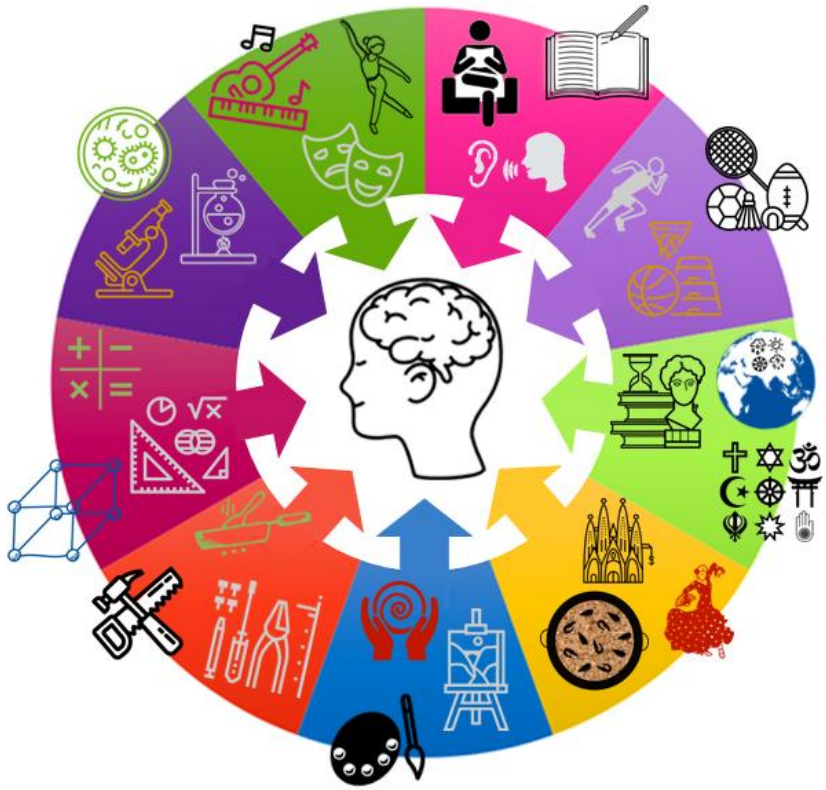
100% book - Year 9 Booster

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



Term 2

Swindon Academy 2026-27	
Name:	
Tutor Group:	
Tutor & Room:	

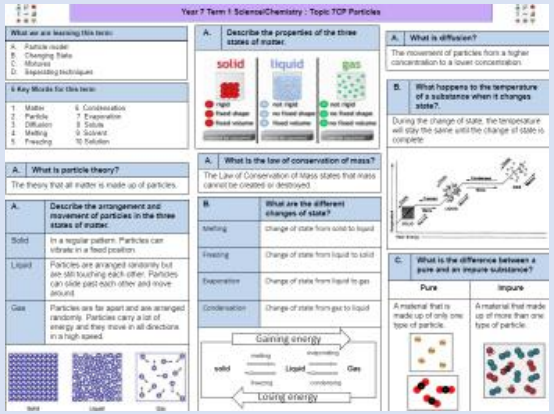
"If you are not willing to learn, no one can help you.
If you are determined to learn, no one can stop you."

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Using your Knowledge Organiser and Quizzable Knowledge Organiser

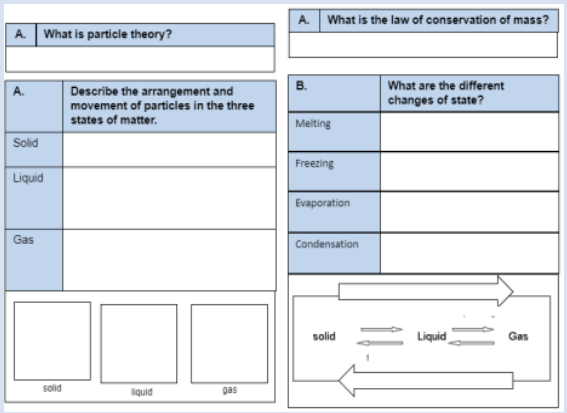
Knowledge Organisers



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!

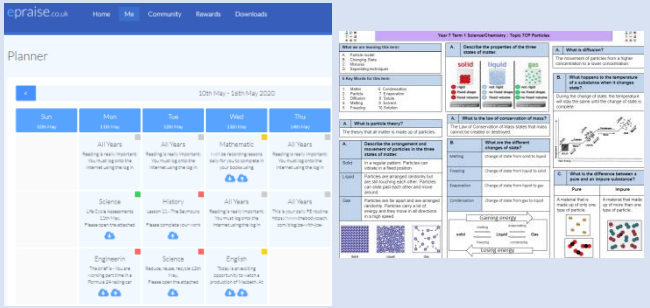
Expectations for Prep and for using your Knowledge Organisers

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?

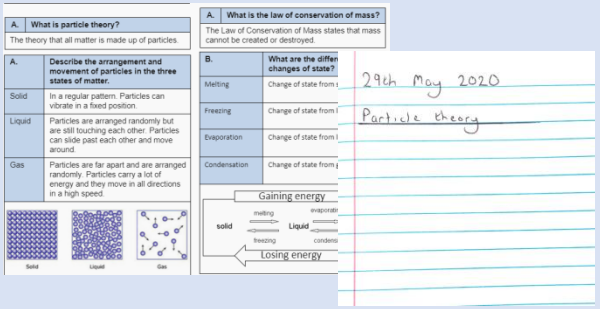
Step 1

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



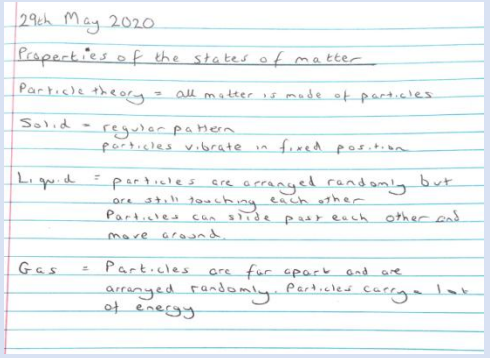
Step 2

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



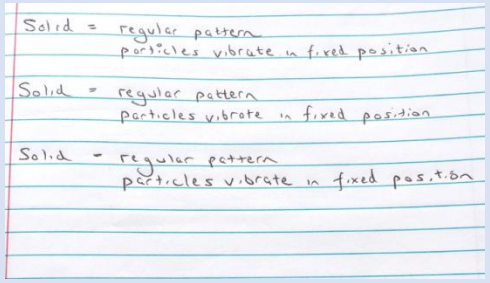
Step 3

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



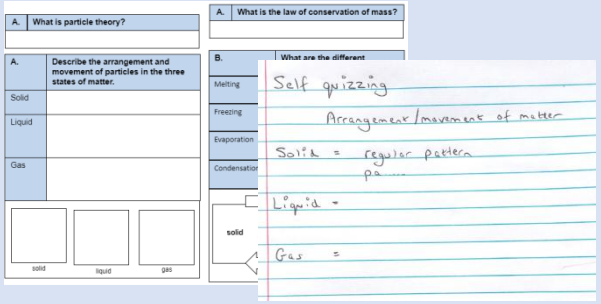
Step 4

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



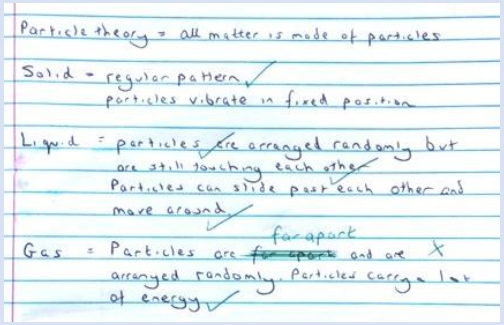
Step 5

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.



Year 9 Term 1 English Knowledge Organiser: Jane Eyre



Chapter breakdown of Jane Eyre

1	On a bitter day, Jane is curled up with a book when her cousin, John Reed, discovers her and hits her. She fights back and is sent to the red-room.
2	Jane is locked in the red-room. She sits in turmoil until she hears and sees something odd. She begs to be let out. She faints.
3	Jane wakes up in the nursery. Bessie and Mr Lloyd are there. Jane is miserable. Mr Lloyd talks to Jane about going to school.
4	Jane is visited by Mr Brocklehurst, the headteacher at Lowood School. After his visit, Jane and Mrs Reed argue. Jane says she will never call her 'aunt' again.
5	Jane travels to Lowood School. She meets Miss Temple, the kind teacher, and Helen Burns, another pupil.
6	Helen is thrashed for having dirty hands. Later, she talks with Jane and explains that it is better to forgive and be patient than to get angry and seek revenge.
7	Mr Brocklehurst visits Lowood School. He calls Jane to the front of the classroom and calls her a liar in front of all the teachers and pupils. Helen smiles at Jane, bringing Jane hope.
8	Afterwards, Jane and Helen visit Miss Temple. Miss Temple says she believes that Jane is not a liar. Jane listens to Miss Temple and Helen's fascinating conversations. Miss Temple hears from Mr Lloyd that Jane is not a liar, and tells the school.
9	Jane enjoys the area around Lowood in the spring. Typhus breaks out at Lowood School. Lots of girls get sick. Many die. Helen Burns dies of tuberculosis.
10	Eight years pass. Jane has become a teacher at Lowood School. Mr Brocklehurst had his power removed when his treatment at the school was discovered. Jane applies to be a governess for a family at Milcote.

Locations in the first 10 chapters

Gateshead Hall
Home of Mrs Reed, John, Georgiana, and Eliza Reed. Jane grows up here. Jane is locked in the red-room.

Lowood School
Jane is sent to Lowood by Mrs Reed. Mr Brocklehurst is the headteacher. Conditions are harsh and strict. The girls receive brutal punishments and are fed poorly. A typhus outbreak kills many of the girls.

