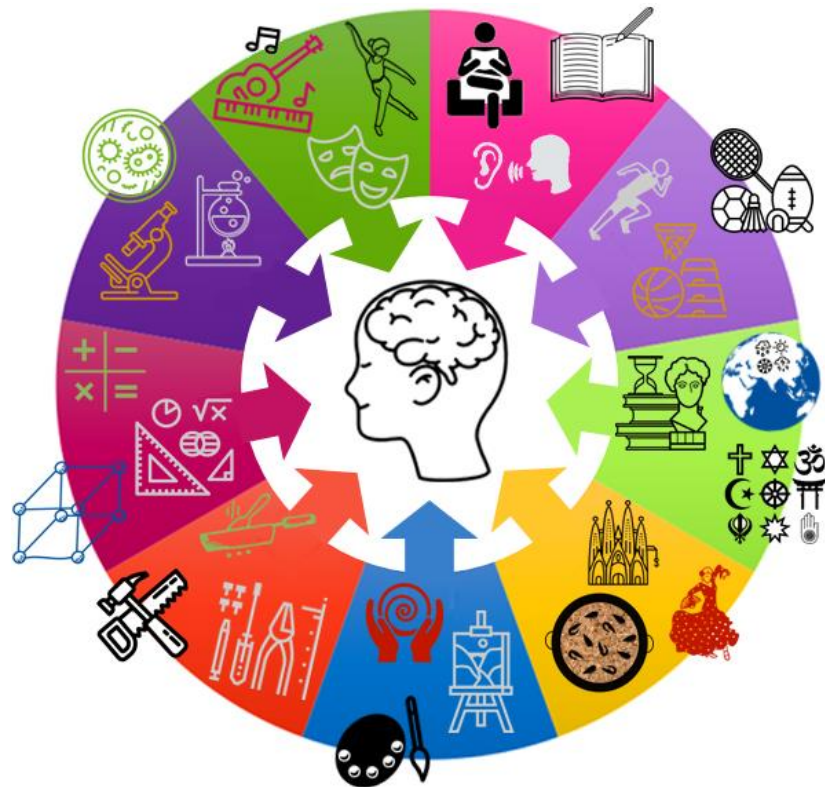


100% book - Year 9 Booster

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

Term 1



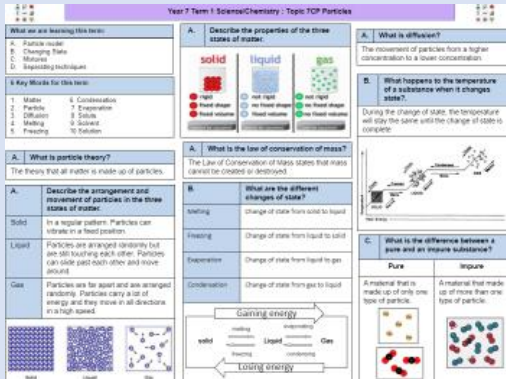
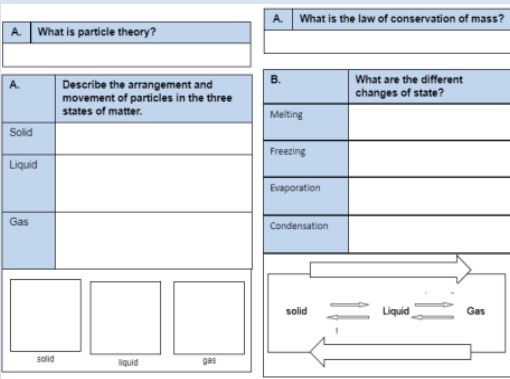
Swindon Academy 2023-24

Name:	
Tutor Group:	
Tutor & Room:	

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

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

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

Knowledge Organisers	Quizzable Knowledge Organisers
	
<p>Knowledge Organisers contain the essential knowledge that you MUST know in order to be successful this year and in all subsequent years.</p> <p>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.</p>	<p>These are designed to help you quiz yourself on the essential Knowledge.</p> <p>Use them to test yourself or get someone else to test you, until you are confident you can recall the information from memory.</p>

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

Expectations for Prep and for using your Knowledge Organisers

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

How do I complete Knowledge Organiser Prep?

Step 1

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

The screenshot shows the epraise website interface. On the left is a 'Planner' for the week of 10th May to 16th May 2020, with a grid for different subjects. On the right is a 'New Year's Homework/Revision: Topic TSP Pack' for 'What is particle theory?'. It includes a table of contents with sections like 'What is particle theory?', 'Describe the arrangement and movement of particles in the three states of matter', and 'What is the law of conservation of mass?'. Below the table are small diagrams and text boxes for each section.

Step 2

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

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

Step 3

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

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

Step 4

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

Handwritten notes showing the definition of a solid repeated three times: 'Solid = regular pattern particles vibrate in fixed position'.

