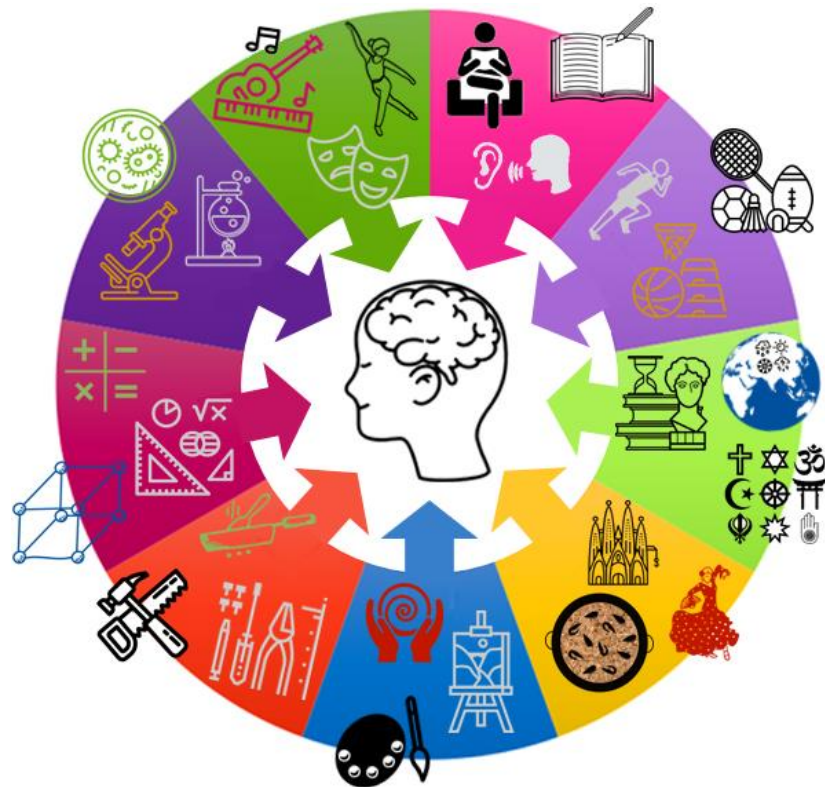


# 100% book - Year 9 Booster

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

## Term 3



### Swindon Academy 2023-24

Name:	
Tutor Group:	
Tutor & Room:	

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

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

# Using your Knowledge Organiser and Quizzable Knowledge Organiser

## Knowledge Organisers

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

**What are we learning this term:**

- Particle model
- Changing from Solids to Liquids
- Key Words for this term:
1. Matter, 2. Particles, 3. Gases, 4. Making, 5. Freezing
6. Condensation, 7. Evaporation, 8. Solids, 9. Solvent, 10. Solution

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

solid	liquid	gas
• Particles are packed closely together in a regular pattern.	• Particles are arranged randomly but are still touching each other.	• Particles are far apart and are arranged randomly.

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

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

**B. What are the different changes of state?**

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

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

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

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

## Quizzable Knowledge Organisers

**A. What is particle theory?**

**A. What is the law of conservation of mass?**

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

Solid	
Liquid	
Gas	

**B. What are the different changes of state?**

Melting	
Freezing	
Evaporation	
Condensation	

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

**Pure**

**Impure**

Diagram showing states of matter: solid, liquid, gas with arrows indicating transitions (melting, freezing, evaporation, condensation).

## 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.

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

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

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

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

### Top Tip

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

# How do I complete Knowledge Organiser Prep?

## Step 1

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

The image shows the epraise website interface. On the left is a 'Planner' for the week of 10th May to 16th May 2020, with a grid for different subjects. On the right is a 'Knowledge Organiser' for 'What is particle theory?'. It includes sections for 'What is particle theory?', 'Describe the arrangement and movement of particles in the three states of matter', and 'What is the law of conservation of mass?'. There are also diagrams of particle arrangements for solid, liquid, and gas states.

## Step 2

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

The image shows a student's prep book. The date '29th May 2020' and the title 'Particle theory' are written in the top right corner of the knowledge organiser template. The template includes sections for 'What is particle theory?', 'Describe the arrangement and movement of particles in the three states of matter', and 'What is the law of conservation of mass?'. There are also diagrams of particle arrangements for solid, liquid, and gas states.

## Step 3

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

The image shows handwritten notes in a student's prep book. The notes are written in blue ink on lined paper. The date '29th May 2020' is written at the top. The title 'Properties of the states of matter' is written below. The notes include the following definitions and facts:

- Particle theory = all matter is made of particles
- Solid = regular pattern particles vibrate in fixed position
- Liquid = particles are arranged randomly but are still touching each other. Particles can slide past each other and move around.
- Gas = Particles are far apart and are arranged randomly. Particles carry a lot of energy.

## Step 4

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

The image shows handwritten notes in a student's prep book. The notes are written in blue ink on lined paper. The definitions and facts from the knowledge organiser are repeated three times:

- Solid = regular pattern particles vibrate in fixed position
- Solid = regular pattern particles vibrate in fixed position
- Solid = regular pattern particles vibrate in fixed position

## Step 5

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

The image shows a student's prep book. The date '29th May 2020' and the title 'Particle theory' are written in the top right corner. The knowledge organiser template is filled in with the following answers:

- What is the law of conservation of mass? Self quizzing
- What are the different changes of state? Arrangement/movement of matter
- Solid = regular pattern particles vibrate in fixed position
- Liquid = particles are arranged randomly but are still touching each other. Particles can slide past each other and move around.
- Gas = particles are far apart and are arranged randomly. Particles carry a lot of energy.

## Step 6

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

The image shows handwritten notes in a student's prep book. The notes are written in blue ink on lined paper. The definitions and facts from the knowledge organiser are checked and corrected:

- Particle theory = all matter is made of particles
- Solid = regular pattern ✓ particles vibrate in fixed position
- Liquid = particles are arranged randomly but are still touching each other ✓. Particles can slide past each other and move around ✓.
- Gas = Particles are far apart ✓ and are arranged randomly. Particles carry a lot of energy ✓.

