

100% book - Year 9 Mainstream

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

Term 1



Swindon Academy 2025-26

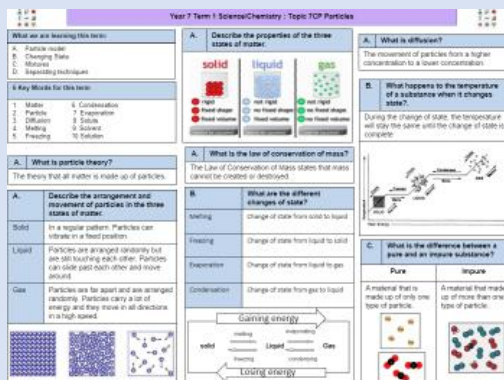
Name:	
Tutor Group:	
Tutor & Room:	

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

If you are determined to learn, no one can stop you."

How to use your 100% book of Knowledge Organisers and Quizzable Organisers

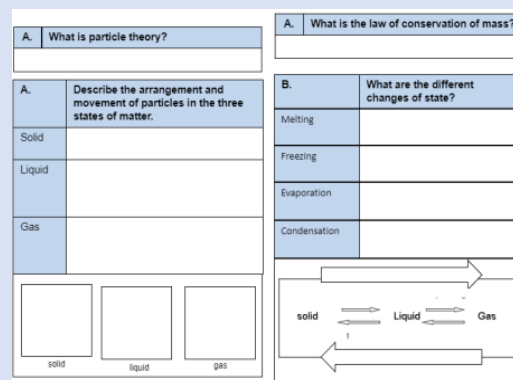
Knowledge Organisers



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

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

Quizzable Knowledge Organisers



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

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

Expectations for Prep and for using your Knowledge Organisers

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

Top Tip

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

How do I complete Knowledge Organiser Prep?

Step 1

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

Step 2

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

Step 3

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

Step 4

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

Step 5

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

Step 6

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

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



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.

The Big Ideas:

1	Social Class: Jane is an orphan and dependent on the charity of her extended family. Jane is poor and of low class – powerless. She suffers abuse by John Reed, her 'master' Lowood is harsh and corrupt – religious hypocrisy.
2	Growth: Jane is constantly growing and maturing. She is an adult reflecting back on her childhood in the novel. She learns to manage her emotions. Her relationships with others help her grow .
3	Oppression: Oppression of women. Jane's abusive childhood is a form of oppression. Adults oppressing children in a huge theme in the novel. Religion as a form of oppression. In the novel.
4	Role of women in society: Jane is angry at her place in society. Lowood is an all-girls' school. Women as governesses, teachers, servants. Low class women are powerless.

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.



Chapter breakdown of Jane Eyre

1	On a bitter day, Jane is curled up with a book when her cousin, John _____, discovers her and hits her. She _____ 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 _____ talks to Jane about going to school.
4	Jane is visited by Mr _____, the _____ at _____. After his visit, _____ and Mrs _____ _____. Jane says she will _____ call her ' _____ ' again.
5	Jane travels to _____ School. She meets Miss _____, the kind _____, and Helen _____, another _____.
6	_____ is thrashed for having _____ hands. Later, she talks with Jane and explains that it is better to _____ and be _____ than to get _____ and seek _____.
7	Mr Brocklehurst visits Lowood School. He calls Jane to the front of the classroom and calls her a _____ in front of all the _____ and _____. Helen smiles at Jane, bringing Jane _____.
8	Afterwards, _____ and _____ visit Miss Temple. Miss Temple says she believes that Jane is _____ a _____. Jane listens to Miss Temple and Helen's _____. Miss Temple hears from Mr _____ that Jane is not a _____ and tells the _____.
9	Jane _____ the area _____ in the _____. _____ breaks out at Lowood School. Lots of girls get _____. Many _____, Helen Burns _____ of _____.
10	_____ pass. Jane has become a _____ at _____. Mr _____ had his _____ when his _____ at the school was _____. Jane applies to be a governess for a family at Milcote.

The Big Ideas:

1	Social Class: Jane is an _____ and _____ on the _____ of her extended family. Jane is _____ and of _____ class – _____. She suffers _____ by John Reed, her 'master'. Lowood is harsh and _____ – religious _____.
2	Growth: Jane is constantly _____ and _____. She is an adult _____ back on her _____ in the novel. She learns to manage her _____. Her _____ with _____ help her _____.
3	Oppression: Oppression of _____. Jane's _____ childhood is a form of oppression. Adults oppressing _____ in a huge theme in the novel. _____ as a form of oppression in the novel.
4	Role of women in society: Jane is _____ at her place in _____. Lowood is an all-girls' school. Women as governesses, teachers, servants. Low class women as _____.

Locations in the first 10 chapters

Gateshead Hall

Home of _____, _____, _____ and _____. _____ grows up here. _____ is locked in the _____ - _____.

Lowood School

_____ is sent to _____ by Mrs _____. Mr _____ is the _____. Conditions are _____ and _____. The girls receive brutal _____ and are fed _____. A _____ outbreak _____ many of the girls.

Terminology: Key words

thesis –

juxtaposition –

Characters in Jane Eyre

Jane Eyre

Mrs Reed – Jane's aunt

Mr Brocklehurst – The governor of Lowood school

Helen Burns – Jane's friend

Miss Temple

Vocabulary: Key words

protagonist –

dependent –

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humiliate (vb.) –

hypocrite –

comeuppance –

Victorian attitudes to childhood

1 A child is a blank slate...

2 A child is born completely **innocent** and **pure**...

3 The child is born evil...

Biographical information

1 'Jane Eyre' written in _____ by Charlotte _____.

2 Parts of 'Jane Eyre' were influenced by Brontë's experiences at _____ and as a young _____.

3 'Jane Eyre' was unusual when it was published because it is written in the _____.



What we are learning this term:
A. Symbol equations
B. Metals and non-metals
C. Reactivity of metals
D. Displacement reactions

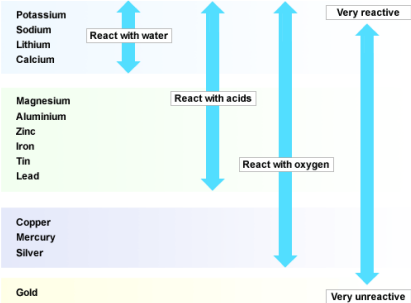
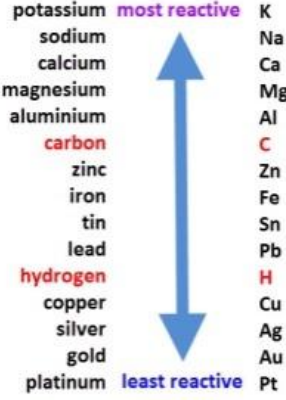
8 Key Words for this term
1. Reactant
2. Product
3. Salts
4. Displacement
5. Reactivity
6. Properties
7. Extraction
8. Electrolysis

A.	What is a symbol equation?
A symbol equation is a short-hand way of showing a chemical reaction using chemical symbols	
What would the symbol equation be? Potassium + Chlorine → Potassium Chloride	
$2K + Cl_2 \rightarrow 2KCl$	
Why are symbol equations important?	
<ul style="list-style-type: none">They are a quick way of showing a reaction.They are universal – all languages recognise themYou can see how many of each molecule is used in the reaction if you balance it	

B.	What products are made when a metal reacts with water?
Some metals are so reactive they react with water. The products are hydrogen gas and a metal hydroxide	
What are the word and symbol equations for the reaction of Sodium metal with water?	
Sodium + Water → Sodium Hydroxide + Hydrogen $2Na + 2H_2O \rightarrow 2NaOH + H_2$	
Which metals have a strong reaction with water?	
Lithium, Sodium, Potassium and Calcium	

B.	What differences are there between metals and non-metals?	
	Metals	Non-metals
Where are they found in the periodic table?	Metals are found on the left of the periodic table	Non-metals are found on the right hand side
What charge do they form?	Metals form positive ions (Lose electrons)	Non-metals form negative ions (Gain electrons)

B.	What products are made when a metal reacts with acid?
When a metal reacts with acid, a salt and hydrogen gas are made.	
What is a salt?	
A compound where a metal is bonded to a non-metal – example is sodium chloride	
What are the word and symbol equations for the reaction of Sodium metal with Hydrochloric acid?	
Sodium + Hydrochloric acid → Sodium Chloride + Hydrogen $2Na + 2HCl \rightarrow 2NaCl + H_2$	

C.	What is the reactivity series?
A table which ranks metals on relative reactivity.	
Can you come up with a way to remember the order of the metals in the reactivity series?	
	

**What we are learning this term:**

- A. Symbol equations
- B. Metals and non-metals
- C. Reactivity of metals
- D. Displacement reactions

8 Key Words for this term

- | | |
|-----------------|-----------------|
| 1. Reactant | 5. Reactivity |
| 2. Product | 6. Properties |
| 3. Salts | 7. Extraction |
| 4. Displacement | 8. Electrolysis |

A. What is a symbol equation?

What would the symbol equation be?
Potassium + Chlorine → Potassium Chloride?

