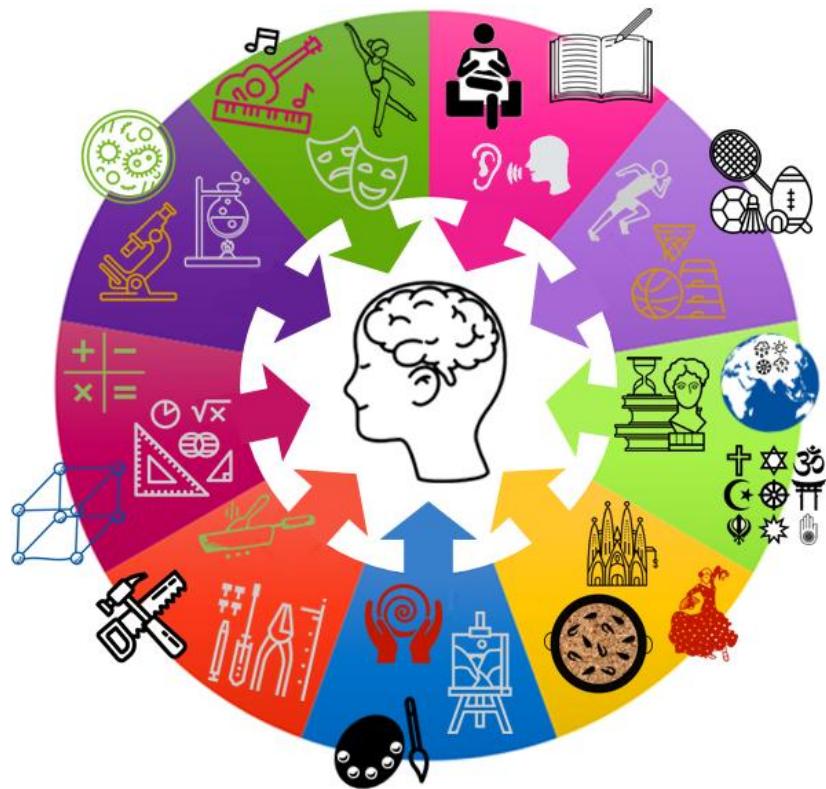


100% book - Year 9 Grammar

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



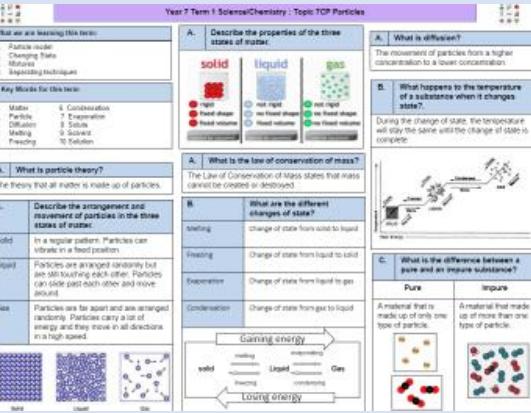
Term 3

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

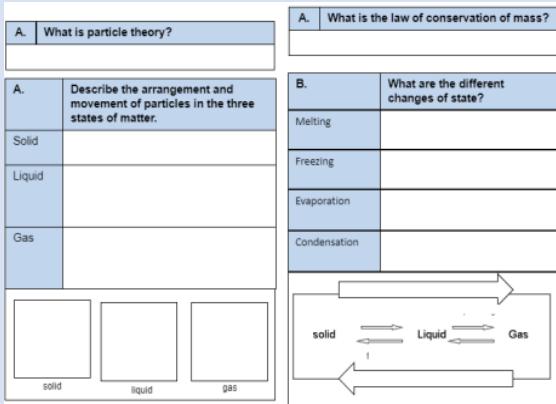
Knowledge Organisers



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.

Step 4

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

Solid = regular pattern
particles vibrate in fixed position

Solid = regular pattern
particles vibrate in fixed position

Solid = regular pattern
particles vibrate in fixed position

Step 2

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

Step 5

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

Step 3

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

Step 6

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

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

Year 9 Poetry: T Knowledge Organiser

Poem Journey Type

<p>'Wherever I Hang' Grace Nichols</p>	<ul style="list-style-type: none"> Physical journey from Guyana to England Spiritual reflection of the changes she has made in her viewpoints 	<ol style="list-style-type: none"> 'I leave me people, me land, me home / For reasons I not too sure' 'And de people pouring from de underground system / Like beans' 'I don't know really where I belaang' 'Divided by the ocean/divided by the bone.'
<p>'Island man' Grace Nichols</p>	<ul style="list-style-type: none"> Physical journey from the island to England Spiritual reflection on changes but the speaker resists the new culture as he misses his homeland 	<ol style="list-style-type: none"> "His small emerald island" "wild sea birds" "he always comes back" "groggily groggily" 'Grey metallic soar" "dull North Circular roar" 'the steady breaking and wombing'
<p>"Still I Rise" Maya Angelou</p>	<ul style="list-style-type: none"> Spiritual journey of empowerment Journey of past history 	<ol style="list-style-type: none"> "cause I laugh like I've got gold mines/ Diggin' in my own backyard" "You may cut me with your words/ you may kill me with your hatefulness" "out of huts of history's shame" "up from a pasts that's rooted in pain" "I rise/I rise/I rise" "Bringing the gifts that my ancestors gave,/ I am the dream and the hope of the slave."

Vocabulary: Key words

Immigrant: a person who moves to live in another country permanently. When **immigrants** travel to a new place, they **migrate**.

Dialect: a form of language that is used in a specific area.

Empowerment - authority or power given to someone to do something

Slang: very informal language used by particular groups of people. It is usually spoken rather than written.

Terminology: Key words

Volta – a change in tone in a poem

Discourse markers: A word or phrase that helps to organise communication

Personification: a type of metaphor used by writers to make something seem like it is alive with a human personality.

Historical Context:

Nichols is an immigrant who wrote about the Afro-Caribbean experience. She uses dialect in her poems and is influenced by the rhythmic nature of Caribbean language.

Angelou was an American poet. She lived in segregation and was active in the civil rights movement – even partnering with Martin Luther King Jr. Her writing reflects both the struggle and celebration of Black Americans in the 20th century as well as the liberation of women in a male dominated world.

Unseen poetry steps

- Read the title
- Read the poem and track the events
- What are the possible messages?
- Analyse the language
- Analyse structure
- Review your WHAT and WHYS

Write a full essay

- Thesis
- WHAT, HOW WHY x3
- Conclusion

Year 9 Poetry: T Knowledge Organiser

Poem Journey Type

<p>'Wherever I Hang'</p> <hr/> <hr/>	<ul style="list-style-type: none"> • _____ journey from _____ to _____ • Spiritual <hr/> <hr/>	<ol style="list-style-type: none"> 1. 'I leave _____' 2. 'And de people _____' 3. 'I _____' 4. ' <hr/> <hr/>
	<ul style="list-style-type: none"> • _____ journey from the island to _____ • Spiritual reflection <hr/> <hr/>	<ol style="list-style-type: none"> 1. "His small _____" " _____ birds" 2. "he _____" " _____ groggily" 3. ' _____ soar" "dull _____' 4. 'the _____'
<p>"Still I Rise"</p> <hr/> <hr/>	<ul style="list-style-type: none"> • Spiritual journey of _____ • Journey of _____ 	<ol style="list-style-type: none"> 1. "cause _____" 2. "You may _____" 3. "out of _____" "up from a _____ in pain" 4. "I _____" 5. "Bringing the _____"

Vocabulary: Key words

Immigrant:-

Dialect:-

Empowerment -

Slang:

Terminology: Key words

Volta –

Discourse markers:

Personification:-

Historical Context:

Nichols

Angelou

Unseen poetry steps

1.

2.

3.

4.

5.

6.

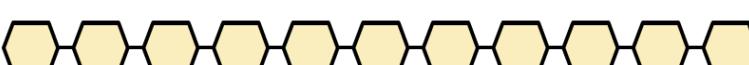
Write a full essay

1.

2.

3.

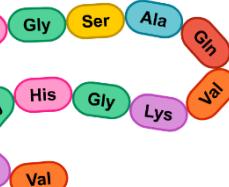
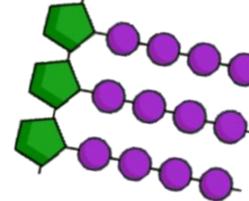
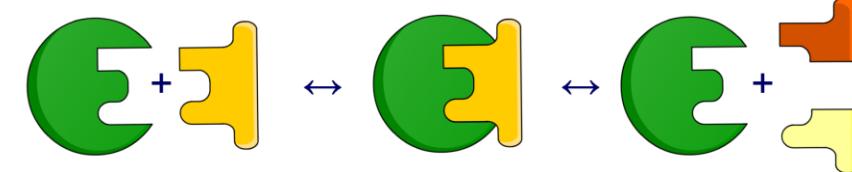


What we are learning this term:		A. What is the function of each tissue?	
A. Tissues	B. Digestive organs	Epithelial tissue	Forms a protective covering for different parts of the body.
C. Biological molecules	D. Enzymes	Glandular tissue	Secretes important substances, such as hormones.
		Muscular tissue	Contracts to control movement.
B. What is the function of each part of the digestive system?		B. How are the small intestines adapted?	
Liver	Where bile is made.	The walls of the small intestine are covered with villi , which increased absorption due to:	
Mouth	Where food is chewed and mixed with saliva, from salivary glands.	<ul style="list-style-type: none"> Large surface area. Thin membrane. Good blood supply. 	
Oesophagus	Connects the mouth and stomach.	C. Where is starch stored in plant cell?	
Large intestine	Water is absorbed from undigested food, to form faeces.	As starch grains in plastids , including chloroplasts and amyloplasts.	
Gall bladder	Where bile is stored.	C. Describe the test for sugars	
Small intestine	Where soluble food is absorbed.	<ul style="list-style-type: none"> Add Benedict's solution, to the food solution, and gently heat. If a reducing solution (e.g: glucose) is present, the solution will turn green, orange or red, depending upon the concentration. 	
Pancreas	Where neutralising substances and enzymes are produced.	C. Describe the test for starch	
Stomach	Churns food and produces hydrochloric acid.	<ul style="list-style-type: none"> Add iodine. If starch is present, colour will change to blue/black. 	
C. Describe and draw the structure of carbohydrates?		Carbohydrates are made of chains of simple sugars .	
			

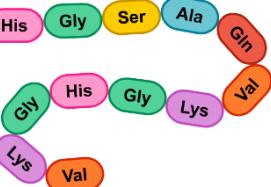
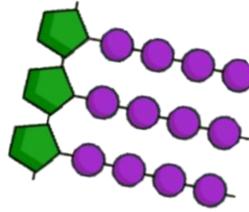


What we are learning this term:		A. What is the function of each tissue?
A. Tissues B. Digestive organs C. Biological molecules D. Enzymes		Epithelial tissue
		Glandular tissue
		Muscular tissue
B.	What is the function of each part of the digestive system?	
Liver		
Mouth		
Oesophagus		
Large intestine		
Gall bladder		
Small intestine		
Pancreas		
Stomach		
C.	Describe and draw the structure of carbohydrates?	
		C. Describe the test for starch



C.	Describe and draw the structure of proteins?	
Proteins are made of chains of amino acids .		
D.	Describe the function of enzymes	
To catalyse reactions and lower the activation energy .		
D.	What factors affect enzyme reaction rate?	
1. Temperature 2. pH 3. Enzyme concentration 4. Substrate concentration 5. Surface area 6. Pressure	D.	What happens when an enzyme is denatured?
	<p>The enzyme active site no longer fits the substrate/reactant, so the reaction is not catalysed.</p>	
C.	Describe the enzyme	
Protein	Broken down by pepsin	Into amino acids
Starch	Broken down by amylase	Into maltose
Triglycerides	Broken down by lipase	Into glycerol and fatty acids
C.	What are the functions of proteins?	
1. Structural 2. Catalytic 3. Signalling 4. Immunological		
C.	Describe the test for proteins?	
	<ul style="list-style-type: none"> • Add Biuret's solution and mix gently into the food solution. • If protein is present, the solution will turn pink/purple. 	
C.	Describe and draw the structure of triglycerides?	
Triglycerides are made of glycerol and fatty acids.		
C.	Describe the test for lipids?	
	<ul style="list-style-type: none"> • Add Sudan III stain to the food solution. • If a lipid is present, red-stained oil layer will separate and float to the surface. 	
D.	What happens when an enzyme is denatured?	
	<p>The enzyme active site no longer fits the substrate/reactant, so the reaction is not catalysed.</p>	
D.	Draw the lock and key model	
		
	<p>enzyme + reactant \leftrightarrow enzyme-reactant complex \leftrightarrow enzyme + products</p>	



C.	Describe and draw the structure of proteins?		C.	What are the functions of proteins?	C.	Describe the test for proteins?
				1. 2. 3. 4.		
D.	Describe the function of enzymes		C.	Describe and draw the structure of triglycerides?	C.	Describe the test for lipids?
						
