

# 100% book - Year 9 Mainstream

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



## Term 5

### 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

**Year 7 Term 1 Science/Chemistry - Topic: TOP Particles**

**What are we learning this term:**  
 1. Particle model  
 2. Changing state  
 3. Mixtures  
 4. Separating techniques

**4 Key Words for this term:**  
 1. Matter  
 2. Particles  
 3. Gases  
 4. Freezing

**A. Describe the properties of the three states of matter.**  
 Solid: Particles are packed closely together in a regular pattern. They vibrate in fixed positions.  
 Liquid: Particles are arranged randomly but are still touching each other. They can slide past each other and move around.  
 Gas: Particles are far apart and are arranged randomly. They carry a lot of energy and they move in all directions in a high speed.

**A. What is particle theory?**  
 The theory that all matter is made up of particles.

**A. What is the law of conservation of mass?**  
 The Law of Conservation of Mass states that mass cannot be created or destroyed.

**B. What are the different changes of state?**  
 Melting: change of state from solid to liquid  
 Freezing: change of state from liquid to solid  
 Evaporation: change of state from liquid to gas  
 Condensation: change of state from gas to liquid

**C. What is the difference between a pure and an impure substance?**  
 Pure: A material that is made up of only one type of particle.  
 Impure: A material that is made up of more than one type of particle.

## Quizzable Knowledge Organisers

**A. What is particle theory?**

**A. What is the law of conservation of mass?**

**A. Describe the arrangement and movement of particles in the three states of matter.**

**B. What are the different changes of state?**

**C. What is the difference between a pure and an impure substance?**

## 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.

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.

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

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

### Top Tip

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

# 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 'Particle Theory' with 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?'. It includes diagrams of solid, liquid, and gas particles and a phase change diagram.

## 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 with the date '29th May 2020' and the title 'Particle theory' 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?'. It also features diagrams of particle arrangements and a phase change diagram.

## Step 3

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

The image shows a student's prep book with the following text written out in full: '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 following text written out three times: '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 following text written in the quizzable knowledge organiser template: 'Self quizzing', 'Arrangement/movement of matter', 'Solid = regular pattern particles vibrate in fixed position', 'Liquid =', and 'Gas ='. The template includes sections for 'What is particle theory?', 'What are the different changes of state?', and 'What is the law of conservation of mass?'. It also features diagrams of particle arrangements and a phase change diagram.

## Step 6

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

The image shows a student's prep book with the following text written out in full, with corrections: '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.

# Comparative Poetry: T Knowledge Organiser

Poem Journey Type		
'Wherever I Hang' Grace Nichols	<ul style="list-style-type: none"> <li>Physical journey from Guyana to England</li> <li>Spiritual reflection of the changes she has made in her viewpoints</li> </ul>	<ol style="list-style-type: none"> <li>'I leave me people, me land, me home / For reasons I not too sure'</li> <li>'And de people pouring from de underground system / Like beans'</li> <li>'I don't know really where I belaang'</li> </ol>
'The Night Mail' W. H. Auden	<ul style="list-style-type: none"> <li>The journey of letters across the country</li> </ul>	<ol style="list-style-type: none"> <li>'This is the Night Mail crossing the border, / Bringing the cheque and the postal order'</li> <li>'All Scotland waits for her: / In the dark glens, beside the pale-green sea lochs / Men long for news'</li> <li>'For who can bear to feel himself forgotten?'</li> </ol>
'Swing Low Sweet Chariot' Wallace Willis	<ul style="list-style-type: none"> <li>The journey of slaves to freedom</li> <li>The journey of Christians to heaven</li> </ul>	<ol style="list-style-type: none"> <li>'Swing low, sweet chariot, Coming for to carry me home'</li> <li>'Tell all my friends I'm coming too, Coming for to carry me home.'</li> <li>'But still my soul feels heavenly bound'</li> </ol>
'The Canterbury Tales' Geoffrey Chaucer	<ul style="list-style-type: none"> <li>Pilgrimage to Canterbury</li> <li>From the city to the countryside</li> </ul>	<ol style="list-style-type: none"> <li>'pilgrims were they all / That toward Canterbury would ride'</li> <li>'When April with his showers sweet with fruit / The drought of March has pierced unto the root'</li> <li>'Of England they to Canterbury wend'</li> </ol>
'Telling Tales' Patience Agbabi	<ul style="list-style-type: none"> <li>Pilgrimage to Canterbury</li> <li>The journey of language evolving over time</li> </ul>	<ol style="list-style-type: none"> <li>'On this Routemaster bus: get cerebral/Tabard Inn to Canterbury Cathedral'</li> <li>from the grime to the clean-cut iambic./rime royale, rant or rap, get your slam kick</li> <li>'Chaucer Tales, track by track, here's the remix'</li> </ol>
'Paradise Lost' John Milton	<ul style="list-style-type: none"> <li>The journey of Satan to hell</li> </ul>	<ol style="list-style-type: none"> <li>'Of Man's First Disobedience, and the Fruit / Of that Forbidden Tree'</li> <li>'Who first seduc'd them to that foul revolt?'</li> <li>'Him the Almighty Power / Hurl'd headlong flaming from th' Ethereal Skie'</li> </ol>
'The Road Not Taken' Robert Frost	<ul style="list-style-type: none"> <li>Reflecting on the journey taken between two roads</li> <li>The journey as a metaphor for a decision</li> </ul>	<ol style="list-style-type: none"> <li>'I took the one less travelled by, / And that has made all the difference'</li> <li>'And both that morning equally lay'</li> <li>'I shall be telling this with a sigh / Somewhere ages and ages hence'</li> </ol>
'My Father Thought It' Simon Armitage	<ul style="list-style-type: none"> <li>The journey of growing up</li> </ul>	<ol style="list-style-type: none"> <li>'My father thought it bloody queer / the day I rolled home with a ring of silver in my ear'</li> <li>'the hole became a sore, became a wound, and wept'</li> <li>'At twenty-nine, it comes as no surprise to hear / my own voice breaking like a tear'</li> </ol>
'Gap Year' Jackie Kay	<ul style="list-style-type: none"> <li>The journey of motherhood</li> <li>The journey of a child growing up</li> </ul>	<ol style="list-style-type: none"> <li>'I remember your Moses basket before you were born'</li> <li>'A flip and a skip ago, you were dreaming in your basket'</li> <li>'I have a son out in the big wide world'</li> </ol>

## Vocabulary: Key words

immigrant: a person who moves to live in another country permanently. When <b>immigrants</b> travel to a new place, they <b>migrate</b> .
dialect: a form of language that is used in a specific area.
astrology: the study of the stars and how their movement affects earth. <b>Astrologers</b> study the stars.
remix: to change or improve something that already exists.
slang: very informal language used by particular groups of people. It is usually spoken rather than written.
domineering: trying to control others.
emulate: imitate
endeavour: to try hard or to achieve something
mendacious: lying

## Terminology: Key words

comparative statement: These statements clearly explain what the poems have in common and how they are different
dramatic irony: When the audience is aware of something that a character is not.
discourse markers: A word or phrase that helps to organise communication
personification: a type of metaphor used by writers to make something seem like it is alive with a human personality.
epic: a long, narrative poem
Venn diagram: a diagram representing common elements represented by intersecting circles.

## Historical Context:

Nichols is an immigrant who wrote about the Afro-Caribbean experience. She uses dialect in her poems and is influenced by the rhythmic nature of Caribbean language.
Willis was a slave in America. Many people hoped for death rather than live as a slave. For them, the promise of being taken to heaven after death would have given them hope.
Many people in the Medieval era believed astrology influenced many things like the weather, nature, personalities and hormones. Astrology was a respected science that was used alongside other medical theories.
A gap year is a year between leaving school and starting university or starting employment. Most people spend the year travelling or working.

## Comparative Writing:

- Identify similarities and differences between poems.
- To see how different poets, with different backgrounds and interests, write about the same topic.
- To see how different writers use the same literary techniques.
- To see how views on topics have changed over time.
- To understand the individual poems better.

# Comparative Poetry: T Knowledge Organiser

Poem Journey Type		
'Wherever I Hang' Grace _____	<ul style="list-style-type: none"> <li>_____ journey from Guyana to England</li> <li>_____ reflection of the changes she has made in her _____</li> </ul>	<ol style="list-style-type: none"> <li>'I leave me _____, me _____, me _____ / For reasons I not too sure'</li> <li>'And de people _____ from de _____ system / Like _____'</li> <li>'I don't know really where I _____'</li> </ol>
'The Night Mail' W. H. _____	<ul style="list-style-type: none"> <li>The journey of _____ across the country</li> </ul>	<ol style="list-style-type: none"> <li>'This is the Night Mail crossing the _____, / Bringing the _____ and the _____'</li> <li>'All _____ for her: / In the dark _____, beside the pale-green sea _____ / Men _____ for news'</li> <li>'For who can _____ to feel _____?'</li> </ol>
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Venn diagram: a _____ representing _____ elements represented by _____.

## Historical Context:

Nichols is an _____ who wrote about the _____ experience. She uses _____ in her poems and is influenced by the _____ nature of _____.
Willis was a _____ in _____. Many people hoped for _____ rather than live as a _____. For them, the _____ of being taken to _____ after _____ would have given them _____.
Many people in the _____ era believed _____ influenced many things like the _____, _____, _____ and _____. Astrology was a _____ that was used alongside other _____ theories.
A gap year is a year between _____ and _____ or _____ or _____. Most people _____ the year _____ or _____.

## Comparative Writing:

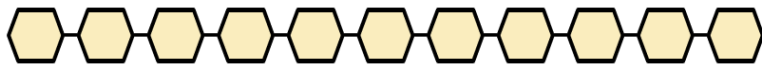
- Identify \_\_\_\_\_ and \_\_\_\_\_ between poems.
- To see how different \_\_\_\_\_, with different \_\_\_\_\_ and \_\_\_\_\_, \_\_\_\_\_ about the same \_\_\_\_\_.
- To see how different writers use the same \_\_\_\_\_.
- To see how \_\_\_\_\_ on \_\_\_\_\_ have \_\_\_\_\_ over \_\_\_\_\_.
- To \_\_\_\_\_ the \_\_\_\_\_ better.



<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>	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.</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>	Where bile is made.	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>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.	

<b>C.</b>	<b>Describe and draw the structure of carbohydrates?</b>	<b>C.</b>	<b>Where is starch stored in plant cell?</b>
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Carbohydrates are made of chains of <b>simple sugars</b> .  	<b>C.</b>	<b>Describe the test for sugars</b>
	<b>C.</b>	<b>Describe the test for starch</b>
		As starch grains in <b>plastids</b> , including chloroplasts and amyloplasts.
		Add <b>Benedict's solution</b> , to the food solution, and gently heat. If a reducing solution (e.g: glucose) is present, the solution will turn <b>green, orange or red</b> , depending upon the concentration.
		Add <b>iodine</b> . If starch is present, colour will change to <b>blue/black</b> .



