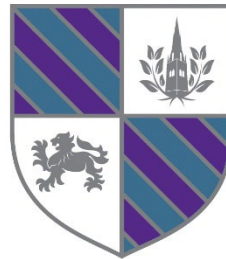


Student Name:



MAGNUS  
CHURCH OF ENGLAND  
ACADEMY

## **Knowledge Organiser: November 2024**

### **Year 9**

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

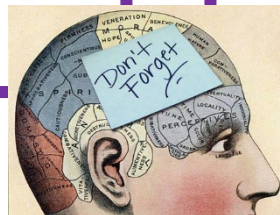
Determination – Integrity – Ambition – Humility – Compassion

## 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 two key vocabulary**

<b><u>English</u></b> Unkempt Stoic Tranquil Unnerving Bilious Metaphor Simile Personification Oxymoron Pathetic fallacy	<b><u>Maths</u></b> Parallel Perpendicular Midpoint Substitute Gradient Y intercept Vector Column Vector Coordinate Cartesian grid	<b><u>Science</u></b> Stem cell Differentiation Meiosis Mitosis Gamete Cell Cycle Meristem Clone Zygote Noble gases	<b><u>RE</u></b> Buddha The Four Sights Jataka Ascetic Meditation Enlightenment Mara Impermanence Dhamma The Three Jewels
<b><u>History</u></b> Democracy Autocracy Tsar Communism Revolution Peasant Worker Abdicate Bolshevik State	<b><u>Geography</u></b> Diverse Region Population Sparsely Populated Densely Populated Poverty Sedimentation Hydrocarbons Groundwater Conflict	<b><u>Spanish</u></b> Noun Adjective Verb Connective Opinion verb Infinitive Frequency expression Conjugate Adjectival agreement Wow phrase Exclamation	<b><u>IT</u></b> Ethernet Wi-Fi Topology VPN Network Node Links Client Server LAN
<b><u>PE</u></b> Outwit Opponents Performance Efficiency Application Tactics Fluency Aesthetic Warm-up Cool-down	<b><u>Drama</u></b> Devising Physical Theatre Exploratory Strategy Structure Theatre Practitioner Freeze Frame Improvise Movement Body Language Contemporary	<b><u>Dance</u></b> Stimulus Motif development Space Relationships Representational movement Symbolic movement Choreographer Dance appreciation Performance skills Technique	<b><u>Art</u></b> Symmetry Measure Precise Form Negative space Tone Observational Contrast Perspective Accuracy
<b><u>Technology</u></b> Flush Tolerance Dowels Reinforce Rebate Router Batches and mass production	<b><u>Food</u></b> Macronutrient Micronutrient HBV LBV Protein complementation Function of protein Deficiencies of protein	<b><u>Music</u></b> Lead Sheet Riff Hook Melody Verse Chorus Bridge Section / Middle 8 Intro Outro Song structure	<b><u>PSHE</u></b> Specific Measurable Attainable Relevant Time-bound Problem Solving Curriculum Vitae Careers Values Aspirations
<b><u>French</u></b> Noun      Adjective      Verb      Connective      Opinion verb      Infinitive      Frequency expression      Conjugate      Adjectival agreement      Wow phrase      Exclamation			

# Year 9 — English – Descriptive Writing

## 1. Structure—Zooming

<b>Introduce a setting with a wide shot</b>	Start your writing by imagining you are describing the contents of a photograph of your setting. <b>For example:</b> <i>You could be describing an abandoned farm. You might describe the ground, the walls of the empty barns and a rusty farm gate.</i>
<b>Zoom in to a particular detail or feature</b>	Then, write in more detail about one particular part of that image. <b>For example:</b> <i>You could then describe that farm gate. The broken bottom bar, the rusty latch, the rotten hinges.</i>
<b>Zoom in for an extreme close-up</b>	Now, focus on one small part of the detail you have zoomed in on. <b>For example:</b> <i>You could describe an individual peeling fleck of brown-red rust, clinging onto the latch.</i>
<b>Zoom back out and repeat with a character</b>	Zoom back out to the original wide shot and describe something else in that shot. This should be your character. Describe the character stood in the scene (consider their clothes, how they stand, etc.) and then zoom in on a detail ( <i>their face, for example</i> ), then zoom in again ( <i>for example: sharp, angular nose; piercing pale blue eyes, deep wrinkles</i> ).

## 2. Using parenthesis to add detail to a description

You can use parenthesis to add description to a noun. This can be a number of **adjectives** or **adverbs**, a **simile**, **metaphor**, or a **verb phrase**. You **must** separate it using commas.

<b>Adjective:</b> Noun, <u>adjective</u> and <u>adjective</u> , rest of sentence.	<b>E.g.</b> The sails, <u>wide and bright</u> , dominated the skyline.
<b>Metaphor:</b> Noun, <u>metaphor</u> , rest of sentence.	<b>E.g.</b> The sky, <u>a demon predator waiting to pounce</u> , threatened every being under it.
<b>Simile:</b> Noun, <u>simile</u> , rest of sentence.	<b>E.g.</b> The sky, <u>like an unearthly and deadly creature</u> , dominated the skyline.
<b>Adverbs:</b> Noun, <u>adverb</u> , rest of sentence.	<b>E.g.</b> The sails, <u>angrily and rhythmically</u> , swung round in violent circles.
<b>Verb phrase:</b> Noun, <u>verb phrase</u> , rest of sentence.	<b>E.g.</b> The sails, <u>waiting for a forceful gust of powerful wind</u> , swayed silently.

## 3. Key Vocabulary: Techniques and Devices

Term	Definition
<b>Imagery</b>	Visually descriptive or figurative language.
<b>Metaphor</b>	<p>A way of describing something where you compare it to something it is not. It is made of three parts: the <b>tenor</b>, <b>vehicle</b> and <b>ground</b>.</p> <p><b>Tenor:</b> The thing you want to try and describe to your audience.</p> <p><b>Vehicle:</b> The imaginative idea you compare the tenor with to help your reader understand it. This is the 'made up' bit.</p> <p><b>Ground:</b> The things the tenor and the vehicle have in common.</p> <p>An <b>extended metaphor</b> is where the comparison is used again throughout the text.</p>
<b>Simile</b>	A type of metaphor that compares using 'like' or 'as.'
<b>Personification</b>	A technique where something is described with human features/ qualities. This might be used to describe a setting as particularly scary or eerie.
<b>Zoomorphism</b>	Describing something other than an animal using animal features or qualities. For example: " <i>The wind roared.</i> "
<b>Sensory Description</b>	A technique where you describe what you or a character can see, hear, touch, taste or smell.
<b>Emotive description</b>	A description intended to make you feel certain strong emotions.
<b>Oxymoron</b>	Using contradictory terms (having opposite meanings) in conjunction. For example: <i>disgustingly beautiful</i> .
<b>Pathetic fallacy</b>	Where the weather reflects the mood of a character or atmosphere.

## Subject Terminology

Parallel	Lines which always remain at equal distance from each other.
Perpendicular	Perpendicular lines are at right angles. There is a $90^\circ$ angle between them.
Midpoint	The middle coordinate on a line
Substitute	Replacing a variable with a value
Gradient	The steepness of a line, calculated by: $\frac{\text{change in } y}{\text{change in } x}$
Y intercept	The value at which a line passes through the Y axis.
Vector	A line segment which has size and direction
Column Vector	The top number tells you x direction. The bottom number tells you y direction

## Generating Table of Values

A table of values are the coordinates used to plot an equation of a straight line.

e.g. Plot the line  $y = 2x + 1$  on the graph

x	-1	0	1	2
y	-1	1	3	5

1. Substitute all the x values into the equation

$$y = 2(x) + 1$$

$$y = 2(-1) + 1, y = -2 + 1, y = -1$$

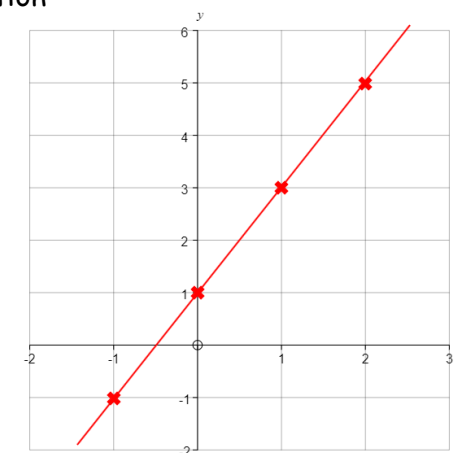
$$y = 2(0) + 1, y = 0 + 1, y = 1$$

$$y = 2(1) + 1, y = 2 + 1, y = 3$$

$$y = 2(2) + 1, y = 4 + 1, y = 5$$

2. Plot the coordinates on the graph

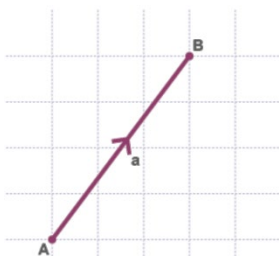
3. Draw a line through



## Vector

A vector between two points A and B is described as  $\overrightarrow{AB}$ , or  $a$ .

Shown is column vector  $\begin{pmatrix} 3 \\ 4 \end{pmatrix}$



Multiple vectors can

Be added together to form new vectors.

## Straight Line Graphs

Straight line or 'Linear' graphs can be expressed in the form:

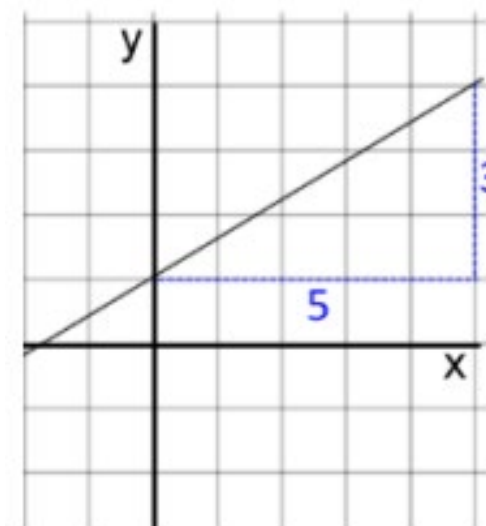
$$y = mx + c$$

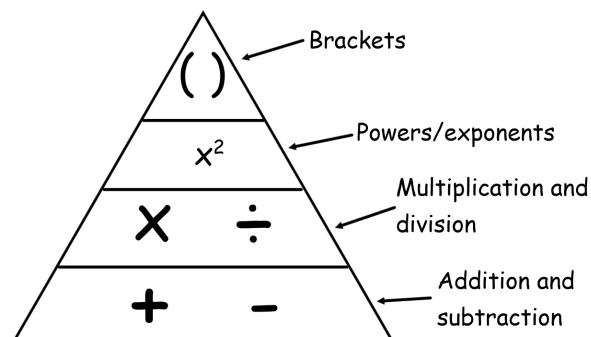
In which  $m$  is the gradient and  $c$  is the y intercept (see the subject terminology for these definitions).

On the graph to the right, you can see that the y intercept is 1, as that's where the line goes through the y axis.

The gradient is calculated by  $\frac{\text{change in } y}{\text{change in } x}$  so  $\frac{3}{5}$ .

