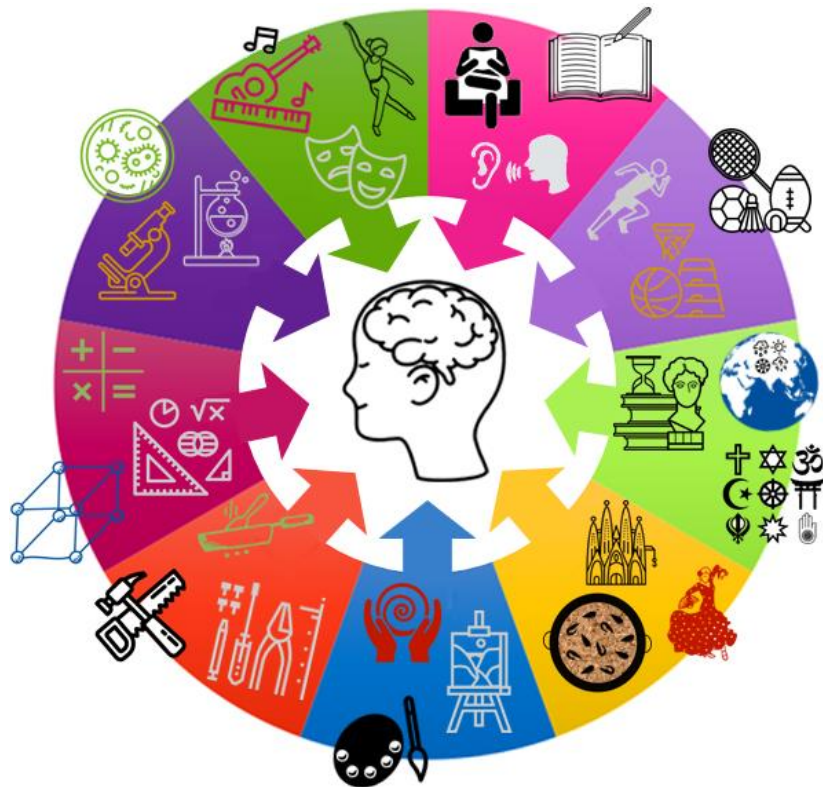


# 100% book - Year 9 Booster

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

## Term 3



### Swindon Academy 2022-23

Name:	
Tutor Group:	
Tutor & Room:	

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

# Using your Knowledge Organiser and Quizzable Knowledge Organiser

## Knowledge Organisers

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.

### 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!

## 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.

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

## Step 2

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

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

## Step 3

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

The image shows handwritten notes in a student's prep book. The date '29th May 2020' is written at the top. Below it, the title 'Properties of the states of matter' is written. The notes include the following definitions and facts:

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

## Step 4

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

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

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

## Step 5

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

The image shows a student's prep book. The missing words from the quizzable knowledge organiser are filled in:

- Self quizzing
- Arrangement/movement of matter
- Solid = regular pattern particles vibrate in fixed position
- Liquid =
- Gas =

## Step 6

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

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

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

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

# 'Romeo and Juliet': T Knowledge Organiser

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



# 'Romeo and Juliet': T Knowledge Organiser

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

**What we are learning this term:**

A. Circuits

**4 Key Words for this term**

1. Current
2. Component
3. Resistance

**A. What is a conductor?**

A material that **does let the charges flow.**

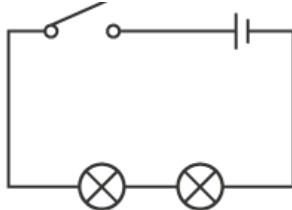
Example: all metals

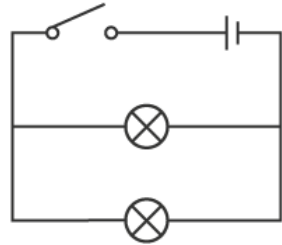
**A. What is an insulator?**





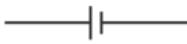
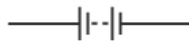
A material that **does not let the charges flow.**

Examples: rubber, paper, plastics, wood

A.		Describe current, potential difference (voltage) and resistance	
Current	The <b>rate</b> of flow of <b>charge</b> .	Amps <b>A</b>	Measured by an <b>ammeter</b>
Potential difference	The measure of the <b>difference</b> in <b>electrical potential energy</b> between two points.	Volts <b>V</b>	Measured by a <b>voltmeter</b>
Resistance	The property of materials that determines how <b>much current they will carry</b> and how much work they do.	Ohms <b>Ω</b>	<b>Calculate</b> using the current and potential difference

A.		Series circuits
The components link one after another to make <b>one loop</b> .		

A.		Define a parallel circuit?
The components link to make <b>separate loops</b> .		

A.		Draw the circuit symbols.					
							
		Lamp	Voltmeter	Ammeter	Switch	Cell	Battery



<b>What we are learning this term:</b>		<b>A. Describe current, potential difference (voltage) and resistance</b>			
A. Circuits		The <b>rate</b> of flow of <b>charge</b> .		Measured by an <b>ammeter</b>	
<b>4 Key Words for this term</b>		The measure of the <b>difference</b> in <b>electrical potential energy</b> between two points.		Measured by a <b>voltmeter</b>	
1. Current 2. Component 3. Resistance		The property of materials that determines how <b>much current they will carry</b> and how much work they do.		<b>Calculate</b> using the current and potential difference	
<b>A.</b>	<b>What is a conductor?</b>				
A material that _____ <b>let the charges flow</b> .		<b>A. Series circuits</b>			
Example: _____		The components link one after another to make <b>one loop</b> .			
<b>A.</b>	<b>What is an insulator?</b>				
A material that _____ <b>let the charges flow</b> .		<b>A. Define a parallel circuit?</b>			
Examples: _____		The components link to make <b>separate loops</b> .			
<b>A.</b>		<b>Draw the circuit symbols.</b>			
Lamp	Voltmeter	Ammeter	Switch	Cell	Battery

**What we are learning this term:**

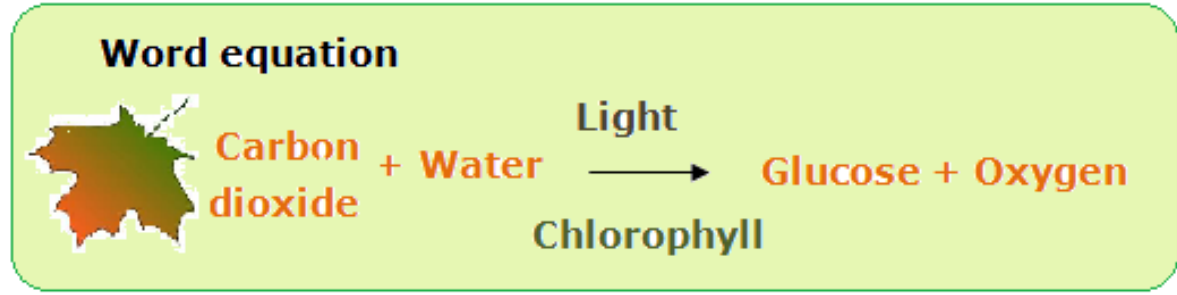
- A. Photosynthesis
- B. Roots
- C. Leaf adaptations
- D. The importance of photosynthesis

**4 Key Words for this term**

- 1. Chloroplast
- 2. Phloem
- 3. Xylem
- 4. Photosynthesis

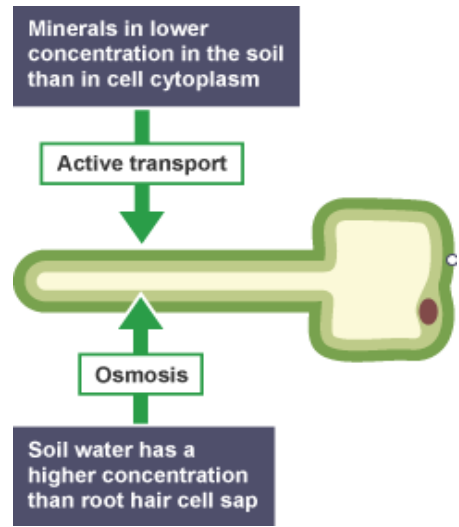
A.

