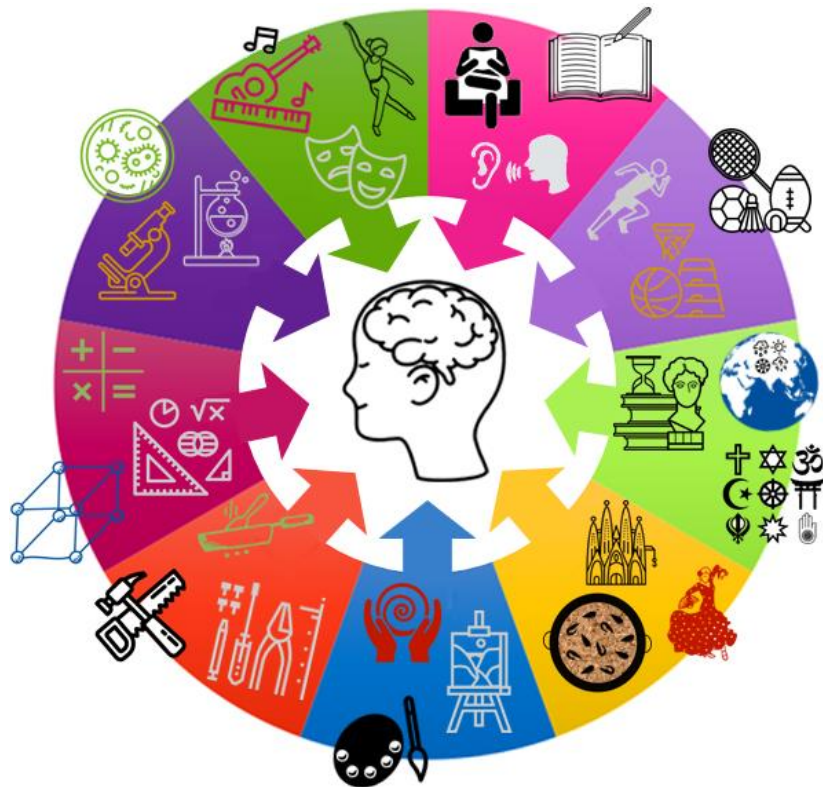


# 100% book – Year 9 Booster

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

## Term 2



### Swindon Academy 2022-23

Name:	
Tutor Group:	
Tutor & Room:	

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

# Using your Knowledge Organiser and Quizzable Knowledge Organiser

## Knowledge Organisers

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

**What are we learning this term:**  
 1. Particle model  
 2. Changing state  
 3. Mixtures  
 4. Separating techniques

**4 Key Words for this term:**  
 1. Matter  
 2. Particles  
 3. Gases  
 4. Freezing

**A. Describe the properties of the three states of matter.**  
 Solid: Particles are packed closely together in a regular pattern. They vibrate in fixed positions.  
 Liquid: Particles are arranged randomly but are still touching each other. They can slide past each other and move around.  
 Gas: Particles are far apart and are arranged randomly. They carry a lot of energy and they move in all directions in a high speed.

**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.**

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

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

## 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 screenshot 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 'New Year's Homework/Revision: Topic TSP Pack' for 'What is particle theory?'. It includes a table of contents with sections like '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?'. Below the table are small diagrams and text boxes for each section.

## Step 2

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

This screenshot shows a printed page from the knowledge organiser. It contains sections A, B, and C. Section A asks 'What is particle theory?' and 'Describe the arrangement and movement of particles in the three states of matter.' Section B asks 'What are the different changes of state?' and lists melting, freezing, evaporation, and condensation. Section C asks 'What is the law of conservation of mass?'. A diagram at the bottom shows particles in solid, liquid, and gas states. Handwritten notes include the date '29th May 2020' and the title 'Particle theory'.

## Step 3

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

Handwritten notes on lined paper. At the top, the date '29th May 2020' is written. Below it is the title 'Properties of the states of matter'. The notes define particle theory as 'all matter is made of particles'. It then describes the three states: 'Solid = regular pattern particles vibrate in fixed position', 'Liquid = particles are arranged randomly but are still touching each other. Particles can slide past each other and move around.', and 'Gas = Particles are far apart and are arranged randomly. Particles carry a lot of energy'.

## Step 4

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

Handwritten notes on lined paper repeating the definitions of the three states of matter. Each definition is written three times: 'Solid = regular pattern particles vibrate in fixed position', 'Liquid = particles are arranged randomly but are still touching each other. Particles can slide past each other and move around.', and 'Gas = Particles are far apart and are arranged randomly. Particles carry a lot of energy'.

## Step 5

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

This screenshot shows the 'quizzable' version of the knowledge organiser. It has the same sections as the previous page but with some text boxes for answers. Handwritten answers include 'Self quizzing' for the title, 'Arrangement/movement of matter' for the description, and 'Solid = regular pattern particles vibrate in fixed position', 'Liquid =', and 'Gas =' for the state descriptions. A diagram at the bottom shows boxes for 'solid', 'liquid', and 'gas'.

## Step 6

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

Handwritten notes on lined paper, similar to Step 3, but with corrections and checkmarks. The definitions are written with checkmarks and some corrections: 'Solid = regular pattern ✓ particles vibrate in fixed position', 'Liquid = particles are arranged randomly but are still touching each other ✓. Particles can slide past each other and move around ✓', and 'Gas = Particles are far apart ✓ and are arranged randomly. Particles carry a lot of energy ✓'.

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



## Chapter breakdown of Jane Eyre

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

## Locations in the first 10 chapters

<b>Gateshead Hall</b> Home of Mrs Reed, John, Georgiana, and Eliza Reed. Jane grows up here. Jane is locked in the red-room.
<b>Lowood School</b> Jane is sent to Lowood by Mrs Reed. Mr Brocklehurst is the headteacher. Conditions are harsh and strict. The girls receive brutal punishments and are fed poorly. A typhus outbreak kills many of the girls.
<b>Terminology: Key words</b>
<b>thesis</b> – the main idea that you want to discuss throughout an essay.
<b>juxtaposition</b> – a literary technique where a writer places very different things or people close to each other. This helps to show how the things are similar or different.

## Characters in Jane Eyre

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

## Vocabulary: Key words

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

## Victorian attitudes to childhood

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

## Biographical information

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



## Chapter breakdown of Jane Eyre

1	On a bitter day, Jane is curled up with a book when her cousin, _____, discovers her and ____ her. She fights back and is sent to the _____.
2	Jane is locked in the _____ - _____. She sits in turmoil until she hears and sees something odd. She begs to be let out. She _____.
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## Terminology: Key words

<b>thesis</b> –
<b>juxtaposition</b> –

## Characters in Jane Eyre

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<b>comeuppance</b> –

## Victorian attitudes to childhood

1	A child is a _____ and can be _____ to develop into a rational being.
2	A child is born completely _____ and _____. They are only _____ by contact with corrupt forces.
3	The child is born _____ and must therefore be _____ and _____ in order to _____ to the rules of God and society.

## Biographical information

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



**What we are learning this term:**

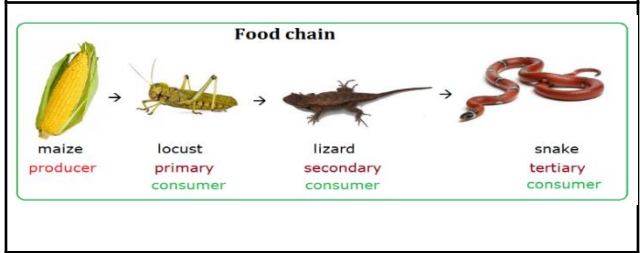
- A. Organisms in an ecosystem
- B. Organisms affected by the environment
- C. Variation by natural selection
- D. Genes
- E. Maintaining biodiversity

**3 Key Words for this term**

1. Pesticide
2. Herbivore
3. Biomass

**A. What are food chains and what is an example of one?**

All food chains start with a green plant, producers. Arrows point to the eater and show the flow of energy in a food chain. Each stage is called a trophic level  
**mahogany tree** → **caterpillar** → **song bird** → **hawk**  
**maize** → **locust** → **lizard** → **snake**



**B. What is extinction?**

When all the individuals of a species die.

**A. What is a food web and what is an example of a food web?**

Organisms eat more than 1 food so food chains link together to make **food webs**

**A. How does the accumulation of toxic materials happen in food (using food webs/chains)?**

Some poisonous materials stay in the environment and do not break down. These substances accumulate in the food chain and damage the organisms in it, particularly in the predators at the end of the chain. This is because accumulating compounds cannot be excreted.

**A. How do insects help with plant reproduction?**

Through **POLLINATION** (The process in which the pollens produced by anther, the male part of a flower is transferred to stigma, the female part of the flower).

**B. What might happen to the individuals in a species if there is a big change in their environment?**

Extinction.

**B. How are organisms affected by their environment?**

- climate change;
- natural disaster like an asteroid striking Earth;
- new diseases in the environment;
- a new predator in the environment;
- new competing species in the environment.

