



Year 9 Knowledge Organiser

**Autumn Term
2026/27**

Name:

Form:

Week 1/A

	Monday	Tuesday	Wednesday	Thursday	Friday
Tutor Time					
1					
2					
3					
4					
5					

Week 2/B

	Monday	Tuesday	Wednesday	Thursday	Friday
Tutor Time					
1					
2					
3					
4					
5					

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Autumn Term

Attendance and Absence

In cases of absence, parents are asked to contact the relevant staff office, as early as possible, giving details. The only acceptable reasons for absence are unavoidable ones such as illness. Appointments of all kinds should be made out of school time whenever possible.

Punctuality

While some delays are unavoidable, pupils should be punctual to lessons. Anyone arriving late to school must report to the relevant staff office and use the late system in order to get a mark. Late after registration closes is technically an **unauthorised absence**.

Pastoral Support Contacts

Telephone Number:

Email Address:

Term Dates Summary

Autumn Term 2026		
Thursday, 3 Sept – Thursday, 22 Oct 2026	Half-term: Friday, 23 Oct – Friday, 30 Oct 2026	Monday, 2 Nov – Friday, 18 Dec 2026
Spring Term 2027		
Tuesday, 5 Jan – Friday, 12 Feb 2027	Half-term: Monday, 15 Feb – Friday, 19 Feb 2027	Monday, 22 Feb – Thursday, 25 Mar 2027
Summer Term 2027		
Tuesday, 13 Apr – Friday, 28 May 2027	Half-term: Monday, 31 May – Friday, 4 June 2027	Monday, 7 Jun – Wednesday, 21 Jul 2026

My best subject is:

What I want to achieve this term:

School Login Details:

My extra curriculars this term:

Autumn Term 1 Calendar

September 2026		
1	Tue	Teacher Training Day
2	Wed	Teacher Training Day
3	Thu	
4	Fri	
5	Sat	
6	Sun	
7	Mon	
8	Tue	
9	Wed	
10	Thu	
11	Fri	
12	Sat	
13	Sun	
14	Mon	
15	Tue	
16	Wed	
17	Thu	
18	Fri	
19	Sat	
20	Sun	
21	Mon	
22	Tue	
23	Wed	
24	Thu	
25	Fri	
26	Sat	
27	Sun	
28	Mon	
29	Tue	
30	Wed	

October 2026		
1	Thu	
2	Fri	
3	Sat	
4	Sun	
5	Mon	
6	Tue	
7	Wed	
8	Thu	
9	Fri	
10	Sat	
11	Sun	
12	Mon	
13	Tue	
14	Wed	
15	Thu	
16	Fri	
17	Sat	
18	Sun	
19	Mon	
20	Tue	
21	Wed	
22	Thu	
23	Fri	Teacher Training Day
24	Sat	
25	Sun	
26	Mon	Half Term
27	Tue	Half Term
28	Wed	Half Term
29	Thu	Half Term
30	Fri	Half Term
31	Sat	

Autumn Term 2 Calendar

November 2026		
1	Sun	
2	Mon	
3	Tue	
4	Wed	
5	Thu	
6	Fri	
7	Sat	
8	Sun	
9	Mon	
10	Tue	
11	Wed	
12	Thu	
13	Fri	
14	Sat	
15	Sun	
16	Mon	
17	Tue	
18	Wed	
19	Thu	
20	Fri	
21	Sat	
22	Sun	
23	Mon	
24	Tue	
25	Wed	
26	Thu	
27	Fri	
28	Sat	
29	Sun	
30	Mon	

December 2026		
1	Tue	
2	Wed	
3	Thu	
4	Fri	
5	Sat	
6	Sun	
7	Mon	
8	Tue	
9	Wed	
10	Thu	
11	Fri	
12	Sat	
13	Sun	
14	Mon	
15	Tue	
16	Wed	
17	Thu	
18	Fri	
19	Sat	
20	Sun	
21	Mon	Christmas Break
22	Tue	Christmas Break
23	Wed	Christmas Break
24	Thu	Christmas Break
25	Fri	Christmas Break
26	Sat	
27	Sun	
28	Mon	Christmas Break
29	Tue	Christmas Break
30	Wed	Christmas Break
31	Thu	Christmas Break

Homework Log and Parental Check

Week 1	Subject 1	Subject 2	Signed
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Week 2	Subject 1	Subject 2	Signed
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Week 3	Subject 1	Subject 2	Signed
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Week 4	Subject 1	Subject 2	Signed
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Week 5	Subject 1	Subject 2	Signed
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Week 6	Subject 1	Subject 2	Signed
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Week 7	Subject 1	Subject 2	Signed
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

Homework Log and Parental Check

Week 8	Subject 1	Subject 2	Signed
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Week 9	Subject 1	Subject 2	Signed
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Week 10	Subject 1	Subject 2	Signed
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Week 11	Subject 1	Subject 2	Signed
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Week 12	Subject 1	Subject 2	Signed
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Week 13	Subject 1	Subject 2	Signed
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Week 14	Subject 1	Subject 2	Signed
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

Reading Log

Use this reading log to keep a record of the books you read during the year. You should also use this reading log to record the books from the Reading Passport that you have read but make sure your tutor records them, too.

Title and Author	Date	Starting Page	Last Page	Review and Test Score	Reading Log
					Teacher Initials
Title and Author	Date	Starting Page	Last Page	Review and Test Score	Reading Log
					Teacher Initials
Title and Author	Date	Starting Page	Last Page	Review and Test Score	Reading Log
					Teacher Initials

Title and Author	Date	Starting Page	Last Page	Review and Test Score	Reading Log
					Teacher Initials
Title and Author	Date	Starting Page	Last Page	Review and Test Score	Reading Log
					Teacher Initials
Title and Author	Date	Starting Page	Last Page	Review and Test Score	Reading Log
					Teacher Initials

Year 9 Reading Passport

We have created a Reading Passport to inspire students to read some of the best literature available to them. Over the course of the year, we expect students to read as many of the texts included in the passport for their year group as possible.

If students manage to read 7, or more, books from this passport by the end of the year they will receive a certificate. They can, of course, read other books and texts throughout the year and we encourage and support students' wider reading. Students can track which texts they have read using the tick boxes on the next page.

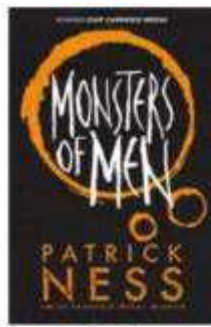
The books selected are fantastic examples of modern and classical literature, representing the best the world has to offer. Students can read these texts independently or they could listen to them on audiobook. The important thing is that they will experience a variety of genres, authors, and stories! We hope that all students will finish Year 11 having read at least 35 incredible books.

The easiest way to get hold of these books is from our school library where children can take them home to read. These texts can also be purchased from Amazon, or from many local bookstores.

Whilst every care has been taken to check the suitability of the books included in our Reading Passport, we are aware that children mature at different rates. Therefore, we strongly recommend that parents discuss their child's reading choices to ensure they are appropriate for them.

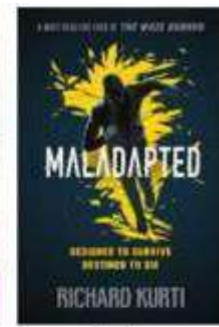


Year 9 Reading Passport


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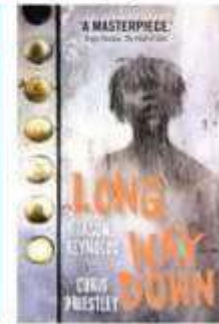
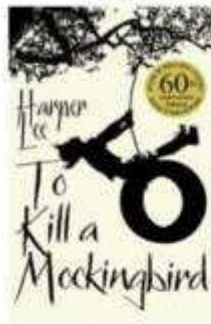
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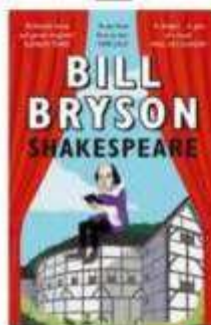
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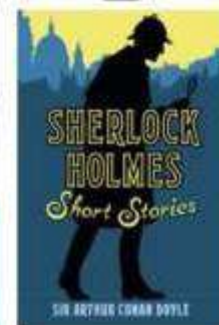
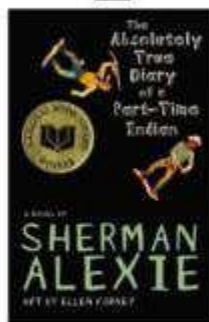
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Instructions for Using Your Knowledge Organiser

Every school day, you should study 1 to 2 subjects from your knowledge organiser for homework lasting at least 1 hour in total.

On pages 8 and 9 there is space for you to record the subjects you have studied to make sure you are giving equal time to all of them. Your parent should sign off your homework each evening on these pages.

Your parent should also sign your reading log on pages 10 and 11. You can use the note pages in this booklet to help with your studies.

You need to bring your Knowledge Organiser to school every day. It will be checked regularly during form time.

You will be regularly tested on knowledge contained in this booklet.

8 Top Revision Tips

1 Start early

Last minute cramming is stressful and has limited success.



2 Make a plan

Work out how much time you have and how much of it you can spend on each subject.



3 Pick a good spot

Find a quiet and comfortable spot away from distractions and keep all of your things in one place.



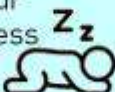
4 Find a good method

Choose the best revision methods for you and try to use a mixture of methods for the best results.



5 Take breaks

It is possible to work too hard! Your brain needs rest and time to process the information you've studied.



6 Revise with friends

Talking through what you've learned with a friend can help information stick.



7 Use past papers

These are a great way to test yourself and a good way to get used to the exam format



8 Eat well

You need to maintain a healthy diet to be able to retain information and not lose energy or focus during study.



LONG TERM MEMORY



Retrieval Practice

Create your own quizzes based on topics.

Create them, test yourself or get someone to test you, it works!

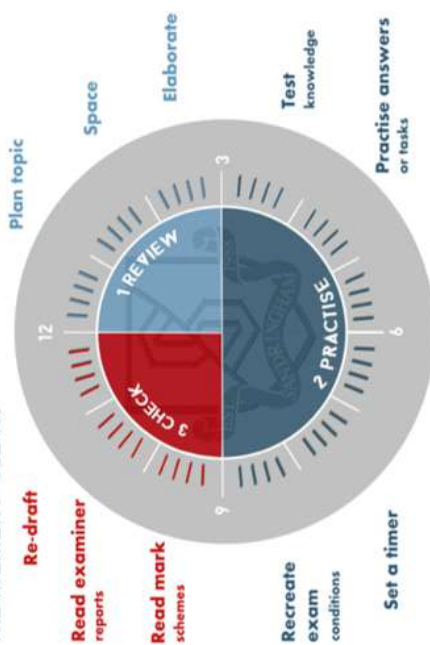


Deliberate Practice

Apply your knowledge!

Revise it, practice exam questions and then go over using your notes, adding or redrafting!

THE MEMORY CLOCK



Answer Planning

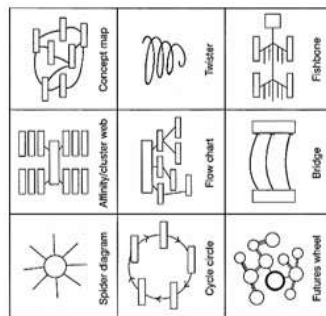
Practice planning exam question answers.

Bullet point, speed plan and draft key paragraph questions.



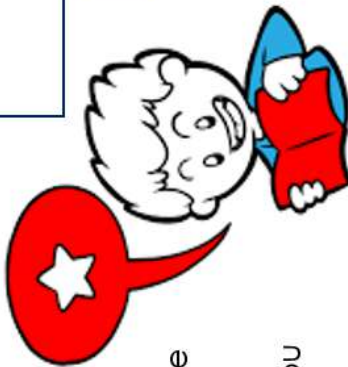
Graphic Organisers

Transform the information into visual revision to create links, show a narrative, identify the causes, consequences and importance.



Read Aloud

Simply speak the facts and dates out loud as you're reading the Knowledge Organiser. Even try to act out some of the facts – it really helps you remember!



Sketch it

Draw pictures to represent each of the facts or dates. It could be a simple drawing or something that reminds you of the answer.



PRACTICE
MAKES
PERFECT

Practice!

Some find they remember by simply writing the facts over and over again.

Hide and Seek

Read through your knowledge organiser / book, put it down and try and write out as much as you can remember. Then keep adding to it until it's full!

Record It

Record yourself on your phone or tablet reading out the information. These can be listened to as many times as you want!



Teach it!

Teach someone your key facts and then get them to test you, or even test them!

Flashcards



Create with questions on one side and answers on the other side. Colour code specific topics and quiz yourself.



Post its

Using a pack of post-it notes, write out as many of the keywords or dates as you can remember in only 1 minute!

Year 9 Autumn Term Knowledge Organiser

Art – Illustrative Art – Automatic Drawing:

Automatic Drawing: A drawing technique developed by surrealists as a way of expressing the subconscious. In automatic drawing, the hand can move randomly and freely across the paper.

Art Specific Language and Terms			
Contemporary Art	Contemporary art is the art of today, produced in the second half of the 20th century or in the 21st century.	Composition	Where you place objects / imagery on the page or in a space.
Control	How carefully you work with a specific media.	Illustrator	A person who draws or creates pictures for magazines, books, advertising, etc.
Extended Drawing	When you are given a starting point for a drawing and then complete the drawing using your own creative imagination.	Mono-chromatic	When something only contains one colour or is black and white.
Doodle	Random, thoughtless drawings on whatever topics happen to be flowing through the artist's head.	Murals	A mural is a painting or illustration applied directly onto a wall, ceiling or other permanent surfaces.

Illustration as a form of art:

An illustration is a drawing, painting or printed work of art which explains or visually represents something or a particular story. Historically, book illustration and magazine/newspaper illustrations have been the predominant forms of this type of visual art, although illustrators have also used their graphic skills in the fields of poster art, advertisements, comic books, animation, greeting cards & cartoon-strips.

Lucy

McLauchlan:

Lucy is an artist from Birmingham. She makes murals, installations, painting, and other types of mixed media work. The images are often complex black and white patterns and recently she has explored the abstract forms created by large brush strokes.



Grand union canal



Out of the circle



It takes two

Year 9 Autumn Term Knowledge Organiser

Art – Illustrative Art – Printmaking:

Screen printing: a printing technique where a mesh or screen is used to transfer ink onto a surface, except in areas made impermeable to the ink by a blocking stencil.

Art Specific Language and Terms			
Contact Printing (Cyanotypes & Chemigrams)	Cyanotypes- photographic prints created by placing objects onto cyanotype paper and exposing to UV light. Chemigrams- objects dipped into photographic chemicals and then placed onto photo paper.	Reduction Lino Printing	Producing reduction lino prints involves cutting and inking several layers from a single lino block to create a multi-coloured print.
Relief Printing	Relief printing is a printing method where a printing block or plate is created by removing/cutting away negative sections of an image or by adding layers to create a raised surface (collagraph). Ink is then applied to its surface, but not to any recessed areas and then brought into contact with paper. Pressure is applied to transfer the ink either by hand or by using a printing press.	Photo-emulsion (Screen printing)	An emulsion which is 'scooped' across the mesh of a screen and then exposed to ultra-violet light, through a film or transparency printed with the required design. This hardens the emulsion in the exposed areas but leaves the unexposed parts soft. They are then washed away using a water spray, leaving behind the desired image.

Lino Printing:

Lino printing is a form of fine art printmaking where the printing plate is cut into lino. The lino is then inked, a piece of paper placed over it, and then run through a printing press or pressure applied by hand to transfer the ink to the paper. The result is a linocut print. The advantage of this printing method is that multiple prints can be made allowing for experimentation of colour and layering of colour.

Examples of Artists that use Printmaking Techniques:



Screen printing
Shepard Fairey, Eye 2009



Cyanotype
Anna Atkins



Lino cut
Brian Reedy

Y9 CITIZENSHIP KNOWLEDGE ORGANISER

Autumn Term

Key words	
Fixed Term Parliament Act 2011	A law created by Parliament that states a General Election must take place every five years.
Democracy	A system of government based upon the consent of the people through an open and fair electoral system.
Legislator	The body that makes new laws – fancy name for Parliament.
Legislation	A law that has been passed in Parliament and must be followed.
Non-democratic	A political system of government that lacks some or all of the elements that make up a democratic political system.
First Past the Post	The voting system used in UK general elections. The person with the most votes wins a seat in Parliament, even if they only win by a single vote.

Democratic vs Undemocratic CASE STUDY

United Kingdom

North Korea

Choice of candidates to vote for

Only one candidate to vote for

Allowed to vote in private (secret ballot)

Voting in private is seen as disloyal and disrespectful

Anyone can become a candidate

Only pre-approved loyal people can be candidates

You have the right to choose whether to vote or not

Everyone must vote – those who do not are punished



Brush up on your skills

Critical enquiry – Looking into a topic in detail. Questioning different opinions and seeking to discover a range of other views.

Informing opinions – Giving other people information in order to try and change their opinions and views.

Active Participation – Taking part by becoming involved; doing something or saying something to try and make a change or make a difference.

Making connections

How can you link different topics together?

Government + Parliament + MPs + Peers
Legislature + Laws + Citizens
Democracy + PR + FPTP
Laws + Head of State + House of Lords + House of Commons
Political Parties + MPs + Representative + Democracy

MPs work in the House of Commons and Peers work in the House of Lords. MPs are **elected** and Peers are **appointed**.

Question time!

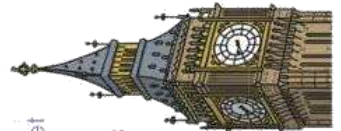
The Head of State in the UK is...?

Who is the symbolic head of the Commonwealth?

How do Life Peers get their job?

The UK constitution is uncodified... True or false?

When was the Magna Carta originally introduced?



Government vs. Parliament

Known as the legislature.

Debates and discusses new laws, can also remove old laws.

Includes the Queen, Government, MPs and Peers.

Challenges and scrutinises the government.

The winning party in a general election form the government.

Known as the 'executive' elected to run the country.

At its centre is the cabinet – a group of important, senior MPs with specific roles.

Government is formed from the winning party elected in a General Election. The winners are the party with the most **seats**.

Laws are made by **Parliament**. They must pass through Commons, Lords and get approval from the Monarch.

