

Knowledge Organiser

YEAR

9

"You can achieve
anything you set your
mind to."

MARY EARPS

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 increase to 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?

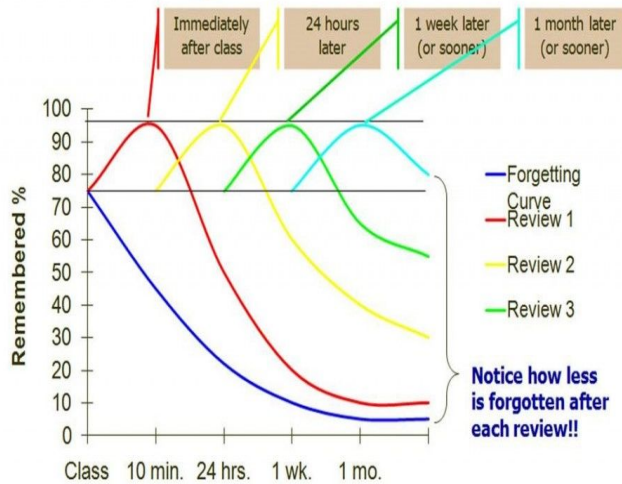
How will my teachers use them?

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](#)

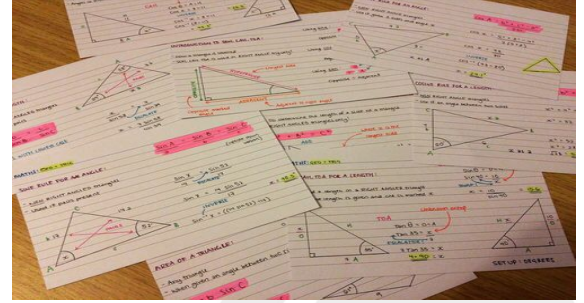
How we learn at Redmoor

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](#)

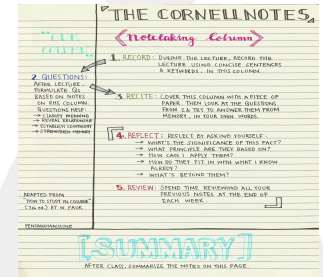
Try to come up with different ways to represent the information. For example: a timeline, a cartoon strip or a diagram of parts that work together.

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.

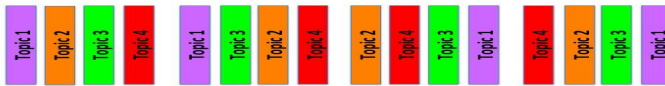
Eg. topic 1 cells, topic 2 digestive system

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.

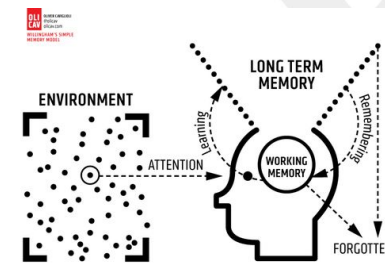
Mind maps help with memorisation of key knowledge as it helps to organise information and begins to make links and connections to different pieces of information.

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 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

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## Equipment




all students must have...



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

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

# Redmoor English Department: The Art of Rhetoric

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

## Vocabulary Boost

Key Word	Definition
<b>Rhetoric</b>	The art of persuasive speaking or writing.
<b>Impassioned</b>	Filled with or showing great emotion.
<b>Manipulate</b>	To control or influence in a clever way.
<b>Activist</b>	A person who campaigns to bring about social or political change.

Rhetorical Methods	Example
<b>Analogy:</b> 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.
<b>Anaphora:</b> the repetition of a word or phrase at the beginning of multiple sentences.	<u>Now is the time to</u> make real the promises of democracy. <u>Now is the time to</u> rise from the dark and desolate valley of segregation to the sunlit path of racial justice.
<b>Anecdote:</b> 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...
<b>Direct address:</b> 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.
<b>Emotive language:</b> word choices that are made to evoke an emotional response.	The world's wildlife is being <u>brutally slaughtered</u> .

More Rhetorical Methods	Example
<b>Hyperbole:</b> exaggerated statements or claims that are not meant to be taken literally.	My shoes are killing me.
<b>Imperative:</b> a command.	If there is one thing I know for certain, it is that this has to stop.
<b>Maxim:</b> 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.
<b>Rhetorical question:</b> a question which does not require an answer.	Why, 35 years ago, fly the Atlantic?
<b>Tricolon:</b> 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

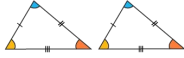

<b>BIG QUESTION:</b> How does Golding use language to convey meaning?	
Allusion	A reference to something without explicitly mentioning it.
Symbolism	Where an image or object represents something else.
Irony	Using words which mean the opposite of what you intend.
Protagonist	The main character, who's 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

<b>BIG QUESTION:</b> 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.


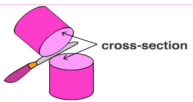
<b>BIG QUESTION:</b> What can we learn about the human condition from studying this novel?	
Savagery	The quality of being fierce or cruel; uncivilised
Innocence	Lack of corruption or malice; purity
Barbaric	Savagely cruel
Anarchy	A state of disorder due to the absence of authority
Microcosm	Society represented on a much smaller scale
Civilisation	The most advanced stage of human social and cultural development
Masculinity	Characteristics of men


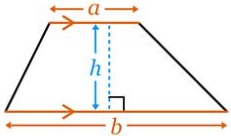
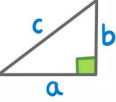
# Know Your Maths Vocabulary

Calculate	Work out the answer
Centi-	100th - 100 parts
Congruent	Identical - size and angles 
Construct	Draw mathematically 
Correlation	Relationship between 2 sets of data
Credit	Money in
Debit	Money out
Equation	Has an = sign $(4x + 6 = 22)$
Estimate	Work out answer to 1 significant figure
Expand	Remove brackets by multiplying out
Explain	Show mathematically
Expression	A group of terms joined by + - x ÷ (e.g. $3x + 4y$ )
Factorise	Put in bracket(s) by finding highest common factor(s)
Formula	a rule written with mathematical symbols. (e.g. $\frac{1}{2} b x h$ )
Index Form	A power, is used to show that a quantity is repeatedly multiplied by itself. (e.g. $3^4$ )

Identity $3(x + 4) \equiv 3x + 12$	An equation that is true no matter what values are chosen $\equiv$
Inequality	Greater than $> \geq$ or less than $< \leq$
Integer	Whole number + or -
Irregular Shape 	Sides and angles are not all equal
Kilo	1000 1000 x larger
Make $x$ the subject	Rearrange an equation so $x$ is on its own (on one side)
Make a criticism	Show what is wrong / incorrect mathematically
Mean	Average
Median	Middle (when numbers in order)
Milli-	1000th 1000 parts
Mode	Most
Of	Multiply
Out of	Divide
Percent 	Out of / ÷ 100
Perpendicular	Line at $90^\circ$ to another like a T

## Know Your Maths Vocabulary

Product	Answer when multiplying numbers
Prove	Show something is true mathematically
Pyramid	3d shape that has triangles coming to a point from the base
Reciprocal	1 divided by a number or vice versa (2 becomes $\frac{1}{2}$ )
Regular shape	All sides and angles are the same
Similar	Sides in same ratio (larger or smaller) but angles the same 
Sum	Total / Addition
Simplify	Rewrite in simplest way
Solve	Work out the value of the letter
Standard Form	$a \times 10^n$ , $a$ is a number bigger than or equal to 1 and less than 10 (e.g. $2.3 \times 10^3$ )
Term	Part of an expression (e.g. $4x$ )
Uniform cross-section	Same shape and size no matter where a prism is cut 

Prism 	3d shape - has a constant cross section (same shape all the way through)
<b>Area Formulae</b>	
Circle	$\pi \times r^2$
Rectangle	base x height
Parallelogram	base x perpendicular height
Triangle	$\frac{1}{2} \times \text{base} \times \text{perpendicular height}$
Trapezium 	$\frac{1}{2} \times (a+b) \times \text{height}$
<b>Formulae</b>	
Circle circumference	$C = \pi d$
Simple Interest	$P \times R \times T$
Compound Interest	$P \times (1 + R)^T$
P = Principal Amount R = Interest Rate T = Time	
Pythagoras' Theorem 	$a^2 + b^2 = c^2$

# Redmoor Science Department

## GCSE Physics - Energy

Given in the exam

Need to remember

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

### 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?

### 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

### 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.

### 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.

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



Ma Famille

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

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

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



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

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

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

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

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

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

Qu'est-ce que tu aimes regarder à la télé/au cinéma? What do you like to watch on TV/at the cinema?



Les Loisirs

Opinion (1)	Verb(2)	Noun(3)	Noun(4)	Connective(5)	Quality Vocab(6)	Verb(7)	Adjective(8)
<b>J'adore</b> I love <b>J'aime assez</b> I quite like <b>J'aime beaucoup</b> I really like <b>Je n'aime pas du tout</b> I don't like at all <b>Je déteste</b> I hate <b>Je préfère</b> I prefer <b>Je ne supporte pas</b> I can't stand	<b>regarder</b> to watch / watching	<b>les actualités</b> the news <b>les dessins animés</b> (the) cartoons <b>les feuilletons</b> (the) soaps <b>les jeux télévisés</b> (the) game shows <b>les publicités</b> (the) adverts <b>les séries</b> (the) series <b>les émissions de télé-réalité</b> (the) reality TV shows <b>les émissions de sport</b> (the) sports shows <b>les documentaires</b> (the) documentaries <b>la météo</b> the weather forecast	<b>les films de guerre</b> (the) war films <b>les films policiers</b> (the) crime films <b>les films d'action</b> (the) action films <b>les films de science fiction</b> (the) sci-fi films <b>les films d'amour</b> (the) love films <b>les comédies</b> (the) comedy films <b>romantiques</b> (the) Rom-Coms <b>les films d'horreur</b> (the) horror films	<b>parce que</b> because  <b>car</b> because  <b>puisque</b> as	<b>on me dit que</b> people say that <b>il faut admettre que</b> I must admit that <b>heureusement</b> fortunately <b>malheureusement</b> unfortunately <b>je dirais que</b> I would say that <b>c'est vrai que</b> it's true that <b>ce n'est pas vrai que</b> it's not true that <b>pour moi</b> for me <b>selon mes amis</b> according to my friends <b>j'estime que</b> I reckon that	<b>c'est</b> it is  <b>ce n'est pas</b> it's not  <b>ça peut être</b> it can be	<b>émouvant.</b> moving. <b>triste.</b> sad. <b>effrayant.</b> scary. <b>comique.</b> funny. <b>banal.</b> dull. <b>romantique.</b> romantic. <b>idiot.</b> stupid. <b>original.</b> original. <b>bizarre.</b> weird. <b>formidable.</b> great.

Tu aimes quelle sorte de musique? What sort of music do you like?

Opinion (9)	Verb(10)	Noun(11)		Opinion (12)	Connective(12)	Reason (13)
<b>J'adore</b> I love <b>J'aime assez</b> I quite like <b>J'aime beaucoup</b> I really like <b>Je ne supporte pas</b> I can't stand	<b>écouter</b> to listen to/ listening to	<b>de la musique rap</b> (some) rap music <b>de la musique RnB</b> (some) RnB music <b>de la musique pop</b> (some) pop music <b>de la musique rock</b> (some) rock music <b>de la musique classique</b> (some) classical music <b>des chansons françaises</b> (some) French songs <b>des chansons anglaises</b> (some) English songs	<b>et</b> and  <b>mais</b> but	<b>mon chanteur préféré est...</b> my favourite male singer is  <b>ma chanteuse préférée est...</b> my favourite female singer is...  <b>mon groupe préféré est...</b> my favourite group is...	<b>car</b> (because)  <b>parce que</b> (because)  <b>puisque</b> (as)	<b>j'aime les mélodies.</b> I like the tunes. <b>j'aime les paroles.</b> I like the lyrics. <b>j'adore les chansons.</b> I love the songs. <b>il est génial.</b> he is great. <b>elle est fantastique.</b> she is fantastic.

Qu'est-ce que tu fais? What do you do?

Time Phrase(14)	Verb(15)	PVS(16)	Noun(17)	Subordinate Clause(18)
<b>Normalement,</b> Normally,  <b>D'habitude,</b> Usually,  <b>Le weekend,</b> At the weekend,  <b>Pendant la semaine,</b> During the week,  <b>Quelquefois,</b> Sometimes,  <b>De temps en temps,</b> From time to time,	<b>je joue</b> I play	<b>au</b> at (m) <b>aux</b> at (pl)	<b>foot.</b> football. <b>jeux vidéo.</b> video games.	<b>avec mes ami(e)s.</b> with my friends. <b>avec mes copains.</b> with my mates (m). <b>avec mes copines.</b> with my mates (f). <b>avec ma famille.</b> with my family. <b>avec mon équipe.</b> with my team.  <b>chez moi.</b> at my house <b>chez mon ami(e).</b> at my friend's house. <b>chez mon père.</b> at my dad's house. <b>au centre sportif.</b> at the sports centre. <b>en ville.</b> in town. <b>au collège.</b> at school. <b>au restaurant.</b> at the restaurant. <b>au parc.</b> at the park. <b>dans ma chambre</b> in my room.
	<b>je fais</b> I do	<b>du</b> some (m) <b>de la</b> some (f) <b>de l'</b> some (v)	<b>vélo.</b> cycling. <b>natation.</b> swimming. <b>équitation.</b> horse riding.	
	<b>je regarde</b> I watch	<b>la</b> the (f) <b>un</b> a (m)	<b>télé.</b> TV. <b>match de foot.</b> football match.	
	<b>je vais</b> I go	<b>en</b> to <b>au</b> to the (m)	<b>ville</b> town <b>cinéma</b> cinema	
	<b>je mange</b> I eat	<b>du</b> some (m) <b>de la</b> some (f) <b>de l'</b> some (v) <b>des</b> some (pl)	<b>poulet.</b> chicken. <b>pizza.</b> pizza. <b>ananas.</b> pineapple. <b>frites.</b> chips.	
	<b>j'écoute</b> I listen	<b>de la</b> some (f)	<b>musique.</b> music.	
	<b>je retrouve</b> I meet	<b>mes</b> my (pl)	<b>amis.</b> friends.	

Present Tense

Qu'est-ce que tu vas faire? What are you going to do?

Time Phrase (19)	Verb(20)	PVS (21)	Noun(22)
<b>Demain,</b> Tomorrow,  <b>Ce weekend,</b> This weekend,  <b>La semaine prochaine,</b> Next week,	<b>je jouerai</b> I will play	<b>au</b> at (m)	<b>rugby.</b> rugby.
	<b>je ferai</b> I will do	<b>du</b> some (m)	<b>footing.</b> jogging
	<b>je regarderai</b> I will watch	<b>la</b> the (f)	<b>télé.</b> TV.
	<b>j'irai</b> I will go	<b>à la</b> to the (f)	<b>bibliothèque.</b> library.
	<b>Je mangerai</b> I will eat	<b>des</b> some (pl)	<b>chips.</b> crisps.
	<b>j'écouterai</b> I will listen	<b>de la</b> some (f)	<b>musique.</b> music.
<b>je retrouverai</b> I will meet	<b>mes</b> my (pl)	<b>amis.</b> friends.	

Future Tense

Qu'est-ce que tu as fait? What did you do?

Time Phrase (23)	Verb(24)	PVS(25)	Noun(26)
<b>Hier,</b> Yesterday,  <b>Ce weekend,</b> This weekend,  <b>La semaine dernière,</b> Last week,	<b>j'ai joué</b> I played	<b>au</b> at (m)	<b>netball.</b> netball.
	<b>j'ai fait</b> I did	<b>de la</b> some (f)	<b>danse.</b> dance.
	<b>j'ai regardé</b> I watched	<b>une</b> a(f)	<b>série Netflix.</b> Netflix series.
	<b>je suis allé(e)</b> I went	<b>au</b> to the (m)	<b>parc.</b> park.
	<b>j'ai mangé</b> I ate	<b>chez</b> at	<b>McDo.</b> McDonald's.
	<b>j'ai écouté</b> I listened	<b>un</b> a (m)	<b>podcast.</b> podcast.

Perfect Tense



# 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

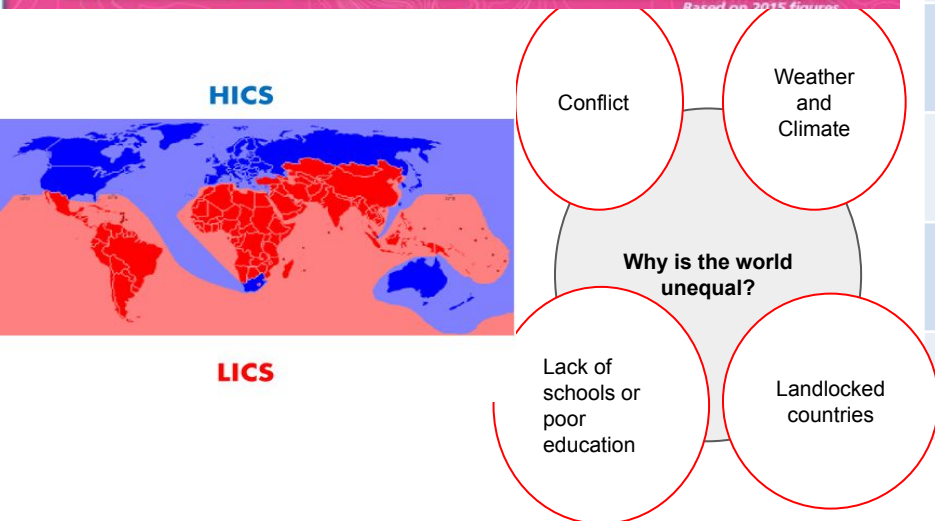
# Year 9 Geography - Our Unequal World

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

*Based on 2015 figures*

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).

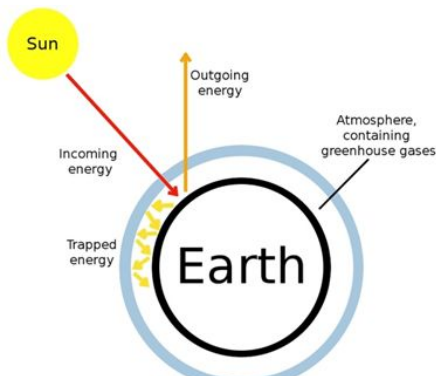
**Global warming** - the slow increase in the Earth's average temperature

**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 Programming

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

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

# Year 9 Art - Drawing Skills

## 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 depicting a host of sweets and toys.
4. In 2012, Sarah was **commissioned** by the British band Kaiser Chiefs to paint the album cover of their singles collection Souvenir, which was released worldwide.
5. Sarah uses photographs as **reference** and scales up by eye and sketching out in yellow acrylic.



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

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

## Does all art need to be realistic?

One of the principal **genres** of Western art – essentially, the subject matter of a still life painting or sculpture is anything that does not move or is dead.

Still life includes all kinds of man-made or natural objects, cut flowers, fruit, vegetables, fish, game, wine and so on. Still life can be a celebration of material pleasures such as food and wine.

In modern art simple still life arrangements have often been used as a **relatively neutral** basis for formal experiment, for example by Paul Cézanne, the cubist painters and, later in the twentieth century, by Patrick Caulfield.

## Accuracy in Drawing

## 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** - 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?

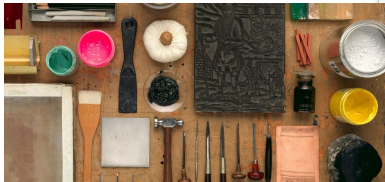
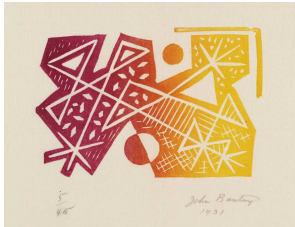
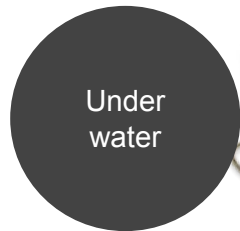
Printmaking is an artistic process based on the principle of transferring images from a **matrix** onto another surface, most often paper or fabric. Traditional printmaking techniques include woodcut, etching, engraving, and lithography.

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.

## Drama Keywords

<b>Narration</b>	To tell a story/information of what is happening to the audience.
<b>Flashback/ Flashforward</b>	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.
<b>Split-staging</b>	The stage is split into different areas representing different places or times.
<b>Freeze Montage</b>	Three or more Tableaux linked together, to show a situation/event.
<b>Conscience Alley</b>	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.
<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/the situation in your body.
<b>Posture</b>	How a character stands, e.g. upright, hunched, slumped.
<b>Movement</b>	How the character physically inhabits the character and travels around the stage.
<b>Analyse</b>	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.
<b>Evaluate</b>	To evaluate is to make a personal judgement about the performance using the available evidence.

## Year 9 Drama - Spring Term 1 Blood Brothers

### Key Knowledge

- You will continue to develop your performance skills - both vocally and physically in this unit
- You will learn about the context of the play Blood Brothers, by Willy Russell
- You will explore the characters in the story, and develop responses to key events that happen to them during the play
- You will get to use set, props and lighting to enhance your performances



## Year 9 Drama - Spring Term 2 Live Theatre Appreciation and Exploration

### Key Knowledge

- You will get to watch a range of Live Theatre and develop your knowledge of different theatrical styles and genres
- You will be able to explore the performance from the point of view of an actor, director and designer
- You will get to explore the technical aspects of theatre such as lighting design, sound design, costume design and set design



# Morals and Ethics – Judaism.

"Hear O Israel. The LORD our God is ONE LORD." **The Shema.**

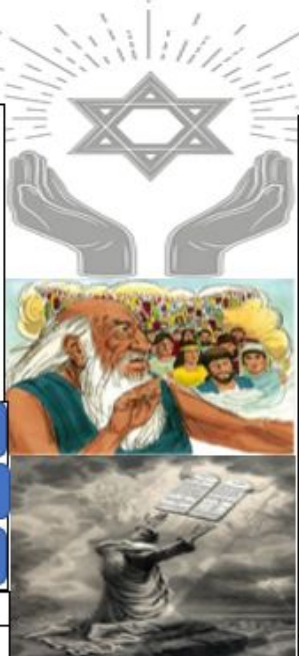
## Bird's Eye View.

Judaism is the first of three Abrahamic religions and one of the world's oldest religions. It ranks 10th amongst the World religions and was founded around 3500 years ago. **Abraham** is seen as the **Patriarch – Father of Judaism**. Followers of Judaism are called **Jews**. They are about 14.1 million Jews, and they pride themselves as the 'chosen' ones. Their central and most important religious book is the **Torah**. Their religious leaders are called **Rabbis**. The **Shema** is the main prayer in Judaism, it declares their belief in One God. – **monotheism**. Hence Jews are **monotheists**.

**Key Words:** Shema, Tenakh, Covenant, Mitzvot, Pesach

Orthodox Jews, Reform Jews, Shabbat, Promised Land

Synagogue, Aron Hakodesh, Kosher, Magen David, Moses



## Some key beliefs - G-d or YHWH.

**Monotheism**, the belief in **One God**, is the most important tenet of Judaism. He is **one, single, indivisible and infinite**. He revealed himself to **Abram, Moses** and the **Hebrew prophets**. He created the world; his work can be seen in Jewish history and in the **Tenakh Messiah**.

Jews believe in the **Messiah**. **Messiah** means 'anointed one'. Today many Jews use word to refer to a **future leader** of the Jews. There is a strong debate among Jews what the **Messiah** would be like and what the **Messiah** will do.

### The Covenants.

This is also an important Jewish belief. **Covenant** means 'agreement'. Jews believe God made a special agreement with them. He made this through key persons who represented them (example **Abraham and Moses**). These covenants explain why Jews consider themselves 'the chosen race'.

**Key Skills**  
Recall / Share/ Relate / Respond sensitively/ Describe/ Connect / Show understanding/ Apply / Explain / Express views or insights/ Interpret/ Compare and Contrast views/ Use sources / Evaluate /Analyze / Justify views /Make judgements / Synthesize/

## Key Questions and Key Vocabulary Usage.

What divisions exist within Judaism?	Within Modern Judaism there are different religious divisions or groups. The main groups in Britain are <b>Orthodox (Traditional)</b> and the <b>Reform (Progressive)</b> Judaism.
Where do Jews worship?	Jews worship in a <b>Synagogue</b> . The <b>Aron Hakodesh – Ark</b> , is the holiest place in it. <b>Magen David</b> , the symbol of Judaism, identifies a building as a synagogue.
Any Holy book in Judaism?	Yes. The Jewish Holy book is called <b>Tenakh</b> ; an acronym for <b>Torah, Nevi'im</b> and <b>Ketuvim</b> .
Who are some key personalities in Judaism?	<b>Abram</b> and <b>Moses</b> are two key figures in Judaism. Jews see <b>Abram</b> as the first <b>Patriarch</b> of Judaism, the first-person God made a <b>Covenant</b> , an agreement with. This covenant gave Jews the <b>Promised Land</b> . <b>Moses</b> is another <b>Patriarch</b> in Judaism. God also made a <b>Covenant</b> with him, after <b>Moses</b> freed the Israelites from Egypt. Jews celebrate <b>Pesach</b> , a festival to remember this event. In this covenant, God gave them the <b>Mitzvot</b> – the 613 Commandments. <b>God made this covenant after Moses</b>



## Some key practices - Rituals.

Jews believe there are four important stages in human life: birth, becoming an adult, marriage and death. Jews mark each of these stages with a ritual:

**Brit Milah**; the **Covenant of Circumcision** is the birth ritual performed to Jewish baby boys.

**Bar/Bat Mitzvah**; Son/ Daughter of the Commandment is performed to a Jewish boy and girl when they turn 13 and 12 respectively.

**Marriage**: a Jewish man and woman create a spiritual bond where their souls are fused.

**Death**: is celebrated during 4 set periods that allows a family to grieve fully and get back to normal life.



## Festivals.

Festivals occupy an important part in Judaism. They remind Jews of God and of their history. Jews celebrate festivals in the synagogue and at home. Some major festivals include **Rosh Hashanah**: Celebrated over 2 days, it marks the **start of the Jewish New Year**. It also the **day of judgement**. **Yom Kippur**: It is the **holiest and most important day** in the Jewish calendar. It is the **day of atonement**.

**Pesach** or **Passover**: Celebrated over a period of 7 or 8 days, it commemorates the **freedom or escape** of the Jews from slavery in Egypt. Jews celebrate on this day the **birth of the Jewish nation** after slavery in Egypt.



## Attainment Targets

**AT1:**  
Knowledge & understanding.  
(Learning about)

**AT2:**  
Engagement & Understanding.  
(Learning from)

**AT3:**  
Analysis & Evaluation


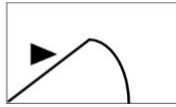




a) Jesus was a Jew, but he challenged Jewish teachings? c) Many Orthodox Jewish homes have kitchens with two sinks?

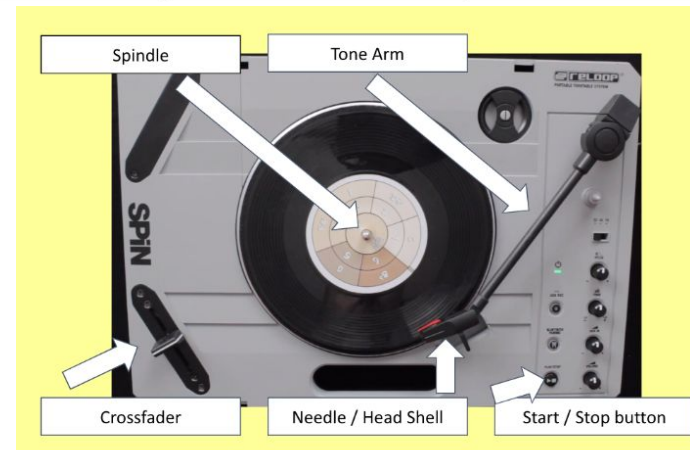
b) Strict Jews do not watch TV or use electronics on Shabbat? d) Jews fast for 25 hours and stay all day in the synagogue on Yom Kippur?



# Year 9 Music: Turntablism

Keyword	Definition
<b>The Turntable</b>	
Turntable	A device which uses a rotating spinning platter and a needle to play sounds from a record. Also sometimes known as a deck or record player. DJs and Turntablists use these as instruments.
Record	A flat disc on which sounds are stored.
Sample	A short snippet of sound on the record.
Tone Arm	The long thin arm which holds the needle.
Cartridge	The small part at the end of the tone arm which is connected to the tone arm with wires. The needle connects to the cartridge.
Needle	The small part at the end of the tone arm which is placed on the record and reads the vibrations of the record. Also called a stylus.
Slip Mat	The fabric circular disc which sits on the platter in between the platter and the record. This allows for the record to slip easily when scratching.
Platter	The circular plate on which the record sits. This then spins round, carrying the record.
Spindle	The thin metal centre point on the platter which the record is fitted onto.
<b>Scratch Techniques</b>	
Baby Scratch	Pushing and pulling the record forwards and backwards. Creates a 'jiggy' sound.
Release Scratch	Letting go of the record and catching it higher up, then pulling it back. This creates an 'ah-back' sound.
Tear Scratch	Splitting the sound into several parts by stopping a push or pull motion. This can create several combinations of 'forwards/backwards' sounds.
Air Scratching	Performing a scratch pattern by moving your hand in front of you in the air. This helps to build familiarity of a scratch pattern.
<b>Pulse and Metre</b>	
Time Signature	This will tell the performer how many beats per bar are in a piece of music. 4/4 has four crotchet beats per bar. 3/4 has three crotchet beats per bar.

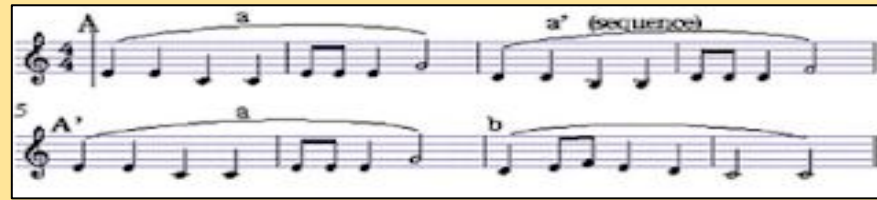
<b>TTM</b>		
TTM	Turntable Transcription Method. This is a way of writing down music for turntables by using different shapes and lines to match the different scratches.	
		
baby scratch	release scratch	tear scratch
<b>Influential Turntable Artists</b>		
Kool Herc	Grandmaster Flash	Grand Wizard Theodore
		
Developed the blueprint for hip-hop music.	The first person to bring about the notion of 'manual looping'.	Is thought to have created the 'scratching' technique.



# MELODIC WRITING DEVICES

## REPETITION

Repeating something already written down.



## SEQUENCE

A short motif restated at a higher or lower pitch.



## IMITATION

A melody is repeated in a different voice.



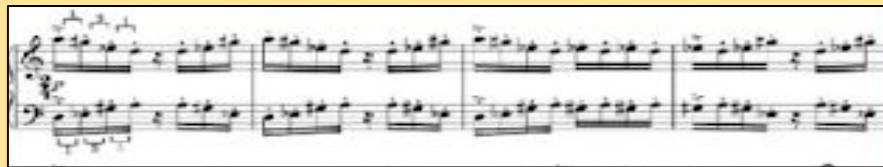
## INVERSION

Turning a melody upside down.



## MIRROR

Music played first forwards then backwards.



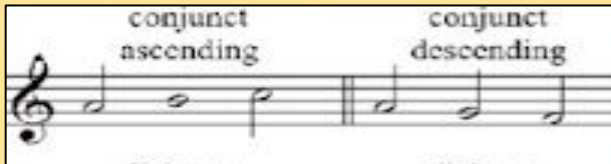
## RETROGRADE

Playing the melody backwards.



## CONJUNCT

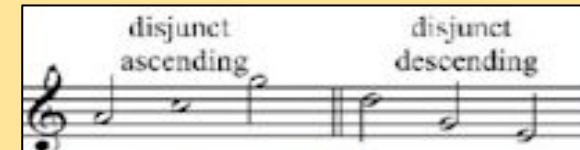
A stepwise melody



## DISJUNCT

Disjointed melody.

Gaps between the notes



- **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.

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

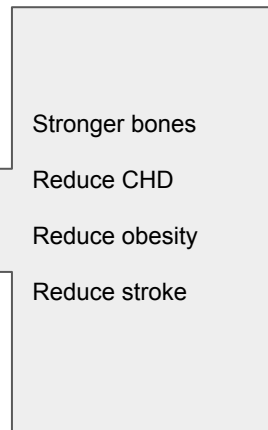
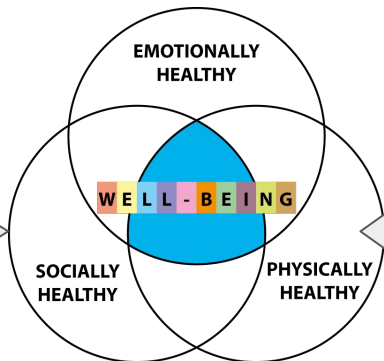
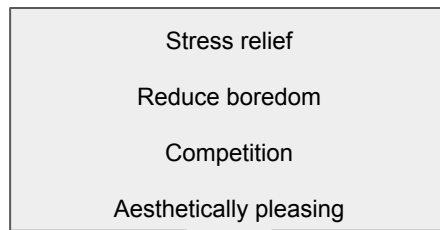
# YEAR 9 PE THEORY

## 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

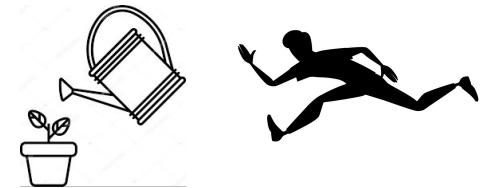
#### ● **Micronutrients:**

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?