D.	What factors affect enzyme reaction rate?		D.	What happens when an enzyme is denatured?	D.	Draw the lock and key model
1. 2. 3. 4. 5. 6.						
C.	Describe the enzyme					
	Breaks down proteins	Into...				
	Breaks down starch	Into...				
	Breaks down triglycerides	Into...				

**What we are learning this term:**

- A. Circulatory System
- B. Heart Problems
- C. Respiratory System
- D. Transport in Plants

5 Key Words for this term

1. Transpiration
2. Cardiovascular
3. Pulmonary
4. Coronary
5. Oxygenated

A. Match each blood component to its function

red blood cell → carries oxygen around the body

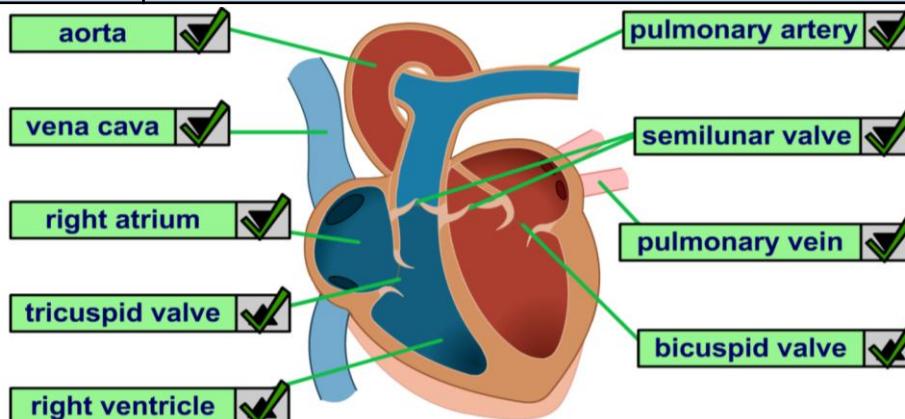
white blood cell → engulfs invading pathogens

platelet → plays an important role in blood clotting

plasma → fluid which carries other blood components

A. Name the four functions of the blood

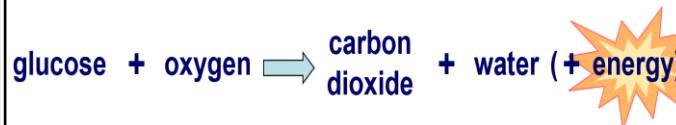
- Transport substances.
- Defend against pathogens.
- Control body temperature.
- Maintain pH of fluids.

A. Label the heart**A. Describe the three types of blood vessels**

Artery	Vein	Capillary
<ul style="list-style-type: none"> • Carries blood away from heart. • Has thick and elastic walls. • Carries blood at high pressure. 	<ul style="list-style-type: none"> • Has a large lumen. • Carries blood towards heart. • Contains lumen. 	<ul style="list-style-type: none"> • Carries blood to and from cells. • Has thin permeable walls.

B. What is a stent & what does it do?

A small metal or fabric mesh **tube**. It is inserted into a narrow artery to support the walls and keep it open.

C. What is the respiration word equation?**A. What are the specialised features of a red blood cell?**

- Flattened, biconcave disc shape.
- Large amounts of haemoglobin.
- No nucleus or organelles.

**What we are learning this term:**

- A. Circulatory System
- B. Heart Problems
- C. Respiratory System
- D. Transport in Plants

5 Key Words for this term

- 1.
- 2.
- 3.
- 4.
- 5.

red blood cell

engulfs invading pathogens

white blood cell

carries oxygen around the body

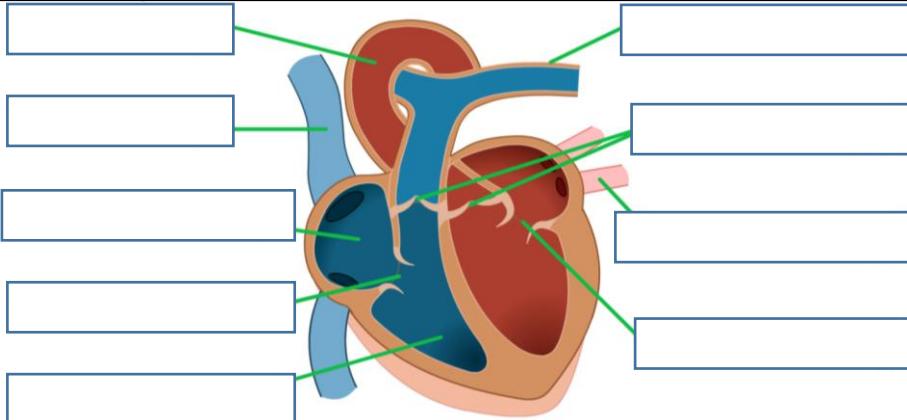
platelet

fluid which carries other blood components

plasma

plays an important role in blood clotting

A. Name the four functions of the blood

A. Label the heart**A. Describe the three types of blood vessels****Artery**

-
-
-

Vein

-
-
-

Capillary

-

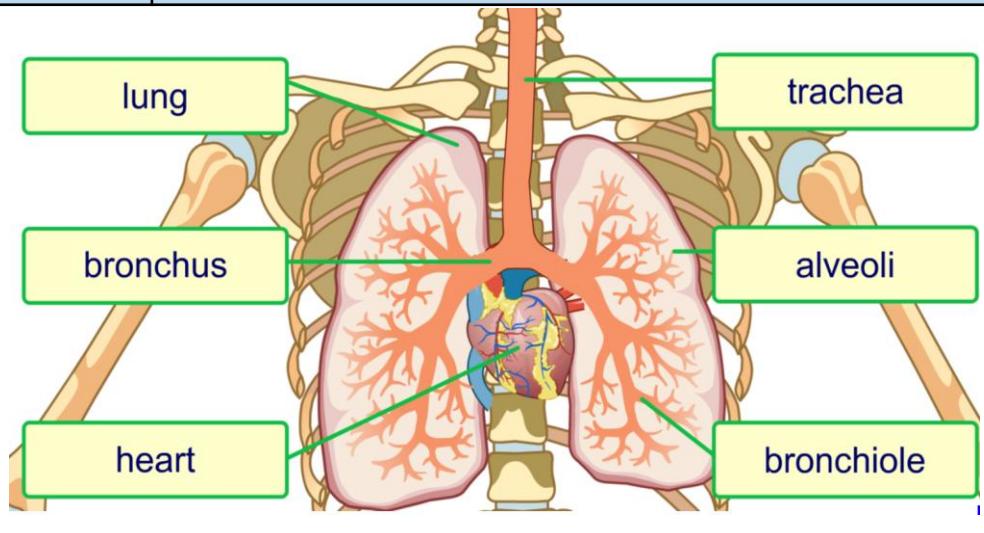
B. What is a stent & what does it do?

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A. What are the specialised features of a red blood cell?

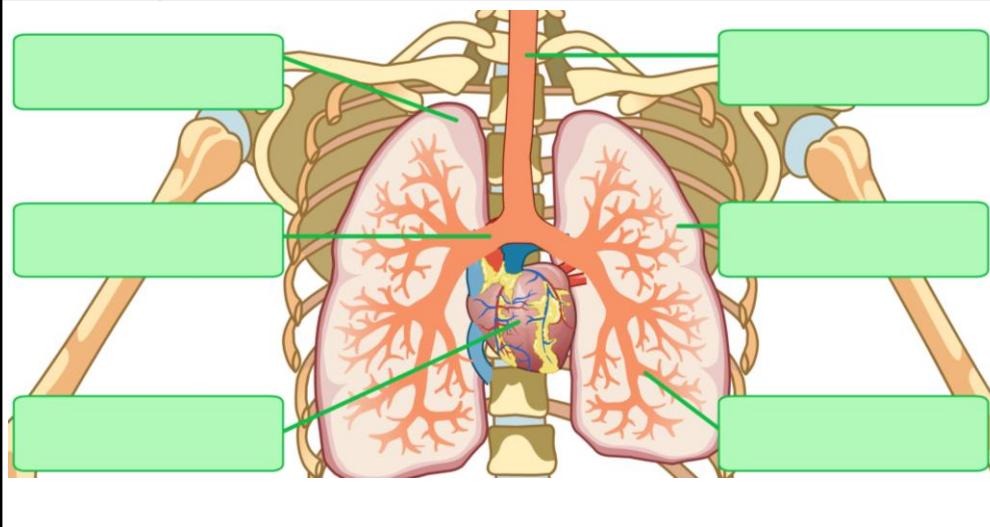
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A.	Label the respiratory system	B.	Describe gas exchange in the lungs
			<ol style="list-style-type: none">1. Inhale. Oxygen concentration in alveoli is higher than in blood.2. Oxygen diffuses into bloodstream and bind to haemoglobin in red blood cells (forming oxyhaemoglobin).3. Body cells release carbon dioxide into blood plasma. So carbon dioxide concentration is higher in blood than alveoli.4. Carbon dioxide diffuses into alveoli. Exhale.
B.	Name four problems associated with the heart	D.	Define translocation
<ul style="list-style-type: none">• Irregular heartbeat.• Hole in the heart.• Damaged valves.• Coronary heart disease.			The movement of nutrients around a plant, which requires energy .
D.	Where does gas exchange occur in plants?	D.	Define transpiration
<p>At the stomata. Found on the underside of leaves, surrounded by guard cells.</p>			The loss of water from the leaves of a plant.
D.	Describe how plants are adapted for transportation	D.	What environmental factors affect rate of transpiration?
<p>Xylem cells Transport water and minerals up the stem from the roots to the shoots and leaves. This transport occurs in one direction only.</p> <p>Phloem cells Transport sugars produced in the leaves up and down the stem to growing and storage tissues.</p>			<ol style="list-style-type: none">1. Light2. Temperature3. Humidity4. Wind



A.

Label the respiratory system

B.

Describe gas exchange in the lungs

B.

Name four problems associated with the heart

-
-
-
-

D.

Where does gas exchange occur in plants?

D.

Define translocation

D.

Describe how plants are adapted for transportation**Xylem**
cells**Phloem**
cells

D.

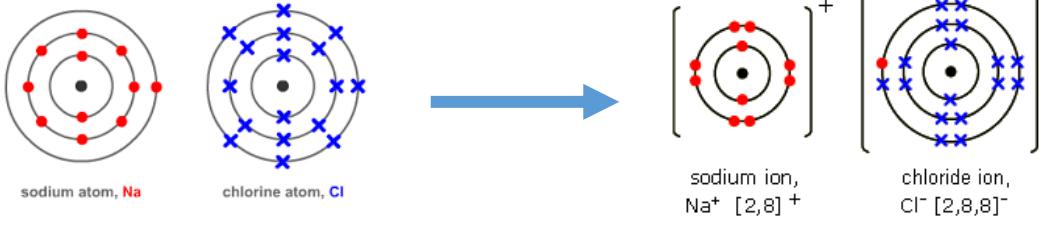
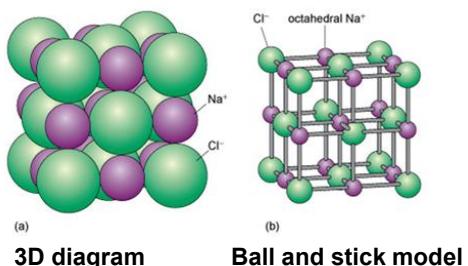
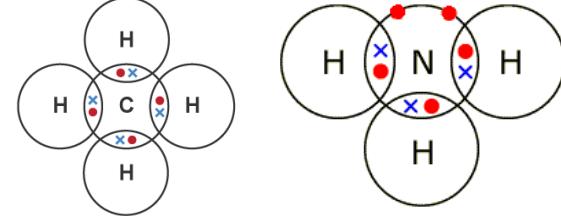
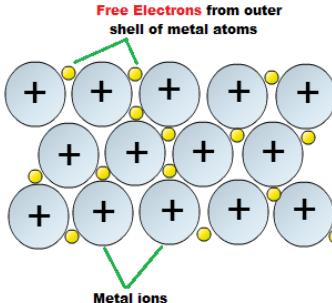
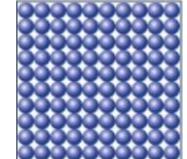
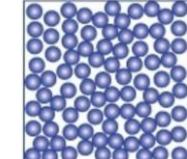
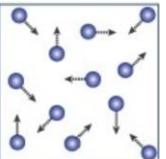
Define transpiration

D.

What environmental factors affect rate of transpiration?

- 1.
- 2.
- 3.
- 4.



What we are learning this term:		A. What is ionic bonding?	When do you get ionic bonding?		
A. Ionic Bonding B. Covalent Bonding C. Metallic Bonding D. States of matter E. Properties F. Carbon and Nanoparticles		An electrostatic force of attraction between positively and negatively charged ions			
What are dot and cross diagram?					
A way of showing electron transfers during reactions					
How is an ionic bond formed in Sodium Chloride? Draw a dot and cross diagram to show this					
<ul style="list-style-type: none"> Sodium loses an electron to form a filled outer shell. A positive ion is formed Chlorine gains this electron to fill its outer shell. A negative ion is formed An electrostatic force of attraction is formed between these oppositely charged ions 					
					
A. What is an ionic compound?		A giant structure of ions held together by strong electrostatic forces of attractions between oppositely charged ions			
How can we represent Sodium Chloride?					
		Covalent bonding is where atoms share pairs of electrons			
A. What is covalent bonding?		Sketch a dot and cross diagram to show the bonding in Methane (CH_4) and Ammonia (NH_3)			
When do you get Covalent bonding?					
Non metallic elements and compounds					
What covalent structures are there?					
Simple molecules and giant covalent structures					
C. What is Metallic Bonding?	Draw a sketch of metallic bonding	D. What are the three states of matter?			
Outer electrons are delocalised and free to move through the whole structure. This gives rise to metallic bonds		State	Solid		
What does delocalised mean?		Diagram			
Where electrons are shared between 2 or more atoms		Liquid			
When do you get Metallic bonding?		Gas			
Metallic elements and alloys		The amount of energy required to change state is dependent on what?	The strength of the forces between the particles		



What we are learning this term:		A. What is ionic bonding?	When do you get ionic bonding?
A. Ionic Bonding B. Covalent Bonding C. Metallic Bonding D. States of matter E. Properties F. Carbon and Nanoparticles			
		What are dot and cross diagram?	
		How is an ionic bond formed in Sodium Chloride? Draw a dot and cross diagram to show this	
6 Key Words for this term			
1. Delocalised 2. Electrostatic 3. Ionic 4. Covalent			
A.	What is an ionic compound?		
How can we represent Sodium Chloride?			
3D diagram Ball and stick model			
A.	What is covalent bonding?	Sketch a dot and cross diagram to show the bonding in Methane (CH_4) and Ammonia (NH_3)	
When do you get Covalent bonding?			
What covalent structures are there?			
C.	What is Metallic Bonding?	Draw a sketch of metallic bonding	D. What are the three states of matter?
What does delocalised mean?			
When do you get Metallic bonding?			
State			
Diagram			
The amount of energy required to change state is dependent on what?			



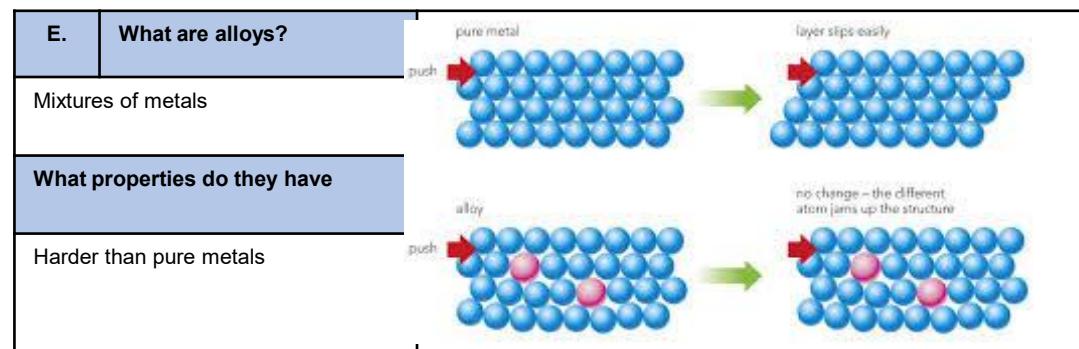
D. What are state symbols?	
These are used in chemical equations to show what state of matter things are in a reaction	
Solid	(s)
Liquid	(l)
Gas	(g)
Aqueous (in solution)	(aq)

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

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

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

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



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



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

E. What properties do Giant ionic structures have?	
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E. What are polymers?	
Are the ionic or covalent?	

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

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

E. What are alloys?	
What properties do they have	

F. What are nanoparticles?	
Why are they useful?	

What uses?

T3 Year 9 Term 3 P2 – Electricity

Current, resistance and potential difference

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

Hypothesis 'the length of the wire affects resistance'

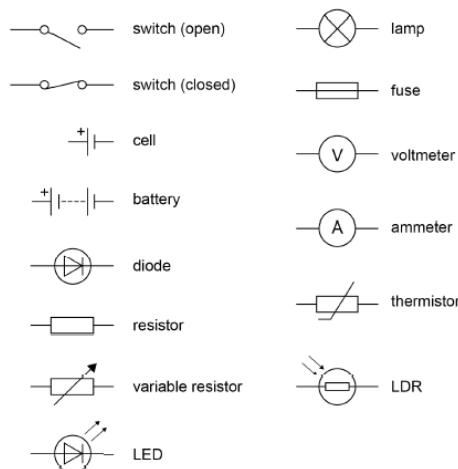
1. What is the independent variable in this investigation?
2. What is the dependent variable?
3. What is the minimum number of readings needed for a line graph?
4. What two readings are taken?
5. How is resistance calculated?
6. What sort of relationship is seen?
7. Why is it important to turn off the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

Series and parallel circuits

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

T3 Year 9 Term 3 P2 – Electricity

Components

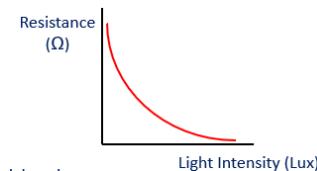


- A **diode** only allows current to flow one way in a circuit
- A **resistor** is a component that provides a fixed resistance in the circuit – e.g a $5\ \Omega$ resistor
- A **variable resistor** is a component whose resistance can be changed (e.g a dimmer switch)
- A **thermistor** is a resistor whose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

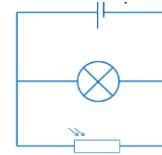
LDR



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



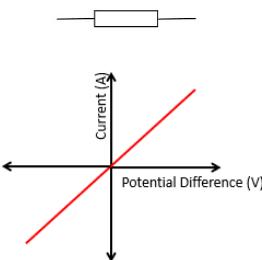
LDRs can be used to switch on lights at night time.



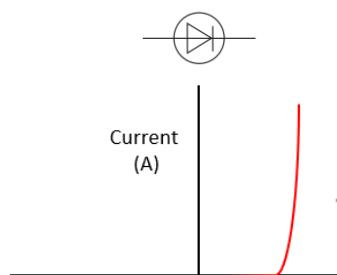
In this circuit, when it is day time, the resistance in the LDR is low, so all current flows through the LDR.

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

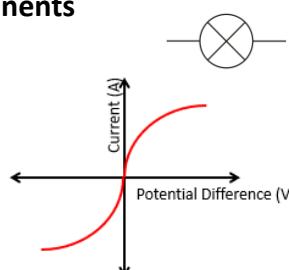
Current, potential difference and resistance for different components



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

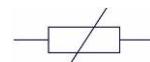


A diode very high resistance in one direction.
Only when the potential difference is positive does current flow



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

Thermistor



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

T3 Year 9 Term 3 P2 – Electricity

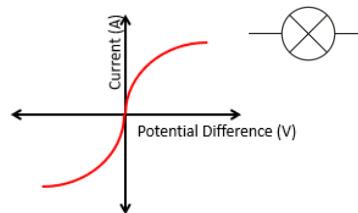
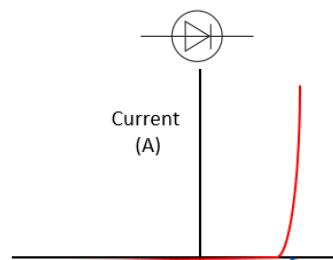
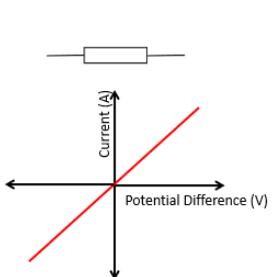
Components

Symbol	Name
	Cell
	fuse
	Voltmeter

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

Current, potential difference and resistance for different components

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



2. Describe the relationship shown

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

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

LDR

1. Draw the symbol for an LDR
2. Draw the pattern you would expect for resistance as the light intensity increases.
3. The circuit below is for a night light. What is resistance in the LDR like during the day time? (high light levels)
4. Why does the light switch on when it goes dark?
5. Draw the symbol for a thermistor
6. Describe the relationship between temperature and resistance in a thermistor

T3 Year 9 Term 3 P2 – Electricity

Domestic use of electricity

There are two types of electrical supply – direct (DC) and alternating current (AC)

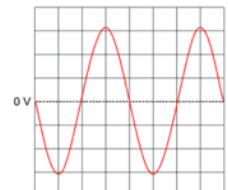
AC

The pd changes direction and magnitude, giving alternating current

The number of times the change of direction happens per second is the frequency.

UK mains is AC - **230V**

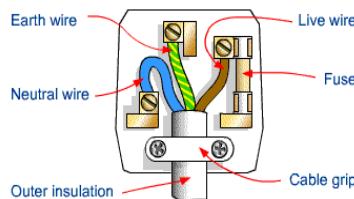
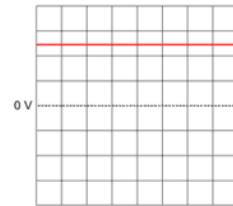
Frequency of **50 Hz**



DC

A direct pd produces current that flows in one direction

Batteries supply DC

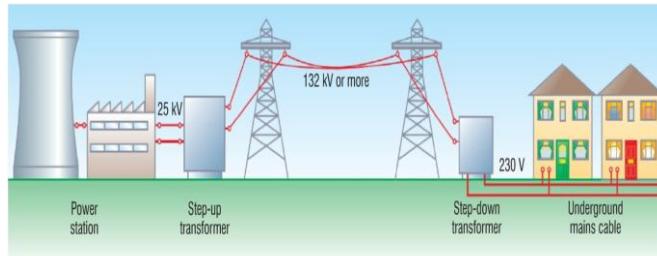


Electrical appliances are connected using 3 core cable

- Brown – live wire, with pd of 230V
- Blue – neutral, 0V, completes the circuit
- Yellow and green – Earth wire, is at 0V unless there is a fault, when it will become live

The National Grid

The National Grid is a system of cables and transformers connecting power stations to homes and businesses



The National Grid uses very high pd and low current.

