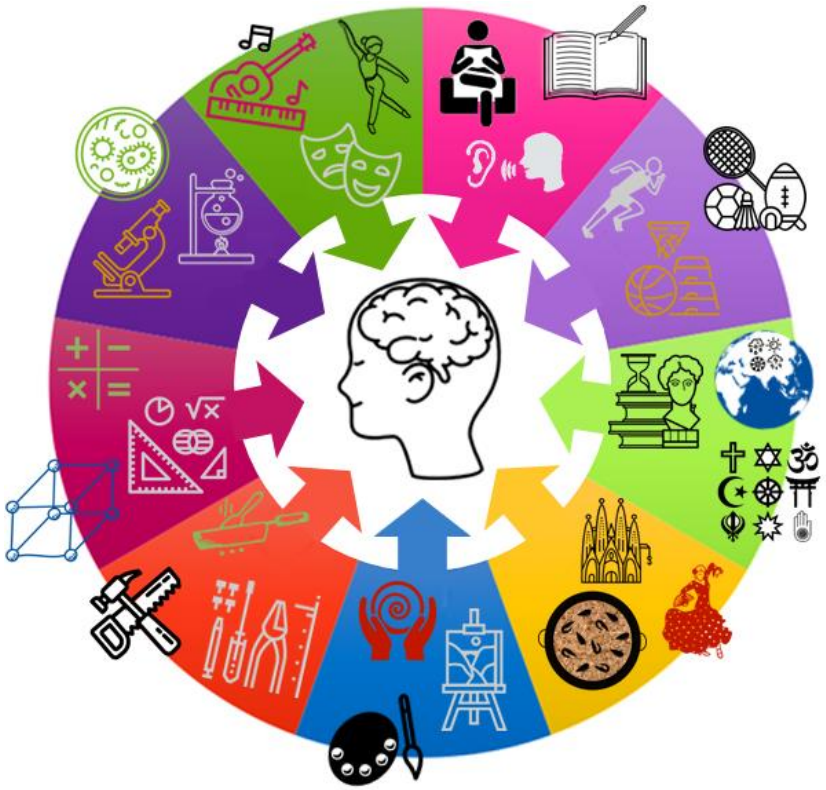
100% book - Year 9 Mainstream

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



Term 4

Swindon Academy 2022-23	
Name:	
Tutor Group:	
Tutor & Room:	

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

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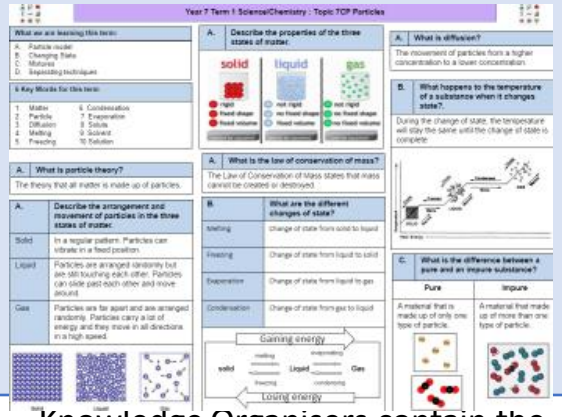
Using your Knowledge Organiser and Quizzable Knowledge Organiser

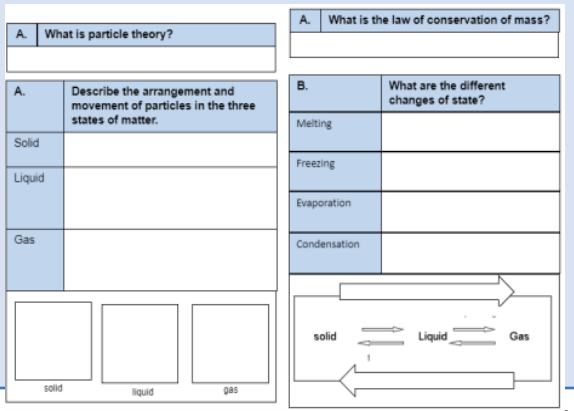
Knowledge Organisers



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!

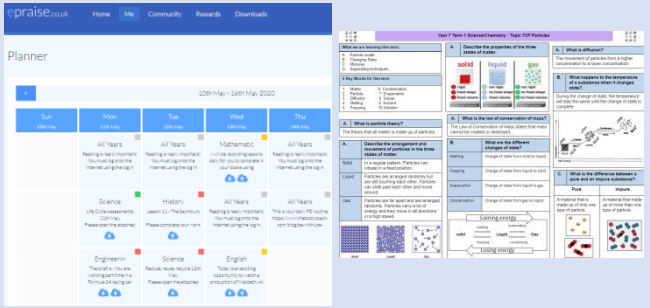
Expectations for Prep and for using your Knowledge Organisers

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?

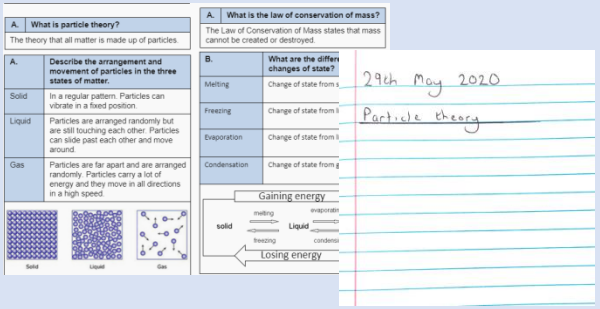
Step 1

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



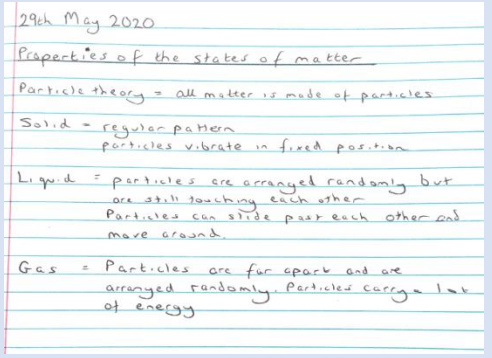
Step 2

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



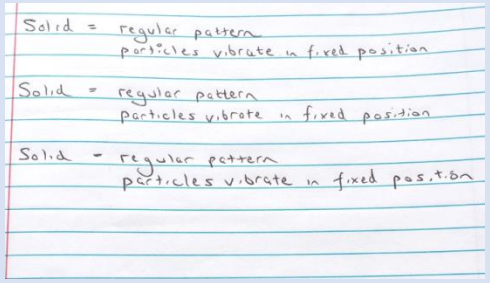
Step 3

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



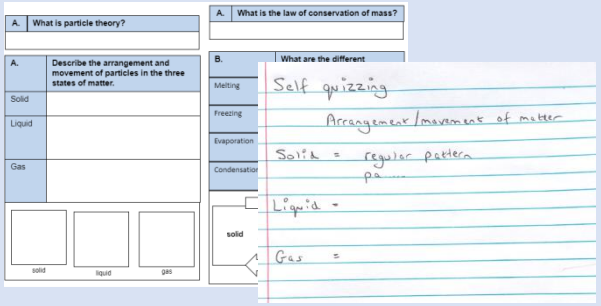
Step 4

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



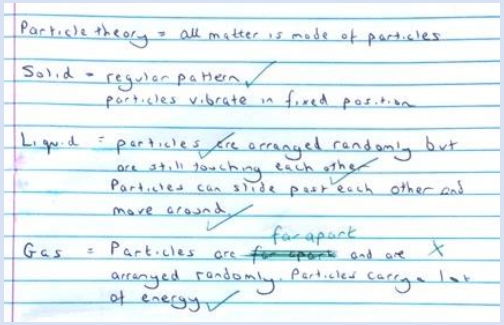
Step 5

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



Step 6

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



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

'Romeo and Juliet': T Knowledge Organiser

Plot breakdown

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

The Big Ideas:

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

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

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

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

Characters

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

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

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

Paris (no family)
Nobleman of Verona. Wants to marry Juliet. Killed by Romeo at the end of the play.

Friar Lawrence (no family)
Religious leader in Verona. Agrees to marry Romeo and Juliet, thinking it will bring peace to the city. "*For this alliance may prove To turn your households' rancour to pure love*"

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

Prince Escales (no family)
Ruler of Verona. Wants to bring peace to the city. "*If ever you disturb our streets again, Your lives shall pay the forfeit of the peace*"

Structure of Shakespearean tragedy (Bradley)

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

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

Catastrophe The play ends with the deaths of the heroes.

Vocabulary: Key words

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

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

narcistic – self-obsessed

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

shrine – a holy place that people go to pray.

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

obstacle – a problem that must be overcome.

vindictive – vengeful

patriarchy - a society in which power lies with men

belligerent - warlike

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

tenacious – very determined

catastrophe – a terrible accident.

stoicism – calm self control

Terminology: Key words

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

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

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

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

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

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

hyperbole – exaggeration.