Step 5

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

This screenshot shows a 'quizzable' version of the knowledge organiser. It has the same sections as the previous one but with some text boxes for answers. Handwritten answers include 'Self quizzing' for the title, 'Arrangement/movement of matter' for the description, and 'Solid = regular pattern particles can slide past each other and move around' for the solid state. There are also boxes for 'solid', 'liquid', and 'gas' with arrows pointing to the corresponding state in the diagram.

Step 6

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

Handwritten notes with corrections. The definitions from Step 3 are repeated, but with checkmarks and corrections. For example, 'Gas = Particles are far apart and are arranged randomly. Particles carry a lot of energy' has a checkmark and the word 'far apart' is written above 'are'. The definition for liquid also has a checkmark and 'are still touching each other' is written above 'are still touching each other'.

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



Chapter breakdown of Jane Eyre

Locations in the first 10 chapters

Vocabulary: Key words

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

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

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

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

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

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



Chapter breakdown of Jane Eyre

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

Locations in the first 10 chapters

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

Lowood School
Jane is sent to _____ by Mrs _____. Mr _____ is the headteacher. Conditions are _____ and _____. The girls receive brutal _____ and are fed _____. A typhus outbreak kills many of the girls.

Terminology: Key words

thesis –

juxtaposition –

Characters in Jane Eyre

Jane Eyre The main _____. A young, _____, and _____. "You think I have no _____, and that I can do without one bit of _____ or _____; but I cannot live so"

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

Mr Brocklehurst – The governor of Lowood school A _____ and _____ Christian. He believes in driving _____ from _____ through harsh _____. "Punish her body to save her ____"

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

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

Vocabulary: Key words

protagonist –

dependent –

oppress (vb.) –

solitude –

sombre –

conventional –

obedience –

ominous –

clandestine –

humiliate (vb.) –

hypocrite –

comeuppance –

Victorian attitudes to childhood

1 A child is a _____ and can be _____ to develop into a rational being.

2 A child is born completely _____ and _____. They are only _____ by contact with corrupt forces.

3 The child is born _____ and must therefore be _____ and _____ in order to _____ to the rules of God and society.

Biographical information

1 'Jane Eyre' written in _____ by Charlotte _____.

2 Parts of 'Jane Eyre' were influenced by _____ experiences at school and as a young woman.

3 'Jane Eyre' was unusual when it was published because it is written in the _____ - _____ from a _____ perspective.



What we are learning this term:

- A. Chemical reactions
- B. Conservation of mass
- C. Word equations
- D. Acids and alkali
- E. pH scale
- F. Reactions of acids and alkalis

5 Key Words for this term

- | | |
|-------------|-------------------|
| 1. Reactant | 4. Neutralisation |
| 2. Product | 5. Compound |
| 3. Salt | |

A. What are chemical reactions?

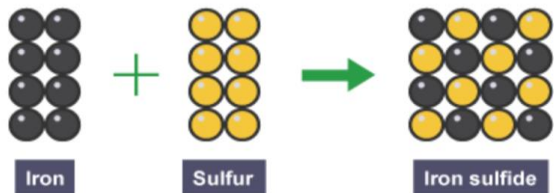
Chemical reactions are rearrangements of atoms. The substances that react together are called the reactants. The substances that are formed in the reaction are called the products.

B. What is conservation of mass?

The law of conservation of mass states that mass cannot be created nor destroyed by chemical reactions (or physical transformations). According to this law, the mass of the products in a chemical reaction must equal the mass of the reactants.] No mass can be lost or made.

B. What is an example of this?

As shown in the diagram below, the iron particles and sulphur particles are not lost or created, there is still the same number of them, so the mass stays the same, just a different chemical is made.



C. What are word equations?

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

Reactants → **Products**

They must not contain any chemical symbols of any formulae, only words.

For example, in a neutralisation reaction: **acid + alkali** → **salt + water**

So, if sulphuric acid and sodium hydroxide reacted together (reactants) to form sodium sulphate and water (products), what would the word equation look like?

Sodium Hydroxide + Sulphuric Acid → **Sodium Sulphate + Water**

C. Examples of word equations

copper + oxygen → copper oxide

hydrochloric acid + magnesium → magnesium chloride + hydrogen

copper + sulphur → copper sulphide

zinc + oxygen → zinc oxide

sodium + hydrochloric acid → sodium chloride

iron + oxygen → iron oxide

nitric acid + iron oxide → iron nitrate + water

copper oxide + hydrochloric acid → copper chloride + water

D. What is the difference between bases and alkalis?

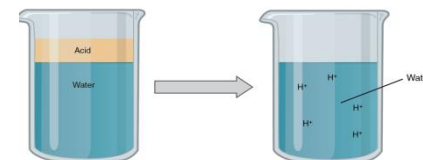
Bases are a family of chemicals which neutralise alkalis (more on neutralisation in part F.)

Alkalis are a type of base. Therefore all alkalis are bases. Alkalis dissolve in water and contain OH⁻ ions.