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

# 'Romeo and Juliet': T Knowledge Organiser

Plot breakdown		Characters	Vocabulary: Key words
<b>P</b>	<b>The Prologue</b> outlines the main conflict in the play and warns the audience of the tragic fate of Romeo and Juliet.	<b>Romeo (Montague)</b> Young man. Falls in love with Juliet. Kills himself at the end of the play. <i>"Did my heart love till now? forswear it, sight! For I ne'er saw true beauty till this night"</i> ; <i>"Thus with a kiss I die"</i>	<b>tragic</b> – describes something as being very sad, or as part of a tragedy.
<b>1.1</b>	The Montagues and Capulets fight in the streets of Verona. Prince Escalus swears that any further fighting will be punished by death.		<b>submissive</b> - ready to obey or conform to the authority or will of others
<b>1.2</b>	Paris asks Lord Capulet about marrying his daughter Juliet. Capulet tells Paris to wait as she is too young.		<b>Narcissistic</b> – self-obsessed
<b>1.3</b>	Lady Capulet advises Juliet to agree to marry Paris.		<b>feud</b> – a serious argument and sometimes violent argument between two people or groups that continues for a long time.
<b>1.5</b>	At the Capulet's masked ball, Romeo sees Juliet and falls in love with her. They talk, kiss, and fall in love. As they depart, they learn they are from feuding families.	<b>Juliet (Capulet)</b> 13-year old girl. Falls in love with Romeo. Kills herself at the end of the play. <i>"Wherefore art thou Romeo? Deny thy father and refuse thy name"</i> ; <i>"O happy dagger, This is thy sheath; there rust, and let me die"</i>	<b>shrine</b> – a holy place that people go to pray.
<b>2.2</b>	In the balcony scene, Romeo and Juliet fall deeper in love. They agree to get married.		<b>status quo</b> – the situation that exists now, without any changes.
<b>2.3</b>	Romeo asks Friar Lawrence to marry him and Juliet. Lawrence agrees, thinking it will unite the warring families.	<b>Lord Capulet (Capulet)</b> Head of the Capulet family. Juliet's father. Orders her to marry his friend, Paris. <i>"She will be ruled In all respects by me"</i>	<b>obstacle</b> – a problem that must be overcome.
<b>2.6</b>	Friar Lawrence marries Romeo and Juliet.		<b>vindictive</b> – vengeful
<b>3.1</b>	Montagues and Capulets fight in the streets. Tybalt kills Mercutio; Romeo kills Tybalt. Prince Escalus decides to banish Romeo from Verona.	<b>Paris (no family)</b> Nobleman of Verona. Wants to marry Juliet. Killed by Romeo at the end of the play.	<b>patriarchy</b> - a society in which power lies with men
<b>3.4</b>	Lord Capulet tells Paris that he can marry Juliet in three days' time.		<b>belligerent</b> - warlike
<b>3.5</b>	After their wedding night, Romeo leaves Juliet for the last time. They have a vision of the other's death. After Romeo leaves, Lord Capulet orders Juliet to marry Paris, threatening to disown her if she disobeys.	<b>Friar Lawrence (no family)</b> Religious leader in Verona. Agrees to marry Romeo and Juliet, thinking it will bring peace to the city. <i>"For this alliance may prove To turn your households' rancour to pure love"</i>	<b>exile (vb.)</b> – to force them from their home and live in another place.
<b>4.1</b>	Friar Lawrence comes up with a plan: Juliet must pretend to be dead and then escape Verona with Romeo. She agrees to the plan.		<b>tenacious</b> – very determined
<b>5.3</b>	Romeo does not learn of Friar Lawrence's plan. He sneaks back into Verona and visits Juliet's tomb. He thinks she is dead, and kills himself with poison. Moments later, Juliet wakes up. She finds Romeo's body and kills herself with his dagger. The two families agree to end their feud.	<b>Prince Escalus (no family)</b> Ruler of Verona. Wants to bring peace to the city. <i>"If ever you disturb our streets again, Your lives shall pay the forfeit of the peace"</i>	<b>catastrophe</b> – a terrible accident.
Terminology: Key words			
<b>The Big Ideas:</b>  <b>Role of women:</b> Juliet is powerless to make her own decisions. She is ruled by her father who eventually decides to marry her off to a powerful man. She breaks the status quo when she defies her father and makes her own decisions.  <b>Evolution of Juliet's character:</b> Juliet is a stereotypical Renaissance daughter at the outset, she is loyal and submissive. She becomes empowered and independent through her romance with Romeo. She becomes a tragic hero by acting in pursuit of her own desires.  <b>Tragedy:</b> A Shakespearean tragedy is the story of one or two heroes of 'high-status,' such as Kings or Lords. They act in pursuit of one desire. The story leads up to and includes the death of the hero as a result of their actions.  <b>Fate and destiny:</b> Fate is the idea that the events of someone's life are not in their control. The <i>star-crossed</i> lovers suggests they were fated for tragedy. This leads to many questions: Is the tragic ending inevitable? Do they act independently?		<b>soliloquy</b> – a speech in a play where the character speaks to himself or herself.  <b>hyperbole</b> – exaggeration.  <b>tragic flaw</b> - a character has a tragic flaw when what makes them so special also brings about their downfall.  <b>foreshadow</b> – to show or warn that something bigger, worse, or more important is coming.  <b>thesis</b> – the main idea that you want to discuss throughout an essay.	
		<b>Tragedy</b> – a play in which the main character brings about their own downfall.  <b>prologue</b> – the introduction to a book, film, or play.  <b>sonnet</b> – a type of love poem. It has 14 lines, a strict rhyme scheme and 10 syllables per line.  <b>dramatic irony</b> – when the audience knows something that the character on stage does not  <b>Tragic hero</b> – the main character in a Tragedy that makes an error of judgement that leads to their downfall.  <b>soliloquy</b> – a speech in a play where the character speaks to himself or herself.  <b>hyperbole</b> – exaggeration.	
		<b>Structure of Shakespearean tragedy (Bradley)</b>	
		<b>Exposition</b> Introduces the main characters and the obstacles they will overcome in the play.  <b>Rising tension</b> The heroes try to overcome the obstacles they face. They suffer.  <b>Catastrophe</b> The play ends with the deaths of the heroes.	
		<b>Features of Shakespearean tragedy (Bradley)</b>	
		The characters are ' <b>high-status</b> ' – they are important people.  The tragic hero <b>acts</b> : they <b>try to do things</b> . They don't just let things happen to them.  Whatever they try to do, it always <b>puts them in a worse situation</b> .  They are <b>exceptional</b> – there is something that makes them special.	

# 'Romeo and Juliet': T Knowledge Organiser

Plot breakdown		Characters	Vocabulary: Key words
<b>p</b>	<b>The Prologue</b> outlines the main _____ in the play and _____ the _____ of the _____ of _____ and _____.	<b>Romeo (Montague)</b> Young _____. Falls in love with _____. _____ at the end of the _____. "Did my heart love till now? forswear it, sight! For I ne'er saw true beauty till this night"; "Thus with a kiss I die"	<b>tragic</b> – <b>submissive</b> – <b>narcistic</b> – <b>feud</b> –
<b>1.1</b>	The _____ and _____ in the _____ of _____. Prince Escalus swears that any further fighting will be _____ by _____.	<b>Juliet (Capulet)</b> 13-y _____ - _____ girl. Falls in _____ with _____. Kills _____ at the end of the _____. "Wherefore art thou Romeo? Deny thy father and refuse thy name"; "O happy dagger, This is thy sheath; there rust, and let me die"	<b>shrine</b> –
<b>1.2</b>	_____ asks Lord _____ about marrying his _____ Juliet. Capulet tells Paris to wait as she is too young.		<b>status quo</b> –
<b>1.3</b>	Lady _____ advises _____ to agree to _____.	<b>Lord Capulet (Capulet)</b> Head of the _____ family. Juliet's _____. Orders her to marry his friend, Paris. "She will be ruled In all respects by me"	<b>obstacle</b> –
<b>1.5</b>	At the Capulet's _____ ball, Romeo sees Juliet and _____ in love with her. They _____, _____, and fall in _____. As they depart, they learn they are from _____ families.		<b>vindictive</b> –
<b>2.2</b>	In the _____ scene, Romeo and Juliet fall _____ in love. They _____ to get _____.		<b>patriarchy</b> –
<b>2.3</b>	Romeo asks _____ to _____ him and _____. Lawrence _____, thinking it will _____ the _____.	<b>belligerent</b> - warlike	
<b>2.6</b>	Friar _____ Romeo and _____.	<b>Paris (no family)</b> _____ of Verona. Wants to _____. Killed by _____ at the end of the play.	<b>exile (vb.)</b> –
<b>3.1</b>	_____ and _____ fight in the streets. _____ kills _____; _____ kills _____. Prince Escalus decides to _____ from Verona.		<b>tenacious</b> –
<b>3.4</b>	Lord _____ tells _____ that he can marry Juliet in three days' time.	<b>Friar Lawrence (no family)</b> _____ in Verona. _____ to _____ Romeo and Juliet, thinking it will bring _____ to the city. "For this alliance may prove To turn your households' rancour to pure love"	<b>catastrophe</b> –
<b>3.5</b>	After their _____ night, Romeo leaves Juliet for the last time. They have a _____ of the other's _____. After Romeo leaves, Lord Capulet _____ Juliet to marry _____, threatening to _____ her if she _____.		<b>stoicism</b> –
<b>4.1</b>	Friar Lawrence comes up with a _____; Juliet must _____ to be _____ and then _____ Verona with Romeo. She _____ to the plan.	<b>Mercutio (Montague)</b> Romeo's _____. Killed by _____. "A plague a'both your houses!"	<b>Terminology: Key words</b>
<b>5.3</b>	Romeo _____ learn of Friar Lawrence's _____. He sneaks back into Verona and visits Juliet's _____. He thinks she is _____, and kills himself with _____. Moments later, Juliet wakes up. She finds Romeo's body and kills _____ with his dagger. The two _____ agree to end their _____.		<b>Prince Escalus (no family)</b> _____ of Verona. Wants to bring _____ to the city. "If ever you disturb our streets again, Your lives shall pay the forfeit of the peace"
<b>The Big Ideas:</b>		<b>Structure of Shakespearean tragedy (Bradley)</b> <b>Exposition</b> _____ _____ _____ <b>Development/Rising Action:</b> _____ _____ <b>Catastrophe:</b> _____ _____	<b>prologue</b> –
<b>Role of women:</b> Juliet is _____ to make her own decisions. She is _____ by her father who eventually decides to _____ her off to a _____ man. She breaks the _____ when she _____ her father and makes her own decisions.			<b>sonnet</b> –
<b>Evolution of Juliet's character:</b> Juliet is a stereotypical _____ daughter at the _____, she is loyal and _____. She becomes _____ and independent through her romance with Romeo. She becomes a tragic hero by _____ in pursuit of her own desires.		<b>dramatic irony</b> –	
<b>Tragedy:</b> A Shakespearean tragedy is the story of one or two heroes of '_____,' such as Kings or Lords. They act in pursuit of one _____. The story leads up to and includes the _____ of the hero as a result of their _____.		<b>Tragic hero</b> –	
<b>Fate and destiny:</b> Fate is the idea that the _____ of a life are not in their control. The _____-crossed lovers suggests they were fated for _____. This leads to many questions: Is the tragic ending inevitable? Do they act _____?		<b>soliloquy</b> –	
		<b>hyperbole</b> –	
		<b>tragic flaw</b> -	
		<b>foreshadow</b> –	
		<b>thesis</b> –	
		<b>Features of Shakespearean tragedy (Bradley)</b>	
		The characters are '_____ - _____' – they are important people.	
		The tragic hero _____: they <b>try to do</b> _____. They don't _____ things _____ to them.	
		Whatever they try to do, it always <b>puts them in a worse situation</b> .	
		They are _____ – there is something that makes them _____.	



