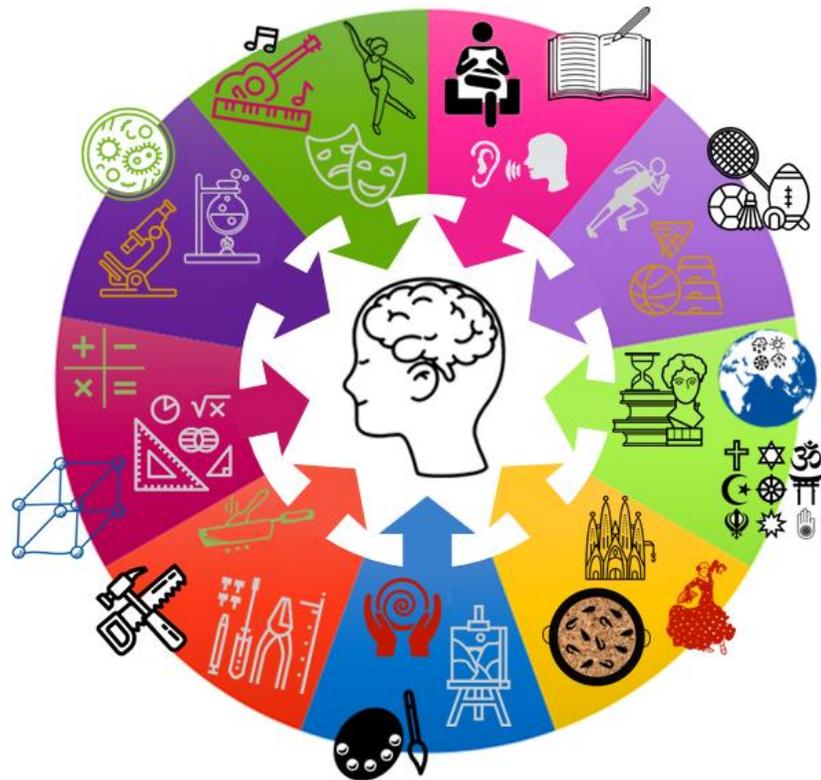


100% book - Year 9 Booster

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

Term 4



Swindon Academy 2025-26

Name:	
Tutor Group:	
Tutor & Room:	

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

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

Using your Knowledge Organiser and Quizzable Knowledge Organiser

Knowledge Organisers

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

What are we learning this term:

1. Matter
2. Changing from
3. Particles
4. Making
5. Freezing
6. Condensation
7. Evaporation
8. Solids
9. Solvent
10. Solution

4 Key Words for this term:

1. Matter
2. Particles
3. Solids
4. Making
5. Freezing
6. Condensation
7. Evaporation
8. Solids
9. Solvent
10. Solution

A. What is particle theory?
The theory that all matter is made up of particles.

A. Describe the properties of the three states of matter.

Solid	Liquid	Gas
• Particles are packed closely together in a regular pattern.	• Particles are packed closely together but can move past each other.	• Particles are far apart and are arranged randomly.

B. What are the different changes of state?

Melting	change of state from solid to liquid
Freezing	change of state from liquid to solid
Evaporation	change of state from liquid to gas
Condensation	change of state from gas to liquid

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

Pure: A material that is made up of only one type of particle.

Impure: A material that is made up of more than one type of particle.

Quizzable Knowledge Organisers

A. What is particle theory?

A. What is the law of conservation of mass?

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

Solid	
Liquid	
Gas	

B. What are the different changes of state?

Melting	
Freezing	
Evaporation	
Condensation	

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

Pure

Impure

Expectations for Prep and for using your Knowledge Organisers

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

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

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

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

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

Top Tip

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

How do I complete Knowledge Organiser Prep?

Step 1

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

The screenshot shows the epraise website interface. On the left is a 'Planner' for the week of 10th May to 14th May 2020, with a grid for different subjects. On the right is a 'New Year's Homework/Revision: Topic TSP Pack' for 'What is particle theory?'. It includes a table of contents with sections like 'What is particle theory?', 'Describe the arrangement and movement of particles in the three states of matter', and 'What is the law of conservation of mass?'. Below the table are small diagrams and text boxes for each section.

Step 2

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

This block shows a printed knowledge organiser page for 'What is particle theory?' and 'What are the different changes of state?'. The page includes definitions for solid, liquid, and gas states, and a diagram of state changes (melting, freezing, evaporation, condensation) with arrows indicating energy gain and loss. A student has handwritten '29th May 2020' and 'Particle theory' in the right margin.

Step 3

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

Handwritten notes in a prep book. At the top, the date '29th May 2020' is written. Below it, the title 'Properties of the states of matter' is underlined. The notes define particle theory as 'all matter is made of particles'. It then describes the three states: 'Solid = regular pattern particles vibrate in fixed position', 'Liquid = particles are arranged randomly but are still touching each other. Particles can slide past each other and move around.', and 'Gas = Particles are far apart and are arranged randomly. Particles carry a lot of energy'.

Step 4

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

Handwritten notes in a prep book repeating the definitions for the three states of matter. Each definition is written three times: 'Solid = regular pattern particles vibrate in fixed position', 'Liquid = regular pattern particles vibrate in fixed position', and 'Gas = regular pattern particles vibrate in fixed position'.

Step 5

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

This block shows a 'quizzable' version of the knowledge organiser. It has a table with questions and blank spaces for answers. A student has handwritten 'Self quizzing' for the first question, 'Arrangement/movement of matter' for the second, and 'Solid = regular pattern particles' for the third. There are also blank boxes for 'solid', 'liquid', and 'gas' at the bottom.

Step 6

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

Handwritten notes in a prep book, similar to Step 3, but with corrections and checkmarks. The definitions for solid, liquid, and gas are written with checkmarks. The liquid definition has 'are still touching each other' crossed out and replaced with 'are still touching each other'. The gas definition has 'far apart' written above 'are arranged randomly'. There are also checkmarks at the end of each definition.

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

'Romeo and Juliet': T Knowledge Organiser

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

'Romeo and Juliet': T Knowledge Organiser

Plot breakdown		Characters	Vocabulary: Key words
p	The Prologue outlines the main _____ in the play and _____ the _____ of the _____ of _____ and _____.	Romeo (Montague) Young _____. Falls in love with _____. _____ at the end of the _____. "Did my heart love till now? forswear it, sight! For I ne'er saw true beauty till this night"; "Thus with a kiss I die"	tragic – _____ submissive – _____ narcistic – _____ feud – _____
1.1	The _____ and _____ in the _____ of _____, Prince Escalus swears that any further fighting will be _____ by _____.	Juliet (Capulet) 13-y _____ - _____ girl. Falls in _____ with _____. Kills _____ at the end of the _____. "Wherefore art thou Romeo? Deny thy father and refuse thy name"; "O happy dagger, This is thy sheath; there rust, and let me die"	shrine – _____
1.2	_____ asks Lord _____ about marrying his _____ Juliet. Capulet tells Paris to wait as she is too young.		status quo – _____
1.3	Lady _____ advises _____ to agree to _____.	Lord Capulet (Capulet) Head of the _____ family. Juliet's _____. Orders her to marry his friend, Paris. "She will be ruled In all respects by me"	obstacle – _____
1.5	At the Capulet's _____ ball, Romeo sees Juliet and _____ in love with her. They _____, _____, and fall in _____. As they depart, they learn they are from _____ families.		vindictive – _____
2.2	In the _____ scene, Romeo and Juliet fall _____ in love. They _____ to get _____.		patriarchy – _____
2.3	Romeo asks _____ to _____ him and _____. Lawrence _____, thinking it will _____ the _____.	belligerent - warlike	
2.6	Friar _____ Romeo and _____.	Paris (no family) _____ of Verona. Wants to _____ _____, Killed by _____ at the end of the play.	exile (vb.) – _____
3.1	_____ and _____ fight in the streets. _____ kills _____; _____ kills _____. Prince Escalus decides to _____ from Verona.		tenacious – _____
3.4	Lord _____ tells _____ that he can marry Juliet in three days' time.	Friar Lawrence (no family) _____ in Verona. _____ to _____ Romeo and Juliet, thinking it will bring _____ to the city. "For this alliance may prove To turn your households' rancour to pure love"	catastrophe – _____
3.5	After their _____ night, Romeo leaves Juliet for the last time. They have a _____ of the other's _____. After Romeo leaves, Lord Capulet _____ Juliet to marry _____, threatening to _____ her if she _____.		stoicism – _____
4.1	Friar Lawrence comes up with a _____; Juliet must _____ to be _____ and then _____ Verona with Romeo. She _____ to the plan.	Mercutio (Montague) Romeo's _____. Killed by _____. "A plague a'both your houses!"	Terminology: Key words
5.3	Romeo _____ learn of Friar Lawrence's _____. He sneaks back into Verona and visits Juliet's _____. He thinks she is _____, and kills himself with _____. Moments later, Juliet wakes up. She finds Romeo's body and kills _____ with his dagger. The two _____ agree to end their _____.		Prince Escalus (no family) _____ of Verona. Wants to bring _____ to the city. "If ever you disturb our streets again, Your lives shall pay the forfeit of the peace"
The Big Ideas:		Structure of Shakespearean tragedy (Bradley) Exposition _____ _____ _____ Development/Rising Action: _____ _____ Catastrophe: _____ _____	prologue – _____
Role of women: Juliet is _____ to make her own decisions. She is _____ by her father who eventually decides to _____ her off to a _____ man. She breaks the _____ when she _____ her father and makes her own decisions.			sonnet – _____
Evolution of Juliet's character: Juliet is a stereotypical _____ daughter at the _____, she is loyal and _____. She becomes _____ and independent through her romance with Romeo. She becomes a tragic hero by _____ in pursuit of her own desires.		dramatic irony – _____	
Tragedy: A Shakespearean tragedy is the story of one or two heroes of '_____,' such as Kings or Lords. They act in pursuit of one _____. The story leads up to and includes the _____ of the hero as a result of their _____.		Tragic hero – _____	
Fate and destiny: Fate is the idea that the _____ of a life are not in their control. The _____-crossed lovers suggests they were fated for _____. This leads to many questions: Is the tragic ending inevitable? Do they act _____?		soliloquy – _____	
		hyperbole – _____	
		tragic flaw - _____	
		foreshadow – _____	
		thesis – _____	
		Features of Shakespearean tragedy (Bradley)	
		The characters are '_____ - _____' – they are important people.	
		The tragic hero _____: they try to do _____. They don't _____ things _____ to them.	
		Whatever they try to do, it always puts them in a worse situation .	
		They are _____ – there is something that makes them _____.	

Energy Stores

There are 8 energy stores:

Store	Stored in...
Kinetic	moving objects
Gravitational potential	objects raised above ground
Elastic potential	Stretched or compressed objects
Thermal	All objects due to particle movement
Chemical	Substances (foods, fuels) that can release energy in a chemical reaction
Nuclear	The nucleus of atoms
Magnetic	Magnets attracting or repelling
Electrostatic	Separation of charges

Conservation of energy law:

Energy is **NEVER** created or destroyed

Energy is transferred by different pathways – by heating or when work is done

When energy is transferred, some is often transferred to the environment – this is wasted or dissipated energy

Efficiency

Tells us how much of the energy is transferred usefully.

$$\text{Efficiency} = \frac{\text{Useful output energy transferred by the device}}{\text{Total input energy supplied to the device}}$$

$$\text{Efficiency} = \frac{\text{Useful power out}}{\text{Total power in}}$$

Wasted energy always ends up in the **thermal store** of the surroundings

P1 Energy

Calculating energy stores

The energy stored in a raised object can be calculated using:

$$\text{GPE} = \text{mass} \times \text{height} \times \text{gravitational field strength}$$
$$\text{GPE} = mgh$$

The energy stored in a moving object can be calculated using:

$$\text{KE} = \frac{1}{2} \text{mass} \times \text{velocity}^2$$
$$\text{KE} = \frac{1}{2} m v^2$$

Energy stored in a stretched or compressed object can be calculated using :

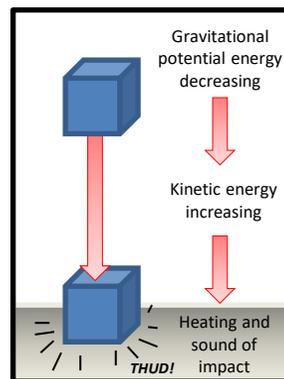
$$E = \frac{1}{2} \text{spring constant} \times \text{extension}^2$$
$$E = \frac{1}{2} k e^2$$

Transfers of energy:

E.g. An object above ground has GPE.

If that object falls:

1. Decreases its GPE store
2. Increases its KE store as it falls
3. Waste energy transferred to the environment by heating and sound



Specific heat capacity

The amount of energy needed to change the temperature of 1Kg of a substance by 1°C

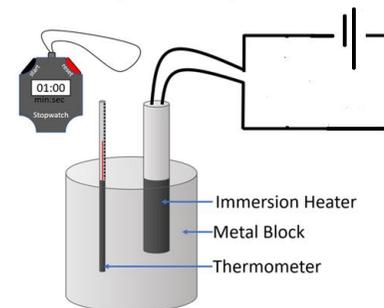
It is calculated by:

$$E = \text{specific heat capacity} \times \text{mass} \times \text{temp change}$$
$$E = \text{SHC} \times m \times \theta$$

Units for SHC are J/Kg/°C

Different materials have different specific heat capacity values.

