

# Knowledge Organiser

YEAR

9



Is your cup half  
empty or half full?

*B I L L I E  
E I L I S H*



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?

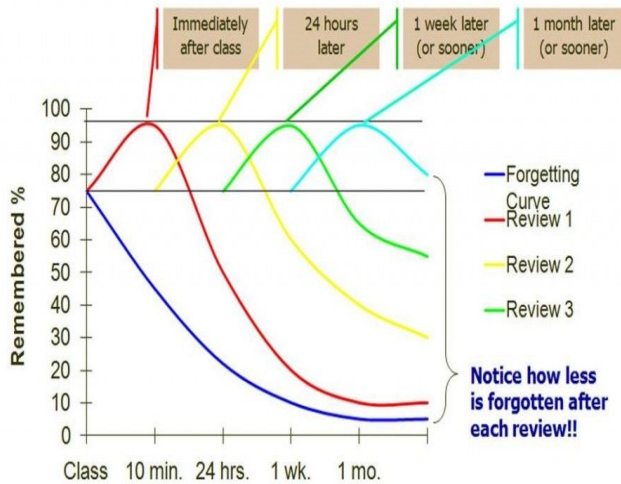
### **How will my teachers use them?**

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](#)

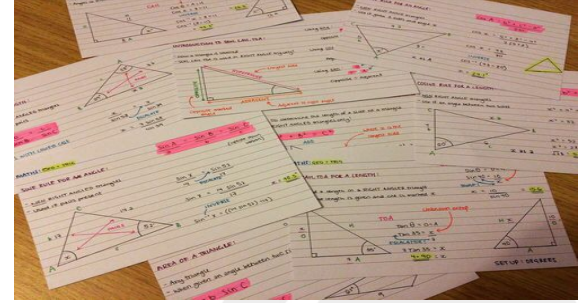
# How we learn at Redmoor

## 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](#)

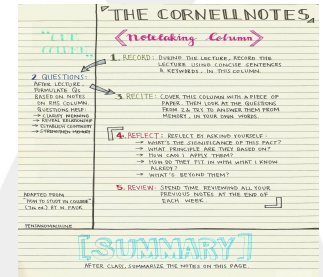
Try to come up with different ways to represent the information. For example: a timeline, a cartoon strip or a diagram of parts that work together.

## 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.

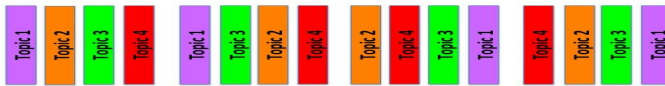
Eg. topic 1 cells, topic 2 digestive system

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.

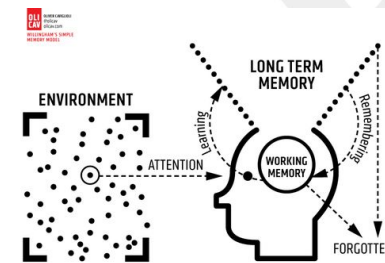
Mind maps help with memorisation of jey knowledge as it helps to organise information and begin to make links and connections to different pieces of information.

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/>



# Contents Page

English	7-8
Maths	9-10
Science	11-12
French	13-14
History	15
Geography	16-17
ICT	18-19
Art/ Design	20-23
Drama	24
ME	25
Music	26-27
PE	28
Literacy	29



## 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

# Redmoor English Department: Poetry - Human Condition Poetry

## THE BIG QUESTIONS

1. Why does poetry even matter?
2. How are words powerful?
3. Why do form and structure matter?
4. What can we learn about the human condition from studying these poems?
5. All poetry is about power. To what extent do you agree?

## BIG QUESTION: What can we learn about the human condition?

<b>Premeditated</b>	When you plan in advance to do something
<b>Hubris</b>	Excessive pride
<b>Stress</b>	A state of mental or emotional strain
<b>Free Spirit</b>	Someone who lives their life how they want, without rules
<b>Breaking Point</b>	A moment of great strain
<b>Paranoia</b>	Unjustified suspicion or mistrust
<b>Objectify</b>	Treating a person like an object
<b>Porphyria</b>	A disease which causes confusion and paranoia

## VOCABULARY BOOST

Word	Definition
<b>Monologue</b>	A long speech
<b>Identity</b>	The characteristics determining who a person is
<b>Contemporary</b>	Living or occurring at the same time
<b>Jealousy</b>	Worrying someone will take what you have
<b>Envy</b>	Wanting what someone else has
<b>Psychological</b>	Associated with the mind

## BIG QUESTION: All poetry is about power. To what extent do you agree?

<b>Porphyria's Lover</b>	<ul style="list-style-type: none"> <li>• Written by Robert Browning in 1836</li> <li>• It explores jealousy and paranoia within a relationship</li> <li>• Based on the newly-discovered disease porphyria</li> </ul>
<b>Hitcher</b>	<ul style="list-style-type: none"> <li>• Written by Simon Armitage in 1993</li> <li>• It explores the effects of stress</li> <li>• The poem is about someone who picks up and brutally attacks a hitchhiker</li> </ul>
<b>Education of Leisure</b>	<ul style="list-style-type: none"> <li>• Written by Carol Ann Duffy in the 1980's</li> <li>• It explores the mind of someone who is about to commit a murder</li> <li>• The poem was banned by AQA in 2008, and removed from the GCSE anthology</li> </ul>

## BIG QUESTION: How are words powerful?

<b>Imagery</b>	Descriptive language which creates clear images - this could be religious imagery, natural imagery etc.
<b>Irony</b>	The use of words that actually say the opposite of what they really mean.
<b>Metaphor</b>	A phrase which describes one thing as if it is something else.
<b>Juxtaposition</b>	To opposing ideas presented together
<b>Ambiguity</b>	Where the meaning of something isn't clear, or it could mean more than one thing.
<b>Sarcasm</b>	Using irony to mock or insult someone.
<b>Colloquial language</b>	Everyday, chatty language which shows familiarity.
<b>Blunt tone</b>	Matter-of-fact and emotionless tone

## BIG QUESTION: Why do form and structure matter?

<b>Free Verse</b>	Poetry which does not follow a set rhyme scheme, rhythm or structure
<b>Metre</b>	The beats which make up the rhythm of a poem
<b>Dramatic monologue</b>	A poem in the form of a speech, where the speaker accidentally gives away their true thoughts and feelings.
<b>Enjambment</b>	No punctuation at the end of a line of poetry.
<b>Caesura</b>	A dramatic pause in the middle of a line of poetry, caused by punctuation.

# Redmoor English Blood Brothers

## BIG QUESTION: To what extent is 'Blood Brothers' a tragedy?

A tragedy is a type of serious play that deals with sorrowful or terrible events encountered or caused by a heroic individual. Tragedies originated in Ancient Greece but became particularly popular during the Shakespearean era.

<b>Tragic hero</b>	A main character is cursed by fate and in possession of a fatal flaw (hamartia). Both Mickey and Edward have the characteristics of tragic heroes.
<b>Hamartia</b>	This is the fatal flaw of the tragic hero, the thing leading to their downfall.
<b>Catharsis</b>	The release of the audience's emotions through empathy (understanding/sharing feelings) with the characters.
<b>Internal Conflict</b>	the struggles characters face over their flaws. For example, Mrs Johnstone's struggle after giving her son away.

## BIG QUESTION: How does Russell present tragic protagonists?

<b>Edward Lyons</b>	is raised by the Lyons. He remains down-to-earth despite his upbringing. He attends private schools and university.
<b>Mickey Johnstone</b>	is the son kept by Mrs Johnstone. He has a working-class upbringing. He takes a number of knocks in life and, as the play goes on, becomes cynical and mean.
<b>Mrs Johnstone</b>	is the biological mother of Mickey, Edward and Sammy. She is deeply superstitious.
<b>Mrs Lyons</b>	is the opposite of Mrs Johnstone - she's snobbish and arrogant. She adopts Edward and brings him up as a wealthy boy.
<b>Linda</b>	is a tomboy who enjoys playing with Mickey and Edward, but soon becomes an object for their desire.

