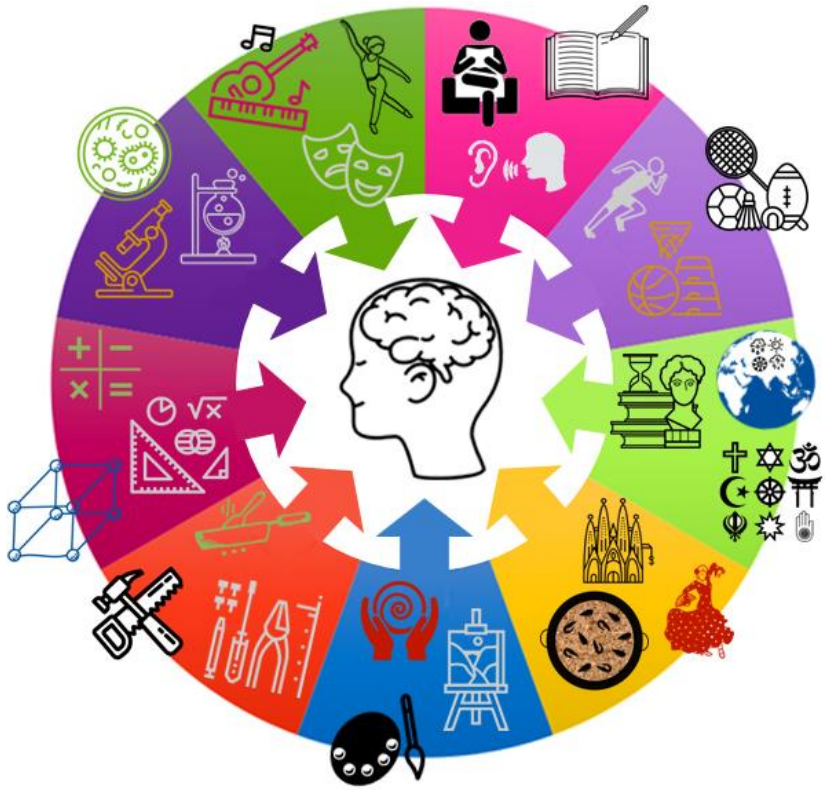
100% book - Year 9 Grammar

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



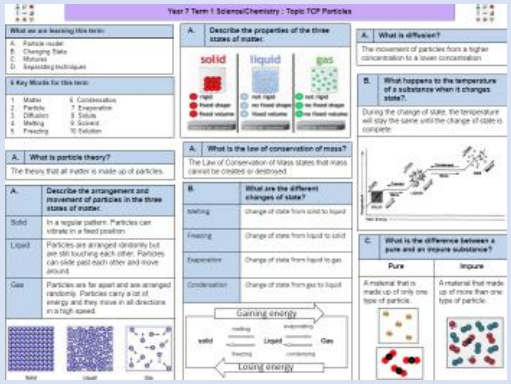
Term 1

Swindon Academy 2023-24	
Name:	
Tutor Group:	
Tutor & Room:	

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

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

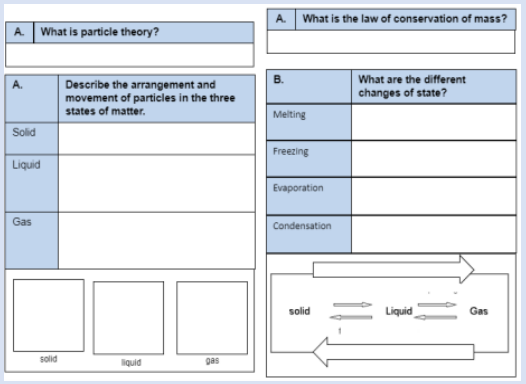
Knowledge Organisers



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

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

Quizzable Knowledge Organisers



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

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

Top Tip

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

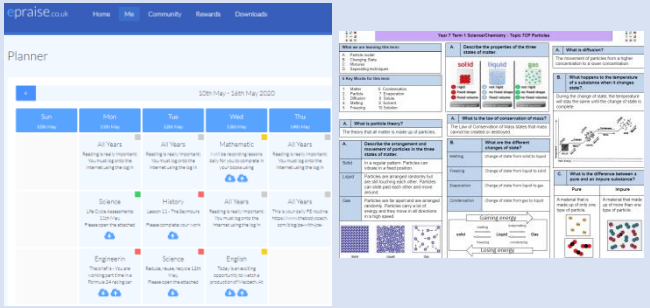
Expectations for Prep and for using your Knowledge Organisers

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

How do I complete Knowledge Organiser Prep?

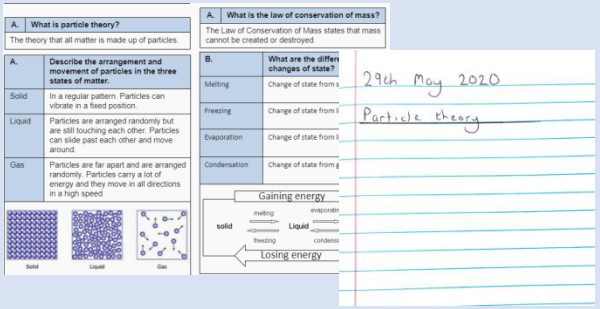
Step 1

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



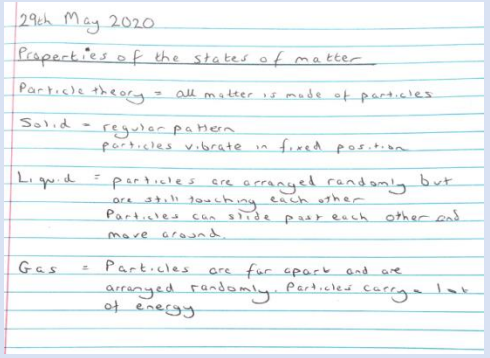
Step 2

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



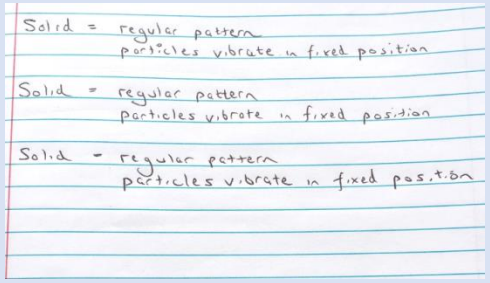
Step 3

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



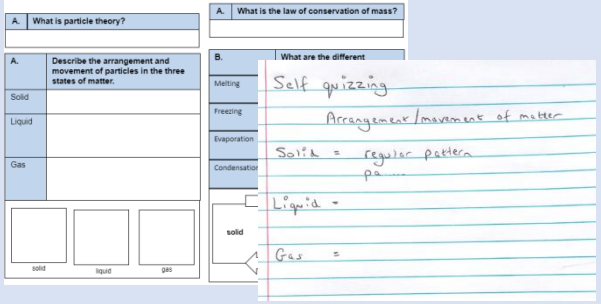
Step 4

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



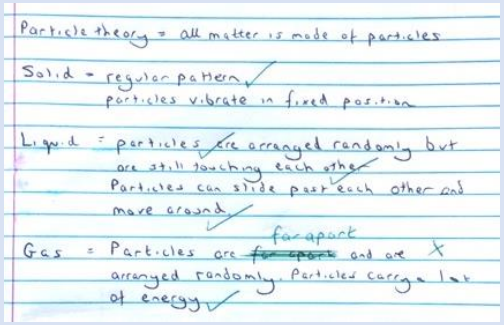
Step 5

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



Step 6

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



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

Year 9 Term 1 English Knowledge Organiser: Jane Eyre

Chapter breakdown of Jane Eyre

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

The Big Ideas:

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

Locations in the first 10 chapters

Gateshead Hall
Home of Mrs Reed, John, Georgiana, and Eliza Reed. Jane grows up here. Jane is locked in the red-room.

Lowood School
Jane is sent to Lowood by Mrs Reed. Mr Brocklehurst is the headteacher. Conditions are harsh and strict. The girls receive brutal punishments and are fed poorly. A typhus outbreak kills many of the girls.

Terminology: Key words

thesis – the main idea that you want to discuss throughout an essay.

juxtaposition – a literary technique where a writer places very different things or people close to each other. This helps to show how the things are similar or different.

Characters in Jane Eyre

Jane Eyre The main character. A young, intelligent, and passionate orphan. "You think I have no feelings, and that I can do without one bit of love or kindness; but I cannot live so"

Mrs Reed – Jane's aunt She neglects and abuses Jane and is glad to send her away to Lowood School. "Guard against her worst fault, a tendency to deceit"

Mr Brocklehurst – The governor of Lowood school A cruel and hypocritical Christian. He believes in driving evil from children through harsh discipline. "Punish her body to save her soul"

Helen Burns – Jane's friend A kind and forgiving Christian. She inspires Jane to be more patient and accepting. She dies of tuberculosis at 14. "Love your enemies; bless them that curse you; do good to them that hate you and despitefully use you."

Miss Temple The kind and understanding teacher at Lowood. Offers care and affection to Jane and Helen. "You shall be publicly cleared from every imputation: to me, Jane, you are clear now."

Vocabulary: Key words

protagonist – the main character

dependent – someone who relies on another person to support them financially. Jane is a **dependent** because she relies on Mrs Reed to feed, clothe and house her.

oppress (vb.) – to treat a group of people in an unfair way, often by limiting their freedom.

solitude – state or situation of being alone

sombre – serious or sad

conventional – normal or accepted way

obedience – submission to another's authority

ominous – something bad that is going to happen

clandestine – something that is done in secret

humiliate (vb.) – to make someone feel stupid or ashamed. If something makes you feel stupid or ashamed, you could describe it as **humiliating.**

hypocrite – someone who says one thing but does the opposite at another time.

comeuppance – when a villain receives some form of punishment for what they did.