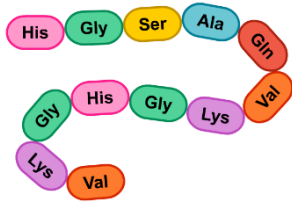
<b>What we are learning this term:</b> A. Tissues B. Digestive organs C. Biological molecules D. Enzymes	<b>A.</b>	<b>What is the function of each tissue?</b>
		<b>Epithelial tissue</b>
		<b>Glandular tissue</b>
		<b>Muscular tissue</b>

<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>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>

<b>C.</b>	<b>Describe and draw the structure of carbohydrates?</b>	<b>C.</b>	<b>Describe the test for starch</b>

**C. Describe and draw the structure of proteins?**

Proteins are made of chains of **amino acids**.



**C. What are the functions of proteins?**

1. Structural
2. Catalytic
3. Signalling
4. Immunological

**C. Describe the test for proteins?**

- Add **Biuret's solution** and mix gently into the food solution.
- If protein is present, the solution will turn **pink/purple**.

**D. Describe the function of enzymes**

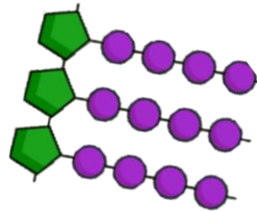
To **catalyse** reactions and lower the **activation energy**.

**D. What factors affect enzyme reaction rate?**

1. Temperature
2. pH
3. Enzyme concentration
4. Substrate concentration
5. Surface area
6. Pressure

**C. Describe and draw the structure of triglycerides?**

Triglycerides are made of glycerol and fatty acids.



**C. Describe the test for lipids?**

- Add **Sudan III** stain to the food solution.
- If a lipid is present, **red-stained oil layer** will separate and float to the surface.

**D. What happens when an enzyme is denatured?**

The enzyme **active site** no longer fits the substrate/reactant, so the reaction is not catalysed.

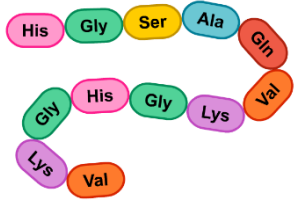
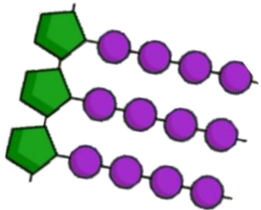
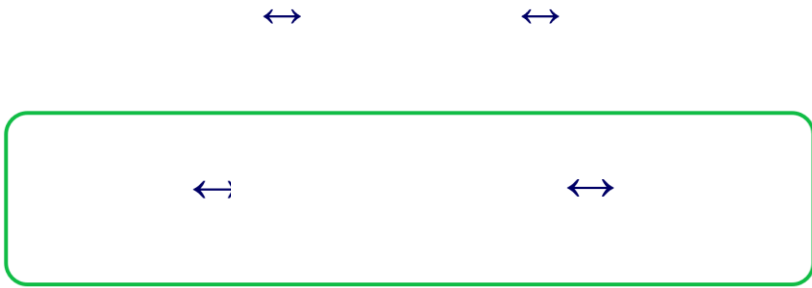
**D. Draw the lock and key model**



**C. Describe the enzyme**

<b>Protein</b>	Broken down by <b>pepsin</b>	Into <b>amino acids</b>
<b>Starch</b>	Broken down by <b>amylase</b>	Into <b>maltose</b>
<b>Triglycerides</b>	Broken down by <b>lipase</b>	Into <b>glycerol</b> and <b>fatty acids</b>



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

**What we are learning this term:**

- A. Circulatory System
- B. Heart Problems
- C. Respiratory System
- D. Transport in Plants

**5 Key Words for this term**

1. Transpiration
2. Cardiovascular
3. Pulmonary
4. Coronary
5. Oxygenated

**A. Match each blood component to its function**

red blood cell	carries oxygen around the body
white blood cell	engulfs invading pathogens
platelet	plays an important role in blood clotting
plasma	fluid which carries other blood components

**A. Name the four functions of the blood**

- Transport substances.
- Defend against pathogens.
- Control body temperature.
- Maintain pH of fluids.

**A. Label the heart**

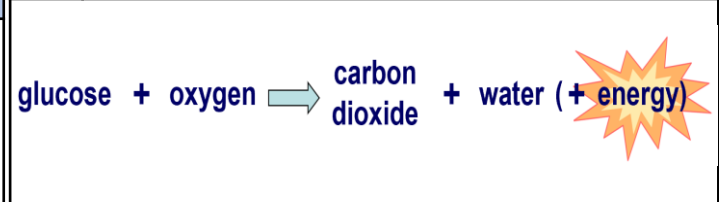
**A. Describe the three types of blood vessels**

Artery	Vein	Capillary
<ul style="list-style-type: none"> <li>• Carries blood away from heart.</li> <li>• Has thick and elastic walls.</li> <li>• Carries blood at high pressure.</li> </ul>	<ul style="list-style-type: none"> <li>• Has a large lumen.</li> <li>• Carries blood towards heart.</li> <li>• Contains lumen.</li> </ul>	<ul style="list-style-type: none"> <li>• Carries blood to and from cells.</li> <li>• Has thin permeable walls.</li> </ul>

**B. What is a stent & what does it do?**

A small metal or fabric mesh **tube**. It is inserted into a narrow artery to support the walls and keep it open.

**C. What is the respiration word equation?**



**A. What are the specialised features of a red blood cell?**

- Flattened, biconcave disc shape.
- Large amounts of haemoglobin.
- No nucleus or organelles.

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- 5.

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**A. Name the four functions of the blood**

**A. Label the heart**

Labels (from top to bottom, left to right):

1. Superior vena cava
2. Right atrium
3. Right ventricle
4. Inferior vena cava
5. Pulmonary artery
6. Pulmonary vein
7. Left atrium
8. Left ventricle
9. Aorta

**A. Describe the three types of blood vessels**

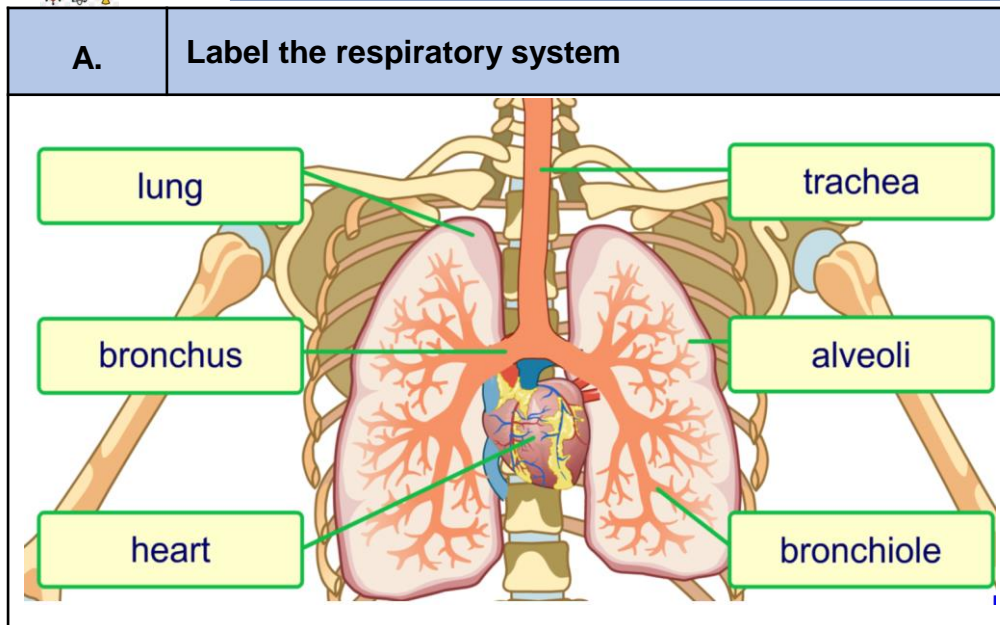
Artery	Vein	Capillary
•	•	•
•	•	•
•	•	•

**B. What is a stent & what does it do?**

**C. What is the respiration word equation?**

**A. What are the specialised features of a red blood cell?**

- 
- 
-



**B. Describe gas exchange in the lungs**

- Inhale.** **Oxygen** concentration in alveoli is higher than in blood.
- Oxygen diffuses into bloodstream and bind to **haemoglobin** in red blood cells (forming **oxyhaemoglobin**).
- Body cells release **carbon dioxide** into blood **plasma**. So carbon dioxide concentration is higher in blood than alveoli.
- Carbon dioxide diffuses into alveoli. **Exhale.**

**B. Name four problems associated with the heart**

- Irregular heartbeat.
- Hole in the heart.
- Damaged valves.
- Coronary heart disease.

**D. Where does gas exchange occur in plants?**

At the **stomata**.  
 Found on the underside of leaves, surrounded by **guard cells**.

**D. Define translocation**

The movement of **nutrients** around a plant, which requires **energy**.

**D. Describe how plants are adapted for transportation**

<b>Xylem</b> cells	Transport <b>water</b> and <b>minerals</b> up the stem from the roots to the shoots and leaves. This transport occurs in one direction only.
<b>Phloem</b> cells	Transport <b>sugars</b> produced in the leaves up and down the stem to growing and storage tissues.

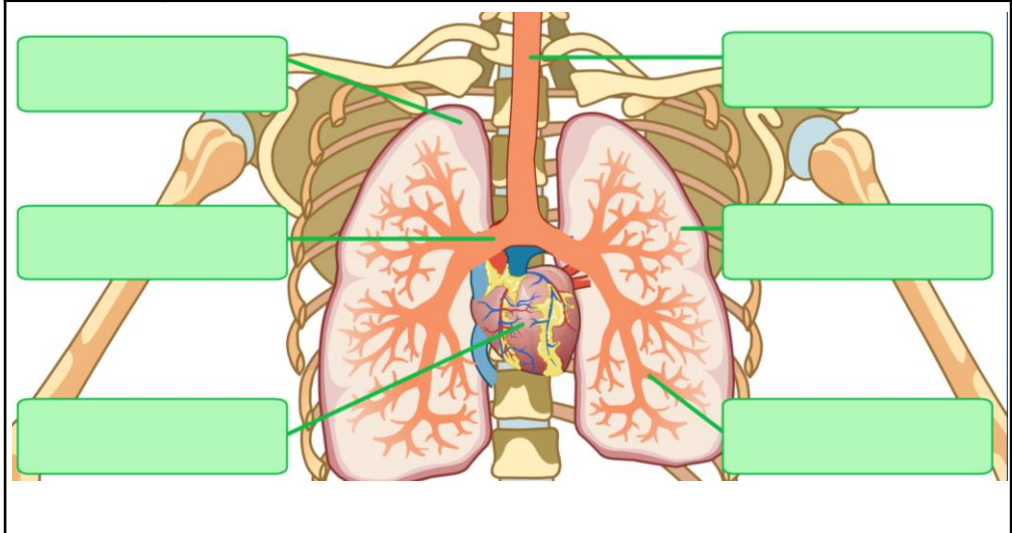
**D. Define transpiration**

The loss of **water** from the leaves of a plant.

