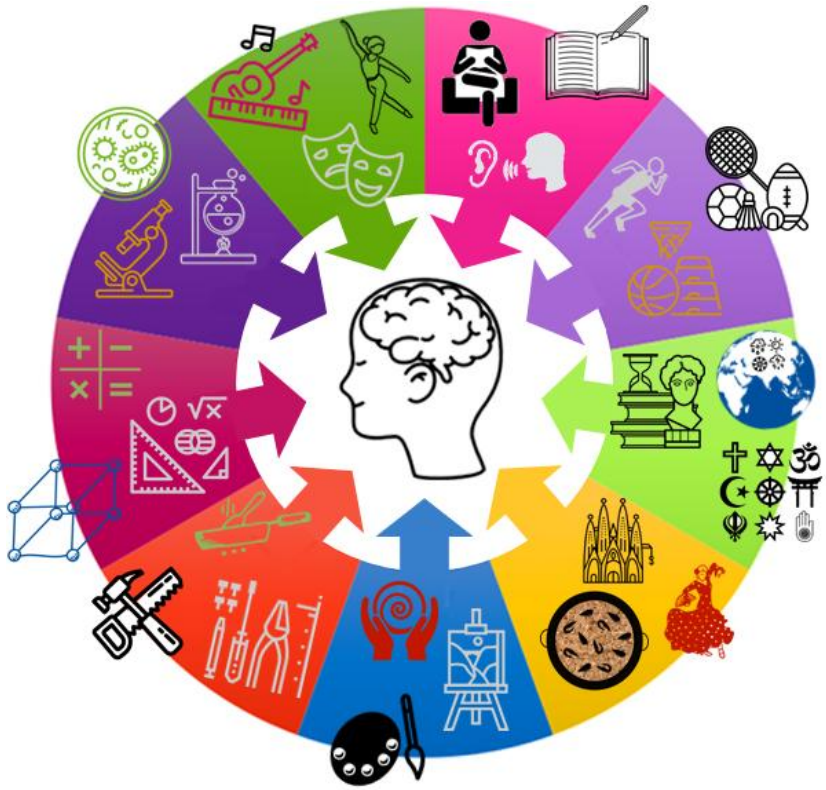
100% book - Year 9 Grammar

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



Term 2

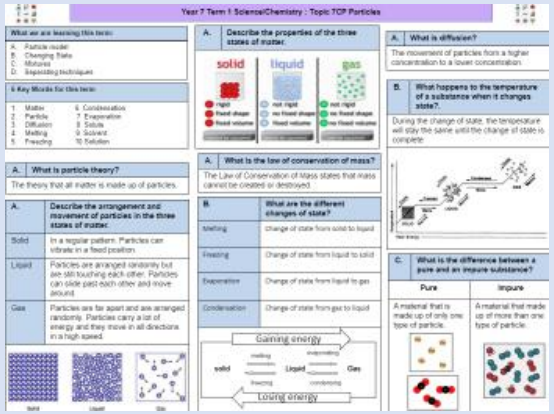
Swindon Academy 2026-27	
Name:	
Tutor Group:	
Tutor & Room:	

"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

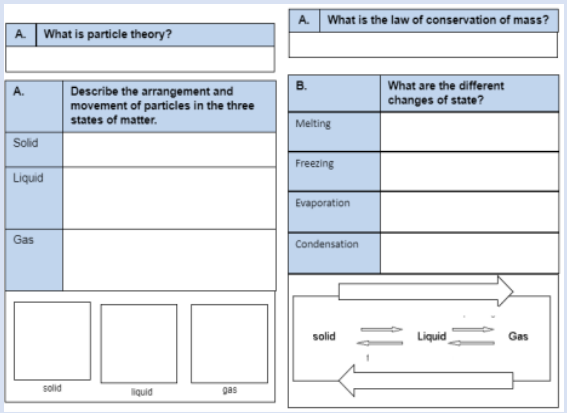
Knowledge Organisers



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!

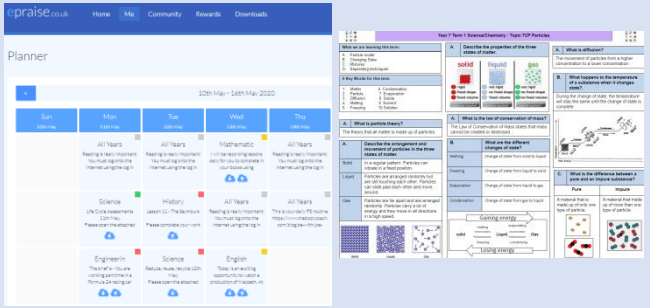
Expectations for Prep and for using your Knowledge Organisers

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?

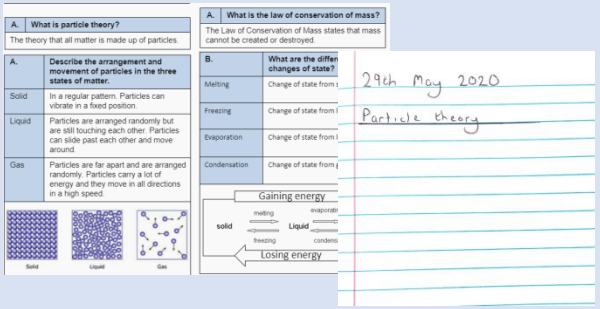
Step 1

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



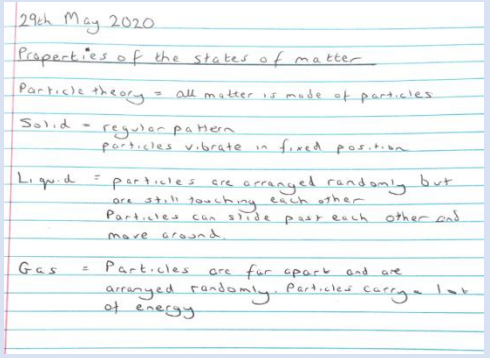
Step 2

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



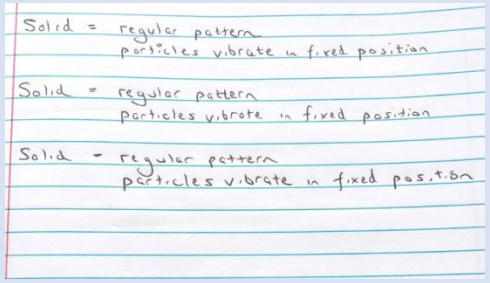
Step 3

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



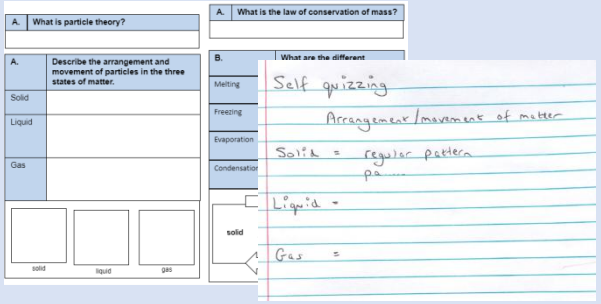
Step 4

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



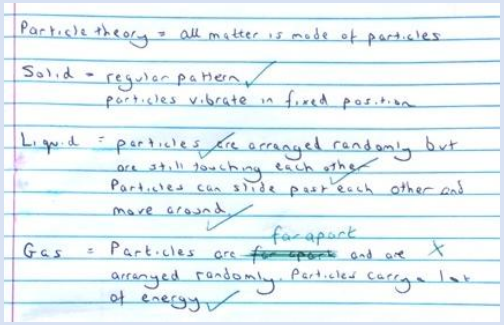
Step 5

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.



Year 9 Term 1 English Knowledge Organiser: Jane Eyre



Chapter breakdown of Jane Eyre

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

The Big Ideas:

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

Locations in the first 10 chapters

Gateshead Hall
Home of Mrs Reed, John, Georgiana, and Eliza Reed. Jane grows up here. Jane is locked in the red-room.

Lowood School
Jane is sent to Lowood by Mrs Reed. Mr Brocklehurst is the headteacher. Conditions are harsh and strict. The girls receive brutal punishments and are fed poorly. A typhus outbreak kills many of the girls.

Terminology: Key words

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

juxtaposition – a literary technique where a writer places very different things or people close to each other. This helps to show how the things are similar or different.

Characters in Jane Eyre

Jane Eyre The main character. A young, intelligent, and passionate orphan. "You think I have no feelings, and that I can do without one bit of love or kindness; but I cannot live so"

Mrs Reed – Jane's aunt She neglects and abuses Jane and is glad to send her away to Lowood School. "Guard against her worst fault, a tendency to deceit"

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

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

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

Vocabulary: Key words

protagonist – the main character

dependent – someone who relies on another person to support them financially. Jane is a **dependent** because she relies on Mrs Reed to feed, clothe and house her.

oppress (vb.) – to treat a group of people in an unfair way, often by limiting their freedom.

solitude – state or situation of being alone

sombre – serious or sad

conventional – normal or accepted way

obedience – submission to another's authority

ominous – something bad that is going to happen

clandestine – something that is done in secret

humiliate (vb.) – to make someone feel stupid or ashamed. If something makes you feel stupid or ashamed, you could describe it as **humiliating.**

hypocrite – someone who says one thing but does the opposite at another time.

comeuppance – when a villain receives some form of punishment for what they did.

Victorian attitudes to childhood

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

Biographical information

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



Year 9 Term 1 English Knowledge Organiser: Jane Eyre



Chapter breakdown of Jane Eyre

1	On a bitter day, Jane is curled up with a book when her cousin, John_____, discovers her and hits her. She _____back and is sent to the_____-_____.
2	Jane is locked in the _____-_____. She sits in turmoil until she hears and sees something odd. She begs to be let out. She_____.
3	Jane wakes up in the nursery. _____ and Mr _____are there. Jane is_____. Mr _____talks to Jane about going to school.
4	Jane is visited by Mr_____, the _____at _____ _____. After his visit, _____and Mrs _____ _____. Jane says she will _____call her '_____' again.
5	Jane travels to _____ School. She meets Miss_____, the kind_____, and Helen_____, another_____.
6	_____ is thrashed for having _____ hands. Later, she talks with Jane and explains that it is better to _____and be _____than to get _____and seek_____.
7	Mr Brocklehurst visits Lowood School. He calls Jane to the front of the classroom and calls her a _____ in front of all the _____and_____. Helen smiles at Jane, bringing Jane_____.
8	Afterwards, _____and _____visit Miss Temple. Miss Temple says she believes that Jane is _____ a_____. Jane listens to Miss Temple and Helen's _____ _____. Miss Temple hears from Mr _____ that Jane is not a _____ and tells the_____.
9	Jane _____ the area _____ _____in the_____. _____ breaks out at Lowood School. Lots of girls get_____. Many_____. Helen Burns _____ of_____.
10	_____ _____ pass. Jane has become a _____ at _____ _____. Mr _____ had his _____ _____ when his _____at the school was_____. Jane applies to be a governess for a family at Milcote.

The Big Ideas:

1	Social Class: Jane is an _____and _____on the _____ of her extended family. Jane is _____and of _____class – _____. She suffers _____by John Reed, her 'master'. Lowood is harsh and _____– religious_____.
2	Growth: Jane is constantly _____ and_____. She is an adult _____ back on her _____ in the novel. She learns to manage her_____. Her _____with _____help her _____.
3	Oppression: Oppression of_____. Jane's _____ childhood is a form of oppression. Adults oppressing _____ in a huge theme in the novel. _____as a form of oppression in the novel.
4	Role of women in society: Jane is _____at her place in_____. Lowood is an all-girls' school. Women as governesses, teachers, servants. Low class women as _____.

Locations in the first 10 chapters

Gateshead Hall
Home of_____ _____,_____,_____, and _____ _____. _____grows up here. _____ is locked in the _____-_____.

Lowood School
_____ is sent to _____ by Mrs _____. Mr _____ is the_____. Conditions are _____ and_____. The girls receive brutal _____and are fed_____. A _____ outbreak _____ many of the girls.

Terminology: Key words

thesis –.

juxtaposition –

Characters in Jane Eyre

Jane Eyre

Mrs Reed – Jane's aunt

Mr Brocklehurst – The governor of Lowood school

Helen Burns – Jane's friend

Miss Temple

Vocabulary: Key words

protagonist –

dependent –

oppress (vb.) –

solitude –

sombre –

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humiliate (vb.) –

hypocrite –

comeuppance –

Victorian attitudes to childhood

1	A child is a blank slate…
2	A child is born completely **innocent** and **pure…**
3	The child is born evil…

Biographical information

1	'Jane Eyre' written in _____by Charlotte_____.
2	Parts of 'Jane Eyre' were influenced by Brontë's experiences at _____and as a young_____.
3	'Jane Eyre' was unusual when it was published because it is written in the_____ _____

9GS – B1

What we are learning this term:

A. Animal & plant cells
B. Eukaryotes & prokaryotes
C. Cell speicalisation
D. Cell differentiation
E. Microscopy
F. Culturing microorganisms

5 Key Words for this term

1. Eukaryotic
2. Prokaryotic
3. Differentiation
4. Magnification
5. Resolution

A What are the names and functions of animal and plant sub-cellular structures?

Structure	Function	Found in…
Nucleus	Controls the cell & contains genetic information	Animal & plant
Cell membrane	Controls movement in & out of the cell	Animal & plant
Cell wall	Supports the cell. Made of cellulose	Plant
Cytoplasm	Jelly-like substance where chemical reactions take place	Animal & plant
Mitochondria	Respiration, to release energy	Animal & plant
Chloroplast	Photosynthesis, to produce glucose	Plant
Vacuole	Filled with cell sap, keeps cell turgid	Plant
Ribosome	Protein synthesis	Animal & plant

B Compare eukaryotic and prokaryotic cells

Feature	Eukaryotic	Prokaryotic
DNA	In nucleus	Single loop DNA & plasmids
Cytoplasm	Yes	Yes
Cell membrane	Yes	Yes
Cell wall	No	Yes
Size	Larger	Smaller

C How are these cells specialised?

Cell	Animal or plant	Specialised features
Sperm cell	Animal	Tail to swim. Pointed head, containing acrosome. Lots of mitochondria.
Nerve cell	Animal	Long. Branched ends (dendrites). Fatty sheath to insulate axon.
Muscle cell	Animal	Layers of protein filaments for contraction. Lots of mitochondria.
Root hair cell	Plant	Large surface area. Thin walls.
Xylem cells	Plant	Continuous. Thickened & woody.
Phloem cells	Plant	Companion cells have lots of mitochondria.

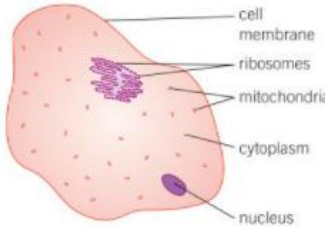
What we are learning this term:
A. Animal & plant cells B. Eukaryotes & prokaryotes C. Cell speicalisation D. Cell differentiation E. Microscopy F. Culturing microorganisms

E	Define magnification
The number of times larger an image is than the original specimen.	

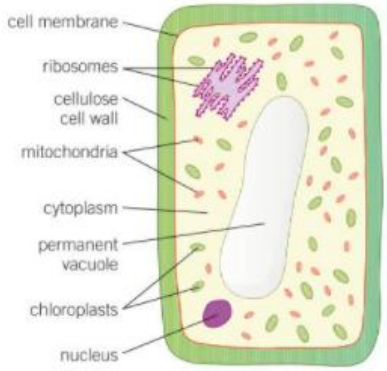
E	Define resolution
The minimum distance at which two distinct points of a specimen can still be seen.	

E	What is the formula for magnification?

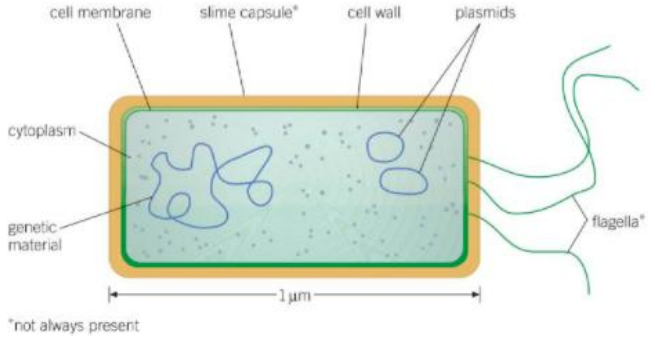
$$magnification = \frac{size\ of\ image}{real\ size\ of\ image}$$



Eukaryotic Animal cell



Eukaryotic Plant cell



Prokaryotic Bacterial cell

D	When does differentiation occur for most types of animal cells?
At early development	

D	When does differentiation occur for most types of plant cells?
Throughout the lifetime of the plant	

E	Compare light and electron microscopes	
Feature	**Light**	**Electron**
Radiation used	Light waves (visible light)	Electron beams
Magnification	Lower magnification (~ 1500 times)	Greater magnification (~ 2 000 000 times)
Resolution	Larger resolution (200nm)	Smaller resolution (0.2nm)
Size & cost	Smaller & portable. Cheaper.	Very large & not portable. Very expensive.

D	In multicellular animals, what is cell division required for?
• Growth or repair • To replace cells	

What we are learning this term:

A. Animal & plant cells
B. Eukaryotes & prokaryotes
C. Cell speicalisation
D. Cell differentiation
E. Microscopy
F. Culturing microorganisms

F	How do bacteria replicate?
Binary fission	

F	How often do bacteria replicate?
As often as once every 20 minutes	

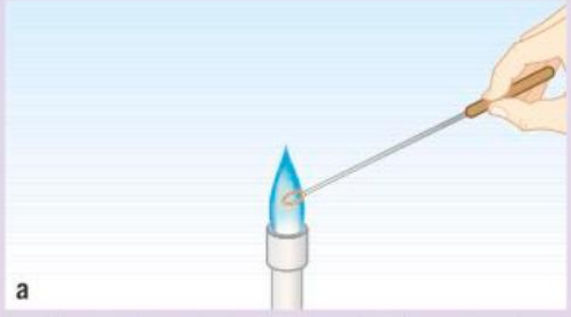
F	What is the formula for the area of circle?
$A = \pi r^2$	

F	How do you calculate the number of bacteria in a population?

