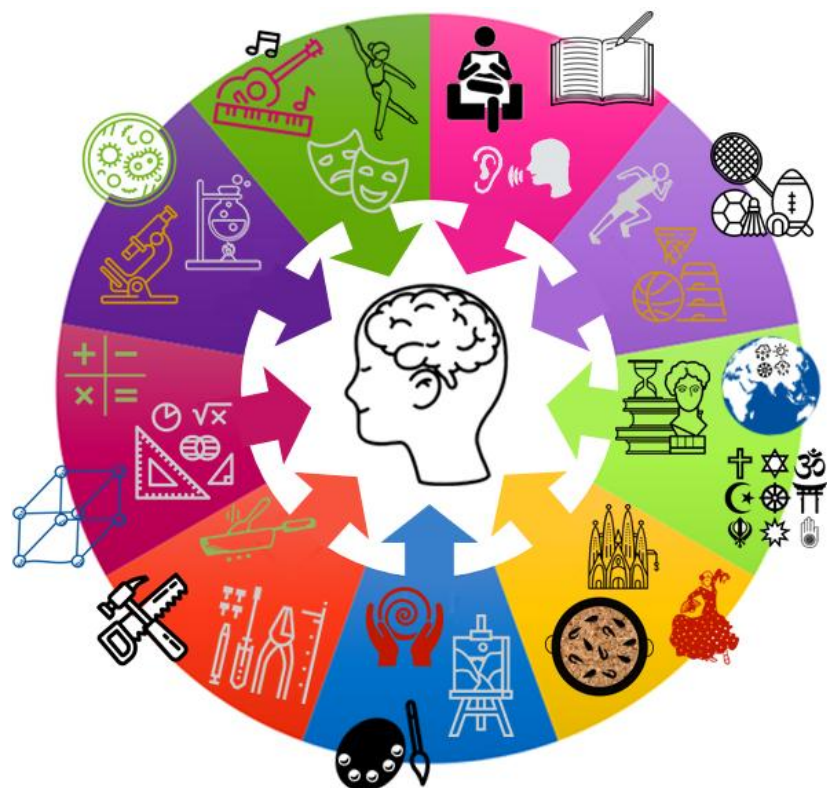


# 100% book - Year 9 Mainstream

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

## Term 4



### Swindon Academy 2025-26

Name:

Tutor Group:

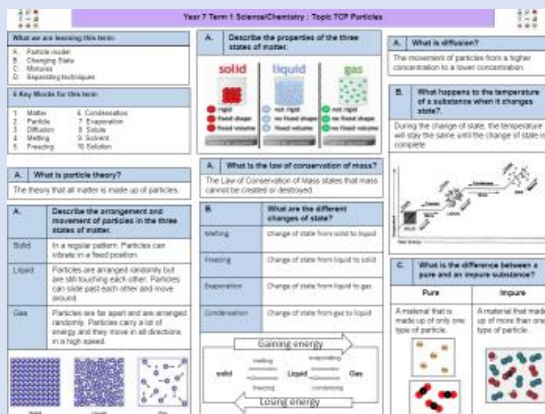
Tutor & Room:

"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

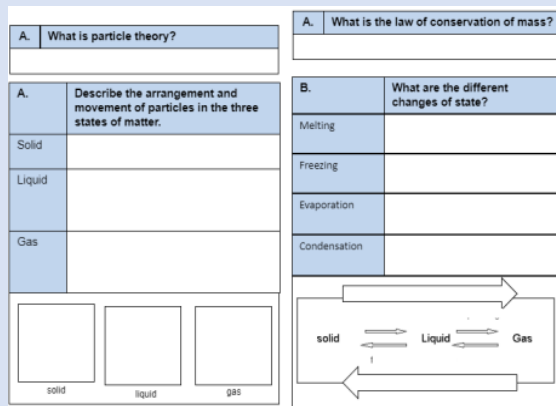
## Knowledge Organisers



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

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

## Quizzable Knowledge Organisers



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

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

### Top Tip

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

## Expectations for Prep and for using your Knowledge Organisers

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

# How do I complete Knowledge Organiser Prep?

## Step 1

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

The screenshot shows the epraise website interface. On the left is a 'Planner' for the dates 10th May to 14th May 2020, with a grid for different subjects (Science, History, Mathematics, English) and years (All Years, Year 7, Year 8, Year 9, Year 10, Year 11). On the right is a 'Knowledge Organiser' for 'Particle Theory' for 'All Years'. It includes sections for '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?'. There are also diagrams of particle arrangements in solid, liquid, and gas states.

## Step 2

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

The screenshot shows a student's prep book. The date '29th May 2020' and the title 'Particle theory' are written in blue ink. The printed Knowledge Organiser for 'Particle Theory' is visible in the background, showing sections for '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?'. There are also diagrams of particle arrangements in solid, liquid, and gas states.

## Step 3

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

The screenshot shows a student's prep book with handwritten notes for 'Particle theory'. The date '29th May 2020' is written at the top. The notes are written in blue ink and include: 'Properties of the states of matter', 'Particle theory = all matter is made of particles', '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.

The screenshot shows a student's prep book with the handwritten notes from Step 3 repeated three times. The date '29th May 2020' is written at the top. The notes are written in blue ink and include: 'Solid = regular pattern particles vibrate in fixed position', 'Solid = regular pattern particles vibrate in fixed position', and 'Solid = regular pattern particles vibrate in fixed position'.

## Step 5

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

The screenshot shows a student's prep book with the quizzable Knowledge Organiser for 'Particle Theory'. The date '29th May 2020' and the title 'Particle theory' are written at the top. The quizzable Knowledge Organiser is visible in the background, showing sections for '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?'. The student has written answers in blue ink: 'Self quizzing' for 'What is the law of conservation of mass?', 'Arrangement/movement of matter' for 'Describe the arrangement and movement of particles in the three states of matter', 'Solid = regular pattern' for 'Solid', 'Liquid = particles are arranged randomly but are still touching each other' for 'Liquid', and 'Gas = Particles are far apart and are arranged randomly. Particles carry a lot of energy' for 'Gas'.

## Step 6

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

The screenshot shows a student's prep book with the handwritten notes from Step 3. The date '29th May 2020' is written at the top. The notes are written in blue ink and include: 'Particle theory = all matter is made of particles', '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'. There are some corrections and additions in blue ink, such as 'far apart' and 'X'.