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

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

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

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': T Knowledge Organiser

Plot breakdown

P	**The Prologue** outlines the main _____in the play and _____ the _____ of the _____ _____ of _____ and_____.
1.1	The _____ and _____ _____ in the _____of_____. Prince Escales swears that any further fighting will be _____ by_____.
1.2	_____ asks Lord _____about marring his _____Juliet. Capulet tells Paris to wait as she is too young.
1.3	Lady _____ advises _____ to agree to _____ _____.
1.5	At the Capulet's _____ ball, Romeo sees Juliet and _____ in love with her. They_____, _____, and fall in_____. As they depart, they learn they are from _____ families.
2.2	In the _____scene, Romeo and Juliet fall _____in love. They _____ to get_____.
2.3	Romeo asks _____ _____to _____him and_____ . Lawrence_____, thinking it will _____ the _____ _____.
2.6	Friar _____ _____Romeo and_____.
3.1	_____ and _____fight in the streets. _____kills_____; _____kills_____. Prince Escales decides to _____ _____from Verona.
3.4	Lord _____tells _____that he can marry Juliet in three days' time.
3.5	After their _____night, Romeo leaves Juliet for the last time. They have a _____of the other's_____ . After Romeo leaves, Lord Capulet _____Juliet to marry_____, threatening to _____ her if she_____.
4.1	Friar Lawrence comes up with a _____: Juliet must _____ to be _____and then _____Verona with Romeo. She _____to the plan.
5.3	Romeo _____ _____learn of Friar Lawrence's_____. He sneaks back into Verona and visits Juliet's_____. He thinks she is_____, and kills himself with_____. Moments later, Juliet wakes up. She finds Romeo's body and kills _____with his dagger. The two _____agree to end their_____.

The Big Ideas:

Role of women: Juliet is _____to make her own decisions. She is _____by her father who eventually decides to _____her off to a _____man. She breaks the _____ _____ when she _____her father and makes her own decisions.

Evolution of Juliet's character: Juliet is a stereotypical _____ daughter at the_____, she is loyal and_____. She becomes _____and independent through her romance with Romeo. She becomes a tragic hero by _____ in pursuit of her own desires.

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

Fate and destiny: Fate is the idea that the _____of a life are not in their control. The _____-*crossed* lovers suggests they were fated for _____. This leads to many questions: Is the tragic ending inevitable? Do they act _____?

Characters

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Young_____ . Falls in love with_____. _____ _____ at the end of the_____. "*Did my heart love till now? forswear it, sight! For I ne'er saw true beauty till this night*"; "*Thus with a kiss I die*"

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Structure of Shakespearean tragedy (Bradley)

Exposition_____
_
_____
_____

Development/Rising Action:_____
_____
_____

Catastrophe:_____
_
_____
_____

Vocabulary: Key words

tragic –

submissive -

narcistic –

feud –

shrine –

status quo –

obstacle –

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patriarchy -

belligerent - warlike

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Tragic hero –

soliloquy –

hyperbole –

tragic flaw -

foreshadow –

thesis –

Features of Shakespearean tragedy (Bradley)

The characters are '_____-_____' – they are important people.

The tragic hero _____: they **try to do**_____. They don't _____ _____ things _____to them.

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

They are _____– there is something that makes them_____.

Year 9 Term 4 Science - Chemistry : Topic C1.2 The Periodic Table

What we are learning this term:

A. Arrangement of the Periodic table
B. Development of the periodic table
C. Metals and non metals
D. Group 1
E. Group 7
F. Group 0

6 Key Words for this term

1. Halogens
2. Intermolecular

C. How many elements are metals?

Most elements in the periodic table are metal

What are ions?

Ions are formed when elements gain or lose electrons

What are positive ions?

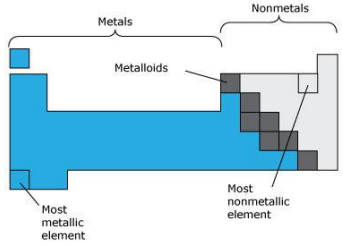
When an element loses an electron it forms a positive ion

What type of ions do metals form?

Metals react to form positive ions

Where are metals and non-metals found on the periodic table?

Metals are found to the left, towards the bottom.
Non-metals are found towards the top right of the periodic table



A. How are the elements in the periodic table arranged?

Elements are arranged in order of increasing atomic number.

What are Groups?

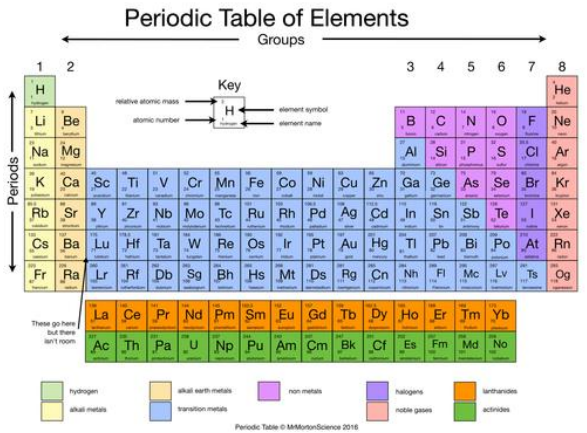
The vertical columns are groups.

What similarities do elements in groups have?

- Similar properties
- Same no of electrons on outer shell

What are periods?

The horizontal rows in a periodic table



B. Before the discovery of protons, how did scientists try to arrange elements?

Scientists tried to group elements in order of their atomic weights

What problems were often found with early periodic tables?

- Not all elements had been discovered
- Some elements placed in the wrong position when atomic weight was used

C, What are negative ions?

Ions formed when atoms gain electrons

What type of ions do non-metals form?

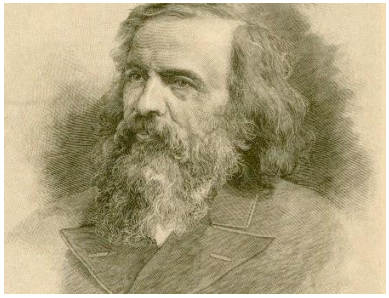
Non-metals do not form positive ions – they form negative ions

B. How did Mendeleev overcome some of the problems of grouping elements?

- He left gaps for possible elements that had not been discovered
- He sometimes changed the order based on atomic weights

What was discovered that helped explain why using atomic weights didn't always work?

Knowledge of isotopes



Year 9 Term 4 Science - Chemistry : Topic C1.2 The Periodic Table

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D. Group 1
E. Group 7
F. Group 0

6 Key Words for this term

1. Halogens
2. Intermolecular

C. How many elements are metals?

What are ions?

What are positive ions?

What type of ions do metals form?

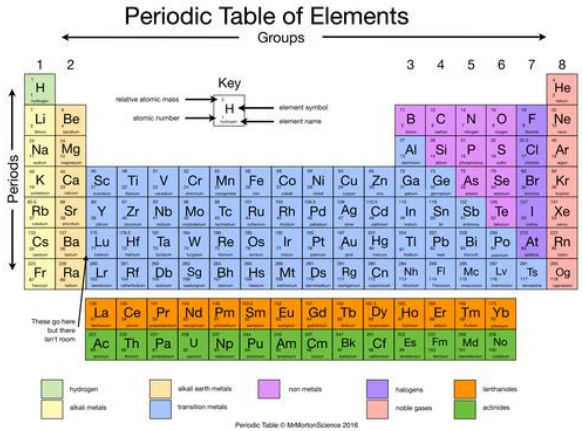
Where are metals and non-metals found on the periodic table?

A. How are the elements in the periodic table arranged?

What are Groups?

What similarities do elements in groups have?

What are periods?



B. Before the discovery of protons, how did scientists try to arrange elements?

What problems were often found with early periodic tables?

C, What are negative ions?

What type of ions do non-metals form?

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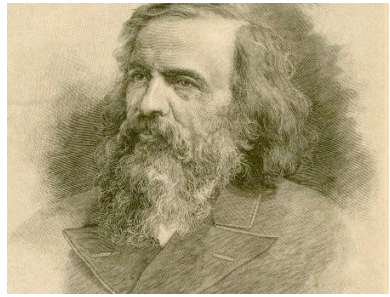
What was discovered that helped explain why using atomic weights didn't always work?

