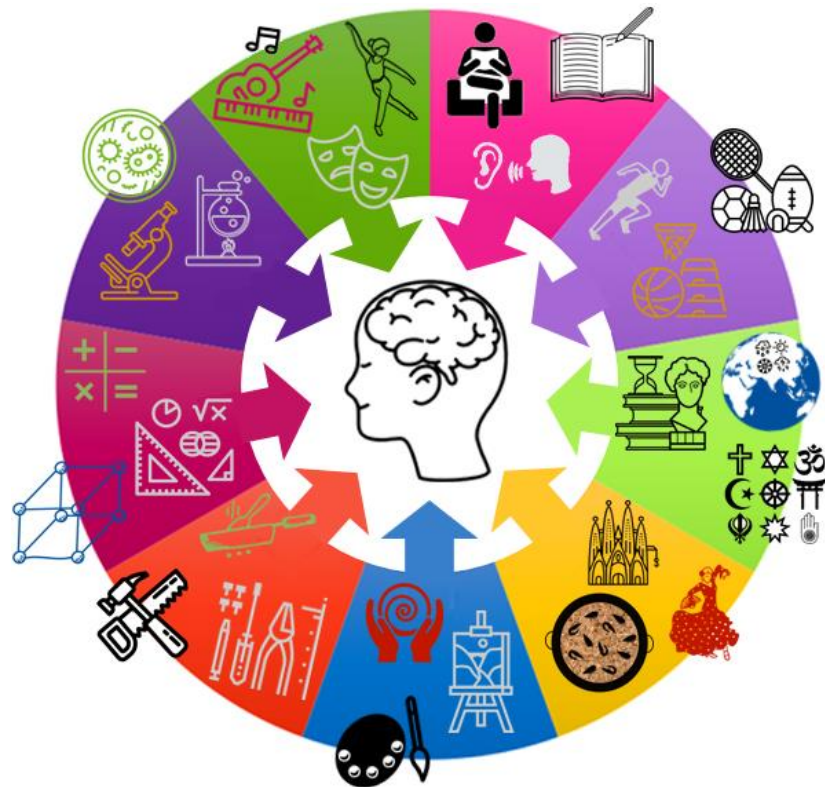


# 100% book - Year 9 Grammar

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



## Term 1

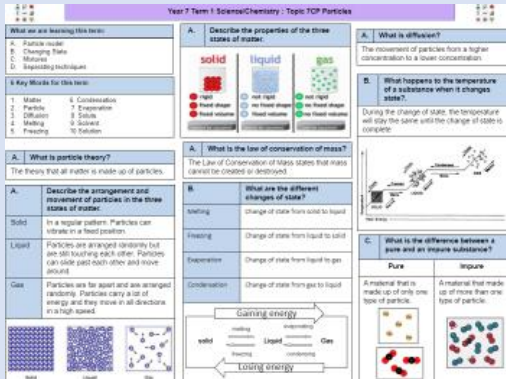
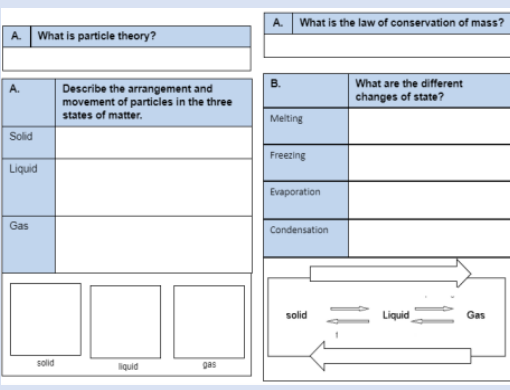
### Swindon Academy 2022-23

Name:	
Tutor Group:	
Tutor & Room:	

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

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

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

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

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

## Expectations for Prep and for using your Knowledge Organisers

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

# How do I complete Knowledge Organiser Prep?

## Step 1

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

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

## Step 2

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

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

## Step 3

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

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

## Step 4

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

Handwritten notes on lined paper showing the definition of a solid repeated three times: 'Solid = regular pattern particles vibrate in fixed position'.

## Step 5

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

This screenshot shows the 'quizzable' version of the knowledge organiser. It has the same sections as the previous one but with some parts obscured by a grid. Handwritten answers are written in the spaces provided: 'Self quizzing' for the title, and 'Arrangement/movement of matter' for the description of particle theory. The states of matter are also partially filled in.

## Step 6

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

Handwritten notes on lined paper, similar to Step 3, but with corrections. The definition of liquid is corrected from 'are still touching each other' to 'are still touching each other' (with a checkmark). The definition of gas is corrected from 'are arranged randomly' to 'are far apart and are arranged randomly' (with a checkmark). There are also checkmarks next to the solid and particle theory definitions.

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



## Chapter breakdown of Jane Eyre

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

## The Big Ideas:

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

## Locations in the first 10 chapters

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

## Terminology: Key words

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

## Characters in Jane Eyre

<b>Jane Eyre</b> The main character. A young, intelligent, and passionate orphan. "You think I have no feelings, and that I can do without one bit of love or kindness; but I cannot live so"
<b>Mrs Reed – Jane's aunt</b> She neglects and abuses Jane and is glad to send her away to Lowood School. "Guard against her worst fault, a tendency to deceit"
<b>Mr Brocklehurst – The governor of Lowood school</b> A cruel and hypocritical Christian. He believes in driving evil from children through harsh discipline. "Punish her body to save her soul"
<b>Helen Burns – Jane's friend</b> A kind and forgiving Christian. She inspires Jane to be more patient and accepting. She dies of tuberculosis at 14. "Love your enemies; bless them that curse you; do good to them that hate you and despitefully use you."
<b>Miss Temple</b> The kind and understanding teacher at Lowood. Offers care and affection to Jane and Helen. "You shall be publicly cleared from every imputation: to me, Jane, you are clear now."

