

100% book - Year 9 Grammar

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

Term 1



Swindon Academy 2026-27

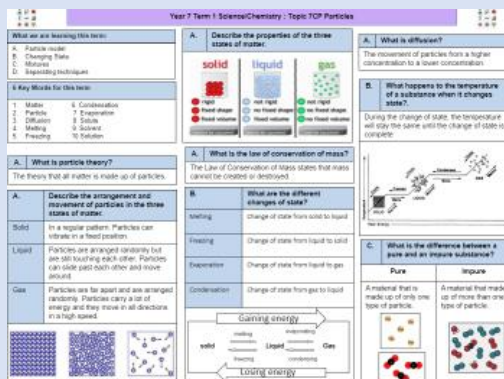
Name:	
Tutor Group:	
Tutor & Room:	

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

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

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

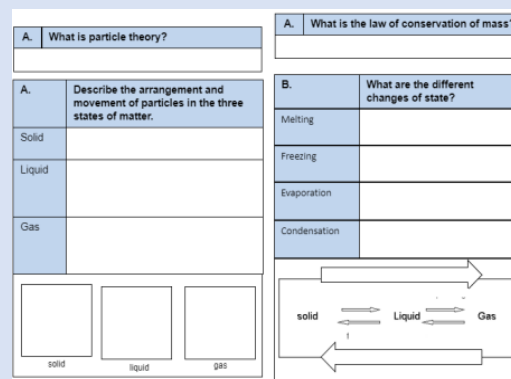
Knowledge Organisers



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.



Chapter breakdown of Jane Eyre

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

The Big Ideas:

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

Locations in the first 10 chapters

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

Terminology: Key words

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

Characters in Jane Eyre

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

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

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

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

Vocabulary: Key words

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

Victorian attitudes to childhood

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

Biographical information

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



Chapter breakdown of Jane Eyre

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

The Big Ideas:

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

Locations in the first 10 chapters

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

Terminology: Key words

thesis – _____.
juxtaposition – _____.
Characters in Jane Eyre
Jane Eyre
Mrs Reed – Jane's aunt

Mr Brocklehurst – The governor of Lowood school

Helen Burns – Jane's friend

Miss Temple

Vocabulary: Key words

protagonist – _____.
dependent – _____.
oppress (vb.) – _____.
solitude – _____.
sombre – _____.
conventional – _____.
obedience – _____.
ominous – _____.
clandestine – _____.
humiliate (vb.) – _____.
hypocrite – _____.
comeuppance – _____.

Victorian attitudes to childhood

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

Biographical information

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



What we are learning this term:		A	What are the names and functions of animal and plant sub-cellular structures?		
A. Animal & plant cells B. Eukaryotes & prokaryotes C. Cell specialisation D. Cell differentiation E. Microscopy F. Culturing microorganisms		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	
5 Key Words for this term		Chloroplast	Photosynthesis, to produce glucose	Plant	
1. Eukaryotic 2. Prokaryotic 3. Differentiation 4. Magnification 5. Resolution		Vacuole	Filled with cell sap, keeps cell turgid	Plant	
		Ribosome	Protein synthesis	Animal & plant	

B Compare eukaryotic and prokaryotic cells			C	How are these cells specialised?		
Feature	Eukaryotic	Prokaryotic	Cell	Animal or plant	Specialised features	
DNA	In nucleus	Single loop DNA & plasmids	Sperm cell	Animal	Tail to swim. Pointed head, containing acrosome. Lots of mitochondria.	
Cytoplasm	Yes	Yes	Nerve cell	Animal	Long. Branched ends (dendrites). Fatty sheath to insulate axon.	
Cell membrane	Yes	Yes	Muscle cell	Animal	Layers of protein filaments for contraction. Lots of mitochondria.	
Cell wall	No	Yes	Root hair cell	Plant	Large surface area. Thin walls.	
Size	Larger	Smaller	Xylem cells	Plant	Continuous. Thickened & woody.	
			Phloem cells	Plant	Companion cells have lots of mitochondria.	



What we are learning this term:	A	What are the names and functions of animal and plant sub-cellular structures?		
A. Animal & plant cells B. Eukaryotes & prokaryotes C. Cell speicalisation D. Cell differentiation E. Microscopy F. Culturing microorganisms	Structure	Function		Found in...
	Nucleus			
	Cell membrane			
	Cell wall			
	Cytoplasm			
5 Key Words for this term	Mitochondria			
1. Eukaryotic 2. Prokaryotic 3. Differentiation 4. Magnification 5. Resolution	Chloroplast			
	Vacuole			
	Ribosome			

B Compare eukaryotic and prokaryotic cells			C How are these cells specialised?		
Feature	Eukaryotic	Prokaryotic	Cell	Animal or plant	Specialised features
DNA			Sperm cell		
Cytoplasm			Nerve cell		
Cell membrane			Muscle cell		
Cell wall			Root hair cell		
Size			Xylem cells		
			Phloem cells		

**What we are learning this term:**

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

E**Define magnification**

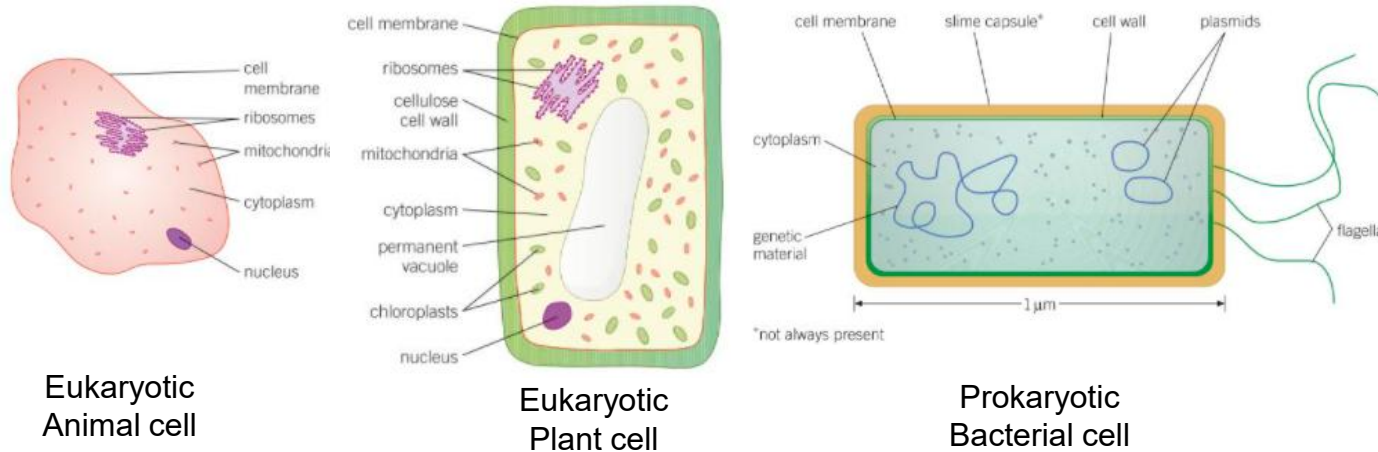
The number of times larger an image is than the original specimen.

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?**

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

**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

D**In multicellular animals, what is cell division required for?**

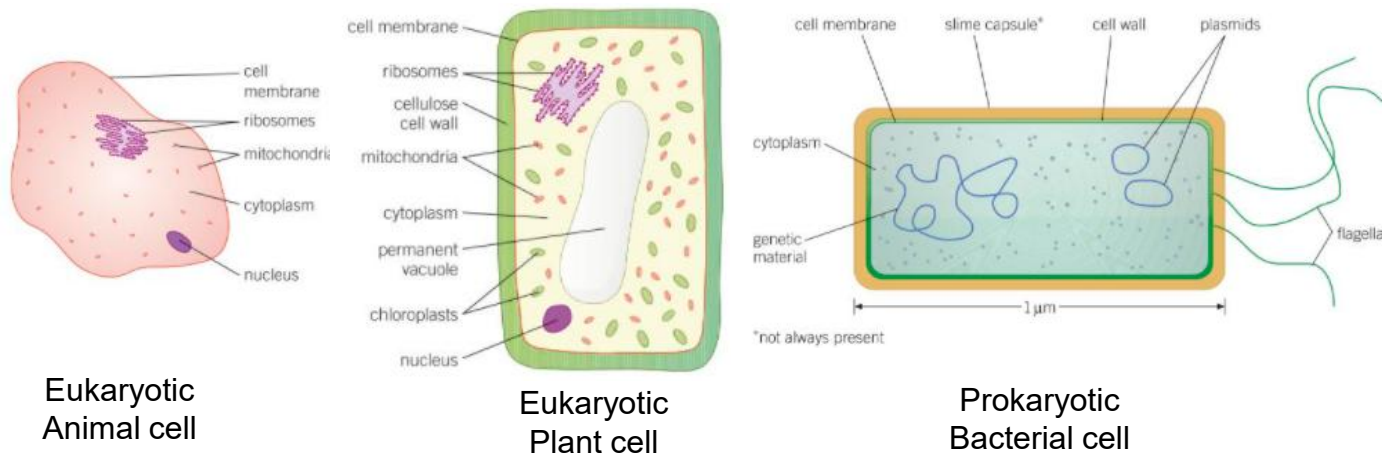
- Growth or repair
- To replace cells

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.

