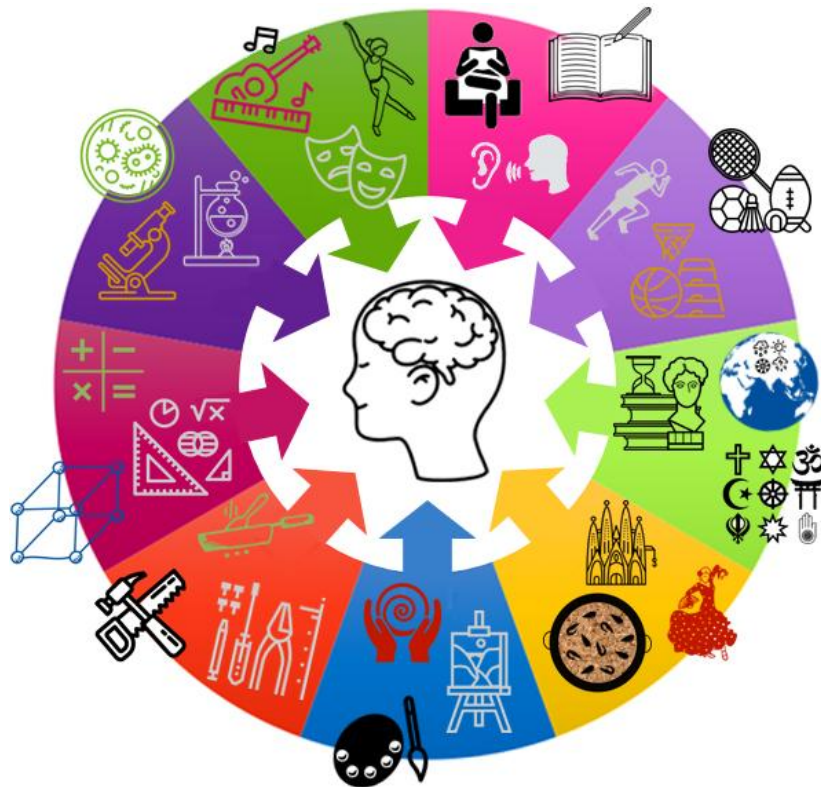


100% book - Year 9 Grammar

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

Term 3



Swindon Academy 2025-26

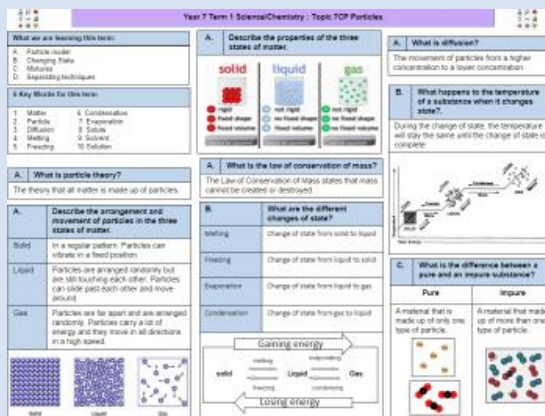
Name:	
Tutor Group:	
Tutor & Room:	

"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

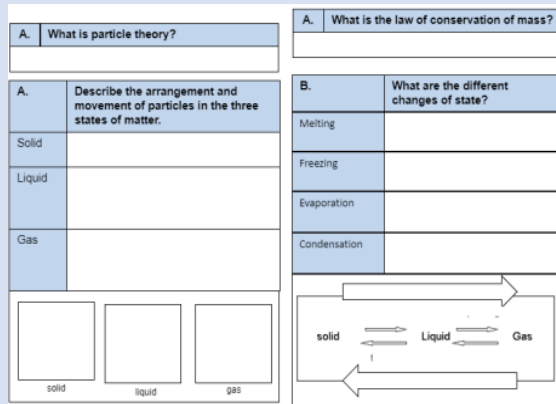
Knowledge Organisers



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.

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.

Top Tip

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

How do I complete Knowledge Organiser Prep?

Step 1

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

Step 2

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

Step 3

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

Step 4

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

Step 5

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

Step 6

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

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

Year 9 Poetry: T Knowledge Organiser

Poem Journey Type		
'Wherever I Hang' Grace Nichols	<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 belong' 'Divided by the ocean/divided by the bone.'
'Island man' Grace Nichols	<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'
"Still I Rise" Maya Angelou	<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	Terminology: Key words	Historical Context:	Unseen poetry steps
Immigrant:- a person who moves to live in another country permanently. When immigrants travel to a new place, they migrate .	Volta – a change in tone in a poem	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.	<ul style="list-style-type: none"> 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 <p>Write a full essay</p> <ul style="list-style-type: none"> Thesis WHAT, HOW WHY x3 Conclusion
Dialect: a form of language that is used in a specific area.	Discourse markers: A word or phrase that helps to organise communication	Angelou was an American poet. She lived in segregation and was an 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 20 th century as well as the liberation of women in a male dominated world.	
Empowerment - authority or power given to someone to do something	Personification: a type of metaphor used by writers to make something seem like it is alive with a human personality.		
Slang: very informal language used by particular groups of people. It is usually spoken rather than written.			

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

Immigrant:-
Dialect:..
Empowerment -
Slang:

Volta –
Discourse markers:
Personification:.

Nichols

Angelou

- 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 C. Biological molecules D. Enzymes		Epithelial tissue		Forms a protective covering for different parts of the body.
		Glandular tissue		Secretes important substances, such as hormones.
		Muscular tissue		Contracts to control movement.

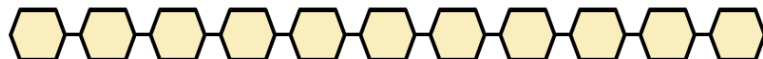
B.	What is the function of each part of the digestive system?	
	Liver	Where bile is made.
	Mouth	Where food is chewed and mixed with saliva, from salivary glands.
	Oesophagus	Connects the mouth and stomach.
	Large intestine	Water is absorbed from undigested food, to form faeces.
	Gall bladder	Where bile is stored.
	Small intestine	Where soluble food is absorbed.
	Pancreas	Where neutralising substances and enzymes are produced.
	Stomach	Churns food and produces hydrochloric acid.

B.	How are the small intestines adapted?	
The walls of the small intestine are covered with villi , which increased absorption due to:		
<ul style="list-style-type: none">• Large surface area.• Thin membrane.• Good blood supply.		

C.	Where is starch stored in plant cell?	
As starch grains in plastids , including chloroplasts and amyloplasts.		

C.	Describe the test for sugars	
<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.		

C.	Describe the test for starch	
<ul style="list-style-type: none">• Add iodine.• If starch is present, colour will change to blue/black.		

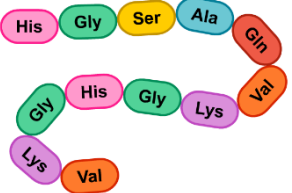
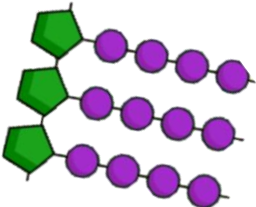
C.	Describe and draw the structure of carbohydrates?	
Carbohydrates are made of chains of simple sugars .		
		



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		

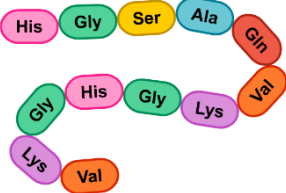
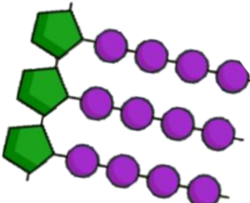
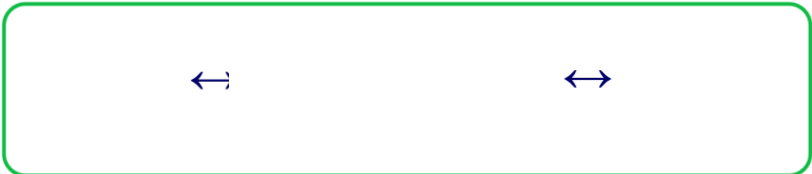
B.	What is the function of each part of the digestive system?			B.	How are the small intestines adapted?	
Liver						
Mouth						
Oesophagus						
Large intestine						
Gall bladder					C.	Where is starch stored in plant cell?
Small intestine						
Pancreas						
Stomach						
C.	Describe and draw the structure of carbohydrates?			C.	Describe the test for sugars	
				C.	Describe the test for starch	



C. Describe and draw the structure of proteins?	C. What are the functions of proteins?		C. Describe the test for proteins?	
Proteins are made of chains of amino acids .		<ol style="list-style-type: none"> 1. Structural 2. Catalytic 3. Signalling 4. Immunological 		<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.
D. Describe the function of enzymes	C. Describe and draw the structure of triglycerides?		C. Describe the test for lipids?	
To catalyse reactions and lower the activation energy .	Triglycerides are made of glycerol and fatty acids.			
D. What factors affect enzyme reaction rate?	D. What happens when an enzyme is denatured?		<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. 	
<ol style="list-style-type: none"> 1. Temperature 2. pH 3. Enzyme concentration 4. Substrate concentration 5. Surface area 6. Pressure 		The enzyme active site no longer fits the substrate/reactant, so the reaction is not catalysed.		D. Draw the lock and key model
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.	Describe and draw the structure of proteins?		C.	What are the functions of proteins?	1. 2. 3. 4.	C.	Describe the test for proteins?
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?	1. 2. 3. 4. 5. 6.	D.	What happens when an enzyme is denatured?		D.	Draw the lock and key model
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