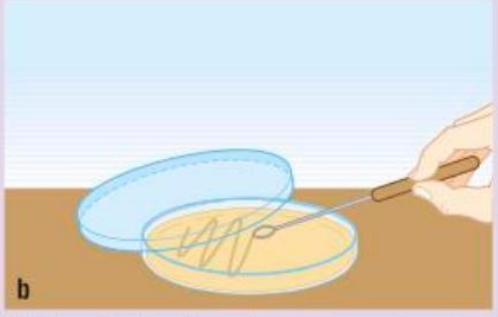
Step 1) $$\frac{Total\ time}{Mean\ division\ time} = Number\ of\ divisions$$

Step 2) $$2^{Number\ of\ division} = Number\ of\ cells$$

How to prepare an uncontaminated culture using aseptic technique:



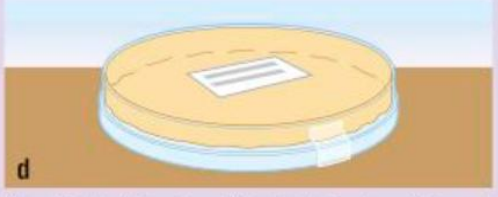
Sterilise the inoculating loop used to transfer micro-organisms to the agar by heating it until it is red hot in the flame of a Bunsen and then letting it cool. Do not put the loop down or blow on it as it cools.



Dip the sterilised loop in a suspension of the bacteria you want to grow and use it to make zigzag streaks across the surface of the agar. Replace the lid on the dish as quickly as possible to avoid contamination.



Fix the lid of the Petri dish with adhesive tape to prevent microorganisms from the air contaminating the culture – or microbes from the culture escaping. Do not seal all the way around the edge – as oxygen needs to get into the dish to prevent harmful anaerobic bacteria from growing.



The Petri dish should be labelled and stored upside down to stop condensation falling onto the agar surface.

F	Explain the reasons for aspects of aseptic technique

Aseptic technique	Reason
Sterilise culture media & petri dish before use	Kill existing bacteria on culture media & petri dish, and prevent contamination
Sterilise inoculating loop with flame	Kill existing bacteria on inoculating loop & prevent contamination
Tape petri lid & store upside down	Prevents condensation falling from lid onto agar
In schools, incubate cultures at 25°C	Reduces chance of harmful bacteria growing

9GS – B1

What we are learning this term:

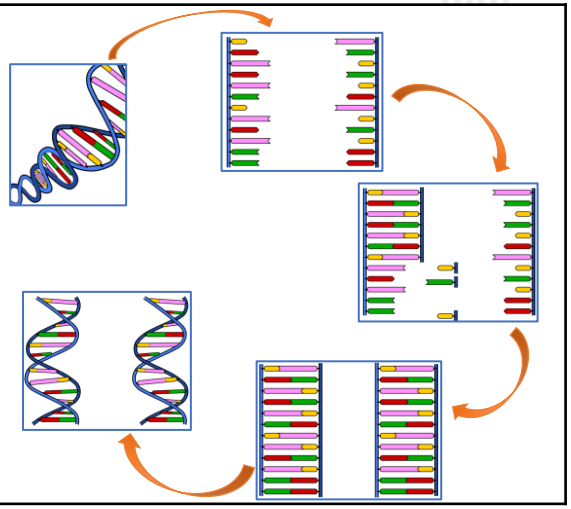
A. Cell cycle
B. Mitosis
C. Growth
D. Stem cells
E. Cloning

2 Key Words for this term

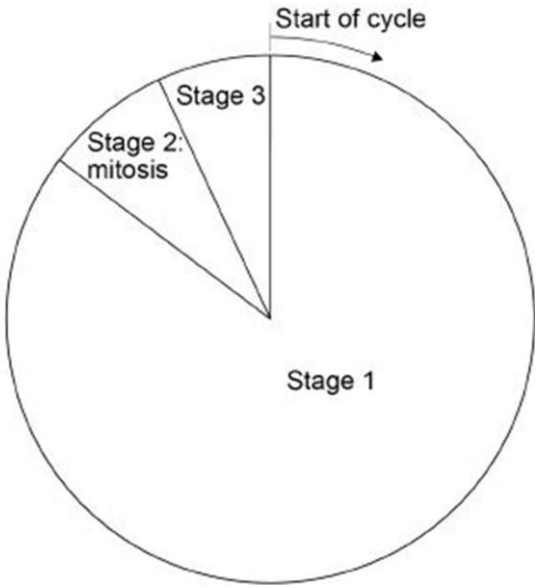
1. Mitosis
2. Differentiate

B. What are the stages of DNA replication?

1. The DNA molecule unwinds.
2. An enzyme moves along separating the two stands.
3. New complementary bases bond to the existing bases of one strand.
4. New complementary bases bond to the existing bases of the other strand.
5. The two complete molecules coil back into a helical shape.



A. Describe the stages of the cell cycle



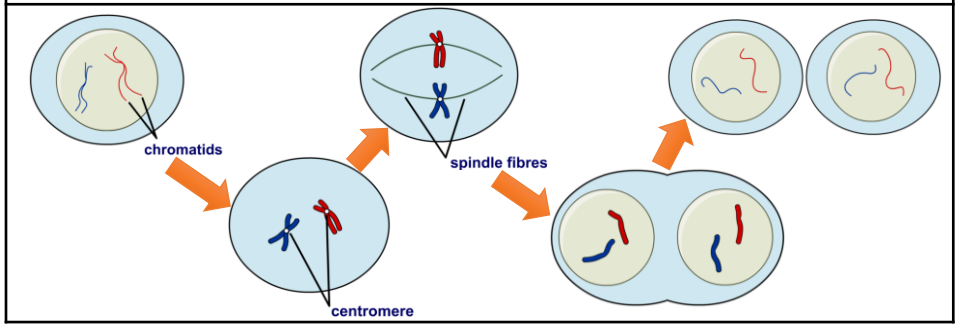
1) Replication of DNA to form two copies of each chromosome and synthesis of new sub-cellular structures

2) Nucleus divides

3) Cell divides in two

B. What is the order of the stages of mitosis?

1. chromosomes become shorter and thicker
2. spindle fibres attach to the chromosomes
3. chromosomes align in the centre of the cell
4. spindle fibres shorten, separating the chromosomes
5. chromatids move to opposite sides of the cell
6. the cell divides into two daughter cells



C.	Match terms on growth to their definitions
differentiation	when a cell starts to become specialized
division	when a cell replicates
elongation	when a cell increases in size
stem cells	cells that can become any type of cell
tissue cells	cells that have begun to be specialized

D. Describe the ethical concern around using embryonic stem cells.

Embryonic stem cell research is strongly criticized by people who believe it is unethical to kill embryos for their cells.

Work involving embryonic stem cells is subject to government regulation.

D. What are the advantages of using adult stem cells?

- They come from volunteers so they are more ethically acceptable.
- A patient's own stem cells could be used to treat their own disease, avoiding the problem of immune rejection.
- It might be easier to guide their development into specific cell types.
- They are less likely to become cancerous.

D.	Describe these two types of human stem cell
Embryonic	• Up until the eight cell stage, all of the cells in a human embryo are identical. • They can develop into all the different types of cell in the body.
Adult	• They are found in small numbers in many organs, including bone marrow, brain, skin and muscle. • Can usually only make a small number of cell types.

D.	Describe plant stem cells
Meristem tissue	• Plant cells can differentiate to form specific cells throughout the plant's life.

D. Define therapeutic cloning

A process where an embryo is produced that is genetically identical to the patient so the cells can be used in medical treatments.

Year 9 Term Science - Chemistry : Topic = 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
G. Transition metals

6 Key Words for this term

1. Halogens
2. Intermolecular

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

Elements are arranged in order of increasing atomic number.

What are Groups?

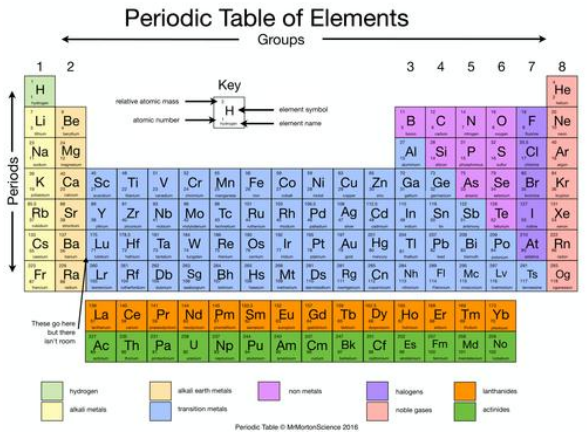
The vertical columns are groups.

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



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?

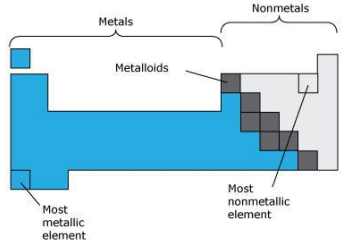
When an element loses an electron it forms a positive ion

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



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?

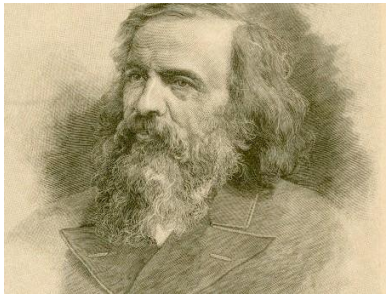
Non-metals do not form positive ions – they form negative ions

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 Science - Chemistry : Topic = 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?

What are ions?

What are positive ions?

What type of ions do metals form?

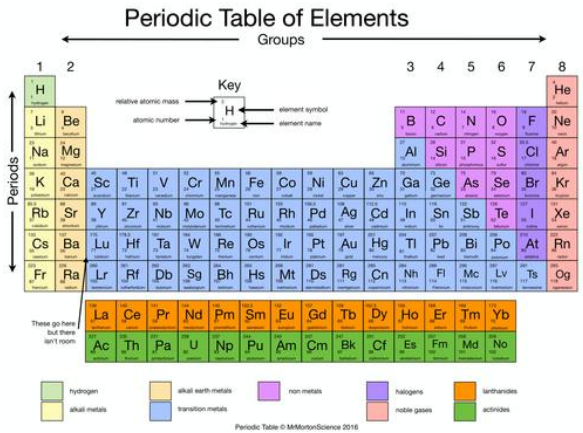
Where are metals and non-metals found on the periodic table?

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?

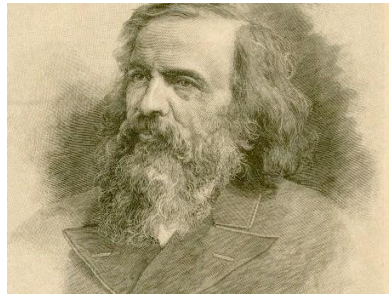
What problems were often found with early periodic tables?

C, What are negative ions?

What type of ions do non-metals form?

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

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



Year 9 Term Science - Chemistry : Topic = 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

G.	Transition elements
How do the physical properties of transition metals compare to the alkali metals?	They have higher melting points and densities and are stronger and harder.
How reactive are they compare to alkali metals?	Less reactive, the do not react vigorously with oxygen or water
What is different about he ions of transition elements?	They can have different charges in compounds.
What is a general feature of compounds containing transition elements?	They are coloured
What are transition elements used for?	Industrial catalysts

Year 9 Term Science - Chemistry : Topic = 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?	

G.	Transition elements
How do the physical properties of transition metals compare to the alkali metals?	
How reactive are they compare to alkali metals?	
What is different about he ions of transition elements?	
What is a general feature of compounds containing transition elements?	
What are transition elements used for?	

Year 9 Term Science - Chemistry : Topic Structure and Bonding

What we are learning this term:

A. Ionic Bonding
B. Covalent Bonding
C. Metallic Bonding
D. States of matter
E. Properties
F. Carbon and Nanoparticles

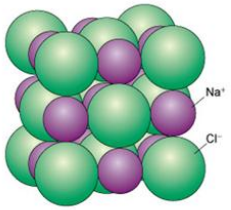
6 Key Words for this term

1. Delocalised
2. Electrostatic
3. Ionic
4. Covalent

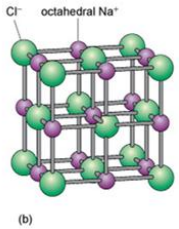
A. What is an ionic compound?

A giant structure of ions held together by strong electrostatic forces of attractions between oppositely charged ions

How can we represent Sodium Chloride?



3D diagram



Ball and stick model

A. What is ionic bonding?

An electrostatic force of attraction between positively and negatively charged ions

When do you get ionic bonding?

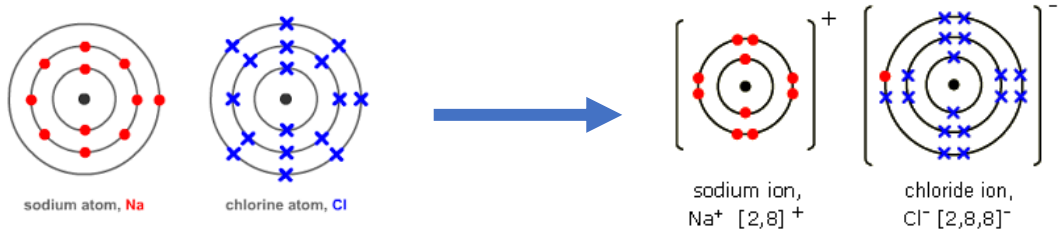
When metals react with non-metals

What are dot and cross diagram?

A way of showing electron transfers during reactions

How is an ionic bond formed in Sodium Chloride? Draw a dot and cross diagram to show this

- Sodium loses an electron to form a filled outer shell. A positive ion is formed
- Chlorine gains this electron to fill its outer shell. A negative ion is formed
- An electrostatic force of attraction is formed between these oppositely charged ions



A. What is covalent bonding?

Covalent bonding is where atoms share pairs of electrons

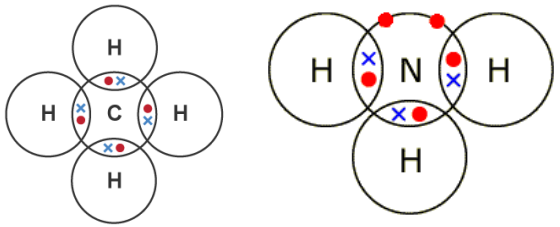
When do you get Covalent bonding?

Non metallic elements and compounds

What covalent structures are there?

Simple molecules and giant covalent structures

Sketch a dot and cross diagram to show the bonding in Methane (CH_4) and Ammonia (NH_3)



C. What is Metallic Bonding?

Outer electrons are delocalised and free to move through the whole structure. This gives rise to metallic bonds

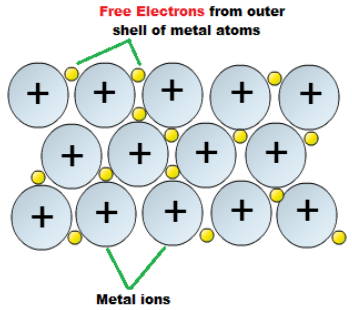
What does delocalised mean?

Where electrons are shared between 2 or more atoms

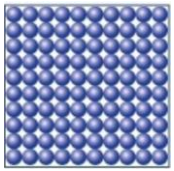
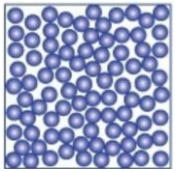
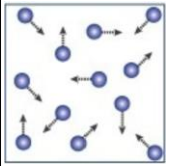
When do you get Metallic bonding?

Metallic elements and alloys

Draw a sketch of metallic bonding



D. What are the three states of matter?

State	Solid	Liquid	Gas
Diagram			

The amount of energy required to change state is dependent on what?

The strength of the forces between the particles

Year 9 Term Science - Chemistry : Topic Structure and Bonding

What we are learning this term:

A. Ionic Bonding
B. Covalent Bonding
C. Metallic Bonding
D. States of matter
E. Properties
F. Carbon and Nanoparticles

6 Key Words for this term

1. Delocalised
2. Electrostatic
3. Ionic
4. Covalent

A.	What is ionic bonding?	When do you get ionic bonding?

What are dot and cross diagram?

How is an ionic bond formed in Sodium Chloride? Draw a dot and cross diagram to show this

A.	What is an ionic compound?

How can we represent Sodium Chloride?

3D diagram **Ball and stick model**

A.	What is covalent bonding?	Sketch a dot and cross diagram to show the bonding in Methane (CH_4) and Ammonia (NH_3)

When do you get Covalent bonding?

What covalent structures are there?

C.	What is Metallic Bonding?	Draw a sketch of metallic bonding

What does delocalised mean?

When do you get Metallic bonding?

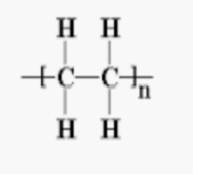
D.	What are the three states of matter?		
State			
Diagram			

The amount of energy required to change state is dependent on what?

