

# 100% book - Year 9 Booster

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

## Term 6



### Swindon Academy 2023-24

Name:	
Tutor Group:	
Tutor & Room:	

“If you are not willing to learn, no one can help you.  
If you are determined to learn, no one can stop you.”

# Using your Knowledge Organiser and Quizzable Knowledge Organiser

## Knowledge Organisers

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

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

## Quizzable Knowledge Organisers

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

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

### Top Tip

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

## Expectations for Prep and for using your Knowledge Organisers

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

# How do I complete Knowledge Organiser Prep?

## Step 1

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

The image shows the Epraise website interface. On the left is a 'Planner' for the week of 20th May to 26th May 2020, with a grid for days of the week and subjects like Science, History, and English. On the right is a 'Knowledge Organiser' for 'What is particle theory?'. It contains several sections: 'What is particle theory?', 'Describe the arrangement and movement of particles in the three states of matter', 'What is the law of conservation of mass?', 'What are the different changes of state?', and 'What are the differences between the three states of matter?'. Each section includes text, diagrams, and small images.

## Step 2

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

The image shows a student's prep book. The date '29th May 2020' and the title 'Particle theory' are written in blue ink at the top. Below this, a printed version of the 'Knowledge Organiser' from Step 1 is visible, with some sections filled in. The sections include: 'What is particle theory?', 'Describe the arrangement and movement of particles in the three states of matter', 'What is the law of conservation of mass?', 'What are the different changes of state?', and 'What are the differences between the three states of matter?'. The student has written 'Solid', 'Liquid', and 'Gas' in the boxes provided for the states of matter.

## Step 3

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

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

## Step 4

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

The image shows a student's prep book with the definition 'Solid = regular pattern particles vibrate in fixed position' written three times in blue ink.

## Step 5

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

The image shows a student's prep book with a quizzable Knowledge Organiser. The student has filled in the missing words: 'Self quizzing', 'Arrangement/movement of matter', 'Solid = regular pattern particles vibrate in fixed position', 'Liquid =', and 'Gas ='. The quizzable Knowledge Organiser has boxes for 'Solid', 'Liquid', and 'Gas' and a section for 'What are the differences between the three states of matter?'.

## Step 6

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

The image shows a student's prep book with the student checking their answers. The student has written 'Particle theory = all matter is made of particles', 'Solid = regular pattern particles vibrate in fixed position', 'Liquid = particles are arranged randomly but are still touching each other Particles can slide past each other and move around.', and 'Gas = Particles are far apart and are arranged randomly. Particles carry a lot of energy'. The student has corrected some parts, such as 'far apart' and 'are X'.

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

# 'Romeo and Juliet': T Knowledge Organiser

## Plot breakdown

<b>P</b>	<b>The Prologue</b> outlines the main conflict in the play and warns the audience of the tragic fate of Romeo and Juliet.
<b>1.1</b>	The Montagues and Capulets fight in the streets of Verona. Prince Escalus swears that any further fighting will be punished by death.
<b>1.2</b>	Paris asks Lord Capulet about marrying his daughter Juliet. Capulet tells Paris to wait as she is too young.
<b>1.3</b>	Lady Capulet advises Juliet to agree to marry Paris.
<b>1.5</b>	At the Capulet's masked ball, Romeo sees Juliet and falls in love with her. They talk, kiss, and fall in love. As they depart, they learn they are from feuding families.
<b>2.2</b>	In the balcony scene, Romeo and Juliet fall deeper in love. They agree to get married.
<b>2.3</b>	Romeo asks Friar Lawrence to marry him and Juliet. Lawrence agrees, thinking it will unite the warring families.
<b>2.6</b>	Friar Lawrence marries Romeo and Juliet.
<b>3.1</b>	Montagues and Capulets fight in the streets. Tybalt kills Mercutio; Romeo kills Tybalt. Prince Escalus decides to banish Romeo from Verona.
<b>3.4</b>	Lord Capulet tells Paris that he can marry Juliet in three days' time.
<b>3.5</b>	After their wedding night, Romeo leaves Juliet for the last time. They have a vision of the other's death. After Romeo leaves, Lord Capulet orders Juliet to marry Paris, threatening to disown her if she disobeys.
<b>4.1</b>	Friar Lawrence comes up with a plan: Juliet must pretend to be dead and then escape Verona with Romeo. She agrees to the plan.
<b>5.3</b>	Romeo does not learn of Friar Lawrence's plan. He sneaks back into Verona and visits Juliet's tomb. He thinks she is dead, and kills himself with poison. Moments later, Juliet wakes up. She finds Romeo's body and kills herself with his dagger. The two families agree to end their feud.

## The Big Ideas:

**Role of women:** Juliet is powerless to make her own decisions. She is ruled by her father who eventually decides to marry her off to a powerful man. She breaks the status quo when she defies her father and makes her own decisions.

**Evolution of Juliet's character:** Juliet is a stereotypical Renaissance daughter at the outset, she is loyal and submissive. She becomes empowered and independent through her romance with Romeo. She becomes a tragic hero by acting in pursuit of her own desires.

**Tragedy:** A Shakespearean tragedy is the story of one or two heroes of 'high-status,' such as Kings or Lords. They act in pursuit of one desire. The story leads up to and includes the death of the hero as a result of their actions.

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

## Characters

### Romeo (Montague)

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

### Juliet (Capulet)

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

### Lord Capulet (Capulet)

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

### Paris (no family)

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

### Friar Lawrence (no family)

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

### Mercutio (Montague)

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

### Prince Escalus (no family)

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

## Structure of Shakespearean tragedy (Bradley)

**Exposition** Introduces the main characters and the obstacles they will overcome in the play.

**Rising tension** The heroes try to overcome the obstacles they face. They suffer.

**Catastrophe** The play ends with the deaths of the heroes.

## Vocabulary: Key words

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

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

**narcistic** – self-obsessed

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

**shrine** – a holy place that people go to pray.

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

**obstacle** – a problem that must be overcome.

**vindictive** – vengeful

**patriarchy** - a society in which power lies with men

**belligerent** - warlike

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

**tenacious** – very determined

**catastrophe** – a terrible accident.

**stoicism** – calm self control

## Terminology: Key words

**Tragedy** – a play in which the main character brings about their own downfall.

**prologue** – the introduction to a book, film, or play.

**sonnet** – a type of love poem. It has 14 lines, a strict rhyme scheme and 10 syllables per line.

**dramatic irony** – when the audience knows something that the character on stage does not

**Tragic hero** – the main character in a Tragedy that makes an error of judgement that leads to their downfall.

**soliloquy** – a speech in a play where the character speaks to himself or herself.

**hyperbole** – exaggeration.

**tragic flaw** - a character has a tragic flaw when what makes them so special also brings about their downfall.

**foreshadow** – to show or warn that something bigger, worse, or more important is coming.

**thesis** – the main idea that you want to discuss throughout an essay.

## Features of Shakespearean tragedy (Bradley)

The characters are '**high-status**' – they are important people.

The tragic hero **acts**: they **try to do things**. They don't just let things happen to them.

Whatever they try to do, it always **puts them in a worse situation**.

They are **exceptional** – there is something that makes them special.

# 'Romeo and Juliet': T Knowledge Organiser

## Plot breakdown

<b>P</b>	The <b>Prologue</b> outlines the main _____ in the play and _____ the _____ of the _____ of _____ and _____.
<b>1.1</b>	The _____ and _____ in the _____ of _____. Prince Escalus swears that any further fighting will be _____ by _____.
<b>1.2</b>	_____ asks Lord _____ about marrying his _____ Juliet. Capulet tells Paris to wait as she is too young.
<b>1.3</b>	Lady _____ advises _____ to agree to _____.
<b>1.5</b>	At the Capulet's _____ ball, Romeo sees Juliet and _____ in love with her. They _____, _____, and fall in _____. As they depart, they learn they are from _____ families.
<b>2.2</b>	In the _____ scene, Romeo and Juliet fall _____ in love. They _____ to get _____.
<b>2.3</b>	Romeo asks _____ to _____ him and _____. Lawrence _____, thinking it will _____ the _____.
<b>2.6</b>	Friar _____ Romeo and _____.
<b>3.1</b>	_____ and _____ fight in the streets. _____ kills _____; _____ kills _____. Prince Escalus decides to _____ from Verona.
<b>3.4</b>	Lord _____ tells _____ that he can marry Juliet in three days' time.
<b>3.5</b>	After their _____ night, Romeo leaves Juliet for the last time. They have a _____ of the other's _____. After Romeo leaves, Lord Capulet _____ Juliet to marry _____, threatening to _____ her if she _____.
<b>4.1</b>	Friar Lawrence comes up with a _____: Juliet must _____ to be _____ and then _____ Verona with Romeo. She _____ to the plan.
<b>5.3</b>	Romeo _____ learn of Friar Lawrence's _____. He sneaks back into Verona and visits Juliet's _____. He thinks she is _____, and kills himself with _____. Moments later, Juliet wakes up. She finds Romeo's body and kills _____ with his dagger. The two _____ agree to end their _____.

