
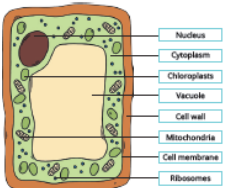
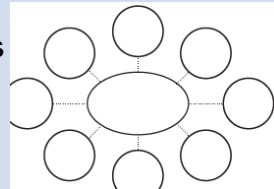






# Year 9 Knowledge Organiser - Autumn 1

Just reading through your books or a knowledge organiser is not always an effective way to revise. Instead, you should do something with the information. Choose an example of the revision methods on the pages or see if you can come up with another method.

The knowledge is evolutionary not revolutionary. Approximately half the knowledge is new and half helps you revise. Many of the activities are changing. We hope you enjoy them.

Subject	Page Number	Subject	Page Number
Multidisciplinary Lessons	3	Geography	28
Art	15	Spanish	29
DT	20	History	32
Food	21	English	35
PE	24	Maths	38
Science	26	RE	39
Computer Science	27	Music	41
		A range of bonus ideas to prevent boredom	42

Idea	Explanation
<p>Make some flash cards or PowerPoint slides. Make top trumps.</p> 	<p>Write down key words, quotation, questions or equations on one side of a card. On the other side, write the definition or answer. Use them to test yourself.</p>
<p>Make a poster.</p> 	<p>Turn your notes into posters with lots of colour and illustrations. Summarising the key information in a different way is an effective way of learning and your brain will remember the colours more easily. Do the title last!</p>
<p>Draw spider diagrams, or for the adventurous mind maps.</p> 	<p>Write the topic/keyword in the centre of your page. Add everything you know in subtopics. Then explore each subtopic in turn adding more ideas. Colour/pictures help you recall.</p>
<p>Write a song or a rap.</p> 	<p>Are there songs that stick your head. Change the lyrics to the information you want to learn. If you record and listen back it will be a more fun way of revising.</p>
<p>Plan a lesson</p> 	<p>If you teach something to someone else the chance of recalling it is really high. This has been found to be the most effective way of learning something for the long term.</p>
<p>Write a story or comic strip.</p> 	<p>Take the keywords or facts that you need to learn and turn them into a story or a cartoon. The sillier the story the more likely you are to remember it.</p>
<p>Write a quiz. Design a game.</p> 	<p>Playing is how we learn as young children and it is a very powerful way of learning throughout life. If we enjoy the game it helps us remember.</p>



- » Aspiration  
There are no barriers to your ambition
- » Leadership  
Live your own life
- » Teamwork  
Together we achieve more
- » Humility  
Put others first
- » Courage  
Handle your fear
- » Hard work  
We need to make the most of our talents
- » Respect  
Treat others as you would like to be treated yourself
- » Service  
It is better to give than to receive
- » Integrity  
Be true to yourself
- » Forgiveness  
Forgiveness is a friendship preserver
- » Thankfulness  
Appreciate others, appreciate what you have
- » Perseverance  
Never give up



# ‘May your choices reflect your hopes not your fears’ (Nelson Mandela)

Hope is fuel for our soul. Often in life, we find ourselves in need of hope, especially in difficult or worrying times. However, Jesus teaches that hope is an unbreakable spiritual lifeline; something that can grow through encouragement and faith and something that is to be shared with others (Hebrews 6:19-20).

## EVERYONE CAN BE A HOPE CARRIER

Hope is like a baton used in a relay race. It's supposed to be held tightly as you run with it. However, hope is also too precious to keep to ourselves – it's supposed to be passed onto someone else. When we receive hope, there's always a greater purpose than just us. Hope comes to us, in order to flow through us. Who is 'running' alongside you this week who you can pass the baton of hope to?

**BIBLE STORY:** The Road to Emmaus (Luke 24:13-35). When we feel we have lost hope, others can give it back to us. We, in turn, become carriers of that hope to others.

LISTEN: ‘Cornerstone’ song

<https://www.youtube.com/watch?v=izrk-erhDdk>

This song is an encouragement to hold on, regardless of our circumstances – even in ‘every high and stormy gale’, to hope. For Christians, this hope is placed in Jesus Christ, whom they call ‘The Cornerstone’. A cornerstone was the foundation and key stone in buildings. It was always laid first and held the building up.

Wonderful World by Louis Armstrong:

<https://www.youtube.com/watch?v=DRONFXoXsJ0>

For many people, looking at the wonder of nature can give them a new perspective and a renewed sense of hope. Where do you go to find a new hope?



**THINK:** Using these images, take a moment to think about the following: Where do you find your hope? What kind of hope do those around you need? What makes hope grow in what seem like barren and difficult circumstances?

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Look at this picture. The man in it looks like he is going on a journey of his own(!), but what do you think is happening? Watch the news story to find out! How is he being a hope carrier? What difference does what he is doing make?

<https://www.bbc.co.uk/news/av/uk-england-leeds-52213388/coronavirus-grimsby-teacher-delivering-dozens-of-lunches-a-day>

#### Activities:

We relabelled our classes in Key Stage 3 H, O, P, E. Why do you think that was a good thing to do after lockdown?

Which of our core values (left) relate to the theme of hope?

TWEET IT: There is a lot of negativity on social media at times. People are often negative to each other and negative to ideas. Think about the idea of hope and design a tweet in a maximum of 140 characters that sends a clear message of hope to others. What do you think is the most important thing people need to hear to help them through difficult times?

Use the 5 step conversation with someone important to you to reflect on your hopes.

1. GIVE THANKS for something that was good today.
2. ASK FOR HELP with something you have lost hope for.
3. REFLECT on your day and think about the things that made you feel hopeful and the things that felt unhelpful.
4. SAY SORRY for the times you gave up hope or took away someone else's hope.
5. DECIDE how you will keep hold of hope tomorrow.

Journaling This is a great way to get thoughts, ideas and experiences out of your head and onto paper in a creative, calming way that helps us to really understand what is going on and to emotionally engage and respond. Hope is a great topic to do this with. Maybe write it big and bold and around it write down thoughts, reflections and prayers around where your hope lies. It can help to see things from a more realistic and positive perspective! Or you could try drawing an El Salvadorian cross themed upon hope (which is a cross shape, full of bright colourful pictures and images)



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Watch: [https://youtu.be/rLY174n\\_KWA](https://youtu.be/rLY174n_KWA)

- What do you cherish the most?
- Do you ever find it difficult to be hopeful?
- What or who gives you hope for the future?
- Can you describe how hope makes you feel inside?
- What would you want to be doing, if you were able to?
- How do you want your new chapter to begin?

Right now, some people are feeling isolated, sad and alone. For some people they are struggling to see the hope. Think of a person, you think might be struggling and do something practical to encourage them. Watch: <https://youtu.be/nwAYpLVyeFU>

- Who would you like to spend time with right now if you could?
- How can you reach out to someone?
- How could you pass on hope to someone else?

Explore the website 'Project Hope Exchange'. How can you give hope and get hope? In other words, how can you find hope as well as being a source of hope for someone else?

Watch a film clip from 'Despicable Me'. An act of sharing something small leads to the restoration of hope: <https://www.youtube.com/watch?v=yFd-ubXcoyQ>.

Meditate and reflect by praying these prayers of hope:

[https://youtu.be/\\_8AYhU5zKcM](https://youtu.be/_8AYhU5zKcM).

Find these bible verses: Isaiah 40 v31 and Jeremiah 29 v11.

We fell asleep in one world,  
and woke up in another.  
Suddenly Disney is out of magic,  
Paris is no longer romantic,  
New York doesn't stand up anymore,  
the Chinese wall is no longer a fortress,  
and Mecca is empty.

Hugs & kisses suddenly  
become weapons,  
and not visiting parents and friends  
becomes an act of love.

Suddenly you realise that  
power, beauty and money are worthless,  
and can't get you the  
oxygen you're fighting for.

The world continues its life  
and it is beautiful.

It only puts humans in cages.

I think it's sending us a message:

"You are not necessary.  
The air, earth, water and sky  
without you are fine.  
When you come back,  
remember that you are my guests.  
Not my masters."

Attributed to Dr.Dhruv Chauhan



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# ZERO to HERO

ZERO to HERO: 'All of us, no matter who we are, or how insignificant we may think we are, has the potential to be a hero' It is sometimes hard to stand firm, be brave, show courage when everything around us causes us to be worried or scared.

Throughout the Bible though, we are told that God will be with us, always, and therefore, we should be able to conquer our fears. God commands us to have courage, having faith and confidence in Him.

*"No one has greater love than this, to lay down one's life for one's friends. You are my friends if you do what I command you. I do not call you servants any longer, because the servant does not know what the master is doing; but I have called you friends, because I have made known to you everything that I have heard from my Father. You did not choose me but I chose you. And I appointed you to go and bear fruit, fruit that will last, so that the Father will give you whatever you ask him in my name. I am giving you these commands so that you may love one another."*

Jesus speaking in John 15:13-17(NRSV)

**KEY QUOTE: 'Integrity is doing the right thing. Even when no one is watching' CS Lewis**

**LISTEN: "Give us your courage" - Tim Hughes**

[https://www.youtube.com/watch?v=nBE4v8lVlfs&disable\\_polymer=true](https://www.youtube.com/watch?v=nBE4v8lVlfs&disable_polymer=true)

This song is an encouragement to stand firm in the face of huge challenges –

*"For the truth of your Word we will stand. Give us your courage"*

**LISTEN: "Heroes" by David Bowie - sung by the Coach Choir**

[https://www.youtube.com/watch?v=DOOkAtg9dRw&disable\\_polymer=true](https://www.youtube.com/watch?v=DOOkAtg9dRw&disable_polymer=true)

Over 6000 strangers from 45 countries submitted a video in 3 days to sing 1 song. It's dedicated to all the frontline heroes who are keeping us safe in the midst of the Covid-19 global pandemic



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WATCH: What is courage? A short video with some intriguing thoughts about what courage may look like.

[https://www.youtube.com/watch?v=QlfEiLvxC0Y&disable\\_polymer=true](https://www.youtube.com/watch?v=QlfEiLvxC0Y&disable_polymer=true)



- What do these pictures make you think of?
- How do they demonstrate qualities of courage or lack of?
- How are the qualities of hero and superhero different? Or are they?

There are lots of stories about our NHS workers and other essential workers who are risking their lives, showing great courage, and going to perform their frontline work so that our lives can continue. They are showing a greater love and courage. Many of our NHS workers are living separately from their families during this time, to help to keep them safe. One such nurse is Sam. She has left her daughter, Rosie, and her husband (who is poorly) to keep them safe. As you watch this video celebrating their courage and heroism, think about the courage that they have both shown. <https://www.facebook.com/callthemidwifeofficial/videos/154813759301800/> You may have heard lots of stories of people who have done this before. Have you heard of Maximilian Kolbe? He was a priest when WWII broke out and was put into a concentration camp, as he was caught helping the Jews to escape Poland. He showed both great courage and love. One day the guards at the camp selected several prisoners to be killed, Kolbe asked to be selected so he could save the life of one man. He saved the life of a man called Franciszek Gajowniczek. Kolbe did not know this man, but knew that he was called by God to show both love and courage. A few weeks ago in Italy a Roman Catholic Priest Fr Barardelli was given the use of a ventilator that was needed to save his life as he was suffering with Coronavirus. The people who went to his church had paid for the ventilator to save him as everyone loved him as he was a great priest. On seeing the other patients in the ward, Fr Barardelli refused the ventilator as there were other, younger patients who needed it. He was willing to give his life to save another, showing great courage. Watch this clip about Fr Barardelli <https://www.youtube.com/watch?v=upox9NOOD2c> Would you ever be willing to put others before you?



