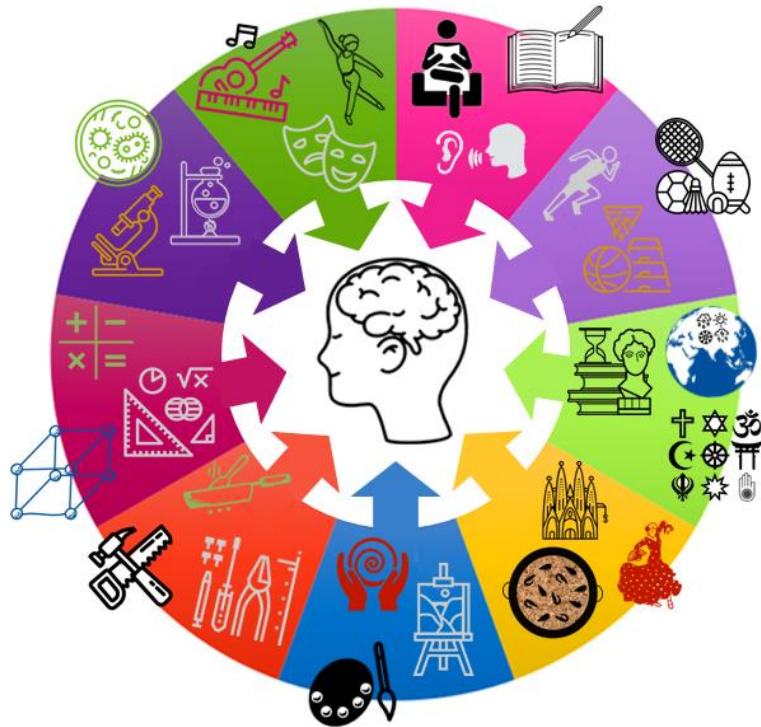


100% book - Year 9 Mainstream

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



Term 6

Swindon Academy 2022-23

Name:	
Tutor Group:	
Tutor & Room:	

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

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

Using your Knowledge Organiser and Quizzable Knowledge Organiser

Knowledge Organisers

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.

The image shows the Epraise website interface. On the left is a 'Planner' for the week of 20th May to 26th May 2020, with columns for Sun, Mon, Tue, Wed, Thu, and Fri. On the right is a 'Year 7 Science Knowledge Organisers' page with a grid of icons for various topics like 'What is particle theory?', 'What is the law of conservation of mass?', 'What are the different states of matter?', 'What are the differences between the states of matter?', and 'What is the difference between a solid, liquid and gas?'. Each icon has a small diagram representing the topic.

Step 2

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

The image shows a Knowledge Organiser page for 'Particle Theory'. It includes sections for 'What is particle theory?', 'What is the law of conservation of mass?', and 'What are the different changes of state?'. The 'Changes of state' section has a diagram showing the transitions between solid, liquid, and gas states, with arrows indicating the direction of change and whether energy is gained or lost. Handwritten notes include the date '29th May 2020' and the title 'Particle theory'.

Step 3

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

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

Step 4

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

The image shows handwritten notes on lined paper. The definition 'Solid = regular pattern particles vibrate in fixed position' is written three times in a row.

Step 5

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

The image shows a quizzable Knowledge Organiser page for 'Particle Theory'. It includes sections for 'What is the law of conservation of mass?' and 'What are the different...'. The 'Different' section has a diagram showing the transitions between solid, liquid, and gas states. Handwritten answers are provided for the quizzable sections: 'Self quizzing' for the first question and 'Arrangement/movement of matter' for the second question.

Step 6

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

The image shows handwritten notes on lined paper. The definition 'Particle theory = all matter is made of particles' is written at the top. Below it, the definition 'Solid = regular pattern particles vibrate in fixed position' is written three times, with a checkmark next to each line.

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

Comparative Poetry: Knowledge Organiser

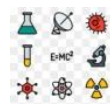
Poem Journey Type			Terminology: Key words	Analysing Poetry: Steps to Success
<p>'Wherever I Hang' Grace Nichols</p>	<ul style="list-style-type: none"> Physical journey from Guyana to England Spiritual reflection of the changes she has made in her viewpoints 	<ol style="list-style-type: none"> 'I leave me people, me land, me home / For reasons I not too sure' 'And de people pouring from de underground system / Like beans' 'I don't know really where I belaang' 	<p>comparative statement: These statements clearly explain what the poems have in common and how they are different</p> <p>Onomatopoeia – sound words.</p>	<p>Turn to the poem. Read the title. What associations do you make based on the title alone? Consider the definition of words/phrases as well as imagery associate with it.</p>
<p>'Island Man' Grace Nichols</p>	<ul style="list-style-type: none"> The conflict of cultures when you travel to live in another country. The journey of waking up accepting him new life. 	<ol style="list-style-type: none"> 'small emerald island...metallic soar'' 'breaking...wombing...pushing'' 'dull north circular roar' 	<p>discourse markers: A word or phrase that helps to organise communication</p> <p>personification: a type of metaphor used by writers to make something seem like it is alive with a human personality.</p>	<p>Read the exam question. What do you predict the poem's message will be based on the title alone. Make <u>notes</u> on your exam paper.</p>
<p>'Swing Low Sweet Chariot' Wallace Willis</p>	<ul style="list-style-type: none"> The journey of slaves to freedom The journey of Christians to heaven 	<ol style="list-style-type: none"> 'Swing low, sweet chariot, Coming for to carry me home' 'Tell all my friends I'm coming too, Coming for to carry me home.' 'But still my soul feels heavenly bound' 	<p>stanza: a verse in a poem</p> <p>Regular stanza: when all the stanzas in the poem are the same length. Irregular stanzas are when the stanzas are different lengths.</p>	<p>Read the poem through twice. On your first reading, track the story of the poem and annotate structural features that stand out. On the second reading, highlight and label language devices that you notice. Make notes on immediate imagery/connotations that stand out to you.</p>
<p>'Still I Rise' Maya Angelou</p>	<ul style="list-style-type: none"> Journey towards empowerment in the face of adversity. 	<ol style="list-style-type: none"> 'still, like dust, I'll rise' 'You may shoot me with your words/you may cut me with your eyes' 'I'm a black ocean, leaping and wide' 	<p>Repetition: deliberately repeating the same word or phrase.</p>	<p>Look back at your prediction based on the title? Was it accurate? If so, use it to form your first point. Add 2 more points to a bullet point plan. Colour code and link to evidence you'd highlighted. Aim for both structural and language features.</p>
<p>'Home' Warsan Shire</p>	<ul style="list-style-type: none"> The emotional and physical journey of a refugee who is forced to flee their home. 	<ol style="list-style-type: none"> 'nobody leaves home unless home is the mouth of a shark' 'nights in the stomach of a truck' 'dirty looks in the street / softer than a limb torn off' 	<p>Enjambment: when poetry carries on over more than one line or stanza with no punctuation.</p>	<p>Write your introduction. Start with the title and what it means, before referencing two other ideas that you will explore.</p>
<p>'The Road Not Taken' Robert Frost</p>	<ul style="list-style-type: none"> Reflecting on the journey taken between two roads The journey as a metaphor for a decision 	<ol style="list-style-type: none"> 'I took the one less travelled by, / And that has made all the difference' 'And both that morning equally lay' 'I shall be telling this with a sigh / Somewhere ages and ages hence' 	<p>Caesura: when punctuation is used for deliberate effect.</p> <p>Sibilance: the repetitive use of soft consonant sounds (s/f/z/f)</p>	<p>Write up your answers in analytical paragraphs. Your first line is the topic of the paragraph and comes from your bullet-pointed ideas that were referenced in your introduction.</p>

Comparative Poetry: Knowledge Organiser

Poem	Journey Type	Terminology: Key words	Analysing Poetry: Steps to Success
'Wherever I Hang' Grace Nichols		<ol style="list-style-type: none"> 'I leave me people, me land, me home / For reasons I not too sure' 'And de people pouring from de underground system / Like _____' 'I don't know really where I belong' 	<p>Turn to the poem. Read the _____. What associations do you make based on the title alone? Consider the _____ of words/phrases as well as imagery associate with it.</p> <p>Read the exam question. What do you predict the poem's _____ will be based on the title alone. Make <u>notes</u> on your exam paper.</p> <p>Read the poem through _____. On your first reading, track the _____ of the poem and annotate _____ features that stand out. On the second reading, highlight and label _____ devices that you notice. Make notes on immediate imagery/connotation s that stand out to you.</p> <p>Look back at your prediction based on the title? Was it accurate? If so, use it to form your first point. Add __ more points to a bullet point plan. Colour code and link to evidence you'd highlighted. Aim for both structural and language features.</p> <p>Write your _____. Start with the title and what it means, before referencing two other ideas that you will explore.</p> <p>Write up your answers in analytical paragraphs. Your first line is the topic of the paragraph and comes from your bullet-pointed ideas that were referenced in your introduction.</p>
'Island Man' Grace Nichols		<ol style="list-style-type: none"> 'small _____ island..._____ soar'' 'breaking..._____...pushing'' 'dull north circular _____' 	
'Swing Low Sweet Chariot' Wallace Willis		<ol style="list-style-type: none"> 'Swing low, sweet chariot, Coming for to carry me home' 'Tell all my friends I'm coming too, Coming for to carry me home.' 'But still my soul feel _____ bound' 	
'Still I Rise' Maya Angelou		<ol style="list-style-type: none"> 'still, like _____, I'll rise' 'You may _____ me with your words/you may _____ me with your eyes' 'I'm a black _____, leaping and wide' 	
'Home' Warsan Shire		<ol style="list-style-type: none"> 'nobody leaves home unless home is the _____' 'nights in the _____ of a truck' 'dirty looks in the street / _____ than a limb torn off' 	
'The Road Not Taken' Robert Frost		<ol style="list-style-type: none"> 'I took the one less _____ by, / And that has made all the difference' 'And both that morning equally _____' 'I shall be telling this with a sigh / Somewhere ages and ages hence' 	
		comparative statement:	
		Onomatopoeia –	
		discourse markers:	
		personification:	
		stanza:	
		Regular stanza:	
		Repetition:	
		Enjambment:	
		Caesura:	
		Sibilance:	



Science Year 9 Term 6 Physics : Topic P1.3 Energy Resources



What we are learning this term:
<p>A. Energy demands</p> <p>B. Energy from wind and water</p> <p>C. Power from the sun and the earth</p> <p>D. Energy and the environment</p> <p>E. Big energy issues</p>

6. Key Words for this term

A.	How is coal used to generate electricity?
The coal is burned, this heats water which then turns to steam, this turns a turbine which turns a generator to produce electricity.	