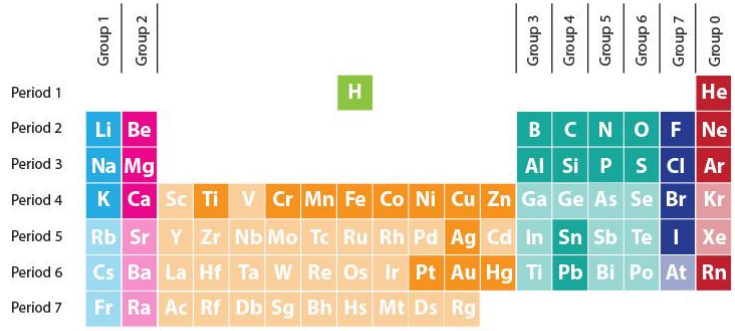


Year 9 Term 4 Science - Chemistry : Topic C1.2 The Periodic Table

D	Group 1 of the Periodic Table -
What are group 1 elements known as?	Alkali Metals
Metal or non-metal	Metal
How many electrons are in the outer shell?	1 electron in the outer shell
How reactive are they?	• Group 1 metals easily lose the electron on the outer shell. • This makes group 1 elements very reactive • Vigorous reactions with water
What ions do they form?	• Group 1 elements readily lose electrons to form positive ions • This is so they can have a filled outer shell
How does reactivity change down the group?	Reactivity increases down the group

F.	Group 0 of the Periodic Table – Helium, Neon, Argon, Krypton, Xenon, Radon
What are group 0 elements known as?	The Noble Gases
Metal or non-metal	Non-metal
How many electrons are in the outer shell?	8 - Filled outer shell (except Helium that has 2)
How reactive are they?	Filled outer shell so not very reactive
How do boiling points change down the group?	Boiling point increases down the group as the atomic weight increases

E.	What is a Halogen Displacement reaction?
A more reactive halogen can displace a less reactive halogen from an aqueous solution from its salt **Cl_2 + 2KBr → 2KCl + Br_2**	



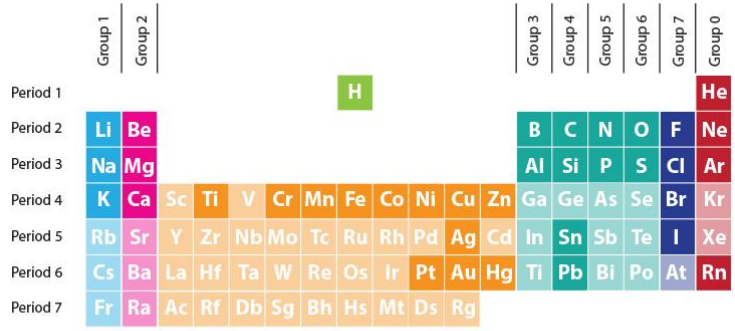
E.	Group 7 of the Periodic Table
What are group 7 elements known as?	Halogens
How are they found	Halogens travel in pairs – diatomic molecules (Cl_2, Br_2….)
Metal or non-metal	Non-metal
How many electrons are in the outer shell?	7 electrons in the outer shell
How reactive are they?	• Group 7 elements easily gain electrons • This makes group 7 elements very reactive
What ions do they form?	• Group 7 elements readily gain electrons to form negative ions. • This is so they can have a filled outer shell
How does reactivity change down the group	Reactivity decreases down the group
How do boiling points change down the group?	As you go down the group, the boiling point increases as the atomic weigh increases

Year 9 Term 4 Science - Chemistry : Topic C1.2 The Periodic Table

D	Group 1 of the Periodic Table -
What are group 1 elements known as?	
Metal or non-metal	
How many electrons are in the outer shell?	
How reactive are they?	
What ions do they form?	
How does reactivity change down the group?	

F.	Group 0 of the Periodic Table – Helium, Neon, Argon, Krypton, Xenon, Radon
What are group 0 elements known as?	
Metal or non-metal	
How many electrons are in the outer shell?	
How reactive are they?	
How do boiling points change down the group?	

E.	What is a Halogen Displacement reaction?



E.	Group 7 of the Periodic Table
What are group 7 elements known as?	
How are they found	
Metal or non-metal	
How many electrons are in the outer shell?	
How reactive are they?	
What ions do they form?	
How does reactivity change down the group	
How do boiling points change down the group?	

Year 9 Term 4 Science / Physics : Topic P1.1 Energy

What we are learning this term:

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

6. Key Words for this term

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

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

A. What is a system?

It is an object or group of objects

A. What is the law of conservation of energy?

Energy cannot be created or destroyed, just changed in form.

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

20000 J, assuming non is lost by air resistance/friction

A. What are the 8 energy stores?

1. Chemical	**5. Gravitational potential (GPE)**
2. Kinetic (KE)	**6. Thermal (internal)**
3. Magnetic	**7. Elastic potential**
4. Nuclear	**8. Electrostatic**

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

Whilst the rope is slack, energy is transferred form GPE to KE. As the rope tightens, the jumpers KE store decrease but the ropes elastic potential energy store increases. They stop when all the KE store is stored as elastic potential energy.

B. What is work?

When energy is transferred, work is done.

What is the link between work and energy?

Work done = energy transferred

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

-joules (J)

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

Sun → solar panel → lightbulb.

store of nuclear energy in sun → energy transferred to light bulb by electric current → energy transferred to surroundings by heating and light waves

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

300 J

B. What is the equation for work done?

Work done = force x distance moved
Force is measured in newtons (N)
Distance is measures in meters (m)
Work done is measured in joules (J)

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

Work done = 800 x 50 = 4000 J or 4 kJ

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

Work done = 400 x 15 = 6000 J or 6 kJ

Year 9 Term 4 Science / Physics : Topic P1.1 Energy

What we are learning this term:

A. Energy stores and transfer between energy stores
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C. Gravitational potential energy
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F. Energy efficiency

6. Key Words for this term

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

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

An arrow being thrown directly up into the air	
A toy car (with battery) hitting a wall head on	
A car accelerating	
A bike slowing down	
Water boiling in an electric kettle	

A. What is a system?

A. What is the law of conservation of energy?

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

A. What are the 8 energy stores?

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

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

B. What is work?

What is the link between work and energy?

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

-joules (J)

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

Sun → solar panel → lightbulb.

store of nuclear energy in _____ → energy transferred to _____ by electric current → energy transferred to _____ by heating and light waves

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

300 J

B. What is the equation for work done?

_____ is measured in _____
_____ is measures in _____
_____ is measured in _____

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

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

Year 9 Term 4 Science / Physics : Topic P1.1 Energy

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

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

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

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

Some is lost in heat and sound.

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

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

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

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

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

GPE = 3 kg x 10N/kg x 150 m = 4500 J or 4.5 kJ

D. What is the equation for kinetic energy?

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

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

KE = ½ x 1750 kg x 30^2 = 787,500 J or 787.5 kJ

D. What is the equation for elastic potential energy?

EPE = ½ spring constant x extension^2
EPE is measured in joules (J)
Spring contact is measured in Newtons per metre (N/m)
Extension is measured in Meters (m)

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

EPE = ½ 25 N/m x 0.2^2 = 0.5 J

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

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

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

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

F. What is energy efficiency?

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

Why is energy efficiency so important?

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

How do you calculate energy efficiency?

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

C. How is power calculated?

Power (Watts, W) = energy transferred (Joules, J)/time taken (seconds, s)

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

P = 2000 J / 10 s = 200 W

Year 9 Term 4 Science / Physics : Topic P1.1 Energy

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

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

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

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

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

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

D. What is the equation for kinetic energy?

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

D. What is the equation for elastic potential energy?

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

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

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

Useful	Wasteful

F. What is energy efficiency?

Why is energy efficiency so important?

How do you calculate energy efficiency?

C. How is power calculated?

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

Year 9 Term 4 Science / Physics : Topic P1.2 Energy Transfer by Heating

What we are learning this term:

A. Conduction
B. Insulators
C. Specific heat capacity
D. Heating and insulating buildings

6. Key Words for this term

A. What are the factors that affect conduction?

1. Material
2. Cross-sectional area
3. Surface contact
4. Temperature difference

B. Why do insulators not conduct heat?

They do not have any free electrons to move through the material and transfer the energy.

A. What is a good conductor?

A material that allows heat and electricity to pass through.

What are examples of good and bad conductors (insulators)?

Good	Bad (insulators)
Metals: silver, copper, gold, aluminium	Glass, air, plastic, rubber and wood.

A. What are the three main processes that heat can be transferred by?

1. Conduction 2. Convection 3. Radiation

In what direction does heat energy flow?

From HOT to COLD
From a warmer to cooler area

In what state (s, l, g) does conduction happen?

Solids

How do metals conduct heat?

The outer electrons are not attached, are free to move (delocalised). When the metal is heated they gain electrons and transfer the energy through the metal.

B. What materials make good insulators?

Rubber, wood, air, glass, plastic

B. Why is air a good insulator?

Because its a gas. Therefore its spread-out molecular configure resists heat transfer to some degree

B. Why are cotton sheets good insulators?

Because the cotton does not conduct any heat as there are no free electrons.
There is also air trapped in the cotton and air is not a good conductor.

C. What can the heat energy stored in a material be thought of as?

The total kinetic energy of all the particles.

C. Which has more heat energy, a bath of hot water or a spark from a sparkler? And why?

The particles in a spark from a fire move around very quickly, so it has a high temperature. However, there are only a few particles, so it has very little stored heat energy
Compared to a spark, the particles in a bath of water move slowly, so it has a relatively low temperature, but there is a large amount of energy stored since there are many particles.

