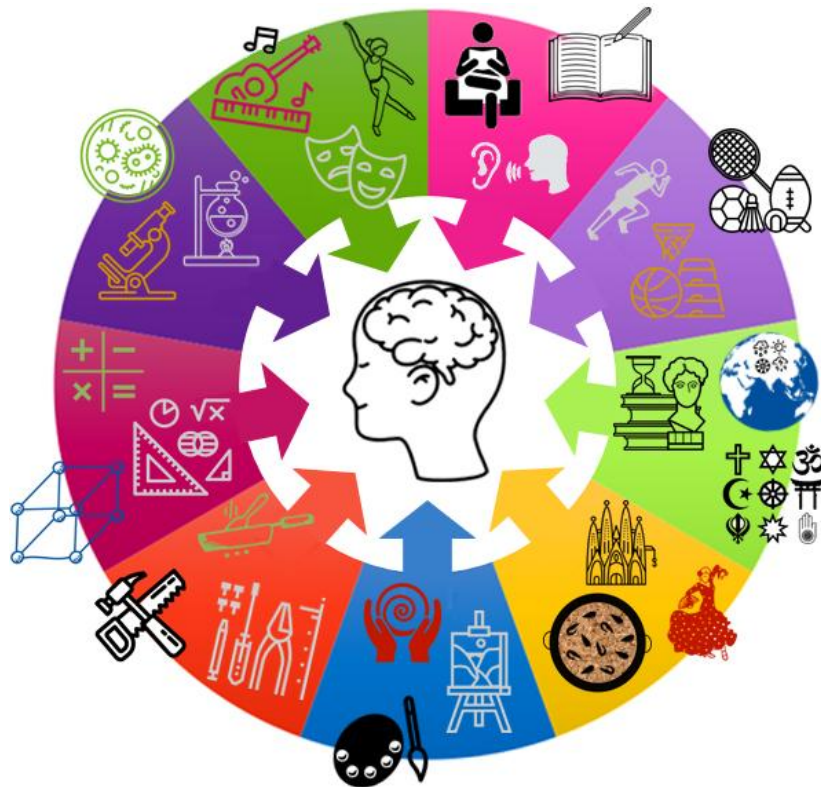


100% book - Year 9 Mainstream

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

Term 1



Swindon Academy 2026-27

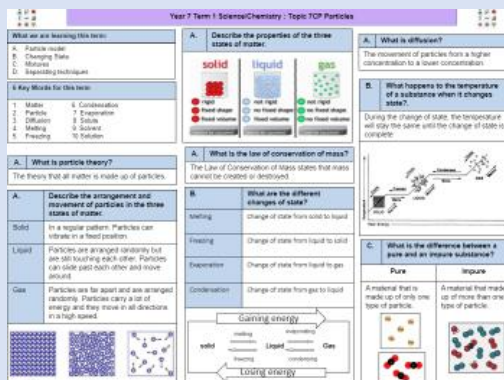
Name:	
Tutor Group:	
Tutor & Room:	

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

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

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

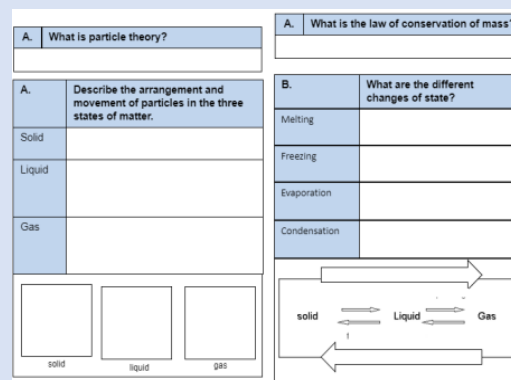
Knowledge Organisers



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.

Top Tip

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

Expectations for Prep and for using your Knowledge Organisers

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

How do I complete Knowledge Organiser Prep?

Step 1

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

The screenshot shows the epraise website interface. On the left is a 'Planner' for the dates 10th May to 14th May 2020, with a grid for different subjects and years. On the right is a list of 'New 7 Years' Knowledge Organisers' with categories like Science, History, and English, each with a brief description and a 'View' button.

Step 2

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

The screenshot shows a Knowledge Organiser for '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?'. Handwritten notes include the date '29th May 2020' and the title 'Particle theory'. 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.

Handwritten notes on lined paper. At the top is the date '29th May 2020'. Below it is the title 'Properties of the states of matter'. The notes define 'Particle theory' as 'all matter is made of particles'. It then describes the three states: '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.

Handwritten notes on lined paper showing the definition of 'Solid' repeated three times: '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 screenshot shows a 'quizzable' version of the Knowledge Organiser. It has 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?'. Handwritten answers include 'Self quizzing' for the title, 'Arrangement/movement of matter' for the description, and 'Solid = regular pattern particles vibrate in fixed position' for the solid state.

Step 6

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

Handwritten notes on lined paper showing the definition of 'Solid' repeated three times, with corrections. The first is 'Solid = regular pattern particles vibrate in fixed position'. The second is 'Solid = regular pattern particles vibrate in fixed position' with a checkmark. The third is 'Solid = regular pattern particles vibrate in fixed position' with a checkmark and a correction 'far apart' for 'far apart'.

