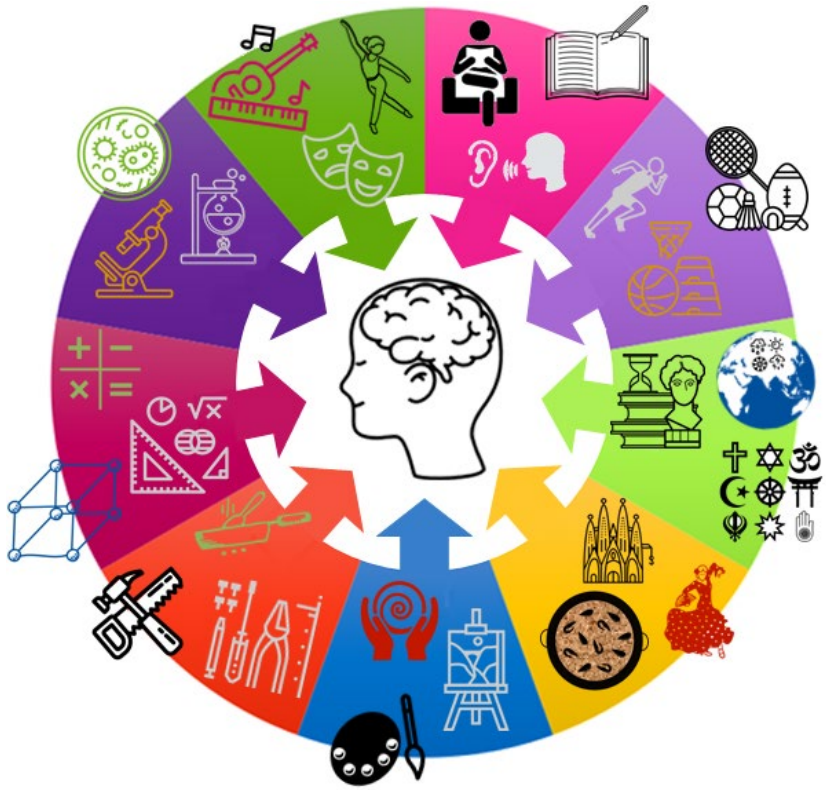
100% book - Year 9 Grammar

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



Term 3

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."

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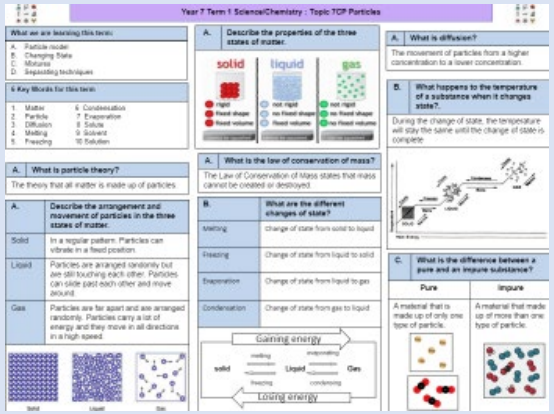
Using your Knowledge Organiser and Quizzable Knowledge Organiser

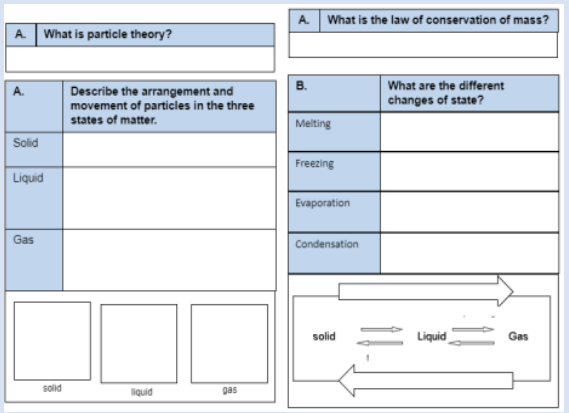
Knowledge Organisers



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

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

Quizzable Knowledge Organisers



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

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

Top Tip

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

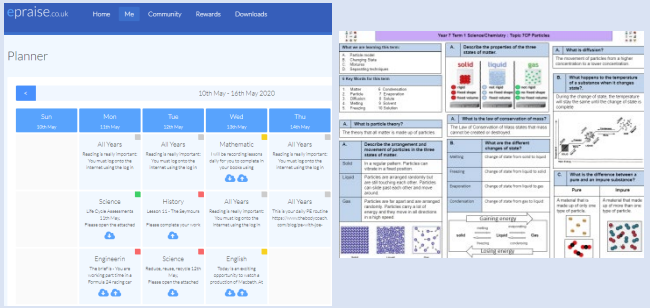
Expectations for Prep and for using your Knowledge Organisers

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

How do I complete Knowledge Organiser Prep?

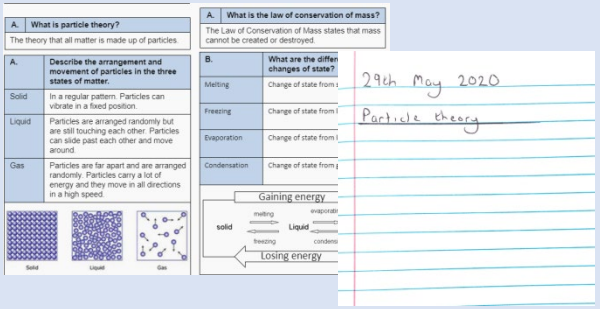
Step 1

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



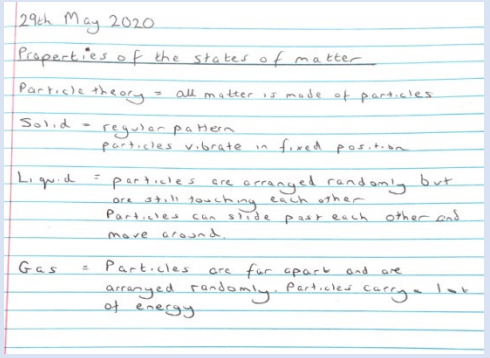
Step 2

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



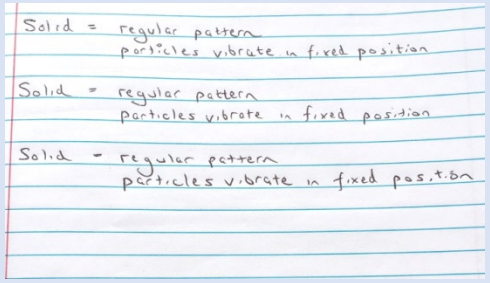
Step 3

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



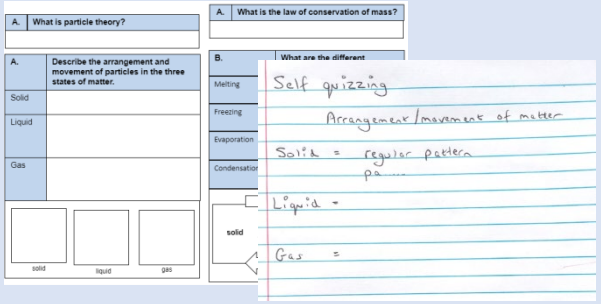
Step 4

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



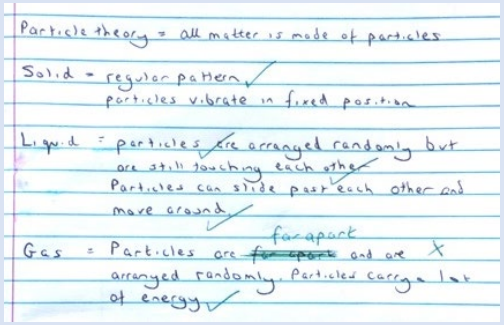
Step 5

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



Step 6

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



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

Comparative Poetry: Knowledge Organiser

Poem Journey Type			
'Wherever I Hang' Grace Nichols	• Physical journey from Guyana to England • Spiritual reflection of the changes she has made in her viewpoints	1. 'I leave me people, me land, me home / For reasons I not too sure' 2. 'And de people pouring from de underground system / Like beans' 3. 'I don't know really where I belaang'
'Island Man' Grace Nichols	• The conflict of cultures when you travel to live in another country. • The journey of waking up accepting him new life.	1. 'small emerald island…metallic soar" 2. 'breaking…wombing…pushing" 3. 'dull north circular roar'
'Swing Low Sweet Chariot' Wallace Willis	• The journey of slaves to freedom • The journey of Christians to heaven	1. 'Swing low, sweet chariot, Coming for to carry me home' 2. 'Tell all my friends I'm coming too, Coming for to carry me home.' 3. 'But still my soul feels heavenly bound'
'Still I Rise' Maya Angelou	• Journey towards empowerment in the face of adversity.	1. 'still, like dust, I'll rise' 2. 'You may shoot me with your words/you may cut me with your eyes' 3. 'I'm a black ocean, leaping and wide'
'Home' Warsan Shire	• The emotional and physical journey of a refugee who is forced to flee their home.	1. 'nobody leaves home unless home is the mouth of a shark' 2. 'nights in the stomach of a truck' 3. 'dirty looks in the street / softer than a limb torn off'
'The Road Not Taken' Robert Frost	• Reflecting on the journey taken between two roads • The journey as a metaphor for a decision	1. 'I took the one less travelled by, / And that has made all the difference' 2. 'And both that morning equally lay' 3. 'I shall be telling this with a sigh / Somewhere ages and ages hence'

Terminology: Key words

comparative statement: These statements clearly explain what the poems have in common and how they are different
Onomatopoeia – sound words.
discourse markers: A word or phrase that helps to organise communication
personification: a type of metaphor used by writers to make something seem like it is alive with a human personality.
stanza: a verse in a poem
Regular stanza: when all the stanzas in the poem are the same length. Irregular stanzas are when the stanzas are different lengths.
Repetition: deliberately repeating the same word or phrase.
Enjambment: when poetry carries on over more than one line or stanza with no punctuation.
Caesura: when punctuation is used for deliberate effect.
Sibilance: the repetitive use of soft consonant sounds (s/f/z/f)

Analysing Poetry: Steps to Success

Turn to the poem. Read the title. What associations do you make based on the title alone? Consider the definition of words/phrases as well as imagery associate with it.
Read the exam question. What do you predict the poem's message will be based on the title alone. Make <u>notes</u> on your exam paper.
Read the poem through twice. On your first reading, track the story of the poem and annotate structural features that stand out. On the second reading, highlight and label language devices that you notice. Make notes on immediate imagery/connotations that stand out to you.
Look back at your prediction based on the title? Was it accurate? If so, use it to form your first point. Add 2 more points to a bullet point plan. Colour code and link to evidence you'd highlighted. Aim for both structural and language features.
Write your introduction. Start with the title and what it means, before referencing two other ideas that you will explore.
Write up your answers in analytical paragraphs. Your first line is the topic of the paragraph and comes from your bullet-pointed ideas that were referenced in your introduction.

Comparative Poetry: Knowledge Organiser

Poem	Journey Type	
'Wherever I Hang' Grace Nichols		1. 'I leave me people, me land, me home / For reasons I not too sure' 2. 'And de people pouring from de underground system / Like _____' 3. 'I don't know really where I belaang'
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Terminology: Key words
comparative statement:
Onomatopoeia –
discourse markers:
personification:
stanza:
Regular stanza:
Repetition:
Enjambment:
Caesura:
Sibilance:

Analysing Poetry: Steps to Success – Can you remember then?
1.
2.
3.
4.
5.
6.

Year 9 Grammar – Biology - Organisation and the Digestive System

What we are learning this term:
A. Tissues B. Digestive organs C. Biological molecules D. Enzymes

A.	What is the function of each tissue?
Epithelial tissue	Forms a protective covering for different parts of the body.
Glandular tissue	Secretes important substances, such as hormones.
Muscular tissue	Contracts to control movement.

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

C. Describe and draw the structure of carbohydrates?

Carbohydrates are made of chains of **simple sugars**.

B. How are the small intestines adapted?

The walls of the small intestine are covered with **villi**, which increased absorption due to:

- Large **surface area**.
- Thin **membrane**.
- Good **blood supply**.

C. Where is starch stored in plant cell?

As starch grains in **plastids**, including chloroplasts and amyloplasts.

C. Describe the test for sugars

- Add **Benedict's solution**, to the food solution, and gently heat.
- If a reducing solution (e.g: glucose) is present, the solution will turn **green, orange or red**, depending upon the concentration.

C. Describe the test for starch

- Add **iodine**.
- If starch is present, colour will change to **blue/black**.

Year 9 Grammar – Biology - Organisation and the Digestive System

What we are learning this term:
A. Tissues B. Digestive organs C. Biological molecules D. Enzymes

A.	What is the function of each tissue?
Epithelial tissue	
Glandular tissue	
Muscular tissue	

B.	What is the function of each part of the digestive system?
Liver	
Mouth	
Oesophagus	
Large intestine	
Gall bladder	
Small intestine	
Pancreas	
Stomach	

C.	Describe and draw the structure of carbohydrates?

B.	How are the small intestines adapted?

C.	Where is starch stored in plant cell?

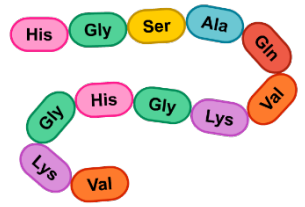
C.	Describe the test for sugars

C.	Describe the test for starch

Year 9 Grammar – Biology - Organisation and the Digestive System

C. Describe and draw the structure of proteins?

Proteins are made of chains of **amino acids**.



C. What are the functions of proteins?

1. Structural
2. Catalytic
3. Signalling
4. Immunological

C. Describe the test for proteins?

- Add **Biuret's solution** and mix gently into the food solution.
- If protein is present, the solution will turn **pink/purple**.

D. Describe the function of enzymes

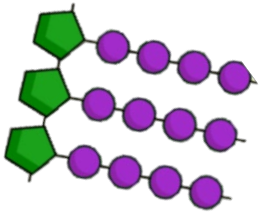
To **catalyse** reactions and lower the **activation energy**.

D. What factors affect enzyme reaction rate?

1. Temperature
2. pH
3. Enzyme concentration
4. Substrate concentration
5. Surface area
6. Pressure

C. Describe and draw the structure of triglycerides?

Triglycerides are made of glycerol and fatty acids.



C. Describe the test for lipids?

- Add **Sudan III** stain to the food solution.
- If a lipid is present, **red-stained oil layer** will separate and float to the surface.

D. What happens when an enzyme is denatured?

The enzyme **active site** no longer fits the substrate/reactant, so the reaction is not catalysed.

D. Draw the lock and key model

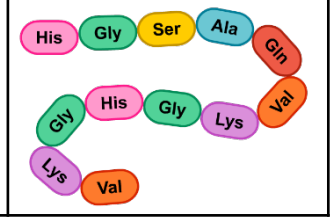
enzyme + reactant ↔ **enzyme–reactant complex** ↔ **enzyme + products**

C. Describe the enzyme

Protein	Broken down by **pepsin**	Into **amino acids**
Starch	Broken down by **amylase**	Into **maltose**
Triglycerides	Broken down by **lipase**	Into **glycerol** and **fatty acids**

Year 9 Grammar – Biology - Organisation and the Digestive System

C. Describe and draw the structure of proteins?



C. What are the functions of proteins?

1.
2.
3.
4.