Terminology: Key words

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

juxtaposition – a literary technique where a writer places very different things or people close to each other. This helps to show how the things are similar or different.

Characters in Jane Eyre

Jane Eyre The main character. A young, intelligent, and passionate orphan. "You think I have no feelings, and that I can do without one bit of love or kindness; but I cannot live so"

Mrs Reed – Jane's aunt She neglects and abuses Jane and is glad to send her away to Lowood School. "Guard against her worst fault, a tendency to deceit"

Mr Brocklehurst – The governor of Lowood school A cruel and hypocritical Christian. He believes in driving evil from children through harsh discipline. "Punish her body to save her soul"

Helen Burns – Jane's friend A kind and forgiving Christian. She inspires Jane to be more patient and accepting. She dies of tuberculosis at 14. "Love your enemies; bless them that curse you; do good to them that hate you and despitefully use you."

Miss Temple The kind and understanding teacher at Lowood. Offers care and affection to Jane and Helen. "You shall be publicly cleared from every imputation: to me, Jane, you are clear now."

Vocabulary: Key words

protagonist – the main character

dependent – someone who relies on another person to support them financially. Jane is a **dependent** because she relies on Mrs Reed to feed, clothe and house her.

oppress (vb.) – to treat a group of people in an unfair way, often by limiting their freedom.

solitude – state or situation of being alone

sombre – serious or sad

conventional – normal or accepted way

obedience – submission to another's authority

ominous – something bad that is going to happen

clandestine – something that is done in secret

humiliate (vb.) – to make someone feel stupid or ashamed. If something makes you feel stupid or ashamed, you could describe it as **humiliating.**

hypocrite – someone who says one thing but does the opposite at another time.

comeuppance – when a villain receives some form of punishment for what they did.

Victorian attitudes to childhood

1	A child is a blank slate and can be trained to develop into a rational being.
2	A child is born completely **innocent** and **pure**. They are only contaminated by contact with corrupt forces.
3	The child is born evil and must therefore be controlled and punished in order to submit to the rules of God and society.

Biographical information

1	'Jane Eyre' written in 1847 by Charlotte Brontë.
2	Parts of 'Jane Eyre' were influenced by Brontë's experiences at school and as a young woman.
3	'Jane Eyre' was unusual when it was published because it is written in the first-person from a female perspective.



Year 9 Term 1 English Knowledge Organiser: Jane Eyre



Chapter breakdown of Jane Eyre

1	On a bitter day, Jane is curled up with a book when her cousin,_____ _____, discovers her and ____her. She fights back and is sent to the _____-____.
2	Jane is locked in the _____-_____. She sits in turmoil until she hears and sees something odd. She begs to be let out. She_____.
3	Jane wakes up in the nursery. _____ and Mr _____ are there. Jane is_____. Mr Lloyd talks to Jane about going to_____.
4	Jane is visited by Mr_____, the headteacher at _____School. After his visit, Jane and Mrs Reed_____. Jane says she will never call her '_____' again.
5	Jane travels to _____School. She meets Miss_____, the kind_____, and Helen_____, another pupil.
6	Helen is _____ for having dirty hands. Later, she talks with Jane and explains that it is better to _____ and be _____ than to get angry and seek_____.
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9	Jane enjoys the _____ _____ _____ in the_____. _____ breaks out at Lowood School. Lots of girls get_____. Many____. Helen Burns dies of tuberculosis.
10	_____ years_____. Jane has become a _____at _____ School. Mr _____had his _____ removed when his treatment at the school was_____. Jane applies to be a _____ for a _____at Milcote.

Locations in the first 10 chapters

Gateshead Hall
Home of Mrs_____, John, Georgiana, and Eliza_____. Jane grows up here. Jane is locked in the_____-_____.

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juxtaposition –

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Vocabulary: Key words

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dependent –

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hypocrite –

comeuppance –

Victorian attitudes to childhood

1	A child is a _____ _____and can be _____to develop into a rational being.
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Biographical information

1	'Jane Eyre' written in _____ by Charlotte _____.
2	Parts of 'Jane Eyre' were influenced by _____ experiences at school and as a young woman.
3	'Jane Eyre' was unusual when it was published because it is written in the _____ - _____from a _____ perspective.

Year 9 Term 2 Science/Chemistry : Topic 9CE Energetics and Rates

What we are learning this term:

A. Types of reaction
B. Catalysts
C. Energy in Reactions

5 Key Words for this term

1. Decomposition
2. Oxidation
3. Exothermic
4. Endothermic
5. Displacement

A. What is a chemical reaction?

The breaking of bonds in reactants and making of bonds to for products. A new substance is formed

A. What is Thermal Decomposition?

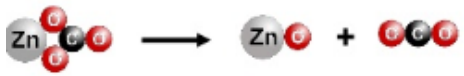
Thermal decomposition is a chemical reaction where heat is used to break down a substance.

Does a thermal decompostion reaction give out energy, or take in energy from its surroundings?

Thermal decomposition is an endothermic reaction - it takes in more energy than it gives out

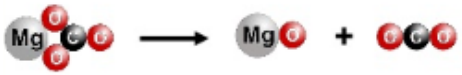
Examples: Zinc Carbonate → Zinc Oxide + Carbon dioxide

$ZnCO_3 \rightarrow ZnO + CO_2$



Magnesium carbonate → Magnesium Oxide + Carbon dioxide

$MgCO_3 \rightarrow MgO + CO_2$



A. What is Combustion?

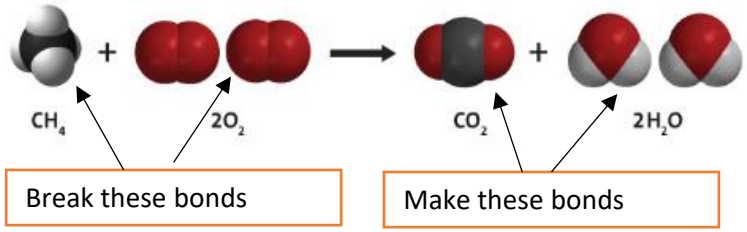
A chemical reaction where a fuel reacts with oxygen to make carbon dioxide and water

Does a combustion reaction give out energy, or take in energy from its surroundings?

Combustion is a exothermic reaction- it gives energy into the surroundings. It gives out more energy than it takes in.

Examples: methane + oxygen → carbon dioxide + water

$CH_4 + 2O_2 \rightarrow CO_2 + 2H_2O$



A. What is oxidation?

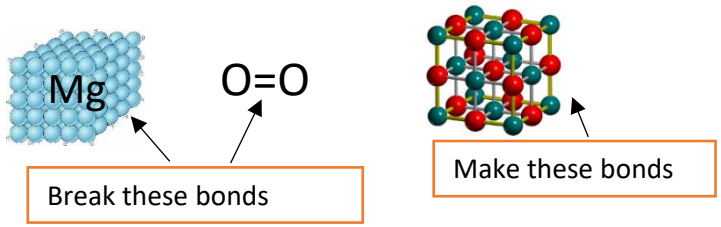
Oxidation is a chemical reaction where an element or compound reacts with oxygen

Does an oxidation reaction give out energy, or take in energy from its surroundings?

Oxidation reactions are mostly exothermic reactions- giving energy to the surrounding. It gives out more energy than it takes in

Examples: Magnesium + Oxygen → Magnesium Oxide

Mg + Oxygen → MgO



Year 9 Term 2 Science/Chemistry : Topic 9CE Energetics and Rates

What we are learning this term:

A. Types of reaction
B. Catalysts
C. Energy in Reactions

5 Key Words for this term

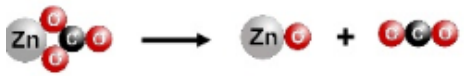
1.
2.
3.
4.
5.

A. What is a chemical reaction?

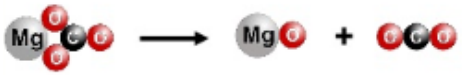
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Does a thermal decompostion reaction give out energy, or take in energy from its surroundings?

Examples: Zinc Carbonate →



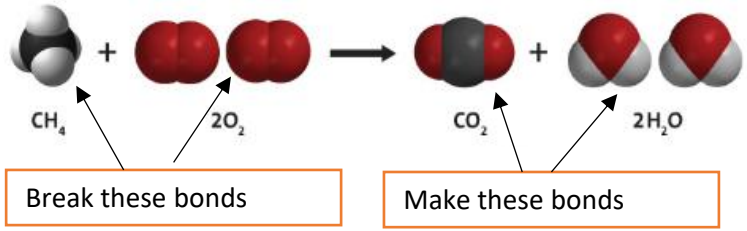
Magnesium carbonate →



A. What is Combustion?

Does a combustion reaction give out energy, or take in energy from its surroundings?

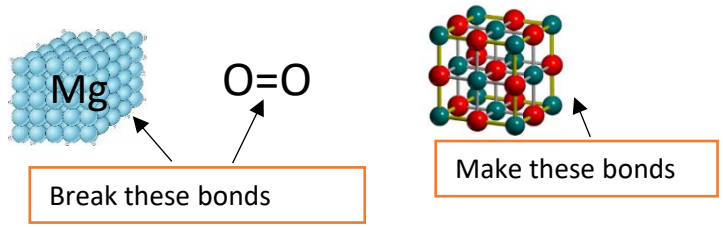
Examples: methane + oxygen →



A. What is oxidation?

Does an oxidation reaction give out energy, or take in energy from its surroundings?

Examples: Magnesium + Oxygen →



Year 9 Term 2 Science/Chemistry : Topic 9CE Energetics and Rates

B. What 2 things do you need for a successful reaction to happen?

1. Particles to collide

2. Sufficient energy for a reaction to occur (activation energy)

B. What is the rate of a reaction?

The rate of reaction is the speed at which a chemical reaction is happening. This can vary hugely from reaction to reaction.

What factors can affect rate of reaction?	1.Changing temperature 2.Changing the concentration of a solution 3.Changing the surface area of a solid 4. Adding a catalyst

B. What is a catalyst?

A catalyst is a substance which speeds up a chemical reaction without being used up.