Victorian attitudes to childhood

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

Biographical information

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

Year 9 Term 1 English Knowledge Organiser: Jane Eyre

Chapter breakdown of Jane Eyre

1	On a bitter day, Jane is curled up with a book when her cousin, John_____, discovers her and hits her. She _____back and is sent to the_____-_____.
2	Jane is locked in the _____-_____. She sits in turmoil until she hears and sees something odd. She begs to be let out. She_____.
3	Jane wakes up in the nursery. _____ and Mr _____are there. Jane is_____. Mr _____talks to Jane about going to school.
4	Jane is visited by Mr_____, the _____at _____ _____. After his visit, _____and Mrs _____ _____. Jane says she will _____call her '_____' again.
5	Jane travels to _____ School. She meets Miss_____, the kind_____, and Helen_____, another_____.
6	_____ is thrashed for having _____ hands. Later, she talks with Jane and explains that it is better to _____and be _____than to get _____and seek_____.
7	Mr Brocklehurst visits Lowood School. He calls Jane to the front of the classroom and calls her a _____ in front of all the _____and_____. Helen smiles at Jane, bringing Jane_____.
8	Afterwards, _____and _____visit Miss Temple. Miss Temple says she believes that Jane is _____ a_____. Jane listens to Miss Temple and Helen's _____ _____. Miss Temple hears from Mr _____ that Jane is not a _____ and tells the_____.
9	Jane _____ the area _____ _____in the_____. _____ breaks out at Lowood School. Lots of girls get_____. Many_____. Helen Burns _____ of_____.
10	_____ _____ pass. Jane has become a _____ at _____ _____. Mr _____ had his _____ _____ when his _____at the school was_____. Jane applies to be a governess for a family at Milcote.

The Big Ideas:

1	Social Class: Jane is an _____and _____on the _____ of her extended family. Jane is _____and of _____class – _____. She suffers _____by John Reed, her 'master'. Lowood is harsh and _____– religious_____.
2	Growth: Jane is constantly _____ and_____. She is an adult _____ back on her _____ in the novel. She learns to manage her_____. Her _____with _____help her _____.
3	Oppression: Oppression of_____. Jane's _____ childhood is a form of oppression. Adults oppressing _____ in a huge theme in the novel. _____as a form of oppression in the novel.
4	Role of women in society: Jane is _____at her place in_____. Lowood is an all-girls' school. Women as governesses, teachers, servants. Low class women as _____.

Locations in the first 10 chapters

Gateshead Hall
Home of_____ _____,_____,_____, and _____ _____. _____grows up here. _____ is locked in the _____-_____.

Lowood School
_____ is sent to _____ by Mrs _____. Mr _____ is the_____. Conditions are _____ and_____. The girls receive brutal _____and are fed_____. A _____ outbreak _____ many of the girls.

Terminology: Key words

thesis –.

juxtaposition –

Characters in Jane Eyre

Jane Eyre

Mrs Reed – Jane's aunt

Mr Brocklehurst – The governor of Lowood school

Helen Burns – Jane's friend

Miss Temple

Vocabulary: Key words

protagonist –

dependent –

oppress (vb.) –

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Victorian attitudes to childhood

1	A child is a blank slate…
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3	The child is born evil…

Biographical information

1	'Jane Eyre' written in _____by Charlotte_____.
2	Parts of 'Jane Eyre' were influenced by Brontë's experiences at _____and as a young_____.
3	'Jane Eyre' was unusual when it was published because it is written in the_____ _____

Year 9 Grammar Term 1 Biology : Topic B1.1 Cell Structure & Transport

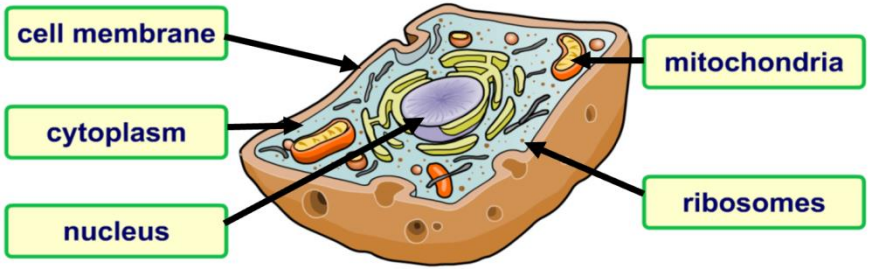
What we are learning this term:

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

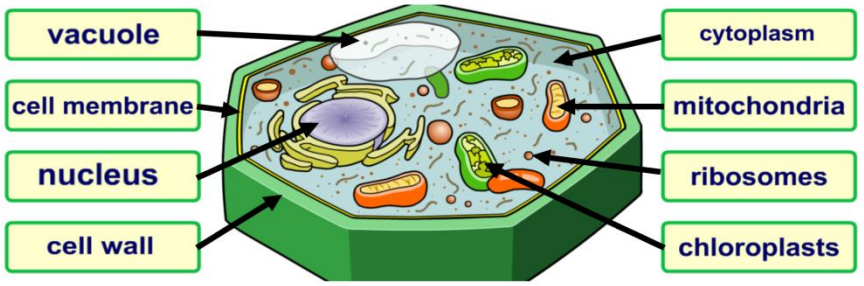
6 Key Words for this term

1. Transport
2. Osmosis
3. Specialised
4. Mitochondria
5. Eukaryotic
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?

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

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

Year 9 Grammar Term 1 Biology : Topic B1.1 Cell Structure & Transport

What we are learning this term:

A. Eukaryotic cells
B. Cell Specialisation
C. Microscopy
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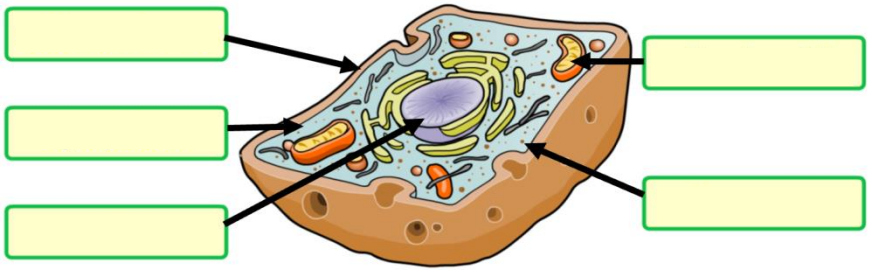
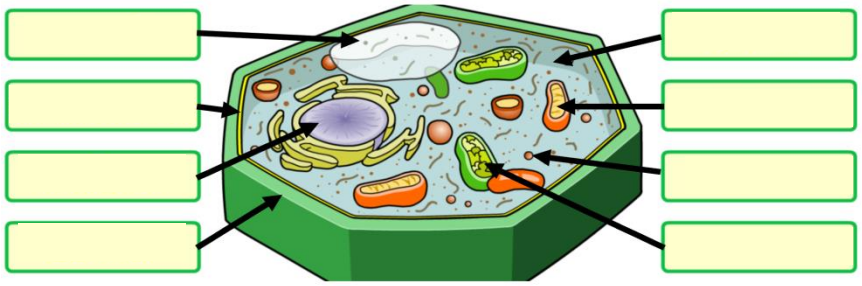
6 Key Words for this term

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

A. Label the parts of an animal cell

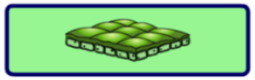


A. Label the parts of a plant cell

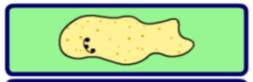
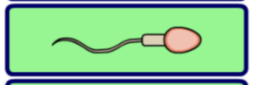
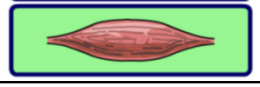


C. What is the equation to calculate magnification?

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

Year 9 Grammar Term 1 Biology : Topic B1.1 Cell Structure & Transport

C. Which microscope is which?

Electron Microscope	Light Microscope
Greater resolution	Lower resolution
Greater magnification	Lower magnification
More expensive	Less expensive
Many more sub-cellular structures are visible	Very few sub-cellular structures are visible

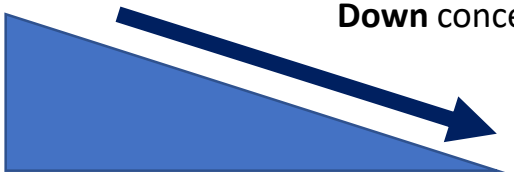
D. What 3 factors affect the rate of diffusion?

1. Surface area
2. Membrane thickness
3. Concentration gradient

D. Name the type of solution

Isotonic	The solute concentration outside the cell is the **same** as the internal concentration.
Hypertonic	The solute concentration outside the cell is the **higher than** the internal concentration.
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.	

