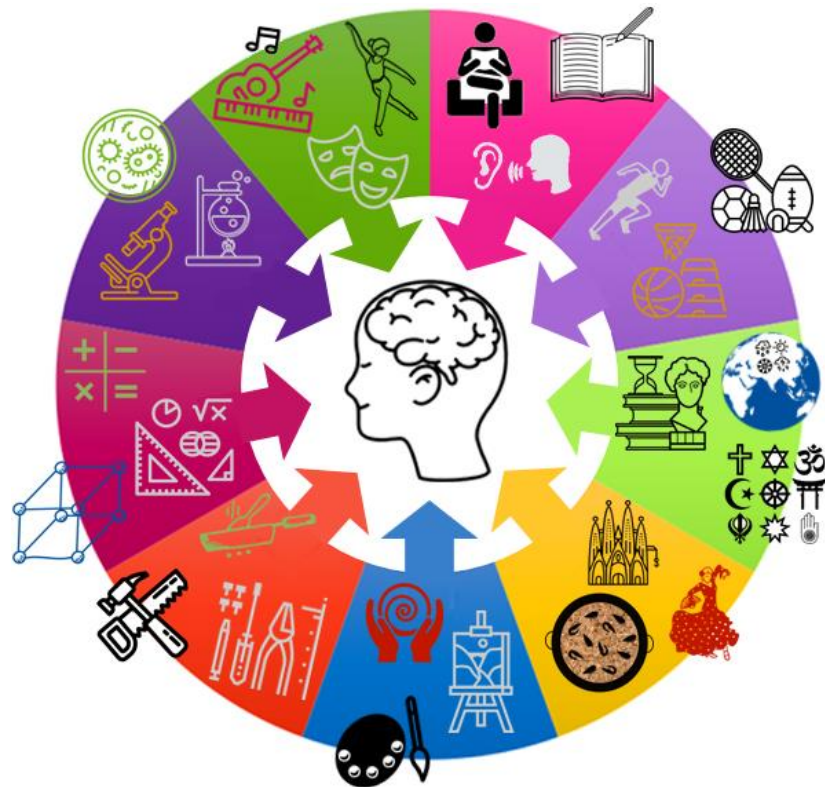


# 100% book - Year 9 Grammar

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 a student's prep book with the keywords/definitions/facts from the knowledge organiser written out in full. The text is: '29th May 2020', 'Properties of the states of matter', 'Particle theory = all matter is made of particles', 'Solid = regular pattern particles vibrate in fixed position', 'Liquid = particles are arranged randomly but are still touching each other. Particles can slide past each other and move around.', and 'Gas = Particles are far apart and are arranged randomly. Particles carry a lot of energy.'

## Step 4

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

The image shows a student's prep book with the keywords/definitions/facts from the knowledge organiser written out three times. The text is: 'Solid = regular pattern particles vibrate in fixed position', 'Solid = regular pattern particles vibrate in fixed position', and '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 with the missing words from the quizzable knowledge organiser written in the prep book. The text is: 'Self quizzing', 'Arrangement/movement of matter', 'Solid = regular pattern particles vibrate in fixed position', 'Liquid =', and 'Gas ='. There are also diagrams of particle arrangements for solid, liquid, and gas states.

## 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 a student's prep book with the keywords/definitions/facts from the knowledge organiser written out in full, with some corrections. The text is: 'Particle theory = all matter is made of particles', 'Solid = regular pattern particles vibrate in fixed position', 'Liquid = particles are arranged randomly but are still touching each other. Particles can slide past each other and move around.', and 'Gas = Particles are far apart and are arranged randomly. Particles carry a lot of energy.'

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

# 'Romeo and Juliet': GS Knowledge Organiser

Plot breakdown	
<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>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>1.2</b>	Paris asks Lord Capulet about marrying his daughter Juliet. Capulet tells Paris to wait as she is too young.
<b>1.3</b>	Lady Capulet advises Juliet to agree to marry Paris.
<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>2.2</b>	In the balcony scene, Romeo and Juliet fall deeper in love. They agree to get married.
<b>2.3</b>	Romeo asks Friar Lawrence to marry him and Juliet. Lawrence agrees, thinking it will unite the warring families.
<b>2.6</b>	Friar Lawrence marries Romeo and Juliet.
<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>3.4</b>	Lord Capulet tells Paris that he can marry Juliet in three days' time.
<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>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>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.

## The Big Ideas:

**Role of women:** Juliet is powerless to make her own decisions. She is ruled by her father who eventually decides to marry her off to a powerful man. She breaks the status quo when she defies her father and makes her own decisions.

**Evolution of Juliet's character:** Juliet is a stereotypical Renaissance daughter at the outset, she is loyal and submissive. She becomes empowered and independent through her romance with Romeo. She becomes a tragic hero by acting in pursuit of her own desires.

**Tragedy:** A Shakespearean tragedy is the story of one or two heroes of 'high-status,' such as Kings or Lords. They act in pursuit of one desire. The story leads up to and includes the death of the hero as a result of their actions.

**Fate and destiny:** **Fate and destiny:** Fate is the idea that the events of someone's life are not in their control. The *star-crossed* lovers suggests they were fated for tragedy. This leads to many questions: Is the tragic ending inevitable? Do they act independently?

## Characters

**Romeo (Montague)**  
Young man. Falls in love with Juliet. Kills himself at the end of the play. "*Did my heart love till now? forswear it, sigh! For I ne'er saw true beauty till this night*"; "*Thus with a kiss I die*"

**Juliet (Capulet)**  
13-year old girl. Falls in love with Romeo. Kills herself at the end of the play. "*Wherefore art thou Romeo? Deny thy father and refuse thy name*"; "*O happy dagger, This is thy sheath; there rust, and let me die*"

**Lord Capulet (Capulet)**  
Head of the Capulet family. Juliet's father. Orders her to marry his friend, Paris. "*She will be ruled In all respects by me*"

**Paris (no family)**  
Nobleman of Verona. Wants to marry Juliet. Killed by Romeo at the end of the play.

**Friar Lawrence (no family)**  
Religious leader in Verona. Agrees to marry Romeo and Juliet, thinking it will bring peace to the city. "*For this alliance may prove To turn your households' rancour to pure love*"

**Mercutio (Montague)**  
Romeo's friend. Killed by Tybalt. "*A plague a'both your houses!*"

**Prince Escalus (no family)**  
Ruler of Verona. Wants to bring peace to the city. "*If ever you disturb our streets again, Your lives shall pay the forfeit of the peace*"

## Structure of Shakespearean tragedy (Bradley)

**Exposition** Introduces the main characters and the obstacles they will overcome in the play.

**Rising tension** The heroes try to overcome the obstacles they face. They suffer.

**Catastrophe** The play ends with the deaths of the heroes.

## Vocabulary: Key words

**tragic** – describes something as being very sad, or as part of a tragedy.

**submissive** - ready to obey or conform to the authority or will of others

**Narcissistic** – self-obsessed

**feud** – a serious argument and sometimes violent argument between two people or groups that continues for a long time.

