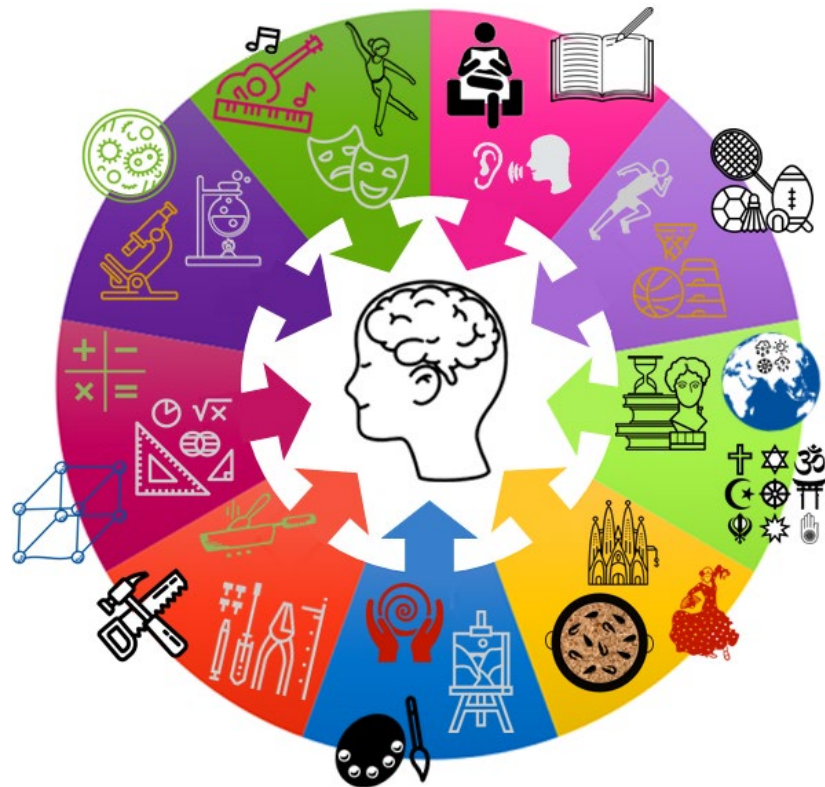


# 100% book - Year 9 Grammar

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

## Term 1

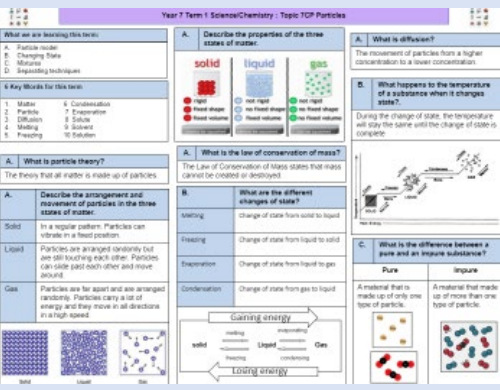
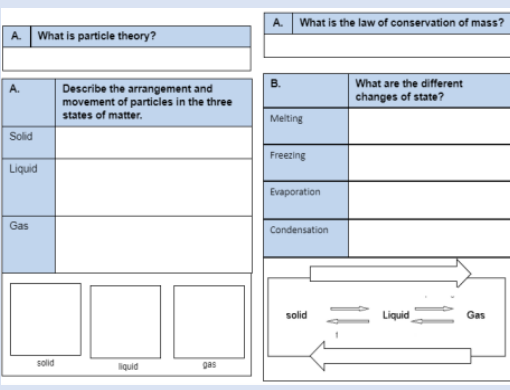


### Swindon Academy 2024-25

Name:	
Tutor Group:	
Tutor & Room:	

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

# How to use your 100% book of Knowledge Organisers and Quizzable Organisers

Knowledge Organisers	Quizzable Knowledge Organisers
	
<p>Knowledge Organisers contain the essential knowledge that you <b>MUST</b> know in order to be successful this year and in all subsequent years.</p> <p>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.</p>	<p>These are designed to help you quiz yourself on the essential Knowledge.</p> <p>Use them to test yourself or get someone else to test you, until you are confident you can recall the information from memory.</p>

**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.

## Step 2

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

## Step 3

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

## Step 4

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

## Step 5

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

## Step 6

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

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



Chapter breakdown of Jane Eyre

1	On a bitter day, Jane is curled up with a book when her cousin, John Reed, discovers her and hits her. She fights back and is sent to the red-room.
2	Jane is locked in the red-room. She sits in turmoil until she hears and sees something odd. She begs to be let out. She faints.
3	Jane wakes up in the nursery. Bessie and Mr Lloyd are there. Jane is miserable. Mr Lloyd talks to Jane about going to school.
4	Jane is visited by Mr Brocklehurst, the headteacher at Lowood School. After his visit, Jane and Mrs Reed argue. Jane says she will never call her 'aunt' again.
5	Jane travels to Lowood School. She meets Miss Temple, the kind teacher, and Helen Burns, another pupil.
6	Helen is thrashed for having dirty hands. Later, she talks with Jane and explains that it is better to forgive and be patient than to get angry and seek revenge.
7	Mr Brocklehurst visits Lowood School. He calls Jane to the front of the classroom and calls her a liar in front of all the teachers and pupils. Helen smiles at Jane, bringing Jane hope.
8	Afterwards, Jane and Helen visit Miss Temple. Miss Temple says she believes that Jane is not a liar. Jane listens to Miss Temple and Helen's fascinating conversations. Miss Temple hears from Mr Lloyd that Jane is not a liar and tells the school.
9	Jane enjoys the area around Lowood in the spring. Typhus breaks out at Lowood School. Lots of girls get sick. Many die. Helen Burns dies of tuberculosis.
10	Eight years pass. Jane has become a teacher at Lowood School. Mr Brocklehurst had his power removed when his treatment at the school was discovered. Jane applies to be a governess for a family at Milcote.

The Big Ideas:

1	Social Class: Jane is an orphan and dependent on the charity of her extended family. Jane is poor and of low class – powerless. She suffers abuse by John Reed, her 'master' Lowood is harsh and corrupt – religious hypocrisy.
2	Growth: Jane is constantly growing and maturing. She is an adult reflecting back on her childhood in the novel. She learns to manage her emotions. Her relationships with others help her grow .
3	Oppression: Oppression of women. Jane's abusive childhood is a form of oppression. Adults oppressing children in a huge theme in the novel. Religion as a form of oppression. In the novel.
4	Role of women in society: Jane is angry at her place in society. Lowood is an all-girls' school. Women as governesses, teachers, servants. Low class women are powerless.

Locations in the first 10 chapters

<b>Gateshead Hall</b> Home of Mrs Reed, John, Georgiana, and Eliza Reed. Jane grows up here. Jane is locked in the red-room.
<b>Lowood School</b> Jane is sent to Lowood by Mrs Reed. Mr Brocklehurst is the headteacher. Conditions are harsh and strict. The girls receive brutal punishments and are fed poorly. A typhus outbreak kills many of the girls.

Terminology: Key words

<b>thesis</b> – the main idea that you want to discuss throughout an essay.
<b>juxtaposition</b> – a literary technique where a writer places very different things or people close to each other. This helps to show how the things are similar or different.

Characters in Jane Eyre

<b>Jane Eyre</b> The main character. A young, intelligent, and passionate orphan. "You think I have no feelings, and that I can do without one bit of love or kindness; but I cannot live so"
<b>Mrs Reed – Jane's aunt</b> She neglects and abuses Jane and is glad to send her away to Lowood School. "Guard against her worst fault, a tendency to deceit"
<b>Mr Brocklehurst – The governor of Lowood school</b> A cruel and hypocritical Christian. He believes in driving evil from children through harsh discipline. "Punish her body to save her soul"
<b>Helen Burns – Jane's friend</b> A kind and forgiving Christian. She inspires Jane to be more patient and accepting. She dies of tuberculosis at 14. "Love your enemies; bless them that curse you; do good to them that hate you and despitefully use you."
<b>Miss Temple</b> The kind and understanding teacher at Lowood. Offers care and affection to Jane and Helen. "You shall be publicly cleared from every imputation: to me, Jane, you are clear now."

Vocabulary: Key words

<b>protagonist</b> – the main character
<b>dependent</b> – someone who relies on another person to support them financially. Jane is a <b>dependent</b> because she relies on Mrs Reed to feed, clothe and house her.
<b>oppress (vb.)</b> – to treat a group of people in an unfair way, often by limiting their freedom.
<b>solitude</b> – state or situation of being alone
<b>sombre</b> – serious or sad
<b>conventional</b> – normal or accepted way
<b>obedience</b> – submission to another's authority
<b>ominous</b> – something bad that is going to happen
<b>clandestine</b> – something that is done in secret
<b>humiliate (vb.)</b> – to make someone feel stupid or ashamed. If something makes you feel stupid or ashamed, you could describe it as <b>humiliating</b> .
<b>hypocrite</b> – someone who says one thing but does the opposite at another time.
<b>comeuppance</b> – when a villain receives some form of punishment for what they did.

Victorian attitudes to childhood

1	A child is a blank slate and can be trained to develop into a rational being.
2	A child is born completely <b>innocent</b> and <b>pure</b> . They are only contaminated by contact with corrupt forces.
3	The child is born evil and must therefore be controlled and punished in order to submit to the rules of God and society.

Biographical information

1	'Jane Eyre' written in 1847 by Charlotte Brontë.
2	Parts of 'Jane Eyre' were influenced by Brontë's experiences at school and as a young woman.
3	'Jane Eyre' was unusual when it was published because it is written in the first-person from a female perspective.



**Chapter breakdown of Jane Eyre**

1	On a bitter day, Jane is curled up with a book when her cousin, John _____, discovers her and hits her. She _____ back and is sent to the _____.
2	Jane is locked in the _____ - _____. She sits in turmoil until she hears and sees something odd. She begs to be let out. She _____.
3	Jane wakes up in the nursery. _____ and Mr _____ are there. Jane is _____. Mr _____ talks to Jane about going to school.
4	Jane is visited by Mr _____, the _____ at _____. After his visit, _____ and Mrs _____ _____. Jane says she will _____ call her ' _____ ' again.
5	Jane travels to _____ School. She meets Miss _____, the kind _____, and Helen _____, another _____.
6	_____ is thrashed for having _____ hands. Later, she talks with Jane and explains that it is better to _____ and be _____ than to get _____ and seek _____.
7	Mr Brocklehurst visits Lowood School. He calls Jane to the front of the classroom and calls her a _____ in front of all the _____ and _____. Helen smiles at Jane, bringing Jane _____.
8	Afterwards, _____ and _____ visit Miss Temple. Miss Temple says she believes that Jane is _____ a _____. Jane listens to Miss Temple and Helen's _____. Miss Temple hears from Mr _____ that Jane is not a _____ and tells the _____.
9	Jane _____ the area _____ in the _____. _____ breaks out at Lowood School. Lots of girls get _____. Many _____, Helen Burns _____ of _____.
10	_____ pass. Jane has become a _____ at _____. Mr _____ had his _____ when his _____ at the school was _____. Jane applies to be a governess for a family at Milcote.

**The Big Ideas:**

1	<b>Social Class:</b> Jane is an _____ and _____ on the _____ of her extended family. Jane is _____ and of _____ class – _____. She suffers _____ by John Reed, her 'master'. Lowood is harsh and _____ – religious _____.
2	<b>Growth:</b> Jane is constantly _____ and _____. She is an adult _____ back on her _____ in the novel. She learns to manage her _____. Her _____ with _____ help her _____.
3	<b>Oppression:</b> Oppression of _____. Jane's _____ childhood is a form of oppression. Adults oppressing _____ in a huge theme in the novel. _____ as a form of oppression in the novel.
4	<b>Role of women in society:</b> Jane is _____ at her place in _____. Lowood is an all-girls' school. Women as governesses, teachers, servants. Low class women as _____.

**Locations in the first 10 chapters**

<b>Gateshead Hall</b> Home of _____, _____ and _____. _____ grows up here. _____ is locked in the _____ - _____.
<b>Lowood School</b> _____ is sent to _____ by Mrs _____. Mr _____ is the _____. Conditions are _____ and _____. The girls receive brutal _____ and are fed _____. A _____ outbreak _____ many of the girls.

**Terminology: Key words**

<b>thesis</b> –
<b>juxtaposition</b> –

**Characters in Jane Eyre**

<b>Jane Eyre</b>
<b>Mrs Reed – Jane's aunt</b>

<b>Mr Brocklehurst – The governor of Lowood school</b>
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<b>Helen Burns – Jane's friend</b>
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<b>Miss Temple</b>
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**Vocabulary: Key words**

<b>protagonist</b> –
<b>dependent</b> –
<b>oppress (vb.)</b> –
<b>solitude</b> –
<b>sombre</b> –
<b>conventional</b> –
<b>obedience</b> –
<b>ominous</b> –
<b>clandestine</b> –
<b>humiliate (vb.)</b> –
<b>hypocrite</b> –
<b>comeuppance</b> –

**Victorian attitudes to childhood**

1	A child is a blank slate...
2	A child is born completely <b>innocent</b> and <b>pure</b> ...
3	The child is born evil...

**Biographical information**

1	'Jane Eyre' written in _____ by Charlotte _____.
2	Parts of 'Jane Eyre' were influenced by Brontë's experiences at _____ and as a young _____.
3	'Jane Eyre' was unusual when it was published because it is written in the _____.

**What we are learning this term:**

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

**5 Key Words for this term**

1. Eukaryotic
2. Prokaryotic
3. Differentiation
4. Magnification
5. Resolution

A	What are the names and functions of animal and plant sub-cellular structures?		
Structure	Function	Found in...	
<b>Nucleus</b>	Controls the cell & contains genetic information	Animal & plant	
<b>Cell membrane</b>	Controls movement in & out of the cell	Animal & plant	
<b>Cell wall</b>	Supports the cell. Made of cellulose	Plant	
<b>Cytoplasm</b>	Jelly-like substance where chemical reactions take place	Animal & plant	
<b>Mitochondria</b>	Respiration, to release energy	Animal & plant	
<b>Chloroplast</b>	Photosynthesis, to produce glucose	Plant	
<b>Vacuole</b>	Filled with cell sap, keeps cell turgid	Plant	
<b>Ribosome</b>	Protein synthesis	Animal & plant	

B	Compare eukaryotic and prokaryotic cells	
Feature	Eukaryotic	Prokaryotic
<b>DNA</b>	In nucleus	Single loop DNA & plasmids
<b>Cytoplasm</b>	Yes	Yes
<b>Cell membrane</b>	Yes	Yes
<b>Cell wall</b>	No	Yes
<b>Size</b>	Larger	Smaller

C	How are these cells specialised?	
Cell	Animal or plant	Specialised features
<b>Sperm cell</b>	Animal	Tail to swim. Pointed head, containing acrosome. Lots of mitochondria.
<b>Nerve cell</b>	Animal	Long. Branched ends (dendrites). Fatty sheath to insulate axon.
<b>Muscle cell</b>	Animal	Layers of protein filaments for contraction. Lots of mitochondria.
<b>Root hair cell</b>	Plant	Large surface area. Thin walls.
<b>Xylem cells</b>	Plant	Continuous. Thickened & woody.
<b>Phloem cells</b>	Plant	Companion cells have lots of mitochondria.



