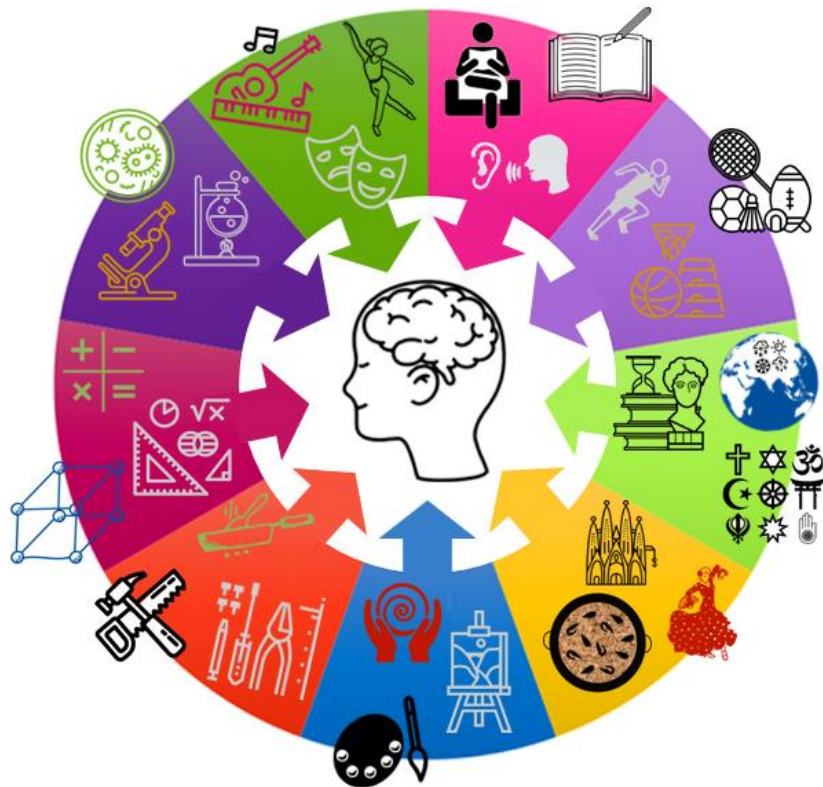


100% book - Year 9 mainstream

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



Term 3

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?

A. Particle model
B. Changing state
C. Mixtures
D. Separating techniques

Key Words for this term:

1. Matter
2. Particle
3. Collision
4. Making
5. Freezing

6. Condensation
7. Evaporation
8. Solids
9. Solvent
10. Solution

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

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

Solid
In a regular pattern. Particles can vibrate in a 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 and they move in all directions in a high speed.

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

B. What are the different changes of state?

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

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

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

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

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

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

Quizzable Knowledge Organisers

A. What is particle theory?

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

Solid

Liquid

Gas

A. What is the law of conservation of mass?

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

solid liquid gas

solid liquid gas

solid liquid gas

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.

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.

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 '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 are the different changes of state?'. There are also diagrams of particle arrangements for solid, liquid, and gas states.

Step 2

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

The screenshot shows a student's prep book. The date '29th May 2020' and the title 'Particle theory' are written in a notebook. The background shows the same knowledge organiser as in Step 1, with the 'What is particle theory?' section highlighted.

Step 3

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

The screenshot shows a student's prep book with handwritten notes. The date '29th May 2020' is written at the top. Below it, the title 'Properties of the states of matter' is written. The notes describe the three states of matter: 'Particle theory = all matter is made of particles', 'Solid = regular pattern particles vibrate in fixed position', 'Liquid = particles are arranged randomly but are still touching each other. Particles can slide past each other and move around.', and 'Gas = Particles are far apart and are arranged randomly. Particles carry a lot of energy'.

Step 4

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

The screenshot shows a student's prep book with the definition of solid written three times: 'Solid = regular pattern particles vibrate in fixed position'.

Step 5

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

The screenshot shows a student's prep book with the quizzable Knowledge Organiser. The student has written answers for the questions: 'What is the law of conservation of mass?' (Self quizzing), 'What are the different changes of state?' (Arrangement/movement of matter), 'What is the difference between a solid and a liquid?' (Solid = regular pattern particles are still touching each other), and 'What is the difference between a liquid and a gas?' (Liquid = far apart, Gas = arranged randomly).

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 screenshot shows a student's prep book with the final handwritten notes. The student has corrected the definition of gas to '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
P	The Prologue outlines the main conflict in the play and warns the audience of the tragic fate of Romeo and Juliet.	Romeo (Montague) 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>	tragic – describes something as being very sad, or as part of a tragedy.
1.1	The Montagues and Capulets fight in the streets of Verona. Prince Escalus swears that any further fighting will be punished by death.		submissive - ready to obey or conform to the authority or will of others
1.2	Paris asks Lord Capulet about marrying his daughter Juliet. Capulet tells Paris to wait as she is too young.		Narcissistic – self-obsessed
1.3	Lady Capulet advises Juliet to agree to marry Paris.		feud – a serious argument and sometimes violent argument between two people or groups that continues for a long time.
1.5	At the Capulet's masked ball, Romeo sees Juliet and falls in love with her. They talk, kiss, and fall in love. As they depart, they learn they are from feuding families.	Juliet (Capulet) 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>	shrine – a holy place that people go to pray.
2.2	In the balcony scene, Romeo and Juliet fall deeper in love. They agree to get married.		status quo – the situation that exists now, without any changes.
2.3	Romeo asks Friar Lawrence to marry him and Juliet. Lawrence agrees, thinking it will unite the warring families.	Lord Capulet (Capulet) 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>	obstacle – a problem that must be overcome.
2.6	Friar Lawrence marries Romeo and Juliet.		vindictive – vengeful
3.1	Montagues and Capulets fight in the streets. Tybalt kills Mercutio; Romeo kills Tybalt. Prince Escalus decides to banish Romeo from Verona.	Paris (no family) Nobleman of Verona. Wants to marry Juliet. Killed by Romeo at the end of the play.	patriarchy - a society in which power lies with men
3.4	Lord Capulet tells Paris that he can marry Juliet in three days' time.		belligerent - warlike
3.5	After their wedding night, Romeo leaves Juliet for the last time. They have a vision of the other's death. After Romeo leaves, Lord Capulet orders Juliet to marry Paris, threatening to disown her if she disobeys.	Friar Lawrence (no family) 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>	exile (vb.) – to force them from their home and live in another place.
4.1	Friar Lawrence comes up with a plan: Juliet must pretend to be dead and then escape Verona with Romeo. She agrees to the plan.		tenacious – very determined
5.3	Romeo does not learn of Friar Lawrence's plan. He sneaks back into Verona and visits Juliet's tomb. He thinks she is dead, and kills himself with poison. Moments later, Juliet wakes up. She finds Romeo's body and kills herself with his dagger. The two families agree to end their feud.	Prince Escalus (no family) 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>	catastrophe – a terrible accident.
Terminology: Key words			
The Big Ideas: Role of women: Juliet is powerless to make her own decisions. She is ruled by her father who eventually decides to marry her off to a powerful man. She breaks the status quo when she defies her father and makes her own decisions. Evolution of Juliet's character: Juliet is a stereotypical Renaissance daughter at the outset, she is loyal and submissive. She becomes empowered and independent through her romance with Romeo. She becomes a tragic hero by acting in pursuit of her own desires. Tragedy: A Shakespearean tragedy is the story of one or two heroes of 'high-status,' such as Kings or Lords. They act in pursuit of one desire. The story leads up to and includes the death of the hero as a result of their actions. Fate and destiny: Fate 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?		soliloquy – a speech in a play where the character speaks to himself or herself. hyperbole – exaggeration. tragic flaw - a character has a tragic flaw when what makes them so special also brings about their downfall. foreshadow – to show or warn that something bigger, worse, or more important is coming. thesis – the main idea that you want to discuss throughout an essay.	
		Tragedy – a play in which the main character brings about their own downfall. prologue – the introduction to a book, film, or play. sonnet – a type of love poem. It has 14 lines, a strict rhyme scheme and 10 syllables per line. dramatic irony – when the audience knows something that the character on stage does not Tragic hero – the main character in a Tragedy that makes an error of judgement that leads to their downfall. soliloquy – a speech in a play where the character speaks to himself or herself. hyperbole – exaggeration.	
		Structure of Shakespearean tragedy (Bradley)	
		Exposition Introduces the main characters and the obstacles they will overcome in the play. Rising tension The heroes try to overcome the obstacles they face. They suffer. Catastrophe The play ends with the deaths of the heroes.	
		Features of Shakespearean tragedy (Bradley)	
		The characters are ' high-status ' – they are important people. The tragic hero acts : they try to do things . They don't just let things happen to them. Whatever they try to do, it always puts them in a worse situation . They are exceptional – there is something that makes them special.	