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                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| <b>P</b>                                                                                                                                                                                                                                                                    | <b>The Prologue</b> outlines the main conflict in the play and warns the audience of the tragic fate of Romeo and Juliet.                                                                                                                                                                     | <b>Romeo (Montague)</b><br>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"; "Thus with a kiss I die"</i>                 | <b>tragic</b> – describes something as being very sad, or as part of a tragedy.                                              |
| <b>1.1</b>                                                                                                                                                                                                                                                                  | The Montagues and Capulets fight in the streets of Verona. Prince Escalus swears that any further fighting will be punished by death.                                                                                                                                                         |                                                                                                                                                                                                                                                       | <b>submissive</b> - ready to obey or conform to the authority or will of others                                              |
| <b>1.2</b>                                                                                                                                                                                                                                                                  | Paris asks Lord Capulet about marrying his daughter Juliet. Capulet tells Paris to wait as she is too young.                                                                                                                                                                                  |                                                                                                                                                                                                                                                       | <b>narcistic</b> – self-obsessed                                                                                             |
| <b>1.3</b>                                                                                                                                                                                                                                                                  | Lady Capulet advises Juliet to agree to marry Paris.                                                                                                                                                                                                                                          | <b>Juliet (Capulet)</b><br>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"; "O happy dagger, This is thy sheath; there rust, and let me die"</i> | <b>feud</b> – a serious argument and sometimes violent argument between two people or groups that continues for a long time. |
| <b>1.5</b>                                                                                                                                                                                                                                                                  | 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.                                                                                                                     |                                                                                                                                                                                                                                                       | <b>shrine</b> – a holy place that people go to pray.                                                                         |
| <b>2.2</b>                                                                                                                                                                                                                                                                  | In the balcony scene, Romeo and Juliet fall deeper in love. They agree to get married.                                                                                                                                                                                                        |                                                                                                                                                                                                                                                       | <b>status quo</b> – the situation that exists now, without any changes.                                                      |
| <b>2.3</b>                                                                                                                                                                                                                                                                  | Romeo asks Friar Lawrence to marry him and Juliet. Lawrence agrees, thinking it will unite the warring families.                                                                                                                                                                              | <b>Lord Capulet (Capulet)</b><br>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>                                                                                 | <b>obstacle</b> – a problem that must be overcome.                                                                           |
| <b>2.6</b>                                                                                                                                                                                                                                                                  | Friar Lawrence marries Romeo and Juliet.                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                       | <b>vindictive</b> – vengeful                                                                                                 |
| <b>3.1</b>                                                                                                                                                                                                                                                                  | Montagues and Capulets fight in the streets. Tybalt kills Mercutio; Romeo kills Tybalt. Prince Escalus decides to banish Romeo from Verona.                                                                                                                                                   | <b>Paris (no family)</b><br>Nobleman of Verona. Wants to marry Juliet. Killed by Romeo at the end of the play.                                                                                                                                        | <b>patriarchy</b> - a society in which power lies with men                                                                   |
| <b>3.4</b>                                                                                                                                                                                                                                                                  | Lord Capulet tells Paris that he can marry Juliet in three days' time.                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                       | <b>belligerent</b> - warlike                                                                                                 |
| <b>3.5</b>                                                                                                                                                                                                                                                                  | 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.                                                                          | <b>Friar Lawrence (no family)</b><br>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>                       | <b>exile (vb.)</b> – to force them from their home and live in another place.                                                |
| <b>4.1</b>                                                                                                                                                                                                                                                                  | Friar Lawrence comes up with a plan: Juliet must pretend to be dead and then escape Verona with Romeo. She agrees to the plan.                                                                                                                                                                |                                                                                                                                                                                                                                                       | <b>tenacious</b> – very determined                                                                                           |
| <b>5.3</b>                                                                                                                                                                                                                                                                  | 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. | <b>Mercutio (Montague)</b><br>Romeo's friend. Killed by Tybalt. <i>"A plague a'both your houses!"</i>                                                                                                                                                 | <b>catastrophe</b> – a terrible accident.                                                                                    |
| <b>The Big Ideas:</b>                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                               | <b>Prince Escalus (no family)</b><br>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>                                                                 | <b>stoicism</b> – calm self control                                                                                          |
|                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                               | <b>Structure of Shakespearean tragedy (Bradley)</b>                                                                                                                                                                                                   | <b>Terminology: Key words</b>                                                                                                |
|                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                               | <b>Exposition</b> Introduces the main characters and the obstacles they will overcome in the play.                                                                                                                                                    | <b>Tragedy</b> – a play in which the main character brings about their own downfall.                                         |
|                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                               | <b>Rising tension</b> The heroes try to overcome the obstacles they face. They suffer.                                                                                                                                                                | <b>prologue</b> – the introduction to a book, film, or play.                                                                 |
|                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                               | <b>Catastrophe</b> The play ends with the deaths of the heroes.                                                                                                                                                                                       | <b>sonnet</b> – a type of love poem. It has 14 lines, a strict rhyme scheme and 10 syllables per line.                       |
| <b>Role of women:</b> 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.                                |                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                       | <b>dramatic irony</b> – when the audience knows something that the character on stage does not                               |
| <b>Evolution of Juliet's character:</b> 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. |                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                       | <b>Tragic hero</b> – the main character in a Tragedy that makes an error of judgement that leads to their downfall.          |
| <b>Tragedy:</b> 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.                               |                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                       | <b>soliloquy</b> – a speech in a play where the character speaks to himself or herself.                                      |
| <b>Fate and destiny:</b> 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?        |                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                       | <b>hyperbole</b> – exaggeration.                                                                                             |
|                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                       | <b>tragic flaw</b> - a character has a tragic flaw when what makes them so special also brings about their downfall.         |
|                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                       | <b>foreshadow</b> – to show or warn that something bigger, worse, or more important is coming.                               |
|                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                       | <b>thesis</b> – the main idea that you want to discuss throughout an essay.                                                  |
|                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                       | <b>Features of Shakespearean tragedy (Bradley)</b>                                                                           |
|                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                       | The characters are ' <b>high-status</b> ' – they are important people.                                                       |
|                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                       | The tragic hero <b>acts</b> : they <b>try to do things</b> . They don't just let things happen to them.                      |
|                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                       | Whatever they try to do, it always <b>puts them in a worse situation</b> .                                                   |
|                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                       | They are <b>exceptional</b> – there is something that makes them special.                                                    |

