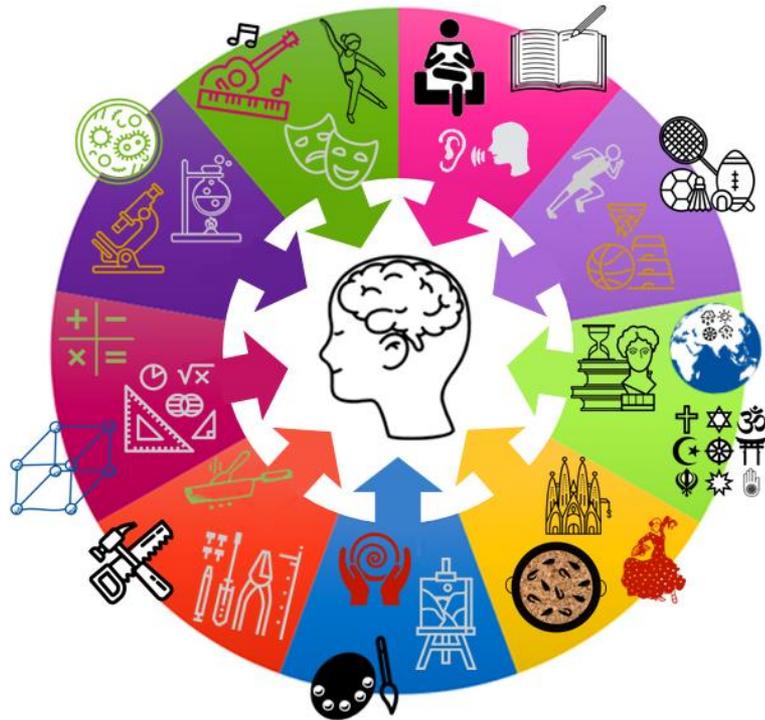


100% book - Year 9 Grammar

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



Term 6

Swindon Academy 2022-23

Name:	
Tutor Group:	
Tutor & Room:	

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

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

Using your Knowledge Organiser and Quizzable Knowledge Organiser

Knowledge Organisers

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

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

Quizzable Knowledge Organisers

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

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

Top Tip

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

Expectations for Prep and for using your Knowledge Organisers

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

How do I complete Knowledge Organiser Prep?

Step 1

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

The image shows a screenshot of the Epraise website. On the left is a 'Planner' for the week of 22nd May to 28th May 2020, with a grid for different subjects. On the right is a 'Knowledge Organiser' for 'What is particle theory?'. It contains various sections: 'What is particle theory?', 'What is the law of conservation of mass?', 'What are the different changes of state?', and 'What are the different states of matter?'. Each section has a brief definition and a diagram.

Step 2

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

This image shows a printed knowledge organiser page with handwritten notes in a prep book. The date '29th May 2020' and the title 'Particle theory' are written at the top. The page includes sections for 'What is particle theory?', 'What is the law of conservation of mass?', and 'What are the different changes of state?'. There are diagrams for solid, liquid, and gas states of matter, and a flowchart for changes of state showing energy gain and loss.

Step 3

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

This image shows handwritten notes in a prep book. The date '29th May 2020' is written at the top. Below it, the title 'Properties of the states of matter' is underlined. The notes copy definitions for 'Particle theory', 'Solid', 'Liquid', and 'Gas' from the knowledge organiser. For example, 'Particle theory = all matter is made of particles' and 'Solid = regular pattern particles vibrate in fixed position'.

Step 4

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

This image shows handwritten notes in a prep book. The definitions for 'Solid' are repeated three times: 'Solid = regular pattern particles vibrate in fixed position'. The handwriting is consistent across the repetitions.

Step 5

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

This image shows a printed 'quizzable' knowledge organiser page with handwritten answers in a prep book. The questions are: 'What is particle theory?', 'What is the law of conservation of mass?', and 'What are the different changes of state?'. The answers written are: 'Self quizzing', 'Arrangement/movement of matter', and 'Solid = regular pattern particles vibrate in fixed position'. There are also diagrams for solid, liquid, and gas states of matter.

Step 6

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

This image shows handwritten notes in a prep book. The definitions for 'Particle theory', 'Solid', 'Liquid', and 'Gas' are written. There are checkmarks next to the definitions, indicating they are correct. Some words are crossed out and corrected, such as 'far apart' for 'are far apart' in the Gas definition.

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

Comparative Poetry: Knowledge Organiser

Poem Journey Type			Terminology: Key words	Analysing Poetry: Steps to Success
<p>'Wherever I Hang' Grace Nichols</p>	<ul style="list-style-type: none"> Physical journey from Guyana to England Spiritual reflection of the changes she has made in her viewpoints 	<ol style="list-style-type: none"> 'I leave me people, me land, me home / For reasons I not too sure' 'And de people pouring from de underground system / Like beans' 'I don't know really where I belong' 	<p>comparative statement: These statements clearly explain what the poems have in common and how they are different</p> <p>Onomatopoeia – sound words.</p>	<p>Turn to the poem. Read the title. What associations do you make based on the title alone? Consider the definition of words/phrases as well as imagery associate with it.</p>
<p>'Island Man' Grace Nichols</p>	<ul style="list-style-type: none"> The conflict of cultures when you travel to live in another country. The journey of waking up accepting him new life. 	<ol style="list-style-type: none"> 'small emerald island...metallic soar'' 'breaking...wombing...pushing'' 'dull north circular roar' 	<p>discourse markers: A word or phrase that helps to organise communication</p> <p>personification: a type of metaphor used by writers to make something seem like it is alive with a human personality.</p>	<p>Read the exam question. What do you predict the poem's message will be based on the title alone. Make <u>notes</u> on your exam paper.</p>
<p>'Swing Low Sweet Chariot' Wallace Willis</p>	<ul style="list-style-type: none"> The journey of slaves to freedom The journey of Christians to heaven 	<ol style="list-style-type: none"> 'Swing low, sweet chariot, Coming for to carry me home' 'Tell all my friends I'm coming too, Coming for to carry me home.' 'But still my soul feels heavenly bound' 	<p>stanza: a verse in a poem</p> <p>Regular stanza: when all the stanzas in the poem are the same length. Irregular stanzas are when the stanzas are different lengths.</p>	<p>Read the poem through twice. On your first reading, track the story of the poem and annotate structural features that stand out. On the second reading, highlight and label language devices that you notice. Make notes on immediate imagery/connotations that stand out to you.</p>
<p>'Still I Rise' Maya Angelou</p>	<ul style="list-style-type: none"> Journey towards empowerment in the face of adversity. 	<ol style="list-style-type: none"> 'still, like dust, I'll rise' 'You may shoot me with your words/you may cut me with your eyes' 'I'm a black ocean, leaping and wide' 	<p>Repetition: deliberately repeating the same word or phrase.</p>	<p>Look back at your prediction based on the title? Was it accurate? If so, use it to form your first point. Add 2 more points to a bullet point plan. Colour code and link to evidence you'd highlighted. Aim for both structural and language features.</p>
<p>'Home' Warsan Shire</p>	<ul style="list-style-type: none"> The emotional and physical journey of a refugee who is forced to flee their home. 	<ol style="list-style-type: none"> 'nobody leaves home unless home is the mouth of a shark' 'nights in the stomach of a truck' 'dirty looks in the street / softer than a limb torn off' 	<p>Enjambment: when poetry carries on over more than one line or stanza with no punctuation.</p>	<p>Write your introduction. Start with the title and what it means, before referencing two other ideas that you will explore.</p>
<p>'The Road Not Taken' Robert Frost</p>	<ul style="list-style-type: none"> Reflecting on the journey taken between two roads The journey as a metaphor for a decision 	<ol style="list-style-type: none"> 'I took the one less travelled by, / And that has made all the difference' 'And both that morning equally lay' 'I shall be telling this with a sigh / Somewhere ages and ages hence' 	<p>Caesura: when punctuation is used for deliberate effect.</p> <p>Sibilance: the repetitive use of soft consonant sounds (s/f/z/f)</p>	<p>Write up your answers in analytical paragraphs. Your first line is the topic of the paragraph and comes from your bullet-pointed ideas that were referenced in your introduction.</p>

Comparative Poetry: Knowledge Organiser

Poem	Journey Type		Terminology: Key words	Analysing Poetry: Steps to Success – Can you remember then?
'Wherever I Hang' Grace Nichols		1. 'I leave me people, me land, me home / For reasons I not too sure'	comparative statement:	1.
		2. 'And de people pouring from de underground system / Like _____'	Onomatopoeia –	
		3. 'I don't know really where I belong'	discourse markers:	2.
'Island Man' Grace Nichols		1. 'small _____ island... _____ soar''	personification:	3.
		2. 'breaking... _____...pushing''		
		3. 'dull north circular _____'	stanza:	4.
'Swing Low Sweet Chariot' Wallace Willis		1. 'Swing low, sweet chariot, Coming for to carry me home'	Regular stanza:	5.
		2. 'Tell all my friends I'm coming too, Coming for to carry me home.'	Repetition:	
		3. 'But still my soul feel _____ bound'		Enjambment:
'Still I Rise' Maya Angelou		1. 'still, like _____, I'll rise'	Caesura:	
		2. 'You may _____ me with your words/you may _____ me with your eyes'		
		3. 'I'm a black _____, leaping and wide'	Sibilance:	
'Home' Warsan Shire		1. 'nobody leaves home unless home is the _____'		
		2. 'nights in the _____ of a truck'		
		3. 'dirty looks in the street / _____ than a limb torn off'		
'The Road Not Taken' Robert Frost		1. 'I took the one less _____ by, / And that has made all the difference'		
		2. 'And both that morning equally _____'		
		3. 'I shall be telling this with a sigh / Somewhere ages and ages hence'		



Science Year 9 Grammar Term 6 Biology : Topic B2.6 Communicable Diseases



What we are learning this term:

- A. Vaccinations
- B. Antibiotics
- C. Drug Discovery and Production

2 Key Words for this term

- 1. Clinical
- 2. Placebo

A. Number the stages of developing immunity using a vaccine?

- 1 A person is injected with a small amount of dead or inactive pathogen.
- 2 White blood cells react to the dead pathogens.
- 3 Memory cells are produced.
- 4 The person becomes infected with a live pathogen.
- 5 The memory cells recognize the pathogen and produce antibodies.
- 6 The pathogen is destroyed and the person does not feel ill.

