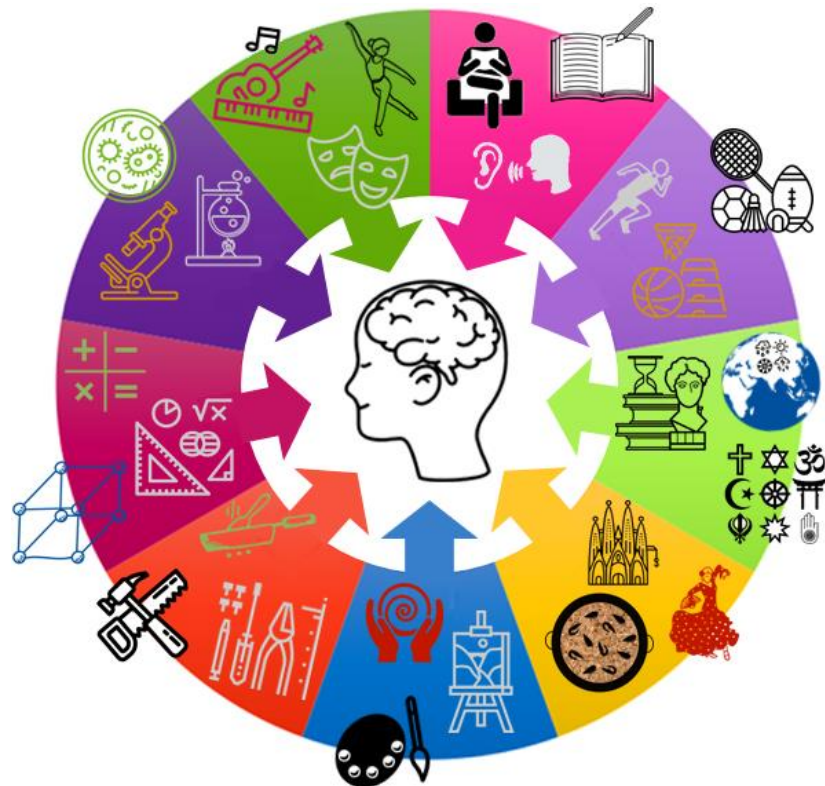


100% book - Year 9 Booster

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

Term 1



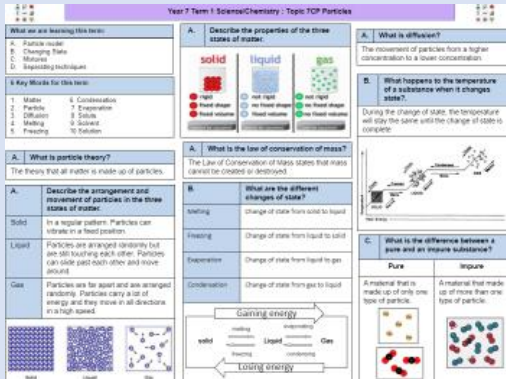
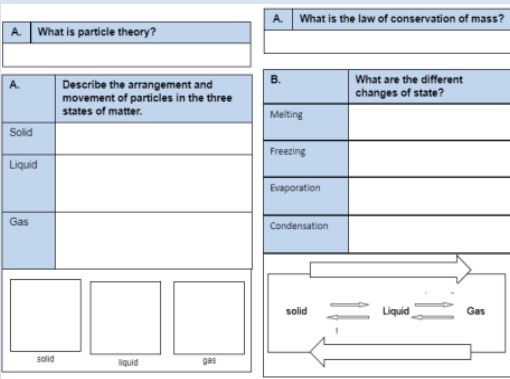
Swindon Academy 2022-23

| | |
|---------------|--|
| 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 Topic' knowledge organiser for 'What is particle theory?'. It includes sections for 'What is particle theory?', 'Describe the arrangement and movement of particles in the three states of matter', and 'What is the law of conservation of mass?'. There are also diagrams of particle arrangements for solid, liquid, and gas states.

Step 2

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

The screenshot shows a student's prep book. The date '29th May 2020' and the title 'Particle theory' are written in the top right corner of the knowledge organiser template. The template includes sections for 'What is particle theory?', 'Describe the arrangement and movement of particles in the three states of matter', and 'What is the law of conservation of mass?'. There are also diagrams of particle arrangements for solid, liquid, and gas states.