High current causes heating in the wires and would result in large energy losses.

Step up transformers increase the pd from the power station (to around 400000V) so that low current can be used to transmit power.

This means the wires don't get hot, so less energy is lost.

Near homes and businesses, step down transformers reduce the pd to 230V for safety.

Appliances in the home and power

Power is measured in Watts (W) or kW

Power can be calculated by using:

Power = Voltage x current

$$P = IV$$

Power = current² x resistance

$$P = I^2 R$$

Appliances transfer energy.

Energy is measured in Joules (J) or kJ

The energy transferred can be calculated by using:

Energy = charge flow x potential difference

$$E = QV$$

Energy = power x time

$$E = pt$$

For example

A kettle transfers energy from the thermal store of the filament in the kettle to the thermal store of the water inside.

Some energy is transferred to the thermal store of the surroundings.

T3 Year 9 Term 3 P2 – Electricity

Domestic use of electricity

1. What are the two types of current?
2. What type of power supply produces DC current?
3. What are the two differences between AC and DC current?
4. What is the pd of the UK mains supply?
5. What is the frequency of UK mains supply?
6. What colour is the live wire in UK plugs?
7. What is the purpose of the blue wire in UK plugs?
8. When does the yellow and green wire carry a current?

Appliances in the home and power

1. What is the equation linking current, potential difference and power?
2. What is the equation linking current, resistance and power?
3. What two factors affect how much energy an appliance transfers?
4. What is the equation linking energy, power and time?

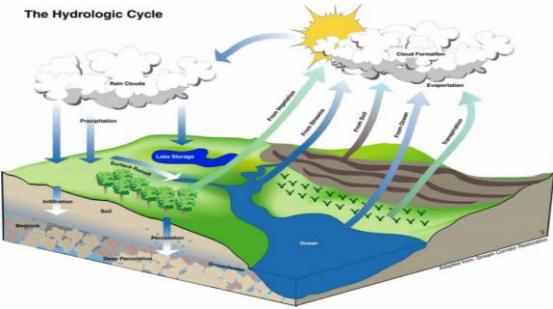
The National Grid

1. What is the National Grid?
2. What sort of pd does the National Grid use to transmit electrical power?
3. What is used to increase the pd from the power station?
4. What is used to reduce the pd near homes and businesses?
5. Why is such a high pd used?

5. What are the units for power?
6. What is the equation linking charge, energy and potential difference?
7. What are the units for energy?

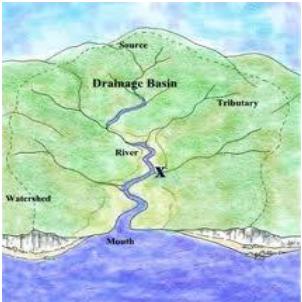


Geography Knowledge Organiser: Year 9 Term 3 Rivers



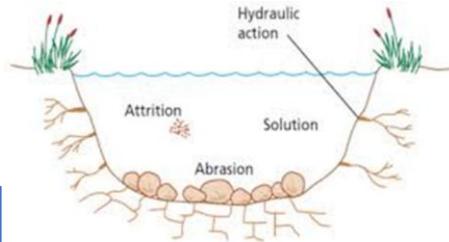
What are we learning this term

- The Hydrological cycle
- Drainage basins
- Factors influencing the hydrological cycle
- Key terms



Some factors will influence the way that water travels to the river – see below.

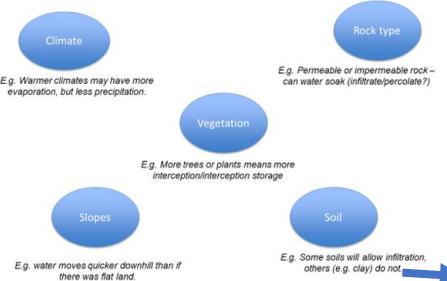
The drainage basin is the area of land drained by a river and its tributaries. Its boundary is the **watershed**. The start of a river is called the **source**, and the end of the river as it enters the sea is the **mouth**. The main river channel may be joined by smaller rivers called **tributaries**, and this meeting point is called a **confluence**.



Erosion in a river has a number of different forms.

A. The hydrological cycle	
<p>The hydrological cycle is a closed system. This means that water never leaves, or enters the cycle of water from sea, land and atmosphere. The cycle is important because it shows us how water can enter the drainage basin, and how water can be responsible for increasing or decreasing our risk of flooding. Key words include:</p>	
Evaporation	the process of water turning from a liquid into water vapour as it is warmed.
Transpiration	Transpiration – the loss of water from trees and plants
Condensation	water vapour returning to a liquid once cooled.
Interception	water being trapped by tree leaves and plant leaves
Surface run off	water travelling over the land
Infiltration	water soaking into the soil
Throughflow	water flowing downhill in the soil
Percolation	water passing vertically through soil and rock
Groundwater flow	water flowing vertically through rock.
Channel flow	water flowing in a river channel
Channel storage	water being stored in the river

Factors influencing the hydrological cycle - what speeds it up, or slows it down?



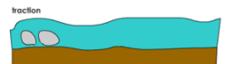
Hydrographs are a method to show us the relationship between rainfall and discharge (the amount of water in the river at a given time). Hydrographs can help us to predict the risk of flooding, but also can help us to understand how water has made its way to the river...

Transportation.

- Transportation happens in one of four ways:
- As solution: dissolved minerals carried in the water.
- Suspension: Small particles of rock and soil are carried along – they make the water look cloudy or muddy.

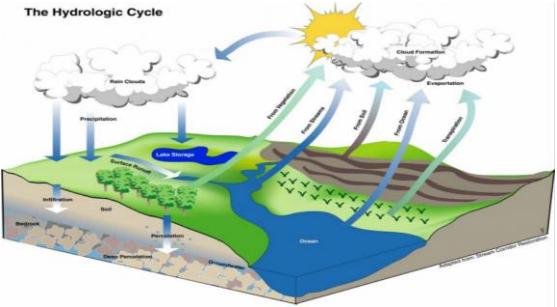


- As traction: Larger stones and rocks get rolled along.



The **lag time** of a hydrograph is the time between the peak rainfall and the peak discharge. If this is long (e.g. b) then it means water will have infiltrated rather than moved through surface run off, as surface run off would cause water to enter the river quickly, and so our hydrograph would have a shorter lag time (e.g. a).

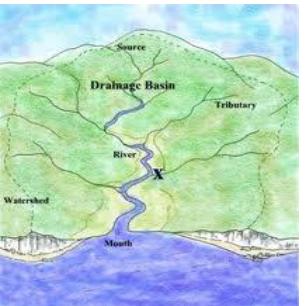




A. The hydrological cycle	
Evaporation	
Transpiration	
Condensation	
Interception	
Surface run off	
Infiltration	
Throughflow	
Percolation	
Groundwater flow	
Channel flow	
Channel storage	

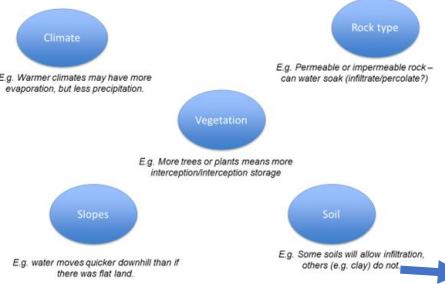
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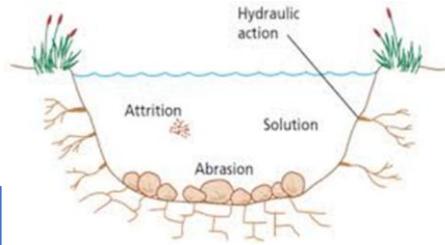
Some factors will influence the way that water travels to the river – see below.

Factors influencing the hydrological cycle - what speeds it up, or slows it down?



Hydrographs are

The drainage basin is the



Erosion in a river has a number of different forms.

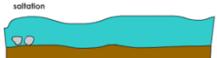
D	Key terms
Attrition	
Hydraulic action	
Corrosion (solution)	
Abrasion (corrasion)	

Transportation.

- Transportation happens in one of four ways:
- As solution: dissolved minerals carried in the water.
- Suspension: Small particles of rock and soil are carried along – they make the water look cloudy or muddy.



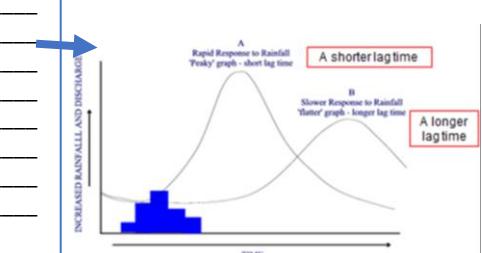
- As saltation: sand grains and small stones just bounce along.



- As traction: Larger stones and rocks get rolled along.



The lag time of a hydrograph is

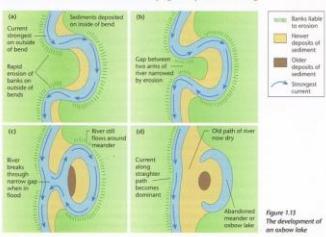




Geography Knowledge Organiser: Year 9 Term 3 Rivers

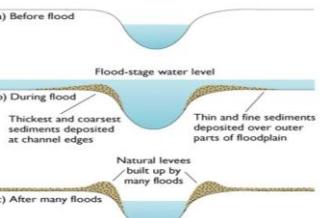


E	Reducing flooding
Rivers flooding can be caused by a number of factors. These could be human factors:	
Farming	ploughing can cause water to collect in the troughs and run directly in to the river.
Urbanisation	building with tarmac and concrete does not allow infiltration so water moves to the river through surface run off, or might sit on the land.
Deforestation	cutting down trees will reduce interception storage and increase surface run off.
Or physical factors:	Or physical factors:
Weather and climate:	hotter weather increases evaporation which will then decrease the amount of discharge. Colder weather will cause more surface run off as frozen ground cannot infiltrate water.
High amounts of rainfall	saturated ground will not infiltrate further rainfall, which increases surface run off, and therefore the discharge in the river.
Steep land	steep land increases surface run off and therefore the discharge in the river

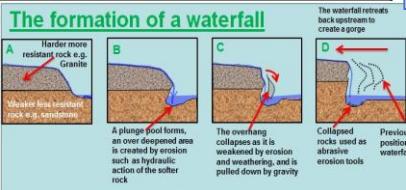


A meander is a bend in a river. Erosion happens on the outside of the bend as the velocity is faster. Deposition happens on the inside of the bend as velocity is slowest. This meander may over time become an oxbow lake as erosion on the outside of the bend exaggerates the bend, and when the river floods, water might take the quickest route – therefore cutting off the bend!

Formation of Natural Levees



The image above tracks the journey of a river from source to mouth. Note that the river starts on high land, and meets the sea on flat land. The features of a river will change from source to mouth. This is due to erosion and transportation of material. Typically larger material is found in the upper course of a river, and the material reduces in size as it makes its way to the mouth. Erosion will change from vertical (downwards) to horizontal erosion.



A waterfall will form when bands of hard and soft rock lie on top of each other. Over time the hard (more resistant) rock will be eroded, and therefore the soft rock will be eroded vertically. This creates a plunge pool – and overtime the waterfall will retreat backwards creating a gorge.

River flooding might bring a lot of effects to an area. They are worse in LICs as the countries are unable to prepare, or protect.

These impacts can be social, economic or environmental.

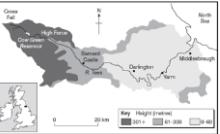
Social: loss of homes, death, loss of possessions etc.



Economic: Cost of repairs, loss of income from flooded farmland, loss of business, loss of jobs etc.

Environmental: Damaged habitats, destroyed land, contaminated water sources etc.

The river is 85 miles long, and drains an area of 710 square miles. Its source is in the Pennine hills, and flows in to the North Sea at Middlesbrough.



Middle/lower course:

There are good examples of meanders, levees and floodplains along the River Tees. The natural levees have built up over time as the river floods and sediment is deposited on the banks of the river. There are large industries in the lower course of the river, making the most of the flat land and river's flow in to the North Sea. This area of the river needs high levels of management. In Yarn there are extensive flood protection methods.

Upper course: The upper course of the river has impressive waterfalls. The river drops 20m in a single sheet of water – High Force Waterfall (tallest in England). The waterfall has retreated back overtime to form a gorge. There are high v-shaped valleys, and interlocking spurs in the upper course of the river.

The river has been straightened and widened over time to allow navigation for industry and trade.

Banbury Floods:

Banbury is located in the Cotswolds, north of Oxford.

Impacts of flooding:

In 1998 flooding led to the closure of the railway station, local roads and caused £12.5m damage. More than 150 homes and businesses were affected. In 2007 these impacts were repeated.

What has been done to reduce flooding?

- A361 raised, and drainage below the road improved.
- Earth embankments built.
- Floodwalls built.
- Pumping station to transfer excess water.
- Creation of new Biodiversity Action Plan to allow nature to 'soak' up excess water.

What were the costs/benefits?

Socially: quality of life has improved, reduced levels of anxiety of flooding, the A361 will no longer need to be closed.

Economically: Cost £18.5m, but benefits of protecting are over £100m!

Environmentally: Small reservoir created from earth taken for embankments, new Biodiversity Action Plan has created new habitats, and floodplain protected for flooding.



E Reducing flooding

Rivers flooding can be caused by a number of factors.
These could be human factors:

Farming	
Urbanisation	
Deforestation	
Or physical factors:	
Weather and climate:	
High amounts of rainfall	
Steep land	

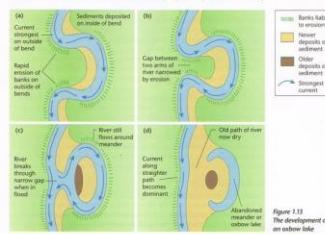


Figure 1.13 The development of an anabranch

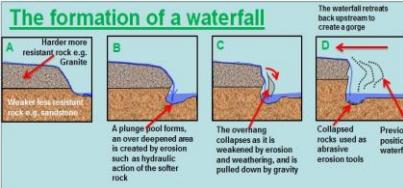
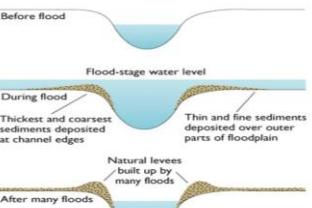


Middle/lower course:

Upper course:

A meander is _____. Erosion happens on _____ as the velocity _____. _____ happens on the inside of the bend as velocity _____. This meander may over time become _____ as erosion on the _____ of the bend exaggerates the bend, and when the river floods, water might take the quickest route – _____!

Formation of Natural Levees



Banbury Floods:

What has been done to reduce flooding?

•

Banbury is located in the Cotswolds, north of Oxford.

Impacts of flooding:

What were the costs/benefits?



Section A: Keywords

1. Allies - The alliance between Britain, the USA, the USSR and France
2. Axis - The alliance that stood opposed to the allies made up of Germany, Japan and Italy
3. Autocracy - A system of government by one person with absolute power
4. Bolsheviks - The radical left-wing political group which seized control of the Russian government in 1917
5. BEF - British Expeditionary Force
6. Blitzkrieg - intense military campaign intended to bring a quick victory
7. Collectivism - giving a group priority over an individual
8. Communism - An economic and political system in which all property is state-owned
9. Democracy - A political system that allows the people to vote on how the country is run
10. Dictator - A single strong leader who can do what they want and has complete power
11. Dictatorship - governed by a dictator
12. Encircle - To surround an enemy army
13. Evacuation - the action of leaving a place
14. Fascism - a nationalistic right-wing system of government
15. Hyperinflation - the rapid inflation of money
16. Luftwaffe - German air force
17. Lend-Lease - A scheme under which the USA lent or leased vital supplies to Britain during the war
18. Morale - the confidence or enthusiasm of a group
19. Pincer movement - A movement by two separate groups of troops to close in on an enemy from two different directions
20. Propaganda - misleading information used to further a political cause
21. Ration - fixed amount of goods allowed to each person during a time of shortage
22. Red Army - Army of the Soviet Union
23. Tariff - A tax paid on certain imports or exports
24. Totalitarianism - a system of government that is run by a dictator and needs complete subservience to the state.
25. Totalitarian - A form of rule in which the government or leader has unlimited power over all aspects of society
26. Proletariat - Used by communists to describe the working class
27. Tsar - The Russian emperor
28. Collectivisation - The grouping together of farms to be owned by the state
29. Industrialisation - The widespread development of industries in a country
30. Operation Overlord - The allied military operation to liberate France from Nazi occupation
31. Purge - To remove a group of people from an organisation
32. Soviet Union - Or USSR, the new name for Russia under Communist control
33. Führer - Hitler's title from 1934, when he became the absolute ruler of Germany
34. Police state - A country where the government uses the police to spy on the people and stamp out opposition
35. Weimar Republic - The German democratic government established after WWI

Year 9 Term 3 History Knowledge organiser: Topic: World War Two

Section B:		Dictatorships in Europe		What we are learning this term:									
<u>Stalin</u>		<u>Mussolini</u>		<u>Hitler</u>									
- After the Revolution there was a Civil War in Russia	- Italy joined the allies in 1915 during WW1 but failed to gain the territory it wanted and people in Italy were outraged.	- Germany was badly damaged by the Treaty of Versailles and many German people were not happy.	- There was a growing fear of communism in Germany following the revolution in Russia.	- There had been attempts by communists and fascists to overthrow the Weimar government (the Spartacist Revolt and the Munich Putsch).	- Increased support for the Nazis grew over the period of economic struggles in Weimar Germany, such as Hyperinflation.	- By the early 1930s, Hitler was working to consolidate his power as a dictator in Germany.							
Section C: The War Before 1941													
<ul style="list-style-type: none"> - Operation Sichelschnitt in 1940 - the German war plan to invade France. They were successful and managed to capture Paris and encircle the Allied Forces in the North of France. - Operation Dynamo - The mass evacuation of Allied forces from the North of France from Dunkirk following Operation Sichelschnitt. This resulted in the successful evacuation of over 338,000 soldiers from France. - The Battle of Britain - After the Allied evacuation from Dunkirk, Hitler launched Operation Sealion, an attempt to invade Britain. The Royal Air Force (RAF) managed to stop the attempted invasion. 													
Section D: The War by 1942													
<ul style="list-style-type: none"> - Operation Barbarossa was launched in 1941 and was an attempt by Germany to invade the Soviet Union. This plan ultimately failed due to Germany using a weak military, having poor logistics - such as being unprepared for the Russian winter - and the failure at the Battle of Stalingrad. This also brought the USSR into the war on the side of the Allied forces. - In December 1941, Japan bombed US naval forces at Pearl Harbour in Hawaii. Following the attack on Pearl Harbour, the USA entered the war on the side of the Allied forces. - Germany now faced the potential of fighting a war on two fronts if there was a successful Allied invasion of Northern France. 													
Section E: The Homefront													
<u>Britain</u>		<u>Germany</u>											
From 1940, there were regular bombing by the Luftwaffe on British cities, known as the Blitz. Children were evacuated to the countryside during this period. Women worked factories and farming to maintain the supply of men to fight in the war. Rationing was introduced as trading was dangerous during wartime.		Germany also faced the bombing of major cities by Allied forces, such as the bombing of Dresden. Rationing was also introduced in Germany. Propaganda was key in maintaining morale in Germany, but by 1943 the mood of the public began to change as the tide of war began to change.											
1917 The Russian Revolution- Bolsheviks seize control of Russia		1918 The signing of the armistice and the end of World War One		1919 Germany forced to sign The Treaty of Versailles		1920 The use of fascist squads by Mussolini		1922 Mussolini was in power in Italy		1923 The Munich Putsch Hyperinflation started in Germany		1924 Death of Lenin	
1 September 1939 Hitler invades Poland		26 May – 4 June 1940 Dunkirk evacuation		22 June 1941 Hitler launches Operation Barbarossa		7 December 1941 Attack on Pearl Harbor		September 1942- January 1943 The Battle of Stalingrad		6 June 1944 D-day		8 May 1945 End of the war in Europe	

Year 9 Term 3 History Knowledge organiser: Topic: World War Two

<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;"><u>Section B:</u></td><td style="width: 30%;"><u>Dictatorships in Europe</u></td><td style="width: 55%;"></td></tr> <tr> <td><u>Stalin</u></td><td><u>Mussolini</u></td><td><u>Hitler</u></td></tr> <tr> <td></td><td></td><td></td></tr> </table>			<u>Section B:</u>	<u>Dictatorships in Europe</u>		<u>Stalin</u>	<u>Mussolini</u>	<u>Hitler</u>				<p><u>What we are learning this term:</u></p> <ul style="list-style-type: none"> • The Rise of Dictatorships in Europe • How successful were the Allied forces at the start of the Second World War? • How can 1942 be considered a turning point for the Allies in the Second World War? • The Homefront: Britain and Germany • How did the Allied forces win the Second World War? <p><u>Section C: The War Before 1941</u></p>			
<u>Section B:</u>	<u>Dictatorships in Europe</u>														
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<u>Britain</u>	<u>Germany</u>														
			<p><u>Section F: The War after 1942</u></p>												
1917	1918	1919	1920	1922	1923	1924									
1 September 1939	• 26 May – 4 June 1940	22 June 1941	7 December 1941	• September 1942- January 1943 The	• 6 June 1944	• 8 May 1945									



What we are learning this term:		B	Equality and religion
A. Key words B. Religion and equality C. Racism D. Gender		E. LGBTQ F. Disability	<ul style="list-style-type: none"> People experience prejudice due to sex, disability, race, sexual orientation Equality is important to make society fair The Equality Act 2010 prohibits employers, educators and service providers from discriminating against protected characteristics (race, disability, sex) Christianity – “you are all one in Christ” Hinduism – the Divine is present in all human beings Islam – the only way one human is better than another is through goodness
A. Can you define these key words?			
Key words	Key definition	C	Racism
Equality	The state of being equal in status, rights or opportunities		<ul style="list-style-type: none"> Islam – “There is no superiority... except on the basis of righteousness” Christianity – “There is neither Jew nor Greek, male nor female, you are all one in Christ” Hinduism – “There is none high or low amongst you” There are some examples in scripture of slavery – in The Bible, it says “slaves obey your masters” and some use this to justify actions e.g. Ku Klux Klan. Quakers are Christians who called for the liberation of Slaves Martin Luther King was inspired by Christianity to campaign for civil rights using non-violent methods Malcolm X was important in the fight for equality
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	D	Gender
Feminism	A movement fighting for women's rights		<p>Gender equality is equal access to resources and opportunities regardless of gender</p> <ul style="list-style-type: none"> Christianity – in Genesis it says God made men and women differently “Eve was created by God by taking her from the rib of Adam” Traditional gender roles e.g. woman caring for home are found in many religions Islam – some people claim the Qur'an justifies violence “Make clear to them the matter” BUT “the Messenger of God never struck a woman, child or a servant”
Status	A persons position in society		<p>Women in worship</p> <ul style="list-style-type: none"> Catholic church does not allow women into priesthood Men and women worship in the Mosque separately from men Some mosques are now female led only, and the Catholic Women's Ordination campaign for women to have the right to be ordained
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	E.	LGBTQ
F	Disability		<ul style="list-style-type: none"> Homosexuality was illegal in the UK until 1967 Members of the LGBTQ community have faced persecution in the UK and abroad e.g. Russia and Cameroon have seen an increase in violence Christianity – “God created man in His image... male and female He created them” Christianity – “You shall not lie with a male as with a woman; it is an abomination” Buddhism, Sikhism and Hinduism do not mention homosexuality Dalai Lama – “For a Buddhist, a relationship between two men is wrong” Catholic – Welcomes all those who are homosexual but invites them to live a life of celibacy
	<ul style="list-style-type: none"> UK – Disability discrimination is illegal (being treated badly or put at a disadvantage due to disability) Bible – Jesus went out of his way to heal the sick and help disabled people Qur'an – encourages good treatment and giving help to those who are disabled Buddhism and Hinduism – disability is not a punishment from God, comes from bad karma 		