**What we are learning this term:**

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

E**Define magnification****E****Define resolution****E****What is the formula for magnification?****D****When does differentiation occur for most types of animal cells?****D****When does differentiation occur for most types of plant cells?****D****In multicellular animals, what is cell division required for?**

-
-

E**Compare light and electron microscopes****Feature****Light****Electron****Radiation used****Magnification****Resolution****Size & cost**



Year 9 Grammar Term 1 Chemistry : Topic C1 Atomic Structure

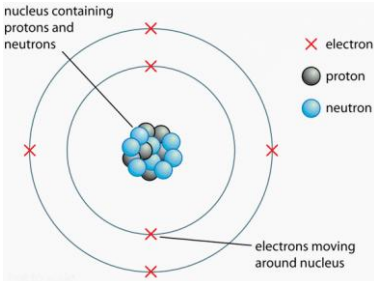


What we are learning this term:	
A. Atoms, elements and compounds B. Mixtures and separation C. Development of the atomic model D. Structure of the atom E. Electronic structure	
6 Key Words for this term	
1. Isotopes 2. Protons 3. Ionisation 4. Aqueous 5. Residue	
B.	What is a mixture?
A mixture consists of two or more elements or compounds not chemically combined.	
What properties do mixtures have?	
Each substance in the mixture will have the same chemical properties	
How are mixtures separated?	
By physical methods:	Filtration
Crystallisation	Simple Distillation
Fractional Distillation	Chromatography
Are new substances made?	
No new substances are made	
A.	What is Conservation of Mass
Atoms are not created or destroyed in a reaction	

A.		What are atoms?	
All substances are made of atoms. An atom is the smallest part of an element that can exist			
What are elements?		What are compounds?	
An element is a substance made of one type of atom		Compounds contain two or more elements chemically combined	
How are elements represented?		How are compounds represented?	
By a chemical symbol.		By the symbols of the atoms that formed them	
Example: Sodium	Na	Example: Sodium Chloride	NaCl
How many elements are there?		How can compounds be separated?	
There are about 100, all shown on the periodic table		By chemical reactions only	

A.		What are word equations?	
These show the names of each substance that is involved in a chemical reaction. The reactants are shown on the left. The products are shown on the right.			
<u>Reactants</u>		→	<u>Products</u>
Copper Oxide + Sulphuric Acid → Copper Sulphate + Water			

What are symbol equations?	
The chemical formulae (symbols) of the reactants and products show what happens in a chemical reaction	
CuO + H₂SO₄ → CuSO₄ + H₂O	

D.		What are subatomic particles?		Where are each subatomic particles found?	
The particles that make up atoms					
Name the 3 subatomic particles					
Protons, neutrons and electrons					



C. Development of the Atomic Model – How was our current atomic model developed?					
Person/Time	Demicritus (400BC) Dalton (1803)	JJ Thomson (1898)	Ernest Rutherford (1909)	Niels Bohr (1913)	James Chadwick (1932)
Ideas/model	- Small indivisible matter - Tiny hard spheres.	Plum Pudding model Sphere of positive charge with negative charged particles spread throughout (like plums in a pudding)	- Alpha particle scattering experiment - Proved that mass of atoms found in the centre – nucleus - Negative electrons surround the positive nucleus	Electrons are restricted to certain orbits like planets round the sun	Discovered the neutron
Diagram					
Contribution to current model:	Everything is made of atoms	Negative electrons	Positive mass in the centre surrounded by negative electrons	Electrons orbit in shells/orbitals at specific distances	Neutrons found in nucleus along with protons

D.	How big are atoms?
	0.1nm ($1 \times 10^{-10}\text{m}$)
	How big is the radius of an atom?
	1/10000 the size of the atom – $1 \times 10^{-14}\text{m}$

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

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

D.	How do we know how many subatomic particles are in each element?	
C	12 ← Mass Number	What is Mass number?
		Number of protons and neutrons
	6 ← Atomic Number	What is atomic number?
		Number of protons – same for each individual element

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

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

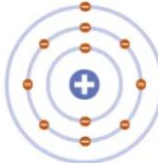
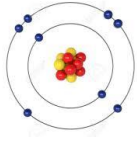
E.	Which energy level do electrons fill first?	
	Electrons in an atom occupy lowest energy level first	
	How many electrons does each orbital hold?	
First	Up to 2	
Second	Up to 8	
Third	Up to 8	

Electronic structure of Sodium:	
	2,8,1



What we are learning this term:		A.		What are atoms?	
A. Atoms, elements and compounds B. Mixtures and separation C. Development of the atomic model D. Structure of the atom E. Electronic structure					
6 Key Words for this term		What are elements?		What are compounds?	
1. Isotopes 2. Protons 3. Ionisation 4. Aqueous 5. Residue					
B.		What is a mixture?		How are elements represented?	
				How are compounds represented?	
What properties do mixtures have?				Example: Sodium	
				Example: Sodium Chloride	
How are mixtures separated?		How many elements are there?		How can compounds be separated?	
		A.		What are word equations?	
				_____ → _____ Copper Oxide + Sulphuric Acid → Copper Sulphate + Water	
				What are symbol equations?	
		D.		What are subatomic particles?	
				Where are each subatomic particles found?	
		Name the 3 subatomic particles			
A.		What is Conservation of Mass			



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

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

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

D.	What is the overall charge of an atom?

D.	How do we know how many subatomic particles are in each element?	
C	12 ← Mass Number	What is Mass number?
	6 ← Atomic Number	What is atomic number?

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

D.	What is relative atomic mass of an element?

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

Electronic structure of Sodium:



What we are learning this term: A. Energy stores and transfer between energy stores B. Work done C. Gravitational potential energy D. Kinetic energy and elastic energy stores E. Wasted energy and Dissipation F. Energy efficiency		A. What are the changes in energy stores for the following objects?	
		An arrow being thrown directly up into the air	From kinetic to gravitational potential. As it comes back down, the opposite is true.
		A toy car (with battery) hitting a wall head on	Energy is transferred from chemical to kinetic to vibrational in sound and heat.
		A car accelerating	Energy is transferred from the chemical energy from the petrol/diesel to kinetic energy.
		A bike slowing down	Energy is transferred from kinetic to heat.
		Water boiling in an electric kettle	Energy is transferred from electrical to heat.
6. Key Words for this term 1. Dissipate 2. Generation 3. Efficiency			
A. What is a system? It is an object or group of objects	A. What is the law of conservation of energy? Energy cannot be created or destroyed, just changed in form.	A. Theoretically, if a roller-coaster has 20000 J of GPE at the top of the slope, how much KE will it have gained when it reaches the bottom? 20000 J, assuming none is lost by air resistance/friction	
A. What are the 8 energy stores? 1. Chemical 2. Kinetic (KE) 3. Magnetic 4. Nuclear 5. Gravitational potential (GPE) 6. Thermal (internal) 7. Elastic potential 8. Electrostatic	A. What is the energy store of a person on a bungee jump? Whilst the rope is slack, energy is transferred from GPE to KE. As the rope tightens, the jumpers KE store decreases but the rope's elastic potential energy store increases. They stop when all the KE store is stored as elastic potential energy.	B. What is work? When energy is transferred, work is done. What is the link between work and energy? Work done = energy transferred If the units for energy are –joules, what are the units for work done? -joules (J)	
A. What is the energy transfer from the sun, to solar panel to light bulb? Sun → solar panel → lightbulb. store of nuclear energy in <u>sun</u> → energy transferred to <u>light bulb</u> by electric current → energy transferred to <u>surroundings</u> by heating and light waves	B. If a person uses 300 J of energy pushing a bike, what is the work done? 300 J	B. What is the equation for work done? Work done = force x distance moved Force is measured in newtons (N) Distance is measured in meters (m) Work done is measured in joules (J)	
B. If a person pushes a trolley with force of 800 N and moves it down a 50 m aisle, how much work has been done by the person? Work done = 800 x 50 = 4000 J or 4 kJ	B. A crane lifts 400 N crate full of coca cola 15 m. How much work was done by the crane? Work done = 400 x 15 = 6000 J or 6 kJ		