## 'Romeo and Juliet': T Knowledge Organiser

| Plot breakdown                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                          | Characters                                                                                                                                                                                                                                            | Vocabulary: Key words                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| <b>P</b>                                                                                                                                                                                                                                                   | <b>The Prologue</b> outlines the main _____ in the play and _____ the _____ of the _____ of the _____ and _____.                                                                                                                                                                         | <b>Romeo (Montague)</b><br>Young _____. Falls in love with _____.<br>_____ 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"                           | <b>tragic</b> –                                                                            |
| <b>1.1</b>                                                                                                                                                                                                                                                 | The _____ and _____ in the _____ of _____. Prince Escalus swears that any further fighting will be _____ by _____.                                                                                                                                                                       |                                                                                                                                                                                                                                                       | <b>submissive</b> –                                                                        |
| <b>1.2</b>                                                                                                                                                                                                                                                 | _____ asks Lord _____ about marrying his _____ Juliet. Capulet tells Paris to wait as she is too young.                                                                                                                                                                                  |                                                                                                                                                                                                                                                       | <b>narcistic</b> –                                                                         |
| <b>1.3</b>                                                                                                                                                                                                                                                 | Lady _____ advises _____ to agree to _____.                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                       | <b>feud</b> –                                                                              |
| <b>1.5</b>                                                                                                                                                                                                                                                 | 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.                                                                                                                |                                                                                                                                                                                                                                                       |                                                                                            |
| <b>2.2</b>                                                                                                                                                                                                                                                 | In the _____ scene, Romeo and Juliet fall _____ in love. They _____ to get _____.                                                                                                                                                                                                        | <b>Juliet (Capulet)</b><br>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" | <b>shrine</b> –                                                                            |
| <b>2.3</b>                                                                                                                                                                                                                                                 | Romeo asks _____ to _____ him and _____. Lawrence _____, thinking it will _____ the _____.                                                                                                                                                                                               |                                                                                                                                                                                                                                                       | <b>status quo</b> –                                                                        |
| <b>2.6</b>                                                                                                                                                                                                                                                 | Friar _____, _____ Romeo and _____.                                                                                                                                                                                                                                                      | <b>Lord Capulet (Capulet)</b><br>Head of the _____ family. Juliet's _____. Orders her to marry his friend, Paris. "She will be ruled In all respects by me"                                                                                           | <b>obstacle</b> –                                                                          |
| <b>3.1</b>                                                                                                                                                                                                                                                 | _____ and _____ fight in the streets. _____ kills _____; _____ kills _____. Prince Escalus decides to _____ from Verona.                                                                                                                                                                 |                                                                                                                                                                                                                                                       | <b>vindictive</b> –                                                                        |
| <b>3.4</b>                                                                                                                                                                                                                                                 | Lord _____ tells _____ that he can marry Juliet in three days' time.                                                                                                                                                                                                                     | <b>Paris (no family)</b><br>_____ of Verona. Wants to _____. Killed by _____ at the end of the play.                                                                                                                                                  | <b>patriarchy</b> –                                                                        |
| <b>3.5</b>                                                                                                                                                                                                                                                 | 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 _____.                                                                             |                                                                                                                                                                                                                                                       | <b>belligerent</b> - warlike                                                               |
| <b>4.1</b>                                                                                                                                                                                                                                                 | Friar Lawrence comes up with a _____: Juliet must _____ to be _____ and then _____ Verona with Romeo. She _____ to the plan.                                                                                                                                                             | <b>Friar Lawrence (no family)</b><br>_____ 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"                                          | <b>exile (vb.)</b> –                                                                       |
| <b>5.3</b>                                                                                                                                                                                                                                                 | 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 _____. | <b>Mercutio (Montague)</b><br>Romeo's _____. Killed by _____. "A plague a'both your houses!"                                                                                                                                                          | <b>tenacious</b> –                                                                         |
|                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                          | <b>Prince Escalus (no family)</b><br>_____ of Verona. Wants to bring _____ to the city. "If ever you disturb our streets again, Your lives shall pay the forfeit of the peace"                                                                        | <b>catastrophe</b> –                                                                       |
|                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                       | <b>stoicism</b> –                                                                          |
| <b>The Big Ideas:</b>                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                          | <b>Structure of Shakespearean tragedy (Bradley)</b>                                                                                                                                                                                                   | <b>Terminology: Key words</b>                                                              |
| <b>Role of women:</b> 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.                            |                                                                                                                                                                                                                                                                                          | <b>Exposition</b><br>_____<br>_____<br>_____                                                                                                                                                                                                          | <b>Tragedy</b> –                                                                           |
| <b>Evolution of Juliet's character:</b> 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. |                                                                                                                                                                                                                                                                                          | <b>Development/Rising Action:</b><br>_____<br>_____<br>_____                                                                                                                                                                                          | <b>prologue</b> –                                                                          |
| <b>Tragedy:</b> 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 _____.                       |                                                                                                                                                                                                                                                                                          | <b>Catastrophe:</b> _____<br>_____<br>_____                                                                                                                                                                                                           | <b>sonnet</b> –                                                                            |
| <b>Fate and destiny:</b> 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 _____?                |                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                       | <b>dramatic irony</b> –                                                                    |
|                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                       | <b>Tragic hero</b> –                                                                       |
|                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                       | <b>soliloquy</b> –                                                                         |
|                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                       | <b>hyperbole</b> –                                                                         |
|                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                       | <b>tragic flaw</b> –                                                                       |
|                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                       | <b>foreshadow</b> –                                                                        |
|                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                       | <b>thesis</b> –                                                                            |
|                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                       | <b>Features of Shakespearean tragedy (Bradley)</b>                                         |
|                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                       | The characters are '_____' - _____' – they are important people.                           |
|                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                       | The tragic hero _____: they <b>try to do</b> _____. They don't _____ things _____ to them. |
|                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                       | Whatever they try to do, it always <b>puts them in a worse situation</b> .                 |
|                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                       | 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 :

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

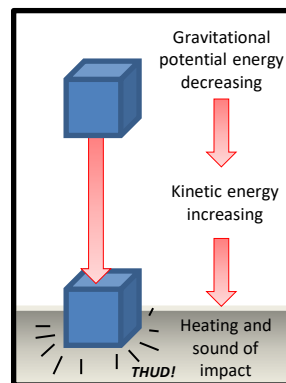
$$E = \frac{1}{2} k e^2$$

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:

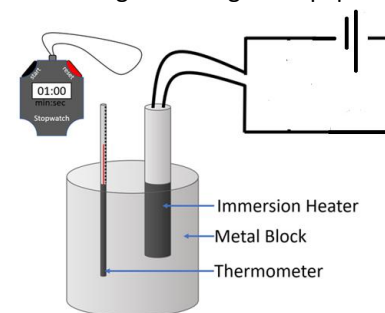
$$E = \text{specific heat capacity} \times \text{mass} \times \text{temp change}$$

$$E = \text{SHC} \times m \times \theta$$

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:

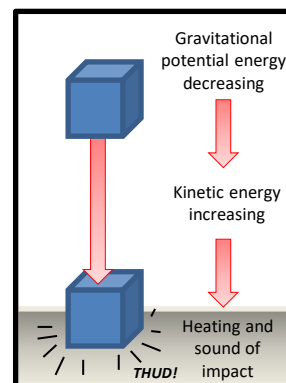
| Store             | Stored in...                         |
|-------------------|--------------------------------------|
| kinetic           |                                      |
|                   | objects raised above ground          |
| Elastic potential |                                      |
|                   | 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?

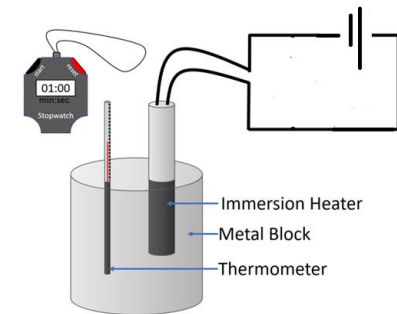
## Efficiency

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?