## BIG QUESTION: How does Russell convey ideas about divisions in society?

1.	Only mine until the time comes round to pay the bill. Then, I'm afraid, what can't be paid must be returned. <b>Mrs Johnstone, Act 1</b>
2.	"You! Why didn't you give me away? I could have been...I could have been him!" <b>Mickey, Act 2</b>
3.	"And do we blame superstition for what came to pass? Or could it be what we, the English, have come to know as class?" <b>The Narrator</b>
4.	'I wish I could still believe all that blood brothers stuff. But I can't.' <b>Mickey, Act 2</b>
5.	"I didn't sort anythin' out Linda. Not a job, not a house, nothin'. It used to be just sweets an' ciggies he gave me, because I had none. Now it's a job and a house. I'm not stupid, Linda. You sorted it out. You an' Councilor Eddie Lyons." <b>Mickey, Act 2</b>

## BIG QUESTION: How does Russell critique modern Britain?

**Context (A03)** - Information about the writer and the circumstances that influenced and inspired his writing.

<b>Willy Russell</b>	Russell is a dramatist from Liverpool. He was a child from a low-income family and he left school at the age of 15 without any academic qualifications.
<b>Marilyn Monroe</b>	Marilyn Monroe was an extremely glamorous actress in the 1950s. She was presented in the media as having the 'perfect life' but the reality was very different.
<b>Social Class</b>	At this time there was a large financial gap between the working and middle class in Britain. There was also a class divide in education; whether you went to a public or private school often decided what job you would get.
<b>Margaret Thatcher</b>	Thatcher was a Conservative politician who was elected Prime Minister in 1979, four years before Blood Brothers was first performed. Thatcher divided opinion: some people admired her strength and tenacity while others felt she was uncaring.





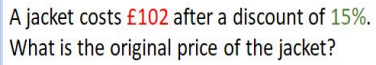


## BIG QUESTION: How do form and structure create dramatic effects / meaning?


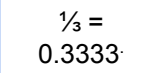


<b>Prologue</b>	The opening section of the play that establishes important background information.
<b>Stage Directions</b>	Instructions in a script that indicate how something should be performed and occasionally provide helpful descriptions.
<b>Monologue</b>	A long speech delivered by one character.
<b>Foreshadowing</b>	This is used to give hints or indications about what is to come later in the story.
<b>Dramatic Irony</b>	The audience know what the characters don't.
<b>The 'Fourth Wall'</b>	An invisible, imagined wall separating the characters and audience.
<b>Dramatic Tension</b>	This keeps an audience hooked and feeling involved.

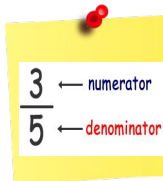
Key Word	Meaning	Use it
<b>Thatcherism</b>	The policies of Prime Minister Margaret Thatcher are given this name.	<i>Thatcherism</i> changed many aspects of life for people in Liverpool.
<b>Prejudice</b>	An unfair opinion which is formed beforehand and without knowledge.	Mrs Lyons has a <i>prejudice</i> against lower class women.
<b>Social class</b>	A division in society based on social and economic position.	Our power in society is influenced by our <i>social class</i> .
<b>Superstition</b>	A belief not based on scientific reason or logic.	Knocking on wood is a <i>superstition</i> .
<b>Privilege</b>	An advantage that one person or a group of people has.	Your ability to succeed in life may depend on your level of <i>privilege</i> .
<b>Inequality</b>	Where some people have more opportunities than others in society.	There is a lot of <i>inequality</i> in the world.



# Fractions, Decimals, Percentages

Keyword	Definition
Proper Fraction 	numerator smaller than denominator
Improper Fraction 	numerator greater than the denominator
Mixed Fraction 	whole number & fraction together
Unit Fraction 	a fraction where the <b>numerator is one</b> and the denominator is a positive integer.
Reverse Percentage 	finding the original value after an item has been increased or decreased in value
Multiplier 	A number by which another number is multiplied; an efficient method for calculating a percentage increase or decrease.
Principal	total amount of money borrowed or invested
Interest 	money that is paid regularly at a particular % rate, usually when money has been borrowed or on savings in a bank.
Interest Rate	a regular % paid; usually per year

Keyword	Definition
Terminating Decimals 	A decimal number that has digits that end
Recurring Decimal 	A decimal has digits that go on forever
Reciprocal 	To get the reciprocal of a <b>number</b> ; divide 1 by the number (can write 8 as $\frac{8}{1}$ p it)
Reciprocal of a Fraction 	To get the reciprocal of a fraction, turn it upside down



$\frac{3}{5}$  ← numerator  
← denominator

**Simple Interest:**  
*Interest on Principal only*

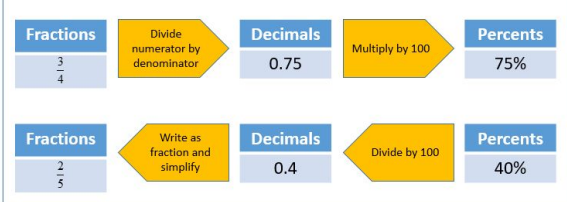
**Compound Interest:**  
*Interest on principal and interest previously earned*



**Simple Interest = P x R x T**

**Compound Interest = P x (1 + R)<sup>T</sup>**  
P = Principal R = Interest Rate T = Time

### Convert Fractions, Decimals and Percents

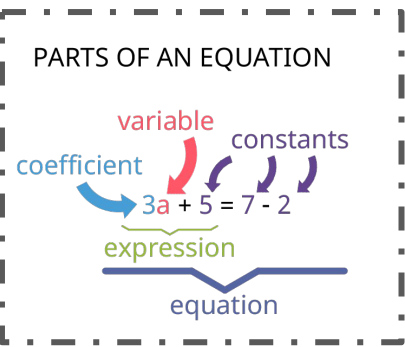


F	D	P
$\frac{1}{2}$	0.5	50%
$\frac{1}{4}$	0.25	25%
$\frac{3}{4}$	0.75	75%
$\frac{1}{3}$	0.33'	33.3%'
$\frac{1}{5}$	0.2	20%
$\frac{1}{8}$	0.125	12.5%

# Expressions

Keyword	Definition
Expression $5y + 3$	A collection of letters & numbers without an = sign
Equation $5y + 3 = 8$	Contains an = sign and a letter to be solved
Formula $V = IR$	Contains an = sign & describes a relationship between two or more letters
Term $4x^2 + 3xy - 14x + 7xy + x^2$	A quantity in an expression. Terms are linked with + & - signs
Variable $a b c x y z$	A symbol for a value we don't know yet. It is usually a letter like x or y

Keyword	Definition
Substituting Evaluate $y = x + 3$ when $x = 5$	Replacing a letter with a number & working out its value
Coefficient $4x^3 + 2x^2 - 3x$	A number in front of a letter that shows how many of that letter are required
Substituting $x = 3$	Replacing a letter with a number & working out its value
Factorise $6y + 18x = 6(y + 3x)$	Rewrite an expression by inserting brackets and finding the HCF
Expand $5(a + 2b) = 5a + 10ab$	Multiply out brackets & collect like terms
Index Notation $a^2 = a \times a$ $b^3 c^4 x^0 y^1 z^{10}$	A way of writing numbers in a more convenient form. The index or power is the small, raised number next to a normal letter or number. It represents the number of times that normal letter or number has been multiplied by itself.
Index Laws	A set of rules for calculating with numbers in index notation



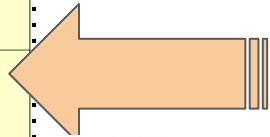
Rule	Example
$a^m \times a^n = a^{m+n}$	$2^5 \times 2^3 = 2^8$
$a^m \div a^n = a^{m-n}$	$5^7 \div 5^3 = 5^4$
$(a^m)^n = a^{m \times n}$	$(10^3)^7 = 10^{21}$
$a^1 = a$	$17^1 = 17$
$a^0 = 1$	$34^0 = 1$
$\left(\frac{a}{b}\right)^m = \frac{a^m}{b^m}$	$\left(\frac{5}{6}\right)^2 = \frac{25}{36}$
$a^{-m} = \frac{1}{a^m}$	$9^{-2} = \frac{1}{81}$
$a^{\frac{x}{y}} = \sqrt[y]{a^x}$	$49^{\frac{1}{2}} = \sqrt{49} = 7$

