

Knowledge Organiser

YEAR

9

"Science, for me, gives a partial explanation for life. In so far as it goes, it is based on fact, experience and experiment."

ROSALIND FRANKLIN

**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?

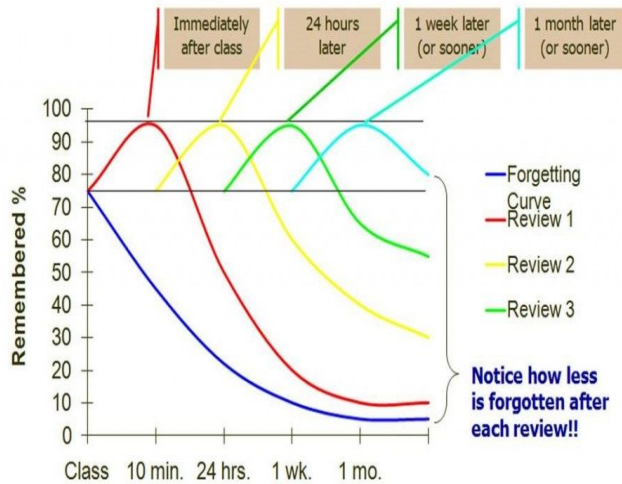
How will my teachers use them?

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](#)

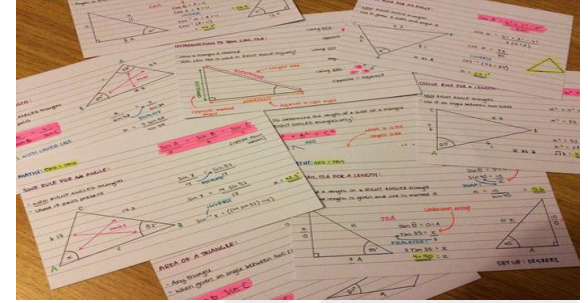
How we learn at Redmoor

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](#)

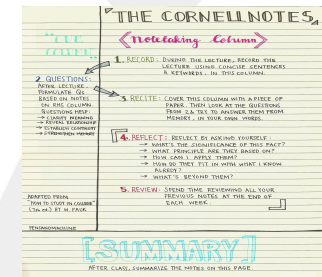
Try to come up with different ways to represent the information. For example: a timeline, a cartoon strip or a diagram of parts that work together.

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.

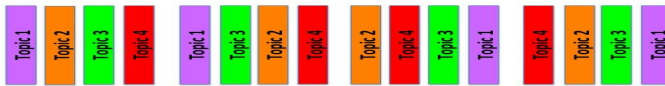
Eg. topic 1 cells, topic 2 digestive system

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.

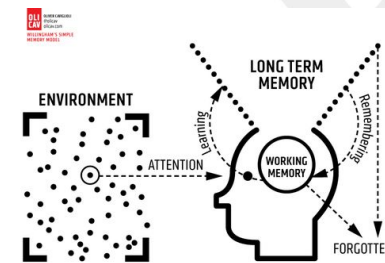
Mind maps help with memorisation of key knowledge as it helps to organise information and begins to make links and connections to different pieces of information.

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*

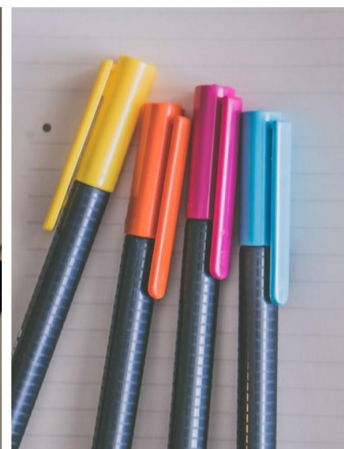
- **Future:** *e.g. I am going to run to the shops.*

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: 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



## Redmoor English Department: Romantic Poetry




<b>BIG QUESTION:</b> What can we learn about the human condition from studying these poems?	
Sublime	Of great excellence or beauty.
Identity	Who or what a person is.
Atheist	Someone who does not believe in a god or gods.
Nature	The beauty and importance of the natural world.
Childhood	The importance and innocence of childhood.

<b>BIG QUESTION:</b> Why do form and structure matter?	
Trochee	One stressed syllable followed by an unstressed syllable. Known as a 'foot'
Metre	The rhythm of a poem. The number of feet per line.
Trimeter	Three feet per line of poetry.
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.
Refrain	A line or phrase repeated within a poem.

<b>BIG QUESTION:</b> How are words powerful?	
Imagery	Descriptive language which creates clear images - this could be religious imagery, natural imagery etc.
Imperative	An order or command. Also, something that is very important or urgent.
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.
Personification	When you give an animal, thing or object qualities that only a human can have.
Symbolism	Where an image or object represents something else.
Tone	An attitude of a writer toward a subject or an audience.
Allegory	Something which has a hidden moral, political or religious meaning.
Allusion	A reference to something without explicitly mentioning it

<b>VOCABULARY BOOST</b>	
Word	Definition
Psychological	Related to the mind.
Didactic	Something intended to teach a lesson (a didactic poem).
Transcend	Go beyond the limits of something.
Profound	A great or intense feeling.
Spiritual	Relating to your thoughts and feelings, opposed to physical body.

# Redmoor English Department: The Art of Rhetoric

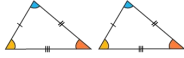

The Aristotelian Triad	
<b>Ethos</b> 	Appeals to the personality or character. Establishes the author's credibility.
<b>Logos</b> 	Appeals to reason. Establishes an argument based on logic.
<b>Pathos</b> 	Appeals to the emotions of the author's audience.



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 cleverly.
<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> .

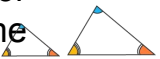
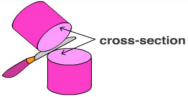
More Rhetorical Methods	Example
<b>Hyperbole:</b> exaggerated statements or claims that are not meant to be taken literally.	My shoes are killing me.
<b>Imperative:</b> a command.	If there is one thing I know for certain, it is that this has to stop.
<b>Maxim:</b> a brief expression of a general rule 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.