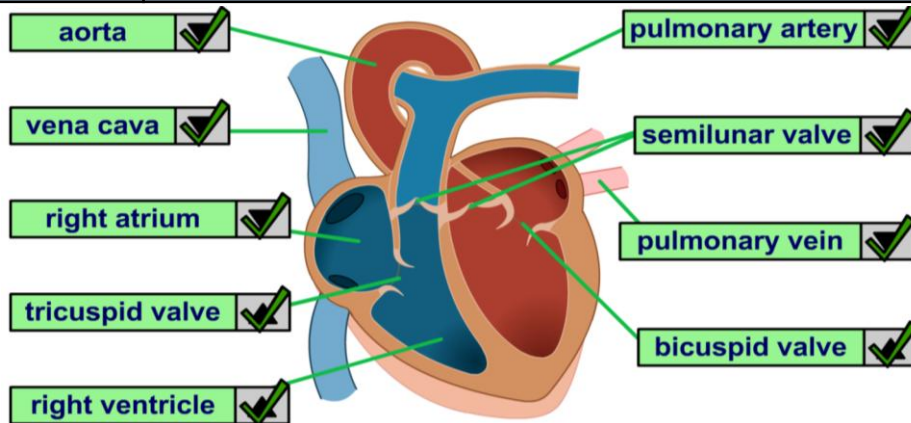
plays an important role in blood clotting

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**

- Carries blood away from heart.
- Has thick and elastic walls.
- Carries blood at high pressure.

Vein

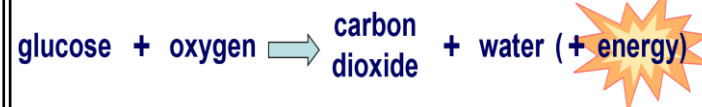
- Has a large lumen.
- Carries blood towards heart.
- Contains lumen.

Capillary

- Carries blood to and from cells.
- Has thin permeable walls.

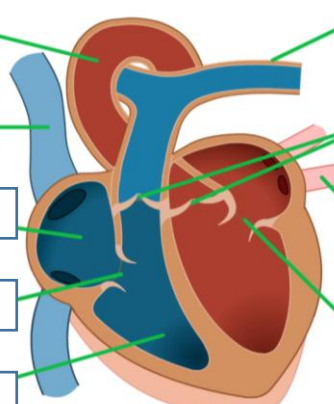
B.**What is a stent & what does it do?**

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

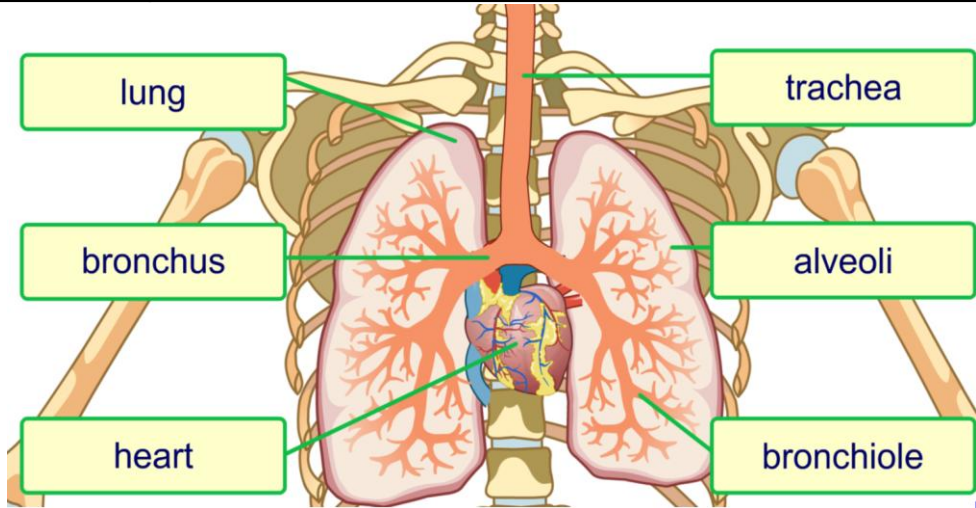
C.**What is the respiration word equation?****A.****What are the specialised features of a red blood cell?**

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

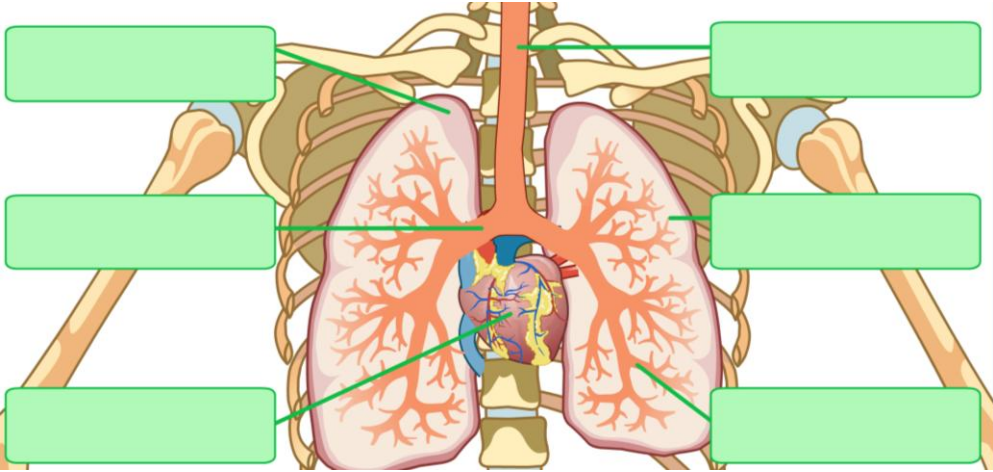


What we are learning this term:		A. Match each blood component to its function		A. Name the four functions of the blood	
A. Circulatory System B. Heart Problems C. Respiratory System D. Transport in Plants		<div>red blood cell</div> <div>engulfs invading pathogens</div> <div>white blood cell</div> <div>carries oxygen around the body</div> <div>platelet</div> <div>fluid which carries other blood components</div> <div>plasma</div> <div>plays an important role in blood clotting</div>			
5 Key Words for this term					
1. 2. 3. 4. 5.					
A. Label the heart		A. Describe the three types of blood vessels			
		Artery		Vein	Capillary
		•		•	•
		•		•	•
		•		•	
B. What is a stent & what does it do?		C. What is the respiration word equation?		A. What are the specialised features of a red blood cell?	
				• • •	



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		D.	Define transpiration	
	<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 .		The loss of water from the leaves of a plant.			
D.	Where does gas exchange occur in plants?		D. Describe how plants are adapted for transportation			D.	What environmental factors affect rate of transpiration?	
At the stomata . Found on the underside of leaves, surrounded by guard cells .		Xylem cells	Transport water and minerals up the stem from the roots to the shoots and leaves. This transport occurs in one direction only.		<ol style="list-style-type: none">1. Light2. Temperature3. Humidity4. Wind			
		Phloem cells	Transport sugars produced in the leaves up and down the stem to growing and storage tissues.					



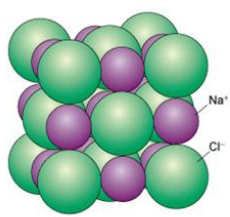
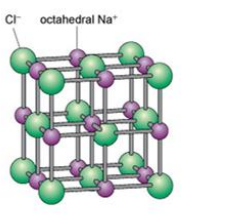
A. Label the respiratory system		B. Describe gas exchange in the lungs	
			
B. Name four problems associated with the heart	D. Define translocation		D. Define transpiration
	D. Describe how plants are adapted for transportation		D. What environmental factors affect rate of transpiration?
	Xylem cells		1.
	Phloem cells		2.
D. Where does gas exchange occur in plants?			3.
			4.

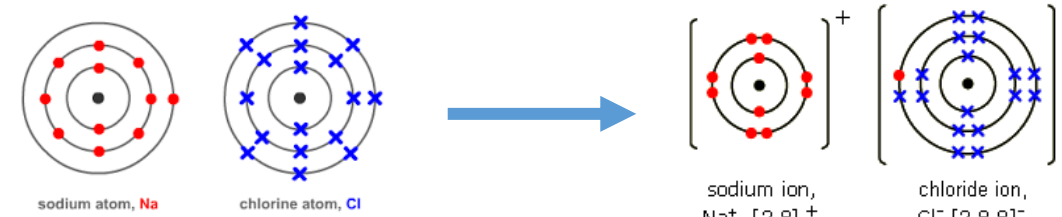


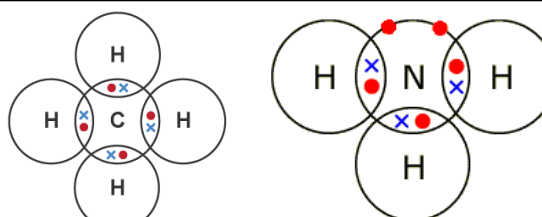
What we are learning this term:
A. Ionic Bonding B. Covalent Bonding C. Metallic Bonding D. States of matter E. Properties F. Carbon and Nanoparticles

6 Key Words for this term
1. Delocalised 2. Electrostatic 3. Ionic 4. Covalent

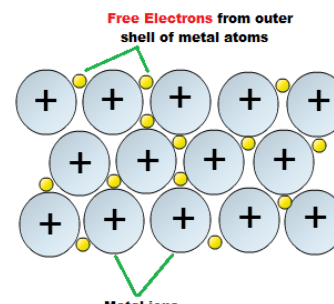
A. What is an ionic compound?
A giant structure of ions held together by strong electrostatic forces of attractions between oppositely charged ions

