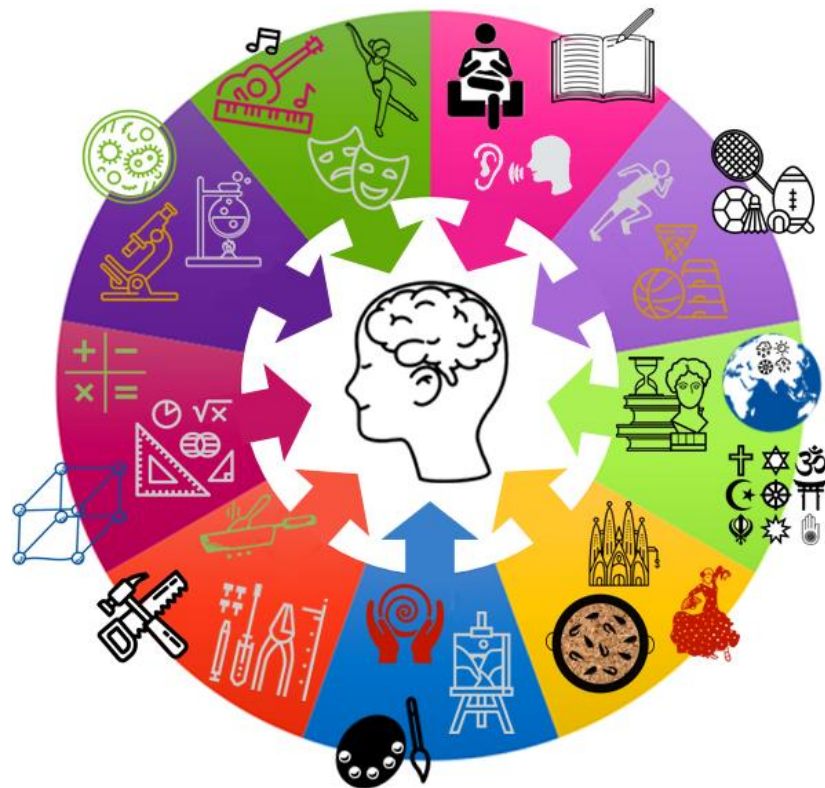


100% book - Year 9 Grammar

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



Term 4

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."

Using your Knowledge Organiser and Quizzable Knowledge Organiser

Knowledge Organisers

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

What are we learning this term:
 1. Particle model
 2. Changing from Solids to Liquids
 3. Changing from Liquids to Gases

Key Words for this term:
 1. Matter
 2. Particles
 3. Solids
 4. Making
 5. Freezing
 6. Condensation
 7. Evaporation
 8. Solids
 9. Solvent
 10. Solution

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

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

Solid	Liquid	Gas
• Particles are packed closely together in a regular pattern. • Particles vibrate in place. • Particles are arranged randomly but are still touching each other. Particles can slide past each other and move around. • Particles are far apart and are arranged randomly. Particles carry a lot of energy and they move in all directions in a high speed.	• Particles are packed closely together but are not in a regular pattern. • Particles are touching each other but can move past each other. • Particles are touching each other but can move past each other.	• Particles are far apart and are arranged randomly. Particles carry a lot of energy and they move in all directions in a high speed.

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

B. What are the different changes of state?

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

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

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

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

Quizzable Knowledge Organisers

A. What is particle theory?

A. What is the law of conservation of mass?

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

Solid	
Liquid	
Gas	

B. What are the different changes of state?

Melting	
Freezing	
Evaporation	
Condensation	

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

Pure

Impure

Diagram showing particle arrangements for solid, liquid, and gas states.

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

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

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

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

Top Tip

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

Expectations for Prep and for using your Knowledge Organisers

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

How do I complete Knowledge Organiser Prep?

Step 1

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

The screenshot shows the epraise website interface. On the left is a 'Planner' for the week of 10th May to 14th May 2020, with columns for Sun, Mon, Tue, Wed, and Thu. The main area displays a knowledge organiser for 'What is particle theory?' with 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?'. It includes diagrams of solid, liquid, and gas particles and a phase change diagram.

Step 2

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

The image shows a handwritten page in a prep book. At the top, the date '29th May 2020' is written. Below it, the title 'Particle theory' is written. The page is filled with the content from the knowledge organiser, including the definition of particle theory, descriptions of the three states of matter, and the law of conservation of mass.

Step 3

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

The image shows a handwritten page in a prep book with the full definitions and facts from the knowledge organiser. It includes: 'Properties of the states of matter', 'Particle theory = all matter is made of particles', 'Solid = regular pattern particles vibrate in fixed position', 'Liquid = particles are arranged randomly but are still touching each other. Particles can slide past each other and move around.', and 'Gas = Particles are far apart and are arranged randomly. Particles carry a lot of energy'.

Step 4

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

The image shows a handwritten page in a prep book with the keywords/definitions/facts from the knowledge organiser written out three times. Each entry is: 'Solid = regular pattern particles vibrate in fixed position'.

Step 5

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

The image shows a handwritten page in a prep book with the missing words from the quizzable knowledge organiser filled in. The words are: 'Self quizzing', 'Arrangement/movement of matter', 'Solid = regular pattern particles vibrate in fixed position', 'Liquid =', and 'Gas ='. There are also boxes for 'solid', 'liquid', and 'gas'.

Step 6

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

The image shows a handwritten page in a prep book with the final definitions and facts from the knowledge organiser. It includes: 'Particle theory = all matter is made of particles', 'Solid = regular pattern particles vibrate in fixed position', 'Liquid = particles are arranged randomly but are still touching each other. Particles can slide past each other and move around.', and 'Gas = Particles are far apart and are arranged randomly. Particles carry a lot of energy'. There are checkmarks and corrections throughout the text.

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

'Romeo and Juliet': GS Knowledge Organiser

Plot breakdown

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

The Big Ideas:

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

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

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

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

Characters

Romeo (Montague)

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

Juliet (Capulet)

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

Lord Capulet (Capulet)

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

Paris (no family)

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

Friar Lawrence (no family)

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

Mercutio (Montague)

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

Prince Escalus (no family)

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

Structure of Shakespearean tragedy (Bradley)

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

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

Catastrophe The play ends with the deaths of the heroes.

Vocabulary: Key words

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

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

narcistic – self-obsessed

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

shrine – a holy place that people go to pray.

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

obstacle – a problem that must be overcome.

vindictive – vengeful

patriarchy - a society in which power lies with men

belligerent - warlike

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

tenacious – very determined

catastrophe – a terrible accident.

stoicism – calm self control

Terminology: Key words

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

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

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

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

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

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

hyperbole – exaggeration.

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

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

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

peripeteia – a sudden reversal of fortune.

hubris – excessive pride or self-confidence

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

Features of Shakespearean tragedy (Bradley)

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

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

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

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

'Romeo and Juliet': GS Knowledge Organiser

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

What we are learning this term:

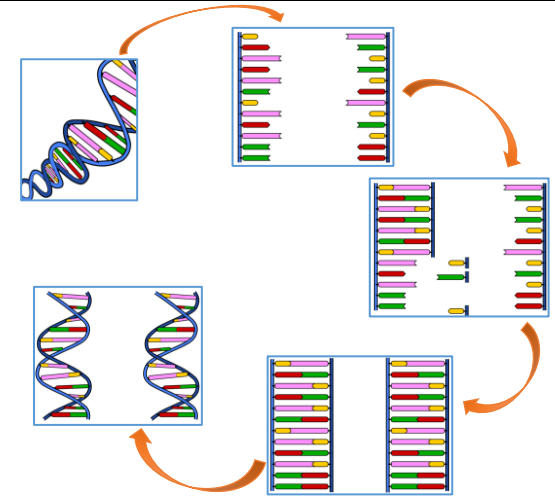
- A. Cell cycle
- B. Mitosis
- C. Growth
- D. Stem cells
- E. Cloning

2 Key Words for this term

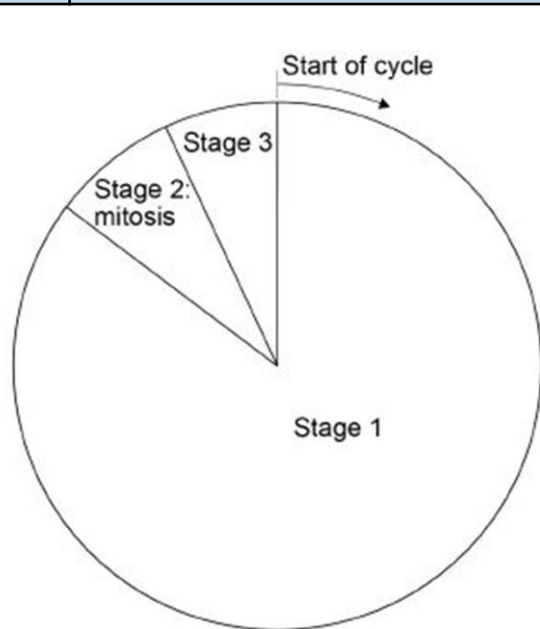
- 1. Mitosis
- 2. Differentiate

B. What are the stages of DNA replication?

1. The DNA molecule unwinds.
2. An enzyme moves along separating the two stands.
3. New complementary bases bond to the existing bases of one strand.
4. New complementary bases bond to the existing bases of the other strand.
5. The two complete molecules coil back into a helical shape.



A. Describe the stages of the cell cycle



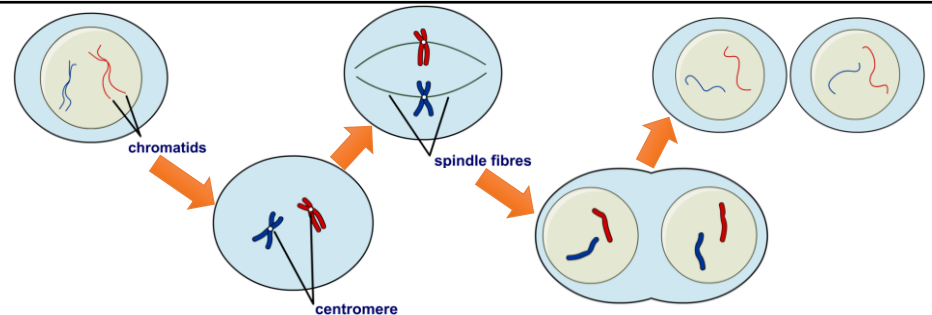
1) Replication of DNA to form two copies of each chromosome and synthesis of new sub-cellular structures

2) Nucleus divides

3) Cell divides in two

B. What is the order of the stages of mitosis?

- 1 chromosomes become shorter and thicker
- 2 spindle fibres attach to the chromosomes
- 3 chromosomes align in the centre of the cell
- 4 spindle fibres shorten, separating the chromosomes
- 5 chromatids move to opposite sides of the cell
- 6 the cell divides into two daughter cells



C. Match terms on growth to their definitions

differentiation	when a cell starts to become specialized
division	when a cell replicates
elongation	when a cell increases in size
stem cells	cells that can become any type of cell
tissue cells	cells that have begun to be specialized

D. Describe the ethical concern around using embryonic stem cells.

Embryonic stem cell research is strongly criticized by people who believe it is unethical to kill embryos for their cells.
 Work involving embryonic stem cells is subject to government regulation.

