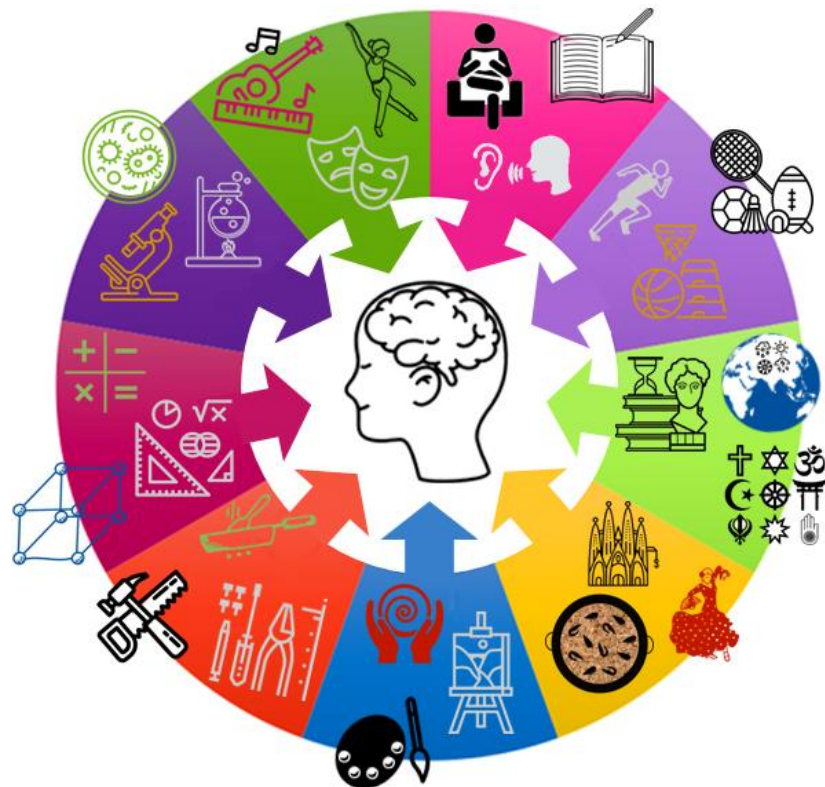


100% book - Year 9 Mainstream

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



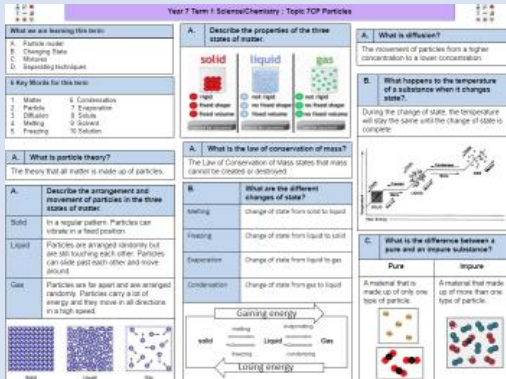
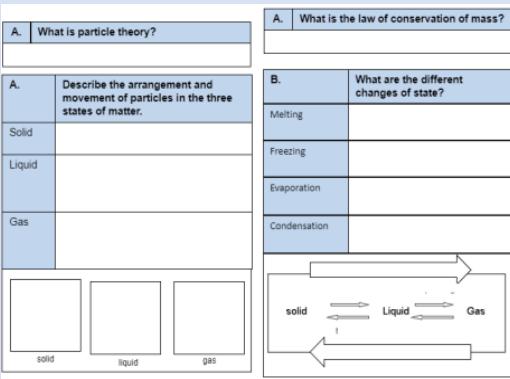
Term 1

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."

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

Knowledge Organisers	Quizzable Knowledge Organisers
	
<p>Knowledge Organisers contain the essential knowledge that you MUST know in order to be successful this year and in all subsequent years.</p> <p>They will help you learn, revise and retain what you have learnt in lessons in order to move the knowledge from your short-term memory to long-term memory.</p>	<p>These are designed to help you quiz yourself on the essential Knowledge.</p> <p>Use them to test yourself or get someone else to test you, until you are confident you can recall the information from memory.</p>

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

Expectations for Prep and for using your Knowledge Organisers

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

How do I complete Knowledge Organiser Prep?

Step 1

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

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

Step 2

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

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

Step 3

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

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

Step 4

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

Handwritten notes on lined paper repeating the definitions of the three states of matter. Each line starts with 'Solid = regular pattern particles vibrate in fixed position', 'Liquid = regular pattern particles vibrate in fixed position', and 'Gas = regular pattern particles vibrate in fixed position'.

Step 5

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

This screenshot shows the 'quizzable' version of the knowledge organiser. It has the same sections as the previous page but with some text boxes for answers. Handwritten answers include 'Self quizzing' for the title, 'Arrangement/movement of matter' for the description, and 'Solid = regular pattern particles vibrate in fixed position' for the solid state. There are also boxes for 'solid', 'liquid', and 'gas' with arrows pointing to the corresponding state descriptions.

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 corrections and checkmarks. The definitions are: '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 ✓'. There are also some handwritten notes like 'far apart' and 'X' next to 'arranged randomly'.

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



Chapter breakdown of Jane Eyre

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

The Big Ideas:

1	Social Class: Jane is an orphan and dependent on the charity of her extended family. Jane is poor and of low class – powerless. She suffers abuse by John Reed, her 'master' Lowood is harsh and corrupt – religious hypocrisy.
2	Growth: Jane is constantly growing and maturing. She is an adult reflecting back on her childhood in the novel. She learns to manage her emotions. Her relationships with others help her grow .
3	Oppression: Oppression of women. Jane's abusive childhood is a form of oppression. Adults oppressing children in a huge theme in the novel. Religion as a form of oppression. In the novel.
4	Role of women in society: Jane is angry at her place in society. Lowood is an all-girls' school. Women as governesses, teachers, servants. Low class women are powerless.

Locations in the first 10 chapters

Gateshead Hall Home of Mrs Reed, John, Georgiana, and Eliza Reed. Jane grows up here. Jane is locked in the red-room.
Lowood School Jane is sent to Lowood by Mrs Reed. Mr Brocklehurst is the headteacher. Conditions are harsh and strict. The girls receive brutal punishments and are fed poorly. A typhus outbreak kills many of the girls.

Terminology: Key words

thesis – the main idea that you want to discuss throughout an essay.
juxtaposition – a literary technique where a writer places very different things or people close to each other. This helps to show how the things are similar or different.