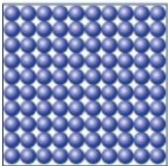
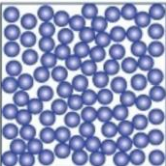
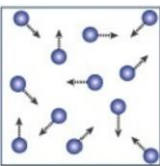
How can we represent Sodium Chloride?
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>(a) 3D diagram</p> </div> <div style="text-align: center;">  <p>(b) Ball and stick model</p> </div> </div>

A. What is ionic bonding?	When do you get ionic bonding?
An electrostatic force of attraction between positively and negatively charged ions	When metals react with non-metals
What are dot and cross diagram?	
A way of showing electron transfers during reactions	
How is an ionic bond formed in Sodium Chloride? Draw a dot and cross diagram to show this	
<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 <div style="display: flex; justify-content: space-around; align-items: center; text-align: center;">  </div> <p>sodium atom, Na chlorine atom, Cl sodium ion, Na⁺ [2,8]⁺ chloride ion, Cl⁻ [2,8,8]⁻</p>	


A. What is covalent bonding?	Sketch a dot and cross diagram to show the bonding in Methane (CH ₄) and Ammonia (NH ₃)
Covalent bonding is where atoms share pairs of electrons	
When do you get Covalent bonding?	
Non metallic elements and compounds	
What covalent structures are there?	
Simple molecules and giant covalent structures	

C. What is Metallic Bonding?
Outer electrons are delocalised and free to move through the whole structure. This gives rise to metallic bonds
What does delocalised mean?
Where electrons are shared between 2 or more atoms
When do you get Metallic bonding?
Metallic elements and alloys

Draw a sketch of metallic bonding


D.	What are the three states of matter?		
State	Solid	Liquid	Gas
Diagram			
The amount of energy required to change state is dependent on what?		The strength of the forces between the particles	

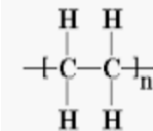


What we are learning this term:		A. What is ionic bonding?		When do you get ionic bonding?	
<ul style="list-style-type: none">A. Ionic BondingB. Covalent BondingC. Metallic BondingD. States of matterE. PropertiesF. Carbon and Nanoparticles					
		What are dot and cross diagram?			
		How is an ionic bond formed in Sodium Chloride? Draw a dot and cross diagram to show this			
		<div style="text-align: center; height: 150px;"></div>			
6 Key Words for this term					
<ul style="list-style-type: none">1. Delocalised2. Electrostatic3. Ionic4. Covalent					
A. What is an ionic compound?					
How can we represent Sodium Chloride?					
<div style="text-align: center; height: 150px;">3D diagram Ball and stick model</div>		A. What is covalent bonding?		Sketch a dot and cross diagram to show the bonding in Methane (CH₄) and Ammonia (NH₃)	
		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?	
				State	
What does delocalised mean?					
When do you get Metallic bonding?					
				Diagram	
				The amount of energy required to change state is dependent on what?	

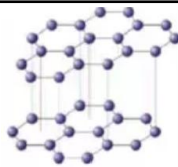
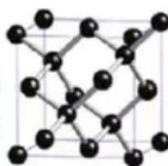
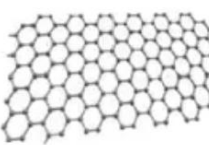



D.	What are state symbols?
These are used in chemical equations to show what state of matter things are in a reaction	
Solid	(s)
Liquid	(l)
Gas	(g)
Aqueous (in solution)	(aq)

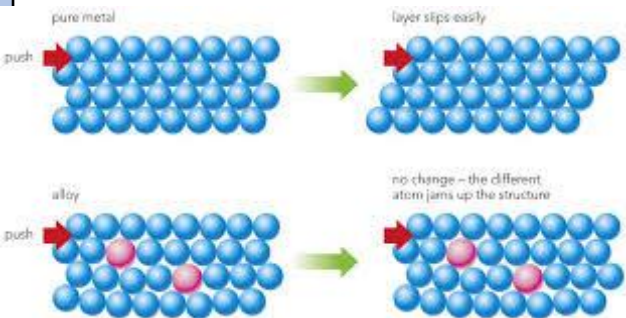
E.	What properties do Giant ionic structures have?
Melting points/boiling points	High
Does it conduct electricity?	
Ionic solid	No
Molten ionic solid	Yes
Ionic compound in solution	Yes

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				

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

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

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



T3 Year 9 Term 3 Science - Chemistry : Topic C2 Structure and Bonding

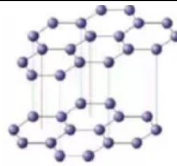
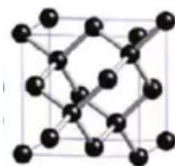
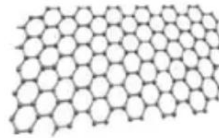



D.	What are state symbols?
These are used in chemical equations to show what state of matter things are in a reaction	
Solid	
Liquid	
Gas	
Aqueous (in solution)	

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

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

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

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

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

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

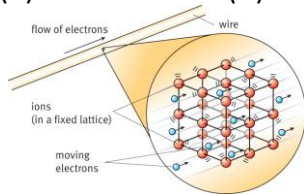
Electrical current is the flow of electrical charge.

Current is measured in amps (A), charge is measured in Coulombs (C).

The size of the current depends on the rate of the flow of charge – ie how many coulombs of charge per second.

$$Q = I t$$

Charge = Current x time
(C) (A)



Ohms Law

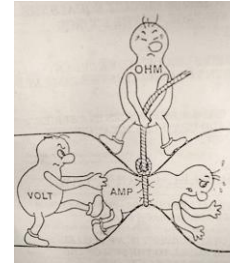
The current through a component depends on the potential difference and the resistance of the component.

If a component has high resistance, the current will be smaller for a given potential difference

potential difference = current x resistance

$$V = I R$$

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



Hypothesis 'the length of the wire affects resistance'

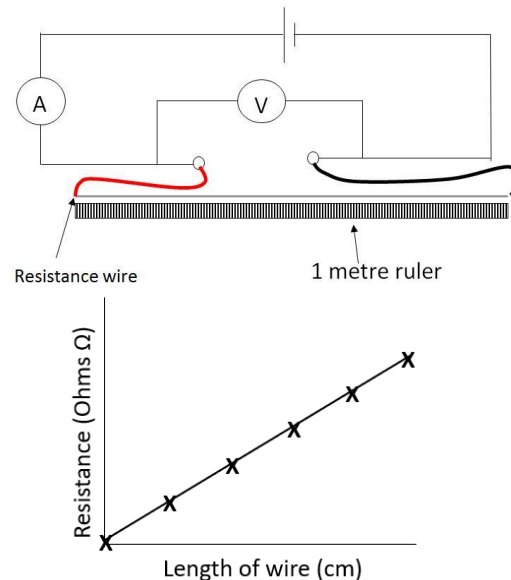
Independent variable – length of wire

Dependent variable – resistance

Control variables – type of wire, temperature of the wire, diameter of the wire

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

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

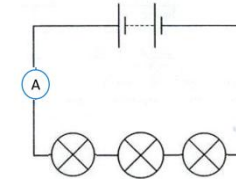


The relationship is directly proportional

Series and parallel circuits

Series circuits:

A series circuit is one single loop

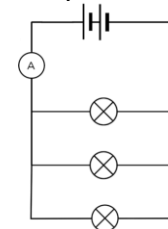


In a series circuit:

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

Parallel circuits

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



In a parallel circuit:

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

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'

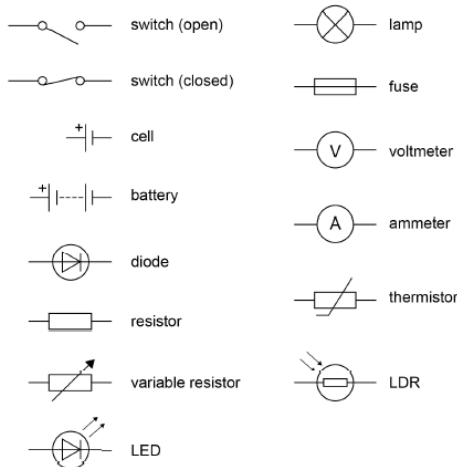
1. What is the independent variable in this investigation?
2. What is the dependent variable?
3. What is the minimum number of readings needed for a line graph?
4. What two readings are taken?
5. How is resistance calculated?
6. What sort of relationship is seen?
7. Why is it important to turn off the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

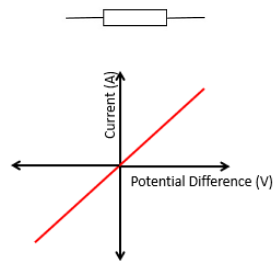
T3 Year 9 Term 3 P2 – Electricity

Components

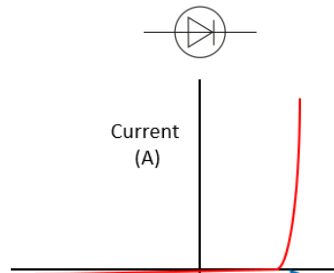


- A **diode** only allows current to flow one way in a circuit
- A **resistor** is a component that provides a fixed resistance in the circuit – e.g a $5\ \Omega$ resistor
- A **variable resistor** is a component whose resistance can be changed (e.g a dimmer switch)
- A **thermistor** is a resistor whose 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

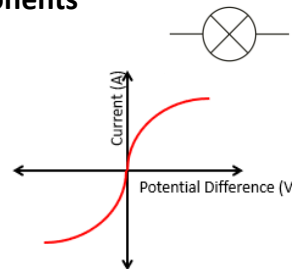
Current, potential difference and resistance for different components



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

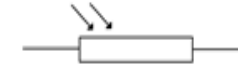


A diode very high resistance in one direction.
Only when the potential difference is positive does current flow

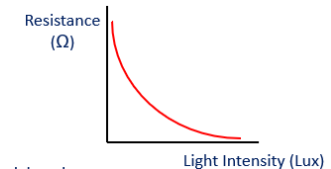


A filament bulb contains a thin wire that glows as current flows.
As the pd increases, the current initially increases.
However, at higher pd, the wire gets hot
The ions in the wire move faster and collide with the moving charges
Resistance increases, so current stops increasing

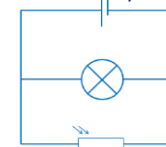
LDR



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



LDRs can be used to switch on lights at night.