Why are symbol equations important?**B. What products are made when a metal reacts with water?**

What are the word and symbol equations for the reaction of Sodium metal with water?

Which metals have a strong reaction with water?**B. What differences are there between metals and non-metals?**

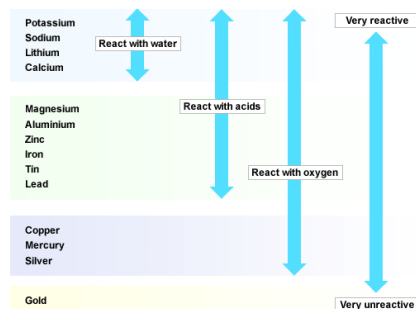
	Metals	Non-metals
Where are they found in the periodic table?		
What charge do they form?		

B. What products are made when a metal reacts with acid?**What is a salt?**

What are the word and symbol equations for the reaction of Sodium metal with Hydrochloric acid?

C. What is the reactivity series?

Can you come up with a way to remember the order of the metals in the reactivity series?



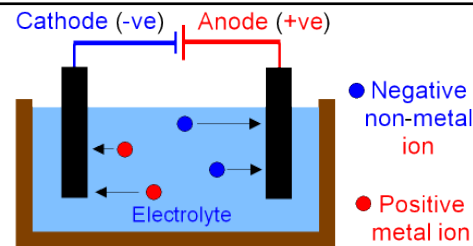
potassium	most reactive	K
sodium		Na
calcium		Ca
magnesium		Mg
aluminium		Al
carbon		C
zinc		Zn
iron		Fe
tin		Sn
lead		Pb
hydrogen		H
copper		Cu
silver		Ag
gold		Au
platinum	least reactive	Pt



D,	What is a displacement reaction?
	A more reactive metal will displace a less reactive metal from its compounds
	What will happen when Magnesium metal is added to copper sulphate solution?
	Magnesium will displace copper to form Magnesium Sulphate and Copper
	What is the word and symbol equation for this reaction?
	Copper Sulphate + Magnesium → Magnesium Sulphate + Copper $\text{CuSO}_4 + \text{Mg} \rightarrow \text{MgSO}_4 + \text{Cu}$
	Why do displacement reactions happen?
	A more reactive metal is more stable as an ion

D,	What is Extraction by Carbon?
	Carbon can displace elements that are below it from their compounds. This means they can be used to extract some metals from their ores.
	Which metals is extraction by carbon used to extract?
	Carbon can be used to extract metals from zinc downwards (Zinc, iron, tin, lead, copper)
	What is an example word and symbol equation?
	<ul style="list-style-type: none">Example: Lead Oxide + Carbon → Lead + Carbon Dioxide $\text{PbO}_2 + \text{C} \rightarrow \text{Pb} + \text{CO}_2$ This reaction is an example of a reduction reaction as the lead has lost oxygen.
	What is a reduction reaction?
	When an atom loses an oxygen atom
	What are the downsides of using this method?
	High temperatures needed. Very expensive. Production of CO_2 .

D,	What is an ore?																	
	Most metals are found in compounds in the Earth's crust. We call these compounds ores . You usually dig them up and extract the metal.																	
What is a Native metal?																		
	A metal which does not need to be extracted from its compound.																	
D,	How are some metals extracted?																	
	Metals are either found in the ground as a native metal, extracted by carbon, or extracted by electrolysis																	
	<table><tr><td>Potassium</td><td rowspan="3">}</td><td rowspan="3">Extracted from their ores by electrolysis (using electricity)</td></tr><tr><td>Sodium</td></tr><tr><td>Aluminium</td></tr><tr><td>Carbon</td><td></td><td></td></tr><tr><td>Zinc</td><td rowspan="3">}</td><td rowspan="3">Extracted from their ores by reduction by carbon</td></tr><tr><td>Iron</td></tr><tr><td>Copper</td></tr><tr><td>Silver</td><td rowspan="2">}</td><td rowspan="2">No extraction necessary – found pure in the ground.</td></tr><tr><td>Gold</td></tr></table>	Potassium	}	Extracted from their ores by electrolysis (using electricity)	Sodium	Aluminium	Carbon			Zinc	}	Extracted from their ores by reduction by carbon	Iron	Copper	Silver	}	No extraction necessary – found pure in the ground.	Gold
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Iron																		
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Silver	}	No extraction necessary – found pure in the ground.																
Gold																		

D,	What is electrolysis?
	The breaking down of a substance using electricity
	Which metals are extracted by electrolysis
	Metals more reactive than carbon – potassium, sodium, aluminium
	What are the downsides of this method?
	It is very expensive, compounds have to be molten or in solution for it to work
	

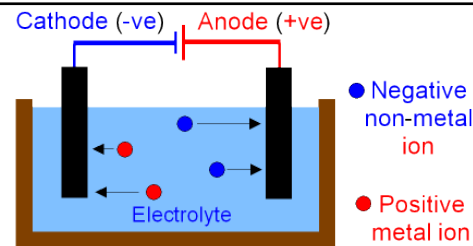


D,	What is a displacement reaction?
What will happen when Magnesium metal is added to copper sulphate solution?	
What is the word and symbol equation for this reaction?	
Why do displacement reactions happen?	

D,	What is Extraction by Carbon?
Which metals is extraction by carbon used to extract?	
What is an example word and symbol equation?	
What is a reduction reaction?	
What are the downsides of using this method?	

D,	What is an ore?
What is a Native metal?	

D,	How are some metals extracted?

D,	What is electrolysis?
Which metals are extracted by electrolysis	
What are the downsides of this method?	
	

**What we are learning this term:**

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

5 Key Words for this term

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

A. What is a chemical reaction?

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

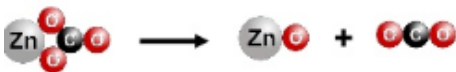
A. What is Thermal Decomposition?

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

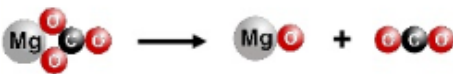
Does a thermal decomposition reaction give out energy, or take in energy from its surroundings?

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

Examples: Zinc Carbonate \rightarrow Zinc Oxide + Carbon dioxide
 $\text{ZnCO}_3 \rightarrow \text{ZnO} + \text{CO}_2$



Magnesium carbonate \rightarrow Magnesium Oxide + Carbon dioxide
 $\text{MgCO}_3 \rightarrow \text{MgO} + \text{CO}_2$

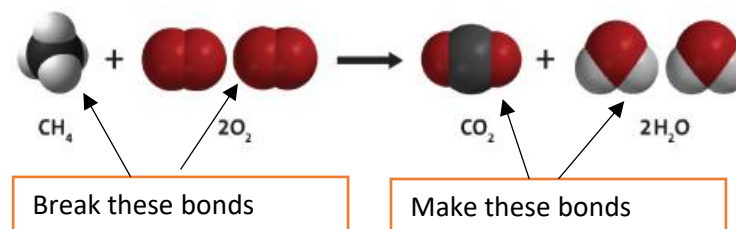
**A. What is Combustion?**

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

Examples: methane + oxygen \rightarrow carbon dioxide + water
 $\text{CH}_4 + 2\text{O}_2 \rightarrow \text{CO}_2 + 2\text{H}_2\text{O}$

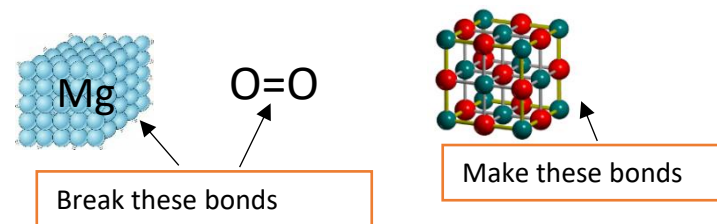
**A. What is oxidation?**

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 \rightarrow Magnesium Oxide
 $\text{Mg} + \text{Oxygen} \rightarrow \text{MgO}$



**What we are learning this term:**

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

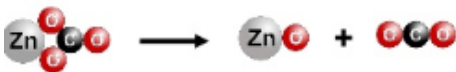
5 Key Words for this term

1.
2.
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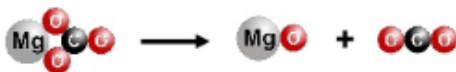
A. What is a chemical reaction?**A. What is Thermal Decomposition?**

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

Examples: Zinc Carbonate →

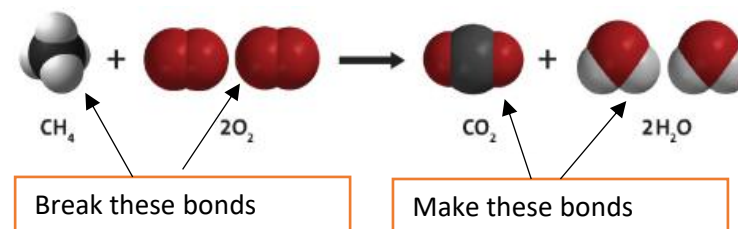


Magnesium carbonate →

**A. What is Combustion?**

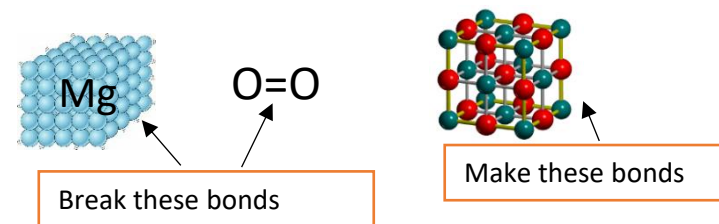
Does a combustion reaction give out energy, or take in energy from its surroundings?