**D. What environmental factors affect rate of transpiration?**

1. Light
2. Temperature
3. Humidity
4. Wind

**A. Label the respiratory system**



**B. Describe gas exchange in the lungs**

Blank space for describing gas exchange in the lungs.

**B. Name four problems associated with the heart**

- 
- 
- 
- 

**D. Where does gas exchange occur in plants?**

Blank space for answering where gas exchange occurs in plants.

**D. Define translocation**

Blank space for defining translocation.

**D. Define transpiration**

Blank space for defining transpiration.

**D. Describe how plants are adapted for transportation**

<b>Xylem</b> cells	
<b>Phloem</b> cells	

**D. What environmental factors affect rate of transpiration?**

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

**What we are learning this term:**

A. Communicable vs Non-communicable  
 B. Pathogens  
 C. Preventing Infection  
 D. Human Response

**2 Key Words for this term**

1. Pathogen  
 2. Antigen

**A. Define health**

A state of complete mental, physical and social **well-being**, and the **absence of disease** or infirmity.

**A. Define communicable disease**

Can be **passed on from person to person**, or from an animal to a person.

**A. Define non-communicable disease**

**Cannot be caught** from another person or animal. These include genetic diseases, diseases caused by diet and lifestyle and diseases caused by aging.

**B. What the four types of pathogens?**

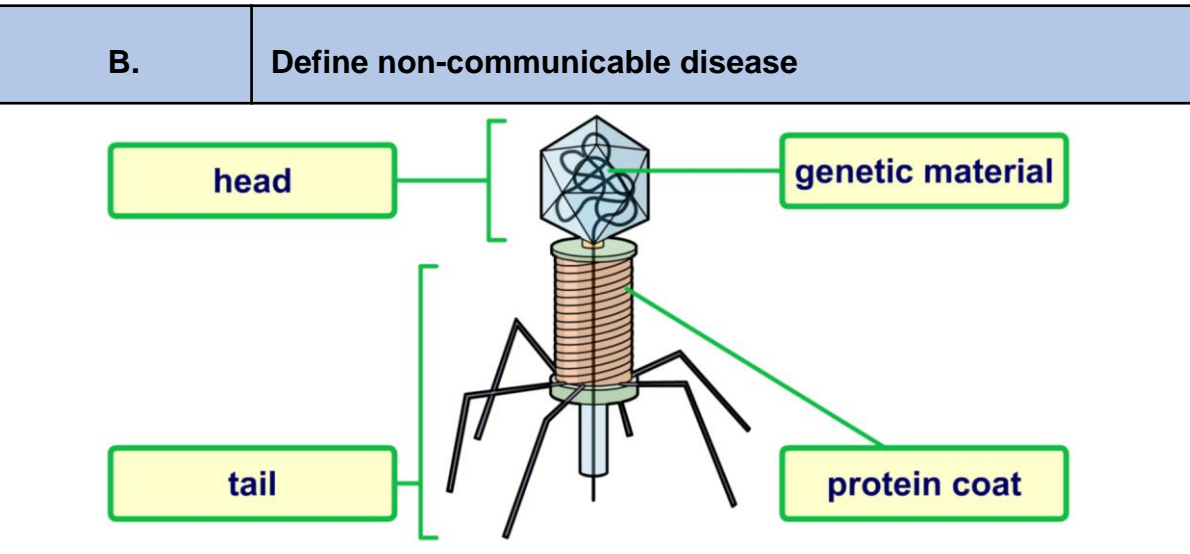
Pathogen	Example in animals	Example in plants
<b>Viruses</b>	HIV potentially leading to AIDS	Tobacco mosaic virus
<b>Bacteria</b>	Salmonella	Agrobacterium
<b>Fungi</b>	Athlete's foot	Rose black spot
<b>Protists</b>	Malaria	Downy mildew

**B. Define vector**

Any **organism** that can spread a disease is called a vector.

**B. How are pathogens spread**

<b>Bodily fluids</b>	HIV, hepatitis
<b>Food</b>	<i>E.Coli, Salmonella</i>
<b>Contact</b>	Athlete's foot, cold sores
<b>Water</b>	Typhoid, cholera
<b>Airborne droplets</b>	Colds, flu
<b>Insects</b>	Typhus, malaria



<b>What we are learning this term:</b>
A. Communicable vs Non-communicable B. Pathogens C. Preventing Infection D. Human Response

<b>A.</b>	<b>Define communicable disease</b>

<b>A.</b>	<b>Define non-communicable disease</b>

<b>2 Key Words for this term</b>
1. 2.

<b>B.</b>	<b>What the four types of pathogens?</b>
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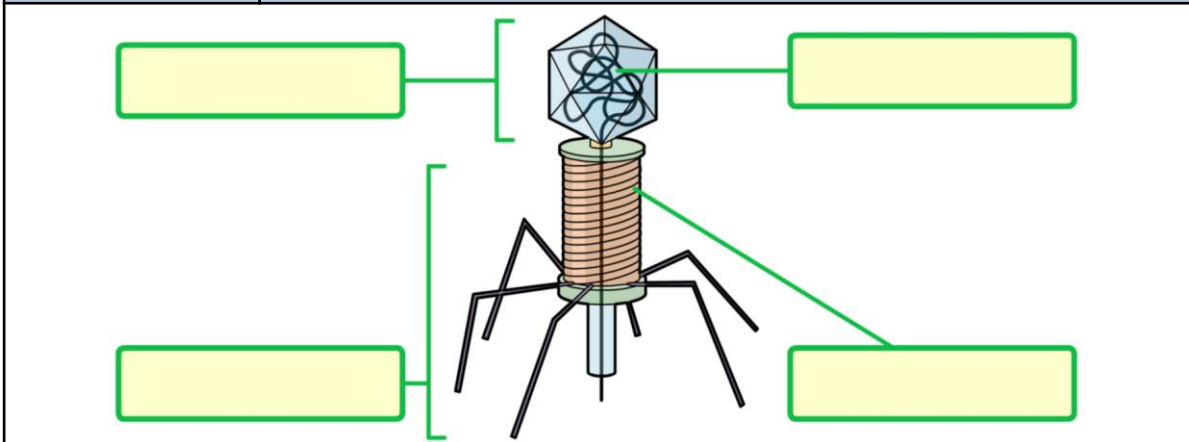
Pathogen	Example in animals	Example in plants
	HIV potentially leading to AIDS	Tobacco mosaic virus
	Salmonella	Agrobacterium
	Athlete's foot	Rose black spot
	Malaria	Downy mildew

<b>B.</b>	<b>Define vector</b>

<b>A.</b>	<b>Define health</b>

<b>B.</b>	<b>How are pathogens spread</b>
	HIV, hepatitis
	<i>E.Coli, Salmonella</i>
	Athlete's foot, cold sores
	Typhoid, cholera
	Colds, flu
	Typhus, malaria

<b>B.</b>	<b>Define non-communicable disease</b>
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**C. List four methods of preventing infection**

- Handwashing.
- Sterilisation & antiseptics.
- Isolating infected individuals.
- Destroying or controlling vectors.
- Vaccines.

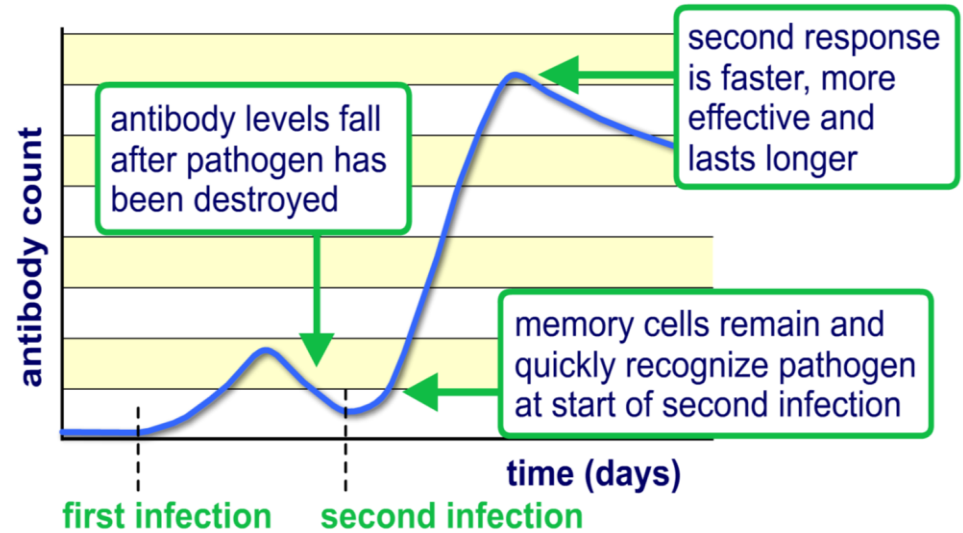
**C. What are the two types of lymphocytes?**

<b>T-lymphocytes</b>	Recognize antigens and either attack them directly or co-ordinate the activity of other cells of the immune system.
<b>B-lymphocytes</b>	Recognize antigens and produce special chemicals called antibodies.)

**D. Label the respiratory system**

<b>pathogen</b>	<b>a micro-organism that causes disease</b>
<b>antigen</b>	<b>a molecule found on the surface of cells that triggers an immune response</b>
<b>lymphocyte</b>	<b>a type of white blood cell found in the blood and lymph nodes</b>
<b>antibody</b>	<b>a special protein produced by B-lymphocytes in response to antigens</b>

**Antibody count during two infections by the same pathogen**



**D. What are the body's physical and chemical defences?**

<b>Eyes</b>	Produce tears, which contain a natural antiseptic.
<b>Skin</b>	Forms an outer barrier to infection.
<b>Lungs</b>	Mucus and tiny cilia in the airways trap and sweep out microbes
<b>Blood</b>	Cuts and wounds are sealed by platelets, which are transported in the blood plasma.
<b>Stomach</b>	Hydrochloric acid destroys many microbes.



**C. List four methods of preventing infection**

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- 
- 
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**C. What are the two types of lymphocytes?**

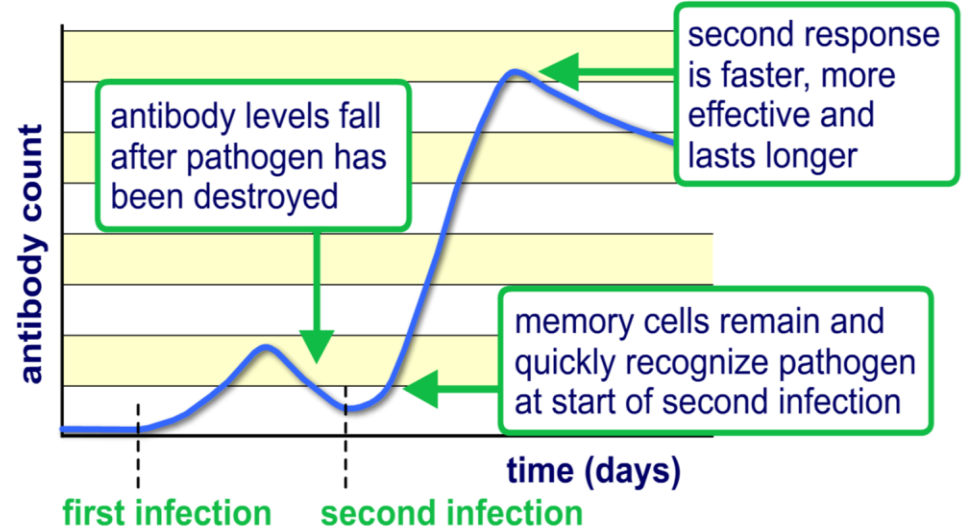
Recognize antigens and either attack them directly or co-ordinate the activity of other cells of the immune system.

