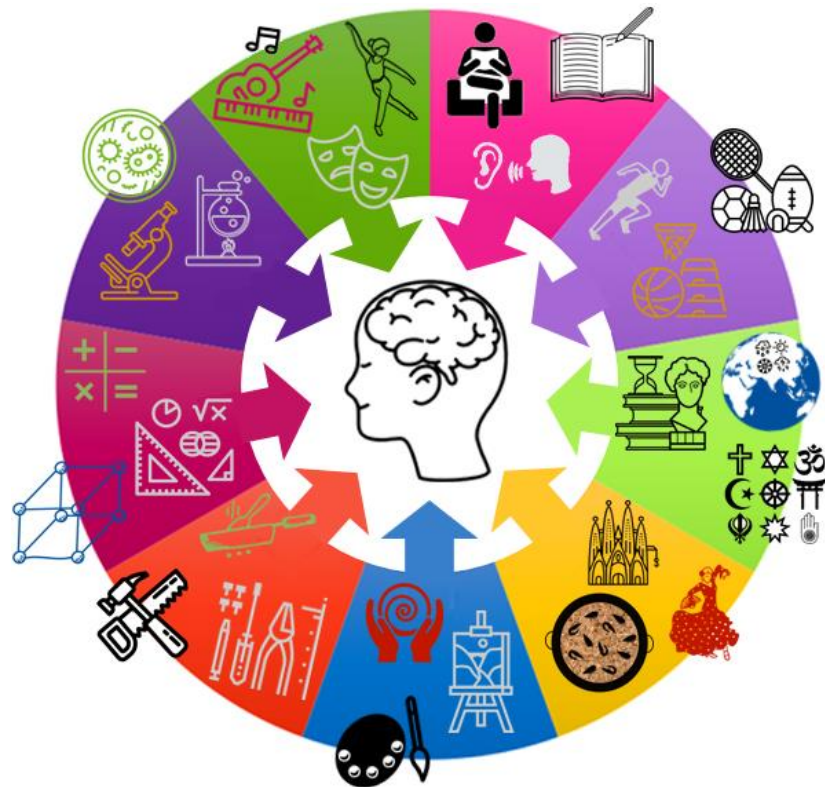


100% book - Year 9 Grammar

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



Term 4

Swindon Academy 2022-23

Name:	
Tutor Group:	
Tutor & Room:	

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

Using your Knowledge Organiser and Quizzable Knowledge Organiser

Knowledge Organisers

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

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

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

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

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

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

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

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

Quizzable Knowledge Organisers

A. What is particle theory?

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

A. What is the law of conservation of mass?

B. What are the different changes of state?
 Melting
 Freezing
 Evaporation
 Condensation

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

Diagram: A cycle showing the states of matter: Solid ↔ Liquid ↔ Gas. Arrows indicate the direction of change, with 'Gaining energy' for melting and evaporation, and 'Losing energy' for freezing and condensation.

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

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

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

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

Top Tip

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

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 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. The knowledge organiser template is partially filled out with handwritten text. The 'What is particle theory?' section is filled with 'The theory that all matter is made up of particles'. The 'Describe the arrangement and movement of particles in the three states of matter' section is filled with 'Solid: In a regular pattern. Particles can vibrate in a fixed position. Liquid: Particles are arranged randomly but are still touching each other. Particles can slide past each other and move around. Gas: Particles are far apart and are arranged randomly. Particles carry a lot of energy and they move in all directions in a high speed'. The 'What is the law of conservation of mass?' section is filled with 'The Law of Conservation of Mass states that mass cannot be created or destroyed'. A diagram of particle arrangements is also present.

Step 3

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

The screenshot shows a student's prep book with handwritten notes. The date '29th May 2020' is written at the top. Below it, the title 'Properties of the states of matter' is written. The notes are: '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 Step 3 written three times in a row. Each line starts with 'Solid = regular pattern particles vibrate in fixed position', 'Liquid = particles are arranged randomly but are still touching each other. Particles can slide past each other and move around.', and 'Gas = Particles are far apart and are arranged randomly. Particles carry a lot of energy'.

Step 5

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

The screenshot shows a student's prep book with the quizzable knowledge organiser template. The missing words are filled in: 'Self quizzing' for 'What are the different changes of state?', 'Arrangement/movement of matter' for 'Describe the arrangement and movement of particles in the three states of matter', 'Solid = regular pattern particles vibrate in fixed position' for 'Solid', 'Liquid = particles are arranged randomly but are still touching each other. Particles can slide past each other and move around.' for 'Liquid', and 'Gas = particles are far apart and are arranged randomly. Particles carry a lot of energy' for 'Gas'. The diagram of particle arrangements is also present.

Step 6

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

The screenshot shows a student's prep book with the final checked answers from the quizzable knowledge organiser. The answers are: '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'. The words 'far apart' and 'X' are written in blue ink next to the gas definition.

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

'Romeo and Juliet': GS Knowledge Organiser

Plot breakdown

P	The Prologue outlines the main conflict in the play and warns the audience of the tragic fate of Romeo and Juliet.
1.1	The Montagues and Capulets fight in the streets of Verona. Prince Escalus swears that any further fighting will be punished by death.
1.2	Paris asks Lord Capulet about marrying his daughter Juliet. Capulet tells Paris to wait as she is too young.
1.3	Lady Capulet advises Juliet to agree to marry Paris.
1.5	At the Capulet's masked ball, Romeo sees Juliet and falls in love with her. They talk, kiss, and fall in love. As they depart, they learn they are from feuding families.
2.2	In the balcony scene, Romeo and Juliet fall deeper in love. They agree to get married.
2.3	Romeo asks Friar Lawrence to marry him and Juliet. Lawrence agrees, thinking it will unite the warring families.
2.6	Friar Lawrence marries Romeo and Juliet.
3.1	Montagues and Capulets fight in the streets. Tybalt kills Mercutio; Romeo kills Tybalt. Prince Escalus decides to banish Romeo from Verona.
3.4	Lord Capulet tells Paris that he can marry Juliet in three days' time.
3.5	After their wedding night, Romeo leaves Juliet for the last time. They have a vision of the other's death. After Romeo leaves, Lord Capulet orders Juliet to marry Paris, threatening to disown her if she disobeys.
4.1	Friar Lawrence comes up with a plan: Juliet must pretend to be dead and then escape Verona with Romeo. She agrees to the plan.
5.3	Romeo does not learn of Friar Lawrence's plan. He sneaks back into Verona and visits Juliet's tomb. He thinks she is dead, and kills himself with poison. Moments later, Juliet wakes up. She finds Romeo's body and kills herself with his dagger. The two families agree to end their feud.

The Big Ideas:

Role of women: Juliet is powerless to make her own decisions. She is ruled by her father who eventually decides to marry her off to a powerful man. She breaks the status quo when she defies her father and makes her own decisions.

Evolution of Juliet's character: Juliet is a stereotypical Renaissance daughter at the outset, she is loyal and submissive. She becomes empowered and independent through her romance with Romeo. She becomes a tragic hero by acting in pursuit of her own desires.

Tragedy: A Shakespearean tragedy is the story of one or two heroes of 'high-status,' such as Kings or Lords. They act in pursuit of one desire. The story leads up to and includes the death of the hero as a result of their actions.

Fate and destiny: **Fate and destiny:** Fate is the idea that the events of someone's life are not in their control. The *star-crossed* lovers suggests they were fated for tragedy. This leads to many questions: Is the tragic ending inevitable? Do they act independently?

Characters

Romeo (Montague)

Young man. Falls in love with Juliet. Kills himself at the end of the play. "*Did my heart love till now? forswear it, sigh! For I ne'er saw true beauty till this night*"; "*Thus with a kiss I die*"

Juliet (Capulet)

13-year old girl. Falls in love with Romeo. Kills herself at the end of the play. "*Wherefore art thou Romeo? Deny thy father and refuse thy name*"; "*O happy dagger, This is thy sheath; there rust, and let me die*"

Lord Capulet (Capulet)

Head of the Capulet family. Juliet's father. Orders her to marry his friend, Paris. "*She will be ruled In all respects by me*"

Paris (no family)

Nobleman of Verona. Wants to marry Juliet. Killed by Romeo at the end of the play.

Friar Lawrence (no family)

Religious leader in Verona. Agrees to marry Romeo and Juliet, thinking it will bring peace to the city. "*For this alliance may prove To turn your households' rancour to pure love*"

Mercutio (Montague)

Romeo's friend. Killed by Tybalt. "*A plague a'both your houses!*"

Prince Escalus (no family)

Ruler of Verona. Wants to bring peace to the city. "*If ever you disturb our streets again, Your lives shall pay the forfeit of the peace*"

Structure of Shakespearean tragedy (Bradley)

Exposition Introduces the main characters and the obstacles they will overcome in the play.

Rising tension The heroes try to overcome the obstacles they face. They suffer.

Catastrophe The play ends with the deaths of the heroes.