Characters in Jane Eyre

Jane Eyre The main character. A young, intelligent, and passionate orphan. "You think I have no feelings, and that I can do without one bit of love or kindness; but I cannot live so"
Mrs Reed – Jane's aunt She neglects and abuses Jane and is glad to send her away to Lowood School. "Guard against her worst fault, a tendency to deceit"

Mr Brocklehurst – The governor of Lowood school A cruel and hypocritical Christian. He believes in driving evil from children through harsh discipline. "Punish her body to save her soul"

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

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

Vocabulary: Key words

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

Victorian attitudes to childhood

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

Biographical information

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



Chapter breakdown of Jane Eyre

1	On a bitter day, Jane is curled up with a book when her cousin, John _____, discovers her and hits her. She _____ back and is sent to the _____.
2	Jane is locked in the _____ - _____. She sits in turmoil until she hears and sees something odd. She begs to be let out. She _____.
3	Jane wakes up in the nursery. _____ and Mr _____ are there. Jane is _____. Mr _____ talks to Jane about going to school.
4	Jane is visited by Mr _____, the _____ at _____. After his visit, _____ and Mrs _____ _____. Jane says she will _____ call her ' _____ ' again.
5	Jane travels to _____ School. She meets Miss _____, the kind _____, and Helen _____, another _____.
6	_____ is thrashed for having _____ hands. Later, she talks with Jane and explains that it is better to _____ and be _____ than to get _____ and seek _____.
7	Mr Brocklehurst visits Lowood School. He calls Jane to the front of the classroom and calls her a _____ in front of all the _____ and _____. Helen smiles at Jane, bringing Jane _____.
8	Afterwards, _____ and _____ visit Miss Temple. Miss Temple says she believes that Jane is _____ a _____. Jane listens to Miss Temple and Helen's _____. Miss Temple hears from Mr _____ that Jane is not a _____ and tells the _____.
9	Jane _____ the area _____ in the _____. _____ breaks out at Lowood School. Lots of girls get _____. Many _____, Helen Burns _____ of _____.
10	_____ pass. Jane has become a _____ at _____. Mr _____ had his _____ when his _____ at the school was _____. Jane applies to be a governess for a family at Milcote.

The Big Ideas:

1	Social Class: Jane is an _____ and _____ on the _____ of her extended family. Jane is _____ and of _____ class – _____. She suffers _____ by John Reed, her 'master'. Lowood is harsh and _____ – religious _____.
2	Growth: Jane is constantly _____ and _____. She is an adult _____ back on her _____ in the novel. She learns to manage her _____. Her _____ with _____ help her _____.
3	Oppression: Oppression of _____. Jane's _____ childhood is a form of oppression. Adults oppressing _____ in a huge theme in the novel. _____ as a form of oppression in the novel.
4	Role of women in society: Jane is _____ at her place in _____. Lowood is an all-girls' school. Women as governesses, teachers, servants. Low class women as _____.

Locations in the first 10 chapters

Gateshead Hall Home of _____, _____, _____ and _____ grows up here. _____ is locked in the _____ - _____.
Lowood School _____ is sent to _____ by Mrs _____. Mr _____ is the _____. Conditions are _____ and _____. The girls receive brutal _____ and are fed _____. A _____ outbreak _____ many of the girls.

Terminology: Key words

thesis –

juxtaposition –

Characters in Jane Eyre

Jane Eyre

Mrs Reed – Jane's aunt

Mr Brocklehurst – The governor of Lowood school

Helen Burns – Jane's friend

Miss Temple

Vocabulary: Key words

protagonist –

dependent –

oppress (vb.) –

solitude –

sombre –

conventional –

obedience –

ominous –

clandestine –

humiliate (vb.) –

hypocrite –

comeuppance –

Victorian attitudes to childhood

1 A child is a blank slate...

2 A child is born completely **innocent** and **pure**...

3 The child is born evil...

Biographical information

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

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

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

What we are learning this term:

- A. Four Operations with Decimals
- B. Indices, Powers & Roots
- C. Ratio

Key Words

- 1) Priority
- 2) Powers
- 3) Roots
- 4) Indices
- 5) Ratio
- 6) Equal Parts

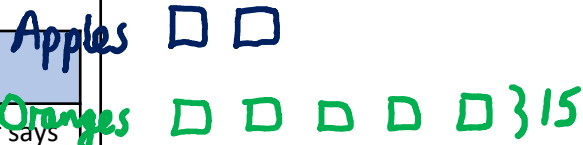
B. Indices, Powers and Roots - definitions

Powers	The power of a number dictates how many times we use it in a multiplication. Example $2^3 = 2 \times 2 \times 2$
Square Root	A square root of a number is a value that, when multiplied by itself, gives the number. Example: $4 \times 4 = 16$, so a square root of 16 is 4
Cube Root	The cube root of a number is a special value that, when used in a multiplication three times, gives that number. Example: $3 \times 3 \times 3 = 27$, so the cube root of 27 is 3.

C.	Ratio
Define: Ratio	Ratio is the comparison of two values of the same kind
Define: Equal Parts	Ratio stipulates how many equal parts represent a given quantity

James has some apples and oranges.
The ratio of apples and oranges is 2:5
He has 15 oranges.
How many apples does James have?

Step 1: Allocate the equal parts and assigned them quantity if possible



Step 2: Find the value of one part

$15 \div 5 = 3$
Each equal part = 3

Step 3: Answer the question

$2 \times 3 = 6$ apples

A. Four Operations with Decimals

Priority When calculating with multiple operations, certain operations have priority. BIDMAS encapsulates this.

Multiplying with Decimals

4.5×3.4

Step 1: Multiply disregarding the decimal points

$45 \times 34 = 1530$

$$\begin{array}{r} 45 \\ \times 34 \\ \hline 180 \\ 1350 \\ \hline 1530 \end{array}$$

Step 2: Consider where to place decimal point

$5 \times 3 = 15$
Therefore $4.5 \times 3.4 = 15.3$

B Indices, Powers and Roots – Extended. Fractional Indices

Indices	The index of a number says how many times to use the number in a multiplication
---------	--

$25^{\frac{1}{2}} = 5$

Step: Any integer raised to the power of $\frac{1}{2}$ is to be squared rooted.

$125^{\frac{1}{3}} = 5$

Step: Any integer raised to the power of $\frac{1}{3}$ is to be cube rooted.



What we are learning this term:

- A. Four Operations with Decimals
- B. Indices, Powers & Roots
- C. Ratio

Key Words

- 1) Priority
- 2) Powers
- 3) Roots
- 4) Indices
- 5) Ratio
- 6) Equal Parts

B. Indices, Powers and Roots - defintions

Powers

Square Root

Cube Root

A.

Four Operations with Decimals

Priority

Multiplying with Decimals

$$4.5 \times 3.4$$

Step 1:

Step 2:

B

*Indices, Powers and Roots – Extended.
Fractional Indices*

Indices

$$25^{\frac{1}{2}}$$

Step:

$$125^{\frac{1}{3}}$$

Step:

C.

Ratio

Define:
Ratio

Define:
Equal Parts

James has some apples and oranges.
The ratio of apples and oranges is 2:5
He has 15 oranges.
How many apples does James have?

Step 1:

Step 2:

Step 3:

What we are learning this term:

- A. Types of reaction
- B. Catalysts
- C. Energy in Reactions

5 Key Words for this term

- 1. Decomposition
- 2. Oxidation
- 3. Exothermic
- 4. Endothermic
- 5. Displacement

A. What is a chemical reaction?

The breaking of bonds in reactants and making of bonds to for products. A new substance is formed

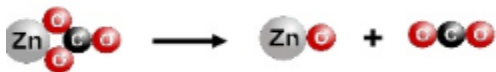
A. What is Thermal Decomposition?