## Vocabulary: Key words

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

## Victorian attitudes to childhood

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

## Biographical information

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





**Chapter breakdown of Jane Eyre**

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

**The Big Ideas:**

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

**Locations in the first 10 chapters**

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

**Terminology: Key words**

<b>thesis</b> –
<b>juxtaposition</b> –

**Characters in Jane Eyre**

<b>Jane Eyre</b>
<b>Mrs Reed – Jane's aunt</b>

<b>Mr Brocklehurst – The governor of Lowood school</b>
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<b>Helen Burns – Jane's friend</b>
------------------------------------

<b>Miss Temple</b>
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**Vocabulary: Key words**

<b>protagonist</b> –
<b>dependent</b> –
<b>oppress (vb.)</b> –
<b>solitude</b> –
<b>sombre</b> –
<b>conventional</b> –
<b>obedience</b> –
<b>ominous</b> –
<b>clandestine</b> –
<b>humiliate (vb.)</b> –
<b>hypocrite</b> –
<b>comeuppance</b> –

**Victorian attitudes to childhood**

1	A child is a blank slate...
2	A child is born completely <b>innocent</b> and <b>pure</b> ...
3	The child is born evil...

**Biographical information**

1	'Jane Eyre' written in _____ by Charlotte _____.
2	Parts of 'Jane Eyre' were influenced by Brontë's experiences at _____ and as a young _____.
3	'Jane Eyre' was unusual when it was published because it is written in the _____.



**What we are learning this term:**

- A. Eukaryotic cells
- B. Cell Specialisation
- C. Microscopy
- D. Transport

**C.**

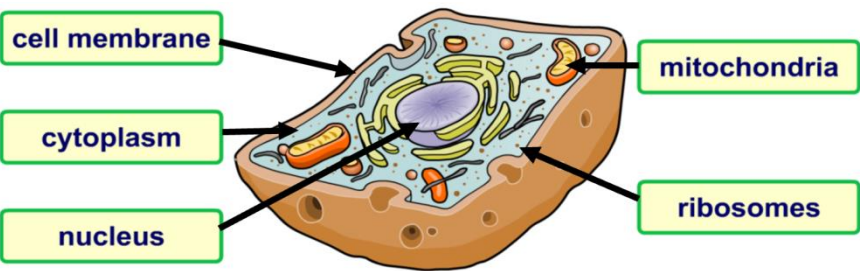
**What is the equation to calculate magnification?**

$$\text{Magnification} = \frac{\text{Size of image}}{\text{Actual size of object}}$$

**6 Key Words for this term**

- 1. Transport
- 2. Osmosis
- 3. Specialised
- 4. Mitochondria
- 5. Eukaryotic
- 6. Prokaryotic

**A. Label the parts of an animal cell**



**A. Label the parts of a plant cell**



**B.**

**Match the specialised plant cell to its function**

Root hair cell



increases the surface area of the roots

Xylem cell



transports water up the plant

Sieve cell



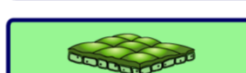
transports carbohydrates around the plant

Palisade cell



site of photosynthesis in the leaves

Epidermal cell

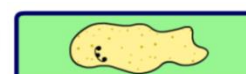


form the top layer of cells in leaves

**B.**

**Match the specialised animal cell to its function**

White blood cell



able to change shape and engulf microbes

Red blood cell



contains haemoglobin to transport oxygen

Neurone



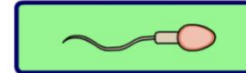
conducts electrical signals to distant muscles

Goblet cell



secretes mucus

Sperm cell



has a tail for movement

Muscle cell



contains fibres enabling the cell to contract

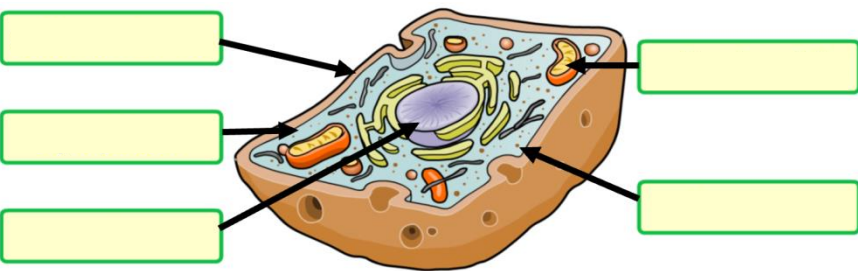
**What we are learning this term:**

- A. Eukaryotic cells
- B. Cell Specialisation
- C. Microscopy
- D. Transport

**6 Key Words for this term**

- |    |    |
|----|----|
| 1. | 4. |
| 2. | 5. |
| 3. | 6. |

**A. Label the parts of an animal cell**





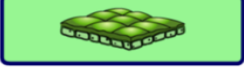


**A. Label the parts of a plant cell**

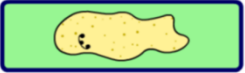







**C. What is the equation to calculate magnification?**

**B. Match the specialised plant cell to its function**

Root hair cell		transports carbohydrates around the plant
Xylem cell		transports water up the plant
Sieve cell		form the top layer of cells in leaves
Palisade cell		site of photosynthesis in the leaves
Epidermal cell		increases the surface area of the roots

**B. Match the specialised animal cell to its function**


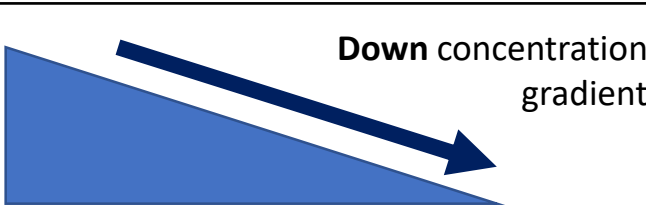

White blood cell		able to change shape and engulf microbes
Red blood cell		has a tail for movement
Neurone		secretes mucus
Goblet cell		contains haemoglobin to transport oxygen
Sperm cell		conducts electrical signals to distant muscles
Muscle cell		contains fibres enabling the cell to contract

<b>C.</b>	<b>Which microscope is which?</b>	
	<b>Electron Microscope</b>	<b>Light Microscope</b>
	Greater resolution	Lower resolution
	Greater magnification	Lower magnification
	More expensive	Less expensive
	Many more sub-cellular structures are visible	Very few sub-cellular structures are visible

<b>D.</b>	<b>What 3 factors affect the rate of diffusion?</b>
	<ol style="list-style-type: none"> <li>1. Surface area</li> <li>2. Membrane thickness</li> <li>3. Concentration gradient</li> </ol>

<b>D.</b>	<b>Name the type of solution</b>
<b>Isotonic</b>	The solute concentration outside the cell is the <b>same</b> as the internal concentration.
<b>Hypertonic</b>	The solute concentration outside the cell is the <b>higher than</b> the internal concentration.
<b>Hypotonic</b>	The solute concentration outside the cell is the <b>lower than</b> the internal concentration.

