



**Name:**

**Form:**

“Every single effort of every single session counts in the months and years leading up to a big event.”

**Sir Chris Hoy**

Hoy is a former Great British track cyclist who became one of the most successful British Olympians of all time, winning a staggering six gold medals.



**Lees Brook  
Academy**

**Year 9 Knowledge Organiser:  
Autumn Term 2023**

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# Instructions for using your Knowledge Organiser

Every school day you should be studying **2** subjects from your knowledge organiser for homework.

The timetable on the next page tells you which subjects you should be studying on which days (it doesn't matter if you have that subject on that day or not, you should follow the timetable).

You are to use your yellow homework book to show the work you have done. Each evening you should start a new page and put the date clearly at the top.

You need to bring your KO and exercise book with you **EVERYDAY** to the academy.

Your parents should sign off your homework every evening using the grid in your KO on pages 4 and 5.

Your KO and exercise book will be checked by your class teacher. Failure to show homework will result in an after school detention that day. Completion of your homework means you will receive a positive point.

You will also be tested in your lessons on knowledge from the organisers.

On a Friday, you will read one piece of **Principal's Reading**, following them in order. You then answer the questions in your yellow homework book.

## Self-testing

You can use your KOs and book in a number of different ways but you **should not just copy** from the Knowledge Organiser into your book. Use the **'How to self-test with the Knowledge Organiser'** booklet to help you. It can also be found here:

<https://www.leesbrook.co.uk/learning/knowledge-organisers/>

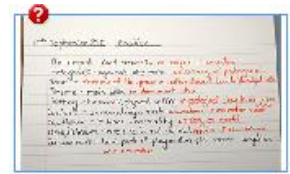
Below are some possible tasks you could do in your workbooks, **no matter which task you do you should always check and correct your work in a different coloured pen.**

- Ask someone to write questions for you
- Write your own challenging questions and then leave it overnight to answer them the next day
- Create mind maps
- Create flashcards
- Put the key words into new sentences
- Look, cover, write and check
- Mnemonics
- Draw a comic strip of a timeline
- Use the 'clock' template to divide the information into smaller sections. Then test yourself on different sections
- Give yourself spelling tests
- Definition tests
- Draw diagrams of processes
- Draw images and annotate/label them with extra information
- Create fact files
- Create flowcharts

## Presentation

You should take pride in how you present your work:

- Each page should be clearly dated at the top left hand side with Subject 1 written in the middle.
- Half way down the page a line should divide it in two with Subject 2 written above the dividing line.
- Each half of the page should be neatly filled with evidence of self-testing. There should be an appropriate amount of work.
- Failure to show pride in your presentation or wasting space on your page with large writing or starting a number of lines down will result in a **negative point**.



You are expected to study the subjects shown on your timetable each day.  
Each day use a page of your exercise booklet to evidence your work.

The week you do  
this work.

# Year 9: Autumn Term 1

Week starting: 4th September	Subject 1	Subject 2	Signed off
Monday	English	Art	
Tuesday	Music/Drama	CT—English	
Wednesday	Maths	DT	
Thursday	CT - Science	French	
Friday	Science	Principal's Reading	

Week starting: 11th September	Subject 1	Subject 2	Signed off
Monday	English	History	
Tuesday	RE	PE	
Wednesday	Maths	Computing	
Thursday	German	Geography	
Friday	Science	Principal's Reading	

Week starting: 18th September	Subject 1	Subject 2	Signed off
Monday	English	Art	
Tuesday	Music/Drama	CT—English	
Wednesday	Maths	DT	
Thursday	CT—Science	French	
Friday	Science	Principal's Reading	

Week starting: 25th September	Subject 1	Subject 2	Signed off
Monday	English	History	
Tuesday	RE	PE	
Wednesday	Maths	Computing	
Thursday	German	Geography	
Friday	Science	Principal's Reading	

Week starting: 2nd October	Subject 1	Subject 2	Signed off
Monday	English	Art	
Tuesday	Music/Drama	CT—English	
Wednesday	Maths	DT	
Thursday	CT—Science	French	
Friday	Science	Principal's Reading	

Week starting: 9th October	Subject 1	Subject 2	Signed off
Monday	English	History	
Tuesday	RE	PE	
Wednesday	Maths	Computing	
Thursday	German	Geography	
Friday	Science	Principal's Reading	

Week starting: 16th October	Subject 1	Subject 2	Signed off
Monday	English	Art	
Tuesday	Music/Drama	CT—English	
Wednesday	Maths	DT	
Thursday	CT— Science	French	
Friday	Science	Principal's Reading	

Week starting: 23rd October	Subject 1	Subject 2	Signed off
Monday	English	History	
Tuesday	RE	PE	
Wednesday	Maths	Computing	
Thursday	German	Geography	
Friday	Science	Principal's Reading	

Your teachers may set work beyond this linked to your learning. For example, Maths teachers will set homework using Sparx in addition to the below.

You are expected to study the subjects shown on your timetable each day.  
Each day use a page of your exercise booklet to evidence your work.

The week you do  
this work.

# Year 9: Autumn Term 2

Week starting: 6th November	Subject 1	Subject 2	Signed off
Monday	English	Art	
Tuesday	Music/Drama	CT—English	
Wednesday	Maths	DT	
Thursday	CT—Science	French	
Friday	Science	Principal's Reading	

Week starting: 13th November	Subject 1	Subject 2	Signed off
Monday	English	History	
Tuesday	RE	PE	
Wednesday	Maths	Computing	
Thursday	German	Geography	
Friday	Science	Principal's Reading	

Week starting: 20th November	Subject 1	Subject 2	Signed off
Monday	English	Art	
Tuesday	Music/Drama	CT—English	
Wednesday	Maths	DT	
Thursday	CT—Science	French	
Friday	Science	Principal's Reading	

Week starting: 27th November	Subject 1	Subject 2	Signed off
Monday	English	History	
Tuesday	RE	PE	
Wednesday	Maths	Computing	
Thursday	German	Geography	
Friday	Science	Principal's Reading	



Week starting: 4th December	Subject 1	Subject 2	Signed off
Monday	English	Art	
Tuesday	Music/Drama	CT—English	
Wednesday	Maths	DT	
Thursday	CT—Science	French	
Friday	Science	Principal's Reading	

Week starting: 11th December	Subject 1	Subject 2	Signed off
Monday	English	History	
Tuesday	RE	PE	
Wednesday	Maths	Computing	
Thursday	German	Geography	
Friday	Science	Principal's Reading	

Week starting: 18th December	Subject 1	Subject 2	Signed off
Monday	English	Art	
Tuesday	Music/Drama	CT—English	
Wednesday	Maths	DT	
Thursday	CT—Science	French	
Friday	Science		

Your teachers may set work beyond this linked to your learning. For example, Maths teachers will set homework using Sparx in addition to the below.

## How do I self-quiz?

<p><b>How to use...Flashcards</b></p> <ol style="list-style-type: none"><li>1. On one side of the flash card, write the word or question.</li><li>2. On the other side, write the definition for the word, or answer to the question.</li><li>3. Once you have completed your set of cards, put them in a pile. Then for each card, see if you can remember the definition or answer to the question. Tick or cross when you get it right or wrong.</li><li>4. When you get the card right, place it in the 'correct' pile. When you get it wrong, place it in the 'wrong' pile. Repeat until all cards are in the 'correct' pile.</li></ol> <p>You can also use the Leitner Method:</p> <p><a href="https://www.youtube.com/watch?v=C20EvKtdJwQ">https://www.youtube.com/watch?v=C20EvKtdJwQ</a></p>	<p><b>How to use... Look, Cover, Write, Check and Correct</b></p> <ol style="list-style-type: none"><li>1. Write your key words into the 'Look, Cover' column and then cover it.</li><li>2. Write out the meaning, definition or spelling in the 'Write' column.</li><li>3. Put a 'tick' or 'cross' in the 'Check' column depending on if you got the answer right.</li><li>4. If you got the answer incorrect, write the correct answer in the 'Correct' column.</li></ol> <table><tr><th>Look , Cover</th><th>Write</th><th>Check</th><th>Correct</th></tr><tr><td>Noun</td><td>A person, place or thing.</td><td></td><td></td></tr><tr><td>Algorithm</td><td>Algorithm</td><td>X</td><td>Algorithm</td></tr></table>	Look , Cover	Write	Check	Correct	Noun	A person, place or thing.			Algorithm	Algorithm	X	Algorithm	<p><b>How to use... Mind Maps</b></p> <ol style="list-style-type: none"><li>1. Write out your topic or idea in the centre. E.g. The First World War.</li><li>2. Off of the main bubble, write out important categories to organise your ideas. E.g. causes of WWI and events in WWI</li><li>3. Then add your knowledge off of these branches. You might even be able to make connections between them.</li><li>4. Once made, then redraw as many of the connections as possible from memory. Correct any errors.</li></ol> 
Look , Cover	Write	Check	Correct											
Noun	A person, place or thing.													
Algorithm	Algorithm	X	Algorithm											
<p><b>How to use... Explaining a process/ idea further</b></p> <p>Your teacher might ask you to explain a key idea, process or event from your learning. This could be the water cycle (Geography), photosynthesis (Science) or something else. In your answer, try to use the words <b>because</b>, <b>but</b>, and <b>so</b>. These will help you to:</p> <ol style="list-style-type: none"><li>1. <b>Because:</b> helps to explain a reason, cause or why something works.</li><li>2. <b>But:</b> helps to explain a limitation or problem.</li><li>3. <b>So:</b> helps to explain what happens next in a sequence, process or event.</li></ol> <p>Check your sentences to see if your explanations or right or wrong. Correct any errors.</p>	<p><b>How to... Summarise a process/idea</b></p> <p>Rather than expand or explain a process, your teacher might ask you to summarise it into its key parts. E.g. summarising the plot 'A Midsummer Night's Dream' in English.</p> <ol style="list-style-type: none"><li>1. Read through the relevant part of your knowledge organiser as directed by your teacher.</li><li>2. Write out the (up to) 5 most important parts in your KO book, leaving a two lines in-between.</li><li>3. For each part, add <b>one</b> main idea.</li><li>4. E.g. here, the 4 key characters are picked out, and the direction of love is shown through the arrows. Check and correct any errors.</li></ol>	<p><b>How to use... Subject Specific Tasks or Questions</b></p> <p>Your teacher might choose to set a task that is not outlined here, and which is specific to that topic or their subject.</p> <p>In this case, your teacher will outline specifically what it is you need to do, and how. This will still include you checking and correcting any errors.</p> <div><div><p><b>Act 1:</b> <b>Hermia</b> and <b>Lysander</b> love each other but are not allowed to marry so decide to run away to the forest to get married in secret. <b>Demetrius</b> wants to marry <b>Hermia</b>. <b>Helena</b> loves <b>Demetrius</b>. They follow <b>Hermia</b> and <b>Lysander</b> into the forest.</p></div><div></div></div>												



### **KFC wants to make 3D bioprinted chicken nuggets in 'restaurant of the future'**

KFC is trying to create the world's first chicken nuggets made, not from an actual chicken, but produced in a laboratory.

The chicken restaurant chain will work with 3D Bioprinting Solutions to develop technology that will 'print' chicken meat, using chicken cells and plant material.

It says these bioprinted nuggets would be more environmentally friendly to produce than standard chicken meat, and would be part of a "restaurant of the future".

KFC plans to provide the bioprinting firm with ingredients like breading and spices "to achieve the signature KFC taste" and will seek to replicate the taste and texture of genuine chicken.

According to a study by the American Environmental Science & Technology Journal, the technology of growing meat from cells has minimal negative impact on the environment. New food production techniques like this allows energy consumption to be cut by more than half, greenhouse gas emissions to be reduced by 25% and 100 times less land to be used than traditional farm-based meat production.



### **What is biomeat?**

- Biomeat has exactly the same microelements as the original product, while without additives that are used in traditional farming and looking after chickens.
- Cell-based meat products means no animals need to be harmed to create the nuggets.

KFC hopes it can get a final product for testing by autumn 2020, but there is no word on when or if the printed nuggets might be available for KFC customers to sample.

KFC & CIS said: "Our experiment in testing 3D bioprinting technology to create chicken products can also help address several looming global problems.

"We are glad to contribute to its development and are working to make it available to thousands of people around the world."

No company has so far managed to create such complex products from animal cells, but it isn't the first time KFC has tried something innovative to create a new product.

Last year it became the first US fast-food chain to test out plant-based chicken, working with a company called Beyond Meat.

Questions to answer in your yellow homework book:

1. What would the KFC nuggets be made out of?
2. Explain what Biomeat is
3. What are the global problems that it wants to fix?
4. How much are greenhouse gas emissions cut by?
5. What did KFC do last year when it became the first company to make something?



## Year 9 Geography Principal's Reading

### Week Beginning: 11/09/2023

## River Tees

Draining an area of 1,800 km<sup>2</sup>, the Tees flows 85 miles from Cross Fell in the North Pennines to the North Sea between Hartlepool and Redcar at Teesmouth.

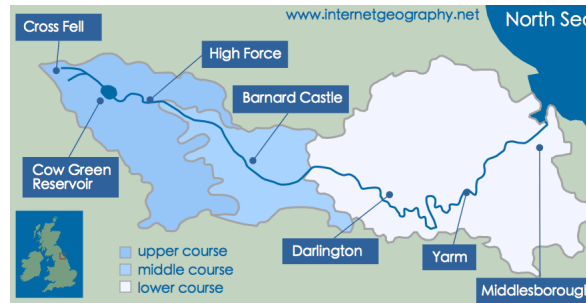
Teeshead, the source of the river, 732m above sea level, flowing through the moorlands of Teesdale, across a Carboniferous Limestone landscape, 7 miles (11.3 km) to Cow Green Reservoir.

Constructed in the 1960s, the reservoir was intended to supply the heavy industries of Teesside, whilst regulating the flow of the river during drought, and supplying water for industrial and domestic use. Sitting within the first European Geopark.

250m below Cow Green is Cauldron Snout, one of the longest cascading waterfalls in England, with an overall drop of 60m, over a distance of 200m over the dolerite steps of Whin Sill. 6 miles from Cauldron Snout lies High Force, the most famous waterfall on the Tees. It is a vertical drop of around 20m, where Whinstone, a hard, igneous rock, sits on top of Carboniferous Limestone, a softer, sedimentary rock. Under the erosional power of the river, the limestone has erode, destabilising the Whinstone, which eventually collapsed. This collapse, lead to the formation High Force's 700m long gorge.

From here the upper course changes to the broader, more gently sloping landscape of the middle course, with the formation of floodplain areas, reserved for the best pasturelands for sheep and cattle, traditionally have been taken to market in Middleton-in-Teesdale.

The Tees meanders through it's middle course, passing through agricultural land to Barnard Castle, the principal town of this area. Most likely chosen as a site due to it's



strategic position at the botto of Teesdale, and vantage points looking south east towards Darlington. Continuing along a meandering easterly course, the Tees passes under the A1(M) to the south-west of Darlington. Over the course of this 17 mile stretch the river drops from around 140m to around 30m above sea level. The landscape is typical of the lower course, with large sinuous meanders to the south of Darlington.

Just west of the A1(M) there is evidence of a river levee that now sits in farmland as the meander has eroded NE towards Merrybent. These levees were probably constructed to protect valuable farmlands belonging to Piercebridge Roman Fort where remains of Piercebridge Roman Bridge can be found on the south bank of the Tees, further emphasising the northern migration of the river. From here, the Tees continues its sinuous journey for around 20 miles to Yarm.

Until 1771 Yarm's bridge was the last bridge before the sea, and the highest port on the Tees, it marks the historical start of the tidal Tees. Flood management in the town includes floodplain zoning along the river bank, flood barriers and gaes have been installed on river bank properties too.

From here the river meanders through Eaglescliffe, Thornaby-on-Tees, Stockton-on-Tees and Middlesbrough, ending at Teesmouth. The turn of the 19th century saw marked alterations of the lower Tees to improve navigation. Stockton and Middlesbrough were important towns during the Industrial Revolution



due to their engineering and iron industries, including being the location of the world's first passenger railway. 3 miles of meanders were cut from the Tees between Stockton and Middlesbrough.

Opened in 1995, the Tees Barrage was designed to regulate the flow of the river at the head of the estuary, preventing flooding and effects of tidal change. As part of the development an artificial white water course was included, offering users opportunities for boating, white water rafting and surfing, and was used as a location for Hollywood's '1917'.

Below this point the river flood plain is zoned, and given over to industrial use, especially in the chemical industries, and nature reserves, including the Teesmouth National Nature Reserve, who look after the shifting dune systems found on the coast here. Located a mile off shore is Teesside Offshore Windfarm. Completed in 2013, the windfarm generates power for 54,000 homes, which is nearly all of Middlesbrough.

Questions to answer in your yellow homework book:

1. Where is the River Tees located?
2. How high above sea level is the source of the Tees?
3. How are waterfalls such as Cauldron Snout and High Force formed?
4. What part of the river system does Darlington mark the beginning of?
5. What human activities occur along the River Tees? Why are these activities important in shaping the Tees?
6. What efforts are being made to care for the environment of the Tees Valley?





## **Indian Classical and Bhangra Music –**

Music is one of the most important and greatest ways human kind can connect – All around the world we share our love for Music internationally, and that is why it is fundamental to learn about other cultures and their experience of music...

If one music genre that is popular around the world today and is the signature dance move for any Punjabi around the world than that is Bhangra.

Traditional bhangra originated in the Punjab region of North India, hundreds of years ago, and was a group dance used to celebrate harvests and other occasions such as weddings.

In the UK in the 1980s, traditional bhangra was influenced by popular and electronic music to create modern bhangra, which gained a much younger, urban following.

Bhangra is actually music and dance form that originated from Punjab in India. It started in the villages of Punjab when Punjabi farmers danced celebrating Visakhi or the Harvest festival.

Just a popular dance form in Punjab and Assam in the beginning, now it is popular worldwide. It has gained so much popularity that bhangra is now used in most of Bollywood movies and in different dance shows around the globe.

With varieties of music like folk, popular, pop, classical, and much more Indian music is a tradition that has been developed since ages.

Indian classic music is categorized into Carnatic and Hindustani music. The Hindustani music has been most popular in the Northern part of India. It has been developed by people mostly residing in the cities like Delhi, Lucknow, Kolkata, and Varanasi etc.

This music has a large influence of Aryan people from the Middle East, including people from Afghanistan and Pakistan.

The Carnatic music has its main centre located in Chennai and popular in the southern part of the country. Among the two types of music, Carnatic is considered to be the purest form of music and one of the oldest if not the oldest form of music still existing today.

Since Brits have in India for more than 100 years Carnatic music has influence of European music with lots of integration of musical concept and instruments.

Sangeet is the basis of Indian music. It is a combination of all three forms of arts. The vocal music, the instrumental music and movement and dance.



### **Questions to answer:**

1. What is Bhangra music?
2. Where does Bhangra music originate from?
3. Name some different styles/types of Indian music?
4. What is the structure of Indian Classical music?
5. What is Sangeet and why is it important to Indian culture?
6. What was traditional Bhangra music influenced by in the UK?

**A heart surgeon says he "probably saved the life" of a baby by carrying out a "world-first" operation using stem cells from placentas.**

Professor Massimo Caputo from the Bristol Heart Institute used pioneering stem cell injections to correct baby Finley's heart defect. He hopes to develop the technology so children born with congenital cardiac disease won't need as many operations.

Finley was born with the main arteries in his heart the wrong way round. Unfortunately the surgery did not solve the problem and his heart function deteriorated.

"After 12 hours, Finley finally came out of surgery but he needed a heart and lung bypass machine to keep him alive, and his heart function had deteriorated. But a new procedure was tried, involving stem cells from a placenta bank.

Prof Caputo injected millions of the cells directly into Finley's heart in the hope they would help damaged blood vessels grow.

Allogeneic cells have the ability to grow into tissue that is not rejected and in Finley's case, have regenerated damaged heart muscle.

"He was discharged from ITU and is now a happy growing little boy."

**Where do stem cells come from?**

•**Embryonic stem cells.** These stem cells come from embryos that are 3 to 5 days old. they can divide into more stem cells or can become any type of cell in the body. This versatility allows embryonic stem cells to be used to regenerate or repair diseased tissue and organs.

•**Adult stem cells.** These stem cells are found in small numbers in most adult tissues, such as bone marrow or fat. Stem cells residing in the bone marrow may be able to create blood cells, bone or heart muscle cells.

•**Adult cells altered to have properties of embryonic stem cells.** Scientists have successfully transformed regular adult cells into stem cells using genetic reprogramming. By altering the genes in the adult cells, researchers can reprogram the cells to act similarly to embryonic stem cells.

•**Perinatal stem cells.** Researchers have discovered stem cells in amniotic fluid as well as umbilical cord blood. These stem cells have the ability to change into specialized cells.

**What are the potential problems with using embryonic stem cells in humans?**

For embryonic stem cells to be useful, researchers must be certain that the stem cells will differentiate into the specific cell types desired.

Researchers have discovered ways to direct stem cells to become specific types of cells, such as directing embryonic stem cells to become heart cells. Embryonic stem cells can also grow irregularly or specialize in different cell types spontaneously. Researchers are studying how to control the growth and differentiation of embryonic stem cells.

Embryonic stem cells might also trigger an immune response in which the recipient's body attacks the stem cells as foreign invaders, or the stem cells might simply fail to function as expected, with unknown consequences. Researchers continue to study how to avoid these possible complications.

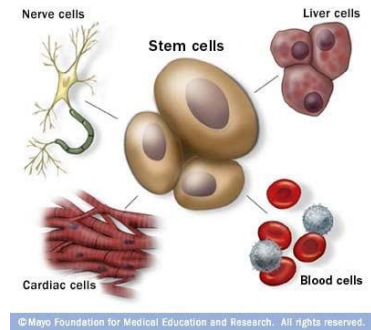
**Why is there such an interest in stem cells?**

**Increase understanding of how diseases occur.** By watching stem cells mature into cells in bones, heart muscle, nerves, and other organs and tissue

**Generate healthy cells to replace cells affected by disease (regenerative medicine).** Stem cells can be guided into becoming specific cells that can be used in people to regenerate and repair tissues that have been damaged or affected by disease. Include those with spinal cord injuries, type 1 diabetes, Parkinson's disease, amyotrophic lateral sclerosis, Alzheimer's disease, heart disease, stroke, burns, cancer and osteoarthritis.

Stem cells may have the potential to be grown to become new tissue for use in transplant and regenerative medicine.

**Test new drugs for safety and effectiveness.** Before using investigational drugs in people, researchers can use some types of stem cells to test the drugs for safety and quality. New areas of study include the effectiveness of using human stem cells that have been programmed into tissue-specific cells to test new drugs. For instance, nerve cells could be generated to test a new drug for a nerve disease.



Questions to answer in your yellow homework book:

1. Explain the intent of the news.
2. State the different types of stem cells.
3. Compare the different types of stem cells.
4. Describe the potential problems with using embryonic stem cells in humans.
5. Describe the different uses of stem cells
6. What is your opinion on using stem cells in medicine? Is it ethical?

## Art Movement : Hyper-realism



Hyperrealism is a relatively new art form that evolved from older movements; however, the traditional tools that are used to create art apply to this art genre as well. This includes paint, clay, graphite, ink, charcoal, and so on. Like all art forms, hyperrealism has some history behind it with a few pioneers that promoted and mastered the genre.

Hyperrealism is based on the aesthetic ideologies of photorealism and was promoted by a handful of artists out of the USA and Europe. Super-realistic or hyper-realistic art gained traction in the late '60s and early '70s. This is due to painters such as Chuck Close, Audrey Flack, Richard Estes, and Denis Peterson that created a painting based on photographs to achieve a hyper-realistic look that could easily be mistaken for a photograph.

Sarah Graham is a hyper-realistic painter; who creates realistic images of sweets and cakes.

Hyper-realistic sculptors and painters always used photographs as a reference to achieve a lifelike recreation of the image. This is where the difference between photorealism and hyperrealism art became evident, as photorealistic artists tried to

recreate an image that had plenty of detail, whereas hyper-realistic art requires the artist to present the image as lifelike.

This requires an immense focus on the subject, as every detail needs to be presented. Hyper-realistic art is essentially a depiction of reality, and there are often cases where the artwork cannot be differentiated from the reference.



Sarah Graham



Chuck Close

Questions to answer in your yellow homework book:

1. Which artists are leading artists in Hyper-realism?
2. Describe characteristics of Hyper-realism?
3. When did Hyper-realism begin to appear?
4. What should a piece of Hyper-realistic art be mistaken for?
5. What do hyper-realistic artists use as a reference?
6. From what you have read about Hyper-realism, how would you answer the question 'what is Hyper-realism?'





## **Lifestyle choices**

During our life we make lifestyle choices that impact our health. These can be categorised into different areas, what we eat, how much physical activity we take part in, the balance of work or school, rest and sleep in our lives and whether or not we drink alcohol or smoke.

### **Healthy diet**

The foods that we eat create our diet and this can have a positive or negative impact on our health. A health balanced diet that consists of carbohydrates, proteins, fats, fibre, vitamins and minerals will provide the body with the nutrients that it needs to complete daily tasks and boost your energy levels. Improvements in the quality and length of your sleep and a reduction in stress levels seen as a result of a healthier diet

A poor diet can result in deficiencies of important nutrients which could lead to certain health conditions, such as Osteoporosis, fatigue and muscle weakness.

In daily life, a poor diet can affect your concentration levels and also cause you to feel tired and lethargic, making it more difficult to find energy to exercise.

### **Work, rest and sleep balance**

When your life is balanced, you are able to work hard but also have enough time to rest and to sleep. Work can include school work, employment, sport and other physical activity. Rest may include socialising with friends or listening to music. Sleep is important to your

health so that your body and mind has time to recover from the demands of your daily life.

A poor relationship between work, rest and sleep will potentially increase the risk of mental health illness, weight gain, risk of illness or disease and poor quality of sleep.

### **Alcohol and nicotine**

The taking of alcohol and nicotine can have a negative impact on your health. Both of these recreational drugs can have short term and long effects on your lifestyle and health.

When drinking alcohol it can affect how your body will function, excess alcohol in your body can lead to a reduction in coordination, concentration and reaction time. This may cause you to suffer from injuries if you were to trip and fall as a result of the lack of coordination and reaction time. Alcohol will also disrupt sleep patterns which leads to slowing the body's ability to heal itself.

Longer term effects are reduction in the components of fitness, lead to weight gain because it has a high sugar and calorie content. The most serious condition is the affect that alcohol has on your liver, excess consumption of alcohol will lead to liver damage.

### **Nicotine/Smoking**

Smoking can become addictive due to the substance called nicotine.

Smoking has longer term health issues due to the impact it will have on your cardiovascular and respiratory systems.

The systems in the body are unable to work together efficiently which reduces the transportation of oxygen around the body.

The most serious health issues that smoking increase the risk of is diseases such lung or throat cancer, and also health issues such as bronchitis, pneumonia and emphysema.

Questions to answer in your yellow homework book:

1. What are the main aspects of a healthy lifestyle?
2. How can a good diet improve your lifestyle?
3. What are the negatives of a poor relationship between work, rest and sleep can have on your life?
4. What body systems does smoking impact most?
5. What are the short term effects of drinking alcohol on your body?

## **The pressures - and rewards - of being an influencer**

By Kathryn Kyte  
Business reporter

Michelle Phan says she had to quit making her popular makeup and beauty YouTube videos because she was burned out.

"It became harder and harder for me to pretend to be happy," she says. "And [as a result] I had become toxic with my relationships and friendships. I had my threshold."

Ms Phan, 34, is looking back on the period from 2017 to 2019 when she took a break from uploading her tutorial videos.

A so-called social media influencer or creator, she says she needed time off from the constant pressure to upload ever more content, and chase more and more views and likes.

Today her eponymous YouTube channel has 8.84 million subscribers around the world, and Los Angeles-based Ms Phan mentors and supports other people who are making and uploading videos.

She says that many feel stressed about running out of ideas, and compelled to make new content multiple times per day.

### **But what exactly is a social media influencer?**

There is no hard and fast definition, but in essence it is someone who has enough followers on social media, and typically YouTube, Instagram or TikTok, that they can monetise it.

The income comes from two main sources - a share of the advertising revenue, and deals with companies to promote their brands.

Regarding the former, on YouTube you can apply to start getting a share of the revenues from adverts placed on your videos, if you have more than 1,000 subscribers and 4,000 watched hours.

YouTube is tight-lipped about how much you can earn, but according to one report it is typically between \$3 to \$5 (£2 to £3.60) per 1,000 views of one of your videos.

And, when it comes to deals with brands, it varies according to how many followers you have. On Instagram, if you have more than one million follows, one report says that if a company wants you to promote something, you can earn more than \$10,000 for just one post.

While there is potentially big money to be made, Ms Phan says that creators "need to know when to draw the line, and take care of themselves" rather than post all the time.

Ms Phan also cautions that you have to be able to deal with online trolls writing horrible things below your videos. "You're also exposed to hateful comments, which I think people aren't prepared for".

Ms Phan first started putting videos on YouTube in 2007, and thanks in a large part to her success she has gone on to now own and run her own multi-million dollar company - EM Cosmetics.

"If you are a good storyteller then you can grow an immense audience and change your life," she says.

<https://www.bbc.co.uk/news/business-58487905>



Questions to answer in your yellow homework book:

1. Who wrote this article?
2. What is an influencer?
3. What are the benefits of being an influencer?
4. What are the down sides of being an influencer?
5. How do influencers make an income?
6. What skills do you need to be an influencers
7. How much could you make per 1000 subscribers on YouTube?
8. Who published this article online?

## **JAKOB'S STORY- Holocaust Memorial Museum**

I lived in a town called Maków Mazowiecki, about 80 km from Warsaw. The invasion of Poland brought with it the creation of forced labour camps and ghettos; with tremendous persecution against Jews. Consistent with its past politics, in 1941 Germany broke its pact with Russia.

In two days, the Germans were in my hometown, using the synagogue as a stable, destroying every Jewish symbol that was in their way and demanding that Jews be identified by a Star of David with the inscription, Jew, in the centre that would always be easily visible.

From the labour camps, Jews were transported to ghettos and concentration camps. In the ghettos, typhus, malnutrition and other diseases ravaged the population, which caused many deaths, especially among the elderly and children. It was a miracle that I survived typhus.

After two weeks, we started moving via peasant cart to the Mława ghetto; finding the place empty when we arrived because the previous inhabitants had all been transferred to Auschwitz. In this place, there was a train station. We stayed for 10 days, where they made us work on construction projects until we could be transferred. First, the elderly and women with small children were transported to Treblinka.

After two days, our transfer to Auschwitz began; a terrible voyage under inhumane conditions. When we

arrived at our tragic fate: Hell, I was only 16 years old and yet, even today, my ears echo the painful cries of the thousands of people there.

Upon our arrival we were separated by women and men. They took the women directly to the gas chambers and afterward to the crematoria - my mother and sister were among them! What pain, to see them taken to this place, never to return again. They divided the men into two groups; keeping my father and I united.

Suddenly in the midst of this Dantesque situation, we heard the familiar voice of my uncle shouting and telling us to "come to this side." Amid a whirlwind of German police with packs of angry dogs, we crossed to the other line that took us to Auschwitz-Birkenau. The other group was taken directly to the gas chambers. The crematoria smoke could be seen for kilometres around. Upon our arrival, there were approximately 6,000 people, but only 200 people were left to enter Auschwitz.

Upon entering Auschwitz, we were tattooed with numbers on our arms, which from that moment forward was our only identification; something which to this day for those who managed to survive, remind us every day of the horror which we had to pass through while the world, unfortunately, was deaf to our cries.



Questions to answer in your yellow homework book:

1. What were Jewish individuals expected to wear to identify them?
2. What were conditions like in the ghettos?
3. What happened when Jakob arrived at Auschwitz?
4. How were groups separated when they arrived at Auschwitz?



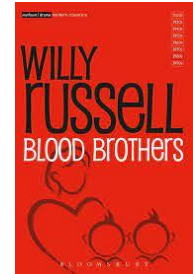
**Social class and inequality in Blood Brothers** Willy Russell wrote *Blood Brothers* in 1981, and it was first performed as a musical in 1983. This was during the period that Conservative Prime Minister Margaret Thatcher was in power. There was very high unemployment during this time, particularly in industrial working-class areas in northern England, such as Liverpool - where Russell is from and where the play is set. Mickey and his family represent the working classes, who were badly affected by the economic downturn, whereas Edward and the Lyons family embody the middle classes, who thrived in the 1980s.

The difference between the Johnstone and Lyons families draws attention to the impact that a person's social class can have on their opportunities in life. From the moment that Mrs Johnstone goes to work for Mrs Lyons at the beginning of the play, the audience's attention is drawn to how their lives are worlds apart. This contrast is emphasised throughout the play, through the characters of Mickey and Edward. Even at the age of seven, the twins' experiences of life are **disparate**. When they are young, their friendship overcomes their differences, but as they get older, the space between the brothers gets wider and harder for them to move past. Margaret Thatcher believed that anyone could be successful if they worked hard. Russell demonstrates that for Mickey this is not true. Without having the opportunities that Edward is given, Mickey's prospects are very limited, regardless of how hard he works and his desire to succeed.

Willy Russell asks several questions of the audience through the events of *Blood Brothers*, particularly about how equal our society is. Through presenting twins, who have the same **DNA** but are brought up in such different families, the playwright shows how much our life experiences affect the opportunities we have in life.

Russell also introduces the idea of superstition through the character of Mrs Johnstone. Should we accept that fate is in control of our lives or are other factors more important?

Another theme introduced in the play is violence. This is present in Mickey's life from when we meet him at the age of seven and gets worse and worse until his and Edward's deaths at the end of the play.



Questions to answer:

1. Who was Prime Minister at the time *Blood Brothers* was written?
2. What did Margaret Thatcher believe?
3. What is social class?
4. How did social class affect the characters of Mickey and Eddie?
5. What does Russell introduce the idea of?
6. Name a theme from *Blood Brothers*.

### **A Brief History of Constructions**

From ancient Greek times, mathematicians have considered three famous geometric construction problems. These problems are: (1) the duplication of the cube – construct the edge of a cube whose volume is twice that of a given cube; (2) the trisection of any angle – construct an angle that equals one-third of a given angle; and (3) the squaring of a circle – construct a square whose area equals the area of a given circle. Given the tools at the time, a compass and an unmarked ruler, these problems challenged mathematicians for centuries.

One of the most famous attempts to trisect an angle has been attributed to Hippias of Elis (born around 460 B.C.E.). He was a statesman and philosopher who travelled around being paid for his lectures on poetry, grammar, history, politics, archaeology, mathematics and astronomy. Plato described him as a vain man being both arrogant and boastful, having a wide but superficial knowledge. Hippias' contribution to mathematics was small, but significant. In his attempt to trisect an angle, he created a new transcendental curve which unfortunately could not be constructed with only a compass and unmarked ruler; but the curve can be used to divide an angle into not only three, but any number of congruent angles.

Gauss, in 1796, showed that some polygons are constructible but that most are not. Some of the most famous straightedge and compass problems were proven impossible by Pierre Wantzel in 1837, using the mathematical theory of fields. Then in 1882 Lindemann showed it is impossible by straightedge and compass to construct a square with the same area as a given circle.

Questions to answer in your yellow homework book:

1. What were the three famous geometric construction problems?
2. What tools were being used for constructions?
3. Who was Hippias of Elis?
4. How did Plato describe Hippias of Elis?
5. Which three mathematicians mentioned showed that some constructions are impossible?



Shy'M est une chanteuse française. Elle est souvent comparée à Rihanna. Elle est une grande star sur internet, avec des millions de vues sur YouTube. En 2012 et 2013, elle a gagné le prix « NRJ Music Awards » de la meilleure artiste féminine.

En réalité, Shy'M s'appelle Tamara Marthe. Elle a 31 ans. Elle a pris le nom de « Shy » parce qu'elle est timide. Puis, elle a choisi la lettre « M » pour Martinique, une île française dans les Caraïbes. Son père y habitait avec ses grands-parents.

Shy'm est fan des *Red Hot Chili Peppers* et de *Beyoncé*. Mais elle est aussi influencée par le « zouk », un style de musique martiniquaise moderne.

Au collège, Shy'm voulait devenir danseuse. En 2011, elle a participé à la saison numéro deux de « Danse avec les Stars ». C'est la version française de « Strictly Come Dancing ». Elle a gagné le grand prix ! Après, dans les saisons trois et quatre, elle a pris une place parmi les juges.



Questions to answer in your yellow homework book **in English**:

1. What does Shy'm do?
2. Who is she often compared to?
3. What is her real name?
4. How old is she?
5. What music does she like?
6. What popular TV show did she take part in and win?

**Can you find the French words for...?**

7. the new princess of French music
8. a big star on the internet
9. millions of views on Youtube
10. Shy'm is a fan of the *Red Hot Chili Peppers*

**Challenge**: Where is Martinique? What do you think it is like there?

**Aider – Help:**

chanteuse – singer  
gagner – to win  
parmi- among  
meilleur – best  
une île – an island

habitait – used to live  
voulait – wanted  
devenir – to become

## A career at Rolls-Royce

Whether you've just finished your GCSEs (or equivalent) or you're looking for a change in career, you could gain valuable skills and qualifications and learn at the same time as you earn, by completing an apprenticeship in Engineering.

Join us and you'll be shaping the future, surrounded by brilliant individuals who'll help to inspire, challenge and support you to be yourself and at your best.

### What you'll need

You'll need a minimum of 4 GCSEs (or equivalent) at grade 4/C which must include Maths, English Language, Science (excluding Biology) and one other subject at grade 4/C.

For roles in Scotland, you'll need 4 National 5s in Maths, English and Physics plus one other subject at grade A-C.

### What's more, you'll need to be:

genuinely interested in the practical side of engineering or hands-on activities. For example, we'd like to hear if you enjoy working on cars or bikes; figuring out how things work; or about an engineering or practical project you've done at school or home or a club you've been involved with; someone full of initiative, adaptable, eager to learn and driven to succeed.

Starting Salary is £14,900. Your apprenticeship will last 4 years and you don't just have to work in Derby. Rolls Royce work in Annesley, Ansty, Derby, Bristol, Birmingham, Barnoldswick, Inchinnan, Thurso and Washington!

You'll begin by gaining a strong foundation in the practical skills you need – either at our Apprentice Academy in Derby or with one of our approved training providers across the UK. Over the following three years, you'll broaden and deepen your knowledge through a range of attachments within one of our businesses, Civil Aerospace, Defence or Submarines, all the while working towards completing your Apprenticeship Standard and gaining relevant engineering qualifications. It's hands-on work. And whether you're helping build or test Rolls-Royce products, inspecting components or maintaining the tools and machinery we need to a high standard, you'll be making a big impact.

Our Advanced Apprentices take on one of a number of practical, specialised roles, including: Electrical | Fitter | Inspector | Instrument Technician | Welder | Machinist | Maintenance | Mechanical.



Questions to answer in your yellow homework book:

1. What is an apprenticeship?
2. What does a Rolls-Royce apprenticeship involve?
3. What skills do you develop?
4. Who might a Rolls Royce apprenticeship appeal to?
5. What qualities do they look for?

## **Losing Your Religion? Analytic Thinking Weakens Religious Belief**

By Alexandra Sifferlin

Most of the world's population believes in God, or gods, but alongside them there are also hundreds of millions of nonbelievers. What makes one a believer or not?

Religious faith is likely a complex phenomenon, shaped by multiple aspects of psychology and culture, say the authors of a new study. But the researchers, Ara Norenzayan and Will Gervais of the University of British Columbia in Canada, showed in a series of clever studies that at least one factor consistently appears to decrease the strength of people's religious belief: analytic thinking.

"Religion is such a big force in the world," says Norenzayan, an associate professor of psychology. "Hardly a day goes by without allegiances made to God, but we know very little about it. We are trying to fill this gap in our knowledge."

In one study, the researchers correlated participants' performance on a test of analytic thinking with measures of their religious belief. The thinking task included three problems requiring participants to analytically override their initial intuition. For example, one question asked: "A bat and a ball cost \$1.10 in total. The bat costs \$1 more than the ball. How much does the ball cost?" The immediate, intuitive response is 10 cents. Those who take the time to figure out the right answer (5 cents) are judged to be more analytical, and these people tended to score lower on the measures of religious belief.

The team then conducted four other studies showing that when people

are primed to think analytically, it weakens the strength of their religious belief. In one experiment, researchers asked participants to look at images of sculpture: either Rodin's *The Thinker*, a well-known portrayal of deep thought, or another artwork of a discus thrower that was matched to *The Thinker* for color and posture. (In a previous trial, the researchers confirmed that simply viewing Rodin's work improved people's performance on a syllogistic reasoning task.) Those who viewed *The Thinker* were also significantly less likely than the control group to say they believed in God.

In other trials, researchers primed analytic thought in subtler ways — for instance, by asking people to make simple sentences out of words, which included either thinking-related words like *ponder* or *rational* or control words like *hammer* and *brown*. Another task asked people to rate their religious beliefs on a questionnaire presented in one of two fonts: a clear, easy-to-process font or an italicized type that made the text difficult to read (previous research has found that presenting information in hard-to-read type boosts people's ability to reason). Across the board, participants who were primed for rational thought were less likely to express religious belief. What's more, researchers had measured religious belief in many of the participants several weeks prior to the analytic thinking experiments and found no difference between the groups.

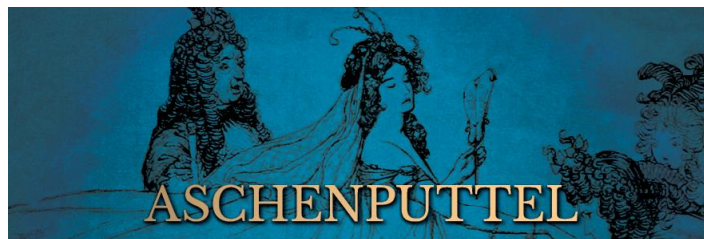
The impact of the thinking tasks was significant, but relatively small.

"We're not turning people into atheists," says Gervais. Rather, when the questionnaire responses of all subjects in an experiment are taken together, they indicate a small shift away from religious belief.

Questions to answer in your yellow homework book:

1. Give an example of a study used to test analytical thinking and religious belief.
2. Can scientists be religious? Why or why not?





Es gab einen reichen Mann. Er hatte eine Frau und eine Tochter, Aschenputtel.

Seine Frau wird krank und muss sich im Bett hinlegen. Leider stirbt sie. Der Vater und die Tochter sind beide so traurig.

Ein Jahr später heiratet der Vater eine andere Frau und die Tochter hat jetzt zwei Stiefschwestern. Sie sind so gemein, und sie geben ihr Schuhe aus Holz. Die arme Tochter muss tagelang Wasser tragen, kochen und waschen.

All drei Schwestern bekommen eine Einladung auf eine Hochzeit. Aschenputtel darf nicht mitgehen. Deshalb beginnt sie zu weinen.

**Hilfe – Help:**

Tochter = daughter

krank = ill

beide = both

später = later

stirbt – died

aus Holz – from wood

tragen – to carry / wear

traurig = sad

wegnehmen = to take away

bekommen = to get

eine Einladung = an invitation

mitgehen = to go with

heiratet – married

gemein – mean

die Hochzeit – then wedding

weinen – to cry



Questions to answer in your yellow homework book  
**in English:**

1. Why did the man's wife have to lay in bed?
2. How were the man and girl feeling afterwards?
3. What did the man do after that, and how soon afterwards did he do it?
4. How are the shoes described in this extract?
5. What does the man's daughter have to do, and how often does she do it?
6. What happens next to all three sisters?

**Challenge:** Use adjectives to write at least two sentences **in German** to give your own description of what the step-sisters from this story might have looked like.



Section A: Key vocabulary	
Tier 3 Vocabulary	Definition
Narrative (noun)	An account of connected events- a story.
Plot (noun)	The sequence of events in a film .
Sound (noun)	What can be heard whilst watching a film.
Props (noun)	Physical objects within a scene.
Mise-en-scene (noun)	The arrangement of everything in shot.
Setting (noun)	Where the film takes place.
Costume (noun)	What a character is wearing.
Tier 2 Vocabulary	Definition
Analyse (verb)	Examine something and explain the decisions made around it.
Connotations (noun)	An idea a word/item invokes
Summarise (verb)	A brief. statement of the main points.
Represents (verb)	Shows or stand for.
Symbolises (verb)	To represent something through an item.

Section B: Key Concepts/Ideas/Questions
<b>BIG QUESTIONS:</b> <ol style="list-style-type: none"> <li>1. How does mise-en-scene create meaning?</li> <li>2. What is setting?</li> <li>3. How do props act as action codes?</li> <li>4. How do we view setting and props in action?</li> <li>5. How do we write about films?</li> <li>6. How does costume, hair, and makeup help characterisation?</li> <li>7. How is sound used for effect?</li> <li>8. What are the different types of sound used in films?</li> <li>9. What are SFX and Foley sounds?</li> </ol>
<b>WHAT IS MISE-En-SCENE?</b> <b>Mise en scène</b> is the arrangement of scenery and stage properties in a play. Translated from French, it means "setting the stage" but, in film analysis, the term mise en scene refers to everything in front of the camera, including the set design, lighting, and actors. Mise en scene in film is the overall effect of how it all comes together for the audience.
<b>Concepts seen before:</b> This unit builds upon the analysis skills you already use in English! Film Studies is a GCSE option subject we offer at Lees Brook and could lead to future careers within the media industry.





Section C: Subject Specific
<b>Mise-en-scène:</b> <b>Setting</b> - anywhere the film's action takes place. 
<b>Props</b> - anything movable or portable on a stage or a set, distinct from the actors, scenery, costumes, and electrical equipment. 
<b>Hair / Make up</b> – the way a character is presented physically. 
<b>Costume</b> - a set of clothes in a style typical of a particular country or historical period. 







Week Beginning	TASKS  Year: 9    Subject: English    Topic: Media Literacy    Term: Autumn
11/09/2023	<b>TASK:</b> Choose a film you have seen. What is one of the settings of this film? Write a short paragraph explaining where the film is set and how you know.
25/09/2023	<b>TASK:</b> Choose a physical item that could be a prop in a film. 1. Name the item and then explain how it could appear in a film. You can be creative and make it up. 2. What genre film would it be in? 3. What sort of character might use this prop? 4. Do a quick sketch of what this prop might look like.
09/10/2023	<b>TASK:</b> Choose two Big Questions and answer them as mini-paragraphs.
23/10/2023	<b>TASK:</b> Write a two paragraph film review for Spiderman: Into the Spiderverse (or the film you watched in class if it is different). Find an example of a film review on the internet to help if you are unsure.
13/11/2023	<b>TASK:</b> Google a film poster for an age-appropriate film. List the mise-en-scene choices made by the creator and explain what it shows us as the audience. Mise-en-scene is everything you can see. <b>HINT:</b> What can you see on the film poster? How do the choices link to the genre of the film? Why do you think these choices have been made? What is the effect on the audience?
27/11/2023	<b>TASK:</b> Choose two Big Questions and answer them as mini-paragraphs.

# Year 9 – ‘The Crossing’ – Studying a Novel – Autumn Term 2



Section A: Key vocabulary	
Tier 3 Vocabulary	Definition
Juxtaposition (noun)	Opposites in character, theme, atmosphere, or setting.
Prose (noun)	Writing that uses paragraphs and sentences.
Semantic field (noun)	Words that link to a theme.
Extended metaphors (noun)	More than one metaphor that links to a theme.
Contextual analysis (noun)	Identifying historical significance in the text and link to the text.
Colloquial language (noun)	Slang.
Tier 2 Vocabulary	Definition
Analyse (verb)	To state an opinion, support it with facts, and make inferences.
Perceptive inference (noun)	An inference that is clear and detailed. Your inference should go beyond the obvious to make it perceptive.
Judicious quotes (noun)	Well judged quotes that show rather than tell.
Climax (noun)	The most exciting or important part of the story.
Prejudice (noun)	Judging someone before knowing them.
Refugee (noun)	Someone who has fled war, violence, or conflict.

Section B: Key Concepts and Ideas
<p><b>Out of Africa:</b> Human have always migrated. Scientists believe the first human migration out of Africa was about 2 million years ago.</p> 
<p><b>World War 2 Migration:</b> The end of WW2 meant the largest population movements in European history. Looking after millions of refugees in post-war countries that were already preoccupied with the suffering of their own citizens was difficult. Britain also encouraged migration from commonwealth countries. This started with The Windrush from Jamaica in 1948.</p> 
<p><b>2015 European Migrant Crisis:</b> Although often known as the ‘Syrian Refugee Crisis’, wars and human rights abuses caused millions of people from the Middle East, Asia and Africa to cross from Turkey into Greece and into Europe to find safety and security.</p> 
<p><b>Eritrea:</b> Eritrea is a diverse country in Africa with 9 different recognised ethnic groups. Eritrea has had a troubled history, being colonised by Italy, then Britain, then Ethiopia, which ended in a long and brutal war for independence. Due to the state of human rights in the country, hundreds of thousands of Eritreans have sought refuge in Ethiopia and Europe.</p> 

Section 3: Characters as constructs		
Fazel		<p><b>Represents</b> the treatment of refugees in Britain.</p> <p><i>‘The boy who never makes eye contact.’</i></p>
Hamid		<p><b>Symbolises</b> the hope of salvation.</p> <p>“Hamid and I can’t believe our ears It sounds like a <b>Utopia</b> Would we ever make it to this <b>Promised Land.</b>”</p>
Sammy		<p><b>Depicts</b> the adversity, struggle and hope of the journey to freedom.</p> <p>‘This is the start of our journey. Eritrea to the UK. Over five-thousand kilometres to paradise.’</p>
Tesfay		<p><b>Exemplifies</b> the loss of hope and the memory of those who never made it.</p> <p>‘Tesfay the footballer the joker the son my heart my friend my brother if you knew him like I did, like he was, you’d love him.’</p> <p>‘He was the brave one. He deserved to live.’</p>
Natalie		<p>Illustrates the importance of selflessness and kindness.</p> <p>‘it’s like I know him...it’s as if there’s a connection’</p>
Ryan		<p><b>Epitomises</b> the radicalisation of vulnerable young people.</p> <p>‘I don’t need either of you. I’m moving out. Danny says I can stay with him...’</p>
<p><b>Concepts seen before:</b> Myths and Legends: African history and culture. Shakespeare: Forms of prejudice.</p>		

<b>Week Beginning</b> (day/month)	<b>TASKS</b>  <b>Year: 9    Subject: English    Topic: Novel Study - ‘The Crossing’    Term: Autumn 2</b>
06/11/23	<b>Tier 2 vocabulary:</b> Create flashcards <b>for the six terms</b> with the word on one side and a Frayer diagram on the other side then rehearse saying them out loud. Test yourself by putting the flashcards in a pile with the tier 2 words facing up and (without looking) write down the definition in your KO. Then self- mark your answers by turning the flash cards over to the definition side to see if you were correct.
13/11/23	<b>Tier 3 vocabulary:</b> Create flashcards <b>for the six terms</b> with the word on one side and the definition on the other side then rehearse saying them out loud. Test yourself by putting the flashcards in a pile with the tier 3 words facing up and (without looking) write down the definition in your KO. Then self-mark your answers by turning the flash cards over to the definition side to see if you were correct.
20/11/23	<b>Section B:</b> Research the key concepts and ideas on the KO and make a more detailed learning resource of them.
27/11/23	Research The Windrush Scandal. Do these events surprise you or not? Explain your thoughts in your KO book.
04/12/23	<b>Juxtaposed protagonists:</b> Create a resource that shows the similarities and differences between Sammy and Natalie. Explain in detail why you think they are similar.
11/12/23	The writer, Manjeet Mann, says that her work focuses on marginalised groups in society. Explain how this book is about marginalised people in society, who represents this in the book, and how it is supposed to affect people.
18/12/23	<b>What we have read so far:</b> Write a summary of what we have read so far. Write a second paragraph that explains your thoughts and feelings you have towards the novel so far.



# Year 9 – Mathematics – Reasoning with Algebra- Autumn Term 1



## Section A: Key vocabulary

Tier 3 Vocabulary	Definition
Perpendicular (adj)	At 90° to each other
Parallel (adj)	Lines that never meet, equidistant to each other
Linear (adj)	A straight line
Co-efficient (n)	A number used to multiply a variable
Coordinates (n)	A set of values that show a position relative to the origin
Inequality (n)	Comparing values, showing if one is less than or more than or equal to.
Gradient (n)	How steep a line is
Y intercept (n)	Where a line crosses the y axis
Tier 2 Vocabulary	Definition
Horizontal (adj)	Going side-to-side, like the horizon
Vertical (adj)	In an up-down direction or position.
Unknown (n)	A value that we don't yet know
Solve (v)	To find/work out a value
Expand (v)	To multiply to remove the brackets
Variable (n)	A symbol for a value we don't know yet, we normally use a letter like x or y.
Formula (n)	A rule or fact written with mathematical symbols.

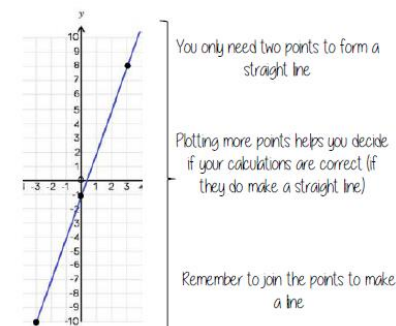
## Section B: Key Concepts/Ideas/Questions

$y = 3x - 1$  → 3 x the x coordinate then - 1

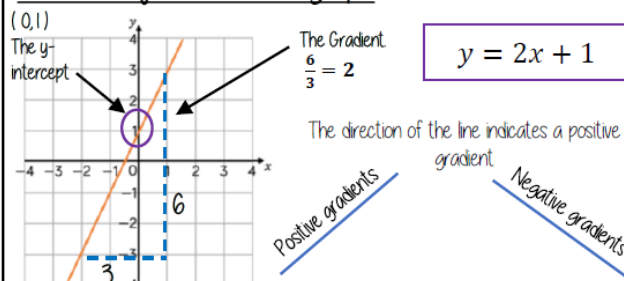
x	-3	0	3
y	-10	-1	8

Draw a table to display this information

This represents a coordinate pair (-3, -10)



### Find the equation from a graph



### Equations with unknown on both sides

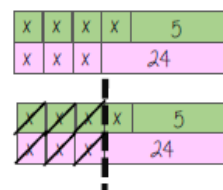
$$4x + 5 = 3x + 24$$

$$-3x \quad -3x$$

$$x + 5 = 24$$

$$-5 \quad -5$$

$$x = 19$$



## Section C: Subject Specific

$$y = mx + c$$

The coefficient of x (the number in front of x) tells us the gradient of the line

$$y = mx + c$$

y and x are coordinates

The value of c is the point at which the line crosses the y-axis. Y intercept

The equation of a line can be rearranged. Eg  
 $y = c + mx$   
 $c = y - mx$   
 Identify which coefficient you are identifying or comparing

### Form and solve inequalities



Two more than treble my number is greater than 11

Find the possible range of values

Form  $x \rightarrow x3 \rightarrow +2 \rightarrow 11$

$$3x + 2 > 11$$

Solve  $x \leftarrow -3 \leftarrow -2 \leftarrow 11$

$$x > 3$$

### Check

This would suggest any value bigger than 3 satisfies the statement  
 $3 \times 3 + 2 = 11 \checkmark$      $10 \times 3 + 2 = 32 \checkmark$

### Rearranging Formulae (two step)

In an equation (find x)

$$4x - 3 = 9$$

$$+3 \quad +3$$

$$4x = 12$$

$$\div 4 \quad \div 4$$

$$x = 3$$

In a formula (make x the subject)

$$xy - s = a$$

$$+s \quad +s$$

$$xy = a + s$$

$$\div y \quad \div y$$

$$x = \frac{a + s}{y}$$

The steps are the same for solving and rearranging

Rearranging is often needed when using  $y = mx + c$

### Concepts seen before:

Coordinates, drawing straight line graphs, solving equations, collecting like terms and inequalities



# Week Beginning



To hear the homework task read aloud, scan the QR code using the camera on your phone.

## TASKS

### Year 9—Mathematics—Reasoning with Algebra—Autumn 1

04/09/2023



Use look, cover, write, check to learn the definition of the key terms. Show evidence of this in your book.

**Vertical, horizontal, co-ordinates, gradient, y intercept, co-efficient.**

11/09/2023



Copy and complete the table of values for the equation  $y = 3x - 2$ . Plot the co-ordinates on a graph and join in a straight line.

x	-3	-2	-1	0	1	2	3
y							

18/09/2023



Write out full worked examples of how to find the gradient of a line. Create one example using a positive gradient and the second example using a negative gradient.

25/09/2023



Use  $y = mx + c$  to identify the gradient and y intercept of the following lines.

(a)  $y = 3x + 1$

(b)  $y = 2x - 5$

(c)  $y = 7x + 4$

(d)  $y = 10x + 5$

(e)  $y = x - 2$

(f)  $y = 6x$

(g)  $y = -4x + 3$

(h)  $y = -3x - 7$

02/10/2023



Create a mind map connecting everything you have learnt about straight line graphs.

09/10/2023



For each of the following words write the definition, use it in a sentence and write a question that test uses the word.

**Solve, expand, inequality, unknown and variable**

16/10/2023



Solve the following inequalities. Show each stage of your working in your book.

$5x - 8 \leq 22$      $7x + 5 \geq 40$      $5x + 18 > 63$

23/10/2023



Write a step by step guide to solving equations with the variable on both sides. Use your guide to help you answer these questions. Show all of your working.

$5x + 12 = 10x - 8$      $2a + 9 = 3a + 4$



## Section A: Key vocabulary

Tier 3 Vocabulary	Definition
2D (adj)	Two dimensions to the shape e.g. length & width
3D (adj)	Three dimensions to the shape e.g. length, width & height
Protractor (n)	A piece of equipment used to measure and draw angles
Equidistant (adj)	The same distance
Perpendicular (adj)	Lines that meet at 90 degrees
Congruent (adj)	Figures that are identical in size and shape
Tier 2 Vocabulary	Definition
Vertex (n)	A point where two or more line segments meet (a corner)
Edge (n)	A line on the boundary joining two vertex
Face (n)	A flat surface on a solid object
Cross-section (n)	A view inside a solid shape made by cutting through it
Plan (n)	A drawing of something when drawn from above
Locus (n)	Set of points with a common property
Arc (n)	Part of a curve
Bisector (n)	A line that divides something into two equal parts

## Section B: Key Concepts/Ideas/Questions

### Surface area

Sketching nets first helps you visualise all the sides that will form the overall surface area

For cubes and cuboids you can also find one of each face and double it

For other shapes - not all the sides are the same, so calculate the individually

Sum of all faces is surface area

### Volumes

Volume is the 3D space it takes up - also known as capacity if using liquids to fill the space

**Counting cubes**  
Some 3D shape volumes can be calculated by counting the number of cubes that fit inside the shape.

**Cubes/ Cuboids = base x width x height**

Remember multiplication is commutative

### Surface area - cylinders

The area of the circle  $\pi \times \text{radius}^2$

The width of the face is the same as the circumference  $\pi \times \text{diameter} \times \text{height}$

**Circumference**

**2 x  $\pi \times \text{radius}^2$  +  $\pi \times \text{diameter} \times \text{height}$**

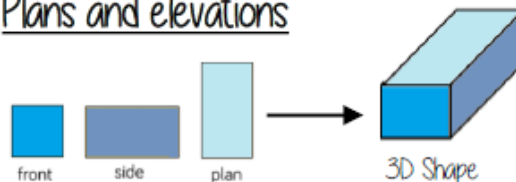
### Prisms and cylinders

**Prisms and cylinders = area cross section x height**

Height can also be described as depth

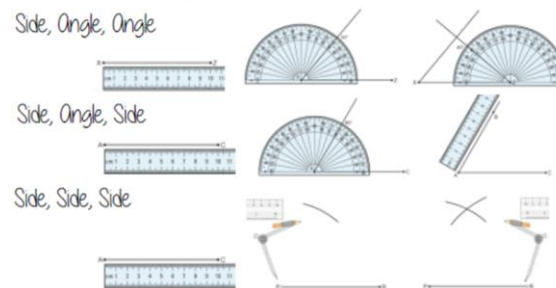
**Cross section**

## Plans and elevations



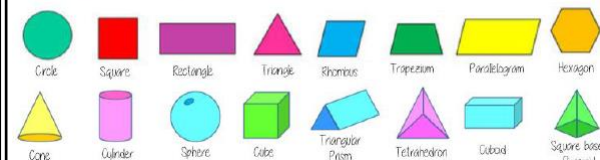
The direction you are considering the shape from determines the front and side views

## Constructing Triangles



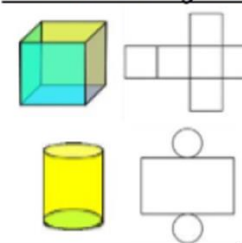
## Section C: Subject Specific

### Name 2D & 3D shapes



### Area of 2D shapes

### Sketch and recognise nets



Rectangle  
Base x Height

Parallelogram/ Rhombus  
Base x Perpendicular height

Area of a trapezium  
 $(a+b) \times h$



### Congruent triangles

Side-side-side

All three sides on the triangle are the same size

Angle-side-angle

Two angles and the side connecting them are equal in size on both triangles

Side-angle-side

Two sides and the angle in-between them are equal in two triangles (it will also mean the third side is the same size on both shapes)

Right angle-hypotenuse-side

The triangles both have a right angle, the hypotenuse and one side are the same





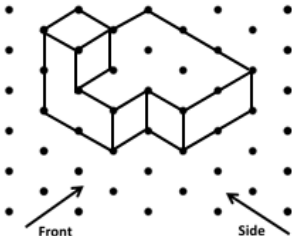


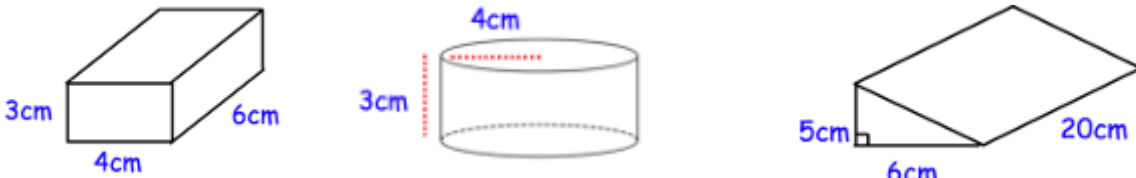


Triangle  
 $\frac{1}{2} \times \text{Base} \times \text{Perpendicular height}$



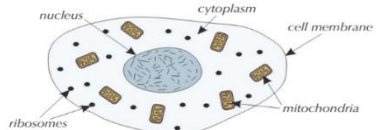
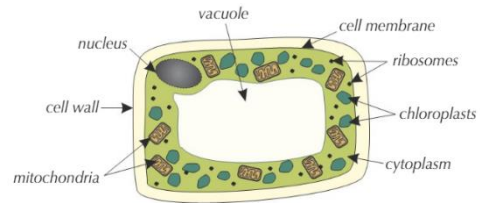
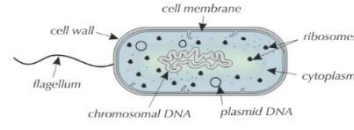
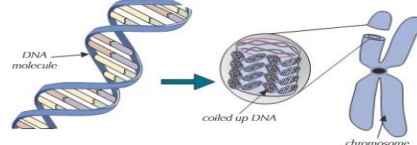
Area of a circle  
 $\pi \times \text{radius}^2$

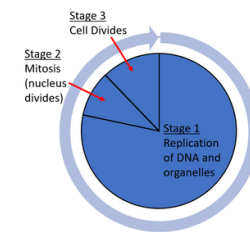
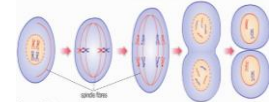
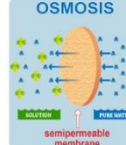
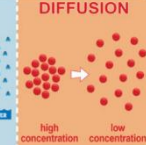
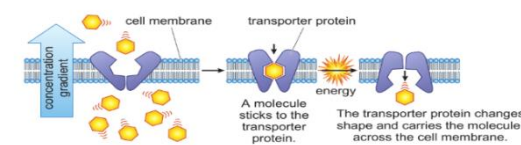


Concepts seen before: Perimeter, area, volume, geometric reasoning.

<b>Week Beginning</b> 	<b>TASKS</b> <b>Year 9—Mathematics—Constructing in 2D and 3D—Autumn 2</b>
6/11/2023 	To hear the homework task read aloud, scan the QR code using the camera on your phone. Use look, cover, write, check to learn the definition of the words. Show evidence of this in your book. <b>2D, 3D, Vertex, Edge, Face, Cross Section</b>
13/11/2023 	Draw a net of the following shapes. To check, you could cut the net out and fold it up to make the shape. <b>Cube, Cuboid, Triangular Prism, Square Based Pyramid, Cylinder</b>
20/11/2023 	Draw a plan, front and side elevation of the following 3D shape.  Name and sketch a 3D shape that has the same plan, front elevation and side elevation. 
27/11/2023 	Create a poster explaining how you calculate the surface area for 3 different 3D shapes of your choice. Give a worked example of each.
4/11/2023 	Calculate the volume of the following shapes  The volume of a cuboid is $12\text{cm}^3$ . List all the possible dimensions of the cuboid. How confident are you that you have all the possibilities?
11/12/2023 	For each of the following words write a definition, use it in a sentence and use it in a maths question. <b>Locus, Arc, Perpendicular, Bisector, Congruent</b>
18/12/2023 	Create a flow chart to show the construction steps to accurately draw an ASA triangle, an SAS triangle and an SSS triangle.

Section A: Key Vocabulary	
Tier 3	Definition
Chloroplasts (n)	A green disc containing chlorophyll, found in plant cells. Where the plant makes glucose, using photosynthesis.
Chromosome (n)	A structure found in the nuclei of cells. Each chromosome contains one enormously long DNA molecule.
Cytoplasm (n)	The watery jelly inside a cell where the cell's activities take place.
Diploid (a)	A cell that has two sets of chromosomes.
DNA (n)	A substance that contains genetic information. Short for deoxyribonucleic acid.
Eukaryotic (a)	A cell with a nucleus is eukaryotic.
Haploid (a)	Describes a cell that has one set of chromosomes
Mitochondrion (n)	An organelle in the cytoplasm of eukaryotic cells, where aerobic respiration occurs.
Nucleus (n)	The 'control centre' of a eukaryotic cell.
Plasmid (n)	A small loop of DNA found in the cytoplasm of bacteria
Prokaryotic (a)	A cell with no nucleus is prokaryotic. Organisms such as bacteria, which have cells like this, are also said to be prokaryotic.
Tier 2	Definition
Magnification (n)	How much bigger something appears compared with its actual size.
Resolution (n)	Smallest change that can be measured by an instrument.
<b>Concepts you have seen before:</b> Cells, tissues, organs and systems Unicellular organisms	

Section B: Important Ideas / Concepts / Questions
<b>Eukaryotic cells</b> Cells where the DNA is contained within a nucleus. Examples: plant and animal cells.  
<b>Prokaryotic cells</b> Cells where the DNA is not contained within a nucleus. Example: bacteria cells 
<b>Chromosomes and DNA</b> Chromosomes are long DNA molecules. 

Section C: Subject Specific
<b>Maths skills : Magnification</b> $\text{total magnification} = \frac{\text{eyepiece lens magnification}}{\text{magnification}} \times \frac{\text{objective lens magnification}}{\text{magnification}}$ $\text{magnification} = \frac{\text{image size}}{\text{real size}}$
<b>Cell division</b> Mitosis is a process in which one cell divides into two genetically identical daughter cells. This is done for growth and repair.   <p>A graphic showing the stages of the cell cycle and the relative time taken for each stage.</p>
<b>Movement</b> Osmosis and diffusion are passive processes and substances move down a concentration gradient. Active transport requires energy to move substances up a concentration gradient.   

## Section A: Key Vocabulary

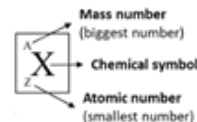
Tier 3	Definition
Electronic structure (n)	A set of numbers to show the arrangement of electrons in their shells (or energy levels).
Isotope (n)	Atoms that have the same number of protons but different number of neutrons, i.e., they have the same atomic number but different mass numbers.
Atom (n)	The smallest part of an element that can still be recognised as that element.
Ion (n)	A charged particle produced by the loss or gain of electrons.
Compounds (n)	A substance made when two or more elements are chemically bonded together
Atomic number (n)	The number of protons in each atom of an element/
Mass number (n)	The number of protons plus neutrons in the nucleus of an atom
Tier 2	Definition
Relative (adj)	Considered in relation or in proportion to something else.
Mass (n)	Measure of the amount of matter in an object.
Mixture (n)	When some elements or compounds are mixed together and intermingle but do not react together. A mixture is not a pure substance.

**Concepts seen before:**  
Atoms, elements and compounds  
Separating techniques

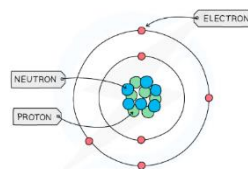
## Section B: Important Ideas / Concepts / Questions

### Atomic structure

Subatomic particle	Relative mass	Relative charge
Proton	1	+1
Neutron	1	0
Electron	0.0005	-1

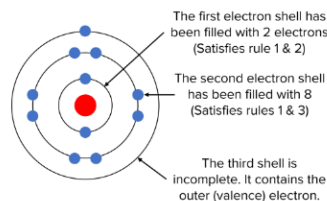


### Sub-atomic particle arrangement



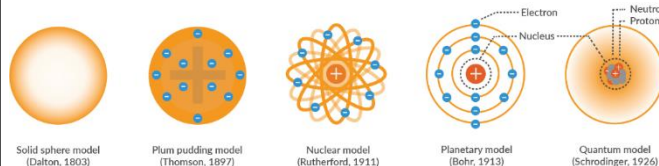
### Electron arrangement

- Each electron shell must be filled **before** a new shell can begin to be filled up.
- The **first** electron shell can hold a maximum of **22** electrons.
- Every subsequent electron shell can hold a maximum of **88** electrons.



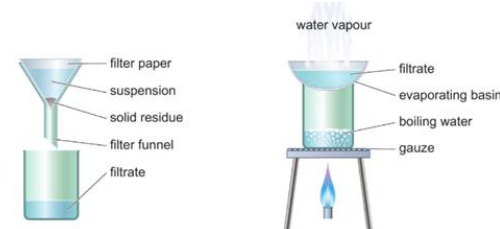
### History of the atom

#### Atomic Models

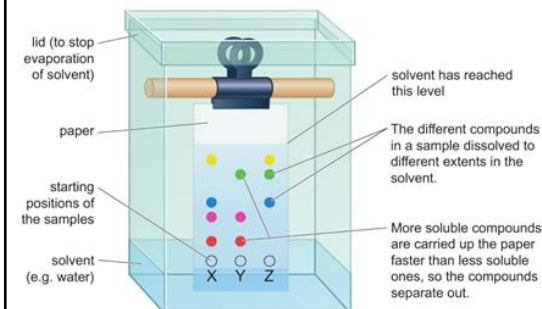
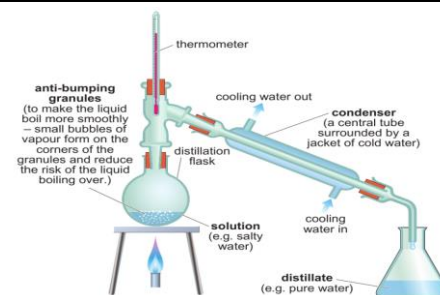


## Section C: Representing different substances.

### Filtration and crystallisation



### Distillation





# Year 9 – Science - C1: The Periodic Table – Autumn Term



Section A: Key vocabulary	
Tier 3 Vocabulary	Definition
Atom (n)	The smallest particle of an element.
Nucleus (n)	Positively charged central part of an atom, made up of protons and neutrons.
Isotope (n)	Different forms of the same element which have the same number of protons but a different number of neutrons.
Ion (n)	Charged particle formed when an atom, or group of atoms, loses or gains electrons.
Compound (n)	A substance consisting of more than one type of atom chemically joined.
Alkali metals (n)	Name given to the group 1 metals due to the hydroxide that forms when they react with water.
Halogens (n)	Name given to the group 7 elements that become less reactive down the group.
Noble gases (n)	Name given to the group 0 gases that are inert due to their full outer shell.
Tier 2 Vocabulary	Definition
Structure (n)	the arrangement of and relations between the parts of something more complex.
Table (n)	A set of facts or figures systematically displayed, especially in columns.
Symbol (n)	a mark or character used as a conventional representation of an object, function, or process

## Section B: Key Concepts/Ideas/Questions

**Group 1** (alkali metals) all react with oxygen and water. Going down group 1, the reactivity increases. Each atom has one electron in its outer shell which it wants to lose. Each period down increases the atom size by adding another electron shell, this reduces the force of attraction between the positive nucleus and negative outer electron.

**Group 7** (Halogens) all form diatomic covalently bonded molecules, share chemical properties and show a trend in physical properties. The reactivity of the halogens increases going up the group. All halogens can be used as disinfectants and bleaches. Chlorine gas can be identified by using damp blue litmus paper which will turn pink then bleach to white.

**Halogen displacement**  
Halogens take part in displacement reactions where a more reactive halogen takes the place of a less reactive one in an ionic compound.

**Group 0** (Noble gases)  
The noble gases are colourless, have very low boiling points and are poor conductors of heat and electricity. They all have a stable electron configuration as they have full outer shells (He: 2, Ne: 2.8, Ar: 2.8.8). This makes them inert and explain why they are monatomic. There are trends in the physical properties going down the group; increase in melting points, boiling points, and density.

## Section C: Subject Specific

### Group 1: Alkali metals

### Group 7: The halogens

### Group 0: The Inert gases

**Concepts seen before:**  
Atomic structure and the periodic table.

## Section A: Key Vocabulary

Tier 3	Definition
Thermal conductivity (n)	Rate of thermal energy (heat) transfer through a material
Specific heat capacity (n)	Energy needed to change the temperature of 1kg of a substance by 1°C
Continuous variable (n)	A variable which can take any value e.g. temperature
Categoric variable (n)	These have values which are names e.g. type of material
Black body (n)	A body that absorbs all the radiation incident on it
Infrared (n)	Type of radiation given out by all objects because of their temperature
Wavelength (n)	The distance from one wave crest to the next
Tier 2	Definition
Absorb (v)	Take in (e.g. radiation)
Emit (v)	Give out (e.g. radiation)
Cavity wall insulation (n)	Insulating layer placed between outer and inner walls of a house
Double glazed (n)	Having two layers of glass
Vacuum (n)	A space from which the air is completely removed

**Concepts you have seen before:** Energy stores; energy transfers; conduction; insulation

## Section B: Important Ideas / Concepts / Questions

### Specific heat capacity

Equation for specific heat capacity (given in exam)  
**Energy transferred = mass x specific heat capacity x temperature change**

$$\Delta Q = mc\Delta\theta$$

DE = m x c x Dq  
Units:  
 Energy in joules (J)  
 Mass in kg  
 Specific heat capacity in J/kg°C

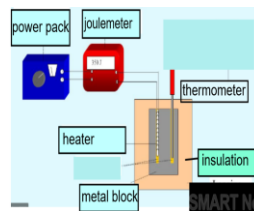
**Typical exam question:** the value measured for specific heat capacity is higher than true value because some thermal energy spreads out into surroundings rather than heating the block

Can use voltmeter, ammeter and stopwatch to measure energy instead of joulemeter  
**Energy = V X I X t**

**Required practical: measure specific heat capacity of a material.**

### Method

Measure **mass** of block using a balance.  
 Measure start temperature using thermometer.  
 Heat block for fixed time – then measure temperature at end.  
 Calculate **change in temperature** (final temperature-start temperature).  
 Calculate **energy** supplied (directly from joulemeter or from voltmeter, ammeter and stopwatch).  
 Use equation to calculate specific heat capacity.

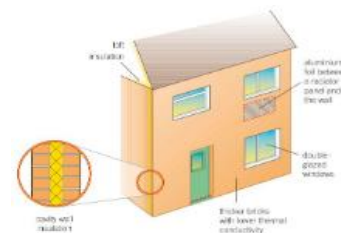


## Section C: Heating and insulating buildings

### Reducing the rate of energy transfers at home

Thermal **insulators** (e.g. bubble wrap) have low thermal conductivity  
 Thermal **conductors** (e.g. metals) have a high thermal conductivity

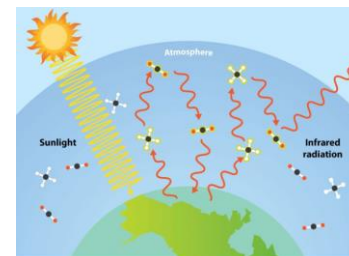
The rate of energy transfer from houses can be reduced using insulation (ideally thick layers of materials with low thermal conductivity)



### Radiation and the Earth's temperature

The Earth's temperature depends on the rates at which light radiation and **infrared radiation** are:

- absorbed by the Earth's surface and atmosphere.
- emitted by the Earth's surface and atmosphere.





Section A: Key Vocabulary	
Tier 3	Definition
Density (n)	Mass per unit volume of a substance.
Physical change (n)	A change in which no new substances are produced.
Melting point (n)	Temperature at which a pure substance melts or freezes
Boiling point (n)	Temperature at which a pure substance boils or condenses.
Latent heat (n)	The energy transferred to or from substance when it changes its state.
Internal energy (n)	The energy of the particles of a substance due to their individual motion and positions.
Kinetic theory (n)	The model that explains the properties of different states of matter in terms of the movement of particles.
Tier 2	Definition
Pressure (n)	The force on a certain area. It is measured in Pascals or N/m <sup>2</sup>
Fusion (n)	An occasion where two or more things join or are combined.
Vaporisation (n)	The process of turning, or causing something to turn, from solid or liquid state into gas.
Volume (n)	The amount of space that is contained within an object or solid shape.
<b>Concepts you have seen before:</b> States of matter & particle model (chemistry)	

Section B: Important Ideas / Concepts / Questions
Density
<p><b>density, <math>\rho</math></b> (kilogram per cubic metre, kg/m<sup>3</sup>) = <math>\frac{\text{mass, } m \text{ (kilograms, kg)}}{\text{volume, } V \text{ (metres}^3\text{, m}^3\text{)}}</math></p> <p><b>Figure 2</b> The volume of a cuboid</p> <p><b>Figure 3</b> Using a measuring cylinder</p>
Specific latent heat
<p><b>specific latent heat of fusion, <math>L_f</math> (J/kg)</b> = <math>\frac{\text{energy, } E \text{ (joules, J)}}{\text{mass, } m \text{ (kilograms, kg)}}</math></p> <p><b>specific latent heat of vaporisation, <math>L_v</math></b> = <math>\frac{\text{energy, } E \text{ (joules, J)}}{\text{mass, } m \text{ (kilograms, kg)}}</math> (joules per kilogram, J/Kg)</p>

Section C: Electricity in the home
Changes of state
<p><b>Figure 2</b> Melting and boiling water</p>
Gas Pressure
<p><b>Boyle's Law</b> – for a fixed mass of gas at constant temperature:</p> $\text{pressure, } p \text{ (pressure, Pa)} \times \text{volume, } V \text{ (metres cubed, m}^3\text{)} = \text{constant}$ <p><b>Worked example</b></p> <p>In a chemistry experiment, 0.000 20 m<sup>3</sup> (= 200 cm<sup>3</sup>) of gas was collected in a flask at a pressure of 125 kPa. Calculate the volume of this mass of gas at a pressure of 100 kPa and the same temperature.</p> <p><b>Solution</b></p> <p>Let <math>p_1 = 125 \text{ kPa} = 125\,000 \text{ Pa}</math> and <math>V_1 = 0.000\,20 \text{ m}^3</math>  <math>p_1 V_1 = 125\,000 \text{ Pa} \times 0.000\,20 \text{ m}^3 = 25 \text{ Pa m}^3</math>          Let <math>p_2 = 100 \text{ kPa} = 100\,000 \text{ Pa}</math>, where <math>V_2</math> is the volume to be calculated.          Applying <math>p_2 V_2 = p_1 V_1</math>, therefore gives <math>100\,000 \text{ Pa} \times V_2 = 25 \text{ Pa m}^3</math>          So, <math>V_2 = \frac{25 \text{ Pa m}^3}{100\,000 \text{ Pa}} = 0.000\,25 \text{ m}^3 = 250 \text{ cm}^3</math></p>

Week Beginning	TASKS
	Year: 9      Subject: Science      Topic:      Term: Autumn
04/09/23	<b>Cell Biology:</b> Learn the spellings and the definitions of the Tier 3 vocabulary words for the cell biology topic. Do this by writing out the definitions and then writing out the words next to each definition in a mixed up order. Match up the words to the definition using a line or colour. Check your answers.
11/09/23	<b>Cell Biology:</b> Create a table to compare and contrast plant animal and bacteria cells.
18/09/23	<b>Cell Biology:</b> Describe the life cycle of a cell including what happens at each stage and the relative amount of time each stage lasts for.
25/09/23	<b>Cell Biology:</b> Describe the similarities and differences between osmosis diffusion and active transport.
02/10/23	<b>Cell Biology:</b> Create a mind map to summarise the cell biology topic.
09/10/23	<b>Atomic structure:</b> Make flash cards to learn ten words from the key vocabulary for the atomic structure topic. Write the key word on one side and the definition on the opposite side. Test yourself until you know the definition of each word by memory. Stick theses in your knowledge organiser book so they can be reused for revision.
16/10/23	<b>Atomic structure:</b> Write a set of instructions for how to carry out the 3 different separating techniques.
23/10/23	<b>Atomic structure:</b> Describe how our understanding of the structure of the atom has changed over time, include a detailed description of the current model of the atom.

Week Beginning	TASKS
	Year: 9      Subject: Science      Topic:      Term: Autumn
06/11/23	<b>Periodic table:</b> Learn the spellings and the definitions of the Tier 3 vocabulary words for the periodic table topic. Do this by writing out the definitions and then writing out the words next to each definition in a mixed up order. Match up the words to the definition using a line or colour. Check your answers.
13/11/23	<b>Periodic table:</b> Explain why elements within the same group behave in similar ways, include a description of group 1, 7 and 0
20/11/23	<b>Heating:</b> Learn the spellings and the definitions of the Tier 3 and Tier 2 vocabulary words for the energy transfer by heating topic
27/11/23	<b>Heating:</b> Write the method of how to measure the specific heat capacity of a material.
04/12/23	<b>Heating:</b> Write down the factors on which the temperature of the Earth depends on
11/12/23	<b>Energy:</b> Learn the spellings and the definitions of the Tier 3 vocabulary words for the Energy topic. Do this by writing out the definitions and then writing out the words next to each definition in a mixed up order. Match up the words to the definition using a line or colour. Check your answers.
18/12/23	<b>Energy:</b> Write a method to describe how to measure of the density of regular shaped solids, irregular shaped solids and liquids.

# Year 9 – Religious Studies – Ethics: Big Questions – Autumn Term 1



Topic Enquiry: Do Christians offer solutions to problems raised by life's 'big questions'?

## Section A: Key vocabulary

Tier 3 Vocabulary	Definition
Theist (n)	Someone who believes in God
Atheist (n)	Someone who does not believe in God
The First Unmoved Mover (n)	Aquinas' title for God who is not caused but causes everything else
Omnibenevolent (a)	All loving
Covenant (n)	A promise between God and people
Atonement (n)	Forgiveness of sin so that humans can be with God, reconciled with him in heaven
Salvation (n)	Saved from the consequences of sin
Original Sin (n)	The first sin committed by humanity
General Revelation (n)	The idea that knowledge of God can reach all people in all times, in all places
Special Revelation (n)	The idea of direct revelation from God to a specific person whom God chooses
Miracle	An extraordinary and welcome event, defying the laws of science and nature
Tier 2 Vocabulary	Definition
Logical (a)	When something is clearly reasonable and therefore makes sense to assume correct
Empirical Evidence (n)	Gaining proof of something because we have experienced it ourselves through our own senses. E.g. seen in, felt it, heard it, tasted it or smelt it
Cause and Effect (n)	The belief that everything is caused and brought into existence because of something else. Every 'cause' has an 'effect'. E.g. If you push someone (cause) they will fall over (effect)
Vengeful (a)	Seeking to harm someone as payback for something they've done to you
Mutually Exclusive (a)	The idea that two things cannot exist together. E.g. Can God be loving, whilst evil exists?

## Section B: Key Arguments

### Cosmological Argument – Thomas Aquinas

- Everything has a cause
- Nothing just pops into existence; we can trace everything back to its original cause
- (There is nothing in our world that comes from nothing.)
- There can't be an infinite chain of cause and effect. There must be a 'First Cause' that wasn't caused by anything else.
- For Aquinas, God is the First Cause. The effect is the universe he created.



SCAN ME

### Teleological Argument – William Paley

- If you were walking and you found a watch, you would see how complex it was, and assume it was designed by someone
- Our universe is far more complex than a watch
- Look at a human eye – how intricate and complex
- There is no way the universe could have come about by chance
- There must have been an intelligent designer who created the universe



SCAN ME

### How might an atheist respond to the arguments above?



SCAN ME



SCAN ME



## Section C: Key Texts

### What does it mean to say, 'God is love'?

1 John 4:7-12: Beloved, let us love one another, for love is from God, and whoever loves has been born of God and knows God. <sup>8</sup> Anyone who does not love does not know God, because God is love. <sup>9</sup> In this the love of God was made manifest among us, that God sent his only Son into the world, so that we might live through him. <sup>10</sup> In this is love, not that we have loved God but that he loved us and sent his Son to be the propitiation for our sins. <sup>11</sup> Beloved, if God so loved us, we also ought to love one another. <sup>12</sup> No one has ever seen God; if we love one another, God abides in us, and his love is perfected in us.

### Should miracle stories be read literally or figuratively?

John 2:1-11: On the third day a wedding took place at Cana in Galilee. Jesus' mother was there, and Jesus and his disciples had also been invited to the wedding. When the wine was gone, Jesus' mother said to him, "They have no more wine."

"Woman, why do you involve me?" Jesus replied. "My hour has not yet come."

His mother said to the servants, "Do whatever he tells you."

Nearby stood six stone water jars, the kind used by the Jews for ceremonial washing, each holding from twenty to thirty gallons.

Jesus said to the servants, "Fill the jars with water"; so they filled them to the brim.

Then he told them, "Now draw some out and take it to the master of the banquet."



They did so, and the master of the banquet tasted the water that had been turned into wine. He did not realize where it had come from, though the servants who had drawn the water knew. Then he called the bridegroom aside and said, "Everyone brings out the choice wine first and then the cheaper wine after the guests have had too much to drink; but you have saved the best till now."


**Concepts seen before:** Creation, salvation, nature of God as good, loving and powerful, The Fall and Original Sin, miracles

# Year 9 - Religious Studies – Philosophy: Humanism - Autumn Term 2



Section A: Key vocabulary	
Tier 3 Vocabulary	Definition
<b>Theist (n)</b>	Someone who DOES believe in God.
<b>Atheist (n)</b>	Someone who does NOT believe in God.
<b>Agnostic (n)</b>	Someone who believes it is impossible to know whether God exists or not.
<b>Religious Experience (n)</b>	An experience that brings a person closer to God.
<b>Mystical Experience (n)</b>	An experience of God that is difficult to explain.
<b>Conversion (n)</b>	An experience that makes someone follow a religion or change religion.
Tier 2 Vocabulary	Definition
<b>Fact (n)</b>	Something that actually exists or can be proved to be true.
<b>Belief (n)</b>	Accepting that something is true that isn't actually based on evidence.
<b>Theory (n)</b>	A system of ideas intended to explain something.
<b>Fiction (n)</b>	Something that is not true.

Section B: Humanist Beliefs
<p><b>Humans only have one life</b> (no afterlife - like Heaven or Hell). You should give meaning to your own life by seeking happiness and helping others to do the same. <b>Moral decisions should be made based on reason, empathy and a concern</b> for other human beings - everyone's human rights should be respected. Human experience and reason provide the only source of knowledge and authority (not a higher power/being). The <b>world is a natural place</b> and we should use science and reason to make sense of the world( not look to a god for answers). Humanists belief that we need to look after and <b>preserve the world for future generations</b>. This means we need to consider how we treat animals and nature.</p> <p><b>Humanists believe that science and technology have contributed to the damage the environment</b> has suffered, but they will also be necessary to find solutions to our environmental challenges.</p> <p><b>Humanism</b> = a way of looking at the world that puts humans first. Humanists do not believe in any god, and instead focus on science, and treating others well.</p> <p>Humanists make their ethical decisions based on reason, empathy and a concern for human beings and other sentient beings. When they have a choice to make they always think about how it will make other people feel, and use the Golden Rule. This is the humanist symbol, it is called the <b>"Happy Human"</b>. All humanists want to make the world a better place, for us now, and for people in the future.</p>
 

Section C: Humanism in practice
Humanism UK
<p><b>Humanist UK</b> are an organisation that try to put Humanist ideas and principles into practice. They campaign for equality for all people, provide non-religious ceremonies like weddings and funerals, and providing support for people in difficult situations. They say <b>"we do this because we're humanists, people who shape our own lives in the here and now, because we believe it's the only life we get."</b></p> <p><b>What do Humanists believe about life after death?</b></p> <ul style="list-style-type: none"> <li>• There is no life after death, we only have this one life.</li> <li>• We should try to make the most of the one life we know we have</li> <li>• The limited and ending nature of life is what makes it even more valuable and important</li> <li>• The absence of an afterlife makes this life all the more important and meaningful</li> <li>• Belief in an afterlife can distract attention from this life</li> </ul>
<p><b>Stephen Fry</b></p>  <p>"A humanist is someone who will never tell you what to believe. We will never tell you what is absolutely true. We will never make claims that cannot be proven and that you cannot find out for yourself. We believe life is an adventure and that nobody knows the answers or the destination."</p>
<p><b>Concepts seen before:</b> atheism, theism, religious experience, heaven, hell, God as authority.</p>



Week Beginning	TASKS
	Year: 9      Subject: Religious Studies      Topic:      Term: Autumn Term
11/09/23	<p><b>Ethics: Big Questions:</b> Create 11 flashcards for the following Tier 3 key words: Theist / Atheist / The First Unmoved Mover / Omnibenevolent / Covenant / Atonement / Salvation / Original Sin / General Revelation / Special Revelation / Miracle.</p> <p>Once you have created them, test yourself to see how many definitions you can remember. Put the correct ones into the 'correct' pile. Retest yourself on the ones you got wrong this time.</p>
25/09/23	<p><b>Ethics: Big Questions:</b> Explain what the Cosmological and Teleological arguments are in full sentences using Section B. In your explanations, make sure you use the words <b>because, but, so</b>. Your explanations should be roughly half a page.</p> <p>Draw images (dual coding) to then help explain your explanation.</p>
09/10/23	<p><b>Ethics: Big Questions:</b> Read Section C. Summarise '<b>What does it mean to say, 'God is love'?</b>' into 10 bullet points. Then summarise '<b>Should miracle stories be read literally or figuratively?</b>' into 10 bullet points.</p>
23/10/23	<p><b>Ethics: Big Questions:</b> Use Look/Cover/Write/Check/Correct to learn the following <b>key words and definitions:</b> Logical / Empirical Evidence / Cause and Effect / Vengeful / Mutually Exclusive. Upgrade your answers in red pen by checking them from the knowledge organiser.</p>
13/11/23	<p><b>Philosophy: Humanism:</b> Create 10 flashcards for the following Tier 3 key words: Theist / Atheist / Agnostic / Religious Experience / Mystical Experience / Conversion / Fact / Belief / Theory / Fiction.</p> <p>Once you have created them, test yourself to see how many definitions you can remember. Put the correct ones into the 'correct' pile. Retest yourself on the ones you got wrong this time.</p>
27/11/23	<p><b>Philosophy: Humanism:</b> Read Section B on Humanism. Answer the following questions in full sentences:</p> <ol style="list-style-type: none"> <li>1. How do Humanist beliefs differ from Christian beliefs about death?</li> <li>2. What should moral decisions be based on?</li> <li>3. What do Humanists believe about the world and nature?</li> <li>4. What do Humanists believe about science and technology?</li> <li>5. Define Humanism.</li> </ol>
11/12/23	<p><b>Philosophy: Humanism:</b> Read Section C. Explain Humanist beliefs about life after death. Use the words <b>because, but</b> and <b>so</b> in your answer. Your explanation should be roughly half a page.</p>

# Year 9 – History – Second World War & The Holocaust – Autumn Term 1



Section A: Key vocabulary	
Tier 3 Vocabulary	Definition
Armistice (n)	An agreement made by opposing sides in a war to stop fighting.
Treaty of Versailles (phrase)	A peace treaty signed in June 1919 to assign blame for World War One.
Treaty of Brest-Litovsk (phrase)	A peace treaty created by Germany to allow Russia to leave World War 1.
Rhineland (n)	An area of land in Germany which is closest to the boarder with France.
Anschluss (n)	The annexation (take over) of Austria by Germany in 1938.
League of Nations (n)	The first worldwide intergovernmental organisation which aimed to keep peace in Europe.
Isolationism (n)	A policy of avoiding conflict with other countries or nations and putting your country first.
Appeasement (n)	To pacify (calm) or give in to a country or persons demands to satisfy them.
Concentration camps (n)	Places where large numbers of people were kept prisoners under armed guard.
Tier 2 Vocabulary	Definition
Annex (v)	The taking over of a country without their permission.
Crisis (n)	A time of danger or difficulty.
Blockade (n)	When access into a country is stopped.
Foreign policy (n)	A governments idea or plan of how to deal with another country.
Appeasement (n)	Pacifying a country to avoid war / confrontation.
Propaganda (n)	Information, especially biased or misleading, used to promote a political cause or point.
Aryan (n)	Individuals with blonde hair and blue eyes who were considered superior in Nazi Germany.

Section B: Key Concepts/Ideas/Questions	
Treaty of Versailles	League of Nations
<b>Date:</b> 28th June 1919 <b>Individuals:</b> Georges Clemenceau (France), Woodrow Wilson (USA), David Lloyd George (United Kingdom), Friedrich Ebert (Germany). <b>Locations:</b> Hall of Mirrors, Palace of Versailles, France. <b>Event Summary:</b> Signed exactly five years after the assassination of Archduke Franz Ferdinand, the treaty decided the terms that ended the First World War. It was seen by German citizens to be a 'Diktat' meaning forced peace.	<b>Date:</b> 10th January 1920 <b>Individuals:</b> Woodrow Wilson, Neville Chamberlain, Adolf Hitler, Benito Mussolini. <b>Locations:</b> Abyssinia, Manchuria, Germany, Poland, Italy, <b>Event Summary:</b> Created by Woodrow Wilson as part of his Fourteen Points for ending the First World War, the League was designed to maintain peace by encouraging democratic relations between governments. The League was criticized in the years leading up to the Second World War for its policy of appeasement which failed to stop Adolf Hitler.
<b>The Holocaust:</b> Destruction or murder on a huge scale. Hitler and the Nazis came to power in 1933. The Holocaust under Hitler targeted Jews, gypsies and the LGBTQ+ community.  Between 1933 and 1939, Jews in Germany faced discrimination and prejudice. In the Second World War, mass killing took place, with roughly 6 million Jews killed across Europe. The defeat of Nazi Germany in 1945 ended the Second World War in Europe.	<b>Warsaw Ghetto Uprising (1943)</b> A violent uprising in 1943. Residents of the Jewish ghetto stage a rebellion to prevent deportation to extermination camps.  <b>Rebellion at Treblinka (1943)</b> 2 August 1943 Jewish prisoners revolted at the Treblinka Extermination Camp in the east of occupied Poland, causing some damage and allowing a few hundred prisoners to escape.
<b>Concepts seen before:</b>  <b>Parliament</b> – This is a group of people voted in by the British population that create laws. <b>Conscription</b> — To make it compulsory (to force) people to enlist or sign up to the armed forces. <b>Invasion</b> —To take over a country by force e.g. using the armed forces. <b>Conflict</b> — a serious disagreement or clash	

Section C: Subject Specific	
June 1919	The Treaty of Versailles is signed
1931	Manchurian Crisis
1933	Hitler and the Nazis come to power in Germany.
1933	The first concentration camp opens near the town of Dachau, in Germany.
1935	The Nuremberg laws are introduced. This meant German Jews are no longer German citizens. Jewish people could not marry non-Jewish people.
1935	Abyssinian Crisis
1936	Hitler remilitarises the Rhineland
1938	Kristallnacht, or the 'Night of the Broken Glass' takes place. Jewish people, homes, businesses and shops were attacked.
1938	Hitler signs the Anschluss with Austria
Sept 1938	Hitler and Chamberlain sign the Munich Agreement
Nov 1938	Hitler invades the Sudetenland
Sept 1939	Hitler invades Poland– the Second World War begins
May 1940	Evacuation at Dunkirk
July-Oct 1940	Battle of Britain
June 1941	Hitler invades the USSR under Operation Barbarossa.
December 1941	Japanese attack on the American military base Pearl Harbour.
1943	The Warsaw Ghetto Uprising takes place, resisting Nazi violence.
February 1943	Five month siege of Stalingrad ends.
June 1944	Operation D-Day begins in Normandy.
May 1945	Germany surrenders to the Allies.
August 1945	America drops the nuclear bomb on Hiroshima.

# Year 9 – History – The Cold War – Autumn Term 2



Section A: Key vocabulary	
Tier 3 Vocabulary	Definition
Cold War (n)	An ongoing political rivalry between the United States and the Soviet Union and their respective allies that developed after World War II.
Blockade (n)	Sealing off a place to prevent goods or people from entering or leaving.
USSR (n)	The Union of Soviet Socialist Republics.
Arms race (n)	A competition between nations for superiority in the development and accumulation of weapons.
Space race (n)	Competition between nations regarding achievements in the field of space exploration.
Alliance (n)	A union or association formed for mutual benefit, especially between countries or organisations.
Communism (n)	A system where all property is owned by the community and each person contributes and receives according to their ability and needs.
Tier 2 Vocabulary	Definition
Conference (n)	A formal meeting of people with a shared interest, typically one that takes place over several days.
Crisis (n)	A time of intense difficulty or danger.
Rivalries (n)	Competition for the same objective or for superiority in the same field.
Elections (n)	An organised choice by vote of a person for a political office or other position.

Section B: Key Concepts/Ideas/Questions	
<b>Yalta Conference (1945)</b>	Churchill, Roosevelt and Stalin met at Yalta in February 1945. Their main objective was to agree what to do with Germany once it had been defeated. This included dividing Germany into 4 zones, occupied by the USSR, Britain, France and the USA.
<b>Potsdam Conference (1945)</b>	Clement Attlee, Truman and Stalin met at Potsdam in July 1945. The aim of this meeting was to put the agreed terms from Yalta into action. This conference, unlike Yalta, was full of disagreements.
<b>Marshall Plan (1947)</b>	Fearing that all of Europe could fall under communist control, in 1947 President Truman sent General George Marshall to see what could be done to ensure this didn't happen. Marshall recommended spending a lot of money - over \$12 billion to be exact. This <b>Marshall Aid</b> money would be spent to help the economies of Western Europe recover after World War Two and make them less likely to fall prey to communism.
<b>Berlin Blockade (1948)</b>	On June 24, 1948, the Soviet Union placed a blockade around West Berlin, a major city in Germany that was under control of the Allied powers. This meant that <b>the Soviet Union blocked all the roads, trains, and waterways into that part of the city</b> . Those in West Berlin could not get food or fuel.

Section C: Timeline	
1 <sup>st</sup> September 1939	The Second World War begins.
February 1945	The Big Three meet at the Yalta Conference in Yalta, Crimea.
July 1945	The Big Three meet to action the agreed terms at Yalta, in Potsdam, East Berlin.
1946	Churchill makes his famous 'Iron Curtain' speech.
1947	The Truman Doctrine- a promise to support those threatened by Soviet forces.
1948	The Marshall Plan.
June 1948	The Berlin Blockade begins, lasting until May 1949.
1949	North Atlantic Treaty Organisation (NATO) is formed.
1955	The Warsaw Pact is made.
1961	Soviet Union began to build a wall around West Berlin, which was controlled by the USA, UK, and France.
1961	Vienna Summit
1962	Cuban Missile Crisis
1989	Fall of the Berlin Wall.
<b>Concepts seen before:</b> <b>Alliances-</b> A union or association formed for mutual benefit, especially between countries or organisations.  <b>Communism-</b> A system where all property is owned by the community and each person contributes and receives according to their ability and needs.	

Week Beginning	<div>TASKS</div> <div>Year: 9   Subject: History   Topic: Second World War &amp; History   Term: Autumn 1</div>
11/09/2023 <b>Second World War and the Holocaust</b>	<p><b>Section 1: Key Vocabulary</b></p> <p><b>TASK:</b> Pick three words from Tier 3, and two words from Tier 2. Write the definition then dual code them (<i>add an image that represents what it is</i>) E.g. Appeasement is the policy of pacifying or calming a country by giving into some demands.</p> <p><b>CHECK:</b> Cover the definitions and try to write them from memory using only your dual coding as a guide. Correct any errors.</p>
25/09/2023 <b>Second World War and the Holocaust</b>	<p><b>Section 3: Chronology</b></p> <p><b>TASK:</b> Summarise the chronology of life in England before the invasion of Poland in September 1939.</p> <p><b>CHECK:</b> Using the timeline, what key events have you missed? Add these and any other missing examples.</p>
09/10/2023 <b>Second World War and the Holocaust</b>	<p><b>Section 2: Important ideas</b></p> <p><b>TASK:</b> Read the information about the rebellions by Jewish individuals. Create flashcards of each event (dates, key events).</p> <p><b>CHECK:</b> Test yourself or get someone else to test you. Write down your score and make sure you test again if you got any incorrect the first time.</p>
23/10/2023 <b>Second World War and the Holocaust</b>	<p><b>Section 1: Key Vocabulary. TASK:</b> Learn the following key words by creating 10 flashcards.</p> <p style="padding-left: 40px;">Armistice / Rhineland / Anschluss / League of Nations / Isolationism / Appeasement / Annex / Blockade / Foreign Policy / Propaganda</p> <p>Once you have created them, test yourself to see how many definitions you can remember. Put the correct ones into the ‘correct’ pile. Retest yourself on the ones you got wrong this time.</p>
13/11/2023 <b>The Cold War</b>	<p><b>TASK:</b> Read the information from section B about the Yalta Conference, Potsdam Conference, Berlin Blockade and Marshall Plan. Create flashcards on each event. On one side you have the name of the event/plan, on the other you should have the definitions.</p> <p>Test yourself- can you remember the date of all 4?</p>
27/11/2023 <b>The Cold War</b>	<p><b>TASK:</b> Draw a table for ‘Look, Cover, Write, Check and Correct’ as on your ‘How do I self- quiz?’ page.</p> <p>2) In the ‘Look, Cover’ column <b>write out</b> the definition of 5 words from your tier 3 vocabulary section, you can choose the 5.</p> <p>3) Write out from memory, what you think those words mean. Then, check them against the knowledge organiser. Put a ‘tick’ or a ‘cross’.</p> <p>4) If you got the answer wrong, <b>write in the correct answer</b> in the ‘correct’ column.</p>
11/12/2023 <b>The Cold War</b>	<p><b>TASK:</b> Draw a table for ‘Look, Cover, Write, Check and Correct’ as on your ‘How do I self- quiz?’ page.</p> <p>2) In the ‘Look, Cover’ column <b>write out</b> the dates of the 6 events shaded blue in section C of your knowledge organiser.</p> <p>3) Write out from memory, what you think happened on those dates. Then, check them against the knowledge organiser. Put a ‘tick’ or a ‘cross’.</p> <p>4) If you got the answer wrong, <b>write in the correct answer</b> in the ‘correct’ column.</p>

# Year 9 - Geography—Rivers — Autumn Term

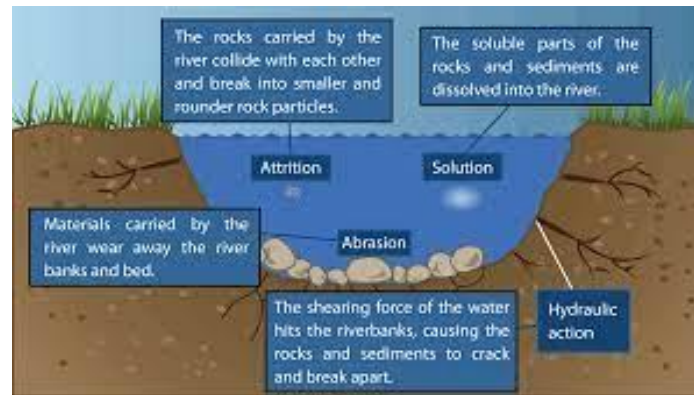


## Section A: Key Vocabulary

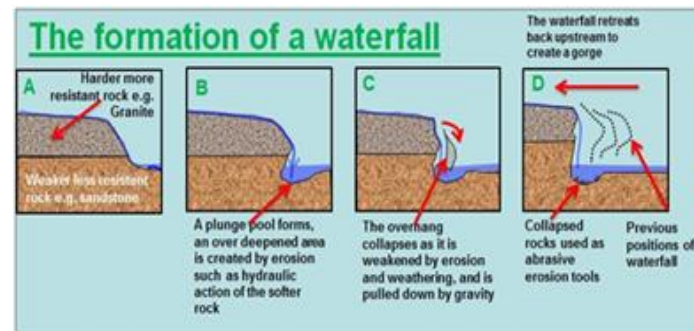
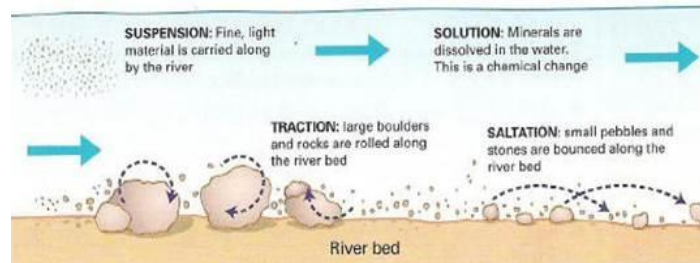
Tier 2 vocabulary	Definition
Characteristics (n)	The features belonging to a particular landform.
Formation (n)	How a landform is created.
Vertical (n)	In an upwards/downwards direction
Horizontal (n)	In a side to side direction
Discharge (n)	The quantity of water that passes a given point on a stream or river-bank within a given period of time.
Flood (n)	Occurs when river discharge exceeds river channel capacity and water spills out of the channel onto the floodplain and other areas.
Risk (n)	The predicted frequency of floods in an area.
Warning (n)	Providing reliable advance information about flooding. Flood warning systems give people time to remove possessions and evacuate areas.
Tier 3 vocabulary	Definition
Erosion (n)	The removal of material.
Transportation (n)	The movement of eroded material.
Deposition (n)	The setting down of material.
Fluvial (n)	Associated with a river.
Afforestation (n)	Planting of trees.
Dam and reservoir (n)	A barrier (made on earth, concrete or stone) built across a valley to interrupt river flow and create a man-made lake (reservoir) which stores water and controls the discharge of the river.
Hard engineering (n)	Involves the building of artificial structures using materials such as concrete and steel to reduce, disrupt or stop the impact of river processes.
Hydrograph (n)	A graph which shows the discharge of a river, related to rainfall, over a period of time.

## Section B: Key learning

### Types of erosion



### Types of Transportation



A band of more resistant rock lays on top of a band of less resistant rock.

A plunge pool form by erosion such as hydraulic action

The overhand collapses as it is weakened by erosion. It is pulled down by gravity.

The collapsed rock abrades the softer rock and causes the waterfall to move.

## Section C: Example– River Severn

### Flooding of the River Severn

Physical factors	Human factors
<b>Precipitation</b> This can include previous storms, high levels of rainfall or particularly prolonged rainfall events.	<b>Land use</b> Rural areas have higher levels of infiltration meaning a lower peak discharge and longer time for rain to reach the river.
<b>Geology</b> Areas of impermeable rock increase surface run off leading to shorter lag times and higher peak discharge.	<b>Urbanisation</b> As areas become more urbanised they increased the amount of impermeable surfaces meaning increased run off.
<b>Relief</b> Steep and mountainous areas cause water to run-off faster towards the river—meaning all the water reaches the channel at the same time.	<b>Deforestation</b> When trees are cut down, less rainfall is caught (intercepted) by the leaves of trees and more runs over ground and into rivers.

### The River Severn, Wales and England

20th July 2007. 90mm of rain fell in Gloucester causing much localised flooding from watercourses and the Severn. Mythe Waterworks at Tewkesbury was knocked out resulting in Gloucester and Cheltenham being without water for some considerable time.

The River Severn is the longest river in the UK. It flows through a variety of different landscapes and has a variety of landforms such as waterfalls, meanders and floodplains.



### Concepts you have seen before:

Erosion (Y7 Coasts), Social and economic impacts (Y8), Flooding (Y7 weather), use of maps (Y7 and throughout)



Week Beginning (DD/MM/YYYY)	TASKS  Year 9—Geography—Rivers— Autumn Term
11/09/2023	1) <b>Write out</b> the 4 of the tier 2 and 6 of the tier 3 key words from the <b>Rivers KO</b> in your knowledge book: You should have 8 words in total. 2) Now <b>write a summary</b> of each definition alongside each word. Your summary definition must be no more than 3 words per key word. 3) Now <b>check your summary</b> definitions. Have you included words such as ‘the, is, a, of’? If so, an you replace them with more meaningful key words?
25/09/2023	1) <b>Draw a table</b> for ‘Look, Cover, Write, Check and Correct’ as on your ‘How do I self-quiz?’ page. 2) In the ‘Look, Cover’ column, <b>write out the types of erosion and the types of transportation</b> 3) <b>Write out, from memory</b> , what each process is like, using examples for each. Then check them against the knowledge organiser. Put a ‘tick’ or a ‘cross’. 4) If you got the answer wrong, <b>write in the correct answer</b> in the ‘Correct’ column.
09/10/2023	1) Read through <b>formation of a waterfall</b> on your knowledge organiser. Write <b>a sub-title and the numbers 1-4</b> in your knowledge organiser book. 2) Next to each number, write a description of <b>each stage of the formation of a waterfall</b> . 3) Check <b>your answers</b> against the knowledge organiser. Put a ‘tick’ or a ‘cross’. If you got the answer wrong write the correct answer next to it. 4) <b>Use the knowledge organiser</b> to upgrade and improve your description of each stage. If you got all correct draw a picture of each stage of the formation.
23/10/2023	1) Read through the information on the River Severn. 2) Write a summary of the impacts of flooding in 2007 in 3 bullet points. 3) For each bullet point add a ‘so’ statement to explain the impact of this on people and the local area.
13/11/2023	1) On one side of the flashcards <b>write the causes of flooding</b> . You should have 6 flashcards in total. 2) On the other side, <b>write out how these increase the risk of flooding</b> , using the knowledge organiser page. 3) Now put them in a pile. For each card, <b>test if you can remember</b> . Tick the flashcard if you get it right, a cross if you get it wrong. 4) When you get the card right, place it in the ‘correct’ pile. When you get it wrong, place it in the ‘wrong’ pile. Repeat until all cards are in the ‘correct’ pile.
27/11/2023	1) <b>Write out</b> the 4 of the tier 2 and 6 of the tier 3 key words from the <b>Rivers KO</b> in your knowledge book: You should have 8 words in total. Use words you have not previously used. 2) Now <b>write a summary</b> of each definition alongside each word. Your summary definition must be no more than 3 words per key word. 3) Now <b>check your summary</b> definitions. Have you included words such as ‘the, is, a, of’? If so, an you replace them with more meaningful key words?
11/12/2023	1) On one side of the flashcards <b>write methods of hard engineering</b> . You should have 4 flashcards in total. 2) On the other side, <b>write out how these decrease the risk of flooding</b> . 3) Now put them in a pile. For each card, <b>test if you can remember</b> . Tick the flashcard if you get it right, a cross if you get it wrong. 4) When you get the card right, place it in the ‘correct’ pile. When you get it wrong, place it in the ‘wrong’ pile. Repeat until all cards are in the ‘correct’ pile.

Section A: Key vocabulary	
Tier 1 & 2 Vocabulary	Definition
Dans ma ville, on peut ...	<i>In my town, you can ...</i>
Dans mon village, on peut ...	<i>In my village, you can ...</i>
jouer au basket.	<i>play basketball.</i>
jouer au billard.	<i>play snooker.</i>
jouer au foot(ball).	<i>play football.</i>
jouer au handball.	<i>play handball.</i>
jouer au tennis.	<i>play tennis.</i>
jouer au tennis de table.	<i>play table tennis.</i>
jouer au volleyball.	<i>play volleyball.</i>
faire du footing.	<i>go jogging.</i>
faire du judo.	<i>do judo.</i>
faire du ski.	<i>go skiing.</i>
faire du vélo.	<i>go cycling.</i>
faire de la gymnastique.	<i>do gymnastics.</i>
faire de la musculation.	<i>do weight training.</i>
faire de la natation.	<i>go swimming.</i>
faire de la voile.	<i>go sailing.</i>
faire de l'athlétisme.	<i>do athletics.</i>
faire de l'équitation.	<i>go horse riding.</i>
Tu es sportif/sportive?	<i>Are you sporty?</i>
Je suis (assez) sportif/sportive.	<i>I am (quite) sporty.</i>
Je ne suis pas (très) sportif/sportive.	<i>I am not (very) sporty.</i>
Tu fais quels sports?	<i>What sports do you do?</i>
Je joue au rugby.	<i>I play rugby.</i>
Je fais du judo.	<i>I do judo.</i>
Pour aller aux toilettes?	<i>How do I get to the toilet?</i>
Allez tout droit.	<i>Go straight on.</i>
Tournez à droite.	<i>Turn right.</i>
Tournez à gauche.	<i>Turn left.</i>
Prenez la première rue à gauche.	<i>Take the first road on the left.</i>
Prenez la deuxième rue à droite.	<i>Take the second road on the right.</i>
Prenez la troisième rue à gauche.	<i>Take the third road on the left.</i>

Section B: Core text		
Moi, j'adore jouer au basket.	1	Me, I love to play basketball.
Dans ma ville on peut jouer au basket au centre sportif.	2	In my town you can to play at the basketball at the centre sporty.
Pour aller au centre sportif,	3	For to go to the centre sporty,
allez tout droit et prenez la première rue à droite.	4	Go all straight and take the first road to right.
Mon héros sportif est LeBron James.	5	My hero sporty is LeBron James.
Il a gagné le championnat NBA deux fois.	6	He has won the championship NBA two times.
J'aime aussi faire de la musculation	7	I like also to do of the weight training
parce que c'est très difficile.	8	Be-cause it's very difficult.
J'ai participé à un tournoi de basket l'année dernière.	9	I have participated at a tournament of basketball the year last.
À mon avis le basket est plus violent que le volleyball.	10	At my opinion, the basketball is more violent than the volleyball.
Aujourd'hui j'ai mal à la tête	11	To day I've bad at the head
parce que j'ai un rhume.	12	be-cause I've a cold.
Donc, il faut boire beaucoup d'eau.	13	Therefore, it necessary to drink lots of water
Mais j'ai aussi mal à la gorge depuis trois jours.	14	But I have also bad at the throat since three days.
Il faut prendre les antidouleurs.	15	It necessary to take the antipains.

Section C: Tier 3 & grammar
<p><b>Comparative adjectives</b></p> <p>Use comparative adjectives to compare two or more things.</p> <p><b>plus + adjective + que = more ....than</b></p> <p>The adjective must agree with the <u>first noun</u> mentioned.</p> <p><u>La</u> natation est plus amusante <u>que</u> le rugby. Swimming is more fun than rugby.</p> <p><u>Le</u> football est plus fatigant <u>que</u> la voile. Football is more tiring than sailing.</p> <p>In English we sometimes add "er" to the adjective eg smaller, bigger but you can't do this in French. You must use plus.</p> <p><b>Il faut</b></p> <p>Il faut means "it is necessary to"/"you must"</p> <p>Il ne faut pas means "you must not".</p> <p><b>It is followed by the infinitive.</b></p> <p>Il faut <u>manger</u> équilibré. You must <u>eat</u> healthily.</p> <p>Il ne faut pas <u>fumer</u>. You must not <u>smoke</u>.</p> <p>After il ne faut pas, <b>un, une</b> and <b>des</b> become <b>de</b>:</p> <p>Il ne faut pas consumer <b>de</b> drogue. You must not take drugs.</p>
<p><b>Concepts seen before: adjective agreement, modal verb on peut and sports with jouer au/faire de.</b></p>

Section A: Key vocabulary	
Tier 1 & 2 Vocabulary	Definition
Je voudrais visiter ... Je veux visiter ... parce que j'adore ... le surf. la plongée avec masque et tuba. la plage. les poissons exotiques. les fruits de mer.	<i>I would like to visit ... I want to visit ... because I love ... surfing. snorkelling. the beach. exotic fish. seafood.</i>
Il y a ... un musée (d'art). un monument. des champs.	<i>There is/are ... a museum (of art). a monument. fields.</i>
C'est ... un pont ... une montagne ... une tour ... une île ... une église ... impressionnant(e). mystérieux/ mystérieuse. célèbre. magnifique. / magique. romantique.	<i>It's ... a(n) ... bridge. a(n) ... mountain. a(n) ... tower. a(n) ... island. a(n) ... church. impressive mysterious famous magnificent / magical romantic</i>
C'est un amphithéâtre magnifique. Ce sont des arènes magnifiques. grand(e) / petit(e) haut(e) / mauvais(e) bon(ne) beau/belle nouveau/nouvelle vieux/vieille C'est plus ... que ... C'est moins ... que ... visiter des monuments historiques. voir des animaux sauvages. Je veux faire une excursion. On peut visiter ... Je veux partir à 9 heures. Il faut prendre votre passeport. Il faut arriver ici à 8h30.	<i>It is a magnificent amphitheatre. They are magnificent arenas. big / small high / bad good beautiful new old It's more ... than ... It's less ... than ... visiting historic monuments. seeing wild animals. I want to go on an excursion. You can visit ... I want to leave at 9 a.m. It is necessary to take your passport. It is necessary to arrive here at 8.30 a.m.</i>

Section B: Core text		
Le monde francophone est fascinant et varié – je vais visiter autant que possible.	1	The world Frenchspeaking is fascinating and varied – I am going to visit as much as possible.
Je voudrais aller au Sénégal parce que j'adore faire de la plongée.	2	I would like to go to the Senegal because that I love to do of the diving.
Il y a aussi des champs de vanille où on peut faire des promenades.	3	It there has also some fields of vanilla where you can do some walks.
On va manger „l'attiéké“, une spécialité de la région.	7	We are going to eat “l'attiéké”, a speciality of the region.
Finalement j'adore voir les animaux sauvages et j'aime me bronzer	5	Finally I love to see the animals wild and I like to sunbathe.
Alors on va visiter le Sénégal en octobre cette année.	4	Therefore we are going to visit the Senegal in October this year.
Je veux découvrir aussi le beau château de Versailles à Paris	3	I want to discover also the beautiful castle of Versailles at Paris.
et peut-être la grande mosquée quand je viens de la Tunisie	4	and can be the big mosque when I come from the Tunisia
La destination la plus passionnante et mystérieuse, c'est l'île de Madagascar.	8	The destination the most exciting, it's the island of Madagascar.
Le paysage est romantique et il y a des forêts et des rivières.	10	The landscape is romantic and it there has some forests and some rivers.
On peut aller aux cascades et nager avec les poissons exotiques	11	We can go to the waterfalls and swim with the fish exotic.
Ça sera le plus intéressant!	12	That will be the most interesting
L'année prochaine j'irai au Québec	13	The year next I will go to the Quebec
pour faire les sports d'hiver, comme le patin à glace et l'hockey sur glace.	14	For to do the sports of winter, like skating at ice and the hockey on ice.
<p>Pour moi, c'est la destination la plus sauvage. <i>For me, it's the wildest destination.</i></p> <p>C'est le pays le plus intéressant. <i>It's the most interesting country.</i></p>		

## Section C: Tier 3 & grammar

Use the (simple) future tense to talk about what will happen.

For regular **–er** and **–ir** verbs, use the **infinitive** as the **future stem** and add **these endings**:

**jouer**

je **jouerai**

tu **joueras**

il/elle/on **jouera**

nous **jouerons**

vous **jouerez**

ils/elles **joueront**

Other verbs use the same endings but have their own **future stem**:

–re verbs: **attendre** ➡ **attendr–** j'**attendrai**

**avoir** ➡ **aur–** j'**aurai**

**être** ➡ **ser–** je **serai**

**aller** ➡ **ir–** j'**irai**

**faire** ➡ **fer–** je **ferai**.

masculine	feminine	m. plural	f. plural
grand	grande <b>e</b>	grands <b>s</b>	grandes <b>s</b>
petit	petite <b>e</b>	petits <b>s</b>	petites <b>s</b>
mauvais	mauvaise <b>e</b>	mauvais	mauvais <b>es</b>
bon	bonne <b>e</b>	bons <b>s</b>	bonnes <b>s</b>
beau (bel*)	belle <b>e</b>	beaux <b>s</b>	belles <b>s</b>
nouveau (nouvel*)	nouvelle <b>e</b>	nouveaux <b>s</b>	nouvelles <b>s</b>
vieux (vieil*)	vieille <b>e</b>	vieux	vieilles <b>s</b>

**Concepts seen before: adjective agreement, modal verb on peut and sports with jouer au/faire de.**

Week Beginning	TASKS  Year 9– French - Autumn Term
04/09/23	<b>Autumn Term 1:</b> Look, cover, write , check the vocabulary from section A, starting from “dans ma ville” and going up to “go horse-riding”. Show evidence of this in your homework book. Be ready to be tested on this in class.
18/09/23	<b>Autumn Term 1:</b> Copy out the grammar box in section C called “comparative adjectives” and then translate the following sentences: 1. Swimming is more fun than rugby 2. Athletics is more difficult than going jogging 3. football is more tiring than judo. 4. weightlifting is more fun than going skiing. 5. snooker is more violent than table tennis. <b>(All words you need are on the KO).</b>
02/10/23	<b>Autumn Term 1:</b> Look, cover, write , check the vocabulary from section A, starting from “tu es sportif?” and going up to “take the third road on the left”. Show evidence of this in your homework book. Be ready to be tested on this in class.
16/10/23	<b>Autumn Term 1:</b> Re-write the core text in section B lines 1-15, changing at least one part per line e.g line 1 “J’adore jouer au basket” could be changed to “J’adore jouer au tennis”.
06/11/23	<b>Autumn Term 2:</b> Look, cover, write , check the vocabulary from section A, starting from “je voudrais visiter” and going up to “romantique”. Show evidence of this in your homework book. Be ready to be tested on this in class.
20/11/23	<b>Autumn Term 2:</b> Copy out the green grammar box in section C called “using the simple future” and then translate the following sentences: 1. I will play. 2. She will play. 3. I will have. 4 I will go. 5. They will do. <b>(All words you need are on the KO)</b>
04/12/23	<b>Autumn Term 2:</b> Look, cover, write , check the vocabulary from section A, starting from “C’est un amphitheatre magnifique” and going up to “il faut arrive a 8H30 ”. Show evidence of this in your homework book. Be ready to be tested on this in class.
18/12/23	<b>Autumn Term 2:</b> Re-write the core text in section B lines 1-15, changing at least one part per line e.g line 1 “le monde francophone est fascinant et varié” could be changed to “le monde francophone est magnifique et varié.”



## Section A: Tier 1 & 2 Vocabulary

<b>Der Körper</b>	<b>The body</b>
der Kopf	head
die Schulter	shoulder
der Arm	arm
die Hand	hand
der Rücken	back
der Bauch	stomach
der Po	bottom
das Bein	leg
das Knie	knee
der Fuß	foot
<b>Das Gesicht</b>	<b>The face</b>
das Auge	eye
das Ohr	ear
die Nase	nose
der Mund	mouth
das Kinn	chin
<b>Charaktereigenschaften</b>	<b>Character traits</b>
begabt	talented
berühmt	famous
dynamisch	energetic
erfolgreich	successful
lustig	funny
originell	original
reich	rich
mein(e) Lieblingsschauspieler(in)	my favourite actor/actress
mein(e) Lieblingssänger(in)	my favourite singer
mein(e) Lieblingssportler(in)	my favourite athlete
<b>Was ist passiert?</b>	<b>What happened?</b>
Ich habe mir das Bein verletzt.	I injured my leg.
Ich habe mir den Arm gebrochen.	I broke my arm.
Ich habe einen Unfall gehabt.	I had an accident.
Ich bin vom Rad gefallen.	I fell off my bike.
Ich bin ins Krankenhaus gekommen	I went to hospital.
<b>Was hast du gemacht?</b>	<b>What have you done?</b>
Ich habe ...	I have ...
...viele Reisen gemacht.	...travelled a lot.
...mit Kindern gearbeitet.	...worked with children.
...viele Länder gesehen.	...seen a lot of countries.
...viele Preise gewonnen.	...won a lot of prizes.
...viel Geld verdient.	...earned a lot of money.
...viel trainiert.	...trained a lot.
...Tennis / Gitarre gespielt.	...played tennis / guitar.
...in (Amerika) gewohnt.	...lived in (America).
...Biologie studiert.	...studied biology.
Ich bin nach Afrika gefahren.	I have travelled to Africa.
Ich bin nach Amerika gesegelt.	I have sailed to America.

## Section B: The Core Text

Mein Lieblingssänger ist Ed Sheeran.	1	My favouritesinger is Ed Sheeran.
Er ist mein Vorbild, weil er wirklich begabt ist,	2	He is my rolemodel, because he really gifted is,
aber auch bescheiden und großzügig.	3	but also modest and generous.
Er schreibt und singt tolle Lieder.	4	He writes and sings great songs.
Er hat viel Geld verdient und viele Preise gewonnen.	5	He has much money earned and many prizes won.
Letztes Jahr bin ich auf ein Ed Sheeran Konzert	6	Last year am I on an Ed Sheeran concert
mit meiner Freundin gegangen.	7	with my (girl)friend been.
Er war total super,	8	He was totally super
aber auf dem Weg nach Hause	9	but on the way to home
habe ich einen Unfall gehabt.	10	have I an accident had
Ich bin vom Rad gefallen	11	I am from the bike fallen,
und habe meinen Arm verletzt.	12	and have my arm injured.
Später will ich Schauspieler werden.	13	Later want I actor become werden.
Ich werde in Amerika arbeiten und sehr berühmt werden.	14	I will in America work and very famous become.
Vielleicht werde ich Ed Sheeran treffen!	15	Perhaps will I Ed Sheeran meet.
<b>Offt benutzte Wörter</b>		<b>High-frequency words</b>
nur		only
dort		there
zu		too
gar nicht		not at all
ungefähr		approximately
viel/ viele		a lot/ lots, many
heute		today
gestern		yesterday
früher		then, previously

## Section C: Tier 3 Vocabulary

### Perfect tense with sein

Some verbs use sein instead of haben in the perfect tense. These verbs usually involve some sort of movement. The most common ones are:

gehen > ich bin... gegangen (I went, I have been)  
 fahren > ich bin... gefahren (I went, I have been – transport)  
 fliegen > ich bin... geflogen (I flew, I have flown)  
 schwimmen > ich bin... geschwommen (I swam, I have swum)  
**bleiben** (to stay), also uses sein in the perfect tense:

**REMEMBER:** verbs in German go second and last, so ...  
 ich bin zu Hause geblieben > I have stayed at home.  
 Wir sind nach Afrika gefahren – We have been to Africa.

### Using werden to form the future tense

To say what you **will do** in the future, use the verb **werden** and an infinitive verb. The infinitive comes at the end of the sentence.

Ich **werde** Musik **hören** – I **will listen** to music.

**Werden** is irregular in several forms:

ich werde	wir werden
du <u>wirst</u>	ihr werdet
er/sie/es <u>wird</u>	Sie/sie werden

### Weil word order

**Weil** (because) is one of several conjunctions that alters the subsequent word order. It's easiest to remember that weil kicks the verb to the end:

Er **ist** mein Vorbild – He **is** my role model

Er **ist** begabt – he **is** talented.

Er **ist** mein Vorbild, weil er begabt **ist**.

He **is** my role model because he talented **is**.

### Concepts seen before:

“haben” and “sein”, past tense, family members



## Section A: Tier 1 & 2 Vocabulary

Ich höre gern ...	<i>I like listening to ...</i>
Ich höre nicht gern ...	<i>I don't like listening to ...</i>
Ich höre nie ...	<i>I never listen to ...</i>
Jazzmusik	<i>jazz</i>
Weltmusik	<i>world music</i>
Rap-Musik	<i>rap</i>
Hip-Hop	<i>hip-hop</i>
Popmusik	<i>pop music</i>
Rockmusik	<i>rock music</i>
Klassische Musik	<i>classical music</i>
Sie ist ...	<i>It is ...</i>
originell	<i>original</i>
melodisch	<i>tuneful</i>
energiegeladen	<i>full of energy</i>
poetisch	<i>poetic</i>
unterhaltsam	<i>entertaining</i>
stark	<i>strong</i>
aggressiv	<i>aggressive</i>
zu laut	<i>too loud</i>
altmodisch	<i>outdated</i>
kitschig	<i>corny</i>
deprimierend	<i>depressing</i>
monoton	<i>monotonous</i>
Sie macht gute/schlechte Laune.	<i>It puts you in a good/bad mood.</i>
Sie klingt positiv/negativ.	<i>It sounds positive/negative.</i>
das Klavier(–e)	<i>piano</i>
das Schlagzeug	<i>drums</i>
die Gitarre(–n)	<i>guitar</i>
die Geige(–n)	<i>violin</i>
die Trompete(–n)	<i>trumpet</i>
die Klarinette(–n)	<i>clarinet</i>
Ich spiele kein Instrument.	<i>I don't play an instrument.</i>
Ich spiele ...	<i>I've been playing ...</i>
seit drei Jahren	<i>for three years</i>
seit sechs Monaten	<i>for six months</i>
seit der Grundschule	<i>since primary school</i>
Ich spiele ...	<i>I play ...</i>
einmal pro Woche	<i>once a week</i>
am Wochenende	<i>at the weekend</i>
ab und zu	<i>now and then</i>
Ich spiele ...	<i>I play ...</i>
zu Hause	<i>at home</i>
in der Schule	<i>at school</i>
in der Garage	<i>in the garage</i>
in einer Band	<i>in a band</i>
im Musikraum	<i>in the music room</i>
im Schulorchester	<i>in the school orchestra</i>
im Musikunterricht	<i>in the music lesson</i>
in meinem Zimmer	<i>in my room</i>

## Section B: Core Text



## Musik



Ich höre gern Rockmusik, weil sie energiegeladen ist,	1	I listen happily rockmusic because she energyladen is
aber ich höre nicht so gern Rap-Musik,	2	But I listen not so happily rapmusic,
weil ich sie negativ finde.	3	because I her negative find.
Ich spiele seit fünf Jahren Schlagzeug in einer Band,	4	I play since five years drums in a band,
Obwohl ich keine Noten lesen kann.	5	although I no music read can.
Wir spielen zweimal pro Woche in der Garage.	6	We play twotimes per week in the garage.
Mein Lieblingsband heißt the Killers, weil die Musik dynamisch ist.	7	My favourite band called the Killers, because the music dynamic is.
Ich denke ihre Musik ist kreativer als andere Rockbands.	8	I think their music is creativer than other rockgroups.
Letzten Sommer bin ich auf einem Musikfestival gegangen.	9	Last summer am I on a musicfestival went.
Ich habe neue Freunde kennengelernt und viele Bands gesehen.	10	I have new friends gottoknow and many bands seen.
Leider war das Essen sehr teuer, und es gab keine Duschen.	11	Unfortunately was the food very expensive, and it gave no showers.
Das Wetter war schrecklich,	13	The weather was terrible,
aber es hat sehr viel Spaß gemacht.	14	but it has very much fun made.
Nächstes Jahr werde ich auf ein Festival in Frankreich gehen. Ich freue mich schon!	15	Next year will I on a festival in France go. I lookforward myself already.

## Section C: Tier 3 Vocabulary

### Grammatik

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#### Perfect tense

The perfect tense is made up of two parts – the **auxiliary** (*haben* or *sein*) and the **past participle**, which goes at the end of the sentence:

*Ich **habe** coole Bands gesehen.*

*Es **hat** viel geregnet.*

#### Separable verbs

Separable verbs include both a **prefix** (the separable part) and a **verb**, e.g. *teilnehmen*, *kennenlernen*.

In the perfect tense, the **ge-** goes in between the **prefix** and the **past participle**:

*Ich habe an einem Workshop **teilgenommen**.*

*I took part in a workshop.*

*Ich habe viele Leute **kennengelernt**.*

*I met lots of people.*

### Grammatik

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To make comparisons, add **-er** to the adjective:

*laut → **lauter***    *loud → **louder***

Even when English adjectives use 'more' to form the comparative, just add **-er** in German:

*dynamisch → **dynamischer***

*dynamic → **more dynamic***

#### Concepts seen before:

Past tense, future tense, "haben" and "sein", weather

Week Beginning	TASKS  Year 9 – German – Autumn Term
11/09/2023	Look, cover, write , check the vocabulary from section A, starting from “der Koerper” and going up to “My favourite athlete”. Show evidence of this in your homework book. Be ready to be tested on this in class.
25/09/2023	Copy out the green grammar box in section A called “perfect tense with sein” and then translate the following sentences: 1. I swam. 2. I flew to Germany. 3. I flew to America. 4. I sailed to Africa. 5. We have been to Africa. <b>(All words you need are on the KO)</b>
09/10/2023	Look, cover, write , check the vocabulary from section A, starting from “Was ist passiert?” and going up to “I have sailed to Africa”. Show evidence of this in your homework book. Be ready to be tested on this in class.
23/10/2023	Re-write the core text in section B lines 1-15, changing at least one part per line e.g line 1 “Mein Lieblingssaenger ist Ed Sheeran” could be changed to “Mein Lieblingssaenger ist Lewis Capaldi.”
13/11/2023	Look, cover, write , check the vocabulary from section A, starting from “ich hoere gern” and going up to “it sounds positive / negative”. Show evidence of this in your homework book. Be ready to be tested on this in class.
27/11/2023	Copy out the green grammar box in section A called “perfect tense and separable verbs” and then translate the following sentences: 1. I saw cool bands. 2. I saw cool school orchestras. 3. it rained once per week. 4. I met lots of people. 5. I took part in a workshop. <b>(All words you need are on the KO)</b>
11/12/2023	Look, cover, write , check the vocabulary from section A, starting from “Das Klavier” and going up to “in my room”. Show evidence of this in your homework book. Be ready to be tested on this in class.
18/12/2023	Re-write the core text in section B lines 1-15, changing at least one part per line e.g line 1 “Ich höre gern Rockmusik” could be changed to “Ich höre gern Popmusik.”

# Year 9 – Art – Autumn Term

Section A: Key vocabulary	
Key Vocabulary Tier 2	Definition
Line (N)	An element of art defined by a point moving in space. Line may be two-or three-dimensional, descriptive, implied, or abstract.
Shape (N)	An element of art that is two-dimensional, flat, or limited to height and width.
Form (V)	An element of art that is three-dimensional and encloses volume; includes height, width AND depth (as in a cube, a sphere, a pyramid, or a cylinder). Form may also be free flowing.
Tone (V)	The lightness or darkness of tones or colours. White is the lightest value; black is the darkest. The value halfway between these extremes is called middle grey.
Colour (V)	An element of art made up of three properties: hue, value, and intensity. • Hue: name of colour • Value: hue's lightness and darkness (a colour's value changes when white or black is added) • Intensity: quality of brightness and purity (high intensity= colour is strong and bright; low intensity= colour is faint and dull)
Texture (N)	An element of art that refers to the way things feel, or look as if they might feel if touched.
Key Vocabulary Tier 3	Definition
Composition (N)	How a series of images or pictures are laid out on a page.
Continuous line (N)	Where an image is drawn without removing the pen or pencil from the paper.
Media (V)	The type of material used to create art – such as pencil, paint, pastels, clay.
Shading (N)	A gradual change in tone from dark to light.

### Section B: Techniques

The grid method is a technique used in art that involves **dividing an image into a series of smaller, more manageable sections using a grid.**

**Apinch pots** is a simple form of hand-made pottery produced from ancient times to the present. The pinching method is to create pottery that can be ornamental or functional, and has been widely employed across culture. The method used is to simply have a lump of clay, then pinch it to the shape desired.

**Colour Blending** is a colour application technique that **blends the root colour with highlights or balayage tones.** Purpose of this technique is to make the base colour look like it is “blending” into the other tones

### Section C: Artists

British painter Sarah Graham was born in Hitchin in 1977, and works almost exclusively in oil on canvas. completed a BA (hons) in Fine Art painting from De Montfort University, Leicester in 2000, and has been pursuing her practice ever since.

Today a leading British ceramic artist, Britton was one of an influential group of students who came out of the Royal College of Art in the 1970s. Their radical work challenged and deconstructed notions of ceramics and particularly functional pottery – a movement that came to be known as ‘The New Ceramics’.

**Pablo Ruiz Picasso** (25 October 1881 – 8 April 1973) was a Spanish painter, sculptor, printer, ceramist and theatre designer who spent most of his adult life in France. One of the most influential artists of the 20th century, he is known for co-founding the cubist movement.

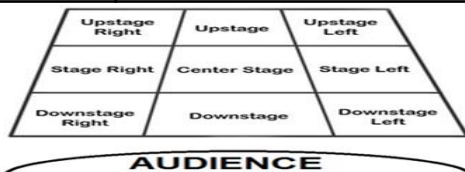
**Concepts seen before:**  
Lines, shapes, colour, watercolours. 50

Week Beginning (DD/MM/YYYY)	Art Autumn Term Year 9
04/09/23	Research 5 facts about the artist Sarah Graham (Section C).
18/09/23	Have a go at measuring out a grid using the Grid method and answer the questions (why are the measurements so important? (Section B)
02/10/23	Using either a pencil or coloured pencil have a go at doing some shading and blending (Section B).
16/10/23	Google some POP art food and have a go at drawing them.
06/11/23	Google the artist Allison Britton have a look at some of her Ceramics . Analyse her pottery exploring what visual elements she has used (Section A).
20/11/23	Using Allison Britton's ceramic designs have a go at designing your own Ceramic pot. (Section C)
04/11/23	Google Picasso and have a go at drawing one of his cubism pictures. (Section C)
18/11/23	Google the artist Picasso analyse his paintings exploring what visual elements she has used (Section A).



## Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Proxemics	The use of space between actors and how that use of space communicates their relationship to the audience.
Juxtaposition	<i>Juxtaposition</i> occurs when two things are placed side by side for comparison, often to highlight the contrast between the elements.
Didactic Play	A drama that intends to teach, especially with regards to morals.
Realism	A true representation of life in drama and other literature.
Subtext	The meaning behind the lines.
Symbolism	A theatrical movement in which concrete symbols represent aspects of a character's inner life or personality.
Atmosphere	Used interchangeably with 'mood' and signifying the mood or ambience of a scene.
Characterisation	What makes a character behave as they do.
Blocking	The path formed by the actor's movement on stage, usually determined by the director with assistance from the actor.
Tier 4 Vocabulary	Definition
Intonation	Intonation is a feature of pronunciation including stress, rhythm, connected speech and accent.



## Section B: Key Events in Blood Brothers



**Willy Russell's Aim:** One of the playwright's aims is to show us that there are disadvantages to being poor and working class. "The failure to succeed in life is not because of a lack of ability, but a lack of opportunity. In the play Russell illustrates the influence that society has on individuals, in their education, behaviour and the opportunities they have. When Mickey says at the end of the play 'I could have been him', the audience become aware of just how differently life might have turned out for him if he had been brought up within the Lyons family.

## Section C: Context and themes

--One of Thatcher's central political beliefs was that success came to those who chose to work hard. In *Blood Brothers*, Russell contradicts this view. He shows a divided society by having Mickey and Edward attend very different schools and live in different houses. That money and influential connections are necessary to become successful is written into the play.

- Russell uses references to Marilyn Monroe throughout the play. At each point he refers to a different aspect of her life and public image. Mrs Johnstone enjoys the glamour of Monroe's public image. Later in the play Mickey becomes hooked on anti-depressant 'nerve pills' and this is compared to Monroe's own depression.

- The main themes in *Blood Brothers* are connected with differences in social class, and the effects these have on the lives of the main characters. Although superstition and fate are presented as themes, the political message of the play seems to be saying that it is real-world social forces that shape people's lives.

- The 'nature versus nurture' debate is about how much a person's life is determined by their inherited genetics (their 'nature') and how much is determined by the environment they grow up in ('nurture')

### Concepts seen before:

Semiotics, pathway, staging, tension, characterisation, monologue, duologue.



Week Beginning	TASKS Year: 9    Subject: Working from Script    Topic: Drama Production    Term: Autumn 1
04/09/23	State two Social/Historical/Political or Cultural influences on the writing of Blood Brother's. Explain WHY and HOW and provide evidence from the play to support.
18/09/23	Create a costume design for either Mrs Lyons or Mrs Johnstone. Ensure that you label all items (material, colour, fit, condition) and explain Symbolism and reason WHY you selected the items. Ensure that you make clear links to Context and Themes.
02/10/23	Explain how you have used the following vocal skills in your duologue between Mrs Johnstone and Mrs Lyons. Use quotes to justify and support your explanation.  Volume, Tone, Projection, Pitch, Pace, Pause, Emphasis, Accent and Intonation..
16/10/23	Learn your dialogue for the monologue 'I wish I was our Sammy'.
06/11/23	Create a costume design for either Mrs Lyons or Mrs Johnstone. Ensure that you label all items (material, colour, fit, condition) and explain Symbolism and reason WHY you selected the items. Ensure that you make clear links to Context and Themes.
20/11/23	Create a pathway for 'I wish I was our Sammy' monologue (outline of where your character moves on stage). Ensure that you clearly label the areas of the stage AND explain WHY you move from one area to another and WHEN (support with quotes)
04/11/23	Learn your dialogue for the Mickey and Eddie duologue (aged 7).
18/11/23	Evaluate one of your performances from Blood Brother's by answering <u>all</u> the following questions in detail.  What went well in your performance?  What needed improving for your performance?  What would you do differently next time?  <b>Remember to use drama specific vocabulary.</b>

# Year 9 - Music - Indian Classical Music and Bhangra Music – Autumn Term



## Section A: Key vocabulary

Tier 3 Vocabulary	Definition
1. <b>Guru</b> (n)	A master performer
2. <b>Improvise</b>	Making up music during a performance, rather than referring to a pre-existing melody or part.
3. <b>Raga</b> (n)	A set of pitches, similar to a scale.
4. <b>Drone</b> (n)	A repeated note or set of notes repeated throughout a piece.
5. <b>Tala</b> (n)	A cycle of beats that repeat.
6. <b>Alap</b> (n)	The opening section of a piece of Indian classical music.
7. <b>Gat</b> (n)	The main, middle section of a piece of Indian classical music. It is a fixed composition.
8. <b>Jhala</b> (n)	The fast climax of a piece of Indian classical music.
9. <b>Sitar</b> (n)	A stringed instrument. Its distinctive sound is due to a number of 'sympathetic strings' incorporated within the instrument.
10. <b>Tabla</b> (n)	A pair of Indian drums, capable of a wide variety of sounds and pitches.

## Section B: Important Ideas / Concepts/ Questions

Bhangra started as a folk dance to celebrate the coming of the harvest

It is now performed throughout the year, throughout the world for many weddings, parties and special occasions

People dance and sing to the sound of the Dhol drum. The drum is worn around the body and can be really big. Both ends of the drum are played with two sticks. One is called the Daga and plays the bass beat and the Tili plays the treble

Bhangra music fuses pop music, film music and folk music. However Indian Classical Music is music which is like Western Classical Music more traditional and not mainstream.

In Indian classical music, the raga and the tala are two foundational elements. The raga forms the fabric of a melodic structure, and the tala keeps the time cycle.

## Section C: Important ideas/concepts



### Instruments

- **Dhol** – perhaps the most famous Bhangra instrument is the dhol. It is a double-sided barrel drum that creates the beat to which Bhangra is danced to. The person who plays it is called the dholi.
- **Algozey** – these resemble two wooden flutes that are played simultaneously, with the artist using three fingers on each side.
- **Chimta** – these function as a large pair of metallic tongs. Each side of the tongs has bells attached that chime loudly when the sides are struck together.
- **Dhad** – This is a much smaller, high-pitched drum. It is also double-sided, but its body is shaped like an hourglass. You beat one side of its sides with your hand.



### Concepts seen before:

- Deeper understanding of World Music
- DR P SMITH acronym musical elements
- Wider listening skills with musical analyse
- Keyboard skills
- Stave notation
- Composition and improvisation

# Year 9

## Half Term 2 – Music - Set work Toto 'Africa'

Section A: Key vocabulary	
Tier 3 Vocabulary	Definition
<b>Timbre (n)</b>	Different types of sound production, such as choir voices and musical instruments
<b>Tone (n)</b>	Characterised by duration, pitch, intensity, and timbre
<b>Dynamics (n)</b>	How loud or quiet the music is
<b>Leitmotifs (n)</b>	A recurrent theme throughout a musical or literary composition, associated with a particular person, idea, or situation
<b>Mood music (n)</b>	Music intended to create a particular mood or feeling
<b>Music technology (n)</b>	Different types of technology to create sound/music
<b>Film music (n)</b>	Music created for Film sound tracks
<b>Riff/ostinato (n)</b>	A repeated pattern/rhythmic/melodic
<b>Minimalism (n)</b>	Prominent features of minimalist music include repetitive patterns or pulses, steady drones, consonant harmony, and reiteration of musical phrases or smaller units

### Section B: Important Ideas / Concepts/ Questions

#### Eduqas Music Set Work for 'Popular Music'

Composed by David Paich and Jeff Porcaro

Popular music is a wide-ranging and diverse art form encompassing several distinct genres. The popular music industry offers a wide range of opportunities for both composers and performers, including singer, song-writer, music producer, arranger and more. Through this area of study learners are encouraged to explore the musical idioms associated with a variety of popular music, and they will have the opportunity to perform popular music as well as compose music associated with a popular music genre. Learners are also encouraged to use music technology, understanding the impact this has on the way music is developed and performed in popular music.

#### Chords:

##### A section:

| B | D#m | G#m | B | A | E | G#m | then 2 bars Riff

##### B section:

| B | D#m | G#m | B | A | E | G#m | then 2 bars Riff

| B | D#m | G#m | G#m | A | E | G#m | then 2 Bars riff

| B | D#m | G#m | G#m | then 2 Bars riff

Key change to F# minor Dal Segno the sign!!

##### C section

| F#m | D | A | E | ( axis of awesome? )

| F#m | D | A | E |

| F#m | D | A | E |

| F#m | D | A | C#m | E | F#m |

##### D section

Back to E major

4 Bar Riff played twice.

Back to section B and repeat C and D

( Sections so far.

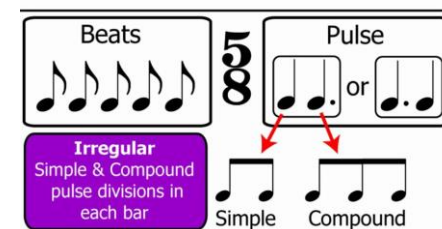
Intro 4 Bar Riff x 4

A, B ,C D, A, B ,C D,

### Section C: Important ideas/Concepts

	beat unit	division of the beat
Simple Duple		
Compound Duple		
Simple Triple		
Compound Triple		
Simple Quadruple		
Compound Quadruple		

#### Irregular Time Signatures



#### Concepts seen before:

- Deeper understanding of Popular and world Music
- DR P SMITH acronym musical elements
- Wider listening skills with musical analyse
- Keyboard skills
- Stave notation

<b>Week Beginning</b> <b>(04/09/2023)</b>	<b>TASKS</b> <b>Year 9 - Music - Indian Classical music and Bhangra - Half-term 1</b>
04/09/2023	Define the difference between Indian Classical music and Bhangra music in a short paragraph.
18/09/2023	Summarise the information in Section B of your Knowledge Organiser.
02/10/2023	Revise the meanings of five of your T3 words in your KO.
16/10/2023	Revise the instrumental names of Indian Classical instruments and create flash cards.
06/11/2023	Listen to a film track on YouTube and describe the DR P SMITH using Tier 3 vocabulary.
20/11/2022	Draw a poster about all the facts you have learnt about Toto Africa (Eduqas Music set work).
04/12/2023	Create revision tool for Instruments of a Rock band.
18/12/2023	Revise your KO Half Term 2 key terms using flash cards.

# Year 9 Computing - Developing a Portfolio – Autumn Term



Section A: Key vocabulary	
Tier 3 Vocabulary	Definition
Raster (n)	Images made up of individual pixels.
Vector (n)	Images made by mathematical calculations.
Colour Scheme (n)	Selection of colours that are used together to show mood, theme or feeling.
Typography (n)	Is the art of arranging letters and text in a way that makes it visually appealing to the reader.
Hyperlinks (n)	A link that allows the user to jump to another place within a website, a document, a video clip once clicked on.
Tier 2 Vocabulary	Definition
Sketch (n)	A simple and rough drawing used to develop ideas before creating the final piece.
Planning (v)	The process of deciding in detail how to do something before you actually start to do it. For example planning out Designs and Layouts
Plagiarism (n)	Taking someone else's work and saying it is yours.
Copyright (n)	The legal right, given to the creator of literary, artistic, or musical material.

## Section B: Portfolio/ File Management

A **portfolio** is a visual collection of your work, showcasing what you have achieved thus far and what you hope to accomplish in the future.



Used as a way:

- To apply for jobs
- Network (communicate)
- Showing off talent

### File Management

File management refers to the process of **organizing**, storing, and manipulating files on a computer system.

The purpose for this is for easy access for Individual or when working as a team when it comes to projects – TV, Films, Games, Animations

Imagine a game where hundreds of people have worked together to create it, such as **"Fortnite"**. The **animation team** cannot find a certain file from the **3D modelling team** due to it not having an easy recognisable **name protocol** (meaning naming rules). What would be the issue?

- Time is wasted
- The wrong file is used
- Stress
- Glitches



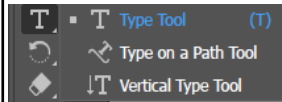
## Section C: Vector / Software

**Vector graphics** are made up of lines, curves and points designed to retain their quality and avoid blurring when enlarged.



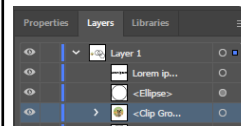
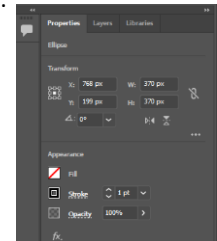
Best used to create logos so they can place it on any document at any size without losing quality.

**Adobe Illustrator** is a software used to develop Vector graphics



Some **tools** are grouped with other tools and can be accessed by clicking the down arrow next to a tool.

When an **object** is selected, options are displayed in the Properties Inspector at the right. These include fill, stroke, size, location, effects, justification, or transparency, among others.



On the right side of Adobe Illustrator are the Layers

A **layer** is any object or element in a graphic can be an image, text, or a shape. Layers stack on top of each other and make up all kinds of digital images and graphic designs.

Makes it easy to edit and manipulate separate parts of graphic.

**Concepts you have seen before:**

**Home** – YouTube talking about copyright content

**Year 7, 8** – Copyright, Plagiarism

**Year 8** – How images are represented



# Year 9 Computing - Programming (Python) – Autumn Term



Section A: Key vocabulary	
Tier 3 Vocabulary	Definition
Algorithm (n)	A list of instructions that will do something when started.
Syntax (n)	The set of rules that defines the combinations of symbols and structure for a programming language.
Output (n)	Any information that is processed, sent out, displayed from a computer or other electronic device is considered output.
Input (n)	Any information that is entered into a computer or other electronic device by a user. This can be stored for later use or as a one off piece of data.
Variable (n)	A location that is given an identifier that stores data. The data can be changed.
Data type (n)	Limits what can be stored in a variable. These include: string, Integer, Float, Boolean
Integer (n)	Whole numbers e.g. 7, 10, 210
String (n)	String of text e.g. "Hello", "P@ssword1", "Dan"
Selection (n)	A structure in programming that enables you to do different things depending on if a condition is met or not. If, elif, else.
Casting (n)	In programming, conversion or casting refers to changing an entity of one datatype into another.

Section C: Programming Commands	
Output procedure	print()
Output a string	Print("hello")
Output stored data	Print (age)
Input procedure	input("instruction")
Data needs storing in a variable	Inputs default to strings
Variable declaration and assignment	age = 40 age = input("Enter age: ")
Data Types and casting (changing data from one type to another)	String = "hello" str() Integer = 78 int() Float = 76.5 float() Boolean = True or False
Selection Indents matter	if age < 13: print("No account") else: print("Yes account")
Math Operators Remember BIDMAS	12 + 4 addition 12 - 4 subtraction 12 * 4 multiplication 12 / 4 division
Useful website for more examples: <a href="http://www.w3schools.com/python/">www.w3schools.com/python/</a>	
Free download to Python for desktop/laptops: <a href="https://www.python.org/downloads/">https://www.python.org/downloads/</a>	

Section C: Syntax guide
<p><b>DATA TYPES</b> - what data is stored as "hello" #string 35 #integer</p> <p><b>VARIABLES</b> - label that data is given so it can be used elsewhere age = 35</p> <p><b>OUTPUT</b> - displays on the screen print("hello")</p> <p><b>INPUTS</b> - allows the user to enter data. IMPORTANT defaulted to strings age = input("please enter age: ") data is stored as age</p> <p><b>CASTING</b> - sometimes data needs changing TYPE #To do calculations you need integers days = int(age) * 365 #PROCESS</p> <p><b>SELECTION</b> - checking if a CONDITION is True, if it is do something if days &gt; 2000:     print("Thats older than an average mouse")</p> <p><b>SELECTION</b> - if a CONDITION is False, it can do something different if days &gt; 2000:     print("Thats older than an average mouse") else:     print("You are younger than an average mouse")</p> <p><b>SUBROUTINES</b> – out of line code that can be called def do_something():     code goes here  do_something()</p>
<p><b>Concepts you have seen before:</b> Programming with turtle <a href="https://www.pythonsandbox.com/turtle">https://www.pythonsandbox.com/turtle</a> 58</p>

Week Beginning	TASKS  Y9 Computing – Developing a Portfolio – Autumn 1
11/09/2023	Use Look, Cover, Write, Check to learn the key terms spellings.
25/09/2023	Create flash cards to learn the meanings of the key terms (card with the word on one side and the meaning on the other). Use these to learn the terms.
9/10/2023	Compare between how you store files at home to that at school. Record the differences and the advantages and disadvantages to both uses.
23/10/2023	Research and analyse the difference between <u>Raster</u> and <u>Vector</u> Graphics
13/11/2023	Create flash cards to learn the meanings of the key terms (card with the word on one side and the meaning on the other). Use these to learn the terms.
27/11/2023	Practice programming turtle in python using <a href="https://www.pythonsandbox.com">https://www.pythonsandbox.com</a> Your teacher will check this.
11/12/2023	Practice programming turtle in python using <a href="https://www.pythonsandbox.com">https://www.pythonsandbox.com</a> Your teacher will check this.

# Year 9 – PE – Muscular system – Autumn Term



Section A: Key vocabulary	
Tier 3 Vocabulary	Definition
Passing (n)	Kicking the ball to another player
Receiving (n)	Getting the ball from another player
Dribbling (n)	Running with the ball to evade an opponent
Tackling (n)	To dispossess an opponent
Jockeying (n)	Slowing an attacking player down by keeping between the attacker and the goal
Interception (n)	Preventing a pass between players
Shot (n)	An attempt to score
Offside (n)	Being on the pitch where only one opponent is between the player and goal
Tier 2 Vocabulary	Definition
Contract (v)	Shortening of the muscle.
Involuntary (adj)	Unconscious movement by Smooth & Cardiac muscle.
Relax (v)	Lengthening of the muscle
Voluntary (adj)	Conscious movement by Skeletal muscles .

Section B: Key Concepts/Ideas/Questions
<p>Classification of Muscles: There are over 600 muscles in your body!</p> <p>Skeletal—Found on the skeleton e.g. biceps &amp; quadriceps. Conscious control. Attach to the skeleton to create movement.</p> <p>Cardiac—Found in the wall of the heart. Unconscious control that does fatigue.</p> <p>Smooth—Found in the stomach &amp; blood vessels. Unconscious control. Contract slowly and rhythmically.</p> <p>Muscle Pairs (Antagonistic muscle pairs) Muscles work in pairs, when one contracts the other one relaxes, this is how movement occurs. For example; Quadriceps &amp; Hamstrings.</p> <p>Tendons Skeletal muscles are attached to bones via connective tissue called tendons.</p> <p>Ligaments Ligaments provide support and stability at the joints. At the knee joint there are 4 ligaments to provide this support and stability when walking and running</p> <p>Skeletal and Muscular system. The skeletal system and muscular system work together. Bones provide anchors for muscles to attach. Muscles attach to bone through tendons, when muscles contract, they pull on bones to create movement.</p>

Section C: Subject Specific
<p><b>Warm up:</b> A warm up should be completed at the start of an exercise session. This should include; a pulse raiser. Dynamic stretches and a skill related practice. This should be completed to ensure you are physically and mentally ready to exercise and to prevent injuries. These should last 10 seconds per stretch.</p> <p><b>Cool down :</b> This should be completed at the end of a session. Stretches should be static. These should last up to 30 seconds per stretch. This is done to prevent DOMS (delayed onset muscle soreness).</p> <p><b>Concepts seen before:</b> Skeletal muscles relating to anatomy and physiology</p>

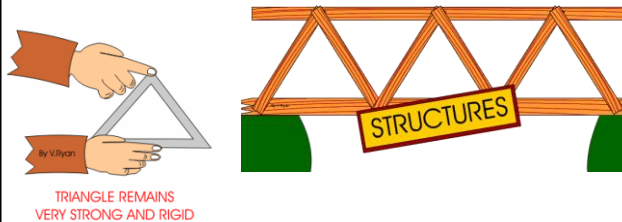
Week Beginning	TASKS Year: 7 Subject: PE Topic: Football Term: Autumn
11/09/2023	Create a set of Flashcards for all the keywords in Section A & B. Then Self test yourself and create a learnt and 'developing knowledge' set of flashcards. .
25/09/2023	Create 3 <b>Frayer Diagrams</b> for 3 keywords in Section A. You should choose a minimum of 2 from each tier of vocabulary.
9/10/2023	Create a muscle map that labels the location of all the Tier 3 vocabulary. Draw the Outline of a body and then neatly label their location
23/10/2023	Create 3 mind maps from Section B. You may choose any Keywords you wish. Initially you should write important connections and examples with the keyword. If possible try to make links with each of the keywords you have chosen.
13/11/2023	Muscles and Warm Ups! Plan a warm up you can deliver to a group of students. Thinking back to your warm up KO, link the Tier 3 vocabulary (the muscles) to a stretch. You will need to describe how to perform the stretch and which muscle it stretches.
27/11/2023	Research Task: Now that you've created your stretching routine, try and perform it for 3 consecutive days. Write a piece of continuous pros that describes how your muscles felt, what the benefits may be to stretching and what actually happens to your muscles. Try to use vocabulary from Section A & B.
11/12/2023	Create a quiz! - you must create 10 questions (and answers) about the Muscular System. Use all your knowledge to challenge your classmates.

## Section A: Key vocabulary

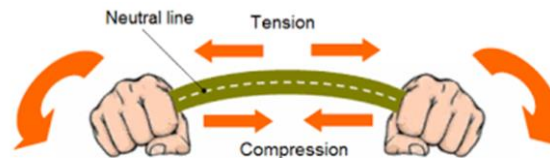
Tier 3 Vocabulary	Definition
Ductility (n)	A materials ability to be easily bent or stretched without breaking
Hardness (n)	A materials ability to withstand localised indentation or scratching
Brittleness (n)	A property of a material that fractures when put under stress – impact, load etc.
Malleability (n)	A materials ability to be (de)formed by rolling, hammering, pressing.
Civil Engineering (n)	An area of engineering
Composite (n)	2 or more materials combined
Tier 2 Vocabulary	Definition
Structure (n)	The 'bones and muscles' which create engineering creations
Quality (a)	The standard something is measured against.
Dimension (n)	Sizes / measurements
Tolerance (n)	The amount of variation that can be tolerated within a design

## Section B: Key Concepts/Ideas/Questions

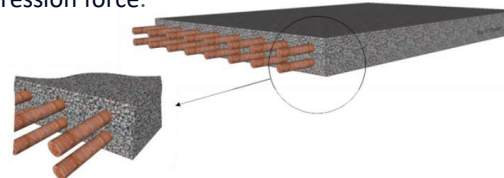
**Triangulation:** A triangular form is one of the strongest shapes known to man. Folding a simple art straw into a triangular shape and then attempting to break it gives us some idea of the strength of triangulation. This is why it is popular for building structures from large to small, permanent to temporary.



**Tensile strength** can be defined as the maximum stress that a material can bear before breaking when it is allowed to be stretched or pulled.



**Compressive strength** is defined as the ability of material to resist the direct pressure of applied compression force.

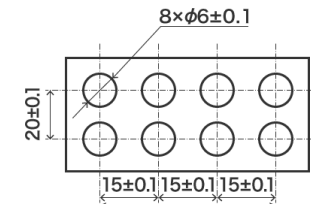


Composite materials are formed by combining two or more materials with different properties into each other. Examples include concrete, mud bricks, and fibreglass.

## Section C: Subject Specific



Civil engineering is a professional engineering discipline that deals with the design, construction, and maintenance of the physical and naturally built environment, including public works such as roads, bridges, canals, dams, airports, sewage systems, pipelines, structural components of buildings, and railways.



Tolerance is the total amount a dimension may vary and is the difference between the upper (maximum) and lower (minimum) limits. Because it is impossible to make everything to an exact size, tolerances are used on production drawings to control the parts.

**Concepts seen before:** Material properties, Composite Materials, Structures (levers & linkages)



Week Beginning	<div>Tasks</div> <div>Engineering Structures</div>
1	Use Look, Cover, Write, Check to learn the key terms spellings.
2	Create flash cards to learn the meanings of the key terms (card with the word on one side and the meaning on the other). Use these to learn the terms.
3	Using your knowledge of structures and triangulation, design an earthquake proof tower block structure. Use a ruler. Consider the shape of the structure / frame

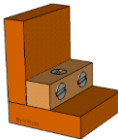
# Year 9 Product Design



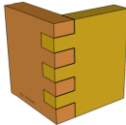
Section A: Key vocabulary	
Tier 3 Vocabulary	Definition
Pine (n)	A coniferous (cone bearing) softwood. Matures in approx. 30 yrs. Cheaper than hard wood.
Cutting (n)	The process of creating (cutting) a wood joint using a saw.
Butt Joint (n)	A weak wood joint that relies on an adhesive, nails or screws for its strength.
Lap Joint (n)	A stronger wood joint with some mechanical strength, but usually relies on an adhesive.
Dowel Joint (n)	Holes are drilled into both pieces of material and dowels (wooden pegs) are used to slot them together.
Finger Joint (n)	A joint with good mechanical strength that can be used without adhesive if cut accurately.
Tier 2 Vocabulary	Definition
Source (n)	Origin of a material
Category (n)	A group of something with similarities.
Property (n)	A physical feature
Characteristic (n)	An aesthetic feature

### Section B: Key Concepts/Ideas/Questions

Knock-down fittings are non-permanent joining methods, usually constructed using a screwdriver, Allen key or spanner. They are commonly used on flat pack furniture.




Permanent joints, as the name suggests are permanent. Once joined, they cannot be taken apart. Examples include wood joints, nails or glue.

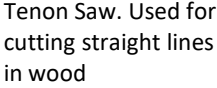


Can you think of the benefits of using knock down fixings and the benefits of using permanent joints?


#### Common tools for creating permanent joints




Tri Square. Used for marking 90° lines to an edge




Tenon Saw. Used for cutting straight lines in wood



Irwin Spirit Saw. Used for cutting straight lines in wood



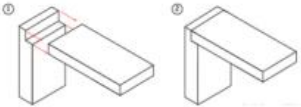
Coping Saw. Used for cutting curved lines in a range of materials



Disk Sander. Used for sanding materials

### Section C: Subject Specific

#### Lap Joint



**Pros:**

- Relatively simple to make
- Increased strength due to larger gluing area

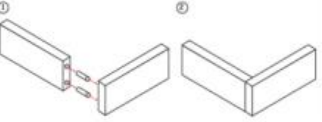
**Cons:**

- Must be cut accurately to fit

**Uses:**

- Joinery – cupboards, wardrobes and general DIY

#### Dowel Joint



**Pros:**

- Increased strength due to dowels and gluing area

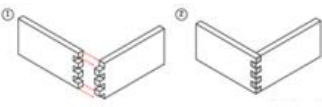
**Cons:**

- High level of accuracy needed = template for drilling

**Uses:**

- Joinery – Bookcases, wardrobes and DIY

#### Comb / Finger Joint



**Pros:**

- Very strong due to the mechanical advantage and large gluing area

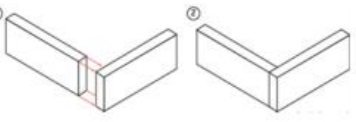
**Cons:**

- Increased difficulty
- High level of accuracy needed

**Uses:**

- Joinery – Wardrobes, bookshelves and skilled DIY

#### Butt Joint



**Pros:**

- Simple and easy to make

**Cons:**

- Weak – relies on the strength of the glue

**Uses:**

- Basic joinery and DIY

**Concepts seen before:**

**Design Process, hand drawing skills, Equipment**

Week Beginning	TASKS Year 9 Product Design
1	Using your knowledge Organiser, Look , cover, write, check key terms and definitions
2	Using your knowledge Organiser, identify a household object made from wood and explain why It is made from this material
3	Using your knowledge Organiser to create a revision Mind Map
4	Using ACCESS FM to evaluate an object / product in your home made from a wood.

# Year 9 – Food & Nutrition – Fakeaway Project



## Section A: Key vocabulary

Tier 3 Vocabulary	Definition
Cardiovascular Disease (N)	A disease that affects the heart. Can include Coronary Heart Disease (CHD)
Energy Balance (n)	When your calorie intake equals your calorie expenditure
Marinade (n)	Placing food in a sauce or a rub to enhance flavour
Saturated (n)	A type of fat that comes from animals
Unsaturated (n)	A type of fat that comes from plants
Obesity (n)	A disease that can occur when we have too much fat and/or calories
High Blood Pressure (n)	A disease that happens when we have too much salt or too much fat in our diet
Tier 2 Vocabulary	Definition
Energy (Calories) (n)	A unit of measurement for food
Insulate (n)	Keeping something warm
Protect (n)	Keeping something safe and away from damage
Sodium (n)	The chemical name for salt.

## Section B: Key Concepts

### What is a calorie?

- The amount of energy in an item of food or drink is measured in calories.
- When we eat and drink more calories than we use up, our bodies store the excess as body fat. If this continues, over time we may put on weight.
- As a guide, an average man needs around 2,500kcal (10,500kJ) a day to maintain a healthy body weight.
- For an average woman, that figure is around 2,000kcal (8,400kJ) a day.
- These values can vary depending on age, size and levels of physical activity, among other factors.
- A calorie is defined as the amount of heat needed to raise the temperature of one kilogram of water by one degree Celsius



If we have more energy eaten than used = weight gain  
 If we have the same energy eaten and used = balance weight  
 If we have less energy eaten than used = weight loss

Bridge





Claw



Concepts seen before: Food Safety, Nutrition in Y7 and Y8

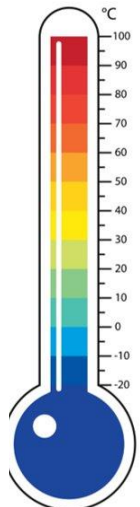
## Section C: Equipment/techniques

Paring knife	 A small knife used for cutting up vegetables
Chef knife	 A larger knife used to cut up meat and larger vegetables
Stir frying	A quick method of cooking commonly used in Asian cuisines
Grilling	A method of cooking when the heat source is coming from one direction. E.g from underneath like a BBQ

### Temperatures to remember

To reduce the risk of food poisoning, good temperature control is vital:

- 5-63°C – the danger zone where bacteria grow most readily.
- 37°C – body temperature, optimum temperature for bacterial growth.
- 8°C – maximum legal temperature for cold food, i.e. your fridge.
- 5°C (or below) – the ideal temperature your fridge should be.
- 75°C – if cooking food, the core temperature, middle or thickest part should reach at least this temperature.
- 75°C – if reheating food, it should reach at least this temperature. In Scotland food should reach at least 82°C. Remember to reheat food only once!



Week Beginning	TASKS Year: 9    Subject: Food and Nutrition    Topic: Fakeaway Project
1	Use Look, Cover, Write, Check to learn the key terms spellings.
2	Create flash cards to learn the meanings of the key terms (card with the word on one side and the meaning on the other). Use these to learn the terms.
3	Work out your calorie needs by using this website <a href="https://www.calculator.net/calorie-calculator.html">https://www.calculator.net/calorie-calculator.html</a> . Then write a days food diary that would include enough calories.



## Notes page



**Notes page**



Your equipment you need for learning every day:

