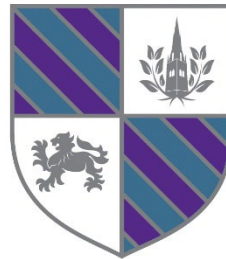


Student Name:



MAGNUS
CHURCH OF ENGLAND
ACADEMY

Knowledge Organiser: January 2025

Year 9

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

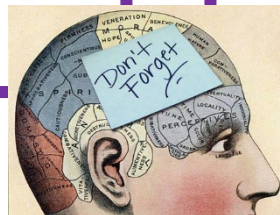
Determination – Integrity – Ambition – Humility – Compassion

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 three key vocabulary

<u>English</u> Soliloquy Tragic hero Tragic flaw Hamartia Prologue The status quo Hyperbole Foreshadow Conventions Sonnet Denouement	<u>Maths</u> Vector Transformation Object Image Scale factor Vertex Probability Chance	<u>Science</u> Cells Tissues Organs Enzymes Chemical reaction Exothermic reaction Endothermic reaction Calorimetry Reliable Renewable Non-renewable	<u>RE</u> Buddha The Four Sights Jataka Ascetic Meditation Enlightenment Mara Impermanence Dhamma The Three Jewels							
<u>History</u> Capitalism Arms Race Blockade Buffer Zone Cold War Containment Policy Dictatorship Domino Theory Iron Curtain Superpower	<u>Geography</u> Ecosystem Habitat Coral Mangroves Albedo Microplastics Climate change Ocean Acidification Pollution Ocean Gyre Photodegrade	<u>Spanish</u> Noun Adjective Verb Connective Opinion verb Infinitive Frequency expression Conjugate Adjectival agreement Wow phrase Exclamation	<u>IT</u> Passive attack Active attack Insider attack Brute force attack Denial of service attack Passwords Social Engineering Phishing Pharming Shouldering							
<u>PE</u> Outwit Opponents Performance Efficiency Application Tactics Fluency Aesthetic Warm-up Cool-down	<u>Drama</u> Teacher in role Improvisation Action Form Inter-relationships Tension Process Drama Analysis Collaboration Rehearsal	<u>Dance</u> Stimulus Motif development Space Relationships Representational movement Symbolic movement Choreographer Dance appreciation Performance skills Technique	<u>Art</u> Symmetry Measurement Shape Accuracy Form Formal Elements Tone Observational drawing Contrast Negative space							
<u>Technology</u> Flush Tolerance Dowels Reinforce Rebate Router Batches and mass production	<u>Food</u> Coeliac Disease Food intolerance Soy milk Epi pen Anaphylactic Allergen Use by date Sell by/ display until Best before date Cross contamination	<u>Music</u> Riff/Ostinato Improvisation Seventh chord Swing/swung rhythm Blues scale Blue note Rhythm section Frontline instruments	<u>PSHE</u> Extremism Radicalisation Terrorism Religious Extremism Taliban Right Wing Extremism Prevent Counter-Terrorism Media Education							
<u>French</u>										
Noun	Adjective	Verb	Connective	Opinion verb	Infinitive	Frequency expression	Conjugate	Adjectival agreement	Wow phrase	Exclamation

Year 9 further reading lists Half Term 3 2024-2025

Use this reading list to build your knowledge around some of the topics you are studying this half term. All the books listed are available in the academy library. Speak to Mrs Jackson for more information.

<p><u>Music and Religious Studies</u></p> <p>2013, <i>Music: the definitive visual history</i> Dorling Kindersley</p> <p>Bergarot, Frank 1993 <i>The Story of Jazz: bop and beyond</i> Thames and Hudson</p> <p>Gioia, Ted 2008 <i>The History of Jazz</i> Oxford University Press</p> <p>Marchant, Kerena, 2002 <i>The Buddha and Buddhism</i> Hodder Wayland</p> <p>Walker, Kathryn, 2007 <i>Buddhism.</i> Wayland</p>	<p><u>History</u></p> <p>Adams, Simon, 2001 <i>The Cold War</i> Franklin Watts</p> <p>Burgan, Michael 2005 <i>Spying and the Cold War</i> Raintree</p> <p>Grant, R. G. 2010 <i>The Cold War</i> Franklin Watts</p> <p>Harrison, Paul 2005 <i>The Cold War</i> Franklin Watts</p> <p>Mason, Paul, 2015 <i>Did anything good come out of...the Cold War?</i> Wayland</p>	<p><u>Geography</u></p> <p>Howell, Izzi, 2019 <i>Climate Change</i> Franklin Watts</p> <p>Howell, Izzi, 2019 <i>Pollution</i> Franklin Watts</p> <p>Owen, Ruth, 2019 <i>The problem with plastic: know your facts, take action, save the oceans</i> Ruby Tuesday</p> <p>Rake, Jody Sullivan, 2020 <i>Endangered oceans: investigating oceans in crisis</i> Raintree</p> <p>Royston, Angela 2013 <i>What happens if we overfish the oceans?</i> Wayland</p>
<p><u>Science</u></p> <p>Iyer, Rani, 2020 <i>Endangered energy</i> Raintree</p> <p>Mason, Paul, 2015 <i>Your growling guts and dynamic digestive system!</i> Wayland</p> <p>Spilsbury, Louise, 2008 <i>Chemical Reactions</i> Heinemann</p>	<p><u>Maths and PHSE</u></p> <p>Colson, Rob, 2018 <i>What are the chances?: probability, statistics, ratios and proportions</i> Franklin Watts</p> <p>Jones, Grace 2018 <i>Terrorism & extremism</i> Book Life</p> <p>Savery, Annabel, 2017 <i>What is terrorism?</i> Wayland</p>	<p><u>PE</u></p> <p>2007 <i>Rowing</i> A & C Black</p> <p>Storey, Rita, 2010 <i>Hockey</i> Franklin Watts</p> <p>Watson, Stephanie 2016 <i>The science behind football, volleyball, cycling and other popular sports</i> Raintree</p>



Year 9 English 'Romeo and Juliet', by William Shakespeare



1. Characters:

Romeo Montague	Young man. Falls in love with Juliet. Kills himself at the end of the play.
Juliet Capulet	13-year old girl. Falls in love with Romeo. Kills herself at the end of the play.
Tybalt	Juliet's cousin. Killed by Romeo in revenge for the death of Mercutio.
Mercutio	Close friend of Romeo. Killed by Tybalt while defending Romeo.
Benvolio	Romeo's cousin. Unsuccessfully attempts to keep the peace.
Friar Lawrence	Religious leader in Verona. Agrees to marry Romeo and Juliet, thinking it will bring peace to the city.
Lord Capulet	Head of the Capulet family. Juliet's father. Orders her to marry his friend, Paris.
Paris	Nobleman of Verona. Wants to marry Juliet. Killed by Romeo at the end of the play.
Prince Escalus	Ruler of Verona. Wants to bring peace to the city.
Lord and Lady Montague	Romeo's parents.
Lady Capulet	Juliet's mother. Encourages Juliet to marry Paris.
Nurse	Personal servant of Juliet. She is like a second mother to Juliet.

3. Key contextual information about 'Romeo and Juliet':

Shakespeare wrote comedies, tragedies, and history plays. "Romeo and Juliet" is one of his tragedies.
Shakespeare lived between 1564 and 1616.
"Romeo and Juliet" was written in 1597 in The Elizabethan Era and is one of Shakespeare's earliest plays.
Elizabethan England, had a patriarchal society where daughters were supposed to obey their fathers.
It was unusual for people to marry for love, particularly if they were from a high-status family. Instead, Marriage was often used as a way to consolidate power.
Sonnets are fourteen-line love poems that were popular in The Elizabethan Era.

2. Subject terminology:

Term	Definition
Soliloquy	An act of speaking one's thought aloud when by oneself or regardless of any hearers.
Tragic hero	The main character in a tragedy.
Tragic flaw	A trait or characteristic that leads to the downfall of a hero.
Hamartia	A character's tragic flaw.
Prologue	A separate introduction to a drama text.
The status quo	The existing state of affairs; what is normal and typical.
Hyperbole	Deliberate exaggeration.
Foreshadow	An indication or clue to a future event.
Conventions	A typical or usual feature of a genre.
Sonnet	A 14-line love poem.
Denouement	The final outcome of a story.

4. Conventions of a Shakespearean tragedy:

In a Shakespearean tragedy...

The characters are powerful people with a high status (highly regarded in society) .
The tragic hero acts; they don't just let things happen to them.
Whatever a tragic hero does, it makes their situation worse.
There is something exceptional (unique; stand out quality) about the tragic hero.
Tragedies follow a specific structure of obstacles (something that blocks one's way; hinders progress) followed by a crisis, followed by catastrophe (a disaster; event that causes damage) .
Typically, the tragic hero dies at the end of the play.

Subject Terminology	
Vector	A quantity which has magnitude (how long it is) and direction.
Transformation	The movement or manipulation of an object. The four transformations we use are rotation, reflection, translation and enlargement
Object	The starting shape, before transformation
Image	The end shape, after transformation
Scale factor	The number by which a quantity is multiplied to give another (sometimes written s.f)
Vertex	The corner of a shape, where two edges meet.
Probability	How likely an event is to happen, expressed as a number always between 0 and 1.
Chance	How likely an event is to happen, expressed as a word. e.g 'unlikely'

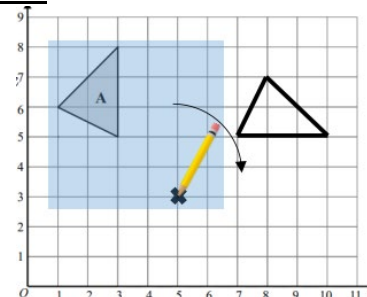
Vectors

Can be written as column vectors.
Positive values are right and up.
Negative values are left and down.