Recognize antigens and produce special chemicals called antibodies.)

**D. Label the respiratory system**

antibody	a special protein produced by B-lymphocytes in response to antigens
pathogen	a molecule found on the surface of cells that triggers an immune response
antigen	a type of white blood cell found in the blood and lymph nodes
lymphocyte	a micro-organism that causes disease

**Antibody count during two infections by the same pathogen**



**D. What are the body's physical and chemical defences?**

Eyes	
Skin	
Lungs	
Blood	
Stomach	

**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

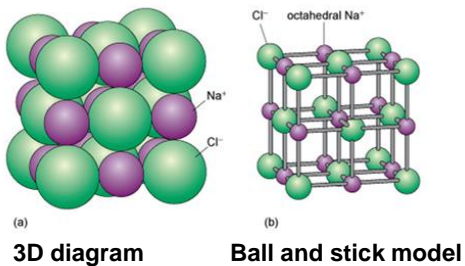
**6 Key Words for this term**

- 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?**

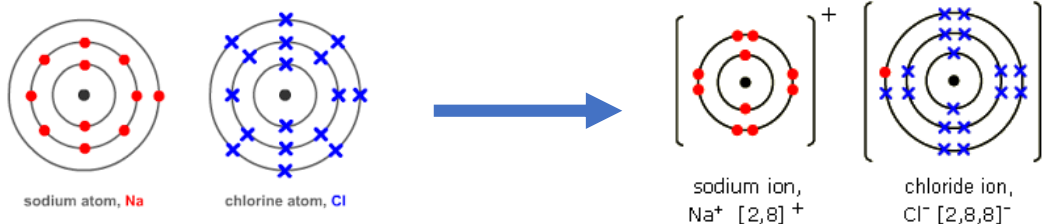
When metals react with non-metals

**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

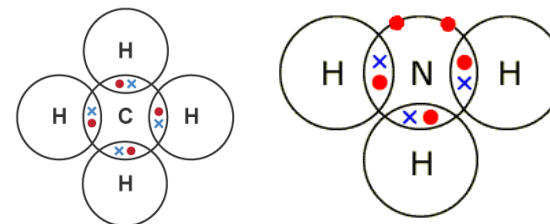
**Sketch a dot and cross diagram to show the bonding in Methane (CH<sub>4</sub>) and Ammonia (NH<sub>3</sub>)**

**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

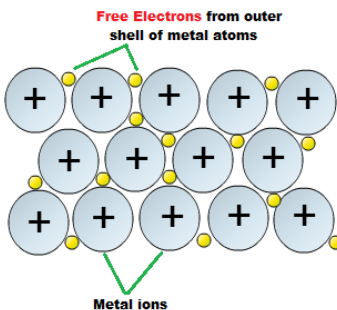
**What does delocalised mean?**

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
Diagram			

The amount of energy required to change state is dependent on what?

The strength of the forces between the particles



# Year 9 Term 5 Science - Chemistry : Topic C1.3 Structure and Bonding



What we are learning this term:
<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>

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

A.	What is an ionic compound?

How can we represent Sodium Chloride?

<div style="display: flex; justify-content: space-around;"> <span>3D diagram</span> <span>Ball and stick model</span> </div>
--

A.	What is ionic bonding?	When do you get ionic bonding?

What are dot and cross diagram?

--

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



A.	What is covalent bonding?	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?

--

What covalent structures are there?

--

C.	What is Metallic Bonding?
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What does delocalised mean?

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When do you get Metallic bonding?

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Draw a sketch of metallic bonding

D.	What are the three states of matter?		
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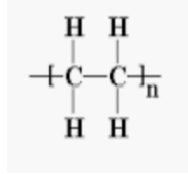
State			
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Diagram			
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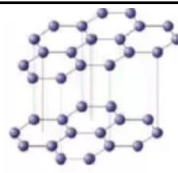
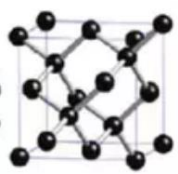
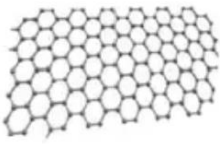

The amount of energy required to change state is dependent on what?			
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D.	What are state symbols?
These are used in chemical equations to show what state of matter things are in a reaction	
Solid	(s)
Liquid	(l)
Gas	(g)
Aqueous (in solution)	(aq)

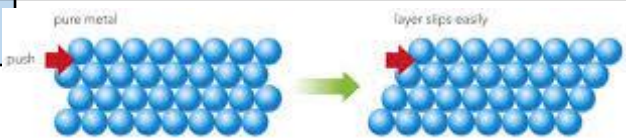
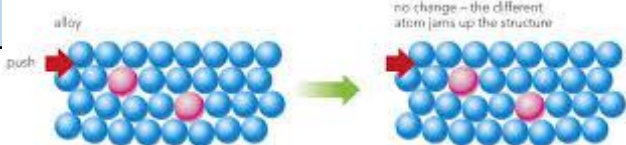
E.	What properties do Giant ionic structures have?
Melting points/boiling points	High
Does it conduct electricity?	
Ionic solid	No
Molten ionic solid	Yes
Ionic compound in solution	Yes

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	



## Year 9 Term 5 Science - Chemistry : Topic C1.3 Structure and Bonding

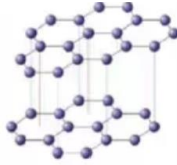
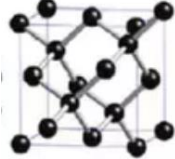
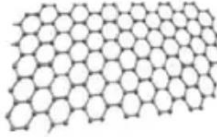



D.	What are state symbols?
These are used in chemical equations to show what state of matter things are in a reaction	
Solid	
Liquid	
Gas	
Aqueous (in solution)	

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?	

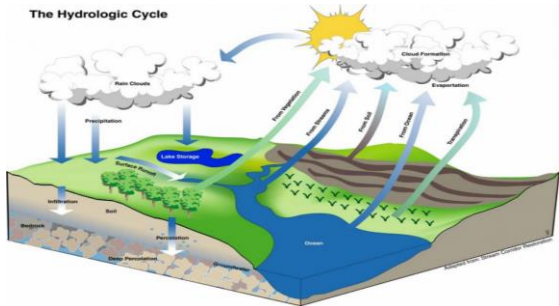
E.	What properties do simple small covalent molecules have?
Melting point	
Conduct electricity?	

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

E.	What properties do giant covalent structures have?
Melting point	
Solubility	

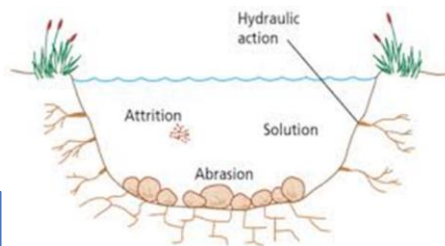
E.	What are alloys?
What properties do they have	

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



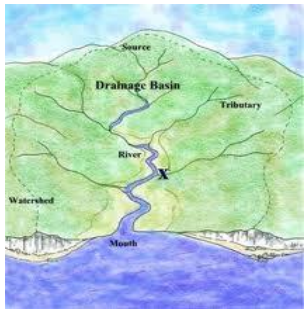
**What are we learning this term**

A. The Hydrological cycle  
 B. Drainage basins  
 C. Factors influencing the hydrological cycle  
 D. Key terms



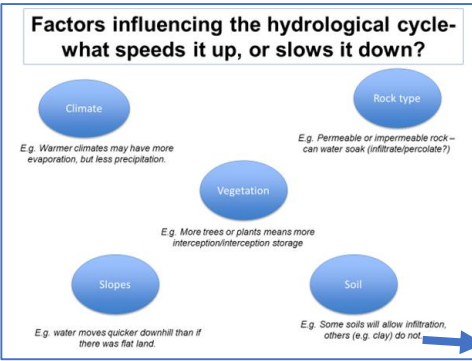
Erosion in a river has a number of different forms.

A.	The hydrological cycle
The hydrological cycle is a closed system. This means that water never leaves, or enters the cycle of water from sea, land and atmosphere. The cycle is important because it shows us how water can enter the drainage basin, and how water can be responsible for increasing or decreasing our risk of flooding. Key words include:	
Evaporation	the process of water turning from a liquid in to water vapour as it is warmed.
Transpiration	Transpiration – the loss of water from trees and plants
Condensation	water vapour returning to a liquid once cooled.
Interception	water being trapped by tree leaves and plant leaves
Surface run off	water travelling <b>over</b> the land
Infiltration	water soaking into the soil
Throughflow	water flowing downhill in the soil
Percolation	water passing vertically through soil and rock
Groundwater flow	water flowing vertically through rock.
Channel flow	water flowing in a river channel
Channel storage	water being stored in the river



The drainage basin is the area of land drained by a river and its tributaries. Its boundary is the *watershed*. The start of a river is called the *source*, and the end of the river as it enters the sea is the *mouth*. The main river channel may be joined by smaller rivers called *tributaries*, and this meeting point is called a *confluence*.

Some factors will influence the way that water travels to the river – see below.



Hydrographs are a method to show us the relationship between rainfall and discharge (the amount of water in the river at a given time). Hydrographs can help us to predict the risk of flooding, but also can help us to understand how water has made it's way the river...

D	Key terms
Attrition	is the 'smashing' of sediment against each other to become more rounded.
Hydraulic action	is the sheer force of the water breaking down the river banks and bed.
Corrosion (solution)	is the dissolving of material.
Abrasion (corasion)	is the action of sediment scraping against the bed and bank of the river (like sandpaper

**Transportation.**

- Transportation happens in one of four ways:
- As solution: dissolved minerals carried in the water.
- Suspension: Small particles of rock and soil are carried along – they make the water look cloudy or muddy.

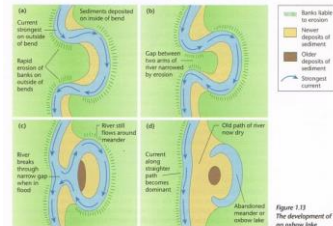
- As **saltation**: sand grains and small stones just bounce along.
- As **traction**: Larger stones and rocks get rolled along.

The **lag time** of a hydrograph is the time between the peak rainfall and the peak discharge. If this is long (e.g. b) then it means water will have infiltrated rather than moved through surface run off, as surface run off would cause water to enter the river quickly, and so our hydrograph would have a shorter lag time (e.g. a).