Step 3

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

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

Step 4

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

The screenshot shows a student's prep book with the keywords/definitions/facts from the knowledge organiser written out three times. The text includes: 'Solid = regular pattern particles vibrate in fixed position', 'Solid = regular pattern particles vibrate in fixed position', and 'Solid = regular pattern particles vibrate in fixed position'.

Step 5

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

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

Step 6

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

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

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



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. |

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, _____, discovers her and ____ her. She fights 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 Lloyd talks to Jane about going to _____. |
| 4 | Jane is visited by Mr _____, the headteacher at _____ School. After his visit, Jane and Mrs Reed _____. Jane says she will never call her ' _____ ' again. |
| 5 | Jane travels to _____ School. She meets Miss _____, the kind _____, and Helen _____, another pupil. |
| 6 | Helen is _____ for having dirty hands. Later, she talks with Jane and explains that it is better to _____ and be _____ than to get angry and seek _____. |
| 7 | Mr _____ visits Lowood School. He calls Jane to the front of the classroom and calls her a _____ in front of all the teachers and pupils. Helen smiles at Jane, bringing Jane _____. |
| 8 | Afterwards, Jane and _____ visit Miss _____. Miss Temple says she believes that Jane is not a _____. Jane listens to Miss Temple and Helen's fascinating _____. Miss Temple hears from Mr _____ that Jane is not a liar, and tells the _____. |
| 9 | Jane enjoys the _____ in the _____. _____ breaks out at Lowood School. Lots of girls get _____. Many _____. Helen Burns dies of tuberculosis. |
| 10 | _____ years _____. Jane has become a _____ at _____ School. Mr _____ had his _____ removed when his treatment at the school was _____. Jane applies to be a _____ for a _____ at Milcote. |

Locations in the first 10 chapters

Gateshead Hall
Home of Mrs _____, John, Georgiana, and Eliza _____. Jane grows up here. Jane is locked in the _____ - _____.

Lowood School
Jane is sent to _____ by Mrs _____. Mr _____ is the headteacher. Conditions are _____ and _____. The girls receive brutal _____ and are fed _____. A typhus outbreak kills many of the girls.

Terminology: Key words

thesis –

juxtaposition –

Characters in Jane Eyre

Jane Eyre The main _____. A young, _____, and _____. "You think I have no _____, and that I can do without one bit of _____ or _____; but I cannot live so"

Mrs Reed – Jane's _____. She _____ and _____ Jane and is _____ to send her away to Lowood School. "Guard against her worst fault, a tendency to deceit"

Mr Brocklehurst – The governor of Lowood school A _____ and _____ Christian. He believes in driving _____ from _____ through harsh _____. "Punish her body to save her ____"

Helen Burns – Jane's friend A kind and _____ Christian. She _____ Jane to be more _____ and _____. She _____ 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 _____ teacher at Lowood. Offers care and _____ to Jane and Helen. "You shall be publicly cleared from every imputation: to me, Jane, you are clear now."

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 _____ and can be _____ to develop into a rational being.

2 A child is born completely _____ and _____. They are only _____ by contact with corrupt forces.

The child is born _____ and must therefore be _____ and _____ in order to _____ to the rules of God and society.

Biographical information

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

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

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



What we are learning this term:

- A. Chemical reactions
- B. Conservation of mass
- C. Word equations
- D. Acids and alkali
- E. pH scale
- F. Reactions of acids and alkalis

5 Key Words for this term

- | | |
|-------------|-------------------|
| 1. Reactant | 4. Neutralisation |
| 2. Product | 5. Compound |
| 3. Salt | |

A. What are chemical reactions?

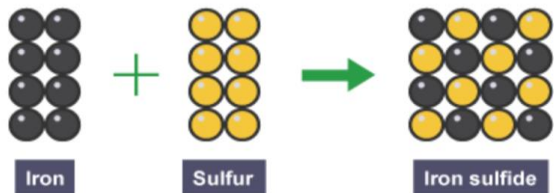
Chemical reactions are rearrangements of atoms. The substances that react together are called the reactants. The substances that are formed in the reaction are called the products.

B. What is conservation of mass?

The law of conservation of mass states that mass cannot be created nor destroyed by chemical reactions (or physical transformations). According to this law, the mass of the products in a chemical reaction must equal the mass of the reactants.] No mass can be lost or made.

