               | _____                        |
| lujoso/a                | _____                        |
| _____                   | pet                          |
| _____                   | swimming pool                |
| _____                   | floor (of a building), plant |
| la planta baja superior | _____                        |
| la _____                | shop                         |
| la _____                | tower, tower block           |
| la _____                | view, sight                  |

**5.1F ¿Cómo es tu casa?**

- |                     |                    |
|---------------------|--------------------|
| _____               | outskirts          |
| antiguo             | _____              |
| el _____            | tree               |
| el campo            | countryside        |
| field,sports ground | _____              |
| el chalet / chalé   | _____ house, villa |
| la costa            | _____              |
| el _____            | shelf              |
| _____               | to find            |
| _____               | to be situated     |
| _____               | to meet up with    |
| la granja           | _____              |
| _____               | to keep, to put    |
| away,to save        | _____              |
| la _____            | bookcase, bookshop |
| la _____            | mountain           |
| el mueble           | _____              |
| los _____           | furniture          |
| peor                | _____              |

**5.1G Mi casa**

- |                   |                                |
|-------------------|--------------------------------|
| la alfombra       | _____                          |
| el armario        | _____                          |
| el ascensor       | _____                          |
| _____             | armchair                       |
| la _____          | kitchen, cooker, cuisine       |
| _____             | comfortable, convenient, handy |
| compartir         | _____                          |
| el cuarto de baño | _____                          |
| el dormitorio     | _____                          |
| los _____         | (electrical) appliances        |
| la _____          | stairs                         |
| el espejo         | _____                          |
| la _____          | shelves, shelving unit         |
| el fregadero      | _____                          |
| la habitación     | _____                          |
| _____             | washbasin                      |
| _____             | washing machine                |
| el lavaplatos     | _____                          |
| el microondas     | _____                          |
| la _____          | fridge                         |
| la pared          | _____                          |
| el salón          | _____                          |
| el _____          | armchair                       |
| el _____          | ground, floor                  |
| la terraza        | _____                          |



Translation Practice. G – blue F – orange H - Green	
La nevera _____ en la cocina	The fridge <b>is</b> in the kitchen
¿Dónde _____ el cuarto de baño?	Where <b>is</b> the bathroom?
En ____ casa hay muchos libros.	In <b>his / her</b> house there are many books.
Creo que esta _____ es muy bonita.	I think that this <b>house</b> is very beautiful.
¿Qué _____ ?	What <b>do you think?</b>
Estoy en _____ de esto.	I am <b>against</b> this.
Los libros están _____ de la mesa	The books are <b>under</b> the table
Vivo muy _____ de la ciudad	I live very <b>far</b> away from the city
Mi abuelo vive en el _____	My grandfather lives in the <b>countryside</b>
La _____ está debajo de la ventana.	The <b>bookcase</b> is under the window
La casa de mi amigo _____ cerca del colegio	My friend's house <b>is</b> near the school
Mi casa está _____ de la costa	My house is <b>near</b> to the coast
¿Cómo es tu _____ casa?	What is your <b>new</b> house like?
Es un _____ moderno	It's a modern <b>apartment</b>
_____ vivir en la ciudad	<b>I prefer</b> to live in the city
_____ falta un ascensor	<b>It's</b> missing a lift
¿Dónde _____ exactamente?	Where <b>is</b> it exactly?
Si _____ hay vistas del mar	<b>If</b> there are sea views