**Expand & Simplify...**

$$5(x + 3) + 6(x - 4)$$

$$5x + 15 + 6x - 24$$

$$11x - 9$$



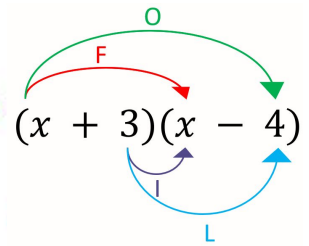
$$7x$$

$$4x + 8 + 3x + 7 = 7x + 15$$

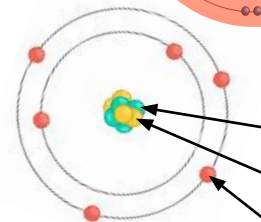
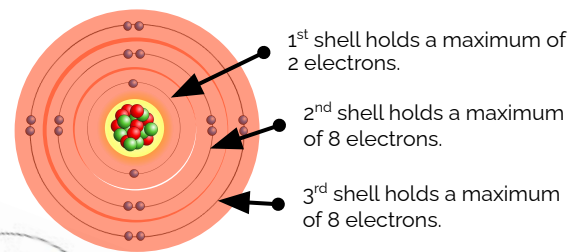
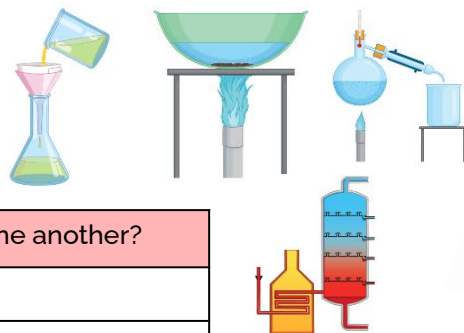
$$15$$



**First**  
**Outside**  
**Inside**  
**Last**



**Atomic structure & the Periodic table**



	Mass	Charge
Proton	1	+1
Neutron	1	0
Electron	Almost 0	-1

**BIG QUESTIONS:**

1. How do different types of atoms differ from each other?
2. Why was the periodic table such an important scientific breakthrough?
3. How do atoms bond to each other?
4. How can we use chemical equations to predict reacting quantities?

**1. How do different types of atoms differ from one another?**

Atom	Smallest part of an element
Element	Material made of one type of atom
Compound	Substance made of more than one type of atom chemically bonded together.
Mixture	2 or more elements or compounds NOT chemically bonded. Mixtures can be separated.
Proton	Positively charged particle found in nucleus of atom
Neutron	Neutrally charged particle found in nucleus of atom
Electron	Negatively charged particle found on shells surrounding nucleus of atom.
Ion	A charged particle formed when an atom loses or gains an electron
Isotope	Atoms that have the same number of protons but have a different number of neutrons

**2. Why was the periodic table such an important scientific breakthrough?**

Period	A horizontal row in the periodic table.
Group	A vertical column in the periodic table containing elements with similar chemical properties.
Atomic number	The number of protons in the nucleus of an atom. Also called proton number.
Atomic Weight	Weighted average of the atomic mass of all natural isotopes of an element
Atomic Mass	The sum of the protons and neutrons in an atoms.

**3. How do atoms bond to each other?**

Alkali metals	Group 1 elements
Halogens	Group 7 elements
Noble gases	Group 8/0 elements that are unreactive.
Transition elements	Element from the central block of the periodic table
Displacement reactions	When a more reactive metal takes the place of a less reactive metal in a compound.
Oxidation	When an element reacts and gains oxygen
Electron Shielding	Electron shielding refers to the blocking of the attraction between the nucleus and the outer shell electrons due to the presence of inner-shell electrons.

**4. How can we use chemical equations to predict reacting quantities?**

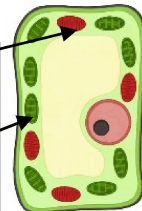
Reactants	Substance at the beginning of a chemical reaction (before the reaction has occurred)
Products	Substance made as a result of a chemical reaction
Conservation of mass	The total mass of the products formed in a reaction is equal to the total mass of the reactants
Word Reaction	A chemical reaction expressed in words. A word equation should state the reactants (starting materials), products (ending materials), and direction of the reaction.
Symbol Equation	A chemical reaction expressed in formulae. A balanced symbol equation has the same number of atoms of each element on both sides of the arrow.

# Redmoor Science Department

## Bioenergetics



Mitochondria

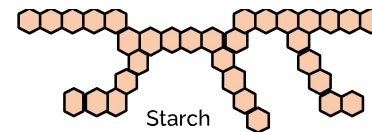


Chloroplast

Glucose



Cellulose



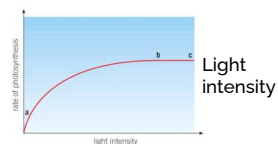
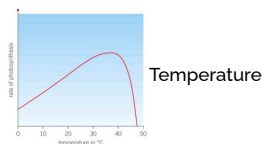
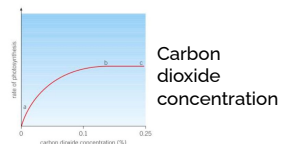
Starch

### BIG QUESTIONS:

1. What are the limiting factors of photosynthesis and how do they affect it?
2. How do plants use the glucose they make during photosynthesis?
3. What is the difference between aerobic and anaerobic respiration?
4. What happens to the body during exercise and why?
5. What is metabolism?

### 1. What are the limiting factors of photosynthesis and how do they affect it?

Photosynthesis	A chemical process whereby plants make food by absorbing sunlight. Carbon dioxide + Water $\rightarrow$ Glucose + Oxygen $6\text{CO}_2 + 6\text{H}_2\text{O} \rightarrow \text{C}_6\text{H}_{12}\text{O}_6 + 6\text{O}_2$
Glucose	A simple sugar made during photosynthesis and broken down during respiration. Its is also soluble.
Chloroplast	Cell organelle that contains the green pigment chlorophyll which absorbs sunlight for photosynthesis.
Palisade cell	Plant cell adapted to carry out photosynthesis. It contains many chloroplasts.
Leaf	Plant organ adapted to carry out photosynthesis.
Endothermic	Reaction in which energy is taken in.
Limiting factor	A factor that reduces the rate of photosynthesis.



### 4. What happens to the body during exercise and why?

Heart rate	The number of times the heart beats per minute.
Breathing rate	The number of breaths taken per minute.
Breathing volume	The volume of air that is breathed in per breath.
Oxygen debt	Amount of extra oxygen the body needs after exercise to react with the accumulated lactic acid and remove it from cells.
Liver	(In respiration) An organ that stores glycogen and is where lactic acid is broken down.

### 2. How do plants use the glucose they make during photosynthesis?

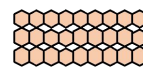
Starch	A long chained carbohydrate that is made from glucose for storage in the plant.
Cellulose	A carbohydrate found in plant cell walls and adds strength to the cell wall. Made from glucose.
Amino acid	In plants, glucose is combined with nitrates to produce amino acids which are joined to make a protein.
Lipids	In plants, glucose is converted into lipids used for storage in seeds.

### 3. What is the difference between aerobic and anaerobic respiration?

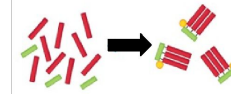
Energy	The ability to work or produce a change.
Aerobic respiration	A chemical process whereby oxygen and glucose are reacted to release energy. Takes place in the mitochondria. Glucose + Oxygen $\rightarrow$ Carbon dioxide + Water $\text{C}_6\text{H}_{12}\text{O}_6 + 6\text{O}_2 \rightarrow 6\text{CO}_2 + 6\text{H}_2\text{O}$
Anaerobic respiration	A chemical process whereby glucose is broken down without oxygen to release a small amount of energy. Takes place in the cytoplasm. In animals: Glucose $\rightarrow$ Lactic Acid In plants and yeast cells: Glucose $\rightarrow$ Ethanol + Carbon dioxide
Energy	The ability to work or produce a change.
Lactic acid	Substance formed from anaerobic respiration that causes muscle fatigue, muscle cramps and pain.
Fermentation	Anaerobic respiration in plants and yeast cells that is important for making bread and alcoholic drinks.

