

Summer 2 - Year 9 Name:

oonacodemy

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 <br> Number | Subject | Page <br> Number |
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Make some flash cards or PowerPoint slides. Make top trumps.


Make a poster.

Draw spider diagrams, or for the adventurous mind maps.


Write a song or a rap.


Write a story or comic strip.


Write a quiz.
Design a game.

Explanation
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.
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!
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.
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.
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.
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.
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.

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


## Proportions



## Adding colour/tone:



## coencocademy

## Year 9 Plastic forming and 3D CAD - Summer term

## 3D CAD - Computer Aided Design

## Plastic forming

You will be forming plastic in the workshop to make a phone holder. It will be made from one piece of acrylic. You will be using the line bender or strip heater to bend/form your acrylic.


You will need a jig to bend your acrylic into a specific shape. Once your acrylic has been softened you will bend your acrylic around your chosen jig. What PPE do you think you will need when doing this process?
https://www.youtube.com/watch?v=-s1d4xy6uiw - watch this video which shows you how to make a phone holder with acrylic and using a line bender

Another way of forming/shaping plastic in the workshop is with a vacuum former. We will show how this works.
https://www.youtube.com/watch?v=cbV8Wbvmpig - watch this video to learn how vacuum forming works.

These products have been made with a vacuum former or line bender. Have a look at plastic products at home and see if any have been vacuum formed or produced or a line bender.

## $\sqrt{1}-\infty$



CAD is the use of computers to enable users to perform certain functions in the design process. Siemens Solid Edge 3D is the programme we use in the Academy for 3D CAD.


Designers use 3D CAD to develop their ideas and to communicate them to stakeholders. They would need to present their final design in isometric and orthographic projections. Both projects are important to provide clarity to others.


3D Solid Edge allows you to draw your product in 3D isometric and it will also project this as an orthographic drawing. It will also generate a parts and materials list. This information is crucial for communicating details to a third party.
https://www.youtube.com/watch?v=JZ-6AfadSOI Watch this video for a Solid Edge tutorial.


Career paths for those interested in CAD/CAM: Architect, Graphic designer, illustrator, textile designer, fashion designer, engineer, furniture designer, product designer.

## Festival Food

WORKING TOWARDS A BRIEF
For your last practical's for year 9 you are working towards a BRIEF. This means you need to understand what the brief is asking you and select dishes that are suitable.

The brief: The dishes should celebrate the cuisine and culinary tradition of a chosen culture and demonstrate a range of skills.

Factors to consider when planning for a brief

- How much time do you have to cook.
- What equipment do you need.
- Do you have the culinary skills to make the dish

Festival food should....

- Be served quickly meaning some elements need to be made in advance.
- Be eaten with your hands or just a fork with throw away packaging.
- Colourful, there will be competition!


What skills should you demonstrate?

- Independently following a recipe
- Possibly adapting a recipe.
- Tasting and seasoning your dish appropriately.
- A range of reparation skills e.g. high quality chopping skills, accurately weighing ingredients, kneading, mixing etc.
- Cooking skills e.g. baking, roasting, boiling, simmering.


| Fitness testing for performance |  |  |  |
| :---: | :---: | :---: | :---: |
| Component of fitness | Fitness test | Advantages | Disadvantages |
| Aerobic Endurance | Multistage fitness test <br> Cones are place 20 m apart. You run between the sounds of the beep which gradually gets faster. | - You can test many people at once <br> - Tests maximum effort | - Scores can be subjective <br> - The conditions can affect the result |
| Agility | Illinois Agility test <br> Using a set course, compete in quickest time possible | - Cheap and easy | - Human error or weather can affect the results |
| Body Composition | $\begin{gathered} \text { Body Mass index (BMI) } \\ \text { BMI }=\text { Weight }(\mathrm{kg}) \div \text { Height }(\mathrm{m}) \times \text { Height }(\mathrm{m}) \end{gathered}$ | - Easy to complete | - Misleading results |
|  | Skinfold test <br> Use callipers to measure skin on bicep, tricen, shoulder blade and hip. | - Accurate percentage of body fat | - Specialist equipment needed |
| Flexibility | Sit and reach test <br> Both feet against the box reaching forward and measure in centimetres. | - Quick and easy <br> - Well known | - Arms and leg length can affect result |
| Muscular <br> Endurance | Sit up and press up tests Count how many sit ups or press ups completed in one minute | - Quick and easy <br> - Little equipment needed | - Incorrect technique will affect results |
| Muscular Strength | Grip Dynamometer <br> 3 attempts to squeeze dynamometer and measure | - Simple and easy <br> - Lots of data | - Equipment affects result |
| Power | Vertical Jump test <br> Standing side on, jump and mark the wall with chalk, jumping as high as possible. | - Quick and easy | - Technique can affect results |

## asenacademy

## 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 Power $=$ Force (Kg) x Distance (m) / 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.

## oosocoosnny

## Methods of training

Circuit training - This involves a number of different activities that can be sport-specific or tailored to help improve certain levels of fitness.
Continuous training - This is training at a steady pace, moderate intensity to develop aerobic endurance. At least 30 minutes of steady running is an example of continuous training.
Fartlek training - This is a form of continuous training but the intensity is changed by running at different speeds over different terrains.
Interval training - This method requires periods of exercise followed by rest and recovery periods.
Plyometric training - This training develops sport-specific explosive power and strength.
Flexibility training - The method to develop flexibility at a joint. This is conduction using stretching. The three stretching categories are Static, Ballistic and Proprioceptive Neuromuscular Facilitation (PNF)
Speed training - Speed training can take many forms and can be sport specific. The three types of sprints are Acceleration, Interval and Hollow sprints.
Weight training - Weight training is a form of interval training and involves using reps and sets of reps.


为
8-10 Tricep Dips

Can you try these exercises at home? They are easy, free and works wonders for your core!

## (Complete this using either a computer or paper)

1. 

Which fitness test is this?
2. What form of exercise can be used in continuous training?
3. Provide an advantage of the multistage fitness test
4. Which method of training uses reps and sets?
5. 'The ability of the muscles to work efficiently for long periods of time' is a definition of which fitness component?
6. How would you work out your BMI?
7. What is Plyometric training?
8. What are the three stretching categories?
9. Why would incorrect techniques affect the reliability of the press up or sit up test?
10. This is a skin calliper. What does this measure?


Using the link below or scan the code, to access BBC Bitesize to revise and test yourself on Health and Fitness training. www.bbc.co.uk/bitesize/topics/zp9d7ty


Create a two week fitness programme for a British athlete. Your athlete is training for the Olympic Games. Consider the FITT principle, methods of training and fitness tests your athlete could use to help.

You could use this template as an idea.

|  | Activity | Method of <br> training | Component <br> of fitness <br> or test |
| :--- | :--- | :--- | :--- |
| Monday |  |  |  |
| Tuesday |  |  |  |
| Wednesday |  |  |  |
| Thursday |  |  |  |
| Friday |  |  |  |
| Saturday |  |  |  |
| Sunday |  |  |  |

Once you have created this programme, complete this for yourself to test the quality of your programme.






| Metals | To the left of <br> the Periodic <br> table | Form positive ions. <br> Conductors, high melting <br> and boiling points, ductile, <br> malleable. | Mon metals to the rig <br> and non |
| :---: | :---: | :---: | :---: | :---: |
| Non <br> metals | To the right of <br> the Periodic <br> table | Form negative ions. <br> Insulators, low melting and <br> boiling points. | metals |


| $\begin{aligned} & \text { N } \\ & \stackrel{y}{山} \\ & \frac{0}{0} \\ & \frac{0}{7} \end{aligned}$ | Consist of molecules made of a pair of atoms |  | Have seven electrons in their outer shell. Form - 1 ions. |  |
| :---: | :---: | :---: | :---: | :---: |
|  | Melting and boiling points increase down the group (gas $\rightarrow$ liquid $\rightarrow$ solid) |  | Increasing atomic mass number. |  |
|  | Reactivity decreases down the |  | Increasing proton number means an electron is more |  |
|  |  |  | easily gained ${ }_{\text {enaCl }}$ |  |
|  | Forms a metal halide | Metal + halogen $\rightarrow$ metal halide <br> e.g. Sodium + chlorine <br> $\rightarrow$ sodium chloride |  | metal atom loses outer shell electrons and halogen gains an outer shell electron |
|  | Forms a hydrogen halide | Hydrogen + hydroge e.g. Hyd bromine brom | halogen $\rightarrow$ <br> halide <br> ogen + <br> hydrogen <br> ide | e.g. $\mathrm{Cl}_{2}+\mathrm{H}_{2} \rightarrow 2 \mathrm{HCl}$ |
|  | A more reactive halogen will displace the less reactive halogen from the salt | Chlorine + bromide $\rightarrow$ chloride | otassium potassium bromine | $\begin{aligned} & \text { e.g. } \mathrm{Cl}_{2}+2 \mathrm{KBr} \\ & \rightarrow 2 \mathrm{KCl}+\mathrm{Br}_{2} \end{aligned}$ |















## Summary

Computers use binary - the digits 0 and 1 - to store data. A binary digit, or bit, is the smallest unit of da ta in computing. ... Binary numbers are made up of binary digits (bits), The circuits in a computer's processor are made up of billions of transistors
Boolean algebra and truth tables can be used to describe logical expressions. The most common Boolean operators are AND, OR and NOT (ahways in capitals). Each operator has a standard symbol that can be used when drawing logic gate circuits.
A bit pattern could represent different types of data including text, image, sound a nd integer.
Computers require in put hardware, processing hardware and output hardware. The hardware that defines a computer is the CPU and memory. Without these a computer could not function. The CPU a nd memory work together to run pr ograms.
CPU - executes programs using the fetch-decode-execute cycle.
Memory - stores program operations and data while a program is being executed. There are several types of memory, including: registers, cache, RAM and virtual memory.


Key Vocabulary

| Clock speed | The speed of a computer CPU, measured in hert2. |
| :--- | :--- |
| Cache | A piece of temporany memory, It can ref to a |

Cache A piece of temporary memory. It can ref er to a
part of the RAM, storage disk, CPU, or an area for storing web pages.

## CPU

Central Processing Unit - the brains of the computer that processes program instructions Also called a microp rocessor.

| Execute |
| :--- |
| GHz |

Gigah ert2. One billion hert2 per s econd = one gi-
gahert2. This is a measure of frequency and is
gah ert2. This is a measure of frequency and is used to describe bus speeds and CPU clock speeds.

| Hardware | The physical parts of a computer system, e.g. a <br> graphics card, hard d isk drive and CD drive. |
| :--- | :--- |
| Mother- <br> board | The circuit bo ard inside a computer that hous es <br> the CPU, memory and connections to other <br> devices. |
| RAM | Mernory that is constantly b bing written to and <br> read from. It does not ret ain its contents without <br> a constant supply of power, i.e. when a computer <br> is turned off, every thing stored in its RAM is lost. |
| Registers | The section of high speed memory within the CPU <br> that stores data to be processed. |
| Software | Software is the programs that run on a computer. |
| Virtual <br> memory | A section of a computer storage drive which is <br> temporarily us ed as RAM. |

PC Components

http://bit.ly/20xi9ab
KEEP
CALM
GO
PRACTICE


## $=$



## Topics covered

$\checkmark$ What is Norwich Like?
$\checkmark$ Natural/man-made features How is Norwich changing? $\checkmark$ Do geographical ideas and theories work in Norwich?
$\checkmark$ What are data types?
$\checkmark$ How can I collect data?
$\checkmark$ How can I present data?
$\checkmark$ What does my data tell me?

Designed by KMU for Open Academy 2019

Year 9 Knowledge Organiser:

## Key Ideas:

1. I can define my local area
2. I can describe different areas within Norwich
3. I can ask geographical questions about my local area
4. I can test ideas and theories about my local area
5. I can report on the findings of my local area investigation

## Skills

- To use GIS (digital mapping) to describe/ locate my local area
- To use mapping to investigate features
- To collect primary (my own) data on my local environment (could also be secondary data)
- To construct tables/graphs/sketches to record observations
- To write a detailed analysis of results


## Key Terms Used in this Unit

- Primary data
- Secondary data
- Hypothesis
- Transect
- Sampling
- Bi-polar analysis
- Fieldsketch
- Pie chart
- Scattergraph
- Radar graph
- Correlation
- Proportional symbols
- Averages
(mean/mode/median)
- Conclusion
$\square$ Judgement
- Reliability
- Limitations
- Evaluation


## Norwich has seen many changes to its Land Use over time. Sometimes this was driven by transport changes, WW2, new housing demand and retail changes.



Does Norwich need a restricted housing development

A good fieldwork project always introduces the study area in detail.


How would you introduce the location of Norwich?



Do you think that the NDR - A47 link is a good idea?

## A 'hypothesis' is a type of question or idea that could be tested to be True or false.

Null hypothesis

Are there any ideas that could be tested linked to the previous images?

|  |
| :---: |
|  |
|  |
|  |
|  |
|  |
|  |
| mantws mi fuestan |
| 2utu |
|  |
| nfict |
| $\pm$ |
| nst $=$ |

## OO~O German

Module 5: Wir gehen aus (We are going out)

Here is the vocabulary you will need for Stimmt 2, Module 5.

| Kleider/Klamotten | •Clothes |
| :--- | :--- |
| der Rock | skirt |
| der Mantel | coat |
| der Anzug | suit |
| der Kapuzenpulli | hoodie |
| die Jeanshose (die Jeans) | jeans |
| die Hose | trousers |
| das Kleid | dress |
| das Hemd | shirt |
| das T-Shirt | T-shirt |
| die Schuhe (pl) | shoes |
| die Stiefel (pl) | boots |
| die Sandalen (pl) | sandals |

Www.textivate.com
Username: openacademy
Password: surname800
Go to 'my resourses' to find your work.

In this Module you will learn how to:

- Discuss clothes and style
- Talk about plans for a date
- Talk about getting ready to go out
- Talk about how the date went
- Talk about uniforms
- Create publicity material

[^0]
# O-O German 

Wie ist dein Stil? • What is your style?

| lässig | informal |
| :--- | :--- |
| sportlich | sporty |
| trendig | trendy |
| klassisch | classic |

Soundfile

Wie ist es? • What is it like?

| kurz | short |
| :--- | :--- |
| lang | long |
| weit | wide-leg, baggy |
| schmal | slim-leg, skinny |
| schick | smart |
| locker | casual |
| kariert | checked |
| gepunktet | spotty |
| gestreift | stripy |

Soundfile


| Ein erstes Date - A first date |  |
| :---: | :---: |
| Was wirst du machen? | What will you do? |
| Ich werde ... | I will ... |
| die Karten im Voraus kaufen | buy the tickets in advance |
| einen guten Film auswählen | choose a good film |
| früh ankommen | arrive early |
| ... abholen | pick up ... |
| etwas Schickes anziehen | put on something smart |
| gen | with me |
| mit dem Bus in die Stadt fahren | go by bus to town |
| ins Kino gehen | go to the cinema |
| essen gehen | go out to eat |



Ich mache mich fertig

- I get myself ready

Ich style mir die Haare
Istyle my hair.
ch mache mir die Haare. Ido my hair.
Ich putze mir die Zähne. Iclean my teeth.
ch schminke mich.
ch ziehe mich an.
Ich sehe mich im
Spiegel an.
Ich benutze ein Deo.
ch wähle meine Kleider I choose my clothes.

I put make-up on.
I get dressed.
I look at myself in the mirror.
put deodorant on.


[^1]
## oosenocodemy Geman

| Diskussion und Debatte <br> - Discussion and debate |
| :--- | :--- |
| Viele/Einige Leute sagen Many/Some people say <br> Meiner Meinung nach In my opinion |
| Erstens Firstly <br> Zweitens Secondly <br> Schließlich Finally <br> Du hast gesagt ..., You said..., but I think <br> aber ich denke  |
| Auf der einen Seite On the one hand <br> Auf der anderen Seite On the other hand |



Soundfile


| Oft benutzte Wörter <br> - High-frequency words |
| :--- | :--- |
| wenn when (if) <br> immer always <br> zum Beispiel for example <br> zuerst first ofall <br> seit since(for) <br> für for <br> möglich possible <br> pro Jahr peryear <br> nächstes Jahr nextyear <br> teuer expensive <br> alle all/everyone <br> um ... zu in order to |

## Read the Strategy Box to help memorise vocabulary.

## Strategie 5

## Aktiv lernen - online!

Learning is about doing. Try to memorise vocabulary
actively and creatively by using some of these ideas.

- Use an online app to record yourself saying the German words and their English meaning - use this to test yourself.
- Make some online flashcards and then play the games and activities created with them.
- Create word shapes with your vocabulary, like this one:


| Key words | Monarch or emperor of Russia |
| :--- | :--- |
| Tear | A political system where the country is ruled by one monarch <br> who holds all political power |
| Autecrecy | A sudden and significant change to the political system in a <br> country, usually involving the overthrow of the previous <br> government or ruler |
| Revolution | Name of the Russian Communist Party who take control of <br> Russia in 1917 |
| Bolahevik | Leader of the Bolsheviks until his death in 1924 |
| Lenin | Russia's first Revolution in which the Tsar's power is <br> threatened but survives with some minor changes |
| Februery Revolution | Takes place in 1917 and sees the overthrow of the Tsar and his <br> replacement with the 'Provisional Government' |
| Revolution | Takes place in 1917, led by the Bolsheviks, and sees the <br> overthrow of the Provisional Government |
| October <br> Revolution | Nickname given to a serial killer who killed at least five <br> prostitutes in Whitechapel in 1888 |
| Jack the Ripper |  |

## Russia in 1905

By 1905, the vast majority of Russia was still a backward country mostly based on farming. Peasants worked hard and were often vulnerable to famine and disease. However, they were very religious and very loyal to the Tsar of Russia.

In 1905 Russia had its first Revolution. Although the protesters mostly did not wish to overthrow the Tsar they did demand some changes. This had 3 main causes:

- Ongoing poverty and ineauality in Russia, and as inflation, hunger and taxation increased the peasants began to protest
- The Russian army/navy were humiliated by the Japanese in the Russo-Japanese war, so people were angry and some blamed the Tsar
- Bloody Sunday was a protest in the capital city of St. Petersburg where the Tsar ordered his troops to shoot the protesters

Despite a large amount of opposition in 1905, Tsar Nicholas II was able to survive and introduce only very limited changes.

However, in 1917 there were two revolutions in Russia that changed the country forever. On the right are some of the key features of both.

| February 1917 Revolution | Octeber 1917 Revolution |
| :--- | :--- |
| Caused by the Tsar's failure to end the war <br> despite its effects on the Russian people. | Caused by the Provisional Government's failure to <br> end the war, despite promising they would. |
| Caused by increasing demands for democracy in <br> Russia by many different political groups. | Caused by the actions of the Communists who <br> wanted Russia to become a Communist country. |
| Caused by onqoing poverty and suffering in Russia. | Caused by onqoing poverty and suffering in Russia. |
| Led to the creation of a Provisional Government <br> who planned to bring in free elections | Led to the replacement of the Provisional <br> Government with a Communist government |
| Although they imprisoned much of their opposition, <br> the Government eventually lost control and the <br> Bolsheviks took power | Once in power, the Bolsheviks fought the Russian <br> Civil War against those who wanted the Tsar to <br> return. They won and remained in power. |

In Whitechapel in 1888 the murders of five prostitutes were strongly suspected to be the work of a single person. Although the murderer was never caught, he was given the name 'Jack the Ripper'.

The murders took place in the area of Whitechapel, London. It was possible for the killer to escape partly because the crime rate in Whitechapel was so high.

Prostitutes were often victims of violent crime; they were alone with men, spent a lot of time out at night and many had no family able to protect them.

## The victima

1. Mary Ann Nichols- 31st August 1888

Mary was found dead in the middle of the street. She had had her throat cut and her belly sliced open.
2. Annie Chapman- 8th September 1888

Annie Chapman was found in a yard, again with her throat cut and her belly sliced open. The fact that many people were close by suggests the killer was silent. Elizabeth Long reported seeing Annie talking to a foreign gentlemen with a shabby genteel appearance.
3. Elizabeth Stride- 30th September 1888

Elizabeth Stride was found dead in a pub back yard. Her throat had been cut however the killer had been disturbed before he could mutilate her body. This seemed to anger him and he went in search of another victim.
4. Catherine Eddowes- 30th September 1888

Later that same night Catherine Eddowes was murdered in Mitre Seuare. The killer was clearly frustrated by his earlier failure as the cuts were deeper and more frantic than the others.
5. Mary Jane Kelly- 9th November 1888

This was the most gruesome of the murders. Mary Kelly invited the murderer back to her home where the murder took place. Jack the Ripper spent hours mutilating her body. This was the most gruesome murder by far.

## Why wan't the killer caught?

It is likely that, had he been around today, Jack the Ripper would have been caught. However there were several reasons why he was able to get away with it.

Some of these have to do with the failures of the Police at the time:

- The police ignored and sometimes destroyed key evidence, such as writing on Catherine Eddowes' wall (a crime scene)
- The two police forces involved did not communicate well with each other
- The police offered no reward for information
- Much of the evidence the police used came from unreliable witnesses

However, there were also factors outside of Police control:

- Whitechapel was like a maze which made it easy for criminals to hide and escape
- The press were very critical of the police and mocked even some of their sensible tactics
- Many fake letters were sent to the police, claiming to be from the killer.


## Vocabulary to learn

Superlative
Surreal
Strewn
Unsettling
Detritus
Veteran
Advocate
Demeanour
Content
Tone
Delivery
Engaging
Unrest
Civilian
Dissidence Conformity
Democracy
Controversial
Explanatory
Introduction
Conclusion
Alternative Informative

## 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

| Checklist: |  |
| :---: | :---: |
| 1. Capitals | Descriptor from GCSE assessment criteria |
| 2. Full stop. | Level 4: simple vocabulary |
| 3. Exclamation! | Bad Good Light Happy |
| 4. Question ? | Level 5: effective vocabulary |
| 5. Comma, | Negative Positive Bright Jolly |
| 6. Apostrophe' | Level 6: sophisticated vocabulary |
| 7. Ellipsis ... | Awful Fantastic Brilliant Ecstatic |
| 8. Semi colon; | Levels 7-9: ambitious vocabulary |
| 9. Colon: | Immoral Virtuous Dazzling Elated |

## Literary devices and word class

- Metaphor - a literal comparison - she wos a monster
- Personification - human qualities - the grass donced 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


## Activities:

- Look up and define any of the key words in the purple box that you don't feel confident with.
- Look, cover and copy the key words in the purple box. Do this each day until you get the spelling of them correct. You could complete your learning of these words by getting a parent or sibling to test you on all of them.
- Read the extract from The Hobbit by J. R. R Tolkien the next page. Write down all of the adjectives you can see. Next to them, using a thesaurus if you have one, write synonyms that are more ambitious. For example, 'nice' 'pleasant', 'gracious', 'congenial'.
- Draw a picture of a Hobbit hole. Surround it with words you would use to describe them (adjectives).
- Using the blue box to help you, try to create 10 metaphors. Use the theme of fantasy to inspire them. Example - the tree waved like a huge crowd moving towards the entrance to a music concert.
- Using the blue box to help you, create 10 similes. Use the theme of fantasy to inspire them. Example - the stars moved across the sky like fireworks sparkling across the dark sky.
- Write a short story (200-300 words) that fantasy. Use first or third person and past or present tense, but make sure that this is consistent throughout. Use as many of the literary devices in the blue box as you can and make sure you include nouns, adjectives, verbs and adverbs that are ambitious and effective. Plan your story before you begin, using the narrative arc model on the next page.
- Read a book that explores elements of fantasy (there is a link below). Then, write a review of it (100-200 words), detailing what you found most enjoyable and perhaps, what you didn't like so much. Imagine you are writing it for a website that young readers will look at to decide what to read next. The link below will take you to free audio books... including The Hobbit!
- After reading this extract one student said that the author has described the hobbit as a fussy character. Using language structure and form explain your opinion of this statement.
- Analyse a piece of your writing and write a commentary of your choices. Explain why you have used certain word and language device choices.


## The Hobbit by J. R. R. Tolkien

In a hole in the ground there lived a hobbit. Not a nasty, dirty, wet hole, filled with the ends of worms and an oozy smell, nor yet a dry, bare, sandy hole with nothing in it to sit down on or to eat: it was a hobbit hole, and that means comfort. It had a perfectly round door like a porthole, painted green, with a shiny yellow brass knob in the exact middle. The door opened on to a tube shaped hall like a tunnel: a very comfortable tunnel without smoke, with panelled walls, and floors tiled and carpeted, provided with polished chairs, and lots and lots of pegs for hats and coats the hobbit was fond of visitors. The tunnel wound on and on, going fairly but not quite straight into the side of the hill The Hill, as all the people for many miles round called it and many little round doors opened out of it, first on one side and then on another. No going upstairs for the hobbit: bedrooms, bathrooms, cellars, pantries (lots of these), wardrobes (he had whole rooms devoted to clothes), kitchens, dining rooms, all were on the same floor, and indeed on the same passage. The best rooms were all on the left-hand side (going in), for these were the only ones to have windows, deep set round windows looking over his garden and meadows beyond, sloping down to the river. This hobbit was a very well-to-do hobbit, and his name was Baggins. The Bagginses had lived in the neighbourhood of The Hill for time out of mind, and people considered them very respectable, not only because most of them were rich, but also because they never had any adventures or did anything unexpected: you could tell what a Baggins would say on any question without the bother of asking him. This is a story of how a Baggins had an adventure, found himself doing and saying things altogether unexpected. He may have lost the neighbours' respect, but he gained well, you will see whether he gained anything in the end. The mother of our particular hobbit ... what is a hobbit? I suppose hobbits need some description nowadays, since they have become rare and shy of the Big People, as they call us. They are (or were) a little people, about half our height, and smaller than the bearded Dwarves. Hobbits have no beards. There is little or no magic about them, except the ordinary everyday sort which helps them to disappear quietly and quickly when large stupid folk like you and me come blundering along, making a noise like elephants which they can hear a mile off. They are inclined to be fat in the stomach; they dress in bright colours (chiefly green and yellow) ; wear no shoes, because their feet grow natural leathery soles and thick warm brown hair like the stuff on their heads (which is curly) ; have long clever brown fingers, good natured faces, and laugh deep fruity laughs (especially after dinner, which they have twice a day when they can get it). Now you know enough to go on with. As I was saying, the mother of this hobbit of Bilbo Baggins, that is was the fabulous Belladonna Took, one of the three remarkable daughters of the Old Took, head of the hobbits who lived across The Water, the small river that ran at the foot of The Hill. It was often said (in other families) that long ago one of the Took ancestors must have taken a fairy wife. That was, of course, absurd, but certainly there was still something not entirely hobbitlike about them, and once in a while members of the Took clan would go and have adventures.

## yEAR 9 - REPRESENTATIONS...

## Probability




## Experimental

 Probability

Sample Spaces


## Probability

 Trees

## A job that relies on probability:

An Actuary

An actuary is a business professional who analyses the financial consequences of risk Actuaries use mathematics, statistics, and financial theory to study uncertain future events, especially those of concern to money and business. Actuaries may work for insurance companies, consulting firms, government, employee benefits departments of large corporations, hospitals, banks and investment firms, or, more generally, in businesses that need to manage financial risk. A career as an Actuary is better described as a "business" career with a mathematical basis than as a "technical" mathematical career.
Actuaries are in high demand, with starting salaries ranging from $£ 35,000$ to $£ 50,000$.

## year 9 －RefReseentations．．．algebraic Representation



| Reciprocals | 回象安 列完 |
| :---: | :---: |
|  |  |






Reciprocal


Exponential
Graphs


Inequalities on a number line


Inequality Regions


## A job that relies on algebra:

## Computer Programmer

Computer programmers write the instructions that list the steps a computer must do to perform a task. These instructions are called programs or software. Programmers use a special computer language to write the software. Computer programmers often work in a specific area, such as engineering or science.

Skills such as patience, persistence, logical thinking, and the ability to work under pressure are looked for by employers. School subjects that can be helpful range from computer science, mathematics, physics, English, electronics, chemistry and biology.

## Year 9 RS: How do Muslims interact with culture and society?

|  | Key words |
| :--- | :--- |
| Allah | The God in Islam |
| Quran | The Holy book in Islam |
| Mosaue | The place of worship in Islam |
| Muhammad | The last prophet in Islam |

## The 5 Pillars of Islam

- Muslims take an oath to only worship Allah and that they believe that Muhammad is the messenger of Allah.
- Muslims pray 5 times a day.
- Muslims give charity (Zakat) to the poor
- Muslims fast during the month of Ramadan.
- Hajj is the pilgrimage to Makkah.

Muslims are monotheistic and worship one, all-knowing God, who in Arabic is known as Allah. Followers of Islam aim to live a life of complete submission to Allah. They believe that nothing can happen without Allah's permission, but humans have free will.

## The Shahadah ( $1^{\text {ST }}$ Pillar)

The Shahadah is the first pillar of Islam It is the belief that there is only one God and that Muhammad is His messenger. The
Shahadah is the Muslim declaration of faith in Allah. It is the pillar on which all the other pillars are based. Muslims will say the Shahadah many times during their lives. In particular they will:

- Repeat it many times each day Whisper it into the ear of their new-born baby.
- Teach it to their children as soon as they are old enough to learn it. Hope that it will be the last words to cross their lips before they die.

There is no God but Allah and Muhammad is the messenger' of Allah.'

## Salah (2 ${ }^{\text {nd }}$ Pillar)

Salah is the second pillar of Islam, 'Salah' means 'prayer' in Arabic. It is every Muslim's duty to pray to Allah five times a day.

Muslims often stand shoulder to shoulder when praying as a sign of the equality of humans before Allah.

Salah does not have to take place in a Mosque. It can be carried out in any public place as long as: it begins with washing (called wudu). This is a special kind of washing. The place is clean. Muslims use a prayer mat to make sure of this. All prayer mats have a directional arch on them, which is pointed to Makkah.

## Haji ( $5^{\text {th }}$ Pillar)

Hajj is the fifth pillar of Islam. It is a journey to Makkah to take part in a very special ceremony which lasts three to five days.

Every adult Muslim should go on Hajj at least once in their life. Some Muslims save for many years to be able to afford to go.

Hajj shows that everyone is equal in the eyes of Allah. Everyone wears the same clothes and does the same things.

The $K a^{\prime} \mathrm{aba}$ is a special building that stands in the centre of Mecca. Thousands of Muslims walking around the Ka'aba at the same time. The walk around it in an anti-clockwise direction, seven times.

Hajj takes place every year during the month of Ramadan. Pilgrims travel to the city of Makkah from all over the world.

Hajj promotes equality and fellowship amongst Muslims. It creates a sense of belonging and brotherhood amongst them.

They are given special titles after they return from Hajj. A man is called a Hajji and a woman is called a Hajja.

## Zakah (3 ${ }^{\text {rd }}$ Pillar)

Zakah is the third pillar of Islam. It means charity. It is the amount of money that every Muslim who is financially able must pay to support people who are poor and needy. Zakah should be given once a year, and should be paid to a mosque or to Zakah organisations such as Islamic relief or Muslim Hands. Every Muslim must give $2.5 \%$ of their surplus money to Zakah. Zakah money helps people less fortunate than those who give it. Paying Zakah is a test of honesty-a Muslim cannot live happily with himself if he does not pay Zakah.

## Sawm (4 ${ }^{\text {th }}$ Pillar)

Sawm is the fourth pillar of Islam. It means fasting. When fasting, Muslims do not eat or drink anything. Muslims practise Sawm by fasting every year in the month of Ramadan. During Ramadan, Muslims fast from until sunset.

By practising Sawm, a Muslim develops sympathy for suffering. It also demonstrates discipline and obedience to Allah

Muslims do not have to fast if they are under 12, too old, pregnant, breastfeeding, travelling or sick. At the end of each day the family gets together to break their fast as a group. They eat dates and drink water before anything else each night because this is what Muhammad recommended. During Ramadan, Muslims who are fasting will eat a large meal, before the sun rises (dawn) in order to set themselves up for a day without food and water.
similarities and differences. For the brave add in more religions.
Compare Islam with another religion. Write a table showing the


## Year 9 Music Knowledge Organiser

## THE UKULELE






## WHO

Willy Russell was born in Liverpool in 1947, to a working class family; his father worked in a factory and his mother was a nurse. he left school at 15 and became a women's hairdresser, before returning to education age 20 and eventually becoming a teacher.
Willy Russell continues to be one of the most celebrated and widely produced writers of his generation with works regularly being produced throughout the world as well as in the UK.

## WHAT

The first play Russell wrote was Keep Your Eyes Down (1971) and performed at the Edinburgh Fringe Festival in 1971. In 1974 Russell wrote John, Paul, George, Ringo and Bert, a musical about The Beatles, winning the Evening Standard and London Theatre Critics awards for the best musical of 1974.

Alongside further stage works, One for the Road (1976)and Stags and Hens (1978). Commissioned by the Royal Shakespeare Company, Educating Rita premiered at the Warehouse, London in 1980 and transferred to the West End. In 1986.

Russell wrote Shirley Valentine which went on to an acclaimed West End and Broadway run. Both Shirley Valentine and Educating Rita became feature films with Michael Caine, Julie Walters and Pauline Collins all receiving Oscar nominations for their respective roles, as did Russell for his Educating Rita screenplay.

Russell's other worldwide theatrical success has been Blood Brothers, about a pair of twins separated at birth and brought up in completely different environments.

## THEMES AND ISSUES

CLASS NATURE v's NURTURE FATE

VIOLENCE SUPERSTITION

## BLOOD BROTHERS - PLOT

Deserted by her husband, Mrs Johnstone already has five children and is expecting twins. She cleans house for childless Mrs Lyons who offers unofficially to adopt one of the babies.
Mrs Johnstone reluctantly agrees; she knows that the child will be well brought up in a rich household. But, there is a prophesy that twins parted at birth will die when they discover the truth, and both mothers do their best to keep the twins, Mickey and Edward, separated.
The situation becomes harder for both women when Mickey and Edward meet while playing in the street and when an immediate bond is formed. They become "blood brothers". Distraught Mrs Lyons moves to the country. Soon after, Mrs Johnstone is rehoused nearby and the boys meet again and fall in love with the same girl, Linda.

But as Edward goes on to higher education, Mickey must take a boring job as Linda is pregnant. After marrying Linda he loses his job. He turns to crime but gets caught and sent to jail. On his release he becomes dependent on tranquillisers. Linda turns to Edward, now a councillor, for help. Edward gets Mickey a job - and a house. Mrs Lyons tells Mickey that Edward is having an affair with Linda and Mickey goes after Edward with a gun. He finds him at a meeting but cannot shoot him - until Mrs Johnstone bursts in and tells them the truth - that she gave Edward, his twin, away.
Mickey kills Edward and in turn is shot by the police.

## DRAMATIC CONVENTIONS

PROLOGUE - A separate, introductory section of a play.
DRAMATIC IRONY - When the audience know something that the characters on stage don't.

MULTI ROLE - PLAY - When one actor plays a range of roles in a performance.
NON-NATURALISTIC - A performance that does not look like real life. It may include a range of dramatic techniques such as tableaux, narration, thought tracking or song + dance.
BRECHTIAN - A performance in the style of Bertolt Brecht - a drama practitioner who believed that the audience should be made to think as well as feel.

COMIC RELIEF - A break from sad events in a play - creates a humorous response from the audience.

ENSEMBLE - A group of actors who perform together for a more theatrical impact.

NARRATOR - A character who directly addresses the audience with new information, tells us that time has passed, or gives opinions.
FORESHADOWING- The play begins with what happens at the end.


[^0]:    Keep practising your German vocabulary on www.quizlet.com and www.memrise.com
    Ask you German teacher for more details.

[^1]:    Soundfile

