

100% book - Year 9 Booster

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

Term 6



Swindon Academy 2022-23

Name:	
Tutor Group:	
Tutor & Room:	

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

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

Using your Knowledge Organiser and Quizzable Knowledge Organiser

Knowledge Organisers

Knowledge Organisers contain the essential knowledge that you **MUST** know in order to be successful this year and in all subsequent years.

They will help you learn, revise and retain what you have learnt in lessons in order to move the knowledge from your short-term memory to long-term memory.

Quizzable Knowledge Organisers

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

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

Top Tip

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

Expectations for Prep and for using your Knowledge Organisers

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

How do I complete Knowledge Organiser Prep?

Step 1

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

The image shows the Epraise website interface. On the left is a 'Planner' for the week of 22nd May to 28th May 2020, with a grid for different subjects. On the right is a 'Knowledge Organiser' for 'Year 7 Term 1 Science/Physics: Year 7Q Particles'. It contains several sections: 'What is particle theory?', 'What is the law of conservation of mass?', 'What are the different changes of state?', and 'What are the different states of matter?'. Each section has a brief definition and a diagram.

Step 2

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

This image shows a printed page from the knowledge organiser with handwritten notes. The date '29th May 2020' and the title 'Particle theory' are written at the top. The page includes diagrams for the three states of matter (solid, liquid, gas) and a flowchart for changes of state. The flowchart shows: Solid to Liquid (Melting, Gaining energy), Liquid to Gas (Evaporation, Gaining energy), Gas to Liquid (Condensation, Losing energy), and Liquid to Solid (Freezing, Losing energy).

Step 3

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

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

Step 4

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

Handwritten notes on lined paper showing the definitions from Step 3 repeated three times. Each line starts with 'Solid = regular pattern particles vibrate in fixed position'.

Step 5

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

This image shows a 'quizzable' version of the knowledge organiser. It has the same diagrams as the previous version but with some words missing. Handwritten answers are provided: 'Self quizzing' for the title, and 'Arrangement/movement of matter' for the definition of particle theory. The states of matter are also defined: 'Solid = regular pattern pa...', 'Liquid = ...', and 'Gas = ...'.

Step 6

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

Handwritten notes on lined paper, similar to Step 3, but with checkmarks next to the definitions to indicate they are correct. The date '29th May 2020' is also present.

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

'Animal Farm': Knowledge Organiser

Chapter breakdown

1	The animals gather to listen to old Major. He gives them a vision of a life without man.
2	The animals rebel and overthrow Jones. The commandments are written.
3	The animals' first harvest is a success. The pigs keep the milk and apples to themselves.
4	The Battle of the Cowshed: Jones attempts to take back the farm.
5	Snowball and Napoleon debate the windmill. Napoleon uses dogs to chase Snowball from the farm. Napoleon makes himself leader.
6	Work begins on the windmill. The pigs move into the farmhouse. Winds destroy the windmill.
7	Work on the windmill starts again. Napoleon demands eggs from the hens. Napoleon slaughters animals at the show trials.
8	Napoleon betrays Mr. Pilkington and sells timber to Mr. Frederick. Frederick pays with counterfeit money. Frederick attacks the farm. The animals suffer losses in the Battle of the Windmill. The windmill is destroyed.
9	Boxer is sold to the knacker's yard.
10	The pigs are leaders on the farm. They start walking on two legs and carrying whips. There is no difference between the pigs and the humans they sought to overthrow at the start of the novel.

Key words – Animal Farm

<p>allegory – a story with two meanings. It has a literal meaning, which is what actually happens in the story. But it also has a deeper meaning. The deeper meaning is often a moral. It teaches you a lesson about life.</p> <p>tyrant – someone who has total power and uses it in a cruel and unfair way. A tyranny is a situation in which a leader or government has too much power and uses that power in a cruel and unfair way.</p> <p>rebellion – a rebellion is a situation in which people fight against those who are in charge of them.</p> <p>harvest – the time when crops are cut and collected from fields.</p> <p>corrupt – when people use their power in a dishonest way order to make life better for themselves.</p> <p>propaganda – Information that is meant to make people think a certain way. The information may not be true.</p> <p>cult of personality – a cult of personality is where a leader convinces people to worship him or her and treat them like a god.</p> <p>treacherous – If you betray someone who trusts you, you could be described as treacherous.</p>

Review of the year: core knowledge

<p>enlighten - To provide someone with information and understanding.</p> <p>deduction - The process of reaching a decision by looking at the facts that are known.</p> <p>effusive - Showing or expressing gratitude, pleasure, or approval in an enthusiastic and unrestrained or heartfelt manner.</p> <p>narrative perspective – The narrative perspective is who is telling the story and from what viewpoint.</p> <p>summary – When you summarise something, you briefly describe its main facts or ideas. A good summary is short, clear and contains all essential information.</p> <p>fallible – Someone who is fallible makes mistakes. To be infallible means to make no mistakes.</p> <p>Shakespearean eras – Shakespeare was alive in the Elizabethan and Jacobean eras.</p> <p>Shakespearean comedy – It has a happy ending, usually including a marriage. There are no deaths in the play. There is at least one romantic plot. One plot involves characters who aren't royalty. They are servants and tradespeople. These characters get into ridiculous situations. There is confusion around who characters really are.</p> <p>Shakespearean tragedy: It has a sad ending, usually including a death. There are deaths in the play. There is at least one murder plot. The play usually involves royal or noble characters. In tragedy, there can be confusion around</p>
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'Animal Farm': Knowledge Organiser

Chapter breakdown

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2	The animals rebel and overthrow _____. The commandments are written.
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5	Snowball and Napoleon debate the windmill. Napoleon uses dogs to chase _____ from the farm. _____ makes himself leader.
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9	_____ is sold to the knacker's yard.
10	The _____ are leaders on the farm. They start walking on two legs and carrying whips. There is no difference between the pigs and the humans they sought to overthrow at the start of the novel.