<b>D.</b>	<b>Define each transport method and draw the arrow on the concentration gradients</b>
-----------	---

<b>Diffusion</b>	The net movement of particles from an area of higher concentration to an area of lower concentration, <b>down</b> a concentration gradient.	
<b>Osmosis</b>	The diffusion of water through a partially permeable membrane from a dilute solution (high concentration of water) to a concentrated solution (low concentration of water, <b>down</b> a concentration gradient).	
<b>Active transport</b>	The movement of substances from a dilute solution to a more concentrated solution <b>against</b> a concentration gradient, requiring energy from respiration.	

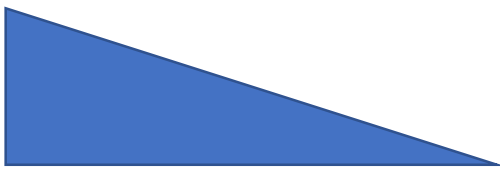



<b>C.</b>	<b>Which microscope is which?</b>
Greater resolution	Lower resolution
Greater magnification	Lower magnification
More expensive	Less expensive
Many more sub-cellular structures are visible	Very few sub-cellular structures are visible

<b>D.</b>	<b>What 3 factors affect the rate of diffusion?</b>
1.	
2.	
3.	

<b>D.</b>	<b>Name the type of solution</b>
	The solute concentration outside the cell is the <b>same</b> as the internal concentration.
	The solute concentration outside the cell is the <b>higher than</b> the internal concentration.
	The solute concentration outside the cell is the <b>lower than</b> the internal concentration.

<b>D.</b>	<b>Define each transport method and draw the arrow on the concentration gradients</b>
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<b>Diffusion</b>		
<b>Osmosis</b>		
<b>Active transport</b>		



<b>What we are learning this term:</b>
<ul style="list-style-type: none"> <li>A. Atoms, elements and compounds</li> <li>B. Mixtures and separation</li> <li>C. Development of the atomic model</li> <li>D. Structure of the atom</li> <li>E. Electronic structure</li> </ul>

<b>6 Key Words for this term</b>
<ul style="list-style-type: none"> <li>1. Isotopes</li> <li>2. Protons</li> <li>3. Ionisation</li> <li>4. Aqueous</li> <li>5. Residue</li> </ul>

<b>B.</b>	<b>What is a mixture?</b>
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A mixture consists of two or more elements or compounds not chemically combined.

<b>What properties do mixtures have?</b>
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Each substance in the mixture will have the same chemical properties

<b>How are mixtures separated?</b>
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By physical methods:	Filtration
Crystallisation	Simple Distillation
Fractional Distillation	Chromatography

<b>Are new substances made?</b>
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No new substances are made

<b>A.</b>	<b>What is Conservation of Mass</b>
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Atoms are not created or destroyed in a reaction

<b>A.</b>	<b>What are atoms?</b>
-----------	------------------------

All substances are made of atoms. An atom is the smallest part of an element that can exist

<b>What are elements?</b>	<b>What are compounds?</b>
---------------------------	----------------------------

An element is a substance made of one type of atom	Compounds contain two or more elements chemically combined
--	--

<b>How are elements represented?</b>	<b>How are compounds represented?</b>
--------------------------------------	---------------------------------------

By a chemical symbol.	By the symbols of the atoms that formed them
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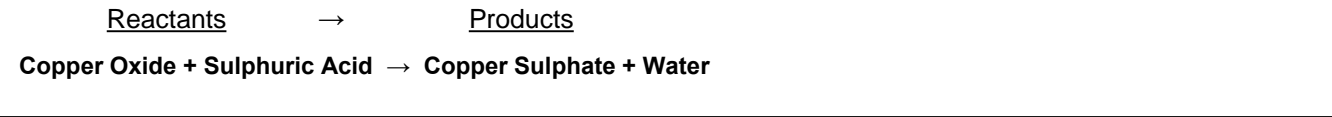
<b>Example: Sodium</b>	Na	<b>Example: Sodium Chloride</b>	NaCl
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<b>How many elements are there?</b>	<b>How can compounds be separated?</b>
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There are about 100, all shown on the periodic table	By chemical reactions only
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<b>A.</b>	<b>What are word equations?</b>
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These show the names of each substance that is involved in a chemical reaction. The reactants are shown on the left. The products are shown on the right.



<b>What are symbol equations?</b>
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The chemical formulae (symbols) of the reactants and products show what happens in a chemical reaction

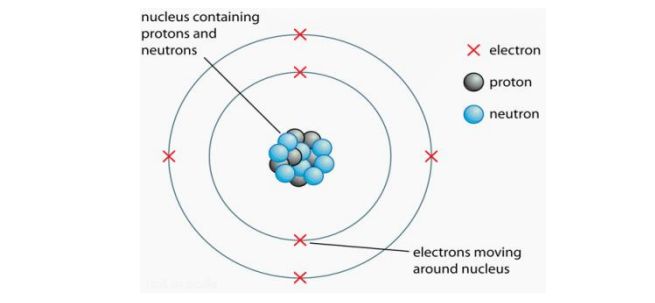


<b>D.</b>	<b>What are subatomic particles?</b>	<b>Where are each subatomic particles found?</b>
-----------	--------------------------------------	--

The particles that make up atoms

<b>Name the 3 subatomic particles</b>
---------------------------------------

Protons, neutrons and electrons





<b>What we are learning this term:</b>
<ul style="list-style-type: none"> <li>A. Atoms, elements and compounds</li> <li>B. Mixtures and separation</li> <li>C. Development of the atomic model</li> <li>D. Structure of the atom</li> <li>E. Electronic structure</li> </ul>

<b>6 Key Words for this term</b>
<ul style="list-style-type: none"> <li>1. Isotopes</li> <li>2. Protons</li> <li>3. Ionisation</li> <li>4. Aqueous</li> <li>5. Residue</li> </ul>