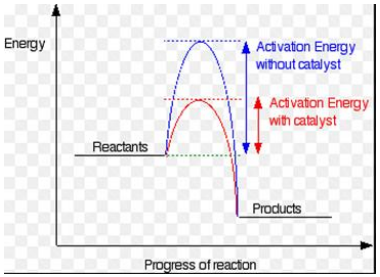
- They are specific to each reaction

B. How do catalysts work?

Catalysts speeds up a reaction by:

- Lowering the activation energy
- More particles will now have sufficient energy to react

How can you show this on a reaction profile?



B. Why aren't catalysts written in the chemical equation of a reaction?

Catalysts are not included in a chemical equation as they are not used up in a chemical reaction.

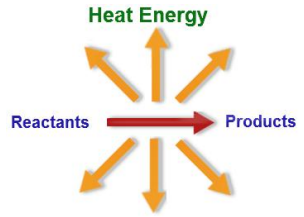
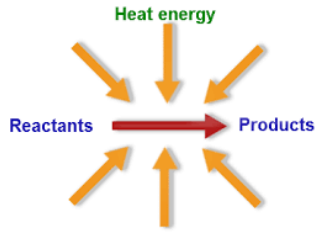
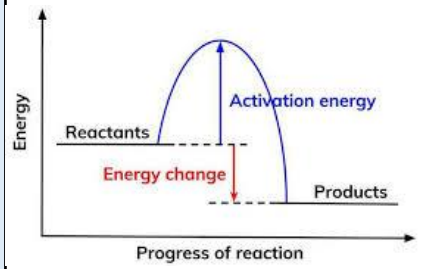
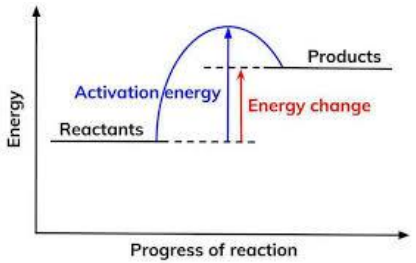
C. What is Activation energy?

The minimum energy required for a successful collision between reactants

What is a reaction profile?

A graph which show the energies of the reactants and products at different stages of the chemical reaction

C. What are exothermic and endothermic reactions?

	Exothermic reactions	Endothermic Reactions
What are they?	A reaction in which energy is transferred from the reacting substances to their surroundings	A reaction in which energy is transferred to the reacting substances from their surroundings.
		
Do things warm up or cool down?	Temperature **increases**: Energy is transferred to surroundings	Temperature **decreases**: Energy is absorbed from the surroundings
Bond making or breaking?	Bond **making** is an exothermic process	Bond **breaking** is an endothermic process
Reaction profile		

Year 9 Term 2 Science/Chemistry : Topic 9CE Energetics and Rates

B.	What 2 things do you need for a successful reaction to happen?
1.	
2.	

B.	What is the rate of a reaction?
What factors can affect rate of reaction?	1. 2. 3. 4.

B.	What is a catalyst?

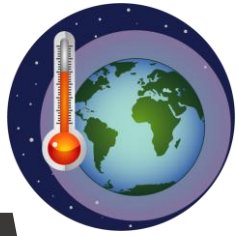
B.	How do catalysts work?
How can you show this on a reaction profile?	

B.	Why aren't catalysts written in the chemical equation of a reaction?

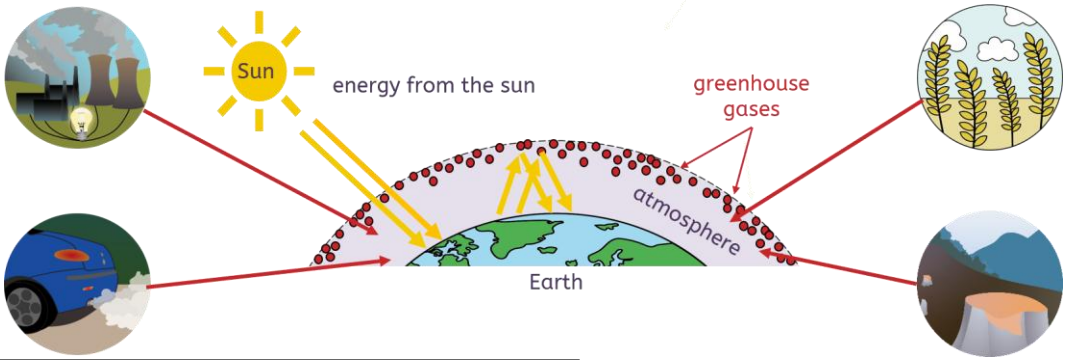
C.	What is Activation energy?
What is a reaction profile?	

C.	What are exothermic and endothermic reactions?	
	Exothermic reactions	**Endothermic Reactions**
What are they?		
Do things warm up or cool down?		
Bond making or breaking?		
Reaction profile		

9.02: Climate Change



Causes of Climate Change: The Enhanced Greenhouse Effect



Evidence of Climate Change

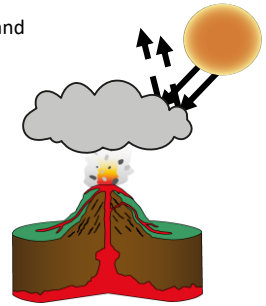
1	**Glacial period**	Glacial periods (ice ages) are times of colder global temperatures, where large parts of Earth were covered by ice sheets.
2	**Inter-glacial period**	Interglacial periods relate to a period of milder climate between two glacial periods.
3	**Climate change**	The change in the Earth's long-term weather patterns, including precipitation, wind and temperature.
4	**Ice cores**	Cylinders of ice containing layers and trapped air bubbles that preserve evidence of past climates.
5	**Tree rings**	Annual growth rings in trees that show information about past climate conditions.
6	**Historical records**	Evidence from the past, such as paintings and written accounts, that give clues about previous climates.

Causes of Climate Change

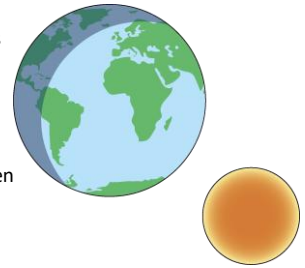
1	**Global warming**	Increasing average temperatures on Earth.
2	**Greenhouse effect**	The natural warming of the planet to its habitable temperature, caused by trapped heat in the Earth's atmosphere.
3	**Enhanced greenhouse effect**	An increase in heat trapped in the atmosphere caused by human activities that release additional greenhouse gases.
4	**Greenhouse gases**	Gases such as carbon dioxide that trap heat within the atmosphere.
5	**Fossil fuels**	A (chemical) store of energy; a natural fuel, such as coal or gas, formed from the remains of living organisms in the geological past.
6	**Agriculture**	Agriculture releases methane from livestock.
7	**Deforestation**	The permanent removal of trees, often to make space for farming or construction.
8	**Transport**	Many forms of transport rely on burning fossil fuels for power.
9	**Volcanic activity**	Large volcanic eruptions release ash and sulphur dioxide high into the atmosphere, reflecting the sunrays back into the atmosphere.
10	**Sunspots**	Cause slight variations in solar energy reaching Earth.
11	**Orbital change**	Alters the amount of solar energy Earth receives over thousands of years.

Natural Causes of Climate Change

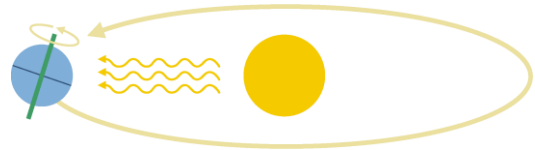
Large volcanic eruptions release ash and sulphur dioxide high into the atmosphere. This means that more sunlight is reflected back into space instead of reaching Earth's surface, resulting in a temporary decrease in global temperatures.



The number of sunspots changes in cycles of about 11 years. This means that the amount of energy reaching Earth varies slightly over time. As a result, temperatures may be slightly warmer during these periods of greater solar activity and cooler when there is less solar activity.

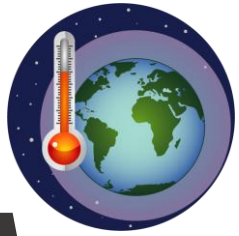


Earth's journey around the Sun changes very slightly over thousands of years. These changes affect how much solar energy different parts of Earth receive, causing long-term climate shifts.

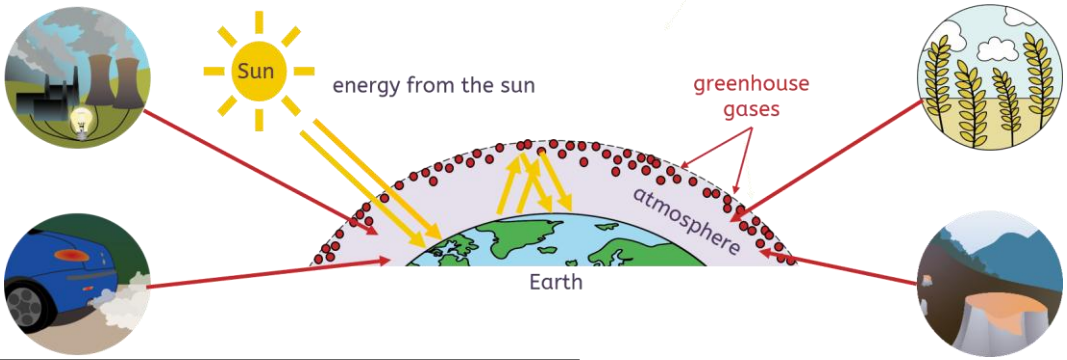


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9.02: Climate Change



Causes of Climate Change: The Enhanced Greenhouse Effect



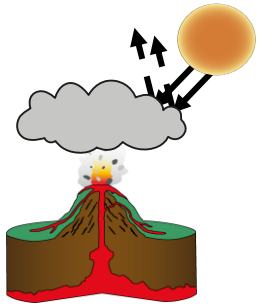
Evidence of Climate Change

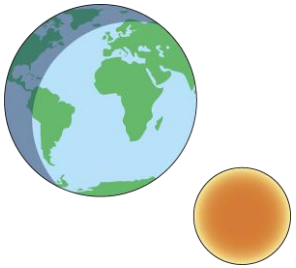
1	**Glacial period**
2	**Inter-glacial period**
3	**Climate change**
4	**Ice cores**
5	**Tree rings**
6	**Historical records**

