

100% book - Year 9 Grammar

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 diffusion?
 The movement of particles from a higher concentration to a lower concentration.

B. What happens to the temperature of a substance when it changes state?
 During the change of state, the temperature will stay the same until the change of state is complete.

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?
 A material that is made up of only one type of particle.
 A material that made up of more than one type of particle.

Quizzable Knowledge Organisers

A. What is particle theory?

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

Solid

Liquid

Gas

A. What is the law of conservation of mass?

B. What are the different changes of state?

Melting

Freezing

Evaporation

Condensation

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

Pure

Impure

Diagram showing particle arrangements for solid, liquid, and gas states.

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 various sections and diagrams.

Step 2

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

The image shows a printed knowledge organiser page with handwritten notes. The date '29th May 2020' and the title 'Particle theory' are written at the top. A diagram shows the states of matter: Solid (particles in a regular pattern), Liquid (particles touching randomly), and Gas (particles far apart). A flowchart shows transitions between states: Melting (solid to liquid), Freezing (liquid to solid), Evaporation (liquid to gas), and Condensation (gas to liquid). Energy changes are indicated: Gaining energy for melting and evaporation, losing energy for freezing and condensation.

Step 3

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

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

Step 4

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

Handwritten notes on lined paper repeating the definitions of the three states of matter. Each definition is written three times: '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 5

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

The image shows a printed quizzable knowledge organiser page with handwritten answers. The questions are: 'What is the law of conservation of mass?' (answered: Self quizzing), 'What are the different changes of state?' (answered: Arrangement/movement of matter), and 'Describe the arrangement and movement of particles in the three states of matter.' (answered: Solid = regular pattern, Liquid =, Gas =). A diagram of the states of matter is also present.

Step 6

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

Handwritten notes on lined paper showing corrections to the previous notes. Checkmarks are placed next to the correct parts of the definitions. Corrections include: 'Liquid = particles are arranged randomly but are still touching each other' (checked), 'Gas = Particles are far apart and are arranged randomly. Particles carry a lot of energy' (checked). The word 'far apart' is written above 'are far apart' in the gas definition.

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

Comparative Poetry: G Knowledge Organiser

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

Vocabulary: Key words

immigrant: a person who moves to live in another country permanently. When immigrants travel to a new place, they migrate .
dialect: a form of language that is used in a specific area.
astrology: the study of the stars and how their movement affects earth. Astrologers 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: G Knowledge Organiser

Poem Journey Type		
'Wherever I Hang' Grace _____	<ul style="list-style-type: none"> _____ journey from Guyana to England _____ reflection of the changes she has made in her _____ 	<ol style="list-style-type: none"> 'I leave me _____, me _____, me _____ / _____' 'And _____ / Like _____' 'I don't _____'
'The Night Mail' W. H. _____	<ul style="list-style-type: none"> The journey of _____ across the country 	<ol style="list-style-type: none"> 'This is the _____, / Bringing the _____ and the _____' 'All _____ for her: / In the _____, beside _____ / Men _____' 'For who _____?'
'Swing Low Sweet Chariot' Wallace _____	<ul style="list-style-type: none"> The journey of _____ to _____ The journey of _____ to _____ 	<ol style="list-style-type: none"> 'Swing low, _____, Coming _____' 'Tell _____, Coming for _____' 'But still my soul _____'
'The Canterbury Tales' Geoffrey _____	<ul style="list-style-type: none"> Pilgrimage to _____ From the _____ to the _____ 	<ol style="list-style-type: none"> '_____ were they all / That _____' 'When April _____ / The _____' 'Of _____ wend'
'Telling Tales' Patience _____	<ul style="list-style-type: none"> _____ to _____ The journey of _____ evolving over _____ 	<ol style="list-style-type: none"> 'On _____: _____ / Tabard Inn _____' from the grime _____, / rime _____' 'Chaucer Tales, _____'
'Paradise Lost' John _____	<ul style="list-style-type: none"> The journey of _____ to _____ 	<ol style="list-style-type: none"> 'Of Man's First _____, and the _____ / Of that _____' 'Who first _____?' 'Him the _____ Power / Hurd _____'
'The Road Not Taken' Robert _____	<ul style="list-style-type: none"> Reflecting on the journey taken between _____ The journey as a _____ for a _____ 	<ol style="list-style-type: none"> 'I took the one _____ by, / And that has _____ all the _____' 'And _____ that morning _____' 'I shall be _____ this with a _____ / Somewhere _____'
'My Father Thought It' Simon _____	<ul style="list-style-type: none"> The journey of _____ 	<ol style="list-style-type: none"> 'My father _____ / the day I _____' 'the _____ became a _____, became a _____, and _____' 'At _____, it comes as no _____ to _____ / my own voice _____'
'Gap Year' Jackie _____	<ul style="list-style-type: none"> The journey of _____ The journey of a _____ 	<ol style="list-style-type: none"> 'I remember _____' 'A _____ and a _____ ago, you _____' 'I have a _____'

Vocabulary: Key words

immigrant: a _____

dialect: _____

astrology: _____

remix: _____

slang: _____

domineering: _____

emulate: _____

endeavour: _____

mendacious: _____

Terminology: Key words

comparative statement: _____

dramatic irony: _____

discourse markers: _____

personification: _____

epic: _____

Venn diagram: _____

Historical Context:

Nichols is _____

Willis was a _____

Many people in the _____

A gap year is _____

Comparative Writing:

• Identify _____

• To see how _____

• To see how different _____

• To see how _____

• To _____

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?

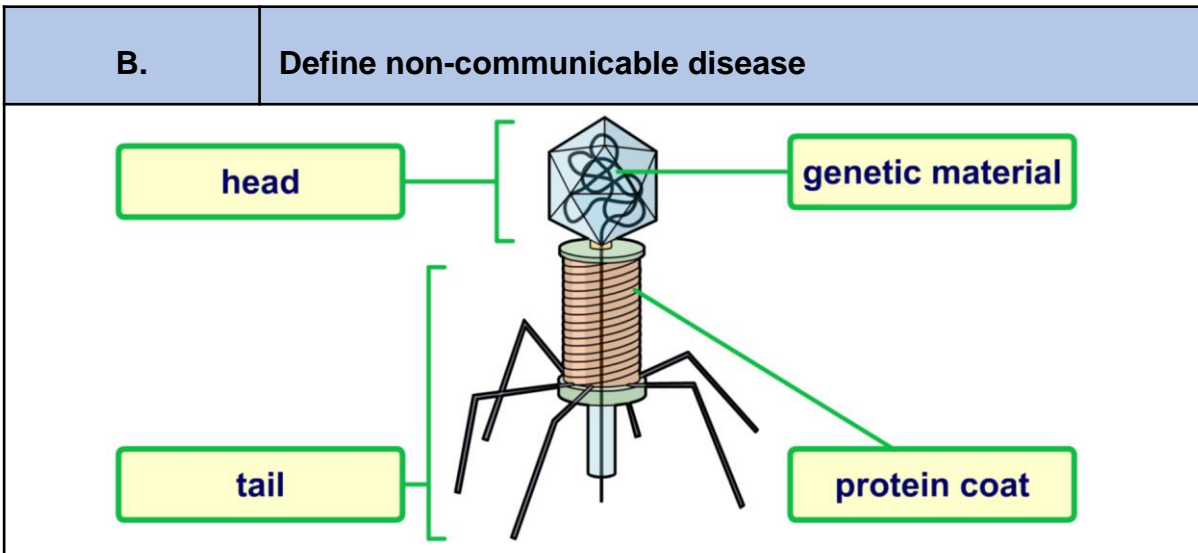
Pathogen	Example in animals	Example in plants
Viruses	HIV potentially leading to AIDS	Tobacco mosaic virus
Bacteria	Salmonella	Agrobacterium
Fungi	Athlete's foot	Rose black spot
Protists	Malaria	Downy mildew

B. Define vector

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

B. How are pathogens spread

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



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

A.	Define communicable disease

A.	Define non-communicable disease

2 Key Words for this term
1.
2.

B.	What the four types of pathogens?
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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.	Define vector

A.	Define health

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

B.	Define non-communicable disease



C. List four methods of preventing infection

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

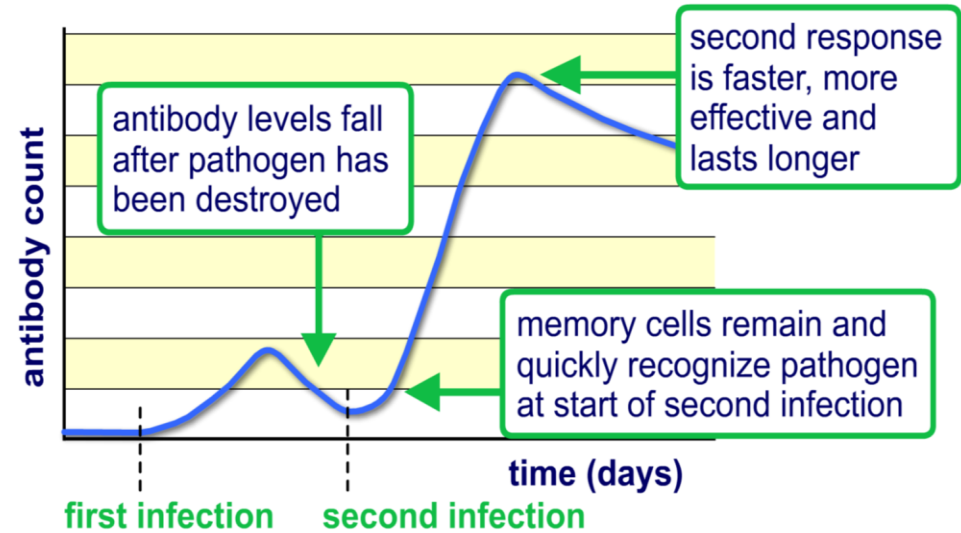
C. What are the two types of lymphocytes?

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

D. Label the respiratory system

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

Antibody count during two infections by the same pathogen



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

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

C. List four methods of preventing infection

-
-
-
-
-

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

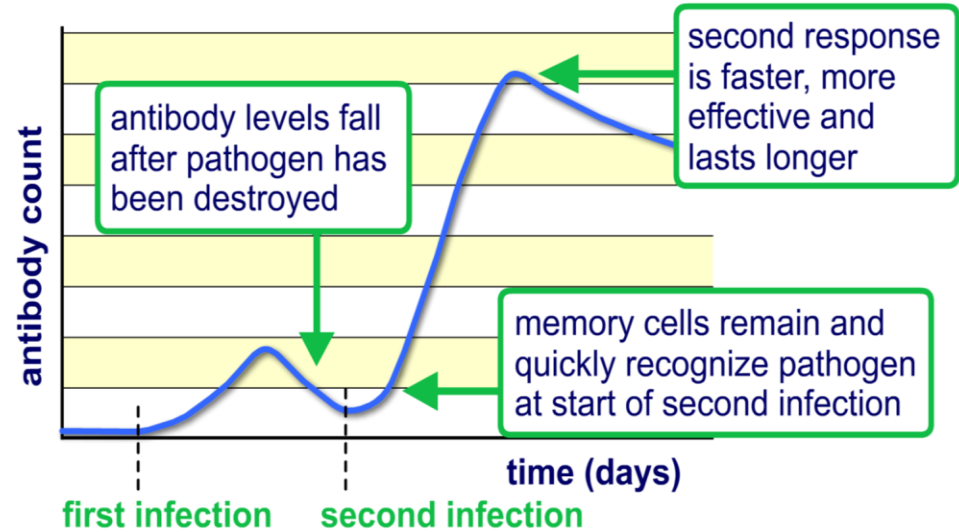
antigen

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. Reactivity of metals B. Metal salts C. Salts D. Acids and Alkalis

6 Key Words for this term
1 Crystallisation

A.	What is oxidation?
The chemical addition of oxygen	Loss of electrons
What is reduction?	
The removal of oxygen	Gain of electrons

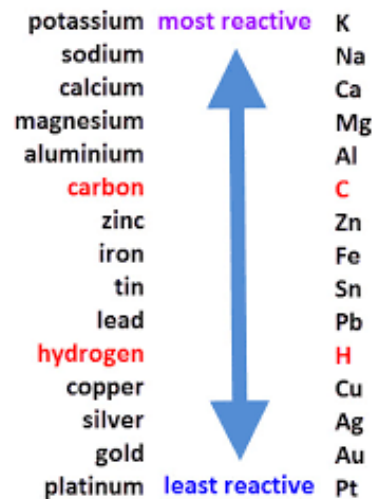
B.	What are the different reactions of metals?	
Reaction	Product	Word equations
Metal + Oxygen	Metal oxide	Metal + oxygen → Metal oxide
Metal + water	Metal Hydroxide + Hydrogen	Metal + water → Metal hydroxide + Hydrogen
Metal + acid	Metal salt + hydrogen	Metal + acid → Metal salt + hydrogen

A.	What is a displacement reaction?
A reaction in which a more reactive element takes the place of a less reactive element in one of its compounds or in solution	

A.	Which metals are found in their native states?
Unreactive metals like gold and silver	

A.	Why are carbon and hydrogen in the reactivity series?
They can be used to extract metals	
How can carbon be used to extract metal?	
When metal oxides of metals that are less reactive than carbon are heated with carbon, a displacement reaction occurs. Carbon displaces the metal	
What would the word equation be?	
Metal oxide + carbon → Metal + carbon dioxide	

A.	Which are the most reactive metals?	
Order of reactivity	Reaction with water	Reaction with dilute acid
Potassium	<ul style="list-style-type: none"> Fizz, giving off hydrogen gas. Leave alkaline solution of metal hydroxide 	Explode
Sodium		
Lithium		
Calcium		
Magnesium	Very slow reaction	Fizz, giving off hydrogen gas and forming a salt
Aluminium		
Zinc		
Iron		
Tin	Slight reaction with steam	React slowly with warm acid
Lead		
Copper	No reaction	No reaction
Silver		
Gold		



A.	What is an ore?
Most metals are found in ores – rocks which contain enough metal to extract. These are often metal oxides	

B.	Which metal salts will be produced by different acids?	
<i>When you add metal to acid, you produce a salt. What salt you produce depends on the acid used.</i>		
Acid added	Salt produced	
Hydrochloric Acid	Chloride	
Sulphuric Acid	Sulphate	
Nitric Acid	Nitrate	
Practice below:		
Metal	Acid	Salt
Lithium	Hydrochloric	Lithium Chloride
Iron	Sulphuric	Iron Sulphate
Copper	Nitric	Copper Nitrate



What we are learning this term:
<ul style="list-style-type: none"> A. Reactivity of metals B. Metal salts C. Salts D. Acids and Alkalis

6 Key Words for this term
1 Crystallisation

A.	What is oxidation?
What is reduction?	

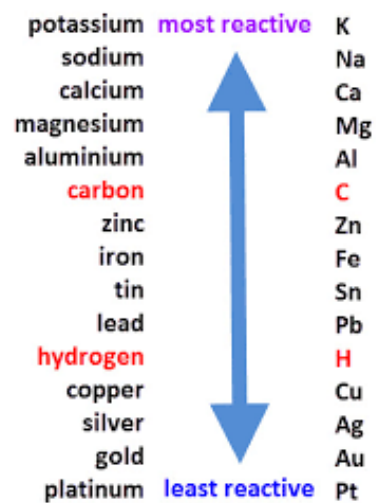
B.	What are the different reactions of metals?		
Reaction	Product	Word equations	
Metal + Oxygen			
Metal + water			
Metal + acid			

A.	What is a displacement reaction?

A.	Which metals are found in their native states?

A.	Why are carbon and hydrogen in the reactivity series?
How can carbon be used to extract metal?	
What would the word equation be?	

A.	Which are the most reactive metals?		
Order of reactivity	Reaction with water	Reaction with dilute acid	
Potassium			
Sodium			
Lithium			
Calcium			
Magnesium			
Aluminium			
Zinc			
Iron			
Tin			
Lead			
Copper			
Silver			
Gold			



A.	What is an ore?

B.	Which metal salts will be produced by different acids?	
<i>When you add metal to acid, you produce a salt. What salt you produce depends on the acid used.</i>		
Acid added	Salt produced	
Hydrochloric Acid		
Sulphuric Acid		
Nitric Acid		
Practice below:		
Metal	Acid	Salt
Lithium	Hydrochloric	
Iron	Sulphuric	
Copper	Nitric	



What we are learning this term:

- A. Density of solids
- B. Density of liquids
- C. States of matter
- D. Changes of state
- E. Internal energy
- F. Specific latent heat
- G. Gas pressure and temperature

6. Key Words for this term

A. How is density calculated?

$$\text{density} = \frac{\text{mass}}{\text{volume}} \quad \rho = \frac{m}{V}$$

What is the density of a piece of aluminium with a volume $5.6 \times 10^{-6} \text{ m}^3$ and 15.1 g mass?

2700 kg m⁻³

How do you find the density of regular solids?

Use the above equation $\rho = \frac{m}{V}$.

To find the mass of the solid: use a balance.

To find the volume: measure the dimensions with a micrometre/callipers and calculate the volume.

E.g. for a rectangular cuboid length x width x height.

How would you find the density of irregular shapes?

Use the above equation $\rho = \frac{m}{V}$. Find the mass of the solid using a balance.

To find the volume immerse the solid completely in a measuring cylinder of liquid. The rise in volume is the volume of the solid.

B. How do you find the density of liquids?

Use the above equation

To find the mass: find the $\rho = \frac{m}{V}$ of an empty measuring cylinder, then add some of the liquid. Find the mass of the cylinder with the liquid in and subtract the cylinder mass.

To find the volume: read the volume directly

If there was 1 litre of each of the following liquids, would they all have the same mass and why?

Liquid	Density in g/cm ³
water	1.00
alcohol	0.79
mercury	13.55
sea water	1.03
olive oil	0.92

No because they have different densities, so the higher the density the higher the mass.

If there was 500 ml of water and 500 ml of mercury, which one would have a higher mass and why?

Mercury as it has a higher density.

C. What are the changes in state? Why is ice less dense than water?

The water molecules align themselves in a regular lattice in ice (no random like water). The molecules are more spread out in ice than in water, so less dense. So, ice floats.

C. What do the particles look like in solids, liquids and gases?

solid

liquid

gas

What are the properties of a solid?

A high density, the particles are packed very closely together.

Cannot be compressed because there is very little empty space between particles.

A fixed shape because the particles are held tightly together by strong bonds.

Cannot diffuse because the particles are not able to move but can vibrate.

What are the properties of a liquid?

A fairly high density because the particles are close together.

Cannot be compressed because there is very little empty space between particles.

Takes the shape of its container because the particles can move

Can diffuse because the particles are able to change places.

What are the properties of gas?

A low density because the particles are spaced far apart.

Can be compressed because there is space between particles.

No fixed shape because the particles move about rapidly in all directions.

Can diffuse because the particles are able to move

What does the particle model tell us?

All substances consist of particles, either tightly packed/spaced. They can move around (have kinetic energy). Kinetic energy increases with temperature. They can be strongly or weakly attracted.



What we are learning this term:

- A. Density of solids
- B. Density of liquids
- C. States of matter
- D. Changes of state
- E. Internal energy
- F. Specific latent heat
- G. Gas pressure and temperature

6. Key Words for this term

A. How is density calculated?

What is the density of a piece of aluminium with a volume $5.6 \times 10^{-6} \text{ m}^3$ and 15.1 g mass?

How do you find the density of regular solids?

How would you find the density of irregular shapes?

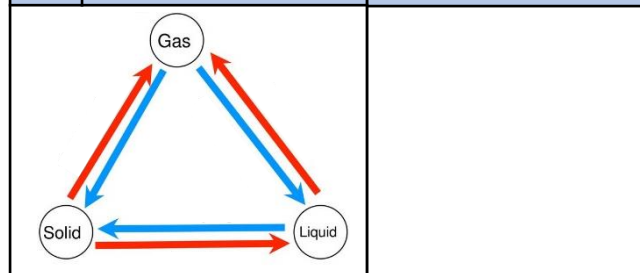
B. How do you find the density of liquids?

If there was 1 litre of each of the following liquids, would they all have the same mass and why?

Liquid	Density in g/cm ³
water	1.00
alcohol	0.79
mercury	13.55
sea water	1.03
olive oil	0.92

If there was 500 ml of water and 500 ml of mercury, which one would have a higher mass and why?

C. What are the changes in state? Why is ice less dense than water?



C. What do the particles look like in solids, liquids and gases?

solid	liquid	gas

What are the properties of a solid?

What are the properties of a liquid?

What are the properties of gas?

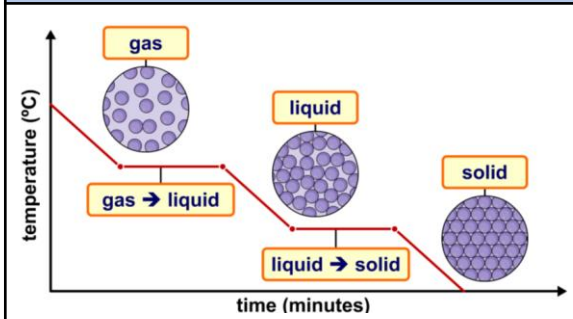
What does the particle model tell us?



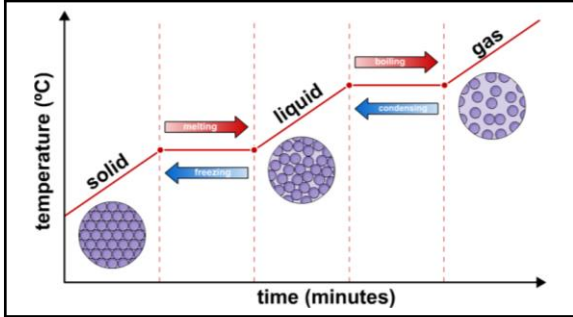
C. What happens if a solid is heated?

Its temperature rises until it reaches its melting point, at this point the temperature stops rising and the solid melts. Once it has all melted, the temperature continues to rise until its boiling point.

What are the labels for this cooling curve for a gas?



What are the labels for this heating curve of a solid?



C. What is evaporation and what happens to the energy of the remaining particles?

When the particles in a liquid escape to form a vapour. The particles that escape take some energy from the remaining particles, so the temperature of the liquid falls.

At what temperature does evaporation occur?

Evaporation can take place at any temperature, but it occurs most rapidly at a liquid's boiling point

D. What's the difference between boiling point and evaporation?

Evaporation happens at the surface of the liquid and below the boiling point of the liquid. Boiling happens when the liquid reaches its boiling point, bubbles form inside the liquid and rise to the surface to release gas.

E. What is kinetic energy of molecules?

The molecules within a body all possess kinetic energy (E_k). This is the energy due to their random motion. The faster they move the more kinetic energy they have.

Which has the most kinetic energy out of the three states of matter?

Gas

What is the relationship between energy and breaking/making bonds?

Energy is needed to break bonds. Energy is released when bonds form.

What is a potential energy, in terms of molecules?

The potential energy of molecules due to their potential to make bonds holding them together and the bonds within their nuclei.

What is internal energy, and what is the equation?

It is the sum of all these molecular kinetic and potential energies.

$$U = E_k (\text{molecules}) + E_p (\text{bonds})$$

If gas particles are moving very fast, how would the kinetic energy, internal energy and temperature be described?

They have a high kinetic energy, a high internal energy and a high temperature.

F. What is latent heat?

The energy transferred to a substance when it changes state.

What is specific latent heat?

The amount of energy required to convert 1 kg of a substance into a liquid or gas without change in the temperature of the surroundings.

What is the equation for specific latent heat?

Energy absorbed (J) = mass (kg) x specific latent heat
 $Q = ml$

What are the different types of specific latent heat?

Specific latent heat of fusion
 Specific latent heat of vaporisation

G. How could you increase gas pressure?

Increase the temperature or decrease the volume.

What is the relationship between pressure and volume?

They are inversely proportional

What is the relationship between pressure and temperature?

They are directly proportional

What would happen to the internal energy of a tyre if it was inflated?

Even if the volume was constant, the pressure would increase. There would be temperature increase which means a higher kinetic energy of molecules.

G. What is Brownian motion and why was it discovered?

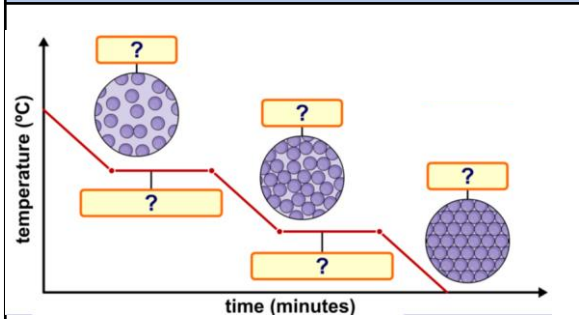
It was discovered as a botanist, Robert Brown, noticed that pollen grains suspended in water, when viewed through a microscope, displayed a very rapid, highly irregular, zigzag motion.

This motion was not caused by the convection currents in the liquid, but instead is a result of continuous bombardment from molecules in the surrounding medium.

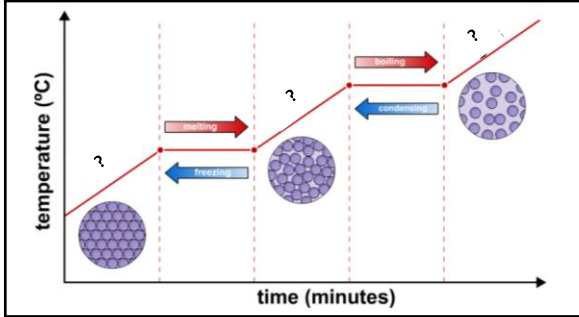


C. What happens if a solid is heated?

What are the labels for this cooling curve for a gas?



What are the labels for this heating curve of a solid?



C . What is evaporation and what happens to the energy of the remaining particles?

At what temperature does evaporation occur?

D. What's the difference between boiling point and evaporation?

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What is specific latent heat?

What is the equation for specific latent heat?

What are the different types of specific latent heat?

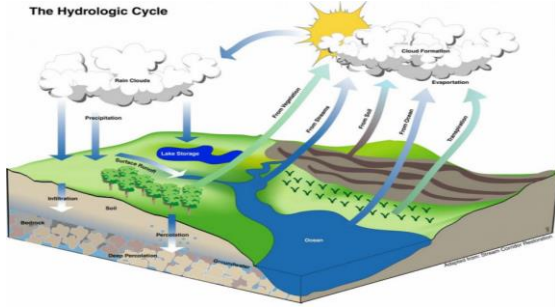
G. How could you increase gas pressure?

What is the relationship between pressure and volume?

What is the relationship between pressure and temperature?

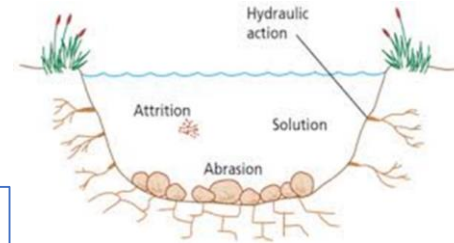
What would happen to the internal energy of a tyre if it was inflated?

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What are we learning this term

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



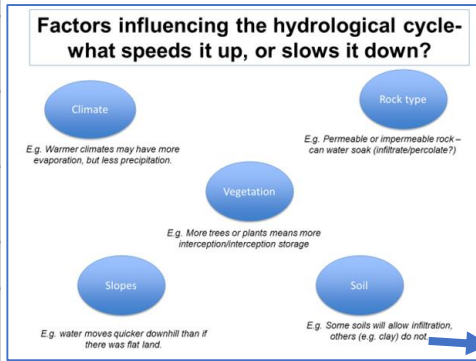
Erosion in a river has a number of different forms.

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 over 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...

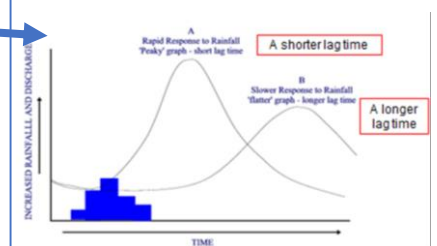
D	Key terms
Attrition	is the 'smashing' of sediment against each other to become more rounded.
Hydraulic action	is the sheer force of the water breaking down the river banks and bed.
Corrosion (solution)	is the dissolving of material.
Abrasion (corasion)	is the action of sediment scraping against the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

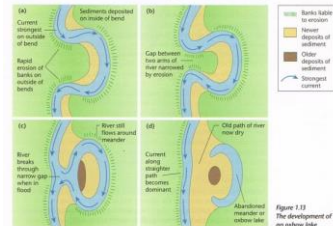
- As **saltation**: sand grains and small stones just bounce along.
- As **traction**: Larger stones and rocks get rolled along.

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).



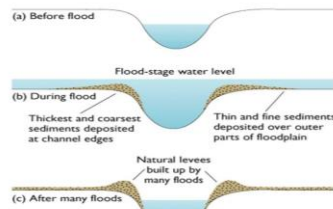


E	Reducing flooding
Rivers flooding can be caused by a number of factors. These could be human factors:	
Farming	ploughing can cause water to collect in the troughs and run directly in to the river.
Urbanisation	building with tarmac and concrete does not allow infiltration so water moves to the river 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

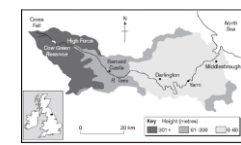


A meander is a bend in a river. Erosion happens on the outside of the bend as the velocity is faster. Deposition happens on the inside of the bend as velocity is slowest. This meander may over time become an oxbow lake as erosion on the outside of the bend exaggerates the bend, and when the river floods,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

Formation of Natural Levees



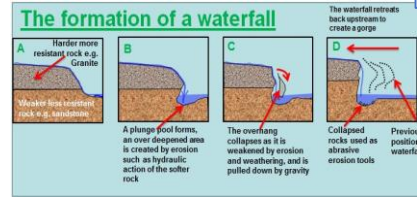
The river is 85 miles long, and drains an area of 710 square miles. Its source is in the Pennine hills, and flows in to the North Sea at Middlesbrough.



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.

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.

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.