**shrine** – a holy place that people go to pray.

**status quo** – the situation that exists now, without any changes.

**obstacle** – a problem that must be overcome.

**vindictive** – vengeful

**patriarchy** - a society in which power lies with men

**belligerent** - warlike

**exile (vb.)** – to force them from their home and live in another place.

**tenacious** – very determined

**catastrophe** – a terrible accident.

**stoicism** – calm self control

## Terminology: Key words

**Tragedy** – a play in which the main character brings about their own downfall.

**prologue** – the introduction to a book, film, or play.

**sonnet** – a type of love poem. It has 14 lines, a strict rhyme scheme and 10 syllables per line.

**dramatic irony** – when the audience knows something that the character on stage does not

**Tragic hero** – the main character in a Tragedy that makes an error of judgement that leads to their downfall.

**soliloquy** – a speech in a play where the character speaks to himself or herself.

**hyperbole** – exaggeration.

**tragic flaw** - a character has a tragic flaw when what makes them so special also brings about their downfall.

**foreshadow** – to show or warn that something bigger, worse, or more important is coming.

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

**peripeteia** – a sudden reversal of fortune.

**hubris** – excessive pride or self-confidence

**anagnorisis** – the moment when the character realises the true state of their affairs or the reality of their situation

## Features of Shakespearean tragedy (Bradley)

The characters are '**high-status**' – they are important people.

The tragic hero **acts**: they **try to do things**. They don't just let things happen to them.

Whatever they try to do, it always **puts them in a worse situation**.

They are **exceptional** – there is something that makes them special.





<b>What we are learning this term:</b> A. Tissues B. Digestive organs C. Biological molecules D. Enzymes	<b>A. What is the function of each tissue?</b>	
	<b>Epithelial tissue</b>	Forms a protective covering for different parts of the body.
	<b>Glandular tissue</b>	Secretes important substances, such as hormones.
	<b>Muscular tissue</b>	Contracts to control movement.

<b>B. What is the function of each part of the digestive system?</b>																
<table border="1"> <tr> <td><b>Liver</b></td> <td>Where bile is made.</td> </tr> <tr> <td><b>Mouth</b></td> <td>Where food is chewed and mixed with saliva, from salivary glands.</td> </tr> <tr> <td><b>Oesophagus</b></td> <td>Connects the mouth and stomach.</td> </tr> <tr> <td><b>Large intestine</b></td> <td>Water is absorbed from undigested food, to form faeces.</td> </tr> <tr> <td><b>Gall bladder</b></td> <td>Where bile is stored.</td> </tr> <tr> <td><b>Small intestine</b></td> <td>Where soluble food is absorbed.</td> </tr> <tr> <td><b>Pancreas</b></td> <td>Where neutralising substances and enzymes are produced.</td> </tr> <tr> <td><b>Stomach</b></td> <td>Churns food and produces hydrochloric acid.</td> </tr> </table>	<b>Liver</b>	Where bile is made.	<b>Mouth</b>	Where food is chewed and mixed with saliva, from salivary glands.	<b>Oesophagus</b>	Connects the mouth and stomach.	<b>Large intestine</b>	Water is absorbed from undigested food, to form faeces.	<b>Gall bladder</b>	Where bile is stored.	<b>Small intestine</b>	Where soluble food is absorbed.	<b>Pancreas</b>	Where neutralising substances and enzymes are produced.	<b>Stomach</b>	Churns food and produces hydrochloric acid.
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<b>B. How are the small intestines adapted?</b>
The walls of the small intestine are covered with <b>villi</b> , which increased absorption due to: <ul style="list-style-type: none"> <li>• Large <b>surface area</b>.</li> <li>• Thin <b>membrane</b>.</li> <li>• Good <b>blood supply</b>.</li> </ul>

<b>C. Where is starch stored in plant cell?</b>
As starch grains in <b>plastids</b> , including chloroplasts and amyloplasts.

<b>C. Describe the test for sugars</b>
<ul style="list-style-type: none"> <li>• Add <b>Benedict's solution</b>, to the food solution, and gently heat.</li> <li>• If a reducing solution (e.g.: glucose) is present, the solution will turn <b>green, orange or red</b>, depending upon the concentration.</li> </ul>

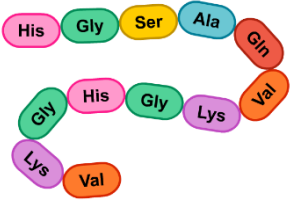

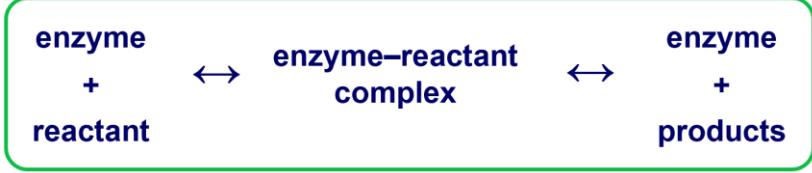
<b>C. Describe and draw the structure of carbohydrates?</b>
Carbohydrates are made of chains of <b>simple sugars</b> .

<b>C. Describe the test for starch</b>
<ul style="list-style-type: none"> <li>• Add <b>iodine</b>.</li> <li>• If starch is present, colour will change to <b>blue/black</b>.</li> </ul>

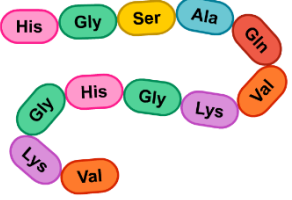
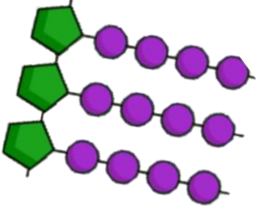
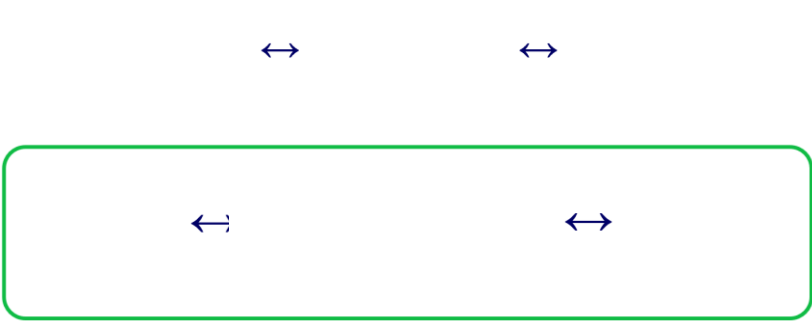