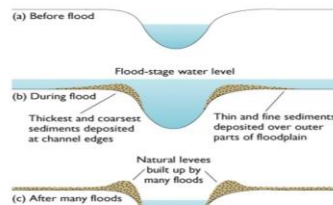


E	Reducing flooding
Rivers flooding can be caused by a number of factors. These could be human factors:	
Farming	ploughing can cause water to collect in the troughs and run directly in to the river.
Urbanisation	building with tarmac and concrete does not allow infiltration so water moves to the river through surface run off, or might sit on the land.
Deforestation	cutting down trees will reduce interception storage and increase surface run off.
Or physical factors:	Or physical factors:
Weather and climate:	hotter weather increases evaporation which will then decrease the amount of discharge. Colder weather will cause more surface run off as frozen ground cannot infiltrate water.
High amounts of rainfall	saturated ground will not infiltrate further rainfall, which increases surface run off, and therefore the discharge in the river.
Steep land	steep land increases surface run off and therefore the discharge in the river

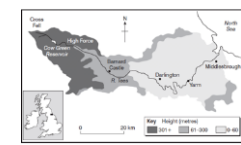


A meander is a bend in a river. Erosion happens on the outside of the bend as the velocity is faster. Deposition happens on the inside of the bend as velocity is slowest. This meander may over time become an oxbow lake as erosion on the outside of the bend exaggerates the bend, and when the river floods, water might take the quickest route – therefore cutting off the bend!

### Formation of Natural Levees



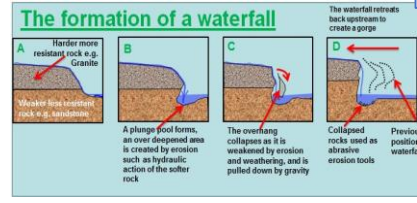
The river is 85 miles long, and drains an area of 710 square miles. Its source is in the Pennine hills, and flows in to the North Sea at Middlesbrough.



**Middle/lower course:** There are good examples of meanders, levees and floodplains along the River Tees. The natural levees have built up over time as the river floods and sediment is deposited on the banks of the river. There are large industries in the lower course of the river, making the most of the flat land and river's flow in to the North Sea. This area of the river needs high levels of management. In Yarn there are extensive flood protection methods.

**Upper course:** The upper course of the river has impressive waterfalls. The river drops 20m in a single sheet of water – High Force Waterfall (tallest in England). The waterfall has retreated back overtime to form a gorge. There are high v-shaped valleys, and interlocking spurs in the upper course of the river.

The image above tracks the journey of a river from source to mouth. Note that the river starts on high land, and meets the sea on flat land. The features of a river will change from source to mouth. This is due to erosion and transportation of material. Typically larger material is found in the upper course of a river, and the material reduces in size as it makes its way to the mouth. Erosion will change from vertical (downwards) to horizontal erosion.



A waterfall will form when bands of hard and soft rock lie on top of each other. Over time the hard (more resistant) rock will be eroded, and therefore the soft rock will be eroded vertically. This creates a plunge pool – and overtime the waterfall will retreat backwards creating a gorge.

The river has been straightened and widened over time to allow navigation for industry and trade.

### Banbury Floods:

- What has been done to reduce flooding?**
- A361 raised, and drainage below the road improved.
  - Earth embankments built.
  - Floodwalls built.
  - Pumping station to transfer excess water.
  - Creation of new Biodiversity Action Plan to allow nature to 'soak' up excess water.

Banbury is located in the Cotswolds, north of Oxford.

**Impacts of flooding:**  
In 1998 flooding led to the closure of the railway station, local roads and caused £12.5m damage. More than 150 homes and businesses were affected. In 2007 these impacts were repeated.

**What were the costs/benefits?**  
*Socially:* quality of life has improved, reduced levels of anxiety of flooding, the A361 will no longer need to be closed.  
*Economically:* Cost £18.5m, but benefits of protecting are over £100m!  
*Environmentally:* Small reservoir created from earth taken for embankments, new Biodiversity Action Plan has created new habitats, and floodplain protected for flooding.

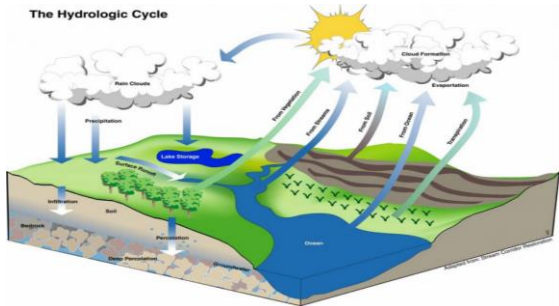
River flooding might bring a lot of effects to an area. They are worse in LICs as the countries are unable to prepare, or protect. These impacts can be social, economic or environmental.

**Social:** loss of homes, death, loss of possessions etc.



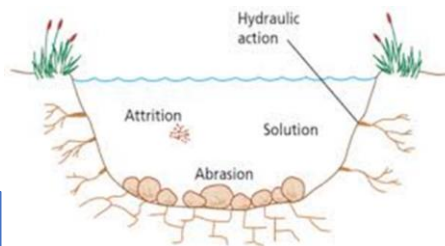
**Economic:** Cost of repairs, loss of income from flooded farmland, loss of business, loss of jobs etc.

**Environmental:** Damaged habitats, destroyed land, contaminated water sources etc.



**What are we learning this term**

A. The Hydrological cycle  
 B. Drainage basins  
 C. Factors influencing the hydrological cycle  
 D. Key terms



Erosion in a river has a number of different forms.

A.	The hydrological cycle
The hydrological cycle is a closed system. This means that water never leaves, or enters the cycle of water from sea, land and atmosphere. The cycle is important because it shows us how water can enter the drainage basin, and how water can be responsible for increasing or decreasing our risk of flooding. Key words include:	
Evaporation	
Transpiration	
Condensation	
Interception	
Surface run off	
Infiltration	
Throughflow	
Percolation	
Groundwater flow	
Channel flow	
Channel storage	



The drainage basin is the

\_\_\_\_\_

\_\_\_\_\_

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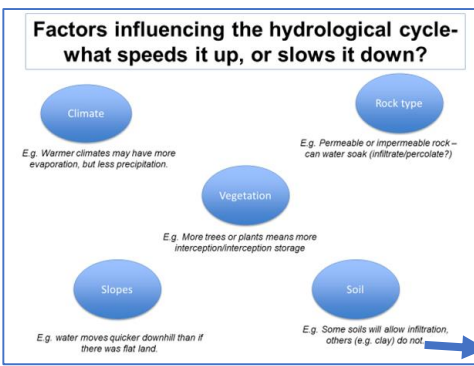
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Some factors will influence the way that water travels to the river – see below.



Hydrographs are

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

**Transportation.**

- Transportation happens in one of four ways:
- As solution: dissolved minerals carried in the water.
- Suspension: Small particles of rock and soil are carried along – they make the water look cloudy or muddy.

- As **saltation**: sand grains and small stones just bounce along.
- As **traction**: Larger stones and rocks get rolled along.

The lag time of a hydrograph is

\_\_\_\_\_

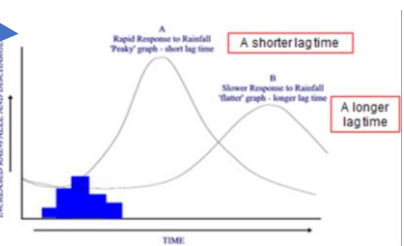
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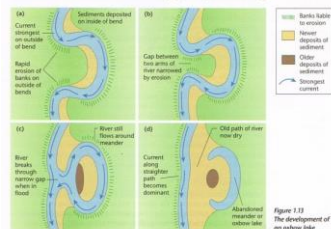
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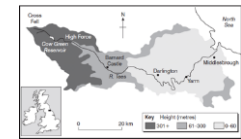


E	Reducing flooding
Rivers flooding can be caused by a number of factors. These could be human factors:	
Farming	
Urbanisation	
Deforestation	
Or physical factors:	
Weather and climate:	
High amounts of rainfall	
Steep land	



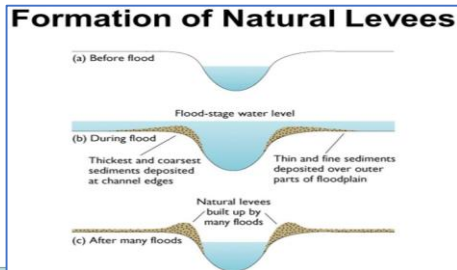
A meander is \_\_\_\_\_. Erosion happens on \_\_\_\_\_ as the velocity \_\_\_\_\_. \_\_\_\_\_ happens on the inside of the bend as velocity \_\_\_\_\_. This meander may over time become \_\_\_\_\_ as erosion on the \_\_\_\_\_ of the bend exaggerates the bend, and when the river floods, water might take the quickest route – \_\_\_\_\_!

The river is 85 miles long, and drains an area of 710 square miles. Its source is in the Pennine hills, and flows in to the North Sea at Middlesbrough.



Middle/lower course:

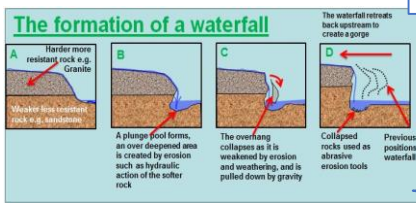
Upper course:



A waterfall will form when bands of hard and soft rock lie on top of each other. Over time the hard (more resistant) rock will be eroded, and therefore the soft rock will be eroded vertically. This creates a plunge pool – and overtime the waterfall will retreat backwards creating a gorge.

The river has been straightened and widened over time to allow navigation for industry and trade.

The image above tracks the journey of a river from source to mouth. Note that the river starts on high land, and meets the sea on flat land. The features of a river will change from source to mouth. This is due to erosion and transportation of material. Typically larger material is found in the upper course of a river, and the material reduces in size as it makes its way to the mouth. Erosion will change from vertical (downwards) to horizontal erosion.



Banbury Floods: **What has been done to reduce flooding?**

Banbury is located in the Cotswolds, north of Oxford.

**Impacts of flooding:**

**What were the costs/benefits?**

River flooding might bring a lot of effects to an area. They are worse in LICs as the countries are unable to prepare, or protect. These impacts can be social, economic or environmental.

