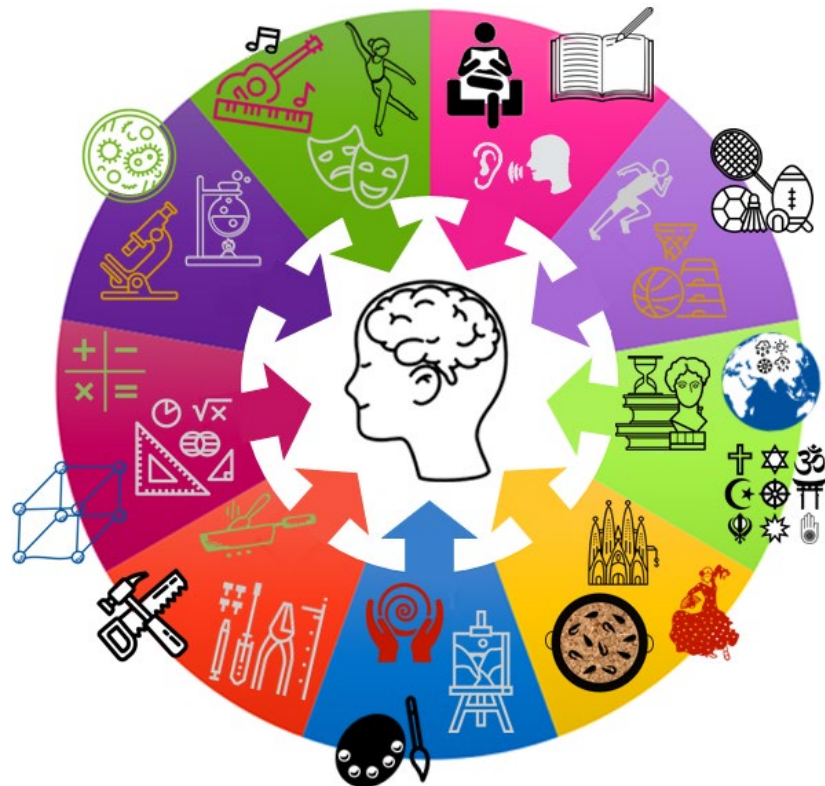


100% book - Year 9 Mainstream

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



Term 1

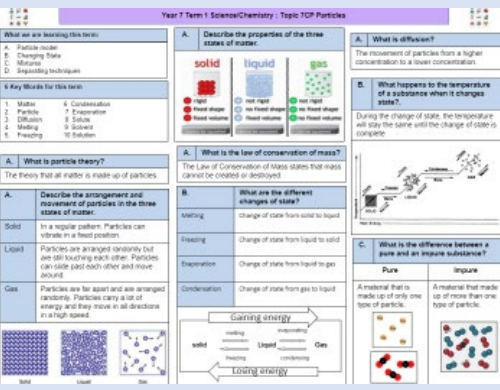
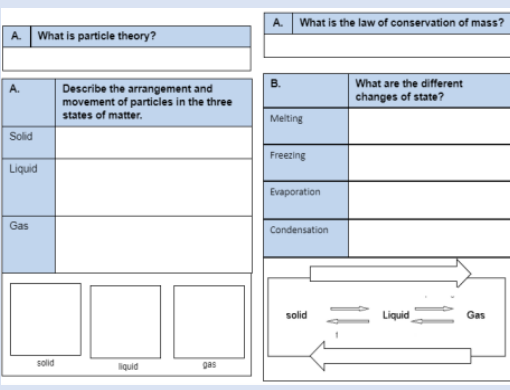
Swindon Academy 2024-25

Name:	
Tutor Group:	
Tutor & Room:	

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

If you are determined to learn, no one can stop you."

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

Knowledge Organisers	Quizzable Knowledge Organisers
	
<p>Knowledge Organisers contain the essential knowledge that you MUST know in order to be successful this year and in all subsequent years.</p> <p>They will help you learn, revise and retain what you have learnt in lessons in order to move the knowledge from your short-term memory to long-term memory.</p>	<p>These are designed to help you quiz yourself on the essential Knowledge.</p> <p>Use them to test yourself or get someone else to test you, until you are confident you can recall the information from memory.</p>

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

Expectations for Prep and for using your Knowledge Organisers

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

How do I complete Knowledge Organiser Prep?