Year 9 Grammar Term 1 Biology : Topic B1.1 Cell Structure & Transport

C.	Which microscope is which?
Greater resolution	Lower resolution
Greater magnification	Lower magnification
More expensive	Less expensive
Many more sub-cellular structures are visible	Very few sub-cellular structures are visible

D.	What 3 factors affect the rate of diffusion?
1. 2. 3.	

D.	Name the type of solution
	The solute concentration outside the cell is the **same** as the internal concentration.
	The solute concentration outside the cell is the **higher than** the internal concentration.
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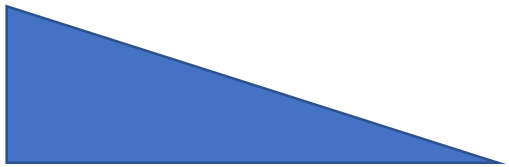
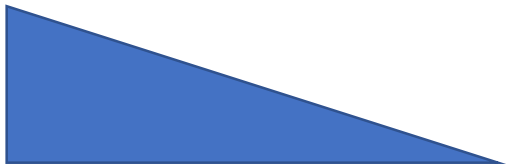
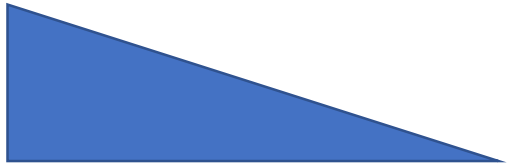
D.	Define each transport method and draw the arrow on the concentration gradients	
Diffusion		
Osmosis		
Active transport		

Year 9 Grammar Term 1 Chemistry : Topic C1.1 Atomic Structure

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.

Reactants → Products

Copper Oxide + Sulphuric Acid → Copper Sulphate + Water

What are symbol equations?

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

$CuO + H_2SO_4 \rightarrow CuSO_4 + H_2O$

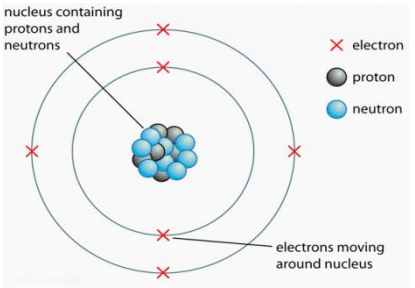
D. What are subatomic particles?

The particles that make up atoms

Name the 3 subatomic particles

Protons, neutrons and electrons

Where are each subatomic particles found?



Year 9 Grammar Term 1 Chemistry : Topic C1.1 Atomic Structure

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?

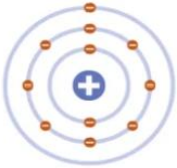
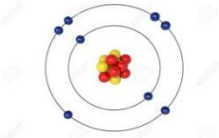
D. What are subatomic particles?

Name the 3 subatomic particles

Where are each subatomic particles found?

Year 9 Grammar Term 1 Chemistry : Topic C1.1 Atomic Structure

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	• Small indivisible matter • Tiny hard spheres.	Plum Pudding model • Sphere of positive charge with negative charged particles spread throughout (like plums in a pudding)	• Alpha particle scattering experiment • Proved that mass of atoms found in the centre – nucleus • Negative electrons surround the positive nucleus	• Electrons are restricted to certain orbits like planets round the sun	• 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)

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?

$^{12}_{6}C$

^{12} ← Mass Number

^{6} ← Atomic Number

What is Mass number?

Number of protons and neutrons

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

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

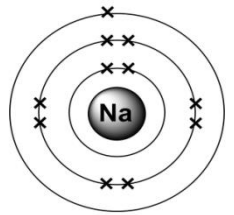
E. Which energy level do electrons fill first?

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

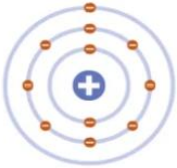
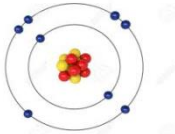
Electronic structure of Sodium:



2,8,1

Year 9 Grammar Term 1 Chemistry : Topic C1.1 Atomic Structure

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					
Diagram					
Contribution to current model:					

D. How big are atoms?

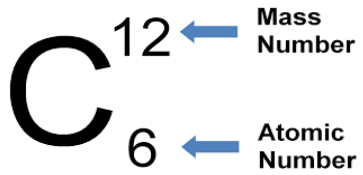
How big is the radius of an atom?

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?



What is Mass 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 Grammar Term 1 Physics : Topic P1.1 Energy

What we are learning this term:

A. Energy stores and transfer between energy stores
B. Work done
C. Gravitational potential energy
D. Kinetic energy and elastic energy stores
E. Wasted energy and Dissipation
F. Energy efficiency

6. Key Words for this term

1. Energy stores
2. Work done
3. Force
4. Joules

A.	What are the changes in energy stores for the following objects?
An arrow being thrown directly up into the air	From kinetic to gravitational potential. As it comes back down, the opposite is true.
A toy car (with battery) hitting a wall head on	Energy is transferred from chemical to kinetic to vibrational in sound and heat.
A car accelerating	Energy is transferred from the chemical energy from the petrol/diesel to kinetic energy.
A bike slowing down	Energy is transferred from kinetic to heat.
Water boiling in an electric kettle	Energy is transferred from electrical to heat.

A. What is a system?

It is an object or group of objects

A. What is the law of conservation of energy?

Energy cannot be created or destroyed, just changed in form.

A. Theoretically, if a roller-coaster has 20000 J of GPE at the top of the slope, how much KE will it have gained when it reaches the bottom?

20000 J, assuming non is lost by air resistance/friction

A.	What are the 8 energy stores?
1. Chemical	**5. Gravitational potential (GPE)**
2. Kinetic (KE)	**6. Thermal (internal)**
3. Magnetic	**7. Elastic potential**
4. Nuclear	**8. Electrostatic**

A. What is the energy store of a person on a bungee jump?

Whilst the rope is slack, energy is transferred form GPE to KE. As the rope tightens, the jumpers KE store decrease but the ropes elastic potential energy store increases. They stop when all the KE store is stored as elastic potential energy.

B. What is work?

When energy is transferred, work is done.

What is the link between work and energy?

Work done = energy transferred

If the units for energy are –joules, what are the units for work done?

-joules (J)

A. What is the energy transfer from the sun, to solar panel to light bulb?

Sun → solar panel → lightbulb.

store of nuclear energy in sun → energy transferred to light bulb by electric current → energy transferred to surroundings by heating and light waves

B. If a person uses 300 J of energy pushing a bike, what is the work done?

300 J

B. What is the equation for work done?

Work done = force x distance moved
Force is measured in newtons (N)
Distance is measures in meters (m)
Work done is measured in joules (J)

B. If a person pushes a trolley with force of 800 N and moves it down a 50 m isle, how much work has been done by the person?

Work done = 800 x 50 = 4000 J or 4 kJ

B. A crane lifts 400 N crate full of coca cola 15 m. How much work was done by the crane?

Work done = 400 x 15 = 6000 J or 6 kJ

Year 9 Grammar Term 1 Physics : Topic P1.1 Energy

What we are learning this term:

A. Energy stores and transfer between energy stores
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C. Gravitational potential energy
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E. Wasted energy and Dissipation
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2. Work done
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4. Joules

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A bike slowing down	
Water boiling in an electric kettle	

A. What is a system?

A. What is the law of conservation of energy?

A. Theoretically, if a roller-coaster has 20000 J of GPE at the top of the slope, how much KE will it have gained when it reaches the bottom?

A. What are the 8 energy stores?

1.	5.
2.	6.
3.	7.
4.	8.

A. What is the energy store of a person on a bungee jump?

B. What is work?

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_____ is measured in _____
_____ is measures in _____
_____ is measured in _____

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Year 9 Grammar Term 1 Physics : Topic P1.1 Energy

B. Who is doing the most work in these images and why?

The bodybuilder on the right is doing the most work. This is because work done depends on force and the on the right is lifting a larger force.

The fireman on the left is doing the most work. This is because work done depends on distance and the foreman on the left has travelled a longer distance.

B. Why, when work is done, isn't all the energy transferred?

Some is lost in heat and sound.

Compare a glass block being pushed 1 m across a polished floor with a wooden block being pushed 1 m across a rubber floor.
Which needs more force and why?
Which is more work done?

For the glass block, most of the energy will be transferred into kinetic energy, so only a small force is needed. For the wooden block, most of the energy will be transferred into heat, so a large force is needed. More work is done on the wooden block as more energy is transferred to heat rather than KE.

C. What is the equation to calculate gravitational potential energy (GPE)?

GPE = mass × gravitational field strength × height
Mass, m is measured in kilograms (kg)
Gravitational field strength, g, is measured in newtons per kilogram (N/kg), usually taken as 10 N/kg on Earth.
Height, h, is measured in metres (m).
GPE is measured in joules (J).

A bird with a mass of 3 kg flies at a height if 150 m about the ground, how much GPE store does it have?

GPE = 3 kg x 10N/kg x 150 m = 4500 J or 4.5 kJ

D. What is the equation for kinetic energy?

KE = ½ × mass × velocity^2
= ½mv^2
Mass is measured in kilograms (kg).
Velocity is measured in metres per second (m/s).
KE is measured in joules (J).

If a car with a mass of 1750 kg is travelling at a velocity of 30 m/s, what is the KE of the car?

KE = ½ x 1750 kg x 30^2 = 787,500 J or 787.5 kJ

D. What is the equation for elastic potential energy?

EPE = ½ spring constant x extension^2
EPE is measured in joules (J)
Spring contact is measured in Newtons per metre (N/m)
Extension is measured in Meters (m)

If a spring has a spring constant of 25 N/m and the extension is 0.2 m, what is the EPE?

EPE = ½ 25 N/m x 0.2^2 = 0.5 J

D. What happens to energy that is not usefully used?

It spreads out to the surrounding in many forms, this is called dissipated energy.

Are the following useful or wasteful; energy transfers: Heater: heat, car: sound, heater: light, television: light, car: heat, car: kinetic, television: sound, television: heat?