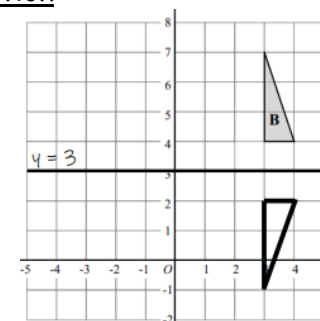
This is 3 right
and 4 down.

Left or right $\rightarrow \begin{pmatrix} 3 \\ -4 \end{pmatrix}$
Up or down \rightarrow

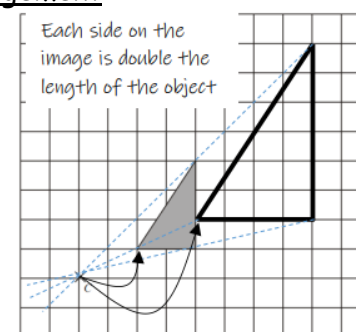
This is the vector $\begin{pmatrix} 4 \\ 1 \end{pmatrix}$
It goes 4 right and 1 up.

Rotation

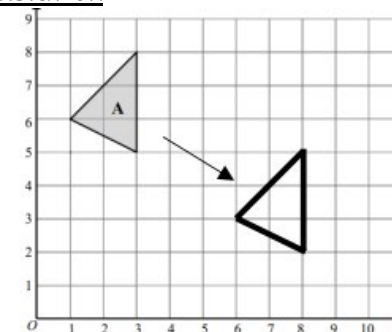
Draw the object onto tracing paper, rotate the given number of degrees around the centre of rotation and then redraw the image.

Reflection

Draw in the line of reflection. Reflect each point of the object to the other side of the line to draw the image.

Enlargement

Count from the centre of enlargement to each vertex of the object, multiply these by the s.f to draw in the image.

Translation

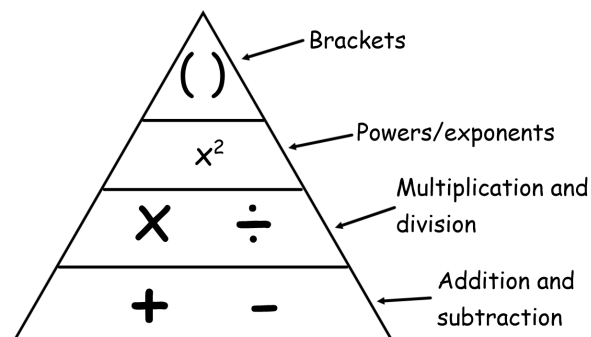
Move each vertex of the object by the vector instruction given, then draw in the image.

Two Way Tables

	Year 8	Year 9	Year 10
Boys	45	38	51
Girls	32	52	28

A Two Way Table sorts data to show the frequency of each category quickly and easily. In this table the probability that a

$$\text{year 8 student is a boy is } \frac{45}{45+32} = \frac{45}{77}$$

Order of Operations**Inverse Operations**

$$+ \longleftrightarrow -$$

$$\times \longleftrightarrow \div$$

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

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

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

$$1^3 = 1 \times 1 \times 1 = 1$$

$$2^3 = 2 \times 2 \times 2 = 8$$

$$3^3 = 3 \times 3 \times 3 = 27$$

$$4^3 = 4 \times 4 \times 4 = 64$$

$$5^3 = 5 \times 5 \times 5 = 125$$

Written methods**Multiplication (Grid method)**

26×5

\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)

$186 \div 6$

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

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

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
 $-3 + -5 = -8$

Column Addition

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

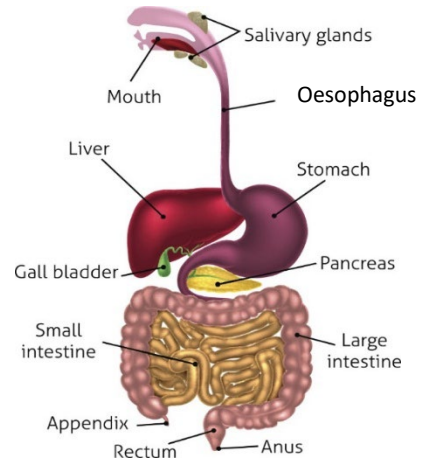
9+5=14
14 is more than 10!

Column Subtraction

$$\begin{array}{r} 5 \cancel{6} 4 \\ - 27 \\ \hline 37 \end{array}$$

(10+4=14)

Digestive System



Digestive Enzymes

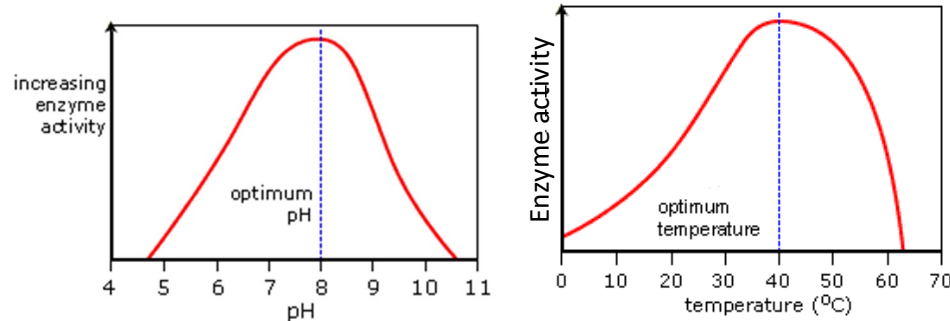
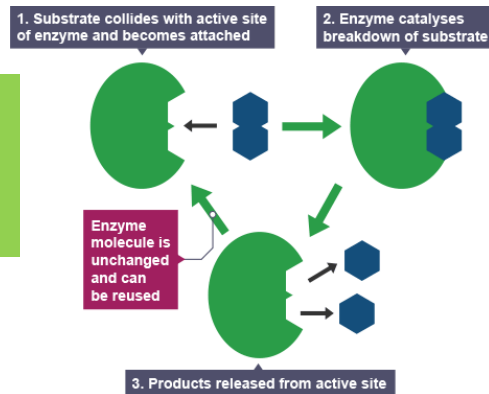
Enzyme	Substrate	End-products	Where produced
Salivary amylase	Starch	Maltose	Salivary glands
Protease	Protein	Amino acids	Stomach, pancreas
Lipase	Lipids (fats and oils)	Fatty acids and glycerol	Pancreas
Pancreatic amylase	Starch	Maltose	Pancreas
Maltase	Maltose	Glucose	Small intestine

Subject Terminology

Definition

Cells	The smallest structural unit of all living organisms. e.g. sperm, muscle, egg
Tissues	A group of cells with similar structure and function working together. e.g. nervous, mesophyll, muscle
Organs	An group of tissues that work together to carry out important functions e.g. heart, lungs, liver, leaf, flower
Organ System	Different organs are grouped together to carry out major functions in the body. e.g. digestive, reproductive, respiratory
Enzymes	Biological catalysts that speed up reactions without being used up in the process.
Denatured	The enzyme's structure and function has been altered.

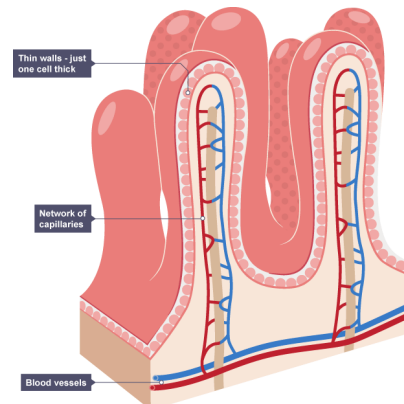
Enzymes and the effect of temperature and pH



Villi adaptations

The inner wall of the small intestine has adaptation so that substances pass across it quickly and efficiently:

- it has a thin wall, just one cell thick
- it has many tiny **villi** to give a really big **surface area**.
- They also contain blood **capillaries** to carry away the absorbed food molecules.



Food Tests

Starch

- Add iodine to a sample of the food.
- Observe the colour change.

Starch present (blue/black) / Starch not present (yellow)

Fat

- Add ethanol to a sample of the food and shake.
- Pour the food/ethanol mix into a test tube with water in it.

Fat not present (clear) / Fat present (cloudy emulsion)

(Sugar) Glucose

Add Benedict's solution to a sample of the food. Heat the test tube. Observe the colour change.

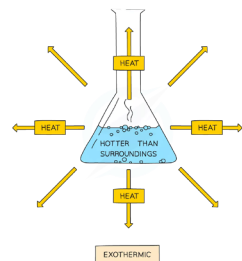
Glucose not present (blue) / A little glucose present (orange) / Lots of glucose present (red)

Protein

- Add Biuret solution to a sample of the food.
- Observe the colour change.

Protein not present (blue) / Protein present (purple)

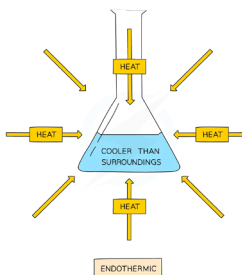
Endothermic and exothermic reactions



Exothermic reactions – the surroundings get hotter

Examples of exothermic reactions include:

- **combustion** reactions
- many **oxidation** reactions
- most **neutralisation** reactions

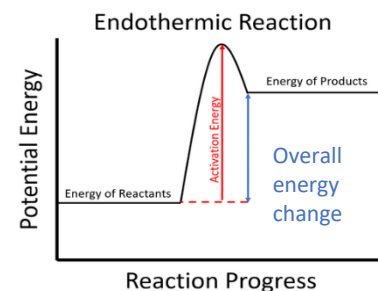
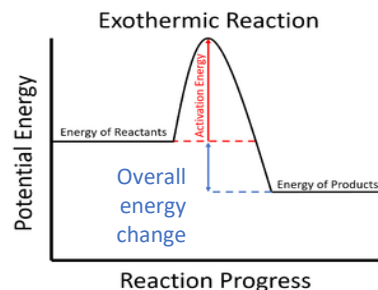


Endothermic reactions – the surroundings get colder

Examples of endothermic reactions include:

- **thermal decomposition** reactions
- the reaction of citric acid and sodium hydrogencarbonate

Reaction profile



Bond energies

Energy is transferred when **bonds** are broken or are formed.