B. What is an example of this?

As shown in the diagram below, the iron particles and sulphur particles are not lost or created, there is still the same number of them, so the mass stays the same, just a different chemical is made.



C. What are word equations?

These show the names of each substance that is involved in a chemical reaction. The reactants are shown on the left. The products are shown on the right.

Reactants → **Products**

They must not contain any chemical symbols of any formulae, only words.

For example, in a neutralisation reaction: **acid + alkali** → **salt + water**

So, if sulphuric acid and sodium hydroxide reacted together (reactants) to form sodium sulphate and water (products), what would the word equation look like?

Sodium Hydroxide + Sulphuric Acid → **Sodium Sulphate + Water**

C. Examples of word equations

copper + oxygen → copper oxide

hydrochloric acid + magnesium → magnesium chloride + hydrogen

copper + sulphur → copper sulphide

zinc + oxygen → zinc oxide

sodium + hydrochloric acid → sodium chloride

iron + oxygen → iron oxide

nitric acid + iron oxide → iron nitrate + water

copper oxide + hydrochloric acid → copper chloride + water

D. What is the difference between bases and alkalis?

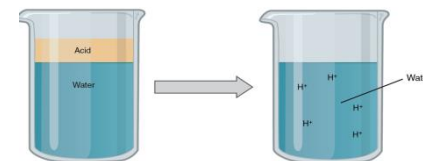
Bases are a family of chemicals which neutralise acids (more on neutralisation in part F.)

Alkalis are a type of base. Therefore all alkalis are bases. Alkalis dissolve in water and contain OH⁻ ions.



D. What are acids?

Acids are a family of chemicals. **Acids contain H⁺ ions**, when dissolved in water. This is hydrogen which has lost an electron.



D. What is an example of an acid?

Examples are lemon juice, vinegar and Coca Cola. Hydrochloric acid, sulphuric acid and nitric acid. There is also acid in our stomach!



D. What is the difference between a strong and weak acid? What are some examples of each?

Strong acids like hydrochloric acid are very corrosive this means they destroy skin cells and cause burns
Weak acids like vinegar are safe to eat but are still irritant to sensitive parts of the body.

What we are learning this term:

- A. Chemical reactions
- B. Conservation of mass
- C. Word equations
- D. Acids and alkali
- E. pH scale
- F. Reactions of acids and alkalis

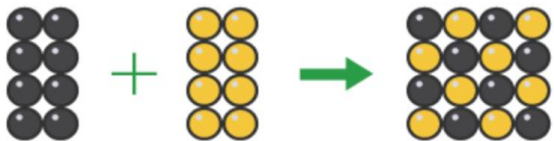
5 Key Words for this term

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

A. What are chemical reactions?

B. What is conservation of mass?

B. What is an example if this?



C. What are word equations?

Reactants \longrightarrow Products

For example, in a neutralisation reaction: **acid + alkali** \longrightarrow +
 So, if sulphuric acid and sodium hydroxide reacted together (reactants) to form sodium sulphate and water (products), what would the word equation look like?
 + \longrightarrow +

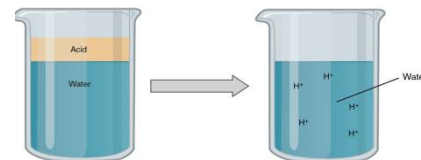
C. Examples of word equations

- copper + oxygen \longrightarrow
- hydrochloric acid + magnesium \longrightarrow magnesium +
- copper + sulphur \longrightarrow
- + \longrightarrow zinc oxide
- sodium + hydrochloric acid \longrightarrow
- + \longrightarrow iron oxide
- nitric acid + iron oxide \longrightarrow + water
- copper oxide + hydrochloric acid \longrightarrow +

D. What is the difference between bases and alkalis?



D. What are acids?



D. What is an example of an acid?



D. What is the difference between a strong and weak acid? What are some examples of each?



| Key Terms | Definitions |
|--------------|---|
| Acid | A substance which forms H ⁺ ions. |
| Alkali | A soluble base that contains OH ⁻ ions |
| Base | A substance that will neutralise an acid |
| The pH scale | A scale which measure how acidic a substance is |
| Indicator | A chemical which will change colour depending on the acidity of the substance |

| E | What is the pH scale? |
|---|---|
| . | <ul style="list-style-type: none"> The pH scale measures how strong an acid or alkali is The pH scale runs from 0-14 The pH scale measures the concentration of H⁺ ions, the lower the number the higher the concentration. |

| E. | What do the numbers on the pH scale correspond to? |
|----|---|
| . | <ul style="list-style-type: none"> Acids have a pH between 0 and 6, pH 1-3 are strong acids, 4-6 are weak acids Alkalis have a pH between 8 and 14, 8-10 weak alkalis, 11-14 strong alkalis Anything with a pH of 7 is neutral, for example water |