This means the line has the equation:  $y = \frac{3}{5}x + 1$



**Order of Operations****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.

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

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

**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**

$$1 \times 1 \text{ or } 1^2 = 1$$

$$2 \times 2 \text{ or } 2^2 = 4$$

$$3 \times 3 \text{ or } 3^2 = 9$$

$$4 \times 4 \text{ or } 4^2 = 16$$

$$5 \times 5 \text{ or } 5^2 = 25$$

$$6 \times 6 \text{ or } 6^2 = 36$$

$$7 \times 7 \text{ or } 7^2 = 49$$

$$8 \times 8 \text{ or } 8^2 = 64$$

$$9 \times 9 \text{ or } 9^2 = 81$$

$$10 \times 10 \text{ or } 10^2 = 100$$

$$11 \times 11 \text{ or } 11^2 = 121$$

$$12 \times 12 \text{ or } 12^2 = 144$$

**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**

$$\begin{array}{r} 1 \\ 29 \\ + 35 \\ \hline 64 \end{array}$$

9+5=14  
14 is more than 10!

**Column Subtraction**

$$\begin{array}{r} 5 \\ 64 \\ - 27 \\ \hline 37 \end{array}$$

(10+4=14)

**Written methods****Multiplication (Grid method)**

$26 \times 5$

$\times$	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)**

$186 \div 6$

$$\begin{array}{r} 031 \\ 6 \overline{) 186} \\ \underline{6} \phantom{00} \\ 18 \phantom{0} \\ \underline{18} \phantom{0} \\ 0 \end{array}$$

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)

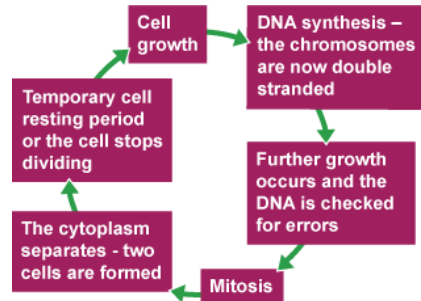
24.4

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

24.36

Draw in your line then check the number to the right

## The Cell Cycle



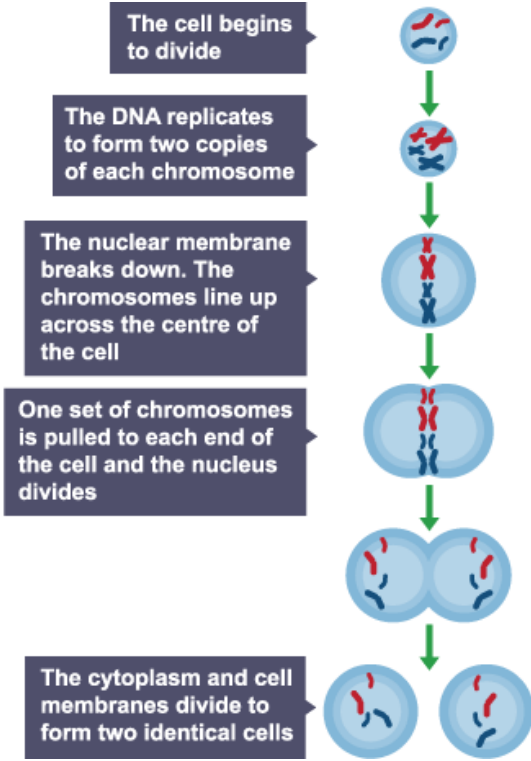
differentiate   bone marrow   plant meristems   clones  
stem cells   human embryos

Embryonic stem cells from  and adult stem cells from  can be made to  into many different types of cell.

Treatment with  may be able to help conditions such as paralysis.

Stem cells from  are used to produce new plant  for research, horticulture, and agriculture.

## Mitosis



## Stem Cell Issues

### Clinical issues

- No guarantee stem cell therapy works.
- Difficult to find suitable stem cell donors.
- Difficult to obtain and store a patient's embryonic stem cells.

### Ethical issues

- A source of embryonic stem cells is unused embryos produced by in vitro fertilisation (IVF)
- Is it right to create embryos for therapy, and destroy them in the process?
- Embryos could come to be viewed as a commodity, and not as an embryo that could develop into a person.
- At what stage of its development should an embryo be regarded as, and treated as a person?

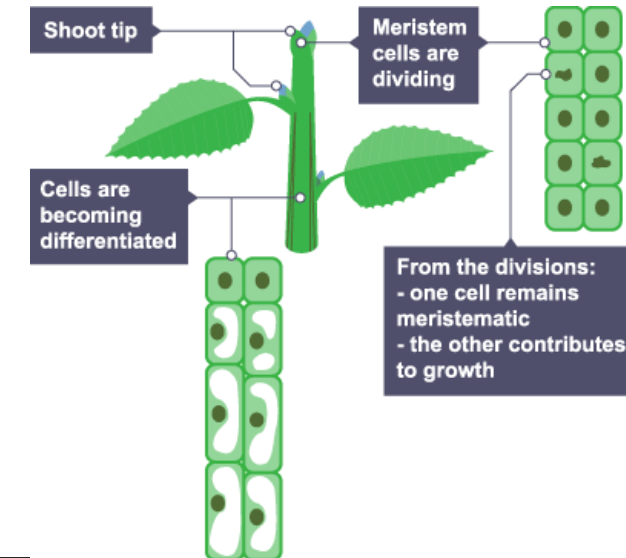
### Social issues

- The public needs educating about what stem cells can, and can't do, is important.
- Do the benefits of stem cell use outweigh the objections?
- The research is being carried out by commercial clinics, so reported successes are not subject to peer review.
- Patients could be exploited by paying for expensive treatments and being given false hope of a cure as stem cell therapies are only in their developmental stages.

## Stem Cells in Plants

Cells of the meristem can differentiate to produce all types of plant cells at any time during the life of the plant.

The main meristems are close to the tip of the shoot, and the tip of the root.



Subject Terminology	Definition
Stem cell	Undifferentiated cells that have the ability to specialize into any cell type.
Differentiation	When an unspecialized cell becomes a more specialized cell type.
Meiosis	Two stage process of cell division that reduces the chromosome number of daughter cells. It is involved in making gametes.
Mitosis	Part of the cell cycle where one set of new chromosomes is pulled to each end of the cell forming two identical nuclei during cell division.
Gamete	Sex cells. E.g. sperm and eggs
Cell Cycle	The stages that a cell goes through as it is growing and dividing.
Meristem	A region in plant shoots and roots where cells are dividing.
Clone	Genetically identical to the parent.
Zygote	A fertilized egg cell.



## The periodic table of elements

GROUP

1 2 3 4 5 6 7 8

PERIOD

1 H He

2 Li Be B C N O F Ne

3 Na Mg Al Si P S Cl Ar

4 K Ca Sc Ti V Cr Mn Fe Co Ni Cu Zn Ga Ge As Se Br Kr

5 Rb Sr Y Zr Nb Mo Tc Ru Rh Pd Ag Cd In Sn Sb Te I Xe

6 Cs Ba La Hf Ta W Re Os Ir Pt Au Hg Tl Pb Bi Po At Rn

7 Fr Ra Ac Rf Db Sg Bh Hs Mt Ds Rg Cn Nh Fl Mc Lv Ts Og

METALS ARE FOUND TO THE LEFT OF THIS LINE

NON-METALS

Elements with similar properties are in **columns**, known as **groups**. These elements have the same number of electrons in their outer shell.

**Period:** These are the horizontal **rows** that show the number of shells of electrons an atom has and are numbered from 1 – 7

Elements in the modern periodic table are arranged in order of **proton number**

### Key Word

### Definition

Noble gases	The elements in Group 0 of the periodic table
Alkali metals	The elements in Group 1 of the periodic table
Halogens	The elements in Group 7 of the periodic table
Displacement reaction	A chemical reaction in which a more reactive element takes the place of a less reactive element from its compound

## The development of the periodic table

1. Scientists originally attempted to classify the elements by arranging them in order of their atomic weights.
2. Some elements were placed in inappropriate groups as the strict order of atomic weights was followed.
3. **Mendeleev** overcame some of the problems by **leaving gaps** for elements that he thought had not been discovered.
4. Elements with properties predicted by Mendeleev were discovered and filled the gaps.

## Metal and non metal properties

Property	Metals	Non-metals
Electron arrangement	1 – 3 outer shell electrons	4 – 7 outer shell electrons
Bonding	Metallic bonding due to loss of outer shell electrons	Covalent by sharing of outer shell electrons
Electrical conductivity	Good conductors of electricity	Poor conductors of electricity
Type of oxide	Basic oxides (a few are amphoteric)	Acidic oxides (some are neutral)
Reaction with acids	Many react with acids	Usually do not react with acids
Physical characteristics	<ul style="list-style-type: none"> <li>Usually lustrous (shiny)</li> <li>Solid at room temperature (excluding mercury)</li> <li>Malleable, can be bent and shaped</li> <li>High melting and boiling points</li> </ul>	<ul style="list-style-type: none"> <li>Dull, non-reflective</li> <li>Different states at room temperature</li> <li>Flaky, brittle</li> <li>Low melting and boiling points</li> </ul>

## Group 1 reactivity

In **Group 1**, the reactivity of the elements **increases** going down the group.

How do the electron shells affect the reactivity?

Going down the group

- The outermost electron is in a shell that is further away from the nucleus
- So the attraction between the outermost electron and the nucleus gets smaller
- it becomes easier to remove the electron
- So sodium is more reactive than lithium

## Group 7 reactivity

In **Group 7**, the reactivity of the elements **decreases** going down the group.



The group 7 elements want to **gain one more electron** so that they have a stable electronic structure. The **smaller** the atom, the **easier** it is to grab an electron from another atom, making the atom **more reactive**.

As you go down group 7, the **atomic radius increases** and it becomes **more difficult** to attract another electron.

## Group 0 reactivity

The last group of the periodic table is group 0. These elements have a **complete outer shell** of electrons, electrons.

Since these elements have a complete outer shell they are **unreactive** so do not form molecules or compounds.



**Nuclear**

Non-renewable

**Advantages**

- Reliable
- Does not produce CO<sub>2</sub> or SO<sub>2</sub>.
- Produces 10000x more energy per kg than coal.

**Disadvantages**

- Produces waste that has to be stored for thousands of years
- Has a long start up time
- Accidents have long-lasting effects
- Expensive to decommission (dismantle and remove waste)

**Geothermal**

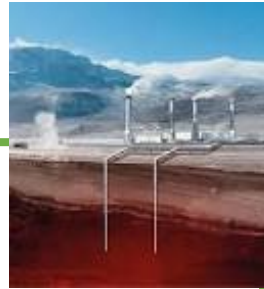
Renewable

**Advantages**

- Renewable
- Reliable
- Does not produce CO<sub>2</sub> or SO<sub>2</sub>.

**Disadvantages**

- Can only be used in volcanic areas.

**Subject Terminology**

Reliable	Predictable
Renewable	An energy resource that can be replenished.
Non-renewable	An energy resource that cannot be replenished.

**Environmental impacts**

Carbon dioxide causes **global warming**.  
Sulfur dioxide causes **acid rain**.

**Fossil Fuels**

Non-Renewable

**Advantages**

- Reliable
- Cheap

**Disadvantages**

- Releases carbon dioxide which causes global warming
- Releases sulphur dioxide which causes acid rain

**Hydroelectric**

Renewable

**Advantages**

- Renewable
- Does not produce CO<sub>2</sub>
- Short start-up time

**Disadvantages**

- Habitats are flooded to create the reservoir

**Solar Cells**

Renewable

**Advantages**

- Renewable
- Does not produce CO<sub>2</sub> or SO<sub>2</sub>.