What we are learning this term:		B	Equality and religion
A. Key words	E. LGBTQ		
B. Religion and equality	F. Disability		
C. Racism			
D. Gender			
A.	<i>Can you define these key words?</i>		
Key words	<u>Key definition</u>		
Equality			
Discrimination			
Prejudice			
Privilege			
Racism			
Liberation			
Feminism			
Status			
Rights			
Persecution			
Disability			
Diversity			
Justice			
F.	<i>Disability</i>		
E.	<i>LGBTQ</i>		

TERM 3. GCSE Unit 2 SPANISH Knowledge organiser.
Topic Technology in Everyday Life



What we are learning this term:	
A. Saying how you keep in touch via the internet	
B. Picking out key words when reading	
C. Giving opinions about online messaging	
D. Talking about using a mobile	
E. Give opinions about mobile technology	
6 Key Words for this term	
1. chateo	4. sala de chat
2. redes sociales	5. descargar
3. en línea	6. subir

2.1F ¿Cómo prefieres mantenerte en contacto?	
comunicarse	to communicate
desafortunadamente	unfortunately
empezar	to start
escoger	to choose
genial	brilliant / great
gratis	free of charge
el hecho	fact
el inconveniente	disadvantage
interactivo/a	interactive
el jefe / la jefa	boss
la letra	letter of the alphabet
mandar	to send
los medios sociales	social media
el móvil	mobile phone
ofrecer	to offer
el ordenador	computer
la pantalla	screen
poder	to be able to
por desgracia	unfortunately
por mi parte	as far as I'm concerned
la revista digital	digital magazine
sencillo/a	simple
tampoco	neither / nor

2.2G ¡El móvil para todo!	
aunque	although
dar	to give
dar las gracias	to thank
enviar	to send
el juego	game
lento/a	slow
el mensaje de texto	text message
el móvil	mobile phone
navegar la red	to surf the internet
la norma	rule
prohibido	forbidden
el regalo	present, gift
la regla	rule
ridículo/a	ridiculous
roto/a	broken
único/a	only

2.2H ¿Podrías vivir sin el móvil y la tableta?	
raras veces	rarely
la sala de chat	chat room
la señal	signal
la tarjeta de crédito	credit card
todo lo contrario	the exact opposite

Key Verbs				
Descargar To download	Subir To upload	Mandar To send	Hacer – to do/make	Chatear To chat
Descargo I download	Subo I upload	Mando I send	Hago I do	Chateo I chat
Descargas You download	Subes You upload	Mandas You send	Haces You do	Chateas You chat
descarga He/she download	sube He/she uploads	Manda He/she sends	Hace s/he does	Chatea He/she chats
Descargamos We download	Subimos We upload	Mandamos We send	Hacemos We do	Chateamos We chat
Descargan They download	suben They upload	Mandan They send	Hacen They do	Chatean They chat
2.2F La tecnología portátil		2.1H Las redes sociales		
andar	to walk	a mi juicio	in my opinion	
archivo	file	acosar	to bully	
borrar	to delete, erase	el acoso	bullying	
la canción	song	apasionar	to excite	
cargar	to load	aun	even	
contestar	to answer	bajo	low	
el correo basura	spam, junk mail	compartir	to share	
cualquier	any	el comportamiento	behaviour	
de vez en cuando	from time to time	el desarrollo	development	
el disco duro	hard drive	la desventaja	disadvantage	
el espacio	space	divertirse	to have a good time	
igual	same	gratuito/a	free of charge	
el ordenador portátil	laptop	mejorar	to improve	
sacar fotos	to take photos	el riesgo	risk	
sentir	to feel	el/la seguidor/a	follower	
la tableta	tablet	tener éxito	to be successful	
la tecnología	technology	el/la usuario/a	user	
2.2H ¿Podrías vivir sin el móvil y la tableta?				
la conexión inalámbrica	wireless connection			
chatear	to chat online			
correr	to run			
darse cuenta de	to realise			
en vez de	instead of			
las felicitaciones	best wishes,			
felicitar	to send best wishes/to congratulate			
hasta	until			
imprescindible	essential			
preocupar	to worry			



GCSE Unit 2 SPANISH Knowledge organiser.

Topic Technology in Everyday Life



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- B. Picking out key words when reading
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- E. Give opinions about mobile technology

6 Key Words for this term

1. chateo	4. sala de chat
2. redes sociales	5. descargar
3. en línea	6. subir

2.1G Comunicarse por internet

allí	sometimes
	to chat online
el correo electrónico	to post photos
demasiado/a	
	to speak / talk
justo/a	incredible
el país	
	a little
la razón	own
la red social	
la sala de chat	internet / network
todos los días	
usar	outing
la vez	to use

2.2H ¿Podrías vivir sin el móvil y la tableta?

raras veces	
la sala de chat	signal
la tarjeta de crédito	
todo lo contrario	

2.1F ¿Cómo prefieres mantenerte en contacto?

comunicarse	
desafortunadamente	to start
	to choose
genial	
gratis	fact
el inconveniente	-
	interactive
el jefe / la jefa	
	letter of the alphabet
mandar	
los medios sociales	mobile phone
	to offer
el ordenador	
la pantalla	
	to be able to
por desgracia	
	as far as I'm concerned
la revista digital	
sencillo/a	
	neither / nor

2.2G ¡El móvil para todo!

aunque	
dar	
dar las gracias	to send
	game
	slow
el mensaje de texto	
el móvil	to surf the internet
la norma	
prohibido	
el regalo	rule
	ridiculous
roto/a	
único/a	

Descargar	To upload	Mandar	Hacer –	Chatear
_____	_____	_____	_____	To chat
Descargo I download	Subo _____	I send _____	I do _____	Chateo I chat
Descargas	Subes You upload	Mandas _____	Haces You do _____	You chat
descarga He/she download	sube He/she uploads	Manda He/she sends _____	s/he does _____	Chatea He/she chats
We download	Subimos We _____	Mandamos We _____	Hacemos _____	Chateamos _____
They download	suben They upload	Mandan They send _____	Hacen They do _____	They chat _____

2.2F La tecnología portátil

andar	
archivo	
	to delete, erase
la canción	
cargar	
contestar	
	spam, junk mail
cualquier	any
de vez en cuando	from time to time
el disco duro	
el espacio	space
	same
el ordenador portátil	
sacar fotos	to take photos
	to feel
la tableta	
la tecnología	technology

2.1H Las redes sociales

a mi juicio	
acosar	
	bullying
apasionar	
	even
	low
el comportamiento	to share
el desarrollo	
	disadvantage
gratuito/a	to have a good time
el/la seguidor/a	to improve
	risk
el/la usuario/a	to be successful

2.2H ¿Podrías vivir sin el móvil y la tableta?

la conexión inalámbrica	
chatear	
correr	
	to realise
	instead of
	best wishes,
congratulations	
felicitar	
hasta	congratulate
imprescindible	
	to worry



GCSE Unit 5 SPANISH Knowledge organiser.

Topic Home, Town, Neighbourhood and Region



What we are learning this term:

- A. Saying what your house is like
- B. Describing your house and where it is
- C. Talking about the amenities in your area
- D. Discussing the advantages and disadvantages of living in the town and country

6 Key Words for this term

1. vivir	4. el hogar
2. alojamiento	5. la casa
3. alquilar	6. las afueras

5.2G ¿Qué se puede hacer donde vives?

el barrio	neighbourhood, area
la biblioteca	library
la bolera	bowling alley
el bolso	handbag
la carnicería	butcher's
el césped	lawn
el collar	necklace
descansar	to rest
el dinero	money
divertirse	to enjoy oneself, to
have a good time	
el estanco	tobacconist's (also sells stamps)
los grandes almacenes	department stores
la joyería	jeweller's
la juguetería	toy shop
el mercado	market
la muñeca	doll
el museo	museum
la panadería	baker's
el parque	infantil park, playground
la pastelería	cake shop
los pendientes	earrings
la plaza de toros	bull ring
la ropa (de marca)	(designer) clothes
la tienda de comestibles	grocery store, food

5.1G Mi casa

la alfombra	carpet, rug
el armario	cupboard, wardrobe
el ascensor	lift
la butaca	armchair
la cocina	kitchen, cooker, cuisine
cómodo	comfortable, convenient, handy
compartir	to share
el cuarto de baño	bathroom
el dormitorio	bedroom
los electrodomésticos	(electrical) appliances
la escalera	stairs
el espejo	mirror
la estantería	shelves, shelving unit
el fregadero	kitchen sink
la habitación	room
el lavabo	washbasin
la lavadora	washing machine
el lavaplatos	dishwasher
el microondas	microwave oven
la nevera	fridge
la pared	wall
el salón	lounge, living room
el sillón	armchair
el suelo	ground, floor
la terraza	terrace

5.2F Mi ciudad

la avenida	avenue
el ayuntamiento	Town Hall
bienvenido/a	welcome
el centro comercial	shopping centre
la ciudad	city, large town
el club de jóvenes	youth club
Correos	Post Office
construir	to build
convertirse en (+ noun)	to become
los espacios verdes	open spaces
la fábrica	factory
fundar	to found
el/la habitante	inhabitant
la iglesia	church
ir de compras	to go shopping
el país	country
la plaza	square (in a town)
el polideportivo	sports centre
el pueblo (small)	town, village, people
el puente	bridge
el puerto	port, harbour
el siglo	century

Vivir To live	alquilar To rent	Comprar To buy	Hacer – to do/make	Mudarse To move
Vivo I live	Alquilo I rent	Compro I buy	Hago I do	Me mudo I move
Vives You live	Alquilas You rent	Compras You buy	Haces You do	Te mudas You move
Vive He/she lives	Alquila He/she rents	Compra He/she buys	Hace s/he does	Se muda He/she moves
Vivimos We live	Alquilamos We rent	Compramos We buy	Hacemos We do	Nos mudamos We move
Viven They live	Alquilan They rent	Compran They buy	Hacen They do	Se mudan They move

5.1H Mi casa y mi barrio

abajo	under, downstairs
amplio/a	spacious, roomy
arriba	above, upstairs, up
el balcón	balcony
la calefacción	heating
la cocina amueblada	fitted kitchen
el comedor	dining room
el comercio	business, shop
imprescindible	essential, indispensable
inferior	lower
el jardín	garden
lujoso/a	luxurious
la mascota	pet
la piscina	swimming pool
la planta	floor (of a building), plant
la planta baja	ground floor
superior	upper, higher
la tienda	shop
la torre	tower, tower block
la vista	view, sight

5.1F ¿Cómo es tu casa?

las afueras	outskirts
antiguo	old
el árbol	tree
el campo	countryside, field, sports ground
el chalet / chalé	bungalow, detached house, villa
la costa	coast
el estante	shelf
encontrar	to find
encontrarse	to be situated
encontrarse con	to meet up with
la granja	farm
guardar	to keep, to put away, to save
la librería	bookcase, bookshop
la montaña	mountain
el mueble	piece of furniture
los muebles	furniture
peor	worse



GCSE Unit 5 SPANISH Knowledge organiser.