**B. How do organisms affect their environment?**

- By eating plants/other animals
- From their waste
- Pollination
- Competition for light & space



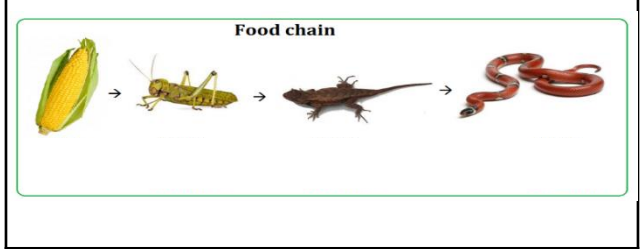
**What we are learning this term:**

- A. Organisms in an ecosystem
- B. Organisms affected by the environment
- C. Variation by natural selection
- D. Maintaining biodiversity

**3 Key Words for this term**

- 1.
- 2.
- 3.

**A. What are food chains and what is an example of one?**



**B. What is extinction?**

**A. What is a food web and what is an example of a food web?**

**A. How does the accumulation of toxic materials happen in food (using food webs/chains)?**

**A. How do insects help with plant reproduction?**

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**B. How are organisms affected by their environment?**

**B. How do organisms affect their environment?**

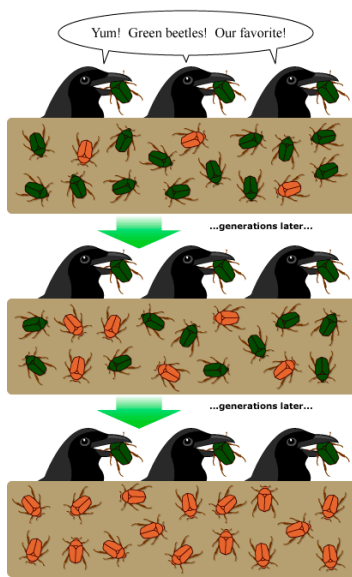


<b>C.</b>	<b>What are adaptations?</b>
When an organism or species becomes better suited to its environment.	
<b>C.</b>	<b>What is an example of adaptations?</b>
Kangaroo rats never have to drink water, they get all the water they need from seeds.	
<b>C.</b>	<b>What is natural selection?</b>
The process whereby organisms better adapted to their environment tend to survive and produce more offspring	

<b>D.</b>	<b>What makes up DNA?</b>
<ul style="list-style-type: none"> <li>DNA has a <b>double helix</b> structure with two sugar-phosphate backbones wound around each other.</li> <li>Pairs of complementary <b>bases</b> connect the two backbones (strands)</li> </ul>	
<b>What are the 4 bases and how are they paired?</b>	
<ul style="list-style-type: none"> <li>The bases are <b>adenine, thymine, cytosine</b> and <b>guanine</b> (A, T, C, and G)</li> <li>A has a <b>complementary shape</b> to T</li> <li>C has a <b>complementary shape</b> to G</li> </ul>	

<b>What are Chromosomes?</b>
DNA wound up tightly. There are 23 pairs in human cells (but a different number of pairs in other species)
<b>What are Genes?</b>
A short section of DNA which codes for characteristics

Natural selection, in a nutshell:



<b>C.</b>	<b>How does this diagram show natural selection?</b>
<ol style="list-style-type: none"> <li>The red beetles are adapted to be less favourable to the birds.</li> <li>The red beetles survive and breed. The green ones do not.</li> <li>As this goes on for generations, there are more red than green beetles.</li> </ol>	

Green beetles have been selected against, and brown beetles have flourished.

<b>E.</b>	<b>How is biodiversity maintained?</b>
<ol style="list-style-type: none"> <li>Conserve the environment to protect ecosystems.</li> <li>Conserve the genetic material of organisms that might be endangered using a <b>gene bank</b>.</li> </ol>	

<b>E.</b>	<b>How do populations of species change over time, using the ideas of adaptation, competition and reproduction?</b>
1.	In a population of a <b>species</b> , the individuals vary: they have different <b>adaptations</b> .
2.	The individuals with adaptations that help them compete in their environment do survive. The individuals with adaptations that don't help them compete die.
3.	The individuals with adaptations that help them compete in their environment do survive. The individuals with adaptations that don't help them compete die.
4.	The surviving individuals have the chance to <b>reproduce</b> .
5.	When they have offspring, they pass on the useful adaptations in their genes.

<b>E.</b>	<b>What is a gene bank?</b>
If scientists think a species might become extinct, they can preserve them for the future using a gene bank.	

<b>E.</b>	<b>Why is it important to maintain biodiversity?</b>
It keeps ecosystems going. Prevents extinction of many species. Humans use the plants as resources so need to be maintained.	

<b>E.</b>	<b>What are the 4 different types of gene bank?</b>
<ol style="list-style-type: none"> <li>Frozen seeds of plants that could be used in the future</li> <li>Plant tissue bank – where small parts of plants are kept alive in containers of nutrients</li> <li>Frozen sperm cells and egg cells from animals, or pollen and ova from plants, that can be used to produce offspring in the future</li> <li>A field gene bank: land is used to grow many species of plants and keep them alive for the future.</li> </ol>	



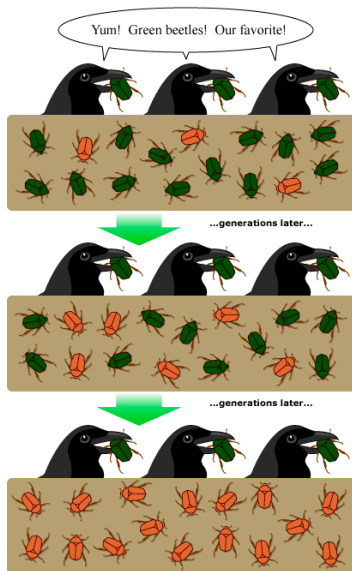


<b>C.</b>	<b>What are adaptations?</b>
<b>C.</b>	<b>What is an example of adaptations?</b>
<b>C.</b>	<b>What is natural selection?</b>

<b>D.</b>	<b>What makes up DNA?</b>
<b>What are the 4 bases and how are they paired?</b>	

<b>What are Chromosomes?</b>
<b>What are Genes?</b>
INSIDE THE CELL

Natural selection, in a nutshell:



<b>C.</b>	<b>How does this diagram show natural selection?</b>
1.	
2.	
3.	

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<b>E.</b>	<b>How is biodiversity maintained?</b>

<b>E.</b>	<b>How do populations of species change over time, using the ideas of adaptation, competition and reproduction?</b>
1.	
2.	
3.	
4.	
5.	

<b>E.</b>	<b>What is a gene bank?</b>

<b>E.</b>	<b>Why is it important to maintain biodiversity?</b>

<b>E.</b>	<b>What are the 4 different types of gene bank?</b>
1.	
2.	
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**What we are learning this term:**

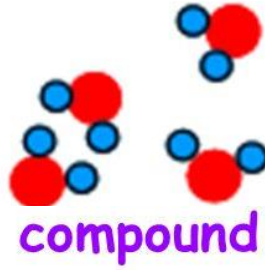
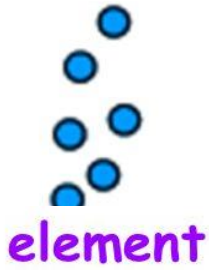
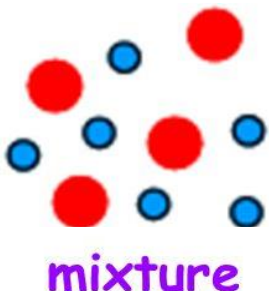
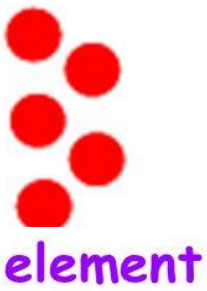
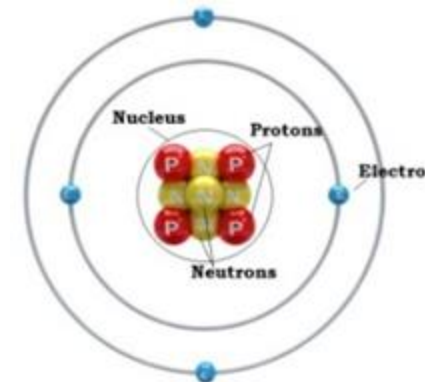
- A. Atoms, Element and Compounds
- B. Chemical Reactions
- C. The Periodic Table

**5 Key Words for this term**

- 1. Reactivity
- 2. Atom
- 3. Physical
- 4. Chemical
- 5. Element

**A. What is an atom made up of?**

Proton	in the nucleus and have a positive charge.
Neutron	in the nucleus and have no charge.
Electron	in the shells and have a negative charge.



**A. What is an atom?**

What all matter is made up off.

**A. What is an element?**

A substance that contains only one type of atom.

**A. What is a compound?**

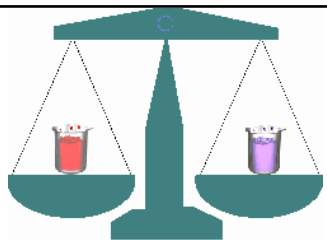
A substance that contains 2 or more elements that are chemically bonded together.