**Social:** loss of homes, death, loss of possessions etc.



**Economic:** Cost of repairs, loss of income from flooded farmland, loss of business, loss of jobs etc.

**Environmental:** Damaged habitats, destroyed land, contaminated water sources etc.

**What we are learning this term:**

- 1.1 Ideas about the cause of disease and illness
- 1.2 Approaches to treatment and prevention
- 1.3 Dealing with the Black Death 1348-49

**Year 9 History : Medicine in Medieval England c1250-1500**

**Key People**

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

**C. Dealing with the Black Death**

What is the Black Death?	<ul style="list-style-type: none"> <li>• Bubonic plague – outbreak in 1348-9 – 1/3<sup>rd</sup> to 1 / 2 of the population died in England. Caused by bacteria Yersinia pestis that was thought to have originated in China and came to Britain on fleas, on rats on ships.</li> </ul>
Causes	<p>Miasma – bad air from the filthy conditions making you ill.                      Astrology – there was a weird alinement of Jupiter, mars and Saturn the previous year which was blamed for the plague                      Punishment from God- = People thought that society had become wicked so God had sent the plague to punish them.</p>
Treatments	<p>Confesses sins and pray, bleeding and purging (but seemed to make worse), sweet herbs or fire to clean air.</p>
Prevention	<p>Pray and fast, leave the area, carry sweet herbs, quarantine (new people stay away for 40 days), clean streets (or don't, maybe bad smell will drive out miasma)</p>

A.	Can you define these key words?
Miasma	Bad air that was believed to be filled with harmful fumes.
Quarantine	Separating the sick from the healthy to stop the spread of a disease.
Humours	The humours were four fluids that were thought to spread throughout the body and influence its health.
Purging	To get rid of anything unwanted.
Phlebotomy	The drawing of blood by opening a vein.
Leprosy	a painful skin disease
Prevention	To stop something from happening
Treatment	giving medicine or using other means to help a person get better when sick or hurt
Apothecary	A person who mixes herbal remedies and treated patients as an alternative to a doctor as they were cheaper.
Barber surgeon	Barbers and surgeons who also performed minor operations such as removal of warts .

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

**What we are learning this term:**

- 1.1 Ideas about the cause of disease and illness
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**Year 10 History : Medicine in Medieval England c1250-1500**

**Key People**

**C. Dealing with the Black Death**

What is the Black Death?

Causes

Treatments

Prevention

**Hippocrates**

**Galen**

**Physicians, apothecaries and surgeons**

**Hospitals**

A.	<i>Can you define these key words?</i>
Miasma	
Quarantine	
Humours	
Purging	
Phlebotmey	
Leprosy	
Prevention	
Treatment	
Apothecary	
Barber surgeon	

What were the causes of disease in Medieval England?		
<u>Causes</u>	<u>Prevention</u>	<u>Treatments</u>

<b>A.</b>	<b>Can you define these key words?</b>
<b>Key word</b>	<b>Key definition</b>
Subjective	Based on personal beliefs, feelings or opinions
Objective	Dealing with facts, not influenced by personal beliefs or feelings
Natural moral law	The view there are universal moral standards that are inherent in humankind
Primary precepts	Morally good rules for humans. E.g. preserve life
Secondary precepts	Rules we must follow to keep the primary precepts

<b>F</b>	<b>Abortion</b>	
Abortion	<ul style="list-style-type: none"> <li>Deliberate ending of a pregnancy</li> <li>Reasons... <ul style="list-style-type: none"> <li>Living in poverty</li> <li>Low quality of life</li> <li>Impact on physical or mental health of mother and child</li> <li>No support system</li> </ul> </li> </ul>	
	Arguments for	Arguments against
	<ul style="list-style-type: none"> <li>Woman has the right to choose as it is her body</li> <li>In the case of rape it would be lacking in compassion to not allow it</li> <li>Woman may be too young or have commitments</li> <li>Pregnant woman's health and welfare are more important than that of the foetus</li> <li>Quality of life of woman can be affected by birth</li> <li><b>"Clothe yourself in compassion"/"love thy neighbour"</b></li> </ul>	<ul style="list-style-type: none"> <li>Roman Catholics believe life begins at conception</li> <li>Abortion in the case of rape is still wrong – <b>"the son shall not bear the guilt of the father"</b></li> <li>Everyone has the right to live and reach their potential</li> <li>There are alternatives e.g. abortion</li> <li>Destroys human life and makes life appear cheap and disposable – impacts the quality and value of life</li> <li>People born with disabilities can live full and happy lives</li> <li>Goes against <b>sanctity of life</b></li> </ul>

<b>Year 9 Religious Education: Matters of Life and Death</b>		What we are exploring this term: situation ethics, natural moral law, abortion, euthanasia, death penalty		
<b>B</b>	<b>Natural moral law - Aquinas</b>	<b>C</b> <b>Joseph Fletcher – Situation Ethics</b>		
	<ul style="list-style-type: none"> <li>God made truths and rules about what is right and wrong e.g. the 10 commandments</li> <li>Everything in existence has a purpose so moral behaviour fits in with this</li> </ul>	<ul style="list-style-type: none"> <li>Right and wrong depends on the situation</li> <li>No universal rules</li> <li>Based on agape – unconditional love</li> <li>Based on Jesus – "love thy neighbour"</li> <li>Every moral action is based on what would be the most loving and compassionate thing to do</li> </ul>		
	<p><b>The 5 primary precepts</b></p> <ul style="list-style-type: none"> <li>5 of the most important rules which we must stick to in order to be good and overcome evil <ul style="list-style-type: none"> <li>Preserve innocent life</li> <li>Reproduce</li> <li>Educate children</li> <li>Live in an ordered society</li> <li>Worship God</li> </ul> </li> </ul>	<b>D</b>	<p><b>Situation Ethics strengths</b></p> <ul style="list-style-type: none"> <li>It is personal – sensitive to a person's circumstances</li> <li>It is particular – moral decisions on a case by case basis</li> <li>It is based on doing good – teaches that right acts are motivated by the wish to promote well-being of</li> </ul>	<p><b>Situation ethics weaknesses</b></p> <ul style="list-style-type: none"> <li>It isn't clear what 'love' means – may be different for different people</li> <li>It is difficult to implement</li> <li>It can't produce consistent results – slippery slope</li> <li>Using 'love' to do unloving things</li> </ul>
	Secondary precepts can be determined from the 5 primary ones They are rules that must be followed e.g., do not kill keeps the precept of preserve innocent life			

<b>B</b>	<b>Natural law strengths</b>	<b>Natural law weaknesses</b>
	<ul style="list-style-type: none"> <li>We can use reason to determine it</li> <li>It is very adaptable – you can break one precept to keep another</li> <li>Leads to moral outcomes</li> </ul>	<ul style="list-style-type: none"> <li>It doesn't work in practice due to conflicting precepts</li> <li>If you do not believe in God then there is no God given purpose to fulfil</li> <li>Not all people share a common nature</li> <li>Does not help if you have conflicting secondary precepts</li> </ul>

<b>F Euthanasia</b>	
Ending a person's life due to suffering or a terminal illness to end their suffering	
Agree	Disagree
<ul style="list-style-type: none"> <li><b>Quality of life</b> may have been impacted</li> <li>Human beings have free will</li> <li>Humans can decide when and how to die</li> <li>Enables someone to die with dignity</li> <li>Death is a private matter and state should not be involved</li> <li>It is expensive to keep someone alive – funds and resources could be used to help someone who could live</li> <li>Family and friends would be spared the pain of seeing their loved one suffer</li> </ul>	<ul style="list-style-type: none"> <li>Some people unexpectedly recover</li> <li>Discourage the search for new cures for terminal illnesses</li> <li>Palliative care is available</li> <li>Goes against sanctity of life – God made humans in his <b>image</b></li> <li>Undermines commitment of doctors and nurses</li> <li>Weaken society's respect for the value and importance of human life</li> </ul>

<b>E</b>	<b>Sanctity of life and quality of life</b>	
Sanctity	<ul style="list-style-type: none"> <li>Human life is sacred</li> <li>Life is a gift from God because God created humans <b>"in his image" (Genesis)</b></li> <li>Christians should care for humans because it is God's creation – treat it with respect</li> <li>"God created man in his image"</li> <li>"Thou shall not kill"</li> <li>"Your body is a temple of the Holy Spirit"</li> <li>"You created every part of me"</li> </ul>	
Quality	<ul style="list-style-type: none"> <li>Description of how good someone's life is</li> <li>E.g. how comfortable they are, how easy it is to live through each day, how much money they have</li> <li><del>Some say quality of life is most important</del></li> </ul>	

<b>G Capital punishment</b>	
Ending a person's life as a punishment for a crime	
Agree	Disagree
<ul style="list-style-type: none"> <li><b>"Whoever sheds human blood, by humans shall their blood be shed"</b></li> <li><b>"Life for life"</b></li> <li><b>"Protect the weak and needy"</b></li> <li>People will be deterred from committing the same crime</li> <li>It can be expensive to keep a prisoner in prison for the rest of their life</li> <li>Brings justice to the victims of the family</li> <li>Protect other people in society from dangerous individuals</li> </ul>	<ul style="list-style-type: none"> <li>Goes against the teaching of the sanctity of life</li> <li>The Bible says "thou shall not kill"</li> <li>Sometimes an innocent person may be put to death when they shouldn't be</li> <li>Love thy neighbour</li> <li>Clothe yourself in compassion</li> <li>Jesus said that we should forgive 7x70</li> </ul>

A.		Can you define these key words?		Year 9 Religious Education: Matters of Life and Death				What we are exploring this term: situation ethics, natural moral law, abortion, euthanasia, death penalty	
<b>Key word</b>		<b>Key definition</b>		<b>B Natural moral law - Aquinas</b>			<b>C Joseph Fletcher – Situation Ethics</b>		
Subjective									
Objective									
Natural moral law									
Primary precepts							<b>D Situation Ethics strengths</b>		<b>Situation ethics weaknesses</b>
Secondary precepts									
<b>F Abortion</b>									
Abortion				<b>B Natural law strengths</b>		<b>Natural law weaknesses</b>			
								<b>E Sanctity of life and quality of life</b>	
								Sanctity	
								Quality	
				<b>F Euthanasia</b>			<b>G Capital punishment</b>		
				Ending a person's life due to suffering or a terminal illness to end their suffering			Ending a person's life as a punishment for a crime		
				Agree		Disagree			

**What we are learning this term:**

- A. Food opinions
- B. Countries
- C. Hotel
- D. Transport
- E. Weather
- F. Places
- G. Key verbs
- H. adjectives

**6 Key Words for this term**

- |                 |           |
|-----------------|-----------|
| 1. La ensalada  | 4. Cama   |
| 2. El balcón    | 5. Ciudad |
| 3. El pasaporte | 6. Nieva  |

**A. Food opinions**

el agua	water
el agua con gas	fizzy water
el arroz	rice
el bistec	steak
el bocadillo	sandwich
la carne	meat
los champiñones	mushrooms
las cerezas	cherries
el coca cola	coke
el cerdo	pork
el carne de vaca	beef
los caramelos	sweets
el chocolate	chocolate
los cereales	cereals
la ensalada	salad
los espaguetis	pasta
la fruta	fruit
las galletas	biscuits
las hamburguesas	burgers
el helado	ice cream
los huevos	eggs
los guisantes	peas
el jamón	ham
la lechuga	lettuce
la limonada	lemonade
la manzana	apple
el melocotón	peach
los mariscos	seafood
la naranja	orange
el pescado	fish
el perrito caliente	hot dogs
el pan	bread
el pollo	chicken
las patatas fritas	chips
los pasteles	cakes

