

100% book – Year 9 Mainstream

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



Term 2

Swindon Academy 2022-23

Name:	
Tutor Group:	
Tutor & Room:	

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

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

Using your Knowledge Organiser and Quizzable Knowledge Organiser

Knowledge Organisers

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

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

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

1. Matter
 1. Matter is made up of tiny particles.
 2. Matter has mass and occupies space.
 3. Matter can be solid, liquid or gas.

2. Particles
 1. Particles are very small.
 2. Particles are in constant motion.
 3. Particles attract each other.

3. Gases
 1. Gases are made up of particles.
 2. Gases have mass and occupy space.
 3. Gases are in constant motion.

4. Mixing
 1. Mixing is the process of combining two or more substances.
 2. Mixing can be physical or chemical.

A. Describe the properties of the three states of matter.
 Solid: Particles are packed closely together in a regular pattern. They vibrate in fixed positions.
 Liquid: Particles are packed closely together but are not in a regular pattern. They can move past each other.
 Gas: Particles are far apart and are arranged randomly. They carry a lot of energy and they move in all directions in a high speed.

A. What is diffusion?
 The movement of particles from a higher concentration to a lower concentration.

B. What happens to the temperature of a substance when it changes state?
 During the change of state, the temperature will stay the same until the change of state is complete.

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

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

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

Quizzable Knowledge Organisers

A. What is particle theory?

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

Solid

Liquid

Gas

A. What is the law of conservation of mass?

B. What are the different changes of state?

Melting

Freezing

Evaporation

Condensation

A. What is the difference between a pure and an impure substance?

Pure

Impure

solid liquid gas

solid liquid gas

solid liquid gas

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.

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

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

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

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

Top Tip

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

How do I complete Knowledge Organiser Prep?

Step 1

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

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

Step 2

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

The screenshot shows a student's prep book. At the top, the date '29th May 2020' and the title 'Particle theory' are written in blue ink. Below this, the student has copied the content from the knowledge organiser, including a table of states of matter and a diagram of particle changes of state.

State	Arrangement and Movement
Solid	In a regular pattern. Particles can vibrate in a fixed position.
Liquid	Particles are arranged randomly but are still touching each other. Particles can slide past each other and move around.
Gas	Particles are far apart and are arranged randomly. Particles carry a lot of energy and they move in all directions in a high speed.

Step 3

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

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

Step 4

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

The screenshot shows a student's prep book with the definitions and facts for particle theory written out three times in blue ink. Each entry starts with 'Solid = regular pattern particles vibrate in fixed position'.

Step 5

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

The screenshot shows a student's prep book with the quizzable Knowledge Organiser. The student has filled in the missing words: 'Self quizzing' for 'What are the different changes of state?', and 'Arrangement/movement of matter' for 'What are the different states of matter?'. There are also diagrams of particle changes of state and a table of states of matter.

Step 6

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

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

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



Chapter breakdown of Jane Eyre

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

The Big Ideas:

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

Locations in the first 10 chapters

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

Terminology: Key words

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

Characters in Jane Eyre

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

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

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

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

Vocabulary: Key words

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

Victorian attitudes to childhood

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

Biographical information

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



Chapter breakdown of Jane Eyre

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

The Big Ideas:

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

Locations in the first 10 chapters

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

Terminology: Key words

thesis –

juxtaposition –

Characters in Jane Eyre

Jane Eyre

Mrs Reed – Jane's aunt

Mr Brocklehurst – The governor of Lowood school

Helen Burns – Jane's friend

Miss Temple

Vocabulary: Key words

protagonist –

dependent –

oppress (vb.) –

solitude –

sombre –

conventional –

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clandestine –

humiliate (vb.) –

hypocrite –

comeuppance –

Victorian attitudes to childhood

1 A child is a blank slate...

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

3 The child is born evil...

Biographical information

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

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

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



What we are learning this term:
<ul style="list-style-type: none"> A. Movement B. Breathing and Fitness C. Effect of drugs D. Aerobic and Anaerobic respiration E. Reproduction and Heredity

6 Key Words for this term
<ul style="list-style-type: none"> <li style="width: 50%;">1. Chromosomes <li style="width: 50%;">4. Respiration <li style="width: 50%;">2. Exchange <li style="width: 50%;">5. Aerobically <li style="width: 50%;">3. Anaerobic <li style="width: 50%;">6. Cilia

A.	What are the 4 functions of the Skeletal System?
Movement, support, protection and making red blood cells	

A	Support – what is the main function of the spine?
The spine supports the upper body and allows us to stand upright.	

Protection – what is the function of the following:	
Ribcage	Protects the heart and lungs
Cranium (skull)	Protects the brain

A	Making blood cells – what part of the bone makes blood cells?
Bone marrow produces: <ul style="list-style-type: none"> 1. Red blood cells (which transport O₂ and CO₂) 2. White blood cells (some of which fight disease) 3. Platelets (which cause blood clotting e.g. when we cut ourselves) 	
Why are bones hollow?	
Long bones in the body are hollow – in the middle of the bone is a marrow cavity . The cavity contains bone marrow , from which blood is produced.	

A.	Movement and muscles
What are the following:	
Ligaments	Bones are attached to each other by ligaments .
Muscles	A collection of tissues which can contract and relax, causing other body parts (including bones) to move.
Tendons	Muscles are attached to bones by tendons . They are a strong, flexible tissue attaching a muscle to a bone.

A.	How does the muscular system help us move?
This system allows us to move by contracting and relaxing our muscles	

A.	How do your muscles move your bones?
Muscles exert a force on bones to move them.	

A.	What is Biomechanics?
Biomechanics is the working together of the skeletal system and the muscular system to help us move.	

A	What are antagonistic muscles?
In order to move bones in two directions (e.g. bending then stretching your arm), muscles are paired antagonistically (one moves the bone in one direction, the other in the opposite direction).	
How do they work?	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>Contracted biceps muscle</p> <p>Relaxed triceps muscle</p> </div> <div style="text-align: center;"> <p>Relaxed biceps muscle</p> <p>Contracted triceps muscle</p> </div> </div>
<ul style="list-style-type: none"> 1. To raise the forearm, the biceps contracts and the triceps relaxes. 2. To lower the forearm again, the triceps contracts and the biceps relaxes. 	

A.	What is Osteoporosis
Osteoporosis is a condition in which someone loses bone density, making their bones fragile so they are more likely to break bones.	
What are rickets?	
Rickets can be caused by a deficiency of calcium or vitamin D . Rickets causes bone pain, and soft bones which can deform.	

A.	What happens if you overstretch a tendon?
Over-stretching a tendon can cause it to snap. Tendons will heal themselves but become shorter in the process because the two severed ends overlap to heal, reducing flexibility	
What is Tendonitis?	
As the body tries to heal a tendon, it will swell and become painful. This is called tendonitis , and includes tennis elbow .	



What we are learning this term:
<ul style="list-style-type: none"> A. Movement B. Breathing and Fitness C. Effect of drugs D. Aerobic and Anaerobic respiration E. Reproduction and Heredity

6 Key Words for this term						
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1.</td> <td style="width: 50%;">4.</td> </tr> <tr> <td>2.</td> <td>5.</td> </tr> <tr> <td>3.</td> <td>6.</td> </tr> </table>	1.	4.	2.	5.	3.	6.
1.	4.					
2.	5.					
3.	6.					

A.	Movement and muscles
What are the following:	
Ligaments	
Muscles	
Tendons	

A.	How does the muscular system help us move?

A.	How do your muscles move your bones?

A.	What are the 4 functions of the Skeletal System?

A.	What is Biomechanics?

A	Support – what is the main function of the spine?