Vocabulary: Key words

tragic – describes something as being very sad, or as part of a tragedy.

submissive - ready to obey or conform to the authority or will of others

narcissistic – self-obsessed

feud – a serious argument and sometimes violent argument between two people or groups that continues for a long time.

shrine – a holy place that people go to pray.

status quo – the situation that exists now, without any changes.

obstacle – a problem that must be overcome.

vindictive – vengeful

patriarchy - a society in which power lies with men

belligerent - warlike

exile (vb.) – to force them from their home and live in another place.

tenacious – very determined

catastrophe – a terrible accident.

stoicism – calm self control

Terminology: Key words

Tragedy – a play in which the main character brings about their own downfall.

prologue – the introduction to a book, film, or play.

sonnet – a type of love poem. It has 14 lines, a strict rhyme scheme and 10 syllables per line.

dramatic irony – when the audience knows something that the character on stage does not

Tragic hero – the main character in a Tragedy that makes an error of judgement that leads to their downfall.

soliloquy – a speech in a play where the character speaks to himself or herself.

hyperbole – exaggeration.

tragic flaw - a character has a tragic flaw when what makes them so special also brings about their downfall.

foreshadow – to show or warn that something bigger, worse, or more important is coming.

thesis – the main idea that you want to discuss throughout an essay.

peripeteia – a sudden reversal of fortune.

hubris – excessive pride or self-confidence

anagnorisis – the moment when the character realises the true state of their affairs or the reality of their situation

Features of Shakespearean tragedy (Bradley)

The characters are '**high-status**' – they are important people.

The tragic hero **acts**: they **try to do things**. They don't just let things happen to them.

Whatever they try to do, it always **puts them in a worse situation**.

They are **exceptional** – there is something that makes them special.

'Romeo and Juliet': GS Knowledge Organiser

Plot breakdown		Characters	Vocabulary: Key words
P	The Prologue	Romeo (Montague)	tragic –
1.1			submissive –
1.2		Juliet (Capulet)	narcistic –
1.3			feud –
1.5			shrine –
2.2		Lord Capulet (Capulet)	status quo –
2.3			obstacle –
2.6		Paris (no family)	vindictive –
3.1			patriarchy –
3.4			belligerent - warlike
3.5		Friar Lawrence (no family)	exile (vb.) –
4.1			tenacious –
5.3		Mercutio (Montague)	catastrophe –
The Big Ideas:			Prince Escalus (no family)
		Terminology: Key words	
Role of women:		Structure of Shakespearean tragedy (Bradley)	Tragedy –
			prologue –
Evolution of Juliet's character:		Exposition	sonnet –
			dramatic irony –
Tragedy:		–	Tragic hero –
			soliloquy –
Fate and destiny:		Development/Rising Action:	hyperbole –
			tragic flaw -
		Catastrophe:	foreshadow –
			peripeteia -
		–	anagnorisis -
		–	hubris -
		–	thesis –
		–	Features of Shakespearean tragedy (Bradley)
		–	
		–	
		–	

What we are learning this term:

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

5 Key Words for this term

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

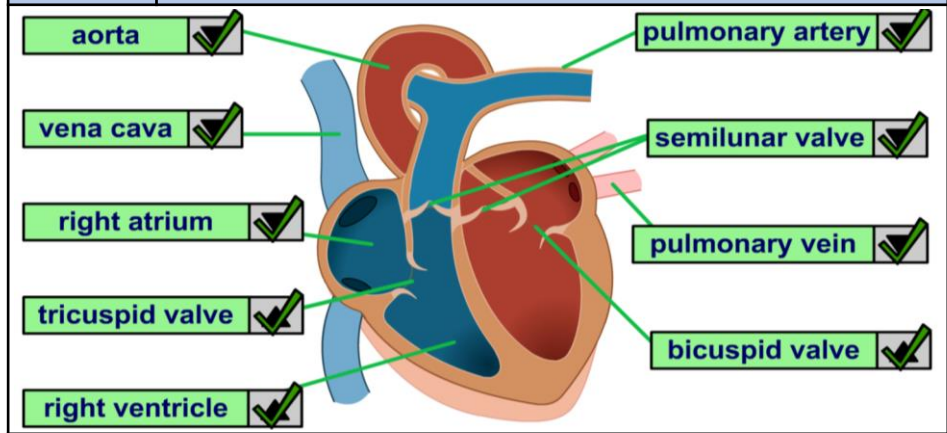
A. Match each blood component to its function

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

A. Name the four functions of the blood

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

A. Label the heart



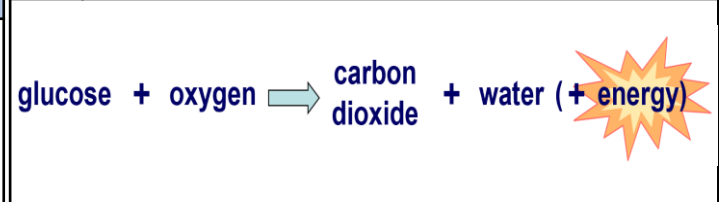
A. Describe the three types of blood vessels

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

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

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

C. What is the respiration word equation?



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

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

What we are learning this term:

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

5 Key Words for this term

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

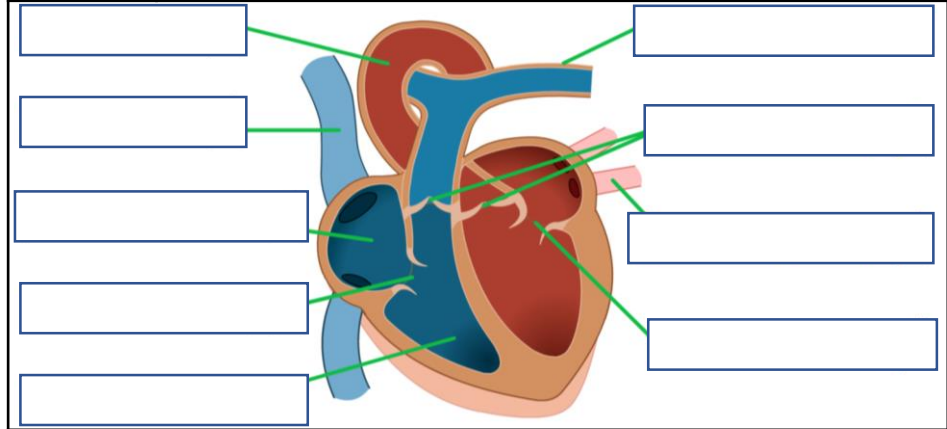
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red blood cell	engulfs invading pathogens
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plasma	plays an important role in blood clotting

A. Name the four functions of the blood

Blank space for writing the four functions of the blood.

A. Label the heart



A. Describe the three types of blood vessels

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

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

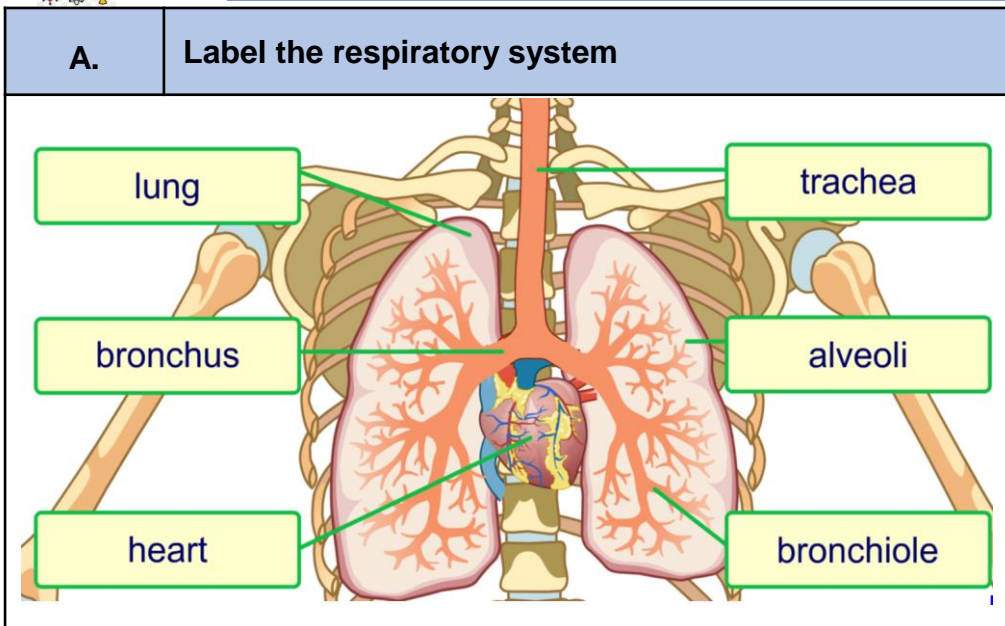
Blank space for writing the answer to question B.

C. What is the respiration word equation?

Blank space for writing the respiration word equation.

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

-
-
-



B. Describe gas exchange in the lungs

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

B. Name four problems associated with the heart

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

D. Where does gas exchange occur in plants?

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

D. Define translocation

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

D. Describe how plants are adapted for transportation

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

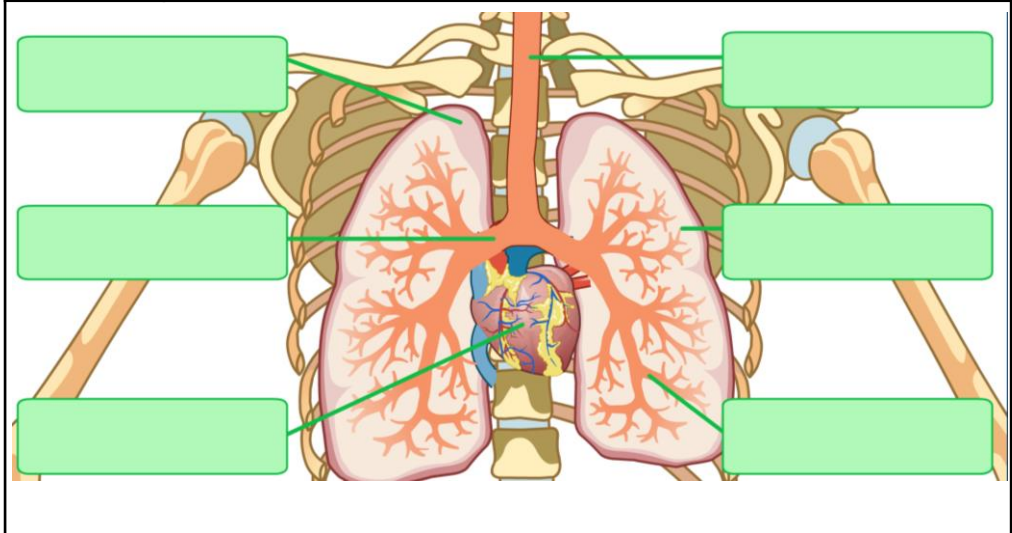
D. Define transpiration

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

D. What environmental factors affect rate of transpiration?

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

A. Label the respiratory system



B. Describe gas exchange in the lungs

Blank space for describing gas exchange in the lungs.

B. Name four problems associated with the heart

-
-
-
-

D. Where does gas exchange occur in plants?

Blank space for answering where gas exchange occurs in plants.

D. Define translocation

Blank space for defining translocation.

D. Define transpiration

Blank space for defining transpiration.

D. Describe how plants are adapted for transportation

Xylem cells	Blank space for describing xylem adaptations.
Phloem cells	Blank space for describing phloem adaptations.

D. What environmental factors affect rate of transpiration?

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



What we are learning this term:	A. What is relative atomic mass?	What is relative formula mass?
A. Relative atomic Mass B. Moles C. Chemical Equations D. Concentrations	The average mass of the atoms of an element compared with Carbon-12. (It must take isotopes into account)	The total of the relative atomic masses, added up in the ratio shown in the chemical formula
	What symbol is used?	What symbol is used?
	A_r	M_r
	How do you calculate it?	How do you calculate it?
	<ul style="list-style-type: none"> Find out the abundance of each isotope The fraction of the mass contributed by each isotope is added together 	Add the A_r of each element in the compound together

6 Key Words for this term						
<table> <tr> <td>1 Moles</td> <td>4 Equation</td> </tr> <tr> <td>2 Atomic Mass</td> <td>5 Volume</td> </tr> <tr> <td>3 Concentration</td> <td></td> </tr> </table>	1 Moles	4 Equation	2 Atomic Mass	5 Volume	3 Concentration	
1 Moles	4 Equation					
2 Atomic Mass	5 Volume					
3 Concentration						

B. What is a Mole?
The amount of substance in the relative atomic or formula mass of a substance in grams.
How many particles are in a mole?
6×10^{23} particles in 1 mole
What is this number called?
Avogadro's number
How can you calculate Moles from masses?
<ul style="list-style-type: none"> Use a periodic table to obtain A_r Use the calculation below $\text{Number of moles} = \frac{\text{mass}(g)}{A_r}$
How can you calculate Masses from Moles?
<ul style="list-style-type: none"> Use a periodic table to obtain A_r Use the calculation below $\text{mass}(g) = \text{number of moles} \times A_r$

C. What are limiting reactants?
The reactant that gets used up first in a reaction
What does excess mean?
If a reagent is in excess, it won't all get used up in a reaction.

C. What is Conservation of Mass?
No atoms are created or destroyed in a chemical reaction.
How does this work for balancing equations?
You must have the same number of atoms on each side

D. What is the concentration of a solution?
How much of a substance is dissolved in a solution
How do you calculate concentration?
$\text{concentration} = \frac{\text{amount of solute}}{\text{Volume of solution}}$



What we are learning this term:
A. Relative atomic Mass B. Moles C. Chemical Equations D. Concentrations

A.	What is relative atomic mass?	What is relative formula mass?
	What symbol is used?	What symbol is used?
	How do you calculate it?	How do you calculate it?

6 Key Words for this term
1 Moles 4 Equation 2 Atomic Mass 5 Volume 3 Concentration

B.	What is a Mole?
	How many particles are in a mole?
	What is this number called?
	How can you calculate Moles from masses?
	How can you calculate Masses from Moles?

C.	What are limiting reactants?
	What does excess mean?

C.	What is Conservation of Mass?
	How does this work for balancing equations?

D.	What is the concentration of a solution?
	How do you calculate concentration?



What we are learning this term:

- A. Direct current
- B. Alternating current
- C. Cables and plugs
- D. Power and PD
- E. Energy transfer and current

6. Key Words for this term

A. What is direct current?

It is electric current that always flows in one direction.

What can't direct current do?

Direct current cannot be transferred efficiently over large distances.

What is direct current produced by?

It is produced by cells and batteries.

What does a voltage time graph look like for DC?



A. What is the mains voltage and frequency in the UK?

230V is the voltage. 50 Hz is the frequency.

B. What is alternating current?

In an alternating current the charge keeps changing the direction of flow.

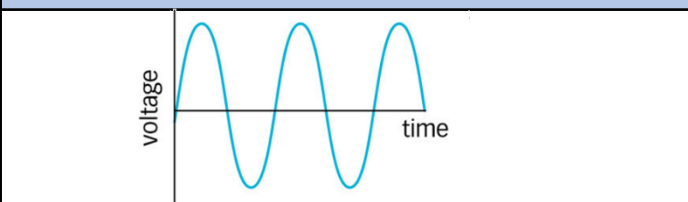
Why is alternating current important?

AC can be transferred efficiently over large distances, which is why it is generated for mains electricity instead of DC.

What is alternating current produced by?

It is produced by most generators and is used in mains electricity.

What does a voltage time graph look like for AC?



How can AC be converted to DC?

With a transformer

What is the frequency of AC and what is it measured in?

The frequency of AC electricity is the number of complete cycles per second, which is measured in hertz (Hz).

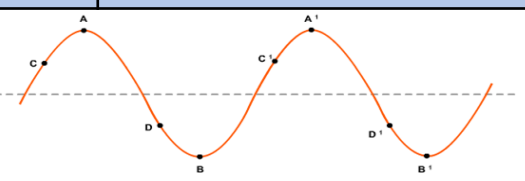
How can the AC frequency be determined from an oscilloscope?

By counting the number of complete waves per unit time.

C. What is earthing and in what type of appliance is it used?

Earthing is a process used to increase the safety of electrical appliances and prevent electric shocks, essential for any appliance with a metal case.

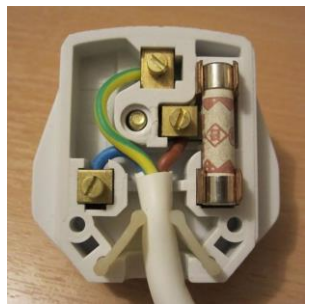
B. What are the different parts of the wave?



A & A' - peak/crest B & B' - trough
C-C' -wavelength Dotted line-A - amplitude

C. Where do the different coloured wires in the plug go?

BLUE goes Left
BROWN goes Right
STRIPED goes to the Top



What are the three coloured wires called?

Stripped wire- Earth wire
Blue wire- Neutral wire
Brown wire- Live wire

What is the role of the Earth wire?

To prevent electric shock. It is a safety wire that is needed to earth appliances with a metal case.

What is the role of the Live wire?

It carries the high voltage.

What is the role of the Neutral wire?

The neutral wire completes the circuit. It is kept at a zero voltage by the electricity company.



What we are learning this term:

- A. Direct current
- B. Alternating current
- C. Cables and plugs
- D. Power and PD
- E. Energy transfer and current

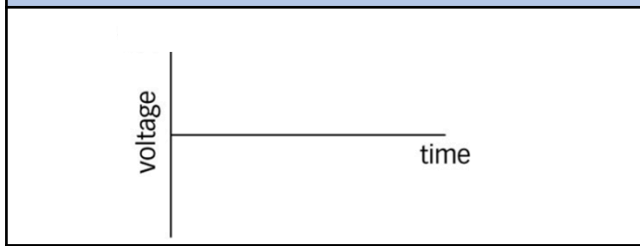
6. Key Words for this term

A. What is direct current?

What can't direct current do?