**Disadvantages**

- Expensive
- Unreliable in areas that do not have much sun
- Do not work at night.

**Wind**

Renewable

**Advantages**

- Renewable
- No carbon dioxide released

**Disadvantages**

- Unreliable
- Visual pollution
- Noisy

**Wave**

Renewable

**Advantages**

- Renewable
- No fuel cost
- Does not produce CO<sub>2</sub> or SO<sub>2</sub>.

**Disadvantages**

- Unreliable (less wind = less waves).
- Visual pollution
- Affects the habitats of marine life and birds.

**Tidal**

Renewable

**Advantages**

- Renewable
- Does not produce CO<sub>2</sub>
- Reliable because we can predict the tides

**Disadvantages**

- Visual pollution
- The turbines kill fish that swim through them



**Middle East**

- The Middle East is a term that was used by Europeans in the 19<sup>th</sup> Century.
- Traders used the term to be able to tell India and the Far East (e.g. China) apart.
- This term does not describe Geography or culture which is why many countries are called the Middle East.
- The Middle East is well-known for its wars and oil.

**Climatic Zones**

**The North:**

- A Mediterranean climate
- 2 seasons
- Hot dry summers
- Wet and warm winters
- Water is scarce.

**The South:**

- The Arabian Peninsula is mostly desert.
- Rain in May to September
- Daytime temperature rises to 52 degrees Celsius.

TECHNICAL VOCABULARY	
The Middle East	A region located where the continents of Asia, Europe and Africa meet.
Region	An area that has a certain characteristic in common that make it unique.
Population	Amount of people in an area.
Sparsely Populated	Not many people live in an area, and they are spread apart from each other.
Densely Populated	Lots of people living close together.
Poverty	People that earn less than \$2 a day.
Sedimentation	When particles drop and become sediment.
Hydrocarbons	A compound of hydrogen and carbon, such as any of those which are the chief components of petroleum and natural gas:
Groundwater	Water that is stored below ground.

**Reasons Why There is Conflict/War**

- Borders have created tension.
- Global arguments about oil (politics).
- Religious arguments (between Shia and Sunni Muslims).
- 2003 Iraq war between Sunni and Shia Muslims.

**Development**

- The Government faces problems that limit development.
- The problems include water scarcity, changing oil prices, high unemployment and conflict.
- The United Arab Emirates (UAE) is part of the Middle East. The UAE was formed in 1971 and it is group of 7 lands which were ruled by a Monarch called Emir.
- The largest land in the UAE is Abu Dhabi, which covers 85 %.
- Dubai is the most people living in it out of all of the lands (35 % of the UAE population).
- Since its formation, the UAE’s economy has grown 231 times.

**Water Shortage**

- Rising populations and limited water supplies cause water shortages.
- The Middle East is ranked 14<sup>th</sup> in the world for worst water shortage.
- The groundwater table is falling 6 meters each year.
- Water supplies are limited to a few hours per day.



**Plate Movement**

- In 2011, there was an Earthquake in Turkey that killed 570 people.
- There are Earthquakes in the Middle East as it lies between the Arabian and African plate boundary.
- The African and Arabian plates are moving away from each other, which causes earthquakes and formed the Red Sea and the Persian Gulf.
- The Arabian plate has been moving North at 3 cm per year. As a result, this plate collided with the Eurasian plate which created mountains in the North of the Middle East.

**Economy**

- Oil was discovered in 1908.
- The Middle East has the world’s largest supply of Crude Oil.
- 48 % of the World’s oil is in the Arabian plate.
- 43 % of the World’s gas is in the Arabian plate.
- There is so much oil as there was 570 years of sedimentation, which created hydrocarbons, which formed oil.
- The Middle East sells the oil to other countries to earn money.

The Russian Revolution

In February 1917 a revolution overthrew Tsar Nicholas II which ended over 400 years of rule of Russia by the Romanov dynasty. This started a chain reaction of events that led to the Bolsheviks seizing power.		
Causes	February Revolution	October Revolution
Discontent of the peasants and workers – over 80% were peasants or workers.	23 February – Protests on International Women’s Day about bread shortages.	Provisional government was set up, it lacked control of the military, failed to hold elections or meet the demands of the peasant.
Political opposition to the rule of the Tsar.	Food riot broke out in Petrograd. The Tsar order soldiers to attack the crowds.	The Provisional government stayed in the war. Lenin wanted to make Russia a Communist state. Many thought this was worth fighting for.
The Tsar’s poor leadership in WW1. Russia’s battles with Germany were embarrassing defeats. Peasants and workers ran out of money, while 1.7 million soldiers died in the fighting.	The Soldiers mutinied or refused to obey orders. This helped to kick off the Russian Revolution. <b>Nicholas II abdicated in March 1917.</b>	One of Lenin’s great accomplishments was the simplicity of his slogan: <b>‘Peace, Bread and Land’</b> . Russians were starving and tired of war therefore Lenin was popular with the people. 24-25 Oct 1917, the Bolsheviks overthrew the Provisional government and took control. Russia was now a <b>Communist state</b> .

Bolshevik Rule 1918 - 24

The Bolsheviks did not have widespread support across Russia. <b>November – December 1917</b> – They issued decrees on peace, land, workers’ rights and nationalities which gained them support.	<b>January 1918</b> – Bolsheviks broke up the Constituent Assembly. <b>March 1918</b> – Withdrew from World War One in the Treaty of Brest-Litovsk.
<b>July – Tsar and his family are murdered.</b>  Civil war between the Reds (Bolsheviks) and other revolutionary groups in Russia (Such as Mensheviks and Social Revolutionaries) lasted until 1921.	The Bolsheviks won the Civil War and became officially known as the <b>Communist Party</b> . ‘War Communisms’ is the name for how the economy was run during this period of civil war. It included paying a fixed price for grain, food rationing and nationalisation of industries.

Stalin’s Dictatorship

<u>Purges of the Thirties</u> Part of the reason for the purges was to cover up problems in the economy, control peasants and works better, to cover up the weakness of the Communist government and protect the government if war broke out. Stalin became paranoid about his own position and used the purges to remove old rivals in the Communist party. In this way he removed 3 rivals! The purges led to a weakening of the army, huge loss of life and chaos in the economy and government.	<u>Show Trials 1936 – 38.</u> Used to try leading Communist members of fictitious crimes. Speeches were pre-scripted and the outcome were decided in advance. A Cult of Personality was built up around Stalin. This was to put him beyond criticism and to present him as the new Lenin. Stalin was made out to be a political genius, father, kind, loved by all. He was praised for economic advance.
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TECHNICAL VOCABULARY

Democracy	Rule by the people; this usually involves the people of a country voting for people to represent them and make decisions for them about how to rule the country.
Autocracy	Rule by one person with complete power
Tsar	The Russian word meaning emperor
Communism	A political system based on the ideas of Karl Marx. In the perfect communist society, everyone would work together for the common good, everyone would be equal and there would be no need for money.
Revolution	The overthrow of a government which is replaced by a government that aims to make huge changes.
Peasant	A poor farmer, they made up 80% of the Russian population and very few of them owned their own land.
Worker	Someone who works in a factory and lives in a town or city.
Abdicate	When a King or Queen gives up the throne
Bolshevik	A political party (group) inspired by Karl Marx; they wanted a revolution to turn Russia into a communist country as soon as possible
State	The government of a country.



Changes in Industry and agriculture

<u>Collectivisation 1928-33</u> <ul style="list-style-type: none"><li>Peasants were organised into large collective farms (Kolkhoz) – where they worked together, shared equipment and aimed to meet government targets.</li><li>There was also state collective farms (sovkhoz) where workers were paid a fixed wage.</li><li>This was driven by the desire to produce enough grain to export and as transform the country into a modern industrial one.</li></ul>
<b>The Five-Year Plans for industry</b> <ul style="list-style-type: none"><li>The 5 year plans (1928 –32, 1933-7 and 1938-41) were designed to help the Soviet Union ‘catch up’ with the West. Tremendous targets were set.</li><li>They led to a massive increase in output, industrial growth and rearmament – but productivity and quality was still low.</li></ul>

Key People

Tsar Nicholas II	The Tsarina	Rasputin	Lenin	Karl Marx
The emperor of Russia from 1849 to 1917. He was a poor leader; one of his worst decision was to personally lead the Russian army in WW1.	Alexandra, the wife of Tsar Nicholas II. Left in charge of Russia whilst her husband commanded the army. People didn’t really like or trust her.	A faith healer who had a lot of influence over the Tsarina because he seemed to be able to cure her son’s life-threatening illness.	The leader of the Bolsheviks.	German writer who believed that the workers were being exploited by their bosses. He said the workers would rise up and take control of the factories.



Tsar Nicholas II was an autocratic leader of Russia. He made poor decisions during his role which led to him, and his family being murdered.

## MONARCHY

The Bolshevik Revolution of 1917 changed Russia's economy and political structure and dramatically weakened the church's position. Churches were demolished, religion outlawed, and many practitioners were forced to take their faith underground.

## RELIGION

From February to April 1921 the Red Army invaded and conquered Georgia.

## INVASION

Russia moved from an autocratic system of government led by Tsar Nicholas II and adopted a socialist form of government which became the **Communist Party of the Soviet Union**.

## POLITICAL REFORM

# Russian Revolution

## HISTORICAL SUBSTANTIVE CONCEPTS

## IDEOLOGY

In 1917 the Bolsheviks overthrew the provisional government and took control, turning Russia into a Communist state. Communism is based on the ideas of Karl Marx, where everyone would work together for the common good.

## CONFLICT

8 million people lost their lives during the Russian Civil War. About one million were soldiers of the 'Red Army'. The anti-communists and the 'White Army' killed at least 50,000 communists. Many millions of people also died due to famine, starvation and epidemics.

## REVOLUTION

In Feb 1917, a Revolution overthrew Tsar Nicholas II which ended 400 years of rule of Russia by the Romanov dynasty. This started a chain reaction of events that led to the Bolsheviks seizing power.

## TAX & ECONOMY

By October 1917, the economy was unquestionably in crisis. The political turmoil that followed the February Revolution had deepened the economy's already serious problems. There was a collapse in industry productivity, output and food and fuel shortages worsened.