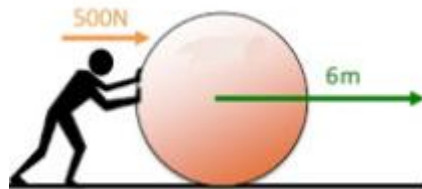
## Power and work done

**Work done = energy transferred**

Energy transferred mechanically is calculated:

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

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



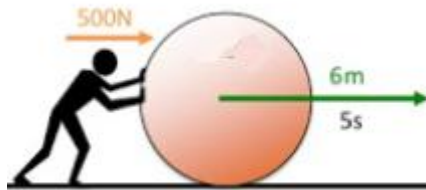
$$\begin{aligned}\text{Work done} &= 500\text{N} \times 6\text{m} \\ &= 3000 \text{ J}\end{aligned}$$

**Power = energy transferred per second**

**1 Watt = 1 Joule per second**

**Power = energy transferred ÷ time**

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



$$\begin{aligned}\text{Power} &= \text{Energy} \div \text{time} \\ &= 3000 \text{ J} \div 5 \text{ s} \\ &= 600\text{W}\end{aligned}$$

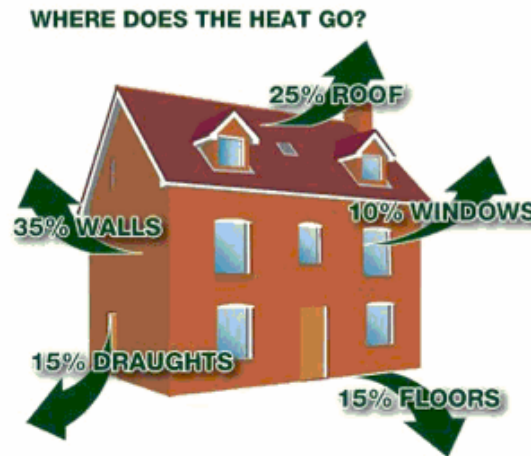
A more powerful appliance transfers more energy per second, eg:



## 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 <sub>2</sub> which contributes to global warming |
| nuclear                | No CO <sub>2</sub> released               | Produces radioactive nuclear waste                          |

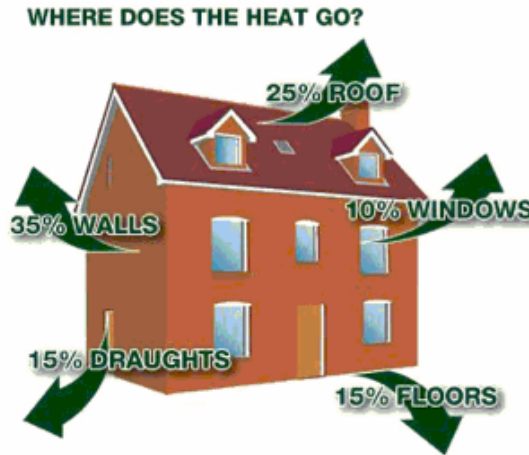
### Renewable resources:

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

| Example    | +                           | -                                          |
|------------|-----------------------------|--------------------------------------------|
| Solar      | No CO <sub>2</sub> released | Don't work at night or well on cloudy days |
| wind       | No CO <sub>2</sub> released | Doesn't work if it isn't windy             |
| Hydro      | No CO <sub>2</sub> released | Damage to habitats                         |
| Geothermal | No CO <sub>2</sub> released | Only found in specific places              |
| waves      | No CO <sub>2</sub> 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



|                       |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |               |  |                                                                                                                                                                                                                                                                                                                                                    |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                                                                                                                                                                                                                                                                                         |  |
|-----------------------|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---------------|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| A.                    |  | Background:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  | c.            |  | Social                                                                                                                                                                                                                                                                                                                                             |  | Economic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |                                                                                                                                                                                                                                                                                         |  |
|                       |  | <ul style="list-style-type: none"><li>Urban = Towns and cities Rural = countryside</li><li><b>Urbanisation is the growth in the proportion of a country's population living in urban areas.</b> The rate of urbanisation differs between countries that are richer than those that are poorer.</li><li><b>HIC have very slow rates of urbanisation:</b> In richer parts of the world, urbanisation happened historically and most of the population now already live in urban areas. Many people in urban areas in HICs desire a better quality of life and are moving to rural area. Here they can commute to cities (because of better transport) or work from home (better communication).</li><li><b>LIC</b> are less economically developed e.g. Ethiopia. Not many of the population live in urban areas . However, people are starting to move away from jobs in farming (rural areas) to urban areas. They are experiencing rapid urban growth.</li><li><b>NEE</b> are those where economic development is increasing rapidly e.g. Brazil, India, Nigeria - They are experiencing rapid urban growth.</li></ul> |  | Opportunities |  | <ul style="list-style-type: none"><li>Better access to services e.g.health care and education</li><li>Better access to resources such as clean water supply and electricity</li></ul>                                                                                                                                                              |  | <ul style="list-style-type: none"><li>Increase economic development</li><li>As industry develops (industrialisation), more people move to urban areas to work in factories – there are more jobs and better wages than rural areas</li><li>Industries create and sell goods on the international market. Manufactured goods make greater profits than unprocessed goods so industrialised countries get wealthier.</li></ul>                                                                                                                                                      |  |                                                                                                                                                                                                                                                                                         |  |
|                       |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |               |  | Social and economic (HEWE)                                                                                                                                                                                                                                                                                                                         |  | Environmental (WART)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                                                                                                                                                                                                                                                                                         |  |
|                       |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  | Challenges    |  | <ul style="list-style-type: none"><li>Badly built houses and over crowded</li><li>No access to basic services (running water, sanitation, electricity)</li><li>Unclean conditions and lack of access to medical services mean people often have poor health</li><li>No access to education</li><li>High levels of unemployment and crime</li></ul> |  | <ul style="list-style-type: none"><li>Rubbish isn't collected so it leaves toxic rubbish heaps, which damage the environment</li><li>Air pollution comes from burning fossil fuel from vehicles and factories</li><li>Sewage and toxic chemicals can get into rivers, causing health problems and harming wildlife</li><li>Infrastructure like road systems may not be able to cope with the growing number of vehicles. Congestion causes an increase in greenhouse gas emissions which cause global problems. Locally, problems with health and acid rain also occur.</li></ul> |  |                                                                                                                                                                                                                                                                                         |  |
| D.                    |  | Rio                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |               |  | E..                                                                                                                                                                                                                                                                                                                                                |  | Favela Bairro                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |                                                                                                                                                                                                                                                                                         |  |
| B.                    |  | Factors affecting the rate of urbanisation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |               |  | Sanitation                                                                                                                                                                                                                                                                                                                                         |  | Successes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  | Failures                                                                                                                                                                                                                                                                                |  |
| Rural-urban migration |  | the movement of people from rural to urban area. The rate is affected by push-pull theory.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |               |  | Conditions relating to public health, especially the provision of clean drinking water and adequate sewage disposal.                                                                                                                                                                                                                               |  | <ul style="list-style-type: none"><li>-The quality of life in the favelas has improved.</li><li>- 90% housing in Rocinha is now brick built and connected to all amenities</li><li>-Paved, named roads formalise addresses allowing for local taxes (rates) to be collected to fund further improvements</li><li>-Sanitation improvements</li></ul>                                                                                                                                                                                                                               |  | -\$1 billion budget insufficient to cover all of Rio's favelas - creates winners and losers so hardly equable and a "favela lottery"<br>-Families can not afford rent<br>-ASH properties- still in areas of severe hazard risk via landslide - 2010: 24 dead and 13,000 properties lost |  |
| Push factors          |  | things that encourage people to leave (Push them out)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |               |  |                                                                                                                                                                                                                                                                                                                                                    |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                                                                                                                                                                                                                                                                                         |  |
| Pull factors          |  | things that encourage people to move to an area (Pull them to an area)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |               |  |                                                                                                                                                                                                                                                                                                                                                    |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                                                                                                                                                                                                                                                                                         |  |
| Natural increase      |  | birth rate is higher than death rate so population growth                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |               |  | Quality of life                                                                                                                                                                                                                                                                                                                                    |  | General well-being of individuals and societies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                                                                                                                                                                                                                                                                                         |  |
|                       |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |               |  | Favela                                                                                                                                                                                                                                                                                                                                             |  | Brazilian shack or shanty town; a slum                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                                                                                                                                                                                                                                                                                         |  |



| A. | Background:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | <ul style="list-style-type: none"> <li>Urban = Towns and cities      Rural = countryside</li> <li><b>Urbanisation is the growth in the proportion of a country's population living in urban areas.</b> The rate of urbanisation differs between countries that are richer than those that are poorer.</li> <li><b>HIC have very slow rates of urbanisation:</b> In richer parts of the world, urbanisation happened historically and most of the population now already live in urban areas. Many people in urban areas in HICs desire a better quality of life and are moving to rural area. Here they can commute to cities (because of better transport) or work from home (better communication).</li> <li><b>LIC</b> are less economically developed e.g. Ethiopia. Not many of the population live in urban areas. However, people are starting to move away from jobs in farming (rural areas) to urban areas. They are experiencing rapid urban growth.</li> <li><b>NEE</b> are those where economic development is increasing rapidly e.g. Brazil, India, Nigeria - They are experiencing rapid urban growth.</li> </ul> |

| 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) |
| Challenges    |                            |                      |

| D.              | Rio |
|-----------------|-----|
| Sanitation      |     |
| Quality of life |     |
| Favela          |     |

| E.. | Favela Bairro |          |
|-----|---------------|----------|
|     | Successes     | Failures |
|     |               |          |



| H.                         | Can you define these key words? | What we are covering whilst working from home: The Holocaust |                                 | J.                  | What were the consequences of the Nuremburg Laws for Jews in Nazi Germany? |                    |  |              |                  |                                                                             |  |  |
|----------------------------|---------------------------------|--------------------------------------------------------------|---------------------------------|---------------------|----------------------------------------------------------------------------|--------------------|--|--------------|------------------|-----------------------------------------------------------------------------|--|--|
| Anti-Semitism              |                                 |                                                              |                                 | What they were:     |                                                                            | Consequences:      |  |              |                  |                                                                             |  |  |
| Genocide                   |                                 |                                                              |                                 |                     |                                                                            |                    |  |              |                  |                                                                             |  |  |
| Holocaust                  |                                 |                                                              |                                 |                     |                                                                            |                    |  |              |                  |                                                                             |  |  |
| Persecution                |                                 |                                                              |                                 |                     |                                                                            |                    |  |              |                  |                                                                             |  |  |
| Discrimination             |                                 |                                                              |                                 |                     |                                                                            |                    |  |              |                  |                                                                             |  |  |
| Lebensraum                 |                                 |                                                              |                                 |                     |                                                                            |                    |  |              |                  |                                                                             |  |  |
| Nuremberg Laws             |                                 | H.                                                           | Can you define these key words? |                     |                                                                            |                    |  |              |                  |                                                                             |  |  |
| Pogrom                     |                                 | Ghettos                                                      |                                 |                     |                                                                            |                    |  |              |                  |                                                                             |  |  |
| Roma                       |                                 | Kristallnacht                                                |                                 |                     |                                                                            |                    |  |              | I                | What do these factors show about anti-Semitic attitudes in Medieval Europe? |  |  |
| SA                         |                                 |                                                              |                                 |                     |                                                                            |                    |  |              | Adolf Hitler     |                                                                             |  |  |
| SS                         |                                 |                                                              |                                 |                     |                                                                            |                    |  |              | Heinrich Himmler |                                                                             |  |  |
| SS Einsatzgruppen          |                                 |                                                              |                                 |                     |                                                                            |                    |  |              | Adolf Eichman    |                                                                             |  |  |
|                            |                                 |                                                              |                                 | Josef Goebbels      |                                                                            |                    |  |              |                  |                                                                             |  |  |
| Sterilisation              |                                 | Minorities                                                   |                                 | Rudolf Hoss         |                                                                            |                    |  |              |                  |                                                                             |  |  |
|                            |                                 | K. How did Jewish persecution increase from 1933 to 1939.    |                                 |                     |                                                                            |                    |  |              |                  |                                                                             |  |  |
| Genocide                   |                                 | Boycott of Jewish Businesses 1933                            |                                 | Nuremburg Laws 1935 |                                                                            | Kristallnacht 1938 |  | Ghettos 1939 |                  |                                                                             |  |  |
| Synagogue                  |                                 |                                                              |                                 |                     |                                                                            |                    |  |              |                  |                                                                             |  |  |
| The Final Solution         |                                 |                                                              |                                 |                     |                                                                            |                    |  |              |                  |                                                                             |  |  |
| Aryam                      |                                 |                                                              |                                 |                     |                                                                            |                    |  |              |                  |                                                                             |  |  |
| Concentration Camp         |                                 |                                                              |                                 |                     |                                                                            |                    |  |              |                  |                                                                             |  |  |
| Extermination 'Death' Camp |                                 |                                                              |                                 |                     |                                                                            |                    |  |              |                  |                                                                             |  |  |
| Eugenics                   |                                 |                                                              |                                 |                     |                                                                            |                    |  |              |                  |                                                                             |  |  |
| Euthanasia                 |                                 |                                                              |                                 |                     |                                                                            |                    |  |              |                  |                                                                             |  |  |
| Gestapo                    |                                 |                                                              |                                 |                     |                                                                            |                    |  |              |                  |                                                                             |  |  |

**What we are learning this term:**

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

**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 person's 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

**B****Equality and religion**

- 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

**C****Racism**

- 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**

Gender equality is equal access to resources and opportunities regardless of gender

- 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”

Women in worship

- 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

**E.****LGBTQ**

- 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

**F****Disability**

- 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

**What we are learning this term:**

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

**A.****Can you define these key words?****Key words****Key definition**

Equality

Discrimination

Prejudice

Privilege

Racism

Liberation

Feminism

Status

Rights

Persecution

Disability

Diversity

Justice

**B****Equality and religion****C****Racism****D****Gender****E.****LGBTQ****F****Disability**



**GCSE Unit 3 SPANISH Knowledge organiser.**  
**Topic Free Time Activities**



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



# GCSE Unit 3 SPANISH Knowledge organiser. Topic Free Time Activities



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

| 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:<br><br>-AR: -é, -aste, -ó, -amos, -astéis, -aron<br>-ER: -í, -iste, -ió, -imos, -istéis, -ieron<br>-IR: -í, -iste, -ió, -imos, -istéis, -ieron |
| Forming the future tense ('will')                                                      | <b>Future Tense ('will...')</b><br><br><b>All verb groups:</b> -é, -ás, -á, -emos, -éis, -án                                                                                                                                  |
| <b>Imperfect Tense</b> (Past, ongoing actions, descriptions, 'used to' or 'was doing') | <b>-ar</b> -aba, -abas, -aba, -ábamos, -abais, -aban<br><br><b>-er and -ir</b> -ía, -ías, -ía, -íamos, -íais, -ían                                                                                                            |



## What we are learning this term:

- Cubism
- Frank Stella
- Segments and Templates
- Relief Sculpture
- Clay, Score & Slip



## B Answer the questions about Frank Stella

- What type of sculptures does Frank make? Relief Sculptures
- What materials does he use? Frank uses a range of metal and Cardboard to create skeleton of the sculpture
- 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.