Y9 CITIZENSHIP KNOWLEDGE ORGANISER

Autumn Term

Command Words	
Analyse	Separate information into components and identify their characteristics.
Compare	Identify similarities and/or differences.
Examine	Investigate closely and make comment.
Explain	Set out purposes or reasons.
Justify	Support a case with evidence.
Summarise	Present principal points without excessive detail.

First Past the Post

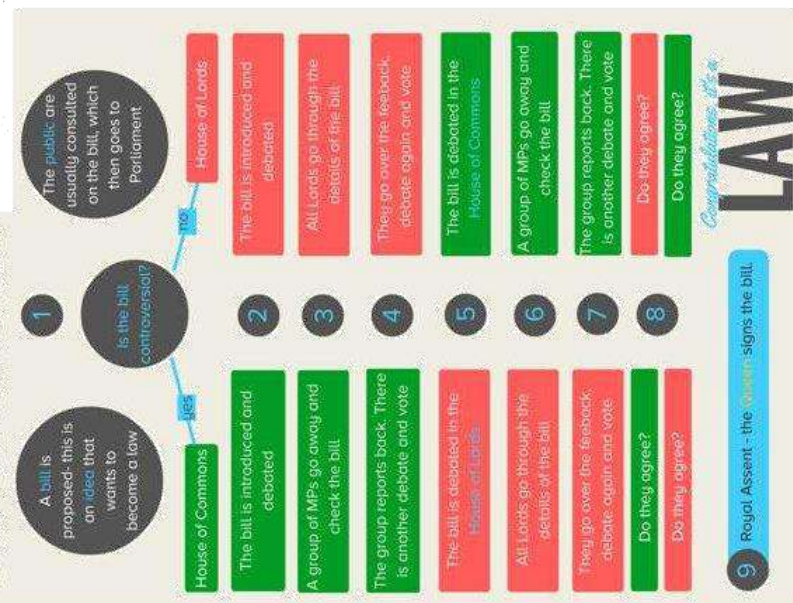
Usually produces a decisive result

Allows winning party to govern strongly without relying on support from others

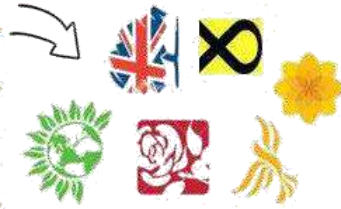
Not a fair representation of actual votes

Less chance of minority parties gaining seats in Parliament

How is a law made?



Name the political party!



Question time!

'A rule that has been approved by government and applies to all citizens in the UK'. This is the definition for...?

What is the name for a piece of draft legislation?

Identify the **two** colours associated with government papers relating to proposed legislation.

At which reading is there no vote in the law making process?

True or false? We live in a representative democracy?

Parliament is made up of three parts... true or false?



Democracy & Parliament

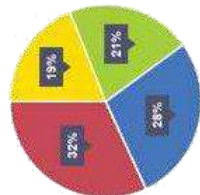
Proportional Representation

Harder for politicians to make difficult decisions when there is a bigger mixture of different parties & opinions

Fair & realistic representation of votes

Rarely produces an absolute majority for one party to govern

Greater choice for voters by reducing dominance of larger parties



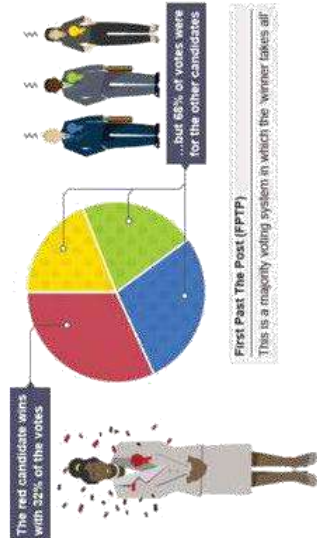
Red party wins 32 seats

Single Transferable Vote (STV)

Number of seats allocated roughly corresponds to number of votes received.

First Past The Post (FPTP)

This is a majority voting system in which the 'winner takes all'



The red candidate wins with 32% of the votes

...but 68% of votes were for the other candidates

House of Commons

Elected

650 MPs

Represent the people in their constituency

Must be re-elected every 5 years

House of Lords

Appointed or inherited

Approximately 700 peers

Represent areas of expertise

Appointed for life

Computing –
Pages to be
added soon.

Computing –
Pages to be
added soon.

Year 9 Dance Knowledge Organiser – Technical Skills

Posture	The way the body is held	
Coordination	The efficient combination of body parts	
Extension	Lengthening one or more muscles or limbs	
Alignment	Correct placement of body parts in relation to each other	
Control	The ability to start and stop movement, change direction and hold a shape efficiently	
Strength	Muscle power	
Balance	A steady or held position achieved by an even distribution of weight	
Flexibility	The range of movement in the joints (involving muscles, tendons and ligaments)	
Stamina	The ability to maintain physical and mental energy over periods of time	
Projection	The energy the dancer uses to connect with and draw in the audience	
Spatial Awareness	Consciousness of the surrounding space and its effective use	
Facial Expression	Use of the face to show mood, feeling or character	
Musicality	The ability make the unique qualities of the accompaniment evident in performance	

Why are these technical skills important?

E.g. Why do you need good stamina?

Stamina is crucial for the prevention of **injury**. In extended performances, the heart and lungs need to deliver oxygen to the blood and muscles as efficiently as possible. Once **fatigue** sets in, mistakes in judgement or undue stress on muscles and joints make continued dancing **unsafe**. Good stamina allows high intensity actions to be performed accurately throughout a dance performance

How can you improve these technical skills?

Exercise to Improve Core Strength:



Task: Bridge
Lie on your back with your knees bent and feet hip distance apart. Slowly raise hips rolling up through spine from pelvis to shoulders. Hold position for 8 counts making sure back remains straight. Slowly roll back down through spine from shoulders to pelvis.
Complete 3 reps of 10 every other day.



Development over time to maintain improvement:

- 1) After 1 week increase to 3 reps of 15
- 2) After 2 weeks increase challenge by adding alternate leg lifts



Make sure back remains straight and hips do not twist.

Check your progress by...

- watching yourself in a mirror and correct it
- filming yourself and watching back and correct it
- asking a friend or teacher to watch you and give **feedback**. (look at balance, height in jumps, fluency of movement into and out of the floor)



Year 9 Dance Knowledge Organiser – Safe Practice

Remember

(Her Majesty Just Bought Five Cats!)

- Tie **H**air back
- Wear clothes that **M**ove with you
- Do not wear **J**ewellery
- Do not wear any **B**aggy clothes that you can get caught up in
- Ensure appropriate **F**ootwear is worn
- **C**lose fitting to see the lines of the dancer

Hydration

- Helps prevent build-up of lactic acid
- Helps to avoid cramps
- Keeps muscles working at optimum
- Helps to prevent potential dizziness



What happens in a warm-up?

(Put Every Naughty Teenage Boy In Jail)

- **P**ulse is raised
- Muscles become more **E**lastic
- **N**erve messages from the brain to the limbs speed up
- Internal body **T**emperature is raised
- Increase of **B**lood flow to the muscles
- Reduce the risk of **I**njury
- **J**oints are mobilised

Nutrition

- Carbohydrate and fat: provide energy
- Protein: muscle growth and repair
- Vitamins & Minerals: the immune system requires an assortment of vitamins and minerals from Vitamin A through to Zinc.



As a rule, dancers are advised that their overall diet should take at least 50-65% of its energy from carbohydrate; around 12-15% should come from protein; and less than 20-35% from fat.



Why Cool-down?

(Blue Peter Was Pretty Hilarious Really)

- Prevent **B**lood **P**ooling in the muscles which can make you feel dizzy due to the reduced blood supply to the brain
- Prevent the build up of **W**aste **P**roducts in the muscles (e.g. lactic acid), which helps to prevent muscle stiffness and soreness
- Allow the **H**eat **R**ate to gradually return to normal



Drama- Script Work Duologue



Vocabulary	Definition
Duologue	A speech presented by two characters in a performance, often used to explore/develop relationships.
Interpretation	A particular way of performing a part in a play.
Intention	Something that you want and plan to do in a play.
Innovative	Original and creative approach.
Realism	Theatre that attempts to create an illusion of reality through a range of dramatic and theatrical strategies.
Period	Scripts from different time periods such as Greek, Elizabethan or Victorian.
Stylised	Non- naturalistic, performed in a particular manner or with emphasis on one element.
Physicalise	Drama technique where performers communicate their characters in a physical way (body language, movement, facial expression & gesture).
Ensemble	An approach to acting that aims for a unified effect achieved by members of the cast working together on behalf of the play, rather than emphasising individual performances.

Practice Task

Learn your lines for performance.

Strategies for Learning Lines

- Write your lines out
- Run lines with someone
- Look, Cover, Write, Check
- Use line learner apps
- Record your lines and listen back
- Learn your cue lines

Skills Learnt

- Annotate text
- Interpreting text
- Exploring a plays context
- Create and communicate meaning through performance
- Realising artistic intention in text-based drama

Key Questions

- How would you annotate and perform duologues?
- How can you apply interpretations and intentions to scripts?
- How would you use a range of drama elements when creating?
- How do you research and demonstrate contextual elements of a script?

Vocabulary	Definition
Pitch	Speaking in a high, low or natural voice.
Pace	The speed at which someone speaks, e.g. the speed of response in an argument.
Intonation	The rise and fall of the voice. There's a clear movement up at the end of a sentence when we ask a question for example. Intonation also helps us to say what we mean.
Volume	You might be considering the audibility (can we hear it) but you're more likely to be thinking about the effect of a loud, powerful voice or a quiet, nervous or sad voice.
Pause	A dramatic pause at a crucial moment could communicate meaning.
Tone	This suggests your mood and your intention towards the listener. E.g. happy or sad.
Accent	Your character may be from a different part of the UK or another country.

Can you spot the design elements shown within this picture? What are the given circumstances you can see?

Absurdism

Key Characteristics of Absurdist theatre include:

- Nonsense dialogue: a series of random lines that have no connected meaning
- Repetitive or meaningless action
- Non-realistic or impossible plots
- Using illogical situations
- Unconventional dialogue
- Minimal plots to express the apparent absurdity of human characteristics

Practice Task

Read the article on the British Library <https://www.bl.uk/20th-century-literature/articles/nonsense-talk-theatre-of-the-absurd>



Artaud 1896-1948

Techniques
Breath
Scream
Puppetry
Shadow
Repetitive movement

Artaud's Theory

- Theatre set aimed to awaken the dormant dream images of our minds.
- He wanted to shock and scare his audience into changing society and the world around them.
- He appeals to the irrational mind, one not conditioned by society.
- Theatre could not communicate using spoken word.
- His theatre appeal to the release of emotions
- By bombarding the audiences senses, they underwent a catharsis experience.

Movement & Gesture

- Inspired by a performance of Balinese dancer.
- Artaud wished to create a new language for the theatre (largely non-verbal).
- Ritualistic movement (often replacing traditional text/spoken words).
- Performers communicated some of their stories through 'signs'
- 'Signs' in the 'theatre of cruelty' were facial expression and movement.
- Stylised movement was known as poetry 'visual

Practice Task

- 1- Read the articles on Artaud <https://www.bl.uk/20th-century-literature/articles/antonin-artaud-and-the-theatre-of-cruelty>
- 2- Watch some Artaudian performances on 'You Tube'

Key Questions

- Which genre was Artaud's work linked to?
- Finish the title 'theatre of.....' and explain what this means

Vocabulary

Catharsis

Surrealism

Definition

The uncontrollable outperforming of strong emotion.

A 20th-century avant-garde movement in art and literature which sought to release the creative potential of the unconscious mind, for example by the irrational juxtaposition of images.

Theatre of Cruelty

"A primitive ceremonial experience intended to liberate the human subconscious and reveal man to himself". It called for a "communion between actor and audience in a magic exorcism; gestures, sounds, unusual scenery, and lighting combine to form a language, superior to words, that can be used to subvert thought and logic and to shock the spectator into seeing the baseness of his world."

Space & Actor/Audience Relationship

- Artaud experimented with the actor-audience relationship
- Relationship between the actor and audience in the 'theatre of cruelty' was intimate.
- Preference for actors to perform around the audience in the centre (rectangle / ring / boundary).
- He attempted to reduce or eliminate the special space set aside for the actors (the stage).
- Performers placed in four corners / on four sides of the space.
- The audience was therefore placed in a weaker, less powerful position (encircled by actors).
- The audience was often seated on swivel chairs (easily swinging around to follow the action).
- Galleries and catwalks enable the performers to look down on the audience (trapping them).

Key Questions

What other theatre practitioner was associated with absurdist theatre?

Finish the sentence 'absurdist theatre explores...?'

Design Elements

Set design- minimal and focuses on the ideas and symbolism within the play.
Sound and lighting -dream like quality.
Costume - contemporary

Can you spot the design elements describe on this picture- what are the given circumstances you can see?



Key Vocabulary

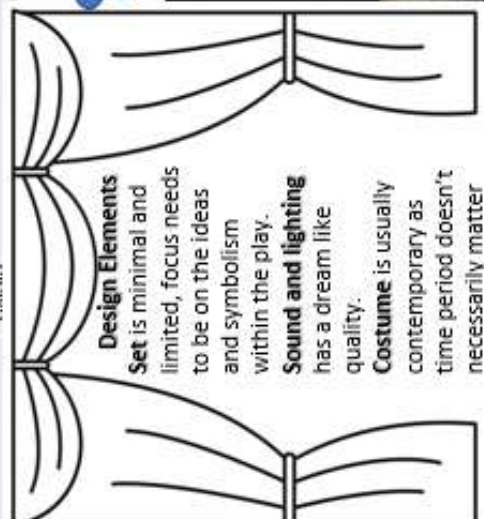
Definition	
Dialogue	Words that are spoken, in absurdist theatre, are often used in a repetitive way.
Clichés	Sayings and opinion that are overused and betrays a lack of original thought.
Plot	The main events of a play devised and presented by the writer as an interrelated sequence. Often absurdist plots will have mysteries that never get solved.
Sense of chaos	Complete disorder and confusion.
Characters	A person in a novel, play, or film. In absurdist plays the character will ask huge philosophical questions.
Absurdism	A philosophy stating that the efforts of humanity to find meaning in the universe ultimately fail (and hence are absurd) because no such meaning exists.

Design Elements

Set is minimal and limited, focus needs to be on the ideas and symbolism within the play.

Sound and lighting has a dream like quality.

Costume is usually contemporary as time period doesn't necessarily matter



Plot Overview

Core Text: *Romeo and Juliet* by William Shakespeare

The play is set in Verona, Italy. It focuses on the 'ancient grudge' between two families, the Montagues and the Capulets. The young men of the two families frequently clash, with 'public brawls' being common. The two protagonists, Romeo Montague and Juliet Capulet, meet at a Capulet Ball - they instantly fall in love. They marry swiftly - in secret; the grudge between their families continues and whilst Romeo tries to placate the situation, Romeo's closest friend, Mercutio, is killed by Juliet's cousin, Tybalt. Romeo seeks instant revenge and kills Tybalt. Romeo is punished, leaving Juliet bereft. The play ends in tragedy for the young lovers and forces their parents to reconsider their families feud.

Vocabulary

- ☐ Stereotype
- ☐ Perception
- ☐ Authentic
- ☐ Blank verse
- ☐ Soliloquy
- ☐ Derogatory
- ☐ Patriarchal society
- ☐ Matriarch
- ☐ Inferior
- ☐ Lambic pentameter
- ☐ Hyperbole
- ☐ Ancient grudge
- ☐ Fraternity
- ☐ Anecdote

Who is which relation to

- ☐ Juliet's cousin
- ☐ Mercutio's best friend
- ☐ Mentor to Romeo
- ☐ Cousin to Romeo

Practise spelling vocabulary words and matching definitions to words.

- A. A point of view
- B. A feud that has been going on for a long time.
- C. When a character in a play speaks their thoughts aloud; only the audience hear.
- D. brotherhood/ a group who seem themselves as figurative brothers.
- E. A short personal story used to underpin a point being made.
- F. Something or someone that is genuine; true to their word(s)
- G. A method used in a play where there is no rhyme scheme - words are like prose.
- H. A woman who is in charge. This could be a woman in charge of a family.
- I. Someone or something represents an idea/image that is most recognised as the norm.
- J. When something is negative - often an adjective linked to a comment.
- K. A rhyme scheme - often used by Shakespeare - that sound like dum - de
- L. Rules and actions of society are led by men
- M. An exaggeration of something
- N. A point of view

People related to others in Romeo and Juliet

- i) Benvolio
- ii) Romeo
- iii) Tybalt
- iv) Friar Laurence



Answers: use a dictionary to see if your ideas are correct.

English



Prologue from Romeo and Juliet

Two households, both alike in dignity
(In fair Verona, where we lay our scene),
From ancient grudge break to new mutiny,
Where civil blood makes civil hands unclean.

5

From forth the fatal loins of these two foes
A pair of star-crossed lovers take their life;
Whose misadventured piteous overthrows
Doth with their death bury their parents' strife.
The fearful passage of their death-marked love

10

And the continuance of their parents' rage,
Which, but their children's end, naught could remove,
Is now the two hours' traffic of our stage;
The which, if you with patient ears attend,
What here shall miss, our toil shall strive to mend.

Task 1:

Highlight all of the events that happen in the play which are foreshadowed in the Prologue of the play.



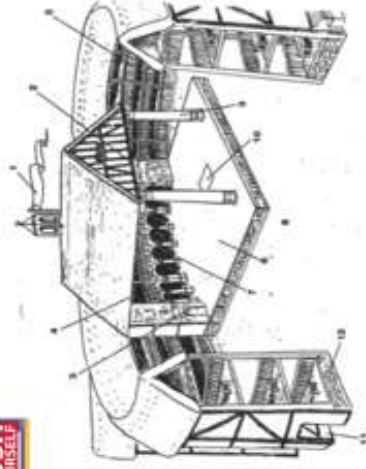
Task 2:

Label the rhyme scheme in the Prologue. You will have learnt these in years 7 and 8 in KS3.



Task 3:

What could be the relevance of the rhyme scheme and limited line length?



Task 6:

Label the parts of an Elizabethan stage.



Task 4:

Make a note of words in the Prologue which we no longer use - what words do we use instead of these?

Task 5:

Underline the words that you don't know the meaning of. Using a dictionary, write the definition of these words down.



Year 9 KS3 Cooking and Nutrition: Food Choice

Prior Learning / Context:

Prior learning includes the Eatwell Guide and the principles of healthy eating. Medium cooking skills, including sauce making, bread and pastry making, also completed.

Assessment:

- Retrieval Practice – quizzing, starter/plenary tasks
- Formal knowledge assessments – delivered in time with reporting
- Food preparation skills assessed after every practical (P, D, C, E)

Themes:

- Nutrition and Health
- Food preparation
- Food safety
- Food provenance
- Food choice
- The science of cooking

Consumer Awareness



Food labelling is required by law. It helps consumers make food choices.

Food waste in the home occurs because we make too much food or we don't use it before it goes off. Food we waste the most includes fresh fruit and salad.

Food Allergies



An allergen - a substance that can cause an extreme allergic reaction
An intolerance - causes symptoms such as bloating, stomach aches

Key Questions:

What allergy information is required on food packaging? (2 marks)

Plan a 3 course meal for someone who is gluten intolerant – explain your reasons for choice (6 marks)

Give 2 examples of food that contain vitamin A (2 marks)

Vitamins A, D, E and K are fat soluble and can be stored by our body in our body fat. A fat soluble example is Vitamin A which is needed for healthy eyesight, health skin and healthy immune system. Its antioxidant properties also help to protect the body from cancer and cardiovascular disease.

Some manufacturers might choose to dedicate a production line or equipment to products that are free from particular allergens e.g. nuts or wheat free. These production lines could still be used to make a number of different products as long as they do not contain that particular allergen.

Food Preparation Outcomes:



Future Learning:

KS4: AQA GCSE in Food Preparation and Nutrition

Key Vocabulary

Allergy, Intolerance, Contamination, Anaphylactic Shock, Medical, Lifestyles, Economic, Religion and Culture, Physical Activity Levels (PAL), Celebration, Cuisine, Traditions, Food Waste, Labelling, Consumer Awareness

Year 10 – AQA
GCSE in Food
Preparation and
Nutrition

Food Allergies and Intolerances & Healthy Eating – Micronutrients and Water



An allergen is a substance or food that may cause an allergic reaction. Some food allergies are mild but others can be very serious if the correct treatment is not given quickly. People with severe reaction need an injection of adrenaline from an EpiPen because they can stop breathing.

There are 14 common food allergens and information for these must be highlighted in bold in the main ingredients list on the back food packaging.

A food intolerances are more common and symptoms such as diarrhoea, bloating and weight loss are noticeable a short time after someone has eaten the food they are intolerant to.

Lactose intolerance is one of the most common with people not able to digest lactose which is the natural sugar in milk and other dairy products.

Gluten intolerance happens when someone is intolerant to gluten which is the natural protein found in wheat flour and other cereals such as rye and barley. About 1 in a 100 people suffer from coeliac disease which is a more serious intolerance to gluten. Their body attacks the healthy tissues in the body by mistake.

To prevent people consuming food they are allergic or intolerant to, there are strict laws about how food is made in factories or prepared in restaurants to prevent cross-contamination.



We need food for growth and repair of cells, energy, warmth, protection from illnesses and keep our bodies working properly.

Food is made of 5 nutrients. Each nutrient does a different job in the body. Eating a balanced diet means we get all the nutrients we need for a long and healthy life.

Some of these nutrients you need in large amounts (protein, carbohydrates and fats) – these are called macronutrients. Some of these nutrients we need in small amounts (vitamins and minerals) – these are called micronutrients.

Vitamins A, D, E and K are fat soluble and can be stored by the body in our body fat. A fat soluble example is **Vitamin A** which is needed for healthy eyesight, healthy skin and a healthy immune system. Its antioxidant properties also helps to protect the body from cancer and cardiovascular disease (CVD).

You also need minerals such as calcium and iron, for example **Calcium** is needed for bone density and to maintain healthy, strong teeth and **Iron** is needed to make red blood cells which transport oxygen around the body.

Water is not a nutrient but it is required for life. You need to stay hydrated because your body is 70% water and you need to replace water you lose when you breathe, sweat or urinate. Water is needed to cool the body, remove waste and to digest and transport nutrients around the body. It is recommended that you drink 6-8 glasses of water a day.



Qu'est-ce que tu aimes faire ?

J'adore...	<i>I love...</i>
J'aime...	<i>I like...</i>
J'aime beaucoup...	<i>I like ... a lot</i>
Je n'aime pas...	<i>I don't like...</i>
Je déteste...	<i>I hate...</i>
le cinéma.	<i>cinema.</i>
le sport.	<i>sport.</i>
la lecture.	<i>reading.</i>
la musique.	<i>music.</i>
la télé.	<i>TV.</i>
les animaux.	<i>animals.</i>
les jeux vidéo.	<i>video games.</i>
C'est...	<i>It's...</i>
amusant.	<i>fun.</i>
génial	<i>great.</i>
intéressant.	<i>interesting.</i>
ennuyeux.	<i>boring.</i>
nul.	<i>rubbish.</i>
J'aime...	<i>I like...</i>
Je n'aime pas...	<i>I don't like...</i>
aller au cinéma.	<i>going to the cinema.</i>
danser.	<i>dancing.</i>
écouter du R'n'B.	<i>listening to R'n'B.</i>
jouer au basket.	<i>playing basketball.</i>
nager.	<i>swimming.</i>
regarder des comédies.	<i>watching comedies.</i>
surfer sur Internet.	<i>surfing the internet.</i>
tchatter	<i>faire du judo.</i>
prendre des selfies.	<i>taking selfies.</i>

Qu'est-ce que tu fais comme activités extra-scolaires ?

What after school activities do you do ?

Je chante dans la chorale.	<i>I sing in the choir.</i>
Je joue au badminton.	<i>I play badminton.</i>
Je joue du violon dans l'orchestre.	<i>I play violin in the orchestra.</i>
Je fais du théâtre.	<i>I do drama.</i>
Je fais de la gymnastique.	<i>I do gymnastics.</i>
Je vais au club de danse.	<i>I go to the dance club.</i>
Je vais au club d'informatique.	<i>I go to the computer club.</i>
Je ne fais rien.	<i>I don't do anything / I do nothing.</i>
Je fais ça...	<i>I do that...</i>
le lundi / le mardi.	<i>on Mondays / on Tuesdays</i>
après les cours.	<i>after lessons.</i>
à midi.	<i>at lunchtime.</i>
avec mon copain / ma copine.	<i>with my friend.</i>
avec mes ami(e)s.	<i>with my friends.</i>
avec mon équipe.	<i>with my team.</i>

Qu'est-ce que tu as fait le weekend dernier? What did you do last weekend?

J'ai mangé au restaurant.	<i>I ate in a restaurant</i>
Je suis allé(e) à un concert.	<i>I went to a concert.</i>
Je suis allé(e) à une fête.	<i>I went to a party</i>
Je suis allé(e) au mariage de mon cousin / ma cousine.	<i>I went to my cousin's wedding.</i>

Qu'est-ce que tu as porté? What did you wear?

J'ai porté...	<i>I wore...</i>
un blouson / un jogging ...	<i>a jacket / tracksuit</i>
un pull / un tee-shirt...	<i>a jumper / tee-shirt.</i>

Amis pour toujours!

Je suis...	<i>I am...</i>
Mon meilleur ami est...	<i>My best friend is...</i>
Ma meilleure amie est...	<i>My best friend is...</i>

grand(e).	<i>tall.</i>
petit(e).	<i>small.</i>
de taille moyenne.	<i>medium-sized.</i>

J'ai les yeux...	<i>I have ... eyes.</i>
Il / Elle a les yeux...	<i>He / She has ... eyes.</i>
bleus / gris.	<i>blue / grey</i>
marron / verts.	<i>brown / green</i>
J'ai les cheveux...	<i>I have ... hair.</i>
Il / Elle a les cheveux ...	<i>He / She has ... hair.</i>
blonds / bruns.	<i>blond / brown</i>
noirs / roux.	<i>black / red</i>
courts / longs / mi-longs.	<i>short / long / medium-length</i>
bouclés / raides.	<i>curly / straight.</i>
Il / Elle porte des lunettes.	<i>He / She wears glasses.</i>
Je m'entends bien avec...	<i>I get on well with...</i>
Je me dispute avec...	<i>I argue with...</i>
parce qu'il / elle est...	<i>because he / she is...</i>
arrogant(e).	<i>arrogant.</i>
impatient(e).	<i>impatient.</i>
drôle.	<i>funny.</i>
égoïste.	<i>selfish.</i>
sympa.	<i>nice.</i>
timide.	<i>shy.</i>
Sur la photo, il y a ...	<i>In the photo there is / are ...</i>
au centre	<i>in the centre</i>
à droite	<i>on the right</i>
à gauche	<i>on the left</i>

Comment as-tu fêté ton anniversaire?

How did you celebrate your birthday?

J'ai regardé mes messages	<i>I looked at my messages.</i>
J'ai mangé du gâteau d'anniversaire.	<i>I ate birthday cake.</i>
J'ai joué au laser tag.	<i>I played laser tag.</i>
J'ai dansé.	<i>I danced.</i>
J'ai bu du coca.	<i>I drank cola.</i>
J'ai fait une fête d'anniversaire.	<i>I had a birthday party.</i>
J'ai ouvert mes cadeaux.	<i>I opened my presents.</i>
Je suis allé(e) au cinéma.	<i>I went to the cinema.</i>
J'ai fait une soirée pyjama.	<i>I had a sleepover.</i>
C'était ...	<i>It was ...</i>
amusant / génial.	<i>fun / great.</i>
hyper-cool.	<i>really cool.</i>
marrant / sympa.	<i>funny / nice.</i>

une jupe / une robe / une veste...	<i>a skirt / dress.</i>
une veste...	<i>a blazer</i>
bleu(e) / noir(e) / vert(e) / gris(e) / blanc(he) / violet(te)	<i>blue / black / green / grey / white / purple</i>
rouge / jaune / rose / orange / marron	<i>red / yellow / pink / orange / brown</i>
des baskets / des bottes / des chaussures...	<i>trainers / boots / shoes.</i>
bleues / noires / vertes / grises / blanches / violettes	<i>blue / black / green / grey / white / purple</i>
rouges / jaunes / roses / orange / marron	<i>red / yellow / pink / orange / brown</i>

Argent de poche

Pocket money

Pour gagner de l'argent, ...
on peut / je dois...
aider à la maison.
aider les voisins.
trouver un petit boulot.
faire du babysitting.

to earn money
you can / I must
help at home.
help the neighbours.
find a part-time job.
do babysitting.

Qu'est-ce que tu fais pour gagner de l'argent ?

What do you do (in order) to earn money ?

Je lave la voiture. I wash the car.
Je garde mon petit frère. I look after my little brother.
Je garde ma petite sœur. I look after my little sister.
Je range ma chambre. I tidy my room.
Je travaille dans un café. I work in a café.
Je travaille à la boulangerie. I work at the bakery.
Je fais la cuisine. I do the cooking.
Je gagne 8 euros par semaine / par mois.
I earn 8 euros a week / a month.

Qu'est-ce que tu vas faire à l'avenir ?

What are you going to do in the future ?

Je vais habiter... I am going to live...
à l'étranger. abroad.
Je vais acheter... I am going to buy...
une grande maison. a big house.
une Ferrari rouge. a red Ferrari.
Je vais être... I am going to be...
célèbre. famous.
heureux/heureuse. happy.
Je vais avoir... I am going to have...
cinq enfants. five children.
Je vais aller... I am going to go...
à New York. to New York.
en Chine. to China.
Je vais faire du travail bénévole. I am going to do voluntary work.
à l'avenir in the future
dans dix ans in 10 years
dans vingt-cinq ans in 25 years
Ce sera... It will be...
cool / fantastique. cool / fantastic.

Qu'est-ce que tu veux faire comme métier ?

What job do you want to do?

je veux être... I want to be a...
je ne veux pas être ... I don't want to be a...
scientifique. scientist
pilote. pilot
ingénieur(e). engineer
danseur / danseuse. dancer
acteur / actrice. actor / actress.
dessinateur / dessinatrice. designer.
instituteur / institutrice primary school teacher
professeur teacher (secondary and beyond)
infirmier / infirmière nurse
policier / policière police officer
mécanicien / mécanicienne mechanic
musicien / musicienne musician
architecte architect
vétérinaire vet
C'est... It is...
créatif / dangereux / ennuyeux / fatigant / passionnant /
pratique / varié / bien payé.
creative / dangerous / boring / tiring / exciting / practical
/ varied / well paid.

Je veux... I want...
travailler seul(e). to work on my own.
travailler en équipe. to work in a team.
travailler avec des enfants / animaux.
to work with children / animals.
aider les autres. to help others.

Future Tense

Complete each sentence with the correct part of *Aller*.

1. Je acheter une maison.
2. Il visiter ses grandparents.
3. Nous aller à l'université.
4. Tu manger au restaurant?
5. On travailler seul.
6. Elles être musiciennes.

Au travail, les robots!

Qu'est-ce que tu as fait hier?

Robots at work

What did you do yesterday?

J'ai gardé les enfants. I look after the children.
J'ai joué aux jeux vidéo. I played video games.
J'ai préparé les repas. I prepared meals.
J'ai rangé les chambres. I tidied the bedrooms.
J'ai travaillé dans le jardin. I worked in the garden.
J'ai fait la vaisselle. I did the washing-up.
J'ai bu un café. I drank a coffee.
Je suis allé(e) au supermarché. I went to the supermarket.
Je suis resté(e) à la maison. I stayed at home.
Je n'ai pas aidé à la maison. I didn't help at home.
Je n'ai pas regardé la télé. I didn't watch TV.
Je ne suis pas allé(e) au supermarché.
I didn't go to the supermarket.
hier yesterday
d'abord first of all
ensuite then
après afterwards
l'après-midi in the afternoon
cependant however
C'était... it was...

The Future Tense

The future tense is formed with part of the verb *Aller* and an *infinitive*:

Aller – to go

Je vais – I am going
Tu vas – you are going
Il / elle / on va – He / she / we is (are) going
Nous allons – we are going
Vous allez – you are going (plural / formal)
Ils / elles vont – they are going

For negative verbs *ne ... pas* forms a sandwich round part of the verb *aller*.

e.g. Il va visiter le musée
(He is going to visit the museum)

Il ne va pas visiter le musée
(He is not going to visit the museum)

Year 9 Geography: Glaciation

Key Term	Definition (use the read cover write check technique to revise these terms)
Erosion	The glacier will carve and change the shape of the mountain by plucking rocks from under it and then uses them to scrape and smooth it by abrasion .
Transportation	The glacier moves material at the base when it plucks it. It transports other material which falls on top of it and are carried on and within it. This is also known as bulldozing .
Deposition	When the glacier starts to melt it drops the material it is carrying which is called glacial till , and stops pushing material at the snout which has built up called moraine . Other deposition landforms include drumlins and eskers .
Cirque or corrie	Cirques are bowl-shaped, armchair-like depressions that glaciers carve into mountains and valley sidewalls at high elevations.
U-shaped valley	They were formed in river valleys which, during the ice age, have been filled by a large glacier. These glaciers have deepened, straightened and widened the valley by plucking and abrasion. These are sometimes called glacial troughs .
Ribbon Lake	U-shaped valleys are formed by glacial erosion and can form into long, thin valleys. Over time, after the ice has melted, precipitation fills the valley bottom to form a long, thin lake. This is a ribbon lake.
Tarn	Tarn, a small mountain lake, especially one set in a glaciated steep-walled cirque.
Economic opportunities	Present and past glaciated areas can be used for activities like agriculture (pastoral & arable), forestry, mineral extraction and tourism.
Conflict	Sometimes different stakeholders have different opinions and ideas of how glaciated areas should be managed . This is often conservation v development .

Ice Age - Key questions

What is an Ice Age?
When was the last Ice Age?
How did it effect the UK?
When did it recede?

The words in **bold** in the definition table have not been given. It is up to you to find the meanings of these words and be able to recall the definition.



Glacial extent across Europe during the last Ice Age. Which countries? Can you see the UK?

Glaciers form from snow. In cold places snow falls layer on layer. Over time, the layers get compacted to ice. It could take a layer of snow 10 metres thick to make a 1 metre layer of ice. As it gets thicker and heavier, eventually it starts flow under the pressure of its own weight.

Geography Questions to consider?

Why are glaciers important socially?

Why are glaciers important to scientists?

Why are glaciers important environmentally?

Prior learning - Key questions

Think back to year 7 & 8. Which topics might link with glaciation? How? Why? So what?

Task: Pick a state and complete a fact file based on its main characteristics

Task: See if you can learn all 50 states of the USA by the end of the unit

Year 9 Geography: Superpowers

Key idea

Some of the most influential Superpowers in the world right now include: The United States of America, China, Russia, Germany and the United Kingdom. Each of these countries hold strong cultural and political influence on a global scale and see fast rates of economic growth. This enables them to continue producing more goods and services to export around the world, fuelling their ascend to greater power and international standing.

Key Term	Definition
Superpower	Superpowers are countries or regions which have some of the following characteristics: large populations, strong military power, wealth, high levels of trade, political influence and cultural influence.
Trade	Trade refers to the buying and selling of goods (products) and services between different countries around the world.
Globalisation	The way in which the world has become more interconnected. Globalisation refers to how people communicate as well as world trade, international investment and the sharing of ideas.
Culture	Culture describes the way of life, behaviours and beliefs of a particular group of people.
European Union	A group of European countries initially formed to remove trade barriers and reduce potential for war within Europe following World War II. Citizens of member states have the right to move freely to any other member state to live and work.

UNITED STATES OF AMERICA



European Countries

Key Questions:

1. What factors make a country a superpower?
2. Which countries/groups are considered to be superpowers?
3. How does a country get to superpower status?
4. Should countries and groups be allowed to hold superpower status?
5. How do superpowers influence the world?

Y9 German - Autumn Term 1

1. Beweg dich! Move!

Das ist/sind ... This is/are...	
der Körper	the body
der Kopf	the head
der Arm	the arm
der Rücken	the back
der Bauch	the belly
der Po	the bottom
der Fuß	the foot
die Schulter	the shoulder
die Hand	the hand
das Bein	the leg
das Knie	the knee
das Gesicht	the face
das Auge	the eye
das Ohr	the ear
das Kinn	the chin
die Nase	the nose
der Mund	the mouth

2. Wer ist dein Vorbild? Who is your idol?

Warum?	Why?
Was macht er/sie?	What does he/she do?
Wie ist er/sie?	What is he/she like?
... ist mein Vorbild,	... is my idol.
weil er/sie ... ist.	because he/she is...
Ich liebe ...,	I love...
weil er/sie ... ist.	because he/she is...
Ich mag ... (nicht),	I like... (not),
weil er/sie ... ist.	because he/she is...
begabt	talented
berühmt	famous
dynamisch	energetic
erfolgreich	successful
lustig	funny
originell	original
reich	rich
arrogant	arrogant
nervig	annoying
launisch	moody

3. Irregular Verbs	haben to have	fahren to go	laufen to run	sehen to see	lesen to read	essen to eat	sein to be
ich	habe	fahre	laufe	sehe	lese	esse	bin
du	hast	fährst	läufst	siehst	liest	isst	bist
er/sie/es/man	hat	fährt	läuft	sieht	liest	isst	ist

4. The Perfect Tense

spielen (to play)		fahren (to go)	
ich habe gespielt	I played	ich bin gefahren	I went
du hast gespielt	you (sing) played	du bist gefahren	you (sing) went
er/sie/es/man hat gespielt	he/she/it/you played	er/sie/es/man ist gefahren	he/she/it/you went
wir haben gespielt	we played	wir sind gefahren	we went
ihr habt gespielt	you (plural) played	ihr seid gefahren	you (plural) went
sie haben gespielt	they played	sie sind gefahren	they went
Sie haben gespielt	you (polite) played	Sie sind gefahren	you (polite) went

5. Partyzeit

Ich habe ...
 meinen Geburtstag gefeiert.
 mit meiner Familie und Freunden gefeiert.
 eine Party organisiert.
 zehn Freunde eingeladen.
 meine Geschenke geöffnet.
 ein Buch zu meinem Geburtstag bekommen.
 ein schickes T-Shirt/Kleid getragen.
 Wir haben gesungen / getanzt / gelacht.
 Wir haben...
 einen lustigen Film gesehen.
 Pizza/Eis/Geburtstagskuchen gegessen.
 Limo/Cola getrunken.
 Computerspiele gespielt / Musik gehört.
 ein Picknick gehabt.
 Es gab Spiele/Musik/Bonbons.

Party time

I (have)...
 celebrated my birthday.
 celebrated with my family and friends.
 organised a party.
 invited ten friends.
 opened my presents.
 got a book for my birthday.
 wore a smart T-shirt/dress.
 We sang / danced / laughed.
 We (have)...
 watched a funny film.
 ate pizza/ice-cream/birthday cake.
 drank lemonade / cola.
 played computer games / listened to music.
 had a picnic.
 There was/were games/music/sweets.

Y9 German - Autumn Term 2

1. Hast du Pläne ?

Ich werde ...

Bratwurst mit Pommes essen.

bei Nandos essen.

ins Kino / einkaufen gehen.

Orangensaft / Tee trinken

soziale Medien benutzen.

mein neues T-Shirt tragen.

mit meinen Freunden zum Park gehen.

viel schlafen.

zu Hause Bücher lesen.

Wir werden...

Fußball / Computerspiele spielen.

einen Film sehen.

Musik hören.

Das wird toll / interessant / langweilig / sein.

Do you have plans?

I will ...

eat fried sausage with chips

eat at Nandos.

go to the cinema / shopping

drink orange juice / tea.

use social media.

wear my new T-Shirt.

go to the park with friends.

sleep lots.

read lots of books.

We will...

play football / computer games.

watch a film.

listen to music.

That will be great / interesting / boring.

2. The Future Tense with werden (will)

Ich	werde	+ infinitive ...machen ...sehen ...arbeiten ...fahren ...verdienen
Du	wirst	
Er/sie/es/man	wird	
wir	werden	
ihr	werdet	
sie	werden	
sie	werden	

3. Time Phrases

Am Wochenende	at the weekend
Am Samstag/Sonntag	on Saturday/Sunday
In den Sommerferien	in the summer holidays
Nach der Schule	after school
Morgen	tomorrow
Nächste Woche	next week

4. Was ist passiert?

Ich habe mir (das Bein) verletzt.

Ich habe mir (den Arm) gebrochen.

Ich habe einen Unfall (im Schwimmbad) gehabt.

Ich bin (vom Rad) gefallen.

Ich bin ins Krankenhaus gekommen.

What happened?

I injured my leg.

I broke my arm.

I had an accident (at the swimming pool)

I fell (of my bike)

I went to hospital. (literally: I came into the hospital)

5. Bist du wild auf Musik?

R&B-Musik / Jazzmusik

Rap-Musik/Hip-Hop

klassische Musik

Sie klingt positiv/negativ.

Sie ist kitschig / energiegeladen

Sie macht gute Laune.

Was für Musik hörst du (nicht) gern?

Ich höre (nicht) gern ..., weil sie ... ist/macht.

Mein(e) Lieblingssänger(in) ist

Meine Lieblingsband ist ...

Mein Lieblingslied ist ...

Are you wild about music?

R&B music / Jazz music

Rap/hip Hop

classical music

It sounds positive/negative.

It is corny/ energetic. (full of energy)

It puts you in a good mood.

What type of music do you not like listening to?

I (don't) like listening to... , because it is/does...

My favourite singer is ...

My favourite band is...

My favourite song is...

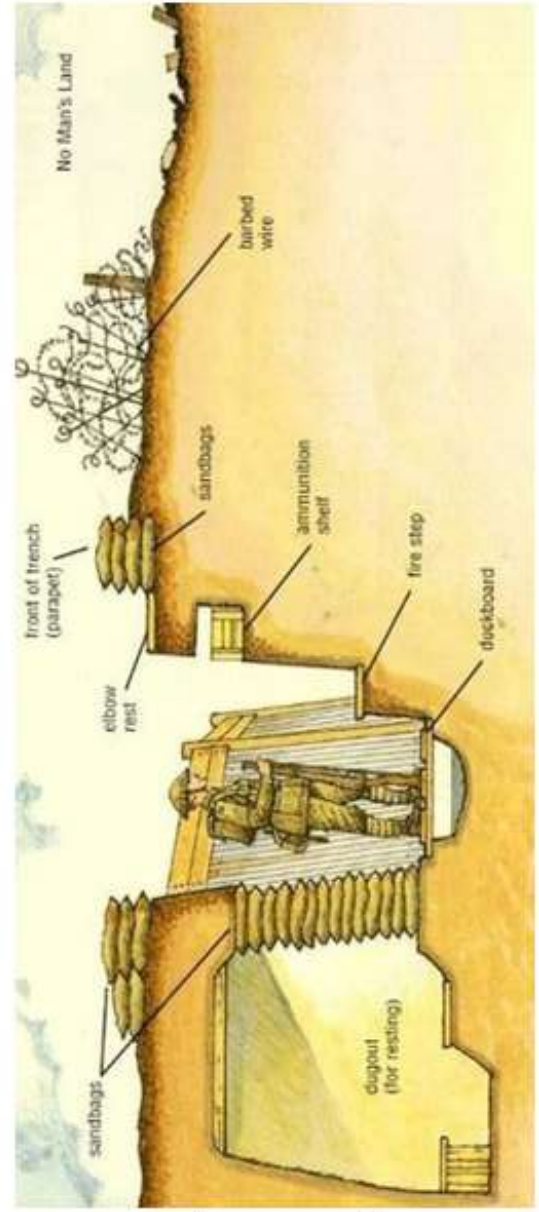
The First World War

Chronology	
June 1914	Murder of Archduke Franz Ferdinand
1917	Russia withdrew from the war and the United States joined the war
July –Nov 1916	The Battle of the Somme
11 th Nov 1918	Armistice
Key People	
Archduke Franz Ferdinand	Heir to the Austrian throne who was murdered in June 1914
Gavrilo Princip	Member of the Black Hand Gang who murdered Franz Ferdinand
General Haig	British General at the Battle of the Somme
Kaiser Wilhelm II	German Kaiser (King) during the First World War

Questions

- What were the causes of the First World War?
- How was the First World War fought?

Key Words	Definition
Militarism	People taking pride in their armies and wanting to spend money to make it bigger and better.
Alliance	An agreement between countries to support each other in the event of a war.
Imperialism	The desire to have a big empire and control other countries.
Nationalism	To love your country and think that it is superior to others
Triple Entente	An alliance between Britain, France and Russia
Triple Alliance	An alliance between Germany, Austria-Hungary and Italy
Black Hand Gang	A gang of Serbian nationalist who wanted Bosnia to become part of Serbia. Carried out the murder of Archduke Franz Ferdinand
Propaganda	False or misleading information used to spread a certain point of view
Pals Battalion	A group of friends or co-workers who enlist to fight the First World War together
Western Front	The area of Northern France and Belgium where British, French and Belgian forces fought Germany in the First World War.
Artillery	Large guns that fired shells which were used on the battlefield to destroy trenches
Shell Shock	A nervous condition suffered by some soldiers exposed to the noise and the chaos of battle.
Armistice	The end to fighting a war



Second World War

Chronology	
1933	Hitler becomes Chancellor of Germany
1939	German Invasion of Poland and the outbreak of Second World War
1940	Battle of France Battle of Britain
1940-1	The Blitz
7 December 1941	Japanese attack on Pearl Harbor
1941	Battle of Stalingrad
6 June 1944	D-Day
6 and 9 August 1945	Atomic bomb dropped on Hiroshima and Nagasaki

Questions

What caused the Second World War?

What tactics were used in the Second World War?

History Department

Key Words	Definition
Appeasement	To pacify or placate someone by acceding to their demands (particularly to avoid conflict)
Isolationist	A policy of remaining apart from the affairs of interests of other countries
Fascism	A right-wing nationalist political ideology
Dictatorship	A country led by a ruler with total power, usually obtained by force
Blitzkrieg	"Lightning War" – The German tactic of fighting an intense military campaign designed to bring about a swift victory
Blitz	"Lightning" – coined by the British press to describe the German bombing campaign on British cities
Blitz Spirit	The determination of the British public in the face of the German bombing campaign. The reality of the spirit has been debated.
Operation Barbarossa	The code name for the German invasion of the USSR

Key People	Role
Adolf Hitler	Chancellor and then dictator of Germany, 1933-45.
Neville Chamberlain	British Prime Minister, 1937-40. Associated with the policy of appeasement.
Franklin D. Roosevelt	USA's longest ever serving President, 1933-45.
Winston Churchill	British Prime Minister, 1940-5. He would later become Prime Minister again, 1951-5.
Joseph Stalin	Communist dictator of the USSR from the late 1920s until 1953.
Harry S. Truman	US President, 1945-53. Made the decision to drop the atomic bomb on Japan.



Right: Nazi Germany's conquests in the Second World War.

Occupied countries are marked in brown.

Allies of Germany are marked in yellow.

The furthest extent of Operation Barbarossa into the USSR is marked in pink.

Year 9 EQUATIONS

Key Concepts

A **formula** involves two or more letters, where one letter equals an **expression** of other letters.

An **expression** is a sentence in algebra that does NOT have an equals sign.

An **identity** is where one side is the equivalent to the other side.

When **substituting** a number into an expression, replace the letter with the given value.

Examples

- $5(y + 6) \equiv 6y + 30$ is an identity as when the brackets are expanded we get the answer on the right hand side
- $5m - 7$ is an **expression** since there is no equals sign
- $3x - 6 = 12$ is an **equation** as it can be solved to give a solution
- $C = \frac{5(F - 32)}{9}$ is a **formula** (involves more than one letter and includes an equal sign)
- Find the value of $3x + 2$ when $x = 5$
 $(3 \times 5) + 2 = 17$
- Where $A = b^2 + c$, find A when $b = 2$ and $c = 3$
 $A = 2^2 + 3$
 $A = 4 + 3$
 $A = 7$

SPARX MATHS

U613, U585

Key Words

Substitute
Equation
Formula
Identity
Expression

Questions

- Identify the equation, expression, identity, formula from the list (a) $v = u + at$ (b) $u^2 - 2as$
(c) $4x(x - 2) = x^2 - 8x$ (d) $5b - 2 = 13$
- Find the value of $5x - 7$ when $x = 3$
- Where $A = d^2 + e$, find A when $d = 5$ and $e = 2$

ANSWERS: 1) (a) formula (b) expression (c) identity (d) equation 2) 8 3) A = 27

Year 9 EQUATIONS

Key Concepts

Solving equations:

Working with inverse operations to find the value of a variable.

Rearranging an equation:

Working with inverse operations to isolate a highlighted variable.

In solving and rearranging we **undo the operations** starting from the last one.

For each step in solving an equation we must do the **inverse** operation

Solve:

$$\begin{array}{l} 12 = 3x - 18 \\ +18 \quad +18 \\ 30 = 3x \\ \div 3 \quad \div 3 \\ x = 10 \end{array}$$

Solve:

$$\begin{array}{l} 5(x - 3) = 20 \\ \text{Expand} \\ 5x - 15 = 20 \\ +15 \quad +15 \\ 5x = 35 \\ \div 5 \quad \div 5 \\ x = 7 \end{array}$$

Solve:

$$\begin{array}{l} 7p - 5 = 3p + 3 \\ -3p \quad -3p \\ 4p - 5 = 3 \\ +5 \quad +5 \\ 4p = 8 \\ \div 2 \quad \div 2 \\ p = 2 \end{array}$$

Examples

Rearrange to make r the subject of the formulae:

$$Q = \frac{2r - 7}{3}$$

$$\times 3 \quad \times 3$$

$$3Q = 2r - 7$$

$$+7 \quad +7$$

$$3Q + 7 = 2r$$

$$\div 2 \quad \div 2$$

$$\frac{3Q + 7}{2} = r$$

SPARX MATHS

**U755, U325,
U505, U870,
U556, U585**

Key Words

Solve
Rearrange
Term
Inverse
operation

- Solve $7(x + 2) = 35$
- Solve $4x - 12 = 28$
- Solve $4x - 12 = 2x + 20$
- Rearrange to make x the subject:
 $y = \frac{3x + 4}{2}$

ANSWERS: 1) $x = 3$ 2) $x = 10$ 3) $x = 16$ 4) $x = \frac{2y - 4}{3}$

Year 9

REARRANGING Formulae

Key Concepts

Rearranging an equation:

Working with inverse operations to isolate a highlighted variable.

When rearranging we **undo the operations** starting from the last one.

Rearrange to make r the subject of the formulae :

$$Q = \frac{2r-7}{3}$$

$$\begin{array}{l} \times 3 \\ 3Q = 2r - 7 \\ +7 \\ 3Q + 7 = 2r \\ \div 2 \\ \frac{3Q+7}{2} = r \end{array}$$

Examples

Rearrange to make c the subject of the formulae :

$$2(3a - c) = 5c + 1$$

$$\begin{array}{l} \text{expand} \\ 6a - 2c = 5c + 1 \\ +2c \\ 6a = 7c + 1 \\ -1 \\ 6a - 1 = 7c \\ \div 7 \\ \frac{6a-1}{7} = c \end{array}$$

Rearrange to make a the subject of the formulae :

$$\sqrt{\frac{ac}{b}} = d$$

$$\begin{array}{l} \text{square} \\ \frac{ac}{b} = d^2 \\ \times b \\ ac = bd^2 \\ \div c \\ a = \frac{bd^2}{c} \end{array}$$

SPARX MATHS
U585, U144

Key Words
Rearrange
Term
Inverse

- 1) Rearrange to make a the subject $r = \frac{5a+3}{t}$
- 2) Rearrange to make m the subject $2(2p+m) = 3-5m$
- 3) Rearrange to make x the subject $\sqrt{\frac{4x}{y}} = z$

ANSWERS: 1) $a = \frac{rt-3}{5}$ 2) $m = \frac{3-4p}{2}$ 3) $x = \frac{y^2z^2}{4}$

Year 9 Knowledge Organiser

RATIO AND DIRECT PROPORTION

Key Concepts

To calculate the **value** for a single item we can use the **unitary method**.

When working with best value in monetary terms we use:

$$\text{Price per unit} = \frac{\text{price}}{\text{quantity}}$$

In recipe terms we use:

$$\text{Weight per unit} = \frac{\text{weight}}{\text{quantity}}$$

If 20 apples weigh 600g. How much would 28 apples weigh?

$$600 \div 5 = 120\text{g} \quad \text{weight of 4 apples}$$

$$7 \times 4 = 28 \text{ apples} \quad 7 \times 120 = \mathbf{840\text{g}}$$

Box A has 8 fish fingers costing £1.40.
Box B has 20 fish fingers costing £ 3.40.
Which box is the better value?



$$A = \frac{\pounds 1.40}{8} = \pounds 0.175 \quad B = \frac{\pounds 3.40}{20} = \pounds 0.17$$

Therefore Box B is better value as each fish finger costs less.

Examples

The recipe shows the ingredients needed to make 10 Flapjacks.

How much of each will be needed to make 25 flapjacks?

Method 1: Unitary

$$\begin{array}{ll} 80 \div 10 = 8 & 30 \div 10 = 3 \\ 8 \times 25 = \mathbf{200\text{g}} & 3 \times 25 = \mathbf{75\text{g}} \end{array}$$

$$\begin{array}{ll} 60 \div 10 = 6 & 36 \div 10 = 3.6 \\ 6 \times 25 = \mathbf{150\text{g}} & 3.6 \times 25 = \mathbf{90\text{g}} \end{array}$$

Method 2: 5 flapjacks

$$\begin{array}{ll} 80 \div 2 = 40 & 30 \div 2 = 15 \\ 40 \times 5 = \mathbf{200\text{g}} & 15 \times 5 = \mathbf{75\text{g}} \end{array}$$

$$\begin{array}{ll} 60 \div 2 = 30 & 36 \div 2 = 18 \\ 30 \times 5 = \mathbf{150\text{g}} & 18 \times 5 = \mathbf{90\text{g}} \end{array}$$

Ingredients for 10 Flapjacks

80 g rolled oats

60 g butter

30 ml golden syrup

36 g light brown sugar

SPARX MATHS
U577, U753,
U921, U676,
U865

Key Words
Unitary
Best Value
Proportion
Quantity

Ingredients to make 16 gingerbread men

180 g flour
40 g ginger
110 g butter
30 g sugar

1) How much will we need to make 24 gingerbread men?

2) Packet A has 10 toilet rolls costing £3.50.
Packet B has 12 toilet rolls costing £3.60.
Which is better value for money?

3) If 15 oranges weigh 300g. What will 25 oranges weigh?

ANSWERS 1) 270g flour, 60g ginger, 165g butter, 45g sugar 2) Packet B 30p per roll 3) 500g

YEAR 9 — UNIT 1

MUSIC FROM AROUND THE WORLD PART 2 - REGGAE

Music is central to all cultures around the world, whether for pleasure (known as 'Secular') or for Religious (known as 'Sacred') reasons.

In Year 8 we looked at Pentatonica - this year we will continue looking at music from countries that are known as 'non-Western', that is almost any country of the world other than the USA/North America or those in the continent of Europe.

REGGAE (A Brief History)

In the early 1960's Jamaica was still a British colony (this ended in 1962) – it had no radio stations or Tv; the only way for the public to enjoy music was by attending local "sound systems" (very large, mobile, stereo systems featuring turntables and speakers). This meant that Jamaican music focussed more on recordings than performance with many recording studios 'popping up' throughout the island.

From this music scene a new type of music emerged with a relaxed 'off-beat' and sound effects such as echoes ('delay') and a large brass section. This became known as 'Ska'. Following the end of colonialism a small youth subculture of street kids evolved, known as the "Rude Boys". This group took the upbeat 'Ska' and changed it into a much more laid back, cooler, style of Music. This became known as "Rocksteady" with a more powerful bass line and Rock influences.

However, it was in the 1970s that Reggae as we know it now really exploded onto the world. Jamaica celebrated the first 10 years as an independent country. It was also a time when the religious group, the Rastafarians, grew in popularity on the island. The Rastafari is an Africa-centred religion that believe Haile Selassie (a former King of Ethiopia) is god and that he will return to African members of the black community who are living in exile as the result of colonisation and the slave trade. They are mostly known for their religious practices including the ritual smoking of marijuana and the fact that they are forbidden to cut their hair; instead they grow it and twist it into dreadlocks.

It was within this environment that Reggae really evolved with the rise of Bob Marley, THE person who really took Reggae to the world. Marley was initially an amateur musician and professional footballer, who played for the Jamaican national team. But he switched to music and became popular the world over prior to his premature death in 1981, aged 36 following a battle with cancer. He was given a Jamaican state funeral and was buried near his birthplace, with his Stratocaster guitar.

REGGAE : KEY FEATURES AND TERMINOLOGY

Listen out for the following in Reggae

- A Strong, but relaxed, backbeat (called "The Skank")
- Lyrics about love, and world peace (or similar)
- For 2-tone Ska – Lyrics and a style that are 'in your face' and 'tongue in cheek'.
- Very relaxed, almost 'cool' feel.
- For 2-tone Ska – Trumpets and Trombones and catchy rhythms.

WIDER LISTENING

Here are some links to pieces that will extend your knowledge of Music from Around the World. Please listen to these at home.

- REGGAE: "Red Red Wine" (Performed by UB40) - <https://www.youtube.com/watch?v=zXt56MB-3vc>
- TAIKO DRUMS: "O-Daiko" (Performed by Kodo) - <https://www.youtube.com/watch?v=C7HL5wYqABU>
- DJEMBE: "Meendjaani" (Performed by Kojo Lion) - https://www.youtube.com/watch?v=SXE5r_QhX8
- SAMBA: "Le Mejor Batacoda del Mundo" (Performed by Aainjaa) - https://www.youtube.com/watch?v=MKM_IKRPsR8



YEAR 9— UNIT 2

MUSICAL THEATRE

Musical Theatre (or 'Musicals') is a Theatrical Presentation where the main story is told through song. However, unlike Opera (another Theatrical Presentation where the story is told through song) there will be some spoken dialogue (*in Operas there is NO speech, EVERYTHING is sung*).

Musical Theatre is an important part of the British Entertainment Industry. Focussed in the West End District of London (otherwise known as "The Theatre District") it brings visitors from all over the world and, along with them, millions of pounds into the UK economy.

To help tell the story there are six main types of song/music within musicals. These are:

SOLO CHARACTER SONG: One character sings about how they are feeling (in love, full of hate, over the moon etc.), their story or about themselves.

DUET: Basically the same as solo character songs but two people are singing so you get two different reactions to a situation.

TRIOS/QUARTETS etc: Similar to Solo Character Songs and Duets, these give a chance for more lead characters to tell their stories together in one song.

ACTION SONG: A song that tells the audience something they need to know such as a bit of back story/history or what is happening in the plot.

CHORUS NUMBER: Basically the whole cast get together and have a big sing-song. These will usually be used to start, or finish a show (or 'act').

INCIDENTAL MUSIC: This involves no singing at all and is just the orchestra playing Instrumental Music. This could be an 'Overture', a Dance Number or something as simple as Music for a Scene Change.

TYPES OF MUSICAL THEATRE

GOLDEN AGE MUSICAL: Golden Age musicals are productions which premiered in the 1940s and 1950s. Rodgers and Hammerstein and Stephen Sondheim were leading figures in Golden Age musicals, including Oklahoma!, Kiss Me Kate and Guys and Dolls.

JUKEBOX MUSICAL: A jukebox musical is a stage show that uses the songs of a recording artist, band or style of music to form the basis for a production. With many chart-topping musicians' tracks in a jukebox musical, this type of show has offered audiences the chance to appreciate their favourite artists in a new light

CONCEPT MUSICAL: A concept musical is a powerful way to present a message. Rather than focusing on characters, a concept musical will focus on themes. Concept musicals can be based upon a pre-existing story, such as Joseph and the Amazing Technicolor Dreamcoat offering a musical re-telling of the story in the Book of Genesis or the final few days in Jesus' life as told in Jesus Christ Superstar.

ROCK MUSICAL: A rock musical is a type of musical theatre with a soundtrack that lends itself to commercial rock music. In recent years, rock musicals have frequently been performed in the West End, with examples including the jukebox rock show Rock of Ages featuring 1970s glam rock tracks made famous by Journey, Bon Jovi and Foreigner. Rock has also had an influence in newer musicals, including Heathers and Spring Awakening.

FILM MUSICAL: A film musical brings the magic of the silver screen to the stage. Film-based stage adaptations regularly draw large theatre-goers to the West End, as audiences look forward to seeing some of their favourite cinematic blockbusters brought to life. In most cases, film musicals incorporate songs from the film with original music written for the stage production.

Term	Symbol	Value
semibreve		4 beats
crotchet		1 beat
quaver		1/2 beat
pair of quavers		1 beat
minim		2 beats
maxim		4 beats



Term	Symbol	Value
semibreve rest		4 beats of music
crotchet rest		1 beat of music
quaver rest		1/2 beat of music
minim rest		2 beats of music
maxim rest		4 beats of music

Year 9.1 - KS3 Core PE Knowledge Organiser —Principles of Training

Principles of training	
Principle	Description
1  Individual Needs	No two exercise programmes should be exactly the same because they should be designed to meet the needs of an individual . A PARQ is used to help understand individual needs, this questionnaire determines what an individual is capable of and will inform the intensities and types of activities to be used as part of a training program.
2 Specificity	Training should be matched to the requirements of the activity that the performer is involved in, ie Specific to the event.
3 Progressive Overload	The frequency, intensity, time and/or type of exercise are gradually increased to ensure levels of performance continue to improve until a plateau (limit) is achieved. Eg increase the training session by 10 mins (time). We would NEVER train so much that we would become injured, this MUST BE avoided.
4 Reversibility	Any adaptation that takes place as a result of training will be reversed when you stop training. If you take a break or don't train often enough you will lose fitness (this includes when you get injured – and is why is someone breaks their arm, when the come out of the cast the arm can be skinny)
5 Overtraining	This occurs when you train too hard and do not give your body enough time to rest and recover between training sessions.

Worked Examples	
1 Individual Needs	Yr 11 pupil completing a PEP (Personal exercise plan) would complete a PARQ before they start so they can match their PEP to their individual needs. These include o Age, o Gender o Ability, o Fitness Levels. Eg The yr 11's PEP would look very different to that of a Premiership footballer – different age and ability)
2 Specificity	A basketball player looking to improve his rebounding would use plyometric training to develop his power. They would use box jumps as this is specific to the movement and the muscle groups they use when they jump for a rebound.
3 Progressive Overload	A football player looking to improve the strength of shooting would use weight/resistance training, for example a leg extension. During week 1 of a PEP they would lift 10kg, then each week they would increase the intensity by 2.5kg. (being careful not to exceed their limits)
4 Reversibility	A long distance runner, would use continuous training and they would avoid having gaps in their training to stop the effects of reversibility and returning to their untrained state. Reversibility also sets in when an injured athlete has to have a break in training due to INJURY.
5 Overtraining	A weightlifter would use weight training and train 3-5 times a week and allow time for rest and recovery and avoid overuse injury and allow adaptation.

Key Misconceptions/mistakes

- If you are training cardio-vascular endurance or muscular endurance you would need to work in your aerobic training zone.
- If you are training muscular strength, speed or power you would need to work in your anaerobic training zone.

Year 9.2– KS3 Core PE Knowledge Organiser —Principles and Thresholds of Training

FITT Principles		
Principle	Description	Worked Examples
1	Frequency	Frequency is increased by training a greater number of times each week
2	Intensity	Intensity is increased by lifting a greater resistance , such as with weight training, or by training at a higher percentage of maximum heart rate. This can be done either as continuous or interval training
3	Time	Time can be manipulated by training for longer , reducing recovery times or by completing a greater number of sets or repetitions (also known as reps)
4	Type	Type of training is manipulated by offering a variety of training types and experiences to the athlete by combining training methods.

Key Vocabulary	Worked e.g. - thresholds of training
Heart Rate, Resting Heart Rate, Aerobic, Anaerobic, Endurance, Strength, Plateau	<u>Basic method</u> Max HR x Intensity <u>Example—aerobic training zone for John who is 16</u> Max HR is 220-age (220-16 = 204) $204 \times 0.6 = 122.4$ $204 \times 0.8 = 163.2$ aerobic training zone is 122-163 bpm

Key Terms	
Key terms	Recall the definitions
1	Heart Rate (HR)
2	Resting Heart Rate (RHR)
3	Maximum Heart Rate (MHR)
4	Recovery Heart Rate

Your Turn

On a piece of paper, workout the AEROBIC and ANAEROBIC training thresholds for.....
Yourself and the people who live with you.



(Don't forget you need to work out their Max Heart Rate first)

Training thresholds			
Key Term	Definition	Key Term	Definition
1	Aerobic Training Zone	3	Muscular Endurance
	60-80% of your maximum heart rate.		Low Weight with High Repetitions & Low Sets
2	Anaerobic Training Zone	4	Muscular Strength
	80-90% of your maximum heart rate.		High Weight with Low Repetitions & High Sets

RE Year 9 Topic 1: Crime and Punishment

Evil

Evil actions are those that cause suffering, injury or possible death. Some actions are considered evil even though they are legal. Evil can be linked to the devil (Satan). Evil actions may be blamed on not resisting temptation. People are created good, there is usually a reason why they do wicked things, this could be due to psychological illness.

Not all evil actions come from evil intentions, sometimes a person may be influenced by the situation in which they find themselves. Many Christians would claim there is no such thing as an evil person. The belief in original sin came from the disobedience of Adam and Eve means that all humans have a tendency to do things that are evil even though they are not evil themselves. The teachings in the Bible warn against having evil or wrong thoughts or intentions: 'You have heard it was said to the people, 'You shall not murder', and anyone who murders will be subject to judgement.' (Matthew 5:21). God will make this judgement.

Suffering

Christians believe they should try to help everyone, they have a duty. They should follow the example of Jesus. Why would a loving God, who cares about his people, allow them to suffer? God gave humanity free will and given guidance about how to use free will responsibly. Christians try to heal the wrong that has been done as Jesus taught to love and respect each other.

Treatment of Criminals

How severe the punishment is depends on the seriousness of the crime. Reformation is an important factor as both the individual and society will benefit. Christians focus on positive sanctions that help offenders change their ways. Under Shari'ah law (Muslim countries follow) the severity of the punishment depends on the seriousness of the crime committed.

Forgiveness

Christians and Muslims believe that forgiveness is important for a living a peaceful life. They do not think it is a replacement for punishment. If the aim of punishment is to reform, the punishment should benefit the offender. When Jesus was being crucified, Jesus forgave those who crucified him. God expects Christians to show forgiveness to others, in turn they believe God will forgive them for any sins they may commit. Muslims believe only God can truly forgive and will forgive those he knows are truly sorry and intend to follow the faith properly in the future.

KEY TERMS

Crime	Breaking the law, which is punishable.
Punishment	Something legally done to somebody as a result of being found guilty of breaking the law.
Evil	The opposite of good; a force or the personification of a negative power. E.g. the devil
Hate Crime	Crimes often involving violence that are usually targeted at a person because of their race, religion, sexuality, disability or gender. Jesus taught to 'Love your neighbour.' This means to show compassion, care and respect to all. Christians believe God created all humans with equal value
Sanctity of life	All life is holy as it is created and loved by God; Christians believe human life should not be misused or abused.
Free Will	The ability of people to make decisions for themselves without constraint
Forgiveness	Showing mercy and pardoning someone for what they have done wrong.
Justice	Making things fair again.
Sin	1. Any action or thought that separates humans from God 2. Behaviour which is against God's laws and wishes or against principles of morality
Corporal Punishment	Punishment of an offender by causing them physical pain – now illegal in the UK.

Key Quotes

"There is neither Jew nor Gentile, slave nor free, male nor female, for you are all one in Christ Jesus."
(Galatians 3:28) Shows equality.

"Forgive us our sins as we forgive those who sin against us."
(The Lord's Prayer) Shows forgiveness.

"Do not take revenge.....Do not overcome by evil, but overcome evil with good." (Romans 12:19-21)

Key Questions

What is the original sin? How does this link to beliefs about evil? Do you think it is ever right to break an unjust law?

Imagine living in a country without any laws; What would life be like?

How would religious believers answer the question: Why does God allow people to suffer?

The philosophical **principle of utility** suggests that an action is right if it promotes maximum happiness for the maximum number of people affected by it.

Practice task

'Nobody should expect to be forgiven more than once.' Write an argument to agree and disagree with the statement. How would a Christian respond?

Religious Studies: Hinduism Beliefs and Teachings

How do Hindus see the Divine?

Hindus believe in one overall God (Brahman) who is non-personal and impossible to worship directly. This is Nirguna Brahman, God beyond the universe. They worship God through deities like Lady Lakshmi, they can have a personal relationship with them. This is Saguna Brahman, god(s) with shape and form.

What do Hindus say about the soul?

The Atman is the soul inside all living beings. When a being dies the Atman is reincarnated taking on a new body. Humans and animals have Atmans. The Atman can be seen as a bit of the Divine, a bit of Brahman inside all beings. The aim of Hinduism is to escape samsara, then your Atman unites with Brahman.

Who are the key Hindu deities?

The Trimurti are often seen as the three most important deities as they act together to keep the universe in motion. Brahma is the creator, Vishnu the preserver and Shiva the destroyer. Brahma's consort is Lady Saraswati, goddess of music and of learning. Vishnu's consort is Lady Lakshmi, goddess of wealth, prosperity and good fortune. Lord Ganesha, with an elephant head, is the god of new beginnings and the remover of obstacles. Vishnu can come down to earth as an avatar when times are hard. As Lord Rama he defeated the evil Ravana, with help from Hanuman, the monkey warrior. As Lord Krishna he defeated King Kamsa. Hindus say there are 10 avatars of Vishnu in total.

What is Divali?

The festival of lights, and Hindu New Year. It remembers Rama and Sita returning from exile, lights were lit to welcome them home. Fireworks celebrate their victory over the 10 headed demon Ravana.

Lady Lakshmi is also worshipped, houses are cleaned and rangoli patterns drawn to welcome her. Those in business pray she will help them prosper in the new year.

Key quotes on deities:

The Ramayana is the story of Rama, Sita, Hanuman and Lakshmana, it shows the victory of light over dark, of good over evil.

What is Holi?

The festival of Spring, and of colours. It remembers Krishna's fun loving side, with children throwing paint powder. This is also a reminder all are equal. It also remembers the evil Holika being burned to death, defeated by her nephew Prahlad. Bonfires celebrate her destruction.

Key quotes on deities:

The Krishna stories show how an avatar fights and overcomes evil, but Krishna is also shown as loving and mischievous.

Key quotes on the divine:

Svetaketu – his father used salt in a glass of water to help him understand God is everywhere, but unseen. A seed helped him understand the idea of atman inside all living things. Unseen, but there within.

Key Terms	Definitions
Divine	God/gods.
Brahman	The overall God, the supreme being. Non-personal. 'it'
Deities	Different gods/goddesses. Show one side of Brahman.
Nirguna Brahman	God with no shape/form, non-personal.
Saguna Brahman	God(s) with shape/form, the deities like Ganesha.
Beyond	The Divine is beyond the universe, not within it.
Non-personal	Brahman is everywhere, not a single being to have a relationship with.
Personal	As the deities, Saguna Brahman, gods can be pictured and worshipped, a relationship can develop.
Atman	The soul inside all living beings.
Soul	Spiritual, not physical, does not die when the body does.
Trimurti	The three main Hindu deities.
Shakti	The female side of the divine.
Avatara	The idea that Vishnu comes down to earth to help humans.
Diwali / Divali	The Hindu festival of light.
Holi	The Hindu festival of Spring, and of colours.
Svetaketu	A confused little boy.
Upanishads	Hindu Scriptures.

Key quotes on the divine:

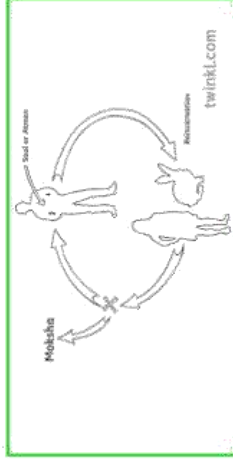
"How many gods are there? Three and three hundred, three and three thousand."

"But really... how many gods are there? One." (Upanishads)
Hindus believe in both one God (Brahman) and many deities.

Religious Studies: Hinduism Beliefs and Teachings

How do Hindus see the universe?

A cluster of bubbles float in space, each one contains a universe. In each universe there is an upper realm of heavens, an earthly realm and a lower, unpleasant realm. In a new life we might be reborn in a different realm.



What do Hindus say about matter?

The world is made up of spirit (purusa), which can't be seen or touched, and matter (prakriti) which can be experienced through the senses. Some Hindus see both as working together, others say the spirit is more important. At enlightenment matter is seen as an illusion (maya) – just as a coiled rope can be mistaken for a snake, so we worry about material things that are only temporary. No material thing last forever, matter goes through three stages, the tri-guna, it is created, maintained or looked after and will be destroyed.

How do Hindus see time?

Universes go through a cycle of 4 ages, the 4 yugas. Gold is the longest lasting, and the best. Then there is the age of silver, the age of copper and finally, shortest and most corrupt, the age of iron. We are living in the age of iron. At the end of this age (in about 427 000 years!) Kalki, the tenth and final avatar of Vishnu, will come and destroy the evil, allowing a new universe to be created and the process start again.

Key quotes on the Atman/soul:

"The self is hidden in all beings." (Upanishads)

Key quotes on Brahman and the universe:

"All this universe is in truth Brahman. He is the beginning and the end and the life of all." (Upanishads)

Key quotes on cosmology:

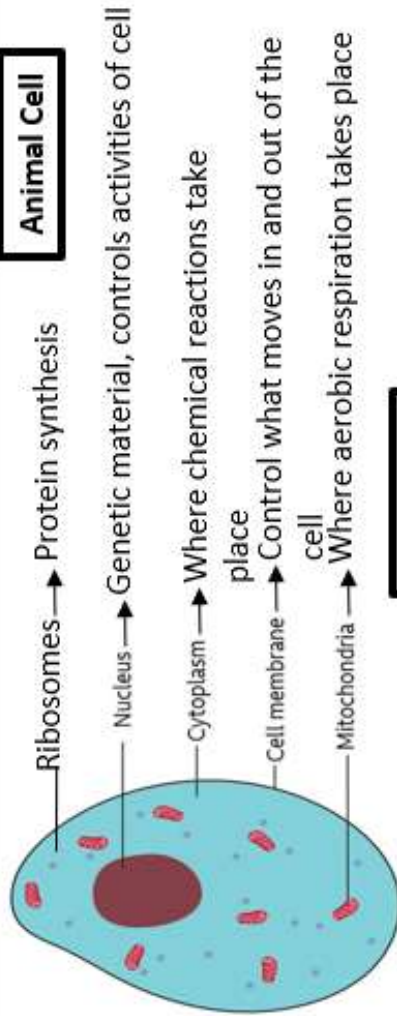
"Who truly knows... whence comes this creation?" (Rg Veda 10)
Hindus say there is a lot we don't know about the cosmos.

Key quotes on Brahman:

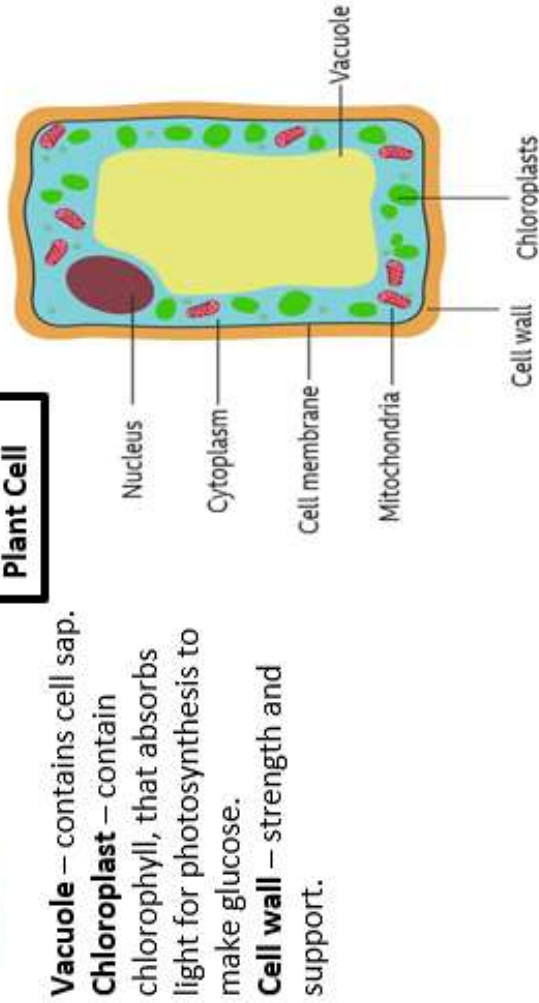
"He moves, and he moves not. He is far and he is near. He is within all and he is outside all."

Year 9 Cells Knowledge Organiser

Animal Cell



Plant Cell



Calculations

Total magnification = eyepiece lens x objective lens

$$\text{Magnification} = \frac{\text{Image size}}{\text{Actual size}}$$

$$\% \text{ change} = \frac{\text{Change}}{\text{Starting value}} \times 100$$

Standard form

$$0.0000742 = 7.42 \times 10^{-5} \text{ OR } 345000 = 3.45 \times 10^5$$

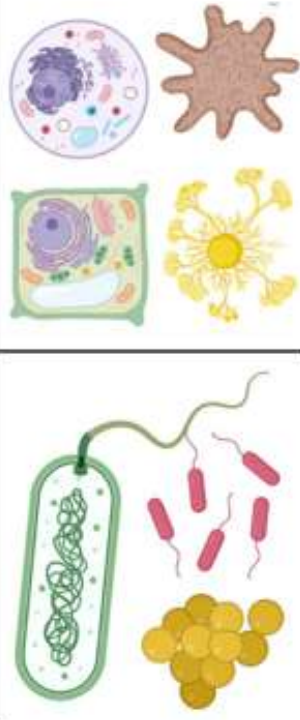
Task: A red blood cell has a size of 7.5 μm . The image is 75mm. What is its magnification?



Eukaryotic cell - Plant and animal cell – Nucleus and membrane bound organelles.

Prokaryotic cell – Bacterial cell – No nucleus and only ribosomes.

Prokaryotes vs Eukaryotes



Resolution -

The degree to which it is possible to distinguish between two objects that are close together.

Tier 2 Vocabulary

Accurate
Adapt
Approximate
Chemical
Data
Estimate
Evaluate
Focus
Gender
Hypothesis
Investigate
Research
Specific
Trend
Volume

Tier 3 Vocabulary

Ribosome
Stem cell
Chloroplast
Xylem
Magnification
Osmosis
Active transport
Semi-permeable
Chromosomes
Prokaryotic
Mitochondria
Phloem
Cytoplasm
Diffusion
Microscope
Nucleus
Acrosome
Vacuole
Sperm cell
Resolution
Eukaryotic
Mitosis

Magnification

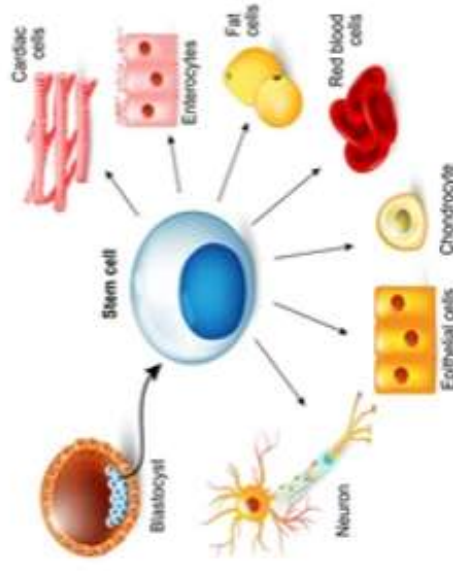
- The degree to which the size of an image is larger than the image itself.

Stem cell – Unspecialised cell. There are embryonic and adult stem cell.

Therapeutic cloning - stem cells with the same genetic make-up as the patient.

Stem cells - Some have the potential to become lots of different types of cells e.g new nerve cells.

STEM CELL



Chromosomes

Made up of DNA and control our gender and characteristics.



Specialised Cells

Nerve cell – long, insulated.

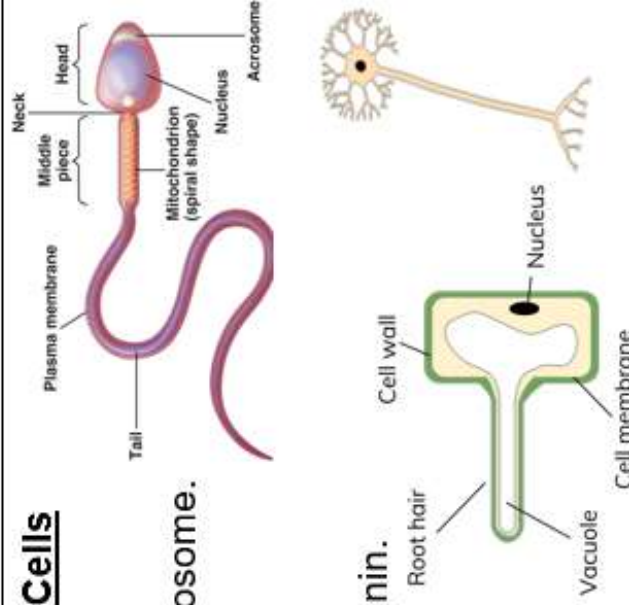
Sperm cell – tail, many mitochondria, acrosome.

Muscle cell – many mitochondria.

Xylem cell – hollow, strengthened with lignin.

Phloem cell – end cells.

Root hair cell – large surface area.



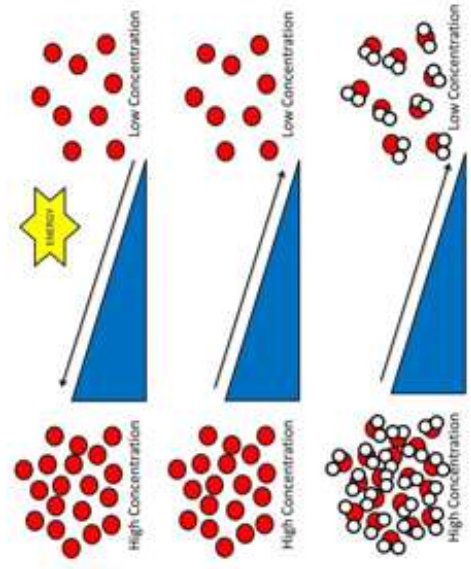
Transport

Diffusion: Particles moving from high to low concentration.

Osmosis: Water moving from high water concentration to a low water concentration through a partially permeable membrane.

Active transport: particles moving from low to high concentration, through a partially permeable membrane, requiring **energy**.

Concentration Gradient Movement.



Atom – The smallest reacting particle.

Element – One type of atom.

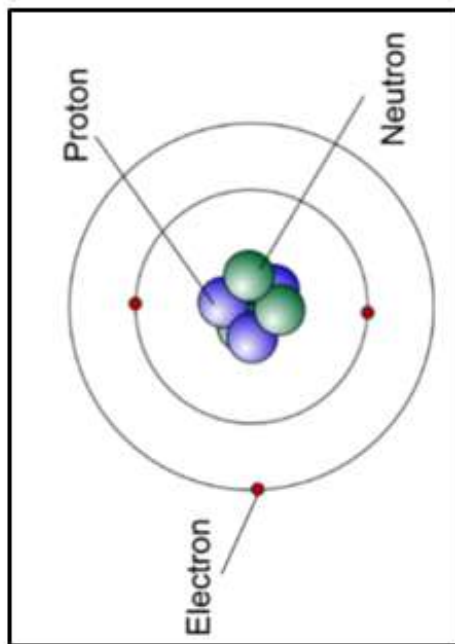
Compound – Two or more different atoms chemically joined together.

Mixture – Two or more different substances not chemically joined.

Year 9 Topic 1 Chemistry

Knowledge Organiser

Sub-Atomic Particle	Charge	Mass	Where Found
Proton	+1 (Positive)	1	Nucleus
Neutron	0 (Neutral)	1	Nucleus
Electron	-1 (Negative)	0	Electron Shell



The Law of Conservation of

Mass: In a reaction, the mass of the reactants is the same as the mass of the products. Matter is not created or destroyed.

Modelling Atoms:

J.J. Thompson – Plum Pudding Model (ball of positive charge containing negative electrons).

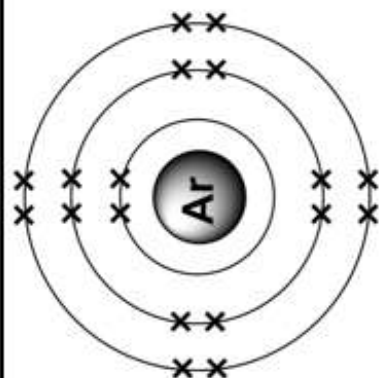
Rutherford – Gold scattering experiment identified a solid nucleus with electrons around it.

Bohr – Placed electrons in shells around the positive nucleus.

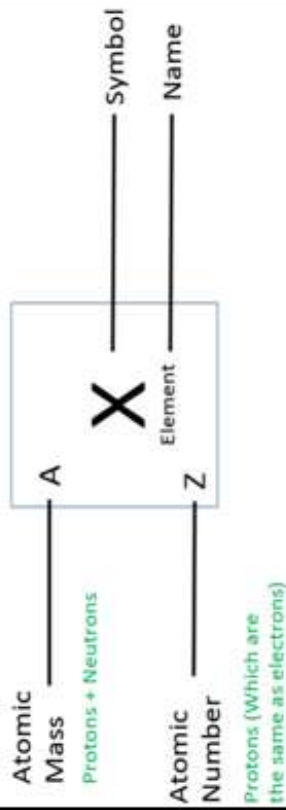
Chadwick – Discovered neutrons in the nucleus.

Electronic Structure:

Energy level 1 = 2
Energy level 2 = 8
Energy level 3 = 8
Energy level 4 = 8



Task: What is the electron structure of Magnesium.



Tier 2 Vocabulary

Filter
Energy
Symbol
Conservation

Tier 3 Vocabulary

Proton
Neutron
Electron
Atomic mass
Atomic number
Electron shell
Periodic Table
Ion
Chromatography
Distillation
Crystallisation

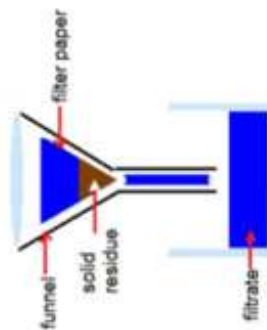
Soluble – Something that will dissolve.

Insoluble – Something that will not dissolve.

Solvent – A substance that will dissolve something else.

Solute – A substance that is dissolved.

Filtration – Insoluble solid from a liquid.

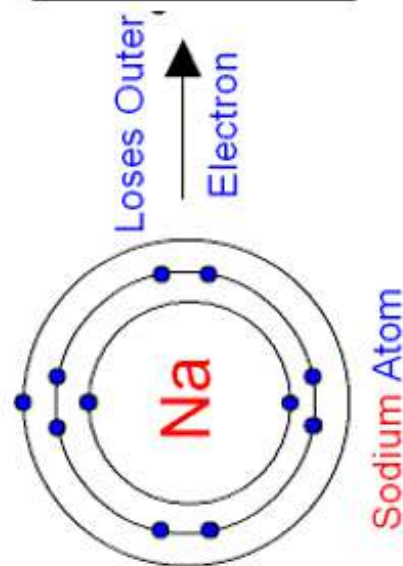
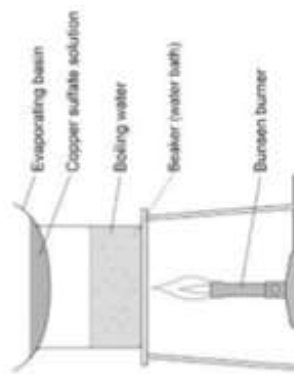


Group 0 – The Noble Gases:

These elements are inert (not reactive) because they have a full outermost shell of electrons. They don't need to lose or gain any electrons to be stable.



Crystallisation – Soluble solid from a solution.

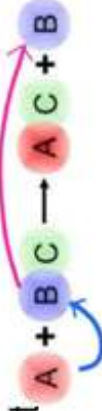


If an atom loses an electron it will become a positive ion.

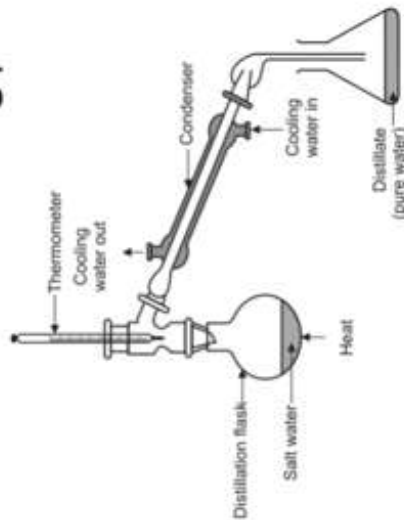
If an atom gains an electron it will become a negative ion.

Group 7 – The Halogens:

- Reactivity decreases as you go down the group.
- They all have seven electrons in their outermost shell.
- Astatine is the least reactive, fluorine is the most reactive.
- Displacement reactions can be used to see which halogen is more reactive



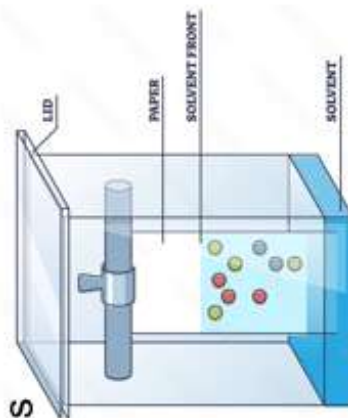
Distillation – Soluble solids from liquids with different boiling points.



Group 1 – Alkali Metals:

- Reactivity increases as you go down the group.
- They all have one electron in their outermost shell.
- Lithium is the least reactive, francium is the most reactive.

Chromatography - Separation of substances with different solubilities



Year 9

Topic 1 - Energy Knowledge Organiser



Objects with greater mass or speed will have more kinetic energy.

$$\text{kinetic energy, } E_k = \frac{1}{2} \times \text{mass, } m \times \text{speed}^2, v^2$$

(joules, J) (kilograms, kg) (metres per second, m/s)²

$$\begin{aligned} \text{change of gravitational potential energy store, } \Delta E_p &= \text{mass, } m \times \text{gravitational field strength, } g \times \text{change of height, } \Delta h \\ &= (\text{kilograms, kg}) \times (\text{newtons per kilogram, N/kg}) \times (\text{metres, m}) \end{aligned}$$

For any device that transfers energy:

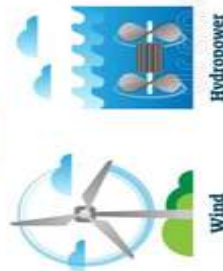
$$\text{efficiency} = \frac{\text{useful output energy transferred by the device (J)}}{\text{total input energy supplied to the device (J)}}$$

$$\text{work done, } W = \text{force applied, } F \times \text{distance moved along the line of action of the force, } s$$

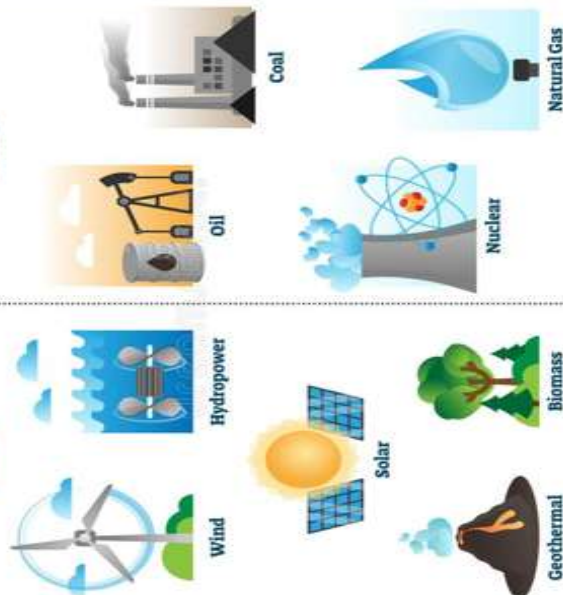
(joules, J) (newtons, N) (metres, m)

ENERGY SOURCES

RENEWABLE ENERGY



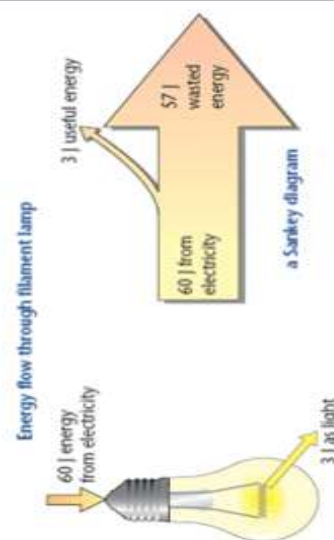
NON-RENEWABLE ENERGY



Burning fossil fuels cause the following problems:

- Carbon dioxide - Climate change/Global warming
- Sulfur dioxide - Acid rain, toxic to plants and animals
- Nitrogen oxides - Acid rain, smog, toxic to plants and animals

When energy is transferred some might end up in a form that is not useful. This is wasted energy. For example a lamp will transfer light energy that we want and heat that is wasted energy.



Tier 2 Keywords

Chemical
Heat
System

Movement
Height
Light

Work

Tier 3 Keywords

Closed system
Gravitational potential
Open system

Dissipated
Kinetic
Thermal

Efficiency
Magnetic
Nuclear

Elastic potential
Lubrication

Electrostatic
Magnetic

Energy stores

kinetic	energy an object has because it is moving
gravitational potential	energy an object has because of its height above the ground
elastic potential	energy an elastic object has when it is stretched or compressed
thermal (or internal)	energy an object has because of its temperature (the total kinetic and potential energy of the particles in the object)
chemical	energy that can be transferred by chemical reactions involving foods, fuels, and the chemicals in batteries
nuclear	energy stored in the nucleus of an atom
magnetic	energy a magnetic object has when it is near a magnet or in a magnetic field
electrostatic	energy a charged object has when near another charged object

Energy transfers

Energy can be transferred to and from different stores by:

Heating

Energy is transferred from one object to another object with a lower temperature.

Waves

Waves (e.g., light and sound waves) can transfer energy by radiation.

Electricity

When an electric current flows it can transfer energy.

Forces (mechanical work)

Energy is transferred when a force moves or changes the shape of an object.

Energy cannot be created or destroyed, it can only be transferred usefully or dissipated (wasted). This is the Conservation of Energy

Work can be done in fields by moving a charged object in the opposite direction the attraction force.

This occurs in the following stores:

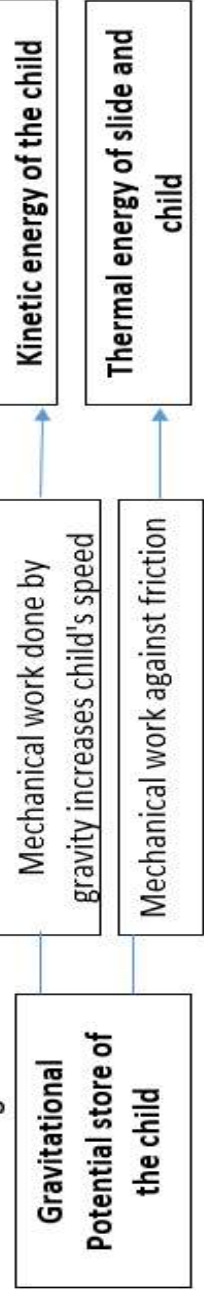
- Electrostatic
- Gravitational
- Magnetic

Objects with greater mass or more height will have more gravitational potential energy. It will also increase in places with more gravity.

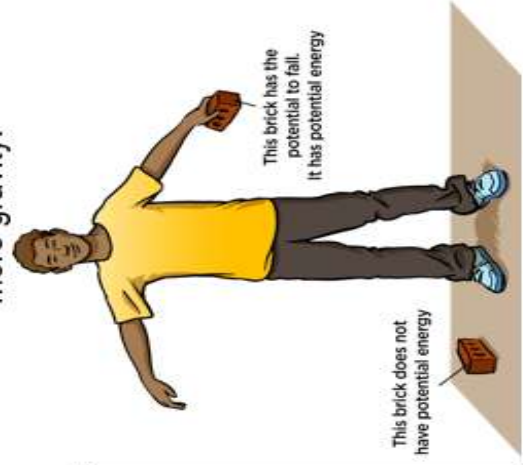
Examples of energy transfers and energy transfer diagrams

1. Stretching a rubber band – chemical energy is mechanically transferred to the elastic potential store in the rubber band.

2. Child sliding down a slide -



Task: Create an energy transfer diagram for car in a race.



Key spellings 1	
Learn these spellings, they will be really useful for this unit and you will be tested on them.	
1. a menudo	often
2. voy al polideportivo	I go to the sports centre
3. monto en bici	I ride my bike
4. voy a ir a la bolera	I'm going to go bowling
5. las películas de terror	horror films
¿Cómo organizas tu semana?	How do you organise your week?
Los lunes, martes, miércoles, jueves, viernes...	On Mondays, Tue, Wed, Thur, Fri...
Los fines de semana...	At the weekend...
Después del insti(tuto)	After school...
escribo canciones	I write songs
juego en mi consola	I play with my console
cocino para mi familia	I cook for my family
bailo Zumba	I dance Zumba
monto en bici	I ride my bike
leo libros/cómics	I read books/comics
toco la guitarra/el teclado	I play the guitar/keyboard
veo un partido de fútbol	I watch a football match
hago judo/natación	I do judo/swimming
voy al parque	I go to the park
voy al polideportivo	I go to the sports centre
soy miembro de un club/equipo	I'm a member of a club/team

¿Con qué frecuencia?	How often?
(casi) todos los días	(almost) every day
a menudo	often
dos o tres veces a la semana	2 or 3 times a week
a veces	sometimes
una vez a la semana	once a week
siempre	always
todos los fines de semana	every weekend
una vez al mes	once a month
dos veces al mes	twice a month
los domingos por tarde	on Sunday evenings
los sábados por la mañana	on Saturday mornings

¿Qué cosas te gustan/no te gustan?	What things do you like/not like?	¿Cómo vas a celebrar tu cumpleaños?	How are you going to celebrate your birthday?
Me gusta(n) (mucho)...	I (really) like...	Mañana	Tomorrow
Me encanta(n)/Me chifla(n)	I love...	La semana que viene	Next week
No me gusta(n) (nada)...	I (really) don't like...	El fin de semana que viene	Next weekend
Odio...	I hate...	El mes que viene	Next month
el deporte/el dibujo	sport/art	El nueve de febrero	On February 9th
el racismo/la violencia	racism/violence	Voy a...	I'm going to...
la música/la tele	music/TV	hacer karting	do go-karting
los insectos	animals/insects	ir a la bolera	go bowling
los videojuegos	videogames	ir a un parque de atracciones	go to a theme park
las artes marciales	martial arts	pasar la noche en casa con mis amigos/as	have a sleepover
¿Qué tipo de película te gusta?	What type of film do you like?		
las comedias	comedies	sacar muchas fotos	take lots of photos
las películas de acción	action films	jugar al paintball	play paintball
las películas de animación	animated films	Vamos a...	We're going to...
las películas de aventuras	adventure films	montar en una montaña rusa	ride on a rollercoaster
las películas de ciencia ficción	sci-fi films	ver películas de terror	watch horror films
las películas de fantasía	fantasy films	¡Va a ser genial!	
las películas de terror	horror films		
las películas de superhéroes	superhero films		
Mi película favorita es...	My favourite film is...		
Mi actor/actriz favorito/a es...	My favourite actor/actress is...		

Key grammar – The present tense (regular verbs)

The present tense is used to talk about actions you do regularly or something you are doing right now (I play, I am playing)

To form it: 1. Remove the infinitive AR/ER/IR ending

2. Add the correct ending from the table below

Nadar	To swim	Comer	To eat	Vivir	To live
nado	I swim	como	I eat	vivo	I live
nadas	you swim	comes	you eat	vives	you live
nada	(s)he/it swims	come	(s)he/it eats	vive	(s)he/it live
nadamos	we swim	comemos	we eat	vivimos	we live
nadáis	you pl. swim	coméis	you pl. eat	vivís	you pl. live
nadan	they swim	comen	they eat	viven	they live

Key spellings 2

Learn these spellings, they will be really useful for this unit and you will be tested on them.

1. tengo que I have to
2. organizado/a organised
3. trabajar to work
4. escribo correos I write emails
5. escuché música I listened to music

¿En qué trabajas?	What's your job?
Soy...	I am...
camarero/a	a waiter/waitress
cocinero/a	a chef
jardinero/a	a gardener
peluquero/a	a hairdresser
dependiente/a	a shop assistant
limpiador(a)	a cleaner
repcionista	a receptionist

¿Qué tienes que hacer?	What do you have to do?
Tengo que...	I have to...
ayudar a los clientes	help customers
cortar el pelo a los clientes	cut clients' hair
hablar por teléfono	talk on the phone
limpiar habitaciones	clean rooms
preparar comida	prepare food
servir en el restaurante	serve in the restaurant
vender productos en la tienda	sell products in the shop

¿Cómo es un día típico?	What's a typical day like?
escribo correos	I write emails
hago reservas/entrevistas	I do reservations/interviews
organizo excursiones	I organise trips
preparo el programa	I prepare the program
trabajo con mi equipo	I work with my team
viajo mucho	I travel a lot
voy a la oficina	I go to the office
hablo inglés y español	I speak English and Spanish

¿Qué te gustaría hacer?	What would you like to do?
Me gustaría...	I would like to...
No me gustaría...	I wouldn't like to...
trabajar en el aire libre	work outside
trabajar con animales/niños	work with animals/kids
trabajar en equipo/ sólo/a	work in a team/alone
trabajar en una oficina	work in an office
hacer un trabajo creativo/manual	do a creative/manual job
Por eso, me gustaría ser...	For this reason, I would like to be ...
cantante/periodista	a singer/journalist
enfermero/a/mecánico/a	a nurse/mechanic
policia/veterinario/a	a police officer/vet
profesor(a)/diseñador(a)	a teacher/designer

¿Te gusta tu trabajo?	Do you like your job?
Me gusta (mucho) mi trabajo	I (really) like my job
No me gusta (nada) mi trabajo	I don't like my job (at all)
porque es...	because it is...
creativo/fácil	creative/easy
estresante/interesante	stressful/interesting
monótono/repetitivo	monotonous/repetitive
práctico/variado	practical/ varied
Mi jefe/a es severo/a	My boss is strict
Los clientes (no) son simpáticos	The customers are (not) nice

¿Qué tipo de personas eres?	What type of person are you?
En mi opinión, soy...	In my opinion, I am...
Creo que soy...	I think that I am...
muy/bastante	very/quite
ambicioso/a	ambitious
práctico/a	practical
organizado/a	organised
trabajador(a)/	hard-working
hablador(a)	chatty
independiente	independent
inteligente	intelligent
paciente	patient
sociable	sociable
responsable	responsible

¿Qué tal ayer en el trabajo?	How was work yesterday?
Por la mañana/ Por la tarde...	In the morning/afternoon
A la hora de comer	At lunchtime
bebí una botella de coca	I drank a bottle of Coke
comí una hamburguesa	I ate a hamburger
dormí un poco	I slept a bit
escuché música	I listened to music
escribí SMS	I wrote texts
hablé por Skype	I spoke on Skype
jugué a un videojuego	I played a videogame
llegué tarde al trabajo	I arrived late to work
perdí mi trabajo	I lost my job

Key grammar – The preterite tense (regular verbs)

Use the preterite to talk about past actions (I went, I ate, I swam).

To form it: 1. Remove the infinitive AR/ER/IR ending.

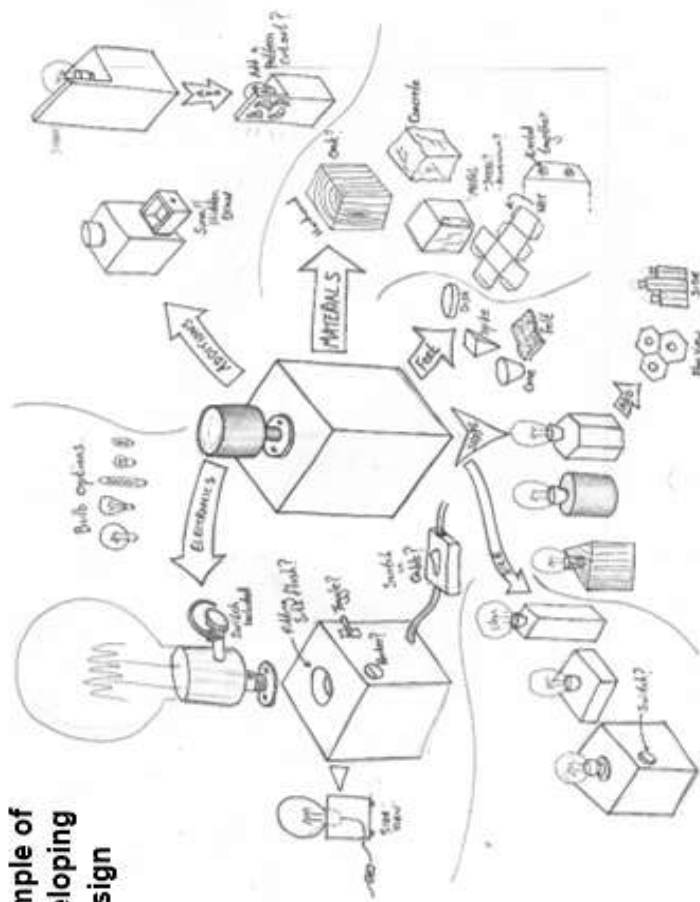
2. Add the appropriate ending, using the table below.

Bailar	To dance	Comer/Subir	To eat/To climb
bailé	I danced	comí/subí	I ate/climbed
bailaste	you danced	comiste/ subiste	you ate/climbed
bailó	(s)he/it danced	comió/ subió	s(he)/it ate/climbed
bailamos	we danced	comimos/ subimos	we ate/climbed
bailasteis	you pl. danced	comisteis/ subisteis	you pl. ate/climbed
bailaron	they danced	comieron/ subieron	they ate/climbed

Year 9 – Knowledge Organiser – Design & Technology – DESIGN

Design and Technology Specific Language and Terms	
Design Brief	A statement of intent for a project, created with an end user in mind. A design brief should primarily focus on the results and outcomes of the design.
Specification	A list of rules to follow when designing, a specification point is the result of research into the requirements of a project
Influenced by...	To use existing designers, media, products, time periods etc. to create, change and adapt a design. To be influenced by.
Design Movement	A period in time where a certain style was prevalent. (see examples below)
Initial Ideas	The creation of multiple ideas, considering different ways of fulfilling the design brief
Development	To work on, add to, an improve an idea via ongoing research, and seeking further influence or understanding of an outcome.

Example of developing a design idea

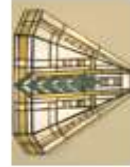


DESIGN MOVEMENTS

Design movements are periods in time where a certain style of design was prevalent. It's important to know about these movements as they provide a starting point to base your product on or just provide inspiration.



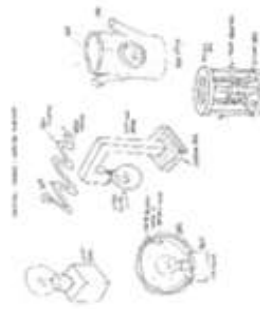
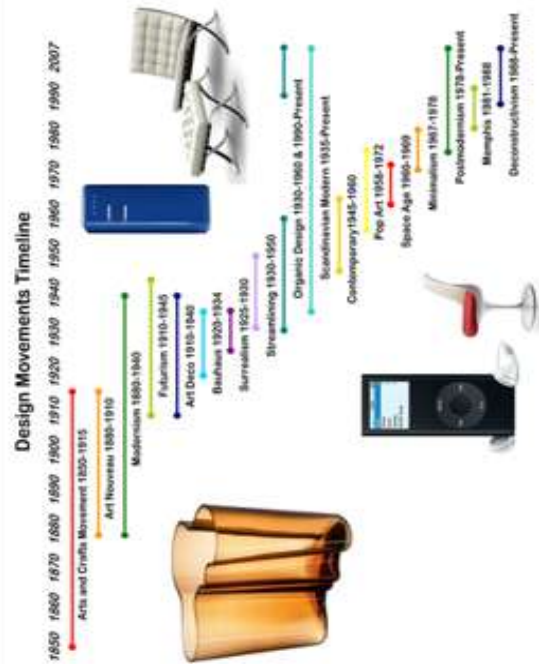
Organic design is a style of product design which takes as its starting point organic, flowing natural forms. Undulating lines, dynamic curves, and powerful arches stand in contrast to the geometric, functional style as represented by functionalism.



Art Deco is a style of architecture and design that first appeared in France just before World War I. Art Deco influenced the design of buildings, furniture, jewellery, fashion, transport, and everyday objects.

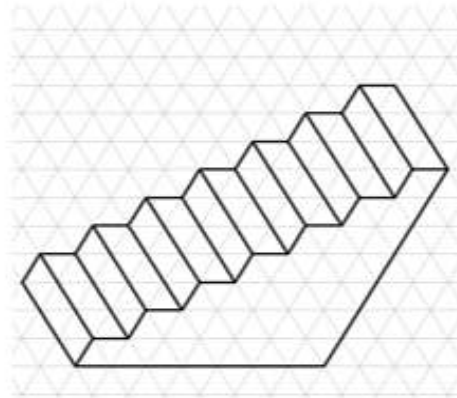


Postmodernism is one of the most controversial movements in art and design history. Over two decades, Postmodernism shattered established ideas about art and design, bringing a new self-awareness about style itself.