Thermal decomposition is a chemical reaction where heat is used to break down a substance.

Does a thermal decomposition reaction give out energy, or take in energy from its surroundings?

Thermal decomposition is an endothermic reaction - it takes in energy. Because thermal decomposition is endothermic, it means bonds are being broken.

Examples: Zinc Carbonate \rightarrow Zinc Oxide + Carbon dioxide
 $ZnCO_3 \rightarrow ZnO + CO_2$



Magnesium carbonate \rightarrow Magnesium Oxide + Carbon dioxide
 $MgCO_3 \rightarrow MgO + CO_2$



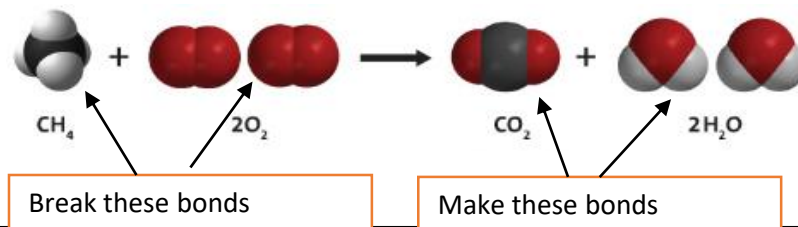
A. What is Combustion?

A chemical reaction where a fuel reacts with oxygen to make carbon dioxide and water

Does a combustion reaction give out energy, or take in energy from its surroundings?

Combustion is a exothermic reaction- it gives energy into the surroundings. Because combustion is exothermic, it means bonds are being made

Examples: methane + oxygen \rightarrow carbon dioxide + water
 $CH_4 + 2O_2 \rightarrow CO_2 + 2H_2O$



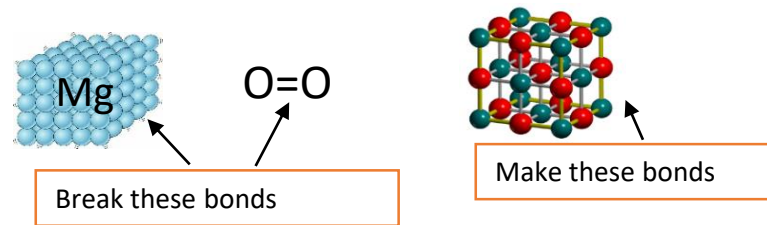
A. What is oxidation?

Oxidation is a chemical reaction where an element or compound reacts with oxygen

Does an oxidation reaction give out energy, or take in energy from its surroundings?

Oxidation reactions are mostly exothermic reactions- giving energy to the surrounding. Because oxidation reactions are exothermic, it means that bonds are being made.

Examples: Magnesium + Oxygen \rightarrow Magnesium Oxide
 $Mg + O_2 \rightarrow MgO$



What we are learning this term:

- A. Types of reaction
- B. Catalysts
- C. Energy in Reactions

5 Key Words for this term

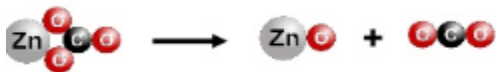
- 1.
- 2.
- 3.
- 4.
- 5.

A. What is a chemical reaction?

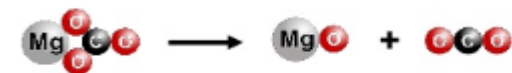
A. What is Thermal Decomposition?

Does a thermal decomposition reaction give out energy, or take in energy from its surroundings?

Examples: Zinc Carbonate →



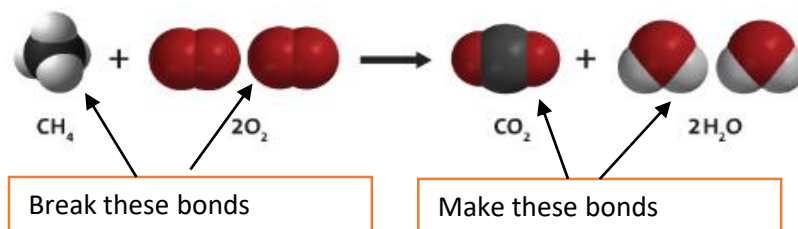
Magnesium carbonate →



A. What is Combustion?

Does a combustion reaction give out energy, or take in energy from its surroundings?

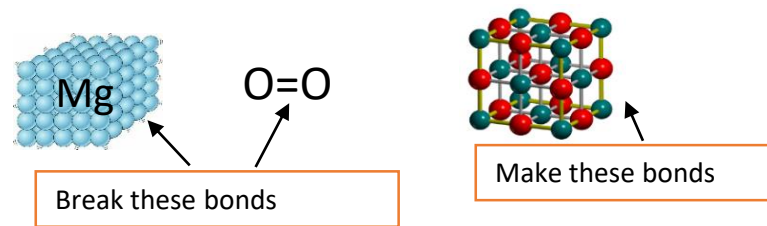
Examples: methane + oxygen →



A. What is oxidation?

Does an oxidation reaction give out energy, or take in energy from its surroundings?

Examples: Magnesium + Oxygen →





B. What 2 things do you need for a successful reaction to happen?

1. Particles to collide
2. Enough energy for a reaction to occur (activation energy)

B. What is the rate of a reaction?

The rate of reaction is the speed at which a chemical reaction is happening. This can vary hugely from reaction to reaction.

- | | |
|---|---|
| What factors can affect rate of reaction? | <ol style="list-style-type: none"> 1. Changing temperature 2. Changing the concentration of a solution 3. Changing the surface area of a solid 4. Adding a catalyst |
|---|---|

B. What is a catalyst?

A catalyst is a substance which speeds up a chemical reaction without being used up.

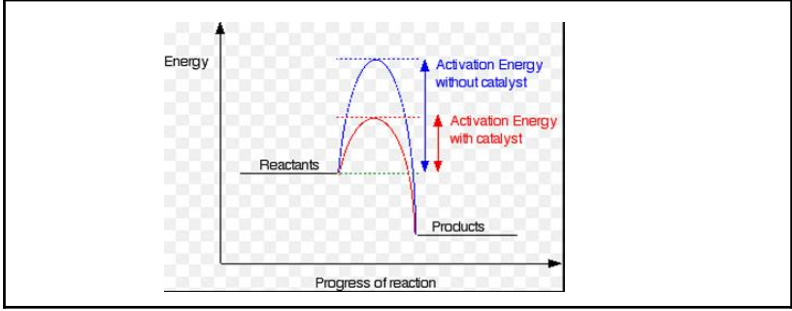
- They are specific to each reaction

B. How do catalysts work?

Catalysts speeds up a reaction by:

- Lowering the activation energy
- this means that there are more **successful collisions**
- Therefore a faster reaction.

How can you show this on a reaction profile?



B. Why aren't catalysts written in the chemical equation of a reaction?

Catalysts are not included in a chemical equation as they are not used up in a chemical reaction.

C. What is Activation energy?

The minimum energy required for a successful collision between reactants

What is a reaction profile?

A graph which show the energies of the reactants and products at different stages of the chemical reaction

C. What are exothermic and endothermic reactions?

	Exothermic reactions	Endothermic Reactions
What are they?	An exothermic reaction is a reaction in which energy is transferred from the reacting substances to their surroundings	An endothermic reaction is a reaction in which energy is transferred to the reacting substances from their surroundings.
Do things warm up or cool down?	Temperature increases : Energy is transferred to surroundings	Temperature decreases : Energy is absorbed from the surroundings
Bond making or breaking?	Bond making is an exothermic process	Bond breaking is an endothermic process
Reaction profile		



B. What 2 things do you need for a successful reaction to happen?

- 1.
- 2.

B. What is the rate of a reaction?

What factors can affect rate of reaction?

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

B. What is a catalyst?

B. How do catalysts work?

How can you show this on a reaction profile?

B. Why aren't catalysts written in the chemical equation of a reaction?

C. What is Activation energy?

What is a reaction profile?

C. What are exothermic and endothermic reactions?

	Exothermic reactions	Endothermic Reactions
What are they?		
Do things warm up or cool down?		
Bond making or breaking?		
Reaction profile		

What we are learning this term:

- A. Compare Light and Sound waves
- B. Wave behaviour
- C. Sound waves
- D. Hearing ranges
- E. Uses of sound

3 Key Words for this term

- 1. Ultrasound
- 2. Frequency
- 3. Transverse

A. How do sound waves compare with Electromagnetic waves (e.g. Light)

Sound	EM waves, like light
Requires a medium (particles) to travel	Does not require a medium (particles)
Longitudinal waves	Transverse Waves
Travels faster in more dense media	Travels slower in more dense material

A. Types of Waves

Waves transfer energy without transferring matter.

A. What are the two types of waves?

Transverse	Longitudinal
<ul style="list-style-type: none"> • Transfer energy perpendicular to the direction of the wave 	<ul style="list-style-type: none"> • Transfer energy parallel to the direction of the wave

B. What different behaviours do waves show?

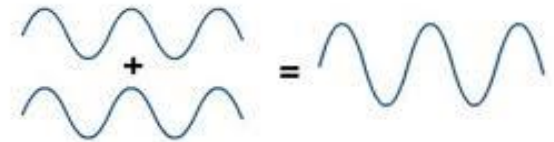
Waves can travel through all sorts of media, and different things can happen at the **boundary** between different media:

Transmission	The travelling of a wave. We say a wave is 'transmitted' through a medium
Reflection	When a wave bounces back from a boundary between media at the same angle as which it hit the boundary.
Refraction	When a wave changes direction at the boundary between media due to a change in speed.
Absorption	When the energy a wave transfers goes into heating a material.
Diffraction	The spreading out of a wave after it passes through a gap.

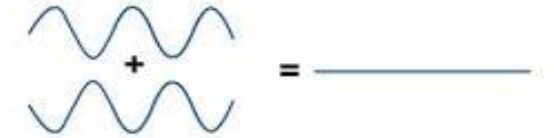
B. What is Superposition

Superposition occurs when two or more of the same kind of waves are travelling together. The waves can add up or cancel each other out depending on how they line up.

Constructive Interference

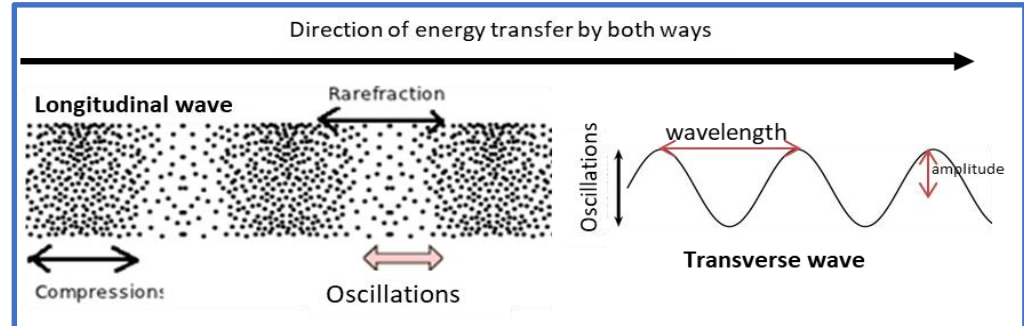


Destructive Interference



C. Changes in sounds

What is pitch?	The highness/lowness of a sound. Higher sounds have a higher frequency
What is frequency?	The number of oscillations in a wave per second. This is also the number of waves passing a point per second. It is measured in Hertz
What is volume?	The intensity of a sound – measured in decibels





What we are learning this term:

- A. Compare Light and Sound waves
- B. Wave behaviour
- C. Sound waves
- D. Hearing ranges
- E. Uses of sound

3 Key Words for this term

- 1.
- 2.
- 3.

A. How do Sound waves compare to Electromagnetic waves (e.g. Light)?

Sound	EM waves, like light

A. Types of Waves

Waves transfer energy without transferring matter.

A. What are the two types of waves?

B. What different behaviours do Waves show?

Waves can travel through all sorts of media, and different things can happen at the **boundary** between different media:

Transmission

Reflection

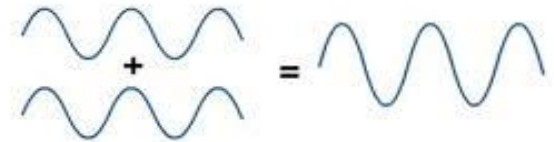
Refraction

Absorption

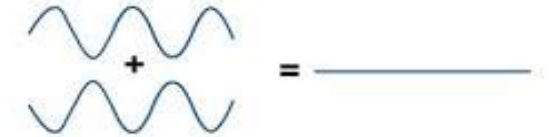
Diffraction

B. What is Superposition?

Constructive Interference



Destructive Interference



C. Changes in sounds

What is pitch?

What is frequency?

What is volume?

Direction of energy transfer by both ways

Longitudinal wave

Rarefaction

Compression:

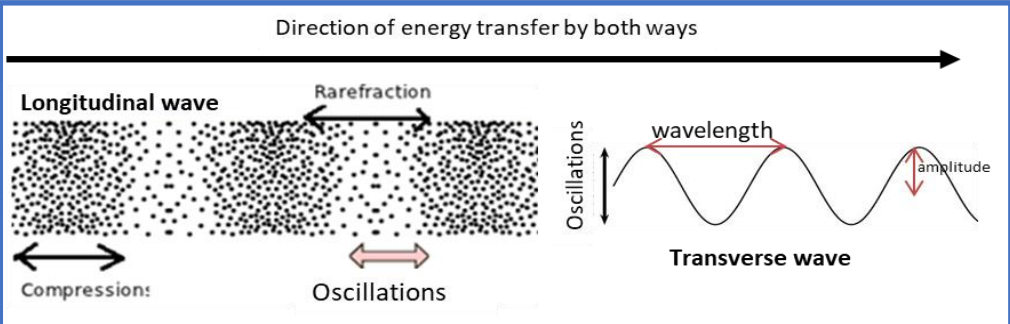
Oscillations

Oscillations

wavelength

amplitude

Transverse wave





C.	How is sound produced?
	Sound is produced by vibrations
How does sound travel?	
	Vibrations transfer energy through particles.
Which media does sound travel fastest and why?	
	Solids – the particles are closer together

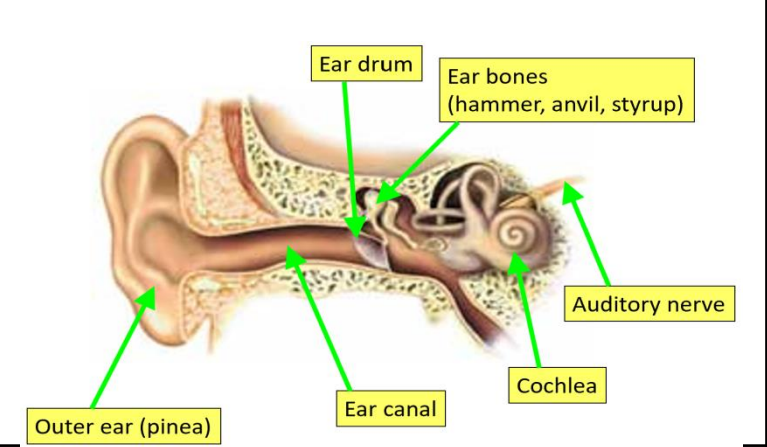
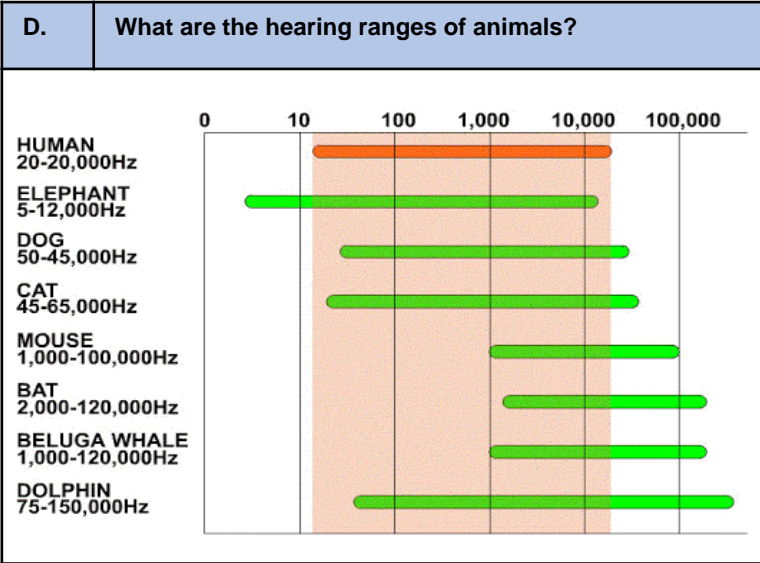
D.	Hearing ranges
What is the hearing range of humans?	Humans have a hearing range between 20 – 20000 Hz
What is Ultrasound?	Sounds with a frequency about 20000Hz
What is ultrasound used for?	Uses of ultrasound: <ul style="list-style-type: none"> • Prenatal scans of unborn children • Ultrasonic cleaning of fragile objects • Breaking up deposits called kidney stones to prevent harm.

C.	Part of the Ear	What is the Function?
1.	Outer ear (pinna)	Collects the sound like a funnel.
2.	Ear canal	Transmits sounds from the pinna to the ear drum
3.	Ear drum	Sound waves causes this to vibrate
4.	Ear bones (hammer, anvil, stirrup)	After the ear drum vibrates, it passes the vibrations on to these. They transfer the vibrations to the cochlea
5.	Cochlea	Receives vibrations and converts these to nerve impulses
6.	Auditory nerve	Carries nerve impulses (messages) to the brain

E.	What is an echo?
	A reflected sound

E.	How do loudspeakers work?
	<ul style="list-style-type: none"> • Loudspeakers are vibrating cones. • The pattern and frequency of the vibrations (oscillations) determines the sound.

How do Microphones work?
Microphones have a vibrating <u>diaphragm</u> inside, which transfers the sound wave into an electrical signal in a circuit.



D.	Seeing sounds – How can you see sounds?
You can use an instrument called an oscilloscope to see a sound wave	
Amplitude (volume) is shown by the height. The higher the waves, the louder the sound.	
The frequency is shown by how close the waves are to each other. The closer they are, the higher the pitch.	



C.	How is sound produced?
How does sound travel?	
Which media does sound travel fastest and why?	

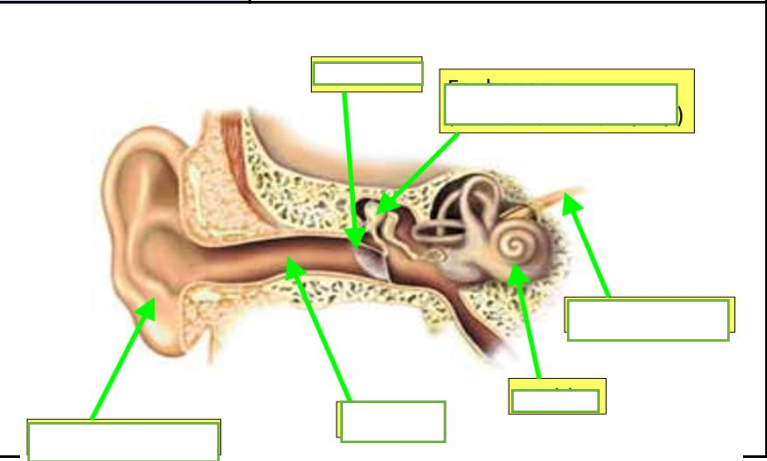
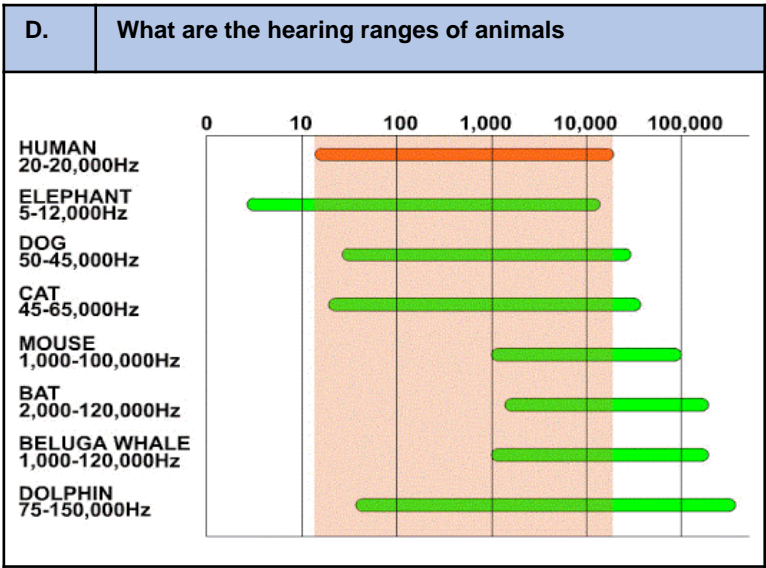
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What is the hearing range of humans?	
What is Ultrasound?	
What is ultrasound used for?	

C.	Part of the Ear	What is the Function?
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5.	Cochlea	
6.	Auditory nerve	

E.	What is an echo?

E.	How do loudspeakers work?

How do Microphones work?



D.	Seeing sounds – How can you see sounds?
Amplitude (volume) is shown by:	
The frequency is shown by:	



Y9- T1 - 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).



Y9- T1 - Life in an Emerging Country - Quizzable



Background:

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

A.	Characteristics of emerging countries (7)
BRIC countries	
MINT countries	
Industrialisation	
Employment structure	
Secondary industry	
Exports	
Urbanisation	

B.	Development indicators (3)
GDP per capita	
HDI	
Life expectancy	

D.	Rural to urban migration (4)
Rural to urban migration	
Push factor	
Pull factor	
Mechanisation	

F.	Transnational corporations (TNCs) (5)
Transnational corporation	
Footloose	
Globalisation	
Host country	
Source country	

C.	Encouraging development (4)
Subsidy	
Tax breaks	
Minimum wage	
Trade unions	

E.	Squatter settlements (5)
Squatter/shanty settlement	
Inequality	
Sanitation	
Informal economy	
Quality of life	

G.	Impact of TNCs
Positive: (5)	<ol style="list-style-type: none">
Negative: (3)	<ol style="list-style-type: none">

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

What we are learning this term:		B.	Describe two features of the trench system during the Western Front	
<p>A. The main battles on the British Sector of the Western Front during WWI</p> <p>B. The trench system – structure and features</p> <p>C. Health problems caused by the conditions in the trenches</p> <p>D. How the wounded were evacuated and who treated them</p> <p>E. How the war led to improvements in medicine</p> <p>F. Usefulness of primary sources for historical enquiries</p>	<u>Feature</u>	<u>Description</u>		
	1 – Dugout	This was an area where soldiers could be protected from light fire		
	2 – Barbed wire	This would make it more difficult for the enemy to get into the trench		
	3 – Sandbags	These could absorb the shock of the bullets and help the trench maintain its shape		
	4 – Fire step	This is what soldiers stepped on when they wanted to climb over the top. Between fighting it was often used as a bench or bed		
	5 - Duckboards	Wooden boards that were placed on the floor of the trench to provide a flatter and dryer ground for the soldiers to walk over		
	6 – Elbow rest	This is where soldiers would prop their guns to shoot out of the trench		
6 Key Words for this term		7 - Parapet	This was a way of protecting soldiers as they shout out of the trench	
<p>1 First Aid Nursing Yeomanry (FANY) – A women’s voluntary organisation which provided medical services on the frontlines such as driving ambulances and emergency first aid</p> <p>2 Royal Army Medical Corps (RAMC) – The branch of the army responsible for medical care</p> <p>3 No-man’s land – The area between two opposing trenches during WWI</p> <p>4 Shrapnel – Fragments of metal from exploded shells</p> <p>5 Salient - An area of a battlefield that is surrounded by enemy territory on 3 sides</p> <p>6 Alliances – An agreement countries make to support each other if they are attacked by other countries</p>		C. What health problems were caused by conditions in the trenches?		
		1 Gangrene – a condition where a loss of blood supply causes body tissue to die and usually occurred as a result of an injury. Treated by amputation of the affected area. Gas Gangrene – infection that produces gas in the gangrenous area. Caused by bacteria in the soil on the Western Front which had been heavily farmed using fertiliser.		
		2 Shellshock – a condition that was not really understood during the war. Caused by the constant noise and shell fire in the trenches, many soldiers experienced nightmares, loss of speech and a complete mental breakdown.		
		3 Shrapnel wounds – when shells exploded, shrapnel travelled at fast speeds over wide areas, causing injuries to anyone in their way		
		4 Trench fever – flu-like condition that was spread by lice in the trenches		
		5 Trench foot – painful swelling of the feet caused by standing in cold mud and water, which could lead to gangrene.		
A.	Describe two features of the key battles during WWI			
Battle	Features			
1 st Battle of Ypres (1914)	This battle was aimed at stopping the German army from advancing towards the Belgium coast.			
2 nd Battle of Ypres (1915)	This battle was the first time that the Germans used chlorine gas as a weapon against the British.			
Battle of the Somme (1916)	Bloodiest battle in the whole of the war – total of 57,000 men were killed during the first day alone. The RAMC were not prepared for the amount of casualties and hospitals and casualty stations were overwhelmed.			
Battle of Arras (1917)	This British used tunnels to dig near to the German trenches and surprise them with the attack. No progress was made and there were 160,000 casualties.			
3 rd Battle of Ypres (1917)	During this battle the weather turned to heavy rain. The ground became waterlogged and many men fell into the mud and drowned.			
Battle of Cambrai (1917)	This battle saw the first large-scale use of tank to break through the enemies barbed wire. Also the first time that there was a blood bank, which meant doctors could deliver a vital medical service to those soldiers who had lost too much blood.			
D.	Who treated the wounded and how were they evacuated?		E.	How did WWI lead to improvements in medicine in the 20 th century?
1 RAMC and FANY		The RAMC and the FANY were the main groups in the army who treated the wounded	1 X-rays	
2 Stretcher Bearers		Part of the RAMC who recovered the dead or wounded from No-mans' land	2 Blood Transfusions	
3 Regimental Aid Post		Based in the reserve trenches – medical officer could only do first aid here	3 Brain Surgery	
4 Advanced Dressing Station		Located in dugouts or abandoned buildings. Staffed by 10 medical officers. Provided treatments for minor injuries	5 Thomas Splint	
5 Casualty Clearing Station		Large unit that could treat over 200 wounded men. First time that nursing care and surgery could be found	6 Aseptic Surgery	
6 Base Hospital		Located near the coast. Could hold up to 400 casualties and focused on specialist treatment	7 Treatment of Infections	
			F. How useful are primary sources for an historical enquiry into the Western Front?	
1 Content – What does the source tell you or show you? And how is this useful to the enquiry topic? You need to make sure that you quote the source or say what you can see in your answer				
2 NOP – Nature – What is the source?; Origin – When and who produced the source?; Purpose – Why was the source produced? Make sure you explain why this makes the source useful to the enquiry topic				
3 Contextual Knowledge – What do you know about the topic and how does your knowledge explain why the source it useful/is limited for the enquiry topic?				

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

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<u>Battle</u>	<u>Features</u>								
1 st Battle of Ypres (1914)			1 RAMC and FANY			1 X-rays			
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Year 9 Religious Education: Atheism

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

B.	How has Biblical criticism influenced the rise of atheism ?
1	Biblical criticism is the study of the Bible using scientific criteria (historical and literary) and human reason to understand and explain the meaning intended by the biblical writers." People question what the Bible means , rather than looking at it as a literal word of God that cannot be interpreted. Therefore, people have been able to challenge the 'truths' that are found in the book.

A.	Can you define these key words?
Key word	Key definition
Dogma	Beliefs or principles laid down by authority as unquestioningly true .
Doctrine	Beliefs and teachings given by a religion. Frequently used to mean Christian teaching as given by an organised Church/ denomination
Epistemology	Epistemology is a branch of philosophy which seeks to answer questions about what we can actually <i>know</i>
Theist	a person who believes in the existence of a god or gods, specifically of a creator who intervenes in the universe.
Atheist	a person who disbelieves or lacks belief in the existence of God or gods because they believe there is proof against the existence of God .
Agnostic	A person who believes that nothing is known about the existence or nature of God; a person who claims neither faith nor disbelief in God because there is not enough proof for either claim.
Salvation	being saved from the sins of Adam and Eve and suffering through access to heaven. Being rescued by God from the consequences of our wrongdoing
Grace	The free and undeserved favour of God, as manifested in the salvation of sinners and the blessings God gives us.
Secular	attitudes, activities, or other things that have no religious or spiritual basis.
Empirical/empiricist	Knowledge is based on what is seen or experienced rather than theory or pure logic.
Reason	the power of the mind to think, understand and form judgements by a process of logic
Biblical criticism	The use of critical analysis/ context/ knowledge of history to understand and explain meaning in the Bible.
A priori	(an argument/statement which is supposed to be true because it is true by definition eg all bachelors are unmarried males, or God is perfect therefore he exists)
Fundamentalist	a person who believes in the strict, literal interpretation of scripture in a religion.

C.	Explain 4 reasons people are atheist or reject religion
1	Problem of evil... which is the inconsistent triad. All loving, all knowing, all powerful God + the existence of evil and suffering is illogical.
2	Abrahamic religions are strongly based on miracles. Miracles are not logical therefore the religious stories are not believable.
3	Religious doctrine is sometimes harmful and contrary to current moral values eg the teaching that homosexuality is a sin/ punishable by death
4	The design (teleological) and the 1 st cause (cosmological) arguments fail to prove the existence of God since the world could just as possibly be a random existence/coincidence. If we are happy to say God doesn't need a creator, why can't we just say that about the universe?

D	Explain Hume's main arguments against miracles
1	If there are millions of bits of evidence to suggest a law of nature, it is not rational to believe one bit of evidence to say the law is wrong. Eg if people can't travel from mecca to Jerusalem by foot or by camel overnight, then why believe the tale that Muhammed did?
2	Miracles have mainly been proclaimed by scientifically uneducated peoples so why believe their stories when advanced modern understanding shows the events to be impossible eg walking on water
3	Humans are natural believers, love surprise and wonder .He argues that this tendency in our nature leads to the 'end of common sense' .

E.	Explain Neitzche's ideas about religion and morality
	God is a psychological fabrication created to soothe distress, ease trauma, and provide companionship in the face of suffering and also to make rule we must stick to in order to be safe. We can however instead of needing religion, set our own moral rules and goals and concentrate on human flourishing without religion.
	Explain how Freud challenges religious truth
	Religion is a psychological projection of our deeply rooted need for a protective authority figure Freud refers to religion as an illusion. Religion provides for defence against "the crushingly superior force of nature" and "the urge to rectify the shortcomings of civilization". We don't want to die so follow religion to soothe this fear. People cope with unhappy lives by pretending it is God's plan for them.
	Explain how Feuerbach challenges religious truth
	God does not exist. Humans have made up the idea of a 'God'. They have done this in order to give human life a reason to live and strive. It is something for humans to aim towards to give meaning to our lives. We have projected ourselves out into the cosmos and anthropomorphised God- making him in our likeness!! We have given God the perfect qualities that we should aim for, eg forgiving and loving.
	Explain how Marx challenges religious truth
	It is a form of social oppression. The powerful and rich use it as a way to control the masses into particular behaviour eg 'do not kill' and also to pacify them so they do not rise up against the rich and powerful who are oppressing them. Religion has stupified people just like drugs do.

F.	Explain 2 reasons why science is a challenge to religion
1	The theory of evolution shoes that the creatures took million sof year sto evolove to what we see now, therefore there was no created species in one day as recorded in the Abrahamic faiths.
2	The big bang theory says that the universe took billions of years to form to the point it is in today. This means that the genesis story of a 6 day creation is technically not a scientific truth.
	Explain 2 religious responses to the challenge of science
1	Science glorifies god by showing the complexity and awesome nature of creation. For example it has revealed that the human eye is perfectly structured in a way which generates sight. This structure suggests design eg God.
2	The creation stories do not need to be taken as a literal truth, it is the messages which are important. For example, God is all powerful as He created a universe. This means science and religious truths can be true at the same time.

Year 9 Religious Education: Atheism

What we are learning this term:

The development of Atheism and worldviews

B.

How has Biblical criticism influenced the rise of atheism ?

1

A.	Can you define these key words?
Key word	Key definition
Dogma	
Doctrine	
Epistemology	
Theist	
Atheist	
Agnostic	
Salvation	
Grace	
Secular	
Emirical/empiricist	
Reason	
Biblical criticism	
A priori	
Fundamentalist	

C.

Explain 4 reasons people are atheist or reject religion

1

2

3

4

D.

Explain Hume's main arguments against miracles

1

2

3

E.

Explain Neitzche's ideas about religion and morality

Explain how Freud challenges religious truth

Explain how Feuerbach challenges religious truth

Explain how Marx challenges religious truth

F.

Explain 2 reasons why science is a challenge to religion

1

2

Explain 2 religious responses to the challenge of science

1

2

What we are learning this term:

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

6 Key Words for this term

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

A. ¿Qué te gusta comer?

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

B ¿Llevas una vida sana?

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

C. ¿Qué es tu opinion de fumar?

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

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

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

Key Verbs

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

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

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

F. Key Words across Topics?

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

What we are learning this term:

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

6 Key Words for this term

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

A. ¿Qué te gusta comer?

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

B ¿Llevas una vida sana?