Useful	Wasteful
Heater: heat	car: sound
heater: light	television: light
car: kinetic	car: heat
television: sound	television: heat

F. What is energy efficiency?

All devices waste energy, so no device is perfectly efficient. The more efficient a device is, the less energy is wasted.

Why is energy efficiency so important?

It saves money and the planet as it uses less energy, so uses less fossil fuels.

How do you calculate energy efficiency?

$$\text{energy efficiency} = \frac{\text{useful output energy}}{\text{total input energy}}$$

C. How is power calculated?

Power (Watts, W) = energy transferred (Joules, J)/time taken (seconds, s)

If a student did 2000 J of work walking up the stairs and I took 10 seconds, what is the power?

P = 2000 J / 10 s = 200 W

Year 9 Grammar Term 1 Physics : Topic P1.1 Energy

B. Who is doing the most work in these images and why?

B. Why, when work is done, isn't all the energy transferred?

Compare a glass block being pushed 1 m across a polished floor with a wooden block being pushed 1 m across a rubber floor.
Which needs more force and why?
Which is more work done?

C. What is the equation to calculate gravitational potential energy (GPE)?

_____ is measured in _____
_____ is measured in _____, usually taken as 10 N/kg on Earth.
_____ is measured in _____
_____ is measured in _____

A bird with a mass of 3 kg flies at a height if 150 m about the ground, how much GPE store does it have?

D. What is the equation for kinetic energy?

If a car with a mass of 1750 kg is travelling at a velocity of 30 m/s, what is the KE of the car?

D. What is the equation for elastic potential energy?

If a spring has a spring constant of 25 N/m and the extension is 0.2 m, what is the EPE?

D. What happens to energy that is not usefully used?

Are the following useful or wasteful; energy transfers: Heater: heat, car: sound, heater: light, television: light, car: heat, car: kinetic, television: sound, television: heat?

Useful	Wasteful

F. What is energy efficiency?

Why is energy efficiency so important?

How do you calculate energy efficiency?

C. How is power calculated?

If a student did 2000 J of work walking up the stairs and I took 10 seconds, what is the power?

Y9- T1 - Life in an Emerging Country

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

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

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

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

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

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

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

G.	**Impact of TNCs**
Positive: *(5)*	1. More jobs. 2. More taxes. 3. Invest in infrastructure projects. 4. GDP increases. 5. Develop workers skills.
Negative: *(3)*	1. Can exploit workers e.g. long hours. 2. Most of the profits from TNCs leave the country where production takes place. 3. Increased levels of pollution e.g. air and water (from industrial waste).

Y9- T1 - Life in an Emerging Country - Quizzable

Background:

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

A.	**Characteristics of emerging countries *(7)***
BRIC countries	
MINT countries	
Industrialisation	
Employment structure	
Secondary industry	
Exports	
Urbanisation	

B.	**Development indicators *(3)***
GDP per capita	
HDI	
Life expectancy	

C.	**Encouraging development *(4)***
Subsidy	
Tax breaks	
Minimum wage	
Trade unions	

D.	**Rural to urban migration *(4)***
Rural to urban migration	
Push factor	
Pull factor	
Mechanisation	

E.	**Squatter settlements *(5)***
Squatter/ shanty settlement	
Inequality	
Sanitation	
Informal economy	
Quality of life	

F.	**Transnational corporations (TNCs) *(5)***
Transnational corporation	
Footloose	
Globalisation	
Host country	
Source country	

G.	**Impact of TNCs**
Positive: *(5)*	1. 2. 3. 4. 5.
Negative: *(3)*	1. 2. 3.

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

What we are learning this term:

A. The main battles on the British Sector of the Western Front during WWI
B. The trench system – structure and features
C. Health problems caused by the conditions in the trenches
D. How the wounded were evacuated and who treated them
E. How the war led to improvements in medicine
F. Usefulness of primary sources for historical enquiries

6 Key Words for this term – Section A

1 **First Aid Nursing Yeomanry (FANY)** – A women's voluntary organisation which provided medical services on the frontlines such as driving ambulances and emergency first aid
2 **Royal Army Medical Corps (RAMC)** – The branch of the army responsible for medical care
3 **No-man's land –** The area between two opposing trenches during WWI
4 **Shrapnel –** Fragments of metal from exploded shells
5 **Salient** - An area of a battlefield that is surrounded by enemy territory on 3 sides
6 **Alliances –** An agreement countries make to support each other if they are attacked by other countries

C.	*Causes of WWI*
Militarism	Britain 'ruled the waves'. It had to most powerful Navy in the world. Germany wanted to rival Britain's empire so it began to build an even better navy. Once Britain heard about Germany's plans to build a navy, they too began to build a bigger and better navy. This is called the 'naval race'.
Alliances	In 1882 Austria, Germany and Italy signed the Triple Alliance. They promised to defend each other if either were attacked. This is called the **Triple Alliance.** *France and Russia:* France and Russia had had an alliance since 1904 – because they both thought the best way of controlling Germany was to surround her. This then turned into the **Triple Entente** with England in 1907 as England became increasingly worried about German naval strength. This left Germany surrounded
Imperialism	During the 19th century both Britain and France conquered huge overseas empires – this gave them access to raw materials for industry and a market for their goods, it also gave them huge amounts of political power across the world Both Britain and France were very happy being the most powerful nations and wanted this to continue. Kaiser Wilhelm wanted to compete with Britain and conquer a German Empire that would challenge Britain's supremacy .
Nationalism	Before 1871 Germany didn't exist. Instead it was a series of separate kingdoms. The most powerful of these was called Prussia. Prussia was an industrialised nation, like Britain, and had a powerful army.In 1871 Prussia fought and defeated France in the Franco Prussian War. After the defeat of France, Germany united. Germany then had a big desire to 'nation build' – to build a national identity rather than separate identities for different kingdoms.
Assassination of Franz Ferdinand	The Austria-Hungary government saw the assassination as a direct attack on the country. They believed that the Serbians had helped the Bosnian terrorists in the attack. They made harsh demands on the Serbians which the Serbians rejected. At the same time, Russia began to mobilize their army to help protect Serbia. When Serbia rejected the demands, Austria-Hungary declared war on Serbia. A few days later, Germany declared war on Russia to help its ally Austria-Hungary. Then France began to mobilize to help its ally Russia, and Germany followed by declaring war on France. World War I had begun.
The Blank Cheque	On July 5, 1914, Germany gave Austria a "**blank cheque**" in handling its punishment of Serbia regarding the assassination of the heir to the Austrian throne.

B.	Describe two features of the key battles during WWI
Battle	Features
1st Battle of Ypres (1914)	This battle was aimed at stopping the German army from advancing towards the Belgium coast.
2nd Battle of Ypres (1915)	This battle was the first time that the Germans used chlorine gas as a weapon against the British.
Battle of the Somme (1916)	Bloodiest battle in the whole of the war – total of 57,000 men were killed during the first day alone. The RAMC were not prepared for the amount of casualties and hospitals and casualty stations were overwhelmed.
Battle of Arras (1917)	This British used tunnels to dig near to the German trenches and surprise them with the attack. No progress was made and there were 160,000 casualties.
3rd Battle of Ypres (1917)	During this battle the weather turned to heavy rain. The ground became waterlogged and many men fell into the mud and drowned.
Battle of Cambrai (1917)	This battle saw the first large-scale use of tank to break through the enemies barbed wire. Also the first time that there was a blood bank, which meant doctors could deliver a vital medical service to those soldiers who had lost too much blood.

B.	Describe two features of the trench system during the Western Front
1 – Dugout	This was an area where soldiers could be protected from light fire
2 – Barbed wire	This would make it more difficult for the enemy to get into the trench
3 – Sandbags	These could absorb the shock of the bullets and help the trench maintain its shape
4 – Fire step	This is what soldiers stepped on when they wanted to climb over the top. Between fighting it was often used as a bench or bed
5 - Duckboards	Wooden boards that were placed on the floor of the trench to provide a flatter and dryer ground for the soldiers to walk over
6 – Elbow rest	This is where soldiers would prop their guns to shoot out of the trench
7 - Parapet	This was a way of protecting soldiers as they shout out of the trench

F.	How did World War One end?
1917 – The Russian Revolution started. Russia left the war, surrendering to Germany in 1917. 1917 – Following the sinking of US ships, such as the Luscitania, and the potential threat of an alliance between Germany and Mexico leading to an attack on the USA, the USA joined the war on the side of the Triple Entente. 1918 – Entente forces on the Western Front push the German army back to the Hindenberg Line, the last line of German defenses. 1918 – Blockades enforced by the Entente led to lack of resources and food in Germany. Thousands of people in Germany were starving. 1918 – The Germany Navy began to Mutiny 1918 – The Kaiser abdicated. 11th November 1918 – An armistice is signed, formally ending the First World War	

E.	What health problems were caused by conditions in the trenches?
1 **Gangrene** – a condition where a loss of blood supply causes body tissue to die and usually occurred as a result of an injury. Treated by amputation of the affected area. **Gas Gangrene** – infection that produces gas in the gangrenous area. Caused by bacteria in the soil on the Western Front which had been heavily farmed using fertiliser. 2 **Shellshock** – a condition that was not really understood during the war. Caused by the constant noise and shell fire in the trenches, many soldiers experienced nightmares, loss of speech and a complete mental breakdown. 3 **Shrapnel wounds** – when shells exploded, shrapnel travelled at fast speeds over wide areas, causing injuries to anyone in their way 4 **Trench fever** – flu-like condition that was spread by lice in the trenches 5 **Trench foot** – painful swelling of the feet caused by standing in cold mud and water, which could lead to gangrene.	