This can be investigated using the equipment below:



- Energy is supplied to the block by the immersion heater over a fixed time period (e.g 5 mins)
- The thermometer measures the temperature of the block at the start and the end of the experiment
- The stopwatch measures the time
- If the power of the heater is known (e.g 50W) the energy transferred to the block can be found using the equation:

$$\text{Energy (J)} = \text{Power (W)} \times \text{time (s)}$$

The specific heat capacity of different materials can be investigated by:

- changing the metal (**independent variable**)
- measuring the temperature increase (**dependent variable**)
- Keeping the energy supplied, mass and insulation the same (**control variables**)

Insulating the block reduces energy transferred to the thermal store of the environment, improving accuracy

Energy Stores

Complete the table:

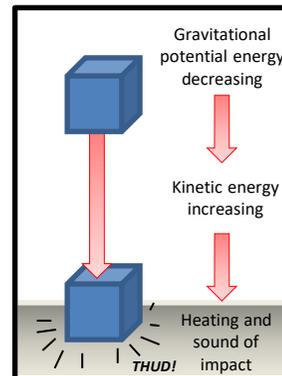
Store	Stored in...
kinetic	
	objects raised above ground
Elastic potential	
	All objects due to particle movement
Chemical	
	The nucleus of atoms
Magnetic	
	Separation of charges

1. What is the conservation of energy law?
2. In what two general ways is energy transferred?
3. What is wasted energy?

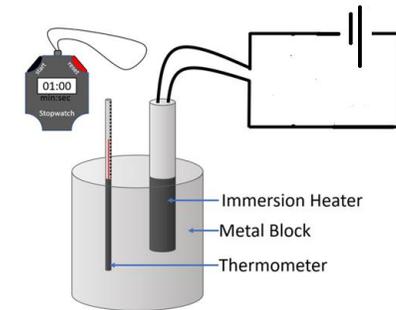
Efficiency

1. What is the equation to calculate efficiency?
2. Where does wasted energy end up?

1. What is the equation linking gravitational field strength, GPE, height and mass?
2. What is the equation linking kinetic energy, mass and velocity?
3. What quantity is found in both equations?
4. What happens to the GPE store when a raised object falls?
5. What happens to the KE store of a raised object when it begins to fall?
6. By which two pathways is energy transferred to the environment when an object falls?



1. What is the specific heat capacity of a substance?
2. In the hypothesis 'different metals have different specific heat capacity values' what is the independent variable?



3. What does the immersion heater do?
4. What two readings are taken using the thermometer?
5. What is a sensible time period to use for transferring energy to the block?
6. What should be put round the block?

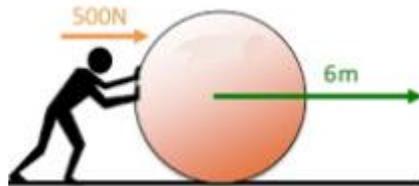
Power and work done

Work done = energy transferred

Energy transferred mechanically is calculated:

$$\text{Work done} = \text{force} \times \text{distance}$$

$$W \text{ (J)} = F \text{ (N)} \times s \text{ (m)}$$



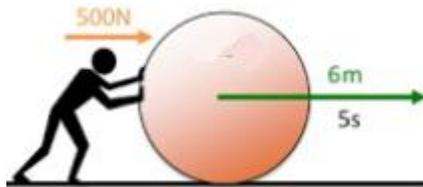
$$\text{Work done} = 500\text{N} \times 6\text{m}$$

$$= 3000 \text{ J}$$

Power = energy transferred per second
1 Watt = 1 Joule per second

$$\text{Power} = \text{energy transferred} \div \text{time}$$

$$P \text{ (W)} = e \text{ (J)} \div t \text{ (s)}$$



$$\text{Power} = \text{Energy} \div \text{time}$$

$$= 3000 \text{ J} \div 5 \text{ s}$$

$$= 600\text{W}$$

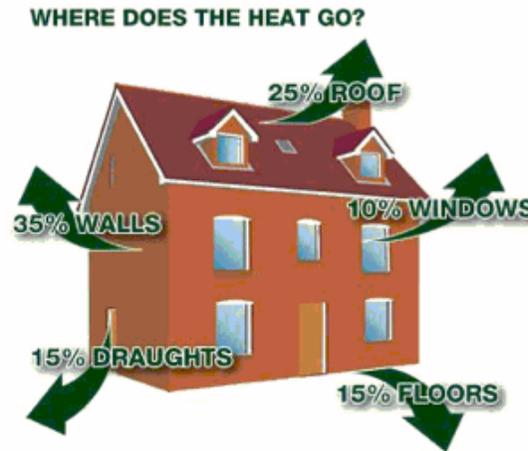
A more powerful appliance transfers more energy per second, eg:



Reducing unwanted energy transfers

Reducing wasted energy means lower costs

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



Reducing energy transfers in homes

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

Reducing energy transfers in appliances:

- Lubrication – reduces friction



- Streamlining – reduces air resistance



Energy resources

We use energy resources for electricity generation, transport and heating

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

Example	+	-
Coal, oil, natural gas	Reliable method of generating electricity	Release CO ₂ which contributes to global warming
nuclear	No CO ₂ released	Produces radioactive nuclear waste

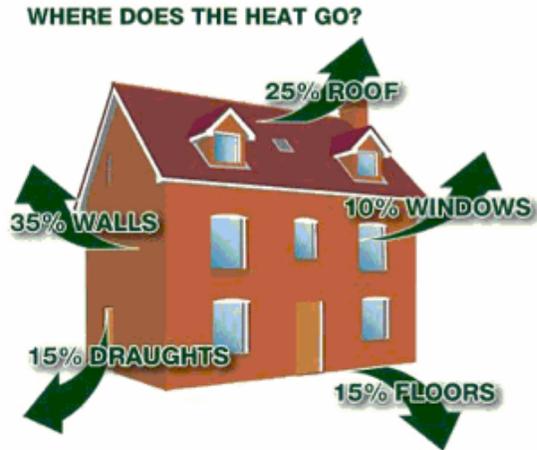
Renewable resources:

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

Example	+	-
Solar	No CO ₂ released	Don't work at night or well on cloudy days
wind	No CO ₂ released	Doesn't work if it isn't windy
Hydro	No CO ₂ released	Damage to habitats
Geothermal	No CO ₂ released	Only found in specific places
waves	No CO ₂ released	Damage to habitats
Biofuel	Carbon neutral	Uses crop land to grow new forests

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

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



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

5. What does lubrication reduce?



6. What does streamlining reduce?



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



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B.	Factors affecting the rate of urbanisation
Rural-urban migration	
Push factors	
Pull factors	
Natural increase	