Year 9 Term Science - Chemistry : Topic Structure and Bonding

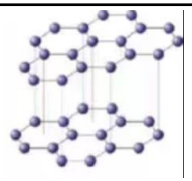
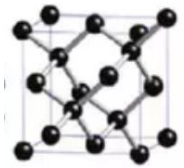
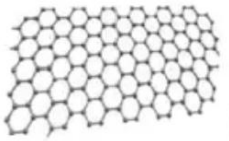
D.	What are state symbols?
These are used in chemical equations to show what state of matter things are in a reaction	
Solid	(s)
Liquid	(l)
Gas	(g)
Aqueous (in solution)	(aq)

E.	What properties do Giant ionic structures have?
Melting points/boiling points	High
Does it conduct electricity?	
Ionic solid	No
Molten ionic soild	Yes
Ionic compound in solution	Yes

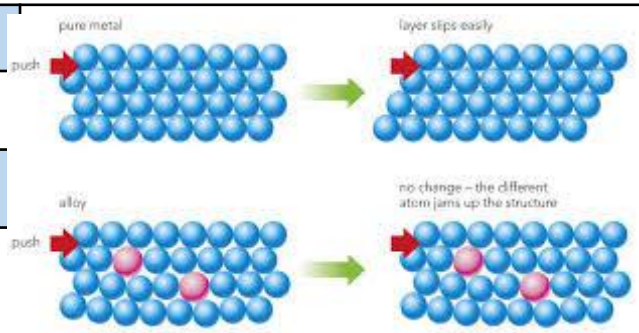
E.	What are polymers?
Large long chain molecules	
Are the ionic or covalent?	Covalent

E.	What properties do simple small covalent molecules have?
Melting point	Lower melting points – because of weak intermolecular forces (not the covalent bonds)
Conduct electricity?	No – no overall charge

E.	What properties do giant covalent structures have?
Melting point	High
Solubility	Insoluble due to strong covalent bonds

F.	What different forms of carbon are there?			
	Graphite	**Diamond**	**Graphene**	**Fullerenes**
Structure	Hexagonal rings	Giant covalent	1 sheet of graphite	Giant covalent
Melting point	high	Very high	Very High	Very High
Conducts electricity?	Yes	No	Yes	No
Properties	soft	Very hard	hard	hard
Uses	Pencils, electrodes	Cutters, jewellery	Electronics, composites	Nanotechnology, electronics, medicine
Diagram				

E.	What are alloys?
Mixtures of metals	
What properties do they have	
Harder than pure metals	



F.	What are nanoparticles?
Structures that are 1-100nm in size	
Why are they useful?	
Large surface area to volume ratio	
What uses?	
Medicine, electronics, sun cream, catalysts, cosmetics	

Year 9 Term Science - Chemistry : Topic Structure and Bonding

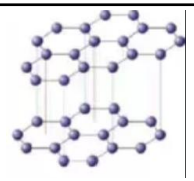
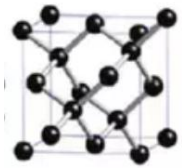
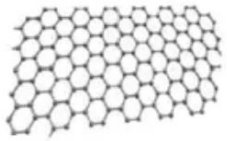
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Aqueous (in solution)	

E.	What properties do Giant ionic structures have?
Melting points/boiling points	
Does it conduct electricity?	
Ionic solid	
Molten ionic soild	
Ionic compound in solution	

E.	What are polymers?
Are the ionic or covalent?	

E.	What properties do simple small covalent molecules have?
Melting point	
Conduct electricity?	

E.	What properties do giant covalent structures have?
Melting point	
Solubility	

F.	What different forms of carbon are there?			
	Graphite	**Diamond**	**Graphene**	**Fullerenes**
Structure				
Melting point				
Conducts electricity?				
Properties				
Uses				
Diagram				

E.	What are alloys?
What properties do they have	

F.	What are nanoparticles?
Why are they useful?	
What uses?	

Year 9 Term Science/Physics: Topic P1 Energy

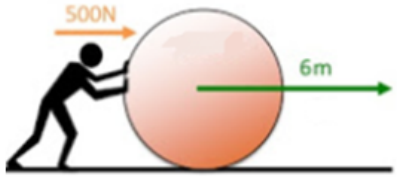
Power and work done

Work done = energy transferred

Energy transferred mechanically is calculated:

Work done = force x distance

W (J) = F (N) x s (m)



Work done = 500N x 6m

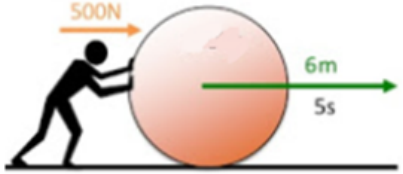
= 3000 J

Power = energy transferred per second

1 Watt = 1 Joule per second

Power = energy transferred ÷ time

P (W) = e (J) ÷ t (s)



Power = Energy ÷ time

= 3000 J ÷ 5 s

= 600W

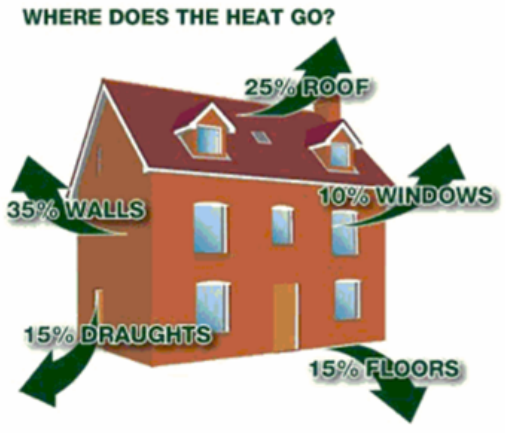
A more powerful appliance transfers more energy per second, eg:



Reducing unwanted energy transfers

Reducing wasted energy means lower costs

Materials that conduct heat well have a high **thermal conductivity**.



Reducing energy transfers in homes

- Double glazing
- Thick walls
- Walls made of materials with low thermal conductivity
- Insulation – wall and loft

Reducing energy transfers in appliances:

- Lubrication – reduces friction



- Streamlining – reduces air resistance



Energy resources

We use energy resources for electricity generation, transport and heating

Non-renewable – ones that are being used faster than they can be replaced and will run out.

Example	+	-
Coal, oil, natural gas	Reliable method of generating electricity	Release CO_2 which contributes to global warming
nuclear	No CO_2 released	Produces radioactive nuclear waste

Renewable resources:

Ones that will not run out , they are being replenished as they are used

Example	+	-
Solar	No CO_2 released	Don't work at night or well on cloudy days
wind	No CO_2 released	Doesn't work if it isn't windy
Hydro	No CO_2 released	Damage to habitats
Geothermal	No CO_2 released	Only found in specific places
waves	No CO_2 released	Damage to habitats
Biofuel	Carbon neutral	Uses crop land to grow new forests

Year 9 Term Science/Physics: Topic P1 Energy

1. What are the units for work done?
2. What are the units for force?
3. What is the equation to calculate work done during mechanical work?
4. What is the equation to calculate power?
5. What is the unit for power?
6. What is the unit for time in the power equation?
7. What is 1 Watt equivalent to?
8. How would you recognise a more powerful lightbulb?
9. What is meant by a more powerful appliance?

1. Why is reducing unwanted energy transfers from the home important?
2. What is meant by 'high thermal conductivity'?



3. Where is most of the heat lost through in a house?
4. Give two ways to reduce the heat lost though the walls of a house.
5. What does lubrication reduce?



6. What does streamlining reduce?



1. Give the three main uses for energy resources
2. What is a non-renewable energy resource?
3. Give 2 examples of non-renewable energy resources
4. Give two disadvantages of using coal and oil
5. Give one advantage to using nuclear resources to generate electricity.
6. What is a renewable energy resource?
7. Give 4 examples of renewable resources
8. Give 2 advantages of using renewable resources to generate electricity
9. Give two disadvantages of using renewable resources to generate electricity

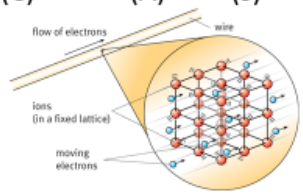
P2 – Electricity

Current, resistance and potential difference

Electrical current is the flow of electrical charge.
Current is measured in amps (A), charge is measured in Coulombs (C).
The size of the current depends on the rate of the flow of charge – ie how many coulombs of charge per second.

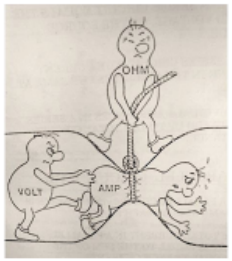
Q = I t

Charge = Current x time
(C) (A) (s)



Ohms Law

The current through a component depends on the potential difference and the resistance of the component.
If a component has high resistance, the current will be smaller for a given potential difference



potential difference = current x resistance

V = I R

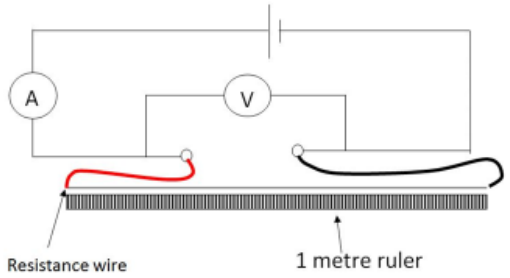
pd is measured in volts (V), resistance in Ohms (Ω)

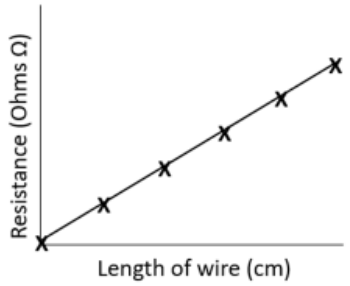
Hypothesis 'the length of the wire affects resistance'

Independent variable – length of wire
Dependent variable – resistance
Control variables – type of wire, temperature of the wire, diameter of the wire

1. Set up the circuit as shown, with an ammeter in the circuit and a voltmeter connected across the wire
2. Use crocodile clips to change the length of the wire in the circuit
3. Make the wire 10cm long and read the current and pd. Switch off the current between readings or the wire will got hot, increasing the resistance.
4. Repeat for 20, 30, 40, 50 cm. (5 minimum)
5. Calculate resistance using Ohms Law R = V/I

Plot length of wire (IV) against resistance (DV)



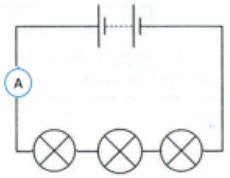


The relationship is directly proportional

Series and parallel circuits

Series circuits:

A series circuit is one single loop

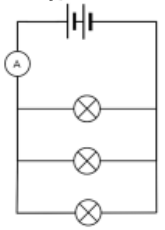


In a series circuit:

- the current is the same at all points in the circuit.
- potential difference is shared between components (equally if components are identical resistance)
- total resistance = sum of all resistors

Parallel circuits

A parallel circuit consists of more than one loop from the battery/cell.



In a parallel circuit:

- The current is shared amongst the branches
- The potential difference is the same across all components
- Resistance in the whole circuit is LESS than that of the smallest resistor

P2 – Electricity

Current, resistance and potential difference

1. What is current?
2. What is the unit for charge?
3. What is the unit for current?
4. What is the equation linking charge, current and time?
5. What is the equation linking current, potential difference and voltage?
6. If a component's resistance increases, what happens to current through that component?
7. What is the unit for resistance?

Hypothesis 'the length of the wire affects resistance'

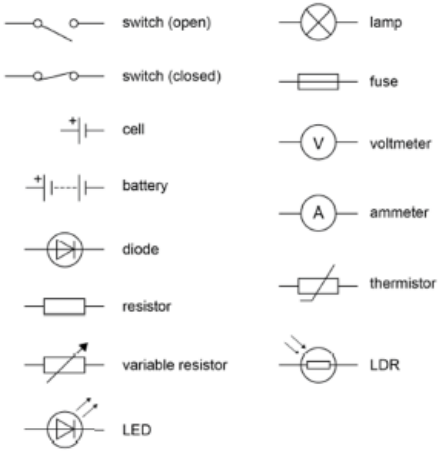
1. What is the independent variable in this investigation?
2. What is the dependent variable?
3. What is the minimum number of readings needed for a line graph?
4. What two readings are taken?
5. How is resistance calculated?
6. What sort of relationship is seen?
7. Why is it important to turn off the power in between readings?

Series and parallel circuits

1. What is a series circuit?
2. In a series circuit, the current is……
3. How do you find total resistance in a series circuit?
4. The potential difference is shared equally among components as long as……
5. What is a parallel circuit?
6. What is true about potential difference across all of the components in a parallel circuit?
7. How is total current calculated in parallel?
8. What is true for total resistance in a parallel circuit?

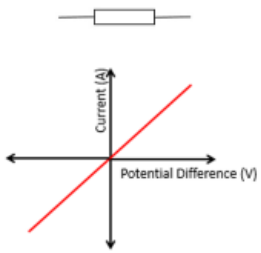
P2 – Electricity

Components

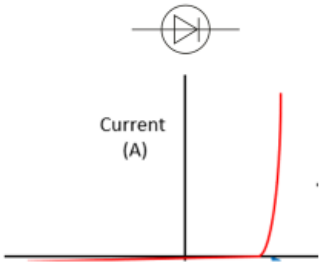


- A **diode** only allows current to flow one way in a circuit
- A **resistor** is a component that provides a fixed resistance in the circuit – e.g a 5 Ω resistor
- A **variable resistor** is a component whose resistance can be changed (e.g a dimmer switch)
- A **thermistor** is a resistor whose resistance changes with temperature – the higher the temperature the lower the resistance
- An **LDR** (light dependent resistor) has resistance that changes
- An LED (light emitting diode) is a light that only allows the flow of current one way

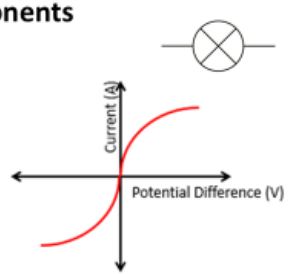
Current, potential difference and resistance for different components



A fixed (ohmic) resistor has fixed resistance
current is directly proportional to potential difference
Resistance remains constant (at constant temp)

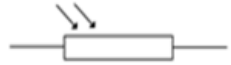


A diode very high resistance in one direction.
Only when the potential difference is positive does current flow

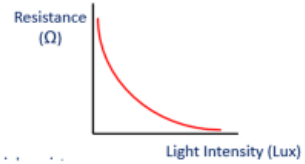


A filament bulb contains a thin wire that glows as current flows.
As the pd increases, the current initially increases.
However, at higher pd, the wire gets hot
The ions in the wire move faster and collide with the moving charges
Resistance increases, so current stops increasing

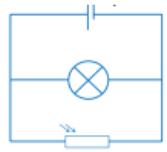
LDR



A light dependent resistor has varying resistance.
As the light intensity increases, the resistance decreases



LDRs can be used to switch on lights at night time.



In this circuit, when it is day time, the resistance in the LDR is low, so all current flows through the LDR.

As light levels fall, resistance increases, until eventually there is less resistance in the bulb than the LDR, so current flows through the bulb – switching it on.

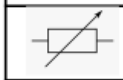
Thermistor



As the temperature increases, the resistance in a thermistor decreases.

P2 – Electricity

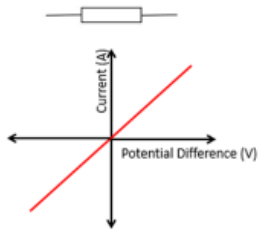
Components

Symbol	Name
	Cell
	
	fuse
	
	Voltmeter

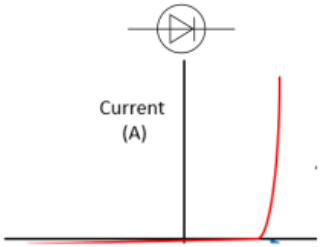
1. Complete the table opposite
2. Which component has a resistance that decreases as light intensity increases?
3. Which component only allows current to flow one way?
4. What is a fixed resistor?

Current, potential difference and resistance for different components

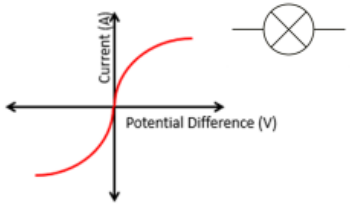
1. What readings would you need to take from a circuit to calculate resistance?



2. Describe the relationship shown



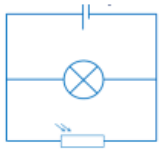
3. Why is there no current on one side of the graph?



4. What happens to current when the pd rises at first ?
5. What happens to the current as the pd gets higher?
6. Why does the resistance increase at higher pd?

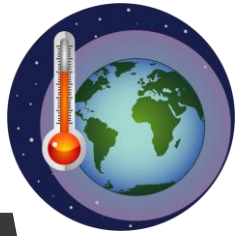
LDR

1. Draw the symbol for an LDR
2. Draw the pattern you would expect for resistance as the light intensity increases.
3. The circuit below is for a night light. What is resistance in the LDR like during the day time? (high light levels)

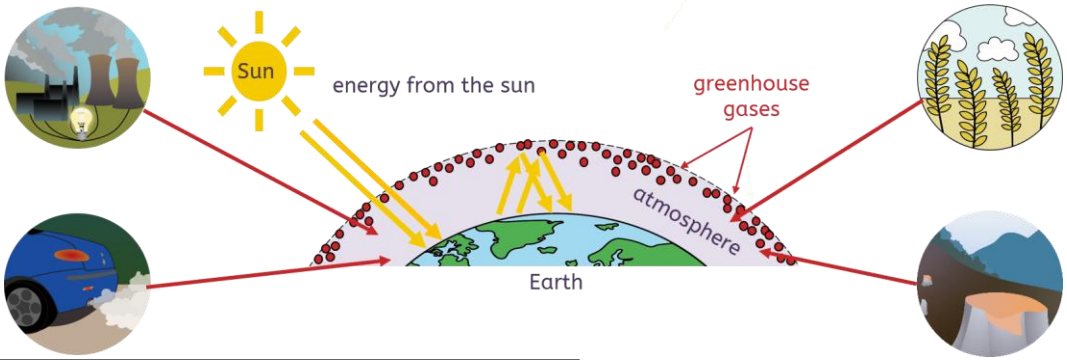


4. Why does the light switch on when it goes dark?
5. Draw the symbol for a thermistor
6. Describe the relationship between temperature and resistance in a thermistor

9.02: Climate Change



Causes of Climate Change: The Enhanced Greenhouse Effect



Evidence of Climate Change

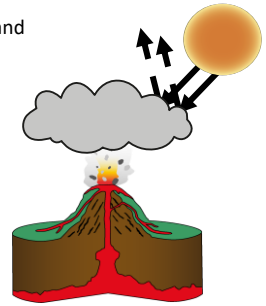
1	**Glacial period**	Glacial periods (ice ages) are times of colder global temperatures, where large parts of Earth were covered by ice sheets.
2	**Inter-glacial period**	Interglacial periods relate to a period of milder climate between two glacial periods.
3	**Climate change**	The change in the Earth's long-term weather patterns, including precipitation, wind and temperature.
4	**Ice cores**	Cylinders of ice containing layers and trapped air bubbles that preserve evidence of past climates.
5	**Tree rings**	Annual growth rings in trees that show information about past climate conditions.
6	**Historical records**	Evidence from the past, such as paintings and written accounts, that give clues about previous climates.

Causes of Climate Change

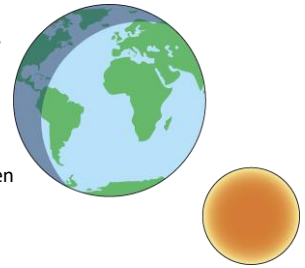
1	**Global warming**	Increasing average temperatures on Earth.
2	**Greenhouse effect**	The natural warming of the planet to its habitable temperature, caused by trapped heat in the Earth's atmosphere.
3	**Enhanced greenhouse effect**	An increase in heat trapped in the atmosphere caused by human activities that release additional greenhouse gases.
4	**Greenhouse gases**	Gases such as carbon dioxide that trap heat within the atmosphere.
5	**Fossil fuels**	A (chemical) store of energy; a natural fuel, such as coal or gas, formed from the remains of living organisms in the geological past.
6	**Agriculture**	Agriculture releases methane from livestock.
7	**Deforestation**	The permanent removal of trees, often to make space for farming or construction.
8	**Transport**	Many forms of transport rely on burning fossil fuels for power.
9	**Volcanic activity**	Large volcanic eruptions release ash and sulphur dioxide high into the atmosphere, reflecting the sunrays back into the atmosphere.
10	**Sunspots**	Cause slight variations in solar energy reaching Earth.
11	**Orbital change**	Alters the amount of solar energy Earth receives over thousands of years.

Natural Causes of Climate Change

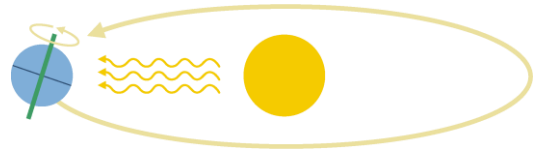
Large volcanic eruptions release ash and sulphur dioxide high into the atmosphere. This means that more sunlight is reflected back into space instead of reaching Earth's surface, resulting in a temporary decrease in global temperatures.



The number of sunspots changes in cycles of about 11 years. This means that the amount of energy reaching Earth varies slightly over time. As a result, temperatures may be slightly warmer during these periods of greater solar activity and cooler when there is less solar activity.

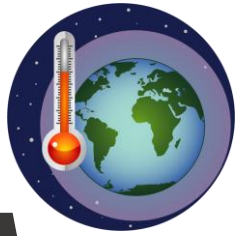


Earth's journey around the Sun changes very slightly over thousands of years. These changes affect how much solar energy different parts of Earth receive, causing long-term climate shifts.

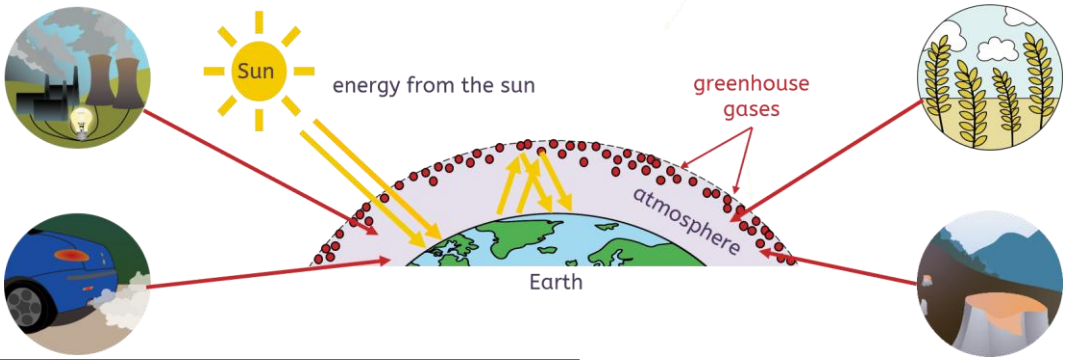


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9.02: Climate Change



Causes of Climate Change: The Enhanced Greenhouse Effect



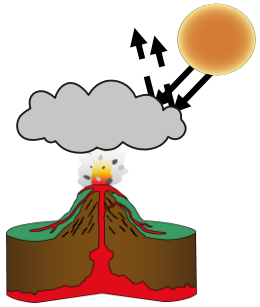
Evidence of Climate Change

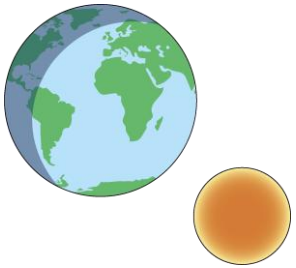
1	**Glacial period**
2	**Inter-glacial period**
3	**Climate change**
4	**Ice cores**
5	**Tree rings**
6	**Historical records**

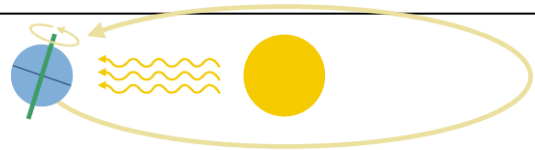
Causes of Climate Change

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Natural Causes of Climate Change







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9.02: Climate Change

Impacts of Climate Change

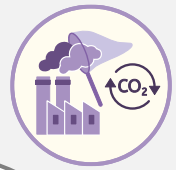
1	**Sea level rise**	The increase in the average level of the world's oceans.
2	**Global temperature increase**	Climate change is causing the Earth's average temperature to rise over time.
3	**Melting ice**	Glaciers and ice sheet melt adds more water to the oceans.
4	**Thermal expansion**	When water warms, it expands and its movement takes up more space.
5	**Heatwave**	A prolonged period of unusually high temperatures compared to the average for a region.
6	**Drought**	Agriculture releases methane from livestock.
7	**Habitat loss**	The destruction or alteration of a natural environment, making it unable to support the plants and animals that live there.
8	**Storm surge**	A temporary rise in sea level caused by strong winds and low air pressure during a storm, which can lead to coastal flooding.
9	**Biodiveristy**	The variety of plants and animals found in a particular ecosystem or biome.
10	**Ice sheet**	A huge mass of ice covering a large area of land.
11	**Permafrost**	Ground that remains frozen for at least two consecutive years.



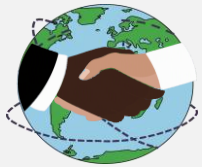
Mitigation


renewable energy


afforestation

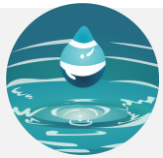


carbon capture and storage


international agreements

Adaptation


drip-irrigation


build reservoirs


houses on stilts


The Thames Barrier

Responding to Climate Change

1	**Mitigation**	Reducing the amount of greenhouse gases that are being released into the atmosphere.
2	**Renewable energy**	Energy resources that are infinite, which means that they will never run out.
3	**Afforestation**	The process of planting trees and establishing a new forest on land that previously lacked tree cover.
4	**Carbon Capture and Storage (CCS)**	CCS technology captures carbon dioxide from power stations or industrial facilities before it enters the atmosphere.
5	**International Agreement**	An international agreement in which countries aim to limit global temperature rise by reducing greenhouse gas emissions.
6	**Adaptation**	Refers to the process of making adjustments to minimise the negative impacts of climate change.
7	**Drip-irrigation**	Water-saving farming system where water flows out very slowly, drop by drop, so the soil absorbs it easily.
8	**Net Zero**	When the greenhouse gases released by humans are balanced by the amount removed from the atmosphere.
9	**Climate emergency**	The recognition that climate change is a serious and urgent threat to people and the environment, and that action is needed now to reduce its impacts.

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9.02: Climate Change

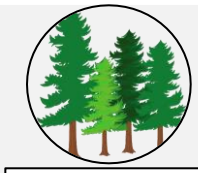
Impacts of Climate Change

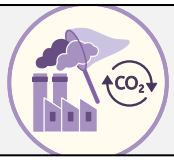
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9	**Biodiveristy**
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11	**Permafrost**

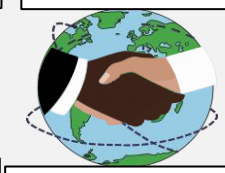


Mitigation



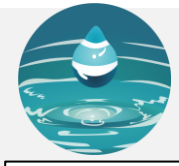


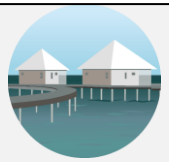




Adaptation









Responding to Climate Change

1	**Mitigation**
2	**Renewable energy**
3	**Afforestation**
4	**Carbon Capture and Storage (CCS)**
5	**International Agreement**
6	**Adaptation**
7	**Drip-irrigation**
8	**Net Zero**
9	**Climate emergency**

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9.02: Climate Change

Case Study: The Impacts of Climate Change in Greenland

Location: Greenland is the largest island in the world.
It is located in the Arctic region of the Northern Hemisphere.
Greenland lies: North-east of Canada, North-west of Iceland, between the Arctic Ocean and the Atlantic Ocean. Around 80% of Greenland is covered by a large ice sheet.

Level of Development:	Developed

Why is Greenland vulnerable to climate change?

Rapid warming in the Arctic → The Arctic is warming much faster than the global average, as temperatures increase, Greenland experiences significant ice melt.
Melting ice sheet → Greenland contains the world's second largest ice sheet. Rising temperatures cause more of this ice to melt, this means meltwater flows into the oceans and as a result global sea levels rise.
Habitat loss → Climate change is changing Arctic environments, species such as polar bears and seals rely on ice-covered habitats, this means that animals may struggle to find food, hunt or reproduce.
Economic development → Greenland's isolated communities make it expensive and time-consuming to repair roads, ports and power supplies damaged by climate change impacts such as extreme weather, coastal erosion and thawing permafrost.

Impacts	
Social impacts	**Changes to traditional lifestyles** Traditional ways of life become more challenging. This means that people may need to change how they travel and earn a living. As a result, cultural traditions can be affected.
Economic impacts	**Permafrost is thawing** Buildings, roads and pipelines can become unstable when the ground softens. This means that infrastructure becomes more difficult and expensive to maintain. **Sea level rise** Rising sea levels increase coastal flooding and erosion. Millions of people around the world live in coastal areas. This means that homes, businesses and infrastructure are at greater risk. As a result, some communities may need expensive flood defences or relocation.
Environmental impacts	**Habitat loss** Polar bears use sea ice to hunt seals that depend on cold Arctic habitats. This means that animals may struggle to find food and suitable breeding grounds. **Ice sheet melting** Meltwater flows into the oceans. Greenland's melting ice contributes to global sea-level rise; this means that coastal areas around the world face a greater risk of flooding. As a result, low-lying countries such as the Maldives become increasingly vulnerable.



Case Study: The Impacts of Climate Change in the Maldives

Location: The Maldives is an island nation located in the Indian Ocean.
It lies south-west of India and Sri Lanka. The country consists of around 1,200 small coral islands. The capital city is Malé.

Level of Development:	Developing

Why is the Maldives vulnerable to climate change?

Low-lying land is more prone to sea-level rise → The Maldives is the lowest-lying country in the world; this means even a small rise in sea level can increase flooding risks.
Storm surges and flooding → Higher sea levels make storm surges more dangerous. → This means that communities may experience damage to homes and infrastructure.
Developing economy → Maldives is a developing country with limited money and resources to invest in defences. → Developing countries often experience more extreme impacts of climate change, despite not being a large contributor to the causes.
Threats to fresh water and tourism → Saltwater can contaminate freshwater supplies meaning that beaches and coral reefs may be damaged.

Impacts	
Social impacts	• Rising sea levels increase the risk of flooding on low-lying islands, around 80% of the islands are less than 1 meter above sea level. • Freshwater supplies can become contaminated by saltwater. This reduces access to safe drinking water.
Economic impacts	• The Maldives relies heavily on tourism and fishing, which account for around 50% of GDP and employment. • The government must spend large amounts of money on sea walls and other protection measures.
Environmental impacts	• Coral reefs are being damaged by warmer oceans and coral bleaching. • Habitats for marine species are reduced, affecting biodiversity. • Coral reefs support over 1,000 species of fish and many other marine organisms.

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9.02: Climate Change

Case Study: The Impacts of Climate Change in Greenland

Location:

Level of Development:	Developed

Why is Greenland vulnerable to climate change?

Rapid warming in the Arctic →

Melting ice sheet →

Habitat loss →

Economic development →

Impacts	
Social impacts	
Economic impacts	
Environmental impacts	



Case Study: The Impacts of Climate Change in the Maldives

Location:

Level of Development:	Developing

Why is the Maldives vulnerable to climate change?

Low-lying land is more prone to sea-level rise →

Storm surges and flooding →

Developing economy →

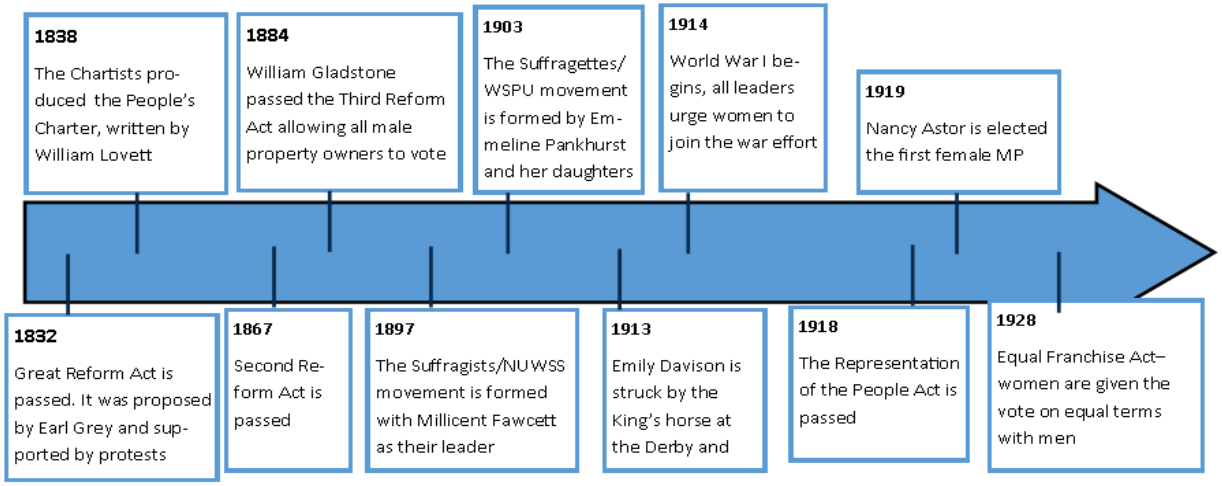
Threats to fresh water and tourism →

Impacts	
Social impacts	
Economic impacts	
Environmental impacts	

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Unit 2: The Suffragettes

Knowledge Organiser



Keywords	
Act a written law passed by Parliament	**Propaganda** information used to promote a political point that can be misleading or untrue
Ballot a system of voting on a particular issue	**Reform** make changes in order to improve something
Charter a written statement of the rights of a specified group of people	**Representation** Speaking or acting on behalf of someone
Democracy system of government by the whole population typically through elected representatives.	**Rotten boroughs** a borough that was able to elect an MP despite having very few voters, the choice of MP typically being in the hands of one person or family.
Enfranchisement To be given the right to vote	**Strike** an organised refusal to do something expected or required typically to gain a concession
Manifesto A public set of political aims written down	**Suffrage** the right to vote
Parliament a group of people who make the laws for their country	**Tactics** An action or strategy carefully planned to achieve a specific end
Petition a formal written request, typically one signed by many people, appealing to authority in respect of a particular cause	

Key concept: Causation	
Long term	Factor(s) that were around or happened significantly before hand. E.g. Success of protests for male suffrage, demands of the Chartists
Short term	Factor(s) that happen relatively close to the event you are studying. E.g. Militant actions of the Suffragettes
Spark or Trigger	A significant factor or turning point, that has an immediate impact that sets a sequence of events in motion that won't turn back. E.g WW1 and changing role of women.

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

How do I use my knowledge organiser?

Have you learnt the key dates of this unit?

Can you put the dates into chronological order?

Have you mastered the keywords?

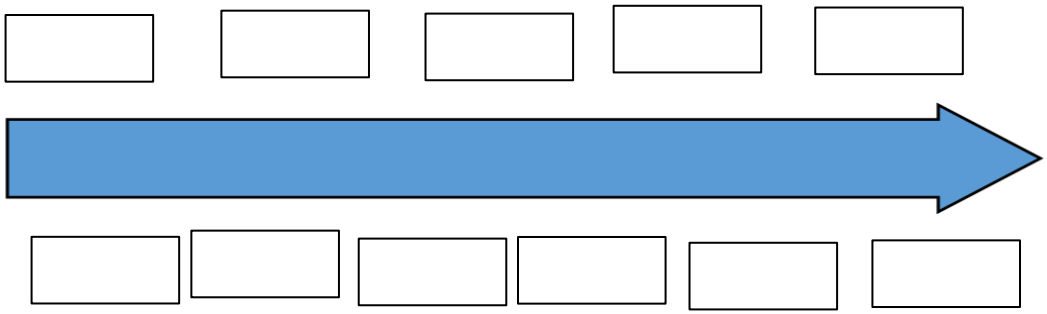
Can you spell them?

Can you define them?

Have you understood the key concept?