What is direct current produced by?

What does a voltage time graph look like for DC?



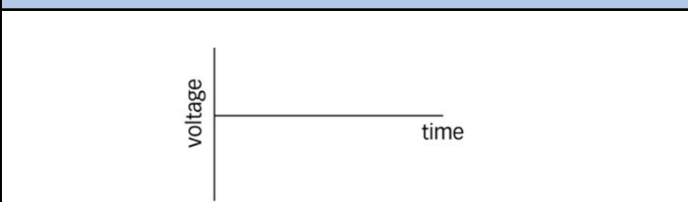
A. What is the mains voltage and frequency in the UK?

B. What is alternating current?

Why is alternating current important?

What is alternating current produced by?

What does a voltage time graph look like for AC?



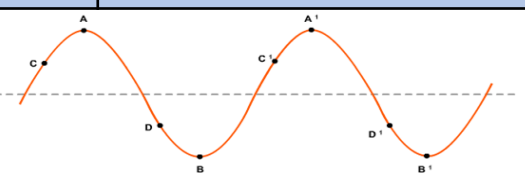
How can AC be converted to DC?

What is the frequency of AC and what is it measured in?

How can the AC frequency be determined from an oscilloscope?

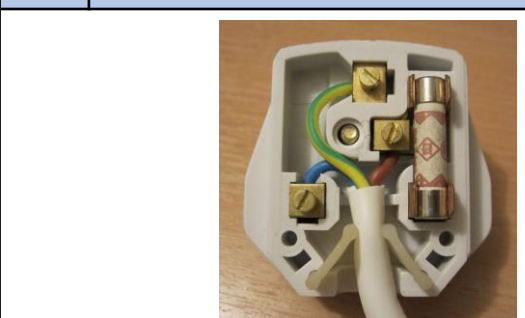
C. What is earthing and in what type of appliance is it used?

B. What are the different parts of the wave?



Peak/crest: Trough:
Wavelength: Amplitude:

C. Where do the different coloured wires in the plug go?



What are the three coloured wires called?

Stripped wire-
Blue wire-
Brown wire-

What is the role of the Earth wire?

What is the role of the Live wire?

What is the role of the Neutral wire?



C.	What does double-insulated mean?
Double-insulated appliances have plastic cases, without any wires connected to the case. The case cannot become live, because plastic does not conduct electricity.	
How does a fuse work?	
It is a safety device containing a thin wire that melts if the current is too high, breaking the circuit and protecting the cable from overheating and catching fire.	
What rating should the fuse be in comparison to the device?	
You should always use a fuse rated at a slightly higher current than the device requires, i.e. for a device that works at 11A, you would use a 13A fuse.	

D.	What is electrical power?
The rate at which an appliance uses electrical energy.	
What is power measured in>	
Watts (W). 1 watt means 1 joule of energy is used every second.	
Which appliances use the most power?	
Appliances that need to create heat such as washing machines, cookers and hairdryer etc.	
What is the formula for electrical power?	
power = current × voltage	
P = IV	
Power is measured in watts (W). Current is measured in amps (A). Voltage is measured in volts (V).	

D.	How is power calculated as a rate of energy transfer?
power = $\frac{\text{energy}}{\text{time}}$	
Power is measured in watts (W). Energy is measured in joules (J). Time is measured in seconds (s).	
How does the power rating depend on energy usage?	
The higher the power rating, the more energy transferred every second.	
If a current of 5 A flows through a circuit with a voltage of 12 V. What is the power of the circuit?	
60 W	

E.	How are energy transfer, voltage and charge linked in an equation?
energy = voltage × charge	
E = VQ	
Energy is measured in joules (J). Voltage is measured in volts (V). This could also be described as potential difference. Charge is measured in coulombs (C).	
How is energy efficiency calculated?	
energy efficiency = $\frac{\text{useful output energy}}{\text{total input energy}}$	
Useful output energy is measured in joules (J). Total input energy is measured in joules (J). Energy efficiency does not have any units. It is a number between 0 and 1 which can be converted into a percentage by multiplying by 100.	

E.	Why does resistance occur, what is it caused by and why does this increase temperature/resistance?
<u>Stage 1:</u> resistance is caused by electrons colliding with ion and transferring energy. Low resistance is few collisions.	
<u>Stage 2:</u> when the electrons collide with ions in the metal the transfer energy. The ions vibrate faster. This increases the temperature.	
<u>Stage 3:</u> as the temperature increases and ions vibrate more, the collisions become more frequent. This increases the resistance of the conductor.	

E.	What is current?
A measure of the rate of flow of electric charge in a circuit.	
What is current measured in, and measured with?	
Its measured in amperes (A) using an ammeter.	
What is the equation for current?	
current = $\frac{\text{charge}}{\text{time}}$ or $I = \frac{Q}{t}$	
Where must an ammeter be connected in a circuit and why?	
An ammeter must be connected in series as it measures the current flowing through it.	
The circuit in toy robot has a 14 C charge flowing through it every 10 seconds. What is the current?	
Current = 14 C / 10 s = 1.4 A	

E.	What are joules, what can be used for large quantities of J?
Joules are the standard unit for energy in science. However, in terms of energy used by electrical appliances, a joule is a very small unit. MJ can be used instead 1 MJ= 1,000,000 J	
How can energy be calculated using current, voltage and time?	
Energy = current × voltage × time	



C.	What does double-insulated mean?
How does a fuse work?	
What rating should the fuse be in comparison to the device?	

D.	What is electrical power?
What is power measured in>	
Which appliances use the most power?	
What is the formula for electrical power?	
Power is measured in _____ Current is measured in _____ Voltage is measured in _____	

D.	How is power calculated as a rate of energy transfer?
Power is measured in _____ Energy is measured in _____ Time is measured in _____	
How does the power rating depend on energy usage?	
If a current of 5 A flows through a circuit with a voltage of 12 V. What is the power of the circuit?	

E.	How are energy transfer, voltage and charge linked in an equation?
Energy is measured in _____ Voltage is measured in _____ This could also be described as _____ Charge is measured in _____	
How is energy efficiency calculated?	
Useful output energy is measured in _____ Total input energy is measured in _____ Energy efficiency does not have any units. It is a number between ___ and ___ which can be converted into a percentage by multiplying by 100.	

E.	Why does resistance occur, what is it caused by and why does this increase temperature/resistance?
<u>Stage 1:</u>	
<u>Stage 2:</u>	
<u>Stage 3:</u>	

E.	What is current?
What is current measured in, and measured with?	
What is the equation for current?	
Where must an ammeter be connected in a circuit and why?	
The circuit in toy robot has a 14 C charge flowing through it every 10 seconds. What is the current?	

E.	What are joules, what can be used for large quantities of J?
How can energy be calculated using current, voltage and time?	



Geography Knowledge Organiser: Year 9 Term 4 Climate Change



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

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

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

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

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

G.	Strategies to resolve climate change (4)
Adaptation	Adapting to climate change to make life easier.
Adaptation examples (3)	1. Building flood defences. 2. Growing new crops to suit the new climate. 3. Irrigation channels, sending water from areas of surplus to deficit.
Mitigation	Trying to stop climate change from happening by reducing greenhouse gases.
Mitigation examples (3)	1. International agreements. 2. Alternative energies. 3. Carbon capture.

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

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

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



Geography Knowledge Organiser: Year 9 Term 4 Climate Change



Background:

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4. From this evidence we can see that the planet has always gone through periods of warming and cooling. **(A)**
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6. The enhanced greenhouse effect is causing changes to the planet, such as the melting of Artic sea ice, rising temperatures, and an increase in extreme weather events such as tropical storms. **(E, F)**
7. Countries are trying to resolve the climate change issue by limiting the amount of carbon dioxide released into the atmosphere, this is known as mitigation. **(G, H)**
8. Some countries are trying to adapt to climate change by building flood barriers and growing drought resistant crops. **(G, H)**

A. Changes in climate (3)

Climate change	
Glacial periods	
Inter-glacial periods	

B. Measuring climate change (3)

Ice cores	
Tree rings	
Historical evidence	

C. Natural climate change (3)

Volcanic eruptions	
Sun spots	
Orbital change	

E. Effects on people (6)

Tropical storms	
Sea-level rise	
Melting Arctic ice	
More droughts/floods	
Cost of defence	
Environmental Refugees	

G. Strategies to resolve climate change (4)

Adaptation	
Adaptation examples (3)	
Mitigation	
Mitigation examples (3)	

D. Human-induced climate change (5)

Greenhouse effect	
Greenhouse gases	
Transport	
Farming	
Energy	

F. Effects on the environment (4)

Sea temperature rises	
More droughts	
Melting glaciers (ice rivers)	
Melting Arctic ice	

