Knowledge Organiser

Year 9

Cycle 2

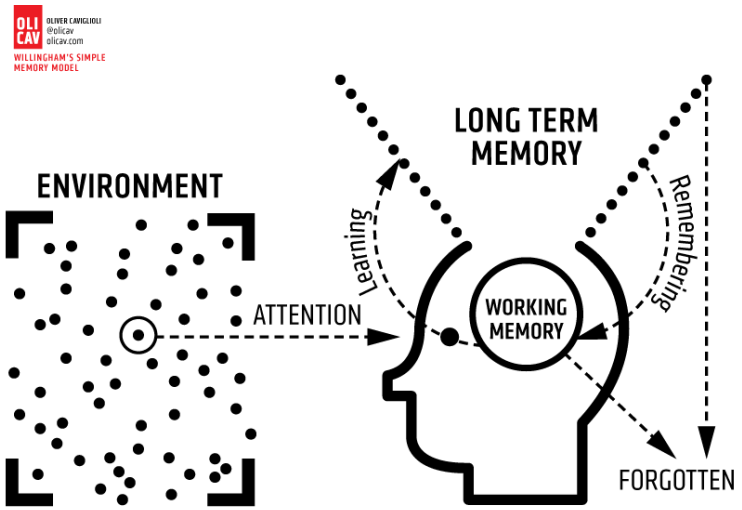
Name:

Inspiring Excellence

Using your Knowledge Organiser for homework

- Your Knowledge Organiser contains the essential knowledge that every student must know.
- Regular use of the Knowledge Organiser helps you to recap, revise and revisit what you have learnt in lessons.
- The aim is to help remember this knowledge in the long term and to help strengthen your memory
- You will use the Knowledge Organiser to help learn during homework.
- You will be assessed on the knowledge from your Knowledge Organiser; the more you revisit information the more likely it will be remembered for lessons, assessments and exams.

- For each homework you will be asked to look at a particular section of your Knowledge Organiser.
- Make sure you follow the homework timetable below so that you do the right homework for the right subjects each day.
- Each day (Monday to Friday) you will study 3 subjects for 20 minutes each.
- All Knowledge Organiser homework is completed in your blue Knowledge Workbooks
- All Maths and English homework is completed on SPARX and must be 100% completed each week.



Homework Timetable Year 9

	Monday	Tuesday	Wednesday	Thursday	Friday
Subject 1	Maths	History	Maths	English	Maths
Subject 2	English	Science	English	Science	Geography
Subject 3 Week A	French/Spanish	RPE	Drama	Food/3D Design	PE
Subject 3 Week B	French/Spanish	Art	Music	Computing	Life Skills

How to use your Knowledge Organiser

In your blue knowledge book you will always write the date, subject heading and ensure that they are underlined with a ruler.

Task 1: Questions

Where a subject includes questions to answer, you must answer these in your blue book. This is the main task to do as a minimum. If you have additional time, or where there are no questions, then do the following Tasks 2-4

Task 2: The Cover – Write – Check method

1. Study the relevant section of your Knowledge Organiser for several minutes.
2. Cover the Knowledge Organiser.
3. In your blue book, write out what you can remember.
4. Check the Knowledge Organiser to see if you got it right.
5. Correct any mistakes in purple pen.
6. Repeat the process – even if you got it 100% correct.
7. Complete sections that you have previously studied using the same process.

Task 3: Free recall

1. Pick a section of the Knowledge Organiser you have studied recently.
2. Without looking at the Knowledge Organiser write down everything you can remember about the topic.
3. Check the Knowledge Organiser to see how much you got right.
4. Correct any mistakes and add any missing parts in purple pen.

Task 4: Elaboration

1. Once you have completed the Cover – Write – Check method, add any additional details you can to your notes.
2. Remember your Knowledge Organiser only contains the core knowledge, there is much to learn beyond it so practise adding more detail when you can.

Year 9 Cycle 2

Knowledge Organiser Contents Page

3D Design - Knowledge Organiser: Pewter Casting Project

A. 3D DESIGN KEY WORDS

Health & Safety
Workshop Rules
Goggles
Safety ruler
Bench vice
Craft Knife
Corrugated Cardboard
Template
Spru5
Roller
Cutting Mat
Coping saw
MDF
Hand files
Wet and dry paper
Pillar drill
Pewter
Alloy
Melting point
Mould
Glass paper
Forge
Buffing machine
Mood board
Line
Contrast
Geometric
Natural
Font
Typography

B. KEY KNOWLEDGE 1

Health and Safety in the workshop:

1. Only enter workshop when told to do so.
2. Place your bags in designated area
3. Walk don't run
4. Keep work area and floor clear
5. Follow instructions.
6. Wear eye protection when told to do so.
7. Always wear an apron during practical.
8. Always tie your hair back whilst using tools and machinery.
9. Wear sensible shoes to protect your feet.
10. Remove all jewellery whilst doing practical work.
11. Only use tools and machinery that you have been taught how to use.
12. Report any broken equipment to the teacher.

What do the following symbols mean?

C. KEY KNOWLEDGE 2 Critcal studies and modelling

Why do we use the work of others to inspire our own designs?
What is a mood board?
What kind of paper do we use to copy parts of an artists work?
Describe the following words: geometric/typography/minimalistic/natural/naïve?
What tools do we use to create the cardboard models.
State 3 ways to stay safe when using craft knives.

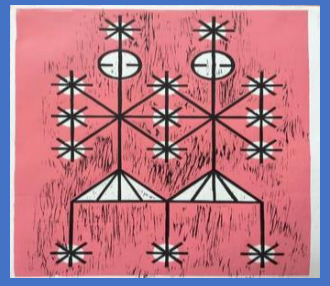
D. KEY KNOWLEDGE 3. Cutting, shaping casting.

A template of the final design is used to trace round onto MDF
The MDF is safely secured in a vice and cut using a coping saw
The edges are smoothed with glass paper
A sprue is cut which is wide enough for the pewter to be poured in
The mould is clamped tightly between two blocks
The pewter is melted in a forge and poured into the mould.

An alloy is a mixture of two or more elemental metals
Pewter consists of tin, antimony and copper

E. EXPERT MODELLING

JOHN PEDDER



HIILKE MACINTYRE

CECIL TOUCHON

F. WIDER THINKING

https://www.youtube.com/watch?v=pqTDxf7x8ew

A. Visual Elements Keywords

Line	Line is the path left by a moving point. A line can be horizontal, diagonal or curved and can also change length.
Shape	A shape is an area enclosed by a line. Shapes can be geometric or irregular.
Form	Form is a three dimensional shape, such as a cube, sphere or cone.
Tone	This refers to the lightness or darkness of something. This could be a shade, or how dark or light a colour appears.
Texture	This is to do with the surface quality of something. There are two types of texture: Actual texture really exists, so you can feel it or touch it; Visual texture is created using marks to represent actual texture.
Pattern	A design that is created by repeating lines, shapes, tones or colours.
Colour	Red, yellow and blue are primary colours, which means they can't be mixed using any other colours.

B. Key Knowledge 1: Key Terms

Collage: (also known as Photomontage) Collage is a technique named after the French word 'coller' meaning 'to glue'. It is a process in which pieces of paper, photographs or fabrics are arranged and stuck down onto a surface. **Digital Editing:** Image editing refers to modifying or improving digital or traditional photographic images using different techniques, too enhance or manipulate an image. **Identity:** Identity is the appearance, beliefs, personality traits, or expressions that characterise a person or group. **Mood board:** A mood board is a type of visual presentation or 'collage' consisting of images, text, and samples of objects in a composition. It can be based on a set topic or can be any material chosen at random. A mood board can be used to convey a general idea or feeling about a particular topic. They may be physical or digital, and can be effective presentation tools. **Self Expression**: to convey your personality, opinions or emotions (through art). **Symbol:** In art, a symbol is something recognizable that stands for or represents something else. **Symbolism:** Symbolism is the art of using an object, image, colour or word to represent an idea. Symbolism was both an artistic and a literary movement that suggested ideas through symbols and emphasized the meaning behind the forms, lines, shapes, and colour.

E. Expert Modelling:

Vanitas Still Life
Pieter Claesz 1625

Frida Kahlo
'Self Portrait, 1940

Glen Ligon
'Self Portrait' 2004

Kehinde Wiley
'Barack Obama'2018

The Singh Twins
'mixed media' 2017

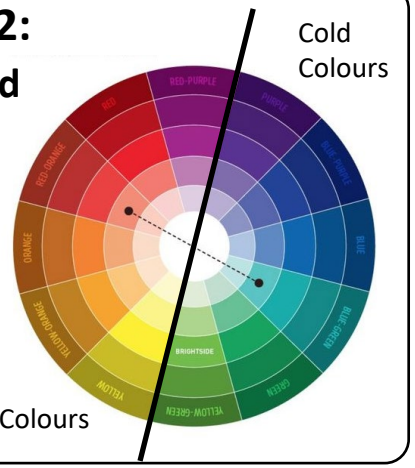
Kervin Brisseaux
Digital Illustration 2022

ART & DESIGN
Project – YEAR 9 SELF EXPRESSION & SYMBOLISM
Threshold Concept #7 Artists use self expression and symbols to convey identity and ideas

C. Key Knowledge 2:

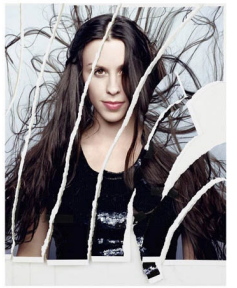
Colour Theory - Mood

Warm colours like red, yellow and orange evoke higher human emotions, such as love, passion, happiness, and anger. Cool colours, like blue, green and purple are linked to calmness, sadness and indifference. Colours can trigger these mental states and emotions.



D. Key Knowledge 2: RANKIN Destroy

Rankin "destroy" project was **a charity fund raising project**. Rankin asked 70 musicians and visual artists to destroy their own portrait photographs originally taken by Rankin. The series of portrait photographs were radically modified to destroy the image by their subjects.

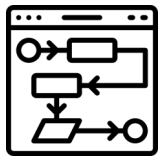


F. Wider thinking / further reading:

Use this QR code to read about Rankin's Destroy Project and watch the videos on the making of the work.

Computer Science Knowledge Organiser KS3: TERM 2

Learn these key terms: You can do this by using the look / cover / write technique or by writing them into a sentence

Keyword	Meaning	Word used in a sentence	Picture link
Algorithm	Step by step instructions that can be followed in order to solve a problem or to complete a task	Spotify uses an algorithm to predict the probability a user will like a band from the others that they have chosen to listen to	
Sequence	**Sequence**, the order that commands are executed by a **computer**, allows us to carry out tasks that have multiple steps.	My program is written in the correct sequence.	
Selection	A **selection** is used to make **choices** depending on information. An algorithm can be made smarter by using IF, THEN, and ELSE functions	I used selection in my code to make someone choose if they wanted to play the game or not.	
Iteration	**Iteration** in **programming** means repeating steps, or instructions , over and over again. This is often called a 'loop'.	I can use iteration to make my code less cluttered.	
Psuedocode	A way of writing an algorithm in the style of a programming language but using plain English	I use pseudocode to help me to plan my program.	
Variable	A value that changes in your program	An examples of variables in my favourite game Mario are time, coins and lives. These values all change.	
Constant	A value that will always stay the same in your program	Pi is a constant value as it is always 3.1415.	

SCAN ME

	Week 1	Week 2	Week 3	Week 4	Week 5
Drama Cycle 2 Knowledge Organiser	**What is Peer Pressure?** **Peer pressure** (or social pressure) is the direct influence on people by peers, or the effect on an individual who gets encouraged to follow their **peers** by changing their attitudes, values or behaviours to conform to those of the influencing group or individual. **Performing Skills** **Characterisation** The act of changing voice, body language, movement, gesture etc when in role is called characterisation. The performer must use their skills to portray a character consistently throughout their performance**.** **Hot seating** This is a strategy in which a character or characters, played by the teacher or a student, are interviewed by the rest of the group **Improvisation** This can be in the form of spontaneous or prepared (devised) drama. The performer can use of movement and speech to create a character or object in a particular situation; acting done without a script**.** **Realism** An attempt in theatre to represent everyday life and characters as they are or appear to be.	**Christopher Craig and Derek Bentley FACTFILE** **2nd November 1952**. Derek Bentley (aged 19) and Christopher Craig (aged 16) broke into a London warehouse. Craig was armed with a revolver. The 2 were seen entering the premises and the police were called. Bentley and Craig then went on to the flat roof of a Warehouse in Croydon and hid behind a lift-housing. Detective Sergeant Frederick Fairfax climbed on to the roof, and managed to grab Bentley. Craig shouted defiantly at the detective and Bentley managed to break Fairfax's grip. At this point, Bentley is supposed to have shouted "***Let him have it Chris***". Craig then fired the gun grazing the police officer's shoulder. Despite being wounded Fairfax continued after Bentley and managed to finally arrest him. Bentley told Fairfax that Craig had a Colt .45 and plenty of ammunition. Police were sent on to the roof. The first policeman to appear on to the roof was Police Constable Sidney George Miles (age 42). He was immediately shot dead by Craig. After exhausting his supply of bullets, Craig leapt from the roof on to the road (30 feet below). He landed badly, fracturing his spine and left wrist. Craig was then arrested.	**Key Characteristics on Craig and Bentley** **Derek Bentley** was illiterate and is alleged to have had a mental age of 11. He also suffered from epilepsy as a result of a head injury received during the war.  **Christopher Craig** was 	**Performing Skills** **Cross cutting** Also called split-screen. This is a term used to describe two or more scenes which are performed on stage at the same time. **Multi-roling** This is when a performer plays more than one character onstage. The differences in character are marked by changing voice, movement, gesture and body language but the audience can clearly see that the same actor has taken on more than one role. **Role** The character portrayed by a performer in a drama. **Design Skills** **Costume** What a performer wears to evoke the appearance of a particular character. Costumes maybe realistic or stylised. They may be 'period' – appropriate to the historical setting of the play – or deliberately modern in look, even when the play is set in a past era, depending on the performance style of the production. **Props** An object used on stage by performers. A *prop* is considered to be anything movable or portable on a stage or a set.	**Performing Skills** **Marking the Moment** Marking the moment is a dramatic technique used to highlight a key moment in a scene or improvisation. This can be done in a number of different ways: for example through slow-motion, a still image, narration, thought-tracking, music or lighting. Marking the moment can happen when a scene has been created, and the group decides it's a significant moment in the drama, and they want to show this in some way. This is when something is needed to emphasize the moment. **Effective ways to mark the moment** is to add a still image and to apply a thought tracks, use slow motion or deliver a monologue commenting on the action taking place and how the characters are feeling about the situation. Using the lighting design element of using a spotlight to focus attention on one area of the stage or to use a particular colour to the stage at a particular moment during a performance.

	Week 6	Week 7	Week 8	Week 9	Week 10
Drama	**Creating mood and atmosphere** Lighting can help to create mood and atmosphere on stage. For example, to create a cold, damp jail cell, a lighting designer might use a cool, blue light with a low intensity. Lighting design is particularly effective in focusing the audience's attention. By lighting different areas of the stage, a lighting designer is able to guide the audience's eye. **The Colours and their meanings in Drama:** Blue = To show spirituality, faith, loyalty contentment, tranquillity, stability, peace, harmony, confidence, water, cold, depressions. Yellow = To show knowledge, wisdom, joy, relaxation, optimism, happiness, hope, cowardice and dishonesty. Red = To show rage, love, anger, energy, strength, aggression, speed, danger, heart, power, blood, fire, violence.	**Performing Skills** **Chorus** A group of performers who sing, move, or recite in unison/as one. **Still Image** This is a frozen picture which communicates meaning. It can provide insight into character relationships with a clear focus upon use of space, levels, body language and facial expression. **Thought Tracking** This is when a character steps out of a scene to address the audience about how they're feeling. Sharing thoughts in this way provides deeper insight into the character for an audience **Proxemics** This explores 'spatial relationships', between different performers or a performer and elements of the set. **Drama Technique of Writing in Role** **Writing** in **Role** is a drama technique that asks the student to **write** from a character's perspective, typically in a familiar format like a diary entry; a letter, email, or text; a newspaper headline; or a letter to an editor.	**Bentley must not die!** Bentley was hanged at 0900 hours after last-minute appeals for clemency were rejected. Bentley was sentenced to death on 11 December for killing Pc Miles during a bungled break-in at warehouse in Croydon. The court was told his co-defendant,Craig, fired the fatal shot but because he was still a juvenile in the eyes of the law he escaped the death sentence and was ordered to be detained at Her Majesty's pleasure. A large crowd began gathering outside Wandsworth jail from early this morning. Some sang the hymn Abide With Me and others began booing when a prison warder came out carrying a glass-covered board containing the execution notice. Bentley's sentence was sealed when the Home Secretary, said he could not see any reason for intervening in the case. A deputation of MPs had gone to see the home secretary with a petition (signed by about 200 members) They urged him to ask the Queen. They pointed out Craig was the ringleader of the two and that Bentley's mental age was probably younger than his partner - a fact that had not been disclosed to the jury. But the he could not see any grounds for modifying the sentence.	**Revision for Knowledge Organiser test:** Revise areas on Performance and Design skills. You may choose to look over all the performance skills and use the following to support you with your revision: LOOK COVER WRITE CHECK Draw a mind map of how colour symbolism is used in drama to represent the three colours explored in marking the moment. Ensure you have knowledge of the story and characters. Remember how you used the performance and design techniques to bring the story of Craig and Bentley to life Create flash cards that include your performance/design skills explain their definitions and add examples of how you explored different aspects of the story to life.	**Quick recap of key Performing Skills** **Characterisation** The act of changing voice, body language, movement, gesture etc when in role is called characterisation. **Hot seating** This is a strategy in which a character is interviewed. **Improvisation** This can be in the form of spontaneous or prepared (devised) drama. **Realism** An attempt in theatre to represent everyday life. **Cross cutting** This is a term used to describe two or more scenes which are performed on stage. **Multi-rolling** This is when a performer plays more than one character onstage. **Role** The character portrayed by a performer in a drama. **Chorus** A group of performers move, or recite in unison/as one. **Still Image** This is a frozen picture which communicates meaning. **Thought Tracking** This is when a character shares their thoughts. **Proxemics** Explores 'spatial relationships', between different performers.

Sparx Reader

Your English homework is to complete your Sparx Reader homework online.

You can access Sparx Reader by typing it into an internet search function, or you can sign into Sparx Maths, click 'Menu' and access Sparx Reader there.