Step 1

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

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

Step 2

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

The screenshot shows a student's prep book. The date '29th May 2020' and the title 'Particle theory' are written in the top right corner. The knowledge organiser template is partially filled out, showing the title and the first section 'A. What is particle theory?'. Below the text, there are diagrams of particle arrangements for solid, liquid, and gas states, and a diagram of the law of conservation of mass.

Step 3

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

The handwritten notes in the student's prep book define particle theory and the states of matter. The text reads: '29th May 2020', '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 handwritten notes in the student's prep book show the definitions of solid, liquid, and gas states of matter repeated three times. The text reads: 'Solid = regular pattern particles vibrate in fixed position', 'Solid = regular pattern particles vibrate in fixed position', and '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 screenshot shows a student's prep book with the quizzable Knowledge Organiser template. The student has written 'Self quizzing' for 'What are the different changes of state?', 'Arrangement/movement of matter' for 'Describe the arrangement and movement of particles in the three states of matter.', 'Solid = regular pattern particles vibrate in fixed position' for 'Solid', 'Liquid = particles are arranged randomly but are still touching each other. Particles can slide past each other and move around.' for 'Liquid', and 'Gas = particles are far apart and are arranged randomly. Particles carry a lot of energy.' for 'Gas'. There are also diagrams of particle arrangements for solid, liquid, and gas states.

Step 6

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

The handwritten notes in the student's prep book show the student's final definitions of particle theory and the states of matter. The text reads: '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.'

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



Chapter breakdown of Jane Eyre

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

The Big Ideas:

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

Locations in the first 10 chapters

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

Terminology: Key words

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

Characters in Jane Eyre

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

Vocabulary: Key words

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

Victorian attitudes to childhood

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

Biographical information

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



Chapter breakdown of Jane Eyre

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

The Big Ideas:

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

Locations in the first 10 chapters

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

Terminology: Key words

thesis –
juxtaposition –

Characters in Jane Eyre

Jane Eyre
Mrs Reed – Jane's aunt
Mr Brocklehurst – The governor of Lowood school
Helen Burns – Jane's friend
Miss Temple

Vocabulary: Key words

protagonist –
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hypocrite –
comeuppance –

Victorian attitudes to childhood

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

Biographical information

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



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

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

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

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

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

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

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



What we are learning this term:

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

8 Key Words for this term

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

A. What is a symbol equation?

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

Why are symbol equations important?

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

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

Which metals have a strong reaction with water?

B.	What differences are there between metals and non-metals?	
	Metals	Non-metals
Where are they found in the periodic table?		
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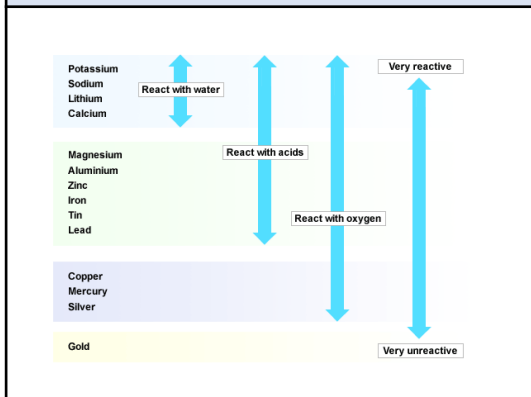
B. What products are made when a metal reacts with acid?

What is a salt?

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

C. What is the reactivity series?

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



potassium	most reactive	K
sodium		Na
calcium		Ca
magnesium		Mg
aluminium		Al
carbon		C
zinc		Zn
iron		Fe
tin		Sn
lead		Pb
hydrogen		H
copper		Cu
silver		Ag
gold		Au
platinum	least reactive	Pt



D,	What is a displacement reaction?
A more reactive metal will displace a less reactive metal from its compounds	
What will happen when Magnesium metal is added to copper sulphate solution?	
Magnesium will displace copper to form Magnesium Sulphate and Copper	
What is the word and symbol equation for this reaction?	
Copper Sulphate + Magnesium → Magnesium Sulphate + Copper $\text{CuSO}_4 + \text{Mg} \rightarrow \text{MgSO}_4 + \text{Cu}$	
Why do displacement reactions happen?	
A more reactive metal is more stable as an ion	

D,	What is Extraction by Carbon?
Carbon can displace elements that are below it from their compounds. This means they can be used to extract some metals from their ores.	
Which metals is extraction by carbon used to extract?	
Carbon can be used to extract metals from zinc downwards (Zinc, iron, tin, lead, copper)	
What is an example word and symbol equation?	
<ul style="list-style-type: none"> Example: Lead Oxide + Carbon → Lead + Carbon Dioxide $\text{PbO}_2 + \text{C} \rightarrow \text{Pb} + \text{CO}_2$ This reaction is an example of a reduction reaction as the lead has lost oxygen.	
What is a reduction reaction?	
When an atom loses an oxygen atom	
What are the downsides of using this method?	
High temperatures needed. Very expensive. Production of CO_2 .	

D,	What is an ore?															
Most metals are found in compounds in the Earth's crust. We call these compounds ores . You usually dig them up and extract the metal.																
What is a Native metal?																
A metal which does not need to be extracted from its compound.																
D,	How are some metals extracted?															
Metals are either found in the ground as a native metal, extracted by carbon, or extracted by electrolysis																
<table style="margin-left: auto; margin-right: auto;"> <tr> <td>Potassium</td> <td rowspan="3" style="font-size: 2em;">}</td> <td rowspan="3">Extracted from their ores by electrolysis (using electricity)</td> </tr> <tr> <td>Sodium</td> </tr> <tr> <td>Aluminium</td> </tr> <tr> <td>Carbon</td> <td rowspan="4" style="font-size: 2em;">}</td> <td rowspan="4">Extracted from their ores by reduction by carbon</td> </tr> <tr> <td>Zinc</td> </tr> <tr> <td>Iron</td> </tr> <tr> <td>Copper</td> </tr> <tr> <td>Silver</td> <td rowspan="2" style="font-size: 2em;">}</td> <td rowspan="2">No extraction necessary – found pure in the ground.</td> </tr> <tr> <td>Gold</td> </tr> </table>		Potassium	}	Extracted from their ores by electrolysis (using electricity)	Sodium	Aluminium	Carbon	}	Extracted from their ores by reduction by carbon	Zinc	Iron	Copper	Silver	}	No extraction necessary – found pure in the ground.	Gold
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Gold																

D,	What is electrolysis?
The breaking down of a substance using electricity	
Which metals are extracted by electrolysis	
Metals more reactive than carbon – potassium, sodium, aluminium	
What are the downsides of this method?	
It is very expensive, compounds have to be molten or in solution for it to work	
<div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;"> <p>● Negative non-metal ion</p> <p>● Positive metal ion</p> </div> </div>	



D, What is a displacement reaction?

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

What is the word and symbol equation for this reaction?

Why do displacement reactions happen?

D, What is Extraction by Carbon?

Which metals is extraction by carbon used to extract?

What is an example word and symbol equation?

What is a reduction reaction?

What are the downsides of using this method?

D, What is an ore?

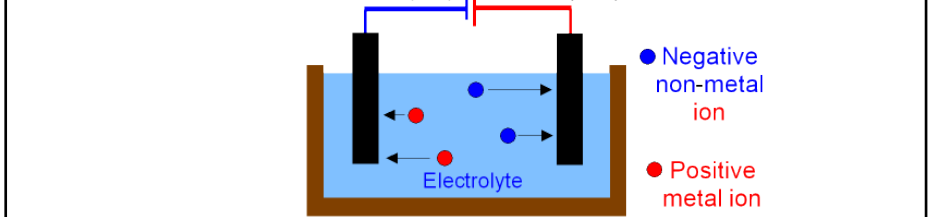
What is a Native metal?

D, How are some metals extracted?

D, What is electrolysis?

Which metals are extracted by electrolysis

What are the downsides of this method?