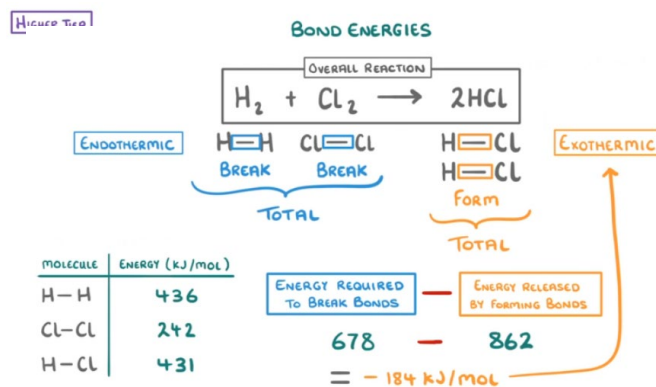
During a chemical reaction:

- bonds in the **reactants** are broken
- new bonds are made in the **products**

Breaking bonds is an endothermic process

Making bonds is an exothermic process

Overall energy change of the reaction = energy required to break bonds – energy released by forming bonds



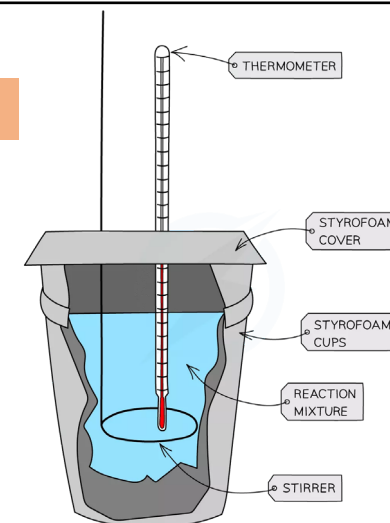
Subject Terminology	Definition
Chemical reaction	When bonds between atoms are broken and made, creating new substances.
System	A collection of objects that can be identified, e.g. the chemical reaction and the equipment holding it.
Surroundings	Everything else that is not the system.
Exothermic reaction	A reaction that transfers energy from the system to the surroundings.
Endothermic reaction	A reaction that transfers energy from the surroundings to the system.
Calorimetry	A way of measuring the amount of energy that is released by a chemical reaction.
Solution	When a solute dissolves in a solvent (typically water).
Temperature	Is a measure of the average kinetic energy of the particles in a substance.
Reaction profile	A graph showing how the energy of reactants and products changes during a reaction.

The equipment used in a calorimetry experiment

Calorimeter - A piece of equipment used to measure temperature change.

Increase reliability by repeating the experiment several times and calculating an average.

A large source of error is heat loss to the surroundings. Reduce this by adding a lid and insulating the sides.



Nuclear

Non-renewable

Advantages

- Reliable
- Does not produce CO₂ or SO₂.
- 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

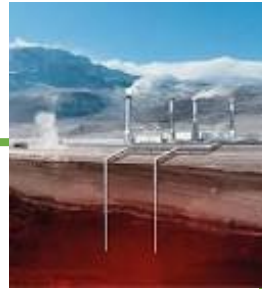
Renewable

Advantages

- Renewable
- Reliable
- Does not produce CO₂ or SO₂.

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 CO₂
- Short start-up time

Disadvantages

- Habitats are flooded to create the reservoir



Solar Cells

Renewable

Advantages

- Renewable
- Does not produce CO₂ or SO₂.

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 CO₂ or SO₂.

Disadvantages

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



Tidal

Renewable

Advantages

- Renewable
- Does not produce CO₂
- Reliable because we can predict the tides

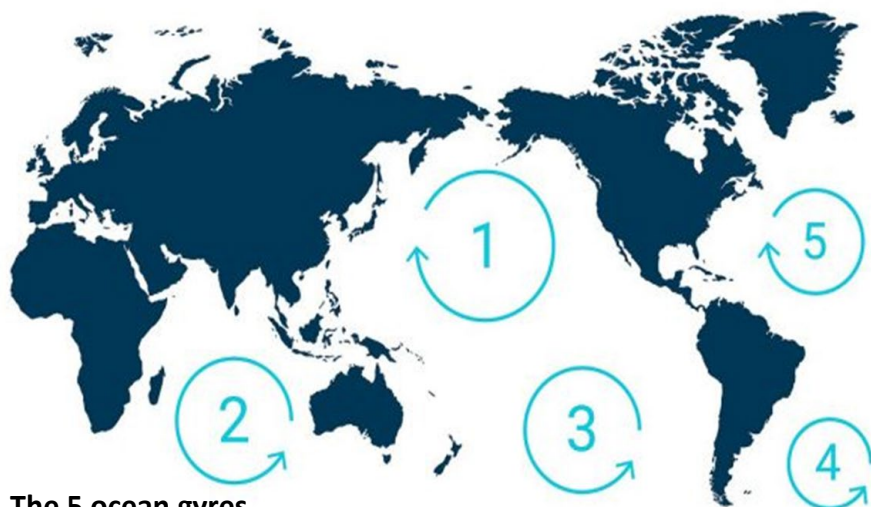
Disadvantages

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



Geography - HT3 - Oceans in danger


- 40% of Europe's plastics are only used once, then thrown away.
- Each minute, the equivalent of a rubbish truck load of plastic is dumped into the ocean.
- Plastic bottles are the third worst plastic polluter of the ocean and more than 13 billion single-use plastic bottle are sold in Britain each year.
- It has been estimated that the UK throws away between 4.4 billion and 8.5 billion plastic straws each year.
- Once thrown away, plastics break down into tiny fragments called micro plastics. They're already found on most of the World's beaches and scientists think there are 500 times more micro plastics in our seas than stars in our galaxy.
- Because of ocean currents, plastics and other rubbish can gather together in areas called gyres. The North Pacific Gyre is twice the size of France!
- Recent studies have suggested that there might be 80% more plastics on beaches than scientists previously thought.

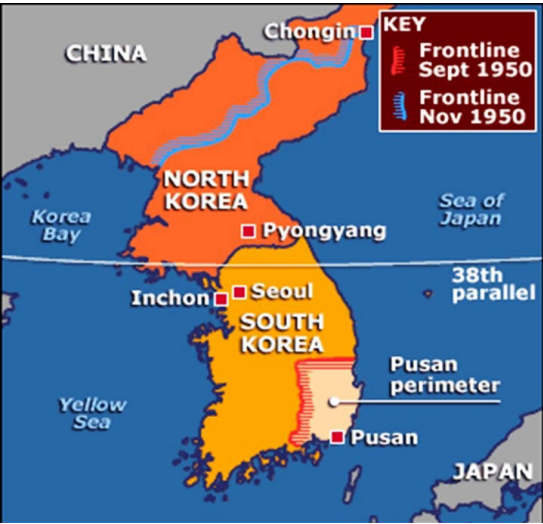


The 5 ocean gyres

Ecosystem	a biological community of interacting organisms and their physical environment
Habitat	the natural home or environment of an animal, plant, or other organism
Coral	Colonies of tiny individual animals called polyps. Coral polyps have soft bodies and stinging tentacles. In tropical corals, the polyp is protected by a hard, external skeleton made of calcium carbonate.
Mangroves	Trees that can tolerate salt-water conditions.
Albedo	Measure of how reflective a surface is
Microplastics	Extremely small pieces of plastic debris in the environment resulting from the disposal and breakdown of consumer products and industrial waste
Climate Change	Refers to weather changes across the entire Earth. These include warming temperatures and changes in rainfall. Climate change has many significant impacts
Ocean Acidification	the worldwide reduction in the pH of seawater because of the absorption of large amounts of carbon dioxide (CO ₂) by the oceans
Pollution	The presence in or introduction into the environment of a substance which has harmful or poisonous effects
Ocean Gyre	a circular ocean current formed by Earth's wind patterns and the forces created by the rotation of the planet
Photodegrade	(of a substance or object) be decomposed by the action of light, especially sunlight
Biodegrade	The breakdown of organic matter by microorganisms, such as bacteria and fungi

Why did the Cold War develop between 1945 and 1949?

Ideological differences The USA was capitalist; the USSR was communist. These conflicting beliefs underpinned the entire Cold War as each power believed the other was trying to spread its ideology around the world.	Collapse of Grand Alliance The USA and USSR had been united in WW2 in order to defeat Hitler's Germany. This alliance began to crumble once Germany had been defeated and ideological differences started to come to the surface. When Truman became President, relations deteriorated further as he and the Soviet leader Stalin did not get on.	US actions President Truman delivered a speech, which resulted in the Truman Doctrine, a commitment to protecting 'free peoples' from outside aggression. This was backed up by the Marshall plan, which provided money to European countries to support recovery after WW2. Both actions were seen by the Soviet Union as a direct attack on Communism.
Nuclear Arms Race The development of atomic weapons increased the competition of the Cold War and made it dangerous as both superpowers pushed each other to the brink of war. The 'race' began in 1945 with the dropping of the atomic bomb by the USA.	Soviet Actions The USSR wanted protection on its borders to avoid attack like in WW2. It expanded its influence (and Communism) across Eastern Europe to create a buffer zone of friendly states. The USA viewed this as aggressive expansion.	



Conflict between the Democratic People's Republic of Korea (North) and the Republic of Korea (South) in which at least 2.5 million persons lost their lives. The war began when the North Korean Communist army invaded non-Communist South Korea.

Vietnam was split along the 17th parallel where no troops could be stationed. The north of Vietnam was under Communist influence whereas the south was under a democratic system of government.

TECHNICAL VOCABULARY

Capitalism	A belief in private ownership of the means of creating wealth e.g industry and agriculture
Arms Race	The rapid increase in the quantity and quality of military power.
Blockade	The means of blocking a place to prevent goods or people from entering or leaving.
Buffer Zone	A neutral area serving to separate hostile forces or nations.
Cold War	A period of political tension between the Soviet Union and the USA.
Containment Policy	US policy to prevent the spread of Communism
Dictatorship	A form of government characterized by a single leader.
Domino Theory	The idea that if one country becomes communist, the surround countries will follow in a domino effect.
Iron Curtain	A non-physical boundary dividing Europe into separate areas after WW2.
Superpower	A very powerful and influential nation.

Timeline

11th February 1945	The Yalta Conference. VE Day (8 th May 1945)
July-August 1945	Potsdam Conference & the Hiroshima and Nagasaki Atomic Bomb. VJ Day (14 th August 1945)
5th March 1946	Churchill's Iron Curtain Speech
1947	The Truman Doctrine and the Marshall Plan
June 1948	The Berlin Blockade
1949	NATO
1950 – 1953	The Korean War is fought as the first 'proxy war' of the Cold War.
5th March 1953	The Death of Stalin
1955	Warsaw Pact
1955 – 1975	The Vietnam War. US involvement escalated from 1964 onwards, until they withdrew and then South Vietnam was defeated by North Vietnam.
August 1961	Berlin Wall Built
1962	The Cuban Missile Crisis
1980	Olympic Boycott by USA
1984	Olympic Boycott by Russia
1989	The Berlin Wall comes down
1985 – 91	The Collapse of the Soviet Union
1991	End of Warsaw Pact

Joseph Stalin 1924 – 1953 USSR	Leonid Brezhnev 1964 – 1982 USSR	Dwight D. Eisenhower 1953 – 1961 USA	Lyndon B. Johnson 1963 – 1968 USA	Winston Churchill 1940-1945 & 1951 – 1950 UK	Gerald Ford 1947 – 1977 USA	Ronald Reagan 1981 - 1989 USA
Nikita Khrushchev 1955 – 1964 USSR	Harry S Truman 1945 – 1953 USA	John F. Kennedy 1961-1963 USA	Richard Nixon 1969 – 1974 USA	Clement Attlee 1945 – 1951 UK	Jimmy Carter 1977 – 1981 USA	Mikhail Gorbachev 1985 – 91 USSR



MONARCHY

America used religion to persuade the world that they were a force for good in the international arena.

RELIGION

In June 1950, first military action began when Soviet-backed North Korean People's Army invaded its pro-Western neighbor to the South. The United States helped overthrow a left-wing government in Guatemala (1954), supported an invasion of Cuba (1961) and undertook a long (1964-75) campaign against North Vietnam to prevent them bringing South Vietnam under their control..

INVASION

World War One destroyed empires, created numerous new nation-states, encouraged independence movements in Europe's colonies BUT led to Soviet Communism and the rise of Hitler.

POLITICAL REFORM

The Cold War

HISTORICAL SUBSTANTIVE CONCEPTS

IDEOLOGY

The USA was capitalist.
The USSR was communist
The Cold War was an ideological conflict between the United States and the Soviet Union.

CONFLICT

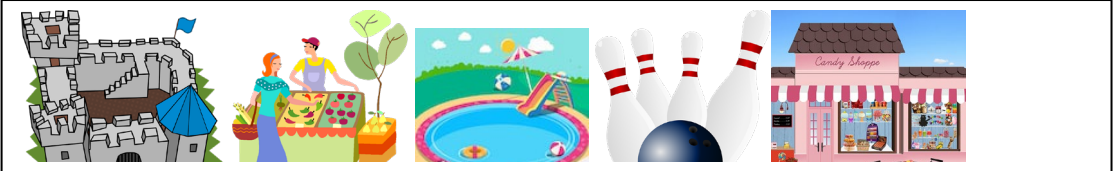
The Cold War was a political, ideological and cultural struggle between the capitalist West and Communist East.
The US policy of containment meant US pushed back attempts by communist countries to take over non-communist countries.
Conflicts took place in Korea, Cuba and Vietnam.

REVOLUTION

The Russian Revolution (1917) paved the way for the rise of Communism as an influential political belief system around the world.
The Revolutions of 1989 (the Fall of Communism) was a wave that resulted in the end of most communist states.

TAX & ECONOMY

Post Cold War economic tensions that have led to the cost of living crisis in the present day. There are shortages and rising costs particularly for food and fuel.



Week 1 – Conditional tense					
Verb	Noun	Connective	In my opinion	Verb	Infinitive
J’adorerais aller = I would love to go	à l’hôtel de ville = to the town hall	because = car parce que puisque	selon moi	je peux = I can	être en plein air = be in the fresh air
	au bar = to the bar				monter la tour = go up the tower
J’aimerais beaucoup aller = I would really like to go	au chateau = to the castle	tandis que= whilst	pour moi	on peut = you can	faire une excursion en car = do a coach tour
	au cinéma = to the cinema				admirer les vues = enjoy the views
Ça m’intéresserait aller = I would be interested in going	au marché = to the market	cependant pourtant = however	à mon avis	je veux = I want	apprécier l’architecture = appreciate the arquitecture
	au musée = to the museum				profiter du beau temps = make the most of the good weather
Ça me fascinerait aller = It would fascinate me to go	au parc = to the park	et = and	en ce qui me concerne	j’ai envie de = I want to	essayer les repas locaux = try local dishes
	au centre sportif = to the sports centre				faire du sport = do sports
J’aimerais aller = I would like to go Je voudrais aller = I would like to go	au port= to the port	mais = but		je vais = I am going to	voir les bâtiments différents = see different buildings
	au restaurant = to the restaurant				faire de la randonnée / du vélo = go hiking / cycling
Je n’aimerais pas aller = I wouldn’t like to go Je ne voudrais pas aller = I wouldn’t like to go	au théâtre = to the theatre				visiter les monuments historiques = visit historic monuments
	à la bibliothèque = to the library				prendre des photos = take photos
Ça ne m’intéresserait pas aller = I wouldn’t be interested in going	à l’église = to the church			j’ai l’intention de = I intend to	faire des courses = go shopping
	à la piscine = to the swimming pool				sortir avec ma famille = go out with family
Je détesterais aller = I would hate to go	au bowling = to the bowling alley				regarder un film = watch a film
	à la place publique = to the town square				acheter des cadeaux = buy presents
Je ne supporte pas aller = I cannot stand going	à la patinoire = to the ice rink				profiter de l’ambiance = enjoy the atmosphere
	à la cathédrale = to the cathedral				aller me promener = go for a walk
	aux magasins = to the shops				rencontrer avec les amis = meet up with friends

Noun	Verb	Infinitive	Noun	Connective	In my opinion	Verb	Reason
Je voudrais = I would like Je préférerais = I would prefer		visiter = to visit habiter = to live vivre = to live	en ville = in the city	because = car parce que puisque tandis que= whilst cependant pourtant = however et = and mais = but	selon moi	ce serait = it would be ce ne serait pas = it would not be	facile / difficile à se déplacer = easy / difficult to get around propre = dirty sale = clean bruyant = noisy tranquille = peaceful
Ma mère Ma famille Mon père Mon cousin Ma grand-mère	préfererait = would prefer voudrait = would like		au village = in the village		pour moi		
Mes parents et moi Ma mère et moi Ma grand-père et moi Mon frère et moi Mon père et moi	préférerions = would prefer voudrions = would like		à la campagne = in the countryside au bord de la mer = on the coast		à mon avis	on pourrait = one could	connaître les voisins = know your neighbours se déplacer = get around profiter des espaces verts = enjoy the green spaces sortir avec la famille = go out with your family
					en ce qui me concerne		
Mes parents Mes grands-parents Mes amis	voudraient = would like péféreraiient = would prefer						

Si je pouvais = If I could Si c’était possible = If it was possible Si je gagnais la lotterie = If I won the lottery Si j’avais assez d’argent = If I had enough money Quand je serai plus âgé = When I am older Quand j’aurai dix-huit ans = When I am 18 Après avoir étudié = After having studied Lorsque je finirai mes études = When I finish studying Après avoir fini mes examens = After having finished my exams Après avoir fini l’université = After having finished university	Verb	Noun	Connective	Opinion
	j’introduirais = I would introduce	plus de zones piétonnes = more pedestrian areas	because =	ce serait intéressant = it would be interesting
	je rénoverais = I would renovate	des bâtiments anciens = some old buildings les banlieues = the outskirts	car parce que puisque	ce serait génial = it would be great
	j’améliorerais = I would improve	les transports en commun = public transport	tandis que= whilst	ce serait fantastique = it would be fantastic
	je créerais = I would create	plus d’espaces de loisirs = more leisure areas	cependant pourtant = however	ce serait facile / difficile = it would be easy / cool
	je construirais = I would build	un nouveau centre commercial = a new shopping centre	et = and mais = but	ce serait ennuyeux = it would be extremely boring
	j’investirais = I would invest	à la tourisme = in tourism		ce serait mieux = It would be better
	je contrôlerais = I would control	le bruit et les déchets = noise and rubbish		

¿Cómo mejorarías tu ciudad? ¿Dónde te gustaría vivir en el futuro?