You will not be able to complete Sparx Reader as your homework until you have completed the Sparx Reader test in one of your English lessons. If you have not yet completed this test, please use the following pages of the KO as your English homework, using the 'look, cover, write, check' method.

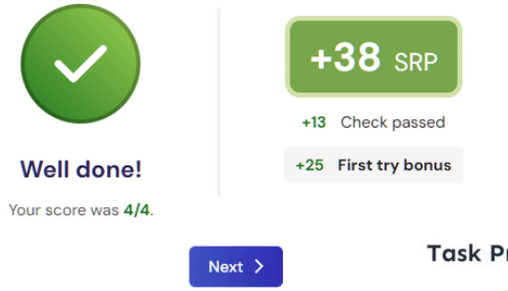
Once you are using Sparx Reader as your homework, you do not need to do the KO as well. If Sparx Reader does not work for any reason, return to completing the KO until you can access Sparx again. If your Sparx Reader is not working, let your English teacher know as soon as you can.

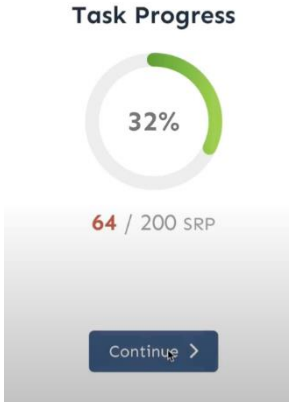
<u>What do I have to do on Sparx Reader?</u>

Select a book, read it and answer the questions that pop up as you read. The questions are checking your understanding of the book.

<u>How will I know I have completed my homework?</u>

Your target is to reach 300 SRP (Sparx Reader Points) every week. 300 SRP = roughly 30 minutes of reading. You get points by correctly answering questions. You get more points if you answer a question correctly the first time. You get more points the more carefully you read – Sparx Reader knows when you have read too quickly or improperly, which stops you from getting as many points.





<u>When will my homework be due in and checked?</u>

Your English teacher will decide what day of the week you have to complete your homework by and they will inform you of this day. Don't worry if your homework is due a different day to your friend's homework; go by what your teacher has told you.

<u>What do I do if I'm confused or stuck?</u>

Ask your English teacher as soon as you can – they will be able to help you with any questions you may have.

wk	keyword	definition	example
Week 1	**Dystopian**	An imagined society where everyone lives in fear, usually because of social injustice.	The Pedestrian, Star Wars, Ready Player One.
	Narrative	A spoken or written account of events; a story.	The Bible is the most famous story in the world.
	Convention	An ingredient of a genre.	A world gone wrong, hypotheticals and a lack of freedom are all examples of dystopian conventions.
	Genre	A type of text.	Dystopia, Horror and fantasy are all examples of literary genres.
	Hypothetical	An imagined scenario.	'Imagine a world where...'
Week 2	**Atmosphere**	The tone, mood, or attitude created by a text.	The atmosphere in 'The Maze Runner' is often sad and ominous.
	Sensory	Related to the 5 senses: see, hear, taste, smell, feel.	Sensory description is featured in good dystopian narratives.
	Structure	The way in which something is composed/built.	This can refer to the structure of the whole text, a paragraph within the text or even a single sentence.
	Simple sentence	A sentence that has a subject and a verb.	The man ran down the road.
	Compound sentence	A sentence that as two main clauses joined with a conjunction.	The man ran down the road **and** he fell over.

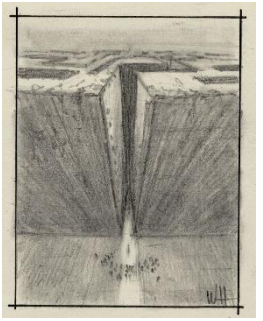
Week 1

The Pedestrian:
Leonard Mead enjoys walking the streets of his city alone at night. He has done this for 10 years and had never encountered another person. He notes that they are always inside watching television. He imagines he is talking to them by whispering under his breath. He comes across a robotic police car, the only one since crime has been eliminated. The car questions Leonard about why he is out alone at night. Leonard reveals himself to be a non-conformer: he is out at night alone, doesn't own a television, is unmarried and is a writer in a world that doesn't value the written word. The police car tells him to get in, as he is being taken to a psychiatric facility for testing. The car drives away with Leonard inside.

Semi-colon ;	Joins together two main, but related clauses.	*There was a good crystal frost in the air; it cut the nose and made the lungs blaze like a Christmas tree inside.*

Week 2

The Maze Runner:
Thomas, a teenager, arrives in a glade at the centre of a giant labyrinth. Like the other youths dumped there before him, he has no memory of his previous life. Thomas quickly becomes part of the group and soon after demonstrates a unique perspective that scores him a promotion to Runner status -- those who patrol the always-changing maze to find an escape route. Together with Teresa, the only female, Thomas tries to convince his peers that he knows a way out.



Complex sentence	A sentence that contains a main and subordinate clause.	Although he had fallen over, the man ran down the road.
Putrid	When something is decaying or rotting and emitting a horrid smell.	*The fruit was turning putrid.*

Week 3	**Tension**	The state of being stretched tight; the climax of a story usually has the most tension.	It is tense when Leonard is being interrogated by the police car.
	Protagonist	The main character in a story.	Katniss is the protagonist in 'The Hunger Games'.
	Pathetic Fallacy	Where the weather reflects the mood or atmosphere of the setting.	'the gale that cam roaring across the open marsh'.
	Utopia	Opposite to dystopia; where an imagined world is perfect.	A popular example is Avatar.
	Mood	Also described as the attitude or atmosphere.	The mood of 'The Woman in Black' is often dark and sullen.

The Hunger Games:

In what was once North America, the Capitol of Panem maintains its hold on its 12 districts by forcing them each to select a boy and a girl, called Tributes, to compete in a nationally televised event called the Hunger Games. Every citizen must watch as the youths fight to the death until only one remains. District 12 Tribute Katniss Everdeen has little to rely on, other than her hunting skills and sharp instincts, in an arena where she must weigh survival against love.

Week 3	**Personification**	When an inanimate object is given human qualities	*The chimney moaned.*
	hyperbole	Exaggerated language not meant to be taken seriously.	*I died with laughter.*
	onomatopoeia	Words that reflect a sound.	Bang, crash, swish.

Week 4	**Oxymoron**	Where two contradictory terms appear in conjunction.	'deafening silence'
	Cliche	Phrase or opinion that is overused and lacks originality.	'And then she realised it was all a dream'.
	Simile	Comparing two things using 'like' or 'as'.	The sky was as pearlescent as snow.
	Personification	When an inanimate object is given human qualities	*The chimney moaned.*
	Melancholy	To be depressed and sad.	Characters in dystopian texts often feel melancholy about their situation.
Week 5	**Communism**	An ideal whereby private property does not exist; wealth and buildings are jointly owned by all members of society.	Dystopian narratives usually feature capitalist beliefs; the protagonists are often opposed to these.
	Fascism	A form of power that is dictatorial and does not tolerate opposition.	Hitler was a fascist because of his intolerance of anyone who did not share his views.
	Eco-criticism	The practise of examining literary texts and exploring how they depict the subject of nature.	There has been research conducted to explore how texts such as 'The Hunger Games' impacts young people's opinions on climate change.
	Feminism	Advocacy of women's rights on the basis that all genders are equal.	'Handmaids' Tale' offers exploration of womens' rights through the treatment of women as donor parents.
	Post-colonial	The study of the time period that followed Western colonialism.	Following India's independence from British colonial presence, they had to deal with the social and economic repercussions of the period.

Week 4

The Road:

The Road is a 2006 post-apocalyptic novel. The book details the gruelling journey of a father and his young son over a period of several months across a landscape blasted by an unspecified cataclysm (a large-scale, violent event) that has destroyed industrial civilization and almost all life. They have to evade cannibals, thieves and marauders in order to survive.

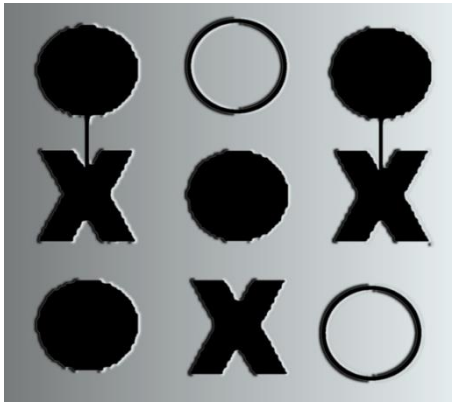
verb	A doing or being word	Dance, laugh, snarl
Exclamation marks !	Punctuation used at the end of a statement	"Hold your tongue!"

Week 5

Brave New World:

A story in which a society's attempt to create a perfect world goes wrong. The society in question is set in a futuristic version of London where the government has tried to create a completely stable civilisation, one where the people are always happy. Unfortunately, the government has done this by conditioning people to focus solely on physical pleasure. Lenina and Bernard take a trip to a Savage Reservation to see how people act when free from rules. Linda is desperate to get back to civilisation, and Bernard gets permission to bring her back. Linda and her partner John struggle to conform to their new surroundings for different reasons. Their struggles ultimately end tragically.

Pronouns	A noun that refers to a person (*I, you*) or to someone or something (*she, it, this*).	*Laura ran down the stairs. She needed to escape the beast. She needed the way out.*
Triplet/Rule of Three	When three words/ phrases/ideas are used	**'cold, scanty** and **embarrassed** in discourse'

Week 6	**Prejudice**	A preconceived opinion that is not based upon evidence.	In 'Noughts and Crosses', there is prejudice towards the Noughts from the Crosses.	Week 6	**Noughts and Crosses:** The story of two young people: a girl called Sephy and a boy called Callum. Callum is a nought – he's white, from a poor family and lives on a rough estate. Sephy is a Cross – she's black, from a wealthy, powerful family and lives in a grand country house with a private beach. The story takes place in world very similar to our own, apart from the massive split between noughts and Crosses. Crosses are the ruling class and noughts struggle against prejudice, poverty and low status. Sephy and Callum are friends and later become lovers, but are hampered by a lack of understanding for each other's situations. Tensions escalate and there are big consequences for both characters and their families. 		
	Supremacy	State of being better than someone in terms of power/authority.	In 'Noughts and Crosses', Crosses are considered superior to Noughts.				
	Fear	A strong emotional response to a situation	The violence shown in 'Noughts and Crosses' is driven by the fear of the characters.		**Fronted Adverbial**	An adverb at the start of a sentence	**'Loudly,** the wind roared...'

Week 7	**1st person narrator**	Where the narrative is told from the perspective of a character.	**'I could see the Thought Police approaching...'**
	Omniscient narrator	A narrator that can access any details or point of view about a character at any point in the narrative.	'Of Mice and Men' has an omniscient narrator.
	Antagonist	The character that goes against the main character creating conflict.	Darth Vader is a very obvious **antagonist.**
	Rhetoric	The art of effective or persuasive speaking or writing.	Napoleon has effective **rhetoric** in 'Animal Farm'
Week 8	**Contrast**	An obvious difference between two or more things.	There is a **contrast** between the way Jekyll and Hyde behave.
	Analogy	Comparing one thing to another, for the purpose of explanation.	Life is like a rollercoaster.
	Exemplification	Providing examples to strengthen your argument.	Students do too much homework. **For example**, one local school expects students to complete it for two hours a day.
	juxtaposition	When two things close together are in contrast to each other	Winston and 'Big Brother's' ideals are a **juxtaposition** of each other.
	Ignorant	Lacking knowledge of awareness of something.	Winston is **ignorant** of the danger he outs himself in by having an affair with Julia.

Week 7

Handmaids Tale:

The Handmaid's Tale is the story of life in the dystopia of Gilead, a totalitarian (where opposition is not tolerated) society in what was the United States. Gilead is ruled by a fundamentalist (strict and following religion) regime that treats women as property of the state, and is faced with environmental disasters and a plummeting birth rate. In a desperate attempt to repopulate a devastated world, the few remaining fertile women are forced into providing children for other couples. One of these women, Offred, is determined to survive the terrifying world she lives in, and find the daughter that was taken from her.

Tone	The overall attitude or mood of a text.	The **tone** in Chapter 8 could be described as sinister.
Repetition	A word or phrase is written/spoken several times.	*"I do sincerely take a great, a very great interest in that young man."*

Week 8

1984:

Winston Smith is a minor party functionary living in London not long after WW2. He belongs to the Outer Party, and his job is to rewrite history in the Ministry of Truth, bringing it in line with current political thinking. However, Winston's longing for truth and decency leads him to secretly rebel against the government. He embarks on a forbidden affair with Julia, a like-minded woman, and they rent a room in a neighbourhood populated by Proles. Winston also becomes increasingly interested in the Brotherhood, a group of dissenters (people who rebel). Unbeknownst to Winston and Julia, however, they are being watched closely by 'Big Brother'. Winston is trapped by the Thought Police and thrown into Room 101, where he is confronted with his worst fears. In order to escape, he betrays Julia and ends up loving 'Big Brother; instead.

Motif	A recurring image or idea that informs a major theme.	Hyde's murder of innocent people is a **motif** for the immorality of Jekyll's dark side.

Week 9	**Anecdote**	A short, impersonal story for the purposes of demonstration.	I remember a time when...
	Appeal	When a writer or speaker appeals to the reader/listener's emotions/experience etc.	I am asking you today, as law-abiding, decent people...
	Colloquial Language	Linguistic style of causal or informal language.	We all need to step up to the plate.
	Semantic field	A set of words that are related in meaning.	There is a **semantic field** of violence in the novella: trampled, mauled, hammered, blow, mangled.
Week 10	**Emotive Language**	Language that is strongly positive or negative.	An **innocent** person was **brutally murdered in cold blood.**
	Fact	Something can be proved to be true.	'80% of students believe that homework is a waste of time'.
	Opinion	A point of view about something that can differ across individuals.	'I think that homework is waste of time'.
	Rhetorical Question	A question that is asked for dramatic effect, rather than requiring an answer.	Will you help me? Will you do the right thing?
	Hyperbole	Exaggerated claims or statements not meant to b taken literally.	I died with laughter earlier.

Week 9

Key Concept: Free Will

This is the ability to choose between several courses of action without being hindered. In Dystopian narratives, free-will is usually restricted or non-existent. Characters are forced to behave/think in a particular way and are punished for not doing so. Instead, dystopian narratives encapsulate the ideas of determinism: that all behaviour is pre-determined by previously existing causes.

Allusion	A reference to a well-known person, place or text.	There are biblical allusions in ;Handmaids' Tale'.
Semi colon ;	**;** to join two main clauses	'Let me but escape into my laboratory door, give me but a second or two to mix and swallow the draught that I had always standing ready; and whatever he had done, Edward Hyde would pass away like the stain of breath upon a mirror' (Chapter 10).

Week 10

Persuasive Writing:

In Language Paper 2, you will be asked to write either:

- A letter
- An article
- A leaflet
- A speech
- An essay

This will be on a given topic for a given audience. You need to be sure that you know the GAP (genre, audience, purpose) or each of these and the persuasive techniques you need to use to write well.

Key Characters

(pick 1) ☐ Create a main character mindmap for each text, complete with key quotes

☐ Plot their activities and actions

☐ Draw their picture using evidence from the book

☐ Write a diary entry describing Winstons's feelings toward the Thought Police

Leonard * Thomas * Katniss * Sephy * Offred * Winston

CHARACTERS AND PLACES IN THE TEXTS:

Use your mindmaps to help you write some WHAT, HOW, WHY paragraphs:

WHAT: How is the character/setting presented? Use some evidence to support your opinion.

HOW: Name any relevant writer's methods.

WHY: Say why you think the writer has chosen to write what they have, in the way they have done it. What is you own opinion?

EXTENSION: Practise writing your own dystopian description! Use the texts you have read as inspiration.

Ideas: A world under government surveillance; an apocalypse; a community living through a natural disaster.

Language analysis and Writer's methods

- Create a mindmap of one key quotation from each text extract you read in class.
- Pick a selection from character and setting. Explode these to include the writer's method and effect on the reader. A model is below:

Sentence structure- Compound structure gives the impression of the beginning of a fairytale; emphasises the opposite.

"the clocks were striking thirteen"

Determiner suggests that there are specific clocks- suggests an oppressive atmosphere.

Thirteen is not on a regular clock- gives the impression of the supernatural.

Week 1 & 2
Why we need food & the Eatwell guide

The body needs food for:

- Growth and repair of cells
- Energy
- Warmth
- Protection from illness
- Keeping the body working properly

Your diet should include:

- A variety of foods to make sure you get all of the nutrients to stay healthy.
- No single food can supply all of the nutrients that you need

Foods are vital for our survival and are made up of different things called nutrients. Each nutrient has its own function in the body

- Protein - growth and repair of cells, maintenance of the body and to provide energy.
- Fat - provide energy, to keep the body warm, to protect internal organs and provide fat soluble vitamins and essential fats
- Carbohydrates - needed for energy
- Vitamins & minerals - needed to protect the body and prevent illness and disease

<u>The Eatwell guide</u>:

<u>Questions:</u>

1. Why should you eat a variety of foods?
2. List the 5 main nutrients needed by the body and give a function of each
3. How much water should we drink a day?
4. List the sections of the Eatwell Guide including foods you would find in each section

Week 3 & 4
Protein

Protein is needed for growth, repair, maintenance and a secondary source of energy

Some people will need more protein than others e.g. children, teenagers and pregnant women because of puberty and the growth of a child.

Proteins are made from amino acids and there are 20 of them. Essential amino acids must be provided by food because the body cannot make them. 10 are essential for children and 8 are essential for adults.

HBV - Contain all of the essential amino acids coming mainly from animals	LBV - Missing 1 or more essential amino acid. Mainly come from plant foods e.g. peas, beans
Meat, chicken, pork, beef bacon, sausages Fish and seafood Milk Yoghurt Eggs Soya beans Quinoa	Cereals, e.g. wheat, rice, oats, barley Cereal products e.g. bread, pasta, rice Sweetcorn Peas, beans, lentils Nuts and nut products e.g. peanut butter Seeds

Complimentary proteins

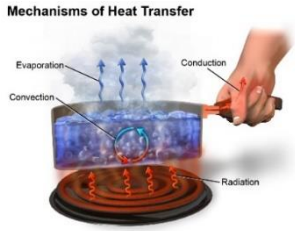
- When 2 or more LBV proteins are combined they can make a HBV protein e.g. beans on toast

<u>Deficiency and excess:</u>

Kwashiorkor is a deficiency that mostly occurs in children. They will have poor growth rates, suffer hair loss and persistent infections. Too much protein can be harmful to the kidneys and liver

<u>Questions:</u>

1. What is the 4 letter word to remember the functions of protein
2. Which groups of people need more protein in their diet?
3. What are proteins made from and how many are there?
4. Can the body make all of the amino acids?