Key words – Animal Farm

allegory – a story with two meanings. It has a literal meaning, which is what actually happens in the story. But it also has a deeper meaning. The deeper meaning is often a _____. It teaches you a lesson about life.

tyrant – someone who has total power and uses it in a _____ and _____ way. A _____.

rebellion – a rebellion is a situation in which people fight against those who are _____ of them.

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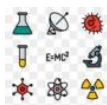
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Science Year 9 Alternative Curriculum Term 6 Biology : Topic B1.2 Cell Division



What we are learning this term:

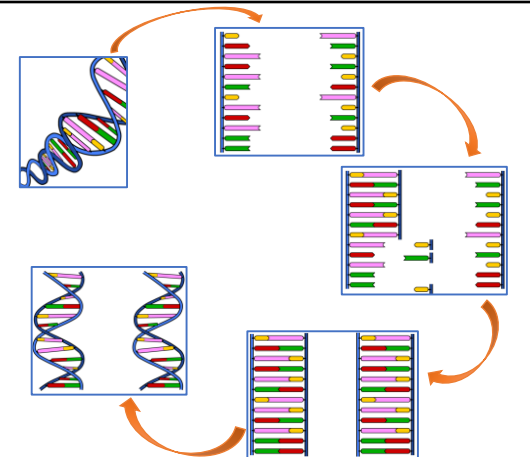
- A. Cell cycle
- B. Mitosis
- C. Growth
- D. Stem cells
- E. Cloning

2 Key Words for this term

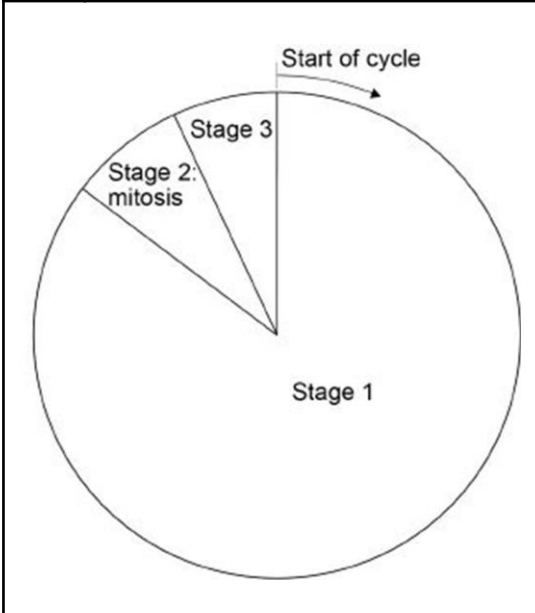
- 1. Mitosis
- 2. Differentiate

B. What are the stages of DNA replication?

1. The DNA molecule unwinds.
2. An enzyme moves along separating the two stands.
3. New complementary bases bond to the existing bases of one strand.
4. New complementary bases bond to the existing bases of the other strand.
5. The two complete molecules coil back into a helical shape.



A. Describe the stages of the cell cycle



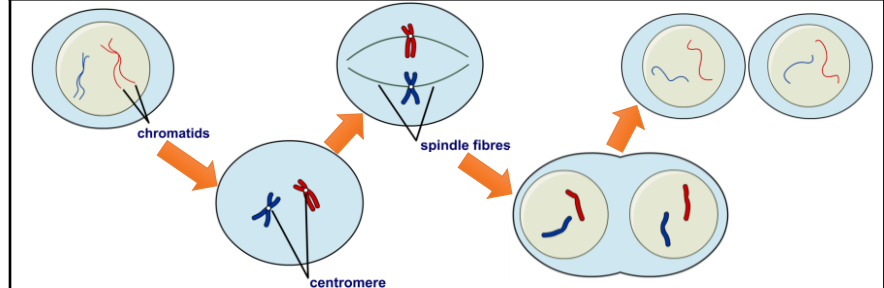
1) Replication of DNA to form two copies of each chromosome and synthesis of new sub-cellular structures

2) Nucleus divides

3) Cell divides in two

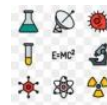
B. What is the order of the stages of mitosis?

- 1 chromosomes become shorter and thicker
- 2 spindle fibres attach to the chromosomes
- 3 chromosomes align in the centre of the cell
- 4 spindle fibres shorten, separating the chromosomes
- 5 chromatids move to opposite sides of the cell
- 6 the cell divides into two daughter cells





Science Year 9 Alternative Curriculum Term 6 Biology : Topic B1.2 Cell Division



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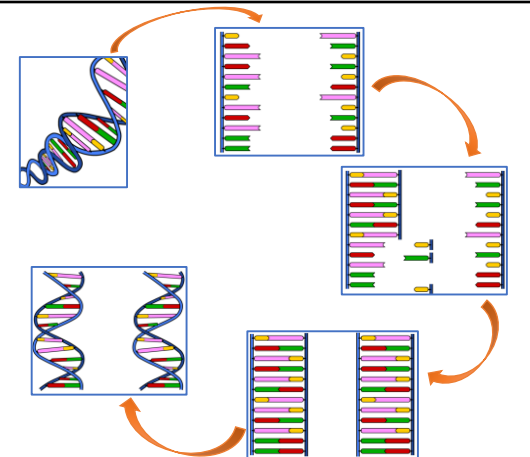
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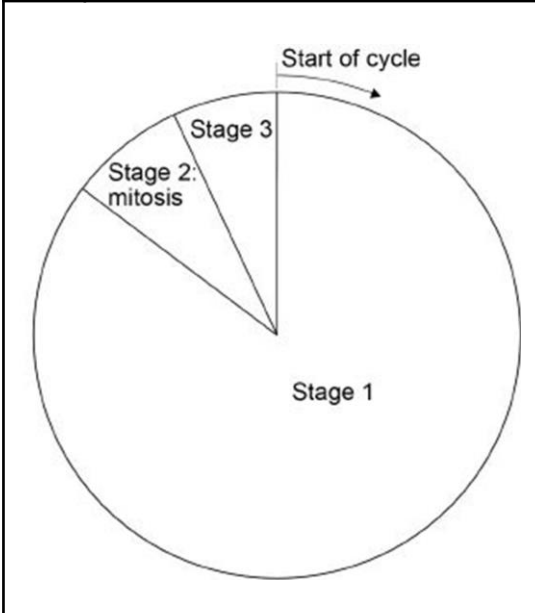
- 1. Mitosis
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B. What are the stages of DNA replication?