A	What are antagonistic muscles?

Protection – what is the function of the following:	
Ribcage	
Cranium (skull)	

How do they work?		
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A	Making blood cells – what part of the bone makes blood cells?

A.	What is Osteoporosis

A.	What happens if you overstretch a tendon?

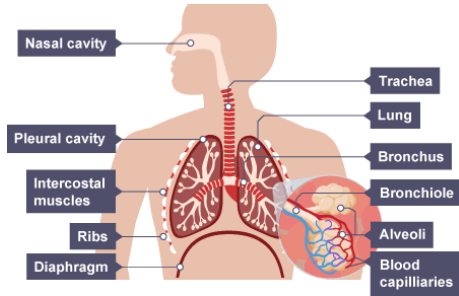
Why are bones hollow?

What are rickets?

What is Tendonitis?

B. What is the Respiratory System?

The organ system responsible for exchanging gases with the environment.



How does the respiratory system work?

- Air enters the body through the nasal cavity.
- Travels down the trachea, then one of two bronchi,
- Travels to one of many bronchioles and ends up in the alveoli.
- Oxygen diffuses into the blood stream.
- Carbon dioxide diffuses in the opposite direction,
- It then follows the reverse of the above journey, to leave the body.

B. Measuring lung capacity: what do the following terms mean?

Vital capacity	The volume of air you can breathe out after breathing in as much as you can.
Residual volume	Volume of air left in the lungs after breathing out as much as you can.
Tidal volume	Volume of air in a normal breath (in or out).

What can you use to measure Lung Capacity?

A spirometer

What is the equation for lung capacity?

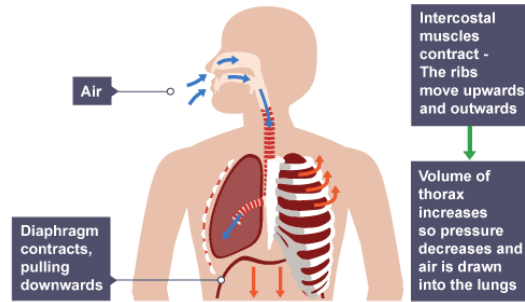
$$\text{Lung capacity} = \text{vital capacity} + \text{residual volume}$$

B. What is Ventilation?

Ventilation is the process of bringing gas in and expelling gas from the body.

Why are ventilation and Respiration different?

Respiration is a chemical reaction which happens in the body's cells and releases energy.
Ventilation is the process of bringing gas in and expelling gas from the body.



B. What is Asthma?

Asthma is a disease where airways become inflamed. The muscles around the bronchioles **contract**, constricting the airways and making breathing difficult.

What triggers Asthma?

Asthma is **non-communicable** but can be **triggered** by environmental factors such as infections, allergies and exercise

How can it be treated?

Asthma is treated using **steroids**.

B. What effects can smoking have on the gas exchange system?

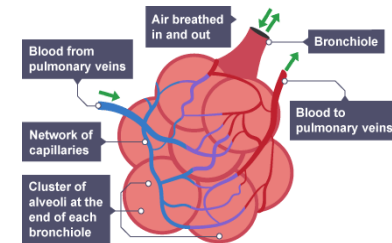
1. Destroys **cilia** in the airways so they are less able to sweep **mucus** containing pathogens out of the lungs, leading to **smoker's cough**
2. Irritates the **bronchi**, causing **bronchitis**
3. Destroys alveoli, reducing the surface area for gas exchange and causing **emphysema**
4. Cigarette smoke contains **carbon monoxide** (CO) which binds to red blood cells, so they can carry less oxygen to cells and the **heart has to work harder**
5. Increases the risk of lung, throat, mouth and oesophagus cancers

B. Where does gas exchange happen?

The lungs are the site of gas exchange between the body and the environment.
 Oxygen for respiration diffuses into the bloodstream and waste carbon dioxide diffuses out of the blood into the alveoli, from where it is expelled in ventilation.

What are Alveoli?

Balloon-like structures which are responsible for exchanging oxygen and carbon dioxide between the blood and the lung cavity



What adaptations do the alveoli have?

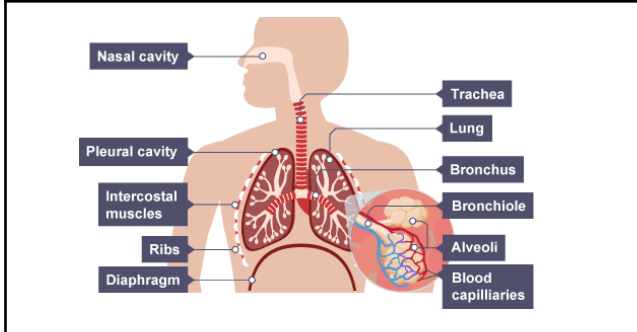
1. **High surface area** thanks to their balloon-like shape
2. Many **capillaries** give a **good blood supply** for gas exchange
3. Walls only **one cell thick**
4. **Moist** walls pick up gases (gases dissolve in water)

What is Diffusion?

Diffusion is the net movement of anything (for example, atom, ions, molecules) from a region of higher concentration to a region of lower concentration.



B. What is the Respiratory System?



How does the respiratory system work?

B. Measuring lung capacity: what do the following terms mean?

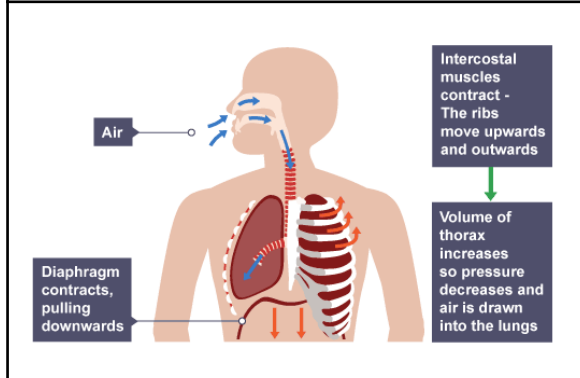
Vital capacity	
Residual volume	
Tidal volume	

What can you use to measure Lung Capacity?

What is the equation for lung capacity?

B. What is Ventilation?

Why are ventilation and Respiration different?



B. What is Asthma?

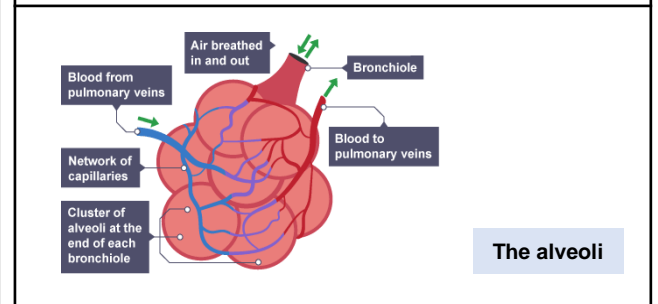
What triggers Asthma?

How can it be treated?

B. What effects can smoking have on the gas exchange system?

B. Where does gas exchange happen?

What are Alveoli?



What adaptations do the alveoli have?

What is Diffusion?



B.	What benefits come from regular exercise?
Regular training has the following effects:	
<ul style="list-style-type: none"> Heart muscles are strengthened Cardiac output increases Resting heart rate is lower (fewer beats needed because heart muscles are stronger) Recovery (returning to resting heart rate) happens more quickly after exercise 	
Why do you breathe quicker during exercise?	
More oxygen is required as body is working harder.	