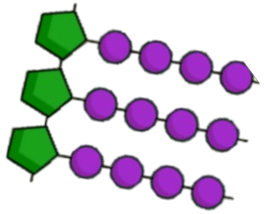
C. Describe the test for proteins?

D. Describe the function of enzymes

D. What factors affect enzyme reaction rate?

1.
2.
3.
4.
5.
6.

C. Describe and draw the structure of triglycerides?



C. Describe the test for lipids?

D. What happens when an enzyme is denatured?

D. Draw the lock and key model

↔ ↔

↔ ↔

C. Describe the enzyme

	Breaks down **proteins**	Into…
	Breaks down **starch**	Into…
	Breaks down **triglycerides**	Into…

Year 9 Grammar – Biology - Organisation and the Digestive System

What we are learning this term:

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

5 Key Words for this term

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

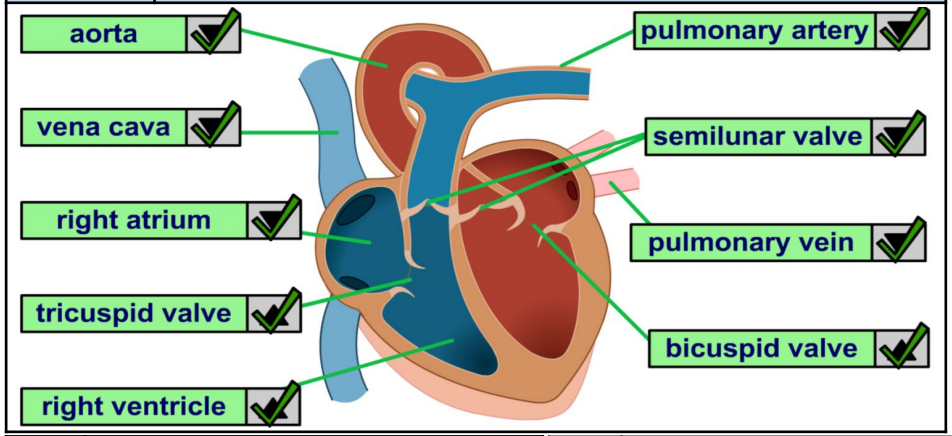
A. Match each blood component to its function

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

A. Name the four functions of the blood

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

A. Label the heart



A. Describe the three types of blood vessels

Artery	Vein	Capillary
• Carries blood away from heart. • Has thick and elastic walls. • Carries blood at high pressure.	• Has a large lumen. • Carries blood towards heart. • Contains lumen.	• Carries blood to and from cells. • Has thin permeable walls.

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

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

C. What is the respiration word equation?

glucose + oxygen ⇨ carbon dioxide + water (+ energy)

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

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

Year 9 Grammar – Biology - Organisation and the Digestive System

What we are learning this term:

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

5 Key Words for this term

1.
2.
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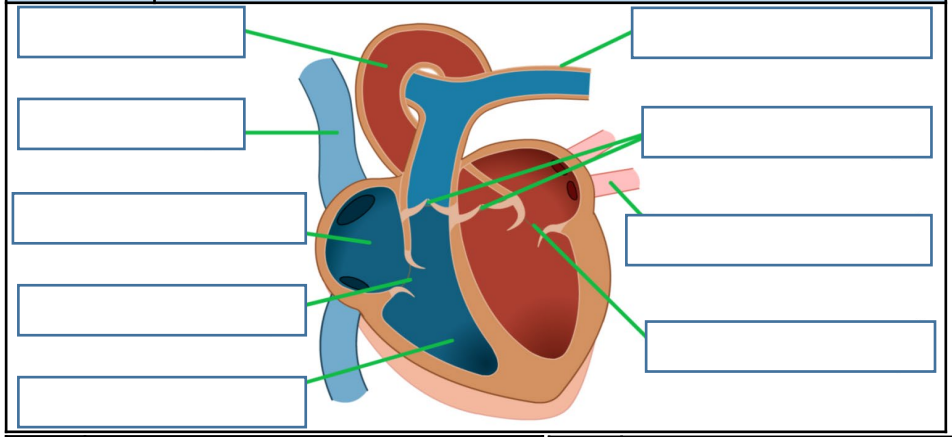
A. Match each blood component to its function

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

A. Name the four functions of the blood

A. Label the heart



A. Describe the three types of blood vessels

Artery	Vein	Capillary
•	•	•
•	•	•
•	•	

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

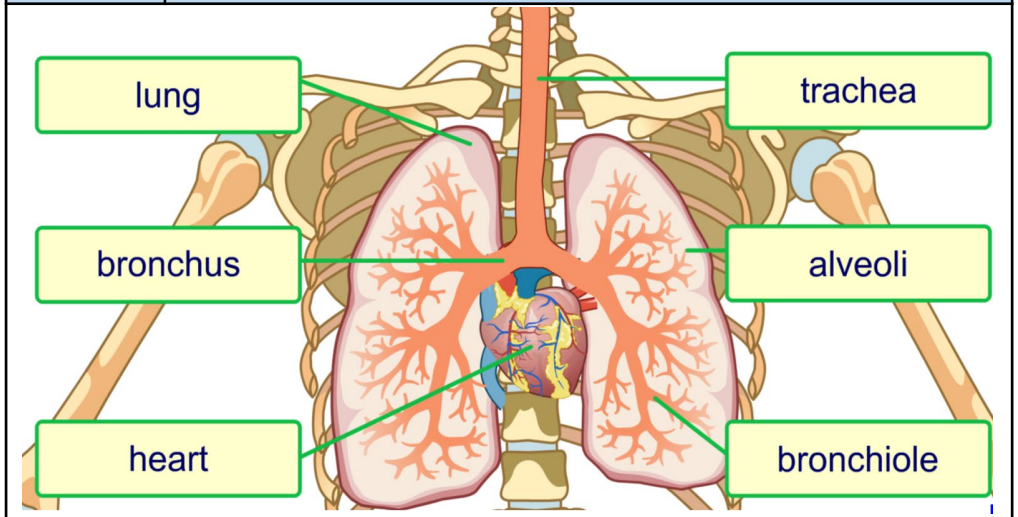
C. What is the respiration word equation?

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

•
•
•

Year 9 Grammar – Biology - Organisation and the Digestive System

A. Label the respiratory system



B. Describe gas exchange in the lungs

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

B. Name four problems associated with the heart

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

D. Where does gas exchange occur in plants?

At the **stomata**.

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

D. Define translocation

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

D. Define transpiration

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

D. Describe how plants are adapted for transportation

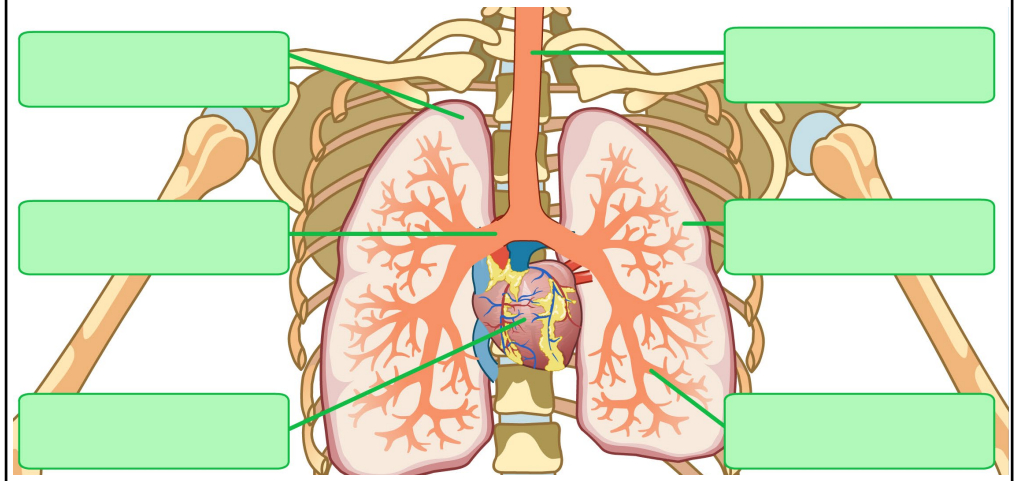
Xylem cells	Transport **water** and **minerals** up the stem from the roots to the shoots and leaves. This transport occurs in one direction only.
Phloem cells	Transport **sugars** produced in the leaves up and down the stem to growing and storage tissues.

D. What environmental factors affect rate of transpiration?

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

Year 9 Grammar – Biology - Organisation and the Digestive System

A. Label the respiratory system



B. Describe gas exchange in the lungs

B. Name four problems associated with the heart

-
-
-
-

D. Define translocation

D. Define transpiration

D. Where does gas exchange occur in plants?

D. Describe how plants are adapted for transportation

Xylem cells	
Phloem cells	

D. What environmental factors affect rate of transpiration?

1.
2.
3.
4.

Year 9 Term 3 Science - Chemistry : Topic C2 Structure and Bonding

What we are learning this term:

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

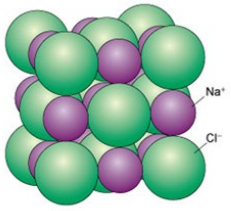
6 Key Words for this term

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

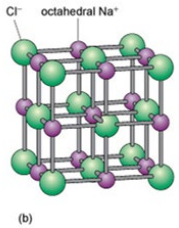
A. What is an ionic compound?

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

How can we represent Sodium Chloride?



3D diagram



Ball and stick model

A. What is ionic bonding?

An electrostatic force of attraction between positively and negatively charged ions

When do you get ionic bonding?

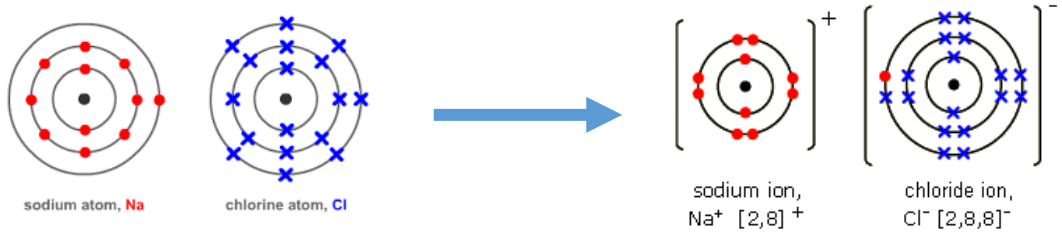
When metals react with non-metals

What are dot and cross diagram?

A way of showing electron transfers during reactions

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

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



A. What is covalent bonding?

Covalent bonding is where atoms share pairs of electrons

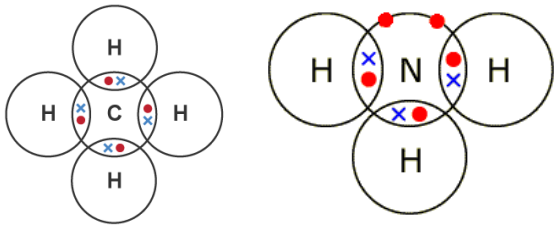
When do you get Covalent bonding?

Non metallic elements and compounds

What covalent structures are there?

Simple molecules and giant covalent structures

Sketch a dot and cross diagram to show the bonding in Methane (CH_4) and Ammonia (NH_3)



C. What is Metallic Bonding?

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

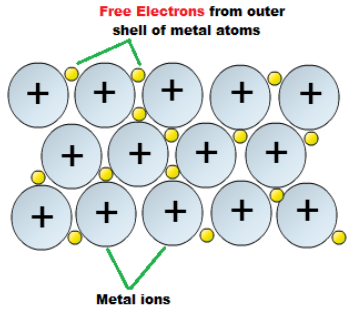
What does delocalised mean?

Where electrons are shared between 2 or more atoms

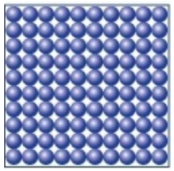
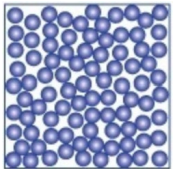
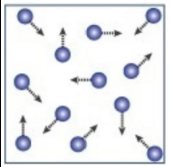
When do you get Metallic bonding?

Metallic elements and alloys

Draw a sketch of metallic bonding



D. What are the three states of matter?

State	Solid	Liquid	Gas
Diagram			

The amount of energy required to change state is dependent on what? The strength of the forces between the particles

Year 9 Term 3 Science - Chemistry : Topic C2 Structure and Bonding

What we are learning this term:

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

6 Key Words for this term

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

A.	What is an ionic compound?

How can we represent Sodium Chloride?

3D diagram **Ball and stick model**

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

What are dot and cross diagram?

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

A.	What is covalent bonding?	Sketch a dot and cross diagram to show the bonding in Methane (CH_4) and Ammonia (NH_3)

When do you get Covalent bonding?

What covalent structures are there?

C.	What is Metallic Bonding?	Draw a sketch of metallic bonding

What does delocalised mean?

When do you get Metallic bonding?

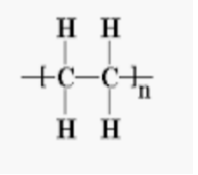
D.	What are the three states of matter?		
State			
Diagram			

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

Year 9 Term 3 Science - Chemistry : Topic C2 Structure and Bonding

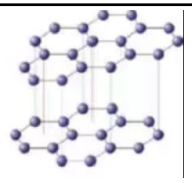
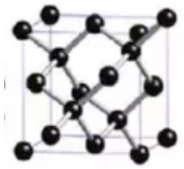
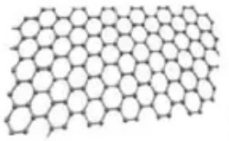
D.	What are state symbols?
These are used in chemical equations to show what state of matter things are in a reaction	
Solid	(s)
Liquid	(l)
Gas	(g)
Aqueous (in solution)	(aq)

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

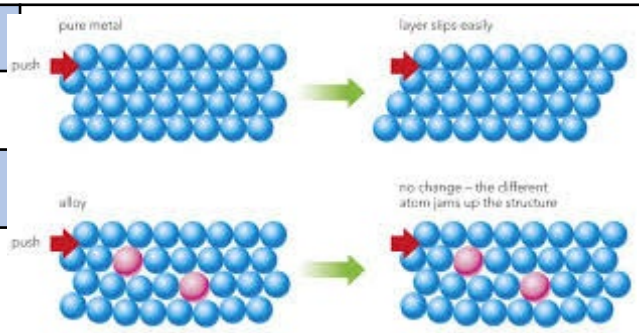
E.	What are polymers?
Large long chain molecules	
Are the ionic or covalent?	Covalent

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

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

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

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



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

Year 9 Term 3 Science - Chemistry : Topic C2 Structure and Bonding

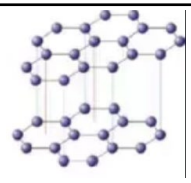
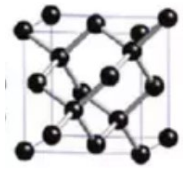
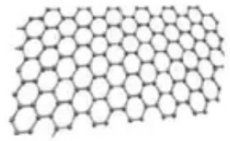
D.	What are state symbols?
These are used in chemical equations to show what state of matter things are in a reaction	
Solid	
Liquid	
Gas	
Aqueous (in solution)	

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

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

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

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

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

E.	What are alloys?
What properties do they have	

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

P2 – Electricity

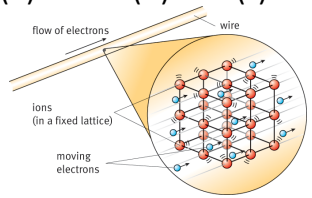
Current, resistance and potential difference

Electrical current is the flow of electrical charge.
Current is measured in amps (A), charge is measured in Coulombs (C).
The size of the current depends on the rate of the flow of charge – ie how many coulombs of charge per second.

