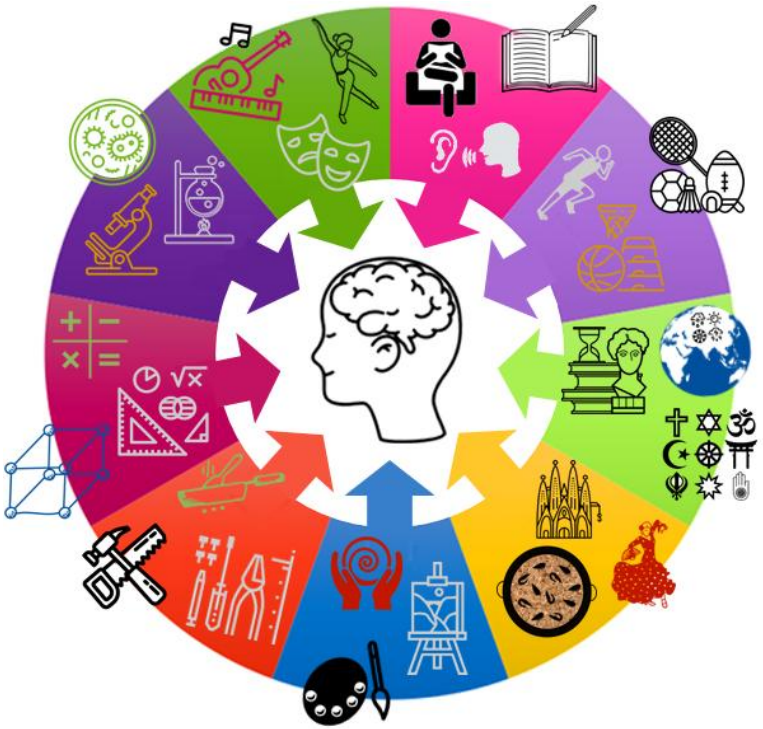
100% book - Year 9 Booster

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



Term 6

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."

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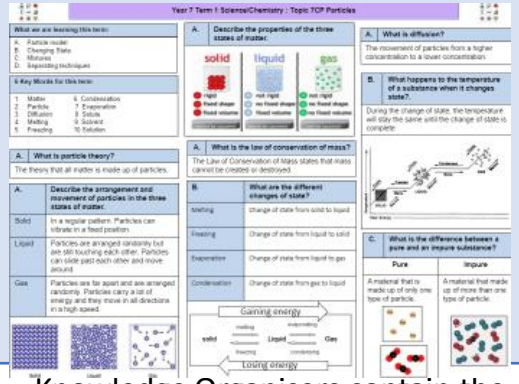
Using your Knowledge Organiser and Quizzable Knowledge Organiser

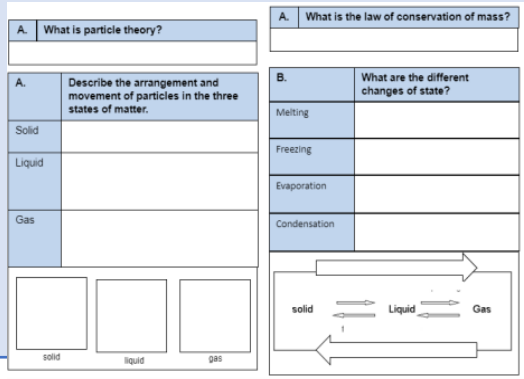
Knowledge Organisers



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

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

Quizzable Knowledge Organisers



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

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

Top Tip

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

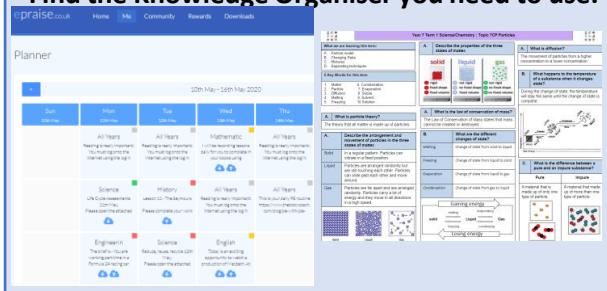
Expectations for Prep and for using your Knowledge Organisers

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

How do I complete Knowledge Organiser Prep?

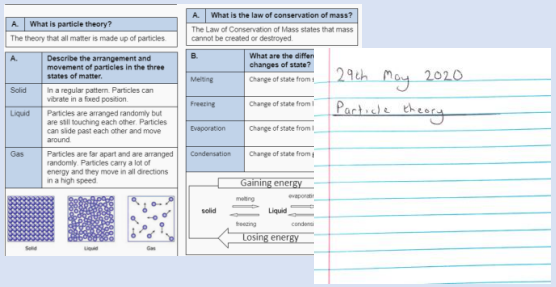
Step 1

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



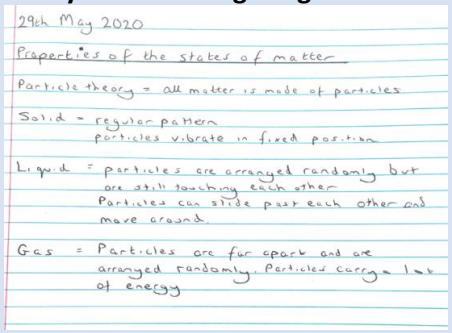
Step 2

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



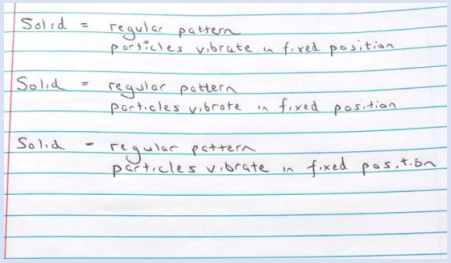
Step 3

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



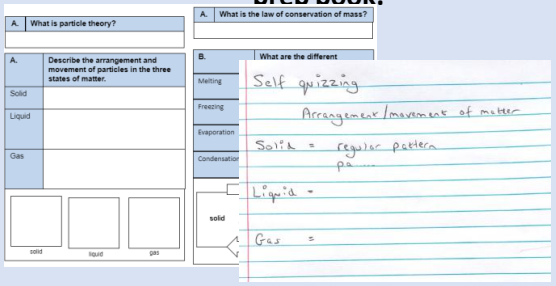
Step 4

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



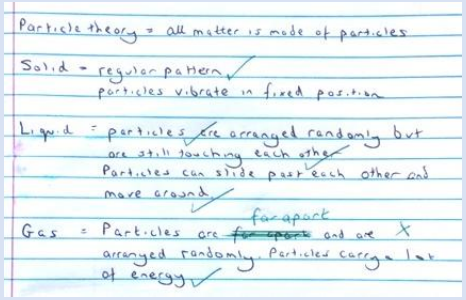
Step 5

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.

