Student Name:

Knowledge Organiser: September 2024

Year 9

"Wise men and women are always learning, always listening for fresh insights."
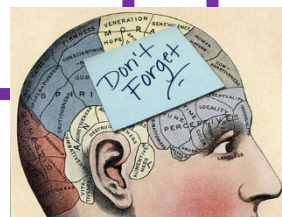*Proverbs 18:15 (The Message)*

Determination – Integrity – Ambition – Humility – Compassion

Using Your Knowledge Organiser

Your teachers have worked hard to produce this document for you and have selected the most important knowledge that you will need to know to make good progress in their subjects. **You should aim to learn all the information in your knowledge organiser off by heart.**

Try out some of the strategies listed here to help you achieve this.

1. Read the knowledge organiser and ensure you understand it. Try and make links between the information on it and what you already know and do.

2. Look, Cover, Write, Check – the traditional way of learning spellings!

3. Create a Mnemonic – Using the first letters of keywords create a memorable sentence or phrase.

4. Create an acronym – using the first letters of keywords to create a word to prompt you to remember all of the information.

5. Write it out in full on a blank version of the same format.

6. Write it out in note form, reducing it to key ideas or words. Try the same format but a smaller piece of paper.

7. Recreate the knowledge organiser as a series of images and words

8. Write a set of test questions for yourself using the organiser.
   - Answer these without the organiser the next day.
   - Swap your questions with a friend to increase challenge.
   - Turn your questions in to a game by putting them on cards and playing with friends.

9. Chunk the knowledge into smaller bitesize sections of around 5 pieces of information. Concentrate on mastering a chunk before you start on the next.

10. Try to make connections between the information and people you know. E.g. Visualise yourself trying these strategies with a specific teaching group.

11. Talk about the information on the knowledge organiser with another person. Teaching someone else about it helps us learn it.

12. Say the information out loud – rehearse it like learning lines for a play, or sing it as if you are in a musical!

Year 9 Half Term 1 Key Vocabulary

English	Maths	Science	RE
Authoritative	Proportion	Diffusion	Messiah
Corrupt	Multiplier	Osmosis	Virgin birth
Deceptive	Increase	Active transport	Crucifixion
Influential	Decrease	Element	Prophet
Manipulative	Growth (appreciation)	Compound	God
Allegory	Decay (depreciation)	Mixture	Saviour
Propaganda	Congruent	Isotopes	Infallible
Cult of personality	Similar	Relative atomic mass	Torah
Foreshadowing	Scale factor	Nucleus	Resurrection Incarnation
Symbolism	Dimensions	Cell membrane	

History	Geography	Spanish	IT
Holocaust	Erosion	Ama de cases	CPU
Genocide	Transportation	Azafata	Secondary Storage
Ghetto	Deposition	Bombero	Primary Storage
Concentration	Weathering	Camarero	RAM
Extermination	Crevasses	Fontanero	Hard Disk
Perpetrator	Meltwater	Military	ROM
Collaborator	Plucking	Jardinero	Non-Volatile memory
Bystander	Glacial Abrasion	Enfermero	Volatile memory
Liberator	Moraine	Medico	System Software
Zyklon B	Erratic	Periodista	Utility Software

PE	Drama	Dance	Art
Outwit	Physical Theatre	Stimulus	Symmetry
Opponents	Devising	Motif	Measure
Performance	Theatre Practitioner	Space	Precise
Efficiency	Structure	Dynamics	Form
Application	Exploratory Strategy	Movement memory	Negative space
Tactics	Technique	Representational	Tone
Fluency	Monologue	Symbolic	Observational
Aesthetic	Improvise	Choreographer	Contrast
Warm-up	Character	Facial Expression	Perspective
Cool-down	Contemporary	Dance appreciation	Accurate

Technology	Food	Music	PSHE
Laminating	Timings	Triad	Peer influence Substance Misuse Possession
Coniferous	Sustainability	Riff	Intent to supply Supply
Deciduous	Oriental	Ballads	Trafficking
Manufactured	Macronutrients	Loop	Bystander
Adhesive	Micronutrients	Tonality	Upstander
Sustainability	Pallet	Homophonic	County Lines Exploited
Rebate	Environmental Health Officers	Bridge Section	
Flush	Glazing	Intro	
Half lap	Blanching	Outro	
Tolerance	Tolerance	Song structure	

French
au pair   hôtesse de l'air   pompier   caissier   serveur   cuisinier   infirmier   plombier   ingénieur   professeur

Year 9 — English *'Animal Farm'*, by George Orwell

1. Key contextual information about *'Animal Farm'*

'Animal Farm' was written in 1945 by George Orwell.

George Orwell wrote 'Animal Farm' to show the world how cruel leaders take advantage of ordinary working people.

In 1917, the Russian people rebelled against their leader, Tsar Nicholas II. This event was known as the Russian Revolution. The characters and events in 'Animal Farm' are an allegory for the events of the Russian Revolution.

The leaders of the Rebellion represent the leaders of the Russian Revolution:

- **Farmer Jones**: The character of Jones is an allegory for **Tsar Nicholas II.** The people of Russia start the Russian Revolution to throw out Nicholas II, just like the animals threw out Farmer Jones.

- **Napoleon**: The character of Napoleon is an allegory for **Joseph Stalin.**

- **Snowball**: The character of Snowball is an allegory for **Leon Trotsky**.

- **Old Major**: The character of Old Major combines the ideas of **Karl Marx** and **Lenin**.

The idea of **Animalism** is an allegory for **communism**. In both Animalism and communism, the workers are treated fairly and everything is shared equally between the people.

3. Character traits:

Authoritative	Commanding and self-confident; likely to be respected and obeyed.
Corrupt	When people use their power in a dishonest way order to make life better for themselves.
Deceptive	Giving an appearance or impression different from the true one; misleading.
Demanding	Making others work hard or meet high standards; not easily satisfied; severe.
Determined	Decided on a decision and standing firm with it; set on.
Influential	To have great influence over someone; powerful; controlling.
Insincere	Doesn't express genuine feelings; dishonest; two-faced.
Intimidating	Having a frightening or threatening affect; unapproachable.
Manipulative	Exercising control or influence over someone; scheming; cunning; devious.
Resilient	To be able to withstand or recover quickly from difficult conditions.
Vulnerable	Exposed to the possibility of being harmed (physically or emotionally).

2. Subject Terminology:

Term	Definition
Allegory	A story with two meanings. It has a literal meaning, which is what actually happens in the story. But it also has a deeper meaning, which is often a moral.
Propaganda	Information that is meant to make people think a certain way. The information may not be true.
Cult of personality	A cult of personality is where a leader convinces people to worship him or her, and treat them like a god.
Foreshadowing	Hint at something that happens later.
Dramatic irony	Where the reader knows something the character(s) does not.
Symbolism	An object or idea that represents another, deeper meaning.

4. The Seven Commandments:

1	Whatever goes upon two legs is an enemy.
2	Whatever goes upon four legs, or has wings, is a friend.
3	No animal shall wear clothes.
4	No animal shall sleep in a bed.
5	No animal shall drink alcohol.
6	No animal shall kill any other animal.
7	All animals are equal.

Subject terminology – Percentages and Proportion

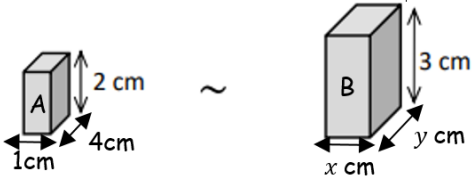|	
Proportion	When quantities have the same relative size (the same ratio)
Multiplier	The decimal equivalent of a percentage used to calculate percentage change
Growth (Appreciation)	When a value increases (goes up) in proportion to its current value
Decay (Depreciation)	When a value decreases (goes down) in proportion to its current value
Congruent	The same shape and size, that can be flipped, slid, or turned.
Similar	A shape that can be reflected, rotated, and resized proportionately
Scale Factor	The ratio of sizes of two similar figures
Dimensions	A measure of length in a particular amount of dimensions

How to : Percentage multipliers

Find an amount 1) Divide the percentage by 100 to find the multiplier 2) Multiply by the original quantity	E.g. Find 12% of 200 $12 \div 100 = 0.12$ $200 \times 0.12 = 24$
Increase by an amount 1) Add the percentage to 100% 2) Divide the percentage by 100 to find the multiplier 3) Multiply by the original quantity	E.g. Increase 200 by 12% $100\% + 12\% = 112\%$ $112 \div 100 = 1.12$ $200 \times 1.12 = 224$
Decrease by an amount 1) Subtract the percentage from 100% 2) Divide the percentage by 100 to find the multiplier 3) Multiply by the original quantity	E.g. Decrease 200 by 12% $100 - 12\% = 88\%$ $88 \div 100 = 0.88$ $200 \times 0.88 = 176$

Similar Shapes: Scale Factors (SF)

Length Ratio
$2^1 : 3^1$
$2 : 3$
SF
$3 \div 2 = 1.5$

Area Ratio
$2^2 : 3^2$
$4 : 9$
SF
$9 \div 4 = 2.25$

Volume Ratio
$2^3 : 3^3$
$8 : 27$
SF
$27 \div 8 = 3.375$

How to : Scale Factor

Length Ratio	=	2 : 3
Area Ratio	=	4 : 9
Volume Ratio	=	8 : 27

A : B

Length
$x = 1 \times 1.5$
$x = 1.5cm$
$y = 4 \times 1.5$
$y = 6cm$

Area
$Face\ A = 2cm^2$
$Face\ B = 2 \times 2.25$
$Face\ B = 4.5cm^2$

Volume
$Shape\ A = 8cm^3$
$Shape\ B = 8 \times 3.375$
$Shape\ B = 27cm^3$

Percentage Change $orignal \times multiplier = new$	E.g. Find 45% of £500 500 x 0.45 = £225

Order of Operations

- Brackets
- x^2 — Powers/exponents
- $\times$ $\div$ — Multiplication and division
- $+$ $-$ — Addition and subtraction

Inverse Operations

$+ \longleftrightarrow -$

$\times \longleftrightarrow \div$

$\square^2 \longleftrightarrow \sqrt{\square}$

$\square^3 \longleftrightarrow \sqrt[3]{\square}$

Multiplying Integers
If the signs are the same, the result is positive.

$+ \times + = +$ $- \times - = +$

$+ \times - = -$ $- \times + = -$

Adding Negative Numbers

+ add +	Add the numbers; end result is a positive E.g. 3 + 5 = 8
+ add −	Find the difference between the numbers; end result takes the sign of the number with largest magnitude. E.g. 3 + - 5 = -2
- add −	Add the integers; end result is a negative -3 + -5 = -8

Square Numbers

1×1 or $1^2 = 1$
2×2 or $2^2 = 4$
3×3 or $3^2 = 9$
4×4 or $4^2 = 16$
5×5 or $5^2 = 25$
6×6 or $6^2 = 36$
7×7 or $7^2 = 49$
8×8 or $8^2 = 64$
9×9 or $9^2 = 81$
10×10 or $10^2 = 100$
11×11 or $11^2 = 121$
12×12 or $12^2 = 144$

Cube Numbers

$1^3 = 1 \times 1 \times 1 = 1$
$2^3 = 2 \times 2 \times 2 = 8$
$3^3 = 3 \times 3 \times 3 = 27$
$4^3 = 4 \times 4 \times 4 = 64$
$5^3 = 5 \times 5 \times 5 = 125$

Column Addition

29
+ 35
―――
6 4

9+5=14
14 is more than 10!

Column Subtraction

64
-27
―――
37

(10+4=14)

14

Written methods

Multiplication (Grid method)
26 x 5

✖	20	6
5	100	30

The 26 is broken into 20 and 6. These numbers are multiplied as shown.

The results are then added, 100 + 30 = 130.

Division (Bus stop)

186 ÷ 6

$$\begin{array}{r} 0\ 3\ 1 \\ 6 \overline{)1\ {}^1 8\ 6} \end{array}$$

6 doesn't divide into 1, so the 1 carries.
6 divides into 18, 3 times.
6 divides into 6, once.