'Romeo and Juliet': T Knowledge Organiser

Plot breakdown		Characters	Vocabulary: Key words
p	The Prologue outlines the main _____ in the play and _____ the _____ of the _____ of _____ and _____.	Romeo (Montague) 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"	tragic – _____ submissive – _____ narcistic – _____ feud – _____
1.1	The _____ and _____ in the _____ of _____, Prince Escalus swears that any further fighting will be _____ by _____.	Juliet (Capulet) 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"	shrine – _____ status quo – _____
1.2	_____ asks Lord _____ about marrying his _____ Juliet. Capulet tells Paris to wait as she is too young.		obstacle – _____ vindictive – _____ patriarchy – _____ belligerent - warlike exile (vb.) – _____
1.3	Lady _____ advises _____ to agree to _____.	Lord Capulet (Capulet) Head of the _____ family. Juliet's _____. Orders her to marry his friend, Paris. "She will be ruled In all respects by me"	tenacious – _____ catastrophe – _____ stoicism – _____
1.5	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.		Paris (no family) _____ of Verona. Wants to _____, _____. Killed by _____ at the end of the play.
2.2	In the _____ scene, Romeo and Juliet fall _____ in love. They _____ to get _____.		Friar Lawrence (no family) _____ 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"
2.3	Romeo asks _____ to _____ him and _____. Lawrence _____, thinking it will _____ the _____.	Mercutio (Montague) Romeo's _____. Killed by _____. "A plague a'both your houses!"	Terminology: Key words
2.6	Friar _____ Romeo and _____.		Tragedy – _____ prologue – _____ sonnet – _____
3.1	_____ and _____ fight in the streets. _____ kills _____; _____ kills _____. Prince Escalus decides to _____ from Verona.	Prince Escalus (no family) _____ of Verona. Wants to bring _____ to the city. "If ever you disturb our streets again, Your lives shall pay the forfeit of the peace"	dramatic irony – _____ Tragic hero – _____
3.4	Lord _____ tells _____ that he can marry Juliet in three days' time.		soliloquy – _____ hyperbole – _____ tragic flaw - _____
3.5	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 _____.	foreshadow – _____ thesis – _____	
4.1	Friar Lawrence comes up with a _____; Juliet must _____ to be _____ and then _____ Verona with Romeo. She _____ to the plan.	Structure of Shakespearean tragedy (Bradley)	
5.3	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 _____.	Exposition _____ _____ _____ Development/Rising Action: _____ _____ Catastrophe: _____ _____ _____	Features of Shakespearean tragedy (Bradley) The characters are ' _____ - _____ ' – they are important people. The tragic hero _____: they try to do _____. They don't _____ things _____ to them. Whatever they try to do, it always puts them in a worse situation . They are _____ – there is something that makes them _____.
The Big Ideas:			
Role of women: 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.			
Evolution of Juliet's character: 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.			
Tragedy: 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 _____.			
Fate and destiny: 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 _____?			

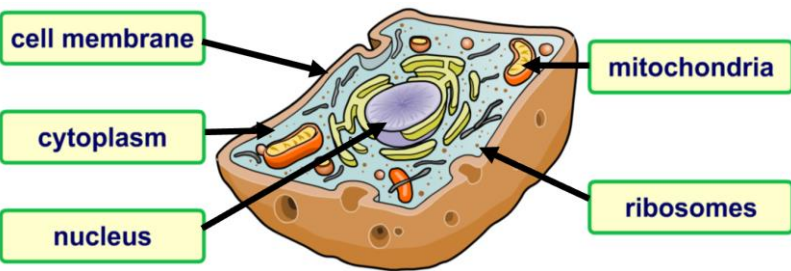
What we are learning this term:

- A. Eukaryotic cells
- B. Cell Specialisation
- C. Microscopy
- D. Transport

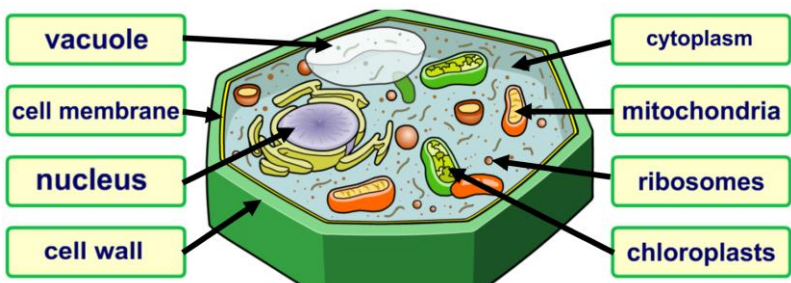
6 Key Words for this term

- | | |
|----------------|-----------------|
| 1. Transport | 4. Mitochondria |
| 2. Osmosis | 5. Eukaryotic |
| 3. Specialised | 6. Prokaryotic |

A. Label the parts of an animal cell








A. Label the parts of a plant cell



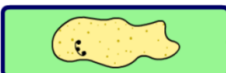





C. What is the equation to calculate magnification?

$$\text{Magnification} = \frac{\text{Size of image}}{\text{Actual size of object}}$$

B. Match the specialised plant cell to its function

Root hair cell		increases the surface area of the roots
Xylem cell		transports water up the plant
Sieve cell		transports carbohydrates around the plant
Palisade cell		site of photosynthesis in the leaves
Epidermal cell		form the top layer of cells in leaves

B. Match the specialised animal cell to its function

White blood cell		able to change shape and engulf microbes
Red blood cell		contains haemoglobin to transport oxygen
Neurone		conducts electrical signals to distant muscles
Goblet cell		secretes mucus
Sperm cell		has a tail for movement
Muscle cell		contains fibres enabling the cell to contract