Banbury Floods:

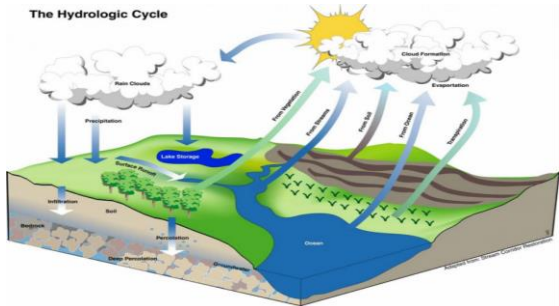
- What has been done to reduce flooding?**
- A361 raised, and drainage below the road improved.
 - Earth embankments built.
 - Floodwalls built.
 - Pumping station to transfer excess water.
 - Creation of new Biodiversity Action Plan to allow nature to 'soak' up excess water.

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.

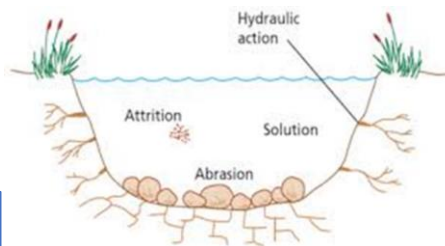
Economically: Cost £18.5m, but benefits of protecting are over £100m!

Environmentally: Small reservoir created from earth taken for embankments, new Biodiversity Action Plan has created new habitats, and floodplain protected for flooding.



What are we learning this term

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



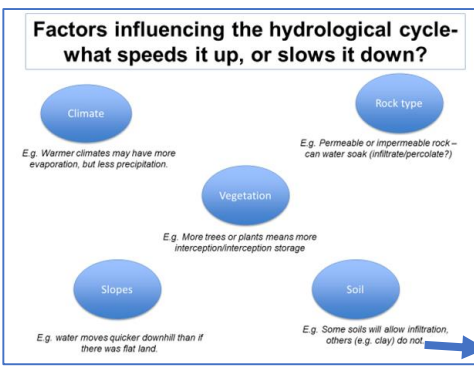
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Channel flow	
Channel storage	



The drainage basin is the

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



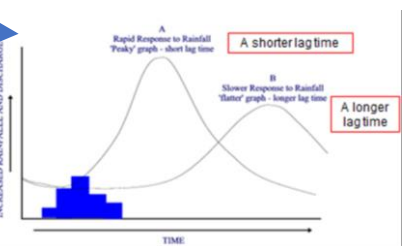
Hydrographs are

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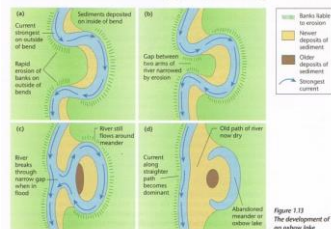
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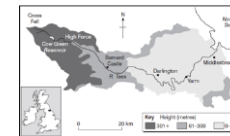


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Rivers flooding can be caused by a number of factors. These could be human factors:	
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Deforestation	
Or physical factors:	
Weather and climate:	
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Steep land	



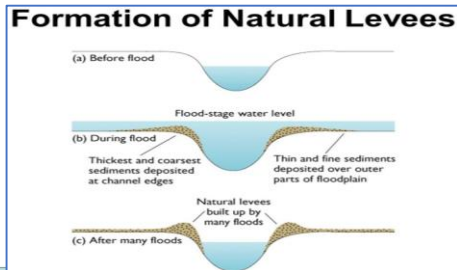
A meander is _____. Erosion happens on _____ as the velocity _____. _____ happens on the inside of the bend as velocity _____. This meander may over time become _____ as erosion on the _____ of the bend exaggerates the bend, and when the river floods, water might take the quickest route – _____!

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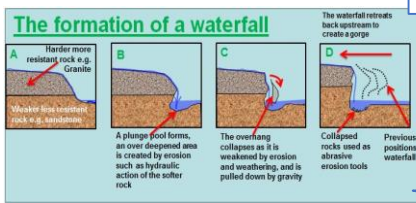
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What we are learning this term:

- 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"> • Physicians – diagnosed + recommended treatment, trained at university for around 7 years. Did not get to see dissections so new little about body. Learned everything from Galen's books. Only for super rich • Apothecaries – mixed herbal remedies (joined a guild, worked for master to train). • Surgeons – least qualified, also cut hair. Learned on job and only performed minor, on-invasive surgeries • Monks and nuns – worked in hospitals mostly prayed for patients and gave comfort. Not allowed to cut or bleed patients so could not do surgery • Housewives and mothers – treated most people. Mixed herbal remedies and treated minor wounds 	<ul style="list-style-type: none"> • Ran by monks and nuns • Offered patients shelter, beds, food and very limited treatment. • Treatments mostly religious based – praying • Patients would offer share beds which led to allot of diseases spreading around the hospitals

C. Dealing with the Black Death

What is the Black Death?

- Bubonic plague – outbreak in 1348-9 – 1/3rd to 1 / 2 of the population died in England. Caused by bacteria Yersinia pestis that was thought to have originated in China and came to Britain on fleas, on rats on ships.

Causes

Miasma – bad air from the filthy conditions making you ill.
 Astrology – there was a weird alinement of Jupiter, mars and Saturn the previous year which was blamed for the plague
 Punishment from God- = People thought that society had become wicked so God had sent the plague to punish them.

Treatments

Confesses sins and pray, bleeding and purging (but seemed to make worse), sweet herbs or fire to clean air.