G.		
Why is it called a World War?	Why did WW1 End?	Was the Treaty of Versailles harsh on Germany?
Many soldiers from all over the world fought on the Western Front. Many came from the Empires of Britain and France. War also took place in colonies around the world such as in Africa and Asia. There was also fighting on the Eastern Front in Russia.	Germany was starving because of the British blockade Allies had many new inventions such as tanks. Many new allied troops were entering the war from the USA. Germany faced many rebellions as Germany was starving	Germany had inflicted a much harsher treaty on Russia called the Treaty of Brest Litovsk. Germany had to pay £6.3 billion German army was limited to 100 thousand. (previously was ten million. Germany gave up la

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

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6 Key Words for this term – Section A

C.	*Causes of WWI*
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Alliances	
Imperialism	
Nationalism	
Assassination of Franz Ferdinand	
The Blank Cheque	

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Battle of Cambrai (1917)	

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E.	What health problems were caused by conditions in the trenches?

F.	How did World War One end?

G.		
Why is it called a World War?	Why did WW1 End?	Was the Treaty of Versailles harsh on Germany?

Year 9 Religious Education:Atheism

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

B.	*How has Biblical criticism influenced the rise of atheism ?*
1	Biblical criticism is the study of the Bible using scientific criteria (historical and literary) and human reason to understand and explain the meaning intended by the biblical writers." People question what the Bible means , rather than looking at it as a literal word of God that cannot be interpreted. Therefore, people have been able to challenge the 'truths' that are found in the book.

A.	*Can you define these key words?*
Key word	**Key definition**
Dogma	Beliefs or principles laid down by authority as unquestioningly true .
Doctorine	Beliefs and teachings given by a religion. Frequently used to mean Christian teaching as given by an organised Church/ denomination
Epistemology	Epistemology is a branch of philosophy which seeks to answer questions about what we can actually *know*
Theist	a person who believes in the existence of a god or gods, specifically of a creator who intervenes in the universe.
Atheist	a person who disbelieves or lacks belief in the existence of God or gods because they believe there is proof against the existence of God .
Agnostic	A person who believes that nothing is known about the existence or nature of God; a person who claims neither faith nor disbelief in God because there is not enough proof for either claim.
Salvation	being saved from the sins of Adam and Eve and suffering through access to heaven. Being rescued by God from the consequences of our wrongdoing
Grace	The free and undeserved favour of God, as manifested in the salvation of sinners and the blessings God gives us.
Secular	attitudes, activities, or other things that have no religious or spiritual basis.
Emirical/empiricist	Knowledge is based on what is seen or experienced rather than theory or pure logic.
Reason	the power of the mind to think, understand and form judgements by a process of logic
Biblical criticism	The use of critical analysis/ context/ knowledge of history 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 eg all bachelors are unmarried males, or God is perfect therefore he exists)
Fundamentalist	a person who believes in the strict, literal interpretation of scripture in a religion.

C.	Explain 4 reasons people are atheist or reject religion
1	Problem of evil… which is the inconsistent triad. All loving, all knowing, all powerful God + the existence of evil and suffering is illogical.
2	Abrahamic religions are strongly based on miracles. Miracles are not logical therefore the religious stories are not believable.
3	Religious doctrine is sometimes harmful and contrary to current moral values eg the teaching that homosexuality is a sin/ punishable by death
4	The design (teleological) and the 1st cause (cosmological) arguments fail to prove the existence of God since the world could just as possibly be a random existence/coincidence. If we are happy to say God doesn't need a creator, why can't we just say that about the universe?

D.	*Explain Hume's main arguments against miracles*
1	If there are millions of bits of evidence to suggest a law of nature, it is not rational to believe one bit of evidence to say the law is wrong. Eg if people can't travel from mecca to Jerusalem by foot or by camel overnight, then why believe the tale that Muhammed did?
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 are natural believers, love surprise and wonder .He argues that this tendency in our nature leads to the 'end of common sense' .

E.	**Explain Neitzche's ideas about religion and morality**
	God is a psychological fabrication created to soothe distress, ease trauma, and provide companionship in the face of suffering and also to make rule we must stick to in order to be safe. We can however instead of needing religion, set our own moral rules and goals and concentrate on human flourishing without religion.
	Explain how Freud challenges religious truth
	Religion is a psychological projection of our deeply rooted need for a protective authority figure Freud refers to religion as an illusion. Rreligion provides for defence against "the crushingly superior force of nature" and "the urge to rectify the shortcomings of civilization". We don't want to die so follow religion to sooth this fear. People cope with unhappy lives by pretending it is God's plan for them.
	Explain how Feuerbach challenges religious truth
	God does not exist. Humans have made up the idea of a 'God'. They have done this in order to give human life a reason to live and strive. It is something for humans to aim towards to give meaning to our lives. We have projected ourselves out into the cosmos and anthropomorphised God- making him in our likeness!! We have given God the perfect qualities that we should aim for, eg forgiving and loving.
	Explain how Marx challenges religious truth
	It is a form of social oppression. The powerful and rich use it as a way to control the masses into particular behaviour eg 'do not kill' and also to pacify them so they do not rise up against the rich and powerful who are oppressing them. Religion has stupified people just like drugs do.

F.	*Explain 2 reasons why science is a challenge to religion*
1	The theory of evolution shoes that the creatures took million sof year sto evolove to what we see now, therefore there was no created species in one day as recorded in the Abrahamic faiths.
2	The big bang theory says that the universe took billions of years to form to the point it is in today. This means that the genesis story of a 6 day creation is technically not a scientific truth.
	Explain 2 religious responses to the challenge of science
1	Science glorifies god by showing the complexity and awesome nature of creation. For example it has revealed that the human eye is perfectly structured in a way which generates sight. This structure suggests design eg God.
2	The creation stories do not need to be taken as a literal truth, it is the messages which are important. For example, God is all powerful as He created a universe. This means science and religious truths can be true at the same time.

Year 9 Religious Education:Atheism

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

B.	*How has Biblical criticism influenced the rise of atheism ?*
1	

A.	*Can you define these key words?*
Key word	**Key definition**
Dogma	
Doctorine	
Epistemology	
Theist	
Atheist	
Agnostic	
Salvation	
Grace	
Secular	
Emirical/empiricist	
Reason	
Biblical criticism	
A priori	
Fundamentalist	

C.	Explain 4 reasons people are atheist or reject religion
1	
2	
3	
4	

D.	*Explain Hume's main arguments against miracles*
1	
2	
3	

E.	**Explain Neitzche's ideas about religion and morality**
	Explain how Freud challenges religious truth
	Explain how Feuerbach challenges religious truth
	Explain how Marx challenges religious truth

F.	*Explain 2 reasons why science is a challenge to religion*
1	
2	
	Explain 2 religious responses to the challenge of science
1	
2	

SPANISH Year 9 GCSE Term 1 Knowledge Organiser: Topic = Health and Hobbies

What we are learning this term:

A. Foods/drinks
B. Healthy living
C. Smoking
D. Free time activities
E. Free time activities x 2
F. Key words across topics

6 Key Words for this term

1. Almuerzo
2. Ceno
3. Desayuno
4. Peligroso
5. evitar
6. cambiar

A. ¿Qué te gusta comer?

el almuerzo	Lunch
el azúcar	Sugar
barato/a	Cheap
el bistec	Steak
la carne	Meat
caro/a	Expensive
la cena	evening meal
la comida	Food
la comida basura	junk food
el desayuno	Breakfast
la ensalada	Salad
la fruta	Fruit
la galleta	Biscuit
la grasa	Fat
el helado	ice-cream
la leche	Milk
las legumbres	Vegetables
los mariscos	Seafood
el pastel	Cake
el perrito caliente	hot dog
picante	Spicy
el plato	Dish
el pollo	Chicken
rico/a	Tasty
saludable	healthy
sano/a	Healthy
la tortilla	Omelette
la tostada	Toast
las verduras	green vegetables

B ¿Llevas una vida sana?

acostarse	to go to bed
Cambiar	to change
cansado/a	Tired
el cuerpo	Body
deportista	Sporty
dormir	to sleep
el ejercicio	Exercise
la energía	Energy
el esfuerzo	Effort
estar en forma	to be fit
evitar	to avoid
fumar	to smoke
joven	Young
llevar una vida (sana)	to lead a(healthy)life
mantenerse en forma	to keep fit
morir	to die
necesario/a	Necessary
relajarse	to relax
la salud	health

C. ¿Qué es tu opinion de fumar?

Afectar	to affect
asqueroso/a	disgusting / filthy
causar	to cause
el cigarrillo	Cigarette
el corazón	Heart
el daño	damage / harm
dejar de (fumar)	to stop (smoking)
la enfermedad	illness / disease
el / la fumador(a)	Smoker
el fumar pasivo	passive smoking
la muerte	Death
la mujer	Woman
el olor	Smell
el peligro	danger

D. 3.1G ¿Qué haces en tu tiempo libre?

Bailar	To dance
Cantar	To sing
De vez en cuando	From time to time
Entretienido	Entertaining
Estimulante	Challenging
Leer	To read
Libre	Free (as in free time)
Pelicula	Film
Salir	To go out
Tarde	Late
Ver	To see

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

E. 3.1F Que te gusta hacer en tu tiempo libre?

bastante	quite
cada	each, every
cenar	to have an evening meal
Charlar	to chat to rest
descansar	cartoons
los dibujos animados	documentary
el documental	weekend
el fin de semana	great
genial	news
las noticias	never
nunca	occupied, busy
ocupado/a	police, crime (adj.)
policíaco/a	to put
poner	in general
por lo general	always
siempre	theatre
el teatro	soap opera
la telenovela	to finish
terminar	time
el tiempo	all, every
todo/a/os/as	silly, stupid
tonto/a	time, occasion
la vez	