Week 5 & 6 Modifying diets	**Week 7 & 8** Carbohydrate
<u>Balanced diet definition:</u> This means eating a wide variety of foods in the right proportions, and consuming the right amount of food and drink to achieve and maintain a healthy body weight. The Eatwell guide shows how eating different foods can make a healthy and balanced diet. It divides food into groups and shows how much of each food group is needed for a healthy diet. The groups of the Eatwell Guide are: 1. Fruit and vegetables 2. Starchy carbohydrates 3. Protein 4. Dairy and alternatives 5. Oils and spreads <u>8 tips for a healthy diet</u> 1. Base your meals on higher fibre starchy carbohydrates. 2. Eat lots of fruit and veg. 3. Eat more fish, including a portion of oily fish. 4. Cut down on saturated fat and sugar. 5. Eat less salt: no more than 6g a day for adults. 6. Get active and be a healthy weight. 7. Do not get thirsty. 8. Do not skip breakfast. The 3 main macronutrients needed by the body are: • Carbohydrate = Energy • Protein = GERM • Fat = PIE <u>Question:</u> 1. Discuss the healthy eating guidelines and their importance when planning meals for an elderly person. 2. What are the main things that need to be reduced in the diet to make sure it is healthy and balanced?	Heat is transferred to foods by 3 different methods: • Conduction - heat travels through solid materials like metal as well as food. • Convection - heat travels through air or water. • Radiation - heat rays directly warm and cook food.  Nutritional needs depend on: Gender, Age, Lifestyle, Activity level, Health condition(s), Weight People can be classified into: <u>BABIES</u> **Special diet needs**: milk for the 1st 6 months. High energy needs. No added salt or sugar. **Need more**: Food high in iron & vitamin C 6 months+ <u>CHILDREN</u> **Special diet needs:** regular, smaller meals and snacks. High energy needs. Reduced salt and sugar. Eatwell Guide between 2-5 years **Need more:** Calcium and Vitamin D. Iron and Vitamin C <u>TEENAGERS</u> **Special diet needs:** Eatwell Guide. Teenagers have growth spurts and high energy needs. Increased appetites mean larger portions. **Need more:** Protein, Calcium & Vitamin D, C & Iron <u>ADULTS</u> **Special diet needs:** Lower energy needs. Eatwell guide. Avoid foods high in sugar and fat. **Need more:** Calcium and Vitamin D, Iron and Vitamin C <u>PREGNANT AND LACTATING WOMEN</u> **Special diet needs**: Healthy balanced diet. Plenty of water. Higher energy needs for last 3 months of pregnancy **Need more:** Folic acid, Protein, Calcium and Vitamin D, C & Iron <u>THE ELDERLY</u> **Special diet needs:** Bodies typically slow down, so less energy is needed. Don't absorb nutrients as easily. Plenty of watery drinks **Need more:** Fibre, Calcium, Vitamin D & C, Iron Questions: 1. Explain which heat transfer methods would be used and where when making a stir fry 2. Design a meal for an active teenager and explain which nutrients will be found in the main

Week 1 & 2
Nutrition recall

8 tips for a healthy diet

1. Base your meals on higher fibre starchy carbohydrates.
2. Eat lots of fruit and veg.
3. Eat more fish, including a portion of oily fish.
4. Cut down on saturated fat and sugar.
5. Eat less salt: no more than 6g a day for adults.
6. Get active and be a healthy weight.
7. Do not get thirsty.
8. Do not skip breakfast.

VITAMINS AND THEIR FUNCTIONS

	Function (what does it do?)	Source (foods found in)
A	• Healthy skin • Helps us see in the dark	• Animals – liver and milk • Plants – carrots and red peppers
B	• Releases energy from food	• Bread, fish, broccoli, liver, milk, peas, rice
C	• Keeps connective tissue healthy • Helps absorb iron	• Oranges, blackcurrants, broccoli, red and green peppers
D	• Helps the body absorb calcium	• Butter, eggs, milk, oily fish

MINERALS AND THEIR FUNCTIONS

	Function (what does it do?)	Source (foods found in)
Calcium	Build strong bones and teeth	Yoghurt, cheese, milk, tofu
Sodium (salt)	Keeps the correct water balance in the body	Cheese, ready meals, salted nuts, bacon
Iron	Keeps red blood cells healthy	Dark green vegetables, beans, fish, egg yolk, red meat

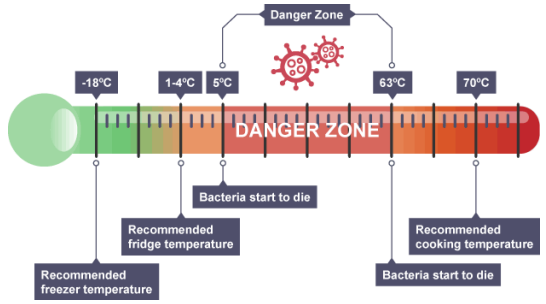
Questions:

1. What colour is each section of the Eatwell guide?
2. What should we cut down on eating too much of?
3. What do the letters GERM stand for in proteins function in the body?
4. What do the letter PIE stand for in fats functions in the body?

Week 3 & 4
Food safety 1

Food safety advice when handling food:

How do bacteria grow?
Bacteria double every 10-20 minutes in the right conditions (asexual) e.g. 1 becomes 2, then 4, then 8 …… through binary fission



Definitions:

- Food poisoning is an illness caused by eating contaminated food. It's not usually serious and most people get better within a few days without treatment. In most cases, food is contaminated by bacteria.
- High-risk foods: ready-to-eat foods high in moisture and protein

Food poisoning bacteria and symptoms

Name	Foods it can come from
Salmonella	Undercooked poultry, Eggs, Unpasteurised milk
Listeria	Soft cheeses, pate
Campylobacter	Poultry, milk and milk products
E-coli	Undercooked meat – especially burgers, Unwashed contaminated fruit

Symptoms of food poisoning:

- Vomiting
- Diarrhoea
- Nausea
- Stomach pains
- Dehydration

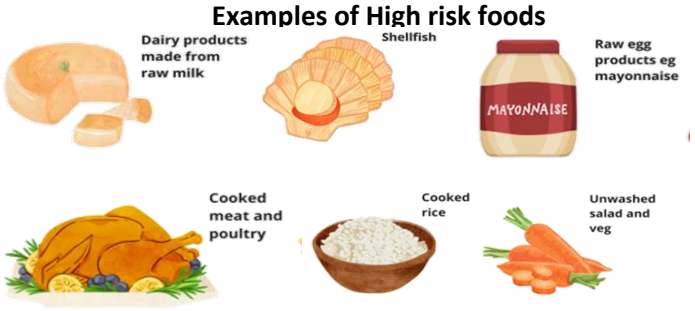
Questions:

1. What are the 5 main things that bacteria need to grow?
2. What are the main symptoms of food poisoning?
3. How could you control or stop bacterial growth?

Week 5 & 6
Food safety applied

Definition:
Food poisoning is an illness caused by eating contaminated food. It's not usually serious and most people get better within a few days without treatment. In most cases, food is contaminated by bacteria.

High-risk foods: ready-to-eat foods high in moisture and protein



Using your knowledge of food safety from years 7, 8 and 9 and this knowledge organiser, answer the following questions:

1. Explain how the ingredients used to make a chicken curry should be stored. You can't repeat answers

Ingredient	Storage instruction
Raw mince	
Left over coconut milk	
Cooked curry	

2. Give 2 food safety rules that must be used for each of the following and explain why the rule is important.
3. Which type of food poisoning could you get from eating raw/undercooked chicken?
4. Name 3 high-risk foods

Week 7 & 8
Revision for assessment

You need to use all of the information from the knowledge organiser to revise for the end of rotation assessment. Use the following questions to help.

You don't need to answer them all in your book but you should be able to answer them. See which ones you can/can't answer.

1. Why should you eat a variety of foods?
2. List the 5 main nutrients needed by the body and give a function of each
3. How much water should we drink a day?
4. List the sections of the Eatwell Guide including foods you would find in each section
5. What is the 4 letter word to remember the functions of protein
6. Which groups of people need more protein in their diet?
7. What are proteins made from and how many are there?
8. Can the body make all of the amino acids?
9. What are 3 of the main functions of fat in the body?
10. Name 3 sources of animal fat & 3 sources of vegetable fat
11. Which type of fat should we be eating less of and which should we eat more of?
12. What is the main function of carbohydrate in the body?
13. What are the 3 main groups of carbohydrate?
14. What percentage of our energy should come from carbohydrates?
15. What problems do you think eating too many free sugars could cause in the body?
16. Explain the difference between a macronutrient and micronutrient?
17. Are macronutrients more important than micronutrients in the body?
18. Which vitamin helps the body absorb calcium?
19. Which vitamin helps the body absorb iron?
20. Why do teenagers need extra protein in their diets?
21. Which foods should adults avoid to prevent weight gain?
22. What type of drinks are suitable for pregnant women?
23. Why does the elderly need less energy than younger adults?

Week 1: 12/12/22, Week 2: 09/01/22

1. **Use the sentence builder to write 3- 5 sentences in French**
2. **Translate your sentences into English**
3. **Now close your knowledge organiser and try to translate your 3 sentences back into French without looking**
4. **Correct in purple pen**

Tu as mal? *Are you hurting?*

<table>
<tr><td rowspan="4">J’ai mal</td><td>au dos (back)
au bras (arm)
au pied (foot)
au genou (knee)
au front (forehead)
au nez (nose)</td><td rowspan="4">mais je n’ai pas mal</td><td>au dos (back)
au bras (arm)
au pied (foot)
au genou (knee)
au front (forehead)
au nez (nose)</td></tr>
<tr><td>à la tête (head)
à la main (hand)
à la bouche (mouth)
à la jambe (leg)
à la gorge (throat)</td><td>à la tête (head)
à la main (hand)
à la bouche (mouth)
à la jambe (leg)
à la gorge (throat)</td></tr>
<tr><td>à l’épaule (shoulder)
à l’oreille (ear)</td><td>à l’épaule (shoulder)
à l’oreille (ear)</td></tr>
<tr><td>aux oreilles (ears)
aux fesses (bottom)
aux yeux (eyes)
aux dents (teeth)</td><td>aux oreilles (ears)
aux fesses (bottom)
aux yeux (eyes)
aux dents (teeth)</td></tr>
</table>

Extensions:

1. **Investigate Christmas traditions in France or a French speaking country and compare to your own traditions**
2. **Make a French Christmas card for your favourite teacher**
3. **Watch your favourite film but change the language to French with English subtitles. See how much you can understand!**

Week 3: 16/01/23, Week 4: 23/01/23

1. **Use the sentence builder to write 3- 5 sentences in French**
2. **Translate your sentences into English**
3. **Now close your knowledge organiser and try to translate your 3 sentences back into French without looking**
4. **Correct in purple pen**

Tu aimes le sport? *Do you like sports?*

J'aime le sport car ça (I like sport because) **Je dirais que le sport** (I would say that sport) **A mon avis le sport** (In my opinion sport) **Je n'aime pas trop le sport car ça** (I don't really like sport because)	**diminue le stress** (Decreases stress) **est bon pour le moral** (is good for morale/mood) **est important dans la vie** (is important in life) **me fatigue** (makes me tired) **m'ennuie** (bores me)	**Pour arriver en forme il faut** (to get fit one must) **Pour rester sain on doit** (To stay healthy one must)	**avoir un bon programme** (have a good schedule) **bien manger** (eat well) **bien dormir** (sleep well) **se coucher de bonne heure** (go to bed early) **boire assez de l'eau** (drink enough water) **être motivé(e)** (be motivated) **faire du sport tous les jours** (do sport every day) **jouer dans une équipe** (play in a team)

Extension: Investigate a French singer or group and listen to a playlist of their music. Choose your favourite song and share with the class

Week 5: 30/01/23, Week 6: 06/02/23

1. **Use the sentence builder to write 3- 5 sentences in French**
2. **Translate your sentences into English**
3. **Now close your knowledge organiser and try to translate your 3 sentences back into French without looking**
4. **Correct in purple pen**

Je mange toujours (I always eat) **Je mange souvent** (I often eat) **je bois toujours** (I always drink) **je bois souvent** (I often drink) **Mon ami mange / boit** (My friend eats/drinks) **Mes parents mangent / boivent** (My parents eat/drink) **Hier j'ai mangé** (Yesterday I ate) **Hier j'ai bu** (Yesterday I drank) **Demain je vais manger** (Tomorrow I'm going to eat) **Demain je vais boire** (Tomorrow I'm going to drink)	**des boissons gazeuses** (fizzy drinks) **des céréales** (cereals) **de l'eau** (water) **des fruits** (fruits) **des gâteaux** (cakes) **des légumes** (vegetables) **des légumes secs** (pulses) **de la nourriture salée** (salty food) **des oeufs** (eggs) **du poisson** (fish) **des pommes de terre** (potatoes) **des produits laitiers** (dairy products) **des sucreries** (sweets) **de la viande** (meat)	**mais** (but) **par contre** (on the other hand) **cependant** (however)	**je ne mange pas de** (I don't eat) **je ne mange jamais de** (I never eat) **je ne bois pas de** (I don't drink) **je ne bois jamais de** (I never drink) **Il/elle ne mange pas de** (He/she doesn't eat) **ils/elles ne mangent pas de** (They don't eat)	**viande** (meat) **poisson** (fish) **légumes** (vegetables) **produits laitiers** (dairy products) **sucreries** (sweets) **eau** (water) **boissons gazeuses** (fizzy drinks) **jus d'orange** (orange juice) **sel** (salt) **chips** (crisps) **pain** (bread)

Week 7: 20/02/23, Week 8: 27/02/23

1. **Use the sentence builder to write 3- 5 sentences in French**
2. **Translate your sentences into English**
3. **Now close your knowledge organiser and try to translate your 3 sentences back into French without looking**
4. **Correct in purple pen**

Que feras-tu à l'avenir? *What will you do in the future?*

Dans le futur (In the future) **A l'avenir** (in the future) **A partir d'aujourd'hui** (from today onwards) **Pour rester en bonne santé** (In order to stay healthy) **premièrement / d'abord** (firstly) **deuxièmement** (secondly) **troisièmement** (thirdly)	**Je mangerai du/ de la/ des** (I will eat) **je boirai du / de la / des** (I will drink) **Je ne mangerai jamais de** (I will never eat) **je ne boirai jamais de** (I will never drink) **je mangerai plus de** (I will eat more...) **je mangerai moins de** (I will eat less...)	**produits laitiers** (dairy products) **sucreries** (sweets) **chips** (crisps) **fruits** (Fruits) **légumes** (vegetables) **glâce** (ice cream) **jus de fruit** (fruit juice) **boissons énergétiques** (energy drinks)	**et je ferai plus de sport** (And I will do more sport) **et je serai plus sain(e)** (and I will be more healthy) **aussi je dormirai plus** (Also I will sleep more) **et je jouerai au rugby** (and I will play rugby) **et je me coucherai tôt** (And I will go to bed early) **et je prendrai les escaliers** (and I will take the stairs)

Extension: Find and try a French recipe of your choice- bring in photos!

Year 9 Cycle 2 Geography Knowledge Organiser – Flood disaster

<table>
<tr><th colspan="2">Week 1 – Friday 13th December 2024</th><th colspan="2">Week 2 – Friday 20th January 2024</th></tr>
<tr><th>Lesson 1 – Wind, waves and tides</th><th>Lesson 2 – Shaping our coastline</th><th>Lesson 3 – Coastal landforms</th><th>Key Word Practice</th></tr>
<tr>
<td>Key Terms:
Prevailing wind: The direction it comes from most of the time.
Fetch: The distance the wave has travelled.
Swash: Movement of water up the beach.
Backwash: Movement of water down the beach.</td>
<td>Key Terms:
Erosion: Breakdown and removal of rock.
Transportation: Movement of rock by winds and currents.
Deposition: Material dropped when the sea doesn't have enough energy.
Weathering: Breakdown of rocks where they are.</td>
<td>Key Terms:
Cliff: A steep vertical rock face.

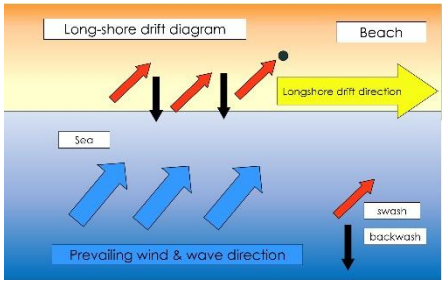
Headland: This is hard rock which stick out into the sea.</td>
<td rowspan="3">1. Prevailing wind
2. Swash
3. Backwash
4. Constructive
5. Destructive
6. Erosion
7. Transportation
8. Longshore drift
9. Deposition
10. Landforms</td>
</tr>
<tr>
<td>Content:
The N and W of the UK are made of highlands (uplands). The SE is flat (lowlands).

Waves form when wind blows across the surface of the sea or ocean. The fetch, strength the time affect the side of the wave.
There are 2 different types of waves:
• Constructive waves: Build up the beach in calm conditions (strong swash).
• Destructive waves: Remove the sediment and usually occur in the winter (strong backwash).

Tides are caused by the gravitation force of the moon.</td>
<td>Content:
Attrition is a subtype which makes the rocks smaller and smoother.

Deposition happens in sheltered parts.

Rain is the most active weathering.

Longshore drift is a common type of transportation.
 
</td>
<td>Content:
Landforms created by erosion:
• Wavecut Platform: Flat rock at the base of a cliff.
• Cave, Arch, Stack, Stump: This is a combination of features formed by erosion. A stack is totally separated from the headland.
Landforms created by deposition:
• Beach: This is an area of sand which has been deposited by constructive waves.
• Sand dunes: These are areas of sand covered with marram grass.
• Spit: Formed by longshore drift. This is a long finger of sand which stretches out into a river mouth.
• Bar: This is when a spit grows across a gap in the coastline.</td>
</tr>
<tr>
<td colspan="2">Questions:
1. What does swash and backwash mean?
2. Where are uplands and lowlands?
3. Describe the two different types of waves
4. What are tides caused by?
5. What is erosion?
6. What is deposition?
7. What is weathering?
8. Draw a diagram of longshore drift</td>
<td>Questions:
1. What is a cliff?
2. What is a headland?
3. List landforms created by erosion
4. List landforms created by deposition
5. Copy out each key word 3 times</td>
</tr>
</table>

Year 9 Cycle 2 Geography Knowledge Organiser – Flood disaster

<table>
<tr><th colspan="2">Week 3 – Friday 10th January 2025</th><th colspan="2">Week 4 – Friday 17th January 2025</th></tr>
<tr><th>Lesson 4 – Cave, arch, stack & stump</th><th>Lesson 5 – Formation of a spit</th><th>Lesson 6 – Landforms on OS maps</th><th>Key Word Practice</th></tr>
<tr>
<td>Key Terms:
Wave refraction: When move from deep to shallow water they bend.

Hydraulic action: Type of erosion. Sheer force of the water compressing air into cracks.</td>
<td>Key Terms:
Prevailing wind: The direction it comes from most of the time.

Saltmarsh: Coastal habitat that are flooded when the tide comes in.</td>
<td>Key Terms:
Grid References: Map references indicating a location using lines.

Eastings: Vertical lines that are numbered and increase to the east.

Northings: Horizonal lines that are numbered and increase in a northerly direction.</td>
<td rowspan="3">1. Wave refraction

2. Hydraulic action

3. Cave

4. Arch

5. Stack

6. Stump

7. Spit

8. Angle

9. Prevailing wind

10. Grid references</td>
</tr>
<tr>
<td>Content:
Hydraulic action erodes faults which will get larger turning into caves.

These caves are eroded from both sides forming an arch.

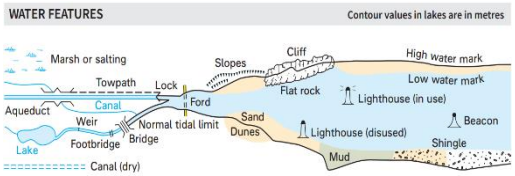
The arch is unsupported and weathered by rainfall, carbonation and physical weathering.

The arch will then collapse leaving a stack. It is separated from the headland.

The stack may be eroded into a stump.</td>
<td>Content:
1. Prevailing wind comes from an angle (SW).
2. So the waves approach at an angle.
3. This causes longshore drift.
4. There is a change in angle of the coast/ or river mouth.
5. The spit grows into the river mouth.
6. The curved end is caused by wave refraction.
7. A saltmarsh forms behind as the water is has no energy.
8. The spit will not reach the other side as there is a river.</td>
<td>Content:
Grid references golden rules:
1. Bottom left-hand corner,
2. Along the corridor and up the stairs.

4 figure grid references let you find a whole square/grid on a map.

6 figure grid references give you a more precise location within a square/grid.

 
</td>
</tr>
<tr>
<td>Questions:
1. What is wave refraction?
2. What is hydraulic action?
3. What happens to an arch?
4. What happens to a stack?</td>
<td>5. What is prevailing wind?
6. What is a saltmarsh?
7 & 8. Write the 8 stages of a spit formation</td>
<td>Questions:
1. What are grid references?
2. What are the 2 golden rules of grid references?
3. What are 4 figure grid references?
4. What are 6 figure grid references?
5. Copy out each key word 3 times</td>
</tr>
</table>

Year 9 Cycle 2 Geography Knowledge Organiser – Flood disaster

<table>
<tr><th colspan="2">Week 5 – Friday 21st January 2025</th><th colspan="2">Week 6 – Friday 31st January 2025</th></tr>
<tr><th>Lesson 7 – Protecting the coast</th><th>Lesson 8 – Disaster in Dawlish</th><th>Lesson 9 – Drainage basin</th><th>Key Word Practice</th></tr>
<tr>
<td>Key Terms:
Hard Sea Defences: The use of concrete and artificial structures to defend land against natural processes.

Soft Sea Defences: Managing erosion by working with natural processes to help restore beaches.</td>
<td>Key Terms:
Storm surge: A change in sea level that is caused by a storm.</td>
<td>Key Terms:
Drainage basin: The area drained by one river

Watershed: The edge of a drainage basin</td>
<td rowspan="3">1. Recurved sea wall

2. Groynes

3. Beach nourishment

4. Managed retreat

5. Sandstone

6. Landslides

7. Drainage basin

8. Watershed

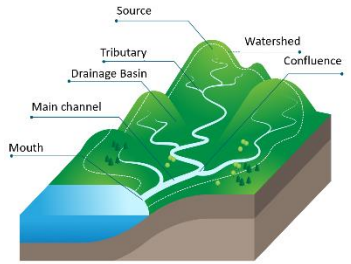
9. Tributary

10. Confluence</td>
</tr>
<tr>
<td>Content:
Hard sea defences are strong, can be expensive and can look ugly/ unnatural. Examples include:
• Recurved Sea wall: Reflect the wave energy
• Rock armour: They absorb the wave energy
• Groynes: They trap sand and build up the beach

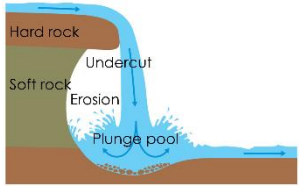
Soft sea defences are cheaper but can be less effective. Examples are:
• Sand dunes: Stabilise the sand
• Beach nourishment: Builds up the beach
• Managed retreat: Let nature takes it course and move people and properties away.</td>
<td>Content:
Storms (Hercules and Petra) in 2014. Winds of 178kph. Storm surge, high tides and 8m waves caused coastal flooding and high levels of erosion.

Sandstone (soft sedimentary rock) is easily eroded is various places. Heavy rain also caused landslides.

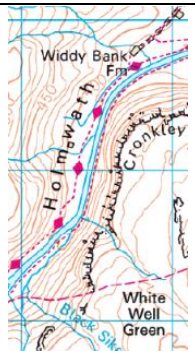
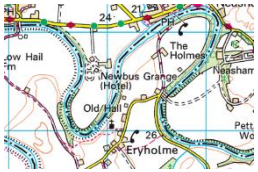
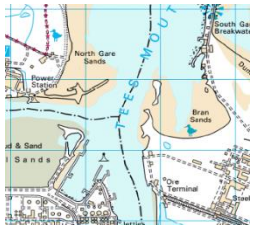
Sea wall was built in 1843 (so it is old) and repaired at various times but not to a modern standard.

This is the main trainline between the South West (Plymouth) and London. Currently not an alternative route.
It cost £35 million to repair 3 miles of track and sea wall.</td>
<td>Content:
Source: The beginning of a river.
Main channel: This is where the river flows.
Tributary: A small stream that joins the main channel.
Confluence: The point at which a tributary joins the main channel.
Mouth: This is the end of the river where it meets the sea or lake.
 
</td>
</tr>
<tr>
<td>Questions:
1. What are hard defences?
2. Give 3 examples of hard defences
3. What are soft defences?
4. Give 3 examples of soft defences</td>
<td>5. What is a storm surge?
6. What caused the damage?
7. Why did the sea wall collapse?
8. How much did it cost to repair?</td>
<td>Questions:
1. What is a drainage basin?
2. What is a watershed?
3. What is the source and mouth?
4. What is a tributary and confluence?
5. Copy out each key word 3 times</td>
</tr>
</table>

Year 9 Cycle 2 Geography Knowledge Organiser – Flood disaster

Week 7 – Friday 7th February 2025		Week 8 – Friday 14th February 2025	
Lesson 10 – River landforms	**Lesson 11 – High force waterfall**	**Lesson 12 – Meanders**	**Key Word Practice**
Key Terms: **Upper course:** Steep with a V shaped valley. Very remote. **Middle Course:** More gentle, U-shaped valley. Some farmland, some villages and town. **Lower course:** Flat, large towns and cities.	**Key Terms:** **Waterfall:** When a river falls over a vertical drop. **Gorge:** Narrow valley with steep sides created when a waterfall retreats backwards up the river channel. **Abrasion:** Wearing away by the process of scrapping.	**Key Terms:** **Lateral erosion:** Sideways erosion by a river causing a widening of a channel. **Thalweg:** Line of fastest flow within a channel.	1. Interlocking spur 2. Levee 3. Estuary 4. Gorge 5. Hydraulic action 6. Abrasion 7. Undercut 8. Lateral erosion 9. Meander 10. Oxbow Lake
Content: **Interlocking spurs:** These are interlocking hills of land in the upper course of the river. **Meander:** This is a large bend in the river formed by lateral (sideways) erosion. **Oxbow lake:** This is lake which is formed when a meander gets cut off. **Flood plain:** This is the low flat part of the river. It floods naturally during the winter. **Levee:** These are raised banks either side of the river. They form when the river floods and deposits sediment. **Estuary:** This is the last part of the river where it meets the sea, its salty, tidal and has large **mud flats.**	**Content:** 1.**Hard rock** is on top of soft rock 2.Erosion such as **hydraulic action and abrasion** erodes the soft rock, this creates a plunge pool 3.The hard rock is **undercut** 4.Hard rock is the unsupported and becomes unstable then **collapses** 5.This process causes a **waterfall** 6.The process repeats which causes the waterfall to **retreat** upstream causing a **gorge** of recession  	**Content:** • **Fastest flow** and **erosion** on the **outside** bend forming a steep river cliff. • On the **inside of the bend**, where the water **is shallower**, the flow is slower and **deposition takes place**, forming a river beach (slip off slope). • Over time, because of erosion and deposition, meanders gradually change shape and move across the floodplain and **migrate downstream.** • If a **swan neck meander forms,** then it is likely that the river will break through the neck forming an **Oxbow Lake.**	
Questions: 1. What is the upper, middle and lower course? 2. What is a meander? 3. What is a floodplain? 4. What is a levee?	5. What is a waterfall? 6. What is a gorge? 7. List the 6 steps in creating a waterfall 8. Draw a diagram of a waterfall	**Questions:** 1. What happens on the inside bend? 2. What happens on the outside bend? 3. how does a meander change? 4. How does an oxbow lake form? 5. Copy out each key word 3 times	

Year 9 Cycle 2 Geography Knowledge Organiser – Flood disaster

Week 9 – Friday 28th February 2025		Week 10 – Friday 7th March 2025	
Lesson 13 – Landforms on OS maps	**Lesson 14 – Flooding**	**Lesson 15 – Flood disaster**	**Key Word Practice**
Key Terms: **Contour lines:** Lines join up areas of the same height on a map.	**Key Terms:** **Surface runoff:** Uncontrolled flow of water over the ground surface. **Infiltrate:** The process of water moving through the soil and rock layers. **Impermeable:** A surface that does not let water pass through it.	**Key Terms:** **Somerset floods:** A very low-lying area, which experiences winter flooding. Wettest January on record. 350mm of rain fell in January and February. **Dredge:** Removal of sediment from the bottom of rivers to make them deeper.	1. Contour 2. Surface runoff 3. Infiltrate
Content: **Upper course:** Contour lines close together. Narrow channel. **Middle course:** Contour lines further apart. Channel widens and meanders. **Lower course:** Wide channel and can show an estuary/mudflat.    	**Content:** **Physical causes of flooding:** • **Heavy rainfall:** Too much lands, no time to infiltrate. • **Rock type:** Impermeable rocks don't let water infiltrate. • **Steep slopes:** No time to infiltrate. **Human causes of flooding:** • **Urbanisation**: More impermeable surfaces so water can't infiltrate. • **Deforestation:** Trees can no longer soak up and store water. • **Agriculture:** Compacts soil so water can't infiltrate. • **Climate Change:** More extreme weather events.	**Content:** **Social effect:** • 600 homes flooded • 16 farms evacuated **Economic effect:** • Estimated £10 million in damages • Over 1000 livestock evacuated **Environmental effect:** • Floodwater contaminated by sewage, oils and chemicals. **Management strategies:** • £20 million flood action plan • 8km of the River Parret and River Tone were dredged	4. Impermeable 5. Urbanisation 6. Deforestation 7. Agriculture 8. Somerset 9. Dredge
Questions: 1. What are contour lines? 2. What is the upper course like? 3. What is the middle course like? 4. What is the lower course like?	5. What is surface runoff? 6. What does impermeable mean? 7. State 3 physical causes of flooding 8. State 3 human causes of flooding	**Questions:** 1. What are the Somerset floods? 2. State 2 social effects 3. State 2 economic effects 4. State 2 management strategies 5. Copy out each key word 3 times	10. Management

10th December	17th December
Dictatorships consolidation	Dictatorships consolidation
Focus – **Task: Look back through your work on the dictatorships. Create a glossary of 10 keywords, defined for the topic in your homework book.**	**Focus – chronology** **Task: Look back through your work on dictatorships. Create a timeline of the key events that took place in your homework book.** **Criteria:** - **Create a timeline with a labelled start and end date** - **Describe 8 events, including the date and specific information about what happened** **Challenge: Add drawings to make your timeline memorable!**

7th January	14th January
Topic: WW2 **What was the policy of appeasement and why did WW2 begin?**	**Topic - The Holocaust**
Context - • Adolf Hitler became Chancellor of Germany in 1933. He had aggressive and ambitious foreign policy aims. • Britain initially pursued a policy of appeasement, seeking to give Hitler some of what he wanted in order to preserve peace. • At the Munich Conference that September, Neville Chamberlain seemed to have averted war by agreeing that Germany could occupy the Sudetenland, the German-speaking part of Czechoslovakia - this became known as the Munich Agreement. Chamberlain - and the British people - were desperate to avoid the slaughter of another world war. Britain was overstretched policing its empire and could not afford major rearmament. • When Hitler broke the agreement made at the Munich Conference, it became clear appeasement had failed, and war broke out following the invasion of Poland in September 1939. • From 1933 in Germany anti-Semitism increased, these policies were extended to German territory invaded in WW2, leading to the Holocaust.	**Key words:** **Holocaust**: The Holocaust was the murder of approximately six million Jewish men, women and children by Nazi Germany and its collaborators during World War Two. **Antisemitism**: Hatred of Jews. **Context**: Why have Jewish people been persecuted throughout history? •Seen as immigrants and had been exiled from their homeland so often unwanted (think of the hostility towards immigrants in today's world.) •Christians linked Jews to the murder of Jesus Christ. •Myths surrounding Jews and the blood libel. •Often seen as rich and corrupt. •Scapegoats for negative outcomes e.g. economic downturn / failure in war etc. In 1933 when Hitler came to power he set about persecuting Jews. The term used to describe this type of persecution was known as anti-Semitism. Across 1933 - 1936 this gradually escalated, from: ●Financial discrimination ●Singling out ●Violence and persecution https://www.youtube.com/watch?v=ypAC2nPX6Yw
Homework questions 1. Watch this video (Video about Chamberlain and appeasement): https://www.bbc.co.uk/bitesize/articles/zgtmm39#zvnnn9q 2. Why did WW2 begin?	**Homework Questions** 1. Watch this video and make notes on what antisemitism is: https://youtu.be/5BIwf72ynS8?si=E3LXuZ_hTdhBbbPa 2. What was the Holocaust? 3. What does antisemitism mean? 4. Why were Jews persecuted across History? 5. Explain how Hitler increased anti-semitism in Germany.

21st January	28th January
Topic – Escalation of antisemitism in Nazi Germany	**Topic – Jewish Ghettos**
Context – **1933: The Boycott of the Jewish Shops -** SA stood in front of Jewish shops, discouraging people to enter. They painted the star of David on shop doors and windows, and led acts of physical violence. But, most Germans ignored the boycott and it was a Saturday (Jewish Sabbath) so most Jewish shops were closed. **1935: The Nuremberg Laws -** Nazi government passed two laws which became known as the Nuremberg Laws. – The Reich Citizenship Law: only those of German blood could be German citizens. Jews lost their citizenship, right to vote and hold government office. - The Law to protect German Blood and Honour: This forbade marriage or sexual relations between Jews and German citizens. **1938: Kristallnacht -**Goebbels organised anti- Jewish demonstrations which involved attacks on Jewish property, shops, homes and synagogues. Windows were smashed, resulting in the night being called 'the night of broken glass.' 100 Jews were killed, 20,000 sent to concentration camps and 7,500 Jewish businesses destroyed.	**Context -** •Ghettos were often enclosed districts that isolated Jews by separating Jewish communities from the non-Jewish population and from other Jewish communities. •After the Nazis occupied Poland in 1939, they began segregating Jews in ghettos, usually in the most run-down area of a city. •In larger centres, ghettos were shut in by walls, fences or barbed wire. No one could leave or enter without a special permit. •Each community was ordered to set up a Judenrat (Jewish Council), which would be responsible for enforcing German orders. By mid-1941, nearly all Jews in occupied Poland had been forced into these overcrowded districts. In the Warsaw ghetto, by far the largest, 490,000 Jews and a few hundred Roma and Sinti (Gypsies) struggled to survive, enduring extreme hardship. •The living conditions in the ghetto were very difficult. Density of population was extreme, there were 146,000 people per km which meant 8 to 10 people per room on average. •Jews were allowed to bring only the absolute minimum with them – usually personal belongings and bedclothes. That meant instant poverty . •The Nazis deliberately limited food supplies to the absolute minimum which caused near starvation amongst the population. •Smuggling food, mainly by children, from the 'Aryan side' was the only option of providing the ghetto with supplies. •Malnutrition, overpopulation and lack of medical care brought typhus and tuberculosis. •It is estimated that 500,000 Jews died in the ghettos of disease and starvation.
Homework questions 1. What is a boycott? 2. How did the Nuremberg Laws impact Jews? 3. What happened on the Night of Broken Glass? 4. Watch this video about Kristallnacht and make notes: https://youtu.be/ZDIXugTLGts?si=bu-CPnYltTmv-V_m 5. Summarise how the treatment of Jews in Germany changed between 1933 – 1938.	**Homework Questions** 1. Watch this video: https://www.youtube.com/watch?v=p4VqngTaiPg 2. Summarise what a ghettos was. 3. What were conditions like in the Jewish ghettos?

4th February	11th February
Topic – The Final Solution	**Topic – Auschwitz**
Context - Franz Rademacher, head of the Jewish Department of the German Foreign Office, proposed the idea in June 1940, shortly before the Fall of France. Madagascar, a French colony, would likely fall into German hands when Paris fell. The plan would be to forcibly relocate all of the Jews of Europe to the island, governed by the SS. In 1939, Germany invaded Poland which had a much larger population of 2 million Jews. In 1941, Germany invaded Russia which had a population of 5 million Jews. They needed a more permanent solution for the 'Jewish Question': what to do with the Jews? At the Wannsee Conference held in January 1942 it was decided to make the extermination of the Jews a systematically organised operation. After this date extermination camps were established in the east that had the capacity to kill large numbers including: Auschwitz-Birkenau, Bergen-Belsen (15,000 a day), Sobibor (20,000), Treblinka (25,000) and Majdanek (25,000). This culminated in the Holocaust, which saw the killing of 90% of Polish Jews, and two-thirds of the Jewish population of Europe.	**Context -** **Concentration camp: Hard labour camp** **Extermination camp: Killing centre** **What was Auschwitz?** https://www.youtube.com/watch?v=ATQp8rFXRkg
Homework questions 1. Watch this video which summarises the Final Solution: https://youtu.be/16x7myWxqA4?si=4wIrm8PyJWi83qy7 2. Summarise what the Nazi aim of the Final Solution was. 3. Summarise why previous plans were cancelled. 4. What was the impact of the Final Solution?	**Homework Questions** 1. Explain the difference between a concentration camp and an extermination camp. 2. Watch the video and summarise what happened to prisoners at Auschwitz.

25th February	4th March
Topic - Resistance at Auschwitz	**Topic - WW2 - Where did the fighting take place?**
Context: OCTOBER 07, 1944 - Prisoner Revolt at Auschwitz-Birkenau On October 7, 1944, prisoners assigned to Crematorium IV at the Auschwitz-Birkenau killing center rebel after learning that they were going to be killed. For months, young Jewish women, like Ester Wajcblum, Ella Gärtner, and Regina Safirsztain, had been smuggling small amounts of gunpowder from the Weichsel-Union-Metallwerke, a munitions factory within the Auschwitz complex, to men and women in the camp's resistance movement, like Róza Robota, a young Jewish woman who worked in the clothing detail at Birkenau. Under constant guard, the women in the factory took small amounts of the gunpowder, wrapped it in bits of cloth or paper, hid it on their bodies, and then passed it along the smuggling chain. Once she received the gunpowder, Róza Robota then passed it to her co-conspirators in the Sonderkommando, the special squad of prisoners forced to work in the camp's crematoria. Using this gunpowder, the leaders of the Sonderkommando planned to destroy the gas chambers and crematoria, and launch the uprising. On October 7, 1944, having learned that the SS was going to liquidate much of the squad, the members of the Sonderkommando at Crematorium IV rose in revolt. The Germans crushed the revolt. Nearly 250 prisoners died during the fighting and guards shot another 200 after the mutiny was suppressed. Several days later, the SS identified four Jewish female prisoners who had been involved in supplying explosives to blow up the crematorium. All four women were executed.	The events of World War II took place across the globe. Most of the combat action took place in Europe, East Asia, and islands in the Pacific Ocean, but others were seen in places as far away as Madagascar and the Aleutian Islands. Countries such as Poland, China, Russia, and Germany saw their territories directly involved in war and suffered terribly; countries such as the United States and Canada were relatively far from the action, but their citizens still fought a robust home front providing war goods for their men abroad. What were the main events? (**A Brief Overview of World War II, Simple History)** https://youtu.be/HUqy-OQvVtI?si=kWX9QqM5aA440seD
Homework questions 1. What is resistance? 2. Summarise how Jews resisted at Auschwitz. 3. Why is it important to learn about resistance?	**Homework Questions** 1. Where did WW2 take place? 2. Watch the video and create a timeline for the main events of WW2.

11th March	18th March
Topic - Who were the code-breakers?	**Topic - Operation Overlord**
Context - Alan Turing was a brilliant mathematician. He was already working part-time for the British Government's Code and Cypher School before the Second World War broke out. In 1939, Turing took up a full-time role at Bletchley Park in Buckinghamshire – where top secret work was carried out to decipher the military codes used by Germany and its allies. The main focus of Turing's work at Bletchley was in cracking the 'Enigma' code. The Enigma was a type of enciphering machine used by the German armed forces to send messages securely. Turing played a key role in this, inventing a machine known as the Bombe. This device helped to significantly reduce the work of the code-breakers. In 1952, Alan Turing was arrested for homosexuality – which was then illegal in Britain. He was found guilty of 'gross indecency'. In 1954, he was found dead from cyanide poisoning. An inquest ruled that it was suicide. The legacy of Alan Turing's life and work did not fully come to light until long after his death. Turing's role in cracking the Enigma code was kept secret until the 1970s, and the full story was not known until the 1990s. It has been estimated that the efforts of Turing and his fellow code-breakers shortened the war by several years. What is certain is that they saved countless lives and helped to determine the course and outcome of the conflict.	**Context -** https://youtu.be/IzP39k4ZIms?si=J-QZ4TwEtY65DdUy On 6 June 1944 – 'D-Day' – Allied forces launched the largest amphibious invasion in the history of warfare. Codenamed Operation 'Overlord', the Allied landings on the beaches of Normandy marked the start of a long and costly campaign to liberate north-west Europe from Nazi occupation. On the morning of D-Day, ground troops landed across five assault beaches – Utah, Omaha, Gold, Juno and Sword. By the end of the day, the Allies had established themselves on shore and could begin the advance into France. The invasion of northern France in 1944 was the most significant victory of the Western Allies in the Second World War. American, British and Canadian forces established a foothold on the shores of Normandy, and, after a protracted and costly campaign to reinforce their gains, broke out into the French interior and began a headlong advance. The German Army suffered a catastrophe greater than that of Stalingrad, the defeat in North Africa or even the massive Soviet summer offensive of 1944. The key objective for D-Day - beyond establishing a firm foothold ashore - was the capture of the city of Caen, which lay south of the British assault area. Caen was a strategically important road junction, beyond which lay open country suitable for the deployment of armoured formations and the construction of airfields. In the event, the city was not fully occupied until mid-July.
Homework questions 1. Who was Alan Turing? 2. What was the Enigma Code? 3. Why was Alan Turing's work significant for the war effort?	**Homework Questions** 1. What was Operation Overlord? 2. Why was this a significant event? 3. What was the objective of D-Day?

Life Skills Knowledge Organiser Year 9 Cycle 2

Lesson 1 and 2– Unifrog	Lesson 3 and 4 – Life After GCSE
Where to access support https://www.unifrog.org/sign-in	**Where to access support** https://nextstepssw.ac.uk/careers https://nationalcareers.service.gov.uk/
Content: Aspirations- Your hopes or ambitions of achieving something. **Searching the Careers library on Unifrog** https://www.unifrog.org/sign-in Enter your school email and click re-set password- A link will be sent to your school email to re-set your password. Log in to Unifrog and begin exploring different jobs and careers using the **Careers Library** Each profile will have all the information you need to see whether a job or career area is right for you! - Day-to-day tasks - Skills needed to do the job - Career progression - Rate of growth in the industry or career area - Qualifications needed - Working hours and salary	**Content:** **A levels** Description: Study a subject you took at GCSE in greater depth or choose a new one. You could take 3 broad subjects you are interested in to keep your career options open or choose ones you need for a specific career. Duration: 2 years **Apprenticeships** Description: Intermediate, advanced higher and degree apprenticeships Which You'll get training that is relevant to your job and be paid a salary. Location: You'll spend 80% of your time in the workplace and 20% off-the-job with some study in a college, training centre or Institute of Technology Duration: A minimum of 1 year **Technical and vocational qualifications** Description: Qualifications which teach you how to do tasks specifically related to the industry and role you want to be involved in. Duration: Course dependent Assessment: Can include coursework, skills tests and exams **Traineeships** Description: A course that includes a work placement that will get you ready for an apprenticeship or a job. You'll get work experience and some help to apply for your next steps. You can also improve your maths and English skills. You'll get work experience and some help to apply for whatever you do next. Duration: 6 weeks to 1 year
Questions 1. What is the name of the career's website? 2. Why is it useful to research possible careers? 3. Why is it important that we revisit these ideas each year? 4. What career path would you like to take? 5. What qualifications do you need to achieve this career goal?	**Questions** 1. What is an A-level and where can you study them? 2. Do you get paid to be an apprentice? 3. What is a technical qualification? 4. How are you assessed in a technical qualification? 5. What subjects will you get help with in a traineeship?

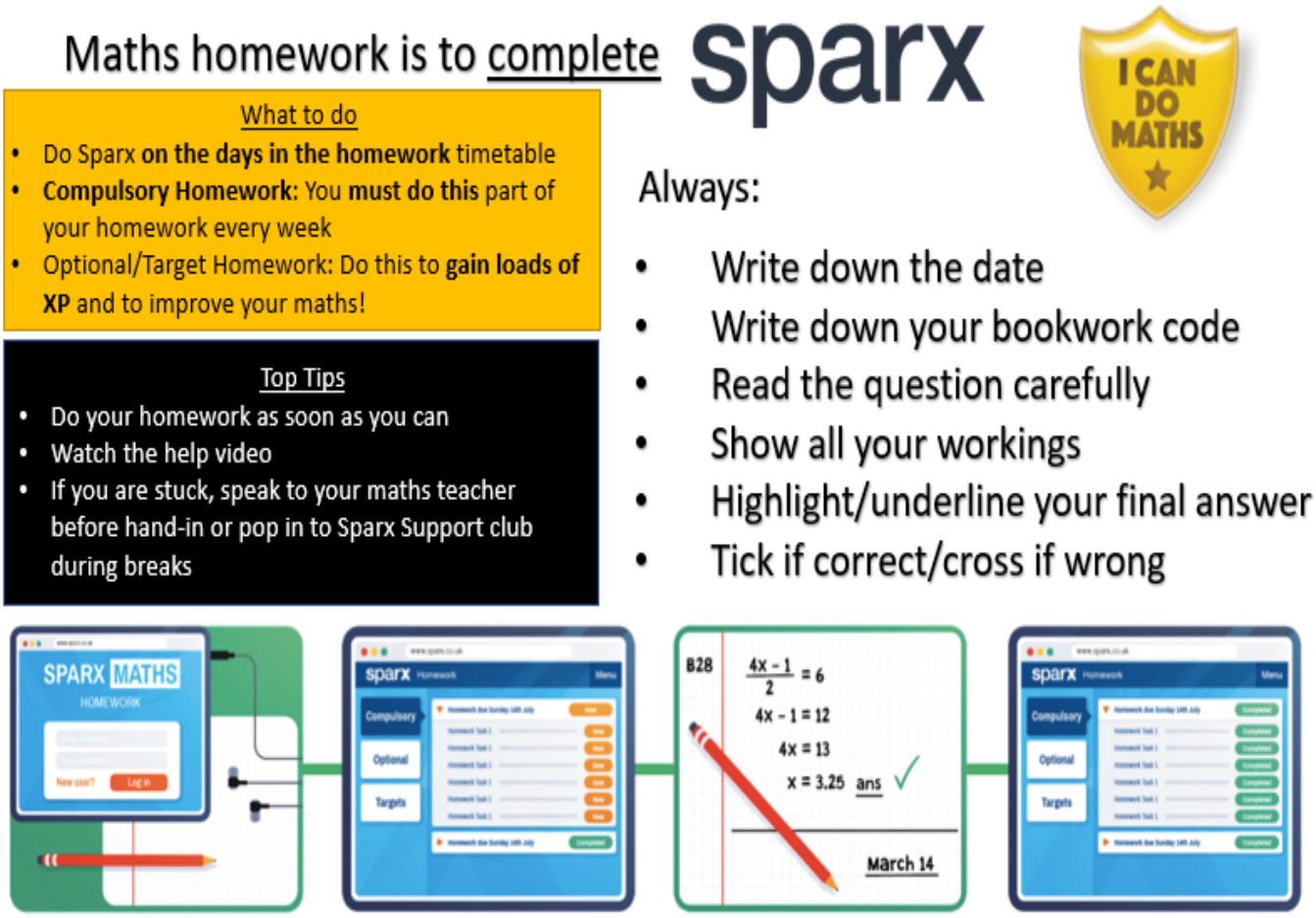
Lesson 5 and 6 – Identity Theft	Lesson 7 and 8 – Employment Rights
Where to access support https://stopthinkfraud.campaign.gov.uk	**Where to access support** https://www.citizensadvice.org.uk/work/
Content: Identity Fraud: Identity fraud is when a fraudster uses someone else's identity (or creates a fake identity) to access a product or service so they get out of paying for it themselves. **What information is a fraudster looking for?** Name Date of Birth Address Qualifications What school you go to Interests and hobbies Friends and family Religious heritage Everyone should be careful what they share on social media and that there are lots of ways to protect personal information, from thinking carefully about what is appropriate to publicly share (with strangers), to making sure that electronic devices are protected using anti-virus software and strong passwords, to not accessing personal information on public Wi-Fi networks (for example doing online banking using a café's free Wi-Fi).	**Content:** Employers have a responsibility to provide some basic conditions for their employees. These are: - Pay - Career development - Compassionate leave - Holidays - Health and safety - Equality in terms of: gender, race, religion, disability sexual orientation, age - Contracts **Contracts**- Employers must ensure that all employees have a contract of employment. This is in the interests of both employers and employees. The contract of employment is a legal document that can be used to resolve disputes between the employer and employee. It outlines information on pay, responsibilities, terms (such as start date), entitlements (sick pay, holiday) and hours of employment. **Disciplinary Process**- A process employers use to tell employees that their performance or conduct isn't up to expected standards.
Questions 1. What is identity fraud? 2. Give three examples of information a fraudster may look for. 3. Give three ways you can protect yourself from identity fraud.	**Questions** 1. Give three basic conditions an employee must offer 2. What is a work contract? 3. When might you need to use your contract? 4. What is a disciplinary process?

Lesson 9 and 10– Debt and Online Risk	
Where to access support https://www.citizensadvice.org.uk/debt-and-money/help-with-debt/	
Content: **Debt-** a sum of money that is owed or due. **Loan**-is an agreement in which one party lends money to another. **Cyber Crime-** A type of crime that is committed using information technologies such as a computer and a network. **Fraud**- Illegal deception intended for financial or personal reward. **Identity fraud**- when a fraudster uses someone else's identity (or creates a fake identity) to access a product or service so they don't have to pay for it themselves. **Internet fraud (Online Scam) -** A type of cybercrime fraud or deception which makes use of the Internet and could involve hiding of information or providing incorrect information for the purpose of tricking victims out of money/ property. **Money Mule**- A person who (intentionally or unintentionally) transfers money acquired illegally, usually through their own bank account, on behalf of others. **Phishing**- Social engineering technique: An attempt to gain personal information (or persuade someone to do something) through the use of email communications. A more sophisticated and targeted version of this is sometimes referred to as 'Spear Phishing'.	
Questions 1. What is debt? 2. How might someone get into debt? 3. What is the difference between crime and cyber-crime? 4. What is phishing? 5. Who is vulnerable to being scammed online?	

Y9C2 Key Maths Knowledge

Your Maths Homework is to complete your sparx

Use this guide to make sure you know **what to do, when to do it and how to do it**:



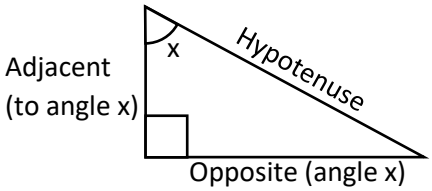
We want you to do well with your maths and doing Sparx will help.

If you've tried something, watched the video and are still not sure how to do something make sure you ask for help!

You're expected to complete it every week and catch up if you haven't.

Your Maths Homework is to complete your sparx

Y9C2 Key knowledge

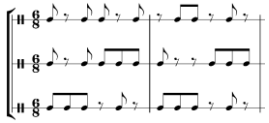
Item	Description
The sides of a right angled triangle	Hypotenuse (H) Adjacent (A) Opposite (O) 
SOHCAHTOA	$sin(x) = \frac{O}{H}$ $cos(x) = \frac{A}{H}$ $tan(x) = \frac{O}{A}$
Coordinate	A place. Written as (x, y)
Vector	A movement. Written as $\begin{pmatrix} x \\ y \end{pmatrix}$ A quantity that has size and direction
Scalar	A quantity that just has size (ordinary numbers are scalars)
Percentage multiplier	A decimal value that increases or decreases and amount by a percentage. **Multiplier** / **Effect** $\times 1.04$ — Increases by 4% (100% + 4% = 104%) $\times 1.4$ — Increases by 40% (100% + 40% = 140%) $\times 0.6$ — Decreases by 40% (100% - 40% = 60%)
The repeated percentage change formula	$new\ value = starting\ value \times multiplier^{time\ period}$ Also known as the compound interest formula
Interest	Money paid regularly at a particular rate for the use of money lent, or for delaying the repayment of a debt. Usually given as a percentage.
Compound interest	Interest that is calculated on the original amount and the interest already paid (or charged).
Simple interest	Interest that is only calculated on the original amount.
Depreciation	A decrease in value. Eg. The value of the car depreciated (decreased).

AFRICAN MUSIC

African instruments are often made from plants and animal products such as hide and bone. African musicians are very fond of **PERCUSSION** instruments and use a wide variety of drums (called **MEMBRANOPHONES**) Drums are traditionally used as an accompaniment to singing, dancing, working and communicating between villages. Drummers are typically the most respected members of their community.

Characteristic Rhythms and Metres, Traditional Rhythm Patterns & Repetition and Ostinato

REPETITION and **CYCLIC RHYTHMS** used to organise music. A repeated rhythm pattern (**OSTINATO** or **TIMELINE**) is used as a basis for **IMPROVISATION** to "hold the piece together". Use of **SYNCOPATION, POLYRHYTHMS** (shown below right)**, CYCLIC RHYTHMS** and **CROSS-RHYTHMS** (shown below left). **MASTER DRUMMER** can give musical 'cues' to performers to change rhythms during a performance and can also choose to **ACCENT** different beats within a **RHYTHM CYCLE**.



Pitch & Melody and Harmony & Tonality

Most African melodies are based on a "limited number of pitches" - four, five, six or seven note **SCALES** and are normally short and simple, often expanded by **REPETITION** and **IMPROVISATION**. The pitch in African drumming is largely determined by the tuning of the drums. African singers often create vocal harmony by singing in thirds, fourths or fifths. **UNISON** and **PARALLEL OCTAVE** harmony is also common. The basic form of African Vocal Music is **CHORAL SINGING** known as **CALL AND RESPONSE** where one singer (**SOLOIST**) or small group of singers sings a line and the whole group (**CHORUS**) makes a reply (often a fixed **REFRAIN**) – like a "musical conversation" – in alternation with the "lead singer". The soloist often **IMPROVISES**. African singers often "shout words" (**VOCABLES**) and male and female singers enjoy using their highest **VOCAL REGISTER** known as **FALSETTO**. African singing can be accompanied by instruments but can also be unaccompanied (**A CAPPELLA**).

Ornamentation

The **MASTER DRUMMER** can elaborate and decorate his solo drum part with **ACCENTS** and playing in a technically demanding style to "show off" to the rest of the drum ensemble and audience.