Opinion	Infinitive	Nouns	Connectiv		
J’adorerais = <b>I would love</b>	aller aux magasins = <b>to go shopping</b>          faire des courses = <b>to shop</b>	aux centres commerciaux = <b>in shopping centres</b>	because it’s		
J’apprécierais = <b>I appreciate</b>		aux chaînes des magasins = <b>in chain stores</b>	car c’est		assez = <b>quite</b>
Je m’intéresserais = <b>I would be interested in</b>		au centre-ville = <b>in the town centre</b>			propre = <b>clean</b> sale = <b>dirty</b>
Je préférerais = <b>I would prefer</b>			parce que c’est		divertissant = <b>entertaining</b> animé = <b>lively</b> économique = <b>economical</b>
J’aimerais beaucoup = <b>I would really like</b>		aux grands magasins = <b>in department stores</b>			pratique = <b>practical</b>
Ça me fascinerait = <b>I am fascinated by</b>		aux boutiques de créateurs = <b>in designer shops</b>			cher = <b>expensive</b> pas cher/bon marché = <b>cheap</b>
J’aimerais = <b>I would like</b>		aux magasins d’occasion = <b>in secondhand shops</b>			difficile = <b>difficult</b> facile = <b>easy</b>
Je m’en fiche de = <b>I don’t care</b>			à cause de = because of		magnifique = <b>magnificent</b>
Je n’aimerais pas = <b>I wouldn’t like</b>					génial = <b>great</b> (in)confortable = <b>(un)comfortable</b>
Je n’aime pas du tout = <b>I really don’t like</b>					fantastique = <b>fantastic</b> reposant = <b>relaxing</b>
Ça me dérange de = <b>It bothers me</b>		sur Internet = <b>on the Internet</b>	grâce à = <b>thanks to</b>		ennuyeux = <b>boring</b>
Je détesterais = <b>I would hate</b>					
Je ne supporte pas = <b>I cannot stand/bear</b>					

Week 2

Verb	Infinitive	Noun	Adjective
Je voudrais = <b>I would like to</b>	acheter = <b>to buy</b>	<b>un</b> pull = <b>a jumper</b>	<b>blanc</b> / <b>blanche</b> / <b>blancs</b> / <b>blanches</b> = <b>white</b>
J’aimerais = <b>I would like to</b>	essayer = <b>to try on</b>	<b>une</b> robe = <b>a dress</b>	<b>noir</b> / <b>noire</b> / <b>noirs</b> / <b>noires</b> = <b>black</b>
J’aimerais bien = <b>I would love to</b>	revenir = <b>to return</b>	<b>un</b> costume = <b>a suit</b>	<b>rouge</b> / <b>rouge</b> / <b>rouges</b> / <b>rouges</b> = <b>red</b>
Je préférerais = <b>I prefer to</b>	échanger = <b>to exchange</b>	<b>une</b> casquette= <b>a baseball cap</b>	<b>jaune</b> / <b>jaune</b> / <b>jaunes</b> / <b>jaunes</b> = <b>yellow</b>
Je serais fasciné de = <b>I would be fascinated to</b>		<b>une</b> jupe = <b>a skirt</b>	<b>violet</b> / <b>violette</b> / <b>violets</b> / <b>violettes</b> = <b>purple</b>
Je serais intéressé à = <b>I would be interested to</b>		<b>une</b> chemise= <b>a shirt</b>	<b>bleu</b> / <b>bleue</b> / <b>bleus</b> / <b>bleues</b> = <b>blue</b>
Me interesaría = <b>I would be interested to</b>		<b>un</b> t-shirt = <b>a t-shirt</b>	marron = <b>brown</b>
Je ne voudrais pas = <b>I wouldn’t like to</b>		<b>une</b> cravate = <b>a tie</b>	<b>gris</b> / <b>grise</b> / <b>gris</b> / <b>grises</b> = <b>grey</b>
Je ne serais pas intéressé à = <b>I wouldn’t be interested to</b>		<b>une</b> veste = <b>a jacket</b>	<b>vert</b> / <b>verte</b> / <b>verts</b> / <b>vertes</b> = <b>green</b>
Je ne serais pas fascine de = <b>I wouldn’t be fascinated to</b>		<b>un</b> pantalon = <b>trousers</b>	orange / oranges = <b>orange</b>
Je ne voudrais pas être = <b>I would not like to be</b>		<b>des</b> chaussures = <b>shoes</b>	rose / roses = <b>pink</b>
		<b>des</b> chaussettes = <b>socks</b>	<b>imprimé</b> / <b>imprimée</b> / <b>imprimés</b> / <b>imprimées</b> = <b>patterned</b>
		<b>un</b> jean = <b>jeans</b>	<b>rayé</b> / <b>rayée</b> / <b>rayés</b> / <b>rayées</b> = <b>striped</b>
		<b>des</b> bottes = <b>boots</b>	à carreaux = <b>checked</b>
		<b>des</b> baskets = <b>trainers</b>	

Weeks 3 and 4	Verb	Infinitive	Quantity	Noun
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Avant d’aller au cinéma = <b>Before going to the cinéma</b>	j’aimerais = <b>I would like</b> je voudrais = <b>I would like</b> je préférerais = <b>I would prefer</b> j’apprécierais = <b>I would like</b> je ne voudrais pas = <b>I wouldn’t like</b>	acheter = <b>to buy</b>	un kilo de = <b>a kilo of</b>	pommes de terres / carottes / pommes = <b>potatoes / carrots / apples</b>
Avant de dîner = <b>Before eating dinner</b>			un demi-kilo de = <b>half a kilo of</b>	poires / pêches / tomates = <b>pears / peaches / tomatoes</b>
Après avoir joué au basket = <b>After playing basketball</b>			deux cent grammes de = <b>200 grams of</b>	jambon / fromage / saucisse / raisins / fraises / framboises / cerises = <b>ham / cheese / sausage / grapes/ strawberries / raspberries / cherries</b>
Après avoir étudier = <b>After having studied</b>			un pot de = <b>a jar of</b>	café / confiture / miel = <b>coffee / jam / honey</b>
Quand je suis libre = <b>When I have time</b>			un carton de = <b>a carton of</b>	lait = <b>milk</b>
En rentrant à la maison = <b>On returning home</b>			une bouteille de = <b>a bottle of</b>	eau / vin = <b>water / wine</b>
Quand je vais au supermarché = <b>When I go into the supermarket</b>			une miche de = <b>a loaf of</b>	pain = <b>bread</b>
Si je pouvais = <b>If I could</b>			une conserve de = <b>a tin of</b>	sardines / soupe= <b>sardines / soup</b>
Si c’était possible = <b>If it was possible</b>			une boîte de = <b>a box of</b>	gâteaux = <b>cakes</b>
Si j’avais assez d’argent = <b>If I had enough money</b>			un paquet de = <b>a packet of</b>	biscuits / chips = <b>biscuits / crisps</b>

Connective	Noun	Verb	Infinitive	Noun	Place
mais = <b>but</b>	(je) <b>I</b>	voudrais = <b>would like</b> préférerai = <b>would prefer</b>	acheter = <b>to buy</b>	les pommes / les pommes de terre / les cerises / les carottes = <b>apples / potatoes/ cherries / carrots</b>	à l’épicier = <b>in the green grocers</b>
cependant = <b>however</b>	ma mère ma famille mon père mon cousin ma grand-mère	préférait = <b>would prefer</b>  voudrait = <b>would like</b>		le jambon / l’agneau / les côtelettes / le steak/ = <b>ham / lamb / chops / steak</b>	à la boucherie = <b>in the butcher’s</b>
				les gâteaux = <b>cakes</b>	à la pâtisserie = <b>in the cake shop</b>
				le pain= <b>bread</b>	à la boulangerie = <b>in the bakery</b>
pourtant = <b>however</b>	mes parents et moi ma mère et moi ma grand-père et moi mon frère et moi mon père et moi	préférerions = <b>would prefer</b>  voudrions = <b>would like</b>		les crevettes / le thon / la morue = <b>prawns / tuna / cod</b>	à la poissonier = <b>in the fish shop</b>
				l’aspirine / les emplâtres = <b>aspirins / plasters</b>	à la pharmacie = <b>in the chemist</b>
en revanche = <b>on the other hand</b>	mes parents mes grands-parents mes amis	voudraient = <b>would like</b>  péférerai = <b>would prefer</b>		un livre / un roman / une biographie = <b>a book / a novel / a biography</b>	à la librairie = <b>in a bookshop</b>
				les boucles d’oreille / l’anneau / le bracelet = <b>earrings / ring / bracelet</b>	à la bijouterie = <b>in the jeweller’s</b>
tandis que = <b>whereas</b>	mes cousins			les timbres / el chocolat / les cigarettes = <b>stamps / chocolate / cigarettes</b>	au kiosque = <b>in the kiosk</b>
				les chaussures / les bottes / les sandales / les baskets = <b>shoes / boots / sandals / trainers</b>	au magasin de chaussures = <b>in the shoe shop</b>



## ¿Qué te gustaría comprar?

## Week 2

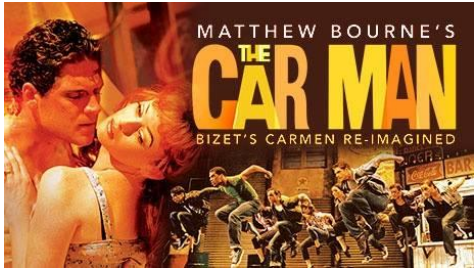
Verb	Infinitive	Noun	Adjective
Me gustaría = <b>I would like to</b>	comprar = <b>to buy</b>	<b>un</b> jersey = <b>a jumper</b>	<b>blanco</b> / <b>blanca</b> / <b>blancos</b> / <b>blancas</b> = <b>white</b>
Quisiera = <b>I would like to</b>	probar = <b>to try on</b>	<b>un</b> vestido = <b>a dress</b>	<b>negro</b> / <b>negra</b> / <b>negros</b> / <b>negras</b> = <b>black</b>
Me encantaría = <b>I would love to</b>	devolver = <b>to return</b>	<b>un</b> traje = <b>a suit</b>	<b>rojo</b> / <b>roja</b> / <b>rojos</b> / <b>rojas</b> = <b>red</b>
Me chiflaría = <b>I would love to</b>	cambiar = <b>to exchange</b>	<b>una</b> gorra = <b>a baseball cap</b>	<b>amarillo</b> / <b>amarilla</b> / <b>amarillos</b> / <b>amarillas</b> = <b>yellow</b>
Me molaría = <b>I would love to</b>		<b>una</b> falda = <b>a skirt</b>	<b>morado</b> / <b>morada</b> / <b>morados</b> / <b>moradas</b> = <b>purple</b>
Me fliparía = <b>I would love to</b>		<b>una</b> camisa = <b>a shirt</b>	azul / azules = <b>blue</b>
Me fascinaría = <b>I would be fascinated to</b>		<b>una</b> camiseta = <b>a t-shirt</b>	marron / marrones = <b>brown</b>
Me apetecería = <b>I would be interested to</b>		<b>una</b> corbata = <b>a tie</b>	gris / grises = <b>grey</b>
Me interesaría = <b>I would be interested to</b>		<b>una</b> chaqueta = <b>a jacket</b>	verde / verdes = <b>green</b>
No me gustaría = <b>I wouldn't like to</b>		<b>unos</b> pantalones = <b>trousers</b>	naranja / naranjas = <b>orange</b>
No me interesaría = <b>I wouldn't be interested to</b>		<b>unos</b> zapatos = <b>shoes</b>	rosa / rosas = <b>pink</b>
No me apetecería = <b>I wouldn't be interested to</b>		<b>unos</b> calcetines = <b>socks</b>	<b>estampado</b> / <b>estampada</b> / <b>estampados</b> / <b>estampadas</b> = <b>patterned</b>
Odiaría ser <b>I would hate to be</b>		<b>unos</b> vaqueros = <b>jeans</b>	a rayas = <b>striped</b>
Detestaría ser <b>I would hate to be</b>		<b>unas</b> botas = <b>boots</b>	a cuadros = <b>checked</b>
		<b>unas</b> zapatillas deportivas = <b>trainers</b>	