Q = I t

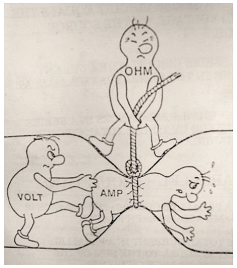
Charge = Current x time

(C) (A) (s)



Ohms Law

The current through a component depends on the potential difference and the resistance of the component.
If a component has high resistance, the current will be smaller for a given potential difference



potential difference = current x resistance

V = I R

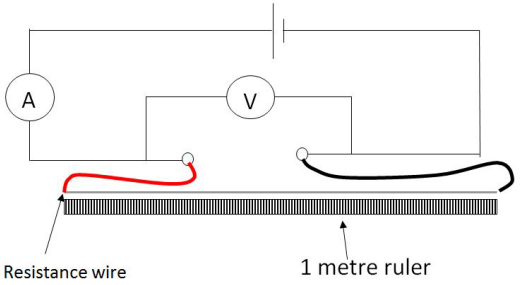
pd is measured in volts (V), resistance in Ohms (Ω)

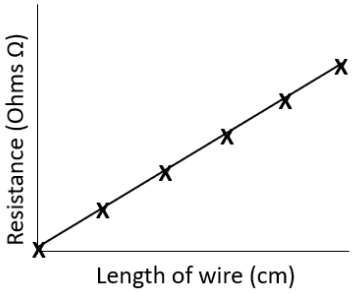
Hypothesis 'the length of the wire affects resistance'

Independent variable – length of wire
Dependent variable – resistance
Control variables – type of wire, temperature of the wire, diameter of the wire

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

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



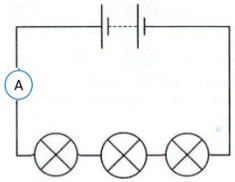


The relationship is directly proportional

Series and parallel circuits

Series circuits:

A series circuit is one single loop

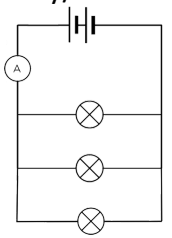


In a series circuit:

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

Parallel circuits

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



In a parallel circuit:

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

P2 – Electricity

Current, resistance and potential difference

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

Hypothesis 'the length of the wire affects resistance'

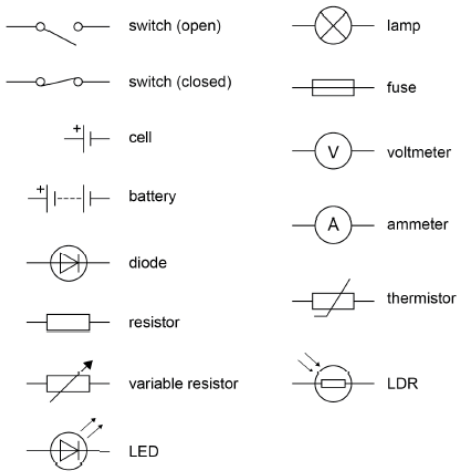
1. What is the independent variable in this investigation?
2. What is the dependent variable?
3. What is the minimum number of readings needed for a line graph?
4. What two readings are taken?
5. How is resistance calculated?
6. What sort of relationship is seen?
7. Why is it important to turn off the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

Series and parallel circuits

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

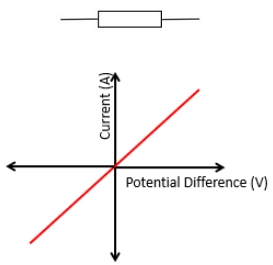
P2 – Electricity

Components

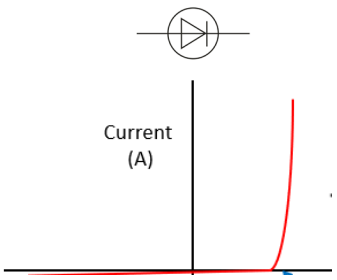


- A **diode** only allows current to flow one way in a circuit
- A **resistor** is a component that provides a fixed resistance in the circuit – e.g a 5 Ω resistor
- A **variable resistor** is a component whose resistance can be changed (e.g a dimmer switch)
- A **thermistor** is a resistor whose resistance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

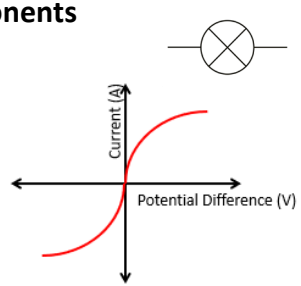
Current, potential difference and resistance for different components



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

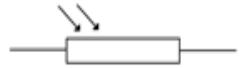


A diode very high resistance in one direction.
Only when the potential difference is positive does current flow

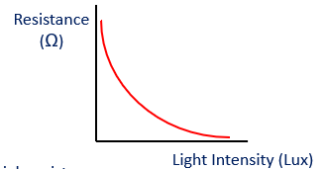


A filament bulb contains a thin wire that glows as current flows.
As the pd increases, the current initially increases.
However, at higher pd, the wire gets hot
The ions in the wire move faster and collide with the moving charges
Resistance increases, so current stops increasing

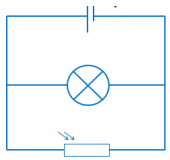
LDR



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



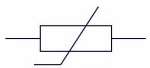
LDRs can be used to switch on lights at night time.



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

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

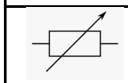
Thermistor



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

P2 – Electricity

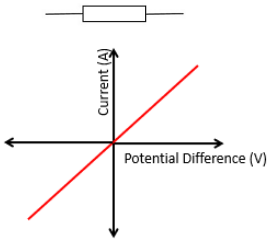
Components

Symbol	Name
	Cell
	
	fuse
	
	Voltmeter

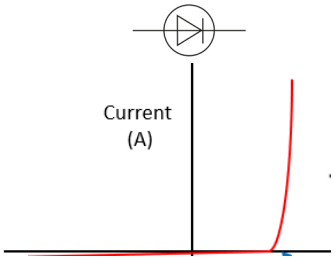
1. Complete the table opposite
2. Which component has a resistance that decreases as light intensity increases?
3. Which component only allows current to flow one way?
4. What is a fixed resistor?

Current, potential difference and resistance for different components

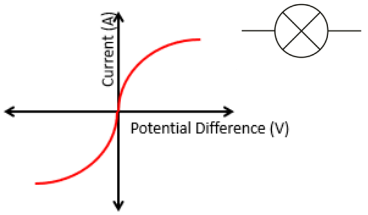
1. What readings would you need to take from a circuit to calculate resistance?



2. Describe the relationship shown



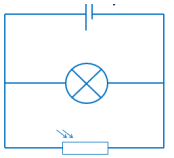
3. Why is there no current on one side of the graph?



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

LDR

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



4. Why does the light switch on when it goes dark?
5. Draw the symbol for a thermistor
6. Describe the relationship between temperature and resistance in a thermistor

P2 – Electricity

Domestic use of electricity

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

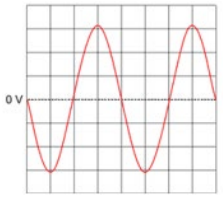
AC

The pd changes direction and magnitude, giving alternating current

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

UK mains is AC - **230V**

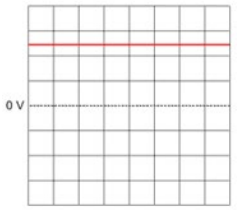
Frequency of **50 Hz**

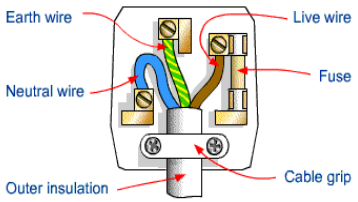


DC

A direct pd produces current that flows in one direction

Batteries supply DC



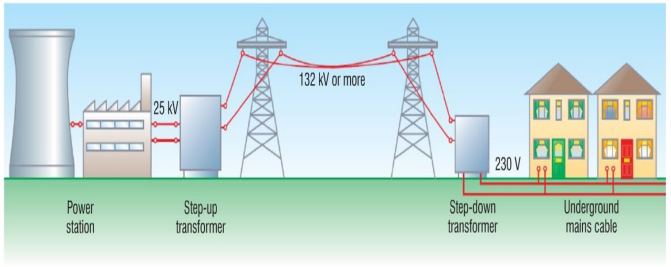


Electrical appliances are connected using 3 core cable

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

The National Grid

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



The National Grid uses very high pd and low current.

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

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

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

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

Appliances in the home and power

Power is measured in Watts (W) or kW

Power can be calculated by using:

Power = Voltage x current

$P = IV$

Power = current^2 x resistance

$P = I^2 R$

Appliances transfer energy.

Energy is measured in Joules (J) or kJ

The energy transferred can be calculated by using:

Energy = charge flow x potential difference

$E = Q V$

Energy = power x time

$E = p t$

For example

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

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

P2 – Electricity

Domestic use of electricity

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

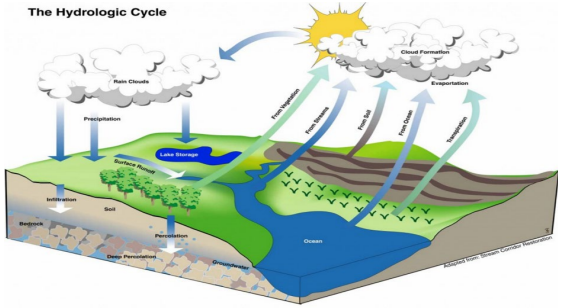
The National Grid

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

Appliances in the home and power

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

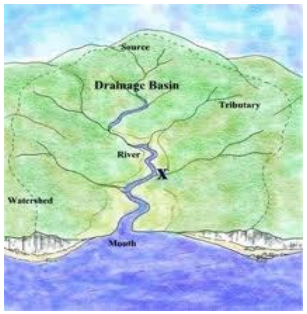
Geography Knowledge Organiser: Year 9 Term 5 Rivers



A.	The hydrological cycle
The hydrological cycle is a closed system. This means that water never leaves, or enters the cycle of water from sea, land and atmosphere. The cycle is important because it shows us how water can enter the drainage basin, and how water can be responsible for increasing or decreasing our risk of flooding. Key words include:	
Evaporation	the process of water turning from a liquid in to water vapour as it is warmed.
Transpiration	Transpiration – the loss of water from trees and plants
Condensation	water vapour returning to a liquid once cooled.
Interception	water being trapped by tree leaves and plant leaves
Surface run off	water travelling **over** the land
Infiltration	water soaking into the soil
Throughflow	water flowing downhill in the soil
Percolation	water passing vertically through soil and rock
Groundwater flow	water flowing vertically through rock.
Channel flow	water flowing in a river channel
Channel storage	water being stored in the river

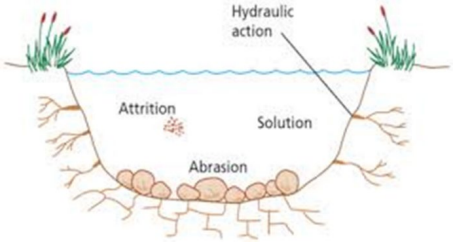
What are we learning this term

A. The Hydrological cycle
B. Drainage basins
C. Factors influencing the hydrological cycle
D. Key terms



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

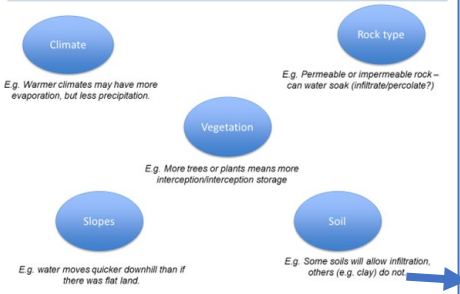
The drainage basin is the area of land drained by a river and it's tributaries. Its boundary is the *watershed.* The start of a river is called the *source*, and the end of the river as it enters the sea is the *mouth*. The main river channel may be joined by smaller rivers called *tributaries,* and this meeting point is called a *confluence.*



Erosion in a river has a number of different forms.

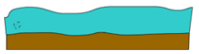
D	Key terms
Attrition	is the 'smashing' of sediment against each other to become more rounded.
Hydraulic action	is the sheer force of the water breaking down the river banks and bed.
Corrosion (solution)	is the dissolving of material.
Abrasion (corasion)	is the action of sediment scraping against the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

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

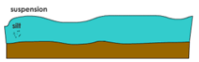


Transportation.

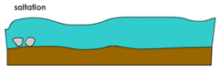
- Transportation happens in one of four ways:
- As solution: dissolved minerals carried in the water.



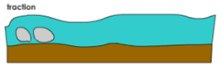
- Suspension: Small particles of rock and soil are carried along – they make the water look cloudy or muddy.



- As **saltation**: sand grains and small stones just bounce along.

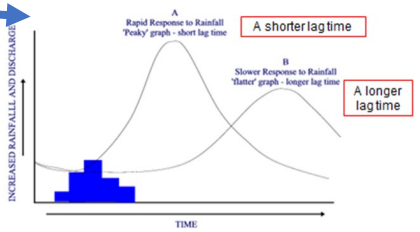


- As **traction**: Larger stones and rocks get rolled along.

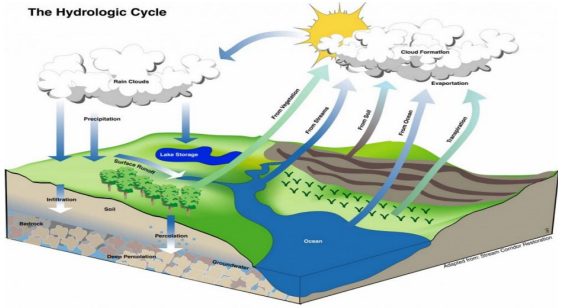


Hydrographs are a method to show us the relationship between rainfall and discharge (the amount of water in the river at a given time).
Hydrographs can help us to predict the risk of flooding, but also can help us to understand how water has made it's way the river…

The **lag time** of a hydrograph is the time between the peak rainfall and the peak discharge. If this is long (e.g. b) then it means water will have infiltrated rather than moved through surface run off, as surface run off would cause water to enter the river quickly, and so our hydrograph would have a shorter lag time (e.g. a).