**What we are learning this term:**

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

**5 Key Words for this term**

1. Eukaryotic
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3. Differentiation
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5. Resolution

A	What are the names and functions of animal and plant sub-cellular structures?		
Structure	Function	Found in...	
Nucleus			
Cell membrane			
Cell wall			
Cytoplasm			
Mitochondria			
Chloroplast			
Vacuole			
Ribosome			

B	Compare eukaryotic and prokaryotic cells	
Feature	Eukaryotic	Prokaryotic
DNA		
Cytoplasm		
Cell membrane		
Cell wall		
Size		

C	How are these cells specialised?		
Cell	Animal or plant	Specialised features	
Sperm cell			
Nerve cell			
Muscle cell			
Root hair cell			
Xylem cells			
Phloem cells			

**What we are learning this term:**

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

**E Define magnification**

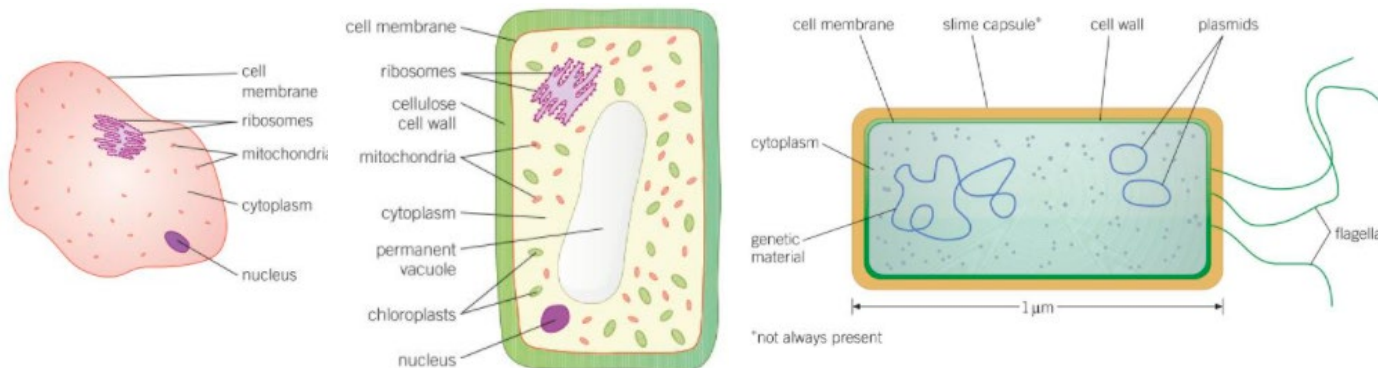
The number of times larger an image is than the original specimen.

**E Define resolution**

The minimum distance at which two distinct points of a specimen can still be seen.

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

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



Eukaryotic Animal cell

Eukaryotic Plant cell

Prokaryotic Bacterial cell

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

At early development

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

Throughout the lifetime of the plant

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

- Growth or repair
- To replace cells

**E Compare light and electron microscopes**

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



**What we are learning this term:**

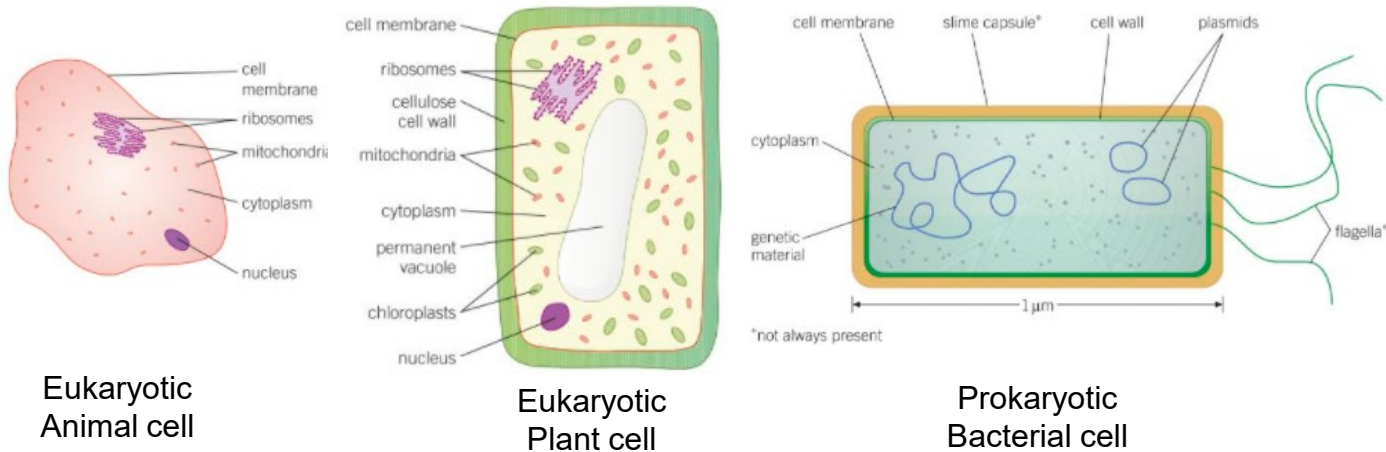
- A. Animal & plant cells
- B. Eukaryotes & prokaryotes
- C. Cell specialisation
- D. Cell differentiation
- E. Microscopy
- F. Culturing microorganisms

**E Define magnification**

**E Define resolution**

**E**

**What is the formula for magnification?**



**D**

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

**D**

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

**D**

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

- 
-

**E**

**Compare light and electron microscopes**

Feature	Light	Electron
Radiation used		
Magnification		
Resolution		
Size & cost		



<b>What we are learning this term:</b>
<ul style="list-style-type: none"> <li>A. Atoms, elements and compounds</li> <li>B. Mixtures and separation</li> <li>C. Development of the atomic model</li> <li>D. Structure of the atom</li> <li>E. Electronic structure</li> </ul>

<b>6 Key Words for this term</b>
<ul style="list-style-type: none"> <li>1. Isotopes</li> <li>2. Protons</li> <li>3. Ionisation</li> <li>4. Aqueous</li> <li>5. Residue</li> </ul>

<b>B.</b>	<b>What is a mixture?</b>
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A mixture consists of two or more elements or compounds not chemically combined.

<b>What properties do mixtures have?</b>
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Each substance in the mixture will have the same chemical properties

<b>How are mixtures separated?</b>
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By physical methods:	Filtration
Crystallisation	Simple Distillation
Fractional Distillation	Chromatography

<b>Are new substances made?</b>
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No new substances are made

<b>A.</b>	<b>What is Conservation of Mass</b>
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Atoms are not created or destroyed in a reaction

<b>A.</b>	<b>What are atoms?</b>
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All substances are made of atoms. An atom is the smallest part of an element that can exist

<b>What are elements?</b>	<b>What are compounds?</b>
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An element is a substance made of one type of atom	Compounds contain two or more elements chemically combined
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<b>How are elements represented?</b>	<b>How are compounds represented?</b>
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By a chemical symbol.	By the symbols of the atoms that formed them
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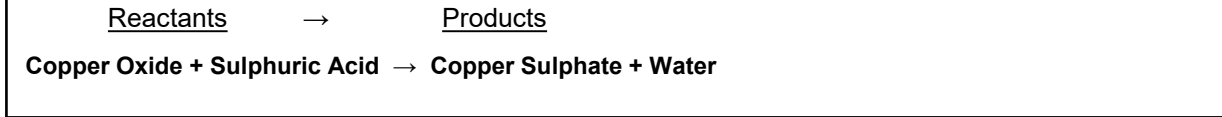
<b>Example: Sodium</b>	Na	<b>Example: Sodium Chloride</b>	NaCl
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<b>How many elements are there?</b>	<b>How can compounds be separated?</b>
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There are about 100, all shown on the periodic table	By chemical reactions only
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<b>A.</b>	<b>What are word equations?</b>
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These show the names of each substance that is involved in a chemical reaction. The reactants are shown on the left. The products are shown on the right.



<b>What are symbol equations?</b>
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The chemical formulae (symbols) of the reactants and products show what happens in a chemical reaction

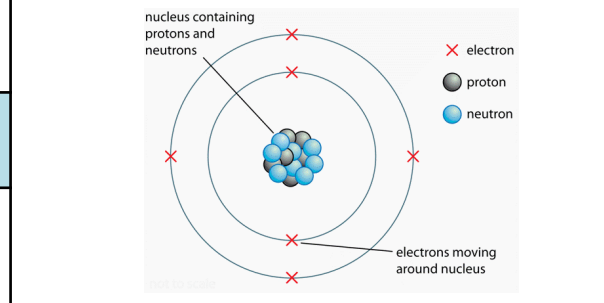
**CuO + H<sub>2</sub>SO<sub>4</sub> → CuSO<sub>4</sub> + H<sub>2</sub>O**

<b>D.</b>	<b>What are subatomic particles?</b>	<b>Where are each subatomic particles found?</b>
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The particles that make up atoms

<b>Name the 3 subatomic particles</b>
---------------------------------------

Protons, neutrons and electrons





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

<b>D.</b>	<b>How big are atoms?</b>
0.1nm ( $1 \times 10^{-10}\text{m}$ )	
<b>D.</b>	<b>How big is the radius of an atom?</b>
1/10000 the size of the atom – $1 \times 10^{-14}\text{m}$	

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

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

<b>D.</b>	<b>How do we know how many subatomic particles are in each element?</b>	
$\text{C}^{12}_{6}$	← Mass Number	<b>What is Mass number?</b>
		Number of protons and neutrons
	← Atomic Number	<b>What is atomic number?</b>
		Number of protons – same for each individual element

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

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

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

<b>Electronic structure of Sodium:</b>	
	<b>2,8,1</b>



**What we are learning this term:**

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

**6 Key Words for this term**

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

**B. What is a mixture?**

**What properties do mixtures have?**

**How are mixtures separated?**

--	--

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**Are new substances made?**

**A. What is Conservation of Mass**

**A. What are atoms?**

<b>What are elements?</b>	<b>What are compounds?</b>
---------------------------	----------------------------

--	--

<b>How are elements represented?</b>	<b>How are compounds represented?</b>
--------------------------------------	---------------------------------------

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<b>Example: Sodium</b>	<b>Example: Sodium Chloride</b>
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<b>How many elements are there?</b>	<b>How can compounds be separated?</b>
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**A. What are word equations?**



**What are symbol equations?**




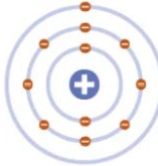
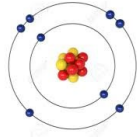
<b>D. What are subatomic particles?</b>	<b>Where are each subatomic particles found?</b>
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--	--

<b>Name the 3 subatomic particles</b>	
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C. Development of the Atomic Model – How was our current atomic model developed?					
Person/Time	Demicritus (400BC) Dalton (1803)	JJ Thomson (1898)	Ernest Rutherford (1909)	Niels Bohr (1913)	James Chadwick (1932)
Ideas/model					
Diagram					
Contribution to current model:					

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

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

D.	What is the overall charge of an atom?

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

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

D.	What is relative atomic mass of an element?

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

Electronic structure of Sodium:



<b>What we are learning this term:</b>
<ul style="list-style-type: none"> <li>A. Energy stores and transfer between energy stores</li> <li>B. Work done</li> <li>C. Gravitational potential energy</li> <li>D. Kinetic energy and elastic energy stores</li> <li>E. Wasted energy and Dissipation</li> <li>F. Energy efficiency</li> </ul>

<b>6. Key Words for this term</b>
<ul style="list-style-type: none"> <li>1. Dissipate</li> <li>2. Generation</li> <li>3. Efficiency</li> </ul>

<b>A.</b>	<b>What are the changes in energy stores for the following objects?</b>
<b>An arrow being thrown directly up into the air</b>	From kinetic to gravitational potential. As it comes back down, the opposite is true.
<b>A toy car (with battery) hitting a wall head on</b>	Energy is transferred from chemical to kinetic to vibrational in sound and heat.
<b>A car accelerating</b>	Energy is transferred from the chemical energy from the petrol/diesel to kinetic energy.
<b>A bike slowing down</b>	Energy is transferred from kinetic to heat.
<b>Water boiling in an electric kettle</b>	Energy is transferred from electrical to heat.

<b>A.</b>	<b>What is a system?</b>
It is an object or group of objects	

<b>A.</b>	<b>What is the law of conservation of energy?</b>
Energy cannot be created or destroyed, just changed in form.	

<b>A.</b>	<b>Theoretically, if a roller-coaster has 20000 J of GPE at the top of the slope, how much KE will it have gained when it reaches the bottom?</b>
20000 J, assuming non is lost by air resistance/friction	

<b>A.</b>	<b>What are the 8 energy stores?</b>
1. Chemical	5. Gravitational potential (GPE)
2. Kinetic (KE)	6. Thermal (internal)
3. Magnetic	7. Elastic potential
4. Nuclear	8. Electrostatic

<b>A.</b>	<b>What is the energy store of a person on a bungee jump?</b>
Whilst the rope is slack, energy is transferred form GPE to KE. As the rope tightens, the jumpers KE store decrease but the ropes elastic potential energy store increases. They stop when all the KE store is stored as elastic potential energy.	