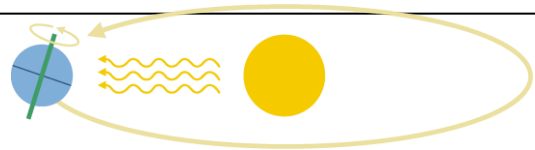
Causes of Climate Change

1	**Global warming**
2	**Greenhouse effect**
3	**Enhanced greenhouse effect**
4	**Greenhouse gases**
5	**Fossil fuels**
6	**Agriculture**
7	**Deforestation**
8	**Transport**
9	**Volcanic activity**
10	**Sunspots**
11	**Orbital change**

Natural Causes of Climate Change







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9.02: Climate Change

Impacts of Climate Change

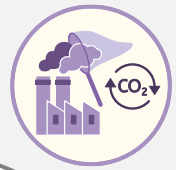
1	**Sea level rise**	The increase in the average level of the world's oceans.
2	**Global temperature increase**	Climate change is causing the Earth's average temperature to rise over time.
3	**Melting ice**	Glaciers and ice sheet melt adds more water to the oceans.
4	**Thermal expansion**	When water warms, it expands and its movement takes up more space.
5	**Heatwave**	A prolonged period of unusually high temperatures compared to the average for a region.
6	**Drought**	Agriculture releases methane from livestock.
7	**Habitat loss**	The destruction or alteration of a natural environment, making it unable to support the plants and animals that live there.
8	**Storm surge**	A temporary rise in sea level caused by strong winds and low air pressure during a storm, which can lead to coastal flooding.
9	**Biodiveristy**	The variety of plants and animals found in a particular ecosystem or biome.
10	**Ice sheet**	A huge mass of ice covering a large area of land.
11	**Permafrost**	Ground that remains frozen for at least two consecutive years.



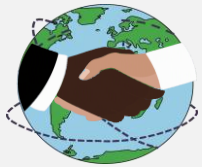
Mitigation


renewable energy


afforestation

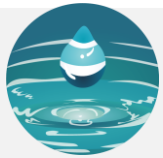


carbon capture and storage


international agreements

Adaptation


drip-irrigation


build reservoirs


houses on stilts


The Thames Barrier

Responding to Climate Change

1	**Mitigation**	Reducing the amount of greenhouse gases that are being released into the atmosphere.
2	**Renewable energy**	Energy resources that are infinite, which means that they will never run out.
3	**Afforestation**	The process of planting trees and establishing a new forest on land that previously lacked tree cover.
4	**Carbon Capture and Storage (CCS)**	CCS technology captures carbon dioxide from power stations or industrial facilities before it enters the atmosphere.
5	**International Agreement**	An international agreement in which countries aim to limit global temperature rise by reducing greenhouse gas emissions.
6	**Adaptation**	Refers to the process of making adjustments to minimise the negative impacts of climate change.
7	**Drip-irrigation**	Water-saving farming system where water flows out very slowly, drop by drop, so the soil absorbs it easily.
8	**Net Zero**	When the greenhouse gases released by humans are balanced by the amount removed from the atmosphere.
9	**Climate emergency**	The recognition that climate change is a serious and urgent threat to people and the environment, and that action is needed now to reduce its impacts.

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Thames Barrier by thewub (CC BY-SA 4.0) – via Wikimedia Commons

9.02: Climate Change

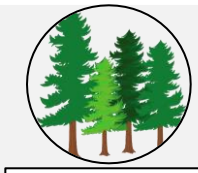
Impacts of Climate Change

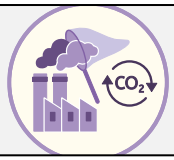
1	**Sea level rise**
2	**Global temperature increase**
3	**Melting ice**
4	**Thermal expansion**
5	**Heatwave**
6	**Drought**
7	**Habitat loss**
8	**Storm surge**
9	**Biodiveristy**
10	**Ice sheet**
11	**Permafrost**

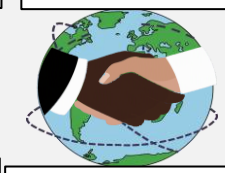


Mitigation



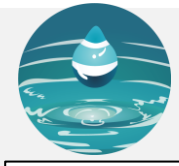


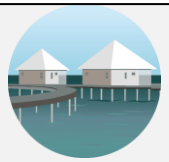




Adaptation









Responding to Climate Change

1	**Mitigation**
2	**Renewable energy**
3	**Afforestation**
4	**Carbon Capture and Storage (CCS)**
5	**International Agreement**
6	**Adaptation**
7	**Drip-irrigation**
8	**Net Zero**
9	**Climate emergency**

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9.02: Climate Change

Case Study: The Impacts of Climate Change in Greenland

Location: Greenland is the largest island in the world.
It is located in the Arctic region of the Northern Hemisphere.
Greenland lies: North-east of Canada, North-west of Iceland, between the Arctic Ocean and the Atlantic Ocean. Around 80% of Greenland is covered by a large ice sheet.

Level of Development:	Developed

Why is Greenland vulnerable to climate change?

Rapid warming in the Arctic → The Arctic is warming much faster than the global average, as temperatures increase, Greenland experiences significant ice melt.
Melting ice sheet → Greenland contains the world's second largest ice sheet. Rising temperatures cause more of this ice to melt, this means meltwater flows into the oceans and as a result global sea levels rise.
Habitat loss → Climate change is changing Arctic environments, species such as polar bears and seals rely on ice-covered habitats, this means that animals may struggle to find food, hunt or reproduce.
Economic development → Greenland's isolated communities make it expensive and time-consuming to repair roads, ports and power supplies damaged by climate change impacts such as extreme weather, coastal erosion and thawing permafrost.

Impacts	
Social impacts	**Changes to traditional lifestyles** Traditional ways of life become more challenging. This means that people may need to change how they travel and earn a living. As a result, cultural traditions can be affected.
Economic impacts	**Permafrost is thawing** Buildings, roads and pipelines can become unstable when the ground softens. This means that infrastructure becomes more difficult and expensive to maintain. **Sea level rise** Rising sea levels increase coastal flooding and erosion. Millions of people around the world live in coastal areas. This means that homes, businesses and infrastructure are at greater risk. As a result, some communities may need expensive flood defences or relocation.
Environmental impacts	**Habitat loss** Polar bears use sea ice to hunt seals that depend on cold Arctic habitats. This means that animals may struggle to find food and suitable breeding grounds. **Ice sheet melting** Meltwater flows into the oceans. Greenland's melting ice contributes to global sea-level rise; this means that coastal areas around the world face a greater risk of flooding. As a result, low-lying countries such as the Maldives become increasingly vulnerable.



Case Study: The Impacts of Climate Change in the Maldives

Location: The Maldives is an island nation located in the Indian Ocean.
It lies south-west of India and Sri Lanka. The country consists of around 1,200 small coral islands. The capital city is Malé.

Level of Development:	Developing

Why is the Maldives vulnerable to climate change?

Low-lying land is more prone to sea-level rise → The Maldives is the lowest-lying country in the world; this means even a small rise in sea level can increase flooding risks.
Storm surges and flooding → Higher sea levels make storm surges more dangerous. → This means that communities may experience damage to homes and infrastructure.
Developing economy → Maldives is a developing country with limited money and resources to invest in defences. → Developing countries often experience more extreme impacts of climate change, despite not being a large contributor to the causes.
Threats to fresh water and tourism → Saltwater can contaminate freshwater supplies meaning that beaches and coral reefs may be damaged.

Impacts	
Social impacts	• Rising sea levels increase the risk of flooding on low-lying islands, around 80% of the islands are less than 1 meter above sea level. • Freshwater supplies can become contaminated by saltwater. This reduces access to safe drinking water.
Economic impacts	• The Maldives relies heavily on tourism and fishing, which account for around 50% of GDP and employment. • The government must spend large amounts of money on sea walls and other protection measures.
Environmental impacts	• Coral reefs are being damaged by warmer oceans and coral bleaching. • Habitats for marine species are reduced, affecting biodiversity. • Coral reefs support over 1,000 species of fish and many other marine organisms.

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9.02: Climate Change

Case Study: The Impacts of Climate Change in Greenland

Location:

Level of Development:	Developed

Why is Greenland vulnerable to climate change?

Rapid warming in the Arctic →

Melting ice sheet →

Habitat loss →

Economic development →

Impacts	
Social impacts	
Economic impacts	
Environmental impacts	



Case Study: The Impacts of Climate Change in the Maldives

Location:

Level of Development:	Developing

Why is the Maldives vulnerable to climate change?