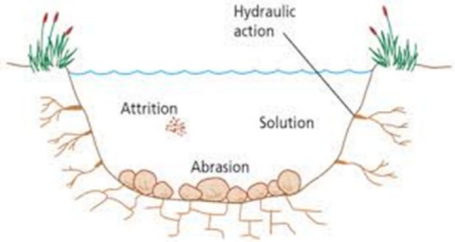


Geography Knowledge Organiser: Year 9 Term 5 Rivers - quizzable



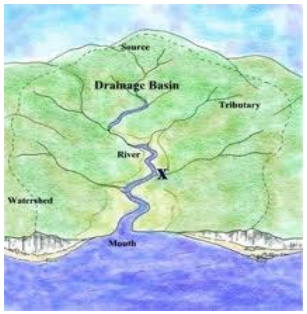
What are we learning this term

A. The Hydrological cycle
B. Drainage basins
C. Factors influencing the hydrological cycle
D. Key terms



Erosion in a river has a number of different forms.

A.	The hydrological cycle
The hydrological cycle is a closed system. This means that water never leaves, or enters the cycle of water from sea, land and atmosphere. The cycle is important because it shows us how water can enter the drainage basin, and how water can be responsible for increasing or decreasing our risk of flooding. Key words include:	
Evaporation	
Transpiration	
Condensation	
Interception	
Surface run off	
Infiltration	
Throughflow	
Percolation	
Groundwater flow	
Channel flow	
Channel storage	



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

The drainage basin is the

_____
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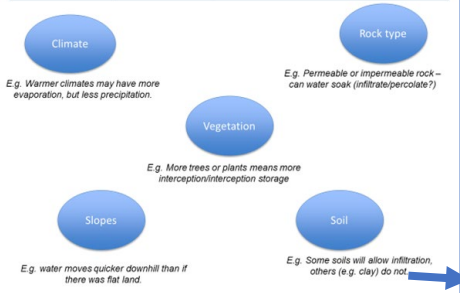
_____
_____

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

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



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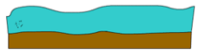

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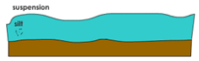

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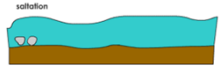

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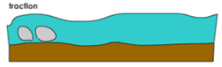

Hydrographs are

_____
_____
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The **lag time** of a hydrograph is

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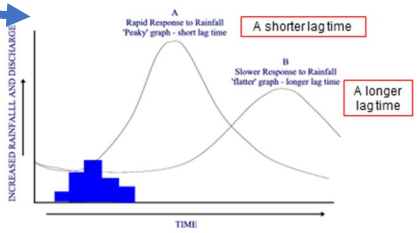
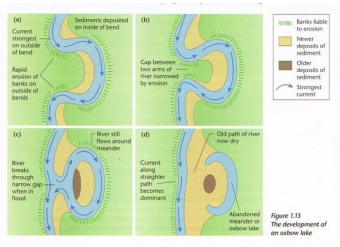


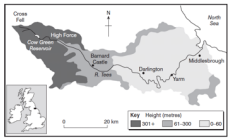
Geography Knowledge Organiser: Year 9 Term 5 Rivers

E	Reducing flooding
Rivers flooding can be caused by a number of factors. These could be human factors:	
Farming	ploughing can cause water to collect in the troughs and run directly in to the river.
Urbanisation	building with tarmac and concrete does not allow infiltration so water moves to the river through surface run off, or might sit on the land.
Deforestation	cutting down trees will reduce interception storage and increase surface run off.
Or physical factors:	Or physical factors:
Weather and climate:	hotter weather increases evaporation which will then decrease the amount of discharge. Colder weather will cause more surface run off as frozen ground cannot infiltrate water.
High amounts of rainfall	saturated ground will not infiltrate further rainfall, which increases surface run off, and therefore the discharge in the river.
Steep land	steep land increases surface run off and therefore the discharge in the river



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

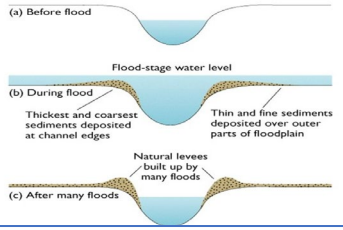
The river is 85 miles long, and drains an area of 710 square miles. Its source is in the Pennine hills, and flows in to the North Sea at Middlesbrough.



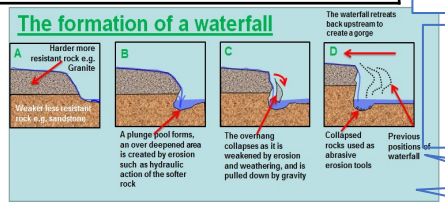
Upper course: The upper course of the river has impressive waterfalls. The river drops 20m in a single sheet of water – High Force Waterfall (tallest in England). The waterfall has retreated back overtime to form a gorge. There are high v-shaped valleys, and interlocking spurs in the upper course of the river.

Middle/lower course: There are good examples of meanders, levees and floodplains along the River Tees. The natural levees have built up over time as the river floods and sediment is deposited on the banks of the river. There are large industries in the lower course of the river, making the most of the flat land and river's flow in to the North Sea. This area of the river needs high levels of management. In Yarn there are extensive flood protection methods.

Formation of Natural Levees



The image above tracks the journey of a river from source to mouth. Note that the river starts on high land, and meets the sea on flat land. The features of a river will change from source to mouth. This is due to erosion and transportation of material. Typically larger material is found in the upper course of a river, and the material reduces in size as it makes it way to the mouth. Erosion will change from vertical (downwards) to horizontal erosion.



A waterfall will form when bands of hard and soft rock lie on top of each other. Over time the hard (more resistant) rock will be eroded, and therefore the soft rock will be eroded vertically. This creates a plunge pool – and overtime the waterfall will retreat backwards creating a gorge.

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

Banbury Floods:

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

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

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

Environmental: Damaged habitats, destroyed land, contaminated water sources etc.

Banbury is located in the Cotswolds, north of Oxford.

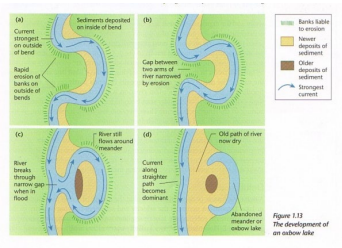
Impacts of flooding:
In 1998 flooding led to the closure of the railway station, local roads and caused £12.5m damage. More than 150 homes and businesses were affected. In 2007 these impacts were repeated.

What has been done to reduce flooding?
- A361 raised, and drainage below the road improved.
- Earth embankments built.
- Floodwalls built.
- Pumping station to transfer excess water.
- Creation of new Biodiversity Action Plan to allow nature to 'soak' up excess water.

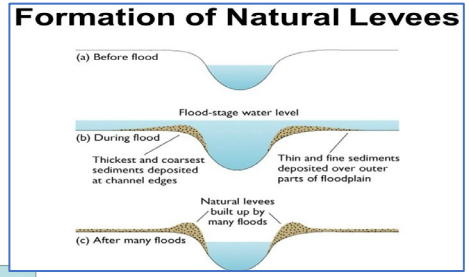
What were the costs/benefits?
Socially: quality of life has improved, reduced levels of anxiety of flooding, the A361 will no longer need to be closed.
Economically: Cost £18.5m, but benefits of protecting are over £100m!
Environmentally: Small reservoir created from earth taken for embankments, new Biodiversity Action Plan has created new habitats, and floodplain protected for flooding.

Geography Knowledge Organiser: Year 9 Term 5 Rivers - quizzable

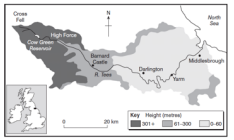
E	Reducing flooding
Rivers flooding can be caused by a number of factors. These could be human factors:	
Farming	
Urbanisation	
Deforestation	
Or physical factors:	
Weather and climate:	
High amounts of rainfall	
Steep land	



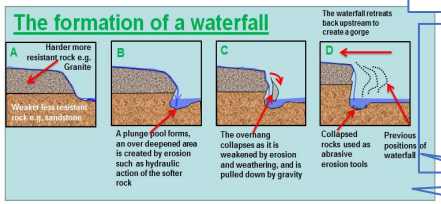
A meander is _____. Erosion happens on _____as the velocity _____. _____ happens on the inside of the bend as velocity _____. This meander may over time become _____as erosion on the _____ of the bend exaggerates the bend, and when the river floods, water might take the quickest route – _____!



Upper course:



Middle/lower course:



Banbury Floods:

Banbury is located in the Cotswolds, north of Oxford.

Impacts of flooding:

What has been done to reduce flooding?

- .

What were the costs/benefits?

Year 9 Term 3 History Knowledge organiser: Topic: World War Two

What we are learning this term:

- The Rise of Dictatorships in Europe
- How successful were the Allied forces at the start of the Second World War?
- How can 1942 be considered a turning point for the Allies in the Second World War?
- The Homefront: Britain and Germany
- How did the Allied forces win the Second World War?

Section A: Keywords

1. Blitzkrieg – intense military campaign intended to bring a quick victory
2. Collectivism – giving a group priority over an individual
3. Communism - An economic and political system in which all property is state-owned
4. Democracy - A political system that allows the people to vote on how the country is run
5. Dictator - A single strong leader who can do what they want and has complete power
6. Dictatorship – governed by a dictator
7. Evacuation – the action of leaving a place
8. Fascism – a nationalistic right-wing system of government
9. Hyperinflation – the rapid inflation of money
10. Luffewaffe – German air force
11. Morale – the confidence or enthusiasm of a group
12. Propaganda - misleading information used to further a political cause
13. Ration – fixed amount of goods allowed to each person during a time of shortage
14. Totalitarianism – a system of government that is run by a dictator and needs complete subservience to the state.
15. Totalitarian - A form of rule in which the government or leader has unlimited power over all aspects of society
16. Autocracy - A system of government by one person with absolute power
17. Bolsheviks - The radical left-wing political group which seized control of the Russian government in 1917
18. Proletariat - Used by communists to describe the working class
19. Tsar - The Russian emperor
20. Collectivisation - The grouping together of farms to be owned by the state
21. Industrialisation - The widescale development of industries in a country
22. Purge - To remove a group of people from an organisation
23. Soviet Union - Or USSR, the new name for Russia under Communist control
24. Fuhrer - Hitler's title from 1934, when he became the absolute ruler of Germany
25. Police state - A country where the government uses the police to spy on the people and stamp out opposition
26. Weimar Republic - The German democratic government established after WWI

Section B: Dictatorships in Europe

Stalin

- After the Revolution there was a Civil War in Russia
- From the Revolution and Civil War, Russia faced many problems, like worker unrest
- Lenin died in 1924, and by 1929 Stalin was in power and built a totalitarian state
- To solve the economic problems, Stalin introduced collectivisation
- The human cost of Stalin's policy was high, with millions dying from famine and many being forced into slave labour

Mussolini

- As Italy joined the allies in 1915 during WW1, it wanted a share in the victory at the Treaty of Versailles. However, Italy did not gain the territory it wanted and some people in Italy were outraged.
- There was also a fear of communism growing in Italy following the revolution in Russia.
- From 1920, Fascist Squads worked to intimidate socialists, and they generally accepted Mussolini as their leader.
- By 1922, Mussolini was in power in Italy and was working to consolidate his dictatorship.

Hitler

- Germany was badly damaged by the Treaty of Versailles and many German people were not happy.
- There was a growing fear of communism in Germany following the revolution in Russia.
- There had been attempts by communists and fascists to overthrow the Weimar government (the Spartacist Revolt and the Munich Putsch).
- Increased support for the Nazis grew over the period of economic struggles in Weimar Germany, such as Hyperinflation.
- By the early 1930s, Hitler was working to consolidate his power as a dictator in Germany.

Section C: The War Before 1941

- Operation Sichelschnitt in 1940 – the German war plan to invade France. They were successful and managed to capture Paris and encircle the Allied Forces in the North of France.
- Operation Dynamo – The mass evacuation of Allied forces from the North of France from Dunkirk following Operation Sichelschnitt. This resulted in the successful evacuation of over 338,000 soldiers from France.
- The Battle of Britain – After the Allied evacuation from Dunkirk, Hitler launched Operation Sealion, an attempt to invade Britain. The Royal Air Force (RAF) managed to stop the attempted invasion.

Section D: The War by 1942

- Operation Barbarossa was launched in 1941 and was an attempt by Germany to invade the Soviet Union. This plan ultimately failed due to Germany using a weak military, having poor logistics – such as being unprepared for the Russian winter – and the failure at the Battle of Stalingrad. This also brought the USSR into the war on the side of the Allied forces.
- In December 1941, Japan bombed US naval forces at Pearl Harbour in Hawaii. Following the attack on Pearl Harbour, the USA entered the war on the side of the Allied forces.
- Germany now faced the potential of fighting a war on too fronts if there was a successful Allied invasion of Northern France.

Section E: The Homefront

Britain

- From 1940, there were regular bombing by the Luftwaffe on British cities, known as the Blitz. Children were evacuated to the countryside during this period.
- Women worked factories and farming to maintain the supply of men to fight in the war.
- Rationing was introduced as trading was dangerous during wartime.

Germany

- Germany also faced the bombing of major cities by Allied forces, such as the bombing of Dresden.
- Rationing was also introduced in Germany.
- Propaganda was key in maintaining morale in Germany, but by 1943 the mood of the public began to change as the tide of war began to change.

Section F: The War after 1942

- Operation Overlord – The successful Allied invasion of Northern France, through the use of co-ordinated land, sea and air forces. This began on 6th June 1944 with the Allied forces landing on the beaches of Normandy, also known as the D-Day landings.
- The Siege of Berlin – With Germany fighting a war on two fronts, the Allies and the USSR continued to push into Germany. On 20th April 1945, Soviet troops had seized Berlin and Nazi Germany surrendered, bringing an end to the war in Europe.
- On the 6th and 9th August 1945, two atomic bombs (nuclear weapons) were dropped on Japanese cities Hiroshima and Nagasaki by Allied forces. This brought the surrender of Japan and the end of the Second World War. This remains the only use of nuclear weapons in armed conflict.