<b>What we are learning this term:</b> A. Tissues B. Digestive organs C. Biological molecules D. Enzymes	<b>A.</b>	<b>What is the function of each tissue?</b>
		<b>Epithelial tissue</b>
		<b>Glandular tissue</b>
		<b>Muscular tissue</b>

<b>B.</b>	<b>What is the function of each part of the digestive system?</b>	<b>B.</b>	<b>How are the small intestines adapted?</b>
	<b>Liver</b>		
	<b>Mouth</b>		
	<b>Oesophagus</b>		
	<b>Large intestine</b>		
	<b>Gall bladder</b>		
	<b>Small intestine</b>		
	<b>Pancreas</b>		
	<b>Stomach</b>		
<b>C.</b>	<b>Describe and draw the structure of carbohydrates?</b>	<b>C.</b>	<b>Where is starch stored in plant cell?</b>
		<b>C.</b>	<b>Describe the test for sugars</b>
		<b>C.</b>	<b>Describe the test for starch</b>

<p><b>C.</b> Describe and draw the structure of proteins?</p>	<p>Proteins are made of chains of <b>amino acids</b>.</p>		<p><b>C.</b> What are the functions of proteins?</p>	<p><b>C.</b> Describe the test for proteins?</p>
			<ol style="list-style-type: none"> <li>1. Structural</li> <li>2. Catalytic</li> <li>3. Signalling</li> <li>4. Immunological</li> </ol>	<ul style="list-style-type: none"> <li>• Add <b>Biuret's solution</b> and mix gently into the food solution.</li> <li>• If protein is present, the solution will turn <b>pink/purple</b>.</li> </ul>
<p><b>D.</b> Describe the function of enzymes</p>	<p>To <b>catalyse</b> reactions and lower the <b>activation energy</b>.</p>		<p><b>C.</b> Describe and draw the structure of triglycerides?</p>	<p><b>C.</b> Describe the test for lipids?</p>
			<p>Triglycerides are made of glycerol and fatty acids.</p>	<ul style="list-style-type: none"> <li>• Add <b>Sudan III</b> stain to the food solution.</li> <li>• If a lipid is present, <b>red-stained oil layer</b> will separate and float to the surface.</li> </ul>
<p><b>D.</b> What factors affect enzyme reaction rate?</p>	<ol style="list-style-type: none"> <li>1. Temperature</li> <li>2. pH</li> <li>3. Enzyme concentration</li> <li>4. Substrate concentration</li> <li>5. Surface area</li> <li>6. Pressure</li> </ol>		<p><b>D.</b> What happens when an enzyme is denatured?</p>	<p><b>D.</b> Draw the lock and key model</p>
			<p>The enzyme <b>active site</b> no longer fits the substrate/reactant, so the reaction is not catalysed.</p>	
				
<p><b>C.</b> Describe the enzyme</p>				
<p><b>Protein</b></p>	<p>Broken down by <b>pepsin</b></p>	<p>Into <b>amino acids</b></p>		
<p><b>Starch</b></p>	<p>Broken down by <b>amylase</b></p>	<p>Into <b>maltose</b></p>		
<p><b>Triglycerides</b></p>	<p>Broken down by <b>lipase</b></p>	<p>Into <b>glycerol</b> and <b>fatty acids</b></p>		



C.	Describe and draw the structure of proteins?	C.	What are the functions of proteins?	C.	Describe the test for proteins?
		<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> </ol>			
D.	Describe the function of enzymes	C.	Describe and draw the structure of triglycerides?	C.	Describe the test for lipids?
					
D.	What factors affect enzyme reaction rate?	D.	What happens when an enzyme is denatured?	D.	Draw the lock and key model
<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> <li>6.</li> </ol>					
C.	Describe the enzyme				
	Breaks down <b>proteins</b>	Into...			
	Breaks down <b>starch</b>	Into...			
	Breaks down <b>triglycerides</b>	Into...			

**What we are learning this term:**

- A. Ionic Bonding
- B. Covalent Bonding
- C. Metallic Bonding
- D. States of matter
- E. Properties
- F. Carbon and Nanoparticles

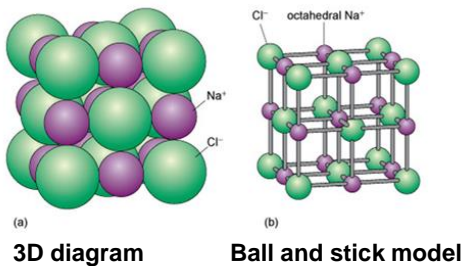
**6 Key Words for this term**

1. Delocalised
2. Electrostatic
3. Ionic
4. Covalent

**A. What is an ionic compound?**

A giant structure of ions held together by strong electrostatic forces of attractions between oppositely charged ions

**How can we represent Sodium Chloride?**



**A. What is ionic bonding?**

An electrostatic force of attraction between positively and negatively charged ions

**When do you get ionic bonding?**

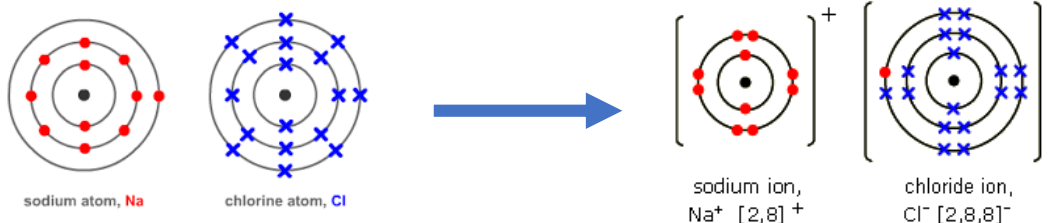
When metals react with non-metals

**What are dot and cross diagram?**

A way of showing electron transfers during reactions

**How is an ionic bond formed in Sodium Chloride? Draw a dot and cross diagram to show this**

- Sodium loses an electron to form a filled outer shell. A positive ion is formed
- Chlorine gains this electron to fill its outer shell. A negative ion is formed
- An electrostatic force of attraction is formed between these oppositely charged ions