**A. What is a mixture?**

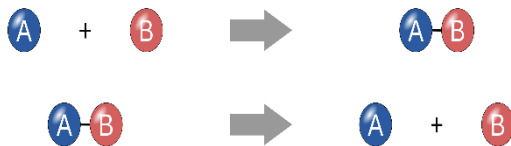
A substance that contains 2 or more types of atom that are not chemically bonded together.

**B. What is the conservation of mass?**

The total starting mass must equal the total final mass.



Reactants → Products





**What we are learning this term:**

- A. Atoms, Element and Compounds
- B. Chemical Reactions
- C. The Periodic Table

**5 Key Words for this term**

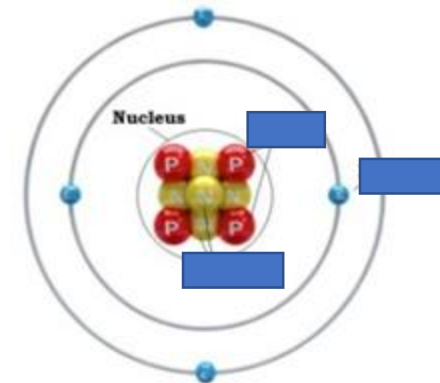
- |    |    |
|----|----|
| 1. | 4. |
| 2. | 5. |
| 3. |    |

**A. What is an atom made up of?**

in the nucleus and have a positive charge.

in the nucleus and have no charge.

in the shells and have a negative charge.



element

mixture

element

compound

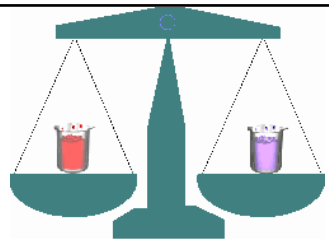
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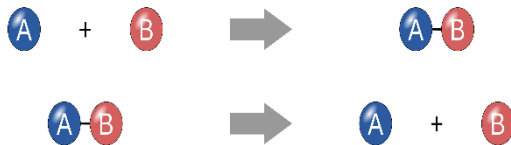
**A. What is a compound?**

**A. What is a mixture?**

**B. What is the conservation of mass?**



Reactants → Products





**B. What is an oxidation reaction?**

The total starting mass must equal the total final mass.

**B. What is a decomposition reaction?**

A reaction where one substance breaks down into 2 or more substances.

**C. How is an atom shown on the Periodic Table?**

Atomic number	The number of protons in an atom.
Mass number	The total number of protons + neutrons in the nucleus.

Mass Number → 23

Atomic Number → 11

**Na**

**B. Complete the word equation.**

Magnesium + Oxygen → Magnesium Oxide

**B. Complete the symbol equation.**

$H_2 + O \rightarrow H_2O$

Metals      Non-metals

**C. What two types of elements are found on the periodic table?**

Metals

Non-metals

**C. Who designed the most accurate Periodic Table before the modern Periodic Table?**

Mendeleev

He arranged the elements in increasing atomic weight.

He left gaps for elements that had not been discovered yet.

**C. How is the Periodic Table organised?**

Groups	The vertical groups of elements in the periodic table. Elements in the same group have similar properties.
Periods	The horizontal groups of elements in the periodic table.



**B. What is an oxidation reaction?**

**B. What is a decomposition reaction?**

**C. How is an atom shown on the Periodic Table?**

The number of protons in an atom.

The total number of protons + neutrons in the nucleus.

**B. Complete the word equation.**

Magnesium + Oxygen → \_\_\_\_\_ Oxide

**B. Complete the symbol equation.**

$H_2 + \_\_\_ \rightarrow H_2O$

**C. What two types of elements are found on the periodic table?**

**C. Who designed the most accurate Periodic Table before the modern Periodic Table?**

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**C. How is the Periodic Table organised?**

The vertical groups of elements in the periodic table. Elements in the same \_\_\_\_\_ have similar properties.

The horizontal groups of elements in the periodic table.



What we are learning this term:	
A. Hobbies B. Technology verbs C. Sports D. Technology E. TV programmes F. Key adjectives G. Opinion H. Key verbs	
6 Key Words for this term	
1. Ir de compras	4. El móvil
2. Navegar por la red	5. Un documental
3. practicar	6. Genial

C. Sports	
Juego al fútbol	I play football
Juego al hockey	I play hockey
Juego al tenis	I play tennis
Juego al baloncesto	I play basketball
Juego al voleibol	I play volleyball
Practico la natación	I go swimming
Practico el atletismo	I do athletics
Practico la gimnasia	I do gymnastics
Practico la equitación	I go horseriding
Practico el ciclismo	I go cycling
Practico la vela	I go sailing
Practico el cricket	I play cricket

Key Verbs				
Ser To be	Tener To have	Present	Past	Future
Soy = I am	Tengo = I have	Hablo I speak	Hablé I spoke	Voy a Hablar I am going to speak
Eres = You are	Tienes = You have	Como I eat	Comí I ate	Voy a comer I am going to eat
Es = s/he is	Tiene = s/he has	Voy I go	Fui/fue I am/it was	Voy a ir I am going to go
Somos = We are	Tenemos = We have	Soy I am	Fui I was	Voy a ser I am going to be
Son = They are	Tienen = They have	Tengo I have	Tuve I had	Voy a tener I am going to have

A. Hobbies	
Bailar	to dance
Cocinar	to cook
leer	to read
Cantar	to sing
salir con amigos	to go out with friends
navegar por	to surf the net
Internet	to play the guitar
tocar la guitarra	to go shopping
ir de compras	to call on the phone
llamar por teléfono	to do homework
Hacer los deberes	

D. Technology	
el correo electrónico	Email
la red	internet
la red social	social network
la sala de chat	chat room
los medios sociales	social media
el ordenador	computer
la pantalla	screen
la revista (digital)	(digital) magazine
el mensaje de texto	text message
el correo basura	spam, junk mail
el ordenador portátil	Laptop
el móvil	mobile phone

F. Key Adjectives	
Divertido	fun
Aburrido	boring
Util	useful
Inutil	Useless
Comodo	comfy
Interestante	interesting
Entretenido	entertaining
Emocionante	exciting
Guay	cool
Genial	great
Soso	dull
Asqueroso	disgusting
Malo	bad
Bueno	good
Relajante	Relaxing

H. Key verbs	
tener	to have
ser	to be
ir	to go
hacer	to do / make
jugar	to play
ver	to see / watch
escuchar	to listen
comprar	to buy
vivir	to live
hablar	to speak
deber	to have to
querer	to want to
visitar	to visit
comer	to eat
beber	to drink
salir	to go out
leer	to read
trabajar	to work
pensar	to think
escribir	to write
tomar	To take
dar	To give
poder	To be able

B. Technology verbs	
Chatear	to chat online
colgar fotos	to post photos
utilizar	to use
comunicarse	to communicate
mandar	to send
Acosar	to bully
Compartir	to share
Enviar	to send
navegar la red	to surf the internet
sacar fotos	to take photos
correr	to run

E. TV programmes	
El telediario	The news
Un programa de deportes	Sports programme
Un documental	A documentary
Una serie de policías	A police series
Una telenovela	A soap
Un programa de tele-realidad	A reality TV programme
Un programa de música	A music show
El tiempo	The weather
Una comedia	A comedy

G. Opinions	
Me gusta	I like
Me encanta	I love
Odio	I hate
Porque	because



What we are learning this term:	
A. Hobbies B. Technology verbs C. Sports D. Technology E. TV programmes F. Key adjectives G. Opinion H. Key verbs	
6 Key Words for this term	
1. Ir de compras	4. El móvil
2. Navegar por la red	5. Un documental
3. practicar	6. Genial

C. Sports	
_____	I play football
_____	I play hockey
_____	I play tennis
_____	I play basketball
_____	I play volleyball
_____	I go swimming
_____	I do athletics
_____	I do gymnastics
_____	I go horseriding
_____	I go cycling
_____	I go sailing
_____	I play cricket

Key Verbs				
Ser To be	Tener To have	Present	Past	Future
_____ = I am	_____ = I have	_____ I speak	_____ I spoke	_____ I am going to speak
_____ = You are	Tienes = You have	_____ I eat	_____ I ate	_____ I am going to eat
_____ = s/he is	_____ = s/he has	_____ I go	_____ I am/it was	_____ I am going to go
_____ = We are	_____ = We have	_____ I am	_____ I was	_____ I am going to be
_____ = They are	Tienen = They have	_____ I have	_____ I had	_____ I am going to have

A. Hobbies	
_____	to dance
_____	to cook
_____	to read
_____	to sing
_____	to go out with friends
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tocar la guitarra	_____
_____	to go shopping
_____	to call on the phone
_____	to do homework