1917 **The Russian Revolution- Bolsheviks seize control of Russia**	**1918** **The signing of the armistice and the end of World War One**	**1919** **Germany forced to sign The Treaty of Versailles**	**1920** **The use of fascist squads by Mussolini**	**1922** **Mussolini was in power in Italy**	**1923** **The Munich Putsch** **Hyperinflation started in Germany**	**1924** **Death of Lenin**
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Year 9 Term 1 History Knowledge organiser: Topic: World War Two

What we are learning this term:

Section A: Keywords

- Blitzkrieg –
- Collectivism –
- Communism -
- Democracy -
- Dictator -
- Dictatorship –
- Evacuation –
- Fascism –
- Hyperinflation –
- Luffewaffe –
- Morale –
- Propaganda -
- Ration –
- Totalitarianism –
- Totalitarian -
- Autocracy -
- Bolsheviks -
- Proletariat -
- Tsar -
- Collectivisation -
- Industrialisation -
- Purge -
- Soviet Union -
- Fuhrer -
- Police state -
- Weimar Republic -

Section B: **Dictatorships in Europe**

Stalin	Mussolini	Hitler

Section C: The War Before 1941

Section D: The War by 1942

Section E: The Homefront

Britain	Germany

Section F: The War after 1942

1917	1918	1919	1920	1922	1923	1924

1917	1918	1919	1920	1922	1923	1924

Year 9 Term 1 History Knowledge organiser: Topic: World War Two

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- Luffewaffe –
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- Propaganda -
- Ration –
- Totalitarianism –

Section B: **Dictatorships in Europe**

Stalin	Mussolini	Hitler
		-

Section C: The War Before 1941

- Operation Sichelschnitt in 1940 –
- Operation Dynamo –
- The Battle of Britain –

Section D: The War by 1942

- Operation Barbarossa w
- In December 1941,

Section E: The Homefront

Britain	Germany

Section F: The War after 1942

- Operation Overlord –
- The Siege of Berlin –
- On the 6th and 9th August 1945,

Section G: Timeline

1917	1918	1919	1920	1922	1923	1924	1929	1934	1938	1939	1940	1941	1944	1945

Year 9 Religious Education: Equality and Diversity

What we are learning this term:	
A. Key words B. Religion and equality C. Racism D. Gender	E. LGBTQ F. Disability

A. *Can you define these key words?*

Key words	Key definition
Equality	The state of being equal in status, rights or opportunities
Discrimination	The unequal treatment of different groups of people based on race, age, sex etc.
Prejudice	A negative opinion about someone before knowing them based on their belonging to a certain group
Privilege	A special right or advantage given to a person or group
Racism	Discriminating against or preferring someone based on their race
Liberation	The act of setting someone free from slavery or imprisonment
Feminism	A movement fighting for women's rights
Status	A persons position in society
Rights	A moral or legal entitlement to something
Persecution	Systematic mistreatment of an individual or group by another individual or group due to race, religion, gender, sexuality, etc.
Disability	A physical or mental condition that limits a person's movements, senses or activities
Diversity	The practice or quality of including or involving a range of different people
Justice	The role of the judge is to make sure that justice is done

B. Equality and religion

- People experience prejudice due to sex, disability, race, sexual orientation
- Equality is important to make society fair
- The Equality Act 2010 prohibits employers, educators and service providers from discriminating against protected characteristics (race, disability, sex)
- Christianity – "you are all one in Christ"
- Hinduism – the Divine is present in all human beings
- Islam – the only way one human is better than another is through goodness

C. *Racism*

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

D. Gender

Gender equality is equal access to resources and opportunities regardless of gender

- Christianity – in Genesis it says God made men and women differently "Eve was created by God by taking her from the rib of Adam"
- Traditional gender roles e.g. woman caring for home are found in many religions
- Islam – some people claim the Qur'an justifies violence "Make clear to them the matter" BUT "the Messenger of God never struck a woman, child or a servant"

Women in worship

- Catholic church does not allow women into priesthood
- Men and women worship in the Mosque separately from men
- Some mosques are now female led only, and the Catholic Women's Ordination campaign for women to have the right to be ordained

E. *LGBTQ*

- Homosexuality was illegal in the UK until 1967
- Members of the LGBTQ community have faced persecution in the UK and abroad e.g. Russia and Cameroon have seen an increase in violence
- Christianity – "God created man in His image… male and female He created them"
- Christianity – "You shall not lie with a male as with a woman; it is an abomination"
- Buddhism, Sikhism and Hinduism do not mention homosexuality
- Dalai Lama – "For a Buddhist, a relationship between two men is wrong"
- Catholic – Welcomes all those who are homosexual but invites them to live a life of celibacy

F. *Disability*

- UK – Disability discrimination is illegal (being treated badly or put at a disadvantage due to disability
- Bible – Jesus went out of his way to heal the sick and help disabled people
- Qur'an – encourages good treatment and giving help to those who are disabled
- Buddhism and Hinduism – disability is not a punishment from God, comes from bad karma

Year 9 Religious Education: Equality and Diversity

What we are learning this term:	
A. Key words B. Religion and equality C. Racism D. Gender	E. LGBTQ F. Disability

A.	*Can you define these key words?*
Key words	**Key definition**
Equality	
Discrimination	
Prejudice	
Privilege	
Racism	
Liberation	
Feminism	
Status	
Rights	
Persecution	
Disability	
Diversity	
Justice	

B	**Equality and religion**

C	***Racism***

D	**Gender**	

E.	***LGBTQ***

F.	***Disability***

GCSE Unit 2 SPANISH Knowledge organiser.
Topic Technology in Everyday Life

What we are learning this term:

A. Saying how you keep in touch via the internet
B. Picking out key words when reading
C. Giving opinions about online messaging
D. Talking about using a mobile
E. Give opinions about mobile technology

6 Key Words for this term

1. chateo
2. redes sociales
3. en línea
4. sala de chat
5. descargar
6. subir

2.1G Comunicarse por internet

a veces	sometimes
allí	there
chatear	to chat online
colgar fotos	to post photos
el correo electrónico	email
demasiado/a	too much
hablar	to speak / talk
increíble	incredible
justo/a	fair
el país	country
un poco	a Little
propio/a	own
la razón	reason
la red	internet / network
la red social	social network
la sala de chat	chat room
la salida	outing
todos los días	every day
usar	to use
utilizar	to use
la vez	time

2.2H ¿Podrías vivir sin el móvil y la tableta?

raras veces	rarely
la sala de chat	chat room
la señal	signal
la tarjeta de crédito	credit card
todo lo contrario	the exact opposite

2.1F ¿Cómo prefieres mantenerte en contacto?

comunicarse	to communicate
desafortunadamente	unfortunately
empezar	to start
escoger	to choose
genial	brilliant / great
gratís	free of charge
el hecho	fact
el inconveniente	disadvantage
interactivo/a	interactive
el jefe / la jefa	boss
la letra	letter of the alphabet
mandar	to send
los medios sociales	social media
el móvil	mobile phone
ofrecer	to offer
el ordenador	computer
la pantalla	screen
poder	to be able to
por desgracia	unfortunately
por mi parte	as far as I'm concerned
la revista digital	digital magazine
sencillo/a	simple
tampoco	neither / nor

2.2G ¡El móvil para todo!

aunque	although
dar	to give
dar las gracias	to thank
enviar	to send
el juego	game
lento/a	slow
el mensaje de texto	text message
el móvil	mobile phone
navegar la red	to surf the internet
la norma	rule
prohibido	forbidden
el regalo	present, gift
la regla	rule
ridículo/a	ridiculous
roto/a	broken
único/a	only

Key Verbs

Descargar To download	Subir To upload	Mandar To send	Hacer – to do/make	Chatear To chat
Descargo I download	Subo I upload	Mando I send	Hago I do	Chateo I chat
Descargas You download	Subes You upload	Mandas You send	Haces You do	Chateas You chat
descarga He/she download	sube He/she uploads	Manda He/she sends	Hace s/he does	Chatea He/she chats
Descargamos We download	Subimos We upload	Mandamos We send	Hacemos We do	Chateamos We chat
Descargan They download	suben They upload	Mandan They send	Hacen They do	Chatean They chat

2.2F La tecnología portátil

andar	to walk
archivo	file
borrar	to delete, erase
la canción	song
cargar	to load
contestar	to answer
el correo basura	spam, junk mail
cualquier	any
de vez en cuando	from time to time
el disco duro	hard drive
el espacio	space
igual	same
el ordenador portátil	laptop
sacar fotos	to take photos
sentir	to feel
la tableta	tablet
la tecnología	technology

2.2H ¿Podrías vivir sin el móvil y la tableta?

la conexión inalámbrica	wireless connection
chatear	to chat online
correr	to run
darse cuenta de	to realise
en vez de	instead of
las felicidades	best wishes, congratulations
felicitar	to send best wishes/to congratulate
hasta	until
imprescindible	essential
preocupar	to worry

2.1H Las redes sociales

a mi juicio	in my opinion
acosar	to bully
el acoso	bullying
apasionar	to excite
aun	even
bajo	low
compartir	to share
el comportamiento	behaviour
el desarrollo	development
la desventaja	disadvantage
divertirse	to have a good time
gratuito/a	free of charge
mejorar	to improve
el riesgo	risk
el/la seguidor/a	follower
tener éxito	to be successful
el/la usuario/a	user

GCSE Unit 2 SPANISH Knowledge organiser.
Topic Technology in Everyday Life

What we are learning this term:

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6 Key Words for this term

1. chateo
2. redes sociales
3. en línea
4. sala de chat
5. descargar
6. subir

2.1G Comunicarse por internet

_____ sometimes
allí _____
_____ to chat online
_____ to post photos
el correo electrónico _____
demasiado/a _____
_____ to speak / talk
_____ incredible
justo/a _____
el país _____
_____ a little
_____ own
la razón _____
_____ internet / network
la red social _____
la sala de chat _____
_____ outing
todos los días _____
usar _____
_____ to use
la vez _____

2.1F ¿Cómo prefieres mantenerte en contacto?

comunicarse _____
desafortunadamente _____
_____ to start
_____ to choose
genial _____
gratís _____
_____ fact
el inconveniente _____-
_____ interactive
el jefe / la jefa _____
_____ letter of the alphabet
mandar _____
los medios sociales _____
_____ mobile phone
_____ to offer
el ordenador _____
la pantalla _____
_____ to be able to
por desgracia _____
_____ as far as I'm concerned
la revista digital _____
sencillo/a _____
_____ neither / nor

2.2G ¡El móvil para todo!

aunque _____
dar _____
dar las gracias _____
_____ to send
_____ game
el mensaje de texto _____ slow
el móvil _____
_____ to surf the internet
la norma _____
prohibido _____
el regalo _____
_____ rule
_____ ridiculous
roto/a _____
único/a _____

2.2H ¿Podrías vivir sin el móvil y la tableta?

raras veces _____
la sala de chat _____
_____ signal
la tarjeta de crédito _____
todo lo contrario _____

Key Verbs

Descargar _____	_____ To upload	Mandar _____	Hacer – _____	Chatear To chat
Descargo I download	Subo _____	_____ I send	_____ I do	Chateo I chat
Descargas _____	Subes You upload	Mandas _____	Haces You do	_____ You chat
descarga He/she download	sube He/she uploads	Manda He/she sends	_____ s/he does	Chatea He/she chats
_____ We download	Subimos We _____	Mandamos _____	Hacemos _____	Chateamos _____
_____ They download	suben They upload	Mandan They send	Hacen They do	_____ They chat

2.2F La tecnología portátil

andar _____
archivo _____
_____ to delete, erase
la canción _____
cargar _____
contestar _____
_____ spam, junk mail
cualquier any
de vez en cuando from time to time
el disco duro _____
el espacio _____
_____ space
el ordenador portátil same
sacar fotos _____
_____ to take photos
la tableta to feel
la tecnología _____
technology

2.1H Las redes sociales

a mi juicio _____
acosar _____
_____ bullying
apasionar _____
_____ even
_____ low
_____ to share
el comportamiento _____
el desarrollo _____
_____ disadvantage
_____ to have a good time
gratuito/a _____
_____ to improve
_____ risk
el/la seguidor/a _____
_____ to be successful
el/la usuario/a _____

2.2H ¿Podrías vivir sin el móvil y la tableta?

la conexión inalámbrica _____
chatear _____
correr _____
_____ to realise
_____ instead of
_____ best wishes,
congratulations
felicitar _____ congratulate
hasta _____
imprescindible _____
_____ to worry

GCSE Unit 2 SPANISH Knowledge organiser. Topic Technology in Everyday Life

Translation Practice. G – blue F – orange H - Green	
Mando _____ _____ a mis amigos	I send **emails** to my friends
Me gusta usar ____ _____	I like to use **social networks**
Siempre _____ fotos a Instagram	I always **upload** photos to Instagram
Recibo más _____ en Facebook que Twitter	I receive more **messages** on FB than Twitter
El _____ _____ es más útil que Facebook	**Email** is more useful than Facebook
Twitter es menos divertido que las _____	Twitter is less fun than **chatrooms**
Estoy borrando _____	I am deleting **files**
Los _____ son muy caros	**Laptops** are very expensive
Me gusta _____ a los videojuegos	I like **playing** video games
_____ muchas fotos con mi tableta	**I take** lots of photos with my tablet
Prefiero _____ correos eléctronicos	I prefer **to send** emails
I hate _____	I hate **spam emails**
Estamos ayudando a niños usar un _____	We are helping young children to use **a laptop**
He _____ de usar Instagram	I have **stopped** using Instragram
Está _____ hablar con su familia en Francia	He's **trying** to talk to his family in France
He _____ con comprar un móvil nuevo	I have **dreamt** of buying a new mobile
_____ de hablar con nuestros amigos	**We have just finished** speaking to our friends
_____ es importante para todos	**Technology** is important for everyone
He _____ Facebook antes	I have **used** Facebook before

Key Questions: Answer the following in your own words. Use these model answers	
¿Cómo usas las nuevas tecnologías/los redes sociales?	Todos los días uso las nuevas tecnologías. Uso mi ordenador, mi portátil nuevo, mi móvil y las redes sociales. Uso mi ordenador para ver videos de mis artistas favoritos en YouTube. Uso mi ordenador para hacer mis deberes y uso mi móvil para jugar juegos y subir y descargar fotos de mis amigos en Facebook.
¿Las nuevas tecnologías/los redes sociales son importante para ti? ¿Por qué?	Las redes sociales son muy importantes para mí. Las uso para contactarme con mis amigos, para charlar con mis amigos, para compartir experiencias y fotos, para ver videos de mis músicos favoritos. Ayer usé mi móvil para llamar a mis amigos, mandé mensajes a mis amigos y hice mis deberes.
¿Crees que las redes sociales son buenas o malas? ¿Por qué?	De un lado, lo bueno de las redes sociales es que puedes compartir experiencias y fotos con tus amigos, puedes seguir tus artistas o músicos favoritos. También lo bueno es que es muy rápido y barato mantenerte en contacto con tu familia. Lo malo es que los móviles cuestan mucho dinero, tu vida no es muy privada, es difícil para, es muy fácil ser dependiente de las redes sociales. Lo malo es que las personas no hablan y solo usan sus móviles.
¿Para qué usaste tu ordenador ayer?	Ayer usé mi ordenador para charlar con mis amigos y para mandar mensajes. También, ayer descargué música de la Red y subí fotos en Facebook. Me gustó porque fue entretenido y fue mejor que hacer mis deberes.
¿Qué es tu opinión de Facebook/youtube/skype/Twitter/Instagram?	En mi opinión Facebook etc es muy importante/útil/entretenido/divertido.
¿Podrías vivir sin tu móvil / tu tableta? ¿Por qué?	No podría vivir sin mi móvil. Soy adicto a mi móvil. Lo uso todos los días para contactar con mi familia y es muy importante para buscar información, ayudar con los deberes

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 subir fotos = I'm going to upload photos Va a mandar un correo eléctronico = He / She is going to send an email