C.	What is a drug?	
A drug is a substance that affects the way your body works		
C.	What are the 2 types of recreational drugs, and what effect do they have on the body?	
	Stimulants	Depressants
	<ul style="list-style-type: none"> Stimulants cause the nervous system to carry nerve impulses faster They can increase reaction times But can also speed up heart rate, and put strain on the body Examples include: Caffeine, Cocaine, Ecstasy	<ul style="list-style-type: none"> Depressants cause the nervous system to slow down They can decrease reaction times They can stop vital organs working, and stop parts if the brain working Examples include: Alcohol, Heroin, Solvents

D.	What is Respiration?	
Respiration is a chemical reaction that releases energy from food molecules.		
Why is respiration important?		
An organism can use the energy produced by respiration in several different ways including:		
<ol style="list-style-type: none"> To build large molecules from smaller ones (grow) To move To keep warm 		
What are the 2 types of respiration?		
	Aerobic	Anaerobic
Main difference?	With Oxygen	Without Oxygen
Where does it take place?	Mitochondria	Cytoplasm
What is the equation?	glucose + oxygen → carbon dioxide + water	In animals: glucose → lactic acid In plants/yeast: glucose → ethanol and carbon dioxide
Which produces the most energy?	Aerobic respiration produces more energy	Anaerobic produces less energy

D.	What is fermentation?
When plants/yeast respire anaerobically, they produce ethanol and carbon dioxide.	
What are the uses of fermentation?	
It is useful as the ethanol can be used to make alcoholic drinks and the carbon dioxide is what makes bread rise.	

E.	Who discovered DNA?
Rosalind Franklin and Maurice Wilkins 1952	
Using x-ray photography, Franklin and Wilkins produced high-resolution photographs of DNA fibres. They used these to deduce that DNA had a helical structure and that the outside of the molecule contained phosphates	
James Watson and Francis Crick 1953	
Using the x-ray data from Wilkins and Franklin, and using models, Watson and Crick managed to discover the double-helix structure of DNA. They and Wilkins were awarded the Nobel Prize in 1962.	

D.	What happens when Lactic Acid builds up in muscles from anaerobic respiration?
If lactic acid builds up in muscle cells it causes fatigue.	
How does the body get rid of lactic acid?	
We continue to have an elevated heart rate and breathing rate after exercise so that more oxygen enters the cells. This oxygen reacts with the lactic acid removing it from our muscles allowing them to work efficiently again.	

E.	What is DNA?
Deoxyribonucleic acid – the genetic material of all organisms	
What is a double helix?	
Two helical strands wound around each other	



B.	What benefits come from regular exercise?
Why do you breathe quicker during exercise?	

C.	What is a drug?
C.	What are the 2 types of recreational drugs, and what effect do they have on the body?

D.	What is Respiration?	
Why is respiration important?		
What are the 2 types of respiration?		
Main difference?		
Where does it take place?		
What is the equation?		
Which produces the most energy?		

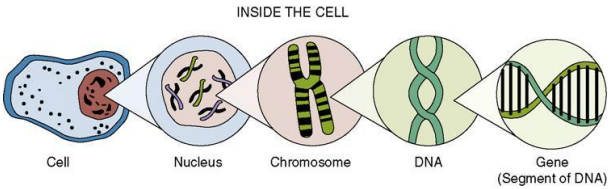
D.	What is fermentation?
What are the uses of fermentation?	

E.	Who discovered DNA?

D.	What happens when Lactic Acid builds up in muscles from anaerobic respiration?
How does the body get rid of lactic acid?	

E.	What is DNA?
What is a double helix?	

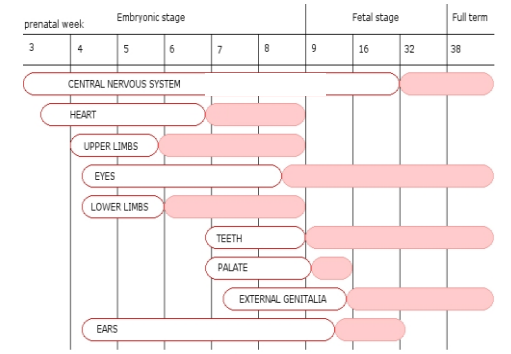


E.	What makes up DNA?
	<ul style="list-style-type: none"> DNA has a double helix structure with two sugar-phosphate backbones wound around each other. Pairs of complementary bases connect the two backbones (strands)
	What are the 4 bases and how are they paired?
	<ul style="list-style-type: none"> The bases are adenine, thymine, cytosine and guanine (A, T, C, and G) A has a complementary shape to T C has a complementary shape to G
	What are Chromosomes?
	DNA wound up tightly. There are 23 pairs in human cells (but a different number of pairs in other species)
	What are Genes?
	A short section of DNA which codes for characteristics
	

E.	What are the different types of reproduction and how are they different?									
	<table border="1"> <thead> <tr> <th></th> <th>Sexual reproduction</th> <th>Asexual reproduction</th> </tr> </thead> <tbody> <tr> <td>How many parents?</td> <td>2 parents</td> <td>1 parent</td> </tr> <tr> <td>Will offspring inherit features from parents?</td> <td>Offspring have features of both parents</td> <td>Offspring are clones of the 1 parent</td> </tr> </tbody> </table>		Sexual reproduction	Asexual reproduction	How many parents?	2 parents	1 parent	Will offspring inherit features from parents?	Offspring have features of both parents	Offspring are clones of the 1 parent
	Sexual reproduction	Asexual reproduction								
How many parents?	2 parents	1 parent								
Will offspring inherit features from parents?	Offspring have features of both parents	Offspring are clones of the 1 parent								

E.	What is Heredity?
	Heredity is the process by which genetic information is transmitted from one generation to the next
	What is a Genetic Disease?
	Genetic diseases are passed on from parents to children through their genetic material. Children will be born with the disease

E.	What is Gestation?
	Gestation describes the development of a foetus in the womb.
	What does a foetus need to develop?
	In order to do all of this growing, the foetus needs to get nutrients and oxygen .
	How does a foetus get what it needs to develop?
	<p>Since they can't eat or breathe, they get this from the mother's blood.</p> <p>Nutrients and oxygen diffuse from the mother's blood into the baby's blood vessels, then umbilical cord in the placenta.</p>
	What is the Placenta?
	An organ which develops during pregnancy, and supplies the developing foetus with oxygen and nutrients, while also removing waste.
	What is the Umbilical cord?
	A tube which connects the baby to the placenta.



E.	How can an expectant mother's behaviour affect her unborn baby?								
	The mother's behaviour during gestation can affect the development of the unborn baby because of the transfer of substances across the placenta.								
	What problems can be caused by different drugs during gestation?								
	<table border="1"> <thead> <tr> <th>Cigarettes</th> <th>Alcohol</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> Reduces the volume of oxygen which reaches the baby's cells, affecting their ability to release energy. (Nicotine narrows blood vessels, Carbon monoxide in smoke inhibits red blood cells from carrying oxygen) Increases the risk of premature (early) birth, stillbirth (death of the foetus), cot death (death of the new-born) and low birth weight caused by growth impairment Children whose mothers smoked during gestation are more likely to experience: <ul style="list-style-type: none"> learning disorders behavioural problems low IQ asthma </td> <td> <ul style="list-style-type: none"> Physical defects e.g. small head size, low birth weight Cerebral palsy (movement and coordination problems) Behavioural differences including autistic traits and attention-deficit hyperactivity disorder (ADHD) Problems with organs including the liver, kidneys, and heart Learning difficulties </td> </tr> <tr> <td></td> <td>Other illegal drugs</td> </tr> <tr> <td></td> <td>Neonatal abstinence syndrome occurs when a mother has taken a drug which causes dependency, during gestation. The baby is born with a dependency on the drug.</td> </tr> </tbody> </table>	Cigarettes	Alcohol	<ul style="list-style-type: none"> Reduces the volume of oxygen which reaches the baby's cells, affecting their ability to release energy. (Nicotine narrows blood vessels, Carbon monoxide in smoke inhibits red blood cells from carrying oxygen) Increases the risk of premature (early) birth, stillbirth (death of the foetus), cot death (death of the new-born) and low birth weight caused by growth impairment Children whose mothers smoked during gestation are more likely to experience: <ul style="list-style-type: none"> learning disorders behavioural problems low IQ asthma 	<ul style="list-style-type: none"> Physical defects e.g. small head size, low birth weight Cerebral palsy (movement and coordination problems) Behavioural differences including autistic traits and attention-deficit hyperactivity disorder (ADHD) Problems with organs including the liver, kidneys, and heart Learning difficulties 		Other illegal drugs		Neonatal abstinence syndrome occurs when a mother has taken a drug which causes dependency , during gestation. The baby is born with a dependency on the drug.
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What we are learning this term:	
A. Free time activities B. Food and Drink C. Sports D. Foods E. Sports F. Key words across topics	
6 Key Words for this term	
1. Almuerzo	4. Peligroso
2. Ceno	5. evitar
3. Desayuno	6. cambiar