Texture

In West Africa, drum ensembles have 3-5 players each with a distinctive method of striking their drum and playing interlocking rhythms. This creates a **THICK** and complex **POLYPHONIC** texture.

Dynamics

Since African Drumming is often performed outside and at social gatherings and celebrations, the dynamics are generally **LOUD (FORTE – *f*)** or **VERY LOUD (FORTISSIMO – *ff*)**, but like changes in tempo, can be indicated by the **MASTER DRUMMER**.

Tempo

FAST – designed for dancing and social gatherings – tempo will match the dance steps. The **MASTER DRUMMER** can both establish the tempo as well as speed up **(ACCELERANDO)** or slow down **(DECELERANDO)** or even set a new tempo with musical 'cues'.

Ensemble

A **MASTER DRUMMER** often leads giving signals to the rest of the group to change rhythms or sections of the piece and can also control the **TEMPO**. He often **IMPROVISES** highly complicated rhythms and can indicate the ending of a piece of music as well as playing the "**CALL"** to **CALL AND RESPNOSE SECTION**S which are 'responded' by the drum ensemble.

Form & Structure and Phrasing

The structure of a piece of African drumming depends on the **MASTER DRUMMER** and has no fixed or determined length, entirely dependent on the rhythms used.

Origins and Cultural Context of the Traditional Music

African Drumming is 'traditional' and handed down via the **ORAL TRADITION** (not written down). Not performed 'at a concert', rather everyone joins in by dancing or playing an instrument, singing or clapping. Combines other art forms and heard at special occasions and celebrations. Many Africans believe that music serves as a link to the spirit world.

Musical Characteristics of Folk Music

Traditional drums such as the **DJEMBE**, **TALKING DRUM** and **DUNDUN** remain popular in African music today, often combined with a number of percussion instruments, stringed instruments and woodwind instruments. **RHYTHM** remains a key feature of African drumming.

Impact of Modern Technology on Traditional Music

African music has been a major influence on the development of popular music contributing rhythms, structures, melodic features and the use of improvisation to such styles as blues, gospel and jazz, brought over to America by slaves. High quality recordings of traditional African music are now possible with advanced recording techniques

Artists, Bands & Performers of African Drumming

Bolokada Conde

Ladysmith Black Mambazo

TALKING DRUM

DUNDUN

Other percussion instruments such as clappers, maracas, scrapers, gongs and xylophones (called **BALAFONS**) produce their sound by vibration and are known as **IDIOPHONES**.

Instrumentation – Typical Instruments, Timbres and Sonorities

BALAFON MBIRA FLUTE GOURD MARACAS KORA

Stringed instruments (**CHORDOPHONES**) such as bows, lyres, zithers, harps and the **KORA** are popular as well as some woodwind instruments (**AEROPHONES**) such as whistles, flutes, reed pipes, trumpets and horns.

Indian Music

A **RAGA** performance is not worked out beforehand and relies on a **RAGA** (scale) and **TALA** (rhythm) to which considerable **IMPROVISATON** and **ORNAMENTATION** are added by the performers. Some performances are very long and can last all night!

Characteristic Rhythms and Metres, Traditional Rhythm Patterns & Repetition and Ostinato

Based on **TALAS** (cyclic/repeating rhythm patterns) played by the **TABLA**. One single **TALA** used for a piece. Each **TALA** has a certain number of beats (regular and irregular **TALAS** are used). The most popular **TALA** is called **TINTAL** – 16 beats per cycle. Over 300 **TALAS**. **HAND CLAPS** and **WAVES** are used to mark certain beats.

Pitch & Melody and Harmony & Tonality

Melodies based on **RAGAS** (scale/mode) – patterns of notes with strict rules about usage. **RAGAS** (scales) associated with a particular time of day or night or season and have different **MOODS**. Some **RAGAS** (scales) vary in ascent and descent *e.g. Raga Vibhas (morning Raga); Raga Behag (evening Raga)*. **RAGAS** are written down used **SARGAM** notation.

Dynamics

Generally increase throughout a Raga performance starting of softly (***p***) during the **ALAP** and **JHOR** with a gradual **CRESCENDO** in the **JHALA** and very loud at the end.

Texture

There are three basic layers to the texture of Indian Classical Music: **MELODY** (Voice, Sitar, Sarangi, Bansuri, Esraj or Sarod performing the melodic form of the Raga); **DRONE** (Tanpura or Harmonium performing long sustained noted); **RHYTHM** (Tabla performing the rhythmic Tala). The opening three sections of a Raga performance all have a **2-PART TEXTURE** (melody and drone), the final Gat (or Bandish) section when the Tabla enters performing the Tala has a **3-PART TEXTURE**.

Tempo

ALAP – slow and free unmetred rhythm with no recognisable beat or pulse. **JHOR** – speeds up and becomes more rhythmic. **JHALA** – further increase in tempo and greater sense of metre. **GAT** – very fast tempo with complex rhythms. **TEMPO RUBATO** sometimes added by performers during performance.

Ensemble

Indian Classical musicians must work together in order to interpret the music and perform effectively as one including starting and stopping together, agreeing tempo and dynamic changes, similar interpretation of expression and articulation *(accents, staccato)* as well as balance between parts.

Form & Structure

FOUR sections (no breaks)
ALAP – melody and drone, free unmetred, slow, soft.
JHOR (JOR) – melody and drone, increase in speed, more rhythmic
JHALA – melody and drone, more speed and improvisation
GAT (BANDISH) – Tabla enters, tempo and dynamics increase.

Origins and Cultural Context of the Traditional Music

Around 1700 BC. Developed in temples and royal palaces. Ragas and Talas learnt by the **ORAL TRADITION**. Master-Student tradition. Spirituality (Hinduism) an important part.

Musical Characteristics of Folk Music

A **RAGA** performance based on one **RAGA** and one **TALA** with freedom for **IMPROVISATION** and **ORNAMENTATION** during performance. No fixed length.

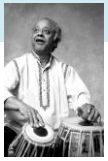
Impact of Modern Technology on Traditional Music

Available via the internet (YouTube®) and heard at cinema, radio and live concerts. Indian instruments now heard in jazz, pop and rock (live or sampled)

Artists, Bands & Performers of Indian Classical Music

Ravi Shankar

Anoushka Shankar



Alla Rakha

Instrumentation – Typical Instruments, Timbres and Sonorities

SITAR

TANPURA

SAROD

SARANGI

ESRAJ

HARMONIUM

BANSURI

SINGER

TABLA

Offbeat

Exploring Reggae and Syncopation

A. How did Reggae develop?

REGGAE is one of the traditional musical styles from **JAMAICA**. It developed from :

REGGAE

MENTO	SKA	ROCK STEADY
A form of Jamaican **FOLK MUSIC** like **CALYPSO** popular in the 1950's.	Fast dance music that emerged in the 1950's fusing American R&B with **MENTO** rhythms and featuring **ELECTRIC GUITARS, JAZZY HORN SECTIONS** and characteristic **OFFBEAT RHYTHMS.**	A more vocal style of dance music which used **RIFFS**, **SIMPLE HARMONIES, OFFBEAT RHYTHMS** and a strong **BASS LINE**.

Reggae was first heard in the UK in the 1950's when immigrants began to settle. During the 1960's, people began importing singles from Jamaica to sell in UK shops. Now, Reggae is known as the national music of Jamaica.

B. Where is Jamaica?

C. What are Reggae Songs About?

Reggae is closely associated with **RASTAFARIANISM** (a religious movement worshipping Haile Selassie as the Messiah and that black people are the chosen people and will eventually return to their African homeland). The **LYRICS** of Reggae songs are strongly influenced by Rastafarianism and are often political including themes such as **LOVE, BROTHERHOOD, PEACE, POVERTY, ANTI-RACISM, OPTIMISM** and **FREEDOM**.

D. Offbeat Rhythms & Syncopation

OFFBEAT RHYTHMS – Rhythms that emphasise or stress the **WEAK BEATS OF A BAR**. In music that is in 4/4 time, the first beat of the bar is the strongest, the third the next strongest and the second and fourth are weaker. Emphasising the second and fourth beats of the bar gives a "missing beat feel" to the rhythm and makes the music sound **OFFBEAT,** often emphasised by the **BASS DRUM** or a **RIM SHOT** (hitting the edge of a **SNARE DRUM**) in much Reggae music.

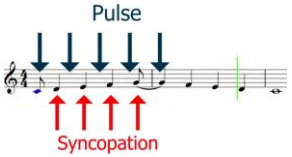
ONBEAT RHYTHM GRID

Pulse/ Beat	1	2	3	4	1	2	3	4
"Onbeat" rhythms (strong beats)	♩	𝄽	♩	𝄽	♩	𝄽	♩	𝄽

OFFBEAT RHYTHM GRID

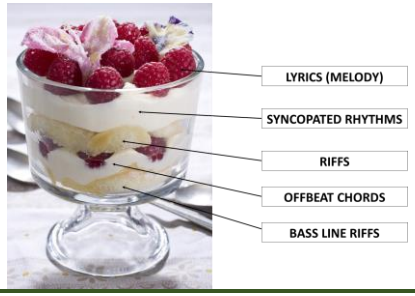
Pulse/ Beat	1	2	3	4	1	2	3	4
"Offbeat" rhythms (weak beats)	𝄽	♩	𝄽	♩	𝄽	♩	𝄽	♩

SYNCOPATION – A way of changing a rhythm by making some notes a bit early, often so they cross over the main beat of the music giving the music a further **OFFBEAT** feel – another common feature of Reggae music.



E. Musical Features of Reggae

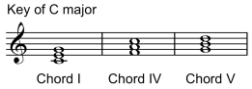
OFFBEAT RHYTHMS AND CHORDS (see D)
SYNCOPATED RHYTHMS AND MELODIES (see D)
SUNG LYRICS (see C)
LEAD SINGER often with **BACKING SINGERS** sometimes singing in **CALL AND RESPONSE** (see F3) accompanied by a Reggae band which often features: **BRASS INSTRUMENTS** and **SAXOPHONES, ELECTRIC GUITARS, BASS GUITAR, KEYBOARDS, DRUMS AND PERCUSSION INSTRUMENTS.**
VOCAL AND INSTRUMENTAL IMPROVISATIONS (see F2)
MELODIC RIFFS (see F5)
SLOW, RELAXED ('chilled!') **TEMPO**
4/4 METRE/TIME SIGNATURE
Most Reggae songs are structured in **VERSE AND CHORUS/POPULAR SONG FORM**.
SIMPLE HARMONIES (see F4)



THICK TEXTURAL LAYERS (see F9) "The Reggae Trifle" is an example of how many Reggae songs are 'layered'.

F. Reggae Key Words

1. **MELODY** – The main 'tune' of a piece of music, often sung by the **LEAD SINGER**.
2. **IMPROVISATION** – Previously unprepared performance.
3. **CALL AND RESPONSE** – Similar to a "Question and Answer" often the call sung by the lead singer and answered by the backing singers or instruments (the response) – musical dialogue.
4. **SIMPLE HARMONIES** – using a limited number of **CHORDS,** mainly **PRIMARY TRIADS** such as the **TONIC, DOMINANT** and **SUBDOMINANT** chords.



5. **RIFF** – A repeated musical pattern. Often the **BASS GUITAR** plays repeated **MELODIC BASS RIFFS** in Reggae songs.
6. **BASS/BASS LINE** – The lowest pitched part of a piece of music often played by the **BASS GUITAR** in Reggae which plays an important role.
7. **CHORD** – 2 or more notes played together in **HARMONY**.
8. **RHYTHM** – A series of long and short sounds.
9. **TEXTURE** – Layers of sound combined to make music.

G. Who was Bob Marley?

BOB MARLEY was a famous reggae singer, **SONGWRITER**, and musician who first became famous in his band The Wailers, and later as a **SOLO ARTIST**. He was born Nesta Robert Marley on February 6th, 1945 in Nine Mile, Saint Ann, Jamaica. Although he grew up in poverty, he surrounded himself with music and met some of the future members of The Wailers. Bob Marley became involved in the Rastafarian movement and this influenced his music style greatly. Bob Marley and The Wailers worked with several famous musicians before becoming famous on their own. His career flourished and he became a cultural icon. He was the first international superstar to have been born in poverty in a Third-World country.

Year 9 Cycle 2 Sport and PE Knowledge Organiser

Week 1 and 2	Week 3 and 4	Week 5 and 6	Week 7 and 8	Week 9 and 10	Week 11 & 12
Training methods	**Training methods**	**Training methods**	**Principles of training**	**Principles of training**	**Training intensities**
Continuous training – steady-state low-moderate intensity with no rest breaks for a min of 20 minutes. Improves Cardiovascular endurance and muscular endurance. Fartlek training – a form of continuous training involving different intensities (speeds) and terrains (roads/fields, flat/hills). Improves cardiovascular endurance, muscular endurance and speed. Interval Training (also known as HIIT) – periods of exercise followed by periods of rest used by both aerobic and anaerobic performers. Improves speed, muscular endurance and cardiovascular endurance 	Circuit Training – a series of exercise stations arranged in a specific order to usually alternate muscle groups. Can also improve skill and develops a range of components of fitness.  Weight Training – a series of exercises organised into repetitions with an intensity and recovery time specific to the individual. Targets specific muscles. High reps/low weight improves muscular endurance Low reps/High weight improves strength/power 	Plyometrics – a series of explosive exercises (jumping, bounding) to improve the speed at which a muscle contract. Used by performers who sprint, jump or throw to improve power.  Static stretching– Stretch as far as you can and hold this (isometric contraction) for up to 30 seconds. Improves flexibility Can you identify which training methods are suitable for a range of sports/performers? e.g. continuous training for a long distance runner 	When planning a training programme, you need incorporate the basic principles of training. One of these principles is called the FITT principle. **The FITT Principle:** Each letter in the FITT is a different way in which you can adapt your training. Through **Frequency** *(how much),* **Intensity** *(how hard),* **Time** *(how long)* **and Type** *(what type).* **F – FREQUENCY** – The number of training sessions you complete over a period of time. **I – INTENSITY** – How hard you train. This can be done through heart rate or reps per exercise. **T – TIME** – How long you train for. Aim for 15 to 60 mins. This can depend on the intensity of the exercise. **T – TYPE** – Appropriate types of training should be used depending on your needs and goals.	When planning a training programme, you need incorporate the basic principles of training. One of these principles is called the SPORT principle. **The SPORT Principle:** **S – SPECIFIC -** training must be **relevant** to the **individual** and their **sport.** **P – PROGRESSIVE –** This means the training needs to get harder over time. **O – OVERLOAD –** This can be used through the FITT principle. You can overload through frequency, intensity, time and type. **R – REVERSIBILTY -** systems **reverse** or de-adapt if training stops or is significantly reduced or injury prevents training from taking place. **T – TEDIUM –** Training needs to be varied to stop boredom from taking place.	To maximise the chance of improving your fitness you should train within your target zones. **Your 'Aerobic Training zone' is 60 – 80% of your MHR** **Your 'Anaerobic Training Zone' is 80 – 90% of your Maximal Heart R**ate (MHR) To calculate your MHR (maximum heart rate) you need to: 220 – Age = Try working out your MHR and what your heart rate needs to be to work in the two zones above (to work out 60% times your MHR by 0.6) 

17th December	14th January
Topic: Bristol Statues	**Topic: Anti-Racist Christians**
John Wesley was born over 300 years ago in 1703 in Lincolnshire. He was only five when he nearly died! His house caught fire one night, and he was trapped in an upstairs room. Two men from his church – one standing on the other's shoulders – rescued him just before he burned to death. Afterwards John's mum Susanna thought that he had been saved for a purpose. When he grew up, he became the leader of a new Christian community, called the Methodist Church. He preached that God loves every person more than anyone can imagine. Anyone can be friends with God, who forgives us. John Wesley hated slavery and preached against it because he believed everyone was precious and loved by God. **Edward Colston** was born in Bristol to a rich and important family in 1636, over 380 years ago. When he grew up, he became a sea merchant, running many ships that traded from Spain and Portugal and also to Africa and the Caribbean. He traded in sherry, vegetable oil, silk, wine, fruits, gold, silver – and enslaved people. He became very rich from his trading. He owned two big houses, one in Bristol where his shipping business was based. The enslaved people were men, women and children captured in West Africa and taken like cargo on ships to work for no money on sugar and tobacco farms 3500 miles away. Many enslaved people died on Colston's ships. Their bodies were thrown into the sea. Edward gave money to his favourite charities in Bristol. When he died in 1721, he was very rich.	**Martin Luther King** – Dr King won the Nobel Peace Prize in 1964 after leading Civil Rights activists from all over the USA to Washington to see the law changed to make anti-black segregation illegal. He was murdered in Memphis aged 39 in 1969. His powerful speeches could move crowds of many thousands. **Stormzy** - Stormzy is a vigorous anti-racist campaigner and a very public Christian. Stormzy has always made a priority of responding to racism, and particularly the impacts of racism on young black men in the UK. Stormzy has initiated anti-racist projects including these: Providing scholarships for young black men to study at the University of Cambridge. Speaking out publicly and politically about the Grenfell fire: ethnic minorities suffered disproportionately. 72 died: over 40 were from ethnic minority groups, 18 were children. Setting up a £10m trust fund to work for racial equality over the next ten years.
Homework questions 1. What happened to John Wesley when he was five? 2. Why did John Wesley hate slavery? 3. How did Edward Colston become rich? 4. What happened to many of the enslaved people on Colston's ships?	**Homework Questions** **1. What law did Martin Luther King campaign to change?** **2. How did Martin Luther King die?** **3. Which group of people does Stormzy talk about in particular?** **4. Give one of the anti-racist projects Stormzy has launched**

28th January	11th February
Topic: Anti-Racist Muslims	**Topic: What is Philosophy?**
Malcolm X – Malcolm, born 1925, was a USA Black Power leader whose dad died when he was 6, possibly killed by white racists. He was brilliant at school, but left after a teacher told him to be a carpenter not a lawyer because he was black. He went to prison for robbery for 6 years from 1946 and converted to Islam in jail. He gave up smoking and drinking and devoted himself to God and learning. He was a brilliant public speaker and organiser. He taught his followers to defend themselves by any means necessary and promoted Black Power (disagreeing with Martin Luther King's pacifist ideas about how to get racial equality). In 1964, he went on Hajj, and experienced a second conversion to a deeper faith in Islam and human brotherhood. He was assassinated in 1965. **Dr Hany El Banna -** a Birmingham British Muslim began the charity Islamic Relief in the 1980s. Islamic Relief has grown to become the biggest Western Islamic Development charity, with a UK turnover of over £100 million a year. Zakat is the third pillar of Islam, charitable giving, based upon giving 2½ % to those less fortunate – complex details apply to different kinds of wealth. Muslims are taught through the Qur'an and Hadith that they should be generous and give charity. 'And be steadfast in prayer and regular in charity. And whatever good you send out before you, you shall find it with Allah: for Allah sees all that you do.' (Qur'an 2:110). Giving zakat is like an investment in the bank of faith.	The word 'Philosophy' comes from the Greek *philosophia* meaning 'love of wisdom'. It is a way of asking questions and learning about reality and human existence. It is a central element in the intellectual history of many civilisations. Philosophy is generally split into Eastern and Western philosophy based on similarities between philosophies from Eastern and Western parts of the world. The ancient Greek philosophers like Socrates, Plato, and Aristotle are generally considered to be the founders of Western philosophy. Western philosophy has also been developed by many Christian theologians such as Thomas Aquinas, Augustine, and Irenaeus. Eastern philosophy centres around very different beliefs (such as meditation and reincarnation) and has developed out of religious traditions such as Buddhism, Hinduism, and Sikhism. There are also significant Chinese and Japanese philosophies. Philosophy grapples with ultimate questions about the universe such as, 'are we free?', 'what happens after we die?', and 'how do we know what is real?'
Homework questions 1. Why did Malcolm X leave school? 2. Why did Malcolm X disagree with Martin Luther King? 3. What charity did Dr Hany El Banna set up? 4. What are Muslims taught in the Qur'an and Hadith?	**Homework Questions** 1. What does the word Philosophy mean? 2. Who are the founders of Western philosophy? 3. Give an example of an Eastern philosophy. 4. Give an example of an ultimate question.