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

C. ¿Qué es tu opinion de fumar?

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

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

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

Key Verbs

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

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

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

F. Key Words across Topics?

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

What we are learning this term:	
a. Hobbies and leisure b. Food c. Key words d. Food opinions e. Body parts f. Days of the week g. Adjectives h. Key words	
6 Key Words for this term	
1. Me llevo bien	4. Cariñoso
2. Me enfado	5. Casado
3. comprensivo	6. soltero

C. Key verbs	
Dormir La salud Beber Comer Mantener Fumar Ejercicio Estrés Perder peso Enfermo En forma Peligroso	to sleep health to drink to eat maintain to smoke exercise Stress lose weight Ill fit/in shape dangerous

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

A.Hobbies and Leisure	
La natación Nadar Jugar Tocar La equitación La musculación Relajar Piscina Deporte Air libre Caminar Dar un paseo El polideportivo Esquí acuático Dormir Monopatín Hacer Hago Hacer pesas Patinaje Leer	Swimming to swim to play to play instrument horseriding exercise in gym to relax pool Sport outside/fresh air to walk to walk sports centre water skiing to sleep skateboarding to do I do to do weights Skating to read

D. Food opinions	
Me gusta Me encanta Odio Porque Divertido Aburrido Util Inutil Comodo Interesante Entretenido Emocionante Guay Genial Soso Asqueroso Malo Bueno Relajante	I like I love I hate because fun boring useful useless comfy interesting entertaining exciting cool great dull disgusting bad good relaxing

F. Days of the week and time phrases	
Lunes Martes Miercoles Jueves Viernes Sabado Domingo Siempre Nunca A menudo A veces De vez en cuando - Fin de semana La semana pasada - Mañana	Monday Tuesday Wednesday Thursday Friday Saturday Sunday always never often/usually sometimes from time to time weekend last week tomorrow

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

E. Body parts/ health	
Cabeza Pulmones Mano Cara Pie Pierna Brazo Espalda Enfermo Ayudar Fiebre Estomago Me duele	head lungs Hand Face Foot Leg Arm back Ill to help fever Stomach it hurts

G. Adjectives	
Caro Barato Asqueroso Bueno Malo Delgado Gordo Estresado Sano Saludable	expensive cheap disgusting good bad slim fat stresses healthy healthy

B.Food	
Carne La ternera Comida Comida basura Comida rápida Cerveza Vino El arroz Pollo	meat beef food junk food fast food beer wine rice Chicken

What we are learning this term:	
a. Hobbies and leisure b. Food c. Key words d. Food opinions e. Body parts f. Days of the week g. Adjectives h. Key words	
6 Key Words for this term	
1. Me llevo bien	4. Cariñoso
2. Me enfado	5. Casado
3. comprensivo	6. soltero

C. Key verbs	
_____	to sleep
La salud	_____
_____	to drink
_____	to eat
Mantener	_____
_____	to smoke
Ejercicio	_____
_____	Stress
Perder peso	_____
_____	Ill
En forma	_____
_____	dangerous

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

A.Hobbies and Leisure	
_____	Swimming
_____	to swim
_____	to play
_____	to play instrument
La equitación	_____
La musculación	_____
_____	to relax
_____	pool
Aire libre	Sport
_____	to walk
Dar un paseo	_____
_____	sports centre
Esquí acuático	_____
_____	to sleep
_____	skateboarding
_____	to do
_____	I do
Hacer pesas	_____
Patinaje	_____
_____	to read

D. Food opinions	
_____	I like
_____	I love
_____	I hate
_____	because
_____	fun
_____	boring
_____	useful
_____	useless
_____	comfy
_____	interesting
_____	entertaining
_____	exciting
_____	cool
_____	great
_____	dull
_____	disgusting
_____	bad
_____	good
_____	Relaxing

F. Days of the week and time phrases	
_____	Monday
_____	Tuesday
_____	Wednesday
_____	Thursday
_____	Friday
_____	Saturday
_____	Sunday
_____	always
_____	never
_____	often/usually
_____	sometimes
De vez en cuando -	_____
_____	weekend
_____	last week
_____	tomorrow

H.Key verbs	
_____	to have
_____	to be
_____	to go
_____	to do / make
_____	to play
_____	to see / watch
_____	to listen
_____	to buy
_____	to live
_____	to speak
_____	to have to
_____	to want to
_____	to visit
_____	to eat
_____	to drink
_____	to go out
_____	to read
_____	to work
_____	to think
_____	to write

E. Body parts/ health	
Pulmones	head
_____	_____
_____	Hand
_____	Face
_____	Foot
_____	Leg
_____	Arm
Espalda	_____
_____	Ill
_____	to help
Fiebre	_____
Estomago	_____
_____	it hurts

B.Food	
La ternera	meat
_____	_____
_____	food
_____	junk food
_____	fast food
_____	beer
_____	wine
_____	rice
_____	Chicken

G. Adjectives	
_____	expensive
_____	cheap
_____	disgusting
_____	good
_____	bad
_____	slim
_____	fat
_____	stresses
_____	healthy
_____	healthy



What we are learning this term:

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



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

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

Using continuous line drawing, recreate the face below.



Example

Your response

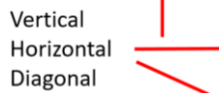


F. Keywords

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



What is the difference between lines?



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

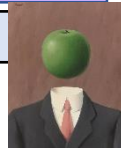
Similarities:

- Surreal appearance
- Use of juxtaposition
- Sinister atmosphere created

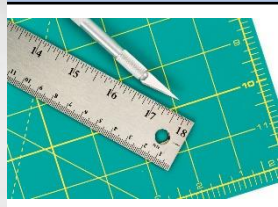


Differences:

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



Describe what is happening in each stage of the making?



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

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



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

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



D. What is the definition for photomontage?

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

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

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





What we are learning this term:

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Example

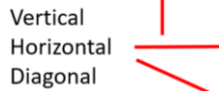
Your response

F. Keywords

Portrait	
Identity	
Collage	
Material	
Photomontage	
Characteristics	
Surreal	
Observation	
Mixed media	



What is the difference between lines?



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

Similarities:

Describe what is happening in each stage of the making?



Differences:



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

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



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

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



D. What is the definition for photomontage?

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



What we are learning this term:

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

6 Key Words for this term

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

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

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

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

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

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

E. Keywords

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

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
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- VEGETABLE PRODUCTS
- BAKERY & DAIRY PRODUCTS

Clean and store chopping boards correctly after use



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

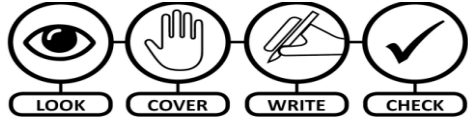
A.	What is cross contamination and how can it be prevented?
.	
B. What do the following terms mean?	
Grilling	
Baking	
Frying	

C.	Can you list 5 reasons for why we cook food and why it is important?
<u>Rule</u>	<u>Why it is important</u>
• 1	• 1
• 2	• 2
• 3	• 3
• 4	• 4
• 5	• 5





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



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

C Samba Rhythms

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

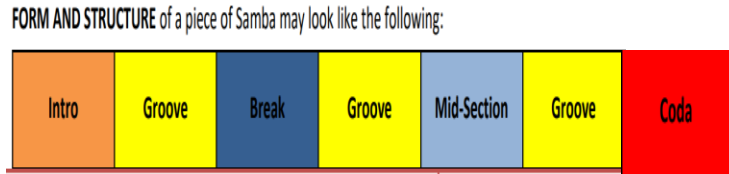
D Analysing Samba Music from Brazil

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

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

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

Listen here ->



E Samba Instruments

SURDO 	REPINIQUE 	TAMBORIM 	CHOCOLO
APITO 	AGOGO BELLS 	CAIXA DE GUERRO 	

F Note Values – Dotted Note Values

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

G Describing music – MAD T SHIRT

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



#AIMHIGH CHALLENGE TASKS Y9

Hard Work ... Kindness...Responsibility



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