A. 3.1H Hablando del tiempo libre	
aburrido/a agradable al aire libre batería la canción dar un paseo de vez en cuando Desafiante divertido/a Emocionante entretenido/a la entrevista estar en forma grabar la letra relajante la rutina la tarde el terror	boring pleasant in the open air drums song to go for a walk From time to time Challenging fun exciting entertaining interview to be fit to record lyrics, words relaxing routine afternoon, evening horror

B. 3.2G Comer y beber	
el agua (mineral) beber el bocadillo la carne la cena cenar comer la comida desayunar el desayuno después el perrito caliente el pollo el postre el queso Tomar	(mineral) water to drink sandwich meat evening meal to eat evening meal to eat lunch, food, meal to have breakfast breakfast afterwards hot dog chicken dessert, pudding cheese to take, to have (food, drink) omelette toast glass
la tortilla la tostada el vaso	

C. 3.3G ¿Haces deporte?	
activo/a al aire libre ayudar el baloncesto el campo la cancha los deberes la equitación el estadio montar a caballo montar en bicicleta la natación pasar el patinaje la pista de hielo el polideportivo tranquilo/a	active in the open air, outdoors to help basketball countryside, field court (tennis) homework horse riding stadium to ride a horse to ride a bike Swimming to spend time skating ice rink sports centre peaceful, quiet

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

D. 3.2H Una cena especial	
la aceituna la basura el bocadillo el/la camarero/a dejar escoger los espaguetis el/la esposo/a el gusto la lata las legumbres optar por	olive rubbish, junk Sandwich waiter to leave, to let, to choose Spaghetti husband, wife taste tin, can Pulses (lentils) to opt for

E. 3.3F ¿Qué deportes harás?	
el alpinismo cansado/a la carrera el concurso durante el entrenamiento entrenar el equipo ganar el jugador mañana el miembro el partido	rock climbing tired race Competition(contest) during training to train team to win player tomorrow member match

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



What we are learning this term:	
A. Free time activities B. Food and Drink C. Sports D. Foods E. Sports F. Key words across topics	
6 Key Words for this term	
1. Almuerzo	4. Peligroso
2. Ceno	5. evitar
3. Desayuno	6. cambiar

B. 3.2G Comer y beber	
_____	(mineral) water
_____	to drink
_____	sandwich
_____	meat
_____	evening meal
_____	to eat evening meal
_____	to eat
_____	lunch, food, meal
_____	to have breakfast
_____	breakfast
_____	afterwards
_____	hot dog
_____	chicken
_____	dessert, pudding
_____	cheese
_____	to take, to have (food, drink)
_____	omelette
_____	toast
_____	glass

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

A. 3.1H Hablando del tiempo libre	
_____	boring
_____	pleasant
al aire libre	_____
batería	_____
_____	song
dar un paseo	_____
de vez en cuando	_____
Desafiante	_____
_____	fun
_____	exciting
_____	entertaining
la entrevista	_____
estar en forma	_____
grabar	_____
la letra	_____
_____	relaxing
_____	routine
_____	afternoon, evening
_____	horror

C. 3.3G ¿Haces deporte?	
activo/a	_____
al aire libre	_____
_____	_____
_____	to help
_____	basketball
la cancha	countryside,
_____	_____
la equitación	homework
_____	_____
montar a caballo	stadium
montar en bicicleta	_____
_____	Swimming
pasar	_____
el patinaje	_____
la pista de hielo	_____
_____	sports centre
_____	peaceful, quiet

D. 3.2H Una cena especial	
_____	olive
_____	rubbish, junk
_____	Sandwich
_____	waiter
dejar	_____
_____	to choose
_____	Spaghetti
_____	husband, wife
_____	taste
la lata	_____
las legumbres	_____
optar por	_____

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

E. 3.3F ¿Qué deportes harás?	
el alpinismo	_____
_____	tired
la carrera	_____
el concurso	_____
_____	during
el entrenamiento	_____
_____	to train
_____	team
_____	to win
el jugador	_____
_____	tomorrow
el miembro	_____
_____	match



What we are learning this term:	
A. Hobbies	
B. Technology verbs	
C. Sports	
D. Technology	
E. TV programmes	
F. Key adjectives	
G. Opinion	
H. Key verbs	
6 Key Words for this term	
1. Ir de compras	4. El móvil
2. Navegar por la red	5. Un documental
3. practicar	6. Genial

C. Sports	
Juego al fútbol	I play football
Juego al hockey	I play hockey
Juego al tenis	I play tennis
Juego al baloncesto	I play basketball
Juego al voleibol	I play volleyball
Practico la natación	I go swimming
Practico el atletismo	I do athletics
Practico la gimnasia	I do gymnastics
Practico la equitación	I go horseriding
Practico el ciclismo	I go cycling
Practico la vela	I go sailing
Practico el cricket	I play cricket

Key Verbs				
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Soy = I am	Tengo = I have	Hablo I speak	Hablé I spoke	Voy a Hablar I am going to speak
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Son = They are	Tienen = They have	Tengo I have	Tuve I had	Voy a tener I am going to have

A. Hobbies	
Bailar	to dance
Cocinar	to cook
leer	to read
Cantar	to sing
salir con amigos	to go out with friends
navegar por	to surf the net
Internet	to play the guitar
tocar la guitarra	to go shopping
ir de compras	to call on the phone
llamar por teléfono	to do homework
Hacer los deberes	

D. Technology	
el correo electrónico	Email
la red	internet
la red social	social network
la sala de chat	chat room
los medios sociales	social media
el ordenador	computer
la pantalla	screen
la revista (digital)	(digital) magazine
el mensaje de texto	text message
el correo basura	spam, junk mail
el ordenador portátil	Laptop
el móvil	mobile phone

F. Key Adjectives	
Divertido	fun
Aburrido	boring
Util	useful
Inutil	Useless
Comodo	comfy
Interesante	interesting
Entretenido	entertaining
Emocionante	exciting
Guay	cool
Genial	great
Soso	dull
Asqueroso	disgusting
Malo	bad
Bueno	good
Relajante	Relaxing

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

B. Technology verbs	
Chatear	to chat online
colgar fotos	to post photos
utilizar	to use
comunicarse	to communicate
mandar	to send
Acosar	to bully
Compartir	to share
Enviar	to send
navegar la red	to surf the internet
sacar fotos	to take photos
correr	to run