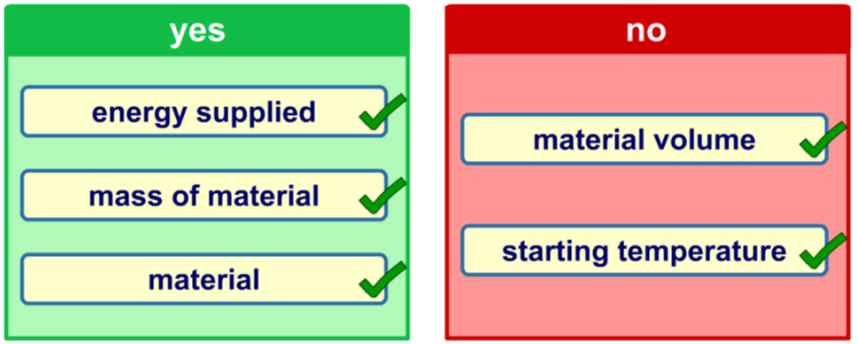
C. Why do copper and water require a different amount of energy to get to increase their temperature to the same amount?

Because they have a different specific heat capacity.

What is specific heat capacity?

SHC is the amount of energy required to increase the temperature of 1 kg of a material by 1 °C

C. Do the following factors affect the temperature change of a material when it is heated?



Year 9 Term 4 Science / Physics : Topic P1.2 Energy Transfer by Heating

What we are learning this term:

A. Conduction
B. Insulators
C. Specific heat capacity

6. Key Words for this term

A. What are the factors that affect conduction?

1.
2.
3.
4.

B. Why do insulators not conduct heat?

B. Why are cotton sheets good insulators?

C. What can the heat energy stored in a material be thought of as?

C. Which has more heat energy, a bath of hot water or a spark from a sparkler? And why?

A. What is a good conductor?

What are examples of good and bad conductors (insulators)?

Good	Bad (insulators)

B. What materials make good insulators?

B. Why is air a good insulator?

C. Why do copper and water require a different amount of energy to get to increase their temperature to the same amount?

What is specific heat capacity?

A. What are the three main processes that heat can be transferred by?

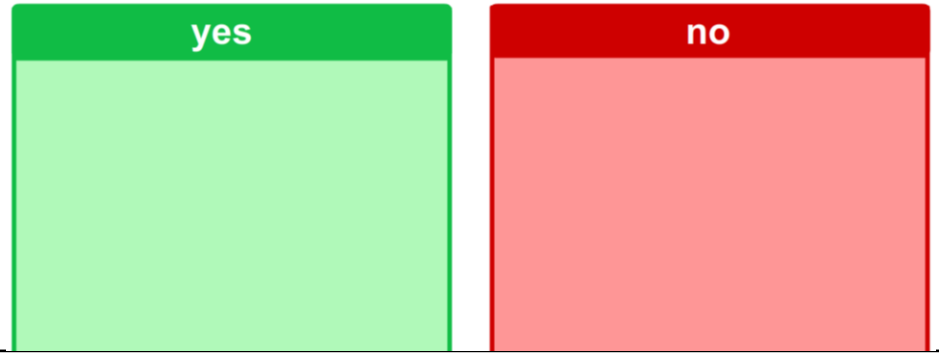
1. 2. 3.

In what direction does heat energy flow?

In what state (s, l, g) does conduction happen?

How do metals conduct heat?

C. Do the following factors affect the temperature change of a material when it is heated? Energy supplied, mass of material, material, material volume, starting temperaturw.



Year 9 Term 4 Science / Physics : Topic P1.2 Energy Transfer by Heating

C. What are the factors which affect the amount f energy required to increase the temperature of an object?

Energy supplies
Material
Mass of material

Why would a material with a high specific heat capacity be beneficial?

It can store a large amount of heat energy for a minimal temperature change.
For example, radiators have water in the because it as a high SHC.

C. What is the equation for energy, in which you use specific heat capacity?

Energy = mass x specific heat capacity x temperature change

Energy is measured in joules (J).
Mass is measured in kilograms (kg).
Temperature change is measured in °C.
Specific heat capacity is measured in J/kg°C.

How much energy is needed to increase the temperature of 0.5 kg of water by 80 °C in a kettle? SHC of water = 4,200 J/kg°C

Energy = 0.5 kg x 4200 J/kg°C x 80°C = 168,000 J

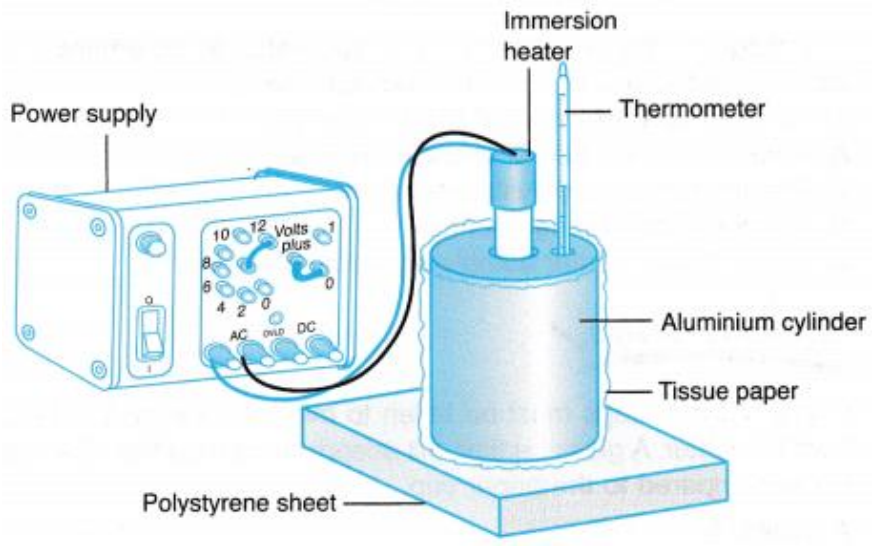
How can we rearrange this equation to calculate SHC?

$$SHC = \frac{energy}{mass \times temp.change}$$

What is the SHC of copper if 11500 J raises the temperature of 1.5 kg by 10°C

$$SHC = \frac{11{,}500\ J}{1.5\ kg \times 10°C} = 766.66\ J/kg°C$$

C. This is the apparatus used to measure the SHC of an aluminium block.



D. If the white, yellow and red areas show the warmest and the blue and green areas show the coolest parts of the house, which [arts are the best insulated?

the walls are the best insulated as they are the coolest. The roof and windows are the least insulated as they appear the warmest, they are letting lots of heat out.

F. How else can heat loss from homes be reduced?

All draughts should be eliminated. Use curtains for this, as well as draught excluders over gaps in doors and window. Carpets also trap air.

F. How can heat loss from homes be reduced from the windows?

Double glazing. It is two panes of glass with trapped air between them which is an insulator.

How can heat loss from homes be reduced from the roof?

Roof insulation. Stops the warm air that has risen escaping.

How can heat loss from homes be reduced from the walls?

Outside walls have an empty space between them called a cavity this had air trapped in it (an insulator) and stops any conduction from the bricks.

How can heat loss from homes be reduced from the radiators?

A shiny foil can be put between the wall and radiator to prevent radiation by reflecting it back into the room.

D. What is payback time and how is it calculated?

Payback time is the time it takes for the cost of installing insulation to be equalled by the savings made from reduced energy costs.

$$\textbf{payback time (years)} = \frac{\textbf{cost of insulation}}{\textbf{saving each year}}$$

Year 9 Term 4 Science / Physics : Topic P1.2 Energy Transfer by Heating

C. What are the factors which affect the amount f energy required to increase the temperature of an object?

Why would a material with a high specific heat capacity be beneficial?

C. What is the equation for energy, in which you use specific heat capacity?

_____ is measured in _____
_____ is measured in _____
_____ is measured in _____
_____ is measured in _____

How much energy is needed to increase the temperature of 0.5 kg of water by 80 °C in a kettle? SHC of water = 4,200 J/kg°C

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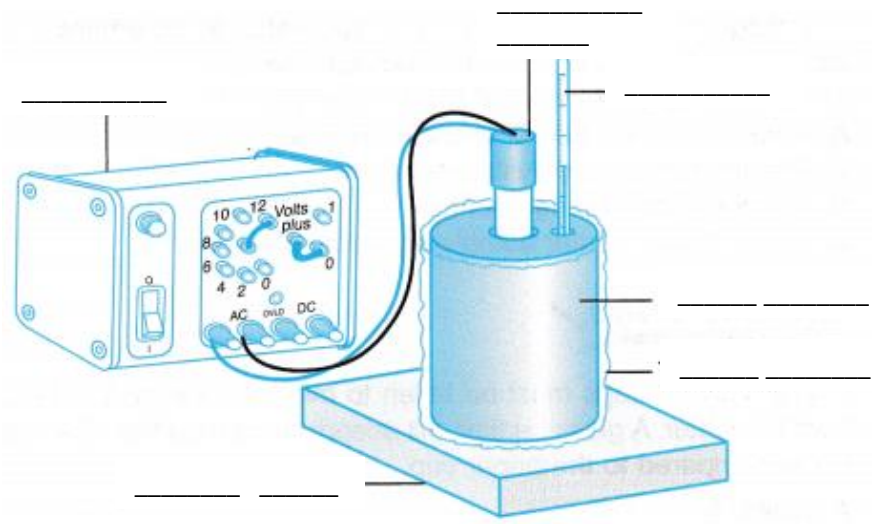

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F. How else can heat loss from homes be reduced?

F. How can heat loss from homes be reduced from the windows?

How can heat loss from homes be reduced from the roof?