**A. What is covalent bonding?**

Covalent bonding is where atoms share pairs of electrons

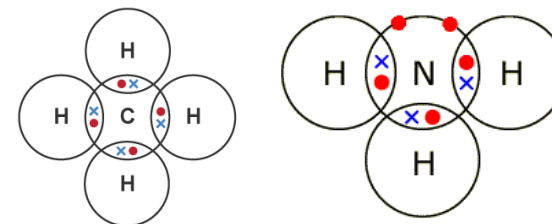
**Sketch a dot and cross diagram to show the bonding in Methane (CH<sub>4</sub>) and Ammonia (NH<sub>3</sub>)**

**When do you get Covalent bonding?**

Non metallic elements and compounds

**What covalent structures are there?**

Simple molecules and giant covalent structures



**C. What is Metallic Bonding?**

Outer electrons are delocalised and free to move through the whole structure. This gives rise to metallic bonds

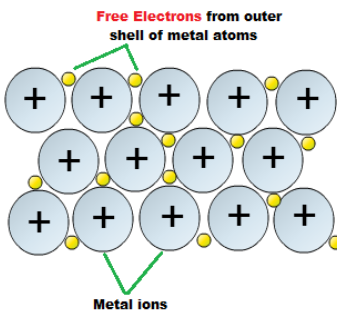
**What does delocalised mean?**

Where electrons are shared between 2 or more atoms

**When do you get Metallic bonding?**

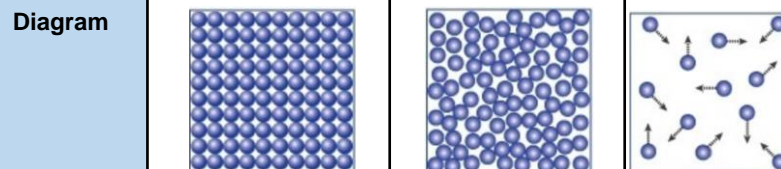
Metallic elements and alloys

**Draw a sketch of metallic bonding**



**D. What are the three states of matter?**

State	Solid	Liquid	Gas
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The amount of energy required to change state is dependent on what?

The strength of the forces between the particles



<b>What we are learning this term:</b>
<ul style="list-style-type: none"> <li>A. Ionic Bonding</li> <li>B. Covalent Bonding</li> <li>C. Metallic Bonding</li> <li>D. States of matter</li> <li>E. Properties</li> <li>F. Carbon and Nanoparticles</li> </ul>

<b>6 Key Words for this term</b>
<ul style="list-style-type: none"> <li>1. Delocalised</li> <li>2. Electrostatic</li> <li>3. Ionic</li> <li>4. Covalent</li> </ul>

<b>A.</b>	<b>What is an ionic compound?</b>

<b>How can we represent Sodium Chloride?</b>

3D diagram      Ball and stick model

<b>A.</b>	<b>What is ionic bonding?</b>	<b>When do you get ionic bonding?</b>

<b>What are dot and cross diagram?</b>

<b>How is an ionic bond formed in Sodium Chloride? Draw a dot and cross diagram to show this</b>

<b>A.</b>	<b>What is covalent bonding?</b>	<b>Sketch a dot and cross diagram to show the bonding in Methane (CH<sub>4</sub>) and Ammonia (NH<sub>3</sub>)</b>

<b>When do you get Covalent bonding?</b>

<b>What covalent structures are there?</b>

<b>C.</b>	<b>What is Metallic Bonding?</b>

<b>What does delocalised mean?</b>

<b>When do you get Metallic bonding?</b>

<b>Draw a sketch of metallic bonding</b>

<b>D.</b>	<b>What are the three states of matter?</b>		
<b>State</b>			
<b>Diagram</b>			
<b>The amount of energy required to change state is dependent on what?</b>			

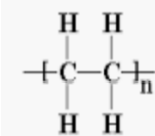
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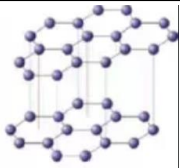
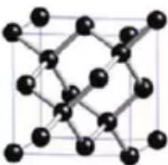
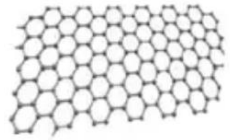

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D.	What are state symbols?
These are used in chemical equations to show what state of matter things are in a reaction	
Solid	(s)
Liquid	(l)
Gas	(g)
Aqueous (in solution)	(aq)

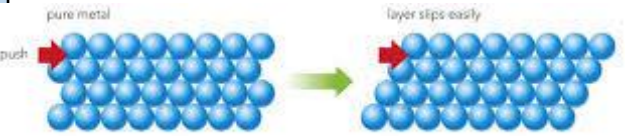
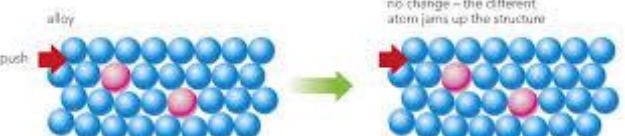
E.	What properties do Giant ionic structures have?
Melting points/boiling points	High
Does it conduct electricity?	
Ionic solid	No
Molten ionic solid	Yes
Ionic compound in solution	Yes

E.	What are polymers?
Large long chain molecules	
	
Are the ionic or covalent?	Covalent

E.	What properties do simple small covalent molecules have?
Melting point	Lower melting points – because of weak intermolecular forces (not the covalent bonds)
Conduct electricity?	No – no overall charge

F.	What different forms of carbon are there?			
	Graphite	Diamond	Graphene	Fullerenes
Structure	Hexagonal rings	Giant covalent	1 sheet of graphite	Giant covalent
Melting point	high	Very high	Very High	Very High
Conducts electricity?	Yes	No	Yes	No
Properties	soft	Very hard	hard	hard
Uses	Pencils, electrodes	Cutters, jewellery	Electronics, composites	Nanotechnology, electronics, medicine
Diagram				

E.	What properties do giant covalent structures have?
Melting point	High
Solubility	Insoluble due to strong covalent bonds

E.	What are alloys?
Mixtures of metals	
What properties do they have	
Harder than pure metals	

F.	What are nanoparticles?
Structures that are 1-100nm in size	
Why are they useful?	
Large surface area to volume ratio	
What uses?	
Medicine, electronics, sun cream, catalysts, cosmetics	

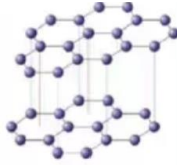
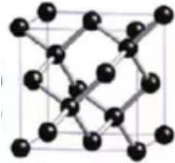
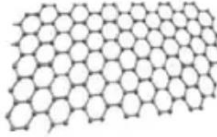



D.	What are state symbols?
These are used in chemical equations to show what state of matter things are in a reaction	
Solid	
Liquid	
Gas	
Aqueous (in solution)	