Time marker / Wow phrase	Verb	Infinitive	Quantity	Noun
Antes de ir al cine = <b>Before going to the cinema</b>	me encantaría = <b>I would love</b>	comprar = <b>to buy</b>	un kilo de = <b>a kilo of</b>	patatas / zanahorias / manzanas = <b>potatoes / carrots / apples</b>
Antes de cenar = <b>Before eating dinner</b>			medio kilo de = <b>half a kilo of</b>	peras / melocotones / tomates = <b>pears / peaches / tomatoes</b>
Después de jugar al baloncesto = <b>After playing basketball</b>			doscientos gramos de = <b>200 grams of</b>	jamón / queso / chorizo / uvas / fresas / frambuesas / cerezas = <b>ham / cheese / chorizo / grapes/ strawberries / raspberries / cherries</b>
Después de haber estudiado = <b>After having studied</b>	quisiera = <b>I would like</b>		un bote de = <b>a jar of</b>	café / mermelada / miel = <b>coffee / jam / honey</b>
Cuando tenga tiempo = <b>When I have time</b>	preferiría = <b>I would prefer</b>		un cartón de = <b>a cartón of</b>	leche = <b>milk</b>
Al volver del insti = <b>On returning from school</b>			una botella de = <b>a bottle of</b>	agua / vino = <b>water / wine</b>
Al entrar en el supermercado = <b>When I go into the supermarket</b>			una barra de = <b>a loaf of</b>	pan = <b>bread</b>
Si pudiera = <b>If I could</b>	me gustaría = <b>I would like</b>		una lata de = <b>a tin of</b>	sardinas / sopa = <b>sardines / soup</b>
Si fuera posible = <b>If it was possible</b>	no me gustaría = <b>I wouldn't like</b>		una caja de = <b>a box of</b>	pasteles = <b>cakes</b>
Si tuviera bastante dinero = <b>If I had enough money</b>			un paquete de = <b>a packet of</b>	galletas / patatas fritas = <b>biscuits / crisps</b>

Connective	Noun	Verb	Infinitive	Noun	Place
pero = <b>but</b>	(yo) <b>I</b>	quisiera = <b>would like</b> preferiría = <b>would prefer</b>	comprar = <b>to buy</b>	las manzanas / las patatas / las cerezas / las zanahorias = <b>apples / potatoes/ cherries / carrots</b>	en la frutería = <b>in the green grocers</b>
sin embargo = <b>however</b>	mi madre mi familia mi padre mi prima mi abuela	preferiría = <b>would prefer</b>  quisiera = <b>would like</b>		el jamón / el cordero / las chuletas / el filete / = <b>ham / lamb / chops / steak</b>	en la carnicería = <b>in the butcher's</b>
				los pasteles = <b>cakes</b>	en la pastelería = <b>in the cake shop</b>
				el pan = <b>bread</b>	en la panadería = <b>in the bakery</b>
no obstante = <b>however</b>	mis padres y yo mi madre y yo mi abuelo y yo mi hermano y yo mi padre y yo mi bisabuelo y yo	preferiríamos = <b>would prefer</b>  quisieramos = <b>would like</b>		las gambas / el atún / el bacalao = <b>prawns / tuna / cod</b>	en la pescadería = <b>in the fish shop</b>
				las asprinas / las tiritas = <b>aspirins / plasters</b>	en la farmacia = <b>in the chemist</b>
				un libro / una novela / una biografía = <b>a book / a novel / a biography</b>	en una librería = <b>in a bookshop</b>
aunque = <b>although</b>	mis padres mis abuelos mis hermanos mis amigos	quisieran = <b>would like</b>  preferirían = <b>would prefer</b>		los pendientes / el anillo / la pulsera = <b>earrings / ring / bracelet</b>	en la joyería = <b>in the jeweller's</b>
mientras = <b>whilst</b>	mis tíos mis primos			los sellos / el chocolate/ los cigarrillos = <b>stamps / chocolate / cigarettes</b>	en el estanco = <b>in the kiosk</b>
				los zapatos / las botas / las sandalias / las zapatillas deportivas = <b>shoes / boots / sandals / trainers</b>	en la zapatería = <b>in the shoe shop</b>


# Half-Term                      Subject – Dance – Year 9 – The Car Man

The Car Man is choreographed by Matthew Bourne. It is a dance thriller which combines vivid storytelling and modern dance. The style of dance is a fusion of Musical Theatre and Contemporary dance.



**SYNOPSIS: ACT ONE** Welcome to Harmony... When a stranger, Luca, arrives in Harmony he takes a job at Dino’s garage as a car mechanic. His presence has an immediate effect on all those in the town. Lana tries to resist his allure but ends up succumbing and they embark on a passionate affair. Luca also befriends Angelo, who is bullied by the other mechanics and he helps him to find confidence. Angelo also falls in love with Luca, unbeknownst to his girlfriend Rita. During a wedding party Dino starts to suspect that something is going on between Lana and Luca but he dismisses this idea. After the celebrations are over he goes out. When he returns he finds Lana and Luca together. A fight breaks out between Dino and Luca during which Lana hits her husband over the head with a tool from the garage. Dino is on the floor covered in blood but not yet dead. Lana hands the tool to Luca to give Dino the final blow that will kill him. Angelo finds Dino, and as the police arrive Lana throws money all over the floor, rips her dress and pulls Angelo on top of her to make it look as though Angelo has killed him. Angelo is arrested and put in jail.

**ACT TWO** The scene begins in a bar and Lana and Luca are now together as a couple. Luca is having hallucinations about the death of Dino and the arrest of Angelo. This angers Lana, she thinks that this is a sign of weakness. Luca tries to prove himself to her by involving himself in gambling, car chases and fight nights to prove his strength. Angelo is still in jail where Rita visits him and tells him of what really happened on the night of his arrest. She tells him that he was framed for something he did not do. He is angered by this news and after Rita has left he escapes from jail. Angelo returns to Harmony to find Lana and Luca. He captures Rita and holds her hostage until Lana returns. During the fight night he appears and fights with Luca. Angelo kisses Luca passionately before pushing him away. Luca pulls out a gun and holds it to Angelo, he is about to pull the trigger when Lana fires a shot from behind that kills her lover.



**Matthew Bourne**

Matthew Bourne is widely hailed as one of the UK's most popular and successful Choreographer/Directors. Bourne started training to be a dancer at the late age of 22. He studied Dance Theatre and Choreography at The Laban Centre, graduating in 1985. Matthew danced professionally for 14 years creating many roles in his own work. In 1999 he gave his final performance playing The Private Secretary in the Broadway production of *Swan Lake*. Matthew Bourne was the Artistic Director of his first company, Adventures in Motion Pictures, from 1987 until 2002. During those 15 years AMP became one of the UK's most innovative and popular dance/theatre company. In 2002 Matthew launched his latest company, New Adventures. Bourne is renowned for creating work that attracts large audiences that is accessible for those unfamiliar with the world of dance. It is not his aim to simply re-tell a story but instead to put his own spin on the narrative that provokes the audience to think and consider the story in a new light.

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.

**The 5 Basic Dance Actions**

- Jump
- Turn
- Travel
- Stillness/balance
- Gesture

**Relationships**

- Solo
- Duet
- Trio
- Group

**The Components of Dance**

- Action – what you do
- Space – where you do it
- Dynamics – how you do it
- Relationship – who you dance with

**DYNAMICS**

SOFT SUDDEN jerky SHARP

- 1. Cardiovascular/pulse raising. E.g. Star jumps.
- 2. Strengthening. E.g. Press ups.
- 3. Stretching. E.g. Side stretch.

**WARM UP**

**CHOREOGRAPHIC DEVICES:** Something that enhances your dance and allows you to create more movement material.

- REPETITION – REPEAT AN ACTION(S)
- DIRECTION – PERFORM TO A DIFFERENT PART OF THE DANCE STUDIO
- RETROGRADE – PERFORM YOUR SEQUENCE BACKWARDS
- CANON – PERFORMING ONE AFTER ANOTHER, LIKE DOMINOES WHEN THEY FALL
- EMBELLISHMENT – ADD DETAIL TO AN EXISTING MOVEMENT, SUCH AS A HAND GESTURE OR ARM MOVEMENT

**Dance styles:**

- Jazz
- Contemporary
- Street Dance
- Ballet
- Break Dance
- Tap Dance
- Flamenco
- Salsa
- Charleston
- Lindy Hop

Does everyone in the group know all the movements?

How can you use this feedback to make improvements?

How can you make your dance look even better?

**feedback**

**Unit 1: Understanding Dance**



# Year Subject: Drama Topic: Practitioners- Frantic Assembly

## 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.

### 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.

### FREEZE FRAME

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

### 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.

### 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.

### 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.

### 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.

### 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.greenwooddrama.wikispaces.com](http://www.greenwooddrama.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!

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

## What Makes a Good Song?

Exploring Popular Songs and Musical Arrangements



### A. Popular Song Structure

**SONG STRUCTURE** – How a song is made up of or divided into different sections (see below) and the order in which these sections occur. To work out the structure of a song, it's helpful to analyse the **LYRICS** and listen to a recording for the song (for instrumental sections).

**INTRO** – often shortened to 'intro', the first section of a song which sets the mood of the song and is sometimes, but not always, an instrumental section using the song's chord pattern.

**VERSES** – songs normally have several verses. Verses introduce the song's theme and have the same melody but different lyrics for each verse which helps develop the song's narrative and story. Songs made up entirely of verses are called **STROPHIC**.

**LINK** – a optional short section often used to join different parts of a song together, often instrumental, and sometimes joins verses together or appears at other points within a song.

**PRE-CHORUS** – an optional section of music that occurs before the **CHORUS** which helps the music move forward and "prepare" for what is to come.

**CHORUS** – occurs several times within a song and contains the most memorable **HOOK/RIFF**. The chorus relays the message of the song and is repeated with the same melody and lyrics each time it is heard. In popular songs, the chorus is often repeated several times towards the end of the song.

**MIDDLE 8/BRIDGE** – a section (often 8 bars in length) that provides contrasting musical material often featuring an instrumental or vocal solo using new musical material allowing the performer to display their technical skill on their instrument or voice.

**CODA/OUTRO** – The final section of a popular song which brings it to an end (Coda is Italian for "tail"!)

### B. Key Words

**LYRICS** – The words of a song, usually consisting of **VERSES** and a **CHORUS**.

**HOOK** – A 'musical hook' is usually the 'catchy bit' of the song that you will remember. It is often short and used and repeated in different places throughout the piece. Hooks can be either **MELODIC**, **RHYTHMIC** or **VERBAL/LYRICAL**.

**RIFF** – A repeated musical pattern often used in the introduction and instrumental breaks in a song or piece of music. Riffs can be rhythmic, melodic or lyrical, short and repeated.

**MELODY** – The main tune of the song often sung by the **LEAD SINGER**.

**COUNTER-MELODY** – An 'extra' melody often performed 'on top of' the main melody that 'fits' with it a **DESCANT** or **INSTRUMENTAL SOLO**.

**TEXTURE** – The layers that make up a song e.g., *Melody, Counter-Melody, Hooks/Riffs, Chords, Accompaniment, Bass Line*.

### C. Lead Sheet Notation and Arrangements

A **LEAD SHEET** is a form of musical **NOTATION** that contains only the essential elements of a popular song such as the **MELODY**, **LYRICS**, **RIFFS**, **CHORDS** (often as guitar chord symbols) and **BASS LINE**; it is not as developed as a **FULL SCORE ARRANGEMENT** and is open to interpretation by

performers who need to use and adapt the given elements to create their own musical **ARRANGEMENT**: their "version" of an existing song.

**COVER (VERSION)** – A new performance, remake or recording by someone other than the original artist or composer of the song.