4th March	18th March
Topic: Socrates and Plato	**Topic: Plato's Cave**
Socrates and Plato are two of the most famous philosophers. They are remembered for developing ideas and thoughts that led to the Western culture that exists today. Plato was born in Athens, and like most rich Athenian boys at the time, grew up with an interest in politics and philosophy. He became a follower of the philosopher Socrates and learned a great deal from him. Socrates made many enemies because he questioned everyone and often showed that people were not as wise or as good as they claimed to be. The leaders of Athens put Socrates on trial and sentenced him to death. This affected Plato greatly. He decided that there were many problems with the political system in Athens, and he wanted no part of it. Instead, he began to travel throughout Greece, Egypt, and Italy. In about 387 BCE Plato set up the Academy in Athens. This was a school where he taught philosophy, law, reasoning, mathematics, and science. Plato ran it for the rest of his life. Aristotle was one of his students. The Academy existed for hundreds of years after Plato's death, and it is regarded as the earliest ancestor of the modern university. Plato was not just a brilliant thinker, he was also a great writer. Many of his works are still studied. The Republic is one of his best-known works.	Plato's Cave is an allegory (a story with a hidden moral meaning) which asks you to imagine prisoners who have been chained inside a cave for their whole lives. There is a fire at the back of the cave and the prisoners see shadows on the wall in front of them, created by objects moving along behind them in front of the fire. This is all the prisoners have ever known. One day, one of the prisoners escapes and discovers the outside world, but when he returns to tell his friends they think he has gone mad. One possible interpretation of Plato's Allegory of the Cave is that the world we think is real could be an illusion, or there could be much more to reality than what we see. The cave wall that the prisoners stare at represents the world that we currently live in, and the world the prisoner escapes into represents Plato's idea that there could be a greater reality that we are unaware of. Philosophers and those who seek greater understanding are like the prisoner who escapes the cave, but most of us are like the prisoners chained within the cave staring at the wall: accepting our reality as it is presented to us and without question.
Homework questions 1. Why did Socrates make lots of enemies? 2. What did Plato do after Socrates' execution? 3. What did Plato teach in The Academy? 4. How long did The Academy exist for after Plato's death?	**Homework Questions** 1. What is an allegory? 2. What happens when the escaped prisoner returns to the cave? 3. What does the cave wall represent? 4. What do the prisoners represent?

Lessons 1 & 2 Communicable diseases	Lessons 3, 4 & 5 Bacterial, fungal, viral and protist diseases	Lessons 6 & 7 Protection against disease and defence mechanisms
Definition of disease: A disorder of structure or function in a human, animal, or plant. **Communicable disease**: An **infectious** disease or **transmissible** disease, illnesses caused by pathogens. **Non-communicable disease**: A medical condition that is **not** infectious or cannot be passed on from one person to the next. **Pathogen**: Disease causing microorganism There are **4 types of microorganism**: protists, virus, bacteria and fungi. Not all microorganisms are pathogens as they do not all cause disease. Viral pathogens invade cells and kill them by bursting them. Bacterial pathogens produce toxins. Pathogens can spread through the air, direct contact or through water. We can reduce the spread of pathogens by destroying vectors, quarantine, vaccination and simply hygiene measures.	**Bacterial diseases** Gonorrhoea: Transmitted by unprotected sex. Can be treated with antibiotics but this is becoming more challenging because strains are becoming resistant. Salmonella: Transmitted by eating contaminated food. Can be prevented with good hygiene but there is no treatment available. **Viral diseases** Measles: Symptoms include a rash, can be fatal. Prevented by the MMR vaccination. HIV/AIDS: Transmitted by exchange of body fluid such as through sharing needles or unprotected sex. Can be treated by antiretroviral drugs. Tobacco mosaic virus (TMV): Plant disease, identified by a mosaic pattern on leaves. Growth is affected. Can be treated by removing affected parts of the plant. **Fungal diseases** Rose black spot: An example of a plant disease. Purple or black spots develop on leaves of affected plants. Growth is affected because the rate of photosynthesis is decreased. **Protist disease** Malaria: Caused by the plasmodium protist which is carried by mosquito. Transmitted when the infected mosquito bites to feed. Prevention includes nets, repellent, antimalarial drugs. Malarial drugs are available to treat the disease.	First lines of defence against pathogens include Skin: Acts as a barrier to pathogens and secretes antimicrobial substances to kill pathogens. Nose: Contains hair and mucus which trap particles Trachea and bronchi: Produce mucus to trap particles, have cilia to waft the mucus up to throat to be swallowed. Stomach: Produces HCl to kill pathogens which enter the stomach Blood clotting: If the skin is cut a clot will form which seals the gap and stops pathogens entering the blood. There are 2 types of white blood cells found in the blood: • Lymphocytes: Produce antibodies and antitoxins • Phagocytes: Perform phagocytosis **Phagocytosis**: Pathogens are engulfed and digested by phagocytes to make them harmless. **Antibodies and antitoxins**: Antibodies destroy specific pathogens. There are different antibodies for different pathogens. Antitoxins bind to toxins made by bacteria to make them harmless. There are specific antitoxins for specific toxins.

Lessons 8 & 9 Vaccinations	Lessons 10 & 11 Antibiotics and their discovery	Lessons 12 & 13 Painkillers and drug development including drug trials
Immune: The ability of an organism to resist a particular infection or toxin. You can develop immunity in 2 ways, being infected, having the disease and recovering or having a vaccination for a disease. **Vaccinations** contain a small part of the dead or weakened pathogen. Vaccinations teach the **lymphocytes** how to make antibodies to kill certain pathogens without the risk of becoming ill. Edward Jenner was the first person to develop a vaccination. He used cow pox to create a vaccination for small pox. **Herd immunity:** When a large proportion of a population is immune to a pathogen it can protect those that are at risk and reduces spread of the pathogen.	**Antibiotics** are a type of medicine that are used to kill infective bacterial pathogens inside the body. Specific bacteria need <u>specific</u> antibiotics to kill them. Antibiotics <u>do not</u> kill viruses they are only effective against bacteria. **Antibiotic resistance** is when a bacterial pathogen mutated and changes so that it is no longer killed by an antibiotic. Alexander Fleming discovered penicillin, the first antibiotic. He found a fungi could produce a substance which could kill bacteria.	**Drug**: A chemical that produces a change within the body. Can be addictive. Can lead to withdrawal symptoms when someone stops taking a drug that they are addicted to. Traditionally drugs came from microorganisms and plants e.g. willow (Aspirin) Foxgloves (heart medication). Painkillers are a group of medicines that relieve symptoms of a disease but they do not kill the pathogen that causes the disease. When a drug is discovered it need to undergo extensive testing for the following: • Toxicity: How harmful the drug is • Efficacy: Checking if the drug woks and has the desired effect • Dose: The concentration of the drug and how often it should be taken. **Placebo**: A blank version of the drug used in a trial. **Double blind drugs trial**: Only the scientists know who have been given the real drug and who has received a placebo. The doctors and patients are not told.

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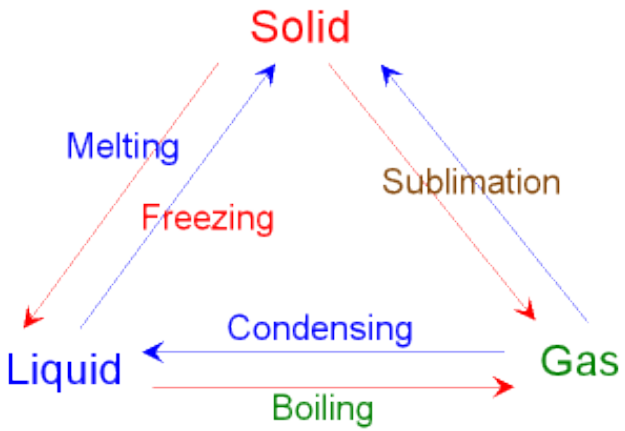
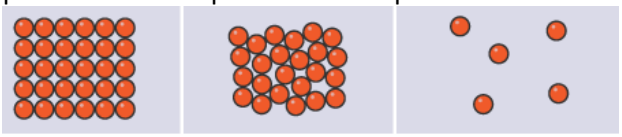
Lessons 1
States of Matter



Solids: have a fixed shape and cannot flow, because their particles cannot move from place to place cannot be compressed (squashed), because their particles are close together and have no space to move into

Liquids: flow and take the shape of their container, because their particles can move around each other cannot be compressed, because their particles are close together and have no space to move into

Gases: flow and completely fill their container, because their particles can move quickly in all directions can be compressed, because their particles are far apart and have space to move into.

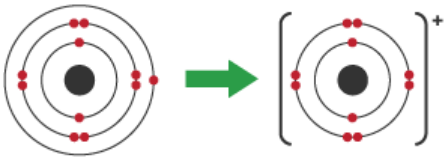


Lessons 2
Ions

An **ion** is an atom or group of atoms with a positive or negative charge. Ions form when atoms lose or gain electrons to obtain a full outer shell:

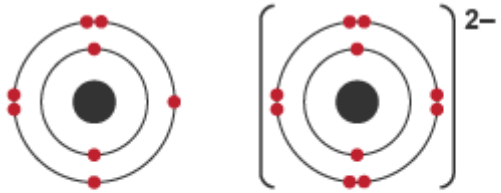
- metal atoms and hydrogen lose electrons to form positively charged ions
- non-metal atoms gain electrons to form negatively charged ions

For elements in groups 1, 2 and 3, the number of electrons lost is the same as the group number.



Sodium atom	Sodium ion
Na 2.8.1	Na^+ 2.8

For elements in groups 6 and 7, the charge on the ion is equal to (8 minus group number).

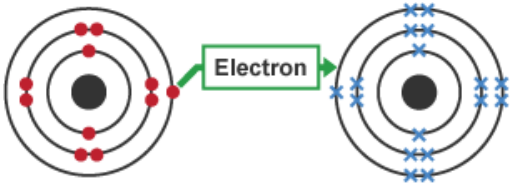


Oxygen atom	Oxide ion
O 2.6	O^{2-} 2.8

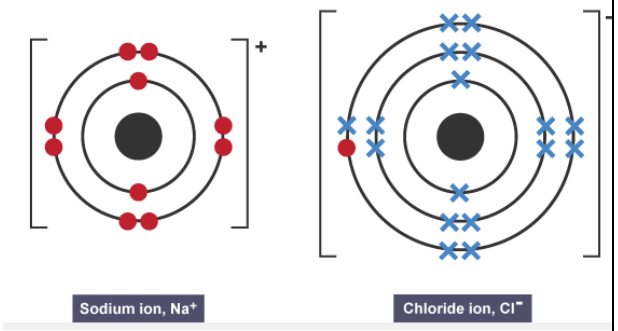
Lessons 3
Ionic Bonding

Positive and negative ions form when a metal reacts with a non-metal, by transferring electrons. The oppositely charged ions are strongly attracted to each other, forming ionic bonds.

A dot and cross diagram models the transfer of electrons from metal atoms to non-metal atoms. The electrons from one atom are shown as dots, and the electrons from the other atom are shown as crosses.



Ionic bonding in sodium chloride



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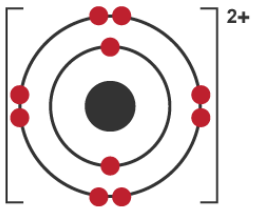
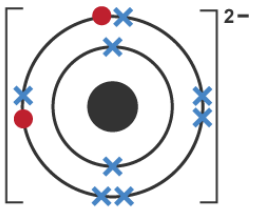
Lessons 3 Ionic Bonding continued..

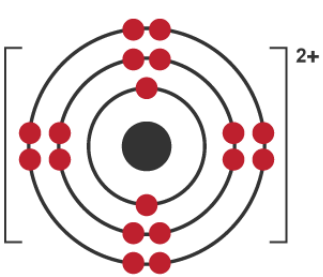


Magnesium ion, Mg^{2+}

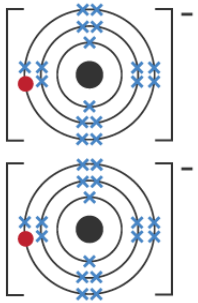


Oxide ion, O^{2-}

Ionic bonding in magnesium oxide



Calcium ion, Ca^{2+}



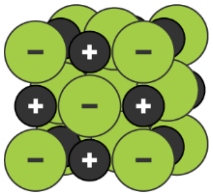
Two chloride ions, Cl^-

. Ionic bonding in calcium chloride

Example of ion charges and groups

Group	Element	Ion charge	Ion symbol
1	Na	+	Na^+
2	Mg	2+	Mg^{2+}
6	O	2-	O^{2-}
7	Cl	-	Cl^-

Lesson 4 Properties of Ionic Compounds



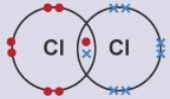
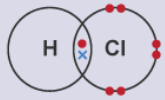
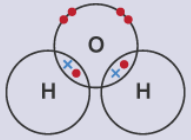
An ionic compound is a **giant structure** of ions. The ions have a regular, repeating arrangement called an ionic lattice. The lattice is formed because the ions attract each other and form a regular pattern with oppositely charged ions next to each other.
Ionic compounds have **high melting and boiling points**, so they are in the **solid state** at room temperature.
Ionic compounds are held together by electrostatic forces between the oppositely charged ions. As the ionic lattice contains such a large number of ions, a lot of energy is needed to overcome this ionic bonding so ionic compounds have high melting and boiling points. The higher the charge of the ion the stronger the force between them so they have a higher melting point.

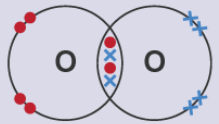
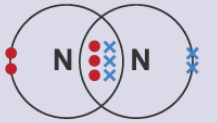
Conducting electricity

A substance can conduct electricity if: it contains charged particles, such as ions, and these particles are free to move from place to place
An ionic compound can conduct electricity when: it has **melted to form a liquid**, or it has **dissolved in water to form an aqueous solution.** Both these processes allow **ions to move** from place to place. Ionic compounds **cannot conduct electricity in the solid state** because their **ions are held in fixed** positions and cannot move.

Lesson 5 Covalent Bonding

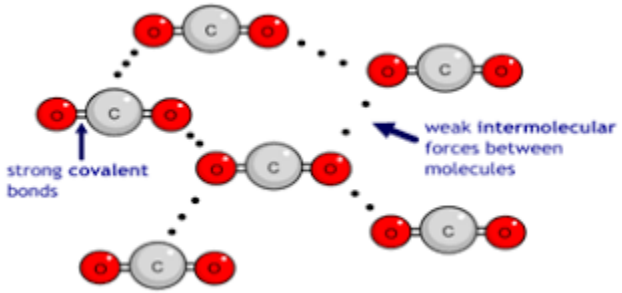
A **covalent bond** is formed when two atoms share a pair of electrons. Covalent bonding occurs in most non-metal elements.
Most covalently bonded substances consist of small molecules. A **molecule** is a group of two or more atoms joined together by covalent bonds.

Name	Formula	Dot and cross diagram	Structure
Chlorine	Cl_2		Cl—Cl
Hydrogen chloride	HCl		H—Cl
Water	H_2O		

Name	Formula	Dot and cross diagram	Structure
Oxygen	O_2		O=O
Nitrogen	N_2		N≡N

Lesson 6 Properties of Simple Covalent Molecules

Properties: A substance with small molecules has strong covalent bonds that hold the atoms together in its molecules. There are **weak forces** between molecules and their neighbours. Relatively little energy is needed to overcome the **intermolecular forces**, so small molecular substances have **low melting and boiling points.**
Many are in the liquid or gas state at room temperature. Small molecules have no overall electric charge, so they **cannot conduct electricity**, even when liquid or dissolved in water.

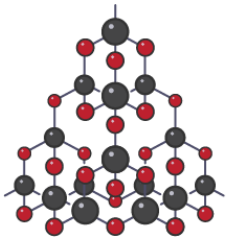


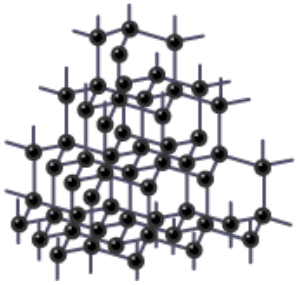
Substance	Melting point	Boiling point	State at 20°C
O_2	-218°C	-183°C	Gas
H_2O	0°C	100°C	Liquid

Lesson 6 continued Properties and Structure of Giant Covalent Substances

Giant covalent substances have **many atoms** joined together by **covalent bonds**.