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 –

oppress (vb.) –

solitude –

sombre –

conventional –

obedience –

ominous –

clandestine –

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

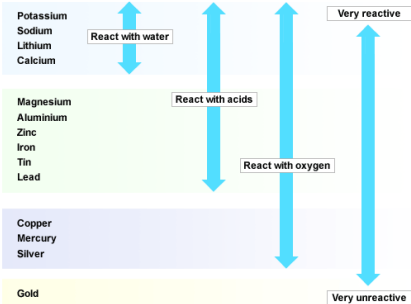
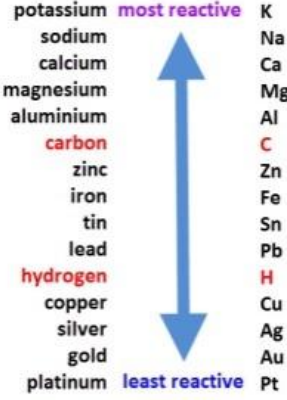
8 Key Words for this term
1. Reactant
2. Product
3. Salts
4. Displacement
5. Reactivity
6. Properties
7. Extraction
8. Electrolysis

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?	
- They are a quick way of showing a reaction. - They are universal – all languages recognise them - You 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

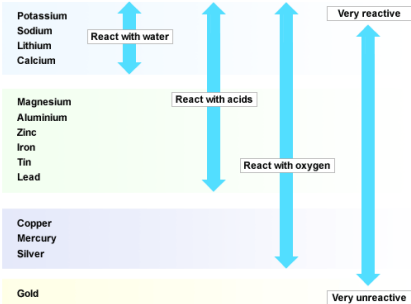
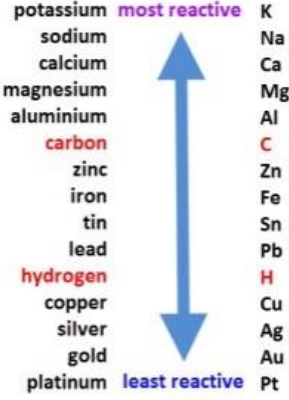
8 Key Words for this term
1. Reactant
2. Product
3. Salts
4. Displacement
5. Reactivity
6. Properties
7. Extraction
8. Electrolysis

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?	
		



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 $\rightarrow$ 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?
	Example: Lead Oxide + Carbon $\rightarrow$ 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 rowspan="4">}</td><td rowspan="4">Extracted from their ores by reduction by carbon</td></tr><tr><td>Zinc</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	}	Extracted from their ores by reduction by carbon	Zinc	Iron	Copper	Silver	}	No extraction necessary – found pure in the ground.	Gold
Potassium	}	Extracted from their ores by electrolysis (using electricity)														
Sodium																
Aluminium																
Carbon	}	Extracted from their ores by reduction by carbon														
Zinc																
Iron																
Copper																
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
	● Negative non-metal ion ● Positive metal ion

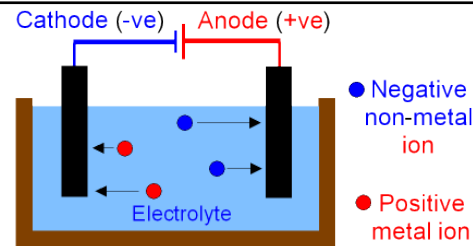


D,	What is a displacement reaction?
What will happen when Magnesium metal is added to copper sulphate solution?	
What is the word and symbol equation for this reaction?	
Why do displacement reactions happen?	

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. Forces B. Moments C. Springs D. Energy transfers in mechanical systems E. Balanced forces in mechanical systems

5 Key Words for this term
1. Internal 2. Work 3. Equilibrium 4. Deformation 5. Moment

C.	What do these terms mean?
Deformation	Changing of shape by a force
Compression	Changing the shape by squashing
Tension	Changing the shape by stretching

D.	What is Internal energy?
Internal energy = kinetic energy of the particles + potential energy of the particles.	
Kinetic energy	All matter is made of particles that are moving
Potential energy	Energy due to the relative position of particles, and the attraction between particles.

D.	Work Done
<i>work done = force × distance moved in the direction of the force</i>	
Applying a force to get an object to move is one way to transfer energy between stores.	Work is done (energy is transferred) when elastic objects are?
Transferring energy is also known as ' doing work '.	• Extended • Compressed
	What is the amount of work done?
	The amount of elastic potential energy stored in the elastic object

A	Forces: Newtons Laws
What is a Resultant Force?	The overall force of 2 or more forces acting in different directions
What is Newton's First Law	- A stationary object stays stationary unless a resultant force acts on it. - A moving object keeps moving at a constant speed unless a resultant force acts on it.
What is Newton's Second Law	- A resultant force acting on an object causes acceleration, - This depends on the size of the resultant force and the mass of the object. This formula shows the link: $F_R = m \times a$ F_R is the resultant force measured in newtons, m is the mass of the object measured in kilograms, a is the acceleration of the object measured in metres per second per second (m/s/s).
What is Newton's Third Law	- Forces are always caused by an interaction between two objects. - Each force has an equal and opposite reaction

All	What Unit is <u>usually</u> used?
Force	N (newton)
Energy	J (joule)
Distance	m (metre)
Moments	Nm (newton metres)

C.	Hooke's Law is a linear relationship
	What does Hooke's law state?
	The extension/compression of an elastic object is directly proportional to the force applied.
	What is the elastic limit?
	When the material stretches to the point that it does not return to its original length.
	What is a directly proportional relationship?
	The relationship between variables produces a straight line through the origin. If one doubles the other doubles



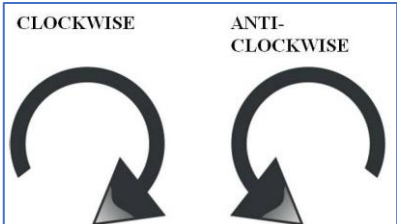
What is a linear relationship?



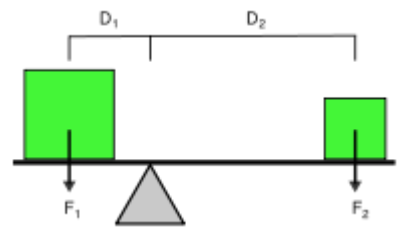
E.	Turning effects
Both the effort and load are forces that have a turning effect – they make the lever rotate	
What is the moment of the force?	
The size of the forces turning effect	
How can you increase the moment of a force?	
• Increase the force • Increase the perpendicular distance from the pivot to the force	

E.	What are levers and what are the parts of them?
Levers involve turning, or rotation. Levers allow forces applied to be multiplied	
Pivot	Levers have a pivot, a fixed centre of rotation
Effort	The force applied to a lever
Load	The output force of the lever

E.	Equation to calculate the moment of a force
$\text{moment} = \text{force} \times \text{perpendicular distance from pivot}$	
Moments are measured in a compound measure using the units for force and distance, usually newton metres, Nm.	

E.	Moments
Ways to describe the direction of moments of a force	
CLOCKWISE ANTI-CLOCKWISE 	

E.	Moments
Key terms	Definitions
lever	A simple machine that multiplies applied forces (efforts) through rotation around a pivot.
rotation	Turning, with a fixed centre of rotation. Rotation can be clockwise or anticlockwise – see diagram.
turning effect	The rotation of a lever caused by a force (effort OR load force).
moment	Another, more formal, name for ‘turning effect of a force’. See <i>equation</i> .
perpendicular	At right angles to.
equilibrium	Describes a lever that is NOT rotating because the clockwise and anticlockwise moments are equal.

E.	When does equilibrium in lever systems happen?
• When a lever is at equilibrium, it is NOT rotating. • Equilibrium happens when: <u>the clockwise moments = the anticlockwise moments</u>	
	
• The forces in each direction are not necessarily equal, but the <i>moments</i> of the forces in each direction are equal at equilibrium. • Where there are multiple forces in one direction (clockwise or anticlockwise), the TOTAL moment in one direction is found by <u>adding up</u> the moments of each force in a particular direction.	



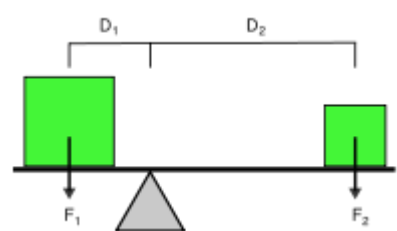
E.	Turning effects
Both the effort and load are forces that have a turning effect – they make the lever rotate	
What is the moment of the force?	
How can you increase the moment of a force?	

E.	What are levers and what are the different parts?
Levers involve turning, or rotation. Levers allow forces applied to be multiplied.	
Pivot	
Effort	
Load	

E.	What is the equation to calculate the moment of a force?
Moments are measured in a compound measure using the units for force and distance, usually newtonmetres, Nm.	

E.	Moments
What ways describe the direction of moments of a force?	

E.	Moments
Key terms	Definitions
lever	
rotation	
turning effect	
moment	
perpendicular	
equilibrium	

E.	When does equilibrium in lever systems happen?
	
- The forces in each direction are not necessarily equal, but the <i>moments</i> of the forces in each direction are equal at equilibrium. - Where there are multiple forces in one direction (clockwise or anticlockwise), the TOTAL moment in one direction is found by <u>adding up</u> the moments of each force in a particular direction.	



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)	1. More jobs. 2. More taxes. 3. Invest in infrastructure projects. 4. GDP increases. 5. Develop workers skills.
Negative: (3)	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			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 main battles on the British Sector of the Western Front during WWI			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			
C.	The trench system – structure and features			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 .			
D.	What health problems happened in the trenches			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.			
E.	How did the war end in 1918			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.			
F.	What happened after WWI?							
6 Key Words for this term								
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							
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							
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							

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 – 1918 – 11th November 1918 –					



Key Vocabulary

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





Key Vocabulary

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





Key Vocabulary

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





Key Vocabulary

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



9.1.1 Describe tu familia - Describe your family	
Mi padre/ mi padrastro	My dad/stepdad
Mi madre/ mi madrastra	My mum/stepmum
Mi hermana/o mayor	My older sister/brother
Mi hermana/o menor	My younger sister/brother
Mi media/o hermana/o	My half sister/brother
Mis padres	My parents
Mis abuelos	My grandparents
Tiene(n) el pelo ...	S/he has (they have)... hair
Tiene(n) ... años	S/he is (they are)... years old
Es...	S/he is...
Son...	They are...

9.1.2 ¿Te llevas bien con tu familia? - Do you get on well with your family?	
Me llevo bien con...	I get on well with...
No me llevo bien con.../Me llevo mal con...	I don't get on well with...
Salimos	We go out
Discutimos	We argue
Compartimos	We share
Nos peleamos	We argue/fight
Tenemos mucho en común	We have lots in common
No tenemos nada en común	We have nothing in common
Me fastidia	S/he annoys me
Me hace reír	S/he makes me laugh
Juntos	Together

9.2.1 ¿Qué haces y cuándo? - What do you do and when?	
Juego	I play
Juego al baloncesto/ Juego en el parque	I play basketball/I play in the park
Hago	Literally: I do/ make (many expressions need hacer)
Hago natación/Hago escalada/Hago ejercicio	I swim – I go swimming/I climb/I exercise
Voy	I go
Voy al centro/Voy a una fiesta/Voy de paseo	I go to town/I go to a party/I go for a walk
Salgo	I go out
Me quedo en mi habitación	I stay in my room
Toco + instrumento	I play an instrument
Toco la guitarra/Toco la batería	I play the guitar/I play the drums

9.2.2 ¿Qué hace tu hermano/a? - What does your brother/sister do at the weekend?	
Juega	S/he plays
Hace	Literally: I do/make (many expressions need hacer)
Hace deporte/Hace sus deberes	S/he does sport/S/he does his/her homework
Va	S/he goes
Sale	S/he goes out
Se queda en su habitación	S/he stays in his/her room
Se entrena	S/he trains
A... le gusta (+ infinitive)...	S/he likes (to...)
Es aficionado/a de ...	S/he is a fan of...
Juegan ...	They play...
Hacen...	They do...
Somos muy diferentes	We are very different
Tenemos gustos similares	We have similar likes/interests
Su/sus (agrees with the object)	Her/his (su = his or her singular, sus = his or her plural)

9.3.1 ¿Cómo sería tu pareja ideal? - What would your ideal partner be like?

¿Te gustaría casarte o tener una familia?	Would you like to get married or have a family?
Mi novia/o ideal	My ideal boyfriend/girlfriend
(No) sería...	S/he would (not) be...
Tendría...	S/he would have...
Le gustaría	S/he would like...
Me gustaría	I would like
Casarse	To get married
Separarse	To separate
Divorciarse	To divorce
Enamorarse	To fall in love
Estar comprometido/a	To get engaged
Vivir juntos	To live together
El matrimonio	Marriage
La boda	Wedding
Soltero/a	Single
La libertad	Freedom

9.4.1 ¿Qué hiciste el fin de semana pasado? - What did you do last weekend?

Tuve que (+ infinitive)	I had to...
Quería (+ infinitive)	I wanted to...
Era/fue...	It was...
Me divertí mucho	I enjoyed myself
Hacía/hizo calor/frío	It was hot/cold
Llovía/llovió	It rained

9.4.2 ¿Qué hacías cuando eras pequeña/o? - What did you used to do when you were little?

Cuando era pequeña/o	When I was little
Lo que más me gustaba era	The thing I liked the most was...
Me gustaba (+infinitive)	I liked to ... /I used to like to...
Me encantaba (+infinitive)	I loved to.../I used to love to...
No soportaba (+ infinitive)	I could not stand...

9.3.2 En tu opinión ¿Qué es un buen amigo? - In your opinion, what is a good friend? (see Exercise Book for adjectives)

Un buen amigo/una buena amiga es...	A good friend is...
Me hace reír	Makes me laugh
Me hace feliz	Makes me happy
Me ayuda con mis problemas	Helps me with problems
Me acepta	Accepts me
Me entiende	Understands me
Comparte todo	Shares everything
La amistad	Friendship
Comprensiva/o	Understanding

9.3.3 ¿Cuáles son tus planes para el fin de semana? - What are your plans for the weekend?

Voy a (+ infinitive)	I am going to (+verb/activity)
Voy a salir de fiesta	I am going to go partying
Va a (+ infinitive)	S/he is going
Vamos a (+ infinitive)	We are going
Van a (+ infinitive)	They are going
Espero (+ infinitive)	I hope
Va a ser	It's going to be
Será	It will be
Como siempre	As usual

SPANISH Year 9 GCSE Term 1 Knowledge Organiser: Topic = Relationships

What we are learning this term:	
A. Countries/family members B. Describing physical appearance C. Describing personality+relationships D. Describing family members E. Describing relationships F. Key verbs and tenses	
6 Key Words for this term	
1. Me llevo bien	4. Cariñoso
2. Me enfado	5. Casado
3. comprensivo	6. soltero

A. Countries/family members	
Los Países	countries
Inglaterra	England
Irlanda	Ireland
España	Spain
Italia	Italy
Suiza	Switzerland
Alemania	Germany
Portugal	Portugal
Francia	France
Escocia	Scotland
El padre	Dad
La madre	Mum
La hermana	Sister
El hermano	Brother
El tío	Uncle
La tía	Auntie
Los padres	Parents
Los abuelos	grand parents
Los primos	cousins

B. ¿Describing physical appearance	
El pelo	Hair
Largo	Long
Rubio	blonde
Corto	Short
Pelirrojo	Ginger
Bajo	Short
Alto	tall
Gafas	Glasses
Bigote	Moustache
Barba	Beard
Los ojos	the eyes
Moreno	dark/olive skinned

 C. ¿Como es tu personalidad? | || Simpático | friendly |
Inteligente	Clever
Gracioso	Funny
Feo	Ugly
Trabajador	Hardworking
Antipático	Unfriendly
Generoso	Generous
Sensible	Sensitive
Amable	Lovely
Perezoso	Lazy
Cariñoso	caring
Honesto	Honest
Egoísta	Selfish
Tonto	Silly
Serio	Serious
Estúpido	Stupid
Guapo	good looking
Ambicioso	Ambitious
Tímido	Shy
Agradable	Kind
Comprensivo	Understanding
Nervioso	Nervous
Hablador	Talkative
Time Phrases	Time Phrases
a menudo	Often
Generalmente	Generally
con frecuencia	Frequently
muchas veces	lots of times
a veces	Sometimes
Siempre	Always
Nunca	Never
de vez en cuando	from time to time
Raramente	Rarely
una vez en la semana	once a week
Relationship status	Relationship status
estoy separado/a	I'm separated
estoy divorciado/a	I'm divorced
estoy casado/a	I'm married
estoy contento/a	I'm happy
estoy enamorado/a	I'm in love
estoy preocupado/a	I'm worried
estoy soltero/a	I'm single
estoy jubilado/a	I'm retired
F. Key Verbs	
Soy = I am	Tengo = I have
Eres = You are	Tienes = You have
Es = s/he is	Tiene = s/he has
Somos = We are	Tenemos = We have
Son = They are	Tienen = They have
D. Describe y tu familia	
Me llevo bien	I get on well
Me enfado	I get angry
alegre	Happy
amable	Kind
anciano/a	Old
cariñoso/a,	affectionate,
castaño/a	brown hair
delgado/a	Thin
la hija	Daughter
el hijo	Son
joven	Young
liso/a	Straight
las pecas	Freckles
pelirrojo/a	red-haired
rizado/a	Curly
viejo/a	old
1.1F Hablando de los amigos	1.1F Hablando de los amigos
a menudo	Often
comprensivo/a	Understanding
el consejo	Advice
cuidar	to look after
la disputa	Argument
Egoísta	Selfish
Fastidiar	to annoy, to bother
Fuerte	
hablador/a	Strong
honrado/a	Talkative
E. Hablame de tus relaciones	
peligroso/a	Dangerous
reírse	to laugh
seguro/a	scertain, sure
travieso/a	Naughty
triste	Sad
el verano	Summer
la vida	life
1.2G Hablando de parejas	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
enamorado/a	someonein 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

G. Translation Practice
My dad has long hair. M p t e p l
My mum has hair short and blonde. M m t e p r y c
Mi sister has blue eyes. M h t l o a
My brother has a beard. M h t b
My uncle has brown hair. M t e p m
My auntie is ginger. M t e p
My parents are short. M p s b
My grandparents are tall. M a s a
My cousins have glasses. M p t g
My dad is shy. M p e t
My mum is clever. M m e i
My sister is funny. M h e g
My brother is ugly. M h e f
My uncle is hardworking. M t e t
My auntie is unfriendly. M t e a
Your mother is generous. T m e g
Your father is sensitive. T p e s
Your sister is lovely. T h e a
Your brother is caring. T h e c
Your parents are honest. T p s h
Your grandparents are lazy. T a s v/p
Your cousins are kind. T p s a
Your auntie is selfish. T t e e
Your uncle is silly. T t e e
My brother is ambitious M h e a
My uncle is shy. M t e t
My auntie is kind. M t e a

H. Key Questions: Answer the following in your own words. Use these model answers	
¿Puedes describir te? ¿Cómo es tu aspecto físico, tu personalidad? Describe yourself	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.
¿Quiénes son los miembros de tu familia? About your family	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
¿Cómo sería un novio perfecto/una novia perfecta? ¿Por qué? Ideal BF/GF	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.
¿Te llevas bien con tu familia? ¿Por qué? Get along with family	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.
¿Qué vas a hacer cuando tengas 18, 21, 24 años? ¿Por qué? Future plans	Cuando tenga 18/21/24 años voy a ir a la universidad y voy a estudiar (subjects), Después voy a viajar por el mundo y voy a trabajar para ganar dinero. Voy a casarme con mi novio/a y vamos a tener niños y vamos a vivir en una casa enorme y lujosa en el sur de Italia.