**What we are learning this term:**

- A. Particle Model
- B. Brownian Motion and Diffusion
- C. Pressure and Density
- D. Physical and Chemical changes

**2 Key Words for this term:**

- 1. Density
- 2. Compression

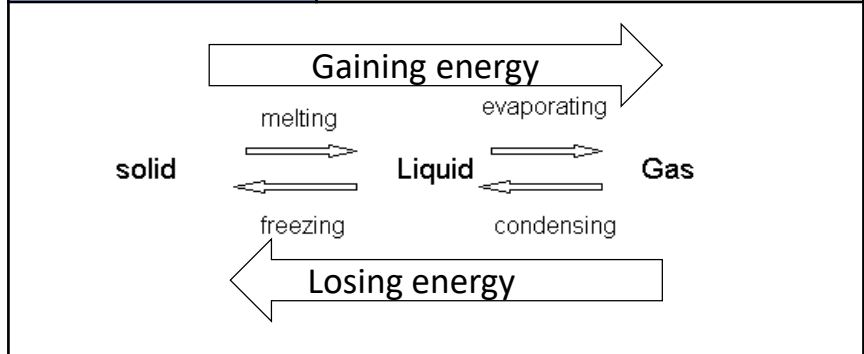
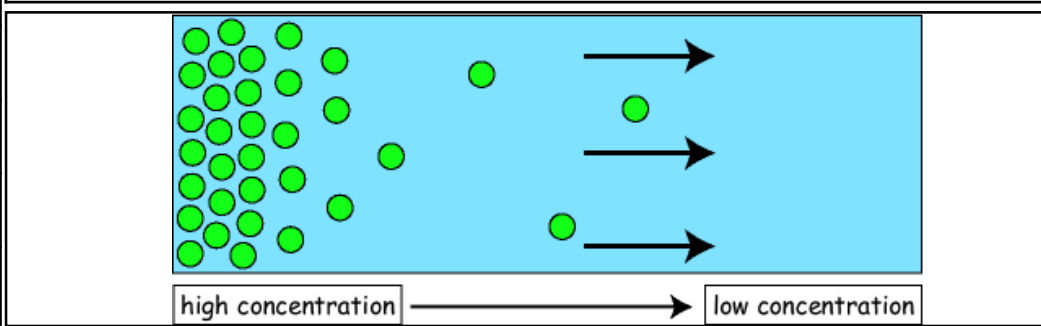
**A. Describe the properties of the three states of matter**

solid	liquid	gas
● rigid	● not rigid	● not rigid
● fixed shape	● no fixed shape	● no fixed shape
● fixed volume	● fixed volume	● no fixed volume

A.	What are the different changes of state?
<b>Melting</b>	Change of state from solid to liquid
<b>Freezing</b>	Change of state from liquid to solid
<b>Evaporation</b>	Change of state from liquid to gas
<b>Condensation</b>	Change of state from gas to liquid

**B. What is Brownian Motion?**

The **random motion** of small particles in fluids due to their bumping into even smaller particles.



**B. What is diffusion?**

Movement of particles from a **higher concentration** to a **lower concentration**.

**B. What is the equation to calculate concentration?**

$$\text{Concentration} = \frac{\text{mass of solute}}{\text{volume of solvent}}$$



**What we are learning this term:**

- A. Particle Model
- B. Brownian Motion and Diffusion
- C. Pressure and Density
- D. Physical and Chemical changes

**2 Key Words for this term:**

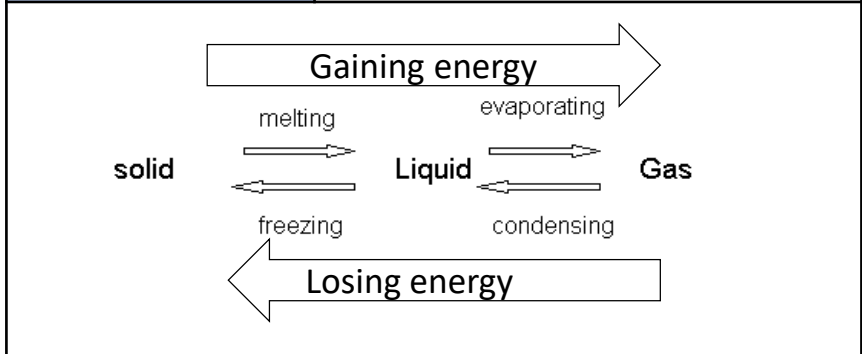
- 1.
- 2.

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

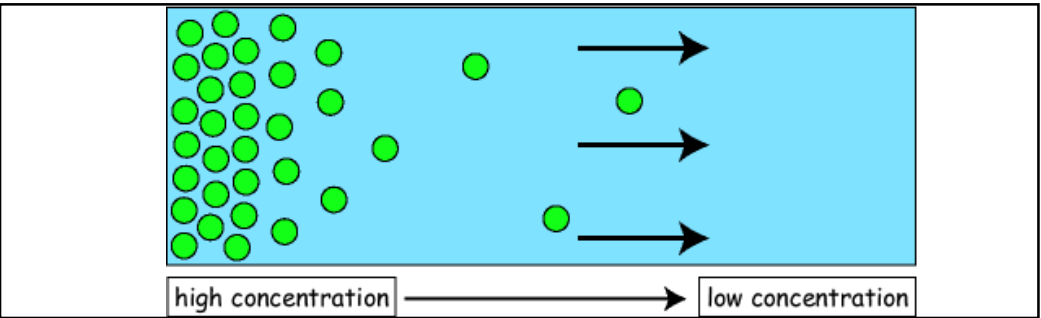
solid	liquid	gas
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**A. What are the different changes of state?**

<b>Melting</b>	
<b>Freezing</b>	
<b>Evaporation</b>	
<b>Condensation</b>	



**B. What is Brownian Motion?**



**B. What is diffusion?**

**B. What is the equation to calculate concentration?**

**C. State the equation to calculate density.**

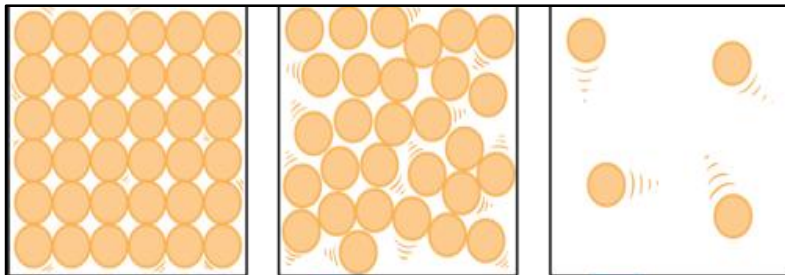
$$\text{Density} = \frac{\text{mass}}{\text{volume}}$$

- It is a measure of how many particles fit in a certain unit of volume.
- Solids are denser than liquids.
- Liquids are denser than gases.
- There is an exception: ice (solid water) is less dense than liquid water.

**C. State the equation to calculate pressure.**

$$\text{Pressure} = \frac{\text{force}}{\text{area}}$$

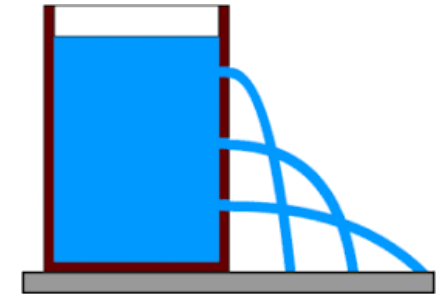
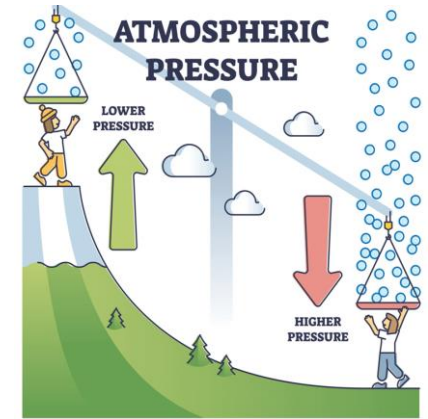
- Pressure is a compound measure of how much force acts on a particular unit of area.
- Pressure increases if the force acting on an area increases.
- Pressure increases if the area a force acts on decreases.