## Characters

<b>Romeo (Montague)</b> Young _____. Falls in love with _____. _____ at the end of the _____. " <i>Did my heart love till now? forswear it, sight! For I ne'er saw true beauty till this night!</i> "; " <i>Thus with a kiss I die</i> "
<b>Juliet (Capulet)</b> 13-y _____ - _____ girl. Falls in _____ with _____. Kills _____ at the end of the _____. " <i>Wherefore art thou Romeo? Deny thy father and refuse thy name!</i> "; " <i>O happy dagger, This is thy sheath; there rust, and let me die</i> "
<b>Lord Capulet (Capulet)</b> Head of the _____ family. Juliet's _____. Orders her to marry his friend, Paris. " <i>She will be ruled In all respects by me</i> "
<b>Paris (no family)</b> _____ of Verona. Wants to _____ _____ . Killed by _____ at the end of the play.
<b>Friar Lawrence (no family)</b> _____ in Verona. _____ to _____ Romeo and Juliet, thinking it will bring _____ to the city. " <i>For this alliance may prove To turn your households' rancour to pure love</i> "
<b>Mercutio (Montague)</b> Romeo's _____. Killed by _____. " <i>A plague a'both your houses!</i> "
<b>Prince Escalus (no family)</b> _____ of Verona. Wants to bring _____ to the city. " <i>If ever you disturb our streets again, Your lives shall pay the forfeit of the peace</i> "

## Vocabulary: Key words

tragic –
submissive -
narcistic –
feud –
shrine –
status quo –
obstacle –
vindictive –
patriarchy -
belligerent - warlike
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catastrophe –
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## Terminology: Key words

Tragedy –
prologue –
sonnet –
dramatic irony –
Tragic hero –
soliloquy –
hyperbole –
tragic flaw -
foreshadow –
thesis –

## The Big Ideas:

<b>Role of women:</b> Juliet is _____ to make her own decisions. She is _____ by her father who eventually decides to _____ her off to a _____ man. She breaks the _____ when she _____ her father and makes her own decisions.
<b>Evolution of Juliet's character:</b> Juliet is a stereotypical _____ daughter at the _____, she is loyal and _____. She becomes _____ and independent through her romance with Romeo. She becomes a tragic hero by _____ in pursuit of her own desires.
<b>Tragedy:</b> A Shakespearean tragedy is the story of one or two heroes of _____, ' _____,' such as Kings or Lords. They act in pursuit of one _____. The story leads up to and includes the _____ of the hero as a result of their _____.
<b>Fate and destiny:</b> Fate is the idea that the _____ of a life are not in their control. The _____-crossed lovers suggests they were fated for _____. This leads to many questions: Is the tragic ending inevitable? Do they act _____?

## Structure of Shakespearean tragedy (Bradley)

<b>Exposition</b> _____ _____ _____
<b>Development/Rising Action:</b> _____ _____ _____
<b>Catastrophe:</b> _____ _____

## Features of Shakespearean tragedy (Bradley)

The characters are ' _____ - _____ ' – they are important people.
The tragic hero _____: they <b>try to do</b> _____. They don't _____ things _____ to them.
Whatever they try to do, it always <b>puts them in a worse situation</b> .
They are _____ – there is something that makes them _____.

**What we are learning this term:**

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

**6 Key Words for this term**

- 1. Halogens
- 2. Intermolecular

**C. How many elements are metals?**

Most elements in the periodic table are metal

**What are ions?**

Ions are formed when elements gain or lose electrons

**What are positive ions?**

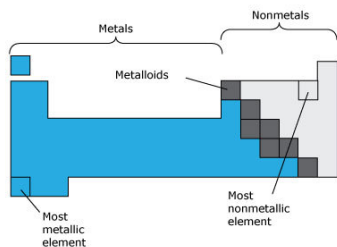
When an element loses an electron it forms a positive ion

**What type of ions do metals form?**

Metals react to form positive ions

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

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



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

Elements are arranged in order of increasing atomic number.

**What are Groups?**

The vertical columns are groups.

**What similarities do elements in groups have?**

- Similar properties
- Same no of electrons on outer shell

**What are periods?**

The horizontal rows in a periodic table

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

Scientists tried to group elements in order of their atomic weights

**What problems were often found with early periodic tables?**

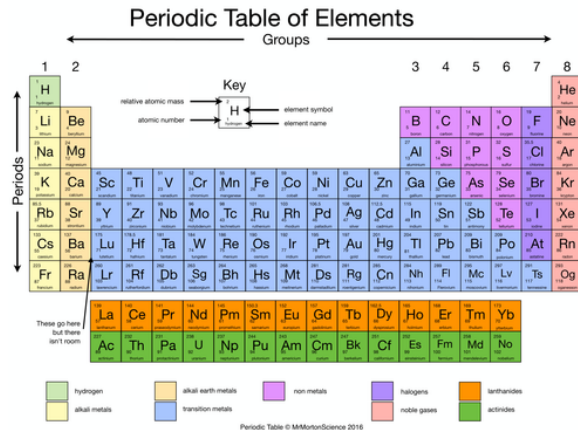
- Not all elements had been discovered
- Some elements placed in the wrong position when atomic weight was used

**C. What are negative ions?**

Ions formed when atoms gain electrons

**What type of ions do non-metals form?**

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

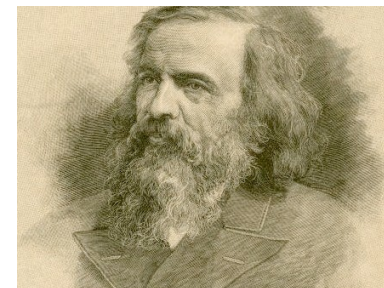


**B. How did Mendeleev overcome some of the problems of grouping elements?**

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

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

Knowledge of isotopes



**What we are learning this term:**

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

**6 Key Words for this term**

- 1. Halogens
- 2. Intermolecular

**C. How many elements are metals?**

**What are ions?**

**What are positive ions?**

**What type of ions do metals form?**

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

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

**What are Groups?**

**What similarities do elements in groups have?**

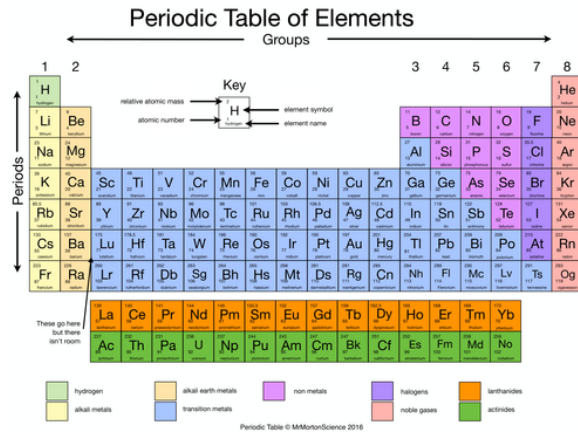
**What are periods?**

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

**What problems were often found with early periodic tables?**

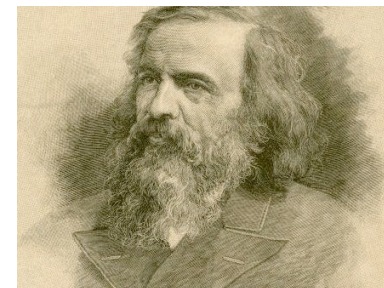
**C. What are negative ions?**

**What type of ions do non-metals form?**



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

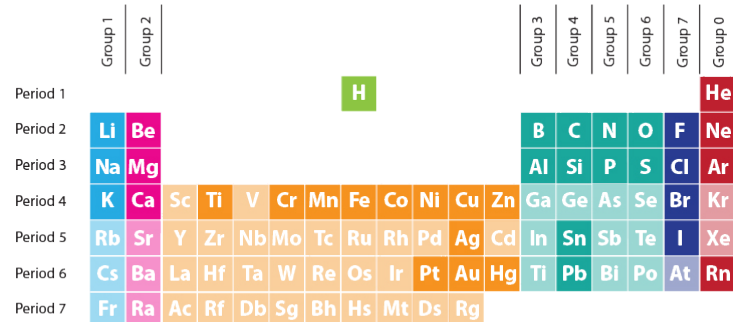
**What was discovered that helped explain why using atomic weights didn't always work?**



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

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

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



E.	Group 7 of the Periodic Table	
What are group 7 elements known as?	Halogens	
How are they found	Halogens travel in pairs – diatomic molecules (Cl <sub>2</sub> , Br <sub>2</sub> ...)	
Metal or non-metal	Non-metal	
How many electrons are in the outer shell?	7 electrons in the outer shell	
How reactive are they?	<ul style="list-style-type: none"> <li>Group 7 elements easily gain electrons</li> <li>This makes group 7 elements very reactive</li> </ul>	
What ions do they form?	<ul style="list-style-type: none"> <li>Group 7 elements readily gain electrons to form negative ions.</li> <li>This is so they can have a filled outer shell</li> </ul>	
How does reactivity change down the group?	Reactivity decreases down the group	
How do boiling points change down the group?	As you go down the group, the boiling point increases as the atomic weight increases	

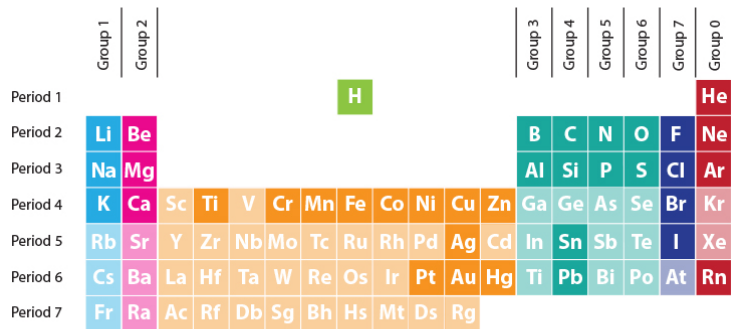




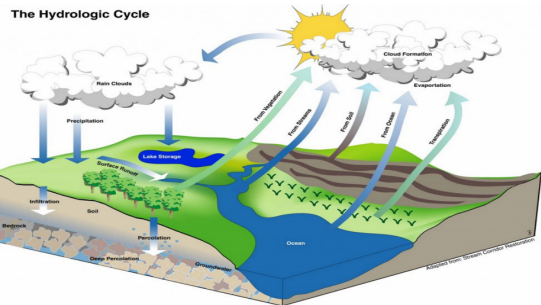
<b>D</b>	<b>Group 1 of the Periodic Table -</b>	
What are group 1 elements known as?		
Metal or non-metal		
How many electrons are in the outer shell?		
How reactive are they?		
What ions do they form?		
How does reactivity change down the group?		

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

<b>E.</b>	<b>What is a Halogen Displacement reaction?</b>	

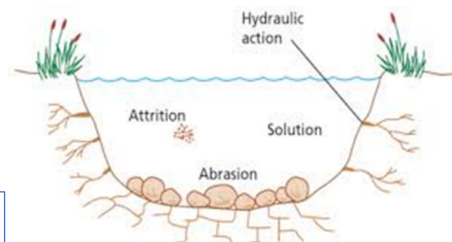


<b>E.</b>	<b>Group 7 of the Periodic Table</b>	
What are group 7 elements known as?		
How are they found		
Metal or non-metal		
How many electrons are in the outer shell?		
How reactive are they?		
What ions do they form?		
How does reactivity change down the group		
How do boiling points change down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



**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.

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.