Key Questions: Answer the following in your own words. Use these model answers	
¿Cómo es tu casa y describe la casa de tus sueños? ¿Compartes piso? ¿Qué piensas de tu casa?	Vivo en una casa adosada en las afueras de Swindon. Mi casa tiene dos plantas. Abajo tenemos una cocina grande, un cuarto de baño pequeño y el salón acogedor. Arriba tenemos el dormitorio de mis padres y mi dormitorio. También tenemos un jardín enorme detrás del jardín con muchos árboles y flores. La casa de mis sueños estaría en los Estados Unidos, cerca de Los Ángeles en California. La casa de mis sueños estaría en la costa cerca de una playa bonita. La casa tendría una piscina enorme, cuatro plantas y un garaje doble. Habría mucho espacio para todas mis cosas y todos mis coches. No tengo que compartir mi dormitorio pero cuando era joven tenía que compartir mi dormitorio con mi hermano Lo que me gusta de mi casa es que está cerca de mis amigos y es bonito y caliente en invierno. Lo que me molesta de mi casa es que la cocina es muy vieja (tenemos que renovar la cocina) y también lo que odio es que no tenemos mucho espacio en el salón.
¿Cómo es tu habitación, donde está tu casa exactamente?	Mi habitación está arriba/en la segunda planta. Mi habitación está cerca del cuarto de baño y la habitación de mis padres. Me encanta mi habitación porque no tengo que compartir con mi hermano. Me encanta mi habitación porque tengo muchos posters de mis grupos favoritos y mi consola porque me encanta jugar con video-juegos.
¿Cómo es/era tu pueblo/región ahora/antes y como era en el pasado? ¿tu opinión de tu pueblo? ¿Qué puedes hacer en tu pueblo? ¿Qué hay en tu pueblo?	Mi pueblo se llama Swindon. Está en el sur-oeste de Inglaterra. Creo que mi pueblo es muy industrial y poco bonito. En el centro hay muchas tiendas de ropa donde se puede ir de compras durante el fin de semana. También hay buenas instalaciones si te gusta hacer deporte. Hay muchos polideportivos donde se puede ir al gimnasio, hacer musculación y hacer deportes de equipo. Antes el barrio era más bonito que ahora. Antes había muchas granjas y había mucho campo pero ahora hay más edificios, más industria y más contaminación del aire. Antes no había tanta contaminación del aire o basura en las calles pero ahora hay más basura y contaminación. Lo que me gusta/me chifla/me mola de mi barrio es que es/hay...

Key Grammar	
Forming the preterite (past tense). Always remove the –AR, -ER, -IR endings first	Remember the preterite (past) tense endings for –AR, -ER, -IR verbs. They are:  -AR: -é, -aste,-ó, -amos, -astéis, -aron -ER: -í, -íste, -ió, -imos, -istéis, -ieron -IR : -í, -íste, -ió, -imos, -istéis, -ieron
<b>Imperfect Tense</b> ( <i>Past, ongoing actions, descriptions, 'used to' or 'was doing'</i> )	<b>-ar</b> -aba, -abas, -aba, -ábamos, -abais, -aban  <b>-er and -ir</b> -ía, -ías, -ía, -íamos, - íais, -ían
<b>Future Tense</b> ('will...')	<b>All verb groups:</b> -é, -ás, -á, -emos, -éis, -án  <i>With this tense, do NOT take the verb ending away but ADD it on to the infinitive.</i>



# Year 9 COMPUTER SCIENCE Term 3 – Programming



## What we are learning this term:

- A. Matching Operators      B. Definitions      C. Python Code      D. Data Types

Multiply	>=
Assignment	=
Is greater than or equal to	!=
Is equal to	<
Is not equal to	==
Is less than	*

B	Definitions
Computer Science Terms	
Identifier	A name, usually for part of the program such as a constant, variable, array etc.
IF Statement - Selection	A statement that lets a program select an action depending on whether it is true or false.
Loops - Iteration	Repeating an action, activity or section within a program.
Operator	A character which determines what action is to be considered or determined. Example: =
Relational Operator	An operator which compares two values. Example: <
Variable	A memory location within a computer where values are stored.

C.	Python Code
This is an example of:	
<b>if username == "Tim":</b>	Selection
<b>print("Hello World")</b>	Output
<b>dogAge = 8</b>	Assignment
<b>while userNum &lt; 3:</b>	Iteration

D.	Data Types	Example
Boolean	TRUE/FALSE or 1/0	TRUE or 1
Character	A single, alphanumeric character.	1 or A or !
Integer	Whole numbers	15
String	One or more alphanumeric characters.	1A!
Real/Float	Decimal numbers	15.5



## Year 9 COMPUTER SCIENCE Term 3 – Programming



### What we are learning this term:

A. Matching Operators      B. Definitions      C. Python Code      D. Data Types

Multiply

>=

Assignment

=

Is greater than  
or equal to

!=

Is equal to

<

Is not equal to

==

Is less than

\*

B	Definitions
Computer Science Terms	
Identifier	
IF Statement - Selection	
Loops - Iteration	
Operator	
Relational Operator	
Variable	

C.	Python Code
This is an example of:	
<b>if username == "Tim":</b>	
<b>print("Hello World")</b>	
<b>dogAge = 8</b>	
<b>while userNum &lt; 3:</b>	

D.	Data Types	Example
	Boolean	
	Character	
	Integer	
	String	
	Real/Float	

**What we are learning this term:**

- A. Ines Kouidis
- B. Michael Volpicelli
- C. Techniques and skills



**A. How has Ines Kouidis created this image?**

1 What materials has she used?  
Ines uses a range of scrap materials including envelopes, scrap paper, newspapers, old magazines and cardboard.