H. Place specific examples (2)

Adaption	
Mitigation	

Year 9 Term 4 History: The Holocaust

H.	Can you define these key words?
Anti-Semitism	Hostility or prejudice against Jewish people
Genocide	the deliberate killing of a large group of people, especially those of a particular nation or ethnic group
Holocaust	destruction or slaughter on a mass scale
Persecution	hostility and ill-treatment, especially because of race or political or religious beliefs; oppression
Discrimination	The unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, or sex
Lebensraum	Living space in the East (e.g. Poland) where Hitler was planning to build his 1000 year Reich for the master/superior race (Hervolk)
Minorities	Anyone considered non-Aryan. Disabled people, homosexuals, Roma
Nuremberg Laws	A series of laws reducing German Jews human Rights such as their ability to marry Germans, to vote, and to be recognised as citizens
Pogrom	A violent attack on Jewish communities these had been occurring all over Eastern Europe and Russia since 1900.
Roma	Known as Gypsies, they were persecuted especially when the Nazi's moved East
SA	Known as Hitler's bullyboys in the early
SS	Hitler's elite part of the army, also responsible for concentration camps network under Himler
SS Einsatzgruppen	SS murder squads that went around Eastern Europe looking for Jews, capturing them and then murdering them
Sterilisation	Preventing men and women from breeding by an operation
Genocide	Killing of an entire race of people
Synagogue	A Jewish place of worship
Anti-Semitism	Discrimination against Jews as a religious group or race
The Final Solution	The Nazi government official policy which authorised the murder of all Jews within the Nazi Reich (Empire)
Aryan	Meaning pure German blood. Hitler believed that they would make Germany great again
Concentration Camps	Prison camps set up by the Nazis in 1933, firstly for political opponents (communists), then minorities form criminals, homosexuals, gypsies, Jews. Some later became extermination camps
Extermination Camps	A concentration camp designed for the systematic murder of prisoners eg. Treblinka or Sobibor
Eugenics	The study of races. The Nazis' distorted science such as Darwin's survival of the fittest
Euthanasia	The killing of those disabilities or diseases
Gestapo	Hitler's spy network, which relied on informants
Holocaust	The Holocaust took place in Europe between 1933 and 1945. Six million Jews were systematically and brutally murdered by the Nazis and their collaborators. Millions of non-Jews, including Roma and Sinti (Gypsies), Serbs, political dissidents, people with disabilities, homosexuals and Jehovah's Witnesses, were also persecuted by the Nazis.
Ghettos	Parts of cities reserved for Jews from 1939, they were unhygienic places to live, had a lack of water and healthcare. They acted as prisoners as they had large walls and curfews.
Kristallnacht	The Night of Broken Glass, people encouraged by the SS burned down synagogues, humiliated Jewish people and many were killed
Untermensch	Anyone considered an undesirable in Hitler's Germany: disabled, Roma, homosexuals and Jews

What we are covering whilst working from home: The Holocaust	
We will be looking at: <ul style="list-style-type: none"> The history of anti-Semitism in Europe (I) How the persecution of the Jews started out in Nazi Germany and the consequences of this for German Jews (J) How Jewish persecution in Germany escalated from 1933-1939 eventually resulting in The Final Solution (K) Why we need to remember the Holocaust (L). 	
J.	What were the consequences of the Nuremberg Laws for Jews in Nazi Germany?
What they were:	
<ul style="list-style-type: none"> On 15th September 1935 the Nuremberg Laws were passed which were a new set of laws which made it easier to persecute Jews. The Reich Law on Citizenship stripped Jews of their citizenship (and all rights of it such as voting, working for the government etc) and made them 'subjects'. Jews now had to wear a yellow star shaped patch to identify themselves. The Reich Law for the Protection of German Blood and Honour made it so that Jews were not allowed to marry or have intimate relations with German citizens. Racial infamy (as it became known) was a criminal offense. 	Consequences: <ul style="list-style-type: none"> These laws redefined what it meant to be a Jew - being Jewish was now a race rather than a religion (you were considered a Jew if you had 3 or 4 Jewish grandparents). Grandparents born into a Jewish religious community were considered 'racially' Jewish and their 'racial' status was passed onto their children and grandchildren This legal definition of a Jew covered tens of thousands of people who did not think of themselves as a Jew and had no religious or cultural ties to the Jewish community - many Jews who hadn't practiced Judaism for years found themselves caught in the grip of Nazi terror. Even people with Jewish grandparents who had converted to Christianity were defined as Jews. For the first time in history, Jews faced persecution not for what they believed, but for who they were by birth. In Nazi Germany no profession of belief could convert a Jew into a German. The Nuremberg Laws were a crucial step in Nazi racial laws that led to the ostracism of German Jews and ultimately to their segregation, confinement, and extermination.

I	What do these factors show about anti-Semitic attitudes in Medieval Europe?
The Crusades	<ul style="list-style-type: none"> In 1095, Pope Urban II appealed to European Christians liberate the Holy Land from the Muslims, beginning what was to be known as the Crusades. The religious passion that drove men, and later even children, on the Crusades was to have direct consequences for Jews The Crusader army swept through Jewish communities looting, raping and massacring Jews as they went.
	<ul style="list-style-type: none"> In the 14th century, the Bubonic Plague spread throughout Europe, killing an estimated one-third of the population Fear, superstition and ignorance prompted the need to find someone to blame, and the Jews were a convenient scapegoat because of the myths and stereotypes that were already believed about them Though Jews were also dying from the plague, they were accused of poisoning wells and spreading the disease - in Germany and Austria approx. 100,000 Jews were burned alive for this.
The Bubonic Plague	
Martin Luther	<ul style="list-style-type: none"> The founder of the 16th century Reformation and Protestantism wrote a pamphlet in 1545 entitled The Jews and Their Lies, claiming that Jews thirsted for Christian blood and urging the slaying of the Jews

K. How did Jewish persecution increase from 1933 to 1939.			
Boycott of Jewish Businesses 1933	Nuremberg Laws 1935	Kristallnacht 1938	Ghettos 1939
<ul style="list-style-type: none"> On 30th March 1933, the Nazi Party announced that from 10am on 1st April an official boycott would be held of all Jewish businesses, doctors and lawyers. SA members (paramilitary unit associated with the Nazis) painted Jewish stars or the word <i>Jude</i> (German word for Jew) outside Jewish businesses. They then stood outside with banners ('Don't buy from Jews') discouraging people from going inside. The boycott was not very successful - many people just ignored the signs and graffiti and still entered the shop and it lasted just a day, but it marked the beginning of a nationwide campaign by the Nazi Party against the entire German Jewish population 	<ul style="list-style-type: none"> On 15th September 1935 the Nuremberg Laws were passed which were a new set of laws which made it easier to persecute Jews. The Reich Law on Citizenship stripped Jews of their citizenship (and all rights of it such as voting, working for the government etc) and made them 'subjects'. Jews now had to wear a yellow star shaped patch to identify themselves. The Reich Law for the Protection of German Blood and Honour made it so that Jews were not allowed to marry or have intimate relations with German citizens. Racial infamy (as it became known) was a criminal offense. 	<ul style="list-style-type: none"> The first violent outburst of anti-Semitism in Germany Groups of uniformed gangs ran amok amongst Jewish communities, destroying and burning homes, shops, businesses, synagogues and desecrated Jewish cemeteries. Some gangs were in Nazi uniforms. Other gangs such as the SA and Hitler Youth were told not to wear uniforms so that the violence would seem to be by the general public. Some Germans were horrified, others watched with pleasure or joined in. 100 Jews killed, 814 shops, 171, homes and 191 synagogues destroyed Jews were blamed and made to pay for the damage 20,000 Jews sent to camps. 	<ul style="list-style-type: none"> Key step in the process of brutally separating, persecuting and destroying Europe's Jews 1st ghetto established in Poland in October 1939 Jews who owned any businesses/property were forced to hand them over as they were placed in ghettos. Some ghettos were shut in by walls, fences or barbed wire Temporary - some only lasted a few days or weeks, others for years The majority of ghetto inhabitants died from disease, starvation, shooting or deportation to extermination camps.

L. Why is it important to remember the Holocaust?
<ul style="list-style-type: none"> The Holocaust is a contemporary issue. It cannot, and should not, be an event lost to history The Holocaust demonstrates the atmosphere in which genocide can take place. It is important to remember the Holocaust because it is an example of how these trends could evolve into something far more threatening Remembering the Holocaust is an important act in itself and honouring its victims, particularly those with no family left to remember them, is so important Discussion about the Holocaust is particularly important when we remember it is not an isolated event e.g. Bosnia 1995, Rwanda 1994 etc. "He who does not learn from History is doomed to repeat it". - it is not enough to just learn from history we must tackle, challenge, debate, discuss, expose and teach so that it remains a current issue

Year 9 Term 4 History: The Holocaust

H.	Can you define these key words?	What we are covering whilst working from home: The Holocaust													
Anti-Semitism		We will be looking at: <ul style="list-style-type: none"> The history of anti-Semitism in Europe (I) How the persecution of the Jews started out in Nazi Germany and the consequences of this for German Jews (J) How Jewish persecution in Germany escalated from 1933-1939 eventually resulting in The Final Solution (K) Why we need to remember the Holocaust (L). 				I		What do these factors show about anti-Semitic attitudes in Medieval Europe?							
Genocide						The Crusades									
Holocaust										The Bubonic Plague					
Persecution													Martin Luther		
Discrimination						J.									
Lebensraum				What were the consequences of the Nuremburg Laws for Jews in Nazi Germany?											
Minorities				What they were:		Consequences:									
Nuremberg Laws															
Pogrom															
Roma															
SA															
SS															
SS Einsatzgruppen															
Sterilisation															
Genocide															
Synagogue		K. How did Jewish persecution increase from 1933 to 1939.													
Anti-Semitism		Boycott of Jewish Businesses 1933		Nuremberg Laws 1935		Kristallnacht 1938		Ghettos 1939							
The Final Solution															
Aryan															
Concentration Camps															
Extermination Camps															
Eugenics															
Euthanasia															
Gestapo															
Holocaust															
Ghettos										L. Why is it important to remember the Holocaust?					
Kristallnacht															
Untermensch															

Year 9 Religious Education: Matters of life and death

A.	<i>Can you define these key words?</i>
<u>Key word</u>	<u>Key definition</u>
Morality	Principles concerning the distinction between right and wrong or good and bad behaviour.
Ethics	Moral principles that govern a person's behaviour or the conducting of an activity.
Sanctity of Life	The view that all life is sacred because it is made by God .
Quality of Life	The standard of health, comfort, and happiness experienced by an individual or group.
Natural Moral Law	A system of laws based on close observation of human nature, given to humans by God.
Precept	A general rule intended to regulate behaviour or thought.
Reason	The power of the mind to think, understand, and form judgements logically.
Absolute	A value or principle which is regarded as universally valid .
Situation Ethics	The view that there should be flexibility in the application of moral laws according to circumstances.
Relativism	The view that morality exists in relation to culture, society, or historical context, and is not absolute .
Agape	Unconditional love, "the highest form of love, charity" and "the love of God for man and of man for God".
Abortion	A procedure to end a pregnancy.
Pro-Life	Opposing abortion and euthanasia.
Pro-Choice	Advocating the legal right of a woman to choose whether or not she will have an abortion.
Euthanasia	The painless killing of a patient suffering from an incurable and painful disease or in an irreversible coma.
Capital Punishment	The legally authorized killing of someone as punishment for a crime.
Dominion	To be in charge of something or rule over it.
Stewardship	The job of supervising or taking care of something.

C	What does the theory of Natural Moral Law say about moral behaviour?	What are the 5 precepts of NML that we must be fulfilling for morally good behaviour?
	NML says absolute moral rules exist and are revealed to us through by God. Through the use of human reason we can look at the way things were created to know their God given design and functions. The way we are supposed to act according to the way we were created by God is morally good and any way that goes against it is morally wrong.	<ol style="list-style-type: none"> 1. Preserve innocent life 2. Live in an ordered society 3. Educate children 4. Reproduce 5. Worship God

D	What are the strengths of NML theory about what is morally good?	What are the weaknesses of NML theory about what is morally good?
	<p>The theory is based on reason so everyone can work out for themselves what is morally good</p> <p>It seems to be true that we do tend to follow the primary precepts- it is in our nature- and following them will generally bring about what we think of as good. For example, 'preserve life' means people will protect the innocent and also believe murder is wrong</p>	<p>If you do not believe in a God who has created absolute moral laws about right and wrong then NML cannot tell us anything about right or wrong.</p> <p>It can lead to classifying actions as immoral which mainstream society would argue are not. For example, the use of contraception is immoral according to NML because it does not contribute to reproduction.</p>

E	What does the theory of situation ethics say about moral behaviour?	What are the strengths of S.E theory about what is morally good?	What are the weakness of S.E theory about what is morally good?
	There are no absolute moral laws about right or wrong. The only guiding principle about what is morally right is 'do the most loving thing' in any situation.	It allows flexibility and can avoid acts we would deem to be immoral. For example, an absolute rule like 'do not lie' cannot always be followed without sometimes needing to be broken. For example if a mad axeman came in asking for your mother.... you would not want to tell the truth because it could lead to her death!.	How can we be sure what is the most loving thing when we cannot be sure what the outcome of our actions will be

B	Bible quotes relating to the sanctity of life
1	Humans were 'made in the image of God'
2	'All your days are ordained (set out) for you'
3	'The body is a temple of the holy spirit'
4	"Only God gives and takes life'
5	'Do not kill'

Year 9 Religious Education: Matters of life and death

A.	<i>Can you define these key words?</i>
<u>Key word</u>	<u>Key definition</u>
Morality	
Ethics	
Sanctity of Life	
Quality of Life	
Natural Moral Law	
Precept	
Reason	
Absolute	
Situation Ethics	
Relativism	
Agape	
Abortion	
Pro-Life	
Pro-Choice	
Euthanasia	
Capital Punishment	
Dominion	
Stewardship	

C	What does the theory of Natural Moral Law say about moral behaviour?	What are the 5 precepts of NML that we must be fulfilling for morally good behaviour?

D	<i>What are the strengths of NML theory about what is morally good?</i>	<i>What are the weaknesses of NML theory about what is morally good?</i>

E	<u>What does the theory of situation ethics say about moral behaviour?</u>	<i>What are the strengths of S.E theory about what is morally good?</i>	<i>What are the weakness of S.E theory about what is morally good?</i>

B	<i>Bible quotes relating to the sanctity of life</i>
1	
2	
3	
4	
5	

What we are learning this term:	
A. Talking about festivals and customs B. Describing relationships with people C. Learning about Spanish customs D. Talking about future plans E. Translation Practice F. Key words across topics	
6 Key Words for this term	
1. Las relaciones	4. celebrar
2. La fiesta	5. Las tradiciones
3. El costumbre	6. La celebración

A. ¿Cómo es tu familia?	
Alegre	Happy
Amable	Friendly
Anciano/a	Old
La barba	Beard
Cariñoso/a	Affectionate
Castaño	Chestnut (hair)
Delgado/a	Thin
Las gafas	Glasses
Gracioso/a	Funny
El / la hijo/a	Son / daughter
Joven	Young
Liso/a	Straight (hair)
Las pecas	Freckles
Pelirrojo	Ginger / red hair
Rizado	Curly
Viejo/a	Old
A menudo	Often
Comprensivo/a	Understanding
Conocer	To get to know
El consejo	Advice
Cuidar	To look after
La disputa	Argument
Egoísta	Selfish
Fastidiar	To annoy
Fuerte	Strong / loud
Hablador(a)	Talkative
Honrado/a	Honourable
Mismo/a	Same
Peligroso/a	Dangerous
Reírse	To laugh
Seguro/a	Sure / certain
Travieso/a	Naughty
Triste	Sad
El verano	Summer
La vida	Life

B. Hablando de Parejas	
el beso	Kiss
Cada vez más	More and more
Cocinar	To cook
Comprar	To buy
Echar de menos	To miss
Enamorado/a	To be in love
Ya no	No longer
Las vacaciones	Holidays
Sonreírse	To smile
Los familiares	Relatives
Feliz	Happy
La gente	People
El / la invitado/a	Guest
Maleducado/a	Rude
El marido	Husband
El matrimonio	Marriage
La mujer	Woman / wife
El novio	Boyfriend
Parecer	To seem
La pareja	Partner

C. Planes para el futuro y las fiestas del mundo	
La boda	Wedding
Buscar	To find
Cambiar	To change
El casamiento	The wedding
Casarse	To get married
El / la compañero/a	Colleague / friend
Decepcionado/a	Disappointed
Encontrar	To find
La felicidad	Happiness
Próximo/a	Next
Solo/a	Alone
Soltero/a	Single
Tener suerte	To be lucky
Los antepasados	Ancestors
La calavera	Skull
Celebrarse	To be held
El comentario	Cemetery
Disfrazado/a	Disguised
Muerto/a	Dead
Proteger	To protect
El pueblo	Town
El regalo	Present
La tumba	Grave
La vela	Candle
Vender	To sell

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

D. Algunas costumbres regionales	
La actuación	Performance
El ambiente	Atmosphere
La batalla	Battle
El concurso	Competition
Commemorar	To commemorate
Correr	To run
La costumbre	Custom
Demasiado	Too much
El desfile	Procession
El diablo	Devil
El encierro	Running of the bulls
Encontrar	To find
El espectáculo	Show / display
Extraño/a	Strange
Impresionante	Impressive
Incómodo/a	Uncomfortable
Llevar	To wear / carry
Pasarlo bien	To have a good time
El peligro	Danger
Precioso/a	Beautiful
Saltar	To jump
La suerte	Luck
El toro	Bull
La torre	Tower
El traje	Suit / costume
Vestirse de	To dress up as
La entrada	Entrance
La gente	People
Limpiar	To clear
Pronto	Soon
Sucio/a	Dirty
tirar	To throw