What we are learning this term:		A. What are the changes in energy stores for the following objects?	
A. Energy stores and transfer between energy stores B. Work done C. Gravitational potential energy D. Kinetic energy and elastic energy stores E. Wasted energy and Dissipation F. Energy efficiency		An arrow being thrown directly up into the air	
		A toy car (with battery) hitting a wall head on	
		A car accelerating	
		A bike slowing down	
		Water boiling in an electric kettle	
6. Key Words for this term			
1. Dissipate 2. Generation 3. Efficiency			
A. What is a system?		A. What is the law of conservation of energy?	
A. What are the 8 energy stores?		A. What is the energy store of a person on a bungee jump?	
1.	5.		
2.	6.		
3.	7.		
4.	8.		
		B. What is work?	
		What is the link between work and energy?	
A. What is the energy transfer from the sun, to solar panel to light bulb?		B. If a person uses 300 J of energy pushing a bike, what is the work done?	
Sun → solar panel → lightbulb.			
store of nuclear energy in _____ → energy transferred to _____ by electric current → energy transferred to _____ by heating and light waves		300 J	
		B. What is the equation for work done?	
		_____ is measured in _____ _____ is measured in _____ _____ is measured in _____	
B. If a person pushes a trolley with force of 800 N and moves it down a 50 m isle, how much work has been done by the person?		B. A crane lifts 400 N crate full of coca cola 15 m. How much work was done by the crane?	



B. Who is doing the most work in these images and why?		B. Why, when work is done, isn't all the energy transferred?	C. What is the equation to calculate gravitational potential energy (GPE)?		
		Some is lost in heat and sound. Compare a glass block being pushed 1 m across a polished floor with a wooden block being pushed 1 m across a rubber floor. Which needs more force and why? Which is more work done?	GPE = mass × gravitational field strength × height Mass, m is measured in kilograms (kg) Gravitational field strength, g, is measured in newtons per kilogram (N/kg), usually taken as 10 N/kg on Earth. Height, h, is measured in metres (m). GPE is measured in joules (J).		
		For the glass block, most of the energy will be transferred into kinetic energy, so only a small force is needed. For the wooden block, most of the energy will be transferred into heat, so a large force is needed. More work is done on the wooden block as more energy is transferred to heat rather than KE.	A bird with a mass of 3 kg flies at a height of 150 m above the ground, how much GPE does it have? GPE = 3 kg x 10N/kg x 150 m = 4500 J or 4.5 kJ		
D. What is the equation for kinetic energy?		D. What is the equation for elastic potential energy?	D. What happens to energy that is not usefully used?		
KE = ½ × mass × velocity² = ½mv² Mass is measured in kilograms (kg). Velocity is measured in metres per second (m/s). KE is measured in joules (J).		EPE = ½ spring constant x extension² EPE is measured in joules (J) Spring constant is measured in Newtons per metre (N/m) Extension is measured in Meters (m)	It spreads out to the surrounding in many forms, this is called dissipated energy.		
If a car with a mass of 1750 kg is travelling at a velocity of 30 m/s, what is the KE of the car?		If a spring has a spring constant of 25 N/m and the extension is 0.2 m, what is the EPE?	Are the following useful or wasteful; energy transfers: Heater: heat, car: sound, heater: light, television: light, car: heat, car: kinetic, television: sound, television: heat?		
KE = ½ x 1750 kg x 30² = 787,500 J or 787.5 kJ		EPE = ½ 25 N/m x 0.2² = 0.5 J	<table><tr><td><u>Useful</u> Heater: heat heater: light car: kinetic television: sound</td><td><u>Wasteful</u> car: sound television: light car: heat television: heat</td></tr></table>	<u>Useful</u> Heater: heat heater: light car: kinetic television: sound	<u>Wasteful</u> car: sound television: light car: heat television: heat
<u>Useful</u> Heater: heat heater: light car: kinetic television: sound	<u>Wasteful</u> car: sound television: light car: heat television: heat				
F. What is energy efficiency?			C. How is power calculated?		
All devices waste energy, so no device is perfectly efficient. The more efficient a device is, the less energy is wasted.			Power (Watts, W) = energy transferred (Joules, J)/time taken (seconds, s)		
Why is energy efficiency so important?			If a student did 2000 J of work walking up the stairs and it took 10 seconds, what is the power?		
It saves money and reduces environmental problems.			P = 2000 J / 10 s = 200 W		
How do you calculate energy efficiency?					
energy efficiency = $\frac{\text{useful output energy}}{\text{total input energy}}$					



B. Who is doing the most work in these images and why?		B. Why, when work is done, isn't all the energy transferred?		C. What is the equation to calculate gravitational potential energy (GPE)?					
		Compare a glass block being pushed 1 m across a polished floor with a wooden block being pushed 1 m across a rubber floor. Which needs more force and why? Which is more work done?		_____ is measured in _____ _____ is measured in _____, usually taken as 10 N/kg on Earth. _____ is measured in _____ _____ is measured in _____					
				A bird with a mass of 3 kg flies at a height of 150 m about the ground, how much GPE does it have?					
D. What is the equation for kinetic energy?		D. What is the equation for elastic potential energy?		D. What happens to energy that is not usefully used?					
				Are the following useful or wasteful; energy transfers: Heater: heat, car: sound, heater: light, television: light, car: heat, car: kinetic, television: sound, television: heat?					
If a car with a mass of 1750 kg is travelling at a velocity of 30 m/s, what is the KE of the car?		If a spring has a spring constant of 25 N/m and the extension is 0.2 m, what is the EPE?		<table border="1"> <tr> <td><u>Useful</u></td> <td><u>Wasteful</u></td> </tr> <tr> <td></td> <td></td> </tr> </table>		<u>Useful</u>	<u>Wasteful</u>		
<u>Useful</u>	<u>Wasteful</u>								
F. What is energy efficiency?				C. How is power calculated?					
Why is energy efficiency so important?									
				If a student did 2000 J of work walking up the stairs and it took 10 seconds, what is the power?					
How do you calculate energy efficiency?									



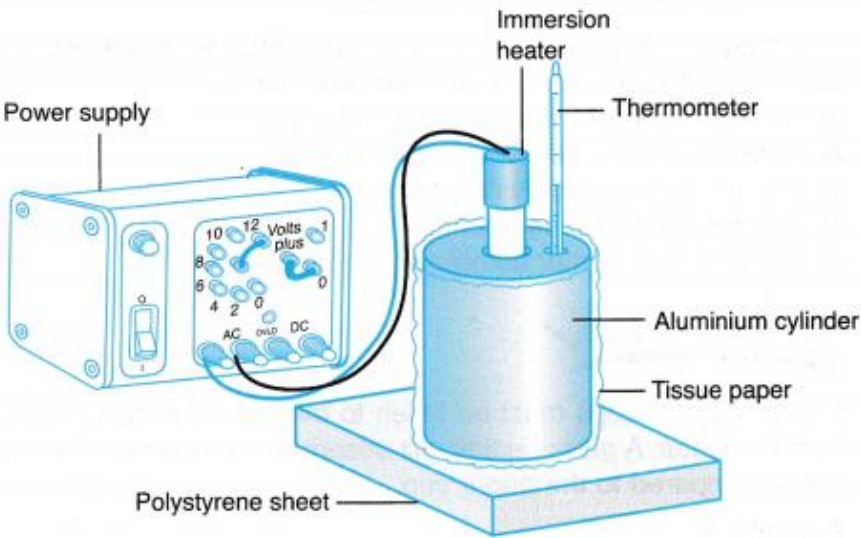
What we are learning this term:		A. What are the factors that affect conduction?	B. Why are cotton sheets good insulators?
A. Conduction B. Insulators C. Specific heat capacity D. Heating and insulating buildings E. Infrared radiation		1. Material 2. Cross-sectional area 3. Surface contact 4. Temperature difference	Because the cotton does not conduct any heat as there are no free electrons. There is also air trapped in the cotton and air is not a good conductor.
6. Key Words for this term		B. Why do insulators not conduct heat?	C. What can the heat energy stored in a material be thought of as?
1. Specific 2. Absorption		They do not have any free electrons to move through the material and transfer the energy.	The total kinetic energy of all the particles.
A. What is a good conductor?	B. What materials make good insulators?		C. Which has more heat energy, a bath of hot water or a spark from a sparkler? And why?
A material that allows heat and electricity to pass through.	Rubber, wood, air, glass, plastic		The particles in a spark from a fire move around very quickly, so it has a high temperature. However, there are only a few particles, so it has very little stored heat energy Compared to a spark, the particles in a bath of water move slowly, so it has a relatively low temperature, but there is a large amount of energy stored since there are many particles.
What are examples of good and bad conductors (insulators)?	B. Why is air a good insulator?		C. Why do copper and water require a different amount of energy to get to increase their temperature to the same amount?
<u>Good</u> Metals: silver, copper, gold, aluminium	Because its a gas. Therefore its spread-out molecular configure resists heat transfer to some degree		Because they have a different specific heat capacity.
<u>Bad (insulators)</u> Glass, air, plastic, rubber and wood.	What is specific heat capacity?		
A. What are the three main processes that heat can be transferred by?	C. Do the following factors affect the temperature change of a material when it is heated?		
1. Conduction 2. Convection 3. Radiation	yes energy supplied ✓ mass of material ✓ material ✓ no material volume ✓ starting temperature ✓		
In what direction does heat energy flow?			
From HOT to COLD From a warmer to cooler area			
In what state (s, l, g) does conduction happen?			
Solids			
How do metals conduct heat?			
The outer electrons are not attached, are free to move (delocalised). When the metal is heated they gain electrons and transfer the energy through the metal.			