Prevention

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)

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

What we are learning this term:

- 1.1 Ideas about the cause of disease and illness
- 1.2 Approaches to treatment and prevention
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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	
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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>

A.	Can you define these key words?
Key word	Key definition
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

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

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	Natural moral law - Aquinas	C Joseph Fletcher – Situation Ethics		
	<ul style="list-style-type: none"> God made truths and rules about what is right and wrong e.g. the 10 commandments Everything in existence has a purpose so moral behaviour fits in with this 	<ul style="list-style-type: none"> Right and wrong depends on the situation No universal rules Based on agape – unconditional love Based on Jesus – "love thy neighbour" Every moral action is based on what would be the most loving and compassionate thing to do 		
	<p>The 5 primary precepts</p> <ul style="list-style-type: none"> 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"> Preserve innocent life Reproduce Educate children Live in an ordered society Worship God 	D	<p>Situation Ethics strengths</p> <ul style="list-style-type: none"> It is personal – sensitive to a person's circumstances It is particular – moral decisions on a case by case basis It is based on doing good – teaches that right acts are motivated by the wish to promote well-being of 	<p>Situation ethics weaknesses</p> <ul style="list-style-type: none"> It isn't clear what 'love' means – may be different for different people It is difficult to implement It can't produce consistent results – slippery slope Using 'love' to do unloving things
	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	Natural law strengths	Natural law weaknesses
	<ul style="list-style-type: none"> We can use reason to determine it It is very adaptable – you can break one precept to keep another Leads to moral outcomes 	<ul style="list-style-type: none"> It doesn't work in practice due to conflicting precepts If you do not believe in God then there is no God given purpose to fulfil Not all people share a common nature Does not help if you have conflicting secondary precepts

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

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

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

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	
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Objective									
Natural moral law									
Primary precepts						D Situation Ethics strengths		Situation ethics weaknesses	
Secondary precepts									
F Abortion				B Natural law strengths		Natural law weaknesses			
Abortion									
						E Sanctity of life and quality of life			
						Sanctity			
						Quality			
						G Capital punishment			
						Ending a person's life as a punishment for a crime			
						Agree		Disagree	



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



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

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

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

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

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

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

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



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



What we are learning this term:

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

6 Key Words for this term

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

5.2G ¿Qué se puede hacer donde vives?

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

5.2F Mi ciudad

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

Key Verbs

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

5.1H Mi casa y mi barrio

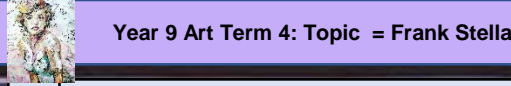
- _____ under, downstairs
- _____ spacious, roomy
- _____ above, upstairs, up
- el balcón _____
- la calefacción _____
- la cocina amueblada _____
- el _____ dining room
- el _____ business, shop
- _____ essential, indispensable
- inferior _____
- el jardín _____
- lujoso/a _____
- _____ pet
- _____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

5.1F ¿Cómo es tu casa?

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

5.1G Mi casa

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



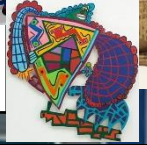
What we are learning this term:

- 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

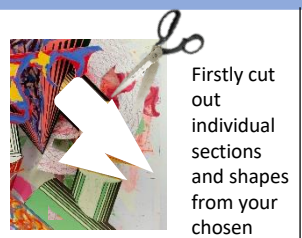
D This is a relief sculpture; how has it been made and what materials have been used?



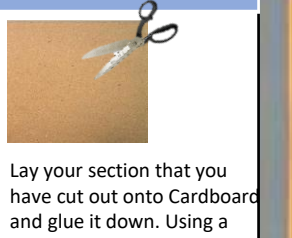
To create a relief sculpture you will need Cardboard or a strong yet easily cut material. Start by having an image to create from. The image on the left has been created by many layers of cut Cardboard. As more layers are added they create a 3-dimensional illusion.



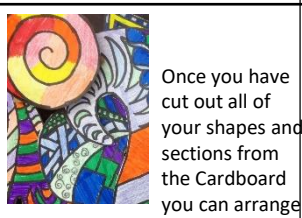
Write a step by step guide to making a cardboard template for relief sculpture



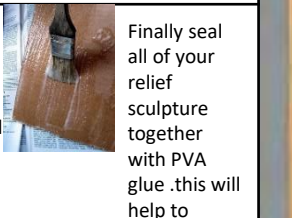
Firstly cut out individual sections and shapes from your chosen image. use scissors



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

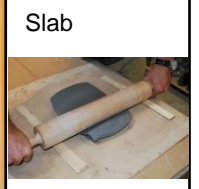


Once you have cut out all of your shapes and sections from the Cardboard you can arrange them and layer them onto



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.



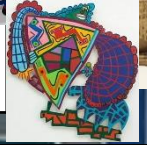
What we are learning this term:

- 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.

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



Example

Your response

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



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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	

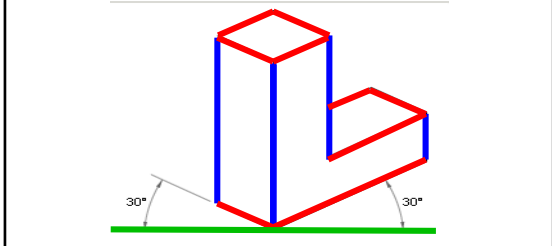


What we are learning this term:	
A.	Drawing Skills
B.	Wood Theory
C.	Wooden Joints & Their Uses
D.	Tools & Machinery

A. Drawing Skills

Isometric Technical Drawing

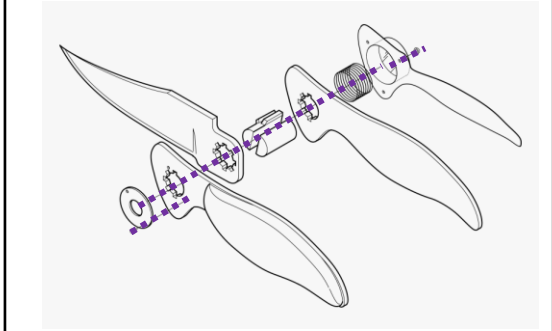
Made up of a series of parallel **vertical lines** and parallel **30-degree lines**. But no **horizontal lines**.