**B. Countries**

Una parcela	a pitch
Una piscina	a pool
Pasaporte	Passport
Servicio	toilet
Una caravana	a caravan
Una tienda	a tent/shop

**C. Hotel**

La habitación	Room
Balcón	Balcony
Baño	Bath
Ducha	Shower
Cama	Bed
Cuarto de baño -	Bathroom
Una noche	A night
Una cama de matrimonio	Double bed
Una semana	A week
Reservar	To reserve
Vistas al mar	Views of the sea
Quisiera	I would like
Media pensión	Half board
Pensión completa	Full board

**D. Transport**

En coche	by car
En autocar	by coach
En tren	by train
En avión	by plane
En bicicleta	by bike
En barco	on boat

**Key Verbs**

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

**F. Places**

Iglesia	church
Piscina	pool
Castillo	castle
Estadio	stadium
Pueblo	town
Ciudad	city
El campo	the countryside
Las montañas	the mountains
En la costa	on the coast
Cerca de la playa	near the beach
Al extranjero	Abroad
Pista de hielo	ice rink
El restaurante	teh restaurant
El bar	the pub
El hotel	the hotel
El viaje	trip
Vacaciones	holidays

**G. Key verbs**

vivir	to live
hablar	to speak
deber	to have to
querer	to want to
visitar	to visit
comer	to eat
beber	to drink
salir	to go out
leer	to read
trabajar	to work
pensar	to think
escribir	to write

**H. Adjectives**

Pintoresco	picturesque
Elegante	Smart
Bonito	pretty
Hermoso	pretty
Rapido	fast
Comodo	comfy
Caro	expensive
Barato	cheap
Practico	practical
Que Me da miedo	scary
Agradable	Nice
Limpio	clean

**E. The weather**

Hace buen tiempo -	it's good weather
Hace mal tiempo -	it's bad weather
Hace sol	it's sunny
Llueve	it's raining
Hace viento	it's windy
Hace calor	it's hot
Hace frio	it's cold
Nieva	it's snowing





**What we are learning this term:**

- A. Food opinions
- B. Countries
- C. Hotel
- D. Transport
- E. Weather
- F. Places
- G. Key verbs
- H. adjectives

**6 Key Words for this term**

1. La ensalada	4. Cama
2. El balcón	5. Ciudad
3. El pasaporte	6. Nieva

**A. Food opinions**

_____	water
el agua con gas	_____
_____	rice
el bistec	_____
el bocadillo	_____
_____	meat
los champiñones	_____
las cerezas	_____
_____	coke
el cerdo	_____
el carne de vaca	_____
_____	sweets
_____	chocolate
_____	cereals
_____	salad
_____	pasta
_____	fruit
_____	biscuits
_____	burgers
_____	ice cream
_____	eggs
los guisantes	_____
_____	ham
la lechuga	_____
la limonada	_____
_____	apple
el melocotón	_____
los mariscos	_____
la naranja	_____
el pescado	_____
el perrito caliente	_____
el pan	_____
el pollo	_____
las patatas fritas	_____
los pasteles	_____

**B. Countries**

Una parcela	_____
_____	a pool
_____	Passport
Servicio	_____
_____	a caravan
_____	a tent/shop

**C. Hotel**

_____	Room
_____	Balcony
_____	Bath
_____	Shower
_____	Bed
_____	Bathroom
Una noche	_____
Una cama de matrimonio	_____
_____	A week
_____	To reserve
Vistas al mar	_____
_____	I would like
Media pensión	_____
Pensión completa	_____

**D. Transport**

_____	by car
_____	by coach
_____	by train
_____	by plane
_____	by bike
_____	on boat

**Key Verbs**

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

**F. Places**

_____	church
_____	pool
_____	castle
_____	stadium
_____	town
_____	city
_____	the countryside
_____	the mountains
_____	on the coast
Cerca de la playa	_____
Al extranjero	_____
Pista de hielo	_____
_____	the restaurant
_____	the pub
_____	the hotel
_____	trip
_____	holidays

**G. Key verbs**

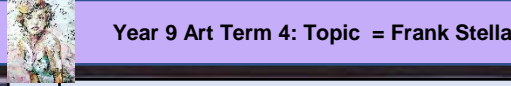
_____	to live
_____	to speak
_____	to have to
_____	to want to
_____	to visit
_____	to eat
_____	to drink
_____	to go out
_____	to read
_____	to work
_____	to think
_____	to write

**E. The weather**

_____	it's good weather
_____	it's bad weather
_____	it's sunny
_____	it's raining
Hace viento	_____
_____	it's hot
_____	it's cold
Nieva	_____

**H. Adjectives**

_____	picturesque
_____	Smart
_____	pretty
_____	pretty
_____	fast
_____	comfy
_____	expensive
_____	cheap
_____	practical
_____	scary
_____	Nice
_____	clean



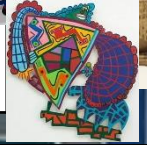
**What we are learning this term:**

- Cubism
- Frank Stella
- Segments and Templates
- Relief Sculpture
- Clay, Score & Slip



**B Answer the questions about Frank Stella**

- What type of sculptures does Frank make? Relief Sculptures
- What materials does he use? Frank uses a range of metal and Cardboard to create skeleton of the sculpture
- How big are his sculptures? His sculptures can fill a whole room and usually fill up a whole wall.



**A. Cubism- List 3 facts about Cubism.** What does it look like? Who created it? What different types of cubism are there?

- Cubism can be described as angular and a smashed mirror effect
- Cubism was created by Georges Braque and Pablo Picasso in 1907
- There are two types of Cubism; Analytical and Synthetic. Analytical is sharp and dull colours, Synthetic is bright and organic

Using the grid method technique, draw this Frank Stella image into 'Your response' box.



Example

Your response

**C. Segments & Templates- Looking at the image below, what describing words could you use to describe this artwork by Frank Stella. Use your formal elements to guide you.**

- Organic, natural, colourful, curvy, bright, bold, pattern, skewed, misshaped, mixed, disconnected, random, thought provoking

**D This is a relief sculpture; how has it been made and what materials have been used?**

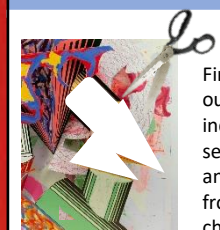


To create a relief sculpture you will need Cardboard or a strong yet easily cut material. Start by having an image to create from. The image on the left has been created by many layers of cut Cardboard. As more layers are added they create a 3-dimensional illusion.



**Write a step by step guide to making a cardboard template for relief sculpture**

Firstly cut out individual sections and shapes from your chosen image. use scissors



Lay your section that you have cut out onto Cardboard and glue it down. Using a sharp pair of scissors cut this out of Cardboard staying very close to the edge



Once you have cut out all of your shapes and sections from the Cardboard you can arrange them and layer them onto



Finally seal all of your relief sculpture together with PVA glue .this will help to secure it , give it extra



**E Write a step- by- step guide to slab method & score and slip.**

**Slab**



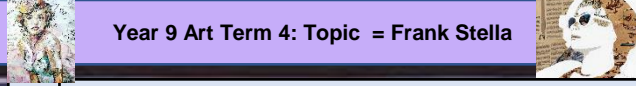
Firstly, start off by having your wooden board your wooden slats and your rolling pin With your ball of clay in the middle. Make sure the slats are the same thickness. Start off by gently rolling out your ball of clay in a rectangle, lifting up the clay every so often to rotate it so that you create a square. The slats will prevent the Play from going too thin. The rolling pin should now be rested on the slats as you roll, therefore the clay cannot go any thinner.

**Score& Slip**



Score and slip enables you to join 2 pieces of clay together. The scoring on each side of the clay will create a rough surface for attachment. The slip is watered down clay to create a paste. Using the slip like glue, add

	Keywords
Abstract	Abstract art is art that does not attempt to represent an accurate depiction of a visual reality but instead use shapes, colours, forms and gestural marks to achieve its effect
Geometric	Is something associated with geometry, or the use of straight lines and shapes. An example of geometric is an art piece made from rectangles, squares and circles
Sculpture	The art of processing by carving, modeling with plastic or hard materials into works of art. A three-dimensional work of art such as a statue
Formal Elements	are line, shape, form, tone, texture, pattern, colour and composition
Ines Kouidis	A collage artist who collages famous people
Collage	A piece of art made by sticking various materials such as photographs and pieces of paper or fabric on to a backing.



**What we are learning this term:**

- A. Cubism
- B. Frank Stella
- C. Segments and Templates
- D. Relief Sculpture
- E. Clay, Score & Slip



**B Answer the questions about Frank Stella**

- 1 What type of sculptures does Frank make?.....
- 2 What materials does he use?.....
- 3 How big are his sculptures?.....


**C. Segments & Templates- Looking at the image below, what describing words could you use to describe this artwork by Frank Stella. Use your formal elements to guide you.**

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

**A. Cubism- List 3 facts about Cubism.** What does it look like? Who created it? What different types of cubism are there?

- 1.
- 2.
- 3.

**D This is a relief sculpture; how has it been made and what materials have been used?**



.....

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Using the grid method technique, draw this Frank Stella image into 'Your response' box.



Example

Your response

**Write a step by step guide to making a cardboard template for relief sculpture**




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**E Write a step-by-step guide to slab method & score and slip.**

Slab



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Score & Slip



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	Keywords
Abstract	
Geometric	
Sculpture	
Formal Elements	
Ines Kouidis	
Collage	

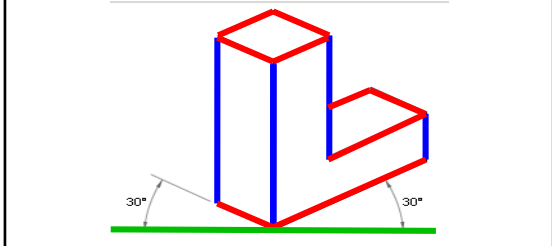


What we are learning this term:	
A.	Drawing Skills
B.	Wood Theory
C.	Wooden Joints & Their Uses
D.	Tools & Machinery

**A. Drawing Skills**

**Isometric Technical Drawing**

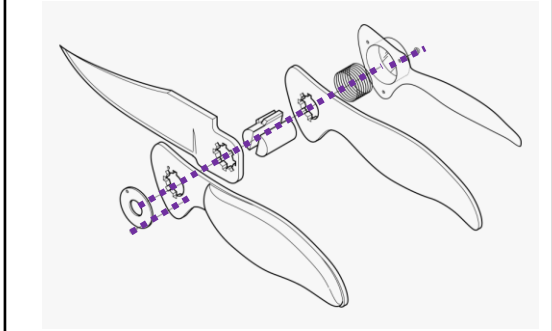
Made up of a series of parallel **vertical lines** and parallel **30-degree lines**. But no **horizontal lines**.



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 Joint</b>	Mainly used for furniture. This joint is very strong and durable as well as looking very professional.	
<b>Cross Halving Joint</b>	Mainly used for cabinets, doors and windows. This joint has very good resistance to side-to-side movement.	