D. What are acids?

Acids are a family of chemicals. **Acids contain H⁺ ions**, when dissolved in water. This is hydrogen which has lost an electron.



D. What is an example of an acid?

Examples are lemon juice, vinegar and Coca Cola. Hydrochloric acid, sulphuric acid and nitric acid. There is also acid in our stomach!



D. What is the difference between a strong and weak acid? What are some examples of each?

Strong acids like hydrochloric acid are very corrosive this means they destroy skin cells and cause burns. **Weak acids** like vinegar are safe to eat but are still irritant to sensitive parts of the body.



Key Terms	Definitions
Acid	A substance which forms H ⁺ ions.
Alkali	A soluble base that contains OH ⁻ ions
Base	A substance that will neutralise an acid
The pH scale	A scale which measure how acidic a substance is
Indicator	A chemical which will change colour depending on the acidity of the substance

E	What is the pH scale?
.	<ul style="list-style-type: none"> The pH scale measures how strong an acid or alkali is The pH scale runs from 0-14 The pH scale measures the concentration of H⁺ ions, the lower the number the higher the concentration.

E.	What do the numbers on the pH scale correspond to?
.	<ul style="list-style-type: none"> Acids have a pH between 0 and 6, pH 1-3 are strong acids, 4-6 are weak acids Alkalis have a pH between 8 and 14, 8-10 weak alkalis, 11-14 strong alkalis Anything with a pH of 7 is neutral, for example water

Acidic Neutral Alkaline

F.	What is neutralisation?
----	-------------------------

- When an acid reacts with a base a **neutralisation reaction occurs, this means what you make has a pH of 7.**

F.	What are the products of a neutralisation reaction?
----	---

- When a neutralisation reaction happens the **products are a salt and water.**

F.	What is an example of a neutralisation reaction?
----	--

- A wasp sting is alkali so we add vinegar (an acid) to it to neutralise it.
- Farmers also spread alkalis onto fields to **neutralise the acid in the soil.**
- Another example is indigestion when there is too much acid in our stomach, we neutralise this with alkali tablets

E.	How do you name the salt that is made in a neutralisation reaction?
----	---

- When a neutralisation reaction happens a **salt is made**
- To name a salt you need to use the alkali to form the first part of the name and the acid to form the second part of the name
- Hydrochloric acid makes **chlorides**
- Nitric acid make **nitrates**
- Sulphuric acid makes **sulphates**

Alkali	Acid	Salt?
Calcium hydroxide	Hydrochloric acid	Calcium Chloride
Magnesium oxide	Nitric acid	Magnesium Nitrate
Calcium carbonate	Sulphuric acid	Calcium Sulphate
Aluminium hydroxide	Nitric acid	Aluminum Nitrate
Potassium hydroxide	Sulphuric acid	Potassium Sulphate

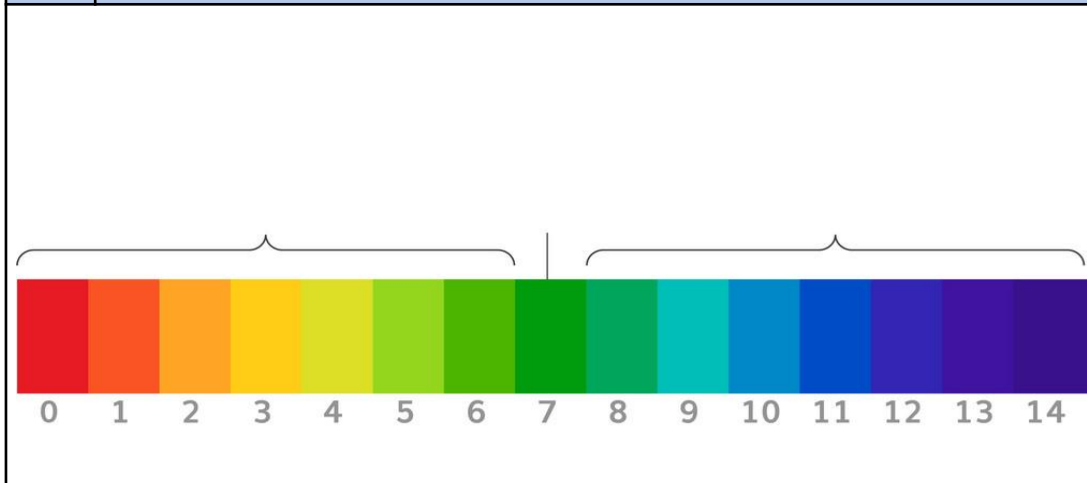
Reactants	General equation	Example
Acid and Alkali	Acid +Alkali → Salt + Water	Sodium Hydroxide + Sulphuric Acid → Sodium Sulphate + Water
Acid and Metal Carbonate	Acid + Metal Carbonate→ Salt + Water +Carbon Dioxide	Hydrochloric acid + Magnesium Carbonate → Magnesium Chloride + Carbon Dioxide + Water
Acid and metal Oxide	Acid + Metal Oxide → Salt +Water	Sulphuric acid +Calcium Oxide → Calcium Sulphate + Water



Key Terms	Definitions
Acid	
Alkali	
Base	
The pH scale	
Indicator	

E What is the pH scale?