What we are learning this term:		A.	What are the factors that affect conduction?	B.	Why are cotton sheets good insulators?
A. Conduction B. Insulators C. Specific heat capacity		1. 2. 3. 4.			
6. Key Words for this term		B.	Why do insulators not conduct heat?	C.	What can the heat energy stored in a material be thought of as?
1. Specific 2. Absorption					
A.	What is a good conductor?	B.	What materials make good insulators?	C.	Which has more heat energy, a bath of hot water or a spark from a sparkler? And why?
What are examples of good and bad conductors (insulators)?		B.	Why is air a good insulator?	C.	Why do copper and water require a different amount of energy to get to increase their temperature to the same amount?
<u>Good</u>					
<u>Bad (insulators)</u>				What is specific heat capacity?	
A.	What are the three main processes that heat can be transferred by?				
1. 2. 3.		C.		Do the following factors affect the temperature change of a material when it is heated? Energy supplied, mass of material, material, material volume, starting temperaturw.	
In what direction does heat energy flow?		yes no			
In what state (s, l, g) does conduction happen?					
How do metals conduct heat?					



C.	What are the factors which affect the amount of energy required to increase the temperature of an object?
Energy supplies Material Mass of material	
Why would a material with a high specific heat capacity be beneficial?	
It can store a large amount of heat energy for a minimal temperature change. For example, radiators have water in them because it has a high SHC.	
C.	What is the equation for energy, in which you use specific heat capacity?
Energy = mass x specific heat capacity x temperature change Energy is measured in joules (J). Mass is measured in kilograms (kg). Temperature change is measured in °C. Specific heat capacity is measured in J/kg°C.	
How much energy is needed to increase the temperature of 0.5 kg of water by 80 °C in a kettle? SHC of water = 4,200 J/kg°C	
Energy = 0.5 kg x 4200 J/kg°C x 80°C = 168,000 J	
How can we rearrange this equation to calculate SHC?	
$SHC = \frac{\text{energy}}{\text{mass} \times \text{temp. change}}$	
What is the SHC of copper if 11500 J raises the temperature of 1.5 kg by 10°C	
$SHC = \frac{11,500 \text{ J}}{1.5 \text{ kg} \times 10^\circ\text{C}} = 766.66 \text{ J/kg}^\circ\text{C}$	

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

D.	If the white, yellow and red areas show the warmest and the blue and green areas show the coolest parts of the house, which parts are the best insulated?
	
the walls are the best insulated as they are the coolest. The roof and windows are the least insulated as they appear the warmest, they are letting lots of heat out.	

F.	How else can heat loss from homes be reduced?
All draughts should be eliminated. Use curtains for this, as well as draught excluders over gaps in doors and window. Carpets also trap air.	
How can heat loss from homes be reduced from the radiators?	
A shiny foil can be put between the wall and radiator to prevent radiation by reflecting it back into the room.	

D.	What is payback time and how is it calculated?	
Payback time is the time it takes for the cost of installing insulation to be equalled by the savings made from reduced energy costs.		$\text{payback time (years)} = \frac{\text{cost of insulation}}{\text{saving each year}}$

F.	How can heat loss from homes be reduced from the windows?
Double glazing. It is two panes of glass with trapped air between them which is an insulator.	
How can heat loss from homes be reduced from the roof?	
Roof insulation. Stops the warm air that has risen escaping.	
How can heat loss from homes be reduced from the walls?	
Outside walls have an empty space between them called a cavity this has air trapped in it (an insulator) and stops any conduction from the bricks.	
How can heat loss from homes be reduced from the radiators?	
A shiny foil can be put between the wall and radiator to prevent radiation by reflecting it back into the room.	

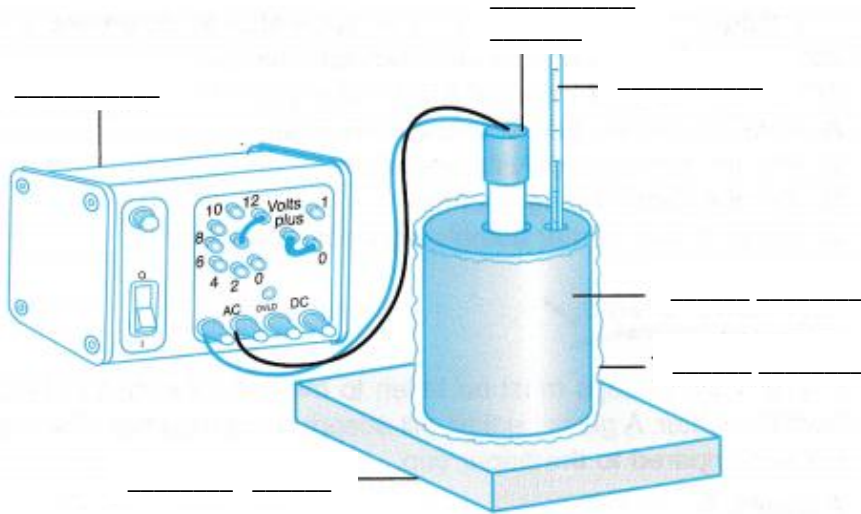


Year 9 Grammar Term 1 Physics : Topic P1 Energy



C.	What are the factors which affect the amount of energy required to increase the temperature of an object?
Why would a material with a high specific heat capacity be beneficial?	

C.	What is the equation for energy, in which you use specific heat capacity?
 _____ is measured in _____ _____ is measured in _____ _____ is measured in _____ _____ is measured in _____	
How much energy is needed to increase the temperature of 0.5 kg of water by 80 °C in a kettle? SHC of water = 4,200 J/kg°C	
How can we rearrange this equation to calculate SHC?	
What is the SHC of copper if 11500 J raises the temperature of 1.5 kg by 10°C	

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

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

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

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

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



Y9- T1 – Geography Life in an Emerging Country



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

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

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

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

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

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

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

G.	Impact of TNCs
Positive: (5)	1. More jobs. 2. More taxes. 3. Invest in infrastructure projects. 4. GDP increases. 5. Develop workers skills.
Negative: (3)	1. Can exploit workers e.g. long hours. 2. Most of the profits from TNCs leave the country where production takes place. 3. Increased levels of pollution e.g. air and water (from industrial waste).



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



Background:

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

A. Characteristics of emerging countries (7)

BRIC countries	
MINT countries	
Industrialisation	
Employment structure	
Secondary industry	
Exports	
Urbanisation	

B. Development indicators (3)

GDP per capita	
HDI	
Life expectancy	

D. Rural to urban migration (4)

Rural to urban migration	
Push factor	
Pull factor	
Mechanisation	

F. Transnational corporations (TNCs) (5)

Transnational corporation	
Footloose	
Globalisation	
Host country	
Source country	

C. Encouraging development (4)

Subsidy	
Tax breaks	
Minimum wage	
Trade unions	

E. Squatter settlements (5)

Squatter/shanty settlement	
Inequality	
Sanitation	
Informal economy	
Quality of life	

G. Impact of TNCs

Positive: (5)	1. 2. 3. 4. 5.
Negative: (3)	1. 2. 3.