Examples: methane + oxygen →

**A. What is oxidation?**

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

Examples: Magnesium + Oxygen →



**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? | <ol style="list-style-type: none">1. Changing temperature2. Changing the concentration of a solution3. Changing the surface area of a solid4. Adding a catalyst |
|---|--|

B. What is a catalyst?

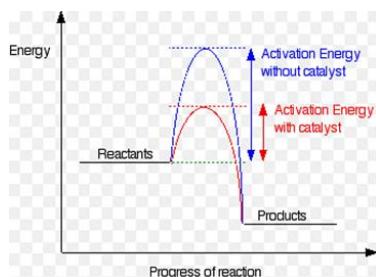
A catalyst is a substance which speeds up a chemical reaction without being used up.

- 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.

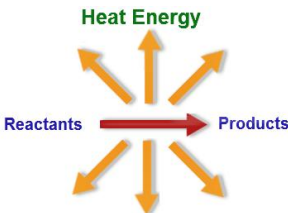
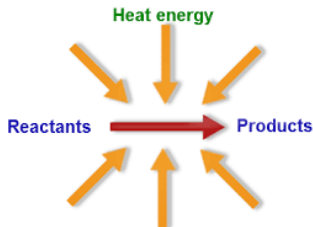
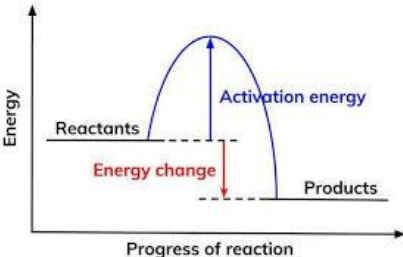
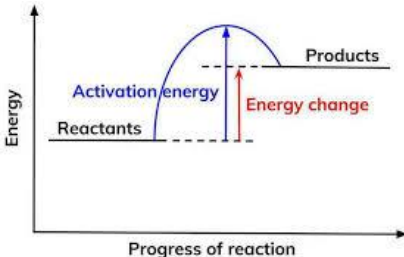
C. What is Activation energy?

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?	<p>A reaction in which energy is transferred from the reacting substances to their surroundings</p> 	<p>A reaction in which energy is transferred to the reacting substances from their surroundings.</p> 
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		



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		



Y9- T1 – Geography Life in an Emerging Country



Background:	
1.	Development means positive change that makes things better.
2.	As a country develops it usually means that the people's standard of living and quality of life improve. (B)
3.	Different factors can affect development such as economic, social and political factors. (A)
4.	Emerging countries have begun to experience higher rates of development, with a rapid growth in secondary industries. (A, C)
5.	Emerging countries have some of the fastest rates of urbanisation in the world. (D)
6.	This is causing urban areas (cities) to become highly populated, this process can have both opportunities and challenges. One such challenge is the growth of squatter settlements. (E)
7.	Emerging countries often host the factories of many transnational companies. They provide wages and taxes, and can promote development. However, they can also cause negatives. (F, G)

A.	Characteristics of emerging countries (7)
BRIC countries	Brazil, Russia, India, China.
MINT countries	Mexico, Indonesia, Nigeria, Turkey.
Industrialisation	The process of a country moving from mostly agriculture (farming) to manufacturing (making) goods.
Employment structure	How the workforce is divided up between primary, secondary, tertiary and quaternary employment.
Secondary industry	An industry which manufactures goods.
Exports	Sending goods to another country for sale.
Urbanisation	The growth in the number/ proportion of people living in towns and cities.

B.	Development indicators (3)
GDP per capita	The total value of goods and services sold by a country in a year divided by the population.
HDI	A development measure which combines GDP per capita, life expectancy and literacy rate.
Life expectancy	The average age you are expected to live to in a country.

D.	Rural to urban migration (4)
Rural to urban migration	The movement of people from rural areas (countryside) to urban areas (cities).
Push factor	Things that make people want to leave an area e.g. a lack of jobs.
Pull factor	Things that attract people to live in an area e.g. good health care.
Mechanisation	When machines begin to do the work which humans once completed.

F.	Transnational corporations (TNCs) (5)
Transnational corporation	Those that operate across more than one country.
Footloose	Industries which are not tied to a location due to natural resources or transport links.
Globalisation	The increased connectivity of countries around the world e.g. through trade.
Host country	The country where the TNC places it's factories e.g. in an emerging or developing country.
Source country	The country where the headquarters for the TNC is located e.g. a developed country.

C.	Encouraging development (4)
Subsidy	Money given by a government to help an industry keep down the cost of exports.
Tax breaks	This reduces the amount of tax a company must pay (normally for a fixed period), therefore increasing profit.
Minimum wage	The lowest wage permitted by law in a country.
Trade unions	An organisation of workers who work to protect the rights of those employed.

E.	Squatter settlements (5)
Squatter/ shanty settlement	An area (often illegal) of poor quality housing, lacking basic services e.g. water.
Inequality	Differences in wealth, and wellbeing.
Sanitation	Measures to protect public health e.g. clean water and disposing of sewage.
Informal economy	Jobs which are not taxed, workers do not have contracts or rights.
Quality of life	A measure of how 'wealthy' people are, but measured using housing, employment and environment, rather than income.

G.	Impact of TNCs
Positive: (5)	<ol style="list-style-type: none">1. More jobs.2. More taxes.3. Invest in infrastructure projects.4. GDP increases.5. Develop workers skills.
Negative: (3)	<ol style="list-style-type: none">1. Can exploit workers e.g. long hours.2. Most of the profits from TNCs leave the country where production takes place.3. Increased levels of pollution e.g. air and water (from industrial waste).



Y9- T1 - Geography Life in an Emerging Country - Quizzable



Background:

- Development means _____
- As a country develops it usually means _____. **(B)**
- Different factors can affect development such as _____. **(A)**
- Emerging countries have begun to experience higher rates of _____ with a rapid growth in _____. **(A, C)**
- Emerging countries have some of the _____ in the world. **(D)**
- This is causing urban areas (cities) to become _____, this process can have both opportunities and challenges. One such challenge is the growth of _____. **(E)**
- Emerging countries often host the factories of many transnational companies. They provide wages and taxes, and can promote development. However, they can also cause negatives. **(F, G)**

A. Characteristics of emerging countries (7)

BRIC countries	
MINT countries	
Industrialisation	
Employment structure	
Secondary industry	
Exports	
Urbanisation	

B. Development indicators (3)

GDP per capita	
HDI	
Life expectancy	

D. Rural to urban migration (4)

Rural to urban migration	
Push factor	
Pull factor	
Mechanisation	

F. Transnational corporations (TNCs) (5)

Transnational corporation	
Footloose	
Globalisation	
Host country	
Source country	

C. Encouraging development (4)

Subsidy	
Tax breaks	
Minimum wage	
Trade unions	

E. Squatter settlements (5)

Squatter/shanty settlement	
Inequality	
Sanitation	
Informal economy	
Quality of life	

G. Impact of TNCs

Positive: (5)	1. 2. 3. 4. 5.
Negative: (3)	1. 2. 3.

Year 9 Term 1 History Knowledge organiser: Topic = British Sector of the Western Front, 1914-1918: injuries, treatments and trenches.

What we are learning this term:		A.	Causes of WWI						
A. What caused WWI to break out in 1914	The main battles on the British Sector of the Western Front during WWI	Militarism	Britain 'ruled the waves'. It had to most powerful Navy in the world. Germany wanted to rival Britain's empire so it began to build an even better navy. Once Britain heard about Germany's plans to build a navy, they too began to build a bigger and better navy. This is called the 'naval race'.						
B. The trench system – structure and features									
C. What health problems happened in the trenches		Alliances	In 1882 Austria, Germany and Italy signed the Triple Alliance. They promised to defend each other if either were attacked. This is called the Triple Alliance . <i>France and Russia:</i> France and Russia had had an alliance since 1904 – because they both thought the best way of controlling Germany was to surround her. This then turned into the Triple Entente with England in 1907 as England became increasingly worried about German naval strength. This left Germany surrounded						
D. How did the war end in 1918									
E. What happened after WWI?									
F.									
6 Key Words for this term		Imperialism	During the 19 th century both Britain and France conquered huge overseas empires – this gave them access to raw materials for industry and a market for their goods, it also gave them huge amounts of political power across the world Both Britain and France were very happy being the most powerful nations and wanted this to continue. Kaiser Wilhelm wanted to compete with Britain and conquer a German Empire that would challenge Britain's supremacy .						
1 First Aid Nursing Yeomanry (FANY) – A women's voluntary organisation which provided medical services on the frontlines such as driving ambulances and emergency first aid	The branch of the army responsible for medical care	Nationalism	Before 1871 Germany didn't exist. Instead it was a series of separate kingdoms. The most powerful of these was called Prussia. Prussia was an industrialised nation, like Britain, and had a powerful army.In 1871 Prussia fought and defeated France in the Franco Prussian War. After the defeat of France, Germany united. Germany then had a big desire to 'nation build' – to build a national identity rather than separate identities for different kingdoms.						
2 Royal Army Medical Corps (RAMC) – The branch of the army responsible for medical care									
3 No-man's land – The area between two opposing trenches during WWI		Assassination of Franz Ferdinand	The Austria-Hungary government saw the assassination as a direct attack on the country. They believed that the Serbians had helped the Bosnian terrorists in the attack. They made harsh demands on the Serbians which the Serbians rejected. At the same time, Russia began to mobilize their army to help protect Serbia. When Serbia rejected the demands, Austria-Hungary declared war on Serbia. A few days later, Germany declared war on Russia to help its ally Austria-Hungary. Then France began to mobilize to help its ally Russia, and Germany followed by declaring war on France. World War I had begun.						
4 Shrapnel – Fragments of metal from exploded shells									
5 Salient - An area of a battlefield that is surrounded by enemy territory on 3 sides									
6 Alliances – An agreement countries make to support each other if they are attacked by other countries		The Blank Cheque	On July 5, 1914, Germany gave Austria a " blank cheque " in handling its punishment of Serbia regarding the assassination of the heir to the Austrian throne.						
B	Describe two features of the key battles during WWI	C.	Describe two features of the trench system during the Western Front		D.	What health problems were caused by conditions in the trenches?			
Battle	Features	1 – Dugout	This was an area where soldiers could be protected from light fire		1 Gangrene – a condition where a loss of blood supply causes body tissue to die and usually occurred as a result of an injury. Treated by amputation of the affected area. Gas Gangrene – infection that produces gas in the gangrenous area. Caused by bacteria in the soil on the Western Front which had been heavily farmed using fertiliser. 2 Shellshock – a condition that was not really understood during the war. Caused by the constant noise and shell fire in the trenches, many soldiers experienced nightmares, loss of speech and a complete mental breakdown. 3 Shrapnel wounds – when shells exploded, shrapnel travelled at fast speeds over wide areas, causing injuries to anyone in their way 4 Trench fever – flu-like condition that was spread by lice in the trenches 5 Trench foot – painful swelling of the feet caused by standing in cold mud and water, which could lead to gangrene.				
1 st Battle of Ypres (1914)	This battle was aimed at stopping the German army from advancing towards the Belgium coast.	2 – Barbed wire	This would make it more difficult for the enemy to get into the trench						
2 nd Battle of Ypres (1915)	This battle was the first time that the Germans used chlorine gas as a weapon against the British.	3 – Sandbags	These could absorb the shock of the bullets and help the trench maintain its shape						
Battle of the Somme (1916)	Bloodiest battle in the whole of the war – total of 57,000 men were killed during the first day alone. The RAMC were not prepared for the amount of casualties and hospitals and casualty stations were overwhelmed.	4 – Fire step	This is what soldiers stepped on when they wanted to climb over the top. Between fighting it was often used as a bench or bed						
Battle of Arras (1917)	This British used tunnels to dig near to the German trenches and surprise them with the attack. No progress was made and there were 160,000 casualties.	5 - Duckboards	Wooden boards that were placed on the floor of the trench to provide a flatter and dryer ground for the soldiers to walk over						
3 rd Battle of Ypres (1917)	During this battle the weather turned to heavy rain. The ground became waterlogged and many men fell into the mud and drowned.	6 – Elbow rest	This is where soldiers would prop their guns to shoot out of the trench		Why is it called a World War? Many soldiers from all over the world fought on the Western Front. Many came from the Empires of Britain and France. War also took place in colonies around the world such as in Africa and Asia. There was also fighting on the Eastern Front in Russia.				
Battle of Cambrai (1917)	This battle saw the first large-scale use of tank to break through the enemies barbed wire. Also the first time that there was a blood bank, which meant doctors could deliver a vital medical service to those soldiers who had lost too much blood.	7 - Parapet	This was a way of protecting soldiers as they shout out of the trench						
		E.	How did World War One end?						
		1917 – The Russian Revolution started. Russia left the war, surrendering to Germany in 1917. 1917 – Following the sinking of US ships, such as the Lusitania, and the potential threat of an alliance between Germany and Mexico leading to an attack on the USA, the USA joined the war on the side of the Triple Entente. 1918 – Entente forces on the Western Front push the German army back to the Hindenberg Line, the last line of German defenses. 1918 – Blockades enforced by the Entente led to lack of resources and food in Germany. Thousands of people in Germany were starving. 1918 – The Germany Navy began to Mutiny 1918 – The Kaiser abdicated. 11th November 1918 – An armistice is signed, formally ending the First World War				Why did WW1 End? Germany was starving because of the British blockade Allies had many new inventions such as tanks. Many new allied troops were entering the war from the USA. Germany faced many rebellions as Germany was starving			
		Was the Treaty of Versailles harsh on Germany? Germany had inflicted a much harsher treaty on Russia called the Treaty of Brest Litovsk. Germany had to pay £6.3 billion German army was limited to 100 thousand. (previously was ten million). Germany gave up 12% and 10% of it's population. Worst of all they were blamed for the war							

Year 9 Term 1 History Knowledge organiser: Topic = British Sector of the Western Front, 1914-1918: injuries, treatments and trenches.

6 Key Words for this term – Section A		A.		Causes of WWI					
1 First Aid Nursing Yeomanry (FANY) – 2 Royal Army Medical Corps (RAMC) 3 No-man's land 4 Shrapnel 5 Salient		Militarism							
		Alliances							
		Imperialism							
		Nationalism							
		Assassination of Franz Ferdinand							
6 Alliances		The Blank Cheque							
B	Describe two features of the key battles during WWI								
Battle	Features								
1 st Battle of Ypres (1914)		C.	Describe two features of the trench system during the Western Front		D.	What health problems were caused by conditions in the trenches?			
		1 – Dugout		1 Gangrene 2 Shellshock 3 Shrapnel wounds 4 Trench fever 5 Trench foot					
		2 – Barbed wire							
		3 – Sandbags							
		4 – Fire step							
		5 - Duckboards							
		6 – Elbow rest		F		What happened after WWI?			
		7 - Parapet							
		E.	How did World War One end?		Why is it called a World War? Why did WW1 End? Was the Treaty of Versailles harsh on Germany?				
		1917 – 1917 – 1918 – 1918 – 1918 – 11th November 1918 –							

Year 9 Religious Education: Matters of life and death

A.	<i>Can you define these key words?</i>
<u>Key word</u>	<u>Key definition</u>
Morality	Principles concerning the distinction between right and wrong or good and bad behaviour.
Ethics	Moral principles that govern a person's behaviour or the conducting of an activity.
Sanctity of Life	The view that all life is sacred because it is made by God.
Quality of Life	The standard of health, comfort, and happiness experienced by an individual or group.
Natural Moral Law	A system of laws based on close observation of human nature, given to humans by God.
Precept	A general rule intended to regulate behaviour or thought.
Reason	The power of the mind to think, understand, and form judgements logically.
Absolute	A value or principle which is regarded as universally valid.
Situation Ethics	The view that there should be flexibility in the application of moral laws according to circumstances.
Relativism	The view that morality exists in relation to culture, society, or historical context, and is not absolute.
Agape	Unconditional love, "the highest form of love, charity" and "the love of God for man and of man for God".
Abortion	A procedure to end a pregnancy.
Pro-Life	Opposing abortion and euthanasia.
Pro-Choice	Advocating the legal right of a woman to choose whether or not she will have an abortion.
Euthanasia	The painless killing of a patient suffering from an incurable and painful disease or in an irreversible coma.
Capital Punishment	The legally authorized killing of someone as punishment for a crime.
Dominion	To be in charge of something or rule over it.
Stewardship	The job of supervising or taking care of something.

C	What does the theory of Natural Moral Law say about moral behaviour?	What are the 5 precepts of NML that we must be fulfilling for morally good behaviour?
	NML says absolute moral rules exist and are revealed to us through by God. Through the use of human reason we can look at the way things were created to know their God given design and functions. The way we are supposed to act according to the way we were created by God is morally good and any way that goes against it is morally wrong.	<ol style="list-style-type: none"> 1. Preserve innocent life 2. Live in an ordered society 3. Educate children 4. Reproduce 5. Worship God

D	What are the strengths of NML theory about what is morally good?	What are the weaknesses of NML theory about what is morally good?
	<p>The theory is based on reason so everyone can work out for themselves what is morally good</p> <p>It seems to be true that we do tend to follow the primary precepts- it is in our nature- and following them will generally bring about what we think of as good. For example, 'preserve life' means people will protect the innocent and also believe murder is wrong</p>	<p>If you do not believe in a God who has created absolute moral laws about right and wrong then NML cannot tell us anything about right or wrong.</p> <p>It can lead to classifying actions as immoral which mainstream society would argue are not. For example, the use of contraception is immoral according to NML because it does not contribute to reproduction.</p>

E	What does the theory of situation ethics say about moral behaviour?	What are the strengths of S.E theory about what is morally good?	What are the weakness of S.E theory about what is morally good?
	There are no absolute moral laws about right or wrong. The only guiding principle about what is morally right is 'do the most loving thing' in any situation.	It allows flexibility and can avoid acts we would deem to be immoral. For example, an absolute rule like 'do not lie' cannot always be followed without sometimes needing to be broken. For example if a mad axeman came in asking for your mother.... you would not want to tell the truth because it could lead to her death!.	How can we be sure what is the most loving thing when we cannot be sure what the outcome of our actions will be

B	Bible quotes relating to the sanctity of life
1	Humans were 'made in the image of God'
2	'All your days are ordained (set out) for you'
3	'The body is a temple of the holy spirit'
4	"Only God gives and takes life"
5	'Do not kill'

Year 9 Religious Education: Matters of life and death



A.	Can you define these key words?
Key word	Key definition
Morality	
Ethics	
Sanctity of Life	
Quality of Life	
Natural Moral Law	
Precept	
Reason	
Absolute	
Situation Ethics	
Relativism	
Agape	
Abortion	
Pro-Life	
Pro-Choice	
Euthanasia	
Capital Punishment	
Dominion	
Stewardship	



C	What does the theory of Natural Moral Law say about moral behaviour?	What are the 5 precepts of NML that we must be fulfilling for morally good behaviour?

D	What are the strengths of NML theory about what is morally good?	What are the weaknesses of NML theory about what is morally good?

E	What does the theory of situation ethics say about moral behaviour?	What are the strengths of S.E theory about what is morally good?	What are the weakness of S.E theory about what is morally good?

B	Bible quotes relating to the sanctity of life
1	
2	
3	
4	
5	

<div></div> <div>GCSE unit 1 SPANISH Knowledge organiser. Topic Me my family and friends</div>		<div></div> <div>Key Verbs</div>				
What we are learning this term:		1.1F Hablando de los amigos				
A. Talking about your family B. Describing your family and friends C. Explaining family relationships D. Describing relationships E. Describing future plans F. Translation practice		a menudo often alegrarse de to be happy about comprensivo/a understanding conocer to know a person el consejo advice la cosa thing cuidar to look after la discusión argument divertido/a good fun egoísta selfish el equipo team escribir to write fastidiar to annoy, to bother fuerte strong hablador/a talkative honrado/a honest maduro/a mature mismo/a same peligroso/a dangerous reírse to laugh seguro/a certain, sure el sentido del humor sense of humour travieso/a naughty triste sad el verano summer la vida life				
6 Key Words for this term						
1. Me llevo bien 2. No soporto 3. discuto		4. El año próximo 5. Por otro lado 6. Voy a...				
1.1G ¿Cómo es tu familia?		1.1H Relaciones con la familia				
1.1G ¿Cómo es tu familia? El/la abuelo/a grandfather/grandmother los abuelos grandparents alegre happy alto/a tall amable kind anciano/a old la barba beard calvo/a bald carinoso/a affectionate, tender casi nearly, almost castaño/a brown hair colour corto/a short delgado/a thin las gafas glasses gracioso/a funny guapo/a good looking, handsome El/la hermano/a brother/sister El/la hijo/a son/daughter joven young largo/a long liso/a straight la madrastra stepmother los ojos eyes el padrastro stepfather las pecas freckles pelirrojo/a red-haired el pelo hair rizado/a curly la tía aunt el tío uncle viejo/a old sensible sensitive		parecido/a similar la pelea fight perezoso/a lazy provocar to cause el sobrino / la sobrina nephew, niece tender a to tend to todavía still tratar to treat triste sad				
		1.2G Hablando de parejas				
		el beso kiss cada vez más more and more cocinar to cook comprar to buy echar de menos to miss someone enamorado/a in love los familiares relatives feliz happy la gente people el invitado/a guest maleducado/a rude el marido husband el matrimonio marriage la mujer wife, woman la novia girlfriend, fiancée el novio boyfriend, fiancé parecer to seem la pareja partner los parientes relatives pelear(se) to fight el piso flat, apartment serio/a serious, responsible sonreír to smile				
		1.2F Planes para el futuro				
		así que so, therefore la boda wedding buscar to look for cambiar to change el casamiento wedding casarse to get married el compañero/a colleague, friend decepcionado/a disappointed encontrar to find la felicidad happiness la fiesta party, festival por eso therefore próximo/a next el sitio place solo/a alone, only soltero/a single tener suerte to be lucky las vacaciones holidays ya no no longer				
		1.2H Las relaciones de hoy en día				
		ahora now alguien someone cara a cara face to face distinto/a different en contra against en primer lugar in the first place, la edad age estar de acuerdo to agree el/la jubilado/a retired person, pagar to pay la pareja partner la piel skin por otro lado on the other hand				

		GCSE unit 1 SPANISH Knowledge organiser.									
		Topic Me my family and friends									
What we are learning this term:		1.1F Hablando de los amigos		Key Verbs							
A. Talking about your family B. Describing your family and friends C. Explaining family relationships D. Describing relationships E. Describing future plans F. Translation practice		a _____ often _____ de to be happy about _____/a understanding _____ to know a person el _____ advice la _____ thing _____ to look after la _____ argument _____/a good fun egoísta _____ el equipo _____ escribir to _____ fastidiar to _____ fuerte _____ hablador/a _____ honrado/a _____ maduro/a _____ mismo/a _____ _____/a dangerous _____ to laugh _____/a certain, sure el ____ del ____ sense of humour _____/a naughty _____ sad el _____ summer la _____ life		Llevarse to get on	Ir To go	Soportar To stand	Hacer – to do/make	Discutir to argue			
6 Key Words for this term				Me _____ I get on	_____ I go	_____ I can stand	_____ I do	_____ I argue			
1. Me llevo bien	4. El año próximo			Te _____ You (s) get on	_____ You go	_____ You can stand	_____ You do	_____ You argue			
2. No soporto	5. Por otro lado			Se _____ He/se gets on	_____ s/he goes	_____ He/she can stand	_____ s/he does	_____ He/she argues			
3. discuto	6. Voy a...			Nos _____ They get on	_____ They go	_____ W can stand	_____ We do	_____ We argue			
1.1G ¿Cómo es tu familia?				Se _____ They get on	_____ They go	_____ They can stand	_____ They do	_____ They argue			
1.1G ¿Cómo es tu familia? El/la abuelo/a _____ los abuelos _____ alegre _____ alto/a _____ amable _____ anciano/a _____ la barba _____ calvo/a _____ _____/a affectionate, tender _____ nearly, almost _____/a brown hair colour _____/a short _____/a thin _____ glasses _____/a funny _____/a good looking, handsome El/la _____/a brother/sister El/la _____/a son/daughter _____ young _____/a long _____/a straight la _____ stepmother los _____ eyes el _____ stepfather las _____ freckles _____/a red-haired el _____ hair _____/a curly la _____ aunt el tío _____ viejo/a _____ sensible _____		1.1H Relaciones con la familia		1.1H Relaciones con la familia		1.2F Planes para el futuro					
		abierto/a _____ aconsejar to _____ actualmente _____ aguantar to _____ arreglar to _____ la barrera generacional _____ el cariño _____ celoso/a _____ la culpa _____ los _____ others _____/a fed up el _____ home _____ nowadays _____ even _____ unfairly _____ together la _____ freedom _____ way _____ to bother oír _____ de to hear about _____ to forget _____/a proud		1.1H Relaciones con la familia		1.2G Hablando de parejas		1.2H Las relaciones de hoy en día			
				el beso _____ cada vez más _____ cocinar to _____ comprar to _____ echar de menos to _____ enamorado/a in _____ los familiares _____ _____ happy la _____ people el _____/a guest _____/a rude el _____ husband el _____ marriage la _____ wife, woman la novia _____ el novio _____ _____ to seem la _____ partner los _____ relatives pelear(se) to _____ el piso _____ serio/a _____ sonreír to _____		1.2G Hablando de parejas		1.2F Planes para el futuro		1.2H Las relaciones de hoy en día	
						_____ so, therefore la _____ wedding _____ to look for _____ to change el _____ wedding _____ to get married el _____/a colleague, friend _____/a disappointed encontrar to _____ la felicidad _____ la fiesta party, _____ por eso _____ _____/a next el _____ place solo/a _____ / _____ _____/a single tener _____ to be lucky las _____ holidays ya no _____		1.2F Planes para el futuro		1.2H Las relaciones de hoy en día	
						_____ now _____ someone cara a cara _____ distinto/a _____ en contra _____ _____ in the first place, la _____ age estar de _____ to agree el/la _____/a retired person, _____ to pay la _____ partner la _____ skin por _____ on the other hand		1.2H Las relaciones de hoy en día			



Translation Practice. G – blue F – orange H - Green	
Mi a _____ es	My grandfather is
a _____ y _____	Happy and Kind
Tiene los _____ verdes	He has green eyes
Y tiene el pelo _____	He has Curly hair
la _____ de mis sueños	The wife of my dreams
Quiero un _____ guapo	I want a pretty boyfriend
Mis padres me dan buenos _____	My parents give me good advice
Es importante _____ a otros	It's important to look after others
Se debe _____ a los niños	It's necessary to advise kids
Mi hermano es _____	My brother is understanding
Es bueno _____ a otra gente	It's good to know other people
Tener una _____ me importa	Having a partner is important
_____ me interesa	Getting married interests me
Mis padres me dan mucho _____	My parents give me lots of affection
No soy nunca _____	I'm never jealous
Estoy _____/a de los deberes	I'm fed up of homework
encontrar _____	To find a partner
Fue una buena _____	It was a good party
No quiero ser _____	I don't want to be single

Key Questions: Answer the following in your own words. Use these model answers	
¿Puedes describir te? ¿Cómo es tu aspecto físico, tu personalidad?	Soy bastante alto y delgado. Tengo los ojos azules y el pelo marrón y liso. Mis padres me describen como una persona cariñosa, comprensiva, sensible, honesta y un poco vaga.
¿Cómo sería un novio perfecto/una novia perfecta? ¿Por qué?	Mi novia perfecta sería muy guapa y honesta y tendría el pelo rubio, corto y rizado. Todos los días sería sensible y no sería nunca perezosa o torpe.
¿Quiénes son los miembros de tu familia?	Somos cinco en mi familia. Vivo con mis padres que se llaman Tengo un hermano menor que se llama .. y tengo una hermana mayor que tiene _____ años
¿Te llevas bien con tu familia? ¿Por qué?	Me llevo bien con mi hermano porque es cariñoso y siempre comprensivo. No me llevo bien con mi hermana porque nos peleamos mucho y mi hermana se enfada conmigo.
¿Hay discusiones en tu familia? ¿De qué se discute?	Sí, hay discusiones en mi familia. Hay tensión en la casa de vez en cuando. No estoy de acuerdo con los consejos de mis padres. También hay discusiones porque mi hermana pone su música demasiado fuerte
¿Quieres casarte y tener niños en el futuro? ¿Por qué?	Sí, en el futuro me gustaría casarme con un hombre/mujer (man/woman) honesto y sensible. Quiero casarme porque el matrimonio es muy importante para mí y quiero una boda perfecta en una iglesia. Quiero tener dos niños, una chica y un chico. Voy a tener niños después de haber ido a la universidad
¿Qué has hecho recientemente con tu familia?	Recientemente, fui al centro de la ciudad con mi familia. Fuimos juntos en coche y fuimos para comprar unos regalos para el cumpleaños de mi abuelo. Después comimos en un restaurante, yo comí un bocadillo de pollo, mi hermana comió una ensalada. Me gustó mucho porque fue muy divertido y la comida fue muy deliciosa.
¿Crees que el matrimonio es importante para ti? ¿Por qué?	Quiero casarme porque el matrimonio es muy importante para mí y quiero una boda perfecta en una iglesia. Aunque las bodas son muy caras, tener una boda es mi ambición.

Key Grammar	
Forming the preterite (past tense). Always remove the –AR, –ER, –IR endings first	Remember the preterite (past) tense endings for –AR, –ER, –IR verbs. They are: -AR: -é, -aste, -ó, -amos, -astéis, -aron -ER: -í, -iste, -ió, -imos, -istéis, -ieron -IR : -í, -iste, -ió, -imos, -istéis, -ieron
Forming the conditional ('would' tense). Always remove the –AR, –ER, –IR endings first	Remember the conditional ('would') tense endings for –AR, –ER, –IR verbs. They are: -AR, –ER, –IR: -ía, -ías, -ía, -íamos, -íais, -ían
Using the immediate future tense IR + A + INFINITIVE	Voy a casarme = I'm going to get married Va a discutir con su padre = He / She is going to argue with his/her father



What we are learning this term:

- Line Drawing
- Introduction into Surrealism
- Rene Magritte
- Photomontage
- Observational drawing
- Key Words



A. What are 3 rules for successful continuous line drawing?

- Using a sharp pencil
- Keeping your pencil on the page and not taking it off
- Lighter areas have fewer pencil lines and darker areas have far more pencil lines.

Using continuous line drawing, recreate the face below.



Example

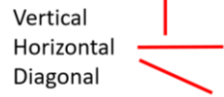
Your response

F. Keywords

Portrait	An image which shows a person/animal
Identity	Information about a person's personality, interests, friend's family – what makes someone who they are
Collage	Using torn or cut paper in an artwork
Material	The substance used to create the artwork
Photomontage	process and the result of making a composite photograph by cutting, gluing, rearranging and overlapping two or more photographs
Characteristics	A list of describing words about a person or thing.
Surreal	<u>strange</u> ; not <u>seeming</u> <u>real</u> ; like a <u>dream</u> :
Observation	the action or process of closely observing or monitoring something or someone
Mixed media	An artwork made from more than one material



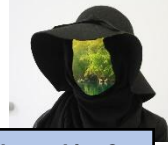
What is the difference between lines?



B. What are the similarities and differences between MERVE ÖZASLAN and Magritte? List 3 of each.

Similarities:

- Surreal appearance
- Use of juxtaposition
- Sinister atmosphere created



Describe what is happening in each stage of the making?

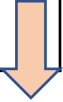


Differences:

- Use of everyday objects
- Painting vs photomontage
- Contrast colour scheme (black and white vs colour)

C. List 3 words to describe the Surrealism style of artwork?

- Strange, uncanny, abnormal
- Juxtaposition, contrast
- dream-like, unconscious



D. Answer the following questions on MERVE ÖZASLAN and Marcello Monreal?

- What materials does she use to create her work?
Photographs/images craft knife and matt
- What subject matter does she use?
Portraits and landscapes
- What messages could she be portraying in her work?
Human effect on nature
Urbanization
Detachment with nature
- How does he create his work?
Collage, cutting and sticking images/photographs
- What is his subject matter?
Celebrity portraits and flowers
- What messages might he be presenting in his work?
People are made of flowers
Beauty within people
- What are the techniques both artist use?
Photomontage and collage

D. What is the definition for photomontage?

Photomontage is the process and the result of making a composite photograph by cutting, gluing, rearranging and overlapping two or more photographs into a new image. Sometimes the resulting composite image is photographed so that the final image may appear as a seamless physical print.

E. Write a step-by-step guide to a successful observational drawing

- Identify horizon line
- Draw outline of objects
- Identify where the light source is
- Add highlight, shadows and mid-tones
- Add in any extra details (pattern, lines and texture)



What we are learning this term:

- A. Line Drawing
- B. Introduction into Surrealism
- C. Rene Magritte
- D. Photomontage
- E. Observational drawing
- F. Key Words



A. What are 3 rules for successful continuous line drawing?

1. Using a sharp pencil
2. Keeping your pencil on the page and not taking it off
3. Lighter areas have fewer pencil lines and darker areas have far more pencil lines.

Using continuous line drawing, recreate the face below.



Example

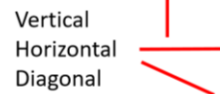
Your response

F. Keywords

Portrait	
Identity	
Collage	
Material	
Photomontage	
Characteristics	
Surreal	
Observation	
Mixed media	



What is the difference between lines?



B. What are the similarities and differences between MERVE ÖZASLAN and Magritte? List 3 of each.

Similarities:



Differences:



Describe what is happening in each stage of the making?



C. List 3 words to describe the Surrealism style of artwork?

- 1.)
- 2.)
- 3.)



D. Answer the following questions on MERVE ÖZASLAN and Marcelo Monreal?

1. What materials does she use to create her work?
2. What subject matter does she use?
3. What messages could she be portraying in her work?
4. How does he create his work?
5. What is his subject matter?
6. What messages might he be presenting in his work?
7. What are the techniques both artist use?



D. What is the definition for photomontage?

E. Write a step-by-step guide to a successful observational drawing



What we are learning this term:
A. Health, safety and hygiene in the kitchen B. The Eatwell guide and nutrients C. The Dietary requirements of a teenager D. Skills testing E. Healthy cooking F. Chopping Board Colours

6 Key Words for this term	
1 Hygiene	4 Healthy
2 Dietary Requirements	5 Teenager
3 Skills Test	6 Cross Contamination

A.	Explain the main four things that you should do when you enter the kitchen area.
Remove all of your jewellery.	Jewellery can harbour bacteria and could fall off into the food.
Tie back your hair	Hair could fall into the food or touch equipment.
Wash your hands with hot soapy water.	To remove any germs and bacteria from your hands and nails.
Put on and apron and tie it back.	To protect you from the food and equipment and the food from touching you.



Year 9 – High Skills

B.	Can you list 5 of the dietary requirements of a teenager?
	1 A diet high in carbohydrate as a teenager is normally an energetic person. 2 A diet with 2-3 portions of protein to maintain muscle growth and cell repair 3 A diet with 2 -3 sources of calcium to build developing teeth and bones. 4 A diet low in fat to avoid becoming obese or developing other health problems. 5 Drinking 2 litres of water a day.