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

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

Thermistor



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

T3 Year 9 Term 3 P2 – Electricity

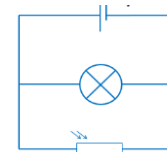
Components

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?

LDR

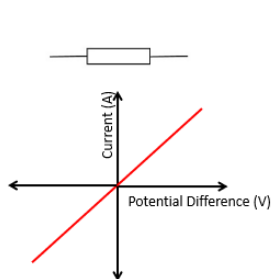
1. Draw the symbol for an LDR
2. Draw the pattern you would expect for resistance as the light intensity increases.
3. The circuit below is for a night light. What is resistance in the LDR like during the day time? (high light levels)



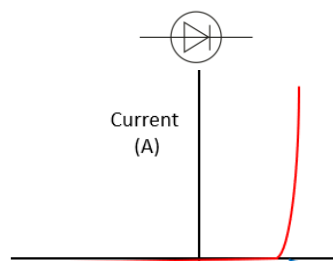
4. Why does the light switch on when it goes dark?
5. Draw the symbol for a thermistor
6. Describe the relationship between temperature and resistance in a thermistor

Current, potential difference and resistance for different components

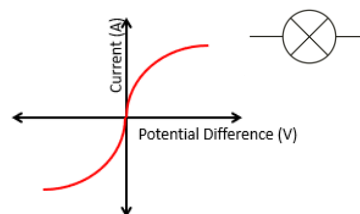
1. What readings would you need to take from a circuit to calculate resistance?



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?

T3 Year 9 Term 3 P2 – Electricity

Domestic use of electricity

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

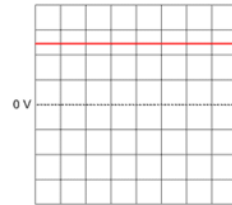
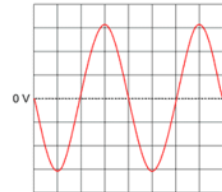
AC

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**

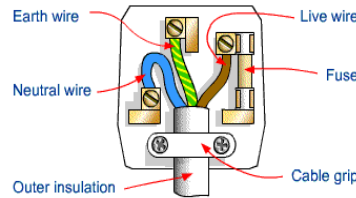
Frequency of **50 Hz**



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

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

$$E = pt$$

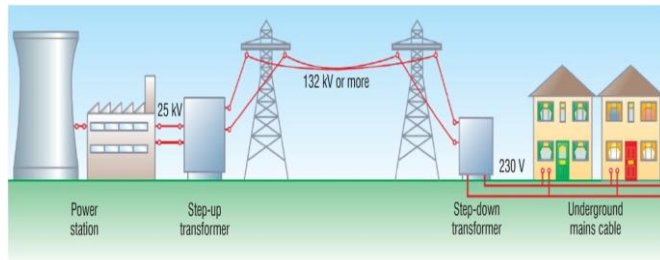
For example

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.

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.

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?

The National Grid

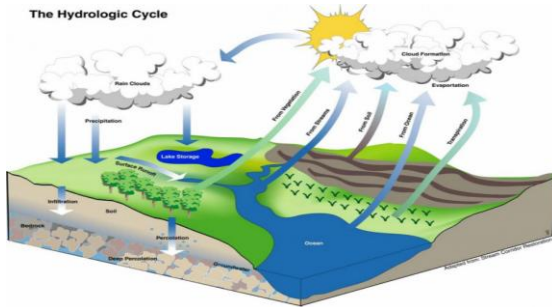
1. What is the National Grid?
2. What sort of pd does the National Grid use to transmit electrical power?
3. What is used to increase the pd from the power station?
4. What is used to reduce the pd near homes and businesses?
5. Why is such a high pd used?

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?
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?



The Hydrologic Cycle



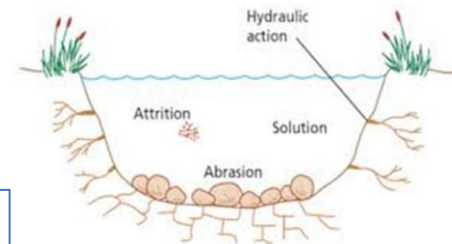
What are we learning this term

- 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.

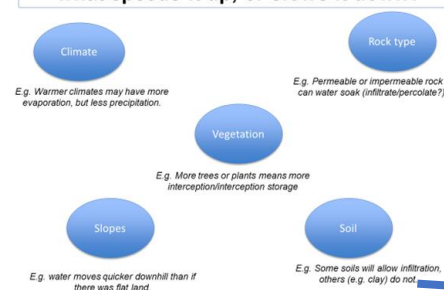
The drainage basin is the area of land drained by a river and its tributaries. Its boundary is the *watershed*. The start of a river is called the *source*, and the end of the river as it enters the sea is the *mouth*. The main river channel may be joined by smaller rivers called *tributaries*, and this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



Erosion in a river has a number of different forms.

A.	The hydrological cycle
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:	
Evaporation	the process of water turning from a liquid in to 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 it's way 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.

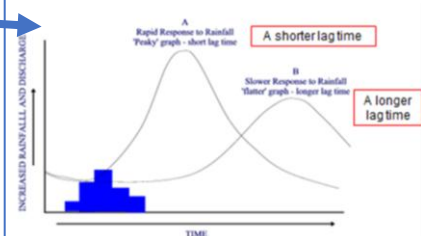
- As **saltation**: sand grains and small stones just bounce along.

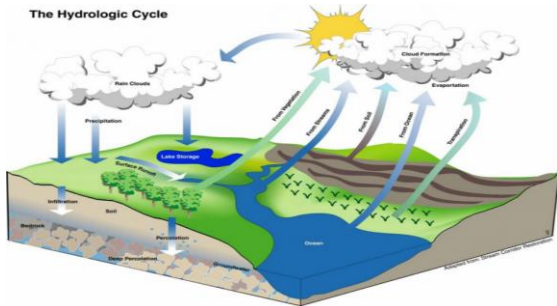


- As **traction**: Larger stones and rocks get rolled along.



The **lag time** of a hydrograph is 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).





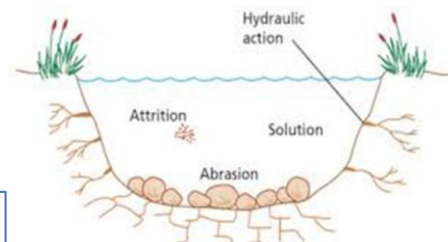
What are we learning this term

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

The drainage basin is the



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



Erosion in a river has a number of different forms.

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

A. The hydrological cycle

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:

Evaporation

Transpiration

Condensation

Interception

Surface run off

Infiltration

Throughflow

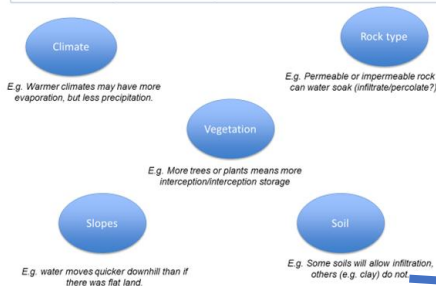
Percolation

Groundwater flow

Channel flow

Channel storage

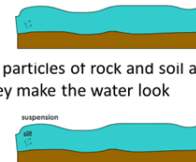
Factors influencing the hydrological cycle- what speeds it up, or slows it down?



Hydrographs are

Transportation.

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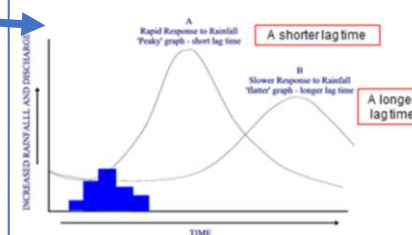
- As **saltation**: sand grains and small stones just bounce along.