**State the word equation for photosynthesis**



**B. Describe the function of the roots**

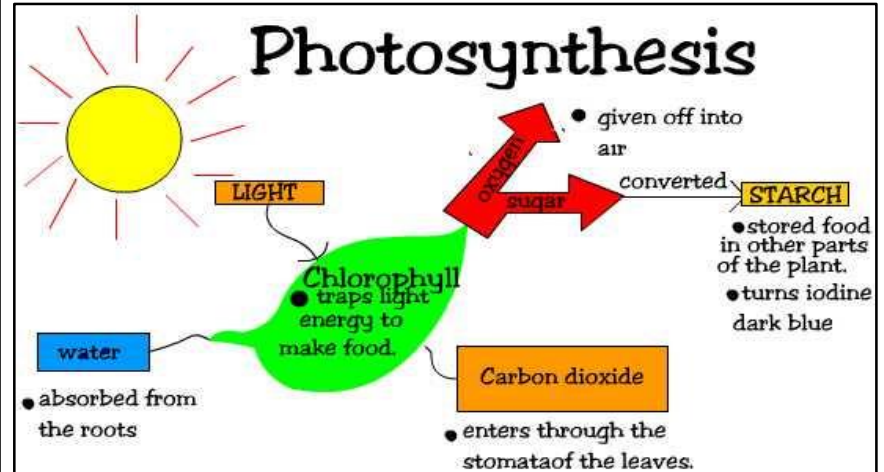
- Made up of **root hair cells**.
- These cells **absorb minerals** through **active transport** (which requires energy).
- They also **absorb water** through **osmosis** (which doesn't require energy).



A.

**Testing for starch**

1. Iodine is used to test for starch
2. If it goes blue black it means starch is there.
3. If it stays orange brown it means starch is not there.





**What we are learning this term:**

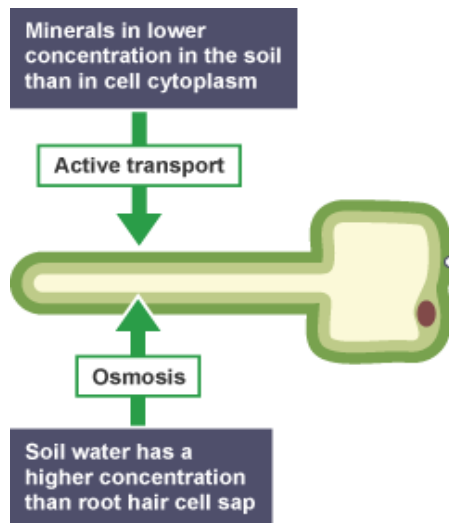
- A. Photosynthesis
- B. Roots
- C. Leaf adaptations
- D. The importance of photosynthesis

**4 Key Words for this term**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_

**B. Describe the function of the roots**

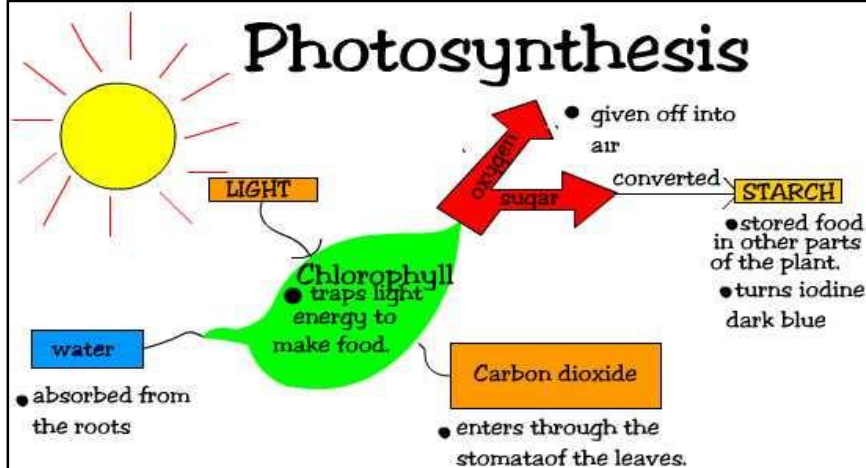
- Made up of \_\_\_\_\_
- \_\_\_\_\_.
- These \_\_\_\_\_ cells **absorb** \_\_\_\_\_ through \_\_\_\_\_ (which requires energy).
- They also **absorb** \_\_\_\_\_ through \_\_\_\_\_ (which doesn't require energy).



**A. State the word equation for photosynthesis**

**A. Testing for starch**

1. \_\_\_\_\_ is used to test for starch
2. If it goes \_\_\_\_\_ it means starch is there.
3. If it stays \_\_\_\_\_ it means starch is not there.





C.	Describe the adaptations of leaves for photosynthesis
Large surface area	To absorb lots of _____ .
Waxy coat	To prevent _____ <b>loss and damage</b> .
Palisade cells	Long, thin and contain lots of chloroplasts for _____.
Stomata	<b>Small holes</b> on the bottom of the leaf which allow _____ into the leaf and _____ out.
Guard cells	Control the _____ of the stomata.

D.	Define pollination
Pollination is the <b>transfer of</b> _____ from a _____ part of a plant to a _____ part of a plant, enabling later fertilisation and the production of seeds.	

D.	Explain the importance of plant pollination in food security
Lots of the _____ we eat come from plants which <b>reproduce by pollination</b> . So if plant pollination is not occurring enough then food will be less secure.	



C.	Describe the adaptations of leaves for photosynthesis
Large surface area	To absorb lots of <b>light</b> .
Waxy coat	To prevent <b>water loss and damage</b> .
Palisade cells	Long, thin and contain lots of chloroplasts for <b>photosynthesis</b> .
Stomata	<b>Small holes</b> on the bottom of the leaf which allow <b>carbon dioxide</b> into the leaf and <b>oxygen</b> out.
Guard cells	Control the <b>opening and closing</b> of the stomata.

D.	Define pollination
Pollination is the <b>transfer of pollen</b> from a <b>male</b> part of a plant to a <b>female</b> part of a plant, enabling later fertilisation and the production of seeds.	

D.	Explain the importance of plant pollination in food security
Lots of the <b>foods</b> we eat come from plants which <b>reproduce by pollination</b> . So if plant pollination is not occurring enough then food will be less secure.	



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



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

D.	Social
Opportunities	<ul style="list-style-type: none"> <li>Better access to services e.g.. Health care and education</li> <li>Better access to resources such as clean water supply and electricity</li> </ul>
	Social and economic (HEWE)
Challenges	<ul style="list-style-type: none"> <li>Badly built houses and over crowded</li> <li>No access to basic services (running water, sanitation, electricity)</li> <li>Unclean conditions and lack of access to medical services mean people often have poor health</li> <li>No access to education</li> <li>High levels of unemployment and crime</li> </ul>

Economic
<ul style="list-style-type: none"> <li>Increase economic development</li> <li>As industry develops (industrialisation), more people move to urban areas to work in factories – there are more jobs and better wages than rural areas</li> <li>Industries create and sell goods on the international market. Manufactured goods make greater profits than unprocessed goods so industrialised countries get wealthier.</li> </ul>
Environmental (WART)
<ul style="list-style-type: none"> <li>Rubbish isn't collected so it leaves toxic rubbish heaps, which damage the environment</li> <li>Air pollution comes from burning fossil fuel from vehicles and factories</li> <li>Sewage and toxic chemicals can get into rivers, causing health problems and harming wildlife</li> <li>Infrastructure like road systems may not be able to cope with the growing number of vehicles. Congestion causes an increase in greenhouse gas emissions which cause global problems. Locally, problems with health and acid rain also occur.</li> </ul>

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

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

E..	Favela Bairro				
	<table border="1" style="width: 100%;"> <tr> <th style="width: 50%;">Successes</th> <th style="width: 50%;">Failures</th> </tr> <tr> <td> <ul style="list-style-type: none"> <li>-The quality of life in the favelas has improved.</li> <li>- 90% housing in Rocinha is now brick built and connected to all amenities</li> <li>-Paved, named roads</li> <li>formalise addresses allowing for local taxes (rates) to be collected to fund further improvements</li> <li>-Sanitation improvements</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>-\$1 billion budget insufficient to cover all of Rio's favelas - creates winners and losers so hardly equitable and a "favela lottery"</li> <li>-Families can not afford rent</li> <li>-ASH properties- still in areas of severe hazard risk via landslide - 2010: 24 dead and 13,000 properties lost</li> </ul> </td> </tr> </table>	Successes	Failures	<ul style="list-style-type: none"> <li>-The quality of life in the favelas has improved.</li> <li>- 90% housing in Rocinha is now brick built and connected to all amenities</li> <li>-Paved, named roads</li> <li>formalise addresses allowing for local taxes (rates) to be collected to fund further improvements</li> <li>-Sanitation improvements</li> </ul>	<ul style="list-style-type: none"> <li>-\$1 billion budget insufficient to cover all of Rio's favelas - creates winners and losers so hardly equitable and a "favela lottery"</li> <li>-Families can not afford rent</li> <li>-ASH properties- still in areas of severe hazard risk via landslide - 2010: 24 dead and 13,000 properties lost</li> </ul>
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<b>A.</b>	<b>Background:</b>
	<ul style="list-style-type: none"> <li>Urban = Towns and cities      Rural = countryside</li> <li><b>Urbanisation is the growth in the proportion of a country's population living in urban areas.</b> The rate of urbanisation differs between countries that are richer than those that are poorer.</li> <li><b>HIC have very slow rates of urbanisation:</b> In richer parts of the world, urbanisation happened historically and most of the population now already live in urban areas. Many people in urban areas in HICs desire a better quality of life and are moving to rural area. Here they can commute to cities (because of better transport) or work from home (better communication).</li> <li><b>LIC</b> are less economically developed e.g.. Ethiopia. Not many of the population live in urban areas . However, people are starting to move away from jobs in farming (rural areas) to urban areas. They are experiencing rapid urban growth.</li> <li><b>NEE</b> are those where economic development is increasing rapidly e.g.. Brazil, India, Nigeria - They are experiencing rapid urban growth.</li> </ul>