FOOD SAFETY CHOPPING BOARDS
 If used correctly, colour coded chopping boards can eliminate or reduce the risk of cross contamination during food preparation

RAW MEAT

RAW FISH

COOKED MEATS

SALAD & FRUIT PRODUCTS

VEGETABLE PRODUCTS

BAKERY & DAIRY PRODUCTS

Clean and store chopping boards correctly after use



A	What is cross contamination and how can it be prevented?
.	Cross contamination happens when you use the wrong chopping board or equipment to prepare food which can therefore result in food poisoning. You must use the correct equipment for the correct ingredients. You must also ensure that you are always following good hygiene practices when cooking.
B.	What do the following terms mean?
Grilling	Using the top part of the oven. It involves a significant amount of direct, radiant heat, and tends to be used for cooking meat and vegetables quickly. It is also a healthier method of cooking meat products.
Baking	Baking is a method of preparing food that uses dry heat, normally in an oven. Heat is gradually transferred from the surface of cakes, cookies, and breads to their centre.
Frying	Frying is the cooking of food in oil or another fat. It is usually done in a frying pan using the hob of the cooker. It also known to be unhealthy.

C.	Can you list 5 reasons for why we cook food and why it is important?
Rule	Why it is important
<ul style="list-style-type: none"> 1 to get rid of bacteria on the food 2 to make the food taste better 3 to make food chewable 4 to ensure that food is not raw 5 to add colour to the food 	<ul style="list-style-type: none"> 1 to stop food poisoning 2 to make the food more appealing 3 it could be raw or a choking hazard 4 to stop food poisoning 5 to make it look more appetising or change its use

E.	Keywords
Hygiene	A method of keeping yourself and equipment clean
Research	Information that you find out to help you with a project
Nutritious	A meal that is healthy and contains vital nutrients.
Target Market	The age or type of person you re creating a product for.
Carbohydrates	Foods that give you energy
Protein	Food that grow and repair your muscles
Fibre	Foods that keep your digestive system healthy and avoid constipation.
Calcium	Foods that make your teeth and bones strong
Design Idea	A sketch or plan of how you are hoping a project to turn out.
Organisation	Having everything ready for a lesson and following instructions
Time keeping	Using the time to remain organised.
Sensory analysis	Use your senses to taste and describe a product
Mood Board	A collage of photos and key words based on a project
Time Plan	Instructions of wat you are going to do and how long it should take.
Skills Test	Demonstrating your knowledge of a cooking term.
Teenager	Someone between the age of 13 – 19.

What we are learning this term:	
A.	Health, safety and hygiene in the kitchen
B.	The Eatwell guide and nutrients
C.	The Dietary requirements of a teenager
D.	Skills testing
E.	Healthy cooking
F.	Chopping Board Colours

6 Key Words for this term	
1 Hygiene	4 Healthy
2 Dietary Requirements	5 Teenager
3 Skills Test	6 Cross Contamination

A.	Explain the main four things that you should do when you enter the kitchen area.



Year 9 – High Skills

B.	<i>Can you list 5 of the dietary requirements of a teenager?</i>
1	
2	
3	
4	
5	

FOOD SAFETY CHOPPING BOARDS
 If used correctly, colour coded chopping boards can eliminate or reduce the risk of cross contamination during food preparation

COOKED MEATS

 SALAD & FRUIT PRODUCTS

 VEGETABLE PRODUCTS

 BAKERY & DAIRY PRODUCTS

Clean and store chopping boards correctly after use



A .	<i>What is cross contamination and how can it be prevented?</i>	
B. What do the following terms mean?		
Grilling		
Baking		
Frying		

C.	Can you list 5 reasons for why we cook food and why it is important?	
<u>Rule</u>		<u>Why it is important</u>
• 1		• 1
• 2		• 2
• 3		• 3
• 4		• 4
• 5		• 5








E.	Keywords	
Hygiene		
Research		
Nutritious		
Target Market		
Carbohydrates		
Protein		
Fibre		
Calcium		
Design Idea		
Organisation		
Time keeping		
Sensory analysis		
Mood Board		
Time Plan		
Skills Test		
Teenager		






Year 9 PRODUCT DESIGN Rotation Knowledge Organiser






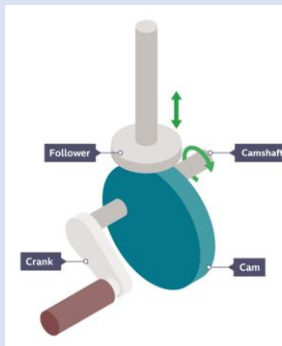

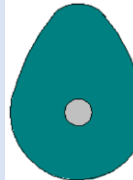
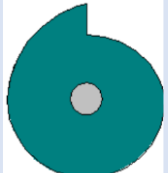
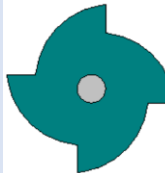
What we are learning this term:				
A. Workshop Tools	B. Materials	C. Key concepts	D. Key Words	E. Types of Cams

A.	Workshop Tools					
Steel Rule	Tri-Square	Laser Cutter	Mitre square	Tenon Saw	Pillar Drill	Bandfacer
						

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

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

D.	Key Words
Prototype 	An early model or sample of a product used to test a concept
Tolerance \pm	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.	Types of Cams
Cam mechanism	<p>A cam mechanism has two main parts:</p> <ul style="list-style-type: none"> A cam – attached to a crankshaft – which rotates A Follower – touches the cam and follows the shape, moving up and down
<p>Cam shapes are important for the movement of the follower.</p> <ul style="list-style-type: none"> Off set circular - gradually moves the follower up and down Pear shaped - keeps the follower at the same height for half a rotation before quickly moving it up and down. Snail Cam - allows the follower to rise before abruptly dropping, this cam can only rotate one way 4-lobed - rises and drops the follower 4 times per rotation and can only go one way 	
	
Off-set circular Cam	
Pear shaped Cam	
Snail Cam	
4-lobed Cam	






Year 9 PRODUCT DESIGN Rotation Knowledge Organiser







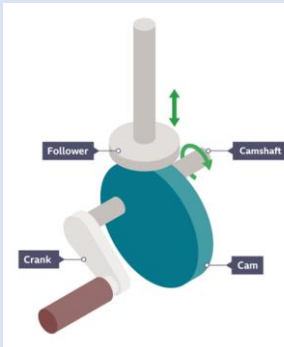


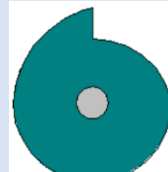
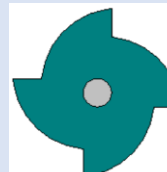
What we are learning this term:				
A. Workshop Tools	B. Materials	C. Key concepts	D. Key Words	E. Evaluating Work

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. Types of Cams	
Cam mechanism	A cam mechanism has two main parts: <ul style="list-style-type: none">• A cam – _____• A Follower – _____
Cam shapes are important for the movement of the follower. <ul style="list-style-type: none">• Off set circular - _____• Pear shaped - _____• Snail Cam - _____• 4-lobed - _____	
	
	

YEAR 9 GRAPHIC COMMUNICATION

What are we learning this term?

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

What is a logo?

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

How does Alex Trochut design logos?

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

B | Typography

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



C | Computer skills

What is the shortcut for copy?

Cntrl + C

What is the shortcut for paste?

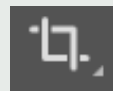
Cntrl + V

What does this symbol stand for?



Photoshop

What does this symbol mean?



Cropping

D | Key words

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

E | Evaluation

Evaluation: To judge or give an opinion

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

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

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

For example:

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

YEAR 9 GRAPHIC COMMUNICATION

What are we learning this term?

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

A | Logos

What is a logo?

How does Alex Trochut design logos?

B | Typography

Please use pencil for the drawing of your design

C | Computer skills

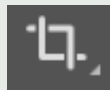
What is the shortcut for copy?

What is the shortcut for paste?

What does this symbol stand for?



What does this symbol mean?



D | Key words

Merchandise

Combined
Logo

Photoshop

Photo Editing

E | Evaluation

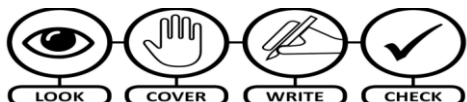
Evaluation: To judge or give an opinion

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

1. Positives – what works well
2. Negatives – what doesn't work well
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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	The tune – usually lead singer has this
Counter-melody	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

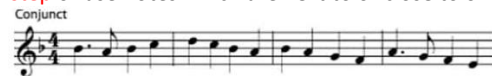


Pop Bands often feature a **DRUM KIT** and **PERCUSSION** to provide the rhythm along with **ELECTRIC GUITARS (LEAD GUITAR, RHYTHM GUITAR and BASS GUITAR)** and **KEYBOARDS**. Sometimes **ACOUSTIC INSTRUMENTS** are used such as the **PIANO** or **ACOUSTIC GUITAR**. **ORCHESTRAL INSTRUMENTS** are often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



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

SCAN ME



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	1 1/2 beats	
	Quaver, Eighth Note	1/2 beat			Dotted Quaver, Dotted Eighth Note	3/4 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

Improvisation

improvising is inventing and creating content spontaneously. It's a great way to generate new ideas and for creating and developing characters, using a variety of useful techniques.

Spontaneous improvisation which is completely unplanned can generate dialogue or scenarios that you feel work for the piece you are creating. This can then be refined, rehearsed and included in your finished **devised** piece.

A **constraint** is a condition that you must apply to a scene, so that you're improvising within a set of rules. Here are some ideas for working with constraints when improvising.

Space

A very small space, such as a lift. Characters must behave as they would normally but within a tiny playing area.

A vast space, such as across a giant mountain range. Consider how changing **proximity** affects body language, vocal tone and volume and interaction, between characters. There may be something that works and could be included in your devised piece.



This improvisational exercise is excellent for creating entirely new and unplanned characters and scenarios.

Where, who, what?

Choose a location, eg a supermarket or a roller coaster.

Select characters, eg an astronaut or an I.T. manager.

Finally, choose a motivation for the character, eg they are looking for a partner or want to be famous at any cost.

Each piece of information should be randomly selected, so that they don't necessarily match up. This can make for interesting and very humorous drama.

- **Improvisational Theater (improv):** is a form of theater where most or all of what is performed is created at the moment it is performed.
- In its purest form, the dialogue, the action, the story and the characters are created collaboratively by the players as the improvisation unfolds.
- Improv exists in performance as a range of styles of improvisational comedy as well as some non-comedic theatrical performances.
- It is sometimes used in film and television, both to develop characters and scripts and occasionally as part of the final product.

Tips for success

-Listen to your partner.

A scene will often 'go stale' if the people involved are not responding genuinely to each other. Improv is all about **teamwork** and the relationship you have with each other. The better the relationship, the better the scene will be to the audience.

-Use 'yes, and...'. .

When your partner tells you something in an improv scene, accept it and then add something to the conversation. If your partner starts by asking you why you've come to a party dressed as a pineapple, don't tell them that you think they're seeing things. Ask them why they're the only one who hasn't come dressed as a giant piece of fruit and that you have a spare costume in your car if they need it. Scenes where actors deny what their partners are saying often go dry very quickly and offer nothing for the audience. It's also a good way to annoy your partners.

- Don't necessarily try to be funny.

Sure, comedy is great, but one person trying to make the audience laugh often alienates the others on stage.

-Accept your mistakes.

Like any learning process, you will make mistakes. It's how you learn. Don't beat yourself up if you forgot a key rule of improv or your scene wasn't particularly good. Make some general notes for yourself and put it behind you. Next time you get up to improvise, treat it like a fresh start and be positive.

Examples – Mock the Week, Whose Line Is it Anyway? Outnumbered. The Office.



Drama – Year 9 Improvisation

Improvisation

improvising is and content spontaneously. It's a great way to generate and for creating and developing , using a variety of useful techniques.

Links to
Comp 1
and 2 of
GCSE

Spontaneous improvisation-

A _____ is a condition that you must apply to a scene, so that you're improvising within a set of rules. Here are some ideas for working with constraints when improvising.

S _____
A very small s _____, such as a lift. Characters must behave as they would normally but within a tiny playing area.

A vast space, such as across a giant mountain range.
Consider how changing p _____ affects body language, vocal tone and volume and interaction, between characters. There may be something that works and could be included in your devised piece.



Create your own

Where, who, what?

Location-

Character-

Motivation-

- **Improvisational Theater (improv):** is a form of theater where most or all of what is performed is created at the moment it is performed.
- In its purest form, the dialogue, the action, the story and the characters are created collaboratively by the players as the improvisation unfolds.
- Improv exists in performance as a range of styles of improvisational comedy as well as some non-comedic theatrical performances.
- It is sometimes used in film and television, both to develop characters and scripts and occasionally as part of the final product.

Tips for success

What are the 5 tips for successful improvisation and why are these important?

Examples – Can you name any tv shows that are improvised?



Sentence Stems: Year 5 to Year 9



Listen and Mark

Pay close attention to others and point out important moments.

- I notice you used the word ____, which made me wonder ____.
- When you said ____, it made me think about ____.
- Did anyone notice what ____ said about ____? This seems important because ____.

Defend and Unpack

Defend your perspective and explain your thought process.

- I understand your perspective, but have you thought about ____?
- I actually think this because, firstly, ____ . (Secondly, Thirdly).
- Actually, [evidence] suggests that ____.

Introduce and Invite

Begin your contribution and encourage others to participate.

- I think that ____ because ____.
- ____, what do you think?
- We should discuss ____ because ____.

Build and Support

Add to others' ideas and bolster points by giving evidence.

- You said ____, and I want to add that by saying ____.
- ____ supports the idea that ____.
- The points made by ____ and ____ link together because ____.

Challenge and Verify

Disagree and ask others to prove or clarify information.

- You said ____ . How do you know?
- I think you said ____ . Is that right?
- I disagree with what you said about ____ because ____.

Summarise and Map

Draw together big themes and track the discussion.

- Our main findings were ____.
- On the whole, we believe that ____.
- Initially, we thought ____, but we eventually decided ____.





#AIMHIGH CHALLENGE TASKS Y9

Hard Work ... Kindness...Responsibility



Subject	Reading	Watching	Other Opportunities
English	Read: https://www.bl.uk/romantics-and-victorians/articles/charlotte-bronte-the-familiar-and-the-fantastical	Watch: https://www.youtube.com/watch?v=Mv0snnk0kio	https://www.bronte.org.uk/
Maths	Read: Identifying features of a quadratic function – BBC Bitesize Worked examples - Identifying features of a quadratic function - National 5 Maths Revision - BBC Bitesize	Watch: Beautiful Trigonometry – Numberphile YouTube Beautiful Trigonometry - Numberphile - Bing video	Using your knowledge of patterns and sequences can you solve this famous ancient maths puzzle? Tower of Hanoi Tower Of Hanoi (transum.org)
Science	Read: Difference Between Endothermic and Exothermic Reactions https://byjus.com/chemistry/endothermic-exothermic-reactions-difference/	Watch : Hydrogen peroxide catalyst video- watch it expand! https://www.youtube.com/watch?v=3Tn-7JcZJuQ	Dissolving laundry detergent in water is an exothermic reaction. Simply dissolve powdered laundry detergent in your hand with a small amount of water. Feel the heat? WASH YOUR HANDS
Geography	Read Climate Change: Stopping Climate Change	Watch: BBC iPlayer - Climate Change - The Facts	Count how many days the weather in the UK reaches above 20 degrees. Compare this with previous years using Historic station data - Met Office to see how things have changed.
History	Read Wounded –by Emily Mayhew	Watch: World War One (ALL PARTS) (2021 Re-edit) - YouTube	Visit: The Blunsdon and Cricket Railway Village. SN25 2DA
Spanish	Read: the Spanish and English whilst watching this video of a tour of Barcelona: https://www.youtube.com/watch?v=l7bHX9Wkr0E	Watch: this video about what Spanish people eat in their day to day lives: https://www.youtube.com/watch?v=n7Ma6Vu7COs	Check out how many Spanish destinations EasyJet Fly to. Find out a little bit about each destination: https://www.easyjet.com/en
Art	Read: How to develop your ideas in preparation for GCSE https://www.bbc.co.uk/bitesize/guides/zc7mng8/revision/1	Watch: How to use a sketchbook to develop your ideas https://www.youtube.com/watch?v=Kha7-GPgWok	Try visiting an art gallery to see how an artist has created artwork in real life. The Tate website is an amazing tool to find 100's of established artists https://www.tate.org.uk/art

SWINDON ACADEMY READING CANON

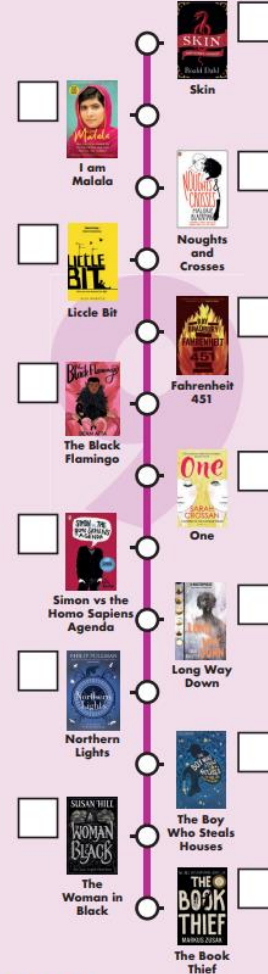
Year 7



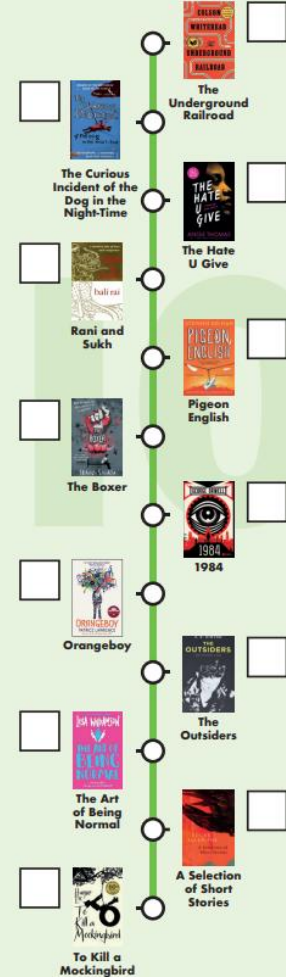
Year 8



Year 9



Year 10



#ReadingisPower