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

What we are learning this term:		A.	Causes of WWI					
A.	What caused WWI to break out in 1914	Militarism	Britain 'ruled the waves'. It had to most powerful Navy in the world. Germany wanted to rival Britain's empire so it began to build an even better navy. Once Britain heard about Germany's plans to build a navy, they too began to build a bigger and better navy. This is called the 'naval race'.					
B.	The main battles on the British Sector of the Western Front during WWI							
C.	The trench system – structure and features	Alliances	In 1882 Austria, Germany and Italy signed the Triple Alliance. They promised to defend each other if either were attacked. This is called the Triple Alliance . <i>France and Russia</i> : France and Russia had had an alliance since 1904 – because they both thought the best way of controlling Germany was to surround her. This then turned into the Triple Entente with England in 1907 as England became increasingly worried about German naval strength. This left Germany surrounded					
D.	What health problems happened in the trenches							
E.	How did the war end in 1918							
F.	What happened after WWI?							
6 Key Words for this term		Imperialism	During the 19 th century both Britain and France conquered huge overseas empires – this gave them access to raw materials for industry and a market for their goods, it also gave them huge amounts of political power across the world Both Britain and France were very happy being the most powerful nations and wanted this to continue. Kaiser Wilhelm wanted to compete with Britain and conquer a German Empire that would challenge Britain's supremacy .					
1	First Aid Nursing Yeomanry (FANY) – A women's voluntary organisation which provided medical services on the frontlines such as driving ambulances and emergency first aid	Nationalism	Before 1871 Germany didn't exist. Instead it was a series of separate kingdoms. The most powerful of these was called Prussia. Prussia was an industrialised nation, like Britain, and had a powerful army.In 1871 Prussia fought and defeated France in the Franco Prussian War. After the defeat of France, Germany united. Germany then had a big desire to 'nation build' – to build a national identity rather than separate identities for different kingdoms.					
2	Royal Army Medical Corps (RAMC) – The branch of the army responsible for medical care							
3	No-man's land – The area between two opposing trenches during WWI							
4	Shrapnel – Fragments of metal from exploded shells	Assassination of Franz Ferdinand	The Austria-Hungary government saw the assassination as a direct attack on the country. They believed that the Serbians had helped the Bosnian terrorists in the attack. They made harsh demands on the Serbians which the Serbians rejected. At the same time, Russia began to mobilize their army to help protect Serbia. When Serbia rejected the demands, Austria-Hungary declared war on Serbia. A few days later, Germany declared war on Russia to help its ally Austria-Hungary. Then France began to mobilize to help its ally Russia, and Germany followed by declaring war on France. World War I had begun.					
5	Salient - An area of a battlefield that is surrounded by enemy territory on 3 sides							
6	Alliances – An agreement countries make to support each other if they are attacked by other countries							
B	Describe two features of the key battles during WWI	The Blank Cheque	On July 5, 1914, Germany gave Austria a " blank cheque " in handling its punishment of Serbia regarding the assassination of the heir to the Austrian throne.					
Battle	Features	C.	Describe two features of the trench system during the Western Front		D.	What health problems were caused by conditions in the trenches?		
1 st Battle of Ypres (1914)	This battle was aimed at stopping the German army from advancing towards the Belgium coast.	1 – Dugout	This was an area where soldiers could be protected from light fire		1 Gangrene – a condition where a loss of blood supply causes body tissue to die and usually occurred as a result of an injury. Treated by amputation of the affected area. Gas Gangrene – infection that produces gas in the gangrenous area. Caused by bacteria in the soil on the Western Front which had been heavily farmed using fertiliser. 2 Shellshock – a condition that was not really understood during the war. Caused by the constant noise and shell fire in the trenches, many soldiers experienced nightmares, loss of speech and a complete mental breakdown. 3 Shrapnel wounds – when shells exploded, shrapnel travelled at fast speeds over wide areas, causing injuries to anyone in their way 4 Trench fever – flu-like condition that was spread by lice in the trenches 5 Trench foot – painful swelling of the feet caused by standing in cold mud and water, which could lead to gangrene.			
2 nd Battle of Ypres (1915)	This battle was the first time that the Germans used chlorine gas as a weapon against the British.	2 – Barbed wire	This would make it more difficult for the enemy to get into the trench					
Battle of the Somme (1916)	Bloodiest battle in the whole of the war – total of 57,000 men were killed during the first day alone. The RAMC were not prepared for the amount of casualties and hospitals and casualty stations were overwhelmed.	3 – Sandbags	These could absorb the shock of the bullets and help the trench maintain its shape					
Battle of Arras (1917)	This British used tunnels to dig near to the German trenches and surprise them with the attack. No progress was made and there were 160,000 casualties.	4 – Fire step	This is what soldiers stepped on when they wanted to climb over the top. Between fighting it was often used as a bench or bed					
3 rd Battle of Ypres (1917)	During this battle the weather turned to heavy rain. The ground became waterlogged and many men fell into the mud and drowned.	5 - Duckboards	Wooden boards that were placed on the floor of the trench to provide a flatter and dryer ground for the soldiers to walk over					
Battle of Cambrai (1917)	This battle saw the first large-scale use of tank to break through the enemies barbed wire. Also the first time that there was a blood bank, which meant doctors could deliver a vital medical service to those soldiers who had lost too much blood.	6 – Elbow rest	This is where soldiers would prop their guns to shoot out of the trench		Why is it called a World War?	Germany was starving because of the British blockade Allies had many new inventions such as tanks. Many new allied troops were entering the war from the USA. Germany faced many rebellions as Germany was starving	Germany had inflicted a much harsher treaty on Russia called the Treaty of Brest Litovsk. Germany had to pay £6.3 billion German army was limited to 100 thousand. (previously was ten million. Germany gave up 12% and 10% of it's population. Worst of all they were blamed for the war	
		7 - Parapet	This was a way of protecting soldiers as they shout out of the trench					
E.	How did World War One end?							
		1917 – The Russian Revolution started. Russia left the war, surrendering to Germany in 1917. 1917 – Following the sinking of US ships, such as the Lusitania, and the potential threat of an alliance between Germany and Mexico leading to an attack on the USA, the USA joined the war on the side of the Triple Entente. 1918 – Entente forces on the Western Front push the German army back to the Hindenberg Line, the last line of German defenses. 1918 – Blockades enforced by the Entente led to lack of resources and food in Germany. Thousands of people in Germany were starving. 1918 – The Germany Navy began to Mutiny 1918 – The Kaiser abdicated. 11th November 1918 – An armistice is signed, formally ending the First World War						

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

6 Key Words for this term – Section A		A.		Causes of WWI			
1 First Aid Nursing Yeomanry (FANY) – 2 Royal Army Medical Corps (RAMC) 3 No-man's land 4 Shrapnel 5 Salient 6 Alliances		Militarism					
		Alliances					
		Imperialism					
		Nationalism					
		Assassination of Franz Ferdinand					
B	Describe two features of the key battles during WWI						
Battle	Features						
1 st Battle of Ypres (1914)		C. Describe two features of the trench system during the Western Front		D.	What health problems were caused by conditions in the trenches?		
		1 – Dugout		1 Gangrene 2 Shellshock 3 Shrapnel wounds 4 Trench fever 5 Trench foot			
		2 – Barbed wire					
		3 – Sandbags					
		4 – Fire step					
		5 - Duckboards					
		6 – Elbow rest		F		What happened after WWI?	
		7 - Parapet		Why is it called a World War?		Why did WW1 End?	Was the Treaty of Versailles harsh on Germany?
		E.		How did World War One end?			
		1917 – 1917 – 1918 – 1918 – 1918 – 1918 – 11th November 1918 –					



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





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	





Key Vocabulary

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





Key Vocabulary

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





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 40 th 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
 - Borrromean rings

Christian teachings about the Trinity

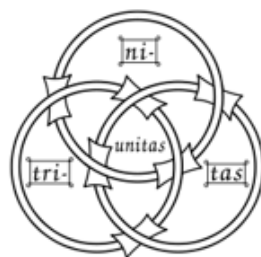
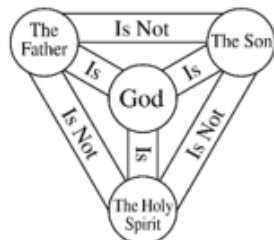
- During the baptism of Jesus, a voice from Heaven states '**You are my beloved Son**'. At the same time, the author describes the Holy Spirit descending '**like a dove**'. All three persons of the Trinity are present **at this time**.
- Before the ascension, Jesus tells his followers to "**make disciples 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

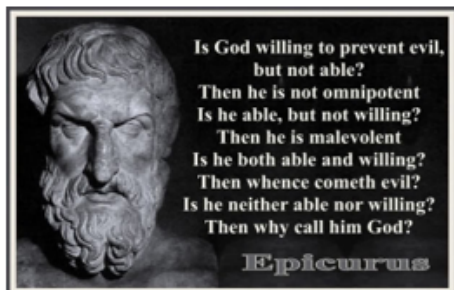
- The story of **Adam and Eve** teaches how humans disobeyed God. Originally, there was no pain and suffering. Suffering only entered the world because human beings sinned against God. Some Christians believe suffering is a punishment for sin. Another example of this is seen in the story of **Noah's 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 in the 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 or 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. Maximilian 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.