2 How has she torn the material?  
Ines doesn't use scissors often, but more she tears the material so to get a rough edge to her work. A type of uneven and rustic approach to her outcomes.

3 What impact do smaller pieces of material have?  
She is very particular about the size of pieces she is collaging. Smaller and more detailed pieces can form darker areas and shadows. Lagers and lighter pieces are the highlights. The smaller the pieces, the longer it will take her- however the more intricate it will become.

4 Who does she make collages of?  
She usually makes collages of famous people in history, who might be dead or alive today. These people influence her making and have had an impact on Ines' live. They are her main inspiration.



**C How to make a collage.**

Collage: is a form of art by cutting and ripping paper to create interesting artworks.

**Steps for making your collage:**

1. Start by having an image as a source, something you will use as a guide to follow or for inspiration
2. Use a range of different types of paper, such as; scrap paper, newspaper, card, coloured paper.
3. Tear the paper to get a jagged edge, cut with scissors to get a straight edge.
4. The smaller the pieces of paper, the more detailed the outcome.
5. Darker paper in more shaded areas. Lighter paper in highlighted areas.
6. Add additional details on the face and in the background, following the same technique as step 2 and 3.

**What each tool is used for:**




Cutting mat	To protect the table from damage.
Glue stick	To cleanly stick the shapes onto paper.

**Looking at the image drawn by Michael Vollpicelli, how does he create.....**

1. Darker areas? Michael creates darker areas on the portrait by doing smaller words that are closer to one another to create shadowing.
2. Lighter areas? Words further apart and larger will be lighter



**C. Name the following equipment.**

		
Sharpie or permanent marker	Sheets of acetate	Masking tape

**B. Answer the following questions about Michaels work and how he works.**

What part of the body does Michael focus in drawing?	Michael focuses in on the face and facial features. This is called portraiture.
What effect do the larger words make?	The larger words make highlighted areas on the face
How would you describe his work?	Meaningful, cultural identities, typography, portrait,
What is significant about the words he uses to make up the drawing?	The words he uses are meaningful to that particular person. They might be words that describe them, or what they do, what impact they have or their personality.



**F. Keywords**

**Appropriate** Suitable for a particular person, place or condition

**Highlight** An area of lightness in an image

**Shadow** When an objector artwork intercepts light and causes an obscurity

**intricate** Having many complexly arranged element

**relevant** Having a bearing or connection with the subject or matter

**B. About the work of artist Michael Volpicelli**

WHAT?	Michael creates word art using a variety of sizes to make up a portrait of a person.
HOW?	Use uses a fine permanent marker to draw with words. Larger words create a highlight and smaller more scammed words create shadows and darkness.
WHY?	Michael draws people using words he thinks describes them. Kind and thoughtful words to spread the kindness.

**What we are learning this term:**

- A. Ines Kouidis
- B. Michael Volpicelli
- C. Techniques and skills



**A. How has Ines Kouidis created this image?**

1. What materials has she used?  
 .....  
 .....

2. ....  
 .....

How has she torn the material.....  
 .....

3. ....  
 .....

4. What impact do smaller pieces of material have?  
 .....

Who does she make collages of?  
 .....



**C. How to make a collage.**

Collage:

Steps for making your collage:

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

What each tool is used for:

Magazines

Glue stick

**Looking at the image drawn by Michael Volpicelli, how does he create.....**

1. Darker areas?
2. Lighter areas?



**C. Name the following equipment.**



**B. Answer the following questions about Michaels work and how he works.**

What part of the body does Michael focus in drawing?

What effect do the larger words make?

How would you describe his work?

What is significant about the words he uses to make up the drawing?



**B. About the work of artist Michael Volpicelli**

WHAT?

HOW?

WHY?

**F. Keywords**

Appropriate

Highlight

Shadow

intricate

relevant














# Year 9 PRODUCT DESIGN Rotation Knowledge Organiser







What we are learning this term:



A. Workshop Tools    B. Materials    C. Key concepts    D. Key Words    E. Evaluating Work

A. Workshop Tools 						
Steel Rule	Tri-Square	Laser Cutter	Mitre square	Tenon Saw	Pillar Drill	Bandfacer
						

B. Materials	
<b>Timbers</b> come from <b>trees</b>	
	<p><b>Scots pine</b> – which you used for your box walls – is a <b>softwood</b></p> <p><b>Softwoods</b> come in planks and boards</p>
<b>Manufactured Boards</b> come from <b>wood pulp</b>	
	<p><b>Plywood</b> – which you used as your base and Lid– is a <b>manufactured board</b></p> <p><b>Manufactured Boards</b> come in sheets</p>
<b>Polymers</b> come from <b>crude oil</b>	
	<p><b>Acrylic</b> – which you used as your lid decoration for your trinket box – is a <b>polymer</b></p> <p><b>Polymers</b> come in sheets, graduals and filament</p>

C. Key concepts	
Designers research and investigate resources and materials to help inspire ideas.	
<b>Computer-aided design (CAD)</b> is the process of using computer software to create 2D or 3D designs.	
Advantages	Disadvantages
Designs can be <b>created, saved</b> and <b>edited</b> quickly, saving time	CAD takes a <b>long time to learn</b>
Designs or parts of design can be easily viewed from <b>different angles, copied</b> or <b>repeated</b>	Software can be <b>very expensive</b>
CAD is <b>very accurate</b>	CAD files can become <b>corrupted</b> or <b>lost</b>
<p><b>Hazards</b> – these are something that could potentially harm you. There are many such as:</p> <ul style="list-style-type: none"> <li>• Bags and chairs acting as a trip hazard</li> <li>• Untucked shirts, baggy clothes and untied hair are common things to get caught on tools and machines.</li> <li>• Drinks and liquids, if spilled can become slip hazards</li> </ul>	
<p><b>Preventative measures</b> – rules put in place to minimize the likelihood of a hazard occurring.</p> <ul style="list-style-type: none"> <li>• No food and drink in workshops</li> <li>• Bags and chairs stored neatly in designated areas</li> <li>• Long hair must be tied up and correct uniform worn.</li> </ul>	
<p><b>Personal protective equipment (PPE)</b></p> <p>The three used most often are aprons, safety goggles and ear defenders.</p>	

C. Key Words	
<b>Prototype</b> 	An early model or sample of a product used to test a concept
<b>Tolerance</b> 	The margin of error allowed for a dimension without negatively impacting a product
<b>Depth stop</b> 	A part on a tool which is used to help cut or drill a specific depth.
<b>Assemble</b> 	Creating a product by bringing several components together.

D. Evaluation of Products 	
<b>Evaluate</b> 	To judge and give an opinion.
<p>Designers will evaluate their products to see what works well and what doesn't. This way they can make any improvements on their current designs to ensure a high-quality product.</p> <p><b>When writing an evaluation it is important to include the following three things:</b></p> <ol style="list-style-type: none"> <li>1. Positives – what works well</li> <li>2. Negatives – what doesn't work well</li> <li>3. Possible improvements – how could you make it better?</li> </ol> <p><b>For example:</b></p> <p>My trinket box is well constructed and uses bright colours to look appealing. However, under closer inspection, the paint is messy and overlaps in some places. One improvement I could make is by applying the paint with a smaller brush so that it is easier to control and will make it look neater.</p>	





# Year 9 PRODUCT DESIGN Rotation Knowledge Organiser



**What we are learning this term:**

**A. Workshop Tools    B. Materials    C. Key concepts    D. Key Words    E. Evaluating Work**

**A. Workshop Tools**

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**B. Materials**

**Timbers** come from \_\_\_\_\_

	<p><b>Scots pine</b> – which you used for your box walls – is a <b>softwood</b></p> <p><b>Softwoods</b> come in _____</p>
--	---

**Manufactured Boards** come \_\_\_\_\_

	<p><b>Plywood</b> – which you used as your base and Lid– is a <b>manufactured board</b></p> <p><b>Manufactured Boards</b> come in _____</p>
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**Polymers** come from \_\_\_\_\_

	<p><b>Acrylic</b> – which you used as your lid decoration for your trinket box – is a <b>polymer</b></p> <p><b>Polymers</b> come in _____</p>
--	---

**C. Key concepts**

Designers research and investigate \_\_\_\_\_

\_\_\_\_\_ (CAD) is the process of using computer \_\_\_\_\_.

