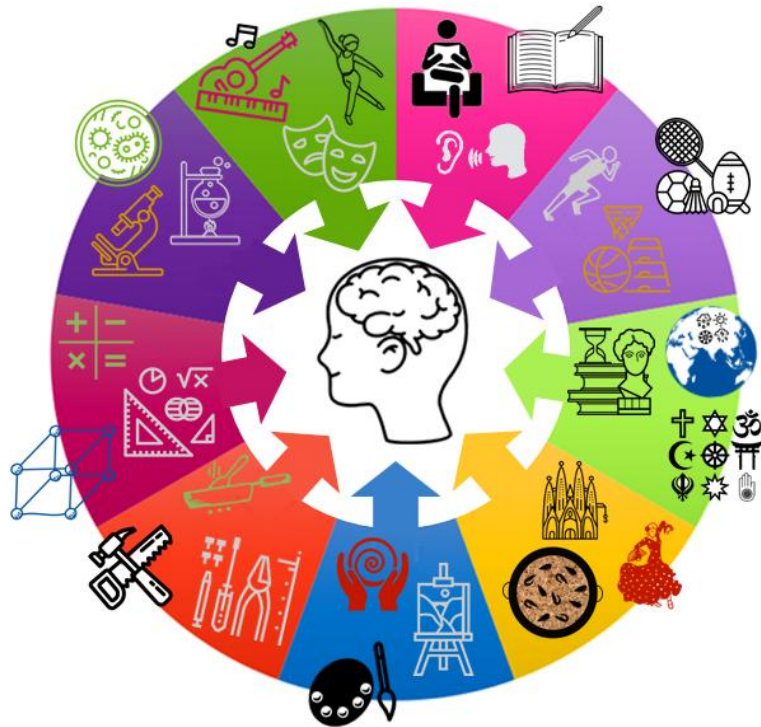


100% book - Year 9 Grammar

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



Term 6

Swindon Academy 2025-26

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

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.

Quizzable Knowledge Organisers

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

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

Top Tip

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

Expectations for Prep and for using your Knowledge Organisers

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

How do I complete Knowledge Organiser Prep?

Step 1

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

The image shows the Epraise website interface. On the left is a 'Planner' for the week of 22nd May to 28th May 2020, with a grid for different subjects. On the right is a 'Knowledge Organiser' for 'Year 7 Term 1 Science/Physics: Year 7Q Particles'. It contains several sections: 'What is particle theory?', 'Describe the arrangement and movement of particles in the three states of matter', 'What is the law of conservation of mass?', 'What are the different changes of state?', and 'What are the differences between the three states of matter?'. Each section includes diagrams and text.

Step 2

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

This image shows a printed page from a knowledge organiser with handwritten notes. The date '29th May 2020' and the title 'Particle theory' are written at the top. The page includes sections for 'What is particle theory?', 'What is the law of conservation of mass?', and 'What are the different changes of state?'. There are diagrams for 'Solid', 'Liquid', and 'Gas' showing particle arrangements. A flowchart shows 'Gaining energy' leading to 'Melting' and 'Evaporation', and 'Losing energy' leading to 'Freezing' and 'Condensation'.

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, the title 'Properties of the states of matter' is underlined. The notes define 'Particle theory = all matter is made of particles'. It then lists the 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 '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 image shows a 'quizzable' version of the knowledge organiser. It has a similar layout to the previous one but with some words missing. Handwritten answers are provided: 'Self quizzing' for the title, and 'Arrangement/movement of matter' for the description of particle theory. The state definitions are also partially filled in: 'Solid = regular pattern pa...', 'Liquid = ...', and 'Gas = ...'.

Step 6

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

Handwritten notes on lined paper, similar to Step 3, but with corrections and checkmarks. The definition of 'Solid' is checked. The definition of 'Liquid' has 'are still touching each other' crossed out and replaced with 'are still touching each other'. The definition of 'Gas' has 'are far apart' written above 'are arranged randomly' and 'are X' written at the end.

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

'Romeo and Juliet': GS Knowledge Organiser

Plot breakdown		Characters	Vocabulary: Key words
P	The Prologue outlines the main conflict in the play and warns the audience of the tragic fate of Romeo and Juliet.	Romeo (Montague) Young man. Falls in love with Juliet. Kills himself at the end of the play. " <i>Did my heart love till now? forswear it, sigh! For I ne'er saw true beauty till this night</i> "; " <i>Thus with a kiss I die</i> "	tragic – describes something as being very sad, or as part of a tragedy.
1.1	The Montagues and Capulets fight in the streets of Verona. Prince Escalus swears that any further fighting will be punished by death.	Juliet (Capulet) 13-year old girl. Falls in love with Romeo. Kills herself at the end of the play. " <i>Wherefore art thou Romeo? Deny thy father and refuse thy name</i> "; " <i>O happy dagger, This is thy sheath; there rust, and let me die</i> "	submissive - ready to obey or conform to the authority or will of others
1.2	Paris asks Lord Capulet about marrying his daughter Juliet. Capulet tells Paris to wait as she is too young.	Lord Capulet (Capulet) Head of the Capulet family. Juliet's father. Orders her to marry his friend, Paris. " <i>She will be ruled In all respects by me</i> "	narcistic – self-obsessed
1.3	Lady Capulet advises Juliet to agree to marry Paris.	Paris (no family) Nobleman of Verona. Wants to marry Juliet. Killed by Romeo at the end of the play.	feud – a serious argument and sometimes violent argument between two people or groups that continues for a long time.
1.5	At the Capulet's masked ball, Romeo sees Juliet and falls in love with her. They talk, kiss, and fall in love. As they depart, they learn they are from feuding families.	Friar Lawrence (no family) Religious leader in Verona. Agrees to marry Romeo and Juliet, thinking it will bring peace to the city. " <i>For this alliance may prove To turn your households' rancour to pure love</i> "	shrine – a holy place that people go to pray.
2.2	In the balcony scene, Romeo and Juliet fall deeper in love. They agree to get married.	Mercutio (Montague) Romeo's friend. Killed by Tybalt. " <i>A plague a'both your houses!</i> "	status quo – the situation that exists now, without any changes.
2.3	Romeo asks Friar Lawrence to marry him and Juliet. Lawrence agrees, thinking it will unite the warring families.	Prince Escalus (no family) Ruler of Verona. Wants to bring peace to the city. " <i>If ever you disturb our streets again, Your lives shall pay the forfeit of the peace</i> "	obstacle – a problem that must be overcome.
2.6	Friar Lawrence marries Romeo and Juliet.	Structure of Shakespearean tragedy (Bradley)	vindictive – vengeful
3.1	Montagues and Capulets fight in the streets. Tybalt kills Mercutio; Romeo kills Tybalt. Prince Escalus decides to banish Romeo from Verona.	Exposition Introduces the main characters and the obstacles they will overcome in the play.	patriarchy - a society in which power lies with men
3.4	Lord Capulet tells Paris that he can marry Juliet in three days' time.	Rising tension The heroes try to overcome the obstacles they face. They suffer.	belligerent - warlike
3.5	After their wedding night, Romeo leaves Juliet for the last time. They have a vision of the other's death. After Romeo leaves, Lord Capulet orders Juliet to marry Paris, threatening to disown her if she disobeys.	Catastrophe The play ends with the deaths of the heroes.	exile (vb.) – to force them from their home and live in another place.
4.1	Friar Lawrence comes up with a plan: Juliet must pretend to be dead and then escape Verona with Romeo. She agrees to the plan.		tenacious – very determined
5.3	Romeo does not learn of Friar Lawrence's plan. He sneaks back into Verona and visits Juliet's tomb. He thinks she is dead, and kills himself with poison. Moments later, Juliet wakes up. She finds Romeo's body and kills herself with his dagger. The two families agree to end their feud.		catastroph – a terrible accident.
The Big Ideas:			stoicism – calm self control
Role of women: Juliet is powerless to make her own decisions. She is ruled by her father who eventually decides to marry her off to a powerful man. She breaks the status quo when she defies her father and makes her own decisions.			Terminology: Key words
Evolution of Juliet's character: Juliet is a stereotypical Renaissance daughter at the outset, she is loyal and submissive. She becomes empowered and independent through her romance with Romeo. She becomes a tragic hero by acting in pursuit of her own desires.			Tragedy – a play in which the main character brings about their own downfall.
Tragedy: A Shakespearean tragedy is the story of one or two heroes of 'high-status,' such as Kings or Lords. They act in pursuit of one desire. The story leads up to and includes the death of the hero as a result of their actions.			prologue – the introduction to a book, film, or play.
Fate and destiny: Fate and destiny: Fate is the idea that the events of someone's life are not in their control. The <i>star-crossed</i> lovers suggests they were fated for tragedy. This leads to many questions: Is the tragic ending inevitable? Do they act independently?			sonnet – a type of love poem. It has 14 lines, a strict rhyme scheme and 10 syllables per line.
			dramatic irony – when the audience knows something that the character on stage does not
			Tragic hero – the main character in a Tragedy that makes an error of judgement that leads to their downfall.
			soliloquy – a speech in a play where the character speaks to himself or herself.
			hyperbole – exaggeration.
			tragic flaw - a character has a tragic flaw when what makes them so special also brings about their downfall.
			foreshadow – to show or warn that something bigger, worse, or more important is coming.
			thesis – the main idea that you want to discuss throughout an essay.
			peripeteia – a sudden reversal of fortune.
			hubris – excessive pride or self-confidence
			anagnorisis – the moment when the character realises the true state of their affairs or the reality of their situation
			Features of Shakespearean tragedy (Bradley)
			The characters are ' high-status ' – they are important people.
			The tragic hero acts : they try to do things . They don't just let things happen to them.
			Whatever they try to do, it always puts them in a worse situation .
			They are exceptional – there is something that makes them special.