Low-lying land is more prone to sea-level rise →

Storm surges and flooding →

Developing economy →

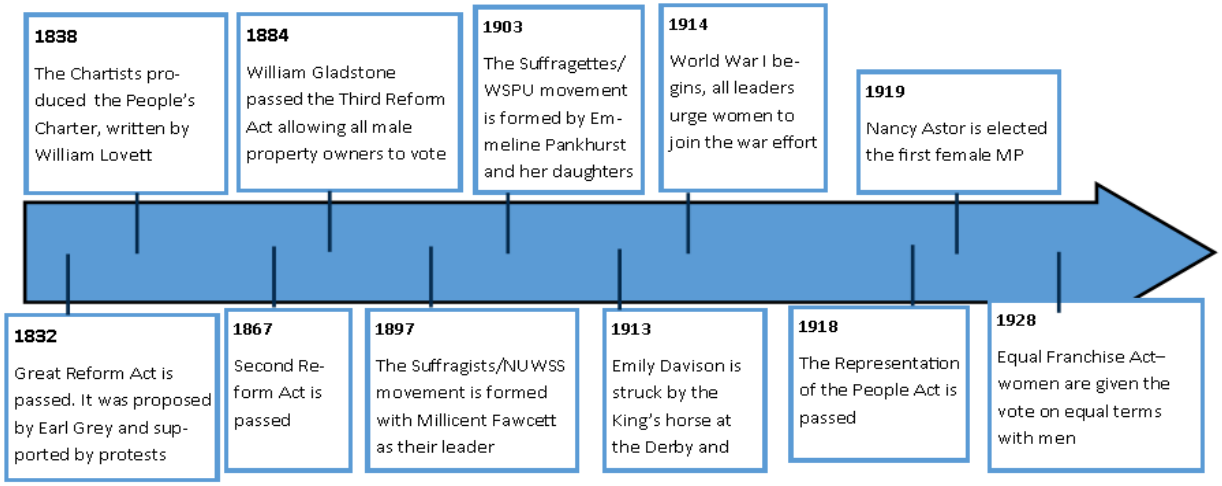
Threats to fresh water and tourism →

Impacts	
Social impacts	
Economic impacts	
Environmental impacts	

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Unit 2: The Suffragettes

Knowledge Organiser



Keywords	
Act a written law passed by Parliament	**Propaganda** information used to promote a political point that can be misleading or untrue
Ballot a system of voting on a particular issue	**Reform** make changes in order to improve something
Charter a written statement of the rights of a specified group of people	**Representation** Speaking or acting on behalf of someone
Democracy system of government by the whole population typically through elected representatives.	**Rotten boroughs** a borough that was able to elect an MP despite having very few voters, the choice of MP typically being in the hands of one person or family.
Enfranchisement To be given the right to vote	**Strike** an organised refusal to do something expected or required typically to gain a concession
Manifesto A public set of political aims written down	**Suffrage** the right to vote
Parliament a group of people who make the laws for their country	**Tactics** An action or strategy carefully planned to achieve a specific end
Petition a formal written request, typically one signed by many people, appealing to authority in respect of a particular cause	

Key concept: Causation	
Long term	Factor(s) that were around or happened significantly before hand. E.g. Success of protests for male suffrage, demands of the Chartists
Short term	Factor(s) that happen relatively close to the event you are studying. E.g. Militant actions of the Suffragettes
Spark or Trigger	A significant factor or turning point, that has an immediate impact that sets a sequence of events in motion that won't turn back. E.g WW1 and changing role of women.

Key people	
Nancy Astor	The first women elected as a Member of Parliament (MP)
Emily Davison	Joined the WSPU in 1906. Was struck by the King's horse at the Epsom Derby and killed in 1913.
Benjamin Disraeli	A Conservative Prime Minister (1868, 1874-80) who introduced the Second Reform Act
Millicent Fawcett	Founded the Suffragists/NUWSS in 1897
William Gladstone	A Liberal politician who served in Parliament for over 60 years and four times as Prime Minister. He passed the Third Reform Act, extending the vote to all male homeowners.
Earl Grey	A Whig Prime Minister who proposed the Great Reform Act in 1831 and resigned when the House of Lords rejected it.
Annie Kenney	A working-class socialist feminist who was active in the WSPU as a militant member and was arrested.
William Lovett	The leader of the Chartist movement and wrote the People's Charter in 1838
Christabel Pankhurst	Speaker for the WSPU in 1905. She trained as a lawyer but could not practice as a woman. She fled the country in 1912 for fear of rearrest, and unsuccessfully ran for parliament in 1918.
Emmeline Pankhurst	Founded the WSPU in October 1903 and encouraged militant action as a form of protest. Was arrested many time, she went on hunger strike and was force-fed. Mother of Christabel.

How do I use my knowledge organiser?

Have you learnt the key dates of this unit?

Can you put the dates into chronological order?

Have you mastered the keywords?

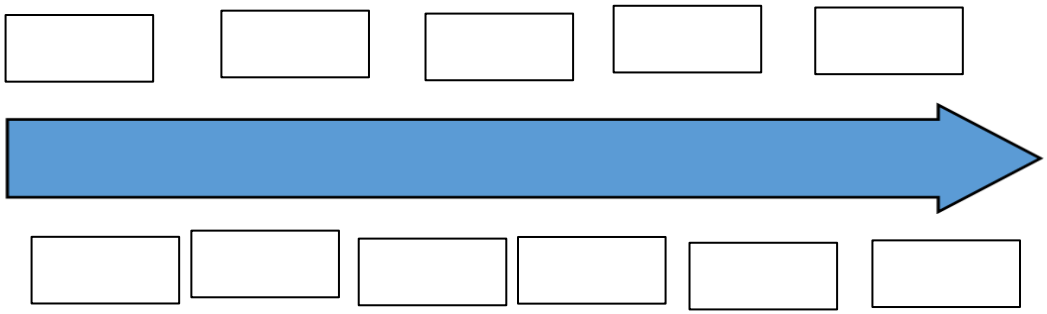
Can you spell them?

Can you define them?

Have you understood the key concept?

Unit 2: The Suffragettes

Knowledge Organiser



Key concept: Causation	
Long term	
Short term	
Spark or Trigger	

Keywords	
Act	**Propaganda**
Ballot	**Reform**
_____ a written statement of the rights of a specified group of people	**Representation**
Democracy	_____ _____a borough that was able to elect an MP despite having very few voters, the choice of MP typically being in the hands of one person or family.
Enfranchisement	**Strike**
Manifesto	**Suffrage**
_____ a group of people who make the laws for their country	**Tactics**
Petition	

Key people	
Nancy Astor	
Emily Davison	
Benjamin Disraeli	
Millicent Fawcett	
William Gladstone	
Earl Grey	
Annie Kenney	
William Lovett	
Christabel Pankhurst	
Emmeline Pankhurst	

Introduction to Ethics

Key Vocabulary

1	Morality	Ideas about right and wrong
2	Ethics	The study of how we decide what is right and wrong
3	Ethical dilemma	A situation where all options have moral advantages and disadvantages
4	Utilitarianism	The theory that actions are right if they produce the greatest happiness for the greatest number
5	Hedonic Calculus	A way of measuring how much pleasure or pain an action might cause
6	Higher / Lower Pleasures	Mill's idea that some pleasures (thinking, learning) are better than others (basic physical pleasure)
7	Natural Law	Aquinas' theory that says actions are right if they follow our natural purpose, given by God
8	Primary Precepts	Basic moral principles in Natural Law (e.g. preserve life, reproduce)
9	Absolute morality	The idea that some actions are always right or wrong, no matter the situation
10	Relative (morality)	The idea that what is right or wrong can change depending on the situation
11	Situation Ethics	The belief that the most loving action is always the right one
12	Agape	Selfless, unconditional love for others
13	Autonomy	The right to make your own decisions about your life
14	Sanctity of Life	The belief that life is sacred because it is created by God
15	Quality of Life	A measure of how good a person's life is in terms of wellbeing

Introduction to Ethics

Key Vocabulary

1	Morality	
2	Ethics	
3	Ethical dilemma	
4	Utilitarianism	
5	Hedonic Calculus	
6	Higher / Lower Pleasures	
7	Natural Law	
8	Primary Precepts	
9	Absolute morality	
10	Relative (morality)	
11	Situation Ethics	
12	Agape	
13	Autonomy	
14	Sanctity of Life	
15	Quality of Life	

Introduction to Ethics

Key Vocabulary

16	Personhood	The qualities that give a being moral value and rights
17	Revelation	The belief that God reveals truth or guidance to humans
18	Qur'an	The holy book of Islam, believed to be the word of Allah
19	Hadith	Recorded sayings and actions of the Prophet Muhammad
20	Sharia	Islamic laws based on the Qur'an and Hadith
21	Authority	A source people trust for guidance (e.g. religious texts or leaders)
22	Empathy	The ability to understand and share the feelings of others

Introduction to Ethics

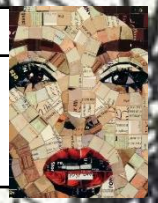
Key Vocabulary

16	Personhood	
17	Revelation	
18	Qur'an	
19	Hadith	
20	Sharia	
21	Authority	
22	Empathy	

Year 9 Art Term 3 : 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.

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**

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……



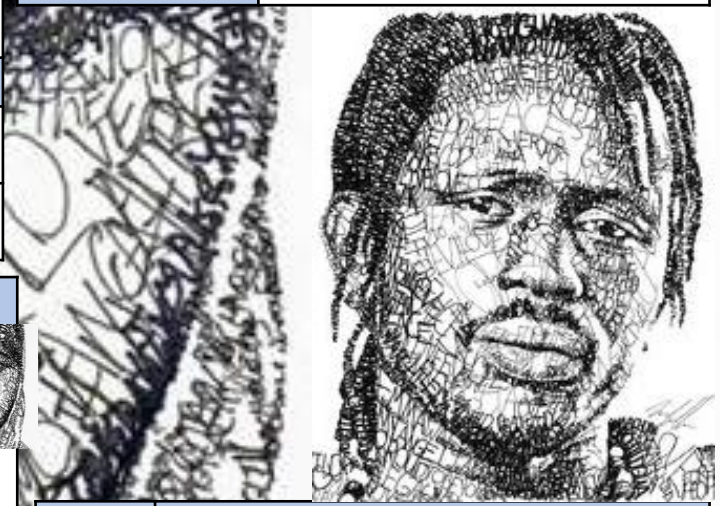
1. Darker areas? Michael creates darker areas on the portrait by doing smaller words that are closer to one another to create shadowing.
2. Lighter areas? Words further apart and larger will be lighter

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.