### 5. What is metabolism?

Metabolism	Sum of all the reactions in the body or a cell.
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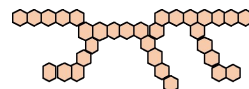
Glucose  $\rightarrow$  starch glycogen & cellulose



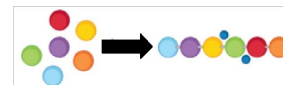
Lipids made from glycerol and 3 fatty acids



Glucose broken down during aerobic respiration to release energy



Nitrates and glucose form amino acids which can be synthesised in to proteins



**Qui est dans ta famille? Who is in your family**



(1) Sentence Starter + Verb+ Noun			(2) PVS + Noun (Family Members) (masc/fem/plural)		
<p><b>Dans ma famille</b> In my family</p> <p><b>Chez moi</b> At my house</p>	<p><b>il y a</b> there are</p> <p><b>j'ai</b> I have</p>	<p><b>trois personnes;</b> three people;</p> <p><b>quatre personnes;</b> four people;</p> <p><b>cinq personnes;</b> five people;</p> <p><b>six personnes;</b> six people;</p>	<p><b>mon père</b> my father</p> <p><b>mon frère</b> my brother</p> <p><b>mon beau-père</b> my step-dad</p> <p><b>mon beau-frère</b> my step-brother</p> <p><b>mon demi-frère</b> my half brother</p> <p><b>mon grand-père</b> my grandad</p> <p><b>mon cousin</b> my cousin</p> <p><b>mon oncle</b> my uncle</p>	<p><b>ma mère</b> my mother</p> <p><b>ma soeur</b> my sister</p> <p><b>ma belle-mère</b> my step-mum</p> <p><b>ma belle-sœur</b> my step-sister</p> <p><b>ma demi-sœur</b> my half sister</p> <p><b>ma fille</b> my daughter</p> <p><b>ma grand-mère</b> my grandma</p> <p><b>ma cousine</b> my cousin</p> <p><b>ma tante</b> my aunt</p> <p><b>ma femme</b> my wife</p>	<p><b>mes grands-parents</b> my grandparents</p> <p><b>mes parents</b> my parents</p> <p><b>et moi.</b> and me</p>

**Tu t'entends bien avec ta famille? Do you get on with your family?**

(3) Opinion	PVS + Noun	(4) Direct Object Pronouns		(5) Quality Vocab		(6) Verb	(7) Intensif	(8) Adjective	
<p><b>J'adore</b> I love</p> <p><b>Je ne supporte pas</b> I can't stand</p> <p><b>Je m'entends bien avec</b> I get on well with</p> <p><b>Je me dispute avec</b> I argue with</p> <p><b>Je me fâche avec</b> I get angry with</p> <p><b>J'ai un bon rapport avec</b> I have a good relationship with</p> <p><b>J'ai des bonnes relations avec</b> I have good relationships with</p>	<p><b>mon père.</b> my father.</p> <p><b>ma mère.</b> my mother.</p> <p><b>mes parents.</b> my parents.</p>	<p><b>Je</b> I</p>	<p><b>l'</b> him/her</p>	<p><b>aime</b> like</p> <p><b>adore</b> love</p>	<p><b>car</b> because</p> <p><b>parce que</b> because</p> <p><b>puisque</b> as</p>	<p><b>pour moi</b> for me</p> <p><b>je pense qu'</b> I think that</p> <p><b>j'estime qu'</b> I reckon that</p> <p><b>la plupart du temps</b> most of the time</p> <p><b>je suis l'opinion qu'</b> in my opinion</p> <p><b>je dirais qu'</b> I would say that</p> <p><b>heureusement</b> fortunately</p> <p><b>malheureusement</b> unfortunately</p>	<p><b>il est</b> he is</p> <p><b>elle est</b> she is</p> <p><b>ils sont</b> they (m) are</p> <p><b>elles sont</b> they (f) are</p> <p><b>il peut être</b> he can be</p> <p><b>elle peut être</b> she can be</p>	<p><b>complètement</b> completely</p> <p><b>tellement</b> so</p> <p><b>un peu</b> a bit</p> <p><b>plutôt</b> rather</p> <p><b>trop</b> too</p> <p><b>assez</b> quite</p> <p><b>particulièrement</b> particularly</p>	<p><b>amical(e)(s)</b> friendly</p> <p><b>bavard(e)(s)</b> chatty</p> <p><b>bête(s)</b> stupid</p> <p><b>égoïste(s)</b> selfish</p> <p><b>gentil(le)(s)</b> kind</p> <p><b>généreux(euse)(s)</b> generous</p> <p><b>casse-pieds</b> annoying</p> <p><b>heureux(euse)(s)</b> happy</p> <p><b>jaloux(ouse)(s)</b> jealous</p> <p><b>méchant(e)(s)</b> mean</p> <p><b>poli(e)(s)</b> polite</p>
						<p><b>il / elle me comprend</b> he/she understands me</p> <p><b>il / elle ne me comprend pas</b> he/she doesn't understand me</p> <p><b>il / elle m'énerve</b> he/she annoys me</p> <p><b>on a les mêmes goûts.</b> we have the same interests</p>			



**Il/Elle est comment?** What does he/she look like?

**Décris ton / ta meilleur(e) ami(e)** Describe your best friend

Verb Avoir	(9) PVS + Noun + Adjectives (colours)		(10) Adjectives
<b>J'ai</b> I have <b>Il a</b> He has <b>Elle a</b> She has <b>Ils ont</b> They (m) have <b>Elles ont</b> They (f) have	<b>les yeux</b> eyes	<b>bleus</b> blue <b>verts</b> green <b>gris</b> grey <b>marron</b> brown <b>noisettes</b> hazel	<b>clairs.</b> light. <b>foncés.</b> dark.
	<b>les cheveux</b> hair	<b>blonds</b> blonde <b>châtain</b> light brown <b>noirs</b> black <b>marron</b> brown <b>roux</b> ginger <b>gris</b> grey	<b>courts.</b> short. <b>mi-courts.</b> mid-length. <b>longs.</b> long. <b>raides.</b> straight. <b>frisés.</b> curly.

Sentence starter	Verb	
<b>Mon meilleur ami</b> My best friend (m)	<b>est</b> is	<b>petit(e)</b> small <b>grand(e)</b> tall <b>mince</b> thin <b>gros(se)</b> big <b>joli(e)</b> pretty
<b>Ma meilleure amie</b> My best friend (f)	<b>aime</b> likes	<b>le foot.</b> football <b>la danse.</b> dance <b>les animaux.</b> animals
	<b>s'appelle</b> is called	<b>James.</b> <b>Sarah.</b>

**Il/Elle est comment?** What is he/she like?

Verb (Être)	Comparative	Adjective			Verb (Être)	Pronoun	Superlative	Adjective
<b>Je suis</b> (I am)	<b>plus</b> (more)	<b>grand(e)</b> (tall)	<b>que</b> (than)	<b>moi</b> (me)	<b>Je suis</b> (I am)	<b>le</b> (the)	<b>plus</b> (most)	<b>grand(e)(s)</b> (tall)
<b>Il est</b> (he is)	<b>moins</b> (less)	<b>intelligent(e)</b> (intelligent)		<b>lui.</b> (him)	<b>Il est</b> (he is)	<b>la</b> (the)	<b>moins</b> (least)	<b>intelligent(e)(s)</b> (intelligent)
<b>Elle est</b> (she is)	<b>aussi</b> (as)	<b>drôle</b> (funny)		<b>elle.</b> (her)	<b>Elle est</b> (she is)	<b>les</b> (the)		<b>drôle(s)</b> (funny)
		<b>sportif/ive</b> (sporty)			<b>Ils sont</b> (they are)			<b>sportif/ive(s)</b> (sporty)
					<b>Elles sont</b> (they are)		<b>meilleur(e).</b> (the best) <i>of a group</i> <b>mieux.</b> (the best) <i>at something</i> <b>pire.</b> (the worst)	

# YEAR 9 HISTORY: WW2

## STEPS TO WAR:

**Axis :** Germany & Italy

**Allies:** UK, France, USSR & Poland

**Demilitarised zone:** an area with no military force

**Rhineland:** demilitarised zone between France and Germany

**Annexe:** forcible addition of one state's territory by another state.

**Appeasement:** keeping someone happy by letting them have what they want.

**Neville Chamberlain:** the British Prime Minister who believed in appeasement.

**Sudetenland:** border area of Czechoslovakia where many Germans lived.

**Anschluss:** the union of Austria with Germany that took place in 1938.

**1936 March :** German troops enter the Rhineland

**1936 November:** Hitler makes alliances with Italy and Japan.

**1938:** Germany "annexes" Austria

**1938 September:** Hitler threatens to invade part of Czechoslovakia where many ethnic Germans lived.

**1939 March:** Germany invaded the rest of Czechoslovakia

**1939 September:** Hitler invades Poland

**3<sup>rd</sup> September 1939:** Britain and France declare war on Germany

## BLITZKRIEG:

**Blitzkrieg:** means "lightning war" and was a tactic used by the German army

**Reconnaissance:** military observation of a region

**Refugee:** a person who has been forced to leave their country in order to escape war, persecution, or natural disaster.

**Infantry:** soldiers marching or fighting on foot

**Artillery:** large-calibre guns used in warfare on land

**Stuka:** dive bombing aircraft that became notorious as a terror weapon partly because it was fitted with a siren that wailed as the plane dived

## DUNKIRK:

**Dunkirk:** scene of a British retreat from May 26 to June 4, 1940

**Ardennes Forest:** region of forest and rugged terrain in southeast Belgium that extends into Germany and France.

**Winston Churchill:** 10th May he became new British Prime Minister

**Maginot Line:** This French line of defence was constructed along the country's border with Germany during the 1930s

**Operation Dynamo:** the plan to evacuate British and French soldiers

**Little Ships:** civilian boats and ships that sailed across the Channel to help soldiers get to the larger ships

**Luftwaffe:** German Air Force

**BEF:** British Expeditionary Force

## D-DAY 6TH JUNE 1944:

**Atlantic Wall:** large network of fortifications and beach defences along the coast of France

**Operation Bodyguard:** campaign of allied deception leading up to D Day

**Window:** strips of aluminium which were dropped by aircraft in order to confuse German radar

**Normandy beaches:** area of Northern France chosen as the location for invasion

**Landing craft:** small seagoing vessel that allowed troops onto the beaches

**Hobart's Funnies:** a number of unusually modified tanks

**Mulberry Harbour:** artificial harbour that would be anchored near to the landing beaches

**PLUTO:** Pipeline under the ocean used to supply allied vehicles

**Operation Fortitude:** code name for the deception campaign leading up to the D-Day landings

**Operation Overlord:** code name for the Battle of Normandy

**Operation Neptune:** code name for the channel crossing phase of Operation Overlord

## BATTLE OF BRITAIN:

**RAF:** Royal Air Force

**Operation Sea Lion:** Nazi Germany's code name for the plan for an invasion of Britain

**Radar:** British invention worked by sending out radio waves which would bounce back if they hit any large metallic object

**Attack of the Eagles:** The Luftwaffe switching of their targets to the RAF itself

**June 1940:** Germans targeted shipping, aim was to starve Britain into submission

**August 1940:** Attack of the Eagles

**7th September 1940:** Luftwaffe unexpectedly changes its target to London.

**15th September 1940:** Battle of Britain Day



## OTHER EVENTS:

**Battle of the Atlantic:** struggle by the Allies to secure shipping routes

**7th December 1941:** Japan attacks Pearl Harbour

**8th May 1945:** VE Day, Germany surrenders

**6th August 1945:** Atom bomb dropped on Hiroshima

**9th August 1945:** Atom bomb dropped on Nagasaki

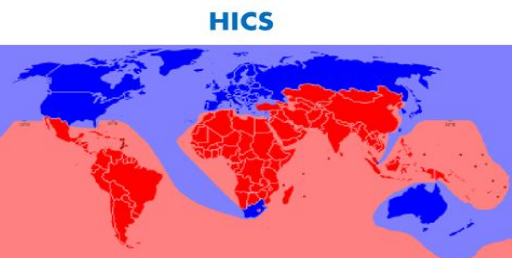
**2nd September 1945:** VJ Day, Japan surrenders

# Year 9 Geography - Our Unequal World

**Social Measures of Development** Social measures of development include birth rate, death rate and infant mortality. Generally, there is a strong correlation between social measures and economic measures.

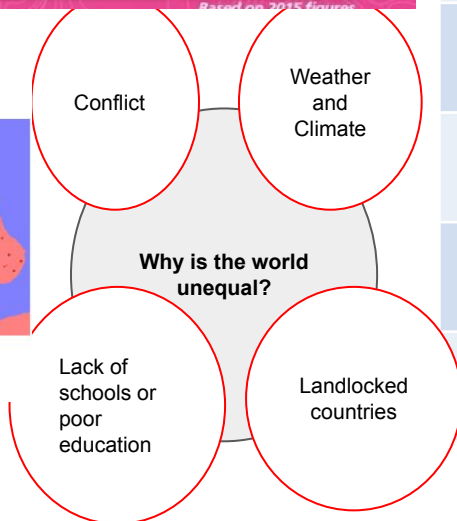
Measure	Germany (HIC)	India (NEE)	Chad (LIC)
<b>Birth Rate</b> The number of births per 1,000 people each year	9.0	19.3	43.86
<b>Death Rate</b> The number of deaths per 1,000 people each year	11.3 (high due to ageing population)	7.3 (low due to young population)	13.2
<b>Infant Mortality</b> The number of deaths of infants under one year old per 1,000 births each year	3.3	36.2	76.8
<b>People per Doctor</b> The average number of people per doctor	250	1,380	23,000
<b>Access to Safe Water</b> The percentage of people who have access to clean drinking water	100%	94.1%	50%
<b>Life Expectancy</b> The average number of years that a person can expect to live	81	68	52
<b>Literacy Rates</b> The percentage of people in a population who can read and write	99%	72%	40%

Based on 2015 figures



**HICS**

**LICS**



Key Term	Definition
HIC	High income country
LIC	Low income country
NEE	Newly emerging economy
Malnourished	Being weak or ill because of having too little food.
Development	The economic progress of a country and improvements to quality of life.
Development indicator	A measure of a country's level of development.
Literacy rate	How many people can read or write, as a percentage of the population over the age of 15.
Infant mortality rate	The amount of children who die before their first birthday.
GNI	Gross national income; the amount of money a country makes in a year.
resources	Something that has a value or purpose, such as food, water and energy.
Resource insecurity	A lack of resources such as food, water and energy.
Resource security	Plentiful supply of resources like food water and energy.



# Year 9 Geography - A Changing Climate

## Key terms

**Atmosphere** - a layer of gases that surrounds the planet

**Weather** - the current conditions in the atmosphere

**Climate** - the average weather conditions in an area over a period of time

**Greenhouse effect** - the process by which CO<sup>2</sup> and other gases prevent the Earth's heat escaping into space

**Greenhouse gas** - a gas, present in the atmosphere, which reduces the loss of heat into space (carbon dioxide, methane, nitrous oxide, water vapour, CFCs).

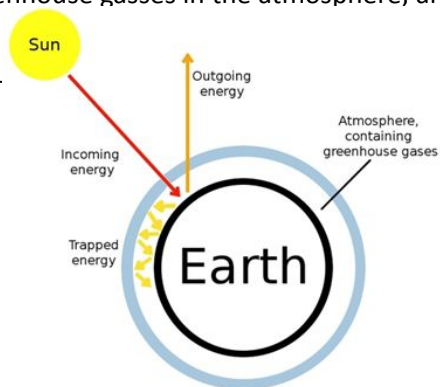
**Global warming** - the slow increase in the earth's average temperature

**Carbon emissions** - CO<sub>2</sub> added to the atmosphere by burning fossil fuels

**Enhanced Greenhouse effect** - the effect of increased levels of CO<sup>2</sup> and other gases in the atmosphere to prevent more of the earth's heat from escaping into space

## What is the greenhouse effect?

**Solar radiation** (the sun's rays) power the climate system. Some solar radiation is reflected by the Earth and the **atmosphere**. About half the solar radiation is absorbed by the Earth's surface and warms it. Infrared radiation is emitted from the Earth's surface. Some of this infrared radiation passes through the atmosphere, but most is absorbed and re-emitted in all directions by clouds & **greenhouse gases**. The effect of this warms the earth's surface and lower atmosphere. Human activities can impact the amount of greenhouse gasses in the atmosphere, and can therefore increase global temperatures.



## Causes of climate change

### Human causes

**Burning fossil fuels** – fossil fuels like coal and natural gas contain high amounts of carbon; burning them for energy releases this carbon into the atmosphere

**Transport emissions** – most use petrol or diesel for fuel which releases greenhouse gases into the atmosphere.

**Deforestation** - trees absorb carbon and transform it into oxygen during photosynthesis; if they are cut down there will be more carbon in the atmosphere

**Dumping waste in landfills** - when waste is left to decompose in a landfill it produces and gives off methane, another greenhouse gas like carbon

**Agriculture** - agricultural practices lead to the release of nitrogen oxide & methane into the air



### Natural causes

**Orbital changes** - the Earth has natural periods (like ice ages) where the average temperature changes a lot due to changes in the tilt, wobble and shape of the orbit.

**Solar output** - the amount of solar radiation from the sun changes; if it is stronger, Earth's temperatures will rise

**Volcanic eruptions** – during a volcanic eruption carbon dioxide is released.

# Year 9 Computing

## Creative Computing Project

<b>Web Page Design</b>	
Web Page	A document that you can download from the Internet
Website	A set of web pages that are linked together all provided by one person or organisation
Web Authoring Software	Software that allows you to create a web site.
Site map	A list of pages on a web site showing which pages connect to other pages
House style	A set of rules for how all pages on the web site will look to try and keep the same style for each page. E.g. colours used, where the logo is placed, where the navigation bar will be
Master Page	Provides a template for all other pages to follow
Visualisation Diagram	A rough sketch of what something will look like, usually drawn by hand
Version Control	Keeping track of the different changes to a file. Each time the file is changed and saved you would update the version number of a file e.g. version 1.0, version 2.0, version 2.1

<b>Components of a Website</b>	
Navigation bar	A set of buttons or images that a user can click on to go to a different page on a web site
Hyperlink	An image or text that can be clicked on that will navigate you to another page
Buttons	Images that can be clicked on to navigate you to another page
Backgrounds	The colour or image that appears behind everything else on a web page
Banners	A short and wide image at the top of a website. This would usually have the title of the website or the company logo in it

<b>Creating Digital Graphics</b>	
Digital Graphics	Images and pictures that have been created using a computer
Pixel	The individual squares that make up an image
Resolution	The amount of pixels in an image. The more pixels the higher the potential quality of the image
Compression	Where a file is made smaller so more files can be stored or so they can be sent quicker
Visualisation Diagram	A rough sketch of what something will look like, usually drawn by hand

# Year 9 Computing

Python to English	
<code>print('hello!')</code>	Prints a value on screen (in this case, hello!)
<code>input('')</code>	Inputs a value into the computer.
<code>x=input('')</code>	Inputs a value and stores it into the variable x.
<code>x=int(input(''))</code>	Inputs a value into x, whilst also making it into an integer.
<code>print(str(x))</code>	Prints the variable x, but converts it into a string first.
<code>if name == "Fred":</code>	Decides whether the variable 'name' has a value which is equal to 'Fred'.
<code>else:</code>	The other option if the conditions for an if statement are not met (eg. name = 'Bob' when it should be Fred)
<code>elif name == "Tim"</code>	elif (short for else if) is for when the first if condition is not met, but you want to specify another option.
<code>#</code>	# is used to make comments in code – any line which starts with a # will be ignored when the program runs.

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. <code>x = y</code>
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.  <code>if answer == 0:     print("Even") else:     print("Odd")</code>
Loops While For	When one or more lines of code are repeated.  <code>for i in range(11):     print ("The count is: " + str(i))</code>

# Year 9 Art - Drawing Skills

## Why do we study the work of Artists?



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.



Accuracy  
in  
Drawing

## Why is hand eye coordination important in art?

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

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.

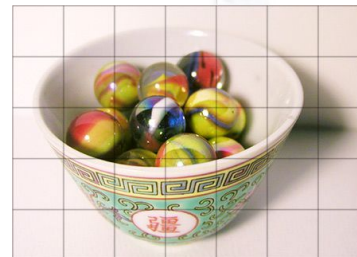
## Does all art need to be realistic?

- One of the principal **genres** 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.



## How does composition affect artwork?

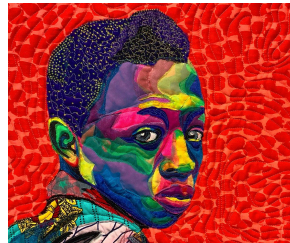
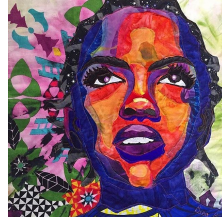
The grid method involves drawing a grid over your reference photo, and then drawing a grid of equal **ratio** on your work surface (paper, canvas, wood panel, etc). Then draw the image on your canvas, focusing on one square at a time, until the entire image has been transferred. Once you're finished,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



# Year 9 Art - Portraits

## How does the use of colour generate an emotive response?

1. Artist Bisa Butler draws from an **array** of vibrant patterned fabrics to create portraits of everyday people.
2. She uses **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.



## How can line express meaning?

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.



## Why capture a portrait?

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.



## How has impressionism influenced work of today?

- 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.



# Year 9 Design - Footwear design

## Why should designers consider sustainable solutions?

The basic objectives of **sustainability** are to reduce negative impacts on the environment, to reduce **consumption** of non-renewable resources, minimize waste, and create healthy, productive environments.

Sustainable design is the approach to creating products and services that have considered the environmental, social, and **economic** impacts from the initial phase through to the end of life.

There is a well-quoted statistic that says around 80% of the **ecological** impacts of a product are made at the design phase. Making the designer highly responsible for the impact of their ideas.

## What is Design and how does it impact our lives?

Design is EVERYWHERE. Almost everything that is made, is well thought out. Who is using the product? Why are they using it? Is it making their life better? From a tea-cup, lamp, or staircase, to the roof of a railway station or concert hall, a duvet cover, a company logo, or computer mouse, design, whether it is good or bad is a part of everyday life.

**Aesthetic** Design refers to the beauty of something. Products are usually designed in an artistic or aesthetic way. What does the product look like? Is it nice to look at? Is it interesting to look at? Does it fit a style or genre? If something is nice to look at, it is aesthetically pleasing.

Artistic Design is the **prettification** of objects, rather than the improvement of their **function**, performance or cost. Using the same function of a product, but changing the way it looks.

Design Thinking means the plan involved in creating something according to a set of requirements. Designers use many techniques to create products and solve problems. What are you aiming to achieve by designing that piece of work?

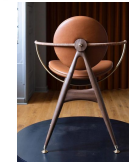
A designer plays a key role in a creative company. Using the principles of design a designer always has an extremely creative mind that can absorb visual **trends** and **deploy** them in fresh and exciting ways.

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, 3D models and computer designs to express their ideas.



## How do the principles of design impact aesthetics?

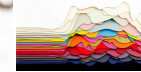
These are the standards or rules to be observed by Designers; they are used to successfully design product and concepts.



**Balance**  
A distribution of visual weight. Symmetrical balance uses the same characteristics on either side (it looks the same.) Asymmetrical uses different but equally weighted features in the design.



**Contrast**  
The arrangement of opposite elements. A feature may stand out against another. eg, light vs dark, smooth vs rough or small vs large.



**Emphasis**  
Used to make certain parts stand out. It creates the center of interest or a focal point. Your eyes are drawn towards it first.



**Movement**  
How the eye moves across the piece. Leading the attention from one aspect of the work to the other. This can also create an illusion.



**Pattern**  
The repetition of, or alternation of elements creating interest.



**Unity**  
Visually pleasing arrangement of all elements of design. Everything works together and looks like it fits.

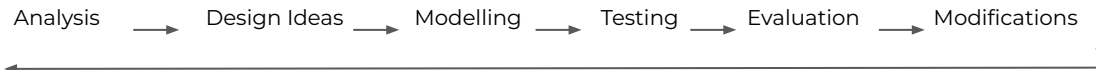
# Year 9 Design - Form vs Function

## Why do we study the work of Designers?

- By finding and seeing works by other contemporaries or past designers or artists we give ourselves reference. Subliminally we will then incorporate it into our own designs, but that is the point.
- If we are good at what we do we will problem solve and create new solutions to these influences and take it a further step in order to make it our own and then it will be wholly new, a fresh perspective.
- If all we ever view is unsuccessful design, there is a good chance that unsuccessful design is what we'll regurgitate.
- It is important for us as designers to constantly be seeking and absorbing good design, different perspectives and even examining design in nature to help us improve and develop successful design ideas.

## How does iterative lead to success?

**Iterative** design is a circular design process that models, evaluates and improves designs based on the results of testing. Most product designers use this to improve ideas and is often used when designers are creating something for a client. Manufacturers cannot risk investing large amounts of money into the production of a product that has not had adequate design, modelling, testing, prototyping and evaluation.



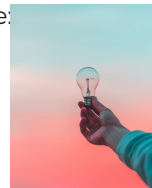
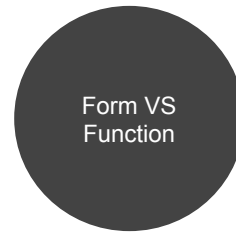
## Inspiration or imitation, what's the difference?

Inspiration is the process of being **mentally stimulated** to do or feel something, especially to do something creative.

**Inspiration** gives us the energy to create new **designs** and to work hard to ensure they fit with our image or vision. It is when we are **inspired** that we produce our best work. **Inspiration** assists us with brainstorming, mapping out new ideas and with bringing these new ideas to life.

In design, inspiration can be sourced from many places. Some examples are:

- A theme or topic eg. nature
- An era or time in history
- Looking at the work of others eg. Using a source like Pinterest
- Our surroundings and environment



## Can function follow form?

For designers, **form** is the element that makes up our designs and our pages. **Function** is the objective of the design whether it is a sign giving directions or a book that entertains with a story.

The phrase "form follows function" was created by architect Louis H. Sullivan in 1896.

Back then, the statement referred to the idea that a skyscraper's exterior design should reflect the different interior functions.

Often called America's first truly modern architect, Sullivan argued that a tall building's exterior design (form) should **reflect** the activities (functions) that take place inside its walls.

"All things in nature have a shape," Sullivan said, "that is to say, a form, an outward **semblance**, that tells us what they are, that distinguishes them from ourselves and from each other." That these shapes "express the inner life" of the thing is a law of nature, which should be followed in any **organic** architecture.

Sullivan suggested that the exterior "shell" of the skyscraper should change in appearance to reflect interior functions.

A lot of designers would argue that function needs form in order to **accomplish** its goal, as form without function is just something pretty to look at.

## Drama Keywords

<b>Split-Staging</b>	2 scenes performed at the same time on stage. (BUT the TECHNIQUE of this needs to be used!!!)
<b>Expression</b>	Use of Facial Expression to SHOW how you feel.
<b>Body Language</b>	To show your emotion & TOWARDS others in your body.
<b>Emotion</b>	To show your feelings of your character to the audience through expression, body and voice.
<b>Reactions</b>	To respond to each other as characters, on stage. Reacting to their words, feelings, actions.
<b>Proxemics</b>	The distances between characters/actors in a play. It shows their feelings & emotions- NOT THROUGH SPEAKING!
<b>Semiotics</b>	How meaning is created through systems of signs & symbols of drama. All elements that makes up a theatrical performance- the audience READS & INTERPRETS them (costume, lighting, etc.)
<b>Duologue</b>	Part of a scene in a drama which is scripted conversation between only 2 characters.
<b>Hot-Seating</b>	A technique to gain a deeper understanding of the character that you are playing, through asking specific questions- to make it more 'realistic'!
<b>Gobo</b>	A thin metal plate, placed on top of the light itself, to project a particular design. This creates shadows, patterns, objects.

[Drama techniques, skills \(Remember all of the previous ones and lighting.](#)

## Year 9 Drama: Unit 3: Blood Brothers Knowledge Organiser (Prep for GCSE)

(Jan-April)



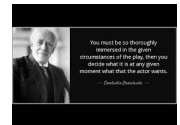
### Key Knowledge:

- For this unit, you will learn about the plot & characters- Twin brothers Mickey & Eddie, separated at birth & grow up within two different classes. Their birth mother, Mrs Johnstone of lower class, shows the struggles of a single- working parent. Mrs Lyons, a lady of leisure & of upper class, can't have children biologically, & sets an agreement with Mrs Johnstone.
- The Writer's intention, Willy Russell, explores this 'Nature versus Nurture'- how two brothers of the same blood, grow up so differently through the difference of class & class divide.
- You will be exploring the whole play, & this will show further themes of superstition, Fate of the brothers always meeting through the years, Betrayal of the lies being created, Tragedy of the truth being revealed at the end of the play, showing the final scene of death.
- This is a circular plot, as we see this final scene at the beginning of the play. A flashback is performed. This is where after the present day, they move into the past.
- You will work in pairs, on a section of the Script. You will apply your ideas for the skills with how they show their characterisation & also the techniques needed to set the scenes. You will have two contrasting scenes from the play; between Mickey & Eddie, or Mrs Johnstone, & the final scene, showing a difference of time, circumstances & characterisation.
- You will show your knowledge of the themes, characters & plot, through costume, lighting & set designs. This will show the symbolism needed in the play.

### Use of Practitioners, Performance Spaces:

#### Stanislavski:

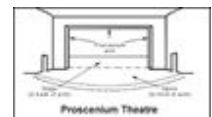
Creating as much Naturalism/Realism as possible on stage. Thinking about the 'Magic If':  
What if I was this character? How would I feel?  
AND the 'GIVEN CIRCUMSTANCES' (What has Your character been through...)



#### Performance Spaces to choose from:

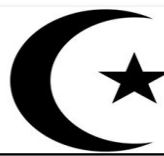
#### Proscenium Arch Staging:

Audience have one viewpoint & a frame is created . Also a 'Fourth wall' is made between Audience & actors.





# Morals and Ethics Islam



The moon and star is the symbol of Islam. It means that God will guide his people like the moons and stars used to

**Assumption:** Conclusions based on limited knowledge of the facts.

**Stereotype:** A mental image of a group based on opinion without regard to individual differences

**Prejudice:** A negative judgement or opinion formed about a group without knowledge of the facts.

**Discrimination:** Treating people in a less favourable way because they are members of a particular group.

**Refugee:** A person who has been forced to leave their country in order to escape war, persecution, or natural disaster. They have been granted asylum and are protected by law

**Asylum seeker:** A person who has left their country of origin and formally applied for asylum in another country but whose application has not yet been accepted.

**Islamophobia:** Hatred against Muslims because of their religion

**Fake news:** When someone posts a news story, usually on line, that they know is untrue.

**Allah:** Arabic word for God

**99 names of Allah:** The 99 names of God that explain his attributes

**5 pillars:** The 5 duties Muslims must do to lead a good life. These include

**Hajj:** Pilgrimage (special journey) to Mecca, where Islam started.

**Kaaba:** The black stone structure that sits at the heart of Mecca

**Shahada:** The basic statement of Islamic faith

**Ramadan/ Sawm:** The ninth month of the Islamic calendar when Muslims fast

**Zakat:** Giving a set amount of money to the poor

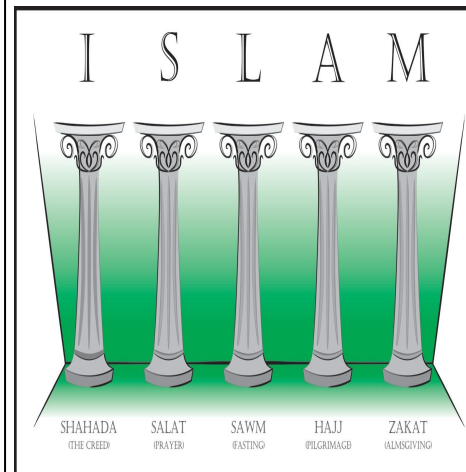
**Salat:** Praying 5 times a day

**Wudu:** Special washing that Muslims complete before they pray. This is to make them pure before God

**Shahada:** There is no god but Allah, Muhammad is the messenger of Allah.

لا اله الا الله محمد رسول الله

<https://www.refugeecouncil.org.uk/>  
Find out 10 facts about refugees and asylum seekers from the Refugee Council



## The Life of Muhammad

- Born in Mecca 570 CE. Died 632
- His parents died before he was 5
- The angel Gabriel revealed all of the Qur'an (holy book) to him
- He could not read or write
- He led many battles and eventually regained the ka'ba and Mecca and Muslim

## Step By Step

بِسْمِ اللَّهِ

Starting Supplication >



Washing Hands >



Washing Mouth & Nose >



Washing Face >



Washing Arms >



Washing Head & Ears >



Washing Feet >

كَلِمَةُ الشَّاهِدَةِ

End Supplication >

# Year 9 Music: Keyboard Skills

## Key terms - Keyboard

<b>Melody</b>	The number and type of beats per bar
<b>Notation</b>	A silence with a defined length
<b>Treble Clef</b>	The effect of different rhythms played together
<b>Bass Clef</b>	The printed music which shows all of the parts
<b>Stave</b>	The five lines on which music is written
<b>Octave</b>	The distance between two notes with the same letter
<b>Fingering</b>	The thumb is 1, then 2, 3, 4, 5 (little finger)
<b>Chord</b>	Two or more notes played at the same time
<b>Accompaniment</b>	The music which accompanies a melody



## Reading Music - Pitch Notation

Every Green Bus Drives Fast

F A C E

Green Buses Drive Fast Always

All Cows Eat Grass

## C major chord and its inversions

Root Position: C, E, G

1st Inversion: E, G, C

2nd Inversion: G, C, E

Root Position: C-E-G

First Inversion: E-G-C

Second Inversion: G-C-E

Left Hand: 5, 4, 3, 2, 1

Right Hand: 1, 2, 3, 4, 5

**BIG question:** What are the differences between treble clef music and bass clef ?

## Note Values - Duration

- 1 semibreve (whole note)
- 2 minims (half notes)
- 4 crotchets (quarter notes)
- 8 quavers (eighth notes)
- 16 semiquavers (16th notes)

## KEYBOARD NOTE CHART

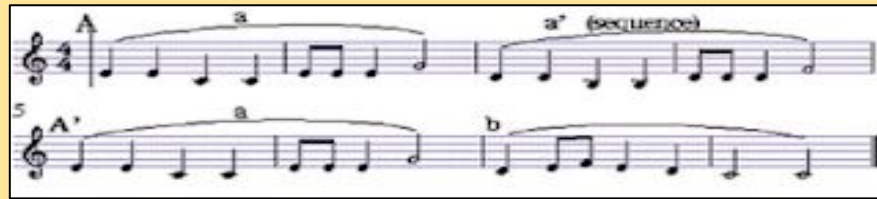
Notes on the Grand Staff

Notes on the Grand Staff: G, A, B, C, D, E, F, G, A, B, C, D, E, F, G

# MELODIC WRITING DEVICES

## REPETITION

Repeating something already written down.



## IMITATION

A melody is repeated in a different voice.



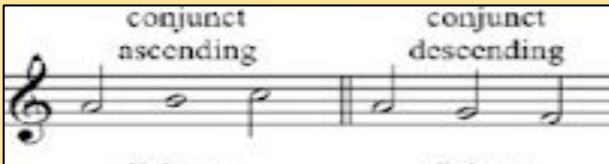
## MIRROR

Music played first forwards then backwards.



## CONJUNCT

A stepwise melody



- **Phrase** - a short bit of music that makes complete sense on its own.
- **Range** - the variation of pitch from lowest to highest.
- **Melody** - the tune - something that should be able to be sung.
- **Triad** - The 1st, 3rd and 5th of the scale played together
- **Major** - a 'happy' sounding tonality in music.

## SEQUENCE

A short motif restated at a higher or lower pitch.



## INVERSION

Turning a melody upside down.



## RETROGRADE

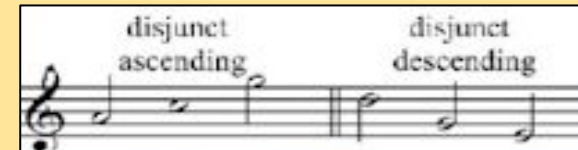
Playing the melody backwards.



## DISJUNCT

Disjointed melody.

Gaps between the notes



- **Minor** - a 'sadder' sounding tonality in music due to the third of the scale being made a semitone lower.
- **Passing Note** - a non-harmonic note through which a melody passes from one harmonic note to the next.
- **Harmony** - two or more notes played simultaneously
- **Accompaniment** - the rhythmic and/or harmonic support for the melody of a song or instrumental piece.

# YEAR 9 PE: RUGBY

## Skills and Techniques:

**Running with the ball** - Carry the ball in two hands, accelerate into spaces, run direct and look to pick gaps in defensive lines. Draw players towards creating space for others to run into.

**Passing (Offloading)** - Pass with accuracy over speed, good communication prevents mistakes. Always be prepared to receive a pass with your hands up ready. Throw a pass you'd like to receive.

**Tackling** - Low body position, shoulder drive below the hip, head safe side, lock arms to prevent leg drive, try to land on the tackled player, release once player is fully grounded.

**Rucking** - Low body position - hips above shoulders, stay on feet if you want to play the ball. Drive opposition players off or create a solid base to play from.

## Rules:

- ❑ Game starts and restarts with a kick off.
- ❑ Three officials- Referee and two touch judges.
- ❑ Passing from the hand must travel level or backwards to the receiver.
- ❑ Tackling must be below shoulder.
- ❑ If a player knocks on (drops the ball forward) the opposing side will gain possession via a scrum.
- ❑ You may not tackle a player in the air.
- ❑ You must enter a ruck from the back foot of your side of the ruck.
- ❑ Any player in front of a player kicking must wait for the kicker to pass or they will be offside.

## Positions:

Forwards: Prop (open / tight head). Hooker  
Second row (2) Back row (3) Backs: Scrum  
Half Fly Half Inside centre Outside Centre  
Winger (Left / Right) Fullback Total number of players 15

## Key Words:

Pass, Run, Tackle, Ruck, Maul, Scrum, Penalty, Free-kick, Knock-on, Forward pass, High tackle, Defensive line, Scissor, Loop

## Tactics:

- Draw players to create spaces for others.
- Run direct and look for gaps in the defence.
- Straight defensive line.
- Uses different running lines and moves to create scoring opportunities.

## Scoring System:

- Try - touching the ball down in the in goal area. 5 points
- Conversion - taken after a try 2 points
- Penalty kick 3 points.
- Drop Goal 3 Points
- Most points at the end wins



# YEAR 9 PE: FOOTBALL

## KEY TERMS

Possession	Throw in	Penalty
Jockeying	Corner	Offside
Distribution	Free kick	
Tactics	Under pressure	



## 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

**Co-ordination** – moving two or more body parts together

## SKILLS IN ISOLATION

Passing  
Tackling  
Dribbling  
Heading  
Running with the ball  
Volleying  
Control

## METHODS OF TRAINING

**Continuous** – working with no rest

**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’

**Plyometric** – explosive movements to improve power

## RULES AND REGULATIONS

- Game is started by a kick off in the centre of the pitch.
- In a full sided game each team consists of 11 players.
- If the ball goes off the side of the pitch it is a throw in to the team that didn't touch the ball last.
- If the ball goes off the end of the pitch it is a corner or a goal kick depending who the ball touched last.
- Depending on where the incident takes place, a free kick or a penalty is awarded if the player in possession of the ball is illegally infringed.
- The goalkeeper is the only player allowed to touch the ball with their hands and can only do this inside their 18 yard box.
- To score a goal, the ball must cross the opposition's goal line.
- If a player is past the opponent's last defender and in the opposition half when the ball is passed they are offside and a free kick is awarded to the opposition team.