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



The lag time of a hydrograph is





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

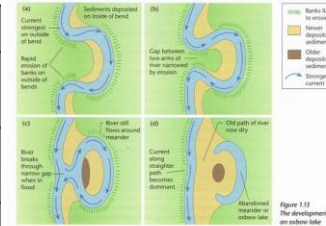
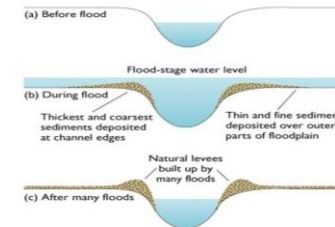


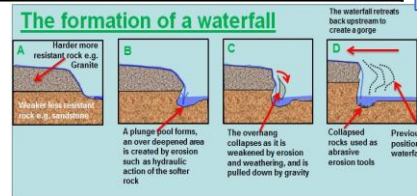
Figure 1.13
The development of an oxbow lake

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

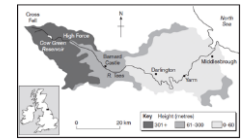


A waterfall will form when bands of hard and soft rock lie on top of each other. Over time the hard (more resistant) rock will be eroded, and therefore the soft rock will be eroded vertically. This creates a plunge pool – and overtime the waterfall will retreat backwards creating a gorge.



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.

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:

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.

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.

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.



Geography Knowledge Organiser: Year 9 Term 3 Rivers - quizzable



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	

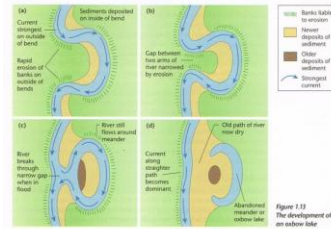
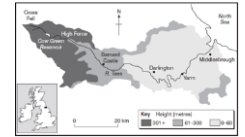


Figure 1.13 The development of an oxbow lake

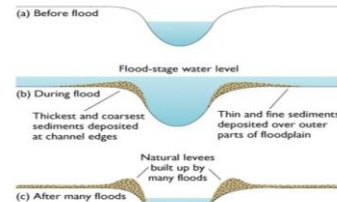


Middle/lower course:

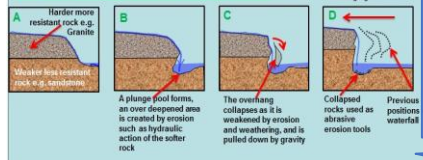
Upper course:

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



The formation of a waterfall



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?



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 widescale 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. Fuhrer - 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:			
Stalin	Mussolini	Hitler		<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? 			
<ul style="list-style-type: none"> After the Revolution there was a Civil War in Russia From the Revolution and Civil War, Russia faced many problems, like worker unrest Lenin died in 1924, and by 1929 Stalin was in power and built a totalitarian state To solve the economic problems, Stalin introduced collectivisation The human cost of Stalin's policy was high, with millions dying from famine and many being forced into slave labour 	<ul style="list-style-type: none"> Italy joined the allies in 1915 during WW1 but failed to gain the territory it wanted and people in Italy were outraged. There was also a fear of communism growing in Italy following the revolution in Russia. From 1920, Fascist Squads worked to intimidate socialists, and they generally accepted Mussolini as their leader. By 1922, Mussolini was in power in Italy and was working to consolidate his dictatorship. 	<ul style="list-style-type: none"> 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 Sea Lion, an attempt to invade Britain. The Royal Air Force (RAF) managed to stop the attempted invasion. 			
Section E: The Homefront				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 too fronts if there was a successful Allied invasion of Northern France. 			
Britain 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 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.		Section F: The War after 1942 <ul style="list-style-type: none"> Operation Overlord – The successful Allied invasion of Northern France, through the use of co-ordinated land, sea and air forces. This began on 6th June 1944 with the Allied forces landing on the beaches of Normandy, also known as the D-Day landings. The Siege of Berlin – With Germany fighting a war on two fronts, the Allies and the USSR continued to push into Germany. On 20th April 1945, Soviet troops had seized Berlin and Nazi Germany surrendered, bringing an end to the war in Europe. On the 6th and 9th August 1945, two atomic bombs (nuclear weapons) were dropped on Japanese cities Hiroshima and Nagasaki by Allied forces. This brought the surrender of Japan and the end of the Second World War. This remains the only use of nuclear weapons in armed conflict. 			
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	<ul style="list-style-type: none"> 26 May – 4 June 1940 Dunkirk evacuation 	22 June 1941 Hitler launches Operation Barbarossa	7 December 1941 Attack on Pearl Harbor	<ul style="list-style-type: none"> September 1942- January 1943 The Battle of Stalingrad 	<ul style="list-style-type: none"> 6 June 1944 D-day 	<ul style="list-style-type: none"> 8 May 1945 End of the war in Europe 	



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



Section B:		Dictatorships in Europe		What we are learning this term:			
Stalin		Mussolini		<ul style="list-style-type: none">The Rise of Dictatorships in EuropeHow 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 GermanyHow did the Allied forces win the Second World War?			
				Section C: The War Before 1941			
				Section D: The War by 1942			
Section E: The Homefront				Section F: The War after 1942			
Britain		Germany					
1917	1918	1919	1920	1922	1923	1924	
1 September 1939	<ul style="list-style-type: none">26 May – 4 June 1940	22 June 1941	7 December 1941	<ul style="list-style-type: none">September 1942- January 1943 The	<ul style="list-style-type: none">6 June 1944	<ul style="list-style-type: none">8 May 1945	





What we are learning this term:	
A. Key words B. Religion and equality C. Racism D. Gender	E. LGBTQ F. Disability
A.	Can you define these key words?
Key words	Key definition
Equality	The state of being equal in status, rights or opportunities
Discrimination	The unequal treatment of different groups of people based on race, age, sex etc.
Prejudice	A negative opinion about someone before knowing them based on their belonging to a certain group
Privilege	A special right or advantage given to a person or group
Racism	Discriminating against or preferring someone based on their race
Liberation	The act of setting someone free from slavery or imprisonment
Feminism	A movement fighting for women's rights
Status	A person's position in society
Rights	A moral or legal entitlement to something
Persecution	Systematic mistreatment of an individual or group by another individual or group due to race, religion, gender, sexuality, etc.
Disability	A physical or mental condition that limits a person's movements, senses or activities
Diversity	The practice or quality of including or involving a range of different people
Justice	The role of the judge is to make sure that justice is done
F.	Disability
	<ul style="list-style-type: none"> UK – Disability discrimination is illegal (being treated badly or put at a disadvantage due to disability) Bible – Jesus went out of his way to heal the sick and help disabled people Qur'an – encourages good treatment and giving help to those who are disabled Buddhism and Hinduism – disability is not a punishment from God, comes from bad karma



B	Equality and religion	
	<ul style="list-style-type: none"> People experience prejudice due to sex, disability, race, sexual orientation Equality is important to make society fair The Equality Act 2010 prohibits employers, educators and service providers from discriminating against protected characteristics (race, disability, sex) Christianity – “you are all one in Christ” Hinduism – the Divine is present in all human beings Islam – the only way one human is better than another is through goodness 	
C	Racism	
	<ul style="list-style-type: none"> Islam – “There is no superiority... except on the basis of righteousness” Christianity – “There is neither Jew nor Greek, male nor female, you are all one in Christ” Hinduism – “There is none high or low amongst you” There are some examples in scripture of slavery – in The Bible, it says “slaves obey your masters” and some use this to justify actions e.g. Ku Klux Klan. Quakers are Christians who called for the liberation of Slaves Martin Luther King was inspired by Christianity to campaign for civil rights using non-violent methods Malcolm X was important in the fight for equality 	
D	Gender	
	<p>Gender equality is equal access to resources and opportunities regardless of gender</p> <ul style="list-style-type: none"> Christianity – in Genesis it says God made men and women differently “Eve was created by God by taking her from the rib of Adam” Traditional gender roles e.g. woman caring for home are found in many religions Islam – some people claim the Qur'an justifies violence “Make clear to them the matter” BUT “the Messenger of God never struck a woman, child or a servant” 	<p>Women in worship</p> <ul style="list-style-type: none"> Catholic church does not allow women into priesthood Men and women worship in the Mosque separately from men Some mosques are now female led only, and the Catholic Women's Ordination campaign for women to have the right to be ordained
E.	LGBTQ	
	<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 	



