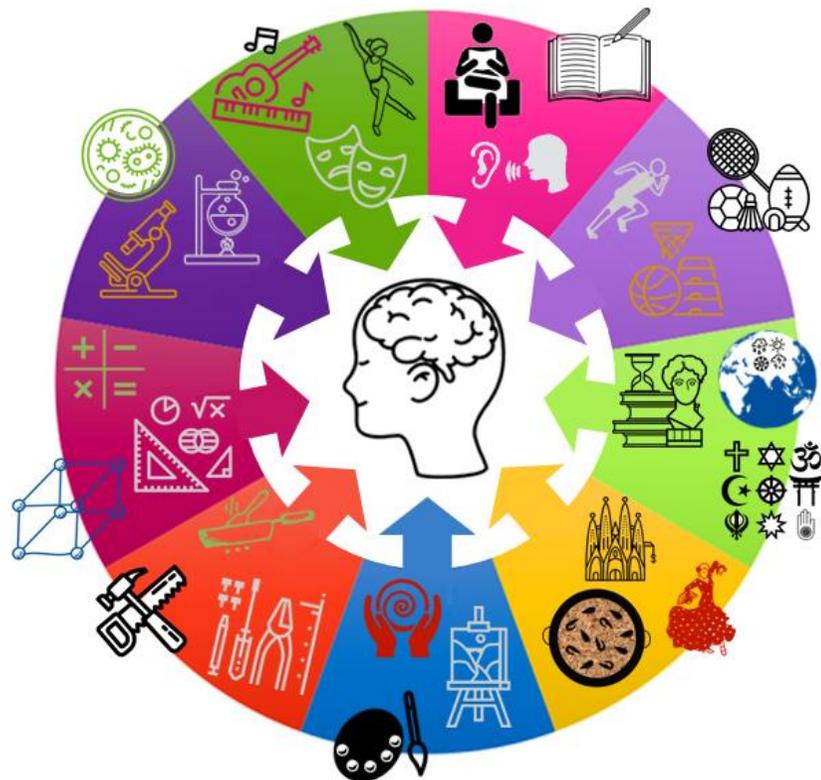


# 100% book - Year 9 Mainstream

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



## Term 4

### Swindon Academy 2023-24

Name:	
Tutor Group:	
Tutor & Room:	

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

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

# Using your Knowledge Organiser and Quizzable Knowledge Organiser

## Knowledge Organisers

**Year 7 Term 1 Science/Chemistry - Topic: TOP Particles**

**What are we learning this term?**

- Particle model
- Changing from Solids
- Mixtures
- Separating techniques

**4 Key Words for this term:**

- Matter
- Particles
- Changes of state
- Mixing

**6. What is particle theory?**  
The theory that all matter is made up of particles.

**A. Describe the arrangement and movement of particles in the three states of matter.**

**Solid**  
In a regular pattern. Particles can vibrate in a fixed position.

**Liquid**  
Particles are arranged randomly but are still touching each other. Particles can slide past each other and move around.

**Gas**  
Particles are far apart and are arranged randomly. Particles carry a lot of energy and they move in all directions in a high speed.

**A. What is the law of conservation of mass?**  
The Law of Conservation of Mass states that mass cannot be created or destroyed.

**B. What are the different changes of state?**

Melting	change of state from solid to liquid
Freezing	change of state from liquid to solid
Evaporation	change of state from liquid to gas
Condensation	change of state from gas to liquid

**C. What is the difference between a pure and an impure substance?**

**Pure**  
A material that is made up of only one type of particle.

**Impure**  
A material that is made up of more than one type of particle.

## Quizzable Knowledge Organisers

**A. What is particle theory?**

**A. What is the law of conservation of mass?**

**A. Describe the arrangement and movement of particles in the three states of matter.**

Solid

Liquid

Gas

**B. What are the different changes of state?**

Melting

Freezing

Evaporation

Condensation

**C. What is the difference between a pure and an impure substance?**

Pure

Impure

Diagram showing states of matter: solid, liquid, gas with arrows indicating transitions.

## 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.

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.

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!

# 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.

The image shows the epraise website interface. On the left is a 'Planner' for the week of 10th May to 16th May 2020, with a grid for different subjects. On the right is a 'New Topic' knowledge organiser for 'What is particle theory?'. It includes sections for 'What is particle theory?', 'Describe the arrangement and movement of particles in the three states of matter', and 'What is the law of conservation of mass?'. There are also diagrams of particle arrangements for solid, liquid, and gas states.

## Step 2

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

The image shows a student's prep book. The date '29th May 2020' and the title 'Particle theory' are written in the top right corner. Below this, the student has copied the content from the knowledge organiser into a grid. The grid contains sections for 'What is particle theory?', 'Describe the arrangement and movement of particles in the three states of matter', and 'What is the law of conservation of mass?'. There are also diagrams of particle arrangements for solid, liquid, and gas states.

## Step 3

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

The image shows a student's prep book with handwritten notes on lined paper. The date '29th May 2020' is written at the top. Below it, the student has written out the following definitions and facts: 'Properties of the states of matter', 'Particle theory = all matter is made of particles', 'Solid = regular pattern particles vibrate in fixed position', 'Liquid = particles are arranged randomly but are still touching each other particles can slide past each other and move around', and 'Gas = Particles are far apart and are arranged randomly. Particles carry a lot of energy'.

## Step 4

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

The image shows a student's prep book with the handwritten definitions and facts from Step 3 repeated three times. The text is: 'Solid = regular pattern particles vibrate in fixed position', 'Solid = regular pattern particles vibrate in fixed position', and 'Solid = regular pattern particles vibrate in fixed position'.

## Step 5

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

The image shows a student's prep book with the quizzable Knowledge Organiser. The student has written the following answers: 'Self quizzing' for 'What are the different changes of state?', 'Arrangement/movement of matter' for 'What are the different states of matter?', 'Solid = regular pattern particles vibrate in fixed position' for 'Describe the arrangement and movement of particles in the three states of matter', 'Liquid = particles are arranged randomly but are still touching each other particles can slide past each other and move around', and 'Gas = particles are far apart and are arranged randomly. Particles carry a lot of energy' for 'Describe the arrangement and movement of particles in the three states of matter'.

## Step 6

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

The image shows a student's prep book with the handwritten definitions and facts from Step 3. The text is: 'Particle theory = all matter is made of particles', 'Solid = regular pattern particles vibrate in fixed position', 'Liquid = particles are arranged randomly but are still touching each other particles can slide past each other and move around', and 'Gas = Particles are far apart and are arranged randomly. Particles carry a lot of energy'. There are checkmarks next to the definitions and facts, indicating they have been checked.

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

# Comparative Poetry: T Knowledge Organiser

Poem Journey Type		
'Wherever I Hang' Grace Nichols	<ul style="list-style-type: none"> <li>Physical journey from Guyana to England</li> <li>Spiritual reflection of the changes she has made in her viewpoints</li> </ul>	<ol style="list-style-type: none"> <li>'I leave me people, me land, me home / For reasons I not too sure'</li> <li>'And de people pouring from de underground system / Like beans'</li> <li>'I don't know really where I belong'</li> </ol>
'The Night Mail' W. H. Auden	<ul style="list-style-type: none"> <li>The journey of letters across the country</li> </ul>	<ol style="list-style-type: none"> <li>'This is the Night Mail crossing the border, / Bringing the cheque and the postal order'</li> <li>'All Scotland waits for her: / In the dark glens, beside the pale-green sea lochs / Men long for news'</li> <li>'For who can bear to feel himself forgotten?'</li> </ol>
'Swing Low Sweet Chariot' Wallace Willis	<ul style="list-style-type: none"> <li>The journey of slaves to freedom</li> <li>The journey of Christians to heaven</li> </ul>	<ol style="list-style-type: none"> <li>'Swing low, sweet chariot, Coming for to carry me home'</li> <li>'Tell all my friends I'm coming too, Coming for to carry me home.'</li> <li>'But still my soul feels heavenly bound'</li> </ol>
'The Canterbury Tales' Geoffrey Chaucer	<ul style="list-style-type: none"> <li>Pilgrimage to Canterbury</li> <li>From the city to the countryside</li> </ul>	<ol style="list-style-type: none"> <li>'pilgrims were they all / That toward Canterbury would ride'</li> <li>'When April with his showers sweet with fruit / The drought of March has pierced unto the root'</li> <li>'Of England they to Canterbury wend'</li> </ol>
'Telling Tales' Patience Agbabi	<ul style="list-style-type: none"> <li>Pilgrimage to Canterbury</li> <li>The journey of language evolving over time</li> </ul>	<ol style="list-style-type: none"> <li>'On this Routemaster bus: get cerebral/Tabard Inn to Canterbury Cathedral'</li> <li>from the grime to the clean-cut iambic./rime royale, rant or rap, get your slam kick</li> <li>'Chaucer Tales, track by track, here's the remix'</li> </ol>
'Paradise Lost' John Milton	<ul style="list-style-type: none"> <li>The journey of Satan to hell</li> </ul>	<ol style="list-style-type: none"> <li>'Of Man's First Disobedience, and the Fruit / Of that Forbidden Tree'</li> <li>'Who first seduc'd them to that foul revolt?'</li> <li>'Him the Almighty Power / Hurl'd headlong flaming from th'Ethereal Skie'</li> </ol>
'The Road Not Taken' Robert Frost	<ul style="list-style-type: none"> <li>Reflecting on the journey taken between two roads</li> <li>The journey as a metaphor for a decision</li> </ul>	<ol style="list-style-type: none"> <li>'I took the one less travelled by, / And that has made all the difference'</li> <li>'And both that morning equally lay'</li> <li>'I shall be telling this with a sigh / Somewhere ages and ages hence'</li> </ol>
'My Father Thought It' Simon Armitage	<ul style="list-style-type: none"> <li>The journey of growing up</li> </ul>	<ol style="list-style-type: none"> <li>'My father thought it bloody queer / the day I rolled home with a ring of silver in my ear'</li> <li>'the hole became a sore, became a wound, and wept'</li> <li>'At twenty-nine, it comes as no surprise to hear / my own voice breaking like a tear'</li> </ol>
'Gap Year' Jackie Kay	<ul style="list-style-type: none"> <li>The journey of motherhood</li> <li>The journey of a child growing up</li> </ul>	<ol style="list-style-type: none"> <li>'I remember your Moses basket before you were born'</li> <li>'A flip and a skip ago, you were dreaming in your basket'</li> <li>'I have a son out in the big wide world'</li> </ol>

## Vocabulary: Key words

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

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

astrology: the study of the stars and how their movement affects earth.  
**Astrologers** study the stars.

remix: to change or improve something that already exists.