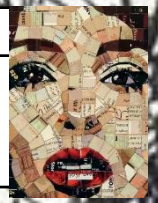
B. *About the work of artist Michael Volpicelli*

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

Year 9 Art Term 3 : 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?



C. *Name the following equipment.*







B.	***About the work of artist Michael Volpicelli***
WHAT?	
HOW?	
WHY?	

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

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
3. Possible improvements – how could you make it better?

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.

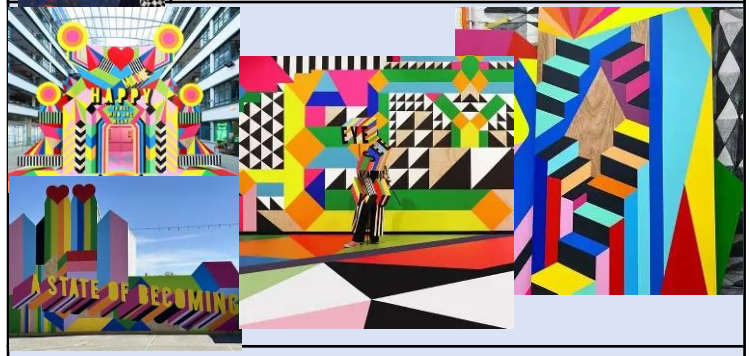
D. Key Words

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_____
_____

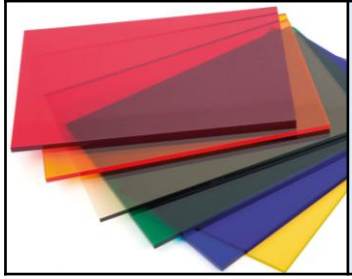
Manufactured Boards come _____



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:

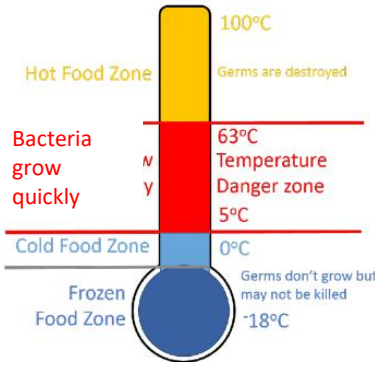
Y9 Food technology

What we are learning this term:

1. Health, safety and hygiene in the kitchen
2. The Eatwell guide and nutrients for teenagers
3. Storing food safely
4. Global food security
5. Food processing
6. Practical skills

A. What are the nutrients required in the diet for teenagers?

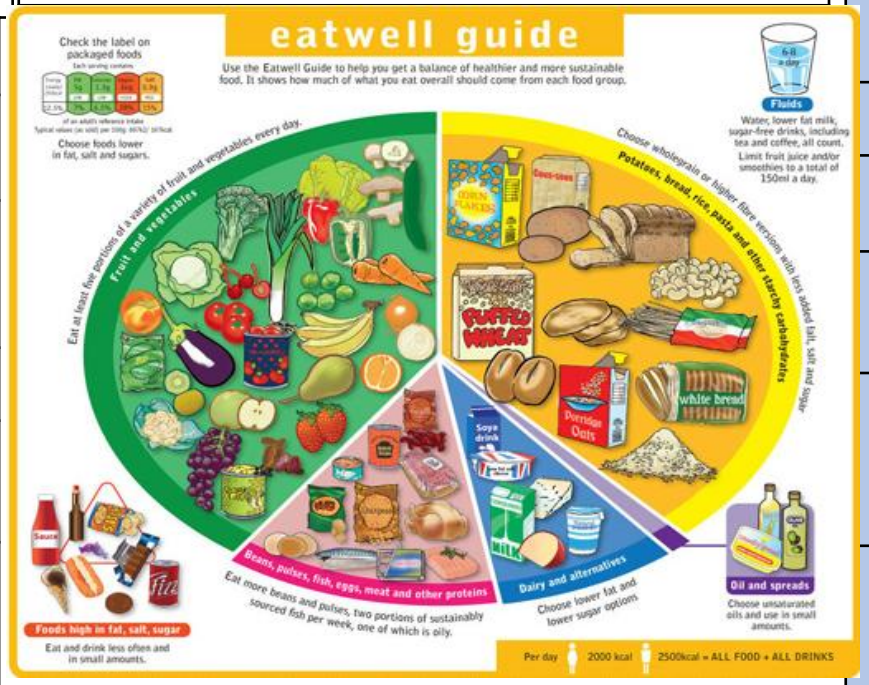
Carbohydrates	To give the body energy e.g bread. Teenagers can be **very active** and therefore require **a good amount of carbohydrates.**
Protein	To grow and repair the body, and to give energy e.g eggs. Teenagers are **growing rapidly** and therefore need a **larger amount** of protein than younger children.
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. Teenagers require more **vitamin D** to help them absorb **calcium** to grow their bodies.
Minerals	For general body health and function i.e iron to make red blood cells. Some teenagers begin menstruating at this age and loose blood, so they should eat meat/leafy green veg to replace the lost **iron** and prevent **anemia.**



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

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

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



c. Global food security

Food security – having enough food with enough nutrients to a) not starve and b) not develop deficiency illnesses i.e rickets.
Yeild – the amount of food that can be produced by a set of land or animals.

Issues	solutions
- Global warming causes drought, floods, wildfires and increased storms	- Farmers can manage water use carefully - Farmers can provide shade for animals - Farmers can swap to crops with better drought/flood tolerance
- Less land is available for farming due to raising sea level/changing weather	- Consumers can swap to lower land-use food i.e eating less meat - Farmers can swap to **intensive** farming to get the most yield from the land that is available

E. Keywords

Food miles	The distance a food has travelled from the producer to consumer.
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 i.e brown bread.
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).
Primary processing	Taking a raw food and preparing it to be sold as an ingredient or eaten i.e milling wheat into flour.
Secondary processing	Taking ingredients and producing food products i.e baking a loaf of bread.
Anemia	Lack of iron in the blood which causes paleness, dizziness and tiredness.
Pasteurisation	Processing treatment used on aw milk to kill harmful bacteria.

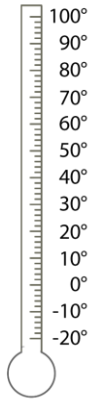
Y9 Food technology

What we are learning this term:

1. Health, safety and hygiene in the kitchen
2. The Eatwell guide and nutrients for teenagers
3. Storing food safely
4. Global food security
5. Food processing
6. Practical skills

A. What are the nutrients required in the diet for teenagers?

	To give the body _____ e.g bread. Teenagers can be **very active** and therefore require **a good amount of carbohydrates.**
Protein	To _____ the body, and to give energy e.g eggs. Teenagers are **growing rapidly** and therefore need _____
Fats	To insulate your body, give you _____, and protect your organs i.e butter.
Vitamins	For general body health and function i.e carrots for eyesight. Teenagers require more **vitamin D** to help them absorb _____ to grow their bodies.
Minerals	For general body health and function i.e iron to make red blood cells. Some teenagers begin menstruating at this age and loose blood, so they should eat meat/leafy green veg to replace the lost _____ and prevent **anemia.**

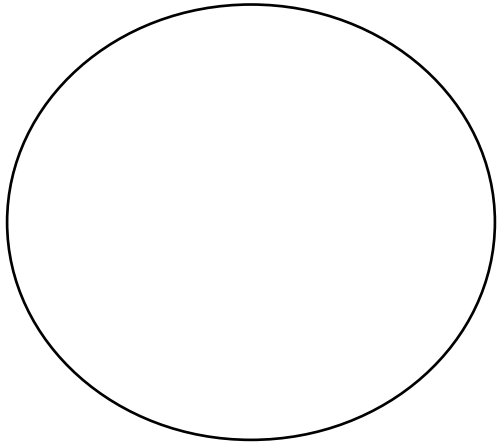


Annotate the thermometer to show key food safety temperatures.

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

1 F _____ and _____
2 C_____ provides _____
3 _____
4 _____ - provides vitamins, minerals (calcium)
5 **Fats and Oils**

Divide the circle below into 5 sections as on the eatwell guide and annotate it with one healthy eating guideline .



c. Global food security

Food _____– having enough food with enough nutrients to a) not starve and b) not develop deficiency illnesses i.e rickets.
Yeild – the amount of food that can be _____ by a set of land or animals.

Issues	solutions
- Global warming causes drought, floods, wildfires and increased storms	- Farmers can manage _____ use carefully - Farmers can provide _____ for animals - Farmers can swap to crops with better drought/flood tolerance
- Less land is available for farming due to raising sea level/changing weather	- Consumers can swap to lower land-use food i.e eating less _____ - Farmers can swap to **intensive** farming to get the most _____ from the land that is available

E. Keywords

Food miles	The _____ a food has travelled from the producer to consumer.
Cross contamination	
	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	
Allergen	
	When the body cannot digest a food and rejects it i.e vomiting, diarrhea. Many people are lactose intolerant (milk intolerance).
Primary processing	Taking a raw food and _
Secondary processing	Taking ingredients and _
	Lack of iron in the blood which causes paleness, dizziness and tiredness.
Pasteurisation	

9-1, 9GS, 9-4, 9-6 Only — Year 9: How do we make an EDM banger!? — Term 2

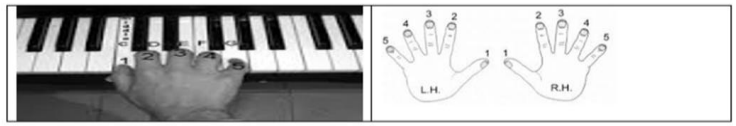
What we are learning this term:

A. **Learn about EDM music and how it's made**
B. **Compose your own EDM piece of music in Soundtrap**
C. **Analysis of EDM music to understand its structure, instruments and features**