E.	What properties do Giant ionic structures have?
Melting points/boiling points	
Does it conduct electricity?	
Ionic solid	
Molten ionic solid	
Ionic compound in solution	

E.	What are polymers?
Are the ionic or covalent?	

E.	What properties do simple small covalent molecules have?
Melting point	
Conduct electricity?	

F.	What different forms of carbon are there?			
	Graphite	Diamond	Graphene	Fullerenes
Structure				
Melting point				
Conducts electricity?				
Properties				
Uses				
Diagram				

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Melting point	
Solubility	

E.	What are alloys?
What properties do they have	

F.	What are nanoparticles?
Why are they useful?	
What uses?	



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

<b>6. Key Words for this term</b>

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

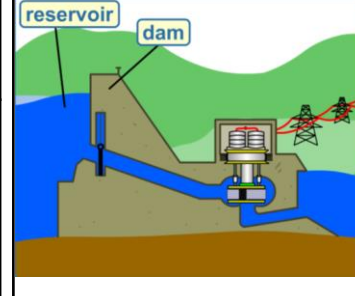
<b>A.</b>	<b>How is nuclear power generated?</b>
<p>Uranium or plutonium is used. The nucleus is unstable, splits and energy is transferred to a fluid which is very hot. This heat heats the water, created steam which turns a turbine which turns a generator.</p>	

<b>B.</b>	<b>How do wind turbines work?</b>
<p>The blades capture the kinetic energy of the wind. This turns a turbine which generates electricity.</p>	

<b>What are the advantages and disadvantages of wind power?</b>
<p><u>Advantages:</u> renewable/sustainable, doesn't release pollutants or greenhouse gases, doesn't contribute to global warming.</p> <p><u>Disadvantages:</u> noisy, an 'eye sore', possibly kill migrating birds and unreliable.</p>

<b>What is hydroelectric power?</b>
<p>Electricity generated from the kinetic energy from moving water</p>

**Using the diagram, how does hydroelectric power work?**



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

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

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

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

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

<b>B.</b>	<b>What is wave power?</b>
<p>It involves getting the kinetic energy from waves and converting this into electricity,</p>	
<b>How does wave power work?</b>	
<p>The waves push up air which turns a turbine which turns a generator to produce electricity.</p>	

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

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



**What we are learning this term:**

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

**6. Key Words for this term**

**A. What are energy resources?**

**What are the two categories for energy resources?**

**What does non-renewable mean?**

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

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

**Why are non-renewable resources not always ideal?**

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

**A. How is coal used to generate electricity?**

**A. How is nuclear power generated?**

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

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

**A. What is a biofuel?**

**B. What is wave power?**

**How does wave power work?**

**B. How do wind turbines work?**

**What are the advantages and disadvantages of wind power?**

Advantages:  
  
Disadvantages:

**What is hydroelectric power?**

**Using the diagram, how does hydroelectric power work?**

The diagram shows a cross-section of a dam. On the left is a reservoir of water. A dam structure is in the middle. Water flows from the reservoir through a pipe into a turbine. The turbine is connected to a generator. Power lines are shown extending from the generator to the right. Labels 'reservoir' and 'dam' are present.

**What are advantages and disadvantages of hydroelectric power?**

Advantages:  
  
Disadvantages:

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

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

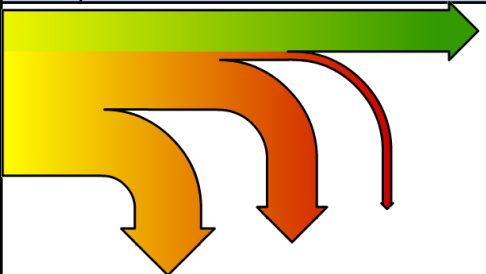
- 1.
- 2.
- 3.



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

<b>C.</b>	<b>What are solar cells?</b>
Solar cells (or photocells) turn light energy from the Sun directly into direct current electricity.	
<b>What are the advantages and disadvantages of solar panels?</b>	
Disadvantages: Manufacturing solar cells is very expensive and requires the use of highly toxic materials. Won't produce electricity at night or much in winter. Advantages: once the solar cell is built it produces no pollution and requires little maintenance.	
<b>How do solar power stations work?</b>	
The heat from the sun is used to make steam, which turns a turbine and drives a generator.	
<b>What does the amount of electricity produced by a solar panel depend on?</b>	
Surface area, light intensity and distance from the light source.	

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

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

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

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

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

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

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

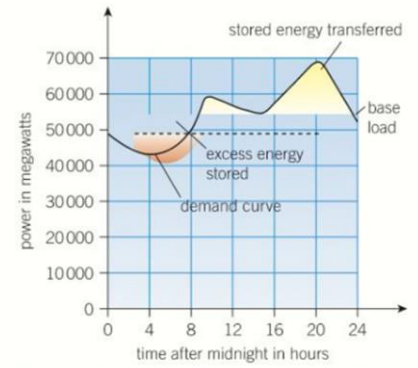
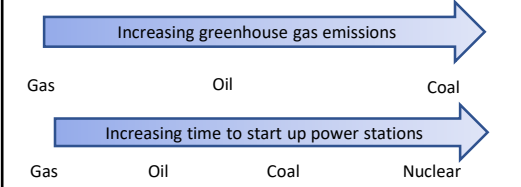


Figure 1 Example of electricity demand

<b>What is the solution to meeting electricity demands with varying conditions for renewable resources?</b>
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Use nuclear/coal-fired/gas-fired power stations.  
Use renewable energy resources when the conditions are suitable, and this can be stored in pumped storage schemes.

<b>Different power stations also cost varying amounts of money. It depends on emissions and start up time.</b>
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<b>C.</b>	<b>What is passive solar heating?</b>
<b>What is an example of a solar heating system?</b>	
<b>What are the advantages and disadvantages of passive solar heating?</b>	
Advantages:	
Disadvantages:	

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

<b>C.</b>	<b>What is geothermal energy?</b>

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

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

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

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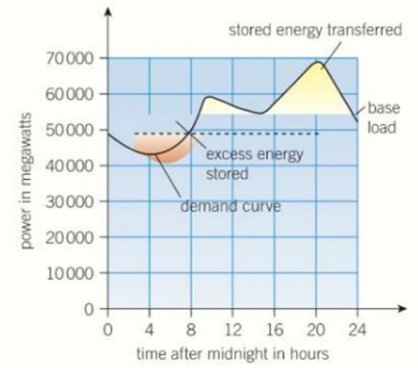
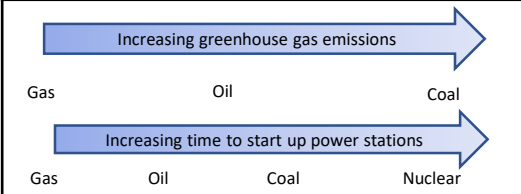