'Romeo and Juliet': GS Knowledge Organiser

Plot breakdown

P	The Prologue
1.1	
1.2	
1.3	
1.5	
2.2	
2.3	
2.6	
3.1	
3.4	
3.5	
4.1	
5.3	

Characters

Romeo (Montague)
Juliet (Capulet)
Lord Capulet (Capulet)
Paris (no family)
Friar Lawrence (no family)
Mercutio (Montague)
Prince Escalus (no family)
Structure of Shakespearean tragedy (Bradley)
Exposition - - -
Development/Rising Action: - - -
Catastrophe: - -

Vocabulary: Key words

tragic –
submissive –
narcistic –
feud –
shrine –
status quo –
obstacle –
vindictive –
patriarchy –
belligerent - warlike
exile (vb.) –
tenacious –
catastrophe –
stoicism –

Terminology: Key words

Tragedy –
prologue –
sonnet –
dramatic irony –
Tragic hero –
soliloquy –
hyperbole –
tragic flaw -
foreshadow –
peripeteia -
anagnorisis -
hubris -
thesis –

The Big Ideas:

Role of women:
Evolution of Juliet's character:
Tragedy:
Fate and destiny:

Features of Shakespearean tragedy (Bradley)

T6 Y9 GS Biology B3 – Infection and Response

Communicable Diseases – diseases caused by a pathogen

Disease	Pathogen	Symptoms	Spread by	Prevent spread	Treatment
Salmonella	Bacteria	Fever, cramps, vomiting, diarrhoea	Contaminated food	Vaccinating poultry, cooking food thoroughly	Antibiotics or management of symptoms
Gonorrhoea	Bacteria	Yellow/green discharge, pain when urinating	Sexual Contact	Using barrier protection, e.g. condoms	Antibiotics
Measles	Virus	Red rash and fever	Breathing in droplets from coughs/sneezes	Vaccination	No cure – only management of symptoms
HIV	Virus	Flu-like symptoms, develops into AIDS	Sexual contact	Using barrier protection, e.g. condoms	Antiretroviral drugs
Tobacco Mosaic Virus (plants)	Virus	'Mosaic' pattern of discolouration on the leaves	Soil	Destroy infected plants	No treatment
Rose Black Spot (plants)	Fungus	Black spots on leaves	Wind or water	Remove and destroy infected leaves	Fungicides
Malaria	Protist	Recurrent episodes of fever	Insect bites (mosquitoes)	Mosquito nets, insect repellent	Antimalarial drugs

Antibiotics & Painkillers

Antibiotics = kill bacteria (specific antibiotic for specific bacteria) **THEY DO NOT KILL VIRUSES** e.g. penicillin

Antibiotics cannot kill viruses because viruses live inside cells

Painkillers = stop pain (don't kill microbes, just help with symptoms) e.g. paracetamol

Development of Drugs

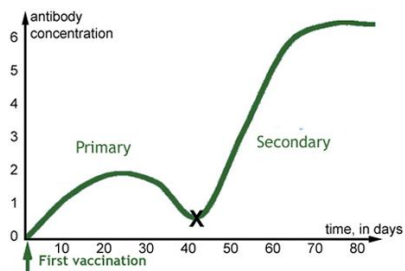
Testing for:

- Safety
- Efficacy (does it work)
- Dosage (how much is needed)

Stage	Description	
1	pre-clinical	Tested on cells and tissues. Side effects? Efficacy?
2		Tested on animals. Side effects?
3	clinical	Clinical trials = tested on humans. 1 st health volunteers, 2 nd patients with the illness. Dosage gradually increased to optimum.

Vaccination

- Introducing small quantities of dead or inactive forms of pathogen into the body.
- Stimulates WBCs to produce antibodies.



- If same pathogen returns (X), WBCs remember how to make the right antibodies.
- They make MORE antibodies, MORE QUICKLY, and they stay in body for LONGER.

Nose

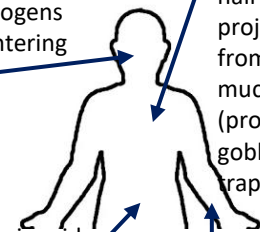
Hairs and mucus trap pathogens before entering lungs.

Stomach

Contains hydrochloric acid to kill pathogens that have been eaten.

Trachea & Bronchi
Cilia cells (small hair-like projections from cells) and mucus (produced by goblet cells) trap pathogens.

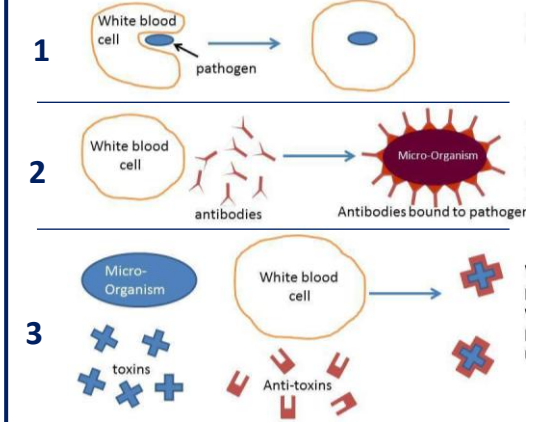
Skin
If damaged, repairs itself (scabs)



Non-specific Defence Systems

White Blood Cells (WBCs)

1. Phagocytosis – engulfing the pathogen
2. Producing antibodies – specific to the antigen
3. Producing antitoxins – to neutralise toxins



T6 Y9 GS Biology B3 – Infection and Response

1. What is a communicable disease?
2. What are the symptoms of gonorrhoea?
3. Which type of pathogen causes rose black spot?
4. How is measles spread?
5. How can we prevent the spread of malaria?
6. What is the **treatment** for salmonella?
7. How is salmonella spread?
8. How can HIV be treated?

1. What is the only type of pathogen antibiotics can kill?
2. What do painkillers do?
3. Why can antibiotics NOT kill viruses?

1. What are clinical trials?
2. What are the three things we test for before a drug can be used by the public?
3. What is the first stage of drug testing?
4. What are drugs tested on in preclinical trials?

1. What is in a vaccination?
2. Why do the white blood cells respond more quickly the second time they come into contact with a pathogen?
3. How does vaccination prevent us from becoming infected with the same pathogen in the future?

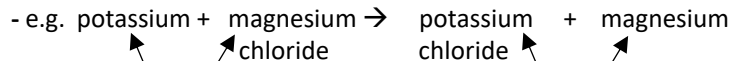
1. How are the trachea and bronchi help prevent infection?
2. What does the stomach contain to prevent infections?

1. What is phagocytosis?
2. What do antibodies attach to?
3. How do antitoxins make us feel better?

T6 Y9 GS Chemistry C4 – Chemical Changes

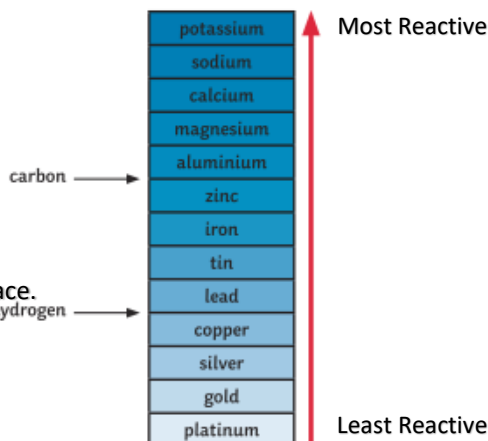
The Reactivity Series

- A more reactive metal will replace a less reactive metal in a compound (**displacement**)



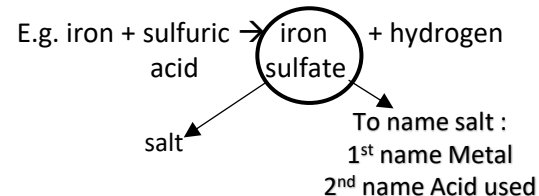
Potassium is more reactive than magnesium

Potassium **displaces** magnesium from the compound and takes its place.



Reactions of acids with metals

- Metal + acid → salt + hydrogen



Naming Salts

Acid used	Salt produced
Hydrochloric	Chloride
Sulfuric	Sulfate
Nitric	Nitrate

Extraction of Metals

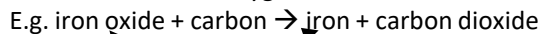
- Extraction = remove metal from an ore or a compound.

Ore = a rock containing enough metal to make extracting metal worthwhile.

How to extract metals:

Less reactive than carbon – reduction with carbon

Reduction = loss of oxygen



Oxygen has been removed to extract iron.

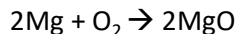
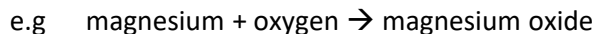
Carbon and the oxygen removed from the iron react to make carbon dioxide

More reactive than carbon – electrolysis is used.

- Some metals are found in **native** form (not reacted, so in element form) – usually platinum and gold as **very unreactive**.

Reaction of metals with oxygen

- Metal + oxygen → metal oxide



Oxidation reaction as metal gained oxygen

- Oxidation = gaining oxygen

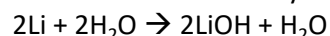
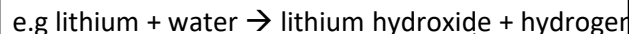
- Reduction = losing oxygen

Reaction of metals with water

- Most metals don't react well with water

- Group 1 and group 2 react to form alkalis

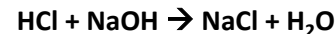
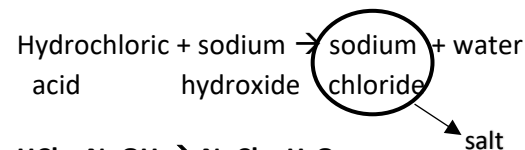
- Metal + water → metal hydroxide + hydrogen



Metal hydroxides are alkaline

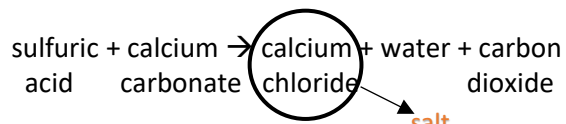
Reactions of acids with alkalis

- Acid + alkali → salt + water neutralisation



Reactions of acids with carbonates

- Acid + carbonate → salt + water + carbon dioxide



T6 Y9 GS Chemistry C4 – Chemical Changes

1. What is meant by displacement?

2. Name a very reactive metal

3. Name two metals which are less reactive than hydrogen.

1. State the general equation for the reaction of metal with acid.

2. State the salts produced from hydrochloric acid, sulfuric acid and nitric acid.

1. Define extraction.

2. What is an ore?

3. How do you extract a metal less reactive than carbon?

1. State the general equation for the reaction of metal with oxygen.

2. Write a word equation for the reaction of iron with oxygen.

1. State the general equation for the reaction of acid with an alkali.

4. What is meant by reduction?

1. State the general equation for the reaction of metal with water.

5. What is meant by a 'native metal'?

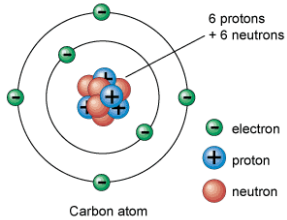
2. Are hydroxides acid/alkaline?

1. State the general equation for the reaction of acid with carbonates.

6. Give an example of a metal found in native form.

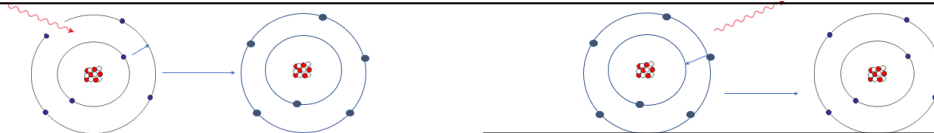
T6 Y9 GS Physics P4 – Atomic Structure

Atoms



- Atoms are tiny – around 10^{-10}m
- There is a positive nucleus made of protons and neutrons
- Electrons orbit in shells or energy levels
- The nucleus is 10,000 x smaller than the atom (4 orders of magnitude) so around 10^{-14}m

Electrons can move further away or closer to the nucleus



If EM waves (eg UV /light) are **absorbed** electrons can move up energy levels

If EM waves are **emitted** by the atom, then electrons move closer to the nucleus

How the atomic model developed:

The atomic model has developed over time, when new evidence was discovered.