Unit 2: The Suffragettes

Knowledge Organiser



Key concept: Causation	
Long term	
Short term	
Spark or Trigger	

Keywords	
Act	**Propaganda**
Ballot	**Reform**
_____ a written statement of the rights of a specified group of people	**Representation**
Democracy	_____ _____a borough that was able to elect an MP despite having very few voters, the choice of MP typically being in the hands of one person or family.
Enfranchisement	**Strike**
Manifesto	**Suffrage**
_____ a group of people who make the laws for their country	**Tactics**
Petition	

Key people	
Nancy Astor	
Emily Davison	
Benjamin Disraeli	
Millicent Fawcett	
William Gladstone	
Earl Grey	
Annie Kenney	
William Lovett	
Christabel Pankhurst	
Emmeline Pankhurst	

Introduction to Ethics

Key Vocabulary

1	Morality	Ideas about right and wrong
2	Ethics	The study of how we decide what is right and wrong
3	Ethical dilemma	A situation where all options have moral advantages and disadvantages
4	Utilitarianism	The theory that actions are right if they produce the greatest happiness for the greatest number
5	Hedonic Calculus	A way of measuring how much pleasure or pain an action might cause
6	Higher / Lower Pleasures	Mill's idea that some pleasures (thinking, learning) are better than others (basic physical pleasure)
7	Natural Law	Aquinas' theory that says actions are right if they follow our natural purpose, given by God
8	Primary Precepts	Basic moral principles in Natural Law (e.g. preserve life, reproduce)
9	Absolute morality	The idea that some actions are always right or wrong, no matter the situation
10	Relative (morality)	The idea that what is right or wrong can change depending on the situation
11	Situation Ethics	The belief that the most loving action is always the right one
12	Agape	Selfless, unconditional love for others
13	Autonomy	The right to make your own decisions about your life
14	Sanctity of Life	The belief that life is sacred because it is created by God
15	Quality of Life	A measure of how good a person's life is in terms of wellbeing

Introduction to Ethics

Key Vocabulary

1	Morality	
2	Ethics	
3	Ethical dilemma	
4	Utilitarianism	
5	Hedonic Calculus	
6	Higher / Lower Pleasures	
7	Natural Law	
8	Primary Precepts	
9	Absolute morality	
10	Relative (morality)	
11	Situation Ethics	
12	Agape	
13	Autonomy	
14	Sanctity of Life	
15	Quality of Life	

Introduction to Ethics

Key Vocabulary

16	Personhood	The qualities that give a being moral value and rights
17	Revelation	The belief that God reveals truth or guidance to humans
18	Qur'an	The holy book of Islam, believed to be the word of Allah
19	Hadith	Recorded sayings and actions of the Prophet Muhammad
20	Sharia	Islamic laws based on the Qur'an and Hadith
21	Authority	A source people trust for guidance (e.g. religious texts or leaders)
22	Empathy	The ability to understand and share the feelings of others

Introduction to Ethics

Key Vocabulary

16	Personhood	
17	Revelation	
18	Qur'an	
19	Hadith	
20	Sharia	
21	Authority	
22	Empathy	

Christianity Beliefs Key Terms

Key Word	Definition
Agape	Christian love.
Apostles Creed	A statement of Christian belief from the Early Church.
Anglican	A worldwide denomination that includes the Church of England.
Ascension	Jesus being taken up to heaven on the 40th day after Easter.
Atonement	The action of making amends for wrongdoing.
Baptism	A ceremony to welcome a person into the Christian religion.
Catechism of the Catholic Church	A summary of Roman Catholic teaching.
Crucifixion	A capital punishment used by the Romans which nails a person to a cross to kill them.
Denomination	The name for the different branches of the Christian church.
Fundamentalist	Christians who take the Bible literally, i.e. word for word true.
Genocide	The deliberate and indiscriminate killing of a group of people, belonging to a particular ethnic group or nationality.
Gospel	The names of the books about the life of Jesus in the Bible: Matthew, Mark, Luke and John.
Grace	Unconditional love that God shows to people who do not deserve it.
Historic Truth	Facts about historic events, usually from evidence
Incarnation	God in human form.
Lord's Prayer	The prayer Jesus taught his disciples to show them how to pray.
Messiah	The anointed one who is seen as the saviour by Christians.
Miracles	Events that have no scientific explanation for them happening; these were performed by Jesus and described in the Gospels.
Mission	An organised effort to spread the Christian message.
Nicene Creed	A statement of belief used in Christian services.
Non-liturgical worship	Informal structure found in some church services.
Omnipotent	The idea that God is all-powerful.
Oneness of God	The idea that God is 'one'.
Penitence	To feel regret for someone's sins.
Protestant	A branch of the Christian church that broke away from the Roman Catholic Church.
Reconciliation	The process of making people in conflict friendly again.
Religious Truth	Knowledge gained through interpretation of religious texts, rather than taking them literally
Resurrection	The physical return of Jesus on the third day after he died.
Roman Catholic	The largest Christian group, based in Rome with the Pope as its leader.
Salvation	The saving of the soul from sin.
Sanhedrin	The ruling council of Jews in Israel.
Secular	Relating to worldly as opposed to religious things.
St Paul	A man who taught the teachings of Jesus – originally Saul of Tarsus before his conversion.
Trinity	The belief in God the father, God the Son and God the Holy Spirit.

NATURE OF GOD

Christians believe God is:

- **OMNIPOTENT** – this means all powerful. Nothing is impossible for God.
- However, God only performs actions in **accordance with his own nature**. Even though nothing is impossible for God, there are many things God would not do.
- The **created universe** is evidence of God's omnipotence – only a powerful God could do that
- **Miracles** are also evidence of omnipotence e.g. St. Bernadette at Lourdes

Christian teachings about God's omnipotence

- The creation story – God creates the universe in 6 days
- Noah's flood – God floods the entire earth for 40 days
- 10 Plagues of Israel – God sends 10 plagues against the Egyptians as a punishment
- Marks Gospel – Jesus calms a storm. Jesus orders the storm to stop, and it does. Also evidence of Jesus' divinity

Some people might believe that stories about God's omnipotence are just stories. They might argue that the Church made them up to **show how powerful God is**. There might also be **natural explanations for miracles**.

Christians believe God is:

- **OMNIBENEVOLENT** – this means all loving. God is the source of goodness and love in the world
- God's love is called "**agape**" –this is a Greek word meaning 'selfless' or 'unconditional love'
- This means God's love is **universal** – it is for everyone, Christian or not
- God's Omni benevolence is linked to beliefs about salvation and atonement (see: *Salvation*)
- Some people find it **difficult to believe** that God is all loving, as there is so much **suffering** in the world (see: *Problem of Evil*)
- Others might feel that suffering allows them to help others, and practice **agape** love themselves.

Christian teachings about God's omnipotence:

- John 3:16 – "***God so loved the world that He gave His only son***" – Jesus was sacrificed so that the world could be saved. This is an example of agape, or selfless love, that Christians might follow in their own lives
- The **Parable of the Prodigal Son** – Jesus tells the story of a spoiled son who leaves home and spends all his inheritance. His father welcomes him home and forgives him, even though he doesn't deserve it. This is an allegory for God's loving and forgiving nature.

Christians believe God is:

- **JUST** – this means 'fair' (think 'justice'). Christians believe that God **does not discriminate**, and expects his followers to treat people fairly as well.
- Atheists might argue that God is not just, because people suffer when they don't deserve it. **Steven Fry** used the example of insects that burrow from the eyes of children and make them blind.
- Christians like **John Hick** might argue that suffering seems unfair, but there is an **unexplained purpose** to it. Christians need to accept what they don't understand and trust God.

Christian teachings about God's justice:

- The **Decalogue**, or 10 commandments, were rules given by God to Moses to ensure that people lived a good and fair life – Christians and Jews aim to follow these rules
- The **Parable of the Sheep and Goats** teaches that all people will be judged on how they have lived, and the good will be rewarded, and the wicked will be punished. People who suffer in this life will not always suffer.
- The **prophet Amos** taught '*let justice roll on like a river*' – this suggests that Christians should encourage justice in the world, and work towards making it a fairer place e.g. charity work.

How these beliefs influence Christians

Beliefs about the nature of God might influence Christians in the following ways:

- The belief that God is all powerful might lead Christians to **believe in miracles**, such as miraculous healing. As a result they may pray for God to help people who are sick or dying.
- The belief that God is loving might lead Christians to follow his example and treat others according to **agape love**. This might mean they offer help and support to all people, not just those that they personally know
- The belief that God is just means that Christians believe that **God will judge them fairly** based on how they have lived their lives. They know that they will be punished for their bad deeds, and also rewarded for their good deeds
- The belief that God is just, and that God is loving, might mean that Christians **volunteer for charitable organisations** to help those who are less fortunate. This is a way of practicing agape, and also creating a fairer society.

ONENESS OF GOD AND TRINITY

- Christianity is **monotheistic** – this means they worship only one God.
- God's nature is understood in three ways:
  - The **creator and sustainer** of the universe (God the Father)
  - The **saviour**, who lived, died, and lived again (God the Son)
  - The **source of strength** that Christians find at work in their hearts (God the holy spirit)
- The Trinity is a way of **understanding the complex nature of God** – God is a Trinity of three 'persons' or aspects.
- Some people find the Trinity difficult to understand. However, God's **true nature is beyond human understanding** – this is one way of trying to make more sense of it
- Symbols of the trinity show the idea of 'three in one'. They each symbolise that the three persons of God are part of the same whole. Some examples include:
  - Equilateral triangles
  - Shamrock
  - Borromean rings

Christian teachings about the Trinity

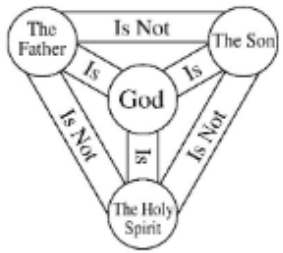
- During the baptism of Jesus, a voice from Heaven states '***You are my beloved Son'***. At the same time, the author describes the Holy Spirit descending '***like a dove'***. All three persons of the Trinity are present at this time.
- Before the ascension, Jesus tells his followers to "***make disciples of all nations - baptise in the name of the Father, Son, and Holy Spirit***"
- During baptism services, Christians are baptised '***in the name of the Father, Son, and Holy Spirit'***, as Jesus commanded.
- Christian prayer often refers to the idea of the **Trinity**.
- The **Trinity** is also a key part of both the **Apostle's Creed** and the **Nicene Creed**

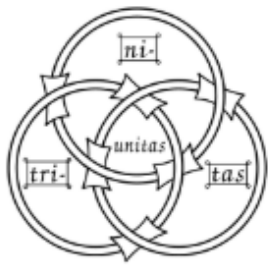
How belief in the Trinity influences Christians

- The trinity demonstrates **unity between the different persons of God**. Each is a part of a greater whole. Similarly, Christians believe they should show similar **unity in their lives**, and be respectful and loving towards others
- Belief in the Trinity **influences worship** – prayers, church services, and hymns contain references to it.
- Belief in the trinity also **makes Christianity unique** amongst world religions, and a Christian may take their faith more seriously as a result

Arguments against belief in the Trinity

- Not all Christians are Trinitarian. Some Christians believe the Trinity does not make sense and that there is only one God – two examples of these are **Unitarians**, and **Jehovah's Witness'**. Some people think belief in the Trinity is so important that these groups are not denominations of Christianity at all, but a separate religion.
- Some religious groups believe that Christianity actually worships three separate Gods, who are linked. This is called **tritheism**.
- Atheists, such as **Richard Dawkins**, might argue that because the Trinity is a complex idea that does not make logical sense, that this confirms the view that religion is outdated and based on superstition, rather than factual evidence.







THE PROBLEM OF EVIL

- Christians believe that God is all loving, all knowing, and all powerful. They also believe that God is fair
- The problem of evil is as follows:
  - A powerful God could prevent suffering
  - A loving God would want to prevent suffering
  - An all knowing God would know how to prevent suffering
  - A just God would not allow suffering
  - However, suffering exists. This means that **either God does not exist, or he does not have the qualities Christians believe he has**.
- This is also called the '**Inconsistent Triad**' – suffering cannot exist if God is both loving and powerful. One of those three things must be false
- **Moral evil** = suffering caused by the choices of humans
- Some Christians believe the **Devil tempts humans** to make wrong choices – this would mean that the Devil is responsible for evil
- Other Christians believe that **God gave humans free will**. If they choose to do evil things, that is not God's fault
- **Natural evil** = suffering caused by the natural world. As this was created by God, many people feel God is responsible for this kind of evil.

Christian teachings about suffering and evil

- The story of **Adam and Eve** teaches how humans disobeyed God. Originally, there was no pain and suffering. Suffering only entered the world because human beings sinned against God. Some Christians believe suffering is a punishment for sin. Another example of this is seen in the story of **Noah's Ark**, where God floods the world to remove all the sinful people from it.
- The story of **Job** offers another possibility. Some people believe that suffering is a test of faith. Humans should trust God through good and the bad. It's easy to be thankful when things go your way, but more important to keep faith when things go wrong
- The story of Job also implies that **suffering is part of God's plan**, and that Christians must trust that there is a purpose to their suffering – even if they cannot understand it.
- **St. Irenaeus** believed that suffering was a form of **education for the soul**. It helps us grow spiritually
- **St. Augustine** believed suffering was a **consequence of free will**. Suffering occurs because humans make bad choices
- Suffering brings **balance to the world**. To appreciate good, we must also experience bad.

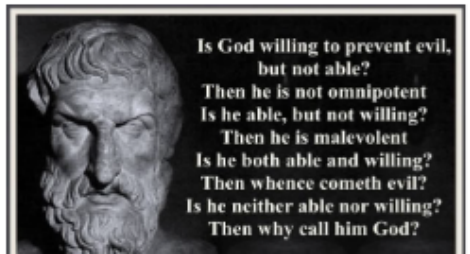
How beliefs about the problem of evil influence Christians

- If Christians believe that suffering gives them an **opportunity to develop and grow spiritually**, then they may take that opportunity to help others.
- Additionally, they may believe that it is their **responsibility**, not God's, to **fix the problems in the world**. Most moral evils could be eradicated if people shared wealth more equally and were kinder to one another.
- If suffering is a **test of faith** then Christians will be **more likely to pray** for support and guidance

How an atheist might respond to Christian arguments about the problem of evil

- Why would an omniscient (all knowing) God need to test his followers? Surely he would know if they would remain good people without causing suffering
- If suffering is a punishment for sin, why do innocent people suffer? What about young children who have never had the chance to be bad?
- If suffering is a part of God's plan, then that proves that he is not all loving – only an evil God would plan for millions of people to be affected by war and famine.





CREATION

- The story of Creation is found the in book of **Genesis**, in the **Old Testament** of the Bible
- Genesis teaches that God created the world in **6 days, and** rested on the 7th.
- Some Christians believe this story has **historic truth** because:
  - The Bible is the word of God. There are no mistakes in the Bible
  - God is all powerful, and it makes sense for an all powerful God to create the universe this way
- Other Christians believe the story has symbolic or **religious truth**. This means that the story teaches about the nature of God and his relationship with humans. They might believe this because:
  - The Bible needs to be viewed in a **modern context** – science has proven that the Earth is older than the Bible claims it is
  - They may believe that religious truths about the relationship between humans and God are more important than the historic truths of what day God created each part of the universe
- Some of the **religious truths** from Genesis include:
  - God is the **sole creator** and sustainer of the universe
  - The universe is **ordered**, not random
  - God created everything in the universe with a **purpose**
  - Humans are created in **God's image**, meaning they share some of his qualities e.g. creativity, ability to form relationships, free will
  - Humans have a **responsibility** to care for the world God created.,

The role of the Trinity in creation

- God created the world, and God is Trinity. Each part of the Trinity has a role in the act of creation
- The creative, life giving part of God is usually referred to as the **Father**. Genesis begins with "*In the beginning, God created the Heavens and the Earth*", and the **Nicene Creed** states "*We believe in one God, the Father,...maker of Heaven and Earth*".
- In John's Gospel, there is reference to 'the Word' – "*In the beginning, there was the Word, and the Word was with God, and the Word was God…through Him all things have been made*".
  - "*Word*" refers to Jesus. This shows that Jesus was part of the Trinity long before he became incarnate.
  - **John's Gospel** states that "*the Word became flesh and lived among us for a while*", linking the Word with Jesus.
  - This passage also shows the importance of Jesus in creation.
- In **Genesis**, it states '*the earth was formless… and the Spirit of God was hovering over the face of the waters*'. This is a reference to the **Holy Spirit**, transforming chaos into order. This image of '*hovering*' is often compared to a dove, which is a **symbol for the Holy Spirit**.
-

How beliefs about creation might influence Christians

- The creation story explores the idea that humans are made '*in the image of God*". This is hugely important in Christian ethics. All **humans deserve respect** and fair treatment because all humans are made in the image of God. All human **life is valuable**, which has an **impact on moral issues** such as abortion, war, and capital punishment.
- As all humans are equal, Christians may work to **promote social justice** and equality in society
- Because humans have been given responsibility to care for the world, they may be more likely to work towards **promoting environmental issues** such as recycling or green energy.
- Because the world is made according to God's structure and order, there is a purpose to everything that happens. This links with the 'problem of evil' topic. This can **reassure Christians when things go wrong**, that there is a plan behind everything that happens, and they will understand this one day.

Historic vs Religious truth

- Some people may argue that historic truth is more important. Atheists may argue this. Because the timeline of the Biblical creation story has been **contradicted by science**, atheists may argue that the creation story has **no value**, as it contains **no facts** about the created world. Christians who believe in the literal creation argue that scientific evidence is flawed – perhaps God created the world to appear older than it is, or perhaps the Devil is trying to lure people away from God
- Others may argue that the religious truth is more important. This is because historic truth about creation does **not give guidance** on how to live. It could be seen that it is more important to learn that humans have a **special role in creation**, and that God expects them to **care for the world**, than the fact that God created plants on the third day of creation. **Religious truths also do not rely on historic events**: the importance of humans being made in the image of God remains whether God created the world in 6 days, or whether the world was created by a Big Bang billions of years ago.

THE AFTERLIFE AND JUDGEMENT

- Christians believe in life after death. They believe when they die, they will be **judged on how they have lived**, and this will affect whether they go to a place of reward called Heaven, or punishment, called Hell
- God is loving and just. Christians **trust that he will be fair** when they receive judgement. A loving God is one who punishes those who deserve it, as well as rewards those who have earned it
- Catholics believe in two judgements
  - The **particular judgement** happens immediately after death. Most Catholics believe that the dead wait in either peace of torment, for the final judgement.
  - The **final judgement** occurs with the **Second Coming (or Parousia)** of Jesus. The living and the dead will be judged, and they will be resurrected to live forever with God in Heaven, or away from God in Hell.
- Catholics also believe in purgatory. This is an intermediate state, where the soul waits if it is destined for Heaven. This is a state of cleansing and purification.
- Some Christians believe that there is no second coming. They agree that humans will be judged based on how they have lived, but that the Bible and Jesus were trying to explain the afterlife symbolically.
- They also believe that words cannot explain the afterlife properly, as no living person has ever experienced it/

Christian teachings about judgement

- The **Nicene Creed** states that "Jesus will come in glory to judge the living and the dead". This suggests it is the Son in the Trinity that delivers judgement
- Evidence for the particular judgement comes from a thief who was crucified alongside Jesus, who was told 'today you will be with me in paradise', suggesting his judgement would be immediate
- Evidence for the final judgement comes from **John's Gospel**, which claims no one has yet entered Heaven – the dead wait for their judgement.
- **The Parable of the Rich Man and Lazarus** warns of a rich man who is sent to Hell, and is unable to cross from there into Heaven. The consequences of human decisions are permanent
- **The Parable of the Sheep and Goats** also states that Jesus will return to judge the living and dead, and that he will decide based on whether people chose to help others during their lives, or ignore people who were suffering.

HEAVEN AND HELL

- Christianity teaches that Heaven is a place of peace and reward.
- People often think of Heaven as a place in the clouds, with Pearly Gates. People also think of people as angels, with wings and halos
- The Bible teaches that Heaven is not a physical place, but a state of being. It is existence with God, outside of time and space – an eternity of bliss.
- Hell is described as a place of torment, usually a place of fire
- In the Middle Ages, paintings of Hell (called Doom Paintings) were used to warn people of the consequences of living a bad life, with demons torturing humans.
- More modern interpretations of Hell have it as a state of separation from God. By not following God's teachings, humans reject him.
- It is therefore human choice, not God's will, that some humans go to Hell
- Some Christians believe that there cannot be a Hell if God is loving, as a loving God would not send people to eternal punishment for a temporary sin.
- They might also believe that God can forgive any sins, so even a person in Hell can be redeemed.

RESURRECTION

- Christians believe that their body will be resurrected, like Jesus' was after the crucifixion. They will be given a new, **spiritual body**, which does not decay, and will live forever.
- Life after resurrection would be very different from mortal life. It is the continuation of an individual, but a different kind of existence. Think about how a caterpillar changes into a butterfly.
- Belief in the resurrection of Jesus is a core part of Christianity. The resurrection is proof that he is the Son of God. It is also proof of life after death for all Christians. St. Paul claimed 'if Christ had not been raised, your faith is futile'.
- No one really knows what the resurrection will be like – Christians trust that God has the answers

How do beliefs about the afterlife and judgement influence Christians

- If Christians believe their body will be resurrected, then they may choose to be buried rather than cremated. Christians who believe in a spiritual resurrection however may not mind.
- Christian funerals focus on the next stage of an individuals existence, praying for their entry into Heaven
- Christians believe they will be judged on how they have lived, so they will try and follow the teachings in the Bible and care for others so they can go to Heaven
- Christians who believe in Hell may also be less likely to behave badly, out of fear of punishment.

INCARNATION OF JESUS

- **Incarnation** means '*in flesh*'. It refers to God becoming human and living on Earth in the form of Jesus
- Christians believe God is both fully human, and fully divine. This is called the '**hypostatic union**'. This makes him different from **demigods**, or half gods, who are common in Roman and Greek mythology (e.g. Heracles)
- This is another concept that is difficult to fully understand and seems to defy logic. However, God is mysterious.
- The Bible teaches that Jesus' mother Mary was a virgin, and only God could create life this way.
    - Some Christians fully accept this – the Bible is the word of God, and an omnipotent God could easily make someone pregnant!
    - Others believe that the Nativity stories have religious truths – the events of Jesus' birth are a mystery, and the Gospel writers created the story to ensure that people understand that Jesus was no ordinary human
-

Christian teachings about the incarnation

- The Gospel of John refers to '*the Word became flesh and lived among us*', suggesting that Jesus is God **incarnate**, not a **demigod**
- The **Catechism of the Catholic Church** teaches that '*He is truly the Son of God, who without ceasing to be God and Lord, became a man and our brother*'
- The **Gospel of Luke** tells that Mary became pregnant through the Holy Spirit, therefore Jesus **did not have a human father**. This is further explained in the **Nicene Creed**
- **All Gospels** contain teachings about Jesus ability to perform miracles, cast out evil spirits, and forgive sins.

Issues with the incarnation of Jesus

- No one has ever before or since had a **virgin birth**. While it makes sense for Jesus to have one because he is the Son of God, it does make the story more difficult to believe
- **None of the Gospel writers were present** at Jesus birth, so any account they have of these events is based on second hand information at best, and simply made up at worst
- Jesus cannot be both fully human and fully God, because God is omnipotent, and humans are not. He would either be living a superhuman life, or he would no longer have the qualities of God e.g. omnipotence
- **Jesus communicates with God through prayer** throughout the Gospels. Why would Jesus need to do this, if he was God incarnate? Wouldn't this mean he is talking to himself?
    - St. Paul believed that **Jesus willingly gave up certain aspects of his divinity**, in particular his omniscience. Jesus was always meant to be an example of a perfect person, an example for everyone to follow, so he sacrificed his divine knowledge and omnipotence in order to be fully human. **Jesus prays to show humans how to pray**, and how to **build a relationship with God**. He's a **WAGOLL.**

How belief in the incarnation influences Christians

- For God to become human and live among us is a demonstration of **how much God cares** for humanity. That he would ultimately sacrifice Jesus on the cross for the salvation of humans further develops this idea. The Bible teaches *'since God so loved us, let us also love one another'*. Christians might follow this example in their daily lives of caring for others and showing **agape** love.
- The **festival of Christmas** is a celebration of the incarnation of Jesus. This is the second most important festival after Easter, as it celebrates the **miracle of his birth**. It is the most widely celebrated birthday of any figure.

CRUCIFIXION OF JESUS

WHAT HAPPENED?

- **Crucifixion** is a form of execution used by the Romans. It involved tying or nailing a person to a wooden cross and leaving them to **asphyxiate** (die from lack of oxygen)
- The crucifixion of Jesus is generally accepted as a historic event, as it is described in all 4 Gospels, as well as by the **Roman historian Tacitus**.
- Jesus was arrested in the **Garden of Gethsemane**, after he was **betrayed by Judas Iscariot**
- He is taken to the **Sanhedrin** (Jewish council), who try him for **blasphemy** (for claiming to be the Son of God)
- They cannot give him the death sentence, so he is taken to the Roman governor **Pilate**, under the charge of **treason** (for being the King of the Jews)
- Pilate offers the crowd who have gathered a **choice**, to free Jesus, or the murderer **Barabbas**. They choose Barabbas
- Jesus is **beaten, whipped**, and made to wear a **crown of thorns**
- He cannot carry his cross, so it is carried by **Simon of Cyrene**
- He is crucified at **Golgotha**, meaning 'place of the skull'. His hands and feet are nailed to the cross
- As he is being crucified, **darkness covers the land** for 3 hours
- Jesus' last words, according to Mark, were '*My God, why have you forsaken me*?'. According to John, they were '*Father, I give you my spirit; it is finished*'.
- The **curtain** in the Temple that separated the inner sanctum from the rest of the Temple **rips in half** at the moment of Jesus' death
- A Roman officer remarks '*truly, this man was the Son of God*'.

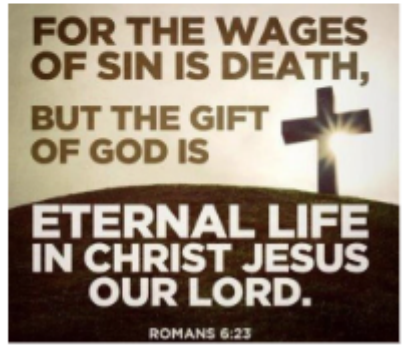
Why did Jesus die?

- The Sanhedrin were **threatened by his teachings**. Jesus ignored many traditional rules of Judaism, and was critical of the way that religious leaders had power and influence over others. Many Jewish people felt that **Jesus was a troublemaker, and taught things that went against Judaism**. They may have genuinely believed they were doing the right thing by having him executed, or they may have been doing this for their own benefit.
- **Pilate could not allow Jesus to live**. As the Roman governor, he was responsible for keeping order. The Sanhedrin made claims about Jesus that Pilate could not ignore; he was accused of treason, of claiming to be the King of the Jews, and of inciting a rebellion against Rome. If Pilate had allowed this, **his job and influence would have been threatened**
- The death of Jesus **was part of God's plan for salvation**. Without his sacrifice, Original Sin could not be ended (see 'salvation')

How learning about the crucifixion might influence Christians

- Learning how God suffered and died for humans might influence Christians to **put the needs of others before their own**. Many Christians even die to protect others e.g. Maximillian Kolbe, Martin Luther King.
- Learning about the brutality of the crucifixion might **strengthen their belief that God cares for them**, because Jesus' death was so painful that only a truly loving God would sacrifice his Son for humans this way.
- The events of the crucifixion are strongly **linked with the idea of salvation and atonement**. The tearing of the curtain in the Holy Temple symbolises that the barrier between humans and God has been removed.
- The fact that a Roman officer acknowledges Jesus as the Son of God shows that Christianity is a **religion for all people**, Jews and Gentiles (non-Jews) alike. This would have been especially important during the time of Jesus. This might influence modern Christians to try and encourage more people to follow Christianity, and **not discriminate against others**.





RESURRECTION

WHAT HAPPENED?

Following Jesus' death, he is placed in the tomb of **Joseph of Arimethea**, as he had no tomb of his own. Also, it was nearing the Sabbath, and the body needed to be made safe very quickly.

- After the Sabbath, his women followers return to find that the tomb is empty. They are told that Jesus has returned to life. In **Marks Gospel**, a *'man in white'* (who could be an angel or Jesus) tells them to return to Galilee. In **John's Gospel**, it is the risen Jesus who tells **Mary Magdalene** about his resurrection, and tells her to tell the disciples what she has seen.
- Jesus makes several '**resurrection appearances**' to his disciples. He appears to **Cleopas on the road to Emmaus**, and also to the disciple **Thomas**, who does not believe it is Jesus until he touches the wounds of the crucifixion.
- The stories stress that Jesus has **physically resurrected** – he is not a ghost, or a zombie.

ASCENSION

- Jesus' ascension is the end of his life when he is taken into Heaven, with his **spiritual body** intact.
- It suggests that he rises up through the clouds until he is out of sight – many Christians believe this to be the case (historic truth)
- Others suggest that the ascension contains religious truths
  - It symbolises the **finality and end of Jesus' mission**, successfully completed
  - It symbolises his **divinity and his kingship**

Key question: did Jesus come back to life?

ARGUMENTS FOR

The arguments against are unconvincing because:

- The women had **already been to the tomb** – they knew which one it was
- Jesus would not have been able to get out of the tomb when he was **so badly injured**.
- The **disciples were mostly executed** for spreading Christianity – most people would let themselves be killed for a made up story.
- The **disciples behaviour changed as a result**. Peter originally fled from the Romans after Jesus death, and denied that he knew him. However, only weeks later he was telling everyone about Jesus, even until he was crucified. If Jesus hadn't really come back from the dead, why did Peter change so much?

ARGUMENTS AGAINST

Returning from the dead is impossible – it is far more likely that there is an explanation, for example:

- The tomb was empty because the **women went to the wrong tomb**
- Jesus was **not actually dead** when he was removed from the cross – he left the tomb on his own
- The disciples **made up the story** to gain prestige, or to create their own religion

SIN

- Sin is **disobedience to God's laws**. It is not the same as breaking man made laws. Many man made laws are also sins e.g. murder, but some sins are legal e.g. adultery.
- The **first human sin** is found in the story of Adam and Eve in Genesis 3.
  - Adam and Eve break Gods only rule, and eat **forbidden fruit**.
  - Adam is punished with **hard work**, and Eve is punished with **pain in childbirth**, and now must be a servant to her husband.
  - Both are **evicted** from the Garden of Eden
- Christians believe that sin of Adam and Eve **passes from generation to generation**, and that as we are all descended from Adam and Eve, that we carry the burden of this original sin. Because of Original Sin, we have a tendency to make poor moral choices, commit further sins, and harm others
- Humans cannot stop this without the help of God
- Christians who believe in the religious truth of the Genesis story will argue that it is symbolic of the **natural disposition people have to perform wrong actions**. These Christians might believe that salvation can be achieved without the help of God, through good actions alone.

Christian teachings about sin

- Genesis 3 introduces human sin. **Eve is tempted by the serpent**, who in turn tempts Adam to eat the forbidden fruit
- The **Catechism of the Catholic** Church teaches that original sin is passed on from generation to generation, but that humans can be saved through **accepting Jesus as saviour**
- In the Gospels, Jesus states '***the only way to the Father is through me***', suggesting that the only way to enter Heaven is to **accept Jesus as saviour to remove sin**.

SALVATION AND ATONEMENT

Salvation through works

- Based on the Jewish idea that salvation was achieved by **following the Jewish law**
- Some Christians believe that by following God's laws, they can **earn a place in Heaven**
- Others believe that it is not just about following the law, but also by having a **pure heart and mind** – good actions done purely for reward, and not with good intentions, are not worthy of reward.
- The important idea about salvation through works is that it means people can **earn their place in Heaven through their own actions**

Salvation through grace

- **Grace** is also referred to as **God's love**, or God's blessing
- Most Christians believe that without God's grace, **humans cannot be truly good**.
- God's love is best shown through his **sacrifice of his son Jesus**, to take away Original Sin, and allow people to lead moral lives
- While this gift is given to all people, they must be open to it, and accept it into their lives.
- God's grace is made known to people through the **Holy Spirit**

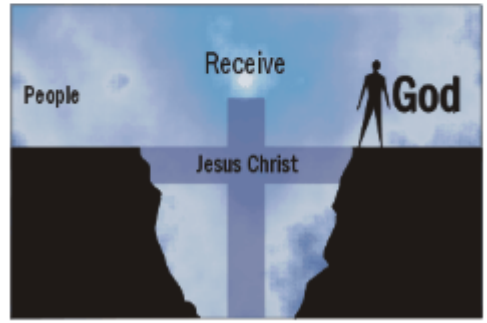
Christian teachings about salvation

- In the **Parable of the Prodigal Son**, the son does not deserve the forgiveness of his father – he has not earned it. This suggests that salvation through works is a false idea. His salvation comes through his fathers love and forgiveness, in the same way that Christians believe their sins are forgiven because of God's love and grace.
- **St. Paul** originally hunted and persecuted Christians. He had a religious experience on the road to Damascus, and then become a follower of Jesus, writing many letters (and a large part of the New Testament). He writes that he '*does not deserve to be called an apostle, but by the grace of God, I am what I am*'. Again, this suggests that Paul's salvation was **not through his own actions**, but because God extended his **grace** to him.
- "*God so loved the world, that he gave his one and only Son; that whoever believes in Him shall not perish, but have eternal life*" – John 3:16. This quote explores the reason behind Jesus' sacrifice, and also why it was necessary.
- In John's Gospel, Jesus teaches that **Christians should follow Jesus' example**, by submitting to the wishes of God
- The Catechism of the Catholic Church teaches that only through Jesus **sacrifice**, and God's **grace**, can salvation be achieved

Role of Christ in Salvation

- The death of Jesus is key to **God's plan of salvation**. It was a planned event that would allow for the forgiveness of original sin.
- Because sin was brought into the world by humans, it could **only be removed by humans** – this is why God becomes incarnate and is sacrificed on the cross
- Jesus takes on the sins of the world, and **pays the debt of sin** with his death. This gives humanity a fresh start and a chance for moral lives Jesus' death repairs the broken relationship between humans and God that was caused by original sin. When humans sin, they separate themselves from God. Jesus' death allowed for atonement (making amends for past mistakes), which was necessary as humans were not capable of doing this themselves
- Jesus' death is also an **act of reconciliation** (repairing broken relationships). The relationship between humans and God was so damaged, only a drastic action like self sacrifice could repair it.





SPANISH Year 9 Term 2 Knowledge Organiser: Topic = Food, drink and sports

What we are learning this term:

A. Free time activites
B. Food and Drink
C. Sports
D. Foods
E. Sports
F. Key words across topics

6 Key Words for this term

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

A. 3.1H Hablando del tiempo libre

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



B. 3.2G Comer y beber

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

C. 3.3G ¿Haces deporte?

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

Key Verbs

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

D. 3.2HUna cena especial

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

E. 3.3F ¿Qué deportes harás?

el alpinismo	rock climbing
cansado/a	tired
la carrera	race
el concurso	Competition(contest)
durante	during
el entrenamiento	training
entrenar	to train
el equipo	team
ganar	to win
el jugador	player
mañana	tomorrow
el miembro	member
el partido	match

F. Key Words across Topics?

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

SPANISH Year 9 Term 2 Knowledge Organiser: Topic = Food, drink and sports

G. Translation Practice	
For lunch, and for breakfast I drink tea	p e a, y p e d b t
The prawns are delicious	l g s d
The chips are cold	l p f s f
The food is bad	l c e m
Normally I eat salad everyday	n c e t l d
The soup is tasty	l s e s
The salads are delicious	l e s d
I think that chicken is more tasty than pork	p q e p e m s q e c
I think salad is more healthy than ice cream	p q e e m s q h
I believe that ice cream is more fatty than salad	c q h e m g q e
We are going to go out to eat	v a s a c
They are going to buy a present	v a c u r
We are going to celebrate my grandma's birthday	v a c e c d m a
I am going to prepare a healthy hot dog	v a p u p c s
Often they play basketball in the free time	a m j a b e l t l
Usually we listen to music every day	a m e m t l d
I hope to visit my grandma's house	e v l c d m a
I'm going to cook chicken and chips	v a c p c p f
I have to cook every day	t q c t l d
I'm thinking of watching TV tonight	p v l t h p l t
For breakfast, I drink milk and eat a sandwich	p e d, b l y c u b
For desert, they eat cake	p e p, c p
For breakfast, I take salad and chicken	p e d, t e y p
The football match was good	E p d f f b

H . Key Questions: Answer the following in your own words. Use these model answers	
¿Qué deberías hacer para mejor proteger tu forma/tu salud? What should you do to improve your health?	Debería hacer ejercicio físico durante 30 minutos cada día. Para mejorar tu salud, hay que comer cinco raciones de verdura o fruta cada día, no tienes que comer demasiada carne roja/caramelos/gaseosas, no deberías fumar cigarrillos o porros, no debes consumir tanta grasa en la comida, no debes tomar las drogas duras/blandas.
¿Qué deberían hacer en los colegios para mejorar la salud de los jóvenes? What should schools do to improve health of Young people?	En los colegios, solo deben vender comida sana, no deberían vender gaseosas/bebidas azucaradas/deben mejorar la cantidad de fruta y verdura/deben mejorar la cantidad de ejercicio físico que tienes que hacer durante la semana.
¿Qué comes para el desayuno, la cena, tu almuerzo? ¿es sano? What do you eat for breakfast, dinner, lunch? Is it helahty?	Para el desayuno, como normalmente los cereales que son deliciosos con zumo de naranja. Para la cena como normalmente carne con patatas y verduras con mi familia en casa que es un poco sano. Para mi almuerzo, como un bocadillo con jamón y queso en el colegio con agua o coca. Ayer desayuné … cené … comí para mi almuerzo …
¿Tomas demasiadas bebidas azucaradas? **D**o you drink too many fizzy drinks?	Si, tomo demasiadas bebidas azucaradas porque son deliciosas y muy dulces/me dan energía/todos mis amigos las beben, pero lo sé que son muy malas para la salud/para mi cuerpo.