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

domineering: trying to control others.

emulate: imitate

endeavour: to try hard or to achieve something

mendacious: lying

## Terminology: Key words

comparative statement: These statements clearly explain what the poems have in common and how they are different

dramatic irony: When the audience is aware of something that a character is not.

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

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

epic: a long, narrative poem

Venn diagram: a diagram representing common elements represented by intersecting circles.

## Historical Context:

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

Willis was a slave in America. Many people hoped for death rather than live as a slave. For them, the promise of being taken to heaven after death would have given them hope.

Many people in the Medieval era believed astrology influenced many things like the weather, nature, personalities and hormones. Astrology was a respected science that was used alongside other medical theories.

A gap year is a year between leaving school and starting university or starting employment. Most people spend the year travelling or working.

## Comparative Writing:

- Identify similarities and differences between poems.
- To see how different poets, with different backgrounds and interests, write about the same topic.
- To see how different writers use the same literary techniques.
- To see how views on topics have changed over time.
- To understand the individual poems better.

# Comparative Poetry: T Knowledge Organiser

Poem Journey Type		
'Wherever I Hang' Grace _____	<ul style="list-style-type: none"> <li>_____ journey from Guyana to England</li> <li>_____ reflection of the changes she has made in her _____</li> </ul>	<ol style="list-style-type: none"> <li>'I leave me _____, me _____, me _____ / For reasons I not too sure'</li> <li>'And de people _____ from de _____ system / Like _____'</li> <li>'I don't know really where I _____'</li> </ol>
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## Vocabulary: Key words

immigrant-: a _____ who _____ to live in another _____ permanently. When _____ travel to a _____ place, they _____.
dialect: a form of _____ that is used in a _____ area.
astrology: the study of the _____ and how their _____ affects _____. <b>Astrologers</b> study the _____.
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epic: a long, _____ poem
Venn diagram: a _____ representing _____ elements represented by _____.

## Historical Context:

Nichols is an _____ who wrote about the _____ experience. She uses _____ in her poems and is influenced by the _____ nature of _____.
Willis was a _____ in _____. Many people hoped for _____ rather than live as a _____. For them, the _____ of being taken to _____ after _____ would have given them _____.
Many people in the _____ era believed _____ influenced many things like the _____, _____, _____ and _____. Astrology was a _____ that was used alongside other _____ theories.
A gap year is a year between _____ and _____ or _____. Most people _____ the year _____ or _____.

## Comparative Writing:

- Identify \_\_\_\_\_ and \_\_\_\_\_ between poems.
- To see how different \_\_\_\_\_, with different \_\_\_\_\_ and \_\_\_\_\_, \_\_\_\_\_ about the same \_\_\_\_\_.
- To see how different writers use the same \_\_\_\_\_.
- To see how \_\_\_\_\_ on \_\_\_\_\_ have \_\_\_\_\_ over \_\_\_\_\_.
- To \_\_\_\_\_ the \_\_\_\_\_ better.



What we are learning this term:
<ul style="list-style-type: none"> <li>A. Compare Light and Sound waves</li> <li>B. Wave behaviour</li> <li>C. Sound waves</li> <li>D. Hearing ranges</li> <li>E. Uses of sound</li> </ul>

3 Key Words for this term
<ul style="list-style-type: none"> <li>1. Ultrasound</li> <li>2. Frequency</li> <li>3. Transverse</li> </ul>

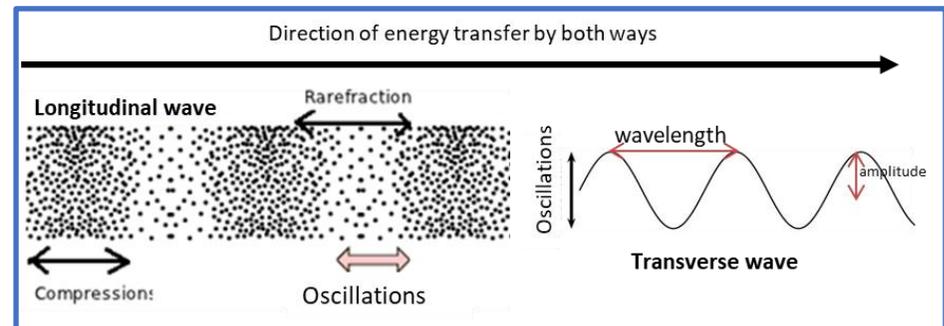
A. How do sound waves compare with Electromagnetic waves (e.g. Light)								
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A. Types of Waves				
Waves <b>transfer energy</b> without transferring matter.				
A. What are the two types of waves?				
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B. What different behaviours do waves show?										
Waves can travel through all sorts of media, and different things can happen at the <b>boundary</b> between different media:										
<table border="1"> <tbody> <tr> <td><b>Transmission</b></td> <td><b>Passing through</b>, we say a wave is 'transmitted' through a medium</td> </tr> <tr> <td><b>Reflection</b></td> <td>When a wave <b>bounces back</b> from a boundary between media at the same angle as which it hit the boundary.</td> </tr> <tr> <td><b>Refraction</b></td> <td>When a wave <b>changes direction</b> at the boundary between media due to a change in speed.</td> </tr> <tr> <td><b>Absorption</b></td> <td>When the energy a wave transfers goes into heating a material.</td> </tr> <tr> <td><b>Diffraction</b></td> <td>The spreading out of a wave after it passes through a gap.</td> </tr> </tbody> </table>	<b>Transmission</b>	<b>Passing through</b> , we say a wave is 'transmitted' through a medium	<b>Reflection</b>	When a wave <b>bounces back</b> from a boundary between media at the same angle as which it hit the boundary.	<b>Refraction</b>	When a wave <b>changes direction</b> at the boundary between media due to a change in speed.	<b>Absorption</b>	When the energy a wave transfers goes into heating a material.	<b>Diffraction</b>	The spreading out of a wave after it passes through a gap.
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B. What is Superposition
<b>Superposition</b> occurs when two or more of the same kind of waves are travelling together. The waves can add up or cancel each other out depending on how they line up.
<p><b>Constructive Interference</b></p> <p><b>Destructive Interference</b></p>

C. Changes in sounds						
<table border="1"> <tbody> <tr> <td><b>What is pitch?</b></td> <td>The highness/lowness of a sound. Higher sounds have a higher frequency</td> </tr> <tr> <td><b>What is frequency?</b></td> <td>The number of oscillations in a wave per second. This is also the number of waves passing a point per second. It is measured in Hertz (Hz)</td> </tr> <tr> <td><b>What is volume?</b></td> <td>The intensity of a sound. Louder sounds have a larger amplitude. It is measured in decibels (dB)</td> </tr> </tbody> </table>	<b>What is pitch?</b>	The highness/lowness of a sound. Higher sounds have a higher frequency	<b>What is frequency?</b>	The number of oscillations in a wave per second. This is also the number of waves passing a point per second. It is measured in Hertz (Hz)	<b>What is volume?</b>	The intensity of a sound. Louder sounds have a larger amplitude. It is measured in decibels (dB)
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What we are learning this term:	
A.	Compare Light and Sound waves
B.	Wave behaviour
C.	Sound waves
D.	Hearing ranges
E.	Uses of sound

3 Key Words for this term	
1.	
2.	
3.	

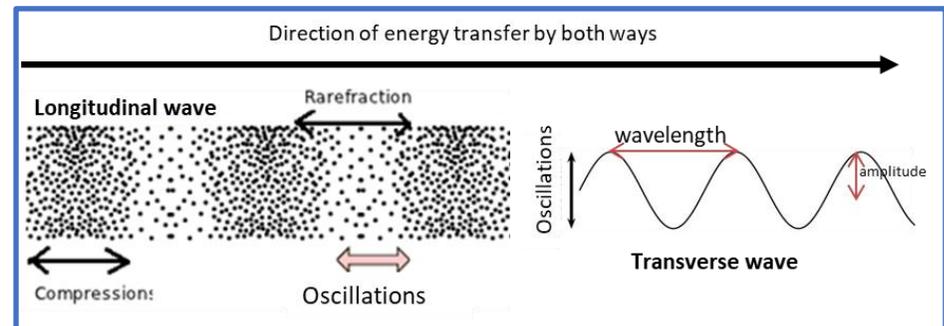
A. How do Sound waves compare to Electromagnetic waves (e.g. Light)?	
Sound	EM waves, like light

A. Types of Waves	
Waves <u>transfer energy</u> without transferring matter.	
A. What are the two types of waves?	

B. What different behaviours do Waves show?	
Waves can travel through all sorts of media, and different things can happen at the <b>boundary</b> between different media:	
Transmission	
Reflection	
Refraction	
Absorption	
Diffraction	

B. What is Superposition?	
<p><b>Constructive Interference</b></p> <p><b>Destructive Interference</b></p>	

C. Changes in sounds	
What is pitch?	
What is frequency?	
What is volume?	

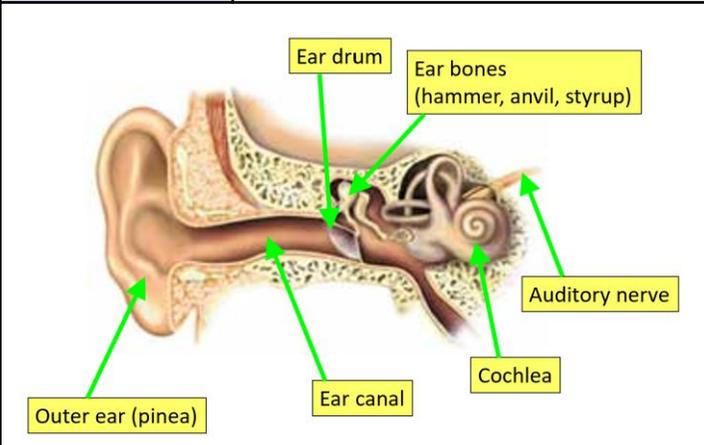




<b>C.</b>	<b>How is sound produced?</b>
Sound is produced by <b>vibrations</b>	
<b>How does sound travel?</b>	
Vibrations transfer energy through particles.	
<b>Which media does sound travel fastest in and why?</b>	
Solids – the particles are closer together	

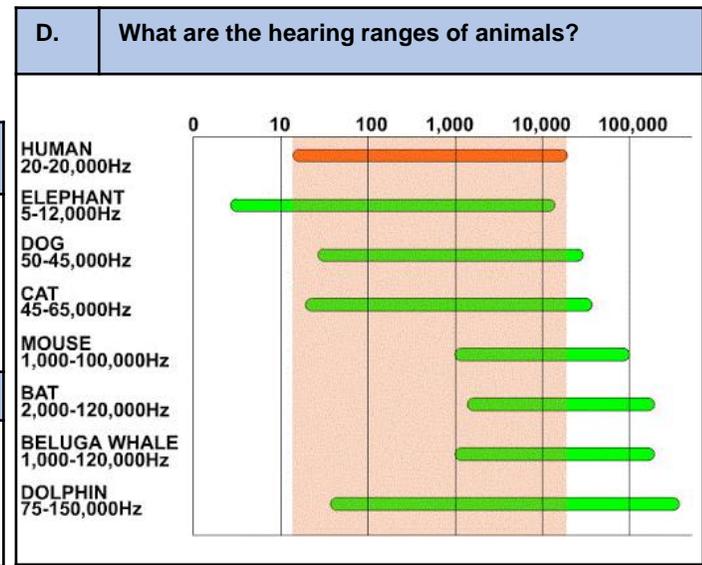
<b>D.</b>	<b>Hearing ranges</b>
What is the hearing range of humans?	Humans have a hearing range between 20 – 20 000 Hz
What is ultrasound?	Sounds with a frequency <b>above 20 000 Hz</b>
What is ultrasound used for?	Uses of ultrasound: <ul style="list-style-type: none"> <li>• Prenatal scans of unborn babies</li> <li>• Ultrasonic cleaning of fragile objects (eg jewellery)</li> <li>• Breaking up kidney stones to prevent harm.</li> </ul>

C.	Part of the Ear	What is the Function?
1.	Outer ear (pinna)	Collects the sound like a funnel.
2.	Ear canal	Transmits sounds from the pinna to the ear drum
3.	Ear drum	Sound waves causes this to vibrate
4.	Ear bones (hammer, anvil, stirrup)	After the ear drum vibrates, it passes the vibrations on to these. They transfer the vibrations to the cochlea
5.	Cochlea	Receives vibrations and converts these to nerve impulses
6.	Auditory nerve	Carries nerve impulses (messages) to the brain



<b>E.</b>	<b>What is an echo?</b>
<b>A reflected sound</b>	

<b>E.</b>	<b>How do loudspeakers work?</b>
<ul style="list-style-type: none"> <li>• Loudspeakers are vibrating cones.</li> <li>• The pattern and frequency of the vibrations (oscillations) determines the sound.</li> </ul>	
<b>How do Microphones work?</b>	
Microphones have a vibrating <u>diaphragm</u> inside, which converts the sound wave into an electrical signal in a circuit.	



<b>D.</b>	<b>Seeing sounds – How can you see sounds?</b>
You can use an instrument called an oscilloscope to see a sound wave	
<p><b>Amplitude (volume)</b> is shown by the height. The higher the waves, the louder the sound.</p>	
<p><b>The frequency (pitch)</b> is shown by how close the waves are to each other. The closer they are, the higher the pitch.</p>	



<b>C.</b>	<b>How is sound produced?</b>
<b>How does sound travel?</b>	
<b>Which media does sound travel fastest and why?</b>	

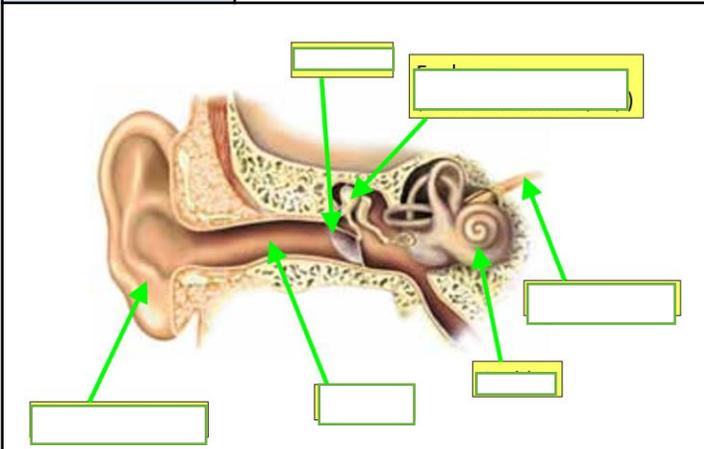
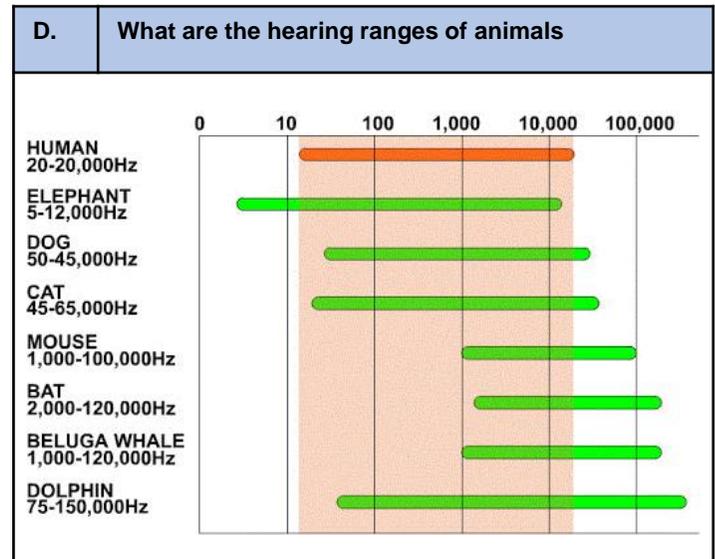
<b>D.</b>	<b>Hearing ranges</b>
What is the hearing range of humans?	
What is Ultrasound?	
What is ultrasound used for?	

<b>C.</b>	<b>Part of the Ear</b>	<b>What is the Function?</b>
1.	Outer ear (pinna)	
2.	Ear canal	
3.	Ear drum	
4.	Ear bones (hammer, anvil, stirrup)	
5.	Cochlea	
6.	Auditory nerve	

<b>E.</b>	<b>What is an echo?</b>

<b>E.</b>	<b>How do loudspeakers work?</b>

<b>How do Microphones work?</b>

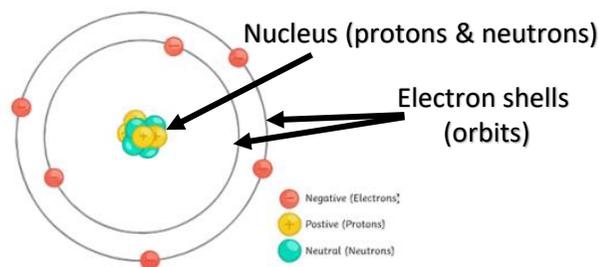


<b>D.</b>	<b>Seeing sounds – How can you see sounds?</b>
Amplitude (volume) is shown by:	
The frequency is shown by:	

# C1 – Atomic Structure and The Periodic Table

## Atoms

- Made up of **protons, electrons** and **neutrons**.



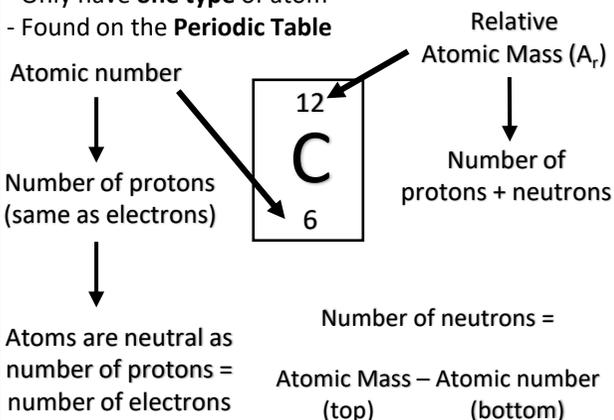
Subatomic particle	Relative Mass	Charge
Proton	1	Positive
Neutron	1	Neutral
Electron	Very small	Negative

Atoms have a radius of about 0.1nm ( $1 \times 10^{-10}$  m)

Radius of nucleus = about  $1 \times 10^{-14}$  m

## Elements

- Only have **one type** of atom
- Found on the **Periodic Table**

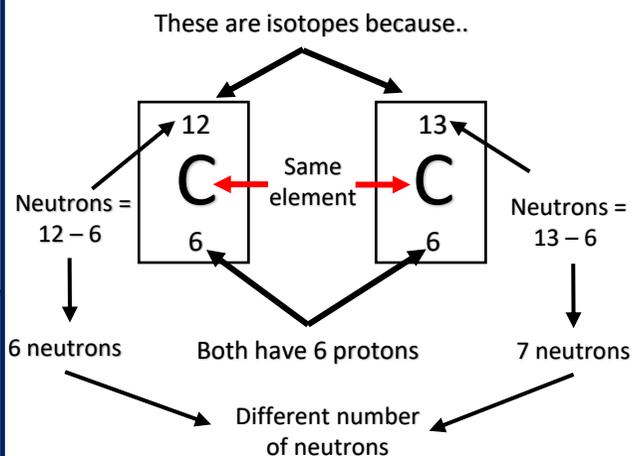


## Compounds

- Two or more elements **chemically combined**.
- Formed by chemical reactions
- For example:  $\text{CO}_2$   $\text{H}_2\text{O}$   $\text{CH}_4$   $\text{HCl}$   $\text{NaCl}$

## Isotopes

**Isotope** = atoms of the **same element** which have the **same number of protons**, but a **different number of neutrons**.



## Chemical Equations

- Shown by using a **word equation**.  
e.g. magnesium + oxygen  $\rightarrow$  magnesium oxide

Left of the arrow = **reactants**  
Right of the arrow = **products**.

- Also can be shown by a **symbol equation**  
e.g.  $2\text{Mg} + \text{O}_2 \rightarrow 2\text{MgO}$

## Mixtures and Separation

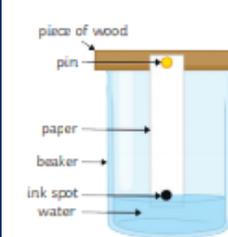
**Mixtures** – two or more elements or compounds **not** chemically joined.

This means the different components of the mixture can be separated by physical methods (below)

E.g. air is a mixture mainly made of nitrogen, oxygen and carbon dioxide.

### Chromatography

to separate out mixtures (usually liquids) (e.g. colours in ink)



### Filtration

To separate insoluble solids from liquids (e.g. sand and water)



### Evaporation

To quickly separate soluble solids from a solution. (e.g. salt and water)



### Crystallisation

To slowly separate a soluble salt from a solution. (e.g. copper sulfate crystals)



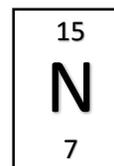
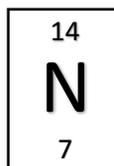
## C1 – Atomic Structure and The Periodic Table

1. Name the three subatomic particles.
2. Which two subatomic particles are found in the nucleus of an atom?
3. What is the mass of a proton?
4. What is the radius of an atom?
5. What is the radius of the nucleus of an atom?

1. Where are elements found?
2. What does the relative atomic mass of an element show?
3. What does the atomic number show?
4. How do you calculate the amount of neutrons?

1. Define the word compound.
2. Give three examples of compounds.

1. What is an isotope?
2. Why are the two elements below isotopes? (use the numbers of **subatomic particles**)



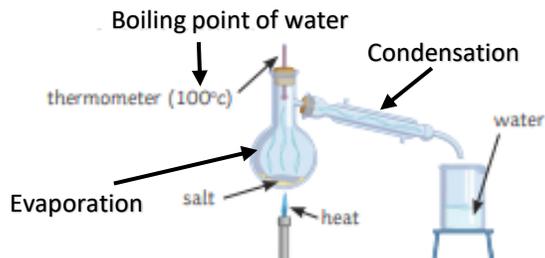
1. Where do you find the reactants in a chemical reaction?
2. Where do you find the products in a chemical reaction?

1. Is air an element, compound or mixture? Why?
2. What is chromatography used to separate?
3. What can be separated using filtration?
4. Give an example of a mixture that can be separated using filtration.
5. What is evaporation used to separate?
6. Give an example of a mixture that can be separated using evaporation.

# C1 – Atomic Structure and The Periodic Table

## Distillation

**Simple distillation** – separating a liquid from a solution.



- Liquid is heated to boiling point and evaporates
- Vapours travel up into the condenser
- Condenser has cold water around it.
- Vapours cool and condense (turn back into a liquid).

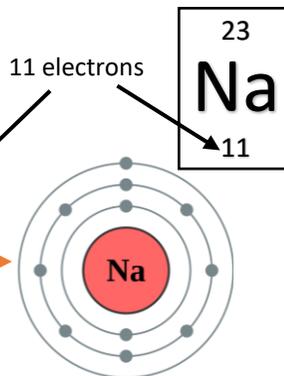
## Electronic Structure

- Electrons are found on shells (orbits) orbiting the nucleus.
- There is a maximum number of electrons allowed on each shell:

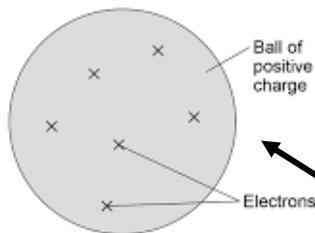
First shell = 2 electrons  
Second shell = 8 electrons  
Third shell = 8 electrons.

1<sup>st</sup> shell = 2  
2<sup>nd</sup> shell = 8  
3<sup>rd</sup> shell = 1

Total = 11 electrons



Plum pudding model



## Differences to nuclear model

- Ball of positive charge (no protons)
- No nucleus
- No neutrons
- Evenly distributed mass

Rutherford tested the plum pudding model

## History of the atom

Scientist	Time	Discovery
John Dalton	Start of the 19 <sup>th</sup> century	Atoms were first described as solid spheres.
JJ Thomson	1897	Plum pudding model – atom is a ball of + charge with electrons scattered
Ernest Rutherford	1909	Alpha scattering experiment - mass concentrated at the centre, only the nucleus is + charged. Most of the atoms is empty space.
Niels Bohr	Around 1911	Electrons are in shells orbiting the nucleus
James Chadwick	Around 1940	Discovered that there are neutrons in the nucleus.

What happened?

## Rutherford's scattering experiment

alpha particles are positively charged



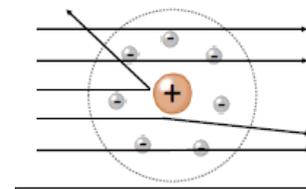
Fired at gold foil



some alpha particles are deflected/ repelled



most alpha particles passed straight through



Conclusions made

Observation	Conclusion
Most of the particles passed straight through	Most of the atom is empty space
Some were deflected to the sides	The particles had passed close by a positive charge
A very small number were repelled straight back	The alpha particles had approached the nucleus straight on. the tiny number told him that the positive charge is in a very small dense core

## C1 – Atomic Structure and The Periodic Table

1. What two changes of state occur in distillation?
2. What temperature would the thermometer show when distilling salt and water?
3. Why does the water vapour condense in the condenser?

1. Who suggested the plum pudding model?
2. State three differences between the nuclear model and the plum pudding model.
3. What did Niels Bohr discover?
4. What did James Chadwick discover?
5. Put the particles into order of discovery:  
proton    electron    neutron

1. Where are electrons found?
2. How many electrons can be placed in the first, second and third shells?
3. Which number on the element shows the number of electrons?

1. Who conducted the scattering experiment?
2. What was fired at gold leaf during the scattering experiment?
3. Only a tiny number of the alpha particles were deflected, what did this show about the atom?
4. Some particles went straight through, what did this show about the atom?



## C1 – Atomic Structure and The Periodic Table

1. Who created the 'Law of Octaves'?
2. How were the elements ordered in old versions of the periodic table?
3. How did Dimitri Mendeleev order his elements?
4. Why did Mendeleev leave gaps in his periodic table?
5. The knowledge of what eventually explained why elements could not be ordered by atomic weight?

1. State 2 properties of Group 1 metals.
2. Why are they known as the alkali metals?
3. Are they reactive or unreactive?
4. As you go down the group, what happens to the reactivity of elements?
5. Explain your answer to Q4.

1. How are elements ordered in the modern periodic table?
2. Groups are rows or columns?
3. What does group number show?
4. What does period number show?

1. What are elements in group 0 known as?
2. Why are these elements unreactive?
3. What happens to boiling point as you go down group 0?

1. How many electrons do the halogens have in the outer shell?
2. What type of element are they?
3. State the trend in reactivity as you go down group 7.
4. Explain your answer to Q4.



<b>A.</b>	<b>Background:</b>
	<ul style="list-style-type: none"> <li>Urban = Towns and cities Rural = countryside</li> <li><b>Urbanisation is the growth in the proportion of a country's population living in urban areas.</b> The rate of urbanisation differs between countries that are richer than those that are poorer.</li> <li><b>HIC have very slow rates of urbanisation:</b> In richer parts of the world, urbanisation happened historically and most of the population now already live in urban areas. Many people in urban areas in HICs desire a better quality of life and are moving to rural area. Here they can commute to cities (because of better transport) or work from home (better communication).</li> <li><b>LIC</b> are less economically developed e.g. Ethiopia. Not many of the population live in urban areas . However, people are starting to move away from jobs in farming (rural areas) to urban areas. They are experiencing rapid urban growth.</li> <li><b>NEE</b> are those where economic development is increasing rapidly e.g. Brazil, India, Nigeria - They are experiencing rapid urban growth.</li> </ul>

<b>B.</b>	<b>Factors affecting the rate of urbanisation</b>
Rural-urban migration	the movement of people from rural to urban area. The rate is affected by push-pull theory.
Push factors	things that encourage people to leave (Push them out)
Pull factors	things that encourage people to move to an area (Pull them to an area)
Natural increase	birth rate is higher than death rate so population growth

<b>c.</b>	<b>Social</b>	<b>Economic</b>
Opportunities	<ul style="list-style-type: none"> <li>Better access to services e.g.health care and education</li> <li>Better access to resources such as clean water supply and electricity</li> </ul>	<ul style="list-style-type: none"> <li>Increase economic development</li> <li>As industry develops (industrialisation), more people move to urban areas to work in factories – there are more jobs and better wages than rural areas</li> <li>Industries create and sell goods on the international market. Manufactured goods make greater profits than unprocessed goods so industrialised countries get wealthier.</li> </ul>
	<b>Social and economic (HEWE)</b>	<b>Environmental (WART)</b>
Challenges	<ul style="list-style-type: none"> <li>Badly built houses and over crowded</li> <li>No access to basic services (running water, sanitation, electricity)</li> <li>Unclean conditions and lack of access to medical services mean people often have poor health</li> <li>No access to education</li> <li>High levels of unemployment and crime</li> </ul>	<ul style="list-style-type: none"> <li>Rubbish isn't collected so it leaves toxic rubbish heaps, which damage the environment</li> <li>Air pollution comes from burning fossil fuel from vehicles and factories</li> <li>Sewage and toxic chemicals can get into rivers, causing health problems and harming wildlife</li> <li>Infrastructure like road systems may not be able to cope with the growing number of vehicles. Congestion causes an increase in greenhouse gas emissions which cause global problems. Locally, problems with health and acid rain also occur.</li> </ul>

<b>D.</b>	<b>Rio</b>
<b>Sanitation</b>	Conditions relating to public health, especially the provision of clean drinking water and adequate sewage disposal.
<b>Quality of life</b>	General well-being of individuals and societies
<b>Favela</b>	Brazilian shack or shanty town; a slum

<b>E..</b>	<b>Favela Bairro</b>				
	<table border="1"> <tr> <td><b>Successes</b></td> <td><b>Failures</b></td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>-The quality of life in the favelas has improved.</li> <li>- 90% housing in Rocinha is now brick built and connected to all amenities</li> <li>-Paved, named roads formalise addresses allowing for local taxes (rates) to be collected to fund further improvements</li> <li>-Sanitation improvements</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>-\$1 billion budget insufficient to cover all of Rio's favelas - creates winners and losers so hardly equitable and a "favela lottery"</li> <li>-Families can not afford rent</li> <li>-ASH properties- still in areas of severe hazard risk via landslide - 2010: 24 dead and 13,000 properties lost</li> </ul> </td> </tr> </table>	<b>Successes</b>	<b>Failures</b>	<ul style="list-style-type: none"> <li>-The quality of life in the favelas has improved.</li> <li>- 90% housing in Rocinha is now brick built and connected to all amenities</li> <li>-Paved, named roads formalise addresses allowing for local taxes (rates) to be collected to fund further improvements</li> <li>-Sanitation improvements</li> </ul>	<ul style="list-style-type: none"> <li>-\$1 billion budget insufficient to cover all of Rio's favelas - creates winners and losers so hardly equitable and a "favela lottery"</li> <li>-Families can not afford rent</li> <li>-ASH properties- still in areas of severe hazard risk via landslide - 2010: 24 dead and 13,000 properties lost</li> </ul>
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A.	Background:
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B.	Factors affecting the rate of urbanisation
Rural-urban migration	
Push factors	
Pull factors	
Natural increase	

D.	Social	Economic
Opportunities		
	Social and economic (HEWE)	Environmental (WART)
Challenges		

D.	Rio
Sanitation	
Quality of life	
Favela	

E..	Favela Bairro	
	Successes	Failures

**Year 9 Term 4 History: The Holocaust**

<b>H.</b>	<b>Can you define these key words?</b>
Anti-Semitism	Hostility or prejudice against Jewish people
Genocide	the deliberate killing of a large group of people, especially those of a particular nation or ethnic group
Holocaust	destruction or slaughter on a mass scale
Persecution	hostility and ill-treatment, especially because of race or political or religious beliefs; oppression
Discrimination	The unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, or sex
Lebensraum	Living space in the East (e.g. Poland) where Hitler was planning to build his 1000 year Reich for the master/superior race (Hervolk)
Minorities	Anyone considered non-Aryan. Disabled people, homosexuals, Roma
Nuremberg Laws	A series of laws reducing German Jews human Rights such as their ability to marry Germans, to vote, and to be recognised as citizens
Pogrom	A violent attack on Jewish communities these had been occurring all over Eastern Europe and Russia since 1900.
Roma	Known as Gypsies, they were persecuted especially when the Nazi's moved East
SA	Known as Hitler's bullyboys in the early
SS	Hitler's elite part of the army, also responsible for concentration camps network under Himler
SS Einsatzgruppe n	SS murder squads that went around Eastern Europe looking for Jews, capturing them and then murdering them
Sterilisation	Preventing men and women from breeding by an operation
Genocide	Killing of an entire race of people
Synagogue	A Jewish place of worship

We will be looking at:

- The history of anti-Semitism in Europe (I)
- How the persecution of the Jews started out in Nazi Germany and the consequences of this for German Jews (J)
- How Jewish persecution in Germany escalated from 1933-1939 eventually resulting in The Final Solution (K)
- Why we need to remember the Holocaust (L).

<b>J.</b>	<b>What were the consequences of the Nuremberg Laws for Jews in Nazi Germany?</b>	
	<b>What they were:</b>	<b>Consequences:</b>
	<ul style="list-style-type: none"> <li>On 15<sup>th</sup> September 1935 the Nuremberg Laws were passed which were a new set of laws which made it easier to persecute Jews.</li> <li>The Reich Law on Citizenship stripped Jews of their citizenship (and all rights of it such as voting, working for the government etc) and made them 'subjects'. Jews now had to wear a yellow star shaped patch to identify themselves.</li> <li>The Reich Law for the Protection of German Blood and Honour made it so that Jews were not allowed to marry or have intimate relations with German citizens. Racial infamy (as it became known) was a criminal offense.</li> </ul>	<ul style="list-style-type: none"> <li>These laws redefined what it meant to be a Jew - being Jewish was now a race rather than a religion (you were considered a Jew if you had 3 or 4 Jewish grandparents). Grandparents born into a Jewish religious community were considered 'racially' Jewish and their 'racial' status was passed onto their children and grandchildren</li> <li>This legal definition of a Jew covered tens of thousands of people who did not think of themselves as a Jew and had no religious or cultural ties to the Jewish community - many Jews who hadn't practiced Judaism for years found themselves caught in the grip of Nazi terror. Even people with Jewish grandparents who had converted to Christianity were defined as Jews.</li> <li>For the first time in history, Jews faced persecution not for what they believed, but for who they were by birth. In Nazi Germany no profession of belief could convert a Jew into a German.</li> <li>The Nuremberg Laws were a crucial step in Nazi racial laws that led to the ostracism of German Jews and ultimately to their segregation, confinement, and extermination.</li> </ul>

<b>I</b>	<b>What do these factors show about anti-Semitic attitudes in Medieval Europe?</b>
The Crusades	<ul style="list-style-type: none"> <li>In 1095, Pope Urban II appealed to European Christians liberate the Holy Land from the Muslims, beginning what was to be known as the Crusades.</li> <li>The religious passion that drove men, and later even children, on the Crusades was to have direct consequences for Jews</li> <li>The Crusader army swept through Jewish communities looting, raping and massacring Jews as they went.</li> </ul>
	<ul style="list-style-type: none"> <li>In the 14th century, the Bubonic Plague spread throughout Europe, killing an estimated one-third of the population</li> <li>Fear, superstition and ignorance prompted the need to find someone to blame, and the Jews were a convenient scapegoat because of the myths and stereotypes that were already believed about them</li> <li>Though Jews were also dying from the plague, they were accused of poisoning wells and spreading the disease – in Germany and Austria approx. 100,000 Jews were burned alive for this.</li> </ul>
The Bubonic Plague	
Martin Luther	<ul style="list-style-type: none"> <li>The founder of the 16th century Reformation and Protestantism wrote a pamphlet in 1545 entitled The Jews and Their Lies, claiming that Jews thirsted for Christian blood and urging the slaying of the Jews</li> </ul>

**K. How did Jewish persecution increase from 1933 to 1939.**

	<b>Boycott of Jewish Businesses 1933</b>	<b>Nuremberg Laws 1935</b>	<b>Kristallnacht 1938</b>	<b>Ghettos 1939</b>
Anti-Semitism	Discrimination against Jews as a religious group or race			
The Final Solution	The Nazi government official policy which authorised the murder of all Jews within the Nazi Reich (Empire)			
Aryan	Meaning pure German blood. Hitler believed that they would make Germany great again			
Concentration Camps	Prison camps set up by the Nazis in 1933, firstly for political opponents (communists), then minorities form criminals, homosexuals, gypsies, Jews. Some later became extermination camps			
Extermination Camps	A concentration camp designed for the systematic murder of prisoners eg. Treblinka or Sobibor			
Eugenics	The study of races. The Nazis' distorted science such as Darwin's survival of the fittest			
Euthanasia	The killing of those disabilities or diseases			
Gestapo	Hitler's spy network, which relied on informants			
Holocaust	The Holocaust took place in Europe between 1933 and 1945. Six million Jews were systematically and brutally murdered by the Nazis and their collaborators. Millions of non-Jews, including Roma and Sinti (Gypsies), Serbs, political dissidents, people with disabilities, homosexuals and Jehovah's Witnesses, were also persecuted by the Nazis.			
Ghettos	Parts of cities reserved for Jews from 1939, they were unhygienic places to live, had a lack of water and healthcare. They acted as prisoners as they had large walls and curfews.			
Kristallnacht	The Night of Broken Glass, people encouraged by the SS burned down synagogues, humiliated Jewish people and many were killed			
Untermensch	Anyone considered an undesirable in Hitler's Germany: disabled, Roma, homosexuals and Jews			

**L. Why is it important to remember the Holocaust?**

- The Holocaust is a contemporary issue. It cannot, and should not, be an event lost to history
- The Holocaust demonstrates the atmosphere in which genocide can take place.
- It is important to remember the Holocaust because it is an example of how these trends could evolve into something far more threatening
- Remembering the Holocaust is an important act in itself and honouring its victims, particularly those with no family left to remember them, is so important
- Discussion about the Holocaust is particularly important when we remember it is not an isolated event e.g. Bosnia 1995, Rwanda 1994 etc.
- "He who does not learn from History is doomed to repeat it". – it is not enough to just learn from history we must tackle, challenge, debate, discuss, expose and teach so that it remains a current issue

H. <i>Can you define these key words?</i>		What we are covering whilst working from home: The Holocaust		Year 9 Term 4 History: The Holocaust			
Anti-Semitism		We will be looking at: <ul style="list-style-type: none"> <li>The history of anti-Semitism in Europe (I)</li> <li>How the persecution of the Jews started out in Nazi Germany and the consequences of this for German Jews (J)</li> <li>How Jewish persecution in Germany escalated from 1933-1939 eventually resulting in The Final Solution (K)</li> <li>Why we need to remember the Holocaust (L).</li> </ul>		I	<b>What do these factors show about anti-Semitic attitudes in Medieval Europe?</b>		
Genocide				The Crusades			
Holocaust							
Persecution							
Discrimination				J.	<b>What were the consequences of the Nuremberg Laws for Jews in Nazi Germany?</b>		
Lebensraum				<b>What they were:</b>		<b>Consequences:</b>	
Minorities						The Bubonic Plague	
Nuremberg Laws							
Pogrom							
Roma						Martin Luther	
SA							
SS							
SS Einsatzgruppen							
Sterilisation		<b>K. How did Jewish persecution increase from 1933 to 1939.</b>					
Genocide		<b>Boycott of Jewish Businesses 1933</b>				<b>Nuremberg Laws 1935</b>	
Synagogue						<b>Kristallnacht 1938</b>	
Anti-Semitism				<b>Ghettos 1939</b>			
The Final Solution							
Aryan							
Concentration Camps							
Extermination Camps							
Eugenics							
Euthanasia							
Gestapo							
Holocaust							
Ghettos		<b>L. Why is it important to remember the Holocaust?</b>					
Kristallnacht							
Untermensch							

## 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	<b>What does the theory of Natural Moral Law say about moral behaviour?</b>	<b>What are the 5 precepts of NML that we must be fulfilling for morally good behaviour?</b>
	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"> <li>1. Preserve innocent life</li> <li>2. Live in an ordered society</li> <li>3. Educate children</li> <li>4. Reproduce</li> <li>5. Worship God</li> </ol>

D	<b>What are the strengths of NML theory about what is morally good?</b>	<b>What are the weaknesses of NML theory about what is morally good?</b>
	<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	<b>What does the theory of situation ethics say about moral behaviour?</b>	<b>What are the strengths of S.E theory about what is morally good?</b>	<b>What are the weakness of S.E theory about what is morally good?</b>
	<b>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.</b>	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	<b>Bible quotes relating to the sanctity of life</b>
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.	<i>Can you define these key words?</i>
<u>Key word</u>	<u>Key definition</u>
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	<i>What are the strengths of NML theory about what is morally good?</i>	<i>What are the weaknesses of NML theory about what is morally good?</i>

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

B	<i>Bible quotes relating to the sanctity of life</i>
1	
2	
3	
4	
5	

What we are learning this term:	
A. Talking about festivals and customs B. Describing relationships with people C. Learning about Spanish customs D. Talking about future plans E. Translation Practice F. Key words across topics	
6 Key Words for this term	
1. Las relaciones	4. celebrar
2. La fiesta	5. Las tradiciones
3. El costumbre	6. La celebración

A. ¿Cómo es tu familia?	
Alegre Amable Anciano/a La barba Cariñoso/a Castaño Delgado/a Las gafas Gracioso/a El / la hijo/a Joven Liso/a Las pecas Pelirrojo Rizado Viejo/a A menudo Comprensivo/a Conocer El consejo Cuidar La disputa Egoísta Fastidiar Fuerte Hablador(a) Honrado/a Mismo/a Peligroso/a Reírse Seguro/a Travieso/a Triste El verano La vida	Happy Friendly Old Beard Affectionate Chestnut (hair) Thin Glasses Funny Son / daughter Young Straight (hair) Freckles Ginger / red hair Curly Old Often Understanding To get to know Advice To look after Argument Selfish To annoy Strong / loud Talkative Honourable Same Dangerous To laugh Sure / certain Naughty Sad Summer Life

B. Hablando de Parejas	
el beso Cada vez más Cocinar Comprar Echar de menos Enamorado/a Ya no Las vacaciones Sonreírse Los familiares Feliz La gente El / la invitado/a Maleducado/a El marido El matrimonio La mujer El novio Parecer La pareja	Kiss More and more To cook To buy To miss To be in love No longer Holidays To smile Relatives Happy People Guest Rude Husband Marriage Woman / wife Boyfriend To seem Partner

C. Planes para el futuro y las fiestas del mundo	
La boda Buscar Cambiar El casamiento Casarse El / la compañero/a Decepcionado/a Encontrar La felicidad Próximo/a Solo/a Soltero/a Tener suerte Los antepasados La calavera Celebrarse El comentario Disfrazado/a Muerto/a Proteger El pueblo El regalo La tumba La vela Vender	Wedding To find To change The wedding To get married Colleague / friend Disappointed To find Happiness Next Alone Single To be lucky Ancestors Skull To be held Cemetery Disguised Dead To protect Town Present Grave Candle To sell

Ser	To be	Tener	To have	Infinitive	Present	Past	Future
Soy	I am	Tengo	I have	Hablar To speak	Hablo I speak	Hablé I spoke	Voy a Hablar I am going to speak
Eres	You are	Tienes	You have	Comer To eat	Como I eat	Comí I ate	Voy a comer I am going to eat
Es	s/he is	Tiene	s/he has	Ir To go	Voy I go	Fui/fue I am/it was	Voy a ir I am going to go
Somos	We are	Tenemos	We have	Ser To be	Soy I am	Fui I was	Voy a ser I am going to be
son	They are	tienen	They have	Tener To have	Tengo I have	Tuve I had	Voy a tener I am going to have

D. Algunas costumbres regionales	
La actuación El ambiente La batalla El concurso Conmemorar Correr La costumbre Demasiado El desfile El diablo El encierro Encontrar El espectáculo Extraño/a Impresionante Incómodo/a Llevar Pasarlo bien El peligro Precioso/a Saltar La suerte El toro La torre El traje Vestirse de La entrada La gente Limpiar Pronto Sucio/a tirar	Performance Atmosphere Battle Competition To commemorate To run Custom Too much Procession Devil Running of the bulls To find Show / display Strange Impressive Uncomfortable To wear / carry To have a good time Danger Beautiful To jump Luck Bull Tower Suit / costume To dress up as Entrance People To clear Soon Dirty To throw

F. Key Words across Topics?	
to have - tener to be - ser to go - ir to do / make - hacer to play - jugar to see / watch - ver to listen - escuchar to buy - comprar to live - vivir to speak - hablar to have to - deber to want to - querer to visit - visitar to eat - comer to drink - beber to go out - salir to read - leer to work - trabajar to think - pensar to write - escribir	Me gusta – I like Me encanta – I love Porque – because Odio - I hate Porque – because Divertido – fun Aburrido – boring Útil – useful Inútil – useless Cómodo – comfy Interesante- interesting Entretenido – entertaining Emocionante – exciting Guay – cool Genial – great Soso – dull Asqueroso – disgusting Malo- bad Bueno - good



What we are learning this term:	
A. Talking about festivals and customs B. Describing relationships with people C. Learning about Spanish customs D. Talking about future plans E. Translation Practice F. Key words across topics	
6 Key Words for this term	
1. Las relaciones	4. celebrar
2. La fiesta	5. Las tradiciones
3. El costumbre	6. La celebración

B. Hablando de Parejas	
el beso	_____
Cada vez más	_____
_____	To cook
_____	To buy
Echar de menos	_____
Enamorado/a	_____
Ya no	_____
_____	Holidays
_____	To smile
_____	Relatives
_____	Happy
_____	People
_____	Guest
_____	Rude
_____	Husband
_____	Marriage
_____	Woman / wife
_____	Boyfriend
Parecer	_____
La pareja	_____

Key Verbs				
Ser To be	Tener To have	Present	Past	Future
_____	_____	_____	_____	_____
= I am	= I have	I speak	I spoke	I am going to speak
_____	Tienes	_____	_____	_____
= You are	= You have	I eat	I ate	I am going to eat
_____ = s/he	_____	_____	_____	_____
is	= s/he has	I go	I am/it was	I am going to go
_____	_____	_____	_____	_____
= We are	= We have	I am	I was	I am going to be
_____ =	Tienen	_____	_____	_____
They are	= They have	I have	I had	I am going to have

A. ¿Cómo es tu familia?	
Alegre	_____
Amable	_____
Anciano/a	_____
La barba	Beard
_____	Affectionate
_____	Chestnut (hair)
_____	Thin
_____	Glasses
_____	Funny
_____	Son / daughter
_____	Young
_____	Straight (hair)
_____	Freckles
_____	Ginger / red hair
_____	Curly
_____	Old
_____	Often
Comprensivo/a	_____
Conocer	_____
El consejo	_____
La disputa	To look after
_____	_____
_____	Selfish
_____	To annoy
_____	Strong / loud
_____	Talkative
_____	Honourable
_____	Same
_____	Dangerous
Reírse	_____
Seguro/a	_____
_____	Naughty
_____	Sad
_____	Summer
_____	Life

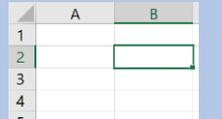
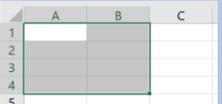
C. Planes para el futuro y las fiestas del mundo	
La boda	_____
_____	To find
_____	To change
El casamiento	_____
_____	To get married
El / la compañero/a	_____
_____	Disappointed
_____	To find
_____	Happiness
_____	Next
_____	Alone
_____	Single
Tener suerte	_____
Los antepasados	_____
La calavera	_____
Celebrarse	_____
El comentario	_____
Disfrazado/a	_____
_____	Dead
_____	To protect
_____	Town
_____	Present
La tumba	_____
La vela	_____
_____	To sell

D. Algunas costumbres regionales	
La actuación	_____
El ambiente	_____
La batalla	_____
_____	Competition
Conmemorar	_____
_____	To run
_____	Custom
_____	Too much
_____	Procession
_____	Devil
_____	Running of the bulls
_____	To find
_____	Show / display
_____	Strange
_____	Impressive
_____	Uncomfortable
_____	To wear / carry
_____	To have a good time
_____	Danger
_____	Beautiful
La suerte	To jump
_____	_____
La torre	Bull
El traje	_____
Vestirse de	_____
La entrada	_____
_____	People
_____	To clear
_____	Soon
_____	Dirty
_____	To throw

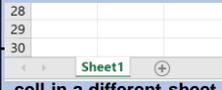
F. Key Words across Topics?	
to have = _____	_____ - I like
to be = _____	_____ - I love
to go = _____	_____ - I hate
to do = _____	_____ -
to play = _____	because
to see = _____	_____ - fun
to listen = _____	_____ - boring
to buy = _____	_____ - useful
to live = _____	_____ - useless
to speak = _____	_____ - comfy
to have to	_____
= _____	interesting
to want	_____ -
to = _____	entertaining
to visit = _____	_____ - exciting
to eat = _____	_____ - cool
to drink = _____	_____ - great
to go out = _____	_____ - dull
_____	_____ -
to read = _____	_____
to work = _____	_____ - bad
to think = _____	_____ - good
to write = _____	_____



A Passwords and Shortcuts	
A feature of a strong password has...	
1	10 to 15 characters
2	Special characters
3	Upper- and lower-case letters
4	Numbers
5	NO patterns or sequences
6	Only been used for one website/account
7	NO obvious letter substitutions (for example, 'E' replaced by 3)
8	NO personal information
9	To be memorable
What do the following shortcuts do?	
Ctrl-C	Copy
Ctrl-V	Paste
Ctrl-X	Cut
Ctrl-Z	Undo
Ctrl-A	Select all
Ctrl-S	Save
F2	Rename (file/folder)
Ctrl-Shift-N	Create a new folder
Ctrl-P	Print
Ctrl-B	Bold text
Ctrl-U	Underline text

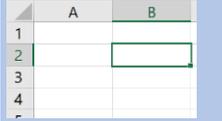
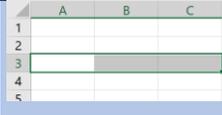
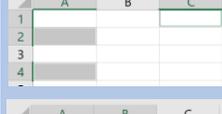
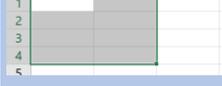
B Excel Cell References	
What is the cell reference for the following...	
	B2
	A3:C3
	A2,A4,C1
	A1:B4

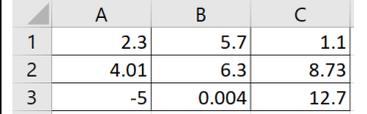
C Excel Formulae	
What is the Excel formula for...	
	Adding cells B1 and C2 =B1+C2
	Subtracting cell A1 from cell A3 =A3-A1
Finding the mean of cells: A1, A2, A3, B1, B2 and B3 =AVERAGE(A1:B3)	Multiplying cells B3 and C1 =B3*C1
Finding the maximum of cells: A1, A2, A3, B1, B2, B3, C1, C2 and C3 =MAX(A1:C3)	Dividing cell A2 by cell B2 =A2*B2
Finding the product of cells: A1, A2, A3, C1, C2 and C3 =PRODUCT(A1:A3,C1:C3)	Raising A1 to the power of 7 =A1^7

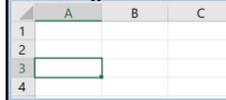
D Excel Absolute Cell References	
Why are absolute cell references used?	To stop a cell reference from being modified automatically
What is the absolute cell reference for the following	\$A\$3
	<ol style="list-style-type: none"> <li>Right click the sheet we want to copy.</li> <li>Select 'move or copy'.</li> <li>Select 'create a copy'.</li> <li>Choose where you want the copy to be placed.</li> <li>Press 'OK'.</li> </ol>
	
cell in a different sheet	=Sheet Name!Cell Reference  For example, cell H3 in Sheet5 Would be referenced as  =Sheet5!H3

E Excel Tools	
What do the following buttons in Excel do?	
	Accounting Number Format (format the cell in a currency, £, \$, and so on)
	Bold (make text bold)
	Fill Colour (change the colour of selected cells)
	Borders (put an outline around selected cells)
	Merge & Center (combine multiple cells into one)
	Wrap Text (make the selected text fit in one cell)

A	Passwords and Shortcuts
A feature of a strong password has...	
1	
2	
3	
4	
5	
6	
7	
8	
9	
What do the following shortcuts do?	
Ctrl-C	
Ctrl-V	
Ctrl-X	
Ctrl-Z	
Ctrl-A	
Ctrl-S	
F2	
Ctrl-Shift-N	
Ctrl-P	
Ctrl-B	
Ctrl-U	

B	Excel Cell References
What is the cell reference for the following...	
	
	
	
	

C	Excel Formulae
What is the Excel formula for...	
	Adding cells B1 and C2
	Subtracting cell A1 from cell A3
Finding the mean of cells: A1, A2, A3, B1, B2 and B3	Multiplying cells B3 and C1
Finding the maximum of cells: A1, A2, A3, B1, B2, B3, C1, C2 and C3	Dividing cell A2 by cell B2
Finding the product of cells: A1, A2, A3, C1, C2 and C3	Raising A1 to the power of 7

D	Excel Absolute Cell References
Why are absolute cell references used?	
What is the absolute cell reference for the following	
How do you duplicate an existing sheet?	
How do you reference a cell in a different sheet	

E	Excel Tools
What do the following buttons in Excel do?	
	
	
	
	
	
	

**What we are learning this term:**

- A. Cubism
- B. Frank Stella
- C. Segments and Templates
- D. Relief Sculpture
- E. Clay, Score & Slip



**B Answer the questions about Frank Stella**

- 1 What type of sculptures does Frank make? Relief Sculptures
- 2 What materials does he use? Frank uses a range of metal and Cardboard to create skeleton of the sculpture
- 3 How big are his sculptures? His sculptures can fill a whole room and usually fill up a whole wall.

**C. Segments & Templates- Looking at the image below, what describing words could you use to describe this artwork by Frank Stella. Use your formal elements to guide you.**

1. Organic, natural, colourful, curvy, bright, bold, pattern, skewed, misshaped, mixed, disconnected, random, thought provoking

**A. Cubism- List 3 facts about Cubism.** What does it look like? Who created it? What different types of cubism are there?

1. Cubism can be described as angular and a smashed mirror effect
2. Cubism was created by Georges Braque and Pablo Picasso in 1907
3. There are two types of Cubism; Analytical and Synthetic. Analytical is sharp and dull colours, Synthetic is bright and organic

Using the grid method technique, draw this Frank Stella image into 'Your response' box.



Example

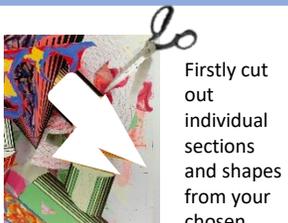
Your response

**D This is a relief sculpture; how has it been made and what materials have been used?**



To create a relief sculpture you will need Cardboard or a strong yet easily cut material. Start by having an image to create from. The image on the left has been created by many layers of cut Cardboard. As more layers are added they create a 3-dimensional illusion.

**Write a step by step guide to making a cardboard template for relief sculpture**



Firstly cut out individual sections and shapes from your chosen image. use scissors



Lay your section that you have cut out onto Cardboard and glue it down. Using a sharp pair of scissors cut this out of Cardboard staying very close to the edge



Once you have cut out all of your shapes and sections from the Cardboard you can arrange them and layer them onto



Finally seal all of your relief sculpture together with PVA glue .this will help to secure it , give it extra



**E Write a step- by- step guide to slab method & score and slip.**

**Slab**



Firstly, start off by having your wooden board your wooden slats and your rolling pin With your ball of clay in the middle. Make sure the slats are the same thickness. Start off by gently rolling out your ball of clay in a rectangle, lifting up the clay every so often to rotate it so that you create a square. The slats will prevent the Play from going too thin. The rolling pin should now be rested on the slats as you roll, therefore the clay cannot go any thinner.

**Score& Slip**



Score and slip enables you to join 2 pieces of clay together. The scoring on each side of the clay will create a rough surface for attachment. The slip is watered down clay to create a paste. Using the slip like glue, add

	Keywords
Abstract	Abstract art is art that does not attempt to represent an accurate depiction of a visual reality but instead use shapes, colours, forms and gestural marks to achieve its effect
Geometric	Is something associated with geometry, or the use of straight lines and shapes. An example of geometric is an art piece made from rectangles, squares and circles
Sculpture	The art of processing by carving, modeling with plastic or hard materials into works of art. A three-dimensional work of art such as a statue
Formal Elements	are line, shape, form, tone, texture, pattern, colour and composition
Ines Kouidis	A collage artist who collages famous people
Collage	A piece of art made by sticking various materials such as photographs and pieces of paper or fabric on to a backing.



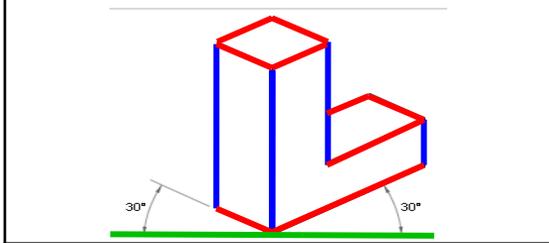


What we are learning this term:	
A.	Drawing Skills
B.	Wood Theory
C.	Wooden Joints & Their Uses
D.	Tools & Machinery

**A. Drawing Skills**

**Isometric Technical Drawing (3D NOT 2D)**

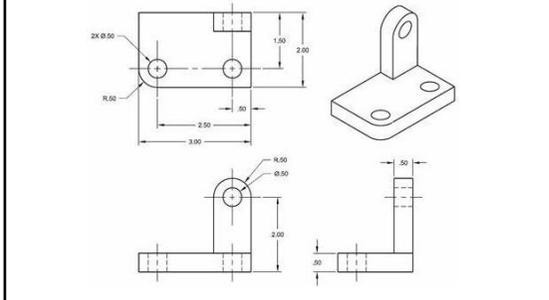
Made up of a series of parallel **vertical lines** and parallel **30-degree lines**. But no **horizontal lines**.



Used to show a 3D (3-dimensional) perspective of an object or product.

**Orthographic Projection (2D NOT 3D)**

This shows 2D views of a 3D object from different angles – front, plan and end. Lines and dimensions have specific meaning to avoid confusion.



Commonly used in industry to help the manufacturer understand the design.

**B. Wood Theory**

<i>Natural</i>	Advantages	Disadvantages
<b>Hardwood:</b> <ul style="list-style-type: none"> <li>Stronger &amp; durable</li> <li>Weather resistant</li> <li>Fire resistant</li> </ul>	<ul style="list-style-type: none"> <li>Harder to cut / curve</li> <li>More expensive</li> <li>Longer to grow</li> </ul>	
<b>Softwood:</b> <ul style="list-style-type: none"> <li>Easy to cut / curve</li> <li>Cheaper</li> <li>Quicker to grow</li> </ul>	<ul style="list-style-type: none"> <li>Not weather resistant</li> <li>Not fire resistant</li> <li>Weaker &amp; less durable</li> </ul>	
<i>Manufactured</i>	Advantages	Disadvantages
<b>MDF:</b> <ul style="list-style-type: none"> <li>Easy to cut and sand</li> <li>Takes paint well</li> <li>Comes in wide sheets</li> </ul>	<ul style="list-style-type: none"> <li>Not as aesthetically pleasing</li> <li>Doesn't stain well</li> </ul>	
<b>Plywood:</b> <ul style="list-style-type: none"> <li>Strong board</li> <li>Can be waterproof</li> <li>Comes in wide sheets</li> </ul>	<ul style="list-style-type: none"> <li>Not as aesthetically pleasing</li> <li>Doesn't stain well</li> </ul>	

**Sustainability = Natural Wood Vs Manufactured Boards**

Manufactured boards are more sustainable than natural woods because they are made from waste wood and offcuts.	Softwood is more sustainable than hardwood, because it grows a lot quicker.
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**C. Wooden Joints & Their Uses**

Joint	Uses	Image
<b>Mitre Joint</b>	Used mainly for picture frames. Great aesthetics but not very strong unless a dowel is added.	
<b>Dowel Joint</b>	Can be used to repair stripped screw holes and in toy making they are the perfect axles in toy vehicles.	
<b>Mortise and Tenon</b>	Mainly used for furniture. This joint is very strong and durable as well as looking very professional.	
<b>Cross Halving Joint</b>	Mainly used for cabinets, doors and windows. This joint has very good resistance to side-to-side movement.	

**D. Tools & Machinery**

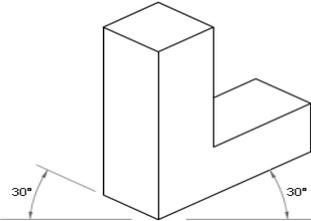
Steel Rule	Tri Square	Mitre Square	Dowels	Quick Clamp	Wooden Vice	Tenon Saw	Bandfacer	Pillar Drill



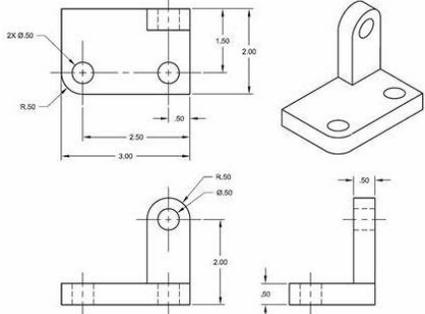
<b>What we are learning this term:</b>
A. Drawing Skills
B. Wood Theory
C. Wooden Joints & Their Uses
D. Tools & Machinery

<b>A.</b>	<b>Drawing Skills</b>
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<b>Isometric Technical Drawing</b>
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<b>Orthographic Projection</b>
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<b>B.</b>	<b>Wood Theory</b>	
<i>Natural</i>	<b>Advantages</b>	<b>Disadvantages</b>
<b>Hardwood:</b>		
<b>Softwood:</b>		
<i>Manufactured</i>	<b>Advantages</b>	<b>Disadvantages</b>
<b>MDF:</b>		
<b>Plywood:</b>		
<b>Sustainability = Natural Wood Vs Manufactured Boards</b>		

<b>C.</b>	<b>Wooden Joints &amp; Their Uses</b>	
<b>Joint</b>	<b>Uses</b>	<b>Image</b>
<b>Mitre Joint</b>		
<b>Dowel Joint</b>		
<b>Mortise and Tenon</b>		
<b>Cross Halving Joint</b>		

<b>D.</b>	<b>Tools &amp; Machinery</b>							
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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

## Year 9 – High Skills

B.	<i>Can you list 5 of the dietary requirements of a teenager?</i>
<p>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.</p>	

A.	<b>Explain the main four things that you should do when you enter the kitchen area.</b>
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 an apron and tie it back.	To protect you from the food and equipment and the food from touching you.

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

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.

**Year 9 – High Skills**

**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
- 2 Dietary Requirements
- 3 Skills Test
- 4 Healthy
- 5 Teenager
- 6 Cross Contamination

**B. Can you list 5 of the dietary requirements of a teenager?**

- 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. What is cross contamination and how can it be prevented?**

.

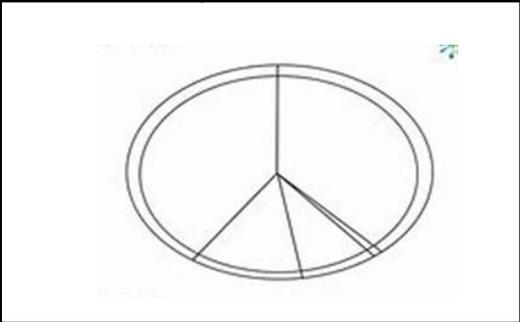
**B. What do the following terms mean?**

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

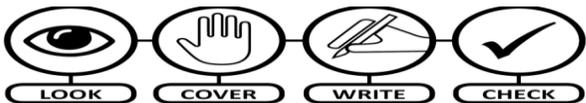
**A. Explain the main four things that you should do when you enter the kitchen area.**

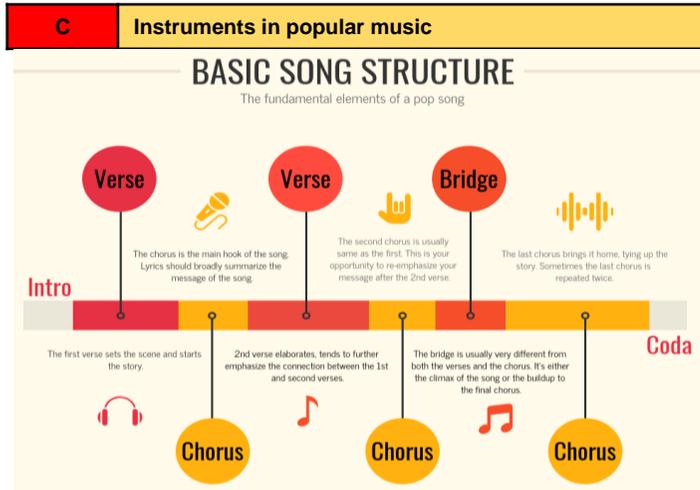
E.	Keywords
Hygiene	
Research	
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Carbohydrates	
Protein	
Fibre	
Calcium	
Design Idea	
Organisation	
Time keeping	
Sensory analysis	
Mood Board	
Time Plan	
Skills Test	
Teenager	



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



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

E 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	¾ beat	

F How to read music – treble clef and Bass Clef			
TREBLE LINES: E G B D F		TREBLE SPACES: F A C E	
BASS LINES: G B D F A		BASS SPACES: A C E G	

### G Describing music – MAD T SHIRT

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





# Year 9 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 emotional 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.



**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. D \_\_\_\_\_ - Creation of an original performance in response to a stimulus.
2. Naturalism-
3. Theatre of \_\_\_\_\_ - Style of theatre that aims to shock and confront the audience
4. Epic theatre- emphasizes the audience's p \_\_\_\_\_ and r \_\_\_\_\_ to the piece through a variety of techniques that deliberately cause them to individually e \_\_\_\_\_ in a different way.
5. M \_\_\_\_\_ - When an actor plays more than one character on stage
6. Placards-
7. Script a \_\_\_\_\_ - Actors interrogate a script for its intended meaning
8. Given Circumstances- W \_\_\_\_\_, w \_\_\_\_\_, w \_\_\_\_\_, h \_\_\_\_\_ and w \_\_\_\_\_ of a character in a play
9. \_\_\_\_\_ - 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-

**Bertold Brecht 1898-1956**



Verfremdungseffekt (Veffekt) (Alienation Techniques)

The process of 'm \_\_\_\_\_ s \_\_\_\_\_'. 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:

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 \_\_\_\_\_ **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?

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Objectives:

Super Objective:

The Magic If:

Units:

Emotional Memory:



**Antonin Artaud 1896-1948**

Famous for “ \_\_\_\_\_ .” 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:

Attack the senses:

Universal language:

# SWINDON ACADEMY READING CANON

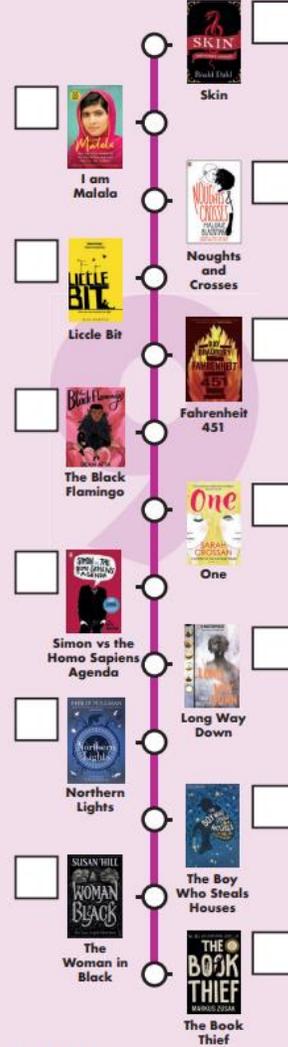
## Year 7



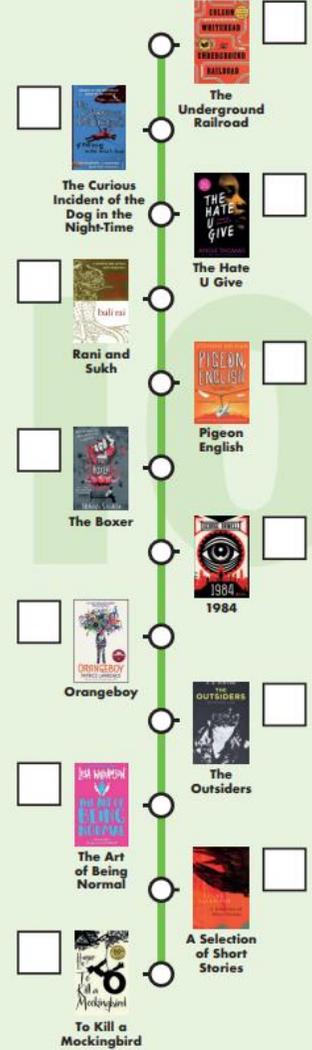
## Year 8



## Year 9



## Year 10



#ReadingisPower