GCSE Unit 5 SPANISH Knowledge organiser.
Topic Home, Town, Neighbourhood and Region

What we are learning this term:

A. Saying what your house is like
B. Describing your house and where it is
C. Talking about the amenities in your area
D. Discussing the advantages and disadvantages of living in the town and country

6 Key Words for this term

1. vivir
2. alojamiento
3. alquilar
4. el hogar
5. la casa
6. las afueras

5.1G Mi casa

la alfombra	carpet, rug
el armario	cupboard, wardrobe
el ascensor	lift
la butaca	armchair
la cocina	kitchen, cooker, cuisine
cómodo	comfortable, convenient, handy
compartir	to share
el cuarto de baño	bathroom
el dormitorio	bedroom
los electrodomésticos	(electrical) appliances
la escalera	stairs
el espejo	mirror
la estantería	shelves, shelving unit
el fregadero	kitchen sink
la habitación	room
el lavabo	washbasin
la lavadora	washing machine
el lavaplatos	dishwasher
el microondas	microwave oven
la nevera	fridge
la pared	wall
el salón	lounge, living room
el sillón	armchair
el suelo	ground, floor
la terraza	terrace

5.2G ¿Qué se puede hacer donde vives?

el barrio	neighbourhood, area
la biblioteca	library
la bolera	bowling alley
el bolso	handbag
la carnicería	butcher's
el césped	lawn
el collar	necklace
descansar	to rest
el dinero	money
divertirse	to enjoy oneself, to have a good time
el estanco	tobacconist's (also sells stamps)
los grandes almacenes	department stores
la joyería	jeweller's
la juguetería	toy shop
el mercado	market
la muñeca	doll
el museo	museum
la panadería	baker's
el parque	infantil park, playground
la pastelería	cake shop
los pendientes	earrings
la plaza de toros	bull ring
la ropa (de marca)	(designer) clothes
la tienda de comestibles	grocery store, food

5.2F Mi ciudad

la avenida	avenue
el ayuntamiento	Town Hall
bienvenido/a	welcome
el centro comercial	shopping centre
la ciudad	city, large town
el club de jóvenes	youth club
Correos	Post Office
construir	to build
convertirse en (+ noun)	to become
los espacios verdes	open spaces
la fábrica	factory
fundar	to found
el/la habitante	inhabitant
la iglesia	church
ir de compras	to go shopping
el país	country
la plaza	square (in a town)
el polideportivo	sports centre
el pueblo (small)	town, village, people
el puente	bridge
el puerto	port, harbour
el siglo	century

Key Verbs

Vivir To live	alquilar To rent	Comprar To buy	Hacer – to do/make	Mudarse To move
Vivo I live	Alquilo I rent	Compro I buy	Hago I do	Me mudo I move
Vives You live	Alquilas You rent	Compras You buy	Haces You do	Te mudas You move
Vive He/she lives	Alquila He/she rents	Compra He/she buys	Hace s/he does	Se muda He/she moves
Vivimos We live	Alquilamos We rent	Compramos We buy	Hacemos We do	Nos mudamos We move
Viven They live	Alquilan They rent	Compran They buy	Hacen They do	Se mudan They move

5.1H Mi casa y mi barrio

abajo	under, downstairs
amplio/a	spacious, roomy
arriba	above, upstairs, up
el balcón	balcony
la calefacción	heating
la cocina amueblada	fitted kitchen
el comedor	dining room
el comercio	business, shop
imprescindible	essential, indispensable
inferior	lower
el jardín	garden
lujoso/a	luxurious
la mascota	pet
la piscina	swimming pool
la planta	floor (of a building), plant
la planta baja	ground floor
superior	upper, higher
la tienda	shop
la torre	tower, tower block
la vista	view, sight

5.1F ¿Cómo es tu casa?

las afueras	outskirts
antiguo	old
el árbol	tree
el campo	countryside, field,sports ground
el chalet / chalé	bungalow, detached house, villa
la costa	coast
el estante	shelf
encontrar	to find
encontrarse	to be situated
encontrarse con	to meet up with
la granja	farm
guardar	to keep, to put away,to save
la librería	bookcase, bookshop
la montaña	mountain
el mueble	piece of furniture
los muebles	furniture
peor	worse

GCSE Unit 5 SPANISH Knowledge organiser.
Topic Home, Town, Neighbourhood and Region

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D. Discussing the advantages and disadvantages of living in the town and country

6 Key Words for this term

1. vivir
2. alojamiento
3. alquilar
4. el hogar
5. la casa
6. las afueras

5.1G Mi casa

la alfombra	_____
el armario	_____
el ascensor	_____
_____	armchair
la _____	kitchen, cooker, cuisine
_____	comfortable, convenient, handy
compartir	_____
el cuarto de baño	_____
el dormitorio	_____
los _____	(electrical) appliances
la _____	stairs
el espejo	_____
la _____	shelves, shelving unit
el fregadero	_____
la habitación	_____
_____	washbasin
_____	washing machine
el lavaplatos	_____
el microondas	_____
la _____	fridge
la pared	_____
el salón	_____
el _____	armchair
el _____	ground, floor
la terraza	_____

5.2G ¿Qué se puede hacer donde vives?

el _____	neighbourhood, area
la biblioteca	_____
la _____	bowling alley
el _____	handbag
la carnicería	_____
el _____	lawn
_____	necklace
descansar	_____
_____	money
_____	to enjoy oneself, to
have a good time	
el _____	tobacconist's (also sells stamps)
los grandes almacenes	_____
la joyería	_____
la _____	toy shop
el mercado	_____
_____	doll
el _____	museum
la panadería	_____
_____	infantil park, playground
la _____	cake shop
los pendientes	_____
la plaza de toros	_____
la ropa (de marca)	_____
la tienda de comestibles	_____

5.2F Mi ciudad

la avenida	_____
el ayuntamiento	_____
bienvenido/a	_____
_____	shopping centre
_____	city, large town
el club de jóvenes	_____
Correos	_____
construir	_____
convertirse en (+ noun)	_____
los _____	open spaces
la _____	factory
_____	to found
el/la habitante	_____
la iglesia	_____
_____	to go shopping
_____	country
la _____	square (in a town)
el _____	sports centre
el pueblo (small)	_____
el puente	_____
_____	port, harbour
el siglo	_____

Key Verbs

_____ To live	alquilar _____	Comprar To _____	Hacer – _____	Mudarse To
Vivo _____	Alquilo _____	Compro _____	Hago I do	Me mudo _____
_____ You live	_____ You rent	Compras _____	_____ You do	_____ You move
Vive _____	Alquila _____	Compra He/she buys	Hace _____	Se muda _____
_____ We live	_____ We rent	Compramos _____	Hacemos _____	Nos mudamos _____
_____ They live	_____ They rent	_____ They buy	_____ They do	_____ They move

5.1H Mi casa y mi barrio

_____	under, downstairs
_____	spacious, roomy
_____	above, upstairs, up
el balcón	_____
la calefacción	_____
la cocina amueblada	_____
el _____	dining room
el _____	business, shop
_____	essential, indispensable
inferior	_____
el jardín	_____
lujoso/a	_____
_____	pet
_____	swimming pool
_____	floor (of a building), plant
la planta baja	_____
superior	_____
la _____	shop
la _____	tower, tower block
la _____	view, sight

5.1F ¿Cómo es tu casa?

_____	outskirts
antiguo	_____
el _____	tree
el campo	countryside
field,sports ground	
el chalet / chalé	_____ house, villa
la costa	_____
el _____	shelf
_____	to find
_____	to be situated
_____	to meet up with
la granja	_____
_____	to keep, to put
away,to save	
la _____	bookcase, bookshop
la _____	mountain
el mueble	_____
los _____	furniture
peor	_____

GCSE Unit 5 SPANISH Knowledge organiser. Topic Home, Town, Neighbourhood and Region

Translation Practice. G – blue F – orange H - Green	
La nevera _____ en la cocina	The fridge **is** in the kitchen
¿Dónde _____ el cuarto de baño?	Where **is** the bathroom?
En ___ casa hay muchos libros.	In **his / her** house there are many books.
Creo que esta _____ es muy bonita.	I think that this **house** is very beautiful.
¿Qué _____ ?	What **do you think**?
Estoy en _____ de esto.	I am **against** this.
Los libros están _____ de la mesa	The books are **under** the table
Vivo muy _____ de la ciudad	I live very **far** away from the city
Mi abuelo vive en el _____	My grandfather lives in the **countryside**
La _____ está debajo de la ventana.	The **bookcase** is under the window
La casa de mi amigo _____ cerca del colegio	My friend's house **is** near the school
Mi casa está _____ de la costa	My house is **near** to the coast
¿Cómo es tu _____ casa?	What is your **new** house like?
Es un _____ moderno	It's a modern **apartment**
_____ vivir en la ciudad	**I prefer** to live in the city
_____ falta un ascensor	**It's** missing a lift
¿Dónde _____ exactamente?	Where **is** it exactly?
Si _____ hay vistas del mar	**If** there are sea views

Key Questions: Answer the following in your own words. Use these model answers	
¿Cómo es tu casa y describe la casa de tus sueños? ¿Compartes piso? ¿Qué piensas de tu casa?	Vivo en una casa adosada en las afueras de Swindon. Mi casa tiene dos plantas. Abajo tenemos una cocina grande, un cuarto de baño pequeño y el salón acogedor. Arriba tenemos el dormitorio de mis padres y mi dormitorio. También tenemos un jardín enorme detrás del jardín con muchos árboles y flores. La casa de mis sueños estaría en los Estados Unidos, cerca de Los Ángeles en California. La casa de mis sueños estaría en la costa cerca de una playa bonita. La casa tendría una piscina enorme, cuatro plantas y un garaje doble. Habría mucho espacio para todas mis cosas y todos mis coches. No tengo que compartir mi dormitorio pero cuando era joven tenía que compartir mi dormitorio con mi hermano Lo que me gusta de mi casa es que está cerca de mis amigos y es bonito y caliente en invierno. Lo que me molesta de mi casa es que la cocina es muy vieja (tenemos que renovar la cocina) y también lo que odio es que no tenemos mucho espacio en el salón.
¿Cómo es tu habitación, donde está tu casa exactamente?	Mi habitación está arriba/en la segunda planta. Mi habitación está cerca del cuarto de baño y la habitación de mis padres. Me encanta mi habitación porque no tengo que compartir con mi hermano. Me encanta mi habitación porque tengo muchos posters de mis grupos favoritos y mi consola porque me encanta jugar con video-juegos.
¿Cómo es/era tu pueblo/región ahora/antes y como era en el pasado? ¿tu opinión de tu pueblo? ¿Qué puedes hacer en tu pueblo? ¿Qué hay en tu pueblo?	Mi pueblo se llama Swindon. Está en el sur-oeste de Inglaterra. Creo que mi pueblo es muy industrial y poco bonito. En el centro hay muchas tiendas de ropa donde se puede ir de compras durante el fin de semana. También hay buenas instalaciones si te gusta hacer deporte. Hay muchos polideportivos donde se puede ir al gimnasio, hacer musculación y hacer deportes de equipo. Antes el barrio era más bonito que ahora. Antes había muchas granjas y había mucho campo pero ahora hay más edificios, más industria y más contaminación del aire. Antes no había tanta contaminación del aire o basura en las calles pero ahora hay más basura y contaminación. Lo que me gusta/me chifla/me mola de mi barrio es que es/hay…

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
Imperfect Tense *(Past, ongoing actions, descriptions, 'used to' or 'was doing')*	**-ar** -aba, -abas, -aba, -ábamos, - abais, -aban **-er and –ir** -ía, -ías, -ía, -íamos, - íais, -ían
Future Tense ('will…')	**All verb groups:** -é, -ás, -á, -emos, -éis, -án *With this tense, do NOT take the verb ending away but ADD it on to the infinitive.*

GCSE Unit 5 SPANISH Knowledge organiser.
Topic Home, Town, Neighbourhood and Region

What we are learning this term:

A. Saying what your house is like
B. Describing your house and where it is
C. Talking about the amenities in your area
D. Discussing the advantages and disadvantages of living in the town and country

6 Key Words for this term

1. vivir
2. alojamiento
3. alquilar
4. el hogar
5. la casa
6. las afueras

5.1G Mi casa

la alfombra	carpet, rug
el armario	cupboard, wardrobe
el ascensor	lift
la butaca	armchair
la cocina	kitchen, cooker, cuisine
cómodo	comfortable, convenient, handy
compartir	to share
el cuarto de baño	bathroom
el dormitorio	bedroom
los electrodomésticos	(electrical) appliances
la escalera	stairs
el espejo	mirror
la estantería	shelves, shelving unit
el fregadero	kitchen sink
la habitación	room
el lavabo	washbasin
la lavadora	washing machine
el lavaplatos	dishwasher
el microondas	microwave oven
la nevera	fridge
la pared	wall
el salón	lounge, living room
el sillón	armchair
el suelo	ground, floor
la terraza	terrace

5.2G ¿Qué se puede hacer donde vives?

el barrio	neighbourhood, area
la biblioteca	library
la bolera	bowling alley
el bolso	handbag
la carnicería	butcher's
el césped	lawn
el collar	necklace
descansar	to rest
el dinero	money
divertirse	to enjoy oneself, to have a good time
el estanco	tobacconist's (also sells stamps)
los grandes almacenes	department stores
la joyería	jeweller's
la juguetería	toy shop
el mercado	market
la muñeca	doll
el museo	museum
la panadería	baker's
el parque	infantil park, playground
la pastelería	cake shop
los pendientes	earrings
la plaza de toros	bull ring
la ropa (de marca)	(designer) clothes
la tienda de comestibles	grocery store, food

5.2F Mi ciudad

la avenida	avenue
el ayuntamiento	Town Hall
bienvenido/a	welcome
el centro comercial	shopping centre
la ciudad	city, large town
el club de jóvenes	youth club
Correos	Post Office
construir	to build
convertirse en (+ noun)	to become
los espacios verdes	open spaces
la fábrica	factory
fundar	to found
el/la habitante	inhabitant
la iglesia	church
ir de compras	to go shopping
el país	country
la plaza	square (in a town)
el polideportivo	sports centre
el pueblo (small)	town, village, people
el puente	bridge
el puerto	port, harbour
el siglo	century

Key Verbs

Vivir To live	alquilar To rent	Comprar To buy	Hacer – to do/make	Mudarse To move
Vivo I live	Alquilo I rent	Compro I buy	Hago I do	Me mudo I move
Vives You live	Alquilas You rent	Compras You buy	Haces You do	Te mudas You move
Vive He/she lives	Alquila He/she rents	Compra He/she buys	Hace s/he does	Se muda He/she moves
Vivimos We live	Alquilamos We rent	Compramos We buy	Hacemos We do	Nos mudamos We move
Viven They live	Alquilan They rent	Compran They buy	Hacen They do	Se mudan They move