Rounding (to different degrees of accuracy)

* 5 and above rounds up *
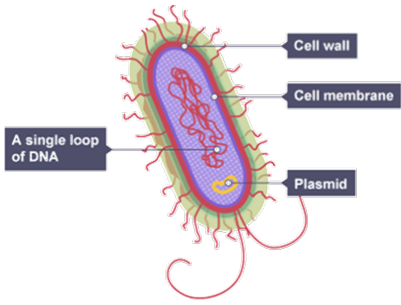
24.356 To the nearest integer (whole number)

24

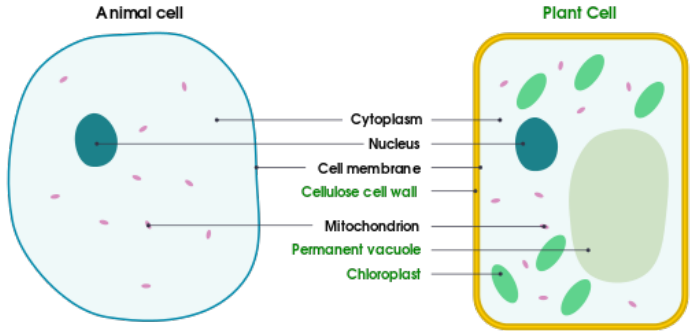24.356 To 3 significant figures (starting at first non-zero digit)

24.4

24.356 To 2 decimal places (digits after the decimal point)

24.36

Draw in your line then check the number to the right
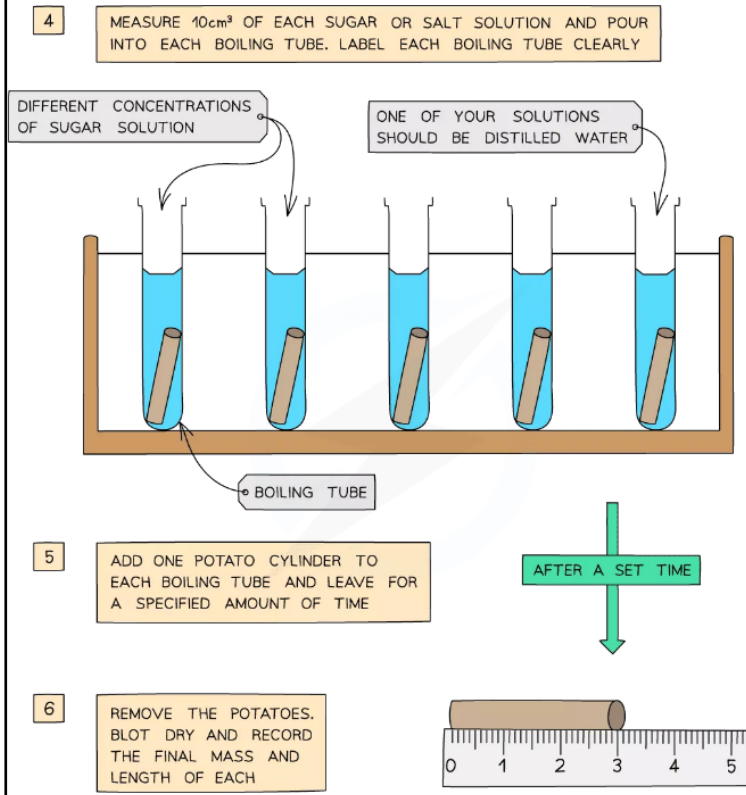
Prokaryotic Cell

- Cell wall
- Cell membrane
- A single loop of DNA
- Plasmid

Eukaryotic Cells

Animal cell

Plant Cell

- Cytoplasm
- Nucleus
- Cell membrane
- Cellulose cell wall
- Mitochondrion
- Permanent vacuole
- Chloroplast

Transport in Cells

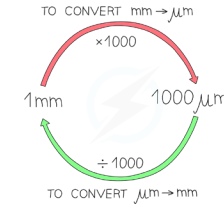| Process	Description	Substances transported	Energy required
Diffusion	Substances move from a high to a low concentration down a concentration gradient	Carbon dioxide, oxygen, water, food substances, wastes, eg urea	No
Osmosis	Water moves from a high to a low water concentration across a partially permeable membrane and down a concentration gradient	Water	No
Active transport	Substances more from low to high concentration against a concentration gradient	Mineral ions into plant roots. Glucose from the gut into intestinal cells, from where it moves into the blood	Yes

Specialised Cells

Image	Type of animal cell	Function	Special features
	Red blood cells	To carry oxygen	• Large surface area, for oxygen to pass through • Contains haemoglobin, which joins with oxygen • Contains no nucleus
	Nerve cells	To carry nerve impulses to different parts of the body	• Long • Connections at each end • Can carry electrical signals
	Female reproductive cell (egg cell)	To join with male cell, and then to provide food for the new cell that's been formed	• Large • Contains lots of cytoplasm
	Male reproductive cell (sperm cell)	To reach female cell, and join with it	• Long tail for swimming • Head for getting into the female cell

Image	Type of plant cell	Function	Special features
	Root hair cell	To absorb water and minerals	• Large surface area
	Leaf cell	To absorb sunlight for photosynthesis	• Large surface area • Lots of chloroplasts

Osmosis Required Practical

4. MEASURE 10cm³ OF EACH SUGAR OR SALT SOLUTION AND POUR INTO EACH BOILING TUBE. LABEL EACH BOILING TUBE CLEARLY

DIFFERENT CONCENTRATIONS OF SUGAR SOLUTION

ONE OF YOUR SOLUTIONS SHOULD BE DISTILLED WATER

BOILING TUBE

5. ADD ONE POTATO CYLINDER TO EACH BOILING TUBE AND LEAVE FOR A SPECIFIED AMOUNT OF TIME

AFTER A SET TIME

6. REMOVE THE POTATOES. BLOT DRY AND RECORD THE FINAL MASS AND LENGTH OF EACH

Microscopes and Magnification

TO CONVERT mm → μm

×1000

1mm   1000 μm

÷1000

TO CONVERT μm → mm

Magnification = image size / actual size

Actual size = image size / magnification

Image size = magnification x actual size

	Electron Microscope	Light Microscope
	▶ More resolution	▶ Less resolution
	▶ More magnification	▶ Less magnification
	▶ Cumbersome	▶ Easier to carry
	▶ B/W images	▶ Color images

Organelle	Function
Mitochondria	The organelle where aerobic respiration occurs.
Cytoplasm	Where chemical reactions take place.
Ribosome	The organelle where protein synthesis happens.
Cell membrane	Controls the movement of substances in and out of the cell.
Vacuole	Stores cell sap
Nucleus	Contains genetic information.

Atoms

MASS NUMBER = NUMBER OF NUCLEONS IN A NUCLEUS

$^{A}_{Z}X$

CHEMICAL SYMBOL FOR ELEMENT

ATOMIC NUMBER (PROTON NUMBER) = NUMBER OF PROTONS IN A NUCLEUS
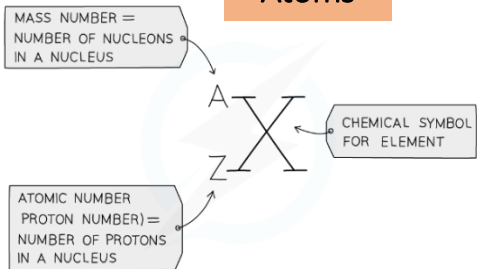
Name of particle	Relative charge	Relative mass
Proton	+1	1
Neutron	0	1
Electron	−1	Very small

Isotopes

Isotopes of the same element have the same number of protons but different number of neutrons.

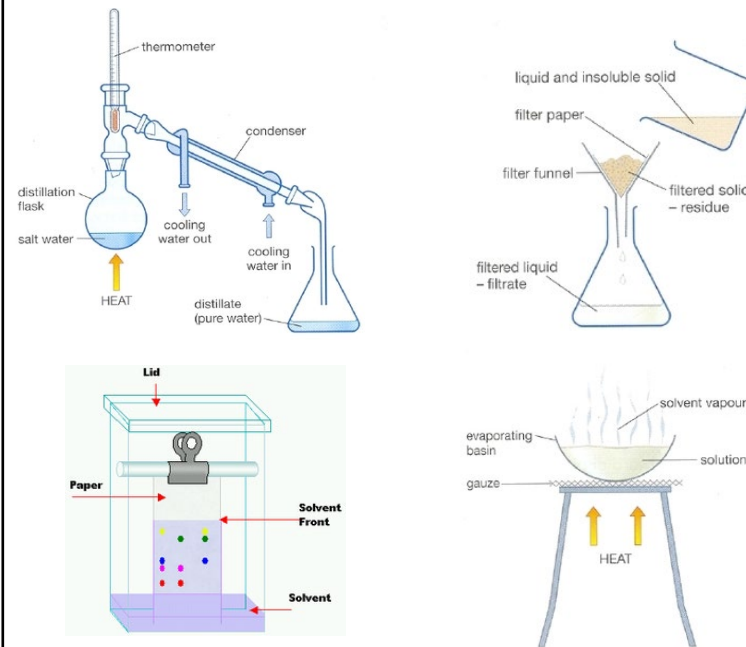| ISOTOPE	ATOMIC STRUCTURE	SYMBOL
HYDROGEN—1	0 NEUTRONS / 1 ELECTRON / 1 PROTON	$^{1}_{1}H$
HYDROGEN—2	1 NEUTRON / 1 ELECTRON / 1 PROTON	$^{2}_{1}H$
HYDROGEN—3	2 NEUTRONS / 1 ELECTRON / 1 PROTON	$^{3}_{1}H$

Separation Techniques

thermometer
condenser
distillation flask
salt water
cooling water out
cooling water in
HEAT
distillate (pure water)

liquid and insoluble solid
filter paper
filter funnel
filtered solid – residue
filtered liquid – filtrate

Lid
Paper
Solvent Front
Solvent

solvent vapour
evaporating basin
solution
gauze
HEAT

Key Words

Key Word	Definition
Atom	the smallest part of an element that can exist.
Element	a substance that consists of atoms of only one type
Compound	two or more elements chemically joined in fixed proportions.
Mixture	two or more elements or compounds not chemically combined together.
Isotopes	are atoms of the same element that contain the same number of protons but a different number of neutrons.
Relative atomic mass	an average value that takes account of the abundance of the isotopes of the element.

Development of the atomic theory

J.J Thompsons's discovery of the electron led to the plum pudding model of the atom.
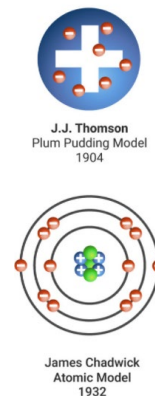
Bohr discovered that electrons orbit the nucleus.

Chadwick provided the evidence to show the existence of neutrons within the nucleus

J.J. Thomson Plum Pudding Model 1904

James Chadwick Atomic Model 1932

Electron shell diagrams

Atoms react to gain a stable electron configuration.

This means they have a full outer shell of electrons.