D.	Social	Economic
Opportunities		
	Social and economic (HEWE)	Environmental (WART)
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D.	Rio
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Quality of life	
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H.	Can you define these key words?
Anti-Semitism	hostility or prejudice against Jewish people
Genocide	the deliberate killing of a large group of people, especially those of a particular nation or ethnic group
Holocaust	destruction or slaughter on a mass scale
Persecution	hostility and ill-treatment, especially because of race or political or religious beliefs; oppression
Discrimination	The unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, or sex
Lebensraum	Living space in the East (eg.Poland) where Hitler planned to take land for his 1000 year Reich for the superior German (Aryan) race
Nuremberg Laws	A series of laws reducing German Jews human rights, such as their ability to marry Germans, vote, and citizenship
Pogrom	A violent attack on Jewish Communities, these had been occurring in Europe since 1900
Roma	Known as Gypsies, they were persecuted by the Nazis
SA	Brownshirts Nazi thugs that attacked Nazi enemies
SS	Hitler's Elite soldiers(Blackshirts) , led by Himmler. They fought in the army and ran the concentration and death camps.
SS Einsatzgruppen	SS murder squads in Eastern Europe, capturing and murdering Jews
Sterilisation	Preventing men and women from breeding through surgery
Genocide	Killing if an entire race of people
Synagogue	A Jewish place of Worship
The Final Solution	The Nazi plan to murder all Jews in Europe
Aryan	German superior race as believed by the Nazis
Concentration Camp	Prison camps set up by the Nazis from 1933. They held political prisoners and minority groups in terrible conditions
Extermination 'Death' Camp	A concentration camp designed for murdering huge numbers of people such as Jews in gas chambers
Eugenics	The study of races. Nazis' distorted view on science such as Darwin's survival of the fittest
Euthanasia	"Mercifully" killing of people with disabilities or disease
Gestapo	Hitler's secret police that spied on people

What we are covering whilst working from home: The Holocaust	
<p>We will be looking at:</p> <ul style="list-style-type: none"> The history of anti-Semitism in Europe (I) The start of the persecution of Jews in Nazi Germany and the consequences for German Jews (J) How Jewish persecution in Germany escalated from 1933-1939 resulting in The Final Solution (K) Why we need to remember the Holocaust (L). 	
H.	Can you define these key words?
Ghettos	Parts of cities that were walled off to contain Jews. They lacked water and healthcare and food. They were very overcrowded and many Jews died there.
Kristallnacht	Means 'The Night of Broken Glass'. Attacks on Jewish, synagogues homes and businesses in 1938 by the SS and SA
Untermenschen	Means 'under person' refers to anyone seen as undesirable in Hitler's Germany e.g. Roma, Homosexuals, communists, Jews
Minorities	Anyone considered non-Aryan, disabled people, homosexuals, Roma
Boycott of Jewish Businesses 1933	
<ul style="list-style-type: none"> On 30th March 1933, the Nazi Party announced that from 10am on 1st April an official boycott would be held of all Jewish businesses, doctors and lawyers. SA members (paramilitary unit associated with the Nazis) painted Jewish stars or the word <i>Jude</i> (German word for Jew) outside Jewish businesses. They then stood outside with banners ('Don't buy from Jews') discouraging people from going inside. The boycott was not very successful-many people just ignored the signs and graffiti and still entered the shop and it lasted just a day, but it marked the beginning of a nationwide campaign by the Nazi Party against the entire German Jewish population 	

J.	What were the consequences of the Nuremberg Laws for Jews in Nazi Germany?		
What they were:	Consequences:		
<ul style="list-style-type: none"> On 15th September 1935 the Nuremberg Laws were passed which were a new set of laws which made it easier to persecute Jews. The Reich Law on Citizenship stripped Jews of their citizenship (and all rights of it such as voting, working for the government etc) and made them 'subjects'. Jews now had to wear a yellow star shaped patch to identify themselves. The Reich Law for the Protection of German Blood and Honour made it so that Jews were not allowed to marry or have intimate relations with German citizens. Racial infamy (as it became known) was a criminal offense. 	<ul style="list-style-type: none"> These laws redefined what it meant to be a Jew - being Jewish was now a race rather than a religion (you were considered a Jew if you had 3 or 4 Jewish grandparents). Grandparents born into a Jewish religious community were considered 'racially' Jewish and their 'racial' status was passed onto their children and grandchildren This legal definition of a Jew covered tens of thousands of people who did not think of themselves as a Jew and had no religious or cultural ties to the Jewish community - many Jews who hadn't practiced Judaism for years found themselves caught in the grip of Nazi terror. Even people with Jewish grandparents who had converted to Christianity were defined as Jews. For the first time in history, Jews faced persecution not for what they believed, but for who they were by birth. In Nazi Germany no profession of belief could convert a Jew into a German. The Nuremberg Laws were a crucial step in Nazi racial laws that led to the ostracism of German Jews and ultimately to their segregation, confinement, and extermination. 		
I	What do these factors show about anti-Semitic attitudes in Medieval Europe?		
Adolf Hitler	Nazi dictator of Germany 1933-45		
Heinrich Himmler	Leader of the SS. It was that carried out the mass extermination of the Jewish people		
Adolf Eichman	Adolf Eichmann was a German-Austrian high ranking SS officer and one of the major organisers of the Holocaust		
Josef Goebbels	Nazi minister of propaganda		
Rudolf Hoss	Hoss was the longest serving officer in charge of Auschwitz		
K. How did Jewish persecution increase from 1933 to 1939.			
Boycott of Jewish Businesses 1933	Nuremberg Laws 1935	Kristallnacht 1938	Ghettos 1939
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H. <i>Can you define these key words?</i>		What we are covering whilst working from home: The Holocaust		J.	What were the consequences of the Nuremberg Laws for Jews in Nazi Germany?														
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What we are learning this term:	
A. Key words B. Religion and equality C. Racism D. Gender	E. LGBTQ F. Disability

B	Equality and religion
	<ul style="list-style-type: none"> • People experience prejudice due to sex, disability, race, sexual orientation • Equality is important to make society fair • The Equality Act 2010 prohibits employers, educators and service providers from discriminating against protected characteristics (race, disability, sex) • Christianity – “you are all one in Christ” • Hinduism – the Divine is present in all human beings • Islam – the only way one human is better than another is through goodness

A.	Can you define these key words?
Key words	Key definition
Equality	The state of being equal in status, rights or opportunities
Discrimination	The unequal treatment of different groups of people based on race, age, sex etc.
Prejudice	A negative opinion about someone before knowing them based on their belonging to a certain group
Privilege	A special right or advantage given to a person or group
Racism	Discriminating against or preferring someone based on their race
Liberation	The act of setting someone free from slavery or imprisonment
Feminism	A movement fighting for women’s rights
Status	A persons position in society
Rights	A moral or legal entitlement to something
Persecution	Systematic mistreatment of an individual or group by another individual or group due to race, religion, gender, sexuality, etc.
Disability	A physical or mental condition that limits a person’s movements, senses or activities
Diversity	The practice or quality of including or involving a range of different people
Justice	The role of the judge is to make sure that justice is done

C	Racism
	<ul style="list-style-type: none"> • Islam – “There is no superiority... except on the basis of righteousness” • Christianity – “There is neither Jew nor Greek, male nor female, you are all one in Christ” • Hinduism – “There is none high or low amongst you” • There are some examples in scripture of slavery – in The Bible, it says “slaves obey your masters” and some use this to justify actions e.g. Ku Klux Klan. • Quakers are Christians who called for the liberation of Slaves • Martin Luther King was inspired by Christianity to campaign for civil rights using non-violent methods • Malcolm X was important in the fight for equality

D	Gender		
	<table border="0"> <tr> <td> <p>Gender equality is equal access to resources and opportunities regardless of gender</p> <ul style="list-style-type: none"> • Christianity – in Genesis it says God made men and women differently “Eve was created by God by taking her from the rib of Adam” • Traditional gender roles e.g. woman caring for home are found in many religions • Islam – some people claim the Qur’an justifies violence “Make clear to them the matter” BUT “the Messenger of God never struck a woman, child or a servant” </td> <td> <p>Women in worship</p> <ul style="list-style-type: none"> • Catholic church does not allow women into priesthood • Men and women worship in the Mosque separately from men • Some mosques are now female led only, and the Catholic Women’s Ordination campaign for women to have the right to be ordained </td> </tr> </table>	<p>Gender equality is equal access to resources and opportunities regardless of gender</p> <ul style="list-style-type: none"> • Christianity – in Genesis it says God made men and women differently “Eve was created by God by taking her from the rib of Adam” • Traditional gender roles e.g. woman caring for home are found in many religions • Islam – some people claim the Qur’an justifies violence “Make clear to them the matter” BUT “the Messenger of God never struck a woman, child or a servant” 	<p>Women in worship</p> <ul style="list-style-type: none"> • Catholic church does not allow women into priesthood • Men and women worship in the Mosque separately from men • Some mosques are now female led only, and the Catholic Women’s Ordination campaign for women to have the right to be ordained
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E.	LGBTQ
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F	Disability
	<ul style="list-style-type: none"> • UK – Disability discrimination is illegal (being treated badly or put at a disadvantage due to disability) • Bible – Jesus went out of his way to heal the sick and help disabled people • Qur’an – encourages good treatment and giving help to those who are disabled • Buddhism and Hinduism – disability is not a punishment from God, comes from bad karma

	<ul style="list-style-type: none"> • Homosexuality was illegal in the UK until 1967 • Members of the LGBTQ community have faced persecution in the UK and abroad e.g. Russia and Cameroon have seen an increase in violence • Christianity – “God created man in His image... male and female He created them” • Christianity – “You shall not lie with a male as with a woman; it is an abomination” • Buddhism, Sikhism and Hinduism do not mention homosexuality • Dalai Lama – “For a Buddhist, a relationship between two men is wrong” • Catholic – Welcomes all those who are homosexual but invites them to live a life of celibacy
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What we are learning this term:

- | | |
|--------------------------|---------------|
| A. Key words | E. LGBTQ |
| B. Religion and equality | F. Disability |
| C. Racism | |
| D. Gender | |

B	Equality and religion

C	Racism

D	Gender

E.	LGBTQ

A.	Can you define these key words?
Key words	Key definition
Equality	
Discrimination	
Prejudice	
Privilege	
Racism	
Liberation	
Feminism	
Status	
Rights	
Persecution	
Disability	
Diversity	
Justice	

F	Disability



What we are learning this term:	
A.	Talking about free time
B.	Talking about your plans for the weekend
C.	Talking about eating out
D.	Talking about special occasion meals
E.	Extending what you can say about sport
F.	Talking about sport in the world
6 Key Words for this term	
1. disfrutar	4. campeones
2. jugar	5. formentar
3. los deportes	6. a selecció

3.1G ¿Qué te gusta hacer?	
aburrido/a	boring
bailar	to dance
cantar	to sing
el cine	cinema
de vez en cuando	from time to time, occasionally
entretenido/a	entertaining
estimulante	challenging
jugar	to play (game, sport)
leer	to read
libre	free
odiar	to hate
la película	film
practicar	to practise
salir	to go out
la tarde	afternoon, evening
el teclado	keyboard
tocar	to touch, to play(an instrument)
ver	to see, watch

3.3G ¿Haces deporte?	
activo/a	active
al aire libre	in the open air, outdoors
ayudar	to help
el baloncesto	basketball
el campo	countryside, playing field
la cancha	court
los deberes	homework
la equitación	horse riding
el estadio	stadium
montar a caballo	to ride a horse
montar en bicicleta	to ride a bike

3.1F ¿Qué haces en tu tiempo libre?	
a veces	sometimes
bastante	quite
cada	each, every
cenar	to have an evening meal
charlar	to chat
el coro	choir
descansar	to rest
los dibujos animados	cartoons
el documental	documentary
el fin de semana	weekend
genial	great
las noticias	news
nunca	never
ocupado/a	occupied, busy
policíaco/a	police, detective, crime (adj.)
poner	to put
por lo general	in general
siempre	always
el teatro	theatre
la telenovela	soap opera
terminar	to finish
el tiempo	time
todo/a/os/as	all, every
tonto/a	silly, stupid
la vez	time, occasion

3.2G Comer y Beber	
el (fem.) agua (mineral)	(mineral) water
beber	to drink
el bocadillo	sandwich
la carne	meat
la cena	evening meal
cenar	to have supper / to have an evening meal
comer	to eat
la comida	lunch, food, meal
desayunar	to have breakfast
el desayuno	breakfast
después	afterwards
el helado	ice cream
el huevo	egg
el jamón	ham
la leche	milk
las legumbres	pulses
la mantequilla	butter
la manzana	apple
la mermelada	jam, marmalade
las patatas fritas	chips, fries

Key Verbs				
Salir To go out	Ir To go	Jugar To play	Hacer – to do/make	Tocar To play (ins)
Salgo I go out	Voy I go	Juego I play	Hago I do	Toco I play
Sales You go out	Vas You go	Juegas You play	Haces You do	Tocas You play
Sale He/she goes out	Va s/he goes	Juega He/she plays	Hace s/he does	Toca He/she plays
Salimos We go out	Vamos They go	Jugamos We play	Hacemos We do	Tocamos We play
Salen They go out	Van They go	Juegan They play	Hacen They do	Tocan They play

3.2G Comer y Beber	
el perrito caliente	hot dog
el pescado	fish
el pollo	chicken
el postre	dessert, pudding
el queso	cheese
la sopa	soup
el té	tea
tomar	to take, to have (food, drink)
la tortilla	omelette
la tostada	toast
el vaso	glass
las verduras	vegetables

3.2F Vamos a comer fuera	
el atún	tuna
el bacalao	cod
la barra	loaf
el bistec	steak
los calamares	squid
la cebolla	onion
el cerdo	pork
la cerveza	beer
los champiñones	mushrooms
el chorizo	chorizo
la chuleta	chop
el cordero	lamb
el filete	fillet
la fresa	strawberry
las gambas	prawns
el gazpacho	chilled tomato soup
los guisantes	peas
el jamón serrano	cured ham
las judías verdes	green beans