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



A. Describe the stages of the cell cycle



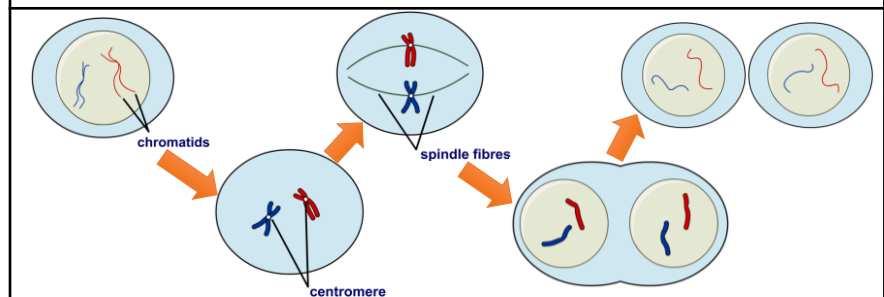
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2)

3)

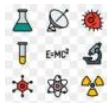
B. What is the order of the stages of mitosis?

- chromatids move to opposite sides of the cell
- chromosomes align in the centre of the cell
- chromosomes become shorter and thicker
- spindle fibres shorten, separating the chromosomes
- the cell divides into two daughter cells
- spindle fibres attach to the chromosomes





Science Year 9 Alternative Curriculum Term 6 Biology : Topic B1.2 Cell Division



C. Match terms on growth to their definitions

differentiation	when a cell starts to become specialized
division	when a cell replicates
elongation	when a cell increases in size
stem cells	cells that can become any type of cell
tissue cells	cells that have begun to be specialized

D. Describe the ethical concern around using embryonic stem cells.

Embryonic stem cell research is strongly criticized by people who believe it is unethical to kill embryos for their cells.

Work involving embryonic stem cells is subject to government regulation.

D. What are the advantages of using adult stem cells?

- They come from volunteers so they are more ethically acceptable.
- A patient's own stem cells could be used to treat their own disease, avoiding the problem of immune rejection.
- It might be easier to guide their development into specific cell types.
- They are less likely to become cancerous.

D. Describe these two types of human stem cell

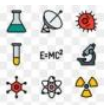
Embryonic	<ul style="list-style-type: none"> • Up until the eight cell stage, all of the cells in a human embryo are identical. • They can develop into all the different types of cell in the body.
Adult	<ul style="list-style-type: none"> • They are found in small numbers in many organs, including bone marrow, brain, skin and muscle. • Can usually only make a small number of cell types.

D. Describe plant stem cells

Meristem tissue	<ul style="list-style-type: none"> • Plant cells can differentiate to form specific cells throughout the plant's life.
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D. Define therapeutic cloning

A process where an embryo is produced that is genetically identical to the patient so the cells can be used in medical treatments.



Science Year 9 Alternative Curriculum Term 6 Biology : Topic B1.2 Cell Division



C.	Match terms on growth to their definitions
differentiation	when a cell increases in size
division	cells that have begun to be specialized
elongation	when a cell replicates
stem cells	cells that can become any type of cell
tissue cells	when a cell starts to become specialized

D. Describe the ethical concern around using embryonic stem cells.

D. What are the advantages of using adult stem cells?

D.	Describe these two types of human stem cell
Embryonic	
Adult	

D. Describe plant stem cells

Meristem tissue

D. Define therapeutic cloning

Geography Year 9 Term 6: Life in an Emerging Country

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

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

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

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

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

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

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

G.	Impact of TNCs
Positive: (5)	<ol style="list-style-type: none"> 1. More jobs. 2. More taxes. 3. Invest in infrastructure projects. 4. GDP increases. 5. Develop workers skills.
Negative: (3)	<ol style="list-style-type: none"> 1. Can exploit workers e.g. long hours. 2. Most of the profits from TNCs leave the country where production takes place. 3. Increased levels of pollution e.g. air and water (from industrial waste).

Geography Year 9 Term 6: Life in an Emerging Country

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Geography Year 9 Term 6: Climate Change

Background:	
1.	Since the 1860s the global climate has been recorded.
2.	Since then the climate globally has increased by 0.8° Celsius.
3.	Climate scientists can use methods to find out about the global climate before we started recording it. (B)
4.	From this evidence we can see that the planet has always gone through periods of warming and cooling. (A)
5.	However, the rapid increase of carbon dioxide in the atmosphere from burning fossil fuels, is causing the enhanced greenhouse effect. (D)
6.	The enhanced greenhouse effect is causing changes to the planet, such as the melting of Arctic sea ice, rising temperatures, and an increase in extreme weather events such as tropical storms. (E, F)
7.	Countries are trying to resolve the climate change issue by limiting the amount of carbon dioxide released into the atmosphere, this is known as mitigation. (G, H)
8.	Some countries are trying to adapt to climate change by building flood barriers and growing drought resistant crops. (G, H)

A.	Changes in climate (3)
Climate change	The process of the Earth's climate changing over time.
Glacial periods	Cold periods.
Inter-glacial periods	Warm periods.

B.	Measuring climate change (3)
Ice cores	Each layer of ice in a core represents a different year. CO ₂ can be measured in each layer, and therefore the temperature.
Tree rings	Each ring represents a different year. Thicker rings show a warmer climate.
Historical evidence	Paintings and diaries e.g. paintings of ice fairs on the frozen Thames 500 years ago.