E. TV programmes	
El telediario	The news
Un programa de deportes	Sports programme
Un documental	A documentary
Una serie de policías	A police series
Una telenovela	A soap
Un programa de tele-realidad	A reality TV programme
Un programa de música	A music show
El tiempo	The weather
Una comedia	A comedy

G. Opinions	
Me gusta	I like
Me encanta	I love
Odio	I hate
Porque	because



What we are learning this term:	
A. Hobbies	
B. Technology verbs	
C. Sports	
D. Technology	
E. TV programmes	
F. Key adjectives	
G. Opinion	
H. Key verbs	
6 Key Words for this term	
1. Ir de compras	4. El móvil
2. Navegar por la red	5. Un documental
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C. Sports	
_____	I play football
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_____	I go swimming
_____	I do athletics
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_____	I go horseriding
_____	I go cycling
_____	I go sailing
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Key Verbs				
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_____ = s/he	_____	_____	_____	_____
is	= s/he has	I go	I am/it was	I am going to go
_____	_____	_____	_____	_____
= We are	= We have	I am	I was	I am going to be
_____ =	Tienen	_____	_____	_____
They are	= They have	I have	I had	I am going to have

A. Hobbies	
_____	to dance
_____	to cook
_____	to read
_____	to sing
_____	to go out with friends
_____	to surf the net
tocar la guitarra	_____
_____	to go shopping
_____	to call on the phone
_____	to do homework

D. Technology	
_____	Email
la red	_____
_____	social network
la sala de chat	_____
los medios sociales	_____
_____	computer
_____	screen
_____	(digital) magazine
_____	text message
el correo basura	_____
_____	Laptop
_____	mobile phone

F. Key Adjectives	
_____	fun
_____	boring
_____	useful
_____	Useless
_____	comfy
_____	interesting
_____	entertaining
_____	exciting
_____	cool
_____	great
_____	dull
_____	disgusting
_____	bad
_____	good
_____	Relaxing

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

B. Technology verbs	
Chatear	_____
_____	to post photos
utilizar	_____
comunicarse	_____
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Acosar	_____
_____	to share
_____	to send
_____	to surf the internet
_____	to take photos
_____	to run

E. TV programmes	
El telediario	_____
Un programa de deportes	_____
_____	A documentary
Una serie de policías	_____
_____	A soap
Un programa de tele-realidad	_____
Un programa de música	_____
_____	The weather
_____	A comedy

G. Opinions	
_____	I like
_____	I love
_____	I hate
_____	because



Y9- T2 -

A.	Background:
1.	Natural Hazard is a threat to people and property
2.	Hazard risk is the probability (chance) that a natural hazard occurs.
3.	Earthquakes and volcanoes are distributed in narrow belts across the world. They are mostly found along plate margins , for example the Pacific ring of fire is a circle of volcanoes and earthquakes that surrounds the Pacific ocean.
4.	Volcanoes are also found in hotspots across the world. These are areas where the crust of the earth is slightly thinner, allowing magma to rise to the surface.
5.	People live in areas at risk of tectonic hazards as they hold benefits such as geothermal power and fertile soils around volcanoes, examples of this are Iceland . People in poverty also live in hazardous areas as they cannot afford to move out
6.	Earthquakes that occur under the sea can create huge, destructive waves called Tsunamis as the water is displaced .

B.	What happens at plate margins?
Destructive plate margin	At destructive plate boundaries , two plates move towards each other, the denser oceanic plate is forced under the less dense continental plate in a process called subduction
Constructive plate margin	At constructive plate boundaries , two plates are moving away from each other.. This creates a gap , magma rises to fill the gap.
Conservative plate margin	At conservative plate margins, two plates are moving past each other . The plates get stuck which builds up pressure. The sudden release of this pressure causes violent earthquakes.

D.	Example of Tectonic Hazard HIC: Chile
Date	27 February 2010
Magnitude	8.8
No. Dead	521
Epicentre	Off the coast of Chile
Causes	Destructive plate: South American (continental) & Nazca Plate (oceanic)
Primary effects	<ul style="list-style-type: none"> - 500 dead - 12,000 injured - 500,000 homes damaged - Santiago airport slightly damaged - Several bridges and roads damaged and a hospital
Secondary effects	<ul style="list-style-type: none"> - Much of Chile lost power, water supplies and communication cut off - Tsunami warning - A fire in a chemical plant > evacuation - Copper mines suffered damage (Copper crucial to economy)
Short term responses	<ul style="list-style-type: none"> - After day Ten 90% houses had power back, roads quickly fixed - Temporary repairs to main roads
Long-term responses	- One month later houses rebuilding plan, due to the strong economy, it recovered and rebuilt without aid.

C	What happens at plate margins?
Immediate response	Keeping survivors alive by providing food, water, shelter.
Long-term response	Re-building and reconstruction, with the aim of returning life back to normal.

E.	Example of Tectonic Hazard LIC: Nepal
Date	25 April 2015
Magnitude	7.9
No. Dead	521
Epicentre	80km from the capital city Kathmandu
Causes	Destructive plate: Indo-Australian plate colliding with the Eurasian plate
Primary effects	<ul style="list-style-type: none"> - 9000 dead - 20,000 injured - 3 million made homeless - Electricity, water supplies and communications affected - 7000 schools destroyed, 50% of shops destroyed
Secondary effects	<ul style="list-style-type: none"> - Landslides and avalanches that blocked roads - Avalanches on Mount Everest killed at least 19 people - Landslides blocked the Kali Gandaki River causing flooding North of Kathmandu
Short term responses	<ul style="list-style-type: none"> - Search and rescue teams - Emergency food and water/ aid from the UK
Long-term responses	<ul style="list-style-type: none"> - 7000 schools to be rebuilt or repaired - Stricter controls on building codes

F.	How do we manage tectonic hazards?
Monitoring	Warning signs: gases, sides of volcanoes swell, change shape and size, heat melts snow, rocks fracture, earthquakes. Monitored through seismographs, and tiltmeters (shape).
Prediction	Based on scientific monitoring as above.
Protection	Little can be done. However, you can create earth embankments or explosives to divert lava away from property.
Planning	When machines begin to do the work which humans once completed.



Y9- T2 -

A.	Background:
1.	Natural Hazard is a threat to people and property
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6.	Earthquakes that occur under the sea can create huge, destructive waves called Tsunamis as the water is displaced .

D.	Example of Tectonic Hazard HIC: Chile
Date	
Magnitude	
No. Dead	
Epicentre	
Causes	
Primary effects	
Secondary effects	
Short term responses	
Long-term responses	

E.	Example of Tectonic Hazard LIC: Nepal
Date	
Magnitude	
No. Dead	
Epicentre	
Causes	
Primary effects	
Secondary effects	
Short term responses	
Long-term responses	

B.	What happens at plate margins?
Destructive plate margin	
Constructive plate margin	
Conservative plate margin	

C	What happens at plate margins?
<u>Immediate response</u>	
<u>Long-term response</u>	

F.	How do we manage tectonic hazards?
Monitoring	
Prediction	
Protection	
Planning	

Year 9 Term 1 History Knowledge organiser: Topic: The Suffragettes

What we are learning this term:	
A.	Key words for this unit
B.	Key people and their roles in the suffrage movement
C.	Key events and dates in the suffrage movement
D.	D. Suffragists vs Suffragettes
6 Key Words for this term – Section A	
<ul style="list-style-type: none"> • Act a written law passed by Parliament • Propaganda information used to promote a political point that can be misleading or untrue • Ballot a system of voting on a particular issue • Reform make changes in order to improve something • Charter a written statement of the rights of a specified group of people • Representation Speaking or acting on behalf of someone • Democracy system of government by the whole population typically through elected representatives. • Rotten boroughs a borough that was able to elect an MP despite having very few voters, the choice of MP typically being in the hands of one person or family. • Enfranchisement To be given the right to vote • Strike an organised refusal to do something expected or required typically to gain a concession • Manifesto A public set of political aims written down • Suffrage the right to vote • Parliament a group of people who make the laws for their country • Tactics An action or strategy carefully planned to achieve a specific end • Petition a formal written request, typically one signed by many people, appealing to authority in respect of a particular cause 	

B.	Key people and their roles in the suffrage movement
<u>Person</u>	<u>Role</u>
Nancy Astor	The first women elected as a Member of Parliament (MP)
Emily Davison	Joined the WSPU (Suffragettes) in 1906. Was struck by the King's horse at the Epsom Derby and killed in 1913.
Benjamin Disraeli	A Conservative Prime Minister (1868, 1874-80) who introduced the Second Reform Act
Millicent Fawcett	Founded the Suffragists/NUWSS in 1897
William Gladstone	A Liberal politician who served in Parliament for over 60 years and four times as Prime Minister. He passed the Third Reform Act, extending the vote to all male homeowners.
Earl Grey	A Whig Prime Minister who proposed the Great Reform Act in 1831 and resigned when the House of Lords rejected it.
Annie Kenney	A working-class socialist feminist who was active in the WSPU (Suffragettes) as a militant member and was arrested.
William Lovett	The leader of the Chartist movement and wrote the People's Charter in 1838
Christabel Pankhurst	Speaker for the WSPU (Suffragettes) in 1905. She trained as a lawyer but could not practice as a woman. She fled the country in 1912 for fear of re-arrest, and unsuccessfully ran for parliament in 1918.
Emmeline Pankhurst	Founded the WSPU (Suffragettes) in October 1903 and encouraged militant action as a form of protest. Was arrested many time, she went on hunger strike and was force-fed. Mother of Christabel.

C.	Key events and dates in the suffrage movement
<u>Date</u>	<u>Event</u>
1832	Great Reform Act is passed
1838	The Chartists wrote the People's Charter
1867	Second Reform Act is passed
1884	Third Reform Act is passed
1897	The Suffragists/NUWSS movement is formed with Millicent Fawcett as their leader
1903	The Suffragettes/WSPU movement is formed by Emmeline Pankhurst and her daughters
1913	Emily Davison is struck by the King's horse at the Epsom Derby and dies
1914	World War I begins, all leaders urge women to join the war effort
1918	The Representation of the People Act is passed
1919	Nancy Astor is elected the first female MP
1928	Equal Franchise Act– women are given the vote on equal terms with men

D	Suffragists	Suffragettes
	Men who were fighting for the right to vote	Women fighting for the right to vote
	Leader – Millicent Fawcett	Leader – Emmeline Pankhurst
	Formed in 1897	Formed in 1903 after splitting from the Suffragists
	Used pamphlets, petitions and marches to help persuade people to their cause	Used Protests and damaging property to help persuade people to their cause
		Were given the right to vote on equal terms in 1928

What we are learning this term:	B.	How has Biblical criticism influenced the rise of atheism ?
The development of Atheism and worldviews	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.
Emirical/empiricist	Knowledge is based on what is seen or experienced rather than theory or pure logic.
Reason	the power of the mind to think, understand and form judgements by a process of logic
Biblical criticism	The use of critical analysis/ context/ knowledge of history to understand and explain meaning in the Bible.
A priori	(an argument/statement which is supposed to be true because it is true by definition eg all bachelors are unmarried males, or God is perfect therefore he exists)
Fundamentalist	a person who believes in the strict, literal interpretation of scripture in a religion.

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

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

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

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

Year 9 Religious Education: Atheism

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

B.	How has Biblical criticism influenced the rise of atheism ?
1	

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

C.	Explain 4 reasons people are atheist or reject religion
1	
2	
3	
4	

D.	Explain Hume's main arguments against miracles
1	
2	
3	

E.	Explain Neitzche's ideas about religion and morality
	Explain how Freud challenges religious truth
	Explain how Feuerbach challenges religious truth
	Explain how Marx challenges religious truth

F.	Explain 2 reasons why science is a challenge to religion
1	
2	
	Explain 2 religious responses to the challenge of science
1	
2	

What we are learning this term:

- A. Line Drawing
- B. Introduction into Cubism
- C. Pablo Picasso
- D. Colour Theory
- E. Grid Method
- 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

B. What are the characteristics of Analytical and Synthetic Cubism? List 3 of each.

Analytical:

- 1) Grey, black and white tones or tones from one colour
- 2) Very angular and rigid, points and lines
- 3) The first type of Cubism created

Synthetic:

- 1) Bright, modern and bold colours
- 2) Organic in shapes, curves, natural shapes
- 3) The second type of Cubism created

Describe what is happening in each stage of the making?

In this image, we have acetate- mainly used for photocopying. A see-through clear plastic. A roll of masking tape, used to fix the image onto the acetate.

In this image, the image behind has been removed to reveal the permanent marker trace. From here you can add in your own detail and patterns

In this image, the acetate has been painted using acrylic. Acrylic is plastic based so when dry, it will move with the flexible acetate

D. Answer the following questions on colour theory and acrylic painting.

- 1 List the secondary colours
Purple, orange, green
- 2 Name 3 cool/ cold colours
Blue, green, purple
- 3 Name 3 warm/ hot colours
Red, orange, yellow
- 4 What is a complementary colour?
Two colours which work well together/ They look good next to each other
- 5 How do you make a tertiary colour?
By mixing a Primary and a Secondary colour together
- 6 List the 6 formal elements of Art
Line, Tona, Texture, Shape, pattern, Colour
- 7 What are tints and shades?
Tint is a colour mixed with white. Shade is a colour mixed with black

C List 3 words to describe the Cubism style of artwork in this Picasso piece?

- 1.) Angular, Crooked, Sharp, Shattered,
- 2.) Jagged, Cornered, Smashed, Dull colours
- 3.) Staggered, Skewed, Destroyed, Misplaced

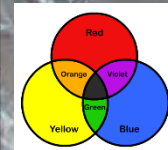


D. Colour theory- complete the missing words

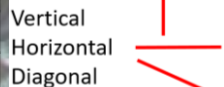
Red + Blue= Purple
Blue + Yellow= Green
Red + Yellow= Orange

E. Write a step by step guide to a successful grid method

1. Firstly, have a sharp pencil, plain paper and a ruler
2. Using the width of your ruler, mark out lines vertically. Press lightly because you will be rubbing these lines out.
3. Using the width of your ruler, mark out lines horizontally
4. Your page should now be full of equal distant squares. Repeat this process onto the image you'd like to copy.
5. Using your source image, start by working in the 1st box
6. Work box by box rather than looking at the image as a whole.
7. Once you have copied each box, rub out your grid lines



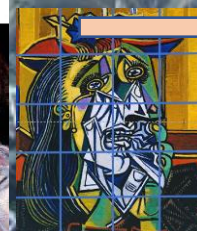
What is the difference between lines?



Francis Bacon 1972



Jeremy Kyler 2000



F.	Keywords
Portrait	An image which shows a person/animal
Identity	Information about a person's personality, interests, friend's family – what makes someone who they are
Collage	Using torn or cut paper in an artwork
Material	The substance used to create the artwork
Cubism Movement	The movement that Ines tries to push throughout her work. Creating angular portraits .
Characteristics	A list of describing words about a person or thing.
Acetate	Clear plastic sheeting
Permanent pen	A pen that won't wash off with water
Mixed media	An artwork made from more than one material

What we are learning this term:

- A. Line Drawing
- B. Introduction into Cubism
- C. Pablo Picasso
- D. Colour Theory
- E. Grid Method
- F. Key Words



B. What are the characteristics of Analytical and Synthetic Cubism? List 3 of each.

Analytical:

- 1)
- 2)
- 3)

Synthetic:

- 1)
- 2)
- 3)

Describe what is happening in each stage of the making?



C List 3 words to describe the Cubism style of artwork in this Picasso piece?

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

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

- 1.
- 2.
- 3.

Using continuous line drawing, recreate the face below.



Example

Your response

D. Answer the following questions on colour theory and acrylic painting.

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- 3 Name 3 warm/ hot colours
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- 5 How do you make a tertiary colour?
- 6 List the 6 formal elements of Art
- 7 What are tints and shades?

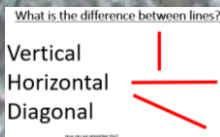
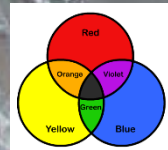
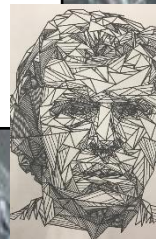


D. Colour theory- complete the missing words

Red + Blue=
 Blue + Yellow=
 Red + Yellow=

E. Write a step by step guide to a successful grid method

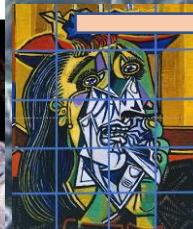
1.
2.
3.
4.
5.
6.
7.



Jeremy Kyler 2000



Francis Bacon 1972



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Permanent pen	A pen that won't wash off with water
Mixed media	An artwork made from more than one material

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 and apron and tie it back.	To protect you from the food and equipment and the food from touching you.



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

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

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

Clean and store chopping boards correctly after use



A. What is cross contamination and how can it be prevented?	
Cross contamination happens when you use the wrong chopping board or equipment to prepare food which can therefore result in food poisoning. You must use the correct equipment for the correct ingredients. You must also ensure that you are always following good hygiene practices when cooking.	
B. What do the following terms mean?	
Grilling	Using the top part of the oven. It involves a significant amount of direct, radiant heat, and tends to be used for cooking meat and vegetables quickly. It is also a healthier method of cooking meat products.
Baking	Baking is a method of preparing food that uses dry heat, normally in an oven. Heat is gradually transferred from the surface of cakes, cookies, and breads to their centre.
Frying	Frying is the cooking of food in oil or another fat. It is usually done in a frying pan using the hob of the cooker. It also known to be unhealthy.

C. Can you list 5 reasons for why we cook food and why it is important?	
Rule	Why it is important
<ul style="list-style-type: none"> • 1 to get rid of bacteria on the food • 2 to make the food taste better • 3 to make food chewable • 4 to ensure that food is not raw • 5 to add colour to the food 	<ul style="list-style-type: none"> • 1 to stop food poisoning • 2 to make the food more appealing • 3 it could be raw or a choking hazard • 4 to stop food poisoning • 5 to make it look more appetising or change its use

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.

What we are learning this term:

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

Year 9 – High Skills

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

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

6 Key Words for this term	
1 Hygiene	4 Healthy
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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

- RAW MEAT
- RAW FISH
- CO
- SA
- VEGETABLE PRODUCTS
- BAKERY & DAIRY PRODUCTS

Clean and store chopping boards correctly after use



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

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



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

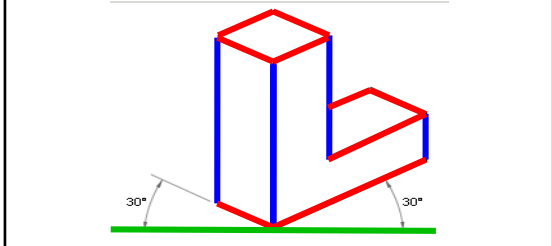


What we are learning this term:	
A.	Drawing Skills
B.	Wood Theory
C.	Wooden Joints & Their Uses
D.	Tools & Machinery

A. Drawing Skills

Isometric Technical Drawing

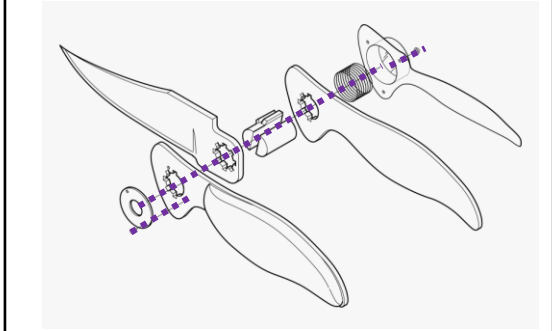
Made up of a series of parallel **vertical lines** and parallel **30-degree lines**. But no **horizontal lines**.



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

Exploded Technical Drawing

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



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

B. Wood Theory

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

Sustainability = Natural Wood Vs Manufactured Boards

Manufactured boards are more sustainable than natural woods because made from wasted wood and offcuts.	Softwood is more sustainable than hardwood, because it grows a lot quicker.
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C. Wooden Joints & Their Uses

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

D. Tools & Machinery

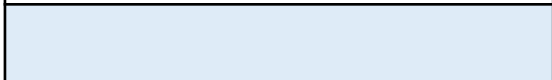
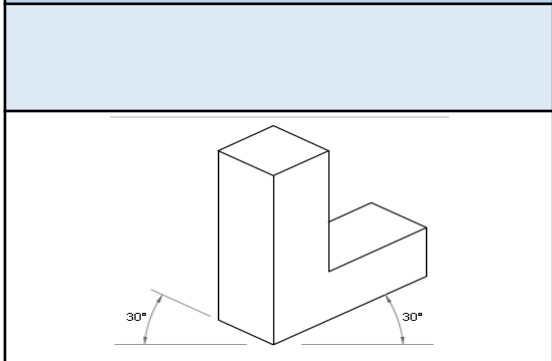
Steel Rule	Tri Square	Mitre Square	Bench Hook	Quick Clamp	Wooden Vice	Tenon Saw	Bandfacer	Pillar Drill



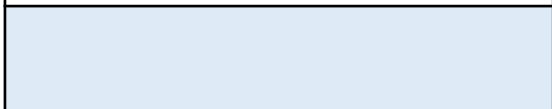
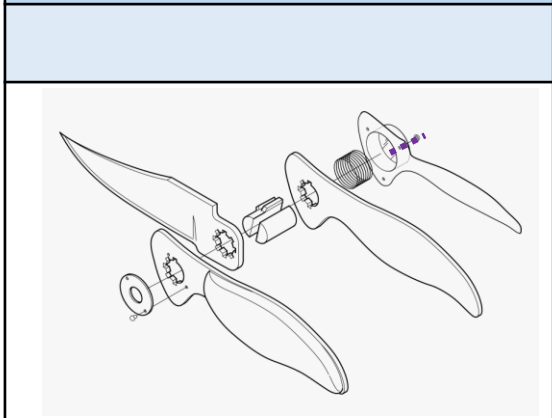
What we are learning this term:
A. Drawing Skills
B. Wood Theory
C. Wooden Joints & Their Uses
D. Tools & Machinery