D. Technology	
_____	Email
la red	_____
_____	social network
la sala de chat	_____
los medios sociales	_____
_____	computer
_____	screen
_____	(digital) magazine
_____	text message
el correo basura	_____
_____	Laptop
_____	mobile phone

F. Key Adjectives	
_____	fun
_____	boring
_____	useful
_____	Useless
_____	comfy
_____	interesting
_____	entertaining
_____	exciting
_____	cool
_____	great
_____	dull
_____	disgusting
_____	bad
_____	good
_____	Relaxing

H. Key verbs	
_____	to have
_____	to be
_____	to go
_____	to do / make
_____	to play
_____	to see / watch
_____	to listen
_____	to buy
_____	to live
_____	to speak
_____	to have to
_____	to want to
_____	to visit
_____	to eat
_____	to drink
_____	to go out
_____	to work
_____	to think
_____	to write
_____	To take
_____	To give
_____	To be able

B. Technology verbs	
Chatear	_____
_____	to post photos
utilizar	_____
comunicarse	_____
_____	to send
Acosar	_____
_____	to share
_____	to send
_____	to surf the internet
_____	to take photos
_____	to run

E. TV programmes	
El telediario	_____
Un programa de deportes	_____
_____	A documentary
Una serie de policías	_____
_____	A soap
Un programa de tele-realidad	_____
Un programa de música	_____
_____	The weather
_____	A comedy

G. Opinions	
_____	I like
_____	I love
_____	I hate
_____	because



**Y9- T2 -**

<b>A.</b>	<b>Background:</b>
1.	<b>Natural Hazard is a threat to people and property</b>
2.	<b>Hazard risk</b> is the <b>probability (chance)</b> that a natural hazard occurs.
3.	Earthquakes and <b>volcanoes</b> are <b>distributed</b> in narrow belts across the world. They are mostly found along <b>plate margins</b> , for example the <b>Pacific ring of fire</b> is a circle of volcanoes and earthquakes that surrounds the Pacific ocean.
4.	<b>Volcanoes</b> are also found in <b>hotspots</b> across the world. These are areas where the crust of the earth is slightly thinner, allowing <b>magma</b> to rise to the surface.
5.	People live in areas at risk of <b>tectonic hazards</b> as they hold benefits such as <b>geothermal power</b> and <b>fertile soils</b> around volcanoes, examples of this are <b>Iceland</b> . People in poverty also live in <b>hazardous areas</b> as they cannot afford to move out
6.	Earthquakes that occur under the sea can create huge, destructive waves called <b>Tsunamis</b> as the water is <b>displaced</b> .

<b>B.</b>	<b>What happens at plate margins?</b>
Destructive plate margin	At <b>destructive plate boundaries</b> , two plates move towards each other, the denser oceanic plate is forced under the less dense continental plate in a process called subduction
Constructive plate margin	At <b>constructive plate boundaries</b> , two plates are moving away from each other.. This creates <b>a gap</b> , magma rises to fill the gap.
Conservative plate margin	At conservative plate margins, two plates are <b>moving past each other</b> . The plates get stuck which builds up pressure. The sudden release of this <b>pressure</b> causes <b>violent</b> earthquakes.

<b>D.</b>	<b>Example of Tectonic Hazard HIC: Chile</b>
<b>Date</b>	27 February 2010
<b>Magnitude</b>	8.8
<b>No. Dead</b>	521
<b>Epicentre</b>	Off the coast of Chile
<b>Causes</b>	Destructive plate: South American (continental) & Nazca Plate (oceanic)
<b>Primary effects</b>	<ul style="list-style-type: none"> <li>- 500 dead</li> <li>- 12,000 injured</li> <li>- 500,000 homes damaged</li> <li>- Santiago airport slightly damaged</li> <li>- Several bridges and roads damaged and a hospital</li> </ul>
<b>Secondary effects</b>	<ul style="list-style-type: none"> <li>- Much of Chile lost power, water supplies and communication cut off</li> <li>- Tsunami warning</li> <li>- A fire in a chemical plant &gt; evacuation</li> <li>- Copper mines suffered damage (Copper crucial to economy)</li> </ul>
<b>Short term responses</b>	<ul style="list-style-type: none"> <li>- After day Ten 90% houses had power back, roads quickly fixed</li> <li>- Temporary repairs to main roads</li> </ul>
<b>Long-term responses</b>	- One month later houses rebuilding plan, due to the strong economy, it recovered and rebuilt without aid.

<b>C</b>	<b>What happens at plate margins?</b>
<u>Immediat e response</u>	Keeping survivors alive by providing food, water, shelter.
<u>Long-term response</u>	Re-building and reconstruction, with the aim of returning life back to normal.

<b>E.</b>	<b>Example of Tectonic Hazard LIC: Nepal</b>
<b>Date</b>	25 April 2015
<b>Magnitude</b>	7.9
<b>No. Dead</b>	521
<b>Epicentre</b>	80km from the capital city Kathmandu
<b>Causes</b>	Destructive plate: Indo-Australian plate colliding with the Eurasian plate
<b>Primary effects</b>	<ul style="list-style-type: none"> <li>- 9000 dead</li> <li>- 20,000 injured</li> <li>- 3 million made homeless</li> <li>- Electricity, water supplies and communications affected</li> <li>- 7000 schools destroyed, 50% of shops destroyed</li> </ul>
<b>Secondary effects</b>	<ul style="list-style-type: none"> <li>- Landslides and avalanches that blocked roads</li> <li>- Avalanches on Mount Everest killed at least 19 people</li> <li>- Landslides blocked the Kali Gandaki River causing flooding North of Kathmandu</li> </ul>
<b>Short term responses</b>	<ul style="list-style-type: none"> <li>- Search and rescue teams</li> <li>- Emergency food and water/ aid from the UK</li> </ul>
<b>Long-term responses</b>	<ul style="list-style-type: none"> <li>- 7000 schools to be rebuilt or repaired</li> <li>- Stricter controls on building codes</li> </ul>

<b>F.</b>	<b>How do we manage tectonic hazards?</b>
<b>Monitoring</b>	Warning signs: gases, sides of volcanoes swell, change shape and size, heat melts snow, rocks fracture, earthquakes. Monitored through seismographs, and tiltmeters (shape).
<b>Prediction</b>	Based on scientific monitoring as above.
<b>Protection</b>	Little can be done. However, you can create earth embankments or explosives to divert lava away from property.
<b>Planning</b>	When machines begin to do the work which humans once completed.





**Y9- T2 -**

<b>A.</b>	<b>Background:</b>
1.	<b>Natural Hazard is a threat to people and property</b>
2.	<b>Hazard risk</b> is the <b>probability (chance)</b> that a natural hazard occurs.
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<b>B.</b>	<b>What happens at plate margins?</b>
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<b>Date</b>	25 April 2015
<b>Magnitude</b>	7.9
<b>No. Dead</b>	521
<b>Epicentre</b>	80km from the capital city Kathmandu
<b>Causes</b>	Destructive plate: Indo-Australian plate colliding with the Eurasian plate
<b>Primary effects</b>	- 9 _____ dead - 2 _____ injured - 3 million made homeless - Electricity, water supplies and communications affected - 7000 schools destroyed, 50% of shops destroyed
<b>Secondary effects</b>	- La _____ and a _____ es that blocked roads - A _____ s on Mount Everest killed at least 19 people - Landslides blocked the Kali Gandaki River causing flooding North of Kathmandu
<b>Short term responses</b>	Search and rescue teams - Emergency food and water/ aid from the UK
<b>Long-term responses</b>	- 7 _____ schools to be rebuilt or repaired - Stricter controls on building codes

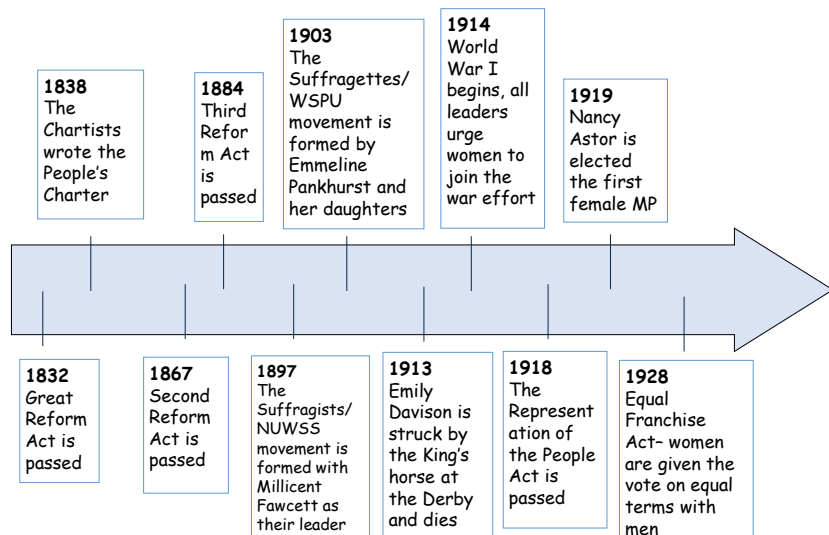
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## Unit 2: The Suffragettes Knowledge Organiser