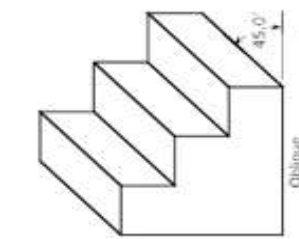
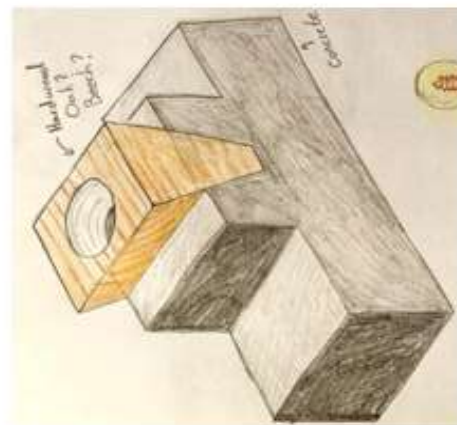


An Initial ideas page

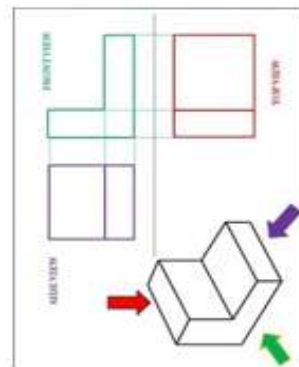
Design and Technology Specific Language and Terms	
CAD	 Computer Aided Design
Isometric Drawing	An isometric drawing is a type of 3D drawing that is set out using 30-degree angles. It's a type of drawing in which the same scale is used for every axis, resulting in a non-distorted image.
Oblique Drawing	A item is drawn in 2D in the correct proportions, it is then forced into 3D by projecting lines out at 45 degrees.
Orthographic Drawings	2D drawings drawn in detail and to scale. Orthographic projections provide 3 views, front, side and plan.
Working Drawing	An accurate drawing providing all information required to make a product. Usually presented as an isometric or orthographic drawing.
Parts List	Goes with a working drawing and breaks a design down into its individual parts, stating what it is to be made from and the quantity required of each part



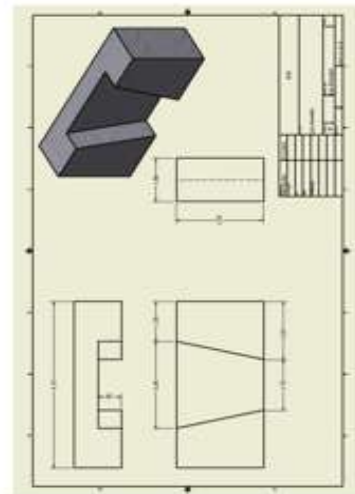
Isometric Drawings



Oblique Drawing



Orthographic Drawing



Working Drawing

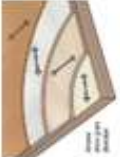
Year 9 – Knowledge Organiser – Design & Technology – TOOLS/MACHINERY

HAND TOOLS			MACHINERY			CUTTING		
	Bench Hook			Milling machine	- Removes material a thin layer at a time - Can be used to ensure an absolutely flat surface. - Very accurate		Scroll Saw (Hegner)	Thin blade allows for intricate curves to be cut in timber a plastic sheet material
	Coping Saw (timber/plastic)			Centre Lathe	- Used to 'turn' material (rotates) - A tool or bit is used to shape the rotating material - There are wood and engineers (metal) lathes		Hand Held Router	- Spinning cutting tool removes wood as in is move along a surface - Used to create slots, grooves or fancy edges
	Tennon Saw (timber)			Buffer / Polisher	Used to polish metal or plastics to a high shine		Jigsaw	- Used to make straight or curved cuts in all materials - Blades and speed can be changed to suit material
	Hacksaw (metal)			Disc Sander	- Rotating abrasive disc removes material - Used for timber and plastics		Bandsaw	- Blade is one continuous flexible loop - Mainly used for timber but blades can be changed to cut plastics - Can cut straight or curved lines
	G Clamp			Strip Heater	- Used to apply heat along an area of thermoforming plastic allowing it to be bend along a line - Process is called line bending		Table Saw	- Circular blade rotates through the table surface - Used to make straight cuts only - Mainly used to cut boards to size
	Woodwork Vice			Pillar Drill	- A rotating drill bit can be lowered into a work piece to create holes - Work must be secured to the table.		Laser Cutter	- Can be used for multiple thin materials - Requires designs to be created on a computer first
	Hand Clamp							
	Glass Paper							

Year 9 – Knowledge Organiser – Design & Technology – MATERIALS

Plastics			
Type	Example of	Advantages	Disadvantages
Acrylic 	Thermo-forming (shaped with heat)	Available in many colours and styles Weather proof Can be laser cut	Brittle Scratches easily Made from oil - unsustainable
Epoxy Resin 	Thermo-Setting (Can only shape once)	Hard wearing Can be mixed with pigments/powders to create effects Will not burn	Non recyclable Gives off fumes Made from oil - unsustainable

Metals			
Type	Example of	Advantages	Disadvantages
Steel 	Ferrous (Contains Iron)	Relatively cheap Widely available Strong/Tough	Rusts Requires a surface finish
Aluminium 	Non-Ferrous (Does not contain iron)	Does not rust Lightweight Easy to cut and shape	Relatively expensive
Copper 	Non-Ferrous (Does not contain iron)	Good conductor of heat and electricity	Corrodes Relatively expensive
Pewter 	Alloy (Mix of multiple metals)	Does not rust Low melting point for easy casting Polishes to a high shine	Relatively expensive Heavier than alternatives

Timber			
Type	Example of	Advantages	Disadvantages
Pine 	Softwood	Cheaper More sustainable as faster growing Widely Available	Knotty Can be weaker than hardwoods Less durable
Oak 	Hardwood	Good aesthetic Extremely durable Easy to maintain High strength	Generally harder to cut and shape More expensive Less sustainable as slower growth rate
Mahogany 	Hardwood		
Plywood 	Manufactured Board	Available in large sheets Good strength and durability Can be laser cut	More expensive than other board options Edges can splinter



3D Printing uses PLA or PVC plastic on a reel. This is heated and used to print a thin layer at a time



Year 9 – Knowledge Organiser – Design & Technology – Design & Technology – PROCESSES / H&S

Health & Safety



Design and Technology Specific Language and Terms

Health and Safety	Anything to do with a persons wellbeing in any given situation. From sitting at a computer for long periods to operating machinery.
Risk Assessment	A document that considers all risk to a person/s carrying out a task, and all control measure put in place to minimize or remove risk to health, this could be training, following certain rules or using PPE
PPE	Personal Protective Equipment Goggles, aprons, dusk masks, gloves
Extraction	Can be dust extraction when using machinery or fume extraction when gluing or painting.

Shaping Plastics

Vacuum Forming - A mould is placed onto the vacuum bed - A thermoforming sheet or film (usually HIPs) is clamped above the bed and heated until soft - Bed is lift into the heated plastic - All air is sucked out creating a vacuum, pulling the plastic over the mould - Moulded plastic then cools and becomes rigid.	- Molten material is forced into a mould - Tool steel moulds have the negative shape within them. - Used to create items like; plastic buckets and school chairs.
Injection Moulding	



Two leaves cast in pewter

Bending Materials

Sheet metal folder - Used to shape aluminium and tin - Flat sheet material is marked up and bent one fold at a time. - Joins can be riveted, soldered, brazed etc. - Process is called Line Bending	- A heating element softens a thermoforming plastic (acrylic) along a line. - This can then be bent to shape and held in place until cooled
Strip Heater	- Woods can be bent by laminating - Thin strips are glued together and held in a jig to keep them in the desired shape. - Once set the item is removed from the jig and trimmed to size
Lamination	

Casting



Die Casting

- Used to cast metals or thermoforming plastics
- Material is melted and pours into a mould
- Once cooled it can be removed and any seems tidied up
- Thermosetting plastics are mould by mixing two part which set through a chemical reaction.
 - Often referred to as Resin

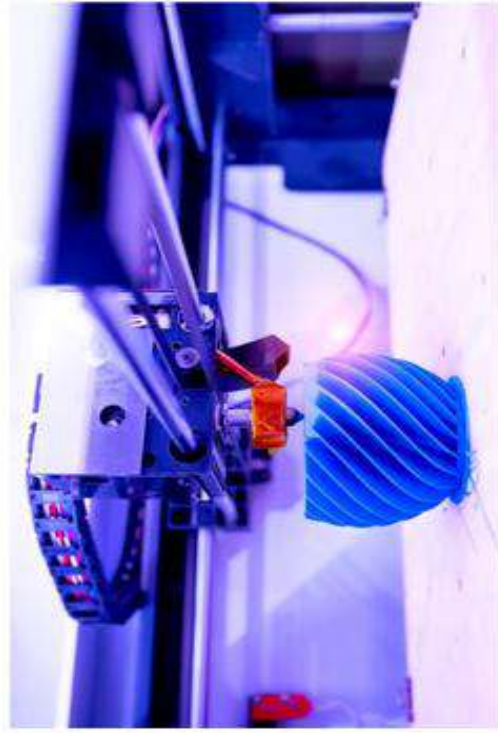
Year 9 – Knowledge Organiser – Design & Technology – CAM

COMPUTER AIDED MANUFACTURE

MACHINERY	
	Laser Cutter
	3D Printing
	Vinyl Stickers



Sticky back vinyl cut to shape



3D printer using thin layers to create a 3D shape



Interlocking laser cut toy in plywood

Advantages	Disadvantages
Accurate to low tolerances	Expensive to set up
Quick – rapid prototyping	Requires Specialist Training
Multiples can be produced easily	Job loss to automation

Materials suitable for laser cutting:

Acrylic – Thermofforming Plastic

MDF – Manufactured Board

Plywood – Manufactured Board

Card/Paper – Paper/Board

Felt – Fabric



Acrylic



MDF



Plywood



Card/Paper



Felt



Some materials such as **glass** can be engraved but not cut.



Garage Keys

Black = Laser engrave

- Laser moves quickly at a low power

Red = Laser cut

- Laser moves slowly at high power

Other colours can be set up and used as required

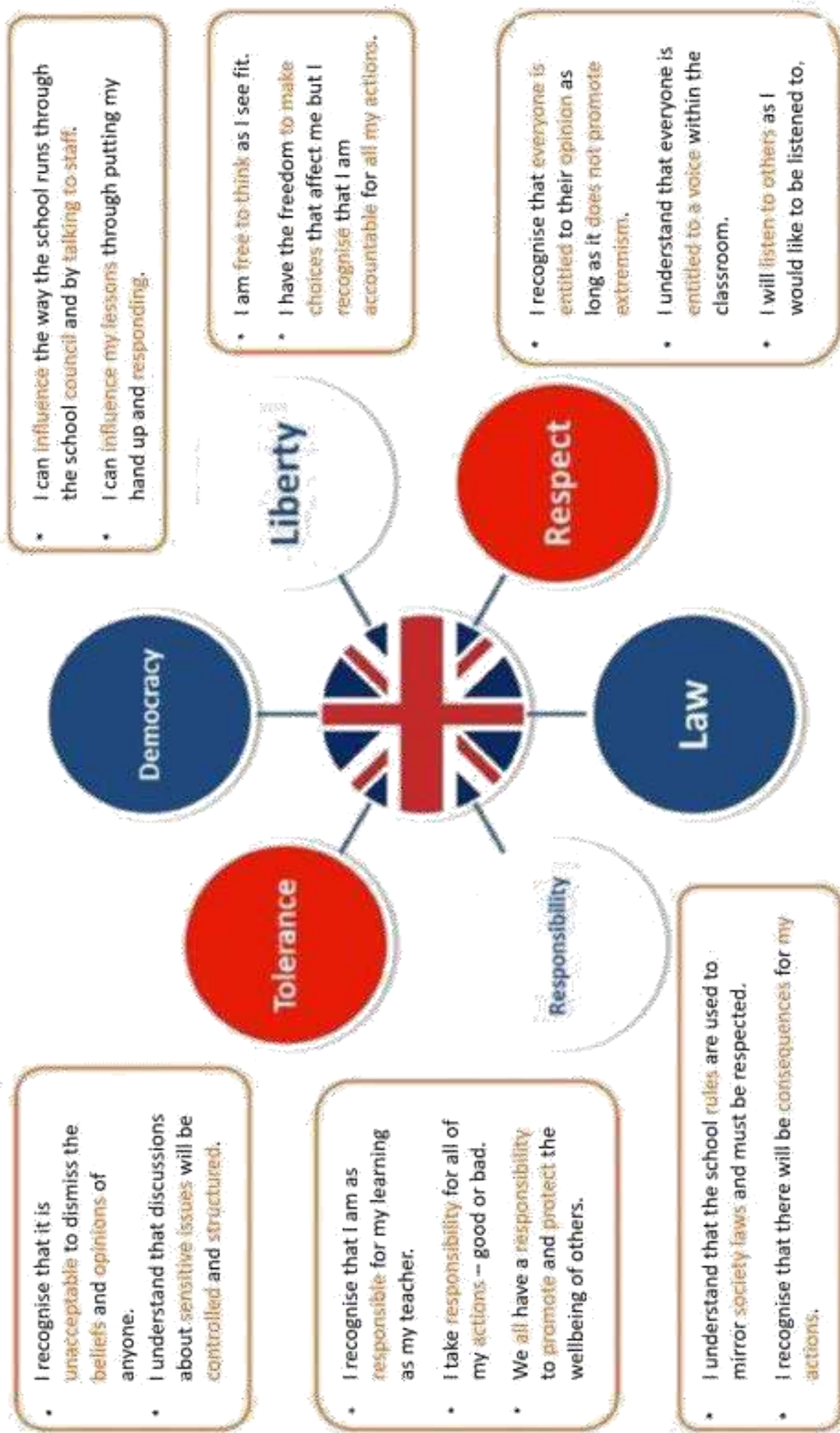


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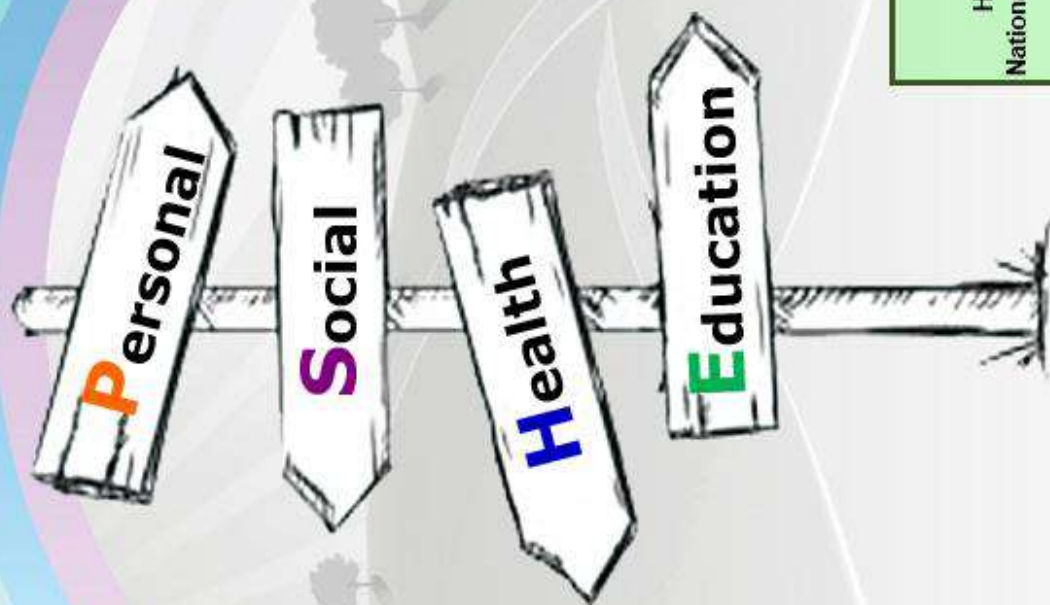
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Core British Values



YEAR 9

STAYING SAFE



Theme: Sexual health, STIs, pregnancy, contraception and genitals
 Organisation: Brook
 Website: www.brook.org.uk
 Organisation: Young & Free
 Website: <https://youngandfree.org.uk/>

Theme: Healthy Lifestyle, balanced diet and exercise
 Organisation: NHS Better Health
 Website: www.nhs.uk/better-health/

Theme: Health, Wellness and Mental Health
 Organisation: NHS
 Phone: 111
 Website: www.nhs.uk

Theme: Mental Health, Wellness and self-care
 Organisation: Young Minds
 Text line: 85258
 Website: www.youngminds.org.uk

Theme: First Aid
 Organisation: St John Ambulance
 Phone: 0370 0104 950
 Website: www.sja.org.uk/

Theme: Health
 Organisation: Chat Health
 Website: <https://chathealth.nhs.uk/>

Theme: Testicular Cancer and Breast Cancer
 Organisation: Movember
 Website: uk.movember.com/

Theme: Female Genital Mutilation
 Organisation: NSPSS FGM Helpline
 Phone: 0800 028 3550
 Email: fgmhelp@nspcc.org.uk
 Website: www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/female-genital-mutilation-fgm/

Theme: Mental Health
 Organisation: Kooth
 Website: <https://www.kooth.com/>



Theme: Drugs, addiction and dependency
 Organisation: FRANK (National Drugs Helpline)
 Phone: 0300 123 6600
 Website: www.talktofrank.com/

Theme: Healthy teen relationships
 Organisation: Act on it
 Phone: 01270 250 390
 Website: www.actonitnow.org.uk

Theme: Safety, support and abuse
 Organisation: Childline
 Phone: 0800 1111
 Website: www.childline.org.uk

Theme: LGBTQ+, equality, sexuality and gender
 Organisation: Stonewall
 Website: www.stonewall.org.uk

Theme: LGBTQ+ Equality
 Organisation: Kite Trust (Camps)
 Website: <https://thekitetrust.org.uk/>
 Organisation: Norfolk LBGT+ Project
 Phone: 01603 219299
 Website: <https://norfolklgbtproject.org.uk/>

Protected Characteristics



Careers:

Unifrog - www.unifrog.org
 Help you choose: <https://helpyouchoose.org/content/>
 National Careers Service: <https://nationalcareers.service.gov.uk/>
 I Can Be A: <https://www.icanbea.org.uk>