Good Friday

For God so loved the world, that He gave His only begotten Son, that whosoever believeth in Him should not perish, but have everlasting life.
John 3:16

FOR THE WAGES
OF SIN IS DEATH,

BUT THE GIFT
OF GOD IS

ETERNAL LIFE
IN CHRIST JESUS
OUR LORD.

ROMANS 6:23

RESURRECTION



WHAT HAPPENED?

Following Jesus' death, he is placed in the tomb of **Joseph of Arimathea**, 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 riser 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

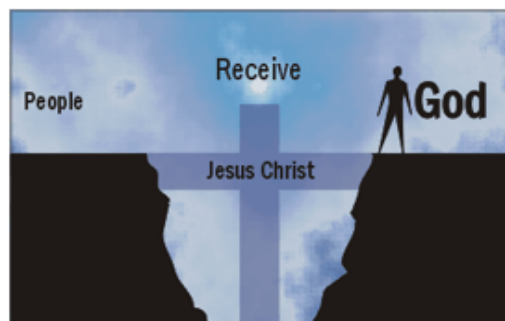
- Grace is also referred to as **God's love**, or **God's blessing**
- Most Christians believe that without God's grace, **humans cannot be truly good**.
- God's love is best shown through his **sacrifice of his son Jesus**, to take away Original Sin, and allow people to lead moral lives
- While this 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.



9.1.1 Describe tu familia - Describe your family	
Mi padre/ mi padrastro	My dad/stepdad
Mi madre/ mi madrastra	My mum/stepmum
Mi hermana/o mayor	My older sister/brother
Mi hermana/o menor	My younger sister/brother
Mi media/o hermana/o	My half sister/brother
Mis padres	My parents
Mis abuelos	My grandparents
Tiene(n) el pelo ...	S/he has (they have)... hair
Tiene(n) ... años	S/he is (they are)... years old
Es...	S/he is...
Son...	They are...

9.1.2 ¿Te llevas bien con tu familia? - Do you get on well with your family?	
Me llevo bien con...	I get on well with...
No me llevo bien con.../Me llevo mal con...	I don't get on well with...
Salimos	We go out
Discutimos	We argue
Compartimos	We share
Nos peleamos	We argue/fight
Tenemos mucho en común	We have lots in common
No tenemos nada en común	We have nothing in common
Me fastidia	S/he annoys me
Me hace reír	S/he makes me laugh
Juntos	Together

9.2.1 ¿Qué haces y cuándo? - What do you do and when?	
Juego	I play
Juego al baloncesto/ Juego en el parque	I play basketball/I play in the park
Hago	Literally: I do/ make (many expressions need hacer)
Hago natación/Hago escalada/Hago ejercicio	I swim – I go swimming/I climb/I exercise
Voy	I go
Voy al centro/Voy a una fiesta/Voy de paseo	I go to town/I go to a party/I go for a walk
Salgo	I go out
Me quedo en mi habitación	I stay in my room
Toco + instrumento	I play an instrument
Toco la guitarra/Toco la batería	I play the guitar/I play the drums

9.2.2 ¿Qué hace tu hermano/a? - What does your brother/sister do at the weekend?	
Juega	S/he plays
Hace	Literally: I do/make (many expressions need hacer)
Hace deporte/Hace sus deberes	S/he does sport/S/he does his/her homework
Va	S/he goes
Sale	S/he goes out
Se queda en su habitación	S/he stays in his/her room
Se entrena	S/he trains
A... le gusta (+ infinitive)...	S/he likes (to...)
Es aficionado/a de ...	S/he is a fan of...
Juegan ...	They play...
Hacen...	They do...
Somos muy diferentes	We are very different
Tenemos gustos similares	We have similar likes/interests
Su/sus (agrees with the object)	Her/his (su = his or her singular, sus = his or her plural)

9.3.1 ¿Cómo sería tu pareja ideal? - What would your ideal partner be like?

¿Te gustaría casarte o tener una familia?	Would you like to get married or have a family?
Mi novia/o ideal	My ideal boyfriend/girlfriend
(No) sería...	S/he would (not) be...
Tendría...	S/he would have...
Le gustaría	S/he would like...
Me gustaría	I would like
Casarse	To get married
Separarse	To separate
Divorciarse	To divorce
Enamorarse	To fall in love
Estar comprometido/a	To get engaged
Vivir juntos	To live together
El matrimonio	Marriage
La boda	Wedding
Soltero/a	Single
La libertad	Freedom

9.4.1 ¿Qué hiciste el fin de semana pasado? - What did you do last weekend?

Tuve que (+ infinitive)	I had to...
Quería (+ infinitive)	I wanted to...
Era/fue...	It was...
Me divertí mucho	I enjoyed myself
Hacía/hizo calor/frío	It was hot/cold
Llovía/llovió	It rained

9.4.2 ¿Qué hacías cuando eras pequeña/o? - What did you used to do when you were little?

Cuando era pequeña/o	When I was little
Lo que más me gustaba era	The thing I liked the most was...
Me gustaba (+infinitive)	I liked to ... /I used to like to...
Me encantaba (+infinitive)	I loved to.../I used to love to...
No soportaba (+ infinitive)	I could not stand...

9.3.2 En tu opinión ¿Qué es un buen amigo? - In your opinion, what is a good friend? (see Exercise Book for adjectives)

Un buen amigo/una buena amiga es...	A good friend is...
Me hace reír	Makes me laugh
Me hace feliz	Makes me happy
Me ayuda con mis problemas	Helps me with problems
Me acepta	Accepts me
Me entiende	Understands me
Comparte todo	Shares everything
La amistad	Friendship
Comprensiva/o	Understanding

9.3.3 ¿Cuáles son tus planes para el fin de semana? - What are your plans for the weekend?

Voy a (+ infinitive)	I am going to (+verb/activity)
Voy a salir de fiesta	I am going to go partying
Va a (+ infinitive)	S/he is going
Vamos a (+ infinitive)	We are going
Van a (+ infinitive)	They are going
Espero (+ infinitive)	I hope
Va a ser	It's going to be
Será	It will be
Como siempre	As usual

SPANISH Year 9 GCSE Term 1 Knowledge Organiser: Topic = Relationships

What we are learning this term:	
A. Countries/family members B. Describing physical appearance C. Describing personality+relationships D. Describing family members E. Describing relationships F. Key verbs and tenses	
6 Key Words for this term	
1. Me llevo bien 2. Me enfado 3. comprensivo	4. Cariñoso 5. Casado 6. soltero

A. Countries/family members	
Los Países Inglaterra Irlanda España Italia Suiza Alemania Portugal Francia Escocia El padre La madre La hermana El hermano El tío La tía Los padres Los abuelos Los primos	countries England Ireland Spain Italy Switzerland Germany Portugal France Scotland Dad Mum Sister Brother Uncle Auntie Parents grand parents cousins

B. ¿Describing physical appearance	
El pelo Largo Rubio Corto Pelirrojo Bajo Alto Gafas Bigote Barba Los ojos Moreno	Hair Long blonde Short Ginger Short tall Glasses Moustache Beard the eyes dark/olive skinned

C. ¿Como es tu personalidad?	
Simpático Inteligente Gracioso Feo Trabajador Antipático Generoso Sensible Amable Perezoso Cariñoso Honesto Egoísta Tonto Serio Estúpido Guapo Ambicioso Tímido Agradable Comprensivo Nervioso Hablador	friendly Clever Funny Ugly Hardworking Unfriendly Generous Sensitive Lovely Lazy caring Honest Selfish Silly Serious Stupid good looking Ambitious Shy Kind Understanding Nervous Talkative
<u>Time Phrases</u> a menudo Generalmente con frecuencia muchas veces a veces Siempre Nunca de vez en cuando Raramente una vez en la semana	<u>Time Phrases</u> Often Generally Frequently lots of times Sometimes Always Never from time to time Rarely once a week
<u>Relationship status</u> estoy separado/a estoy divorciado/a estoy casado/a estoy contento/a estoy enamorado/a estoy preocupado/a estoy soltero/a estoy jubilado/a	<u>Relationship status</u> I'm separated I'm divorced I'm married I'm happy I'm in love I'm worried I'm single I'm retired