C.	Natural climate change (3)
Volcanic eruptions	Ash from volcanic eruptions can block sunlight, making it colder.
Sun spots	The sun can give out more energy due to an increase in sun spots.
Orbital change	The orbit of the sun changes from oval (ellipse) to circular approx. 98,000 yrs.

E.	Effects on people (6)
Tropical storms	Increase in frequency and intensity so more damage.
Sea-level rise	Increased risk of floods, damaging property and businesses.
Melting Arctic ice	Affects trading routes in the Arctic Circle.
More droughts/floods	Crop failure, could lead to starvation and famine.
Cost of defence	Governments have to spend more money on disasters instead of developing.
Environmental Refugees	Pressure on countries to accept refugees.

G.	Strategies to resolve climate change (4)
Adaptation	Adapting to climate change to make life easier.
Adaptation examples (3)	<ol style="list-style-type: none"> 1. Building flood defences. 2. Growing new crops to suit the new climate. 3. Irrigation channels, sending water from areas of surplus to deficit.
Mitigation	Trying to stop climate change from happening by reducing greenhouse gases.
Mitigation examples (3)	<ol style="list-style-type: none"> 1. International agreements. 2. Alternative energies. 3. Carbon capture.

D.	Human-induced climate change (5)
Greenhouse effect	The way that gases in the atmosphere trap heat from the sun. Like glass in a greenhouse they let heat in, but prevent most from escaping.
Greenhouse gases	Gases like carbon dioxide and methane that trap heat around the Earth, leading to climate change.
Transport	More cars, so more CO ₂ causing the enhanced greenhouse effect.
Farming	Farming livestock produces methane, this is a greenhouse gas.
Energy	More energy required, meaning more fossil fuels burnt, so more CO ₂ .

F.	Effects on the environment (4)
Sea temperature rises	Coral bleaching and destruction of marine ecosystems.
More droughts	Migration/ death of species which can not survive drought conditions.
Melting glaciers (ice rivers)	Will send more fresh water into the sea, causing the sea level to rise.
Melting Arctic ice	Loss of habitats for animals, such as polar bears.

H.	Place specific examples (2)
Adaption	The Thames Barrier. Positive: Stops flooding due to rising sea levels. Negative: Expensive
Mitigation	The Paris Agreement. Positive: Countries are trying to lower CO ₂ emissions. Negative: The USA pulled out and China did not sign up.

Geography Year 9 Term 6: Climate Change

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Climate change	
Glacial periods	
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Ice cores	
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Adaption	
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GCSE History : Medicine in 18th and 19th Century Britain

B. Change and continuity in ideas about disease and illness in the 18th and 19th Century. (3.1-3.2)

<u>Causes</u>	<u>Prevention</u>	<u>Treatments</u>
Religion – People no longer believed that God was responsible for illnesses and world events	Vaccinations – the work of Edward Jenner in the 18 th century led to the first vaccination being created for smallpox. This led the way to other vaccinations being produced	Continuance – despite the new ideas about the cause of disease and illness in the 18 th century, treatments to remove germs took longer to find
Miasma – people still believed in the theory that disease and illness was caused by harmful fumes in the air. BUT it was becoming less popular	Public Health Act 1875 – in the 18 th Century the government did not care much about public health. This changed when more men could vote. The government realised changes were needed and passed the Public Health Act. This Act stated that clean water, sewage system, public parks and street lighting had to be provided	Hospitals – Florence Nightingale helped to change hospitals and nursing. Nightingale changed the way that hospitals were designed to having separate wards and more ventilation. Also set up a training school for nurses to give better care
Spontaneous Generation – this theory stated that rotting matter caused bacteria to form, causing people to get ill	Role of the government – Took a more active role in preventing disease, making smallpox vaccinations compulsory	Anaesthetics – one of the big problems in the 18 th and 19 th centuries was pain during surgery. Ether and laughing gas had been used but they were not good enough. John Simpson discovered that chloroform could be used as a pain relief – this led to more complex surgeries being performed
Germ Theory – this correct theory put forward by Louis Pasteur was that germs caused matter to rot. He linked this to disease and illness, stating that germs caused people to get ill		Antiseptics – another big problem with surgery was infections. Joseph Lister built on Pasteur's work and discovered that carbolic acid could be used to prevent infections. Used on wounds and Sterilised equipment, but some surgeons did not like the change

D. Key People (3.3)

Edward Jenner	John Snow	Edwin Chadwick
Country doctor who realised that milkmaids who got cowpox did not catch smallpox – decided they must be connected. Tested his theory by infecting a local boy with cowpox and then tried to infect him with smallpox but he did not get ill. Had successfully developed the first vaccine, which was supported by the government.	Used scientific methods to prove that cholera was a water borne disease in the 1850's. Snow presented his findings to the government, recommending that the sewer systems were improved, which they were eventually.	Published his <i>Report on the Sanitary Conditions of the Labouring Classes</i> in 1842. He spent time researching the poor in cities and discovered that people living in cities had a lower life expectancy than people living in the countryside. Asked for boards of health to be set up to make cities cleaner.

What we are learning this term:

- 3.1 Ideas about the cause of disease and illness
- 3.2 Approaches to treatment and prevention
- 3.3 Key Individuals and fighting cholera in London, 1854

A. Can you define these key words?

microbes	Any living organism that is too small to see without a microscope. Microbes include bacteria.
vaccination	Treatment with a vaccine to produce immunity against a disease
spontaneous generation	Claimed rotting matter created microbes.
bacteriology	The study of bacteria.
inoculate	Deliberately infecting yourself with a disease to avoid a more severe case later on.