F. Key Words across Topics?

to have = tener	Divertido – fun
to be = ser	Aburrido – boring
to go = ir	Util – useful
to do = hacer	Inutil – useless
to play =jugar	Comodo – comfy
to see = ver	Interestante- interesting
to listen=escuchar	Entretenido – entertaining
to buy =comprar	Emocionante – exciting
to live =vivir	Guay – cool
to speak= hablar	Genial – great
to have to = deber	Soso – dull
to want to=querer	Asqueroso – disgusting
to visit = visitar	Malo- bad
to eat - =comer	Bueno – good
to drink = beber	Arriesgado- risky
to go out = salir	Educativo- educational
to read = leer	Estimulate- stimulating
to work = trabajar	Peligroso- dangerous
to think = pensar	
to write =escribir	

SPANISH Year 9 GCSE Term 1 Knowledge Organiser: Topic = Health and Hobbies-QUIZABLE

What we are learning this term:

A. Foods/drinks
B. Healthy living
C. Smoking
D. Free time activities
E. Free time activities x 2
F. Key words across topics

6 Key Words for this term

1. Almuerzo
2. Ceno
3. Desayuno
4. Peligroso
5. evitar
6. cambiar

A. ¿Qué te gusta comer?

el almuerzo
el azúcar
_____
el bistec
_____
_____
_____
_____
la comida basura
_____
_____
_____
_____
la grasa
_____
_____
las legumbres
_____
_____
_____
_____
el plato
_____
_____
_____
_____
_____
_____
_____

_____
_____
Cheap
_____
Meat
Expensive
evening meal
Food
_____
Breakfast
Salad
Fruit
Biscuit
_____
ice-cream
Milk
_____
Seafood
Cake
hot dog
Spicy
_____
Chicken
Tasty
healthy
Healthy
Omelette
Toast
green vegetables

B ¿Llevas una vida sana?

_____
_____
_____
_____
_____
_____
_____
_____
_____
estar en forma
_____
_____
_____
llevar una vida (sana)
mantenerse en forma
_____
_____
_____
_____

to go to bed
to change
Tired
Body
Sporty
to sleep
Exercise
Energy
Effort
_____
to avoid
to smoke
Young
_____
_____
to die
Necessary
to relax
health

C. ¿Qué es tu opinion de fumar?

Afectar
_____
_____
_____
el corazón
el daño
_____
la enfermedad
_____
el fumar pasivo
_____
_____
el olor
_____

_____
disgusting / filthy
to cause
Cigarette
_____
_____
to stop (smoking)
_____
Smoker
_____
Death
Woman
_____
danger

D. 3.1G ¿Qué haces en tu tiempo libre?

_____
_____
De vez en cuando
_____
_____
_____
_____
_____
_____
_____
_____

To dance
To sing
From time to time
Entertaining
Challenging
To read
Free (as in free time)
Film
To go out
Late
To see

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

E. 3.1F Que te gusta hacer en tu tiempo libre?

_____
cada
_____
_____
_____
_____
_____
_____
_____
las noticias
_____
_____
policíaco/a
_____
por lo general
_____
el teatro
la telenovela
terminar
el tiempo
_____
_____
la vez

quite
_____
to have an evening meal
to chat to rest
cartoons
documentary
weekend
great
_____
never
occupied, busy
_____
to put
_____
always
_____
_____
_____
_____
all, every
silly, stupid
_____

F. Key Words across Topics?

to have = _____
to be = _____
to go = _____
to do = _____
to play = _____
to see = _____
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 = _____

Divertido – _____
Aburrido -_____
Util – _____
Inutil – _____
Comodo – _____
Interestante-
_____
Entretenido –
_____
Emocionante –
_____
Guay – _____
Genial – _____
Soso – _____
Asqueroso –
_____
Malo-_____
Bueno – _____
Arriesgado-_____
Educativo-_____
Estimulate-_____
Peligroso-_____

SPANISH Year 9 GCSE Term 1 Knowledge Organiser: Topic = Health and Hobbies

G. Translation Practice	
I like going shopping	m g i d c
I love to go out with friends	m e s c a
I like quite watching TV	m g b v l t
I don't like playing the guitar in my free time	n m g t l g e m t l
I don't like going shopping	n m g i d c
He likes playing the piano	l g t e p
She likes going out with her friends	l g s c s a
He likes watching TV in his free time	l g v l t e s t l
From time to time I read a book in the evening	d v e c l u l p l t
Always I play the guitar with my group	s t l g c m g
Sometimes I go shopping in my free time	a v v d c e m t l
Each week he likes to watch TV in the evening	c s l g v l t p l t
Usually she watches TV one time per week	a m v l t u v e l s
Sometimes she plays football in the evening	a v j a f p l t
Often they play basketball in the free time	a m j a b e l t l
Usually we listen to music every day	a m e m t l d
I hope to visit my grandma's house	e v l c d m a
I'm going to cook chicken and chips	v a c p c p f
I have to cook every day	t q c t l d
I'm thinking of watching TV tonight	p v l t h p l t
For breakfast, I drink milk and eat a sandwich	p e d, b l y c u b
For desert, they eat cake	p e p, c p
For breakfast, I take salad and chicken	p e d, t e y p
For lunch, she takes a Spanish tortilla	p e a, t u t e

H . Key Questions: Answer the following in your own words. Use these model answers	
¿Qué te gusta comer/beber? What do you like to eat/drink	Me gusta comer la comida sana. Normalmente desayuno cereales con leche y tostadas con mantequilla y mermelada y bebo zumo de naranja. Para mi almuerzo como un bocadillo con jamón o con queso y para la cena tomo patatas o verduras con carne. Me gusta comer los cereales porque son sabrosos pero no me gusta comer la carne es grasienta y quiero ser vegetariano
¿Eres Sano? About your family	Si, pienso que soy sano porque no fumo y no tomo drogas. También no como nunca caramelos pero como demasiado chocolate. Tengo que comer más fruta y beber menos coca cola
¿Qué es tu opinión de fumar? What is your opinion on smoking	Odio fumar. Mi madre no fuma pero mi padre fuma y pienso que es asqueroso. No fumo porque huele mal y te da mal aliento. También causa cáncer que es muy peligroso.
¿Qué te gusta hacer en tu tiempo libre y por qué? What do you like doing in your free time	Normalmente juego al futbol todos los días después del colegio. Lo que me encanta es jugar al futbol con mis amigos porque es bueno para la salud y es emocionante y relajante jugar contra tus amigos. De vez en cuando juego con videojuegos pero ayer hice ciclismo, hice mis deberes y toque mi guitarra.

I. Key Questions: Try to translate the model answers using words from the KO	
¿Qué te gusta comer/beber? What do you like to eat/drink	For breakfast I like to eat toast but I never eat cereals because they aren't tasty. For lunch I eat a sandwich with ham or cheese or I eat pizza with ham or sausage. For my main meal normally I eat chips with meat or fish or vegetables with potatoes
¿Eres Sano? About your family	I think I'm healthy because I don't smoke and I like to eat lots of fruit. I like to eat vegetables but I have to eat more vegetables and I have to eat less sweets
¿Qué es tu opinión de fumar? What is your opinion on smoking	I do not like smoking because I think that it is stupid. My brother smokes and it smells bad. Also, it causes cancer and is really dangerous
¿Qué te gusta hacer en tu tiempo libre y por qué? What do you like doing in your free time	Normally in my free time I like to play football. I play football after school every day and from time to time I play rugby. I don't like to dance because it's boring and I love to play computer games because they are exciting

J. Key Grammar	
Make sure adjectives agree eg blanco/blanca/blancos/blancas	Mi casa es blanca = My house is white Mi perro es blanco = My dog is white
Using verbs correctly in the present tense	Hablar hablo, hablas, habla, hablamos, habláis, hablan Como, comes, come, comemos, coméis, comen
Comparatives More /less Better/worse The best/the worst	Más/menos que – more/less than Mejor/peor que – better/worse tan Lo mejor/lo peor = the best/the worst

Year 9 Art Term 1 : Topic = Distorted Portraits



What we are learning this term:

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

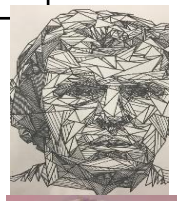
A. What are 3 rules for successful continuous line drawing?

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

Using continuous line drawing, recreate the face below.

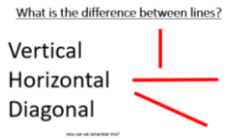
Example

Your response




F. Keywords

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



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

Similarities:
- Surreal appearance
- Use of juxtaposition
- Sinister atmosphere created

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

Describe what is happening in each stage of the making?



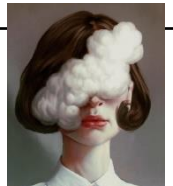
C. List 3 words to describe the Surrealism style of artwork?

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



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

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

D. *What is the definition for photomontage?*

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

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

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

Year 9 Art Term 1 : Topic = Distorted Portraits



What we are learning this term:

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

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

1. Using a sharp pencil

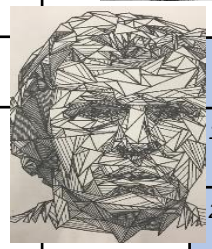
2. Keeping your pencil on the page and not taking it off

3. Lighter areas have fewer pencil lines and darker areas have far more pencil lines.

Using continuous line drawing, recreate the face below.