F. 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. Describe y tu familia		E. Hablame de tus relaciones	
<u>1.1G ¿Cómo es tu familia?</u> Me llevo bien Me enfado alegre amable anciano/a cariñoso/a, castaño/a delgado/a la hija el hijo joven liso/a las pecas pelirrojo/a rizado/a viejo/a	<u>1.1G ¿Cómo es tu familia?</u> I get on well I get angry Happy Kind Old affectionate, brown hair Thin Daughter Son Young Straight Freckles red-haired Curly old	mismo/a peligroso/a reírse seguro/a travieso/a triste el verano la vida	honestsame Dangerous to laugh scertain, sure Naughty Sad Summer life
<u>1.1F Hablando de los amigos</u> a menudo comprensivo/a el consejo cuidar la disputa Egoísta Fastidiar Fuerte hablador/a honrado/a	<u>1.1F Hablando de los amigos</u> Often Understanding Advice to look after Argument Selfish to annoy, to bother Strong Talkative	<u>1.2G Hablando de parejas</u> el beso cada vez más cocinar comprar echar de menos enamorado/a los familiares feliz la gente el invitado/a maleducado/a el marido el matrimonio la mujer la novia el novio parecer la pareja	<u>1.2G Hablando de parejas</u> Kiss more and more to cook to buy to miss someonein love Relatives Happy People Guest Rude Husband Marriage wife, woman girlfriend, fiancée boyfriend, fiancé to seem partner

G. Translation Practice
My dad has long hair. M p t e p l
My mum has hair short and blonde. M m t e p r y c
Mi sister has blue eyes. M h t l o a
My brother has a beard. M h t b
My uncle has brown hair. M t e p m
My auntie is ginger. M t e p
My parents are short. M p s b
My grandparents are tall. M a s a
My cousins have glasses. M p t g
My dad is shy. M p e t
My mum is clever. M m e i
My sister is funny. M h e g
My brother is ugly. M h e f
My uncle is hardworking. M t e t
My auntie is unfriendly. M t e a
Your mother is generous. T m e g
Your father is sensitive. T p e s
Your sister is lovely. T h e a
Your brother is caring. T h e c
Your parents are honest. T p s h
Your grandparents are lazy. T a s v/p
Your cousins are kind. T p s a
Your auntie is selfish. T t e e
Your uncle is silly. T t e e
My brother is ambitious M h e a
My uncle is shy. M t e t
My auntie is kind. M t e a

H. Key Questions: Answer the following in your own words. Use these model answers	
¿Puedes describir te? ¿Cómo es tu aspecto físico, tu personalidad? Describe yourself	Soy bastante alto y delgado. Tengo los ojos azules y el pelo marrón y liso. Mis padres me describen como una persona cariñosa, comprensiva, sensible, honesta y un poco vaga.
¿Quiénes son los miembros de tu familia? About your family	Somos cinco en mi familia. Vivo con mis padres que se llaman Tengo un hermano menor que se llama .. y tengo una hermana mayor que tiene ____ años
¿Cómo sería un novio perfecto/una novia perfecta? ¿Por qué? Ideal BF/GF	Mi novia perfecta sería muy guapa y honesta y tendría el pelo rubio, corto y rizado. Todos los días sería sensible y no sería nunca perezosa o torpe.
¿Te llevas bien con tu familia? ¿Por qué? Get along with family	Me llevo bien con mi hermano porque es cariñoso y siempre comprensivo. No me llevo bien con mi hermana porque nos peleamos mucho y mi hermana se enfada conmigo.
¿Qué vas a hacer cuando tengas 18, 21, 24 años? ¿Por qué? Future plans	Cuando tenga 18/21/24 años voy a ir a la universidad y voy a estudiar (subjects), Después voy a viajar por el mundo y voy a trabajar para ganar dinero. Voy a casarme con mi novio/a y vamos a tener niños y vamos a vivir en una casa enorme y lujosa en el sur de Italia.

I. Key Questions: Key Questions: Translate these model answers using the KO	
¿Puedes describir te? ¿Cómo es tu aspecto físico, tu personalidad? Describe yourself	I'm quite short and thin, I have brown eyes and long straight hair. My parents describe me as a chatty shy person. My friends describe me as a friendly caring person
¿Quiénes son los miembros de tu familia? About your family	We are 4 in my family. I live with my dad who is called John. I have an older sister and a younger brother. She is happy but he is naughty
¿Cómo sería un novio perfecto/una novia perfecta? ¿Por qué? Ideal BF/GF	My ideal GF/BF would be caring and understanding. He/she would never be naughty, shy, and would always be happy
¿Te llevas bien con tu familia? ¿Por qué? Get along with family	I get on with my family because my mum is caring and my dad is understanding
¿Qué vas a hacer cuando tengas 18, 21, 24 años? ¿Por qué? Future plans	When I'm 24, I am going to have a big family. I am going to have 2 kids, a son and a daughter and I am going to be very happy

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
Words for MY", "YOUR", "HIS", "HER" Mi/mis – my / Tu/tus – your / Su/sus His hers	Mi hermano / mis hermanos Tu hermano/ tus hermanos
Comparatives More /less Better/worse The best/the worst	Más/menos que – more/less than Mejor/peor que – better/worse than Lo mejor/lo peor = the best/the worst



What we are learning this term:

- Line Drawing
- Introduction into Surrealism
- Rene Magritte
- Photomontage
- Observational drawing
- Key Words



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

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

Using continuous line drawing, recreate the face below.



Example

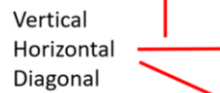
Your response

F. Keywords

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



What is the difference between lines?



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

Similarities:

- Surreal appearance
- Use of juxtaposition
- Sinister atmosphere created



Describe what is happening in each stage of the making?



Differences:

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



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

- Strange, uncanny, abnormal
- Juxtaposition, contrast
- dream-like, unconscious



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

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



D. What is the definition for photomontage?

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

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

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

What we are learning this term:

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



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

1. Using a sharp pencil
2. Keeping your pencil on the page and not taking it off
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Using continuous line drawing, recreate the face below.



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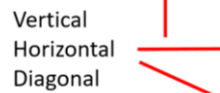
Your response

F. Keywords

Portrait	
Identity	
Collage	
Material	
Photomontage	
Characteristics	
Surreal	
Observation	
Mixed media	



What is the difference between lines?



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

Similarities:

Describe what is happening in each stage of the making?



Differences:



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

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



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

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



D. What is the definition for photomontage?

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



Y9 Food technology

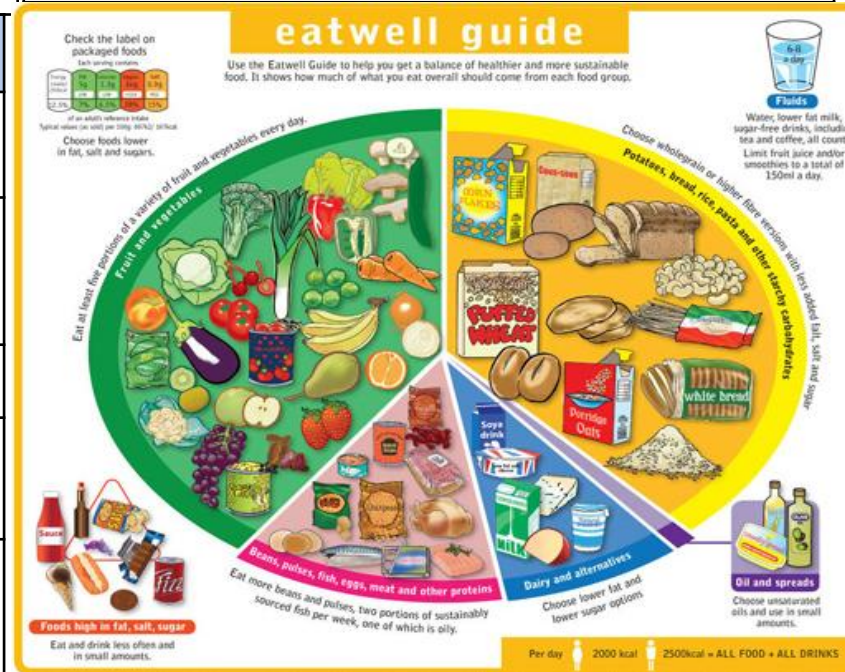
What we are learning this term:

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

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

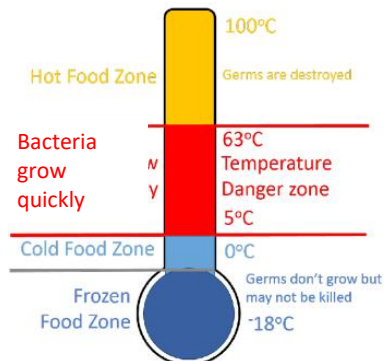
Food security – having enough food with enough nutrients to a) not starve and b) not develop deficiency illnesses i.e rickets.

Yield – 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 raw milk to kill harmful bacteria.

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**.