3.1H Hablando del tiempo libre y de los planes	
aburrido/a	boring
agradable	pleasant
al aire libre	in the open air, outdoors
la batería	drums
la canción	song
dar un paseo	to go for a walk
de vez en cuando	from time to time, occasionally
desafiante	challenging
divertido/a	fun
emocionante	exciting

3.3F ¿Qué deportes harás?	
el alpinismo	rock climbing
cansado/a	tired
la carrera	race
el concurso	competition (contest)
contestar	to answer
durante	during
el ejercicio	exercise
el entrenamiento	training
entrenar	to train
el equipo	team
el esquí	skiing
este, esta	this
ganar	to win
el jugador	player
mañana	tomorrow
el miembro	member
el partido	match
probar	to try, to test



Translation Practice. G – blue F – orange H - Green	
No me gusta _____	I don't like going shopping
Me encanta ____ con mis amigos	I love going out with my friends
Me _____ escuchar música	I love listening to music
No me gusta _____	I don't like dancing
Si tengo _____	if I have the time
Hago _____ de música	I do music classes
De vez en cuando _____ una novela	From time to time, I read a novel
Siempre _____ la guitarra con la banda	I always play the guitar with the group
A veces _____ a algún concierto	Sometimes I go to some concert
El fin de semana _____ juego al fútbol	On the weekend I always play football
Siempre _____ muy preocupada	I am always busy
Generalmente _____ música por las tardes	Generally I listen to music in the evenings
Me _____ jugar a los videojuegos	Playing video games interests me
Ella quiere patina en la pista de _____	She wants to skate on the ice rink
_____ al gimnasio	I will come to the gym
_____ if there is a match?	Will you know if there's a match?
_____ el ciclismo	I will try cycling
Fue una buena _____	It was a good party
No quiero _____	I don't want to participate

Key Questions: Answer the following in your own words. Use these model answers	
¿Qué haces en tu tiempo libre? Frecuencia? Opiniones?	-Normalmente juego al fútbol todos los días después del colegio. Lo que me encanta es jugar al fútbol con mis amigos porque es bueno para la salud y es emocionante y relajante jugar contra tus amigos. De vez en cuando juego con videojuegos pero ayer hice ciclismo, hice mis deberes y toque mi guitarra. Ayer, fui al colegio durante el día. Después del colegio fui al polideportivo con mis amigos y jugué/jugamos al baloncesto juntos. Ayer por la mañana fui de compras en el centro de la ciudad con mi madre y fuimos a las tiendas de ropa. Lo que me encantó/gustó fue que ví una película entretenido por la noche/ fue que jugué mi deporte favorito y podía entrenarme. Todos los días juego al fútbol y al baloncesto, que son mis deportes favoritos. De vez en cuando hago ciclismo y practico el atletismo pero son muy estresantes, duros y no son relajantes. Lo que me encanta es jugar al fútbol en mi equipo los fines de semana.
¿Te gusta ver la televisión? Qué has visto en la televisión recientemente?Tienes un programa favorito?	Si, me gusta ver la televisión, me gustan los programas de horror, de tele-realidad, los documentales y de deporte. Lo que me encanta es ver los dibujos-animados porque son más entretenidos que las noticias. Ayer ví las noticias con mis padres. Mi programa favorito es ... porque es
¿Qué es tu película favorita? Qué película has visto recientemente en el cine?	Mi película favorita es ... porque me encantan las películas de acción/tiene mucha violencia/tiene buenos actores/es muy romántica/me encanta la historia/tiene buenos efectos especiales.
¿Cuándo se cena en Inglaterra y en España? ¿Cuándo prefieres cenar o almorzar?	Normalmente se cena en Inglaterra a las seis, como mi almuerzo a las dos, como mi desayuno a las ocho.
Describe una cena especial	Recientemente fui a un restaurante con mi familia para celebrar el cumpleaños de mi abuelo. Fuimos a un restaurante chino porque es la comida favorita de mi abuela. Primero, comí .. y bebí. Para el postre comí y bebí . Lo que me gustó fue la buena comida/ver a y hablar con toda mi familia. Fue muy emocionante.

Key Grammar	
Forming the preterite (past tense). Always remove the –AR, -ER, -IR endings first	Remember the preterite (past) tense endings for –AR, -ER, -IR verbs. They are: -AR: -é, -aste,-ó, -amos, -astéis, -aron -ER: -í, -iste, -ió, -imos, -istéis, -ieron -IR : -í, -iste, -ió, -imos, -istéis, -ieron
Forming the future tense ('will')	Future Tense ('will...') All verb groups: -é, -ás, -á, -emos, -éis, -án
Imperfect Tense (Past, ongoing actions, descriptions, 'used to' or 'was doing')	-ar -aba, -abas, -aba, -ábamos, - abais, -aban -er and -ir -ía, -ías, -ía, -íamos, - íais, -ían



What we are learning this term:

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



B Answer the questions about Frank Stella

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



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

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

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

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

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



Example

Your response

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

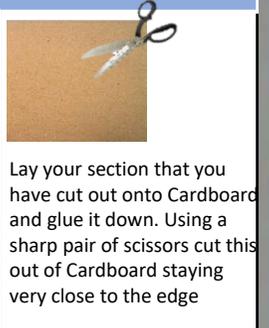


To create a relief sculpture you will need Cardboard or a strong yet easily cut material. Start by having an image to create from. The image on the left has been created by many layers of cut Cardboard. As more layers are added they create a 3-dimensional illusion.

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



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



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



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



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



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

Slab



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

Score& Slip



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

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



What we are learning this term:

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



B Answer the questions about Frank Stella

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

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

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

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

- 1.
- 2.
- 3.

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



Example

Your response

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



.....

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



.....



.....



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

Slab



.....

Score & Slip



.....

	Keywords
Abstract	
Geometric	
Sculpture	
Formal Elements	
Ines Kouidis	
Collage	



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	
	<p>Scots pine – which you used for your box walls – is a softwood</p> <p>Softwoods come in planks and boards</p>
Manufactured Boards come from wood pulp	
	<p>Plywood – which you used as your base and Lid– is a manufactured board</p> <p>Manufactured Boards come in sheets</p>
Polymers come from crude oil	
	<p>Acrylic – which you used as your lid decoration for your trinket box – is a polymer</p> <p>Polymers come in sheets, graduals and filament</p>

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
<p>Hazards – these are something that could potentially harm you. There are many such as:</p> <ul style="list-style-type: none"> • 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 	
<p>Preventative measures – rules or equipment put in place to minimize the likelihood of a hazard occurring.</p> <ul style="list-style-type: none"> • No food and drink in workshops • Bags and chairs stored neatly in designated areas • Long hair must be tied up and correct uniform worn. 	
<p>Personal protective equipment (PPE)</p> <p>The three used most often are aprons, safety goggles and ear defenders.</p>	