E. What do the numbers on the pH scale correspond to?



F. What is neutralisation?

F. What are the products of a neutralisation reaction?

F. What is an example of a neutralisation reaction?

E. How do you name the salt that is made in a neutralisation reaction?

Alkali	Acid	Salt?
Calcium hydroxide	Hydrochloric acid	
Magnesium oxide	Nitric acid	
Calcium carbonate	Sulphuric acid	
Aluminium hydroxide	Nitric acid	
Potassium hydroxide	Sulphuric acid	

Reactants	General equation	Example
Acid and Alkali	Acid + Alkali → +	Sodium Hydroxide + Sulphuric Acid → +
Acid and Metal Carbonate	Acid + Metal Carbonate → Salt + Water + Carbon Dioxide	Hydrochloric acid + Magnesium Carbonate → + +
Acid and metal Oxide	Acid + Metal Oxide → Salt + Water	Sulphuric acid + Calcium Oxide → +



Y9- T1 - Life in an Emerging Country



Background:

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

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

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

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

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

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

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

G. Impact of TNCs	
Positive: (5)	<ol style="list-style-type: none"> More jobs. More taxes. Invest in infrastructure projects. GDP increases. Develop workers skills.
Negative: (3)	<ol style="list-style-type: none"> Can exploit workers e.g. long hours. Most of the profits from TNCs leave the country where production takes place. Increased levels of pollution e.g. air and water (from industrial waste).



Y9- T1 - Life in an Emerging Country - Quizzable



Background:

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

A. Characteristics of emerging countries (7)

BRIC countries	
MINT countries	
Industrialisation	
Employment structure	
Secondary industry	
Exports	
Urbanisation	

B. Development indicators (3)

GDP per capita	
HDI	
Life expectancy	

D. Rural to urban migration (4)

Rural to urban migration	
Push factor	
Pull factor	
Mechanisation	

F. Transnational corporations (TNCs) (5)

Transnational corporation	
Footloose	
Globalisation	
Host country	
Source country	

C. Encouraging development (4)

Subsidy	
Tax breaks	
Minimum wage	
Trade unions	

E. Squatter settlements (5)

Squatter/shanty settlement	
Inequality	
Sanitation	
Informal economy	
Quality of life	

G. Impact of TNCs

Positive: (5)	<ol style="list-style-type: none">
Negative: (3)	<ol style="list-style-type: none">

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

What we are learning this term:	
A.	The main battles on the British Sector of the Western Front during WWI
B.	The trench system – structure and features
C.	Health problems caused by the conditions in the trenches
D.	How the wounded were evacuated and who treated them
E.	How the war led to improvements in medicine
F.	Usefulness of primary sources for historical enquiries
6 Key Words for this term – Section A	
1	First Aid Nursing Yeomanry (FANY) – A women’s voluntary organisation which provided medical services on the frontlines such as driving ambulances and emergency first aid
2	Royal Army Medical Corps (RAMC) – The branch of the army responsible for medical care
3	No-man’s land – The area between two opposing trenches during WWI
4	Shrapnel – Fragments of metal from exploded shells
5	Salient - An area of a battlefield that is surrounded by enemy territory on 3 sides
6	Alliances – An agreement countries make to support each other if they are attacked by other countries

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

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

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

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

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

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

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

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

C.	<i>Causes of WWI</i>
Militarism	
Alliances	
Imperialism	
Nationalism	
Assassination of Franz Ferdinand	
The Blank Cheque	

B.	Describe two features of the key battles during WWI
<u>Battle</u>	<u>Features</u>
1 st Battle of Ypres (1914)	
2 nd Battle of Ypres (1915)	
Battle of the Somme (1916)	
Battle of Arras (1917)	
3 rd Battle of Ypres (1917)	
Battle of Cambrai (1917)	

B.	Describe two features of the trench system during the Western Front
1 – Dugout	
2 – Barbed wire	
3 – Sandbags	
4 – Fire step	
5 - Duckboards	
6 – Elbow rest	
7 - Parapet	

F.	How did World War One end?

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

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

Year 9 Religious Education: Atheism

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

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

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

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

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

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

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

Year 9 Religious Education: Atheism

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

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

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

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

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

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

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

What we are learning this term:

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

6 Key Words for this term

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

A. ¿Qué te gusta comer?

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

B ¿Llevas una vida sana?