'Romeo and Juliet': T Knowledge Organiser

Plot breakdown

P	**The Prologue** outlines the main conflict in the play and warns the audience of the tragic fate of Romeo and Juliet.
1.1	The Montagues and Capulets fight in the streets of Verona. Prince Escales swears that any further fighting will be punished by death.
1.2	Paris asks Lord Capulet about marring his daughter Juliet. Capulet tells Paris to wait as she is too young.
1.3	Lady Capulet advises Juliet to agree to marry Paris.
1.5	At the Capulet's masked ball, Romeo sees Juliet and falls in love with her. They talk, kiss, and fall in love. As they depart, they learn they are from feuding families.
2.2	In the balcony scene, Romeo and Juliet fall deeper in love. They agree to get married.
2.3	Romeo asks Friar Lawrence to marry him and Juliet. Lawrence agrees, thinking it will unite the warring families.
2.6	Friar Lawrence marries Romeo and Juliet.
3.1	Montagues and Capulets fight in the streets. Tybalt kills Mercutio; Romeo kills Tybalt. Prince Escales decides to banish Romeo from Verona.
3.4	Lord Capulet tells Paris that he can marry Juliet in three days' time.
3.5	After their wedding night, Romeo leaves Juliet for the last time. They have a vision of the other's death. After Romeo leaves, Lord Capulet orders Juliet to marry Paris, threatening to disown her if she disobeys.
4.1	Friar Lawrence comes up with a plan: Juliet must pretend to be dead and then escape Verona with Romeo. She agrees to the plan.
5.3	Romeo does not learn of Friar Lawrence's plan. He sneaks back into Verona and visits Juliet's tomb. He thinks she is dead, and kills himself with poison. Moments later, Juliet wakes up. She finds Romeo's body and kills herself with his dagger. The two families agree to end their feud.

The Big Ideas:

Role of women: Juliet is powerless to make her own decisions. She is ruled by her father who eventually decides to marry her off to a powerful man. She breaks the status quo when she defies her father and makes her own decisions.

Evolution of Juliet's character: Juliet is a stereotypical Renaissance daughter at the outset, she is loyal and submissive. She becomes empowered and independent through her romance with Romeo. She becomes a tragic hero by acting in pursuit of her own desires.

Tragedy: A Shakespearean tragedy is the story of one or two heroes of 'high-status,' such as Kings or Lords. They act in pursuit of one desire. The story leads up to and includes the death of the hero as a result of their actions.

Fate and destiny: Fate is the idea that the events of someone's life are not in their control. The *star-crossed* lovers suggests they were fated for tragedy. This leads to many questions: Is the tragic ending inevitable? Do they act independently?

Characters

Romeo (Montague)
Young man. Falls in love with Juliet. Kills himself at the end of the play. "*Did my heart love till now? forswear it, sight! For I ne'er saw true beauty till this night*"; "*Thus with a kiss I die*"

Juliet (Capulet)
13-year old girl. Falls in love with Romeo. Kills herself at the end of the play. "*Wherefore art thou Romeo? Deny thy father and refuse thy name*"; "*O happy dagger, This is thy sheath; there rust, and let me die*"

Lord Capulet (Capulet)
Head of the Capulet family. Juliet's father. Orders her to marry his friend, Paris. "*She will be ruled In all respects by me*"

Paris (no family)
Nobleman of Verona. Wants to marry Juliet. Killed by Romeo at the end of the play.

Friar Lawrence (no family)
Religious leader in Verona. Agrees to marry Romeo and Juliet, thinking it will bring peace to the city. "*For this alliance may prove To turn your households' rancour to pure love*"

Mercutio (Montague)
Romeo's friend. Killed by Tybalt. "*A plague a'both your houses!*"

Prince Escales (no family)
Ruler of Verona. Wants to bring peace to the city. "*If ever you disturb our streets again, Your lives shall pay the forfeit of the peace*"

Structure of Shakespearean tragedy (Bradley)

Exposition Introduces the main characters and the obstacles they will overcome in the play.

Rising tension The heroes try to overcome the obstacles they face. They suffer.

Catastrophe The play ends with the deaths of the heroes.

Vocabulary: Key words

tragic – describes something as being very sad, or as part of a tragedy.

submissive - ready to obey or conform to the authority or will of others

narcistic – self-obsessed

feud – a serious argument and sometimes violent argument between two people or groups that continues for a long time.

shrine – a holy place that people go to pray.

status quo – the situation that exists now, without any changes.

obstacle – a problem that must be overcome.

vindictive – vengeful

patriarchy - a society in which power lies with men

belligerent - warlike

exile (vb.) – to force them from their home and live in another place.

tenacious – very determined

catastrophe – a terrible accident.

stoicism – calm self control

Terminology: Key words

Tragedy – a play in which the main character brings about their own downfall.

prologue – the introduction to a book, film, or play.

sonnet – a type of love poem. It has 14 lines, a strict rhyme scheme and 10 syllables per line.

dramatic irony – when the audience knows something that the character on stage does not

Tragic hero – the main character in a Tragedy that makes an error of judgement that leads to their downfall.

soliloquy – a speech in a play where the character speaks to himself or herself.

hyperbole – exaggeration.

tragic flaw - a character has a tragic flaw when what makes them so special also brings about their downfall.

foreshadow – to show or warn that something bigger, worse, or more important is coming.

thesis – the main idea that you want to discuss throughout an essay.

Features of Shakespearean tragedy (Bradley)

The characters are '**high-status**' – they are important people.

The tragic hero **acts**: they **try to do things**. They don't just let things happen to them.

Whatever they try to do, it always **puts them in a worse situation**.

They are **exceptional** – there is something that makes them special.

'Romeo and Juliet': T Knowledge Organiser

Plot breakdown

P	**The Prologue** outlines the main _____in the play and _____ the _____ of the _____ _____ of _____ and_____.
1.1	The _____ and _____ _____ in the _____of_____. Prince Escales swears that any further fighting will be _____ by_____.
1.2	_____ asks Lord _____about marring his _____Juliet. Capulet tells Paris to wait as she is too young.
1.3	Lady _____ advises _____ to agree to _____ _____.
1.5	At the Capulet's _____ ball, Romeo sees Juliet and _____ in love with her. They_____, _____, and fall in_____. As they depart, they learn they are from _____ families.
2.2	In the _____scene, Romeo and Juliet fall _____in love. They _____ to get_____.
2.3	Romeo asks _____ _____to _____him and_____ . Lawrence_____, thinking it will _____ the _____ _____.
2.6	Friar _____ _____Romeo and_____.
3.1	_____ and _____fight in the streets. _____kills_____; _____kills_____. Prince Escales decides to _____ _____from Verona.
3.4	Lord _____tells _____that he can marry Juliet in three days' time.
3.5	After their _____night, Romeo leaves Juliet for the last time. They have a _____of the other's_____ . After Romeo leaves, Lord Capulet _____Juliet to marry_____, threatening to _____ her if she_____.
4.1	Friar Lawrence comes up with a _____: Juliet must _____ to be _____and then _____Verona with Romeo. She _____to the plan.
5.3	Romeo _____ _____learn of Friar Lawrence's_____. He sneaks back into Verona and visits Juliet's_____. He thinks she is_____, and kills himself with_____. Moments later, Juliet wakes up. She finds Romeo's body and kills _____with his dagger. The two _____agree to end their_____.

The Big Ideas:

Role of women: Juliet is _____to make her own decisions. She is _____by her father who eventually decides to _____her off to a _____man. She breaks the _____ _____ when she _____her father and makes her own decisions.

Evolution of Juliet's character: Juliet is a stereotypical _____ daughter at the_____, she is loyal and_____. She becomes _____and independent through her romance with Romeo. She becomes a tragic hero by _____ in pursuit of her own desires.