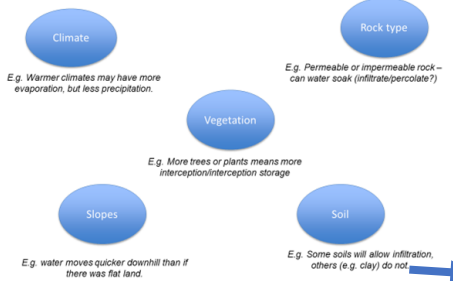
D	Key terms
Attrition	is the 'smashing' of sediment against each other to become more rounded.
Hydraulic action	is the sheer force of the water breaking down the river banks and bed.
Corrosion (solution)	is the dissolving of material.
Abrasion (corasion)	is the action of sediment scraping against the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

**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

**Factors influencing the hydrological cycle- what speeds it up, or slows it down?**



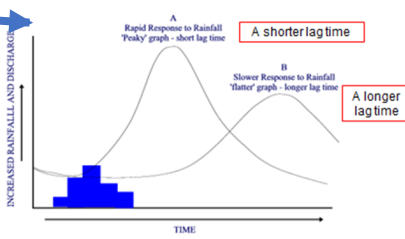
Hydrographs are a method to show us the relationship between rainfall and discharge (the amount of water in the river at a given time). Hydrographs can help us to predict the risk of flooding, but also can help us to understand how water has made it's way the river...

**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.

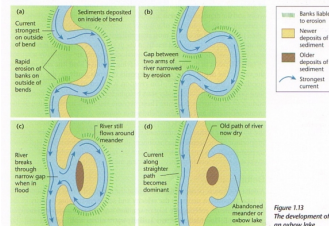
- As **saltation**: sand grains and small stones just bounce along.
- As **traction**: Larger stones and rocks get rolled along.

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).



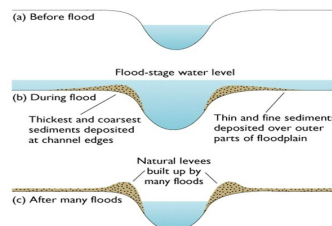


E	Reducing flooding
Rivers flooding can be caused by a number of factors. These could be human factors:	
Farming	ploughing can cause water to collect in the troughs and run directly in to the river.
Urbanisation	building with tarmac and concrete does not allow infiltration so water moves to the river 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

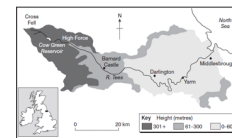


A meander is a bend in a river. Erosion happens on the outside of the bend as the velocity is faster. Deposition happens on the inside of the bend as velocity is slowest. This meander may over time become an oxbow lake as erosion on the outside of the bend exaggerates the bend, and when the river floods,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

### Formation of Natural Levees



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:

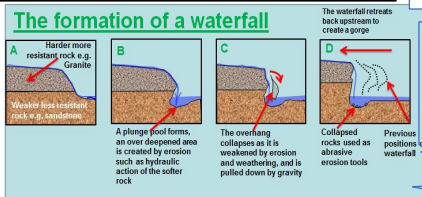
There are good examples of meanders, levees and floodplains along the River Tees. The natural levees have built up over time as the river floods and sediment is deposited on the banks of the river. There are large industries in the lower course of the river, making the most of the flat land and river's 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 it way to the mouth. Erosion will change from vertical (downwards) to horizontal erosion.



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.

### What were the costs/benefits?

**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.

Banbury is located in the Cotswolds, north of Oxford.

### 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.

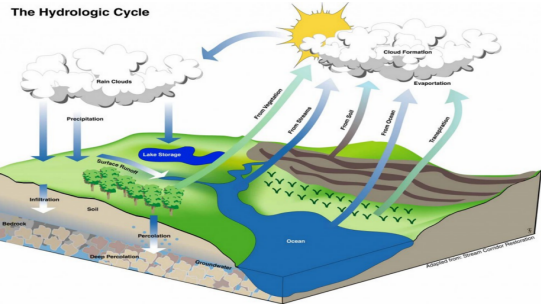
River flooding might bring a lot of effects to an area. They are worse in LICs as the countries are unable to prepare, or protect. These impacts can be social, economic or environmental.

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



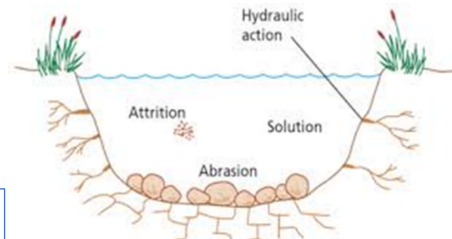
**Economic:** Cost of repairs, loss of income from flooded farmland, loss of business, loss of jobs etc.

**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.

The drainage basin is the

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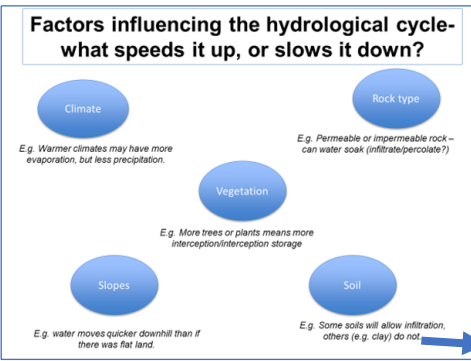
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Some factors will influence the way that water travels to the river - see below.

D	Key terms
Attrition	
Hydraulic action	
Corrosion (solution)	
Abrasion (corasion)	

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	
Transpiration	
Condensation	
Interception	
Surface run off	
Infiltration	
Throughflow	
Percolation	
Groundwater flow	
Channel flow	
Channel storage	



**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.

Hydrographs are

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The lag time of a hydrograph is

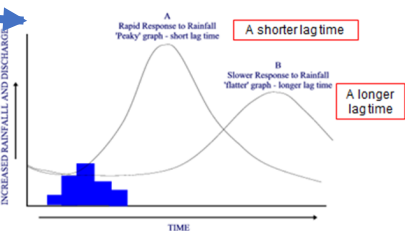
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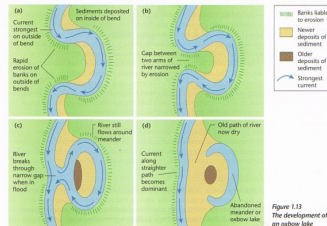
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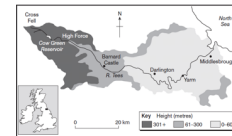




E	Reducing flooding
Rivers flooding can be caused by a number of factors. These could be human factors:	
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Urbanisation	
Deforestation	
Or physical factors:	
Weather and climate:	
High amounts of rainfall	
Steep land	



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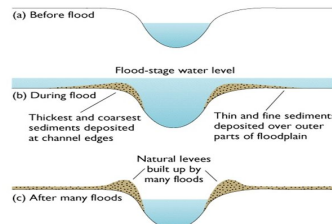


Middle/lower course:

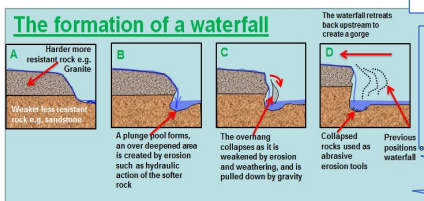
Upper course:

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



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.



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

Banbury Floods:

What has been done to reduce flooding?

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.

Banbury is located in the Cotswolds, north of Oxford.

Impacts of flooding:

What were the costs/benefits?



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



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

GCSE History : The Medical Renaissance in England c1500-1750		B. Change and continuity in ideas about disease and illness in the Medical Renaissance.					
A. <i>Can you define these key words?</i>		<u>Causes</u>	<u>Prevention</u>	<u>Treatments</u>			
apothecary	A person who mixes herbal remedies and treated patients as an alternative to a doctor as they were cheaper.	The Theory of the Four Humours – Although many physicians were starting to challenge Galen’s ideas, most people continued to believe that illness was caused by an imbalance of humours.	Lifestyle advice – Physicians still gave advice from the Regimen Sanitatis. People were advised to practice moderation in all things – that meant avoiding too much exhaustion, fatty foods, strong alcohol and laziness. Bathing became less fashionable because people thought syphilis was caught from bathing in public bathhouses.	Transference – a popular new theory that disease could be transferred to something else. E.g. rubbing warts with an onion to ‘transfer’ the warts to the onion. People also tried to transfer illness to live animals, such as sheep or chickens.			
barber surgeon	Barbers and surgeons who also performed minor operations such as the removal of warts						
Dissection	Criminals sentenced to death had their bodies cut open (dissected) by physicians and medical students.						
iatrochemistry	Chemical cures for a disease.						
humanism	A belief that humans could make up their own minds when it came to discovering the truth around them.						
transference	The idea that an illness or disease could be transferred to something else.	Miasma – Most people still believed that miasmata caused disease (spread by bad smells/air) – especially popular during epidemics.	Purifying the air –Miasma was still widely believed so people continues to clan the air. Sewage and rubbish were picked up from streets and bonfires were lit in public to ward off foul smells.	Hospitals – greater emphasis on curing not caring (unlike in medieval). Number of hospitals decreased significantly due to the Dissolution of the Monasteries. Pest houses were a new type of hospital that cared only for plague or pox victims – limits risk of infecting others.			
quack doctor	Somebody who did not have any medical qualifications but sold their services as a doctor or apothecary.						
C. <b>The Great Plague</b>							
Great Plague	Bubonic plague – outbreak in 1665 from June to November. One in five people died. Last serious outbreak of the disease in England.				Astrology – although not as popular as in the Medieval period, people still believed that astrology influenced disease. Some blamed the 1665 plague on unusual planet alignments.	Role of the government – Took a more active role in preventing disease. Homeowners were fined for not cleaning the street outside their house, criminals would pick up rubbish as a punishment.	Chemical cures – alchemy led to the new science of medial chemistry. This involved looking for chemical cures rather than relying on herbs or humoural theory. New remedies such as mercury and antimony were used to purge the body and they encouraged sweating and vomiting.
Causes	Sent by God, unusual planet alignments, Miasma (sewage and rubbish in cities, people thought the foul fumes were held in the soil and escaped during warmer weather-seemed logical as the plague was worse in the summer months)						
Treatments	Sweating out the disease – sit in thick woollen clothes by the fire. Transference was tried (strap chicken to buboes). Quack doctors mixed herbal remedies.						
Prevention	Pray and repent sins, carry a pomander, chew/smoke tobacco, light fires, wear masks (plague doctors), fasting, quarantining, banning of large crowds, searchers appointed, streets cleaned, stray animals killed, plague water (apothecaries),	Religion – Most people now realised that God did not send disease. Although, in desperate times (epidemics) they still turned to religion.		Herbal remedies – Continued to be used but were now chosen because of their colour or shape e.g. yellow herbs were used to treat jaundice (yellowing of the skin). New herbs appeared from the New World and were used to treat disease			