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

Sustainability = Natural Wood Vs Manufactured Boards

Manufactured boards are more sustainable than natural woods because made from wasted wood and offcuts.	Softwood is more sustainable than hardwood, because it grows a lot quicker.
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C. Wooden Joints & Their Uses

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

D. Tools & Machinery

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



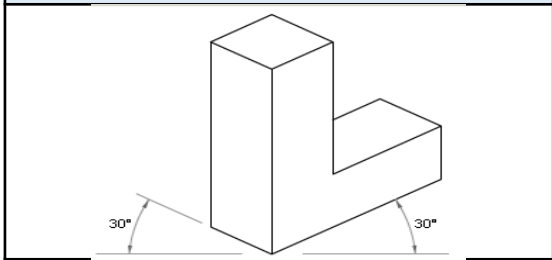
What we are learning this term:

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

A. Drawing Skills

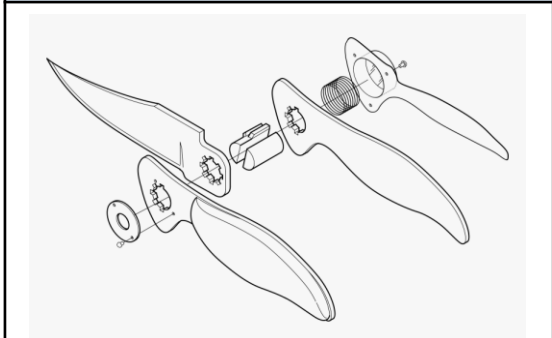
_____ **Technical Drawing**

What is it & what is it used for?



_____ **Technical Drawing**

What is it & what is it used for?



B. Wood Theory

<i>Natural</i>	Advantages	Disadvantages
Hardwood:	_____	_____
	_____	_____
	_____	_____
Softwood:	_____	_____
	_____	_____
	_____	_____

<i>Manufactured</i>	Advantages	Disadvantages
MDF:	_____	_____
	_____	_____
	_____	_____
Plywood:	_____	_____
	_____	_____
	_____	_____

Sustainability = Natural Wood Vs Manufactured Boards	
_____	_____
_____	_____
_____	_____

C. Wooden Joints & Their Uses

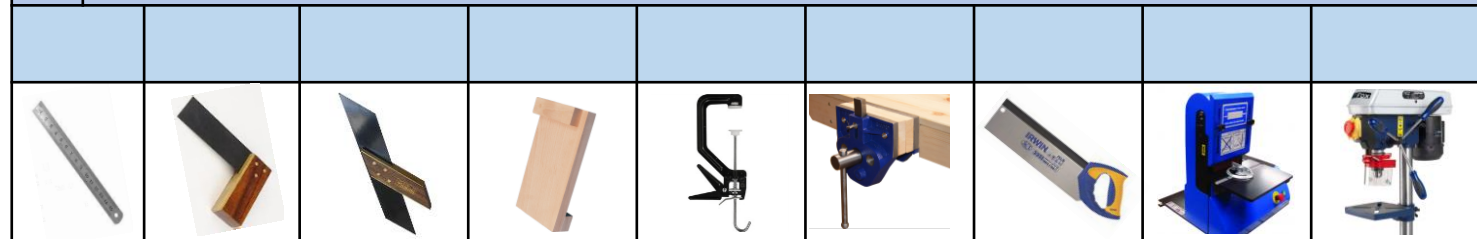
Joint	Uses	Image
Mitre Joint	_____	

Dowel Joint	_____	

Mortise and Tenon Joint	_____	

Cross Halving Joint	_____	

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?

<u>Rules</u>	<u>Why it is important</u>
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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?

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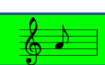
B. What do the following terms mean?

Grilling	
Baking	
Frying	

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

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

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

C Playing the Keyboard / Chords

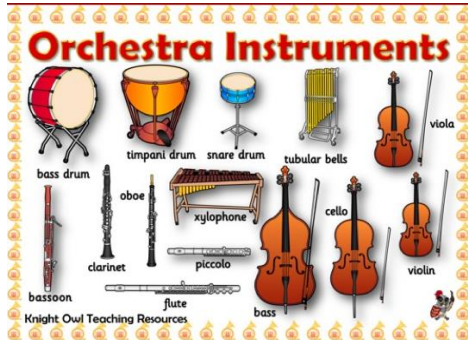
LEFT HAND: C D E F G A B C
RIGHT HAND: C D E F G A B C

Chords: C, G, Am, F

F Keywords

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

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

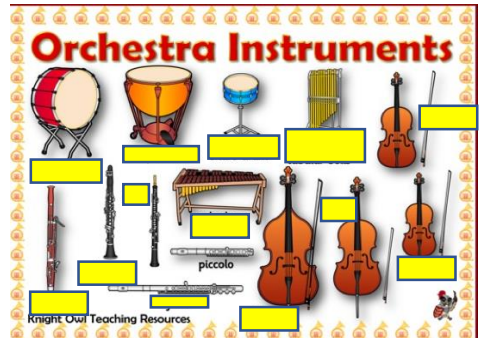
7 Key Words for this term

1	4	7
2	5	
3	6	

C Playing the Keyboard / Chords

F	Keywords
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A Famous Film Composers / Instruments of the Orchestra



D What are the musical elements?

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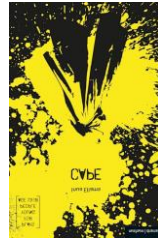
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G How to read music – treble clef and Bass Clef



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.



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

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.

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

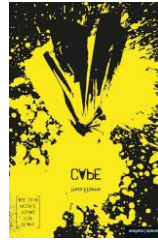
Script Work- Key focus

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.





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SWINDON ACADEMY READING CANON

Year 7



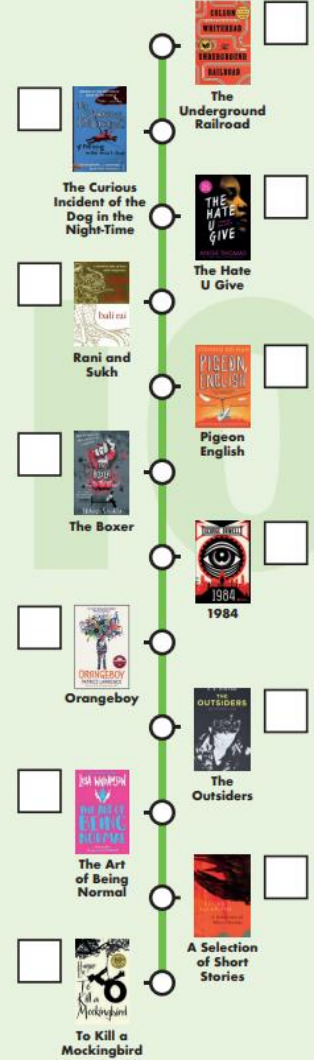
Year 8



Year 9



Year 10



#ReadingisPower