Advantages	Disadvantages

**Hazards** – these are something that could potentially harm you. There are many such as:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Preventative measures** – rules put in place to minimize the likelihood of a hazard occurring.

\_\_\_\_\_

\_\_\_\_\_

**Personal protective equipment (PPE)**  
The three used most often are \_\_\_\_\_

\_\_\_\_\_

**C. Key Words**

<p><b>Prototype</b> </p>	
<p><b>Tolerance</b> </p>	
<p><b>Depth stop</b> </p>	
<p><b>Assemble</b> </p>	

**E. Evaluation of Products**

**Evaluate** \_\_\_\_\_

**Think back to your completed Trinket box. Evaluate one positive aspect of it, one negative aspect of it and an improvement you would like to have made if you had time.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Possible sentence starters:**

- One thing that was successful.....
- One thing that I had issues with was.....
- If I had more time, I could improve this by.....

**Year 9 – High Skills**

<b>What we are learning this term:</b>
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

<b>6 Key Words for this term</b>	
1 Hygiene	4 Healthy
2 Dietary Requirements	5 Teenager
3 Skills Test	6 Cross Contamination

<b>A.</b>	<b>Explain the main four things that you should do when you enter the kitchen area.</b>
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.

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

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

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

**!** Clean and store chopping boards correctly after use



<b>A.</b>	<b>What is cross contamination and how can it be prevented?</b>
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>B. What do the following terms mean?</b>	
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

<b>C.</b>	<b>Can you list 5 reasons for why we cook food and why it is important?</b>
<u>Rule</u>	<u>Why it is important</u>
<ul style="list-style-type: none"> <li>• 1 to get rid of bacteria on the food</li> <li>• 2 to make the food taste better</li> <li>• 3 to make food chewable</li> <li>• 4 to ensure that food is not raw</li> <li>• 5 to add colour to the food</li> </ul>	<ul style="list-style-type: none"> <li>• 1 to stop food poisoning</li> <li>• 2 to make the food more appealing</li> <li>• 3 it could be raw or a choking hazard</li> <li>• 4 to stop food poisoning</li> <li>• 5 to make it look more appetising or change its use</li> </ul>



<b>E.</b>	<b>Keywords</b>
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.

Year 9 – High Skills

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.



<b>B.</b>	<b>Can you list 5 of the dietary requirements of a teenager?</b>
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

- COOKED MEATS
- SALAD & FRUIT PRODUCTS
- VEGETABLE PRODUCTS
- BAKERY & DAIRY PRODUCTS

Clean and store chopping boards correctly after use



<b>A.</b>	<b>What is cross contamination and how can it be prevented?</b>
.	
<b>B. What do the following terms mean?</b>	
Grilling	
Baking	
Frying	

<b>C.</b>	<b>Can you list 5 reasons for why we cook food and why it is important?</b>	
<u>Rule</u>		<u>Why it is important</u>
• 1		• 1
• 2		• 2
• 3		• 3
• 4		• 4
• 5		• 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	

# YEAR 9 GRAPHIC COMMUNICATION

## What are we learning this term?

A Logos	B Typography	C Computer skills	D Key words	E Evaluation
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## D| Key words

Merchandise	Branded products used to promote and sell a product
Combined Logo	A logo that uses both images and text
Photoshop	A software for editing photos and graphics. It is used for image editing, making illustrations or web design.
Photo Editing	The act of image and enhancement and manipulation

## A | Logos

What is a logo?

A graphic design element that includes words and images, shapes, symbols or colour.

How does Alex Trochut design logos?

Alex Trochut collaborates with brands to create new catchy designs. He uses text and imagery to create visual art. The viewer first notices the imagery but looks closer to find a hidden message through typography.