### What we are learning this term:

- A. Key words for this unit
- B. Key people and their roles in the suffrage movement
- C. Key events and dates in the suffrage movement
- D. D. Suffragists vs Suffragettes



A.	Key Words
Act	a written law passed by Parliament
Propaganda	information used to promote a political point that can be untrue
Ballot	a system of voting on a particular issue
Reform	make changes in order to improve something
Charter	a written statement of the rights of a specified group of people
Representation	Speaking or acting on behalf of someone
Democracy	system of government by the whole population typically through elected representatives.
Rotten boroughs	a borough that was able to elect an MP despite having very few voters.
Strike	an organised refusal to do something expected or required typically to gain a concession
Manifesto	A public set of political aims written down
Suffrage	the right to vote
Parliament	a group of people who make the laws for their country
Tactics	An action or strategy carefully planned to achieve a specific end
Petition	a formal written request, typically one signed by many people, appealing to authority in respect of a particular cause

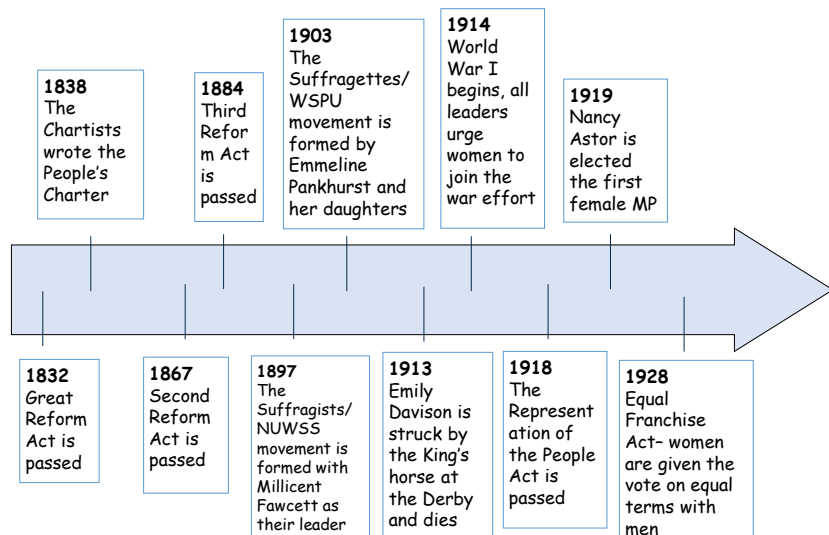
B.	Key People
Nancy Astor	The first women elected as a Member of Parliament (MP)
Emily Davison	Joined the WSPU in 1906. Was struck by the King's horse and killed
Benjamin Disraeli	A Conservative Prime Minister (1868, 1874-80) who introduced the Second Reform Act
Millicent Fawcett	Founded the Suffragists/NUWSS in 1897
William Gladstone	A Liberal politician who served in Parliament for over 60 years and four times as Prime Minister.
Earl Grey	A Prime Minister who proposed the Great Reform Act in 1831 and resigned when the House of Lords rejected it.
Annie Kenney	A working-class socialist feminist who was active in the WSPU as a militant member and was arrested.
William Lovett	The leader of the Chartist movement and wrote the People's Charter in 1838
Christabel Pankhurst	Speaker for the WSPU in 1905. She trained as a lawyer but could not practice as a woman. She fled the country in 1912 for fear of rearrest, and unsuccessfully ran for parliament in 1918.
Emmeline Pankhurst	Founded the WSPU in October 1903 and encouraged militant action as a form of protest. Was arrested many time, she went on hunger strike and was force-fed. Mother of Christabel.

D	Suffragists	Suffragettes
	Men who were fighting for the right to vote	Women fighting for the right to vote
	Leader - Millicent Fawcett	Leader - Emmeline Pankhurst
	Formed in 1897	Formed in 1903 after splitting from the Suffragists
	Used pamphlets, petitions and marches to help persuade people to their cause	Used Protests and damaging property to help persuade people to their cause
		Were given the right to vote on equal terms in 1928

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A.	Key Words
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Propaganda	information used to _____ a political point that can be untrue
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Charter	a written statement of the _____s of a specified _____
_____	Speaking or acting on behalf of someone
Democracy	system of _____t by the _____ population typically through elected representatives.
Rotten boroughs	a borough that was able to elect an MP despite having very few _____s,
_____	an organised refusal to do something expected or required typically to gain a concession
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_____	the right to vote
_____	a group of people who make the laws for their country
_____	An action or strategy carefully planned to achieve a specific end
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_____	The leader of the Chartist movement and wrote the People's Charter in 1838
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D	Suffragists	Suffragettes
	Men who were fighting for the right to vote	Women fighting for the right to vote
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		Were given the right to vote on equal terms in 1928

## Year 9 Religious Education: Atheism

<b>What we are learning this term:</b>
The development of Atheism and worldviews

<b>B.</b>	<b>How has Biblical criticism influenced the rise of atheism ?</b>
1	<ul style="list-style-type: none"> <li>Biblical criticism is the study of the Bible using scientific criteria</li> <li>People question what the Bible means, rather than looking at it as a literal word of God.</li> <li>Therefore, people have been able to challenge the 'truths' that are found in the book.</li> </ul>

A. Can you define these key words?	
Key word	Key definition
Dogma	Beliefs or principles laid down by authority as unquestioningly true .
Doctrine	Beliefs and teachings given by a religion.
Theist	A person who believes in a God who created the universe
Atheist	A person who does not believe in God
Agnostic	A person who doesn't believe that God does or doesn't exist because there is not enough proof
Salvation	being saved from the sins of Adam and Eve
Grace	The free and undeserved favour of God through <b>salvation</b>
Secular	attitudes, activities, or other things that have no religious or spiritual basis.
Emirical/em piricist	Knowledge is based on what is seen or experienced
Reason	the power of the mind to think, understand and form judgements through logic
Biblical criticism	The use of critical analysis to understand and explain meaning in the Bible.
A priori	An argument/statement which is supposed to be true because it is true by definition
Fundament alist	a person who believes in the strict, literal interpretation of scripture in a religion.

<b>C.</b>	<b>Explain 4 reasons people are atheist or reject religion</b>
1	The problem of evil – how can God be loving if people are suffering in the world?
2	Miracles do not fit in with science, so are not believable
3	Religious teachings can be harmful for people e.g. teaching that homosexuality is wrong
4	Arguments to say God exists have problems with them (teleological and cosmological)

<b>D</b>	<b>Explain Hume's main arguments against miracles</b>
1	One bit of evidence is not enough to believe that miracles can happen when millions of pieces of evidence say they can't
2	Most people who experience miracles are not educated, so why believe them?
3	Humans tend to lose their common sense when thinking about miracles

<b>E.</b>	<b>Explain Neitzche's ideas about religion and morality</b>
	<ul style="list-style-type: none"> <li>God is just made up to help people deal with suffering</li> <li>Instead of religion, we should follow our own rules and goals instead</li> </ul>
	<b>Explain how Freud challenges religious truth</b>
	<ul style="list-style-type: none"> <li>Religion is only there because people want authority</li> <li>Religion is an illusion which makes you feel better about dying</li> <li>Religion helps people cope with their unhappy lives</li> </ul>
	<b>Explain how Feuerbach challenges religious truth</b>
	<ul style="list-style-type: none"> <li>God does not exist.</li> <li>Humans have made up the idea of a 'God' to give themselves a reason to live.</li> <li>Humans have given God perfect qualities that they want to aim for e.g. loving</li> </ul>
	<b>Explain how Marx challenges religious truth</b>
	<ul style="list-style-type: none"> <li>The powerful and rich use it as a way to control people into particular behaviour eg 'do not kill'</li> <li>It is also used to stop people from rising up against the rich and powerful</li> </ul>

<b>F.</b>	<b>Explain 2 reasons why science is a challenge to religion</b>
1	<ul style="list-style-type: none"> <li>Evolution shows creatures took millions of years to evolve</li> <li>This means they were not created in one day</li> </ul>
2	<ul style="list-style-type: none"> <li>Big Bang Theory shows the universe was made over billions of years</li> <li>God did not create the universe in 6 days</li> </ul>
	<b>Explain 2 religious responses to the challenge of science</b>
1	<ul style="list-style-type: none"> <li>Science shows us how complicated the world that God created is</li> <li>e.g. shows the human eye is perfectly designed by God</li> </ul>
2	<ul style="list-style-type: none"> <li>Creation story isn't actually true, it just tells us a message</li> <li>The message is that God is all powerful and created the universe</li> <li>Science and religion can be true at the same time</li> </ul>

# Year 9 Religious Education: Atheism

**What we are learning this term:**  
The development of Atheism and worldviews

A. <i>Can you define these key words?</i>	
Key word	Key definition
Dogma	_____ or principles laid down by _____ as unquestioningly _____.
Doctrine	Beliefs and _____ given by a _____.
	A person who believes in a God who created the universe
	A person who does not believe in God
Agnostic	A person who doesn't believe that...
Salvation	being _____ from the sins of _____ and _____
	The free and undeserved favour of God through <b>salvation</b>
	attitudes, activities, or other things that have no religious or spiritual basis.
Emirical/empiricist	Knowledge is based on what is _____ or _____
Reason	the power of the mind to _____, understand and form _____ through logic
Biblical criticism	The use of _____ analysis to understand and explain meaning in the _____.
A priori	An argument/statement which is supposed to be _____ because it is true by _____
	a person who believes in the strict, literal interpretation of scripture in a religion.

