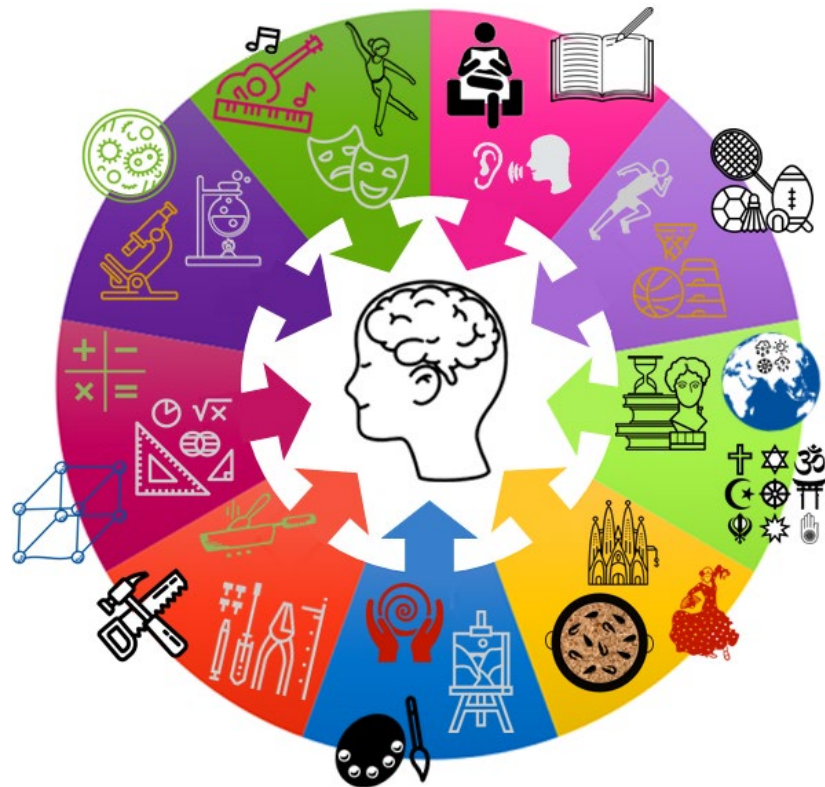


# 100% book - Year 9 Booster

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

## Term 1



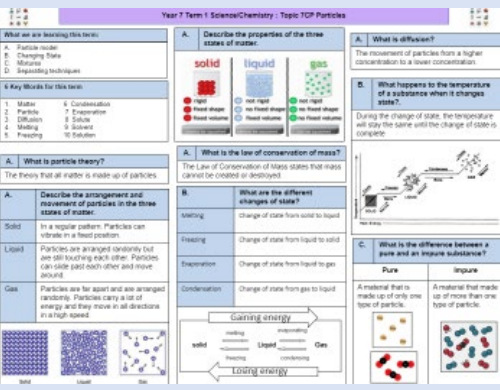
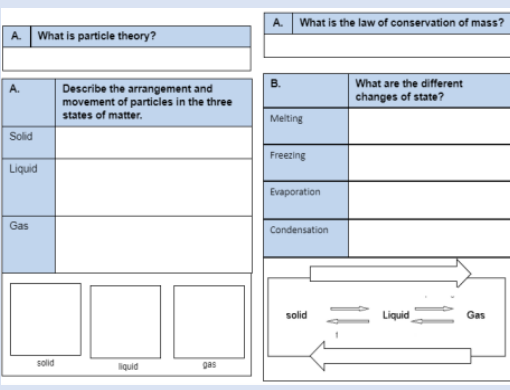
### Swindon Academy 2024-25

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.

The screenshot shows the epraise.co.uk website interface. On the left is a 'Planner' for the week of 10th May to 14th May 2020, with a grid for different subjects. On the right is a 'New 7 Years' Knowledge Organiser for 'What is Particle Theory?'. It includes sections for 'What is particle theory?', 'Describe the arrangement and movement of particles in the three states of matter', and 'What is the law of conservation of mass?'. There are also diagrams of particle arrangements for solid, liquid, and gas states.

## Step 2

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

The image shows a handwritten page from a prep book. At the top, the date '29th May 2020' is written. Below it, the title 'Particle theory' is written in a cursive script. The page also shows a printed version of the knowledge organiser content from Step 1, including the title 'What is particle theory?' and the definition 'The theory that all matter is made up of particles'. There are also diagrams of particle arrangements for solid, liquid, and gas states.

## Step 3

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

The image shows a handwritten page from a prep book. At the top, the date '29th May 2020' is written. Below it, the title 'Properties of the states of matter' is written. The page contains full definitions for solid, liquid, and gas states of matter, written in a cursive script. The definitions are: 'Solid = regular pattern particles vibrate in fixed position', 'Liquid = particles are arranged randomly but are still touching each other. Particles can slide past each other and move around.', and 'Gas = Particles are far apart and are arranged randomly. Particles carry a lot of energy.'

## Step 4

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

The image shows a handwritten page from a prep book. The definition 'Solid = regular pattern particles vibrate in fixed position' is written three times in a cursive script.

## Step 5

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

The image shows a handwritten page from a prep book. It shows a printed version of the knowledge organiser with some words missing. The missing words are written in a cursive script: 'Self quizzing' for 'What are the different changes of state?', 'Arrangement/movement of matter' for 'Describe the arrangement and movement of particles in the three states of matter.', 'Solid = regular pattern particles vibrate in fixed position' for 'Solid', 'Liquid = particles are arranged randomly but are still touching each other. Particles can slide past each other and move around.' for 'Liquid', and 'Gas = particles are far apart and are arranged randomly. Particles carry a lot of energy.' for 'Gas'. There are also diagrams of particle arrangements for solid, liquid, and gas states.

## Step 6

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

The image shows a handwritten page from a prep book. It shows the final definitions of solid, liquid, and gas states of matter, written in a cursive script. The definitions are: 'Solid = regular pattern particles vibrate in fixed position', 'Liquid = particles are arranged randomly but are still touching each other. Particles can slide past each other and move around.', and 'Gas = Particles are far apart and are arranged randomly. Particles carry a lot of energy.'. There are some corrections and checkmarks in the original image.

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.

## 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.
<b>Terminology: Key words</b>
<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 spitefully 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, _____, discovers her and ____ her. She fights 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 Lloyd talks to Jane about going to _____.
4	Jane is visited by Mr _____, the headteacher at _____ School. After his visit, Jane and Mrs Reed _____. Jane says she will never call her ' _____ ' again.
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Locations in the first 10 chapters

**Gateshead Hall**  
Home of Mrs \_\_\_\_\_, John, Georgiana, and Eliza \_\_\_\_\_. Jane grows up here. Jane is locked in the \_\_\_\_\_ - \_\_\_\_\_.

**Lowood School**  
Jane is sent to \_\_\_\_\_ by Mrs \_\_\_\_\_. Mr \_\_\_\_\_ is the headteacher. Conditions are \_\_\_\_\_ and \_\_\_\_\_. The girls receive brutal \_\_\_\_\_ and are fed \_\_\_\_\_. A typhus outbreak kills many of the girls.

Terminology: Key words

thesis –

juxtaposition –

Characters in Jane Eyre

**Jane Eyre** The main \_\_\_\_\_. A young, \_\_\_\_\_, and \_\_\_\_\_. "You think I have no \_\_\_\_\_, and that I can do without one bit of \_\_\_\_\_ or \_\_\_\_\_; but I cannot live so"

**Mrs Reed – Jane's \_\_\_\_\_.** She \_\_\_\_\_ and \_\_\_\_\_ Jane and is \_\_\_\_\_ to send her away to Lowood School. "Guard against her worst fault, a tendency to deceit"

**Mr Brocklehurst – The governor of Lowood school** A \_\_\_\_\_ and \_\_\_\_\_ Christian. He believes in driving \_\_\_\_\_ from \_\_\_\_\_ through harsh \_\_\_\_\_. "Punish her body to save her \_\_\_\_\_"

**Helen Burns – Jane's friend** A kind and \_\_\_\_\_ Christian. She \_\_\_\_\_ Jane to be more \_\_\_\_\_ and \_\_\_\_\_. She \_\_\_\_\_ of tuberculosis at 14. "Love your enemies; bless them that curse you; do good to them that hate you and despitefully use you."

**Miss Temple** The kind and \_\_\_\_\_ teacher at Lowood. Offers care and \_\_\_\_\_ to Jane and Helen. "You shall be publicly cleared from every imputation: to me, Jane, you are clear now."

Vocabulary: Key words

protagonist –

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1 A child is a \_\_\_\_\_ and can be \_\_\_\_\_ to develop into a rational being.

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Biographical information

1 'Jane Eyre' written in \_\_\_\_\_ by Charlotte \_\_\_\_\_.

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3 'Jane Eyre' was unusual when it was published because it is written in the \_\_\_\_\_ - \_\_\_\_\_ from a \_\_\_\_\_ perspective.



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

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

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

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

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

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

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



**What we are learning this term:**

- A. Symbol equations
- B. Metals and non-metals
- C. Reactivity of metals
- D. Displacement reactions

**8 Key Words for this term**

1. Reactant	5. Reactivity
2. Product	6. Properties
3. Salts	7. Extraction
4. Displacement	8. Electrolysis

**A. What is a symbol equation?**

**What would the symbol equation be?  
Potassium + Chlorine → Potassium Chloride?**

**Why are symbol equations important?**

**B. What products are made when a metal reacts with water?**

**What are the word and symbol equations for the reaction of Sodium metal with water?**

**Which metals have a strong reaction with water?**

B.	What differences are there between metals and non-metals?	
	Metals	Non-metals
Where are they found in the periodic table?		
What charge do they form?		