F	Keywords
Piano Roll	The space where you can add notes to a MIDI instrument
Velocity	How loud or quiet a note is played in a DAW e.g. High velocity = Louder notes.
EDM	*Electronic Dance Music* is a genre of music that uses synthesised sounds, drum machines and vocals.
MIDI	Instruments that are played in a DAW (soundtrap) are MIDI isntruments. This means *Musical instrument Digital Input*
DAW	*Digital Audio Workstation* is a program used to create music (*Soundtrap*)
4 to the floor	A rhythm that is primarily used in EDM music, where there is a kick drum on every beat.
Sampling	When a sound or part of a song is taken and changed so it can be used in another song, for example, sampling vocals.
Automation	A tool in DAWs where you can change the volume/effect automatically. For example a guitar could fade in and out.
Quantize	A tool in DAWs that can make notes in time.
Build up	The part of an EDM piece where the music builds up to another section.
Drop	The part of an EDM song where the main beat comes in. This usually comes after the build up
Bass Line	The lowest sequence of notes in a piece of music. Usually played with a bass instrument i.e 808

C — Playing the Keyboard

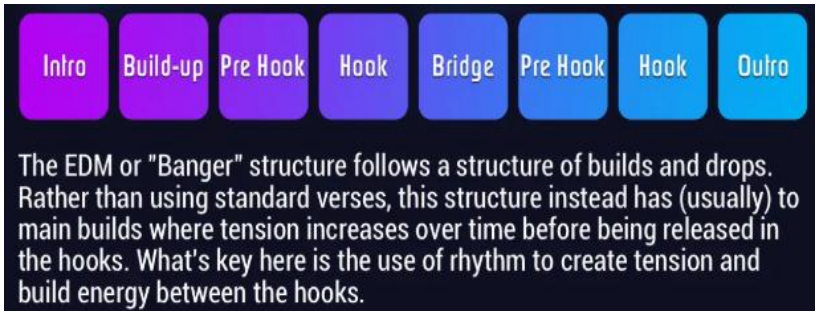
- Remember to use your right hand when playing notes in the treble clef





Riff	**A catchy phrase in a piece of music, shorter than the melody.**
Phrase	**A small section of music, this can be repeated throughout a piece of music.**
Hook	**A catch phrase in a piece of music, usually sung.**
Syncopation	**A musical technique where the weak beats are emphasised / off beat rhythms**
Structure	**How a song is put together, like a blueprint.**
Loop	**A repeating section of sound, this can be a melody or a drum beat**
Remix	**A retelling of a piece of music where elements of the original song are combined with new elements**

EDM song structure

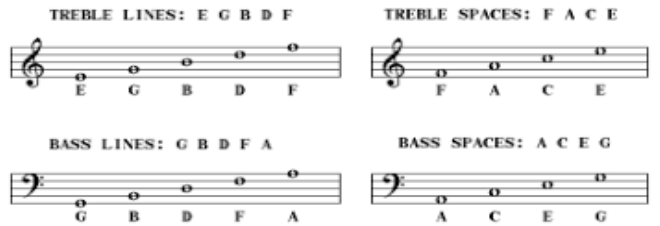


C — *Chord Progressions Ideas*

Here are some popular chord progressions you can use for your EDM piece!

VI	IV	V	I
VI	V	I	IV
VI	IV	I	V
I	V	VI	IV

G — How to read music – treble clef and Bass Clef



Here is a useful video to help you get started:

Soundtrap

9-1, 9GS, 9-4, 9-6 Only — Year 9: How do we make an EDM banger!? — Term 2

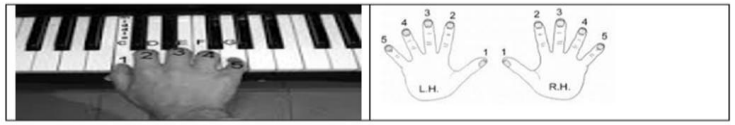
What we are learning this term:

A. Learn about EDM music and how it's made
B. Compose your own EDM piece of music in Soundtrap
C. Analysis of EDM music

F	Keywords
Velocity	
EDM	
MIDI	
DAW	
4 to the floor	
Automation	
Build up	
Drop	

C — Playing the Keyboard

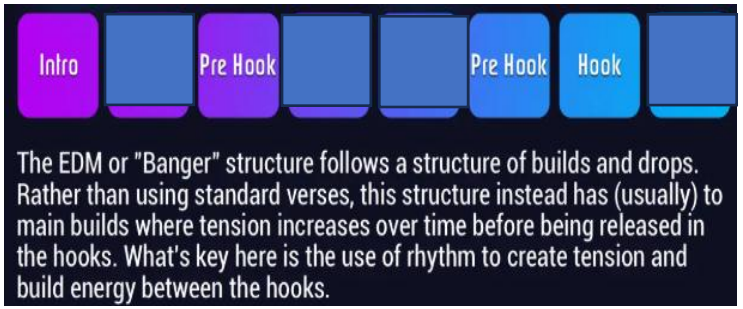
- Remember to use your right hand when playing notes in the treble clef





Riff	
Phrase	
Hook	
Structure	
Loop	
Remix	

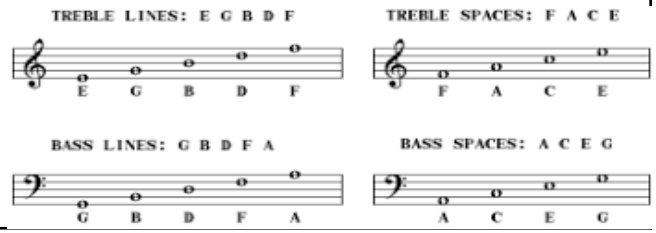
EDM song structure



C — *Chord Progressions*

Here are some popular chord progressions you can use for your EDM piece!

G — How to read music – treble clef and Bass Clef

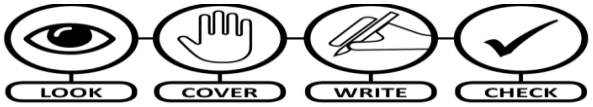


Here is a useful video to help you get started:

9-1,9-3,9-4 only — Year 9: You're in the band! — Term 2

A — What we are learning about this term…

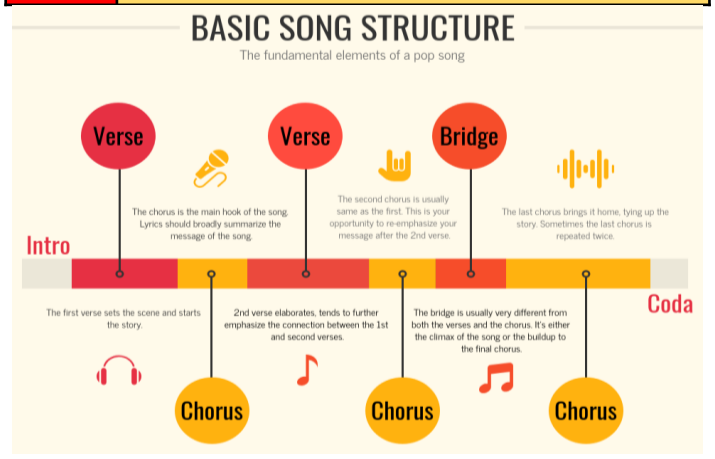
1	Basic Song Structure
2	How to write a perfect Evaluation
3	Playing an instrument / Chords / Melody
4	What are the music symbols – Note values
5	Keywords
6	How to read music - Treble clef and bass clef

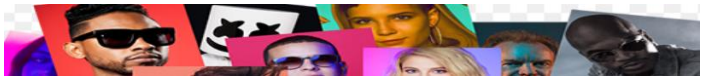


B — Keywords

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 tan the original artist/band.

C — Instruments in popular music





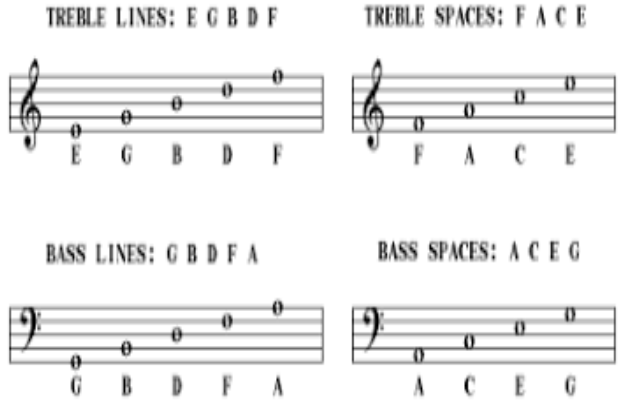
D — How to write a perfect Evaluation?

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 thin that you will take forward into your next work

E — How to read music – treble clef and Bass Clef

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

F — How to read music – treble clef and Bass Clef



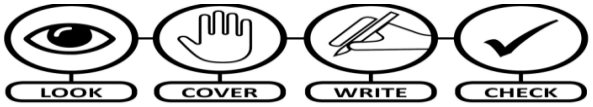
G — Describing music – MAD T SHIRT

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

9-1,9-3,9-4 only — Year 9: You're in the band! — Term 3

A — What we are learning about this term…

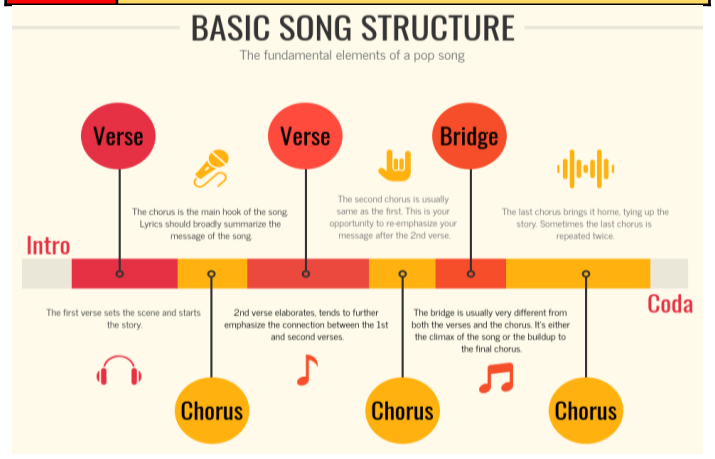
1
2
3
4
5
6

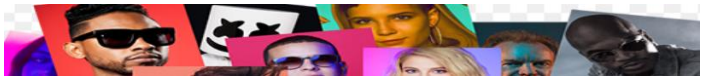


B — Keywords

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

C — Instruments in popular music





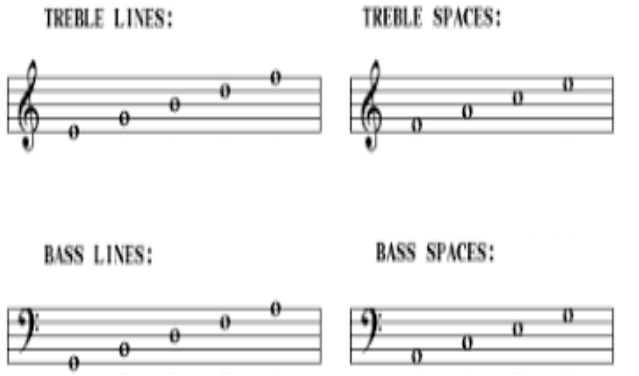
D — How to write a perfect Evaluation?