D. Key People (2.3)		
Sydenham	Vesalius	Harvey
Known as the 'English Hippocrates' he refused to rely on medical books and instead believed that physicians should closely observe and record their patient's symptoms. Using this method, he was able to prove that measles and scarlet fever were separate diseases, even though he couldn't identify the microbes that caused each. This laid the foundations for future individuals to take a more scientific approach to medicine.	His 1543 book <i>On the Fabric of the Human Body</i> included many detailed drawings of the human body. He carried out dissections on executed criminals and found approximately 300 mistakes in Galen's work. Vesalius encouraged other doctors to carry out dissections rather than relying on old books, laying the foundation for others to investigate the human body in more detail.	Discovered the circulation of the blood. Stated that the heart acted as a pump, pumping blood around the body in a one-way system. This disproved Galen's theory that blood was made in the liver and burned up by the body. However, his discovery had a limited impact on medicine at the time as it offered no practical use in the treatment of disease.

E.	Improved Communications (2.1)
Printing Press	In 1440 Johannes Gutenberg created the world's first printing press. By 1500, there were hundreds of presses in Europe. This new printing press enabled information to be spread accurately and quickly. Text no longer had to be copied by hand, meaning there were fewer mistakes and inconsistencies. It also meant that scientists could publish their work and share it across Europe much faster than when the work had to be copied by hand. The printing press also took book copying out of the hands of the Church. This meant that a much wider variety of subjects were written about, whereas before most books were about religious topics. The Church was no longer able to prevent ideas they disapproved of being published. For example, physicians could now publish works criticising Galen.
Royal Society	Scientists wanted to talk to each other about their new discoveries and share new ideas. This led to the founding of the Royal Society. The Royal Society met for the first time at Gresham College in London in 1660. Its aim was to promote the sharing of scientific knowledge and encourage argument over new theories and ideas. In 1662, the society received its royal charter from Charles II, who has a keen interest in science. The support of the king gave the society credibility: if the king approved it and supported them, clearly they were doing something right. It also raised their profile. More people sent their work in to be published or were willing to donate money to support the scientific work of the Royal Society. In 1665 the Society began publishing their scientific journal, <i>Philosophical Transactions</i> . It was the world's first scientific journal, and it continues to be published today. The society also offered funding for translations of European scientific texts. It encouraged its member to write their report in English instead of Latin to make it more accessible. The Royal Society made it possible for physicians and scientists to access and study each other's research. It was therefore very important in the development of new medical ideas.

F.	Care in the community and in hospitals (2.2)
Hospitals	Hospitals – greater emphasis on curing not caring (unlike in medieval). As a patient in a hospital you could expect a good diet, a visit from a physician and medication (own apothecary usually on site) Number of hospitals decreased significantly due to the Dissolution of the Monasteries. This dramatically changed the availability of hospital care in England as the vast majority of hospitals were connected to the Church and so few were able to stay open following the dissolution. Some smaller hospitals opened up to fill the gaps left by the dissolution of the monasteries, funded by charities, but there was a big change in the amount of medical treatment provided by hospitals. Many hospitals reopened without their religious sponsors. However, it took a long time for the amount of hospitals to return to what it had been before the dissolution of the monasteries.
Pest Houses (plague houses, poxhouses)	Pest houses were a new type of hospital that cared only for plague or pox victims – limits risk of infecting others. These hospitals specialized in one particular disease. Versions of these had existed in the Middle Ages e.g. lazar houses for people suffering with leprosy. There was a growing understanding that disease could be transmitted from person to person so these new hospitals began to crop up. They provided a much-needed service. Traditional hospitals would not admit patients who were contagious, but people suffering from serious, contagious diseases had to go somewhere or risk infecting their families.
Community Care	In spite of changes to hospitals, most sick people continued to be cared for at home. Local communities were very close-knit which meant that there were plenty of people around to give advice and share remedies. Women continued to play an important role in the care of the sick. We don't know a great deal about these women, but we know that a lot of them were prosecuted by the London College of Physicians for practicing medicine without a licence. They usually mixed and sold simple herbal remedies. Reports suggest they were very popular likely because they were cheaper than going to a licensed physician or apothecary.

**GCSE History : The Medical Renaissance in England c1500-1750**

**What we are learning this term:**

- 1.1 Ideas about the cause of disease and illness
- 1.2 Approaches to treatment and prevention
- 1.3 Key Individuals and dealing with the Great Plague in London (1665)

**A.**

*Can you define these key words?*

apothecary

barber surgeon

Dissection

iatrochemistry

humanism

transference

quack doctor

**C.**

**The Great Plague (1.3)**

What is the Great Plague?

Causes

Treatments

Prevention

**B. Change and continuity in ideas about disease and illness in the Medical Renaissance. (1.1-1.2)**

Causes

Prevention

Treatments

<u>Causes</u>	<u>Prevention</u>	<u>Treatments</u>

**D. Key People (2.3)**

**Sydenham**

**Vesalius**

**Harvey**

**E.**

**Improved Communications (2.1)**

Printing Press

Royal Society

**F.**

**Care in the community and in hospitals (2.2)**

Hospitals

Pest Houses (plague houses, poxhouses)

Community Care

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B. Change and continuity in ideas about disease and illness in the Medical Renaissance. (1.1-1.2)

Causes	Prevention	Treatments
The Theory of the Four _____ – Although many physicians were starting to challenge _____ ideas, most people continued to believe that illness was caused by an _____ of humours.	Lifestyle advice – Physicians still gave advice from the _____. People were advised to practice moderation in all things – that meant avoiding too much _____, fatty foods, strong alcohol and laziness. _____ became less fashionable because people thought _____ was caught from bathing in public bathhouses.	_____ – a popular new theory that disease could be transferred to something else. E.g. rubbing warts with an _____ to 'transfer' the warts to the onion. People also tried to transfer illness to live animals, such as sheep or chickens.
Miasma – Most people still believed that miasmata caused disease (spread by bad _____ / _____) – especially popular during _____	_____ the air –Miasma was still widely believed so people continues to clan the air. Sewage and _____ were picked up from streets and _____ were lit in public to ward off foul smells.	Hospitals – greater emphasis on _____ not caring (unlike in medieval). Number of hospitals _____ significantly due to the Dissolution of the Monasteries. Pest houses were a new type of hospital that cared only for _____ or pox victims – limits risk of _____ others.
_____ – although not as popular as in the Medieval period, people still believed that astrology influenced disease. Some blamed the _____ plague on unusual _____ alignments.	Role of the _____ – Took a more active role in preventing disease. Homeowners were _____ for not cleaning the street outside their house, _____ would pick up rubbish as a punishment.	_____ cures – alchemy led to the new science of medial _____. This involved looking for chemical cures rather than relying on herbs or humoural theory. New remedies such as _____ and antimony were used to purge the body and they encouraged sweating and vomiting.
Religion – Most people now realised that _____ did not send disease. Although, in _____ times (epidemics) they still turned to religion.		_____ remedies – Continued to be used but were now chosen because of their _____ or shape e.g. yellow herbs were used to treat jaundice (yellowing of the skin). New herbs appeared from the _____ and were used to treat disease e.g. Ipecac (dysentery) and cinchona bark (malaria).
		Humoural Treatments – Despite new approaches many people still believed in humoural treatments like _____ and _____.

A.

Can you define these key words?

apothecary

barber surgeon

Dissection

iatrochemistry

humanism

transference

quack doctor

C.

The Great Plague (1.3)

What is the Great Plague

Bubonic plague – outbreak in 1665 from June to November. One in \_\_\_\_\_ people died. \_\_\_\_\_ serious outbreak of the disease in England.

Causes

Sent by God, unusual planet \_\_\_\_\_, Miasma (sewage and rubbish in cities, people thought the foul fumes were held in the soil and \_\_\_\_\_ during warmer weather- seemed logical as the plague was worse in the \_\_\_\_\_ months)

Treatments

\_\_\_\_\_ out the disease – sit in thick woollen clothes by the fire. \_\_\_\_\_ was tried (strap \_\_\_\_\_ to buboes). Quack doctors mixed herbal remedies.

Prevention

Pray and repent sins, carry a \_\_\_\_\_, chew/ smoke \_\_\_\_\_, light fires, wear \_\_\_\_\_ (plague doctors), fasting, \_\_\_\_\_, banning of large crowds, searchers appointed, streets \_\_\_\_\_, stray animals killed, plague \_\_\_\_\_ (apothecaries),

**D. Key People (2.3)**

**Sydenham**

Known as the 'English \_\_\_\_\_' he refused to rely on \_\_\_\_\_ books and instead believed that physicians should closely observe and record their patient's \_\_\_\_\_. Using this method, he was able to prove that measles and \_\_\_\_\_ fever were separate diseases, even though he couldn't identify the \_\_\_\_\_ that caused each. This laid the foundations for future individuals to take a more \_\_\_\_\_ approach to \_\_\_\_\_

**Vesalius**

His 1543 book *On the Fabric of the \_\_\_\_\_ Body* included many detailed \_\_\_\_\_ of the human body. He carried out \_\_\_\_\_ on executed \_\_\_\_\_ and found approximately \_\_\_\_\_ mistakes in Galen's work. Vesalius encouraged other doctors to carry out dissections rather than relying on old \_\_\_\_\_, laying the \_\_\_\_\_ for others to \_\_\_\_\_ the human body in more detail.

**Harvey**

Discovered the \_\_\_\_\_ of the \_\_\_\_\_. Stated that the heart acted as a \_\_\_\_\_, pumping blood around the body in a one-way system. This \_\_\_\_\_ Galen's theory that blood was made in the \_\_\_\_\_ and burned up by the body. However, his discovery had a \_\_\_\_\_ impact on medicine at the time as it offered no \_\_\_\_\_ use in the treatment of disease.

**E.**

**Improved Communications (2.1)**

**Printing Press**

In \_\_\_\_\_ Johannes Gutenberg created the world's first \_\_\_\_\_. By 1500, there were hundreds of presses in \_\_\_\_\_. This new printing press enabled information to be spread \_\_\_\_\_ and quickly. Text no longer had to be copied by hand, meaning there were fewer mistakes and \_\_\_\_\_. It also meant that scientists could publish their work and share it across Europe much \_\_\_\_\_ than when the work had to be copied by hand. The printing press also took book copying out of the hands of the \_\_\_\_\_. This meant that a much wider variety of \_\_\_\_\_ were written about, whereas before most books were about religious topics. The Church was no longer able to \_\_\_\_\_ ideas they disapproved of being published. For example, physicians could now publish works \_\_\_\_\_ Galen.

**Royal Society**

Scientists wanted to talk to each other about their new discoveries and share new ideas. This led to the founding of the Royal Society. The Royal Society met for the first time at Gresham College in London in \_\_\_\_\_. Its aim was to promote the \_\_\_\_\_ of scientific knowledge and encourage argument over new theories and ideas. In 1662, the society received its royal \_\_\_\_\_ from Charles II, who has a keen interest in science. The support of the king gave the society \_\_\_\_\_: if the king approved if and supported them, clearly they were doing something right. It also \_\_\_\_\_ their profile. More people sent their work in to be published or were willing to donate money to support the scientific work of the Royal Society. In 1665 the Society began publishing their scientific \_\_\_\_\_, *Philosophical Transactions*. It was the world's first scientific journal, and it continues to be published today. The society also offered funding for translations of European scientific texts. It encouraged its member to write their reports in English instead of Latin to make it more \_\_\_\_\_. The Royal Society made it possible for physicians and scientists to access and study each other's research. It was therefore very important in the \_\_\_\_\_ of new medical ideas.

**F.**

**Care in the community and in hospitals (2.2)**

**Hospitals**

Hospitals – greater emphasis on curing not \_\_\_\_\_ (unlike in medieval). As a patient in a hospital you could expect a good diet, a visit from a \_\_\_\_\_ and medication (own \_\_\_\_\_ usually on site) Number of hospitals \_\_\_\_\_ significantly due to the Dissolution of the \_\_\_\_\_. This dramatically changed the availability of hospital care in England as the vast majority of hospitals were connected to the \_\_\_\_\_ and so few were able to stay open following the dissolution. Some smaller hospitals opened up to fill the gaps left by the dissolution of the monasteries, funded by \_\_\_\_\_, but there was a big change in the amount of medical \_\_\_\_\_ provided by hospitals. Many hospitals reopened without their religious \_\_\_\_\_. However, it took a long time for the amount of hospitals to return to what it had been before the dissolution of the monasteries.

**Pest Houses (plague houses, poxhouses)**

Pest houses were a new type of hospital that cared only for plague or pox victims – limits risk of \_\_\_\_\_ others. These hospitals \_\_\_\_\_ in one particular disease. Versions of these had existed in the Middle Ages e.g. \_\_\_\_\_ houses for people suffering with \_\_\_\_\_. There was a growing understanding that disease could be \_\_\_\_\_ from person to person so these new hospitals began to crop up. They provided a much-needed service. Traditional hospitals would not admit patients who were \_\_\_\_\_, but people suffering from serious, contagious diseases had to go somewhere or risk infecting their families.

**Community Care**

In spite of changes to hospitals, most sick people continued to be cared for at home. Local \_\_\_\_\_ were very close-knit which meant that there were plenty of people around to give advice and share \_\_\_\_\_. \_\_\_\_\_ continued to play an \_\_\_\_\_ role in the care of the sick. We don't know a great deal about these women, but we know that a lot of them were prosecuted by the London College of Physicians for practicing medicine without a \_\_\_\_\_. They usually mixed and sold simple \_\_\_\_\_ remedies. Reports suggest they were very popular likely because they were \_\_\_\_\_ than going to a licensed physician or apothecary.

**: The Medical Renaissance in England c1500-1750**

A.	Can you define these key words?
apothecary	A person who mixes herbal remedies and treated patients as an alternative to a doctor as they were cheaper.
barber surgeon	Barbers and surgeons who also performed minor operations such as the removal of warts
Dissection	Criminals sentenced to death had their bodies cut open (dissected) by physicians and medical students.
iatrochemistry	Chemical cures for a disease.
humanism	A belief that humans could make up their own minds when it came to discovering the truth around them.
transference	The idea that an illness or disease could be transferred to something else.
quack doctor	Somebody who did not have any medical qualifications but sold fake cures and their services as a doctor or apothecary.

E.	Improved Communications (2.1)
Printing Press	In 1440 Johannes Gutenberg created the world's first printing press. By 1500, there were hundreds of presses in Europe. This new printing press enabled information to be spread accurately and quickly. Text no longer had to be copied by hand, meaning there were fewer mistakes and inconsistencies. It also meant that scientists could publish their work and share it across Europe much faster than when the work had to be copied by hand. The printing press also took book copying out of the hands of the Church. This meant that a much wider variety of subjects were written about, whereas before most books were about religious topics. The Church was no longer able to prevent ideas they disapproved of being published. For example, physicians could now publish works criticising Galen.

Royal Society	Scientists wanted to talk to each other about their new discoveries and share new ideas. This led to the founding of the Royal Society. The Royal Society met for the first time at Gresham College in London in 1660. Its aim was to promote the sharing of scientific knowledge and encourage argument over new theories and ideas. In 1662, the society received its royal charter from Charles II, who has a keen interest in science. The support of the king gave the society credibility: if the king approved if and supported them, clearly they were doing something right. It also raised their profile. More people sent their work in to be published or were willing to donate money to support the scientific work of the Royal Society. In 1665 the Society began publishing their scientific journal, <i>Philosophical Transactions</i> . It was the world's first scientific journal, and it continues to be published today. The society also offered funding for translations of European scientific texts. It encouraged its member to write their reports in English instead of Latin to make it more accessible. The Royal Society made it possible for physicians and scientists to access and study each other's research. It was therefore very important in the development of new medical ideas.
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**B. Change and continuity in ideas about disease and illness in the Medical Renaissance.**

Causes	Prevention	Treatments
The Theory of the Four Humours – Although many physicians were starting to challenge Galen's ideas, most people continued to believe that illness was caused by an imbalance of humours.	Lifestyle advice – Physicians still gave advice from the Regimen Sanitatis. People were advised to practice moderation in all things – that meant avoiding too much exhaustion, fatty foods, strong alcohol and laziness. Bathing became less fashionable because people thought syphilis was caught from bathing in public bathhouses.	Transference – a popular new theory that disease could be transferred to something else. E.g. rubbing warts with an onion to 'transfer' the warts to the onion. People also tried to transfer illness to live animals, such as sheep or chickens.
Miasma – Most people still believed that miasmata caused disease (spread by bad smells/air) – especially popular during epidemics.	Purifying the air –Miasma was still widely believed so people continued to clean the air. Sewage and rubbish were picked up from streets and bonfires were lit in public to ward off foul smells.	Hospitals – greater emphasis on curing not caring (unlike in medieval). Number of hospitals decreased significantly due to the Dissolution of the Monasteries. Pest houses were a new type of hospital that cared only for plague or pox victims – limits risk of infecting others.
Astrology – although not as popular as in the Medieval period, people still believed that astrology influenced disease. Some blamed the 1665 plague on unusual planet alignments.	Role of the government – Took a more active role in preventing disease. Homeowners were fined for not cleaning the street outside their house, criminals would pick up rubbish as a punishment.	Chemical cures – alchemy led to the new science of medical chemistry. This involved looking for chemical cures rather than relying on herbs or humoral theory. New remedies such as mercury and antimony were used to purge the body and they encouraged sweating and vomiting.
Religion – Most people now realised that God did not send disease. Although, in desperate times (epidemics) they still turned to religion.		Herbal remedies – Continued to be used but were now chosen because of their colour or shape e.g. yellow herbs were used to treat jaundice (yellowing of the skin). New herbs appeared from the New World and were used to treat disease

D. Key People		
Sydenham	Vesalius	Harvey
Known as the 'English Hippocrates' he refused to rely on medical books and instead believed that physicians should closely observe and record their patient's symptoms. Using this method, he was able to prove that measles and scarlet fever were separate diseases, even though he couldn't identify the microbes that caused each. This laid the foundations for future individuals to take a more scientific approach to medicine.	His 1543 book On the Fabric of the Human Body included many detailed drawings of the human body. He carried out dissections on executed criminals and found approximately 300 mistakes in Galen's work. Vesalius encouraged other doctors to carry out dissections rather than relying on old books, laying the foundation for others to investigate the human body in more detail.	Discovered the circulation of the blood. Stated that the heart acted as a pump, pumping blood around the body in a one-way system. This disproved Galen's theory that blood was made in the liver and burned up by the body. However, his discovery had a limited impact on medicine at the time as it offered no practical use in the treatment of disease.