How can heat loss from homes be reduced from the walls?

How can heat loss from homes be reduced from the radiators?

D. What is payback time and how is it calculated?

Geography Knowledge Organiser: Year 9 Term 4 Climate Change

Background:

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

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

B.	**Measuring climate change *(3)***
Ice cores	Each layer of ice in a core represents a different year. CO_2 can be measured in each layer, and therefore the temperature.
Tree rings	Each ring represents a different year. Thicker rings show a warmer climate.
Historical evidence	Paintings and diaries e.g. paintings of ice fairs on the frozen Thames 500 years ago.

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

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

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

D.	**Human-induced climate change *(5)***
Greenhouse effect	The way that gases in the atmosphere trap heat from the sun. Like glass in a greenhouse they let heat in, but prevent most from escaping.
Greenhouse gases	Gases like carbon dioxide and methane that trap heat around the Earth, leading to climate change.
Transport	More cars, so more CO_2 causing the enhanced greenhouse effect.
Farming	Farming livestock produces methane, this is a greenhouse gas.
Energy	More energy required, meaning more fossil fuels burnt, so more CO_2.

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

H.	**Place specific examples *(2)***
Adaption	***The Thames Barrier.*** Positive: Stops flooding due to rising sea levels. Negative: Expensive
Mitigation	***The Paris Agreement.*** Positive: Countries are trying to lower CO_2 emissions. Negative: The USA pulled out and China did not sign up.

Geography Knowledge Organiser: Year 9 Term 4 Climate Change

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A.	**Changes in climate *(3)***
Climate change	
Glacial periods	
Inter-glacial periods	

B.	**Measuring climate change *(3)***
Ice cores	
Tree rings	
Historical evidence	

C.	**Natural climate change *(3)***
Volcanic eruptions	
Sun spots	
Orbital change	.

E.	**Effects on people *(6)***
Tropical storms	
Sea-level rise	
Melting Arctic ice	
More droughts/ floods	
Cost of defence	
Environmental Refugees	

G.	**Strategies to resolve climate change *(4)***
Adaptation	
Adaptation examples *(3)*	
Mitigation	
Mitigation examples *(3)*	

D.	**Human-induced climate change *(5)***
Greenhouse effect	
Greenhouse gases	
Transport	
Farming	.
Energy	

F.	**Effects on the environment *(4)***
Sea temperature rises	
More droughts	
Melting glaciers (ice rivers)	
Melting Arctic ice	

H.	**Place specific examples *(2)***
Adaption	
Mitigation	

Year 9 Term 4 History: The Holocaust

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

What we are covering whilst working from home: The Holocaust

We will be looking at:

- The history of anti-Semitism in Europe (I)
- How the persecution of the Jews started out in Nazi Germany and the consequences of this for German Jews (J)
- How Jewish persecution in Germany escalated from 1933-1939 eventually resulting in The Final Solution (K)
- Why we need to remember the Holocaust (L).

J. What were the consequences of the Nuremburg Laws for Jews in Nazi Germany?

What they were:	Consequences:
• On 15th September 1935 the Nuremburg Laws were passed which were a new set of laws which made it easier to persecute Jews. • The Reich Law on Citizenship stripped Jews of their citizenship (and all rights of it such as voting, working for the government etc) and made them 'subjects'. Jews now had to wear a yellow star shaped patch to identify themselves. • The Reich Law for the Protection of German Blood and Honour made it so that Jews were not allowed to marry or have intimate relations with German citizens. Racial infamy (as it became known) was a criminal offense.	• These laws redefined what it meant to be a Jew - being Jewish was now a race rather than a religion (you were considered a Jew if you had 3 or 4 Jewish grandparents). Grandparents born into a Jewish religious community were considered 'racially' Jewish and their 'racial' status was passed onto their children and grandchildren • This legal definition of a Jews covered tens of thousands of people who did not think of themselves as a Jews and had no religious or cultural ties to the Jewish community - many Jews who hadn't practiced Judaism for years found themselves caught in the grip of Nazi terror. Even people with Jewish grandparents who had converted to Christianity were defined as Jews. • For the first time in history, Jews faced persecution not for what they believed, but for who they were by birth. In Nazi German no profession of belief could convert a Jew into a German. • The Nuremburg Laws were a crucial step in Nazi racial laws that led to the ostracism of German Jews and ultimately to their segregation, confinement, and extermination.

I What do these factors show about anti-Semitic attitudes in Medieval Europe?

The Crusades	• In 1095, Pope Urban II appealed to European Christians liberate the Holy Land from the Muslims, beginning what was to be known as the Crusades. • The religious passion that drove men, and later even children, on the Crusades was to have direct consequences for Jews • The Crusader army swept through Jewish communities looting, raping and massacring Jews as they went.
The Bubonic Plague	• In the 14th century, the Bubonic Plague spread throughout Europe, killing an estimated one-third of the population • Fear, superstition and ignorance prompted the need to find someone to blame, and the Jews were a convenient scapegoat because of the myths and stereotypes that were already believed about them • Though Jews were also dying from the plague, they were accused of poisoning wells and spreading the disease – in Germany and Austria approx. 100,000 Jews were burned alive for this.
Martin Luther	• The founder of the 16th century Reformation and Protestantism wrote a pamphlet in 1545 entitled The Jews and Their Lies, claiming that Jews thirsted for Christian blood and urging the slaying of the Jews

K. How did Jewish persecution increase from 1933 to 1939.

Boycott of Jewish Businesses 1933	Nuremburg Laws 1935	Kristallnacht 1938	Ghettos 1939
• On 30th March 1933, the Nazi Party announced that from 10am on 1st April an official boycott would behind of all Jewish businesses, doctors and lawyers. • SA members (paramilitary unit associated with the Nazis) painted Jewish stars or the word *Jude* (German word for Jew) outside Jewish businesses. • They then stood outside with banners ('Don't buy from Jews') discouraging people from going inside. • The boycott was not very successful- many people just ignored the signs and graffiti and still entered the shop and it lasted just a day, but it marked the beginning of a nationwide campaign by the Nazi Party against the entire German Jewish population	• On 15th September 1935 the Nuremburg Laws were passed which were a new set of laws which made it easier to persecute Jews. • The Reich Law on Citizenship stripped Jews of their citizenship (and all rights of it such as voting, working for the government etc) and made them 'subjects'. Jews now had to wear a yellow star shaped patch to identify themselves. • The Reich Law for the Protection of German Blood and Honour made it so that Jews were not allowed to marry or have intimate relations with German citizens. Racial infamy (as it became known) was a criminal offense.	• The first ***violent*** outburst of anti-Semitism in Germany • Groups of uniformed gangs ran amok amongst Jewish communities, destroying and burning homes, shops, businesses, synagogues and desecrated Jewish cemeteries. • Some gangs were in Nazi uniforms. • Other gangs such as the SA and Hitler Youth were told not to wear uniforms so that the violence would seem to be by the general public. • Some Germans were horrified, others watched with pleasure or joined in. • 100 Jews killed, 814 shop, 171, homes and 191 synagogues destroyed • Jews were blamed and made to pay for the damage • 20,000 Jews sent to camps.	• Key step in the process of brutally separating, persecuting and destroying Europe's Jews • 1st ghetto established in Poland in October 1939 • Jews who owned any businesses/property were forced to hand them over as they were placed in ghettos. • Some ghettos were shut in by walls, fences or barbed wire • Temporary– some only lasted a few days or weeks, others for years • The majority of ghetto inhabitants died from disease, starvation, shooting or deportation to extermination camps.

L. Why is it important to remember the Holocaust?

- The Holocaust is a contemporary issue. It cannot, and should not, be an event lost to history
- The Holocaust demonstrates the atmosphere in which genocide can take place.
- It is important to remember the Holocaust because it is an example of how these trends could evolve into something far more threatening
- Remembering the Holocaust is an important act in itself and honouring its victims, particularly those with no family left to remember them, is so important
- Discussion about the Holocaust is particularly important when we remember it is not an isolated event e.g. Bosnia 1995, Rwanda 1994 etc.
- "He who does not learn from History is doomed to repeat it". – it is not enough to just learn from history we must tackle, challenge, debate, discuss, expose and teach so that it remains a current issue

Year 9 Term 4 History: The Holocaust

H.	*Can you define these key words?*
Anti-Semitism	
Genocide	
Holocaust	
Persecution	
Discrimination	
Lebensraum	
Minorities	
Nuremberg Laws	
Pogrom	
Roma	
SA	
SS	
SS Einsatzgruppen	
Sterilisation	
Genocide	
Synagogue	
Anti-Semitism	
The Final Solution	
Aryan	
Concentration Camps	
Extermination Camps	
Eugenics	
Euthanasia	
Gestapo	
Holocaust	
Ghettos	
Kristallnacht	
Untermensch	

What we are covering whilst working from home: The Holocaust

We will be looking at:
- The history of anti-Semitism in Europe (I)
- How the persecution of the Jews started out in Nazi Germany and the consequences of this for German Jews (J)
- How Jewish persecution in Germany escalated from 1933-1939 eventually resulting in The Final Solution (K)
- Why we need to remember the Holocaust (L).

I	What do these factors show about anti-Semitic attitudes in Medieval Europe?
The Crusades	
The Bubonic Plague	
Martin Luther	

J.	What were the consequences of the Nuremburg Laws for Jews in Nazi Germany?
What they were:	**Consequences:**

K. How did Jewish persecution increase from 1933 to 1939.

Boycott of Jewish Businesses 1933	Nuremburg Laws 1935	Kristallnacht 1938	Ghettos 1939

L. Why is it important to remember the Holocaust?

Year 9 Religious Education: Matters of life and death

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

C	**What does the theory of Natural Moral Law say about moral behaviour?**	**What are the 5 precepts of NML that we must be fulfilling for morally good behaviour?**
	NML says absolute moral rules exist and are revealed to us through by God. Through the use of human reason we can look at the way things were created to know their God given design and functions. The way we are supposed to act according to the way we were created by God is morally good and any way that goes against it is morally wrong.	1. Preserve innocent life 2. Live in an ordered society 3. Educate children 4. Reproduce 5. Worship God

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

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

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

Year 9 Religious Education: Matters of life and death

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

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

D	*What are the strengths of NML theory about what is morally good?*	*What are the weaknesses of NML theory about what is morally good?*

E	What does the theory of situation ethics say about moral behaviour?	*What are the strengths of S.E theory about what is morally good?*	*What are the weakness of S.E theory about what is morally good?*

B.	*Bible quotes relating to the sanctity of life*
1	
2	
3	
4	
5	

SPANISH Year 9 GCSE Term 4 Knowledge Organiser: Topic = Festivals & Relationships

What we are learning this term:

A. Talking about festivals and customs
B. Describing relationships with people
C. Learning about Spanish customs
D. Talking about future plans
E. Translation Practice
F. Key words across topics

6 Key Words for this term

1. Las relaciones
2. La fiesta
3. El costumbre
4. celebrar
5. Las tradiciones
6. La celebración

A. ¿Cómo es tu familia?

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

B. Hablando de Parejas

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

C. Planes para el futuro y las fiestas del mundo

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

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

D. Algunas costumbres regionales

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

F. Key Words across Topics?

to have - tener	Me gusta – I like
to be - ser	Me encanta – I love
to go - ir	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	
to write - escribir	

SPANISH Year 9 GCSE Term 4 Knowledge Organiser: Topic = Festivals & Relationships-QUIZABLE

What we are learning this term:

A. Talking about festivals and customs
B. Describing relationships with people
C. Learning about Spanish customs
D. Talking about future plans
E. Translation Practice
F. Key words across topics

6 Key Words for this term

1. Las relaciones
2. La fiesta
3. El costumbre
4. celebrar
5. Las tradiciones
6. La celebración

A. ¿Cómo es tu familia?

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

B. Hablando de Parejas

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

C. Planes para el futuro y las fiestas del mundo

La boda	_____
_____	To find
_____	To change
El casamiento	_____
_____	To get married
El / la compañero/a	_____
_____	Disappointed
_____	To find
_____	Happiness
_____	Next
_____	Alone
_____	Single
Tener suerte	_____
Los antepasados	_____
La calavera	_____
Celebrarse	_____
El comentario	_____
Disfrazado/a	_____
_____	Dead
_____	To protect
_____	Town
_____	Present
La tumba	_____
La vela	_____
_____	To sell

Key Verbs

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

D. Algunas costumbres regionales

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

F. Key Words across Topics?

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

SPANISH Year 9 FCSE Term 4 Knowledge Organiser: Topic = Town

What we are learning this term:

A. Places
B. Transport
C. Weather
D. Adjectives
E. Sports
F. Countries
G. Key words
H. Astivities
I. Food opinions

6 Key Words for this term

1. El viaje	4. Ruidoso
2. El avión	5. Aire libre
3. Llueve	6. Querer

A. Places

Iglesia	church
Piscina	pool
Castillo	castle
Estadio	stadium
Pueblo	town
Ciudad	city
El campo	the countryside
Las montañas	the mountains
En la costa	on the coast
Cerca de la playa	near the beach
Al extranjero	Abroad
Pista de hielo	ice rink
El restaurante	teh restaurant
El bar	the pub
El hotel	the hotel
El viaje	trip
Vacaciones	holidays

B.Transport

En coche	by car
En autocar	by coach
En tren	by train
En avión	by plane
En bicicleta	by bike
En barco	on boat

C. The weather

Hace buen tiempo –	it's good weather
Hace mal tiempo –	it's bad weather
Hace sol	it's sunny
Llueve	it's raining
Hace viento	it's windy
Hace calor	it's hot
Hace frio	it's cold
Nieva	it's snowing

D.Adjectives

Pintoresco	picturesque
Elegante	Smart
Bonito	pretty
Hermoso	pretty
Rapido	fast
Comodo	comfy
Caro	expensive
Barato	cheap
Practico	practical
Que Me da miedo	scary
Agradable	Nice
Limpio	clean
Sucio	dirty
Interesante	interesting
Delicioso	delicious
Genial	great
Ruidoso	noisy
Simpatico	nice
Estupdenda	fantastic
Lo pasé genial	I had a great time

F. Sports

Jugar	to play
Tocar	to play instrument
La equitación	horseriding
La musculación	exericse in gym
Relajar	to relax
Piscina	pool
Deporte	sport
Aire libre	outside/fresh air
Caminar	to walk
Dar un paseo	to walk
El polideportivo –	sports centre
Esquí acuático	water skiing
Dormir	to sleep
Monopatín	skateboarding

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

G. Countries

Francia	France
Suiza	Swiss
Escocia	Scotland
España	Spain

H. Key verbs

Tener	to have
ser	to be
ir	to go
hacer	to do
jugar	to play
ver	to see
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

I. Activities

Se puede	you can
Ir de pesca	go fishing
Ir de compras	go shopping
Comer	to eat
Cenar	to eat dinner
Tomar el sol	to sunbathe
Mantenerse en forma	to keep fit
Ir de paseo	to go for a walk
Hacer equitación	to go horseriding
Dormir	to sleep

J.Food opinions

Me gusta	I like
Me encanta	I love
Odio	I hate
Porque	because
Divertido	fun
Aburrido	boring
Util	useful
Inutil	useless
Comodo	comfy
Interestante	interesting
Entretenido	entertaining
Emocionante	exciting
Guay	cool
Genial	great
Soso	dull
Asqueroso	disgusting
Malo	bad
Bueno	good
Relajante	relaxing

SPANISH Year 9 FCSE Term 4 Knowledge Organiser: Topic = Town-QUIZABLE

What we are learning this term:

A. Places
B. Transport
C. Weather
D. Adjectives
E. Sports
F. Countries
G. Key words
H. Astivities
I. Food opinions

6 Key Words for this term

1. El viaje	4. Ruidoso
2. El avión	5. Aire libre
3. Llueve	6. Querer

A. Places

_____	church
_____	pool
_____	castle
_____	stadium
_____	town
_____	city
_____	the countryside
_____	the mountains
Cerca de la playa	_____
Al extranjero	_____
Pista de hielo	_____
_____	the restaurant
_____	the pub
_____	the hotel
_____	trip
_____	holidays

B.Transport

_____	by car
_____	by coach
_____	by train
_____	by plane
_____	by bike
_____	on boat

C. The weather

_____	it's good weather
_____	it's bad weather
_____	it's sunny
_____	it's raining
_____	it's windy
_____	it's hot
_____	it's cold
_____	it's snowing

D.Adjectives

_____	picturesque
_____	Smart
_____	pretty
_____	pretty
_____	fast
_____	comfy
_____	expensive
_____	cheap
_____	practical
_____	scary
_____	Nice
_____	clean
_____	dirty
_____	interesting
_____	delicious
_____	great
_____	noisy
_____	nice
_____	fantastic
_____	I had a great time

F. Sports

_____	to play
_____	to play instrument
_____	horseriding
La musculación	_____
_____	to relax
_____	pool
_____	sport
Aire libre	_____
Caminar	to walk
Dar un paseo	_____
_____	sports centre
Esquí acuático	_____
Dormir	to sleep
Monopatín	_____

Key Verbs

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

G. Countries

Francia	France
Suiza	Swiss
Escocia	Scotland
España	Spain

H. Key verbs

_____	to have
_____	to be
_____	to go
_____	to do
_____	to play
_____	to see
_____	to listen
_____	to buy
_____	to live
_____	to speak
_____	to have to
_____	to want to
_____	to visit
_____	to eat
_____	to drink
_____	to go out
_____	to read
_____	to work
_____	to think
_____	to write

I. Activities

_____	you can
Ir de pesca	_____
_____	go shopping
_____	to eat
_____	to eat dinner
Mantenerse en forma	to sunbathe
Ir de paseo	_____
Hacer equitación	to go for a walk
Dormir	_____
	to sleep

J.Food opinions

_____	I like
_____	I love
_____	I hate
_____	because
_____	fun
_____	boring
_____	useful
_____	useless
_____	comfy
_____	interesting
_____	entertaining
_____	exciting
_____	cool
_____	great
_____	dull
_____	disgusting
_____	bad
_____	good
_____	relaxing

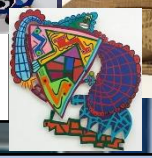
Year 9 Art Term 2: Topic = Frank Stella

What we are learning this term:

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

B — *Answer the questions about Frank Stella*

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



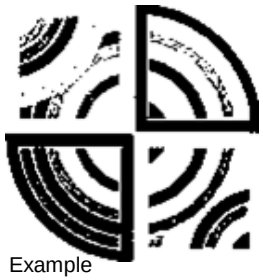
C. — *Segments & Templates- Looking at the image below, what describing words could you use to describe this artwork by Frank Stella. Use your formal elements to guide you.*

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

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

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

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



Example

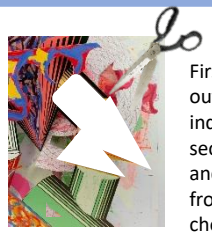
Your response

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

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

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

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



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

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

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

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

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

Slab

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

Score& Slip

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

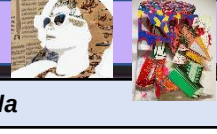
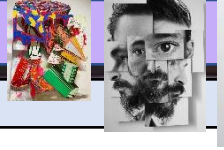
Year 9 Art Term 2: Topic = Frank Stella

What we are learning this term:

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

B — *Answer the questions about Frank Stella*

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


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

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

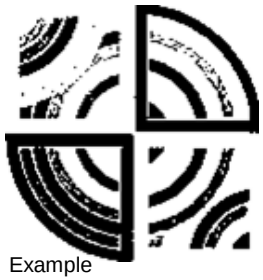
A. — Cubism- List 3 facts about Cubism. What does it look like? Who created it? What different types of cubism are there?

1.

2.

3.

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



Example

Your response

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

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

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	Keywords
Abstract	
Geometric	
Sculpture	
Formal Elements	
Ines Kouidis	
Collage	

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

Slab

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Score& Slip

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Year 9 PRODUCT DESIGN

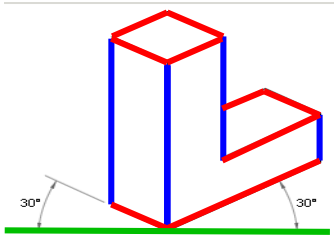
What we are learning this term:

A. Drawing Skills
B. Wood Theory
C. Wooden Joints & Their Uses
D. Tools & Machinery

A. Drawing Skills

Isometric Technical Drawing

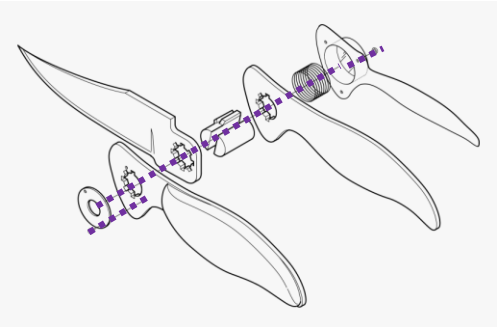
Made up of a series of par parallel **vertical lines** and parallel **30-degree lines**. But no **horizontal lines.**



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.

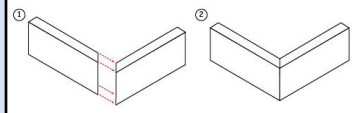
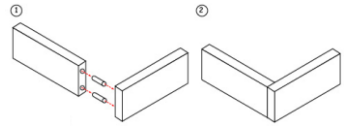
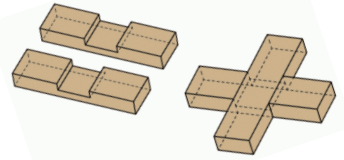
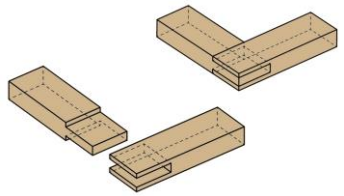
B. Wood Theory

Natural	Advantages	Disadvantages
Hardwood:	• Stronger & durable • Weather resistant • Fire resistant	• Harder to cut / curve • More expensive • Longer to grow
Softwood:	• Easy to cut / curve • Cheaper • Quicker to grow	• Not weather resistant • Not fire resistant • Weaker & less durable
Manufactured	**Advantages**	**Disadvantages**
MDF:	• Easy to cut and sand • Takes paint well • Comes in wide sheets	• Not as aesthetically pleasing • Doesn't stain well
Plywood:	• Strong board • Can be waterproof • Comes in wide sheets	• 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.

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	Dowels	Quick Clamp	Wooden Vice	Tenon Saw	Bandfacer	Pillar Drill
								

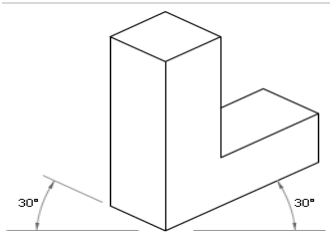
Year 9 PRODUCT DESIGN

What we are learning this term:

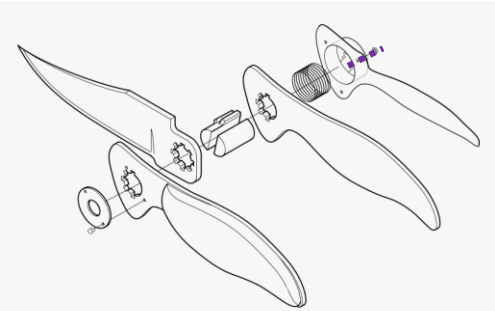
A. Drawing Skills
B. Wood Theory
C. Wooden Joints & Their Uses
D. Tools & Machinery

A. Drawing Skills

Isometric Technical Drawing



Exploded Technical Drawing

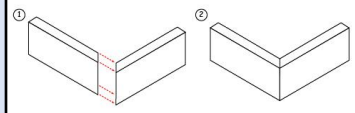
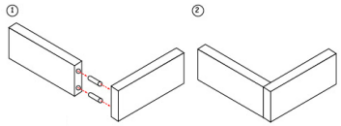
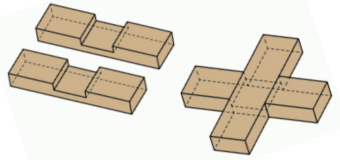
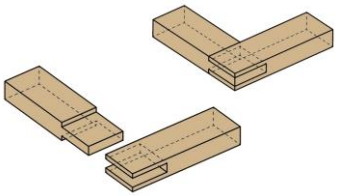


B. Wood Theory

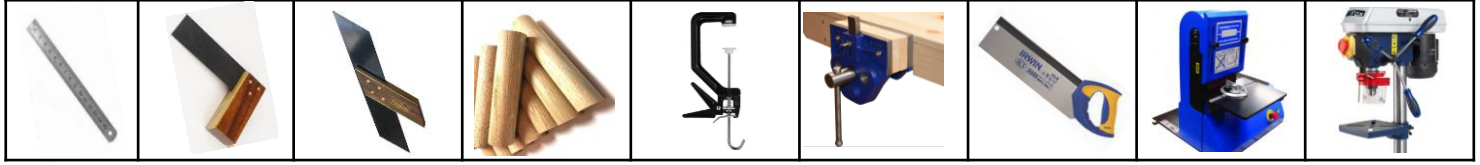
Natural	Advantages	Disadvantages
Hardwood:		
Softwood:		
Manufactured	**Advantages**	**Disadvantages**
MDF:		
Plywood:		

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



Year 9 – High Skills

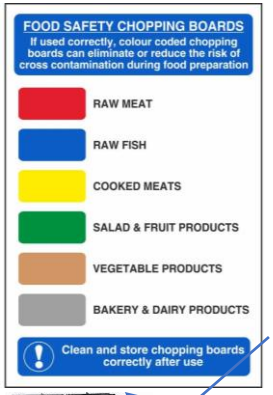
What we are learning this term:
A. Health, safety and hygiene in the kitchen
B. The Eatwell guide and nutrients
C. The Dietary requirements of a teenager
D. Skills testing
E. Healthy cooking
F. Chopping Board Colours

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

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 potions 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.

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.