I. Key Questions: Key Questions: Translate these model answers using the KO	
¿Puedes describir te? ¿Cómo es tu aspecto físico, tu personalidad? Describe yourself	I'm quite short and thin, I have brown eyes and long straight hair. My parents describe me as a chatty shy person. My friends describe me as a friendly caring person
¿Quiénes son los miembros de tu familia? About your family	We are 4 in my family. I live with my dad who is called John. I have an older sister and a younger brother. She is happy but he is naughty
¿Cómo sería un novio perfecto/una novia perfecta? ¿Por qué? Ideal BF/GF	My ideal GF/BF would be caring and understanding. He/she would never be naughty, shy, and would always be happy
¿Te llevas bien con tu familia? ¿Por qué? Get along with family	I get on with my family because my mum is caring and my dad is understanding
¿Qué vas a hacer cuando tengas 18, 21, 24 años? ¿Por qué? Future plans	When I'm 24, I am going to have a big family. I am going to have 2 kids, a son and a daughter and I am going to be very happy

J. Key Grammar	
Make sure adjectives agree eg blanco/blanca/blancos/blancas	Mi casa es blanca = My house is white Mi perro es blanco = My dog is white
Words for MY", "YOUR", "HIS", "HER" Mi/mis – my / Tu/tus – your / Su/sus His hers	Mi hermano / mis hermanos Tu hermano/ tus hermanos
Comparatives More /less Better/worse The best/the worst	Más/menos que – more/less than Mejor/peor que – better/worse than Lo mejor/lo peor = the best/the worst



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.

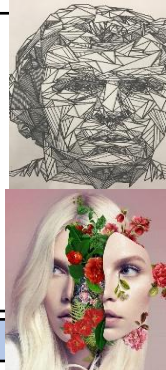


Example

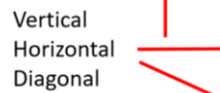
Your response

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

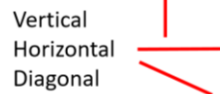
Your response

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



Y9 Food technology

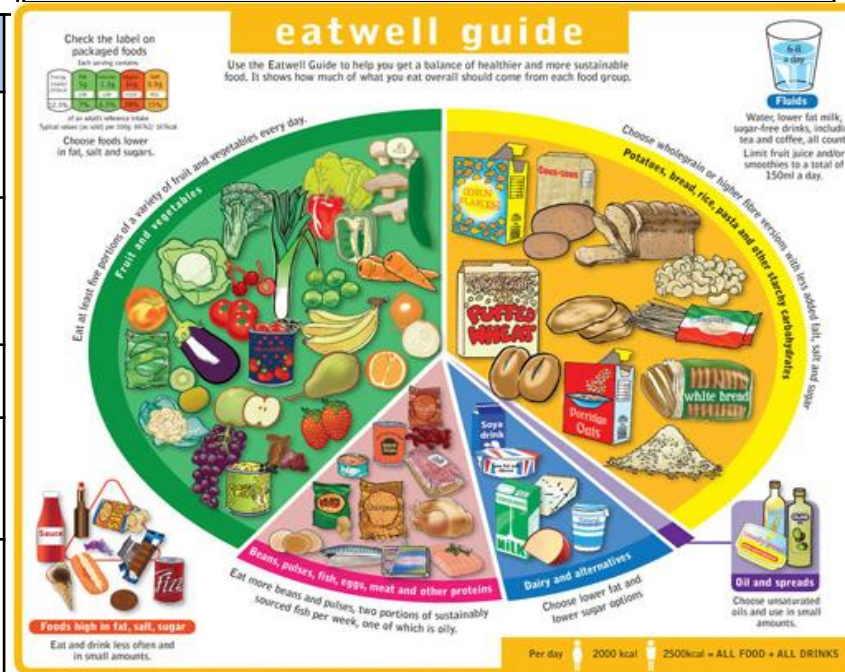
What we are learning this term:

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

B.

What are the 5 different sections of the Eatwell plate?

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



c.

Global food security

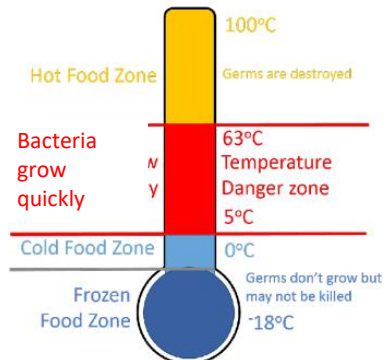
Food security – having enough food with enough nutrients to a) not starve and b) not develop deficiency illnesses i.e rickets.

Yield – the amount of food that can be produced by a set of land or animals.

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

E.	Keywords
Food miles	The distance a food has travelled from the producer to consumer.
Cross contamination	The transfer of contaminants onto food through either the hands, the equipment or the surfaces. Causes food poisoning.
Spoilage	When food becomes unsafe to eat i.e rot, mould.
Perishable food	Food that spoils if not kept in the fridge or freezer e.g ham.
Fibre	Foods that keep your digestive system healthy and avoid constipation i.e brown bread.
Allergen	A substance (sometimes food) that causes an immune system response that can be fatal i.e throat swelling up. Nuts are common allergens.
Intolerance	When the body cannot digest a food and rejects it i.e vomiting, diarrhea. Many people are lactose intolerant (milk intolerance).
Primary processing	Taking a raw food and preparing it to be sold as an ingredient or eaten i.e milling wheat into flour.
Secondary processing	Taking ingredients and producing food products i.e baking a loaf of bread.
Anemia	Lack of iron in the blood which causes paleness, dizziness and tiredness.
Pasteurisation	Processing treatment used on raw milk to kill harmful bacteria.

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



Y9 Food technology

What we are learning this term:

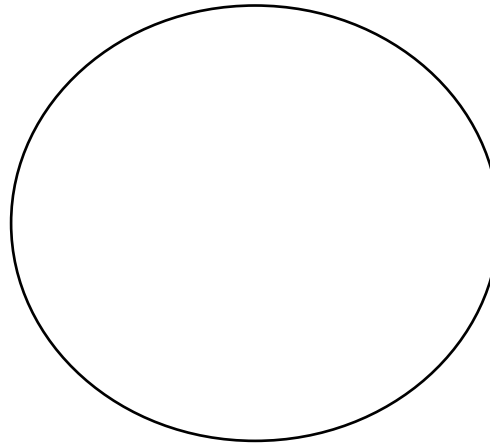
1. Health, safety and hygiene in the kitchen
2. The Eatwell guide and nutrients for teenagers
3. Storing food safely
4. Global food security
5. Food processing
6. Practical skills

B.

What are the 5 different sections of the Eatwell plate?

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

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



A.

What are the nutrients required in the diet for teenagers?

To give the body _____ e.g bread.
Teenagers can be **very active** and therefore require **a good amount of carbohydrates**.

Protein

To _____ the body, and to give energy e.g eggs.
Teenagers are **growing rapidly** and therefore need _____

Fats

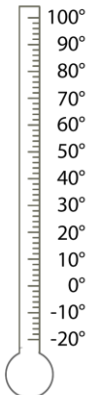
To insulate your body, give you _____, and protect your organs i.e butter.

Vitamins

For general body health and function i.e carrots for eyesight.
Teenagers require more **vitamin D** to help them absorb _____ to grow their bodies.

Minerals

For general body health and function i.e iron to make red blood cells.
Some teenagers begin menstruating at this age and loose blood, so they should eat meat/leafy green veg to replace the lost _____ and prevent **anemia**.



Annotate the thermometer to show key food safety temperatures.

c.

Global food security

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

Issues

solutions

- Global warming causes drought, floods, wildfires and increased storms

- Farmers can manage _____ use carefully
- Farmers can provide _____ for animals
- Farmers can swap to crops with better drought/flood tolerance

- Less land is available for farming due to raising sea level/changing weather

- Consumers can swap to lower land-use food i.e eating less _____
- Farmers can swap to **intensive** farming to get the most _____ from the land that is available

E.

Keywords

Food miles

The _____ a food has travelled from the producer to consumer.

Cross contamination

When food becomes unsafe to eat i.e rot, mould.

Perishable food

Food that spoils if not kept in the fridge or freezer e.g ham.

Fibre

Allergen

When the body cannot digest a food and rejects it i.e vomiting, diarrhea. Many people are lactose intolerant (milk intolerance).

Primary processing

Taking a raw food and _

Secondary processing

Taking ingredients and _

Lack of iron in the blood which causes paleness, dizziness and tiredness.

Pasteurisation



Year 9 PRODUCT DESIGN Rotation Knowledge Organiser

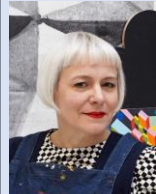
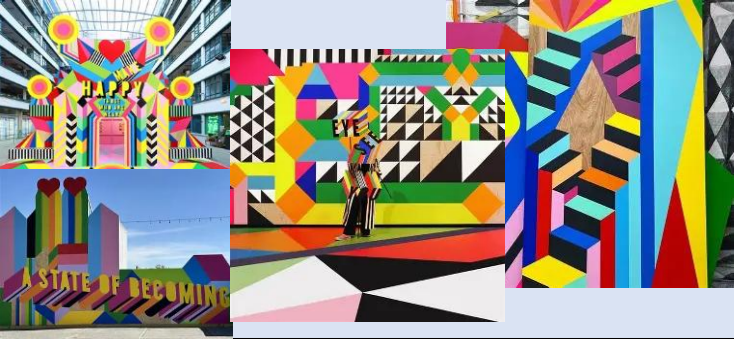


What we are learning this term:						
A. Workshop Tools B. Materials C. Key concepts D. Key Words E. Designer research						
A.	Workshop Tools 					
Steel Rule	Tri-Square	Laser Cutter	Mitre square	Tenon Saw	Pillar Drill	Bandfacer
						

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

C.	Key concepts
Designers research and investigate resources and materials to help inspire ideas.	
Computer-aided design (CAD) is the process of using computer software to create 2D or 3D designs.	
Advantages	Disadvantages
Designs can be created , saved and edited quickly, saving time	CAD takes a long time to learn
Designs or parts of design can be easily viewed from different angles , copied or repeated	Software can be very expensive
CAD is very accurate	CAD files can become corrupted or lost
Hazards – these are something that could potentially harm you. There are many such as:	
- Bags and chairs acting as a trip hazard - Untucked shirts, baggy clothes and untied hair are common things to get caught on tools and machines. - Drinks and liquids, if spilled can become slip hazards	
Preventative measures – rules or equipment put in place to minimize the likelihood of a hazard occurring.	
- No food and drink in workshops - Bags and chairs stored neatly in designated areas - Long hair must be tied up and correct uniform worn.	
Personal protective equipment (PPE)	
The three used most often are aprons, safety goggles and ear defenders.	

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

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



Year 9 PRODUCT DESIGN Rotation Knowledge Organiser



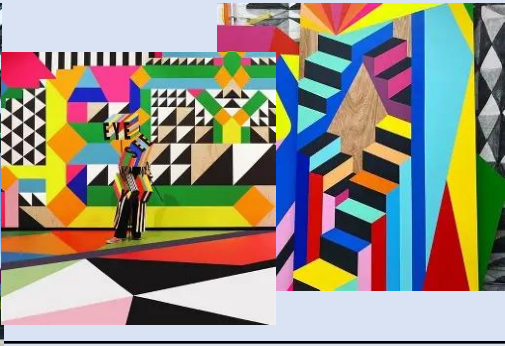
What we are learning this term:				
A. Workshop Tools	B. Materials	C. Key concepts	D. Key Words	E. Evaluating Work

A.	Workshop Tools					
						

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

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

D.	Key Words
Prototype 	
Tolerance 	
Depth stop 	
Assemble 	

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

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?

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?

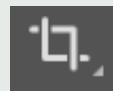
Cntrl + V

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

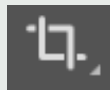
What is the shortcut for copy?

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



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

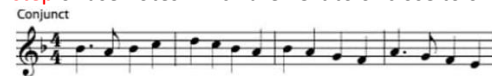


Pop Bands often feature a **DRUM KIT** and **PERCUSSION** to provide the rhythm along with **ELECTRIC GUITARS (LEAD GUITAR, RHYTHM GUITAR and BASS GUITAR)** and **KEYBOARDS**. Sometimes **ACOUSTIC INSTRUMENTS** are used such as the **PIANO** or **ACOUSTIC GUITAR**. **ORCHESTRAL INSTRUMENTS** are often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

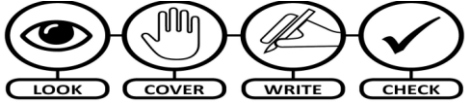
Note	Name	Beats	Rest	Note	Name	Beats	Rest
	Semibreve, Whole Note	4 beats			Dotted Semibreve, Dotted Whole Note	6 beats	
	Minim, Half Note	2 beats			Dotted Minim, Dotted Half Note	3 beats	
	Crotchet, Quarter Note	1 beat			Dotted Crotchet, Dotted Quarter Note	1 1/4 beats	
	Quaver, Eighth Note	1/2 beat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



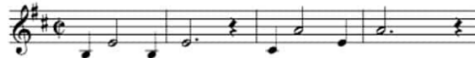
A	What we are learning about this term...
1	Popular song structure
2	Lyrics , hooks and riffs in popular music
3	Melody – conjunct and disjunct
4	Range, instruments and lead sheets in pop music



B	Keywords

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



D	Exploring Conjunct and Disjunct Melodies	
C	MELODIC MOTION – Melodies which move _____ or use notes which are next to or close to one another. Conjunct 	SCAN ME 
D	MELODIC MOTION – Melodies which _____ or use notes which are not next to or close to one another. Disjunct 	
MELODIC RANGE – The _____ note in a melody		

SCAN ME



F	Note Values and Dotted Note Values						
Note	Name	Beats	Rest	Note	Name	Beats	Rest
							
							
							
							

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



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.



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. 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 (Veffect) (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?

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 18 3-19

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:

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:



#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

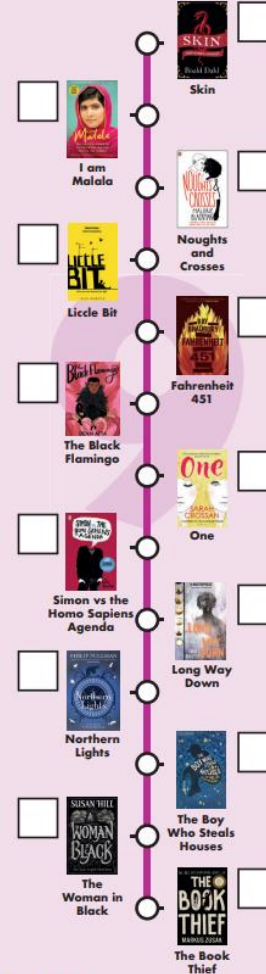
Year 7



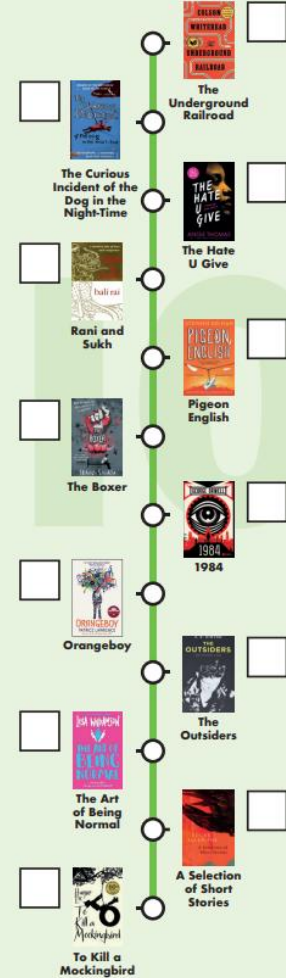
Year 8



Year 9



Year 10



#ReadingisPower