Figure 1 Example of electricity demand

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<b>Different power stations also cost varying amounts of money. It depends on emissions and start up time.</b>
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## 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	Economic
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>	<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>
	Social and economic (HEWE)	Environmental (WART)
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>	<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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Opportunities		
	Social and economic (HEWE)	Environmental (WART)
Challenges		

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Rural-urban migration	
Push factors	
Pull factors	
Natural increase	

D.	Rio
Sanitation	
Quality of life	
Favela	

E..	Favela Bairro	
	Successes	Failures

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

## What we are learning this term:

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

### Section A: Keywords

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

Section B:		Dictatorships in Europe			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>					
<p><u>Britain</u></p> <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>		<p><u>Germany</u></p> <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>	
<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>The signing of the Treaty of Versailles- Germany forced to sign it</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>	

## 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 A: Keywords</u></b></p> <ul style="list-style-type: none"> <li>• Blitzkrieg –</li> <li>• Collectivism –</li> <li>• Communism –</li> <li>• Dictatorship –</li> <li>• Evacuation –</li> <li>• Fascism –</li> <li>• Hyperinflation –</li> <li>• Luftwaffe –</li> <li>• Morale –</li> <li>• Propaganda -</li> <li>• Ration –</li> <li>• Totalitarianism –</li> </ul>		<p><b><u>Section E: The Homefront</u></b></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><u>Britain</u></p>	<p><u>Germany</u></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>

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

## Year 9 Religious Education: Matters of life and death

A.	<i>Can you define these key words?</i>
<u>Key word</u>	<u>Key definition</u>
Morality	Principles concerning the distinction between right and wrong or good and bad behaviour.
Ethics	Moral principles that govern a person's behaviour or the conducting of an activity.
Sanctity of Life	The view that all life is sacred because it is <b>made by God</b> .
Quality of Life	The standard of health, comfort, and happiness experienced by an individual or group.
Natural Moral Law	A system of laws based on close observation of human nature, given to humans by God.
Precept	A general rule intended to regulate behaviour or thought.
Reason	The power of the mind to think, understand, and form judgements logically.
Absolute	A value or principle which is regarded as <b>universally valid</b> .
Situation Ethics	The view that there should be flexibility in the application of moral laws according to circumstances.
Relativism	The view that morality exists in relation to culture, society, or historical context, and is <b>not absolute</b> .
Agape	Unconditional love, "the highest form of love, charity" and "the love of God for man and of man for God".
Abortion	A procedure to end a pregnancy.
Pro-Life	Opposing abortion and euthanasia.
Pro-Choice	Advocating the legal right of a woman to choose whether or not she will have an abortion.
Euthanasia	The painless killing of a patient suffering from an incurable and painful disease or in an irreversible coma.
Capital Punishment	The legally authorized killing of someone as punishment for a crime.
Dominion	To be in charge of something or rule over it.
Stewardship	The job of supervising or taking care of something.

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

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

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

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

## Year 9 Religious Education: Matters of life and death

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

C	What does the theory of Natural Moral Law say about moral behaviour?	What are the 5 precepts of NML that we must be fulfilling for morally good behaviour?

D	<i>What are the strengths of NML theory about what is morally good?</i>	<i>What are the weaknesses of NML theory about what is morally good?</i>

E	<u>What does the theory of situation ethics say about moral behaviour?</u>	<i>What are the strengths of S.E theory about what is morally good?</i>	<i>What are the weakness of S.E theory about what is morally good?</i>

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

<b>What we are learning this term:</b>	
<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>	
<b>6 Key Words for this term</b>	
<p>1. chateo</p> <p>2. redes sociales</p> <p>3. en línea</p>	<p>4. sala de chat</p> <p>5. descargar</p> <p>6. subir</p>

<b>2.1G Comunicarse por internet</b>	
<p>a veces</p> <p>allí</p> <p>chatear</p> <p>colgar fotos</p> <p>el correo electrónico</p> <p>demasiado/a</p> <p>hablar</p> <p>increíble</p> <p>justo/a</p> <p>el país</p> <p>un poco</p> <p>propio/a</p> <p>la razón</p> <p>la red</p> <p>la red social</p> <p>la sala de chat</p> <p>la salida</p> <p>todos los días</p> <p>usar</p> <p>utilizar</p> <p>la vez</p>	<p>sometimes</p> <p>there</p> <p>to chat online</p> <p>to post photos</p> <p>email</p> <p>too much</p> <p>to speak / talk</p> <p>incredible</p> <p>fair</p> <p>country</p> <p>a little</p> <p>own</p> <p>reason</p> <p>internet / network</p> <p>social network</p> <p>chat room</p> <p>outing</p> <p>every day</p> <p>to use</p> <p>to use</p> <p>time</p>

<b>2.2H ¿Podrías vivir sin el móvil y la tableta?</b>	
<p>raras veces</p> <p>la sala de chat</p> <p>la señal</p> <p>la tarjeta de crédito</p> <p>todo lo contrario</p>	<p>rarely</p> <p>chat room</p> <p>signal</p> <p>credit card</p> <p>the exact opposite</p>

<b>2.1F ¿Cómo prefieres mantenerte en contacto?</b>	
<p>comunicarse</p> <p>desafortunadamente</p> <p>empezar</p> <p>escoger</p> <p>genial</p> <p>gratis</p> <p>el hecho</p> <p>el inconveniente</p> <p>interactivo/a</p> <p>el jefe / la jefa</p> <p>la letra</p> <p>mandar</p> <p>los medios sociales</p> <p>el móvil</p> <p>ofrecer</p> <p>el ordenador</p> <p>la pantalla</p> <p>poder</p> <p>por desgracia</p> <p>por mi parte</p> <p>la revista digital</p> <p>sencillo/a</p> <p>tampoco</p>	<p>to communicate</p> <p>unfortunately</p> <p>to start</p> <p>to choose</p> <p>brilliant / great</p> <p>free of charge</p> <p>fact</p> <p>disadvantage</p> <p>interactive</p> <p>boss</p> <p>letter of the alphabet</p> <p>to send</p> <p>social media</p> <p>mobile phone</p> <p>to offer</p> <p>computer</p> <p>screen</p> <p>to be able to</p> <p>unfortunately</p> <p>as far as I'm concerned</p> <p>digital magazine</p> <p>simple</p> <p>neither / nor</p>