C. Fighting cholera in London , 1854 (3.3)

What is Cholera ?	Cholera was a terrible water borne disease that spread quickly across England from 1831. There were lots of cases in slum dwellings.
Attempts to prevent it	Some steps were taken to clean up the filthiest areas of the city. Idea that it was caused by miasma was widespread, so local councils focused on cleaning up the mess in which they were living
John Snow	John Snow was surgeon who investigated the 1854 epidemic. He created a spot map to show the deaths and noticed they were concentrated around a water pump in Broad Street, SoHo. Clear the water pump was the source of the outbreak
Impact of Snows work	In the short-term Snow removed the handle from the Broad Street pump and the deaths in that area went away. Long-term Snow presented his work to the government arguing clean water needed to be supplied. Many rejected his work and clung to the idea of miasma causing cholera

GCSE History : Medicine in 18th and 19th Century Britain

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C.	Fighting cholera in London , 1854 (3.3)
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B. Change and continuity in ideas about disease and illness in the 18 th and 19 th Century. (3.1-3.2)		
Causes	Prevention	Treatments
Religion – _____	Vaccinations – the work of _____ in the 18 th century led to the first vaccination being created for _____. This led the way to other vaccinations being produced	Continuance – despite the new ideas about the cause of disease and illness in the 18 th century, _____ took longer to find
Miasma – people still believed in the theory that _____ was caused by harmful fumes in the air. BUT it was becoming _____	Public Health Act 1875 – in the 18 th Century the government did not care much about _____. This changed when more men could vote. The government realised changes were needed and passed the _____. This Act stated that clean _____, _____, public parks and street lighting had to be provided	Hospitals – _____ helped to change hospitals and nursing. Nightingale changed the way that hospitals were _____ to having separate wards and more _____. Also set up a _____ for nurses to give better care
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What we are learning this term:	
A. Key words B. Religion and equality C. Racism D. Gender	E. LGBTQ F. Disability
A.	Can you define these key words?
Key words	Key definition
Equality	The state of being equal in status, rights or opportunities
Discrimination	The unequal treatment of different groups of people based on race, age, sex etc.
Prejudice	A negative opinion about someone before knowing them based on their belonging to a certain group
Privilege	A special right or advantage given to a person or group
Racism	Discriminating against or preferring someone based on their race
Feminism	A movement fighting for women's rights
Status	A person's position in society
Persecution	mistreatment of an individual or group due to race, religion, gender, sexuality, etc.
Disability	A physical or mental condition that limits a person's movements, senses or activities
Diversity	The practice or quality of including or involving a range of different people

F	Disability
	<ul style="list-style-type: none"> Disability discrimination is illegal (being treated badly or put at a disadvantage due to disability) Bible – Jesus healed the sick and help disabled people Qur'an – encourages good treatment and giving help to those who are disabled Buddhism and Hinduism – disability comes from bad karma

B	Equality and religion	
	<ul style="list-style-type: none"> People experience prejudice due to sex, disability, race, sexual orientation Equality is important to make society fair Christianity – “you are all one in Christ” Hinduism – the Divine is present in all human beings Islam – the only way one human is better than another is through goodness 	
C	Racism	
	<ul style="list-style-type: none"> Islam – “There is no superiority...” Christianity – “You are all one in Christ” Hinduism – “There is none high or low amongst you” The Bible, says “slaves obey your masters” and some use this to justify actions e.g. Ku Klux Klan. Quakers are Christians who called for the liberation of Slaves Martin Luther King was inspired by Christianity 	
D	Gender	
	<p>Gender equality is equal access to resources and opportunities regardless of gender</p> <ul style="list-style-type: none"> Christianity – God made men and women differently Traditional gender roles in many religions Islam - “the Messenger of God never struck a woman, child or a servant” 	<p>Women in worship</p> <ul style="list-style-type: none"> Catholic church does not allow women into priesthood Men and women worship in the Mosque separately from men Some mosques are now female led Catholic Women's Ordination campaign for women to have the right to be ordained
E.	LGBTQ	
	<ul style="list-style-type: none"> Homosexuality was illegal in the UK until 1967 Members of the LGBTQ community have faced persecution in the UK and abroad Christianity – “God created man in His image” Christianity – “You shall not lie with a male as with a woman; it is an abomination” Buddhism, Sikhism and Hinduism do not mention homosexuality Dalai Lama – “a relationship between two men is wrong” Catholic – Welcomes all those who are homosexual but invites them to live a life of celibacy 	



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SPANISH Year 9 FCSE Term 6 Knowledge Organiser: Topic = Jobs



What we are learning this term:	
a. Jobs	
b. Adjectives	
c. Product vocabulary	
d. Verbs	
e. Comparatives	
f. Key verbs	
6 Key Words for this term	
1. El granjero	4. Resistente
2. Famoso	5. El sabor
3. Sensacional	6. Lo mejor

A. Jobs	
el/la actor/actriz -	actor, actress
el/la camionero/a	lorry driver
el/la cantante	singer
el/la carnicero/a	butcher
el/la cartero/a	postman(wo)man
el/la cocinero/a	cook
el/la comerciante	businessman,
el/la dentista	dentist
el/la dependiente	shop assistant
el/la deportista	sportsman,
el/la diseñador(a)	designer
el/la electricista	Electricist
el/la granjero/a	farmer
el/la mecánico/a	mechanic
el/la médico/a	doctor
el/la obrero/a	builder
el/la peluquero/a	hairdresser
el/la periodista	journalist
el/la profesor(a)	teacher
el/la policía	policeman
el/la recepcionista	receptionist
el/la secretario/a	secretary
una empresa	a company
una obra	a building site
un garaje	a garage
una oficina	an office

B. Adjectives	
Magnífico	superb
Barato	cheap
a la última de moda	cutting edge, latest
Rápido	fast
Lujoso	luxurious
Famoso	famous
Integrante	integral
Caro	expensive
Atractivo	attractive
Mismo	same
Divertido	amusing
Sensacional	sensational
Educativo	educational
Potente	powerful
Elegante	elegant
Nuevo	new
Fundado	founded
Vivo	bright (colour)
Sabroso	tasty
Fiable	reliable
Resistente	durable
Bajo	Low

E. Comparatives	
Más	more
Menos	less
El/la más	the most
El/la menos	the least
Mejor	better
Peor	Worse
Lo mejor	the best
Lo peor	the worst

