

Knowledge Organiser

YEAR

9

“Young people - they care. They know that this is the world that they're going to grow up in, that they're going to spend the rest of their lives in.”

D A V I D A T T E N B O R O U G 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 30-40 minutes. Teachers will test you once a week to make sure that you are completing the homework and remembering your knowledge. Teachers and form tutors will be regularly checking that you are revising.

HOW?

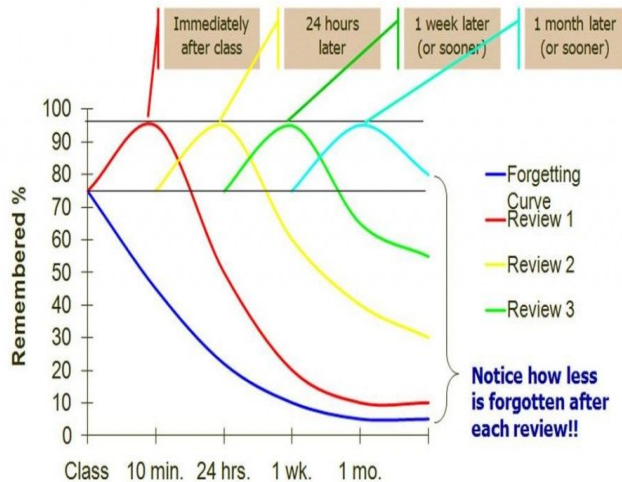
How will my teachers use them?

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](#)

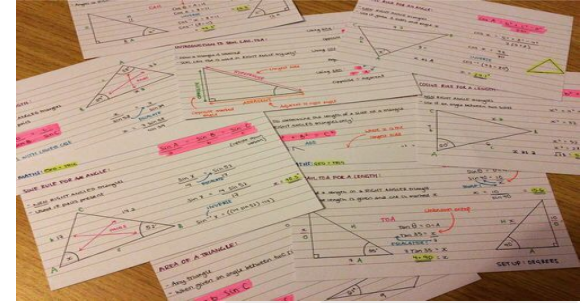
How we learn at Redmoor

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 you 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.

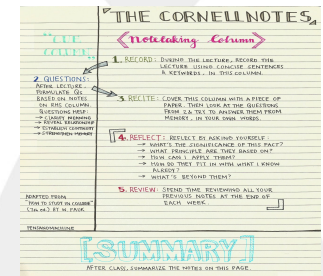


Cornell Notes

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.

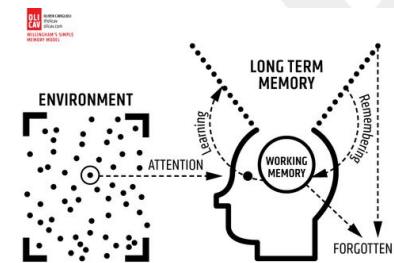
Mind maps help with memorisation of key knowledge as it helps to organise information and begin to make links and connections to different pieces of information.

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/>



Literacy

Proofreading Guidance

When we write, we know what we're trying to say, so our brains might skip out words or punctuation. It is important that we proofread to avoid making silly mistakes.

Full Stops & Commas

- A full stop gives a strong pause. It goes at the end of a whole sentence.

e.g. Jake had four brothers. He got on best with Dan who shared his sense of humour.

- A comma gives a short pause and is used to separate items in a list *e.g.*

Bring some milk, eggs, butter and flour.

After introductory words *e.g. However,*

Between the different parts of a sentence: *Gran, who had been a champion boxer in the sixties, stepped forward.*

Paragraphs

- Change in time, *e.g. Later that day, an important letter arrived.*

- Change in place, *e.g. Back at home things were just as bad. / Chile, however, has a population of...*

- Change of subject, *e.g. As well as mountain biking, I also enjoy swimming...*

- Each time a different person speaks:

"Hey, that's my phone!"

"No it isn't - I had it for my birthday."

Spelling Homophones

Words that sound the same but are spelt differently.

there, their, they're

They're silly to have left their coats over there where there is wet grass.

your, you're

You're such a good friend to lend me your phone.

to, two, too

Two of my friends are coming to Alton Towers too.

Grammar Errors

I have played tennis. ✓ I of played tennis. ✗

I should have / should've played tennis. ✓

I of / should of played tennis. ✗

I/she/he were late. ✗ I/she/he was late. ✓

They were late. ✓ They was late. ✗

You were late. ✓ You was late. ✗

I ran quick, passing the ball brilliant. I played amazing. ✗

I ran quickly, passing the ball brilliantly. I played amazingly. ✓

Apostrophes

- Use an apostrophe to show possession *e.g. John's football is flat.*

- Also use an apostrophe for omissions (the apostrophe shows where a letter or letters are missing) *e.g. I didn't do it. It wasn't me!*

Capital Letters

- At the start of every sentence

- For days, months and celebrations, *e.g. Wednesday, April, Easter*

- For proper nouns (names of people and places) *e.g. James, London, Rutland Water*

- For Titles (except the small words) *e.g. The Hunger Games, Match of the Day*

- For abbreviations *e.g. BBC, RSPCA*

Correct Tense

Are you using the correct tense? Do not switch from one to another. - For days, months and celebrations,

- **Past:** *e.g. I ran to the shops.*

- **Present:** *e.g. I am running to the shops*

- **Future:** *e.g. I am going to run to the shops.*

Literacy Marking Code:

| | |
|-------|----------------------------|
| sp | Spelling mistake |
| ^ | Missing word/letter |
| O | Capital letter/Punctuation |
| ~~~~~ | Unclear/poorly worded |
| // | New paragraph |
| th | Use a thesaurus |
| w | Wrong word |