Tragedy: A Shakespearean tragedy is the story of one or two heroes of '_____,' such as Kings or Lords. They act in pursuit of one _____. The story leads up to and includes the _____of the hero as a result of their _____.

Fate and destiny: Fate is the idea that the _____of a life are not in their control. The _____-*crossed* lovers suggests they were fated for _____. This leads to many questions: Is the tragic ending inevitable? Do they act _____?

Characters

Romeo (Montague)
Young_____ . Falls in love with_____. _____ _____ at the end of the_____. *"Did my heart love till now? forswear it, sight! For I ne'er saw true beauty till this night"*; *"Thus with a kiss I die"*

Juliet (Capulet)
13-y_____ -_____ girl. Falls in _____ with_____ . Kills _____ at the end of the_____. *"Wherefore art thou Romeo? Deny thy father and refuse thy name"*; *"O happy dagger, This is thy sheath; there rust, and let me die"*

Lord Capulet (Capulet)
Head of the _____family. Juliet's_____ . Orders her to marry his friend, Paris. *"She will be ruled In all respects by me"*

Paris (no family)
_____of Verona. Wants to _____ _____. Killed by _____at the end of the play.

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_____ _____in Verona. _____ to _____ Romeo and Juliet, thinking it will bring _____to the city. *"For this alliance may prove To turn your households' rancour to pure love"*

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Prince Escales (no family)
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Structure of Shakespearean tragedy (Bradley)

Exposition_____
_
_____
_____

Development/Rising Action:_____
_____
_____
_____

Catastrophe:_____
_
_____
_____
_____

Vocabulary: Key words

tragic –

submissive -

narcistic –

feud –

shrine –

status quo –

obstacle –

vindictive –

patriarchy -

belligerent - warlike

exile (vb.) –

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Terminology: Key words

Tragedy –

prologue –

sonnet –

dramatic irony –

Tragic hero –

soliloquy –

hyperbole –

tragic flaw -

foreshadow –

thesis –

Features of Shakespearean tragedy (Bradley)

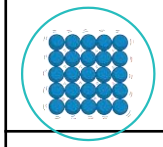
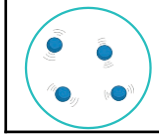
The characters are '_____-_____' – they are important people.

The tragic hero _____: they **try to do**_____. They don't _____ _____ things _____to them.

Whatever they try to do, it always **puts them in a worse situation**.

They are _____– there is something that makes them_____.

Particle model of matter

State	Pattern	Energy and movement	Forces between particles
Solid 	Ordered and all touching	Vibrate around fixed positions	Strong forces between particles
Liquid 	Random and touching	Move around randomly	Weaker than in a solid
Gas 	Random and far apart	Move around randomly	Weak forces of attraction

Models	+	-
Particle diagrams	Easy to see/draw arrangement	• Can't see the forces between particles • Particles look like flat circles rather than 3D spheres • Movement isn't shown
Kinetic models (eg marbles or animations)	Easy to see particle arrangement Can see the movement of particles	Can't see forces between particles

Density

Density is mass per cm^3

It can be calculated using:

Density = mass ÷ volume

$\rho = m \div V$

Required practical – measuring the density of different materials.

For regular solids :

Mass measured by **top pan balance**

Volume measured by measuring **length x breadth x height**

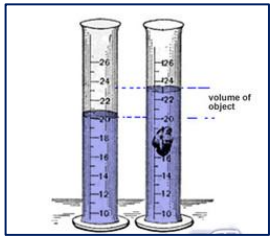
For irregular solids:

Mass measured by **top pan balance**

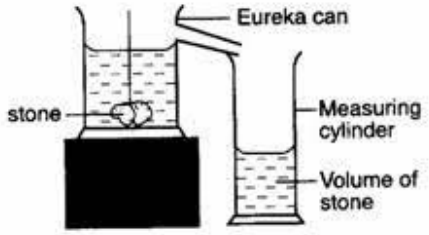
Volume measured by **displacement of water**

This means putting the object into water and measuring the volume of water 'pushed out'

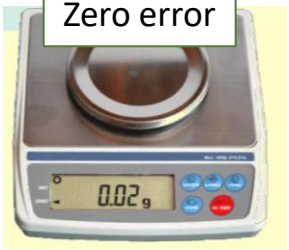
Measure the volume of small objects by putting them into a measuring cylinder with 100cm^3 water in



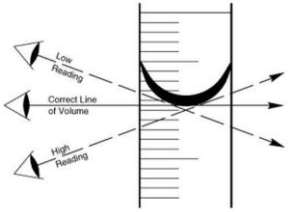
Measure the volume of larger objects by putting them into a full eureka can and catching and measuring the water that is displaced



Zero error



Read the meniscus!



Required practical continued : Density of liquids

1. Find the mass of an empty measuring cylinder using a top pan balance.
2. Pour a known volume (100ml) of liquid into the measuring cylinder.
3. Use the meniscus to measure the volume of the liquid accurately. This is the volume.
4. Now measure the mass of the measuring cylinder + the liquid combined.
5. Subtract the mass of the empty measuring cylinder and this is the mass of the liquid.

Density = mass ÷ volume.

Particle model

1. Describe the arrangement of the particles in a solid, a liquid and a gas
2. Describe the movement of the particles in a solid, a liquid and a gas
3. In which state of matter are the forces between the particles the weakest?
4. In which state of matter are the forces between the particles the strongest?
5. Give one advantage of using particle diagrams to show the different states of matter
6. Give three disadvantages of using particle diagrams to show the different states of matter
7. Give two advantages of using kinetic models to show the different states of matter
8. Give one disadvantages of using kinetic models to show the different states of matter

Density

1. Give the formula that links density, mass and volume?
2. Give a unit for density
3. Which piece of equipment is used to measure mass of an object?
4. What type of error is it if a balance reads 0.03g when nothing is resting on it?
5. What term is used to describe when water is pushed out of the way by a solid object?
6. Name two pieces of equipment that could be used to measure the volume of an irregular object
7. What three measurements do you need to calculate the volume of a regular object?

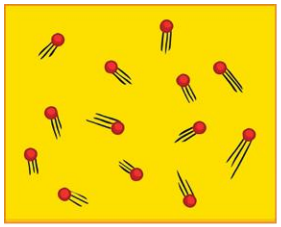
Internal energy

The temperature of any substance is related to the average speed of its particles.

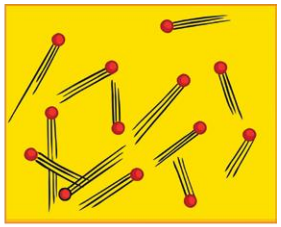
The internal energy of a system is the total kinetic energy and the potential energy of the particles

The particles in a system **vibrate** or **move around** because they have energy in their **kinetic energy stores**

The faster a particle moves, the greater its **kinetic energy store**



Low Temperature



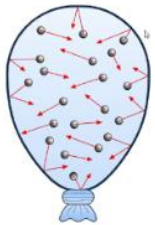
High Temperature

The particles also have energy in their **potential energy stores** due to their position.