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

D. Verbs	
Hablar	to speak
Querer	to want
Contactar	to contact
Acoger	to welcome
Exportar	to export
Disfrutar	to enjoy
Trabajar	to work
Utilizar	to use
Costar	to cost
navegar en Internet	to surf the net

C. Products vocabulary	
el producto	product
el director de ventas	sales manager (male)
la directora de ventas	marketing manager (female)
la directora de ventas	sales manager (female)
el servicio	service
la gama	range
el sabor	taste
la empresa	company
la tarjeta de visita	business card
el riesgo	risk
la marca	brand
el preci	price

F. Key verbs	
Tener	to have
ser	to be
ir	to go
hacer	to do / make
jugar	to play
ver	to see / watch
escuchar	to listen
comprar	to buy
vivir	to live
hablar	to speak
deber	to have to
querer	to want to
visitar	to visit
comer	to eat
beber	to drink
salir	to go out
leer	to read
trabajar	to work
pensar	to think
escribir	to write



SPANISH Year 9 FCSE Term 6 Knowledge Organiser: Topic = Jobs



Translation Practice

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

H . Key Questions: Answer the following in your own words. Use these model answers

¿Qué haces en tu tiempo libre? Frecuencia? Opiniones? Y Ayer - and yesterday	Normalmente juego al futbol todos los días después del colegio. Lo que me encanta es jugar al futbol con mis amigos porque es bueno para la salud y es emocionante y relajante jugar contra tus amigos. -Ayer, fui al colegio durante el día. Después del colegio fui al polideportivo con mis amigos y jugué/jugamos al baloncesto juntos. Ayer por la mañana fui de compras en el centro de la ciudad con mi madre y fuimos a las tiendas de ropa.
¿Te gusta ver la televisión? Qué has visto en la televisión recientemente?	Si, me gusta ver la televisión, me gustan los programas de horror, de tele-realidad, los documentales y de deporte. Lo que me encanta es ver los dibujos-animados porque son más entretenidos que las noticias. Ayer ví las noticias con mis padres. Mi programa favorito es ... porque es
Describe una cena especial	Recientemente fui a un restaurante con mi familia para celebrar el cumpleaños de mi abuelo. Fuimos a un restaurante chino porque es la comida favorita de mi abuela. Primero, comí .. y bebí.
¿El ejercicio o el deporte son importantes? Que son las ventajas y desventajas de hacer deporte?	El ejercicio es muy importante para mi porque quiero llevar una vida sana. Las ventajas de hacer deporte son que te ayuda a llevar una vida sana, aprendes la importancia de respetar la autoridad, desarrolla habilidades sociales, aprendes la necesidad de cumplir las reglas.

I. Key Questions: Key Questions: Translate these model answers using the KO

¿Qué haces en tu tiempo libre? Frecuencia? Opiniones? Y Ayer - and yesterday	Normaly I play football everyday after school. What I love is playing footballwith my Friends because it is goo for your healthy and it is interesting and relaxng. Yesterday, I went to school during the day. After school I went to the sports center with my Friends and I played basketball together. Yesterday in the morning I went shopping to the city center with my mom and we went to clothes shps.
¿Te gusta ver la televisión? Qué has visto en la televisión recientemente?	Yes, I like watching TV , I like horror programmes, reality shows, documentaries and sports programmes. What I love is watching cartoons because they are more entertaining than the news. Yesterday I watched the news with my parents
Describe una cena especial	Recently I went to a restaurant with my family to celebrate my grandpa's weadding. We went to a chinese restaurant because it is my Granma's favourtiy food. First I ate....and I drank.
¿El ejercicio o el deporte son importantes? Que son las ventajas y desventajas de hacer deporte?	Exercise is very important for me becuase I want to have a healthy life. The advantages of doing sports is that it helps you to have a healthy life, you learn the importance of respect authority, you develop social skills , you learn the importance of following the rules.

What we are learning this term:

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



A. How has Ines Kouidis created this image?

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

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

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

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



C How to make a collage.

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

Steps for making your collage:

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

What each tool is used for:


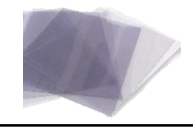

Cutting mat	To protect the table from damage.
Glue stick	To cleanly stick the shapes onto paper.

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

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



C. Name the following equipment.

		
Sharpie or permanent marker	Sheets of acetate	Masking tape

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

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



F. Keywords

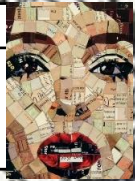
Appropriate	Suitable for a particular person, place or condition
Highlight	An area of lightness in an image
Shadow	When an objector artwork intercepts light and causes an obscurity
intricate	Having many complexly arranged element
relevant	Having a bearing or connection with the subject or matter

B. About the work of artist Michael Volpicelli

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

What we are learning this term:

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



A. How has Ines Kouidis created this image?

1. What materials has she used?

2.

3. How has she torn the material.....

4.What impact do smaller pieces of material have?

Who does she make collages of?



C How to make a collage.

Collage:

Steps for making your collage:

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

What each tool is used for:

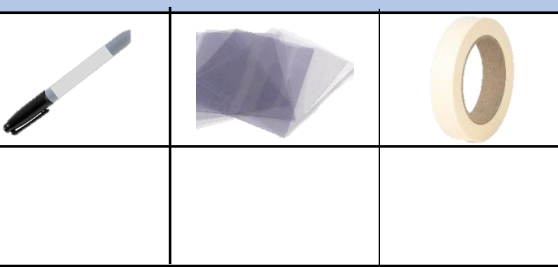
Magazines	.
Glue stick	

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

1. Darker areas?
2. Lighter areas?



C. Name the following equipment.



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

What part of the body does Michael focus in drawing?

What effect do the larger words make?

How would you describe his work?

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



F. Keywords

Appropriate	
Highlight	
Shadow	
intricate	
relevant	

B. About the work of artist Michael Volpicelli

WHAT?

HOW?

WHY?