Atoms were first thought to be tiny spheres that could not be divided



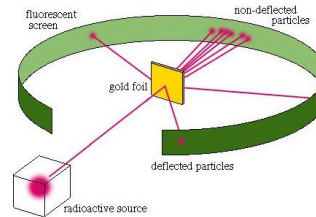
JJ Thomson then discovered the electron
Led to the plum pudding model
Atoms a cloud of positive charge with electrons randomly scattered



Rutherford discovered the positive charge is very small and in the nucleus
This discovery was from the Gold leaf experiment



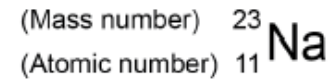
Chadwick discovered neutrons
Bohr discovered the electrons orbit in shells



Rutherford's experiment:

Alpha particles fired at gold leaf
Most went straight through
Some deflected to the side
Some came straight back
This told him that most of the atom was empty space and that the positive charge was in a tiny nucleus

- Atoms of the same element have the same number of protons.
- This is the atomic (proton number)
- In an atom, the number of electrons is equal to the number of protons.
- The total number of protons and neutrons is called the mass number



Sodium has :

11 protons

11 electrons

12 neutrons (23-11)

Isotopes

Isotopes are atoms with same number of **protons**, but different numbers of **neutrons** (different mass number)

E.g.



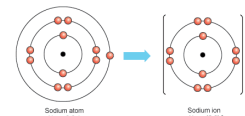
These two isotopes both have 8 protons

One has 8 neutrons (16-8)

One has 10 neutrons (18 – 8)

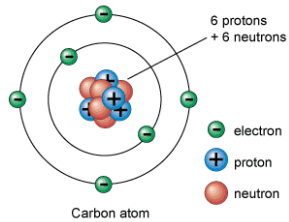
Ions

If atoms lose one or more outer electrons, they turn into positive ions

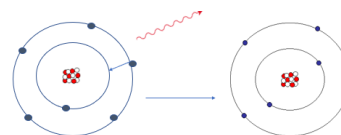
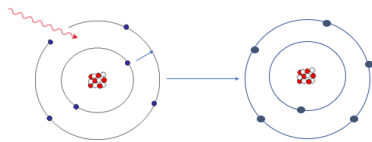


T6 Y9 GS Physics P4 – Atomic Structure

Atoms



1. What is the size of an atom?
2. What is in the nucleus?
3. What is the size of the nucleus?
4. How many orders of magnitude smaller than the atom is nucleus?



4. What can cause electrons to move further from the nucleus?

5. What can cause electrons to move closer to the nucleus?

1. What causes scientific ideas to change and develop?



2. What was the thinking about atoms initially?



3. Which particle was discovered by JJ Thomson?

4. Where is the positive charge in this model?

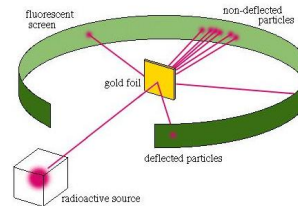


5. Where is the positive charge in this model?



6. Who discovered neutrons?

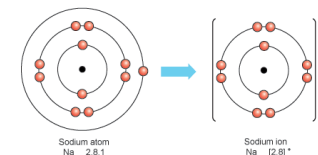
7. What was the discovery that Bohr made?



Rutherford's experiment:

1. What did Rutherford fire at gold leaf?
2. What happened to most of them?
3. What two conclusions did he come to?

1. What do all atoms of the same element have in common?
2. What does the bottom number on the elements in the periodic table represent?
3. What does the mass number show?
4. What is the number of electrons in an atom equal to?
5. What is an isotope?
6. What is an ion?
7. What type of ions are formed when atoms lose electrons?



Geography Year 9 Term 6 Energy

		C.	Types of energy (3)	D.	Nuclear energy (3)
Background:		Renewable	Energy, which is infinite, sustainable and is easily replenished.	What it is:	This is non-renewable and comes from uranium.
1. The consumption and production of energy is not evenly distributed. (A)		Non-renewable	Energy, which is finite, is not sustainable and takes a long time to replenish.	Positive	1. Small amounts of uranium produces lots of energy.
2. Many factors can influence energy use, including the wealth of the country and availability. (A)				Negative (2)	1. Nuclear waste is toxic and must be stored for hundreds of years. 2. Nuclear accidents can occur, which is a risk to human health.
3. Energy consumption impacts quality of life. (B)		Finite	Something which will run out, come to an end.		
4. There are two main sources of energy, these can be classified as non-renewable and renewable. (C, E)		E. The impacts of energy sources			
5. The energy mix worldwide has shifted in recent years, with a decline in coal and oil, and a growth in renewables and nuclear. (D, E)		Advantages		Disadvantages	
6. Fracking for gas is also growing worldwide. (H)		Non-renewables (3)	Coal	1. Efficient, cheap and reliable.	1. Creates carbon dioxide. 2. Finite.
			Oil	1. Easy to transport. 2. Efficient.	1. Oil spills. 2. We must import this from other countries.
			Gas	1. Supplies available in the North Sea and from fracking. 2. Jobs in extraction created.	1. Finite. 2. Carbon dioxide produced.
		Renewables (3)	Wind	1. Sustainable and will not run out. 2. Jobs created in the manufacture and installation of these.	1. Noise and visual pollution. 2. Bird strikes.
			Solar	1. Easy to install on houses. 2. Jobs created in the manufacture and installation of these.	1. Unreliable e.g. if it is not sunny. 2. The panels are constructed from toxic materials.
			Hydro-electric	1. One of the most reliable non-renewables. 2. Reservoirs create tourism and also provide clean water.	1. Vegetation/ forests cleared for reservoir creation. 2. Farmland and settlements flooded to create reservoirs.
A Factors affecting the energy mix (6)		F. Fracking			
Population	More people means more energy needed.	Fracking		Gas trapped in shale rock is released by pumping water and sand into the ground, which widens cracks in the ground, allowing the gas to escape.	
Wealth	Greater wealth leads to a greater energy demand.	Positive (3):		Negative (4):	
Availability	If a country has its own natural resources e.g. coal, oil, wind etc.	1. Blackpool council could make £1.7m per year. 2. Many jobs would be created in the north-west. 3. The UK would become less dependent on importing energy from other countries.		1. Small earthquakes could damage homes. 2. Huge areas of countryside destroyed. 3. Noise and air pollution would be created from the heavy machinery. 4. Underground water could become contaminated.	
Consumption	The amount of energy or power used.				
Emissions	The by-product given off by burning an energy source e.g. carbon dioxide.				
NIMBYism	Abbreviation for 'not in my backyard.'				
B. Importance of energy (4)					
Social well being	Normally refers to quality of life e.g. happiness.				
Economic well being	Having present and future financial security.				
Energy dependence	To rely on other countries for your energy supply e.g. to import oil.				
Energy security	To be relatively self-sufficient regarding your energy supply.				

Geography Year 9 Term 6 Energy

Background:	
1.	The consumption and production of energy is not evenly distributed. (A)
2.	Many factors can influence energy use, including the wealth of the country and availability. (A)
3.	Energy consumption impacts quality of life. (B)
4.	There are two main sources of energy, these can be classified as non-renewable and renewable. (C, E)
5.	The energy mix worldwide has shifted in recent years, with a decline in coal and oil, and a growth in renewables and nuclear. (D, E)
6.	Fracking for gas is also growing worldwide. (H)

A	Factors affecting the energy mix (6)
Population	
Wealth	
Availability	
Consumption	
Emissions	
NIMBYism	

B.	Importance of energy (4)
Social well being	
Economic well being	
Energy dependence	
Energy security	

C.	Types of energy (3)	D.	Nuclear energy (3)
Renewable		What it is:	
Non-renewable		Positive	
Finite		Negative (2)	

E.	The impacts of energy sources		
		Advantages	Disadvantages
Non-renewables (3)	Coal		
	Oil		
	Gas		
Renewables (3)	Wind		
	Solar		
	Hydro-electric		

F.	Fracking	
Fracking		
Positive (3):		Negative (4):

What we are learning this term:

- 1.1 Ideas about the cause of disease and illness
- 1.2 Approaches to treatment and prevention
- 1.3 Dealing with the Black Death 1348-49

C.	Dealing with the Black Death
What is the Black Death?	<ul style="list-style-type: none"> • Bubonic plague – outbreak in 1348-9 – 1/3rd to 1/2 of the population died in England. Caused by bacteria Yersinia pestis that was thought to have originated in China and came to Britain on fleas, on rats on ships.
Causes	<p>Miasma – bad air from the filthy conditions making you ill. Astrology – there was a weird alignment of Jupiter, Mars and Saturn the previous year which was blamed for the plague Punishment from God- = People thought that society had become wicked so God had sent the plague to punish them.</p>
Treatments	Confesses sins and pray, bleeding and purging (but seemed to make worse), sweet herbs or fire to clean air.
Prevention	Pray and fast, leave the area, carry sweet herbs, quarantine (new people stay away for 40 days), clean streets (or don't, maybe bad smell will drive out miasma)

Key People			
Hippocrates	Galen	Physicians, apothecaries and surgeons	Hospitals
'Father of Medicine' – 4 humours, clinical observation (watch and record details, use this to help with future cases), importance of exercise, Hippocratic Oath for doctors (to preserve life)	Built on Hippocrates' ideas – theory of opposites (if cold, give something hot), also dissected animals to find out about anatomy (structure of body). Proved brain, not the heart, controls the body	<ul style="list-style-type: none"> • Physicians – diagnosed + recommended treatment, trained at university for around 7 years. Did not get to see dissections so new little about body. Learned everything from Galen's books. Only for super rich • Apothecaries – mixed herbal remedies (joined a guild, worked for master to train). • Surgeons – least qualified, also cut hair. Learned on job and only performed minor, non-invasive surgeries • Monks and nuns – worked in hospitals mostly prayed for patients and gave comfort. Not allowed to cut or bleed patients so could not do surgery • Housewives and mothers – treated most people. Mixed herbal remedies and treated minor wounds 	<ul style="list-style-type: none"> • Ran by monks and nuns • Offered patients shelter, beds, food and very limited treatment. • Treatments mostly religious based – praying • Patients would offer share beds which led to a lot of diseases spreading around the hospitals

A.	Can you define these key words?	What were the causes of disease in Medieval England?		
		<u>Causes</u>	<u>Prevention</u>	<u>Treatments</u>
Miasma	Bad air that was believed to be filled with harmful fumes.	Religious – Punishment from God God has sent an illness as punishment for sins. Especially true at times of panic such as the Black Death.	Religious - Church – Lead a life free of sin. Regular prayers and confessions. Offering tithes to the church to make sure sins were forgiven quickly.	Religious – Healing prayers and incantations Paying for a special mass to be said Fasting Pilgrimages
Quarantine	Separating the sick from the healthy to stop the spread of a disease.			
Humours	The humours were four fluids that were thought to spread throughout the body and influence its health.	Rational - Miasma – You had breathed in bad air. This was thought to come from swamps or rubbish. During this period there was alot of animal much in towns and often open sewers in the streets meaning the whole place stank. In these filthy places disease was more common seemingly proving this theory	Rational and religious - Regimen Sanitatis – A set of instructions provided by physicians to maintain good health. Bathing was also used to prevent miasma.	Supernatural - Astrology – Treatments varied according the the horoscope of the patient. The alignment of the planets was checked at every stage of the treatment prescribed eg herb gathering.
Purging	To get rid of anything unwanted.			
Phlebotomy	The drawing of bloody by opening a vein.	Rational - The Theory of the Four Humors – The 4 liquids in your body (blood, yellow bile, black bile, phlegm) were seen to be out of balance making you ill. Recovery came from getting them back in to balance through the theory of opposites Created in ancient Greece by Hippocrates.	Rational - Diet – Eating to much was strongly discouraged. What and when you ate were considered to be important in preventing a humoural imbalance.	Rational - Humoral Treatments – Blood letting – Bad humours could be removed from the body by removing some of the blood. Purging – Purging the digestive system to remove any leftover food. Eg using a laxative.
Leprosy	a painful skin disease			
Prevention	To stop something from happening	Supernatural - Astrology – Impact of the stars and planets on health. Physicians would use star charts to examine a patient and work out what was wrong with them.	Rational - Purifying the air – This was achieved by spreading sweet herbs.	Rational - Herbal remedies – Using herbal infusions to drink, sniff or bathe in.
Treatment	giving medicine or using other means to help a person get better when sick or hurt			
Apothecary	A person who mixes herbal remedies and treated patients as an alternative to a doctor as they were cheaper.			
Barber surgeon	barbers and surgeons who also performed minor operations such as removal of warts .			