Contents

| |
|------------|
| English |
| Maths |
| Science |
| French |
| History |
| Geography |
| ICT |
| Art/Design |
| Drama |
| ME |
| Music |
| PE |
| Literacy |



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: The Art of Rhetoric

| The Aristotelian Triad | |
|--|---|
| Ethos  | Appeals to the personality or character. Establishes the author's credibility using: <ul style="list-style-type: none"> - <i>Good will</i> - <i>Good character</i> - <i>Expertise</i> |
| Logos  | Appeals to reason. Establishes an argument based on logic using: <ul style="list-style-type: none"> - <i>Statistics/Facts</i> - <i>Citing authority</i> - <i>Data</i> - <i>Benefits</i> |
| Pathos  | Appeals to the emotions of the author's audience. Writer's play on their audience's: <ul style="list-style-type: none"> - <i>Fear</i> - <i>Duty</i> - <i>Hope</i> - <i>Patriotism</i> |

Vocabulary Boost

| Key Word | Definition |
|--------------------|---|
| Rhetoric | The art of persuasive speaking or writing. |
| Impassioned | Filled with or showing great emotion. |
| Manipulate | To control or influence cleverly. |
| Activist | A person who campaigns to bring about social or political change. |

| Rhetorical Methods | Example |
|--|--|
| Analogy: an analogy can be used to help an audience understand unfamiliar things by linking them to familiar ideas. | If that politician gets voted in during the next election, it will be like Donald Trump's reign all over again. |
| Anaphora: the repetition of a word or phrase at the beginning of multiple sentences. | <u>Now is the time</u> to make real the promises of democracy. <u>Now is the time</u> to rise from the dark and desolate valley of segregation to the sunlit path of racial justice. |
| Anecdote: a short, amusing or interesting story about a real incident or person. | When I was 13, I decided that I needed to improve my attitude towards my education... |
| Direct address: addressing a person or a group of people directly | Now is the time to lift <u>our nation</u> from the quicksands of racial injustice. |
| Emotive language: word choices that are made to evoke an emotional response. | The world's wildlife is being <u>brutally slaughtered</u> . |

| More Rhetorical Methods | Example |
|--|--|
| Hyperbole: exaggerated statements or claims that are not meant to be taken literally. | My shoes are killing me. |
| Imperative: a command. | If there is one thing I know for certain, it is that this has to stop. |
| Maxim: a brief expression of a general rule or principle (a short but wise statement) | Do unto others as you want others to do unto you. |
| Rhetorical question: a question which does not require an answer. | Why, 35 years ago, fly the Atlantic? |
| Tricolon: a series of three parallel words, phrases or clauses. | We can help all people to see it, to draw hope from it, and to move irresistibly towards it. |

Redmoor English Department: Lord of the Flies

BIG QUESTION: How does Golding use language to convey meaning?

| | |
|-------------|--|
| Allusion | A reference to something without explicitly mentioning it. |
| Symbolism | Where an image or object represents something else. |
| Irony | Using words which mean the opposite of what you intend. |
| Protagonist | The main character, who's often considered 'good'. |
| Antagonist | A character who actively opposes the protagonist and is often 'bad'. |
| Connotation | An idea or feeling that you associate with a word. |

| Key Word | Definition |
|-----------|---|
| Dictator | A ruler with total power |
| Democracy | A system of government led by elected officials |
| Idyllic | Extremely happy, peaceful or picturesque |
| Persecute | Subject someone to hostility or ill-treatment |
| Naive | Showing lack of experience or wisdom |
| Darwinism | The theory of evolution by natural selection |
| Tribalism | A very strong feeling of loyalty to your tribe |


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

| | |
|-------------------|---|
| Structure | The order in which the events in a story occur. |
| Dramatic irony | When the audience knows something the characters do not. |
| Foreshadowing | When the writer hints at what's to come later in the story. |
| Allegorical novel | A novel which has a hidden moral, political or religious meaning. |
| Adventure novel | A novel about exciting adventure where good defeats evil. |

BIG QUESTION: What can we learn about the human condition from studying this novel?

| | |
|--------------|--|
| Savagery | The quality of being fierce or cruel; uncivilised |
| Innocence | Lack of corruption or malice; purity |
| Barbaric | Savagely cruel |
| Anarchy | A state of disorder due to the absence of authority |
| Microcosm | Society represented on a much smaller scale |
| Civilisation | The most advanced stage of human social and cultural development |
| Masculinity | Characteristics of men |

Year 9 Maths: Percentages/Interest/Surds

| Keyword | Definition |
|---|--|
| Percentage Increase/Decrease | An increase or decrease by a percentage of the original number |
| Reverse Percentage | Finding the original value after an item has been increased/decreased in value |
| Percentage Multiplier | A decimal to calculate the percentage of an amount; found by dividing the percentage by 100 |
| Original value/ Principal (amount) | Starting amount of money borrowed or invested |
| Interest  | Money that is added at a particular % rate (interest rate), usually when money has been borrowed or saved. |
| Simple Interest | Interest based on starting / principal amount only |
| Compound Interest | Interest on new amount after interest has been added; (interest on interest) |
| Depreciation | A decrease in the value over time |
| Surd $\sqrt{3}$ | A number that can't be simplified to remove a square root. The answer is an irrational number |
| Simplify Surd | Find square factors (square numbers) in order to simplify |
| Rationalise the denominator in a surd fraction | To remove the surd from the denominator of a fraction, usually by multiplying the numerator and denominator by the surd. |