<b>B.</b>	<b>What is a mixture?</b>
-----------	---------------------------

--

<b>What properties do mixtures have?</b>
--

--

<b>How are mixtures separated?</b>
------------------------------------

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<b>Are new substances made?</b>
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--

<b>A.</b>	<b>What is Conservation of Mass</b>
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--

<b>A.</b>	<b>What are atoms?</b>
-----------	------------------------

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<b>What are elements?</b>	<b>What are compounds?</b>
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--	--

<b>How are elements represented?</b>	<b>How are compounds represented?</b>
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<b>Example: Sodium</b>		<b>Example: Sodium Chloride</b>	
------------------------	--	---------------------------------	--

<b>How many elements are there?</b>	<b>How can compounds be separated?</b>
-------------------------------------	--

--	--

<b>A.</b>	<b>What are word equations?</b>
-----------	---------------------------------

<p>_____ → _____</p> <p><b>Copper Oxide + Sulphuric Acid → Copper Sulphate + Water</b></p>
--

<b>What are symbol equations?</b>
-----------------------------------

--

<b>D.</b>	<b>What are subatomic particles?</b>	<b>Where are each subatomic particles found?</b>
-----------	--------------------------------------	--

--	--

<b>Name the 3 subatomic particles</b>	
---------------------------------------	--

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**C. Development of the Atomic Model – How was our current atomic model developed?**

Person/Time	Demicritus (400BC) Dalton (1803)	JJ Thomson (1898)	Ernest Rutherford (1909)	Niels Bohr (1913)	James Chadwick (1932)
Ideas/model	<ul style="list-style-type: none"> <li>Small indivisible matter</li> <li>Tiny hard spheres.</li> </ul>	Plum Pudding model  <ul style="list-style-type: none"> <li>Sphere of positive charge with negative charged particles spread throughout (like plums in a pudding)</li> </ul>	<ul style="list-style-type: none"> <li>Alpha particle scattering experiment</li> <li>Proved that mass of atoms found in the centre – nucleus</li> <li>Negative electrons surround the positive nucleus</li> </ul>	<ul style="list-style-type: none"> <li>Electrons are restricted to certain orbits like planets round the sun</li> </ul>	<ul style="list-style-type: none"> <li>Discovered the neutron</li> </ul>
Diagram					
Contribution to current model:	Everything is made of atoms	Negative electrons	Positive mass in the centre surrounded by negative electrons	Electrons orbit in shells/orbitals at specific distances	Neutrons found in nucleus along with protons

<b>D.</b>	<b>How big are atoms?</b>
0.1nm (1 x 10 <sup>-10</sup> m)	
<b>D.</b>	<b>How big is the radius of an atom?</b>
1/10000 the size of the atom – 1x10 <sup>-14</sup> m	

<b>D.</b>	<b>What is relative mass and charges of the subatomic particles?</b>	
Subatomic particle	Relative Mass	Relative Charge
Proton	1	+1
Neutron	1	0
Electron	1/2000	-1

<b>D.</b>	<b>What is the overall charge of an atom?</b>
Atoms have no charge	
No of protons = no of electrons	

<b>D.</b>	<b>How do we know how many subatomic particles are in each element?</b>	
C	12	← Mass Number
	Number of protons and neutrons	
	6	← Atomic Number
	Number of protons – same for each individual element	

<b>D.</b>	<b>How can we know what element we have?</b>
Each element has a unique number of protons	
<b>What is an isotope?</b>	
An isotope is a substance with the same number of protons but different number of neutrons	




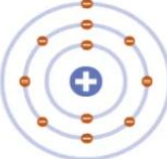
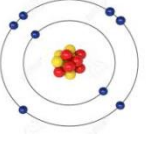
<b>D.</b>	<b>What is relative atomic mass of an element?</b>
An average value that takes account of the abundance of the isotopes of an element	

<b>E.</b>	<b>Which energy level do electrons fill first?</b>	
Electrons in an atom occupy lowest energy level first		
<b>How many electrons does each orbital hold?</b>		
First	Up to 2	
Second	Up to 8	
Third	Up to 8	

<b>Electronic structure of Sodium:</b>	
	2,8,1





C. Development of the Atomic Model – How was our current atomic model developed?					
Person/Time	Demicritus (400BC) Dalton (1803)	JJ Thomson (1898)	Ernest Rutherford (1909)	Niels Bohr (1913)	James Chadwick (1932)
Ideas/model					
Diagram					
Contribution to current model:					

D.	How big are atoms?
How big is the radius of an atom?	

D.	What is relative mass and charges of the subatomic particles?	
Subatomic particle	Relative Mass	Relative Charge
Proton		
Neutron		
Electron		

D.	What is the overall charge of an atom?

D.	How do we know how many subatomic particles are in each element?	
$  \begin{array}{r}  \text{C}^{12} \\  \text{C}^6  \end{array}  $	← Mass Number	What is Mass number?
	← Atomic Number	What is atomic number?

D.	How can we know what element we have?
What is an isotope?	

D.	What is relative atomic mass of an element?

E.	Which energy level do electrons fill first?	
How many electrons does each orbital hold?		
First		
Second		
Third		

Electronic structure of Sodium:



<b>What we are learning this term:</b>
<ul style="list-style-type: none"> <li>A. Energy stores and transfer between energy stores</li> <li>B. Work done</li> <li>C. Gravitational potential energy</li> <li>D. Kinetic energy and elastic energy stores</li> <li>E. Wasted energy and Dissipation</li> <li>F. Energy efficiency</li> </ul>

<b>6. Key Words for this term</b>
<ul style="list-style-type: none"> <li>1. Energy stores</li> <li>2. Work done</li> <li>3. Force</li> <li>4. Joules</li> </ul>

<b>A.</b>	<b>What are the changes in energy stores for the following objects?</b>
<b>An arrow being thrown directly up into the air</b>	From kinetic to gravitational potential. As it comes back down, the opposite is true.
<b>A toy car (with battery) hitting a wall head on</b>	Energy is transferred from chemical to kinetic to vibrational in sound and heat.
<b>A car accelerating</b>	Energy is transferred from the chemical energy from the petrol/diesel to kinetic energy.
<b>A bike slowing down</b>	Energy is transferred from kinetic to heat.
<b>Water boiling in an electric kettle</b>	Energy is transferred from electrical to heat.

<b>A.</b>	<b>What is a system?</b>
It is an object or group of objects	

<b>A.</b>	<b>What is the law of conservation of energy?</b>
Energy cannot be created or destroyed, just changed in form.	

<b>A.</b>	<b>Theoretically, if a roller-coaster has 20000 J of GPE at the top of the slope, how much KE will it have gained when it reaches the bottom?</b>
20000 J, assuming non is lost by air resistance/friction	

<b>A.</b>	<b>What are the 8 energy stores?</b>
1. Chemical	5. Gravitational potential (GPE)
2. Kinetic (KE)	6. Thermal (internal)
3. Magnetic	7. Elastic potential
4. Nuclear	8. Electrostatic

<b>A.</b>	<b>What is the energy store of a person on a bungee jump?</b>
Whilst the rope is slack, energy is transferred form GPE to KE. As the rope tightens, the jumpers KE store decrease but the ropes elastic potential energy store increases. They stop when all the KE store is stored as elastic potential energy.	

<b>B.</b>	<b>What is work?</b>
When energy is transferred, work is done.	
What is the link between work and energy?	
Work done = energy transferred	
If the units for energy are –joules, what are the units for work done?	
-joules (J)	

<b>A.</b>	<b>What is the energy transfer from the sun, to solar panel to light bulb?</b>	
Sun → solar panel → lightbulb.		
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">store of nuclear energy in <u>SUN</u></div>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">energy transferred to <u>light bulb</u> by electric current</div>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">energy transferred to <u>surroundings</u> by heating and light waves</div>

<b>B.</b>	<b>If a person uses 300 J of energy pushing a bike, what is the work done?</b>
300 J	

<b>B.</b>	<b>What is the equation for work done?</b>
<b>Work done = force x distance moved</b>	
Force is measured in newtons (N)	
Distance is measures in meters (m)	
Work done is measured in joules (J)	

<b>B.</b>	<b>If a person pushes a trolley with force of 800 N and moves it down a 50 m isle, how much work has been done by the person?</b>
Work done = 800 x 50 = 4000 J or 4 kJ	

<b>B.</b>	<b>A crane lifts 400 N crate full of coca cola 15 m. How much work was done by the crane?</b>
Work done = 400 x 15 = 6000 J or 6 kJ	

**What we are learning this term:**

- A. Energy stores and transfer between energy stores
- B. Work done
- C. Gravitational potential energy
- D. Kinetic energy and elastic energy stores
- E. Wasted energy and Dissipation
- F. Energy efficiency

**6. Key Words for this term**

- 1. Energy stores
- 2. Work done
- 3. Force
- 4. Joules

**A. What are the changes in energy stores for the following objects?**

**An arrow being thrown directly up into the air**

**A toy car (with battery) hitting a wall head on**

**A car accelerating**

**A bike slowing down**

**Water boiling in an electric kettle**

**A. What is a system?**

**A. What is the law of conservation of energy?**

**A. Theoretically, if a roller-coaster has 20000 J of GPE at the top of the slope, how much KE will it have gained when it reaches the bottom?**

**A. What are the 8 energy stores?**

- |    |    |
|----|----|
| 1. | 5. |
| 2. | 6. |
| 3. | 7. |
| 4. | 8. |

**A. What is the energy store of a person on a bungee jump?**

**B. What is work?**

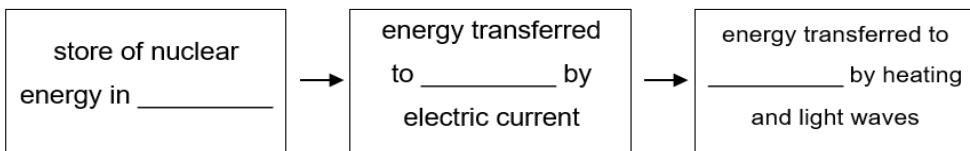
**What is the link between work and energy?**

**If the units for energy are –joules, what are the units for work done?**

**-joules (J)**

**A. What is the energy transfer from the sun, to solar panel to light bulb?**

Sun → solar panel → lightbulb.



**B. If a person uses 300 J of energy pushing a bike, what is the work done?**

**300 J**

**B. What is the equation for work done?**

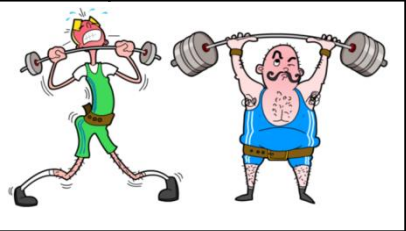
\_\_\_\_\_ is measured in \_\_\_\_\_  
 \_\_\_\_\_ is measured in \_\_\_\_\_  
 \_\_\_\_\_ is measured in \_\_\_\_\_

**B. If a person pushes a trolley with force of 800 N and moves it down a 50 m aisle, how much work has been done by the person?**

**B. A crane lifts 400 N crate full of coca cola 15 m. How much work was done by the crane?**



**B. Who is doing the most work in these images and why?**



The bodybuilder on the right is doing the most work. This is because work done depends on force and the one on the right is lifting a larger force.



The fireman on the left is doing the most work. This is because work done depends on distance and the fireman on the left has travelled a longer distance.

**B. Why, when work is done, isn't all the energy transferred?**

Some is lost in heat and sound.

**Compare a glass block being pushed 1 m across a polished floor with a wooden block being pushed 1 m across a rubber floor. Which needs more force and why? Which is more work done?**

For the glass block, most of the energy will be transferred into kinetic energy, so only a small force is needed. For the wooden block, most of the energy will be transferred into heat, so a large force is needed. More work is done on the wooden block as more energy is transferred to heat rather than KE.

**C. What is the equation to calculate gravitational potential energy (GPE)?**

**GPE = mass × gravitational field strength × height**  
 Mass, m is measured in kilograms (kg)  
 Gravitational field strength, g, is measured in newtons per kilogram (N/kg), usually taken as 10 N/kg on Earth.  
 Height, h, is measured in metres (m).  
 GPE is measured in joules (J).