C.	The Great Plague
Great Plague	Bubonic plague – outbreak in 1665 from June to November. One in five people died. Last serious outbreak of the disease in England.
Causes	Sent by God, unusual planet alignments, Miasma (sewage and rubbish in cities, people thought the foul fumes were held in the soil and escaped during warmer weather- seemed logical as the plague was worse in the summer months)
Treatments	Sweating out the disease – sit in thick woollen clothes by the fire. Transference was tried (strap chicken to buboes). Quack doctors mixed herbal remedies.
Prevention	Pray and repent sins, carry a pomander, chew/smoke tobacco, light fires, wear masks (plague doctors), fasting, quarantining, banning of large crowds, searchers appointed, streets cleaned, stray animals killed, plague water (apothecaries),

F.	Care in the community and in hospitals (2.2)
Hospitals	Hospitals – greater emphasis on curing not caring (unlike in medieval). As a patient in a hospital you could expect a good diet, a visit from a physician and medication (own apothecary usually on site) Number of hospitals decreased significantly due to the Dissolution of the Monasteries. This dramatically changed the availability of hospital care in England as the vast majority of hospitals were connected to the Church and so few were able to stay open following the dissolution. Some smaller hospitals opened up to fill the gaps left by the dissolution of the monasteries, funded by charities, but there was a big change in the amount of medical treatment provided by hospitals. Many hospitals reopened without their religious sponsors. However, it took a long time for the amount of hospitals to return to what it had been before the dissolution of the monasteries.
Pest Houses (plague houses, poxhouses)	Pest houses were a new type of hospital that cared only for plague or pox victims – limits risk of infecting others. These hospitals specialized in one particular disease. Versions of these had existed in the Middle Ages e.g. lazar houses for people suffering with leprosy. There was a growing understanding that disease could be transmitted from person to person so these new hospitals began to crop up. They provided a much-needed service. Traditional hospitals would not admit patients who were contagious, but people suffering from serious, contagious diseases had to go somewhere or risk infecting their families.
Community Care	In spite of changes to hospitals, most sick people continued to be cared for at home. Local communities were very close-knit which meant that there were plenty of people around to give advice and share remedies. Women continued to play an important role in the care of the sick. We don't know a great deal about these women, but we know that a lot of them were prosecuted by the London College of Physicians for practicing medicine without a licence. They usually mixed and sold simple herbal remedies. Reports suggest they were very popular likely because they were cheaper than going to a licensed physician or apothecary.

**The Medical Renaissance in England c1500-1750**

**B. Change and continuity in ideas about disease and illness in the Medical Renaissance.**

A.	Can you define these key words?
apothecary	
barber surgeon	
Dissection	
iatrochemistry	
humanism	
transference	
quack doctor	

Causes	Prevention	Treatments

E.	Improved Communications (2.1)
Printing Press	
Royal Society	

D. Key People		
Sydenham	Vesalius	Harvey

C.	The Great Plague
Causes	
Treatments	
Prevention	

F.	Care in the community and in hospitals (2.2)
Hospitals	
Pest Houses (plague houses, poxhouses)	
Community Care	

## Year 9 Religious Education: Matters of life and death

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

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

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

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

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



## Year 9 Religious Education: Matters of life and death

A.	<i>Can you define these key words?</i>		C	<i>What does the theory of Natural Moral Law say about moral behaviour?</i>	<i>What are the 5 precepts of NML that we must be fulfilling for morally good behaviour?</i>	
<b>Key word</b>	<b>Key definition</b>					
Morality						
Ethics						
Sanctity of Life						
Quality of Life						
Natural Moral Law						
Precept						
Reason						
Absolute						
Situation Ethics						
Relativism						
Agape						
Abortion						
Pro-Life						
Pro-Choice						
Euthanasia						
Capital Punishment						
Dominion						
Stewardship						
			D	<i>What are the strengths of NML theory about what is morally good?</i>	<i>What are the weaknesses of NML theory about what is morally good?</i>	
			E	<i>What does the theory of situation ethics say about moral behaviour?</i>	<i>What are the strengths of S.E theory about what is morally good?</i>	<i>What are the weakness of S.E theory about what is morally good?</i>
			B	<i>Bible quotes relating to the sanctity of life</i>		
			1			
			2			
			3			
			4			
			5			



# 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:

**if username == "Tim":**

**print("Hello World")**

**dogAge = 8**

**while userNum < 3:**

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



## 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:	
<code>if username == "Tim":</code>	Selection
<code>print("Hello World")</code>	Output
<code>dogAge = 8</code>	Assignment
<code>while userNum &lt; 3:</code>	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

# SPANISH Year 9 GCSE Term 6 Knowledge Organiser: Topic = Key Knowledge

## What we are learning this term:

- A. Revision of vocabulary from Year 9
- B. Jobs
- C. Key Verbs
- D. Foods
- E. Translation Practice
- F. Key words across topics

## 6 Key Words for this term

- |              |             |
|--------------|-------------|
| 1. trabajar  | 4. traducir |
| 2. el sueldo | 5. evitar   |
| 3. almorzar  | 6. cambiar  |

## A. Los Trabajos – Jobs

El / la actor / actriz	Actor / actress
El / caminero/a	Lorry driver
El / la cantante	Singer
El / la carnicero/a	Butcher
El / la cartero/a	Postman/postwoman
El / la cocinero/a	Chef / cook
El / la comerciante	Business person
El / la dentista	Dentist
El / la dependiente	Shop assistant
El / la deportista	Sportsperson
El / la diseñador(a)	Designer
El / la electricista	Electrician
El / la granjero/a	Farmer
El / la mecánico/a	Mechanic
El / la médico/a	Doctor
El / la albañil	Builder
El / la peluquero/a	Hairdresser
El / la periodista	Journalist
El / la profesor(a)	Teacher
El / la policía	Police officer
El / la recepcionista	Receptionist
El / la secretario/a	Secretary
Una empresa	A company
Una obra	A building site
Un garaje	A garage
Una oficina	An office

## B. Business Vocabulary 1

El producto	The product
El / la director(a) de ventas	The director of sales
El servicio	Service
La gama	Range
El sabor	Taste
La empresa	Company
La tarjeta de visita	Business card
El riesgo	Risk
La marca	Brand
El precio	Price
Hablar	To speak
Querer	To want
Contactar	to contact
Acoger	To welcome
Exportar	To export
Disfrutar	To enjoy
Trabajar	To work
Utilizar	To use
Costar	To cost

## C. Describing a Product

Magnífico/a	Superb
Bueno para la salud	Good for health
Barato/a	Cheap
A la última	The latest
De moda	Fashionable
Rápido/a	Fast
Lujoso/a	Luxurious
Famoso/a	Famous
Integrante	Integral
Caro/a	Expensive
Atractivo/a	Attractive
Mismo/a	Same
Divertido/a	Fun
Sensacional	Sensational
Educativo/a	Educational
Potente	Powerful
Elegante	Smart
Nuevo/a	New
Fundado/a	Founded
Vivo/a	Bright (colours)
Sabroso/a	Tasty
Fiable	Reliable
Resistente	Durable
Bajo/a	Low

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

## D. Comparatives, superlatives and foods

Más	More
Menos	Less
El / la más	The most
El / la menos	The least
Mejor	Better
Peor	Worse
Lo / la mejor	The best
Lo / la peor	The worst
El agua	Water
El agua con gas	Fizzy water
E arroz	Rice
El bistec	Beef steak
El bocadillo	Sandwich / roll
La carne	Meat
Los champiñones	Mushrooms
Las cerezas	Cherries
El coca cola	Coca cola
El cerdo	Pork
La carne de vaca	Beef
Los caramelos	Sweets
El chocolate	Chocolate
Los cereales	Cereals
La ensalada	Salad
Los espaguetis	Spagheetti
La fruta	Fruit
Las galletas	Biscuits
Las hamburguesas	Hamburgers
El helado	Ice cream
Los huevos	Eggs
Los guisantes	Peas
El jamón	Ham

## F. Key Words across Topics?

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

**Questions for Quizzing**  
**Translate the following using the Knowledge Organiser**

I like going shopping	m g i d c
I love to go out with friends	m e s c a
I like quite watching TV	m g b v l t
I don't like playing the guitar in my free time	n m g t l g e m t l
I don't like going shopping	n m g i d c
He likes playing the piano	l g t e p
She likes going out with her friends	l g s c s a
He likes watching TV in his free time	l g v l t e s t l
From time to time I read a book in the evening	d v e c l u l p l t
Always I play the guitar with my group	s t l g c m g
Sometimes I go shopping in my free time	a v v d c e m t l
Each week he likes to watch TV in the evening	c s l g v l t p l t
Usually she watches TV one time per week	a m v l t u v e l s
Sometimes she plays football in the evening	a v j a f p l t
Often they play basketball in the free time	a m j a b e l t l
Usually we listen to music every day	a m e m t l d
I hope to visit my grandma's house	e v l c d m a
I'm going to cook chicken and chips	v a c p c p f
I have to cook every day	t q c t l d
I'm thinking of watching TV tonight	p v l t h p l t
For breakfast, I drink milk and eat a sandwich	p e d, b l y c u b
For desert, they eat cake	p e p, c p
For breakfast, I take salad and chicken	p e d, t e y p
For lunch, she takes a Spanish	p e a, t u t e

<b>H . Key Questions: Answer the following in your own words. Use these model answers</b>	
¿Qué haces en tu tiempo libre? Frecuencia? Opiniones?	Normalmente juego al futbol todos los días después del colegio. Lo que me encanta es jugar al futbol con mis amigos porque es bueno para la salud y es emocionante y relajante jugar contra tus amigos. De vez en cuando juego con videojuegos pero ayer hice ciclismo, hice mis deberes y toque mi guitarra.
¿Te gusta ver la televisión? Qué has visto en la televisión recientemente?	Si, me gusta ver la televisión, me gustan los programas de horror, de tele-realidad, los documentales y de deporte. Lo que me encanta es ver los dibujos-animados porque son más entretenidos que las noticias. Ayer ví las noticias con mis padres. Mi programa favorito es ... porque es ....
Describe una cena especial	Recientemente fui a un restaurante con mi familia para celebrar el cumpleaños de mi abuelo. Fuimos a un restaurante chino porque es la comida favorita de mi abuela. Primero, comí .. y bebí. Para el postre comí y bebí . Lo que me gustó fue la buena comida/ver a y hablar con toda mi familia. Dí un regalo a mi abuelo, tuvimos un pastel de cumpleaños, cantamos la canción de cumpleaños y tuvimos una fiesta emocionante.
¿El ejercicio o el deporte son importantes? Que son las ventajas y desventajas de hacer deporte?	El ejercicio es muy importante para mi porque quiero llevar una vida sana. Las ventajas de hacer deporte son que te ayuda a llevar una vida sana, aprendes la importancia de respetar la autoridad, desarrolla habilidades sociales, aprendes la necesidad de cumplir las reglas. Las desventajas son que tienes que hacer mucho esfuerzo para hacer ejercicio y no tengo mucho tiempo.