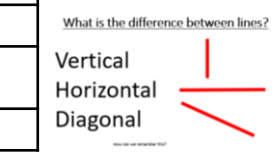
Example

Your response



F. Keywords

Portrait	
Identity	
Collage	
Material	
Photomontage	
Characteristics	
Surreal	
Observation	
Mixed media	



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

Similarities:

Differences:

Describe what is happening in each stage of the making?



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

1.)
2.)
3.)



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

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


D. What is the definition for photomontage?

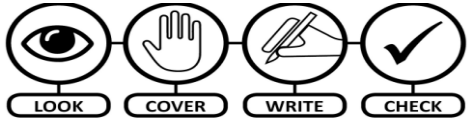
E. Write a step-by-step guide to a successful observational drawing

Year 9: World Cultures 2: Samba

Term 1

A – What we are learning about this term…

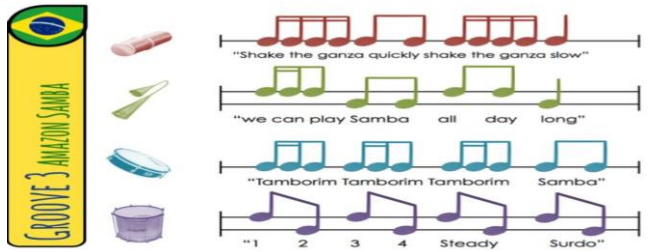
1. History of samba and carnival
2. Polyrhythms, grooves and breaks
3. Call and response/improvising



B – Keywords

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

C – Samba Rhythms



D – Analysing Samba Music from Brazil

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

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

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

Listen here ->

FORM AND STRUCTURE of a piece of Samba may look like the following:

E – Samba Instruments

F – Note Values – Dotted Note Values

Note	Name	Beats	Rest	Note	Name	Beats	Rest
𝅝	Semibreve, Whole Note	4 beats	𝄻	𝅝.	Dotted Semibreve, Dotted Whole Note	6 beats	𝄻.
𝅗𝅥	Minim, Half Note	2 beats	𝄼	𝅗𝅥.	Dotted Minim, Dotted Half Note	3 beats	𝄼.
♩	Crotchet, Quarter Note	1 beat	𝄽	♩.	Dotted Crotchet, Dotted Quarter Note	1½ beats	𝄽.
♪	Quaver, Eighth Note	1/2 beat	𝄾	♪.	Dotted Quaver, Dotted Eighth Note	¾ beat	𝄾.

G – Describing music – MAD T SHIRT

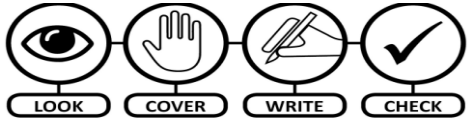
M	A	D	T	S	H	I	R	T
Melody	**Articulation**	**Dynamics**	**Texture**	**Structure**	**Harmony/Tonality**	**Instruments**	**Rhythm**	**Tempo**
The tune	How notes are played	Loud/quiet and any other volume changes	Layers of sound / how they fit together	The sections and organising	Chords used / the mood	Types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

Year 9: World Cultures 2: Samba

Term 1

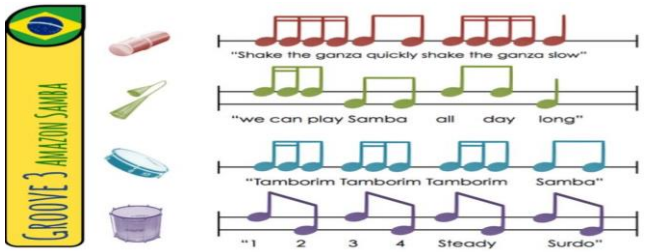
A — What we are learning about this term…

1. History of samba and carnival
2. Polyrhythms, grooves and breaks
3. Call and response/improvising



B — Keywords

C — Samba Rhythms



D — Analysing Samba Music from Brazil

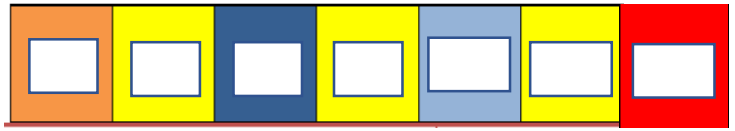
Listen to Raio De Sol… do you notice how the texture begins **m**_____ (one single rhythm) using _____?

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

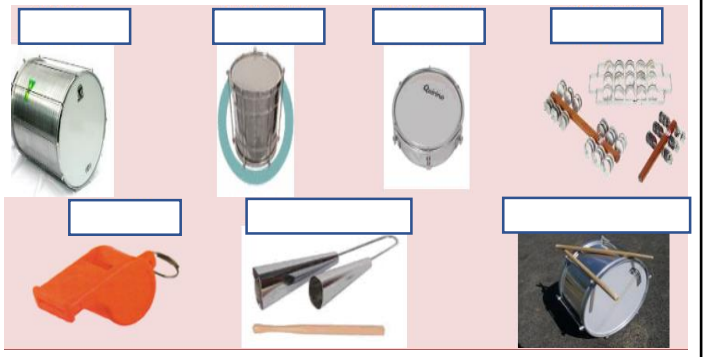
The interesting patterns that are created by **layering lots of different rhythms (_____)** are called _____-_____ and are played at a fast tempo for the dancing and marching along the streets in the carnival!

Listen here ->

FORM AND STRUCTURE of a piece of Samba may look like the following:



E — Samba Instruments



F — Note Values – Dotted Note Values

Note	Name	Beats	Rest	Note	Name	Beats	Rest

G — Describing music – MAD T SHIRT

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

Year 9 PRODUCT DESIGN Rotation Knowledge Organiser

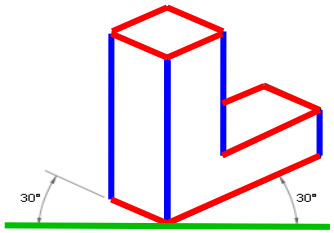
What we are learning this term:

A. Drawing Skills
B. Materials
C. Wooden Joints & Their Uses
D. Tools & Machinery

A. Drawing Skills

Isometric Technical Drawing

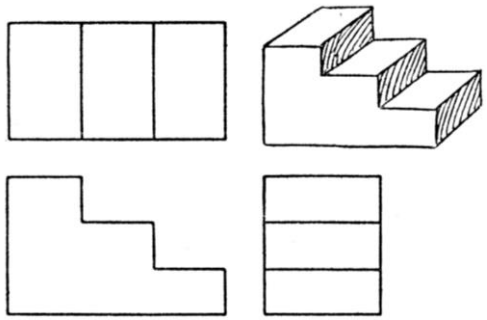
Made up of a series of par parallel **vertical lines** and parallel **30-degree lines**. But no **horizontal lines.**



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

Orthographic Projection

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



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

B. Materials

Timbers come from **trees**

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

Softwood trees have needle like leaves and are more sustainable

Dowels are a common **component** in joinery

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

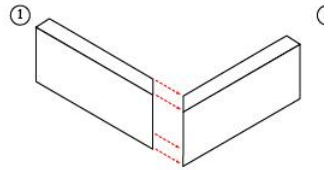
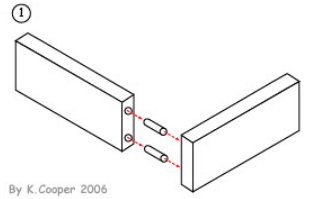
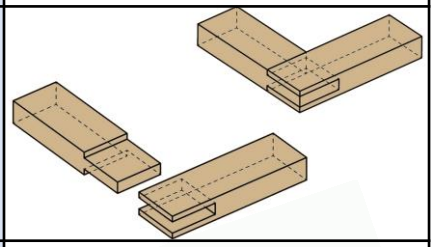
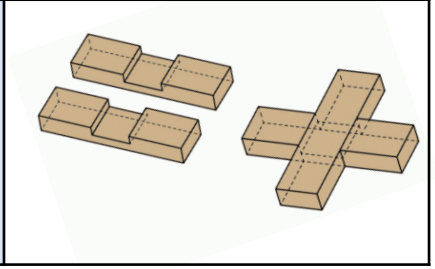
Hardwood trees have broad like leaves and loose their leaves in winter

Polymers come from **crude oil**

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

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

C. Wooden Joints & Their Uses

Joint	Uses	Image
Mitre Joint	• Picture Frames. • Joining Moldings • Window or Door Frames • Trim and Skirtings	
Dowel Joint	• Make joints stronger. • Axles on toys. • Frames • Shelves • Table or Chair Leg Attachments	
Mortise and Tenon Joint	• Tables • Chairs • Door • Beds • Windows • Cabinets • Panelling	
Cross Halving Joint	• Picture frames • Drawers • Cabinets • Structural Framing	

D. Tools & Machinery

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

Year 9 PRODUCT DESIGN Rotation Knowledge Organiser

What we are learning this term:

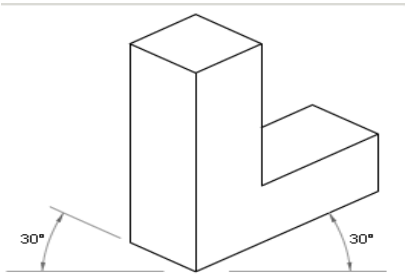
A. Drawing Skills
B. Materials
C. Wooden Joints & Their Uses
D. Tools & Machinery