## B | Typography

Draw your initials in the typographic style of designer Alex Trochut work



## C | Computer skills

What is the shortcut for copy?

Ctrl + C

What is the shortcut for paste?

Ctrl + V

What does this symbol stand for?



Photoshop

What does this symbol mean?



Cropping

## E | Evaluation

Evaluation: To judge or give an opinion

Designers will evaluate their products to see what works well and what doesn't. This way they can make any improvements on their current designs to ensure a high-quality product.

**When writing an evaluation it is important to include the following three things:**

1. Positives – what works well
2. Negatives – what doesn't work well
3. Possible improvements – how could you make it better?

**For example:**

My tote bag looks great, the colours are bright which appeals to the audience of the festival. However, I have not designed a combined logo. One improvement I could make is to use images and text to create a combined logo.

# YEAR 9 GRAPHIC COMMUNICATION

## What are we learning this term?

A Logos	B Typography	C Computer skills	D Key words	E Evaluation
------------	-----------------	----------------------	----------------	-----------------

### A | Logos

What is a logo?

How does Alex Trochut design logos?

### B | Typography

Please use pencil for the drawing of your design

### C | Computer skills

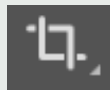
What is the shortcut for copy?

What is the shortcut for paste?

What does this symbol stand for?



What does this symbol mean?



### D | Key words

Merchandise

Combined Logo

Photoshop

Photo Editing

### E | Evaluation

Evaluation: To judge or give an opinion

**When writing an evaluation it is important to include the following three things:**

1. Positives – what works well
2. Negatives – what doesn't work well
3. Possible improvements – how could you make it better?

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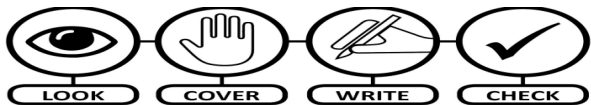
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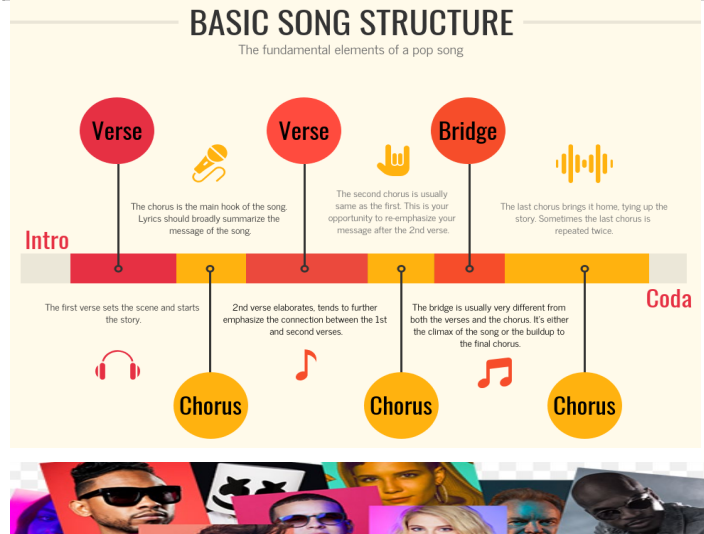


A	What we are learning about this term...
1	Basic Song Structure
2	How to write a perfect Evaluation
3	Playing an instrument / Chords / Melody
4	What are the music symbols – Note values
5	Keywords
6	How to read music - Treble clef and bass clef



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

**C Instruments in popular music**



**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
5	Sum up your evaluation and discuss one thing that you will take forward into your next work

**E Basic Note Values - Recap**

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	

**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**

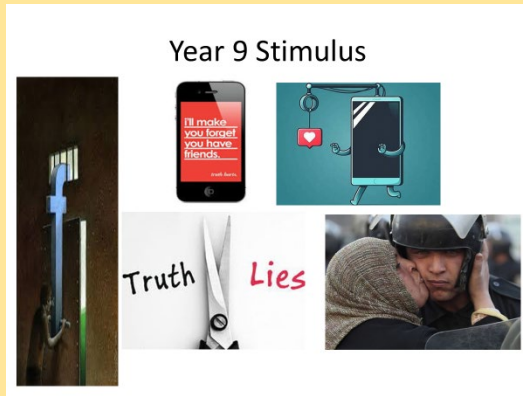
M	A	D	T	S	H	I	R	T
<b>Melody</b>	<b>Articulation</b>	<b>Dynamics</b>	<b>Texture</b>	<b>Structure</b>	<b>Harmony/Tonality</b>	<b>Instruments</b>	<b>Rhythm</b>	<b>Tempo</b>
The tune	How notes are played	Loud/quiet and any other volume changes	Layers of sound / how they fit together	The sections and organising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



## DEVISING

Frequently called **collective creation** - is a method of theatre-making in which the script or (if it is a predominantly physical work) performance score originates from collaborative, often improvisatory work by a performing ensemble.