F. Key Words across Topics?	
to have - tener	Me gusta – I like
to be - ser	Me encanta – I love
to go - ir	Porque – because
to do / make - hacer	Odio - I hate
to play - jugar	Porque – because
to see / watch - ver	Divertido – fun
to listen - escuchar	Aburrido – boring
to buy - comprar	Util – useful
to live - vivir	Inutil – useless
to speak - hablar	Comodo – comfy
to have to - deber	Interesante-interesting
to want to - querer	Entretenido – entertaining
to visit - visitar	Emocionante – exciting
to eat - comer	Guay – cool
to drink - beber	Genial – great
to go out - salir	Soso – dull
to read - leer	Asqueroso – disgusting
to work - trabajar	Malo- bad
to think - pensar	Bueno - good
to write - escribir	



What we are learning this term:	
A. Talking about festivals and customs B. Describing relationships with people C. Learning about Spanish customs D. Talking about future plans E. Translation Practice F. Key words across topics	
6 Key Words for this term	
1. Las relaciones	4. celebrar
2. La fiesta	5. Las tradiciones
3. El costumbre	6. La celebración

A. ¿Cómo es tu familia?	
Alegre	_____
Amable	_____
Anciano/a	_____
La barba	Beard
_____	Affectionate
_____	Chestnut (hair)
_____	Thin
_____	Glasses
_____	Funny
_____	Son / daughter
_____	Young
_____	Straight (hair)
_____	Freckles
_____	Ginger / red hair
_____	Curly
_____	Old
_____	Often
Comprendivo/a	_____
Conocer	_____
El consejo	_____
La disputa	To look after
_____	Selfish
_____	To annoy
_____	Strong / loud
_____	Talkative
_____	Honourable
_____	Same
_____	Dangerous
Reírse	_____
Seguro/a	_____
_____	Naughty
_____	Sad
_____	Summer
_____	Life

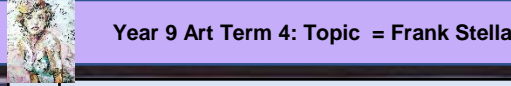
B. Hablando de Parejas	
el beso	_____
Cada vez más	_____
_____	To cook
_____	To buy
Echar de menos	_____
Enamorado/a	_____
Ya no	_____
_____	Holidays
_____	To smile
_____	Relatives
_____	Happy
_____	People
_____	Guest
_____	Rude
_____	Husband
_____	Marriage
_____	Woman / wife
_____	Boyfriend
Parecer	_____
La pareja	_____

C. Planes para el futuro y las fiestas del mundo	
La boda	_____
_____	To find
_____	To change
El casamiento	_____
_____	To get married
El / la compañero/a	_____
_____	Disappointed
_____	To find
_____	Happiness
_____	Next
_____	Alone
_____	Single
Tener suerte	_____
Los antepasados	_____
La calavera	_____
Celebrarse	_____
El comentario	_____
Disfrazado/a	_____
_____	Dead
_____	To protect
_____	Town
_____	Present
La tumba	_____
La vela	_____
_____	To sell

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

D. Algunas costumbres regionales	
La actuación	_____
El ambiente	_____
La batalla	_____
_____	Competition
Conmemorar	_____
_____	To run
_____	Custom
_____	Too much
_____	Procession
_____	Devil
_____	Running of the bulls
_____	To find
_____	Show / display
_____	Strange
_____	Impressive
_____	Uncomfortable
_____	To wear / carry
_____	To have a good time
_____	Danger
_____	Beautiful
La suerte	To jump
_____	_____
La torre	Bull
El traje	_____
Vestirse de	_____
La entrada	_____
_____	People
_____	To clear
_____	Soon
_____	Dirty
_____	To throw

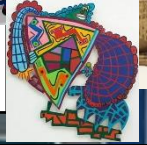
F. Key Words across Topics?	
to have = _____	_____ - I like
to be = _____	_____ - I love
to go = _____	_____ - I hate
to do = _____	_____ -
to play = _____	because
to see = _____	_____ - fun
to listen = _____	_____ - boring
to buy = _____	_____ - useful
to live = _____	_____ - useless
to speak = _____	_____ - comfy
to have to	_____
= _____	interesting
to want	_____ -
to = _____	entertaining
to visit = _____	_____ - exciting
to eat = _____	_____ - cool
to drink = _____	_____ - great
to go out = _____	_____ - dull
_____	_____ -
to read = _____	_____
to work = _____	_____ - bad
to think = _____	_____ - good
to write = _____	_____



- What we are learning this term:**
- A. Cubism
 - B. Frank Stella
 - C. Segments and Templates
 - D. Relief Sculpture
 - E. Clay, Score & Slip



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



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

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

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



Example

Your response

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

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

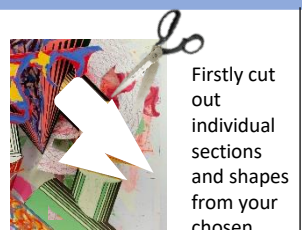
D This is a relief sculpture; how has it been made and what materials have been used?



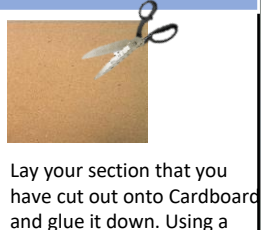
To create a relief sculpture you will need Cardboard or a strong yet easily cut material. Start by having an image to create from. The image on the left has been created by many layers of cut Cardboard. As more layers are added they create a 3-dimensional illusion.



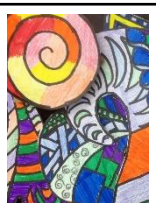
Write a step by step guide to making a cardboard template for relief sculpture



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



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



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



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

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



Slab

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



Score& Slip

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

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



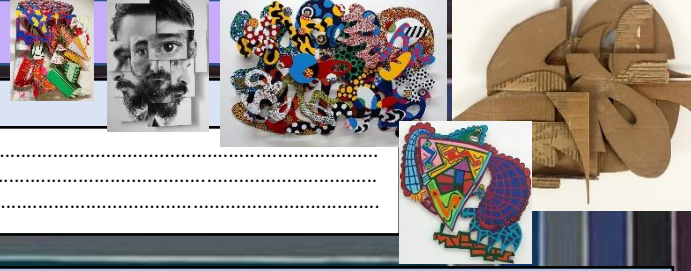
What we are learning this term:

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



B Answer the questions about Frank Stella

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



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

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

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

1.

2.

3.

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



Example

Your response

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



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



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

Slab



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Score & Slip



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	Keywords
Abstract	
Geometric	
Sculpture	
Formal Elements	
Ines Kouidis	
Collage	

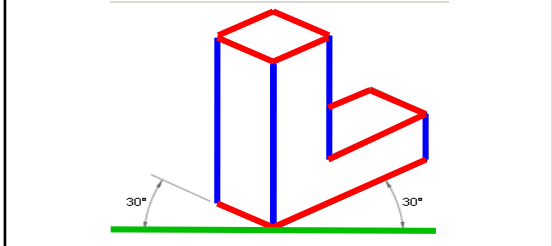


What we are learning this term:	
A.	Drawing Skills
B.	Wood Theory
C.	Wooden Joints & Their Uses
D.	Tools & Machinery

A.	Drawing Skills
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Isometric Technical Drawing

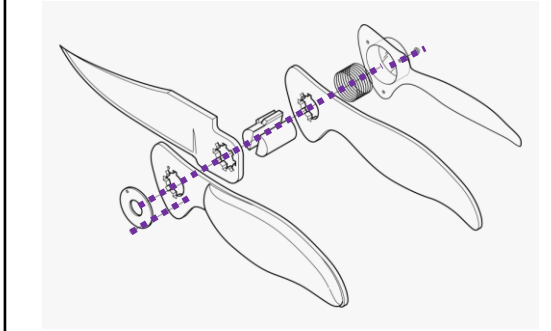
Made up of a series of parallel **vertical lines** and parallel **30-degree lines**. But no **horizontal lines**.



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

Exploded Technical Drawing

Isometric drawing of all the parts and components of an object.



All parts are shown separately so you can see all aspects. **Dashed lines** indicate where everything goes and in what order.

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

Sustainability = Natural Wood Vs Manufactured Boards
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Manufactured boards are more sustainable than natural woods because made from wasted wood and offcuts.	Softwood is more sustainable than hardwood, because it grows a lot quicker.
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D.	Tools & Machinery
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Steel Rule	Tri Square	Mitre Square	Dowels	Quick Clamp	Wooden Vice	Tenon Saw	Bandfacer	Pillar Drill

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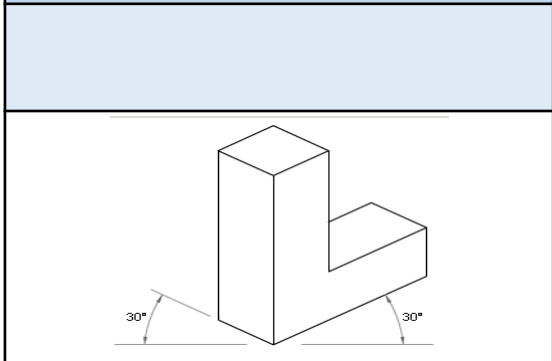
Joint	Uses	Image
Mitre Joint	Used mainly for picture frames. Great aesthetics but not very strong unless a dowel is added.	
Dowel Joint	Can be used to repair stripped screw holes and in toy making they are the perfect axles in toy vehicles.	
Mortise and Tenon	Mainly used for furniture. This joint is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



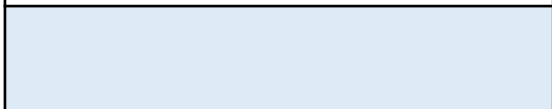
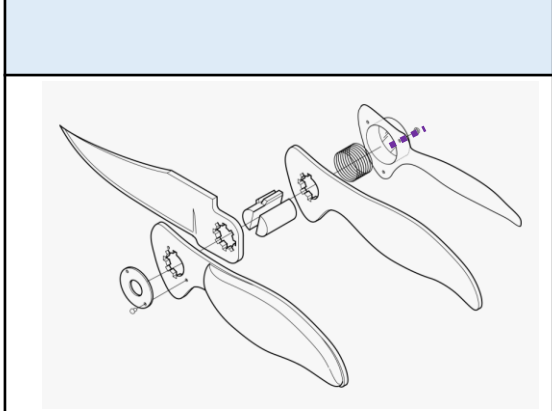
What we are learning this term:
A. Drawing Skills
B. Wood Theory
C. Wooden Joints & Their Uses
D. Tools & Machinery

A.	Drawing Skills	
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Isometric Technical Drawing



Exploded Technical Drawing



B.	Wood Theory		
<i>Natural</i>	Advantages	Disadvantages	
Hardwood:			
Softwood:			
<i>Manufactured</i>	Advantages	Disadvantages	
MDF:			
Plywood:			
Sustainability = Natural Wood Vs Manufactured Boards			

C.	Wooden Joints & Their Uses		
Joint	Uses	Image	
Mitre Joint			
Dowel Joint			
Mortise and Tenon			
Cross Halving Joint			

D.	Tools & Machinery								
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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

Year 9 – High Skills

B.	<i>Can you list 5 of the dietary requirements of a teenager?</i>
<p>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.</p>	

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

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

A.	Explain the main four things that you should do when you enter the kitchen area.	
Remove all of your jewellery.	Jewellery can harbour bacteria and could fall off into the food.	
Tie back your hair	Hair could fall into the food or touch equipment.	
Wash your hands with hot soapy water.	To remove any germs and bacteria from your hands and nails.	
Put on and apron and tie it back.	To protect you from the food and equipment and the food from touching you.	

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

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

! Clean and store chopping boards correctly after use



A	What is cross contamination and how can it be prevented?	
.	<p>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.</p>	
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?	
	<p><u>Rule</u></p> <ul style="list-style-type: none"> 1 to get rid of bacteria on the food 2 to make the food taste better 3 to make food chewable 4 to ensure that food is not raw 5 to add colour to the food 	<p><u>Why it is important</u></p> <ul style="list-style-type: none"> 1 to stop food poisoning 2 to make the food more appealing 3 it could be raw or a choking hazard 4 to stop food poisoning 5 to make it look more appetising or change its use

Year 9 – High Skills

What we are learning this term:

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

6 Key Words for this term

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

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

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

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

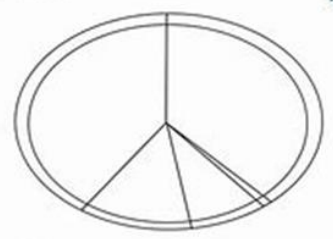
-  COOKED MEATS
-  SALAD & FRUIT PRODUCTS
-  VEGETABLE PRODUCTS
-  BAKERY & DAIRY PRODUCTS

 Clean and store chopping boards correctly after use



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

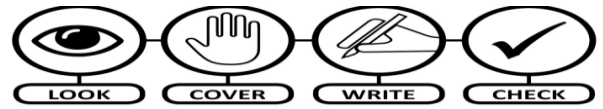
C.	<i>Can you list 5 reasons for why we cook food and why it is important?</i>	
<u>Rule</u>		<u>Why it is important</u>
• 1		• 1
• 2		• 2
• 3		• 3
• 4		• 4
• 5		• 5



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



A	What we are learning about this term...
1	Basic Song Structure
2	How to write a perfect Evaluation
3	Playing an instrument / Chords / Melody
4	What are the music symbols – Note values
5	Keywords
6	How to read music - Treble clef and bass clef



B	Keywords
Instrumental Break	An instrument section during a song – no singing
Lyrics	The words of a song
Verse	A section of a song telling the story , followed by a chorus
Chorus	Repeated idea within a song, lyrics and music usually remain the same
Bridge / Middle 8	Passage of music that contrasts the verse and chorus
Outro / Coda	Passage of music that brings the song to an end
Album	A collection of audio recordings
Arrangement	A rework of a musical composition so that it can be played by different combinations of instruments
Genre	A style or category of art, music, or literature
Cover Song	A performance of a song by someone other than the original artist/band.

C Instruments in popular music

BASIC SONG STRUCTURE

The fundamental elements of a pop song

Intro: The first verse sets the scene and starts the story.

Verse: The chorus is the main hook of the song. Lyrics should broadly summarize the message of the song.

Verse: The second chorus is usually same as the first. This is your opportunity to re-emphasize your message after the 2nd verse.

Bridge: The bridge is usually very different from both the verses and the chorus. It's either the climax of the song or the buildup to the final chorus.

Chorus: The chorus is the main hook of the song. Lyrics should broadly summarize the message of the song.

Chorus: The second chorus is usually same as the first. This is your opportunity to re-emphasize your message after the 2nd verse.

Chorus: The last chorus brings it home, tying up the story. Sometimes the last chorus is repeated twice.

Coda: The last chorus brings it home, tying up the story. Sometimes the last chorus is repeated twice.

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

E How to read music – treble clef and Bass Clef							
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	1½ beats	
	Quaver, Eighth Note	1/2 beat			Dotted Quaver, Dotted Eighth Note	¾ beat	

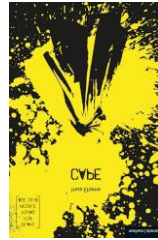
F How to read music – treble clef and Bass Clef			
TREBLE LINES: E G B D F		TREBLE SPACES: F A C E	
BASS LINES: G B D F A		BASS SPACES: A C E G	

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



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



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

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

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

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

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





What we are learning this term:

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



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

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SWINDON ACADEMY READING CANON

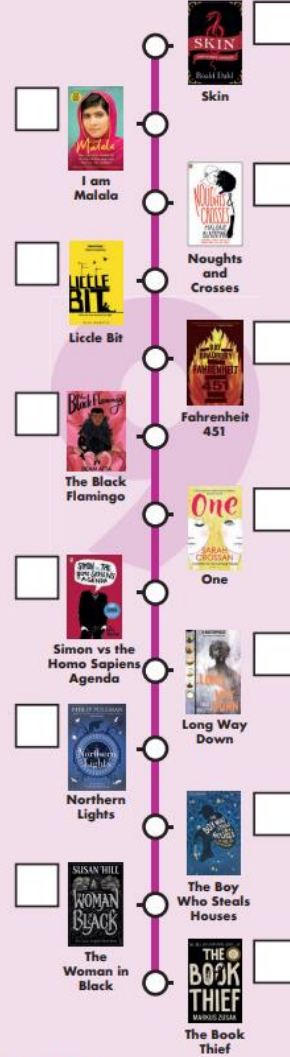
Year 7



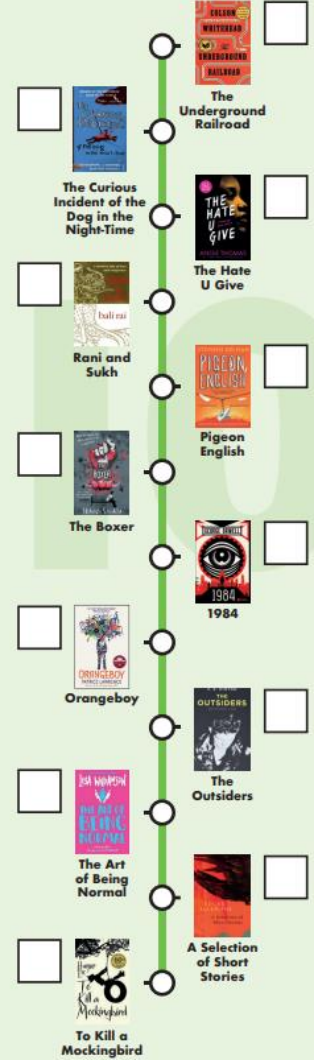
Year 8



Year 9



Year 10



#ReadingisPower