<b>D.</b>	<b>Social</b>	<b>Economic</b>
Opportunities		
	<b>Social and economic (HEWE)</b>	<b>Environmental (WART)</b>
Challenges		

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

<b>D.</b>	<b>Rio</b>
Sanitation	
Quality of life	
Favela	

<b>E..</b>	<b>Favela Bairro</b>				
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# Year 9 Term 1 History Knowledge organiser: Topic: World War Two

## What we are learning this term:

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

### Section A: Keywords

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

Section B:		Dictatorships in Europe			Section C: The War Before 1941		
Stalin	Mussolini	Hitler					
<ul style="list-style-type: none"> <li>After the Revolution there was a Civil War in Russia</li> <li>From the Revolution and Civil War, Russia faced many problems, like worker unrest</li> <li>Lenin died in 1924, and by 1929 Stalin was in power and built a totalitarian state</li> <li>To solve the economic problems, Stalin introduced collectivisation</li> <li>The human cost of Stalin's policy was high, with millions dying from famine and many being forced into slave labour</li> </ul>	<ul style="list-style-type: none"> <li>As Italy joined the allies in 1915 during WW1, it wanted a share in the victory at the Treaty of Versailles. However, Italy did not gain the territory it wanted and some people in Italy were outraged.</li> <li>There was also a fear of communism growing in Italy following the revolution in Russia.</li> <li>From 1920, Fascist Squads worked to intimidate socialists, and they generally accepted Mussolini as their leader.</li> <li>By 1922, Mussolini was in power in Italy and was working to consolidate his dictatorship.</li> </ul>	<ul style="list-style-type: none"> <li>Germany was badly damaged by the Treaty of Versailles and many German people were not happy.</li> <li>There was a growing fear of communism in Germany following the revolution in Russia.</li> <li>There had been attempts by communists and fascists to overthrow the Weimar government (the Spartacist Revolt and the Munich Putsch).</li> <li>Increased support for the Nazis grew over the period of economic struggles in Weimar Germany, such as Hyperinflation.</li> <li>By the early 1930s, Hitler was working to consolidate his power as a dictator in</li> </ul>	<p><b>Section C: The War Before 1941</b></p> <ul style="list-style-type: none"> <li>Operation Sichelschnitt in 1940 – the German war plan to invade France. They were successful and managed to capture Paris and encircle the Allied Forces in the North of France.</li> <li>Operation Dynamo – The mass evacuation of Allied forces from the North of France from Dunkirk following Operation Sichelschnitt. This resulted in the successful evacuation of over 338,000 soldiers from France.</li> <li>The Battle of Britain – After the Allied evacuation from Dunkirk, Hitler launched Operation Sealion, an attempt to invade Britain. The Royal Air Force (RAF) managed to stop the attempted invasion.</li> </ul> <p><b>Section D: The War by 1942</b></p> <ul style="list-style-type: none"> <li>Operation Barbarossa was launched in 1941 and was an attempt by Germany to invade the Soviet Union. This plan ultimately failed due to Germany using a weak military, having poor logistics – such as being unprepared for the Russian winter – and the failure at the Battle of Stalingrad. This also brought the USSR into the war on the side of the Allied forces.</li> <li>In December 1941, Japan bombed US naval forces at Pearl Harbour in Hawaii. Following the attack on Pearl Harbour, the USA entered the war on the side of the Allied forces.</li> <li>Germany now faced the potential of fighting a war on too fronts if there was a successful Allied invasion of Northern France.</li> </ul>				
<b>Section E: The Homefront</b>		<b>Section F: The War after 1942</b>					
<u>Britain</u>		<u>Germany</u>					
<ul style="list-style-type: none"> <li>From 1940, there were regular bombing by the Luffewaffe on British cities, known as the Blitz. Children were evacuated to the countryside during this period.</li> <li>Women worked factories and farming to maintain the supply of men to fight in the war.</li> <li>Rationing was introduced as trading was dangerous during wartime.</li> </ul>		<ul style="list-style-type: none"> <li>Germany also faced the bombing of major cities by Allied forces, such as the bombing of Dresden.</li> <li>Rationing was also introduced in Germany.</li> <li>Propaganda was key in maintaining morale in Germany, but by 1943 the mood of the public began to change as the tide of war began to change.</li> </ul>			<ul style="list-style-type: none"> <li>Operation Overlord – The successful Allied invasion of Northern France, through the use of co-ordinated land, sea and air forces. This began on 6<sup>th</sup> June 1944 with the Allied forces landing on the beaches of Normandy, also known as the D-Day landings.</li> <li>The Siege of Berlin – With Germany fighting a war on two fronts, the Allies and the USSR continued to push into Germany. On 20<sup>th</sup> April 1945, Soviet troops had seized Berlin and Nazi Germany surrendered, bringing an end to the war in Europe.</li> <li>On the 6<sup>th</sup> and 9<sup>th</sup> August 1945, two atomic bombs (nuclear weapons) were dropped on Japanese cities Hiroshima and Nagasaki by Allied forces. This brought the surrender of Japan and the end of the Second World War. This remains the only use of nuclear weapons in armed conflict.</li> </ul>		
<b>1917</b>	<b>1918</b>	<b>1919</b>	<b>1920</b>	<b>1922</b>	<b>1923</b>	<b>1924</b>	
<b>The Russian Revolution- Bolsheviks seize control of Russia</b>	<b>The signing of the armistice and the end of World War One</b>	<b>Germany forced to sign The Treaty of Versailles</b>	<b>The use of fascist squads by Mussolini</b>	<b>Mussolini was in power in Italy</b>	<b>The Munich Putsch</b> <b>Hyperinflation started in Germany</b>	<b>Death of Lenin</b>	
<b>1917</b>	<b>1918</b>	<b>1919</b>	<b>1920</b>	<b>1922</b>	<b>1923</b>	<b>1924</b>	
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## Year 9 Term 1 History Knowledge organiser: Topic: World War Two

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

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

# Year 8 Religious Education: The Philosophy of Religion

A. <i>Can you define these key words?</i>		B. <i>Design Argument</i>	C. <i>Cosmological Argument</i>
<b>Key word</b>	<b>Key definition</b>	<ul style="list-style-type: none"> <li>This is the argument for the existence of God based on evidence of design in the world.</li> <li>Examples of design include purpose and regularity in the world. For example, the laws of physics mean the planets move around the sun in a regular and ordered way. The human eye has all the complex structures to enable it to fulfil a purpose- vision</li> <li>Paley's Watch – an analogy that suggests that there is a designer of the world. We may not question how a rock exists or the design behind it, but a watch has an intricate design that suggests there must be a designer. This analogy means that there is intricacy in the design of the world, therefore there must be a designer – God.</li> </ul>	<ul style="list-style-type: none"> <li><b>This is</b> the argument for the existence of God which argues that God is the cause of the universe.</li> <li>Things in the world must have a cause – if a door opens then something must have opened it – this argument suggests that there must have been a first cause to begin life in the universe and that first cause is God.</li> <li>Something cannot come from nothing, therefore something must have caused the world into existence. Without a first cause there could be no second cause etc.</li> <li>Aquinas suggested three ways – the uncaused cause, the unmoved mover and a necessary being.</li> </ul>
Omnipotent	The belief that God is all-powerful		
Omniscient	The belief that God is all-knowing		
Omnibenevolent	The belief that God is all-loving		
Theism	The belief in God		
Atheism	Disbelief or lack of belief in God		
Agnosticism	The belief that nothing can be known about the existence or nature of God		
Empirical evidence	Evidence for something based on observation or experience		
		D. <i>The Problem of Evil</i>	E. <i>Religious Experience</i>
Analogy	A comparison between things that have similar features, often used to help explain a principle or idea.	<ul style="list-style-type: none"> <li><b>This is</b> the argument that the existence of evil undermines belief in an omnipotent and omnibenevolent God.</li> <li>If God is meant to be omnibenevolent, omnipotent and omniscient, then the existence of evil cancels out one of these attributes of God.</li> <li>The problem of evil is frequently known as the inconsistent triad.</li> <li>The inconsistent triad is only a challenge to the god of classical theism/ monotheistic Abrahamic faiths, as this is the description of God they offer.</li> </ul>	<ul style="list-style-type: none"> <li><b>This is an</b> experience which has a religious meaning for the person who experienced it.</li> <li>Religious experiences are where you experience God. It can include visions / dreams where you are visited/ hearing God/ seeing a miracle/ prayers being answered or just feeling the presence of God/ Near death experiences</li> <li>Bernadette at Lourdes had religious experiences where the Virgin Mary spoke to her.</li> </ul>
Theodicy	An argument which defends God against the problem of evil.		
Fallacy	A mistaken belief, especially one based on unsound arguments.		