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

C. ¿Qué es tu opinion de fumar?

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

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

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

Key Verbs

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

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

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

F. Key Words across Topics?

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

What we are learning this term:

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

6 Key Words for this term

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

A. ¿Qué te gusta comer?

- | | |
|------------------|------------------|
| el almuerzo | _____ |
| el azúcar | Cheap |
| _____ | Meat |
| el bistec | Expensive |
| _____ | evening meal |
| _____ | Food |
| la comida basura | Breakfast |
| _____ | Salad |
| _____ | Fruit |
| _____ | Biscuit |
| la grasa | ice-cream |
| _____ | Milk |
| las legumbres | Seafood |
| _____ | Cake |
| _____ | hot dog |
| _____ | Spicy |
| el plato | Chicken |
| _____ | Tasty |
| _____ | healthy |
| _____ | Healthy |
| _____ | Omelette |
| _____ | Toast |
| _____ | green vegetables |

B ¿Llevas una vida sana?

- | | |
|------------------------|--------------|
| _____ | to go to bed |
| _____ | to change |
| _____ | Tired |
| _____ | Body |
| _____ | Sporty |
| _____ | to sleep |
| _____ | Exercise |
| _____ | Energy |
| _____ | Effort |
| estar en forma | _____ |
| _____ | to avoid |
| _____ | to smoke |
| _____ | Young |
| llevar una vida (sana) | _____ |
| mantenerse en forma | to die |
| _____ | Necessary |
| _____ | to relax |
| _____ | health |

C. ¿Qué es tu opinion de fumar?

- | | |
|-----------------|---------------------|
| Afectar | _____ |
| _____ | disgusting / filthy |
| _____ | to cause |
| _____ | Cigarette |
| el corazón | _____ |
| el daño | to stop (smoking) |
| la enfermedad | _____ |
| _____ | Smoker |
| el fumar pasivo | _____ |
| _____ | Death |
| el olor | Woman |
| _____ | danger |

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

- | | |
|------------------|------------------------|
| _____ | To dance |
| _____ | To sing |
| De vez en cuando | From time to time |
| _____ | Entertaining |
| _____ | Challenging |
| _____ | To read |
| _____ | Free (as in free time) |
| _____ | Film |
| _____ | To go out |
| _____ | Late |
| _____ | To see |

Key Verbs

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

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

- | | |
|----------------|-------------------------|
| _____ | quite |
| _____ | to have an evening meal |
| _____ | to chat to rest |
| _____ | cartoons |
| _____ | documentary |
| _____ | weekend |
| _____ | great |
| _____ | never |
| las noticias | occupied, busy |
| _____ | _____ |
| _____ | to put |
| _____ | _____ |
| policíaco/a | always |
| _____ | _____ |
| por lo general | _____ |
| _____ | _____ |
| el teatro | _____ |
| la telenovela | _____ |
| terminar | _____ |
| el tiempo | all, every |
| _____ | silly, stupid |
| _____ | _____ |
| la vez | _____ |

F. Key Words across Topics?

- | | |
|--------------------|---------------------|
| to have = _____ | Divertido – _____ |
| to be = _____ | Aburrido - _____ |
| to go = _____ | Util – _____ |
| to do = _____ | Inutil – _____ |
| to play = _____ | Comodo – _____ |
| to see = _____ | Interesante- _____ |
| to listen= _____ | _____ |
| to buy = _____ | Entretenido – _____ |
| to live = _____ | Emocionante – _____ |
| to speak= _____ | _____ |
| to have to = _____ | Guay – _____ |
| to want to= _____ | Genial – _____ |
| to visit = _____ | Soso – _____ |
| to eat = _____ | Asqueroso – _____ |
| to drink = _____ | _____ |
| to go out = _____ | Malo- _____ |
| to read = _____ | Bueno – _____ |
| to work = _____ | Arriesgado- _____ |
| to think = _____ | Educativo- _____ |
| to write = _____ | Estimulate- _____ |
| _____ | Peligroso- _____ |



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

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

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

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



What we are learning this term:

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



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

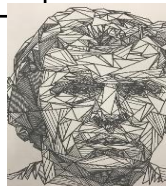
1. Using a sharp pencil
2. Keeping your pencil on the page and not taking it off
3. Lighter areas have fewer pencil lines and darker areas have far more pencil lines.

Using continuous line drawing, recreate the face below.



Example

Your response

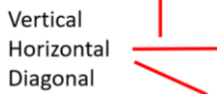


F. Keywords

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



What is the difference between lines?



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

Similarities:

- Surreal appearance
- Use of juxtaposition
- Sinister atmosphere created



Differences:

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



Describe what is happening in each stage of the making?



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

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



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

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



D. What is the definition for photomontage?

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

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

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





What we are learning this term:



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

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

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

Using continuous line drawing, recreate the face below.



Example

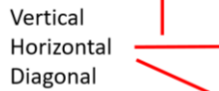
Your response

F. Keywords

Portrait	
Identity	
Collage	
Material	
Photomontage	
Characteristics	
Surreal	
Observation	
Mixed media	



What is the difference between lines?



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

Similarities:



Differences:



Describe what is happening in each stage of the making?



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

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



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

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



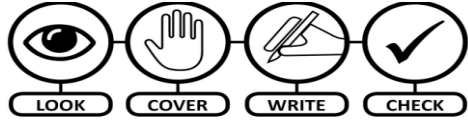
D. What is the definition for photomontage?

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





A	What we are learning about this term...
1	History of samba and carnival
2	Polyrhythms, grooves and breaks
3	Call and response/improvising



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

C Samba Rhythms

Diagram illustrating Samba Rhythms with musical notation and descriptions:

- Surdo:** "Shake the ganza quickly shake the ganza slow"
- Repinique:** "we can play Samba all day long"
- Tamborim:** "Tamborim Tamborim Tamborim Samba"
- Apito:** "1 2 3 4 Steady Surdo"

D Analysing Samba Music from Brazil

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

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

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

Listen here ->



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



E Samba Instruments

Images of Samba Instruments:

- SURDO:** Large drum
- REPINIQUE:** Small drum
- TAMBORIM:** Small drum
- CHOCOLO:** Maracas
- APITO:** Samba Whistle
- AGOGO BELLS:** Metal bells
- CAIXA DE GUERRO:** Small drum

F Note Values – Dotted Note Values

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

G Describing music – MAD T SHIRT

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



Year 9 PRODUCT DESIGN Rotation Knowledge Organiser



What we are learning this term:	
<ul style="list-style-type: none"> A. Drawing Skills B. Materials C. Wooden Joints & Their Uses D. Tools & Machinery 	
A.	Drawing Skills
Isometric Technical Drawing	
<p>Made up of a series of parallel vertical lines and parallel 30-degree lines. But no horizontal lines.</p>	
<p>Used to show a 3D (3-dimensional) perspective of a object or product.</p>	
Orthographic Projection	
<p>This shows 2D views of a 3D object from different angles – front, plan and end.</p>	
<p>Commonly used in industry to help the manufacturer understand the design.</p>	

B.	Materials	
Timbers come from trees		
	<p>Scots pine – which you used for your frame – is a softwood</p>	<p>Softwood trees have needle like leaves and are more sustainable</p>
	<p>Dowels are a common component in joinery</p>	
	<p>Dowels – which you used in your dowel joint – is a hardwood</p>	<p>Hardwood trees have broad like leaves and lose their leaves in winter</p>
	<p>Polymers come from crude oil</p>	
	<p>Acrylic – which you used for your stand – is a polymer</p>	<p>Acrylic is a thermoforming polymer which means it can be reheated and reshaped again and again</p>

C.	Wooden Joints & Their Uses		
Joint	Uses	Image	
Mitre Joint	<ul style="list-style-type: none"> • Picture Frames. • Joining Moldings • Window or Door Frames • Trim and Skirtings 		
Dowel Joint	<ul style="list-style-type: none"> • Make joints stronger. • Axles on toys. • Frames • Shelves • Table or Chair Leg Attachments 	<p><small>By K. Cooper 2006</small></p>	
Mortise and Tenon Joint	<ul style="list-style-type: none"> • Tables • Chairs • Door • Beds • Windows • Cabinets • Panelling 		
Cross Halving Joint	<ul style="list-style-type: none"> • Picture frames • Drawers • Cabinets • Structural Framing 		

D.	Tools & Machinery								
Steel Rule	Tri Square	Mitre Square	Tenon Saw	Wooden Mallet	Chisel	Bandfacer	Pillar Drill	Mortice	



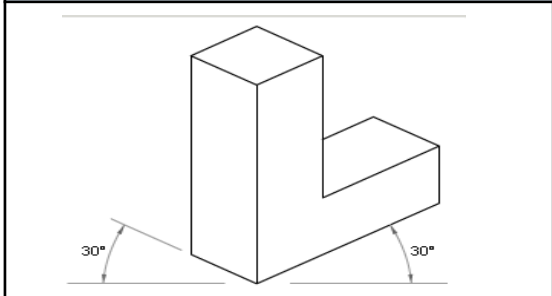
Year 9 PRODUCT DESIGN Rotation Knowledge Organiser






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

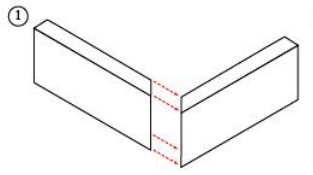
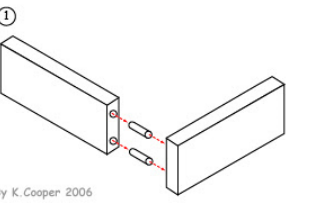
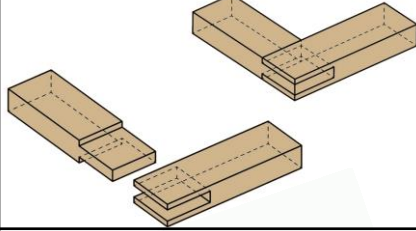
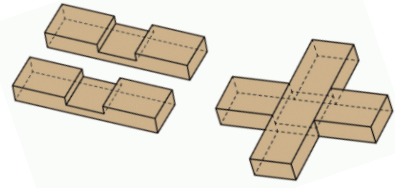
A. Drawing Skills
Technical Drawing