**Stimulus- A starting point or catalyst for your ideas.**



What words do you think of looking at these pictures?  
What stories do you think of?  
What characters come to mind?



This term you are challenged with making a group performance that lasts up to 5 minutes and is based on a stimulus that you will be given in a lesson this term.

It **MUST** be ORIGINAL ( cannot involve stories / characters that already exist) and **EVERYONE** must be involved.

### Tips for success

**Don't try and make a STORY – instead, create scenes based on a theme**

**Listen to everyone's ideas**

**Think of at least 3 ways to show the message and then pick the best one**

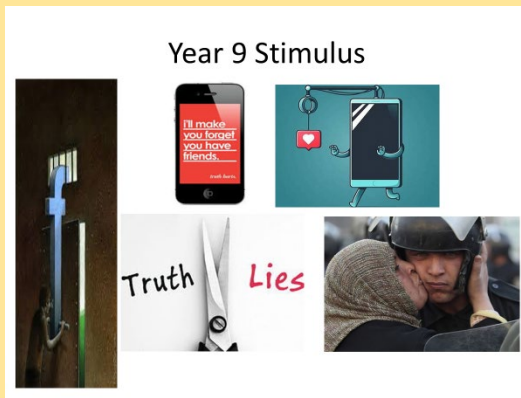
**Would technical elements help to get your message across?**



## DEVISING

Frequently called or (if it is a predominantly physical work) performance score originates from collaborative, often improvisatory work by a performing ensemble. - is a method of theatre-making in which the

### Stimulus-



What words do you think of looking at these pictures?  
What stories do you think of?  
What characters come to mind?



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### Tips for success

# SWINDON ACADEMY READING CANON

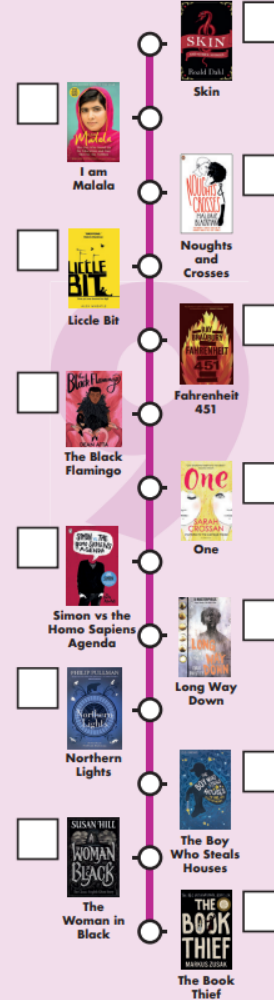
## Year 7



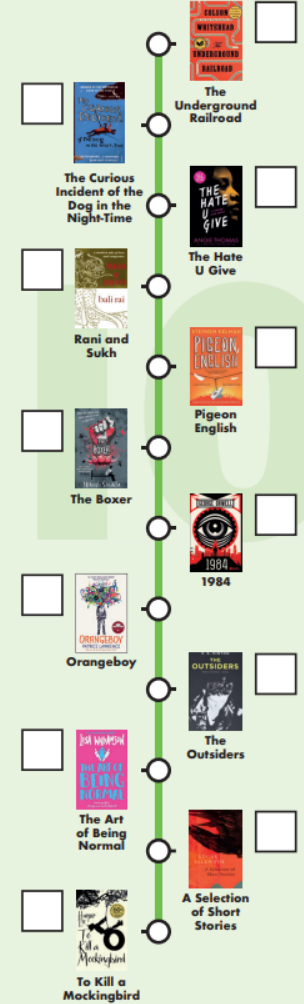
## Year 8



## Year 9



## Year 10



#ReadingisPower