The Medical Renaissance in England c1500-1750

A.

Can you define these key words?

apothecary

barber surgeon

Dissection

iatrochemistry

humanism

transference

quack doctor

E.

Improved Communications (2.1)

Printing Press

Royal Society

B. Change and continuity in ideas about disease and illness in the Medical Renaissance.

Causes

Prevention

Treatments

D. Key People

Sydenham

Vesalius

Harvey

C.

The Great Plague

Causes

Treatments

Prevention

F.

Care in the community and in hospitals (2.2)

Hospitals




Pest Houses (plague houses, poxhouses)

Community Care



Year 9 PRODUCT DESIGN Term 6

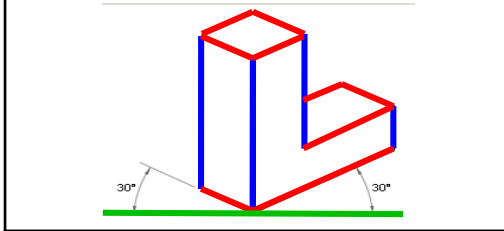


What we are learning this term:
A. Drawing Skills 
B. Wood Theory  
C. Wooden Joints & Their Uses
D. Tools & Machinery

A.	Drawing Skills 
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Isometric Technical Drawing

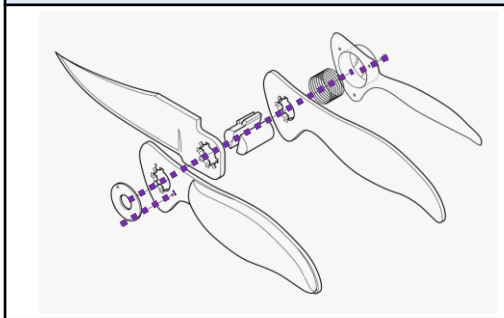
Made up of a series of parallel **vertical lines** and parallel **30-degree lines**. But no **horizontal lines**.









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

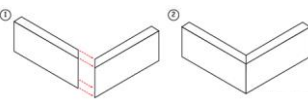
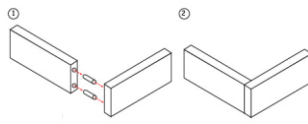
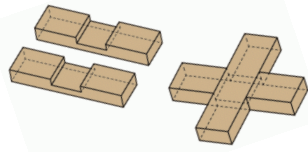
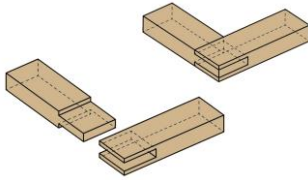
Exploded Technical Drawing











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.

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
								



Year 9 PRODUCT DESIGN Term 6



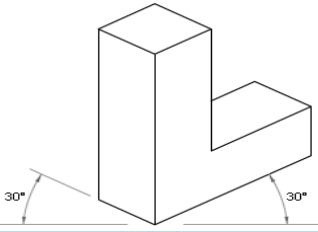
What we are learning this term:

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

A. Drawing Skills

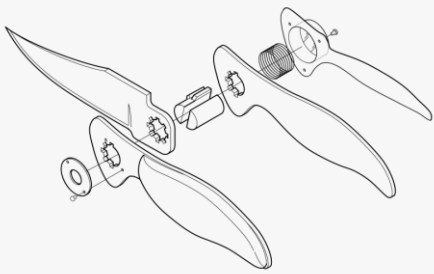
_____ Technical Drawing

What is it & what is it used for?

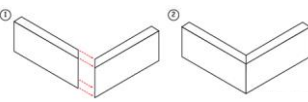
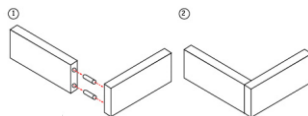
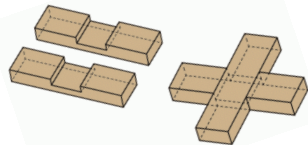
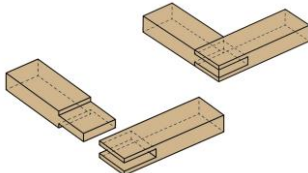











_____ Technical Drawing

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								
								

Year 9 – High Skills

What we are learning this term:

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

6 Key Words for this term

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

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


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

B. 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.

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?

Rule

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

Why it is important

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

E. Keywords

Hygiene	A method of keeping yourself and equipment clean
Research	Information that you find out to help you with a project
Nutritious	A meal that is healthy and contains vital nutrients.
Target Market	The age or type of person you are 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 what 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.



Year 9 – High Skills

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

B.	Can you list 5 of the dietary requirements of a teenager?
1	
2	
3	
4	
5	

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

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

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

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

Clean and store chopping boards correctly after use



A.	What is cross contamination and how can it be prevented?	
.		
B.	What do the following terms mean?	
	Grilling	
	Baking	
	Frying	

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

Label the diagram and add your own examples to it.



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



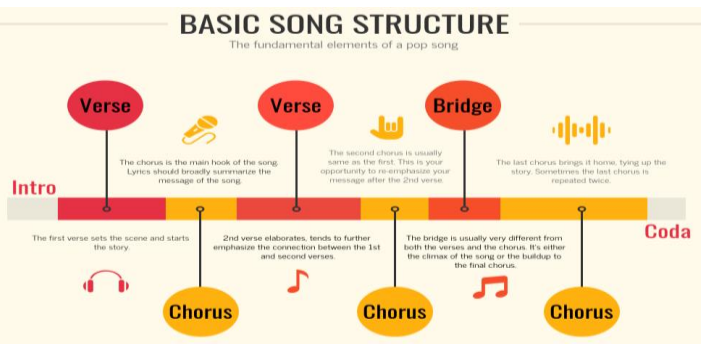
What we are learning this term:

- Basic Song Structure
- How to write a perfect Evaluation
- Playing the Keyboard / Chords
- What are the musical elements?
- What are the music symbols – Note Values
- Keywords
- How to read music – treble clef and bass clef

6 Key Words for this term

1 Looping	4 Accompaniment
2 Backbeat	5 Countermelody
3 Broken Chord	6 Modulation

A Basic Song Structure – POP songs



B How to write a perfect Evaluation?