The first electron shell can hold two electrons

The second electron shell can hold eight electrons

The third electron shell can hold eight electrons

Freeze-thaw weathering

Cracked rock | Water in the crack freezes and expands, making the crack deeper | As the crack deepens, more water enters and freezes | Over time, the repeated freeze and thaw breaks up the rock

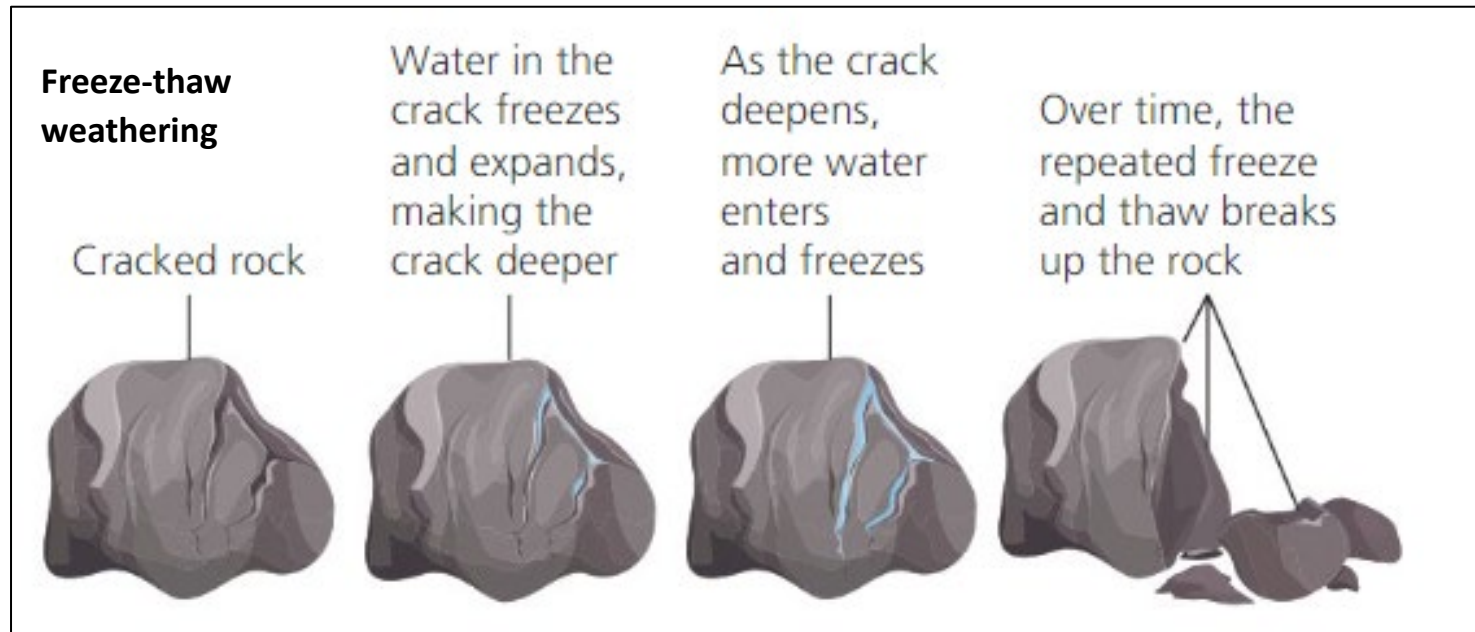| Technical Vocabulary	
Erosion	**The wearing away of pieces of rock, soil or other solid materials.**
Transportation	To move objects or people from one place to another
Deposition	When material is deposited or left behind
Weathering	The breaking down of rocks in situ by the action of weather, plants, animals and chemical processes
Crevasses	Deep cracks in glaciers
Meltwater	Fresh water that comes from melting snow and ice
Plucking	A type of glacial erosion that occurs when ice freezes onto the landscape, ripping out rocks when it moves
Glacial Abrasion	A type of glacial erosion that occurs when rock fragments that are frozen into the bottom of a glacier scrape and erode the valley floor

Glacial deposition landforms

- Erratics
- Drumlin
- Moraine
- Glacial Till
- Outwash Plains

Glacial erosion landforms

- U-shaped valley
- Corrie
- Arête and Pyramidal peak
- Hanging valley
- Truncated Spur
- Fjords
- Ribbon Lake

An ice age is a glacial episode characterised by lower-than-average global temperatures and during which ice covered more of the earth's surface
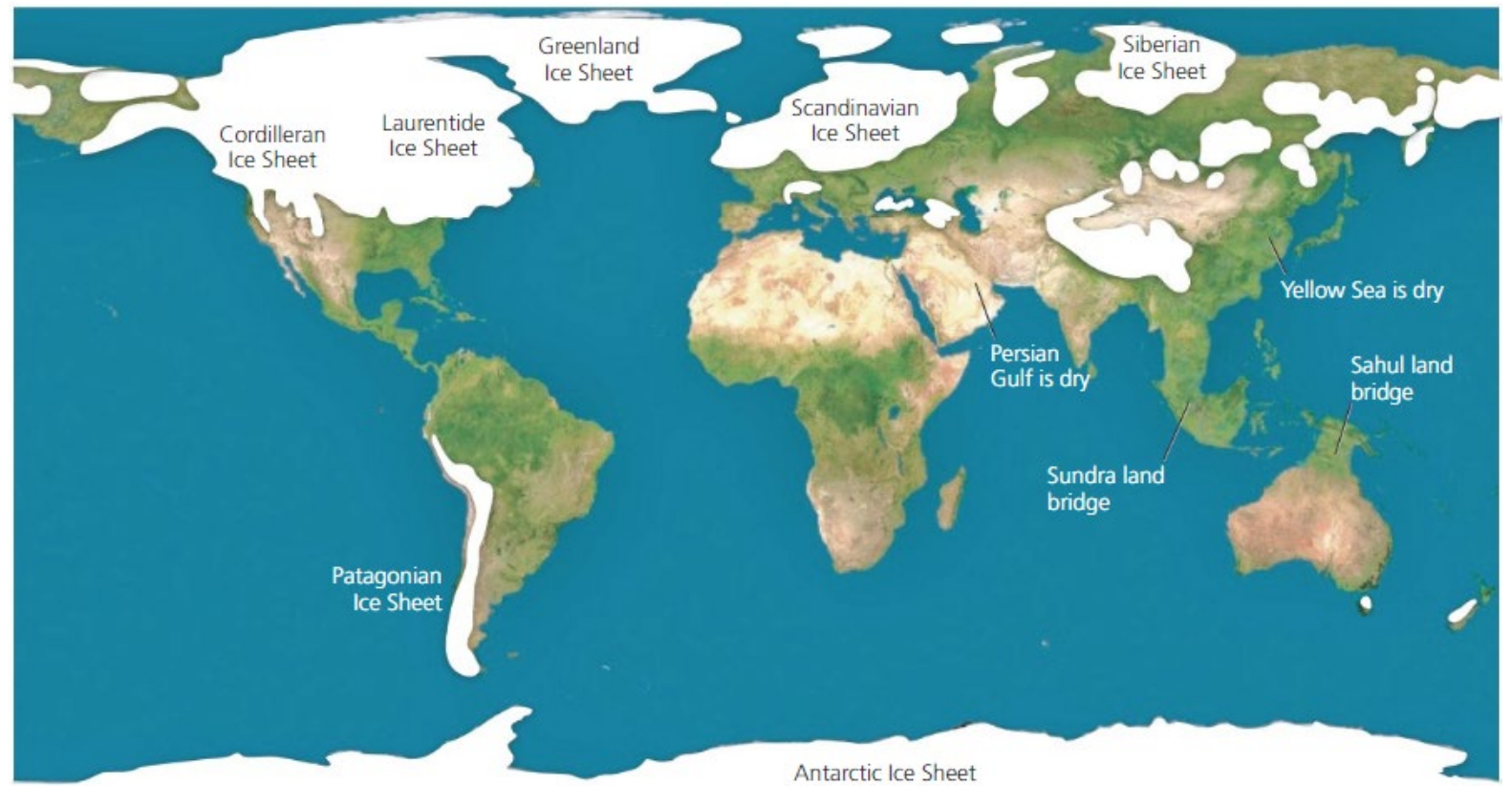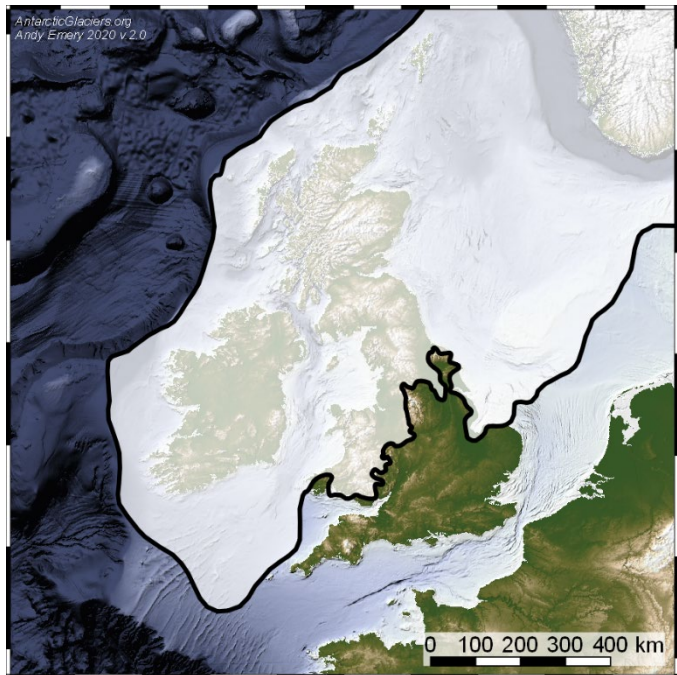
What are glaciers?

Glaciers are made of snow that, over hundreds of years, has been pushed down or compressed into large, thickened ice masses.

As well as snow, glaciers also contain rock and sediment. If a glacier is melting near the surface, it also contains running water.
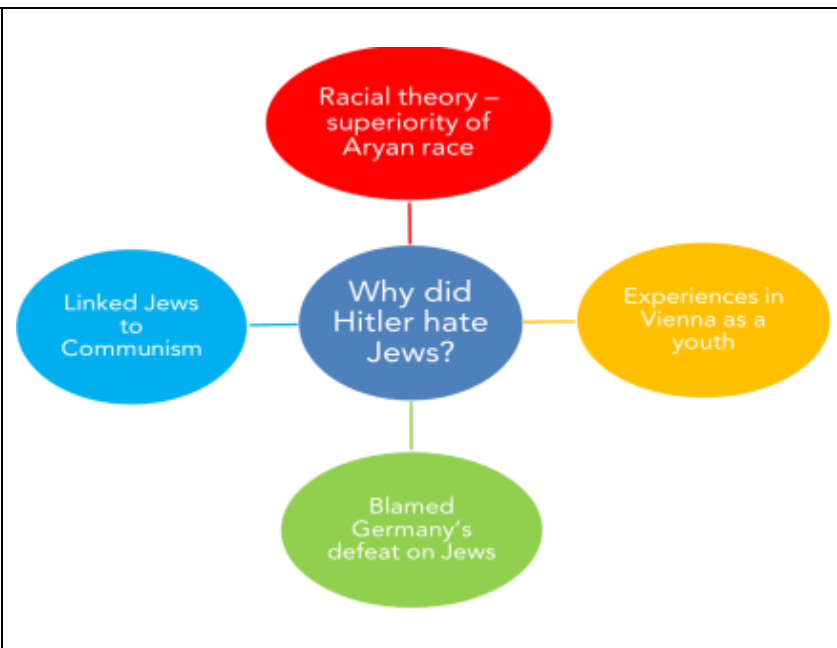

Greenland Ice Sheet; Siberian Ice Sheet; Cordilleran Ice Sheet; Laurentide Ice Sheet; Scandinavian Ice Sheet; Yellow Sea is dry; Persian Gulf is dry; Sahul land bridge; Sundra land bridge; Patagonian Ice Sheet; Antarctic Ice Sheet

How did Nazi Germany persecute Jews?

1933	Hitler is appointed Chancellor of Germany. Jews were excluded from the Civil Service and from Schools and Universities. Nazi Brown shirts organised boycotts of Jewish-owned shops.
1935	_Nuremberg Laws_ were passed. Jews could no longer be citizens and marriage between Jews and Aryans was banned. Race studies becomes part of the school curriculum and exams.
1938	Jewish passports have to be stamped with a J. Passports belonging to Jews whose emigration is undesirable were confiscated –e.g. members of political groups and journalists.
1938	9th November: _Kristallnacht._ Jewish homes, businesses and synagogues were attacked all over Germany. Many Jews were killed and thousands arrested.
1939	Jews not allowed out after 8pm. Jewish emigrants are not allowed to take their valuables. Jews removed from all medical professions. Jews can be evicted from their homes without a reason.
1939-41	Millions of Jews living in Poland and the USSR came under Nazi control. Many were shot or kept in ghettoes.
1942	Leading Nazi's agreed upon a _Final Solution_ to the Jewish problem. Death camps would be used to eradicate Jews from Europe.

TECHNICAL VOCABULARY

Holocaust	the genocide of 6 million European Jews, with the intent of total annihilation, by the Nazis and their collaborators.
Genocide	Destruction of a race of people.
Ghetto	Jews were collected into walled areas of towns and cities.
Concentration	Putting many people into a small area so they can be controlled easily
Extermination	Mass killings, normally of animals that are considered a pest.
Perpetrator	Someone who systematically commits crimes against others
Collaborator	Someone who helps the perpetrator commit their crimes.
Bystander	Someone who watches the crimes of the perpetrators but makes no attempt to intervene
Liberator	The Allied troops who freed the inmates of the camps, could be British, French, Russian or American.
Zyklon B	A pesticide used to kill victims at the Death Camps

What was the Jewish population of Europe in 1933?

Germany:	Less than **0.75%** was Jewish. **500,000 people**. Most Jewish families were totally assimilated and spoke German. Jewish communities found in towns but mostly in large cities. **They had been in Germany around 1600 years**.
Poland	About **10%** were Jews, **around 3,300,000 people**. The Nazi's occupied Poland – 1st Sept 1939 – until May 1945. Jews had been here around **800 years**.
Norway	About **0.05%** of the population was Jewish – **1400 people**. There had been a Jewish community here for **80 years**. Young community, the 3 synagogues were named in Norwegian. Concentrated in 2 cities, mostly from Eastern Europe.
Greece	Approx. **1.25%** were Jews, around **73,000**. Jews had lived here for over **2,200 years**.

A History of Anti-Semitism

- The Nazi's did not invent hatred of Jews, or anti-Semitism.
- Jews were blamed for the crucifixion of Christ
- Jews were persecuted in the Middle Ages for religious reasons. In 1190, 150 Jews were massacred in York and all Jews were expelled in 1290.
- In many European countries Jews were blamed for spreading the Black Death and were banned from owning land.
- Martin Luther – who started the Reformation – called for Jewish synagogues to be destroyed.
- In the 1800s, millions of Jews fled the Russian Empire because of pogroms against them – immigrants often ended up in Britain or the USA.

Why did Hitler hate Jews?
- Racial theory – superiority of Aryan race
- Linked Jews to Communism
- Experiences in Vienna as a youth
- Blamed Germany's defeat on Jews

The Death Camps:

- Auschwitz Birkeneau,
- Chelmno
- Treblinka
- Belzec,
- Sobibor
- Majdanek

The Camps were in Poland rather than Germany.

The Nazi's had been using Concentration Camps since 1933 – often for Political Opponents to be detained, suffer dehumanizing regulations and random acts of violence

The Death Camps used gas chambers to murder Jews and others on an industrial scale.

Jews were brought from all over Europe. Selection happened when you arrived.

Not all were immediately exterminated. Those deemed fit to work were employed as slave labour in the production of munitions, synthetic rubber and other produces essential to the German war effort.

Women with children, the Elderly and the Unfit went straight to the Gas Chambers. The Jews were told they were being taken to showers but the showers were in fact gas chambers.
People marked as unfit for work were never registered – so it is impossible to calcuate the number of lives lost in the Death Camps.

Sometimes horrifying medical experiments were carried out on camp inamates, for example by Dr Mengele at Auschwitz.

All of the Jew's perosnal belongings; gold, silver, spectalces, clothes and even hair was kept to be re-used.

Auschwitz was deemed an ideal death camp locale.

It was situated near the centre of all German-occupied countries on the European continent. it was in close proximity to the string of rail lines used to transport detainees to the network of Nazi camps.

Who were the victims of the Nazis' Genocide?

Jews – Estimated 6 million
Soviet PoW – Over 3 million
Soviet civillians – 2 Million
Polish civillians – 1 million
Men, women and children with mental and physical deformities – 70,000 – 170,000.
Gypsies – over 200,000
Homosexuals – estimates are 15,000 +

Holocaust Studies
HISTORICAL SUBSTANTIVE CONCEPTS

MONARCHY

Hitler became the Fuhrer of German after the death of German President Paul Von Hindenburg.

Hitler was already the Chancellor of Germany and united the two positions (President and Chancellor) to become Fuhrer or Leader.

RELIGION

Anti-Semitism
Reformation

INVASION

German troops overran Belgium, the Netherlands, Luxemburg and France in 6 weeks starting in May 1940. Germany soon initiated anti-Jewish policies and laws in occupied Western Europe.
In Poland about 10% of the population were Jews, (3,300,000 people) who were targeted by the Nazi's anti-Jewish policies.
German-occupied Europe brought hundreds of thousands of Jews under German control.

POLITICAL REFORM

Hitler moved Germany from a Democratic (after World War One) country based around the Weimar Government to a totalitarian regime with himself as dictator and head of the country.

IDEOLOGY

The Nazi's did not invent the hatred of Jews, this had existed for many years and is called "Anti-Semitism".

The Nazi party pushed the Racial theory of the Superiority of the Aryan race.

CONFLICT

Who were the victims of the Nazi's Genocide?

"If we held a moment of silence for every victim of the Holocaust we would be silent for eleven and a half years"

REVOLUTION

Liberator – Rescuer are people who put their lives on the life to help individuals during the Holocaust. This could be for a variety of reasons – moral choice (doing the right thing to help others) or religious duty (Christian virtues)
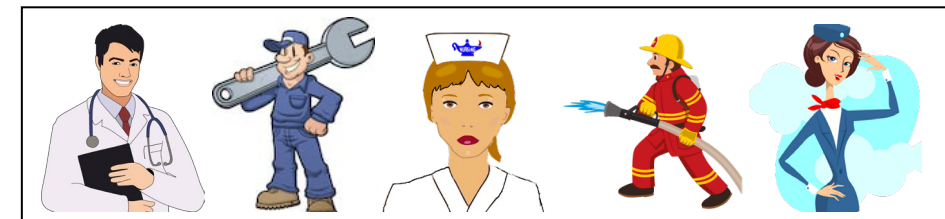
TAX & ECONOMY

Wall Street Crash 1929. The German people lost faith in the policies of the Reichstag and looked to more extreme Left and Right parties for quick and simple solutions. Hitler offered a strong government and a people's community which appealed to the people who had been hit hard by the economic depression.

Half-Term 1   Subject French Y9 Jobs

Verb	Noun	Connective	In my opinion	I think that	Verb	Infinitive
J'adorerais être = I would love to be	au pair = au pair	because =		je crois que	je peux = I can	aider les autres = to help other people
J'aimerais beaucoup être = I would really like to be	hôtesse de l'air = flight attendant	car parce que puisque		je pense que		gagner beaucoup d'argent = to earn a lot of money
	pompier = firefighter		selon moi	je considère que	je veux = I want	réparer les voitures = to repair cars
	caissier = cashier	tandis que= whilst	pour moi	je trouve que		garder les enfants = to look after children
Ça m'intéresserait être = I would be interested in being	serveur = waiter		à mon avis	il me semble que		enseigner les elévès = to teach pupils
Ça me fascinerait être = It would fascinate	cuisinier = cook	cependant pourtant = however	en ce qui me concerne		j'ai envie de = I want to	mener = to manage
	infirmier = nurse					lancer ma propre entreprise = to set up my own business
J'aimerais être = I would like to be	plombier = plumber	et = and				voyager autour du monde = to travel the world
Je voudrais être = I would like to be	ingénieur = engineer	mais = but			je vais = I am going to	m'occuper du client / mes malades / retraités= to look after the customers / patients / retired people
	jardinier = gardener					répondre au téléphone = to answer the phone
	mecanicien = mechanic				j'espère = I hope	préparer les repas = to prepare meals
	médecin = doctor					servir la nourriture / les boissons= to serve food / drink
	soldat = soldier				j'ai l'intention de = I intend to	vendre les vêtements de marque = to sell designer clothes
Je n'aimerais pas être = I wouldn't like to be Je ne voudrais pas être = I wouldn't like to be	coiffeur = hairdresser receptioniste = receptionist				je prévois = I plan	travailler en plein air / au bureau = to work in the fresh air / in the office
	journaliste = journalist vétérinaire = vet				je suis une personne = I am a … person	ambitieuse = ambitious travailleuse = hardworking patiente = patient intélligente = intelligent créative = creative organisée = organized sérieuse = serious pratique = practical extravertie = outgoing
Ça ne m'intéresserait pas être = I wouldn't be interested in being	policier = police officer					
Je détesterais être = I would hate to be	professeur = teacher					

WOW Phrase	Opinion	Infinitive	Connective	Opinion
Si je pouvais = If I could	j'adorerais = I would love	gagner beaucoup d'argent = to earn a lot of money	because = car parce que puisque tandis que= whilst cependant pourtant = however et = and mais = but	ce serait génial = it would be great
Si c'était possible = If it was possible	j'aimerais beaucoup= I would really like	trouver un emploi = to look for a job fonder une famille = to have a family		ce serait pratique = it would be practical
Si je gagnais la lotterie = If I won the lottery	je voudrais = I would like	aller en France = to go to France me marier = to get married		ce serait fantastique = I would have a fantastic time
Si j'avais assez d'argent = If I had enough money	ça m'intéresserait = I would be interested	passer un an en Australie = to spend a year in Australia		ce serait difficile = it would be difficult
Quand je serai plus âgé = When I am older		apprendre à faire du ski = to learn to ski		ce serait ennuyeux = it would be boring
Quand j'aurai dix-huit ans = When I am 18	ça me fascinerait = I would be fascinated	faire une année sabatique = to go on a gap year		ce serait intéressant = I would find it interesting
Après avoir étudié = After having studied	j'aimerais = I would like	acheter une voiture / maison = to buy a car / house		je le trouverais formidable = I would find it great
Lorsque je finirai mes études = When I finish studying	je ne voudrais pas / je n'aimerais pas = I wouldn't like	être célèbre / riche = to be famous / rich		je le trouverais merveilleux = I woudl find it marvellous
Après avoir fini mes examens = After having finished my exams	ça ne m'intéresserait pas = I wouldn't be interested	être volontaire = to be a volunteer		ce serait amusant = it would be fun
Après avoir fini l'université = After having finished university	je détesterais = I would hate	protéger l'environnement = to protect the environment		ce serait une bonne occasion = it would be a good opportunity

¿Qué te gustaría ser en el futuro? ¿Por qué?

Verb	Noun	Connective	In my opinion	I think that	Verb	Infinitive
Me encantaría ser = **I would love to be**	ama de casa = **housewife**	**because**			puedo = **I can**	ayudar otras personas = **to help other people**
Me chiflaría ser = **I would love to be**	azafata = **flight attendant**	porque	creo que			ganar mucho dinero = **to earn a lot of money**
Me molaría ser = **I would love to be**	bombero = **firefighter**		**en mi opinión**		quiero = **I want**	reparar coches = **to repair cars**
Me fliparía ser **I would love to be**	cajero = **cashier**	dado que				vigilar los niños = **to look after children**
Me apetecería ser = **I would be interested to**	camarero = **waiter**		pienso que			enseñar los niños = **to teach children**
Me interesaría ser = **I would be interested to be**	cocinero = **cook**	puesto que				encargarme = **to be in charge of**
Me fascinaría ser = **I would be fascinated to**	enfermero = **nurse**	ya que	**a mi juicio**		tengo ganas de = **I want to**	montar mi propio negocio = **to set up my own**
Me gustaría ser = **I would like to be**	fontanero = **plumber**	aunque =				viajar por todo el mundo = **to travel the world**
Quisiera ser = **I would like to be**	ingeniero = **engineer**	**although**	**para mí**	considero que	voy a = **I am going to**	cuidar a los clientes / pacientes / jubilados= **to look after the customers / patients / retired people**
	jardinero = **gardener**					contestar llamadas telefónicas = **to answer phone calls**
	mecánico = **mechanic**		**a mi modo de ver**		espero = **I hope**	preparar platos = **to prepare meals**
	medico = **doctor**					servir comida y bebida = **to serve food and drink**
	militar = **soldier**				tengo la intención de = **I intend to**	vender ropa de marca = **to sell designer clothes**
No me gustaría ser = **I wouldn't like to be** No me interesaría ser = **I wouldn't be interested to be**	peluquero = **hairdresser** recepcionista = **receptionist**				planeo = **I plan**	trabajar al aire libre / en un hospital / en un taller / en una tienda / en una oficina = **to work in the fresh air / in a hospital/ in a workshop/ in a shop / in an office**
Detestaría ser **I would hate to be**	periodista = **journalist** veterinario = **vet**		**desde mi punto de vista**			ambiciosa **ambitious** trabajadora = **hardworking** paciente = **patient** inteligente = **intelligent**
No me apetecería ser = **I wouldn't be interested to be**	policía = **police officer**				soy una persona…	creativa = **creative** organizada = **organized** seria = **serious** práctica = **practical**
Odiaría ser **I would hate to be**	profesor = **teacher**				= **I am a … person**	extrovertida = **outgoing**