**C. Pressure in fluids:**

**Atmospheric pressure decreases with increase of height**, as weight of air above decreases with height.

**Pressure in a liquid is different at different depths, it increases deeper down** due to the weight of the column of water above.



**B. Compare chemical changes and physical changes.**

Chemical changes	Physical changes
Not easily reversed	Easily <b>reversed</b>
<b>New product</b> formed	No new product formed
Often <b>heat/light/sound/gas production</b> (fizzing) occurs	Often just a <b>change of state</b>
E.g: wood burning	E.g: ice melting



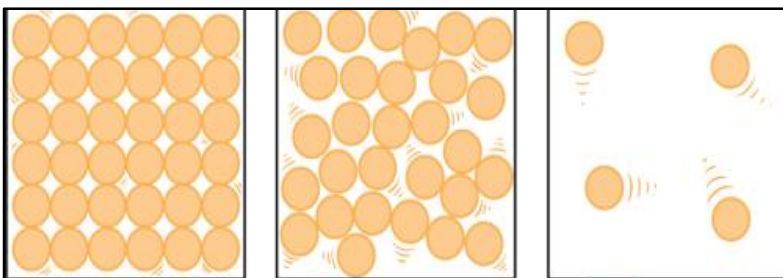


**C. State the equation to calculate density.**

- It is a measure of how much stuff fits in a certain unit of volume.
- Solids are denser than liquids.
- Liquids are denser than gases.
- There is an exception: ice (solid water) is less dense than liquid water.

**C. State the equation to calculate pressure.**

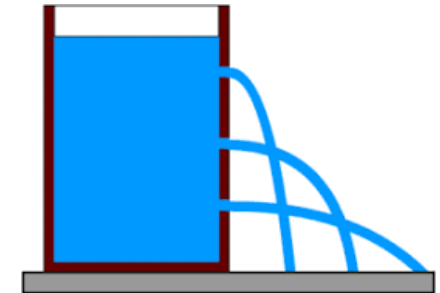
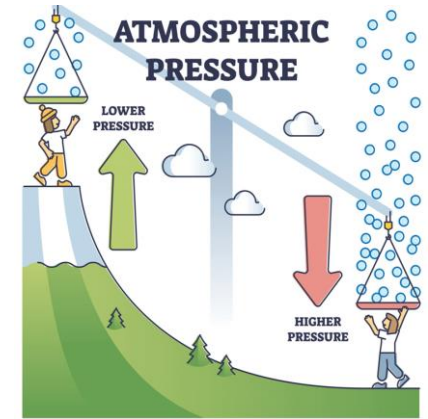
- Pressure is a compound measure of how much force acts on a particular unit of area.
- Pressure increases if the force acting on an area increases.
- Pressure increases if the area a force acts on decreases.



**C. Pressure in fluids:**

**Atmospheric**

**Pressure in a liquid**



**B. Compare chemical changes and physical changes.**

Chemical changes	Physical changes
	Easily <b>reversed</b>
<b>New product</b> formed	
	Often just a <b>change of state</b>
Eg	Eg



**What we are learning this term:**

- A. Types of reaction                      C. Energy in Reactions  
 B. Catalysts

**5 Key Words for this term**

1. Decomposition                      4. Endothermic  
 2. Oxidation                              5. Displacement  
 3. Exothermic

**A. What is a chemical reaction?**

The breaking of bonds in reactants and making of bonds to form products. A new substance is formed

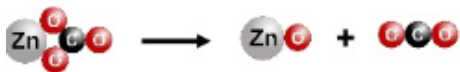
**A. What is Thermal Decomposition?**

Thermal decomposition is a chemical reaction where heat is used to break down a substance.

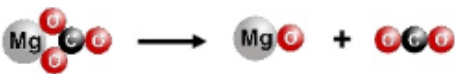
**Does a thermal decomposition reaction give out energy, or take in energy from its surroundings?**

Thermal decomposition is an endothermic reaction - it takes in more energy than it gives out

Examples: Zinc Carbonate → Zinc Oxide + Carbon dioxide  
 $ZnCO_3 \rightarrow ZnO + CO_2$



Magnesium carbonate → Magnesium Oxide + Carbon dioxide  
 $MgCO_3 \rightarrow MgO + CO_2$



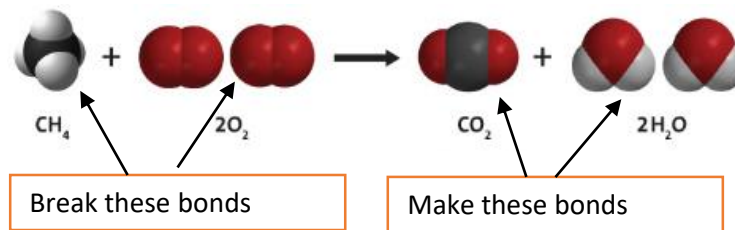
**A. What is Combustion?**

A chemical reaction where a fuel reacts with oxygen to make carbon dioxide and water

**Does a combustion reaction give out energy, or take in energy from its surroundings?**

Combustion is an exothermic reaction- it gives energy into the surroundings. It gives out more energy than it takes in.

Examples: methane + oxygen → carbon dioxide + water  
 $CH_4 + 2O_2 \rightarrow CO_2 + 2H_2O$



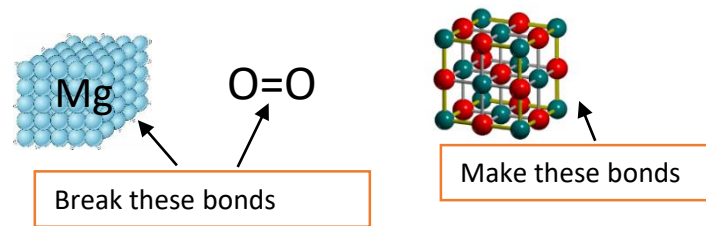
**A. What is oxidation?**

Oxidation is a chemical reaction where an element or compound reacts with oxygen

**Does an oxidation reaction give out energy, or take in energy from its surroundings?**

Oxidation reactions are mostly exothermic reactions- giving energy to the surrounding. It gives out more energy than it takes in

Examples: Magnesium + Oxygen → Magnesium Oxide  
 $Mg + O_2 \rightarrow MgO$



**What we are learning this term:**

- A. Types of reaction
- B. Catalysts
- C. Energy in Reactions

**5 Key Words for this term**

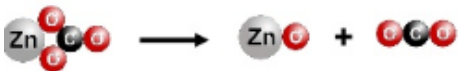
- 1.
- 2.
- 3.
- 4.
- 5.

**A. What is a chemical reaction?**

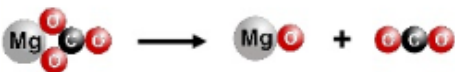
**A. What is Thermal Decomposition?**

Does a thermal decomposition reaction give out energy, or take in energy from its surroundings?

Examples: Zinc Carbonate →



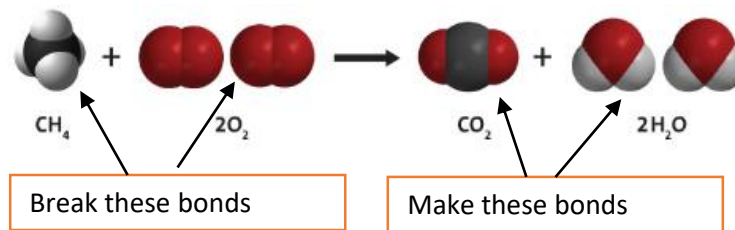
Magnesium carbonate →



**A. What is Combustion?**

Does a combustion reaction give out energy, or take in energy from its surroundings?

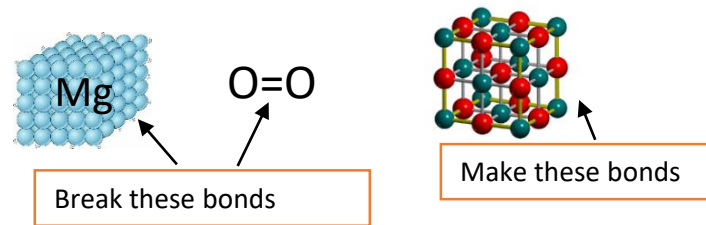
Examples: methane + oxygen →



**A. What is oxidation?**

Does an oxidation reaction give out energy, or take in energy from its surroundings?

Examples: Magnesium + Oxygen →





**B. What 2 things do you need for a successful reaction to happen?**

1. Particles to collide
2. Sufficient energy for a reaction to occur (activation energy)

**B. What is the rate of a reaction?**

The rate of reaction is the speed at which a chemical reaction is happening. This can vary hugely from reaction to reaction.

- |   |  |
|---|--|
| What factors can affect rate of reaction? | <ol style="list-style-type: none"> <li>1.Changing temperature</li> <li>2.Changing the concentration of a solution</li> <li>3.Changing the surface area of a solid</li> <li>4. Adding a catalyst</li> </ol> |
|---|--|

**B. What is a catalyst?**

A catalyst is a substance which speeds up a chemical reaction without being used up.

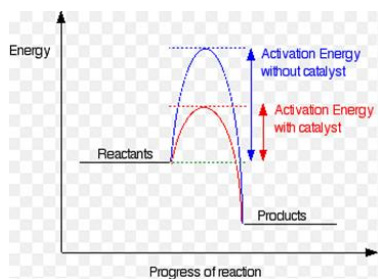
- They are specific to each reaction

**B. How do catalysts work?**

Catalysts speeds up a reaction by:

- Lowering the activation energy
- More particles will now have sufficient energy to react

**How can you show this on a reaction profile?**



**B. Why aren't catalysts written in the chemical equation of a reaction?**

Catalysts are not included in a chemical equation as they are not used up in a chemical reaction.

**C. What is Activation energy?**

The minimum energy required for a successful collision between reactants

**What is a reaction profile?**

A graph which show the energies of the reactants and products at different stages of the chemical reaction

**C. What are exothermic and endothermic reactions?**

	Exothermic reactions	Endothermic Reactions
What are they?	A reaction in which energy is transferred from the reacting substances to their surroundings	A reaction in which energy is transferred to the reacting substances from their surroundings.
Do things warm up or cool down?	Temperature <b>increases</b> : Energy is transferred to surroundings	Temperature <b>decreases</b> : Energy is absorbed from the surroundings
Bond making or breaking?	Bond <b>making</b> is an exothermic process	Bond <b>breaking</b> is an endothermic process
Reaction profile		



**B. What 2 things do you need for a successful reaction to happen?**

- 1.
- 2.

**B. What is the rate of a reaction?**

What factors can affect rate of reaction?

- 1.
- 2.
- 3.
- 4.

**B. What is a catalyst?**

**B. How do catalysts work?**

**How can you show this on a reaction profile?**

**B. Why aren't catalysts written in the chemical equation of a reaction?**

**C. What is Activation energy?**

**What is a reaction profile?**

**C. What are exothermic and endothermic reactions?**

	Exothermic reactions	Endothermic Reactions
What are they?		
Do things warm up or cool down?		
Bond making or breaking?		
Reaction profile		

# Geography Year 9 Term 3 Energy

Background:	
1.	The consumption and production of energy is not evenly distributed. <b>(A)</b>
2.	Many factors can influence energy use, including the wealth of the country and availability. <b>(A)</b>
3.	Energy consumption impacts quality of life. <b>(B)</b>
4.	There are two main sources of energy, these can be classified as non-renewable and renewable. <b>(C, E)</b>
5.	The energy mix worldwide has shifted in recent years, with a decline in coal and oil, and a growth in renewables and nuclear. <b>(D, E)</b>
6.	Fracking for gas is also growing worldwide. <b>(H)</b>

A	Factors affecting the energy mix (6)
Population	More people means more energy needed.
Wealth	Greater wealth leads to a greater energy demand.
Availability	If a country has its own natural resources e.g. coal, oil, wind etc.
Consumption	The amount of energy or power used.
Emissions	The by-product given off by burning an energy source e.g. carbon dioxide.
NIMBYism	Abbreviation for 'not in my backyard.'

B.	Importance of energy (4)
Social well being	Normally refers to quality of life e.g. happiness.
Economic well being	Having present and future financial security.
Energy dependence	To rely on other countries for your energy supply e.g. to import oil.
Energy security	To be relatively self-sufficient regarding your energy supply.

C.	Types of energy (3)
Renewable	Energy, which is infinite, sustainable and is easily replenished.
Non-renewable	Energy, which is finite, is not sustainable and takes a long time to replenish.
Finite	Something which will run out, come to an end.

D.	Nuclear energy (3)
What it is:	This is non-renewable and comes from uranium.
Positive	1. Small amounts of uranium produces lots of energy.
Negative (2)	1. Nuclear waste is toxic and must be stored for hundreds of years. 2. Nuclear accidents can occur, which is a risk to human health.

E.	The impacts of energy sources		
		Advantages	Disadvantages
Non-renewables (3)	Coal	1. Efficient, cheap and reliable.	1. Creates carbon dioxide. 2. Finite.
	Oil	1. Easy to transport. 2. Efficient.	1. Oil spills. 2. We must import this from other countries.
	Gas	1. Supplies available in the North Sea and from fracking. 2. Jobs in extraction created.	1. Finite. 2. Carbon dioxide produced.
Renewables (3)	Wind	1. Sustainable and will not run out. 2. Jobs created in the manufacture and installation of these.	1. Noise and visual pollution. 2. Bird strikes.
	Solar	1. Easy to install on houses. 2. Jobs created in the manufacture and installation of these.	1. Unreliable e.g. if it is not sunny. 2. The panels are constructed from toxic materials.
	Hydro-electric	1. One of the most reliable non-renewables. 2. Reservoirs create tourism and also provide clean water.	1. Vegetation/ forests cleared for reservoir creation. 2. Farmland and settlements flooded to create reservoirs.

F.	Fracking	
Fracking	Gas trapped in shale rock is released by pumping water and sand into the ground, which widens cracks in the ground, allowing the gas to escape.	
Positive (3):		Negative (4):
1. Blackpool council could make £1.7m per year. 2. Many jobs would be created in the north-west. 3. The UK would become less dependent on importing energy from other countries.		1. Small earthquakes could damage homes. 2. Huge areas of countryside destroyed. 3. Noise and air pollution would be created from the heavy machinery. 4. Underground water could become contaminated.

# Geography Year 9 Term 3 Energy

Background:	
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6.	Fracking for gas is also growing worldwide. <b>(H)</b>

A	Factors affecting the energy mix (6)
Population	
Wealth	
Availability	
Consumption	
Emissions	
NIMBYism	

B.	Importance of energy (4)
Social well being	
Economic well being	
Energy dependence	
Energy security	

C.	Types of energy (3)
Renewable	
Non-renewable	
Finite	

D.	Nuclear energy (3)
What it is:	
Positive	
Negative (2)	

E.	The impacts of energy sources		
		Advantages	Disadvantages
Non-renewables (3)	Coal		
	Oil		
	Gas		
Renewables (3)	Wind		
	Solar		
	Hydro-electric		

F.	Fracking	
Fracking		
	Positive (3):	Negative (4):

**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

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

**Section B:**

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

**Dictatorships in Europe**

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 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 6<sup>th</sup> 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 20<sup>th</sup> April 1945, Soviet troops had seized Berlin and Nazi Germany surrendered, bringing an end to the war in Europe.
- On the 6<sup>th</sup> and 9<sup>th</sup> 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.

