

Knowledge Organiser

YEAR

9



“Each day is a new beginning, I know that the only way to live my life is to try to do what is right, to take the long view, to give of my best in all that the day brings.”

- Queen Elizabeth II

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?

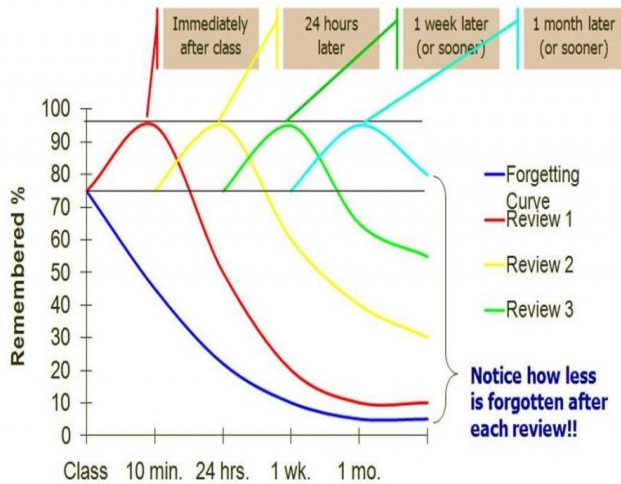
How will my teachers use them?

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](#)

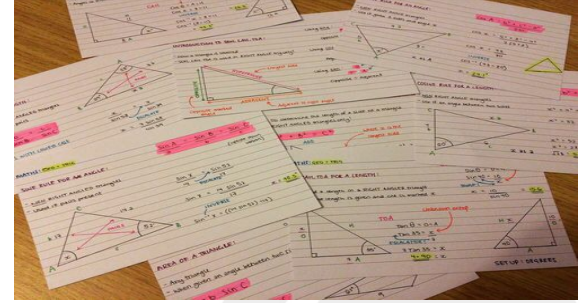
How we learn at Redmoor

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](#)

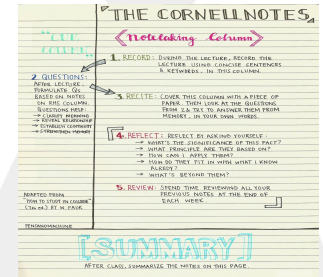
Try to come up with different ways to represent the information. For example: a timeline, a cartoon strip or a diagram of parts that work together.

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.

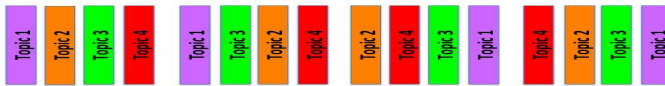
Eg. topic 1 cells, topic 2 digestive system

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.

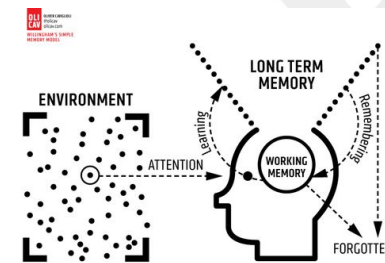
Mind maps help with memorisation of jey knowledge as it helps to organise information and begin to make links and connections to different pieces of information.

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	1-2
Maths	3-4
Science	5-6
MFL	7
History	8
Geography	9-10
ICT	11-12
Art/ Design	13-16
Drama	17-18
ME	19
Music	20
PE	21-22



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

BIG QUESTION: What can we learn about the human condition?	
Premeditated	When you plan in advance to do something
Hubris	Excessive pride
Stress	A state of mental or emotional strain
Paranoia	Unjustified suspicion or mistrust
Objectify	Treating a person like an object

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

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

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

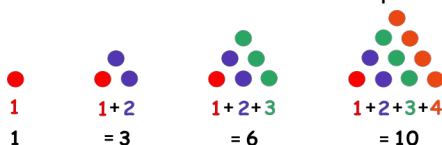
Redmoor English Department: Romeo and Juliet

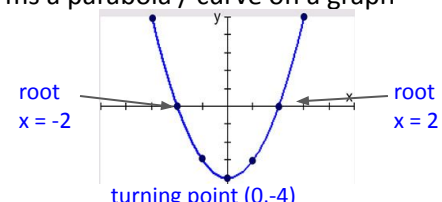
BIG QUESTION: To what extent is 'Romeo and Juliet' a tragedy?	
Tragedy	A play dealing with tragic events and having an unhappy ending
Fate	The belief that your life is mapped out for you, and you cannot change your destiny
Tragic Hero	A character who starts the play well respected but cause their own downfall and demise due to their fatal flaw
Fatal Flaw	A trait of the tragic hero's personality which causes their downfall and death
Catharsis	A feeling of emotional release