Acidic Neutral Alkaline

| F. | What is neutralisation? |
|----|--|
| . | <ul style="list-style-type: none"> When an acid reacts with a base a neutralisation reaction occurs, this means what you make has a pH of 7. |

| F. | What are the products of a neutralisation reaction? |
|----|--|
| . | <ul style="list-style-type: none"> When a neutralisation reaction happens the products are a salt and water. |

| F. | What is an example of a neutralisation reaction? |
|----|---|
| . | <ul style="list-style-type: none"> A wasp sting is alkali so we add vinegar (an acid) to it to neutralise it. Farmers also spread alkalis onto fields to neutralise the acid in the soil. Another example is indigestion when there is too much acid in our stomach, we neutralise this with alkali tablets |

| E. | How do you name the salt that is made in a neutralisation reaction? |
|----|--|
| . | <ul style="list-style-type: none"> When a neutralisation reaction happens a salt is made To name a salt you need to use the alkali to form the first part of the name and the acid to form the second part of the name Hydrochloric acid makes chlorides Nitric acid make nitrates Sulphuric acid makes sulphates |

| Alkali | Acid | Salt? |
|---------------------|-------------------|--------------------|
| Calcium hydroxide | Hydrochloric acid | Calcium Chloride |
| Magnesium oxide | Nitric acid | Magnesium Nitrate |
| Calcium carbonate | Sulphuric acid | Calcium Sulphate |
| Aluminium hydroxide | Nitric acid | Aluminum Nitrate |
| Potassium hydroxide | Sulphuric acid | Potassium Sulphate |

| Reactants | General equation | Example |
|--------------------------|--|---|
| Acid and Alkali | Acid + Alkali → Salt + Water | Sodium Hydroxide + Sulphuric Acid → Sodium Sulphate + Water |
| Acid and Metal Carbonate | Acid + Metal Carbonate → Salt + Water + Carbon Dioxide | Hydrochloric acid + Magnesium Carbonate → Magnesium Chloride + Carbon Dioxide + Water |
| Acid and metal Oxide | Acid + Metal Oxide → Salt + Water | Sulphuric acid + Calcium Oxide → Calcium Sulphate + Water |



| Key Terms | Definitions |
|--------------|-------------|
| Acid | |
| Alkali | |
| Base | |
| The pH scale | |
| Indicator | |

E What is the pH scale?

E. What do the numbers on the pH scale correspond to?



F. What is neutralisation?

F. What are the products of a neutralisation reaction?

F. What is an example of a neutralisation reaction?

E. How do you name the salt that is made in a neutralisation reaction?

| Alkali | Acid | Salt? |
|---------------------|-------------------|-------|
| Calcium hydroxide | Hydrochloric acid | |
| Magnesium oxide | Nitric acid | |
| Calcium carbonate | Sulphuric acid | |
| Aluminium hydroxide | Nitric acid | |
| Potassium hydroxide | Sulphuric acid | |

| Reactants | General equation | Example |
|--------------------------|--|---|
| Acid and Alkali | Acid + Alkali → + | Sodium Hydroxide + Sulphuric Acid → + |
| Acid and Metal Carbonate | Acid + Metal Carbonate → Salt + Water + Carbon Dioxide | Hydrochloric acid + Magnesium Carbonate → + + |
| Acid and metal Oxide | Acid + Metal Oxide → Salt + Water | Sulphuric acid + Calcium Oxide → + |



Y9- T1 - Life in an Emerging Country



Background:

- Development means positive change that makes things better.
- As a country develops it usually means that the people's standard of living and quality of life improve. **(B)**
- Different factors can affect development such as economic, social and political factors. **(A)**
- Emerging countries have begun to experience higher rates of development, with a rapid growth in secondary industries. **(A, C)**
- Emerging countries have some of the fastest rates of urbanisation in the world. **(D)**
- 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)**
- 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"> More jobs. More taxes. Invest in infrastructure projects. GDP increases. Develop workers skills. |
| Negative: (3) | <ol style="list-style-type: none"> Can exploit workers e.g. long hours. Most of the profits from TNCs leave the country where production takes place. 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 | | D. Who treated the wounded and how were they evacuated? | E. How did WWI lead to improvements in medicine in the 20 th century? | |
| Battle | Features | | | |
| 1 st Battle of Ypres (1914) | This battle was aimed at stopping the German army from advancing towards the Belgium coast. | 1 RAMC and FANY | The RAMC and the FANY were the main groups in the army who treated the wounded | |
| 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. | 2 Stretcher Bearers | Part of the RAMC who recovered the dead or wounded from No-mans' land | |
| 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 Regimental Aid Post | Based in the reserve trenches – medical officer could only do first aid here | |
| 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. | 4 Advanced Dressing Station | Located in dugouts or abandoned buildings. Staffed by 10 medical officers. Provided treatments for minor injuries | |
| 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. | 5 Casualty Clearing Station | Large unit that could treat over 200 wounded men. First time that nursing care and surgery could be found | |
| | | 6 Base Hospital | Located near the coast. Could hold up to 400 casualties and focused on specialist treatment | |
| | | F. How useful are primary sources for an historical enquiry into the Western Front? | | |
| <p>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</p> <p>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</p> <p>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?</p> | | | | |

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 _____ | | |
| | | 2 – Barbed wire | This would make it more _____ for the enemy to get into the _____ | | |
| | | 3 – Sandbags | These could absorb the _____ and help the trench _____ | | |
| | | 4 – Fire step | This is what soldiers _____ n when they wanted to _____. Between fighting it was often used as a bench or bed | | |
| | | 5 - Duckboards | _____ that were placed on the floor of the trench to provide a _____ ground for the soldiers to walk over | | |
| | | 6 – Elbow rest | This is where soldiers would _____ to shoot out of the trench | | |
| 6 Key Words for this term | | 7 - Parapet | | | |
| 1 _____) – A women’s voluntary organisation which provided medical services on the frontlines such as driving ambulances and emergency first aid | | This was a way of _____ as they shout out of the trench | | | |
| 2 _____) – The branch of the army responsible for medical care | | C. What health problems were caused by conditions in the trenches? | | | |
| 3 _____ – The area between two opposing trenches during WWI | | 1 _____ – a condition where a loss of blood supply causes body tissue to die and usually occurred as a result of an injury. Treated by _____ 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. | | | |
| 4 _____ I – Fragments of metal from exploded shells | | 2 S _____ – 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. | | | |
| 5 _____ nt - An area of a battlefield that is surrounded by enemy territory on 3 sides | | 3 _____ – when shells exploded, shrapnel travelled at fast speeds over wide areas, causing injuries to anyone in their way | | | |
| 6 _____ – An agreement countries make to support each other if they are attacked by other countries | | 4 _____ – flu-like condition that was spread by lice in the trenches | | | |
| A. Describe two features of the key battles during WWI | | D. Who treated the wounded and how were they evacuated? | | | |
| | | Battle | Features | | |
| | | 1st Battle of Ypres (1914) | | This battle was aimed at _____ army from advancing towards the Belgium coast. | |
| | | 2nd Battle of Ypres (1915) | | This battle was the _____ that the Germans used _____ as a weapon against the British. | |
| | | Battle of the Somme (1916) | | _____ in the whole of the war – total of _____ 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 tu _____ s to dig near to the German trenches and su _____ e them with the attack. No progress was made and there were 160,000 casualties. | |
| | | 3rd Battle of Ypres (1917) | | During this battle the weather turned _____. 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 _____ to break through the enemies _____. 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. | | | |
| E. How did WWI lead to improvements in medicine in the 20th century? | | 1 RAMC and FANY | | | |
| | | The RAMC and the FANY were the main groups in the army | | | |
| | | 2 Stretcher Bearers | | | |
| | | Part of the RAMC who recovered the dead or wounded from _____ | | | |
| | | 3 Regimental Aid Post | | | |
| | | Based in the _____ – medical officer could only do _____ | | | |
| | | 4 Advanced Dressing Station | | | |
| Located in dugouts or abandoned buildings. Staffed by 10 medical officers. Provided _____ | | | | | |
| 5 Casualty Clearing Station | | 1 X-rays | | | |
| Large unit that _____ over 200 wounded men. First time that nursing care and surgery could be found | | X-rays were used in the war to identify shrapnel and bullets in wounds. Mobile units developed during the war that could be taken to the CCS's | | | |
| 6 Base Hospital | | 2 Blood Transfusions | | | |
| Located near the coast. Could hold up to 400 casualties and focused on _____ | | Doctors and scientists during the war worked on ways to store blood and deliver transfusions on the frontline to save many men's lives | | | |
| F. How useful are primary sources for an historical enquiry into the Western Front? | | 3 Brain Surgery | | | |
| | | Head wounds were fatal during the war. Those that survived were disfigured, which led to the development of plastic surgery to reconstruct men's faces | | | |
| | | 5 Thomas Splint | | | |
| | | Created to stop joints from moving. Introduction on the Western Front increased survival rate for fractures from 20% to 82% | | | |
| | | 6 Aseptic Surgery | | | |
| | | Surgery performed in sterile conditions achieved by medical staff washing hands and face, wearing masks and gloves and sterilising equipment. Harder during the war due to dirty conditions of the CCS's and ADS's | | | |
| | | 7 Treatment of Infections | | | |
| New methods developed during the war to treat infected wounds; wound excision, Carrel-Dakin method and amputation | | | | | |
| 1 C _____ – 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 | | <p>2 N _____ – 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</p> <p>3 _____ – What do you know about the topic and how does your knowledge explain why the source it useful/is limited for the enquiry topic?</p> | | | |