This is used for _____



Practice drawing the shapes below

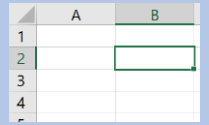
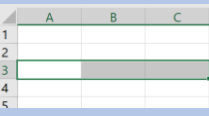
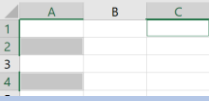
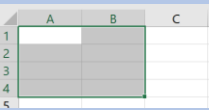
B. Materials		
Timbers come from _____		
 <p>Scots pine – which you used for your frame – is a _____</p> <p>Softwood trees have _____ and are more sustainable</p> <p>_____ are a common component in joinery</p>	<p>Dowels – which you used in your dowel joint – is a _____</p> <p>Hardwood trees have _____ and lose their leaves in winter</p>	
	<p>_____ are a common component in joinery</p>	<p>Polymers come from _____</p>
	<p>Acrylic – which you used for your stand – is a _____</p> <p>Acrylic is a thermo-_____ polymer which means it can be _____</p>	

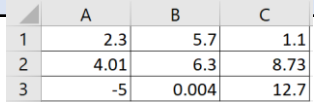
C. Wooden Joints & Their Uses		
Joint	Uses	Image
	<ul style="list-style-type: none"> _____ _____ _____ 	
	<ul style="list-style-type: none"> _____ _____ _____ 	 <p>By K. Cooper 2006</p>
	<ul style="list-style-type: none"> _____ _____ _____ 	
	<ul style="list-style-type: none"> _____ _____ _____ 	

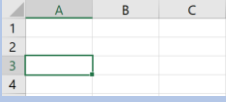
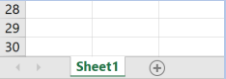
D. Tools & Machinery								
								








A Passwords and Shortcuts	
A feature of a strong password has...	
1	
2	
3	
4	
5	
6	
7	
8	
9	
What do the following shortcuts do?	
Ctrl-C	
Ctrl-V	
Ctrl-X	
Ctrl-Z	
Ctrl-A	
Ctrl-S	
F2	
Ctrl-Shift-N	
Ctrl-P	
Ctrl-B	
Ctrl-U	

B Excel Cell References	
What is the cell reference for the following...	
	
	
	
	

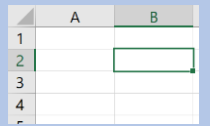
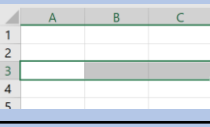
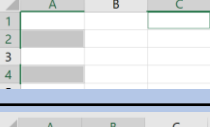
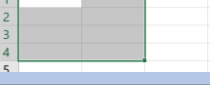
C Excel Formulae	
What is the Excel formula for...	
	Adding cells B1 and C2
	Subtracting cell A1 from cell A3
Finding the mean of cells: A1, A2, A3, B1, B2 and B3	Multiplying cells B3 and C1
Finding the maximum of cells: A1, A2, A3, B1, B2, B3, C1, C2 and C3	Dividing cell A2 by cell B2
Finding the product of cells: A1, A2, A3, C1, C2 and C3	Raising A1 to the power of 7

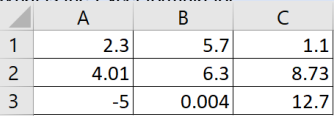
D Excel Absolute Cell References	
Why are absolute cell references used?	
What is the absolute cell reference for the following	
	
How do you duplicate an existing sheet?	
	
How do you reference a cell in a different sheet	

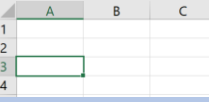
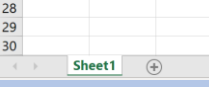
E Excel Tools	
What do the following buttons in Excel do?	
	
B	
	
	
	
	









A Passwords and Shortcuts	
A feature of a strong password has...	
1	10 to 15 characters
2	Special characters
3	Upper- and lower-case letters
4	Numbers
5	NO patterns or sequences
6	Only been used for one website/account
7	NO obvious letter substitutions (for example, 'E' replaced by 3)
8	NO personal information
9	To be memorable
What do the following shortcuts do?	
Ctrl-C	Copy
Ctrl-V	Paste
Ctrl-X	Cut
Ctrl-Z	Undo
Ctrl-A	Select all
Ctrl-S	Save
F2	Rename (file/folder)
Ctrl-Shift-N	Create a new folder
Ctrl-P	Print
Ctrl-B	Bold text
Ctrl-U	Underline text

B Excel Cell References	
What is the cell reference for the following...	
	B2
	A3:C3
	A2,A4,C1
	A1:B4

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

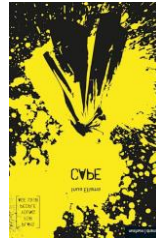
D Excel Absolute Cell References	
Why are absolute cell references used?	To stop a cell reference from being modified automatically
What is the absolute cell reference for the following	\$A\$3
	
How do you duplicate an existing sheet?	<ol style="list-style-type: none"> 1. Right click the sheet we want to copy. 2. Select 'move or copy'. 3. Select 'create a copy'. 4. Choose where you want the copy to be placed. 5. Press 'OK'.
	