D. What are the advantages of using adult stem cells?

- They come from volunteers so they are more ethically acceptable.
- A patient's own stem cells could be used to treat their own disease, avoiding the problem of immune rejection.
- It might be easier to guide their development into specific cell types.
- They are less likely to become cancerous.

D. Describe these two types of human stem cell

Embryonic	<ul style="list-style-type: none"> • Up until the eight cell stage, all of the cells in a human embryo are identical. • They can develop into all the different types of cell in the body.
Adult	<ul style="list-style-type: none"> • They are found in small numbers in many organs, including bone marrow, brain, skin and muscle. • Can usually only make a small number of cell types.

D. Describe plant stem cells

Meristem tissue	<ul style="list-style-type: none"> • Plant cells can differentiate to form specific cells throughout the plant's life.
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D. Define therapeutic cloning

A process where an embryo is produced that is genetically identical to the patient so the cells can be used in medical treatments.



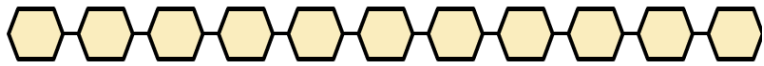
What we are learning this term: A. Tissues B. Digestive organs C. Biological molecules D. Enzymes	A.	What is the function of each tissue?
		Epithelial tissue Forms a protective covering for different parts of the body.
		Glandular tissue Secretes important substances, such as hormones.
		Muscular tissue Contracts to control movement.

B.	What is the function of each part of the digestive system?
Liver	Where bile is made.
Mouth	Where food is chewed and mixed with saliva, from salivary glands.
Oesophagus	Connects the mouth and stomach.
Large intestine	Water is absorbed from undigested food, to form faeces.
Gall bladder	Where bile is stored.
Small intestine	Where soluble food is absorbed.
Pancreas	Where neutralising substances and enzymes are produced.
Stomach	Churns food and produces hydrochloric acid.

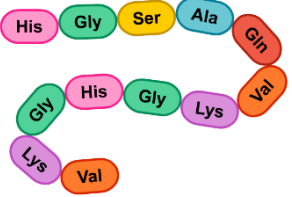
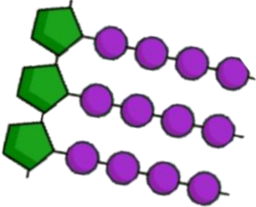

B.	How are the small intestines adapted?
	The walls of the small intestine are covered with villi , which increased absorption due to: <ul style="list-style-type: none"> • Large surface area. • Thin membrane. • Good blood supply.

C.	Where is starch stored in plant cell?
	As starch grains in plastids , including chloroplasts and amyloplasts.

C.	Describe the test for sugars
	<ul style="list-style-type: none"> • Add Benedict's solution, to the food solution, and gently heat. • If a reducing solution (e.g: glucose) is present, the solution will turn green, orange or red, depending upon the concentration.

C.	Describe and draw the structure of carbohydrates?
	Carbohydrates are made of chains of simple sugars . 

C.	Describe the test for starch
	<ul style="list-style-type: none"> • Add iodine. • If starch is present, colour will change to blue/black.

<p>C.</p> <p>Describe and draw the structure of proteins?</p>	<p>Proteins are made of chains of amino acids.</p>		<p>C.</p> <p>What are the functions of proteins?</p>	<p>C.</p> <p>Describe the test for proteins?</p>
<p>Proteins are made of chains of amino acids.</p>			<ol style="list-style-type: none"> 1. Structural 2. Catalytic 3. Signalling 4. Immunological 	<ul style="list-style-type: none"> • Add Biuret's solution and mix gently into the food solution. • If protein is present, the solution will turn pink/purple.
<p>D.</p> <p>Describe the function of enzymes</p>	<p>To catalyse reactions and lower the activation energy.</p>		<p>C.</p> <p>Describe and draw the structure of triglycerides?</p>	<p>C.</p> <p>Describe the test for lipids?</p>
<p>To catalyse reactions and lower the activation energy.</p>		<p>Triglycerides are made of glycerol and fatty acids.</p>		<ul style="list-style-type: none"> • Add Sudan III stain to the food solution. • If a lipid is present, red-stained oil layer will separate and float to the surface.
<p>D.</p> <p>What factors affect enzyme reaction rate?</p>	<ol style="list-style-type: none"> 1. Temperature 2. pH 3. Enzyme concentration 4. Substrate concentration 5. Surface area 6. Pressure 		<p>D.</p> <p>What happens when an enzyme is denatured?</p>	<p>D.</p> <p>Draw the lock and key model</p>
<ol style="list-style-type: none"> 1. Temperature 2. pH 3. Enzyme concentration 4. Substrate concentration 5. Surface area 6. Pressure 		<p>The enzyme active site no longer fits the substrate/reactant, so the reaction is not catalysed.</p>		 <div style="border: 1px solid green; padding: 10px; margin-top: 10px;"> <p>enzyme + reactant ↔ enzyme–reactant complex ↔ enzyme + products</p> </div>
<p>C.</p>	<p>Describe the enzyme</p>			
<p>Protein</p>	<p>Broken down by pepsin</p>	<p>Into amino acids</p>		
<p>Starch</p>	<p>Broken down by amylase</p>	<p>Into maltose</p>		
<p>Triglycerides</p>	<p>Broken down by lipase</p>	<p>Into glycerol and fatty acids</p>		

What we are learning this term:

- A. Circulatory System
- B. Heart Problems
- C. Respiratory System
- D. Transport in Plants

5 Key Words for this term

1. Transpiration
2. Cardiovascular
3. Pulmonary
4. Coronary
5. Oxygenated

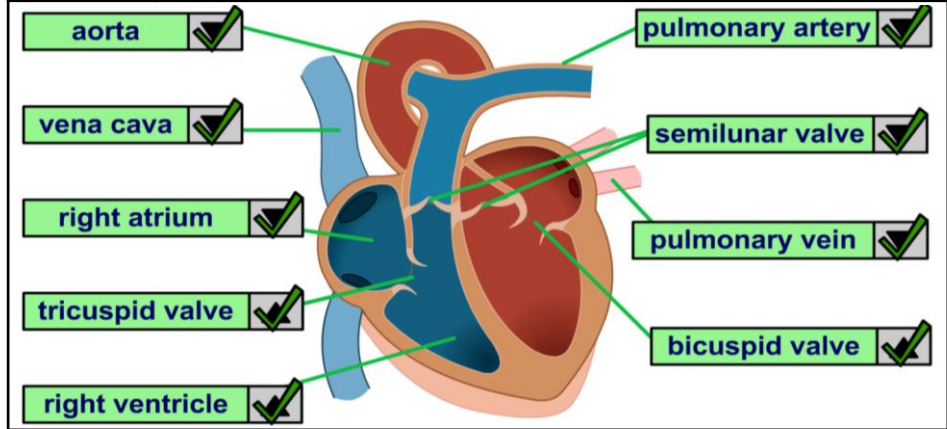
A. Match each blood component to its function

red blood cell	carries oxygen around the body
white blood cell	engulfs invading pathogens
platelet	plays an important role in blood clotting
plasma	fluid which carries other blood components

A. Name the four functions of the blood

- Transport substances.
- Defend against pathogens.
- Control body temperature.
- Maintain pH of fluids.

A. Label the heart



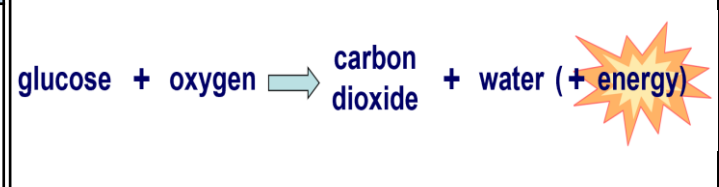
A. Describe the three types of blood vessels

Artery	Vein	Capillary
<ul style="list-style-type: none"> • Carries blood away from heart. • Has thick and elastic walls. • Carries blood at high pressure. 	<ul style="list-style-type: none"> • Has a large lumen. • Carries blood towards heart. • Contains lumen. 	<ul style="list-style-type: none"> • Carries blood to and from cells. • Has thin permeable walls.

B. What is a stent & what does it do?

A small metal or fabric mesh **tube**. It is inserted into a narrow artery to support the walls and keep it open.

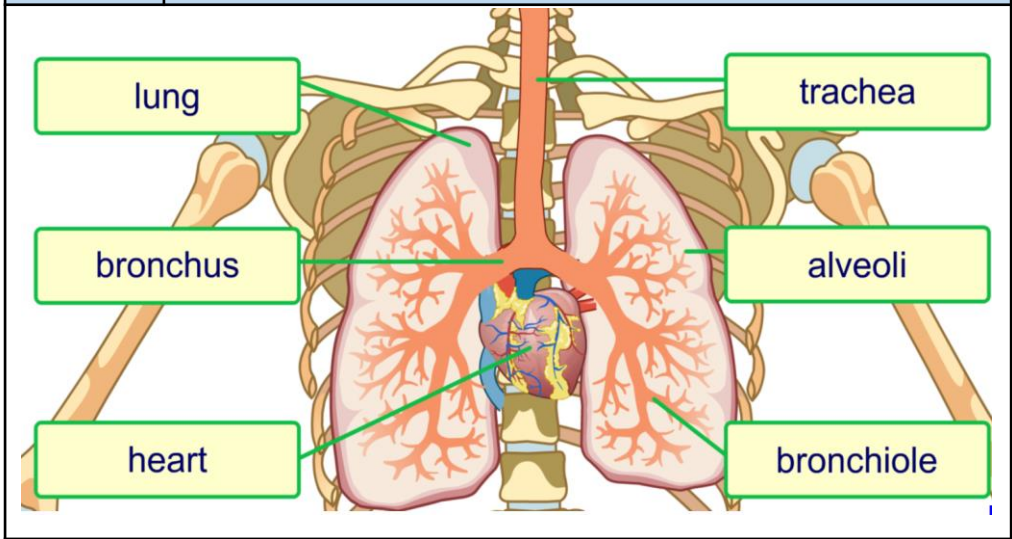
C. What is the respiration word equation?



A. What are the specialised features of a red blood cell?

- Flattened, biconcave disc shape.
- Large amounts of haemoglobin.
- No nucleus or organelles.

A. Label the respiratory system



B. Describe gas exchange in the lungs

- Inhale.** Oxygen concentration in alveoli is higher than in blood.
- Oxygen diffuses into bloodstream and bind to **haemoglobin** in red blood cells (forming **oxyhaemoglobin**).
- Body cells release **carbon dioxide** into blood **plasma**. So carbon dioxide concentration is higher in blood than alveoli.
- Carbon dioxide diffuses into alveoli. **Exhale.**

B. Name four problems associated with the heart

- Irregular heartbeat.
- Hole in the heart.
- Damaged valves.
- Coronary heart disease.