BIG QUESTION: How does Shakespeare use language to create meaning?	
Oxymoron	A figure of speech where a writer combines two ideas which are opposites
Metaphor	A figure of speech that is used to make a comparison between two things that aren't alike but have something in common
Imagery	Descriptive language which creates a picture in your mind
Pathetic Fallacy	Using the weather to reflect the mood or atmosphere

BIG QUESTION: How do form and structure create dramatic effects / meaning?	
Structure	The order in which the events in a story occur.
Prologue	A speech addressed to the audience at the beginning of play. It tells the audience what happens
5 Act Play	A five-part structure of a play: prologue, rising action, climax, falling action and denouement
Dramatic Irony	When the audience know something the characters do not
Foreshadowing	When the writer hints at what's to come later in the story
Sonnet	A 14-line poem, usually about love
Soliloquy	When a character gives a speech alone so the audience can hear their thoughts and ideas
Stage Directions	Instructions given from the writer to the actors about what to do, where to move or how to speak

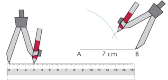
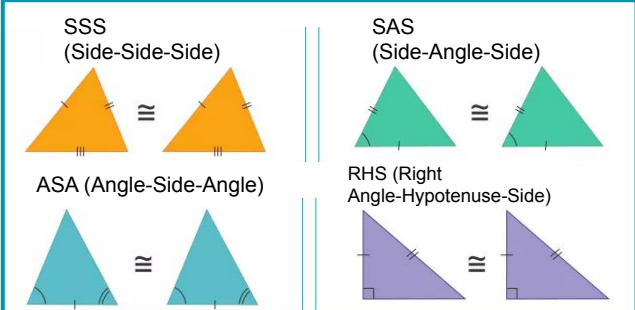
Key Word	Definition
Hierarchy	A system in which members of society are ranked according to status.
Duplicity	Being deceitful or two-faced.
Authority	The power to give orders
Stereotype	A fixed view of people or things
Fate	Destined to happen by supernatural forces out of our control
Loyalty	A strong feeling of support or alliance

Keyword	Definition								
Arithmetic Sequence 4, 6, 8, 10, +2 +2 +2	A number pattern which increases (or decreases) by the same amount each time is called an arithmetic sequence. Same difference is added + or subtracted -								
Geometric Sequence 2, 4, 8, 16, 32 x2 x2 x2 x2	A number pattern which is created by multiplying or dividing each time to get the difference between each term								
Term	Each value (number) in a sequence.								
Term to Term 8 10 12 14 +2 +2 +2 (+2 is the term to term here)	The amount by which a sequence increases or decreases by is known as the term to term . (+2 is the term to term here)								
Position to Term <table border="1"> <tr> <td>Position</td> <td>1st</td> <td>2nd</td> <td>3rd</td> </tr> <tr> <td>Term</td> <td>3</td> <td>6</td> <td>9</td> </tr> </table>	Position	1 st	2 nd	3 rd	Term	3	6	9	What operations are applied to the position number to get the number in the sequence e.g. $x \times 3$ Position 1 $\times 3 = 3$ Position 2 $\times 3 = 6$
Position	1 st	2 nd	3 rd						
Term	3	6	9						
nth term an +/- b	The formula to work out any term (n) in an arithmetic sequence								
Fibonacci Sequence 1,1,2,3,5,8...	Sequence where 2 previous numbers are added to find the next term (number)								
Triangular Numbers 1,3,6,10,15,21...	Number of dots that can make an equilateral triangle 								

Keyword	Algebra Definition
Expanding Brackets	To multiply each term in one bracket by each of the terms in the other bracket. e.g: $(m + 3)(m + 7)$, $m \times m + m \times 7 + 3 \times m + 7 \times 3 = m^2 + 10m + 21$
Factorising	It is the reverse process of expanding brackets . To factorise an algebraic expression means to put it in brackets . e.g: $y^2 - 3y - 18 = (y - 6)(y + 3)$
Linear Equations	Equation of a line $y = m x + c$ (m= gradient , c = y intercept)
Perpendicular Gradient	Where 2 lines cross at 90°;the two gradients multiply to make -1. If a gradient is 3. The perpendicular gradient is $-\frac{1}{3}$.(the reciprocal) $m_1 = -1/m_2$ $m_1 \times m_2 = -1$
Simultaneous Equation	Two or more equations that have the same values of the same variables e.g x and y $3x - y = 2$ $2x + y = 8$ $x = 2$ & $y = 4$ true for both
Linear Inequality	Like a linear equation but has an inequality sign instead e.g. $y < x + 2$
Quadratic Equation	An equation which has a square term e.g. x^2 e.g. $6x^2 - 17x + 12 = 0$ forms a parabola / curve on a graph 

Congruence & Similarity

Key Words Definition

Construct	Draw using: ruler & compass or protractor 
Similar	Same shape but size of sides increased/decreased by same scale factor. ANGLES STAY the SAME
Congruent	Identical shape, size & angles
Congruent Triangles	When two triangles are congruent they will have exactly the same three sides and exactly the same three angles but may be turned or flipped. 

BEARINGS

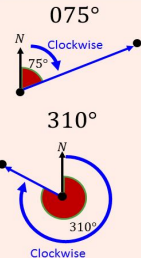
Always 3 digits

$75^\circ \rightarrow 075^\circ$
 $4^\circ \rightarrow 004^\circ$

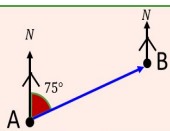
Sentence Structure Important

The bearing of B from A is 075°


Angle clockwise from North



North Lines are Parallel



- A Bearing is a direction of travel between 2 points
- It is always measured from the north points
- Written using 3 digits e.g. 020° rather than 20°
- Bearing are measured clockwise

Keyword	Definition
Terminating Decimals	A decimal number that has digits that end, 0.5
Recurring Decimal	A decimal has digits that go on forever, 0.111...
Reciprocal	To get the reciprocal of a number ; divide 1 by the number (can write 8 as $\frac{8}{1}$ & flip it) $1/8$ 
Reciprocal of a Fraction	To get the reciprocal of a fraction, turn it upside down $\frac{2}{3} \rightarrow \frac{3}{2}$
Limits of accuracy	Is all the possible values that a rounded number could be. E.g. 3.5 rounded to 1dp could be: $3.45 \leq x < 3.55$
Upper Bound	The maximum value a number could have been before it was rounded. <i>E.g. for 70 kg rounded to the nearest 10 kg, the upper bound would be $< 75\text{kg}$</i>
Lower Bound	The minimum value a number could have been before it was rounded. <i>E.g. for 70 kg rounded to the nearest 10 kg, the lower bound would be 65kg</i>

Law of Indices

$$\left(\frac{a}{b}\right)^m = \frac{a^m}{b^m}$$

$$\left(\frac{5}{6}\right)^2 = \frac{25}{36}$$

$$a^{\frac{x}{y}} = \sqrt[y]{a^x}$$

$$49^{\frac{1}{2}} = \sqrt{49} = 7$$

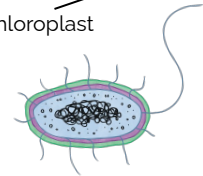
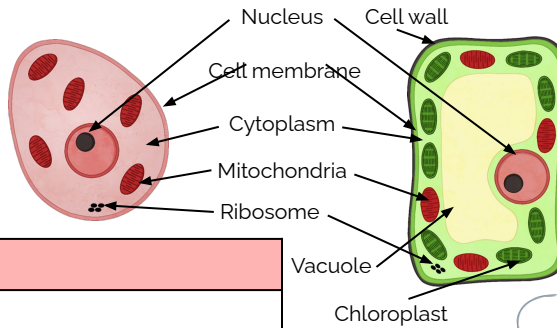
$$a^{-m} = \frac{1}{a^m}$$

$$9^{-2} = \frac{1}{81}$$

A **negative power** means how many times to divide by the number.
Example: $8^{-1} = 1 \div 8 = 1/8$

Redmoor Science Department

Cell biology



BIG QUESTIONS:

1. What are cells and why are they different?
2. Why has our understanding of cells improved over time?
3. How are new cells made and how can we take advantage of this?
4. How are different substances transported in an organism?

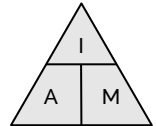
1. What are cells and why are they different?

Cell	Basic building block of all organisms.
Eukaryote	A cell that has its DNA contained within a nucleus.
Prokaryote	A cell that does not have its DNA contained within a nucleus.
Cell membrane	Surrounds the cell and controls what enters and leaves.
Cell wall	Surrounds the cell and gives it support.
Cytoplasm	Jelly-like substance where chemical reactions take place.
Nucleus	Controls activities of the cell and contains genetic information (DNA).
Vacuole	Contains cell sap.
Mitochondria	The site where aerobic respiration takes place.
Chloroplasts	Contain chlorophyll and carry out photosynthesis.
Ribosome	Site of protein synthesis.
Specialised cell	A cell that has structural adaptations that allow it carry out a particular role.

2. Why has our understanding of cells improved over time?

Light microscope	Device that uses visible light and a series of lenses to produce an enlarged image of an object.
Electron microscope	Device that uses a beam of electrons to produce a detailed, 3D image of an object.
Magnification	The amount that an image of something is scaled up when viewed through a microscope.
Resolution	The ability to distinguish between two separate points.

$$\text{Magnification} = \frac{\text{Image size}}{\text{Actual size}}$$



3. How are new cells made and how can we take advantage of this?

Mitosis	A type of cell division which produces two identical daughter cells.
DNA	Genetic information that contains codes to produce proteins.
Chromosome	DNA is arranged into these. Humans have 23 pairs (46 in total).
Differentiation	The process by which an unspecialised cell becomes specialised.
Stem cell	Undifferentiated cell that can specialise into many different cell types.



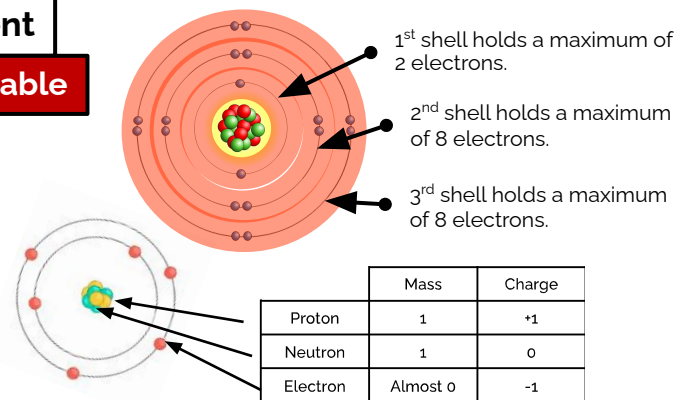
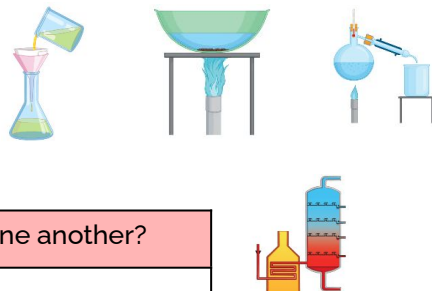
4. How are substances transported in an organism?

Concentration gradient	The difference in the concentration of a chemical across a membrane.	Active transport	Moves substances from a more dilute solution to a more concentrated solution (against a concentration gradient). This requires energy from respiration.
Exchange surface	A surface where substances, e.g. gases, food substances, wastes, are moved across membranes.	Diffusion	Movement of particles from a higher concentration to a lower concentration.
Multicellular	Organism made up of more than one cell. Has a low surface area to volume ratio.	Osmosis	Osmosis is the diffusion of water from a dilute solution to a concentrated solution through a partially permeable membrane.

Atomic structure & the Periodic table

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.

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

Tu a voyagé comment? How did you travel?



French Unit 7
Les Vacances

(1) Time Phrase	(2) Verb (perfect tense)	(3) Preposition + Place	(4) Verb (Perfect Tense)	(5) Preposition + Transport		(6) Adjectives	
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)	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 (le 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 est 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)

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 - an extreme right wing political Ideology, fascists emphasise nationality.

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 workers' 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 it preceded The Great Depression.

The Great Depression - Slump in the global 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

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.

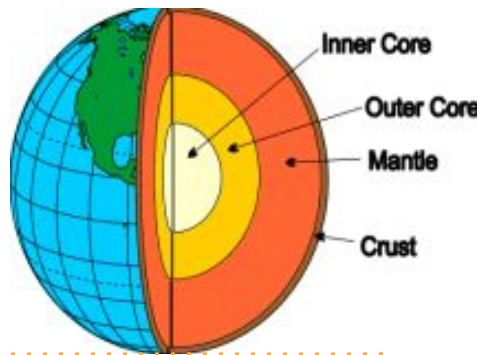
Ghetto - Where Jews were forced to live in slum areas of towns.

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



Geography

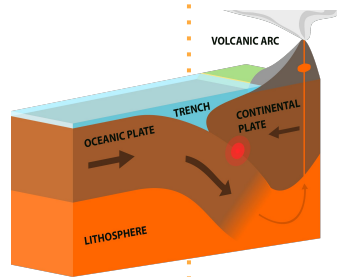
Restless Earth



Types of Plate Margins

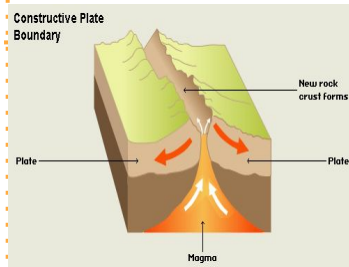
Destructive Plate Margin

When the denser plate subducts beneath the other, friction causes it to **melt and become molten magma**. The magma forces its way up to the surface to form a volcano. This margin is also responsible for **devastating earthquakes**.



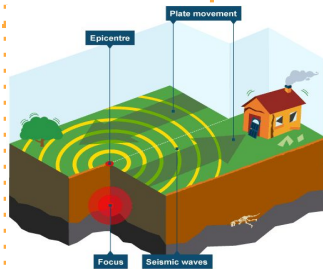
Constructive Plate Margin

Here two plates are **moving apart** causing new magma to reach the surface through the gap. Volcanoes formed along this crack cause a submarine mountain range such as those in the **Mid Atlantic Ridge**.



Conservative Plate Margin

A conservative plate boundary occurs where plates **slide past each other** in opposite directions, or in the same direction but at different speeds. This is responsible for earthquakes such as the ones happening along the San Andreas Fault, USA.

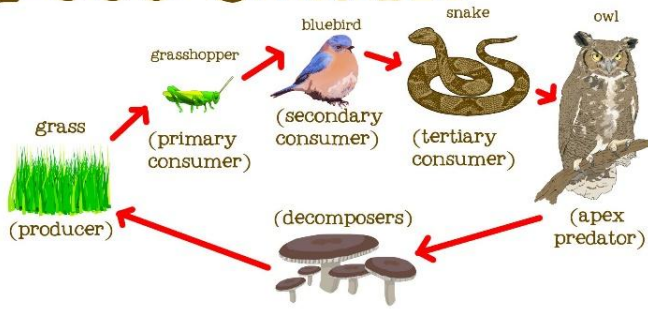


Key word	Definition
Earthquake	An earthquake is the shaking and vibration of the Earth's crust due to movement of the Earth's plates
Seismic Waves	The energy of the earthquake.
Focus	Where an earthquake begins
Epicentre	The area directly above an earthquake. This is where the most damage occurs.
Primary effect	A primary effect is one that is directly caused by the disaster
Secondary effect	Secondary effects occur as a result of the primary effects, eg tsunamis or fires due to ruptured gas mains.
Ash cloud	Small pieces of pulverised rock and glass which are thrown into the atmosphere.
Pyroclastic flow	A fast moving current of superheated gas and ash (1000°C). They travel at 450mph.
Composite volcanoes	Steep-sided and cone-shaped, made up of layers of ash and lava
Shield volcano	Gently sloping sides and runny lava that covers a wide area.

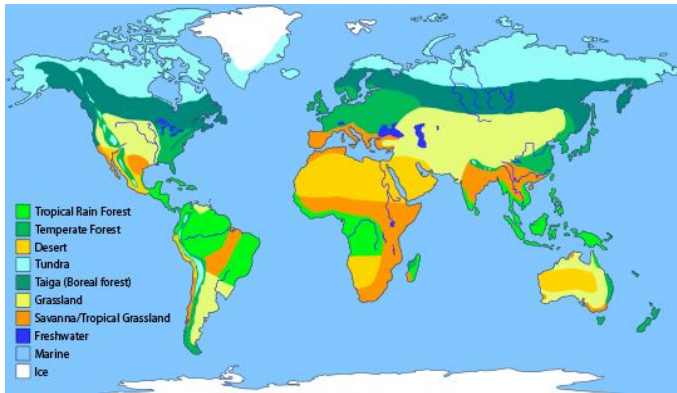
Geography Ecosystems

Learn the different elements of a food chain from producer to decomposer.

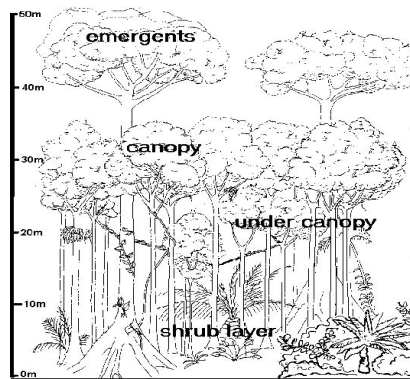
Food Chains



Learn the different biomes we have and learn the location of Tropical Rainforests and Deserts



The structure of a rainforest:



Key Term	Definition
Ecosystem	A biological community involving the interaction of living and non-living components that are all dependable on one and other
Biome	A large scale, naturally occurring ecosystem e.g Forest, Desert, Tundra
Environment	The natural surroundings or conditions in which a person, animal or plant lives or operates
Photosynthesis	The process by which green plants use sunlight to turn carbon dioxide and water into food. Often releases oxygen as a by-product.
Food Chain	A series of organisms each dependent on the next as a source of food
Food Web	A system of interlocking food chains
Producer	An organism (usually green vegetation) that produces its own food from sunlight and begins the food chain
Consumer	An animal/organism that gets food and energy from feeding on another animal/organism.
Herbivore	An animal that feeds on plants
Carnivore	An animal that feeds on other animals (meat eaters)
Omnivore	An animal that eats a mixture of plants and other animals
Decomposer	An organism, usually a bacteria or fungus that breaks down and rots organic material (e.g dead plants and animals)
Nutrient Cycle	The process of nutrients being recycled and reused in a system: E.g nutrients in soil are taken up by plants. The plants are then eaten and the nutrients are passed on to the animal. The animal then dies and decomposes. The nutrients are released back into the soil and the cycle starts again.
Biotic Component	The living parts of an ecosystem such as plants and animals
Abiotic Component	The non-living parts of an ecosystem such as climate and soil

Year 9 Computing

Impact of Technology

Key Future Technologies and Terminology

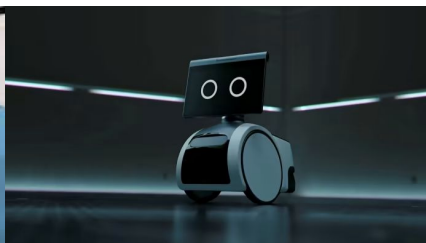
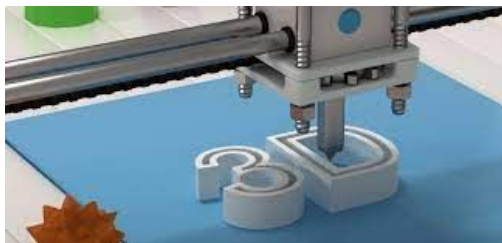
Technology	Machinery and equipment designed using scientific knowledge
Virtual Reality (VR)	A computer made simulation of a 3D world that a person can interact with using special equipment
Augmented Reality (AR)	A computer made image that appears to 'change' or 'alter' the real world.
Automation	The use of machines or computer controlled equipment to perform basic tasks or make new things
Artificial Intelligence (AI)	Code written for a computer to enable it to do tasks normally done by a human or to be able to react in a humanlike way to speech or the world around it
e-Commerce	Buying and selling products on the Internet
Digital Divide	The difference between those who have access to computer equipment and the Internet and those who do not.
3D Printing	Making a physical 3D object from a computer. It 'prints' the object by laying down thin layers of plastic like material.
Robot	A machine resembling a human being and able to copy certain human movements and functions automatically

Different Types of issue in technology

Ethical issue	An issue related to how someone should behave, particularly when they are at work or completing an activity
Legal issue	An issue related to someone breaking the law
Cultural issue	An issue related to how people are expected to behave in a particular type of society or with a certain group of people
Environmental issue	An issue related to the environment which could include pollution, using up the earth's precious resources or deforestation/damage to the earth's natural world.
Privacy Issue	An issue related to keeping someone's data and information private and safe

Structuring an answer - in this topic you will be assessed using extended writing. Your answers need to be structured in the following way.

Identify	Identify a key technology that is either a positive to the world, a negative or both.
Explain	Explain both the positives and negatives of this technology
Impact	Explain how this technology makes people's lives better or worse



Year 9 Computing

Visual Identity

Techniques to plan visual identity	
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.
Concept Sketch	A series of drawings or sketches that are used to develop an idea. They usually include annotations with explanations of colour and the design itself

Components of a visual identity	
Logo	Words and images to represent the brand
Brand/Business name	The name of the business or organisation
Slogan/Strapline	A short memorable phrase
Graphics	Photos, images, illustrations, shapes or symbols
Typography	The style of the text used
Colour palette	The group of colours to be used across all products
Layout	Where things are planned to appear or be placed on a product

Tools and Techniques of Digital Graphics	
Rulers	A ruler that appears above and to the left while you are creating an image
Grids	A square grid that appears on the canvas to help you line up objects and check the spacing between them
Guides	Horizontal or vertical lines that can be placed on the canvas to help you line up different images
Shapes	Shapes are drawing tools that can be used to create different sections or icons
Fills and strokes	Shapes can be filled with colour, known as the fill colour. The line around a shape is known as a stroke
Colour selection	When changing colours, use the colour picker tool
Gradients	A gradual blend from one colour to another
Brightness	Make all of the image lighter or darker
Contrast	Make the light parts of the image lighter, make the dark parts darker, meaning there is a bigger difference between the light parts and the dark
Colour balance	Where colours are matched between one image and another
Hue	The underlying base colour of an image
Saturation	How rich or intense the colours are in an image
Selection Tools	Allows you to select parts of an image so they can be copied, altered or isolated

Year 9 Art - Drawing Skills

How does composition affect artwork?



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.

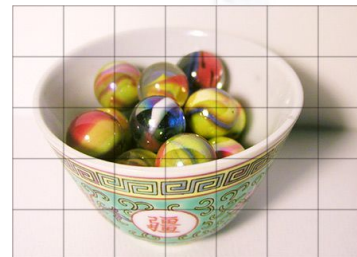
Composition gives layout and structure to each art piece, and also affects the way the **subject** is perceived and understood. It leads the eye of the observer through the image and emphasizes the focal point. Strong artistic compositions are vital to the success of a piece of art. The composition of a piece is what captures a viewer's eye and holds their attention once they take a closer look.

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**.

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.

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.

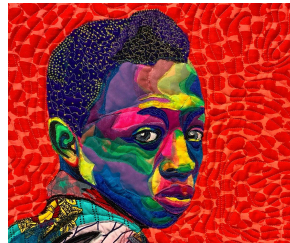
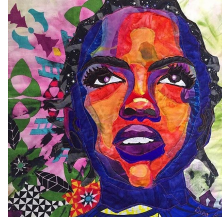
Blind contour drawing - This involves drawing while you look at your subject not the drawing. This helps you concentrate on what you see rather than what you think it should look like.

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.

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.



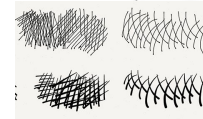
How can line express meaning?

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?

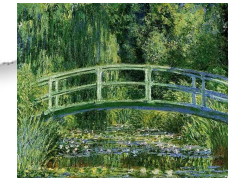
A portrait is a **representation** of a particular person. A self-portrait is a portrait of the artist by the artist. Portraiture is a very old art form going back at least to ancient Egypt, where it **flourished** from about 5,000 years ago. Before the invention of photography, a painted, sculpted, 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?

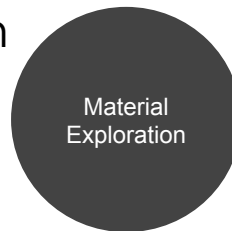
- Impressionism developed in France in the nineteenth century and is based on the practice of painting **spontaneously** 'on the spot' rather than in a studio from sketches. Main impressionist subjects were landscapes and scenes of everyday life
- Instead of painting in a studio, the impressionists found 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 - Material Exploration

Why explore the properties of different materials?

Material exploration prompts designers to select and **consciously** explore materials and to draw on that exploration for ways that the material could be used in a design solution. The opportunity to explore materials and discover their potential is constantly evolving. An **inquisitive** and curious mind is needed to ensure that materials continue to push creative boundaries while still remaining functional. Traditional materials can turn into a source of inspiration by transforming them and exploring their possibilities in the first stage of the design process. Over the past two decades, however, the interest in materials before form has grown and developed remarkably in the field of design, perhaps not only to challenge **institutionalized** knowledge or to submit a critique of design engineering that tends to oversimplify problems and their suggested solutions, but also to articulate global environmental concerns.



Textiles are everywhere, how do they make a difference?

Textile Design is a versatile practice that involves the creation, selection, manipulation and application of a range of materials such as fibres, yarns and fabrics, and processes such as weaving, knitting, stitching and printing to create designs and products. Clothing, carpets, drapes, and towels are all **functional** products resulting from textile design. Textile design can sometimes influence other works or trends in the field of art.

Textile design is further broken down into three major disciplines, **printed** textile design, **woven** textile design, and **mixed media** textile design, each of which utilize different methods to produce a surface **ornamented** fabric for variable uses and markets. Textile Design as a practice has evolved to become an industry **integral** to other disciplines such as fashion, interior design, and fine arts

Textiles were a major component of both ancient economies and social relationships. They were essential for many aspects of life, from clothing, blankets and household furnishings, to hafting for tools, sacking, sails, tents, fishnets and lines, rope and numerous other uses.



How do the principles of design impact aesthetics?

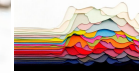
These are the standards or rules to be observed by Designers; they are used to successfully design product and concepts.



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.



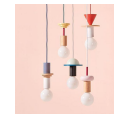
Emphasis
Used to make certain parts stand out. It creates the center of interest or a focal point. Your eyes are drawn towards it first.



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.

Why is sustainability important?

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

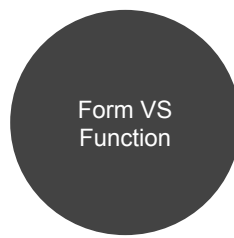
In addition to including green spaces, examples include:

- Minimizing Non-Renewable Energy Consumption
- Using as many recycled products as possible. Using Environmentally Preferable Products - Examples include materials manufactured from recycled products and from local sources.

When sustainability is applied to design, it enlightens us to the impacts that the product will have across its full life cycle, enabling the creator to ensure that all efforts have been made to produce a product that fits within the system it will exist within in a sustainable way, that it offers a higher value than

Good design not only makes products easier, more comfortable and safer to use, it also involves decisions about the materials from which they are made and, often, their projected life-span – key factors in how these products will affect our environment.

'Sustainable design means pieces made from responsible materials, but that have also been built to last a lifetime'



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

Tableau (x)	A Dramatic Picture. Frozen in time - 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	Two scenes performed at the same time on stage.
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.

[Drama techniques and skills](#)

Year 9 Drama Knowledge Organiser Unit 1: Devising Using a Stimulus

Themes & Context:

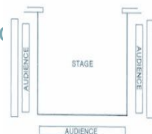
- Using a Stimulus (a starting point) you will be creating a piece of Drama.
- You will discuss ideas and research to make your piece, then storyboarding the plot to make sure you follow.
- You will create a storyline/plot in groups of 3-6
- You will need a **Genre, Practitioners, Target Audience, Performance Space** thinking about **skills and techniques** you can use.
- You will log and evaluate the process of devising process.
- You will be assessed on your **devising skills (AO1)** and your **written evaluation (AO4)**.

Practitioners:

- **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.

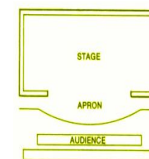
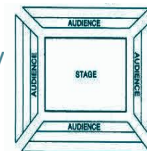
Performance Spaces:

Thrust - Audience on three sides



Traverse - Audience on two sides

In The Round - Audience all the way around



Proscenium Arch
and
End On - Audience in front

Drama Keywords

Split-Staging	Two scenes performed at the same time on stage.
Expression	Use of Facial Expression to show how you feel.
Body Language	To show your emotion & TOWARDS others in your body.
Emotion	To show your feelings of your character to the audience through expression, body and voice.
Reactions	To respond to each other as characters, on stage. Reacting to their words, feelings, actions.
Proxemics	The distances between characters/actors in a play. It shows their feelings & emotions- NOT THROUGH SPEAKING!
Semiotics	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.)
Hot-Seating	A technique to gain a deeper understanding of the character that you are playing, through asking specific questions- to make it more 'realistic'!
Gobo	A thin metal plate, placed on top of the light itself, to project a particular design. This creates shadows, patterns, objects.

[Drama techniques, skills and lighting.](#)

Year 9 Drama Knowledge Organiser Unit 2: Page to Stage - 'Stone Cold'

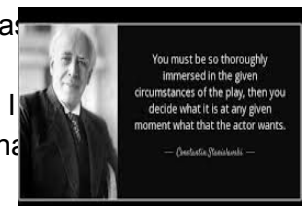
Overview:

- The play is based on the novel '*Stone Cold*' by Robert Swindells.
- The main character Link, has ran away from home. He finds himself a bedsit to live in but can not find a job. Shelter, an ex soldier, tricks homeless people into his home where he kills them.
- The main **theme** is homelessness.
- We will be looking at a piece of **script**.
- You will be assessed on your **performance (A02 and A03)** in this unit.

Practitioners and Performance Space:

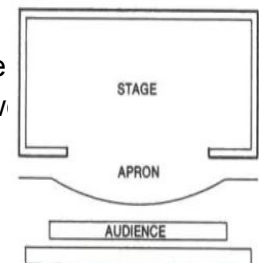
Stanislavski:

Creating as much **Naturalism/Realism** as possible on stage. Thinking about the '**Magic If**': What if I was this character? How would I react and the '**given circumstances**' - What has your character been through?



Proscenium Arch or End on:

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



ME - Big Questions

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)



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'.

Reasons for believing in God



Religious Experience

Numerous experience

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

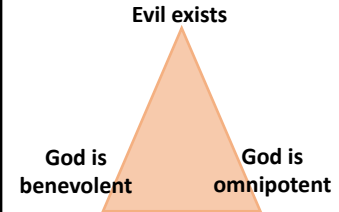
Conversion Experience

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**.



Creation



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**)

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:

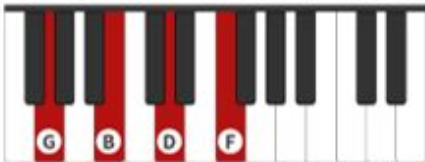
- Immortal
- God-given
- Eternal
- Make us distinct from the rest of creation
- Return to God when we die

Spirituals, Work songs and the Blues

Definitions and theory

I= Tonic	V= Dominant	IV= Subdominant	
I	I	I	I
IV	IV	I	I
V	IV	I	I

1. **12 bar blues** = music based around this chord progression
2. **Tonic** = chord I
3. **Subdominant** = chord IV
4. **Dominant** = chord V
5. **Improvisation** = making it up on the spot
6. **Turnaround** = where you substitute chord V in bar 12
7. **Seventh chord** = when an extra note is added to a chord, 7 notes above the root, i.e. G7:



Chords and Roman numerals

1. Whatever key you are in, count that as '1' (i.e. in C major, 1 is C)
2. From there, count up to 4 and 5 to work out what chords are IV and V (in C, IV is F and V is G)

Walking bass line

A **walking bass line** generally consists of notes of equal duration typically crotchets that create a feeling of forward motion.

Riff

Blues riffs are played in response to a vocal melody. They are often based on the "blues-scale", which can be used for improvisation.



Blues scale

This scale is essentially the pentatonic scale plus one chromatic note, often called the blue note. This extra step gives the blues scale that unmistakably bluesy sound.

Instruments for blues

INSTRUMENTS

Strings: double bass or bass guitar often used to play the bass line. Guitar plays chords and melodies

Woodwind: saxophone sometimes used for melody

Brass: trumpet/trombone often used for melody

Percussion: drum kit

Voices: soprano/alto/tenor/bass – any kind of voice can sing blues

Keyboards: piano is often used to play chords, bass line and/or melody, but organ is sometimes used too

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
Tackle
Dribble
Running with the ball
Volleying
Control
Turns

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.