5.1H Mi casa y mi barrio

abajo	under, downstairs
amplio/a	spacious, roomy
arriba	above, upstairs, up
el balcón	balcony
la calefacción	heating
la cocina amueblada	fitted kitchen
el comedor	dining room
el comercio	business, shop
imprescindible	essential, indispensable
inferior	lower
el jardín	garden
lujoso/a	luxurious
la mascota	pet
la piscina	swimming pool
la planta	floor (of a building), plant
la planta baja	ground floor
superior	upper, higher
la tienda	shop
la torre	tower, tower block
la vista	view, sight

5.1F ¿Cómo es tu casa?

las afueras	outskirts
antiguo	old
el árbol	tree
el campo	countryside, field,sports ground
el chalet / chalé	bungalow, detached house, villa
la costa	coast
el estante	shelf
encontrar	to find
encontrarse	to be situated
encontrarse con	to meet up with
la granja	farm
guardar	to keep, to put away,to save
la librería	bookcase, bookshop
la montaña	mountain
el mueble	piece of furniture
los muebles	furniture
peor	worse

GCSE Unit 5 SPANISH Knowledge organiser.
Topic Home, Town, Neighbourhood and Region

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6 Key Words for this term

1. vivir
2. alojamiento
3. alquilar
4. el hogar
5. la casa
6. las afueras

5.1G Mi casa

la alfombra	_____
el armario	_____
el ascensor	_____
_____	armchair
la _____	kitchen, cooker, cuisine
_____	comfortable, convenient, handy
compartir	_____
el cuarto de baño	_____
el dormitorio	_____
los _____	(electrical) appliances
la _____	stairs
el espejo	_____
la _____	shelves, shelving unit
el fregadero	_____
la habitación	_____
_____	washbasin
_____	washing machine
el lavaplatos	_____
el microondas	_____
la _____	fridge
la pared	_____
el salón	_____
el _____	armchair
el _____	ground, floor
la terraza	_____

5.2G ¿Qué se puede hacer donde vives?

el _____	neighbourhood, area
la biblioteca	_____
la _____	bowling alley
el _____	handbag
la carnicería	_____
el _____	lawn
_____	necklace
descansar	_____
_____	money
_____	to enjoy oneself, to
have a good time	
el _____	tobacconist's (also sells stamps)
los grandes almacenes	_____
la joyería	_____
la _____	toy shop
el mercado	_____
_____	doll
el _____	museum
la panadería	_____
_____	infantil park, playground
la _____	cake shop
los pendientes	_____
la plaza de toros	_____
la ropa (de marca)	_____
la tienda de comestibles	_____

5.2F Mi ciudad

la avenida	_____
el ayuntamiento	_____
bienvenido/a	_____
_____	shopping centre
_____	city, large town
el club de jóvenes	_____
Correos	_____
construir	_____
convertirse en (+ noun)	_____
los _____	open spaces
la _____	factory
_____	to found
el/la habitante	_____
la iglesia	_____
_____	to go shopping
_____	country
la _____	square (in a town)
el _____	sports centre
el pueblo (small)	_____
el puente	_____
_____	port, harbour
el siglo	_____

Key Verbs

_____ To live	alquilar _____	Comprar To _____	Hacer – _____	Mudarse To
Vivo _____	Alquilo _____	Compro _____	Hago I do	Me mudo _____
_____ You live	_____ You rent	Compras _____	_____ You do	_____ You move
Vive _____	Alquila _____	Compra He/she buys	Hace _____	Se muda _____
_____ We live	_____ We rent	Compramos _____	Hacemos _____	Nos mudamos _____
_____ They live	_____ They rent	_____ They buy	_____ They do	_____ They move

5.1H Mi casa y mi barrio

_____	under, downstairs
_____	spacious, roomy
_____	above, upstairs, up
el balcón	_____
la calefacción	_____
la cocina amueblada	_____
el _____	dining room
el _____	business, shop
_____	essential, indispensable
inferior	_____
el jardín	_____
lujoso/a	_____
_____	pet
_____	swimming pool
_____	floor (of a building), plant
la planta baja	_____
superior	_____
la _____	shop
la _____	tower, tower block
la _____	view, sight

5.1F ¿Cómo es tu casa?

_____	outskirts
antiguo	_____
el _____	tree
el campo	countryside
field,sports ground	
el chalet / chalé	_____ house, villa
la costa	_____
el _____	shelf
_____	to find
_____	to be situated
_____	to meet up with
la granja	_____
_____	to keep, to put
away,to save	
la _____	bookcase, bookshop
la _____	mountain
el mueble	_____
los _____	furniture
peor	_____

GCSE Unit 5 SPANISH Knowledge organiser. Topic Home, Town, Neighbourhood and Region

Translation Practice. G – blue F – orange H - Green	
La nevera _____ en la cocina	The fridge **is** in the kitchen
¿Dónde _____ el cuarto de baño?	Where **is** the bathroom?
En ___ casa hay muchos libros.	In **his / her** house there are many books.
Creo que esta _____ es muy bonita.	I think that this **house** is very beautiful.
¿Qué _____ ?	What **do you think**?
Estoy en _____ de esto.	I am **against** this.
Los libros están _____ de la mesa	The books are **under** the table
Vivo muy _____ de la ciudad	I live very **far** away from the city
Mi abuelo vive en el _____	My grandfather lives in the **countryside**
La _____ está debajo de la ventana.	The **bookcase** is under the window
La casa de mi amigo _____ cerca del colegio	My friend's house **is** near the school
Mi casa está _____ de la costa	My house is **near** to the coast
¿Cómo es tu _____ casa?	What is your **new** house like?
Es un _____ moderno	It's a modern **apartment**
_____ vivir en la ciudad	**I prefer** to live in the city
_____ falta un ascensor	**It's** missing a lift
¿Dónde _____ exactamente?	Where **is** it exactly?
Si _____ hay vistas del mar	**If** there are sea views

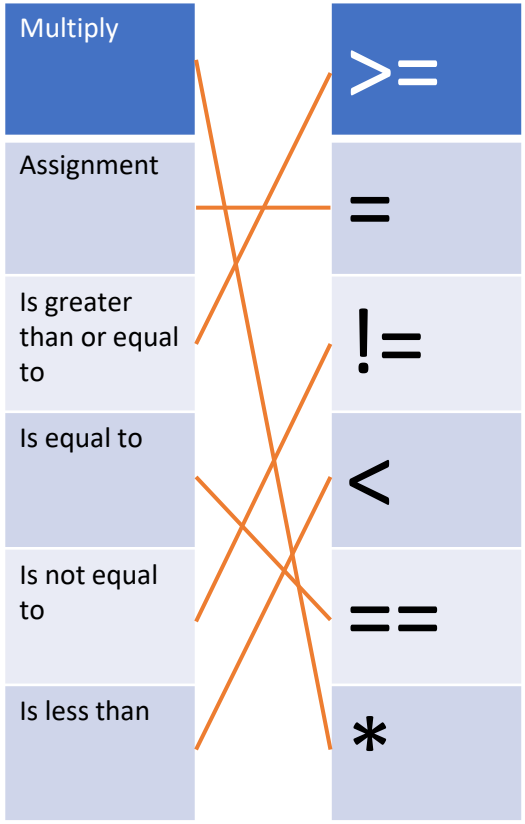
Key Questions: Answer the following in your own words. Use these model answers	
¿Cómo es tu casa y describe la casa de tus sueños? ¿Compartes piso? ¿Qué piensas de tu casa?	Vivo en una casa adosada en las afueras de Swindon. Mi casa tiene dos plantas. Abajo tenemos una cocina grande, un cuarto de baño pequeño y el salón acogedor. Arriba tenemos el dormitorio de mis padres y mi dormitorio. También tenemos un jardín enorme detrás del jardín con muchos árboles y flores. La casa de mis sueños estaría en los Estados Unidos, cerca de Los Ángeles en California. La casa de mis sueños estaría en la costa cerca de una playa bonita. La casa tendría una piscina enorme, cuatro plantas y un garaje doble. Habría mucho espacio para todas mis cosas y todos mis coches. No tengo que compartir mi dormitorio pero cuando era joven tenía que compartir mi dormitorio con mi hermano Lo que me gusta de mi casa es que está cerca de mis amigos y es bonito y caliente en invierno. Lo que me molesta de mi casa es que la cocina es muy vieja (tenemos que renovar la cocina) y también lo que odio es que no tenemos mucho espacio en el salón.
¿Cómo es tu habitación, donde está tu casa exactamente?	Mi habitación está arriba/en la segunda planta. Mi habitación está cerca del cuarto de baño y la habitación de mis padres. Me encanta mi habitación porque no tengo que compartir con mi hermano. Me encanta mi habitación porque tengo muchos posters de mis grupos favoritos y mi consola porque me encanta jugar con video-juegos.
¿Cómo es/era tu pueblo/región ahora/antes y como era en el pasado? ¿tu opinión de tu pueblo? ¿Qué puedes hacer en tu pueblo? ¿Qué hay en tu pueblo?	Mi pueblo se llama Swindon. Está en el sur-oeste de Inglaterra. Creo que mi pueblo es muy industrial y poco bonito. En el centro hay muchas tiendas de ropa donde se puede ir de compras durante el fin de semana. También hay buenas instalaciones si te gusta hacer deporte. Hay muchos polideportivos donde se puede ir al gimnasio, hacer musculación y hacer deportes de equipo. Antes el barrio era más bonito que ahora. Antes había muchas granjas y había mucho campo pero ahora hay más edificios, más industria y más contaminación del aire. Antes no había tanta contaminación del aire o basura en las calles pero ahora hay más basura y contaminación. Lo que me gusta/me chifla/me mola de mi barrio es que es/hay…

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
Imperfect Tense *(Past, ongoing actions, descriptions, 'used to' or 'was doing')*	**-ar** -aba, -abas, -aba, -ábamos, - abais, -aban **-er and –ir** -ía, -ías, -ía, -íamos, - íais, -ían
Future Tense ('will…')	**All verb groups:** -é, -ás, -á, -emos, -éis, -án *With this tense, do NOT take the verb ending away but ADD it on to the infinitive.*

Year 9 COMPUTER SCIENCE Term 3 – Programming

What we are learning this term:

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



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

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

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

Year 9 COMPUTER SCIENCE Term 3 – Programming

What we are learning this term:			
A. Matching Operators	B. Definitions	C. Python Code	D. Data Types

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

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

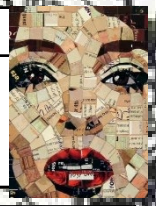
C.	Python Code
This is an example of:	
if username == "Tim":	
print("Hello World")	
dogAge = 8	
while userNum < 3:	

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

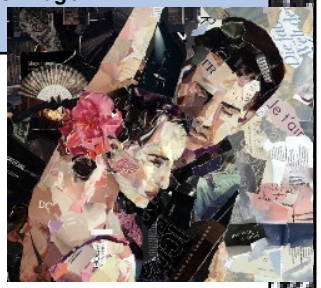
Year 9 Art Term 3 : Topic = Ines & Michael

What we are learning this term:

A. Ines Kouidis
B. Michael Volpicelli
C. Techniques and skills



A. *How has Ines Kouidis created this image?*



1. What materials has she used?
Ines uses a range of scrap materials including envelopes, scrap paper, newspapers, old magazines and cardboard.

2. How has she torn the material?
Ines doesn't use scissors often, but more she tears the material so to get a rough edge to her work. A type of uneven and rustic approach to her outcomes.

3. What impact do smaller pieces of material have?
She is very particular about the size of pieces she is collaging. Smaller and more detailed pieces can form darker areas and shadows. Lagers and lighter pieces are the highlights. The smaller the pieces, the longer it will take her- however the more intricate it will become.

4. Who does she make collages of?
She usually makes collages of famous people in history, who might be dead or alive today. These people influence her making and have had an impact on Ines' live. They are her main inspiration.

F. Keywords

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

C How to make a collage.

Collage: is a form of art by cutting and ripping paper to create interesting artworks.

Steps for making your collage:

1. Start by having an image as a source, something you will use as a guide to follow or for inspiration
2. Use a range of different types of paper, such as; scrap paper, newspaper, card, coloured paper.
3. Tear the paper to get a jagged edge, cut with scissors to get a straight edge.
4. The smaller the pieces of paper, the more detailed the outcome.
5. Darker paper in more shaded areas. Lighter paper in highlighted areas.
6. Add additional details on the face and in the background, following the same technique as step 2 and 3.

What each tool is used for:

Cutting mat	To protect the table from damage.
Glue stick	To cleanly stick the shapes onto paper.

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

1. Darker areas? Michael creates darker areas on the portrait by doing smaller words that are closer to one another to create shadowing.
2. Lighter areas? Words further apart and larger will be lighter

C. *Name the following equipment.*

		
Sharpie or permanent marker	Sheets of acetate	Masking tape

B. *Answer the following questions about Michaels work and how he works.*

What part of the body does Michael focus in drawing?	Michael focuses in on the face and facial features. This is called portraiture.
What effect do the larger words make?	The larger words make highlighted areas on the face
How would you describe his work?	Meaningful, cultural identities, typography, portrait,
What is significant about the words he uses to make up the drawing?	The words he uses are meaningful to that particular person. They might be words that describe them, or what they do, what impact they have or their personality.

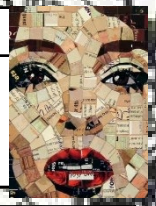
B. *About the work of artist Michael Volpicelli*

WHAT?	Michael creates word art using a variety of sizes to make up a portrait of a person.
HOW?	Use uses a fine permanent marker to draw with words. Larger words create a highlight and smaller more scrammed words create shadows and darkness.
WHY?	Michael draws people using words he thinks describes them. Kind and thoughtful words to spread the kindness.

Year 9 Art Term 3 : Topic = Ines & Michael

What we are learning this term:

A. Ines Kouidis
B. Michael Volpicelli
C. Techniques and skills



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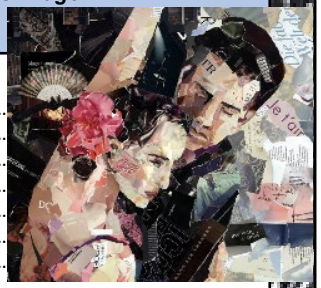


1 What materials has she used?
.....
.....
.....
.....

2
.....
.....
.....

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

4 What impact do smaller pieces of material have?
.....
.....
.....
.....
.....

Who does she make collages of?
.....

C How to make a collage.

Collage:

Steps for making your collage:

1.

2.

3.

4.

5.

What each tool is used for:

Magazines	.
Glue stick	

B. Answer the following questions about Michaels work and how he works.

What part of the body does Michael focus in drawing?	
What effect do the larger words make?	
How would you describe his work?	
What is significant about the words he uses to make up the drawing?	

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

1. Darker areas?

2. Lighter areas?

C. Name the following equipment.

F. Keywords

Appropriate	
Highlight	
Shadow	
intricate	
relevant	

B. About the work of artist Michael Volpicelli

WHAT?	
HOW?	
WHY?	