**D. Tools & Machinery**

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



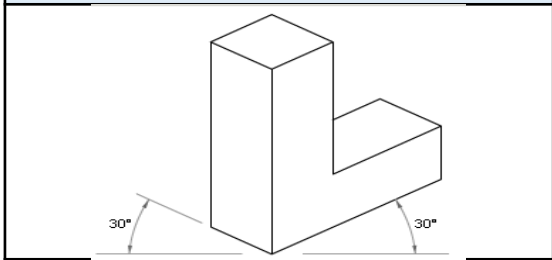
**What we are learning this term:**

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

**A. Drawing Skills**

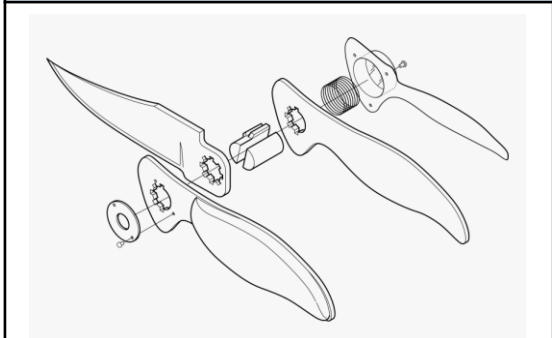
**Technical Drawing**

What is it & what is it used for?  
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\_\_\_\_\_  
\_\_\_\_\_



**Technical Drawing**

What is it & what is it used for?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**B. Wood Theory**

*Natural* Advantages Disadvantages

**Hardwood:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Softwood:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*Manufactured* Advantages Disadvantages

**MDF:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Plywood:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Sustainability = Natural Wood Vs Manufactured Boards**

_____	_____
_____	_____
_____	_____

**C. Wooden Joints & Their Uses**

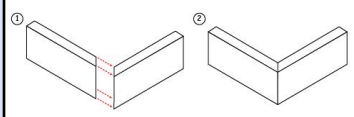
Joint Uses Image

**Mitre Joint**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

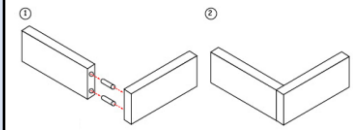


**Dowel Joint**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

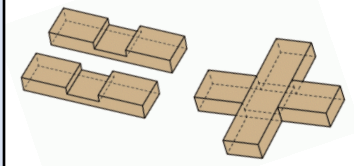


**Mortise and Tenon Joint**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

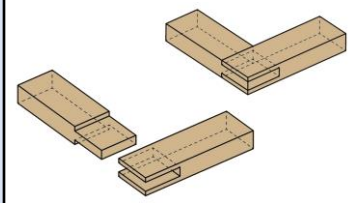


**Cross Halving Joint**

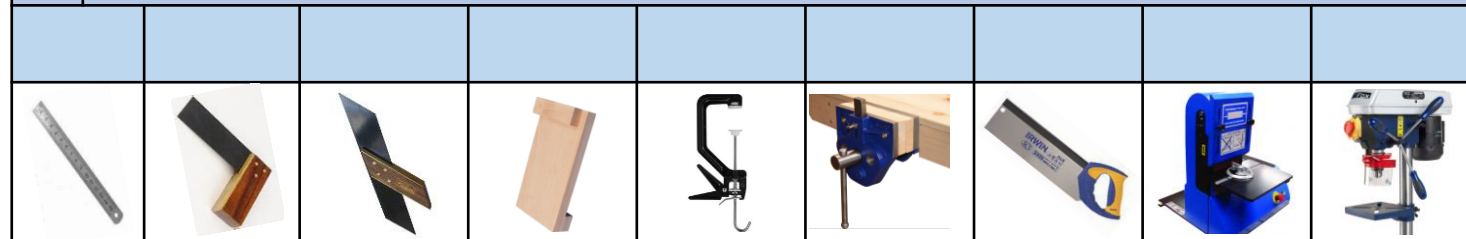
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**D. Tools & Machinery**



**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

**Year 9 – High Skills**

**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.

**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 and apron and tie it back.	To protect you from the food and equipment and the food from touching you.

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

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

 Clean and store chopping boards correctly after use



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

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

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

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

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

Rules

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

Why it is important

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

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



**What we are learning this term:**

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

**6 Key Words for this term**

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

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



**Year 9 – High Skills**

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

- 1
- 2
- 3
- 4
- 5

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

- RAW MEAT
  - RAW FISH
  - COOKED MEATS
  - SALAD & FRUIT PRODUCTS
  - VEGETABLE PRODUCTS
  - BAKERY & DAIRY PRODUCTS
- Clean and store chopping boards correctly after use



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

.

**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?

Rule

- 1
- 2
- 3
- 4
- 5

Why it is important

- 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



**What we are learning this term:**

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

**7 Key Words for this term**

1 Leitmotif	4 Synchronising	7 Atonal
2 Soundtrack	5 Non-Diegetic	
3 Underscore	6 Mickey-Mousing	

**C Playing the Keyboard / Chords**

LEFT HAND      RIGHT HAND

B C D E F G A B      C D E F G A B C

Am vi      F IV

F	Keywords
Leitmotif / motif	a <b>recurrent theme</b> throughout a musical composition, associated with a person, idea, or situation
Musical Clichè	A cliché is a <b>phrase which is often used</b> , or overused
Theme Tune	A piece of <b>music that is known for representing</b> the film/tv show
Soundtrack	The <b>collection of songs and musical arrangements</b> played during a film/TV show.
Underscore	the <b>background music</b> used in a film to set the mood/atmosphere.
Opening / Closing Credits	A list of <b>important people involved in the production of film/tv shows</b> included at the start and end of films.
Mickey-Mousing	When the <b>music perfectly fits with the action</b> on the screen.
Atonal	term used to define <b>music that seems to lack a clear tonal center – it doesn't sound good</b> . It is perfect for horror movies!
Synchronising	The process of <b>combining music/audio with moving image</b>
Non-Diegetic	<b>Sound and effects</b> that are added for dramatic effect.

**A Famous Film Composers / Instruments of the Orchestra**



**D What are the musical elements?**

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

**B 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 thin that you will take forward into your next work

**E What are the music symbols?**

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

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

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

E G B D F      F A C E

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

G B D F A      A C E G





**What we are learning this term:**

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

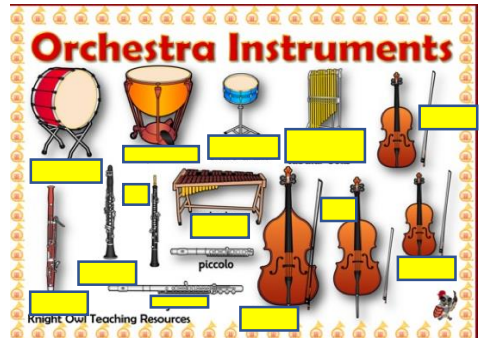
**7 Key Words for this term**

1	4	7 A
2	5 N	
3	6 M	

**C Playing the Keyboard / Chords**

<b>F</b>	<b>Keywords</b>
<b>Leitmotif / motif</b>	a <b>recurrent theme</b> throughout a musical composition, associated with a person, idea, or situation
	A cliché is a <b>phrase which is often used</b> , or overused
<b>Theme Tune</b>	A piece of <b>music that is known for representing</b> the film/tv show
<b>Soundtrack</b>	
	the <b>background music</b> used in a film to set the mood/atmosphere.
<b>Opening / Closing Credits</b>	
	When the <b>music perfectly fits with the action</b> on the screen.
<b>Atonal</b>	
<b>Synchronising</b>	
	<b>Sound and effects</b> that are added for dramatic effect.

**A Famous Film Composers / Instruments of the Orchestra**



**D What are the musical elements?**

Timbre	
Pitch	
Texture	
Tempo	
Duration	
Structure	
Dynamics	
Silence	
Attack/Decay	

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

1	Write a full sentence explaining what your musical performance or music composition was about
2	
3	
4	Pick out one moment that you could make better. Explain why it needed improving and how you would make it better if you did your performance again
5	

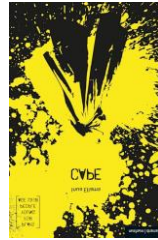
**E What are the music symbols?**

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

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



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



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

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

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

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

**Script Work- Key focus**

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





**What we are learning this term:**

- A. How to develop our vocal techniques.
- B. How to develop our physical techniques.
- C. How to interpret the director's creative intention for a group piece.
- D. How to reflect, analyse and evaluate our development.



<p>Noughts and Crosses by M..... B.....</p>	<p>Cape by I..... A.....</p>	<p>Gone Too Far by O..... A.....</p>
<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. 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?  When two brothers from different continents go down the street to buy a pint of milk, they lift the lid on a disunited nation where everyone wants to be an individual but no one wants to stand out from the crowd.</p>

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

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# SWINDON ACADEMY READING CANON

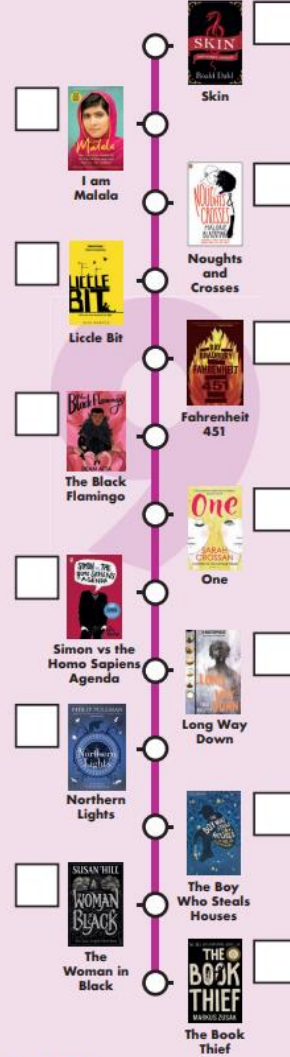
## Year 7



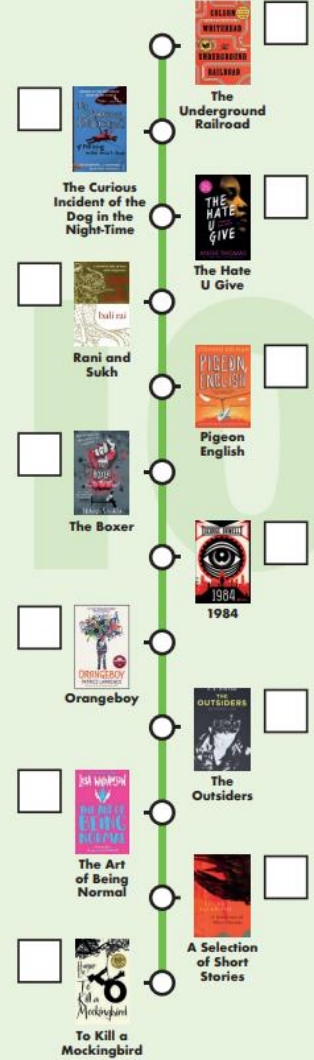
## Year 8



## Year 9



## Year 10



#ReadingisPower