**I. Key Questions: Try to translate the model answers using words from the KO**

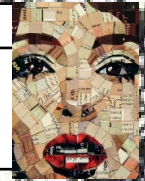
¿Qué haces en tu tiempo libre? Frecuencia? Opiniones?	Normally I play tennis once a week before school. I love tennis because it's fun to play and I like to spend time with my friends. It's good for your health too. I also like to listen to music in my bedroom at home while chatting to my friends on the computer. My brother likes to play the guitar.
¿Te gusta ver la televisión? Qué has visto en la televisión recientemente?	No, I don't really like watching TV because I find it boring. However, my family like to watch TV on the weekends. My family's favourite programmes are quiz shows and soap operas.
Describe una cena especial	Last weekend we went to a restaurant to celebrate my 16 <sup>th</sup> birthday. I had a 3 course meal which included paella, garlic bread and pork. It was delicious. I didn't eat dessert.
¿El ejercicio o el deporte son importantes? ¿Qué son las ventajas y desventajas de hacer deporte?	I think that exercise is really important because it's important for your heart. I try to exercise 3 – 4 times a week with my Mum. The disadvantage of doing sport and exercise is that I don't have a lot of time during the week because of my school work.

**Key Points to remember from this term**

Words for MY", "YOUR", "HIS", "HER" Mi/mis – my / Tu/tus – your / Su/sus His hers	Mi hermano / mis hermanos	Modal Verbs Tengo que = I have to / Hay que = you have to Quiero/quieres = I want/you want Se debe – you must / Debo = I must	Quiero usar menos mi móvil Se debe comer menos comida basura
Comparatives Más/menos que – more/less than Mejor/peor que – better/worse than Lo mejor/lo peor = the best/the worst Tan...como = as .... As		Tengo que usar menos mi portátil Me gusta más Instagram porque es más emocionante Instagram es tan entretenido como Twitter	

**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 Volpicelli, 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**

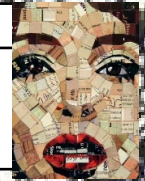
Appropriate	Suitable for a particular person, place or condition
Highlight	An area of lightness in an image
Shadow	When an objector artwork intercepts light and causes an obscurity
intricate	Having many complexly arranged element
relevant	Having a bearing or connection with the subject or matter

**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. ....  
 .....

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

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	

**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?

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

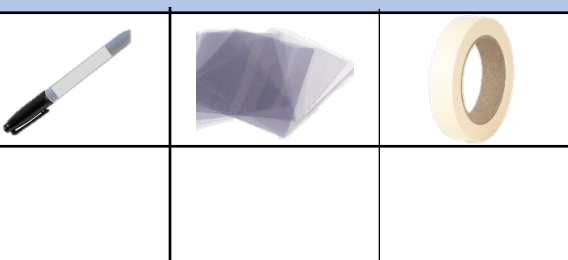
1. Darker areas?
2. Lighter areas?



**F. Keywords**

Appropriate	
Highlight	
Shadow	
intricate	
relevant	

**C. Name the following equipment.**



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

WHAT?	
HOW?	
WHY?	



## Year 9 PRODUCT DESIGN Term 6

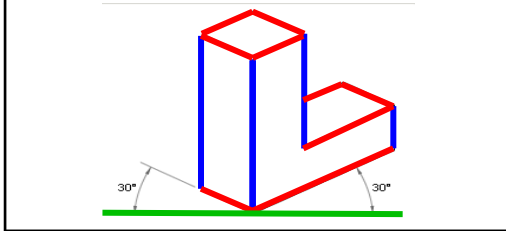


<b>What we are learning this term:</b>	
A.	Drawing Skills
B.	Wood Theory
C.	Wooden Joints & Their Uses
D.	Tools & Machinery

<b>A.</b>	<b>Drawing Skills</b>
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**Isometric Technical Drawing**

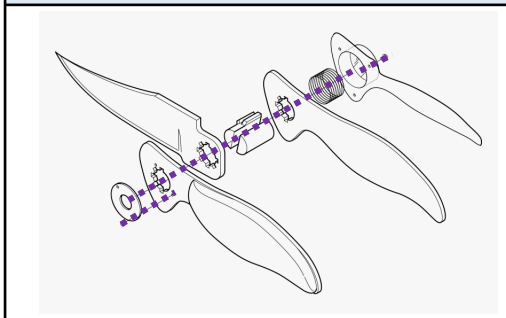
Made up of a series of parallel **vertical lines** and parallel **30-degree lines**. But no **horizontal lines**.



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

**Exploded Technical Drawing**

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



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

<b>B.</b>	<b>Wood Theory</b>
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Natural	Advantages	Disadvantages
<b>Hardwood:</b> <ul style="list-style-type: none"> <li>Stronger &amp; durable</li> <li>Weather resistant</li> <li>Fire resistant</li> </ul>	<ul style="list-style-type: none"> <li>Harder to cut / curve</li> <li>More expensive</li> <li>Longer to grow</li> </ul>	
<b>Softwood:</b> <ul style="list-style-type: none"> <li>Easy to cut / curve</li> <li>Cheaper</li> <li>Quicker to grow</li> </ul>	<ul style="list-style-type: none"> <li>Not weather resistant</li> <li>Not fire resistant</li> <li>Weaker &amp; less durable</li> </ul>	
Manufactured	Advantages	Disadvantages
<b>MDF:</b> <ul style="list-style-type: none"> <li>Easy to cut and sand</li> <li>Takes paint well</li> <li>Comes in wide sheets</li> </ul>	<ul style="list-style-type: none"> <li>Not as aesthetically pleasing</li> <li>Doesn't stain well</li> </ul>	
<b>Plywood:</b> <ul style="list-style-type: none"> <li>Strong board</li> <li>Can be waterproof</li> <li>Comes in wide sheets</li> </ul>	<ul style="list-style-type: none"> <li>Not as aesthetically pleasing</li> <li>Doesn't stain well</li> </ul>	

**Sustainability = Natural Wood Vs Manufactured Boards**

Manufactured boards are more sustainable than natural woods because made from wasted wood and offcuts.	Softwood is more sustainable than hardwood, because it grows a lot quicker.
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<b>C.</b>	<b>Wooden Joints &amp; Their Uses</b>
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Joint	Uses	Image
<b>Mitre Joint</b>	Used mainly for picture frames. Great aesthetics but not very strong unless a dowel is added.	
<b>Dowel Joint</b>	Can be used to repair stripped screw holes and in toy making they are the perfect axles in toy vehicles.	
<b>Mortise and Tenon Joint</b>	Mainly used for furniture. This joint is very strong and durable as well as looking very professional.	
<b>Cross Halving Joint</b>	Mainly used for cabinets, doors and windows. This joint has very good resistance to side-to-side movement.	




<b>D.</b>	<b>Tools &amp; Machinery</b>
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Steel Rule	Tri Square	Mitre Square	Bench Hook	Quick Clamp	Wooden Vice	Tenon Saw	Bandfacer	Pillar Drill





**What we are learning this term:**

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

**A. Drawing Skills** 

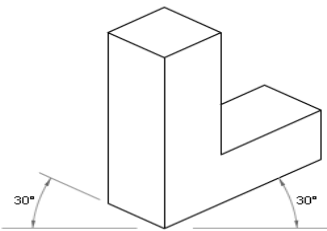
**Technical Drawing**

What is it & what is it used for?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



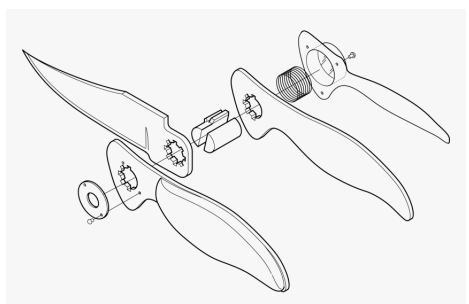
**Technical Drawing**

What is it & what is it used for?






\_\_\_\_\_

\_\_\_\_\_

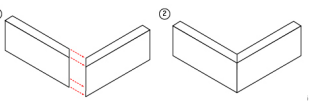
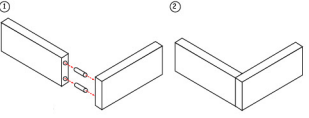
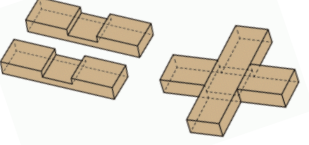
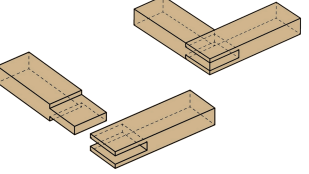
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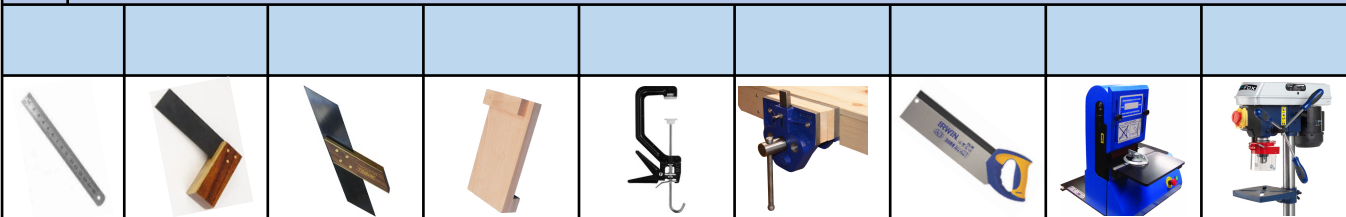
**B. Wood Theory** 

Natural	Advantages	Disadvantages
<b>Hardwood:</b> 	<p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p>
<b>Softwood:</b> 	<p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p>
Manufactured	Advantages	Disadvantages
<b>MDF:</b> 	<p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p>
<b>Plywood:</b> 	<p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p>
Sustainability = Natural Wood Vs Manufactured Boards 		
<p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p>

**C. Wooden Joints & Their Uses**

Joint	Uses	Image
<b>Mitre Joint</b>	<p>_____</p> <p>_____</p> <p>_____</p>	
<b>Dowel Joint</b>	<p>_____</p> <p>_____</p> <p>_____</p>	
<b>Mortise and Tenon Joint</b>	<p>_____</p> <p>_____</p> <p>_____</p>	
<b>Cross Halving Joint</b>	<p>_____</p> <p>_____</p> <p>_____</p>	

**D. Tools & Machinery** 



# 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.

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

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

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

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

 Clean and store chopping boards correctly after use



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

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

## B. What do the following terms mean?

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

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

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

## E. Keywords

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



# 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	4 Healthy
2 Dietary Requirements	5 Teenager
3 Skills Test	6 Cross Contamination

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

Label the diagram and add your own examples to it.