Topic Home, Town, Neighbourhood and Region



What we are learning this term:

- A. Saying what your house is like
- B. Describing your house and where it is
- C. Talking about the amenities in your area
- D. Discussing the advantages and disadvantages of living in the town and country

6 Key Words for this term

1. vivir	4. el hogar
2. alojamiento	5. la casa
3. alquilar	6. las afueras

5.2G ¿Qué se puede hacer donde vives?

el _____	neighbourhood, area
la biblioteca	_____
la _____	bowling alley
el _____	handbag
la carnicería	_____
el _____	lawn
descansar	necklace
_____	money
have a good time	to enjoy oneself, to
el _____	tobacconist's (also sells
stamps)	_____
los grandes almacenes	_____
la joyería	toy shop
la _____	el mercado
el _____	doll
la panadería	museum
_____	infantil park, playground
la _____	cake shop
los pendientes	_____
la plaza de toros	_____
la ropa (de marca)	_____
la tienda de comestibles	_____

5.1G Mi casa

la alfombra	_____
el armario	_____
el ascensor	_____
_____	armchair
la _____	kitchen, cooker, cuisine
compartir	comfortable, convenient, handy
el cuarto de baño	_____
el dormitorio	_____
los _____	(electrical) appliances
la _____	stairs
el espejo	_____
la _____	shelves, shelving unit
el fregadero	_____
la habitación	_____
_____	washbasin
el lavaplatos	washing machine
el microondas	_____
la _____	fridge
la pared	_____
el salón	_____
el _____	armchair
el _____	ground, floor
la terraza	_____

5.2F Mi ciudad

la avenida	_____
el ayuntamiento	_____
bienvenido/a	shopping centre
_____	city, large town
el club de jóvenes	_____
Correos	_____
construir	_____
convertirse en (+ noun)	_____
los _____	open spaces
la _____	factory
el/la habitante	to found
la iglesia	_____
_____	to go shopping
la _____	country
el _____	square (in a town)
el pueblo (small)	_____
el puente	sports centre
_____	_____
el siglo	port, harbour
_____	_____

Key Verbs

To live	alquilar _____	Comprar To _____	Hacer – _____	Mudarse To _____
Vivo _____	Alquilo _____	Compro _____	Hago I do _____	Me mudo _____
You live _____	You rent _____	Compras _____	You do _____	You move _____
Vive _____	Alquila _____	Compra He/she buys _____	Hace _____	Se muda _____
We live _____	We rent _____	Compramos _____	Hacemos _____	Nos mudamos _____
They live _____	They rent _____	They buy _____	They do _____	They move _____

5.1H Mi casa y mi barrio

_____	under, downstairs
_____	spacious, roomy
_____	above, upstairs, up
el balcón	_____
la calefacción	_____
la cocina amueblada	_____
el _____	dining room
el _____	business, shop
inferior	essential, indispensable
el jardín	_____
lujoso/a	_____
_____	pet
la planta baja	swimming pool
superior	floor (of a building), plant
la _____	_____
la _____	shop
la _____	tower, tower block
la _____	view, sight

5.1F ¿Cómo es tu casa?

outskirts	_____
antiguo	_____
el _____	tree
el campo	countryside
field, sports ground	_____
el chalet / chalé	house, villa
la costa	_____
el _____	shelf
_____	to find
_____	to be situated
la granja	to meet up with
away, to save	_____
la _____	to keep, to put
la _____	bookcase, bookshop
el mueble	mountain
los _____	furniture
peor	_____



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la joyería	jeweller's
la juguetería	toy shop
el mercado	market
la muñeca	doll
el museo	museum
la panadería	baker's
el parque	infantil park, playground
la pastelería	cake shop
los pendientes	earrings
la plaza de toros	bull ring
la ropa (de marca)	(designer) clothes
la tienda de comestibles	grocery store, food

5.1G Mi casa

la alfombra	carpet, rug
el armario	cupboard, wardrobe
el ascensor	lift
la butaca	armchair
la cocina	kitchen, cooker, cuisine
cómodo	comfortable, convenient, handy
compartir	to share
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Viven They live	Alquilan They rent	Compran They buy	Hacen They do	Se mudan They move

5.1H Mi casa y mi barrio

abajo	under, downstairs
amplio/a	spacious, roomy
arriba	above, upstairs, up
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la cocina amueblada	fitted kitchen
el comedor	dining room
el comercio	business, shop
imprescindible	essential, indispensable
inferior	lower
el jardín	garden
lujoso/a	luxurious
la mascota	pet
la piscina	swimming pool
la planta	floor (of a building), plant
la planta baja	ground floor
superior	upper, higher
la tienda	shop
la torre	tower, tower block
la vista	view, sight

5.1F ¿Cómo es tu casa?

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GCSE Unit 5 SPANISH Knowledge organiser.

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la ropa (de marca)	_____
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el ascensor	_____
la _____	armchair
la _____	kitchen, cooker, cuisine
compartir	comfortable, convenient, handy
el cuarto de baño	_____
el dormitorio	_____
los _____	(electrical) appliances
la _____	stairs
el espejo	_____
la _____	shelves, shelving unit
el fregadero	_____
la habitación	_____
el lavaplatos	washbasin
el microondas	washing machine
la _____	_____
la pared	fridge
el salón	_____
el _____	armchair
el _____	ground, floor
la terraza	_____

5.2F Mi ciudad

la avenida	_____
el ayuntamiento	_____
bienvenido/a	shopping centre
_____	city, large town
el club de jóvenes	_____
Correos	_____
construir	_____
convertirse en (+ noun)	_____
los _____	open spaces
la _____	factory
el/la habitante	to found
la iglesia	_____
_____	to go shopping
la _____	country
el _____	square (in a town)
el pueblo (small)	sports centre
el puente	_____
_____	port, harbour
el siglo	_____

Key Verbs

To live	alquilar	Comprar	Hacer –	Mudarse
Vivo	Alquilo	Compro	Hago I do	Me mudo
_____	_____	_____	_____	_____
You live	You rent	Compras	You do	You move
_____	_____	_____	_____	_____
Vive	Alquila	Compra He/she buys	Hace	Se muda
_____	_____	_____	_____	_____
We live	We rent	Compramos	Hacemos	Nos mudamos
_____	_____	_____	_____	_____
They live	They rent	They buy	They do	They move
_____	_____	_____	_____	_____

5.1H Mi casa y mi barrio

_____	under, downstairs
_____	spacious, roomy
_____	above, upstairs, up
el balcón	_____
la calefacción	_____
la cocina amueblada	_____
el _____	dining room
el _____	business, shop
inferior	essential, indispensable
el jardín	_____
lujoso/a	_____
_____	pet
_____	swimming pool
la planta baja	floor (of a building), plant
superior	_____
la _____	shop
la _____	tower, tower block
la _____	view, sight

5.1F ¿Cómo es tu casa?

outskirts	_____
antiguo	_____
el _____	tree
el campo	countryside
field, sports ground	_____
el chalet / chalé	house, villa
la costa	_____
el _____	shelf
_____	to find
_____	to be situated
la granja	to meet up with
_____	_____
away, to save	to keep, to put
la _____	bookcase, bookshop
la _____	mountain
el mueble	_____
los _____	furniture
peor	_____



What we are learning this term:

- A. Ines Koudis
- B. Michael Volpicelli
- C. Techniques and skills



A. How has Ines Koudis created this image?



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

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

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

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

C. How to make a collage.

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

Steps for making your collage:

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

What each tool is used for:

Cutting mat To protect the table from damage.

Glue stick To cleanly stick the shapes onto paper.

Looking at the image drawn by Michael Volpicelli, how does he create.....



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

C. Name the following equipment.



Sharpie or permanent marker

Sheets of acetate

Masking tape

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

What part of the body does Michael focus in drawing?

Michael focuses in on the face and facial features. This is called portraiture.

What effect do the larger words make?

The larger words make highlighted areas on the face

How would you describe his work?

Meaningful, cultural identities, typography, portrait,

What is significant about the words he uses to make up the drawing?

The words he uses are meaningful to that particular person. They might be words that describe them, or what they do, what impact they have or their personality.



B. About the work of artist Michael Volpicelli

WHAT? Michael creates word art using a variety of sizes to make up a portrait of a person.

HOW? Michael uses a fine permanent marker to draw with words. Larger words create a highlight and smaller more scrambled words create shadows and darkness.

WHY? Michael draws people using words he thinks describes them. Kind and thoughtful words to spread the kindness.

F. Keywords

Appropriate Suitable for a particular person, place or condition

Highlight An area of lightness in an image

Shadow When an object or artwork intercepts light and causes an obscurity

intricate Having many complexly arranged elements

relevant Having a bearing or connection with the subject or matter



What we are learning this term:

- A. Ines Koudis
- B. Michael Volpicelli
- C. Techniques and skills



A. How has Ines Koudis created this image?



1. What materials has she used?

2.

3. How has she torn the material.

4. What impact do smaller pieces of material have?

Who does she make collages of?

C. How to make a collage.

Collage:

Steps for making your collage:

- 1.
- 2.
- 3.
- 4.
- 5.

What each tool is used for:

Magazines

.

Glue stick

Looking at the image drawn by Michael Volpicelli, how does he create.....



1. Darker areas?

2. Lighter areas?

C. Name the following equipment.



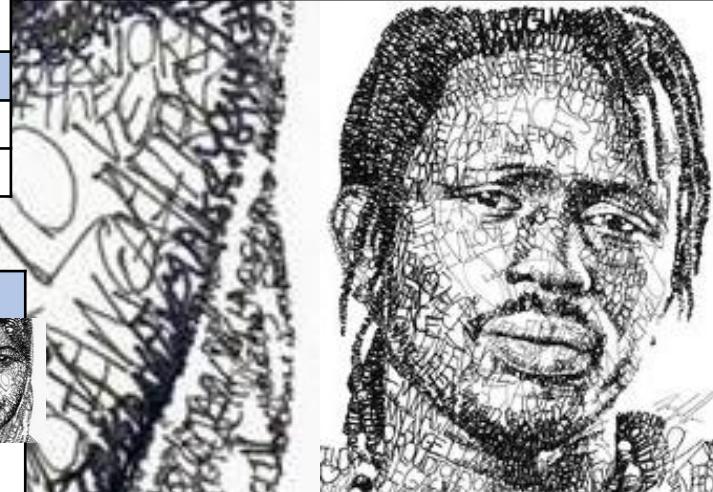
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What part of the body does Michael focus in drawing?

What effect do the larger words make?

How would you describe his work?

What is significant about the words he uses to make up the drawing?



F. Keywords

Appropriate

Highlight

Shadow

intricate

relevant

B. About the work of artist Michael Volpicelli

WHAT?

HOW?

WHY?



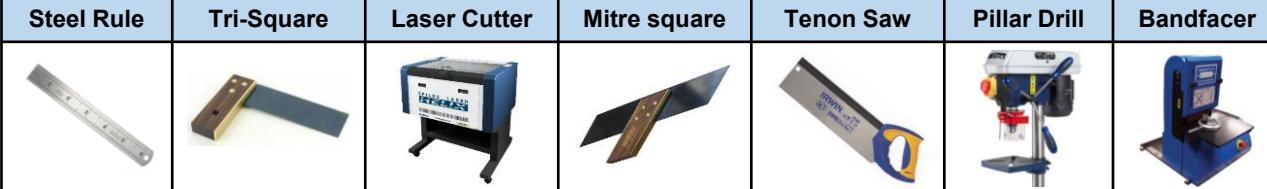
Year 9 PRODUCT DESIGN Rotation Knowledge Organiser



What we are learning this term:

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

A. Workshop Tools

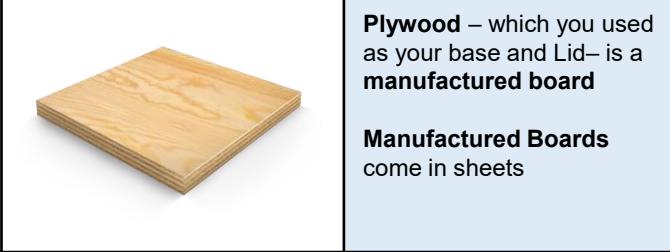


B. Materials

Timbers come from **trees**



Manufactured Boards come from **wood pulp**



Polymers come from **crude oil**



C. Key concepts

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

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

Advantages Disadvantages

Designs can be **created, saved** and **edited** quickly, saving time

CAD takes a **long time** to learn

Designs or parts of design can be easily viewed from **different angles, copied** or **repeated**

Software can be **very expensive**

CAD is **very accurate**

CAD files can become **corrupted** or **lost**

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

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

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

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

Personal protective equipment (PPE)

The three used most often are aprons, safety goggles and ear defenders.