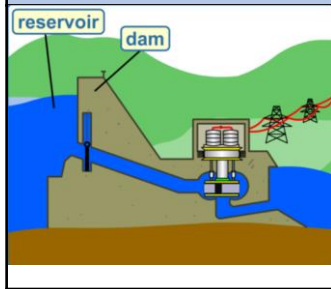
A.	How is nuclear power generated?
Uranium or plutonium is used. The nucleus is unstable, splits and energy is transferred to a fluid which is very hot. This heat heats the water, created steam which turns a turbine which turns a generator.	

B.	How do wind turbines work?
The blades capture the kinetic energy of the wind. This turns a turbine which generates electricity.	
What are the advantages and disadvantages of wind power?	

Advantages: renewable/sustainable, doesn't release pollutants or greenhouse gases, doesn't contribute to global warming.
Disadvantages: noisy, an 'eye sore', possibly kill migrating birds and unreliable.

What is hydroelectric power?
Electricity generated from the kinetic energy from moving water

Using the diagram, how does hydroelectric power work?



A dam across a valley created a reservoir. The dam gates open and water flows through the dam to the turbine. The gravitational potential energy is converted to kinetic as it falls. This turns a turbine which turns a generator which produces electricity.

What are advantages and disadvantages of hydroelectric power?
<p><u>Advantages:</u> its reliable, renewable and produces large amounts of electricity.</p> <p><u>Disadvantages:</u> Its expensive, time-consuming to build, they can flood habitats or even people's homes.</p>

A.	What are energy resources?
Anything that can be used to generate power for human use.	
What are the two categories for energy resources?	
Renewable and non-renewable	
What does non-renewable mean?	
Energy resources that will eventually run out	
What are some examples of non-renewable and renewable resources?	
<p><u>Renewable</u></p> <p>Wind</p> <p>Hydroelectricity</p> <p>Solar power</p> <p>Tidal power</p>	<p><u>Non-renewable</u></p> <p>Coal</p> <p>Oil</p> <p>Natural gas</p> <p>Nuclear fuels (uranium, plutonium)</p>
Why are non-renewable resources not always ideal?	
They are unreliable.	
If wood is renewable, what must be done once a tree is cut down?	
A new one must be planted!	

A.	What are the advantages and disadvantages of nuclear power?
<p><u>Advantages</u></p> <p>Large amount of energy released</p> <p>Large fuel reserves</p> <p>Reliable electricity supply</p>	<p><u>Disadvantages</u></p> <p>Radioactive waste</p> <p>Waste remains radioactive for years</p> <p>Waste needs to be stored</p> <p>Non-renewable</p>

A.	What is a biofuel?
Fuel made from biological sources, either vegetation or sewage/rubbish.	

B.	What is wave power?
It involves getting the kinetic energy from waves and converting this into electricity,	

How does wave power work?	
The waves push up air which turns a turbine which turns a generator to produce electricity.	

B.	What is tidal power and how does it work?
Using the tides to produce electricity. They flow through a dam with turbines in which turn a generator.	

C.	What are the three main ways of using solar energy
<ol style="list-style-type: none"> 1. Passive solar heating 2. Solar power stations 3. Solar cells 	



Science Year 9 Term 6 Physics : Topic P1.3 Energy Resources



What we are learning this term:

A. Energy demands
 B. Energy from wind and water
 C. Power from the sun and the earth
 D. Energy and the environment
 E. Big energy issues

6. Key Words for this term

A. What are energy resources?

What are the two categories for energy resources?

What does non-renewable mean?

What are some examples of non-renewable and renewable resources?

<u>Renewable</u>	<u>Non-renewable</u>

Why are non-renewable resources not always ideal?

If wood is renewable, what must be done once a tree is cut down?

A. How is coal used to generate electricity?

A. How is nuclear power generated?

A. What are the advantages and disadvantages of nuclear power?

<u>Advantages</u>	<u>Disadvantages</u>

A. What is a biofuel?

B. What is wave power?

How does wave power work?

B. How do wind turbines work?

What are the advantages and disadvantages of wind power?

Advantages:

Disadvantages:

What is hydroelectric power?

Using the diagram, how does hydroelectric power work?

What are advantages and disadvantages of hydroelectric power?

Advantages:

Disadvantages:

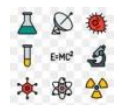
B. What is tidal power and how does it work?

C. What are the three main ways of using solar energy

- 1.
- 2.
- 3.



Science Year 9 Term 6 Physics : Topic P1.3 Energy Resources

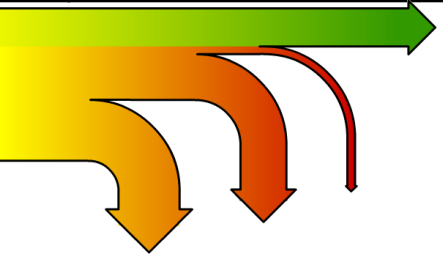


C.	What is passive solar heating?
It is a system which captures the sun's energy directly.	
What is an example of a solar heating system?	A solar cooker, greenhouse or south facing window.
What are the advantages and disadvantages of passive solar heating?	Advantages: directly uses the sun's energy (instantaneous), doesn't produce fossil fuels or pollutants. Disadvantages: not reliable, not very strong

C.	What are solar cells?
Solar cells (or photocells) turn light energy from the Sun directly into direct current electricity.	
What are the advantages and disadvantages of solar panels?	Disadvantages: Manufacturing solar cells is very expensive and requires the use of highly toxic materials. Won't produce electricity at night or much in winter. Advantages: once the solar cell is built it produces no pollution and requires little maintenance.

How do solar power stations work?	The heat from the sun is used to make steam, which turns a turbine and drives a generator.
What does the amount of electricity produced by a solar panel depend on?	Surface area, light intensity and distance from the light source.

C.	What is geothermal energy?
It involves harnessing thermal energy stored within the Earth. This thermal energy comes from the decay of radioactive elements, such as uranium, in rocks under the ground	

D.	What are the four things that need to be considered when choosing an electricity source?
	Efficiency Economic costs Environmental impact Power output and lifetime

D.	Why is better to use more renewable energy resources than non-renewable?
Non-renewable cause pollution, there is a limited amount of them and renewable resources last longer.	

What are the pros and cons of fossil fuels?	
<u>Pros</u> Reliable energy source Easy to store & transport Cheap running costs Established fuel supply	<u>Cons</u> Release SO ₂ when burnt Release CO ₂ when burnt Large quantities needed Limited fuel left

E.	How do each of the following renewable energy resources depend on the conditions?
Hydroelectric	Reservoirs could run dry
Wind / waves	Wind and waves are too weak on calm days
Tidal	Height of tide varies both monthly and yearly
Solar	No solar energy at night, and can be variable through the day and year

How can hot rocks generate electricity in a geothermal power plant?	A geothermal power plant uses steam and hot water that rise to the Earth's surface to drive a turbine and generate electricity.
----------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------

E.	When do we need the most energy during the day and why?
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Between 8 and 10 as this is when people are getting up and going into work or school. Between 6 and 10 as this is when people return home, cook dinner and watch television etc, so need to use energy. It is also dark (in the winter) so lights need to be used at these times.

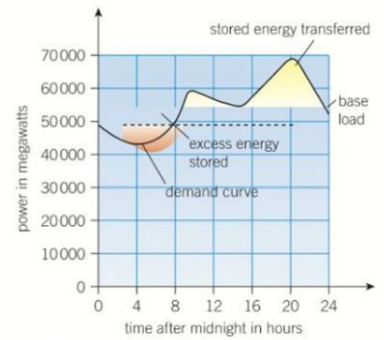
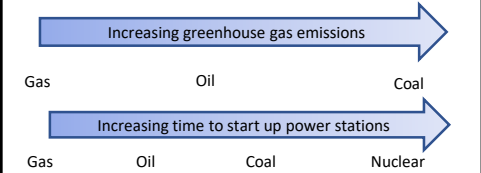


Figure 1 Example of electricity demand

What is the solution to meeting electricity demands with varying conditions for renewable resources?