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Think about when you have shown courage. How did it feel? Why did you decide to be courageous at that moment? Think about those today who are being courageous to help others at a risk to themselves. Think about how you might show courage today. How could you be a hero? Search for the Hero by M People

<https://www.youtube.com/watch?v=ntuqTuc6HxM>

#### Activities:

Read a book, poem or perhaps even a letter with characters that raise the issue of courage, e.g. poems and letters from those in the First World War. Explore how the main character showed bravery, did they consider themselves courageous, would other characters or others reading their story now think them courageous.

Look at the website of the Help for Heroes charity. Consider some of the testimonies it contains.

Mealtime/Tutor Time is together-time. Even if you regularly don't eat meals together, you can still create activities that nurture conversation. Ask open-ended questions at the table. Ask each person, "What's the best thing that happened to you today? the worst?"

Serve others in love- Don't underestimate the transformation that can come in your life as you joyfully and humbly serve others.

Create a plan:

How are you going to be a hero?

How are you going to serve yourself and help yourself grow?

How are you going to serve your family?

How are you going to serve your friends and help them grow?

#### Famous Quotes:

'I beg you take courage; the brave soul can mend even disaster.' Catherine the Great

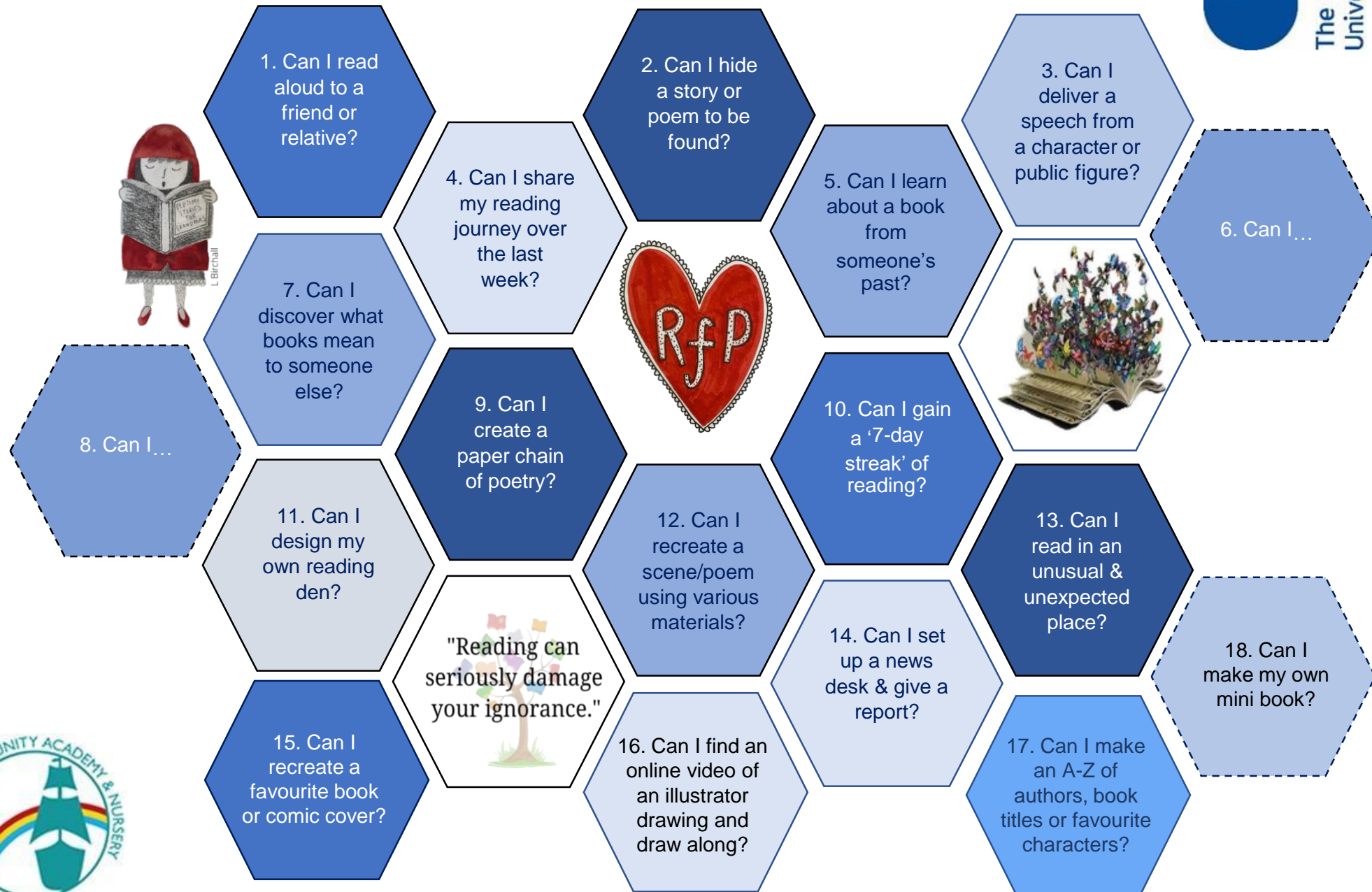
'Disturb us Lord, when we are too well pleased with ourselves'- attributed to Sir Francis Drake, believed to have been written by him before setting sail from Portsmouth in 1577. #

'Courage is not the absence of fear, but rather the assessment that something else is more important than fear.' Franklin D. Roosevelt

"May your choices reflect your hopes, not your fears." Nelson Mandela



# Sharing the Love of Reading: 11-16-year olds



## Questions, questions, questions...

Asking and answering questions (in our head and aloud) helps us to be better readers. We are constantly asking questions to encourage comprehension skills during reading and these can be broken into three clear sections; 'before', 'during' and 'after' reading.

Here are some examples you can try at home:

(You don't have to ask every question every time you read, try picking out 2-3 different questions each time you read.)

-----

### Before reading:

- Why did you select this book?
- What makes you think this book is going to be interesting?
- What do you think the book is going to be about (use the cover image, title and blurb for clues)?
- Does this book remind you of anything else you've already read or seen?

-----

### During reading:

- Who/What/Where/When/Why/How questions
- Will you catch me up on the story? What's happened so far?
- What do you think will happen next? Why do you think that?
- Why do you think the character did \_\_\_\_\_?
- If you were that character, what would you have done differently in that situation?
- How do you think the character is feeling right now?
- If the book was a TV show, which actors would you cast in it?
- Where is the book set?
- What does the place look like in your head as you read? Would you want to visit there?
- Did you learn any new words or facts so far?

-----

### After reading:

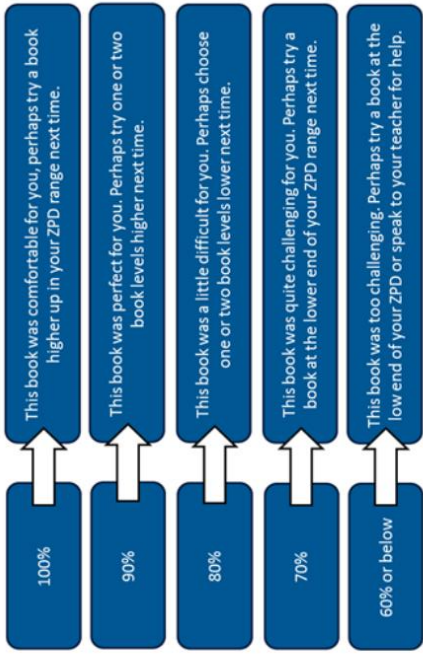
- What was your favourite part of the book? Why?
- Who was your favourite character? Why?
- What was the most interesting thing you learned from the book?
- Why do you think the author wrote this book?
- Would you have ended the book differently? Did it end the way you thought it would?
- If you could change one thing in the book, what would it be?
- Do you think the book had a good title? What different titles could it have had?
- Can you retell the story in your own words?
- Does this book remind you of anything else you have read? How so?





## To improve my Book Level:

- I will always quiz within my ZPD.
- According to my last quiz result, I should choose a book....



## To improve my Average Percent Correct:

I will use the 5 W's to review before I quiz

I will make notes when reading

I will take my time when quizzing

I will make sure my book within my ZPD range

I will quiz as soon as I finish my book

5 W's:  
What...  
Who...  
When...  
Where...  
Why....

## To meet my Points Target:



Aim for **100%** to earn all the points

I will stick with a book and finish it

I will fit in extra reading time:  
Before bed?  
On the bus?  
During lunch?

I will read **fewer long** books

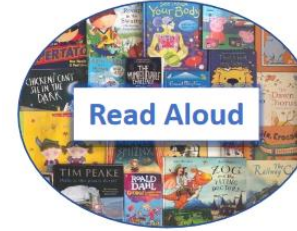
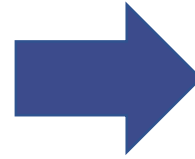
I will read **several shorter** books

If you are able to understand a book as you read, but struggle to remember events when you quiz, ask Miss Ling for a reading reminder sheet.



**Open University** research suggests there are three important ways to support readers and a love of reading.

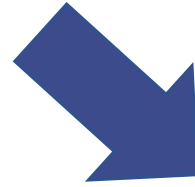
## Supporting Readers at Home



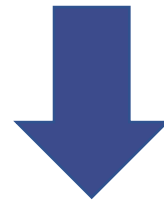
**Reading aloud** to your children shows them reading is a pleasure, not a chore. Older children can also read to younger ones.

\*Reading together doesn't have to be a story (recipes, news articles etc. all count too!)

\*If you are not confident in reading aloud, why not listen to an audiobook together.



**Children who read**, and are supported as readers, develop strong reading skills and do better at school. Research also shows that reading aids relaxation and has benefits for mental health.



**Book chats** encourage readers. Invite them to make connections and share their views. Join in with your views too! (Please see the next page for suggested questions you can ask about any book.)



**Making time to read** alongside one another helps develop children's reading stamina and interest, Let them chose what to read and relax together (you don't need to be reading the same thing.)

\* Where can you 'fit' reading in? It could be 10 minutes before tea, when they come home from school, waiting in the car, before bed etc. You may find it easier to set a regular time aside, or fit it in around your other commitments.



I wonder  
if...why...what...  
who...





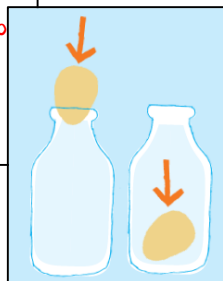
## CHANGES OF STATE

The brief: Make an egg fit into a bottle without breaking it.

### The method

1. Submerge the egg in a glass of vinegar for two days: the shell will become rubbery.
2. Heat the bottle in hot water – remember to use gloves or a tea towel when handling it.
3. Rest the egg on the neck of the bottle. 4. As the air inside the bottle cools down, it will contract and suck the egg down. Top tip: Try lubricating the egg with cooking oil or washing up liquid.

Now find out why this happens using your knowledge of solids, liquids and gases



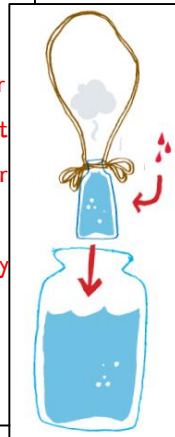
## HEAT TRANSFER

The brief: Create a colourful underwater volcano.

### The method

1. Cut a two foot length of string with a pair of scissors. Tie a knot around the neck of a salt shaker with one end of the string. Double-knot it to ensure the knot is secure. Repeat this process with the other end of the string, resulting in a handle to lower your shaker.
2. Empty and clean a large jar. Fill the clean jar about three quarters full with cold water.
3. Fill the salt shaker with hot water (with adult supervision) – as hot as you can get from your tap – to just below the neck. Add three to four drops of red food colouring.
4. Hold your salt shaker over the mouth of the jar by the string handle. Slowly lower the salt shaker into the jar until the shaker is completely submerged and resting upright on the bottom of the jar. Observe how the coloured water erupts from the shaker into the cold water.

Explain this using the idea of convection currents



## INVISIBLE INK

The brief: Write your own secret message in an invisible ink solution.

### The method

1. Squeeze lemon juice into the bowl and add a few drops of water. Stir with the spoon.
2. Dip the paint brush into the juice mixture and write a message on the paper.
3. Allow the paper to dry completely. Your message should become invisible.
4. Hold the paper very close to the light bulb to heat up the message area (adult supervision required). Watch your message appear.

Why does heat uncover the message? What is a reversible reaction?



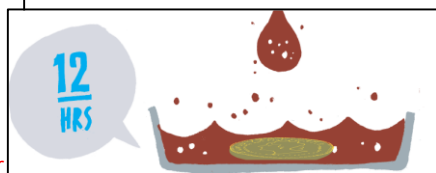
## ACIDS & ALKALIS

The brief: Clean a penny using cola.

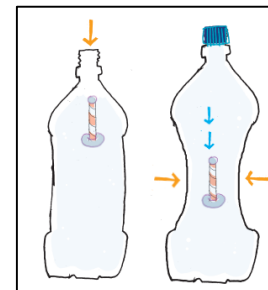
### The method

1. Place the penny in the container.
2. Add enough cola so the penny is covered.
3. Leave overnight.
4. In the morning, you should find that your penny is clean.

What makes something acidic? What chemical reaction is happening to the penny?



# Practical Science at Home



## THE DENSITY DIVER

The brief: Build a Cartesian diver.

### The method

1. Put a small ball of plasticine on the top of the straw to seal it.
2. Roll a sausage of plasticine and wrap it around the bottom of the straw, leaving the bottom open. This is your diver.
3. Now attempt to balance the diver so that it stays upright.
4. Place the diver vertically in the drinking glass. Add or remove weight from the base or top so that when you push it down, it just about bobs back up to the surface (and stays upright).
5. Once you are happy, place the completed diver in the two litre bottle filled to the top with water. Screw on the lid. Squeeze the bottle, and the diver will drop down to the bottom of the bottle. Release it and it floats back to the surface.

What is density? What makes something high or low density? Why might this be useful?

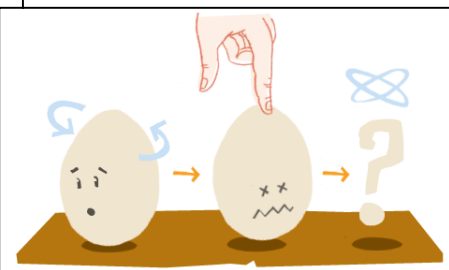
## MOMENTUM

The brief: Use eggs to find out about momentum and changing direction.

### The method

1. Spin each egg, one hard boiled and one fresh, on a table.
2. Leave it to spin for a few seconds then momentarily stop it by placing your finger on top.
3. Release the egg and observe what happens next.

What is happening to the inside of the egg? How do you calculate momentum?



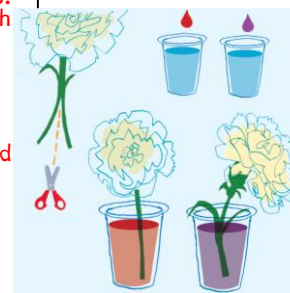
## COLOURED CARNATIONS

The brief: Create multi-coloured flowers.

### The method

1. Use the scissors to cut the stem of the carnation in half lengthways.
2. Take two cups and fill them with water. Add a different coloured food dye to each cup.
3. Put the split stems of the carnation into the cups and leave overnight.
4. The next morning you should find that your flower has changed colour.
5. What do you notice about the petals?

How does the food dye get to the petals? What is xylem and phloem?



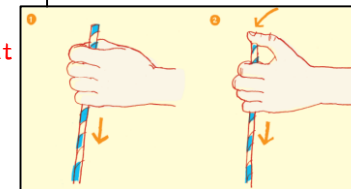
## STRONG AS A DRINKING STRAW

The brief: Use a drinking straw to pierce through a raw potato.

### The method

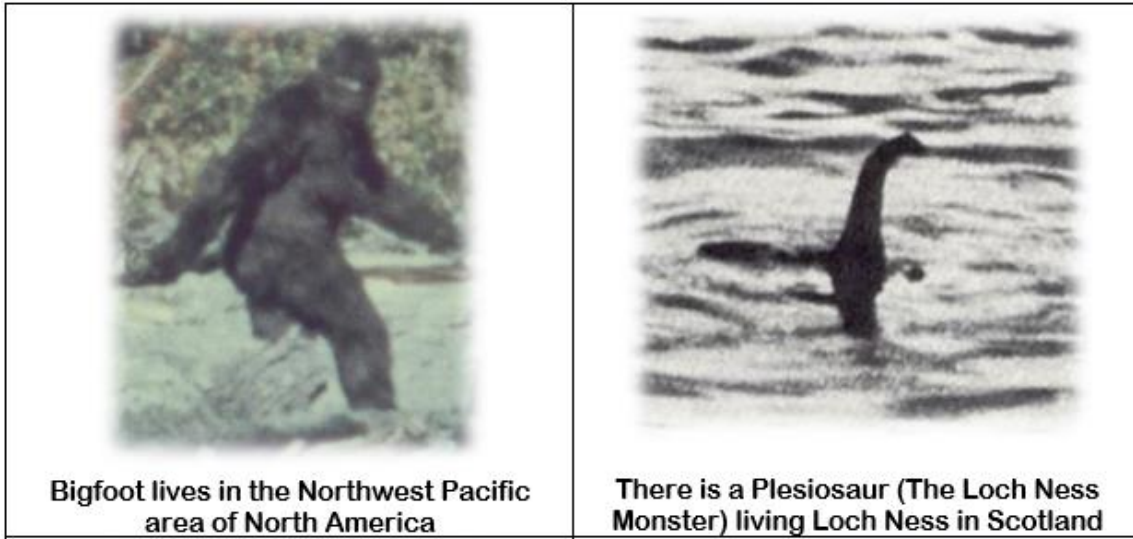
1. Hold the straw by its sides, without covering the hole at the top and try quickly stabbing the potato.
2. Repeat the experiment with a new straw but this time place your thumb over the top, covering the hole.

What forces are increasing or decreasing to allow this to happen?



## What is a conspiracy theory?

Some people believe in things that other people do not. Here are a couple of examples for which there is little evidence.



However, some people then believe that other people are covering it all up. This can lead to some surprising places.

**Activity 1:** If there was Bigfoot or a Plesiosaur as shown above then how difficult would it be to keep it a secret? Look up how big Loch Ness is and how many people visit it every year.

**Activity 2:** Think about these questions / discuss them in a video chat with friends: What happens to you when you believe that the entire sections of society are keeping secrets? How could all scientists or the entire government keep a secret? How difficult would it be for 1000s of people to keep a secret? Why do film makers like conspiracy theories for their movies?

**Activity 3:** Listen to this radio programme. It is available on BBC Sounds. <https://www.bbc.co.uk/sounds/play/m000dfqn>

How many conspiracy theories are mentioned? Which ones have you heard about?

**Activity 4:** Mr Ford once, for a joke spread the rumour that the canteen at his college was serving Weetabix that were so cheap, the box they came in had more nutritional value as at least it contained roughage in the cardboard box. he got into a lot of trouble and had to write an apology to be displayed at the college canteen till. Write a letter for Mr Ford, to try to explain that he now understands how serious disinformation can be, highlighting what might have gone wrong.

**Activity 5:** Craft a conspiracy theory about Mr Ford. Email him with it. How would you get people to believe it? How far could you stretch it? How could you stop it once people started believing it – even if it was you who made it up?

For those of you with access to Disney watch Lion Guard “Beware of the Zimwi” episode. How can belief cause panic?

**Activity 6:** Find out how anti-vaccination conspiracy theory has killed people.

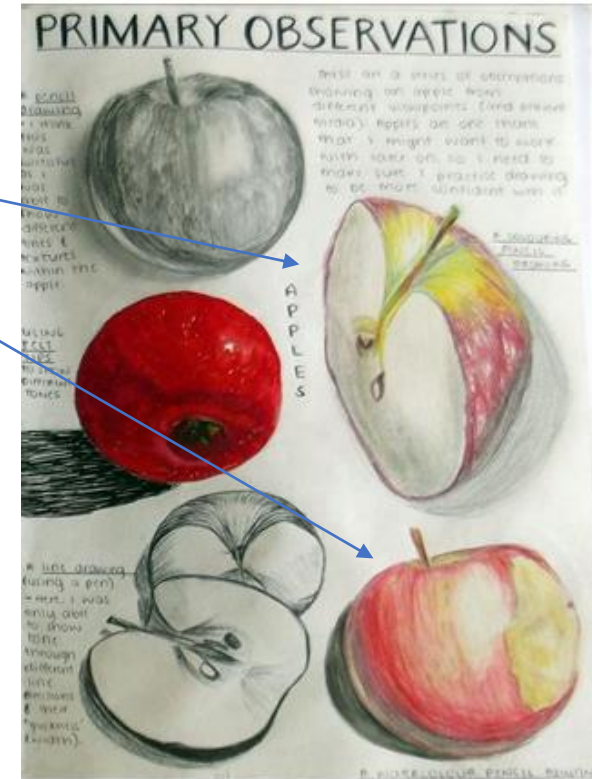
<https://www.iflscience.com/health-and-medicine/one-map-sums-damage-caused-anti-vaccination-movement/>

**Activity 7:** Challenge activity. Research one of the more popular myths and present a clear and referenced case to debunk it.

<https://www.osce.org/odihr/441101?download=true>



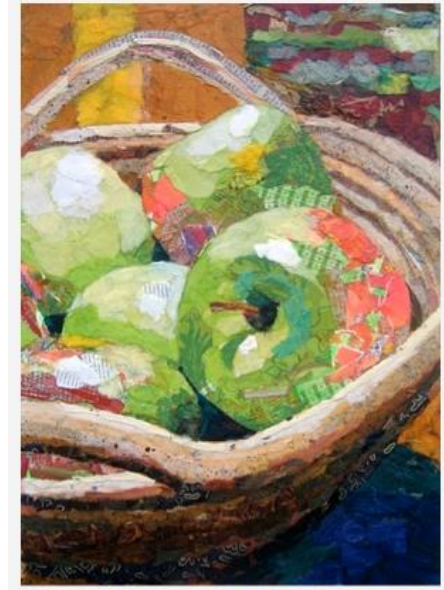
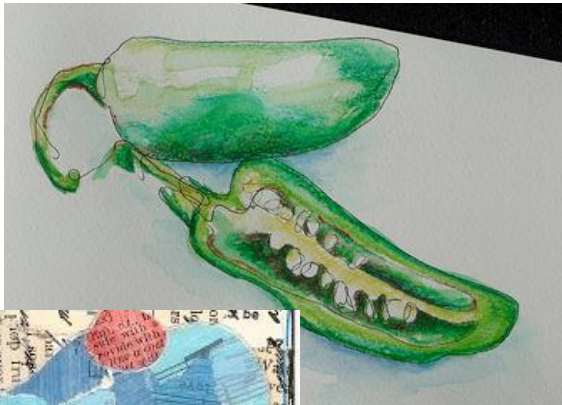
- Bird eye angle - pencil
- Side view – colouring pencil
- Bottom angle – biro study
- In year 9 this term we will be looking at Food in Art.  
We will look at how artists have represented food in their art work.
- You will make drawings and paintings of food at different scales hopefully from life.
- An artist who did this was **Claus Oldenburg** who enlarged everyday food items to huge sizes and displayed them in galleries and outside. Find out some facts about him.



These are some you could try to draw: Tomato, Peppers, Chilli, Lemon, Mango, Passion fruit, Cucumber, Strawberry, Apple, Pear, Eggplant



- Try Drawing a piece of food on a large scale:
- 1: **Unhealthy Food called.....**
    - Draw this food item in pencil and colouring pencil
  - 2: **Healthy food called.....**
    - Draw this food item in pencil and create a tonal collage





1


## Methods of Recording

Observational drawing	Drawing from looking at images or objects
First hand observation	Drawing directly from looking at objects in front of you
Second hand observation	Drawing from looking at images of objects
Photographs	Using a camera or smartphone to record images will class as first hand observation
Sketches	Basic sketches and doodles can act as a starting point for development

### Stages of Drawing

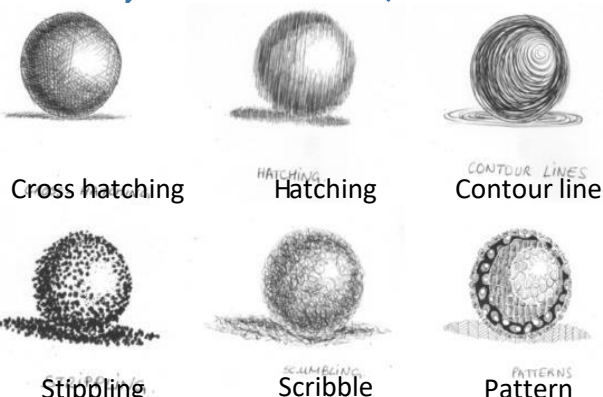
Basic shapes → Accurate shapes → Detail → Shade

2



**Tonal shade**  
Produce a range of tones by varying the pressure and layering consider using softer pencils for darker shades

Alternative shade techniques



Cross hatching   Hatching   Contour lines  
Stippling   Scribble   Pattern

3

## Annotation

Describes writing notes, using images and explaining your thoughts to show the development of your work.

**Step 1 Describe**  
What is this an image of?  
What have you done here?  
What was this stage of the project for?

**Step 2 Explain**  
How was this work made?  
How did you produce particular effects? How did you decide on the composition?

**Step 3 Reflect**  
Why did you use these specific methods? Why do particular parts work better than others? Why might you do things differently next time?

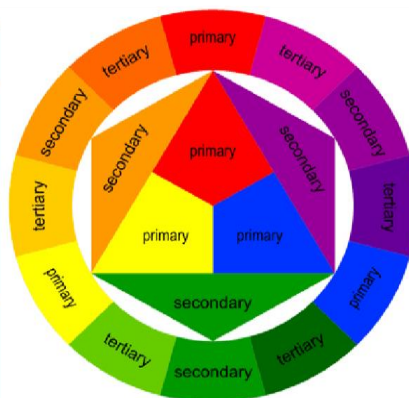
- 1- Formal elements are taught e.g. how to sketch and use tone to create a 3D effect. You will explore the colour wheel and how to use the basic materials in Art.
- 2-“The Greenman” – This project introduces you to facial proportions and how to blend oil pastels effectively. We also learn about clay and create small 3D Greenman faces. Examples of world renowned pieces of art are discussed.
- 3-“Perspective Landscapes”- This project introduces students to the concept of perspective and distance in Art. You learn about the technique of one-point perspective to create a feeling of depth in a landscape.

1

<b>Media</b>	The substance that an artist use to make art
<b>Materials</b>	The same as media but can also refer to the basis of the art work eg, canvas, paper, clay
<b>Techniques</b>	The method used to complete the art work, can be generic such as painting or more focus such as blending
<b>Processes</b>	The method used to create artwork that usually follows a range of steps rather than just one skill

3

Colour Theory	
Primary= RED, YELLOW, BLUE	Complimentary; Colours opposite on the colour wheel
Secondary= Primary+Primary	Harmonious; Colours next to each other on the wheel
Tertiary= Secondary+Primary	Monochromatic; shades, tones & tints of one colour
Shades – add black	Hue – the pigment
Tint – add white	Warm; RED, ORANGE YELLOW. Cold; BLUE, GREEN, PURPLE



2

<b>Pencil</b>		The basic tool for drawing, can be used for linear work or for shading
<b>Biro</b>		Drawings can be completed in biro and shaded using hatching or cross hatching
<b>Pastel (chalk/oil)</b>		Oil and chalk pastels can be used to blend colours smoothly, chalk pastels give a lighter effect
<b>Coloured pencil</b>		Coloured pencil can be layered to blend colours, some are water soluble
<b>Acrylic paint</b>		A thick heavy paint that can be used smoothly or to create texture
<b>Watercolour</b>		A solid or liquid paint that is to be used watered down and layered
<b>Gouache</b>		A pure pigment paint that can be used like watercolours or more thickly for an opaque effect
<b>Pressprint</b>		A polystyrene sheet that can be drawn into to print white lines – can be used as more than 1 layer
<b>Monoprint</b>		Where ink is transferred onto paper by drawing over a prepared surface
<b>Collograph</b>		A printing plate constructed of collaged materials
<b>Card construction</b>		Sculptures created by building up layers of card or fitting together
<b>Wire</b>		Thick or thin wire manipulated to create 2d or 3d forms
<b>Clay</b>		A soft substance used for sculpting, when fired can be glazed to create shiny colourful surfaces
<b>Batik</b>		A fabric technique using hot wax to resist coloured inks
<b>Silk painting</b>		Fabric inks painted onto silk, Gutta can be used as an outliner to prevent colours mixing



# 1 Formal Elements of Art

LINE	the path left by a moving point, e.g. a pencil or a brush dipped in paint. It can take many forms. e.g. horizontal, diagonal or curved.
TONE	means the lightness or darkness of something. This could be a <u>shade</u> or how <u>dark</u> or <u>light</u> a <u>colour</u> appears
TEXTURE	the surface quality of something, the way something feels or looks like it feels. There are two types : <u>Actual</u> and <u>Visual</u>
SHAPE	an area enclosed by a <u>line</u> . It could be just an outline or it could be <u>shaded</u> in.
PATTERN	a design that is created by repeating <u>lines</u> , <u>shapes</u> , <u>tones</u> or <u>colours</u> . can be <u>manmade</u> , like a <u>design</u> on fabric, or <u>natural</u> , such as the markings on animal fur.
COLOUR	There are 2 types including Primary and Secondary . By mixing any two <u>Primary</u> together we get a <u>Secondary</u>

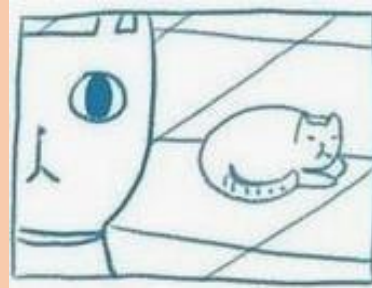
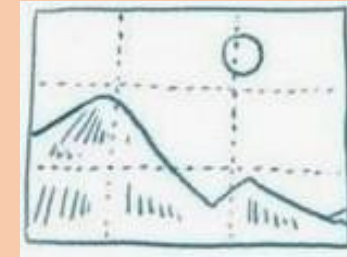
3

A Rough	A Visual/ Maquette	Final Piece
A basic sketch of a final idea	A small image or model created in selected materials	An image or sculpture pulling all preparatory work together

2

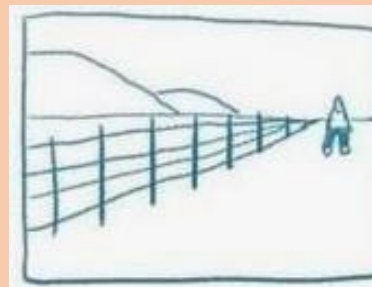
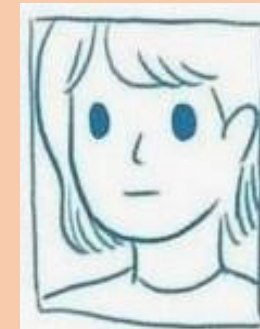
## Composition Layouts

Rule of thirds – Place focal objects at 1/3 or 2/3 of the image horizontally or vertically. Not in the middle



Balance elements. If there is an emphasis on one side balance it out with smaller objects on the other

Simplify and fill. Enlarge or crop the image to fill the space



Use lines. Lines will draw the viewer in, they don't have to be straight, consider S or C

## Design considerations

Every product ever designed and made has been carefully and extensively considered from who is it for to how it will be used and how it will be made. By looking at everyday objects we can learn so much about society, for example the technology and materials available to how it changed the lives of the users. Also by looking at these products we can understand how to develop them to be more sustainable and reflect the changing needs to improve our lifestyle.

WHY are products designed and made? – Is market pull or technology a factor?

WHO are they for? – What are their requirements?

WHAT problem are they solving? – What materials, components, systems and processes could be used to make the product?

WHERE will the product be used? – Is it for indoor/outdoor use?

WHEN will the product be used? – Will it be used at night or day?

These and many more questions need to be asked and explored as products are designed and made. In year 9 you will be addressing these questions through analysing existing products, particularly the mobile phone.

## Ergonomics and Anthropometrics

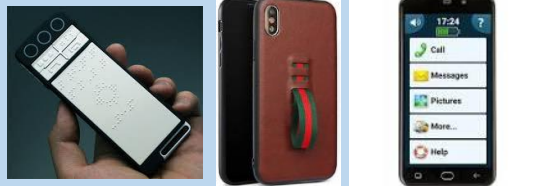
Ergonomics is about 'fit': the fit between people, the things they do, the objects they use and the environments they work, travel and play in. If good fit is achieved, the stresses on people are reduced. They become comfortable, they can do things more quickly and easily, and they make fewer mistakes.

Anthropometrics is the practice of taking measurements of the human body and provides categorised data that can be used by designers. Anthropometrics help designers collect useful data, e.g. head circumferences when designing a safety helmet. Designers need to consider how users will interact with the product or service.

Look at these 3 can openers - they do the same job. One is more ergonomic than the other 2. Which one and why? Does the material make a difference for the user? What impact will the more ergonomic one have on the users life? What materials and processes have been used to make these? What impact does that have on the environment?

## Inclusive Design

Inclusive design makes products usable by everyone, regardless of age, ability and circumstance. It is based on the simple principle that designing for the widest range of people creates better designs and benefits everyone. Can you decide **who** the phones on the right have been designed for?



## Aesthetics and Branding

Aesthetics is being interested in how something looks and feels

Branding is to simply and easily help your customers understand what you offer and how you're different to other products



These are all brands. What do you think of when you see these logos? Are they recognisable? Why? How important is having a strong logo when selling a product?

## Life Cycle Assessment



Life Cycle assessment is used for assessing environmental impacts associated with all the stages of the life-cycle of a commercial product, process, or service. Consideration of the environmental impact of any product, service or system during its life cycle should be started at the earliest stage of design and continue through to disposal. Designers should have a good understanding of their responsibility to reduce the ecological impact on the planet.



## Cultural, moral, social and economic issues

Designers should consider:

**social groups** - people who may share common interests or levels of education, e.g. liking the same sport or doing GCSEs, or who may be the same age or gender

**economic groups** - based on occupation, status and financial security; what different economic groups can afford will vary - with the cost of products affected by quality and brand

**ethnic groups** - people who may share a language, culture or belief(s)

## New and Emerging Technologies

These include

- Educational Technology – Innovative ways of using technology to improve teaching/learning.
- Information Technology – Using computers to gather, store, analyse & send information.
- Nanotechnology – At atomic/molecular levels materials have newly discovered characteristics.
- Biotechnology – Technology based on living organisms with medical & pharmaceutical uses.
- Robotics – The technology required to create 'machines' that work autonomously.
- Artificial Intelligence (AI) – Creating computers which can think for themselves.

Developments in technology impacts on our daily lives and also in our role and requirements as designers. This will lead the way to new jobs of the future and new ways of creating products.

What technology is used in modern phones?  
What functionality does it add to a phone?  
How does it enhance the product for the user?





## Micro-organisms

Micro-organisms are tiny forms of life. They can only be seen under a microscope and are sometimes called microbes.

They spoil food and make it unsafe to eat because they contaminate it with their waste products, their physical presence and the toxins they produce.

### What micro-organisms can spoil food and make it unsafe to eat?

There are three groups of micro-organisms that you need to know about that spoil food and cause food poisoning. These are..

- Bacteria
- Moulds
- Yeasts

### Micro organisms need 5 conditions to grow and multiply:

1. A warm temperature
2. Plenty of moisture (water)
3. Plenty of food
4. The right PH level (not too acidic or alkaline)
5. Enough time (bacteria split every 10-20 minutes)

## High risk foods

- High risk food have ideal conditions for bacteria
- High risk foods are ready to eat foods that could grow harmful bacteria
- They are moist and high in protein which is food for bacteria.
- High risk foods have a short shelf life - you can't keep them for long or the bacteria might multiply to dangerous levels.

### Examples of high risk foods:

Cooked meat, fish and poultry, dairy products (eggs, cheese etc.), gravies, stocks and sauces, shellfish, cooked rice.

### Example exam questions:

What five conditions to bacteria need to grow and multiply? (5 marks)

What is a high risk food? (5 marks)

## Storing food safely

Cooking (75°C)	The danger zone (5°C-63°C)
<ul style="list-style-type: none"> <li>• Cooking food above 75°C kills bacteria</li> <li>• Re-heat food properly, only once. Reheat food so 75°C for at least 3 minutes</li> <li>• Check the food is 75°C with a temperature probe</li> </ul>	<ul style="list-style-type: none"> <li>• Bacteria can grow and multiply quickly between 5°C to 63°C.</li> <li>• This is called the danger zone</li> <li>• The optimum temperature for bacterial growth is 37°C</li> </ul>
Chilling (0°C - 5°C)	Freezing (-18°C)
<ul style="list-style-type: none"> <li>• Keeping food between 0°C and 5°C slows down the growth of bacteria</li> <li>• This extends the shelf life of food</li> <li>• Chilling food doesn't change the properties much - food looks and tastes the same</li> </ul>	<ul style="list-style-type: none"> <li>• Freezing food below -18°C stops bacteria growing - they become dormant</li> <li>• Freezing generally extends shelf life and the nutrients aren't lost</li> <li>• It doesn't kill the bacteria though. They become active again once the food defrosts.</li> </ul>

### Preparing self for cooking

- Tie hair back to prevent hair and dandruff falling in food
- Take off coats and blazers
- Wear an apron to prevent bacteria transferring from our clothes to our food
- Wash hands with hot soapy water to kill bacteria

### Preparing the room for cooking

- Sanitise all work surfaces
- Check equipment is clean and dry
- Tuck all stools in as they can be a trip hazard
- Put all high risk foods in the fridge to slow bacteria growth

### Wash your hands after:

- Coughing
- Sneezing
- Blowing your nose
- Tying shoe laces
- Going to the toilet
- Touching hair or face
- Touching raw meat
- Touching eggs

## Nutrients

Macro nutrients - needed in large quantities in the diet. The three macro nutrients are: PROTEIN, CARBOHYDRATES, FAT

Micro nutrients - needed in small quantities in the diet. The two micro nutrients are: VITAMINS, MINERALS

### Protein

Proteins are made up of amino acids, often referred to as the 'building blocks' of the body. Non-essential amino acids can be made by the body, however, essential amino acids can't be made by the body and we must get from the food we eat.

High biological Value (HBV) proteins contain all the essential amino acids we need and generally come from animal sources. Low biological value (LBV) proteins are missing one or more essential amino acids and generally come from plant sources.

#### Food sources

HBV - beef, pork, lamb, poultry (chicken, turkey, duck), fish, cheese, butter milk

LBV - beans, chickpeas, lentils, peas, nuts, seeds, found in smaller amounts in some vegetables such as spinach and broccoli.

#### Function

Needed for growth from childhood to adulthood and the growth of nails, hair and muscle mass, repair of muscles, tissues and organs after illness or injury and to make enzymes for digestion and antibodies to stop us getting ill.

Types: High biological Value (HBV) and Low biological Value (LBV)

### Carbohydrates

There are two types of carbohydrates, complex and simple. They are also known as starchy (complex) and sugary (simple).

#### Food sources

Starchy - bread, rice, pasta, potatoes, bagels, oats, flour, cereal and some vegetables.

Simple - fruit, some vegetables, chocolate, sweets, biscuits, cakes

#### Function

Starchy/complex carbohydrates are digested slowly meaning blood sugar levels gradually increase providing a slow, steady release of energy. (long term energy).

Sugary/simple carbohydrates are digested slowly and provide short term energy

Types: Starchy, sugary and fibrous

#### Example exam questions:

What are the two types of fat? (2 marks)

Explain the difference between a HBV and LBV protein (6 marks)

What percentage of our daily energy should come from fats? (1 mark)

What are the main differences between saturated and unsaturated fats? (6 marks)

How can one make healthy choices when choosing complex carbohydrates? (2 marks)

### Fat

There are two types of fat, saturated and non saturated.

Saturated fats are classed as 'unhealthy fats', they are solid at room temperature and are generally animal based.

Unsaturated fats are classed as 'healthier fats' and are liquid or soft at room temperature and come from plant based sources.

#### Food sources

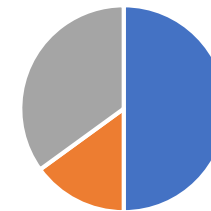
Animal - beef, chicken skin, processed meat (sausages, salami, pepperoni), bacon, butter, cheese, full fat milk

Plant - vegetable oils (sunflower, olive, rapeseed), avocado, nuts, seeds

#### Function

Keeps us warm (provides insulation), secondary source of energy, protects vital organs and bones.

## Energy requirements



■ Carbs ■ Protein ■ Fat ■

### Energy intake

50% - carbohydrates

35% - Fat

15% - Protein



# Shepherd's Pie

## Ingredients

### For the filling:

200g minced beef/lamb

1/2 onion (chopped)

1/2 carrots (grated)

1 stock cube

1 tbsp flour

### For the mash:

300g old potatoes

10g butter or margarine

50ml milk

### Optional:

25g grated cheese for top

### Equipment:

Sauce pan, chopping board, knife,  
wooden spoon, jug, sauce pan,  
grater, peeler, masher

## Method

1. Peel and chop potatoes evenly. Just cover with fresh cold water. Add 1 level tsp of salt. Bring potatoes to boil and then simmer for 20 minutes (time them from when they come up to boil).
2. Chop the onions finely. Grate the carrot.
3. Gently fry the onions until translucent and soft. Add the mince and cook. Once the mince is browned add the grated carrot.
4. Add stock cube and 200ml water to the mixture and bring to boil, stirring in the stock cube.
5. When potatoes are cooked, drain through a colander and mash them finely, adding butter and milk to soften and give a creamy consistency. Add pepper if wanted.
6. Place meat sauce into an ovenproof dish. Place mashed potatoes evenly over the meat. Smooth and then fork mixture round, following the shape of the dish.
7. Cover with grated cheese. Cook for 25 minutes.

Warming up and cooling down

## Components of a warm up:

- Pulse raiser
- Stretches
- Skill related



## 5 reasons why we must warm-up

- 1.) Increases the temperature of the muscles, tendons and ligaments, which reduces the chances of injury.
- 2.) Increases heart rate and body temperature safely, which reduces chances of injury.
- 3.) Increases flexibility, which aids flexibility.
- 4.) Mentally prepares you for exercise, which can help improve performance.
- 5.) Increases oxygen delivery to the working muscles, which supports performance

## 6 reasons why we must cool down

- 1.) Gradually returns body temperature, breathing and heart back to their resting rate.
- 2.) To mentally unwind.
- 3.) To remove lactic acid, helping to prevent DOMS (Delayed Onset Muscle Soreness)
- 4.) To remove carbon dioxide and waste products.
- 5.) Improves flexibility
- 6.) Avoids blood from gathering in muscles (pooling), which can cause dizziness

*DID YOU KNOW...?*

The recommended safe heart rate for an individual during exercise is called your **Maximum Heart Rate (HR max)**. To estimate your HR max you need the following formula: **MAXIMUM HEART RATE = 220 – Your AGE**. For example, if you are 20 Years old your HR max would be  $220 - 20 = 200$  beats per minute (bpm)



### Components of Physical Fitness

#### **Aerobic Endurance**

The ability of the heart and lungs to work hard to supply nutrients and oxygen to the muscles during exercise.

#### **Muscular Endurance**

The ability of the muscles to work efficiently for long periods of time

#### **Speed**

The ability to cover a distance quickly. There are 3 types of speed (Accelerative speed, Pure speed and Speed Endurance.

#### **Muscular Strength**

The maximum force, measured in kilograms (Kg) or newtons (N) that can be generated by a muscle or group of muscles.

#### **Flexibility**

The range of motion in all joints of the body and the ability to move a joint fluidly through its complete range of movement.

#### **Body Composition**

The amount of fat to fat-free muscle mass.

### Components of Skill-related Fitness

#### **Agility**

The ability of a sports performer to quickly change direction without losing balance or time

#### **Balance**

The ability to maintain your centre of mass over a base of support. There are two forms of balance (static which is maintaining balance in a stationary position and Dynamic which is maintaining balance while in motion)

#### **Co-ordination**

The ability of the body to work together to move smoothly and accurately

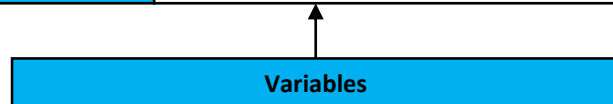
#### **Power**

The ability to use strength and speed. It is the work done in a unit of time and is calculated in the following way  $\text{Power} = \frac{\text{Force (Kg)} \times \text{Distance (m)}}{\text{time (mins or seconds)}}$

#### **Reaction time**

The time taken for a sports performer to respond to a stimulus, for example, the time taken for a sprinter to react to the starter gun.

Independent	The one thing that you change in a practical
Dependent	The thing you measure and write in your results table
Control	The things that you keep the same each time you do the practical



Accurate	This means if someone else does the experiment and gets similar results	For the distance, this would be 1cm
Repeatable	The smallest unit that can be used	To do this we must get someone else to do exactly the same experiment and compare the results with ours
Reproducible	When you repeat the test, you get similar results	We must repeat our experiment to achieve this. Each person must throw the ball 3 times and take an average

Line graph	Continuous data – has an infinite number of possible values within a selected range e.g. temperature range	<ul style="list-style-type: none"> <li>• <b>X-axis:</b> sensible scale, label with a title including units</li> <li>• <b>Y-axis:</b> sensible scale, label with a title including units</li> <li>• Plot all points accurately</li> <li>• Draw a line of best fit – this follows the pattern of data – can be a straight line or a smooth curve. <b>DO NOT JOIN THE DOTS!!</b></li> </ul>
Bar Chart	Categoric data – is data that sits in definite categories e.g. colour of sweets	



## PRACTICAL INVESTIGATIONS

### Analysis

I found out....

I know this because... (add data from your results in here!)

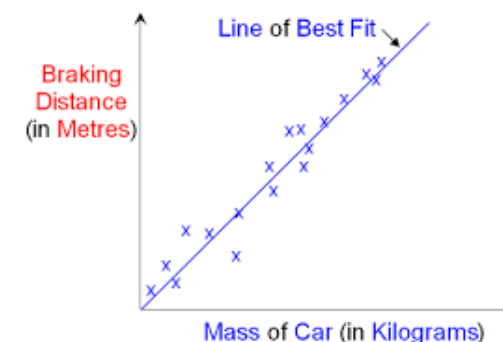
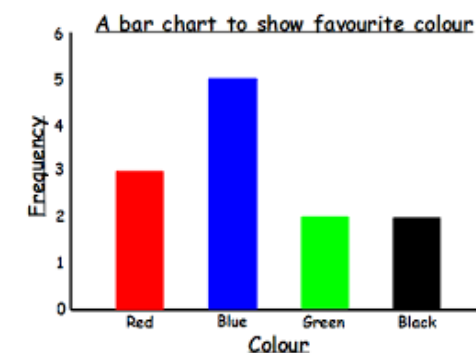
I think this happened because... (include science theory in here!)

### Evaluation

How did my method allow me to get accurate results?

What in my method could have caused error in my results?

If I did this investigation again what would I change to improve it? What further investigations could I do to get a better understanding?





## Summary

Malware is a general term that describes lots of different programs that try to do something unwanted to your computer. Malware is made to stop your device from running properly and sometimes to steal your information.

Anti-malware software is designed to find and stop malware from damaging your computer or a network. To protect your computer you need to install anti-malware software and run regular scans.

When you are online you need to watch out for phishing and spam emails and protect your private information. Phishing emails are trying to trick someone into giving out information over email. Spam emails can contain malware.

Smartphones and mobile devices allow for photos, videos and your location to be shared instantly on the internet. Be careful what you get up to in public as anyone might have a smartphone pointed at you. Do not post photos or videos of other people online without their permission.

## Key Vocabulary

Backup	A copy of important files that is kept separately in case your original files are lost or damaged.
Chat room	Accessed on the internet, users can meet to chat in real-time, messages are typed out but voice chat rooms exist too.
Copyright	A set of rights that prevents people copying and distributing a piece of work without the copyright holder's permission.
Data	Values, typically letters or numbers.
File sharing	The act of sharing files over the internet.
Firewall	An application that prevents unauthorised connections to and from the Internet.
Hack	Gaining unauthorised access to a computer.
Information	Data that has meaning, not just a number or a letter.
Licence	A legal agreement between the company who published the software and the end user covering areas such as copyright.
Malware	Malicious software created to damage or gain illegal access to computer systems.

Phishing emails are trying to trick someone into giving out information over email.

? What to look out for in a phishing email ?

The greeting is not personalised

Poor spelling and grammar

Forged link



Sense of urgency

Request for personal information

The sender's address is often a variation on a genuine address

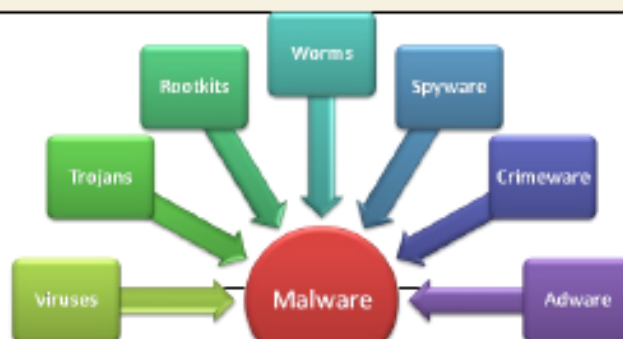
Spam emails offer all kinds of things like money and prizes and can contain malware too.

Ways to reduce spam:

Use a spam filter - most email clients try to stop spam from reaching you by using a spam filter.

Do not give your email address out - if you don't trust the website or if supplying your email address is optional, don't give it to them.

Keep an eye out for tick boxes - when you sign up to a website, it might try to sign you up to its newsletter.



Malware is software that can harm devices

Typical actions of malware include deleting or modifying files.

**Spyware**—secretly monitors user actions, e.g. key presses, and sends information to the hacker. Some spyware can even use your webcam without your knowledge.

**Viruses**—spreads through normal programs and might slow down your device or change your applications and documents.

**Worms**— spread from device to device and copy themselves hundreds of times. A worm might copy itself onto your email account and then send a copy to all of your email contacts!

**Trojan horse**— pretends it will be a useful and safe program, when actually it will try to attack your device.

**Adware**—displays adverts while it is running; some can serve as spyware, gathering information about you from your hard drive, the web sites you visit, or your keystrokes.

Never disclose your name telephone number address or

It's wise not to share your location. Especially on websites and apps that are accessible by anyone.



Never accept someone as a 'friend' on social media simply because they claim to know another friend of yours. Always be cautious about what you say online.

<https://www.cybersecuritychallenge.org.uk/>





# Year 9 Knowledge organiser: Rivers



## Key Ideas:

1. I can describe the features of a river system
2. I can describe the movement of water in a river system
3. I can explain river processes and how they create landforms
4. I can explain how flooding occurs in rivers
5. I can assess how river flooding can be managed

## Topics covered

- ✓ Hydrological cycle
- ✓ River processes
- ✓ Upper stage features
- ✓ Middle stage features
- ✓ Lower stage features
- ✓ Flood factors
- ✓ Effects of flooding
- ✓ Managing flood risk

## Skills

- ❑ To label diagrams to show river features
- ❑ To use mapping to investigate river features
- ❑ To understand different opinions and viewpoints
- ❑ To write a detailed piece of extended writing
- ❑ To draw/label a flood hydrograph
- ❑ To use ICT/MS Office to present to my class

## Places and Environments

- ❖ River Wensum
- ❖ River Thames
- ❖ River Mississippi, USA
- ❖ River Nile, Egypt
- ❖ Amazon Basin
- ❖ Yangtze River

## Key Terms Used in this Unit

- Water/Hydrological cycle
- Surface Run-off
- Infiltration
- Impermeable
- Gradient
- Drainage Basin
- Meanders
- Watershed
- Confluence
- Flood risk
- Deforestation
- Embankments/Levees
- Flood plain
- Dredging
- Delta
- Afforestation
- Hard engineering
- Soft engineering



## Module 2: El instituto (At School)

Here is the vocabulary you will need for Module 2.

### Un día en el instituto

¿Cómo se llama tu instituto?

Mi instituto se llama ...

¿Cuántos alumnos hay?

Hay ... alumnos.

¿Cuántos profesores hay?

Hay ... profesores.

¿Cuántas clases hay al día?

Hay ... clases al día.

¿Llevas uniforme?

(No) llevo uniforme.

¿Te gusta tu instituto?

(No) me gusta mucho mi instituto.

### A school day

*What is your school called?*

*My school is called ...*

*How many pupils are there?*

*There are ... pupils.*

*How many teachers are there?*

*There are ... teachers.*

*How many lessons are there in a day?*

*There are ... lessons in a day.*

*Do you wear a uniform?*

*I (don't) wear a uniform.*

*Do you like your school?*

*I (don't) like my school very much.*



In this Module you will learn how to:

- Describe your school
- Talk about subjects you will study next year
- Talk about a day at school
- Write a detailed description of your school

### En el recreo

¿Qué haces en el recreo?

Los lunes ...

Los martes ...

Los miércoles ...

Los jueves ...

Los viernes ...

Voy ...

al club de ajedrez

al club de informática

al club de teatro

al patio

a la cantina

Canto en el coro.

Juego al fútbol.

Toco en la orquesta.

Voy a la biblioteca.

### In the break

*What do you do at break?*

*On Mondays ...*

*On Tuesdays ...*

*On Wednesdays ...*

*On Thursdays ...*

*On Fridays ...*

*I go ...*

*to chess club*

*to computer club*

*to theatre club*

*to the playground*

*to the canteen*

*I sing in the choir.*

*I play football.*

*I play in the orchestra.*

*I go to the library.*



Las asignaturas	Subjects		
el comercio	business studies	¿Te gusta?	Do you like it?
el dibujo	art	¿Por qué?	Why?
el diseño	design	Porque es ...	Because it's ...
el español	Spanish	aburrido/a	boring
el francés	French	creativo/a	creative
el inglés	English	divertido/a	fun
el teatro	drama	importante	important
la educación física	PE	interesante	interesting
la geografía	geography	difícil	difficult
la historia	history	fácil	easy
la informática	ICT	guay	great
la música	music	útil	useful
la tecnología	technology	¿Qué vas a estudiar el año que viene?	What are you going to study next year?
las ciencias	science(s)	El año que viene voy a estudiar ...	Next year I'm going to study ...
las matemáticas	maths	¿Por qué te gusta(n)?	Why do you like it (them)?
¿Qué estudias?	What do you study?	Me gusta(n) ... porque	I like ... because
Estudio inglés.	I study English.	es/son ...	it's/they're ...

Read the Strategy Box about using two verbs together in Spanish.

Keep practising your Spanish vocabulary on [www.quizlet.com](http://www.quizlet.com)

• Either:

click on this link: <https://quizlet.com/gb/458717297/mira-3-module-2-el-instituto-flash-cards/>

• Or: use your class code.

## Estrategia



### Expressions with the infinitive

In Spanish there are many expressions which are always followed by an infinitive.

The ones you have seen in this module are these:

Voy a ...	I am going to ...
Se debe ...	You/One must ...
No se debe ...	You/One mustn't ...

Here are some others: can you remember what they mean?

Quiero ...  
Tengo que ...  
Me gusta ...  
Me gustaría ...

Keep a list of these expressions on a special page of your vocab book. Write them with an infinitive to finish the sentence so that you have a full, correct example.

Here are some infinitives for you to choose from:

ir de vacaciones (go on holiday)  
estudiar historia (study history)  
hacer mis deberes (do my homework)  
descargar música (download music)  
llevar maquillaje (wear make-up)  
chatear (chat online)



# Spanish

## Las normas del instituto

Se debe ...  
 escuchar en clase  
 hacer los deberes  
 llegar a tiempo  
 llevar uniforme  
 No se debe ...  
 comer chicle  
 correr en los pasillos  
 llevar joyas  
 llevar maquillaje  
 llevar zapatillas de deporte  
 usar el móvil en clase

## School rules

You must ...  
 listen in class  
 do your homework  
 arrive on time  
 wear uniform  
 You must not ...  
 chew gum  
 run in the corridors  
 wear jewellery  
 wear make-up  
 wear trainers  
 use your mobile in class

## Palabras muy útiles

después  
 más tarde  
 normalmente  
 todos los ...  
 ayer  
 el año que viene

## Very useful words

after  
 later  
 normally  
 every ...  
 yesterday  
 next year

[www.textivate.com](http://www.textivate.com)

Username: openacademy

Password: firstsecond123

Go to 'my resources' to find your work.

Keep practising your Spanish vocabulary on [www.quizlet.com](http://www.quizlet.com)

• Either:

click on this link: <https://quizlet.com/gb/458717297/mira-3-module-2-el-instituto-flash-cards/>

• Or: use your class code.

## Timoteo el travieso

Llegué a las once de la mañana.  
 No escuché al profesor.  
 Escuché música.  
 Salí en el recreo.

Me compré un chicle.  
 Comí dos hamburguesas.  
 Bebí una lata de Coca-Cola.

Mandé mensajes a mis amigos.  
 Saqué fotos con mi móvil.  
 Hablé por teléfono con mi hermano.  
 No estudié mucho.  
 Jugué al fútbol en el patio.

¿Te gusta el instituto?  
 ¿A qué hora llegaste ayer?  
 ¿Qué hiciste en el recreo?  
 ¿Qué hiciste en la clase de matemáticas?

## Terrible Timothy

I arrived at 11 in the morning.  
 I didn't listen to the teacher.  
 I listened to music.  
 I went out at break/lunch.

I bought some gum.  
 I ate two hamburgers.  
 I drank a can of Coke.

I sent texts to my friends.  
 I took photos with my phone.  
 I talked to my brother on the phone.  
 I didn't study a lot.  
 I played football in the playground.

Do you like school?  
 What time did you arrive yesterday?  
 What did you do at break time?  
 What did you do in maths?

## Year 9 History: Democracy, dictatorships and the causes of the Second World War

Key words	
<b>Democracy</b>	A political system in which the public can vote in free elections and have freedom expression and religion
<b>Dictatorship</b>	A political system in which one Party or person rules the country, with no elections or freedom of expression
<b>Cause</b>	An event that leads to another event
<b>Consequence</b>	An event or an impact that happens as a result of a cause
<b>Diversity</b>	Differences between people, places or events
<b>Second World War</b>	A war that took place on several continents between 1939 and 1945
<b>Nazi Party</b>	Shortened name for the National Socialist German Workers Party, a far-right Party who ruled Germany between 1933 and 1945, led by Adolf Hitler
<b>Soviet Union</b>	Also known as the USSR, a collection of communist countries in eastern Europe, including Russia
<b>Communism</b>	A political system in which everything is shared equally among people and everyone has equal rights

Terms of the Treaty of Versailles	Detail
<b>Blame</b>	Germany had to accept full responsibility for starting the war, even though they hadn't!
<b>Reparations</b>	Germany had to pay £6.6 billion to repair the damage of the war
<b>Army</b>	The German army was reduced to 100,000 men, no submarines, no <u>airforce</u> and only 6 ships. The Rhineland was also de-militarised
<b>Territories</b>	Germany gave up many areas of land, such as Alsace-Lorraine, the Sudetenland and the Polish corridor



As a result of the Reparations payments, the German economy collapsed and led to **hyperinflation** in 1923. This meant that the value of money decreased rapidly.

Although Germany recovered after 1923, the **Wall Street Crash** in 1929 led to further economic collapse in Germany. Many people turned to extreme political Parties like the Nazis and the Communists.

After the First World War, the leaders of Britain, France and the USA forced Germany to sign the **Treaty of Versailles**. The terms of this Treaty can be remembered using the word **BRAT** (see above)

1919: Treaty  
of Versailles

1920: League of  
Nations formed

1923: Hyperinflation

1929: Wall Street Crash

1933: Adolf Hitler  
becomes Chancellor of  
Germany

1938: Germany marches  
into Austria; Munich  
Agreement signed

1939: Nazi-Soviet pact  
formed, Germany  
invades Czechoslovakia  
and Poland, WWII  
begins

### The actions of Adolf Hitler

When Hitler became dictator of Germany in 1933, he began on his plans to rebuild Germany as a military power. He rebuilt the German army and then used it to march into Austria, invade Czechoslovakia and eventually Poland in September 1939.

### The Treaty of Versailles

Although it was meant to prevent war, the harsh terms of the Treaty of Versailles actually led to a lot of anger in Germany, which helped Parties like the Nazi Party gain support. Hitler promised to end the Treaty of Versailles and take back German territories. This is exactly what he did!

### The Nazi-Soviet Pact

Despite being enemies, Nazi Germany and the Soviet Union made an agreement in August 1939 that neither would attack each other, at least for now. They also agreed to divide up Poland between them.

## What were the causes of WWII?

### Appeasement and the Munich Agreement

In an attempt to avoid another war, British Prime Minister Neville Chamberlain made an agreement with Germany in September 1938 that Britain and Germany would not go to war with each other. The agreement also allowed Germany to take back territories in Czechoslovakia without Britain interfering.

### The failure of the League of Nations

The League of Nations, set up at the end of the First World War, was to keep the peace between nations by solving issues by negotiation rather than war. They also wanted **disarmament** to occur around the world. However, the League did not enforce its ideas.



The aim of a knowledge organiser is to do what it says on the tin – to help you organise and consolidate your knowledge! Of course, there are an infinite number of ways in which this can be done, and will depend very much on the choices of the individual. Below you will find some suggestions of possible tasks that could be completed with the use of your knowledge organiser.

Re-write this information for a primary school child. This is harder than it sounds! What key words will you need to define for them?

Re-write a page using 10 key facts or illustrations.

Produce a timeline of all the main events – either on one particular topic or, for a challenge, everything you have studied so far!

Design a museum; what artefacts would you include to represent the facts in the knowledge organiser?

Design a time capsule; what would you put in it to represent History learned so far in each knowledge organiser?

Write a 20 question quiz (with answers). You could send this to a friend in your year, a member of your family or test yourself in 2 weeks' time.

Write a creative story – pick one of the historical figures and do it from their point of view.

Write a role play from a moment in History using the knowledge organiser. Involve other people from your family!

Make a poster titled “Keep Calm and learn about History”. Use the knowledge organiser to illustrate.

Write a monologue from one of the historical figures. How would they feel about the events going on around them?

Teach a History lesson to someone else in your house using the knowledge organiser.

Pick an event in History and produce a cartoon strip or storyboard from it.

Pick an event in History and draw the scene.

Pick an event or person from the knowledge organiser and explain why they are the most important event or theme to learn about in History.

Pick an event and write a creative news article about it.

Imagine you can have a tea party with someone from History from the KO. Who would you invite and why? What would you talk about and what would you eat/drink?

## Vocabulary to learn

Savagery  
Dictatorship  
Civilisation  
Democracy  
Rationalism  
Incarnation  
Predicament  
Tension  
Aggression  
Idealise



*Lord of the Flies* explores the dark side of humanity, the savagery that underlies even the most civilized human beings.

## Structure analysis checklist:

- Zoom in/out
- Repetition of an image/idea
- Links and connections between paragraphs
- Shifts:
  - inside to outside (and vice versa)
  - focus
  - time
  - topic
  - setting/place
  - mood/atmosphere
  - description to dialogue (and vice versa)

## Language analysis checklist:

- Link to task
- Relevant quote
- Meaning of quote
- Method named
- Effects explained
- Word zoomed in on
- Meaning of word
- Implied meanings
- Aim higher: layers of meaning

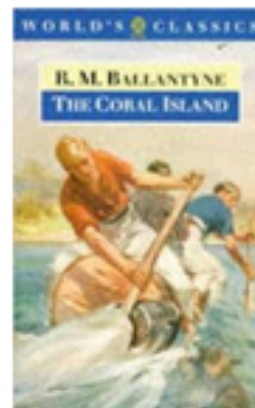
## Evaluate

- The impressions you have of the text in relation to a statement
- The methods the writer has used to create these impressions
- How the particular **methods** create these impressions

## Methods

- **Linguistic devices** – *simile, metaphor, personification, repetition, rhetorical question etc.*
- **Word choices** – *nouns, adjectives, verbs, adverbs etc.*
- **Sentence forms** – *fragment, simple, compound, complex*

## You might also like:



## Descriptor from GCSE assessment criteria

Level 4: simple vocabulary

Bad Good Light Happy

Level 5: effective vocabulary

Negative Positive Bright Jolly

Level 6: sophisticated vocabulary

Awful Fantastic Brilliant Ecstatic

Levels 7-9: ambitious vocabulary

Immoral Virtuous Dazzling Elated

## Literary devices and word class

- Metaphor – a literal comparison – *she was a monster*
- Personification – human qualities – *the grass danced in the wind*
- Simile – as/like/as if – *he was like a man possessed*
- Onomatopoeia – the sound words – *bang, pop, sizzle*
- Alliteration – same starting sounds – *really rather raucous*
- Lists – to emphasise many reasons
- Verbs – doing words
- Adjectives – describing words
- Nouns – objects or abstract things e.g. love
- Adverbs – describe doing words e.g. wrote **neatly**
- connotations of words – associations – night-time = mystery

The beginning—My early life and character—I thirst for adventure in foreign lands and go to sea.

Roving has always been, and still is, my ruling passion, the joy of my heart, the very sunshine of my existence. In childhood, in boyhood, and in man's estate, I have been a rover; not a mere rambler among the woody glens and upon the hill-tops of my own native land, but an enthusiastic rover throughout the length and breadth of the wide wide world.

It was a wild, black night of howling storm, the night in which I was born on the foaming bosom of the broad Atlantic Ocean. My father was a sea-captain; my grandfather was a sea-captain; my great-grandfather had been a marine. Nobody could tell positively what occupation *his* father had followed; but my dear mother used to assert that he had been a midshipman, whose grandfather, on the mother's side, had been an admiral in the royal navy. At any rate we knew that, as far back as our family could be traced, it had been intimately connected with the great watery waste. Indeed this was the case on both sides of the house; for my mother always went to sea with my father on his long voyages, and so spent the greater part of her life upon the water.

Thus it was, I suppose, that I came to inherit a roving disposition. Soon after I was born, my father, being old, retired from a seafaring life, purchased a small cottage in a fishing village on the west coast of England, and settled down to spend the evening of his life on the shores of that sea which had for so many years been his home. It was not long after this that I began to show the roving spirit that dwelt within me. For some time past my infant legs had been gaining strength, so that I came to be dissatisfied with rubbing the skin off my chubby knees by walking on them, and made many attempts to stand up and walk like a man; all of which attempts, however, resulted in my sitting down violently and in sudden surprise. One day I took advantage of my dear mother's absence to make another effort; and, to my joy, I actually succeeded in reaching the doorstep, over which I tumbled into a pool of muddy water that lay before my father's cottage door. Ah, how vividly I remember the horror of my poor mother when she found me sweltering in the mud amongst a group of cackling ducks, and the tenderness with which she stripped off my dripping clothes and washed my dirty little body! From this time forth my rambles became more frequent, and, as I grew older, more distant, until at last I had wandered far and near on the shore and in the woods around our humble dwelling, and did not rest content until my father bound me apprentice to a coasting vessel, and let me go to sea.

For some years I was happy in visiting the sea-ports, and in coasting along the shores of my native land. My Christian name was Ralph, and my comrades added to this the name of Rover, in consequence of the passion which I always evinced for travelling. Rover was not my real name, but as I never received any other I came at last to answer to it as naturally as to my proper name; and, as it is not a bad one, I see no good reason why I should not introduce myself to the reader as Ralph Rover.



1. Learn the words in the vocabulary box using the learn/cover/check method.
2. Use at least 5 of the words in a paragraph.
3. Using quotations from the text explain how language has been used to create a description that engages the reader.
4. This book has been compared to Lord of the Flies. From the beginning of the text, the title and what you know about Lord of the Flies explain what you think will happen in this book.
5. Using quotations, describe the narrative voice in the story.
6. Explain, using quotations, how the surroundings have been described as challenging.
7. Create a drawing of the cottage and surroundings from the descriptions and label using quotations from the text.
8. Create a glossary of the older words and their meanings.
9. List down any narrative hooks that make the reader want to continue reading.
10. Find at least 3 literary devices that have been used in the text and explain how they impact the reader.
11. Continue with this story.
12. Create a diary entry for one of the characters mentioned in this first chapter.
13. Complete this grid, selecting 3 words or phrases from the text to do so. The first has been done for you.

Word from the text	Device	Impact on the reader
In childhood, in boyhood, and in man's estate	Rule of three	Shows to the reader that he was always destined to become an explorer because at every age he loved to wander

14. Write your own story about being lost, using language to create an effect.
15. Write a commentary about the above explaining why you have chosen particular language and language devices.
16. Self-assess your story using the GCSE descriptors
17. Create a playscript using this extract and adding stage directions and clear instructions for the actors.
18. Having read this extract a student said they felt that Ralph enjoyed nothing more than to travel. Explain your thoughts about this statement using quotations from the text.

Topic/Skill	Definition/Tips	Example
1. Increase or Decrease by a Percentage	Non-calculator: Find the <b>percentage</b> and <b>add</b> or <b>subtract</b> it from the <b>original</b> amount.  Calculator: Find the <b>percentage multiplier</b> and multiply.	<u>Increase 500 by 20% (Non Calc):</u> 10% of 500 = 50 so 20% of 500 = 100 500 + 100 = 600  <u>Decrease 800 by 17% (Calc):</u> 100%-17%=83% 83% ÷ 100 = 0.83 0.83 x 800 = 664
2. Percentage Multiplier	The <b>number</b> you <b>multiply</b> a quantity by to <b>increase</b> or <b>decrease</b> it by a <b>percentage</b> .	The multiplier for increasing by 12% is 1.12  The multiplier for decreasing by 12% is 0.88  The multiplier for increasing by 100% is 2.
3. Reverse Percentage	Find the <b>correct percentage given in the question</b> , then work backwards to find <b>100%</b>  Look out for words like 'before' or 'original'	A jumper was priced at £48.60 after a 10% reduction. Find its original price.  100% - 10% = 90%  90% = £48.60 1% = £0.54 100% = £54
4. Simple Interest	Interest calculated as a <b>percentage of the original</b> amount.	£1000 invested for 3 years at 10% simple interest.  10% of £1000 = £100  Interest = 3 × £100 = £300

Topic/Skill	Definition/Tips	Example
1. Expression	A mathematical statement written using <b>symbols, numbers</b> or <b>letters</b> .	$3x + 2$ or $5y^2$
2. Equation	A statement showing that <b>two expressions are equal</b>	$2y - 17 = 15$
3. Identity	An equation that is <b>true for all values</b> of the variables  An identity uses the symbol: $\equiv$	$2x \equiv x + x$
4. Formula	Shows the <b>relationship</b> between <b>two or more variables</b>	Area of a rectangle = length x width or $A = L \times W$
5. Simplifying Expressions	<b>Collect 'like terms'.</b>  Be careful with negatives. $x^2$ and $x$ are not like terms.	$2x + 3y + 4x - 5y + 3$ $= 6x - 2y + 3$ $3x + 4 - x^2 + 2x - 1 = 5x - x^2 + 3$
6. $x$ times $x$	The answer is $x^2$ not $2x$ .	Squaring is multiplying by itself, not by 2.
7. $p \times p \times p$	The answer is $p^3$ not $3p$	If $p=2$ , then $p^3=2 \times 2 \times 2=8$ , not $2 \times 3=6$
8. $p + p + p$	The answer is $3p$ not $p^3$	If $p=2$ , then $2+2+2=6$ , not $2^3 = 8$
9. Expand	To expand a bracket, <b>multiply</b> each term in the bracket by the expression outside the bracket.	$3(m + 7) = 3m + 21$
10. Factorise	The reverse of <b>expanding</b> . Factorising is writing an expression as a product of terms by ' <b>taking out</b> ' a <b>common factor</b> .	$6x - 15 = 3(2x - 5)$ , where 3 is the common factor.

Collecting Like Terms



[goo.gl/WPz2AW](https://goo.gl/WPz2AW)



[goo.gl/rLNgA7](https://goo.gl/rLNgA7)

Solving One Step Equations



[goo.gl/IMchbr](https://goo.gl/IMchbr)



[goo.gl/XZGmT5](https://goo.gl/XZGmT5)

**Expand Double Brackets**  
To be able to expand double brackets.



<https://goo.gl/gOYqSF>



<https://goo.gl/NqxZe0>

**Exam Question**

1) Expand  $(x + 4)(x + 3)$

2) Expand  $(x - 5)(x + 7)$

**Year 9 RS: What is religion- a useful category or an outdated concept.**

Key words	
Atheist	a person who believes in the existence of a god or gods, specifically of a creator who intervenes in the universe.
Agnostic	a person who believes that nothing is known or can be known of the existence or nature of God.
Theist	a person who believes in the existence of a god or gods, specifically of a creator who intervenes in the universe.
Secular	not connected with religious or spiritual matters.
Orthodox	following or conforming to the traditional or generally accepted rules or beliefs of a religion, philosophy, or practice.

**Religion in the 19th century**

Throughout the Victorian age, religion was a dominant force in the lives of many. However, there was a growing seam of doubt.

The Protestant church of England was very powerful

- The parson dominated the village. Until 1836 he received a tithe from villagers.
- Social life for ordinary people revolved around choir and Sunday School outings.
- Many employers insisted that their employees go to church.
- Most people were members of the Anglican or Presbyterian Church, although there were some Catholics and increasing numbers of Non-conformists for example, Quakers and Methodists.

Religion has had a significant impact on lives of people in the UK, with many changes to the Church over the years. British society has more recently become more liberal, secular and materialistic.

**Religion in the 20th and 21st centuries**

The number of regular Christian worshipers began to decline in Britain in the 20th century.

British society became more liberal, secular and materialistic:

- many people did not believe in God
- many people – particularly amongst the immigrant communities – believed in religions other than Christianity
- for many people, religion was increasingly irrelevant to their way of life
- Christianity struggled to come to terms with modern social developments, including the ordination of women, contraception and abortion:
- In the 1960s some Christians denied the miracles and said 'God is Dead'.
- At the same time, 'born again' Christians preached the need to believe the Bible literally. In the 1950s and 1960s the American preacher Billy Graham ran a number of large 'Crusades' in Britain and 'Pentecostal' Christianity became popular after the 1970s.
- Muslim faith was also changing, as some young Muslims became 'radicalised', choosing to reject, sometimes violently, a western way of life which they perceived as evil and against the teachings of the Qur'an. Instead, some Muslims wanted to bring a Muslim way of life and 'Sharia' law into Britain.



Until 1829, anybody holding public office had to make a public oath denying Catholic doctrines, which meant that Catholics could not be civil servants, Justices of the Peace or judges.

Religion still had a great influence over people's lives

- After 1738, when John Wesley founded the Methodist Church, there were many other enthusiastic 'revivals' in the 19th century when communities 'revived' religious fervour.
- Religion inspired reformers such as William Wilberforce and Dr Barnardo.
- After 1833, 'High Churchmen' restored the churches, decorated them with flowers and candles, and held services with lots of colourful ritual.
- On Census Day, 30 March 1851, 7 million people – that's 40 per cent of the population – went to church.
- In 1865, William Booth formed the Salvation Army, and set up hostels and a scheme to help the unemployed. By 1900, the Salvation Army had served 27 million meals and lodged 11 million homeless people.
- By 1900, a tenth of adults had 'signed the pledge' to abstain from alcohol.
- By 1900, there were more than 60,000 missionaries from Britain working overseas.
- The Victorian era is famous for being prim and proper and followed religion seriously.

- Issues such as forced marriage and whether British Muslim women should wear the niqab, which is the cloth that covers the face, became issues of debate within their faith community and in society in general.

#### Religion in 21st-century Britain

In the 2011 Census, 37.5 million people – that's 59.5 per cent of the population – gave their religion as 'Christian'. But there were also:

- No religion: 16.2 million
- Refused to say: 4.5 million
- Islam: 2.7 million
- Hindu: 835,934
- Sikh: 432,429
- Jewish: 269,568
- 176,632 people declared themselves 'Jedi', the religion that features in the Star Wars films. Many people did this as a form of protest at having to answer the question, or as a joke.

In the 16th and 17th centuries, Britain broke free from the Roman Catholic Church. There was a period of religious conflict. Penal laws were passed that restricted what Catholics and other Non-conformists could do and the Act of Settlement (1701) made it law that the monarch had to be a Protestant.

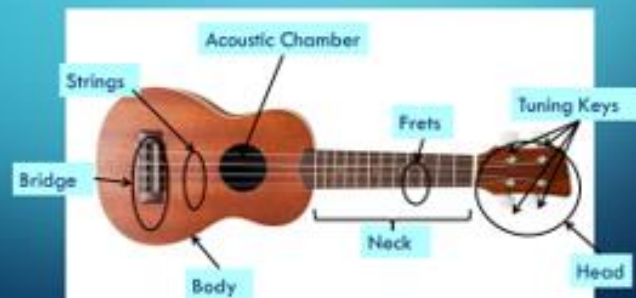
The Victorians were generally very religious people and often appear to be very prim and proper. There were religious meetings called 'revivals' and religion inspired many of the great 19th century social reformers such as William Wilberforce and Dr Barnardo. British Protestant missionaries travelled all over the world. At the same time, however, there were developments in science, such as Darwinism; politics, such as Marxism and theology. By the 20th century, religion had declined in importance for many people – although there have been significant political events related to religion over the last century. Britain was a fiercely Protestant country from the Reformation until the early 20th century. Many British historians have tended to portray the medieval Catholic Church as corrupt and wicked and to suggest that 'the Reformation' was the beginning of Britain's greatness.

# Year 9 Autumn Term Knowledge Organiser

## 'Ukulele Sizes



## THE UKULELE



## UKULELE TUNING

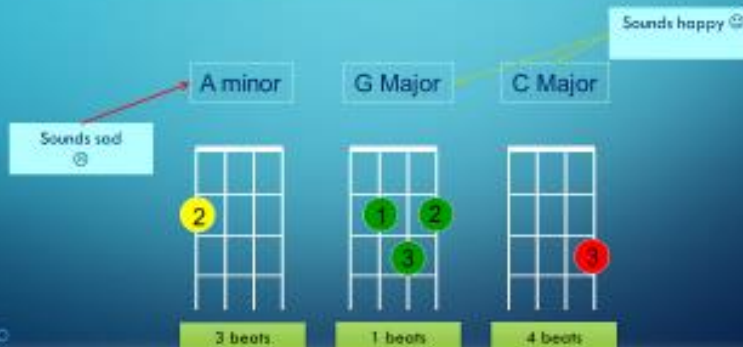
- What does tuning mean?
- Adjusting the pitch of each string to the correct notes to ensure that each instrument sounds the same.

- The tuning for a Ukulele is...

G C E A  
Dog Hen Flea



## MAJOR AND MINOR CHORDS



**Going the extra mile activities.**  
**Here are some great ideas to do with family to avoid boredom that go above and beyond during the next half term.**

The Arts	IT	DT	English and Drama	Humanities	PE
Create a Christmas play for you and your friends to work on over the internet. Make it hilarious.	Can you create a piece of spreadsheet art?	Research what different kinds of materials plumbers use. Why is copper used for some pipes and plastic for others? What sort of plastic is used?	Watch one of the briefings by the government. What makes a good information giving speech? How is it being delivered? Make your own.	Create a detailed plan to make the world more economically equal when we are all back to normal. Share it with anyone you can get to listen.	Create a new lockdown Olympic Sport. With the cancellation of Tokyo, your sport needs a name, at least 3 rules and a list of equipment needed.
Develop an observational humour stand up show. Watch how comedians tell a story. Think about their delivery and how they make it look like they have just had that thought. Try it.	Advise your family members on how to keep safe on line. Explain to them how scammers try to steal their money.	Design a meme.  One that is informative but also can make someone laugh.	Devise a political protest speech outlining your objection to something political e.g. children's suffrage or the tyranny of schooling.	In 1917 Russia had a great revolution. What would a great revolution look like in 2027? What would be the similarities and differences if Year 9 were in charge?	Get family members to play even by TEAMS or Zoom! Send it to the organisers of the Quarantine Olympics to include it in the next games!
Watch a performance by an artist you love – many are on Instagram or YouTube. Evaluate the difference between a live performance and a studio edit.	Write out all the instructions required by a human to get up and ready for home school each day. Be as specific as you would be with a computer.	Make an interesting paper model. Do some origami research to find something fascinating to attempt.	Think about the points that agree and disagree with the following statement:  There should be no democracy. We should have an overlord who makes all the decisions.	Why are we fascinated by crime? What makes Jack the Ripper such an interesting topic? Find out why if you can!	Create a diary of your physical activity each week. This could be a simple grid or list of activities.
Make a playlist that means something to you. Share it with friends and explain why it matters to you.	Think about how we can avoid mental health problems and remain connected online. Explain it to your family and make a plan.	Invent a new recipe and test it. Evaluate it compared to commercial products.	Think about a film you have watched recently. Imagine you had control of the story from half way through. How would you develop it?	How can we be greener as a society using technology? Create an infomercial advertising a product.	Think about what exercise or activity you completed, how long did you exercise for and how you felt during and after the activity.