F. Criticisms Design Argument	Cosmological Argument	Theodicies	Religious Experience
<ul style="list-style-type: none"> <li>God is supposed to be perfect therefore how can there be flawed design such as corruptions in DNA which cause cancers or damage to bodies</li> <li>The 'Design' of the world may be coincidence. For example, sometimes we see pictures in the clouds, like a rabbit or a face. We know this is just a random coincidence. Just like clouds that move into and out of shape quickly, without a designer, the atoms in the universe have moved into this shape and will move out of it again before long. We think we see design, but it is just coincidence</li> </ul>	<ul style="list-style-type: none"> <li>Just because something is true of the part, it does not mean it is true of the whole- eg a brick is small, so a wall is small.</li> <li>Our understanding of the universe is limited to the world around us – because things require a cause in this world, does not mean that the entire universe requires a first cause.</li> <li>If the existence of God as a 'necessary' being without a cause can be a fact, why can't the universe itself just be a 'brute fact'?</li> </ul>	<ul style="list-style-type: none"> <li>Many religions explain the origin of evil in the world – such as in Christianity with Adam and Eve and the original sin.</li> <li>God gave humans free will, and through free will humans can choose evil.</li> <li>Some people argue that experiencing the bad in the world allows humans to grow and develop. For example, if someone put their child in a soft play world and didn't let them out because they did not want them to be hurt... would they be a loving parent? Or would they learn and develop more through experience of the world?</li> <li>Do we need evil to understand what good is? If we lived in a world that was all red, we wouldn't have an understanding of what red really meant. So if we lived in a world that was only good, would we understand what good really meant?</li> </ul>	<ul style="list-style-type: none"> <li>There is no evidence that people who claim to have had religious experiences are telling the truth.</li> <li>Factors such as certain foods, drugs and alcohol make people have strange feelings. Could these experiences be people misunderstanding them?</li> <li>There have been times when there seems to be an increase in reported religious experiences. Could this suggest that people jump on a 'bandwagon'? Or is it that people feel more comfortable coming forward with their own valid experience?</li> <li>If God is able to give people religious experiences that they cannot deny, why doesn't He give them to everyone so there is no doubt that God exists?</li> <li>People who have religious experiences have often had some form of religious upbringing. Could this mean that they are more likely to think that a mysterious experience has an obvious explanation?</li> </ul>

# Year 8 Religious Education: The Philosophy of Religion

A. Can you define these key words?		B. Design Argument	C. Cosmological Argument
Key word	Key definition	<ul style="list-style-type: none"> <li>This is the argument for the existence of God based on evidence of _____ in the world.</li> <li>Examples of design include purpose and regularity in the world. For example _____ mean the planets move around the sun in a regular and ordered way. The human eye has all the _____ structures to enable it to fulfil a purpose- vision</li> <li>Paley's Watch – an _____ that suggests that there is a designer of the world. We may not question how a rock exists or the design behind it, but a watch has an _____ design that suggests there must be a designer. This analogy means that there is intricacy in the design of the world, therefore there must be a designer – _____.</li> </ul>	<ul style="list-style-type: none"> <li><b>This is</b> the argument for the existence of God which argues that God is the _____.</li> <li>Things in the world must have a _____ – if a door opens then something must have opened it – this argument suggests that there must have been a _____ to begin life in the universe and that first cause is _____.</li> <li>_____ cannot come from _____, therefore something must have caused the world into existence. Without a first cause there could be no _____ cause etc.</li> <li>_____ suggested three ways – the uncaused cause, the unmoved mover and a _____ being.</li> </ul>
Omnipotent			
Omniscient			
Omnibenevolent			
Theism			
Atheism			
Agnosticism			
Empirical evidence			
Analogy			
Theodicy			
Fallacy			
		D. The Problem of Evil	E. Religious Experience
		<ul style="list-style-type: none"> <li><b>This is</b> the argument that the existence of _____ undermines belief in an omnipotent and _____ God.</li> <li>If God is meant to be omnibenevolent, omnipotent and _____ then the existence of evil cancels out one of these attributes of God.</li> <li>The problem of evil is frequently known as the _____.</li> <li>The _____ is only a challenge to the god of classical theism/ monotheistic Abrahamic faiths, as this is the description of God they offer.</li> </ul>	<ul style="list-style-type: none"> <li><b>This is an</b> experience which has a _____ meaning for the person who experienced it.</li> <li>Religious experiences are where you experience God. It can include _____ where you are visited/ hearing God/ seeing a miracle/ prayers being answered or just _____ the presence of God/ Near death experiences</li> <li>_____ at Lourdes had religious experiences where the _____ spoke to her.</li> </ul>

F. Criticisms Design Argument	Cosmological Argument	Theodicies	Religious Experience
<ul style="list-style-type: none"> <li>God is supposed to be _____ therefore how can there be flawed design such as _____ in DNA which cause cancers or damage to bodies</li> <li>The 'Design' of the world may be _____. For example, sometimes we see pictures in the clouds, like a rabbit or a face. We know this is just a _____. Just like clouds that move into and out of shape quickly, without a designer, the atoms in the universe have moved into this shape and will move out of it again before long. We think we see design, but it is just _____</li> </ul>	<ul style="list-style-type: none"> <li>Just because something is true of the _____, it does not mean it is true of the _____ - eg a brick is small, so a wall is small.</li> <li>Our understanding of the universe is limited to the world around us – because things require a _____ in this world, does not mean that the entire _____ requires a first cause.</li> <li>If the existence of God as a '_____' being without a cause can be a fact, why can't the universe itself just be a '_____ '?</li> </ul>	<ul style="list-style-type: none"> <li>Many religions explain the _____ of evil in the world – such as in _____ with Adam and Eve and the original sin.</li> <li>God gave humans _____, and through free will humans can choose evil.</li> <li>Some people argue that experiencing the _____ in the world allows humans to grow and _____. For example, if someone put their child in a soft play world and didn't let them out because they did not want them to be hurt... would they be a _____ parent? Or would they _____ and develop more through experience of the world?</li> <li>Do we need _____ to understand what _____ is? If we lived in a world that was all red, we wouldn't have an _____ of what red really meant. So if we lived in a world that was only _____, would we understand what good really meant?</li> </ul>	<ul style="list-style-type: none"> <li>There is no _____ that people who claim to have had religious experiences are telling the truth.</li> <li>Factors such as certain _____ and _____ make people have strange feelings. Could these experiences be people misunderstanding them?</li> <li>There have been times when there seems to be an increase in reported _____ experiences. Could this suggest that people jump on a '_____ '? Or is it that people feel more comfortable coming forward with their own valid experience?</li> <li>If God is able to give people religious experiences that they cannot _____, why doesn't He give them to everyone so there is no _____ that God exists?</li> <li>People who have religious experiences have often had some form of religious _____. Could this mean that they are more likely to think that a mysterious experience has an obvious _____ ?</li> </ul>



**GCSE Unit 2 SPANISH Knowledge organiser.**  
**Topic Technology in Everyday Life**



**What we are learning this term:**

- A. Saying how you keep in touch via the internet
- B. Picking out key words when reading
- C. Giving opinions about online messaging
- D. Talking about using a mobile
- E. Give opinions about mobile technology

**6 Key Words for this term**

- |                   |                 |
|-------------------|-----------------|
| 1. chateo         | 4. sala de chat |
| 2. redes sociales | 5. descargar    |
| 3. en línea       | 6. subir        |

**2.1G Comunicarse por internet**

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

**2.2H ¿Podrías vivir sin el móvil y la tableta?**

raras veces	rarely
la sala de chat	chat room
la señal	signal
la tarjeta de crédito	credit card
todo lo contrario	the exact opposite

**2.1F ¿Cómo prefieres mantenerte en contacto?**

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

**2.2G ¡El móvil para todo!**

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

**Key Verbs**

Descargar To download	Subir To upload	Mandar To send	Hacer – to do/make	Chatear To chat
Descargo I download	Subo I upload	Mando I send	Hago I do	Chateo I chat
Descargas You download	Subes You upload	Mandas You send	Haces You do	Chateas You chat
descarga He/she download	sube He/she uploads	Manda He/she sends	Hace s/he does	Chatea He/she chats
Descargamos We download	Subimos We upload	Mandamos We send	Hacemos We do	Chateamos We chat
Descargan They download	suben They upload	Mandan They send	Hacen They do	Chatean They chat