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

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

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

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

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

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

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

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

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

5 Key Words for this term						
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1.</td> <td style="width: 50%;">4.</td> </tr> <tr> <td>2.</td> <td>5.</td> </tr> <tr> <td>3.</td> <td></td> </tr> </table>	1.	4.	2.	5.	3.	
1.	4.					
2.	5.					
3.						

C.	What do these phrases mean?
Deformation	
Compression	
Tension	

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

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

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

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

C.	Hookes Law is a linear relationship	
	What does Hookes law state?	
	What is the elastic limit?	
	What is a linear relationship?	



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

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

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

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

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

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



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

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

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

E.	Moments
What ways describe the direction of moments of a force?	

E.	Moments
Key terms	Definitions
lever	
rotation	
turning effect	
moment	
perpendicular	
equilibrium	

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



Y9- T1 – Geography Life in an Emerging Country



Background:

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

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

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

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

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

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

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

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



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



Background:

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

A. Characteristics of emerging countries (7)

BRIC countries	
MINT countries	
Industrialisation	
Employment structure	
Secondary industry	
Exports	
Urbanisation	

B. Development indicators (3)

GDP per capita	
HDI	
Life expectancy	

D. Rural to urban migration (4)

Rural to urban migration	
Push factor	
Pull factor	
Mechanisation	

F. Transnational corporations (TNCs) (5)

Transnational corporation	
Footloose	
Globalisation	
Host country	
Source country	

C. Encouraging development (4)

Subsidy	
Tax breaks	
Minimum wage	
Trade unions	

E. Squatter settlements (5)

Squatter/shanty settlement	
Inequality	
Sanitation	
Informal economy	
Quality of life	

G. Impact of TNCs

Positive: (5)	1.
	2.
	3.
	4.
	5.
Negative: (3)	1.
	2.
	3.

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

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

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

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

Year 9 Religious Education: Matters of life and death

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

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

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

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

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

Year 9 Religious Education: Matters of life and death

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

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

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

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

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



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



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

1.1G ¿Cómo es tu familia?

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

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

1.1H Relaciones con la familia

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

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

1.1H Relaciones con la familia

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

1.2G Hablando de parejas

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

1.2F Planes para el futuro

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

1.2H Las relaciones de hoy en día

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



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



What we are learning this term:

- A. Talking about your family
- B. Describing your family and friends
- C. Explaining family relationships
- D. Describing relationships
- E. Describing future plans
- F. Translation practice

6 Key Words for this term

- | | |
|------------------|-------------------|
| 1. Me llevo bien | 4. El año próximo |
| 2. No soporto | 5. Por otro lado |
| 3. discuto | 6. Voy a... |

1.1F Hablando de los amigos

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

1.1H Relaciones con la familia

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

Key Verbs

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

1.1G ¿Cómo es tu familia?

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

1.1H Relaciones con la familia

- | | |
|-------------------------|-------------|
| _____ /a | similar |
| la _____ | fight |
| perezoso/a | lazy |
| _____ | to cause |
| el sobrino / la sobrina | _____ |
| tender a | to _____ to |
| todavía | _____ |
| tratar | to _____ |
| triste | _____ |

1.2G Hablando de parejas

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

1.2F Planes para el futuro

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

1.2H Las relaciones de hoy en día

- | | |
|----------------|---------------------|
| _____ | now |
| _____ | someone |
| cara a cara | _____ |
| distinto/a | _____ |
| en contra | _____ |
| _____ | in the first place, |
| la _____ | age |
| estar de _____ | to agree |
| el/la _____ /a | retired person, |
| _____ | to pay |
| la _____ | partner |
| la _____ | skin |
| por _____ | on the other hand |



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

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

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



What we are learning this term:



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

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

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

Using continuous line drawing, recreate the face below.

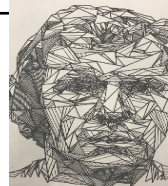


Example

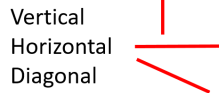
Your response

F. Keywords

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



What is the difference between lines?



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

Similarities:

- Surreal appearance
- Use of juxtaposition
- Sinister atmosphere created



Differences:

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



Describe what is happening in each stage of the making?