What we are learning this term:

- 1.1 Ideas about the cause of disease and illness
- 1.2 Approaches to treatment and prevention
- 1.3 Dealing with the Black Death 1348-49

Year 9 History : Medicine in Medieval England c1250-1500

Key People

Hippocrates

Galen

Physicians, apothecaries and surgeons

Hospitals

C.

Dealing with the Black Death

What is the Black Death?

Causes

Treatments

Prevention

A.	<i>Can you define these key words?</i>	What were the causes of disease in Medieval England?		
		<u>Causes</u>	<u>Prevention</u>	<u>Treatments</u>
Miasma				
Quarantine				
Humours				
Purging				
Phlebotomy				
Leprosy				
Prevention				
Treatment				
Apothecary				
Barber surgeon				

Year 9 Religious Education: Buddhism			B.	<u><i>The Buddha and Enlightenment</i></u>		
A.	<i>Can you define these key words?</i>		Religion in India	Hinduism was the most common religion – Hinduism and Buddhism have common origins and have lots of similarities. Hinduism, Buddhism and Sikhism are known as Dharmic religions		
Key word	Key definition		Caste system	Determined at birth and channels them into the caste’s occupation, their place in society, who they can marry People don’t do jobs which don’t fit their caste and the lowest caste is treated badly by others		
Ascetic	Characterized by severe self-discipline and avoiding all forms of indulgence, typically for religious reasons		The Buddha’s early childhood	Born as a prince and lived in a palace - family belonged o the Kshatriya caste which was associated with rulers and leaders He was expected to follow his father as a local ruler but a seer predicted he would become a great ruler		
Enlightenment	Understanding and accepting the truth about life and suffering and entering the state of pure happiness		Religious quest	Siddhartha saw 4 things which changed his perspective - old man, a sick person, a corpse, a holy man He realised that he no longer needed to live a luxury life but wanted to live a life on “The Middle Way”		
Caste	A Hindu social order of higher and lower class		The middle way	The Buddha experienced wealth and poverty but didn’t get satisfaction so he meditated until he achieved enlightenment		
Impermanence	The state of fact of lasting for only a limited period of time		C.		<u><i>Three Marks of Existence (Universal Truths)</i></u>	
Craving	A powerful desire for something		Anicca (Impermanence)	All things are constantly changing – nothing is fixed & Everything depends on conditions which can also change - Even stars and galaxies are changing		
Karma	The force produced by a person’s actions in one life that influences what happens to them in future lives		Anatta (No soul)	No permanent identity/no separate self As conditions change, people change too e.g. our personality and the way that we act - Nothing has a fixed or permanent nature so there is no soul which is eternal		
Samsara	The cycle of birth, death and rebirth to which life in the material world is bound		Dukkha (dissatisfaction)	If life is always changing, all that we know will eventually stop existing -Even if we escape illness, we will one day face death The world is unsatisfactory because every time you gain happiness, things change again		
Cessation	Ending something or being brought to an end		D.	<u><i>Karma and rebirth</i></u>		
Puja	Ceremonies that involve meditation, prayer and offerings		Karma	If someone does a good action, they will get good karma - You can be free from the negative effects of negative karma if you forgive what happened in the past, accept it and understand it		
Meditation	Thinking quietly as a way to calm the mind		Samsara	When someone dies, their energy passes into another form which depends on their actions in their past life The cycle ends when they achieve enlightenment		
			F.		<u><i>Puja and meditation</i></u>	
E.	<u><i>Four noble truths</i></u>		Samatha meditation	Used to try and focus the mind by concentrating on breathing and to concentrate at a deeper level Might use visual objects to aid meditation e.g. a coloured desk		
Dukkha	There is suffering as a part of life because of sickness or frustration and unhappiness with life		Vipassana meditation	Helps Buddhists to seek truth about reality and develop wisdom so they can reach enlightenment Gaining insight j to true reality by reflecting on the teachings of the Buddha Usually practised in a sitting position with legs crossed		
Tanha	Craving for more because everything is constantly changing		G.		<u><i>Ethical way of living</i></u>	
Niroda	Cessation – to stop suffering you need to stop craving more and more things		Abstain from taking life (don’t harm or kill living things)		Abstain from misusing senses (no over indulgence)	Abstain from taking drugs and alcohol which cloud the mind and could also include not playing video games or forms of work which numb the mind
Magga	The Middle Way – set out in the form of a path of eight steps – these are 8 features of Buddhist life		Abstain from taking what is not freely given (against stealing and exploiting people)		Abstain from wrong speech (lying, slander, gossip, harsh speech and idle chatter)	

Year 9 Religious Education: Buddhism		B.	<u>The Buddha and Enlightenment</u>	
A.	<i>Can you define these key words?</i>		Religion in India	
Key word	Key definition		Caste system	
Ascetic			The Buddha's early childhood	
Enlightenment			Religious quest	
Caste			The middle way	
Impermanence			C. <u>Three Marks of Existence (Universal Truths)</u>	
Craving			Annica (Impermanence)	
Karma			Anatta (No soul)	
Samsara			Dukkha (dissatisfaction)	
Cessation			D.	<u>Karma and rebirth</u>
Puja			Karma	
Meditation			Samsara	
			F. <u>Puja and meditation</u>	
E.	<u>Four noble truths</u>		Samatha meditation	
Dukkha			Vipassana meditation	
Tanha			G. <u>Ethical way of living</u>	
Niroda			Abstain from taking life (don't harm or kill living things)	
Magga			Abstain from taking what is not freely given (against stealing and exploiting people)	

Year 9GS GCSE Religious Education KO - Christianity Practices

Keywords	
Worship	Act of religious honour or devotion
Liturgical worship	Service which follows a set pattern
Non-liturgical worship	Service which does not follow a fixed or set pattern
Sacrament	Rites and rituals through which the believer receives a special gift of grace
Holy communion	A service of thanks giving where bread and wine are consumed to remember Jesus' death and resurrection
Festival	Celebration of Jesus' death and resurrection
Christmas	Celebration of Jesus' birth
Church	The holy people of God, the body of Christ or a building where Christians worship
Agape	Unconditional, unselfish love
Mission	A calling where an individual or group go out and spread the word of God
Missionary	A person sent on a religious mission to promote Christianity in a different country through preaching or charity work
Alpha course	An example of evangelism – trying to tell others about Christianity
Persecution	Hostility or ill-treatment, because of race or religious or political beliefs
Poverty	Restoring of harmony after relationships have broken down

What we are learning in this unit	
A. Worship	G. Christmas
B. Prayer	H. Easter
C. The Sacraments	I Role of the church
D. Eucharist	J. Mission and evangelism
E. Baptism	K. Persecution
F. Pilgrimage	L. Reconciliation

C.	Sacraments
What is it	<ul style="list-style-type: none"> A specific rite or practice which is given to Christians as a symbol of God's grace The Catholic Church recognises 7 sacraments: baptism, confession, the Eucharist, confirmation, marriage, holy orders, anointing of the sick More on baptism and eucharist in box D and E

A.	Worship
What is it	<ul style="list-style-type: none"> A way for Christians to show love and respect for God It shows Christians how important God is to them They worship in different ways
Liturgical worship	<ul style="list-style-type: none"> Worship with a set order or pattern E.g. Roman Catholic Mass Often takes place in a Church but can be elsewhere
Non-liturgical worship	<ul style="list-style-type: none"> Tends to be Bible-based Often follows a structure but there is free choice in the structure May choose a relevant theme for the community Prayer is often in a personal style
Informal worship	<p><i>Charismatic worship</i></p> <ul style="list-style-type: none"> Service has characteristics such as hymns, sermon and prayer but is free-flowing Can be anywhere, not just the Church Resembles worship practiced by early Christians Focus on the Holy Spirit
Private worship	<ul style="list-style-type: none"> Takes place individually Forms a personal relationship with God

B.	Prayer
What is it / Significance of prayer	<ul style="list-style-type: none"> A means of communicating with God Purpose is to praise God, confess sins, give thanks to God
The Lord's Prayer	<ul style="list-style-type: none"> "Our Father, who art in Heaven" Gives a model for how to pray Involves adoration of God, confession of sins, and petition (asking God for something) Asking God for food "give us this day our daily bread" Asking for forgiveness "forgive us our trespasses as we forgive those who trespass against us"
Set prayers	<ul style="list-style-type: none"> Written down and said more than once/regularly Allows collective nature e.g. Lord's Prayer
Informal prayer	<ul style="list-style-type: none"> Use day-to-day language Often private and focus on reflection Pentecostal Church are moved by the Holy Spirit so speak in tongues

Year 9GS GCSE Religious Education KO - Christianity Practices

	Keywords
Worship	
Liturgical worship	
Non-liturgical worship	
Sacrament	
Holy communion	
Festival	
Christmas	
Church	
Agape	
Mission	
Missionary	
Alpha course	
Persecution	
Poverty	

What we are learning in this unit	
A. Worship	G. Christmas
B. Prayer	H. Easter
C. The Sacraments	I Role of the church
D. Eucharist	J. Mission and evangelism
E. Baptism	K. Persecution
F. Pilgrimage	L. Reconciliation

C.	Sacraments
What is it	

A.	Worship
What is it	
Liturgical worship	
Non-liturgical worship	
Informal worship	
Private worship	

B.	Prayer
What is it / Significance of prayer	
The Lord's Prayer	
Set prayers	
Informal prayer	

Year 9GS GCSE Religious Education KO - Christianity Practices

D.	<i>Eucharist/Holy Communion</i>
What is it	<ul style="list-style-type: none"> Based on the words and actions of Jesus at the Last Supper "Jesus took bread, and when he had given thanks, he broke it and gave it to his disciples, saying, "Take and eat; this is my body". Commemoration of the sacrifice Jesus made on the cross Deepens faith in Jesus Christians share bread and wine in Church which represents the body and blood of Christ
Significance	<ul style="list-style-type: none"> Some celebrate it weekly Gives them strength to live every day to God's glory
How is it celebrated	<ul style="list-style-type: none"> Sharing bread and wine during a service at the church Some use grape juice instead of wine
Different interpretations	<ul style="list-style-type: none"> Roman Catholics believe in transubstantiation – the bread and wine is actually the body and blood of Christ transformed Protestants – expression of faith and obedience Catholic, Orthodox, Anglican– a way to receive God's grace

E.	<i>Baptism</i>
What is it	<ul style="list-style-type: none"> Involves the candidate being immersed in water or having water poured on them Symbolises cleansing of sin and initiation into the Church Lots regard it as necessary to being saved Jesus told his disciples to "go and make disciples of all nations, baptising them in the name of the Father, the Son and The Holy Spirit"
Significance	<ul style="list-style-type: none"> Initiation into the Christian community Cleansed from sin Reborn into eternal life United with Christ as a child of God Receive the gift of the Holy Spirit
Infant baptism	<ul style="list-style-type: none"> When a child/baby is baptised Holy water is poured over their heads x3 Washes away original sin, starts life on the right track with God, shows commitment, welcomes to the Church
Believer's baptism	<ul style="list-style-type: none"> When an adult is baptised Whole body is immersed in the water Follows Jesus' example, start a new life with God, wash away sin, making their own decision to be baptised

F.	<i>Pilgrimage</i>
What is it	<ul style="list-style-type: none"> A visit to a place regarded as holy for the believer Places of pilgrimage have a special meaning and can make people feel closer to God
Importance	<ul style="list-style-type: none"> Lets people take time out from their every day lives Offers an opportunity for spiritual growth Encourage them to lead lives that reflect the values of God Physical or spiritual healing Deepens their faith – meeting people from different cultures
Lourdes	<ul style="list-style-type: none"> Virgin Mary appeared to Bernadette in the 19th century Believed that the spring water can cleanse pilgrims of sin and cure illnesses People walk in processions, touch the walls of the grotto, take home Lourdes water There is a focus on helping and supporting the sick and disabled People feel healed spiritually, if not physically
Iona	<ul style="list-style-type: none"> Island off the west coast of Scotland Services and tours for pilgrims MONASTIC experience = a simple way of living, i.e. like a monk Share practical tasks e.g., washing up, discussions, studying the Bible People do not go here for miracles

G.	<i>Christmas</i>
What is it	<ul style="list-style-type: none"> Celebrated to commemorate the birth of Jesus Churches are decorated with the scene of the nativity Carols are sung about the events of Jesus' birth Communion takes place at midnight on Christmas Eve
Importance	<ul style="list-style-type: none"> Remembering the incarnation Celebrates the birth of a saviour – his birth lead to people being saved from their sins
In GB today	<ul style="list-style-type: none"> Christians thank God for the incarnation A time of giving and receiving from loved ones Time to remember those in difficult circumstances – should give and support those in need Highlights meaning of Christmas to non-believers

H.	<i>Easter</i>
What is it	<ul style="list-style-type: none"> Remembering Jesus' death and resurrection
Importance	<ul style="list-style-type: none"> Remembers the resurrection of Jesus Power of good over evil Reminds Christians of the omnipotence of God Shows Christians there is an afterlife
Lent	<ul style="list-style-type: none"> Time of preparation for Easter – reminds Christians of the temptations of Jesus
Maundy Thursday	<ul style="list-style-type: none"> Last Supper Observed today by Eucharist
Good Friday	<ul style="list-style-type: none"> Remembering crucifixion of Jesus Observed today by worshipping together
Easter Sunday	<ul style="list-style-type: none"> Celebrates Jesus rising from the dead Shows there is an afterlife and death is not the end

Year 9GS GCSE Religious Education KO - Christianity Practices

D.	<i>Eucharist/Holy Communion</i>
What is it	
Significance	
How is it celebrated	
Different interpretations	

F.	<i>Pilgrimage</i>
What is it	
Importance	
Lourdes	
Iona	

E.	<i>Baptism</i>
What is it	
Significance	
Infant baptism	
Believer's baptism	

G.	<i>Christmas</i>
What is it	
Importance	
In GB today	

H.	<i>Easter</i>
What is it	
Importance	
Lent	
Maundy Thursday	
Good Friday	
Easter Sunday	

GCSE Religious Education KO - Christianity Practices

I.	Role of the Church: Local community
Local community	<ul style="list-style-type: none"> Churches help in the local community in a number of ways: food banks, day centres for the elderly, helping refugees, food banks, soup kitchens, helping people with taxes Parable of the sheep and the goats: Jesus told his disciples that they should help others "If anyone has material possessions and sees his brother in need but has no pity on him, how can the love of God be in him?" Jesus deliberately sought out people in society who needed help
Food banks	<ul style="list-style-type: none"> People volunteer to collect, sort and distribute food People in need are identified and are provided with vouchers to exchange The salvation army - soup kitchens and hostels, give emergency assistance, provide community vegetable gardens
Street pastors	<ul style="list-style-type: none"> Christians who go out on the streets of cities to help care for the needs of young people NOT there to spread Christianity, just to help E.g. St. Vincent de Paul Society – help anybody who needs it – give training to get jobs, run community shops, run hostels, soup kitchens

I.	Role of the Church: Worldwide
Working for reconciliation	<ul style="list-style-type: none"> Christians need to be reconciled with God but also with one another Christians believe that Jesus' death was an act of reconciliation Worldwide church has a role to restore people's relationship with God and with one another Working for reconciliation is necessary for all Christians
Persecution	<ul style="list-style-type: none"> Hostility and ill-treatment, especially because of race, or political or religious beliefs Jesus told Christians to expect persecution because if they persecuted Jesus, they would also persecute his followers Those who suffer for their beliefs share in the suffering of Jesus "to know the power of his resurrection and participation in his sufferings" Persecution helps the church grow because people witness the hope that Christians have "if one part suffers, every part suffers with it" – all Christians suffer together so need to be supported Church supports people by smuggling in Bibles, giving legal and financial support, provide spiritual support, raise awareness of those being persecuted
CAFOD	<ul style="list-style-type: none"> Catholic agency for Overseas Development (CAFOD) Works to bring hope and compassion to people of all faiths and in poor communities Action needs to be taken to remedy the injustice of people suffering Helps to increase access to clean water, education and healthcare, lobbies employers to adopt fair working conditions.

J.	Mission and evangelism
Mission	<ul style="list-style-type: none"> Vocation or calling of a religious organisation or individual to go out into the world and spread their faith "go and make disciples of all nations... teaching them to obey everything I have commanded you" Christians have the responsibility, according to the Great Commission, to tell others of their faith Spreading the word to people in everyday life, organised events, preaching, becoming missionaries, humanitarian work
Evangelism	<ul style="list-style-type: none"> Spreading the message of Christianity and teachings of Jesus in order to make disciples of all nations Bring reconciliation between people and God Show the love of God through their own actions Preaching, teaching, performing missions and good works openly, move to foreign lands to spread the word, set up churches and church communities
The Alpha Course	<ul style="list-style-type: none"> Aims to help church members understand the basics of the Christian faith Many major Christian organisations use it Take place in church premises but also in homes, universities, workplaces, prisons and other venues Courses include topics such as relationship and marriage for adults and study programmes for young people

K	Persecution
	<ul style="list-style-type: none"> Hostility and ill-treatment of a group of people Jesus told Christians to spread the word of Christianity – may put them in danger – "he who endures to the end will be saved" Open Doors and Christian Freedom Internation help persecuted Christians Support them through trauma, provide advice and support, speak on behalf of persecuted Christians to raise awareness, send/smuggle in Bibles, lobby the governments for political power, organise the offer of aid to persecuted, offer rooms to asylum seekers, ask god to forgive the persecuters Turn the other cheek
L	Reconciliation
How the church works for reconciliation	<ul style="list-style-type: none"> Set up initiatives to bring people together, working in prisons to lead people back to God and bring the victim and perpetrator back together, leading sermons, asking congregation to forgive each other
WHY they work for reconciliation	<ul style="list-style-type: none"> Jesus' sacrifice, parable of the forgiving father, "love thy neighbour", he who sees his brother in need and does nothing, how can the love of God be in him?

GCSE Religious Education KO - Christianity Practices

I.	<i>Role of the Church: Local community</i>
Local community	
Food banks	
Street pastors	

I.	<i>Role of the Church: Worldwide</i>
Working for reconciliation	
Persecution	
CAFOD	

J.	<i>Mission and evangelism</i>
Mission	
Evangelism	
The Alpha Course	

K	<i>Persecution</i>	
L	<i>Reconciliation</i>	
How the church works for reconciliation		
WHY they work for reconciliation		

SPANISH Year 9 GCSE Term 6 Knowledge Organiser: Topic = Key Knowledge

What we are learning this term:

- A. Revision of vocabulary from Year 9
- B. Jobs
- C. Key Verbs
- D. Foods
- E. Translation Practice
- F. Key words across topics

6 Key Words for this term

- | | |
|--------------|-------------|
| 1. trabajar | 4. traducir |
| 2. el sueldo | 5. evitar |
| 3. almorzar | 6. cambiar |

A. Los Trabajos – Jobs

El / la actor / actriz	Actor / actress
El / caminero/a	Lorry driver
El / la cantante	Singer
El / la carnicero/a	Butcher
El / la cartero/a	Postman/postwoman
El / la cocinero/a	Chef / cook
El / la comerciante	Business person
El / la dentista	Dentist
El / la dependiente	Shop assistant
El / la deportista	Sportsperson
El / la diseñador(a)	Designer
El / la electricista	Electrician
El / la granjero/a	Farmer
El / la mecánico/a	Mechanic
El / la médico/a	Doctor
El / la albañil	Builder
El / la peluquero/a	Hairdresser
El / la periodista	Journalist
El / la profesor(a)	Teacher
El / la policía	Police officer
El / la recepcionista	Receptionist
El / la secretario/a	Secretary
Una empresa	A company
Una obra	A building site
Un garaje	A garage
Una oficina	An office

B. Business Vocabulary 1

El producto	The product
El / la director(a) de ventas	The director of sales
El servicio	Service
La gama	Range
El sabor	Taste
La empresa	Company
La tarjeta de visita	Business card
El riesgo	Risk
La marca	Brand
El precio	Price
Hablar	To speak
Querer	To want
Contactar	to contact
Acoger	To welcome
Exportar	To export
Disfrutar	To enjoy
Trabajar	To work
Utilizar	To use
Costar	To cost

C. Describing a Product

Magnífico/a	Superb
Bueno para la salud	Good for health
Barato/a	Cheap
A la última	The latest
De moda	Fashionable
Rápido/a	Fast
Lujoso/a	Luxurious
Famoso/a	Famous
Integrante	Integral
Caro/a	Expensive
Atractivo/a	Attractive
Mismo/a	Same
Divertido/a	Fun
Sensacional	Sensational
Educativo/a	Educational
Potente	Powerful
Elegante	Smart
Nuevo/a	New
Fundado/a	Founded
Vivo/a	Bright (colours)
Sabroso/a	Tasty
Fiable	Reliable
Resistente	Durable
Bajo/a	Low

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

D. Comparatives, superlatives and foods

Más	More
Menos	Less
El / la más	The most
El / la menos	The least
Mejor	Better
Peor	Worse
Lo / la mejor	The best
Lo / la peor	The worst
El agua	Water
El agua con gas	Fizzy water
E arroz	Rice
El bistec	Beef steak
El bocadillo	Sandwich / roll
La carne	Meat
Los champiñones	Mushrooms
Las cerezas	Cherries
El coca cola	Coca cola
El cerdo	Pork
La carne de vaca	Beef
Los caramelos	Sweets
El chocolate	Chocolate
Los cereales	Cereals
La ensalada	Salad
Los espaguetis	Spagheetti
La fruta	Fruit
Las galletas	Biscuits
Las hamburguesas	Hamburgers
El helado	Ice cream
Los huevos	Eggs
Los guisantes	Peas
El jamón	Ham

F. Key Words across Topics?

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

Questions for Quizzing
Translate the following using the Knowledge Organiser

I like going shopping	m g i d c
I love to go out with friends	m e s c a
I like quite watching TV	m g b v l t
I don't like playing the guitar in my free time	n m g t l g e m t l
I don't like going shopping	n m g i d c
He likes playing the piano	l g t e p
She likes going out with her friends	l g s c s a
He likes watching TV in his free time	l g v l t e s t l
From time to time I read a book in the evening	d v e c l u l p l t
Always I play the guitar with my group	s t l g c m g
Sometimes I go shopping in my free time	a v v d c e m t l
Each week he likes to watch TV in the evening	c s l g v l t p l t
Usually she watches TV one time per week	a m v l t u v e l s
Sometimes she plays football in the evening	a v j a f p l t
Often they play basketball in the free time	a m j a b e l t l
Usually we listen to music every day	a m e m t l d
I hope to visit my grandma's house	e v l c d m a
I'm going to cook chicken and chips	v a c p c p f
I have to cook every day	t q c t l d
I'm thinking of watching TV tonight	p v l t h p l t
For breakfast, I drink milk and eat a sandwich	p e d, b l y c u b
For desert, they eat cake	p e p, c p
For breakfast, I take salad and chicken	p e d, t e y p
For lunch, she takes a Spanish tortilla	p e a, t u t e

H . Key Questions: Answer the following in your own words. Use these model answers

¿Qué haces en tu tiempo libre? Frecuencia? Opiniones?	Normalmente juego al fútbol todos los días después del colegio. Lo que me encanta es jugar al fútbol con mis amigos porque es bueno para la salud y es emocionante y relajante jugar contra tus amigos. De vez en cuando juego con videojuegos pero ayer hice ciclismo, hice mis deberes y toque mi guitarra.
¿Te gusta ver la televisión? Qué has visto en la televisión recientemente?	Si, me gusta ver la televisión, me gustan los programas de horror, de tele-realidad, los documentales y de deporte. Lo que me encanta es ver los dibujos-animados porque son más entretenidos que las noticias. Ayer ví las noticias con mis padres. Mi programa favorito es ... porque es
Describe una cena especial	Recientemente fui a un restaurante con mi familia para celebrar el cumpleaños de mi abuelo. Fuimos a un restaurante chino porque es la comida favorita de mi abuela. Primero, comí .. y bebí. Para el postre comí y bebí . Lo que me gustó fue la buena comida/ver a y hablar con toda mi familia. Dí un regalo a mi abuelo, tuvimos un pastel de cumpleaños, cantamos la canción de cumpleaños y tuvimos una fiesta emocionante.
¿El ejercicio o el deporte son importantes? Que son las ventajas y desventajas de hacer deporte?	El ejercicio es muy importante para mi porque quiero llevar una vida sana. Las ventajas de hacer deporte son que te ayuda a llevar una vida sana, aprendes la importancia de respetar la autoridad, desarrolla habilidades sociales, aprendes la necesidad de cumplir las reglas. Las desventajas son que tienes que hacer mucho esfuerzo para hacer ejercicio y no tengo mucho tiempo.

I. Key Questions: Try to translate the model answers using words from the KO

¿Qué haces en tu tiempo libre? Frecuencia? Opiniones?	Normally I play tennis once a week before school. I love tennis because it's fun to play and I like to spend time with my friends. It's good for your health too. I also like to listen to music in my bedroom at home while chatting to my friends on the computer. My brother likes to play the guitar.
¿Te gusta ver la televisión? Qué has visto en la televisión recientemente?	No, I don't really like watching TV because I find it boring. However, my family like to watch TV on the weekends. My family's favourite programmes are quiz shows and soap operas.
Describe una cena especial	Last weekend we went to a restaurant to celebrate my 16 th birthday. I had a 3 course meal which included paella, garlic bread and pork. It was delicious. I didn't eat dessert.
¿El ejercicio o el deporte son importantes? ¿Qué son las ventajas y desventajas de hacer deporte?	I think that exercise is really important because it's important for your heart. I try to exercise 3 – 4 times a week with my Mum. The disadvantage of doing sport and exercise is that I don't have a lot of time during the week because of my school work.

Key Points to remember from this term

Words for MY", "YOUR", "HIS", "HER" Mi/mis - my / Tu/tus - your / Su/sus His hers	Mi hermano / mis hermanos	Modal Verbs Tengo que = I have to / Hay que = you have to Quiero/quieres = I want/you want Se debe - you must / Debo = I must	Quiero usar menos mi móvil Se debe comer menos comida basura
Comparatives Más/menos que - more/less than Mejor/peor que - better/worse than Lo mejor/lo peor = the best/the worst Tan...como = as As	Tengo que usar menos mi portátil Me gusta más Instagram porque es más emocionante Instagram es tan entretenido como Twitter		

Year 9 Art Term 6 : Topic = Ines & Michael

What we are learning this term:

- A. Ines Kouidis
- B. Michael Volpicelli
- C. Techniques and skills



A. How has Ines Kouidis created this image?

1. What materials has she used?
Ines uses a range of scrap materials including envelopes, scrap paper, newspapers, old magazines and cardboard.

2. How has she torn the material?
Ines doesn't use scissors often, but more she tears the material so to get a rough edge to her work. A type of uneven and rustic approach to her outcomes.

3. What impact do smaller pieces of material have?
She is very particular about the size of pieces she is collaging. Smaller and more detailed pieces can form darker areas and shadows. Lighter and larger pieces are the highlights. The smaller the pieces, the longer it will take her- however the more intricate it will become.

4. Who does she make collages of?
She usually makes collages of famous people in history, who might be dead or alive today. These people influence her making and have had an impact on Ines' life. They are her main inspiration.



C. How to make a collage.

Collage: is a form of art by cutting and ripping paper to create interesting artworks.

Steps for making your collage:

1. Start by having an image as a source, something you will use as a guide to follow or for inspiration
2. Use a range of different types of paper, such as; scrap paper, newspaper, card, coloured paper.
3. Tear the paper to get a jagged edge, cut with scissors to get a straight edge.
4. The smaller the pieces of paper, the more detailed the outcome.
5. Darker paper in more shaded areas. Lighter paper in highlighted areas.
6. Add additional details on the face and in the background, following the same technique as step 2 and 3.

What each tool is used for:




Cutting mat	To protect the table from damage.
Glue stick	To cleanly stick the shapes onto paper.

Looking at the image drawn by Michael Vollpicelli, how does he create.....

1. Darker areas? Michael creates darker areas on the portrait by doing smaller words that are closer to one another to create shadowing.
2. Lighter areas? Words further apart and larger will be lighter

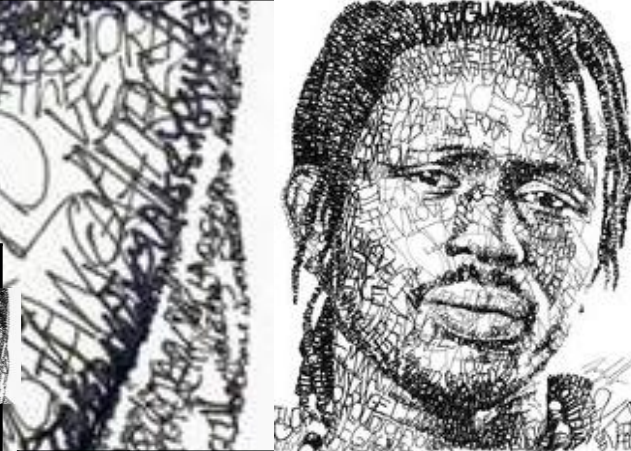


C. Name the following equipment.

		
Sharpie or permanent marker	Sheets of acetate	Masking tape

B. Answer the following questions about Michaels work and how he works.

What part of the body does Michael focus in drawing?	Michael focuses in on the face and facial features. This is called portraiture.
What effect do the larger words make?	The larger words make highlighted areas on the face
How would you describe his work?	Meaningful, cultural identities, typography, portrait,
What is significant about the words he uses to make up the drawing?	The words he uses are meaningful to that particular person. They might be words that describe them, or what they do, what impact they have or their personality.



B. About the work of artist Michael Volpicelli

WHAT?	Michael creates word art using a variety of sizes to make up a portrait of a person.
HOW?	Use uses a fine permanent marker to draw with words. Larger words create a highlight and smaller more scrambled words create shadows and darkness.
WHY?	Michael draws people using words he thinks describes them. Kind and thoughtful words to spread the kindness.

F. Keywords

Appropriate	Suitable for a particular person, place or condition
Highlight	An area of lightness in an image
Shadow	When an object or artwork intercepts light and causes an obscurity
intricate	Having many complexly arranged element
relevant	Having a bearing or connection with the subject or matter

What we are learning this term:

A. Ines Kouidis
 B. Michael Volpicelli
 C. Techniques and skills



A. How has Ines Kouidis created this image?

1. What materials has she used?

2.

3. How has she torn the material.....

4.What impact do smaller pieces of material have?

Who does she make collages of?



C How to make a collage.

Collage:

Steps for making your collage:

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

What each tool is used for:

Magazines
Glue stick

Looking at the image drawn by Michael Vollpicelli, how does he create.....

1. Darker areas?
2. Lighter areas?



B. Answer the following questions about Michaels work and how he works.

What part of the body does Michael focus in drawing?

What effect do the larger words make?

How would you describe his work?