**2.2F La tecnología portátil**

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

**2.2H ¿Podrías vivir sin el móvil y la tableta?**

la conexión inalámbrica	wireless connection
chatear	to chat online
correr	to run
darse cuenta de	to realise
en vez de	instead of
las felicitaciones	best wishes,
congratulations	
felicitarse	to send best wishes/to
congratulate	
hasta	until
imprescindible	essential
preocupar	to worry

**2.1H Las redes sociales**

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





**GCSE Unit 2 SPANISH Knowledge organiser.**  
**Topic Technology in Everyday Life**



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

2.1G Comunicarse por internet	
_____	sometimes
allí	_____
_____	to chat online
_____	to post photos
el correo electrónico	_____
demasiado/a	_____
_____	to speak / talk
_____	incredible
justo/a	_____
el país	_____
_____	a little
_____	own
la razón	_____
_____	internet / network
la red social	_____
la sala de chat	_____
_____	outing
todos los días	_____
usar	_____
_____	to use
la vez	_____

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

2.1F ¿Cómo prefieres mantenerte en contacto?	
comunicarse	_____
desafortunadamente	_____
_____	to start
_____	to choose
genial	_____
gratis	_____
_____	fact
el inconveniente	_____
_____	interactive
el jefe / la jefa	_____
_____	letter of the alphabet
mandar	_____
los medios sociales	_____
_____	mobile phone
_____	to offer
el ordenador	_____
la pantalla	_____
_____	to be able to
por desgracia	_____
_____	as far as I'm concerned
la revista digital	_____
sencillo/a	_____
_____	neither / nor

2.2G ¡El móvil para todo!	
aunque	_____
dar	_____
dar las gracias	_____
_____	to send
_____	game
_____	slow
el mensaje de texto	_____
el móvil	_____
_____	to surf the internet
la norma	_____
prohibido	_____
el regalo	_____
_____	rule
_____	ridiculous
roto/a	_____
único/a	_____

Key Verbs				
Descargar	_____	Mandar	Hacer –	Chatear
_____	To upload	_____	_____	To chat
Descargo	Subo	_____	_____	Chateo
I download	_____	I send	I do	I chat
Descargas	Subes	Mandas	Haces	_____
_____	You upload	_____	You do	You chat
descarga	sube	Manda	_____	Chatea
He/she download	He/she uploads	He/she sends	s/he does	He/she chats
_____	Subimos	Mandamos	Hacemos	Chateamos
We download	We _____	_____	_____	_____
_____	suben	Mandan	Hacen	_____
They download	They upload	They send	They do	They chat

2.2F La tecnología portátil	
andar	_____
archivo	_____
_____	to delete, erase
la canción	_____
cargar	_____
contestar	_____
_____	spam, junk mail
cualquier	any
de vez en cuando	from time to time
el disco duro	_____
el espacio	space
_____	same
el ordenador portátil	_____
sacar fotos	to take photos
_____	to feel
la tableta	_____
la tecnología	technology

2.1H Las redes sociales	
a mi juicio	_____
acosar	_____
_____	bullying
apasionar	_____
_____	even
_____	low
_____	to share
el comportamiento	_____
el desarrollo	_____
_____	disadvantage
_____	to have a good time
gratuito/a	_____
_____	to improve
_____	risk
el/la seguidor/a	_____
_____	to be successful
el/la usuario/a	_____

2.2H ¿Podrías vivir sin el móvil y la tableta?	
la conexión inalámbrica	_____
chatear	_____
correr	_____
_____	to realise
_____	instead of
_____	best wishes,
congratulations	_____
felicitar	_____ congratulate
hasta	_____
imprescindible	_____
_____	to worry



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

Key Questions: Answer the following in your own words. Use these model answers	
¿Cómo usas las nuevas tecnologías/los redes sociales?	Todos los días uso las nuevas tecnologías. Uso mi ordenador, mi portátil nuevo, mi móvil y las redes sociales. Uso mi ordenador para ver videos de mis artistas favoritos en YouTube. Uso mi ordenador para hacer mis deberes y uso mi móvil para jugar juegos y subir y descargar fotos de mis amigos en Facebook.
¿Las nuevas tecnologías/los redes sociales son importante para ti? ¿Por qué?	Las redes sociales son muy importantes para mí. Las uso para contactarme con mis amigos, para charlar con mis amigos, para compartir experiencias y fotos, para ver videos de mis músicos favoritos. Ayer usé mi móvil para llamar a mis amigos, mandé mensajes a mis amigos y hice mis deberes.
¿Crees que las redes sociales son buenas o malas? ¿Por qué?	De un lado, lo bueno de las redes sociales es que puedes compartir experiencias y fotos con tus amigos, puedes seguir tus artistas o músicos favoritos. También lo bueno es que es muy rápido y barato mantenerte en contacto con tu familia. Lo malo es que los móviles cuestan mucho dinero, tu vida no es muy privada, es difícil para, es muy fácil ser dependiente de las redes sociales. Lo malo es que las personas no hablan y solo usan sus móviles.
¿Para qué usaste tu ordenador ayer?	Ayer usé mi ordenador para charlar con mis amigos y para mandar mensajes. También, ayer descargué música de la Red y subí fotos en Facebook. Me gustó porque fue entretenido y fue mejor que hacer mis deberes.
¿Qué es tu opinión de Facebook/youtube/skype/Twitter/Instagram?	En mi opinión Facebook etc es muy importante/útil/entretenido/divertido.
¿Podrías vivir sin tu móvil / tu tableta? ¿Por qué?	No podría vivir sin mi móvil. Soy adicto a mi móvil. Lo uso todos los días para contactar con mi familia y es muy importante para buscar información, ayudar con los deberes

Key Grammar	
Forming the preterite (past tense). Always remove the –AR, -ER, -IR endings first	Remember the preterite (past) tense endings for –AR, -ER, -IR verbs. They are: -AR: -é, -aste,-ó, -amos, -astéis, -aron -ER: -í, -íste, -ió, -imos, -istéis, -ieron -IR : -í, -iste, -ió, -imos, -istéis, -ieron
Forming the conditional ('would like to' tense). Always remove the –AR, -ER, -IR endings first	Remember the conditional ('would') tense endings for –AR, -ER, -IR verbs. They are: -AR, -ER, -IR: -ía, -ías, -ía, -íamos, -íais, -ían
Using the immediate future tense IR + A + INFINITIVE	Voy a subir fotos = I'm going to upload photos Va a mandar un correo electrónico = He / She is going to send an email



**GCSE Unit 5 SPANISH Knowledge organiser.**  
**Topic Home, Town, Neighbourhood and Region**



What we are learning this term:	
<p>A. Saying what your house is like          B. Describing your house and where it is          C. Talking about the amenities in your area          D. Discussing the advantages and disadvantages of living in the town and country</p>	
6 Key Words for this term	
1. vivir	4. el hogar
2. alojamiento	5. la casa
3. alquilar	6. las afueras

5.2G ¿Qué se puede hacer donde vives?	
el barrio	neighbourhood, area
la biblioteca	library
la bolera	bowling alley
el bolso	handbag
la carnicería	butcher's
el césped	lawn
el collar	necklace
descansar	to rest
el dinero	money
divertirse	to enjoy oneself, to have a good time
el estanco	tobacconist's (also sells stamps)
los grandes almacenes	department stores
la joyería	jeweller's
la juguetería	toy shop
el mercado	market
la muñeca	doll
el museo	museum
la panadería	baker's
el parque	infant park, playground
la pastelería	cake shop
los pendientes	earrings
la plaza de toros	bull ring
la ropa (de marca)	(designer) clothes
la tienda de comestibles	grocery store, food

5.2F Mi ciudad	
la avenida	avenue
el ayuntamiento	Town Hall
bienvenido/a	welcome
el centro comercial	shopping centre
la ciudad	city, large town
el club de jóvenes	youth club
Correos	Post Office
construir	to build
convertirse en (+ noun)	to become
los espacios verdes	open spaces
la fábrica	factory
fundar	to found
el/la habitante	inhabitant
la iglesia	church
ir de compras	to go shopping
el país	country
la plaza	square (in a town)
el polideportivo	sports centre
el pueblo (small)	town, village, people
el puente	bridge
el puerto	port, harbour
el siglo	century

5.1G Mi casa	
la alfombra	carpet, rug
el armario	cupboard, wardrobe
el ascensor	lift
la butaca	armchair
la cocina	kitchen, cooker, cuisine
cómodo	comfortable, convenient, handy
compartir	to share
el cuarto de baño	bathroom
el dormitorio	bedroom
los electrodomésticos	(electrical) appliances
la escalera	stairs
el espejo	mirror
la estantería	shelves, shelving unit
el fregadero	kitchen sink
la habitación	room
el lavabo	washbasin
la lavadora	washing machine
el lavaplatos	dishwasher
el microondas	microwave oven
la nevera	fridge
la pared	wall
el salón	lounge, living room
el sillón	armchair
el suelo	ground, floor
la terraza	terrace