- 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?

- Cubism can be described as angular and a smashed mirror effect
- Cubism was created by Georges Braque and Pablo Picasso in 1907
- 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



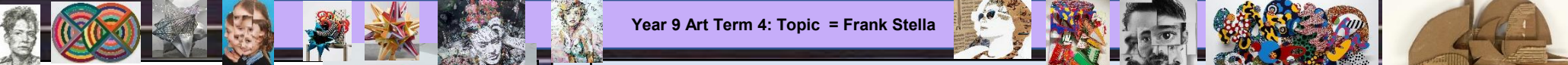
Firstly, start off by having your wooden board your wooden slats and your rolling pin With your ball of clay in the middle. Make sure the slats are the same thickness. Start off by gently rolling out your ball of clay in a rectangle, lifting up the clay every so often to rotate it so that you create 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**





# Year 9 PRODUCT DESIGN Rotation Knowledge Organiser

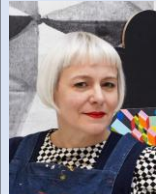
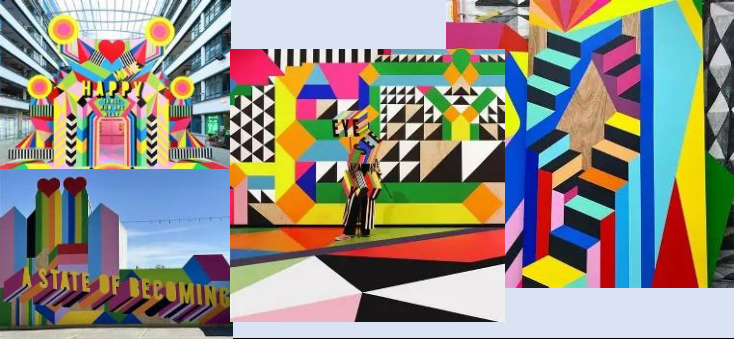


| What we are learning this term:                                                              |                                                                                                    |                                                                                   |                   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

| C.                                                                                                                                                                                                                                                                                                                                                                            | Key concepts                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|
| Designers research and investigate resources and materials to help inspire ideas.                                                                                                                                                                                                                                                                                             |                                                      |
| <b>Computer-aided design (CAD)</b> is the process of using computer software to create 2D or 3D designs.                                                                                                                                                                                                                                                                      |                                                      |
| Advantages                                                                                                                                                                                                                                                                                                                                                                    | Disadvantages                                        |
| Designs can be <b>created, saved</b> and <b>edited</b> quickly, saving time                                                                                                                                                                                                                                                                                                   | CAD takes a <b>long time</b> to learn                |
| Designs or parts of design can be easily viewed from <b>different angles, copied</b> or <b>repeated</b>                                                                                                                                                                                                                                                                       | Software can be <b>very expensive</b>                |
| CAD is <b>very accurate</b>                                                                                                                                                                                                                                                                                                                                                   | CAD files can become <b>corrupted</b> or <b>lost</b> |
| <p><b>Hazards</b> – these are something that could potentially harm you. There are many such as:</p> <ul style="list-style-type: none"> <li>Bags and chairs acting as a trip hazard</li> <li>Untucked shirts, baggy clothes and untied hair are common things to get caught on tools and machines.</li> <li>Drinks and liquids, if spilled can become slip hazards</li> </ul> |                                                      |
| <p><b>Preventative measures</b> – rules or equipment put in place to minimize the likelihood of a hazard occurring.</p> <ul style="list-style-type: none"> <li>No food and drink in workshops</li> <li>Bags and chairs stored neatly in designated areas</li> <li>Long hair must be tied up and correct uniform worn.</li> </ul>                                              |                                                      |
| <p><b>Personal protective equipment (PPE)</b></p> <p>The three used most often are aprons, safety goggles and ear defenders.</p>                                                                                                                                                                                                                                              |                                                      |

| D.                                                                                                    | Key Words                                                                          |
|-------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| <b>Preventative measure</b>                                                                           | rules or equipment put in place to minimize the likelihood of a hazard occurring   |
| <b>Tolerance</b>   | The margin of error allowed for a dimension without negatively impacting a product |
| <b>Depth stop</b>  | A part on a tool which is used to help cut or drill a specific depth.              |
| <b>Assemble</b>    | 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><b>Key features:</b></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><b>Shapes:</b></p> <p>Very geometric, rectangles, triangles, squares, circles and arcs</p>                                                                                                                |                                                                                                                                                                                                                                                                                                     |
| <p><b>Colours:</b></p> <p>Bright, bold, contrasting colours, accents and outlines of black and white</p>                                                                                                     |                                                                                                                                                                                                                                                                                                     |



# Year 9 PRODUCT DESIGN Rotation Knowledge Organiser



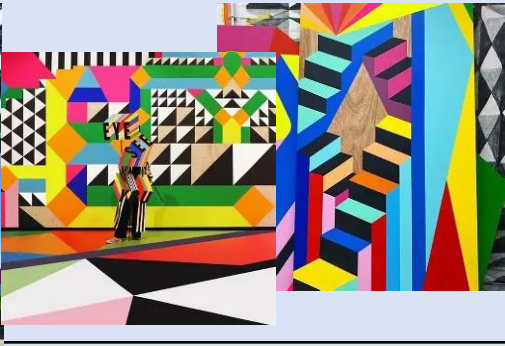
| What we are learning this term: |              |                 |              |                    |
|---------------------------------|--------------|-----------------|--------------|--------------------|
| A. Workshop Tools               | B. Materials | C. Key concepts | D. Key Words | E. Evaluating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

| A.                                                                               | Workshop Tools                                                                    |                                                                                   |                                                                                   |                                                                                   |                                                                                    |                                                                                     |
|----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|                                                                                  |                                                                                   |                                                                                   |                                                                                   |                                                                                   |                                                                                    |                                                                                     |
|  |  |  |  |  |  |  |

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

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

| D.                                                                                             | Key Words |
|------------------------------------------------------------------------------------------------|-----------|
| Prototype   |           |
| Tolerance   |           |
| 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><b>Key features:</b></p> <p>_____</p> <p>_____</p>                                |                                                                                                                                                                                                                          |
| <p><b>Shapes:</b></p> <p>_____</p>                                                   |                                                                                                                                                                                                                          |
| <p><b>Colours:</b></p> <p>_____</p>                                                  |                                                                                                                                                                                                                          |

## Y9 Food technology

### What we are learning this term:

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

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

### c. Storing food safely

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

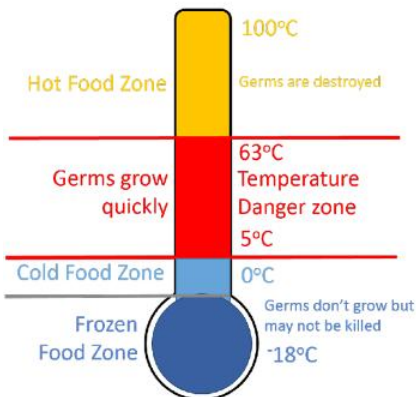
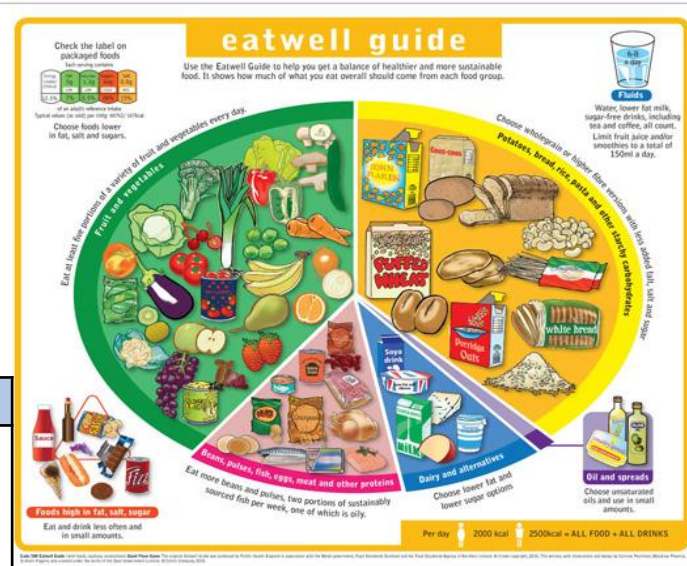


Image: TAFE NSW

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

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



### c. Food related waste

#### Reasons for wasting food:

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

#### Reducing Waste:

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

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

### c. Influences on food choice

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

## Y9 Food technology

### What we are learning this term:

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

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

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

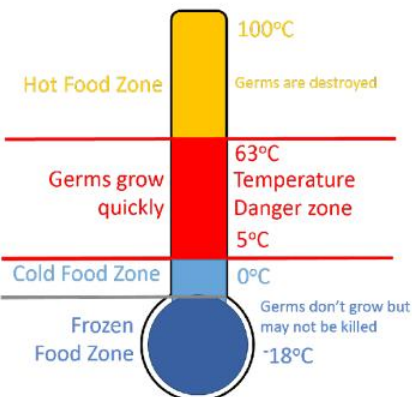
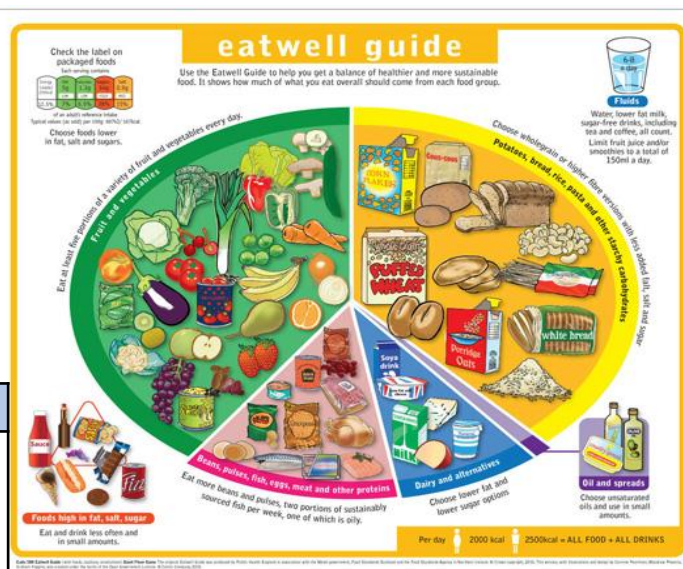


Image: TAFE NSW

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

- 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<br>Logos | B<br>Typography | C<br>Computer skills | D<br>Key words | E<br>Evaluation |
|------------|-----------------|----------------------|----------------|-----------------|

### A | Logos

What is a logo?

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

How does Alex Trochut design logos?

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

### B | Typography

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



### C | Computer skills

What is the shortcut for copy?

Ctrl + C

What is the shortcut for paste?

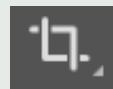
Ctrl + V

What does this symbol stand for?



Photoshop

What does this symbol mean?



Cropping

### D | Key words

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

### E | Evaluation

Evaluation: To judge or give an opinion

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

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

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

**For example:**

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

# YEAR 9 GRAPHIC COMMUNICATION

## What are we learning this term?

|            |                 |                      |                |                 |
|------------|-----------------|----------------------|----------------|-----------------|
| A<br>Logos | B<br>Typography | C<br>Computer skills | D<br>Key words | E<br>Evaluation |
|------------|-----------------|----------------------|----------------|-----------------|

### A | Logos

What is a logo?

How does Alex Trochut design logos?

### B | Typography

Please use pencil for the drawing of your design

### C | Computer skills

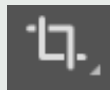
What is the shortcut for copy?

What is the shortcut for paste?

What does this symbol stand for?



What does this symbol mean?



### D | Key words

Merchandise

Combined  
Logo

Photoshop

Photo Editing

### E | Evaluation

Evaluation: To judge or give an opinion

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

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

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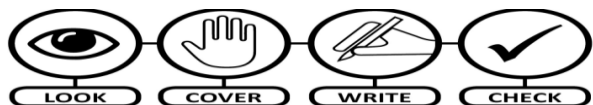
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| A | What we are learning about this term...       |
|---|-----------------------------------------------|
| 1 | Basic Song Structure                          |
| 2 | How to write a perfect Evaluation             |
| 3 | Playing an instrument / Chords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



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

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

**BASIC SONG STRUCTURE**  
The fundamental elements of a pop song

- Intro**: The first verse sets the scene and starts the story.
- Verse**: The chorus is the main hook of the song. Lyrics should broadly summarize the message of the song.
- Chorus**: The second chorus is usually the same as the first. This is your opportunity to re-emphasize your message after the 2nd verse.
- Bridge**: The bridge is usually very different from both the verses and the chorus. It's either the climax of the song or the buildup to the final chorus.
- Coda**: The last chorus brings it home, tying up the story. Sometimes the last chorus is repeated twice.

| 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**

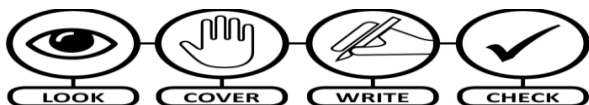
**BASS LINES: G B D F A**      **BASS SPACES: A C E G**

**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 |



| A | What we are learning about this term... |
|---|-----------------------------------------|
| 1 |                                         |
| 2 |                                         |
| 3 |                                         |
| 4 |                                         |
| 5 |                                         |
| 6 |                                         |