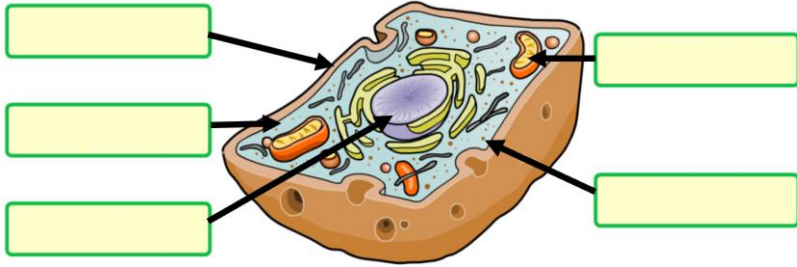
What we are learning this term:

- A. Eukaryotic cells
- B. Cell Specialisation
- C. Microscopy
- D. Transport

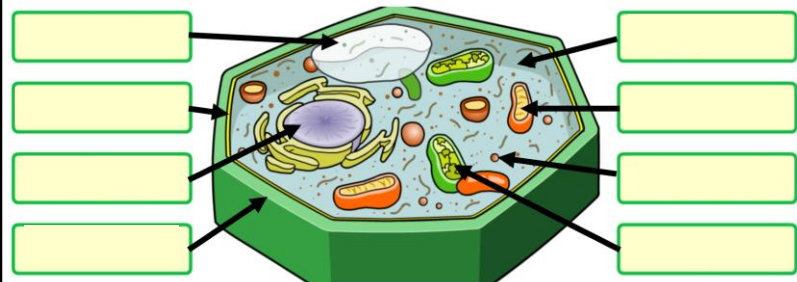
6 Key Words for this term

- | | |
|----|----|
| 1. | 4. |
| 2. | 5. |
| 3. | 6. |

A. Label the parts of an animal cell



A. Label the parts of a plant cell



C. What is the equation to calculate magnification?

B. Match the specialised plant cell to its function

Root hair cell		transports carbohydrates around the plant
Xylem cell		transports water up the plant
Sieve cell		form the top layer of cells in leaves
Palisade cell		site of photosynthesis in the leaves
Epidermal cell		increases the surface area of the roots

B. Match the specialised animal cell to its function

White blood cell		able to change shape and engulf microbes
Red blood cell		has a tail for movement
Neurone		secretes mucus
Goblet cell		contains haemoglobin to transport oxygen
Sperm cell		conducts electrical signals to distant muscles
Muscle cell		contains fibres enabling the cell to contract



C.	Which microscope is which?		D.	What 3 factors affect the rate of diffusion?
	Electron Microscope	Light Microscope	<ol style="list-style-type: none"> 1. Surface area 2. Membrane thickness 3. Concentration gradient 	
	Greater resolution	Lower resolution	D.	Name the type of solution
	Greater magnification	Lower magnification	Isotonic	The solute concentration outside the cell is the same as the internal concentration.
	More expensive	Less expensive	Hypertonic	The solute concentration outside the cell is the higher than the internal concentration.
Many more sub-cellular structures are visible	Very few sub-cellular structures are visible	Hypotonic	The solute concentration outside the cell is the lower than the internal concentration.	

D. Define each transport method and draw the arrow on the concentration gradients

Diffusion	The net movement of particles from an area of higher concentration to an area of lower concentration, down a concentration gradient.	
Osmosis	The diffusion of water through a partially permeable membrane from a dilute solution (high concentration of water) to a concentrated solution (low concentration of water), down a concentration gradient.	
Active transport	The movement of substances from a dilute solution to a more concentrated solution against a concentration gradient, requiring energy from respiration.	



C.	Which microscope is which?		D.	What 3 factors affect the rate of diffusion?
				1. 2. 3.
	Greater resolution	Lower resolution	D.	Name the type of solution
	Greater magnification	Lower magnification		The solute concentration outside the cell is the same as the internal concentration.
	More expensive	Less expensive		The solute concentration outside the cell is the higher than the internal concentration.
Many more sub-cellular structures are visible	Very few sub-cellular structures are visible		The solute concentration outside the cell is the lower than the internal concentration.	

D.	Define each transport method and draw the arrow on the concentration gradients		
Diffusion			
Osmosis			
Active transport			

What we are learning this term:

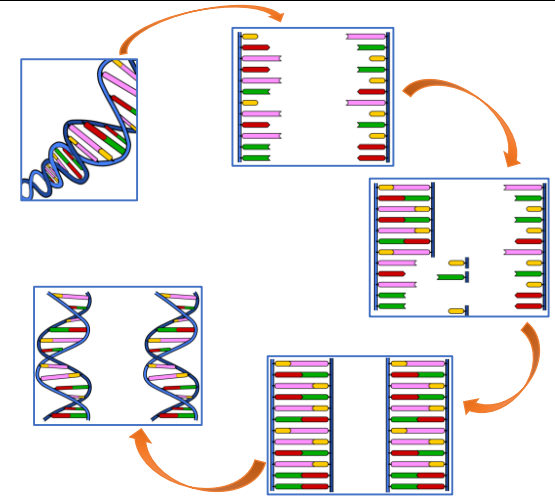
- A. Cell cycle
- B. Mitosis
- C. Growth
- D. Stem cells
- E. Cloning

2 Key Words for this term

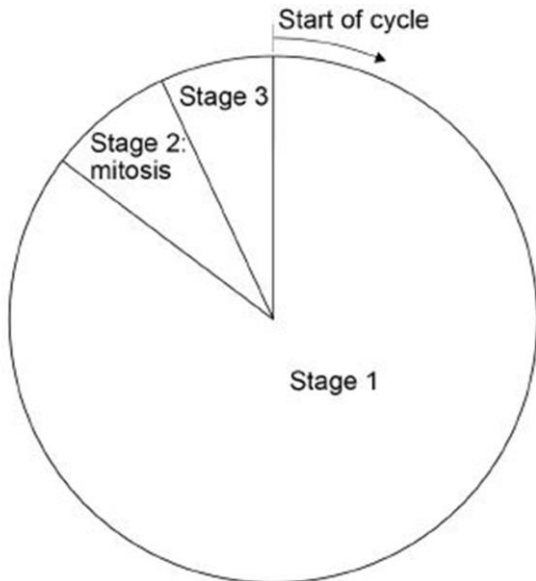
- 1. Mitosis
- 2. Differentiate

B. What are the stages of DNA replication?

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



A. Describe the stages of the cell cycle



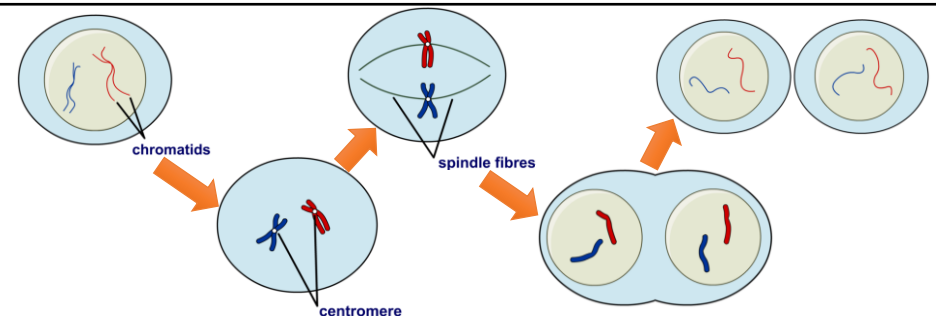
1) Replication of DNA to form two copies of each chromosome and synthesis of new sub-cellular structures

2) Nucleus divides

3) Cell divides in two

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

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



What we are learning this term:

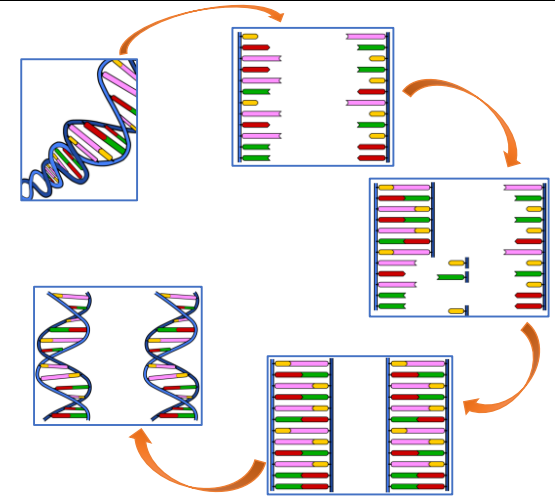
- A. Cell cycle
- B. Mitosis
- C. Growth
- D. Stem cells
- E. Cloning

2 Key Words for this term

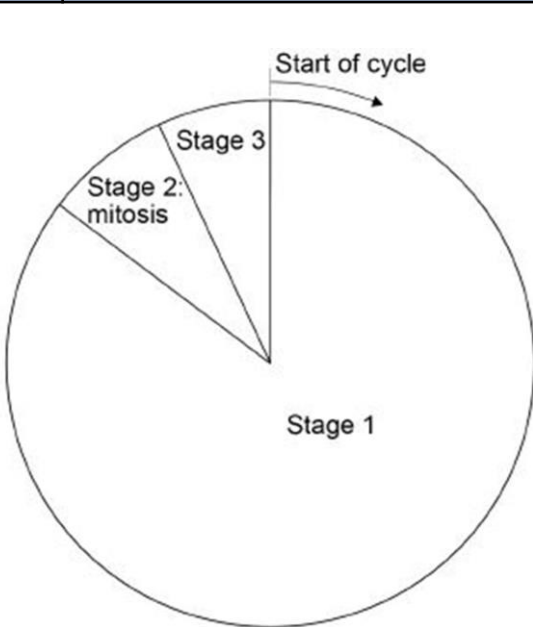
- 1. Mitosis
- 2. Differentiate

B. What are the stages of DNA replication?

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



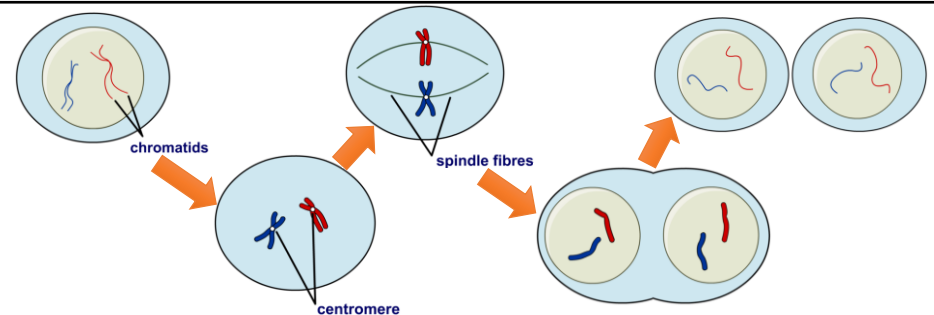
A. Describe the stages of the cell cycle



- 1)
- 2)
- 3)

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

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



C. Match terms on growth to their definitions

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

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

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

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

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

D. Describe these two types of human stem cell

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

D. Describe plant stem cells

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

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



C. Match terms on growth to their definitions

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

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

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

D. Describe these two types of human stem cell

Embryonic	
Adult	

D. Describe plant stem cells

Meristem tissue	
------------------------	--

D. Define therapeutic cloning



What we are learning this term:

- A. Atoms, elements and compounds
- B. Mixtures and separation
- C. Development of the atomic model
- D. Structure of the atom
- E. Electronic structure

6 Key Words for this term

1. Isotopes
2. Protons
3. Ionisation
4. Aqueous
5. Residue

B. What is a mixture?

A mixture consists of two or more elements or compounds not chemically combined.

What properties do mixtures have?

Each substance in the mixture will have the same chemical properties

How are mixtures separated?

By physical methods:	Filtration
Crystallisation	Simple Distillation
Fractional Distillation	Chromatography

Are new substances made?

No new substances are made

A. What is Conservation of Mass

Atoms are not created or destroyed in a reaction

A. What are atoms?

All substances are made of atoms. An atom is the smallest part of an element that can exist

What are elements?	What are compounds?
---------------------------	----------------------------

An element is a substance made of one type of atom	Compounds contain two or more elements chemically combined
--	--

How are elements represented?	How are compounds represented?
--------------------------------------	---------------------------------------

By a chemical symbol.	By the symbols of the atoms that formed them
-----------------------	--

Example: Sodium	Na	Example: Sodium Chloride	NaCl
------------------------	----	---------------------------------	------

How many elements are there?	How can compounds be separated?
-------------------------------------	--

There are about 100, all shown on the periodic table	By chemical reactions only
--	----------------------------

A. What are word equations?

These show the names of each substance that is involved in a chemical reaction. The reactants are shown on the left. The products are shown on the right.



What are symbol equations?

The chemical formulae (symbols) of the reactants and products show what happens in a chemical reaction

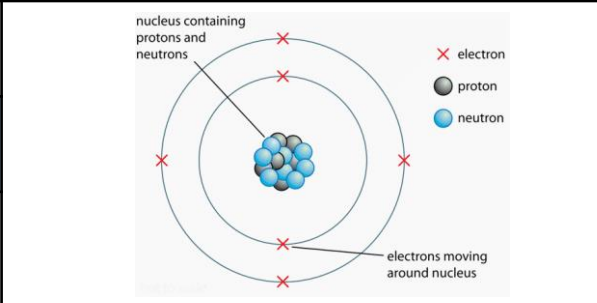


D. What are subatomic particles?	Where are each subatomic particles found?
---	--

The particles that make up atoms

Name the 3 subatomic particles

Protons, neutrons and electrons





What we are learning this term:

- A. Atoms, elements and compounds
- B. Mixtures and separation
- C. Development of the atomic model
- D. Structure of the atom
- E. Electronic structure

6 Key Words for this term

- 1. Isotopes
- 2. Protons
- 3. Ionisation
- 4. Aqueous
- 5. Residue

B. What is a mixture?

What properties do mixtures have?

How are mixtures separated?

Are new substances made?

A. What is Conservation of Mass

A. What are atoms?

What are elements?

What are compounds?

How are elements represented?

How are compounds represented?

Example: Sodium

Example: Sodium Chloride

How many elements are there?

How can compounds be separated?

A. What are word equations?

_____ → _____
Copper Oxide + Sulphuric Acid → Copper Sulphate + Water

What are symbol equations?

D. What are subatomic particles?

Where are each subatomic particles found?

Name the 3 subatomic particles



C. Development of the Atomic Model – How was our current atomic model developed?					
Person/Time	Demicritus (400BC) Dalton (1803)	JJ Thomson (1898)	Ernest Rutherford (1909)	Niels Bohr (1913)	James Chadwick (1932)
Ideas/model	<ul style="list-style-type: none"> Small indivisible matter Tiny hard spheres. 	Plum Pudding model <ul style="list-style-type: none"> Sphere of positive charge with negative charged particles spread throughout (like plums in a pudding) 	<ul style="list-style-type: none"> Alpha particle scattering experiment Proved that mass of atoms found in the centre – nucleus Negative electrons surround the positive nucleus 	<ul style="list-style-type: none"> Electrons are restricted to certain orbits like planets round the sun 	<ul style="list-style-type: none"> Discovered the neutron
Diagram					
Contribution to current model:	Everything is made of atoms	Negative electrons	Positive mass in the centre surrounded by negative electrons	Electrons orbit in shells/orbitals at specific distances	Neutrons found in nucleus along with protons

D.	How big are atoms?
0.1nm (1×10^{-10} m)	
D.	How big is the radius of an atom?
1/10000 the size of the atom – 1×10^{-14} m	

D.	What is relative mass and charges of the subatomic particles?	
Subatomic particle	Relative Mass	Relative Charge
Proton	1	+1
Neutron	1	0
Electron	1/2000	-1

D.	What is the overall charge of an atom?
Atoms have no charge	
No of protons = no of electrons	

D.	How do we know how many subatomic particles are in each element?	
C	12	← Mass Number
	What is Mass number?	
	Number of protons and neutrons	
	6	← Atomic Number
What is atomic number?		
Number of protons – same for each individual element		

D.	How can we know what element we have?
Each element has a unique number of protons	
D.	What is an isotope?
An isotope is a substance with the same number of protons but different number of neutrons	





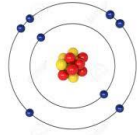
D.	What is relative atomic mass of an element?
An average value that takes account of the abundance of the isotopes of an element	

E.	Which energy level do electrons fill first?	
Electrons in an atom occupy lowest energy level first		
How many electrons does each orbital hold?		
First	Up to 2	
Second	Up to 8	
Third	Up to 8	

Electronic structure of Sodium:

2,8,1



C. Development of the Atomic Model – How was our current atomic model developed?					
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Ideas/model					
Diagram					
Contribution to current model:					

D.	How big are atoms?
How big is the radius of an atom?	

D.	What is relative mass and charges of the subatomic particles?	
Subatomic particle	Relative Mass	Relative Charge
Proton		
Neutron		
Electron		

D.	What is the overall charge of an atom?

D.	How do we know how many subatomic particles are in each element?	
C	12 ← Mass Number	What is Mass number?
	6 ← Atomic Number	What is atomic number?

D.	How can we know what element we have?
What is an isotope?	

D.	What is relative atomic mass of an element?

E.	Which energy level do electrons fill first?	
How many electrons does each orbital hold?		
First		
Second		
Third		

Electronic structure of Sodium:



Year 9 Term 3 Geography Knowledge Organiser: Urban issues and challenges



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

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

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

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

E..	Favela Bairro				
	<table border="1" style="width: 100%;"> <tr> <th style="width: 50%;">Successes</th> <th style="width: 50%;">Failures</th> </tr> <tr> <td> <ul style="list-style-type: none"> -The quality of life in the favelas has improved. - 90% housing in Rocinha is now brick built and connected to all amenities -Paved, named roads formalise addresses allowing for local taxes (rates) to be collected to fund further improvements -Sanitation improvements </td> <td> <ul style="list-style-type: none"> -\$1 billion budget insufficient to cover all of Rio's favelas - creates winners and losers so hardly equitable and a "favela lottery" -Families can not afford rent -ASH properties- still in areas of severe hazard risk via landslide - 2010: 24 dead and 13,000 properties lost </td> </tr> </table>	Successes	Failures	<ul style="list-style-type: none"> -The quality of life in the favelas has improved. - 90% housing in Rocinha is now brick built and connected to all amenities -Paved, named roads formalise addresses allowing for local taxes (rates) to be collected to fund further improvements -Sanitation improvements 	<ul style="list-style-type: none"> -\$1 billion budget insufficient to cover all of Rio's favelas - creates winners and losers so hardly equitable and a "favela lottery" -Families can not afford rent -ASH properties- still in areas of severe hazard risk via landslide - 2010: 24 dead and 13,000 properties lost
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A.	Background:
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Opportunities		
	Social and economic (HEWE)	Environmental (WART)
Challenges		

B.	Factors affecting the rate of urbanisation
Rural-urban migration	
Push factors	
Pull factors	
Natural increase	

D.	Rio
Sanitation	
Quality of life	
Favela	

E..	Favela Bairro	
	Successes	Failures

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

What we are learning this term:

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

Section A: Keywords

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

Section B:	Dictatorships in Europe		
Stalin	Mussolini	Hitler	
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	

Section C: The War Before 1941

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

Section D: The War by 1942

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

Section E: The Homefront

Britain	Germany
<ul style="list-style-type: none"> From 1940, there were regular bombing by the Luffewaffe 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. 	<ul style="list-style-type: none"> Germany also faced the bombing of major cities by Allied forces, such as the bombing of Dresden. Rationing was also introduced in Germany. Propaganda was key in maintaining morale in Germany, but by 1943 the mood of the public began to change as the tide of war began to change.

Section F: The War after 1942

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

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

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

<p>What we are learning this term:</p> <ul style="list-style-type: none"> • 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? 	<p>Section B:</p>	<p>Dictatorships in Europe</p>		<p>Section C: The War Before 1941</p> <ul style="list-style-type: none"> - Operation Sichelschnitt in 1940 – - Operation Dynamo – - The Battle of Britain –
	<p><u>Stalin</u></p>	<p><u>Mussolini</u></p>	<p><u>Hitler</u></p>	
			<p>-</p>	<p>Section D: The War by 1942</p> <ul style="list-style-type: none"> - Operation Barbarossa w - In December 1941,
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		<p>Section E: The Homefront</p>		
	<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>Section G: Timeline</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 made by God .
Quality of Life	The standard of health, comfort, and happiness experienced by an individual or group.
Natural Moral Law	A system of laws based on close observation of human nature, given to humans by God.
Precept	A general rule intended to regulate behaviour or thought.
Reason	The power of the mind to think, understand, and form judgements logically.
Absolute	A value or principle which is regarded as universally valid .
Situation Ethics	The view that there should be flexibility in the application of moral laws according to circumstances.
Relativism	The view that morality exists in relation to culture, society, or historical context, and is not absolute .
Agape	Unconditional love, "the highest form of love, charity" and "the love of God for man and of man for God".
Abortion	A procedure to end a pregnancy.
Pro-Life	Opposing abortion and euthanasia.
Pro-Choice	Advocating the legal right of a woman to choose whether or not she will have an abortion.
Euthanasia	The painless killing of a patient suffering from an incurable and painful disease or in an irreversible coma.
Capital Punishment	The legally authorized killing of someone as punishment for a crime.
Dominion	To be in charge of something or rule over it.
Stewardship	The job of supervising or taking care of something.

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

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

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

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

Year 9 Religious Education: Matters of life and death

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

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



What we are learning this term:	
A. Opinion	
B. Foods	
C. Body parts	
D. Days of the week	
E. Exrta words	
F. Adjectives	
G. Key words	
H. Sports	
6 Key Words for this term	
1. Asqueroso	4. Siempre
2. Pollo	5. Perder peso
3. Estómago	6. Delgado

C.Body parts	
Cabeza	head
Pulmones	lungs
Mano	hand
Cara	face
Pie	foot
Pierna	leg
Brazo	arm
Espalda	back
Enfermo	ill
Ayudar	to help
Fiebre	fever
Estomago	stomach
Me duele	it hurts

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.Opinions	
Me gusta	I like
Me encanta	I love
Odio	I hate
Porque	because
Divertido	fun
Aburrido	boring
Util	useful
Inutil	useless
Comodo	comfy
Interesante	interesting
Entretenido	entertaining
Emocionante	exciting
Guay	cool
Genial	great
Soso	dull
Asqueroso	disgusting
Malo	bad
Bueno	good
Relajante	relaxing

D.Day of the week.	
Lunes	Monday
Martes	Tuesday
Miercoles	Wednesday
Jueves	Thursday
Viernes	Friday
Sabado	Saturday
Domingo	Sunday
Siempre	always
Nunca	never
A menudo	often/usually
A veces	sometimes
De vez en cuando	from time to time
Fin de semana	weekend
El fin de semana	Last weekend
pasado	last week
La semana pasada	tomorrow
Mañana	

F.Adjectives	
Caro	expensive
Barato	cheap
Asqueroso	disgusting
Bueno	good
Malo	bad
Delgado	slim
Gordo	fat
Estresado	stressed
Sano	healthy
Saludable	healthy

H. Sports	
La natación	swimming
Nadar	to swim
Jugar	to play
Tocar	to play instrument
La equitación	horseriding
La musculación	exercice in gym
Relajar	to relax
Piscina	pool
Deporte	sport
Air libre	outside/fresh air
Caminar	to walk
Dar un paseo	to walk
El polideportivo -	sports centre
Esquí acuático	water skiing
Dormir	to sleep
Monopatín	skateboarding
Hacer	to do
Hago	I do
Hacer pesas	to do weights
Patinaje	skating
Leer	Leer

E.Extra words	
Dormir	to sleep
La salud	Health
Beber	to drink
Comer	to eat
Mantener	to maintain
Fumar	to smoke
Ejercicio	exercise
Estrés	stress
Perder peso	lose weight
Enfermo	ill
En forma	fit/in shape
Peligroso	dangerous

G.Key verbs	
tener	to have
ser	to be
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

B.Food	
Carne	meat
La ternera	beef
Comida	Food
Comida basura	junk food
Comida rapida	fast food
Cerveza	beer
Vino	wine
El arroz	rice
Pollo	Chicken

I. Translation Practice	
I am slim and healthy	S d y s
I am fat and stressed	S g y e
I am tall and slim	S a y d
I do exercise at the weekend	H e l f d s
Saturday, I do skating and I do swimming	S, h p y h n
I do exercise always	H e s
I do exercise at the gym often	H m a m
I like to eat chicken because it's healthy	M g c e p p e s
I eat beef sometimes but it's expensive	C l t a v p e c
I hate to smoke because it's disgusting	O f p e a
Last week I played football	E f d s p j a f
Tomorrow I am going to go swimming	M v a j h l n
J. Key Grammar	
Use past and future tenses Ayer - yesterday Comí - I ate, bebí - I drank, hice - I did, jugué - I played, fue - it was Use future tense Mañana - tomorrow Será - it will be, voy a jugar - I am going to play, voy a hacer - I am going to do	
Comparatives Más/menos que - more/less than Mejor/peor que - better/worse than Lo mejor/lo peor = the best/the worst Tan...como = as As	

J. Key Questions: Answer the following in your own words. Use these model answers	
¿Describe? Describe yourself?	So delgado y alto. No soy bajo ni gordo. Tengo el pelo marrón y tengo los ojos azules. Soy simpático, amable, nunca soy antipático. Soy muy deportivo, a veces perezoso y un poco generoso
¿Eres sano? Are you healthy?	Si, soy sano. A veces como las verduras porque son sanas. A menudo hago ejercicio. Siempre hago la natación, a menudo juego al baloncesto. Nunca fumo porque es asqueroso
¿Te gusta hacer ejercicio? Do you like to do exercise	Si me gusta hacer el ejercicio. Siempre me gusta hacer la natación, me gusta jugar al futbol. Juego al futbol los sábados y domingos. También, juego al baloncesto de vez en cuando
¿Qué es tu opinión de fumar? What is your opinion of smoking?	Odio fumar. Odio los cigarrillos. En mi opinión fumar es asqueroso. Nunca fumo.
¿qué hiciste ayer/ Qué vas a hacer mañana? What did you do yesterday/What are you going to do tomorrow?	Ayer jugué al rugby con mis amigos. Fue entretenido Mañana voy a hacer la natación. Será emocionante y divertido

K. Key Questions: Key Questions: Translate these model answers using the KO	
¿Describe? Describe yourself?	I am Slim and tall. I am not short nor fat. I have Brown hair and I have blue eyes. I am friendly, kind, I am never unfriendly. I am very sportive, sometimes I am lazy and not very generous.
¿Eres sano? Are you healthy?	Yes, I am healthy. Sometimes I eat vegetables because they are healthy. Often I do exercise. I always practice swimming, often I play basketball. I never smoke because it is disgusting.
¿Te gusta hacer ejercicio? Do you like to do exercise	I like to practice exercise. Always, I like to practice swimming, I like playing football. I play football Saturday and Sunday. Also, I play basketball from time to time.
¿Qué es tu opinión de fumar? What is your opinion of smoking?	I hate smoking. I hate cigarettes. In my opinion smoking is disgusting. I never smoke.
¿qué hiciste ayer/ Qué vas a hacer mañana? What did you do yesterday/What are you going to do tomorrow	Yesterday I played rugby with my Friends. It was entertaining. Tomorrow I am going to practice swimming. It Will be exciting and fun.



What we are learning this term:	
A. Opinion	
B. Foods	
C. Body parts	
D. Days of the week	
E. Exrta words	
F. Adjectives	
G. Key words	
H. Sports	
6 Key Words for this term	
1. Asqueroso	4. Siempre
2. Pollo	5. Perder peso
3. Estómago	6. Delgado

C. Body parts	
Pulmones	head
_____	hand
_____	face
_____	foot
_____	leg
_____	arm
Espalda	ill
_____	to help
Fiebre	stomach
_____	it hurts

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. Opinions	
_____	I like
_____	I love
_____	I hate
_____	because
_____	fun
_____	boring
_____	useful
_____	useless
_____	comfy
_____	interesting
_____	entertaining
_____	exciting
_____	cool
_____	great
_____	dull
_____	disgusting
_____	bad
_____	good
_____	relaxing

D. Day of the week.	
_____	Monday
_____	Tuesday
_____	Wednesday
_____	Thursday
_____	Friday
_____	Saturday
_____	Sunday
_____	always
_____	never
_____	often/usually
_____	sometimes
De vez en cuando	weekend
_____	Last weekend
_____	last week
_____	tomorrow

F. Adjectives	
_____	expensive
_____	cheap
_____	disgusting
_____	good
_____	bad
_____	slim
_____	fat
_____	stressed
_____	healthy
_____	healthy

H. Sports	
_____	swimming
_____	to swim
_____	to play
_____	to play instrument
La equitación	_____
_____	exericse in gym
Relajar	_____
_____	pool
_____	sport
Air libre	_____
_____	to walk
Dar un paseo	_____
_____ Esquí	sports centre
acuático	_____
_____	to sleep
Monopatín	_____
_____	to do
_____	I do
Hacer pesas	_____
Patinaje	_____
_____	Leer

E. Extra words	
_____	to sleep
_____	Health
_____	to drink
_____	to eat
Mantener	to smoke
_____	exercise
_____	_____
Estrés	_____
Perder peso	ill
_____	_____
En forma	dangerous
_____	_____

G. Key verbs	
_____	to have
_____	to be
_____	to listen
_____	to buy
_____	to live
_____	to speak
_____	to have to
_____	to want to
_____	to visit
_____	to eat
_____	to drink
_____	to go out
_____	to read
_____	to work
_____	to think
_____	to write

B. Food	
_____	meat
La ternera	_____
_____	Food
Comida basura	_____
_____	fast food
Cerveza	_____
Vino	_____
_____	rice
_____	Chicken

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.



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

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.

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?

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What effect do the larger words make?

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How would you describe his work?

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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?

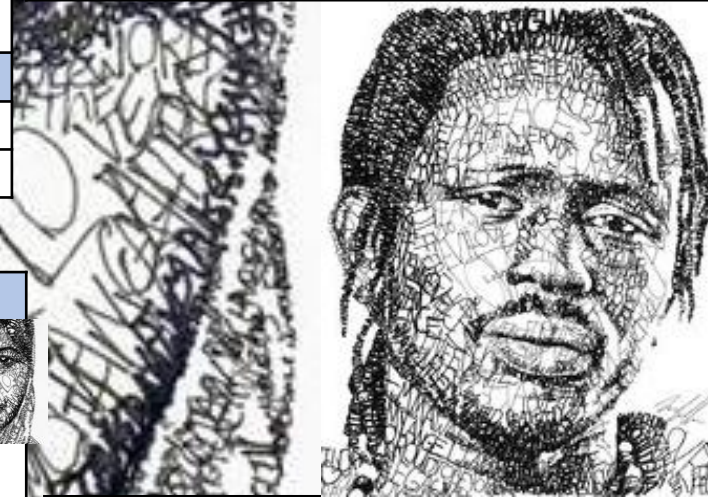
.....

HOW?

.....

WHY?

.....



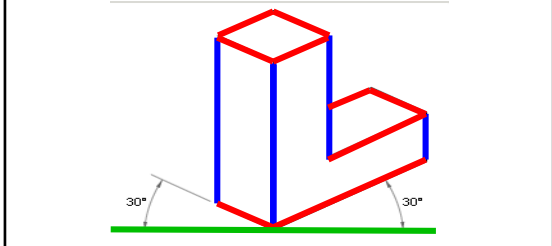


What we are learning this term:	
A.	Drawing Skills
B.	Wood Theory
C.	Wooden Joints & Their Uses
D.	Tools & Machinery

A. Drawing Skills

Isometric Technical Drawing

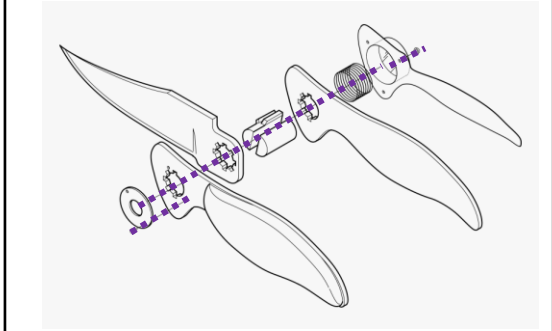
Made up of a series of parallel **vertical lines** and parallel **30-degree lines**. But no **horizontal lines**.



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

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

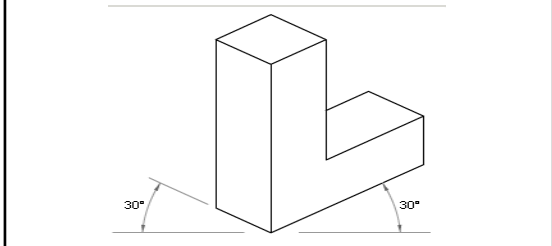


What we are learning this term:
A. Drawing Skills 
B. Wood Theory 
C. Wooden Joints & Their Uses
D. Tools & Machinery

A.	Drawing Skills 
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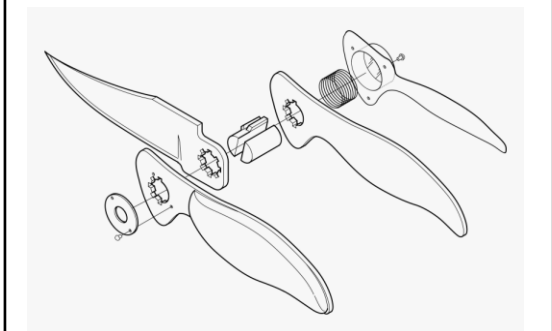
_____ Technical Drawing







What is it & what is it used for?

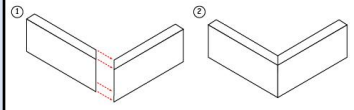
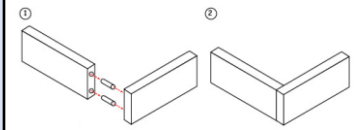
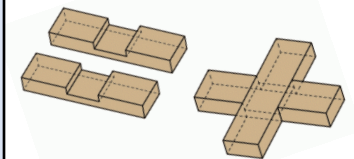
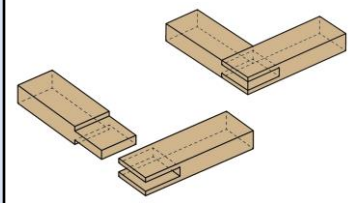


_____ Technical Drawing

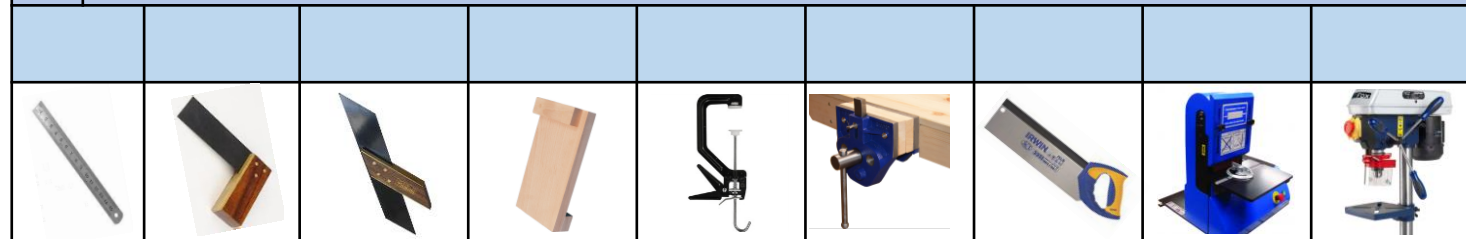
What is it & what is it used for?



B.	Wood Theory 	
<i>Natural</i>	Advantages	Disadvantages
Hardwood: 		
Softwood: 		
<i>Manufactured</i>	Advantages	Disadvantages
MDF: 		
Plywood: 		
Sustainability = Natural Wood Vs Manufactured Boards 		

C.	Wooden Joints & Their Uses	
Joint	Uses	Image
Mitre Joint		
Dowel Joint		
Mortise and Tenon		
Cross Halving Joint		

D.	Tools & Machinery 							
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Year 9 – High Skills

What we are learning this term:

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

6 Key Words for this term

- | | |
|------------------------|-----------------------|
| 1 Hygiene | 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.

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

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

Year 9 – High Skills

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

- 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	

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

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

- RA
- RA
- 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?

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B. What do the following terms mean?

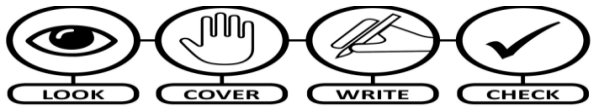
Grilling	
Baking	
Frying	

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

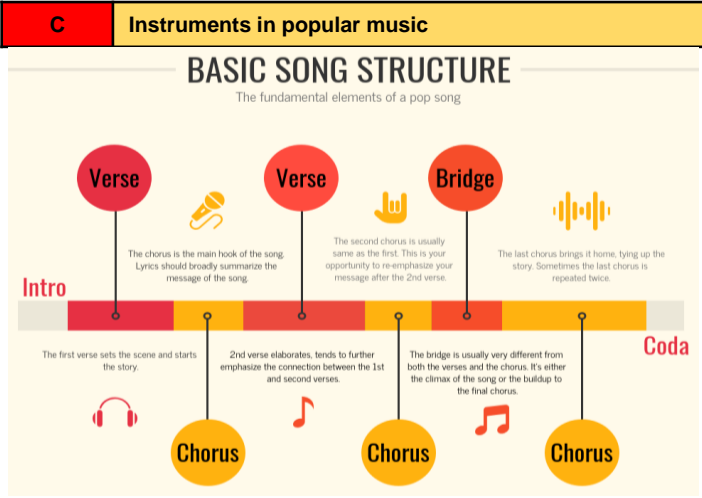
<u>Rule</u>	<u>Why it is important</u>
• 1	• 1
• 2	• 2
• 3	• 3
• 4	• 4
• 5	• 5



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



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



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	

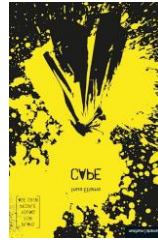
F How to read music – treble clef and Bass Clef			
TREBLE LINES: E G B D F		TREBLE SPACES: F A C E	
BASS LINES: G B D F A		BASS SPACES: A C E G	

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.	How to develop our vocal techniques.
B.	How to develop our physical techniques.
C.	How to interpret the director's creative intention for a group piece.
D.	How to reflect, analyse and evaluate our development.



KEY WORDS	
articulation	the clarity or distinction of speech
aside	Lines spoken by an performer to the audience and not supposed to be overheard by other characters on-stage.
business	a piece of unscripted or improvised action, often comic in intention, used to establish a character, fill a pause in dialogue, or to establish a scene. An author may simply suggest 'business' to indicate the need for some action at that point in the play.
characterisation	how a performer uses body, voice, and thought to develop and portray a character.
dialogue	spoken conversation used by two or more characters to express thoughts, feelings, and actions.
focus	in acting, the act of concentrating or staying in character.
gesture	any movement of the performer's head, shoulder, arm, hand, leg, or foot to convey meaning.
imaging	a technique which allows performers to slow down and focus individually on an issue. The performers, sitting quietly with eyes closed, allow pictures to form in their minds. These images may be motivated by bits of narration, music, sounds, smells, etc.
improvisation	the spontaneous use of movement and speech to create a character or object in a particular situation; acting done without a script.
inflection	change in pitch or loudness of the voice.
Interaction	the action or relationship among two or more characters
language	in drama, the particular manner of verbal expression, the diction or style of writing, or the speech or phrasing that suggests a class or profession or type of character.
mannerism	a peculiarity of speech or behaviour.
mime	acting without words.
mirroring	copying the movement and/or expression or look of someone else exactly.
monologue	a long speech made by one performer; a monologue may be delivered alone or in the presence of others.
motivation	the reason or reasons for a character's behaviour; an incentive or inducement for further action for a character.
movement	stage blocking or the movements of the performers onstage during performance; also refers to the action of the play as it moves from event to event.
pace	rate of movement or speed of action
performance elements	include acting (e.g., character motivation and analysis, empathy), speaking (breath control, vocal expression and inflection, projection, speaking style, diction), and nonverbal expression (gestures, body alignment, facial expression, character blocking, movement).
pitch	the particular level of a voice, instrument or tune.

Noughts and Crosses by Malorie Blackman	Cape by Inua Allams,	Gone Too Far by ola Agbaje
A stage adaptation of Malorie Blackman's best selling novel, the world of the Crosses and the noughts is reminiscent of Shakespeare's Romeo and Juliet. It's a modern-day tale of star-crossed lovers, race and violence. Noughts and Crosses is about a segregated society teetering on a volatile knife edge. As violence breaks out, Sephy and Callum draw closer, but this is a romance that will lead them into terrible danger.	Someone mugged Bruce's mum and he is not having it. The shock is still visible in her trembling fingers, rippling out across the calm waters of their lives. He grabs his hoodie, his uniform, his cape and goes out to find the culprit. Smithy wants everyone to stay inside, Uhuru wants everyone out. Tanya thinks it's boyish fun and games until, very suddenly, it isn't.	Nigeria, England, America, Jamaica; are you proud of where you're from? Dark skinned, light skinned, afro, weaves, who are your true brothers and sisters? When two brothers from different continents go down the street to buy a pint of milk, they lift the lid on a disunited nation where everyone wants to be an individual but no one wants to stand out from the crowd.

Tongue Twisters	
<i>Peter Piper</i>	Peter Piper picked a peck of pickled peppers A peck of pickled peppers Peter Piper picked If Peter Piper picked a peck of pickled peppers Where's the peck of pickled peppers Peter Piper picked?
<i>Betty Botter</i>	Betty Botter bought some butter But she said the butter's bitter If I put it in my batter, it will make my batter bitter But a bit of better butter will make my batter better So 'twas better Betty Botter bought a bit of better butter

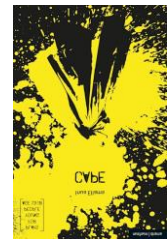
	Themes and Issues Explored
Diversity	Being composed of differing elements and variety. The inclusion of people of different races, cultures, etc. in a group or organization.
Racism	Behaviour or attitudes that reflect and foster this belief : racial discrimination or prejudice.
Relationships	Connecting or binding people in either a family, friendship or work collaboration.
Responsibility	Moral, legal or mental accountability.
Society	A community, nation, or broad grouping of people having common traditions, institutions, and collective activities and interests

Script Work- Key focus
You will explore the different techniques needed to explore how to perform a character. Through a series of workshops and rehearsals you will explore the different Stanislavski techniques used to perform a naturalistic scene. You will explore different physical and vocal exercises needed to perform a character. You will learn what it takes for an actor to memorise the words and movements of a character in a scene and then will perform your chosen scene to an audience in the final week.





What we are learning this term:	
A.	How to develop our vocal techniques.
B.	How to develop our physical techniques.
C.	How to interpret the director's creative intention for a group piece.
D.	How to reflect, analyse and evaluate our development.



KEY WORDS	
articulation	
aside	
business	
characterisation	
dialogue	
focus	
gesture	
imaging	
improvisation	
inflection	
Interaction	
language	
mannerism	
mime	
mirroring	
monologue	
motivation	
movement	
pace	
performance elements	
pitch	

Noughts and Crosses by M..... B.....	Cape by I..... A.....	Gone Too Far by O..... A.....
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