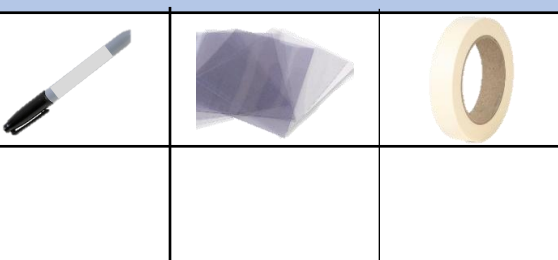
What is significant about the words he uses to make up the drawing?



F. Keywords

Appropriate
Highlight
Shadow
intricate
relevant

C. Name the following equipment.



B. About the work of artist Michael Volpicelli

WHAT?

HOW?

WHY?










Year 9 PRODUCT DESIGN Rotation Knowledge Organiser



What we are learning this term:

A. Workshop Tools B. Materials C. Key concepts D. Key Words E. Designer research

A. Workshop Tools

Steel Rule	Tri-Square	Laser Cutter	Mitre square	Tenon Saw	Pillar Drill	Bandfacer
						

B. Materials

Timbers come from **trees**



Scots pine – which you used for your box walls – is a **softwood**

Softwoods come in planks and boards

Manufactured Boards come from **wood pulp**



Plywood – which you used as your base and Lid– is a **manufactured board**

Manufactured Boards come in sheets

Polymers come from **crude oil**



Acrylic – which you used as your lid decoration for your trinket box – is a **polymer**

Polymers come in sheets, graduals and filament

C. Key concepts

Designers research and investigate resources and materials to help inspire ideas.

Computer-aided design (CAD) is the process of using **computer software** to create **2D or 3D designs**.

Advantages	Disadvantages
Designs can be created, saved and edited quickly, saving time	CAD takes a long time to learn
Designs or parts of design can be easily viewed from different angles, copied or repeated	Software can be very expensive
CAD is very accurate	CAD files can become corrupted or lost

Hazards – these are something that could potentially harm you. There are many such as:


- Bags and chairs acting as a trip hazard
- Untucked shirts, baggy clothes and untied hair are common things to get caught on tools and machines.
- Drinks and liquids, if spilled can become slip hazards

Preventative measures – rules or equipment put in place to minimize the likelihood of a hazard occurring.

- No food and drink in workshops
- Bags and chairs stored neatly in designated areas
- Long hair must be tied up and correct uniform worn.

Personal protective equipment (PPE)
The three used most often are aprons, safety goggles and ear defenders.

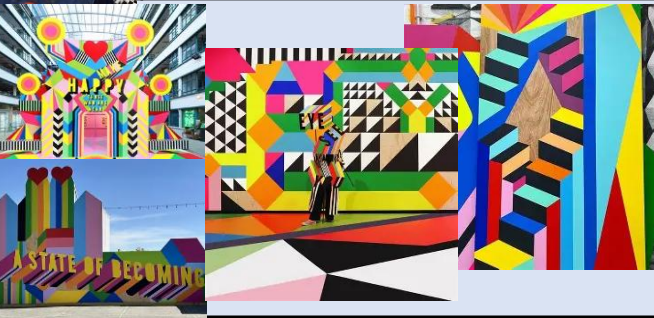
D. Key Words

Preventative measure	rules or equipment put in place to minimize the likelihood of a hazard occurring
Tolerance $\begin{matrix} + \\ - \end{matrix}$	The margin of error allowed for a dimension without negatively impacting a product
Depth stop $\begin{matrix} \updownarrow \\ \triangle \end{matrix}$	A part on a tool which is used to help cut or drill a specific depth.
Assemble 	Creating a product by bringing several components together.

E. Morag Myerscough



Morag's mantra is 'make happy those who are near and those who are far will come'. Born and Bred, Holloway, London, Morag has always lived in the city and has been fascinated by how colour pattern and words can change urban environments and peoples' perceptions of spaces into places.



Key features:
Crazy patterns, words of affirmation, shapes, warm, inviting, contrast! How colour, pattern and words can change urban environments and people's perspective of the space

Shapes:
Very geometric, rectangles, triangles, squares, circles and arcs

Colours:
Bright, bold, contrasting colours, accents and outlines of black and white



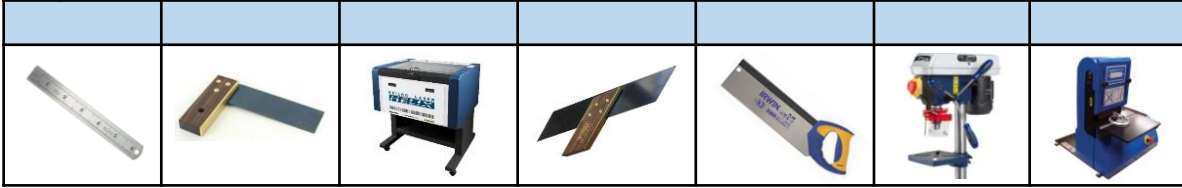
Year 9 PRODUCT DESIGN Rotation Knowledge Organiser



What we are learning this term:

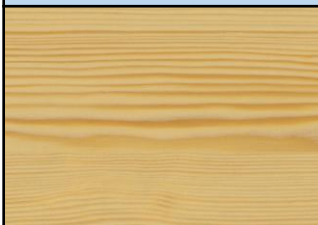
A. Workshop Tools B. Materials C. Key concepts D. Key Words E. Evaluating Work

A. Workshop Tools



B. Materials

Timbers come from _____



Scots pine – which you used for your box walls – is a **softwood**

Softwoods come in _____

Manufactured Boards come _____



Plywood – which you used as your base and Lid– is a **manufactured board**

Manufactured Boards come in _____

Polymers come from _____



Acrylic – which you used as your lid decoration for your trinket box – is a **polymer**

Polymers come in _____

C. Key concepts

Designers research and investigate _____

_____ (CAD) is the process of using **computer** _____.

Advantages	Disadvantages

Hazards – these are something that could potentially harm you. There are many such as:

Preventative measures – rules put in place to minimize the likelihood of a hazard occurring.

Personal protective equipment (PPE)
 The three used most often are _____

D. Key Words

Prototype

Tolerance

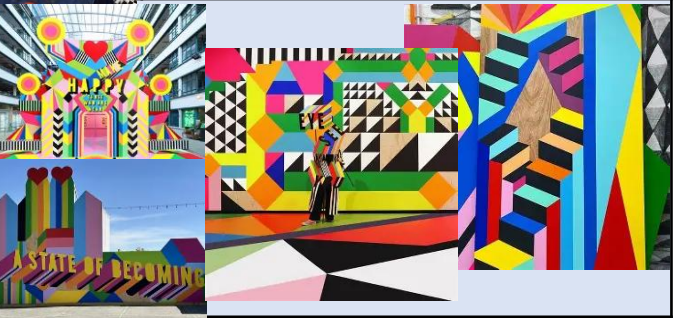
Depth stop

Assemble

E. Morag Myerscough



Morag's mantra is 'make happy those who are near and those who are far will come'. Born and Bred, Holloway, London, Morag has always lived in the city and has been fascinated by _____



Key features:

Shapes:

Colours:

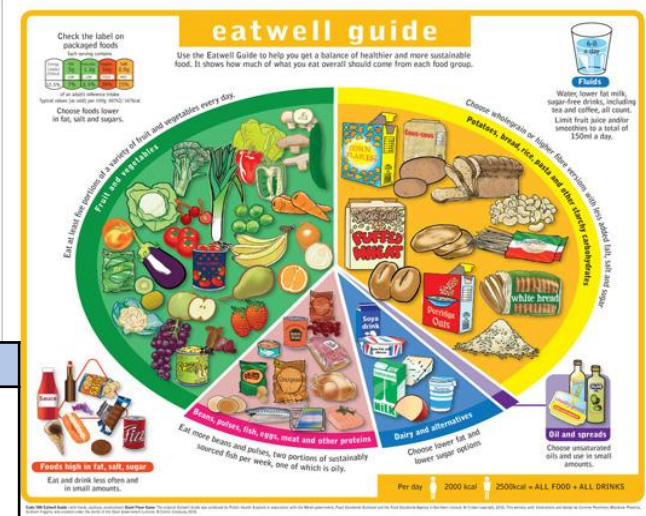
Y9 Food technology

What we are learning this term:	
1.	Health, safety and hygiene in the kitchen
2.	The Eatwell guide and nutrients
3.	Storing food safely
4.	Practical skills

A.	What are the nutrients required in the diet?
Carbohydrates	To give the body energy e.g bread.
Protein	To grow and repair the body, and to give energy e.g eggs.
Fats	To insulate your body, give you energy, and protect your organs i.e butter.
Vitamins	For general body health and function i.e carrots for eyesight.
Minerals	For general body health and function i.e iron to make blood cells.

c.	Storing food safely
<p>Perishable foods should be stored out of the temperature danger zone to reduce the risk of food poisoning. Hot foods should be kept above 63°C and cold foods should be kept below 5°C.</p>	

B	What are the 5 different sections of the Eatwell plate?
<ol style="list-style-type: none"> Fruit and Vegetables – provides minerals, vitamins & fibre Carbohydrates – provides carbs and fibre Protein - provides protein, omega 3, come vitamins Dairy - provides vitamins, minerals (calcium) Fats and Oils 	



E.	Keywords
Hygiene	A method of keeping yourself and equipment clean
Cross contamination	The transfer of contaminants onto food through either the hands, the equipment or the surfaces. Causes food poisoning.
Spoilage	When food becomes unsafe to eat i.e rot, mould.
Perishable food	Food that spoils if not kept in the fridge or freezer e.g ham.
Fibre	Foods that keep your digestive system healthy and avoid constipation.
Allergen	A substance (sometimes food) that causes an immune system response that can be fatal i.e throat swelling up. Nuts are common allergens.
Intolerance	When the body cannot digest a food and rejects it i.e vomiting, diarrhea. Many people are lactose intolerant (milk intolerance).
Coeliac	When someone cannot eat gluten (wheat), similar to an intolerance but more dangerous.
Vegan	When someone does not eat anything that comes from an animal including eggs, milk, honey.

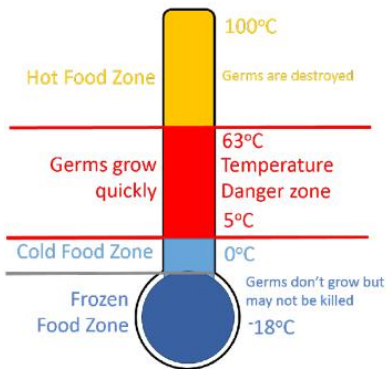


Image: TAFE NSW

c.	Food related waste
Reasons for wasting food: <ul style="list-style-type: none"> Confusion over best before dates and other date marks Too much food was cooked Preparing food incorrectly Food is spoiled 	Reducing Waste: <ul style="list-style-type: none"> Plan meals and correct portion sizes Correctly storing food and paying attention to use by dates Use up contents of your fridge before buying more food Use leftovers in meals the day after or freeze them Use the whole food e.g. bones for stock Choose products with recyclable packaging Bring your own shopping bags No single use plastic i.e straws Buy food loose i.e apples

c.	Influences on food choice
<ul style="list-style-type: none"> A person's physical activity level (PAL) Whether they want to eat healthily The cost of the food vs their income Whether they are influenced by peer pressure or online trends Their cooking skills (culinary skills) Their lifestyle and how much time they have to cook/eat Whether they have rules in their religion, culture or ethical rules Whether the food is available in that season Whether they enjoy that food Whether there is a special occasion with special food 	

Y9 Food technology

What we are learning this term:

1. Health, safety and hygiene in the kitchen
2. The Eatwell guide and nutrients
3. Storing food safely
4. Practical skills

A.	What are the nutrients required in the diet?
Carbohydrates	
Protein	
Fats	
Vitamins	
Minerals	

c. **Storing food safely**

Perishable foods should be stored out of the **temperature danger zone** to reduce the risk of **food poisoning**. Hot foods should be kept above 63°C and cold foods should be kept below 5°C.

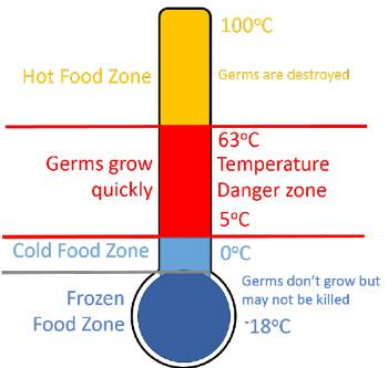
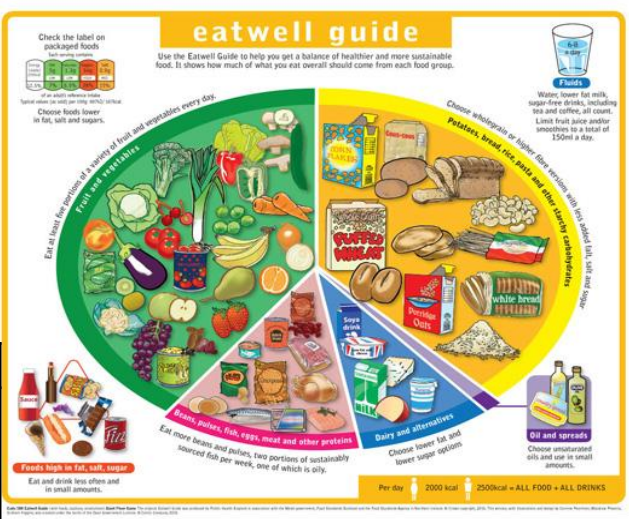


Image: TAFE NSW

B **What are the 5 different sections of the Eatwell plate?**

- 1 **Fruit and Vegetables** – provides minerals, vitamins & fibre
- 2 **Carbohydrates** – provides carbs and fibre
- 3 **Protein** - provides protein, omega 3, some vitamins
- 4 **Dairy** - provides vitamins, minerals (calcium)
- 5 **Fats and Oils**



E.	Keywords
Hygiene	
Cross contamination	
Spoilage	
Perishable food	
Fibre	
Allergen	
Intolerance	
Coeliac	
Vegan	

c. **Food related waste**

Reasons for wasting food:

- Confusion over best before dates and other date marks
- Too much food was cooked
- Preparing food incorrectly
- Food is spoiled

Reducing Waste:

- Plan meals and correct portion sizes
- Correctly storing food and paying attention to use by dates
- Use up contents of your fridge before buying more food
- Use leftovers in meals the day after or freeze them
- Use the whole food e.g. bones for stock
- Choose products with recyclable packaging
- Bring your own shopping bags
- No single use plastic i.e straws
- Buy food loose i.e apples

c. **Influences on food choice**

- A person's **physical activity level (PAL)**
- Whether they want to **eat healthily**
- The **cost** of the food vs their income
- Whether they are influenced by **peer pressure** or online trends
- Their cooking skills (**culinary skills**)
- Their **lifestyle** and how much time they have to cook/eat
- Whether they have rules in their **religion, culture or ethical rules**
- Whether the food is **available** in that season
- Whether they **enjoy** that food
- Whether there is a **special occasion** with special food

YEAR 9 GRAPHIC COMMUNICATION

What are we learning this term?

A Logos	B Typography	C Computer skills	D Key words	E Evaluation
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A | Logos

What is a logo?

A graphic design element that includes words and images, shapes, symbols or colour.

How does Alex Trochut design logos?

Alex Trochut collaborates with brands to create new catchy designs. He uses text and imagery to create visual art. The viewer first notices the imagery but looks closer to find a hidden message through typography.

B | Typography

Draw your initials in the typographic style of designer Alex Trochut work



C | Computer skills

What is the shortcut for copy?

Ctrl + C

What is the shortcut for paste?

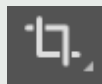
Ctrl + V

What does this symbol stand for?



Photoshop

What does this symbol mean?



Cropping

D | Key words

Merchandise	Branded products used to promote and sell a product
Combined Logo	A logo that uses both images and text
Photoshop	A software for editing photos and graphics. It is used for image editing, making illustrations or web design.
Photo Editing	The act of image and enhancement and manipulation

E | Evaluation

Evaluation: To judge or give an opinion

Designers will evaluate their products to see what works well and what doesn't. This way they can make any improvements on their current designs to ensure a high-quality product.

When writing an evaluation it is important to include the following three things:

1. Positives – what works well
2. Negatives – what doesn't work well
3. Possible improvements – how could you make it better?

For example:

My tote bag looks great, the colours are bright which appeals to the audience of the festival. However, I have not designed a combined logo. One improvement I could make is to use images and text to create a combined logo.

YEAR 9 GRAPHIC COMMUNICATION

What are we learning this term?

A Logos	B Typography	C Computer skills	D Key words	E Evaluation
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A | Logos

What is a logo?

How does Alex Trochut design logos?

B | Typography

Please use pencil for the drawing of your design

C | Computer skills

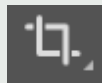
What is the shortcut for copy?

What is the shortcut for paste?

What does this symbol stand for?



What does this symbol mean?



D | Key words

Merchandise

Combined
Logo

Photoshop

Photo Editing

E | Evaluation

Evaluation: To judge or give an opinion

When writing an evaluation it is important to include the following three things:

1. Positives – what works well
2. Negatives – what doesn't work well
3. Possible improvements – how could you make it better?



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

C Samba Rhythms

"Shake the ganzo quickly shake the ganzo slow"

"we can play Samba all day long"

"Tamborim Tamborim Tamborim Samba"

"1 2 3 4 Steady Surdo"

E Samba Instruments

SURDO

REPINIQUE

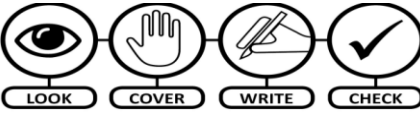
TAMBORIM

CHOCÓ

APITO

AGOGO BELLS

CAIXA DE GUERRO



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

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:



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

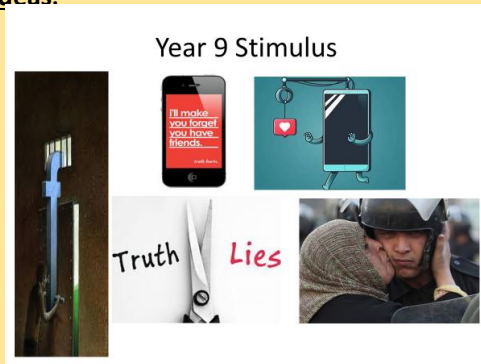
M	A	D	T	S	H	I	R	T
Melody	Articulation	Dynamics	Texture	Structure	Harmony/Tonality	Instruments	Rhythm	Tempo
The tune	How notes are played	Loud/quiet and any other volume changes	Layers of sound / how they fit together	The sections and organising	Chords used / the mood	Types of instruments heard	Pattern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

DEVISING

Frequently called **collective creation** - is a method of theatre-making in which the script or (if it is a predominantly physical work) performance score originates from collaborative, often improvisatory work by a performing ensemble.

[Link to Comp 3](#)

Stimulus- A starting point or catalyst for your ideas.



What words do you think of looking at these pictures?
What stories do you think of?
What characters come to mind?



This term you are challenged with making a group performance that lasts up to 5 minutes and is based on a stimulus that you will be given in a lesson this term.

It **MUST** be ORIGINAL (cannot involve stories / characters that already exist) and **EVERYONE** must be involved.

Tips for success

Don't try and make a STORY – instead, create scenes based on a theme

Listen to everyone's ideas

Think of at least 3 ways to show the message and then pick the best one

Would technical elements help to get your message across?

Year 9 Drama- Devising

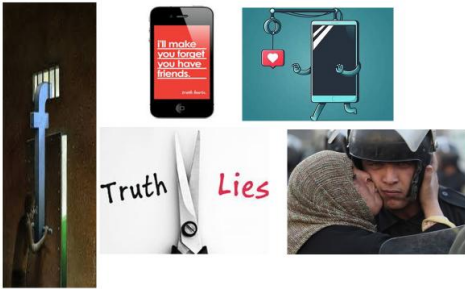
[Link to Comp 3](#)

DEVISING

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Stimulus-

Year 9 Stimulus



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Tips for success

SWINDON ACADEMY READING CANON

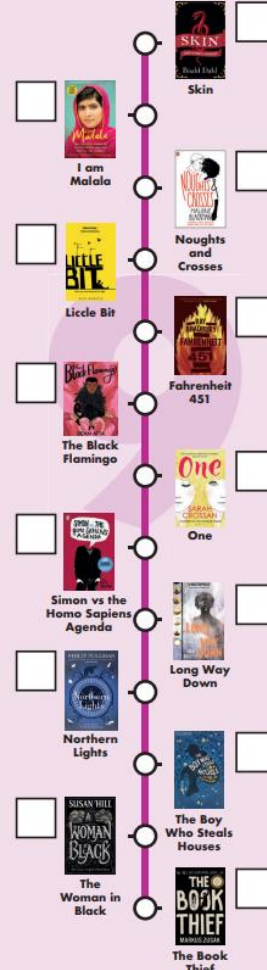
Year 7



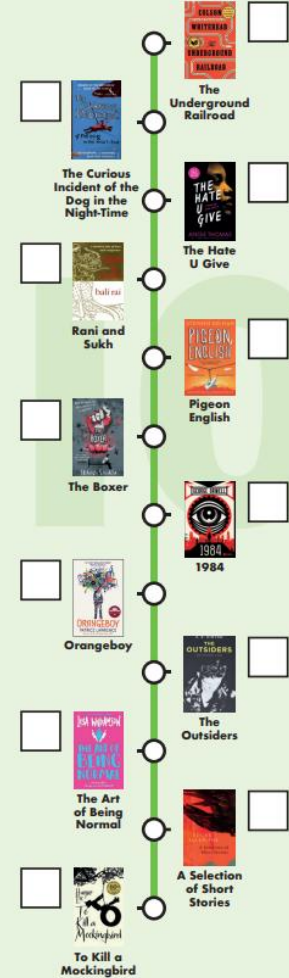
Year 8



Year 9



Year 10



#ReadingisPower