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	
	<p>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.</p>
<p>Key features:</p> <p>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</p>	
<p>Shapes:</p> <p>Very geometric, rectangles, triangles, squares, circles and arcs</p>	
<p>Colours:</p> <p>Bright, bold, contrasting colours, accents and outlines of black and white</p>	



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 _____	
	<p>Scots pine – which you used for your box walls – is a softwood</p> <p>Softwoods come in _____</p>
Manufactured Boards come _____	
	<p>Plywood – which you used as your base and Lid– is a manufactured board</p> <p>Manufactured Boards come in _____</p>
Polymers come from _____	
	<p>Acrylic – which you used as your lid decoration for your trinket box – is a polymer</p> <p>Polymers come in _____</p>

C. Key concepts	
Designers research and investigate _____	
_____ (CAD) is the process of using computer _____.	
Advantages	Disadvantages
<p>Hazards – these are something that could potentially harm you. There are many such as:</p> <p>_____</p> <p>_____</p> <p>_____</p>	
<p>Preventative measures – rules put in place to minimize the likelihood of a hazard occurring.</p> <p>_____</p> <p>_____</p> <p>_____</p>	
<p>Personal protective equipment (PPE) The three used most often are _____</p> <p>_____</p> <p>_____</p>	

D. Key Words	
Prototype	
Tolerance \pm	
Depth stop	
Assemble	

E. Morag Myerscough	
	<p>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 _____</p> <p>_____</p> <p>_____</p>
<p>Key features:</p> <p> </p> <p> </p>	
<p>Shapes:</p> <p> </p>	
<p>Colours:</p> <p> </p>	

What we are learning this term:
<ol style="list-style-type: none"> 1. Health, safety and hygiene in the kitchen 2. The Eatwell guide and nutrients 3. Storing food safely 4. Practical skills

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

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

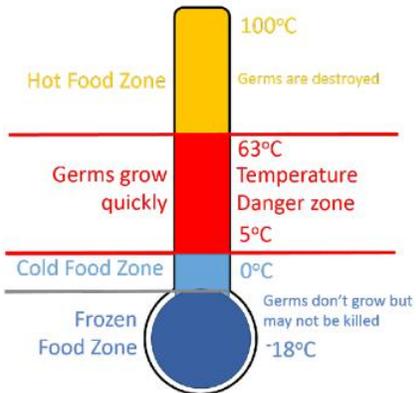
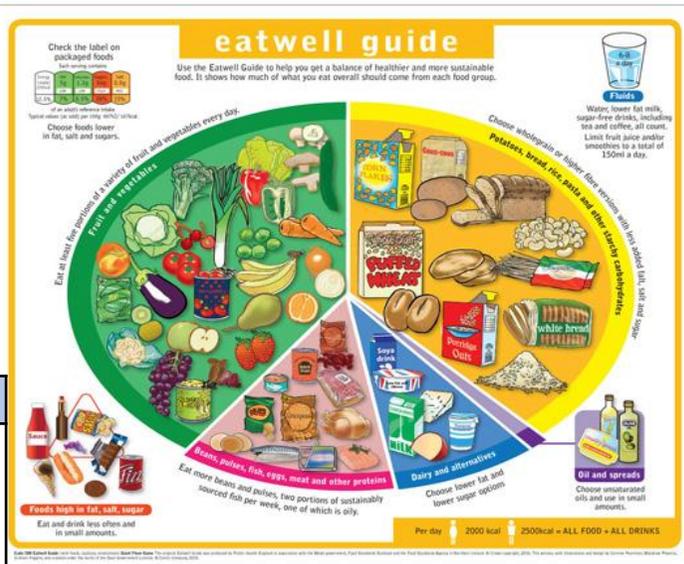


Image: TAFE NSW

B.	What are the 5 different sections of the Eatwell plate?
<ol style="list-style-type: none"> 1 Fruit and Vegetables 2 Carbohydrates 3 Protein 4 Dairy 5 Fats and Oils 	



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

c.	Food related waste
Reasons for wasting food:	Reducing Waste:

c.	Influences on food choice

YEAR 9 GRAPHIC COMMUNICATION

What are we learning this term?

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

What is a logo?

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

How does Alex Trochut design logos?

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

B | Typography

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



C | Computer skills

What is the shortcut for copy?

Ctrl + C

What is the shortcut for paste?

Ctrl + V

What does this symbol stand for?



Photoshop

What does this symbol mean?



Cropping

D | Key words

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

E | Evaluation

Evaluation: To judge or give an opinion

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

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

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

For example:

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

YEAR 9 GRAPHIC COMMUNICATION

What are we learning this term?

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

D | Key words

Merchandise	
Combined Logo	
Photoshop	
Photo Editing	

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?



E | Evaluation

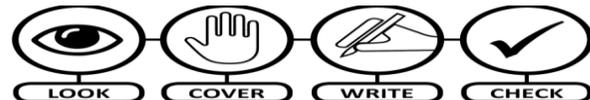
Evaluation: To judge or give an opinion

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

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

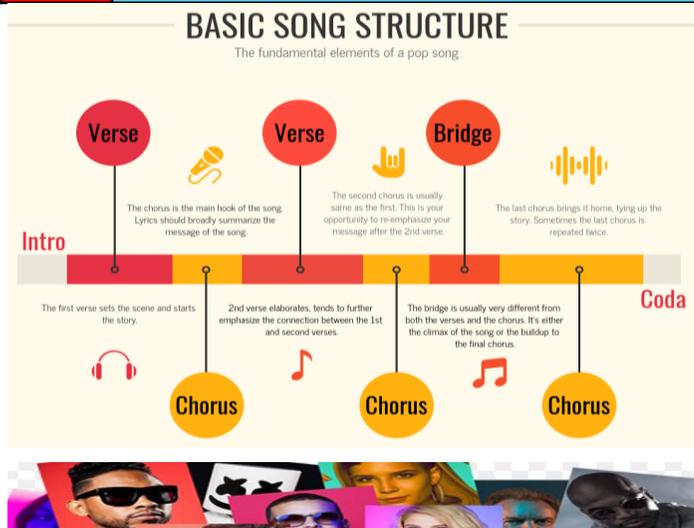


A	What we are learning about this term...
1	Basic Song Structure
2	How to write a perfect Evaluation
3	Playing an instrument / Chords / Melody
4	What are the music symbols – Note values
5	Keywords
6	How to read music - Treble clef and bass clef



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

C Instruments in popular music



D How to write a perfect Evaluation?