Weeks 1 and 2



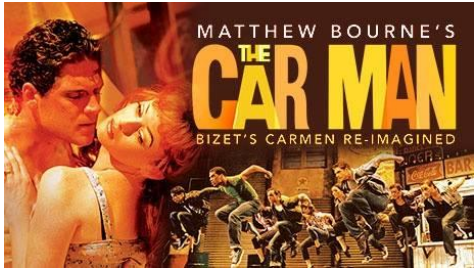
Verb	Noun	Connective	In my opinion	Verb	Infinitive
Me encantaría ir= I would love to go	al ayuntamiento = to the town hall	because	en mi opinión	puedo = I can se puede = you can	estar al aire libre = be in the fresh air
Me chiflaría ir= I would love to go	al bar = to the bar				subir a la torre = go up the tower
Me molaría ir = I would love to go	al castillo = to the castle				hacer un recorrido en autobús = do a bus tour
Me fliparía ir I would love to go	al cine = to the cinema				disfrutar de las vistas = enjoy the views
Me apetecería ir = I would be interested to go	al mercado = to the market	porque	a mi juicio	quiero = I want	apreciar la arquitectura = appreciate the architecture
Me interesaría ir = I would be interested to go	al museo = to the museum				aprovechar el buen tiempo = make the most of the good weather
Me fascinaría ir = I would be fascinated to go	al parque = to the park	dado que	para mí	tengo ganas de = I want to	probar platos típicos = try local dishes
Me gustaría ir = I would like to go	al polideportivo = to the sports centre				practicar deportes = do sports
Quisiera ir= I would like to go	al puerto = to the port	puesto que		voy a = I am going to	ver edificios de estilos muy diferentes = see different styles of buildings
No me gustaría ir = I wouldn't like to go	al restaurante = to the restaurant				practicar senderismo y ciclismo = go hiking and cycling
No me interesaría ir = I wouldn't be interested to go	al teatro = to the theatre	aunque =	a mi modo de ver		visitar los monumentos famosos = visit famous monuments
No me apetecería ir = I wouldn't be interested to go	a la biblioteca = to the library				sacar fotos = take photos
Odiaría ir I would hate to go	a la iglesia = to the church	although	desde mi punto de vista	tengo la intención de = I intend to	ir de compras = go shopping
Detestaría ir I would hate to go	a la piscina = to the swimming pool				salir con la familia = go out with family
	a la bolera = to the bowling alley				ver una película = watch a film
	a la Plaza Mayor = to the town square				comprar regalos = buy presents
	a la pista de hielo = to the ice rink				disfrutar del ambiente = enjoy the atmosphere
	a la cathedral = to the cathedral				ir de paseo = go for a walk
	a las tiendas = to the shops				reunirme con los amigos = meet up with friends

Noun	Verb	Noun	Connective	In my opinion	Reason
(yo) I	preferiría vivir = would prefer to live	en la ciudad = in the city	Because	en mi opinión	es tan fácil desplazarse = it's so easy to get around
mi hermano mi hermanastra mi madre mi familia	preferiría vivir = would prefer to live		porque	a mi juicio	hay una red de transporte público fiable = there is a reliable public transport system
mi padre mi prima mi abuela			dado que		hay tantas diversiones = there are so many things to do hay muchas posibilidades de trabajo = there are lots of job opportunities
mis padres y yo mi madre y yo	preferiríamos vivir = would prefer to live	en el campo = in the countryside	puesto que	a mi modo de ver	el centro es tan ruidoso y sucio = the centre is so noisy and dirty
mi abuelo y yo mi hermano y yo					hay tanto tráfico / tantos coches = there is so much traffic / so many cars
mi padre y yo mi bisabuelo y yo			ya que aunque = although	para mí	se conoce a todos los vecinos = you know all your neighbours
mis padres mis abuelos	desde mi punto de vista				se lleva una vida más tranquila = you lead a more peaceful life
mis hermanos mis amigos					el transporte público no es fiable = public transport is not reliable
mis tíos mis primos					no hay tantos atascos = there are not as many traffic jams hay bastante desempleo = there is quite a lot of unemployment

	Verb	Noun	Connective	Opinion
	introduciría = I would introduce	más zonas peatonales = more pedestrian areas	porque = because	lo encontraría interesante = I would find it interesting
Si pudiera = If I could	renovaría = I would renovate	algunos edificios antiguos = some old buildings las zonas deterioradas en las afueras = the dilapidated areas on the outskirts		sería estupendo = it would be great
Si fuera posible = If it was possible	mejoraría = I would improve	el sistema de transporte = the transport system	dado que = because	sería fantástico = it would be fantastic
Si ganara la lotería = If I won the lottery	crearía = I would create	más áreas de ocio = more leisure areas	puesto que = because	sería guay = it would be cool
Si tuviera bastante dinero = If I had enough money	construiría = I would build	un nuevo centro comercial = a new shopping centre	ya que = because	sería aburridísimo = it would be extremely boring
Si tenga la oportunidad = If I had the opportunity	invertiría = I would invest	en el turismo = in tourism	aunque = although	sería mejor = It would be better
	controlaría = I would control	el ruido y la basura = noise and rubbish		


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?

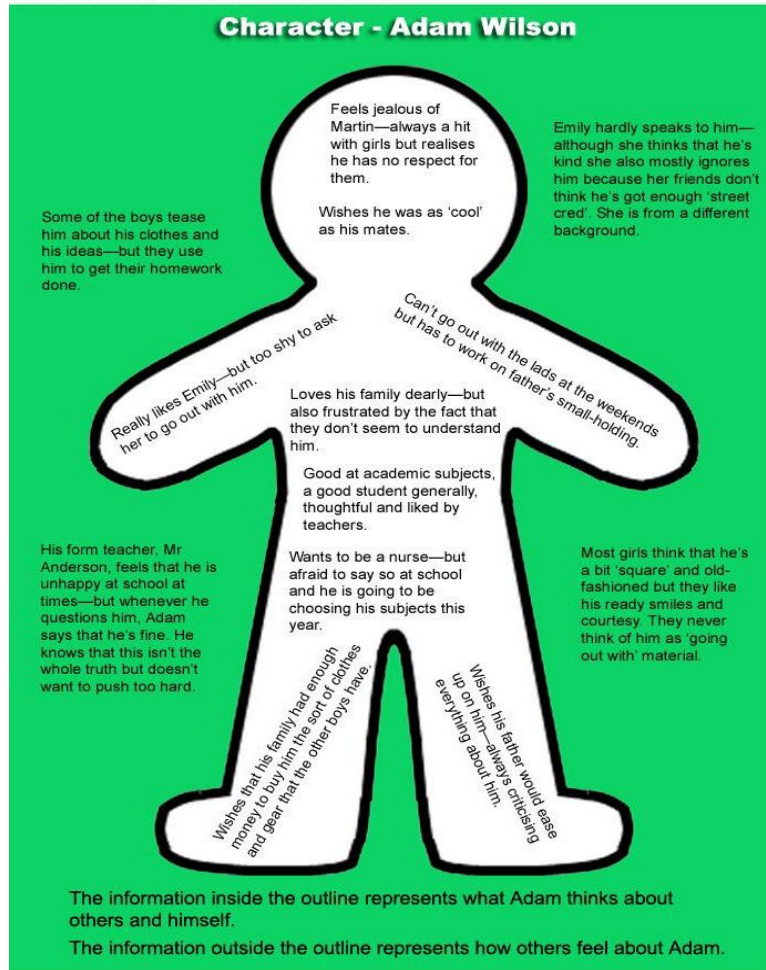
How can you make your dance look even better?

feedback

Unit 1: Understanding Dance

Role on the Wall

BBC Bitesize Drama - an example 'Role on the wall' diagram.



Process Drama

Is a method of teaching and learning where both the students and teacher are working in and out of role. For example, a teacher might work in role as the Pied Piper leading the rats (performed by the children in role) to their deaths. Or they might lead a whole group meeting on, for example, discussions about building a new motorway through a village. As a teaching methodology, process drama developed primarily from the work of Brian Way, Dorothy Heathcote, Cecily O'Neill and Gavin Bolton and other leading drama practitioners.

Process drama is not about creating a 'product', i.e. it doesn't have the end result of a play or a performance, it is about defining and creating a role and going through a 'process' of thinking and responding in that role.

Key Skills

Analysis	Improvisation
Collaboration	Rehearsal
Communication	Team Work
Imagination	Focus

Subject Terminology

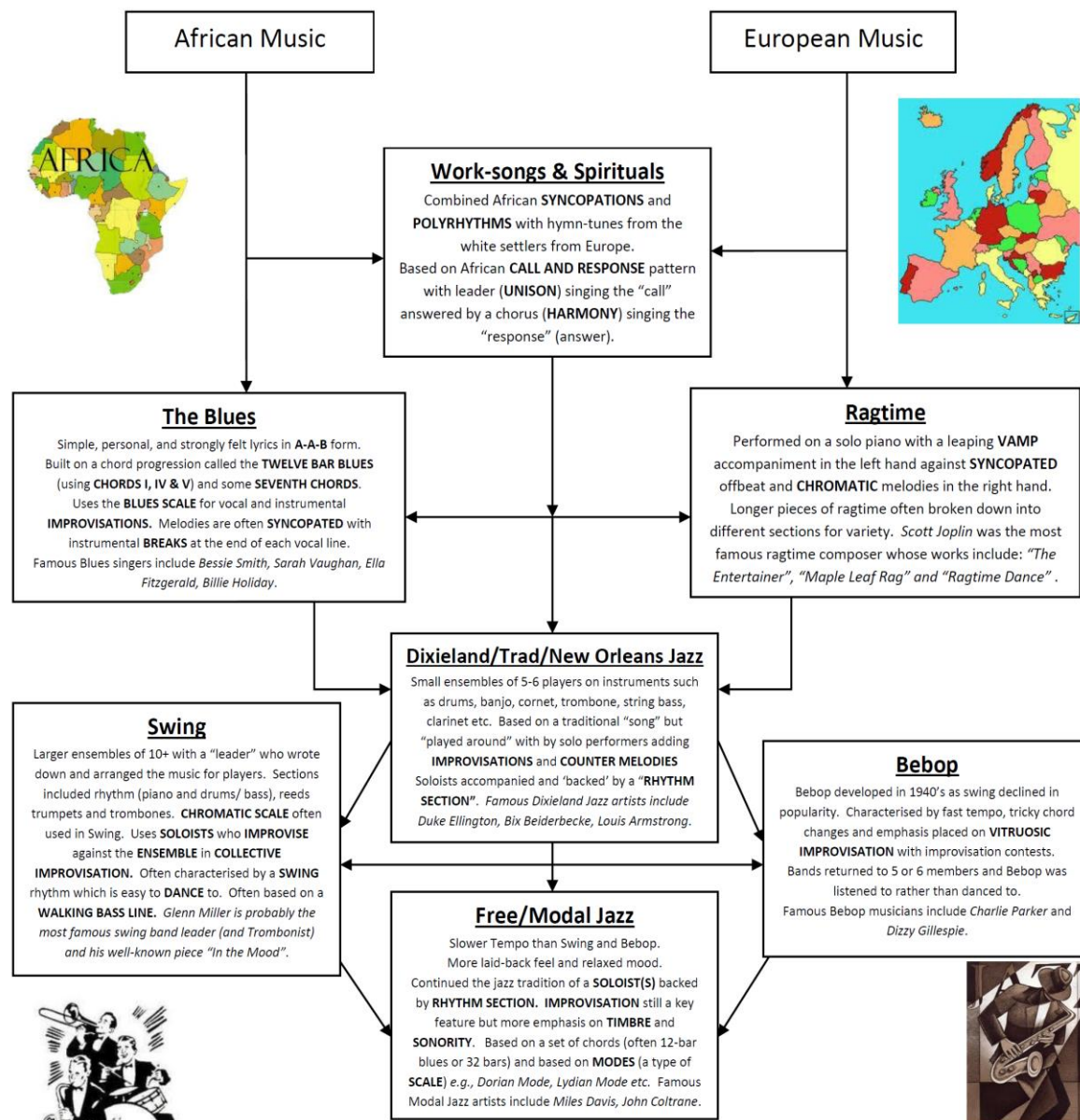
Teacher in role	The teacher plays a character within the whole class improvisation.
Improvisation	Is a form of live theatre in which the plot, characters and dialogue of a game, scene or story are made up in the moment.
Action	Consists in the events that the characters take part in as they act the play.
Form	Is the way that the story is told, the way the characters play their parts, and/or the way the themes are explored.
Inter-relationships	The way in which two or more things are related to each other.
Tension	As the audience anticipates certain outcomes in the plot, the tension builds . An obvious example of rising tension is in a mystery or whodunit.

Process drama is unscripted. The drama itself is improvised and usually spontaneous, with the teacher setting the boundaries and expectations for each process drama experience. Usually the teacher works in role to establish and maintain the drama. Working in role enables the teacher to move the drama forward by questioning, challenging, organising thoughts, responding, involving students and managing difficulties. Working in role means that the teacher can develop, differentiate and direct the drama more easily.

Process drama is simply an experiential method of working that differs from other forms of drama in that it isn't a means to an end product, the process is a product in itself.

All That Jazz

Exploring Jazz and The Blues



A. Jazz and Blues Key Words

RIFF/OSTINATO – Short, repeated musical patterns often used in **SOLOS**.

IMPROVISATION – music created 'on the spot' (previously unprepared performance)

SEVENTH CHORD – a **TRIAD** (root, third and fifth) with a fourth note added which is seven notes about the root/tonic. **C7** = C, E, G (triad) + **B flat**.

SWING/SWUNG RHYTHM – performing a regular 'straight' rhythm with a 'lilt' in a "**ONE** and **A**, **TWO** and **A**" style (using **TRIPLETS**) common in swing music.

B. The Twelve Bar Blues

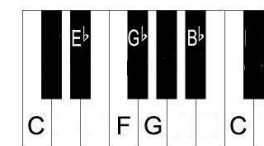
Some or all of these chords can be **SEVENTH CHORDS** (7)

CHORD I	CHORD I	CHORD I	CHORD I
CHORD IV	CHORD IV	CHORD I	CHORD I
CHORD V	CHORD IV	CHORD I	CHORD I

C. The Blues Scale

BLUES SCALE – a series of notes often used within improvisations in blues music (*the Blues Scale on C is shown to the right*).

BLUE NOTES – additional or extra sharpened or flattened notes in a melody.



D. Instruments of Jazz and Blues

Double Bass ("Bass") or "String Bass"

Drum Kit/Drums

Piano

Electric Guitar (or could be Acoustic)

Trumpets

Trombones

Saxophones

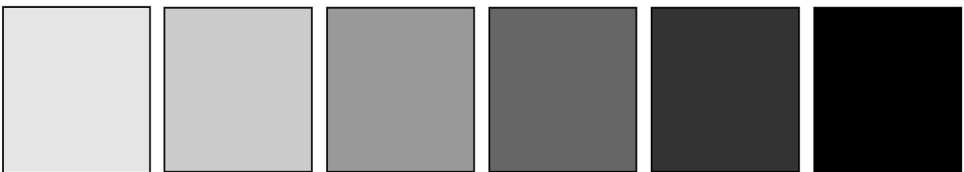
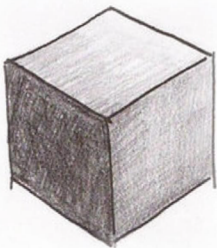
Clarinets

Perform SOLOS as well as with the ensemble/band.

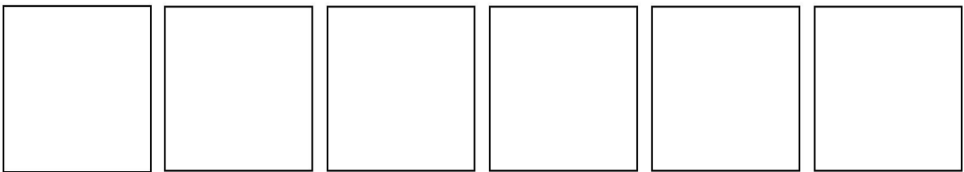
RHYTHM SECTION Accompaniment and Backing

FRONTLINE INSTRUMENTS ("REDS")

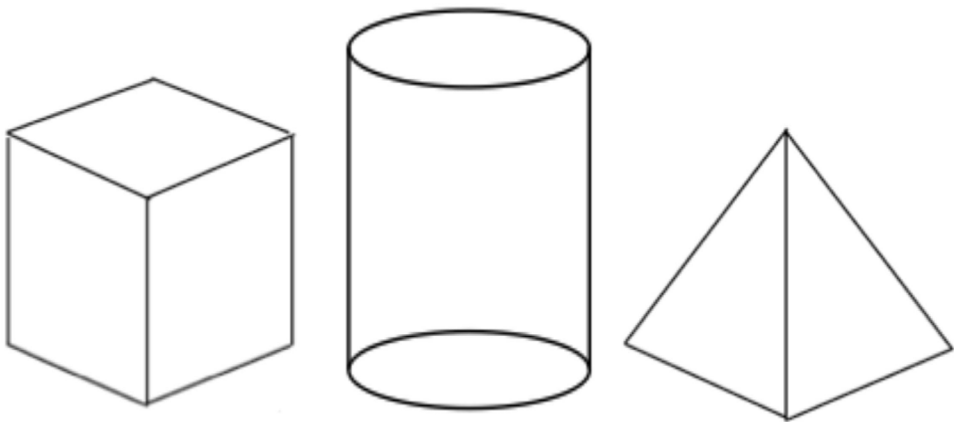
Tonal Drawing Exercise



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.



TECHNICAL VOCABULARY	
Symmetry	Equal on both sides
Measurement	The size of something
Shape	The outline of something
Accuracy	Correct
Form	3D shape
Formal Elements	The parts used to make a piece of artwork.
Tone	How light or dark something is
Observational drawing	The subject is in front of you
Contrast	A big difference (in tone)
Negative space	The space in between objects

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

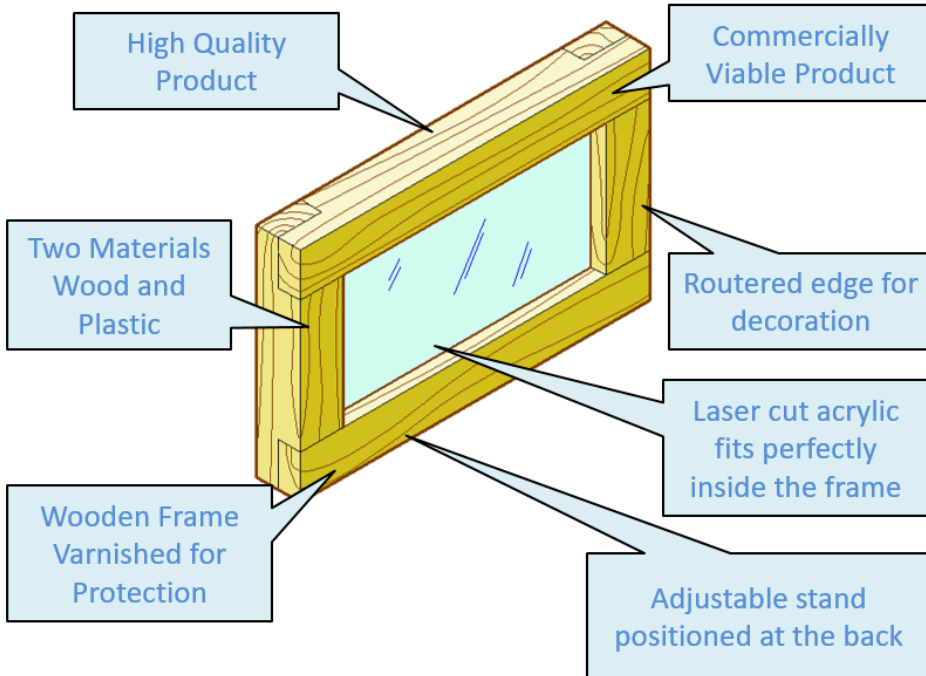
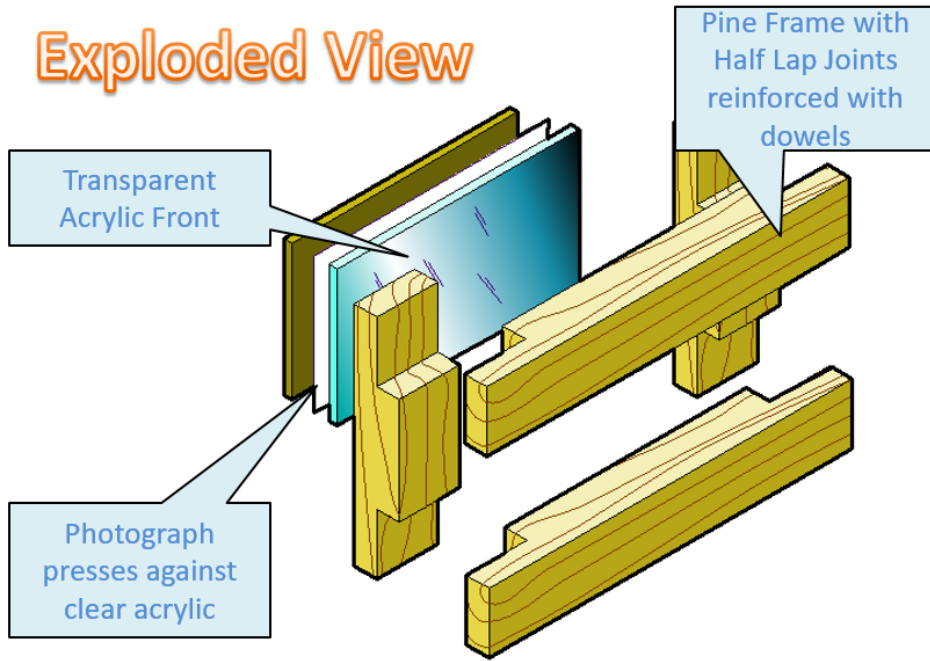
Measure the actual size of the object to produce a more accurate drawing

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.