		TERM 3. GCSE Unit 2 SPANISH Knowledge organiser. Topic Technology in Everyday Life							
What we are learning this term:		2.1F ¿Cómo prefieres mantenerte en contacto?		Key Verbs					
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		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		Descargar To download		Subir To upload	Mandar To send	Hacer – to do/make	Chatear To chat
6 Key Words for this term				Descargo I download		Subo I upload	Mando I send	Hago I do	Chateo I chat
1. chateo 2. redes sociales 3. en línea		4. sala de chat 5. descargar 6. subir		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
2.1G Comunicarse por internet		2.2G ¡El móvil para todo!		2.2F La tecnología portátil		2.1H Las redes sociales			
a veces sometimes allí there chatear to chat online colgar fotos to post photos el correo electrónico email demasiado/a too much hablar to speak / talk increíble incredible justo/a fair el país country un poco a Little propio/a own la razón reason la red internet / network la red social social network la sala de chat chat room la salida outing todos los días every day usar to use utilizar to use la vez time		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		andar to walk archivo file borrar to delete, erase la canción song cargar to load contestar to answer el correo basura spam, junk mail cualquier any de vez en cuando from time to time el disco duro hard drive el espacio space igual same el ordenador portátil laptop sacar fotos to take photos sentir to feel la tableta tablet la tecnología technology		a mi juicio in my opinion acosar to bully el acoso bullying apasionar to excite aun even bajo low compartir to share el comportamiento behaviour el desarrollo development la desventaja disadvantage divertirse to have a good time gratuito/a free of charge mejorar to improve el riesgo risk el/la seguidor/a follower tener éxito to be successful el/la usuario/a user			
2.2H ¿Podrías vivir sin el móvil y la tableta?				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				la conexión inalámbrica wireless connection chatear to chat online correr to run darse cuenta de to realise en vez de instead of las felicidades best wishes, congratulations 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					
What we are learning this term:		2.1F ¿Cómo prefieres mantenerte en contacto?				Key Verbs	
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		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				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 _____ Hacemos _____ Chateamos _____ They download _____ suben They upload _____ Mandan They send _____ Hacen They do _____ They chat _____	
6 Key Words for this term							
1. chateo 2. redes sociales 3. en línea 4. sala de chat 5. descargar 6. subir							
2.1G Comunicarse por internet		2.2G ¡El móvil para todo!				2.2F La tecnología portátil	
_____ sometimes allí _____ _____ to chat online _____ to post photos el correo electrónico _____ demasiado/a _____ _____ to speak / talk _____ incredible justo/a _____ el país _____ _____ a little _____ own la razón _____ _____ internet / network la red social _____ la sala de chat _____ _____ outing todos los días _____ usar _____ _____ to use la vez _____		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 _____				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	
2.2H ¿Podrías vivir sin el móvil y la tableta?						2.1H Las redes sociales	
raras veces _____ la sala de chat _____ _____ signal la tarjeta de crédito _____ todo lo contrario _____						a mi juicio _____ acosar _____ _____ bullying apasionar _____ _____ even _____ low _____ to share el comportamiento _____ el desarrollo _____ _____ disadvantage _____ to have a good time gratuito/a _____ _____ to improve _____ risk el/la seguidor/a _____ _____ to be successful el/la usuario/a _____	
						2.2H ¿Podrías vivir sin el móvil y la tableta?	
						la conexión inalámbrica _____ chatear _____ correr _____ _____ to realise _____ instead of _____ best wishes, congratulations _____ felicitar _____ congratulate hasta _____ imprescindible _____ _____ to worry	

GCSE Unit 5 SPANISH Knowledge organiser. Topic Home, Town, Neighbourhood and Region			Key Verbs									
<div>What we are learning this term:</div> <div>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</div> <div>6 Key Words for this term</div> <div><div><div>1. vivir</div><div>2. alojamiento</div><div>3. alquilar</div></div><div><div>4. el hogar</div><div>5. la casa</div><div>6. las afueras</div></div></div>			<div>5.2G ¿Qué se puede hacer donde vives?</div> <div><div>el barrio</div><div>neighbourhood, area</div></div> <div><div>la biblioteca</div><div>library</div></div> <div><div>la bolera</div><div>bowling alley</div></div> <div><div>el bolso</div><div>handbag</div></div> <div><div>la carnicería</div><div>butcher's</div></div> <div><div>el césped</div><div>lawn</div></div> <div><div>el collar</div><div>necklace</div></div> <div><div>descansar</div><div>to rest</div></div> <div><div>el dinero</div><div>money</div></div> <div><div>divertirse</div><div>to enjoy oneself, to</div></div> <div><div>have a good time</div><div></div></div> <div><div>el estanco</div><div>tobacconist's (also sells stamps)</div></div> <div><div>los grandes almacenes</div><div>department stores</div></div> <div><div>la joyería</div><div>jeweller's</div></div> <div><div>la juguetería</div><div>toy shop</div></div> <div><div>el mercado</div><div>market</div></div> <div><div>la muñeca</div><div>doll</div></div> <div><div>el museo</div><div>museum</div></div> <div><div>la panadería</div><div>baker's</div></div> <div><div>el parque</div><div>infantil park, playground</div></div> <div><div>la pastelería</div><div>cake shop</div></div> <div><div>los pendientes</div><div>earrings</div></div> <div><div>la plaza de toros</div><div>bull ring</div></div> <div><div>la ropa (de marca)</div><div>(designer) clothes</div></div> <div><div>la tienda de comestibles</div><div>grocery store, food</div></div>									
			<div>5.1H Mi casa y mi barrio</div> <div><div>abajo</div><div>under, downstairs</div></div> <div><div>amplio/a</div><div>spacious, roomy</div></div> <div><div>arriba</div><div>above, upstairs, up</div></div> <div><div>el balcón</div><div>balcony</div></div> <div><div>la calefacción</div><div>heating</div></div> <div><div>la cocina amueblada</div><div>fitted kitchen</div></div> <div><div>el comedor</div><div>dining room</div></div> <div><div>el comercio</div><div>business, shop</div></div> <div><div>imprescindible</div><div>essential, indispensable</div></div> <div><div>inferior</div><div>lower</div></div> <div><div>el jardín</div><div>garden</div></div> <div><div>lujoso/a</div><div>luxurious</div></div> <div><div>la mascota</div><div>pet</div></div> <div><div>la piscina</div><div>swimming pool</div></div> <div><div>la planta</div><div>floor (of a building), plant</div></div> <div><div>la planta baja</div><div>ground floor</div></div> <div><div>superior</div><div>upper, higher</div></div> <div><div>la tienda</div><div>shop</div></div> <div><div>la torre</div><div>tower, tower block</div></div> <div><div>la vista</div><div>view, sight</div></div>					<div>5.1F ¿Cómo es tu casa?</div> <div><div>las afueras</div><div>outskirts</div></div> <div><div>antiguo</div><div>old</div></div> <div><div>el árbol</div><div>tree</div></div> <div><div>el campo</div><div>countryside,</div></div> <div><div>field,sports ground</div><div></div></div> <div><div>el chalet / chalé</div><div>bungalow, detached</div></div> <div><div>house, villa</div><div></div></div> <div><div>la costa</div><div>coast</div></div> <div><div>el estante</div><div>shelf</div></div> <div><div>encontrar</div><div>to find</div></div> <div><div>encontrarse</div><div>to be situated</div></div> <div><div>encontrarse con</div><div>to meet up with</div></div> <div><div>la granja</div><div>farm</div></div> <div><div>guardar</div><div>to keep, to put</div></div> <div><div>away,to save</div><div></div></div> <div><div>la librería</div><div>bookcase, bookshop</div></div> <div><div>la montaña</div><div>mountain</div></div> <div><div>el mueble</div><div>piece of furniture</div></div> <div><div>los muebles</div><div>furniture</div></div> <div><div>peor</div><div>worse</div></div>				
			<div>5.1G Mi casa</div> <div><div>la alfombra</div><div>carpet, rug</div></div> <div><div>el armario</div><div>cupboard, wardrobe</div></div> <div><div>el ascensor</div><div>lift</div></div> <div><div>la butaca</div><div>armchair</div></div> <div><div>la cocina</div><div>kitchen, cooker, cuisine</div></div> <div><div>cómodo</div><div>comfortable, convenient, handy</div></div> <div><div>compartir</div><div>to share</div></div> <div><div>el cuarto de baño</div><div>bathroom</div></div> <div><div>el dormitorio</div><div>bedroom</div></div> <div><div>los electrodomésticos (electrical)</div><div>appliances</div></div> <div><div>la escalera</div><div>stairs</div></div> <div><div>el espejo</div><div>mirror</div></div> <div><div>la estantería</div><div>shelves, shelving unit</div></div> <div><div>el fregadero</div><div>kitchen sink</div></div> <div><div>la habitación</div><div>room</div></div> <div><div>el lavabo</div><div>washbasin</div></div> <div><div>la lavadora</div><div>washing machine</div></div> <div><div>el lavaplatos</div><div>dishwasher</div></div> <div><div>el microondas</div><div>microwave oven</div></div> <div><div>la nevera</div><div>fridge</div></div> <div><div>la pared</div><div>wall</div></div> <div><div>el salón</div><div>lounge, living room</div></div> <div><div>el sillón</div><div>armchair</div></div> <div><div>el suelo</div><div>ground, floor</div></div> <div><div>la terraza</div><div>terrace</div></div>					<div>5.2F Mi ciudad</div> <div><div>la avenida</div><div>avenue</div></div> <div><div>el ayuntamiento</div><div>Town Hall</div></div> <div><div>bienvenido/a</div><div>welcome</div></div> <div><div>el centro comercial</div><div>shopping centre</div></div> <div><div>la ciudad</div><div>city, large town</div></div> <div><div>el club de jóvenes</div><div>youth club</div></div> <div><div>Correos</div><div>Post Office</div></div> <div><div>construir</div><div>to build</div></div> <div><div>convertirse en (+ noun)</div><div>to become</div></div> <div><div>los espacios verdes</div><div>open spaces</div></div> <div><div>la fábrica</div><div>factory</div></div> <div><div>fundar</div><div>to found</div></div> <div><div>el/la habitante</div><div>inhabitant</div></div> <div><div>la iglesia</div><div>church</div></div> <div><div>ir de compras</div><div>to go shopping</div></div> <div><div>el país</div><div>country</div></div> <div><div>la plaza</div><div>square (in a town)</div></div> <div><div>el polideportivo</div><div>sports centre</div></div> <div><div>el pueblo (small)</div><div>town, village, people</div></div> <div><div>el puente</div><div>bridge</div></div> <div><div>el puerto</div><div>port, harbour</div></div> <div><div>el siglo</div><div>century</div></div>				