Year 9 Religious Education: Atheism

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

| | |
|-----------|---|
| B. | How has Biblical criticism influenced the rise of atheism ? |
| 1 | <ul style="list-style-type: none"> Biblical criticism is the study of the Bible using scientific criteria People question what the Bible means, rather than looking at it as a literal word of God. 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. |
| Theist | A person who believes in a God who created the universe |
| Atheist | A person who does not believe in God |
| Agnostic | A person who doesn't believe that God does or doesn't exist because there is not enough proof |
| Salvation | being saved from the sins of Adam and Eve |
| Grace | The free and undeserved favour of God through salvation |
| Secular | attitudes, activities, or other things that have no religious or spiritual basis. |
| Emirical/em piricist | Knowledge is based on what is seen or experienced |
| Reason | the power of the mind to think, understand and form judgements through logic |
| Biblical criticism | The use of critical analysis 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 |
| Fundament alist | 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 | The problem of evil – how can God be loving if people are suffering in the world? |
| 2 | Miracles do not fit in with science, so are not believable |
| 3 | Religious teachings can be harmful for people e.g. teaching that homosexuality is wrong |
| 4 | Arguments to say God exists have problems with them (teleological and cosmological) |

| | |
|----------|--|
| D | Explain Hume's main arguments against miracles |
| 1 | One bit of evidence is not enough to believe that miracles can happen when millions of pieces of evidence say they can't |
| 2 | Most people who experience miracles are not educated, so why believe them? |
| 3 | Humans tend to lose their common sense when thinking about miracles |

| | |
|-----------|--|
| E. | Explain Neitzche's ideas about religion and morality |
| | <ul style="list-style-type: none"> God is just made up to help people deal with suffering Instead of religion, we should follow our own rules and goals instead |
| | Explain how Freud challenges religious truth |
| | <ul style="list-style-type: none"> Religion is only there because people want authority Religion is an illusion which makes you feel better about dying Religion helps people cope with their unhappy lives |
| | Explain how Feuerbach challenges religious truth |
| | <ul style="list-style-type: none"> God does not exist. Humans have made up the idea of a 'God' to give themselves a reason to live. Humans have given God perfect qualities that they want to aim for e.g. loving |
| | Explain how Marx challenges religious truth |
| | <ul style="list-style-type: none"> The powerful and rich use it as a way to control people into particular behaviour eg 'do not kill' It is also used to stop people from rising up against the rich and powerful |

| | |
|-----------|---|
| F. | Explain 2 reasons why science is a challenge to religion |
| 1 | <ul style="list-style-type: none"> Evolution shows creatures took millions of years to evolve This means they were not created in one day |
| 2 | <ul style="list-style-type: none"> Big Bang Theory shows the universe was made over billions of years God did not create the universe in 6 days |
| | Explain 2 religious responses to the challenge of science |
| 1 | <ul style="list-style-type: none"> Science shows us how complicated the world that God created is e.g. shows the human eye is perfectly designed by God |
| 2 | <ul style="list-style-type: none"> Creation story isn't actually true, it just tells us a message The message is that God is all powerful and created the universe Science and religion can be true at the same time |