Use nuclear/coal-fired/gas-fired power stations.
Use renewable energy resources when the conditions are suitable, and this can be stored in pumped storage schemes.

Different power stations also cost varying amounts of money. It depends on emissions and start up time.





Science Year 9 Term 6 Physics : Topic P1.3 Energy Resources



C.	What is passive solar heating?
What is an example of a solar heating system?	
What are the advantages and disadvantages of passive solar heating?	
Advantages:	
Disadvantages:	

C.	What are solar cells?
What are the advantages and disadvantages of solar panels?	
Disadvantages:	
Advantages:	
How do solar power stations work?	
What does the amount of electricity produced by a solar panel depend on?	

C.	What is geothermal energy?

D.	What are the four things that that need to be considered when choosing an electricity source?

D.	Why is better to use more renewable energy resources than non-renewable?
What are the pros and cons of fossil fuels?	
<u>Pros</u>	<u>Cons</u>

E.	How do each of the following renewable energy resources depend on the conditions?
Hydroelectric	
Wind / waves	
Tidal	
Solar	

E.	How can hot rocks generate electricity in a geothermal power plant?

E.	When do we need the most energy during the day and why?
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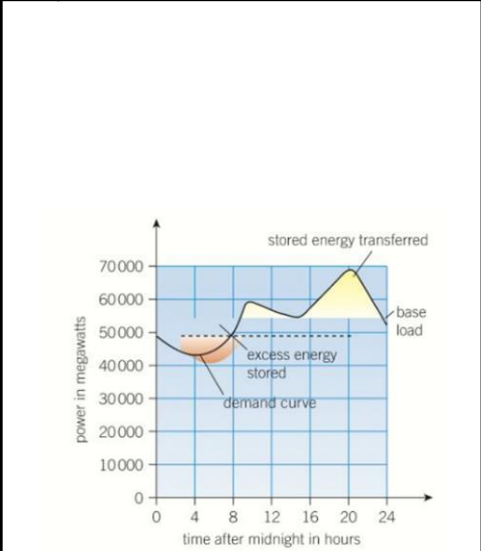
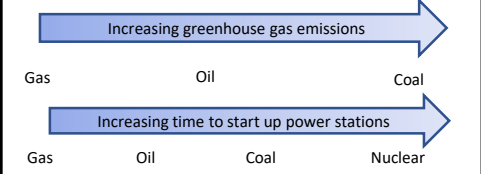


Figure 1 Example of electricity demand

What is the solution to meeting electricity demands with varying conditions for renewable resources?

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Different power stations also cost varying amounts of money. It depends on emissions and start up time.



Geography Year 9 – Term 6: 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 its 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)	<ol style="list-style-type: none"> 1. More jobs. 2. More taxes. 3. Invest in infrastructure projects. 4. GDP increases. 5. Develop workers skills.
Negative: (3)	<ol style="list-style-type: none"> 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).

Geography Year 9 – Term 6: Life in an Emerging Country

Background:

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

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

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

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

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

G. Impact of TNCs	
Positive: (5)	
Negative: (3)	

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

Geography Year 9 – Term 6: Climate Change

Background:	
1.	Since the 1860s the global climate has been recorded.
2.	Since then the climate globally has increased by 0.8° Celsius.
3.	Climate scientists can use methods to find out about the global climate before we started recording it. (B)
4.	From this evidence we can see that the planet has always gone through periods of warming and cooling. (A)
5.	However, the rapid increase of carbon dioxide in the atmosphere from burning fossil fuels, is causing the enhanced greenhouse effect. (D)
6.	The enhanced greenhouse effect is causing changes to the planet, such as the melting of Arctic sea ice, rising temperatures, and an increase in extreme weather events such as tropical storms. (E, F)
7.	Countries are trying to resolve the climate change issue by limiting the amount of carbon dioxide released into the atmosphere, this is known as mitigation. (G, H)
8.	Some countries are trying to adapt to climate change by building flood barriers and growing drought resistant crops. (G, H)

A. Changes in climate (3)	
Climate change	The process of the Earth's climate changing over time.
Glacial periods	Cold periods.
Inter-glacial periods	Warm periods.

B. Measuring climate change (3)	
Ice cores	Each layer of ice in a core represents a different year. CO ₂ can be measured in each layer, and therefore the temperature.
Tree rings	Each ring represents a different year. Thicker rings show a warmer climate.
Historical evidence	Paintings and diaries e.g. paintings of ice fairs on the frozen Thames 500 years ago.

C. Natural climate change (3)	
Volcanic eruptions	Ash from volcanic eruptions can block sunlight, making it colder.
Sun spots	The sun can give out more energy due to an increase in sun spots.
Orbital change	The orbit of the sun changes from oval (ellipse) to circular approx. 98,000 yrs.

E. Effects on people (6)	
Tropical storms	Increase in frequency and intensity so more damage.
Sea-level rise	Increased risk of floods, damaging property and businesses.
Melting Arctic ice	Affects trading routes in the Arctic Circle.
More droughts/floods	Crop failure, could lead to starvation and famine.
Cost of defence	Governments have to spend more money on disasters instead of developing.
Environmental Refugees	Pressure on countries to accept refugees.

G. Strategies to resolve climate change (4)	
Adaptation	Adapting to climate change to make life easier.
Adaptation examples (3)	<ol style="list-style-type: none"> 1. Building flood defences. 2. Growing new crops to suit the new climate. 3. Irrigation channels, sending water from areas of surplus to deficit.
Mitigation	Trying to stop climate change from happening by reducing greenhouse gases.
Mitigation examples (3)	<ol style="list-style-type: none"> 1. International agreements. 2. Alternative energies. 3. Carbon capture.

D. Human-induced climate change (5)	
Greenhouse effect	The way that gases in the atmosphere trap heat from the sun. Like glass in a greenhouse they let heat in, but prevent most from escaping.
Greenhouse gases	Gases like carbon dioxide and methane that trap heat around the Earth, leading to climate change.
Transport	More cars, so more CO ₂ causing the enhanced greenhouse effect.
Farming	Farming livestock produces methane, this is a greenhouse gas.
Energy	More energy required, meaning more fossil fuels burnt, so more CO ₂ .

F. Effects on the environment (4)	
Sea temperature rises	Coral bleaching and destruction of marine ecosystems.
More droughts	Migration/ death of species which can not survive drought conditions.
Melting glaciers (ice rivers)	Will send more fresh water into the sea, causing the sea level to rise.
Melting Arctic ice	Loss of habitats for animals, such as polar bears.

H. Place specific examples (2)	
Adaption	<p>The Thames Barrier. Positive: Stops flooding due to rising sea levels. Negative: Expensive</p>
Mitigation	<p>The Paris Agreement. Positive: Countries are trying to lower CO₂ emissions. Negative: The USA pulled out and China did not sign up.</p>

Geography Year 9 – Term 6: Life in an Emerging Country

Background:	
1.	Since the 1860s the global climate has been recorded.
2.	Since then the climate globally has increased by 0.8° Celsius.
3.	Climate scientists can use methods to find out about the global climate before we started recording it. (B)
4.	From this evidence we can see that the planet has always gone through periods of warming and cooling. (A)
5.	However, the rapid increase of carbon dioxide in the atmosphere from burning fossil fuels, is causing the enhanced greenhouse effect. (D)
6.	The enhanced greenhouse effect is causing changes to the planet, such as the melting of Artic sea ice, rising temperatures, and an increase in extreme weather events such as tropical storms. (E, F)
7.	Countries are trying to resolve the climate change issue by limiting the amount of carbon dioxide released into the atmosphere, this is known as mitigation. (G, H)
8.	Some countries are trying to adapt to climate change by building flood barriers and growing drought resistant crops. (G, H)

A.	Changes in climate (3)
Climate change	
Glacial periods	
Inter-glacial periods	

B.	Measuring climate change (3)
Ice cores	
Tree rings	
Historical evidence	

C.	Natural climate change (3)
Volcanic eruptions	
Sun spots	
Orbital change	

E.	Effects on people (6)
Tropical storms	
Sea-level rise	
Melting Arctic ice	
More droughts/floods	
Cost of defence	
Environmental Refugees	

G.	Strategies to resolve climate change (4)
Adaptation	
Adaptation examples (3)	
Mitigation	
Mitigation examples (3)	

D.	Human-induced climate change (5)
Greenhouse effect	
Greenhouse gases	
Transport	
Farming	
Energy	

F.	Effects on the environment (4)
Sea temperature rises	
More droughts	
Melting glaciers (ice rivers)	
Melting Arctic ice	

H.	Place specific examples (2)
Adaption	
Mitigation	



What we are learning this term:	
1.1 Ideas about the cause of disease and illness 1.2 Approaches to treatment and prevention 1.3 Dealing with the Black Death 1348-49	
D.	Dealing with the Black Death
What is the Black Death?	<ul style="list-style-type: none"> Bubonic plague – outbreak in 1348-9 – 1/3rd to 1 / 2 of the population died in England. Caused by bacteria Yersinia pestis that was thought to have originated in China and came to Britain on fleas, on rats on ships.
Causes	Miasma – bad air from the filthy conditions making you ill. Astrology – there was a weird alinement of Jupiter, mars and Saturn the previous year which was blamed for the plague Punishment from God- = People thought that society had become wicked so God had sent the plague to punish them.
A.	Can you define these key words?
Miasma	Bad air that was believed to be filled with harmful fumes.
Quarantine	Separating the sick from the healthy to stop the spread of a disease.
Humours	The humours were four fluids that were thought to spread throughout the body and influence its health.
Purging	To get rid of anything unwanted.
Phlebotomey	The drawing of blood by opening a vein.
Leprosy	a painful skin disease
Prevention	To stop something from happening
Treatment	giving medicine or using other means to help a person get better when sick or hurt
Apothecary	A person who mixes herbal remedies and treated patients as an alternative to a doctor as they were cheaper.
Barber surgeon	barbers and surgeons who also performed minor operations such as removal of warts .