How do you reference a cell in a different sheet	=Sheet Name!Cell Reference For example, cell H3 in Sheet5 Would be referenced as =Sheet5!H3

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



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

Tongue Twisters	
<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

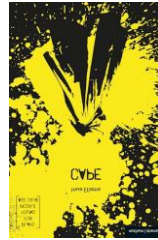
	Themes and Issues Explored
Diversity	Being composed of differing elements and variety. The inclusion of people of different races, cultures, etc. in a group or organization.
Racism	Behaviour or attitudes that reflect and foster this belief : racial discrimination or prejudice.
Relationships	Connecting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



#AIMHIGH CHALLENGE TASKS Y9

Hard Work ... Kindness...Responsibility



Subject	Reading	Watching	Other Opportunities
English	Read: https://www.bl.uk/romantics-and-victorians/articles/charlotte-bronte-the-familiar-and-the-fantastical	Watch: https://www.youtube.com/watch?v=Mv0snnk0kio	https://www.bronte.org.uk/
Maths	Read: Identifying features of a quadratic function – BBC Bitesize Worked examples - Identifying features of a quadratic function - National 5 Maths Revision - BBC Bitesize	Watch: Beautiful Trigonometry – Numberphile YouTube Beautiful Trigonometry - Numberphile - Bing video	Using your knowledge of patterns and sequences can you solve this famous ancient maths puzzle? Tower of Hanoi Tower Of Hanoi (transum.org)
Science	Read: Difference Between Endothermic and Exothermic Reactions https://byjus.com/chemistry/endothermic-exothermic-reactions-difference/	Watch : Hydrogen peroxide catalyst video- watch it expand! https://www.youtube.com/watch?v=3Tn-7JcZJuQ	Dissolving laundry detergent in water is an exothermic reaction. Simply dissolve powdered laundry detergent in your hand with a small amount of water. Feel the heat? WASH YOUR HANDS
Geography	Read Climate Change: Stopping Climate Change	Watch: BBC iPlayer - Climate Change - The Facts	Count how many days the weather in the UK reaches above 20 degrees. Compare this with previous years using Historic station data - Met Office to see how things have changed.
History	Read Wounded –by Emily Mayhew	Watch: World War One (ALL PARTS) (2021 Re-edit) - YouTube	Visit: The Blunsdon and Cricket Railway Village. SN25 2DA
Spanish	Read: the Spanish and English whilst watching this video of a tour of Barcelona: https://www.youtube.com/watch?v=l7bHX9Wkr0E	Watch: this video about what Spanish people eat in their day to day lives: https://www.youtube.com/watch?v=n7Ma6Vu7COs	Check out how many Spanish destinations EasyJet Fly to. Find out a little bit about each destination: https://www.easyjet.com/en
Art	Read: How to develop your ideas in preparation for GCSE https://www.bbc.co.uk/bitesize/guides/zc7mng8/revision/1	Watch: How to use a sketchbook to develop your ideas https://www.youtube.com/watch?v=Kha7-GPgWok	Try visiting an art gallery to see how an artist has created artwork in real life. The Tate website is an amazing tool to find 100's of established artists https://www.tate.org.uk/art

SWINDON ACADEMY READING CANON

Year 7



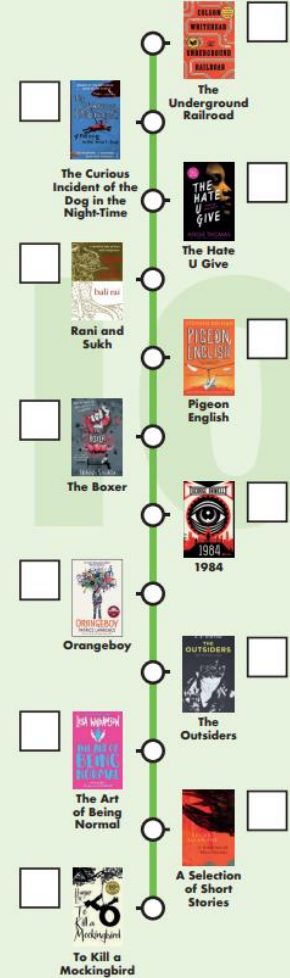
Year 8



Year 9



Year 10



#ReadingisPower