D. Key Words

Preventative measure

rules or equipment put in place to minimize the likelihood of a hazard occurring

Tolerance

The margin of error allowed for a dimension without negatively impacting a product

Depth stop

A part on a tool which is used to help cut or drill a specific depth.

Assemble

Creating a product by bringing several components together.

E. Morag Myerscough



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



Key features:

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

Shapes:

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

Colours:

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



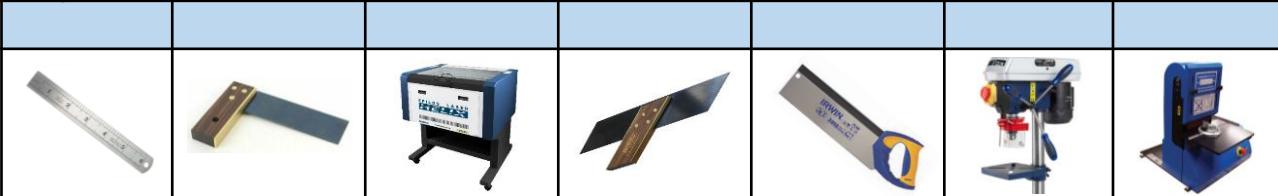
Year 9 PRODUCT DESIGN Rotation Knowledge Organiser



What we are learning this term:

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

A. Workshop Tools



B. Materials

Timbers come from _____



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

Softwoods come in _____

Manufactured Boards come _____



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

Manufactured Boards come in _____

Polymers come from _____



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

Polymers come in _____

C. Key concepts

Designers research and investigate _____

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

Advantages

Disadvantages

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

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

Personal protective equipment (PPE)

The three used most often are _____

D. Key Words

Prototype



Tolerance



Depth stop



Assemble



E. Morag Myerscough



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



Key features:

Shapes:

Colours:

Y9 Food technology

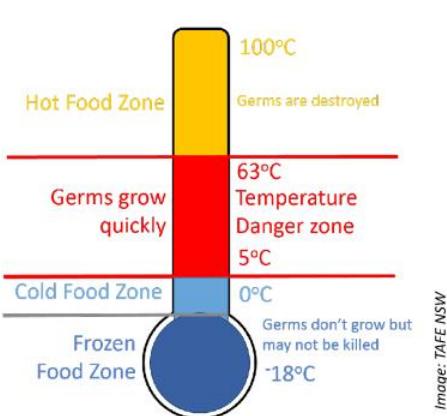
What we are learning this term:

1. Health, safety and hygiene in the kitchen
2. The Eatwell guide and nutrients
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.



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, some 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).
Celiac	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

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, some vitamins
- 4 **Dairy** - provides vitamins, minerals (calcium)
- 5 **Fats and Oils**

A. What are the nutrients required in the diet?

Carbohydrates

Protein

Fats

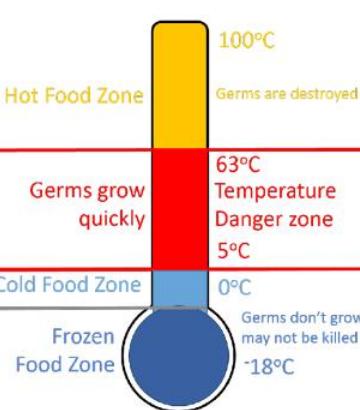
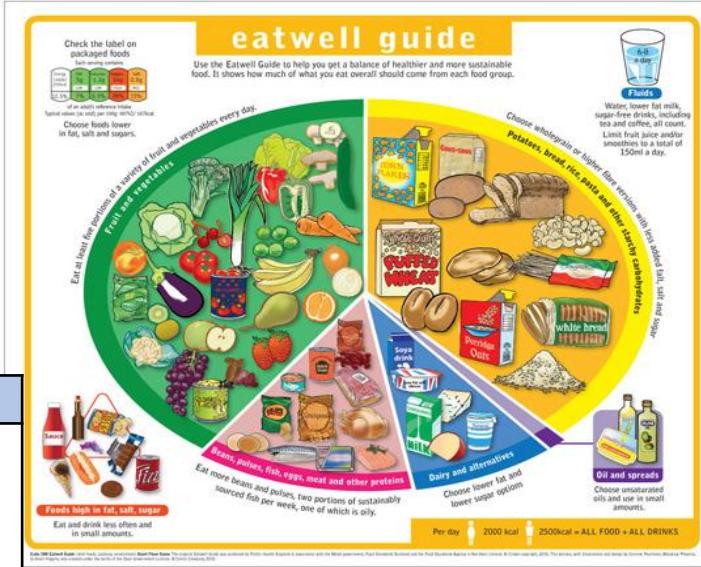
Vitamins

Minerals

c. Storing food safely

Perishable foods should be stored out of the **temperature danger zone** to reduce the risk of _____.

Hot foods should be kept above ____ C and cold foods should be kept below ____ C.



c. Food related waste

Reasons for wasting food:

Reducing Waste:

E. Keywords

Hygiene

Cross contamination

Spoilage

Perishable food

Fibre

Allergen

Intolerance

Coeliac

Vegan

c. Influences on food choice

YEAR 9 GRAPHIC COMMUNICATION

What are we learning this term?

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

A | Logos

What is a logo?

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

How does Alex Trochut design logos?

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

B | Typography

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



C | Computer skills

What is the shortcut for copy?

Ctrl + C

What is the shortcut for paste?

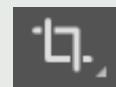
Ctrl + V

What does this symbol stand for?



Photoshop

What does this symbol mean?



Cropping

D | Key words

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

E | Evaluation

Evaluation: To judge or give an opinion

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

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

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

For example:

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

YEAR 9 GRAPHIC COMMUNICATION

What are we learning this term?

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

A | Logos

What is a logo?

How does Alex Trochut design logos?

B | Typography

Please use pencil for the drawing of your design

C | Computer skills

What is the shortcut for copy?

What is the shortcut for paste?

What does this symbol stand for?



What does this symbol mean?



D| Key words

Merchandise	
Combined Logo	
Photoshop	
Photo Editing	

E | Evaluation

Evaluation: To judge or give an opinion

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

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



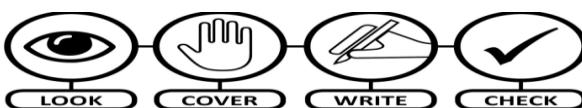
Year 9: You're in the band!

Term 3

A

What we are learning about this term...

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



B

Keywords

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

C

Instruments in popular music

BASIC SONG STRUCTURE

The fundamental elements of a pop song



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

Basic Note Values - Recap

Note	Name	Beats	Rest	Note	Name	Beats	Rest
0	Semibreve, Whole Note	4 beats	—	0.	Dotted Semibreve, Dotted Whole Note	6 beats	—
♩	Minim, Half Note	2 beats	—	♩.	Dotted Minim, Dotted Half Note	3 beats	—
♪	Crotchet, Quarter Note	1 beat	—	♪.	Dotted Crotchet, Dotted Quarter Note	1½ beats	—
♫	Quaver, Eighth Note	1/2 beat	—	♫.	Dotted Quaver, Dotted Eighth Note	3/4 beat	—

F

How to read music – treble clef and Bass Clef

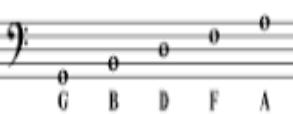
TREBLE LINES: E G B D F



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

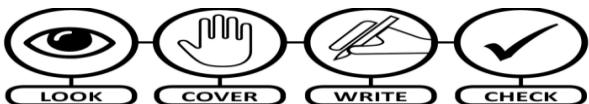


Year 9: You're in the band!

Term 3

A What we are learning about this term...

1
2
3
4
5
6



B Keywords

Instrumental break

Lyrics

Verse

Chorus

Bridge / Middle 8

Outro / Coda

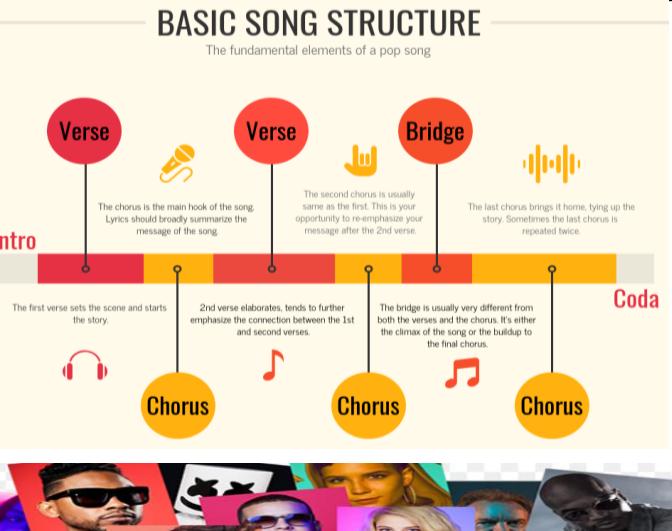
Album

Arrangement

Genre

Cover Song

C Instruments in popular music



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 Basic Note Values – Recap

Note	Name	Beats	Rest	Note	Name	Beats	Rest
0	Dotted	1 beat	—	0.	Dotted	6 beats	—
0	Dotted	—	—	0.	Dotted	3 beats	—
0	Dotted	—	—	0.	Dotted	1½ beats	—
0	Dotted	—	—	0.	Dotted	¾ beat	—

F How to read music – treble clef and Bass Clef

TREBLE LINES:



TREBLE SPACES:



BASS LINES:



BASS SPACES:



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_____

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

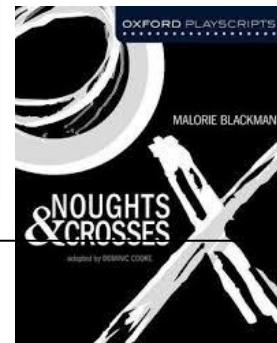
- Dramatic intentions- the effect you want to leave on your audience. What do you want them to think and feel?
- Proxemics- the use of space/distance between characters on stage.
- Physical Theatre- a style of performance where physical movement is the primary method of storytelling.
- Split staging-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

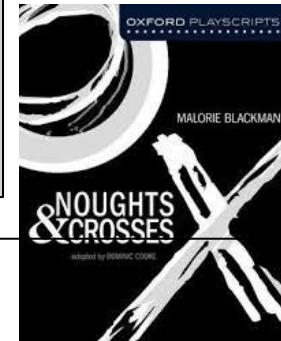
- Dramatic intentions-
- Proxemics-
- Physical Theatre-
- Split staging-

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



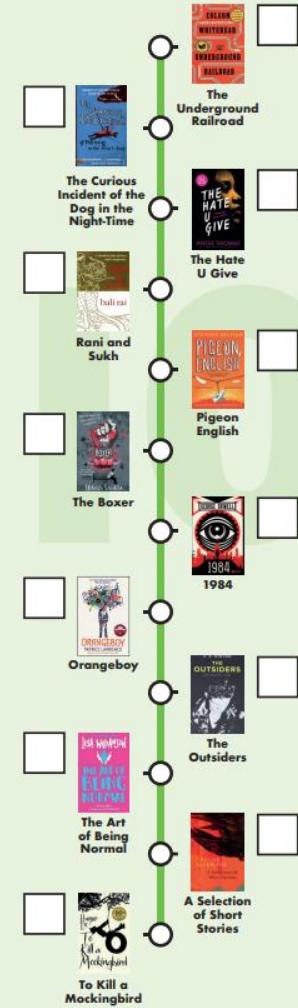
Year 8



Year 9



Year 10



#ReadingisPower