Silicon dioxide (often called silica) is the main compound found in sand. It contains many silicon and oxygen atoms. All the atoms in its structure are linked to each other by strong covalent bonds. The atoms are joined to each other in a regular arrangement, forming a giant covalent structure. There is no set number of atoms joined together in this type of structure. It has a very **high melting points and boiling points** and **solid** at room temperature. This is because large amounts of energy are needed to overcome their strong covalent bonds to make them melt or boil. It has no charged particles that are free to move. This means that most **cannot conduct electricity.**



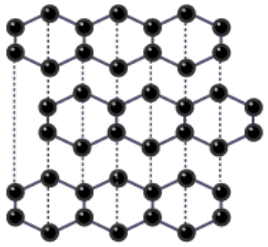


Diamond - each **carbon** atom is joined to **four** other carbon atoms by strong covalent bonds the carbon atoms form a regular tetrahedral network structure there are **no free electrons.**

Lesson 6 continued Properties and Structure of Giant Covalent Substances

Properties and uses of Diamond
The rigid network of carbon atoms, held together by strong covalent bonds, makes diamond very hard. This makes it useful for cutting tools, such as diamond-tipped glass cutters and oil rig drills. Like silica, diamond has a very high melting point and it does not conduct electricity.

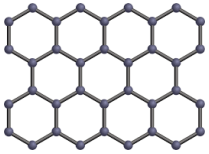
Graphite – dotted lines represent the **weak forces** between the layers in graphite and the solid lines represent the **strong covalent bonds**. Each carbon atom forms **three** covalent bonds with other carbon atoms, the carbon atoms form layers of hexagonal rings, there are no covalent bonds between the layers, there is one non-bonded - or delocalised - electron from each atom.



Properties and uses - Graphite has delocalised electrons, just like metals. These **electrons are free to move between the layers in graphite**, so graphite can **conduct electricity**. This makes graphite useful for electrodes in batteries and for electrolysis. The forces between the layers in graphite are weak. This means that the layers can **slide** over each other. This makes graphite slippery, so it is useful as a lubricant.

Lesson 7 Fullerene and Polymers

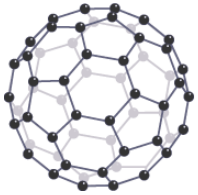
Graphene is a single layer of graphite. The strong covalent bonds between the **carbon** atoms mean



that graphene: has a very **high melting point, is very strong**, like graphite, graphene **conducts electricity** well because it has delocalised electrons that are free to move across its surface. These properties make graphene useful in electronics and for making composites.

Graphene has a giant covalent structure, but fullerenes have large molecules. **Fullerenes** are molecules of carbon atoms with hollow shapes. Their structures are based on hexagonal rings of carbon atoms joined by covalent bonds. Some fullerenes include rings with five or seven carbon atoms. Two examples of fullerenes are **buckminsterfullerene and nanotubes**.

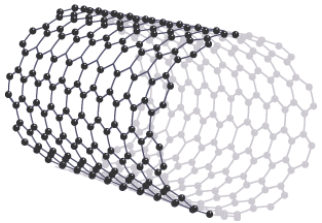
Buckminsterfullerene was the first fullerene to be



discovered. Its molecules are made up of 60 carbon atoms joined together by strong covalent bonds. Molecules of C60 are spherical. There are weak intermolecular forces between molecules of buckminsterfullerene. These need little energy to overcome, so buckminsterfullerene is slippery and has a low melting point.

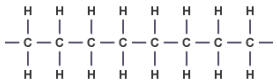
Lesson 7 Fullerene and Polymers continued…..

A **nanotube** is like a layer of graphene, rolled into a cylinder. The length of a nanotube is very long compared to its width, so nanotubes have high length to diameter ratios. Nanotubes have high tensile



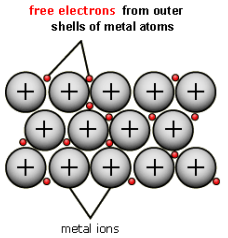
strength, so they are strong in tension and resist being stretched. Like graphene, nanotubes are strong and **conduct electricity** because they have **delocalised electrons**. These properties make nanotubes useful for nanotechnology, electronic s and specialised materials.

Polymers have very **large molecules**. The atoms in a polymer molecule are joined together by **strong covalent bonds in long chains**. There are variable numbers of atoms in the chains of a given polymer. One example of a polymer is poly(ethene). The intermolecular forces between polymer molecules are strong compared to the intermolecular forces between small molecules. This means that polymers melt at higher temperatures than substances with small molecules. They are solids at room temperature.



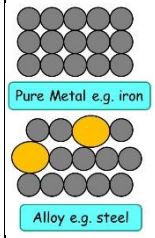
A short section of a poly(ethene) molecule. Poly(ethene) molecules contain thousands of carbon atoms joined together in a chain.

Lesson 8 Metallic Bonding



Metallic bonding. Metals consist of giant structures of **atoms arranged in a regular pattern**. The **electrons from the outer shells** of the metal atoms are delocalised, and are free to move through the whole structure. This sharing of delocalised electrons results in strong metallic bonding.

Properties of metals: They are **electrical conductors** because their delocalised electrons carry electrical charge through the metal, they are good **conductors of thermal energy** because their delocalised electrons transfer energy. They have high melting points and boiling points, because the metallic bonding in the giant structure of a metal is very strong - large amounts of energy are needed to overcome the metallic bonds in melting and boiling



An **alloy** is a **mixture of two or more elements**, where at least one element is a **metal**. In a pure metal, the force needed to make the layers slide over each other is small. This explains why many **pure metals are soft**. In an alloy, there are atoms of different sizes. The smaller or bigger atoms distort the layers of atoms in the pure metal. This means that a greater force is required for the layers to slide over each other. The **alloy is harder and stronger than the pure metal.**

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Lessons 1 & 2
Types of forces, Scalar and vector quantities and weight.

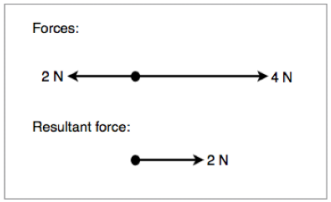
Types of Forces

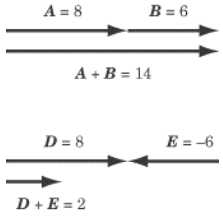
Contact	Non-Contact
Friction: two objects sliding past each other	Magnetic: Expeienced by any magnetic material (Iron, Cobalt, Nickle, Steel) in a magnetic field
Air resistance: Air particles pushing against and object moving through the air	Electrostatic: Force experienced by a charged particle in an electric field. Opposite charged attract alike charges repel.
Up thrust: Force of water pushing up on an object	Gravitational: Masses are attracted to each other by gravitational force.
Reaction: acts on an object at rest on a surface	
Tension: Any object being stretched experiences this force (spring)	

Scalar quantities
These are quantities that only have magnitude (size) and no direction: Speed, height, distance, temperature, mass, energy.
Vector quantities
These are quantities that have both magnitude and direction: Velocity, Displacement, weight and other forces, acceleration.
Weight
The weight of an object can be calculated using the equation:
weight = mass × gravitational field strength
W = m g
weight, W, in newtons, N (Force of gravity pulling an object down. This can change depending on "g")
mass, m, in kilograms, kg (amount of matter this is constant)
gravitational field strength, g, in newtons per kilogram, N/Kg.
The weight of an object may be considered to act at a single point referred to as the object's 'centre of mass'.

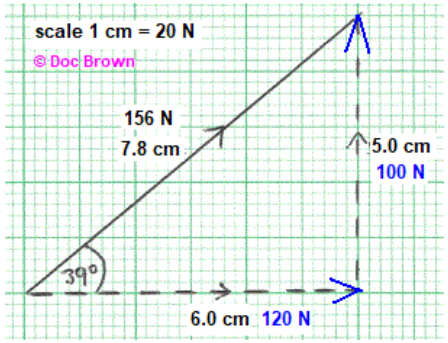
Lesson 3
Resultant Forces and Scalar Diagrams

Resultant Force:
This is the sum of all the forces acting on an object.
When the forces are parallel to each other you add them or subtract them if they are anti-parallel to get the resultant force.





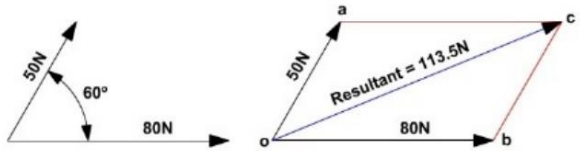
When Forces are at right angles to each other you need to draw a scale diagram with the forces drawn tip to tail. The resultant force can then be calculated using the scale.



Lesson 4
Higher Tier Vectors: Resolving forces using scale diagrams.

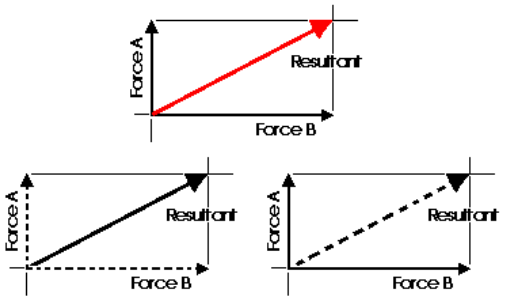
Resolving forces that are not at right angles:

If the forces are not at right angles to each other you need to use the parallelogram of forces.(Higher only)



Parallelogram of Forces

Resolving forces: The component forces can be resolved from the resultant force. (Higher only)



Revision Guide: Foundation pages 203-207 , Higher pages 201-206

Lessons 5 Work Done

Work done: This is energy transferred in Joules.

Work Done

Work done is the amount of energy transferred.
Work done = force x distance moved in the direction of the force.

$$W = \Delta E$$

$$W = F \times d$$

W = work done (J)
ΔE = energy transferred (J)
F = force (N)
d = distance moved in the direction of the force (m)

One joule of work is done when a force of one newton causes a displacement of one metre.
1 joule = 1 newton-metre

Work done against the frictional forces acting on an object causes a rise in the temperature of the object.

When a force causes an object to move through a distance work is done on the object. So a force does work on an object when the force causes a displacement of the object.
You must be able to describe the energy transfer involved when work is done on an object, eg the work done in lifting an object causes an increase in the gravitational potential energy store of that object.

Lessons 6 & 7 Hooke's law and elastic and plastic behaviour

Hooke's law: The extension of an elastic object, such as a spring, is directly proportional to the force applied, provided that the limit of proportionality is not exceeded.
force = spring constant x extension

$$[F = k\,e]$$

force, F, in newtons, N
spring constant, k, in newtons per metre, N/m
extension, e, in metres, m

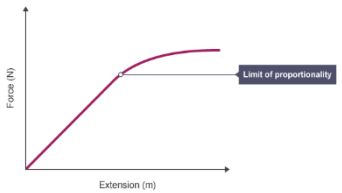
Example: A force of 3 N is applied to a spring. The spring stretches by 0.15 m -Calculate the spring constant.

$F = k\,e$ to find k:

$$K = \frac{F}{e}$$

$$k = 3 \div 0.15$$

$$k = 20\ N/m$$



Spring constant is a measure of the stiffness of a spring up to its limit of proportionality or elastic limit. The limit of proportionality refers to the point beyond which Hooke's law is no longer true when stretching a material.
Elastic limit of a material is the furthest point it can be stretched or deformed while being able to return to its previous shape.

Elastic and inelastic (plastic) deformation
Elastic deformation occurs when an object returns to its original shape and size after the forces are removed. An object that does not return to its original shape after the forces have been removed has been inelastically deformed.

Lessons 8 & 9 Elastic Potential energy and revision

Energy stored in a spring
Work is done when a spring is extended or compressed. Elastic potential energy is stored in the spring. Provided inelastic deformation has not happened, the work done is equal to the elastic potential energy stored.

elastic potential energy = 0.5 × spring constant × (extension)^2

$$E_e = \frac{1}{2}\,k\,e^2$$

- elastic potential energy (E_e) is measured in joules (J)
- spring constant (k) is measured in newtons per metre (N/m)
- extension (e), referring to the increase in length, is measured in metres (m)

Example: A spring has a spring constant, (k), of 3 N/m. It is stretched until it is extended by 50 cm. Calculate the elastic potential energy stored by the spring.

First convert centimetres to metres:
50 cm = 50 ÷ 100 = 0.5 m
Then calculate using the values in the question:

$$E_e = \frac{1}{2}\,k\,e^2$$

$$E_e = \frac{1}{2} \times 3 \times 0.5^2$$

$$E_e = 1.5 \times 0.25$$

$$E_e = 0.375\ J$$

Week 1: 12/12/22, Week 2: 09/01/23

1. **Use the sentence builder to write 3- 5 sentences in Spanish**
2. **Translate your sentences into English**
3. **Now close your knowledge organiser and try to translate your 3 sentences back into Spanish without looking**
4. **Correct in purple pen**

¿En qué trabajas? *What do you work as?*

Soy (I am a) **Trabajo como** (I work as a) **Él/ella es** (He/she is a) **trabaja como** (He/she works as a)	**camarero/a** (Waiter/waitress) **cocinero/a** (cook) **dependiente** shop assistant **jardinero/a** gardener **limpiador/a** cleaner **peluquero/a** hairdresser **recepcionista** Receptionist	**tengo que** I have to **¿tienes que** Do you have to **tenemos que** we have to **tienen que** they have to	**contester al teléfono** answer the phone **ayudar a los clientes** help the customers **cortar el pelo :** cut hair **cuidar las plantas** look after the plants **hacer manicuras:** do manicures **limpiar habitaciones** clean rooms **preparar comida** prepare food **servir la comida: s**erve food **vender productos:** sell products	**Me gusta mi trabajo porque** (I like my job because) **No me gusta (nada) mi trabajo porque** (I (really) don't like my job because	**es difícil** (it is difficult) **es duro** (it is hard) **es estimulante** (it is stimulating) **es estresante** (it is stressful) **es interesante** (it is interesting) **es monótono** (it is monotonous) **es repetitivo** (it isrepetitive) **mi jefe (no) es educado** (My boss is(n't) polite) **los clientes son exigentes** (The customers are demanding) **mis compañeros son simpáticos** (My colleagues are nice)

Extensions:

1. **Investigate Christmas traditions in Spain or a Spanish speaking country and compare to your own traditions**
2. **Research a Spanish music group or singer and create a playlist of their music**
3. **Download the app 'Duolingo' onto your phone and try to do 10 minutes a day of Spanish practice**

Week 3: 16/01/23 and Week 4: 23/01/23

1. **Use the sentence builder to write 3- 5 sentences in Spanish**
2. **Translate your sentences into English**
3. **Now close your knowledge organiser and try to translate your 3 sentences back into Spanish without looking**
4. **Correct in purple pen**

¿En qué te gustaría trabajar? *What would you like to work as?*

En mi opinión (no) soy (In my opinion I am (not)) **Desde mi punto de vista (no) soy** (From my point of view I am (not)) **creo que (no) soy** (I think that I am (not))	**muy** (very) **bastante** (quite) **un poco** (a bit)	**ambicioso/a** (ambitious) **creativo/a** (creative) **independiente** (independent) **inteligente** (intelligent) **organizado/a** (organised) **paciente** (patient) **práctico/a** (practical) **responsible** (responsible) **serio/a** (serious)	**así que me gustaría ser** (so I would like to be) **por eso quiero ser** (so I want to be) **me interesa ser** (I'd be interested in being)	**abogado/a** (a lawyer) **cantante** (a singer) **diseñador(a)** (a designer) **enfermero/a** (a nurse) **mecánico/a** (a mechanic) **periodista** (a journalist) **policía** (a police officer) **taxista** (a taxi driver)	**Me gustaría** (I'd like to) **No me gustaría (nada)** (I (really) wouldn't like to	**trabajar al aire libre** (work in the open air) **trabajar con animales** (work with animals) **trabajar con niños** (work with children) **trabajar en equipo** (work in a team) **trabajar en una oficina** (work in an office) **trabajar solo/a** (work on my own) **hacer un trabajo creativo** (do a creative job) **hacer un trabajo manual** (do a manual job)

Extension: Watch one of your favourite films but change the language to Spanish with English subtitles. See what you can understand!

Week 5: 30/01/23, Week 6: 06/02/23

1. **Use the sentence builder to write 3- 5 sentences in Spanish**
2. **Translate your sentences into English**
3. **Now close your knowledge organiser and try to translate your 3 sentences back into Spanish without looking**
4. **Correct in purple pen**

¿Cómo va a ser tu futuro? *What will your future be like?*

voy a (I'm going to) **¿vas a ...?** (are you going to...? **va a** (he/she is going to) **vamos a** (we are going to) **vaís a (**you are all going to) **van a** (they are going to)	**viajar** (travel) **vivir en el extranjero** (live abroad) **ganar mucho dinero** (earn lots of money) **ir a la universidad** (go to university) **ser voluntario/a** (be a volunteer) **ser famoso/a** (be famous) **hacer un trabajo interesante** (do an interesting job) **tener hijos** (have children) **casarme** (get married)	**va a ser** (it is going to be)	**muy estimulante** (very stimulating) **bastante entretenido** (quite entertaining) **muy emocionante** (very exciting) **una aventura** (an adventure) **flipante** (great) **inolvidable** (unforgettable) **extraordinario** (extraordinary)

Extension: Make a poster or write a poem/song to help you remember the verb 'ir' in Spanish (first column). Share it with the class

Week 7: 20/02/23, Week 8: 27/02/23

1. **Use the sentence builder to write 3- 5 sentences in Spanish**
2. **Translate your sentences into English**
3. **Now close your knowledge organiser and try to translate your 3 sentences back into Spanish without looking**
4. **Correct in purple pen**

¿Qué tal ayer en la escuela? *How was school yesterday?*

ayer (yesterday) **por la mañana** (in the morning) **primero** (firstly) **al recreo** (at breaktime)	**llegué a** (I arrived at) **jugué al..** (I played...) **escuché música** (I listened to music) **hablé con mis amigos** (I spoke to my friends) **navegué por internet** (I surfed the net) **trabajé** (I worked)	**por la tarde** (in the afternoon) **luego** (then) **más tarde** (later) **finalmente** (finally) **a la hora de comer** (at lunchtime)	**fui a...** (I went to) **escribí un mensaje** (I wrote a message) **comí un bocadillo** (I ate a sandwich) **dormí un poco** (I slept a bit) **bebí un zumo** (I drank a juice) **perdí mis deberes** (I lost my homework)	**fue** (It was)	**genial** (great) **un poco aburrido** (a bit boring) **bastante divertido** (quite fun) **un día típico** (a typical day) **entretenido** (entertaining) **agradable** (pleasant) **fatigante** (tiring) **gracioso** (funny)

Extensions:

1. **Create a comic strip showing what you did in school yesterday – annotate it in Spanish**
2. **Investigate the Carnival festivities in Spain- create a poster showing traditional celebrations**
3. **Research a recipe for Spanish tortilla- try to make one and bring in a photo!**