

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:

1. Matter
2. Changing from
3. Particles
4. Solids
5. Mixing
6. Combustion
7. Evaporation
8. Solids
9. Solvent
10. Solution

4 Key Words for this term:

1. Matter
2. Combustion
3. Particles
4. Solids
5. Mixing
6. Evaporation
7. Solvent
8. Solution
9. Solvent
10. Solution

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

A. Describe the properties of the three states of matter.

| Solid | Liquid | Gas |
|---|--|--|
| • Particles are packed closely together in a regular pattern. | • Particles are close together but can move past each other. | • Particles are far apart and move randomly. |

B. What happens to the temperature of a substance when it changes state?
During the change of state, the temperature will stay the same until the change of state is complete.

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.

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!

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 image shows the epraise website interface. On the left is a 'Planner' for the week of 10th May to 14th May 2020, with a grid for different subjects. On the right is a 'New Year's Homework/Revision: Topic TSP Pack' for 'What is particle theory?'. It includes a table with columns for 'What is particle theory?', 'Describe the arrangement and movement of particles in the three states of matter', 'What is the law of conservation of mass?', and 'What are the different changes of state?'. Below the table are diagrams for solid, liquid, and gas states, and a flowchart for changes of state.

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. The grid below contains the text from the knowledge organiser, including the definition of particle theory, the law of conservation of mass, and descriptions of the three states of matter. A diagram of changes of state is also visible.

Step 3

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

The image shows handwritten notes in a student's prep book. The date '29th May 2020' is written at the top. Below it, the title 'Properties of the states of matter' is written. The notes repeat the definitions and facts from the knowledge organiser: '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 handwritten notes in a student's prep book. The date '29th May 2020' is written at the top. Below it, the title 'Particle theory' is written. The notes repeat the definitions and facts from the knowledge organiser three times: '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. The date '29th May 2020' and the title 'Particle theory' are written in the top right corner. The grid below contains the text from the knowledge organiser, including the definition of particle theory, the law of conservation of mass, and descriptions of the three states of matter. The words 'Self quizzing', 'Arrangement/movement of matter', 'Solid = regular pattern particles vibrate in fixed position', and 'Liquid = particles are arranged randomly but are still touching each other and move around' are written in the grid.

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 handwritten notes in a student's prep book. The date '29th May 2020' is written at the top. Below it, the title 'Particle theory' is written. The notes repeat the definitions and facts from the knowledge organiser: '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'. Some words are crossed out and corrected, such as 'far apart' and 'X'.

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

'Romeo and Juliet': GS Knowledge Organiser

Plot breakdown

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

The Big Ideas:

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

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

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

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

Characters

Romeo (Montague)

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

Juliet (Capulet)

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

Lord Capulet (Capulet)

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

Paris (no family)

Nobleman of Verona. Wants to marry Juliet. Killed by Romeo at the end of the play.

Friar Lawrence (no family)

Religious leader in Verona. Agrees to marry Romeo and Juliet, thinking it will bring peace to the city. "*For this alliance may prove To turn your households' rancour to pure love*"

Mercutio (Montague)

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

Prince Escalus (no family)

Ruler of Verona. Wants to bring peace to the city. "*If ever you disturb our streets again, Your lives shall pay the forfeit of the peace*"

Structure of Shakespearean tragedy (Bradley)

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

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

Catastrophe The play ends with the deaths of the heroes.

Vocabulary: Key words

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

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

narcissistic – self-obsessed

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

shrine – a holy place that people go to pray.

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

obstacle – a problem that must be overcome.

vindictive – vengeful

patriarchy - a society in which power lies with men

belligerent - warlike

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

tenacious – very determined

catastrophe – a terrible accident.

stoicism – calm self control

Terminology: Key words

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

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

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

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

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

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

hyperbole – exaggeration.

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

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

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

peripeteia – a sudden reversal of fortune.

hubris – excessive pride or self-confidence

anagnorisis – the moment when the character realises the true state of their affairs or the reality of their situation

Features of Shakespearean tragedy (Bradley)

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

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

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

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

'Romeo and Juliet': GS Knowledge Organiser

| Plot breakdown | |
|----------------|--------------|
| P | The Prologue |
| 1.1 | |
| 1.2 | |
| 1.3 | |
| 1.5 | |
| 2.2 | |
| 2.3 | |
| 2.6 | |
| 3.1 | |
| 3.4 | |
| 3.5 | |
| 4.1 | |
| 5.3 | |

| The Big Ideas: | |
|----------------------------------|--|
| Role of women: | |
| Evolution of Juliet's character: | |
| Tragedy: | |
| Fate and destiny: | |

| Characters |
|----------------------------|
| Romeo (Montague) |
| Juliet (Capulet) |
| Lord Capulet (Capulet) |
| Paris (no family) |
| Friar Lawrence (no family) |
| Mercutio (Montague) |
| Prince Escalus (no family) |

| Structure of Shakespearean tragedy (Bradley) |
|--|
| Exposition _____ |
| _____ |
| _____ |
| Development/Rising Action: _____ |
| _____ |
| Catastrophe: _____ |
| _____ |
| _____ |

| Vocabulary: Key words |
|-----------------------|
| tragic – |
| submissive – |
| narcistic – |
| feud – |
| shrine – |
| status quo – |
| obstacle – |
| vindictive – |
| patriarchy – |
| belligerent - warlike |
| exile (vb.) – |
| tenacious – |
| catastrophe – |
| stoicism – |

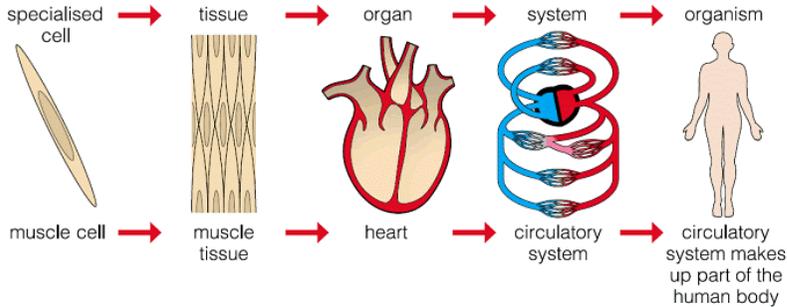
| Terminology: Key words |
|------------------------|
| Tragedy – |
| prologue – |
| sonnet – |
| dramatic irony – |
| Tragic hero – |
| soliloquy – |
| hyperbole – |
| tragic flaw - |
| foreshadow – |
| peripeteia - |
| anagnorisis - |
| hubris - |
| thesis – |

| Features of Shakespearean tragedy (Bradley) |
|---|
| |
| |
| |
| |

B2 – Organisation

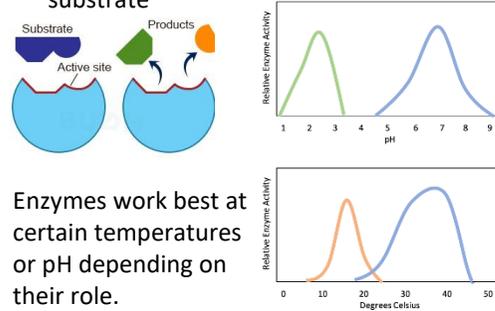
Levels of Organisation

Cells = basic building blocks of all living organisms.
 A tissue = group of cells with a similar structure and function.
 Organs = aggregations of tissues performing specific functions.
 Organ systems = organs organised to form organisms.



Enzymes

- Biological catalysts
- Digestive enzymes speed up the break down of insoluble food molecules
- Specific shape active site that matches substrate



Enzymes work best at certain temperatures or pH depending on their role.

Bile

The liver makes an **alkaline** solution called bile. Stored by the gall bladder.
 Has two jobs:

- Emulsifies fats
- Neutralises stomach acid.



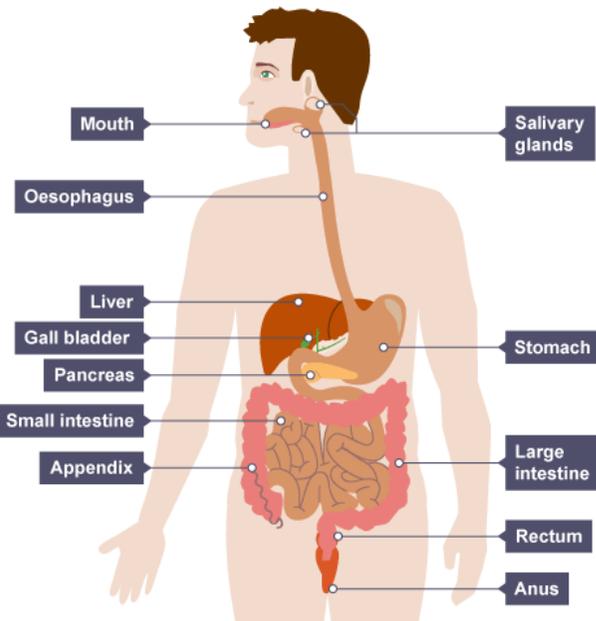
Digestive Enzymes

Starch $\xrightarrow{\text{amylase}}$ Glucose

Protein $\xrightarrow{\text{protease}}$ Amino Acids

Fats $\xrightarrow{\text{lipase}}$ Fatty acids + Glycerol

Digestive System



| Organ | Function |
|-----------------|---|
| Mouth | Teeth and tongue to chew food. |
| Salivary Glands | Releases saliva containing enzymes. |
| Oesophagus | Muscle tube to squeeze food along. |
| Stomach | Contains enzymes and hydrochloric acid. Is made of muscle to churn food. Hydrochloric acid kills bacteria in food |
| Small Intestine | Where digestion is completed and soluble food particles (glucose, amino acids, fatty acids, glycerol). are absorbed |
| Large Intestine | Absorbs water. |
| Liver | Produces bile. |
| Gall Bladder | Stores bile. |
| Pancreas | Releases enzymes. |

Where are the enzymes?

| Enzyme | Salivary glands | Stomach | Pancreas | Small intestine |
|----------|-----------------|---------|----------|-----------------|
| Amylase | X | | X | X |
| Protease | | X | X | X |
| Lipase | | | X | X |

RP3 – Food Tests

Summaries of the four food tests.

| | |
|--|---|
| Protein Add Biuret's reagent Positive test; Blue solution turns Purple | Starch Add Iodine Positive test; solution turns from orange to Black |
| Fats Add Ethanol and water Positive test – solution turns Cloudy | Glucose Add Benedict's and heat Positive test blue solution turns Brick red |

Water Bath

B2 – Organisation

1. What is an organ system?
2. What are group of cells with a similar structure and function?
3. Give an example of an organ.
4. Put these into order, starting with the smallest:
tissue cell organ system organ

1. What is an enzyme?
2. What is the name of the part of the enzyme that the substrate fits into?
3. Give two factors that affect how enzymes work

1. Where is bile made?
 2. Where is bile stored?
 3. What are the two jobs of bile?
1. Which enzyme breaks down starch?
 2. What are the products of fat digestion?
 3. What are proteins made of?

1. Where are the salivary glands found?
2. What is the job of the oesophagus?
3. What is the job of the pancreas (in digestion)?
4. What is the job of the small intestine?
5. What is the function of the hydrochloric acid in the stomach?

1. Where is lipase released from?
2. Which enzyme is released in the stomach?
3. Which enzyme is found in the mouth?

1. Which two chemicals are added to test for fats?
2. What is the colour change when Biuret is added to a food containing protein?
3. Which test needs to be placed in a water bath?

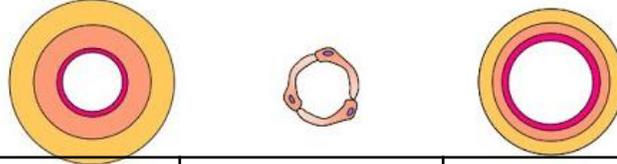
B2 – Organisation

The effect of pH on the rate of reaction of amylase

1. Add 2cm³ amylase solution, 2cm³ of starch solution and 2cm³ of pH2 buffer to a water bath (37°) in separate test tubes. Wait 10 minutes.
2. While waiting, add 2 drops of iodine solution to each well on the spotting tile.
3. Once the solutions in the water bath have reached 37° pour the amylase and PH2 buffer into the starch solution.
4. Immediately take a sample with a pipette and add to the first well of the spotting tile.
5. Repeat step 4 every 30 seconds until there is no colour change when testing with iodine solution.
6. Repeat steps 1-5 with pH4, pH6, pH8 and pH10 buffers.