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

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

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

C.	*Can you list 5 reasons for why we cook food and why it is important?*
Rule	Why it is important
• 1 to get rid of bacteria on the food	• 1 to stop food poisoning
• 2 to make the food taste better	• 2 to make the food more appealing
• 3 to make food chewable	• 3 it could be raw or a choking hazard
• 4 to ensure that food is not raw	• 4 to stop food poisoning
• 5 to add colour to the food	• 5 to make it look more appetising or change its use

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

Year 9 – High Skills

What we are learning this term:

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

6 Key Words for this term

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

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

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

1
2
3
4
5

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

B. What do the following terms mean?	
Grilling	
Baking	
Frying	

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

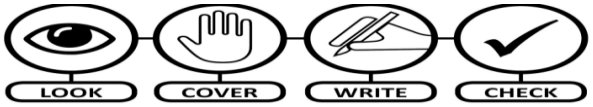
Rule	Why it is important
• 1	• 1
• 2	• 2
• 3	• 3
• 4	• 4
• 5	• 5

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

Year 9: You're in the band! Term 3

A What we are learning about this term…

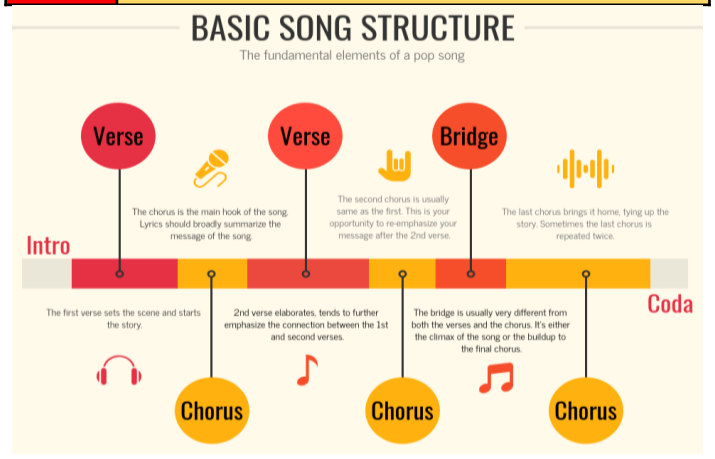
1. Basic Song Structure
2. How to write a perfect Evaluation
3. Playing an instrument / Chords / Melody
4. What are the music symbols – Note values
5. Keywords
6. How to read music - Treble clef and bass clef

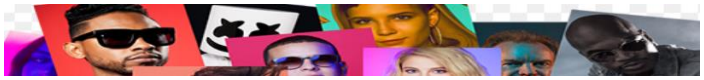


B Keywords

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

C Instruments in popular music





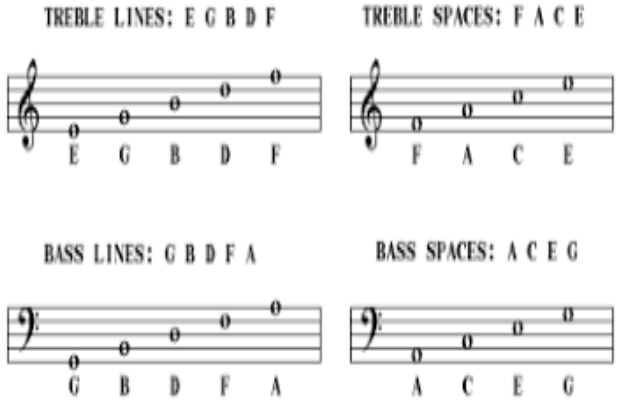
D How to write a perfect Evaluation?

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

E How to read music – treble clef and Bass Clef

Note	Name	Beats	Rest	Note	Name	Beats	Rest
𝅝	Semibreve, Whole Note	4 beats	𝄻	𝅝.	Dotted Semibreve, Dotted Whole Note	6 beats	𝄻.
𝅗𝅥	Minim, Half Note	2 beats	𝄼	𝅗𝅥.	Dotted Minim, Dotted Half Note	3 beats	𝄼.
♩	Crotchet, Quarter Note	1 beat	𝄽	♩.	Dotted Crotchet, Dotted Quarter Note	1½ beats	𝄽.
♪	Quaver, Eighth Note	1/2 beat	𝄾	♪.	Dotted Quaver, Dotted Eighth Note	3/4 beat	𝄾.

F How to read music – treble clef and Bass Clef



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: You're in the band!

Term 3

A	What we are learning about this term…
1	
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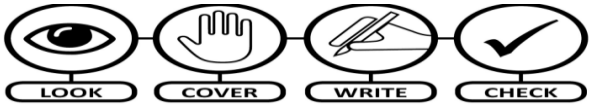
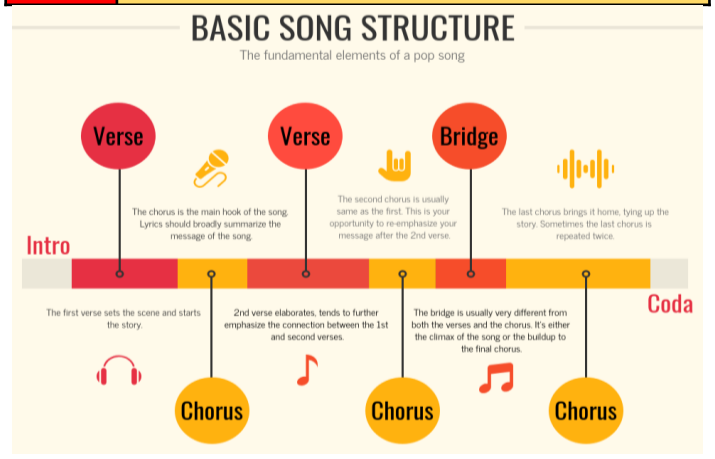
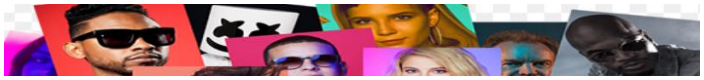


B	Keywords
Instrumental break	
Lyrics	
Verse	
Chorus	
Bridge / Middle 8	
Outro / Coda	
Album	
Arrangement	
Genre	
Cover Song	

C Instruments in popular music





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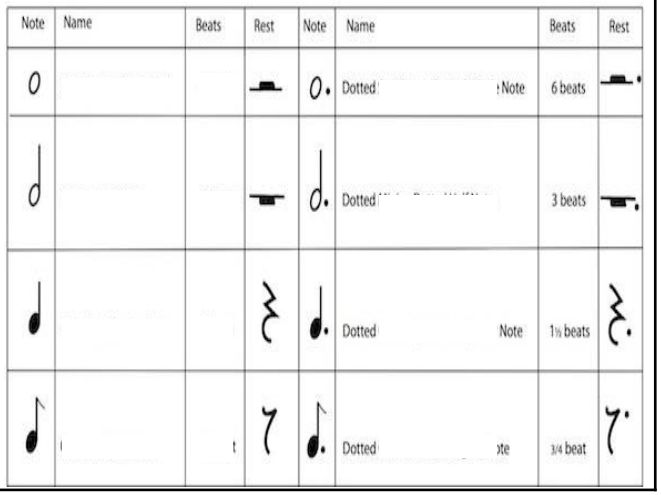

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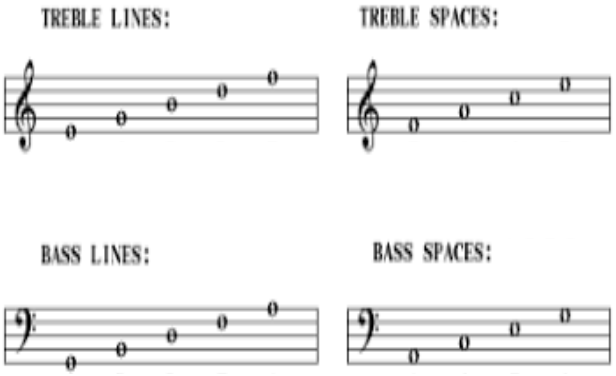


G Describing music – MAD T SHIRT

M	A	D	T	S	H	I	R	T
M_____	A_____	D_____	T_____	S_____	H_____/T_____	I_____	R_____	T_____

Year 9: Lit in Colour - Performing a Script

What we are learning this term:

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

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

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

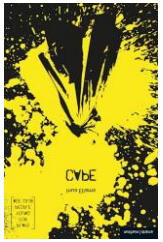
Tongue Twisters	
Peter Piper	Peter Piper picked a peck of pickled peppers A peck of pickled peppers Peter Piper picked If Peter Piper picked a peck of pickled peppers Where's the peck of pickled peppers Peter Piper picked?
Betty Botter	Betty Botter bought some butter But she said the butter's bitter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

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

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

Year 9: Lit in Colour - Performing a Script

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



KEY WORDS	
articulation	
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focus	
gesture	
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performance elements	
pitch	

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

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SWINDON ACADEMY READING CANON

Year 7

- The Canterbury Tales
- War Horse
- Adventures of a Young Naturalist
- A Monster Calls
- The Pearl
- Number the Stars
- The Hunger Games
- Chinese Cinderella
- Sir Gawain and the Green Knight

Year 8

- The Dark Lady
- Trash
- The Diary of a Young Girl
- Ghost Boys
- The Amazing Maurice
- The Bone Sparrow
- Salt to the Sea
- The Giver
- Witch Child

Year 9

- Skin
- I am Malala
- Noughts and Crosses
- Liccle Bit
- Fahrenheit 451
- The Black Flamingo
- One
- Simon vs the Homo Sapiens Agenda
- Long Way Down
- Northern Lights
- The Boy Who Steals Houses
- The Woman in Black
- The Book Thief

Year 10

- The Underground Railroad
- The Curious Incident of the Dog in the Night-Time
- The Hate U Give
- Rani and Sukh
- Pigeon English
- The Boxer
- 1984
- Orangeboy
- The Outsiders
- The Art of Being Normal
- A Selection of Short Stories
- To Kill a Mockingbird

#ReadingisPower