**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.

<b>1917</b>	<b>1918</b>	<b>1919</b>	<b>1920</b>	<b>1922</b>	<b>1923</b>	<b>1924</b>
<b>The Russian Revolution- Bolsheviks seize control of Russia</b>	<b>The signing of the armistice and the end of World War One</b>	<b>Germany forced to sign The Treaty of Versailles</b>	<b>The use of fascist squads by Mussolini</b>	<b>Mussolini was in power in Italy</b>	<b>The Munich Putsch</b>	<b>Death of Lenin</b>
<b>1917</b>	<b>1918</b>	<b>1919</b>	<b>1920</b>	<b>1922</b>	<b>1923</b>	<b>1924</b>
<b>The Russian Revolution- Bolsheviks seize control of Russia</b>	<b>The signing of the armistice and the end of World War One</b>	<b>The signing of the Treaty of Versailles- Germany forced to sign it</b>	<b>The use of fascist squads by Mussolini</b>	<b>Mussolini was in power in Italy</b>	<b>The Munich Putsch</b>	<b>Death of Lenin</b>
					<b>Hyperinflation started in Germany</b>	
					<b>Hyperinflation started in Germany</b>	



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

What we are learning this term:

	<b>Section B:</b>		<b>Dictatorships in Europe</b>		<b>Section C: The War Before 1941</b>		
	<u>Stalin</u>	<u>Mussolini</u>	<u>Hitler</u>				
<b>Section A: Keywords</b>					<b>Section D: The War by 1942</b>		
<ul style="list-style-type: none"> <li>• Blitzkrieg –</li> <li>• Collectivism –</li> <li>• Communism -</li> <li>• Democracy -</li> <li>• Dictator -</li> <li>• Dictatorship –</li> <li>• Evacuation –</li> <li>• Fascism –</li> <li>• Hyperinflation –</li> <li>• Luftwaffe –</li> <li>• Morale –</li> <li>• Propaganda -</li> <li>• Ration –</li> <li>• Totalitarianism –</li> <li>• Totalitarian -</li> <li>• Autocracy -</li> <li>• Bolsheviks -</li> <li>• Proletariat -</li> <li>• Tsar -</li> <li>• Collectivisation -</li> <li>• Industrialisation -</li> <li>• Purge -</li> <li>• Soviet Union -</li> <li>• Fuhrer -</li> <li>• Police state -</li> <li>• Weimar Republic -</li> </ul>	<b>Section E: The Homefront</b>				<b>Section F: The War after 1942</b>		
	<u>Britain</u>		<u>Germany</u>				
		<b>1917</b>	<b>1918</b>	<b>1919</b>	<b>1920</b>	<b>1922</b>	<b>1923</b>
	<b>1917</b>	<b>1918</b>	<b>1919</b>	<b>1920</b>	<b>1922</b>	<b>1923</b>	<b>1924</b>

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

<p><b>What we are learning this term:</b></p> <ul style="list-style-type: none"> <li>• The Rise of Dictatorships in Europe</li> <li>• How successful were the Allied forces at the start of the Second World War?</li> <li>• How can 1942 be considered a turning point for the Allies in the Second World War?</li> <li>• The Homefront: Britain and Germany</li> <li>• How did the Allied forces win the Second World War?</li> </ul>	<p><b>Section B:</b></p>	<p><b>Dictatorships in Europe</b></p>		<p><b>Section C: The War Before 1941</b></p> <ul style="list-style-type: none"> <li>- Operation Sichelschnitt in 1940 –</li> <li>- Operation Dynamo –</li> <li>- The Battle of Britain –</li> </ul>
	<p><u>Stalin</u></p>	<p><u>Mussolini</u></p>	<p><u>Hitler</u></p>	
			<p>-</p>	
				<p><b>Section D: The War by 1942</b></p> <ul style="list-style-type: none"> <li>- Operation Barbarossa w</li> <li>- In December 1941,</li> </ul>
<p><b>Section A: Keywords</b></p> <ul style="list-style-type: none"> <li>• Blitzkrieg –</li> <li>• Collectivism –</li> <li>• Communism –</li> <li>• Dictatorship –</li> <li>• Evacuation –</li> <li>• Fascism –</li> <li>• Hyperinflation –</li> <li>• Luftwaffe –</li> <li>• Morale –</li> <li>• Propaganda -</li> <li>• Ration –</li> <li>• Totalitarianism –</li> </ul>				
		<p><b>Section E: The Homefront</b></p>		<p><b>Section F: The War after 1942</b></p> <ul style="list-style-type: none"> <li>- Operation Overlord –</li> <li>- The Siege of Berlin –</li> <li>- On the 6<sup>th</sup> and 9<sup>th</sup> August 1945,</li> </ul>
	<p><u>Britain</u></p>	<p><u>Germany</u></p>		

1917	1918	1919	1920	1922	1923	1924	1929	1934	1938	1939	1940	1941	1944	1945
<p><b>Section G: Timeline</b></p>														

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

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

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

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

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

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

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

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

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

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

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

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

<b>What we are learning this term:</b>	
<p>A. Saying how you keep in touch via the internet</p> <p>B. Picking out key words when reading</p> <p>C. Giving opinions about online messaging</p> <p>D. Talking about using a mobile</p> <p>E. Give opinions about mobile technology</p>	
<b>6 Key Words for this term</b>	
<p>1. chateo</p> <p>2. redes sociales</p> <p>3. en línea</p>	<p>4. sala de chat</p> <p>5. descargar</p> <p>6. subir</p>

<b>2.1G Comunicarse por internet</b>	
<p>a veces</p> <p>allí</p> <p>chatear</p> <p>colgar fotos</p> <p>el correo electrónico</p> <p>demasiado/a</p> <p>hablar</p> <p>increíble</p> <p>justo/a</p> <p>el país</p> <p>un poco</p> <p>propio/a</p> <p>la razón</p> <p>la red</p> <p>la red social</p> <p>la sala de chat</p> <p>la salida</p> <p>todos los días</p> <p>usar</p> <p>utilizar</p> <p>la vez</p>	<p>sometimes</p> <p>there</p> <p>to chat online</p> <p>to post photos</p> <p>email</p> <p>too much</p> <p>to speak / talk</p> <p>incredible</p> <p>fair</p> <p>country</p> <p>a little</p> <p>own</p> <p>reason</p> <p>internet / network</p> <p>social network</p> <p>chat room</p> <p>outing</p> <p>every day</p> <p>to use</p> <p>to use</p> <p>time</p>

<b>2.2H ¿Podrías vivir sin el móvil y la tableta?</b>	
<p>raras veces</p> <p>la sala de chat</p> <p>la señal</p> <p>la tarjeta de crédito</p> <p>todo lo contrario</p>	<p>rarely</p> <p>chat room</p> <p>signal</p> <p>credit card</p> <p>the exact opposite</p>

<b>2.1F ¿Cómo prefieres mantenerte en contacto?</b>	
<p>comunicarse</p> <p>desafortunadamente</p> <p>empezar</p> <p>escoger</p> <p>genial</p> <p>gratis</p> <p>el hecho</p> <p>el inconveniente</p> <p>interactivo/a</p> <p>el jefe / la jefa</p> <p>la letra</p> <p>mandar</p> <p>los medios sociales</p> <p>el móvil</p> <p>ofrecer</p> <p>el ordenador</p> <p>la pantalla</p> <p>poder</p> <p>por desgracia</p> <p>por mi parte</p> <p>la revista digital</p> <p>sencillo/a</p> <p>tampoco</p>	<p>to communicate</p> <p>unfortunately</p> <p>to start</p> <p>to choose</p> <p>brilliant / great</p> <p>free of charge</p> <p>fact</p> <p>disadvantage</p> <p>interactive</p> <p>boss</p> <p>letter of the alphabet</p> <p>to send</p> <p>social media</p> <p>mobile phone</p> <p>to offer</p> <p>computer</p> <p>screen</p> <p>to be able to</p> <p>unfortunately</p> <p>as far as I'm concerned</p> <p>digital magazine</p> <p>simple</p> <p>neither / nor</p>

<b>2.2G ¡El móvil para todo!</b>	
<p>aunque</p> <p>dar</p> <p>dar las gracias</p> <p>enviar</p> <p>el juego</p> <p>lento/a</p> <p>el mensaje de texto</p> <p>el móvil</p> <p>navegar la red</p> <p>la norma</p> <p>prohibido</p> <p>el regalo</p> <p>la regla</p> <p>ridículo/a</p> <p>roto/a</p> <p>único/a</p>	<p>although</p> <p>to give</p> <p>to thank</p> <p>to send</p> <p>game</p> <p>slow</p> <p>text message</p> <p>mobile phone</p> <p>to surf the internet</p> <p>rule</p> <p>forbidden</p> <p>present, gift</p> <p>rule</p> <p>ridiculous</p> <p>broken</p> <p>only</p>

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

<b>2.2F La tecnología portátil</b>	
<p>andar</p> <p>archivo</p> <p>borrar</p> <p>la canción</p> <p>cargar</p> <p>contestar</p> <p>el correo basura</p> <p>cualquier</p> <p>de vez en cuando</p> <p>el disco duro</p> <p>el espacio</p> <p>igual</p> <p>el ordenador portátil</p> <p>sacar fotos</p> <p>sentir</p> <p>la tableta</p> <p>la tecnología</p>	<p>to walk</p> <p>file</p> <p>to delete, erase</p> <p>song</p> <p>to load</p> <p>to answer</p> <p>spam, junk mail</p> <p>any</p> <p>from time to time</p> <p>hard drive</p> <p>space</p> <p>same</p> <p>laptop</p> <p>to take photos</p> <p>to feel</p> <p>tablet</p> <p>technology</p>