As particles **move further apart**, their potential energy stores **increase**

Gas pressure

The particles in a gas are in constant random motion
They collide with the walls of their container
This exerts a force **on the container.**



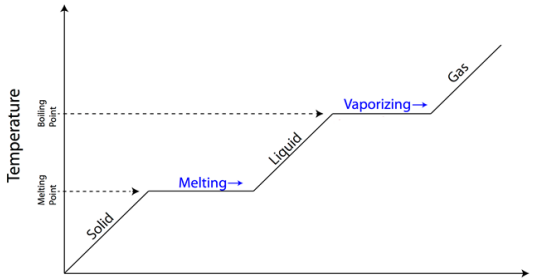
The more energy the particles have, the higher the temperature.
An increase in temperature of a gas causes the particles to move further apart.
If this is not possible, because of the container, then there is an increase in pressure.

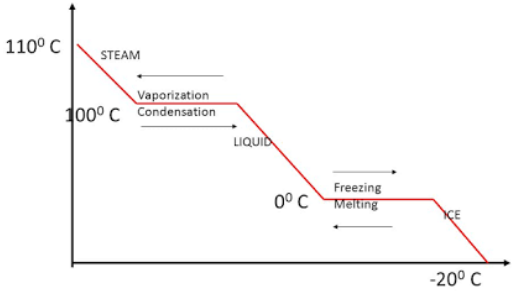
Heating and cooling

When the internal energy of a substance changes, then either :

- **The temperature** of the substance changes
- **The state** of the substance changes

This can be seen by plotting the temperature change during **heating** or **cooling.**
Heating a solid would give us a graph that looks like this:





- The **temperature stays the same**.
- This is when a change of state is happening – for example melting.
- The energy transferred is not increasing the mean particle speed – it is increasing the potential energy of the particles.

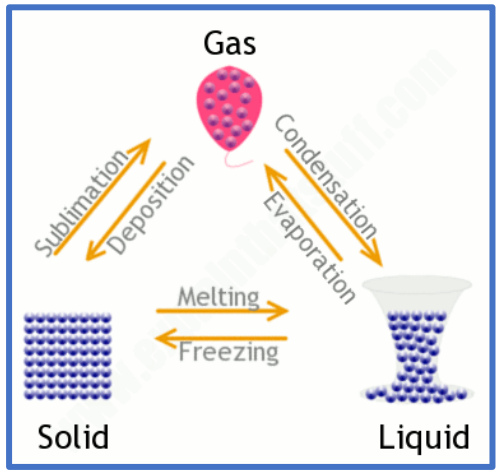
When the line is increasing (heating) or decreasing (cooling)

- The temperature is increasing / decreasing
- The kinetic energy store is increasing /decreasing
- Average particle speed is increasing /decreasing

Specific latent heat

Specific latent heat is the amount of energy needed to **change 1kg of a substance from one state to another** without changing the temperature.
Specific latent heat will be different for different materials.

- Energy needed to change 1kg of Solid → liquid - **specific latent heat of fusion**
- Energy needed to change 1kg of Liquid → gas - **specific latent heat of vaporisation**



The amount of energy needed to change 1Kg of a material is found by the equation:

Energy = mass (kg) x specific latent heat (L)

E = m L

Specific heat capacity

This is the among of energy needed to change the temperature of 1Kg of a substance by 1ºC
It is calculated by:

E = specific heat capacity x mass x temp change

E = SHC x m x θ

Internal energy

1. What two stores of energy make up internal energy?
2. Which energy store is linked with particle movement?
3. Which energy store increases if the particles in a substance move further apart?
4. What happens to the temperature when the kinetic store of the particles increases?

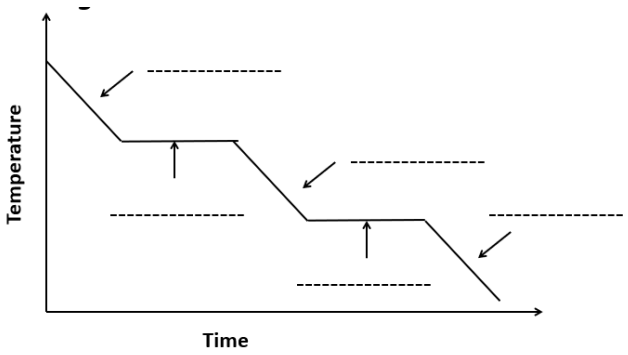
Gas pressure

1. What causes gas pressure?
2. What happens to the temperature of a gas if the kinetic energy store of the particles increases?
3. What happens to the space between particles in a gas as it heats up?
4. If the volume of the gas is kept constant, what happens to the pressure?

Heating and cooling

1. What two things can happen to a substance when the internal energy changes?
2. Label the graph below using the words given:

liquid, gas, solid, condensing, freezing

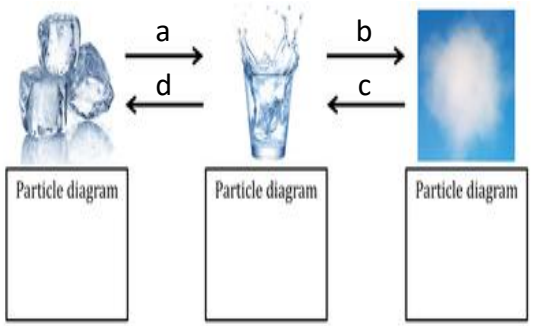


3. What is happening to temperature when the line is flat on a heating or cooling curve?

4. What is happening to the substance when the line is flat?

Specific latent heat

1. What is specific latent heat?
2. What is the term given to the amount of energy needed to change 1kg of a liquid into a solid?
3. What is the specific latent heat of vaporisation?
4. Label the changes of state below
   a.
   b.
   c.
   d.



5. Draw the particle diagrams in the boxes

Geography Year 9 Term 6 Energy

Background:

1. The consumption and production of energy is not evenly distributed. ***(A)***
2. Many factors can influence energy use, including the wealth of the country and availability. ***(A)***
3. Energy consumption impacts quality of life. ***(B)***
4. There are two main sources of energy, these can be classified as non-renewable and renewable. ***(C, E)***
5. The energy mix worldwide has shifted in recent years, with a decline in coal and oil, and a growth in renewables and nuclear. ***(D, E)***
6. Fracking for gas is also growing worldwide. ***(H)***

A	**Factors affecting the energy mix *(6)***
Population	More people means more energy needed.
Wealth	Greater wealth leads to a greater energy demand.
Availability	If a country has its own natural resources e.g. coal, oil, wind etc.
Consumption	The amount of energy or power used.
Emissions	The by-product given off by burning an energy source e.g. carbon dioxide.
NIMBYism	Abbreviation for 'not in my backyard.'

B.	**Importance of energy *(4)***
Social well being	Normally refers to quality of life e.g. happiness.
Economic well being	Having present and future financial security.
Energy dependence	To rely on other countries for your energy supply e.g. to import oil.
Energy security	To be relatively self-sufficient regarding your energy supply.

C.	**Types of energy *(3)***
Renewable	Energy, which is infinite, sustainable and is easily replenished.
Non-renewable	Energy, which is finite, is not sustainable and takes a long time to replenish.
Finite	Something which will run out, come to an end.

D.	**Nuclear energy *(3)***
What it is:	This is non-renewable and comes from uranium.
Positive	1. Small amounts of uranium produces lots of energy.
Negative *(2)*	1. Nuclear waste is toxic and must be stored for hundreds of years. 2. Nuclear accidents can occur, which is a risk to human health.

E. The impacts of energy sources

		Advantages	**Disadvantages**
Non-renewables *(3)*	Coal	1. Efficient, cheap and reliable.	1. Creates carbon dioxide. 2. Finite.
	Oil	1. Easy to transport. 2. Efficient.	1. Oil spills. 2. We must import this from other countries.
	Gas	1. Supplies available in the North Sea and from fracking. 2. Jobs in extraction created.	1. Finite. 2. Carbon dioxide produced.
Renewables *(3)*	Wind	1. Sustainable and will not run out. 2. Jobs created in the manufacture and installation of these.	1. Noise and visual pollution. 2. Bird strikes.
	Solar	1. Easy to install on houses. 2. Jobs created in the manufacture and installation of these.	1. Unreliable e.g. if it is not sunny. 2. The panels are constructed from toxic materials.
	Hydro-electric	1. One of the most reliable non-renewables. 2. Reservoirs create tourism and also provide clean water.	1. Vegetation/ forests cleared for reservoir creation. 2. Farmland and settlements flooded to create reservoirs.

F. Fracking

Fracking	Gas trapped in shale rock is released by pumping water and sand into the ground, which widens cracks in the ground, allowing the gas to escape.

Positive *(3)*:	**Negative *(4)*:**
1. Blackpool council could make £1.7m per year. 2. Many jobs would be created in the north-west. 3. The UK would become less dependent on importing energy from other countries.	1. Small earthquakes could damage homes. 2. Huge areas of countryside destroyed. 3. Noise and air pollution would be created from the heavy machinery. 4. Underground water could become contaminated.

Geography Year 9 Term 6 Energy

Background:

1. The consumption and production of energy is not evenly distributed. ***(A)***
2. Many factors can influence energy use, including the wealth of the country and availability. ***(A)***
3. Energy consumption impacts quality of life. ***(B)***
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6. Fracking for gas is also growing worldwide. ***(H)***

A	**Factors affecting the energy mix *(6)***
Population	
Wealth	
Availability	
Consumption	
Emissions	
NIMBYism	

B.	**Importance of energy *(4)***
Social well being	
Economic well being	
Energy dependence	
Energy security	

C.	**Types of energy *(3)***
Renewable	
Non-renewable	
Finite	

D.	**Nuclear energy *(3)***
What it is:	
Positive	
Negative *(2)*	

E.		**The impacts of energy sources**	
		Advantages	**Disadvantages**
Non-renewables *(3)*	Coal		
	Oil		
	Gas		
Renewables *(3)*	Wind		
	Solar		
	Hydro-electric		

F.	**Fracking**
Fracking	

Positive *(3)*:	**Negative *(4)*:**

Year 9 History : Medicine in Medieval England c1250-1500

What we are learning this term:

1.1 Ideas about the cause of disease and illness
1.2 Approaches to treatment and prevention
1.3 Dealing with the Black Death 1348-49

C.	Dealing with the Black Death
What is the Black Death?	• Bubonic plague – outbreak in 1348-9 – 1/3rd to 1 / 2 of the population died in England. Caused by bacteria Yersinia pestis that was thought to have originated in China and came to Britain on fleas, on rats on ships.
Causes	Miasma – bad air from the filthy conditions making you ill. Astrology – there was a weird alinement of Jupiter, mars and Saturn the previous year which was blamed for the plague Punishment from God- = People thought that society had become wicked so God had sent the plague to punish them.
Treatments	Confesses sins and pray, bleeding and purging (but seemed to make worse), sweet herbs or fire to clean air.
Prevention	Pray and fast, leave the area, carry sweet herbs, quarantine (new people stay away for 40 days), clean streets (or don't, maybe bad smell will drive out miasma)

Key People

Hippocrates	Galen	Physicians, apothecaries and surgeons	Hospitals
'Father of Medicine' – 4 humours, clinical observation (watch and record details, use this to help with future cases), importance of exercise, Hippocratic Oath for doctors (to preserve life)	Built on Hippocrates' ideas – theory of opposites (if cold, give something hot), also dissected animals to find out about anatomy (structure of body). Proved brain, not the heart, controls the body	• **Physicians** – diagnosed + recommended treatment, trained at university for around 7 years. Did not get to see dissections so new little about body. Learned everything from Galen's books. Only for super rich • **Apothecaries** – mixed herbal remedies (joined a guild, worked for master to train). • **Surgeons** – least qualified, also cut hair. Learned on job and only performed minor, on-invasive surgeries • **Monks and nuns –** worked in hospitals mostly prayed for patients and gave comfort. Not allowed to cut or bleed patients so could not do surgery • **Housewives and mothers** – treated most people. Mixed herbal remedies and treated minor wounds	• Ran by monks and nuns • Offered patients shelter, beds, food and very limited treatment. • Treatments mostly religious based – praying • Patients would offer share beds which led to allot of diseases spreading around the hospitals

A.	*Can you define these key words?*
Miasma	Bad air that was believed to be filled with harmful fumes.
Quarantine	Separating the sick from the healthy to stop the spread of a disease.
Humours	The humours were four fluids that were thought to spread throughout the body and influence its health.
Purging	To get rid of anything unwanted.
Phlebotomy	The drawing of bloody by opening a vein.
Leprosy	a painful skin disease
Prevention	To stop something from happening
Treatment	giving medicine or using other means to help a person get better when sick or hurt
Apothecary	A person who mixes herbal remedies and treated patients as an alternative to a doctor as they were cheaper.
Barber surgeon	barbers and surgeons who also performed minor operations such as removal of warts .

What were the causes of disease in Medieval England?

Causes	Prevention	Treatments
Religious – **Punishment from God** God has sent an illness as punishment for sins. Especially true at times of panic such as the Black Death.	**Religious - Church** – Lead a life free of sin. Regular prayers and confessions. Offering tithes to the church to make sure sins were forgiven quickly.	**Religious – Healing prayers and incantations** Paying for a special mass to be said Fasting Pilgrimages
Rational - Miasma – You had breathed in bad air. This was thought to come from swamps or rubbish. During this period there was allot of animal much in towns and often open sewers in the streets meaning the whole place stank. In these filthy places disease was more common seemingly proving this theory	**Rational and religious - Regimen Sanitatis** – A set of instructions provided by physicians to maintain good health. Bathing was also used to prevent miasma.	**Supernatural - Astrology** – Treatments varied according the the horoscope of the patient. The alignment of the planets was checked at every stage of the treatment prescribed eg herb gathering.
Rational - The Theory of the Four Humors – The 4 liquids in your body (blood, yellow bile, black bile, phlegm) were seen to be out of balance making you ill. Recovery came from getting them back in to balance through the theory of opposites Created in ancient Greece by Hippocrates.	**Rational - Diet** – Eating to much was strongly discouraged. What and when you ate were considered to be important in preventing a humoural imbalance.	**Rational - Humoral** Treatments – Blood letting – Bad humours could be removed from the body by removing some of the blood. Purging – Purging the digestive system to remove any leftover food. Eg using a laxative.
Supernatural - Astrology – Impact of the stars and planets on health. Physicians would use star charts to examine a patient and work out what was wrong with them.	**Rational - Purifying the air** – This was achieved by spreading sweet herbs.	**Rational - Herbal remedies** – Using herbal infusions to drink, sniff or bathe in.