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

| C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Instruments in popular music                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>BASIC SONG STRUCTURE</b><br/>The fundamental elements of a pop song</p> <p><b>Intro</b>: The first verse sets the scene and starts the story.</p> <p><b>Verse</b>: The chorus is the main hook of the song. Lyrics should broadly summarize the message of the song.</p> <p><b>Chorus</b>: The second chorus is usually the same as the first. This is your opportunity to re-emphasize your message after the 2nd verse.</p> <p><b>Bridge</b>: The bridge is usually very different from both the verses and the chorus. It's either the climax of the song or the buildup to the final chorus.</p> <p><b>Coda</b>: The last chorus brings it home, tying up the story. Sometimes the last chorus is repeated twice.</p> |                                                                                                                                                    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                    |
| 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                                                                                |
|  |      |                                               |  |  | Dotted : Note | 6 beats  |  |
|  |      |                                               |  |  | Dotted        | 3 beats  |  |
|  |      |                                               |  |  | Dotted : Note | 1½ beats |  |
|  |      |                                               |  |  | Dotted : Note | ¾ beat   |  |

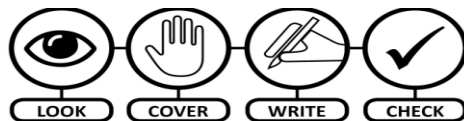
| F                                                                                                             | How to read music – treble clef and Bass Clef |
|---------------------------------------------------------------------------------------------------------------|-----------------------------------------------|
| <p><b>TREBLE LINES:</b></p> <p><b>TREBLE SPACES:</b></p> <p><b>BASS LINES:</b></p> <p><b>BASS SPACES:</b></p> |                                               |

| 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_____ |
|        |        |        |        |        |              |        |        |        |

**A What we are learning about this term...**

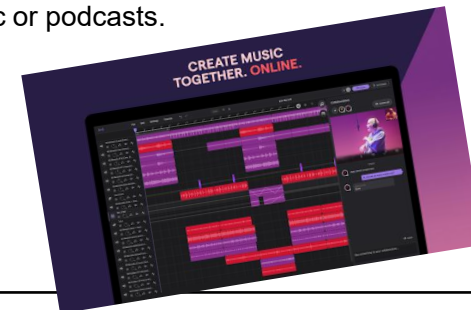
- 1 What is a DAW?
- 2 Exploring features of Soundtrap
- 3 Sequencing music in a DAW

**B Keywords**

|                               |                                                                                                 |
|-------------------------------|-------------------------------------------------------------------------------------------------|
| <b>PULSE/Metronome</b>        | The <b>steady beat</b>                                                                          |
| <b>RHYTHM</b>                 | A combination of <b>long and short sounds and silence</b>                                       |
| <b>MIDI</b>                   | Musical Instrument Digital Input                                                                |
| <b>Piano/Forte</b>            | Quiet / Loud volume in music                                                                    |
| <b>Verse / Chorus</b>         | Typical structure used in most rock/pop songs                                                   |
| <b>SYNCOPIATION</b>           | accenting or <b>emphasising the weaker beats of the bar</b>                                     |
| <b>OSTINATO</b>               | Repeated pattern of melody/rhythm in music                                                      |
| <b>Homophonic</b>             | A <b>main melody, supported by chords</b> underneath forming the harmony                        |
| <b>BPM (beats per minute)</b> | Tempo term used meaning beats per minute. E.g. 120 BPM is 2 beats per second                    |
| <b>Sequencing</b>             | The act of arranging of notes/ rhythms/effects that can be played back automatically on the DAW |

**C Keyboard Layout****D How to use Soundtrap (video tutorials)****Watch here ->****POPULAR SONG STRUCTURES****E Intro to Soundtrap (—) Soundtrap®**

Soundtrap is an online cross-platform digital audio workstation (DAW) for browsers that allows users to create music or podcasts.

**F Note Values – Dotted Note Values**

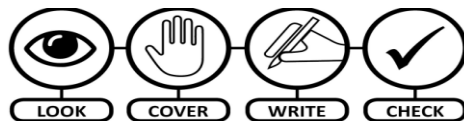
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|      | Quaver, Eighth Note    | 1/2 beat |      |      | Dotted Quaver, Dotted Eighth Note    | ¾ beat   |      |

**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 What is a DAW?
- 2 Exploring features of Soundtrap
- 3 Sequencing music in a DAW

**B**

## Keywords

**C** Keyboard Layout**D**

## How to use Soundtrap (video tutorials)



Watch here ->

## POPULAR SONG STRUCTURES

**E** Intro to Soundtrap

(-) Soundtrap®

**F**

## Note Values – Dotted Note Values

| Note | Name                   | Beats    | Rest | Note | Name                                 | Beats    | Rest |
|------|------------------------|----------|------|------|--------------------------------------|----------|------|
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**G**

## Describing music – MAD T SHIRT

**M****A****D****T****S****H****I****R****T**

## 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

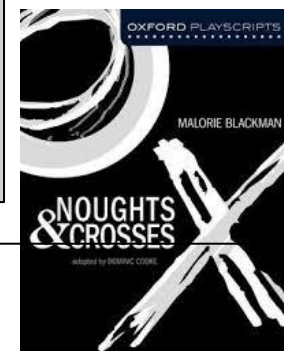
- Dramatic intentions- the effect you want to leave on your audience. What do you want them to think and feel?
- Proxemics- the use of space/distance between characters on stage.
- Physical Theatre- a style of performance where physical movement is the primary method of storytelling.
- Split staging-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

### Techniques in this unit- write your own definition

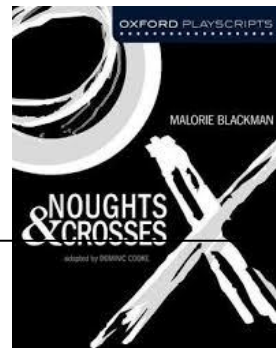
- Dramatic intentions-
- Proxemics-
- Physical Theatre-
- Split staging-

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?



# SWINDON ACADEMY READING CANON

## Year 7



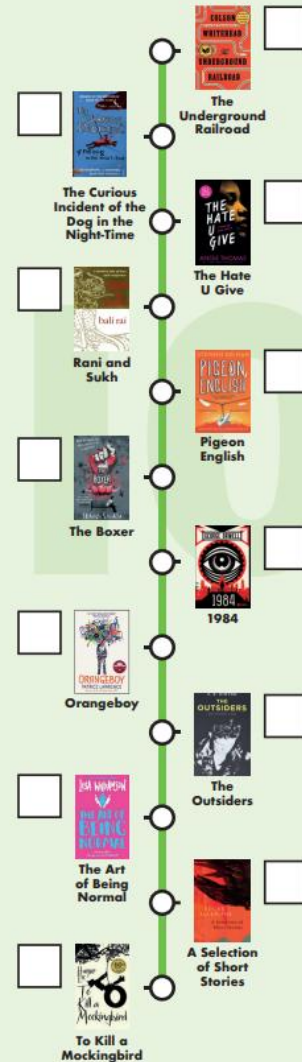
## Year 8



## Year 9



## Year 10



#ReadingisPower