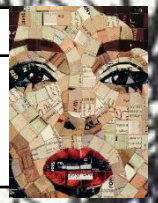
I. Key Questions: Try to translate the model answers using words from the KO	
¿Qué te gusta comer/beber? What do you like to eat/drink	For breakfast I like to eat toast but I never eat cereals because they aren't tasty. For lunch I eat a sandwich with ham or cheese or I eat pizza with ham or sausage. For my main meal normally I eat chips with meat or fish or vegetables with potatoes
¿Eres Sano? About your family	I think I'm healthy because I don't smoke and I like to eat lots of fruit. I like to eat vegetables but I have to eat more vegetables and I have to eat less sweets
¿Qué es tu opinión de fumar? What is your opinion on smoking	I do not like smoking because I think that it is stupid. My brother smokes and it smells bad. Also, it causes cancer and is really dangerous
¿Qué te gusta hacer en tu tiempo libre y por qué? What do you like doing in your free time	Normally in my free time I like to play football. I play football after school every day and from time to time I play rugby. I don't like to dance because it's boring and I love to play computer games because they are exciting

J. Key Grammar	
Make sure adjectives agree eg blanco/blanca/blancos/blancas	Mi casa es blanca = My house is white Mi perro es blanco = My dog is white
Using verbs correctly in the present tense	Hablar hablo, hablas, habla, hablamos, habláis, hablan Como, comes, come, comemos, coméis, comen
Comparatives More /less Better/worse The best/the worst	Más/menos que – more/less than Mejor/peor que – better/worse tan Lo mejor/lo peor = the best/the worst

Year 9 Art Term 3 : Topic = Ines & Michael

What we are learning this term:

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



A. *How has Ines Kouidis created this image?*



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

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

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

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

F. Keywords

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

C How to make a collage.

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

Steps for making your collage:

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

What each tool is used for:

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

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



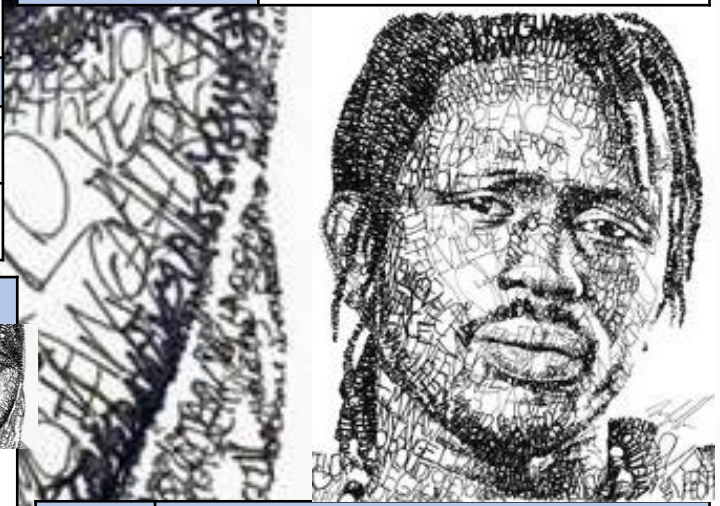
1. Darker areas? Michael creates darker areas on the portrait by doing smaller words that are closer to one another to create shadowing.
2. Lighter areas? Words further apart and larger will be lighter

C. *Name the following equipment.*

		
Sharpie or permanent marker	Sheets of acetate	Masking tape

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

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



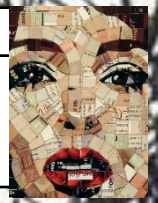
B. *About the work of artist Michael Volpicelli*

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

Year 9 Art Term 3 : Topic = Ines & Michael

What we are learning this term:

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



A.	*How has Ines Kouidis created this image?*
1	What materials has she used? .....
2	.....
3	How has she torn the material..... .....
4	What impact do smaller pieces of material have? ..... Who does she make collages of? .....



C	**How to make a collage.**
Collage:	
Steps for making your collage:	1. 2. 3. 4. 5.
What each tool is used for:	
Magazines	.
Glue stick	

B.	*Answer the following questions about Michaels work and how he works.*
What part of the body does Michael focus in drawing?	
What effect do the larger words make?	
How would you describe his work?	
What is significant about the words he uses to make up the drawing?	





	Looking at the image drawn by Michael Vollpicelli, how does he create……
1.	Darker areas?
2.	Lighter areas?



C. *Name the following equipment.*







B.	***About the work of artist Michael Volpicelli***
WHAT?	
HOW?	
WHY?	

F.	**Keywords**
Appropriate	
Highlight	
Shadow	
intricate	
relevant	

YEAR 9 GRAPHIC COMMUNICATION

What are we learning this term?

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

A | Logos

What is a logo?

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

How does Alex Trochut design logos?

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

B | Typography

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



C | Computer skills

What is the shortcut for copy?
Ctrl + C
What is the shortcut for paste?
Ctrl + V
What does this symbol stand for?

Photoshop

What does this symbol mean?

Cropping

D| Key words

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

E | Evaluation

Evaluation: To judge or give an opinion

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

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

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

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

YEAR 9 GRAPHIC COMMUNICATION

What are we learning this term?

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

A | Logos

What is a logo?

How does Alex Trochut design logos?

B | Typography

Please use pencil for the drawing of your design

C | Computer skills

What is the shortcut for copy?

What is the shortcut for paste?

What does this symbol stand for?



What does this symbol mean?



D| Key words

Merchandise	
Combined Logo	
Photoshop	
Photo Editing	

E | Evaluation

Evaluation: To judge or give an opinion

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

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

Year 9 PRODUCT DESIGN Rotation Knowledge Organiser

What we are learning this term:

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

A. Workshop Tools

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

B. Materials

Timbers come from **trees**



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

Softwoods come in planks and boards

Manufactured Boards come from **wood pulp**



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

Manufactured Boards come in sheets

Polymers come from **crude oil**



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

Polymers come in sheets, graduals and filament

C. Key concepts

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

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

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

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

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

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

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

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

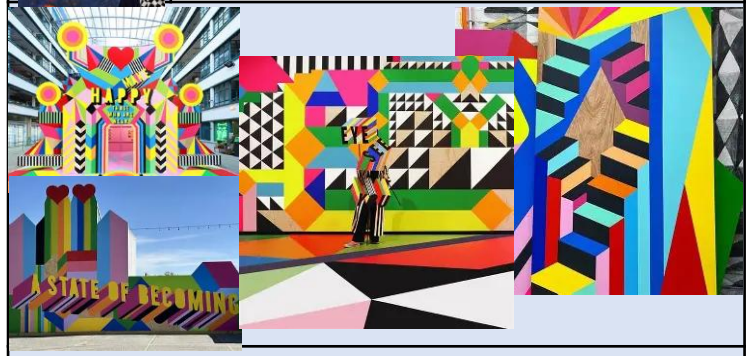
D. Key Words

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

E. Morag Myerscough



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



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

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

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

Year 9 PRODUCT DESIGN Rotation Knowledge Organiser

What we are learning this term:

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

A. Workshop Tools









B. Materials

Timbers come from _____



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

Softwoods come in_____
_____

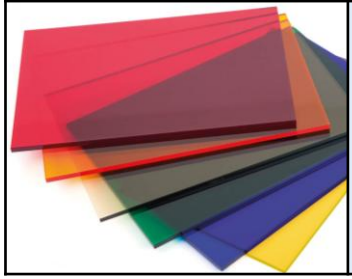
Manufactured Boards come _____



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

Manufactured Boards come in_____

Polymers come from _____



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

Polymers come in _____
_____
_____

C. Key concepts

Designers research and investigate _____
_____

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

Advantages	Disadvantages

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

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

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

D. Key Words

Prototype	
Tolerance	
Depth stop	.
Assemble	

E. Morag Myerscough



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









Key features:

Shapes:

Colours:

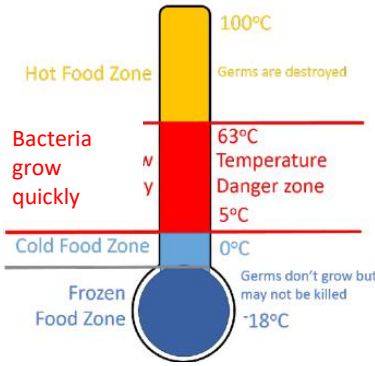
Y9 Food technology

What we are learning this term:

1. Health, safety and hygiene in the kitchen
2. The Eatwell guide and nutrients for teenagers
3. Storing food safely
4. Global food security
5. Food processing
6. Practical skills

A. What are the nutrients required in the diet for teenagers?

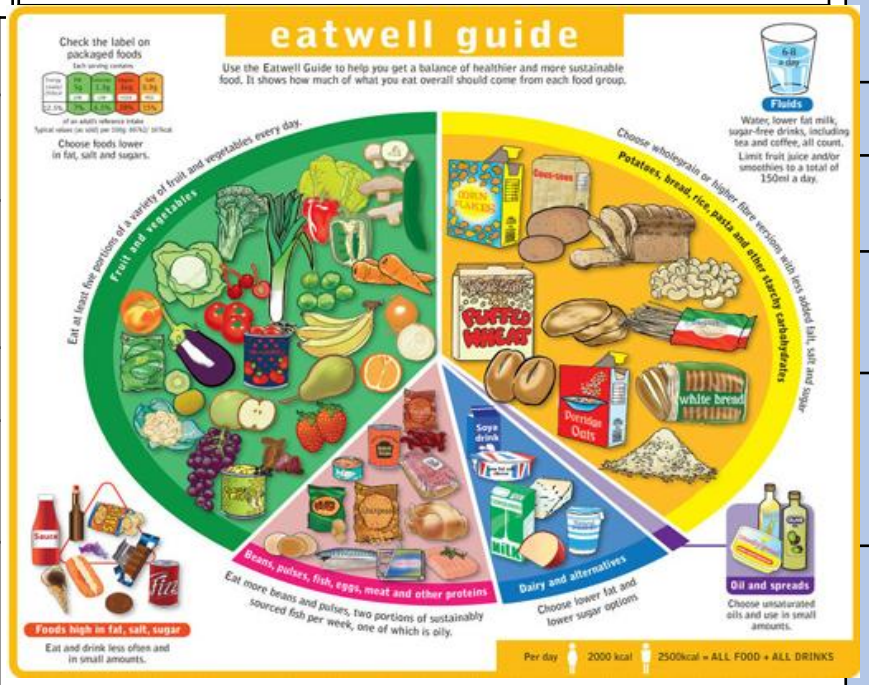
Carbohydrates	To give the body energy e.g bread. Teenagers can be **very active** and therefore require **a good amount of carbohydrates.**
Protein	To grow and repair the body, and to give energy e.g eggs. Teenagers are **growing rapidly** and therefore need a **larger amount** of protein than younger children.
Fats	To insulate your body, give you energy, and protect your organs i.e butter.
Vitamins	For general body health and function i.e carrots for eyesight. Teenagers require more **vitamin D** to help them absorb **calcium** to grow their bodies.
Minerals	For general body health and function i.e iron to make red blood cells. Some teenagers begin menstruating at this age and loose blood, so they should eat meat/leafy green veg to replace the lost **iron** and prevent **anemia.**



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

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

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



c. Global food security

Food security – having enough food with enough nutrients to a) not starve and b) not develop deficiency illnesses i.e rickets.
Yeild – the amount of food that can be produced by a set of land or animals.

Issues	solutions
- Global warming causes drought, floods, wildfires and increased storms	- Farmers can manage water use carefully - Farmers can provide shade for animals - Farmers can swap to crops with better drought/flood tolerance
- Less land is available for farming due to raising sea level/changing weather	- Consumers can swap to lower land-use food i.e eating less meat - Farmers can swap to **intensive** farming to get the most yield from the land that is available

E. Keywords

Food miles	The distance a food has travelled from the producer to consumer.
Cross contamination	The transfer of contaminants onto food through either the hands, the equipment or the surfaces. Causes food poisoning.
Spoilage	When food becomes unsafe to eat i.e rot, mould.
Perishable food	Food that spoils if not kept in the fridge or freezer e.g ham.
Fibre	Foods that keep your digestive system healthy and avoid constipation i.e brown bread.
Allergen	A substance (sometimes food) that causes an immune system response that can be fatal i.e throat swelling up. Nuts are common allergens.
Intolerance	When the body cannot digest a food and rejects it i.e vomiting, diarrhea. Many people are lactose intolerant (milk intolerance).
Primary processing	Taking a raw food and preparing it to be sold as an ingredient or eaten i.e milling wheat into flour.
Secondary processing	Taking ingredients and producing food products i.e baking a loaf of bread.
Anemia	Lack of iron in the blood which causes paleness, dizziness and tiredness.
Pasteurisation	Processing treatment used on aw milk to kill harmful bacteria.

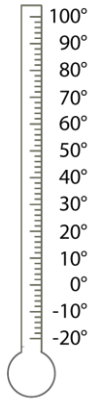
Y9 Food technology

What we are learning this term:

1. Health, safety and hygiene in the kitchen
2. The Eatwell guide and nutrients for teenagers
3. Storing food safely
4. Global food security
5. Food processing
6. Practical skills

A. What are the nutrients required in the diet for teenagers?

	To give the body _____ e.g bread. Teenagers can be **very active** and therefore require **a good amount of carbohydrates.**
Protein	To _____ the body, and to give energy e.g eggs. Teenagers are **growing rapidly** and therefore need _____
Fats	To insulate your body, give you _____, and protect your organs i.e butter.
Vitamins	For general body health and function i.e carrots for eyesight. Teenagers require more **vitamin D** to help them absorb _____ to grow their bodies.
Minerals	For general body health and function i.e iron to make red blood cells. Some teenagers begin menstruating at this age and loose blood, so they should eat meat/leafy green veg to replace the lost _____ and prevent **anemia.**

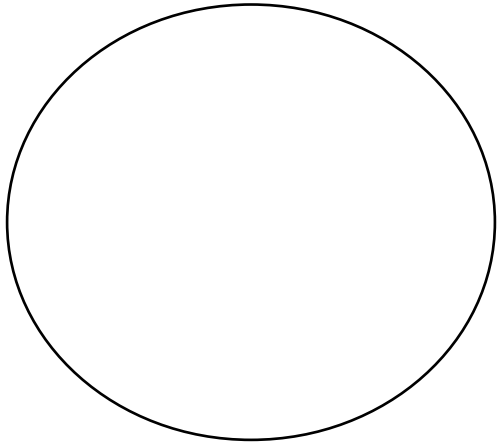


Annotate the thermometer to show key food safety temperatures.

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

1 F _____ and _____
2 C_____ provides _____
3 _____
4 _____ - provides vitamins, minerals (calcium)
5 **Fats and Oils**

Divide the circle below into 5 sections as on the eatwell guide and annotate it with one healthy eating guideline .



c. Global food security

Food _____– having enough food with enough nutrients to a) not starve and b) not develop deficiency illnesses i.e rickets.
Yeild – the amount of food that can be _____ by a set of land or animals.

Issues	solutions
- Global warming causes drought, floods, wildfires and increased storms	- Farmers can manage _____ use carefully - Farmers can provide _____ for animals - Farmers can swap to crops with better drought/flood tolerance
- Less land is available for farming due to raising sea level/changing weather	- Consumers can swap to lower land-use food i.e eating less _____ - Farmers can swap to **intensive** farming to get the most _____ from the land that is available

E. Keywords

Food miles	The _____ a food has travelled from the producer to consumer.
Cross contamination	
	When food becomes unsafe to eat i.e rot, mould.
Perishable food	Food that spoils if not kept in the fridge or freezer e.g ham.
Fibre	
Allergen	
	When the body cannot digest a food and rejects it i.e vomiting, diarrhea. Many people are lactose intolerant (milk intolerance).
Primary processing	Taking a raw food and _
Secondary processing	Taking ingredients and _
	Lack of iron in the blood which causes paleness, dizziness and tiredness.
Pasteurisation	

9-1, 9GS, 9-4, 9-6 Only — Year 9: How do we make an EDM banger!? — Term 2

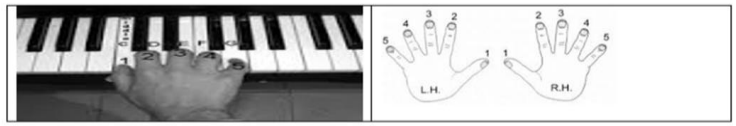
What we are learning this term:

A. **Learn about EDM music and how it's made**
B. **Compose your own EDM piece of music in Soundtrap**
C. **Analysis of EDM music to understand its structure, instruments and features**

F	Keywords
Piano Roll	The space where you can add notes to a MIDI instrument
Velocity	How loud or quiet a note is played in a DAW e.g. High velocity = Louder notes.
EDM	*Electronic Dance Music* is a genre of music that uses synthesised sounds, drum machines and vocals.
MIDI	Instruments that are played in a DAW (soundtrap) are MIDI isntruments. This means *Musical instrument Digital Input*
DAW	*Digital Audio Workstation* is a program used to create music (*Soundtrap*)
4 to the floor	A rhythm that is primarily used in EDM music, where there is a kick drum on every beat.
Sampling	When a sound or part of a song is taken and changed so it can be used in another song, for example, sampling vocals.
Automation	A tool in DAWs where you can change the volume/effect automatically. For example a guitar could fade in and out.
Quantize	A tool in DAWs that can make notes in time.
Build up	The part of an EDM piece where the music builds up to another section.
Drop	The part of an EDM song where the main beat comes in. This usually comes after the build up
Bass Line	The lowest sequence of notes in a piece of music. Usually played with a bass instrument i.e 808

C — Playing the Keyboard

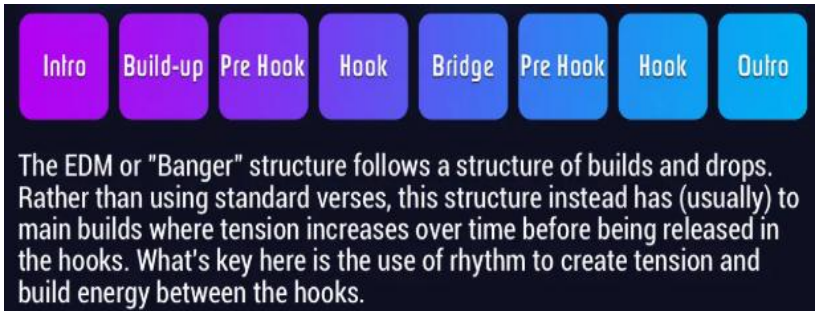
- Remember to use your right hand when playing notes in the treble clef





Riff	**A catchy phrase in a piece of music, shorter than the melody.**
Phrase	**A small section of music, this can be repeated throughout a piece of music.**
Hook	**A catch phrase in a piece of music, usually sung.**
Syncopation	**A musical technique where the weak beats are emphasised / off beat rhythms**
Structure	**How a song is put together, like a blueprint.**
Loop	**A repeating section of sound, this can be a melody or a drum beat**
Remix	**A retelling of a piece of music where elements of the original song are combined with new elements**

EDM song structure

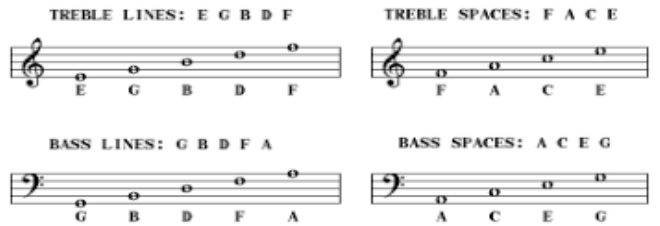


C — *Chord Progressions Ideas*

Here are some popular chord progressions you can use for your EDM piece!

VI	IV	V	I
VI	V	I	IV
VI	IV	I	V
I	V	VI	IV

G — How to read music – treble clef and Bass Clef



Here is a useful video to help you get started:

Soundtrap

9-1, 9GS, 9-4, 9-6 Only — Year 9: How do we make an EDM banger!? — Term 2

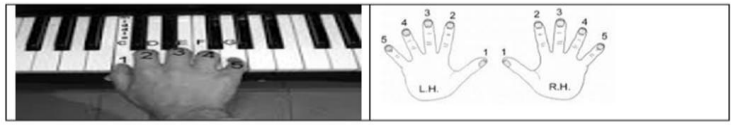
What we are learning this term:

A. Learn about EDM music and how it's made
B. Compose your own EDM piece of music in Soundtrap
C. Analysis of EDM music

F	Keywords
Velocity	
EDM	
MIDI	
DAW	
4 to the floor	
Automation	
Build up	
Drop	

C — Playing the Keyboard

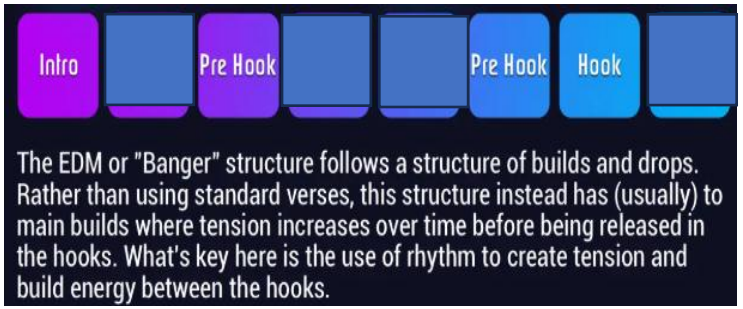
- Remember to use your right hand when playing notes in the treble clef





Riff	
Phrase	
Hook	
Structure	
Loop	
Remix	

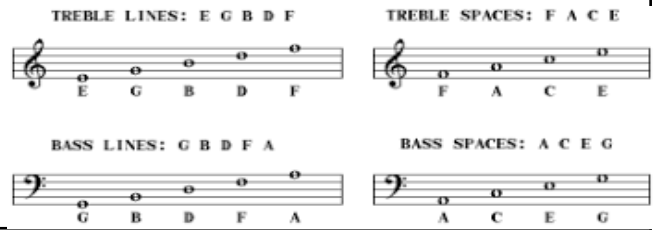
EDM song structure



C — *Chord Progressions*

Here are some popular chord progressions you can use for your EDM piece!

G — How to read music – treble clef and Bass Clef

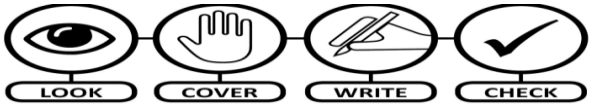


Here is a useful video to help you get started:

9-1,9-3,9-4 only — Year 9: You're in the band! — Term 2

A — What we are learning about this term…

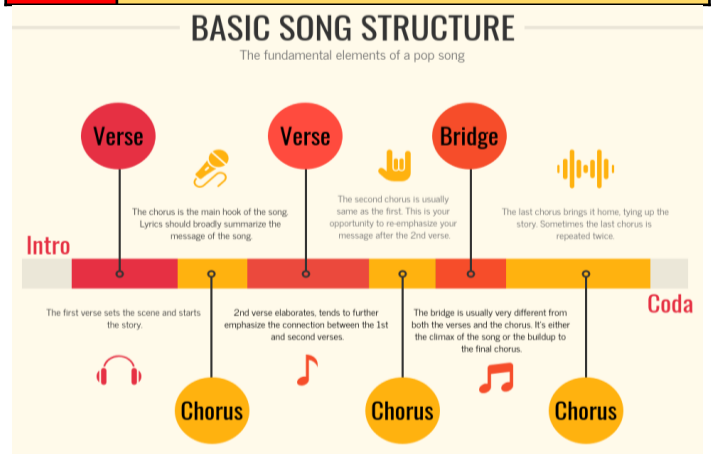
1	Basic Song Structure
2	How to write a perfect Evaluation
3	Playing an instrument / Chords / Melody
4	What are the music symbols – Note values
5	Keywords
6	How to read music - Treble clef and bass clef

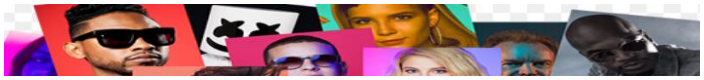


B — Keywords

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





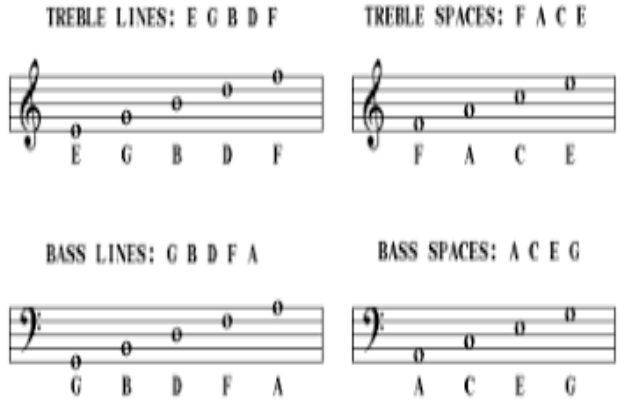
D — How to write a perfect Evaluation?

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



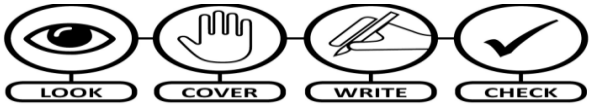
G — Describing music – MAD T SHIRT

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

9-1,9-3,9-4 only — Year 9: You're in the band! — Term 3

A — What we are learning about this term…

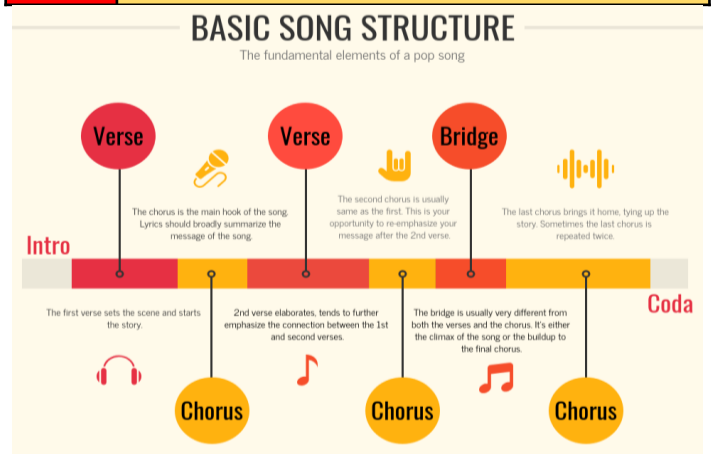
1
2
3
4
5
6

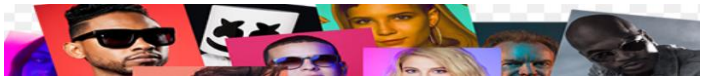


B — Keywords

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

C — Instruments in popular music





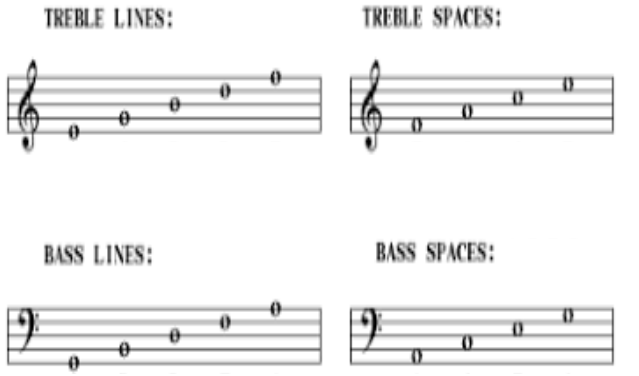
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E — How to read music – treble clef and Bass Clef

Note	Name	Beats	Rest	Note	Name	Beats	Rest
𝅝			𝄻	𝅝.	Dotted Note	6 beats	𝄻.
𝅗𝅥			𝄼	𝅗𝅥.	Dotted	3 beats	𝄼.
♩			𝄽	♩.	Dotted Note	1½ beats	𝄽.
♪			𝄾	♪.	Dotted	¾ beat	𝄾.

F — How to read music – treble clef and Bass Clef

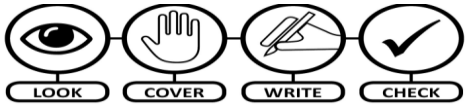


G — Describing music – MAD T SHIRT

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

9-3, 9-5, 9-2 only — Year 9: What Makes a Good Song? — Term 2

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



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

C — Instruments in popular music



Pop Bands often feature a **DRUM KIT** and **PERCUSSION** to provide the rhythm along with **ELECTRIC GUITARS (LEAD GUITAR, RHYTHM GUITAR** and **BASS GUITAR)** and **KEYBOARDS**. Sometimes **ACOUSTIC INSTRUMENTS** are used such as the **PIANO** or **ACOUSTIC GUITAR**. **ORCHESTRAL INSTRUMENTS** are often found in pop songs such as the **STRINGS, SAXOPHONE, TROMBONE** and **TRUMPET.**



Singers are essential to a pop song - **LEAD SINGER** – Often the "frontline" member of the band (most famous) who sings most of the melody line to the song. **BACKING SINGERS** support the lead singer providing **HARMONY** or a **COUNTER-MELODY** (a melody that is often higher in pitch and different, but still 'fits with' the main melody) and do not sing all the time but just at certain points within a pop song e.g. in the chorus.



D — Exploring Conjunct and Disjunct Melodies

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



SCAN ME

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



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

F — Note Values and Dotted Note Values

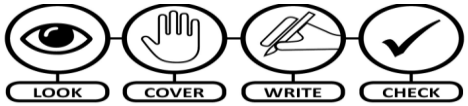
Note	Name	Beats	Rest	Note	Name	Beats	Rest
𝅝	Semibreve, Whole Note	4 beats	𝄻	𝅝.	Dotted Semibreve, Dotted Whole Note	6 beats	𝄻.
𝅗𝅥	Minim, Half Note	2 beats	𝄼	𝅗𝅥.	Dotted Minim, Dotted Half Note	3 beats	𝄼.
♩	Crotchet, Quarter Note	1 beat	𝄽	♩.	Dotted Crotchet, Dotted Quarter Note	1½ beats	𝄽.
♪	Quaver, Eighth Note	1/2 beat	𝄾	♪.	Dotted Quaver, Dotted Eighth Note	¾ beat	𝄾.

G — Describing music – MAD T SHIRT

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

9-3, 9-5, 9-2 only — Year 9: What Makes a Good Song? — Term 2

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



B	Keywords

C	Instruments in popular music
Read the information and provide a SUMMARY here of the main points • Instruments used in pop music	



D — Exploring Conjunct and Disjunct Melodies

C_____**MELODIC MOTION** – Melodies which move_____ _____or use notes which are next to or close to one another.

Conjunct



SCAN ME

D_____ **MELODIC MOTION** – Melodies which _____or use notes which are not next to or close to one another.

Disjunct



MELODIC RANGE – The _____note in a melody

F — Note Values and Dotted Note Values

Note	Name	Beats	Rest	Note	Name	Beats	Rest

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 Knowledge organiser Topic: Practitioners

What we are learning this term:

A. Three influential practitioners in Drama.
B. What the techniques are that they created/implemented into a variety of plays.
C. Devise a performance using one of the chosen practitioners' techniques and influences.

A- Key Words for this term

1. Devising- Creation of an original performance in response to a stimulus.
2. Naturalism- seeks to mirror life with the utmost fidelity.
3. Theatre of cruelty- Style of theatre that aims to shock and confront the audience
4. Epic theatre- emphasizes the audience's perspective and reaction to the piece through a variety of techniques that deliberately cause them to individually engage in a different way.
5. Multi-rolling- When an actor plays more than one character on stage
6. Placards- A sign or additional piece of written information presented onstage
7. Script analysis- Actors interrogate a script for its intended meaning
8. Given Circumstances- Who, what, why, how and where of a character in a play
9. Method Acting- A technique or type of acting in which an actor aspires to encourage sincere and emotionally expressive performances by fully inhabiting the role of the character
10. Practitioners- Someone who creates pieces of dramatic work or style of theatre.

Bertold Brecht 1898-1956



Verfremdungseffekt (Veffect) **(Alienation Techniques)**
The process of 'making strange'. This is where the audience experience something familiar, but it is presented in an unrecognisable way or context .The audience then must reach a new understanding to 'move past' the strangeness.

This effect can be created through the use of:

Direct Address	Narration
Placards	Montage
Multi-rolling	Speaking stage directions
Music/song	Props table / costumes
change on stage	

Naturalism was at its peak, but Brecht thought that theatre should be political and be a force for change. He wanted his audiences to remain objective and distant from emotional involvement, so that they could make considered and rational judgements about the issues in the play – this is called **Epic Theatre**

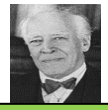
Thinking questions.

1. Brecht said that in naturalistic theatre " audiences hang up their brains with their hats in the cloakroom." what do you think he was saying here?

2. What makes a successful, naturalistic performance?

3. In an Artaudian performance of Little Red Riding Hood, HOW would you play to all 5 senses?

Constantin Stanislavski 1863-1938



A Russian actor and theatre director, he created The System of 'method acting'.
As a reaction to the melodramatic acting of the late 19th century, he developed methods to help actors create the illusion of reality on stage – **Naturalism.**
Objectives: The actor needs to know what their character wants in each unit of the play – what are they trying to achieve?
Super Objective: The character's ultimate goal over the whole play – each objective should 'link in' and help the character achieve this goal.
The Magic If: How would the actor react/behave if they were in the same situation as the character?
Units – Dividing a play or scene into different units of action.
Emotional Memory: Relating the actors own personal and e al experience to that of their character.



Antonin Artaud 1896-1948

Famous for **"Theatre of Cruelty."** Wanted his audiences to experience and FEEL the pieces not just watch them. He felt that theatre should be cathartic-taboo subjects explored on stage, so that audience members didn't need to go and do these things in "real life."
Extremes – Artaud would portray the extremes and put his actors through extremes before performances. This was to access their "visceral" reactions and emotions.
Attack the senses. He believed that performances should be seen, heard, felt, smelt and tasted . The audience were always made to feel uncomfortable.
Universal language- He felt that all "writing is garbage" so he used a series of grunts, groans, noises and physical gesture to communicate meaning with an audience. This way, everyone could understand.

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

#ReadingisPower