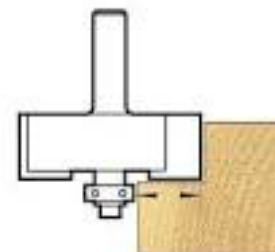
Key terms	Meaning
Flush	Both sides run at the same level
Tolerance	Gap
Dowels	Rod like wood
Reinforce	Make stronger
Rebate	Make a step
Router	To make a rebate
Batches and mass production	To make in small or large numbers.



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.

4.1 Food related causes of ill health

Fall into 4 categories

1. Microbes

Bacteria

Pathogenic cause of food poisoning such as salmonella, E coli, Bacillus cereus and many more

Yeasts

They can grow with or without oxygen, can grow in high concentrations of salt or sugar and destroyed at 100c

Moulds

Grow in warm and moist conditions on breads and cheeses, soft fruit. Growth is speeded up with humidity.

2. Chemicals

Cleaning fluids used in food factories and pesticides used on growing crops

3. Metals

Aluminium comes off cookware onto food, leaving a metallic taste

4. Poisonous plants

Mushrooms can be poisonous, some wild berries, raw kidney beans, rhubarb leaves

Technical Terms	
Coeliac Disease	A person who has an intolerance to gluten
Food intolerance	A sensitivity to certain foods like dairy products (lactose intolerance)
Soy milk	Non- dairy milk suitable for lactose intolerant people
Epi pen	A pen which is used to inject a person who has an anaphylactic reaction
Anaphylactic	A severe reaction to a food which could cause death in some people, peanuts are a common food which can cause this.
Allergen	Something which causes an allergic reaction, rash, swelling
Use by date	Put on high risk food to prevent people from getting food poisoning
Sell by/ display until	Sell by date/ display until is a date put on longer life products such as crisps, biscuits
Best before date	This is found on tinned foods usually a long date, a year or more
Cross contamination	How microbes are spread from one place onto the food. Raw onto cooked
Food spoilage	When something happens which makes food unfit and unsafe to eat
Toxins	Another name for something poisonous

4.5 Food intolerances and Allergies

Intolerances

Lactose- A sugar found in dairy products, necessary to eat lactose free replacement dairy products like oat milk, coconut milk, rice milk, Alpro products.

Coeliac- An intolerance to gluten found in wheat, barley and Rye. Need to follow gluten free diet and read labels carefully

Symptoms of both

Skin conditions

Diarrhoea

Nausea

Bloating and swelling stomach

Muscle and joint pain

Allergies

A rash, Swelling, eyelids, lips, stomach ache, can cause an anaphylactic reaction

Common food allergens

Nuts, shellfish, celery, kiwi fruit.

Avoid consuming these and read it's important to read labels carefully, allergens are usually highlighted

Symptoms of both

Skin conditions

Diarrhoea

Nausea

Bloating and swelling stomach

Muscle and joint pain

4.4 Food poisoning bacteria

Bacillus cereus- Cooked rice: Onset 16hrs to become ill, duration 24-48hrs

E Coli- High protein products: Onset 12-24hrs; Duration 3-10days

Salmonella- Eggs and chicken: Onset 12-36hrs; Duration 5-7days


Listeria- Soft cheese: Onset 1-70 days; Duration several weeks

Most at Risk





Older people, young children and babies, pregnant women





Key temperatures to destroy bacteria

Danger zone 5c-63c Hot holding 63c and above Core temperature of cooked food 75c






Year 9 Subject RE Topic Who was Buddha?

Information on Siddhartha Gautama	
Some statements about Siddhartha Gautama	Siddhartha’s birth and life in the palaces.
<ul style="list-style-type: none">• Birth year: 563.• Birth city: Lumbini• Birth country: Nepal.• Parents: Suddhodana and Maya Devi.• Best known for: Being a spiritual teacher in Nepal during the 6th century BCE.• Birth name: Siddhartha Gautama.• Death year: 483.• Death city: Kushinagar.• Death country: India. 	<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 threefold way 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>

TECHNICAL VOCABULARY- attack	
Passive attack	Monitoring data travelling and intercepts sensitive data.
Active attack	Attacks a system with malware or other such things- they are more easily detected
Insider attack	Someone in company exploits their network access to steal information.
Brute force attack	Used to gain information by cracking passwords through trial and error. These use automated software to produce 100's of likely password combinations.
Denial of service attack	Where hackers try to stop users from accessing parts of a network or website.
Passwords	Rules to ensure that passwords are strong enough to prevent guessing or brute force attack - often requiring the use of upper- and lower-case letters, numbers and special characters. Also, usually a minimum length is required. Passwords usually must be changed on a regular basis

Network security threats

Malware – Malicious software installed on someone's device without their knowledge or consent.

Typical actions of malware:

Delete/modify files.

Scareware – tells user PC is infected with lots of viruses – to pay for problem to be fixed.

Locking files – ransomware – pay to get files back.

Spyware – secretly monitors actions and sends info to hacker.

Rootkits - alter permissions given hackers admin level access to devices.

Backdoor – holes in someone's security leaving them open to future attacks.

Malware can access your device in different ways.

Viruses – in attachments, or .exe files activated when opened.

Worms – self-replicating viruses - spread quickly.

Trojans – malware disguised as legitimate software users install them not realizing they have hidden purpose.



Key

A	Corrupted	D	Deleted
B	Lost	E	Hacked
C	Destroyed	F	Damaged

Technical Vocabulary – Online Scamming

Social Engineering	The process of using different psychological techniques to convince and persuade or even scare victims into providing sensitive information including but not limited to banking or personal information.
Phishing	Phishing is the process where cybercriminal communicate to victims using email, text or even WhatsApp to appear as a reputable source. Their intent is to steal sensitive data like banking information or even to infect the victim's system with malicious software.
Pharming	Pharming is the process where cybercriminal will direct internet users to fake website e.g. bank websites which appear to be legitimate with the intention of obtaining personal and sensitive information like account numbers and passwords.
Shouldering	Shouldering is the process of covertly observing an individual putting in sensitive information like their pin into cash machines or card readers.

TECHNICAL VOCABULARY- identifying and preventing vulnerabilities.

Penetration testing	Stimulates potential attacks to identify weaknesses
Network forensics	Investigate to find the cause of attacks
Network policies	Regular test for weaknesses, set passwords and access levels.
Anti-malware software	Find and stop malware from damaging network and devices
firewall	Monitors and controls incoming and outgoing network traffic based on predetermined security rules
User access levels	Controls which part of the network different groups of users have.

TYPES OF MALWARE

Virus	A program designed to infect a computer, then copy itself. Requires human 'help' to spread; usually through infected software being installed or spread through unsecure removable media such as usb-drives
Worm	A self-replicating program, which can run itself allowing it to spread very quickly
Trojan Horse	A program which disguises itself as legitimate software, and appears to perform one task, but is actually performing another
Ransomware	Ransomware secretly encodes a users data and files, then offers to un-encode the files if a large amount of money is paid to the hacker

Half-Term 3: Subject – PE – Year 9 – Rowing



Draw handle into body with overhand grip and hands to the edge of the handles.



Straighten arms to move handle away from body. Keeping your legs straight, bend your body forward from your hips.



Keeping your body still, bend your knees and slide up towards your heels.



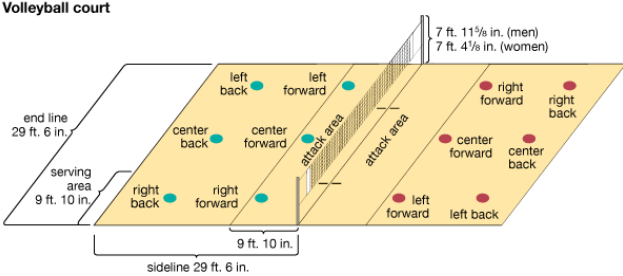

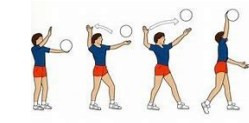


Push back with your legs keeping your body still by engaging your core.



Draw handle into body with overhand grip and hands to the edge of the handles.