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

E How to read music – treble clef and Bass Clef

Note	Name	Beats	Rest	Note	Name	Beats	Rest
	Semibreve, Whole Note	4 beats			Dotted Semibreve, Dotted Whole Note	6 beats	
	Minim, Half Note	2 beats			Dotted Minim, Dotted Half Note	3 beats	
	Crotchet, Quarter Note	1 beat			Dotted Crotchet, Dotted Quarter Note	1½ beats	
	Quaver, Eighth Note	1/2 beat			Dotted Quaver, Dotted Eighth Note	¾ beat	

F How to read music – treble clef and Bass Clef

TREBLE LINES: E G B D F **TREBLE SPACES: F A C E**

BASS LINES: G B D F A **BASS SPACES: A C E G**

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

Drama – Year 9 Term 3- Noughts and Crosses- Malorie Blackman

Noughts and Crosses is set in a fictional dystopia. It is a society filled with racism and prejudice, where people with black skin are seen as the 'ruling' class. Noughts and Crosses features two central characters named Callum and Sephy. Sephy is black and is a part of the 'Cross' society whereas Callum is white and is part of the 'Nought' society. The two characters grow up together as friends, when Callum's mother works for Sephy's family. However, in a story reminiscent of Romeo and Juliet, their friendship faces difficulty as they grow older and Callum joins Sephy's school. Relationships between Noughts and Crosses are frowned upon, and so begins an emotional and tumultuous story of friendship, love, betrayal and power. Callum's older brother and father join a terrorist group called 'The Liberation Militia' – a group, using any means possible, to highlight the plight of the Noughts. When Callum and Sephy get caught up in its goings on, our characters' lives change forever. Callum and Sephy are separated and their lives take different paths. However, Callum's brother Jude is determined to use Sephy and her father's powerful political influence to change things and Sephy becomes the target of an elaborate kidnap plot by the Liberation Militia. We are left wondering if Callum has betrayed her or whether they will finally be together. When Sephy becomes pregnant, Callum is accused of rape and sentenced to death.

Characters

- Persephone Hadley: Nicknamed Sephy, the daughter of a powerful cross, Kamal Hadley.
- Callum McGregor: A Nought who is best friends with Sephy. Kamal Hadley: A powerful, avaricious cross politician who will do anything to gain more power and influence. He is the father of Sephy and Minerva
- Jasmine Hadley: Sephy and Minerva's mother, who became an alcoholic.
- Minerva Hadley: Sephy's older sister.
- Ryan McGregor: Callum's father.
- Meggie McGregor: Callum's mother, who was Sephy's 'nanny' when younger.
- Lynette McGregor: Callum's older sister, who has a mental health condition after an attack.
- Jude McGregor: Callum's determined and outspoken older brother

Themes

- racism • prejudice • forbidden relationships
- terrorism • conflict
- courage • violence
- betrayal

Techniques in this unit

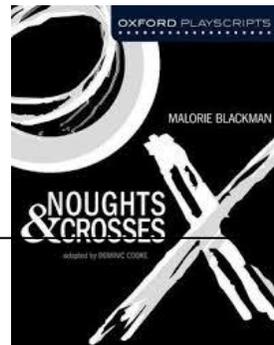
- Dramatic intentions- the effect you want to leave on your audience. What do you want them to think and feel?
- Proxemics- the use of space/distance between characters on stage.
- Physical Theatre- a style of performance where physical movement is the primary method of storytelling.
- Split staging- Where two or more scenes are performed on stage at the same time.

The Apartheid law-

The **system of racial segregation and oppression in South Africa** known as apartheid was implemented and enforced by many acts and other law. This legislation served to institutionalize racial discrimination and the dominance by white people over people of other races.

Questions-

Who are the Liberation Militia? What is the Apartheid Law?



Drama – Year 9 Term 3- Noughts and Crosses- Malorie Blackman

What do you know about the play?

Characters

- Persephone Hadley: Nicknamed Sephy, the daughter of a powerful cross, Kamal Hadley.
- Callum McGregor: A Nought who is best friends with Sephy. Kamal Hadley: A powerful, avaricious cross politician who will do anything to gain more power and influence. He is the father of Sephy and Minerva
- Jasmine Hadley: Sephy and Minerva's mother, who became an alcoholic.
- Minerva Hadley: Sephy's older sister.
- Ryan McGregor: Callum's father.
- Meggie McGregor: Callum's mother, who was Sephy's 'nanny' when younger.
- Lynette McGregor: Callum's older sister, who has a mental health condition after an attack.
- Jude McGregor: Callum's determined and outspoken older brother

Themes- How many can you remember?

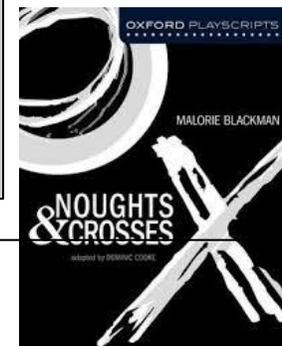
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Questions-

Who are the Liberation Militia? What is the Apartheid Law?

Techniques in this unit- write your own definition

- Dramatic intentions-
- Proxemics-
- Physical Theatre-
- Split staging-



SWINDON ACADEMY READING CANON

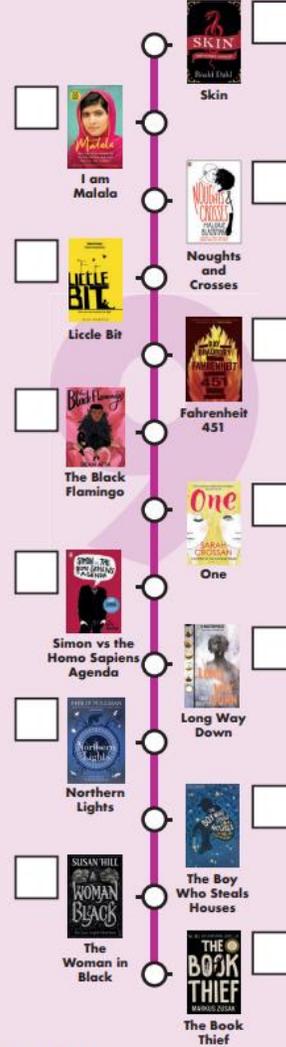
Year 7



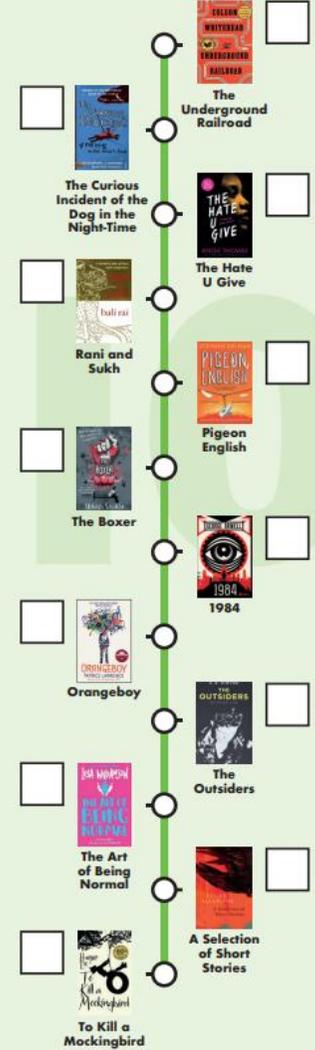
Year 8



Year 9



Year 10



#ReadingisPower