<b>2.1H Las redes sociales</b>	
<p>a mi juicio</p> <p>acosar</p> <p>el acoso</p> <p>apasionar</p> <p>aun</p> <p>bajo</p> <p>compartir</p> <p>el comportamiento</p> <p>el desarrollo</p> <p>la desventaja</p> <p>divertirse</p> <p>gratuito/a</p> <p>mejorar</p> <p>el riesgo</p> <p>el/la seguidor/a</p> <p>tener éxito</p> <p>el/la usuario/a</p>	<p>in my opinion</p> <p>to bully</p> <p>bullying</p> <p>to excite</p> <p>even</p> <p>low</p> <p>to share</p> <p>behaviour</p> <p>development</p> <p>disadvantage</p> <p>to have a good time</p> <p>free of charge</p> <p>to improve</p> <p>risk</p> <p>follower</p> <p>to be successful</p> <p>user</p>

<b>2.2H ¿Podrías vivir sin el móvil y la tableta?</b>
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<p>la conexión inalámbrica</p> <p>chatear</p> <p>correr</p> <p>darse cuenta de</p> <p>en vez de</p> <p>las felicidades</p> <p>congratulations</p> <p>felicitar</p> <p>congratulate</p> <p>hasta</p> <p>imprescindible</p> <p>preocupar</p>	<p>wireless connection</p> <p>to chat online</p> <p>to run</p> <p>to realise</p> <p>instead of</p> <p>best wishes,</p> <p>to send best wishes/to</p> <p>until</p> <p>essential</p> <p>to worry</p>
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**GCSE Unit 2 SPANISH Knowledge organiser.**  
**Topic Technology in Everyday Life**



What we are learning this term:	
<p>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</p>	
6 Key Words for this term	
1. chateo	4. sala de chat
2. redes sociales	5. descargar
3. en línea	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	_____

2.2H ¿Podrías vivir sin el móvil y la tableta?	
raras veces	_____
la sala de chat	_____
_____	signal
la tarjeta de crédito	_____
todo lo contrario	_____

2.1F ¿Cómo prefieres mantenerte en contacto?	
comunicarse	_____
desafortunadamente	_____
_____	to start
_____	to choose
genial	_____
gratis	_____
_____	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
_____	slow
el mensaje de texto	_____
el móvil	_____
_____	to surf the internet
la norma	_____
prohibido	_____
el regalo	_____
_____	rule
_____	ridiculous
roto/a	_____
único/a	_____

Key Verbs				
Descargar	_____	Mandar	Hacer –	Chatear
_____	To upload	_____	_____	To chat
Descargo	Subo	_____	_____	Chateo
I download	_____	I send	I do	I chat
Descargas	Subes	Mandas	Haces	_____
_____	You upload	_____	You do	You chat
descarga	sube	Manda	_____	Chatea
He/she download	He/she uploads	He/she sends	s/he does	He/she chats
_____	Subimos	Mandamos	Hacemos	Chateamos
We download	We _____	_____	_____	_____
_____	suben	Mandan	Hacen	_____
They download	They upload	They send	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
_____	same
el ordenador portátil	_____
sacar fotos	to take photos
_____	to feel
la tableta	_____
la tecnología	technology

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

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	_____



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



# 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:	
<b>if username == "Tim":</b>	
<b>print("Hello World")</b>	
<b>dogAge = 8</b>	
<b>while userNum &lt; 3:</b>	

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



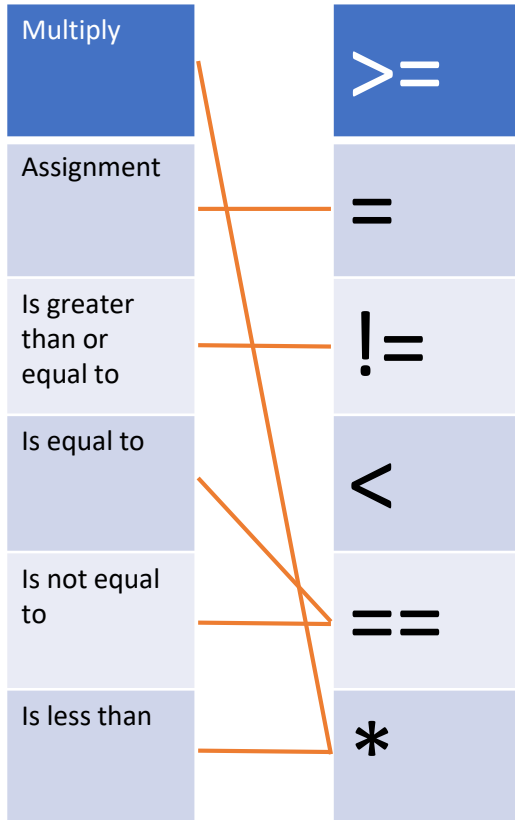


# Year 9 COMPUTER SCIENCE Term 3 – Programming



## What we are learning this term:

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



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:	
<b>if username == "Tim":</b>	Selection
<b>print("Hello World")</b>	Output
<b>dogAge = 8</b>	Assignment
<b>while userNum &lt; 3:</b>	Iteration

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

**What we are learning this term:**

- A. 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.



**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 scrambled words create shadows and darkness.
WHY?	Michael draws people using words he thinks describes them. Kind and thoughtful words to spread the kindness.

**F.**

**Keywords**

Appropriate Suitable for a particular person, place or condition

Highlight An area of lightness in an image

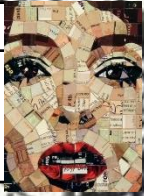
Shadow When an objector artwork intercepts light and causes an obscurity

intricate Having many complexly arranged element

relevant Having a bearing or connection with the subject or matter

**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?

.....

.....

.....

2. 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

.....

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

1. Darker areas?
2. Lighter areas?



**C. Name the following equipment.**



**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?

.....

**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



<b>What we are learning this term:</b>	
A. Drawing Skills B. Materials C. Wooden Joints & Their Uses D. Tools & Machinery	
<b>A.</b>	<b>Drawing Skills</b>
<b>Isometric Technical Drawing</b>	
Made up of a series of parallel <b>vertical lines</b> and parallel <b>30-degree lines</b> . But no <b>horizontal lines</b> .	
Used to show a 3D (3-dimensional) perspective of a object or product.	
<b>Orthographic Projection</b>	
This shows 2D views of a 3D object from different angles – front, plan and end.	
Commonly used in industry to help the manufacturer understand the design.	

<b>B.</b>	<b>Materials</b>		
<b>Timbers</b> come from trees			
	<p><b>Scots pine</b> – which you used for your frame – is a <b>softwood</b></p> <p><b>Softwood</b> trees have needle like leaves and are more sustainable</p>		
<b>Dowels</b> are a common <b>component</b> in joinery			
	<p><b>Dowels</b> – which you used in your dowel joint – is a <b>hardwood</b></p> <p><b>Hardwood</b> trees have broad like leaves and lose their leaves in winter</p>		
<b>Polymers</b> come from <b>crude oil</b>			
	<p><b>Acrylic</b> – which you used for your stand – is a <b>polymer</b></p> <p><b>Acrylic</b> is a <b>thermoforming</b> polymer which means it can be reheated and reshaped again and again</p>		

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

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



# Year 9 PRODUCT DESIGN Rotation Knowledge Organiser

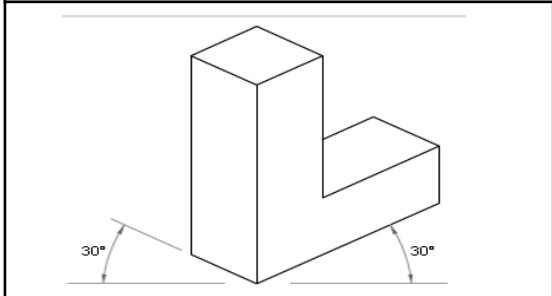


<b>What we are learning this term:</b>
A. Drawing Skills
B. Materials
C. Wooden Joints & Their Uses
D. Tools & Machinery




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

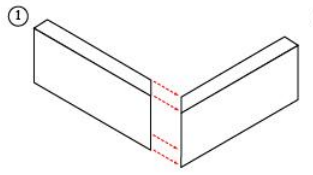
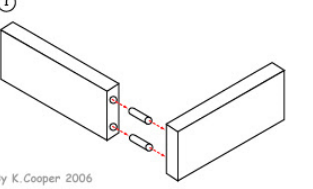
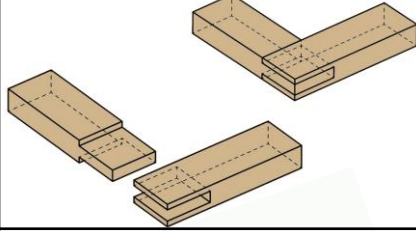
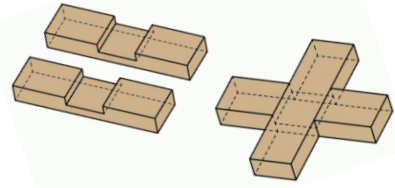
This is used for \_\_\_\_\_

\_\_\_\_\_



**Practice drawing the shapes below**

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

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

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

**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 portions of protein to maintain muscle growth and cell repair
- 3 A diet with 2 -3 sources of calcium to build developing teeth and bones.
- 4 A diet low in fat to avoid becoming obese or developing other health problems.
- 5 Drinking 2 litres of water a day.