¿Qué te gustaría hacer en el futuro? ¿Por qué?
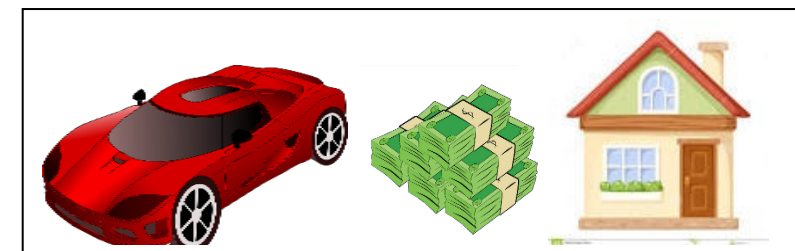
	Opinion	Infinitive	Connective	Opinion
Si pudiera = If I could	me encantaría = **I would love**	ganar mucho dinero = **to earn a lot of money**		lo pasaría bomba = **I would have a great time**
Si fuera posible = If it was possible	me molaría= **I would love**	buscar un trabajo = **to look for a job**		lo pasaría fenomenal = **I would have a great time**
Si ganara la lotería = If I won the lottery	me chiflaría = **I would love**	ir a España = **to go to Spain**		lo pasaría fantástico = **I would have a fantastic time**
Si tuviera bastante dinero = If I had enough money	me interesaría = **I would be interested**	pasar un año en Australia = **to spend a year in Australia**	porque = **because**	lo pasaría fatal = **I would have an awful time**
Cuando sea mayor = When I am older	me apetecería = **I would be interested**	aprender a esquiar = **to learn to ski**	dado que = **because**	lo encontraría aburrido = **I would find it boring**
Cuando tenga dieciocho años = When I am 18	me fascinaría = **I would be fascinated**	viajar con mochila por el mundo = **to go backpacking around the world**	puesto que = **because**	lo encontraría interesante = **I would find it interesting**
Después de haber estudiado = After having studied	me gustaría = **I would like**	comprar un coche / una casa = **to buy a car / house**	ya que = **because**	sería estupendo = **it would be great**
Cuando termine mis estudios = When I finish studying	no me gustaría = **I wouldn't like**	ser famoso / rico = **to be famous / rich**	aunque = **although**	sería fantástico = **it would be fantastic**
Después de haber terminado mis exámenes = After having finished my exams	no me apetecería = **I wouldn't be interested**	trabajar en un orfanato = **to work in an orphanage**		sería guay = **it would be cool**
Después de haber terminado en la universidad = After having finished university	no me interesaría = **I wouldn't be interested**	apoyar un proyecto medioambiental = **to support an environmental project**		sería aburridísimo = **it would be extremely boring**

Subject – Dance – Year 9 – ZooNation

THE MAD HATTERS TEA PARTY

In The Mad Hatter's Tea Party, we particularly looked at raising awareness about mental health in today's society. After experiencing my own personal mental health challenges in the past and the shame and embarrassment I had felt about discussing them, I thought this show was a way of confronting the stigma around mental health.

I thought creating a show that uses the material of Alice in Wonderland but focused on the Mad Hatter and the iconic image of The Mad Hatter's Tea Party would be a good way of addressing 'madness' and 'normality' as it is often depicted in today's society. I wanted to include all the well-known characters from Wonderland but put them into a therapy environment. I then created a new character called Dr Ernest Andersson, who has a P.H.D in E.N.B (Extremely Normal Behaviour). He is the group's therapist and the story developed very much around him.

ZooNation
The Kate Prince Company

ZooNation was founded by Kate Prince in 2002 and is best known for its work in the theatre, creating full length narrative dance productions influenced in equal parts by musical theatre, Hip Hop culture and music.
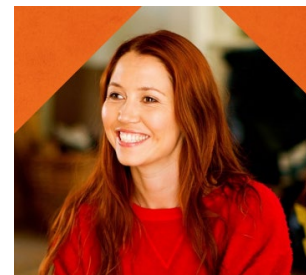
ZooNation's work is fortified with an extensive programme of engagement and talent development, working with different communities and young artists to expand their skills, knowledge and confidence in our style of dance theatre. Kate Prince (Choreographer, Director & Writer) is Artistic Director of ZooNation, which she founded in 2002. Kate is an Associate Artist at the Old Vic and at Sadler's Wells, where ZooNation is also a Resident Company. Kate's TV credits include Strictly Come Dancing, So You Think You Can Dance?, Top of the Pops and Ant & Dec's Saturday Night Takeaway. She recently choreographed the feature film Everybody's Taking About Jamie; she was also the choreographer of the stage show. Kate has an MA from Edinburgh University and an honorary PHD from Winchester University. In 2019 she received an MBE for services to dance in the Queen's Birthday Honours list.

SUBJECT TERMINOLOGY

Stimulus	Inspiration for an idea or movement.
Motif development	Is a core choreographic device used when creating dance.
Space	Where the dancer moves e.g. pathways, levels, directions, size of movements, patterns.
Dynamics	How the dancer moves e.g. fast/slow, smooth/sharp.
Relationships	Who the dancer with and the way they move together e.g. lead and follow, mirroring, in formation, complement and contrast.
Movement memory	Is remembering the choreography in the correct order.
Representational movement	is where a movement represents a real life action, like acting. (e.g. a soldier saluting).
Symbolic movement	Is where a representational movement has been developed to make it more dance-like.
Choreographer	Choreographers create dance routines and movement sequences for dancers and other performers.
Performance skills	Is being ready to perform in your starting position, not fidgeting, giggling, talking during the performance and holding your ending position after you have performed.
Facial Expression	Use of the face to show mood, feeling or character.
Dance appreciation	Is how to understand and think about dance in all of its various contexts.

SKILLS KNOWLEDGE AND EXPERIENCED IN THIS UNIT

In this dance unit you will learn about a professional work from ZooNation. The dance piece is called The Mad Hatters Tea Party.

The style of dance is mainly hip hop, including house dance. The style of music is a fusion of house and hip hop.

Over the next 4 weeks we will be:

Learning about ZooNation's style of dance
Watching and analysing the production of The Mad Hatters Tea Party.
Learning a piece of repertoire (dance) from the production
Develop the professional repertoire focusing on character development, style and use of props.

About Frantic Assembly

- Formed in 1994, Frantic Assembly's beliefs are built on the notion of collaboration. There is a great sense of ensemble work evident in all that they do.
- They aim to make their work accessible.
- Frantic Assembly is one of UK's leading contemporary theatre companies producing thrilling, energetic and uncompromising theatre constantly attracting new theatre.

Round	By	Through	Push Hands	Fluff	Chair Duets
The term ROUND is chosen to represent any move that involves passing closely ROUND the body of the partner	BY comes after the first two moves. The space between A & B is 'squeezed out'. A or B 'slots in' to stand closer BY their partner	THROUGH is the idea of passing through the upper body / arms of the partner	The person with their hand on top is in control, gently leading their partner around the space, trying to keep their hands flat and the pressure constant. You should take your partner on a journey exploring all levels.	Partners sit opposite knee to knee. A choose three ways to adjust B's appearance. B choose three ways to adjust A's appearance. Continue to add more moves, and avoid a predictable rhythm	Partners sit in chairs, both facing forward. Partners take turns placing their hand on to their partner or moving their partner's hand, swapping and adding to the sequence. Repeat until the moves are clear and memorised.

Subject Terminology

Devising	Creating an original piece of theatre
Physical theatre	Using the body and movement to express ideas onstage (ie— through movement, mime, gesture, dance, etc.)
Theatre Practitioner	A person or theatre company that creates practical work or theories to do with performance and theatre.
Structure	The order in which action and scenes are placed in a play.
Exploratory Strategy or Technique	Used to explore and deepen understanding of the drama you create; ie through understanding of characters, exploration of scenes, and experimenting with characterisation.

DEVISING TECHNIQUES

Starting to create your own piece of theatre

BRAINSTORM — As a group, discuss the themes that you want to explore in the performance. Brainstorm stories that involve the characters experiencing each theme.

STRUCTURE — Create a flow chart of the story and highlight the key scenes. Experimenting with the structure may help you create a more imaginative and original performance.

CHARACTERS — Start by creating the characters. Too many devised pieces fail because the characters have not been carefully thought out. Name each character and talk about their personality and relationships.

IMPROVISE — Improvise a scene in every rehearsal. Don't just talk thing through. Try to improvise a scene using different styles. A scene may work better as a comedy even though it was originally a drama.

FREEZE FRAME — Create freeze frames that depict crucial moments in the character's life. These can then be incorporated into your performance later on.

MONOLOGUE — In a group, think of one word each that describes your character. Then on your own, use the list of words (in the order they were said) to write a monologue for your character.

MUSIC — Find a piece of music that represents your theme, either lyrically or through the dynamics or texture. Use the music to create a movement sequence that shows the mood of a character.

REFLECT — At the end of a rehearsal, reflect on what you have done next. Set aims and assign jobs for the next session. Create a rehearsal schedule and stick to it.

to find out more visit www.grammadrama.wikispaces.com

In their own words...
Frantic Assembly creates thrilling, energetic and unforgettable theatre. The company attracts new and young audiences with work that reflects contemporary culture. Vivid and dynamic, Frantic Assembly's unique physical style **combines movement, design, music and text.**

Quick Fire Facts!

1. Physical Theatre company
2. They create work which reflects modern-day culture
3. Contemporary
4. Vivid and dynamic
5. Performances include movement, design, music & text
6. Led by Artistic Director, & co-founder, Scott Graham
7. Most famous production: 'Curious Incident of the Dog in the Night-time'

Most music uses Repetition.

Repetition means using an idea more than once, and a chunk of a tune, more than once. Think of any good Pop song and the chorus repeats after every verse, and in a lot of older songs has a key change near the end then repeats again in the new key. The verses are also usually similar and the rhythm naturally changes with the syllables in the words.

Contrast

Repetition is important, but also if you do it too much it gets boring! Any good composition you listen too has a balance of contrast & repetition. It could be changing the accompanying instruments, changing the rhythm slightly, or using a different backing.

Rhythm & Tempo

You can change the rhythm & the speed of a piece of music to create interest. You can also use different styles of rhythm. Dotted rhythms, swing rhythms, straight rhythms as well as long & short notes. You can also add articulation, slurs, dotted notes, legato, staccato and accents

Tonality

You can create interest by changing the mood of the piece, using different pitches and modulating to Major (happy) or Minor (sad) keys, as well as changing keys.

Dynamics

Dynamics can create a lot of interest in any piece of music. You can use loud & Soft sections in the music, use Crescendos (gradually getting louder) or Diminuendos (gradually getting softer) to create real interest 7& contrast.

Texture

You can use many different textures to create interest, very thin ones with one instrument playing, (Monophonic) to polyphonic & homophonic textures.

Pop songs can have various structures

A Riff; is a short section of music repeated over and over again.

Ballads; Usually tell a story, each verse would usually have the same rhythm & tune.

Call & Response; Usually a Call, e.g. Ogie Ogie Ogie, then followed by a response, e.g. Oiy oy oy

In a lot of songs the verse and chorus are both 8 or 16 bars long

TECHNICAL VOCABULARY

Texture	Changing between thick & thin sounds
Dynamics	Using different levels of volume in you piece
Chord	Two or more notes played together
Syncopation	Notes accented off the beat. The weak part of the beat is often emphasised.
Monophonic	Musical texture of a single melody line (tune) with no accompaniment.
Polyphonic	Two or more parts, both having a melody line and sounding together.
Homophonic	Common musical texture, comprising of a melody part and accompaniment
Loop	A section of a piece of music which is edited so that it can be repeated seamlessly by electronic means.
Pitch	How high or low a note sounds.
Tempo	How fast or slow the piece of music is.
Triad	A three note chord
Bridge passage	A linking passage often used to change the key of the music (modulate) in preparation for the second subject, (theme).