		GCSE Unit 5 SPANISH Knowledge organiser. Topic Home, Town, Neighbourhood and Region			
What we are learning this term:		5.2G ¿Qué se puede hacer donde vives?			
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		el _____ neighbourhood, area la biblioteca _____ la _____ bowling alley el _____ handbag la carnicería _____ el _____ lawn _____ necklace descansar _____ _____ money _____ to enjoy oneself, to have a good time el _____ tobacconist's (also sells stamps) los grandes almacenes _____ la joyería _____ la _____ toy shop el mercado _____ _____ doll el _____ museum la panadería _____ _____ infantil park, playground la _____ cake shop los pendientes _____ la plaza de toros _____ la ropa (de marca) _____ la tienda de comestibles _____			
6 Key Words for this term		5.2F Mi ciudad			
1. vivir 2. alojamiento 3. alquilar		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 _____ to found el/la habitante _____ la iglesia _____ _____ to go shopping _____ country la _____ square (in a town) el _____ sports centre el pueblo (small) _____ el puente _____ _____ port, harbour el siglo _____			
4. el hogar 5. la casa 6. las afueras					
5.1G Mi casa		5.1H Mi casa y mi barrio		5.1F ¿Cómo es tu casa?	
la alfombra _____ el armario _____ el ascensor _____ _____ armchair la _____ kitchen, cooker, cuisine _____ comfortable, convenient, handy compartir _____ el cuarto de baño _____ el dormitorio _____ los _____ (electrical) appliances la _____ stairs el espejo _____ la _____ shelves, shelving unit el fregadero _____ la habitación _____ _____ washbasin _____ washing machine el lavaplatos _____ el microondas _____ la _____ fridge la pared _____ el salón _____ el _____ armchair el _____ ground, floor la terraza _____		_____ under, downstairs _____ spacious, roomy _____ above, upstairs, up el balcón _____ la calefacción _____ la cocina amueblada _____ el _____ dining room el _____ business, shop _____ essential, indispensable inferior _____ el jardín _____ lujoso/a _____ _____ pet _____ swimming pool _____ floor (of a building), plant la planta baja _____ superior _____ la _____ shop la _____ tower, tower block la _____ view, sight		_____ outskirts antiguo _____ el _____ tree el campo _____ countryside field,sports ground el chalet / chalé _____ house, villa la costa _____ el _____ shelf _____ to find _____ to be situated _____ to meet up with la granja _____ _____ to keep, to put away,to save la _____ bookcase, bookshop la _____ mountain el mueble _____ los _____ furniture peor _____	

		GCSE Unit 5 SPANISH Knowledge organiser. Topic Home, Town, Neighbourhood and Region								
What we are learning this term:		5.2G ¿Qué se puede hacer donde vives?			Key Verbs					
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		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			Vivir To live		alquilar To rent	Comprar To buy	Hacer – to do/make	Mudarse To move
6 Key Words for this term					Vivo I live		Alquilo I rent	Compro I buy	Hago I do	Me mudo I move
1. vivir 2. alojamiento 3. alquilar		4. el hogar 5. la casa 6. las afueras			Vives You live		Alquilas You rent	Compras You buy	Haces You do	Te mudas You move
5.1G Mi casa		5.2F Mi ciudad			Vive He/she lives		Alquila He/she rents	Compra He/she buys	Hace s/he does	Se muda He/she moves
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		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			Vivimos We live		Alquilamos We rent	Compramos We buy	Hacemos We do	Nos mudamos We move
5.1H Mi casa y mi barrio		5.1F ¿Cómo es tu casa?			Viven They live		Alquilan They rent	Compran They buy	Hacen They do	Se mudan They move
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		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			5.1H Mi casa y mi barrio		5.1F ¿Cómo es tu casa?			

		GCSE Unit 5 SPANISH Knowledge organiser. Topic Home, Town, Neighbourhood and Region																																	
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		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 _____ to found el/la habitante _____ la iglesia _____ _____ to go shopping _____ country la _____ square (in a town) el _____ sports centre el pueblo (small) _____ el puente _____ _____ port, harbour el siglo _____																																	

What we are learning this term:

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

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

- 1 What materials has she used?
Ines uses a range of scrap materials including envelopes, scrap paper, newspapers, old magazines and cardboard.
- 2 How has she torn the material?
Ines doesn't use scissors often, but more she tears the material so to get a rough edge to her work. A type of uneven and rustic approach to her outcomes.
- 3 What impact do smaller pieces of material have?
She is very particular about the size of pieces she is collaging. Smaller and more detailed pieces can form darker areas and shadows. Lagers and lighter pieces are the highlights. The smaller the pieces, the longer it will take her- however the more intricate it will become.
- 4 Who does she make collages of?
She usually makes collages of famous people in history, who might be dead or alive today. These people influence her making and have had an impact on Ines' live. They are her main inspiration.

**C How to make a collage.**

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

Steps for making your collage:

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




What each tool is used for:

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

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

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

**C. Name the following equipment.**

		
Sharpie or permanent marker	Sheets of acetate	Masking tape

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

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

**B. About the work of artist Michael Volpicelli**

WHAT?	Michael creates word art using a variety of sizes to make up a portrait of a person.
HOW?	Use uses a fine permanent marker to draw with words. Larger words create a highlight and smaller more 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 objector artwork intercepts light and causes an obscurity
intricate	Having many complexly arranged element
relevant	Having a bearing or connection with the subject or matter

What we are learning this term:

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



A. How has Ines Kouidis created this image?

1 What materials has she used?

.....

.....

2

.....

.....

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.



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

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F.

Keywords

Appropriate

Highlight

Shadow

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

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

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

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








E.	Morag Myerscough
	<p>Morag's mantra is 'make happy those who are near and those who are far will come'. Born and Bred, Holloway, London, Morag has always lived in the city and has been fascinated by how colour pattern and words can change urban environments and peoples' perceptions of spaces into places.</p>
	
<p>Key features:</p> <p>Crazy patterns, words of affirmation, shapes, warm, inviting, contrast! How colour, pattern and words can change urban environments and people's perspective of the space</p>	
<p>Shapes:</p> <p>Very geometric, rectangles, triangles, squares, circles and arcs</p>	
<p>Colours:</p> <p>Bright, bold, contrasting colours, accents and outlines of black and white</p>	






Year 9 PRODUCT DESIGN Rotation Knowledge Organiser









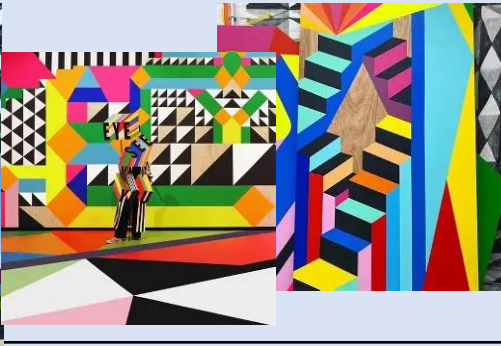
What we are learning this term:				
A. Workshop Tools	B. Materials	C. Key concepts	D. Key Words	E. Evaluating Work

A.	Workshop Tools					
						

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

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

D.	Key Words
Prototype 	
Tolerance 	
Depth stop 	
Assemble 	

E.	Morag Myerscough
	<p>Morag's mantra is 'make happy those who are near and those who are far will come'. Born and Bred, Holloway, London, Morag has always lived in the city and has been fascinated by _____</p> <p>_____</p> <p>_____</p>
	
<p>Key features:</p> <p>_____</p> <p>_____</p>	
<p>Shapes:</p> <p>_____</p>	
<p>Colours:</p> <p>_____</p>	

Y9 Food technology

What we are learning this term:

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

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

c. Storing food safely

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

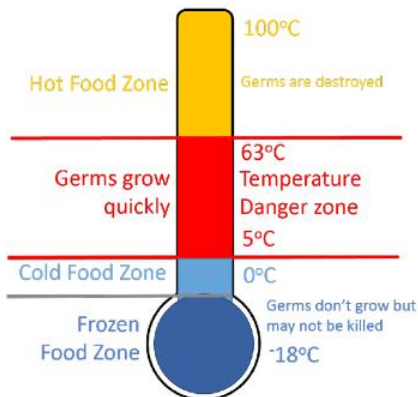
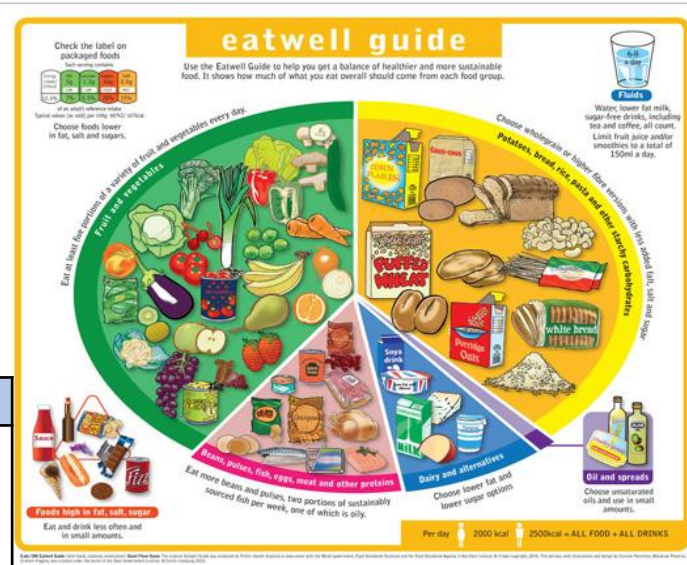


Image: TAFE NSW

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

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



c. Food related waste

Reasons for wasting food:

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

Reducing Waste:

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

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

c. Influences on food choice

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

Y9 Food technology

What we are learning this term:

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

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

c. Storing food safely

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.

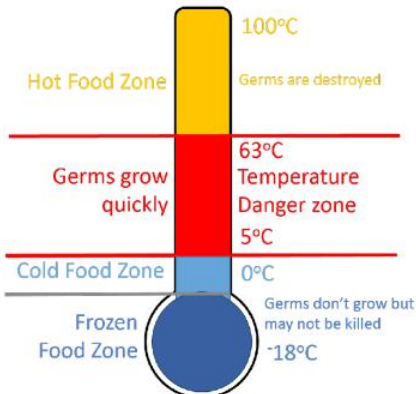
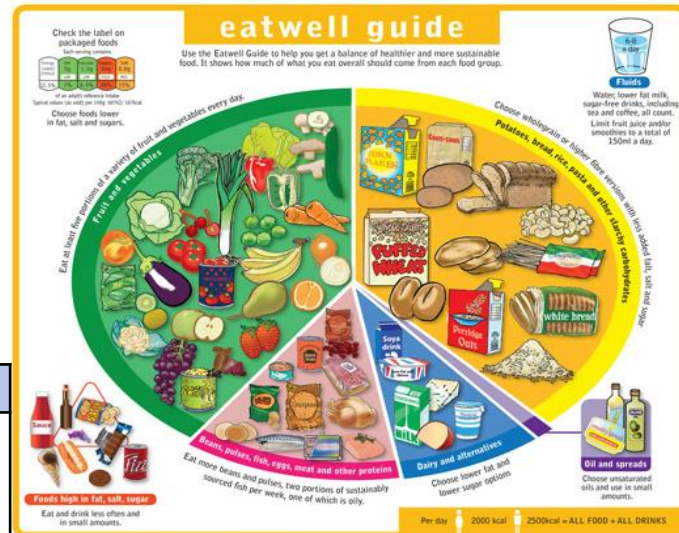


Image: TAFE NSW

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

- 1 **Fruit and Vegetables** – provides minerals, vitamins & fibre
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E. Keywords

Hygiene

Cross contamination

Spoilage

Perishable food

Fibre

Allergen

Intolerance

Coeliac

Vegan

c. Food related waste

Reasons for wasting food:

Reducing Waste:

c. Influences on food choice

YEAR 9 GRAPHIC COMMUNICATION

What are we learning this term?

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

What is a logo?

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

How does Alex Trochut design logos?

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

B | Typography

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



C | Computer skills

What is the shortcut for copy?

Ctrl + C

What is the shortcut for paste?

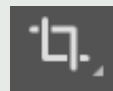
Ctrl + V

What does this symbol stand for?



Photoshop

What does this symbol mean?



Cropping

D | Key words

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

E | Evaluation

Evaluation: To judge or give an opinion

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

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

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

For example:

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

YEAR 9 GRAPHIC COMMUNICATION

What are we learning this term?

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

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

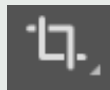
What is the shortcut for copy?

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

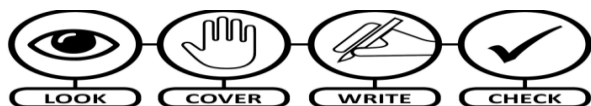
Evaluation: To judge or give an opinion

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

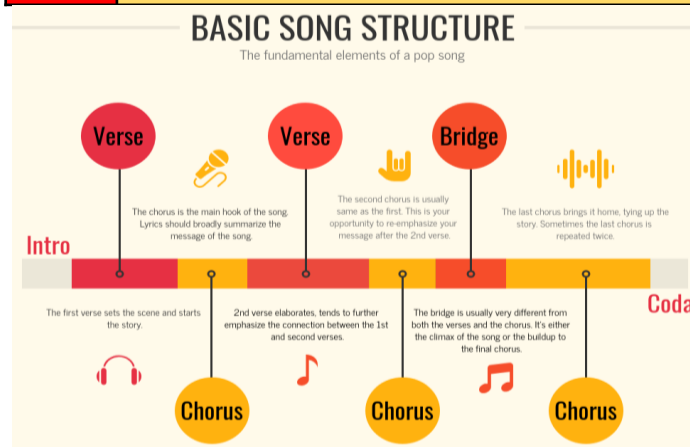
1. Positives – what works well
2. Negatives – what doesn't work well
3. Possible improvements – how could you make it better?

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

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

**B Keywords**

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

C Instruments in popular music**D How to write a perfect Evaluation?**

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

E Basic Note Values - Recap

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

F How to read music – treble clef and Bass Clef

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

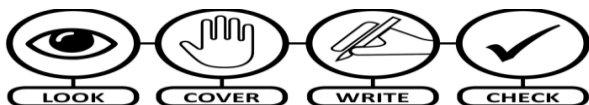
BASS LINES: G B D F A **BASS SPACES: A C E G**

G Describing music – MAD T SHIRT

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























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



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

C	Instruments in popular music
<p>BASIC SONG STRUCTURE The fundamental elements of a pop song</p> <p>Intro: The first verse sets the scene and starts the story.</p> <p>Verse: The chorus is the main hook of the song. Lyrics should broadly summarize the message of the song.</p> <p>Chorus: The second chorus is usually same as the first. This is your opportunity to re-emphasize your message after the 2nd verse.</p> <p>Bridge: The bridge is usually very different from both the verses and the chorus. It's either the climax of the song or the buildup to the final chorus.</p> <p>Chorus: The last chorus brings it home, tying up the story. Sometimes the last chorus is repeated twice.</p> <p>Coda</p>	
D	How to write a perfect Evaluation?
1	Write a full sentence explaining what your musical performance or music composition was about
2	Explain what you were trying to communicate to an audience and how you did it
3	Pick out at least two moments that worked really well, using specific examples and say what you did that made them successful
4	Pick out one moment that you could make better. Explain why it needed improving and how you would make it better if you did your performance again
5	Sum up your evaluation and discuss one thing that you will take forward into your next work

Basic Note Values – Recap							
Note	Name	Beats	Rest	Note	Name	Beats	Rest
	Whole Note	4			Half Note	2	
	Quarter Note	1			Dotted Half Note	3	
	Eighth Note	1/2			Dotted Quarter Note	1 1/2	
	Sixteenth Note	1/4			Dotted Eighth Note	3/4	

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

G	Describing music – MAD T SHIRT							
M	A	D	T	S	H	I	R	T
M_____	A_____	D_____	T_____	S_____	H____/T_____	I_____	R_____	T_____

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

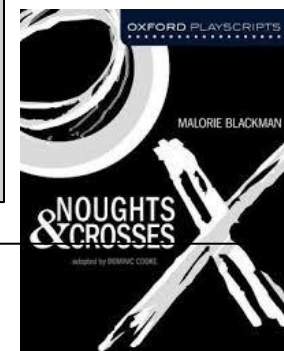
- Dramatic intentions- the effect you want to leave on your audience. What do you want them to think and feel?
- Proxemics- the use of space/distance between characters on stage.
- Physical Theatre- a style of performance where physical movement is the primary method of storytelling.
- Split staging-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

Techniques in this unit- write your own definition

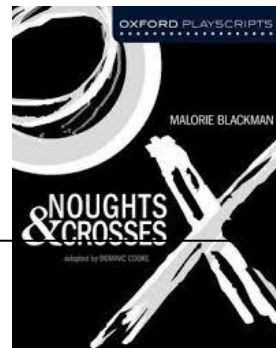
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- Physical Theatre-
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Who are the Liberation Militia? What is the Apartheid Law?



SWINDON ACADEMY READING CANON

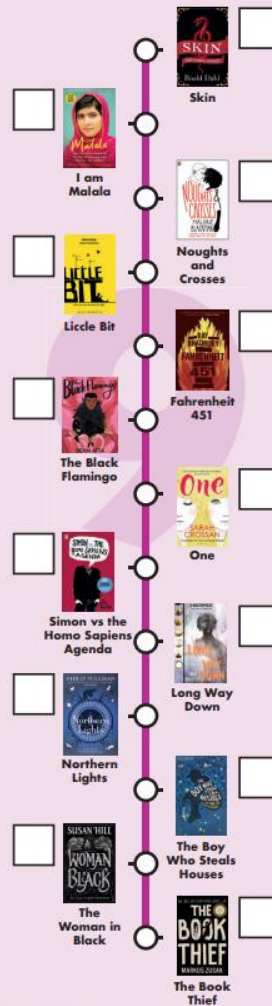
Year 7



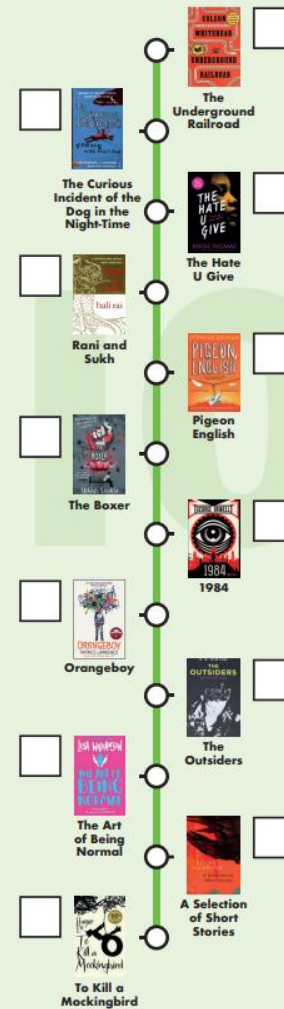
Year 8



Year 9



Year 10



#ReadingisPower