# 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. $d = st$ )
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)

## Area Formulae

Circle

$$\pi \times r^2$$

Rectangle

base x height

Parallelogram

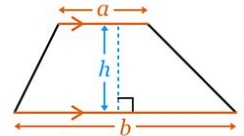
base x perpendicular height

Triangle

$\frac{1}{2}$  x base x perpendicular height

Trapezium

$\frac{1}{2}$  x (a+b) x height



## Formulae

Circle

circumference

$$C = \pi d$$

Simple Interest

$$P \times R \times T$$

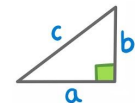
Compound Interest

$$P \times (1 + R/100)^T$$

P = Principal Amount R = Interest Rate T = Time

Pythagoras' Theorem

$$a^2 + b^2 = c^2$$



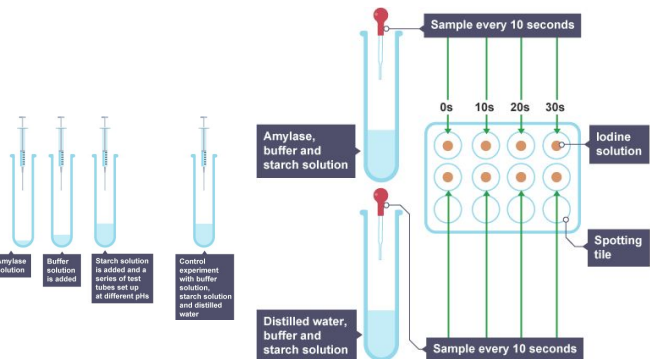
## BIG QUESTIONS:

The topic is split into two sub-topics: *The digestive system; Animal and plant organisation*

- How are complex organisms organised?
- How does the human system supply the body with nutrients?
- How is oxygen and carbon dioxide exchanged with the air and cells?
- How can someone reduce their risk of developing a non-communicable disease and how can it be treated?
- How are plants adapted to transport food and water and how can this be affected?

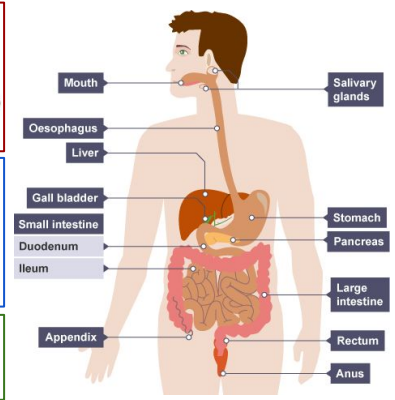
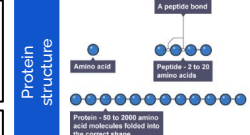
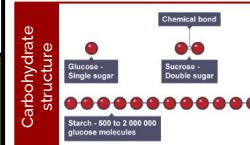
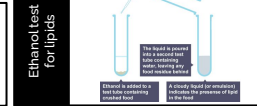
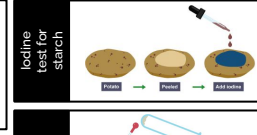
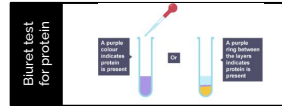
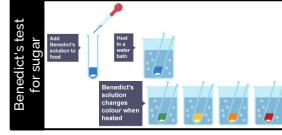
### 1. How are complex organisms organised?

Organelle	A specialised unit within a cell which performs a specific function
Cell	The basic building block of all living organisms
Tissue	A group of cells working together to perform a shared function, and often with similar structure
Organ	A structure made up of groups of different tissues, working together to perform specific functions
Organ system	A group of organs with related functions, working together to perform certain functions within the body
Exchange surface	A surface where substances, e.g gases, food substances, wastes, are moved across membranes.
Multicellular	Having more than one cell.



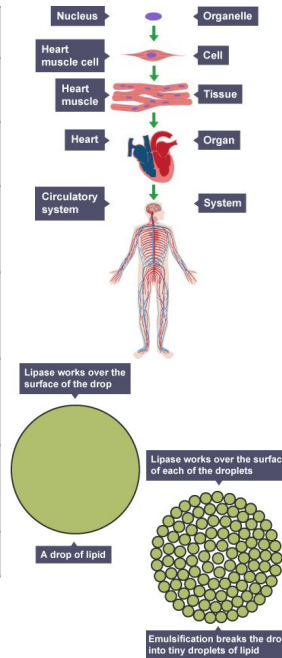
## Redmoor Science Department

### GCSE Biology - Organisation → Digestive system

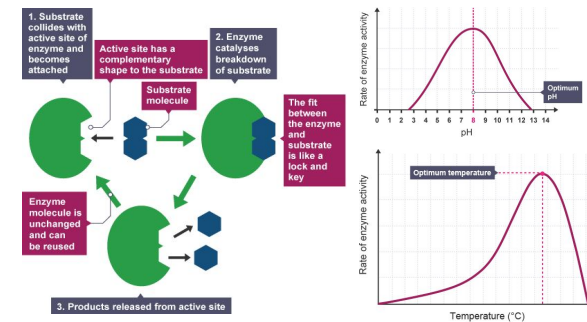


### 2. How does the digestive system supply the body with nutrients?

Carbohydrates	Source of energy, glucose is the main respiratory substrate.
Proteins	Organic compound made up of amino acid molecules Growth and repair.
Lipids	Fat or oils, composed of fatty acids and glycerol. Energy, make up part of cell membranes so essential for normal growth
Digestive system	Organ system involved in breaking down large insoluble molecules into smaller soluble molecules to be absorbed into the bloodstream.
Enzymes	A large protein that is a biological catalyst (speeds up chemical reactions) without being used up.
Active site	The part of the enzyme to which a specific substrate can bind or fit on to. It has a specific shape.
Substrate	A substance that has a complementary shape to the active site of the enzyme it binds to.
Denature	To change the shape of an enzyme's active site due to high temperatures or extremes of pH. The substrate can no longer fit the active site of the enzyme.
Optimum	The best or most appropriate - for instance, the conditions under which an enzyme works best.