<b>B.</b>	<b>What is work?</b>
When energy is transferred, work is done.	
What is the link between work and energy?	
Work done = energy transferred	
If the units for energy are –joules, what are the units for work done?	
-joules (J)	

<b>A.</b>	<b>What is the energy transfer from the sun, to solar panel to light bulb?</b>			
Sun → solar panel → lightbulb.				
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">store of nuclear energy in <u>sun</u></div>	→	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">energy transferred to <u>light bulb</u> by electric current</div>	→	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">energy transferred to <u>surroundings</u> by heating and light waves</div>

<b>B.</b>	<b>If a person uses 300 J of energy pushing a bike, what is the work done?</b>
300 J	

<b>B.</b>	<b>What is the equation for work done?</b>
<b>Work done = force x distance moved</b>	
Force is measured in newtons (N)	
Distance is measures in meters (m)	
Work done is measured in joules (J)	

<b>B.</b>	<b>If a person pushes a trolley with force of 800 N and moves it down a 50 m isle, how much work has been done by the person?</b>
Work done = 800 x 50 = 4000 J or 4 kJ	

<b>B.</b>	<b>A crane lifts 400 N crate full of coca cola 15 m. How much work was done by the crane?</b>
Work done = 400 x 15 = 6000 J or 6 kJ	



<b>What we are learning this term:</b>
<ul style="list-style-type: none"> <li>A. Energy stores and transfer between energy stores</li> <li>B. Work done</li> <li>C. Gravitational potential energy</li> <li>D. Kinetic energy and elastic energy stores</li> <li>E. Wasted energy and Dissipation</li> <li>F. Energy efficiency</li> </ul>

<b>6. Key Words for this term</b>
<ul style="list-style-type: none"> <li>1. Dissipate</li> <li>2. Generation</li> <li>3. Efficiency</li> </ul>

<b>A.</b>	<b>What are the changes in energy stores for the following objects?</b>
	An arrow being thrown directly up into the air
	A toy car (with battery) hitting a wall head on
	A car accelerating
	A bike slowing down
	Water boiling in an electric kettle

<b>A.</b>	<b>What is a system?</b>

<b>A.</b>	<b>What is the law of conservation of energy?</b>

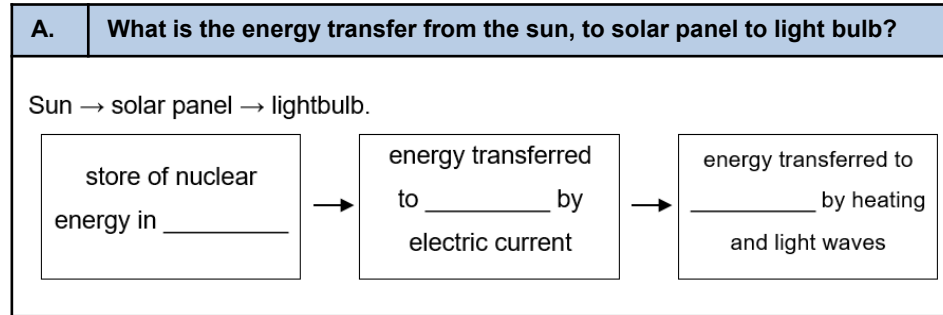
<b>A.</b>	<b>Theoretically, if a roller-coaster has 20000 J of GPE at the top of the slope, how much KE will it have gained when it reaches the bottom?</b>

<b>A.</b>	<b>What are the 8 energy stores?</b>
1.	5.
2.	6.
3.	7.
4.	8.

<b>A.</b>	<b>What is the energy store of a person on a bungee jump?</b>

<b>B.</b>	<b>What is work?</b>

**What is the link between work and energy?**



<b>B.</b>	<b>If a person uses 300 J of energy pushing a bike, what is the work done?</b>
	300 J

**If the units for energy are –joules, what are the units for work done?**

-joules (J)


<b>B.</b>	<b>What is the equation for work done?</b>
	_____ is measured in _____
	_____ is measured in _____
	_____ is measured in _____

<b>B.</b>	<b>If a person pushes a trolley with force of 800 N and moves it down a 50 m isle, how much work has been done by the person?</b>


<b>B.</b>	<b>A crane lifts 400 N crate full of coca cola 15 m. How much work was done by the crane?</b>



**B. Who is doing the most work in these images and why?**



The bodybuilder on the right is doing the most work. This is because work done depends on force and the one on the right is lifting a larger force.



The fireman on the left is doing the most work. This is because work done depends on distance and the fireman on the left has travelled a longer distance.

**B. Why, when work is done, isn't all the energy transferred?**

Some is lost in heat and sound.

**Compare a glass block being pushed 1 m across a polished floor with a wooden block being pushed 1 m across a rubber floor. Which needs more force and why? Which is more work done?**

For the glass block, most of the energy will be transferred into kinetic energy, so only a small force is needed. For the wooden block, most of the energy will be transferred into heat, so a large force is needed. More work is done on the wooden block as more energy is transferred to heat rather than KE.

**C. What is the equation to calculate gravitational potential energy (GPE)?**

**GPE = mass × gravitational field strength × height**  
 Mass, m is measured in kilograms (kg)  
 Gravitational field strength, g, is measured in newtons per kilogram (N/kg), usually taken as 10 N/kg on Earth.  
 Height, h, is measured in metres (m).  
 GPE is measured in joules (J).

**A bird with a mass of 3 kg flies at a height of 150 m about the ground, how much GPE does it have?**

$GPE = 3 \text{ kg} \times 10 \text{ N/kg} \times 150 \text{ m} = 4500 \text{ J}$  or 4.5 kJ

**D. What is the equation for kinetic energy?**

**KE = ½ × mass × velocity<sup>2</sup>**  
 = ½mv<sup>2</sup>  
 Mass is measured in kilograms (kg).  
 Velocity is measured in metres per second (m/s).  
 KE is measured in joules (J).

**If a car with a mass of 1750 kg is travelling at a velocity of 30 m/s, what is the KE of the car?**

$KE = \frac{1}{2} \times 1750 \text{ kg} \times 30^2 = 787,500 \text{ J}$  or 787.5 kJ

**D. What is the equation for elastic potential energy?**

**EPE = ½ spring constant × extension<sup>2</sup>**  
 EPE is measured in joules (J)  
 Spring constant is measured in Newtons per metre (N/m)  
 Extension is measured in Meters (m)

**If a spring has a spring constant of 25 N/m and the extension is 0.2 m, what is the EPE?**

$EPE = \frac{1}{2} \times 25 \text{ N/m} \times 0.2^2 = 0.5 \text{ J}$

**D. What happens to energy that is not usefully used?**

It spreads out to the surrounding in many forms, this is called dissipated energy.

**Are the following useful or wasteful; energy transfers:**  
 Heater: heat, car: sound, heater: light, television: light, car: heat, car: kinetic, television: sound, television: heat?

Useful	Wasteful
Heater: heat heater: light car: kinetic television: sound	car: sound television: light car: heat television: heat

**F. What is energy efficiency?**

All devices waste energy, so no device is perfectly efficient. The more efficient a device is, the less energy is wasted.

**Why is energy efficiency so important?**

It saves money on fuel.

**How do you calculate energy efficiency?**

**energy efficiency =  $\frac{\text{useful output energy}}{\text{total input energy}}$**

**C. How is power calculated?**




**Power (Watts, W) = energy transferred (Joules, J)/time taken (seconds, s)**

**If a student did 2000 J of work walking up the stairs and I took 10 seconds, what is the power?**

$P = 2000 \text{ J} / 10 \text{ s} = 200 \text{ W}$





<p><b>B.</b> Who is doing the most work in these images and why?</p>	<p><b>B.</b> Why, when work is done, isn't all the energy transferred?</p>	<p><b>C.</b> What is the equation to calculate gravitational potential energy (GPE)?</p>		
		<p>_____ is measured in _____          _____ is measured in _____, usually taken as 10 N/kg on Earth.          _____ is measured in _____          _____ is measured in _____</p>		
		<p><b>A bird with a mass of 3 kg flies at a height of 150 m about the ground, how much GPE does it have?</b></p>		
	<p><b>D.</b> What is the equation for kinetic energy?</p>	<p><b>D.</b> What happens to energy that is not usefully used?</p>		
<p>If a car with a mass of 1750 kg is travelling at a velocity of 30 m/s, what is the KE of the car?</p>	<p><b>D.</b> What is the equation for elastic potential energy?</p>	<p>_____</p>		
	<p>If a spring has a spring constant of 25 N/m and the extension is 0.2 m, what is the EPE?</p>	<p><b>Are the following useful or wasteful; energy transfers:</b>          Heater: heat, car: sound, heater: light, television: light, car: heat, car: kinetic, television: sound, television: heat?</p>		
<p><b>F.</b> What is energy efficiency?</p>		<table border="1"> <tr> <td data-bbox="1257 829 1612 1025"><u>Useful</u></td> <td data-bbox="1612 829 1976 1025"><u>Wasteful</u></td> </tr> </table>	<u>Useful</u>	<u>Wasteful</u>
<u>Useful</u>	<u>Wasteful</u>			
<p>Why is energy efficiency so important?</p>		<p><b>C.</b> How is power calculated?</p>		
		<p>If a student did 2000 J of work walking up the stairs and it took 10 seconds, what is the power?</p>		



<b>What we are learning this term:</b>
<ul style="list-style-type: none"> <li>A. Conduction</li> <li>B. Insulators</li> <li>C. Specific heat capacity</li> <li>D. Heating and insulating buildings</li> <li>E. Infrared radiation</li> </ul>

<b>6. Key Words for this term</b>
<ul style="list-style-type: none"> <li>1. Specific</li> <li>2. Absorption</li> </ul>

<b>A.</b>	<b>What are the factors that affect conduction?</b>
	<ul style="list-style-type: none"> <li>1. Material</li> <li>2. Cross-sectional area</li> <li>3. Surface contact</li> <li>4. Temperature difference</li> </ul>

<b>B.</b>	<b>Why do insulators not conduct heat?</b>
	They do not have any free electrons to move through the material and transfer the energy.

<b>B.</b>	<b>Why are cotton sheets good insulators?</b>
	Because the cotton does not conduct any heat as there are no free electrons. There is also air trapped in the cotton and air is not a good conductor.

<b>C.</b>	<b>What can the heat energy stored in a material be thought of as?</b>
	The total kinetic energy of all the particles.

<b>C.</b>	<b>Which has more heat energy, a bath of hot water or a spark from a sparkler? And why?</b>
	The particles in a spark from a fire move around very quickly, so it has a high temperature. However, there are only a few particles, so it has very little stored heat energy Compared to a spark, the particles in a bath of water move slowly, so it has a relatively low temperature, but there is a large amount of energy stored since there are many particles.

<b>A.</b>	<b>What is a good conductor?</b>
	<b>A material that allows heat and electricity to pass through.</b>

<b>What are examples of good and bad conductors (insulators)?</b>	
<u>Good</u> Metals: silver, copper, gold, aluminium	<u>Bad (insulators)</u> Glass, air, plastic, rubber and wood.

<b>B.</b>	<b>What materials make good insulators?</b>
	Rubber, wood, air, glass, plastic

<b>B.</b>	<b>Why is air a good insulator?</b>
	Because its a gas. Therefore its spread-out molecular configure resists heat transfer to some degree

<b>C.</b>	<b>Why do copper and water require a different amount of energy to get to increase their temperature to the same amount?</b>
	Because they have a different specific heat capacity.

<b>A.</b>	<b>What are the three main processes that heat can be transferred by?</b>
	1. Conduction    2. Convection    3. Radiation

<b>In what direction does heat energy flow?</b>
From HOT to COLD From a warmer to cooler area

<b>In what state (s, l, g) does conduction happen?</b>
Solids

<b>How do metals conduct heat?</b>
The outer electrons are not attached, are free to move (delocalised). When the metal is heated they gain electrons and transfer the energy through the metal.

<b>What is specific heat capacity?</b>	
SHC is the amount of energy required to increase the temperature of 1 kg of a material by 1 °C	

<b>C.</b>	<b>Do the following factors affect the temperature change of a material when it is heated?</b>
-----------	--

<b>yes</b>	<b>no</b>
energy supplied ✓	material volume ✓
mass of material ✓	starting temperature ✓
material ✓	



**What we are learning this term:**

A. Conduction  
 B. Insulators  
 C. Specific heat capacity

**6. Key Words for this term**

1. Specific  
 2. Absorption

**A. What is a good conductor?**

\_\_\_\_\_

**What are examples of good and bad conductors (insulators)?**

<u>Good</u>	<u>Bad (insulators)</u>
_____	_____

**A. What are the three main processes that heat can be transferred by?**

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

**In what direction does heat energy flow?**

\_\_\_\_\_

**In what state (s, l, g) does conduction happen?**

\_\_\_\_\_

**How do metals conduct heat?**

\_\_\_\_\_

**A. What are the factors that affect conduction?**

1. \_\_\_\_\_  
 2. \_\_\_\_\_  
 3. \_\_\_\_\_  
 4. \_\_\_\_\_

**B. Why do insulators not conduct heat?**

\_\_\_\_\_

**B. What materials make good insulators?**

\_\_\_\_\_

**B. Why is air a good insulator?**

\_\_\_\_\_

**B. Why are cotton sheets good insulators?**

\_\_\_\_\_

**C. What can the heat energy stored in a material be thought of as?**

\_\_\_\_\_

**C. Which has more heat energy, a bath of hot water or a spark from a sparkler? And why?**

\_\_\_\_\_

**C. Why do copper and water require a different amount of energy to get to increase their temperature to the same amount?**

\_\_\_\_\_

**What is specific heat capacity?**

\_\_\_\_\_

**C. Do the following factors affect the temperature change of a material when it is heated? Energy supplied, mass of material, material, material volume, starting temperaturw.**

<b>yes</b>	<b>no</b>



**C.** What are the factors which affect the amount of energy required to increase the temperature of an object?

Energy supplies  
Material  
Mass of material

**Why would a material with a high specific heat capacity be beneficial?**

It can store a large amount of heat energy for a minimal temperature change.  
For example, radiators have water in them because it has a high SHC.

**C.** What is the equation for energy, in which you use specific heat capacity?

**Energy = mass x specific heat capacity x temperature change**  
Energy is measured in joules (J).  
Mass is measured in kilograms (kg).  
Temperature change is measured in °C.  
Specific heat capacity is measured in J/kg°C.

**How much energy is needed to increase the temperature of 0.5 kg of water by 80 °C in a kettle? SHC of water = 4,200 J/kg°C**

Energy = 0.5 kg x 4200 J/kg°C x 80°C = 168,000 J

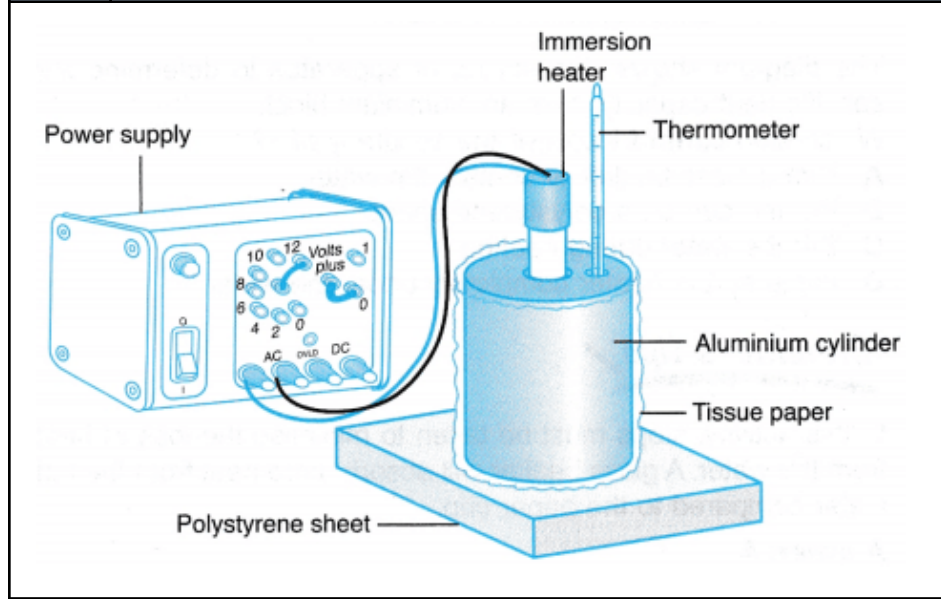
**How can we rearrange this equation to calculate SHC?**

$$SHC = \frac{\text{energy}}{\text{mass} \times \text{temp. change}}$$

**What is the SHC of copper if 11500 J raises the temperature of 1.5 kg by 10°C**

$$SHC = \frac{11,500 \text{ J}}{1.5 \text{ kg} \times 10^\circ\text{C}} = 766.66 \text{ J/kg}^\circ\text{C}$$

**C.** This is the apparatus used to measure the SHC of an aluminium block.



**D.** If the white, yellow and red areas show the warmest and the blue and green areas show the coolest parts of the house, which parts are the best insulated?



the walls are the best insulated as they are the coolest. The roof and windows are the least insulated as they appear the warmest, they are letting lots of heat out.

**F.** How else can heat loss from homes be reduced?

All draughts should be eliminated. Use curtains for this, as well as draught excluders over gaps in doors and window. Carpets also trap air.

**F.** How can heat loss from homes be reduced from the windows?

Double glazing. It is two panes of glass with trapped air between them which is an insulator.

**How can heat loss from homes be reduced from the roof?**

Roof insulation. Stops the warm air that has risen escaping.

**How can heat loss from homes be reduced from the walls?**

Outside walls have an empty space between them called a cavity this has air trapped in it (an insulator) and stops any conduction from the bricks.

**How can heat loss from homes be reduced from the radiators?**

A shiny foil can be put between the wall and radiator to prevent radiation by reflecting it back into the room.

**D.** What is payback time and how is it calculated?

Payback time is the time it takes for the cost of installing insulation to be equalled by the savings made from reduced energy costs.

$$\text{payback time (years)} = \frac{\text{cost of insulation}}{\text{saving each year}}$$



C. What are the factors which affect the amount of energy required to increase the temperature of an object?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Why would a material with a high specific heat capacity be beneficial?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

C. What is the equation for energy, in which you use specific heat capacity?

\_\_\_\_\_ is measured in \_\_\_\_\_

\_\_\_\_\_ is measured in \_\_\_\_\_

\_\_\_\_\_ is measured in \_\_\_\_\_

\_\_\_\_\_ is measured in \_\_\_\_\_

How much energy is needed to increase the temperature of 0.5 kg of water by 80 °C in a kettle? SHC of water = 4,200 J/kg°C

\_\_\_\_\_

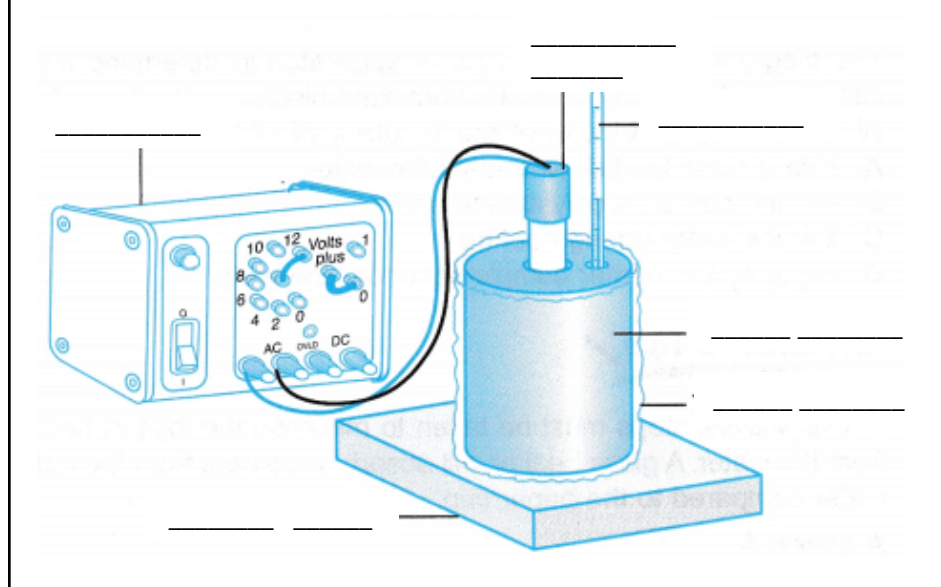
How can we rearrange this equation to calculate SHC?

\_\_\_\_\_

What is the SHC of copper if 11500 J raises the temperature of 1.5 kg by 10°C

\_\_\_\_\_

C. This is the apparatus used to measure the SHC of an aluminium block. Label this.



D. If the white, yellow and red areas show the warmest and the blue and green areas show the coolest parts of the house, which parts are the best insulated?



D. What is payback time and how is it calculated?

\_\_\_\_\_

\_\_\_\_\_

F. How can heat loss from homes be reduced from the windows?

\_\_\_\_\_

\_\_\_\_\_

How can heat loss from homes be reduced from the roof?

\_\_\_\_\_

\_\_\_\_\_

How can heat loss from homes be reduced from the walls?

\_\_\_\_\_

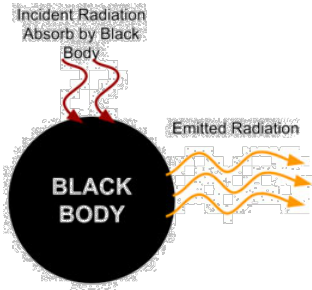
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F. How else can heat loss from homes be reduced?

How can heat loss from homes be reduced from the radiators?

\_\_\_\_\_

\_\_\_\_\_

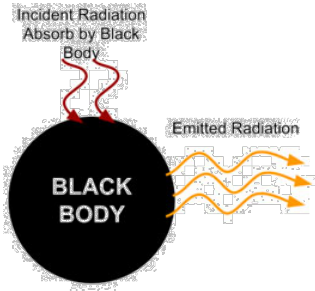


<b>E.</b>	<b>What is infrared radiation?</b>
	Infrared radiation is an electromagnetic wave. All objects emit and absorb infrared radiation.
	<b>What is a perfect black body?</b>
	An object that absorbs all the radiation that hits it. It does not reflect or transmit any radiation.
	<b>What is black body radiation?</b>
	Radiation emitted by a body that absorbs all the radiation incident on it.

<b>E.</b>	<b>Describe factors that affect the temperature of the Earth</b>
	<ol style="list-style-type: none"> <li>The rate at which radiation from the Sun is reflected back into space or absorbed by the Earth's atmosphere or the Earth's surface.</li> <li>The rate at which radiation is emitted from the Earth's surface and from the Earth's atmosphere into space.</li> </ol>
	<b>What effect does the atmosphere have on the surface temperature of the Earth?</b>
	It keeps the surface of the Earth from dropping to $-180^{\circ}\text{C}$ at night. As the surface would not be receiving any radiation from the Sun but would be emitting radiation into space.
	<b>Which gases in the Earth's atmosphere absorb longer wavelength infrared radiation?</b>
	Water vapour, methane, carbon dioxide (Greenhouse gases)

<b>E.</b>	<b>What is the relationship between surface temperature and infrared radiation?</b>
	The higher the temperature of an object the more infrared radiation it emits in a given time.
	<b>Describe the radiation emitted by an object with a constant temperature.</b>
	An object that has a constant temperature emits radiation across a continuous range of wavelengths.
	<b>What happens to the temperature of an object if it absorbs more radiation than it emits?</b>
	The temperature increases.

<b>E.</b>	<b>Describe the green house effect.</b>
	<ol style="list-style-type: none"> <li>Infrared radiation from the Sun warms the surface of the Earth.</li> <li>The Surface becomes warmer and emits longer wavelength infrared radiation.</li> <li>Greenhouse gases absorb the longer wavelength radiation and re-emit back to the ground.</li> <li>The surface of The Earth heats up.</li> </ol>

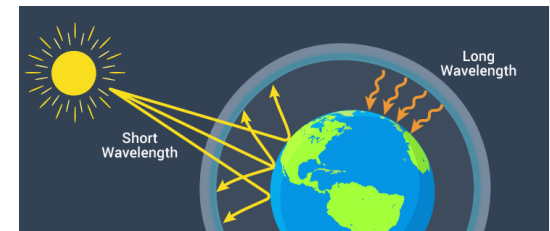


E.	What is infrared radiation?
What is a perfect black body?	
What is black body radiation?	

E.	Describe factors that affect the temperature of the Earth
1. . 2.	
What affect does the atmosphere have on the surface temperature of the Earth?	
Which gases in the Earth's atmosphere absorb longer wavelength infrared radiation?	

E.	What is the relationship between surface temperature and infrared radiation?
Describe the radiation emitted by an object with a constant temperature.	
What happens to the temperature of an object if it absorbs more radiation than it emits?	

E.	Describe the green house effect.
1.	
2. .	
3.	
4.	





# Y9- T1 – Geography Life in an Emerging Country



Background:	
1.	Development means positive change that makes things better.
2.	As a country develops it usually means that the people's standard of living and quality of life improve. <b>(B)</b>
3.	Different factors can affect development such as economic, social and political factors. <b>(A)</b>
4.	Emerging countries have begun to experience higher rates of development, with a rapid growth in secondary industries. <b>(A, C)</b>
5.	Emerging countries have some of the fastest rates of urbanisation in the world. <b>(D)</b>
6.	This is causing urban areas (cities) to become highly populated, this process can have both opportunities and challenges. One such challenge is the growth of squatter settlements. <b>(E)</b>
7.	Emerging countries often host the factories of many transnational companies. They provide wages and taxes, and can promote development. However, they can also cause negatives. <b>(F, G)</b>

A.	Characteristics of emerging countries (7)
BRIC countries	Brazil, Russia, India, China.
MINT countries	Mexico, Indonesia, Nigeria, Turkey.
Industrialisation	The process of a country moving from mostly agriculture (farming) to manufacturing (making) goods.
Employment structure	How the workforce is divided up between primary, secondary, tertiary and quaternary employment.
Secondary industry	An industry which manufactures goods.
Exports	Sending goods to another country for sale.
Urbanisation	The growth in the number/ proportion of people living in towns and cities.

B.	Development indicators (3)	
GDP per capita	The total value of goods and services sold by a country in a year divided by the population.	
HDI	A development measure which combines GDP per capita, life expectancy and literacy rate.	
Life expectancy	The average age you are expected to live to in a country.	

D.	Rural to urban migration (4)	
Rural to urban migration	The movement of people from rural areas (countryside) to urban areas (cities).	
Push factor	Things that make people want to leave an area e.g. a lack of jobs.	
Pull factor	Things that attract people to live in an area e.g. good health care.	
Mechanisation	When machines begin to do the work which humans once completed.	

F.	Transnational corporations (TNCs) (5)	
Transnational corporation	Those that operate across more than one country.	
Footloose	Industries which are not tied to a location due to natural resources or transport links.	
Globalisation	The increased connectivity of countries around the world e.g. through trade.	
Host country	The country where the TNC places it's factories e.g. in an emerging or developing country.	
Source country	The country where the headquarters for the TNC is located e.g. a developed country.	

C.	Encouraging development (4)	
Subsidy	Money given by a government to help an industry keep down the cost of exports.	
Tax breaks	This reduces the amount of tax a company must pay (normally for a fixed period), therefore increasing profit.	
Minimum wage	The lowest wage permitted by law in a country.	
Trade unions	An organisation of workers who work to protect the rights of those employed.	

E.	Squatter settlements (5)	
Squatter/ shanty settlement	An area (often illegal) of poor quality housing, lacking basic services e.g. water.	
Inequality	Differences in wealth, and wellbeing.	
Sanitation	Measures to protect public health e.g. clean water and disposing of sewage.	
Informal economy	Jobs which are not taxed, workers do not have contracts or rights.	
Quality of life	A measure of how 'wealthy' people are, but measured using housing, employment and environment, rather than income.	

G.	Impact of TNCs	
Positive: (5)	<ol style="list-style-type: none"> <li>1. More jobs.</li> <li>2. More taxes.</li> <li>3. Invest in infrastructure projects.</li> <li>4. GDP increases.</li> <li>5. Develop workers skills.</li> </ol>	
Negative: (3)	<ol style="list-style-type: none"> <li>1. Can exploit workers e.g. long hours.</li> <li>2. Most of the profits from TNCs leave the country where production takes place.</li> <li>3. Increased levels of pollution e.g. air and water (from industrial waste).</li> </ol>	





# Y9- T1 - Geography Life in an Emerging Country - Quizzable



**Background:**

- Development means \_\_\_\_\_
- As a country develops it usually means \_\_\_\_\_. **(B)**
- Different factors can affect development such as \_\_\_\_\_. **(A)**
- Emerging countries have begun to experience higher rates of \_\_\_\_\_ with a rapid growth in \_\_\_\_\_. **(A, C)**
- Emerging countries have some of the \_\_\_\_\_ in the world. **(D)**
- This is causing urban areas (cities) to become \_\_\_\_\_, this process can have both opportunities and challenges. One such challenge is the growth of \_\_\_\_\_. **(E)**
- Emerging countries often host the factories of many transnational companies. They provide wages and taxes, and can promote development. However, they can also cause negatives. **(F, G)**

A. Characteristics of emerging countries (7)	
BRIC countries	
MINT countries	
Industrialisation	
Employment structure	
Secondary industry	
Exports	
Urbanisation	

B. Development indicators (3)	
GDP per capita	
HDI	
Life expectancy	

D. Rural to urban migration (4)	
Rural to urban migration	
Push factor	
Pull factor	
Mechanisation	

F. Transnational corporations (TNCs) (5)	
Transnational corporation	
Footloose	
Globalisation	
Host country	
Source country	

C. Encouraging development (4)	
Subsidy	
Tax breaks	
Minimum wage	
Trade unions	

E. Squatter settlements (5)	
Squatter/shanty settlement	
Inequality	
Sanitation	
Informal economy	
Quality of life	

G. Impact of TNCs	
Positive: (5)	<ol style="list-style-type: none"> <li></li> <li></li> <li></li> <li></li> <li></li> </ol>
Negative: (3)	<ol style="list-style-type: none"> <li></li> <li></li> <li></li> </ol>

**Year 9 Term 1 History Knowledge organiser: Topic = British Sector of the Western Front, 1914-1918: injuries, treatments and trenches.**

<b>What we are learning this term:</b>		<b>A.</b>	<b>Causes of WWI</b>
A. What caused WWI to break out in 1914	<p><b>6 Key Words for this term</b></p> <p><b>1 First Aid Nursing Yeomanry (FANY)</b> – A women’s voluntary organisation which provided medical services on the frontlines such as driving ambulances and emergency first aid</p> <p><b>2 Royal Army Medical Corps (RAMC)</b> – The branch of the army responsible for medical care</p> <p><b>3 No-man’s land</b> – The area between two opposing trenches during WWI</p> <p><b>4 Shrapnel</b> – Fragments of metal from exploded shells</p> <p><b>5 Salient</b> - An area of a battlefield that is surrounded by enemy territory on 3 sides</p> <p><b>6 Alliances</b> – An agreement countries make to support each other if they are attacked by other countries</p>	<b>Militarism</b>	Britain 'ruled the waves'. It had to most powerful Navy in the world. Germany wanted to rival Britain’s empire so it began to build an even better navy. Once Britain heard about Germany’s plans to build a navy, they too began to build a bigger and better navy. This is called the 'naval race'.
B. The main battles on the British Sector of the Western Front during WWI		<b>Alliances</b>	In 1882 Austria, Germany and Italy signed the Triple Alliance. They promised to defend each other if either were attacked. This is called the <b>Triple Alliance</b> . <b>France and Russia:</b> France and Russia had had an alliance since 1904 – because they both thought the best way of controlling Germany was to surround her. This then turned into the <b>Triple Entente</b> with England in 1907 as England became increasingly worried about German naval strength. This left Germany surrounded
C. The trench system – structure and features		<b>Imperialism</b>	During the 19 <sup>th</sup> century both Britain and France conquered huge overseas empires – this gave them access to raw materials for industry and a market for their goods, it also gave them huge amounts of political power across the world Both Britain and France were very happy being the most powerful nations and wanted this to continue. Kaiser Wilhelm wanted to compete with Britain and conquer a German Empire that would challenge Britain’s supremacy .
D. What health problems happened in the trenches		<b>Nationalism</b>	Before 1871 Germany didn't exist. Instead it was a series of separate kingdoms. The most powerful of these was called Prussia. Prussia was an industrialised nation, like Britain, and had a powerful army. In 1871 Prussia fought and defeated France in the Franco Prussian War. After the defeat of France, Germany united. Germany then had a big desire to 'nation build' – to build a national identity rather than separate identities for different kingdoms.
E. How did the war end in 1918		<b>Assassination of Franz Ferdinand</b>	The Austria-Hungary government saw the assassination as a direct attack on the country. They believed that the Serbians had helped the Bosnian terrorists in the attack. They made harsh demands on the Serbians which the Serbians rejected. At the same time, Russia began to mobilize their army to help protect Serbia. When Serbia rejected the demands, Austria-Hungary declared war on Serbia. A few days later, Germany declared war on Russia to help its ally Austria-Hungary. Then France began to mobilize to help its ally Russia, and Germany followed by declaring war on France. World War I had begun.
F. What happened after WWI?		<b>The Blank Cheque</b>	On July 5, 1914, Germany gave Austria a " <b>blank cheque</b> " in handling its punishment of Serbia regarding the assassination of the heir to the Austrian throne.
<b>B</b>	<b>Describe two features of the key battles during WWI</b>	<b>C.</b>	
<b>Battle</b>	<b>Features</b>		
1 <sup>st</sup> Battle of Ypres (1914)	This battle was aimed at stopping the German army from advancing towards the Belgium coast.	1 – Dugout	This was an area where soldiers could be protected from light fire
2 <sup>nd</sup> Battle of Ypres (1915)	This battle was the first time that the Germans used chlorine gas as a weapon against the British.	2 – Barbed wire	This would make it more difficult for the enemy to get into the trench
Battle of the Somme (1916)	Bloodiest battle in the whole of the war – total of 57,000 men were killed during the first day alone. The RAMC were not prepared for the amount of casualties and hospitals and casualty stations were overwhelmed.	3 – Sandbags	These could absorb the shock of the bullets and help the trench maintain its shape
Battle of Arras (1917)	This British used tunnels to dig near to the German trenches and surprise them with the attack. No progress was made and there were 160,000 casualties.	4 – Fire step	This is what soldiers stepped on when they wanted to climb over the top. Between fighting it was often used as a bench or bed
3 <sup>rd</sup> Battle of Ypres (1917)	During this battle the weather turned to heavy rain. The ground became waterlogged and many men fell into the mud and drowned.	5 - Duckboards	Wooden boards that were placed on the floor of the trench to provide a flatter and dryer ground for the soldiers to walk over
Battle of Cambrai (1917)	This battle saw the first large-scale use of tank to break through the enemies barbed wire. Also the first time that there was a blood bank, which meant doctors could deliver a vital medical service to those soldiers who had lost too much blood.	6 – Elbow rest	This is where soldiers would prop their guns to shoot out of the trench
		7 - Desert	This was a way of protecting soldiers as they went out of the trench
		<b>E.</b>	<b>How did World War One end?</b>
		<p>1917 – The Russian Revolution started. Russia left the war, surrendering to Germany in 1917.</p> <p>1917 – Following the sinking of US ships, such as the Lusitania, and the potential threat of an alliance between Germany and Mexico leading to an attack on the USA, the USA joined the war on the side of the Triple Entente.</p> <p>1918 – Entente forces on the Western Front push the German army back to the Hindenberg Line, the last line of German defenses.</p> <p>1918 – Blockades enforced by the Entente led to lack of resources and food in Germany. Thousands of people in Germany were starving.</p> <p>1918 – The Germany Navy began to Mutiny</p> <p>1918 – The Kaiser abdicated.</p> <p>11th November 1918 – An armistice is signed, formally ending the First World War</p>	
		<p>1 <b>Gangrene</b> – a condition where a loss of blood supply causes body tissue to die and usually occurred as a result of an injury. Treated by amputation of the affected area. <b>Gas Gangrene</b> – infection that produces gas in the gangrenous area. Caused by bacteria in the soil on the Western Front which had been heavily farmed using fertiliser.</p> <p>2 <b>Shellshock</b> – a condition that was not really understood during the war. Caused by the constant noise and shell fire in the trenches, many soldiers experienced nightmares, loss of speech and a complete mental breakdown.</p> <p>3 <b>Shrapnel wounds</b> – when shells exploded, shrapnel travelled at fast speeds over wide areas, causing injuries to anyone in their way</p> <p>4 <b>Trench fever</b> – flu-like condition that was spread by lice in the trenches</p> <p>5 <b>Trench foot</b> – painful swelling of the feet caused by standing in cold mud and water, which</p>	
		<b>F.</b>	<b>What happened after WWI?</b>
		Why is it called a World War?	Why did WW1 End?
		Was the Treaty of Versailles harsh on Germany?	
		Many soldiers from all over the world fought on the Western Front. Many came from the Empires of Britain and France.	Germany was starving because of the British blockade Allies had many new inventions such as tanks. Many new allied troops were entering the war from the USA. Germany faced many rebellions as Germany was starving
		War also took place in colonies around the world such as in Africa and Asia. There was also fighting on the Eastern Front in Russia.	Germany had inflicted a much harsher treaty on Russia called the Treaty of Brest Litovsk.  Germany had to pay £6.3 billion German army was limited to 100 thousand. (previously was ten million. Germany gave up 12% and 10% of it's population. Worst of all they were blamed for the war

**Year 9 Term 1 History Knowledge organiser: Topic = British Sector of the Western Front, 1914-1918: injuries, treatments and trenches.**

<b>6 Key Words for this term – Section A</b>		<b>A.</b>	<b>Causes of WWI</b>				
<b>1 First Aid Nursing Yeomanry (FANY) –</b>		Militarism					
<b>2 Royal Army Medical Corps (RAMC)</b>		Alliances					
<b>3 No-man’s land</b>		Imperialism					
<b>4 Shrapnel</b>		Nationalism					
<b>5 Salient</b>		Assassination of Franz Ferdinand					
<b>6 Alliances</b>		The Blank Cheque					
<b>B</b>	<b>Describe two features of the key battles during WWI</b>						
<u>Battle</u>	<u>Features</u>						
<b>1<sup>st</sup> Battle of Ypres (1914)</b>		<b>C.</b>	<b>Describe two features of the trench system during the Western Front</b>		<b>D.</b>	<b>What health problems were caused by conditions in the trenches?</b>	
		1 – Dugout			<b>1 Gangrene</b> <b>2 Shellshock</b> <b>3 Shrapnel wounds</b> <b>4 Trench fever</b> <b>5 Trench foot</b>		
		2 – Barbed wire					
<b>2<sup>nd</sup> Battle of Ypres (1915)</b>		3 – Sandbags					
		4 – Fire step					
<b>Battle of the Somme (1916)</b>		5 - Duckboards					
		6 – Elbow rest			<b>F</b>	<b>What happened after WWI?</b>	
<b>Battle of Arras (1917)</b>		7 - Perpet			Why is it called a World War?	Why did WW1 End?	Was the Treaty of Versailles harsh on Germany?
		<b>E.</b>	<b>How did World War One end?</b>				
<b>3<sup>rd</sup> Battle of Ypres (1917)</b>		1917 –					
		1917 –					
		1918 –					
<b>Battle of Cambrai (1917)</b>		1918 –					
		1918 –					
		1918 –					
		11th November 1918 –					

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

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

C	<b>What does the theory of Natural Moral Law say about moral behaviour?</b>	<b>What are the 5 precepts of NML that we must be fulfilling for morally good behaviour?</b>
	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	<b>What are the strengths of NML theory about what is morally good?</b>	<b>What are the weaknesses of NML theory about what is morally good?</b>
	<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	<b>What does the theory of situation ethics say about moral behaviour?</b>	<b>What are the strengths of S.E theory about what is morally good?</b>	<b>What are the weakness of S.E theory about what is morally good?</b>
	<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	<b>Bible quotes relating to the sanctity of life</b>
1	Humans were 'made in the image of God'
2	'All your days are ordained (set out) for you'
3	'The body is a temple of the holy spirit'
4	"Only God gives and takes life'
5	'Do not kill'

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

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

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

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

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

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



**GCSE unit 1 SPANISH Knowledge organiser.**  
**Topic Me my family and friends**



What we are learning this term:	
<p>A. Talking about your family                  B. Describing your family and friends                  C. Explaining family relationships                  D. Describing relationships                  E. Describing future plans                  F. Translation practice</p>	
6 Key Words for this term	
1. Me llevo bien	4. El año próximo
2. No soporto	5. Por otro lado
3. discuto	6. Voy a...

1.1F Hablando de los amigos	
a menudo	often
alegrarse de	to be happy about
comprensivo/a	understanding
conocer	to know a person
el consejo	advice
la cosa	thing
cuidar	to look after
la discusión	argument
divertido/a	good fun
egoísta	selfish
el equipo	team
escribir	to write
fastidiar	to annoy, to bother
fuerte	strong
hablador/a	talkative
honrado/a	honest
maduro/a	mature
mismo/a	same
peligroso/a	dangerous
reírse	to laugh
seguro/a	certain, sure
el sentido del humor	sense of humour
travieso/a	naughty
triste	sad
el verano	summer
la vida	life

**1.1G ¿Cómo es tu familia?**

1.1G ¿Cómo es tu familia?	
El/la abuelo/a	grandfather/grandmother
los abuelos	grandparents
alegre	happy
alto/a	tall
amable	kind
anciano/a	old
la barba	beard
calvo/a	bald
carifoso/a	affectionate, tender
casi nearly,	almost
castaño/a	brown hair colour
corto/a	short
delgado/a	thin
las gafas	glasses
gracioso/a	funny
guapo/a	good looking, handsome
El/la hermano/a	brother/sister
El/la hijo/a	son/daughter
joven	young
largo/a	long
liso/a	straight
la madrastra	stepmother
los ojos	eyes
el padrastro	stepfather
las pecas	freckles
pelirrojo/a	red-haired
el pelo	hair
rizado/a	curly
la tía	aunt
el tío	uncle
viejo/a	old
sensible	sensitive

**1.1H Relaciones con la familia**

1.1H Relaciones con la familia	
abierto/a	open
aconsejar	to advise
actualmente	nowadays
aguantar	to bear, to put up with
arreglar	to tidy
la barrera generacional	generation gap
el cariño	affection
celoso/a	jealous
la culpa	blame, fault
los demás	others
harto/a	fed up
el hogar	home
hoy en día	nowadays
incluso	even
injustamente	unfairly
juntos	together
la libertad	freedom
manera	way
molestar	to bother
oír hablar de	to hear about
olvidar	to forget
orgullosa/a	proud

Key Verbs				
Llevarse to get on	Ir To go	Soportar To stand	Hacer – to do/make	Discutir to argue
Me llevo I get on	Voy I go	Soporto I can stand	Hago I do	Discuto I argue
Te llevas You (s) get on	Vas You go	Soportas You can stand	Haces You do	Discutes You argue
Se lleva He/se gets on	Va s/he goes	Soporta He/she can stand	Hace s/he does	Discute He/she argues
Nos llevamos They get on	Vamos They go	Soportamos W can stand	Hacemos We do	Discutios We argue
Se llevan They get on	Van They go	Soportan They can stand	Hacen They do	Discuten They argue

**1.1H Relaciones con la familia**

parecido/a	similar
la pelea	fight
perezoso/a	lazy
provocar	to cause
el sobrino / la sobrina	nephew, niece
tender a	to tend to
todavía	still
tratar	to treat
triste	sad

**1.2F Planes para el futuro**

así que	so, therefore
la boda	wedding
buscar	to look for
cambiar	to change
el casamiento	wedding
casarse	to get married
el compañero/a	colleague, friend
decepcionado/a	disappointed
encontrar	to find
la felicidad	happiness
la fiesta	party, festival
por eso	therefore
próximo/a	next
el sitio	place
solo/a	alone, only
soltero/a	single
tener suerte	to be lucky
las vacaciones	holidays
ya no	no longer

**1.2G Hablando de parejas**

el beso	kiss
cada vez más	more and more
cocinar	to cook
comprar	to buy
echar de menos	to miss someone
enamorado/a	in love
los familiares	relatives
feliz	happy
la gente	people
el invitado/a	guest
maleducado/a	rude
el marido	husband
el matrimonio	marriage
la mujer	wife, woman
la novia	girlfriend, fiancée
el novio	boyfriend, fiancé
parecer	to seem
la pareja	partner
los parientes	relatives
pelear(se)	to fight
el piso	flat, apartment
serio/a	serious, responsible
sonreír	to smile

**1.2H Las relaciones de hoy en día**

ahora	now
alguien	someone
cara a cara	face to face
distinto/a	different
en contra	against
en primer lugar	in the first place,
la edad	age
estar de acuerdo	to agree
el/la jubilado/a	retired person,
pagar	to pay
la pareja	partner
la piel	skin
por otro lado	on the other hand



**GCSE unit 1 SPANISH Knowledge organiser.**  
**Topic Me my family and friends**



What we are learning this term:	
A. Talking about your family B. Describing your family and friends C. Explaining family relationships D. Describing relationships E. Describing future plans F. Translation practice	
6 Key Words for this term	
1. Me llevo bien	4. El año próximo
2. No soporto	5. Por otro lado
3. discuto	6. Voy a...