Year 9 Religious Education: Atheism

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

| A. <i>Can you define these key words?</i> | |
|---|---|
| Key word | Key definition |
| Dogma | _____ or principles laid down by _____ as unquestioningly _____. |
| Doctrine | Beliefs and _____ given by a _____. |
| | A person who believes in a God who created the universe |
| | A person who does not believe in God |
| Agnostic | A person who doesn't believe that... |
| Salvation | being _____ from the sins of _____ and _____ |
| | The free and undeserved favour of God through salvation |
| | attitudes, activities, or other things that have no religious or spiritual basis. |
| Emirical/empiricist | Knowledge is based on what is _____ or _____ |
| Reason | the power of the mind to _____, understand and form _____ through logic |
| Biblical criticism | The use of _____ analysis to understand and explain meaning in the _____. |
| A priori | An argument/statement which is supposed to be _____ because it is true by _____ |
| | a person who believes in the strict, literal interpretation of scripture in a religion. |

| | |
|------|--|
| • B. | • <i>How has Biblical criticism influenced the rise of atheism ?</i> |
| • 1 | <ul style="list-style-type: none"> • Biblical criticism is the study of the _____, • People question _____, rather than looking at it as a literal word of God. • Therefore, people have been able to _____ that are found in the book. |

| | |
|-----------|---|
| C. | Explain 4 reasons people are atheist or reject religion |
| 1 | The problem of evil – |
| 2 | Miracles do not fit in with _____, so are not believable |
| 3 | _____ teachings can be _____ for people e.g. teaching that homosexuality is wrong |
| 4 | Arguments to _____ have problems with them (teleological and cosmological) |

| | |
|-----------|---|
| D. | <i>Explain Hume's main arguments against miracles</i> |
| 1 | One bit of evidence is not enough to believe that... |
| 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 tend to lose _____ when thinking about _____ |

| | |
|-----------|--|
| E. | Explain Neitzche's ideas about religion and morality |
| | <ul style="list-style-type: none"> • God is just made up to help people _____ • Instead of _____, we should follow _____ |
| | Explain how Freud challenges religious truth |
| | <ul style="list-style-type: none"> • Religion is only there because people want _____ • Religion is an _____ which makes you feel better about _____ • _____ helps people cope with their _____ |
| | Explain how Feuerbach challenges religious truth |
| | <ul style="list-style-type: none"> • God does not _____ • _____ have made up the idea of a _____' to give themselves a reason to live. • Humans have given God perfect qualities that they want to aim for e.g. _____ |
| | Explain how Marx challenges religious truth |
| | <ul style="list-style-type: none"> • The powerful and rich use it as a way to _____ • It is also used to stop people from _____ |

| | |
|-----------|--|
| F. | Explain 2 reasons why science is a challenge to religion |
| 1 | <ul style="list-style-type: none"> • _____ shows creatures took millions of years to _____ • This means... _____ |
| 2 | <ul style="list-style-type: none"> • _____ shows the universe was made over billions of years • God did not _____ |
| | Explain 2 religious responses to the challenge of science |
| 1 | <ul style="list-style-type: none"> • Science shows us _____ • e.g. |
| 2 | <ul style="list-style-type: none"> • Creation story isn't actually true, it just _____ • The message • Science and religion can be |



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

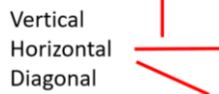


F. Keywords

| | |
|------------------------|---|
| 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> <u>real</u> ; 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:

- 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
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Using continuous line drawing, recreate the face below.



Example

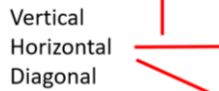
Your response

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

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

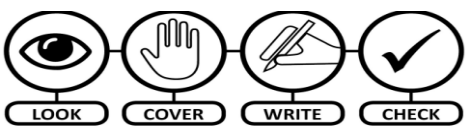
| | |
|---|---|
| A. | What is cross contamination and how can it be prevented? |
| . | |
| | |
| B. What do the following terms mean? | |
| Grilling | |
| Baking | |
| Frying | |

| | |
|-------------|---|
| 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 ->



FORM AND STRUCTURE of a piece of Samba may look like the following:



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 |