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

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

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



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

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

**B. What do the following terms mean?**

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

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

Rule

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

Why it is important

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

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



- What we are learning this term:**
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  - E. Healthy cooking
  - F. Chopping Board Colours

**Year 9 – High Skills**

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

1  
2  
3  
4  
5

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

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

- RAW MEAT
- RAW FISH
- COOKED MEATS
- 
- 
- BAKERY & DAIRY PRODUCTS

Clean and store chopping boards correctly after use



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

.

**B. What do the following terms mean?**

Grilling

Baking

Frying

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



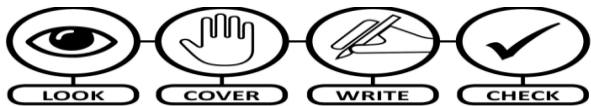
**C. Can you list 5 reasons for why we cook food and why it is important?**

<u>Rule</u>	<u>Why it is important</u>
• 1	• 1
• 2	• 2
• 3	• 3
• 4	• 4
• 5	• 5

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



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

C	Instruments in popular music
<h2>BASIC SONG STRUCTURE</h2> <p>The fundamental elements of a pop song</p> <p><b>Intro</b>: The first verse sets the scene and starts the story.</p> <p><b>Verse</b>: The chorus is the main hook of the song. Lyrics should broadly summarize the message of the song.</p> <p><b>Verse</b>: The second chorus is usually same as the first. This is your opportunity to re-emphasize your message after the 2nd verse.</p> <p><b>Bridge</b>: The bridge is usually very different from both the verses and the chorus. It's either the climax of the song or the buildup to the final chorus.</p> <p><b>Chorus</b>: The chorus is the main hook of the song. Lyrics should broadly summarize the message of the song.</p> <p><b>Chorus</b>: The second chorus is usually same as the first. This is your opportunity to re-emphasize your message after the 2nd verse.</p> <p><b>Chorus</b>: The last chorus brings it home, tying up the story. Sometimes the last chorus is repeated twice.</p> <p><b>Coda</b>: The last chorus brings it home, tying up the story. Sometimes the last chorus is repeated twice.</p>	
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 thing that you will take forward into your next work

E								How to read music – treble clef and Bass Clef							
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	¾ beat									

F				How to read music – treble clef and Bass Clef			
TREBLE LINES: E G B D F		TREBLE SPACES: F A C E					
BASS LINES: G B D F A		BASS SPACES: A C E G					

## G Describing music – MAD T SHIRT

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





What we are learning this term:		
A.	Film Composers and Orchestra Instruments	
B.	How to write a perfect Evaluation	
C.	Playing the Keyboard / Chords	
D.	What are the musical elements?	
E.	What are the music symbols – Note Values	
F.	Keywords	
G.	How to read music – treble clef and bass clef	
7 Key Words for this term		
1 Leitmotif	4 Synchronising	7 Atonal
2 Soundtrack	5 Non-Diegetic	
3 Underscore	6 Mickey-Mousing	

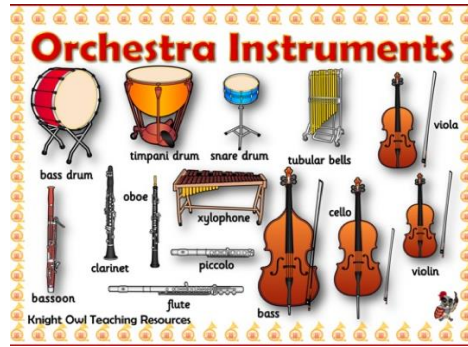
### C Playing the Keyboard / Chords

LEFT HAND: B C D E F G A B C

RIGHT HAND: B C D E F G A B C

Chords shown: C (C-E-G), G (B-D-F), Am (A-C-E), F (F-A-C)

### A Famous Film Composers / Instruments of the Orchestra



### D What are the musical elements?

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

### F Keywords

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

### B How to write a perfect Evaluation?

1	Write a full sentence explaining what your musical performance or music composition was about
2	Explain what you were trying to communicate to an audience and how you did it
3	Pick out at least two moments that worked really well, using specific examples and say what you did that made them successful
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### G How to read music – treble clef and Bass Clef

TREBLE LINES: E G B D F

TREBLE SPACES: F A C E

BASS LINES: G B D F A

BASS SPACES: A C E G



**What we are learning this term:**

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

**C** Playing the Keyboard / Chords

LEFT HAND      RIGHT HAND

① ② ③      ① ② ③

C D E F G A B C      C D E F G A B C

C I      G V

A m vi      F IV

**7 Key Words for this term**

1		4		7	A	
2		5				
3		6				

**A** Famous Film Composers / Instruments of the Orchestra

**Orchestra Instruments**

timpani drum, oboe, xylophone, cello, bass, clarinet, bassoon

Knight Owl Teaching Resources

**D** What are the musical elements?

Timbre	
Pitch	
Texture	
Tempo	
Duration	
Structure	
Dynamics	
Silence	
Attack/Decay	

<b>F</b>	<b>Keywords</b>
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Opening / Closing Credits	
	When the <b>music perfectly fits with the action</b> on the screen.
Atonal	
Synchronising	
	<b>Sound and effects</b> that are added for dramatic effect.

**B** How to write a perfect Evaluation?

1	Write a full sentence explaining what your musical performance or music composition was about
2	Explain what you were trying to <input type="text"/> to an audience and how you did it
3	<input type="text"/>
4	<input type="text"/> again
5	<input type="text"/>

**E** What are the music symbols?

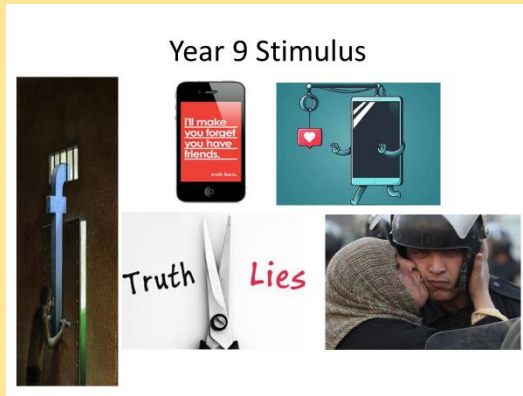
Note	Name	Beats	Rest	Note	Name	Beats	Rest
	<input type="text"/>	4 beats	<input type="text"/>		Dotted Semibreve, Dotted Whole Note	<input type="text"/>	
	<input type="text"/>	2 beats	<input type="text"/>		Dotted Minim, Dotted Half Note	<input type="text"/>	
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	<input type="text"/>	1/2 beat	<input type="text"/>		Dotted Quaver, Dotted Eighth Note	<input type="text"/>	

**G** How to read music – treble clef and Bass Clef

## 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?**

**DEVISING**

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

**Stimulus-**



What words do you think of looking at these pictures?  
What stories do you think of?  
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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.

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**Tips for success**

# SWINDON ACADEMY READING CANON

## Year 7



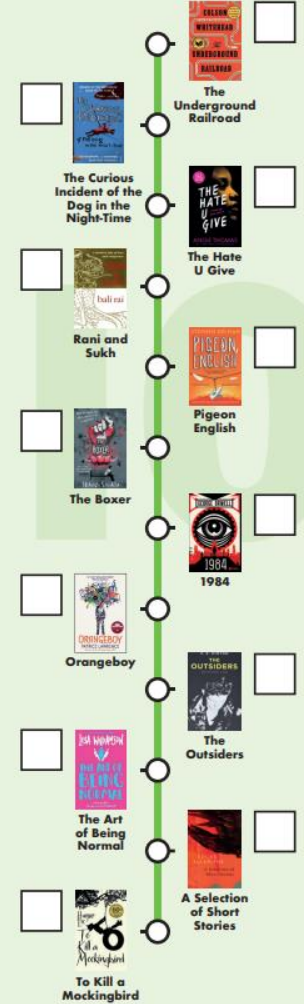
## Year 8



## Year 9



## Year 10



#ReadingisPower