

# Knowledge Organiser

YEAR

9

“I wasn't the fastest, the strongest, the fittest, but I thought I could make myself the most committed.”

K E V I N S I N F I E L D

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



# Knowledge Organisers at Redmoor Academy

## WHY?

### **Why do we have knowledge organisers?**

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

## WHAT?

### **What are my teachers' expectations of me?**

In year 7 and 8 your teachers will give you homework that means you will be spending 20 minutes a week learning information from your knowledge organiser for each subject. In year 9 this will be 30-40 minutes. Teachers will test you once a week to make sure that you are completing the homework and remembering your knowledge. Teachers and form tutors will be regularly checking that you are revising.

## HOW?

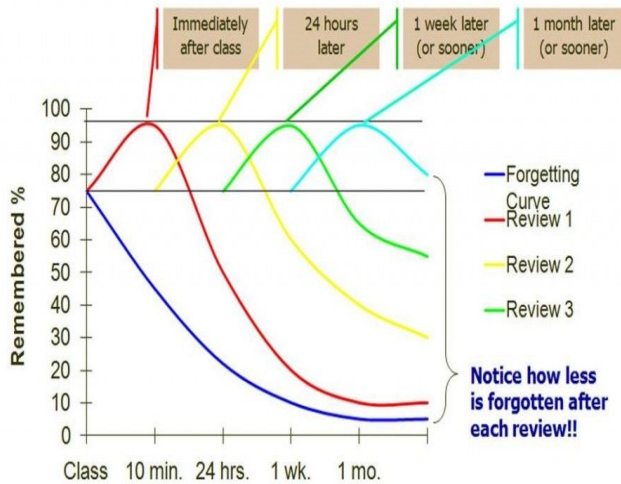
### **How will my teachers use them?**

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](#)

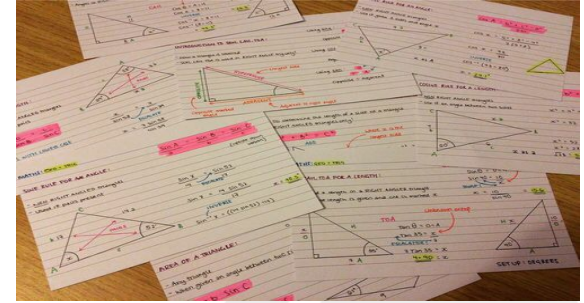
# How we learn at Redmoor

## 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](#)

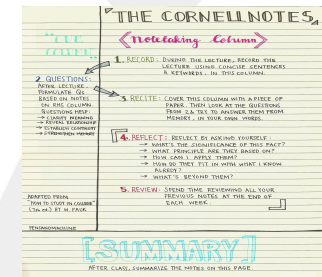
Try to come up with different ways to represent the information. For example: a timeline, a cartoon strip or a diagram of parts that work together.

## 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.

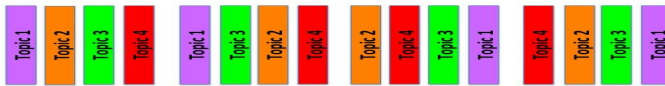
Eg. topic 1 cells, topic 2 digestive system

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.

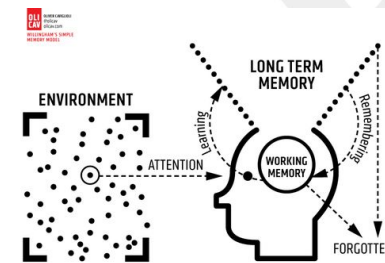
Mind maps help with memorisation of key knowledge as it helps to organise information and begins to make links and connections to different pieces of information.

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 Page

English	1-2
Maths	3-4
Science	5-7
MFL	8
History	9
Geography	10-11
ICT	12-13
Art/ Design	14-16
Drama	17-18
Music	19
PE	20-21



## 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

<b>BIG QUESTION:</b> 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

<b>BIG QUESTION:</b> 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

<b>VOCABULARY BOOST</b>	
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

<b>BIG QUESTION:</b> 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

<b>BIG QUESTION:</b> 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

<b>BIG QUESTION:</b> 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

<b>BIG QUESTION:</b> 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

## Perpendicular Bisector

To cut a line in half at 90°

Bisect - to cut in half

Perpendicular - 2 lines meet at a right angle

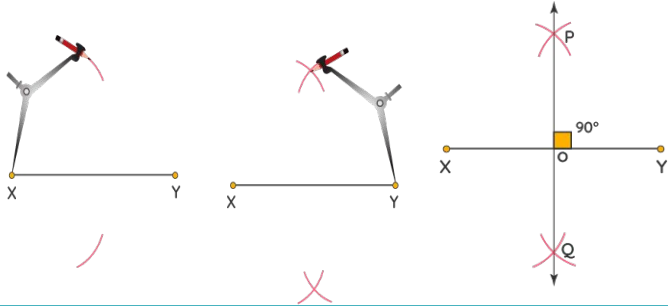
To construct (draw) a perpendicular bisector:

Open compass just over half way and follow diagrams

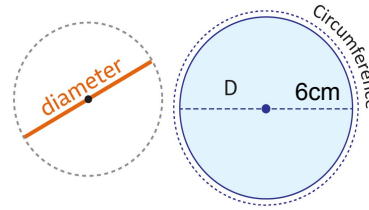
**Step 1**

**Step 2**

**Step 3**



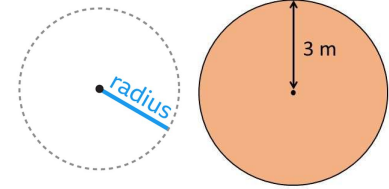
## Area & Circumference of a Circle



**Circumference** =  $\pi \times \text{diameter}$

$\pi d$

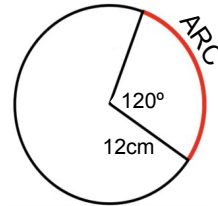
$$\pi \times 6 = 18.85 \text{ cm}$$



**Area** =  $\pi \times \text{radius}^2$

$\pi r^2$

$$\pi \times 3^2 = 28.3 \text{ m}^2$$



$\theta$  theta (angle)

**Arc Length**

$\theta / 360 \times \pi \times \text{diameter}$

$$120/360 \times \pi \times 12$$

$$= 4\pi$$

$$= 12.57 \text{ cm}$$

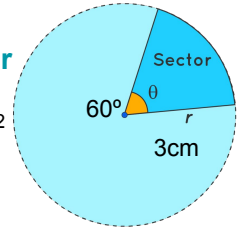
**Area of Sector**

$\theta / 360 \times \pi \times r^2$

$$60/360 \times \pi \times 3^2$$

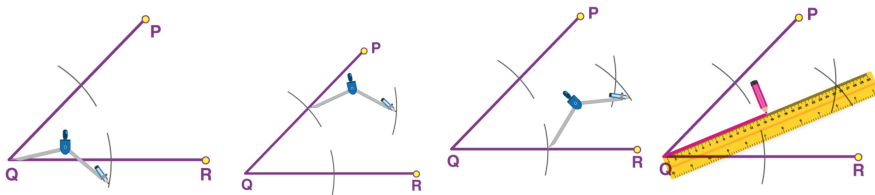
$$= 1.5\pi$$

$$= 4.71 \text{ cm}^2$$

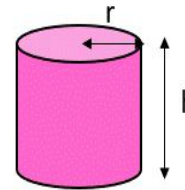


## Angle Bisector

To cut an angle in half using a pair of compasses

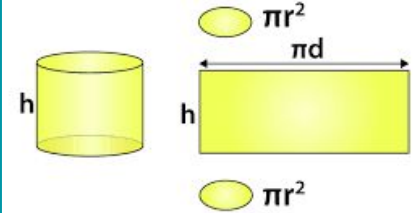


## Volume of a Cylinder



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

## Surface Area of a Cylinder

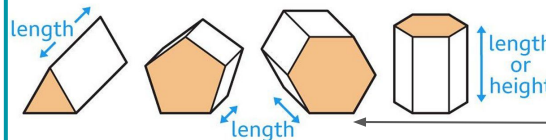


$$2 \times \pi r^2 \times \pi d \times h$$

## PRISM

A 3D object with two identical ends and flat sides. The shape of the ends give the prism a name, such as the Triangular Prism

**Volume** = Area of cross-section  $\times$  length



**Area of cross-section**

## Factorising Quadratics

$$ax^2 + bx + c = 0$$

**Factorise** (put into brackets):

$$x^2 + 8x + 15 \downarrow$$

find factor pairs of 15

1, 15  
3, 5

choose a pair that add up to 8  
 $3 + 5 = 8$

put those numbers into 2 brackets with x

$$(x + 3)(x + 5)$$

## Simple Interest

$$I = p \times r \times t$$

**I** = interest earned

**p** = principal money borrowed or invested

**r** = rate of interest

**t** = length of time

5% interest on £24 for 3 years

$$24 \times \frac{5}{100} \times 3 = \text{£}3.60$$

## Standard Form

$a \times 10^n$   
where **a** is a number equal or greater than 1 or less than 10

$$1 \leq a < 10$$

$$3600 = 3.6 \times 10^3$$

$$0.0036 = 3.6 \times 10^{-3}$$

## Percentage Change

$$\text{Percentage change} = \frac{\text{Change}}{\text{Original}} \times 100$$



Number of TV's sold increased from 50 to 60



Percentage change =

$$\frac{\text{Change (60-50)} \ 10}{\text{Original} \ 50} \times 100 = 20\% \text{ percentage increase}$$

## Inequalities

Symbol	Number Line Symbol	Meaning
>		greater than
<		less than
≥		greater than or equal to
≤		less than or equal to

Solving an inequality

Treat the inequality like an equation

$$2x + 2 < 12$$

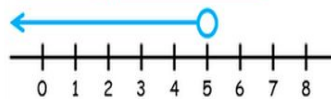
$$\begin{array}{r} -2 \\ -2 \end{array}$$

$$2x < 10$$

$$\begin{array}{r} \div 2 \\ \div 2 \end{array}$$

$$x < 5$$

$$x < 5 \quad \text{x is less than 5}$$



**x** can be any number less than 5

## Probability

Probability is shown as a fraction, decimal or a percentage

$$\text{Probability} = \frac{\text{Possible outcomes}}{\text{Total outcomes}}$$



**Theoretical probability** =

What **should** happen

**Experimental probability (Relative Frequency)** =

What **did** happen

## Changing the Subject

Make **f** the subject of  $h = \frac{f+4}{2}$

$$h = \frac{f+4}{2}$$

$$\times 2 \quad \times 2$$

$$2h = f + 4$$

$$-4 \quad -4$$

$$2h - 4 = f$$

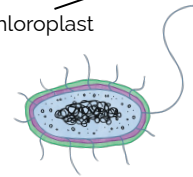
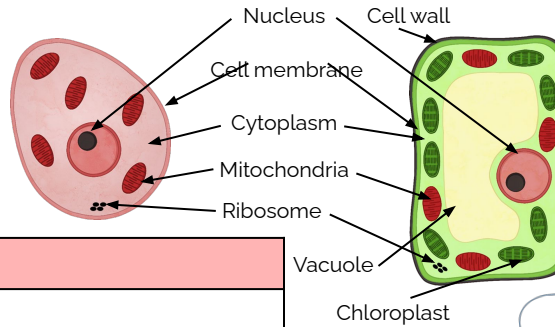
Changing the subject means rearranging the equation to make the letter given **f** the subject / be on its own  
**f** = .....

## 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?

## Redmoor Science Department

### GCSE Biology - Cell biology



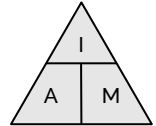
## 2. Why has our understanding of cells improved over time?

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.

## 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.

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



## 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.



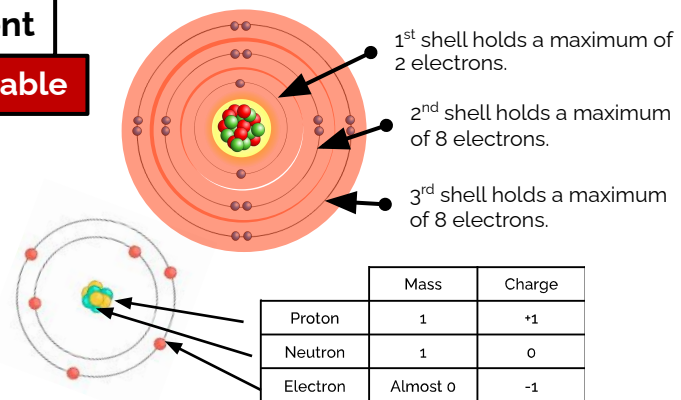
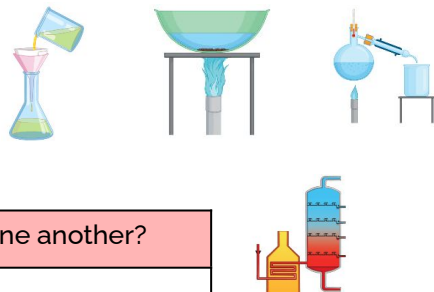
## 4. How are substances transported in an organism?

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?**

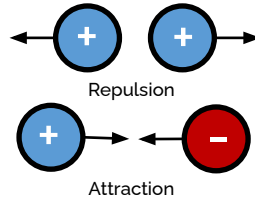
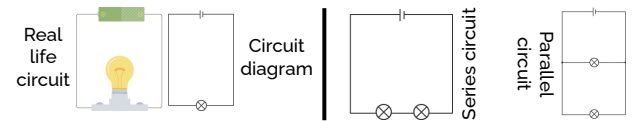
Reactants	Substance at the beginning of a chemical reaction (before the reaction has occurred)
Products	Substance made as a result of a chemical reaction
Conservation of mass	The total mass of the products formed in a reaction is equal to the total mass of the reactants
Word Reaction	A chemical reaction 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.

## BIG QUESTIONS:

- How do objects become charged and how do they interact with each other?
- How would you design a series circuit and a parallel circuit to measure potential difference, resistance and current?
- How do magnets behave and why is this important for navigating the Earth?
- How can the strength of an electromagnetic field be changed?

## Redmoor Science Department

### Physics – Electricity & Magnetism

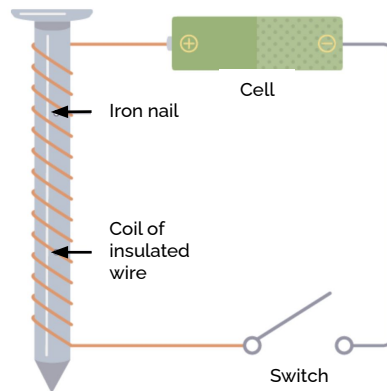


## 1. How do objects become charged and how do they interact with each other?

Atom	The smallest part of an element that can exist.
Electron	Subatomic particle with a negative charge.
Charge	Property of matter that causes a force when near another charged object. Charge can be positive or negative.
Attraction	When two or more charged objects are brought together due to having different charges.
Repulsion	When two or more charged objects are pushed away from each other due to having the same charge.
Electric field	Area surrounding an electric charge that may influence other charged objects.
Non-contact force	Force exerted between two objects that do not need to be touching.
Insulator	A material that does not let electrical charge or thermal energy to be transferred through it easily. E.g. rubber
Static electricity	Electric charge that builds up on an insulated object.

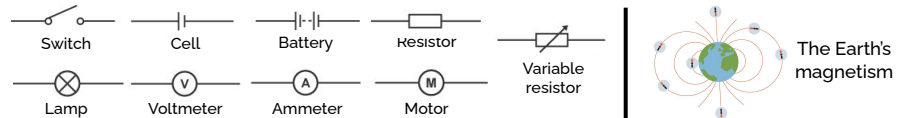
## 4. How can the strength of an electromagnetic field be changed?

Electromagnet	A magnet made by wrapping a coil of wire around a magnetic material (usually iron) and passing an electric current through the coil.
Direct current	Current in a circuit that flows in one direction around the wires.
Motor effect	The effect where a force is exerted on a wire carrying a current in a magnetic field.



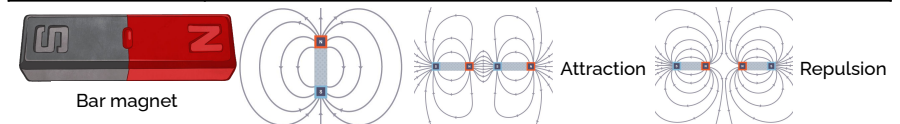
## 2. How would you design a series circuit and a parallel circuit to measure potential difference, resistance and current?

Circuit symbol	Diagram used to represent an electrical component in a circuit diagram.
Circuit diagram	A diagram that represents an electrical circuit using straight lines and symbols.
Conductor	A material that allows electrical charge and thermal energy to be transferred through it easily. E.g. metal.
Electric current	The movement of electrons moving through the wires in a circuit. Measured in amperes (A).
Series	Connected to a circuit in the same or branch. There is only one loop in the circuit.
Parallel	Connected across a component in a different branch. There is more than one loop in the circuit.
Potential difference	Also known as voltage. The difference in energy between two points in a circuit. This difference causes electric current to flow between them. Measured in volts (V).
Resistance	Anything that opposes the flow of electrical current in a circuit. Measured in Ohms ( $\Omega$ ).



## 3. How do magnets behave and why is this important for navigating the Earth?

Magnetic	Able to be magnetised or is attracted to a magnet.
Magnetic field	Area surrounding a magnet that can exert a force on magnetic objects.
North pole	The end of a magnet that is attracted to the Earth's magnetic north pole.
South pole	The end of a magnet that is attracted to the Earth's magnetic south pole.
Permanent magnet	Magnet made from a magnetic material. Its magnetism cannot be turned off and it is always magnetised.
Plotting compass	Small magnetic compass used to detect magnetic fields.



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	
<p><b>L'année dernière</b> (last year)  <b>La semaine dernière</b> (Last week)  <b>Le mois dernier</b> (last month)  <b>Il y a trois ans</b> (three years ago)  <b>L'été dernier</b> (last summer)  <b>L'hiver dernier</b> (last winter)</p>	<p><b>je suis allé (e)</b> (I went)  <b>nous sommes allés</b> (we went)  <b>on est allé</b> (we went)</p>	<p><b>en France.</b> (to France)  <b>en Angleterre.</b> (to England)  <b>en Espagne.</b> (to Spain)  <b>en Allemagne.</b> (to Germany)  <b>en Écosse.</b> (to Scotland)  <b>au Portugal.</b> (to Portugal)  <b>au Canada.</b> (to Canada)  <b>aux États-Unis.</b> (to the USA)  <b>à Paris.</b>(to Paris)  <b>à Londres.</b> (to London)</p>	<p><b>J'ai voyagé</b> (I travelled)  <b>Nous avons voyagé</b> (we travelled)  <b>On a voyagé</b> (we travelled)</p>	<p><b>en avion</b> (by plane)  <b>en voiture</b> (by car)  <b>en train</b> (by train)  <b>en ferry</b> (by ferry)  <b>en car</b> (by coach)  <b>en Eurostar</b> (by Eurostar)</p>	<p><b>et</b> (and)</p>	<p><b>c'était</b> (it was)  <b>ce n'était pas</b> (it wasn't)  <b>le voyage était</b> (le journey was)  <b>la traversée était</b> (the crossing was)  <b>le voyage n'était pas</b> (the journey wasn't)</p>	<p><b>facile</b> (easy)  <b>difficile</b> (difficult)  <b>rapide</b> (fast)  <b>long</b> (long)  <b>ennuyeux/euse</b> (boring)  <b>amusant(e)</b> (fun)  <b>intéressant(e)</b> (interesting)</p>

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

# 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 1920s and early 1930s 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.

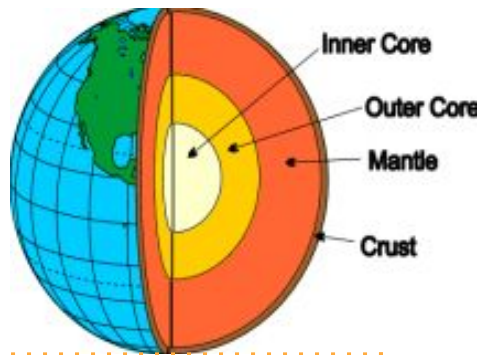
**Concentration Camps** - A place where political and persecuted minorities are held.





# Geography

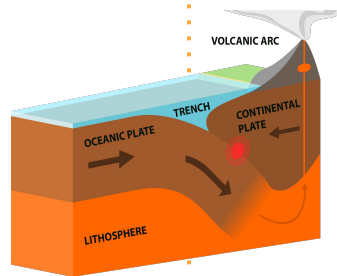
## Restless Earth



### Types of Plate Margins

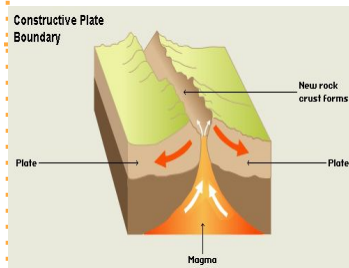
#### Destructive Plate Margin

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**.



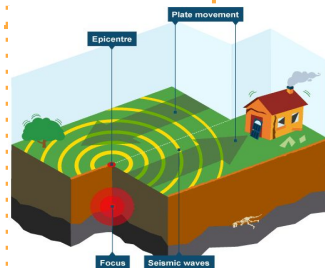
#### Constructive Plate Margin

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.

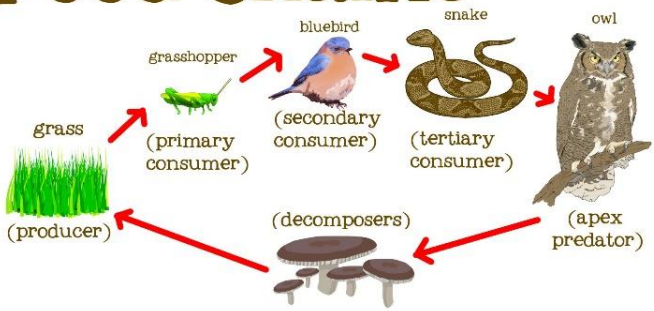


Key word	Definition
Earthquake	An earthquake is the shaking and vibration of the Earth's crust due to movement of the Earth's plates
Seismic Waves	The energy of the earthquake.
Focus	Where an earthquake begins
Epicentre	The area directly above an earthquake. This is where the most damage occurs.
Primary 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 450 mph.
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.

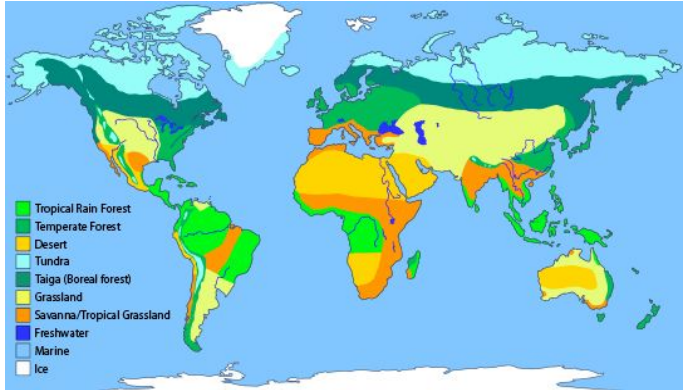
# Geography Ecosystems

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

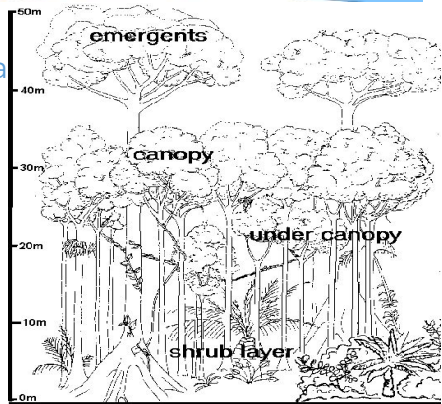
## Food Chains



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 nonliving 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: <b>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.</b>
Biotic Component	The living parts of an ecosystem such as plants and animals
Abiotic Component	The nonliving parts of an ecosystem such as climate and soil



# 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

## Do you need talent to be an artist?



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.

**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



## How does composition affect artwork?

**Background** - The part of an artwork that seems the farthest away.

**Bird's Eye View** - A point of view looking down directly from above.

**Composition** - describes the different ways elements of an artwork are arranged.

**Continuous Line Drawing** - is a type of line drawing where the drawing implement is not taking off the page until the drawing is complete. It is often a fast paced way of working resulting in fluid mark making.

**Contour Drawing** - is a type of drawing where only the outlines of shapes within the subject of the drawing are drawn.

**Direct Observation** - is drawing from life rather than drawing from a photograph.

**Foreground** - The part of the artwork that seems to be closest to you.

**Line** - A line is a path made by an object moving across a surface.

**Middle Ground** - The middle layer of an artwork that appears to be between the foreground and background.

**Observational Drawing** - Drawing what you see, not what you think you see.

**Perspective** - refers to the representation of objects in three-dimensional space on the two-dimensional surface of a picture.

**Scale** - refers to the actual size of an artwork or the size of the objects in an artwork.

**Still Life** - A painting or drawing that shows an arrangement of objects.

# Year 9 Art - Lino Printing

## Printing or drawing, which is better?

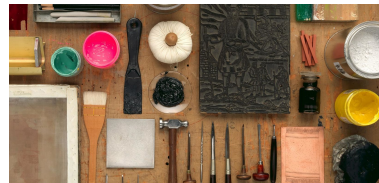
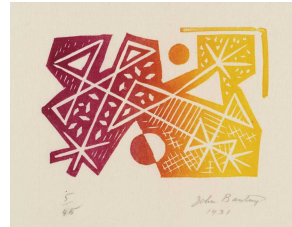
Printmaking is an artistic process based on the principle of transferring images from a **matrix** onto another surface, most often paper or fabric. Traditional printmaking techniques include woodcut, etching, engraving, and lithography.

The **medium's** ability to reproduce images and create unique visual qualities has influenced everyone from book publishers to graphic designers.

Woodcuts and linocuts share a graphic quality because the relief process forces you to create images with flat planes of colour. Linocuts, which emerged in the 20th century, also fall under the category of relief printmaking, but instead of carving from a block of wood, linocuts are made by cutting into a sheet of linoleum.

This smooth material has no directional grain, so you are free to carve in any direction you like, and can use woodcut or engraving tools. Since linoleum's surface is smooth, it only leaves a slightly spongy, grainy texture behind.

This technique is frequently introduced to printmaking beginners because it's easy to learn, and its low-cost materials make it relatively accessible.



## 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.

## How do you think Art will look in the future?

**Fine artist** - Fine artists create and sell their original artwork, often specialising in mediums such as painting, drawing or sculpture. There are no formal qualification requirements for a career.

**Illustrator** - Illustrators work to a brief to create designs for products such as books, cards and clothes. You can start out by taking on small or unpaid commissions and freelancers can register with the Association of Illustrators to access resources and opportunities for self-promotion.

**Graphic designer** - Graphic designers create clear and eye-catching graphics for media products such as websites, magazines and advertisements.

**Photographer** - Photographers take and edit photos according to a brief and usually specialise in an area such as commercial photography (including areas such as weddings or photojournalism) or fine art photography.

**Interior designer** - Interior designers design and renovate interiors according to the wishes of clients, considering cost, the type of building and the space they are working with – giving them an opportunity to use both creative and practical skills.

**Curator** - Curators look after and organise artworks that a museum or gallery owns or has on loan, often specialising in a specific style or period.

**Art therapist** - Art therapists use art to guide and help people suffering from mental or physical health problems.

**Product designer** - Product designers design and improve everyday items according to a brief, and often create and test prototypes. A good level of computer literacy is essential for this.

# Year 9 Design - Clock Project

## Do all ideas come from another?

Artists and designers find stimuli in the world around them or research a particular topic to find stimuli. They use this material to help them generate a personal creative response in their work.

A stimulus is something which interests an artist or designer and gives them new ideas. A stimulus can be as simple as a word or as complex as a novel, person, place or an entire culture. The plural is stimuli.

In design work, carrying out market research might suggest possible starting points. You may also work from a source of inspiration or from a design problem as a stimulus to help you generate ideas.

There are many different ways to respond to stimuli for design work. You could:

- Base a list or a spidergram on your design brief to explore possibilities.
- Make a collage of market research images in your sketchbook or make a moodboard.
- Make a collection of images of designers' work that you particularly admire.
- Make a collection of images relating to your source of inspiration.
- Make 3D forms based on your source of inspiration, if appropriate.
- Take photographs.
- Doodle some initial ideas in your sketchbook.
- Make drawings based on your source of inspiration.



## Do designers need to follow rules?

Designers use a brief to give them guidance and focus. A brief helps define the design problem and gives details on important considerations and constraints.

Once they have decided on a basic design problem, they then expand on it to create your brief.

To do this, they identify key considerations for the brief. These can be:

- aesthetic considerations - these relate to the appearance of a design
- functional considerations - these relate to the purpose of a design
- market considerations - these relate to who a design is for



## Do you only need one good idea?

Developing ideas is part of the creative process for artists and designers. By exploring and refining ideas, effective decisions can be made about the final piece of artwork or design solution. There are many ways to develop ideas for design.

**Refining Your Ideas** Refinement does not involve major changes, but is about making small changes which improve the idea in some way.

This might be done by:

- Varying a technique - eg producing a graphic design using software to achieve a more professional look
- Producing a jewellery or textile design using different materials
- Modifying an idea so that it functions more effectively or looks more aesthetically pleasing.
- Changing a particular part of a design - eg changing a handle on a product so that it can be picked up more effectively.
- Enhancing the idea by experimenting with materials that give a better finish.
- Altering one visual aspect - eg changing the type of repeat pattern in a textile design, or changing the scale of an element to make a design look more interesting.
- Fine-tuning a design through small changes - eg making a chair design balance more effectively.
- Changing the position of particular elements - eg re-arranging windows in an architectural model to improve the use of natural light in the building.

By creating a design brief, designers can see if they have been successful or not once they've produced their final idea.

## Drama Keywords

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

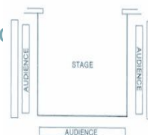
- Using a Stimulus (a starting point) you will be creating a piece of Drama.
- You will discuss ideas and research to make your piece, then storyboarding the plot to make sure you follow.
- You will create a storyline/plot in groups of 3-6
- You will need a **Genre, Practitioners, Target Audience, Performance 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.

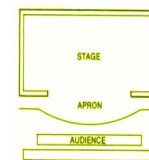
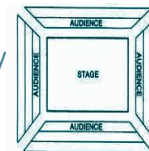
#### Performance Spaces:

**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

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

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

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

### Overview:

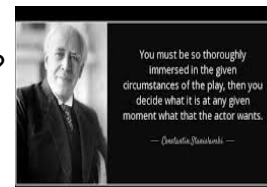
- The play is based on the novel '*Stone Cold*' by Robert Swindells.
- The main character Link, has run away from home. He finds himself a bedsit to live in but can not find a job. Shelter, an ex soldier, tricks homeless people into his home where he kills them.
- The main **theme** is homelessness.
- 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:

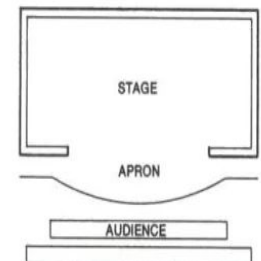
Creating as much **Naturalism/Realism** as possible on stage. Thinking about the '**Magic If**':

What if I was this character? How would I feel? and the '**given circumstances**' - What has Your character been through?

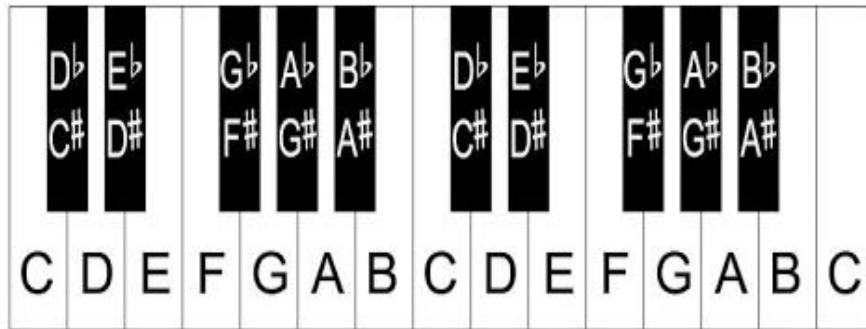


#### Proscenium Arch or End on:

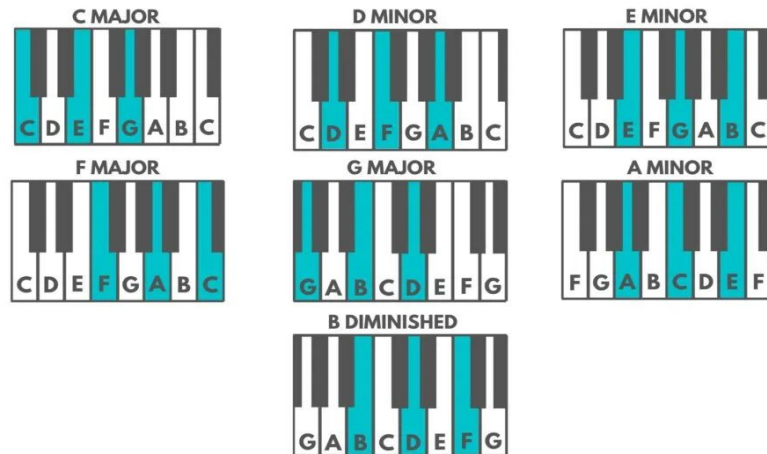
Audience have one viewpoint and a frame is created. Also a 'Fourth wall' is made between Audience & actors.



## Musical knowledge - How to Read Music



### CHORDS FOR C MAJOR



ITEM	NOTE	REST	VALUE (number of beats)
Dotted half note/rest			3
Dotted quarter note/rest			1 1/2
Dotted eighth note/rest			3/4

## How to read rhythms

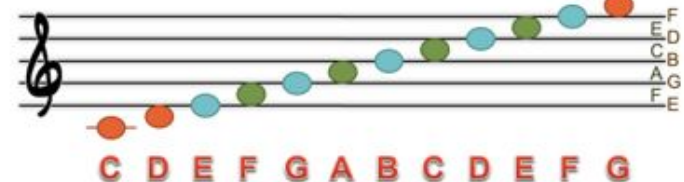
1. These are the basic types of notes. American note names are more logical: here, the UK names are in brackets.
2. Rhythms can be made up of any combination of notes or rests, as long as each bar adds up correctly.

Note/Rest Name	Note Symbol	Rest Symbol	Note/Rest Value (Length)
Whole Note/Rest (Semibreve)			4 beats
Half Note/Rest (Minim)			2 beats
Quarter Note/Rest (Crotchet)			1 beat
Eighth Note/Rest (Quaver)			1/2 beat

Pairs or 4s of quavers are beamed together. Remember each blob is a note.

## How to read pitches

1. The blobs of the notes are arranged on the lines and spaces of the staff. The higher the blob on the staff, the higher the pitch.



2. Notes alternate being on a line and in a space.
3. Notes higher or lower than the staff have their own little line called a ledger line, like middle C shown above.
4. You can remember the notes on the lines with 'Every Good Boy Deserves Football', and the notes in the spaces spell 'FACE'. Remember to go upwards when doing this!

## COMPONENTS OF FITNESS

**Cardiovascular Fitness** – being able to exercise the whole body for long periods of time

**Agility** – Change direction quickly with control

**Speed** – the rate in which you perform a movement

**Strength** – the amount of force a muscle can generate

**Power** – performing a forceful movement as quickly as possible

**Coordination** – moving two or more body parts together

**Muscular Endurance** - repeatedly using the same muscles without them getting tired.

**Balance** - maintaining your body's stability when static or moving.

**Flexibility** - the range of movement at a joint.

**Body Composition** - percentage of bone, muscle and fat.

**Reaction time** - ability of your body to react to a stimulus.

## SMART Targets

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

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

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

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

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



## METHODS OF TRAINING

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

**Interval**– periods of high intensity work and rest

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

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

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

**Plyometric** – explosive movements to improve power

## PRINCIPLES OF TRAINING

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

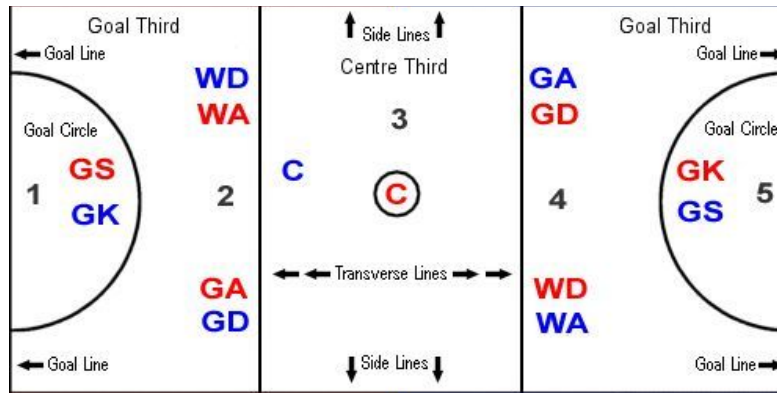
**Specificity** - training program being suited to the sport

**Individual Needs** - training program being suited to the athlete

# Year 9 PE - Netball

## CAN YOU MATCH THE FITNESS TEST TO THE COMPONENT OF FITNESS?

Cardiovascular fitness	Illinois run
Agility	3 ball juggle
Balance	30m sprint
Coordination	12 min Cooper run
Power	sergeant jump
Speed	standing stork



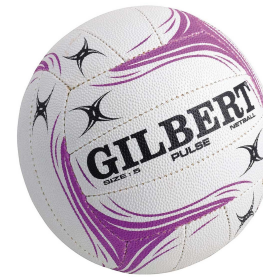
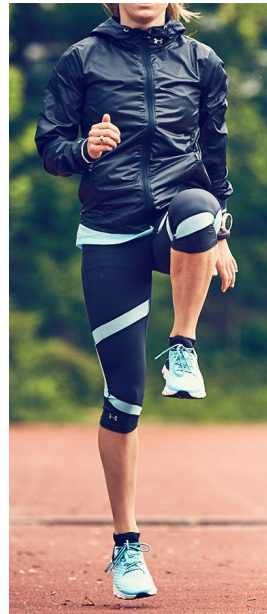
## METHODS OF TRAINING

- Continuous** - working with no rest.
- Circuit** - A series of exercise stations to develop relevant components of fitness.
- Interval** - Periods of work and rest.
- Fartlek** - 'Speed play' - similar to interval.
- Weight** - Lifting light or heavy weights to improve endurance or strength.
- Plyometric** - Explosive movements to improve power.

**HOW CAN YOU APPLY THESE TO NETBALL?**  
**ARE SOME MORE SUITABLE THAN OTHERS? WHY?**

## SKILLS IN ISOLATION

- Passing** – chest, shoulder, bounce, over head.
- Handling** – ball control.
- Catching** – 1 and 2 handed.
- Footwork** – landings, pivot, running pass.
- Evasion** – holding space, dodging.
- Shooting** – 1 or 2 handed, forward/backward step.
- Defending** – stage 1 man to man, stage 2 defend the pass, stage 3 deny space.



## RULES AND REGULATIONS

**Rules resulting in a FREE PASS** (Involves 1 player):

- FOOTWORK** – A player must not move their landing foot before passing the ball.
  - OFFSIDE** – A player must stay in their playing area. See diagram above.
  - HELD BALL** - The ball can only be held for 3 seconds by a player.
  - REPLAYING** – A player must not bounce the ball to themselves when playing.
- Rules resulting in a PENALTY PASS** (Involves 2 players):
- CONTACT** – A player must not touch another player whilst on court.
  - OBSTRUCTION** – Any player must stand 1 metre away from the player with the ball.

## KEY TERMS

- Goal Third** – The 2 areas of the court including the shooting circle.
- Centre Third** – The area in the middle including the centre circle.
- Umpire** – The name of the person who officiates the match.
- Intercept / Interception** – Gaining the ball by getting in between a pass from the opposing team.
- Possession** – Keeping the ball.

## APPLICATION OF SKILLS

- Set plays e.g. centre pass, back lines
- Decision making
- Demonstrate communication on court
- Adapt to the environment
- Adhere to the rules and safety advice