C. Key People			
Hippocrates	Galen	Physicians, apothecaries and surgeons	Hospitals
‘Father of Medicine’ – 4 humours, clinical observation (watch and record details, use this to help with future cases), importance of exercise, Hippocratic Oath for doctors (to preserve life)	Built on Hippocrates’ ideas – theory of opposites (if cold, give something hot), also dissected animals to find out about anatomy (structure of body). Proved brain, not the heart, controls the body	<ul style="list-style-type: none"> Physicians – diagnosed + recommended treatment, trained at university for around 7 years. Did not get to see dissections so new little about body. Learned everything from Galen’s books. Only for super rich Apothecaries – mixed herbal remedies (joined a guild, worked for master to train). Surgeons – least qualified, also cut hair. Learned on job and only performed minor, on-invasive surgeries Monks and nuns – worked in hospitals mostly prayed for patients and gave comfort. Not allowed to cut or bleed patients so could not do surgery Housewives and mothers – treated most people. Mixed herbal remedies and treated minor wounds 	<ul style="list-style-type: none"> Ran by monks and nuns Offered patients shelter, beds, food and very limited treatment. Treatments mostly religious based – praying Patients would offer share beds which led to allot of diseases spreading around the hospitals

B. What were the causes of disease in Medieval England?		
Causes	Prevention	Treatments
Religious – Punishment from God God has sent an illness as punishment for sins. Especially true at times of panic such as the Black Death.	Religious - Church – Lead a life free of sin. Regular prayers and confessions. Offering tithes to the church to make sure sins were forgiven quickly.	Religious – Healing prayers and incantations Paying for a special mass to be said Fasting Pilgrimages
Rational - Miasma – You had breathed in bad air. This was thought to come from swamps or rubbish. During this period there was allot of animal much in towns and often open sewers in the streets meaning the whole place stank. In these filthy places disease was more common seemingly proving this theory	Rational and religious - Regimen Sanitatis – A set of instructions provided by physicians to maintain good health. Bathing was also used to prevent miasma.	Supernatural - Astrology – Treatments varied according the the horoscope of the patient. The alignment of the planets was checked at every stage of the treatment prescribed eg herb gathering.
Rational - The Theory of the Four Humors – The 4 liquids in your body (blood, yellow bile, black bile, phlegm) were seen to be out of balance making you ill. Recovery came from getting them back in to balance through the theory of opposites Created in ancient Greece by Hippocrates.	Rational - Diet – Eating to much was strongly discouraged. What and when you ate were considered to be important in preventing a humoral imbalance.	Rational - Humoral Treatments – Blood letting – Bad humours could be removed from the body by removing some of the blood. Purging – Purging the digestive system to remove any leftover food. Eg using a laxative.
Supernatural - Astrology – Impact of the stars and planets on health. Physicians would use star charts to examine a patient and work out what was wrong with them.	Rational - Purifying the air –This was achieved by spreading sweet herbs.	Rational - Herbal remedies – Using herbal infusions to drink, sniff or bathe in.



What we are learning this term:	
1.1	Ideas about the cause of disease and illness
1.2	Approaches to treatment and prevention
1.3	Dealing with the Black Death 1348-49

C.	Dealing with the Black Death
What is the Black Death?	
Causes	
Treatments	
Prevention	

A.	Can you define these key words?
Miasma	
Quarantine	
Humours	
Purging	
Phlebotomy	
Leprosy	
Prevention	
Treatment	
Apothecary	
Barber surgeon	

Key People			
Hippocrates	Galen	Physicians, apothecaries and surgeons	Hospitals

What were the causes of disease in Medieval England?		
Causes	Prevention	Treatments

: The Medical Renaissance in England c1500-1750

A.	Can you define these key words?
apothecary	A person who mixes herbal remedies and treated patients as an alternative to a doctor as they were cheaper.
barber surgeon	Barbers and surgeons who also performed minor operations such as the removal of warts
Dissection	Criminals sentenced to death had their bodies cut open (dissected) by physicians and medical students.
Iatrochemistry	Chemical cures for a disease.
humanism	A belief that humans could make up their own minds when it came to discovering the truth around them.
transference	The idea that an illness or disease could be transferred to something else.
quack doctor	Somebody who did not have any medical qualifications but sold fake cures and their services as a doctor or apothecary.

E.	Improved Communications (2.1)
Printing Press	In 1440 Johannes Gutenberg created the world's first printing press. By 1500, there were hundreds of presses in Europe. This new printing press enabled information to be spread accurately and quickly. Text no longer had to be copied by hand, meaning there were fewer mistakes and inconsistencies. It also meant that scientists could publish their work and share it across Europe much faster than when the work had to be copied by hand. The printing press also took book copying out of the hands of the Church. This meant that a much wider variety of subjects were written about, whereas before most books were about religious topics. The Church was no longer able to prevent ideas they disapproved of being published. For example, physicians could now publish works criticising Galen.

Royal Society	Scientists wanted to talk to each other about their new discoveries and share new ideas. This led to the founding of the Royal Society. The Royal Society met for the first time at Gresham College in London in 1660. Its aim was to promote the sharing of scientific knowledge and encourage argument over new theories and ideas. In 1662, the society received its royal charter from Charles II, who has a keen interest in science. The support of the king gave the society credibility: if the king approved if and supported them, clearly they were doing something right. It also raised their profile. More people sent their work in to be published or were willing to donate money to support the scientific work of the Royal Society. In 1665 the Society began publishing their scientific journal, <i>Philosophical Transactions</i> . It was the world's first scientific journal, and it continues to be published today. The society also offered funding for translations of European scientific texts. It encouraged its member to write their reports in English instead of Latin to make it more accessible. The Royal Society made it possible for physicians and scientists to access and study each other's research. It was therefore very important in the development of new medical ideas.
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F.	Care in the community and in hospitals (2.2)
Hospitals	Hospitals – greater emphasis on curing not caring (unlike in medieval). As a patient in a hospital you could expect a good diet, a visit from a physician and medication (own apothecary usually on site) Number of hospitals decreased significantly due to the Dissolution of the Monasteries. This dramatically changed the availability of hospital care in England as the vast majority of hospitals were connected to the Church and so few were able to stay open following the dissolution. Some smaller hospitals opened up to fill the gaps left by the dissolution of the monasteries, funded by charities, but there was a big change in the amount of medical treatment provided by hospitals. Many hospitals reopened without their religious sponsors. However, it took a long time for the amount of hospitals to return to what it had been before the dissolution of the monasteries.
Pest Houses (plague houses, poxhouses)	Pest houses were a new type of hospital that cared only for plague or pox victims – limits risk of infecting others. These hospitals specialized in one particular disease. Versions of these had existed in the Middle Ages e.g. lazar houses for people suffering with leprosy. There was a growing understanding that disease could be transmitted from person to person so these new hospitals began to crop up. They provided a much-needed service. Traditional hospitals would not admit patients who were contagious, but people suffering from serious, contagious diseases had to go somewhere or risk infecting their families.
Community Care	In spite of changes to hospitals, most sick people continued to be cared for at home. Local communities were very close-knit which meant that there were plenty of people around to give advice and share remedies. Women continued to play an important role in the care of the sick. We don't know a great deal about these women, but we know that a lot of them were prosecuted by the London College of Physicians for practicing medicine without a licence. They usually mixed and sold simple herbal remedies. Reports suggest they were very popular likely because they were cheaper than going to a licensed physician or apothecary.