D. Where does gas exchange occur in plants?

At the **stomata**.
Found on the underside of leaves, surrounded by **guard cells**.

D. Define translocation

The movement of **nutrients** around a plant, which requires **energy**.

D. Define transpiration

The loss of **water** from the leaves of a plant.

D. Describe how plants are adapted for transportation

Xylem cells
Transport **water** and **minerals** up the stem from the roots to the shoots and leaves. This transport occurs in one direction only.

Phloem cells
Transport **sugars** produced in the leaves up and down the stem to growing and storage tissues.

D. What environmental factors affect rate of transpiration?

1. Light
2. Temperature
3. Humidity
4. Wind

What we are learning this term:

- A. Ionic Bonding
- B. Covalent Bonding
- C. Metallic Bonding
- D. States of matter
- E. Properties
- F. Carbon and Nanoparticles

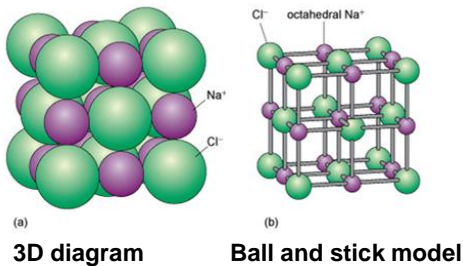
6 Key Words for this term

1. Delocalised
2. Electrostatic
3. Ionic
4. Covalent

A. What is an ionic compound?

A giant structure of ions held together by strong electrostatic forces of attractions between oppositely charged ions

How can we represent Sodium Chloride?



A. What is ionic bonding?

An electrostatic force of attraction between positively and negatively charged ions

When do you get ionic bonding?

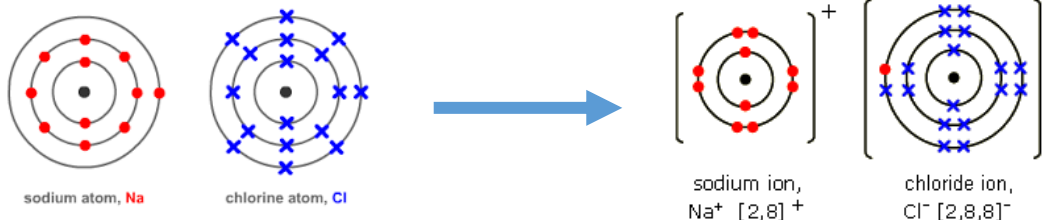
When metals react with non-metals

What are dot and cross diagram?

A way of showing electron transfers during reactions

How is an ionic bond formed in Sodium Chloride? Draw a dot and cross diagram to show this

- Sodium loses an electron to form a filled outer shell. A positive ion is formed
- Chlorine gains this electron to fill its outer shell. A negative ion is formed
- An electrostatic force of attraction is formed between these oppositely charged ions



A. What is covalent bonding?

Covalent bonding is where atoms share pairs of electrons

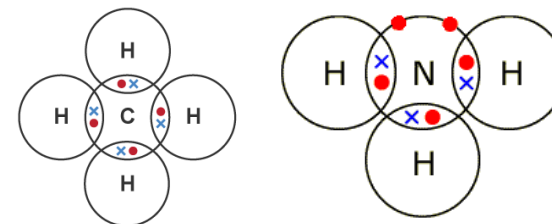
Sketch a dot and cross diagram to show the bonding in Methane (CH₄) and Ammonia (NH₃)

When do you get Covalent bonding?

Non metallic elements and compounds

What covalent structures are there?

Simple molecules and giant covalent structures



C. What is Metallic Bonding?

Outer electrons are delocalised and free to move through the whole structure. This gives rise to metallic bonds

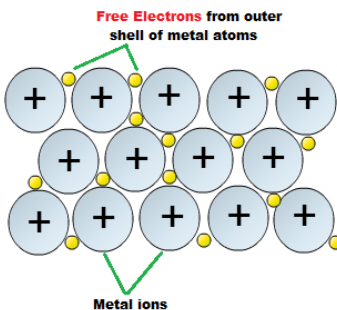
What does delocalised mean?

Where electrons are shared between 2 or more atoms

When do you get Metallic bonding?

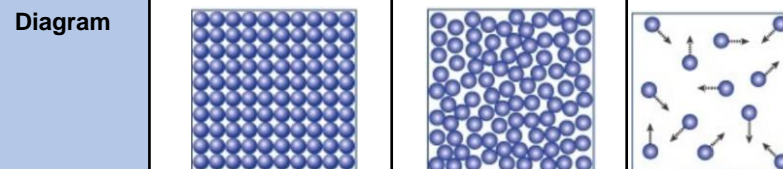
Metallic elements and alloys

Draw a sketch of metallic bonding



D. What are the three states of matter?

State	Solid	Liquid	Gas
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The amount of energy required to change state is dependent on what?

The strength of the forces between the particles



What we are learning this term:
A. Ionic Bonding B. Covalent Bonding C. Metallic Bonding D. States of matter E. Properties F. Carbon and Nanoparticles

6 Key Words for this term
1. Delocalised 2. Electrostatic 3. Ionic 4. Covalent

A. What is an ionic compound?

How can we represent Sodium Chloride?

3D diagram	Ball and stick model

A. What is ionic bonding?	When do you get ionic bonding?

What are dot and cross diagram?

--

How is an ionic bond formed in Sodium Chloride? Draw a dot and cross diagram to show this

A. What is covalent bonding?	Sketch a dot and cross diagram to show the bonding in Methane (CH₄) and Ammonia (NH₃)

--	--

When do you get Covalent bonding?	

--	--

What covalent structures are there?	

C. What is Metallic Bonding?

--

What does delocalised mean?

--

When do you get Metallic bonding?

--

Draw a sketch of metallic bonding

--

D. What are the three states of matter?

State			
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Diagram			
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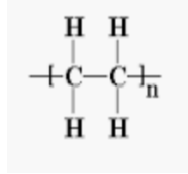
The amount of energy required to change state is dependent on what?	

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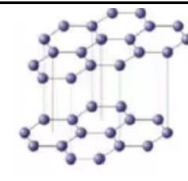
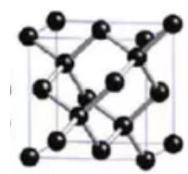
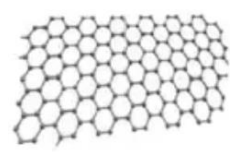



D.	What are state symbols?
These are used in chemical equations to show what state of matter things are in a reaction	
Solid	(s)
Liquid	(l)
Gas	(g)
Aqueous (in solution)	(aq)

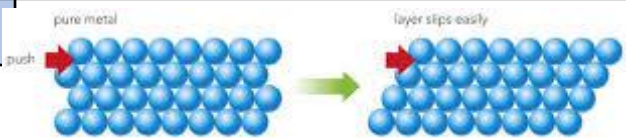
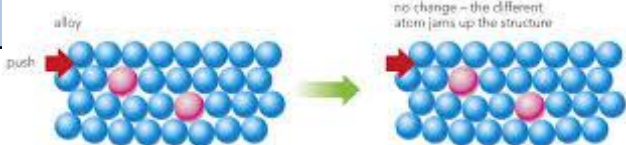
E.	What properties do Giant ionic structures have?
Melting points/boiling points	High
Does it conduct electricity?	
Ionic solid	No
Molten ionic solid	Yes
Ionic compound in solution	Yes

E.	What are polymers?
Large long chain molecules	
	
Are the ionic or covalent?	Covalent

E.	What properties do simple small covalent molecules have?
Melting point	Lower melting points – because of weak intermolecular forces (not the covalent bonds)
Conduct electricity?	No – no overall charge

F.	What different forms of carbon are there?			
	Graphite	Diamond	Graphene	Fullerenes
Structure	Hexagonal rings	Giant covalent	1 sheet of graphite	Giant covalent
Melting point	high	Very high	Very High	Very High
Conducts electricity?	Yes	No	Yes	No
Properties	soft	Very hard	hard	hard
Uses	Pencils, electrodes	Cutters, jewellery	Electronics, composites	Nanotechnology, electronics, medicine
Diagram				

E.	What properties do giant covalent structures have?
Melting point	High
Solubility	Insoluble due to strong covalent bonds

E.	What are alloys?
Mixtures of metals	
What properties do they have	
Harder than pure metals	

F.	What are nanoparticles?
Structures that are 1-100nm in size	
Why are they useful?	
Large surface area to volume ratio	
What uses?	
Medicine, electronics, sun cream, catalysts, cosmetics	

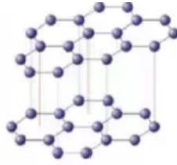
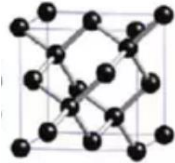
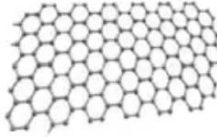



D.	What are state symbols?
These are used in chemical equations to show what state of matter things are in a reaction	
Solid	
Liquid	
Gas	
Aqueous (in solution)	

E.	What properties do Giant ionic structures have?
Melting points/boiling points	
Does it conduct electricity?	
Ionic solid	
Molten ionic solid	
Ionic compound in solution	

E.	What are polymers?
Are the ionic or covalent?	

E.	What properties do simple small covalent molecules have?
Melting point	
Conduct electricity?	

F.	What different forms of carbon are there?			
	Graphite	Diamond	Graphene	Fullerenes
Structure				
Melting point				
Conducts electricity?				
Properties				
Uses				
Diagram				

E.	What properties do giant covalent structures have?
Melting point	
Solubility	

E.	What are alloys?
What properties do they have	

F.	What are nanoparticles?
Why are they useful?	
What uses?	



What we are learning this term:	
<ul style="list-style-type: none"> A. Relative atomic Mass B. Moles C. Chemical Equations D. Concentrations E. Yield F. Atom economy G. Titration H. Volume of gases 	
6 Key Words for this term	
1 Moles	4 Equation
2 Atomic Mass	5 Volume
3 Concentration	

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

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

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

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

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



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

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

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

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

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

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

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



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



E.	What is chemical yield?	F.	What is atom economy?
	What is percentage yield?		How do you calculate atom economy?
	What is theoretical yield?		
			Why is it important to maximise atom economy in industrial processes?
	What factors affect the yield of a chemical reaction?		
	1. 2. 3. 4.		
	How do you calculate percentage yield?	G.	What is a titration used for?
			What are concordant results?
			What is the end point of a reaction?
H.	What is molar gas volume?		What is a pipette used for in a titration?
	What is the molar gas volume used for?		What is a burette used for in a titration?

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

P2 – Electricity

Current, resistance and potential difference

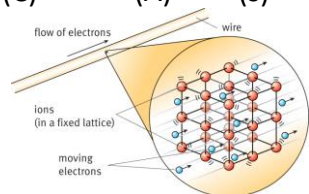
Electrical current is the flow of electrical charge.

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

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

$$Q = I t$$

Charge = Current x time
(C) (A) (s)



Ohms Law

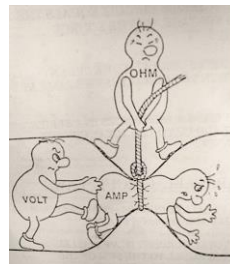
The current through a component depends on the potential difference and the resistance of the component.

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

potential difference = current x resistance

$$V = I R$$

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



Hypothesis 'the length of the wire affects resistance'

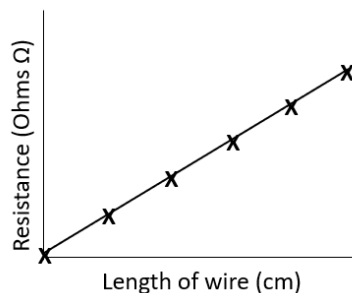
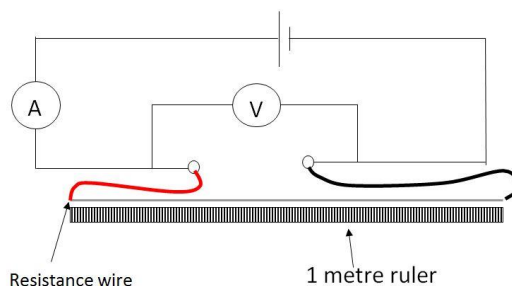
Independent variable – length of wire

Dependent variable – resistance

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

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

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

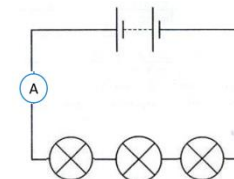


The relationship is directly proportional

Series and parallel circuits

Series circuits:

A series circuit is one single loop

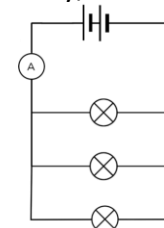


In a series circuit:

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

Parallel circuits

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



In a parallel circuit:

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

P2 – Electricity

Current, resistance and potential difference

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

Hypothesis 'the length of the wire affects resistance'

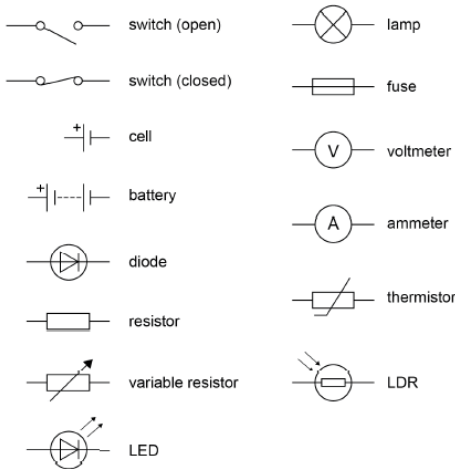
1. What is the independent variable in this investigation?
2. What is the dependent variable?
3. What is the minimum number of readings needed for a line graph?
4. What two readings are taken?
5. How is resistance calculated?
6. What sort of relationship is seen?
7. Why is it important to turn off the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

Series and parallel circuits

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

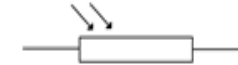
P2 – Electricity

Components

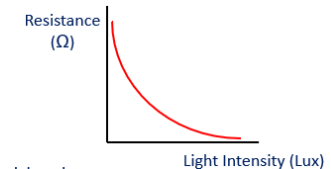


- A **diode** only allows current to flow one way in a circuit
- A **resistor** is a component that provides a fixed resistance in the circuit – e.g a $5\ \Omega$ resistor
- A **variable resistor** is a component whose resistance can be changed (e.g a dimmer switch)
- A **thermistor** is a resistor whose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

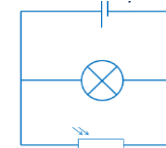
LDR



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



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



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

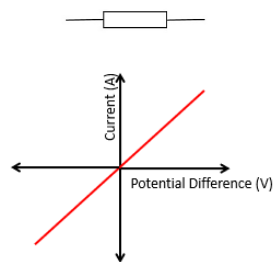
As light levels fall, resistance increases, until eventually there is less resistance in the bulb than the LDR, so current flows through the bulb – switching it on.

Thermistor

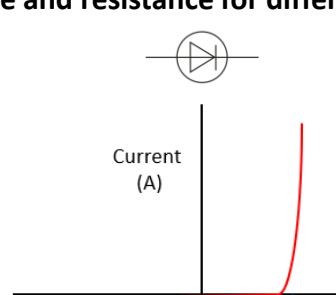


As the temperature increases, the resistance in a thermistor decreases.

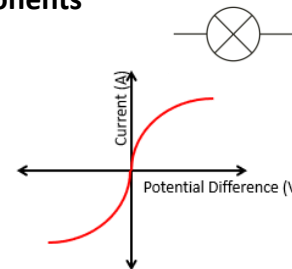
Current, potential difference and resistance for different components



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



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



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

P2 – Electricity

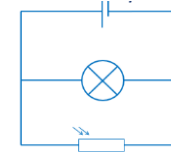
Components

Symbol	Name
	Cell
	fuse
	Voltmeter

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

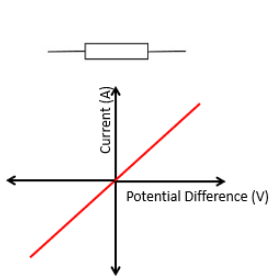
LDR

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

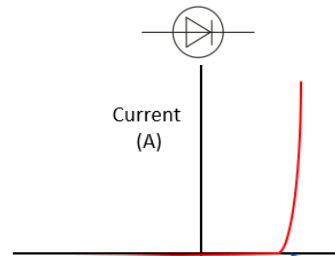


Current, potential difference and resistance for different components

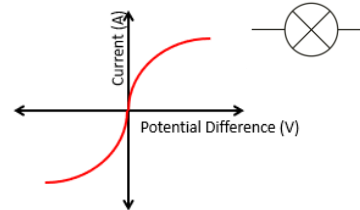
1. What readings would you need to take from a circuit to calculate resistance?



2. Describe the relationship shown



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



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

4. Why does the light switch on when it goes dark?

5. Draw the symbol for a thermistor
6. Describe the relationship between temperature and resistance in a thermistor

P2 – Electricity

Domestic use of electricity

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

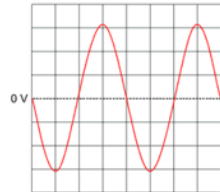
AC

The pd changes direction and magnitude, giving alternating current

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

UK mains is AC - **230V**

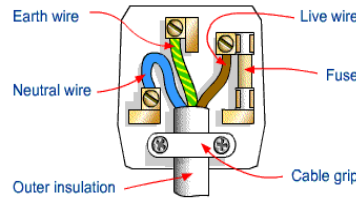
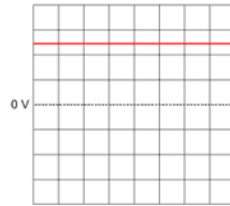
Frequency of **50 Hz**



DC

A direct pd produces current that flows in one direction

Batteries supply DC



Electrical appliances are connected using 3 core cable

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

Appliances in the home and power

Power is measured in Watts (W) or kW

Power can be calculated by using:

Power = Voltage x current

$$P = IV$$

Power = current² x resistance

$$P = I^2 R$$

Appliances transfer energy.

Energy is measured in Joules (J) or kJ

The energy transferred can be calculated by using:

Energy = charge flow x potential difference

$$E = QV$$

Energy = power x time

$$E = pt$$

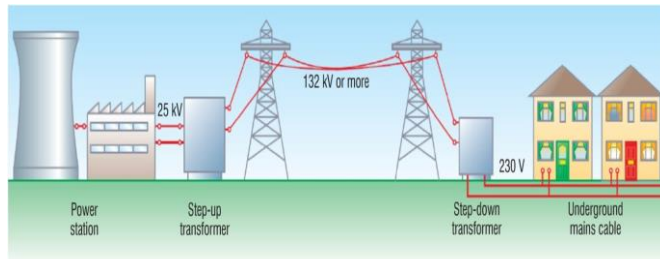
For example

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

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

The National Grid

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



The National Grid uses very high pd and low current.

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

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

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

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

P2 – Electricity

Domestic use of electricity

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

The National Grid

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

Appliances in the home and power

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



A.	Background:
	<ul style="list-style-type: none"> Urban = Towns and cities Rural = countryside Urbanisation is the growth in the proportion of a country's population living in urban areas. The rate of urbanisation differs between countries that are richer than those that are poorer. HIC have very slow rates of urbanisation: In richer parts of the world, urbanisation happened historically and most of the population now already live in urban areas. Many people in urban areas in HICs desire a better quality of life and are moving to rural area. Here they can commute to cities (because of better transport) or work from home (better communication). LIC are less economically developed e.g. Ethiopia. Not many of the population live in urban areas . However, people are starting to move away from jobs in farming (rural areas) to urban areas. They are experiencing rapid urban growth. NEE are those where economic development is increasing rapidly e.g. Brazil, India, Nigeria - They are experiencing rapid urban growth.

c.	Social	Economic
Opportunities	<ul style="list-style-type: none"> Better access to services e.g.health care and education Better access to resources such as clean water supply and electricity 	<ul style="list-style-type: none"> Increase economic development As industry develops (industrialisation), more people move to urban areas to work in factories – there are more jobs and better wages than rural areas Industries create and sell goods on the international market. Manufactured goods make greater profits than unprocessed goods so industrialised countries get wealthier.
	Social and economic (HEWE)	Environmental (WART)
Challenges	<ul style="list-style-type: none"> Badly built houses and over crowded No access to basic services (running water, sanitation, electricity) Unclean conditions and lack of access to medical services mean people often have poor health No access to education High levels of unemployment and crime 	<ul style="list-style-type: none"> Rubbish isn't collected so it leaves toxic rubbish heaps, which damage the environment Air pollution comes from burning fossil fuel from vehicles and factories Sewage and toxic chemicals can get into rivers, causing health problems and harming wildlife Infrastructure like road systems may not be able to cope with the growing number of vehicles. Congestion causes an increase in greenhouse gas emissions which cause global problems. Locally, problems with health and acid rain also occur.