**A bird with a mass of 3 kg flies at a height of 150 m above the ground, how much GPE does it have?**

$$GPE = 3 \text{ kg} \times 10 \text{ N/kg} \times 150 \text{ m} = 4500 \text{ J or } 4.5 \text{ kJ}$$

**D. What is the equation for kinetic energy?**

**KE = ½ × mass × velocity<sup>2</sup>**  
**= ½mv<sup>2</sup>**  
 Mass is measured in kilograms (kg).  
 Velocity is measured in metres per second (m/s).  
 KE is measured in joules (J).

**If a car with a mass of 1750 kg is travelling at a velocity of 30 m/s, what is the KE of the car?**

$$KE = \frac{1}{2} \times 1750 \text{ kg} \times 30^2 = 787,500 \text{ J or } 787.5 \text{ kJ}$$

**D. What is the equation for elastic potential energy?**

**EPE = ½ spring constant × extension<sup>2</sup>**  
 EPE is measured in joules (J)  
 Spring constant is measured in Newtons per metre (N/m)  
 Extension is measured in Meters (m)

**If a spring has a spring constant of 25 N/m and the extension is 0.2 m, what is the EPE?**

$$EPE = \frac{1}{2} \times 25 \text{ N/m} \times 0.2^2 = 0.5 \text{ J}$$

**D. What happens to energy that is not usefully used?**

It spreads out to the surrounding in many forms, this is called dissipated energy.

**Are the following useful or wasteful; energy transfers:** Heater: heat, car: sound, heater: light, television: light, car: heat, car: kinetic, television: sound, television: heat?

Useful  
 Heater: heat  
 heater: light  
 car: kinetic  
 television: sound

Wasteful  
 car: sound  
 television: light  
 car: heat  
 television: heat

**F. What is energy efficiency?**

All devices waste energy, so no device is perfectly efficient. The more efficient a device is, the less energy is wasted.

**Why is energy efficiency so important?**

It saves money and the planet as it uses less energy, so uses less fossil fuels.

**How do you calculate energy efficiency?**

$$\text{energy efficiency} = \frac{\text{useful output energy}}{\text{total input energy}}$$

**C. How is power calculated?**

$$\text{Power (Watts, W)} = \frac{\text{energy transferred (Joules, J)}}{\text{time taken (seconds, s)}}$$

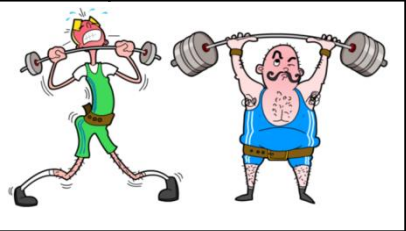
**If a student did 2000 J of work walking up the stairs and I took 10 seconds, what is the power?**

$$P = 2000 \text{ J} / 10 \text{ s} = 200 \text{ W}$$





**B.** Who is doing the most work in these images and why?



**B.** Why, when work is done, isn't all the energy transferred?

Compare a glass block being pushed 1 m across a polished floor with a wooden block being pushed 1 m across a rubber floor.  
Which needs more force and why?  
Which is more work done?

**C.** What is the equation to calculate gravitational potential energy (GPE)?

\_\_\_\_\_ is measured in \_\_\_\_\_  
\_\_\_\_\_ is measured in \_\_\_\_\_, usually taken as 10 N/kg on Earth.  
\_\_\_\_\_ is measured in \_\_\_\_\_  
\_\_\_\_\_ is measured in \_\_\_\_\_

A bird with a mass of 3 kg flies at a height of 150 m about the ground, how much GPE store does it have?

**D.** What is the equation for kinetic energy?

If a car with a mass of 1750 kg is travelling at a velocity of 30 m/s, what is the KE of the car?

**D.** What is the equation for elastic potential energy?

If a spring has a spring constant of 25 N/m and the extension is 0.2 m, what is the EPE?

**D.** What happens to energy that is not usefully used?

Are the following useful or wasteful; energy transfers: Heater: heat, car: sound, heater: light, television: light, car: heat, car: kinetic, television: sound, television: heat?

Useful

Wasteful

**F.** What is energy efficiency?

Why is energy efficiency so important?

How do you calculate energy efficiency?

**C.** How is power calculated?

If a student did 2000 J of work walking up the stairs and I took 10 seconds, what is the power?