A. What does a vaccine contain?

A small quantity of **dead or weakened** disease-causing material. However, the pathogen or antigenic material of the pathogen is harmless.

B. What are antibiotics?

Medicines that help to cure diseases by killing **bacteria** inside the body.

B. Describe the development of superbugs

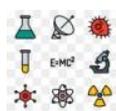
- A common type of mutation amongst bacteria is to develop resistance to an antibiotic.
- This means the antibiotic will become much less effective, or not work at all.
- If bacteria become resistant to several antibiotics, they are known as 'superbugs'.

A. Number the stages of treating a bacterial infection with antibiotics?

- 1 Asif develops a bacterial infection.
- 2 Asif is given an antibiotic, which kills most of the pathogens.
- 3 Some bacteria mutate to become resistant to an antibiotic.
- 4 Asif feels better, and so stops taking the antibiotic.
- 5 The few resistant bacteria survive and multiply.
- 6 Resistant bacteria spread and develop resistance to other antibiotics.



Science Year 9 Grammar Term 6 Biology : Topic B2.6 Communicable Diseases



What we are learning this term:

- A. Vaccinations
- B. Antibiotics
- C. Drug Discovery and Production

2 Key Words for this term

- 1.
- 2.

A. Number the stages of developing immunity using a vaccine?

- The pathogen is destroyed and the person does not feel ill.
- Memory cells are produced.
- The person becomes infected with a live pathogen.
- White blood cells react to the dead pathogens.
- A person is injected with a small amount of dead or inactive pathogen.
- The memory cells recognize the pathogen and produce antibodies.

A. What does a vaccine contain?

B. What are antibiotics?

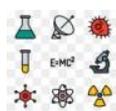
B. Describe the development of superbugs

A. Number the stages of treating a bacterial infection with antibiotics?

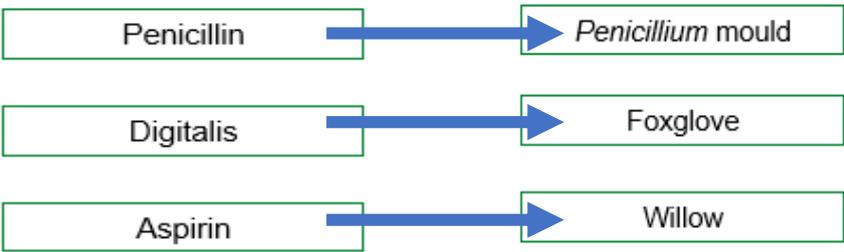
- Resistant bacteria spread and develop resistance to other antibiotics.
- Asif feels better, and so stops taking the antibiotic.
- Asif is given an antibiotic, which kills most of the pathogens.
- Some bacteria mutate to become resistant to an antibiotic.
- The few resistant bacteria survive and multiply.
- Asif develops a bacterial infection.



Science Year 9 Grammar Term 6 Biology : Topic B2.6 Communicable Diseases

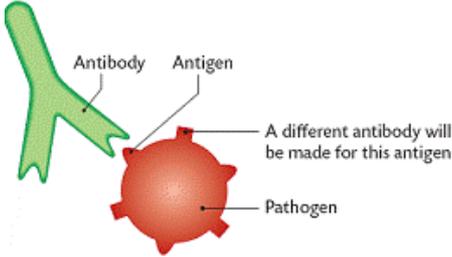


C. Link each drug with its source



C. What are statins?

A group of medicines that can be used to lower the level of **cholesterol** in the blood.



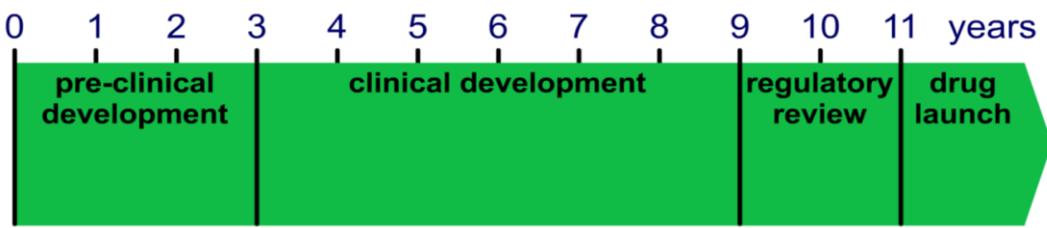
C. Describe the different types of drug trials

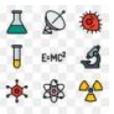
type of trial	who knows? ⓘ	advantages	disadvantages
open label	both the doctor and patient	easy to conduct	strong risk of bias
blind	only the doctor	fairly easy to conduct	doctor's attitude may influence patient
double blind	neither doctor or patient	little possibility of bias	most complex to conduct

C. What did the following people discover/invent

Louis Pasteur	Pasteurisation – heating to kill bacteria.
Joseph Lister	Antiseptic liquids can kill germs.
Alexander Fleming	Penicillin is an antibiotic and can be used to treat bacterial infections

D. Label the drug development timeline





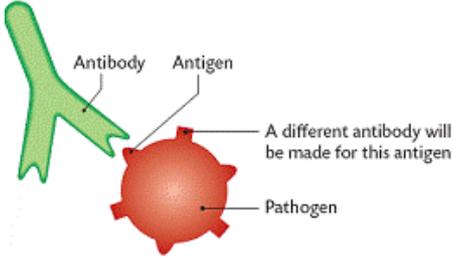
Science Year 9 Grammar Term 6 Biology : Topic B2.6 Communicable Diseases



C. Link each drug with its source

Penicillin	Foxglove
Digitalis	Willow
Aspirin	<i>Penicillium</i> mould

C. What are statins?



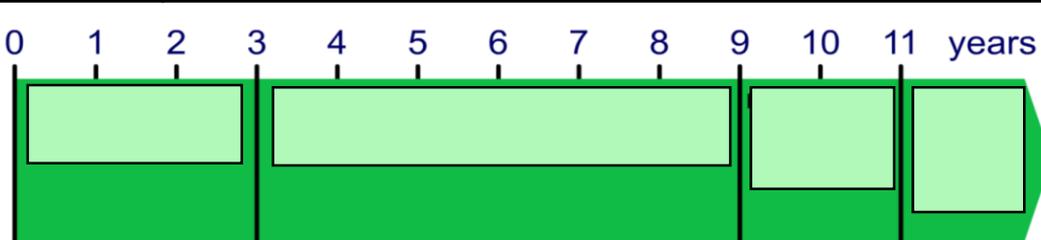
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type of trial	who knows? ⓘ	advantages	disadvantages
open label	both the doctor and patient		
blind		fairly easy to conduct	doctor's attitude may influence patient
double blind		little possibility of bias	

C. What did the following people discover/invent

Louis Pasteur	
Joseph Lister	
Alexander Flemming	

D. Label the drug development timeline





Science Year 9 Grammar Term 6 Chemistry : Topic C2.5 Chemical Changes



C.	What is crystallisation?
The process of producing crystals from a solution by evaporating the liquid	
What is the equation for making copper sulphate from an insoluble base?	
Copper oxide + Sulphuric acid → Copper Sulphate + water	

D.	What is a Base?
The oxide, hydroxide, or carbonate of a metal that will react with an acid, forming a salt as one of its products	
A base is a proton acceptor	
What is an alkali?	
A type of base. Alkalis are solutions which have a pH greater than 7	
What is an acid?	
A solution with a pH less than 7	
A proton donor	

D.	What is Neutralisation?
When an acid and a base react to form salt and water	

D.	What is a strong acid?	What is a weak acid?
<ul style="list-style-type: none"> Have a low pH (1-3) Compounds break up easier into ions 		<ul style="list-style-type: none"> Higher pH (4-6) Don't release H⁺ ions easily
Name 3 examples of strong acids		Name 3 examples of weak acids
<ul style="list-style-type: none"> Hydrochloric acid Sulphuric acid Nitric acid 		<ul style="list-style-type: none"> Ethanoic acid (vinegar) Citric acid (in citrus fruits) Carbonic acid (found in fizzy drinks)

C.	What are the different reactions of acids?	
Reaction	Product	Word equation
Acid + alkali	Salt + water	Acid + alkali → salt + water
Acid + carbonate	Salt + water + carbon dioxide	Acid + a carbonate → salt + water + carbon dioxide

D.	What is the pH scale?	
A scale to show how acidic or alkaline a substance is		
What pH does a substance have?		Where do you get the numbers from?
Acid	Less than 7	pH units are given by concentration of H ⁺ in a solution
Neutral	7	
Base	Greater than 7	

D.	What is an indicator?
An indicator is a substance that changes colour at a particular pH	
Examples:	
Litmus	
Methyl orange	
Phenolphthalein	



Science Year 9 Grammar Term 6 Chemistry : Topic C2.5 Chemical Changes



C.	What is crystallisation?
What is the equation for making copper sulphate from an insoluble base?	

D.	What is a Base?
What is an alkali?	
What is an acid?	

D.	What is Neutralisation?

D.	What is a strong acid?	What is a weak acid?
Name 3 examples of strong acids		Name 3 examples of weak acids

C.	What are the different reactions of acids?	
	Reaction	Product
	Acid + alkali	
	Acid + carbonate	

D.	What is the pH scale?

What pH does a substance have?	Where do you get the numbers from?
Acid	
Neutral	
Base	

D.	What is an indicator?
Examples:	



Science Year 9 Grammar Term 6 Physics : Topic P2.7 Radioactivity



What we are learning this term:

- A. Atoms and radiation
- B. Discovery of the nucleus
- C. Changes in the nucleus
- D. More about alpha, beta and gamma rays
- E. Activity and half life

6. Key Words for this term

A. What are atoms made of and where are they located?

Protons and neutrons in the nucleus.

And electrons in shells.

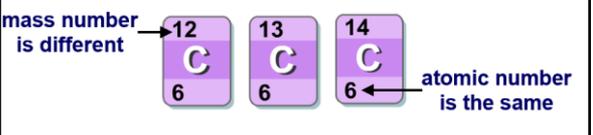
What is the mass and charge of these three subatomic particles?

particle	mass	charge
proton	1	+1
neutron	1	0
electron	almost 0	-1

What are isotopes?

Although atoms of the same element always have the same number of protons, they can have different numbers of neutrons. Atoms that differ in this way are called isotopes.

A. What are the three isotopes of carbon and what are the similarities/differences?



What is radiation?

Radiation (or nuclear radiation) refers to the particles or waves emitted by radioactive substances.

What is radioactivity or radioactive decay?

Nuclear radiation comes from the nucleus of a radioactive atom. In a radioactive atom, the nucleus is unstable and so it emits particles or waves to form a more stable atom.

As they decay, what do they give out nuclear radiation in the form of?

Alpha particles (α), beta particles (β), and gamma rays (γ).

Where else can radiation come from?

Animals, soil/plants, rocks, cosmic rays and man-made sources (from hospitals etc.)

How can radiation be detected and what is it recorded in?

Using a Geiger-Müller tube. It gives a reading in **counts per second**.

C. What does the atomic number tell us?

The number of protons and the number of electrons of the atom. It is the smaller number on the periodic table.

B. What did John Daulton propose?

The idea that everything is made from atoms and each element is made from one type of atom.

What did JJ Thompson propose?

The idea of electrons.

What is the plum pudding model?

Thomson suggested that an atom is a positively-charged sphere with negative electrons distributed throughout it.

What did Rutherford discover?

Alpha and beta radiation. That as this radiation was given off, the atom got smaller and became a new atom. So these were parts of the atom.

What did the Geiger and Marsden's experiment tell us?

Some alpha bounced back from gold foil, some deflected and some went straight through. So the atom must be mostly empty space, with a central nucleus, as is the model we know today.

C. What does the mass number tell us?

The total number of protons and neutrons

How can the number of neutrons be calculated?

Mass number – atomic number

How can atoms which are unstable due to having lots of protons/neutrons in the nucleus become more stable?

Emit a particle. Known as decay.

Which is the most ionizing type of radiation?

Alpha particles (α)



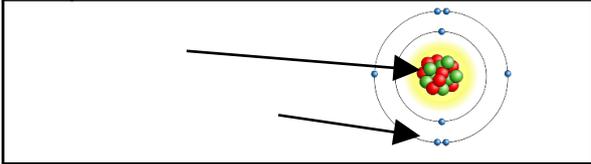
Science Year 9 Grammar Term 6 Physics : Topic P2.7 Radioactivity

What we are learning this term:

- A. Atoms and radiation
- B. Discovery of the nucleus
- C. Changes in the nucleus
- D. More about alpha, beta and gamma rays
- E. Activity and half life

6. Key Words for this term

A. What are atoms made of and where are they located?



What is the mass and charge of these three subatomic particles?

particle	mass	charge
proton		
neutron		
electron		

What are isotopes?

A. What are the three isotopes of carbon and what are the similarities/differences?

What is radiation?

What is radioactivity or radioactive decay?

As they decay, what do they give out nuclear radiation in the form of?

Where else can radiation come from?

How can radiation be detected and what is it recorded in?

C. What does the atomic number tell us?

B. What did John Daulton propose?

What did JJ Thompson propose?

What is the plum pudding model?

What did Rutherford discover?

What did the Geiger and Marsden's experiment tell us?

Some alpha bounced back from gold foil, some deflected and some went straight through.

C. What does the mass number tell us?

How can the number of neutrons be calculated?

How can atoms which are unstable due to having lots of protons/neutrons in the nucleus become more stable?

Which is the most ionizing type of radiation?



Science Year 9 Grammar Term 6 Physics : Topic P2.7 Radioactivity



C. What is the relative ionizing power, penetrating power and range in air of the alpha, beta and gamma rays?

	ionizing power	penetrating power	range in air
alpha	strongly ionizing	weakly penetrating	a few centimetres
beta	weakly ionizing	averagely penetrating	several metres
gamma	very weakly ionizing	strongly penetrating	many metres

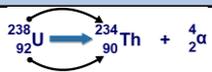
What does an alpha particle consist of?

Two protons and two neutrons.

What happens to an atom when an alpha particle is released?

Its mass number decreases by 4 atomic number by 2. It loses 2 neutrons and 2 protons. A new atom is formed.

What does Uranium-238 decay to if an alpha particle is lost?



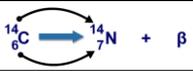
What does a beta particle consist of?

A high energy electron

What happens to the atom when a beta particle is emitted?

A neutron turns into a proton, which stays in the nucleus, and a high energy electron, which is emitted. The mass number remains the same, atomic number increases by 1.

What does Carbon-14 decay to if a beta particle is lost?



C. What is gamma radiation?

a form of electromagnetic radiation

What happens to an atom if it emits gamma radiation?

There is no change to the make-up of the nucleus, a new element is not formed.

Why are gamma rays usually emitted and what with?

Usually emitted with alpha and beta particles. If these have been emitted and the atom is still unstable, a gamma ray will be emitted.

D. How can radiation detect a fire?

Smoke alarms contain a weak source of alpha radiation which ionize the air and leads to the creation of an electric current. Smoke particles interact with the ions produced by the alpha particles, de-ionizing them. Meaning there is less current is flowing through the air, which causes the alarm to sound.

How is radiation used in a paper mill?

Detecting the thickness of paper in a mill. The amount of beta particles that pass through indicate the thickness.

How could radiation be used in factories?

To check if boxes have been filled in factories., if beta radiation gets through the box isn't full.

How can radiation be used to check leaks?

Gamma rays are pumped into the pipe, then a GM detector is used to find areas of radioactivity on the surface and this would be the area of the leak.

How can radiation be used to treat cancer?

Radiotherapy uses high-energy ionizing radiation, such as X-rays and gamma rays to kill cancer cells.

D. Is radioactivity dangerous?

Radioactive materials can contaminate other materials they come in contact with. The hazard comes from the decay of nuclei and surrounding materials.

E. What is a radioactive isotope?

A same chemical element but with a different number of neutrons (mass number) with an unstable nuclei, which emits radiation in the form of alpha, beta and gamma ray.

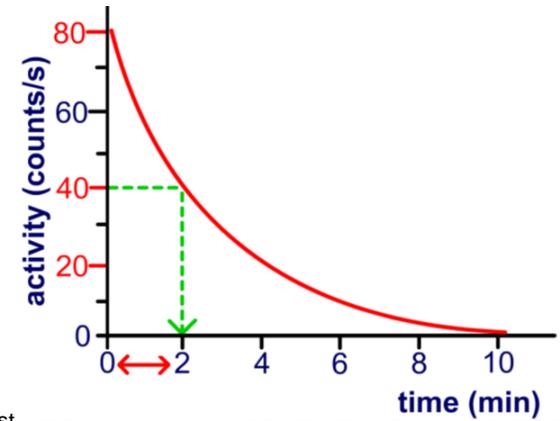
What is the activity of a radioactive isotope?

The number of atoms that decay per second.

What is half life?

The half-life of a radioactive isotope is the average time that it takes for half the nuclei in a sample to decay.

How do you work out half-life?



First, the activity count for this experiment was 80. This needs to be halved, to work out the half life, so 40. go along from 40 until you reach the curve, then down to the time. The time take to get to half the activity count is the half life.

What is carbon dating?

Scientists using archaeological objects using measurements o the amount of radioactive isotope carbon-14 in the remains.



Science Year 9 Grammar Term 6 Physics : Topic P2.7 Radioactivity

C. What is the relative ionizing power, penetrating power and range in air of the alpha, beta and gamma rays?

	ionizing power	penetrating power	range in air
 alpha			
 beta			
 gamma			

What does an alpha particle consist of?

What happens to an atom when an alpha particle is released?

What does Uranium-238 decay to if an alpha particle is lost?

What does a beta particle consist of?

What happens to the atom when a beta particle is emitted?

What does Carbon-14 decay to if a beta particle is lost?

C. What is gamma radiation?

What happens to an atom if it emits gamma radiation?

Why are gamma rays usually emitted and what with?

D. How can radiation detect a fire?

How is radiation used in a paper mill?

How could radiation be used in factories?

How can radiation be used to check leaks?

How can radiation be used to treat cancer?

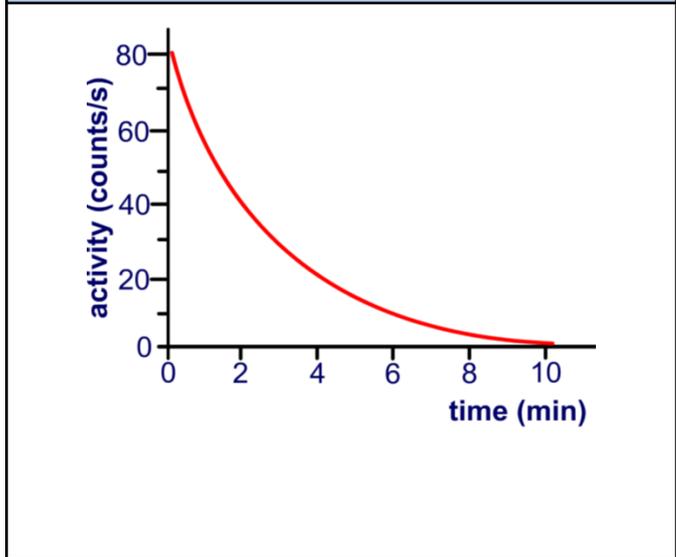
D. Is radioactivity dangerous?

E. What is a radioactive isotope?

What is the activity of a radioactive isotope?

What is half life?

How do you work out half-life?



What is carbon dating?

Geography Year 9 - Term 6: Life in an Emerging Country

<p>Background:</p> <ol style="list-style-type: none"> Development means positive change that makes things better. As a country develops it usually means that the people's standard of living and quality of life improve. (B) Different factors can affect development such as economic, social and political factors. (A) Emerging countries have begun to experience higher rates of development, with a rapid growth in secondary industries. (A, C) Emerging countries have some of the fastest rates of urbanisation in the world. (D) This is causing urban areas (cities) to become highly populated, this process can have both opportunities and challenges. One such challenge is the growth of squatter settlements. (E) Emerging countries often host the factories of many transnational companies. They provide wages and taxes, and can promote development. However, they can also cause negatives. (F, G) 	<p>B. Development indicators (3)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">GDP per capita</td> <td>The total value of goods and services sold by a country in a year divided by the population.</td> </tr> <tr> <td>HDI</td> <td>A development measure which combines GDP per capita, life expectancy and literacy rate.</td> </tr> <tr> <td>Life expectancy</td> <td>The average age you are expected to live to in a country.</td> </tr> </table>	GDP per capita	The total value of goods and services sold by a country in a year divided by the population.	HDI	A development measure which combines GDP per capita, life expectancy and literacy rate.	Life expectancy	The average age you are expected to live to in a country.	<p>C. Encouraging development (4)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Subsidy</td> <td>Money given by a government to help an industry keep down the cost of exports.</td> </tr> <tr> <td>Tax breaks</td> <td>This reduces the amount of tax a company must pay (normally for a fixed period), therefore increasing profit.</td> </tr> <tr> <td>Minimum wage</td> <td>The lowest wage permitted by law in a country.</td> </tr> <tr> <td>Trade unions</td> <td>An organisation of workers who work to protect the rights of those employed.</td> </tr> </table>	Subsidy	Money given by a government to help an industry keep down the cost of exports.	Tax breaks	This reduces the amount of tax a company must pay (normally for a fixed period), therefore increasing profit.	Minimum wage	The lowest wage permitted by law in a country.	Trade unions	An organisation of workers who work to protect the rights of those employed.														
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Geography Year 9 - Term 6: Life in an Emerging Country

Background:	B. Development indicators (3)		C. Encouraging development (4)	
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	HDI		Tax breaks	
	Life expectancy		Minimum wage	
	D. Rural to urban migration (4)		E. Squatter settlements (5)	
	Rural to urban migration		Squatter/shanty settlement	
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Exports		Positive: (5)		
Urbanisation		Negative: (3)		

Geography Year 9 - Term 6: Climate Change

Background:	
1.	Since the 1860s the global climate has been recorded.
2.	Since then the climate globally has increased by 0.8° Celsius.
3.	Climate scientists can use methods to find out about the global climate before we started recording it. (B)
4.	From this evidence we can see that the planet has always gone through periods of warming and cooling. (A)
5.	However, the rapid increase of carbon dioxide in the atmosphere from burning fossil fuels, is causing the enhanced greenhouse effect. (D)
6.	The enhanced greenhouse effect is causing changes to the planet, such as the melting of Arctic sea ice, rising temperatures, and an increase in extreme weather events such as tropical storms. (E, F)
7.	Countries are trying to resolve the climate change issue by limiting the amount of carbon dioxide released into the atmosphere, this is known as mitigation. (G, H)
8.	Some countries are trying to adapt to climate change by building flood barriers and growing drought resistant crops. (G, H)

A.	Changes in climate (3)
Climate change	The process of the Earth's climate changing over time.
Glacial periods	Cold periods.
Inter-glacial periods	Warm periods.

B.	Measuring climate change (3)
Ice cores	Each layer of ice in a core represents a different year. CO ₂ can be measured in each layer, and therefore the temperature.
Tree rings	Each ring represents a different year. Thicker rings show a warmer climate.
Historical evidence	Paintings and diaries e.g. paintings of ice fairs on the frozen Thames 500 years ago.

C.	Natural climate change (3)
Volcanic eruptions	Ash from volcanic eruptions can block sunlight, making it colder.
Sun spots	The sun can give out more energy due to an increase in sun spots.
Orbital change	The orbit of the sun changes from oval (ellipse) to circular approx. 98,000 yrs.

E.	Effects on people (6)
Tropical storms	Increase in frequency and intensity so more damage.
Sea-level rise	Increased risk of floods, damaging property and businesses.
Melting Arctic ice	Affects trading routes in the Arctic Circle.
More droughts/floods	Crop failure, could lead to starvation and famine.
Cost of defence	Governments have to spend more money on disasters instead of developing.
Environmental Refugees	Pressure on countries to accept refugees.

G.	Strategies to resolve climate change (4)
Adaptation	Adapting to climate change to make life easier.
Adaptation examples (3)	<ol style="list-style-type: none"> 1. Building flood defences. 2. Growing new crops to suit the new climate. 3. Irrigation channels, sending water from areas of surplus to deficit.
Mitigation	Trying to stop climate change from happening by reducing greenhouse gases.
Mitigation examples (3)	<ol style="list-style-type: none"> 1. International agreements. 2. Alternative energies. 3. Carbon capture.

D.	Human-induced climate change (5)
Greenhouse effect	The way that gases in the atmosphere trap heat from the sun. Like glass in a greenhouse they let heat in, but prevent most from escaping.
Greenhouse gases	Gases like carbon dioxide and methane that trap heat around the Earth, leading to climate change.
Transport	More cars, so more CO ₂ causing the enhanced greenhouse effect.
Farming	Farming livestock produces methane, this is a greenhouse gas.
Energy	More energy required, meaning more fossil fuels burnt, so more CO ₂ .

F.	Effects on the environment (4)
Sea temperature rises	Coral bleaching and destruction of marine ecosystems.
More droughts	Migration/ death of species which can not survive drought conditions.
Melting glaciers (ice rivers)	Will send more fresh water into the sea, causing the sea level to rise.
Melting Arctic ice	Loss of habitats for animals, such as polar bears.

H.	Place specific examples (2)
Adaption	<p>The Thames Barrier. Positive: Stops flooding due to rising sea levels. Negative: Expensive</p>
Mitigation	<p>The Paris Agreement. Positive: Countries are trying to lower CO₂ emissions. Negative: The USA pulled out and China did not sign up.</p>

Geography Year 9 - Term 6: Life in an Emerging Country

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Ice cores	
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Volcanic eruptions	
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Adaption	
Mitigation	



Year 9 History : Medicine in Medieval England c1250-1500



What we are learning this term:	
1.1 Ideas about the cause of disease and illness 1.2 Approaches to treatment and prevention 1.3 Dealing with the Black Death 1348-49	
D.	Dealing with the Black Death
What is the Black Death?	<ul style="list-style-type: none"> Bubonic plague – outbreak in 1348-9 – 1/3rd to 1 / 2 of the population died in England. Caused by bacteria Yersinia pestis that was thought to have originated in China and came to Britain on fleas, on rats on ships.
Causes	Miasma – bad air from the filthy conditions making you ill. Astrology – there was a weird alignment of Jupiter, Mars and Saturn the previous year which was blamed for the plague. Punishment from God – People thought that society had become wicked so God had sent the plague to punish them.
A.	Can you define these key words?
Miasma	Bad air that was believed to be filled with harmful fumes.
Quarantine	Separating the sick from the healthy to stop the spread of a disease.
Humours	The humours were four fluids that were thought to spread throughout the body and influence its health.
Purging	To get rid of anything unwanted.
Phlebotomy	The drawing of blood by opening a vein.
Leprosy	a painful skin disease
Prevention	To stop something from happening
Treatment	giving medicine or using other means to help a person get better when sick or hurt
Apothecary	A person who mixes herbal remedies and treated patients as an alternative to a doctor as they were cheaper.
Barber surgeon	barbers and surgeons who also performed minor operations such as removal of warts .

C. Key People			
Hippocrates	Galen	Physicians, apothecaries and surgeons	Hospitals
‘Father of Medicine’ – 4 humours, clinical observation (watch and record details, use this to help with future cases), importance of exercise, Hippocratic Oath for doctors (to preserve life)	Built on Hippocrates’ ideas – theory of opposites (if cold, give something hot), also dissected animals to find out about anatomy (structure of body). Proved brain, not the heart, controls the body	<ul style="list-style-type: none"> Physicians – diagnosed + recommended treatment, trained at university for around 7 years. Did not get to see dissections so new little about body. Learned everything from Galen’s books. Only for super rich Apothecaries – mixed herbal remedies (joined a guild, worked for master to train). Surgeons – least qualified, also cut hair. Learned on job and only performed minor, on-invasive surgeries Monks and nuns – worked in hospitals mostly prayed for patients and gave comfort. Not allowed to cut or bleed patients so could not do surgery Housewives and mothers – treated most people. Mixed herbal remedies and treated minor wounds 	<ul style="list-style-type: none"> Ran by monks and nuns Offered patients shelter, beds, food and very limited treatment. Treatments mostly religious based – praying Patients would offer share beds which led to a lot of diseases spreading around the hospitals

B. What were the causes of disease in Medieval England?		
Causes	Prevention	Treatments
Religious – Punishment from God God has sent an illness as punishment for sins. Especially true at times of panic such as the Black Death.	Religious - Church – Lead a life free of sin. Regular prayers and confessions. Offering tithes to the church to make sure sins were forgiven quickly.	Religious – Healing prayers and incantations Paying for a special mass to be said Fasting Pilgrimages
Rational - Miasma – You had breathed in bad air. This was thought to come from swamps or rubbish. During this period there was a lot of animal manure in towns and often open sewers in the streets meaning the whole place stank. In these filthy places disease was more common seemingly proving this theory	Rational and religious - Regimen Sanitatis – A set of instructions provided by physicians to maintain good health. Bathing was also used to prevent miasma.	Supernatural - Astrology – Treatments varied according to the horoscope of the patient. The alignment of the planets was checked at every stage of the treatment prescribed eg herb gathering.
Rational - The Theory of the Four Humours – The 4 liquids in your body (blood, yellow bile, black bile, phlegm) were seen to be out of balance making you ill. Recovery came from getting them back in to balance through the theory of opposites. Created in ancient Greece by Hippocrates.	Rational - Diet – Eating to much was strongly discouraged. What and when you ate were considered to be important in preventing a humoral imbalance.	Rational - Humoral Treatments – Blood letting – Bad humours could be removed from the body by removing some of the blood. Purging – Purging the digestive system to remove any leftover food. Eg using a laxative.
Supernatural - Astrology – Impact of the stars and planets on health. Physicians would use star charts to examine a patient and work out what was wrong with them.	Rational - Purifying the air – This was achieved by spreading sweet herbs.	Rational - Herbal remedies – Using herbal infusions to drink, sniff or bathe in.



What we are learning this term:	
1.1	Ideas about the cause of disease and illness
1.2	Approaches to treatment and prevention
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C.	Dealing with the Black Death
What is the Black Death?	
Causes	
Treatments	
Prevention	

A.	Can you define these key words?
Miasma	
Quarantine	
Humours	
Purging	
Phlebotomy	
Leprosy	
Prevention	
Treatment	
Apothecary	
Barber surgeon	

Key People			
Hippocrates	Galen	Physicians, apothecaries and surgeons	Hospitals

What were the causes of disease in Medieval England?		
Causes	Prevention	Treatments

: The Medical Renaissance in England c1500-1750

A.	Can you define these key words?
apothecary	A person who mixes herbal remedies and treated patients as an alternative to a doctor as they were cheaper.
barber surgeon	Barbers and surgeons who also performed minor operations such as the removal of warts
Dissection	Criminals sentenced to death had their bodies cut open (dissected) by physicians and medical students.
Iatrochemistry	Chemical cures for a disease.
humanism	A belief that humans could make up their own minds when it came to discovering the truth around them.
transference	The idea that an illness or disease could be transferred to something else.
quack doctor	Somebody who did not have any medical qualifications but sold fake cures and their services as a doctor or apothecary.

E.	Improved Communications (2.1)
Printing Press	In 1440 Johannes Gutenberg created the world's first printing press. By 1500, there were hundreds of presses in Europe. This new printing press enabled information to be spread accurately and quickly. Text no longer had to be copied by hand, meaning there were fewer mistakes and inconsistencies. It also meant that scientists could publish their work and share it across Europe much faster than when the work had to be copied by hand. The printing press also took book copying out of the hands of the Church. This meant that a much wider variety of subjects were written about, whereas before most books were about religious topics. The Church was no longer able to prevent ideas they disapproved of being published. For example, physicians could now publish works criticising Galen.

Royal Society	Scientists wanted to talk to each other about their new discoveries and share new ideas. This led to the founding of the Royal Society. The Royal Society met for the first time at Gresham College in London in 1660. Its aim was to promote the sharing of scientific knowledge and encourage argument over new theories and ideas. In 1662, the society received its royal charter from Charles II, who has a keen interest in science. The support of the king gave the society credibility: if the king approved if and supported them, clearly they were doing something right. It also raised their profile. More people sent their work in to be published or were willing to donate money to support the scientific work of the Royal Society. In 1665 the Society began publishing their scientific journal, <i>Philosophical Transactions</i> . It was the world's first scientific journal, and it continues to be published today. The society also offered funding for translations of European scientific texts. It encouraged its member to write their reports in English instead of Latin to make it more accessible. The Royal Society made it possible for physicians and scientists to access and study each other's research. It was therefore very important in the development of new medical ideas.
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B. Change and continuity in ideas about disease and illness in the Medical Renaissance.

Causes	Prevention	Treatments
The Theory of the Four Humours – Although many physicians were starting to challenge Galen's ideas, most people continued to believe that illness was caused by an imbalance of humours.	Lifestyle advice – Physicians still gave advice from the Regimen Sanitatis. People were advised to practice moderation in all things – that meant avoiding too much exhaustion, fatty foods, strong alcohol and laziness. Bathing became less fashionable because people thought syphilis was caught from bathing in public bathhouses.	Transference – a popular new theory that disease could be transferred to something else. E.g. rubbing warts with an onion to 'transfer' the warts to the onion. People also tried to transfer illness to live animals, such as sheep or chickens.
Miasma – Most people still believed that miasmata caused disease (spread by bad smells/air) – especially popular during epidemics.	Purifying the air –Miasma was still widely believed so people continued to clean the air. Sewage and rubbish were picked up from streets and bonfires were lit in public to ward off foul smells.	Hospitals – greater emphasis on curing not caring (unlike in medieval). Number of hospitals decreased significantly due to the Dissolution of the Monasteries. Pest houses were a new type of hospital that cared only for plague or pox victims – limits risk of infecting others.
Astrology – although not as popular as in the Medieval period, people still believed that astrology influenced disease. Some blamed the 1665 plague on unusual planet alignments.	Role of the government – Took a more active role in preventing disease. Homeowners were fined for not cleaning the street outside their house, criminals would pick up rubbish as a punishment.	Chemical cures – alchemy led to the new science of medial chemistry. This involved looking for chemical cures rather than relying on herbs or humoral theory. New remedies such as mercury and antimony were used to purge the body and they encouraged sweating and vomiting.
Religion – Most people now realised that God did not send disease. Although, in desperate times (epidemics) they still turned to religion.		Herbal remedies – Continued to be used but were now chosen because of their colour or shape e.g. yellow herbs were used to treat jaundice (yellowing of the skin). New herbs appeared from the New World and were used to treat disease

D. Key People		
Sydenham	Vesalius	Harvey
Known as the 'English Hippocrates' he refused to rely on medical books and instead believed that physicians should closely observe and record their patient's symptoms. Using this method, he was able to prove that measles and scarlet fever were separate diseases, even though he couldn't identify the microbes that caused each. This laid the foundations for future individuals to take a more scientific approach to medicine.	His 1543 book On the Fabric of the Human Body included many detailed drawings of the human body. He carried out dissections on executed criminals and found approximately 300 mistakes in Galen's work. Vesalius encouraged other doctors to carry out dissections rather than relying on old books, laying the foundation for others to investigate the human body in more detail.	Discovered the circulation of the blood. Stated that the heart acted as a pump, pumping blood around the body in a one-way system. This disproved Galen's theory that blood was made in the liver and burned up by the body. However, his discovery had a limited impact on medicine at the time as it offered no practical use in the treatment of disease.

C.	The Great Plague
Great Plague	Bubonic plague – outbreak in 1665 from June to November. One in five people died. Last serious outbreak of the disease in England.
Causes	Sent by God, unusual planet alignments, Miasma (sewage and rubbish in cities, people thought the foul fumes were held in the soil and escaped during warmer weather- seemed logical as the plague was worse in the summer months)
Treatments	Sweating out the disease – sit in thick woollen clothes by the fire. Transference was tried (strap chicken to buboes). Quack doctors mixed herbal remedies.
Prevention	Pray and repent sins, carry a pomander, chew/smoke tobacco, light fires, wear masks (plague doctors), fasting, quarantining, banning of large crowds, searchers appointed, streets cleaned, stray animals killed, plague water (apothecaries).

F.	Care in the community and in hospitals (2.2)
Hospitals	Hospitals – greater emphasis on curing not caring (unlike in medieval). As a patient in a hospital you could expect a good diet, a visit from a physician and medication (own apothecary usually on site) Number of hospitals decreased significantly due to the Dissolution of the Monasteries. This dramatically changed the availability of hospital care in England as the vast majority of hospitals were connected to the Church and so few were able to stay open following the dissolution. Some smaller hospitals opened up to fill the gaps left by the dissolution of the monasteries, funded by charities, but there was a big change in the amount of medical treatment provided by hospitals. Many hospitals reopened without their religious sponsors. However, it took a long time for the amount of hospitals to return to what it had been before the dissolution of the monasteries.
Pest Houses (plague houses, poxhouses)	Pest houses were a new type of hospital that cared only for plague or pox victims – limits risk of infecting others. These hospitals specialized in one particular disease. Versions of these had existed in the Middle Ages e.g. lazar houses for people suffering with leprosy. There was a growing understanding that disease could be transmitted from person to person so these new hospitals began to crop up. They provided a much-needed service. Traditional hospitals would not admit patients who were contagious, but people suffering from serious, contagious diseases had to go somewhere or risk infecting their families.
Community Care	In spite of changes to hospitals, most sick people continued to be cared for at home. Local communities were very close-knit which meant that there were plenty of people around to give advice and share remedies. Women continued to play an important role in the care of the sick. We don't know a great deal about these women, but we know that a lot of them were prosecuted by the London College of Physicians for practicing medicine without a licence. They usually mixed and sold simple herbal remedies. Reports suggest they were very popular likely because they were cheaper than going to a licensed physician or apothecary.

The Medical Renaissance in England c1500-1750

A.

Can you define these key words?

apothecary

barber surgeon

Dissection

iatrochemistry

humanism

transference

quack doctor

E.

Improved Communications (2.1)

Printing Press

Royal Society

B. Change and continuity in ideas about disease and illness in the Medical Renaissance.

Causes

Prevention

Treatments

D. Key People

Sydenham

Vesalius

Harvey

C.

The Great Plague

Causes

Treatments

Prevention

F.

Care in the community and in hospitals (2.2)

Hospitals

Pest Houses (plague houses, poxhouses)

Community Care



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

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

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

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> <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> <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
<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 		

E.	LGBTQ
	<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 | |

A.	Can you define these key words?
-----------	--

<u>Key words</u>	<u>Key definition</u>
Equality	
Discrimination	
Prejudice	
Privilege	
Racism	
Liberation	
Feminism	
Status	
Rights	
Persecution	
Disability	
Diversity	
Justice	

F.	Disability
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B Equality and religion

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C Racism

--	--

D Gender

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E. LGBTQ

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GCSE Unit 4 SPANISH Knowledge organiser.

Topic Customs and Festivals

What we are learning this term:

- A. Learning about Spanish life and routines
- B. Learning about local customs
- C. Talking about a Spanish festival
- D. Learning about Latin American culture
- E. Skim reading for key information
- F. Using past expressions of time

6 Key Words for this term

- | | |
|---------------|--------------------|
| 1. divertirse | 4. el desfile |
| 2. hispánico | 5. celebrarse |
| 3. el turismo | 6. los antepasados |

4.1G La vida en familia

a media mañana	at mid-morning
acostarse	to go to bed
el bollo	bun
la cena	evening meal
coger	to catch
la comida	food, meal, lunch
el desayuno	breakfast
la dieta	diet
la leche	milk
levantarse	to get up
ligero/a	light
participar	to participate, to take part
probar	to try, to try out
el recreo	break
saludable	healthy
la sobremesa	sitting chatting at the table after a meal
el trabajador	worker
la tradición	tradition
traer	to bring
tranquilamente	calmly
el vaso	glass

4.1H ¿Cambian las costumbres?

acostarse	to go to bed
cerrarse	to close
coger	to catch
corto/a	short
empezar	to start
hace calor	it is hot
levantarse	to get up
el marido	husband
la mayoría	majority
el ordenador	computer

4.1F Algunas costumbres regionales

la actuación	performance
agradable	pleasant
el ambiente	atmosphere
antiguo/a	old
la batalla	battle
el caballo	horse
la camisa	shirt
el concurso	competition
conmemorar	to commemorate
correr	to run
la costumbre	custom
demasiado	too much, too many
el desfile	parade, procession
el diablo	devil
divertirse	to enjoy oneself
emocionante	exciting
el encierro	bull run
encontrar	to find
enorme	enormous
entender	to understand
entrenarse	to train
el espectáculo	show, display
extraño/a	strange
fatal	awful
formar	to form
histórico	historic
humano	human
impresionante	impressive
incómodo/a	uncomfortable
llevar	to wear, take, carry
el Mediterráneo	Mediterranean
el/la moro/a	Moor (historically a person from North Africa)
nadie	no one
natural	natural
el origen	origin
pasarlo bien	to have a good time
el peligro	danger
peligroso/a	dangerous
por encima de	over
precioso/a	beautiful
el producto	product
saltar	to jump
la seguridad	safety, security
la suerte	luck
el toro	bull
la torre	tower
el traje	suit, costume
único/a	only, unique
varios/as	several
vestirse (de)	to dress (in)

Key Verbs

Celebrar To celebrate	Ir To go	Disfrutar To enjoy	Hacer – to do/make	Disfrazar To dress up
Celebro I celebrate	Voy I go	Disfruto I enjoy	Hago I do	Disfrazo I dress up
Celebras You celebrate	Vas You go	Disfrutas You enjoy	Haces You do	Disfrazas You dress up
Celebra – he/she celebrates	Va s/he goes	Disfruta He/she enjoys	Hace s/he does	Disfraza He/she dresses up
Celebramos We celebrate	Vamos They go	Disfrutamos We enjoy	Hacemos We do	Disfrazamos We dress up
Celebran They celebrate	Van They go	Disfrutan They enjoy	Hacen They do	Disfrazan They dress up

4.2G Las fiestas de España – la Tomatina

al final	at the end
americano/a	American
australiano/a	Australian
británico/a	British
el camión	lorry
la camiseta	T-shirt
el carnaval	carnival
divertirse	to enjoy oneself
duchar	to shower
empezar	to start
la entrada	(entry) ticket
la foto	photo
la gente	people
hace (+ tiempo)	(time) ago
japonés/esa	Japanese
limitar	to limit
limpiar	to clean
llegar	to arrive
la manguera	hose, hosepipe
mojado/a	wet, soaked
el montón	heap, pile
la plaza mayor	the main square
primero/a	first
pronto	soon
rojo/a	red
sucio/a	dirty
típico/a	typical
tirar	to throw
todo el mundo	everyone, everybody
el tomate	tomato
el turismo	tourism
varios/as	several
el/la visitante	visitor
el/la voluntario/a	volunteer
volver	to return, to go back

4.2F Las fiestas del mundo hispano

el altar	altar, shrine
los antepasados	ancestors
aparecer	to appear
el azúcar	sugar
la calavera	skull
celebrarse	to be held
el cementerio	cemetery
cerca de	close to, near to
la ciudad	city, town
comenzar	to start
completamente	completely
describir	to describe
el desfile	parade
el diablo	devil
disfrazado	dressed up, disguised
en honor a	in honour of
encendido/a	lit
el esqueleto	skeleton
el estaño	tin
los familiares	family members
famoso/a	famous
la flor	flower
hispánico	Hispanic (i.e. of the Spanish speaking world)
la mina	mine
el/la minero/a	miner
el mole	'mole' sauce / Mexican chocolate sauce
la montaña	mountain
muerto	dead
la normalidad	normality
el número	number
la plata	silver
proteger	to protect
el pueblo	village, (small) town



What we are learning this term:	
A.	Learning about Spanish life and routines
B.	Learning about local customs
C.	Talking about a Spanish festival
D.	Learning about Latin American culture
E.	Skim reading for key information
F.	Using past expressions of time
6 Key Words for this term	
1. divertirse	4. el desfile
2. hispánico	5. celebrarse
3. el turismo	6. los antepasados

4.1G La vida en familia	
a media mañana	_____
acostarse	_____
el bollo	_____
la cena	_____
_____	to catch
_____	food, meal, lunch
_____	breakfast
la dieta	_____
la leche	_____
_____	to get up
_____	light
_____	to participate, to take part
_____	to try, to try out
el recreo	_____
saludable	_____
la sobremesa	sitting chatting at the
table after a meal	_____
el trabajador	_____
la tradición	_____
_____	to bring
_____	calmly
_____	glass

4.1H ¿Cambian las costumbres?	
_____	to go to bed
_____	to close
coger	_____
corto/a	_____
empezar	_____
_____	it is hot
_____	to get up
el marido	_____
la mayoría	_____
_____	computer

4.1F Algunas costumbres regionales	
_____	performance
_____	pleasant
el ambiente	_____
antiguo/a	_____
_____	battle
el _____	horse
la camisa	_____
el _____	competition
conmemorar	to _____
correr	_____
la _____	custom
_____	too much, too many
_____	parade, procession
el diablo	_____
divertirse	to _____
emocionante	_____
el encierro	_____
_____	to find
_____	enormous
_____	to understand
entrenarse	_____
el espectáculo	_____
extraño/a	_____
_____	awful
_____	to form
histórico	_____
humano	_____
_____	impressive
_____	uncomfortable
llevar	to _____
el Mediterráneo	_____
el/la moro/a	Moor (historically a
person from North Africa)	_____
nadie	_____
_____	natural
_____	origin
pasarlo bien	_____
el peligro	_____
peligroso/a	_____
_____	over
_____	beautiful
_____	product
_____	to jump
la _____	safety, security
la suerte	_____
el toro	_____
la torre	_____
_____	suit, costume
_____	only, unique
varios/as	_____
vestirse (de)	_____

Key Verbs				
_____	_____	_____	Hacer – to do/make	Disfrazar To dress up
To celebrate	To go	To enjoy		
_____	Voy I go	Disfruto _____	Hago _____	Disfrazo _____
Celebras You _____	You go	You enjoy	You do	You dress up
Celebra – he/she celebrates	_____ s/he goes	Disfruta He/she enjoys	Hace _____	Disfraza He/she dresses up
_____	Vamos _____	Disfrutamos We enjoy	_____ We do	Disfrizamos _____
Celebran _____	_____ They go	_____ They enjoy	_____ They do	_____ They dress up

4.2G Las fiestas de España – la Tomatina	
al final	_____
_____	American
australiano/a	_____
_____	British
_____	lorry
la camiseta	_____
el carnaval	_____
_____	to enjoy oneself
_____	to shower
empezar	to _____
_____	(entry) ticket
la _____	photo
la gente	_____
hace (+ tiempo)	_____
_____	Japanese
_____	to limit
_____	to clean
llegar	_____
la manguera	_____
mojado/a	_____
_____	heap, pile
_____	the main square
_____	first
pronto	_____
rojo/a	_____
sucio/a	_____
_____	typical
_____	to throw
todo el mundo	_____
el tomate	_____
el turismo	_____
_____	several
el/la visitante	_____
_____	volunteer
_____	to return, to go back, to
come back	_____

4.2F Las fiestas del mundo hispano	
los antepasados	altar, shrine
aparecer	_____
el azúcar	_____
la _____	skull
_____	to be held
el _____	cemetery
_____	close to, near to
la ciudad	_____
comenzar	_____
completamente	_____
_____	to describe
el _____	parade
el _____	devil
_____	dressed up, disguised
en honor a	_____
encendido/a	_____
el esqueleto	_____
el estaño	_____
los familiares	_____
_____	famous
la flor	_____
_____	Hispanic (i.e. of the
Spanish speaking world)	_____
la mina	_____
el/la minero/a	_____
_____	'mole' sauce /
Mexican chocolate sauce	_____
la montaña	_____
muerto	_____
la normalidad	_____
el _____	number
la _____	silver
_____	to protect
el pueblo	_____



GCSE Unit 4 SPANISH Knowledge organiser. Topic Customs and Festivals



Translation Practice. G – blue F – orange H – Green	
Normalmente _____ cereals	Normally for breakfast we have...
Ayer _____ una manzana	Yesterday I ate an apple
Carmen _____ de casa a las ocho	Carmen leaves the house at 8.00
Esta tarde _____ con la familia de mi amigo	This afternoon I chatted with my friend's family
Muchas veces no _____ nada	Many times they don't drink anything
No hablamos _____	We don't speak a lot
El año pasado _____ Pamplona	Last year I visited Pamplona
El _____ es una tradición extraña	The bull run is a strange tradition
Fue muy _____	It was very exciting
_____ dos años fuimos a Burgos	2 years ago we went to Burgos
Ayer fuimos a ver el _____	Yesterday we went to see the procession
El pueblo _____ interesante	The town was interesting
Vimos un _____ muy interesante	We saw a very interesting competition
¿Qué _____?	What did you do?
Hoy me _____ muy temprano	Today I got up very early
Compré _____ para mi familia.	I bought presents for my family
La _____ fue que..	The disadvantage was that...
_____ mucha basura.	There was a lot of rubbish.

Key Questions: Answer the following in your own words. Use these model answers	
Describe una fiesta popular en España	Una fiesta muy popular en España es la Tomatina. La gente celebra la Tomatina en Agosto en Buñol cerca de Valencia. Durante la fiesta, la gente tira tomates, hay desfiles y bailes, se puede comer comida tradicional, la gente lleva disfraces. Después de la fiesta las calles están llenas de tomates. Es mi fiesta española favorita porque es muy entretenida y cómica.
Describe una fiesta popular en tu país	En Inglaterra celebramos la fiesta de Fuegos artificiales. Cada 5 de noviembre, celebramos el día de Guy Fawkes. Durante la noche, la gente va a parques o el centro de la ciudad y hay muchos fuegos artificiales. Celebra la noche cuando Guy Fawkes intentó poner fuego al gobierno de Inglaterra. Es muy entretenida y cómica.
Describe tu experiencia la última vez que fuiste a una fiesta en tu país	La última vez que fui a una fiesta en Inglaterra fue muy entretenida y cómica. Fue en Noviembre cuando celebramos la fiesta de Guy Fawkes. Fuimos en el centro de la ciudad o el parque para ver muchos fuegos artificiales. Fue muy entretenido, porque comí algodón de azúcar y pasé la noche con mis amigos.
¿Qué diferencias notas entre la vida española y la vida de tu propio país?	La vida en España y en Inglaterra es un poco diferente. En España se come una dieta mediterránea, la gente come muchas frutas, verduras, mucho pescado y aceite de oliva. En Inglaterra comemos más patatas fritas y más carne y menos frutas y verduras. En Inglaterra los jóvenes suelen llevar uniforme para ir al colegio pero en España los jóvenes no llevan uniforme. ¡Qué bueno! También, en España los jóvenes de 17 o 18 años no suelen emborracharse durante el fin de semana pero en Inglaterra hay más problemas con los jóvenes y el alcohol.

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, -íste, -ió, -imos, -istéis, -ieron -IR: -í, -íste, -ió, -imos, -istéis, -ieron
Imperfect Tense (<i>Past, ongoing actions, descriptions, 'used to' or 'was doing'</i>)	-ar -aba, -abas, -aba, -ábamos, -abais, -aban -er and -ir -ía, -ías, -ía, -íamos, -íais, -ían
Using the immediate future tense IR + A + INFINITIVE	Voy a casarme = I'm going to get married Va a discutir con su padre = He / She is going to argue with his/her father

Year 9 Art Term 6 : Topic = Ines & Michael

What we are learning this term:

- A. Ines Kouidis
- B. Michael Volpicelli
- C. Techniques and skills



A. How has Ines Kouidis created this image?

1. What materials has she used?
Ines uses a range of scrap materials including envelopes, scrap paper, newspapers, old magazines and cardboard.
2. How has she torn the material?
Ines doesn't use scissors often, but more she tears the material so to get a rough edge to her work. A type of uneven and rustic approach to her outcomes.
3. What impact do smaller pieces of material have?
She is very particular about the size of pieces she is collaging. Smaller and more detailed pieces can form darker areas and shadows. Larger and lighter pieces are the highlights. The smaller the pieces, the longer it will take her- however the more intricate it will become.
4. Who does she make collages of?
She usually makes collages of famous people in history, who might be dead or alive today. These people influence her making and have had an impact on Ines' live. They are her main inspiration.



C How to make a collage.

Collage: is a form of art by cutting and ripping paper to create interesting artworks.

Steps for making your collage:

1. Start by having an image as a source, something you will use as a guide to follow or for inspiration
2. Use a range of different types of paper, such as; scrap paper, newspaper, card, coloured paper.
3. Tear the paper to get a jagged edge, cut with scissors to get a straight edge.
4. The smaller the pieces of paper, the more detailed the outcome.
5. Darker paper in more shaded areas. Lighter paper in highlighted areas.
6. Add additional details on the face and in the background, following the same technique as step 2 and 3.

What each tool is used for:

Cutting mat	To protect the table from damage.
Glue stick	To cleanly stick the shapes onto paper.

Looking at the image drawn by Michael Vollpicelli, how does he create.....

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



C. Name the following equipment.

		
Sharpie or permanent marker	Sheets of acetate	Masking tape

B. Answer the following questions about Michaels work and how he works.

What part of the body does Michael focus in drawing?	Michael focuses in on the face and facial features. This is called portraiture.
What effect do the larger words make?	The larger words make highlighted areas on the face
How would you describe his work?	Meaningful, cultural identities, typography, portrait,
What is significant about the words he uses to make up the drawing?	The words he uses are meaningful to that particular person. They might be words that describe them, or what they do, what impact they have or their personality.



B. About the work of artist Michael Volpicelli

WHAT?	Michael creates word art using a variety of sizes to make up a portrait of a person.
HOW?	Use uses a fine permanent marker to draw with words. Larger words create a highlight and smaller more scrambled words create shadows and darkness.
WHY?	Michael draws people using words he thinks describes them. Kind and thoughtful words to spread the kindness.

F. Keywords

Appropriate	Suitable for a particular person, place or condition
Highlight	An area of lightness in an image
Shadow	When an objector artwork intercepts light and causes an obscurity
intricate	Having many complexly arranged element
relevant	Having a bearing or connection with the subject or matter

Year 9 Art Term 6 : Topic = Ines & Michael

What we are learning this term:

A. Ines Kouidis
 B. Michael Volpicelli
 C. Techniques and skills



A. How has Ines Kouidis created this image?

1. What materials has she used?

2.

3. How has she torn the material.....

4.
What impact do smaller pieces of material have?



C How to make a collage.

Collage:

Steps for making your collage:

- 1.
- 2.
- 3.
- 4.
- 5.

What each tool is used for:

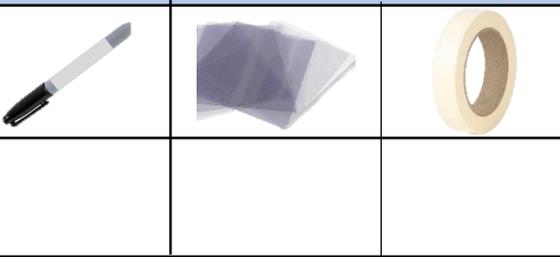
Magazines	.
Glue stick	

Looking at the image drawn by Michael Vollpicelli, how does he create.....

1. Darker areas?
2. Lighter areas?



C. Name the following equipment.



B. Answer the following questions about Michaels work and how he works.

What part of the body does Michael focus in drawing?	
What effect do the larger words make?	
How would you describe his work?	
What is significant about the words he uses to make up the drawing?	

F. Who does she make collages of?

Keywords	
Appropriate	
Highlight	
Shadow	
intricate	
relevant	

B. About the work of artist Michael Volpicelli

WHAT?	
HOW?	
WHY?	





Year 9 PRODUCT DESIGN Term 6

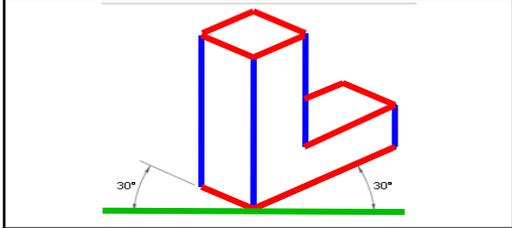


What we are learning this term:	
A.	Drawing Skills
B.	Wood Theory
C.	Wooden Joints & Their Uses
D.	Tools & Machinery

A.	Drawing Skills
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Isometric Technical Drawing

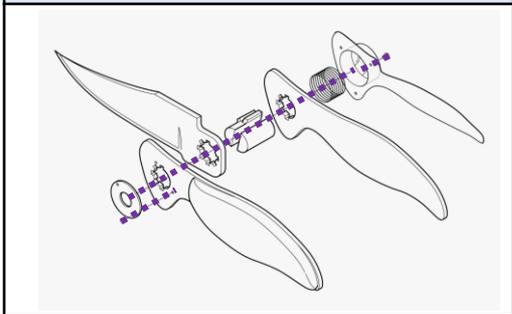
Made up of a series of parallel **vertical lines** and parallel **30-degree lines**. But no **horizontal lines**.



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

Exploded Technical Drawing

Isometric drawing of all the parts and components of an object.



All parts are shown separately so you can see all aspects. **Dashed lines** indicate where everything goes and in what order.

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

Sustainability = Natural Wood Vs Manufactured Boards

Manufactured boards are more sustainable than natural woods because made from wasted wood and offcuts.	Softwood is more sustainable than hardwood, because it grows a lot quicker.
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C.	Wooden Joints & Their Uses
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Joint	Uses	Image
Mitre Joint	Used mainly for picture frames. Great aesthetics but not very strong unless a dowel is added.	
Dowel Joint	Can be used to repair stripped screw holes and in toy making they are the perfect axles in toy vehicles.	
Mortise and Tenon Joint	Mainly used for furniture. This joint is very strong and durable as well as looking very professional.	
Cross Halving Joint	Mainly used for cabinets, doors and windows. This joint has very good resistance to side-to-side movement.	

D.	Tools & Machinery
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Steel Rule	Tri Square	Mitre Square	Bench Hook	Quick Clamp	Wooden Vice	Tenon Saw	Bandfacer	Pillar Drill

Year 9 – High Skills

What we are learning this term:

- A. Health, safety and hygiene in the kitchen
- B. The Eatwell guide and nutrients
- C. The Dietary requirements of a teenager
- D. Skills testing
- E. Healthy cooking
- F. Chopping Board Colours

6 Key Words for this term

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

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

Remove all of your jewellery.	Jewellery can harbour bacteria and could fall off into the food.
Tie back your hair	Hair could fall into the food or touch equipment.
Wash your hands with hot soapy water.	To remove any germs and bacteria from your hands and nails.
Put on and apron and tie it back.	To protect you from the food and equipment and the food from touching you.

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

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

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

- RAW MEAT
- RAW FISH
- COOKED MEATS
- SALAD & FRUIT PRODUCTS
- VEGETABLE PRODUCTS
- BAKERY & DAIRY PRODUCTS

Clean and store chopping boards correctly after use



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

Cross contamination happens when you use the wrong chopping board or equipment to prepare food which can therefore result in food poisoning. You must use the correct equipment for the correct ingredients. You must also ensure that you are always following good hygiene practices when cooking.

B. What do the following terms mean?

Grilling	Using the top part of the oven. It involves a significant amount of direct, radiant heat, and tends to be used for cooking meat and vegetables quickly. It is also a healthier method of cooking meat products.
Baking	Baking is a method of preparing food that uses dry heat, normally in an oven. Heat is gradually transferred from the surface of cakes, cookies, and breads to their centre.
Frying	Frying is the cooking of food in oil or another fat. It is usually done in a frying pan using the hob of the cooker. It also known to be unhealthy.

C. Can you list 5 reasons for why we cook food and why it is important?

Rule

- 1 to get rid of bacteria on the food
- 2 to make the food taste better
- 3 to make food chewable
- 4 to ensure that food is not raw
- 5 to add colour to the food

Why it is important

- 1 to stop food poisoning
- 2 to make the food more appealing
- 3 it could be raw or a choking hazard
- 4 to stop food poisoning
- 5 to make it look more appetising or change its use

E. Keywords

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



Year 9 – High Skills

What we are learning this term:
A. Health, safety and hygiene in the kitchen
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D. Skills testing
E. Healthy cooking
F. Chopping Board Colours

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

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

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

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

- COOKED MEATS
- SALAD & FRUIT PRODUCTS
- VEGETABLE PRODUCTS
- BAKERY & DAIRY PRODUCTS

Clean and store chopping boards correctly after use



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

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

Label the diagram and add your own examples to it.



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



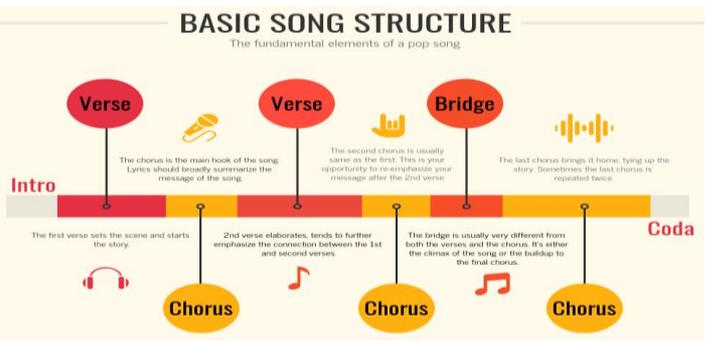
What we are learning this term:

- Basic Song Structure
- How to write a perfect Evaluation
- Playing the Keyboard / Chords
- What are the musical elements?
- What are the music symbols – Note Values
- Keywords
- How to read music – treble clef and bass clef

6 Key Words for this term

1 Looping	4 Accompaniment
2 Backbeat	5 Countermelody
3 Broken Chord	6 Modulation

A *Basic Song Structure – POP songs*



B **How to write a perfect Evaluation?**

- Write a full sentence explaining what your musical performance or music composition was about
- Explain what you were trying to communicate to an audience and how you did it
- Pick out at least two moments that worked really well, using specific examples and say what you did that made them successful
- 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
- Sum up your evaluation and discuss one thing that you will take forward into your next work

C **Playing the Keyboard / Chords**

LEFT HAND **RIGHT HAND**

Chord diagrams: C, G, Am, F

D **What are the musical elements?**

Timbre	Sound quality
Pitch	High or low sounds
Texture	How many sounds
Tempo	Fast or slow
Duration	Long or short
Structure	The musical plan
Dynamics	Loud or quiet
Silence	No sound / rests in the music
Attack/Decay	How notes start and stop

E **What are the music symbols?**

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

F	Keywords
Looping	A repeating section of sound.
Backbeat	A term used in American popular music to describe a continuous heavy accent on beats 2 and 4 ,
Broken Chord	The notes in a chord played individually in ascending or descending order
Accompaniment	The part of the music that accompanies the rest – for example the chord accompaniment to a melody
Counter Melody	A secondary melody that is played alongside the main melody
Lyrics	The words of a song
Modulation	A change of key
Melody	Another word for the tune
Chord	Two or more notes played at the same time
Octave	A distance of 8 notes e.g. C-C
Hook / Riff	Short musical idea that catches the ear of the listener

G **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**



What we are learning this term:

- A. Basic Song Structure
- B. How to write a perfect Evaluation
- C. Playing the Keyboard / Chords
- D. What are the musical elements?
- E. What are the music symbols – Note Values
- F. Keywords
- G. How to read music – treble clef and bass clef

6 Key Words for this term

1		
2		
3		

C Playing the Keyboard / Chords

D What are the musical elements?

Timbre	
Pitch	
Texture	
Tempo	
Duration	
Structure	
Dynamics	
Silence	
Attack/Decay	

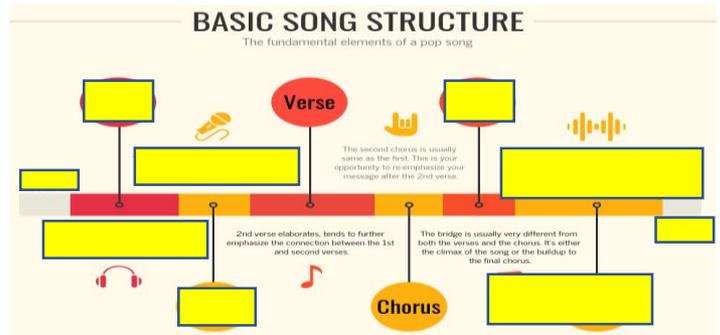
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Note	Name	Beats	Rest	Note	Name	Beats	Rest
	Semibreve, Whole Note	4			Dotted Semibreve, Dotted Whole Note	6	
	Minim, Half Note	2			Dotted Minim, Dotted Half Note	3	
	Crotchet, Quarter Note	1			Dotted Crotchet, Dotted Quarter Note	1.5	
	Quaver, Eighth Note	0.5			Dotted Quaver, Dotted Eighth Note	0.75	

F Keywords

	A repeating section of sound.
	A term used in American popular music to describe a continuous heavy accent on beats 2 and 4 ,
	The notes in a chord played individually in ascending or descending order
	The part of the music that accompanies the rest – for example the chord accompaniment to a melody
	A secondary melody that is played alongside the main melody
	The words of a song
	A change of key
	Another word for the tune
	Two or more notes played at the same time
	A distance of 8 notes e.g. C-C
	Short musical idea that catches the ear of the listener

A Basic Song Structure – POP songs



B How to write a perfect Evaluation?

1	
2	Explain what you were trying to communicate to an audience and how you did it
3	
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	

G 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



<p>What we are learning this term:</p>	C.	<p>Freytag's Pyramid</p>
<p>A – What is a rehearsal and why do we do them? B – The stages of rehearsals C - Blocking and the last stages of rehearsals & Scripts D - Rehearsals and the importance E – Performance F - Watch and review</p>		<p>Exposition: The storyteller sets the scene and the character's background. Inciting Incident: The character reacts to something that has happened, and it starts a chain reaction of events. Rising Action: The story builds. There is often a complication, which means the problem the character tried to solve gets more complex. Climax: The story reaches the point of greatest tension between the protagonist and antagonist (or if there is only one main character, the darkness or lightness of that character appears to take control). Falling Action: The story shifts to action that happens as a result of the climax, which can also contain a reversal (when the character shows how they are changed by events of the climax). Resolution: The character solves the problem or conflict. Denouement: French for "the ending," the denouement is often happy if it's a comedy, and dark and sad if it's a tragedy.</p>
<p>6 Key Words for this term</p>		
<p>Communication – the successful conveying or sharing of ideas and feelings Motivation – willingness or enthusiasm to do something Staging – method of presenting a play or other dramatic performance Target Audience – a group which a performance is aimed at Structure – construct or arrange according to a plan Devising – to plan or invent by careful thought Production – the process of or management involved in making a film, play, or record Technical Rehearsal - a rehearsal that focuses on the technological aspects of the performance, in theatrical, musical, and filmed entertainment.</p>		
<p>A. Top 10 rehearsal tips</p>	D.	<p>What is a Rehearsal?</p>
<ul style="list-style-type: none"> . Determine Your Goals . Communicate the Plan . Start on Time . Practice Purposeful Repetition . Use Purposeful Multitasking . Divide and Conquer . Prioritize . Acknowledge, Apologize, Abort . Document and Review corrections . End on a High Note 		<p>A rehearsal is an activity in the performing arts that occurs as preparation for a performance. It is undertaken as a form of practising, to ensure that all details of the subsequent performance are adequately prepared and coordinated.</p>
<p>B. Final Rehearsal Stages</p>	E.	<p>Freytag's Pyramid</p>
<p>- Polishing - Technical Rehearsal</p> <p>- Cue check - Dress Rehearsal</p>		 <p>The diagram shows a green triangle on a yellow background. The top vertex is labeled 'Climax' and circled. The left side is labeled 'Rising Action' with an upward arrow. The right side is labeled 'Falling Action' with a downward arrow. The bottom-left corner is labeled 'Exposition' and the bottom-right corner is labeled 'Resolution'.</p> <p>Freytag's Pyramid is a graphic organizer that matches the way stories are constructed. The climax is the high point and it is surrounded by the rising and falling action.</p>