B.	Can you list 5 of the dietary requirements of a teenager?
1	
2	
3	
4	
5	

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

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

Clean and store chopping boards correctly after use



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

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



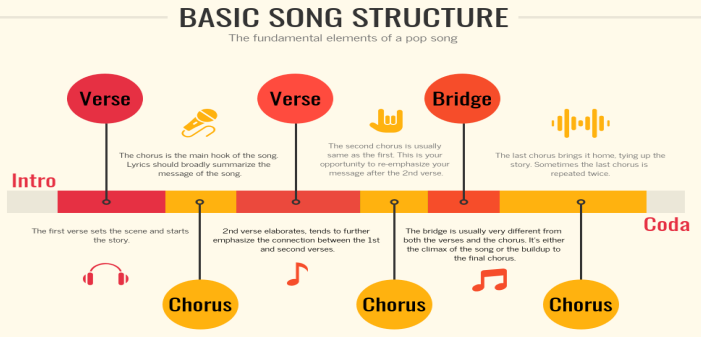
**What we are learning this term:**

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

**6 Key Words for this term**

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

**A Basic Song Structure – POP songs**



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

**C Playing the Keyboard / Chords**

**LEFT HAND**      **RIGHT HAND**

Chords shown: C, G, Am, F

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

E		What are the music symbols?							
Note	Name	Beats	Rest	Note	Name	Beats	Rest		
	Semibreve, Whole Note	4 beats			Dotted Semibreve, Dotted Whole Note	6 beats			
	Minim, Half Note	2 beats			Dotted Minim, Dotted Half Note	3 beats			
	Crotchet, Quarter Note	1 beat			Dotted Crotchet, Dotted Quarter Note	1 1/2 beats			
	Quaver, Eighth Note	1/2 beat			Dotted Quaver, Dotted Eighth Note	3/4 beat			

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

**G How to read music – treble clef and Bass Clef**

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

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



**What we are learning this term:**

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

**6 Key Words for this term**

1		
2		
3		

**C Playing the Keyboard / Chords**

**D What are the musical elements?**

Timbre	
Pitch	
Texture	
Tempo	
Duration	
Structure	
Dynamics	
Silence	
Attack/Decay	

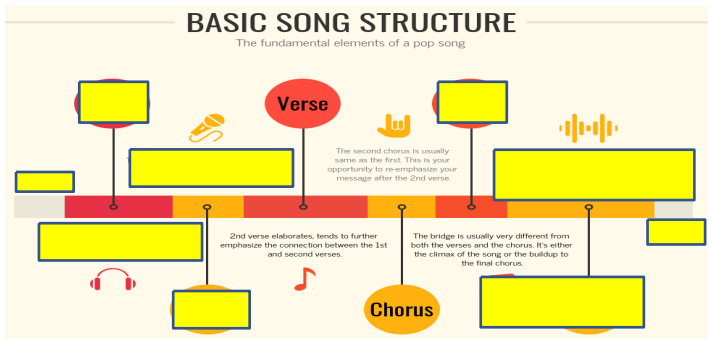
**E What are the music symbols?**

Note	Name	Beats	Rest	Note	Name	Beats	Rest
	Semibreve, Whole Note	4			Dotted Semibreve, Dotted Whole Note	6	
	Minim, Half Note	2			Dotted Minim, Dotted Half Note	3	
	Crotchet, Quarter Note	1			Dotted Crotchet, Dotted Quarter Note	1.5	
	Quaver, Eighth Note	0.5			Dotted Quaver, Dotted Eighth Note	0.75	

**F Keywords**

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

**A Basic Song Structure – POP songs**



**B How to write a perfect Evaluation?**

1	
2	Explain what you were trying to communicate to an audience and how you did it
3	
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	

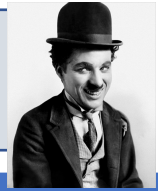
**G How to read music – treble clef and Bass Clef**

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

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

**SLAPSTICK**

For GCSE drama, you need to understand and be able to apply techniques from different genres of performance. This genre is COMEDY



**Background**

Its roots go back to Ancient Greece and Rome. The term arises from a device developed for use in the physical comedy style known as commedia dell'arte. The slapstick was a two-piece paddle that actors would use to accentuate the impact of a hit. Shakespeare incorporated slapstick into his comedies, such as in his play The Comedy of Errors

The BOSS character is the only one to talk. Deliberately clumsy actions and humorously embarrassing events. There are elements of stage combat



Simple and predictable storylines. Music and sound effects are key Genre of COMEDY

**Characters**

**BOSS**- The only character who talks. Always thinks they have control. Has pain inflicted on them more so than the sidekick.



**SIDEKICK**- Works against the boss character. Inflicts pain towards the boss. Does not speak.

**KEY WORDS**- Exaggeration, Mime Pain, comedic timing, gestures, sound effects, music.




How can you create humour without the use of words?  
 Why is it important that the characters have specific roles?  
 How would you mark the moment of the sidekick inflicting pain?

Why ?  
 What is a BOSS CHARACTER?  
 What role do sound effects play in this genre?

**SLAPSTICK**

For GCSE drama, you need to understand and be able to apply techniques from different genres of performance. This genre is



Background	Characters
<p>Its roots go back to _____ and _____.</p> <p>The term arises from a device developed for use in the physical comedy style known as _____</p> <p>The _____ was a _____-piece paddle that actors would use to accentuate the impact of a hit.</p> <p><u>Shakespeare</u> incorporated slapstick into his comedies, such as in his play <u>The Comedy of Errors</u></p>	<p><b><u>BOSS-</u></b></p>  
<p>The _____ character is the only one to talk.</p> <p>Deliberately clumsy actions and humorously embarrassing events.</p> <p>There are elements of _____</p> 	<p><b><u>SIDEKICK-</u></b></p>
<p>Simple and predictable _____</p> <p>Music and _____ are key</p> <p>Genre of _____</p>	<p><b><u>KEY WORDS-</u></b></p>

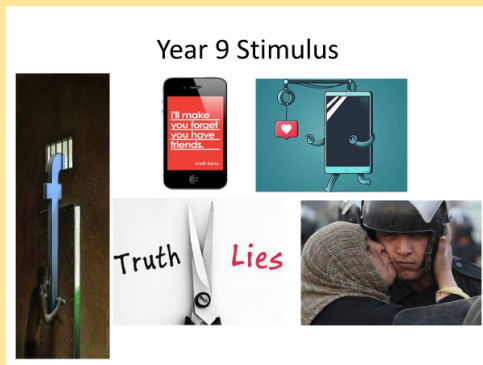
<p>How can you create humour without the use of words?</p> <p>Why is it important that the characters have specific roles?</p> <p>How would you mark the moment of the sidekick inflicting pain?</p>	<p>Why ?</p> <p>What is a BOSS CHARACTER?</p> <p>What role do sound effects play in this genre?</p>
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## 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.

Link to  
Comp 3

**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?**

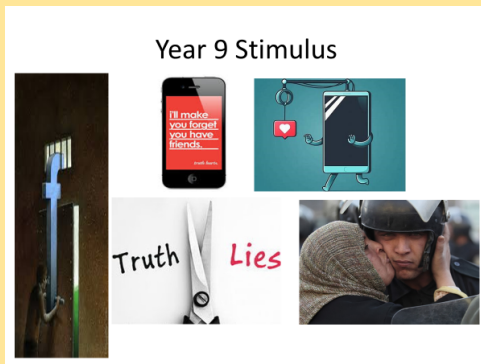


## DEVISING

Frequently called or (if it is a predominantly physical work) performance score originates from collaborative, often improvisatory work by a performing ensemble.

[Link to Comp 3](#)

### Stimulus-



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### Tips for success

# SWINDON ACADEMY READING CANON

## Year 7



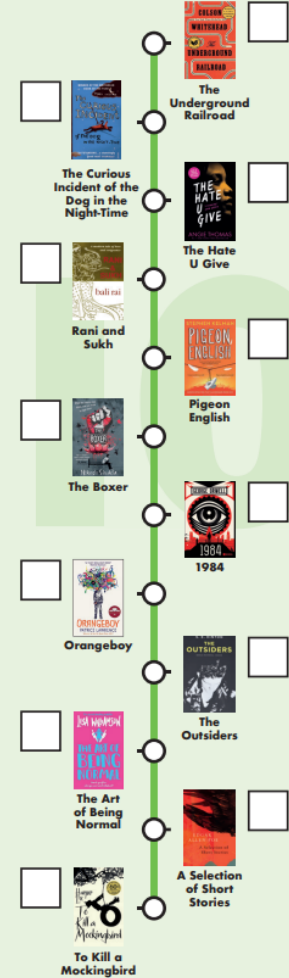
## Year 8



## Year 9



## Year 10



#ReadingisPower