Year 9 PRODUCT DESIGN Rotation Knowledge Organiser

What we are learning this term:

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

A. Workshop Tools

Steel Rule	Tri-Square	Laser Cutter	Mitre square	Tenon Saw	Pillar Drill	Bandfacer
						

B. Materials

Timbers come from **trees**

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

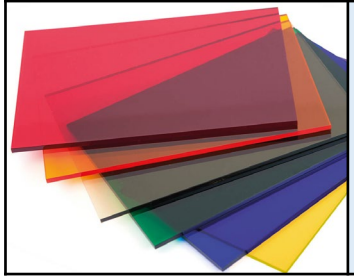
Softwoods come in planks and boards

Manufactured Boards come from **wood pulp**

Plywood – which you used as your base and Lid– is a **manufactured board**

Manufactured Boards come in sheets

Polymers come from **crude oil**



Acrylic – which you used as your lid decoration for your trinket box – is a **polymer**

Polymers come in sheets, graduals and filament

C. Key concepts

Designers research and investigate resources and materials to help inspire ideas.

Computer-aided design (CAD) is the process of using **computer software** to create **2D** or **3D designs**.

Advantages	Disadvantages
Designs can be **created**, **saved** and **edited** quickly, saving time	CAD takes a **long time** to **learn**
Designs or parts of design can be easily viewed from **different angles**, **copied** or **repeated**	Software can be **very expensive**
CAD is **very accurate**	CAD files can become **corrupted** or **lost**

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

- Bags and chairs acting as a trip hazard
- Untucked shirts, baggy clothes and untied hair are common things to get caught on tools and machines.
- Drinks and liquids, if spilled can become slip hazards

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

- No food and drink in workshops
- Bags and chairs stored neatly in designated areas
- Long hair must be tied up and correct uniform worn.

Personal protective equipment (PPE)
The three used most often are aprons, safety goggles and ear defenders.

C. Key Words

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

D. Evaluation of Products

Evaluate To judge and give an opinion.

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

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

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

For example:

My trinket box is well constructed and uses bright colours to look appealing. However, under closer inspection, the paint is messy and overlaps in some places. One improvement I could make is by applying the paint with a smaller brush so that it is easier to control and will make it look neater.

Year 9 PRODUCT DESIGN Rotation Knowledge Organiser

What we are learning this term:

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

A. Workshop Tools







B. Materials

Timbers come from _____

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

Softwoods come in_____

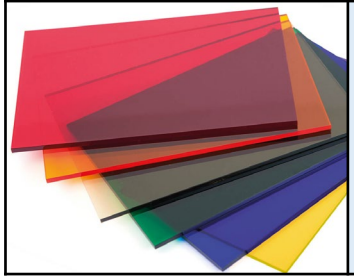
_____

Manufactured Boards come _____

Plywood – which you used as your base and Lid– is a **manufactured board**

Manufactured Boards come in_____

Polymers come from _____



Acrylic – which you used as your lid decoration for your trinket box – is a **polymer**

Polymers come in _____

_____

_____

C. Key concepts

Designers research and investigate _____

_____

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

Advantages	Disadvantages

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

_____

_____

_____

_____

_____

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

_____

_____

_____.

_____

Personal protective equipment (PPE)

The three used most often are_____

_____

C. Key Words

Prototype

Tolerance

Depth stop

Assemble

E. Evaluation of Products

Evaluate _____

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

_____

_____

_____

_____

_____

_____

_____

_____

Possible sentence starters:

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

Year 9 – High Skills

What we are learning this term:

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

6 Key Words for this term

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

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

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

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

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

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

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

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

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

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

Year 9 – High Skills

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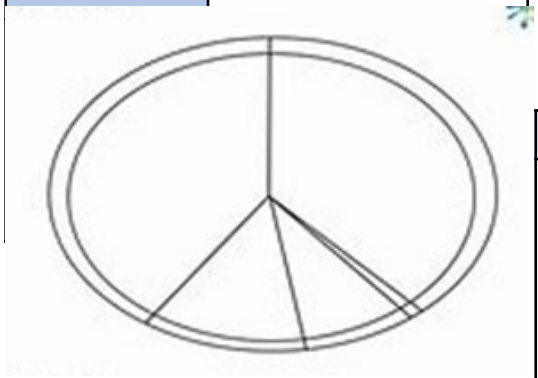

B.	*Can you list 5 of the dietary requirements of a teenager?*
1 2 3 4 5	

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 GRAPHIC COMMUNICATION

What are we learning this term?

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

A | Logos

What is a logo?

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

How does Alex Trochut design logos?

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

B | Typography

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

C | Computer skills

What is the shortcut for copy?
Ctrl + C
What is the shortcut for paste?
Ctrl + V
What does this symbol stand for?

Photoshop

What does this symbol mean?

Cropping

D| Key words

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

E | Evaluation

Evaluation: To judge or give an opinion

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

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

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

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

YEAR 9 GRAPHIC COMMUNICATION

What are we learning this term?

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

A | Logos

What is a logo?

How does Alex Trochut design logos?

B | Typography

Please use pencil for the drawing of your design

C | Computer skills

What is the shortcut for copy?

What is the shortcut for paste?

What does this symbol stand for?

What does this symbol mean?

D| Key words

Merchandise	
Combined Logo	
Photoshop	
Photo Editing	

E | Evaluation

Evaluation: To judge or give an opinion

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

1. Positives – what works well
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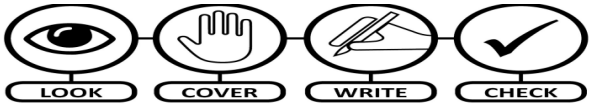
Year 9: You're in the band!

Term 3

A — What we are learning about this term…

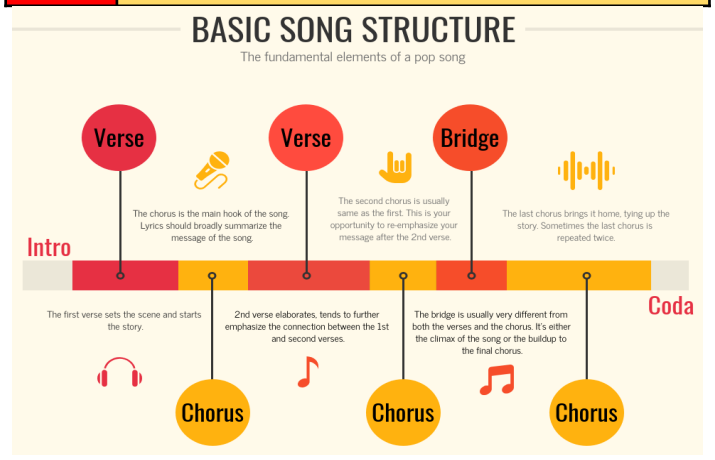
1. Basic Song Structure
2. How to write a perfect Evaluation
3. Playing an instrument / Chords / Melody
4. What are the music symbols – Note values
5. Keywords
6. How to read music - Treble clef and bass clef

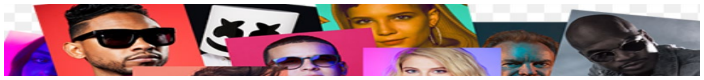


B — Keywords

Instrumental Break	An **instrument section** during a song – no singing
Lyrics	The **words** of a song
Verse	A section of a song **telling the story**, followed by a chorus
Chorus	**Repeated idea** within a song, lyrics and music usually remain the same
Bridge / Middle 8	**Passage of music** that contrasts the **verse and chorus**
Outro / Coda	**Passage of music** that **brings the song to an end**
Album	A collection of **audio recordings**
Arrangement	**A rework of a musical composition** so that it can be played by different combinations of instruments
Genre	A **style** or category of **art**, music, or literature
Cover Song	**A performance of a song** by someone other tan the original artist/band.

C — Instruments in popular music





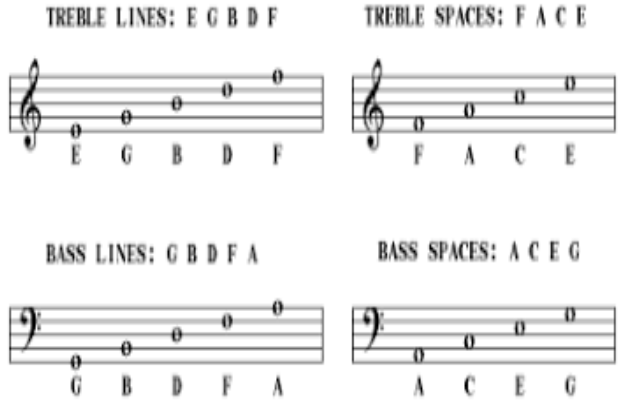
D — How to write a perfect Evaluation?

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

E — Basic Note Values - Recap

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	1½ beats	𝄽.
♪	Quaver, Eighth Note	1/2 beat	𝄾	♪.	Dotted Quaver, Dotted Eighth Note	3/4 beat	𝄾.

F — How to read music – treble clef and Bass Clef



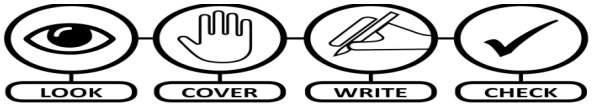
G — Describing music – MAD T SHIRT

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

Year 9: You're in the band!

Term 3

A	What we are learning about this term…
1	
2	
3	
4	
5	
6	



B	Keywords
Instrumental break	
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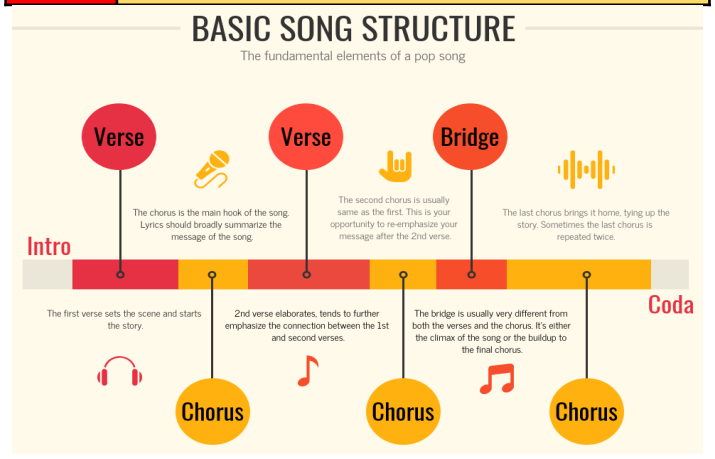

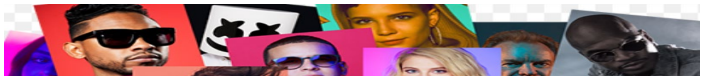

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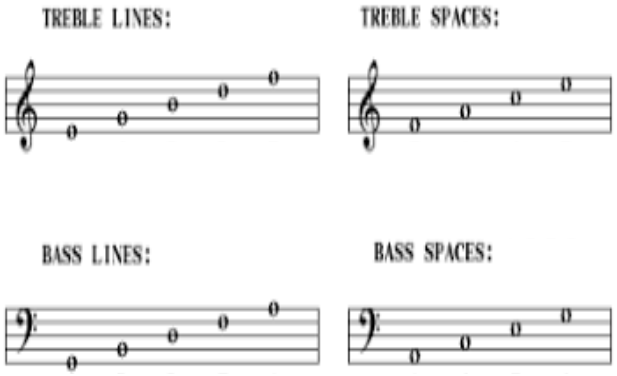
♩			𝄽	♩.	Dotted Note	1½ beats	𝄽.
♪			𝄾	♪.	Dotted	¾ beat	𝄾.

F How to read music – treble clef and Bass Clef



G Describing music – MAD T SHIRT

M	A	D	T	S	H	I	R	T
M_____	A_____	D_____	T_____	S_____	H_____/T_____	I_____	R_____	T_____

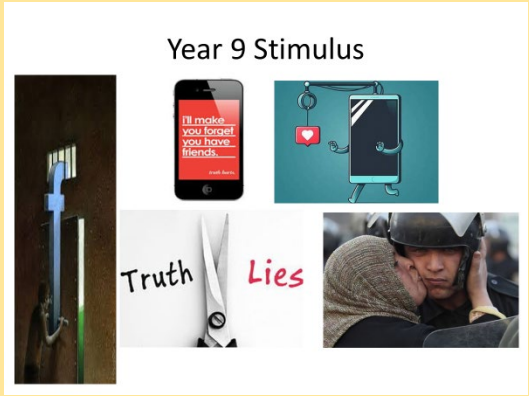
Year 9 Drama- Devising

Link to Comp 3

DEVISING

Frequently called **collective creation** - is a method of theatre-making in which the script or (if it is a predominantly physical work) performance score originates from collaborative, often improvisatory work by a performing ensemble.

Stimulus- A starting point or catalyst for your ideas.



What words do you think of looking at these pictures?
What stories do you think of?
What characters come to mind?

This term you are challenged with making a group performance that lasts up to 5 minutes and is based on a stimulus that you will be given in a lesson this term.

It MUST be ORIGINAL (cannot involve stories / characters that already exist) and EVERYONE must be involved.

Tips for success

Don't try and make a STORY – instead, create scenes based on a theme

Listen to everyone's ideas

Think of at least 3 ways to show the message and then pick the best one

Would technical elements help to get your message across?

Year 9 Drama- Devising

Link to Comp 3

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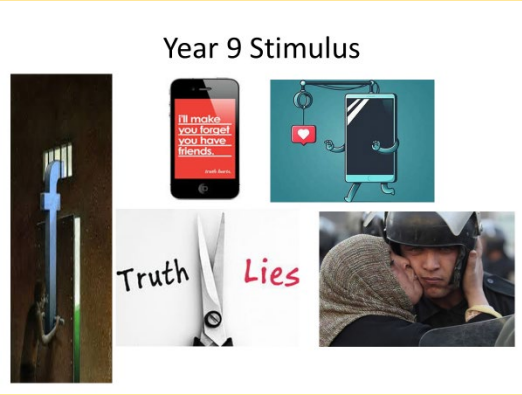
Stimulus-



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Tips for success

SWINDON ACADEMY READING CANON

Year 7

- The Canterbury Tales
- War Horse
- Adventures of a Young Naturalist
- A Monster Calls
- The Pearl
- Number the Stars
- The Hunger Games
- Chinese Cinderella
- Sir Gawain and the Green Knight

Year 8

- The Dark Lady
- Trash
- The Diary of a Young Girl
- Ghost Boys
- The Amazing Maurice
- The Bone Sparrow
- Salt to the Sea
- The Giver
- Witch Child

Year 9

- Skin
- I am Malala
- Noughts and Crosses
- Liccle Bit
- Fahrenheit 451
- The Black Flamingo
- One
- Simon vs the Homo Sapiens Agenda
- Long Way Down
- Northern Lights
- The Boy Who Steals Houses
- The Woman in Black
- The Book Thief

Year 10

- The Underground Railroad
- The Curious Incident of the Dog in the Night-Time
- The Hate U Give
- Rani and Sukh
- Pigeon English
- The Boxer
- 1984
- Orangeboy
- The Outsiders
- The Art of Being Normal
- A Selection of Short Stories
- To Kill a Mockingbird

#ReadingisPower