Key Verbs				
Vivir To live	alquilar To rent	Comprar To buy	Hacer – to do/make	Mudarse To move
Vivo I live	Alquilo I rent	Compro I buy	Hago I do	Me mudo I move
Vives You live	Alquilas You rent	Compras You buy	Haces You do	Te mudas You move
Vive He/she lives	Alquila He/she rents	Compra He/she buys	Hace s/he does	Se muda He/she moves
Vivimos We live	Alquilamos We rent	Compramos We buy	Hacemos We do	Nos mudamos We move
Viven They live	Alquilan They rent	Compran They buy	Hacen They do	Se mudan They move

5.1H Mi casa y mi barrio	
abajo	under, downstairs
amplio/a	spacious, roomy
arriba	above, upstairs, up
el balcón	balcony
la calefacción	heating
la cocina amueblada	fitted kitchen
el comedor	dining room
el comercio	business, shop
imprescindible	essential, indispensable
inferior	lower
el jardín	garden
lujoso/a	luxurious
la mascota	pet
la piscina	swimming pool
la planta	floor (of a building), plant
la planta baja	ground floor
superior	upper, higher
la tienda	shop
la torre	tower, tower block
la vista	view, sight

5.1F ¿Cómo es tu casa?	
las afueras	outskirts
antiguo	old
el árbol	tree
el campo	countryside,
field,sports ground	
el chalet / chalé	bungalow, detached house, villa
la costa	coast
el estante	shelf
encontrar	to find
encontrarse	to be situated
encontrarse con	to meet up with
la granja	farm
guardar	to keep, to put away,to save
la librería	bookcase, bookshop
la montaña	mountain
el mueble	piece of furniture
los muebles	furniture
peor	worse



**GCSE Unit 5 SPANISH Knowledge organiser.**  
**Topic Home, Town, Neighbourhood and Region**



**What we are learning this term:**

- A. Saying what your house is like
- B. Describing your house and where it is
- C. Talking about the amenities in your area
- D. Discussing the advantages and disadvantages of living in the town and country

**6 Key Words for this term**

- |                |                |
|----------------|----------------|
| 1. vivir       | 4. el hogar    |
| 2. alojamiento | 5. la casa     |
| 3. alquilar    | 6. las afueras |

**5.2G ¿Qué se puede hacer donde vives?**

- |                          |                                   |
|--------------------------|-----------------------------------|
| el _____                 | neighbourhood, area               |
| la biblioteca            | _____                             |
| la _____                 | bowling alley                     |
| el _____                 | handbag                           |
| la carnicería            | _____                             |
| el _____                 | lawn                              |
| _____                    | necklace                          |
| descansar                | _____                             |
| _____                    | money                             |
| _____                    | to enjoy oneself, to              |
| have a good time         | _____                             |
| el _____                 | tobacconist's (also sells stamps) |
| los grandes almacenes    | _____                             |
| la joyería               | _____                             |
| la _____                 | toy shop                          |
| el mercado               | _____                             |
| _____                    | doll                              |
| el _____                 | museum                            |
| la panadería             | _____                             |
| _____                    | infantil park, playground         |
| la _____                 | cake shop                         |
| los pendientes           | _____                             |
| la plaza de toros        | _____                             |
| la ropa (de marca)       | _____                             |
| la tienda de comestibles | _____                             |

**5.2F Mi ciudad**

- |                         |                    |
|-------------------------|--------------------|
| la avenida              | _____              |
| el ayuntamiento         | _____              |
| bienvenido/a            | _____              |
| _____                   | shopping centre    |
| _____                   | city, large town   |
| el club de jóvenes      | _____              |
| Correos                 | _____              |
| construir               | _____              |
| convertirse en (+ noun) | _____              |
| los _____               | open spaces        |
| la _____                | factory            |
| _____                   | to found           |
| el/la habitante         | _____              |
| la iglesia              | _____              |
| _____                   | to go shopping     |
| _____                   | country            |
| la _____                | square (in a town) |
| el _____                | sports centre      |
| el pueblo (small)       | _____              |
| el puente               | _____              |
| _____                   | port, harbour      |
| el siglo                | _____              |

**Key Verbs**

To live	alquilar _____	Comprar To _____	Hacer – _____	Mudarse To _____
Vivo	Alquilo	Compro	Hago l do	Me mudo
You live	You rent	Compras _____	You do	You move
Vive	Alquila _____	Compra He/she buys	Hace _____	Se muda
We live	We rent	Compramos _____	Hacemos _____	Nos mudamos
They live	They rent	They buy	They do	They move

**5.1H Mi casa y mi barrio**

- |                     |                              |
|---------------------|------------------------------|
| _____               | under, downstairs            |
| _____               | spacious, roomy              |
| _____               | above, upstairs, up          |
| el balcón           | _____                        |
| la calefacción      | _____                        |
| la cocina amueblada | _____                        |
| el _____            | dining room                  |
| el _____            | business, shop               |
| _____               | essential, indispensable     |
| inferior            | _____                        |
| el jardín           | _____                        |
| lujoso/a            | _____                        |
| _____               | pet                          |
| _____               | swimming pool                |
| _____               | floor (of a building), plant |
| la planta baja      | _____                        |
| superior            | _____                        |
| la _____            | shop                         |
| la _____            | tower, tower block           |
| la _____            | view, sight                  |

**5.1F ¿Cómo es tu casa?**

- |                     |                    |
|---------------------|--------------------|
| _____               | outskirts          |
| antiguo             | _____              |
| el _____            | tree               |
| el campo            | countryside        |
| field,sports ground | _____              |
| el chalet / chalé   | _____ house, villa |
| la costa            | _____              |
| el _____            | shelf              |
| _____               | to find            |
| _____               | to be situated     |
| _____               | to meet up with    |
| la granja           | _____              |
| _____               | to keep, to put    |
| away,to save        | _____              |
| la _____            | bookcase, bookshop |
| la _____            | mountain           |
| el mueble           | _____              |
| los _____           | furniture          |
| peor                | _____              |

**5.1G Mi casa**

- |                   |                                |
|-------------------|--------------------------------|
| la alfombra       | _____                          |
| el armario        | _____                          |
| el ascensor       | _____                          |
| _____             | armchair                       |
| la _____          | kitchen, cooker, cuisine       |
| _____             | comfortable, convenient, handy |
| compartir         | _____                          |
| el cuarto de baño | _____                          |
| el dormitorio     | _____                          |
| los _____         | (electrical) appliances        |
| la _____          | stairs                         |
| el espejo         | _____                          |
| la _____          | shelves, shelving unit         |
| el fregadero      | _____                          |
| la habitación     | _____                          |
| _____             | washbasin                      |
| _____             | washing machine                |
| el lavaplatos     | _____                          |
| el microondas     | _____                          |
| la _____          | fridge                         |
| la pared          | _____                          |
| el salón          | _____                          |
| el _____          | armchair                       |
| el _____          | ground, floor                  |
| la terraza        | _____                          |



Translation Practice. G – blue F – orange H - Green	
La nevera _____ en la cocina	The fridge <b>is</b> in the kitchen
¿Dónde _____ el cuarto de baño?	Where <b>is</b> the bathroom?
En ____ casa hay muchos libros.	In <b>his / her</b> house there are many books.
Creo que esta _____ es muy bonita.	I think that this <b>house</b> is very beautiful.
¿Qué _____ ?	What <b>do you think?</b>
Estoy en _____ de esto.	I am <b>against</b> this.
Los libros están _____ de la mesa	The books are <b>under</b> the table
Vivo muy _____ de la ciudad	I live very <b>far</b> away from the city
Mi abuelo vive en el _____	My grandfather lives in the <b>countryside</b>
La _____ está debajo de la ventana.	The <b>bookcase</b> is under the window
La casa de mi amigo _____ cerca del colegio	My friend's house <b>is</b> near the school
Mi casa está _____ de la costa	My house is <b>near</b> to the coast
¿Cómo es tu _____ casa?	What is your <b>new</b> house like?
Es un _____ moderno	It's a modern <b>apartment</b>
_____ vivir en la ciudad	<b>I prefer</b> to live in the city
_____ falta un ascensor	<b>It's</b> missing a lift
¿Dónde _____ exactamente?	Where <b>is</b> it exactly?
Si _____ hay vistas del mar	<b>If</b> there are sea views

Key Questions: Answer the following in your own words. Use these model answers	
¿Cómo es tu casa y describe la casa de tus sueños? ¿Compartes piso? ¿Qué piensas de tu casa?	Vivo en una casa adosada en las afueras de Swindon. Mi casa tiene dos plantas. Abajo tenemos una cocina grande, un cuarto de baño pequeño y el salón acogedor. Arriba tenemos el dormitorio de mis padres y mi dormitorio. También tenemos un jardín enorme detrás del jardín con muchos árboles y flores. La casa de mis sueños estaría en los Estados Unidos, cerca de Los Ángeles en California. La casa de mis sueños estaría en la costa cerca de una playa bonita. La casa tendría una piscina enorme, cuatro plantas y un garaje doble. Habría mucho espacio para todas mis cosas y todos mis coches. No tengo que compartir mi dormitorio pero cuando era joven tenía que compartir mi dormitorio con mi hermano Lo que me gusta de mi casa es que está cerca de mis amigos y es bonito y caliente en invierno. Lo que me molesta de mi casa es que la cocina es muy vieja (tenemos que renovar la cocina) y también lo que odio es que no tenemos mucho espacio en el salón.
¿Cómo es tu habitación, donde está tu casa exactamente?	Mi habitación está arriba/en la segunda planta. Mi habitación está cerca del cuarto de baño y la habitación de mis padres. Me encanta mi habitación porque no tengo que compartir con mi hermano. Me encanta mi habitación porque tengo muchos posters de mis grupos favoritos y mi consola porque me encanta jugar con video-juegos.
¿Cómo es/era tu pueblo/región ahora/antes y como era en el pasado? ¿tu opinión de tu pueblo? ¿Qué puedes hacer en tu pueblo? ¿Qué hay en tu pueblo?	Mi pueblo se llama Swindon. Está en el sur-oeste de Inglaterra. Creo que mi pueblo es muy industrial y poco bonito. En el centro hay muchas tiendas de ropa donde se puede ir de compras durante el fin de semana. También hay buenas instalaciones si te gusta hacer deporte. Hay muchos polideportivos donde se puede ir al gimnasio, hacer musculación y hacer deportes de equipo. Antes el barrio era más bonito que ahora. Antes había muchas granjas y había mucho campo pero ahora hay más edificios, más industria y más contaminación del aire. Antes no había tanta contaminación del aire o basura en las calles pero ahora hay más basura y contaminación. Lo que me gusta/me chifla/me mola de mi barrio es que es/hay...

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
<b>Imperfect Tense</b> ( <i>Past, ongoing actions, descriptions, 'used to' or 'was doing'</i> )	<b>-ar</b> -aba, -abas, -aba, -ábamos, -abais, -aban <b>-er and -ir</b> -ía, -ías, -ía, -íamos, -íais, -ían
<b>Future Tense</b> ('will...')	<b>All verb groups:</b> -é, -ás, -á, -emos, -éis, -án  <i>With this tense, do NOT take the verb ending away but ADD it on to the infinitive.</i>



**What we are learning this term:**

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



**A. How has Ines Kouidis created this image?**

1 What materials has she used?  
Ines uses a range of scrap materials including envelopes, scrap paper, newspapers, old magazines and cardboard.

2 How has she torn the material?  
Ines doesn't use scissors often, but more she tears the material so to get a rough edge to her work. A type of uneven and rustic approach to her outcomes.

3 What impact do smaller pieces of material have?  
She is very particular about the size of pieces she is collaging. Smaller and more detailed pieces can form darker areas and shadows. Lagers and lighter pieces are the highlights. The smaller the pieces, the longer it will take her- however the more intricate it will become.

4 Who does she make collages of?  
She usually makes collages of famous people in history, who might be dead or alive today. These people influence her making and have had an impact on Ines' live. They are her main inspiration.



**C How to make a collage.**

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

**Steps for making your collage:**

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

**What each tool is used for:**




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

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

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

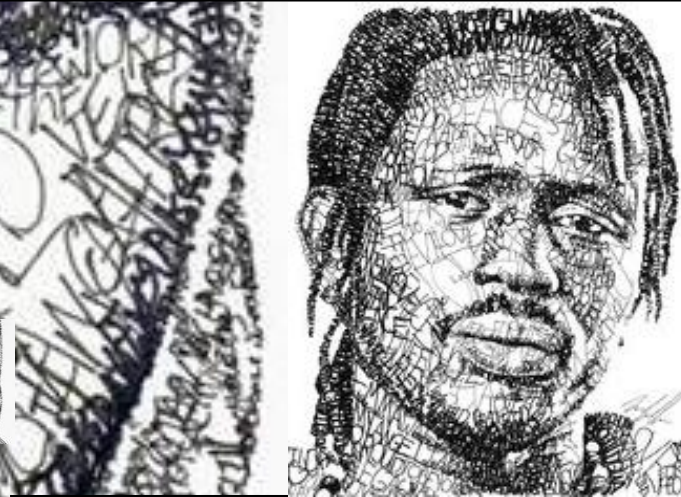


**C. Name the following equipment.**

		
Sharpie or permanent marker	Sheets of acetate	Masking tape

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

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



**B. About the work of artist Michael Volpicelli**

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

**F. Keywords**

Appropriate Suitable for a particular person, place or condition

Highlight An area of lightness in an image

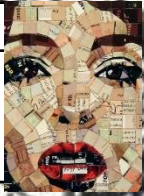
Shadow When an objector artwork intercepts light and causes an obscurity

intricate Having many complexly arranged element

relevant Having a bearing or connection with the subject or matter

**What we are learning this term:**

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



**A. How has Ines Kouidis created this image?**

1. What materials has she used?

.....

.....

.....

2.

How has she torn the material.....

.....

.....

.....

4.

What impact do smaller pieces of material have?

.....

.....

.....

Who does she make collages of?

.....



**C. How to make a collage.**

Collage:

Steps for making your collage:

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

What each tool is used for:

Magazines

.....

Glue stick

.....

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

1. Darker areas?
2. Lighter areas?



**C. Name the following equipment.**



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

What part of the body does Michael focus in drawing?

.....

What effect do the larger words make?

.....

How would you describe his work?

.....

What is significant about the words he uses to make up the drawing?

.....

**F. Keywords**

Appropriate

.....

Highlight

.....

Shadow

.....

intricate

.....

relevant

.....

**B. About the work of artist Michael Volpicelli**

WHAT?

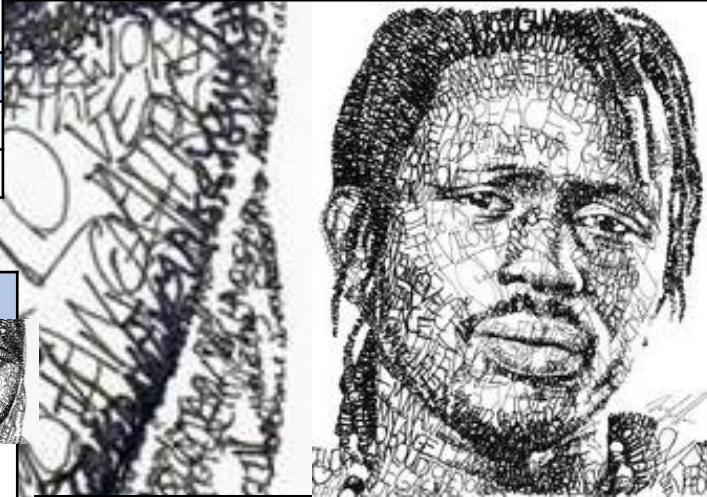
.....

HOW?

.....

WHY?

.....





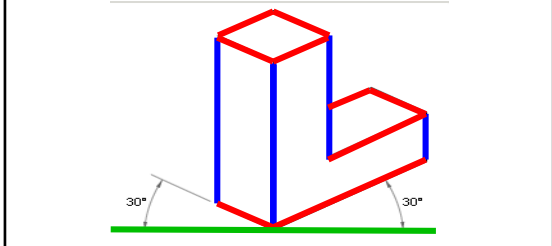


What we are learning this term:	
A.	Drawing Skills
B.	Wood Theory
C.	Wooden Joints & Their Uses
D.	Tools & Machinery

**A. Drawing Skills**

**Isometric Technical Drawing**

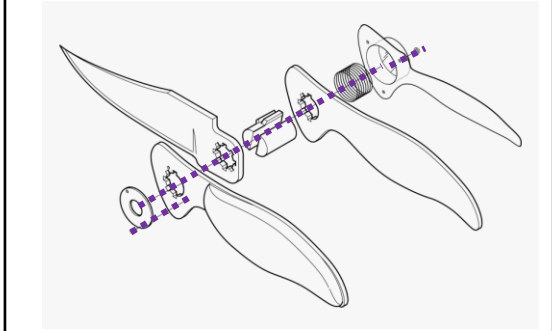
Made up of a series of parallel **vertical lines** and parallel **30-degree lines**. But no **horizontal lines**.