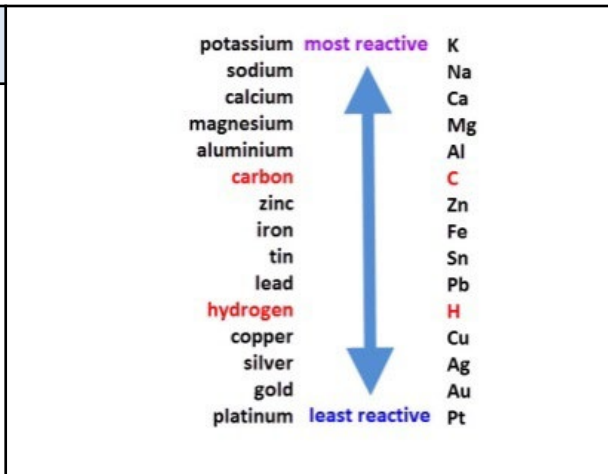
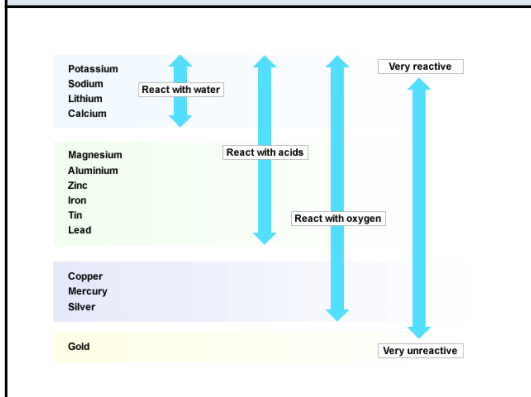
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**What is a salt?**

**What are the word and symbol equations for the reaction of Sodium metal with Hydrochloric acid?**

**C. What is the reactivity series?**

Can you come up with a way to remember the order of the metals in the reactivity series?





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

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

<b>D,</b>	<b>What is an ore?</b>																
Most metals are found in compounds in the Earth's crust. We call these compounds <b>ores</b> . You usually dig them up and extract the metal.																	
<b>What is a Native metal?</b>																	
A metal which does not need to be extracted from its compound.																	
<b>D,</b>	<b>How are some metals extracted?</b>																
Metals are either found in the ground as a native metal, extracted by carbon, or extracted by electrolysis																	
<table style="margin-left: auto; margin-right: auto;"> <tr> <td>Potassium</td> <td rowspan="3" style="font-size: 2em;">}</td> <td rowspan="3">Extracted from their ores by <b>electrolysis</b> (using electricity)</td> </tr> <tr> <td>Sodium</td> </tr> <tr> <td>Aluminium</td> </tr> <tr> <td>Carbon</td> <td rowspan="5" style="font-size: 2em;">}</td> <td rowspan="5">Extracted from their ores by <b>reduction</b> by carbon</td> </tr> <tr> <td>Zinc</td> </tr> <tr> <td>Iron</td> </tr> <tr> <td>Copper</td> </tr> <tr> <td>Silver</td> </tr> <tr> <td>Gold</td> <td rowspan="2" style="font-size: 2em;">}</td> <td rowspan="2">No extraction necessary – found pure in the ground.</td> </tr> <tr> <td></td> </tr> </table>		Potassium	}	Extracted from their ores by <b>electrolysis</b> (using electricity)	Sodium	Aluminium	Carbon	}	Extracted from their ores by <b>reduction</b> by carbon	Zinc	Iron	Copper	Silver	Gold	}	No extraction necessary – found pure in the ground.	
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<b>D,</b>	<b>What is electrolysis?</b>
The breaking down of a substance using electricity	
<b>Which metals are extracted by electrolysis</b>	
Metals more reactive than carbon – potassium, sodium, aluminium	
<b>What are the downsides of this method?</b>	
It is very expensive, compounds have to be molten or in solution for it to work	
<div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;"> <p>● Negative non-metal ion</p> <p>● Positive metal ion</p> </div> </div>	



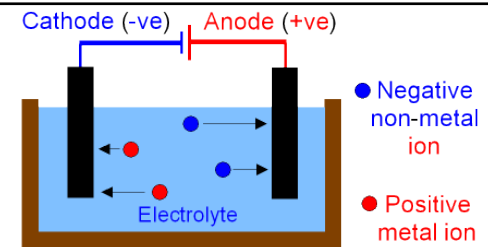


D,	What is a displacement reaction?
	What will happen when Magnesium metal is added to copper sulphate solution?
	What is the word and symbol equation for this reaction?
	Why do displacement reactions happen?