Emulsify	Process of lipids being broken down tiny droplets. Tiny droplets have a much larger surface area, over which lipases can work, than larger pieces, or drops of lipid.
Bile	A substance produced in the liver. It emulsifies fats to prepare them for digestion.
Stomach acid	Acid produced by the stomach that gives protease enzymes an optimum pH.



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

Module 4 - Les Loisirs

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

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

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.	

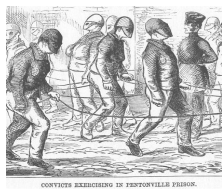
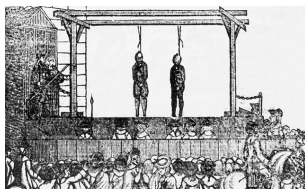
Future Tense

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

# HISTORY THEMATIC STUDY: C&P- PUNISHMENTS



## KT1: c1000-c1500 medieval England

1066 William crowned King - end of Anglo-Saxon England

1215 Trial by Ordeal ends

**Capital punishment:** death penalty / **Capital crime:** crime carrying the death penalty

**Corporal punishment:** punishment involving harm to the body, e.g whipping

**Mutilation:** punishment that maims or removes part of the body

**Wergild:** a fine that was paid to the family of a victim in Anglo-Saxon England

**William of Normandy:** becomes William I after Battle of Hastings

**Stocks and pillories:** devices that put criminals on public view

## KT2: c1500-c1700 early modern England

1576 Houses of Correction begin

1605 Gunpowder Plot

1660 Transportation begins

1680s The Bloody Code begins

**Carting:** criminal is paraded around the streets to shame/humiliate them

**Bridewells (Houses of Correction):** and hard labour aim to reform

**The Bloody Code:** series of laws extend the death penalty to many minor crimes

**Transportation:** removing the criminal to another country (1st US colonies then Australia)

**Hang, Draw and Quarter:** brutal punishment for treason

## Aims of Punishment

**Deterrence:** To warn others not to commit the same offence

### Reform/Rehabilitation

To help the criminal improve their behaviour in the future, through making them think about their actions or giving them skills to avoid criminality in the future

**Removal:** To physically remove the criminal from society or the country

**Compensation:** The victim, government or society is paid back for the trouble or harm caused by the criminal

**Retribution:** The punishment should fit the crime so victims are satisfied

## KT3: c1700-c1900 18th & 19th C Britain

1776 End of Transportation to America

1778 Transportation to Australia starts

1823 Gaols (Jails) Act (Peel's reforms)

1832 Punishment by Death Act - reduces number of capital crimes to 60

1839 Prisons Act introduces **Separate System**

1842 **Pentonville Prison** opens

1865 Prisons Act introduces **Silent System**

1857 Transportation to Australia ends

1868 End of public executions

**Prison Hulk:** old ships used as prisons, very unsanitary

**Separate System:** prison system aimed to reform through useful work

**Silent System:** harsher evolution of the separate system involving pointless hard labour, aim now changed to deterrence

**Pentonville Prison:** blueprint for purpose built silent system prisons

**Reformers:** people who want to change punishments for the better (*be careful not to mix up with reform as an aim of punishment*)

**John Howard:** Reformer - Inspected prisons and suggested improvements

**Elizabeth Fry:** Reformer - Visited women's prisons and campaigned to improve them

**Robert Peel:** Reformer - Home Secretary who introduced prison reform laws

**Jeremy Bentham:** Reformer - influenced aims of punishment and prison design

## KT4: c1900-present modern Britain

1902 First Borstal opens

1933 Hanging of under 18s ended

1933 First open prison

1952 Derek Bentley Case

1965 Death Penalty ends

1972 Community Service introduced

1990s Electronic tag introduced

**Borstal:** reform schools for offenders under 18 years old

**Attendance Centre:** young offenders' last chance before **Young Offenders Institution (YOI)**

**Open prison:** Prison where offenders could leave to work in the day

**Parole:** where a prisoner is released early if they behave well in prison

**Probation:** where an offender avoids a prison sentence but is closely monitored

**Ruth Ellis/Derek Bentley/Timothy Evans:** **Controversial trials** which made the public question the death penalty



## Resource Challenges

Resources are things that humans require for life or to make our lives easier. Humans are becoming increasingly dependent on exploiting these resources, and as a result they are in high demand.

Resources such as food, energy and water are what is needed for basic human development.

### FOOD

Without enough nutritious food, people can become **malnourished**. This can make them ill. This can prevent people working.

### WATER

People need a supply of **clean and safe water** for drinking, cooking and washing. Water is also needed for food, clothes and other products.

### ENERGY

A good supply of energy is needed for a basic standard of living. People need **light and heat** for cooking or to stay warm. It is also needed for industry.

## Demand outstripping supply

The demand for resources like food, water and energy is rising so quickly that supply cannot always keep up. Importantly, access to these resources varies dramatically in different locations

### 1. Population Growth

- Currently the global population is **7.3 billion**.
- Global population has risen **exponentially** this century.
- Global population is expected to reach **9 billion by 2050**.
- With more people, the **demand** for food, water, energy, jobs and space **will**

### 2. Economic Development

- As **LICs** and **NEEs** develop further, they require **more energy** for industry.
- **LICs** and **NEEs** want similar lifestyles to **HICs**, therefore they will need to **consume more resources**.
- Development means **more water is required** for food production as diets improve.

### Resource Reliance Graph

**Consumption** – The act of using up resources or purchasing goods and produce.  
**Carry Capacity** – A maximum number of species that can be supported.

**Resource consumption exceeds Earth's ability to provide!**



## Food in the UK

### Growing Demand

- The UK imports about 40% of its food. This increases people's **carbon footprint**.
- There is growing demand for greater choice of **exotic foods** needed all year round.
- Foods from abroad are more affordable.
- Many food types are unsuitable to be grown in the UK.



### Impact of Demand

**Foods can travel long distances (food miles). Importing food adds to our carbon footprint.**  
 + Supports workers with an income + Supports families in LICs.  
 + Taxes from farmers' incomes contribute to local services.  
 - Less land for locals to grow their own food.  
 - Farmers exposed to chemicals



### Agribusiness

**Farming is being treated like a large industrial business. This is increasing food production.**  
 + Intensive farming maximises the amount of food produced.  
 + Using machinery which increases the farms efficiency.  
 - Only employs a small number of workers.  
 - Chemicals used on farms damages the habitats and wildlife.

### Sustainable Foods

**Organic foods that have little impact on the environment and are healthier have been rising. Local food sourcing is also rising in popularity.**  
 • Reduces emissions by only eating food from the UK.  
 • Buying locally sourced food supports local shops and farms.  
 • A third of people **grow their own food**.



## Water in the UK

### Growing Demand

**The average water used per household has risen by 70%. This growing demand is predicted to increase by 5% by 2020.**  
**This is due to:**  
 • A growing UK population.  
 • Water-intensive appliances.  
 • Showers and baths taken.  
 • Industrial and leisure use  
 • Watering greenhouses

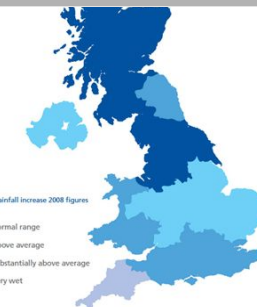


### Deficit and Surplus

The north and west have a **water surplus** (more water than is required).  
 The south and east have a **water deficit** (more water needed than is actually available).  
 More than half of England is experiencing **water stress** (where demand exceeds supply).

### Pollution and Quality

**Cause and effects include:**  
 • Chemical run-off from farmland can destroy habitats and kills animals.  
 • Oil from boats and ships poisons wildlife.  
 • Untreated waste from industries creates unsafe drinking water.  
 • Sewage containing bacteria spreads infectious diseases.



### Management

UK has **strict laws** that limits the amount of discharge from factories and farms.  
**Education campaigns** to inform what can be disposed of safely.  
**Wastewater treatment plants** remove dangerous elements to then be used for safe drinking. Pollution traps catch and filter pollutants.

### Water Transfer

Water transfer involves moving water through pipes from areas of surplus (Wales) to areas of deficit (London).  
**Opposition includes:**  
 • Effects on **land and wildlife**.  
 • High maintenance **costs**.  
 • The **amount of energy**

# Y9 Geography

## The Challenge of Resources Management



## Energy in the UK

### Growing Demand

The UK **consumes less energy** than compared to the 1970s despite a smaller population. This is due to the **decline of industry**.

### Energy Mix

The majority of UK's energy mix comes from **fossil fuels**. By 2023, the UK aims for 15% of its energy to come from **renewable sources**. These renewable sources do not contribute to **climate change**.

### 3. Changing Technology and Employment

- The demand for resources has driven the **need for new technology** to reach or gain more resources.

## Energy in the UK (continued)

### Significance of Renewables

+ The UK government is investing more into low carbon alternatives.  
 + UK government aims to meet targets for reducing emissions.  
 - Although infinite, renewables are still expensive to install.  
 - Shale gas deposits may be exploited in the near future

### Exploitation

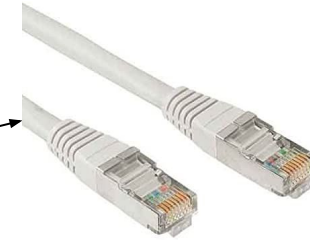
Locals have low energy bills.  
 Reduces carbon footprint.  
 Construction cost is high.  
 Visual impacts on landscape.  
 Noise from wind turbines.

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# Computing

## Networking

Networking Key Terms	
Computer Network	When two or more computers are connected together, allowing them to communicate with each other
Network Switch	A computing device that allows two or more computers to be connected together
Ethernet Cable	A copper cable that is used to connect computers together
Wireless	When computers are connected together without wires. Examples of this include WiFi and 3G
Fibre Optic Cable	A type of cable that can be used to connect computers together that uses light to transfer data rather than electricity. It is extremely fast!
Wireless Access Point	A computing device that allows a computer to connect to a network wirelessly
Router	A device that allows a network to be connected to other networks.
Internet	A network of networks. This involves networks being joined together from all over the world to create the super network we call 'the Internet'
The World Wide Web	This is all of the web pages, videos, images and other resources that are transported across the Internet
Web Server	This is a powerful computer with only one job, to store and allow people to download web pages and other resources that are stored on it using the Internet
Bandwidth	How much data your computer can transfer in 1 second. Usually measured in Megabits



# Computing

## Cyber Security

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

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

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

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

# Year 9 Art - Drawing Skills

## Why do we study the work of Artists?



1. British painter Sarah Graham was born in Hitchin in 1977, and works almost **exclusively** in oil on canvas.
2. She completed a BA (hons) in Fine Art painting from De Montfort University, Leicester in 2000, and has been pursuing her practice ever since.
3. Her work typically depicting a host of sweets and toys.
4. In 2012, Sarah was **commissioned** by the British band Kaiser Chiefs to paint the album cover of their singles collection Souvenir, which was released worldwide.
5. Sarah uses photographs as **reference** and scales up by eye and sketching out in yellow acrylic.



## Accuracy in Drawing

## Why is hand eye coordination important in art?

The more you look at your subject matter, the better your drawing will be. When you are making a closely **observed** drawing spend more time looking than you do drawing. Remember to look carefully at:

- edges
- spaces
- relationships between objects
- light and shadows

A **contour** drawing uses the outline of shapes to show the subject. It is made up entirely of lines, with no shading or tones.

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

Continuous line drawing is a similar technique, however there must be continuous contact between the drawing tool and the surface that is drawn on. This technique helps you concentrate on varying the weight of line produced by changing the pressure you apply while drawing. Monoprinting.

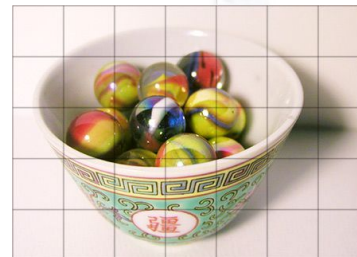
## Does all art need to be realistic?

- One of the principal **genres** of Western art – essentially, the subject matter of a still life painting or sculpture is anything that does not move or is dead.
- Still life includes all kinds of man-made or natural objects, cut flowers, fruit, vegetables, fish, game, wine and so on. Still life can be a celebration of material pleasures such as food and wine.
- In modern art simple still life arrangements have often been used as a **relatively neutral** basis for formal experiment, for example by Paul Cézanne, the cubist painters and, later in the twentieth century, by Patrick Caulfield.



## How does composition affect artwork?

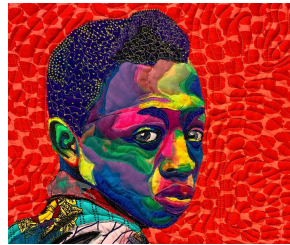
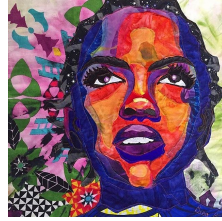
The grid method involves drawing a grid over your reference photo, and then drawing a grid of equal **ratio** on your work surface (paper, canvas, wood panel, etc). Then draw the image on your canvas, focusing on one square at a time, until the entire image has been transferred. Once you're finished,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



# Year 9 Art - Portraits

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

1. Artist Bisa Butler draws from an **array** of vibrant patterned fabrics to create portraits of everyday people.
2. She uses **representational** colours, favoring layered jewel-toned hues to form the skin of her Black subjects, and often groups figures together into strong **silhouettes**.
3. She began using fabric in her paintings in college, and then converted to quilting as a way to continue her dedicated art practice while protecting her young daughter from toxic materials and fumes.
4. She would often start her pieces with a black and white photo which would allow her to tell the story.
5. The portraits tell stories that may have been forgotten over time.



## How can line express meaning?

Mark making describes the different lines, dots, marks, patterns, and textures to create in an artwork. It can be loose and **gestural** or controlled and neat. It can apply to any material used on any surface: paint on canvas, ink or pencil on paper, a scratched mark on plaster, a digital paint tool on a screen, a tattooed mark on skin. Artists use gesture to **express** their feeling and emotions in response to something seen or something felt – or gestural qualities can be used to create a purely **abstract composition**.

For pencil or pen-and-ink drawing, using *hatching* is one of the easiest and cleanest ways to fill in the dark areas. By drawing fine lines that are more or less parallel, the area as a whole is perceived as being darker than the individual lines are in reality.

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

*Stippling* involves placing individual dots across a surface in a pattern that will be identifiable, especially when viewed from a distance; the further you are, the more your mind is forced to fill in the gaps on its own. Basically, instead of drawing a circle, you compose this shape with tiny dots, and shade it the same way to create the **impression** of depth.



## Why capture a portrait?

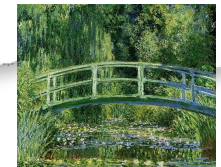
A portrait is a **representation** of a particular person. A self-portrait is a portrait of the artist by the artist. Portraiture is a very old art form going back at least to ancient Egypt, where it **flourished** from about 5,000 years ago. Before the invention of photography, a painted, sculpted,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

But portraits have always been more than just a record. They have been used to show the power, importance, virtue, beauty, wealth, taste, learning or other qualities of the sitter.



## How has impressionism influenced work of today?

- Impressionism developed in France in the nineteenth century and is based on the practice of painting **spontaneously** 'on the spot' rather than in a studio from sketches. Main impressionist subjects were landscapes and scenes of everyday life
- Instead of painting in a studio, the impressionists found that they could capture the momentary effects of sunlight by working quickly, in front of their subjects, in the open air rather than in a studio. This resulted in a greater awareness of light and colour and the shifting pattern of the natural scene. Brushwork became rapid and broken into separate dabs in order to **render** the fleeting quality of light.



# Year 9 Design - Material Exploration

## Material Exploration

### Why explore the properties of different materials?

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



### Textiles are everywhere, how do they make a difference?

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

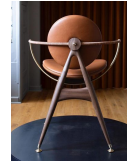
Textile design is further broken down into three major disciplines, **printed** textile design, **woven** textile design, and **mixed media** textile design, each of which utilize different methods to produce a surface **ornamented** fabric for variable uses and markets. Textile Design as a practice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

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



### How do the principles of design impact aesthetics?

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



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



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



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



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



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



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

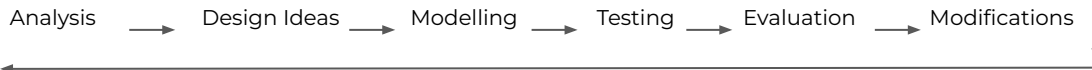
# Year 9 Design - Form vs Function

## Why do we study the work of Designers?

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

## How does iterative lead to success?

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



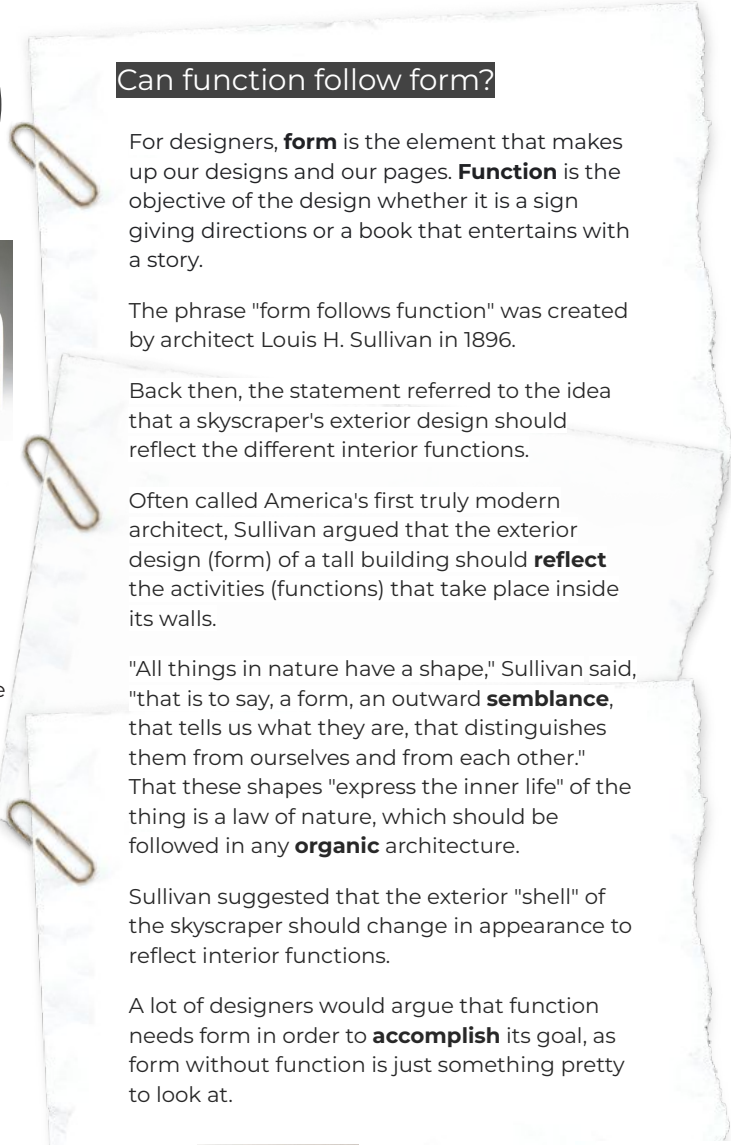
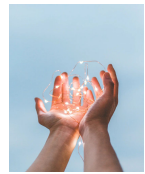
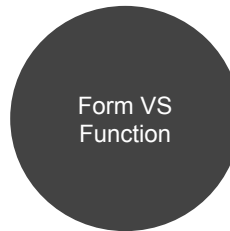
## Inspiration or imitation, what's the difference?

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

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

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

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



## Can function follow form?

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

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

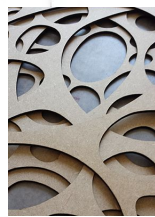
Back then, the statement referred to the idea that a skyscraper's exterior design should reflect the different interior functions.

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

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

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

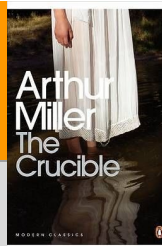
A lot of designers would argue that function needs form in order to **accomplish** its goal, as form without function is just something pretty to look at.



## Drama Keywords

<b>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 read & interprets them (costume, lighting, etc.)
<b>Body Language</b>	To show your emotions towards someone or a situation with your body.
<b>Posture</b>	How a character stands, e.g. upright, hunched, slumped.
<b>Gesture</b>	Movements of parts of the body, often hands, arms or head. E.g pointing, waving, shrugging.
<b>Sound effects</b>	As any sound produced by mechanical or human means to create for the audience a noise or sound associated with the play being produced

## Year 9 Drama Summer Term 'The Crucible' by Arthur Miller



### What are we going to do?

- We are going to be looking at the GCSE set text 'The Crucible'
- We will look at the plot, characters and themes
- We will be exploring extracts of key scenes
- We will be using skills and techniques learnt throughout KS3 to explore extracts as a director, designer and performer

## Main Characters

**Betty** - Reverend Parris's ten-year-old daughter. Betty falls into a strange stupor after Parris catches her and the other girls dancing in the forest with Tituba. Her illness and that of Ruth Putnam fuel the first rumors of witchcraft.

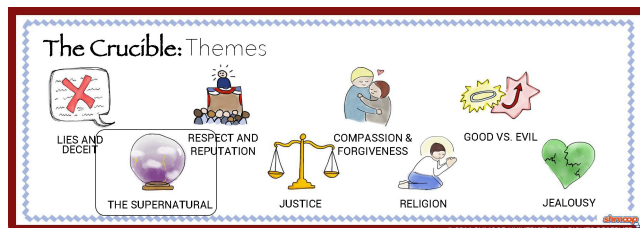
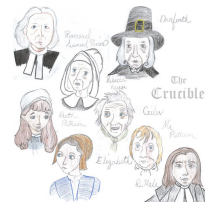
**John Proctor** - Honest, upright, and blunt-spoken, Proctor is a good man, but one with a secret, fatal flaw. His lust for Abigail Williams led to their affair (which occurs before the play begins), and created Abigail's jealousy of his wife, Elizabeth, which sets the entire witch hysteria in motion.

**Reverend Parris** - The minister of Salem's church. Reverend Parris is a paranoid, power-hungry, yet oddly self-pitying figure. Many of the townsfolk, especially John Proctor, dislike him, and Parris is very concerned with building his position in the community.

**Abigail Williams** - Abigail is vengeful, selfish, manipulative, and a magnificent liar. Abigail is an orphan and an unmarried girl; she thus occupies a low rung on the Puritan Salem social ladder (the only people below her are the slaves, like Tituba, and social outcasts). Once shunned and scorned by the respectable townsfolk who had heard rumors of her affair with John Proctor, Abigail now finds that she has clout, and she takes full advantage of it. She has an eerie sense of how to manipulate others and gain control over them.

**Tituba** - Tituba was the Reverend Parris's slave from Barbados. She is significant to the story because she is the first to be accused of witchcraft and first to name others involved in witchcraft. She names two other women, Sarah Good and Sarah Osborne, as witches.

## Drama techniques, skills and technical theatre





# ME Dept - Matters of Relationship & Life - Knowledge Organiser.

## Matters of Relationship

### Changing attitudes to marriage

Cohabitation—when people live together without being married.

#### Attitudes in the past

- Young people were expected to wait until marriage to have sex.
- Most people would be married by 25
- Most people would have had 1 or 2 sexual partners in their life.

#### Attitudes now

- Most people now have sex before marriage.
- The average age to get married has increased.
- It's seen as acceptable to have many sexual partners.

### Christian attitudes to sex outside marriage.

Catholics teach that sex outside marriage is wrong because it is a teaching of the Church, should be for procreation within a marriage, is for a married couple to express their love and the Bible says that it is wrong.

Some liberal Christians accept that people have sex outside of marriage as long as they are in a committed relationship. They also believe the Church needs to adapt to modern times and that Jesus taught love was the most important thing.

**Adultery** is having sex with someone who isn't your husband or wife.

Don't Marry Because You



Marry Because You

### Divorce

Divorce is the permanent legal separation of two people who were married. It is legal to get divorced.

Catholics think divorce is wrong because:

- Jesus taught that it is wrong.
- Church teachings say marriage cannot be dissolved.
- The couple made a promise with God which can't be broken.

Most other Christians also think divorce is wrong but allow it if the marriage is broken down. This is because:

- Jesus allowed divorce if a partner commits adultery.
- It could be the most loving thing to do if the marriage has broken down completely.



### Different methods of contraception

Contraception are things that can prevent pregnancy.

Artificial contraception is contraception that is made by humans such as condoms, hormonal implant, intra-uterine device, different pills and diaphragms and caps. Condoms prevent sperm from reaching the egg. The pill can stop a woman producing an egg. The coil and morning after pill can bring about an early abortion if the egg fertilises.

Natural contraception are methods of contraception that are not man made, such as monitoring when a woman is most infertile and planning sex around those times. This is allowed by the Catholic Church because it uses things naturally given by God.

## Key Vocabulary

- Premarital sex
- Cohabitation
- Marriage
- Civil partnership
- Homosexuality
- Divorce
- Contraception
- Abortion
- Euthanasia
- Pro-life
- Pro-choice
- Poverty
- CAFOD

**The causes of world poverty** Poverty may arise from natural causes (natural disasters: floods, earthquakes, droughts, disease) or may be the result of human actions (War, debt, unfair trading arrangements). As a result the world's wealth is unevenly distributed. With many people in poorer countries struggling to survive while wealthier countries get richer.



The work of CAFOD CAFOD is a Catholic charity that works to relieve poverty in developing countries. It provides 1) emergency relief in response to disasters 2) long term aid to support people and communities in working to avoid poverty 3) education to help people understand the causes of poverty 4) campaigns to try and bring about fairness in the world. CAFOD is guided by Catholic Social Teaching and the belief that Christians have a duty to love their neighbour and help those in need.



**The nature of euthanasia** Euthanasia is providing a a gentle/easy death to a person who is terminally ill, in pain or who has little quality of life. It is illegal in the UK. Non-voluntary euthanasia is when a person has no choice. Voluntary euthanasia and assisted suicide is when a person makes the choice for themselves. Some people want to change the law to allow euthanasia in the UK.



## Matters of Life

**Christian attitudes to euthanasia** The Catholic Church and many religious groups believe it is wrong because 1) human life is sacred (holy) 2) only God has the right to decide when life should end 3) it breaks the 10 commandments (thou shalt not kill). 4) the Bible teaches it is wrong. Switching off a life support machine if a person is brain-dead and easing the pain of the dying are not wrong.

"Thou shalt not kill"

**The nature of abortion** In the UK the law says an abortion may be carried out if two doctors agree that: 1) The mother's life is at risk 2) There is risk of injury to the mother's physical or mental health 3) There is a risk that another child would put at risk the mental or physical health of existing children 4) There is a risk that the baby might be born seriously handicapped. Since 1990 the limit for abortions has been set at 24 weeks (with some exceptions). Abortion is a highly controversial issues with many religious groups opposed to it.



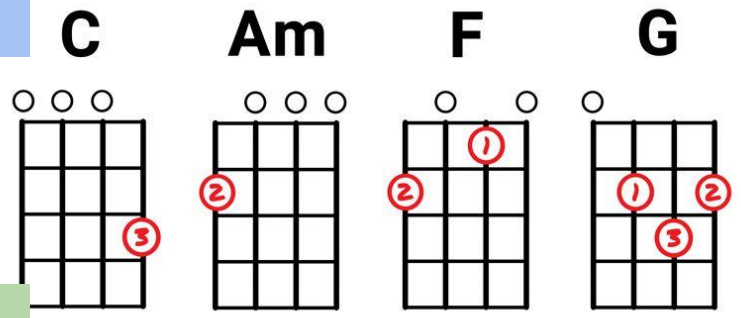
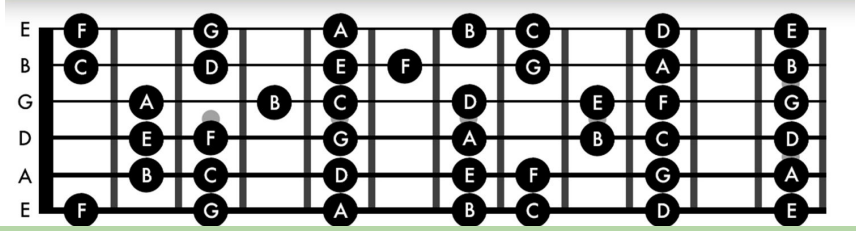
**Christian attitudes to abortion** The Catholic Church teaches that abortion is wrong because 1) life belongs to God 2) Life begins at conception and the 10 commandments forbid killing 3) the Catechism teaches it is murder 4) Counselling/ adoption offer alternatives. Some Liberal protestants disagree with abortion but will allow it in some circumstances because they do not believe life begins at conception, it is a more 'loving' course of action to remove suffering, or to spare the suffering caused by certain medical conditions.



# Key terms:

<b>MELODY</b> Register – high or low Range – wide or narrow Sequence Ascending/descending Scale or broken chord movement Steps or leaps Ornaments Melodic ostinato/riff	<b>ARTICULATION</b> Strummed Finger-picking Sustained Stab Staccato Legato Slurred Pizzicato/arco Accents	<b>DYNAMICS</b> Pianissimo Piano Mezzopiano Mezzoforte Forte Fortissimo Crescendo Diminuendo	<b>TIME/TEMPO</b> Number of beats in a bar Tempo Accelerando/ rallentando	<b>STRUCTURE</b> How many sections What order Which sections are the same Ternary form: ABA 12-bar blues Pop song structure: intro/verse/chorus/bridge/ outro	<b>HARMONY</b> Major or minor Inversions Consonant or dissonant Key change Added notes in chords Harmonic rhythm Drone/pedal note 'Blue' notes	<b>INSTRUMENTS</b> Strings: violin/viola/violoncello Woodwind: flute/oboe/clarinets/bassoon/saxophone Brass: trumpet/horn/trombone/tuba Percussion: timpani/cymbals (and many others) Voice: soprano/alto/tenor/bass Keyboards: piano/harp/sichord/organ/synthesiser Rock/pop: electric/acoustic guitar/bass guitar/drums/loop/samples	<b>RHYTHM</b> Duration: long or short notes Even or uneven rhythms Dotted rhythms Triplets Syncopation On a particular beat of the bar Rests/pauses Rhythmic ostinato/riff	<b>TEXTURE</b> Note or chord Bass/chords/melody Thick/thin Simple/complex Melody + accompaniment Counter-melody Parallel/contrary motion Unison Imitation Call & response
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## Key information for a stringed instrument:



## Key information for a percussion instrument:

### Standard 8th Note Groove

### Questions:

- What are the key features of this musical performance?
- Do you know how to rehearse a piece of music?
- Can you play in time with others?
- Can you play your own part in time with others?
- Can you lead a group?

# Year PE 9 - Athletics

## TRACK EVENTS

SPRINT 100M, 200M, 300M, 400M

MIDDLE DISTANCE 800M, 1500M, 3000M

HURDLES 80M (G), 100M (B), 300M (G), 400M (B)

The sport of competing in track and field events, including running races and various competitions in jumping and throwing.

## FIELD EVENTS

SHOT PUT

DISCUS

JAVELIN

LONG JUMP

TRIPLE JUMP

HIGH JUMP

## KEY TERMS

JUMP

RUN UP

TAKE OFF

FLIGHT

LANDING

THROW

INITIAL STANCE

GRIP

PREPARATION

MOVEMENT

RELEASE

RECOVERY

## KEY TERMS

### SKILLS / TECHNIQUE

START

POSTURE

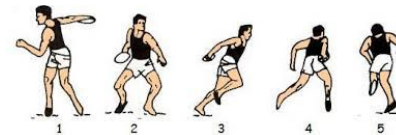
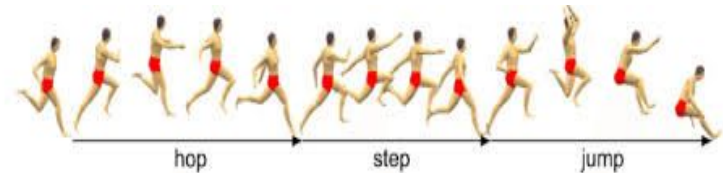
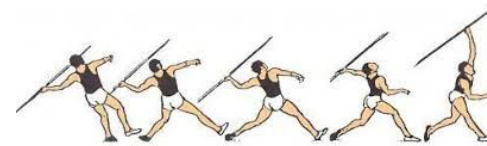
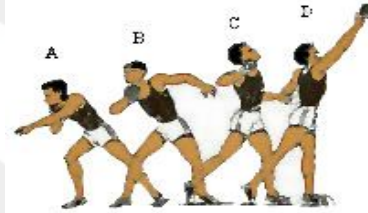
PACING

LEG AND ARM ACTION

COORDINATION OF LEGS

AND ARMS

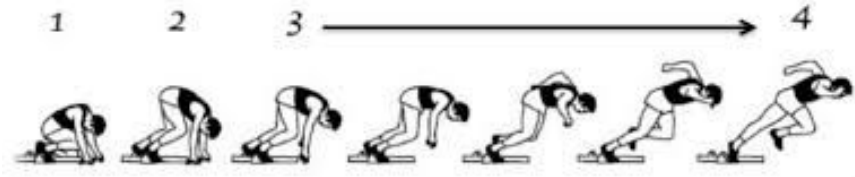
STRIDE PATTERN



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WEBSITE:  
[WWW.BRITISHATHLETICS.ORG.UK/ATHLETES](http://WWW.BRITISHATHLETICS.ORG.UK/ATHLETES)

## Questions

1. Can you lead track or field warm up to a small group?
2. Can you demonstrate a sprint start?
3. Can you improve your pace on long distance running?
4. What are the 4 phases of a throwing event?
5. Can you identify and carry out correct safety for throwing events?



# PE - Striking and Fielding

## Y9

### Bowling and Pitching



1. Can you lead a S&F specific warm up to at least half of the class?
2. What skills do you need to have to outwit your opponents?
3. Can you evaluate and justify your fitness component strengths in S&F?
4. Can you evaluate and justify your fitness component weaknesses in S&F?
5. Can you apply tactical strategies to a game?

#### Cricket - Bowler

1. The bowler must not throw the ball, but bowl the ball overarm at the stumps, which are at either end of a 22-yard area called a wicket.
2. A batter is declared out if the bowler knocks off the bails of the stumps with a delivery.



#### Rounders - Bowler

1. Must bowl under arm
2. They must bowl from inside the bowling square
3. The ball must be between the batter's shoulder and knee
4. The ball must travel through the batting square

Keywords / Skills

Grip	Umpire
Stance	Call
Shot	Out
Catch	
Swing	
Hips	

- #### Softball - Pitcher
1. Must bowl under arm
  2. Must reach 6f in flights
  3. Must be between batters shoulder and waist at the base
  4. Must travel through the base