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

**Exploded Technical Drawing**

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



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

**B. Wood Theory**

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

**Sustainability = Natural Wood Vs Manufactured Boards**

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

**C. Wooden Joints & Their Uses**

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

**D. Tools & Machinery**

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



**What we are learning this term:**

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

**A. Drawing Skills**

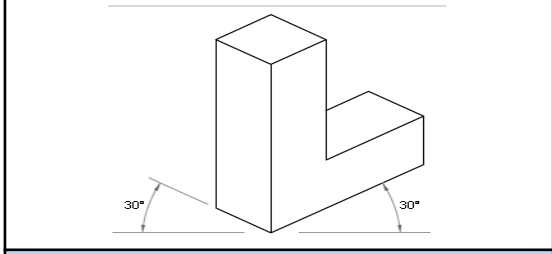
\_\_\_\_\_ **Technical Drawing**

**What is it & what is it used for?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



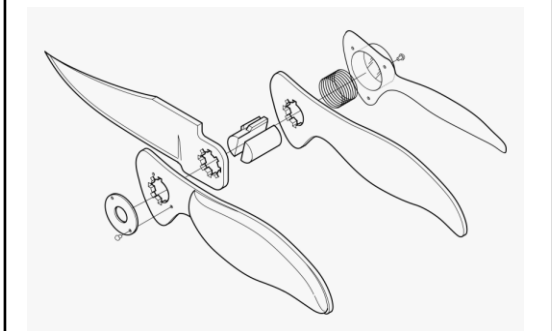
\_\_\_\_\_ **Technical Drawing**

**What is it & what is it used for?**

\_\_\_\_\_

\_\_\_\_\_

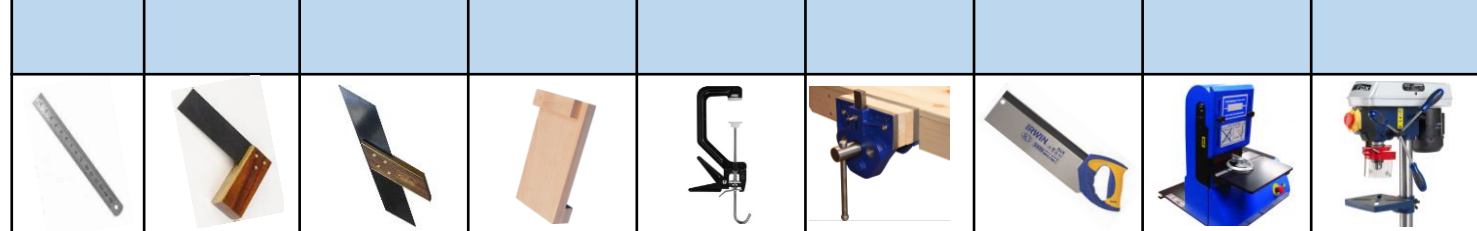
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**B. Wood Theory**

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

**D. Tools & Machinery**



**C. Wooden Joints & Their Uses**

Joint	Uses	Image
<b>Mitre Joint</b>		
<b>Dowel Joint</b>		
<b>Mortise and Tenon</b>		
<b>Cross Halving Joint</b>		

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>B.</b>	<b>Can you list 5 of the dietary requirements of a teenager?</b>
<ol style="list-style-type: none"> <li>1 A diet high in carbohydrate as a teenager is normally an energetic person.</li> <li>2 A diet with 2-3 portions of protein to maintain muscle growth and cell repair</li> <li>3 A diet with 2 -3 sources of calcium to build developing teeth and bones.</li> <li>4 A diet low in fat to avoid becoming obese or developing other health problems.</li> <li>5 Drinking 2 litres of water a day.</li> </ol>	

**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



<b>A</b>	<b>What is cross contamination and how can it be prevented?</b>	
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>B. What do the following terms mean?</b>		
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.

<b>C.</b>	<b>Can you list 5 reasons for why we cook food and why it is important?</b>	
<u>Rule</u>		<u>Why it is important</u>
<ul style="list-style-type: none"> <li>• 1 to get rid of bacteria on the food</li> <li>• 2 to make the food taste better</li> <li>• 3 to make food chewable</li> <li>• 4 to ensure that food is not raw</li> <li>• 5 to add colour to the food</li> </ul>		<ul style="list-style-type: none"> <li>• 1 to stop food poisoning</li> <li>• 2 to make the food more appealing</li> <li>• 3 it could be raw or a choking hazard</li> <li>• 4 to stop food poisoning</li> <li>• 5 to make it look more appetising or change its use</li> </ul>



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

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

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

**Year 9 – High Skills**

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

- 1
- 2
- 3
- 4
- 5

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

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


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

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

Clean and store chopping boards correctly after use



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

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

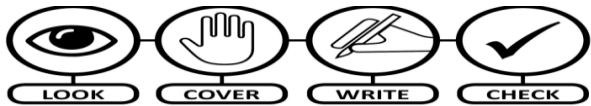
Grilling	
Baking	
Frying	

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

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



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



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

### C Instruments in popular music

## BASIC SONG STRUCTURE

The fundamental elements of a pop song

**Intro**: The first verse sets the scene and starts the story.

**Verse**: The chorus is the main hook of the song. Lyrics should broadly summarize the message of the song.

**Verse**: The second chorus is usually same as the first. This is your opportunity to re-emphasize your message after the 2nd verse.

**Bridge**: The bridge is usually very different from both the verses and the chorus. It's either the climax of the song or the buildup to the final chorus.

**Chorus**: The chorus is the main hook of the song. Lyrics should broadly summarize the message of the song.

**Chorus**: The second chorus is usually same as the first. This is your opportunity to re-emphasize your message after the 2nd verse.

**Chorus**: The last chorus brings it home, tying up the story. Sometimes the last chorus is repeated twice.

**Coda**: The last chorus brings it home, tying up the story. Sometimes the last chorus is repeated twice.

### D 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

### E How to read music – treble clef and Bass Clef

Note	Name	Beats	Rest	Note	Name	Beats	Rest
	Semibreve, Whole Note	4 beats			Dotted Semibreve, Dotted Whole Note	6 beats	
	Minim, Half Note	2 beats			Dotted Minim, Dotted Half Note	3 beats	
	Crotchet, Quarter Note	1 beat			Dotted Crotchet, Dotted Quarter Note	1½ beats	
	Quaver, Eighth Note	1/2 beat			Dotted Quaver, Dotted Eighth Note	¾ beat	

### F How to read music – treble clef and Bass Clef

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

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

### G Describing music – MAD T SHIRT

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





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



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

KEY WORDS	
<b>articulation</b>	the clarity or distinction of speech
<b>aside</b>	Lines spoken by an performer to the audience and not supposed to be overheard by other characters on-stage.
<b>business</b>	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.
<b>characterisation</b>	how a performer uses body, voice, and thought to develop and portray a character.
<b>dialogue</b>	spoken conversation used by two or more characters to express thoughts, feelings, and actions.
<b>focus</b>	in acting, the act of concentrating or staying in character.
<b>gesture</b>	any movement of the performer's head, shoulder, arm, hand, leg, or foot to convey meaning.
<b>imaging</b>	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.
<b>improvisation</b>	the spontaneous use of movement and speech to create a character or object in a particular situation; acting done without a script.
<b>inflection</b>	change in pitch or loudness of the voice.
<b>Interaction</b>	the action or relationship among two or more characters
<b>language</b>	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.
<b>mannerism</b>	a peculiarity of speech or behaviour.
<b>mime</b>	acting without words.
<b>mirroring</b>	copying the movement and/or expression or look of someone else exactly.
<b>monologue</b>	a long speech made by one performer; a monologue may be delivered alone or in the presence of others.
<b>motivation</b>	the reason or reasons for a character's behaviour; an incentive or inducement for further action for a character.
<b>movement</b>	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.
<b>pace</b>	rate of movement or speed of action
<b>performance elements</b>	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).
<b>pitch</b>	the particular level of a voice, instrument or tune.

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

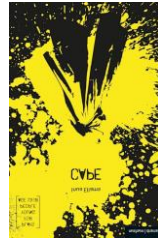
	Themes and Issues Explored
Diversity	Being composed of differing elements and variety. The inclusion of people of different races, cultures, etc. in a group or organization.
Racism	Behaviour or attitudes that reflect and foster this belief : racial discrimination or prejudice.
Relationships	Connecting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

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





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



Noughts and Crosses by M..... B.....	Cape by I..... A.....	Gone Too Far by O..... A.....
<p>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.</p> <p>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.</p>	<p>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.</p>	<p>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?</p> <p>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.</p>

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	
<i>Peter Piper</i>	<p>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?</p>
<i>Betty Botter</i>	<p>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</p>

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



Script Work- Key focus
<p>You will explore the different techniques needed to explore how to perform a character.</p> <p>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 memorize the words and movements of a character in a scene and then will perform your chosen scene to an audience in the final week.</p>