D,	What is Extraction by Carbon?
	Which metals is extraction by carbon used to extract?
	What is an example word and symbol equation?
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	What are the downsides of using this method?

D,	What is an ore?
	What is a Native metal?
D,	How are some metals extracted?

D,	What is electrolysis?
	Which metals are extracted by electrolysis
	What are the downsides of this method?



What we are learning this term:
<ul style="list-style-type: none"> <li>A. Forces</li> <li>B. Moments</li> <li>C. Springs</li> <li>D. Energy transfers in mechanical systems</li> <li>E. Balanced forces in mechanical systems</li> </ul>

5 Key Words for this term
<ul style="list-style-type: none"> <li style="width: 50%;">1. Internal</li> <li style="width: 50%;">4. Deformation</li> <li style="width: 50%;">2. Work</li> <li style="width: 50%;">5. Moment</li> <li style="width: 50%;">3. Equilibrium</li> </ul>

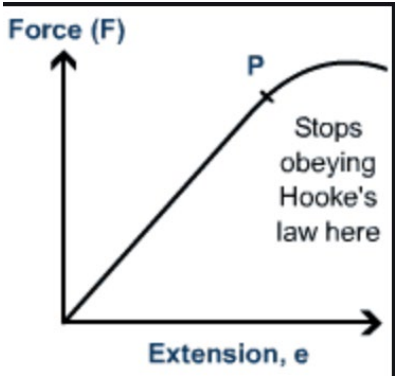
C.	What do these terms mean?
Deformation	Changing of shape by a force
Compression	Changing the shape by squashing
Tension	Changing the shape by stretching

D.	What is Internal energy?
Internal energy = kinetic energy of the particles + potential energy of the particles.	
Kinetic energy	All matter is made of particles that are moving
Potential energy	Energy due to the relative position of particles, and the attraction between particles.

D.	Work Done	
<b><i>work done = force × distance moved in the direction of the force</i></b>		
Applying a force to get an object to move is one way to transfer energy between stores.	Work is done (energy is transferred) when elastic objects are?	What is the amount of work done?
Transferring energy is also known as 'doing work'.	<ul style="list-style-type: none"> <li>• Extended</li> <li>• Compressed</li> </ul>	The amount of elastic potential energy stored in the elastic object

A	Forces: Newtons Laws	
What is a Resultant Force?	The overall force of 2 or more forces acting in different directions	
What is Newton's First Law	<ul style="list-style-type: none"> <li>• A stationary object stays stationary unless a resultant force acts on it.</li> <li>• A moving object keeps moving at a constant speed unless a resultant force acts on it.</li> </ul>	
What is Newton's Second Law	<ul style="list-style-type: none"> <li>• A <b>resultant force</b> acting on an object causes acceleration,</li> <li>• This depends on the size of the resultant force and the mass of the object.</li> </ul> <p>This formula shows the link:</p> $F_R = m \times a$ <p><math>F_R</math> is the <b>resultant force</b> measured in newtons,  <math>m</math> is the <b>mass</b> of the object measured in kilograms,  <math>a</math> is the <b>acceleration</b> of the object measured in metres per second per second (m/s/s).</p>	
What is Newton's Third Law	<ul style="list-style-type: none"> <li>• Forces are always caused by an interaction between <b>two</b> objects.</li> <li>• Each force has an equal and opposite reaction</li> </ul>	

All	What Unit is usually used?
Force	N (newton)
Energy	J (joule)
Distance	m (metre)
Moments	Nm (newton metres)

C.	Hookes Law is a linear relationship	
	What does Hookes law state?	
	The extension/compression of an elastic object is directly proportional to the force applied.	
	What is the elastic limit?	
	When the material stretches to the point that it does not return to its original length.	
What is a directly proportional relationship?		The relationship between variables produces a straight line through the origin. If one doubles the other doubles



What we are learning this term:	
<ul style="list-style-type: none"> <li>A. Forces</li> <li>B. Moments</li> <li>C. Springs</li> <li>D. Energy transfers in mechanical systems</li> <li>E. Balanced forces in mechanical systems</li> </ul>	

5 Key Words for this term	
1.	4.
2.	5.
3.	

C. What do these phrases mean?	
Deformation	
Compression	
Tension	

D. What is Internal energy	
Internal energy =	
	All matter is made of particles that are moving
	Energy due to the relative position of particles, and the attraction between particles.

D. What is the equation for Work Done?		
Applying a force to get an object to move is one way to transfer energy between stores.		
Transferring energy is also known as <b>'doing work'</b> .		
Work is done (energy is transferred) when elastic objects are ?	What is the amount of work done?	

A Forces: Newtons Laws	
What is a Resultant Force?	
What is Newton's First Law	
What is Newton's Second Law	
What is Newton's Third Law	

All What is the Unit <u>usually</u> used?	
Force	
Energy	
Distance	
Moments	

C. Hooke's Law is a linear relationship	
	What does Hooke's law state?
	What is the elastic limit?
	What is a linear relationship?



<b>E.</b>	<b>Turning effects</b>
Both the effort and load are forces that have a turning effect – they make the lever rotate	
What is the <b>moment</b> of the force?	
The size of the forces <b>turning effect</b>	
How can you increase the moment of a force?	
<ul style="list-style-type: none"> <li>• Increase the force</li> <li>• Increase the perpendicular distance from the pivot to the force</li> </ul>	

<b>E.</b>	<b>What are levers and what are the parts of them?</b>
Levers involve turning, or rotation. Levers allow forces applied to be multiplied	
Pivot	Levers have a pivot, a fixed centre of rotation
Effort	The force applied to a lever
Load	The output force of the lever

<b>E.</b>	<b>Equation to calculate the moment of a force</b>
$moment = force \times perpendicular\ distance\ from\ pivot$	
Moments are measured in a compound measure using the units for force and distance, usually newton metres, Nm.	

<b>E.</b>	<b>Moments</b>
Ways to describe the direction of moments of a force	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>CLOCKWISE</p> </div> <div style="text-align: center;"> <p>ANTI-CLOCKWISE</p> </div> </div>

<b>E.</b>	<b>Moments</b>
<b>Key terms</b>	<b>Definitions</b>
lever	A simple machine that multiplies applied forces (efforts) through rotation around a pivot.
rotation	Turning, with a fixed centre of rotation. Rotation can be clockwise or anticlockwise – see diagram.
turning effect	The rotation of a lever caused by a force (effort OR load force).
moment	Another, more formal, name for ‘turning effect of a force’. See <i>equation</i> .
perpendicular	At right angles to.
equilibrium	Describes a lever that is NOT rotating because the clockwise and anticlockwise moments are equal.

<b>E.</b>	<b>When does equilibrium in lever systems happen?</b>
<ul style="list-style-type: none"> <li>• When a lever is at <b>equilibrium</b>, it is NOT rotating.</li> <li>• Equilibrium happens when: <u>the clockwise moments = the anticlockwise moments</u></li> </ul>	
<ul style="list-style-type: none"> <li>• The forces in each direction are not necessarily equal, but the <i>moments</i> of the forces in each direction are equal at equilibrium.</li> <li>• Where there are multiple forces in one direction (clockwise or anticlockwise), the <b>TOTAL</b> moment in one direction is found by <u>adding up</u> the moments of each force in a particular direction.</li> </ul>	



<b>E.</b>	<b>Turning effects</b>
Both the effort and load are forces that have a turning effect – they make the lever rotate	
What is the moment of the force?	
How can you increase the moment of a force?	

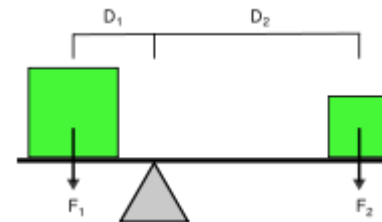
<b>E.</b>	<b>What are levers and what are the different parts?</b>
Levers involve turning, or rotation. Levers allow forces applied to be multiplied.	
Pivot	
Effort	
Load	

<b>E.</b>	<b>What is the equation to calculate the moment of a force?</b>
Moments are measured in a compound measure using the units for force and distance, usually newtonmetres, Nm.	

<b>E.</b>	<b>Moments</b>
What ways describe the direction of moments of a force?	

<b>E.</b>	<b>Moments</b>
<b>Key terms</b>	<b>Definitions</b>
lever	
rotation	
turning effect	
moment	
perpendicular	
equilibrium	

<b>E.</b>	<b>When does equilibrium in lever systems happen?</b>
-----------	---



- The forces in each direction are not necessarily equal, but the *moments* of the forces in each direction are equal at equilibrium.
- Where there are multiple forces in one direction (clockwise or anticlockwise), the **TOTAL** moment in one direction is found by adding up the moments of each force in a particular direction.



# 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)**
3. Different factors can affect development such as economic, social and political factors. **(A)**
4. Emerging countries have begun to experience higher rates of development, with a rapid growth in secondary industries. **(A, C)**
5. Emerging countries have some of the fastest rates of urbanisation in the world. **(D)**
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. **(E)**
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. **(F, G)**

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>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 - Periscope			Why is it called a World War?	Why did WW1 End?	Was the Treaty of Versailles harsh on Germany?
<b>3<sup>rd</sup> Battle of Ypres (1917)</b>		<b>E.</b>	<b>How did World War One end?</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>
	<p>Some actions are always morally good / bad because god says so.</p> <p>We can look at human nature to see what is good and bad.</p>	<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>Everyone can see for themselves what is morally good</p> <p>It seems to be true that we do 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 might make us do bad actions. For example, the use of contraception is wrong 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>
	<p><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></p>	<p>It allows flexibility</p> <p>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!</p>	<p>How can we be sure what is the most loving thing when we cannot be sure what the outcome of our actions will be</p>

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:	
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 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?	
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	
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/o	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              |

**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         |

**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
- \_\_\_\_\_ /a nearly, almost
- \_\_\_\_\_ /a brown hair colour
- \_\_\_\_\_ /a short
- \_\_\_\_\_ /a thin
- \_\_\_\_\_ /a glasses
- \_\_\_\_\_ /a funny
- \_\_\_\_\_ /a good looking, handsome
- El/la \_\_\_\_\_ /a brother/sister
- El/la \_\_\_\_\_ /a son/daughter
- \_\_\_\_\_ /a 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**

- |                         |             |
|-------------------------|-------------|
| _____ /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.

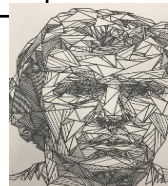


Example

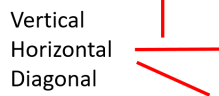
Your response

**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)

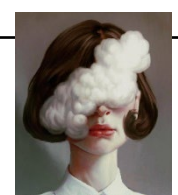


**Describe what is happening in each stage of the making?**



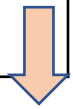
**D. Answer the following questions on MERVE ÖZASLAN and Marcelo Monreal?**

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:**



- 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
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3. Lighter areas have fewer pencil lines and darker areas have far more pencil lines.

Using continuous line drawing, recreate the face below.



Example

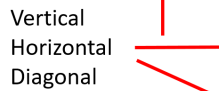
Your response

**F. Keywords**

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?

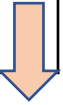


**Differences:**



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

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



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

**E. Write a 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



<b>What we are learning this term:</b>	
<ul style="list-style-type: none"> <li>A. Drawing Skills</li> <li>B. Materials</li> <li>C. Wooden Joints &amp; Their Uses</li> <li>D. Tools &amp; Machinery</li> </ul>	
<b>A.</b>	<b>Drawing Skills</b>
<b>Isometric Technical Drawing</b>	
Made up of a series of parallel <b>vertical lines</b> and parallel <b>30-degree lines</b> . But no <b>horizontal lines</b> .	
Used to show a 3D (3-dimensional) perspective of a object or product.	
<b>Orthographic Projection</b>	
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>B.</b>	<b>Materials</b>	
<b>Timbers</b> come from <b>trees</b>		
	<b>Scots pine</b> – which you used for your frame – is a <b>softwood</b>	<b>Softwood</b> trees have needle like leaves and are more sustainable
	<b>Dowels</b> are a common <b>component</b> in joinery	
	<b>Dowels</b> – which you used in your dowel joint – is a <b>hardwood</b>	<b>Hardwood</b> trees have broad like leaves and lose their leaves in winter
	<b>Polymers</b> come from <b>crude oil</b>	
	<b>Acrylic</b> – which you used for your stand – is a <b>polymer</b>	<b>Acrylic</b> is a <b>thermoforming</b> polymer which means it can be reheated and reshaped again and again

<b>C.</b>	<b>Wooden Joints &amp; Their Uses</b>		
<b>Joint</b>	<b>Uses</b>	<b>Image</b>	
<b>Mitre Joint</b>	<ul style="list-style-type: none"> <li>• Picture Frames.</li> <li>• Joining Mouldings</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>	<p style="font-size: small;">By K. Cooper 2006</p>	
<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>		

<b>D.</b>	<b>Tools &amp; Machinery</b>								
<b>Steel Rule</b>	<b>Tri Square</b>	<b>Mitre Square</b>	<b>Tenon Saw</b>	<b>Wooden Mallet</b>	<b>Chisel</b>	<b>Bandfacer</b>	<b>Pillar Drill</b>	<b>Mortice</b>	



# Year 9 PRODUCT DESIGN Rotation Knowledge Organiser



**What we are learning this term:**

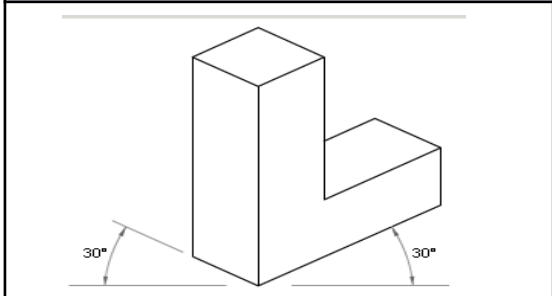
- A. Drawing Skills
- B. Materials
- C. Wooden Joints & Their Uses
- D. Tools & Machinery

**A. Drawing Skills**

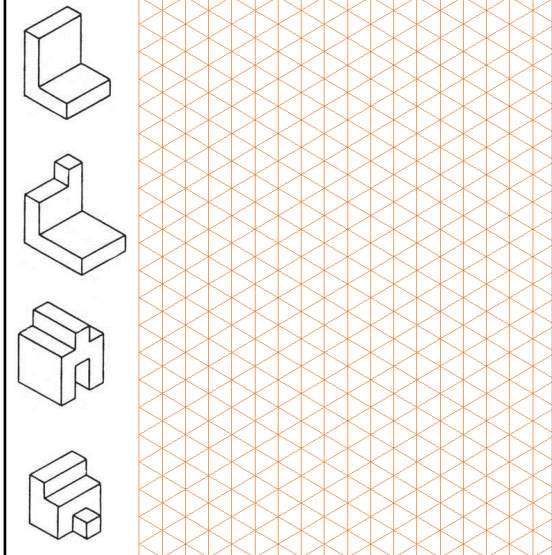
\_\_\_\_\_ **Technical Drawing**

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

\_\_\_\_\_



**Practice drawing the shapes below**



**B. Materials**

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



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

**Softwood** trees have \_\_\_\_\_

and are more sustainable

\_\_\_\_\_ are a common **component** in joinery



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

**Hardwood** trees have \_\_\_\_\_

and lose their leaves in winter

**Polymers** come from \_\_\_\_\_



**Acrylic** – which you used for your stand – is a \_\_\_\_\_

**Acrylic** is a **thermo-**\_\_\_\_\_ polymer which means it can be \_\_\_\_\_

\_\_\_\_\_

**C. Wooden Joints & Their Uses**

Joint	Uses	Image
	<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><small>By K. Cooper 2006</small></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>	

**D. Tools & Machinery**





**A Passwords and Shortcuts**

A feature of a strong password has...

1	
2	
3	
4	
5	
6	
7	
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...

1		A	B
2			
3			
4			
5			

1		A	B	C
2				
3				
4				
5				

1		A	B	C
2				
3				
4				

1		A	B	C
2				
3				
4				
5				

**C Excel Formulae**

What is the Excel formula for...

<table border="1"> <tr><td></td><td>A</td><td>B</td><td>C</td></tr> <tr><td>1</td><td>2.3</td><td>5.7</td><td>1.1</td></tr> <tr><td>2</td><td>4.01</td><td>6.3</td><td>8.73</td></tr> <tr><td>3</td><td>-5</td><td>0.004</td><td>12.7</td></tr> </table>		A	B	C	1	2.3	5.7	1.1	2	4.01	6.3	8.73	3	-5	0.004	12.7	Adding cells B1 and C2
	A	B	C														
1	2.3	5.7	1.1														
2	4.01	6.3	8.73														
3	-5	0.004	12.7														
	Subtracting cell A1 from cell A3																
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

1		A	B	C
2				
3				
4				

How do you duplicate an existing sheet?

28			
29			
30			

Sheet1 +

How do you reference a cell in a different sheet

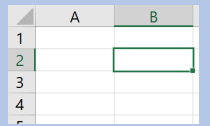
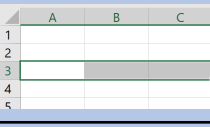
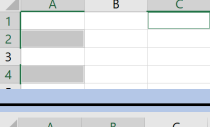
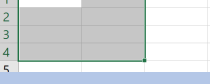
**E Excel Tools**

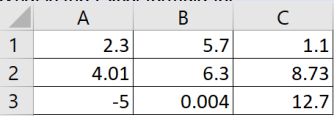
What do the following buttons in Excel do?

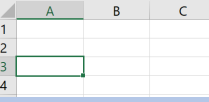
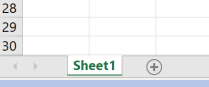
<b>B</b>	









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>

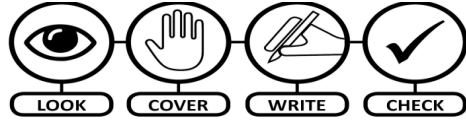
C Excel Formulae	
What is the Excel formula for	
	Adding cells B1 and C2 <b>=B1+C2</b>
	Subtracting cell A1 from cell A3 <b>=A3-A1</b>
Finding the mean of cells: A1, A2, A3, B1, B2 and B3 <b>=AVERAGE(A1:B3)</b>	Multiplying cells B3 and C1 <b>=B3*C1</b>
Finding the maximum of cells: A1, A2, A3, B1, B2, 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	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
<b>PULSE</b>	The <b>steady beat</b>
<b>RHYTHM</b>	A combination of <b>long and short sounds and silence</b>
<b>POLYRHYTHM</b>	<b>Two or more rhythms</b> played at the same time
<b>SAMBISTA</b>	The <b>leader of the ensemble</b> , gives musical cues to the performers using the <b>APITO</b> (Samba Whistle)
<b>CALL AND RESPONSE</b>	Where a <b>pattern is played by the leader</b> , and then <b>repeated or responded to</b> by the rest of the performers.
<b>SYNCOPIATION</b>	accenting or <b>emphasising the weaker beats of the bar</b>
<b>OSTINATO</b>	Songs and tunes <b>passed down by EAR</b> , not by writing them down
<b>MONOPHONIC / POLYPHONIC</b>	<b>One single rhythm</b> or melody line / <b>Lots of rhythms layered</b> to create a thick texture
<b>IMPROVISATION</b>	Music made up on the spot, <b>without preparation</b>

**C Samba Rhythms**

GROOVE 3 AMAZON SAMBA

"Shake the ganza quickly shake the ganza slow"

"we can play Samba all day long"

"Tamborim Tamborim Tamborim Samba"

"1 2 3 4 Steady Surdo"

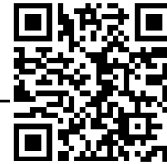
**D Analysing Samba Music from Brazil**

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 ->



FORM AND STRUCTURE of a piece of Samba may look like the following:



**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. D \_\_\_\_\_ - Creation of an original performance in response to a stimulus.
- 2. Naturalism-
- 3. Theatre of \_\_\_\_\_ - Style of theatre that aims to shock and confront the audience
- 4. Epic theatre- emphasizes the audience's p \_\_\_\_\_ and r \_\_\_\_\_ to the piece through a variety of techniques that deliberately cause them to individually e \_\_\_\_\_ in a different way.
- 5. M \_\_\_\_\_ - When an actor plays more than one character on stage
- 6. Placards-
- 7. Script a \_\_\_\_\_ - Actors interrogate a script for its intended meaning
- 8. Given Circumstances- W \_\_\_\_\_, w \_\_\_\_\_, w \_\_\_\_\_, h \_\_\_\_\_ and w \_\_\_\_\_ of a character in a play
- 9. \_\_\_\_\_ - 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



### Verfremdungseffekt (Veffect) (Alienation Techniques)

The process of 'm \_\_\_\_\_ s \_\_\_\_\_'. 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:

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 \_\_\_\_\_ **Theatre**

## Thinking questions.

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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 18 3-19



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:

### Super Objective:

### The Magic If:

### Units:

### Emotional Memory:

## Antonin Artaud 1896-1948



Famous for " \_\_\_\_\_ ." 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

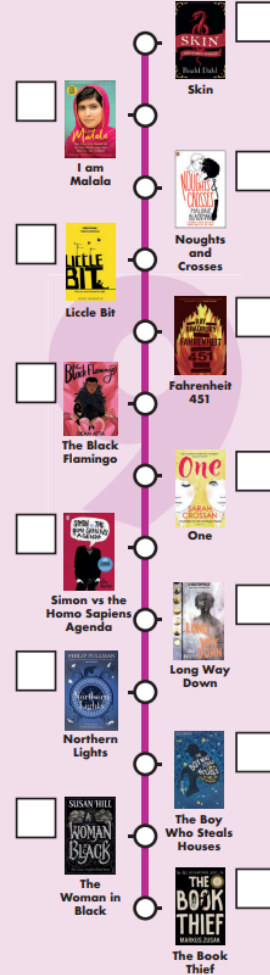
## Year 7



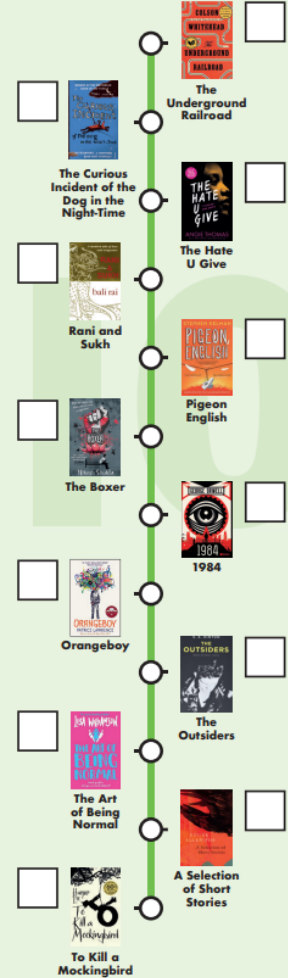
## Year 8



## Year 9



## Year 10



#ReadingisPower