A.	Drawing Skills	
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Isometric Technical Drawing



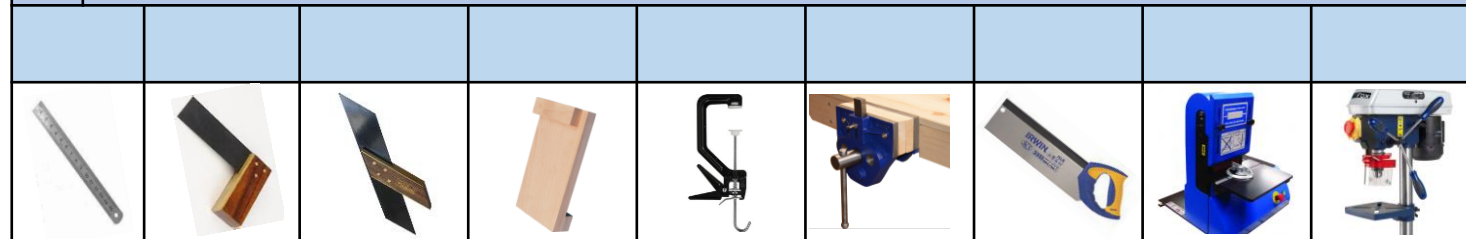
Exploded Technical Drawing



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

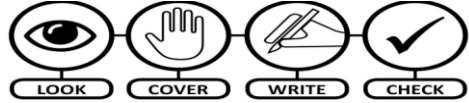
C.	Wooden Joints & Their Uses	
Joint	Uses	Image
Mitre Joint		
Dowel Joint		
Mortise and Tenon		
Cross Halving Joint		

D.	Tools & Machinery								
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A	What we are learning about this term...
1	Popular song structure
2	Lyrics , hooks and riffs in popular music
3	Melody – conjunct and disjunct
4	Range, instruments and lead sheets in pop music



B	Keywords
Lyrics	The words of a song – split into verses and choruses
Hook	the 'catchy bit' of the song that you will remember. It is short and repeated in different places throughout the song.
Riff (Ostinato)	Short, repeated musical pattern often used in the introduction and instrumental breaks in a song.
Melody	The tune – usually lead singer has this
Counter-melody	An 'extra' melody often performed 'on top of' the main melody to compliment it
Homophonic (texture)	A texture that has a melody and accompaniment (e.g chords/bassline)
Lead Sheet	Form of notation that only shows the essential parts (eg lyrics, bassline and chords) to perform from
Arrangement	Adapting songs to be performed by other instruments or in a different style
Cover Version	A new performance by someone OTHER than the original artist/songwriter

C Instruments in popular music



Pop Bands often feature a **DRUM KIT** and **PERCUSSION** to provide the rhythm along with **ELECTRIC GUITARS (LEAD GUITAR, RHYTHM GUITAR and BASS GUITAR)** and **KEYBOARDS**. Sometimes **ACOUSTIC INSTRUMENTS** are used such as the **PIANO** or **ACOUSTIC GUITAR**. **ORCHESTRAL INSTRUMENTS** are often found in pop songs such as the **STRINGS, SAXOPHONE, TROMBONE** and **TRUMPET**. Singers are essential to a pop song - **LEAD SINGER** – Often the "frontline" member of the band (most famous) who sings most of the melody line to the song. **BACKING SINGERS** support the lead singer providing **HARMONY** or a **COUNTER-MELODY** (a melody that is often higher in pitch and different, but still 'fits with' the main melody) and do not sing all the time but just at certain points within a pop song e.g. in the chorus.

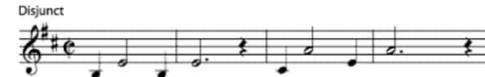


D Exploring Conjunct and Disjunct Melodies

CONJUNCT MELODIC MOTION – Melodies which move **mainly by step** or use notes which are next to or close to one another.



DISJUNCT MELODIC MOTION – Melodies which **move mainly by leap** or use notes which are not next to or close to one another.



MELODIC RANGE – The **distance between the lowest and highest** note in a melody



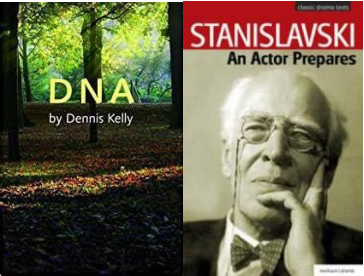
F Note Values and Dotted Note Values

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

YEAR 9 INTRODUCTION TO BTEC DRAMA KNOWLEDGE ORGANISER – COMPONENT ONE



What we are learning this term:	
A.	Understanding different styles of performance
B.	What is style
C.	What is a practitioner
D.	How do we analyse a performance
E.	What are physical skills
F.	What are interpretive skills
G.	Different performance styles / genres

Building a character	
<i>Physical skills</i>	<ol style="list-style-type: none"> 1. Stance 2. Gesture 3. Facial Expressions 4. Stride 5. Weight 6. Pace 7. Mime 8. Gait 9. Internal Rhythm 10. Stance
<i>Vocal Skills</i>	<ol style="list-style-type: none"> 1. Pitch 2. Pace 3. Pause 4. Breath 5. Accent 6. Articulation 7. Sight Reading 8. Intonation 9. Volume 10. Tone 11. Personality/ Age 12. Emphasis

	Keywords
Practitioners	A professional theatre maker who creates in a specific style led by a specific theatre ideology.
Performance material	The practical work that a practitioner creates for performance.
Creative Intentions	The ideas behind the performance why the director chose to create the work.
Reflect	Look over your current work and the work of others and be able to review and comment on your own and others practice using subject specific vocabulary.
Analyse/ Evaluate	Watch and then analyse your own performance and the work of others and giving comments and judgements on what you see
Influences	How the practitioner has been influenced by others, their experiences, their training and how this has affected the work they create.
Physical skills	The physical attributes that an actor uses, stamina, strength, flexibility, control, to dance with technical accuracy.

What are you doing this term?
<p>An introduction to Btec Performing Arts and the way you would work in year 10 if you decided to take Drama</p> <p>Explore the following three practitioner's and their style of theatre: Frantic Assembly</p> <p>A physical theatre company who started in 1994 and whose style is visual storytelling using powerful music and lights to make an impact of their audiences. They want to make theatre relevant to young audiences making it accessible, doing it about current topics and by getting young people involved in their productions.</p> <p>Splendid Productions An epic theatre style company that uses a trio of performers and a slapstick style performance to re-tell some well know stories with social and political messages.</p> <p>Dennis Kelley's DNA A powerful playwright who writes for young people, understanding their lives and worries. He uses a mixture of naturalism and non naturalism to convey explosive storylines. He has also written Matilda the musical with Tim Minchin.</p>

Key question – What is the artistic purpose of a performance work?
<p>When watching a professional performance, the key questions you need to think about are the following...</p> <p>How do we Explore artistic purpose?</p> <p>Explore artistic purpose (across all three disciplines/styles) including:</p> <ul style="list-style-type: none"> to educate to inform to entertain to provoke to challenge viewpoints to raise awareness to celebrate.

Further reading:
<p>www.franticassembly.com</p> <p>www.splendidproductions.com</p> <p>English Literature / Drama GCSE: Plot Overview: DNA by Dennis Kelly - BBC Teach</p>



YEAR 9 INTRODUCTION TO BTEC DRAMA KNOWLEDGE ORGANISER – COMPONENT ONE



What we are learning this term:
<ul style="list-style-type: none"> A. Understanding different styles of performance B. What is style C. What is a practitioner D. How do we analyse a performance E. What are physical skills F. What are interpretive skills G. Different performance styles / genres

Keywords	
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	The practical work that a practitioner creates for performance.
	The ideas behind the performance why the director chose to create the work.
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	How the practitioner has been influenced by others, their experiences, their training and how this has affected the work they create.
	The physical attributes that an actor uses, stamina, strength, flexibility, control, to dance with technical accuracy.

Building a character	
Physical skills	
Vocal Sills	

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