1	Write a full sentence explaining what your musical performance or music composition was about
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E — How to read music – treble clef and Bass Clef

Note	Name	Beats	Rest	Note	Name	Beats	Rest
𝅝			𝄻	𝅝.	Dotted Note	6 beats	𝄻.
𝅗𝅥			𝄼	𝅗𝅥.	Dotted	3 beats	𝄼.
♩			𝄽	♩.	Dotted Note	1½ beats	𝄽.
♪			𝄾	♪.	Dotted	¾ beat	𝄾.

F — How to read music – treble clef and Bass Clef

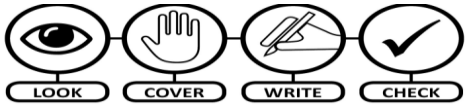


G — Describing music – MAD T SHIRT

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

9-3, 9-5, 9-2 only — Year 9: What Makes a Good Song? — Term 2

A	What we are learning about this term…
1	Popular song structure
2	Lyrics , hooks and riffs in popular music
3	Melody – conjunct and disjunct
4	Range, instruments and lead sheets in pop music



B	Keywords
Lyrics	The words of a song – split into **verses and choruses**
Hook	the **'catchy bit' of the song** that you will remember. It is short and repeated in different places throughout the song.
Riff (Ostinato)	**Short, repeated musical pattern** often used in the introduction and instrumental breaks in a song.
Melody **Counter-melody**	The tune – usually **lead singer** has this **An 'extra' melody** often performed 'on top of' the main melody to compliment it
Homophonic (texture)	A texture that has a **melody and accompaniment** (e.g chords/bassline)
Lead Sheet	Form of **notation that only shows the essential parts** (eg lyrics, bassline and chords) to perform from
Arrangement	**Adapting songs** to be performed by other instruments or in a different style
Cover Version	A new **performance by someone OTHER than the original artist**/songwriter

C — Instruments in popular music



Pop Bands often feature a **DRUM KIT** and **PERCUSSION** to provide the rhythm along with **ELECTRIC GUITARS (LEAD GUITAR, RHYTHM GUITAR** and **BASS GUITAR)** and **KEYBOARDS**. Sometimes **ACOUSTIC INSTRUMENTS** are used such as the **PIANO** or **ACOUSTIC GUITAR**. **ORCHESTRAL INSTRUMENTS** are often found in pop songs such as the **STRINGS, SAXOPHONE, TROMBONE** and **TRUMPET.**
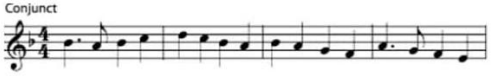


Singers are essential to a pop song - **LEAD SINGER** – Often the "frontline" member of the band (most famous) who sings most of the melody line to the song. **BACKING SINGERS** support the lead singer providing **HARMONY** or a **COUNTER-MELODY** (a melody that is often higher in pitch and different, but still 'fits with' the main melody) and do not sing all the time but just at certain points within a pop song e.g. in the chorus.
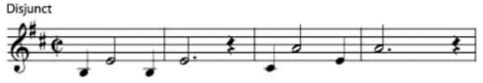


D — Exploring Conjunct and Disjunct Melodies

CONJUNCT MELODIC MOTION – Melodies which move mainly by step or use notes which are next to or close to one another.



SCAN ME

DISJUNCT MELODIC MOTION – Melodies which move mainly by leap or use notes which are not next to or close to one another.



MELODIC RANGE – The distance between the lowest and highest note in a melody

F — Note Values and Dotted Note Values

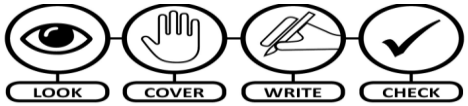
Note	Name	Beats	Rest	Note	Name	Beats	Rest
𝅝	Semibreve, Whole Note	4 beats	𝄻	𝅝.	Dotted Semibreve, Dotted Whole Note	6 beats	𝄻.
𝅗𝅥	Minim, Half Note	2 beats	𝄼	𝅗𝅥.	Dotted Minim, Dotted Half Note	3 beats	𝄼.
♩	Crotchet, Quarter Note	1 beat	𝄽	♩.	Dotted Crotchet, Dotted Quarter Note	1½ beats	𝄽.
♪	Quaver, Eighth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

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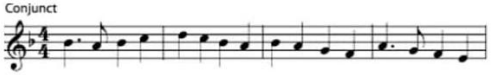
C	Instruments in popular music
Read the information and provide a SUMMARY here of the main points • Instruments used in pop music	



D — Exploring Conjunct and Disjunct Melodies

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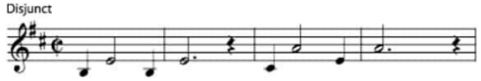
Conjunct



SCAN ME

D_____ **MELODIC MOTION** – Melodies which _____or use notes which are not next to or close to one another.

Disjunct



MELODIC RANGE – The _____note in a melody

F — Note Values and Dotted Note Values

Note	Name	Beats	Rest	Note	Name	Beats	Rest

G — Describing music – MAD T SHIRT

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Year 9 Knowledge organiser Topic: Practitioners

What we are learning this term:

A. Three influential practitioners in Drama.
B. What the techniques are that they created/implemented into a variety of plays.
C. Devise a performance using one of the chosen practitioners' techniques and influences.

A- Key Words for this term

1. Devising- Creation of an original performance in response to a stimulus.
2. Naturalism- seeks to mirror life with the utmost fidelity.
3. Theatre of cruelty- Style of theatre that aims to shock and confront the audience
4. Epic theatre- emphasizes the audience's perspective and reaction to the piece through a variety of techniques that deliberately cause them to individually engage in a different way.
5. Multi-rolling- When an actor plays more than one character on stage
6. Placards- A sign or additional piece of written information presented onstage
7. Script analysis- Actors interrogate a script for its intended meaning
8. Given Circumstances- Who, what, why, how and where of a character in a play
9. Method Acting- A technique or type of acting in which an actor aspires to encourage sincere and emotionally expressive performances by fully inhabiting the role of the character
10. Practitioners- Someone who creates pieces of dramatic work or style of theatre.

Bertold Brecht 1898-1956



Verfremdungseffekt (Veffect) **(Alienation Techniques)**
The process of 'making strange'. This is where the audience experience something familiar, but it is presented in an unrecognisable way or context .The audience then must reach a new understanding to 'move past' the strangeness.

This effect can be created through the use of:

Direct Address	Narration
Placards	Montage
Multi-rolling	Speaking stage directions
Music/song	Props table / costumes
change on stage	

Naturalism was at its peak, but Brecht thought that theatre should be political and be a force for change. He wanted his audiences to remain objective and distant from emotional involvement, so that they could make considered and rational judgements about the issues in the play – this is called **Epic Theatre**

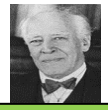
Thinking questions.

1. Brecht said that in naturalistic theatre " audiences hang up their brains with their hats in the cloakroom." what do you think he was saying here?

2. What makes a successful, naturalistic performance?

3. In an Artaudian performance of Little Red Riding Hood, HOW would you play to all 5 senses?

Constantin Stanislavski 1863-1938



A Russian actor and theatre director, he created The System of 'method acting'.
As a reaction to the melodramatic acting of the late 19th century, he developed methods to help actors create the illusion of reality on stage – **Naturalism.**
Objectives: The actor needs to know what their character wants in each unit of the play – what are they trying to achieve?
Super Objective: The character's ultimate goal over the whole play – each objective should 'link in' and help the character achieve this goal.
The Magic If: How would the actor react/behave if they were in the same situation as the character?
Units – Dividing a play or scene into different units of action.
Emotional Memory: Relating the actors own personal and e al experience to that of their character.



Antonin Artaud 1896-1948

Famous for **"Theatre of Cruelty."** Wanted his audiences to experience and FEEL the pieces not just watch them. He felt that theatre should be cathartic-taboo subjects explored on stage, so that audience members didn't need to go and do these things in "real life."
Extremes – Artaud would portray the extremes and put his actors through extremes before performances. This was to access their "visceral" reactions and emotions.
Attack the senses. He believed that performances should be seen, heard, felt, smelt and tasted . The audience were always made to feel uncomfortable.
Universal language- He felt that all "writing is garbage" so he used a series of grunts, groans, noises and physical gesture to communicate meaning with an audience. This way, everyone could understand.

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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 Curious Incident of the Dog in the Night-Time
- The Underground Railroad
- Rani and Sukh
- The Hate U Give
- The Boxer
- Pigeon English
- Orangeboy
- 1984
- The Art of Being Normal
- The Outsiders
- To Kill a Mockingbird
- A Selection of Short Stories

#ReadingisPower