B.	Factors affecting the rate of urbanisation
Rural-urban migration	the movement of people from rural to urban area. The rate is affected by push-pull theory.
Push factors	things that encourage people to leave (Push them out)
Pull factors	things that encourage people to move to an area (Pull them to an area)
Natural increase	birth rate is higher than death rate so population growth

D.	Rio
Sanitation	Conditions relating to public health, especially the provision of clean drinking water and adequate sewage disposal.
Quality of life	General well-being of individuals and societies
Favela	Brazilian shack or shanty town; a slum

E..	Favela Bairro				
	<table border="1"> <tr> <td>Successes</td> <td>Failures</td> </tr> <tr> <td> <ul style="list-style-type: none"> -The quality of life in the favelas has improved. - 90% housing in Rocinha is now brick built and connected to all amenities -Paved, named roads formalise addresses allowing for local taxes (rates) to be collected to fund further improvements -Sanitation improvements </td> <td> <ul style="list-style-type: none"> -\$1 billion budget insufficient to cover all of Rio's favelas - creates winners and losers so hardly equitable and a "favela lottery" -Families can not afford rent -ASH properties- still in areas of severe hazard risk via landslide - 2010: 24 dead and 13,000 properties lost </td> </tr> </table>	Successes	Failures	<ul style="list-style-type: none"> -The quality of life in the favelas has improved. - 90% housing in Rocinha is now brick built and connected to all amenities -Paved, named roads formalise addresses allowing for local taxes (rates) to be collected to fund further improvements -Sanitation improvements 	<ul style="list-style-type: none"> -\$1 billion budget insufficient to cover all of Rio's favelas - creates winners and losers so hardly equitable and a "favela lottery" -Families can not afford rent -ASH properties- still in areas of severe hazard risk via landslide - 2010: 24 dead and 13,000 properties lost
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A.	Background:
<ul style="list-style-type: none"> Urban = Towns and cities Rural = countryside Urbanisation is the growth in the proportion of a country's population living in urban areas. The rate of urbanisation differs between countries that are richer than those that are poorer. HIC have very slow rates of urbanisation: In richer parts of the world, urbanisation happened historically and most of the population now already live in urban areas. Many people in urban areas in HICs desire a better quality of life and are moving to rural area. Here they can commute to cities (because of better transport) or work from home (better communication). LIC are less economically developed e.g. Ethiopia. Not many of the population live in urban areas . However, people are starting to move away from jobs in farming (rural areas) to urban areas. They are experiencing rapid urban growth. NEE are those where economic development is increasing rapidly e.g. Brazil, India, Nigeria - They are experiencing rapid urban growth. 	

D.	Social	Economic
Opportunities		
	Social and economic (HEWE)	Environmental (WART)
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B.	Factors affecting the rate of urbanisation
Rural-urban migration	
Push factors	
Pull factors	
Natural increase	

D.	Rio
Sanitation	
Quality of life	
Favela	

E..	Favela Bairro	
	Successes	Failures

History Year 9 Term 4 KO

H.	Can you define these key words?
Anti-Semitism	hostility or prejudice against Jewish people
Genocide	the deliberate killing of a large group of people, especially those of a particular nation or ethnic group
Holocaust	destruction or slaughter on a mass scale
Persecution	hostility and ill-treatment, especially because of race or political or religious beliefs; oppression
Discrimination	The unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, or sex
Lebensraum	Living space in the East (eg. Poland) where Hitler planned to take land for his 1000 year Reich for the superior German (Aryan) race
Nuremberg Laws	A series of laws reducing German Jews human rights, such as their ability to marry Germans, vote, and citizenship
Pogrom	A violent attack on Jewish Communities, these had been occurring in Europe since 1900
Roma	Known as Gypsies, they were persecuted by the Nazis
SA	Brownshirts Nazi thugs that attacked Nazi enemies
SS	Hitler's Elite soldiers (Blackshirts), led by Himmler. They fought in the army and ran the concentration and death camps.
SS Einsatzgruppen	SS murder squads in Eastern Europe, capturing and murdering Jews
Sterilisation	Preventing men and women from breeding through surgery
Genocide	Killing of an entire race of people
Synagogue	A Jewish place of worship
The Final Solution	The Nazi plan to murder all Jews in Europe
Aryan	German superior race as believed by the Nazis
Concentration Camp	Prison camps set up by the Nazis from 1933. They held political prisoners and minority groups in terrible conditions
Extermination 'Death' Camp	A concentration camp designed for murdering huge numbers of people such as Jews in gas chambers
Eugenics	The study of races. Nazis' distorted view on science such as Darwin's survival of the fittest
Euthanasia	"Mercifully" killing of people with disabilities or disease
Gestapo	Hitler's secret police that spied on people

What we are covering whilst working from home: The Holocaust	
We will be looking at:	
<ul style="list-style-type: none"> The history of anti-Semitism in Europe (I) The start of the persecution of Jews in Nazi Germany and the consequences for German Jews (J) How Jewish persecution in Germany escalated from 1933-1939 resulting in The Final Solution (K) Why we need to remember the Holocaust (L). 	

H.	Can you define these key words?
Ghettos	Parts of cities that were walled off to contain Jews. They lacked water and healthcare and food. They were very overcrowded and many Jews died there.
Kristallnacht	Means 'The Night of Broken Glass'. Attacks on Jewish, synagogues homes and businesses in 1938 by the SS and SA
Untermenschen	Means 'under person' refers to anyone seen as undesirable in Hitler's Germany e.g. Roma, Homosexuals, communists, Jews
Minorities	Anyone considered non-Aryan, disabled people, homosexuals, Roma

J.	What were the consequences of the Nuremberg Laws for Jews in Nazi Germany?	
What they were:	Consequences:	
<ul style="list-style-type: none"> On 15th September 1935 the Nuremberg Laws were passed which were a new set of laws which made it easier to persecute Jews. The Reich Law on Citizenship stripped Jews of their citizenship (and all rights of it such as voting, working for the government etc) and made them 'subjects'. Jews now had to wear a yellow star shaped patch to identify themselves. The Reich Law for the Protection of German Blood and Honour made it so that Jews were not allowed to marry or have intimate relations with German citizens. Racial infamy (as it became known) was a criminal offense. 	<ul style="list-style-type: none"> These laws redefined what it meant to be a Jew - being Jewish was now a race rather than a religion (you were considered a Jew if you had 3 or 4 Jewish grandparents). Grandparents born into a Jewish religious community were considered 'racially' Jewish and their 'racial' status was passed onto their children and grandchildren This legal definition of a Jew covered tens of thousands of people who did not think of themselves as a Jew and had no religious or cultural ties to the Jewish community - many Jews who hadn't practiced Judaism for years found themselves caught in the grip of Nazi terror. Even people with Jewish grandparents who had converted to Christianity were defined as Jews. For the first time in history, Jews faced persecution not for what they believed, but for who they were by birth. In Nazi Germany no profession of belief could convert a Jew into a German. The Nuremberg Laws were a crucial step in Nazi racial laws that led to the ostracism of German Jews and ultimately to their segregation, confinement, and extermination. 	

I	What do these factors show about anti-Semitic attitudes in Medieval Europe?
Adolf Hitler	Nazi dictator of Germany 1933-45
Heinrich Himmler	Leader of the SS. It was that carried out the mass extermination of the Jewish people
Adolf Eichman	Adolf Eichmann was a German-Austrian high ranking SS officer and one of the major organisers of the Holocaust
Josef Goebbels	Nazi minister of propaganda
Rudolf Hoss	Hoss was the longest serving officer in charge of Auschwitz

K. How did Jewish persecution increase from 1933 to 1939.			
Boycott of Jewish Businesses 1933	Nuremberg Laws 1935	Kristallnacht 1938	Ghettos 1939
<ul style="list-style-type: none"> On 30th March 1933, the Nazi Party announced that from 10am on 1st April an official boycott would be held of all Jewish businesses, doctors and lawyers. SA members (paramilitary unit associated with the Nazis) painted Jewish stars or the word <i>Jude</i> (German word for Jew) outside Jewish businesses. They then stood outside with banners ('Don't buy from Jews') discouraging people from going inside. 	<ul style="list-style-type: none"> On 15th September 1935 the Nuremberg Laws were passed which were a new set of laws which made it easier to persecute Jews. The Reich Law on Citizenship stripped Jews of their citizenship (and all rights of it such as voting, working for the government etc) and made them 'subjects'. Jews now had to wear a yellow star shaped patch to identify themselves. 	<ul style="list-style-type: none"> The first violent outburst of anti-Semitism in Germany Groups of uniformed gangs ran amok amongst Jewish communities, destroying and burning homes, shops, businesses, synagogues and desecrated Jewish cemeteries. Some gangs were in Nazi uniforms. Other gangs such as the SA and Hitler Youth were told not to wear uniforms so that the violence would seem to be by the general public. 	<ul style="list-style-type: none"> Key step in the process of brutally separating, persecuting and destroying Europe's Jews 1st ghetto established in Poland in October 1939 Jews who owned any businesses/property were forced to hand them over as they were placed in ghettos. Some ghettos were shut in by walls, fences or barbed wire Temporary - some only lasted a few days or weeks, others for years

History Year 9 Term 4 KO

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Anti-Semitism	
Genocide	
Holocaust	
Persecution	
Discrimination	
Lebensraum	
Nuremberg Laws	
Pogrom	
Roma	
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SS	
SS Einsatzgruppen	
Sterilisation	
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What we are learning this term:	
A. Key words B. Religion and equality C. Racism D. Gender	E. LGBTQ F. Disability
A.	Can you define these key words?
Key words	Key definition
Equality	The state of being equal in status, rights or opportunities
Discrimination	The unequal treatment of different groups of people based on race, age, sex etc.
Prejudice	A negative opinion about someone before knowing them based on their belonging to a certain group
Privilege	A special right or advantage given to a person or group
Racism	Discriminating against or preferring someone based on their race
Liberation	The act of setting someone free from slavery or imprisonment
Feminism	A movement fighting for women's rights
Status	A person's position in society
Rights	A moral or legal entitlement to something
Persecution	Systematic mistreatment of an individual or group by another individual or group due to race, religion, gender, sexuality, etc.
Disability	A physical or mental condition that limits a person's movements, senses or activities
Diversity	The practice or quality of including or involving a range of different people
Justice	The role of the judge is to make sure that justice is done

F.	Disability
	<ul style="list-style-type: none"> UK – Disability discrimination is illegal (being treated badly or put at a disadvantage due to disability) Bible – Jesus went out of his way to heal the sick and help disabled people Qur'an – encourages good treatment and giving help to those who are disabled Buddhism and Hinduism – disability is not a punishment from God, comes from bad karma

B	Equality and religion
	<ul style="list-style-type: none"> People experience prejudice due to sex, disability, race, sexual orientation Equality is important to make society fair The Equality Act 2010 prohibits employers, educators and service providers from discriminating against protected characteristics (race, disability, sex) Christianity – “you are all one in Christ” Hinduism – the Divine is present in all human beings Islam – the only way one human is better than another is through goodness

C	Racism
	<ul style="list-style-type: none"> Islam – “There is no superiority... except on the basis of righteousness” Christianity – “There is neither Jew nor Greek, male nor female, you are all one in Christ” Hinduism – “There is none high or low amongst you” There are some examples in scripture of slavery – in The Bible, it says “slaves obey your masters” and some use this to justify actions e.g. Ku Klux Klan. Quakers are Christians who called for the liberation of Slaves Martin Luther King was inspired by Christianity to campaign for civil rights using non-violent methods Malcolm X was important in the fight for equality