Y9 Food technology

What we are learning this term:

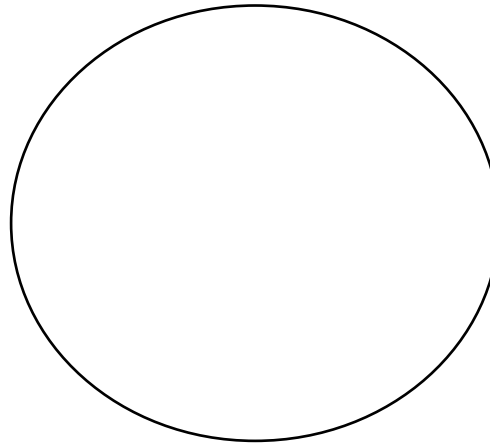
1. Health, safety and hygiene in the kitchen
2. The Eatwell guide and nutrients for teenagers
3. Storing food safely
4. Global food security
5. Food processing
6. Practical skills

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 .



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

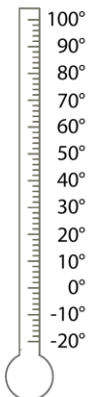
To insulate your body, give you _____, and protect your organs i.e butter.

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.

c.

Global food security

Food _____ – having enough food with enough nutrients to a) not starve and b) not develop deficiency illnesses i.e rickets.

Yield – the amount of food that can be _____ by a set of land or animals.

Issues

- Global warming causes drought, floods, wildfires and increased storms

- Less land is available for farming due to raising sea level/changing weather

solutions

- Farmers can manage _____ use carefully
- Farmers can provide _____ for animals
- Farmers can swap to crops with better drought/flood tolerance

- 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



Year 9 PRODUCT DESIGN Rotation Knowledge Organiser

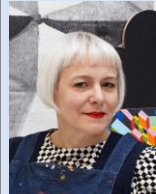
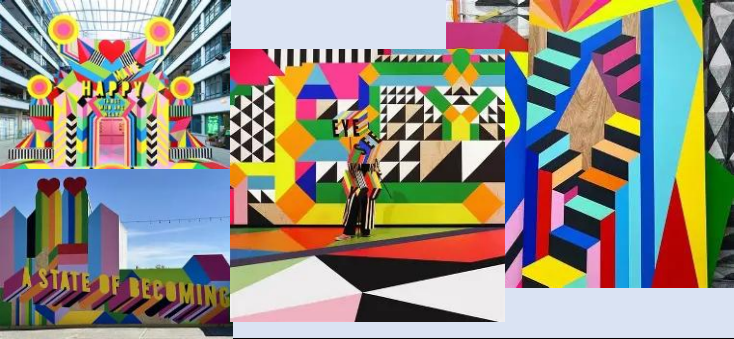


What we are learning this term:						
A. Workshop Tools B. Materials C. Key concepts D. Key Words E. Designer research						
A.	Workshop Tools 					
Steel Rule	Tri-Square	Laser Cutter	Mitre square	Tenon Saw	Pillar Drill	Bandfacer
						

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



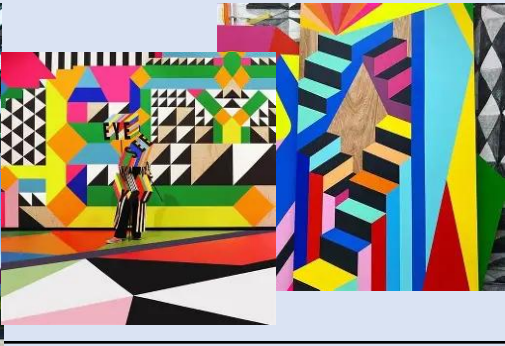
What we are learning this term:				
A. Workshop Tools	B. Materials	C. Key concepts	D. Key Words	E. Evaluating Work

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: _____	

YEAR 9 GRAPHIC COMMUNICATION

What are we learning this term?

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

What is a logo?

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

How does Alex Trochut design logos?

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

B | Typography

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



C | Computer skills

What is the shortcut for copy?

Cntrl + C

What is the shortcut for paste?

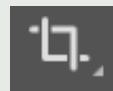
Cntrl + V

What does this symbol stand for?



Photoshop

What does this symbol mean?



Cropping

D | Key words

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

E | Evaluation

Evaluation: To judge or give an opinion

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

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

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

For example:

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

YEAR 9 GRAPHIC COMMUNICATION

What are we learning this term?

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

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

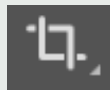
What is the shortcut for copy?

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

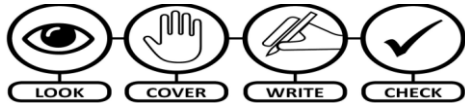
Evaluation: To judge or give an opinion

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

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



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

C	Instruments in popular music
---	------------------------------



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



D	Exploring Conjunct and Disjunct Melodies
CONJUNCT MELODIC MOTION – Melodies which move mainly by step or use notes which are next to or close to one another. Conjunct DISJUNCT MELODIC MOTION – Melodies which move mainly by leap or use notes which are not next to or close to one another. Disjunct MELODIC RANGE – The distance between the lowest and highest note in a melody	

SCAN ME

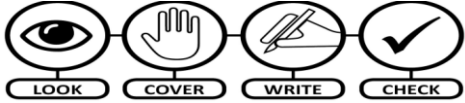


F	Note Values and Dotted Note Values						
Note	Name	Beats	Rest	Note	Name	Beats	Rest
	Semibreve, Whole Note	4 beats			Dotted Semibreve, Dotted Whole Note	6 beats	
	Minim, Half Note	2 beats			Dotted Minim, Dotted Half Note	3 beats	
	Crotchet, Quarter Note	1 beat			Dotted Crotchet, Dotted Quarter Note	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



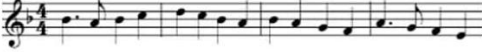
A	What we are learning about this term...
1	Popular song structure
2	Lyrics , hooks and riffs in popular music
3	Melody – conjunct and disjunct
4	Range, instruments and lead sheets in pop music



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  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	SCAN ME 

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 _____



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 emotional 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.



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. D - Creation of an original performance in response to a stimulus.
2. Naturalism-
3. Theatre of - Style of theatre that aims to shock and confront the audience
4. Epic theatre- emphasizes the audience's p and r to the piece through a variety of techniques that deliberately cause them to individually e in a different way.
5. M - When an actor plays more than one character on stage
6. Placards-
7. Script a - Actors interrogate a script for its intended meaning
8. Given Circumstances- W , w , w , h and w of a character in a play
9. - 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-

Bertold Brecht 1898-1956



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The process of 'm s '. 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:

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 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?

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Objectives:

Super Objective:

The Magic If:

Units:

Emotional Memory:



Antonin Artaud 1896-1948

Famous for “ .” 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:

Attack the senses:

Universal language:



#AIMHIGH CHALLENGE TASKS Y9

Hard Work ... Kindness...Responsibility



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

SWINDON ACADEMY READING CANON

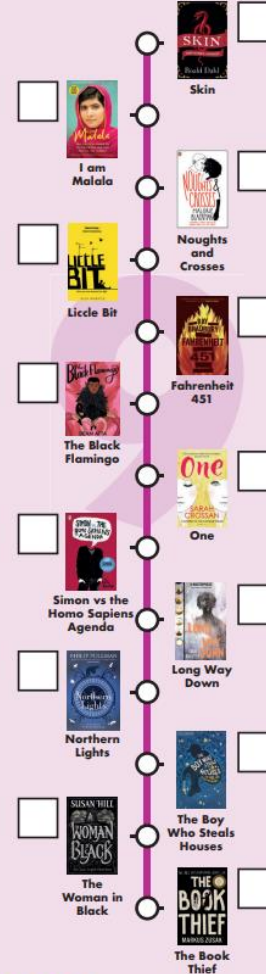
Year 7



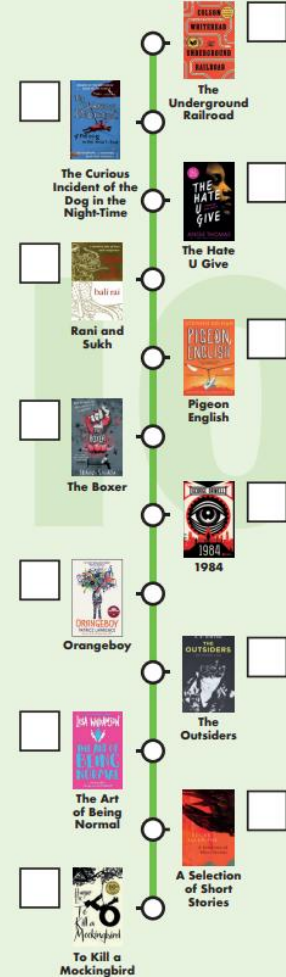
Year 8



Year 9



Year 10



#ReadingisPower