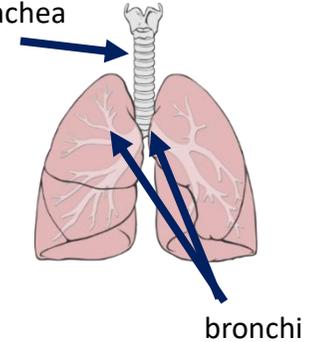
Blood Vessels



| Arteries | Capillaries | Veins |
|---|--|--|
| <ul style="list-style-type: none"> • Blood carried away from heart • Thick muscular and elastic walls = withstands high pressure • Small lumen = maintains high pressure | <ul style="list-style-type: none"> • Walls only one cells thick = shorter diffusion pathway • Lumen just bigger than red blood cell • Blood flows very slowly • Diffusion takes place here | <ul style="list-style-type: none"> • Blood carried back to heart • Thin walls as blood is low pressure • Large lumen – lower resistance for blood passing through • Valves prevent back flow |

Respiratory System

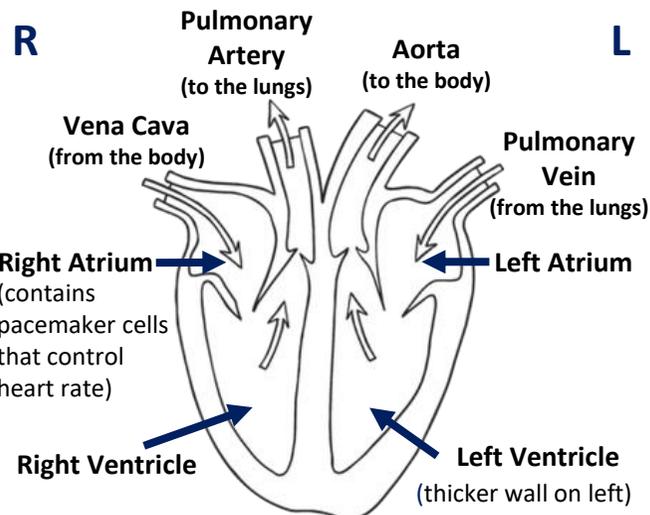
The lungs have two jobs – to get oxygen into the blood and remove carbon dioxide



Structures that cannot be seen on this diagram are the **alveoli** and **capillary network** – see 'unit 1 - diffusion'.

The Human Heart

Double pump because - left side pumps to whole body, right side pumps to the lungs.



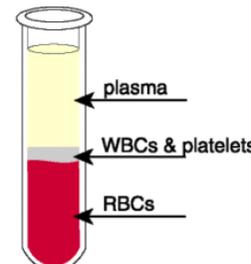
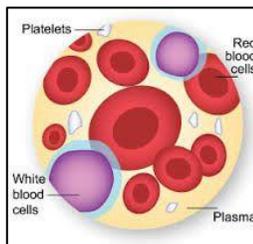
Blood – 4 components

Red blood cells – contain haemoglobin to carry oxygen. More detail... →

White blood cells – fight pathogens (see unit 3 – infection and response).

Platelets – cell fragments that clot blood.

Plasma – liquid part that transports cells, cell fragments and dissolved substances (salts, urea, CO₂, hormones...)

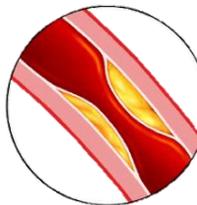


Red Blood Cells (RBCs)

- Contain chemical 'haemoglobin'.
- This reacts/ binds with oxygen to be carried around the body.
- RBCs are ~8µm (relative small animal cell) allows them to fit through capillaries
- Bi-concave disc shape for large SA:V



Coronary Heart Disease (CHD)



- Coronary arteries supply heart muscle with blood (containing glucose and oxygen for respiration)
- Can become narrowed/blocked by fatty deposits if cholesterol high, reducing blood flow.
- Reduced muscle contraction in heart

B2 – Organisation

The effect of pH on the rate of reaction of amylase

1. What temperature should the water bath be set at for the affect of pH on amylase practical?
2. What is the name of the chemical used to test for the presence of starch?
3. What is the independent variable in the investigation?

1. Which blood vessels contain valves?
2. Which vessels carry blood under very high pressure?
3. In which blood vessels does diffusion take place?
4. Which blood vessels have thick muscular walls?
5. Which vessels have a wide lumen?

1. What is the name of the tube that connects the throat to the lungs?
2. What is the name of the tubes that enter each lung?
3. What are the two jobs of the lungs?

1. Which blood vessel returns blood to the heart from the lungs?
2. Which blood vessel carries blood away from the heart towards the body?
3. Which ventricle wall is thicker?
4. Where are pacemaker cells found?
5. Why is the heart known as a double pump?

1. Name the two types of cells in blood.
2. What are platelets?
3. What do platelets do?
4. Name 3 substances plasma might have dissolved in it?

1. What chemical is found inside red blood cells?
2. What is the 3D shape of RBCs called? What is the advantage of this shape?
1. What do coronary arteries do?
2. What can block coronary arteries?
3. What will happen to the heart if they become blocked?

B2 – Organisation

Heart Disease Treatment – Statins vs Stents

| Statins | Stents |
|--|---|
| <ul style="list-style-type: none"> Medication to be taken everyday Lowers blood cholesterol Does not work immediately | <ul style="list-style-type: none"> Mesh tube to be inserted into artery to hold it open Surgery required Works immediately |



Faulty Valves

- Valves in veins and the heart prevent backflow of blood
- Faulty valves = don't open or close fully
- Can be replaced with man-made valves or transplants from donors



faulty



healthy

Cancer

Uncontrolled cell growth

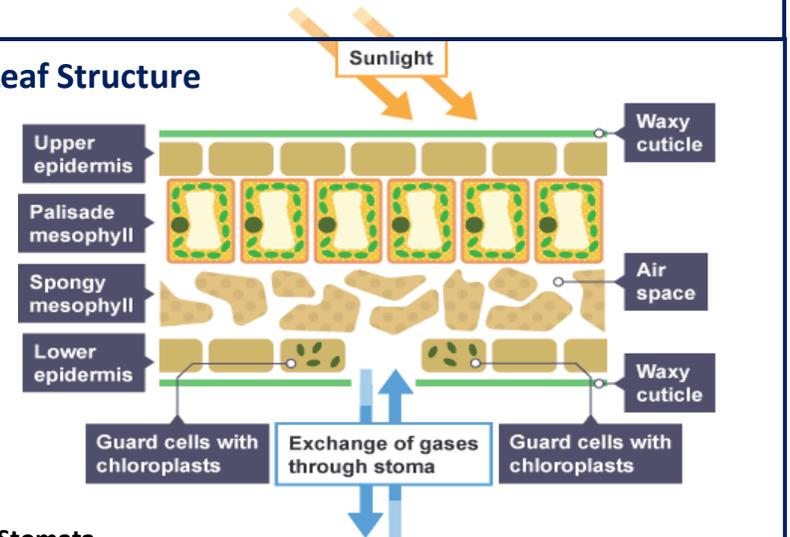
Benign tumours = abnormal cells, contained in one area, in a membrane, do not invade other parts of body.

Malignant tumours = cancer cells, not in a capsule, invade neighbouring tissue, and spread into blood and form secondary tumours.

Risk Factors

Lifestyle factors can have be risk factors for certain diseases. E.g. obesity is a risk factor for type 2 diabetes, or drinking and smoking while pregnant affects the development of the foetus.

Leaf Structure

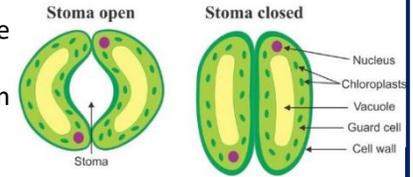


Stomata

Tiny pores on the underside of the leaf.

Allow oxygen and CO₂ to diffuse in and out

Guard cells surround the stomata and can open and close the pore

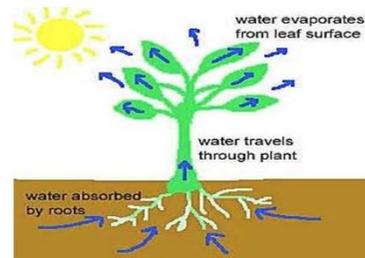


Interaction of Diseases

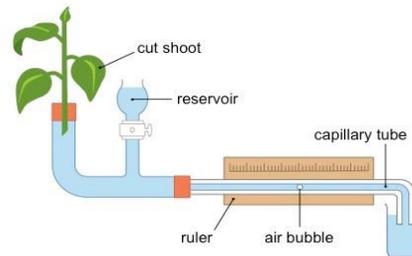
- Defects in the immune system - individual is more likely to suffer from infectious diseases.
- Viruses can trigger cancers, e.g. HPV can trigger cervical cancer.
- Immune reactions caused by pathogens can trigger allergies such as asthma or rashes
- Severe physical ill health can lead to depression and other mental illness.

Transpiration

Movement of water through plant from roots to leaves, driven by evaporation through the stomata



Measuring transpiration



Record the distance the bubble of air moves along the scale during set amount of time to calculate volume of water uptake per minute.

| Transpiration | Translocation |
|--|--|
| Movement of water from roots to leaves | Movement of dissolved sugars from leaves all round the plant |
| Xylem - hollow tubes strengthened by lignin. | Phloem – tubes of elongated cells. |
| One way system – roots to leaves. | Two way system – sugars taken to wherever they are needed. |

Increasing the rate of transpiration

- Higher temperature
- Lower humidity
- Higher light intensity
- Higher air movement

B2 – Organisation

1. How do stents treat CHD?
2. How do statins treat CHD?
3. Give an advantage of using stents rather than statins to treat CHD

1. What is the job of a valve?
2. How can faulty valves be treated?

1. Give an example of when cancer can be triggered by a virus.
2. Give an example of an immune reaction that can be triggered by a pathogen

1. What is a benign tumour?
2. Why do benign tumours not spread?
3. How can malignant tumours spread?
4. Name a disease linked with obesity

1. What are the cells called that surround the stomata?
2. What is the job of the stomata?
3. What the top layer of a leaf called?
4. Which tissue in a leaf has air spaces?
5. Which layer in the leaf contains cells with lots of chloroplasts?

1. What is transpiration?
2. What is translocation?
3. Which tissue carries out translocation?
4. Name 2 conditions that affect the rate of transpiration.
5. Describe how to investigate the rate of transpiration.

C2 – Bonding, structure, and the properties of matter

Formation of Ions

- **Ions** = a charged particle made when atoms lose or gain electrons
- **Positive ion** = atom has lost electrons
- **Negative ion** = atom has gained electrons.

Metals form **positive ions**

Non-metals form negative ions

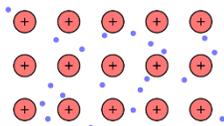
| Group | Ions | Example |
|-------|------|--|
| 1 | +1 | $\text{Li} \rightarrow \text{Li}^+ + \text{e}^-$ |
| 2 | +2 | $\text{Ca} \rightarrow \text{Ca}^{2+} + 2\text{e}^-$ |
| 6 | -2 | $\text{O} + 2\text{e}^- \rightarrow \text{O}^{2-}$ |
| 7 | -1 | $\text{Br} + \text{e}^- \rightarrow \text{Br}^-$ |

Lost electrons

Gained electrons

Metallic Bonding

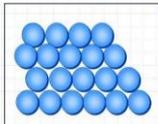
- Happens in **metals only**.
- Positive metal ions surrounded by **sea of delocalised electrons (can move)**.
- Ions tightly packed in rows.
- Strong **electrostatic forces of attraction** between positive ions and negative electrons.



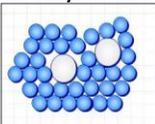
Alloys

- **Alloys** = mixture of two or more metal atoms
- Pure metals are too soft for many uses.

Pure Metal



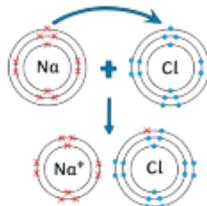
Alloy



- | | |
|-------------------|-------------------------|
| • Atoms same size | • Different sized atoms |
| • Layers slide | • Layers cannot slide |
| • Softer | • Stronger |

Ionic Bonding

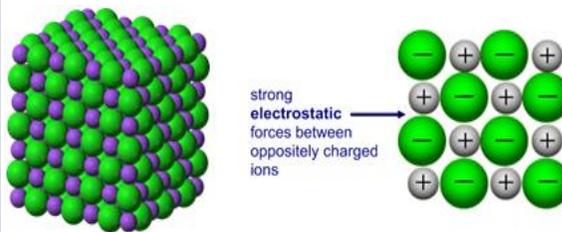
- Between a metal and non-metal.
- Metals give electrons to non-metals so both have a full outer shell.
- **Electrostatic force of attraction** between positive and negative ions.



E.g. Sodium loses one electron to become Na^+ . Chlorine gains one electron to become Cl^- . The two ions attract to form sodium chloride.

Ionic compounds

- Form **giant lattices, as the attraction between ions acts in all directions**



Properties of Ionic Compounds

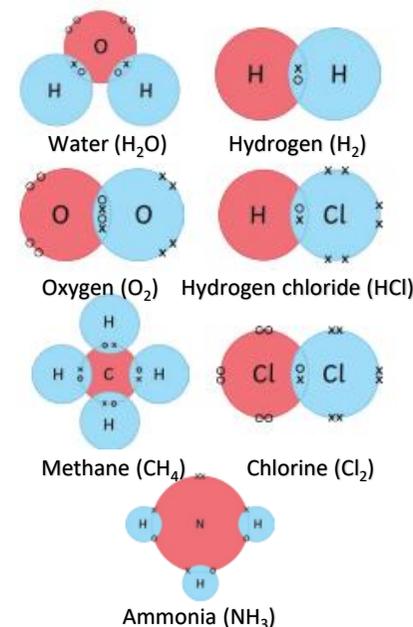
- **High melting point** – lots of energy needed to overcome electrostatic forces.
- **High boiling point**
- **Cannot conduct electricity as solid** – ions cannot move
- **Conducts electricity when molten or dissolved** – ions are free to move.

Covalent Bonding

- **Covalent bonding** = sharing a pair or pairs of electrons for a full outer shell.
- Between **non-metals only**.

Dot and cross diagrams

- Show the bonding in simple molecules.
- Uses the outer shell of the atoms
- Crosses and dots used to show electrons
- You should be able to draw the following:



Simple Covalent Molecules

- Form when all atoms have full outer shells so bonding stops
- Examples are the molecules shown above.
- Have **low melting and boiling points**
- Due to **weak intermolecular forces**
- Do not conduct electricity

C2 – Bonding, structure, and the properties of matter

1. What is an ion?

2. What happens to form a positive ion?

3. What happens to form a negative ion?

4. What type of ions are formed by:

1. metals

2. non-metals

1. What are metal ions surrounded by?

2. Name the type of attraction between the electrons and ions.

3. Why do metals conduct electricity?

4. What is an alloy?

5. Why are pure metals too soft for some uses?

6. Why are alloys stronger than pure metals?

1. Ionic bonding happens between..

2. What do metals give to non-metals?

3. What type of attraction is between the positive and negative ions?

4. What structure do ionic compounds form?

5. What are the melting points of ionic compounds like?

6. Why can solid ionic compounds **not** conduct electricity?

7. When can ionic compounds conduct electricity?

1. What is covalent bonding?

2. What type of atoms does covalent bonding happen between?

3. Draw dot and cross diagrams for the following:

Water (H₂O)

Methane (CH₄)

Oxygen (O₂)

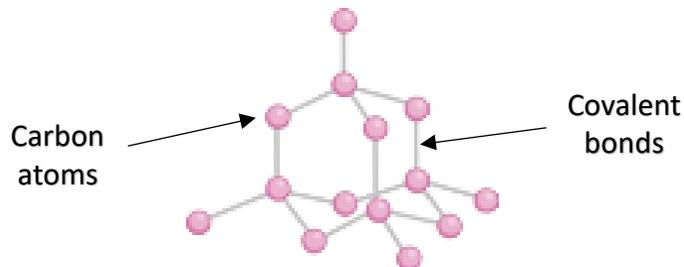
5. Do simple covalent molecules have a high/low melting point?

6. Why is this?

C2 – Bonding, structure, and the properties of matter

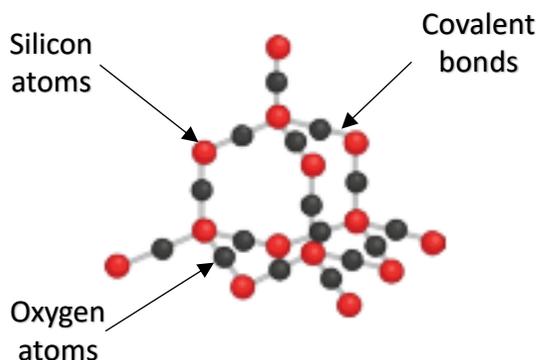
Giant Covalent Structure – Diamond

- Each carbon atom **covalently** bonded to **four** others.
- Forms a giant structure
- This makes diamond **strong** → a lot of **energy** needed to break lots of strong covalent bonds.
- **Does not conduct electricity** – has no free electrons.



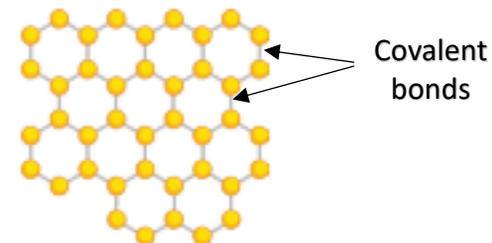
Silicon Dioxide

- Similar structure to diamond
- Giant covalent structure.
- Lots of **strong covalent bonds**.
- These require lots of **energy** to break.
- High melting and boiling points.



Graphene

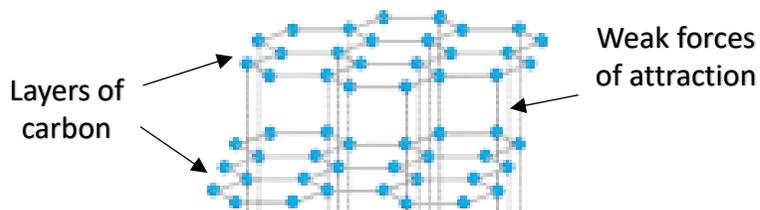
- Graphene = one layer of graphite.
- Very strong → lots of strong covalent bonds.



- Each carbon bonded to three others.
- One **free delocalised electron** → can move to **carry electrical current** throughout the structure.

Giant Covalent Structure – Graphite

- Layers of **carbon** arranged in **hexagons**.
- Each carbon bonded to **three** other carbons.
- Leaves **one delocalised electron** → moves to carry electrical charge **throughout structure**.

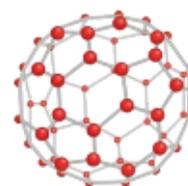


- Layers held together by **weak forces**
- Layers can **slide** over each other easily
- Makes graphite **soft/slippery** → good lubricant.
- Has **high melting point** as has many strong covalent bonds.

Fullerenes and Nanotubes

- Molecules of carbon shaped into hollow tubes or balls.
- Used to **deliver drugs into body**

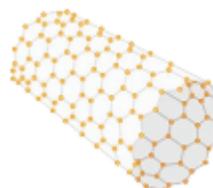
Buckminsterfullerene
Formula = C₆₀



- **Carbon nanotubes** = long narrow tubes
- Can conduct electricity

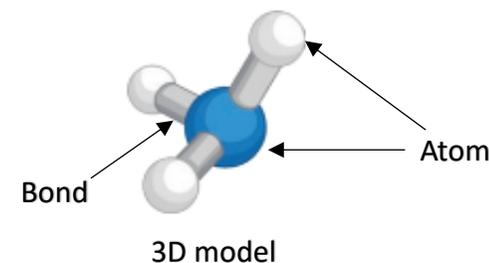
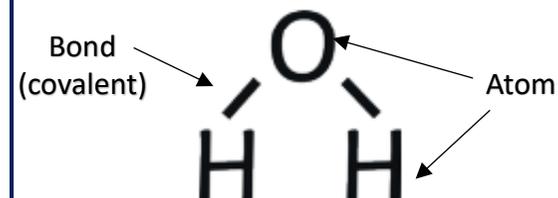
- Can strengthen materials without adding weight.

- Used in electronics and nanotechnology.



Molecular models

- There are different ways to show a molecule other than dot and cross diagrams.



C2 – Bonding, structure, and the properties of matter

1. How many bonds do each carbon atom have in diamond?
2. What type of bonds are in diamond?
3. Why is diamond hard?
4. Why does diamond not conduct electricity?

1. What structure does silicon dioxide have?
2. Why does this structure have a high melting and boiling point?

1. What is graphene?
2. State a property of graphene.
3. How many bonds does each carbon have?
4. What does this allow graphene to do?

1. What element is graphite made from?
2. How many bonds does each carbon have?
3. Why can graphite conduct electricity?
4. What holds together the layers of graphite?
5. Why is graphite soft/slippery?
6. Does graphite have a high/low melting point?
7. Why?

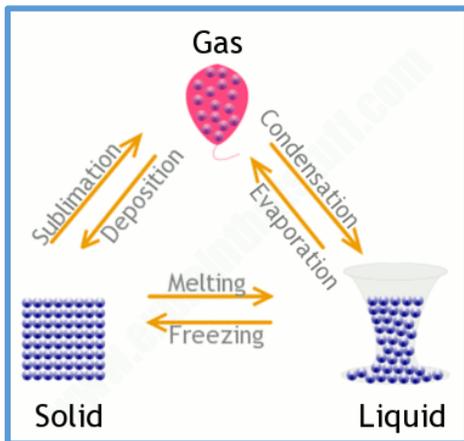
1. What can fullerenes be used for?
2. What is the formula of buckminsterfullerene?
3. State two uses of carbon nanotubes.

1. What are three ways that H₂O could be drawn?

C2 – Bonding, structure, and the properties of matter

States of Matter

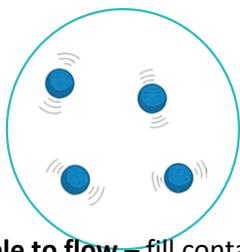
- Three states of matter: **solid, liquid & gas.**
- To change state, **energy must be transferred.**



- When heated, particles **gain energy.**
- **Attractive forces** between particles begin breaking when melting or boiling points are reached
- **Amount of energy** needed to change state depends on how strong forces are.

Gas

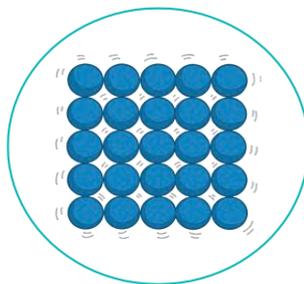
- Randomly arranged.
- Particles **move quickly** – all directions.
- Highest **amount of kinetic energy.**



- Gases **are able to flow** – fill containers
- **Can be compressed** as there is space between particles

Solid

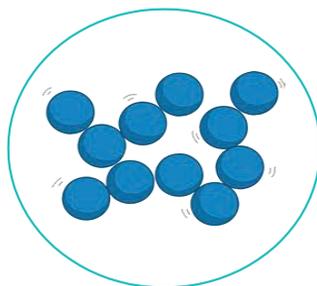
- **Regular** pattern (rows and columns)
- Particles **vibrate** in a **fixed position.**
- Particles have **low amount of kinetic energy.**



- Have a **fixed shape** – cannot flow because of strong forces of attraction between particles
- **Cannot be compressed** – particles close together.

Liquid

- Particles **randomly** arranged and touching.
- Particles can **move around.**
- **Greater amount of kinetic energy** than solid



- Liquids **able to flow** – take shape of containers.
- **Cannot be compressed** – particles are close together and cannot be pushed closer

State symbols

- States of matter shown in chemical equations:
- Solid (**s**)
- Liquid (**l**)
- Gas (**g**)
- Aqueous (**aq**)
- **Aqueous** solutions = substance dissolved in water.

Identifying Physical State of Substances

- If the temperature is **lower** than a substance's melting point – substance is **solid.**
- If the temperature is **between** the melting point and boiling point – substance is **liquid.**
- If the temperature is **higher** than the boiling point – substance is a **gas.**

Limitations of Particle Model (HT)

- No chemical bonds are shown.
- Particles shown as solid spheres – not the case, particles are mostly empty space like atoms.
- The diagrams don't show any of the forces between particles
- The diagrams are unable to show the movement of the particles.

C2 – Bonding, structure, and the properties of matter

1. What are the three states of matter?
2. What happens to particles when they are heated?
3. What happens to attractive forces when particles are heated?
4. What does the amount of energy needed to change state depend on?

1. How are gas particles arranged?
2. How do gas particles move?
3. Do particles in a gas have more or less kinetic energy than those in solids and liquids?
4. Can gases be compressed? Why?

1. How are solid particles arranged?
2. Do solid particles move?
3. Do particles in a solid have a high or low amount of kinetic energy?
4. Can solid particles flow?
5. Can solids be compressed?

1. How are liquid particles arranged?
2. Do particles in a liquid move?
3. Do the particles in a liquid have more or less kinetic energy than solids?
4. Can liquid particles flow?
5. Can liquids be compressed?

1. Where are state symbols used?
2. Write the symbols for solid, liquid, gas and aqueous.
3. What does aqueous mean?

1. If the temperature is lower than melting point, the substance is..
2. If the temperature is between melting and boiling point, the substance is..
3. When would a substance be gas?

1. State two limitations of the particle model.

P2 – Electricity

Current, resistance and potential difference

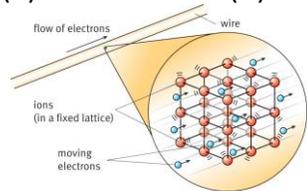
Electrical current is the flow of electrical charge.

Current is measured in amps (A), charge is measured in Coulombs (C).

The size of the current depends on the rate of the flow of charge – ie how many coulombs of charge per second.

$$Q = I t$$

Charge = Current x time
(C) (A)



Ohms Law

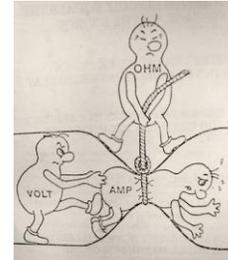
The current through a component depends on the potential difference and the resistance of the component.

If a component has high resistance, the current will be smaller for a given potential difference

potential difference = current x resistance

$$V = I R$$

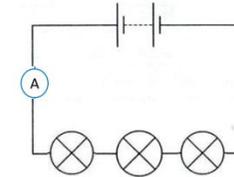
pd is measured in volts (V), resistance in Ohms (Ω)



Series and parallel circuits

Series circuits:

A series circuit is one single loop

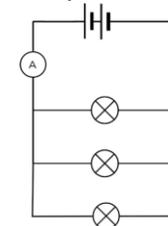


In a series circuit:

- the current is the same at all points in the circuit.
- potential difference is shared between components (equally if components are identical resistance)
- total resistance = sum of all resistors

Parallel circuits

A parallel circuit consists of more than one loop from the battery/cell.



In a parallel circuit:

- The current is shared amongst the branches
- The potential difference is the same across all components
- Resistance in the whole circuit is LESS than that of the smallest resistor

Hypothesis 'the length of the wire affects resistance'

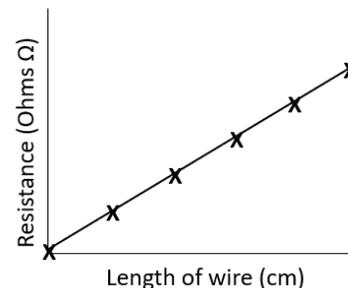
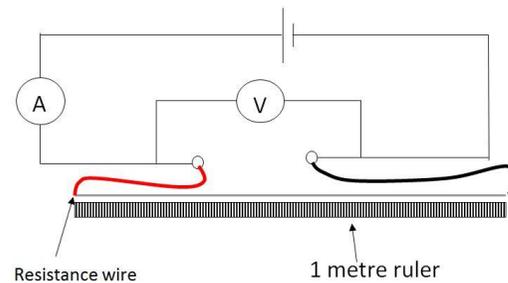
Independent variable – length of wire

Dependent variable – resistance

Control variables – type of wire, temperature of the wire, diameter of the wire

1. Set up the circuit as shown, with an ammeter in the circuit and a voltmeter connected across the wire
2. Use crocodile clips to change the length of the wire in the circuit
3. Make the wire 10cm long and read the current and pd. Switch off the current between readings or the wire will get hot, increasing the resistance.
4. Repeat for 20, 30, 40, 50 cm. (5 minimum)
5. Calculate resistance using Ohms Law $R = V/I$

Plot length of wire (IV) against resistance (DV)



The relationship is directly proportional

P2 – Electricity

Current, resistance and potential difference

1. What is current?
2. What is the unit for charge?
3. What is the unit for current?
4. What is the equation linking charge, current and time?
5. What is the equation linking current, potential difference and voltage?
6. If a component's resistance increases, what happens to current through that component?
7. What is the unit for resistance?

Hypothesis 'the length of the wire affects resistance'

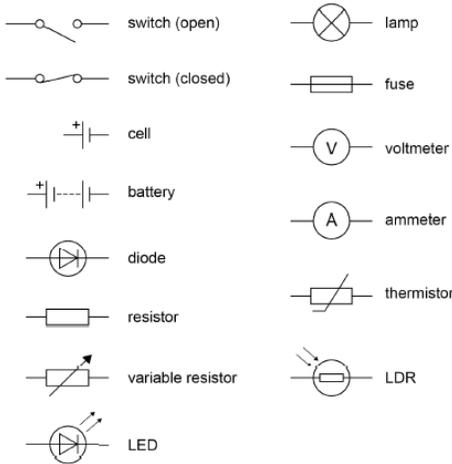
1. What is the independent variable in this investigation?
2. What is the dependent variable?
3. What is the minimum number of readings needed for a line graph?
4. What two readings are taken?
5. How is resistance calculated?
6. What sort of relationship is seen?
7. Why is it important to turn off the power in between readings?

Series and parallel circuits

1. What is a series circuit?
2. In a series circuit, the current is.....
3. How do you find total resistance in a series circuit?
4. The potential difference is shared equally among components as long as.....
5. What is a parallel circuit?
6. What is true about potential difference across all of the components in a parallel circuit?
7. How is total current calculated in parallel?
8. What is true for total resistance in a parallel circuit?

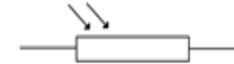
P2 – Electricity

Components

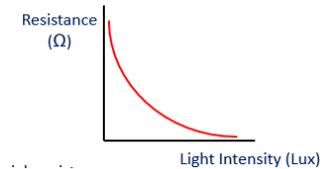


- A **diode** only allows current to flow one way in a circuit
- A **resistor** is a component that provides a fixed resistance in the circuit – e.g a $5\ \Omega$ resistor
- A **variable resistor** is a component whose resistance can be changed (e.g a dimmer switch)
- A **thermistor** is a resistor whose resistance changes with temperature – the higher the temperature the lower the resistance
- An **LDR** (light dependent resistor) has resistance that changes
- An **LED** (light emitting diode) is a light that only allows the flow of current one way

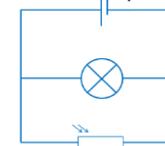
LDR



A light dependent resistor has varying resistance.
As the light intensity increases, the resistance decreases



LDRs can be used to switch on lights at night time.



In this circuit, when it is day time, the resistance in the LDR is low, so all current flows through the LDR.

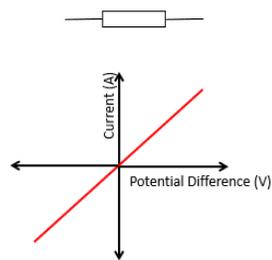
As light levels fall, resistance increases, until eventually there is less resistance in the bulb than the LDR, so current flows through the bulb – switching it on.

Thermistor

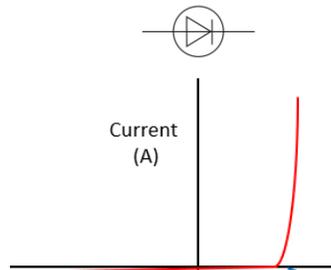


As the temperature increases, the resistance in a thermistor decreases.

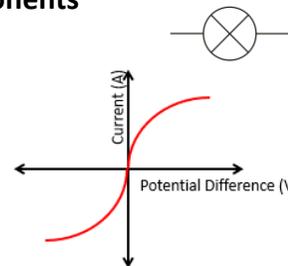
Current, potential difference and resistance for different components



A fixed (ohmic) resistor has fixed resistance
current is directly proportional to potential difference
Resistance remains constant (at constant temp)



A diode very high resistance in one direction.
Only when the potential difference is positive does current flow



A filament bulb contains a thin wire that glows as current flows.
As the pd increases, the current initially increases.
However, at higher pd, the wire gets hot
The ions in the wire move faster and collide with the moving charges
Resistance increases, so current stops increasing

P2 – Electricity

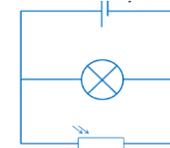
Components

| Symbol | Name |
|--------|-----------|
| | Cell |
| | |
| | fuse |
| | |
| | Voltmeter |

1. Complete the table opposite
2. Which component has a resistance that decreases as light intensity increases?
3. Which component only allows current to flow one way?
4. What is a fixed resistor?

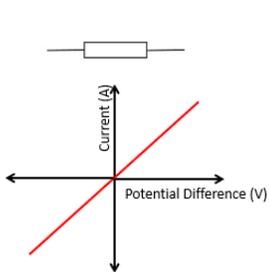
LDR

1. Draw the symbol for an LDR
2. Draw the pattern you would expect for resistance as the light intensity increases.
3. The circuit below is for a night light. What is resistance in the LDR like during the day time? (high light levels)

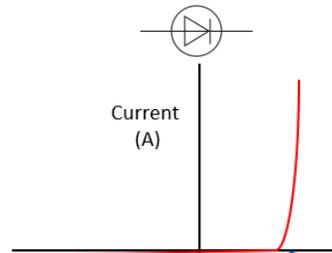


Current, potential difference and resistance for different components

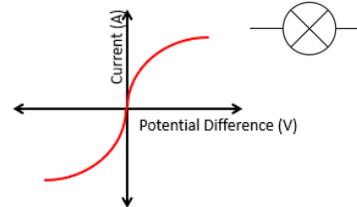
1. What readings would you need to take from a circuit to calculate resistance?



2. Describe the relationship shown



3. Why is there no current on one side of the graph?



4. What happens to current when the pd rises at first?
5. What happens to the current as the pd gets higher?
6. Why does the resistance increase at higher pd?

4. Why does the light switch on when it goes dark?

5. Draw the symbol for a thermistor
6. Describe the relationship between temperature and resistance in a thermistor

P2 – Electricity

Domestic use of electricity

There are two types of electrical supply – direct (DC) and alternating current (AC)

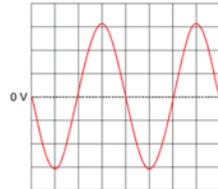
AC

The pd changes direction and magnitude, giving alternating current

The number of times the change of direction happens per second is the frequency.

UK mains is AC - **230V**

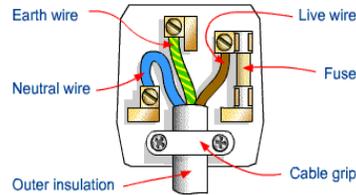
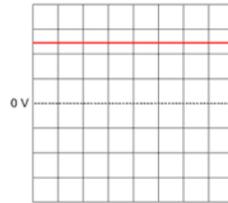
Frequency of **50 Hz**



DC

A direct pd produces current that flows in one direction

Batteries supply DC



Electrical appliances are connected using 3 core cable

- Brown – live wire, with pd of 230V
- Blue – neutral, 0V, completes the circuit
- Yellow and green – Earth wire, is at 0V unless there is a fault, when it will become live

Appliances in the home and power

Power is measured in Watts (W) or kW

Power can be calculated by using:

Power = Voltage x current

$$P = IV$$

Power = current² x resistance

$$P = I^2 R$$

Appliances transfer energy.

Energy is measured in Joules (J) or kJ

The energy transferred can be calculated by using:

Energy = charge flow x potential difference

$$E = QV$$

Energy = power x time

$$E = pt$$

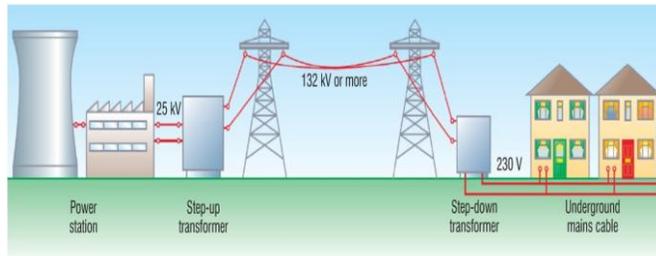
For example

A kettle transfers energy from the thermal store of the filament in the kettle to the thermal store of the water inside.

Some energy is transferred to the thermal store of the surroundings.

The National Grid

The National Grid is a system of cables and transformers connecting power stations to homes and businesses



The National Grid uses very high pd and low current.

High current causes heating in the wires and would result in large energy losses.

Step up transformers increase the pd from the power station (to around 400000V) so that low current can be used to transmit power.

This means the wires don't get hot, so less energy is lost.

Near homes and businesses, step down transformers reduce the pd to 230V for safety.

P2 – Electricity

Domestic use of electricity

1. What are the two types of current?
2. What type of power supply produces DC current?
3. What are the two differences between AC and DC current?
4. What is the pd of the UK mains supply?
5. What is the frequency of UK mains supply?
6. What colour is the live wire in UK plugs?
7. What is the purpose of the blue wire in UK plugs?
8. When does the yellow and green wire carry a current?

The National Grid

1. What is the National Grid?
2. What sort of pd does the National Grid use to transmit electrical power?
3. What is used to increase the pd from the power station?
4. What is used to reduce the pd near homes and businesses?
5. Why is such a high pd used?

Appliances in the home and power

1. What is the equation linking current, potential difference and power?
2. What is the equation linking current, resistance and power?
3. What two factors affect how much energy an appliance transfers?
4. What is the equation linking energy, power and time?
5. What are the units for power?
6. What is the equation linking charge, energy and potential difference?
7. What are the units for energy?



| | | | | | | | | | | | | | | | | | | | | |
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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 |
| | | |

| H. | Can you define these key words? |
|----------------------------|---|
| 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 (eg.Poland) where Hitler planned to take land for his 1000 year Reich for the superior German (Aryan) race |
| Nuremberg Laws | A series of laws reducing German Jews human rights, such as their ability to marry Germans, vote, and citizenship |
| Pogrom | A violent attack on Jewish Communities, these had been occurring in Europe since 1900 |
| Roma | Known as Gypsies, they were persecuted by the Nazis |
| SA | Brownshirts Nazi thugs that attacked Nazi enemies |
| SS | Hitler's Elite soldiers(Blackshirts) , led by Himmler. They fought in the army and ran the concentration and death camps. |
| SS Einsatzgruppen | SS murder squads in Eastern Europe, capturing and murdering Jews |
| Sterilisation | Preventing men and women from breeding through surgery |
| Genocide | Killing if an entire race of people |
| Synagogue | A Jewish place of Worship |
| The Final Solution | The Nazi plan to murder all Jews in Europe |
| Aryan | German superior race as believed by the Nazis |
| Concentration Camp | Prison camps set up by the Nazis from 1933. They held political prisoners and minority groups in terrible conditions |
| Extermination 'Death' Camp | A concentration camp designed for murdering huge numbers of people such as Jews in gas chambers |
| Eugenics | The study of races. Nazis' distorted view on science such as Darwin's survival of the fittest |
| Euthanasia | "Mercifully" killing of people with disabilities or disease |
| Gestapo | Hitler's secret police that spied on people |

| What we are covering whilst working from home: The Holocaust | |
|---|---|
| <p>We will be looking at:</p> <ul style="list-style-type: none"> The history of anti-Semitism in Europe (I) The start of the persecution of Jews in Nazi Germany and the consequences for German Jews (J) How Jewish persecution in Germany escalated from 1933-1939 resulting in The Final Solution (K) Why we need to remember the Holocaust (L). | |
| H. | Can you define these key words? |
| Ghettos | Parts of cities that were walled off to contain Jews. They lacked water and healthcare and food. They were very overcrowded and many Jews died there. |
| Kristallnacht | Means 'The Night of Broken Glass'. Attacks on Jewish, synagogues homes and businesses in 1938 by the SS and SA |
| Untermenschen | Means 'under person' refers to anyone seen as undesirable in Hitler's Germany e.g. Roma, Homosexuals, communists, Jews |
| Minorities | Anyone considered non-Aryan, disabled people, homosexuals, Roma |
| Boycott of Jewish Businesses 1933 | |
| <ul style="list-style-type: none"> On 30th March 1933, the Nazi Party announced that from 10am on 1st April an official boycott would be held of all Jewish businesses, doctors and lawyers. SA members (paramilitary unit associated with the Nazis) painted Jewish stars or the word <i>Jude</i> (German word for Jew) outside Jewish businesses. They then stood outside with banners ('Don't buy from Jews') discouraging people from going inside. The boycott was not very successful-many people just ignored the signs and graffiti and still entered the shop and it lasted just a day, but it marked the beginning of a nationwide campaign by the Nazi Party against the entire German Jewish population | |

| J. | What were the consequences of the Nuremberg Laws for Jews in Nazi Germany? | | |
|---|--|--|--|
| What they were: | Consequences: | | |
| <ul style="list-style-type: none"> On 15th September 1935 the Nuremberg Laws were passed which were a new set of laws which made it easier to persecute Jews. 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. 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. | <ul style="list-style-type: none"> 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 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. 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. 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. | | |
| I | What do these factors show about anti-Semitic attitudes in Medieval Europe? | | |
| Adolf Hitler | Nazi dictator of Germany 1933-45 | | |
| Heinrich Himmler | Leader of the SS. It was that carried out the mass extermination of the Jewish people | | |
| Adolf Eichman | Adolf Eichmann was a German-Austrian high ranking SS officer and one of the major organisers of the Holocaust | | |
| Josef Goebbels | Nazi minister of propaganda | | |
| Rudolf Hoss | Hoss was the longest serving officer in charge of Auschwitz | | |
| K. How did Jewish persecution increase from 1933 to 1939. | | | |
| Boycott of Jewish Businesses 1933 | Nuremberg Laws 1935 | Kristallnacht 1938 | Ghettos 1939 |
| <ul style="list-style-type: none"> On 30th March 1933, the Nazi Party announced that from 10am on 1st April an official boycott would be held of all Jewish businesses, doctors and lawyers. SA members (paramilitary unit associated with the Nazis) painted Jewish stars or the word <i>Jude</i> (German word for Jew) outside Jewish businesses. They then stood outside with banners ('Don't buy from Jews') discouraging people from going inside. The boycott was not very successful-many people just ignored the signs and graffiti and still entered the shop and it lasted just a day, but it marked the beginning of a nationwide campaign by the Nazi Party against the entire German Jewish population | <ul style="list-style-type: none"> On 15th September 1935 the Nuremberg Laws were passed which were a new set of laws which made it easier to persecute Jews. 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. 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. | <ul style="list-style-type: none"> The first violent outburst of anti-Semitism in Germany Groups of uniformed gangs ran amok amongst Jewish communities, destroying and burning homes, shops, businesses, synagogues and desecrated Jewish cemeteries. Some gangs were in Nazi uniforms. Other gangs such as the SA and Hitler Youth were told not to wear uniforms so that the violence would seem to be by the general public. Some Germans were horrified, others watched with pleasure or joined in. 100 Jews killed, 814 shops, 171, homes and 191 synagogues destroyed Jews were blamed and made to pay for the damage 20,000 Jews sent to camps. | <ul style="list-style-type: none"> Key step in the process of brutally separating, persecuting and destroying Europe's Jews 1st ghetto established in Poland in October 1939 Jews who owned any businesses/property were forced to hand them over as they were placed in ghettos. Some ghettos were shut in by walls, fences or barbed wire Temporary- some only lasted a few days or weeks, others for years The majority of ghetto inhabitants died from disease, starvation, shooting or deportation to extermination camps. |

| H. <i>Can you define these key words?</i> | | What we are covering whilst working from home: The Holocaust | | J. | What were the consequences of the Nuremburg Laws for Jews in Nazi Germany? | | | | | | | | | | | | | | |
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| Persecution | | | | | | | | | | | | | | | | | | | |
| Discrimination | | | | | | | | | | | | | | | | | | | |
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| Nuremberg Laws | | H. | <i>Can you define these key words?</i> | | | | | | | | | | | | | | | | |
| Pogrom | | Ghettos | | | | | | | | | | | | | | | | | |
| Roma | | Kristallnacht | | | | | | | | | | | | | | | | | |
| SA | | Untermenschen | | | | | | | | | | | | | | | | | |
| SS | | Minorities | | | | | | | | | | | | | | | | | |
| SS Einsatzgruppen | | | | | | | | | | | | | | | | | | | |
| Sterilisation | | | | | | | | | | | | | | | | | | | |
| Genocide | | | | | | | | | | | | | | | | | | | |
| Synagogue | | | | | | | | | | | | | | | | | | | |
| The Final Solution | | | | | | | | | | | | | | | | | | | |
| Aryam | | | | | | | | | | | | | | | | | | | |
| Concentration Camp | | | | | | | | | | | | | | | | | | | |
| Extermination 'Death' Camp | | | | | | | | | | | | | | | | | | | |
| Eugenics | | | | | | | | | | | | | | | | | | | |
| Euthanasia | | | | | | | | | | | | | | | | | | | |
| Gestapo | | | | | | | | | | | | | | | | | | | |

Year 9GS GCSE Religious Education KO - Christianity Beliefs

| Keywords | |
|--------------|---|
| Ascension | Jesus returning to be with God in Heaven after the crucifixion |
| Atonement | Making things better after sinning, asking for forgiveness from God |
| Benevolent | God's nature as all-loving |
| Crucifixion | Jesus' execution by the Romans on the cross |
| Incarnation | God becoming flesh in the form of Jesus Christ |
| Just | God's nature as fair |
| Omnipotent | God's nature as all-powerful |
| Original sin | The built-in tendency to do wrong which comes from Eve's disobedience |
| Resurrection | Jesus returning from the dead after he was crucified |
| Salvation | Being saved from sin and given eternal life in heaven by God |
| Sin | Any thought or action which goes against God's will |
| Trinity | God's nature as three-parts-in-one, the Father, Son and Holy Spirit. |

| What we are learning in this unit | | | | | |
|--|--|---|---|---|--|
| A. Nature of God B. Evil and suffering C. The Holy Trinity D. Creation E. Resurrection, judgement, Heaven and Hell | | | F. Incarnation G. Crucifixion H. Christ in Salvation I. Ascension and resurrection J. Sin and salvation | | |
| A. | <i>The Nature of God</i> | <i>How is it shown in The Bible?</i> | B. | <i>Evil and suffering</i> | |
| One God | <ul style="list-style-type: none"> Christians believe in one God who is the creator and sustainer of all that exists | <ul style="list-style-type: none"> "the Lord he is God; there is none else beside him" | What is the problem of evil | <ul style="list-style-type: none"> There is evil and suffering going on in the world suffering is physical or emotional pain a person goes through for any reason Christians may find it difficult to make sense of God allowing suffering to happen | |
| Omnipotent | <ul style="list-style-type: none"> God is almighty and has unlimited power Nothing can defeat the power of God | <ul style="list-style-type: none"> "For nothing is impossible with God" The creation of the universe miracles performed by Jesus Sending the 10 plagues to Egypt to help the Hebrews be free | How do Christians solve the problem of evil and suffering? | <ul style="list-style-type: none"> Human beings have free will and have the ability to choose their own actions - God doesn't cause it, humans do Jesus Christ suffered on the cross and Christians believe they can learn from suffering too Christians believe they get rewarded for suffering in Heaven "God works in mysterious ways" – we cannot understand God Job – there is sin in the world, we need to keep faith | |
| Benevolent | <ul style="list-style-type: none"> God is all-loving and all-good "agape" refers to a self-giving, sacrificial love | <ul style="list-style-type: none"> "For God so loved the world, he gave his One and Only Son" Jesus' death on the cross is an example of that love The Parable of the Prodigal Son – the father forgave his son because he loved him how God is also loving | C. <i>The Holy Trinity</i> | | |
| Just | <ul style="list-style-type: none"> God is perfect and a fair judge | <ul style="list-style-type: none"> "he is faithful and righteous to forgive us our sins" | What is it? | <ul style="list-style-type: none"> The concept of the three persons of God Each person of the Trinity is fully God, but they are not the same "we believe in one God, Father, Son and Holy Spirit" | |
| Problem of suffering | <ul style="list-style-type: none"> If God is benevolent, why would he allow bad things and suffering to happen to innocent people? Some Christians argue that if God is fair and just, why does he allow suffering? | | God The Father | <ul style="list-style-type: none"> God of the Old Testament – creator, ruler, judge The creator of all life | |
| | | | God The Son | <ul style="list-style-type: none"> Jesus Christ – both fully human and fully God God became incarnate through Jesus | |
| | | | The Holy Spirit | <ul style="list-style-type: none"> The unseen power of God at work in the world e.g. answering prayers, guides and comforts Christians | |
| | | | Why is the trinity important? | <ul style="list-style-type: none"> It expresses who God is It expresses how humans can interact with God It allows humans to come face to face with God Helps to make the best sense of what Christians read in the Bible When Jesus was baptised, the Holy Spirit descended like a dove and said "you are my Son..." | |

Year 9GS GCSE Religious Education KO - Christianity Beliefs

| Keywords | |
|--------------|--|
| Ascension | |
| Atonement | |
| Benevolent | |
| Crucifixion | |
| Incarnation | |
| Just | |
| Omnipotent | |
| Original sin | |
| Resurrection | |
| Salvation | |
| Sin | |
| Trinity | |

| What we are learning in this unit | | | |
|---|--------------------------|--------------------------------------|--|
| A. Nature of God | | F. Incarnation | |
| B. Evil and suffering | | G. Crucifixion | |
| C. The Holy Trinity | | H. Christ in Salvation | |
| D. Creation | | I. Ascension and resurrection | |
| E. Resurrection, judgement, Heaven and Hell | | J. Sin and salvation | |
| A. | <i>The Nature of God</i> | <i>How is it shown in The Bible?</i> | B. |
| One God | | | What is the problem of evil |
| Omnipotent | | | How do Christians solve the problem of evil and suffering? |
| Benevolent | | | C. |
| Just | | | <i>The Holy Trinity</i> |
| Problem of suffering | | | What is it? |
| | | | God The Father |
| | | | God The Son |
| | | | The Holy Spirit |
| | | | Why is the trinity important? |

| D. | Creation |
|-------------------------|---|
| Beliefs about creation | <ul style="list-style-type: none"> The trinity must have existed before creation The trinity is the way in which the world was created |
| Genesis 1:1-3 | <ul style="list-style-type: none"> "In the beginning, God created the Heavens and Earth" God created Earth and all living things Christians believe that everything created "was good" Most Christians interpret the story as a way of describing the creation of the world Not all believe it was in literally 6 days "now the Earth was formless and empty, darkness was over the face of the deep and the Spirit of God was hovering over the face of the waters" |
| John 1:1-3 | <ul style="list-style-type: none"> "In the beginning was the Word, and the Word was with God" 'The Word' refers to God the Son. This shows the Son (Jesus) was involved in creation |
| Messages from the story | <ul style="list-style-type: none"> God is the omnipotent creator Every aspect of God's creation is good The world is sacred Humans have stewardship and dominion – they have authority over the rest of the world Humans are made in the image of God |

| E. | Resurrection, judgement, Heaven and Hell |
|---|--|
| What is Resurrection | <ul style="list-style-type: none"> Jesus overcame death through resurrection If Jesus lived after death, then so will they Makes Christians treat their body as a "temple of the Holy Spirit" |
| What do Christians mean by resurrection | <ul style="list-style-type: none"> Some Christians believe that God will raise them back to life before Judgement Day Catholics believe in purgatory – where the soul goes after death to be purified. |
| Judgement | <ul style="list-style-type: none"> There will be a Judgement Day at the end of time and will be judged by Jesus according to how they behaved Jesus "will come again in glory to judge the living and the dead" After judgement, they will wait to be rewarded with Heaven or punished with Hell The Parable of the rich man and Lazarus – ignoring the needs of others has eternal consequences The Parable of the sheep and the goats – on Judgement Day, some will be rewarded with Heaven for helping others and others are sent to Hell |
| Heaven | <ul style="list-style-type: none"> Heaven is being with God outside time and space Eternal happiness with no suffering Heaven is a state of being |
| Hell | <ul style="list-style-type: none"> Hell is eternal separation from God "God predestines no one to hell; for this, a wilful turning away from God... is necessary and persistence in it until the end" Some Christians reject any idea of hell because they think it would mean God's love would not triumph over evil |

| F. | Incarnation |
|-------------------------|---|
| What is it | <ul style="list-style-type: none"> God took on human form as Jesus Christ "The Word became flesh and lived for a while among us" Jesus was fully divine and fully human |
| Jesus as the Son of God | <ul style="list-style-type: none"> Mary was impregnated by the Holy Spirit and gave birth as a virgin – proof that Jesus is the son of God |
| Belief in incarnation | <ul style="list-style-type: none"> The incarnation is important to teach Christians how to live |

Year 9GS GCSE Religious Education KO - Christianity Beliefs

| D. <i>Creation</i> | | E. <i>Resurrection, judgement, Heaven and Hell</i> | |
|-------------------------|--|--|--|
| Beliefs about creation | | What is Resurrection | |
| Genesis 1:1-3 | | What do Christians mean by resurrection | |
| | | Judgement | |
| | | Heaven | |
| | | Hell | |
| John 1:1-3 | | F. <i>Incarnation</i> | |
| | | What is it | |
| | | Jesus as the Son of God | |
| Messages from the story | | Belief in incarnation | |

Year 9GS GCSE Religious Education KO - Christianity Beliefs

| I. | <i>Ascension and resurrection</i> |
|--------------------------------------|---|
| Resurrection | <ul style="list-style-type: none"> • Jesus was buried in a rock tomb and left there due to the Sabbath • When the women returned for the burial, Jesus' body was gone • Jesus appeared for the next 40 days to his disciples and other believers |
| Ascension | <ul style="list-style-type: none"> • Jesus appeared to his disciples and told them to spread the word of him • The time between resurrection and ascension reminds Christians that God will forgive sins and they can become closer to God • The ascension happened 40 days after the resurrection • It assures Christians they will rise again after death and live in the afterlife |
| Why is Jesus' resurrection important | <ul style="list-style-type: none"> • Christians interpret the resurrection as proof that he is the Son of God • Shows God's triumph over evil and death |

| G. | <i>Crucifixion</i> |
|-----------------------------------|--|
| Why was Jesus crucified | <ul style="list-style-type: none"> • Jesus was arrested and convicted of blasphemy • He was sentenced to death by Pilate • Crucifixion was a humiliating method which is slow and agonising |
| How does it influence a Christian | <ul style="list-style-type: none"> • By accepting Jesus' sacrifice, their sins will be forgiven and they will go to Heaven • Suffering is a part of life |
| Why did Jesus have to die? | <ul style="list-style-type: none"> • Blasphemy – some of the things he said and did were considered blasphemy and threatened authority • Pilate – Pilate was going to pardon him but was afraid of the consequences from Rome • God – Jesus had to die to fulfil God's commands for him – this way, humans could be reunited with God |

| I. | <i>Sin and salvation</i> |
|-----------------------|---|
| Original sin | <ul style="list-style-type: none"> • Christians believe humans are separated from God due to original sin which they have due to Adam and Eve (Genesis) • God in Christ offered salvation |
| Salvation through law | <ul style="list-style-type: none"> • Jews thought they needed to obey the law to be accepted by God • Some Christian groups claim salvation depends on keeping to all the rules that are put in place • However some say that the thoughts in our mind and love in our hearts for God is more important |
| Grace and spirit | <ul style="list-style-type: none"> • Grace = unconditional love that God shows to everyone, even when it seems undeserved • God loves humans despite what we do or do not do • Parable of the Prodigal Son = the son did not deserve the forgiveness, but that is how God treats humanity • Jesus' actions made forgiveness for the sins of the world and reconciliation possible • Christians believe they receive God's grace through the presence of the Holy Spirit |

| H. | <i>Christ in salvation</i> |
|------------------|---|
| Atone ment | <ul style="list-style-type: none"> • Christians see Jesus' death as atonement |
| Recon ciliatio n | <ul style="list-style-type: none"> • Reconciliation is the restoration of relationships • The relationship between God and human beings was damaged • Human beings need to be reconciled with God to get to Heaven • God sacrificed his Son to allow this to happen |

Year 9GS GCSE Religious Education KO - Christianity Beliefs

| I. | <i>Ascension and resurrection</i> |
|--------------------------------------|-----------------------------------|
| Resurrection | |
| Ascension | |
| Why is Jesus' resurrection important | |

| G. | <i>Crucifixion</i> |
|-----------------------------------|--------------------|
| Why was Jesus crucified | |
| How does it influence a Christian | |
| Why did Jesus have to die? | |

| I. | <i>Sin and salvation</i> |
|-----------------------|--------------------------|
| Original sin | |
| Salvation through law | |
| Grace and spirit | |

| H. | <i>Christ in salvation</i> |
|----------------|----------------------------|
| Atonement | |
| Reconciliation | |



| What we are learning this term: | |
|--|---------------------------|
| A. Key words B. Religion and equality C. Racism D. Gender | E. LGBTQ F. Disability |

| B | Equality and religion |
|---|---|
| | <ul style="list-style-type: none"> • People experience prejudice due to sex, disability, race, sexual orientation • Equality is important to make society fair • The Equality Act 2010 prohibits employers, educators and service providers from discriminating against protected characteristics (race, disability, sex) • Christianity – “you are all one in Christ” • Hinduism – the Divine is present in all human beings • Islam – the only way one human is better than another is through goodness |

| A. | Can you define these key words? |
|----------------|---|
| Key words | Key definition |
| Equality | The state of being equal in status, rights or opportunities |
| Discrimination | The unequal treatment of different groups of people based on race, age, sex etc. |
| Prejudice | A negative opinion about someone before knowing them based on their belonging to a certain group |
| Privilege | A special right or advantage given to a person or group |
| Racism | Discriminating against or preferring someone based on their race |
| Liberation | The act of setting someone free from slavery or imprisonment |
| Feminism | A movement fighting for women’s rights |
| Status | A persons position in society |
| Rights | A moral or legal entitlement to something |
| Persecution | Systematic mistreatment of an individual or group by another individual or group due to race, religion, gender, sexuality, etc. |
| Disability | A physical or mental condition that limits a person’s movements, senses or activities |
| Diversity | The practice or quality of including or involving a range of different people |
| Justice | The role of the judge is to make sure that justice is done |

| C | Racism |
|---|---|
| | <ul style="list-style-type: none"> • Islam – “There is no superiority... except on the basis of righteousness” • Christianity – “There is neither Jew nor Greek, male nor female, you are all one in Christ” • Hinduism – “There is none high or low amongst you” • There are some examples in scripture of slavery – in The Bible, it says “slaves obey your masters” and some use this to justify actions e.g. Ku Klux Klan. • Quakers are Christians who called for the liberation of Slaves • Martin Luther King was inspired by Christianity to campaign for civil rights using non-violent methods • Malcolm X was important in the fight for equality |

| D | Gender | | |
|---|---|---|--|
| | <table border="0"> <tr> <td style="vertical-align: top;"> <p>Gender equality is equal access to resources and opportunities regardless of gender</p> <ul style="list-style-type: none"> • Christianity – in Genesis it says God made men and women differently “Eve was created by God by taking her from the rib of Adam” • Traditional gender roles e.g. woman caring for home are found in many religions • Islam – some people claim the Qur’an justifies violence “Make clear to them the matter” BUT “the Messenger of God never struck a woman, child or a servant” </td> <td style="vertical-align: top;"> <p>Women in worship</p> <ul style="list-style-type: none"> • Catholic church does not allow women into priesthood • Men and women worship in the Mosque separately from men • Some mosques are now female led only, and the Catholic Women’s Ordination campaign for women to have the right to be ordained </td> </tr> </table> | <p>Gender equality is equal access to resources and opportunities regardless of gender</p> <ul style="list-style-type: none"> • Christianity – in Genesis it says God made men and women differently “Eve was created by God by taking her from the rib of Adam” • Traditional gender roles e.g. woman caring for home are found in many religions • Islam – some people claim the Qur’an justifies violence “Make clear to them the matter” BUT “the Messenger of God never struck a woman, child or a servant” | <p>Women in worship</p> <ul style="list-style-type: none"> • Catholic church does not allow women into priesthood • Men and women worship in the Mosque separately from men • Some mosques are now female led only, and the Catholic Women’s Ordination campaign for women to have the right to be ordained |
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| E. | LGBTQ |
|----|-------|
|----|-------|

| F | Disability |
|---|--|
| | <ul style="list-style-type: none"> • UK – Disability discrimination is illegal (being treated badly or put at a disadvantage due to disability) • Bible – Jesus went out of his way to heal the sick and help disabled people • Qur’an – encourages good treatment and giving help to those who are disabled • Buddhism and Hinduism – disability is not a punishment from God, comes from bad karma |

| | |
|--|--|
| | <ul style="list-style-type: none"> • Homosexuality was illegal in the UK until 1967 • Members of the LGBTQ community have faced persecution in the UK and abroad e.g. Russia and Cameroon have seen an increase in violence • Christianity – “God created man in His image... male and female He created them” • Christianity – “You shall not lie with a male as with a woman; it is an abomination” • Buddhism, Sikhism and Hinduism do not mention homosexuality • Dalai Lama – “For a Buddhist, a relationship between two men is wrong” • Catholic – Welcomes all those who are homosexual but invites them to live a life of celibacy |
|--|--|



What we are learning this term:

- | | |
|--------------------------|---------------|
| A. Key words | E. LGBTQ |
| B. Religion and equality | F. Disability |
| C. Racism | |
| D. Gender | |

| | |
|----------|------------------------------|
| B | Equality and religion |
| | |

| | |
|----------|---------------|
| C | Racism |
| | |

| | |
|----------|---------------|
| D | Gender |
| | |

| | |
|-----------|--------------|
| E. | LGBTQ |
| | |

| | |
|------------------|--|
| A. | Can you define these key words? |
| Key words | Key definition |
| Equality | |
| Discrimination | |
| Prejudice | |
| Privilege | |
| Racism | |
| Liberation | |
| Feminism | |
| Status | |
| Rights | |
| Persecution | |
| Disability | |
| Diversity | |
| Justice | |

| | |
|----------|-------------------|
| F | Disability |
| | |



| What we are learning this term: | |
|---|---------------|
| A. Talking about free time | |
| B. Talking about your plans for the weekend | |
| C. Talking about eating out | |
| D. Talking about special occasion meals | |
| E. Extending what you can say about sport | |
| F. Talking about sport in the world | |
| 6 Key Words for this term | |
| 1. disfrutar | 4. campeones |
| 2. jugar | 5. formentar |
| 3. los deportes | 6. a selecció |

| 3.1G ¿Qué te gusta hacer? | |
|---------------------------|----------------------------------|
| aburrido/a | boring |
| bailar | to dance |
| cantar | to sing |
| el cine | cinema |
| de vez en cuando | from time to time, occasionally |
| entretenido/a | entertaining |
| estimulante | challenging |
| jugar | to play (game, sport) |
| leer | to read |
| libre | free |
| odiar | to hate |
| la película | film |
| practicar | to practise |
| salir | to go out |
| la tarde | afternoon, evening |
| el teclado | keyboard |
| tocar | to touch, to play(an instrument) |
| ver | to see, watch |

| 3.3G ¿Haces deporte? | |
|----------------------|----------------------------|
| activo/a | active |
| al aire libre | in the open air, outdoors |
| ayudar | to help |
| el baloncesto | basketball |
| el campo | countryside, playing field |
| la cancha | court |
| los deberes | homework |
| la equitación | horse riding |
| el estadio | stadium |
| montar a caballo | to ride a horse |
| montar en bicicleta | to ride a bike |

| 3.1F ¿Qué haces en tu tiempo libre? | |
|-------------------------------------|---------------------------------|
| a veces | sometimes |
| bastante | quite |
| cada | each, every |
| cenar | to have an evening meal |
| charlar | to chat |
| el coro | choir |
| descansar | to rest |
| los dibujos animados | cartoons |
| el documental | documentary |
| el fin de semana | weekend |
| genial | great |
| las noticias | news |
| nunca | never |
| ocupado/a | occupied, busy |
| policíaco/a | police, detective, crime (adj.) |
| poner | to put |
| por lo general | in general |
| siempre | always |
| el teatro | theatre |
| la telenovela | soap opera |
| terminar | to finish |
| el tiempo | time |
| todo/a/os/as | all, every |
| tonto/a | silly, stupid |
| la vez | time, occasion |

| 3.2G Comer y Beber | |
|--------------------------|--|
| el (fem.) agua (mineral) | (mineral) water |
| beber | to drink |
| el bocadillo | sandwich |
| la carne | meat |
| la cena | evening meal |
| cenar | to have supper / to have an evening meal |
| comer | to eat |
| la comida | lunch, food, meal |
| desayunar | to have breakfast |
| el desayuno | breakfast |
| después | afterwards |
| el helado | ice cream |
| el huevo | egg |
| el jamón | ham |
| la leche | milk |
| las legumbres | pulses |
| la mantequilla | butter |
| la manzana | apple |
| la mermelada | jam, marmalade |
| las patatas fritas | chips, fries |

| Key Verbs | | | | |
|-------------------------|------------------|-----------------------|-----------------------|------------------------|
| Salir To go out | Ir To go | Jugar To play | Hacer – to do/make | Tocar To play (ins) |
| Salgo I go out | Voy I go | Juego I play | Hago I do | Toco I play |
| Sales You go out | Vas You go | Juegas You play | Haces You do | Tocas You play |
| Sale He/she goes out | Va s/he goes | Juega He/she plays | Hace s/he does | Toca He/she plays |
| Salimos We go out | Vamos They go | Jugamos We play | Hacemos We do | Tocamos We play |
| Salen They go out | Van They go | Juegan They play | Hacen They do | Tocan They play |

| 3.2G Comer y Beber | |
|---------------------|--------------------------------|
| el perrito caliente | hot dog |
| el pescado | fish |
| el pollo | chicken |
| el postre | dessert, pudding |
| el queso | cheese |
| la sopa | soup |
| el té | tea |
| tomar | to take, to have (food, drink) |
| la tortilla | omelette |
| la tostada | toast |
| el vaso | glass |
| las verduras | vegetables |

| 3.2F Vamos a comer fuera | |
|--------------------------|---------------------|
| el atún | tuna |
| el bacalao | cod |
| la barra | loaf |
| el bistec | steak |
| los calamares | squid |
| la cebolla | onion |
| el cerdo | pork |
| la cerveza | beer |
| los champiñones | mushrooms |
| el chorizo | chorizo |
| la chuleta | chop |
| el cordero | lamb |
| el filete | fillet |
| la fresa | strawberry |
| las gambas | prawns |
| el gazpacho | chilled tomato soup |
| los guisantes | peas |
| el jamón serrano | cured ham |
| las judías verdes | green beans |

| 3.1H Hablando del tiempo libre y de los planes | |
|--|---------------------------------|
| aburrido/a | boring |
| agradable | pleasant |
| al aire libre | in the open air, outdoors |
| la batería | drums |
| la canción | song |
| dar un paseo | to go for a walk |
| de vez en cuando | from time to time, occasionally |
| desafiante | challenging |
| divertido/a | fun |
| emocionante | exciting |

| 3.3F ¿Qué deportes harás? | |
|---------------------------|-----------------------|
| el alpinismo | rock climbing |
| cansado/a | tired |
| la carrera | race |
| el concurso | competition (contest) |
| contestar | to answer |
| durante | during |
| el ejercicio | exercise |
| el entrenamiento | training |
| entrenar | to train |
| el equipo | team |
| el esquí | skiing |
| este, esta | this |
| ganar | to win |
| el jugador | player |
| mañana | tomorrow |
| el miembro | member |
| el partido | match |
| probar | to try, to test |



| Translation Practice. G – blue F – orange H - Green | |
|---|--|
| No me gusta _____ | I don't like going shopping |
| Me encanta ____ con mis amigos | I love going out with my friends |
| Me _____ escuchar música | I love listening to music |
| No me gusta _____ | I don't like dancing |
| Si tengo _____ | if I have the time |
| Hago _____ de música | I do music classes |
| De vez en cuando _____ una novela | From time to time, I read a novel |
| Siempre _____ la guitarra con la banda | I always play the guitar with the group |
| A veces _____ a algún concierto | Sometimes I go to some concert |
| El fin de semana _____ juego al fútbol | On the weekend I always play football |
| Siempre _____ muy preocupada | I am always busy |
| Generalmente _____ música por las tardes | Generally I listen to music in the evenings |
| Me _____ jugar a los videojuegos | Playing video games interests me |
| Ella quiere patina en la pista de _____ | She wants to skate on the ice rink |
| _____ al gimnasio | I will come to the gym |
| _____ if there is a match? | Will you know if there's a match? |
| _____ el ciclismo | I will try cycling |
| Fue una buena _____ | It was a good party |
| No quiero _____ | I don't want to participate |

| Key Questions: Answer the following in your own words. Use these model answers | |
|---|---|
| ¿Qué haces en tu tiempo libre? Frecuencia? Opiniones? | -Normalmente juego al fútbol todos los días después del colegio. Lo que me encanta es jugar al fútbol con mis amigos porque es bueno para la salud y es emocionante y relajante jugar contra tus amigos. De vez en cuando juego con videojuegos pero ayer hice ciclismo, hice mis deberes y toque mi guitarra. Ayer, fui al colegio durante el día. Después del colegio fui al polideportivo con mis amigos y jugué/jugamos al baloncesto juntos. Ayer por la mañana fui de compras en el centro de la ciudad con mi madre y fuimos a las tiendas de ropa. Lo que me encantó/gustó fue que ví una película entretenido por la noche/ fue que jugué mi deporte favorito y podía entrenarme. Todos los días juego al fútbol y al baloncesto, que son mis deportes favoritos. De vez en cuando hago ciclismo y practico el atletismo pero son muy estresantes, duros y no son relajantes. Lo que me encanta es jugar al fútbol en mi equipo los fines de semana. |
| ¿Te gusta ver la televisión? Qué has visto en la televisión recientemente? Tienes un programa favorito? | Si, me gusta ver la televisión, me gustan los programas de horror, de tele-realidad, los documentales y de deporte. Lo que me encanta es ver los dibujos-animados porque son más entretenidos que las noticias. Ayer ví las noticias con mis padres. Mi programa favorito es ... porque es |
| ¿Qué es tu película favorita? Qué película has visto recientemente en el cine? | Mi película favorita es ... porque me encantan las películas de acción/tiene mucha violencia/tiene buenos actores/es muy romántica/me encanta la historia/tiene buenos efectos especiales. |
| ¿Cuándo se cena en Inglaterra y en España? ¿Cuándo prefieres cenar o almorzar? | Normalmente se cena en Inglaterra a las seis, como mi almuerzo a las dos, como mi desayuno a las ocho. |
| Describe una cena especial | Recientemente fui a un restaurante con mi familia para celebrar el cumpleaños de mi abuelo. Fuimos a un restaurante chino porque es la comida favorita de mi abuela. Primero, comí .. y bebí. Para el postre comí y bebí . Lo que me gustó fue la buena comida/ver a y hablar con toda mi familia. Fue muy emocionante. |

| Key Grammar | |
|--|--|
| Forming the preterite (past tense). Always remove the –AR, -ER, -IR endings first | Remember the preterite (past) tense endings for –AR, -ER, -IR verbs. They are: -AR: -é, -aste, -ó, -amos, -astéis, -aron -ER: -í, -iste, -ió, -imos, -istéis, -ieron -IR : -í, -iste, -ió, -imos, -istéis, -ieron |
| Forming the future tense ('will') | Future Tense ('will...') All verb groups: -é, -ás, -á, -emos, -éis, -án |
| Imperfect Tense (Past, ongoing actions, descriptions, 'used to' or 'was doing') | -ar -aba, -abas, -aba, -ábamos, -abais, -aban -er and -ir -ía, -ías, -ía, -íamos, -íais, -ían |



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?

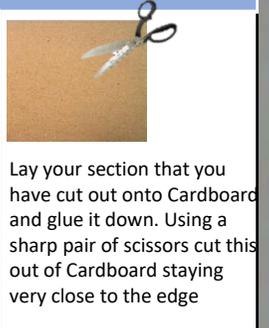


To create a relief sculpture you will need Cardboard or a strong yet easily cut material. Start by having an image to create from. The image on the left has been created by many layers of cut Cardboard. As more layers are added they create a 3-dimensional illusion.

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. 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?.....
- 2 What materials does he use?.....
- 3 How big are his sculptures?.....

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.....
- 2.....
- 3.....

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

- 1.
- 2.
- 3.

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?



.....

.....

.....

.....

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



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

Slab



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Score & Slip



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| | Keywords |
|-----------------|----------|
| Abstract | |
| Geometric | |
| Sculpture | |
| Formal Elements | |
| Ines Kouidis | |
| Collage | |



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

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

| 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 | |
|---|---|
| | <p>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.</p> |
| | |
| <p>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</p> | |
| <p>Shapes: Very geometric, rectangles, triangles, squares, circles and arcs</p> | |
| <p>Colours: Bright, bold, contrasting colours, accents and outlines of black and white</p> | |



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 _____ | |
| | <p>Scots pine – which you used for your box walls – is a softwood</p> <p>Softwoods come in _____</p> |
| Manufactured Boards come _____ | |
| | <p>Plywood – which you used as your base and Lid– is a manufactured board</p> <p>Manufactured Boards come in _____</p> |
| Polymers come from _____ | |
| | <p>Acrylic – which you used as your lid decoration for your trinket box – is a polymer</p> <p>Polymers come in _____</p> |

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

| D. Key Words | |
|-----------------|--|
| Prototype | |
| Tolerance \pm | |
| Depth stop | |
| Assemble | |

| E. Morag Myerscough | |
|--|--|
| | <p>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 _____</p> <p>_____</p> <p>_____</p> |
| | |
| <p>Key features:</p> <p> </p> <p> </p> <p> </p> | |
| <p>Shapes:</p> <p> </p> <p> </p> | |
| <p>Colours:</p> <p> </p> <p> </p> | |

Y9 Food technology

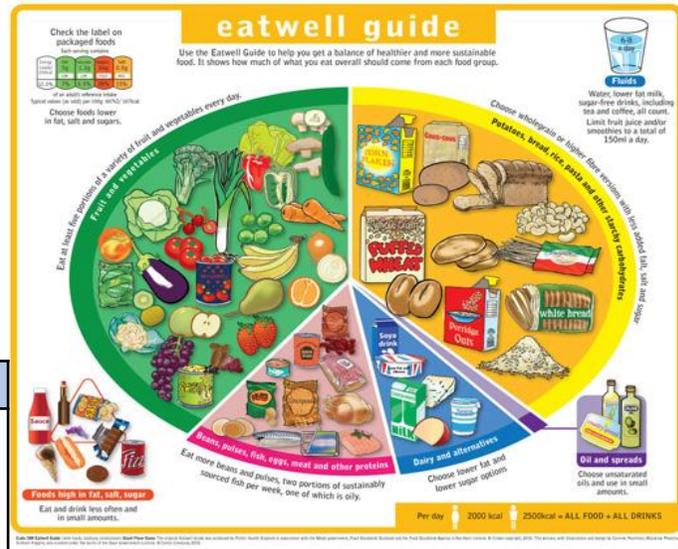
What we are learning this term:

1. Health, safety and hygiene in the kitchen
2. The Eatwell guide and nutrients
3. Storing food safely
4. Practical skills

| A. | What are the nutrients required in the diet? |
|---------------|---|
| Carbohydrates | To give the body energy e.g bread. |
| Protein | To grow and repair the body, and to give energy e.g eggs. |
| Fats | To insulate your body, give you energy, and protect your organs i.e butter. |
| Vitamins | For general body health and function i.e carrots for eyesight. |
| Minerals | For general body health and function i.e iron to make blood cells. |

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**



| E. | Keywords |
|---------------------|---|
| Hygiene | A method of keeping yourself and equipment clean |
| Cross contamination | The transfer of contaminants onto food through either the hands, the equipment or the surfaces. Causes food poisoning. |
| Spoilage | When food becomes unsafe to eat i.e rot, mould. |
| Perishable food | Food that spoils if not kept in the fridge or freezer e.g ham. |
| Fibre | Foods that keep your digestive system healthy and avoid constipation. |
| Allergen | A substance (sometimes food) that causes an immune system response that can be fatal i.e throat swelling up. Nuts are common allergens. |
| Intolerance | When the body cannot digest a food and rejects it i.e vomiting, diarrhea. Many people are lactose intolerant (milk intolerance). |
| Coeliac | When someone cannot eat gluten (wheat), similar to an intolerance but more dangerous. |
| Vegan | When someone does not eat anything that comes from an animal including eggs, milk, honey. |

c. Storing food safely

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

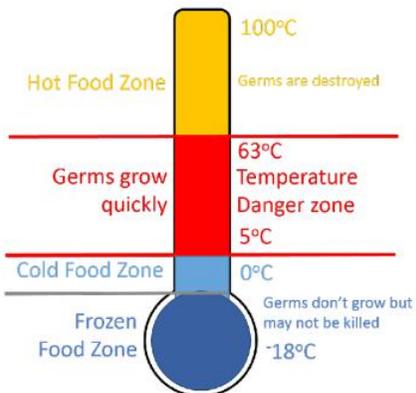


Image: TAFE NSW

c. Food related waste

Reasons for wasting food:

- Confusion over best before dates and other date marks
- Too much food was cooked
- Preparing food incorrectly
- Food is spoiled

Reducing Waste:

- Plan meals and correct portion sizes
- Correctly storing food and paying attention to use by dates
- Use up contents of your fridge before buying more food
- Use leftovers in meals the day after or freeze them
- Use the whole food e.g. bones for stock
- Choose products with recyclable packaging
- Bring your own shopping bags
- No single use plastic i.e straws
- Buy food loose i.e apples

c. Influences on food choice

- A person's **physical activity level (PAL)**
- Whether they want to **eat healthily**
- The **cost** of the food vs their income
- Whether they are influenced by **peer pressure** or online trends
- Their cooking skills (**culinary skills**)
- Their **lifestyle** and how much time they have to cook/eat
- Whether they have rules in their **religion, culture or ethical rules**
- Whether the food is **available** in that season
- Whether they **enjoy** that food
- Whether there is a **special occasion** with special food

| What we are learning this term: |
|---|
| <ol style="list-style-type: none"> 1. Health, safety and hygiene in the kitchen 2. The Eatwell guide and nutrients 3. Storing food safely 4. Practical skills |

| A. | What are the nutrients required in the diet? |
|---------------|--|
| Carbohydrates | |
| Protein | |
| Fats | |
| Vitamins | |
| Minerals | |

| c. | Storing food safely |
|---|---------------------|
| <p>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.</p> | |

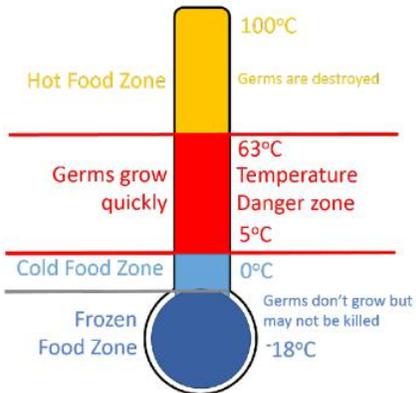
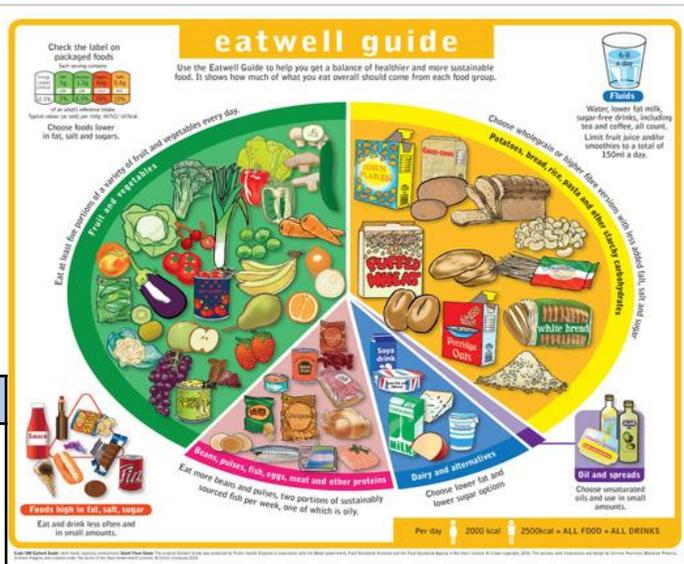


Image: TAFE NSW

| B. | What are the 5 different sections of the Eatwell plate? |
|--|---|
| <ol style="list-style-type: none"> 1 Fruit and Vegetables 2 Carbohydrates 3 Protein 4 Dairy 5 Fats and Oils | |



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

| c. | Food related waste |
|---------------------------|--------------------|
| Reasons for wasting food: | Reducing Waste: |
| | |

| c. | Influences on food choice |
|----|---------------------------|
| | |

YEAR 9 GRAPHIC COMMUNICATION

What are we learning this term?

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

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 |

A | Logos

What is a logo?

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

How does Alex Trochut design logos?

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

B | Typography

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



C | Computer skills

What is the shortcut for copy?

Ctrl + C

What is the shortcut for paste?

Ctrl + V

What does this symbol stand for?



Photoshop

What does this symbol mean?



Cropping

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 |
|------------|-----------------|----------------------|----------------|-----------------|

D | Key words

Merchandise

Combined
Logo

Photoshop

Photo Editing

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?



E | Evaluation

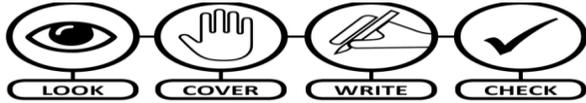
Evaluation: To judge or give an opinion

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

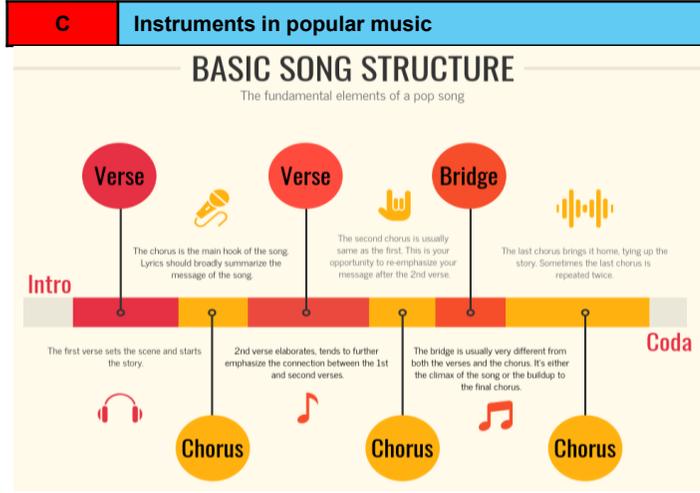
1. Positives – what works well
2. Negatives – what doesn't work well
3. Possible improvements – how could you make it better?



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



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

Drama – Year 9 Term 3- Noughts and Crosses- Malorie Blackman

Noughts and Crosses is set in a fictional dystopia. It is a society filled with racism and prejudice, where people with black skin are seen as the 'ruling' class. Noughts and Crosses features two central characters named Callum and Sephy. Sephy is black and is a part of the 'Cross' society whereas Callum is white and is part of the 'Nought' society. The two characters grow up together as friends, when Callum's mother works for Sephy's family. However, in a story reminiscent of Romeo and Juliet, their friendship faces difficulty as they grow older and Callum joins Sephy's school. Relationships between Noughts and Crosses are frowned upon, and so begins an emotional and tumultuous story of friendship, love, betrayal and power. Callum's older brother and father join a terrorist group called 'The Liberation Militia' – a group, using any means possible, to highlight the plight of the Noughts. When Callum and Sephy get caught up in its goings on, our characters' lives change forever. Callum and Sephy are separated and their lives take different paths. However, Callum's brother Jude is determined to use Sephy and her father's powerful political influence to change things and Sephy becomes the target of an elaborate kidnap plot by the Liberation Militia. We are left wondering if Callum has betrayed her or whether they will finally be together. When Sephy becomes pregnant, Callum is accused of rape and sentenced to death.

Characters

- Persephone Hadley: Nicknamed Sephy, the daughter of a powerful cross, Kamal Hadley.
- Callum McGregor: A Nought who is best friends with Sephy. Kamal Hadley: A powerful, avaricious cross politician who will do anything to gain more power and influence. He is the father of Sephy and Minerva
- Jasmine Hadley: Sephy and Minerva's mother, who became an alcoholic.
- Minerva Hadley: Sephy's older sister.
- Ryan McGregor: Callum's father.
- Meggie McGregor: Callum's mother, who was Sephy's 'nanny' when younger.
- Lynette McGregor: Callum's older sister, who has a mental health condition after an attack.
- Jude McGregor: Callum's determined and outspoken older brother

Themes

- racism • prejudice • forbidden relationships
- terrorism • conflict
- courage • violence
- betrayal

Techniques in this unit

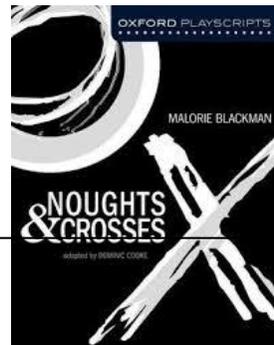
- Dramatic intentions- the effect you want to leave on your audience. What do you want them to think and feel?
- Proxemics- the use of space/distance between characters on stage.
- Physical Theatre- a style of performance where physical movement is the primary method of storytelling.
- Split staging- Where two or more scenes are performed on stage at the same time.

The Apartheid law-

The **system of racial segregation and oppression in South Africa** known as apartheid was implemented and enforced by many acts and other law. This legislation served to institutionalize racial discrimination and the dominance by white people over people of other races.

Questions-

Who are the Liberation Militia? What is the Apartheid Law?



Drama – Year 9 Term 3- Noughts and Crosses- Malorie Blackman

What do you know about the play?

Characters

- Persephone Hadley: Nicknamed Sephy, the daughter of a powerful cross, Kamal Hadley.
- Callum McGregor: A Nought who is best friends with Sephy. Kamal Hadley: A powerful, avaricious cross politician who will do anything to gain more power and influence. He is the father of Sephy and Minerva
- Jasmine Hadley: Sephy and Minerva's mother, who became an alcoholic.
- Minerva Hadley: Sephy's older sister.
- Ryan McGregor: Callum's father.
- Meggie McGregor: Callum's mother, who was Sephy's 'nanny' when younger.
- Lynette McGregor: Callum's older sister, who has a mental health condition after an attack.
- Jude McGregor: Callum's determined and outspoken older brother

Themes- How many can you remember?

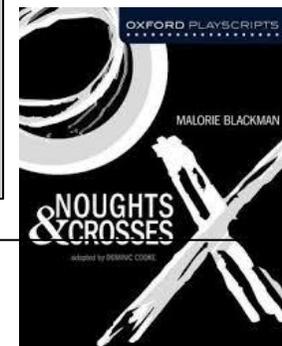
The Apartheid law-
The **system of racial segregation and oppression in South Africa** known as apartheid was implemented and enforced by many acts and other law. This legislation served to institutionalize racial discrimination and the dominance by white people over people of other races.

Questions-

Who are the Liberation Militia? What is the Apartheid Law?

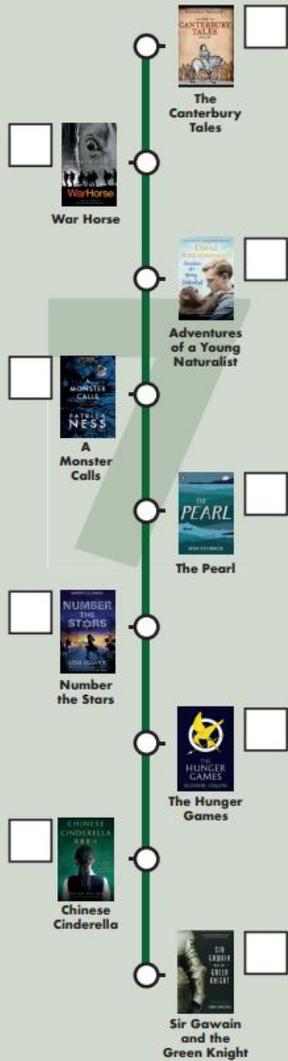
Techniques in this unit- write your own definition

- Dramatic intentions-
- Proxemics-
- Physical Theatre-
- Split staging-



SWINDON ACADEMY READING CANON

Year 7



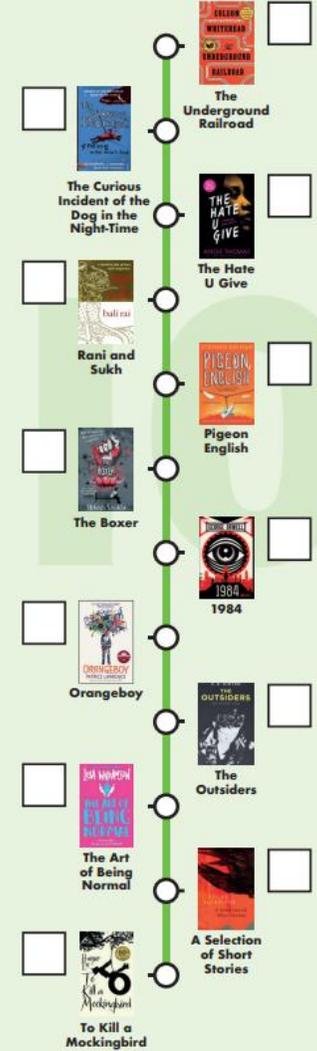
Year 8



Year 9



Year 10



#ReadingisPower