D	Gender		
	<table border="0"> <tr> <td> <p>Gender equality is equal access to resources and opportunities regardless of gender</p> <ul style="list-style-type: none"> Christianity – in Genesis it says God made men and women differently “Eve was created by God by taking her from the rib of Adam” Traditional gender roles e.g. woman caring for home are found in many religions Islam – some people claim the Qur'an justifies violence “Make clear to them the matter” BUT “the Messenger of God never struck a woman, child or a servant” </td> <td> <p>Women in worship</p> <ul style="list-style-type: none"> Catholic church does not allow women into priesthood Men and women worship in the Mosque separately from men Some mosques are now female led only, and the Catholic Women's Ordination campaign for women to have the right to be ordained </td> </tr> </table>	<p>Gender equality is equal access to resources and opportunities regardless of gender</p> <ul style="list-style-type: none"> Christianity – in Genesis it says God made men and women differently “Eve was created by God by taking her from the rib of Adam” Traditional gender roles e.g. woman caring for home are found in many religions Islam – some people claim the Qur'an justifies violence “Make clear to them the matter” BUT “the Messenger of God never struck a woman, child or a servant” 	<p>Women in worship</p> <ul style="list-style-type: none"> Catholic church does not allow women into priesthood Men and women worship in the Mosque separately from men Some mosques are now female led only, and the Catholic Women's Ordination campaign for women to have the right to be ordained
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E.	LGBTQ
	<ul style="list-style-type: none"> Homosexuality was illegal in the UK until 1967 Members of the LGBTQ community have faced persecution in the UK and abroad e.g. Russia and Cameroon have seen an increase in violence Christianity – “God created man in His image... male and female He created them” Christianity – “You shall not lie with a male as with a woman; it is an abomination” Buddhism, Sikhism and Hinduism do not mention homosexuality Dalai Lama – “For a Buddhist, a relationship between two men is wrong” Catholic – Welcomes all those who are homosexual but invites them to live a life of celibacy



What we are learning this term:	
A. Key words B. Religion and equality C. Racism D. Gender	E. LGBTQ F. Disability
A.	Can you define these key words?
Key words	Key definition
Equality	
Discrimination	
Prejudice	
Privilege	
Racism	
Liberation	
Feminism	
Status	
Rights	
Persecution	
Disability	
Diversity	
Justice	

B	Equality and religion

C	Racism

D	Gender

E.	LGBTQ
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F	Disability

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What we are learning this term:	
A. Talking about free time	
B. Talking about your plans for the weekend	
C. Talking about eating out	
D. Talking about special occasion meals	
E. Extending what you can say about sport	
F. Talking about sport in the world	
6 Key Words for this term	
1. disfrutar	4. campeones
2. jugar	5. formentar
3. los deportes	6. a selección

3.1G ¿Qué te gusta hacer?	
aburrido/a	boring
bailar	to dance
cantar	to sing
el cine	cinema
de vez en cuando	from time to time, occasionally
entretenido/a	entertaining
estimulante	challenging
jugar	to play (game, sport)
leer	to read
libre	free
odiar	to hate
la película	film
practicar	to practise
salir	to go out
la tarde	afternoon, evening
el teclado	keyboard
tocar	to touch, to play (an instrument)
ver	to see, watch

3.3G ¿Haces deporte?	
activo/a	active
al aire libre	in the open air, outdoors
ayudar	to help
el baloncesto	basketball
el campo	countryside, playing field
la cancha	court
los deberes	homework
la equitación	horse riding
el estadio	stadium
montar a caballo	to ride a horse
montar en bicicleta	to ride a bike

3.1F ¿Qué haces en tu tiempo libre?	
a veces	sometimes
bastante	quite
cada	each, every
cenar	to have an evening meal
charlar	to chat
el coro	choir
descansar	to rest
los dibujos animados	cartoons
el documental	documentary
el fin de semana	weekend
genial	great
las noticias	news
nunca	never
ocupado/a	occupied, busy
policia/o/a	police, detective,
crime (adj.)	
poner	to put
por lo general	in general
siempre	always
el teatro	theatre
la telenovela	soap opera
terminar	to finish
el tiempo	time
todo/a/os/as	all, every
tonto/a	silly, stupid
la vez	time, occasion

3.2G Comer y Beber	
el (fem.) agua (mineral)	(mineral) water
beber	to drink
el bocadillo	sandwich
la carne	meat
la cena	evening meal
cenar	to have supper / to have an evening meal
comer	to eat
la comida	lunch, food, meal
desayunar	to have breakfast
el desayuno	breakfast
después	afterwards
el helado	ice cream
el huevo	egg
el jamón	ham
la leche	milk
las legumbres	pulses
la mantequilla	butter
la manzana	apple
la mermelada	jam, marmalade
las patatas fritas	chips, fries

Key Verbs				
Salir To go out	Ir To go	Jugar To play	Hacer – to do/make	Tocar To play (ins)
Salgo I go out	Voy I go	Juego I play	Hago I do	Toco I play
Sales You go out	Vas You go	Juegas You play	Haces You do	Tocas You play
Salí He/she goes out	Va s/he goes	Juega He/she plays	Hace s/he does	Toca He/she plays
Salimos We go out	Vamos They go	Jugamos We play	Hacemos We do	Tocamos We play
Salen They go out	Van They go	Juegan They play	Hacen They do	Tocan They play

3.2G Comer y Beber	
el perrito caliente	hot dog
el pescado	fish
el pollo	chicken
el postre	dessert, pudding
el queso	cheese
la sopa	soup
el té	tea
tomar	to take, to have (food, drink)
la tortilla	omelette
la tostada	toast
el vaso	glass
las verduras	vegetables

3.2F Vamos a comer fuera	
el atún	tuna
el bacalao	cod
la barra	loaf
el bistec	steak
los calamares	squid
la cebolla	onion
el cerdo	pork
la cerveza	beer
los champiñones	mushrooms
el chorizo	chorizo
la chuleta	chop
el cordero	lamb
el filete	fillet
la fresa	strawberry
las gambas	prawns
el gazpacho	chilled tomato soup
los guisantes	peas
el jamón serrano	cured ham
las judías verdes	green beans

3.1H Hablando del tiempo libre y de los planes	
aburrido/a	boring
agradable	pleasant
al aire libre	in the open air, outdoors
la batería	drums
la canción	song
dar un paseo	to go for a walk
de vez en cuando	from time to time, occasionally
desafiante	challenging
divertido/a	fun
emocionante	exciting

3.3F ¿Qué deportes harás?	
el alpinismo	rock climbing
cansado/a	tired
la carrera	race
el concurso	competition
(contest)	
contestar	to answer
durante	during
el ejercicio	exercise
el entrenamiento	training
entrenar	to train
el equipo	team
el esquí	skiing
este, esta	this
ganar	to win
el jugador	player
mañana	tomorrow
el miembro	member
el partido	match
probar	to try, to test



Translation Practice. G – blue F – orange H - Green	
No me gusta _____	I don't like going shopping
Me encanta _____ con mis amigos	I love going out with my friends
Me _____ escuchar música	I love listening to music
No me gusta _____	I don't like dancing
Si tengo _____	If I have the time
Hago _____ de música	I do music classes
De vez en cuando _____ una novela	From time to time, I read a novel
Siempre _____ la guitarra con la banda	I always play the guitar with the group
A veces _____ a algún concierto	Sometimes I go to some concert
El fin de semana _____ juego al fútbol	On the weekend I always play football
Siempre _____ muy preocupada	I am always busy
Generalmente _____ música por las tardes	Generally I listen to music in the evenings
Me _____ jugar a los videojuegos	Playing video games interests me
Ella quiere patina en la pista de _____	She wants to skate on the ice rink
_____ al gimnasio	I will come to the gym
_____ if there is a match?	Will you know if there's a match?
_____ el ciclismo	I will try cycling
Fue una buena _____	It was a good party
No quiero _____	I don't want to participate

Key Questions: Answer the following in your own words. Use these model answers	
¿Qué haces en tu tiempo libre? Frecuencia? Opiniones?	-Normalmente juego al futbol todos los días después del colegio. Lo que me encanta es jugar al futbol con mis amigos porque es bueno para la salud y es emocionante y relajante jugar contra tus amigos. De vez en cuando juego con videojuegos pero ayer hice ciclismo, hice mis deberes y toque mi guitarra. Ayer, fui al colegio durante el día. Después del colegio fui al polideportivo con mis amigos y jugué/jugamos al baloncesto juntos. Ayer por la mañana fui de compras en el centro de la ciudad con mi madre y fuimos a las tiendas de ropa. Lo que me encantó/gustó fue que ví una película entretenido por la noche/ fue que jugué mi deporte favorito y podía entrenarme. Todos los días juego al futbol y al baloncesto, que son mis deportes favoritos. De vez en cuando hago ciclismo y practico el atletismo pero son muy estresantes, duros y no son relajantes. Lo que me encanta es jugar al fútbol en mi equipo los fines de semana.
¿Te gusta ver la televisión? Qué has visto en la televisión recientemente? Tienes un programa favorito?	Si, me gusta ver la televisión, me gustan los programas de horror, de tele-realidad, los documentales y de deporte. Lo que me encanta es ver los dibujos-animados porque son más entretenidos que las noticias. Ayer ví las noticias con mis padres. Mi programa favorito es ... porque es
¿Qué es tu película favorita? Qué película has visto recientemente en el cine?	Mi película favorita es ... porque me encantan las películas de acción/tiene mucha violencia/tiene buenos actores/es muy romántica/me encanta la historia/tiene buenos efectos especiales.
¿Cuándo se cena en Inglaterra y en España? ¿Cuándo prefieres cenar o almorzar?	Normalmente se cena en Inglaterra a las seis, como mi almuerzo a las dos, como mi desayuno a las ocho.
Describe una cena especial	Recientemente fui a un restaurante con mi familia para celebrar el cumpleaños de mi abuelo. Fuimos a un restaurante chino porque es la comida favorita de mi abuela. Primero, comí .. y bebí. Para el postre comí y bebí . Lo que me gustó fue la buena comida/ver a y hablar con toda mi familia. Fue muy emocionante.

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, -iste, -ió, -imos, -istéis, -ieron -IR : -í, -iste, -ió, -imos, -istéis, -ieron
Forming the future tense ('will')	Future Tense ('will...') All verb groups: -é, -ás, -á, -emos, -éis, -án
Imperfect Tense (Past, ongoing actions, descriptions, 'used to' or 'was doing')	-ar -aba, -abas, -aba, -ábamos, -abais, -aban -er and -ir -ía, -ías, -ía, -íamos, -íais, -ían



Year 9 COMPUTER SCIENCE Term 3 – Programming



What we are learning this term:

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

Multiply
Assignment
Is greater than or equal to
Is equal to
Is not equal to
Is less than

>=
=
!=
<
==
*

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

C.	Python Code	
This is an example of:		
if username == "Tim":		
print("Hello World")		
dogAge = 8		
while userNum < 3:		
D.	Data Types	Example
	Boolean	
	Character	
	Integer	
	String	
	Real/Float	



Year 9 COMPUTER SCIENCE Term 3 – Programming



What we are learning this term:

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

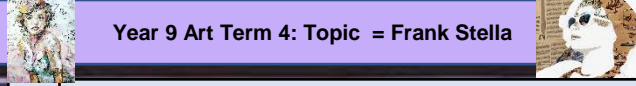
Multiply	>=
Assignment	=
Is greater than or equal to	! =
Is equal to	<
Is not equal to	==
Is less than	*

Note: Orange lines in the original image connect 'Multiply' to '', 'Assignment' to '=', 'Is greater than or equal to' to '>=', 'Is equal to' to '<', and 'Is not equal to' to '! ='.*

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

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

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



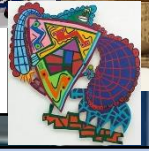
What we are learning this term:

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



B Answer the questions about Frank Stella

- 1 What type of sculptures does Frank make? Relief Sculptures
- 2 What materials does he use? Frank uses a range of metal and Cardboard to create skeleton of the sculpture
- 3 How big are his sculptures? His sculptures can fill a whole room and usually fill up a whole wall.



C. Segments & Templates- Looking at the image below, what describing words could you use to describe this artwork by Frank Stella. Use your formal elements to guide you.

1. Organic, natural, colourful, curvy, bright, bold, pattern, skewed, misshaped, mixed, disconnected, random, thought provoking

A. Cubism- List 3 facts about Cubism. What does it look like? Who created it? What different types of cubism are there?

1. Cubism can be described as angular and a smashed mirror effect
2. Cubism was created by Georges Braque and Pablo Picasso in 1907
3. There are two types of Cubism; Analytical and Synthetic. Analytical is sharp and dull colours, Synthetic is bright and organic

Using the grid method technique, draw this Frank Stella image into 'Your response' box.



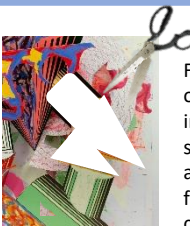
Your response

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



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

Write a step by step guide to making a cardboard template for relief sculpture



Firstly cut out individual sections and shapes from your chosen image. use scissors



Lay your section that you have cut out onto Cardboard and glue it down. Using a sharp pair of scissors cut this out of Cardboard staying very close to the edge



Once you have cut out all of your shapes and sections from the Cardboard you can arrange them and layer them onto



Finally seal all of your relief sculpture together with PVA glue .this will help to secure it , give it extra



E Write a step- by- step guide to slab method & score and slip.

Slab



Firstly, start off by having your wooden board your wooden slats and your rolling pin With your ball of clay in the middle. Make sure the slats are the same thickness. Start off by gently rolling out your ball of clay in a rectangle, lifting up the clay every so often to rotate it so that you create a square. The slats will prevent the Play from going too thin. The rolling pin should now be rested on the slats as you roll, therefore the clay cannot go any thinner.

Score& Slip



Score and slip enables you to join 2 pieces of clay together. The scoring on each side of the clay will create a rough surface for attachment. The slip is watered down clay to create a paste. Using the slip like glue, add

	Keywords
Abstract	Abstract art is art that does not attempt to represent an accurate depiction of a visual reality but instead use shapes, colours, forms and gestural marks to achieve its effect
Geometric	Is something associated with geometry, or the use of straight lines and shapes. An example of geometric is an art piece made from rectangles, squares and circles
Sculpture	The art of processing by carving, modeling with plastic or hard materials into works of art. A three-dimensional work of art such as a statue
Formal Elements	are line, shape, form, tone, texture, pattern, colour and composition
Ines Kouidis	A collage artist who collages famous people
Collage	A piece of art made by sticking various materials such as photographs and pieces of paper or fabric on to a backing.



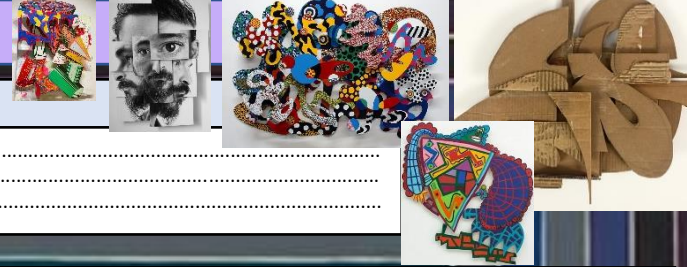
What we are learning this term:

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



B Answer the questions about Frank Stella

- 1 What type of sculptures does Frank make?.....
- 2 What materials does he use?.....
- 3 How big are his sculptures?.....



C. Segments & Templates- Looking at the image below, what describing words could you use to describe this artwork by Frank Stella. Use your formal elements to guide you.

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

A. Cubism- List 3 facts about Cubism. What does it look like? Who created it? What different types of cubism are there?

- 1.
- 2.
- 3.

Using the grid method technique, draw this Frank Stella image into 'Your response' box.



Example

Your response

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



.....

.....

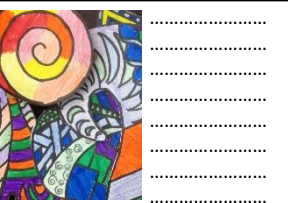
.....

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Write a step by step guide to making a cardboard template for relief sculpture



E Write a step-by-step guide to slab method & score and slip.



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.....

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Score & Slip



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.....

.....

	Keywords
Abstract	
Geometric	
Sculpture	
Formal Elements	
Ines Kouidis	
Collage	



Year 9 PRODUCT DESIGN Rotation Knowledge Organiser



What we are learning this term:

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

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

B. Materials	
Timbers come from trees	
	<p>Scots pine – which you used for your box walls – is a softwood</p> <p>Softwoods come in planks and boards</p>
Manufactured Boards come from wood pulp	
	<p>Plywood – which you used as your base and Lid– is a manufactured board</p> <p>Manufactured Boards come in sheets</p>

Polymers come from crude oil	
	<p>Acrylic – which you used as your lid decoration for your trinket box – is a polymer</p> <p>Polymers come in sheets, graduals and filament</p>

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

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

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



What we are learning this term:

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

A. Workshop Tools

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

B. Materials

Timbers come from _____

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

Manufactured Boards come _____

	<p>Plywood – which you used as your base and Lid– is a manufactured board</p> <p>Manufactured Boards come in _____</p>
--	---

Polymers come from _____

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

C. Key concepts

Designers research and investigate _____

_____ (CAD) is the process of using computer _____.

Advantages	Disadvantages

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

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

Personal protective equipment (PPE)
The three used most often are _____

C. Key Words

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

E. Evaluation of Products

Evaluate _____

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

Possible sentence starters:

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

Year 9 – High Skills

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

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

What we are learning this term:

- A. Health, safety and hygiene in the kitchen
- B. The Eatwell guide and nutrients
- C. The Dietary requirements of a teenager
- D. Skills testing
- E. Healthy cooking
- F. Chopping Board Colours

6 Key Words for this term

- | | |
|------------------------|-----------------------|
| 1 Hygiene | 4 Healthy |
| 2 Dietary Requirements | 5 Teenager |
| 3 Skills Test | 6 Cross Contamination |

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

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 an apron and tie it back.	To protect you from the food and equipment and the food from touching you.

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

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

Clean and store chopping boards correctly after use



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

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

B. What do the following terms mean?

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

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

Rule

- 1 to get rid of bacteria on the food
- 2 to make the food taste better
- 3 to make food chewable
- 4 to ensure that food is not raw
- 5 to add colour to the food

Why it is important

- 1 to stop food poisoning
- 2 to make the food more appealing
- 3 it could be raw or a choking hazard
- 4 to stop food poisoning
- 5 to make it look more appetising or change its use



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

Year 9 – High Skills

What we are learning this term:

- A. Health, safety and hygiene in the kitchen
- B. The Eatwell guide and nutrients
- C. The Dietary requirements of a teenager
- D. Skills testing
- E. Healthy cooking
- F. Chopping Board Colours

6 Key Words for this term

- 1 Hygiene
- 2 Dietary Requirements
- 3 Skills Test
- 4 Healthy
- 5 Teenager
- 6 Cross Contamination

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



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

1	
2	
3	
4	
5	

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

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

! Clean and store chopping boards correctly after use



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

B. What do the following terms mean?

Grilling	
Baking	
Frying	

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

Rule	Why it is important
• 1	• 1
• 2	• 2
• 3	• 3
• 4	• 4
• 5	• 5

E.	Keywords
Hygiene	
Research	
Nutritious	
Target Market	
Carbohydrates	
Protein	
Fibre	
Calcium	
Design Idea	
Organisation	
Time keeping	
Sensory analysis	
Mood Board	
Time Plan	
Skills Test	
Teenager	

YEAR 9 GRAPHIC COMMUNICATION

What are we learning this term?

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

D| Key words

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

A | Logos

What is a logo?

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

How does Alex Trochut design logos?

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

B | Typography

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



C | Computer skills

What is the shortcut for copy?

Ctrl + C

What is the shortcut for paste?

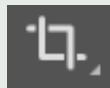
Ctrl + V

What does this symbol stand for?



Photoshop

What does this symbol mean?



Cropping

E | Evaluation

Evaluation: To judge or give an opinion

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

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

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

For example:

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

YEAR 9 GRAPHIC COMMUNICATION

What are we learning this term?

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

D | Key words

Merchandise	
Combined Logo	
Photoshop	
Photo Editing	

A | Logos

What is a logo?

How does Alex Trochut design logos?

B | Typography

Please use pencil for the drawing of your design

C | Computer skills

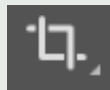
What is the shortcut for copy?

What is the shortcut for paste?

What does this symbol stand for?



What does this symbol mean?



E | Evaluation

Evaluation: To judge or give an opinion

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

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



What we are learning this term:

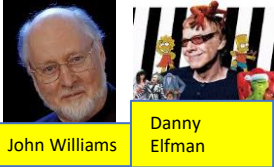
- A. Film Composers and Orchestra Instruments
- B. How to write a perfect Evaluation
- C. Playing the Keyboard / Chords
- D. What are the musical elements?
- E. What are the music symbols – Note Values
- F. Keywords
- G. How to read music – treble clef and bass clef

7 Key Words for this term

- 1 Leitmotif
- 2 Soundtrack
- 3 Underscore
- 4 Synchronising
- 5 Non-Diegetic
- 6 Mickey-Mousing
- 7 Atonal

A

Famous Film Composers / Instruments of the Orchestra



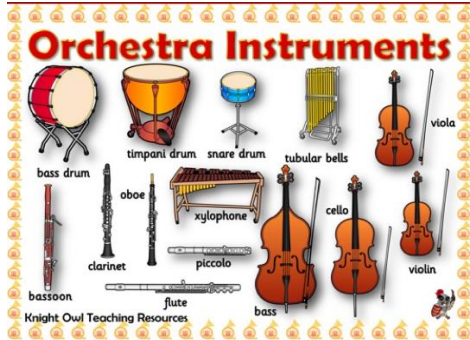
John Williams

Danny Elfman



Hans Zimmer

Bernard Hermann



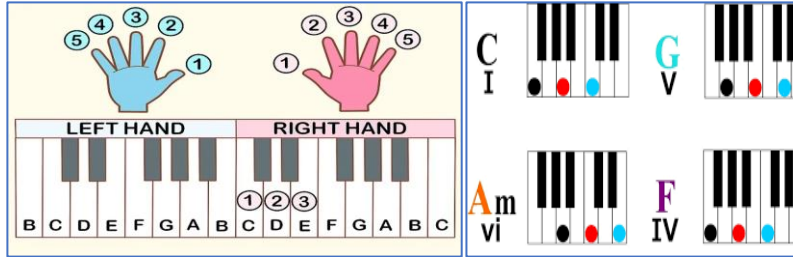
Orchestra Instruments



Knight Owl Teaching Resources

C

Playing the Keyboard / Chords



D

What are the musical elements?

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

E

What are the music symbols?

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

F

Keywords

Leitmotif / motif	a recurrent theme throughout a musical composition, associated with a person, idea, or situation
Musical Clichè	A clichè is a phrase which is often used , or overused
Theme Tune	A piece of music that is known for representing the film/tv show
Soundtrack	The collection of songs and musical arrangements played during a film/TV show.
Underscore	the background music used in a film to set the mood/atmosphere.
Opening / Closing Credits	A list of important people involved in the production of film/tv shows included at the start and end of films.
Mickey-Mousing	When the music perfectly fits with the action on the screen.
Atonal	term used to define music that seems to lack a clear tonal center – it doesn't sound good . It is perfect for horror movies!
Synchronising	The process of combining music/audio with moving image
Non-Diegetic	Sound and effects that are added for dramatic effect.

G

How to read music – treble clef and Bass Clef

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

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

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



What we are learning this term:

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

7 Key Words for this term

1		4		7	A	
2		5				
3		6				

C Playing the Keyboard / Chords

Diagram illustrating hand positions for playing chords on a keyboard. The left hand is shown in blue and the right hand in pink. Chords shown include C (C major), G (G major), Am (A minor), and F (F major). Fingerings are indicated by numbers 1-3.

A Famous Film Composers / Instruments of the Orchestra

Collage featuring portraits of famous film composers (John Williams, Hans Zimmer, James Newton Howard) and various orchestra instruments (timpani drum, oboe, xylophone, clarinet, bassoon, cello, bass). The title "Orchestra Instruments" is prominently displayed.

D What are the musical elements?

Timbre	
Pitch	
Texture	
Tempo	
Duration	
Structure	
Dynamics	
Silence	
Attack/Decay	

E What are the music symbols?

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

B How to write a perfect Evaluation?

1	Write a full sentence explaining what your musical performance or music composition was about
2	Explain what you were trying to <input type="text"/> to an audience and how you did it
3	<input type="text"/> examples and say what you did that made them successful
4	<input type="text"/> improving and how you would make it better if you did your performance
5	Sum up your evaluation and discuss one thin that you will take forward into your next work

F Keywords

Leitmotif / motif	a recurrent theme throughout a musical composition, associated with a person, idea, or situation
	A cliché is a phrase which is often used , or overused
Theme Tune	A piece of music that is known for representing the film/tv show
Soundtrack	
	the background music used in a film to set the mood/atmosphere.
Opening / Closing Credits	
	When the music perfectly fits with the action on the screen.
Atonal	
Synchronising	
	Sound and effects that are added for dramatic effect.

G How to read music – treble clef and Bass Clef

Examples of musical notation on a five-line staff. The top two staves show treble clef notation with notes and rests. The bottom two staves show bass clef notation with notes and rests. Yellow boxes highlight specific notes and rests for identification.



Year 9 Knowledge organiser Topic: Practitioners



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-

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The Magic If:

Units:

Emotional Memory:



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Extremes:

Attack the senses:

Universal language:

FAMILY ENTERTAINMENT PERFORMED AROUND CHRISTMAS.

HISTORY

THE ROMANS STARTED IT ALL

BRITISH MUSIC HALL

VICTORIAN ENTERTAINMENT FROM AROUND 1850
SONGS, COMEDY, SPECIALITY ACTS.

POPULAR PANTOS:

- CINDERELLA
- ALADDIN
- DICK WHITTINGTON
- SNOW WHITE
- JACK & THE BEANSTALK
- BABES IN THE WOOD
- SLEEPING BEAUTY

SLAPSTICK

A PERFORMANCE WITH LARGER THAN LIFE PHYSICAL MOVEMENT AND LOTS OF ACCIDENTS AND MISHAPS.

Comedia Dell'Arte

reproduced in England as mimes known as Harlequinades.

oh yes he is!

He's Behind You!

LARGE FACIAL EXPRESSIONS

1717

BALLET PANTOMIME 'THE LOVE OF MARS AND VENUS'

Two wooden slais forming a club like object. Produces a loud smacking noise with very little contact with the person being struck.

"HARLEQUIN SOCCERER", PRODUCED BY JOHN KILCH, WHO UNDER HIS STAGE NAME "LUN" PLAYED HARLEQUIN.

APPEARANCE OF THE 'FIRST EVER FEMALE PRINCIPAL BOY'

ELIZA POVEY, IN THE ROLE OF JACK. 1819

1819

THEATRE ROYAL, DRURY LANE. FIRST PANTO WITH DIRECT LINKS TO MODERN PANTO. 'JACK & THE BEANSTALK'

FIRST PANTO DAME 1806

1800

MOST FAMOUS PANTO CLOWN 'JOSEPH GRIMALDO' MAKES HIS FIRST APPEARANCE.

JOSEPH WAS RESPONSIBLE FOR DEVELOPING ANOTHER MODERN ELEMENT OF PANTO -

CROSS DRESSING.

OH NO HE ISN'T!

PLOT

BASED ON A FAIRY TALE / FOLK STORY
MAINLY AIMED AT CHILDREN
GOOD BATTLING EVIL
VILLAIN IS DEFEATED
TRUE LOVE CONQUERS ALL
EVERYONE LIVES HAPPILY EVER AFTER.

"I'm really passionate about pantomime because it is often the first introduction for a child to theatre, and if that child has a great experience at a pantomime they will continue to come year after year."
JOHN BARROWMAN

VILLAIN

Captain Hook
Wicked Queen

DAME

Traditionally a male playing a female character. Usually the hero's mum.

Widow Tinkerbell

NAMED AFTER TWANKEY TEA

Queen Tirrel

GOOD FAIRY

Wishes/Wishes

Goldens - FIRST AT THE STRANP THEATRE, LONDON.

Jack & Jill
The Blue Fairy

COMIC

Wishes/Wishes

Goldens - FIRST AT THE STRANP THEATRE, LONDON.

CHARACTERS

HERO / PRINCIPAL BOY

Often a girl playing a boy.

Jack
Quick Whittington

The real Dick Whittington was the son of a knight. He became rich selling fabrics to kings & nobles. The wealthiest merchant of his day. He served 3 terms as Lord Mayor of London in the late 1300s and early 1400s.

HISS!! BOOO!!

PANTOMIME

... SHORTENED TO PANTO!

WHAT MAKES A PANTO?

CHASE SCENES

PANTO MEANT 'ALL' AND MIMOS ALLUDED TO A PANTOR WHO WOULD PLAY ALL THE ROLES OF A STORY.

SONGS

HA HA!

JOKES

UNFORTUNATELY CINDERELLA DIDN'T MAKE IT AS A FOOTBALLER. SHE REMT RUNNING AWAY FROM THE BALL.

DANCING

HA HA!

AUDIENCE PARTICIPATION

"PANTO HAS EVERYTHING THEATRICAL - SONG, DANCE, VERSE, SLAPSTICK, SOLILOQUY, AUDIENCE PARTICIPATION, SPECTACLE, CROSS-DRESSING AND A GOOD PLOT. STRONG ON MORALITY AND ROMANCE. WHAT MORE COULD YOU WANT FOR A FAMILY OUTING?" SIR IAN MCKELLEN

SLAPSTICK COMEDY

- STAGE LEFT - The dark side. The panto villain traditionally enters first from this side.

SR

- STAGE RIGHT - The good fairy would be the 2nd character to enter stage from stage right.

SR

The good side (SR) and the dark side (SL) of the stage were developed in medieval times when these were always used as the entrances to heaven and hell.

SWINDON ACADEMY READING CANON

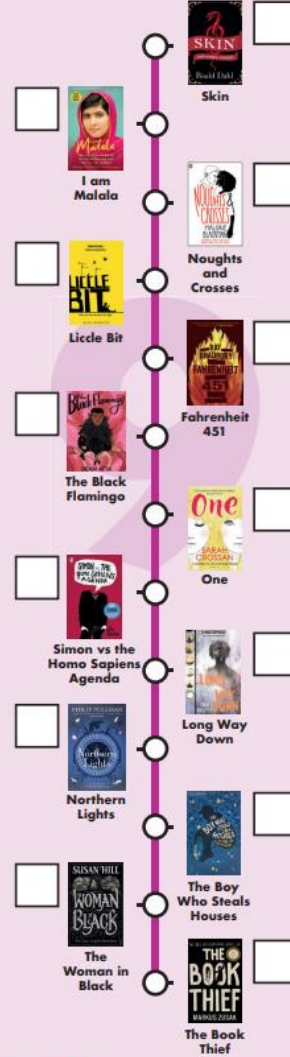
Year 7



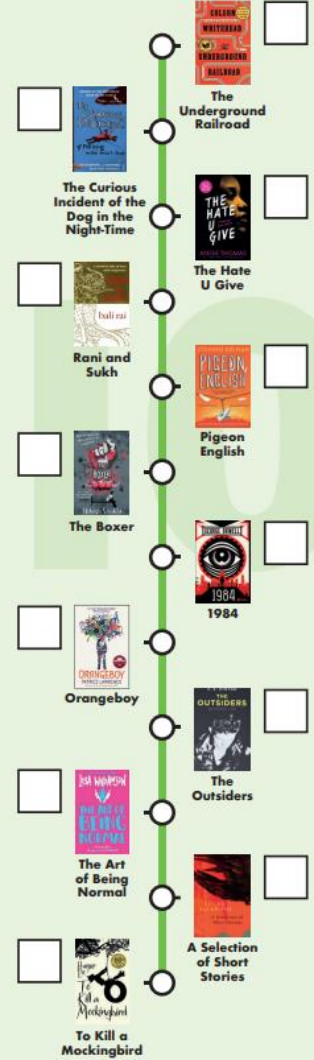
Year 8



Year 9



Year 10



#ReadingisPower