B. Change and continuity in ideas about disease and illness in the Medical Renaissance.		
Causes	Prevention	Treatments
The Theory of the Four Humours – Although many physicians were starting to challenge Galen's ideas, most people continued to believe that illness was caused by an imbalance of humours.	Lifestyle advice – Physicians still gave advice from the Regimen Sanitatis. People were advised to practice moderation in all things – that meant avoiding too much exhaustion, fatty foods, strong alcohol and laziness. Bathing became less fashionable because people thought syphilis was caught from bathing in public bathhouses.	Transference – a popular new theory that disease could be transferred to something else. E.g. rubbing warts with an onion to 'transfer' the warts to the onion. People also tried to transfer illness to live animals, such as sheep or chickens.
Miasma – Most people still believed that miasmata caused disease (spread by bad smells/air) – especially popular during epidemics.	Purifying the air –Miasma was still widely believed so people continued to clean the air. Sewage and rubbish were picked up from streets and bonfires were lit in public to ward off foul smells.	Hospitals – greater emphasis on curing not caring (unlike in medieval). Number of hospitals decreased significantly due to the Dissolution of the Monasteries. Pest houses were a new type of hospital that cared only for plague or pox victims – limits risk of infecting others.
Astrology – although not as popular as in the Medieval period, people still believed that astrology influenced disease. Some blamed the 1665 plague on unusual planet alignments.	Role of the government – Took a more active role in preventing disease. Homeowners were fined for not cleaning the street outside their house, criminals would pick up rubbish as a punishment.	Chemical cures – alchemy led to the new science of medial chemistry. This involved looking for chemical cures rather than relying on herbs or humoral theory. New remedies such as mercury and antimony were used to purge the body and they encouraged sweating and vomiting.
Religion – Most people now realised that God did not send disease. Although, in desperate times (epidemics) they still turned to religion.		Herbal remedies – Continued to be used but were now chosen because of their colour or shape e.g. yellow herbs were used to treat jaundice (yellowing of the skin). New herbs appeared from the New World and were used to treat disease

D. Key People		
Sydenham	Vesalius	Harvey
Known as the 'English Hippocrates' he refused to rely on medical books and instead believed that physicians should closely observe and record their patient's symptoms. Using this method, he was able to prove that measles and scarlet fever were separate diseases, even though he couldn't identify the microbes that caused each. This laid the foundations for future individuals to take a more scientific approach to medicine.	His 1543 book On the Fabric of the Human Body included many detailed drawings of the human body. He carried out dissections on executed criminals and found approximately 300 mistakes in Galen's work. Vesalius encouraged other doctors to carry out dissections rather than relying on old books, laying the foundation for others to investigate the human body in more detail.	Discovered the circulation of the blood. Stated that the heart acted as a pump, pumping blood around the body in a one-way system. This disproved Galen's theory that blood was made in the liver and burned up by the body. However, his discovery had a limited impact on medicine at the time as it offered no practical use in the treatment of disease.

C.	The Great Plague
Great Plague	Bubonic plague – outbreak in 1665 from June to November. One in five people died. Last serious outbreak of the disease in England.
Causes	Sent by God, unusual planet alignments, Miasma (sewage and rubbish in cities, people thought the foul fumes were held in the soil and escaped during warmer weather- seemed logical as the plague was worse in the summer months)
Treatments	Sweating out the disease – sit in thick woollen clothes by the fire. Transference was tried (strap chicken to buboes). Quack doctors mixed herbal remedies.
Prevention	Pray and repent sins, carry a pomander, chew/smoke tobacco, light fires, wear masks (plague doctors), fasting, quarantining, banning of large crowds, searchers appointed, streets cleaned, stray animals killed, plague water (apothecaries).

The Medical Renaissance in England c1500-1750

A.

Can you define these key words?

apothecary

barber surgeon

Dissection

iatrochemistry

humanism

transference

quack doctor

E.

Improved Communications (2.1)

Printing Press

Royal Society

B. Change and continuity in ideas about disease and illness in the Medical Renaissance.

Causes

Prevention

Treatments

D. Key People

Sydenham

Vesalius

Harvey

C.

The Great Plague

Causes

Treatments

Prevention

F.

Care in the community and in hospitals (2.2)

Hospitals

Pest Houses (plague houses, poxhouses)

Community Care



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

F	Disability
	<ul style="list-style-type: none"> UK – Disability discrimination is illegal (being treated badly or put at a disadvantage due to disability) Bible – Jesus went out of his way to heal the sick and help disabled people Qur'an – encourages good treatment and giving help to those who are disabled Buddhism and Hinduism – disability is not a punishment from God, comes from bad karma

B	Equality and religion
	<ul style="list-style-type: none"> People experience prejudice due to sex, disability, race, sexual orientation Equality is important to make society fair The Equality Act 2010 prohibits employers, educators and service providers from discriminating against protected characteristics (race, disability, sex) Christianity – “you are all one in Christ” Hinduism – the Divine is present in all human beings Islam – the only way one human is better than another is through goodness

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

D	Gender		
	<table border="0"> <tr> <td> <p>Gender equality is equal access to resources and opportunities regardless of gender</p> <ul style="list-style-type: none"> Christianity – in Genesis it says God made men and women differently “Eve was created by God by taking her from the rib of Adam” Traditional gender roles e.g. woman caring for home are found in many religions Islam – some people claim the Qur'an justifies violence “Make clear to them the matter” BUT “the Messenger of God never struck a woman, child or a servant” </td> <td> <p>Women in worship</p> <ul style="list-style-type: none"> Catholic church does not allow women into priesthood Men and women worship in the Mosque separately from men Some mosques are now female led only, and the Catholic Women's Ordination campaign for women to have the right to be ordained </td> </tr> </table>	<p>Gender equality is equal access to resources and opportunities regardless of gender</p> <ul style="list-style-type: none"> Christianity – in Genesis it says God made men and women differently “Eve was created by God by taking her from the rib of Adam” Traditional gender roles e.g. woman caring for home are found in many religions Islam – some people claim the Qur'an justifies violence “Make clear to them the matter” BUT “the Messenger of God never struck a woman, child or a servant” 	<p>Women in worship</p> <ul style="list-style-type: none"> Catholic church does not allow women into priesthood Men and women worship in the Mosque separately from men Some mosques are now female led only, and the Catholic Women's Ordination campaign for women to have the right to be ordained
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E.	LGBTQ
	<ul style="list-style-type: none"> Homosexuality was illegal in the UK until 1967 Members of the LGBTQ community have faced persecution in the UK and abroad e.g. Russia and Cameroon have seen an increase in violence Christianity – “God created man in His image... male and female He created them” Christianity – “You shall not lie with a male as with a woman; it is an abomination” Buddhism, Sikhism and Hinduism do not mention homosexuality Dalai Lama – “For a Buddhist, a relationship between two men is wrong” Catholic – Welcomes all those who are homosexual but invites them to live a life of celibacy



What we are learning this term:	
A. Key words B. Religion and equality C. Racism D. Gender	E. LGBTQ F. Disability
A.	Can you define these key words?
Key words	Key definition
Equality	
Discrimination	
Prejudice	
Privilege	
Racism	
Liberation	
Feminism	
Status	
Rights	
Persecution	
Disability	
Diversity	
Justice	

F.	Disability

B	Equality and religion

C	Racism

D	Gender

E.	LGBTQ

GCSE Unit 4 SPANISH Knowledge organiser.

Topic Customs and Festivals

What we are learning this term:

- A. Learning about Spanish life and routines
- B. Learning about local customs
- C. Talking about a Spanish festival
- D. Learning about Latin American culture
- E. Skim reading for key information
- F. Using past expressions of time

6 Key Words for this term

- | | |
|---------------|--------------------|
| 1. divertirse | 4. el desfile |
| 2. hispánico | 5. celebrarse |
| 3. el turismo | 6. los antepasados |

4.1G La vida en familia

a media mañana	at mid-morning
acostarse	to go to bed
el bollo	bun
la cena	evening meal
coger	to catch
la comida	food, meal, lunch
el desayuno	breakfast
la dieta	diet
la leche	milk
levantarse	to get up
ligero/a	light
participar	to participate, to take part
probar	to try, to try out
el recreo	break
saludable	healthy
la sobremesa	sitting chatting at the table after a meal
el trabajador	worker
la tradición	tradition
traer	to bring
tranquilamente	calmly
el vaso	glass

4.1H ¿Cambian las costumbres?

acostarse	to go to bed
cerrarse	to close
coger	to catch
corto/a	short
empezar	to start
hace calor	it is hot
levantarse	to get up
el marido	husband
la mayoría	majority
el ordenador	computer

4.1F Algunas costumbres regionales

la actuación	performance
agradable	pleasant
el ambiente	atmosphere
antiguo/a	old
la batalla	battle
el caballo	horse
la camisa	shirt
el concurso	competition
conmemorar	to commemorate
correr	to run
la costumbre	custom
demasiado	too much, too many
el desfile	parade, procession
el diablo	devil
divertirse	to enjoy oneself
emocionante	exciting
el encierro	bull run
encontrar	to find
enorme	enormous
entender	to understand
entrenarse	to train
el espectáculo	show, display
extraño/a	strange
fatal	awful
formar	to form
histórico	historic
humano	human
impresionante	impressive
incómodo/a	uncomfortable
llevar	to wear, take, carry
el Mediterráneo	Mediterranean
el/la moro/a	Moor (historically a person from North Africa)
nadie	no one
natural	natural
el origen	origin
pasarlo bien	to have a good time
el peligro	danger
peligroso/a	dangerous
por encima de	over
precioso/a	beautiful
el producto	product
saltar	to jump
la seguridad	safety, security
la suerte	luck
el toro	bull
la torre	tower
el traje	suit, costume
único/a	only, unique
varios/as	several
vestirse (de)	to dress (in)

Key Verbs

Celebrar To celebrate	Ir To go	Disfrutar To enjoy	Hacer – to do/make	Disfrazar To dress up
Celebro I celebrate	Voy I go	Disfruto I enjoy	Hago I do	Disfrazo I dress up
Celebras You celebrate	Vas You go	Disfrutas You enjoy	Haces You do	Disfrazas You dress up
Celebra – he/she celebrates	Va s/he goes	Disfruta He/she enjoys	Hace s/he does	Disfraza He/she dresses up
Celebramos We celebrate	Vamos They go	Disfrutamos We enjoy	Hacemos We do	Disfrazamos We dress up
Celebran They celebrate	Van They go	Disfrutan They enjoy	Hacen They do	Disfrazan They dress up