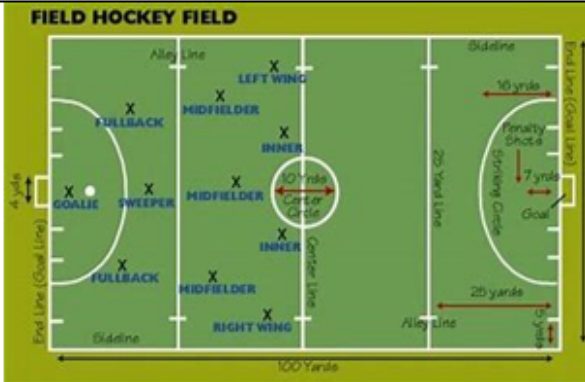

Stroke	One cycle of position 1 to position 5
Stroke rate	Number of strokes you complete per minute
Back Stops	The position where the rower sits back with their legs straight and the handles (oars) into their body
Bow	Front of the boat
Stern	Back of the boat
Cox	Person who steers the boat.
Ergometer	Indoor rowing machine

Half-Term 1/2/3: Subject – PE – Year 9 –Volleyball

Rules of the game	Court/ Positions/Tactics	Key Skills
<ul style="list-style-type: none"> Maximum of three hits per side. Player may not hit the ball twice in succession (A block is not considered a hit). The ball may be played off the net during a rally point, but not from a serve. A ball hitting a boundary line is in. A ball is out if it hits: <ul style="list-style-type: none"> a) the floor completely outside the court b) the net and lands on the same side It is illegal to catch, hold, or throw the ball. A player must not block or attack a serve. Server must serve from behind the line until after contact. The first team to get to 25 points and two clear points wins. <p>Rotations</p> <ul style="list-style-type: none"> Teams rotate every time they win the serve back. Players rotate clockwise The serve is taken by the player at the back right hand side of the court. 	<p>Volleyball court</p>  <p>Playing Positions in Volleyball</p> <ul style="list-style-type: none"> Outside hitter (also called wing spiker, left side) Right side hitter (wing spiker, right side) Opposite Hitter (attacker) Setter Middle Blocker (center, middle hitter) <p>Tactics</p> <ul style="list-style-type: none"> Hitting into space keep the opposition moving around the court. Targeting opponent's weaknesses Trying to make it look like you are going to play a particular shot but then play a different shot to fool an opponent, e.g. a dink. Setting up teammates who are in better positions to win the point 	<p>Volleyball serve can be hit either overarm or underarm.</p> <p>Underarm Serve</p>  <p>Overarm serve</p>  <p>Set shot is a delicate attacking shot that is an important part of the pass-set-spike sequence required for a successful attack.</p>  <p>Dig shot requires players to get low and to stop the ball touching the ground. When completed successfully the shot provides accurate and consistent passing, which is essential to create a multiple attack.</p>  <p>Attacking - is the strategy used to send the ball over the net to the opponent in such a manner that ball is not returnable e.g. Volleyball smash shot is a very aggressive and powerful attacking shot.</p> <p>Defending- consists of both blocking and backcourt digging or contacting the ball.</p>

Half-Term 1/2/3: Subject – PE – Year 9 – Hockey




Rules of the game	Positions	Key Skills
<p>Game the aim of the game is to score goals past the opposition's goalkeeper. A competitive game is usually 70 minutes, in two halves. The team with the most goals wins the game.</p> <p>Start of play the game begins with a pass from the centre, on the halfway line. Defenders must be five yards away from the ball. This also happens after half time and when a goal is scored.</p> <p>Scoring a goal when a player hits the ball in between the goalposts and over the line from within the shooting circle.</p> <p>Footwork you must not touch the ball with your feet.</p> <p>Tackling only 1 person to tackle a player at a time</p> <p>Free hit is given if the ball touches your feet, you use the wrong side of your stick, ball is lifted too high or if there is a stick tackle. You must be 5 meters away from someone taking a free hit or side-line</p> <p>Common Fouls:</p> <ul style="list-style-type: none"> Hitting the ball off another player with the intent of causing harm. Deliberately using the body to assist in moving or stopping the ball. Hitting the ball with the rounded side of the hockey stick. The stick being raised above waist height. Striking the opponent with the stick (or striking their stick, if deemed excessive force). 	<p>Positions</p>  <p>There are two teams, which both consists of 11 players including a goalkeeper. The teams also consist of forwards, midfielders, defenders and may have a sweeper, depending on the formation chosen.</p> <div> <p>HOLDING A HOCKEY STICK</p> <p>Place the hockey stick flat on the ground, with the toe pointing up.</p> <p>Lay both hands on top of the stick with the right hand lower on the grip than the left hand.</p> <p>Ensure the palms are facing down and fingers are touching the ground next to the stick.</p> <p>Pick up the stick using a handshake technique.</p> </div>  <p>Strategies and tactics are the methods that performers use to maximise their chances of winning and outwit their opponents.</p> <p>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.</p>	<p>Controlling the ball a variety of skills to control the ball including dribbling, stopping and striking.</p> <p>Dribbling</p> <p>Straight Dribble allows you to control the ball best. The ball never leaves your stick, allowing you to protect it from your opponents.</p> <p>Loose Dribble you continually tap it forward while sprinting. This allows to move up the field quicker.</p> <p>Indian Dribble using a basic grip, use your left hand to rotate the stick 180 degrees but keep your right hand loosely in place for control. With the ball and stick in front of your body, push your ball flat to the left. Rotate your stick again and push your ball flat to the right.</p> <p>Striking</p> <p>Hit Striking or 'slapping' the ball using a swinging movement of the stick towards the ball.</p> <p>Push moving the ball along the ground using a pushing movement of the stick after the stick has been placed in contact or close to the ball.</p> <p>Long Pass is an attacking skill that allows players to switch the location of the ball very quickly to create space, find a teammate or to catch out the opposition.</p> <p>Shot at goal is the action of an attacker attempting to score by playing the ball towards the goal from within the circle.</p> <p>Attacking includes dribbling or passing the ball in order to create the opportunity to score. A player must be aware of what position to take up in order to be effective in the passage of play.</p> <p>Defending includes preventing the opponents from passing, dribbling or scoring. A player must be aware of what position to take up in order to be effective in the passage of play.</p> <p>Receiving good forehand control of the hockey ball is an essential skill to maintain possession of the ball from the opposition and, if done quickly, gives the player more time to make the correct next decision.</p>

The Prevent Duty:

From 1 July 2015 all schools, registered early years' childcare providers and registered later years' childcare providers are subjected to a duty under Section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent Duty.

UK terror threat levels

Current terror threat level
SEVERE
There are five levels of threat
CRITICAL
An attack is expected imminently
SEVERE
An attack is highly likely
SUBSTANTIAL
An attack is a strong possibility
MODERATE
An attack is possible but not likely
LOW
An attack is unlikely

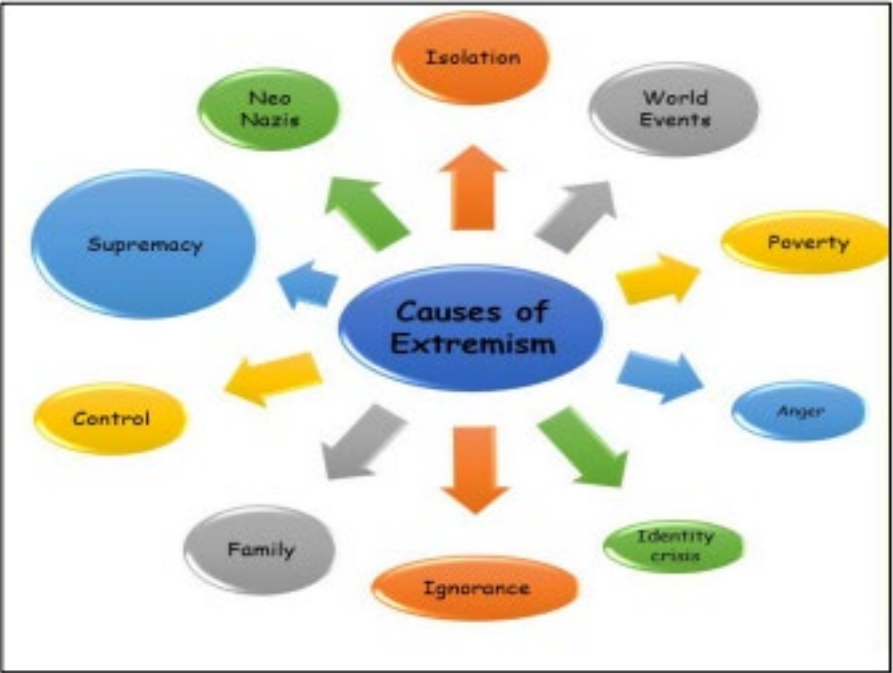



What does Extremism 'look like'?

An extremist does not have a particular appearance. They can belong to any gender, race or religious belief and can dress and wear whatever they choose. Many of you may be familiar with what the media tells us an extremist look like but we know that anyone can become radicalised and become an extremist or even a terrorist.

Why do people become extremists?

- feelings of grievance and injustice
- feeling under threat
- a need for identity, meaning and belonging
- a desire for status
- a desire for excitement and adventure
- a need to dominate and control others
- vulnerability to indoctrination
- a desire for political or moral change
- opportunistic involvement
- family or friends involvement in extremism
- being influenced or controlled by a group
- relevant mental health issues





"The extremists are afraid of books and pens.
The power of education frightens them."
Malala Yousafzai.

Define:	
Extremism:	Holding views that are considered outside the mainstream
Radicalisation:	Process by which a person is turned into an extremist/terrorist.
Terrorism	Using fear or violence to cause political change
Religious extremism	Radical interpretations of sacred texts that most would not agree with, with the purpose of changing society.
Taliban	An extremist, highly conservative Islamic group from Afghanistan.
Right Wing Extremism	Holding extreme nationalistic, white supremacy views.
Prevent	UK Strategy to prevent extremism.

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
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
Educate Against Hate www.educateagainsthate.com	This website gives parents, teachers and school leaders practical advice on protecting children from extremism and radicalisation.
Prevent Duty www.nottinghamshire.gov.uk	Information on national Prevent programme, Channel safeguarding panel and how to make a referral if you are worried about someone being radicalised.
https://www.educateagainsthate.com/	Government advice and trusted resources to help safeguard students from radicalisation, build resilience to all types of extremism and promote shared values.
GOV.UK	Prevent duty training: A chance to learn how to support people susceptible to being radicalised.
999	This is the number to call if you need the emergency service for something such as ambulance, fire, police or coastguard.