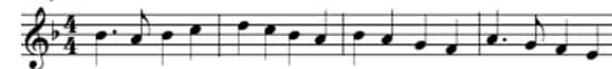
### D. Conjunct and Disjunct Melodic Motion

**CONJUNCT MELODIC MOTION** – Melodies which move mainly by step or use notes which are next to or close to one another.

**DISJUNCT MELODIC MOTION** – Melodies which move mainly by leap or use notes which are not next to or close to one another.

**MELODIC RANGE** – The distance between the lowest and highest pitched notes in a melody.

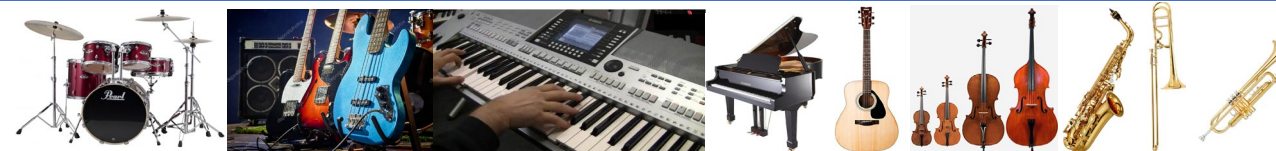
Conjunct



Disjunct



### E. Song Timbre and Sonority (Instruments that are used to Accompany Songs)



Pop Bands often feature a **DRUM KIT** and **PERCUSSION** to provide the rhythm along with **ELECTRIC GUITARS (LEAD GUITAR, RHYTHM GUITAR and BASS GUITAR)** and **KEYBOARDS**. Sometimes **ACOUSTIC INSTRUMENTS** are used such as the **PIANO** or **ACOUSTIC GUITAR**.



**ORCHESTRAL INSTRUMENTS** are often found in pop songs such as the **STRINGS**, **SAXOPHONE**, **TROMBONE** and **TRUMPET**.

Singers are essential to a pop song - **LEAD SINGER** – Often the "frontline" member of the band (most famous) who sings most of the melody line to the song. **BACKING SINGERS** support the lead singer providing **HARMONY** or a **COUNTER-MELODY** (a melody that is often higher in pitch and different, but still 'fits with' the main melody) and do not sing all the time but just at certain points within a pop song e.g. in the chorus.



1 point Perspective

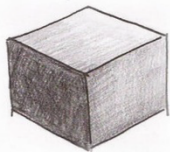
Find the vanishing point on the street scene and mark it on the picture.

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

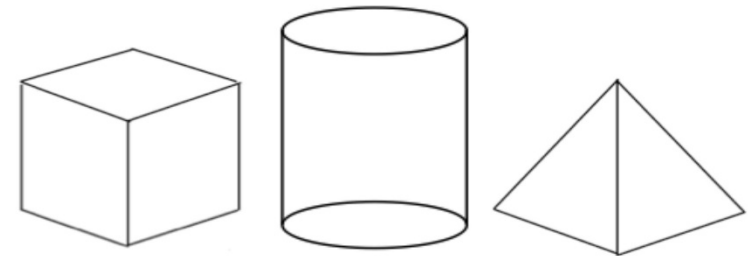
Tonal Drawing Exercise



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



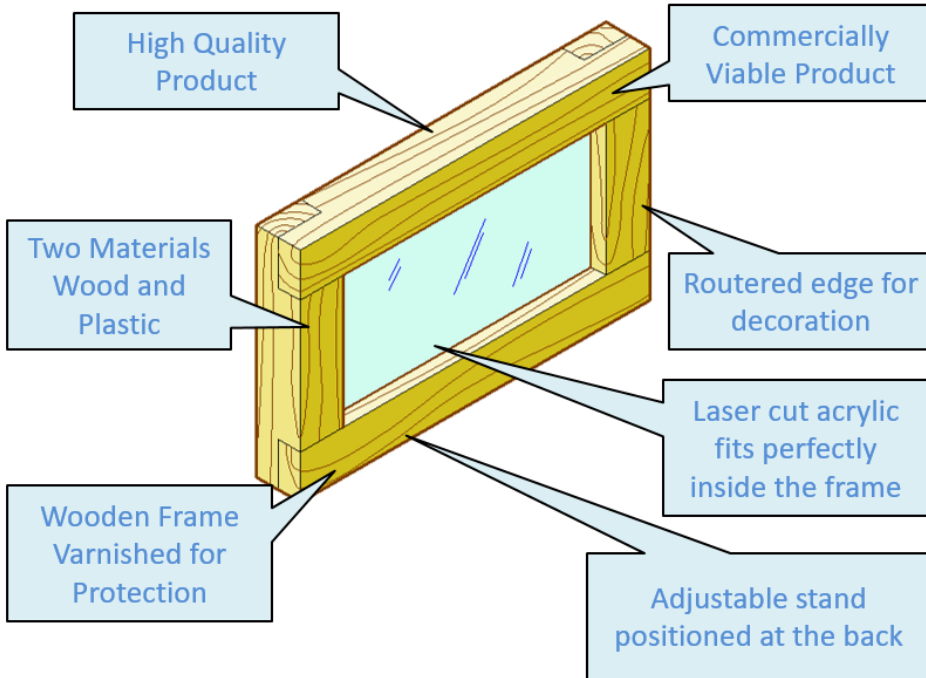
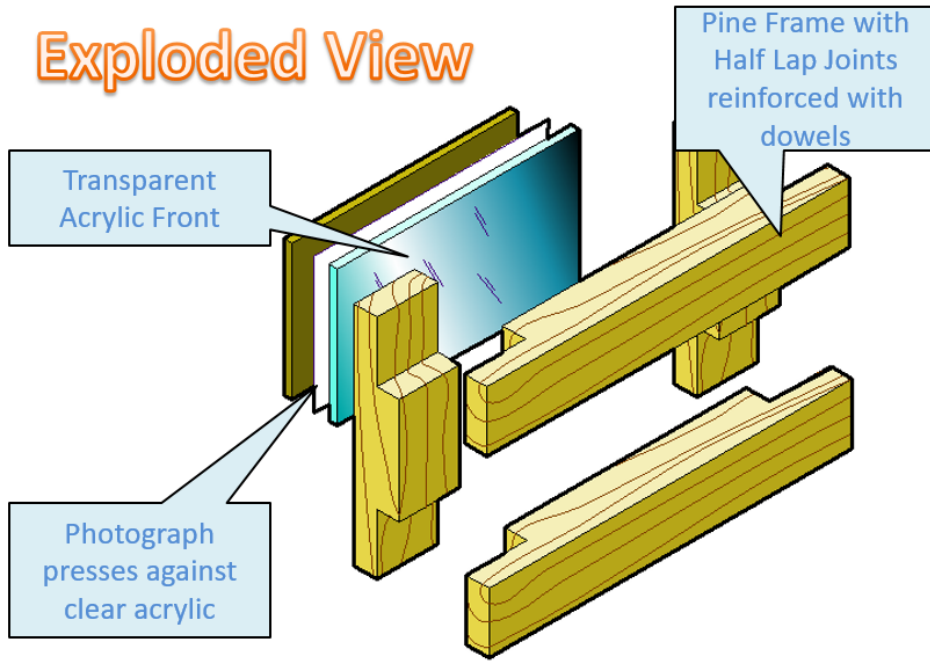
Turn the drawing upside down and see it from a different viewpoint

Add a line of symmetry to ensure it is equal on both sides

Look at the shape created in the negative space



# Exploded View



## Half lap joint

Manufacture of a half lap joint with two dowels vertical.



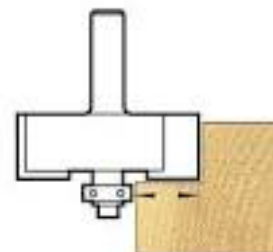
Key terms	Meaning
Flush	Both sides run at the same level
Tolerance	Gap
Dowels	Rod like wood
Reinforce	Make stronger
Rebate	Make a step
Router	To make a rebate
Batches and mass production	To make in small or large numbers.



Drilling formers/ templates are needed for batch or mass production. This can guarantee that all holes are in the same place as long as they are positioned in the same place, every time. This saves on time and labour.



The router is a dangerous machine. PPE such as goggles, Smock is required. To guide the material around the wood, a push stick is required to keep fingers away from the router bit



Rebate bit is attached to a router. This makes a step in the wood material. It uses a follower. The follower guides around the edge of the wood to guarantee the distance of the step.





Meat (HBV)	
<b>Tough cuts £</b> <ul style="list-style-type: none"> <li>They need long, moist methods of cooking.</li> <li>Casseroles, braising- shin, Chuck</li> <li>Come from the muscle which is used more frequently, leg, neck, shoulder</li> </ul>	<b>Nutritional value</b> <b>MEAT IS AN HBV PROTEIN</b> <ul style="list-style-type: none"> <li>Made up of water, fat and protein</li> <li>It is a HBV- High biological protein</li> <li>It is rich in Vitamin B12 and Iron</li> <li>Is rich in Vitamin A and D</li> </ul>
<b>Tender cuts £££</b> They need faster and dry methods of cooking. <ul style="list-style-type: none"> <li>BBQ, grilling, frying- Sirloin steak, ribeye steak, fillet</li> <li>Comes from the muscle which is used the least along the top of the back and towards the tail.</li> </ul>	<b>Tenderizing meat</b> <ul style="list-style-type: none"> <li><b>Marinading-</b> A rich sauce meat is soaked in to tenderize it.</li> <li><b>Meat cleaving-</b> Bashing the meat to break connective tissue</li> <li><b>Mincing-</b> Cheaper cuts used to make burgers</li> </ul>
<b>Cuts suitable for roasting ££</b> are silverside and rib	<b>Why do we cook meat?</b> <ul style="list-style-type: none"> <li>Because it's a high risk food (store at below 5c)</li> <li>Makes it more digestible</li> <li>Makes it look more appetising</li> <li>Makes it safe to eat</li> <li>Gives it a longer shelf life</li> </ul>





TECHNICAL VOCABULARY	
Macronutrient	A nutrient required in large amounts- Fats, carbohydrates and proteins
Micronutrient	A nutrient required in small amounts- Vitamins and minerals
HBV	High biological protein containing <b>all</b> the essential amino acids- Meat, fish, eggs
LBV	Low biological protein containing <b>some</b> of the essential amino acids- nuts, seeds, pulses
Protein complementation	Eat two or more LBV proteins together like beans on toast
<b>Function of Protein in the diet</b> <ul style="list-style-type: none"> <li>Growth and the laying down of muscles</li> <li>Repair of the body when it's injured</li> <li>source of energy</li> <li>Helps release energy from our food</li> </ul>	
<b>Deficiencies of protein</b>  <div> <b>Visible-</b> Children don't grow properly                      -Hair becomes thin and falls out                      -Poor skin and weak nails                 </div> <div> <b>Non visible-</b> Infections will develop Immune system                      - Requires protein to work properly                      - Food is not digested properly                 </div>	

**Protein**  
**Macronutrient**




Fish (HBV)	
<b>Fish facts</b> <b>FISH IS AN HBV PROTEIN</b> <ul style="list-style-type: none"> <li>Is a <b>High risk food</b></li> <li><b>Essential it is eaten as fresh as possible</b></li> <li><b>Sushi uses raw fish- high risk</b></li> <li>Short shelf life, so often bought frozen</li> <li>Must be stored in the fridge 5c or freezer -18-20</li> <li>Can be eaten by pescatarians</li> </ul>	<b>THREE TYPES</b> <ul style="list-style-type: none"> <li><b>Oily-</b> Mackerel, salmon, trout</li> <li><b>Shellfish-</b> crabs, lobster, prawns</li> <li><b>Whitefish-</b> cod, haddock, plaice</li> </ul>
<b>Nutritional value</b> <ul style="list-style-type: none"> <li>High biological</li> <li>Low in fat</li> <li>Good source of omega 3</li> <li>Good source of Vitamin A and D</li> <li>Easy and quick to prepare</li> <li>A large variety to eat</li> </ul>	<b>How it's prepared (HIGH SKILL)</b> <ul style="list-style-type: none"> <li><b>Served whole-</b> Salmon, Rainbow trout</li> <li><b>Filleted-</b> Cod, salmon</li> <li><b>Goujons-</b> Cod, Haddock</li> </ul>
	<b>Quality points when purchasing fish</b> <ul style="list-style-type: none"> <li><b>Should have bright red gills</b></li> <li><b>Skin should be moist not slimy</b></li> <li><b>Clear eyes not sunken</b></li> <li><b>Should smell like the sea</b></li> <li><b>Firm flesh slightly springy to the touch</b></li> </ul>

Eggs (HBV)	
<b>Functions in cooking</b> <ul style="list-style-type: none"> <li><b>Aeration-</b> Whisking and trapping air for sponge cakes</li> <li><b>Coagulating-</b> Setting mixtures and thickening foods- Custards, quiche, coatings</li> <li><b>Binding</b> mixtures- Fish cakes, burgers</li> <li><b>Glazing-</b> Pastries, buns and breads</li> <li><b>Enrobing-</b> Protect delicate deep fried foods; fish</li> <li><b>Emulsification-</b> Mayonnaise, hollandaise</li> <li><b>Enriching recipes-</b> pastries, breads</li> <li><b>Stand -alone meal-</b> Boiled, fried, poached</li> </ul>	<b>Many varieties</b> Hen, duck, goose, quail  <b>Nutritional value</b> <ul style="list-style-type: none"> <li><b>EGGS ARE AN HBV PROTEIN</b></li> <li>Vitamin B12, B6</li> <li>Fat (yolk)</li> <li>Vitamins A,D in yolk</li> <li>Essential fatty acids</li> </ul>
<b>Purchasing and Storage of eggs</b> <ul style="list-style-type: none"> <li>Store in the fridge away from strong smells as shell is porous can be tainted by odours</li> <li>Store pointed side down</li> <li>Check best before date</li> <li>Do not wash the shells</li> </ul>	<b>Benefits of eggs</b> <ul style="list-style-type: none"> <li>Cheap</li> <li>Easily available</li> <li>Easy to cook</li> <li>Variety of cooking methods</li> <li>Suitable for vegetarians</li> <li>Eaten hot or cold</li> <li>Low calorie protein 75-80 kcal per egg</li> </ul>

Information on Siddhartha Gautama	
Some statements about Siddhartha Gautama	Siddhartha's birth and life in the palaces.
<ul style="list-style-type: none"><li>Birth year: 563.</li><li>Birth city: Lumbini</li><li>Birth country: Nepal.</li><li>Parents: Suddhodana and Maya Devi.</li><li>Best known for: Being a spiritual teacher in Nepal during the 6<sup>th</sup> century BCE.</li><li>Birth name: Siddhartha Gautama.</li><li>Death year: 483.</li><li>Death city: Kushinagar.</li><li>Death country: India.</li></ul> 	<p>Siddhartha's mother Queen Maya had a dream about a tiny white elephant entering her side whilst she was pregnant. This was very rare and showed her baby was going to be very special.</p> <p>A prophecy before he was born said he would be either a great king or holy man.</p> <p>When he was born Siddhartha was unique – he walked in each direction and lotus flowers appeared in his footsteps; he had a long tongue (sign of a good communicator); a large forehead (sign of intelligence) and marks of greatness (like freckles).</p> <p>He lived a life of luxury in the families palaces protected from everything, his mum sadly died when he was only a few weeks old so his dad protected him from everything and kept him sheltered from pain and suffering.</p> <div></div>

Before enlightenment	
How long ago was Buddhism founded?	Buddhism was founded around 2500 years ago.
Who is the founder of Buddhism?	The founder of Buddhism was Siddhartha Gautama, he was born around 500BCE.
Who were Siddhartha's parents and what did this mean for his lifestyle?	Siddhartha's parents were King Suddhodana and Queen Maya and he had a life of 'material' luxury.
Queen Maya had a dream before Siddhartha was born what was it? What did it mean?	Queen Maya dreamt about a little white elephant who told her that her child would be holy.
After his mother died the King tried to protect his son from all hardships – what were the four sights that changed Siddhartha's life?	<p>The four sights were old age; illness; death and a holy man.</p> <div></div>
When he was an ascetic how was Siddhartha trying to understand the problem of suffering?	Siddhartha practiced living in extreme temperatures and places of danger; he slept on thorns and survived on very small amounts of food.
How did the demon Mara try to distract Siddhartha from gaining enlightenment?	Mara tried to distract Siddhartha by sending his daughters; his armies; offering control of his kingdom and questioning Siddhartha.
How long did Siddhartha's enlightenment take?	Siddhartha's enlightenment took place during 3 parts (watches) of the night.

SUBJECT TERMINOLOGY	
Buddha	A title given to someone who has achieved enlightenment; usually refers to Siddhartha Gautama.
The four sights	Old age; illness; death and a holy man- these sights led Siddhartha to leave his life of luxury in the palace.
Jataka	The Jataka tales are popular stories about the lives of the Buddha.
Ascetic	Living a simple and strict lifestyle with few pleasures or possessions; someone who follows ascetic practices.
Meditation	A practice of calming and focussing the mind and reflecting deeply on specific teachings to gain their true meaning.
Enlightenment	The gaining of true knowledge about God, self or the nature of reality usually through meditation and self-discipline.
Mara	A spiritual demon
Impermanence	Nothing lasts forever.
Dhamma	The teachings of the Buddha.
The three jewels	Buddha; Dhamma and Sangha

Suffering, causes and routes to happiness	
<div><div><p>The 3 poisons</p><p>Greed – cockle</p><p>Hatred – snake</p><p>Ignorance - pig</p></div></div>	<p>The <b>threefold way</b> makes up the sections of the eightfold path. They are ethics; meditation and wisdom.</p> <div></div>
<div></div>	<p>The Eightfold Path has 8 parts that Buddhists practice and live by in order to achieve enlightenment. It is split as a range of practices that should be developed. They are:</p> <p>Ethics – right speech; right action; right livelihood.</p> <p>Meditation – right effort; right mindfulness; right concentration.</p> <p>Wisdom – right understanding; right intention.</p>



	LAN	WAN
Area it covers	Small geographical area that covers a single building or a single site	Large geographical area e.g. several sites, town, county, country, continent
Connection	Wireless Ethernet Cable (Wired) Fibreoptic Use of Network Interface Cards Use of Wireless Adapter Connected via a Router / Switch	Phone lines Internet connection Fibre Optic Satellite Public network systems Leased lines Dedicated lines
Speed	Very High Speed (up to 1000mbps)	Slower speed (aprox 150 mbps)
Cost	Cheaper to set up – need for additional hardware such as a router and cables (although could use wireless)	Using a dedicated line would be costly for a company. Using a leased line would incur monthly subscription costs WAN would require ongoing costs of using external infrastructure

## Network

A collection of computers which are connected together.

## LAN

Network over a local geographical area (e.g. School)

LAN has its own infrastructure of cabling and network hardware due to distance and practicalities

## WAN

Network over a large geographical area (e.g. WWW)

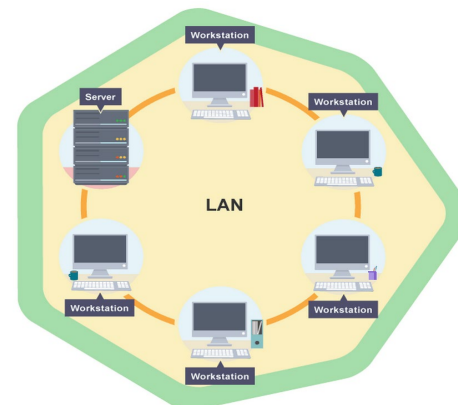
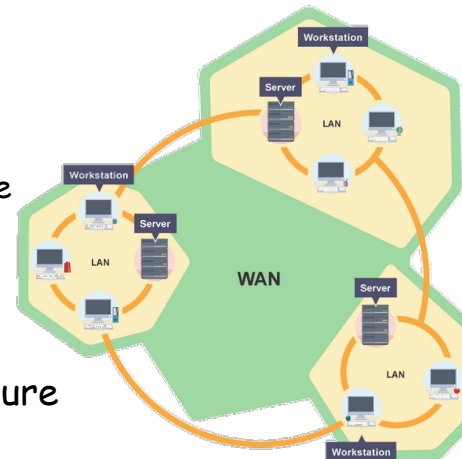
WAN uses external hardware and external infrastructure e.g. use of satellite, phone lines or The Internet.

## Advantages

- Share Internet Connection
- Share Peripherals
- Share files
- Sends Emails

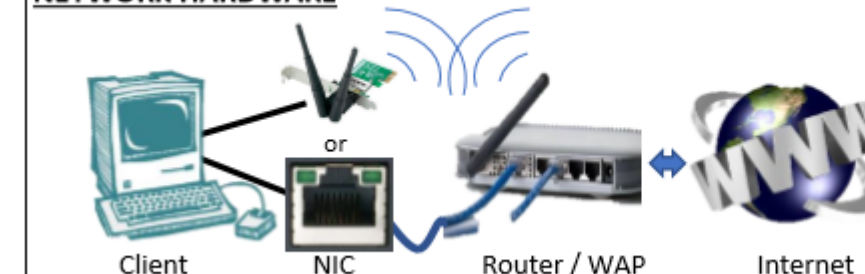
## Dis-Advantages

- Risks of Viruses and Hacking
- Expensive Hardware
- Specialist staff often needed (e.g. Network Manager)



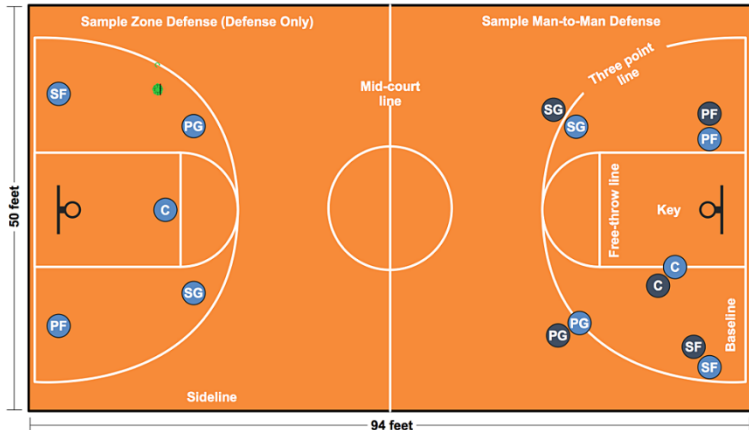
TECHNICAL VOCABULARY	
<b>Ethernet</b>	A cable to connect to a wired connection
<b>Wi-Fi</b>	A wireless connection to the internet
<b>Topology</b>	The way in which a network is set up. E.g. star topology
<b>VPN</b>	Virtual Private Network. A part of the internet that is sealed off from the public use and reserved for an organisation.
<b>Network</b>	A collection of computer systems or other types of devices that are linked together and can share data.
<b>Node</b>	A device connected to a network via a link
<b>Links</b>	The interface on which multiple devices can communicate. Such as a cable or wireless
<b>Client</b>	A client is a piece of computer hardware or software that accesses a service made available by a server.
<b>Server</b>	A server is an instance of a computer program that accepts and responds to requests made by another program, known as a client.
<b>LAN</b>	A Local Area Network. All devices are connected on one site. The network may be in a single building or campus or group of buildings in a small area. Management and maintenance is usually completed by a group of network engineers.
<b>WAN</b>	A Wide Area Network. Typically covers a large geographical area, talking in many cities or worldwide. The connections are typically provided by a telecoms company such as BT. The largest example of a WAN is the internet. A WAN connects multiple LAN networks.
<b>PAN</b>	Personal Area Network. Personal devices are often connected to each other in a home or a car.
<b>WLAN</b>	Wireless LAN (Wireless Local Area Network) commonly used within shops, and venues.
<b>MAN</b>	Metropolitan Area Network. Devices are connected in a city. Not commonly used as many devices now use the internet
<b>NIC</b>	Network Interface Controller. The component that allows a device to connect to a network, typical examples are Wi-Fi and Ethernet.
<b>WAP</b>	Wireless Access Point. The point to which a wireless-enabled device connects to a network. It normally connects to or is built into a router.
<b>HUB</b>	The role of a hub is to allow communication between multiple devices in a network. They are used in LAN networks.
<b>Switch</b>	The role of a switch is to allow communication between multiple devices in a network. They are used in LAN networks.
<b>Router</b>	A router is designed to route packets across wide area networks such as the internet.