4.2G Las fiestas de España – la Tomatina

al final	at the end
americano/a	American
australiano/a	Australian
británico/a	British
el camión	lorry
la camiseta	T-shirt
el carnaval	carnival
divertirse	to enjoy oneself
duchar	to shower
empezar	to start
la entrada	(entry) ticket
la foto	photo
la gente	people
hace (+ tiempo)	(time) ago
japonés/esa	Japanese
limitar	to limit
limpiar	to clean
llegar	to arrive
la manguera	hose, hosepipe
mojado/a	wet, soaked
el montón	heap, pile
la plaza mayor	the main square
primero/a	first
pronto	soon
rojo/a	red
sucio/a	dirty
típico/a	typical
tirar	to throw
todo el mundo	everyone, everybody
el tomate	tomato
el turismo	tourism
varios/as	several
el/la visitante	visitor
el/la voluntario/a	volunteer
volver	to return, to go back

4.2F Las fiestas del mundo hispano

el altar	altar, shrine
los antepasados	ancestors
aparecer	to appear
el azúcar	sugar
la calavera	skull
celebrarse	to be held
el cementerio	cemetery
cerca de	close to, near to
la ciudad	city, town
comenzar	to start
completamente	completely
describir	to describe
el desfile	parade
el diablo	devil
disfrazado	dressed up, disguised
en honor a	in honour of
encendido/a	lit
el esqueleto	skeleton
el estaño	tin
los familiares	family members
famoso/a	famous
la flor	flower
hispánico	Hispanic (i.e. of the Spanish speaking world)
la mina	mine
el/la minero/a	miner
el mole	'mole' sauce / Mexican chocolate sauce
la montaña	mountain
muerto	dead
la normalidad	normality
el número	number
la plata	silver
proteger	to protect
el pueblo	village, (small) town



What we are learning this term:	
A. Learning about Spanish life and routines	
B. Learning about local customs	
C. Talking about a Spanish festival	
D. Learning about Latin American culture	
E. Skim reading for key information	
F. Using past expressions of time	
6 Key Words for this term	
1. divertirse	4. el desfile
2. hispánico	5. celebrarse
3. el turismo	6. los antepasados

4.1G La vida en familia	
a media mañana	_____
acostarse	_____
el bollo	_____
la cena	_____
_____	to catch
_____	food, meal, lunch
_____	breakfast
la dieta	_____
la leche	_____
_____	to get up
_____	light
_____	to participate, to take part
_____	to try, to try out
el recreo	_____
saludable	_____
la sobremesa	sitting chatting at the
table after a meal	_____
el trabajador	_____
la tradición	_____
_____	to bring
_____	calmly
_____	glass

4.1H ¿Cambian las costumbres?	
_____	to go to bed
_____	to close
coger	_____
corto/a	_____
empezar	_____
_____	it is hot
_____	to get up
el marido	_____
la mayoría	_____
_____	computer

4.1F Algunas costumbres regionales	
_____	performance
_____	pleasant
el ambiente	_____
antiguo/a	_____
_____	battle
el _____	horse
la camisa	_____
el _____	competition
conmemorar	to _____
correr	_____
la _____	custom
_____	too much, too many
_____	parade, procession
el diablo	_____
divertirse	to _____
emocionante	_____
el encierro	_____
_____	to find
_____	enormous
_____	to understand
entrenarse	_____
el espectáculo	_____
extraño/a	_____
_____	awful
_____	to form
histórico	_____
humano	_____
_____	impressive
_____	uncomfortable
llevar	to _____
el Mediterráneo	_____
el/la moro/a	Moor (historically a
person from North Africa)	_____
nadie	_____
_____	natural
_____	origin
pasarlo bien	_____
el peligro	_____
peligroso/a	_____
_____	over
_____	beautiful
_____	product
_____	to jump
la _____	safety, security
la suerte	_____
el toro	_____
la torre	_____
_____	suit, costume
_____	only, unique
varios/as	_____
vestirse (de)	_____

Key Verbs				
_____	_____	_____	Hacer – to do/make	Disfrazar To dress up
To celebrate	To go	To enjoy		
_____	Voy I go	Disfruto _____	Hago _____	Disfrazo _____
Celebras You _____	You go	You enjoy	You do	You dress up
Celebra – he/she celebrates	_____ s/he goes	Disfruta He/she enjoys	Hace _____	Disfraza He/she dresses up
_____	Vamos _____	Disfrutamos We enjoy	_____ We do	Disfrizamos _____
Celebran _____	_____ They go	_____ They enjoy	_____ They do	_____ They dress up

4.2G Las fiestas de España – la Tomatina	
al final	_____
_____	American
australiano/a	_____
_____	British
_____	lorry
la camiseta	_____
el carnaval	_____
_____	to enjoy oneself
_____	to shower
empezar	to _____
_____	(entry) ticket
la _____	photo
la gente	_____
hace (+ tiempo)	_____
_____	Japanese
_____	to limit
_____	to clean
llegar	_____
la manguera	_____
mojado/a	_____
_____	heap, pile
_____	the main square
_____	first
pronto	_____
rojo/a	_____
sucio/a	_____
_____	typical
_____	to throw
todo el mundo	_____
el tomate	_____
el turismo	_____
_____	several
el/la visitante	_____
_____	volunteer
_____	to return, to go back, to
come back	_____

4.2F Las fiestas del mundo hispano	
los antepasados	altar, shrine
aparecer	_____
el azúcar	_____
la _____	skull
_____	to be held
el _____	cemetery
_____	close to, near to
la ciudad	_____
comenzar	_____
completamente	_____
_____	to describe
el _____	parade
el _____	devil
_____	dressed up, disguised
en honor a	_____
encendido/a	_____
el esqueleto	_____
el estaño	_____
los familiares	_____
_____	famous
la flor	_____
_____	Hispanic (i.e. of the
Spanish speaking world)	_____
la mina	_____
el/la minero/a	_____
_____	'mole' sauce /
Mexican chocolate sauce	_____
la montaña	_____
muerto	_____
la normalidad	_____
el _____	number
la _____	silver
_____	to protect
el pueblo	_____

GCSE Unit 4 SPANISH Knowledge organiser. Topic Customs and Festivals

Translation Practice. G – blue F – orange H – Green	
Normalmente _____ cereals	Normally for breakfast we have...
Ayer _____ una manzana	Yesterday I ate an apple
Carmen _____ de casa a las ocho	Carmen leaves the house at 8.00
Esta tarde _____ con la familia de mi amigo	This afternoon I chatted with my friend's family
Muchas veces no _____ nada	Many times they don't drink anything
No hablamos _____	We don't speak a lot
El año pasado _____ Pamplona	Last year I visited Pamplona
El _____ es una tradición extraña	The bull run is a strange tradition
Fue muy _____	It was very exciting
_____ dos años fuimos a Burgos	2 years ago we went to Burgos
Ayer fuimos a ver el _____	Yesterday we went to see the procession
El pueblo _____ interesante	The town was interesting
Vimos un _____ muy interesante	We saw a very interesting competition
¿Qué _____?	What did you do?
Hoy me _____ muy temprano	Today I got up very early
Compré _____ para mi familia.	I bought presents for my family
La _____ fue que..	The disadvantage was that...
_____ mucha basura.	There was a lot of rubbish.

Key Questions: Answer the following in your own words. Use these model answers	
Describe una fiesta popular en España	Una fiesta muy popular en España es la Tomatina. La gente celebra la Tomatina en Agosto en Buñol cerca de Valencia. Durante la fiesta, la gente tira tomates, hay desfiles y bailes, se puede comer comida tradicional, la gente lleva disfraces. Después de la fiesta las calles están llenas de tomates. Es mi fiesta española favorita porque es muy entretenida y cómica.
Describe una fiesta popular en tu país	En Inglaterra celebramos la fiesta de Fuegos artificiales. Cada 5 de noviembre, celebramos el día de Guy Fawkes. Durante la noche, la gente va a parques o el centro de la ciudad y hay muchos fuegos artificiales. Celebra la noche cuando Guy Fawkes intentó poner fuego al gobierno de Inglaterra. Es muy entretenida y cómica.
Describe tu experiencia la última vez que fuiste a una fiesta en tu país	La última vez que fui a una fiesta en Inglaterra fue muy entretenida y cómica. Fue en Noviembre cuando celebramos la fiesta de Guy Fawkes. Fuimos en el centro de la ciudad o el parque para ver muchos fuegos artificiales. Fue muy entretenido, porque comí algodón de azúcar y pasé la noche con mis amigos.
¿Qué diferencias notas entre la vida española y la vida de tu propio país?	La vida en España y en Inglaterra es un poco diferente. En España se come una dieta mediterránea, la gente come muchas frutas, verduras, mucho pescado y aceite de oliva. En Inglaterra comemos más patatas fritas y más carne y menos frutas y verduras. En Inglaterra los jóvenes suelen llevar uniforme para ir al colegio pero en España los jóvenes no llevan uniforme. ¡Qué bueno! También, en España los jóvenes de 17 o 18 años no suelen emborracharse durante el fin de semana pero en Inglaterra hay más problemas con los jóvenes y el alcohol.

Key Grammar	
Forming the preterite (past tense). Always remove the –AR, –ER, –IR endings first	Remember the preterite (past) tense endings for –AR, –ER, –IR verbs. They are: -AR: -é, -aste, -ó, -amos, -astéis, -aron -ER: -í, -íste, -ió, -imos, -istéis, -ieron -IR: -í, -íste, -ió, -imos, -istéis, -ieron
Imperfect Tense (<i>Past, ongoing actions, descriptions, 'used to' or 'was doing'</i>)	-ar -aba, -abas, -aba, -ábamos, -abais, -aban -er and -ir -ía, -ías, -ía, -íamos, -íais, -ían
Using the immediate future tense IR + A + INFINITIVE	Voy a casarme = I'm going to get married Va a discutir con su padre = He / She is going to argue with his/her father

Year 9 Art Term 6 : Topic = Ines & Michael

What we are learning this term:

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



A. How has Ines Kouidis created this image?

1. What materials has she used?
Ines uses a range of scrap materials including envelopes, scrap paper, newspapers, old magazines and cardboard.
2. How has she torn the material?
Ines doesn't use scissors often, but more she tears the material so to get a rough edge to her work. A type of uneven and rustic approach to her outcomes.
3. What impact do smaller pieces of material have?
She is very particular about the size of pieces she is collaging. Smaller and more detailed pieces can form darker areas and shadows. Lighter and darker pieces are the highlights. The smaller the pieces, the longer it will take her- however the more intricate it will become.
4. Who does she make collages of?
She usually makes collages of famous people in history, who might be dead or alive today. These people influence her making and have had an impact on Ines' life. They are her main inspiration.



C How to make a collage.

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

Steps for making your collage:

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

What each tool is used for:




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

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

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



C. Name the following equipment.

		
Sharpie or permanent marker	Sheets of acetate	Masking tape

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

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



B. About the work of artist Michael Volpicelli

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

F. Keywords

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

Year 9 Art Term 6 : Topic = Ines & Michael

What we are learning this term:

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



A. How has Ines Kouidis created this image?

1. What materials has she used?

2.

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

4.
What impact do smaller pieces of material have?



C How to make a collage.

Collage:

Steps for making your collage:

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

What each tool is used for:

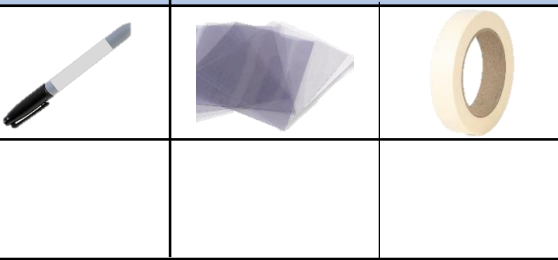
Magazines	.
Glue stick	

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

1. Darker areas?
2. Lighter areas?



C. Name the following equipment.



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

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

F. Who does she make collages of?

Keywords	
Appropriate	
Highlight	
Shadow	
intricate	
relevant	

B. About the work of artist Michael Volpicelli

WHAT?	
HOW?	
WHY?	





Year 9 PRODUCT DESIGN Term 6

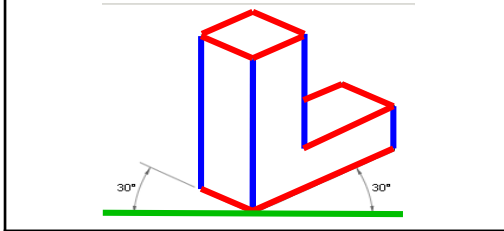


What we are learning this term:
A. Drawing Skills
B. Wood Theory
C. Wooden Joints & Their Uses
D. Tools & Machinery

A. Drawing Skills

Isometric Technical Drawing

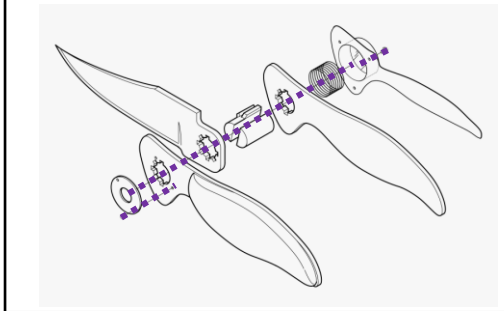
Made up of a series of parallel **vertical lines** and parallel **30-degree lines**. But no **horizontal lines**.



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

Exploded Technical Drawing

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



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

B. Wood Theory

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

Sustainability = Natural Wood Vs Manufactured Boards

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

C. Wooden Joints & Their Uses

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

D. Tools & Machinery

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



Year 9 PRODUCT DESIGN Term 6



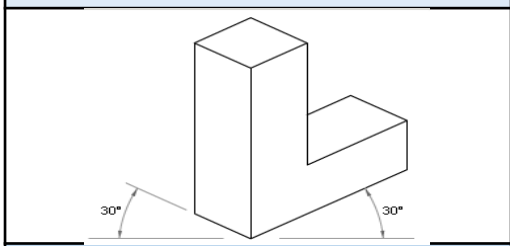
What we are learning this term:

- A. Drawing Skills
- B. Wood Theory
- C. Wooden Joints & Their Uses
- D. Tools & Machinery

A. Drawing Skills

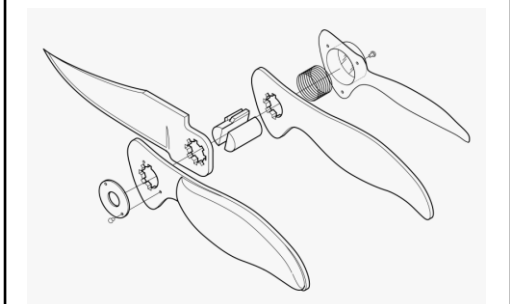
Technical Drawing

What is it & what is it used for?



Technical Drawing

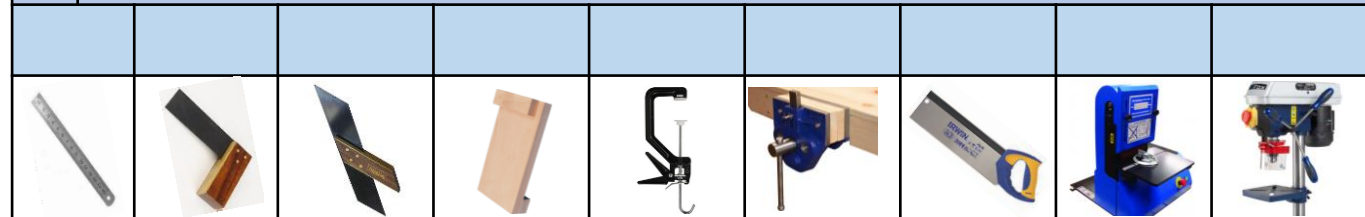
What is it & what is it used for?



B. Wood Theory

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

D. Tools & Machinery



C. Wooden Joints & Their Uses

Joint	Uses	Image
Mitre Joint	_____	
Dowel Joint	_____	
Mortise and Tenon Joint	_____	
Cross Halving Joint	_____	

Year 9 – High Skills

What we are learning this term:

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

6 Key Words for this term

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

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


Remove all of your jewellery.	Jewellery can harbour bacteria and could fall off into the food.
Tie back your hair	Hair could fall into the food or touch equipment.
Wash your hands with hot soapy water.	To remove any germs and bacteria from your hands and nails.
Put on and apron and tie it back.	To protect you from the food and equipment and the food from touching you.

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

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

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

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

 Clean and store chopping boards correctly after use



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

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

B. What do the following terms mean?

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

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

Rule

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

Why it is important

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

E. Keywords

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



Year 9 – High Skills

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

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

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

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

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

- COOKED MEATS
- SALAD & FRUIT PRODUCTS
- VEGETABLE PRODUCTS
- BAKERY & DAIRY PRODUCTS

Clean and store chopping boards correctly after use



A.	What is cross contamination and how can it be prevented?
B.	What do the following terms mean?
Grilling	
Baking	
Frying	

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

Label the diagram and add your own examples to it.



C.	Can you list 5 reasons for why we cook food and why it is important?
<u>Rule</u>	<u>Why it is important</u>
• 1	• 1
• 2	• 2
• 3	• 3
• 4	• 4
• 5	• 5



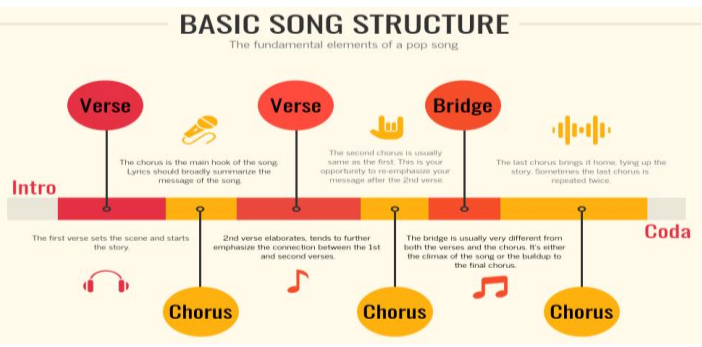
What we are learning this term:

- Basic Song Structure
- How to write a perfect Evaluation
- Playing the Keyboard / Chords
- What are the musical elements?
- What are the music symbols – Note Values
- Keywords
- How to read music – treble clef and bass clef

