

Knowledge Organiser

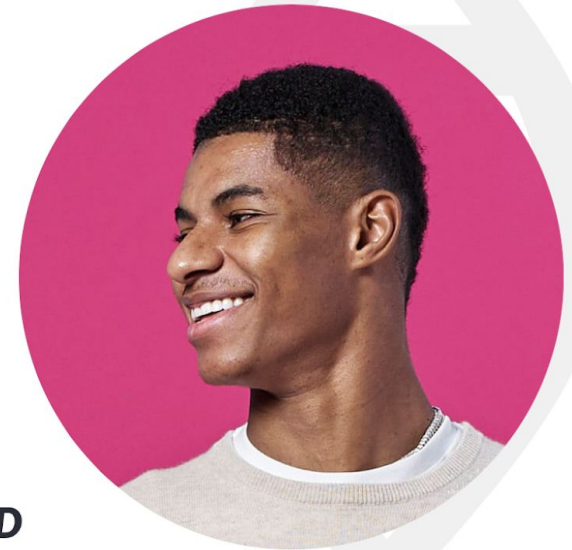
YEAR

9



“Train hard, work
harder, never give
up, never give in
and believe in you.”

M A R C U S R A S H F O R D



THE ENGAGED **MIND STAYS SHARP.**
BE ENGAGED IN THE HERE AND NOW.

Knowledge Organisers at Redmoor Academy

WHY?

Why do we have knowledge organisers?

Your knowledge organisers help you to be successful in many ways. Firstly, they make clear the key elements needed in a topic to have an excellent understanding of it. If you know these elements, your teacher will help you to understand them.

WHAT?

What are my teachers' expectations of me?

In year 7 and 8 your teachers will give you homework that means you will be spending 20 minutes a week learning information from your knowledge organiser for each subject. In year 9 this will be 30-40 minutes. Teachers will test you once a week to make sure that you are completing the homework and remembering your knowledge. Your knowledge organiser exercise book is where you will complete your practising. Each time you revise and practise, you should put the subject as the title and the date. Rule off when you have completed your revising for that subject. Teachers and form tutors will be regularly checking that you are revising.

HOW?

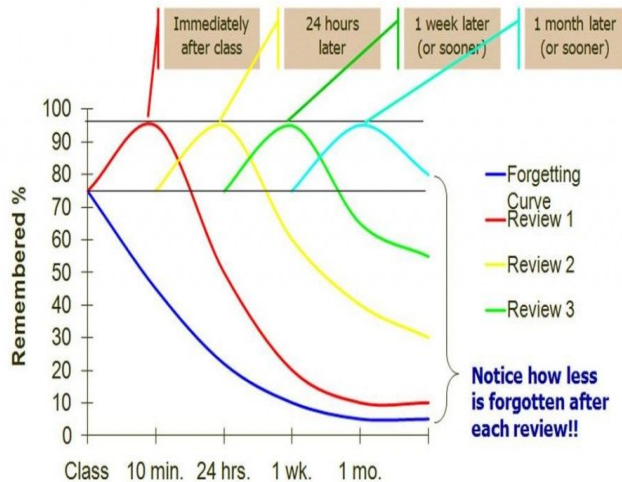
How will my teachers use them?

Each subject will set homework once a week that will help you to learn your knowledge organiser. They will also test you once a week on certain parts to see how well you have remembered it. Research tells us that this practising is a really good way of helping you make sure that the knowledge stays in your memory. Over time you will build on this knowledge to make sure that you know everything you need to for your subject. Sometimes you may have high stakes quizzes, where teachers will set a certain score that you have to reach to be successful.

How will they help me revise?

When it comes to GCSEs, you have lots of information to remember. Your knowledge organisers will gradually build up this knowledge over 5 years to help support you in year 11 so that when you revise, you are just recalling knowledge that you have already stored. Also, you will have practised lots of revision techniques whilst revising your knowledge organisers over the past 5 years, which will help prepare you for the final exams.

How we learn at Redmoor



Why reviewing your learning is so important

As soon as we are told a new piece of information, most of that information is 'lost' and forgotten. Hermann Ebbinghaus found that repeating information helps us remember more of it. So we need to be reviewing and going over what we learn in order for us to remember and be able to use the information after a period of time has passed.

This resource summarises some proven strategies that you can use to review your knowledge.

Common methods of revision that are the least effective:

- Highlighting key points
- Re-reading
- Summarising texts



Retrieval practice

Testing what you know is a powerful tool in revision; the effort to remember something really strengthens your memory. Apps such as Memrise and Quizlet allow you to use or create your own quizzes based on topics. Create them, test yourself or get someone to test you. It works!

Learn more about retrieval practice here: [Link to the Learning Scientists](#)

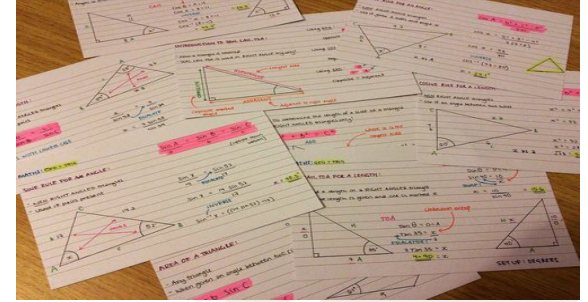
How we learn at Redmoor

Flash cards

Simply create questions on one side, answers on the other. Colour code the cards for specific topics. Post it notes can be useful for keywords and timelines.

Once you have created your flash cards, you need to think about how you will use them effectively. There is a link below to Leitner system of using flashcards:

[YouTube: The Leitner Method](#)



Dual coding



Dual coding is the process of combining verbal materials with visual materials.

Simply take information that they are trying to learn, and draw visuals to go with it

Learn more about dual coding here:

[Link To The Learning Scientists](#)

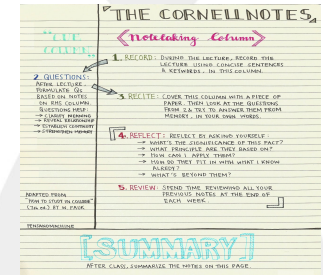
Try to come up with different ways to represent the information. For example: a timeline, a cartoon strip or a diagram of parts that work together.

Cornell Notes

This method can be used in your revision books as a great method to get you to 'think' about your revision.

Simply split your page into 3 sections as shown on the diagram below:

- Note Taking
- Key words / concepts
- Summary



THINK HARD. WORK HARD. GO FAR

How we learn at Redmoor

Spacing and interleaving

Don't revise your all topics in one go (cramming). Instead, you should revise 'chunks' of a topic for small amounts of time (15-30 minutes) and then move onto another 'chunk' from a different Topic.

Eg. topic 1 cells, topic 2 digestive system

This will improve your memory!

Massed presentation



Spaced and interleaved presentation



Mind Maps

Mind mapping is simply a diagram used to visually represent or outline information.

It is a powerful graphic technique you can use to translate what's in your **mind** into a visual picture.

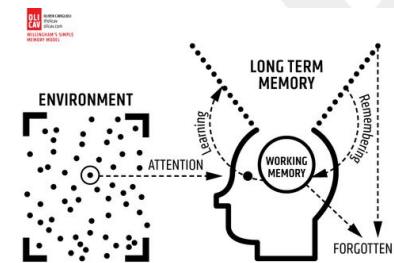
Mind maps help with memorisation of jey knowledge as it helps to organise information and begin to make links and connections to different pieces of information.

The use of visual images helps your brain to memorise the information with simple words next to them - links to dual coding!



Useful links:

- The learning scientists: <https://www.learningscientists.org/>
- Memrise: <https://www.memrise.com/>
- Quizlet: <https://quizlet.com/en-gb>
- Seneca: <https://www.senecalearning.com/>



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Equipment

all students must have...



Mobile phones are not to be used in lessons without staff permission
No photos or videos to be taken without permission
No school related images or videos to be uploaded on to social media

Black or blue pen
Pencils
Ruler - 30cm
Protractor
Compass
Rubber
Pencil Sharpener
Purple pen
Scientific calculator
Coloured crayons
Student Organiser
Knowledge Organiser
Locker Key

The Gothic Genre

The Gothic genre	<p>The term 'Gothic' was first coined in 1764 by English author Horace Walpole in his novel, <i>The Castle of Otranto</i>. The novel was set in a haunted castle where the protagonist is plagued by supernatural occurrences. Walpole used the word 'Gothic' because it refers to medieval buildings like castles and churches, where a lot of Gothic fiction is set.</p> <p>Gothic Literature became immensely popular in England and Germany during the 18th and 19th century, with many other genres borrowing its conventions. Gothic fiction is all about creating terror in the reader and using fear to create suspense.</p>
Typical genre features	Death and darkness
	Supernatural powers / mysterious and frightening creatures
	Mystery, terror and suspense
	Depiction of madness and psychological episodes
	Science used for evil or disastrous purposes
Archetypal characters	Family curses and dark secrets
	Female victims threatened by a powerful male
	Inhuman or monstrous antagonist
	Powerful, tyrannical male figures
	Villains, vampires, ghosts, werewolves
Typical settings	Characters with high social status e.g. Princes, counts
	Rational protagonist who doesn't believe in the supernatural
	Isolated, bleak settings
	Abandoned houses, supposedly uninhabited
	Volatile and threatening weather (symbolism)
Values and ideas held by gothic writers	Gloomy, decayed and ruined environments
	Medieval style castles, churches or abbeys
	<ul style="list-style-type: none"> Gothic writers are preoccupied with the supernatural because they believe that not everything has a scientific explanation. They believed that nature is 'sublime': it has the power to simultaneously inspire awe and terror in people. They challenged society's expectations about propriety and emotion. To show wild emotion was seen as crass and uncouth, but not to the gothic writers, who often depicted passion and rage. They explored the role of the female characters: often in gothic texts, there are powerful female roles, which contrasted the contemporary society (society at the time their stories were written). They were very interested in the psychological exploration of characters, particularly in relation to themes of madness.
	Big question: are humans always attracted to darkness? Is this why the gothic style has been almost constant?



Social and Historical Context

Where did the term 'Gothic' come from?

- The term 'gothic' comes from the Germanic tribe 'the Goths', who played a part in the fall of the Roman Empire. The Goths are sometimes called barbarians. They destroyed a lot of Roman architecture in around C3 and replaced it with buildings in the gothic style.
- Medieval Europe (C3-14) is sometimes referred to as the 'Dark Ages' (although this can be contested for a number of reasons.) Some believe that people lived in fear due to superstition and ignorance and that not much learning took place in this time. Castles with gargoyles were built to ward off evil spirits, this architecture is known as 'gothic' e.g. Notre Dame.

Why did the genre become so popular in the late 1700s and early 1800s?

- Figures from The Age of Enlightenment (C18-19) believed that scientific progress was the only way to advance society, and great discoveries were made in this time. They tried to rid Europe of superstition and ignorance through promoting reason and logic.
- A group of poets, artists and thinkers called the Romantics challenged this because they believed that not everything can be explained by science, and too much reason rids the world of beauty and mystery.
- The gothic genre first emerged from the Romantic movement. It used art and ideas from the Dark Ages, wild emotion and nature to contrast modern ideas about science and logic.

How has the genre been adapted since then?

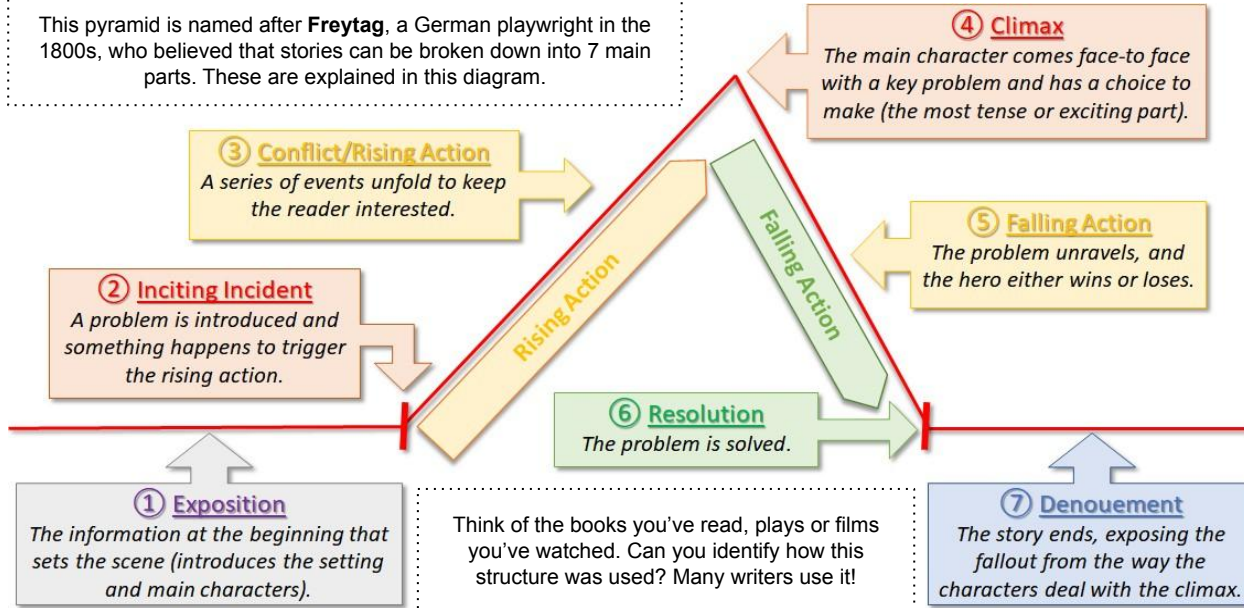
- Gothic writing transformed into the format of the extremely popular Victorian ghost story.
- Today, we use the term 'gothic' widely to describe art, style, clothing (e.g. Alexander McQueen couture) music and film (e.g. Tim Burton films). The style and genre is very much still alive.

Key Spellings	Word Definition
Characterisation	The way authors create characters and make them believable.
Enlightenment	The period in the 18th century in Europe when many people began to emphasize the importance of science and reason, rather than religion and tradition
Grotesque	Strange and often frightening in appearance or character.
Malevolent	Causing or wanting to cause harm or evil.
Nefarious	Morally bad / extremely wicked and villainous
Romanticism	A style of art, music, and literature, popular in Europe in the late 18th and early 19th centuries, that deals with the beauty of nature and human emotions
Supernatural	Caused by forces that cannot be explained by science.
Suspense	The feeling of excitement or nervousness that you have when you are waiting for something to happen and are uncertain about what it is going to be.
Uncanny	Strange or mysterious; difficult or impossible to explain
Vampirism	Belief in vampires / the actions of being a vampire.

REDMOOR ENGLISH DEPARTMENT: HOW CAN I STRUCTURE A NARRATIVE?

How Narratives are Typically Structured

This pyramid is named after **Freytag**, a German playwright in the 1800s, who believed that stories can be broken down into 7 main parts. These are explained in this diagram.



Every narrative must have a narrator: someone who exists as the voice of the story or description, the reader's lens to observe the characters and events. They are not the writer but the writer's construct, sometimes used to voice the writer's ideas and opinions and sometimes as a character in their own right. Who your narrator is and their feelings will shape their choice of language used to describe different characters and events.

Narrative Voice

1st person perspective:

written as if the narrator is a character, observing or taking part in the story.

2nd person perspective:

written as if the narrator is talking directly to the reader.

3rd person perspective:

written as if the narrator is talking about the characters and events, but not necessarily a character in them.

Limited narrator:

a narrator aligned to a specific character, knowing nothing outside of that character's thoughts and interactions with the world and story.

Omniscient narrator

a narrator who is god-like, able to move from place to place and character to character, realigning the reader to any perspective they wish to share.

Always think about who your narrator is, what their narratorial voice is like and what their connection to the story and characters is.



Technique	Definition and Example
Epistolary narrative	A story told in a series of letters
Flashback	Flashback is a device that moves an audience from the present moment in a chronological narrative to a scene in the past.
Foreshadowing	Is a hint at something that will come later and have greater importance.
Cliffhanger	A cliffhanger is when a story or plotline ends suddenly or a large plot twist occurs and is left unresolved.
Cyclical structure	This is where your writing comes 'full circle' and ends with a link back to the beginning.
Repetition	The action of repeating something. This will either add emphasis to the words being repeated or create a rhythm within the writing.

Starting Well: Using a Narrative Hook to Open

Puzzling hook	This opening generates questions about the story or situation, causing the reader to feel intrigued.
Comical hook	An opening that appeals to the reader's sense of humour.
Visual hook	An opening that focuses on the sense of sight in creating a strong visual description, for example of a setting or character.
Direct speech hook	This start focuses on a conversation to plunge the reader straight into the story.
Atmospheric hook	The start of the story sets the tone or mood - e.g. makes a dark mood clear.
Direct address hook	In this opening a writer speaks to the audience directly using 'you' or 'your'.

REDMOOR ENGLISH DEPARTMENT: HOW CAN I DEVELOP CONVINCING DESCRIPTIONS?

Protagonist	Antagonist
<p>The protagonist is the main character in the story. At the end they are usually the hero.</p> <p><i>In gothic writing, the protagonist is often a lonesome, flawed, isolated or outcast figure, usually a male.</i></p>	<p>The antagonist is the bad character in the story. They are usually involved in conflict with the protagonist.</p> <p><i>In gothic novels, the antagonist, or villain, usually has a palpable sense of evil. Some have dual characters (2 sides to them) but all are passionate, driven and controlling.</i></p>

Direct and Indirect Characterisation
<p>Characters are the lifeblood of creative writing, driving the plot and representing the human interest element for the reader to care about. There are two forms of characterisation, direct and indirect.</p> <p>Direct: this is where the narrator explicitly tells the reader details about the character; i.e.: <i>'Mr. Ramsay? He is absorbed in himself, he is cruel, he is unjust...'</i></p> <p>Indirect: Indirect characterisation means that the narrator implicitly reveals (shows) the reader the character's traits <i>'He dragged the last smoke from his cigarette and then, with calloused thumb and forefinger, crushed out the glowing end.'</i></p>

Indirect Characterisation
<p>Indirect characterisation is always preferable because it involves the reader, forcing them to draw their own conclusions. You can help your readers to infer or deduce things about a character's personality in five different ways, represented by the acronym STEAL.</p>

S	<p>Speech (dialogue) What is the character saying? How are they saying it? Is there a dialect (accent)?</p>
T	<p>Thoughts (& feelings) What are the character's innermost thoughts? Are they good or evil? Think about what you can reveal by focusing on a character's thoughts and feelings.</p>
E	<p>Effect (on others) Consider what can be revealed by writing about the way the character affects other people. How do other characters feel or behave in response to the character?</p>
A	<p>Actions (& behaviours) What does the character do? How does the character behave? How does the character move? The character's true nature will show through the way they act.</p>
L	<p>Looks (appearance) What does the character look like? How does the character dress? Think about the physical features of your character and what they reveal about their personality.</p>

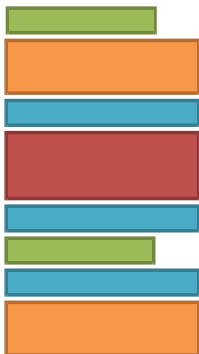


Technique	Definition and Example
Alliteration	Alliteration is when words start with the same sound or letter. It can build a mood or set the scene depending on the letters used. E.g the gentle 'w' sounds in <i>whispering wind</i> create a soft and airy mood.
Connotation	An idea or feeling that a word invokes for a person as well as its literal meaning. Connotations evoke reactions in the reader based on their experience of certain words. For example, words like ghost and death can evoke strong negative connotations.
Simile	A simile compares two things using the words 'like' or 'as'. A simile describes something by comparing it to something else, using like or as. <i>The snake moved like a ripple on a pond.</i>
Metaphor	A metaphor is a word or phrase used to describe something as if it were something else. For example, <i>A wave of terror washed over him.</i> The terror isn't a wave, but a wave!
Onomatopoeia	Is a word that sounds like what it describes. They help you hear what is going on: <i>thud</i> , <i>buzz</i> and <i>crush</i> are all examples.
Personification	Personification is giving an inanimate object human feelings or actions. <i>The thirsty flowers seemed to reach out and beg for water.</i> The flowers cannot 'reach' or 'beg'. This makes their need seem human and emphasises how badly they needed water.
Pathetic fallacy	This is the personification of nature to give it feelings. This can help suggest a suitable atmosphere or imply what the mood of the characters is at a certain point.
Extended metaphor	An extended metaphor is a metaphor that unfolds across multiple lines or even paragraphs of a text.
Symbolism	We grow up learning lots of symbols and these can be used in stories to convey meaning and feeling from single image. E.g a red rose can symbolise romantic love.
Motif	A dominant or recurring idea. For example, in <i>Wuthering Heights</i> there is a motif of windows, used to suggest the way the characters are trapped.
Olfactory Imagery	Imagery to describe a smell. For example, <i>she walked into the abandoned home and caught the scent of mothballs.</i>
Religious imagery	Imagery is how we refer to descriptions in writing that create pictures, or images, in your mind. Religious imagery brings images of religion to mind.
Semantic field	A semantic field is a set of words (or lexemes) related in meaning . For example <i>wire</i> , <i>blood</i> , <i>bombs</i> and <i>guns</i> might form a semantic field of war.
Irony	The use of words to convey a meaning that is the opposite of its literal meaning. For example, her reply of 'how nice!' was ironic when I told her I had worked all weekend.

REDMOOR ENGLISH DEPARTMENT: HOW CAN I WRITE WITH ACCURACY AND PRECISION?

TiPToP Paragraphing
Paragraphs are just a group of sentences sharing the same idea. They structure your writing to make it easier for readers to follow. Always start a new paragraph when you change the focus of your writing.
When writing about a new TIME or about a different PLACE . When writing about a new TOPIC or about or as a new PERSON .

Varying your Paragraph and Sentences
Effective, engaging writing is not thoughtless. Paragraphs and sentences must be used for effect: to guide the reader and develop the narrative.
Shorter sentences can alter the pace of your writing. Description can alter the rhythm.
For single, sudden ideas you want to draw attention to, (a single sentence or single word paragraph works brilliantly.



Key Punctuation to Revise
Apostrophes, colons, commas, dashes, semicolons and speech marks.
You can use the BBC KS3 English Punctuation Guide to revise and practice your punctuation. You need to know how to use each of these punctuation marks accurately.

Language	Definition and Example
Adjective	Adjectives are describing words. In the phrase 'the red balloon', the word 'red' is an adjective.
Adverb	An adverb is simply a word that describes a verb (an action or doing word). In 'he ate his breakfast quickly' the word 'quickly' is an adverb.
Noun	A noun is the name of a thing, such as an object, place or person. They are often named as naming words and are split into 4 categories: common nouns, abstract nouns, collective nouns and proper nouns. Table , Wednesday and love are all nouns.
Pronoun	A pronoun takes the place of a noun in a sentence. Examples are him , her and they .
Verb	A verb is a word used to describe an action (doing something), a state of being (feeling something) or an occurrence (something that's happening) Examples are: <i>the rabbit was jumping in the field</i> ; <i>the monster likes rollercoasters</i> ; <i>the caterpillar became a butterfly</i> .

Sentence	Definition and Example
Simple	Have just one verb, for example: He walked quickly back to the house. These sentences are important for making clear points and for building tension. However, too many make your writing disjointed!.
Compound	A compound sentences has more than one verb and clause. The two or more clauses should make sense on their own. They often use coordinating conjunctions, such as but , and and so .
Complex	Have at least one subordinate clause that adds more detail and information to the sentence. A subordinate clause needs a main part of the sentence to make sense. <i>George wanted to stay outside, despite the driving rain.</i>
Embedded clause	Here, the subordinate clause goes into the middle of the sentence. <i>Sam, even though it was getting dark, wanted to go for a walk.</i>
Fronted adverbial	Is when the adverbial words or phrase is moved to the front of the sentence. Adverbials give more information to the sentence. earlier today . The full sentence might be: Earlier today, I ate three pizzas.

Sentence Upgrades	
-ing	Grabbing her bag, the woman stormed out of the shop.
Similes	Like a predator stalking its prey, the thief approached the boy.
Preposition	Under the dark clouds, the lamppost gleamed.
Adverb	Cautiously, the girl reached out to grab the gun.
Connective	Despite the weather, the girl went outside.
-ed	Petrified, the woman stood fixed to the spot.
Pair of adjectives	Strong and bright, the sun shone onto the forest below.
Verb adverb	Perched precariously on the branch, the bird sang.
Triple noun	Owls, crickets, mice: the woods were alive with noise.
Triple adjective	Thin, bare, skeletal: the trees hung over her.

	Common Errors
Their There They're	'Their', 'they're' and 'there' are homophones that often confuse people. 'Their' means it belongs to them, eg "I ate their sweets." 'They're' is short for 'they are' eg "They are going to be cross." 'There' refers to a place, eg "I'm going to hide over there."
To Too Two	To, too and two are homophones that often confuse people. 'To' is used to show motion, eg "I'm going to the shop." 'Too' means 'also' or 'extremely', eg "I would like to come too but I'm too tired." 'Two' means the number 2, eg "Let's buy two apples."
Your You're	Your is used when something belongs to someone. E.g. <i>That's your pencil, not mine.</i> You're is used when you + are are put together. E.g. <i>You're going out?</i>
Apostrophes	Apostrophes are used for two main jobs, showing possession and showing omission . <ul style="list-style-type: none"> Apostrophes for possession show that a thing belongs to someone or something. For example Anna's book or the school's logo. Apostrophes for omission show where something, usually a letter, has been missed out. For example, 'haven't rather than have not.



REDMOOR ENGLISH DEPARTMENT: *THE WOMAN IN BLACK*

An Overview

Written: 1983

Genre: Ghost story

Set: Edwardian era England, specifically London and the fictional town of Crythin Gifford, on the north east coast of England

Summary: *The Woman in Black* tells the story of Arthur Kipps, a young 22-year-old lawyer, who is sent to the town of Crythin Gifford to sort through the belongings of Mrs Drablow after her funeral. Here, Kipps encounters the mysterious and ghostly Woman in Black.

Ghost Stories: a Timeline:

- 8th-7th centuries BCE: The Old Testament. A medium claims to speak to the ghost of Samuel. It is thought to be one of the first ghosts in a story.
- 1st century AD: Pliny the Younger (a Roman author) wrote about his house being haunted by the spectre of an old man with a long beard and rattling chains.
- 1606: Shakespeare wrote the play *Macbeth*, where the ghost of Banquo haunts his murderer.
- 1764: Horace Walpole's tale *The Castle of Otranto* is considered to be the first major ghost story in English literature.
- 1828: Sir Walter Scott wrote *The Tapestry Chamber* which is considered the first modern ghost story.
- Victorian era: ghost stories become very popular. Ghost stories were traditionally told at Christmas.
- 1843: Charles Dickens published *A Christmas Carol* at the start of the Victorians' obsession with ghost stories.
- 1983: Susan Hill writes *The Woman in Black*, a Victorian ghost story.

Key Context

Susan Hill

- Hill CBE (born 1942) is a English author of both fiction and non-fiction works.
- She has expressed a keen interest in the traditional English ghost story, enjoying its use of suspense and atmosphere to create an impact.

The Industrial Revolution

- The Industrial revolution began with the invention of the steam engine. This led to changes in manufacturing and transportation that began with fewer things being made by hand but instead made using machines in larger-scale factories.

Supernatural

- The supernatural means beyond the natural, beyond what is normal, human and expected of this world.
- The Victorians were very superstitious and believed in supernatural ideas such as contacting the souls of the dead through mediums and seances, photographing the dead as a way of remembering them.
- The great and sudden advances in science helped bolster the fascination with ghosts. Tapping sounds from telegraphs were thought to be ghosts communicating through morse code. Carbon monoxide, emitted from gas lamps, provoked ghostly hallucinations.

Roles of Women

- In Victorian society, the ideal woman was one whose moral values were strong. It was not considered 'proper' for a woman to have a child outside of marriage. A woman who did so, risked being cut-off by her family, friends and community.
- The Victorian Era was a time in which men dominated and ruled society; this is known as a patriarchal society.

Sigmund Freud's 'The Uncanny'

- In his 1919 essay 'The Uncanny', Freud explored the idea of something being strangely familiar, inciting and unsettling or eerie feeling.
- Ghosts, zombies, spirits, magic and doppelgangers are all uncanny - they seem normal at first but aren't. Uncanny mixes the familiar (like a person) with the unfamiliar (like death or magic).
- The figure of the Woman in Black is uncanny because Kipps has no idea if she's dead or alive; her appearance frightens him because it's so familiar and human, yet also ghostly and gaunt.
- Places, like Eel Marsh House, can also be uncanny.

Word	Definition	The word in use
Patriarchal society Patriarchy	A system where men hold the power in politics, morals, social privilege and control of property.	Hill presents Jennet Humfrye as a victim of a patriarchal society because she was an unmarried mother and was forced to give up her child.
Supernatural	Something that does not belong to the natural world or having a natural explanation.	Ghosts are supernatural beings because their existence cannot be explained.
Isolation Isolate	The state of being alone or away from others.	Kipps faces isolation when in Eel Marsh House.
Pastiche	A type of art or literature which imitates the style of another work, artist or time period.	<i>The Woman in Black</i> is a pastiche of the Victorian ghost story.
Dichotomy	A contrast between two things that are opposite or entirely different.	There is a clear dichotomy between Kipps and Samuel Daily, in the way they react to the Woman in Black.
Catharsis Cathartic	From Greek, meaning a release, and relief from, strong or repressed emotions.	Arthur Kipps writes his story for catharsis.
Foreshadowing	Hinting at what is to come later in the story.	Hill uses foreshadowing when Kipps sees the locked door in Eel Marsh House.
Convention	A way in which something is usually done.	An isolated haunted house is a convention of a ghost story.
Byronic hero	A protagonist who initially doesn't believe in ghosts, but changes their mind when they meet one. They are intelligent but struggle with emotional conflicts.	Arthur Kipps is a Byronic hero.
Apronym	A name suited to a person's job or personality.	Mrs Drablow's name is an apronym as it reflects her drab home and life.
Homage	Respect and praise shown to another person	The novella is an homage to Charles Dickens through use of fog and pathetic fallacy.

REDMOOR ENGLISH DEPARTMENT: THE WOMAN IN BLACK

Archetypal Plot Structure / Conventions of Genre

The same old story? In 2004, Charles Booker wrote a book in which he claimed that there were only seven basic story plots and that all literature, films, video games and plays use. Knowing these plots will help you think about archetypal stories (typical ones) and the way that we humans like familiar narrative structures.

1. Overcoming the Monster

The protagonist (hero) sets out to defeat an antagonist (enemy) which threatens the hero or their homeland.

2. Rags to Riches

The poor protagonist acquires power, wealth, loses it all and gains it back, growing as a person as a result.

3. The Quest

The protagonist and companions set out to acquire an important object or to get to a location. They face temptations and other obstacles along the way.

4. Voyage and Return

The protagonist goes to a strange land and, after overcoming the threats it poses or learning important lessons unique to that location, they return with experience.

5. Comedy

Light and humorous character with a happy or cheerful ending; a comedy is a dramatic work in which the central motif (recurring idea) is the triumph over adverse circumstance, resulting in a successful or happy conclusion.

6. Tragedy

The protagonist is a hero with a major character flaw or great mistake which leads to their downfall (ruin / death). Their unfortunate end leads to pity.

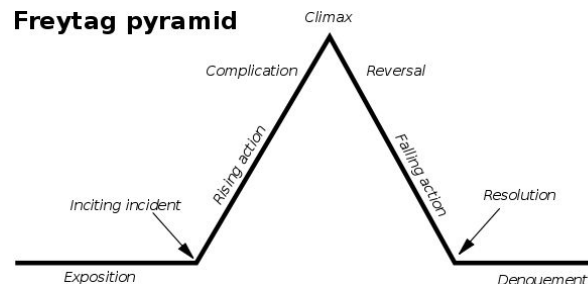
7. Rebirth

An event forces the main character to change their ways and often become a better individual.

Plot Summary

1	Arthur Kipps' wife and step-children tell ghost stories on Christmas Eve; Kipps is reminded of his past experiences, so leaves to write his story of the events.
2	Young Kipps, a lawyer, is sent to Crythin Gifford, in the north of England, to sort the estate of Mrs Drablow; he leaves a very foggy London; at Mrs Drablow's funeral he sees a sickly-looking woman dressed in black.
3	Keckwick drives Kipps to Eel Marsh House; he is haunted by the sound of a child drowning; Samuel Daily convinces Kipps to take his dog to the house; the dog is spooked by noises through the night
4	A locked door in the house is mysteriously unlocked; Arthur finds it's a nursery full of toys and an empty rocking chair in motion; the next morning, the room is in disarray, even though no one else has been in the house.
5	Daily rescues Kipps and Spider; he explains the story of the Woman in Black; every time she's seen a child dies. Kipps' fiancée Stella comes to take him home.
6	A few years later Kipps and Stella are married with a son; they are at a park when Kipps sees the Woman in Black again; Stella and their son die when their pony and trap crash.

Freytag pyramid



Freytag's Pyramid

Exposition: Kipps at home on Christmas Eve
Inciting incident: Kipps is sent to Crythin Gifford
Rising action: Mrs Drablow's funeral
Climax: hauntings at Eel Marsh House
Falling action: explanation of who the ghost is
Resolution: Kipps and Stella leave and marry
Denouement: Kipps' wife and son are killed

Form / Structure

How it is used

Framed narrative: a story in which another story is also presented.	Hill embeds two narratives: the story of Jennet Humfrye and the story of young Arthur Kipps. These are both framed by the narrative of Kipps on Christmas Eve.
Novella: a story which is shorter than a novel but longer than a short story.	Short ghost stories were popular in Victorian times. They can be read in one sitting, which helps to build and maintain the tension of the story.
First person narrative: a story which is told from the viewpoint of the protagonist.	The events are revealed through Kipps, so the reader learns about them when he does. This adds to the mystery and suspense.
Suspense: a state or feeling of excited or anxious uncertainty about what might happen.	Hill uses long, complex sentences to build up to key events. As the suspense heightens, she changes to shorter sentences to create a dramatic pace and mimic heartbeats.
Foreshadowing: when the writers gives a hint about what's to come later in the story.	The haunting sound of a child drowning when a pony and trap sinks into the quicksand foreshadows the death of Kipps' son in the final chapter.

Language

How it is used

Symbolism: the use of a symbol or image to represent something else.	Ravens, vultures, bells and the colour black are all symbols of death.
Pathetic Fallacy: a use of the weather to reflect the mood or feeling.	The misty fog reflects Kipps' confusion as he cannot 'see' the truth of the Woman in Black.
Dialogue: direct speech between two or more characters	Hill uses dialogue to slow the pace down at important moments, such as Daily revealing the truth behind the Woman in Black.
Connotation: an idea or feeling which a word makes you think of or suggests.	Curley's wife wears red, a colour with connotations of danger and passion.

REDMOOR ENGLISH DEPARTMENT: *THE WOMAN IN BLACK*

Why Susan Hill wrote this novel
Susan Hill wrote this novella for a purpose and uses the story and characters to send a message to her readers.
To encourage... Hill encourages us to empathise with Jennet Humfrye's tragic life in order to understand why she haunts the people, and influences the deaths of children, in Crythin Gifford.
To reveal... Hill reveals how the desire for revenge, and failing to let go of anger and resentment, can seriously affect us.
To celebrate... Hill created the novella as a pastiche of Victorian ghost stories, in homage to greats of the genre like Charles Dickens, MR James and Henry James, to celebrate the success and lasting legacy of the genre.
To explore... Hill explores the unjust attitudes towards, and treatment of, unmarried mothers in the late 19th century.
<i>The text is relevant today as the ghost story genre is still so popular. Hill's novella clearly shows us the key features of successful ghost stories, such as the importance of tension and foreshadowing.</i>

Key Themes	
Supernatural	Ghosts are supernatural - they cannot be explained. Kipps desperately tries to explain the supernatural events he encounters through logic, but he cannot. He eventually accepts that the woman in black is a ghost, haunting Crythin Gifford for revenge.
Fear	Hill presents different layers of fear. Kipps shows physiological responses to fear (sweating, heart pounding); Jerome shows the long-term effect of fear. The woman in black uses fear to control the villagers.
Isolation	Kipps is alone in Crythin Gifford, isolated from Stella and the people of the town who refuse to help him. He is alone in Eel Marsh House, just as Mrs Drablow was. The isolation heightens the tension and fear.

Character	Analysis	Key Quotations
Arthur Kipps The protagonist of the story. He tells his tale to finally be free of what happened to him	<ul style="list-style-type: none"> - Pragmatic and rational - Thinks he's better than the people of Crythin Gifford because she's from London - Focuses on logic and reason, refusing to accept the woman in black is a ghost 	<p>'I did not believe in ghosts'</p> <p>'But what was "real"? At that moment I began to doubt my own reality'</p>
The Woman in Black The ghost of Jennet Humfrye who haunts Crythin Gifford for revenge	<ul style="list-style-type: none"> - Full of anger and bitterness because her son was taken away from her - Refuses to let anyone be happy - Seeks revenge by killing Kipps' son - Victim of the patriarchal society in which she lived 	<p>'Mad with grief and mad with anger and a desire for revenge'</p> <p>'He shall kill us both before I let him go'</p>
Mr Jerome Local land agent who dealt with Mrs Drablow before her death	<ul style="list-style-type: none"> - A squirrely man who lives in fear of the woman in black - Refuses to tell Kipps why he's terrified of Eel Marsh House - Lost a child to the woman in black 	<p>'I'm afraid I can't offer you help, Mr Kipps. Oh no'</p> <p>'Mr Jerome's hands continued to scrabble about like the paws of some struggling creature'</p>
Samuel Daily Prosperous local man who befriends Kipps on the train to Crythin Gifford	<ul style="list-style-type: none"> - Agrees to help Kipps - Lends Kipps his loyal dog, Spider - Large, friendly man - Rescues Kipps and is concerned about his welfare - Reveals the truth behind the ghost 	<p>'Big man, with a beefy face and huge raw-looking hands.'</p> <p>"I had you on my mind," he said at last. "I wasn't happy. It began to unsettle me."</p>
Keckwick The driver of the pony and trap who transports Kipps to and from Eel Marsh House	<ul style="list-style-type: none"> - Quiet, unassuming - Dependable, looks out for Kipps - His own father died out on the marshes when driving a pony and trap 	<p>'I wouldn't have left you over the night [...] wouldn't have done that to you.'</p>
Alice Drablow Mysterious owner of Eel Marsh House. Kipps goes to Crythin Gifford to attend her funeral	<ul style="list-style-type: none"> - Forces her sister, Jennet, to give up her baby - Unable to have any children of her own - Blamed by Jennet for the accidental death of her son 	<p>'Well, Mrs Drablow is dead. There, surely, the whole matter will rest'</p> <p>'Alice Drablow would not let her see the boy at all'</p>
Mr Bentley Kipps' employer in London	<ul style="list-style-type: none"> - Sends Kipps to Crythin Gifford - Hints that he knows about the ghostly goings-on as he gives many excuses not to go himself 	<p>'He had always blamed himself for what happened to me'</p>

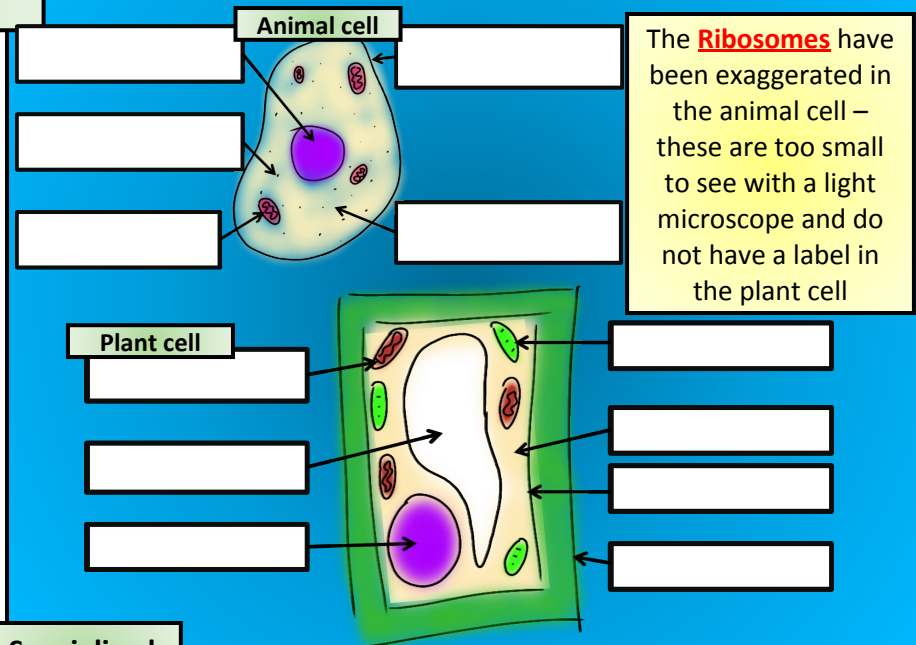
Biology: B1 – Cell Structure and Transport

keyword

Definition

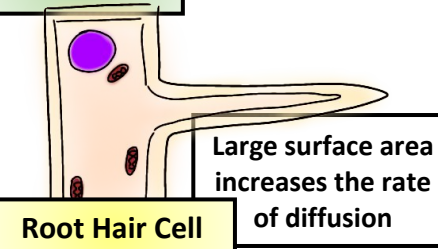
Resolution	The ability to distinguish between two separate objects that are close to on another
Nucleus	Contains genetic information
Cytoplasm	Jelly like substance in a cell where chemical reactions take place
Cell Membrane	Controls what moves in to and out of a cell
Mitochondria	The site of aerobic respiration
Ribosome	Site of protein synthesis
Cell Wall	Adds rigidity
Chloroplast	Site of photosynthesis
Chlorophyll	Green pigment contained in chloroplasts
Vacuole	Stores cell sap (starch)
Cellulose	Stores bile
Eukaryote	Translation: "True Nucleus" – A cell with a nucleus
Prokaryote	Translation: "Before Nucleus" – A cell without a nucleus
Diffusion	The movement of a substance from a high concentration to a low concentration. DOES NOT require energy (passive)
Concentration Gradient	The difference in the concentration of solutes between 2 regions
Dilute	Adding water to lower the concentration
Concentrated	An undiluted solute
Isotonic	A solution that has the same concentration as the cell contents
Hypotonic	A solution that is less concentrated than the cell contents
Hypertonic	A solution that is more concentrated than the cell contents
Osmosis	The movement of water from a high water potential to a low water potential across a semi-permeable membrane
Active Transport	The movement of a substance from a low concentration to a high concentration against the concentration gradient. DOES require energy

Label the organelles in each of these cells:

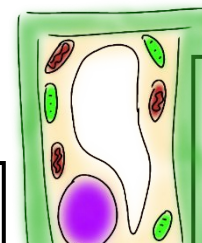


The **Ribosomes** have been exaggerated in the animal cell – these are too small to see with a light microscope and do not have a label in the plant cell

Specialised Plant Cells



Root Hair Cell

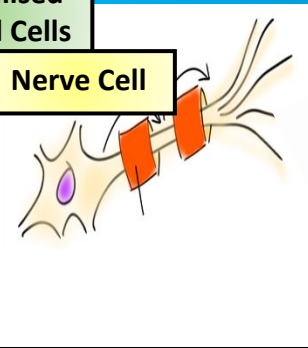


Palisade Cell

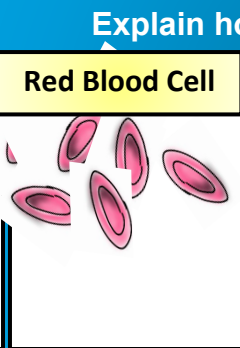
Specialised Animal Cells

Explain how these cells are adapted for their function

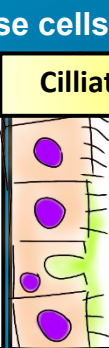
Nerve Cell



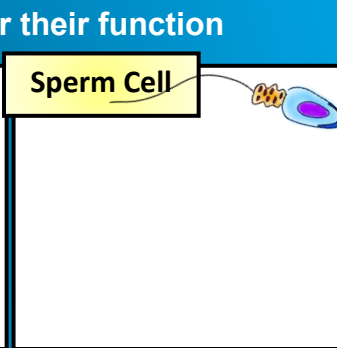
Red Blood Cell



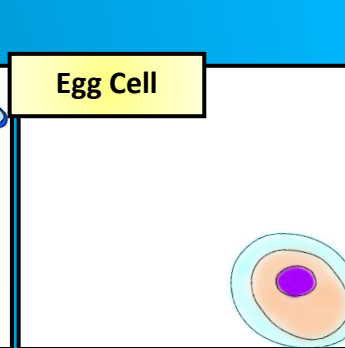
Ciliated Cell



Sperm Cell



Egg Cell





Biology: B1 Required Practical □ Microscopy

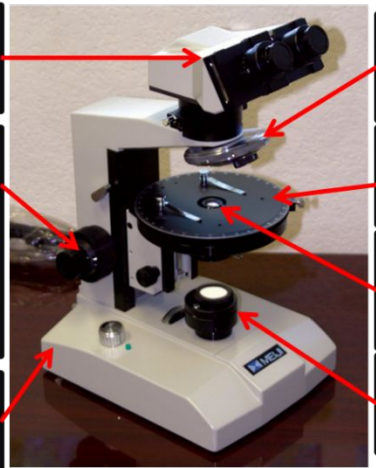
Resolving Power □ The ability of a microscope to distinguish two objects as separate

Eyepiece
Magnifies the image
Can **NOT** be changed

Focus
Raises and lowers the stage to focus the image

***Note**
Some microscopes have a **FINE** focus and a **COARSE** focus

Power Switch
Located on the back or side



Objective Lens
Magnifies the image
Can be changed

Stage
Where the sample is placed

Iris
Adjusts the amount of light being passed through the sample

Light Source
Passes light through the sample

Conversion □ x1000

Magnification prefixes	Symbol	Value in meters	Standard form
Meter	m	1	
Milli-meter	mm	0.001	1×10^{-3}
Micro-meter	μm	0.000001	1×10^{-6}
Nano-meter	nm	0.000000001	1×10^{-9}

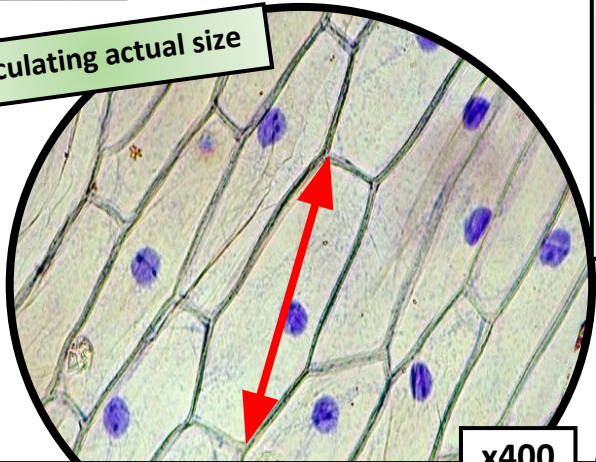
Conversion □ ÷1000

Calculating magnification

Example 2

- Step 1:** Measure the SCALE BAR
 - Step 2:** Make a note of the actual size
 - Step 3:** Convert units so they are the same (either μm or mm)
- ↓ CALCULATE THE MAGNIFICATION ↓

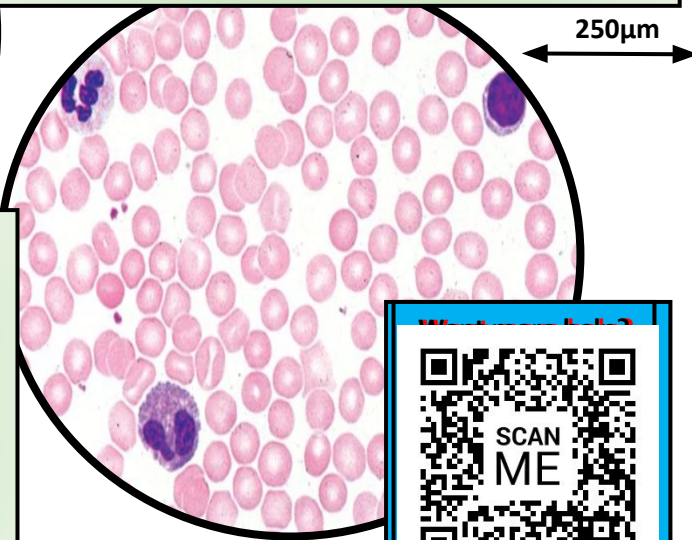
Calculating actual size



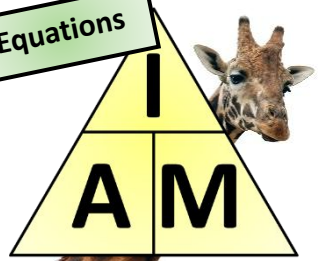
x400

Example 1

- Step 1:** Measure the longest section of the cell
 - Step 2:** Make a note of the magnification
 - Step 3:** Choose the equation for actual size
- ↓ CALCULATE THE ACTUAL SIZE ↓



Equations



I = Image size
A = Actual size
M = Magnification

$$M = I \div A$$

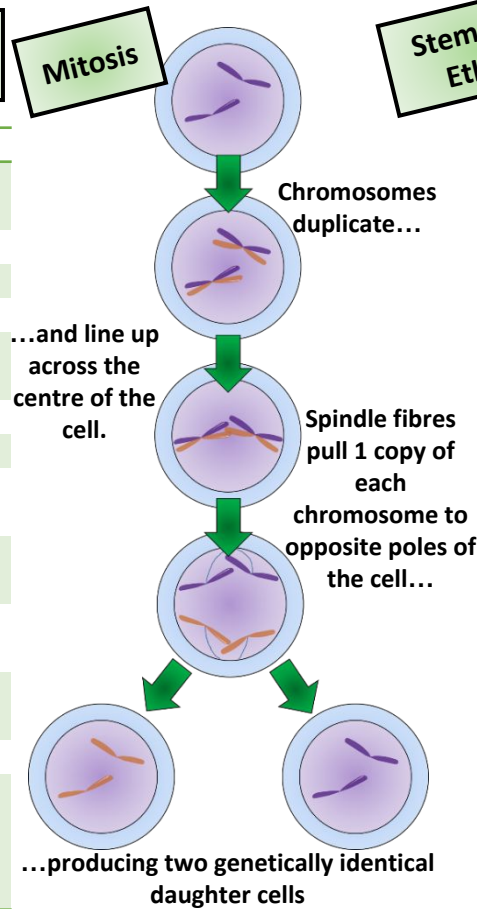
$$I = A \times M$$

$$A = I \div M$$



Biology: B2 – Cell Division

Keyword	Definition
Chromosome	Coiled up strands of DNA Chromosomes are visible under a light microscope
Gene	Codes for a specific protein in the body
DNA	Contains the genetic code of an organism
Cell Cycle	A 3 stage process of cell division ending with mitosis
Mitosis	Cell division resulting in 2 genetically identical daughter cells
Parent Cell	A cell which divides to produce daughter cells
Daughter Cell	The cells produced as a result of cell division
Clone	Genetically identical offspring produced by asexual reproduction
Differentiation	Process where cells become specialised for a specific function
Adult Stem Cell	Stem cells that are found in adults that can differentiate into a limited number of cells
Embryonic Stem Cell	Stem cells from early embryos that can differentiate into any cell of the human body
Zygote	A single new cell formed by the fusion of gametes Sex cells containing half the number of chromosomes of a normal body cell.
Gametes	Male gamete <input type="checkbox"/> Sperm cell Female gamete <input type="checkbox"/> Egg cell

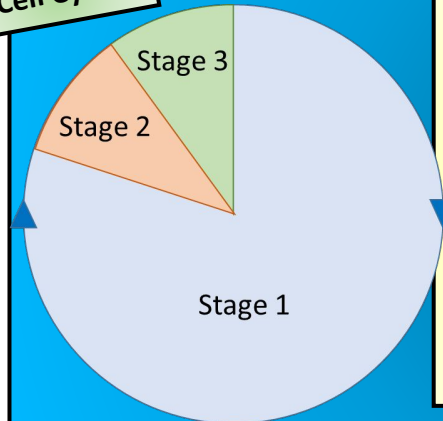


Stem Cell Ethics

↓ Fill out the boxes ↓
Reasons to support stem cell research

Reasons to NOT support stem cell research

Cell Cycle



Stage 1

The cell gets bigger and increases in mass.
Normal cellular functions are carried out.
Towards the end of stage one the chromosomes duplicate ready for cell division.
Other cell organelles also increase in number.

Stage 2 – Mitosis begins

Each set of the duplicated chromosomes are pulled towards the poles of the cell.

Stage 3 – Mitosis continued

The cytoplasm and the cell membrane also divide producing 2 genetically identical daughter cells.

What is the name given to plant stem cells?

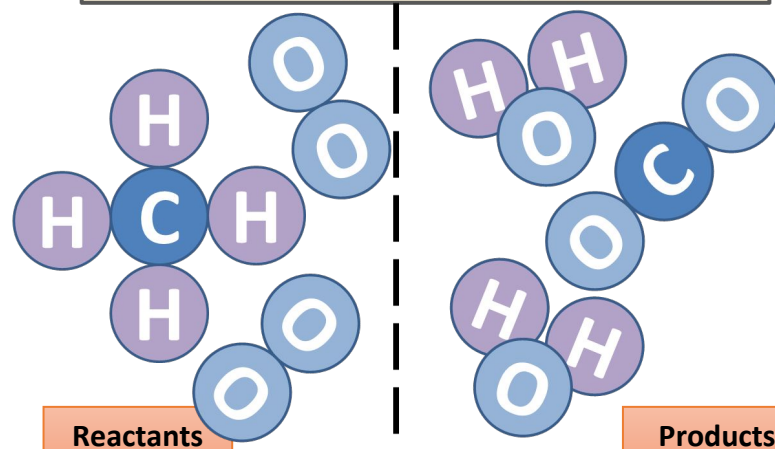
Where are these cells found?



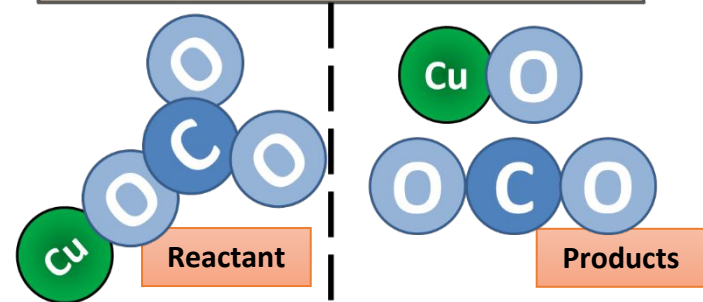
Chemistry 6.3 - Types of Reaction

Keyword	Definition
Reactants	Substances at the start of a reaction - shown on the left hand side of the arrow: REACTANTS \rightarrow PRODUCTS
Products	Substances produced at the end of a reaction - shown on the right hand side of the arrow: REACTANTS \rightarrow PRODUCTS
Conserved	When the quantity of something remains the same (see conservation of mass)
Chemical Reaction	In a chemical reaction atoms are rearranged and bond together differently to form new substances
Fuel	A substance that stores energy in a chemical store
Fossil Fuel	A fuel made from the remains of animals and plants that died millions of years ago. Fossil fuels include: coal, oil and gas
Combustion	A chemical reaction in which a substance reacts quickly with oxygen to produce light and heat - also called burning
Renewable	A fuel that can be easily replaced within a short time frame
Non-Renewable	Energy resources that have a limited supply that cannot be replaced in a short period of time
Decomposition	A chemical reaction in which a substance breaks down in to two or more products ie: REACTANT \rightarrow PRODUCT 1 + PRODUCT 2
Thermal Decomposition	A chemical reaction in which a product undergoes decomposition when heated
Conservation of mass	In a chemical reaction the mass of the reactants is ALWAYS equal to the mass of the products - atoms cannot be created or destroyed!!
Physical change	A change that alters the physical properties of a substance without altering the arrangement of the atoms. Usually refers to a change of state: Solid \rightleftharpoons Liquid \rightleftharpoons Gas

Rearrangement of atoms in a COMBUSTION reaction:



Rearrangement of atoms in a DECOMPOSITION reaction:



Conservation of Mass

Key Maths

The mass of the reactants in a reaction will **ALWAYS** equal the mass of the products of a reaction.

This is called **CONSERVATION OF MASS**

EXAMPLES:



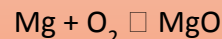
Mass of reactants: 50g

Mass of products: 50g

KEY SKILL - Balancing Equations

Write the word equation **AND** the chemical formulae

Magnesium + Oxygen \rightarrow Magnesium Oxide



There are 2 oxygen atoms in reactants and only 1 in the products

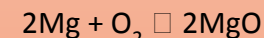
We need to add an oxygen atom to the products



...but this also adds another Magnesium atom to the products

3

We need to add a magnesium atom to the reactants...



The equation is now balanced!

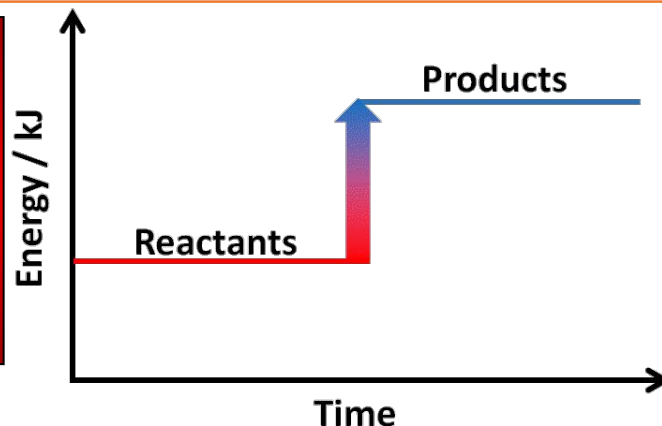


Chemistry 6.4 – Chemical Energy

Keyword	Definition
Endothermic Reaction	Energy is transferred from the surroundings into the reaction Surroundings get cooler
Exothermic reaction	Energy is transferred to the surroundings from the reaction Surroundings get warmer
Energy Level Diagram	Diagram showing the relative energies of the products and the reactants in a chemical reaction
Chemical Bonds	Force that holds atoms together
Catalyst	Substances that increase the rate of reaction Catalysts are not used up in the reaction
Catalytic Converter	Part of a car between the engine and the exhaust. Converts harmful substances made in the engine to less harmful substances

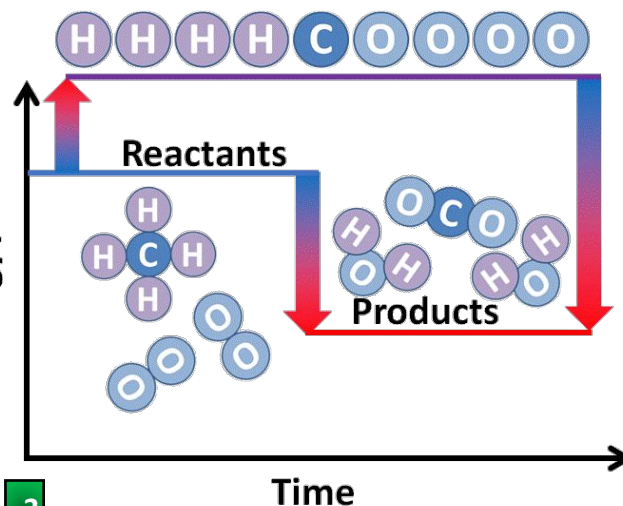
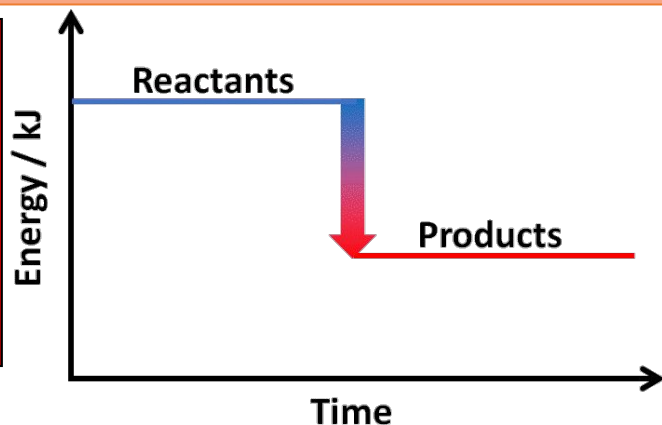
The products have **MORE** energy than the reactants
This energy is transferred **FROM** the surroundings
This causes the surroundings to get **COOLER**

Energy profile for an endothermic reaction



The products have **LESS** energy than the reactants
This energy is transferred **TO** the surroundings
This causes the surroundings to get **WARMER**

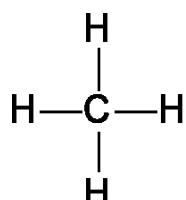
Energy profile for an exothermic reaction



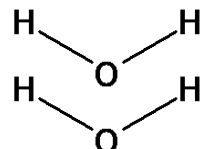
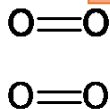
1 Energy has to be inputted into the reaction to break the bonds between the atoms - This is called **ACTIVATION ENERGY**

2 Once the bonds are broken, the atoms can rearrange and new bonds are formed

3 When bonds are formed energy is released into the surroundings



Bond Energies



C-H: 414kJ

O=O: 495kJ

O-H: 467kJ

C=O: 799kJ

How much energy would you need to break all the bonds of the **REACTANTS**?

4x 414kJ = 1656kJ
2x 495kJ = 990kJ
Total = 1646kJ

Energy taken in: +1646kJ

How much energy would you need to break all the bonds of the **PRODUCTS**?

4x 467kJ = 1868kJ
2x 799kJ = 1598kJ
Total = 3466kJ

Energy released: -3466kJ



Chemistry 7.3 + 7.4 – Climate

Keyword	Definition
Atmosphere	Mixture of gases surrounding the Earth
Greenhouse Effect	When energy from the sun is transferred to the thermal energy store of gases in the Earth's atmosphere
Greenhouse Gas	A gas that contributes to the greenhouse effect Such as carbon dioxide and methane
Global Warming	The gradual increase in the average surface temperature of the Earth
Carbon Cycle	Summarises how carbon and its compounds enter and leave the atmosphere
Respiration	Glucose + Oxygen \rightarrow Carbon Dioxide + Water Exothermic reaction which transfers energy in living organisms
Combustion	A chemical reaction in which a substance reacts quickly with oxygen to produce light and heat – Products are CO ₂ and H ₂ O
Photosynthesis	Carbon Dioxide + Water \rightarrow Glucose + Oxygen Process used by plants and algae to generate glucose
Fossil Fuels	Fuels resulting from the decay of animals and plants that dies millions of years ago – these include coal, natural gas, and oil
Carbon Sinks	A place where carbon can be stored for many years EXAMPLES: Oceans. Soil. Vegetation (Peat bogs)

Air Pollution such as CO₂ and SO₂ react with water in the clouds to form carbonic and sulfuric acid respectively

Acid Rain

More problems with the human population explosion

Global Warming

Air Pollution such as methane and CO₂ (and even water vapour) can reflect the sun's rays back towards the Earth – increasing the average temperature of the planet

Acid rain can destroy trees, alter the pH of ponds and lakes and destroy cliff faces

Photosynthesis

Carbon Dioxide + Water \rightarrow Glucose + Oxygen

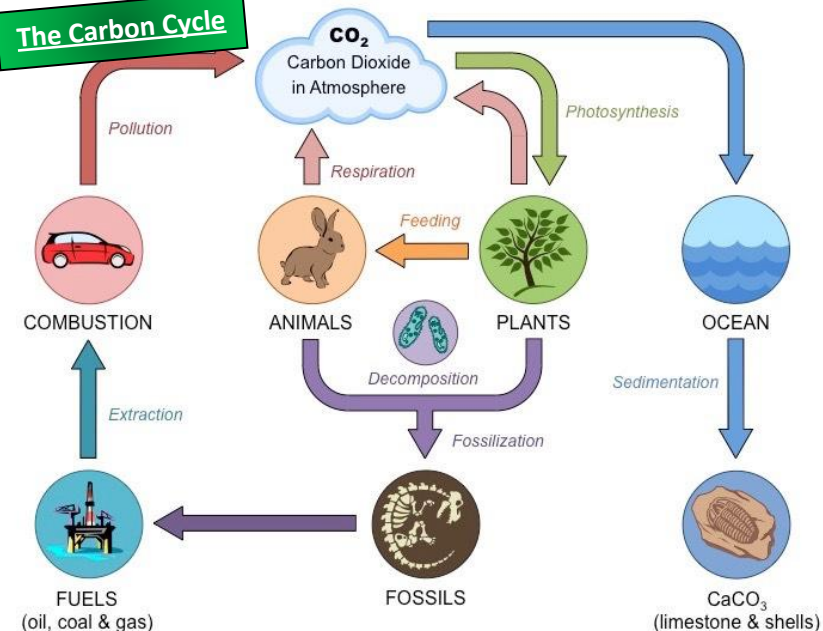


Aerobic Respiration

Glucose + Oxygen \rightarrow Water + Carbon Dioxide



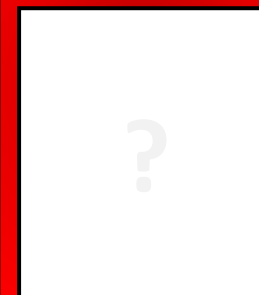
The Carbon Cycle



How can CO₂ result in acid rain?



Identify the carbon sinks in the carbon cycle above



GET INVOLVED



Come along to Eco Club @Redmoor

See Mrs Thompson for details



Tu es allé(e)s où en vacances? Where did you go on holiday?

(1) Time Phrase	(2) Verb (perfect tense)	(3) Preposition + Place
L'année dernière (last year) La semaine dernière (Last week) Le mois dernier (last month) Il y a trois ans (three years ago) L'été dernier (last summer) L'hiver dernier (last winter)	je suis allé (e) (I went) nous sommes allés (we went) on est allé (we went)	en France. (to France) en Angleterre. (to England) en Espagne. (to Spain) en Allemagne. (to Germany) en Écosse. (to Scotland) au Portugal. (to Portugal) au Canada. (to Canada) aux États-Unis. (to the USA) à Paris. (to Paris) à Londres. (to London)

Tu as voyagé comment? How did you travel?

(4) Verb (Perfect Tense)	(5) Preposition + Transport		(6) Adjectives
J'ai voyagé (I travelled) Nous avons voyagé (we travelled) On a voyagé (we travelled)	en avion (by plane) en voiture (by car) en train (by train) en ferry (by ferry) en car (by coach) en Eurostar (by Eurostar)	et (and)	c'était (it was) ce n'était pas (it wasn't) le voyage était (the journey was) la traversée était (the crossing was) le voyage n'était pas (the journey wasn't) facile (easy) difficile (difficult) rapide (fast) long (long) ennuyeux/euse (boring) amusant(e) (fun) intéressant(e) (interesting)

Tu es resté(e) où ? Where did you stay?

C'était comment? What was it like?

(7) Verb (Perfect Tense)	(8) Preposition + Accommodation	(9) Place	(10) Verb (imperfect tense)	(11) Adjectives	(12) Weather & Time Phrases	(13) Activity (perfect tense)
Je suis resté(e) (I stayed) Nous sommes restés (we stayed) J'ai logé (I stayed) Nous avons logé (we stayed)	dans un hôtel (in a hotel) dans un camping (in a campsite) dans un appartement (in an apartment) dans une caravane (in a caravan) chez des amis (with some friends) chez mes grandparents (with my grandparents)	au bord de la mer. (by the sea) à la campagne. (in the country) en centre ville. (in the town) à la montagne. (in the mountains) près de la plage. (near to the beach)	C'était (it was) Ce n'était pas (it wasn't) Le logement était (the accommodation was) Le logement n'était pas (the accommodation wasn't)	magnifique (magnificent) super (super) beau (beautiful) sale (dirty) moche (ugly) bien équipé (well equipped) bien situé (well situated)	Il faisait chaud donc... (it was hot so...) Il faisait mauvais donc... (It was bad weather so...) Il faisait du soleil donc... (It was sunny so...) Il pleuvait donc... It rained so... Après avoir mangé, (after having eaten) Après avoir fait ça, (After having done that) Avant de faire ça, (before doing that)	j'ai joué au foot (I played football) j'ai fait de la natation (I did some swimming) j'ai mangé une glace (I ate an ice cream) j'ai visité le musée (I visited the museum) j'ai rencontré des amis (I met some friends) je suis allé en ville (I went to town) j'ai fait du tourisme (I did some sightseeing)

SPANISH

Los números 0-30

0	cero	16	dieciséis
1	uno	17	diecisiete
2	dos	18	dieciocho
3	tres	19	diecinueve
4	cuatro	20	veinte
5	cinco	21	veintiuno
6	seis	22	veintidós
7	siete	23	veintitrés
8	ocho	24	veinticuatro
9	nueve	25	veinticinco
10	diez	26	veintiséis
11	once	27	veintisiete
12	doce	28	veintiocho
13	trece	29	veintinueve
14	catorce	30	treinta
15	quince		

THING TO WATCH	THE	A/AN
MASCULINE SINGULAR	EL	UN
FEMININE SINGULAR	LA	UNA
MASCULINE PLURAL	LOS	UNOS
FEMININE PLURAL	LAS	UNAS

HOLA!



A ah	B bay	C thay	CH chay	D day
E ay	F effay	G hay	H ahchay	I ee
J hota	K kay	L elay	LL el-yay	M emay
N enay	Ñ en-yay	O oh	P pay	Q koo
R eray	S essay	T tay	U oo	V oovay
W oovay	X aykis	Y ee-grey-ga	Z theytah	

doblay



Phonics

- ce [th]
- ci [th]
- ca [cah]
- co [coo]
- cu [coh]
- ch [che]
- gu [ge u]

Months

- enero - January
- febrero - February
- marzo - March
- abril - April
- mayo - May
- junio - June
- julio - July
- agosto - August
- septiembre - September
- octubre - October
- noviembre - November
- diciembre - December

Days of the Week

- lunes - Monday
- martes - Tuesday
- miércoles - Wednesday
- jueves - Thursday
- viernes - Friday
- sábado - Saturday
- domingo - Sunday
- los días - days
- el fin de semana - the weekend
- la semana - the week

rosado

rojo

anaranjado

amarillo

verde

azul

morado

negro

café

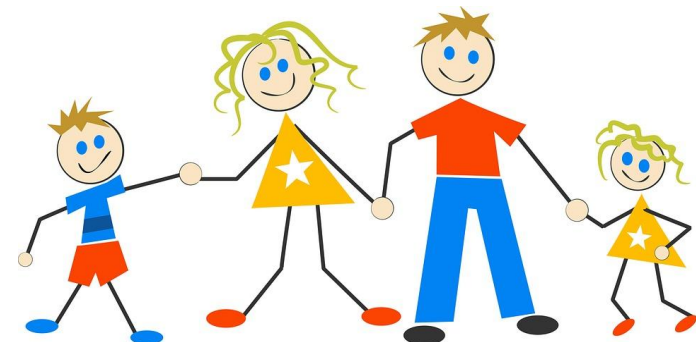
blanco

gris

Los colores

¿Cómo eres?	What are you like?
1. Soy bastante alto/a y un poco gordo/a.	I am quite tall and a bit fat.
2. Soy ni alto/a ni bajo/a.	I'm neither tall nor short.
3. Tengo el pelo largo y rubio. Tengo los ojos azules.	I have long, blonde hair. I have blue eyes.
4. Diría que soy muy simpático/a y divertido/a.	I would say that I am very nice and fun.
5. En general soy trabajador/a, pero a veces soy perezoso/a.	In general, I am hardworking but sometimes I am lazy.
6. Mi madre dice que soy muy bonito/a.	My mum says that I am very pretty.
¿Cómo es tu familia?	What is your family like?
7. En mi familia hay cinco personas, mis padres, mis dos hermanos y yo.	In my family there are five people, my parents, my two brothers and me.
8. Tengo una hermana y un hermano.	I have a sister and a brother.
9. No tengo hermanos, soy hijo/a único/a.	I don't have any brothers or sisters; I am an only child.
10. Mi madre se llama Julia y tiene 46 años.	My mum is called Julia and is 46 years old.
11. Mi familia es muy grande, tengo muchos primos.	My family is very big, I have lots of cousins.
¿Cómo es tu ...?	What is your ... like?
12. Mi padre es bastante alto y delgado.	My dad is quite tall and thin.
13. Mi hermano tiene el pelo corto y negro. También tiene los ojos verdes.	My brother has short, black hair. Also, he has green eyes.
14. Creo que mi abuelo es muy inteligente y un poco divertido.	I think that my grandad is very intelligent and a bit funny.
15. Mi hermano puede ser muy molesto.	My brother can be very annoying.
16. Me parezco a mi madre porque tenemos el pelo pelirrojo y rizado.	I look like my mum because we have ginger and curly hair.
17. Mi abuelo tiene barba y lleva gafas.	My grandad has a beard and he wears glasses.

¿Te llevas bien con tu familia?	What do you like to do?
18. Me llevo bien con mi familia.	I get on well with my family.
19. No me llevo bien con mi hermano porque es bastante antipático.	I don't get on well with my brother because he is quite mean.
20. Me llevo muy bien con mi madre porque es simpática y me escucha.	I get on very well with my mum because she is nice, and she listens to me.
21. En general me llevo bien con mi hermano, pero a veces nos peleamos.	In general, I get on well with my brother but sometimes we fight.
22. No me gusta mi hermano porque nunca me escucha y es muy perezoso.	I don't like my brother because he never listens to me and he is very lazy.
23. Me gusta mucho mi tía porque tenemos mucho en común.	I really like my auntie because we have lots in common.
¿Tienes animales?	Do you have pets?
24. No tengo animales, pero me gustaría tener un perro.	I don't have any animals, but I would like to have a dog.
25. Sí, tengo un gato negro. Se llama Fluffy y es muy bonito.	Yes, I have a black cat. He is called Fluffy and he's very pretty.
26. Mi perro es mi mejor amigo. Es divertido y muy simpático.	My dog is my best friend. He is fun and very nice.
27. Siempre he querido tener una serpiente y un ratón.	I have always wanted to have a snake and a mouse.



HISTORY: WW1

THE TWO SIDES:

Triple Alliance: Germany, Austria-Hungary and Italy

Triple Entente: Britain, France and Russia.

LONG TERM CAUSES:

Militarism: When a country builds up their armed forces.

Alliances: Countries join together and promise to help each other out in a war.

Imperialism: Competing to build up an Empire.

Nationalism: Groups of people with common characteristics wishing to rule themselves, may view themselves as superior to others.

SHORT TERM CAUSES:

28th June 1914: Assassination of **Franz Ferdinand**; The heir to the Austro-Hungarian throne.

Gavrilo Princip: The Serbian nationalist who shot and killed Ferdinand.

28th July 1914: Austria declared war on Serbia, which led to the outbreak of WW1.

4 August 1914: Britain declares war on Germany

OTHER KEY INFORMATION:

War of Attrition: A war based on wearing down your enemy's army, morale & economy.

Western Front: The area of fighting in Western Europe, mainly North-Eastern France & Belgium.

Schlieffen Plan: German plan in 1914 to attack and defeat France, then attack Russia so they would not have to fight both.

Aug-Dec 1914: Schlieffen plan fails.

9 Nov 1918: Kaiser Wilhelm abdicates

11 Nov 1918: Germany signs armistice, ending the war

THE TRENCHES:

Dugout: A shelter dug into the side of the trench.

No Man's Land: The area of land between two opposing armies or trenches.

Barbed wire: Strong wire with sharp barbs at regular intervals, used to stop people passing.

Parapet: a protective wall or earth defence along the top of a trench.

ORGANISATION OF THE TRENCHES:

Sentries: A soldier stationed to keep guard.

Stand to: standing ready for an attack.

Vermorel Sprayer: a liquid sprayed to neutralise a trench that had been contaminated by chlorine gas.

NCO: A type of officer in the army.

LIFE IN THE TRENCHES:

Trench Foot: A condition of the feet caused by exposure in cold water or mud, could lead to amputation.

Trench Fever: A disease caused by lice bites.

Rations: A fixed amount of food allocated to individuals.

Pests: Rats & lice - trenches were often full of them.

BATTLE OF THE SOMME:

1 July – Nov 1916: Battle of the Somme

Sir Douglas Haig: Commander in Chief of the Western Front

Verdun: The aim of the B.O.T.S was to relieve pressure at Verdun.

Bombardment: a continuous attack with artillery shells.

Pals Battalions: men who enlisted & served together - often from the same area.

Creeping Barrage: a line of men who slowly creep towards the enemy lines, to create cover for the soldiers advancing behind

620,000: British & French casualties

500,000: German casualties

RECRUITMENT: WHY DID MEN JOIN UP?

Patriotism: British men were brought up to love their King and country.

Social pressure: Fear of being seen as a coward or being given a white feather by a woman.

Sense of adventure: Many British men had never travelled abroad – this was a chance to see the world!

Propaganda: posters that used very persuasive techniques to make men want to go.

Belief in a quick victory: Many thought the war would be 'over by Christmas'.

January 1917: Conscription introduced in Britain

Conscription: Compulsory order for all men 18 to 41 to join the army.

WEAPONS:

Artillery: Large guns that fire explosive shells over long distances

Bayonet: A blade attached to the end of a soldier's rifle

Munitions: Military weapons and ammunition

Poisonous gas: Gas was spread by containers of it breaking under rifle fire. Later it was spread by artillery shell. Gases used were tear gas, mustard gas & chlorine gas.

Spotter planes: a plane used to observe enemy movements

Machine guns: a large gun that needed 4-6 men to work them. They had the fire-power of 100 guns.

Tanks: First used in 1916, they broke through German defences and sheltered British troops

The Mark I: The first tank used in WW1 by the British.

April 1915 – Poison gas is used for the first time at the Second Battle of Ypres

Sept 1916 – The first tank is used in the Battle of the Somme

Yr 9: Weimar, Nazi Germany & Holocaust



End of WW1 & Weimar Key Events:

1919 - The new German constitution signed in the city of Weimar

1919 - The Treaty of Versailles caused many problems for Germany. The German people disliked the politicians for signing it and it caused political problems and economic problems.

1923 - Invasion of Ruhr by France & Belgium caused by German failure to pay reparations.

1923 - Hyperinflation in Germany.

1924-1929 - 'Golden Years' of recovery under Stresemann (Foreign Minister)..

1929 - Wall Street Crash.

1929 - The Great Depression.

Nazi Germany and Holocaust Key Events:

1933 January - Hitler becomes Chancellor.

1933 March - Enabling Act - law passed in 1933 that gave Hitler complete power

1933 July - Nazis become the only legal political party in Germany.

1933 - Boycott of Jewish businesses and Jews banned from government jobs.

1934 August - Hitler combines the post of Chancellor and President and becomes Führer.

1935 - Nuremberg Laws: Citizenship / Ban on Jews marrying 'Germans' / Segregation for Jews in public places.

1936 - Membership of the Hitler Youth made compulsory.

1938 - Kristallnacht - Night of Broken Glass - organised attack on Jewish businesses and synagogues.

1938 - Jewish children were not allowed to attend German schools.

1939 - The euthanasia campaign began.

Designated Jewish ghettos established.

End of WW1 & Weimar - Key Terms:

Treaty of Versailles - This decided how Germany was going to be treated after WW1.

Weimar Republic - The establishment of the new democratic government following WW1 in Germany.

Communism - Political and economic ideology that is a way of creating an equal society, e.g. individual people do not own land or factories. Instead, the government or the whole community owns these things.

Social Democrats - Political party that achieved majority of votes in first elections, supported by mostly working class.

Fascism - Is a form of government which is a type of one-party dictatorship, fascists are against democracy.

Social democracy - Is the idea that the state needs to provide security and equality of opportunity for its people.

Constitution - The basic principles (rules) according to which a country is governed.

'Passive resistance' - Refusing to work or co-operate with the foreign troops and in return the government continued to pay their wages.

Hyperinflation - Extremely high inflation, where the value of money plummets and becomes almost worthless.

Wall Street Crash - The collapse of the American Stock Market leading to a world economic crisis.

The Great Depression - Slump in the economy in the late 1920's and early 1930's which led to high unemployment.



Nazi Germany & The Holocaust - Key Terms & People:

Hitler - Supreme leader of the Nazi Party

Goebbels - Head of Propaganda

Reinhard Heydrich - In charge of removing Jews in Eastern Europe.

Himmler - Head of the SS.

NSDAP - National Socialist German Workers' Party. Name of the Nazi Party.

Third Reich - A term referring to the Nazi state and regime from 1933-1945.

Gestapo - Secret police under the direct control of Himmler.

The SS - originally Hitler's bodyguards, became main security organisation

Lebensraum - The idea of increasing German 'living space' in order to survive.

Aryan race - A racial group Hitler and the Nazi Party believed were superior to others.

Führerprinzip - 'Leader principle', ultimate authority rested with Hitler and extended downwards.

Hitler Youth - Youth organisation of the Nazi party in Germany.

Indoctrination - Influencing to change ideas a.k.a 'brainwashing'.

Propaganda - Giving out information, true, false or partially true to make people think or behave in a certain way.

Censorship - Controlling what is produced and suppressing anything considered to be against the state

SA - Private army of the Nazi Party headed by **Ernst Röhm**.

Youth - The Nazis placed much emphasis on controlling the young as only then could they secure a 'thousand year Reich'.

Youth organisations and education indoctrinated the German youth.

Kinder, Küche, Kirche - Children, Kitchen, Church. This summed up the Nazi ideal of womanhood.

Nuremberg Laws - Jews were stripped of their citizenship rights and marriage between Jews and Non-Jewish German people was forbidden.

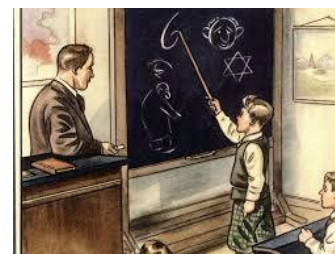
Jew - A member of the people and cultural community whose traditional religion is Judaism

Persecution - Hostility and ill-treatment, especially because of race or political or religious beliefs.

Einsatzgruppen - Special squads of SS soldiers who followed the Army to round up Jews.

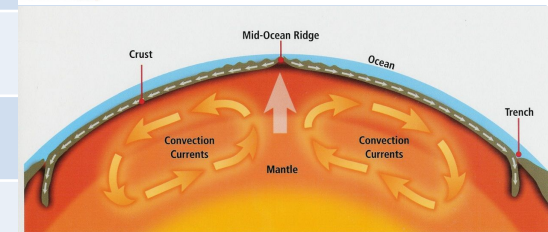
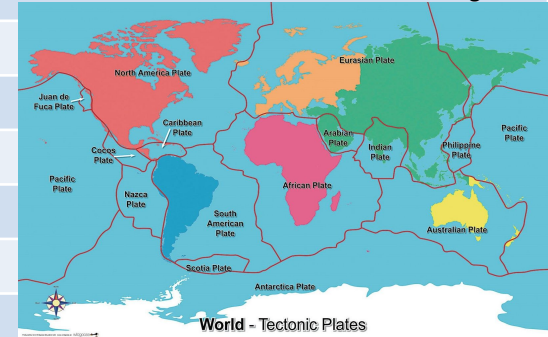
Ghetto - Where Jews were forced to live in slum areas of towns.

Concentration Camps - A place where political and persecuted minorities are held.

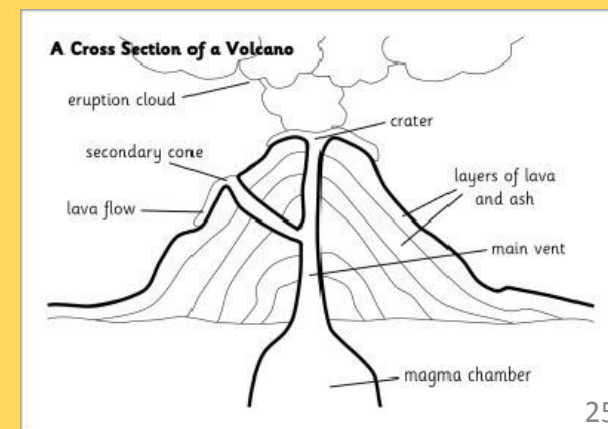
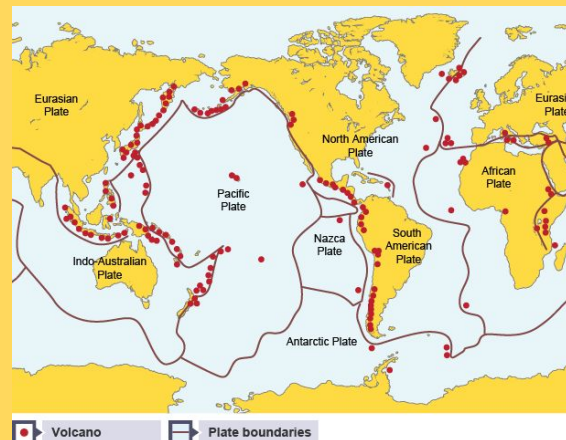
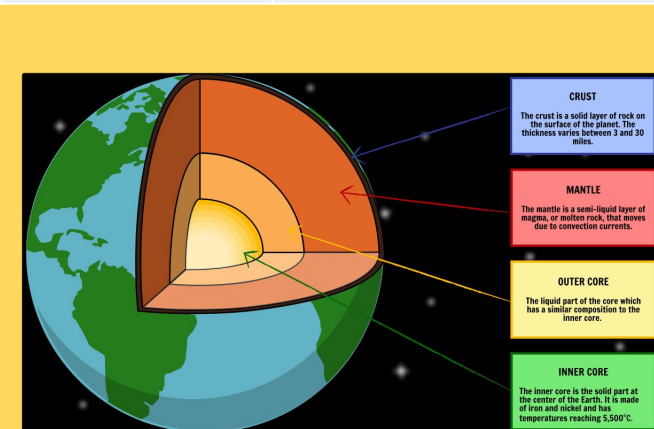


Year 9: Plate Tectonics, Volcanoes, Earthquakes & Tsunamis

Key Term	Definition
Plate Tectonics	The theory that the earth's crust is broken into large pieces (plates) that are constantly moving at a few centimetres each year.
Crust	The outermost rocky shell of the planet. The crust can either be continental or oceanic and is between 0 and 60 km thick.
Mantle	The mantle lies between the crust and the core and is about 2,900 km thick. It is made of semi-molten rock, can be between 1000° and 3700°C and is called magma .
Outer Core	The layer surrounding the inner core. It is a liquid layer made up of iron and nickel.
Inner Core	In the centre of the earth and is the hottest part at 5,500°C. It is solid and also made of iron and nickel.
Convection currents	Are when heat rises and falls inside the magma. Convection currents move the plates on the crust above.
Plate Boundary/Margin	Where plates meet.
Constructive Margin	Two plates move apart.
Destructive Margin	When one continental and one oceanic plate move together. This is called subduction .
Conservative Margin	Two plates move past each other.
Collision Margin	Two continental plates collide and push the earth up to create fold mountains .
Shield Volcano	Gentle sided volcanoes usually made of lava. They produce less violent eruptions.
Composite Volcano	Steep sided volcanoes constructed of layers of ash and lava. They produce more violent eruptions.
Pyroclastic Flow	Considered the most deadly volcanic hazard, these clouds of hot gases and rocks flow down volcanoes at speeds of up to 100 km/hr and reach temperatures of between 200° and 700°C.

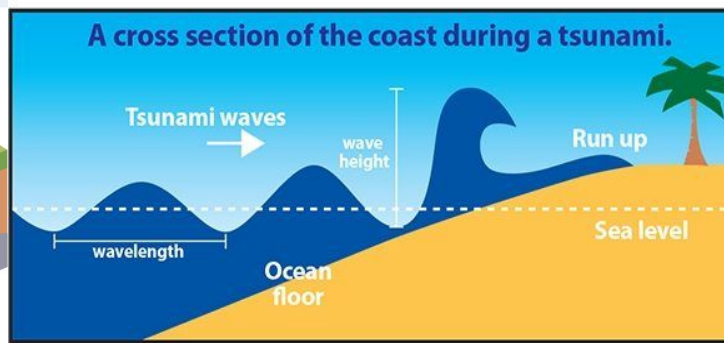
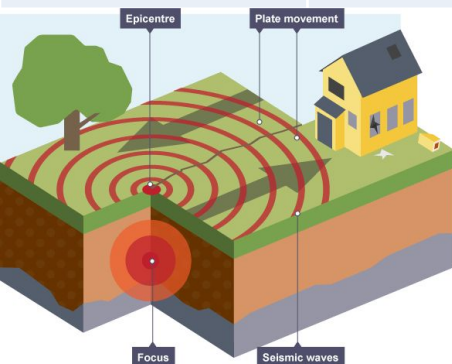
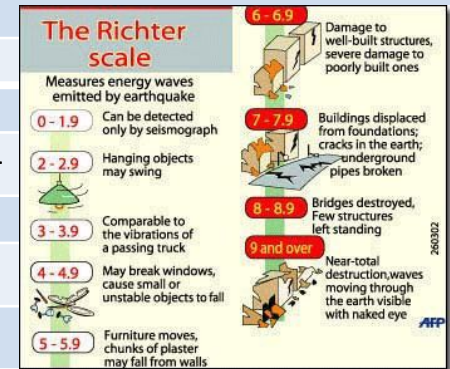


According to one theory, convection currents in Earth's mantle drag along tectonic plates. Here the currents move two plates apart.



Year 9: Plate Tectonics, Volcanoes, Earthquakes & Tsunamis

Key Term	Definition
Earthquake	The sudden violent shaking of the ground.
Focus	The point in the Earth's crust where the earthquake originates.
Epicentre	The point on the Earth's surface directly above the focus.
Richter Scale	Measures the magnitude of an earthquake (how powerful it is) on a logarithmic scale 1-10 (10 is the strongest).
Seismometer	Measures the strength of an earthquake and produces a seismograph .
Primary Effect	Things that happen immediately as a result of a natural hazard.
Secondary Effect	Things that happen in the hours, days and weeks after the initial hazard.
Short-term or Immediate Response	A response in the days and weeks immediately after a disaster has happened. Short-term responses mainly involve search and rescue and helping the injured.
Long Term Response	Responses that go on for months and years after the disaster. It involves rebuilding destroyed houses, schools, hospitals etc. It also involves kick-starting the economy.
Tsunami	A large wave on the ocean, usually caused by an undersea earthquake, a volcanic eruption or a coastal landslide. A tsunami can travel hundreds of miles over the open sea and cause extensive damage when it hits land.



Protect Yourself During Earthquakes!



	Social impacts	Economic impacts	Environmental impacts
Short-term (immediate) impacts	People may be killed or injured. Homes may be destroyed. Transport and communication links may be disrupted. Water pipes may burst and water supplies may be contaminated.	Shops and business may be destroyed. Looting may take place. The damage to transport and communication links can make trade difficult.	The built landscape may be destroyed. Fires can spread due to gas pipe explosions. Fires can damage areas of woodland. Landslides may occur. Tsunamis may cause flooding in coastal areas.
Long-term impacts	Disease may spread. People may have to be re-housed, sometimes in refugee camps.	The cost of rebuilding a settlement is high. Investment in the area may be focused only on repairing the damage caused by the earthquake. Income could be lost.	Important natural and human landmarks may be lost.

Pre Production Skills

Design Life Cycle

Analysis	This is where you work out exactly what you need to do. You would speak to your client and write down what the expectations are for the product.
Design	This is the phase in which you design what your product is going to look like. You might use a visualisation diagram, storyboard or script to show this.
Development	This is where you make the product as you planned and designed it.
Evaluation	This is where you evaluate how successful you have been. Does the product do and meet everything that you firstly set out to do?

Documents used to generate and organise ideas

Moodboard	A sheet of lots of different concepts or ideas that could be used. Mood Boards help you <i>generate</i> ideas.
Mind Maps	A spider diagram of ideas. This helps show the different options for a project and aids the <i>organisation</i> of ideas.

SCAN ME



Scan the QR code or type the link below into a browser for a video walkthrough of this page: <http://bit.ly/RedmoorCS91>



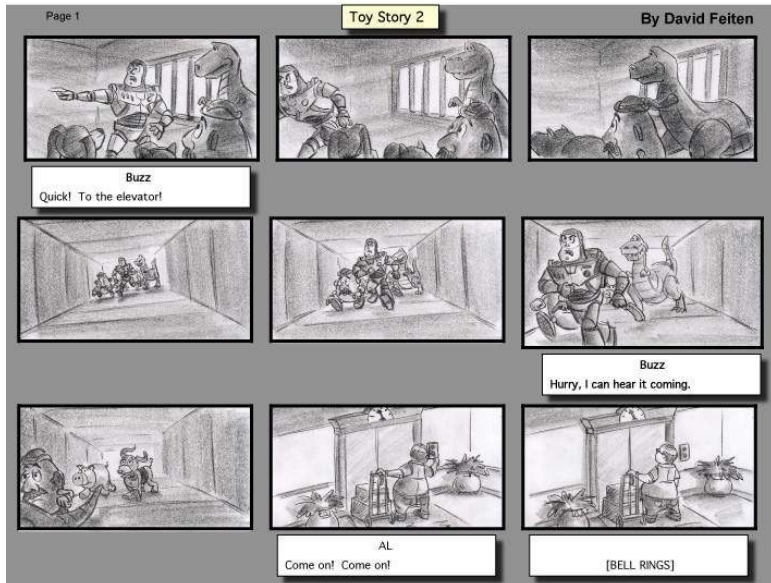
Visualisation Diagrams - A sketch of what a still image or graphic is going to look like



Year 9 ICT & Computer Science

Storyboard - A plan of what a video or animation will look like, frame by frame. Storyboards have...

Number of scenes	Timings of each scene
Camera Shots and angles	Lighting
Sound	Location



Script - A written plan of what the actors will say and how they will perform in a video or animation. Scripts often include...

Location of the scene	What happens in the scene
Camera movement and angles	Sounds
Dialogue (what is said)	Who is in the scene

Python Programming Terminology

Python	A text based programming language that is very close to written English.
Algorithm	A set of steps or instructions to complete a task.
Variable	A place to store a single piece of data.
Input	Where data is entered into a computer by a user/human.
Output	Where data is displayed by the computer. Examples include: text, images, sound, or video displayed on a monitor or through speakers.
Assignment	When one variable is set equal to another e.g. $x = y$
Sequence	When code is run in a specific order, usually from top to bottom.
Selection IF ELIF ELSE	Also called a decision, when a program takes a course of action based on an answer. <pre>if answer == 0: print("Even") else: print("Odd")</pre>
Loops While For	When one or more lines of code are repeated. <pre>for i in range(11): print ("The count is: " + str(i))</pre>

YEAR 9 ART INTRODUCTION

Sarah Graham

5 facts about the designer

1. British painter Sarah Graham was born in Hitchin in 1977, and works almost exclusively in oil on canvas.
2. She completed a BA (hons) in Fine Art painting from De Montfort University, Leicester in 2000, and has been pursuing her practice ever since.
3. Her work typically depicting a host of sweets and toys.
4. In 2012, Sarah was commissioned by the British band Kaiser Chiefs to paint the album cover of their singles collection Souvenir, which was released worldwide.
5. Sarah uses photographs as reference and scales up by eye and sketching out in yellow acrylic.



Theme for the Project - Drawing Skills

A **contour drawing** uses the outline of shapes to show the subject. It is made up entirely of lines, with no shading or tones.

Blind contour drawing - This involves drawing while you look at your subject not the drawing. This helps you concentrate on what you see rather than what you think it should look like.

Continuous line drawing is a similar technique, however there must be continuous contact between the drawing tool and the surface that is drawn on. This technique helps you concentrate on varying the weight of line produced by changing the pressure you apply while drawing. Monoprinting.

The more you look at your subject matter, the better your drawing will be. When you are making a closely-observed drawing spend more time looking than you do drawing. Remember to look carefully at:

- edges
- spaces
- relationships between objects
- light and shadows
- the whole

Design Movement/Art Style

What is still life?

- One of the principal genres (subject types) of Western art – essentially, the subject matter of a still life painting or sculpture is anything that does not move or is dead
- Still life includes all kinds of man-made or natural objects, cut flowers, fruit, vegetables, fish, game, wine and so on. Still life can be a celebration of material pleasures such as food and wine.
- In modern art simple still life arrangements have often been used as a relatively neutral basis for formal experiment, for example by Paul Cézanne, the cubist painters and, later in the twentieth century, by Patrick Caulfield.

Drawing Style/Skill/Technique

The grid method involves drawing a grid over your reference photo, and then drawing a grid of equal ratio on your work surface (paper, canvas, wood panel, etc). Then draw the image on your canvas, focusing on one square at a time, until the entire image has been transferred. Once you're finished, you simply erase or paint over the grid lines, and start working on your painting, which will be now be in perfect proportion.

1900

1910

1920

1930

1940

1950

1960

1970

1980

1990

2000

2010

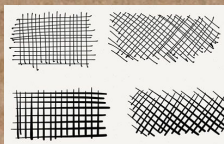
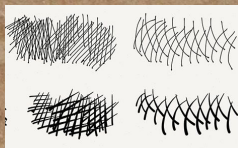
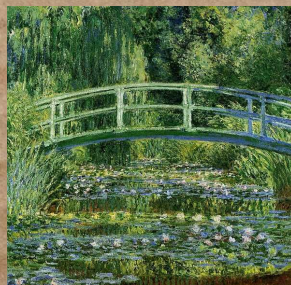
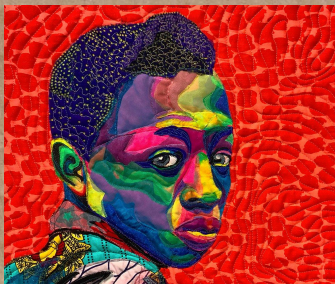
2020

YEAR 9 PORTRAITS

Bisa
Butler

5 facts about the artist

1. Artist Bisa Butler draws from an array of vibrant patterned fabrics to create portraits of everyday people.
2. She eschews representational colours, favoring layered jewel-toned hues to form the skin of her Black subjects, and often groups figures together into strong silhouettes.
3. She began using fabric in her paintings in college, and then converted to quilting as a way to continue her dedicated art practice while protecting her young daughter from toxic materials and fumes.
4. She would often start her pieces with a black and white photo which would allow her to tell the story.
5. The portraits tell stories that may have been forgotten over time.



Theme for the Project

Mark making describes the different lines, dots, marks, patterns, and textures to create in an artwork. It can be loose and gestural or controlled and neat.

It can apply to any material used on any surface: paint on canvas, ink or pencil on paper, a scratched mark on plaster, a digital paint tool on a screen, a tattooed mark on skin.

Artists use gesture to express their feeling and emotions in response to something seen or something felt – or gestural qualities can be used to create a purely abstract composition.

For pencil or pen-and-ink drawing, using **hatching** is one of the easiest and cleanest ways to fill in the dark areas. By drawing fine lines that are more or less parallel, the area as a whole is perceived as being darker than the individual lines are in reality.

Cross Hatching adds a second layer of lines that are drawn in the opposite direction. The second layer of lines are applied at right angles. Using cross hatching builds the illusion of darker tones.

Stippling involves placing individual dots across a surface in a pattern that will be identifiable, especially when viewed from a distance; the further you are, the more your mind is forced to fill in the gaps on its own. Basically, instead of drawing a circle, you compose this shape with tiny dots, and shade it the same way to create the impression of depth.

Design Movement/Art Style

What is impressionism?

- Impressionism developed in France in the nineteenth century and is based on the practice of painting spontaneously 'on the spot' rather than in a studio from sketches. Main impressionist subjects were landscapes and scenes of everyday life
- Instead of painting in a studio, the impressionists found that they could capture the momentary effects of sunlight by working quickly, in front of their subjects, in the open air rather than in a studio. This resulted in a greater awareness of light and colour and the shifting pattern of the natural scene. Brushwork became rapid and broken into separate dabs in order to render the fleeting quality of light.

Drawing Style/Skill/Technique

A portrait is a representation of a particular person. A self-portrait is a portrait of the artist by the artist. Portraiture is a very old art form going back at least to ancient Egypt, where it flourished from about 5,000 years ago. Before the invention of photography, a painted, sculpted, or drawn portrait was the only way to record the appearance of someone. But portraits have always been more than just a record. They have been used to show the power, importance, virtue, beauty, wealth, taste, learning or other qualities of the sitter.

1900

1910

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2000

2010

2020

YEAR 9 3D DESIGN

Katharine Morling 5 facts about the designer



1. Katharine Morling is an award-winning artist working in the medium of ceramics.
2. She set up her studio in 2003 and has since gained international acclaim for her work.
3. Katharine creates sculptures in porcelain in her signature monochromatic aesthetic.
4. Each piece on the surface, an inanimate object, is inspired by Katharine's personal narrative.
5. The work is made fired without glaze accentuating the 'drawn' quality of the work.

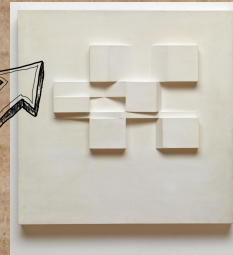
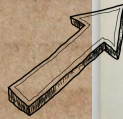


Portrait of Igor Stravinsky (1882-1971) 1920 (graphite on paper) by Picasso, Pablo (1881-1973) Private Collection

Design Movement/Art Style

What is monochrome?

- Monochrome means one colour, so in relation to art, a monochrome artwork is one that includes only one colour
- For centuries artists used different shades (tones) of brown or black ink to create monochrome pictures on paper. The ink would simply be more or less diluted to achieve the required shades. Shades of grey oil paint were used to create monochrome paintings, a technique known as grisaille, from the French word 'gris' meaning grey. In such work the play of light and dark (chiaroscuro) enabled the artist to define form and create a picture.
- In the twentieth century, with the rise of abstract art many artists experimented with making monochrome paintings including Anish Kapoor, Ad Reinhardt, Robert Ryman and Robert Rauschenberg.



Drawing Style/Skill/Technique

Drawing from **primary or secondary sources** is a good way of researching your theme.

Primary - something in front of you, real life objects, people, objects.

Secondary - magazines, the internet, photographs, books.

Theme for the Project - Everyday Objects

Three-dimensional art made by one of four basic processes: carving, modelling, casting, constructing

Carving

Carving is a sculptural technique that involves using tools to shape a form by cutting or scraping away from a solid material such as stone, wood, ivory or bone.

Casting

Casting involves making a mould and then pouring a liquid material, such as molten metal, plastic, rubber or fibreglass into the mould. A mould can be cast more than once, allowing artists to create editions of an artwork.

Modelling

Modelling is an additive process. This means a soft material is worked by the artist to build up a shape or form.

Constructing and assembling

These are still life subjects made from scrap (found) materials glued together. Artists have used techniques including bending, folding, stitching, welding, bolting, tying, weaving, and balancing to construct sculptures from a wide variety of materials and found objects.

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YEAR 9 DESIGN

Thomas Kieseletter

1. Kieseletter was Born in 1963, in Kassel, Germany. He still lives and works in Berlin.
2. Thomas primarily uses metal to create his sculptures, bolting pieces together and then pairing them
3. His work can be classed as tabletop Cubist model relating to the theme of abstract art.
4. He combines organic shapes with industrial materials to develop his designs.
5. He creates small, individual, geometric components, which he then combines to create the larger, spontaneous pieces.



Design Movement/Art Style

The 'State Bauhaus' was founded by Walter Gropius as a school of arts in Weimar in 1919. As the 'Bauhaus' was a combination of crafts and arts, its purpose and concept was regarded as something completely new back then. Today, the historical 'Bauhaus' school is known as the most influential educational establishment in the subjects of architecture, art and design.

People in the 1920's found the style of Bauhaus items and houses in particular (which were very unusual) very shocking compared to what they were used to.

Since then, 'Bauhaus' has been a synonym for brave, rational and functional ideas in art, architecture and design. The "cool" aesthetics are still very modern.

Drawing Style/Skill/Technique

A designer plays a key role in a creative company. Using the principles of design a designer always has an extremely creative mind that can absorb visual trends and deploy them in fresh and exciting ways. Product designers discuss designs with colleagues and clients, as well as working closely with engineers, model makers, sales and marketing staff and other skilled people. They use drawings, 3-D models and computer designs to express their ideas.

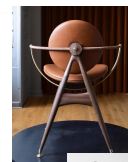
Theme for the Project - Design

Principles of Design

These are the standards or rules to be observed by Artists in creating works of Art; they are how to create and organize Artwork. When elements are utilized with the principles in mind, outstanding Artwork is created.

Balance

A distribution of visual weight on either side of the vertical axis. Symmetrical balance uses the same characteristics. Asymmetrical uses different but equally weighted features.



Contrast

The arrangement of opposite elements (light vs. dark, rough vs. smooth, small vs large, etc...) in a composition so as to create visual interest.



Emphasis

Used to make certain parts of an Artwork stand out. It creates the center of interest or focal point. It is the place in which an Artist draws your eye to first.



Movement

How the eye moves through the composition; leading the attention of the viewer from one aspect of the work to another. Can create the illusion of action.



Pattern

The repetition of specific visual elements such as a unit of shape or form. A method used to organize surfaces in a consistent regular manner.



Rhythm

Regular repetition of, or alternation in elements to create cohesiveness and interest.



Unity

Visually pleasing agreement among the elements in a design; It is the feeling that everything in the work of Art works together and looks like it fits.



1900

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Drama Keywords

Tableau (x)	A Dramatic Picture. Frozen in time. (Needs to be with 2 or more people.
Narration	To tell a story, information of what is happening to the audience
Mime	Acting out a moment, action, feeling without WORDS.
Split-staging	2 scenes performed at the same time on stage. (BUT the TECHNIQUE of this needs to be used!!!)
Physical Theatre	Use of the body & Movement to show a story, feeling, situation & object.
Freeze Montage	3 or more Tableaux linked together, like a comic strip, to show a situation (Without words)
Monologue	An extended piece of script performed by one person & spoken to the audience.
Thought-Tracking	Actor speaks out loud to the audience to tell them their thoughts/feelings in that moment. 'Tracking a moment'
Projection	To speak loudly in for the audience to hear you words.
Expression	Use of Facial Expression to SHOW how you feel.
Tone of Voice	The emotion HEARD in your voice of this character.
Body Language	To show your emotion & TOWARDS others in your body.

Year 9 Drama: Unit 1: Devising Using a Stimulus (Preparation for GCSE)

Themes & Context:

- You will be researching through google & class discussion , the following Stimulus: 'The Tripping Policeman'- A Stimulus (A starting point) used in a previous GCSE Drama Practical Exam paper. It is a Belgian Sculpture by Belgian Artist **Tom Frantzen**.
- You will be showing your Year 8 Knowledge of Genres (types of Drama) for example, silent movie, horror, fantasy, action. We will be looking at this Stimulus as a comedy/ action piece of drama.
- You will be using your Year 8 performance skills of creating different characters through voice, gesture, body language & dialogue (words spoken as your character.)
- Using this Stimulus**, You will be creating a storyboard 'scene sequencing' (comic strip) of three scenes for this drama, adding dialogue (words spoken), the Genres of action & comedy, & also the drama techniques learnt.
- You will develop your script writing from Year 8; writing the dialogue spoken by the characters, the description of the action that will happen in each scene, as the Director.
- You will also develop your character skills; thinking about how these characters will speak (voice, accent), move (gesture), stand/ sit (body language), interact within each scene.
- This term, we will need to do lots of discussions of our performance ideas, with drawings of our set designs (what will be on stage), costume designs (what the actors will wear), prop design (what they will use on stage) & lighting design (the lights that fill the stage, to create different locations & atmosphere.)

Use of Practitioners, Performance Spaces:

Choose your Practitioner for this Project:

- Stanislavski** - Creating as much Naturalism/Realism as possible on stage. Thinking about the 'Magic If': What if I was this character, what would I do? How would I feel?
- Brecht**- Showing that your performance is not real- showing costume/set changes & changing characters/roles (Multi-Role) on stage.
- Berkoff**- This is not Realistic/Naturalistic- This is more mime, Physical work with dialogue.

Choose a Performance Space below:

Thrust Stage= Performing into the audience.

Corridor Staging= Like a Catwalk!



Drama Keywords



Themes & Context:

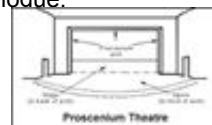
- **John Rich, actor-manager** of the Lincoln's Inn Theatre (opened 1714) and The Theatre Royal, Covent Garden (opened 1732), has been called the Father of Pantomime.
- **A Pantomime Characteristics:** A Panto has a Dame, Villain, Hero, A happy ending, A well-known story, Narration, Audience participation, Stock Characters (Well-known characters).
- We will be exploring Pantomime through watching a selection of clips of examples, highlighting the characteristics listed above. We will also connect to the drama techniques that we know & are used in Pantomime; Mime, Narration & Split-Staging. Why are these techniques important for the audience? For the story & characters to be communicated effectively?
- You will be creating your own Pantomime, through script work, applying your understanding of the characteristics, characters & techniques.

Use of Practitioners, Performance Spaces:

Brecht- Showing that your performance is not real- showing costume/set changes & changing characters/roles (Multi-Role) on stage.



Berkoff- This is not Realistic/Naturalistic- This is more mime, Physical work with dialogue.



Proscenium Arch Staging:

Audience have one viewpoint to watch the Performance, creating a 'fourth wall'.

Morals and Ethics Beliefs & teachings: Christianity

Key beliefs

Christianity is a **monotheistic** religion – they believe in **ONE** God.

Christians believe God is:

Omnipotent (all powerful)

Omniscient (all knowing)

Omnipresent (everywhere)

Benevolent (loving)

Transcendent (beyond understanding)

Immanent (personal)

Eternal (no beginning and no end)

Forgiving (he will forgive sins)



Creation

1234
567

Science tells us that our universe is approx. 14 billion years old, and our planet is approx. 4bn years old.

An explosion (The Big Bang) led to the creation of all space, time and matter.

Humans have evolved over time, through a process of **natural selection**. This is called 'evolution'.

Genesis 1 & 2 says that God created the world in 6 days, and on the 7th He rested.

Some Christians take this **LITERALLY** and read this story as **fact**

(**fundamentalist**). Others see the Genesis story as a **symbolic** story (**Liberal**)

Reasons for believing in God



The Design Argument

Our world is too **complicated** and full of intricate working systems, to have just happened by chance. If we came across a watch, we would assume it has been 'designed' due to its **complexity**. Like the watch, some assume our world had a designer.



The Cosmological Argument

We live in a world of 'cause and effect'. Something must have 'caused' our world to have come into existence. The only being powerful enough to do this is God – the 'uncaused cause'.

Religious Experience

Numerous experience

This feeling of being **overwhelmed** by the sense of the presence of something greater than you is a **spiritual** emotion.

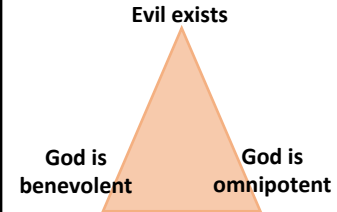
Conversion Experience

Conversion is all about **Change**. Changing from one religion to another or from no religion to following one. Conversion usually follows some **life altering event** that convinces an individual that there must be some sort of God.

Miracles

Christians believe God is **omnipotent** (all-powerful). As a result they feel God can break the laws of nature and work miracles. Many people say incredible events in their life are a miracle. In France, **Lourdes** gets thousands of Catholic visitors every year.

The problem of evil



Moral evil = suffering caused by humans

Natural evil = suffering caused by nature

Responses:

1. Suffering is a **necessary** part of life
2. Suffering is **temporary**
3. Suffering is a punishment for **sin**
4. Suffering is caused by humanity's **free will**
5. Suffering is a part of God's **plan**
6. Suffering is a **test of faith**

Christians believe they will be **judged** on their actions in this life on judgement day – **Parousia**.



Life after death

HEAVEN

Heaven is traditionally seen as a physical place where God is. Jesus called it "**paradise**" or "**my Father's house**". A more modern view is that heaven is simply 'with God'.

PURGATORY

Roman Catholics believe there is a place before heaven, where people go to have their sins cleansed. People say prayers for **souls** to be released from Purgatory.

HELL

Hell can be an actual place of torment and suffering OR it can be when man is separated from God.

Soul

Our souls are:

- Immortal
- God-given
- Eternal
- Make us distinct from the rest of creation
- Return to God when we die

'LIFE HAS MEANING AND PURPOSE, IT IS NOT JUST A STRUGGLE FOR SURVIVAL'

'RELIGIOUS EXPERIENCES PROOF OF THE EXISTENCE OF GOD'

'WE ARE FREE TO DO WHATEVER WE WANT.'

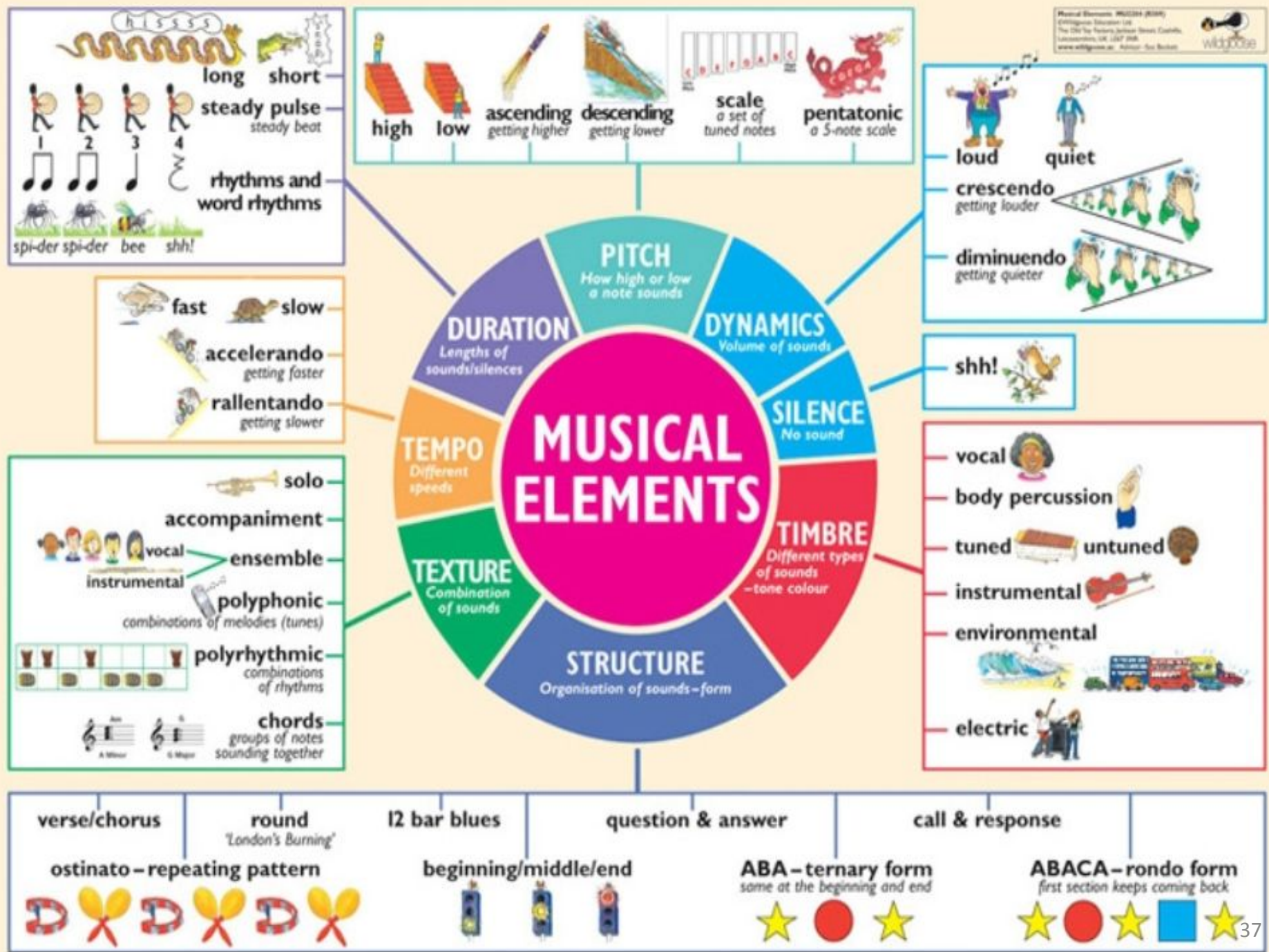
'THE ONLY POSSIBLE DESIGNER OF SOMETHING SO BEAUTIFUL AND COMPLEX AS THE UNIVERSE IS GOD.'

'AN ALL-LOVING GOD WOULD NOT ALLOW PEOPLE TO SUFFER.'

"WE ACCEPT THE REALITY WITH WHICH WE ARE PRESENTED IT IS AS SIMPLE AS THAT."

'IF I COULD CREATE THE PERFECT WORLD I WOULD.....'

P	Point	First and foremost... additionally...	What final judgements can we make? Do you agree with the questions? Why? Why not? IS there a definitive answer? Why? Why not?
E	Example / Evidence	As is shown by Quote....	What are the causes/consequences? Are any positives/negatives? What are the criticisms? What are the differences within Christianity / Islam? What are the differences between Christianity / Islam?
E	Explanation	This means ...	Are there any similarities between the teachings / religions / your arguments? What are the main differences / contrasts?
D	Development	Furthermore... Quote.... Which highlights / shows/ exemplifies...	Link all paragraphs to the questions. How does your evidence answer the question?
Must include		Optional	Use key teachings and quotes
Specify religious believers as Christians and / or other religion Religious beliefs and quotes/teachings in PEED Different viewpoints from within or between religions		Non religious beliefs in PEED Your general opinion on the question Include views that differ both within and between religions	Use keywords Use Key content



MUSIC - PART 1

KEYWORDS - ITALIAN TERMS

TEMPO - SPEED MARKINGS

LARGO - VERY SLOW

ADAGIO - SLOW

MAESTOSO - MAJESTICALLY

ANDANTE - AT A WALKING PACE

ALLA MARCIA - LIKE A MARCH

ALLEGRETTO - QUITE FAST

ALLEGRO - FAST

VIVACE - VERY FAST

PRESTO - SUPER FAST

A TEMPO - IN TIME

DYNAMICS - VOLUME MARKINGS

PP - PIANISSIMO - VERY QUIET

P - PIANO - QUIET

MP - MEZZO PIANO - QUITE QUIET

MF - MEZZO FORTE - QUITE LOUD

FF - FORTISSIMO - VERY LOUD

CRESC. - CRESCENDO < GRADUALLY GETTING LOUDER

DIM. - DIMINUENDO > GRADUALLY GETTING QUIETER

Note Values, Rhythms and Rests



1 SEMIBREVE

4 BEATS EACH

2 MINIMS

2 BEATS EACH

4 CROTCHETS

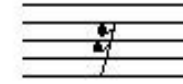
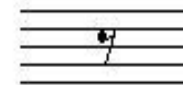
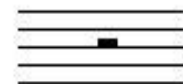
1 BEAT EACH

8 QUAVERS

$\frac{1}{2}$ BEAT EACH

16 SEMIQUAVERS

$\frac{1}{4}$ BEAT EACH



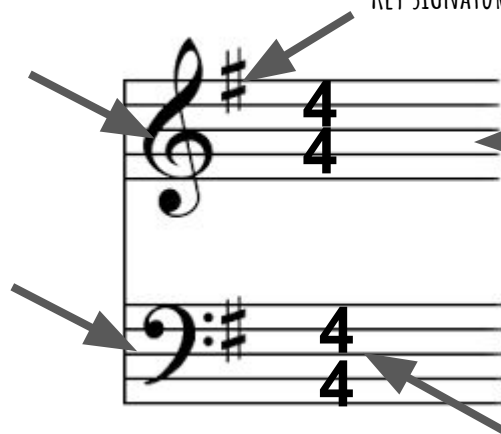
TREBLE CLEF

KEY SIGNATURE

BASS CLEF

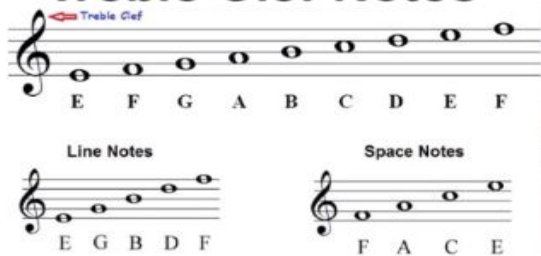
MUSIC STAVE

TIME SIGNATURE



READING MUSIC

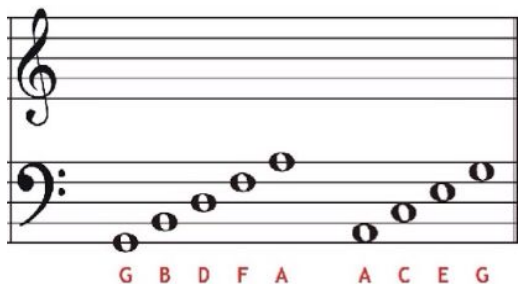
Treble Clef Notes



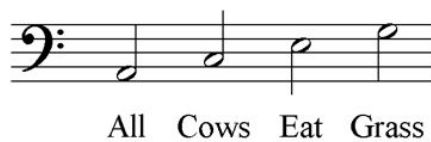
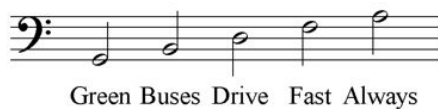
Notes altogether



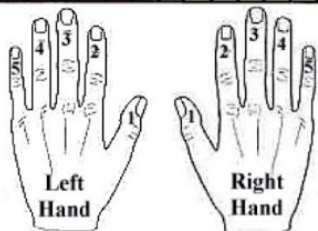
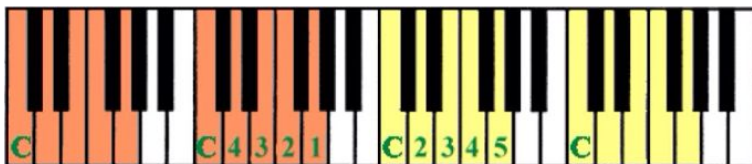
Bass Clef Notes



Mnemonics:



FINGER NUMBERS - HANDS ON - HOW TO PLAY THE KEYBOARD.



TEXTURE - LAYERS OF SOUND

POLYPHONIC - 2 OR MORE SIMULTANEOUS INDEPENDENT MELODY LINES

MONOPHONIC - 1 SINGLE MELODIC LINE.

HOMOPHONIC - A MELODY PART AND SUBSIDIARY ACCOMPANYING PARTS.

ARTICULATION - HOW TO PLAY THE NOTES

Word	Common Abbreviations	English Definition and Description	Symbol
Accent		Marked. Note to be played more forcefully than those before or after it	
Fermata		To stop/ pause. The note should be longer than its originally intended value.	
Forza	fz	With force. Strongly accented	
Glissando	Gliss.	Glide. A rapid glide or slide up or down between two notes, playing all of the notes in between.	
Legato		Tied together. Notes are played with no breaks in between , grouped by a slur marking	
Marcato	Marc.	Marked. Note or passage to be played more forcefully than those before or after it	
Portato/ Mezzo-staccato		To carry. Notes are played only slightly detached. A gentle pulse-like touch on each note	
Rinforzando	rfz	Reinforcing. A more gradual emphasis than sforzando.	
Sforzando	Sfz.	Using sudden force.	
Staccatissimo		Very detached. Notes are played as an exaggerated staccato.	
Staccato	Stacc.	Detached. Notes are played short and separated from one another	
Tenuto		Sustained. Hold the note for its full length	

STRING FAMILY



violin



viola



cello



double bass



harp

BRASS FAMILY

trumpet



French horn



tuba



trombone



WOODWIND FAMILY

piccolo



flute

bass clarinet
saxophone



clarinet



contra-bassoon



bassoon

English horn



oboe



PERCUSSION FAMILY



triangle



woodblock



guiro



maracas



tambourine



claves



cymbals



bass drum



snare drum

temple blocks



xylophone



orchestra bells



timpani

Music - African Drumming

Master Drummer- the leader who performs the calls during call and response

Call & Response- 1 person plays/sings, responded to by a group, like a musical conversation

Rhythm- notes of different lengths that create a pattern, fitting to a regular beat/ pulse

Cyclic rhythm- a rhythm which is repeated over and over again (looped)

Polyrhythm - several rhythms performed at the same time. Creates a 'polyphonic' texture.

Syncopation - some notes cross the main beat and sound 'early' emphasising the weak 'off beats'

Improvisation - music which is created 'on the spot' - not previously prepared

Bass sound - striking an African drum in the middle producing a 'hollow' sound

Tone sound - striking a drum between the middle and the edge. Sounds 'shallower' / higher pitch



Tone sound **Bass sound**

**Talking
Drum**



Djembe



Dundun



Analyse- Examine, listen in detail in order to explain, **interpret** the music.

Appraise - Assess the quality of work according to criteria

Dynamics - volume

Tempo - speed

Texture - the layers of sounds

Structure - the overall management and creation of the different sections in a piece of music

Binary Form - a piece of music in 2 different sections (A B)

Ternary Form - a piece of music in 3 sections (A B A)

Rondo Form - a piece of music in 5 sections (A B A C A)

Links - the music played in between 2 main sections of music for the purpose of joining them together





YEAR 9 MUSIC - KEY WORDS

Wayang Kulit - Shadow puppet theatre
 Gamelan - a tuned percussion ensemble. gamelan means 'to Hammer'
 Java and Bali - two major Indonesian cities involved with playing Gamelan.
 Indonesia - a collection of islands in Southern Asia, above Australia
 Oral tradition - music passed on by word of mouth
 Cyclic - short repeated melody or rhythm
 Ostinato - repeated pattern of notes
 Binary form - a piece of music in two different sections A B
 Ternary form - a piece of music in three sections A B A
 Rondo form - a piece of music in five sections A B A C A

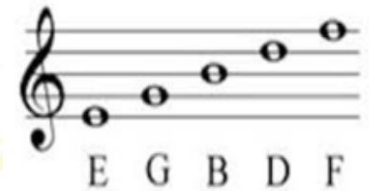
Words to remember:

Stave - 5 parallel lines
 Treble clef - comes at the start of a piece of music. It indicates a high pitch in sound
 Bass clef - comes at the start of a piece of music. It indicates a low pitch in sound.
 Time Signature eg 4/4 or $\frac{3}{4}$ or $\frac{2}{4}$. Top number tells you the number of beats/ counts in a bar. The bottom number the type of beat being counted.

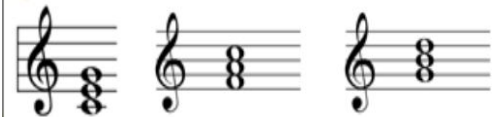
Note values- Rhythms and rests

Beat	Name	Note	Rest
4	Whole		
2	Half		
1	Quarter		
1/2	Eighth		
1/4	Sixteenth		

Pitched Notes



Chords/Triads



Cmajor. F major G major

COMPONENTS OF FITNESS

- Cardiovascular Fitness** – being able to exercise the whole body for long periods of time
- Agility** – Change direction quickly with control
- Speed** – the rate in which you perform a movement
- Strength** – the amount of force a muscle can generate
- Power** – performing a forceful movement as quickly as possible
- Coordination** – moving two or more body parts together
- Muscular Endurance** - repeatedly using the same muscles without them getting tired.
- Balance** - maintaining your body stable when static or moving.
- Flexibility** - the range of movement at a joint.
- Body Composition** - percentage of bone, muscle and fat.
- Reaction time** - ability of your body to reaction to a stimulus.

SMART Targets

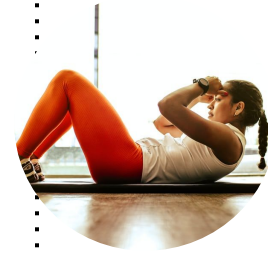
Specific - ensuring the target is specific you you and your sport

Measurable - you must be able to measure whether or not you have achieved your target, usually through numbers not words

Achievable - the target should be set at a level that is challenging yet reachable

Realistic - you need to be able to carry what you are asking of yourself.

Time-bound - give yourself a set amount of time in order to achieve your target



METHODS OF TRAINING

Continuous – working with no rest over a long period of time

Interval– periods of high intensity work and rest

Resistance – uses free weights or machine to improve strength and power

Circuit – a series of stations to improve specific components of fitness

Fartlek – ‘speed play’. Continuous running of a variety of intensities and terrains.

Plyometric – explosive movements to improve power

PRINCIPLES OF TRAINING

Progressive Overload - the gradual increase of stress placed upon the body during an exercise program

Specificity - training program being suited to the sport

Individual Needs - training program being suited to the athlete

YEAR PE 9 - ATHLETICS

TRACK EVENTS

SPRINT 100M, 200M, 300M, 400M

MIDDLE DISTANCE 800M, 1500M, 3000M

HURDLES 80M (G), 100M (B), 300M (G), 400M (B)

KEY TERMS

SKILLS / TECHNIQUE

START

POSTURE

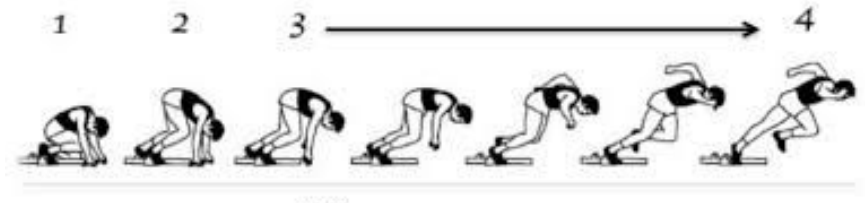
PACING

LEG AND ARM ACTION

COORDINATION OF LEGS

AND ARMS

STRIDE PATTERN



Tasks

1. Identify the start positions for each event.
2. Label the finish line.
3. Complete all events up to 1500m and record your time.
4. Look at the key terms and identify something you could work on to improve your time.



YEAR PE 9 - ATHLETICS

The sport of competing in track and field events, including running races and various competitions in jumping and throwing.

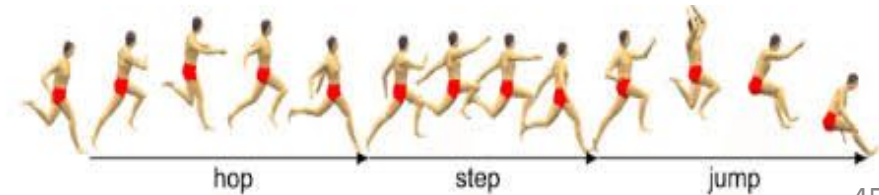
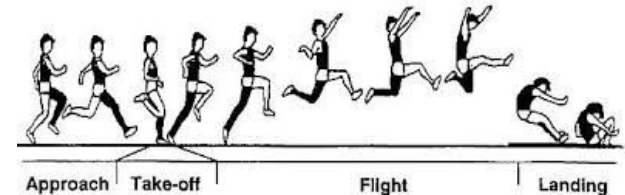
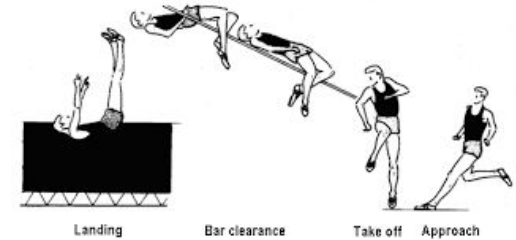
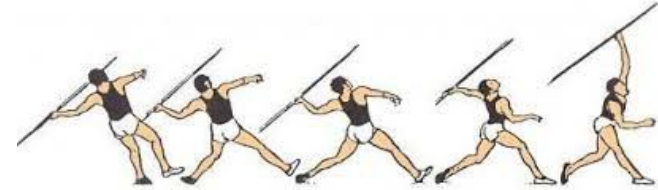
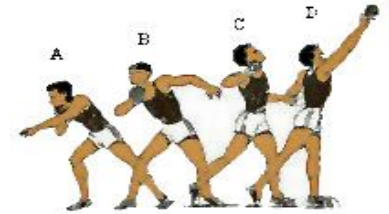
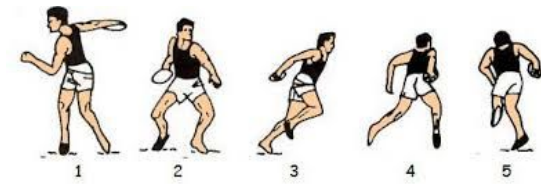
FIELD EVENTS

SHOT PUT
DISCUS
JAVELIN
LONG JUMP
TRIPLE JUMP
HIGH JUMP

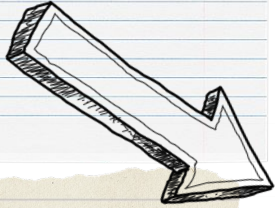
YOU CAN FIND OUT MORE ABOUT BRITISH ATHLETICS BY VISITING THIS WEBSITE:
WWW.BRITISHATHLETICS.ORG.UK/ATHLETES

KEY TERMS

JUMP
RUN UP
TAKE OFF
FLIGHT
LANDING
THROW
INITIAL STANCE
GRIP
PREPARATION
MOVEMENT
RELEASE
RECOVERY



ACCELERATION THROUGH DEPTH...



ENGLISH

- Research the writer's context and explain the links between this and the writer's purpose.
- Can you make links between this text and another text you have studied?
- Can you change any words in your writing today using your knowledge organiser?
- Turn the text, or its key ideas, into another form (poem, article, letter, speech, short story, etc)

MATHS:

- Please go to the NRICH postcards and select a problem to solve.

SCIENCE:

- **Content:** Using the topics you have studied so far in science, can you make any links? What understanding from other topics do you need to have for the topic you are studying now? Can you do this across biology, chemistry and physics?
- **Context:** Looking at what you have been covering during the topic you have been covering, can you put the science into a real life context? When would what you understand be important to someone's life? Can you link it to any careers and jobs?
- **Practical skills:** Look at a set of data you have collected in a recent practical. Describe and explain the trend in your data in as much detail as you can. How could you make your data more repeatable and reproducible? Can you find any errors, systematic or random? How could you reduce the error? Is your data accurate and valid? How could you make the data more accurate and improve the validity.

PE:

- What training method/s would be suitable for your sport?

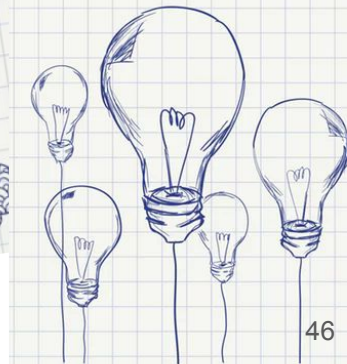
GEOGRAPHY

- The answer is Geography. What are 5 possible questions?
- How do you think Geography in school will change over the next 10 years with the development of new technology?
- List words associated with geography (A-Z)

MFL:

Research how to form the present tense in French either by using the link <https://youtu.be/p1RfmaoYZFI> or asking your teacher for a grammar sheet.

- Create a help sheet for other students to explain the rules with step by step instructions.
- Design a worksheet with an answer sheet which can be used in other French classes.



HISTORY:

- Strengthen your evidence; read through your work, can you swap any words for key terms.
- Write an evaluate question about this topic
- Outline an idea of how could you teach this topic in a different way to either younger, peers or older students?
- Identify how this topic links to any British Values:
Democracy.
Individual liberty
Mutual respect
Tolerance of those of different faiths & beliefs.

ART/DESIGN

- Explore the work of an artist or designer linked to the Art or Design movement on your KO page by producing a mini artist study. (Visit **the Tate** website)
- Investigate 3 different art, modelling or textile techniques. How could you apply these to an end piece?
- Create your own project for a class to study using the current theme of your work.
- Visit **the Tate** website and complete one of the activities they've created.

ME:

- Include two quotations from scripture in your answer.
- Create 5 questions that your teacher might ask you about what you have learnt about today.
- Transform today's learning outcomes into questions.
- Select 5 key terms that you have used in your work today.
- Create a sentence using all of these terms.
- Based on what you have learnt today, what do you think that you should study next lesson and why?
- Produce a summary of what you have learnt today. When done, reduce it to either a single sentence of three bullet points

MUSIC:

- Demonstrate and improve your depth of knowledge and understanding by reading through your written work and swapping normal words for more technical 'musical' words and Italian terms.
- In 'listening library' tasks - extra to the written criteria requested - try and direct your listening to as many of the other different elements of music as well, and include comments and information about them also. Again use Italian terms where possible.

DRAMA:

- Discuss and Write the Changes that you would have made to your performance piece, if you could create and perform this again. (Write about the Drama Skills and Techniques used in performance)
- Discuss and Write the audience response and effect to your performance piece. How did they feel? What feedback did they give? Did your story, characters, intention for your piece come through to them?
- After performing your piece and if you could chose a different Performance Space, what would it be? Describe the performance space, what viewpoints would your audience have? How would a relationship between the actor and audience be created?

ICT:

- Learning programming is about trial and error, experimenting and trying different projects of your own. Try a project of your own or use one of the websites below to give you some inspiration.
- Attempt to put into practice the techniques learnt in your Computer Science lesson and extend what you can do by using online resources, there are loads available if you carry out a quick Google search.
- Python**

https://www.codeabbey.com/index/task_list

Y9 Block 1 Number

BIDMAS

BIDMAS is the agreed order of operations

Brackets

Indices (powers)

Division

Multiplication

Addition

Subtraction

e.g.

$$(3+2)^2 \times 2 \div 2 + 4 - 1 =$$

$$B(3+2)^2 \times 2 \div 2 + 4 - 1 =$$

$$I \quad 5^2 \times 2 \div 2 + 4 - 1 =$$

$$D \quad 25 \times 2 \div 2 + 4 - 1 =$$

$$M \quad 25 \times 1 + 4 - 1 =$$

$$A \quad 25 + 4 - 1 =$$

$$S \quad 29 - 1 =$$

Answer: 28

BIDMAS

() X Y ÷ x ±

Top Tip!

Multiplying by 0.1 is the same as dividing by 10

Multiplying by 0.01 is the same as dividing by 100

Equality & Inequality

< less than ≤ less than or equal to
> greater than ≥ greater than or equal to
= equal to ≠ not equal to

$$6 < x > 9$$

x is greater than 6 but less than 9

Ordering Decimals

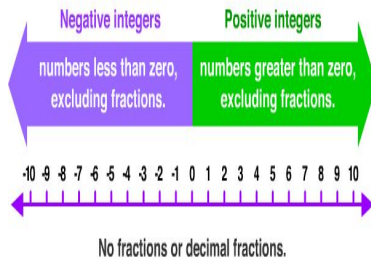
- 1) Set up a table with a decimal point in the same place for each number
- 2) Put in the numbers
- 3) Fill in empty squares with zeroes
- 4) Compare using first column on left
- 5) If the digits are equal, move to the next column (you are comparing the place value)

e.g. put 1.506, 1.56 and 0.8 in ascending order

Units	Decimal Point	Tenths	Hundredths	Thousandths
1	.	5	0	6
1	.	5	6	0
0	.	8	0	0

= 0.8, 1.506, 1.56

Integers



ROUNDING

Underline the digit
look next door.

If it's 5 or greater
add one more.

If it's less than 5
leave it for sure.

Everything after
is a zero, not more.

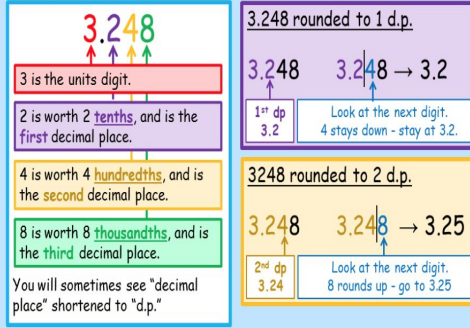
Place Value

Always write numbers in lined up columns to keep their place values in line.

Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones	Tenths	Hundredths	Thousandths	Ten Thousandths
M	Hth	TTh	Th	H	T	O	t	h	th	tth
		2	3	0	1	1	0	7		

Rounding Decimal Places

Rounding to decimal places is exactly like rounding whole numbers - you just have more numbers (and therefore greater accuracy).



Calculating with Negative Numbers

Adding and subtracting negative numbers:

e.g.

$$10 + -3 = 7$$

$$10 - -9 = 19$$

$$-9 + -3 = -12$$

$$-7 - -3 = -4$$

Multiplying and dividing negative numbers:

e.g.

$$7 \times -4 = -28$$

$$-6 \times -4 = 24$$

$$-35 \div 5 = -7$$

$$-40 \div -8 = 5$$

Significant Figures

e.g. round 3268 to 1 sf
The first significant figure is a 3, which represents 3000, so we need to round to the nearest thousand

3268 → 3000
1 sf 3000
Look at the next digit. 2 is less than 5 - stay at 3000

3|568 - next digit is 5 - so becomes 4000

Rounding

Rounding to nearest 10 etc. 3) Decide if it stays or rounds up.

- 1) Identify the tens digit.

326
The tens digit is 2, or 20.

- 2) Work out the next ten up.

326 is between 320 and 330

Use the units digit to decide. "5 or more rounds up", so 6 will round up to the next 10.

326 → 330

Rounding to decimal places:

3.248 → 3.2
1st dp 3.2
Look at the next digit. 4 stays down - stay at 3.2.

Angles/Polygons Block 2

Angles

Acute

Smaller than 90°

Obtuse

Bigger than 90° but smaller than 180°

Reflex

Larger than 180°

Right angle

90° If two lines are at right angles, they are perpendicular.

Angles on a line

add to 180°

At a Point

add to 360°

Key Words

Polygon – A 2D shape with any number of straight sides (they have to be straight, so there isn't a 1 or 2 sided polygon).

Angle – The rotational distance between two straight lines, i.e. how much of a turn is required.

Proof – An algebraic or geometric argument to state a property works in all cases or a particular case.

Sum of angles – Total of all the angles. Sum can be denoted by the Greek Σ (sigma)

Interior angles – The angles inside a shape at each vertex (corner).

Exterior angles – If the side was extended outside the shape the exterior angle is the angle between the extended side and the adjacent side (the side next to it).

Quadrilateral – Special name for 4 sided shape

Bearings

A bearing is an **angle** that:

- has **3 figures**
- is measured **clockwise**
- starts from a north line

045°

North, East, South & West are multiples of 90°

075° $75^\circ \rightarrow 075^\circ$

$4^\circ \rightarrow 004^\circ$

Note!

The bearing of B from A start from **A!!** (to B)

310°

Clockwise

From A to B

Note!

Angle $x = 180^\circ - 57^\circ = 123^\circ$

co-interior angles

same

Because corresponding angles are equal

Because angles along a straight line add up to 180°

Angles in Parallel Lines

	Relationship	Properties
<p>"Z angles"</p>	Alternate Angles	Equal
	Opposite Angles	Equal
<p>"F angles"</p>	Corresponding Angles	Equal
<p>"C angles"</p>	Co-interior Angles	Add up to 180°
	Angles on a straight line	Add up to 180°

Exterior

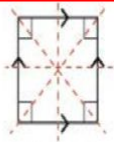
Add to 360°

Adds up to 180°

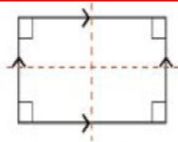
INTERIOR ANGLE

EXTERIOR ANGLE

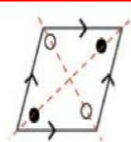
Properties of Shapes



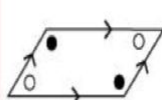
SQUARE
4 equal length sides
2 sets of parallel sides &
4 right angles



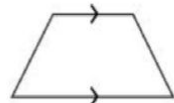
RECTANGLE
2 pairs of equal length
sides
2 sets of parallel sides &
4 right angles



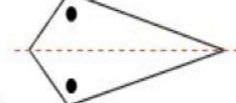
RHOMBUS
4 equal length sides
2 sets of parallel sides &
opposite angles equal



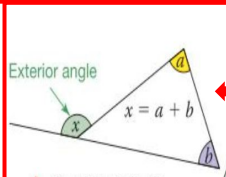
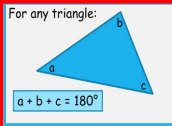
PARALLELOGRAM
2 pairs of equal length
sides
2 sets of parallel sides &
opposite angles equal



TRAPEZIUM
1 pair of parallel sides



KITE
2 sets of equal length sides
& one pair of
opposite angles equal



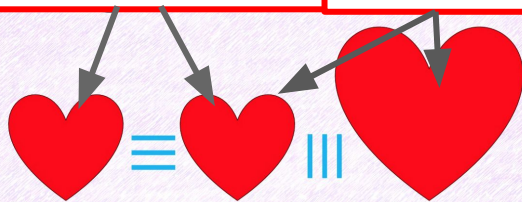
2 opposite angles =
the exterior angle

Congruent & Similar Shapes

Objects with exactly the same
shape and size are **congruent**.

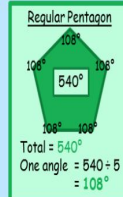
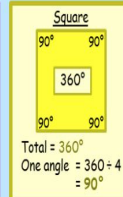
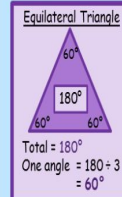
If two shapes are congruent, their
corresponding lengths and angles
are **the same**.

Objects are **similar**
if they are the
same shape but a
different size
(angles stay the
same)



Interior angles in regular polygons

If a shape is regular, all of its angles are the same size.



If the
polygon has n
sides, the
angle sum is
 $(n - 2) \times 180$.

Divide this
answer by n
to get the
size of one
angle.

$$\frac{180(n - 2)}{n}$$

Triangles

Equilateral



3 equal angles
3 equal sides

Isosceles



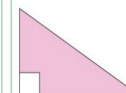
2 equal angles
2 equal sides

Scalene



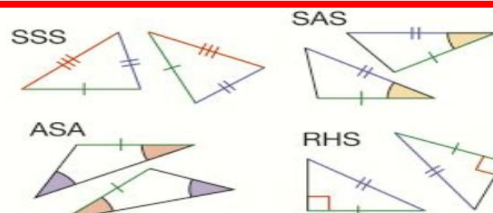
No equal angles
No equal sides

Right-angled



One 90° angle

You can prove that two triangles are congruent by showing that they have:
Three equal sides (SSS)
Two sides equal with an angle between them (SAS)
Two angles and a corresponding side equal (ASA)
A right angle, the hypotenuse and another side are equal (RHS)



Interior angles in regular polygons

The sum of the interior angles of any polygon
= (number of sides (n) - 2) \times 180
an octagon $(8 - 2) \times 180 = 6 \times 180 = 1080^\circ$



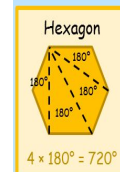
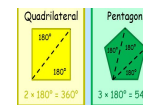
To find one angle divide answer by number of sides
 $1080 \div 8 = 135^\circ$

The sum of exterior angles of any polygon = 360°
One exterior angle of a regular polygon
= $360^\circ \div$ number of sides (n)
 $360 \div 8 = 45^\circ$

OR

You can work out the internal angle sum of any polygon by
splitting it into triangles.

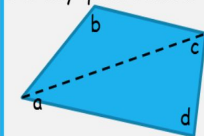
angles in a triangle = 180°



Angles in a Quadrilateral

The angles in a quadrilateral add up to 360° .

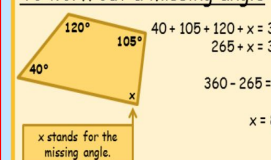
For any quadrilateral:



$$a + b + c + d = 360^\circ$$

Any quadrilateral can be split into
two triangles, each with an angle sum
of 180° ($2 \times 180 = 360$).

To work out a missing angle:



Square (regular quadrilateral)

In a square, each side is
the same length and each
angle is the same size.

Angles in a quadrilateral
add up to 360° .

There are 4 angles.
 $360 \div 4 = 90^\circ$
This is a right angle.

Each angle in a square = 90°