Song Structure

- ➢ Intro
- ➢ Verse
- ➢ Chorus
- ➢ Verse
- ➢ Chorus
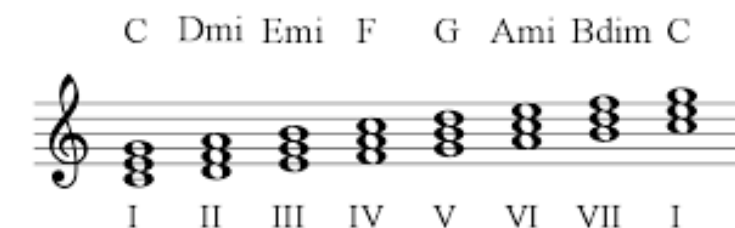- ➢ Instrumental solo
- ➢ Bridge
- ➢ Chorus
- ➢ Outro

Triads

Here are Triads, based on a C major Scale.

The triads on the notes C,F,G, are all major, (Happy)

The triads based on the notes D, E, A, are all minor, (Sad).

The triad B is diminished.

1 point Perspective

Find the vanishing

point on the street

scene and mark it on

the picture.

Draw in some of the

Lines to show how you

made your decision.

TECHNICAL VOCABULARY	
Symmetry	Equal on both sides
Measurement	The size of something
Shape	The outline of something
Accuracy	Correct
Form	3D shape
Negative Space	The space in between objects
Tone	How light or dark something is
Observational drawing	The subject is in front of you
Contrast	A big difference (in tone)
Perspective	The illusion of depth in a picture

Tonal Drawing Exercise

Pencil version using a 2B
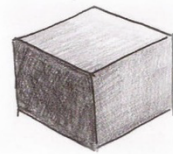
Try with your pencil using at least a 2B type to copy and create the shades shown above into the boxes below.

Apply shading techniques using at least a **soft 2B** pencil to shapes below to show **TONE**. Decide where your light is coming from.
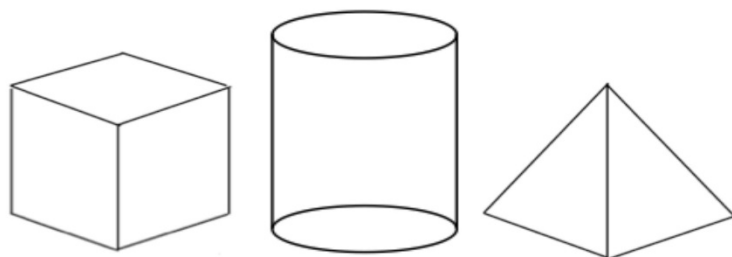
Adding a range of contrasting tone to your drawing will give it form. This will make your drawing more realistic and be the main difference between achieving an average grade or a higher grade.

Learning how to achieve a range of tone requires practice and good motor skills especially when trying to get the lighter tones.

If drawing more than 1 object compare the heights and sizes in relation to each other

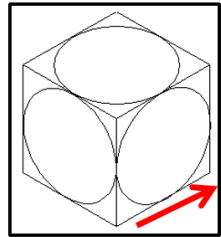Measure the actual size of the object to produce a more accurate drawing

Turn the drawing upside down and see it from a different viewpoint
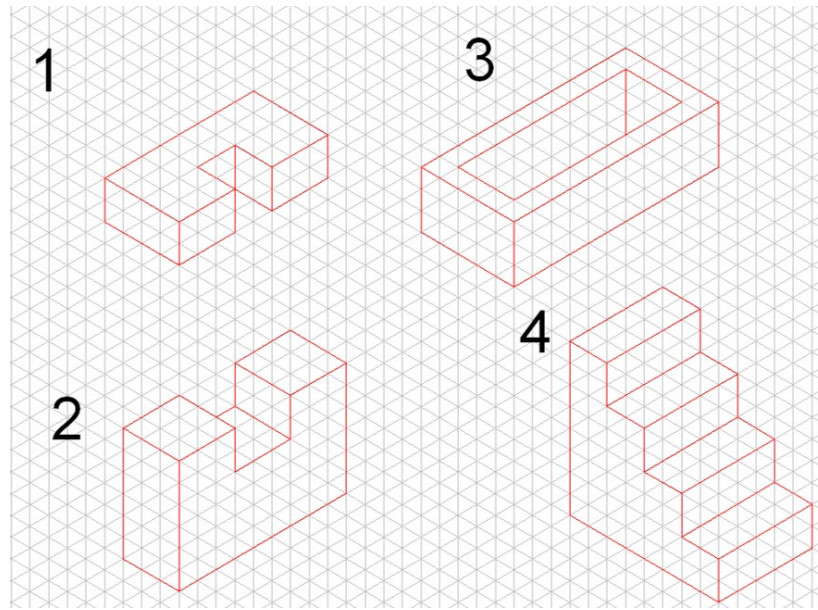
Add a line of symmetry to ensure it is equal on both sides

Look at the shape created in the negative space

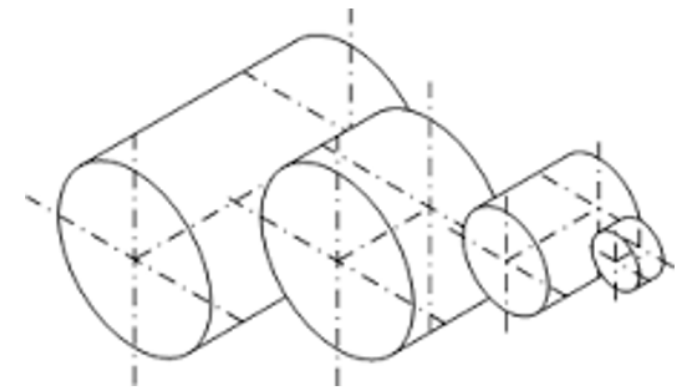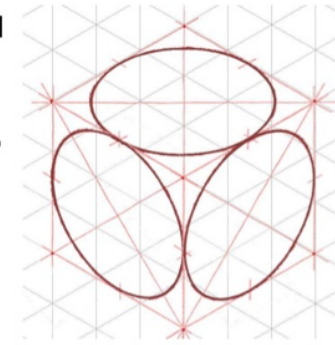Isometric drawing is another way of presenting designs/drawings in three dimensions.

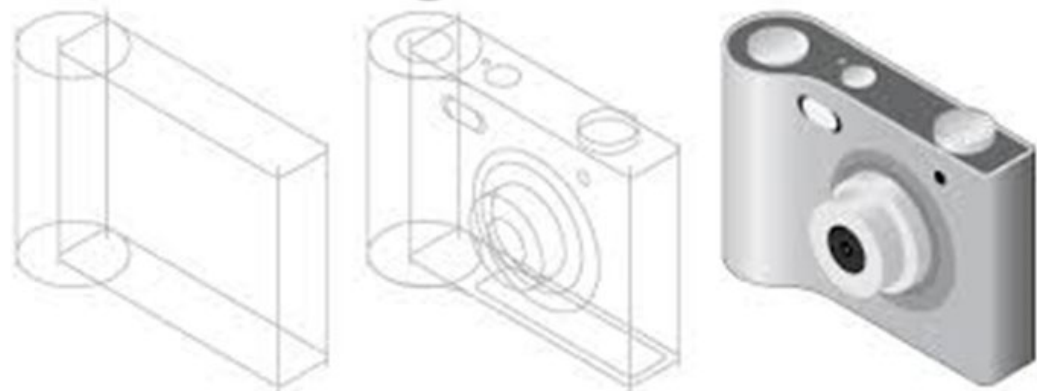Designs are always drawn at a 30 degree angle
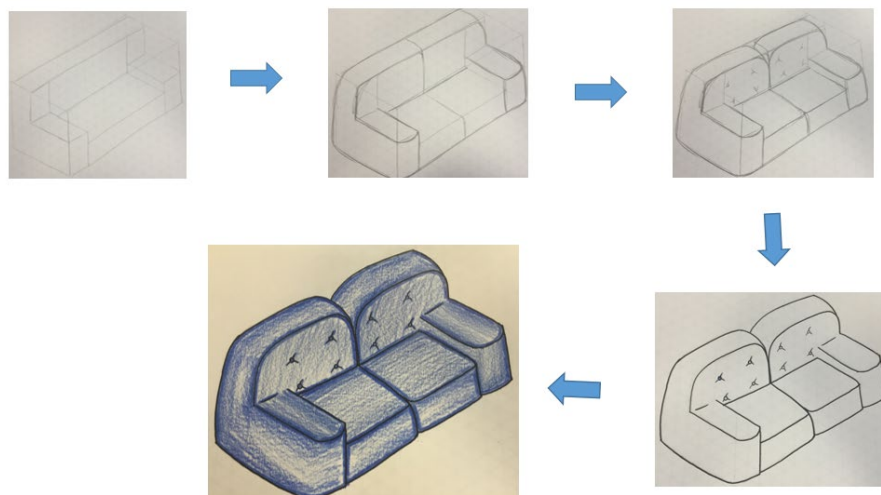
Sketching an Isometric Circle

Circular features and cylindrical forms are common in engineering designs, and appear as **ellipses** in isometric pictorials.
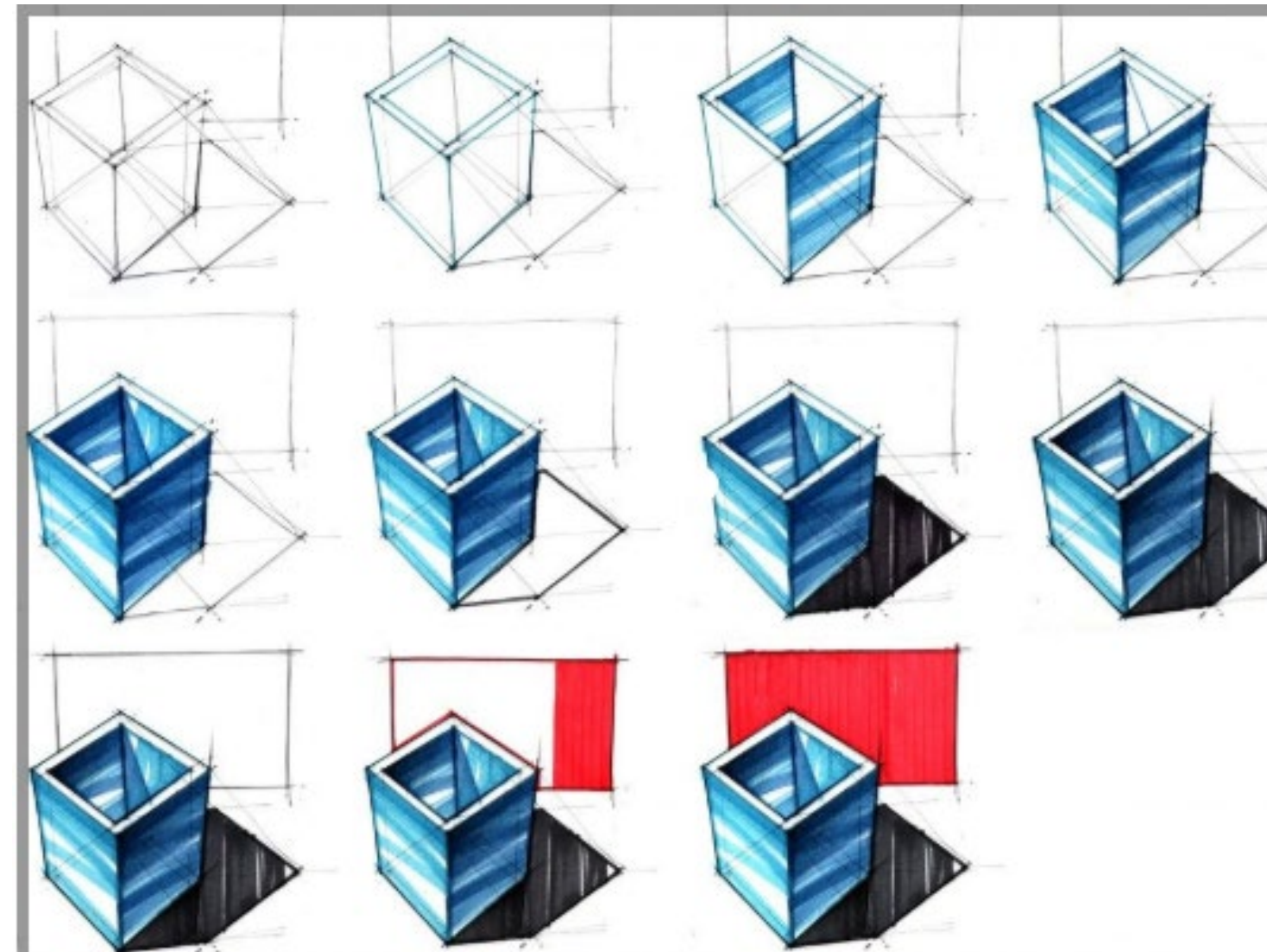
Crating

1. Start off by drawing the cuboid/ cube needed to house the idea – this should give you your proportion.
2. Start to crate in your separations to scaffold your idea.
3. Shape and round off the scaffolding.
4. Add final details.