A. Drawing Skills

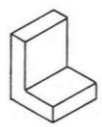
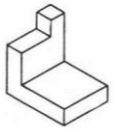
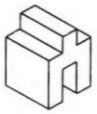
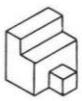
_____ **Technical Drawing**

This is used for _____

_____



Practice drawing the shapes below

B. Materials

Timbers come from _____

Scots pine – which you used for your frame – is a _____

Softwood trees have _____ and are more sustainable

_____ are a common **component** in joinery

Dowels – which you used in your dowel joint – is a _____

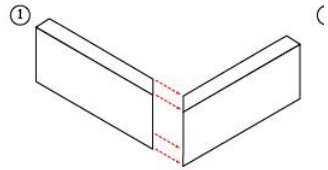
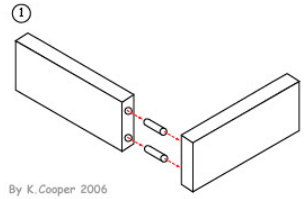
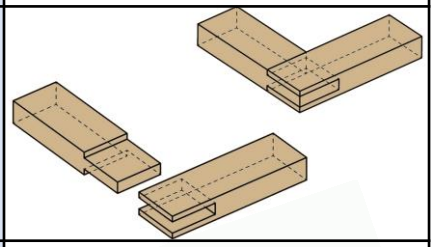
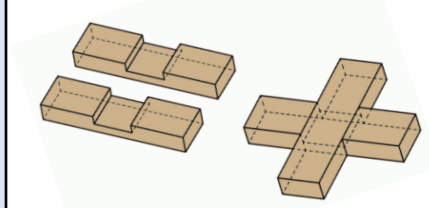
Hardwood trees have _____ and loose their leaves in winter

Polymers come from _____

Acrylic – which you used for your stand – is a _____

Acrylic is a **thermo-** _____ polymer which means it can be _____ _____

C. Wooden Joints & Their Uses

Joint	Uses	Image
	• _____ • _____ • _____	
	• _____ • _____ • _____	
	• _____ • _____ • _____	
	• _____ • _____ • _____	

D. Tools & Machinery

Year 9 COMPUTER SCIENCE Term 1 – Digital Literacy

A Passwords and Shortcuts

A feature of a strong password has…

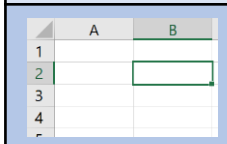
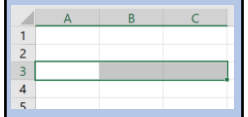
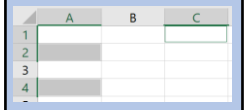
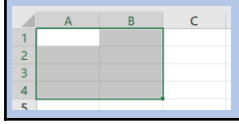
1	
2	
3	
4	
5	
6	
7	
8	
9	

What do the following shortcuts do?

Ctrl-C	
Ctrl-V	
Ctrl-X	
Ctrl-Z	
Ctrl-A	
Ctrl-S	
F2	
Ctlr-Shift-N	
Ctrl-P	
Ctrl-B	
Ctrl-U	

B Excel Cell References

What is the cell reference for the following…

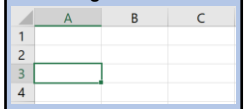
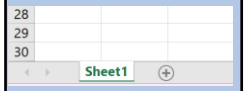
C Excel Formulae

What is the Excel formula for…

	A	B	C
1	2.3	5.7	1.1
2	4.01	6.3	8.73
3	-5	0.004	12.7

	Adding cells B1 and C2
	Subtracting cell A1 from cell A3
Finding the mean of cells: A1, A2, A3, B1, B2 and B3	Multiplying cells B3 and C1
Finding the maximum of cells: A1, A2, A3, B1, B2, B3, C1, C2 and C3	Dividing cell A2 by cell B2
Finding the product of cells: A1, A2, A3, C1, C2 and C3	Raising A1 to the power of 7

D Excel Absolute Cell References

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

E Excel Tools

What do the following buttons in Excel do?

Year 9 COMPUTER SCIENCE Term 1 – Digital Literacy

A Passwords and Shortcuts

A feature of a strong password has…

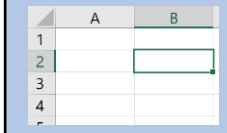
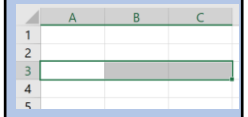
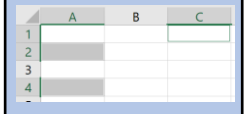
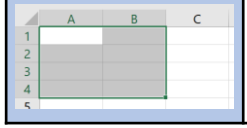
1	10 to 15 characters
2	Special characters
3	Upper- and lower-case letters
4	Numbers
5	NO patterns or sequences
6	Only been used for one website/account
7	NO obvious letter substitutions (for example, ‘E’ replaced by 3)
8	NO personal information
9	To be memorable

What do the following shortcuts do?

Ctrl-C	Copy
Ctrl-V	Paste
Ctrl-X	Cut
Ctrl-Z	Undo
Ctrl-A	Select all
Ctrl-S	Save
F2	Rename (file/folder)
Ctlr-Shift-N	Create a new folder
Ctrl-P	Print
Ctrl-B	Bold text
Ctrl-U	Underline text

B Excel Cell References

What is the cell reference for the following…

	B2
	A3:C3
	A2,A4,C1
	A1:B4

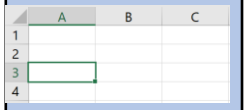
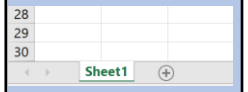
C Excel Formulae

What is the Excel formula for

	A	B	C
1	2.3	5.7	1.1
2	4.01	6.3	8.73
3	-5	0.004	12.7

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

D Excel Absolute Cell References

Why are absolute cell references used?	To stop a cell reference from being modified automatically
What is the absolute cell reference for the following 	A3
How do you duplicate an existing sheet? 	1. Right click the sheet we want to copy. 2. Select ‘move or copy’. 3. Select ‘create a copy’. 4. Choose where you want the copy to be placed. 5. Press ‘OK’.
How do you reference a cell in a different sheet	=Sheet Name!Cell Reference For example, cell H3 in Sheet5 Would be referenced as =Sheet5!H3

E Excel Tools

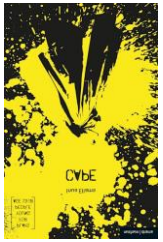
What do the following buttons in Excel do?

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

Year 9: Lit in Colour - Performing a Script

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.



Noughts and Crosses by Mallorie 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.

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.

	Tongue Twisters
Peter Piper	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?
Betty Botter	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

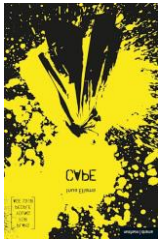
	Themes and Issues Explored
Diversity	Being composed of differing elements and variety. **T**he inclusion of people of different races, cultures, etc. in a group or organization.
Racism	Behaviour or attitudes that reflect and foster this belief **:** racial discrimination or prejudice.
Relationships	Connecting 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.	

Year 9: Lit in Colour - Performing a Script

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.



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

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

	Tongue Twisters
Peter Piper	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?
Betty Botter	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
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#AIMHIGH CHALLENGE TASKS Y9

Hard Work ... Kindness...Responsibility

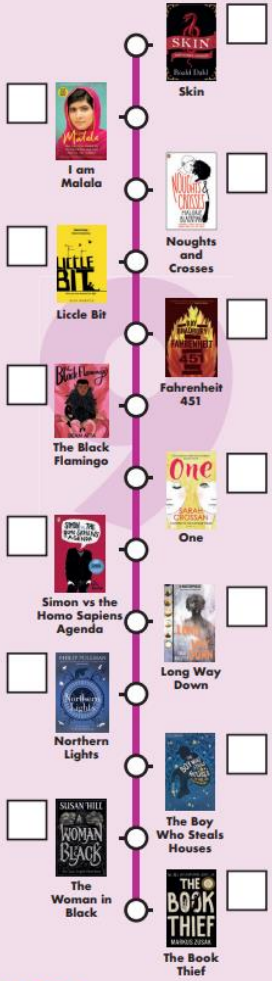
Subject	Reading	Watching	Other Opportunities
English	Read: https://www.bl.uk/romantics-and-victorians/articles/charlotte-bronte-the-familiar-and-the-fantastical	Watch: https://www.youtube.com/watch?v=Mv0snnk0kio	https://www.bronte.org.uk/
Maths	Read: Identifying features of a quadratic function – BBC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

SWINDON ACADEMY READING CANON

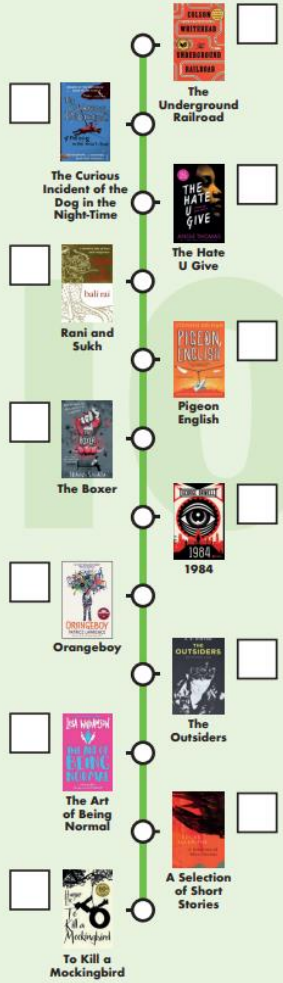
Year 7

Year 8

Year 9



Year 10



#ReadingisPower