What we are learning this term:
1.1 Ideas about the cause of disease and illness 1.2 Approaches to treatment and prevention 1.3 Dealing with the Black Death 1348-49

Year 9 History : Medicine in Medieval England c1250-1500

C.	Dealing with the Black Death
What is the Black Death?	
Causes	
Treatments	
Prevention	

Key People			
Hippocrates	Galen	Physicians, apothecaries and surgeons	Hospitals

A.	*Can you define these key words?*	**What were the causes of disease in Medieval England?**		
		Causes	**Prevention**	**Treatments**
Miasma				
Quarantine				
Humours				
Purging				
Phlebotmey				
Leprosy				
Prevention				
Treatment				
Apothecary				
Barber surgeon				

Year 9 Religious Education: Buddhism

A.	*Can you define these key words?*
Key word	**Key definition**
Ascetic	Characterized by severe self-discipline and avoiding all forms of indulgence, typically for religious reasons
Enlightenment	Understanding and accepting the truth about life and suffering and entering the state of pure happiness
Caste	A Hindu social order of higher and lower class
Impermanence	The state of fact of lasting for only a limited period of time
Craving	A powerful desire for something
Karma	The force produced by a person's actions in one life that influences what happens to them in future lives
Samsara	The cycle of birth, death and rebirth to which life in the material world is bound
Cessation	Ending something or being brought to an end
Puja	Ceremonies that involve meditation, prayer and offerings
Meditation	Thinking quietly as a way to calm the mind

E.	***Four noble truths***
Dukkha	There is suffering as a part of life because of sickness or frustration and unhappiness with life
Tanha	Craving for more because everything is constantly changing
Niroda	Cessation – to stop suffering you need to stop craving more and more things
Magga	The Middle Way – set out in the form of a path of eight steps – these are 8 features of Buddhist life

B.	***The Buddha and Enlightenment***
Religion in India	Hinduism was the most common religion – Hinduism and Buddhism have common origins and have lots of similarities. Hinduism, Buddhism and Sikhism are known as Dharmic religions
Caste system	Determined at birth and channels them into the caste's occupation, their place in society, who they can marry People don't do jobs which don't fit their caste and the lowest caste is treated badly by others
The Buddha's early childhood	Born as a prince and lived in a palace - family belonged o the Kshatriya caste which was associated with rulers and leaders He was expected to follow his father as a local ruler but a seer predicted he would become a great ruler
Religious quest	Siddhartha saw 4 things which changed his perspective - old man, a sick person, a corpse, a holy man He realised that he no longer needed to live a luxury life but wanted to live a life on "The Middle Way"
The middle way	The Buddha experienced wealth and poverty but didn't get satisfaction so he meditated until he achieved enlightenment

C.	***Three Marks of Existence (Universal Truths)***
Annica (Impermanence)	All things are constantly changing – nothing is fixed & Everything depends on conditions which can also change - Even stars and galaxies are changing
Anatta (No soul)	No permanent identity/no separate self As conditions change, people change too e.g. our personality and the way that we act - Nothing has a fixed or permanent nature so there is no soul which is eternal
Dukkha (dissatisfaction)	If life is always changing, all that we know will eventually stop existing -Even if we escape illness, we will one day face death The world is unsatisfactory because every time you gain happiness, things change again

D.	***Karma and rebirth***
Karma	If someone does a good action, they will get good karma - You can be free from the negative effects of negative karma if you forgive what happened in the past, accept it and understand it
Samsara	When someone dies, their energy passes into another form which depends on their actions in their past life The cycle ends when they achieve enlightenment

F.	***Puja and meditation***
Samatha meditation	Used to try and focus the mind by concentrating on breathing and to concentrate at a deeper level Might use visual objects to aid meditation e.g. a coloured desk
Vipassana meditation	Helps Buddhists to seek truth about reality and develop wisdom so they can reach enlightenment Gaining insight j to true reality by reflecting on the teachings of the Buddha Usuallly practised in a sitting position with legs crossed

G.	***Ethical way of living***	
Abstain from taking life (don't harm or kill living things)	Abstain from misusing senses (no over indulgence)	Abstain from taking drugs and alcohol which cloud the mind and could also include not playing video games or forms of work which numb the mind
Abstain from taking what is not freely given (against stealing and exploiting people)	Abstain from wrong speech (lying, slander, gossip, harsh speech and idle chatter)	

Year 9 Religious Education: Buddhism

A.	*Can you define these key words?*
Key word	**Key definition**
Ascetic	
Enlightenment	
Caste	
Impermanence	
Craving	
Karma	
Samsara	
Cessation	
Puja	
Meditation	

B.	***The Buddha and Enlightenment***
Religion in India	
Caste system	
The Buddha's early childhood	
Religious quest	
The middle way	

C.	***Three Marks of Existence (Universal Truths)***
Annica (Impermanence)	
Anatta (No soul)	
Dukkha (dissatisfaction)	

D.	***Karma and rebirth***
Karma	
Samsara	

E.	***Four noble truths***
Dukkha	
Tanha	
Niroda	
Magga	

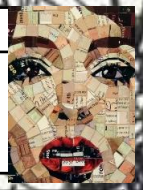
F.	***Puja and meditation***
Samatha meditation	
Vipassana meditation	

G.	***Ethical way of living***	
Abstain from taking life (don't harm or kill living things)		
Abstain from taking what is not freely given (against stealing and exploiting people)		

Year 9 Art Term 6 : Topic = Ines & Michael

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.

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.

	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

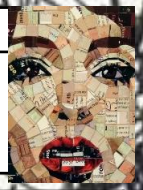
B.	*About the work of artist Michael Volpicelli*
WHAT?	Michael creates word art using a variety of sizes to make up a portrait of a person.
HOW?	Use uses a fine permanent marker to draw with words. Larger words create a highlight and smaller more scrammed words create shadows and darkness.
WHY?	Michael 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**

Year 9 Art Term 6 : Topic = Ines & Michael

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	.....
3	How has she torn the material.....
4	.....What impact do smaller pieces of material have? .....
	Who does she make collages of? .....

C	**How to make a collage.**
Collage:	
Steps for making your collage:	1. 2. 3. 4. 5.
What each tool is used for:	
Magazines	.
Glue stick	

B.	***Answer the following questions about Michaels work and how he works.***
What part of the body does Michael focus in drawing?	
What effect do the larger words make?	
How would you describe his work?	
What is significant about the words he uses to make up the drawing?	

	Looking at the image drawn by Michael Vollpicelli, how does he create……
1.	Darker areas?
2.	Lighter areas?