Formula

e.g. $y = x^2$

A fact or rule that uses mathematical symbols / letters

Change subject of a formula

Make w the subject

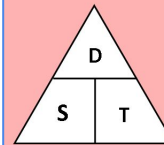
$h = w - 7$

$w = h + 7$

Rearrange the formula to get a different subject.
In other words, getting a letter on its own on one side of the equation

Compound Measures

Speed Distance Time

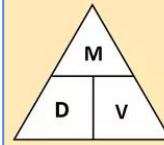


$\text{Speed} = \frac{\text{Distance}}{\text{Time}}$

$\text{Distance} = \text{Speed} \times \text{Time}$

$\text{Time} = \frac{\text{Distance}}{\text{Speed}}$

Mass Density Volume

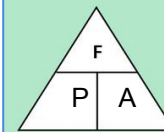


$\text{Volume} = \frac{\text{Mass}}{\text{Density}}$

$\text{Density} = \frac{\text{Mass}}{\text{Volume}}$

$\text{Mass} = \text{Density} \times \text{Volume}$

Force Area Pressure

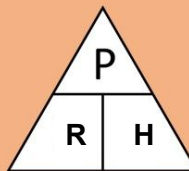


$\text{Pressure} = \frac{\text{Force}}{\text{Area}}$

$\text{Area} = \frac{\text{Force}}{\text{Pressure}}$

$\text{Force} = \text{Pressure} \times \text{Area}$

Rate of Pay

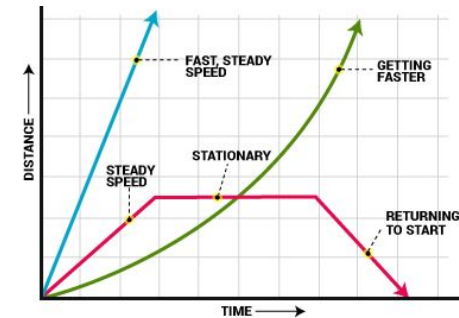


$\text{Rate} = \frac{\text{Pay}}{\text{Hour}}$

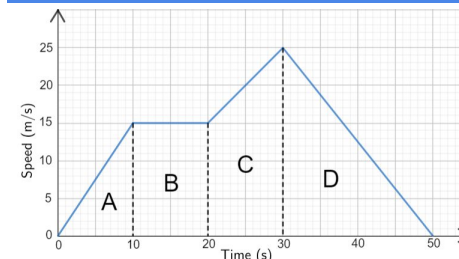
$\text{Pay} = \text{Rate} \times \text{Hour}$

$\text{Hour} = \frac{\text{Pay}}{\text{Rate}}$

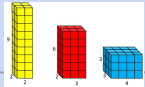

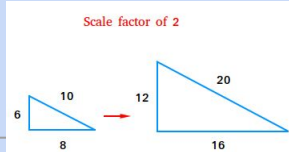
Time / Distance Graph



Speed /Distance Graph

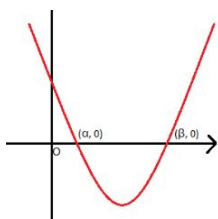


In a speed-time graph, the gradient of the line is equal to the acceleration/deceleration of the object.
The area underneath = the distance travelled

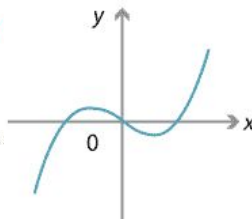
| Keyword | Definition |
|---|---|
| Volume  | The amount of 3-dimensional space something takes up measured in cubes ⁽³⁾ |
| Prism | A 3D solid with a constant cross section |
| Volume of a prism | Area of cross section x length |
| Capacity  | Capacity is the amount of liquid a container can hold |
| Scale Factor  | A scale factor is a number which is used as a multiplier when enlarging a shape. For example, a scale factor of 2 means that the new shape is twice the size of the original. |
| Linear scale factor | Measures enlargement of a 2D shape |
| Area Scale Factor | Linear scale factor squared ⁽²⁾ |
| Volume Scale Factor | Linear scale factor cubed ⁽³⁾ |

Graphs:

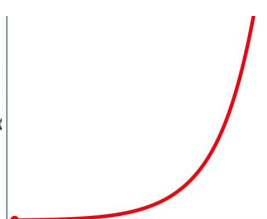
Quadratic



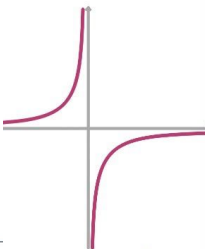
Cubic



Exponential



Reciprocal

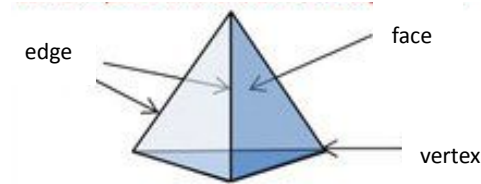


3d Shapes

Face - a flat or curved surface

Edge - where 2 faces meet

Vertex- point where 2 or more edges meet (Vertices)

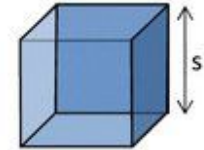


Cube (Prism)

$$\text{Volume} = s^3$$

$$\text{Surface Area} = 6s^2$$

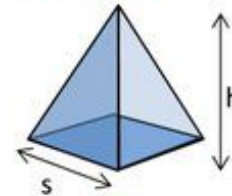
(s is length of one side)



Pyramid

$$\text{Volume} = \frac{1}{3} \text{ base area} \times h$$

$$\text{Surface Area} = \text{base area} + \text{area triangular faces}$$

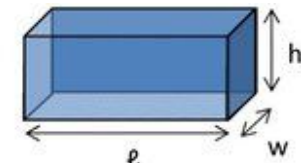


Cuboid (Prism)

$$\text{Volume} = l \times w \times h$$

$$\text{Surface Area} = 2lh + 2lw + 2wh$$

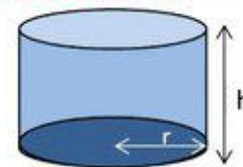
(l = length, w = width, h = height)



Cylinder

$$\text{Volume} = \pi r^2 h$$

$$\text{Surface Area} = 2\pi r^2 + 2\pi rh$$

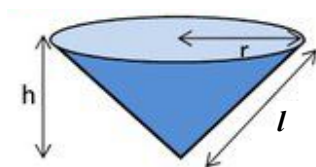


Cone

$$\text{Volume} = \frac{1}{3} \pi r^2 h$$

$$\text{Surface Area} = \pi r^2 + \pi rl$$

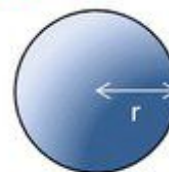
l = slant



Sphere

$$\text{Volume} = \frac{4}{3} \pi r^3$$

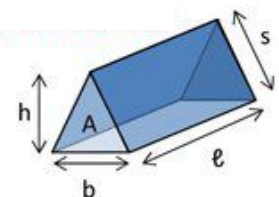
$$\text{Surface Area} = 4\pi r^2$$



Triangular Prism

$$\text{Volume} = \frac{1}{2} bhl$$

$$\text{Surface Area} = bh + 2ls + lb$$



BIG QUESTIONS:

1. How is energy stored and transferred?
2. How do we calculate the values of different energy stores?
3. Are all energy transfers useful?
4. How can we compare different energy resources and why is this necessary?

Redmoor Science Department

GCSE Physics - Energy

Given in the
exam

Need to
remember

Elastic potential energy = $\frac{1}{2} \times \text{spring constant} \times \text{extension}^2$

2. How do we calculate the values of different energy stores?

| | |
|------------|---|
| Power | Rate at which energy is transferred. Measured in Watts (W). |
| Joules (J) | Unit for energy and work done. |

Gravitational potential energy = mass \times gravitational field strength \times height

1. How is energy stored and transferred?

| | |
|------------------------|---|
| Energy | The ability to do work. |
| System | An object or group of objects. |
| Transferred | When something has been moved from one place to another. |
| Work | Energy transferred. |
| Energy store | Different ways in which energy can be stored, including: chemical, thermal, gravitational potential, elastic potential, kinetic, magnetic, nuclear and electrostatic. |
| Conservation of energy | Energy cannot be created or destroyed. Energy can be transferred between energy stores or dissipated. |
| Dissipation | Process of energy being transferred, or lost, to the surroundings. |
| Energy transfer | The different ways in which energy can be transferred between stores, including: by force (mechanically), by heating, by radiation (waves) and by electrical current. |

Power = $\frac{\text{Energy or work done}}{\text{Time}}$

Efficiency = $\frac{\text{Useful energy/power output}}{\text{Total energy/power input}}$

Work done = force \times distance

Kinetic energy = $\frac{1}{2} \times \text{mass} \times \text{speed}^2$

Change in thermal energy = mass \times specific heat capacity \times change in temperature

3. Are all energy transfers useful?

| | |
|----------------------|--|
| Thermal conductivity | A measure of how well a material conducts energy when it is heated. |
| Conductor | A material that allows thermal energy and charge to transfer through it easily. Has a high thermal conductivity. |
| Insulator | A material that does not allow thermal energy or charge to transfer through it easily. Has a low thermal conductivity. |
| Vibrations | Repeated movements back and forth (about a fixed point). |
| Temperature | Measure of the average kinetic energy of the particles in a system. |
| Conduction | The transfer of heat through a material by transferring kinetic energy from one particle to another. |
| Convection | The transfer of heat energy through a moving liquid or gas. |
| Infrared radiation | Electromagnetic radiation emitted from a hot object. |
| Emitted | Process of sending out energy. |
| Reflected | When waves bounce off of a surface. |

4. How can we compare different energy resources and why is this necessary?

| | |
|-----------------|--|
| Energy resource | Useful supply or store of energy. |
| Finite | Something that has a limited number of uses before it is depleted. |
| Renewable | A resource that is replenished at the same rate it is used. |
| Non- renewable | A resource that is used up faster than it is replenished. |
| Fossil fuel | Natural resource formed from the fossilised remains of dead animals and plants. Examples include: oil, coal and natural gas. |

Qui est dans ta famille? Who is in your family



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

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



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

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

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

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

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

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

Annexed: 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

3rd 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

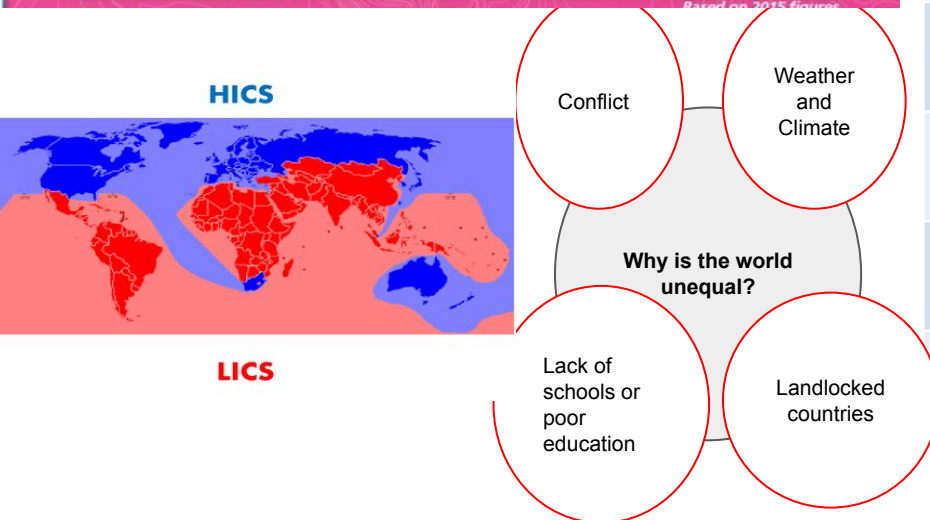
Year 9 Geography - Our Unequal World

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) |
|--|---|---|---|
|  |  |  |  |
| Birth Rate The number of births per 1,000 people each year | 9.0 | 19.3 | 43.86 |
| Death Rate 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 |
| Infant Mortality The number of deaths of infants under one year old per 1,000 births each year | 3.3 | 36.2 | 76.8 |
| People per Doctor The average number of people per doctor | 250 | 1,380 | 23,000 |
| Access to Safe Water The percentage of people who have access to clean drinking water | 100% | 94.1% | 50% |
| Life Expectancy The average number of years that a person can expect to live | 81 | 68 | 52 |
| Literacy Rates The percentage of people in a population who can read and write | 99% | 72% | 40% |

Based on 2015 figures



| 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 CO₂ 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).

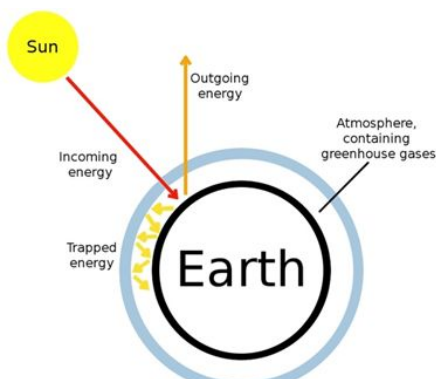
Global warming - the slow increase in the earth's average temperature

Carbon emissions - CO₂ added to the atmosphere by burning fossil fuels

Enhanced Greenhouse effect - the effect of increased levels of CO₂ 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 gases 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

| 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. x = y |
| Sequence | When code is run in a specific order, usually from top to bottom. |
| Selection IF ELIF ELSE | Also called a decision, when a program takes a course of action based on an answer. <pre>if answer == 0: print("Even") else: print("Odd")</pre> |
| Loops While For | When one or more lines of code are repeated. <pre>for i in range(11): print ("The count is: " + str(i))</pre> |

Year 9 Computing

Cyber Security

| Malware | Stands for malicious software. Software that is designed to disrupt or damage a computer |
|----------------|---|
| Virus | A type of malware that inserts itself into normal programs so when that program runs, so does the virus |
| Worm | A type of malware that can spread itself without the need to insert itself into another program |
| Trojan | A type of malware that disguises itself as software that you would want to run |
| Spyware | A type of malware that collects data about activities on a computer then sends it back to the attacker e.g. recording passwords entered |
| Adware | A type of malware that shows unwanted adverts |

| Social Engineering | Where people (e.g. employees, users) are targeted when attacking a computer or network |
|---------------------------|---|
| Phishing | A social engineering attack, when an attacker sends emails pretending to be a company such as a bank to try and convince someone to hand over sensitive information such as passwords and credit card numbers |
| Brute Force Attack | A social engineering attack, when an attacker keeps trying to guess someones password until they get it right |

| Prevention | |
|-----------------------|--|
| Eavesdropping | When an attacker uses software to intercept data that is being transferred, either by cable or wireless |
| Encryption | Where data is scrambled using a keyword so it can't be read if it is intercepted |
| Anti-malware software | Software that can scan your computer and find malware. Once found it can be quarantined or removed from the computer |

| Hacking | |
|-------------------|---|
| White Hat Hacking | An attacker who hacks legally. Usually they have been paid to hack a computer system and will then hand the company information about where their security problems are so the company can fix the problems that have been found. |
| Grey Hat Hacking | An attacker who hacks illegally and for the fun of it or for the challenge. They can sometimes be referred to as 'troll hackers'. |
| Black Hat Hacking | An attacker who hacks illegally and wants to cause harm or disruption. They can often be trying to make money by using data that has stolen to either be sold or used for blackmail. |

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 depict 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

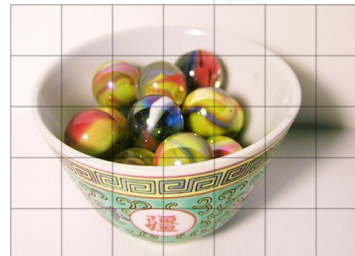
Does all art need to be realistic?

- 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**.



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.

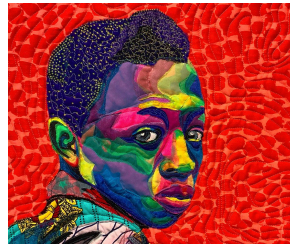
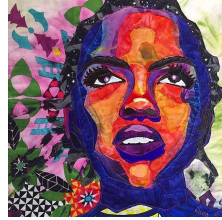
Blind contour drawing - This involves drawing while you look at your subject not the drawing. This helps you concentrate on what you see rather than what you think it should look like.

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.

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.



Colour

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.

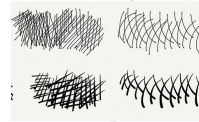
Cross Hatching adds a second layer of lines that are drawn in the opposite direction. The second layer of lines are applied at right angles. Using cross hatching builds the **illusion** of darker tones.

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.

Footwear Design



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.

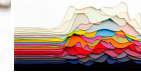
Balance

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.



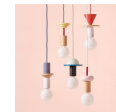
Pattern

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.



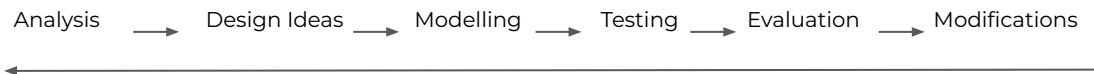
Year 9 Design - Form vs Function

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

Form VS Function



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.

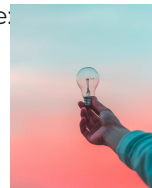
Back then, the statement referred to the idea that a skyscraper's exterior design should reflect the different interior functions.

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 including two or more people. |
| Narration | To tell a story/information of what is happening to the audience. |
| Flashback/ Flashforward | A scene which shows events from before or after the main action of the play. It can give extra information about the plot or help to develop characters. |
| Split-staging | The stage is split into different areas representing different places or times. |
| Physical Theatre | Use of the body and movement to show a story, feeling, situation & object. |
| Freeze Montage | Three or more Tableaux linked together, to show a situation/event. |
| Conscience Alley | One character walks down the middle of two lines people (in character or not) and each person gives the character gives them advice about a decision they have to make. |
| Thought-Tracking | When a character tells the audience their thoughts during a pause in the action. |
| Soundscape | A collection of individual sounds that are layered up to create a strong sense of place. |
| 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/the situation in your body. |

Year 9 Drama Unit 3: Types of Theatre

What are we going to do?

We are going to look at Theatre in Education and how to add in different practitioners and styles to educate others. Using different stage styles to be prepared for any type of space we may come across. The topic for the Theatre in Education piece is Transition to High School, aimed at year 6.

Practitioners and Styles.

Performance Spaces.

Practitioners and Styles.

Brecht - Non-Naturalistic

- Episodes
- Placard/Caption

Boal - Theatre of the Oppressed

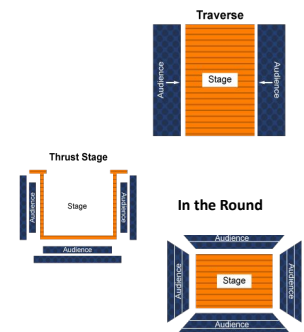
- Forum Theatre
- Spect-actor

Theatre in Education

- Engage
- Educate

Performance Spaces.

- Traverse
- Thrust
- In the Round



Drama Keywords

| | |
|----------------------|--|
| Body Language | To show your emotions towards someone or a situation with your body. |
| Gesture | Movements of parts of the body, often hands, arms or head. E.g pointing, waving, shrugging. |
| Pace | How quickly or slowly something is done, e.g. walking. |
| Posture | How a character stands, e.g. upright, hunched, slumped. |
| Movement | How the character physically inhabits the character and travels around the stage. |
| Naturalistic | Represents a period and a location. |
| Minimalistic | Very bare set, only a few items. |
| Fantasy | Unreal, maybe supernatural world, e.g. fairytale. |
| Stylised | Exaggerated or non-naturalistic features. |
| Combination | Incorporates two or more types of set design. |
| Analyse | To look at the information provided and break it down to identify and interpret the main points being raised. You need to talk about specific effects this has in Drama. |
| Evaluate | To evaluate is to make a personal judgement about the performance using the available evidence. |

Year 9 Drama Unit 4: Live Theatre Evaluation



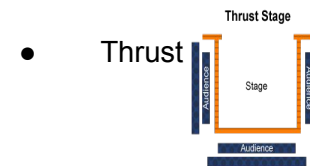
What are we going to do?

We are going to watch 'Treasure Island' by the National Theatre. We will then be answering questions about the performance from a designer and director point of view.

We will be looking at set design and characterisation by an actor.

Performance Space, Set and Character.

Performance Spaces.



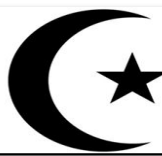
Background Information

Recording Date – 22nd January, 2015
Location – Olivier Theatre, National Theatre
Age Recommendation – 9+

Cast

| | |
|--|------------------------|
| Jim Hawkins..... | Patsy Ferran |
| Grandma..... | Glilian Hanna |
| Bill Bones..... | Aidan Kelly |
| Dr Livesey..... | Alexandra Maher |
| Squire Trelawny/Voice of the Parrot..... | Nick Fletcher |
| Mrs Crossley..... | Alexandra Maher |
| Red Ruth..... | Heather Dutton |
| Job Anderson..... | Raj Bajaj |
| Silent Sue..... | Lena Kaur |
| Black Dog..... | Daniel Coonan |
| Blind Pew..... | David Sterne |
| Captain Smollett..... | Paul Dodds |
| Long John Silver..... | Arthur Darvill |
| Lucky Mickey..... | Jonathan Livingstone |
| Joan the Goat..... | Claire-Louise Cordwell |
| Israel Hands..... | Angela de Castro |
| Dick the Dandy..... | David Langham |
| Killigrew the Kind..... | Alastair Parker |
| George Badger..... | Oliver Birch |
| Grey..... | Tim Samuels |
| Ben Gunn..... | Joshua James |
| Shanty Singer..... | Roger Wilson |
| Parrot (Captain Flint)..... | Ben Thompson |

Morals and Ethics Islam



The moon and star is the symbol of Islam. It means that God will guide his people like the moon 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 online, 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

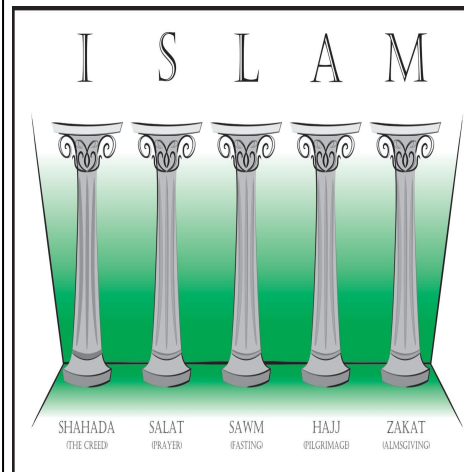
Wudu: Special washing that Muslims complete before they pray. This is to make them pure before God

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



<https://www.refugeecouncil.org.uk/>

Find out 10 facts about refugees and asylum seekers from the Refugee Council



Step By Step

بسم الله

Starting Supplication >



Washing Hands >



Washing Mouth & Nose >



Washing Face >



Washing Arms >



Washing Head & Ears >



Washing Feet >

كلمة الشهادة

End Supplication >

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

YEAR 9 PE - HANDBALL

How does a game of handball start?

A game of handball is started by having a coin toss to see which team will have possession first.

The team that wins this will begin the game with a "throw off".

Each team will stay in their own half.



Attacking Tactics and strategies

Jump to shoot before feet touch the floor and do not enter the goal area when shooting.

Quick passing, switching the ball from player to player to draw away defenders and create space to shoot.

Using fakes and dummies to trick defenders and goalkeeper

Theory links:
Predominant muscles used during a pass: Bicep & tricep, deltoid & pectoralis major.
Components of fitness required to be successful in Handball: Coordination, Agility, Speed, Balance, Power.

Fouls and Unsportsmanlike Conduct

It is permitted to:

- use arms and hands to block or gain possession of the ball;
- use an open hand to play the ball away from the opponent from any direction;
- use the body to obstruct an opponent, even when the opponent is not in possession of the ball;
- make body contact with an opponent, when facing him and with bent arms, and maintain this contact in order to monitor and follow the opponent.

It is not permitted to:

- pull or hit the ball out of the hands of an opponent;
- block or force away an opponent with arms, hands or legs;
- restrain or hold (body or uniform), push, run or jump into an opponent;
- endanger an opponent (with or without the ball).

Rules and regulations

Dribbling: You are permitted one go at dribbling, then must either; shoot or pass the ball after you stop dribbling the ball.

Travel: You are permitted three steps once you stop dribbling before you must either; shoot or pass the ball.

Passive play: It is not permitted to keep the ball in the team's possession without making any recognisable attempt to attack or to shoot on goal. Prior to a penalty being awarded, a forewarning will be issued by the referee to give the team an opportunity to change its way of attack to avoid losing possession.

Goalkeeper Area: Only the goalkeeper is allowed to enter the goal area.

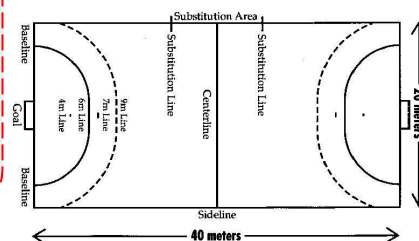
The goalkeeper throw, awarded when:

- Someone from the opposing team enters the goal area.
- Either the keeper of the attacking team had the last touch of the ball before going out behind the goal-area line.
- The goalkeeper has control of the ball inside the goal-area.

Defending Tactics and Strategies

Man-to-man: each member on your team picks a player on the other team and marks them directly. When done right, it can work really well, however, it is physically tiring and if one person doesn't cover their mark properly, it can leave them open to score.

Zone defence: all of your team members defend the entire zone. The most effective way to do this is to line up on your crease to limit the attacking teams scoring opportunities; this directly protects the goal area.



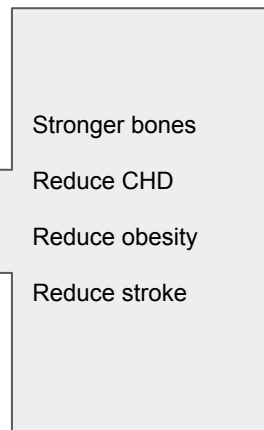
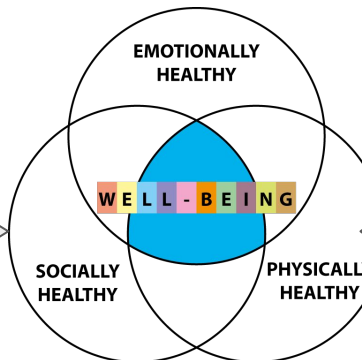
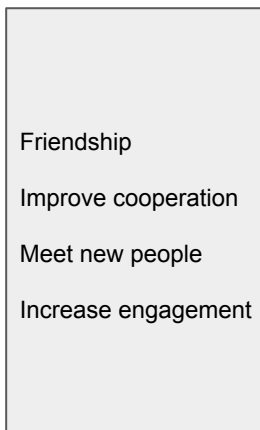
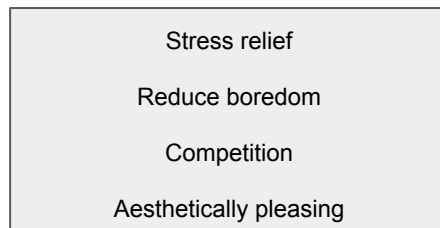
YEAR 9 PE THEORY

Health Fitness and Wellbeing

Sedentary Lifestyle

A sedentary lifestyle is a lifestyle where there is very limited or no physical activity.

- ★ What risks would this have on health?
- ★ Create an eatwell plate for the food you ate yesterday.
- ★ How many hours are you active per week?



Nutrition

● Macronutrients:

1. Carbohydrates
2. Proteins
3. Fats

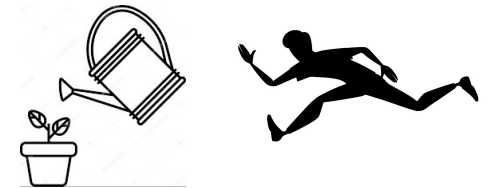
● Micronutrients:

4. Vitamins
5. Minerals

● Other

6. Water
7. Fibre

My, Very, Fast, Friend, Can't, Water, Plants



Influences of participation

1. **Gender** - stereotypically, boys play more football and rugby. Girls do dance and gymnastics.

2. **Age** - young people have access to more sporting activities?

3. **Socioeconomic** - golf is expensive so you can only play if you have money.

4. **Ethnicity** - stereotypically, Americans play ice hockey and baseball.

5. **Disability** - there are no disability clubs near me so I can't take part.

- ★ Do you agree or disagree with these statements?

Year 9 Music: Film Music

Key words to describe music within a film or game.

Non-diegetic - Sound that does not have an on screen source.

Underscore - a soft piece of music that accompanies a scene on screen or stage.

Leitmotif - A recurring theme for a character or scene.

Orchestration - The arrangement and scoring of music

Cue sheet - A document that lists the timing of music actions in a film.

Melodic devices used in film music

| | |
|---------------------------|---|
| 1. Arpeggio, broken chord | Going up or down the notes of a chord one at a time. Ascending or descending. |
| 2. Chromatic scale | Going up or down by one semitone at a time. |
| 3. Conjunct and disjunct | Moving up or down by step (conjunct) or by leap (disjunct). |
| 4. Interval | The distance from one note to the next. Second, third, fourth, fifth, octave etc. |
| 5. Ostinato | A repeating pattern. Can also be a rhythm. |
| 6. Scalar | Moving up or down in a scale pattern. |
| 7. Sequence | A small pattern repeated up or down in pitch. |
| 8. Octave | The interval of an 8 th . |

Job description - What does a composer do?

A composer **writes musical compositions**. Composers use creativity and knowledge of music theory to write and transcribe musical scores. Scores can be for television, films, computer games or stage productions. A composer will reflect moods within the music which have been specified by directors or producers.

Current significant composers are: John Williams and Hans Zimmer

Types of Texture

| Type | Definition | Diagram |
|--------------|--|---------|
| Monophonic | a single, unaccompanied melodic line | |
| Homophonic | melody with accompaniment | |
| Polyphonic | more than one melody performed at the same time | |
| Heterophonic | two melodic lines that follow each other, but with more ornamentation in the main melody | |

TEMPO

| | |
|---|---|
| Largo very slow (40-60) | Moderato medium (90-120) |
| Adagio slow (60-70) | Allegro quickly and bright (120-144) |
| Andante at a walking pace (76-106) | Presto very fast (160-200) |

PERCUSSION FAMILY



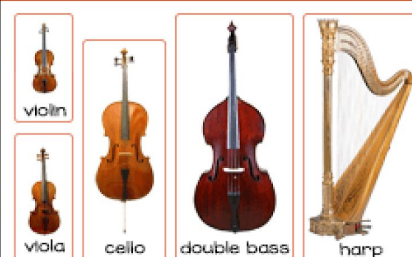
BRASS FAMILY



WOODWIND FAMILY



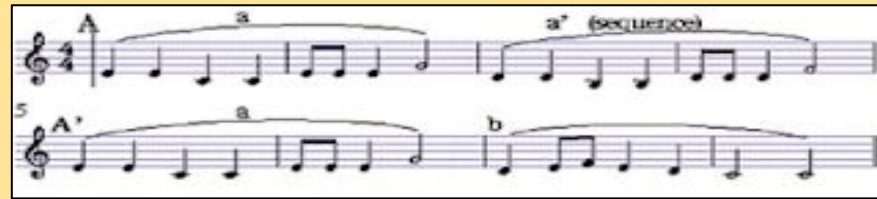
STRING FAMILY



MELODIC WRITING DEVICES

REPETITION

Repeating something already written down.



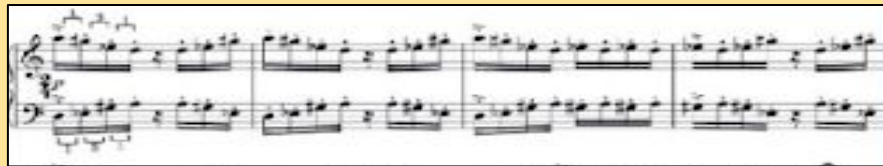
IMITATION

A melody is repeated in a different voice.



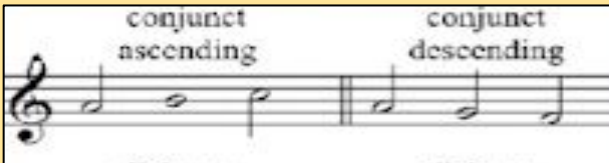
MIRROR

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

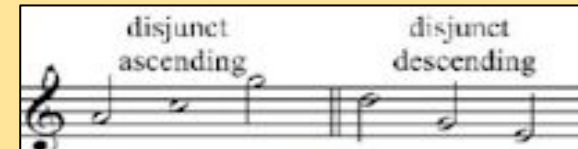
Playing the melody backwards.



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.