# Y9- T1 - Life in an Emerging Country



**Background:**

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

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

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

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

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

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

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

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



# Y9- T1 - Life in an Emerging Country - Quizzable



**Background:**

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

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

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

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

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

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

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

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

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

What we are learning this term:		B.	Describe two features of the trench system during the Western Front	
<p>A. The main battles on the British Sector of the Western Front during WWI</p> <p>B. The trench system – structure and features</p> <p>C. Health problems caused by the conditions in the trenches</p> <p>D. How the wounded were evacuated and who treated them</p> <p>E. How the war led to improvements in medicine</p> <p>F. Usefulness of primary sources for historical enquiries</p>		<u>Feature</u>	<u>Description</u>	
		1 – Dugout	This was an area where soldiers could be protected from light fire	
		2 – Barbed wire	This would make it more difficult for the enemy to get into the trench	
		3 – Sandbags	These could absorb the shock of the bullets and help the trench maintain its shape	
		4 – Fire step	This is what soldiers stepped on when they wanted to climb over the top. Between fighting it was often used as a bench or bed	
		5 - Duckboards	Wooden boards that were placed on the floor of the trench to provide a flatter and dryer ground for the soldiers to walk over	
		6 – Elbow rest	This is where soldiers would prop their guns to shoot out of the trench	
6 Key Words for this term		7 - Parapet	This was a way of protecting soldiers as they shout out of the trench	
<p>1 <b>First Aid Nursing Yeomanry (FANY)</b> – A women’s voluntary organisation which provided medical services on the frontlines such as driving ambulances and emergency first aid</p> <p>2 <b>Royal Army Medical Corps (RAMC)</b> – The branch of the army responsible for medical care</p> <p>3 <b>No-man’s land</b> – The area between two opposing trenches during WWI</p> <p>4 <b>Shrapnel</b> – Fragments of metal from exploded shells</p> <p>5 <b>Salient</b> - An area of a battlefield that is surrounded by enemy territory on 3 sides</p> <p>6 <b>Alliances</b> – An agreement countries make to support each other if they are attacked by other countries</p>		C. What health problems were caused by conditions in the trenches?		
		1 <b>Gangrene</b> – a condition where a loss of blood supply causes body tissue to die and usually occurred as a result of an injury. Treated by amputation of the affected area. <b>Gas Gangrene</b> – infection that produces gas in the gangrenous area. Caused by bacteria in the soil on the Western Front which had been heavily farmed using fertiliser.		
		2 <b>Shellshock</b> – a condition that was not really understood during the war. Caused by the constant noise and shell fire in the trenches, many soldiers experienced nightmares, loss of speech and a complete mental breakdown.		
		3 <b>Shrapnel wounds</b> – when shells exploded, shrapnel travelled at fast speeds over wide areas, causing injuries to anyone in their way		
		4 <b>Trench fever</b> – flu-like condition that was spread by lice in the trenches		
		5 <b>Trench foot</b> – painful swelling of the feet caused by standing in cold mud and water, which could lead to gangrene.		
A.	Describe two features of the key battles during WWI			
<u>Battle</u>	<u>Features</u>			
1 <sup>st</sup> Battle of Ypres (1914)	This battle was aimed at stopping the German army from advancing towards the Belgium coast.			
2 <sup>nd</sup> Battle of Ypres (1915)	This battle was the first time that the Germans used chlorine gas as a weapon against the British.			
Battle of the Somme (1916)	Bloodiest battle in the whole of the war – total of 57,000 men were killed during the first day alone. The RAMC were not prepared for the amount of casualties and hospitals and casualty stations were overwhelmed.			
Battle of Arras (1917)	This British used tunnels to dig near to the German trenches and surprise them with the attack. No progress was made and there were 160,000 casualties.			
3 <sup>rd</sup> Battle of Ypres (1917)	During this battle the weather turned to heavy rain. The ground became waterlogged and many men fell into the mud and drowned.			
Battle of Cambrai (1917)	This battle saw the first large-scale use of tank to break through the enemies barbed wire. Also the first time that there was a blood bank, which meant doctors could deliver a vital medical service to those soldiers who had lost too much blood.			
D.	Who treated the wounded and how were they evacuated?		E.	How did WWI lead to improvements in medicine in the 20 <sup>th</sup> century?
1 <b>RAMC and FANY</b>		The RAMC and the FANY were the main groups in the army who treated the wounded	<p>1 X-rays X-rays were used in the war to identify shrapnel and bullets in wounds. Mobile units developed during the war that could be taken to the CCS's</p> <p>2 Blood Transfusions Doctors and scientists during the war worked on ways to store blood and deliver transfusions on the frontline to save many men's lives</p> <p>3 Brain Surgery Head wounds were fatal during the war. Those that survived were disfigured, which led to the development of plastic surgery to reconstruct men's faces</p> <p>5 Thomas Splint Created to stop joints from moving. Introduction on the Western Front increased survival rate for fractures from 20% to 82%</p> <p>6 Aseptic Surgery Surgery performed in sterile conditions achieved by medical staff washing hands and face, wearing masks and gloves and sterilising equipment. Harder during the war due to dirty conditions of the CCS's and ADS's</p> <p>7 Treatment of Infections New methods developed during the war to treat infected wounds; wound excision, Carrel-Dakin method and amputation</p>	
2 <b>Stretcher Bearers</b>		Part of the RAMC who recovered the dead or wounded from No-mans' land		
3 <b>Regimental Aid Post</b>		Based in the reserve trenches – medical officer could only do first aid here		
4 <b>Advanced Dressing Station</b>		Located in dugouts or abandoned buildings. Staffed by 10 medical officers. Provided treatments for minor injuries		
5 <b>Casualty Clearing Station</b>		Large unit that could treat over 200 wounded men. First time that nursing care and surgery could be found	F. How useful are primary sources for an historical enquiry into the Western Front?	
6 <b>Base Hospital</b>		Located near the coast. Could hold up to 400 casualties and focused on specialist treatment		
<p>1 <b>Content</b> – What does the source tell you or show you? And how is this useful to the enquiry topic? You need to make sure that you quote the source or say what you can see in your answer</p> <p>2 <b>NOP</b> – Nature – What is the source?; Origin – When and who produced the source?; Purpose – Why was the source produced? Make sure you explain why this makes the source useful to the enquiry topic</p> <p>3 <b>Contextual Knowledge</b> – What do you know about the topic and how does your knowledge explain why the source it useful/is limited for the enquiry topic?</p>				



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

<b>What we are learning this term:</b>		<b>B.</b>	<b>Describe two features of the trench system during the Western Front</b>																		
<p>A. The main battles on the British Sector of the Western Front during WWI</p> <p>B. The trench system – structure and features</p> <p>C. Health problems caused by the conditions in the trenches</p> <p>D. How the wounded were evacuated and who treated them</p> <p>E. How the war led to improvements in medicine</p> <p>F. Usefulness of primary sources for historical enquiries</p>		<u>Feature</u>	<u>Description</u>																		
		1 – Dugout																			
		2 – Barbed wire																			
		3 – Sandbags																			
		4 – Fire step																			
		5 - Duckboards																			
		6 – Elbow rest																			
<b>6 Key Words for this term</b>		7 - Parapet																			
<b>1 First Aid Nursing Yeomanry (FANY) –</b>	<b>C.</b> <b>What health problems were caused by conditions in the trenches?</b>																				
<b>2 Royal Army Medical Corps (RAMC) –</b>																					
<b>3 No-man's land –</b>																					
<b>4 Shrapnel -</b>																					
<b>5 Salient –</b>																					
<b>6 Alliances –</b>																					
<b>1 Gangrene –</b>	<b>1 Gangrene –</b>																				
<b>2 Royal Army Medical Corps (RAMC) –</b>					<b>Gas Gangrene –</b>																
<b>3 No-man's land –</b>									<b>2 Shellshock –</b>												
<b>4 Shrapnel -</b>													<b>3 Shrapnel wounds –</b>								
<b>5 Salient –</b>																	<b>4 Trench fever –</b>				
<b>6 Alliances –</b>																					<b>5 Trench foot –</b>
<b>A.</b> <b>Describe two features of the key battles during WWI</b>		<b>D.</b> <b>Who treated the wounded and how were they evacuated?</b>		<b>E.</b> <b>How did WWI lead to improvements in medicine in the 20<sup>th</sup> century?</b>																	
<u>Battle</u>	<u>Features</u>		1 RAMC and FANY		1 X-rays																
1 <sup>st</sup> Battle of Ypres (1914)					2 Blood Transfusions																
2 <sup>nd</sup> Battle of Ypres (1915)					2 Stretcher Bearers		3 Brain Surgery														
Battle of the Somme (1916)					3 Regimental Aid Post		5 Thomas Splint														
Battle of Arras (1917)					4 Advanced Dressing Station		6 Aseptic Surgery														
3 <sup>rd</sup> Battle of Ypres (1917)					5 Casualty Clearing Station		7 Treatment of Infections														
Battle of Cambrai (1917)					6 Base Hospital		<b>F.</b> <b>How useful are primary sources for an historical enquiry into the Western Front?</b>														
				<b>1 Content</b> – What does the source tell you or show you? And how is this useful to the enquiry topic? You need to make sure that you quote the source or say what you can see in your answer																	
				<b>2 NOP</b> – Nature – What is the source?; Origin – When and who produced the source?; Purpose – Why was the source produced? Make sure you explain why this makes the source useful to the enquiry topic																	
				<b>3 Contextual Knowledge</b> – What do you know about the topic and how does your knowledge explain why the source it useful/is limited for the enquiry topic?																	