## NETWORK HARDWARE





All clients need an NIC to connect to a ROUTER. This could be a wireless adapter or a network card.  
The Router in this simple connection can host multiple clients, but more advanced hardware is needed for bigger networks

# Half-Term 2: Subject – PE – Year 9 – Basketball

Rules of the game	The Court and Positions	Key Terms
<p>Played with two teams of five.</p> <p>Score by shooting through a hoop.</p> <p>A side-line ball is taken from the opposite team who touched it last.</p> <p>A successful shot from outside the 3-point arc is worth 3 points. From inside this line, it is worth 2 points.</p> <p>Once the offense has brought the ball across the mid-court line, they cannot go back across the line during possession.</p> <p>Personal fouls include hitting, pushing and holding.</p> <p>Fouling a shooter results in one, two or three free throws, worth 1pt each, depending on where and how they were fouled.</p> <p>Players cannot travel with the ball or double dribble.</p> <p>Players cannot hold the ball for longer than 5 seconds.</p>	 <p><b>Centre</b> The centre is the tallest player on each team, playing near the basket. On offense, the centre tries to score on close shots and rebounds. But on defence, the centre tries to block opponents' shots and rebound their misses.</p> <p><b>Point Guard</b> The point guard runs the offense and usually is the team's best dribbler and passer. The point guard defends the opponent's point guard and tries to steal the ball.</p> <p><b>Power Forward</b> The power forward does many of the things a centre does, playing near the basket while rebounding and defending taller players. But power forwards also take longer shots than centres.</p> <p><b>Small Forward</b> The small forward plays against small and large players. They roam all over on the court. Small forwards can score from long shots and close ones.</p> <p><b>Shooting Guard</b> The shooting guard is usually the team's best shooter. The shooting guard can make shots from long distance and is a good dribbler.</p>	<p><b>Chest Pass</b> W grip, step, chest to chest, follow through, short distance.</p> <p><b>Bounce Pass</b> W grip, step, chest to chest, follow through, bounce before player, short distance.</p> <p><b>Overhead Pass</b> Ball over head, step, pass over opposition, further distance.</p> <p><b>Dribbling</b> Head up, spread fingers and fingertips, waist height.</p> <p><b>Set Shot</b> Knees bent, dominant foot slightly in front of other, strong hand at bottom, supporting hand on side, and elbow at 90 degrees.</p> <p><b>Lay-up</b> Strong hand at bottom, supporting hand on side, keep it high. Right hand dribble: step right, jump left aim for top right-hand corner of box. Left hand dribble: step left, jump right, aim for top left corner of box.</p> <p><b>Attacking</b> Dribble into space, screen defenders, dribble out wide and quick inward passes, drive towards ball to receive pass losing defender.</p> <p><b>Defending</b> Man to man, knees bent, back straight, head up, arms out, watch opponent's bellybutton.</p> <p><b>Triple Threat</b> Being in a position where you can pass, dribble, or shoot when you receive the ball.</p>




# Half-Term 2: Subject – PE – Year 9 – Football

Rules of the game	Positions	Key Terms
<p><b>Start of play</b> The game starts with 11 players on either team (10 outfielders and 1 goalkeeper), positioned within their own half of the field. There is a coin toss to decide who starts and on the sound of the referee's whistle, the starting team take the kick off from the centre spot.</p> <p><b>Scoring a goal</b> If the ball crosses the goal line in between the goalposts and underneath the cross bar, then a goal is awarded to the attacking team.</p> <p><b>Corners</b> If the defending team plays/deflects the ball behind their own goal line (without going in the actual goal), the attacking team is awarded a corner. This is where the attacking team can play the ball back into play from the quadrant around the corner flag.</p> <p><b>Throw-ins</b> If one team plays/deflects the ball outside of either touchline, then the other team is awarded a throw in. This must be an overhead throw with both hands from the line where the ball went out of play.</p> <p><b>Goal Kicks</b> If the attacking team kick the ball behind the opposite goal line, then a goal kick is awarded. This must be taken from anywhere inside the six-yard box and the opposition must be outside the penalty area until the ball is kicked.</p> <p><b>Offside</b> If an attacker is in front of the last defender when the ball is played forward by their team, they are in an offside position and a free kick is awarded to the defending team.</p> <p><b>Hand Ball</b> When a player other than the goalkeeper touches the ball with his arm or hand.</p>	 <p><b>Goalkeeper:</b> The most important role of the goalkeeper is to prevent the opposing team from getting the ball into the goal. This requires agility, vigilance, bravery, and lightning-quick reactions (only player allowed to handle the ball within the 18-yard box).</p> <p><b>Left back &amp; right back:</b> A full-back helps to keep opposing players away from the goal by protecting against attacks from the wings. They must be able to tackle effectively and accurately, so that they win the ball without committing any fouls.</p> <p><b>Centre back:</b> A central defender will take charge of defending against attacks that are coming from the centre of the field. They may run between the right-back and the left-back to provide support where needed.</p> <p><b>Left &amp; right midfield:</b> These players need speed and stamina to allow them to create plays from the wings. Wingers need to have great ball control skills and they should be able to pick out strikers accurately when they cross the ball.</p> <p><b>Centre midfield:</b> Central midfielders tend to be the busiest players on the pitch, as they are expected to cover most of the pitch. Good central midfielders will be able to provide reliable support to both the defenders and the strikers.</p> <p><b>Centre Forward:</b> A striker's main job is to get the ball into the back of the opposing team's net they need a mixture of pace, strength, and power.</p>	<p><b>Passing</b> Playing the ball to a teammate in a controlled manner, allowing them to receive the ball comfortably in a good position.</p> <p><b>Receiving</b> Controlling the ball so that you have controlled possession after a teammate has passed you the ball.</p> <p><b>Dribbling</b> Using different parts of your feet to dribble into space away from opponents, using skill to outwit them.</p> <p><b>Shooting</b> Attempting a shot to score a goal. Accuracy and power are needed to beat the goalkeeper.</p> <p><b>Defending</b> Using your body position to delay the opponent (slow them down), deny the opponent space, dictate which way they must go, and deflect the ball away.</p> 

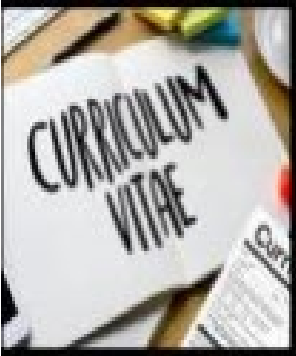





Problem solving is an important skill to develop for later in life and in your future career. There are six stages of problem solving. The first is to identify the problem and decide what the issue is. The second is to break the problem down into manageable chunks. The third is to observe – is there a pattern or a certain point where the problem occurs? The fourth is to think freely – take a step back and remind yourself of what you are trying to achieve. The fifth is to apply your knowledge – when you think you know what is wrong, try a few different options. You won't know whether something works unless you try it. Finally, the sixth is to evaluate – decide what you did well and what you would do differently next time.



S	M	A	R	T
SPECIFIC	MEASUREABLE	ATTAINABLE	RELEVANT	TIME-BOUND
Define your goal in detail. Be as specific as possible	Decide how you will measure success	Set realistic goals that challenge you, but are achievable	Ensure your goal is results-oriented.	Set a clear deadline and monitor your progress.
G	O	A	L	S





A One way to demonstrate your skills and strengths to a potential employer is through a CV. Most jobs require one of these as part of the application process. This is similar to an advert – a potential employer may spend no longer than 30 seconds skimming a CV, so it is important that your CV is short, (no more than two sides of A4) and clearly laid out to demonstrate your strengths. You should include information such as name and contact details, skills and how they would help you to be good at the job, education and qualifications, work experience, interests and referees (these are usually previous teachers or employers who will tell the potential employer how well you performed in a previous role). To make your CV stand out, you should tailor it for the job you are applying for



Goal-setting is a worthwhile activity at any stage of life. Learning how to set and achieve goals is a life skill that will serve you well no matter your future plans. How do you set meaningful goals that you can actually achieve? Many accomplished students and professionals rely on the SMART goal-setting method. This approach defines your purpose and sets clear objectives to establish success.

When choosing GCSE options, it is important to consider what career we would like to go in to. This can help us to make sure that the qualifications we are working towards will give us the opportunity to pursue what we are passionate about. For example, if you wanted to pursue a career in civil engineering, then English, Maths and Science would be essential at GCSE, however, if you were hoping for a career as a lawyer, then History would also be a useful GCSE to have.





Your values are your principles and standards of behaviour – what you think is right and how you think people should behave. These can affect our career choices as they can make us well suited to certain types of jobs. For example, if a person values wildlife and feels passionately about preserving the environment then they may choose to pursue a career in conservation.

An aspiration is a hope or ambition of achieving something. Natural ability and talent play a part in determining your career path, however hard work and dedication are also extremely important in achieving aspirations. practicing and working at something will help you to succeed.

Further sources of information and advice.	
<a href="mailto:concern@magnusacademy.co.uk">concern@magnusacademy.co.uk</a>	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 your bill.
<a href="https://www.bbc.co.uk/bitesize/topics/znpsqk7">https://www.bbc.co.uk/bitesize/topics/znpsqk7</a>	BBC Bitesize has a whole section of its website dedicated to helping you find out about careers.
<a href="https://www.youthemployment.org.uk">https://www.youthemployment.org.uk</a>	Youth Employment UK offers information about a wide variety of careers to help you aspire to greatness!
<a href="https://barclayslifeskills.com/young-people/">https://barclayslifeskills.com/young-people/</a>	Barclays Life Skills provides a range of resources to help you gain all the skills and knowledge you will need on the path to success.
National Careers Service: <a href="https://nationalcareers.service.gov.uk/">https://nationalcareers.service.gov.uk/</a>	This is a government website and it contains loads of information about different careers and routes in to them.