<b>2.2G ¡El móvil para todo!</b>	
<p>aunque</p> <p>dar</p> <p>dar las gracias</p> <p>enviar</p> <p>el juego</p> <p>lento/a</p> <p>el mensaje de texto</p> <p>el móvil</p> <p>navegar la red</p> <p>la norma</p> <p>prohibido</p> <p>el regalo</p> <p>la regla</p> <p>ridículo/a</p> <p>roto/a</p> <p>único/a</p>	<p>although</p> <p>to give</p> <p>to thank</p> <p>to send</p> <p>game</p> <p>slow</p> <p>text message</p> <p>mobile phone</p> <p>to surf the internet</p> <p>rule</p> <p>forbidden</p> <p>present, gift</p> <p>rule</p> <p>ridiculous</p> <p>broken</p> <p>only</p>

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

<b>2.2F La tecnología portátil</b>	
<p>andar</p> <p>archivo</p> <p>borrar</p> <p>la canción</p> <p>cargar</p> <p>contestar</p> <p>el correo basura</p> <p>cualquier</p> <p>de vez en cuando</p> <p>el disco duro</p> <p>el espacio</p> <p>igual</p> <p>el ordenador portátil</p> <p>sacar fotos</p> <p>sentir</p> <p>la tableta</p> <p>la tecnología</p>	<p>to walk</p> <p>file</p> <p>to delete, erase</p> <p>song</p> <p>to load</p> <p>to answer</p> <p>spam, junk mail</p> <p>any</p> <p>from time to time</p> <p>hard drive</p> <p>space</p> <p>same</p> <p>laptop</p> <p>to take photos</p> <p>to feel</p> <p>tablet</p> <p>technology</p>

<b>2.1H Las redes sociales</b>	
<p>a mi juicio</p> <p>acosar</p> <p>el acoso</p> <p>apasionar</p> <p>aun</p> <p>bajo</p> <p>compartir</p> <p>el comportamiento</p> <p>el desarrollo</p> <p>la desventaja</p> <p>divertirse</p> <p>gratuito/a</p> <p>mejorar</p> <p>el riesgo</p> <p>el/la seguidor/a</p> <p>tener éxito</p> <p>el/la usuario/a</p>	<p>in my opinion</p> <p>to bully</p> <p>bullying</p> <p>to excite</p> <p>even</p> <p>low</p> <p>to share</p> <p>behaviour</p> <p>development</p> <p>disadvantage</p> <p>to have a good time</p> <p>free of charge</p> <p>to improve</p> <p>risk</p> <p>follower</p> <p>to be successful</p> <p>user</p>

<b>2.2H ¿Podrías vivir sin el móvil y la tableta?</b>	
<p>la conexión inalámbrica</p> <p>chatear</p> <p>correr</p> <p>darse cuenta de</p> <p>en vez de</p> <p>las felicidades</p> <p>congratulations</p> <p>felicitar</p> <p>congratulate</p> <p>hasta</p> <p>imprescindible</p> <p>preocupar</p>	<p>wireless connection</p> <p>to chat online</p> <p>to run</p> <p>to realise</p> <p>instead of</p> <p>best wishes,</p> <p>to send best wishes/to</p> <p>congratulate</p> <p>until</p> <p>essential</p> <p>to worry</p>





**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

**2.2H ¿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

**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	_____



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
_____	_____	Compras	_____	_____
You live	You rent	_____	You do	You move
Vive	Alquila _____	Compra He/she buys	Hace	Se muda
_____	_____	Compramos	Hacemos	Nos mudamos
We live	We rent	_____	_____	_____
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?

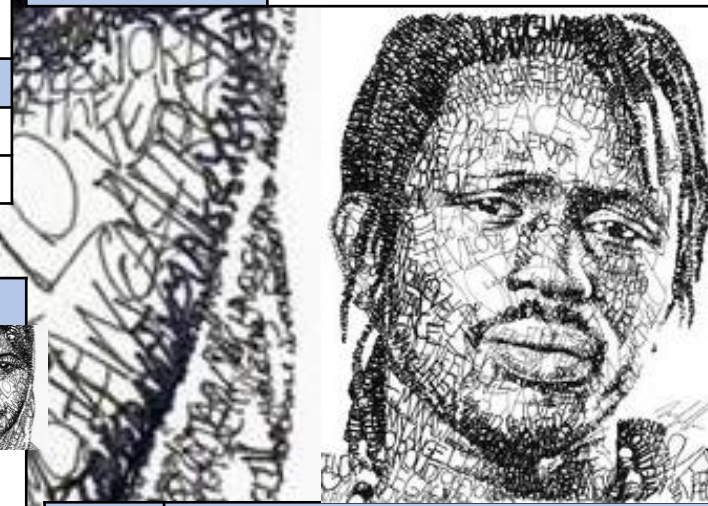
.....

HOW?

.....

WHY?

.....



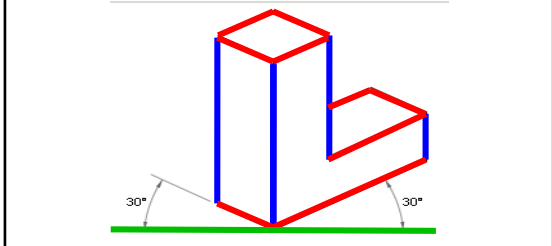


What we are learning this term:	
A.	Drawing Skills
B.	Wood Theory
C.	Wooden Joints & Their Uses
D.	Tools & Machinery

**A. Drawing Skills**

**Isometric Technical Drawing**

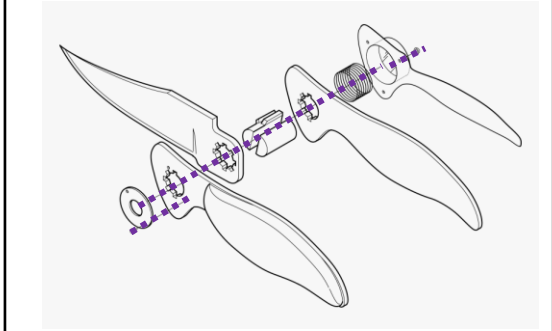
Made up of a series of parallel **vertical lines** and parallel **30-degree lines**. But no **horizontal lines**.



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.
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**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





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

<b>A.</b>	<b>Drawing Skills</b> 
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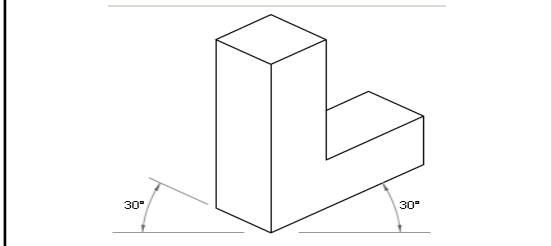
_____ <b>Technical Drawing</b>
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**What is it & what is it used for?**

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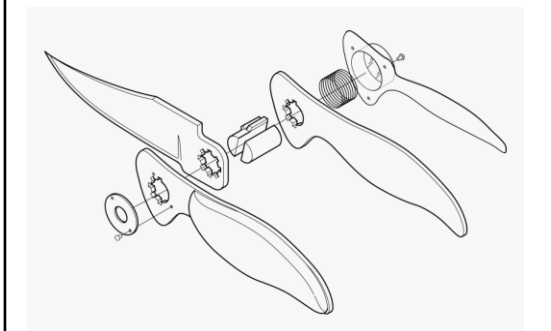
_____ <b>Technical Drawing</b>
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





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

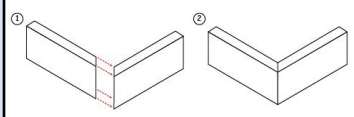
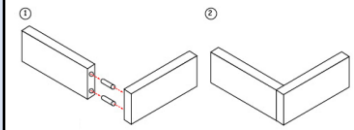
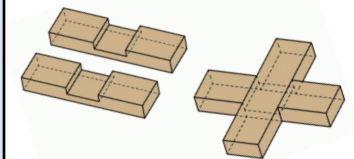
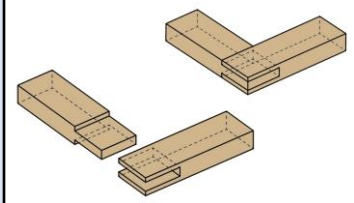
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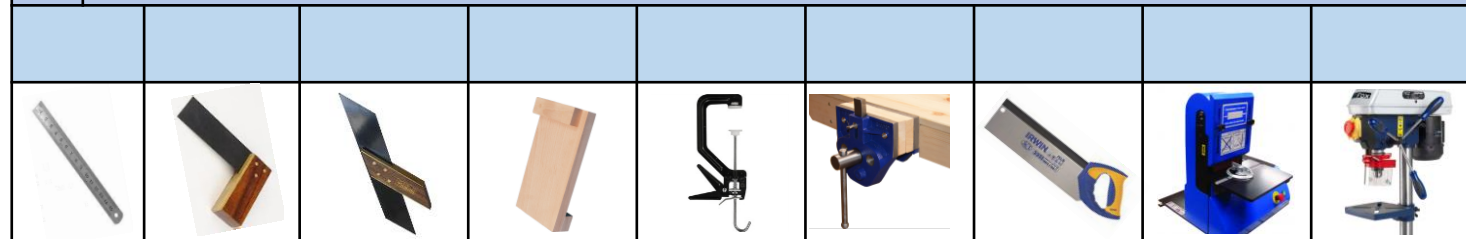
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<b>B.</b>	<b>Wood Theory</b> 	
<i>Natural</i>	<b>Advantages</b>	<b>Disadvantages</b>
<b>Hardwood:</b> 		
<b>Softwood:</b> 		
<i>Manufactured</i>	<b>Advantages</b>	<b>Disadvantages</b>
<b>MDF:</b> 		
<b>Plywood:</b> 		
<b>Sustainability = Natural Wood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

<b>C.</b>	<b>Wooden Joints &amp; Their Uses</b>	
<b>Joint</b>	<b>Uses</b>	<b>Image</b>
<b>Mitre Joint</b>		
<b>Dowel Joint</b>		
<b>Mortise and Tenon</b>		
<b>Cross Halving Joint</b>		

<b>D.</b>	<b>Tools &amp; Machinery</b> 							
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## Year 9 – High Skills

### What we are learning this term:

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

### 6 Key Words for this term

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

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

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

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

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

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

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

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

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



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

Rule	Why it is important
• 1 to get rid of bacteria on the food	• 1 to stop food poisoning
• 2 to make the food taste better	• 2 to make the food more appealing
• 3 to make food chewable	• 3 it could be raw or a choking hazard
• 4 to ensure that food is not raw	• 4 to stop food poisoning
• 5 to add colour to the food	• 5 to make it look more appetising or change its use

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



- What we are learning this term:**
- A. Health, safety and hygiene in the kitchen
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  - 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?**

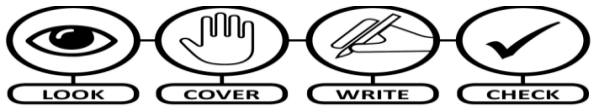
Grilling	
Baking	
Frying	

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

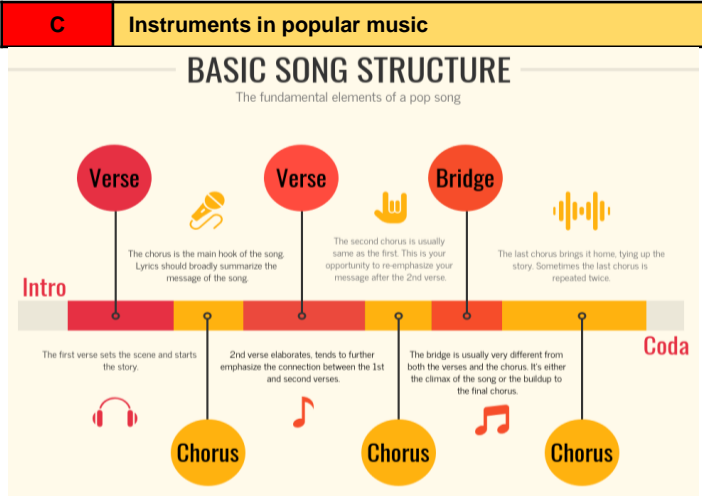
<u>Rule</u>	<u>Why it is important</u>
• 1	• 1
• 2	• 2
• 3	• 3
• 4	• 4
• 5	• 5



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.



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

E How to read music – treble clef and Bass Clef							
Note	Name	Beats	Rest	Note	Name	Beats	Rest
	Semibreve, Whole Note	4 beats			Dotted Semibreve, Dotted Whole Note	6 beats	
	Minim, Half Note	2 beats			Dotted Minim, Dotted Half Note	3 beats	
	Crotchet, Quarter Note	1 beat			Dotted Crotchet, Dotted Quarter Note	1½ beats	
	Quaver, Eighth Note	1/2 beat			Dotted Quaver, Dotted Eighth Note	¾ beat	

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

### G Describing music – MAD T SHIRT

M	A	D	T	S	H	I	R	T
<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.



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.

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

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

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

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





What we are learning this term:	
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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>

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