Rendering and presenting work

Potatoes and Pasta (complex carbohydrates)	Fruit and Vegetables(simple carbohydrates)
- They are cheap - They are versatile, make plenty of dishes - They are widely available in all shops - They are both vegetarian - They have a long shelf life, easy to store - They are easy to prepare - They are naturally low in fat - They are filling - They can be eaten hot or cold - They are a good source of ENERGY **Uses in catering**- bulk out dishes to make them more filling Cheap so good profit margins on pasta dishes. **Potatoes Storage** Keep in a cool dark and dry place, preferable in brown paper or a sack. To avoid them sprouting and turning green	- They are cheap - They are versatile, eaten in many ways - There is a huge variety available - They are vegetarian - They are low risk foods - Many can be eaten raw - Naturally low in fat (fructose)Naturally sweet fruit - Rich in vitamins and minerals - High in fibre **Uses in catering**- garnishes, smoothies, sauces, adds colour and interest. **Quality points when purchasing** - Not too soft - bright colour - Undamaged skin, - No visible mould

Carbohydrates
(A macronutrient)

TECHNICAL VOCABULARY	
Unleavened bread	Bread which doesn't contain a raising agent
Complex carbohydrates	Another word for starches
Gluten	A protein in bread which varies within different types of flour
Cereals- Rye, wheat, oats, corn, rice	Grains which are often processed into flour and breakfast cereal

Function of carbohydrates in the diet
- It is the main source of energy
- It is a main source of dietary fibre helps us remove the waste from our bodies

Two types -
- **Starches** are cereals, wheat, rice barley (Slow burning, fuller for longer)
- **Sugars- Glucose and fructose** in fruit and veg, **lactose and galactose** in dairy products (fast burning)

Deficiencies of carbohydrates

Visible- Lack of energy, tiredness as it is energy	Non visible- Not enough fibre leads to constipation
Weight loss- too little carbohydrates	Too much refined carbohydrates (junk food) can lead
Weight gain- too much carbohydrates	to obesity, diabetes, tooth decay

Cereals	
Rice- Gluten free - Is a popular staple in the far East. - It can be ground into flour or made into breakfast cereal as well as boiled and fried. - There are many varieties- Long grain, basmati, Arborio, wild rice - It has the least nutritional value of all the cereals - It is a high risk food once cooked and can contain Bacillus cereus a food borne toxin.	Provide many nutrients if wholegrain is used - Fibre - LBV Protein - Carbohydrates - Iron - B vitamins
Wheat- - Needs to be milled to produce flour. - Flours are often blend of different wheat - Strength of flour relates to the gluten content - Whole grain is when all the original nutrients and fibre are left in the product Oats- Gluten free - Can be ground into flour - can be rolled or crushed to make oatmeal. Good source of slow release energy	Benefits of cereals and cereal products - Are grown easily in the UK - They are very versatile - Cheap to buy - Many varieties - An excellent source of carbohydrate - Long shelf life - Can come in gluten free form

Different methods of cooking (LO1 1.4/ 3.3)	
Boiling(Moist) Sturdy foods like root veg; carrots, potatoes - Vitamin C and some B destroyed by prolonged heating - Water soluble and C are dissolved in the water	**Stir frying-** Cooking food quickly with a little oil /wok Suitable for finely cut vegetables and tender meat. - Quick cooking minimises nutrient loss - Use of fat allows absorption of ADEK into the body
Steaming (moist) Broccoli and leafy green veg - No contact with the water, cooked by the steam - Loss of Vit C, B reduced as food doesn't come in contact with the water - Water can be used to make gravy	**Poaching (moist)** Cooking in a pan of water on a low heat- Used for delicate foods like fish and eggs - Loss of Vit C, B reduced as food isn't cooked on a high heat for a long time - Water can be used to make sauce to preserve the nutrients lost
Braising/ stewing- seal in hot oil and then cook slowly in liquid covered - Less damage to water soluble vitamins than boiling - All the vitamins which are lost in the liquid, which is eaten with the meal	**Roasting- Dry** heat with addition of some oil at a high temperature - Fat used adds fat soluble vitamins - B vitamins are affected by heat - Longer cooking time
Baking- Cakes, biscuits, cookies, potatoes. Dry - Heat damages vitamin B - Does not affect calcium and iron	**Microwave** – sauces, puddings, soups Less damage to vitamin B and C Overcooking can dry and harden foods

Information on Jesus

Some statements about Jesus	Qualities given to Jesus
- Jesus was Jewish. - Jesus had male and female followers. - Jesus promoted love. - Jesus promoted charity. - Jesus was born in Bethlehem. - Jesus grew up in Galilee, Israel. - Jesus would have been a typical Jewish man of this time – around 5 feet tall, olive skin, dark eyes and dark hair.	**Compassionate** – Jesus had compassion (love and care) for all people. He understood people's needs and helped them; Jesus took time to notice people. **Servant** – Jesus was the ultimate servant; he was humble and served others even though he had authority and people praised him. **Loving** – Jesus had a love for others – he sacrificed himself because of his love for others. **Forgiving** – even on the cross when he was in pain Jesus had his heart set on forgiveness and making sure this was available to all people. **Committed** – wherever he was and whoever he was with Jesus was fully involved; he was committed to his goal, he faced obstacles but stayed committed to his task. **Prayerful** – no matter how busy things got Jesus found time to be alone and pray, this was a priority for him. **Gentleness** – sometimes Jesus was stern but knew when to be gentle – children loved him, and he was kind-hearted and gentle. **Patience** – he was surrounded by doubters, was attacked and followed but he kept his composure and responded appropriately to all people. **Self-control** – didn't give in to temptations from the devil. Humble - Jesus did not seek praise or fame from his actions.

SUBJECT TERMINOLOGY

Messiah	The promised deliverer of the Jewish nation prophesied in the Hebrew Bible.
Virgin birth	The teaching that through a miracle of God the Virgin Mary conceived Jesus.
Crucifixion	A way of putting people to death on a cross.
Prophet	A messenger of God.
God	A deity: a force that some feel is responsible for our creation and fate.
Saviour	A person who rescues another person or thing from harm.
Infallible	Absolutely trustworthy or sure.
Torah	The holy writings of Judaism.
Resurrection	The act of rising from the dead. In Christianity this is the rising of Jesus after his death and burial.
Incarnation	God becoming human flesh and living on earth in the form of Jesus.

Beliefs about Jesus in Christianity

Jesus was God made flesh.
Jesus brought about reconciliation between God and humanity.
Jesus was perfect and committed no sins even though he was tempted the same ways we are.
Jesus atoned for our sin through his death.
Jesus committed no sins of his own, so he was able to take on all of humanity's sin when he was crucified.
Jesus created a new covenant between God and humans.
Jesus brought about the possibility of humans going to heaven (because of his sacrifice).
Jesus was born of the Virgin Mary.
Jesus taught people using parables.
Jesus performed a range of miracles.
Jesus loved all people including sinners, he wanted to bring salvation to all.
Jesus purposefully chose outsiders to be his followers.

Question and answer section

Was Jesus a pacifist?	There are a few examples of Jesus being stern but a lot more examples of Jesus being against violence.
Was Jesus a feminist?	Jesus promoted women and clearly had close female followers including Mary and Martha.
Was Jesus a radical?	Jesus went against several ideals of the time – he was against greed, boasting, he thought forgiving your enemies was important and thought prayer should be private. Jesus made people that others shunned his main followers (disciples).
Why did Jesus teach using parables?	Jesus used stories with meanings and/or challenges as this helped people understand his message through things, they had experience of.
What was one of Jesus' most important teachings?	One of Jesus' most important teachings was to 'Love your neighbour.'
Did Jesus want to help the poor?	Yes, Jesus wanted to help others but taught that we should help others, several teachings made it clear that money can create problems for those who become selfish and greedy.
Why did some people think Jesus was too radical?	Some people thought Jesus was too radical because he threatened what society stood for, those in power felt he was going to take their power and authority away from them.

Box 1

PRIMARY MEMORY			
TYPE	*VOLATILE?*	*DYNAMIC?*	*RELATIVE SPEED*
Cache	YES	YES	Very Fast
RAM	YES	YES	Fast
ROM	NO	NO	Slow
Flash	NO	YES	Slow
Virtual	YES	YES	Very Slow

SECONDARY STORAGE SPECS		
TYPE	*CAPACITY*	*SPEED*
Magnetic HDD	Terabytes	50-120 MB/s
CD	700 mb	0.146 MB/s
DVD	4.7 gb	1.32 MB/s
Blu-Ray	128 gb	72 MB/s
SD Cards	4-32 gb	50-120 MB/s
USB Drive	Up to 1 tb	45-90 MB/s
Solid State Drive (SSD)	Up to 4 tb but *very* expensive	200-550 MB/s

Box 2

TECHNICAL VOCABULARY	
CPU	Central Processing Unit, sometimes referred to simply as the central processor, but more commonly called processor, the CPU is the brains of the computer where most calculations take place.
Secondary Storage	Examples of this type of storage are CDs, USB memory sticks, hard disc drives.
Primary Storage	Primary Storage (main memory) is a component within the computer (inside) that holds data, programs and instructions that are currently in use (internal) EG ROM, RAM, Cache.
RAM	Random Access Memory is the place in a computing device where the operating system (OS), application programs and data in current use are kept so they can be quickly reached by the device's processor.
Hard Disk	A rigid non-removable magnetic disk with a large data storage capacity.
ROM	ROM is "built-in" computer memory containing data that normally can only be read, not written to. ROM contains the programming that allows your computer to be "booted up" or regenerated each time you turn it on.
Non-Volatile memory	Memory that retains all data when it loses power e.g. ROM.
Volatile memory	Memory that loses all data when it loses power e.g. RAM.
System Software	Software which is used to start up the computer system and to keep it running e.g. iOS, Microsoft Windows, Linux, Android
Utility Software	Utility software is designed to complete a specific task ranging from regulating the tasks and processes being run by the system to managing the drivers for each piece of hardware connected to the system.
Application Software	Application Software otherwise known as APPs are the most commonly identifiable program on a computer system, these pieces of software perform a variety of roles including but not limited to email, web browsing, word processing and even to provide fun and enjoyment in the form of digital games.
Online Storage	Storing data on a remote location online. E.g. cloud storage – data is sent to a server connected to the internet. Files can be downloaded and uploaded when required. Examples of online storage include iCloud, OneDrive, Google drive, Dropbox
Local Storage	A device that is physically present and stores data. Popular local storage (portable) includes USB Flash drive external hard drive.