F.	**Keywords**
Appropriate	
Highlight	
Shadow	
intricate	
relevant	

C. *Name the following equipment.*

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**

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

Softwoods come in planks and boards

Manufactured Boards come from **wood pulp**

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

Manufactured Boards come in sheets

Polymers come from **crude oil**

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

Polymers come in sheets, graduals and filament

C. Key concepts

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

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

Advantages	Disadvantages
Designs can be **created**, **saved** and **edited** quickly, saving time	CAD takes a **long time** to **learn**
Designs or parts of design can be easily viewed from **different angles**, **copied** or **repeated**	Software can be **very expensive**
CAD is **very accurate**	CAD files can become **corrupted** or **lost**

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

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

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

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

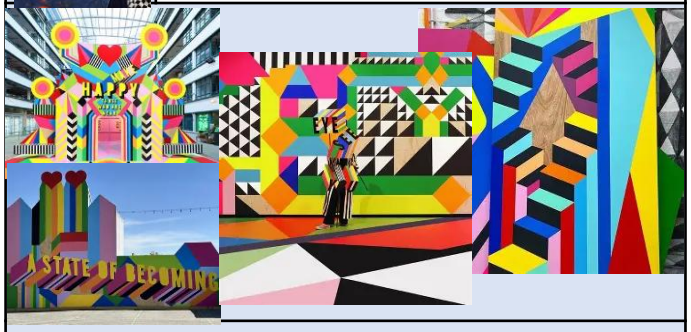
Personal protective equipment (PPE)
The three used most often are aprons, safety goggles and ear defenders.

D. Key Words

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

E. Morag Myerscough

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



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

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

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

Year 9 PRODUCT DESIGN Rotation Knowledge Organiser

What we are learning this term:

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

A. Workshop Tools







B. Materials

Timbers come from _____

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

Softwoods come in_____
_____

Manufactured Boards come _____

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

Manufactured Boards come in_____

Polymers come from _____

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

Polymers come in _____
_____
_____

C. Key concepts

Designers research and investigate _____
_____

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

Advantages	Disadvantages

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

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

Personal protective equipment (PPE)
The three used most often are_____
_____

D. Key Words

Prototype	
Tolerance	
Depth stop	.
Assemble	

E. Morag Myerscough

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

Key features:

Shapes:

Colours:

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.

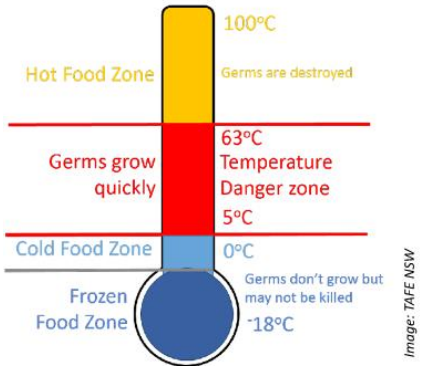
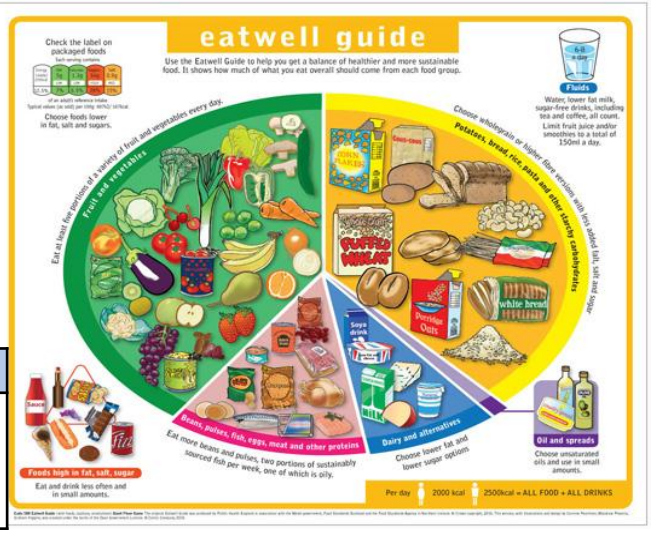


Image: TAFE NSW

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

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

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.

Y9 Food technology

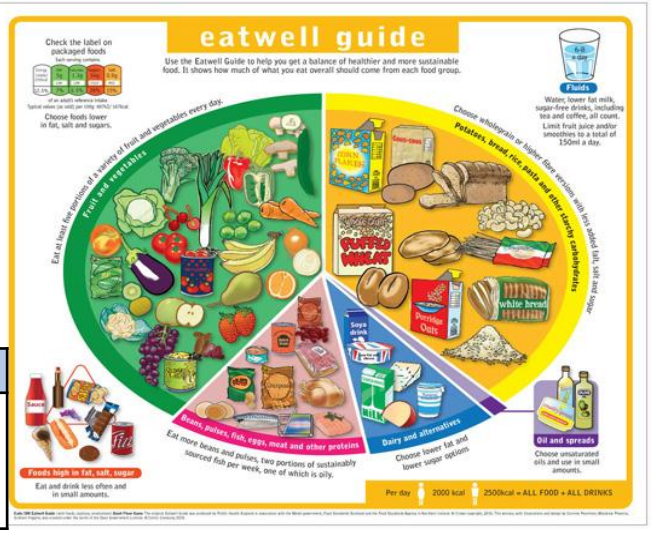
What we are learning this term:

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	

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. 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.

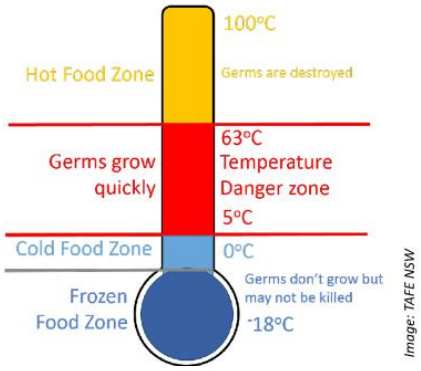


Image: TAFE NSW

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

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

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

YEAR 9 GRAPHIC COMMUNICATION

What are we learning this term?

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

A | Logos

What is a logo?

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

How does Alex Trochut design logos?

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

B | Typography

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

C | Computer skills

What is the shortcut for copy?
Ctrl + C
What is the shortcut for paste?
Ctrl + V
What does this symbol stand for?

Photoshop

What does this symbol mean?

Cropping

D| Key words

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

E | Evaluation

Evaluation: To judge or give an opinion

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

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

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

For example:

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

YEAR 9 GRAPHIC COMMUNICATION

What are we learning this term?

A	B	C	D	E
Logos	Typography	Computer skills	Key words	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
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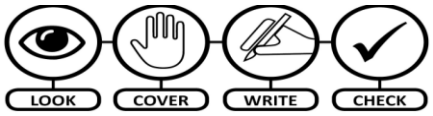
Year 9: World Cultures 2: Samba

Term 1

A — What we are learning about this term…

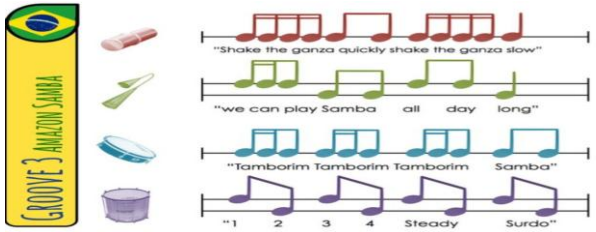
1. History of samba and carnival
2. Polyrhythms, grooves and breaks
3. Call and response/improvising



B — Keywords

PULSE	The steady beat
RHYTHM	A combination of long and short sounds and silence
POLYRHYTHM	Two or more rhythms played at the same time
SAMBISTA	The leader of the ensemble, gives musical cues to the performers using the **APITO** (Samba Whistle)
CALL AND RESPONSE	Where a pattern is played by the leader, and then repeated or responded to by the rest of the performers.
SYNCOPATION	accenting or emphasising the weaker beats of the bar
OSTINATO	Songs and tunes passed down by EAR, not by writing them down
MONOPHONIC / POLYPHONIC	One single rhythm or melody line / Lots of rhythms layered to create a thick texture
IMPROVISATION	Music made up on the spot, without preparation

C — Samba Rhythms



D — Analysing Samba Music from Brazil

Listen to Raio De Sol… do you notice how the texture begins **monophonic** (one single rhythm) using **call and response**?

Samba music is also designed for performance at large festivals with singers, dancers and processions, called **carnivals**, so the music is usually **forte/fortissimo (very loud)**.

The interesting patterns that are created by **layering lots of different rhythms (ostinatos)** are called **cross-rhythms** and are played at a fast tempo for the dancing and marching along the streets in the carnival!

Listen here ->

FORM AND STRUCTURE of a piece of Samba may look like the following:

E — Samba Instruments

F — Note Values – Dotted Note Values

Note	Name	Beats	Rest	Note	Name	Beats	Rest
𝅝	Semibreve, Whole Note	4 beats	𝄻	𝅝.	Dotted Semibreve, Dotted Whole Note	6 beats	𝄻.
𝅗𝅥	Minim, Half Note	2 beats	𝄼	𝅗𝅥.	Dotted Minim, Dotted Half Note	3 beats	𝄼.
♩	Crotchet, Quarter Note	1 beat	𝄽	♩.	Dotted Crotchet, Dotted Quarter Note	1½ beats	𝄽.
♪	Quaver, Eighth Note	1/2 beat	𝄾	♪.	Dotted Quaver, Dotted Eighth Note	¾ beat	𝄾.

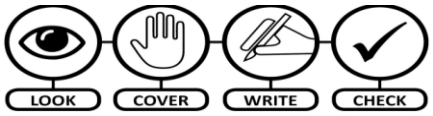
G — Describing music – MAD T SHIRT

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

Year 9: World Cultures 2: Samba

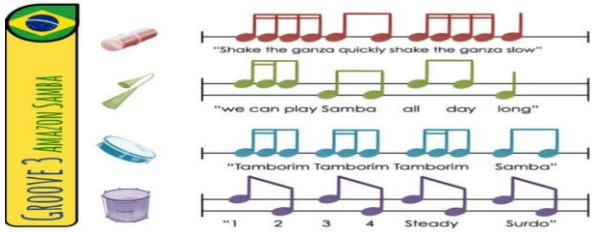
Term 1

A	What we are learning about this term…
1	History of samba and carnival
2	Polyrhythms, grooves and breaks
3	Call and response/improvising



B	Keywords

C	Samba Rhythms



D	Analysing Samba Music from Brazil

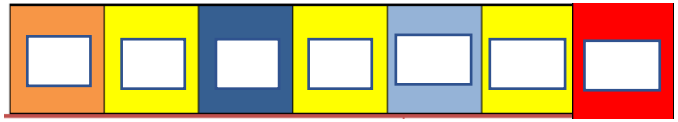
Listen to Raio De Sol… do you notice how the texture begins **m**_____ (one single rhythm) using _____?

Samba music is also designed for performance at large festivals with singers, dancers and processions, called _____, so the music is usually _____**(very loud)**.

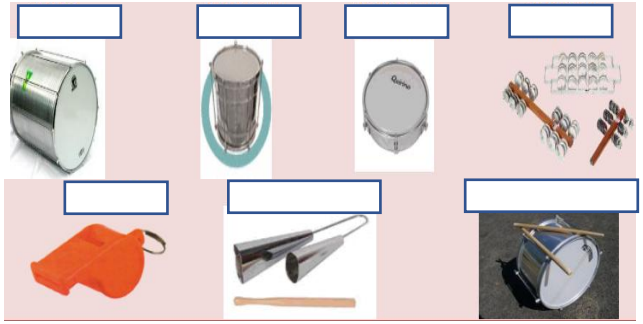
The interesting patterns that are created by **layering lots of different rhythms (**_____**)** are called _____**-**_____ and are played at a fast tempo for the dancing and marching along the streets in the carnival!

Listen here ->

FORM AND STRUCTURE of a piece of Samba may look like the following:



E	Samba Instruments



F	Note Values – Dotted Note Values

Note	Name	Beats	Rest	Note	Name	Beats	Rest

G	Describing music – MAD T SHIRT

M	A	D	T	S	H	I	R	T
M_____	A_____	D_____	T_____	S_____	H_____/T_____	I_____	R_____	T_____

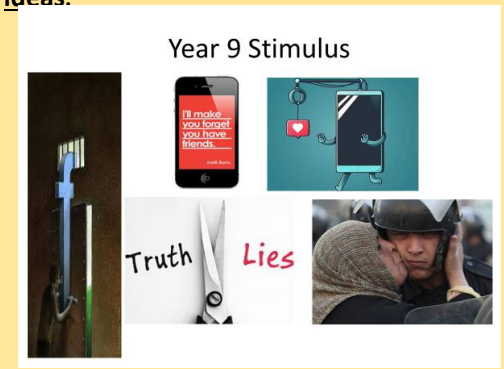
Year 9 Drama- Devising

DEVISING

Frequently called **collective creation** - is a method of theatre-making in which the script or (if it is a predominantly physical work) performance score originates from collaborative, often improvisatory work by a performing ensemble.

Link to Comp 3

Stimulus- A starting point or catalyst for your ideas.



What words do you think of looking at these pictures?
What stories do you think of?
What characters come to mind?

This term you are challenged with making a group performance that lasts up to 5 minutes and is based on a stimulus that you will be given in a lesson this term.

It MUST be ORIGINAL (cannot involve stories / characters that already exist) and EVERYONE must be involved.

Tips for success

Don't try and make a STORY – instead, create scenes based on a theme

Listen to everyone's ideas

Think of at least 3 ways to show the message and then pick the best one

Would technical elements help to get your message across?

Year 9 Drama- Devising

DEVISING

Frequently called - is a method of theatre-making in which the or (if it is a predominantly physical work) performance score originates from collaborative, often improvisatory work by a performing ensemble.

Link to Comp 3

Stimulus-

What words do you think of looking at these pictures?
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It MUST be ORIGINAL (cannot involve stories / characters that already exist) and EVERYONE must be involved.

Tips for success

SWINDON ACADEMY READING CANON

Year 7


The Canterbury Tales


War Horse


Adventures of a Young Naturalist


A Monster Calls


The Pearl


Number the Stars


The Hunger Games


Chinese Cinderella


Sir Gawain and the Green Knight

Year 8


The Dark Lady


Trash


The Diary of a Young Girl


Ghost Boys


The Amazing Maurice


The Bone Sparrow


Salt to the Sea


The Giver


Witch Child

Year 9


Skin


I am Malala


Noughts and Crosses


Liccle Bit


Fahrenheit 451


The Black Flamingo


One


Simon vs the Homo Sapiens Agenda


Long Way Down


Northern Lights


The Boy Who Steals Houses


The Woman in Black


The Book Thief

Year 10


The Underground Railroad


The Curious Incident of the Dog in the Night-Time


The Hate U Give


Rani and Sukh


Pigeon English


The Boxer


1984


Orangeboy


The Outsiders


The Art of Being Normal


A Selection of Short Stories


To Kill a Mockingbird

#ReadingisPower