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

C Playing the Keyboard / Chords

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

Chords shown: C, G, Am, F

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

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	

F	Keywords
Looping	A repeating section of sound.
Backbeat	A term used in American popular music to describe a continuous heavy accent on beats 2 and 4 ,
Broken Chord	The notes in a chord played individually in ascending or descending order
Accompaniment	The part of the music that accompanies the rest – for example the chord accompaniment to a melody
Counter Melody	A secondary melody that is played alongside the main melody
Lyrics	The words of a song
Modulation	A change of key
Melody	Another word for the tune
Chord	Two or more notes played at the same time
Octave	A distance of 8 notes e.g. C-C
Hook / Riff	Short musical idea that catches the ear of the listener

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. Basic Song Structure
- 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

6 Key Words for this term

1		
2		
3		

C Playing the Keyboard / Chords

D What are the musical elements?

Timbre	
Pitch	
Texture	
Tempo	
Duration	
Structure	
Dynamics	
Silence	
Attack/Decay	

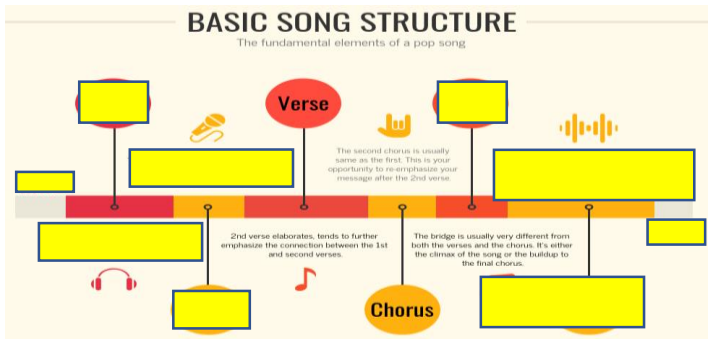
E What are the music symbols?

Note	Name	Beats	Rest	Note	Name	Beats	Rest
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	Minim, Half Note	2			Dotted Minim, Dotted Half Note	3	
	Crotchet, Quarter Note	1			Dotted Crotchet, Dotted Quarter Note	1.5	
	Quaver, Eighth Note	0.5			Dotted Quaver, Dotted Eighth Note	0.75	

F Keywords

	A repeating section of sound.
	A term used in American popular music to describe a continuous heavy accent on beats 2 and 4 ,
	The notes in a chord played individually in ascending or descending order
	The part of the music that accompanies the rest – for example the chord accompaniment to a melody
	A secondary melody that is played alongside the main melody
	The words of a song
	A change of key
	Another word for the tune
	Two or more notes played at the same time
	A distance of 8 notes e.g. C-C
	Short musical idea that catches the ear of the listener

A Basic Song Structure – POP songs



B How to write a perfect Evaluation?


1	
2	Explain what you were trying to communicate to an audience and how you did it
3	
4	Pick out one moment that you could make better. Explain why it needed improving and how you would make it better if you did your performance again
5	

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



<p>What we are learning this term:</p>	C.	<p>Freytag's Pyramid</p>
<p>A – What is a rehearsal and why do we do them? B – The stages of rehearsals C - Blocking and the last stages of rehearsals & Scripts D - Rehearsals and the importance E – Performance F - Watch and review</p>		<p>Exposition: The storyteller sets the scene and the character's background. Inciting Incident: The character reacts to something that has happened, and it starts a chain reaction of events. Rising Action: The story builds. There is often a complication, which means the problem the character tried to solve gets more complex. Climax: The story reaches the point of greatest tension between the protagonist and antagonist (or if there is only one main character, the darkness or lightness of that character appears to take control). Falling Action: The story shifts to action that happens as a result of the climax, which can also contain a reversal (when the character shows how they are changed by events of the climax). Resolution: The character solves the problem or conflict. Denouement: French for "the ending," the denouement is often happy if it's a comedy, and dark and sad if it's a tragedy.</p>
<p>6 Key Words for this term</p>		
<p>Communication – the successful conveying or sharing of ideas and feelings Motivation – willingness or enthusiasm to do something Staging – method of presenting a play or other dramatic performance Target Audience – a group which a performance is aimed at Structure – construct or arrange according to a plan Devising – to plan or invent by careful thought Production – the process of or management involved in making a film, play, or record Technical Rehearsal - a rehearsal that focuses on the technological aspects of the performance, in theatrical, musical, and filmed entertainment.</p>		
<p>A. Top 10 rehearsal tips</p>	D.	<p>What is a Rehearsal?</p>
<ul style="list-style-type: none"> . Determine Your Goals . Communicate the Plan . Start on Time . Practice Purposeful Repetition . Use Purposeful Multitasking . Divide and Conquer . Prioritize . Acknowledge, Apologize, Abort . Document and Review corrections . End on a High Note 		<p>A rehearsal is an activity in the performing arts that occurs as preparation for a performance. It is undertaken as a form of practising, to ensure that all details of the subsequent performance are adequately prepared and coordinated.</p>
<p>B. Final Rehearsal Stages</p>	E.	<p>Freytag's Pyramid</p>
<ul style="list-style-type: none"> - Polishing - Cue check - Technical Rehearsal - Dress Rehearsal 		 <p>The diagram shows a green triangle on a yellow background. The base is labeled 'Exposition' on the left and 'Resolution' on the right. The left side of the triangle is labeled 'Rising Action' with an upward-pointing arrow. The right side is labeled 'Falling Action' with a downward-pointing arrow. The peak of the triangle is labeled 'Climax' and is circled. Below the triangle, a caption reads: 'Freytag's Pyramid is a graphic organizer that matches the way stories are constructed. The climax is the high point and it is surrounded by the rising and falling action.'</p>