## Year 9 Religious Education: Atheism

<b>What we are learning this term:</b>
The development of Atheism and worldviews

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

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

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

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

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

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

## Year 9 Religious Education: Atheism

**What we are learning this term:**

The development of Atheism and worldviews

**B.**

*How has Biblical criticism influenced the rise of atheism ?*

1

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

**C.**

Explain 4 reasons people are atheist or reject religion

1

2

3

4

**D**

*Explain Hume's main arguments against miracles*

1

2

3

**E.**

Explain Neitzche's ideas about religion and morality

Explain how Freud challenges religious truth

Explain how Feuerbach challenges religious truth

Explain how Marx challenges religious truth

**F.**

*Explain 2 reasons why science is a challenge to religion*

1

2

Explain 2 religious responses to the challenge of science

1

2

**What we are learning this term:**

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

**6 Key Words for this term**

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

**A. ¿Qué te gusta comer?**

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

**B ¿Llevas una vida sana?**

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

**C. ¿Qué es tu opinion de fumar?**

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

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

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

**Key Verbs**

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

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

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

**F. Key Words across Topics?**

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



**What we are learning this term:**

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

**6 Key Words for this term**

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

**A. ¿Qué te gusta comer?**

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

**B ¿Llevas una vida sana?**

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

**C. ¿Qué es tu opinion de fumar?**

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

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

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

**Key Verbs**

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

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

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

**F. Key Words across Topics?**

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



**What we are learning this term:**

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



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

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

Using continuous line drawing, recreate the face below.



Example

Your response

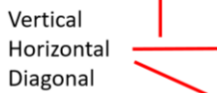


**F. Keywords**

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



What is the difference between lines?



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

**Similarities:**

- Surreal appearance
- Use of juxtaposition
- Sinister atmosphere created

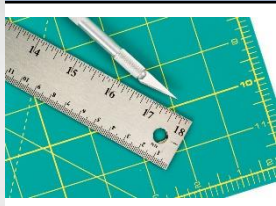


**Differences:**

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



**Describe what is happening in each stage of the making?**



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

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



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

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



**D. What is the definition for photomontage?**

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

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

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





**What we are learning this term:**



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

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

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

Using continuous line drawing, recreate the face below.



Example

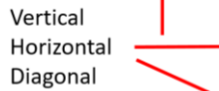
Your response

**F. Keywords**

Portrait	
Identity	
Collage	
Material	
Photomontage	
Characteristics	
Surreal	
Observation	
Mixed media	



What is the difference between lines?



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

**Similarities:**



**Differences:**

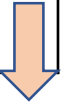


**Describe what is happening in each stage of the making?**



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

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



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

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



**D. What is the definition for photomontage?**

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





**What we are learning this term:**

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

**6 Key Words for this term**

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

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

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

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

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

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

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

Clean and store chopping boards correctly after use



**A. What is cross contamination and how can it be prevented?**

Cross contamination happens when you use the wrong chopping board or equipment to prepare food which can therefore result in food poisoning. You must use the correct equipment for the correct ingredients. You must also ensure that you are always following good hygiene practices when cooking.

**B. What do the following terms mean?**

Grilling	Using the top part of the oven. It involves a significant amount of direct, radiant heat, and tends to be used for cooking meat and vegetables quickly. It is also a healthier method of cooking meat products.
Baking	Baking is a method of preparing food that uses dry heat, normally in an oven. Heat is gradually transferred from the surface of cakes, cookies, and breads to their centre.
Frying	Frying is the cooking of food in oil or another fat. It is usually done in a frying pan using the hob of the cooker. It also known to be unhealthy.

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

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

**E. Keywords**

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



**Year 9 – FOOD**

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

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

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

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

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

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

Clean and store chopping boards correctly after use



<b>A.</b>	<b>Explain the main four things that you should do when you enter the kitchen area.</b>

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

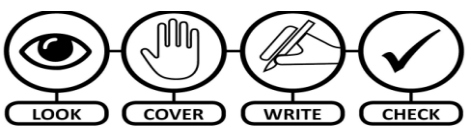
<b>C.</b>	<b>Can you list 5 reasons for why we cook food and why it is important?</b>
<u>Rule</u>	<u>Why it is important</u>
• 1	• 1
• 2	• 2
• 3	• 3
• 4	• 4
• 5	• 5







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



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

**C Samba Rhythms**

Diagram showing four rhythmic patterns with musical notation and lyrics:

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

**D Analysing Samba Music from Brazil**

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

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

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

Listen here ->



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



**E Samba Instruments**

**F Note Values – Dotted Note Values**

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

**G Describing music – MAD T SHIRT**

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





# #AIMHIGH CHALLENGE TASKS Y9

Hard Work ... Kindness...Responsibility



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