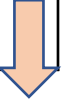


D. Answer the following questions on MERVE ÖZASLAN and Marcelo Monreal?

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

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

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

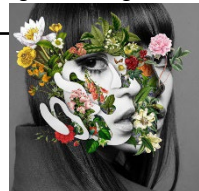


D. What is the definition for photomontage?

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

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

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





What we are learning this term:



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Example

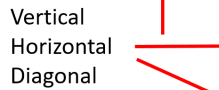
Your response

F. Keywords

Portrait	
Identity	
Collage	
Material	
Photomontage	
Characteristics	
Surreal	
Observation	
Mixed media	



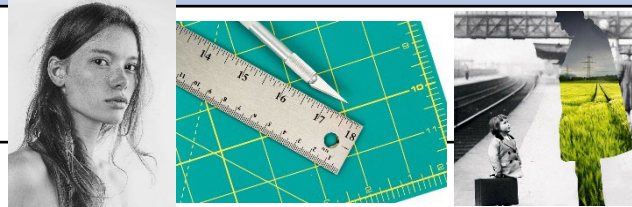
What is the difference between lines?



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

Similarities:

Describe what is happening in each stage of the making?



Differences:



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

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



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

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



D. What is the definition for photomontage?

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



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

Year 9 – High Skills

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

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

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

FOOD SAFETY CHOPPING BOARDS

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

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

! Clean and store chopping boards correctly after use



A. What is cross contamination and how can it be prevented?	
<p>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.</p>	
B. What do the following terms mean?	
Grilling	Using the top part of the oven. It involves a significant amount of direct, radiant heat, and tends to be used for cooking meat and vegetables quickly. It is also a healthier method of cooking meat products.
Baking	Baking is a method of preparing food that uses dry heat, normally in an oven. Heat is gradually transferred from the surface of cakes, cookies, and breads to their centre.
Frying	Frying is the cooking of food in oil or another fat. It is usually done in a frying pan using the hob of the



C. Can you list 5 reasons for why we cook food and why it is important?	
<u>Rule</u>	<u>Why it is important</u>
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

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

- 1
- 2
- 3
- 4
- 5

6 Key Words for this term

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

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

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

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

 Clean and store chopping boards correctly after use



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

B. What do the following terms mean?

Grilling

Baking

Frying

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

Rule

- 1
- 2
- 3
- 4
- 5

Why it is important

- 1
- 2
- 3
- 4
- 5



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



Year 9 PRODUCT DESIGN Rotation Knowledge Organiser

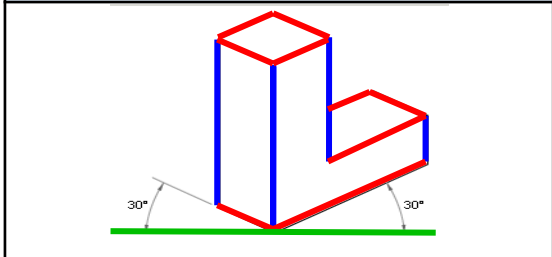


What we are learning this term:	
A.	Drawing Skills
B.	Materials
C.	Wooden Joints & Their Uses
D.	Tools & Machinery

A. Drawing Skills

Isometric Technical Drawing

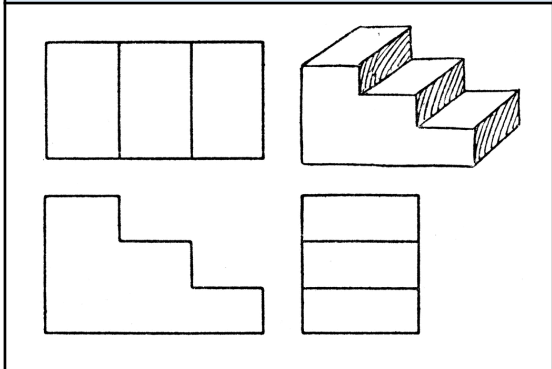
Made up of a series of parallel **vertical lines** and parallel **30-degree lines**. But no **horizontal lines**.