6 Key Words for this term

1 Looping	4 Accompaniment
2 Backbeat	5 Countermelody
3 Broken Chord	6 Modulation

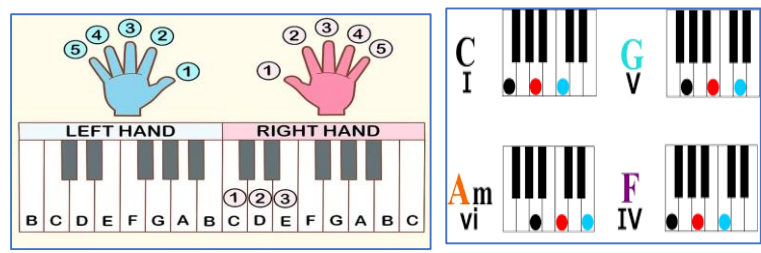
A *Basic Song Structure – POP songs*



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

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

C **Playing the Keyboard / Chords**



D **What are the musical elements?**

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

E **What are the music symbols?**

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

F	Keywords
Looping	A repeating section of sound.
Backbeat	A term used in American popular music to describe a continuous heavy accent on beats 2 and 4 ,
Broken Chord	The notes in a chord played individually in ascending or descending order
Accompaniment	The part of the music that accompanies the rest – for example the chord accompaniment to a melody
Counter Melody	A secondary melody that is played alongside the main melody
Lyrics	The words of a song
Modulation	A change of key
Melody	Another word for the tune
Chord	Two or more notes played at the same time
Octave	A distance of 8 notes e.g. C-C
Hook / Riff	Short musical idea that catches the ear of the listener

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

TREBLE LINES: E G B D F **TREBLE SPACES: F A C E**

BASS LINES: G B D F A **BASS SPACES: A C E G**



What we are learning this term:

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

6 Key Words for this term

1		
2		
3		

C Playing the Keyboard / Chords

D What are the musical elements?

Timbre	
Pitch	
Texture	
Tempo	
Duration	
Structure	
Dynamics	
Silence	
Attack/Decay	

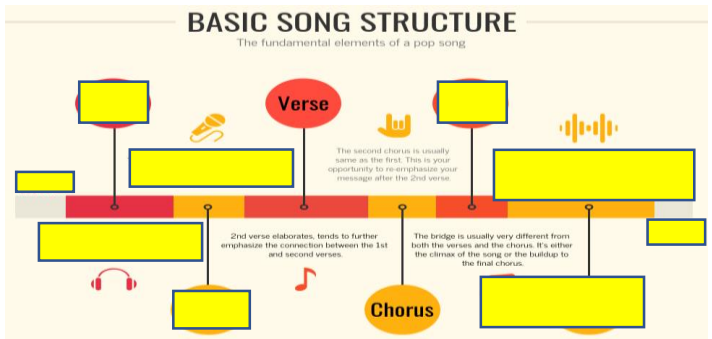
E What are the music symbols?

Note	Name	Beats	Rest	Note	Name	Beats	Rest
	Semibreve, Whole Note	4			Dotted Semibreve, Dotted Whole Note	6	
	Minim, Half Note	2			Dotted Minim, Dotted Half Note	3	
	Crotchet, Quarter Note	1			Dotted Crotchet, Dotted Quarter Note	1.5	
	Quaver, Eighth Note	0.5			Dotted Quaver, Dotted Eighth Note	0.75	

F Keywords

	A repeating section of sound.
	A term used in American popular music to describe a continuous heavy accent on beats 2 and 4 ,
	The notes in a chord played individually in ascending or descending order
	The part of the music that accompanies the rest – for example the chord accompaniment to a melody
	A secondary melody that is played alongside the main melody
	The words of a song
	A change of key
	Another word for the tune
	Two or more notes played at the same time
	A distance of 8 notes e.g. C-C
	Short musical idea that catches the ear of the listener

A Basic Song Structure – POP songs



B How to write a perfect Evaluation?


1	
2	Explain what you were trying to communicate to an audience and how you did it
3	
4	Pick out one moment that you could make better. Explain why it needed improving and how you would make it better if you did your performance again
5	

G How to read music – treble clef and Bass Clef

TREBLE LINES: E G B D F TREBLE SPACES: F A C E

BASS LINES: G B D F A BASS SPACES: A C E G

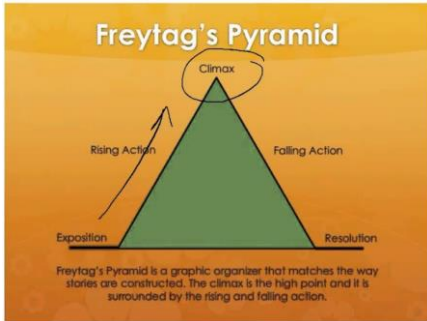


<p>What we are learning this term:</p>	C.	<p>Freytag's Pyramid</p>
<p>A – What is a rehearsal and why do we do them? B – The stages of rehearsals C - Blocking and the last stages of rehearsals & Scripts D - Rehearsals and the importance E – Performance F - Watch and review</p>		<p>Exposition: The storyteller sets the scene and the character's background. Inciting Incident: The character reacts to something that has happened, and it starts a chain reaction of events. Rising Action: The story builds. There is often a complication, which means the problem the character tried to solve gets more complex. Climax: The story reaches the point of greatest tension between the protagonist and antagonist (or if there is only one main character, the darkness or lightness of that character appears to take control). Falling Action: The story shifts to action that happens as a result of the climax, which can also contain a reversal (when the character shows how they are changed by events of the climax). Resolution: The character solves the problem or conflict. Denouement: French for "the ending," the denouement is often happy if it's a comedy, and dark and sad if it's a tragedy.</p>
<p>6 Key Words for this term</p>		
<p>Communication – the successful conveying or sharing of ideas and feelings Motivation – willingness or enthusiasm to do something Staging – method of presenting a play or other dramatic performance Target Audience – a group which a performance is aimed at Structure – construct or arrange according to a plan Devising – to plan or invent by careful thought Production – the process of or management involved in making a film, play, or record Technical Rehearsal - a rehearsal that focuses on the technological aspects of the performance, in theatrical, musical, and filmed entertainment.</p>		
<p>A. Top 10 rehearsal tips</p>	D.	<p>What is a Rehearsal?</p>
<ul style="list-style-type: none"> . Determine Your Goals . Communicate the Plan . Start on Time . Practice Purposeful Repetition . Use Purposeful Multitasking . Divide and Conquer . Prioritize . Acknowledge, Apologize, Abort . Document and Review corrections . End on a High Note 		<p>A rehearsal is an activity in the performing arts that occurs as preparation for a performance. It is undertaken as a form of practising, to ensure that all details of the subsequent performance are adequately prepared and coordinated.</p>
<p>B. Final Rehearsal Stages</p>	E.	<p>Freytag's Pyramid</p>
<p>- Polishing - Technical Rehearsal</p> <p>- Cue check - Dress Rehearsal</p>		 <p>The diagram shows a green triangle on a yellow background. The top vertex is labeled 'Climax'. The left side is labeled 'Rising Action' with an upward arrow. The right side is labeled 'Falling Action' with a downward arrow. The bottom-left corner is labeled 'Exposition' and the bottom-right corner is labeled 'Resolution'.</p> <p><small>Freytag's Pyramid is a graphic organizer that matches the way stories are constructed. The climax is the high point and it is surrounded by the rising and falling action.</small></p>



Year 9 Term 6 CURRICULUM AREA Knowledge organiser Topic: The PARTs Artiste (The Rehearsal Process)



<p>What we are learning this term:</p> <p>A – What is a rehearsal and why do we do them? B – The stages of rehearsals C - Blocking and the last stages of rehearsals & Scripts D - Rehearsals and the importance E – Performance F - Watch and review</p>	C.	<p>Explain these stages of Freytag’s Pyramid</p>
<p>6 Key Words for this term</p> <p>_____ – the successful conveying or sharing of ideas and feelings _____ – willingness or enthusiasm to do something _____ – method of presenting a play or other dramatic performance _____ – a group which a performance is aimed at _____ – construct or arrange according to a plan _____ – to plan or invent by careful thought _____ – the process of or management involved in making a film, play, or record _____ - a rehearsal that focuses on the technological aspects of the performance, in theatrical, musical, and filmed entertainment.</p>		<p>Exposition:</p> <p>Inciting Incident:</p> <p>Rising Action:</p> <p>Climax:</p> <p>Falling Action:</p> <p>Resolution:</p> <p>Denouement:</p>
<p>A. Top 10 rehearsal tips</p>	D.	<p>What is a Rehearsal?</p>
<ul style="list-style-type: none"> . Determine Your G _____ . Communicate the P _____ . Start on T _____ . Practice Purposeful R _____ . Use Purposeful M _____ . Divide and C _____ . P _____ . Acknowledge, Apologize, A _____ . Document and Review C _____ . End on a H _____ N _____ 		<p>A rehearsal is....</p>
<p>B. Final Rehearsal Stages</p>	E.	<p>Freytag’s Pyramid</p>
<p>* *</p> <p>* *</p>		 <p>The diagram shows a green triangle on a yellow background. The base of the triangle is labeled 'Exposition' on the left and 'Resolution' on the right. The left side of the triangle is labeled 'Rising Action' with an upward-pointing arrow. The right side is labeled 'Falling Action' with a downward-pointing arrow. The peak of the triangle is labeled 'Climax' and is circled. Below the triangle, text explains that Freytag's Pyramid is a graphic organizer for stories, where the climax is the high point surrounded by rising and falling action.</p>