• B.	• <i>How has Biblical criticism influenced the rise of atheism ?</i>
• 1	<ul style="list-style-type: none"> <li>• Biblical criticism is the study of the _____,</li> <li>• People question _____, rather than looking at it as a literal word of God.</li> <li>• Therefore, people have been able to _____ that are found in the book.</li> </ul>

<b>C.</b>	Explain 4 reasons people are atheist or reject religion
1	The problem of evil –
2	Miracles do not fit in with _____, so are not believable
3	_____ teachings can be _____ for people e.g. teaching that homosexuality is wrong
4	Arguments to _____ have problems with them (teleological and cosmological)

<b>D.</b>	<i>Explain Hume's main arguments against miracles</i>
1	One bit of evidence is not enough to believe that...
2	Miracles have mainly been proclaimed by scientifically uneducated peoples so why believe their stories when advanced modern understanding shows the events to be impossible eg walking on water
3	Humans tend to lose _____ when thinking about _____

<b>E.</b>	<b>Explain Neitzche's ideas about religion and morality</b>
	<ul style="list-style-type: none"> <li>• God is just made up to help people _____</li> <li>• Instead of _____, we should follow _____</li> </ul>
	<b>Explain how Freud challenges religious truth</b>
	<ul style="list-style-type: none"> <li>• Religion is only there because people want _____</li> <li>• Religion is an _____ which makes you feel better about _____</li> <li>• _____ helps people cope with their _____</li> </ul>
	<b>Explain how Feuerbach challenges religious truth</b>
	<ul style="list-style-type: none"> <li>• God does not _____</li> <li>• _____ have made up the idea of a _____' to give themselves a reason to live.</li> <li>• Humans have given God perfect qualities that they want to aim for e.g. _____</li> </ul>
	<b>Explain how Marx challenges religious truth</b>
	<ul style="list-style-type: none"> <li>• The powerful and rich use it as a way to _____</li> <li>• It is also used to stop people from _____</li> </ul>

<b>F.</b>	<b>Explain 2 reasons why science is a challenge to religion</b>
1	<ul style="list-style-type: none"> <li>• _____ shows creatures took millions of years to _____</li> <li>• This means... _____</li> </ul>
2	<ul style="list-style-type: none"> <li>• _____ shows the universe was made over billions of years</li> <li>• God did not _____</li> </ul>
	<b>Explain 2 religious responses to the challenge of science</b>
1	<ul style="list-style-type: none"> <li>• Science shows us _____</li> <li>• e.g. ....</li> </ul>
2	<ul style="list-style-type: none"> <li>• Creation story isn't actually true, it just _____</li> <li>• The message .....</li> <li>• Science and religion can be ....</li> </ul>

**What we are learning this term:**

- A. Line Drawing
- B. Introduction into Cubism
- C. Pablo Picasso
- D. Colour Theory
- E. Grid Method
- F. Key Words



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

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

Using continuous line drawing, recreate the face below.



Example

Your response

**B. What are the characteristics of Analytical and Synthetic Cubism? List 3 of each.**

Analytical:

- 1) Grey, black and white tones or tones from one colour
- 2) Very angular and rigid, points and lines
- 3) The first type of Cubism created

Synthetic:

- 1) Bright, modern and bold colours
- 2) Organic in shapes, curves, natural shapes
- 3) The second type of Cubism created

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

In this image, we have acetate mainly used for photocopying. A see-through clear plastic. A roll of masking tape, used to fix the image onto the acetate.

In this image, the image behind has been removed to reveal the permanent marker trace. From here you can add in your own detail and patterns

In this image, the acetate has been painted using acrylic. Acrylic is plastic based so when dry, it will move with the flexible acetate

**D. Answer the following questions on colour theory and acrylic painting.**

- 1 List the secondary colours  
Purple, orange, green
- 2 Name 3 cool/ cold colours  
Blue, green, purple
- 3 Name 3 warm/ hot colours  
Red, orange, yellow
- 4 What is a complementary colour?  
Two colours which work well together/ They look good next to each other
- 5 How do you make a tertiary colour?  
By mixing a Primary and a Secondary colour together
- 6 List the 6 formal elements of Art  
Line, Tona, Texture, Shape, pattern, Colour
- 7 What are tints and shades?  
Tint is a colour mixed with white. Shade is a colour mixed with black

**C List 3 words to describe the Cubism style of artwork in this Picasso piece?**

- 1.) Angular, Crooked, Sharp, Shattered,
- 2.) Jagged, Cornered, Smashed, Dull colours
- 3.) Staggered, Skewed, Destroyed, Misplaced

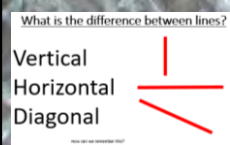
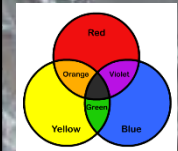


**D. Colour theory- complete the missing words**

Red + Blue= Purple  
 Blue + Yellow= Green  
 Red + Yellow= Orange

**E. Write a step by step guide to a successful grid method**

1. Firstly, have a sharp pencil, plain paper and a ruler
2. Using the width of your ruler, mark out lines vertically. Press lightly because you will be rubbing these lines out.
3. Using the width of your ruler, mark out lines horizontally
4. Your page should now be full of equal distant squares. Repeat this process onto the image you'd like to copy.
5. Using your source image, start by working in the 1<sup>st</sup> box
6. Work box by box rather than looking at the image as a whole.
7. Once you have copied each box, rub out your grid lines



F.	Keywords
Portrait	An image which shows a person/animal
Identity	Information about a person's personality, interests, friend's family – what makes someone who they are
Collage	Using torn or cut paper in an artwork
Material	The substance used to create the artwork
Cubism Movement	The movement that Ines tries to push throughout her work. Creating angular portraits .
Characteristics	A list of describing words about a person or thing.
Acetate	Clear plastic sheeting
Permanent pen	A pen that won't wash off with water
Mixed media	An artwork made from more than one material

**What we are learning this term:**

- A. Line Drawing
- B. Introduction into Cubism
- C. Pablo Picasso
- D. Colour Theory
- E. Grid Method
- F. Key Words



**B. What are the characteristics of Analytical and Synthetic Cubism? List 3 of each.**

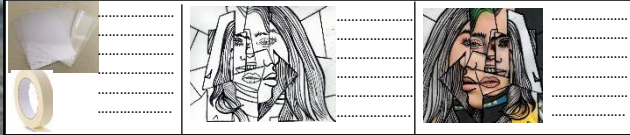
Analytical:

- 1)
- 2)
- 3)

Synthetic:

- 1)
- 2)
- 3)

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



**C List 3 words to describe the Cubism style of artwork in this Picasso piece?**

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

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

- 1.
- 2.
- 3.

Using continuous line drawing, recreate the face below.

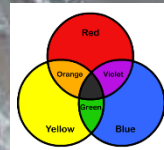
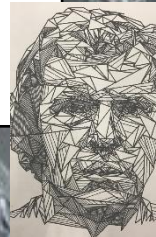


Example

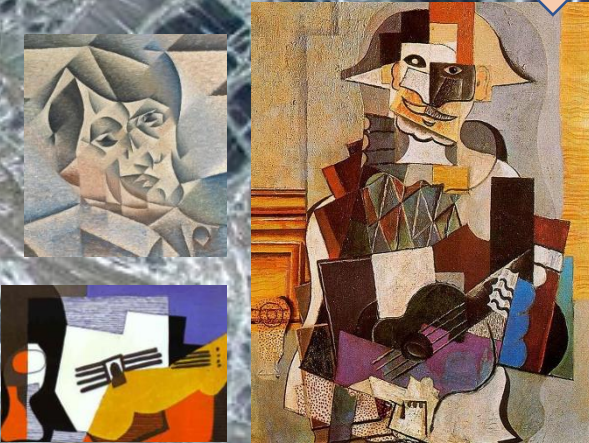
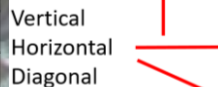
Your response

**D. Answer the following questions on colour theory and acrylic painting.**

- 1 List the secondary colours
- 2 Name 3 cool/ cold colours
- 3 Name 3 warm/ hot colours
- 4 What is a complementary colour?
- 5 How do you make a tertiary colour?
- 6 List the 6 formal elements of Art
- 7 What are tints and shades?



What is the difference between lines?



**D. Colour theory- complete the missing words**

Red + Blue= .....  
 Blue + Yellow= .....  
 Red + Yellow= .....