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

Orthographic Projection

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



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

B. Materials

Timbers come from **trees**



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

Softwood trees have needle like leaves and are more sustainable

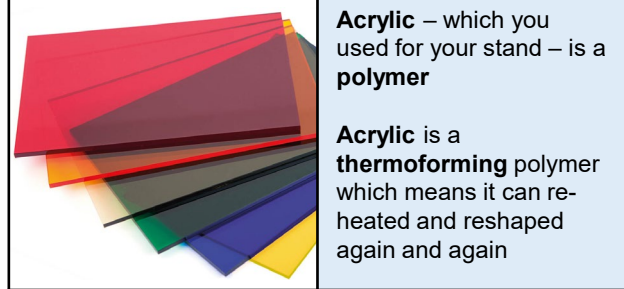
Dowels are a common **component** in joinery



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

Hardwood trees have broad like leaves and loose their leaves in winter

Polymers come from **crude oil**



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

Acrylic is a **thermoforming** polymer which means it can re-heated and reshaped again and again

C. Wooden Joints & Their Uses

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

D. Tools & Machinery

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



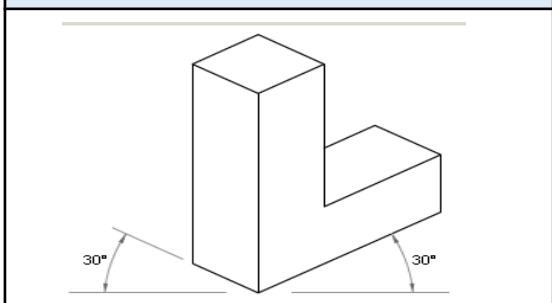
Year 9 PRODUCT DESIGN Rotation Knowledge Organiser






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

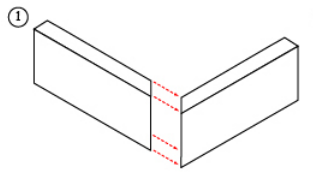
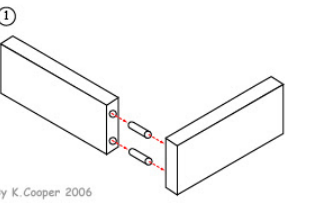
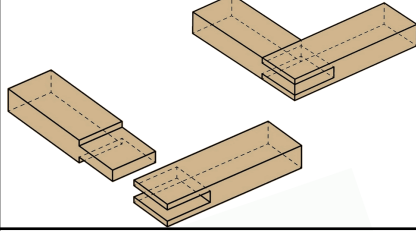
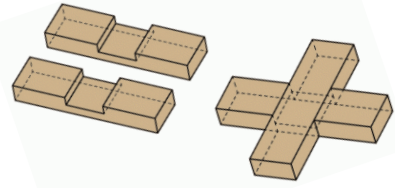
A. Drawing Skills
_____ Technical Drawing

This is used for _____



Practice drawing the shapes below

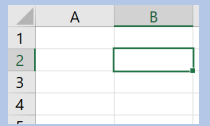
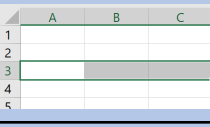
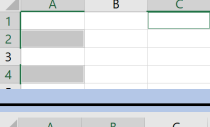
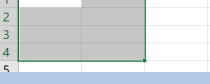
B. Materials	
Timbers come from _____	
	<p>Scots pine – which you used for your frame – is a _____</p> <p>Softwood trees have _____ and are more sustainable</p> <p>_____ are a common component in joinery</p>
	<p>Dowels – which you used in your dowel joint – is a _____</p> <p>Hardwood trees have _____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

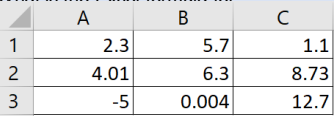
C. Wooden Joints & Their Uses		
Joint	Uses	Image
	<ul style="list-style-type: none"> _____ _____ _____ 	
	<ul style="list-style-type: none"> _____ _____ _____ 	 <p>By K. Cooper 2006</p>
	<ul style="list-style-type: none"> _____ _____ _____ 	
	<ul style="list-style-type: none"> _____ _____ _____ 	

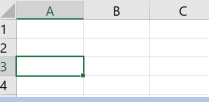
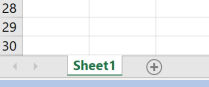
D. Tools & Machinery								
								









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

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

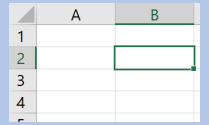
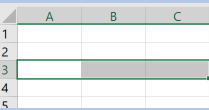
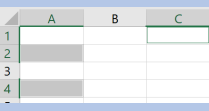
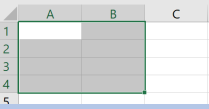
C Excel Formulae	
What is the Excel formula for	
	Adding cells B1 and C2 =B1+C2
	Subtracting cell A1 from cell A3 =A3-A1
Finding the mean of cells: A1, A2, A3, B1, B2 and B3 =AVERAGE(A1:B3)	Multiplying cells B3 and C1 =B3*C1
Finding the maximum of cells: A1, A2, A3, B1, B2, B3, C1, C2 and C3 =MAX(A1:C3)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

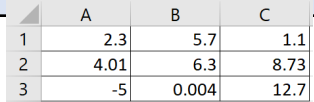
D Excel Absolute Cell References	
Why are absolute cell references used?	To stop a cell reference from being modified automatically
What is the absolute cell reference for the following	\$A\$3
	
How do you duplicate an existing sheet?	<ol style="list-style-type: none"> Right click the sheet we want to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

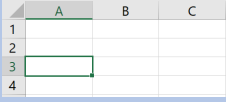
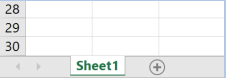
E Excel Tools	
What do the following buttons in Excel do?	
	Accounting Number Format (format the cell in a currency, £, \$, and so on)
	Bold (make text bold)
	Fill Colour (change the colour of selected cells)
	Borders (put an outline around selected cells)
	Merge & Center (combine multiple cells into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









A Passwords and Shortcuts	
A feature of a strong password has...	
1	
2	
3	
4	
5	
6	
7	
8	
9	
What do the following shortcuts do?	
Ctrl-C	
Ctrl-V	
Ctrl-X	
Ctrl-Z	
Ctrl-A	
Ctrl-S	
F2	
Ctrl-Shift-N	
Ctrl-P	
Ctrl-B	
Ctrl-U	

B Excel Cell References	
What is the cell reference for the following...	
	
	
	
	

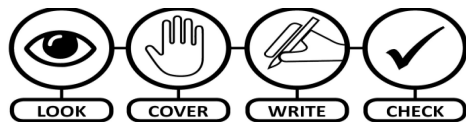
C Excel Formulae	
What is the Excel formula for...	
	Adding cells B1 and C2
	Subtracting cell A1 from cell A3
Finding the mean of cells: A1, A2, A3, B1, B2 and B3	Multiplying cells B3 and C1
Finding the maximum of cells: A1, A2, A3, B1, B2, B3, C1, C2 and C3	Dividing cell A2 by cell B2
Finding the product of cells: A1, A2, A3, C1, C2 and C3	Raising A1 to the power of 7

D Excel Absolute Cell References	
Why are absolute cell references used?	
What is the absolute cell reference for the following	
	
How do you duplicate an existing sheet?	
	
How do you reference a cell in a different sheet	

E Excel Tools	
What do the following buttons in Excel do?	
	
	
	
	
	
	



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



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

C Samba Rhythms

"Shake the ganza quickly shake the ganza slow"
 "we can play Samba all day long"
 "Tamborim Tamborim Tamborim Samba"
 "1 2 3 4 Steady Surdo"

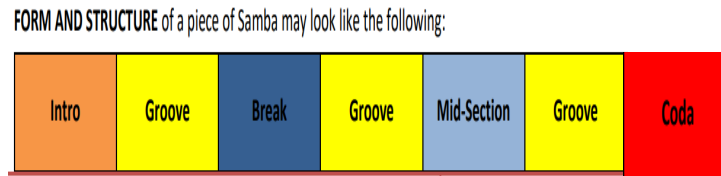
D Analysing Samba Music from Brazil

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

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

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

Listen here ->



E Samba Instruments

SURDO 	REPINIQUE 	TAMBORIM 	CHOCOLO
APITO 	AGOGO BELLS 	CAIXA DE GUERRO 	

F Note Values – Dotted Note Values

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

G Describing music – MAD T SHIRT

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



What we are learning this term:

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

A- Key Words for this term

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

Bertold Brecht 1898-1956



Verfremdungseffekt (Veffect) (Alienation Techniques)

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

This effect can be created through the use of:

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

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

Thinking questions.

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

2. What makes a successful, naturalistic performance?

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

Constantin Stanislavski 1863-1938



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

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

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

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

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

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

Antonin Artaud 1896-1948



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

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

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

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



What we are learning this term:

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

A- Key Words for this term

- 1. **D** - Creation of an original performance in response to a stimulus.
- 2. **Naturalism**-
- 3. **Theatre of** - Style of theatre that aims to shock and confront the audience
- 4. **Epic theatre**- emphasizes the audience's p and r to the piece through a variety of techniques that deliberately cause them to individually e in a different way.
- 5. **M** - When an actor plays more than one character on stage
- 6. **Placards**-
- 7. **Script a** - Actors interrogate a script for its intended meaning
- 8. **Given Circumstances**- W , w , w , h and w of a character in a play
- 9. - A technique or type of acting in which an actor aspires to encourage sincere and emotionally expressive performances by fully inhabiting the role of the character
- 10. **Practitioners**-

Bertold Brecht 1898-1956



Verfremdungseffekt (Veffect) (Alienation Techniques)

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This effect can be created through the use of:

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

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Super Objective:

The Magic If:

Units:

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Extremes:

Attack the senses:

Universal language:

Sentence Stems: Year 5 to Year 9



Listen and Mark

Pay close attention to others and point out important moments.

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

Defend and Unpack

Defend your perspective and explain your thought process.

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

Introduce and Invite

Begin your contribution and encourage others to participate.

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

Build and Support

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

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

Challenge and Verify

Disagree and ask others to prove or clarify information.

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

Summarise and Map

Draw together big themes and track the discussion.

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





#AIMHIGH CHALLENGE TASKS Y9

Hard Work ... Kindness...Responsibility



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

SWINDON ACADEMY READING CANON

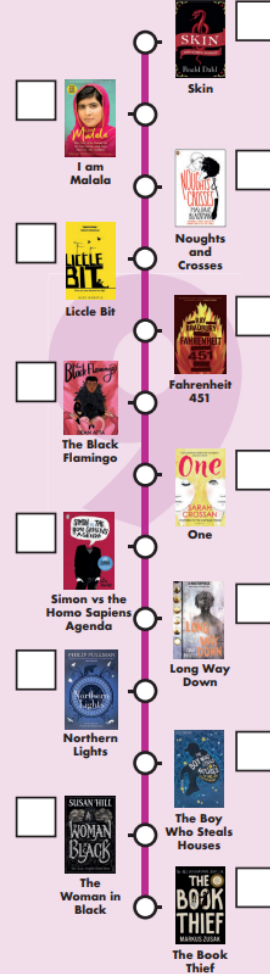
Year 7



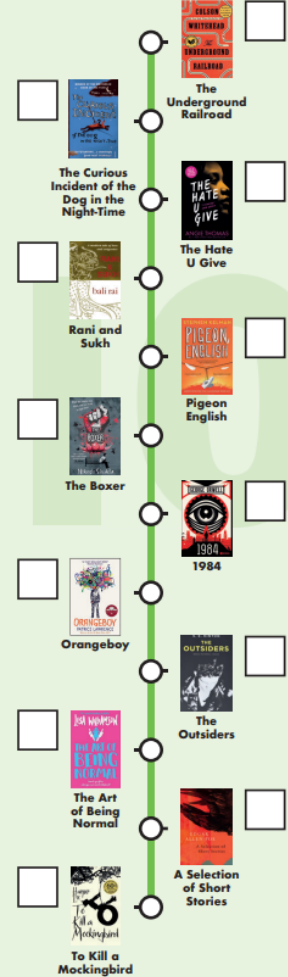
Year 8



Year 9



Year 10



#ReadingisPower