Box 3

KEY VOCABULARY	
Secondary Storage	Primary storage is RAM. Secondary storage refers to long term, non-volatile data storage.
Non-volatile	Memory which can retain its data when the power is turned off
Magnetic	Data is stored by altering the magnetic charge (+ or -) to represent binary information
Optical	A reflective layer or dye is marked to either reflect or not reflect a laser beam. The computer reads the reflections as binary data
Solid State	Also known as *Flash Memory*, the data is stored by forcing (or flashing) electrons through a barrier into a storage layer. Here it is read as binary information

Secondary Storage Devices

Magnetic Storage
- Portable hard drive

Optical Storage
- CD
- DVD
- Blu-Ray

Solid State Drives
- USB flash drive
- Flash memory card
- SD card

Peripheral Devices
A computer device that is not part of the essential computer.
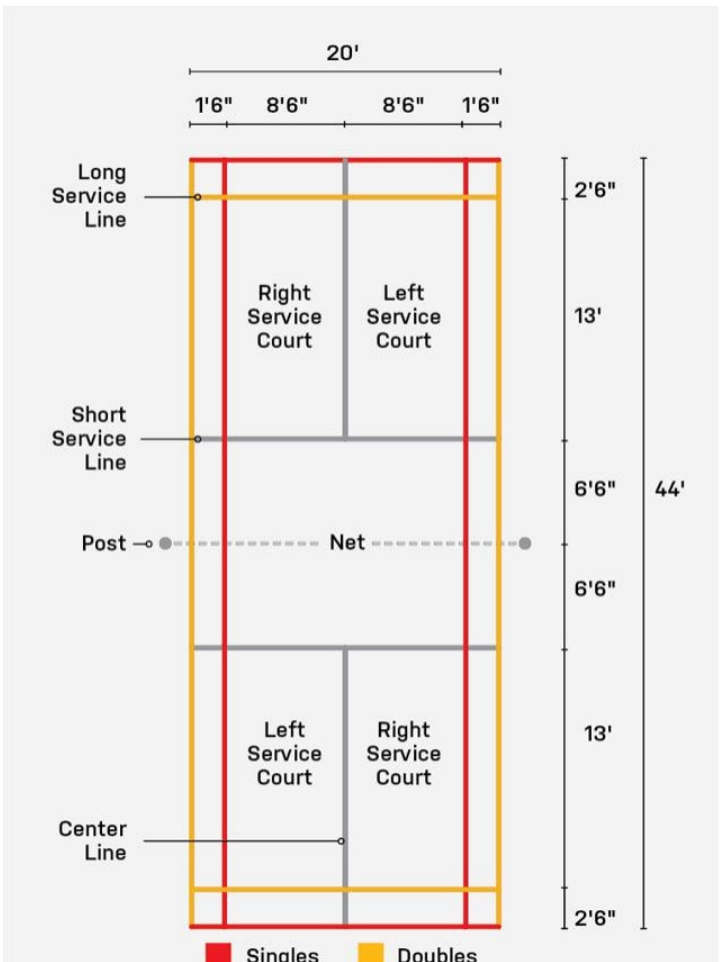
Input Devices
- Keyboard
- Mouse
- Microphone
- Touchscreen
- Scanner
- Webcam
- Controller

Output Devices
- Monitor
- Speakers
- Printer

Box 4

Hardware	Computer hardware is the physical parts or components of a computer
Peripheral	A peripheral device is any auxiliary device such as a computer mouse or keyboard that connects to and works with the computer in some way.
Input peripheral	A device that may be connected to a computer system. They are used to bring data from the physical world into the computer system. EG Mouse, touchscreen.
Output peripheral	A device that may be connected to a computer system. They are used to bring data from the computer into the physical world. EG A monitor or speakers.
Storage peripheral	A device which is used to store data & files on. EG CD, Memory stick.

Half-Term 1: Subject – PE – Year 9 – Badminton

Rules of the game	The court	Key Terms
A game can take place with either two (singles) or four (doubles) players. A serve must be hit underarm and below the server's waist. No overarm serves are allowed. If your score is an even number, you serve from the right-hand side, if your score is an odd number, you serve from the left-hand side. To score a point the shuttlecock must land within the parameters of the opponent's court. If the shuttlecock hits the net or lands out, then a point is awarded to your opponent. If a player touches the net with any part of their body or racket, then it is deemed a fault and their opponent receives the point. A fault is also called if a player deliberately distracts their opponent, the shuttlecock is caught in the racket then flung, or the shuttlecock is hit twice. A game is played until a player reaches 21 points. If the score is 20-20 then a player must win by 2 clear points (i.e., 25-23).	 When playing singles, the court is long and thin. When playing doubles, the court is short and fat.	**Backhand Serve** This is a short serve with the back of your hand facing your opponent. You would play this serve if your opponent is positioned further towards the back of the court, so you place your serve to the front of the court where there is the most space. **Forehand Serve** This is a longer serve with the palm of your hand facing your opponent. You would play this serve if your opponent is positioned further towards the front of the court and aim for the back of the court where there is more space. **Clear** This is a shot that is played above your head with your arm fully extended. You would play this shot when your opponent has played a long and high shot that is over your head height. You would aim this shot towards the back of the court over your opponent to give yourself as much time as possible to reset before they return the shuttlecock. **Lift** Like a clear, this would be aimed towards the back of the court to give yourself time but would be performed when the shuttlecock is played in front of you and is dropping towards the ground. **Drop Shot** This is a more deceptive shot, where you would begin to perform the technique required for a clear or a lift, but rather than aiming the shot towards the back of the court, you stop your movement and drop the shuttlecock just over the net. **Smash** This is a shot performed at the front of the court where you use power to smash the shuttlecock down into the ground.

Half-Term 1: Subject – PE – Year 9 – Netball

Rules of the game	Positions	Key Skills
Start of play The attacking C has the ball with at least one foot in the centre circle. When the whistle is blown the centre pass must be caught within the centre third. **Out of Court** if it makes contact with the ground or any object/person in contact with the ground outside the court. **Scoring a goal** only GA and GS can score a goal in the shooting D. **Offside** if any part of their body makes contact with the ground in an area that they are not allowed to enter. **Footwork** The landing foot is the first foot to make contact with the ground. If a player already has one foot in contact with the ground when catching the ball this is their landing foot. If the player lands simultaneously with both feet, then whichever foot is not moved is their landing foot. A player may not drag or slide their landing foot or hop on either foot. **Held Ball** if you hold the ball longer than 3 seconds **Over a Third** the ball must be caught or touched by a player in each third of the court. **Obstruction – Of a player with the ball** a player may not defend a player with a ball if they are within 3 feet of the landing foot. **Contact** Netball is a contact-contest sport. When playing netball players may come into contact with other players however if contact is made either accidentally or deliberately, then the umpire will call penalty pass.	 **= Blue Team.** **= Red Team.** **Goal Shooter (GS):** Works in and around the semi-circle with the GA to score goals **Goal Attack (GA):** Works with GS to score goals **Wing Attack (WA):** Flanks the offensive players giving them shooting opportunities **Centre (C):** Links the defence and the attack **Wing Defence:** Prevents WA from passing and to look for interceptions **Goal Defence:** Intercepts the ball and prevent passes to the GA **Goal Keeper:** Prevents the GA/GS from scoring goals within the semi-circle and works with GD **Strategies and tactics** are the methods that performers use to maximise their chances of winning and outwit their opponents. They are most obvious in games e.g. agreeing who receives the centre pass in netball. **Strategies and tactics** are often pre-arranged and rehearsed, especially in team games. Performers also need to be able to adapt or change them during a performance.	**Passing** **Chest Pass** it's **a flat pass** which means it should travel from the passer to the receiver in a straight line. **Bounce Pass** is **a short pass that enables the player to find a teammate in a crowded area**. The height of the ball makes it difficult for the opposition to reach and intercept. **Shoulder Pass** is **a long pass**. This enables a team to switch positions on court very quickly to either find a player in space or break defensive screens. --- **Shooting** Only the Goal Shooter (GS) and the Goal Attacker (GA) can shoot directly at the ring. Shooters must be inside the opponents' goal circle before they shoot. **Interception** of the ball is when a player regains possession of the ball during a pass by the opposition. It requires speed and a good defensive awareness of the game and is the most effective way to stop your opposition's attack. **Dodging** is a sudden deceptive move often used to avoid the opponent. You can move from side to side to confuse the opponent before sprinting off to catch the ball. **Footwork** in netball applies when a player is stepping, landing and pivoting. **Receiving** is when both feet grounded or jump to catch the ball and land on two feet simultaneously. You may take a step in any direction with one foot (but not both) and pivot on the spot with the other foot.

There are many different types of relationships, such as family members, friendships, romantic and sexual relationships.
Although these relationships are all different, they should all involve mutual respect, trust, honesty, communication and fairness. All of these qualities are interlinked, and if one is missing, it is difficult for any of the others to be present.
Signs that a relationship is unhealthy could include trying to make you feel like you are not good enough putting you down in front of others or, in extreme cases, being violent to you.

Define:

Possession	Being caught with a small amount of drugs that could reasonable be used by one person.
Intent to supply	Being stopped whilst holding drugs and the police have reasonable suspicions that you will share with others or sell.
Supply	Being caught selling drugs or medicines to other people.
Trafficking	Taking illegal substances from one country to another.

Peer pressure is defined in the dictionary as "the strong influence of a group, especially of children, on members of that group to behave as someone else does."
Examples of peer pressure could include insults, calling a person names and making them feel bad for not doing something, rejection, being left out if you don't do something and unspoken pressure, wanted to do something because you see your friends doing it.
Issues such as cyberbullying are often made worse by peer pressure. Other people may join in, or not report the bullying, in order to fit in. This is called being a **bystander** – a person who sees something wrong but does not report it and allows it to continue.
An **upstander** is a person who sees online bullying and reports it.

Class	Examples	Sentence for Possession	Sentence for Dealing
Class A	Ecstasy, LSD, heroin, cocaine, crack, magic mushrooms, amphetamines (if prepared for injection).	Up to seven years in prison or an unlimited fine or both.	Up to life in prison or an unlimited fine or both.
Class B	Amphetamines, Methylphenidate (Ritalin).	Up to five years in prison or an unlimited fine or both	Up to 14 years in prison or an unlimited fine or both
Class C	Tranquilizers, Cannabis, some painkillers, Gamma hydroxybutyrate (GHB), Ketamine	Up to two years in prison or an unlimited fine or both	Up to 14 years in prison or an unlimited fine or both.

Possessing and suppling drugs are illegal, but it is estimated that 46,000 young people in the UK are **exploited** through **county lines**. This is where city based gangs supply drugs to areas outside the city using dedicated mobile phones.
It involves drugs, violence, gangs, criminal and sexual exploitation, modern slavery and missing persons.

People may join gangs for many reasons, such as financial issues or even just wanting to belong. Cuckooing is the word used to describe drugs being stored or sold from the houses of vulnerable people.

Signs that people are being exploited are absence from school, unexplained injuries, unexplained money or goods and being secretive about where they are going.

Further sources of information and advice.

concern@magnusacademy.co.uk	This email address can be used if you have any concerns about a student at the academy and can also be used to report bullying.
Childline.org.uk
0800 1111	Child Line is a service you can use if you are worried or need to talk to someone about pretty much anything. You can chat online, or on the phone. Phone calls are free and don't show up on the bill.
The NSPCC
help@nspcc.org.uk
0808 800 5000	The NSPCC can provide advice and support if you are concerned that you may be in an unhealthy relationship.
The Hideout
http://thehideout.org.uk/	This website is aimed at young people. It provides information about domestic violence and provides support for those experiencing it.
Talk to Frank:
0300 123 6600
https://www.talktofrank.com/drug/alcohol	This website provides an overview of the effects and risks of each drugs along with information about each of them.
#knifefree
www.knifefree.co.uk	To find out more about the campaign and for more information on how to live knife free.
Victim support
www.victimsupport.org.uk	For support for anyone who has been a victim of crime.

Sometimes the media can make it appear like lots of young people are carrying knives, however 99% of people aged 10-29 years do not carry a knife.
If a person is caught with a knife, even if it is not used, they may face up to 4 years in prison.

People who carry a weapon are more likely to be hospitalised with a violence-related injury and in many cases their own weapon has been used against them.
Friends who pressure a person to carry a knife are not good friends and will likely not be around to help if that person were to get caught.