1.1F Hablando de los amigos	
a _____	often
_____ de	to be happy about
_____ /a	understanding
_____	to know a person
el _____	advice
la _____	thing
_____	to look after
la _____	argument
_____ /a	good fun
egoísta	_____
el equipo	_____
escribir	to _____
fastidiar	to _____
fuerte	_____
hablador/a	_____
honrado/a	_____
maduro/a	_____
mismo/a	_____
_____ /a	dangerous
_____	to laugh
_____ /a	certain, sure
el ___ del ___	sense of humour
_____ /a	naughty
_____	sad
el _____	summer
la _____	life

Key Verbs				
Llevarse to get on	Ir To go	Soportar To stand	Hacer – to do/make	Discutir to argue
Me _____ I get on	_____ /a I go	_____ /a I can stand	_____ /a I do	_____ /a I argue
Te _____ You (s) get on	_____ /a You go	_____ /a You can stand	_____ /a You do	_____ /a You argue
Se _____ He/se gets on	_____ /a s/he goes	_____ /a He/she can stand	_____ /a s/he does	_____ /a He/she argues
Nos _____ They get on	_____ /a They go	_____ /a W can stand	_____ /a We do	_____ /a We argue
Se _____ They get on	_____ /a They go	_____ /a They can stand	_____ /a They do	_____ /a They argue

1.1G ¿Cómo es tu familia?	
1.1G ¿Cómo es tu familia?	
El/la abuelo/a	_____
los abuelos	_____
alegre	_____
alto/a	_____
amable	_____
anciano/a	_____
la barba	_____
calvo/a	_____
_____ /a	affectionate, tender
_____	nearly, almost
_____ /a	brown hair colour
_____ /a	short
_____ /a	thin
_____	glasses
_____ /a	funny
_____ /a	good looking, handsome
El/la _____ /a	brother/sister
El/la _____ /a	son/daughter
_____	young
_____ /a	long
_____ /a	straight
la _____	stepmother
los _____	eyes
el _____	stepfather
las _____	freckles
_____ /a	red-haired
el _____	hair
_____ /a	curly
la _____	aunt
el tío	_____
viejo/a	_____
sensible	_____

1.1H Relaciones con la familia	
abierto/a	_____
aconsejar	to _____
actualmente	_____
aguantar	to _____
arreglar	to _____
la barrera generacional	_____
el cariño	_____
celoso/a	_____
la culpa	_____
los _____	others
_____ /a	fed up
el _____	home
_____	nowadays
_____	even
_____	unfairly
_____	together
la _____	freedom
_____	way
_____	to bother
oír _____ de	to hear about
_____	to forget
_____ /a	proud

1.1H Relaciones con la familia	
_____ /a	similar
la _____	fight
perezoso/a	lazy
_____	to cause
el sobrino / la sobrina	_____
tender a	to _____ to
todavía	_____
tratar	to _____
triste	_____

1.2G Hablando de parejas	
el beso	_____
cada vez más	_____
cocinar	to _____
comprar	to _____
echar de menos	to _____
enamorado/a	in _____
los familiares	_____
_____	happy
la _____	people
el _____ /a	guest
_____ /a	rude
el _____	husband
el _____	marriage
la _____	wife, woman
la novia	_____
el novio	_____
_____	to seem
la _____	partner
los _____	relatives
pelear(se)	to _____
el piso	_____
serio/a	_____
sonreír	to _____

1.2F Planes para el futuro	
_____	so, therefore
la _____	wedding
_____	to look for
_____	to change
el _____	wedding
_____	to get married
el _____ /a	colleague, friend
_____ /a	disappointed
encontrar	to _____
la felicidad	_____
la fiesta	party, _____
por eso	_____
_____ /a	next
el _____	place
solo/a	_____ / _____
_____ /a	single
tener _____	to be lucky
las _____	holidays
ya no	_____

1.2H Las relaciones de hoy en día	
_____	now
_____	someone
cara a cara	_____
distinto/a	_____
en contra	_____
_____	in the first place,
la _____	age
estar de _____	to agree
el/la _____ /a	retired person,
_____	to pay
la _____	partner
la _____	skin
por _____	on the other hand



Translation Practice. G – blue F – orange H - Green	
Mi <b>a</b> _____ es	My <b>grandfather</b> is
<b>a</b> _____ y _____	<b>Happy and Kind</b>
Tiene los ___ verdes	He has green eyes
Y tiene el pelo _____	He has <b>Curly hair</b>
la _____ de mis sueños	The <b>wife</b> of my dreams
Quiero un _____ guapo	I want a pretty <b>boyfriend</b>
Mis padres me dan buenos _____	My parents give me good <b>advice</b>
Es importante _____ a otros	It's important <b>to look after</b> others
Se debe _____ a los niños	It's necessary <b>to advise</b> kids
Mi hermano es _____	My brother <b>is understanding</b>
Es bueno _____ a otra gente	It's good <b>to know</b> other people
Tener una _____ me importa	Having a <b>partner</b> is important
_____ me interesa	<b>Getting married</b> interests me
Mis padres me dan mucho _____	My parents give me lots of <b>affection</b>
No soy nunca _____	I'm never <b>jealous</b>
Estoy _____/a de los deberes	I'm <b>fed up</b> of homework
encontrar _____	To find a <b>partner</b>
Fue una buena _____	It was a good <b>party</b>
No quiero ser _____	I don't want to be <b>single</b>

Key Questions: Answer the following in your own words. Use these model answers	
¿Puedes describir te? ¿Cómo es tu aspecto físico, tu personalidad?	Soy bastante alto y delgado. Tengo los ojos azules y el pelo marrón y liso. Mis padres me describen como una persona cariñosa, comprensiva, sensible, honesta y un poco vaga.
¿Cómo sería un novio perfecto/una novia perfecta? ¿Por qué?	Mi novia perfecta sería muy guapa y honesta y tendría el pelo rubio, corto y rizado. Todos los días sería sensible y no sería nunca perezosa o torpe.
¿Quiénes son los miembros de tu familia?	Somos cinco en mi familia. Vivo con mis padres que se llaman .... Tengo un hermano menor que se llama .. y tengo una hermana mayor que tiene _____ años
¿Te llevas bien con tu familia? ¿Por qué?	Me llevo bien con mi hermano porque es cariñoso y siempre comprensivo. No me llevo bien con mi hermana porque nos peleamos mucho y mi hermana se enfada conmigo.
¿Hay discusiones en tu familia? ¿De qué se discute?	Sí, hay discusiones en mi familia. Hay tensión en la casa de vez en cuando. No estoy de acuerdo con los consejos de mis padres. También hay discusiones porque mi hermana pone su música demasiado fuerte
¿Quieres casarte y tener niños en el futuro? ¿Por qué?	Si, en el futuro me gustaría casarme con un hombre/mujer (man/woman) honesto y sensible. Quiero casarme porque el matrimonio es muy importante para mi y quiero una boda perfecta en una iglesia. Quiero tener dos niños, una chica y un chico. Voy a tener niños después de haber ido a la universidad
¿Qué has hecho recientemente con tu familia?	Recientemente, fui al centro de la ciudad con mi familia. Fuimos juntos en coche y fuimos para comprar unos regalos para el cumpleaños de mi abuelo. Después comimos en un restaurante, yo comí un bocadillo de pollo, mi hermana comió una ensalada. Me gustó mucho porque fue muy divertido y la comida fue muy deliciosa.
¿Crees que el matrimonio es importante para ti? ¿Por qué?	Quiero casarme porque el matrimonio es muy importante para mí y quiero una boda perfecta en una iglesia. Aunque las bodas son muy caras, tener una boda es mi ambición.

Key Grammar	
Forming the preterite (past tense). Always remove the –AR, –ER, –IR endings first	Remember the preterite (past) tense endings for –AR, –ER, –IR verbs. They are: -AR: -é, -aste,-ó, -amos, -astéis, -aron -ER: -í, -íste, -ió, -imos, -istéis, -ieron -IR : -í, -iste, -ió, -imos, -istéis, -ieron
Forming the conditional ('would like to' tense). Always remove the –AR, –ER, –IR endings first	Remember the conditional ('would') tense endings for –AR, –ER, –IR verbs. They are: -AR, –ER, –IR: -ía, -ías, -ía, -íamos, -íais, -ían
Using the immediate future tense IR + A + INFINITIVE	Voy a casarme = I'm going to get married Va a discutir con su padre = He / She is going to argue with his/her father





**What we are learning this term:**

- A. Line Drawing
- B. Introduction into Surrealism
- C. Rene Magritte
- D. Photomontage
- E. Observational drawing
- F. Key Words



**A. What are 3 rules for successful continuous line drawing?**

1. Using a sharp pencil
2. Keeping your pencil on the page and not taking it off
3. Lighter areas have fewer pencil lines and darker areas have far more pencil lines.

Using continuous line drawing, recreate the face below.

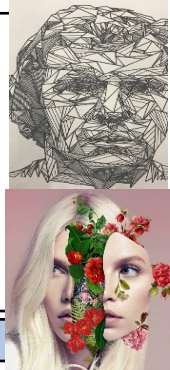


Example

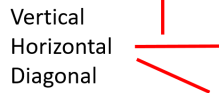
Your response

**F. Keywords**

<b>Portrait</b>	An image which shows a person/animal
<b>Identity</b>	Information about a person's personality, interests, friend's family – what makes someone who they are
<b>Collage</b>	Using torn or cut paper in an artwork
<b>Material</b>	The substance used to create the artwork
<b>Photomontage</b>	process and the result of making a composite photograph by cutting, gluing, rearranging and overlapping two or more photographs
<b>Characteristics</b>	A list of describing words about a person or thing.
<b>Surreal</b>	<u>strange</u> ; not <u>seeming</u> real; like a <u>dream</u> :
<b>Observation</b>	the action or process of closely observing or monitoring something or someone
<b>Mixed media</b>	An artwork made from more than one material



What is the difference between lines?



**B. What are the similarities and differences between MERVE ÖZASLAN and Magritte? List 3 of each.**

**Similarities:**

- Surreal appearance
- Use of juxtaposition
- Sinister atmosphere created



**Differences:**

- Use of everyday objects
- Painting vs photomontage
- Contrast colour scheme (black and white vs colour)



**Describe what is happening in each stage of the making?**



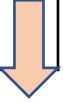
**D. Answer the following questions on MERVE ÖZASLAN and Marcelo Monreal?**

1	What materials does she use to create her work? Photographs/images craft knife and matt
2	What subject matter does she use? Portraits and landscapes
3	What messages could she be portraying in her work? Human effect on nature Urbanization Detachment with nature
4	How does he create his work? Collage, cutting and sticking images/photographs
5	What is his subject matter? Celebrity portraits and flowers
6	What messages might he be presenting in his work? People are made of flowers Beauty within people
7	What are the techniques both artist use? Photomontage and collage



**C. List 3 words to describe the Surrealism style of artwork?**

- 1.) Strange, uncanny, abnormal
- 2.) Juxtaposition, contrast
- 3.) dream-like, unconscious



**D. What is the definition for photomontage?**

Photomontage is the process and the result of making a composite photograph by cutting, gluing, rearranging and overlapping two or more photographs into a new image. Sometimes the resulting composite image is photographed so that the final image may appear as a seamless physical print.

**E. Write a step-by-step guide to a successful observational drawing**

1. Identify horizon line
2. Draw outline of objects
3. Identify where the light source is
4. Add highlight, shadows and mid-tones
5. Add in any extra details (pattern, lines and texture)



**What we are learning this term:**



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Example

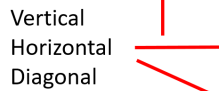
Your response

**F. Keywords**

Portrait	
Identity	
Collage	
Material	
Photomontage	
Characteristics	
Surreal	
Observation	
Mixed media	



What is the difference between lines?



**B. What are the similarities and differences between MERVE ÖZASLAN and Magritte? List 3 of each.**

**Similarities:**

Describe what is happening in each stage of the making?



**Differences:**



**C. List 3 words to describe the Surrealism style of artwork?**

- 1.)
- 2.)
- 3.)



**D. Answer the following questions on MERVE ÖZASLAN and Marcelo Monreal?**

1. What materials does she use to create her work?
2. What subject matter does she use?
3. What messages could she be portraying in her work?
4. How does he create his work?
5. What is his subject matter?
6. What messages might he be presenting in his work?
7. What are the techniques both artist use?



**D. What is the definition for photomontage?**

Blank space for the definition of photomontage.

**E. Write a step-by-step guide to a successful observational drawing**

Blank space for the step-by-step guide to a successful observational drawing.



What we are learning this term:	
A.	Health, safety and hygiene in the kitchen
B.	The Eatwell guide and nutrients
C.	The Dietary requirements of a teenager
D.	Skills testing
E.	Healthy cooking
F.	Chopping Board Colours

Year 9 – High Skills

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

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

A. Explain the main four things that you should do when you enter the kitchen area.	
Remove all of your jewellery.	Jewellery can harbour bacteria and could fall off into the food.
Tie back your hair	Hair could fall into the food or touch equipment.
Wash your hands with hot soapy water.	To remove any germs and bacteria from your hands and nails.
Put on and apron and tie it back.	To protect you from the food and equipment and the food from touching you.

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

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

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



A. What is cross contamination and how can it be prevented?	
Cross contamination happens when you use the wrong chopping board or equipment to prepare food which can therefore result in food poisoning. You must use the correct equipment for the correct ingredients. You must also ensure that you are always following good hygiene practices when cooking.	
B. What do the following terms mean?	
Grilling	Using the top part of the oven. It involves a significant amount of direct, radiant heat, and tends to be used for cooking meat and vegetables quickly. It is also a healthier method of cooking meat products.
Baking	Baking is a method of preparing food that uses dry heat, normally in an oven. Heat is gradually transferred from the surface of cakes, cookies, and breads to their centre.
Frying	Frying is the cooking of food in oil or another fat. It is usually done in a frying pan using the hob of the



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

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

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

- 1
- 2
- 3
- 4
- 5

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.

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

- 1
- 2
- 3
- 4
- 5

Why it is important

- 1
- 2
- 3
- 4
- 5

E. Keywords

Hygiene

Research

Nutritious

Target Market

Carbohydrates

Protein

Fibre

Calcium

Design Idea

Organisation

Time keeping

Sensory analysis

Mood Board

Time Plan

Skills Test

Teenager





# Year 9 PRODUCT DESIGN Rotation Knowledge Organiser

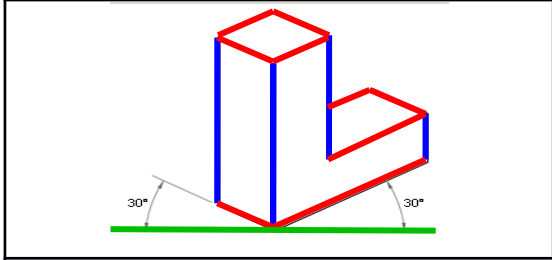


What we are learning this term:	
A.	Drawing Skills
B.	Materials
C.	Wooden Joints & Their Uses
D.	Tools & Machinery

## A. Drawing Skills

### Isometric Technical Drawing

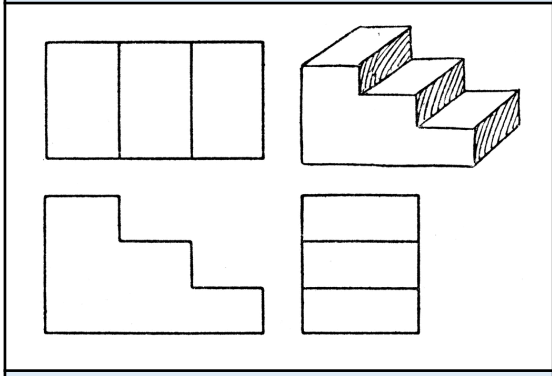
Made up of a series of parallel **vertical lines** and parallel **30-degree lines**. But no **horizontal lines**.



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

### Orthographic Projection

This shows 2D views of a 3D object from different angles – front, plan and end.



Commonly used in industry to help the manufacturer understand the design.

## B. Materials

### Timbers come from trees



**Scots pine** – which you used for your frame – is a **softwood**

**Softwood** trees have needle like leaves and are more sustainable

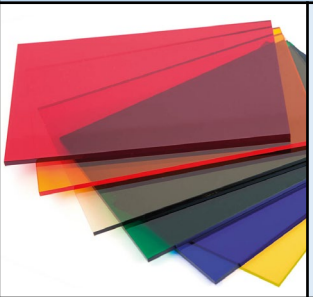
### Dowels are a common component in joinery



**Dowels** – which you used in your dowel joint – is a **hardwood**

**Hardwood** trees have broad like leaves and lose their leaves in winter

### Polymers come from crude oil



**Acrylic** – which you used for your stand – is a **polymer**

**Acrylic** is a **thermoforming** polymer which means it can be reheated and reshaped again and again

## C. Wooden Joints & Their Uses

Joint	Uses	Image
<b>Mitre Joint</b>	<ul style="list-style-type: none"> <li>Picture Frames.</li> <li>Joining Moldings</li> <li>Window or Door Frames</li> <li>Trim and Skirtings</li> </ul>	
<b>Dowel Joint</b>	<ul style="list-style-type: none"> <li>Make joints stronger.</li> <li>Axles on toys.</li> <li>Frames</li> <li>Shelves</li> <li>Table or Chair Leg Attachments</li> </ul>	
<b>Mortise and Tenon Joint</b>	<ul style="list-style-type: none"> <li>Tables</li> <li>Chairs</li> <li>Door</li> <li>Beds</li> <li>Windows</li> <li>Cabinets</li> <li>Panelling</li> </ul>	
<b>Cross Halving Joint</b>	<ul style="list-style-type: none"> <li>Picture frames</li> <li>Drawers</li> <li>Cabinets</li> <li>Structural Framing</li> </ul>	

## D. Tools & Machinery

Steel Rule	Tri Square	Mitre Square	Tenon Saw	Wooden Mallet	Chisel	Bandfacer	Pillar Drill	Mortice



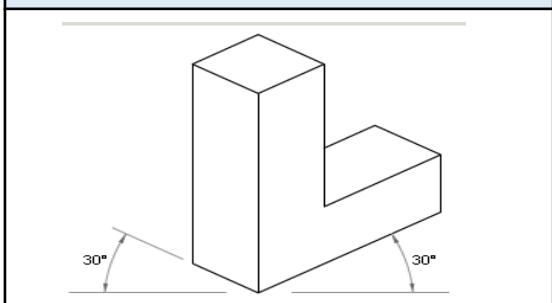
# Year 9 PRODUCT DESIGN Rotation Knowledge Organiser






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

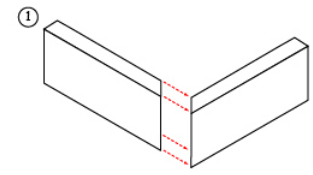
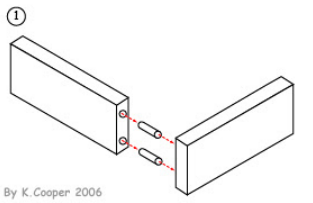
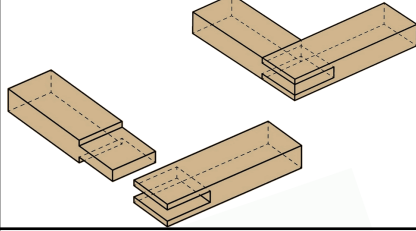
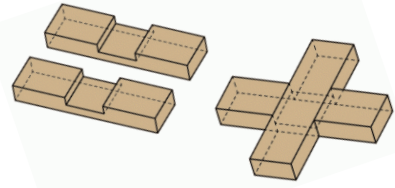
<b>A. Drawing Skills</b>
<b>_____ Technical Drawing</b>

This is used for \_\_\_\_\_  
 \_\_\_\_\_



**Practice drawing the shapes below**

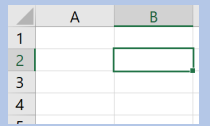
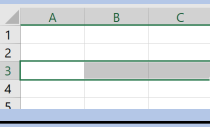
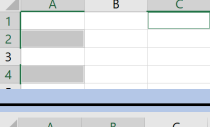
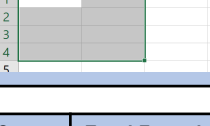
<b>B. Materials</b>	
<b>Timbers</b> come from _____	
	<p><b>Scots pine</b> – which you used for your frame – is a _____</p> <p><b>Softwood</b> trees have _____          and are more sustainable</p> <p>_____ are a common <b>component</b> in joinery</p>
	<p><b>Dowels</b> – which you used in your dowel joint – is a _____</p> <p><b>Hardwood</b> trees have _____          and lose their leaves in winter</p>
<b>Polymers</b> come from _____	
	<p><b>Acrylic</b> – which you used for your stand – is a _____</p> <p><b>Acrylic</b> is a <b>thermo-</b>_____ polymer which means it can be _____</p>

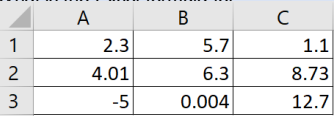
<b>C. Wooden Joints &amp; Their Uses</b>		
<b>Joint</b>	<b>Uses</b>	<b>Image</b>
	<ul style="list-style-type: none"> <li>_____</li> <li>_____</li> <li>_____</li> </ul>	
	<ul style="list-style-type: none"> <li>_____</li> <li>_____</li> <li>_____</li> </ul>	 <p>By K. Cooper 2006</p>
	<ul style="list-style-type: none"> <li>_____</li> <li>_____</li> <li>_____</li> </ul>	
	<ul style="list-style-type: none"> <li>_____</li> <li>_____</li> <li>_____</li> </ul>	

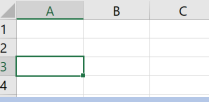
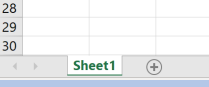
<b>D. Tools &amp; Machinery</b>								
								









A Passwords and Shortcuts	
A feature of a strong password has...	
1	10 to 15 characters
2	Special characters
3	Upper- and lower-case letters
4	Numbers
5	NO patterns or sequences
6	Only been used for one website/account
7	NO obvious letter substitutions (for example, 'E' replaced by 3)
8	NO personal information
9	To be memorable
What do the following shortcuts do?	
Ctrl-C	Copy
Ctrl-V	Paste
Ctrl-X	Cut
Ctrl-Z	Undo
Ctrl-A	Select all
Ctrl-S	Save
F2	Rename (file/folder)
Ctrl-Shift-N	Create a new folder
Ctrl-P	Print
Ctrl-B	Bold text
Ctrl-U	Underline text

B Excel Cell References	
What is the cell reference for the following...	
	<b>B2</b>
	<b>A3:C3</b>
	<b>A2,A4,C1</b>
	<b>A1:B4</b>

C Excel Formulae	
What is the Excel formula for	
	Adding cells B1 and C2 <b>=B1+C2</b>
	Subtracting cell A1 from cell A3 <b>=A3-A1</b>
Finding the mean of cells: A1, A2, A3, B1, B2 and B3 <b>=AVERAGE(A1:B3)</b>	Multiplying cells B3 and C1 <b>=B3*C1</b>
Finding the maximum of cells: A1, A2, A3, B1, B2, B3, C1, C2 and C3 <b>=MAX(A1:C3)</b>	Dividing cell A2 by cell B2 <b>=A2*B2</b>
Finding the product of cells: A1, A2, A3, C1, C2 and C3 <b>=PRODUCT(A1:A3,C1:C3)</b>	Raising A1 to the power of 7 <b>=A1^7</b>

D Excel Absolute Cell References	
Why are absolute cell references used?	To stop a cell reference from being modified automatically
What is the absolute cell reference for the following	<b>\$A\$3</b>
	
How do you duplicate an existing sheet?	<ol style="list-style-type: none"> <li>Right click the sheet we want to copy.</li> <li>Select 'move or copy'.</li> <li>Select 'create a copy'.</li> <li>Choose where you want the copy to be placed.</li> <li>Press 'OK'.</li> </ol>
	
How do you reference a cell in a different sheet	=Sheet Name!Cell Reference  For example, cell H3 in Sheet5 Would be referenced as  <b>=Sheet5!H3</b>

E Excel Tools	
What do the following buttons in Excel do?	
	Accounting Number Format (format the cell in a currency, £, \$, and so on)
	Bold (make text bold)
	Fill Colour (change the colour of selected cells)
	Borders (put an outline around selected cells)
	Merge & Center (combine multiple cells into one)
	Wrap Text (make the selected text fit in one cell)



**A Passwords and Shortcuts**

A feature of a strong password has...

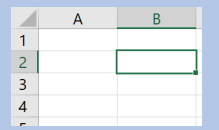
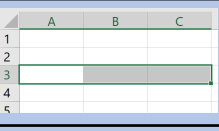
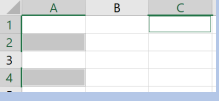
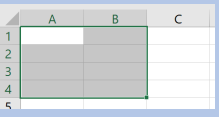
1	
2	
3	
4	
5	
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8	
9	

What do the following shortcuts do?

Ctrl-C	
Ctrl-V	
Ctrl-X	
Ctrl-Z	
Ctrl-A	
Ctrl-S	
F2	
Ctrl-Shift-N	
Ctrl-P	
Ctrl-B	
Ctrl-U	

**B Excel Cell References**

What is the cell reference for the following...

**C Excel Formulae**

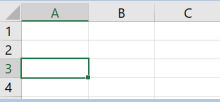
What is the Excel formula for...

	A	B	C		
	1	2.3	5.7	1.1	Adding cells B1 and C2
	2	4.01	6.3	8.73	
	3	-5	0.004	12.7	
	Finding the mean of cells: A1, A2, A3, B1, B2 and B3				Multiplying cells B3 and C1
	Finding the maximum of cells: A1, A2, A3, B1, B2, B3, C1, C2 and C3				Dividing cell A2 by cell B2
	Finding the product of cells: A1, A2, A3, C1, C2 and C3				Raising A1 to the power of 7

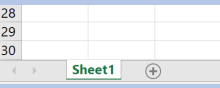
**D Excel Absolute Cell References**

Why are absolute cell references used?

What is the absolute cell reference for the following









How do you duplicate an existing sheet?



How do you reference a cell in a different sheet

**E Excel Tools**

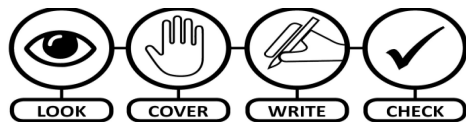
What do the following buttons in Excel do?





A	What we are learning about this term...
1	History of samba and carnival
2	Polyrhythms, grooves and breaks
3	Call and response/improvising



B	Keywords
PULSE	The <b>steady beat</b>
RHYTHM	A combination of <b>long and short sounds and silence</b>
POLYRHYTHM	<b>Two or more rhythms</b> played at the same time
SAMBISTA	The <b>leader of the ensemble</b> , gives musical cues to the performers using the <b>APITO</b> (Samba Whistle)
CALL AND RESPONSE	Where a <b>pattern is played by the leader</b> , and then <b>repeated or responded to</b> by the rest of the performers.
SYNCOPIATION	accenting or <b>emphasising the weaker beats of the bar</b>
OSTINATO	Songs and tunes <b>passed down by EAR</b> , not by writing them down
MONOPHONIC / POLYPHONIC	<b>One single rhythm</b> or melody line / <b>Lots of rhythms layered</b> to create a thick texture
IMPROVISATION	Music made up on the spot, <b>without preparation</b>

**C Samba Rhythms**

The diagram shows four rhythmic patterns on a staff with corresponding lyrics and instrument icons:

- Red notes: "Shake the ganza quickly shake the ganza slow"
- Green notes: "we can play Samba all day long"
- Blue notes: "Tamborim Tamborim Tamborim Samba"
- Purple notes: "1 2 3 4 Steady Surdo"

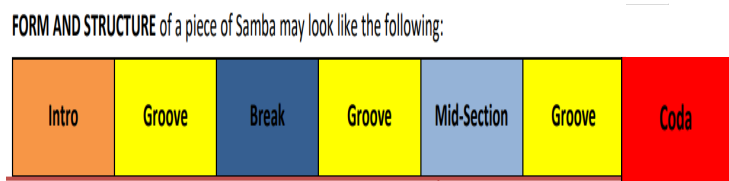
**D Analysing Samba Music from Brazil**

Listen to Raio De Sol... do you notice how the texture begins **monophonic** (one single rhythm) using **call and response**?

Samba music is also designed for performance at large festivals with singers, dancers and processions, called **carnivals**, so the music is usually **forte/fortissimo (very loud)**.

The interesting patterns that are created by **layering lots of different rhythms (ostinatos)** are called **cross-rhythms** and are played at a fast tempo for the dancing and marching along the streets in the carnival!

**Listen here ->**



**E Samba Instruments**

<b>SURDO</b> 	<b>REPINIQUE</b> 	<b>TAMBORIM</b> 	<b>CHOCOLO</b> 
<b>APITO</b> 	<b>AGOGO BELLS</b> 	<b>CAIXA DE GUERRO</b> 	

**F Note Values – Dotted Note Values**

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

**G Describing music – MAD T SHIRT**

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





**What we are learning this term:**

- A. Three influential practitioners in Drama.
- B. What the techniques are that they created/implemented into a variety of plays.
- C. Devise a performance using one of the chosen practitioners' techniques and influences.

**A- Key Words for this term**

1. Devising- Creation of an original performance in response to a stimulus.
2. Naturalism- seeks to mirror life with the utmost fidelity.
3. Theatre of cruelty- Style of theatre that aims to shock and confront the audience
4. Epic theatre- emphasizes the audience's perspective and reaction to the piece through a variety of techniques that deliberately cause them to individually engage in a different way.
5. Multi-rolling- When an actor plays more than one character on stage
6. Placards- A sign or additional piece of written information presented onstage
7. Script analysis- Actors interrogate a script for its intended meaning
8. Given Circumstances- Who, what, why, how and where of a character in a play
9. Method Acting- A technique or type of acting in which an actor aspires to encourage sincere and emotionally expressive performances by fully inhabiting the role of the character
10. Practitioners- Someone who creates pieces of dramatic work or style of theatre.

**Bertold Brecht 1898-1956**



Verfremdungseffekt (Veffect) (Alienation Techniques)

The process of 'making strange'. This is where the audience experience something familiar, but it is presented in an unrecognisable way or context .The audience then must reach a new understanding to 'move past' the strangeness.

This effect can be created through the use of:

- Direct Address      Narration
- Placards              Montage
- Multi-rolling        Speaking stage directions
- Music/song          Props table / costumes change on stage

Naturalism was at its peak, but Brecht thought that theatre should be political and be a force for change. He wanted his audiences to remain objective and distant from emotional involvement, so that they could make considered and rational judgements about the issues in the play – this is called **Epic Theatre**

**Thinking questions.**

1. Brecht said that in naturalistic theatre “ audiences hang up their brains with their hats in the cloakroom.” what do you think he was saying here?

2. What makes a successful, naturalistic performance?

3. In an Artaudian performance of Little Red Riding Hood, HOW would you play to all 5 senses?

**Constantin Stanislavski 1863-1938**



A Russian actor and theatre director, he created The System of 'method acting'. As a reaction to the melodramatic acting of the late 19th century, he developed methods to help actors create the illusion of reality on stage – **Naturalism.**

**Objectives:** The actor needs to know what their character wants in each unit of the play – what are they trying to achieve?

**Super Objective:** The character’s ultimate goal over the whole play – each objective should 'link in' and help the character achieve this goal.

**The Magic If:** How would the actor react/ behave if they were in the same situation as the character?

**Units** – Dividing a play or scene into different units of action.

**Emotional Memory:** Relating the actors own personal and emotional experience to that of their character.

**Antonin Artaud 1896-1948**



Famous for “**Theatre of Cruelty.**” Wanted his audiences to experience and FEEL the pieces not just watch them. He felt that theatre should be cathartic-taboo subjects explored on stage, so that audience members didn't need to go and do these things in “real life.”

**Extremes** – Artaud would portray the extremes and put his actors through extremes before performances. This was to access their “visceral” reactions and emotions.

**Attack the senses.** He believed that performances should be seen, heard, felt, smelt and tasted . The audience were always made to feel uncomfortable.

**Universal language-** He felt that all “writing is garbage” so he used a series of grunts, groans, noises and physical gesture to communicate meaning with an audience. This way, everyone could understand.



## What we are learning this term:

- A. Three influential practitioners in Drama.
- B. What the techniques are that they created/implemented into a variety of plays.
- C. Devise a performance using one of the chosen practitioners' techniques and influences.

## A- Key Words for this term

- 1. Distant - Creation of an original performance in response to a stimulus.
- 2. Naturalism-
- 3. Theatre of the Absurd - Style of theatre that aims to shock and confront the audience
- 4. Epic theatre- emphasizes the audience's presence and reaction to the piece through a variety of techniques that deliberately cause them to individually experience it in a different way.
- 5. Method acting - When an actor plays more than one character on stage
- 6. Placards-
- 7. Script analysis - Actors interrogate a script for its intended meaning
- 8. Given Circumstances- Who, where, when, how, and why of a character in a play
- 9. Stanislavski - A technique or type of acting in which an actor aspires to encourage sincere and emotionally expressive performances by fully inhabiting the role of the character
- 10. Practitioners-

## Bertold Brecht 1898-1956



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### Objectives:

### Super Objective:

### The Magic If:

### Units:

### Emotional Memory:

## Antonin Artaud 1896-1948



Famous for "The Theatre of Cruelty." Wanted his audiences to experience and FEEL the pieces not just watch them. He felt that theatre should be cathartic-taboo subjects explored on stage, so that audience members didn't need to go and do these things in "real life."

### Extremes:

### Attack the senses:

### Universal language:

# Sentence Stems: Year 5 to Year 9



## Listen and Mark

Pay close attention to others and point out important moments.

- I notice you used the word \_\_\_\_, which made me wonder \_\_\_\_.
- When you said \_\_\_\_, it made me think about \_\_\_\_.
- Did anyone notice what \_\_\_\_ said about \_\_\_\_? This seems important because \_\_\_\_.

## Defend and Unpack

Defend your perspective and explain your thought process.

- I understand your perspective, but have you thought about \_\_\_\_?
- I actually think this because, firstly, \_\_\_\_ . (Secondly, Thirdly).
- Actually, [evidence] suggests that \_\_\_\_ .

## Introduce and Invite

Begin your contribution and encourage others to participate.

- I think that \_\_\_\_ because \_\_\_\_ .
- \_\_\_\_, what do you think?
- We should discuss \_\_\_\_ because \_\_\_\_ .

## Build and Support

Add to others' ideas and bolster points by giving evidence.

- You said \_\_\_\_, and I want to add that by saying \_\_\_\_ .
- \_\_\_\_ supports the idea that \_\_\_\_ .
- The points made by \_\_\_\_ and \_\_\_\_ link together because \_\_\_\_ .

## Challenge and Verify

Disagree and ask others to prove or clarify information.

- You said \_\_\_\_ . How do you know?
- I think you said \_\_\_\_ . Is that right?
- I disagree with what you said about \_\_\_\_ because \_\_\_\_ .

## Summarise and Map

Draw together big themes and track the discussion.

- Our main findings were \_\_\_\_ .
- On the whole, we believe that \_\_\_\_ .
- Initially, we thought \_\_\_\_, but we eventually decided \_\_\_\_ .



# #AIMHIGH CHALLENGE TASKS Y9

Hard Work ... Kindness...Responsibility



Subject	Reading	Watching	Other Opportunities
<b>English</b>	Read: <a href="https://www.bl.uk/romantics-and-victorians/articles/charlotte-bronte-the-familiar-and-the-fantastical">https://www.bl.uk/romantics-and-victorians/articles/charlotte-bronte-the-familiar-and-the-fantastical</a>	Watch: <a href="https://www.youtube.com/watch?v=Mv0snnk0kio">https://www.youtube.com/watch?v=Mv0snnk0kio</a>	<a href="https://www.bronte.org.uk/">https://www.bronte.org.uk/</a>
<b>Maths</b>	Read: Identifying features of a quadratic function – BBC Bitesize <a href="#">Worked examples - Identifying features of a quadratic function - National 5 Maths Revision - BBC Bitesize</a>	Watch: Beautiful Trigonometry – Numberphile YouTube <a href="#">Beautiful Trigonometry - Numberphile - Bing video</a>	Using your knowledge of patterns and sequences can you solve this famous ancient maths puzzle? Tower of Hanoi <a href="#">Tower Of Hanoi (transum.org)</a>
<b>Science</b>	Read: Difference Between Endothermic and Exothermic Reactions <a href="https://byjus.com/chemistry/endothermic-exothermic-reactions-difference/">https://byjus.com/chemistry/endothermic-exothermic-reactions-difference/</a>	Watch : Hydrogen peroxide catalyst video- watch it expand! <a href="https://www.youtube.com/watch?v=3Tn-7JcZJuQ">https://www.youtube.com/watch?v=3Tn-7JcZJuQ</a>	Dissolving laundry detergent in water is an exothermic reaction. Simply dissolve powdered laundry detergent in your hand with a small amount of water. Feel the heat? WASH YOUR HANDS
<b>Geography</b>	Read Climate Change: Stopping Climate Change	Watch: <a href="#">BBC iPlayer - Climate Change - The Facts</a>	Count how many days the weather in the UK reaches above 20 degrees. Compare this with previous years using Historic station data - Met Office to see how things have changed.
<b>History</b>	Read Wounded –by Emily Mayhew	Watch: <a href="#">World War One (ALL PARTS) (2021 Re-edit) - YouTube</a>	Visit: The Blunsdon and Cricket Railway Village. SN25 2DA
<b>Spanish</b>	Read: the Spanish and English whilst watching this video of a tour of Barcelona: <a href="https://www.youtube.com/watch?v=I7bHX9Wkr0E">https://www.youtube.com/watch?v=I7bHX9Wkr0E</a>	Watch: this video about what Spanish people eat in their day to day lives: <a href="https://www.youtube.com/watch?v=n7Ma6Vu7COs">https://www.youtube.com/watch?v=n7Ma6Vu7COs</a>	Check out how many Spanish destinations EasyJet Fly to. Find out a little bit about each destination: <a href="https://www.easyjet.com/en">https://www.easyjet.com/en</a>
<b>Art</b>	Read: How to develop your ideas in preparation for GCSE <a href="https://www.bbc.co.uk/bitesize/guides/zc7mng8/revision/1">https://www.bbc.co.uk/bitesize/guides/zc7mng8/revision/1</a>	Watch: How to use a sketchbook to develop your ideas <a href="https://www.youtube.com/watch?v=Kha7-GPgWok">https://www.youtube.com/watch?v=Kha7-GPgWok</a>	Try visiting an art gallery to see how an artist has created artwork in real life. The Tate website is an amazing tool to find 100's of established artists <a href="https://www.tate.org.uk/art">https://www.tate.org.uk/art</a>

# SWINDON ACADEMY READING CANON

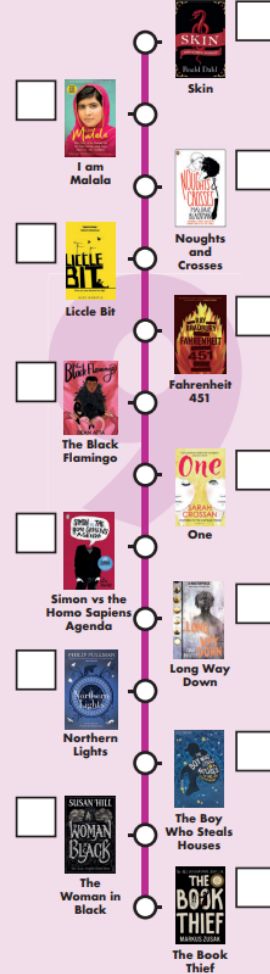
## Year 7



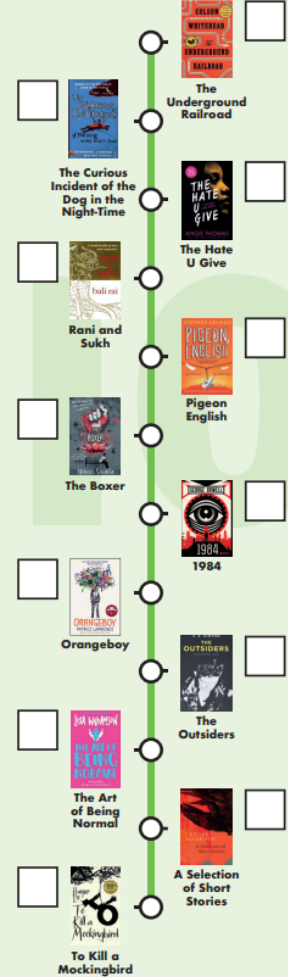
## Year 8



## Year 9



## Year 10



#ReadingisPower