**E. Write a step by step guide to a successful grid method**

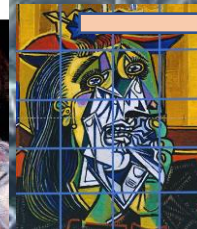
1. ....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....



Jeremy Kyler 2000



Francis Bacon 1972



F.	Keywords
Portrait	An image which shows a person/animal
Identity	Information about a person's personality, interests, friend's family – what makes someone who they are
Collage	Using torn or cut paper in an artwork
Material	The substance used to create the artwork
Cubism Movement	The movement that Ines tries to push through her work. Creating angular portraits .
Characteristics	A list of describing words about a person or thing.
Acetate	Clear plastic sheeting
Permanent pen	A pen that won't wash off with water
Mixed media	An artwork made from more than one material

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

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

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



**What we are learning this term:**

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

**Year 9 – High Skills**

**B. 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
- CO
- SA
- VEGETABLE PRODUCTS
- BAKERY & DAIRY PRODUCTS

Clean and store chopping boards correctly after use



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

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

Grilling

Baking

Frying

**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?**

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

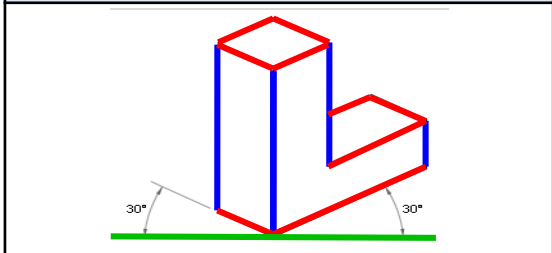


What we are learning this term:	
A.	Drawing Skills
B.	Wood Theory
C.	Wooden Joints & Their Uses
D.	Tools & Machinery

**A. Drawing Skills**

**Isometric Technical Drawing**

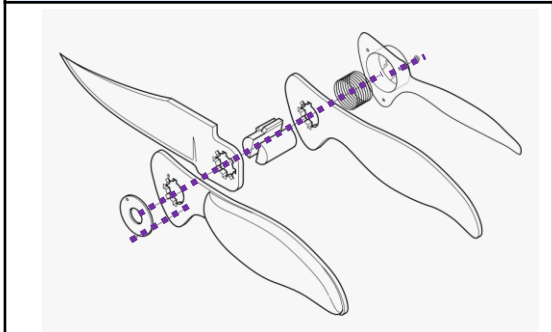
Made up of a series of parallel **vertical lines** and parallel **30-degree lines**. But no **horizontal lines**.



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

**Exploded Technical Drawing**

Isometric drawing of all the parts and components of an object.



All parts are shown separately so you can see all aspects. **Dashed lines** indicate where everything goes and in what order.

**B. Wood Theory**

<i>Natural</i>	Advantages	Disadvantages
<b>Hardwood:</b> <ul style="list-style-type: none"> <li>Stronger &amp; durable</li> <li>Weather resistant</li> <li>Fire resistant</li> </ul>	<ul style="list-style-type: none"> <li>Harder to cut / curve</li> <li>More expensive</li> <li>Longer to grow</li> </ul>	
<b>Softwood:</b> <ul style="list-style-type: none"> <li>Easy to cut / curve</li> <li>Cheaper</li> <li>Quicker to grow</li> </ul>	<ul style="list-style-type: none"> <li>Not weather resistant</li> <li>Not fire resistant</li> <li>Weaker &amp; less durable</li> </ul>	
<i>Manufactured</i>	Advantages	Disadvantages
<b>MDF:</b> <ul style="list-style-type: none"> <li>Easy to cut and sand</li> <li>Takes paint well</li> <li>Comes in wide sheets</li> </ul>	<ul style="list-style-type: none"> <li>Not as aesthetically pleasing</li> <li>Doesn't stain well</li> </ul>	
<b>Plywood:</b> <ul style="list-style-type: none"> <li>Strong board</li> <li>Can be waterproof</li> <li>Comes in wide sheets</li> </ul>	<ul style="list-style-type: none"> <li>Not as aesthetically pleasing</li> <li>Doesn't stain well</li> </ul>	

**Sustainability = Natural Wood Vs Manufactured Boards**

Manufactured boards are more sustainable than natural woods because made from wasted wood and offcuts.	Softwood is more sustainable than hardwood, because it grows a lot quicker.
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**D. Tools & Machinery**

Steel Rule	Tri Square	Mitre Square	Bench Hook	Quick Clamp	Wooden Vice	Tenon Saw	Bandfacer	Pillar Drill

**C. Wooden Joints & Their Uses**

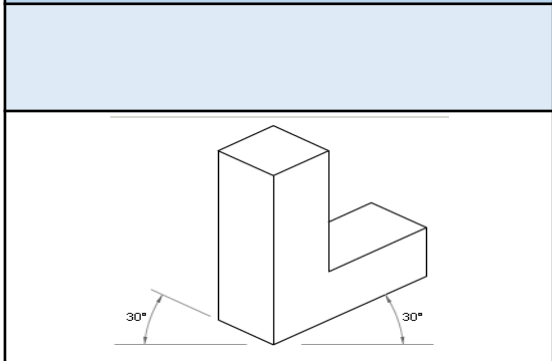
Joint	Uses	Image
<b>Mitre Joint</b>	Used mainly for picture frames. Great aesthetics but not very strong unless a dowel is added.	
<b>Dowel Joint</b>	Can be used to repair stripped screw holes and in toy making they are the perfect axles in toy vehicles.	
<b>Mortise and Tenon</b>	Mainly used for furniture. This joint is very strong and durable as well as looking very professional.	
<b>Cross Halving Joint</b>	Mainly used for cabinets, doors and windows. This joint has very good resistance to side-to-side movement.	



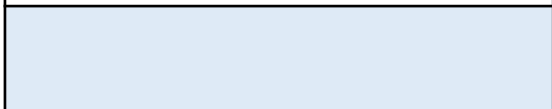
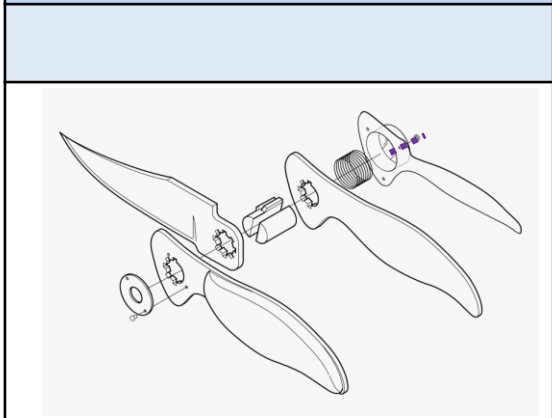
<b>What we are learning this term:</b>
A. Drawing Skills
B. Wood Theory
C. Wooden Joints & Their Uses
D. Tools & Machinery

<b>A.</b>	<b>Drawing Skills</b>	
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<b>Isometric Technical Drawing</b>
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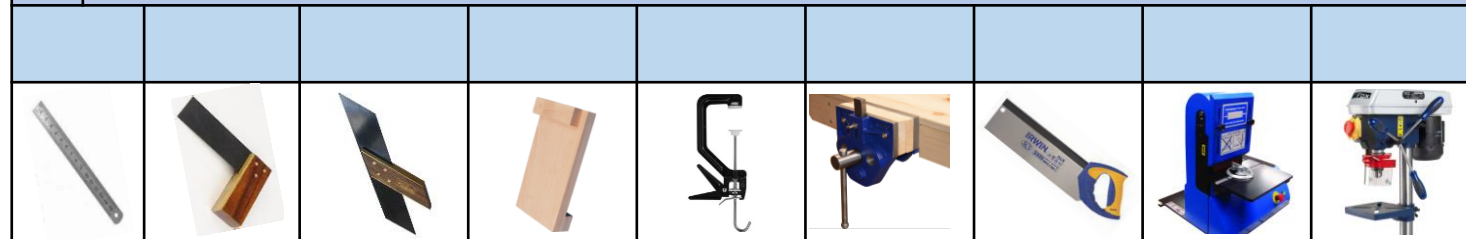
<b>Exploded Technical Drawing</b>
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<b>B.</b>	<b>Wood Theory</b>		
<i>Natural</i>	<b>Advantages</b>	<b>Disadvantages</b>	
<b>Hardwood:</b>			
<b>Softwood:</b>			
<i>Manufactured</i>	<b>Advantages</b>	<b>Disadvantages</b>	
<b>MDF:</b>			
<b>Plywood:</b>			
<b>Sustainability = Natural Wood Vs Manufactured Boards</b>			

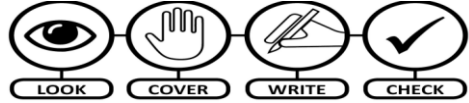
<b>C.</b>	<b>Wooden Joints &amp; Their Uses</b>	
<b>Joint</b>	<b>Uses</b>	<b>Image</b>
<b>Mitre Joint</b>		
<b>Dowel Joint</b>		
<b>Mortise and Tenon</b>		
<b>Cross Halving Joint</b>		

<b>D.</b>	<b>Tools &amp; Machinery</b>								
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A	What we are learning about this term...
1	Popular song structure
2	Lyrics , hooks and riffs in popular music
3	Melody – conjunct and disjunct
4	Range, instruments and lead sheets in pop music



B	Keywords
Lyrics	The words of a song – split into <b>verses and choruses</b>
Hook	the <b>'catchy bit'</b> of the song that you will remember. It is short and repeated in different places throughout the song.
Riff (Ostinato)	<b>Short, repeated musical pattern</b> often used in the introduction and instrumental breaks in a song.
Melody	The tune – usually <b>lead singer</b> has this
Counter-melody	An <b>'extra' melody</b> often performed 'on top of' the main melody to compliment it
Homophonic (texture)	A texture that has a <b>melody and accompaniment</b> (e.g chords/bassline)
Lead Sheet	Form of <b>notation that only shows the essential parts</b> (eg lyrics, bassline and chords) to perform from
Arrangement	<b>Adapting songs</b> to be performed by other instruments or in a different style
Cover Version	A new <b>performance by someone OTHER than the original artist/songwriter</b>

C Instruments in popular music



Pop Bands often feature a **DRUM KIT** and **PERCUSSION** to provide the rhythm along with **ELECTRIC GUITARS (LEAD GUITAR, RHYTHM GUITAR and BASS GUITAR)** and **KEYBOARDS**. Sometimes **ACOUSTIC INSTRUMENTS** are used such as the **PIANO** or **ACOUSTIC GUITAR**. **ORCHESTRAL INSTRUMENTS** are often found in pop songs such as the **STRINGS, SAXOPHONE, TROMBONE** and **TRUMPET**. Singers are essential to a pop song - **LEAD SINGER** – Often the "frontline" member of the band (most famous) who sings most of the melody line to the song. **BACKING SINGERS** support the lead singer providing **HARMONY** or a **COUNTER-MELODY** (a melody that is often higher in pitch and different, but still 'fits with' the main melody) and do not sing all the time but just at certain points within a pop song e.g. in the chorus.



D Exploring Conjunct and Disjunct Melodies

**CONJUNCT MELODIC MOTION** – Melodies which move **mainly by step** or use notes which are next to or close to one another.

Conjunct

**DISJUNCT MELODIC MOTION** – Melodies which **move mainly by leap** or use notes which are not next to or close to one another.

Disjunct

**MELODIC RANGE** – The **distance between the lowest and highest** note in a melody

F Note Values and Dotted Note Values

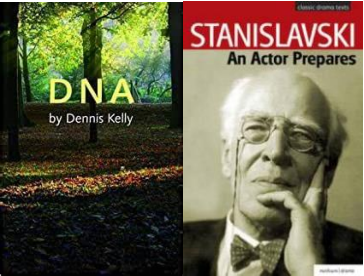
Note	Name	Beats	Rest	Note	Name	Beats	Rest
	Semibreve, Whole Note	4 beats			Dotted Semibreve, Dotted Whole Note	6 beats	
	Minim, Half Note	2 beats			Dotted Minim, Dotted Half Note	3 beats	
	Crotchet, Quarter Note	1 beat			Dotted Crotchet, Dotted Quarter Note	1 1/2 beats	
	Quaver, Eighth Note	1/2 beat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

G Describing music – MAD T SHIRT

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



YEAR 9 INTRODUCTION TO BTEC DRAMA KNOWLEDGE ORGANISER – COMPONENT ONE



What we are learning this term:	
A.	Understanding different styles of performance
B.	What is style
C.	What is a practitioner
D.	How do we analyse a performance
E.	What are physical skills
F.	What are interpretive skills
G.	Different performance styles / genres

Building a character	
<i>Physical skills</i>	<ol style="list-style-type: none"> <li>1. Stance</li> <li>2. Gesture</li> <li>3. Facial Expressions</li> <li>4. Stride</li> <li>5. Weight</li> <li>6. Pace</li> <li>7. Mime</li> <li>8. Gait</li> <li>9. Internal Rhythm</li> <li>10. Stance</li> </ol>
<i>Vocal Skills</i>	<ol style="list-style-type: none"> <li>1. Pitch</li> <li>2. Pace</li> <li>3. Pause</li> <li>4. Breath</li> <li>5. Accent</li> <li>6. Articulation</li> <li>7. Sight Reading</li> <li>8. Intonation</li> <li>9. Volume</li> <li>10. Tone</li> <li>11. Personality/ Age</li> <li>12. Emphasis</li> </ol>

Keywords	
Practitioners	A professional theatre maker who creates in a specific style led by a specific theatre ideology.
Performance material	The practical work that a practitioner creates for performance.
Creative Intentions	The ideas behind the performance why the director chose to create the work.
Reflect	Look over your current work and the work of others and be able to review and comment on your own and others practice using subject specific vocabulary.
Analyse/ Evaluate	Watch and then analyse your own performance and the work of others and giving comments and judgements on what you see
Influences	How the practitioner has been influenced by others, their experiences, their training and how this has affected the work they create.
Physical skills	The physical attributes that an actor uses, stamina, strength, flexibility, control, to dance with technical accuracy.

What are you doing this term?
<p><b>An introduction to Btec Performing Arts and the way you would work in year 10 if you decided to take Drama</b></p> <p>Explore the following three practitioner's and their style of theatre: Frantic Assembly</p> <p>A physical theatre company who started in 1994 and whose style is visual storytelling using powerful music and lights to make an impact of their audiences. They want to make theatre relevant to young audiences making it accessible, doing it about current topics and by getting young people involved in their productions. Splendid Productions</p> <p>An epic theatre style company that uses a trio of performers and a slapstick style performance to re-tell some well know stories with social and political messages. Dennis Kelley's DNA</p> <p>A powerful playwright who writes for young people, understanding their lives and worries. He uses a mixture of naturalism and non naturalism to convey explosive storylines. He has also written Matilda the musical with Tim Minchin.</p>

Further reading:
<p><a href="http://www.franticassembly.com">www.franticassembly.com</a></p> <p><a href="http://www.splendidproductions.com">www.splendidproductions.com</a></p> <p>English Literature / Drama GCSE: Plot Overview: DNA by Dennis Kelly - BBC Teach</p>



Key question – What is the artistic purpose of a performance work?
<p>When watching a professional performance, the key questions you need to think about are the following...</p> <p>How do we Explore artistic purpose?</p> <p>Explore artistic purpose (across all three disciplines/styles) including:</p> <ul style="list-style-type: none"> <li>to educate</li> <li>to inform</li> <li>to entertain</li> <li>to provoke</li> <li>to challenge viewpoints</li> <li>to raise awareness</li> <li>to celebrate.</li> </ul>

**YEAR 9 INTRODUCTION TO BTEC DRAMA KNOWLEDGE ORGANISER – COMPONENT ONE**



- What we are learning this term:**
- A. Understanding different styles of performance
  - B. What is style
  - C. What is a practitioner
  - D. How do we analyse a performance
  - E. What are physical skills
  - F. What are interpretive skills
  - G. Different performance styles / genres

Keywords	
	A professional theatre maker who creates in a specific style led by a specific theatre ideology.
	The practical work that a practitioner creates for performance.
	The ideas behind the performance why the director chose to create the work.
	Look over your current work and the work of others and be able to review and comment on your own and others practice using subject specific vocabulary.
	Watch and then analyse your own performance and the work of others and giving comments and judgements on what you see
	How the practitioner has been influenced by others, their experiences, their training and how this has affected the work they create.
	The physical attributes that an actor uses, stamina, strength, flexibility, control, to dance with technical accuracy.

Building a character	
Physical skills	
Vocal Sills	

**What are you doing this term?**

**An introduction to Btec Performing Arts and the way you would work in year 10 if you decided to take Drama**

Explore the following three practitioner's and their style of theatre: Frantic Assembly

**A** company who started in 1994 and whose style is visual storytelling using powerful music and lights to make an impact of their audiences. They want to make theatre relevant to young audiences making it accessible, doing it about current topics and by getting young people involved in their productions.  
**Splendid Productions**

An company that uses a trio of performers and a slapstick style performance to re-tell some well know stories with social and political messages.  
**Dennis Kelley's DNA**

A powerful playwright who writes for young people, understanding their lives and worries. He uses a mixture of naturalism and non naturalism to convey explosive storylines. He has also written Matilda the musical with Tim Minchin.

**Further reading:**

[www.franticassembly.com](http://www.franticassembly.com)  
[www.splendidproductions.com](http://www.splendidproductions.com)  
 English Literature / Drama GCSE: Plot Overview: DNA by Dennis Kelly - BBC Teach

**Key question – What is the artistic purpose of a performance work?**

When watching a professional performance, the key questions you need to think about are the following...

How do we Explore artistic purpose?  
 Explore artistic purpose (across all three disciplines/styles) including:

