Student Name:

Knowledge Organiser: February 2025

Year 9

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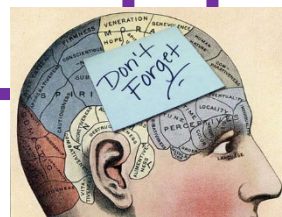*Proverbs 18:15 (The Message)*

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

English	Maths	Science	RE
Subheadings	Frequency	Chemical reaction	Awe
Discourse marker	Category	System	Design
Article	Probability	Surroundings	Emotions
The 5 Ws	Hypotenuse	Exothermic reaction	Image
Tone	Opposite	Endothermic reaction	Reverence
Direct address	Adjacent	Longitudinal wave	Sign
Anecdote	Trigonometry	Transverse wave	Understanding
Modal verb	Substitute	Amplitude	Universe
Passive voice	Inverse	Wavelength	Spirituality
Alliteration		Frequency	Divine

History	Geography	Spanish	IT
Dikat	Urban growth	Noun	Abstraction
Reparation	Overtourism	Adjective	Decomposition
Hyperinflation	Water Security	Verb	Pseudo code
Assembly of the League of Nations	Energy Insecurity	Connective	Flow diagram
Collective Security	Sustainable Development	Opinion verb	Variable
Commissions (LoN)	Fast Fashion	Infinitive	Constant
Council (LoN)	Climate Change	Frequency expression	Pattern Recognition
Covenant (LoN)	Deforestation	Conjugate	Operator
Economic Sanctions	Poverty	Adjectival agreement	Input
Moral Condemnation		Wow phrase	Output
		Exclamation	Algorithm

PE	Drama	Dance	Art
Outwit	Teacher in role	Stimulus	Observational drawing
Opponents	Improvisation	Motif development	Harmonious colours
Performance	Action	Space	Genre
Efficiency	Form	Relationships	Accuracy
Application	Inter-relationships	Representational movement	Form
Tactics	Tension	Symbolic movement	Collage
Fluency	Process Drama	Choreographer	Tone
Aesthetic	Analysis	Dance appreciation	Media
Warm-up	Collaboration	Performance skills	Contrast
Cool-down	Rehearsal	Technique	Complementary colours

Technology	Food	Music	PSHE
Flush	Unleavened bread	Blues	Calories
Tolerance	Complex carbohydrates	Jazz	Obesity
Dowels	Gluten	Riff	BMI
Reinforce	Cereals – rye, wheat, oats, corn, rice	Chords	Nutrition
Rebate	Function of carbohydrates	Walking Bass	Veganism
Router	Deficiencies of carbohydrates	Improvisation	Vegetarianism
Batches and mass production		Structure	
		Lyrics	

French

Noun	Adjective	Verb	Connective	Opinion verb	Infinitive	Frequency expression	Conjugate	Adjectival agreement	Wow phrase	Exclamation

Year 9 further reading lists Half Term 4 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.

PE	Music	Geography
Gifford, Clive, 2012 *Gymnastics* Franklin Watts	2013, *Music: the definitive visual history* Dorling Kindersley	Brundle, Harriet, 2017 *Habitat destruction* BookLife
Mason, Paul, 2010, *Improving Flexibility* Wayland	Handyside, Chris, 2006 *Jazz* Heinemann Library	Chapman, Amy, 2022 *Greta Thunberg and the climate crisis* Franklin Watts
Mason, Paul, 2010, *Improving Endurance* Wayland	Thomas, Roger, 1999 *Jazz and Blues* Heinemann Library	Claybourne, Anna, 2020 *Hot planet : how climate change is harming our world (and what you can do to help)* Franklin Watts
Schwartz, Heather E, 2016 *Floor exercise : tips, rules and legendary stars* Raintree		Howell, Izzi, 2019 *Climate Change* Franklin Watts
		Howell, Izzi, 2019 *Pollution* Franklin Watts
History	**Science**	**PSHE**
Miles, John C, 2017 *Between the wars, 1918-1939* Franklin Watts	Spilsbury, Louise, 2008 *Chemical Reactions* Heinemann	Solway, Andrew, 2014, *Exercise: from birth to old age* Raintree
Palmer, Tom, 2020, *After the War* Conkers	Oxlade, Chris, 2008 *Material Changes and reactions* Heinemann Library	Thornhill, Jan, 2014, *Who wants Pizza?: A guide to the food we eat* Franklin Watts

Year 9 — English *Article Writing*

1. Technical Vocabulary:

Term	Definition
Subheadings	A heading or title for a section of writing. The main body should be divided into subheadings.
Discourse marker	A word used to begin a sentence and change the focus of writing.
Article	A piece of non-fiction writing about a specific subject. Articles are found online, in newspapers and in magazines.
The 5 Ws	Most forms of non-fiction writing should identify the 5 Ws: **Who, What, Why, Where and When** (and sometimes **how**).
Tone	The attitude a writer conveys toward the subject matter and the reader.

2. Structure of an Article:

Headline	A headline should attract attention and summarise the contents of the article.
Introduction	An introduction should give a brief outline of what the reader will learn from the article. It should make the writer's views clear and introduce the main points.
Main body	The main body should be 3 or more paragraphs focussing on each of the main points of the article. This section may be separated with **subheadings**.
Conclusion	The conclusion should link back to the introduction and recap the main points of the article.

3. Subject Terminology: Techniques to use in article writing:

Term	Definition
Direct address	Using words such as you' or 'we'. This makes your article personal as though you are speaking directly to the reader.
Anecdote	A short amusing or interesting story about a real incident or person.
Modal verb	Modal verbs show possibility, intent, ability, or necessity. They must be used alongside another verb. For example, **'I might go.'**
Passive voice	Where the action or object in a sentence is emphasised over the subject. *For example, 'The ball was thrown by the player.'*
Alliteration	The same letter or sound at the beginning of adjacent or closely connected words.
Empathising with the reader	Where you say you understand the situation the reader is in.
Rule of 3	Three points to support an argument or three words to describe a particular thing. This helps to make your writing memorable.
Rhetorical Questions	Rhetorical questions are questions that do not expect an answer. A rhetorical question is a question asked to make a point, rather than get an answer.
Anaphora	The repetition of the first word or words of successive sentences. *For example: We shall fight on the beaches. We shall fight on the landing grounds.*
Emotive language	Using words that create strong feelings in the reader.

4. TAPS:

When approached with a writing task, you should apply TAPS before starting:

Text Type	What are you being asked to write? Is it an article, letter or speech?
Audience	Who is your article aimed at? Parents, teenagers etc.
Purpose	What is the purpose of your writing? Persuade, advise, inform or argue.
Style	Is your writing formal or informal? This should match with your intended audience.

Subject Terminology

|	
Frequency	How many times an event occurs
Category	A classification or group
Probability	How likely an event is to occur, expressed as a value between 0 and 1
Hypotenuse	The longest side of a right angled triangle
Opposite	The side directly across from the angle
Adjacent	The shorter side of a triangle that forms the angle being calculated with
Trigonometry	The study of lengths and angles in triangles
Substitute	To replace variables with numerical values in an expression or equation
Inverse	The opposite of an operation or function, ie the inverse of addition is subtraction

Sample Space

A sample space diagram is a way of recording all the outcomes of two events. The sample space below records all the possible outcomes when 2 four-sided spinners are spun and their totals multiplied together.

×	1	2	3	4
1	1	2	3	4
2	2	4	6	8
3	3	6	9	12
4	4	8	12	16

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

Pythagoras' Theorem

$a^2 + b^2 = c^2$: This formula states that the square of the hypotenuse of a right angled triangle is equal to the sum of the squares of the other two sides.

13cm c b 12cm a 5cm
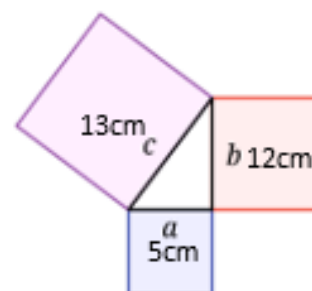
In the example above, substitute the values into $a^2 + b^2 = c^2$.

$$5^2 + 12^2 = 169$$
$$\sqrt{169} = 13$$

Right-angled Trigonometry

SOH stands for:
$$\sin(\theta) = \frac{Opposite}{Hypotenuse}$$

CAH stands for:
$$\cos(\theta) = \frac{Adjacent}{Hypotenuse}$$

TOA stands for:
$$\tan(\theta) = \frac{Opposite}{Adjacent}$$

SOHCAHTOA These ratios connect the sides and angles of right angled triangles.
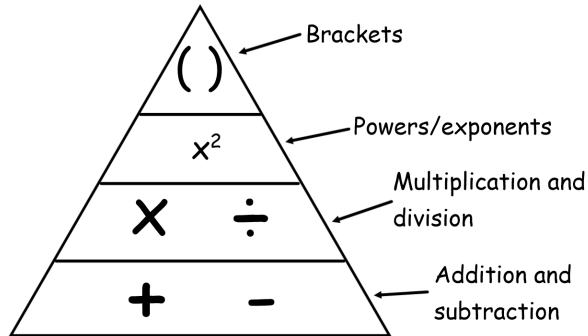
H 8cm   o x

$$\sin(40) = \frac{x}{8}$$
$\times 8$ $\times 8$
$$8 \times \sin(40) = x$$
$$5.1423\ldots = x$$

$x = 5.1$ (1 d.p)

O / S × H
$$O = S \times H$$
$$x = \sin(40) \times 8$$
$$x = 5.1423\ldots$$

Order of Operations
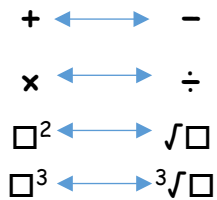
- Brackets
- Powers/exponents (x^2)
- Multiplication and division ($\times$ $\div$)
- Addition and subtraction ($+$ $-$)

Inverse Operations

$+ \longleftrightarrow -$

$\times \longleftrightarrow \div$

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

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

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

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

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

Adding Negative Numbers

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

Square Numbers

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

Cube Numbers

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

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

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

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

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

Column Addition

29 + 35 = 64

9+5=14 14 is more than 10!

Column Subtraction

64 - 27 = 37

(10+4=14)

Written methods
Multiplication (Grid method)
26 x 5
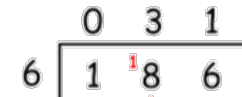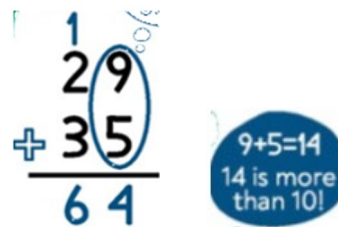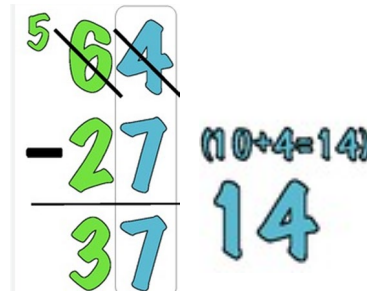
✖	20	6
5	100	30

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

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

Division (Bus stop)

186 ÷ 6

0 3 1
6 | 1 ¹8 6

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)

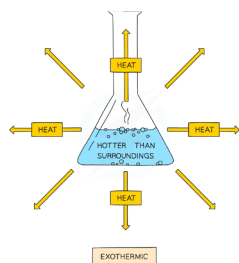### * 5 and above rounds up *

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

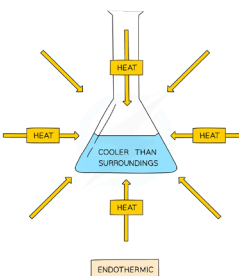Draw in your line then check the number to the right

Endothermic and exothermic reactions

Exothermic reactions – the surroundings get hotter

Examples of exothermic reactions include:
- **combustion** reactions
- many **oxidation** reactions
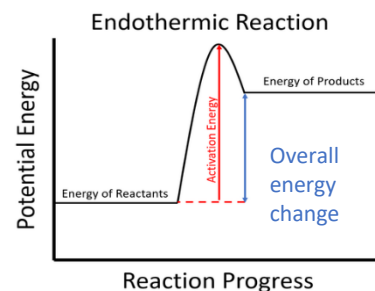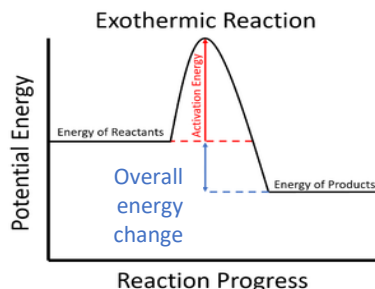- most **neutralisation** reactions

Endothermic reactions – the surroundings get colder

Examples of endothermic reactions include:
- **thermal decomposition** reactions
- the reaction of citric acid and sodium hydrogencarbonate

Reaction profile

Exothermic Reaction

Endothermic Reaction

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.

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

BOND ENERGIES

OVERALL REACTION

$$H_2 + Cl_2 \rightarrow 2HCl$$

ENDOTHERMIC   H≡H   Cl≡Cl   BREAK   BREAK   TOTAL

H≡Cl   H≡Cl   FORM   EXOTHERMIC   TOTAL

MOLECULE	ENERGY (kJ/mol)
H–H	436
Cl–Cl	242
H–Cl	431

ENERGY REQUIRED TO BREAK BONDS — ENERGY RELEASED BY FORMING BONDS

678 — 862

= – 184 kJ/mol

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.

THERMOMETER

STYROFOAM COVER

STYROFOAM CUPS

REACTION MIXTURE

STIRRER
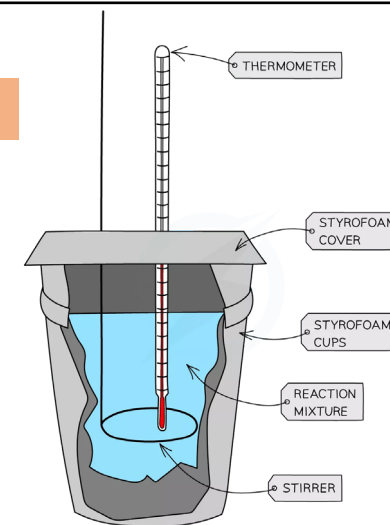
Subject Terminology

|	
Longitudinal wave	The oscillations are parallel to the direction of energy transfer.
Transverse wave	The oscillations are perpendicular to the direction of energy transfer.
Amplitude	The maximum displacement of a point on a wave away from its undisturbed position.
Wavelength	The distance from a point on one wave to the equivalent point on the adjacent wave. Measured in metres, m.
Frequency	The number of waves passing a point each second. Measured in Hertz, Hz.
Period	The time for one complete cycle. Measured in seconds, s.

Waves in a solid required practical

1. Set up the experiment as shown in the diagram
2. Turn on the vibration generator.
3. Adjust the frequency so that you can see a stable wave.
4. Measure the wavelength.
5. Record the frequency off the signal generator.
6. Use wave speed = frequency x wavelength
7. Change the frequency and repeat.
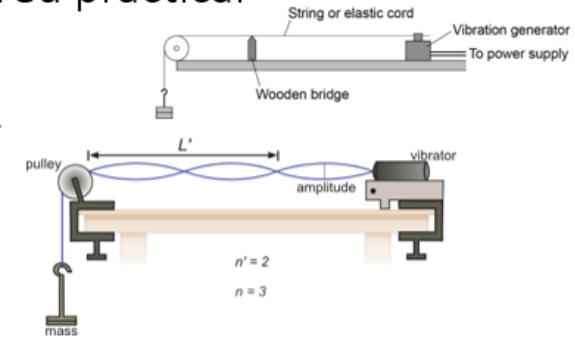
Safety: Wear safety googles, do not touch the string when it vibrates.

Variables:
IV: frequency
DV: wave speed
CV: length of string, mass on the string

Improving accuracy: Repeat readings and calculate a mean

Waves in a liquid required practical

1. Set up the ripple tank as shown in the diagram.
2. Count the number of waves that pass a given point in 10 seconds.
3. Divide the number of waves by 10 to give you the frequency.
4. Measure the length of 10 waves.
5. Divide the length by 10 to give you the wavelength.
6. Calculate the speed of the waves using **wave speed = frequency x wavelength.**

Safety: Do not touch electrical equipment with wet hands.

Improving accuracy:
• Film the waves and watch in slow motion to help you count them.
• Use a camera to take photos of the wave patterns next to a ruler.

Variables:
IV: frequency
DV: wave speed
CV: depth of water

Transverse wave

Crest
Wavelength λ
Amplitude
Trough

This wave is moving in this direction
wavelength
compression
rarefaction

Geography: Global Issues
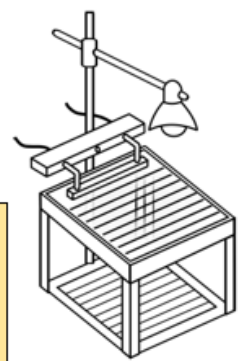
There are many important global issues that affect our world today. Climate change is causing more extreme weather and affecting ecosystems. Deforestation is leading to the loss of forests and habitats for many animals. Water scarcity means that some people don't have enough clean water to drink or use. Poverty is a big problem in many countries, with people not having enough money for basic needs. Overtourism is causing damage to natural and cultural sites. Energy insecurity means some people don't have reliable access to electricity.

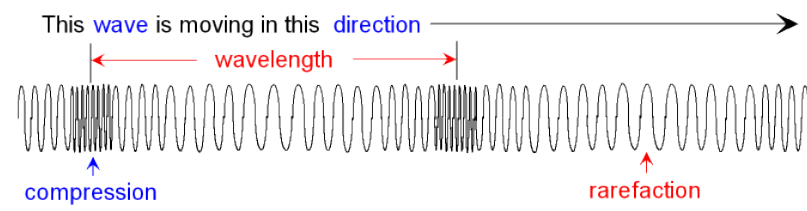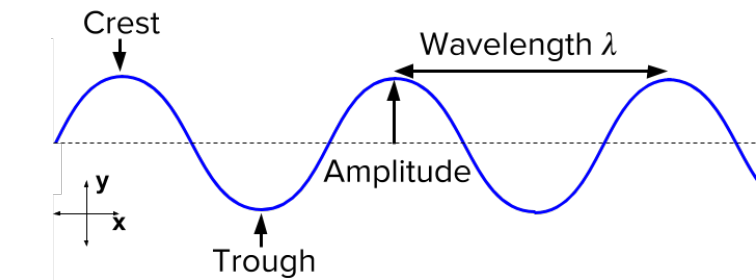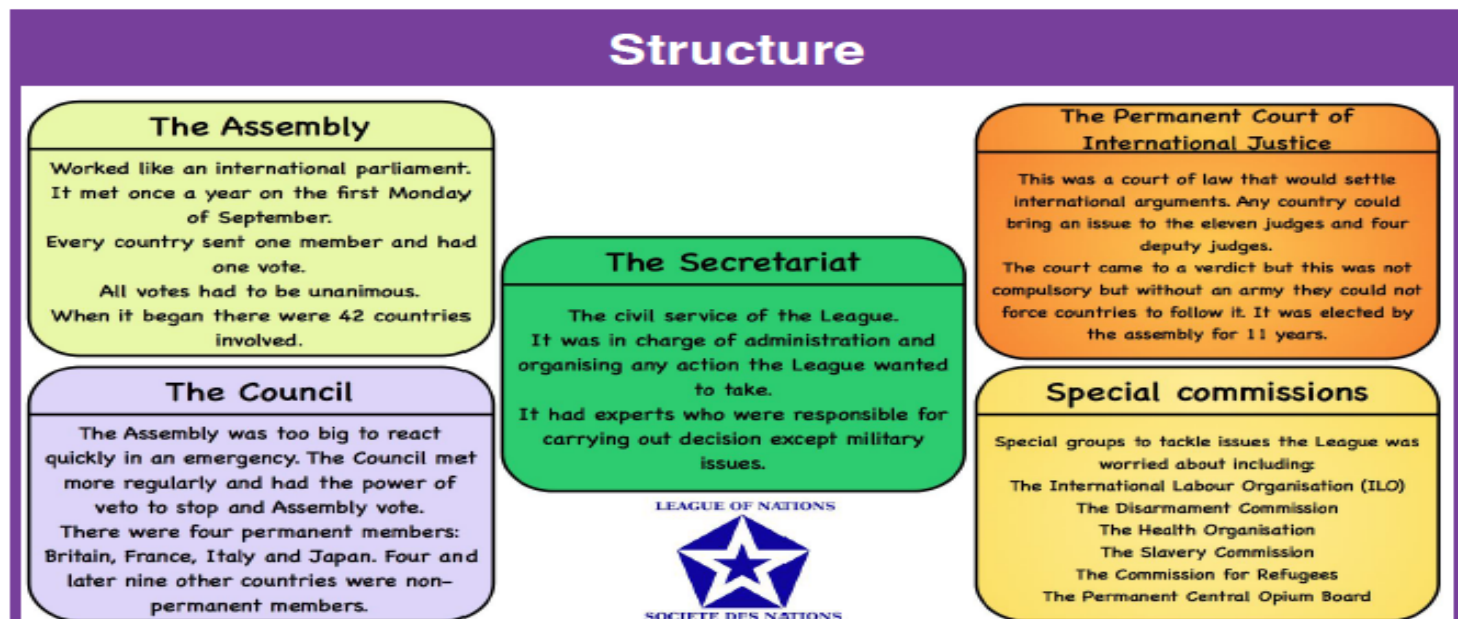SUSTAINABLE DEVELOPMENT GOALS

Urban Growth	Urban growth refers to the expansion and development of cities and towns. It involves the increase in the population and physical size of urban areas as more people move from rural areas to cities, or as cities expand into surrounding regions
Overtourism	When too many tourists visit a destination, overwhelming the local infrastructure, environment, and community
Water Security	The sustainable availability, quality, and access to water for a population
Energy Insecurity	The lack of reliable access to affordable and sustainable energy sources
Sustainable Development	A way of growth and progress that meets the needs of the present without compromising the ability of future generations to meet their own needs
Fast Fashion	A business model in the clothing industry where designs move rapidly from the catwalk to stores to keep up with the latest trends.
Climate Change	Significant and long-term changes in the average weather patterns on Earth
Deforestation	The clearing, removal, or destruction of forests, typically to make way for agricultural activities, urban development, or other land uses
Poverty	Where individuals or communities lack the financial resources and essentials needed for a minimum standard of living

Structure

The Assembly
Worked like an international parliament. It met once a year on the first Monday of September.
Every country sent one member and had one vote.
All votes had to be unanimous.
When it began there were 42 countries involved.

The Secretariat
The civil service of the League.
It was in charge of administration and organising any action the League wanted to take.
It had experts who were responsible for carrying out decision except military issues.

The Permanent Court of International Justice
This was a court of law that would settle international arguments. Any country could bring an issue to the eleven judges and four deputy judges.
The court came to a verdict but this was not compulsory but without an army they could not force countries to follow it. It was elected by the assembly for 11 years.

The Council
The Assembly was too big to react quickly in an emergency. The Council met more regularly and had the power of veto to stop and Assembly vote.
There were four permanent members: Britain, France, Italy and Japan. Four and later nine other countries were non–permanent members.

Special commissions
Special groups to tackle issues the League was worried about including:
The International Labour Organisation (ILO)
The Disarmament Commission
The Health Organisation
The Slavery Commission
The Commission for Refugees
The Permanent Central Opium Board

LEAGUE OF NATIONS
SOCIETE DES NATIONS

TECHNICAL VOCABULARY

Diktat	Term used in Germany to describe the Treaty of Versailles because Germany had no say in the Terms.
Reparations	Compensation paid by Germany to France, Britain and others as a result of WW1
Hyperinflation	When money becomes worthless
Assembly of the League of Nations	The part of the League where all member states were represented equally.
Collective Security	Co-operation between allies to strengthen security for each of them.
Commissions (LoN)	Agencies with particular responsibilities, for example Refuges
Council (LoN)	The body where a few countries (including Britain, France, Italy and Japan) could make detailed decisions.
Covenant (LoN)	Document all members had to sign to carry out the League's policies (agreement)
Economic Sanctions	Deciding not to trade with a country as a punishment
Moral Condemnation	Shaming a country into seeing that it is in the wrong.

Key Dates and Events

11th November 1918	The Armistice is signed, ending the First World War.
January 1919	Paris Peace Conference
28th June 1919	The Treaty is signed
January 1920	First meeting of the League of Nations
April 1921	Reparations figure was agreed - £6.6 Billion

Key Individuals – The Big Three

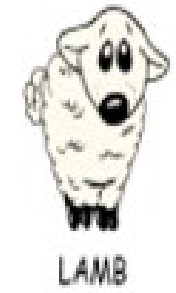| Georges Clemenceau (France) Also known as the 'Tiger'	Wanted to **cripple** Germany to make sure it could never attack France again.
David Lloyd George (Britain)	Promised to make Germany pay. However, he was more cautious than Clemenceau. He was worried that Germany would start another war if they were treated to harshly.
Woodrow Wilson (USA)	No fighting took place in US, instead they made a lot of money selling weapons to the Allies, so they didn't need revenge. Wilson was an idealist, he wanted a future where everyone could be treated fairly. Believed in self-determination and freedom of seas.

Terms of the Treaty:

Land: Loss of Territory	Loss of rich coal fields of the Saar (16% of coal & 48% of steel lost), overseas colonies and 13% of land. Alsace-Lorraine back to France. Polish Corridor made.
Land: Anschluss (Union)	Anschluss (Union) between Germany and Austria was forbidden.
Army: Disarmament	The size of Germany's armed forces was severely restricted: Army limited to 100,000 men, no armoured vehicles, submarines or aircraft, only 6 battleships.
Army: Demilitarisation	Demilitarisation of the Rhineland – strip of land on the border between Germany and France. This meant Germany had no army or defence in this area.
Money: Reparations	Germany had to pay for the damage caused by the War. The exact figure was set at £6.6 Billion
Blame: War Guilt (Article 231)	Germany had to accept blame for starting the war.
Blame: League of Nations	Germany was not invited to join the League until it had shown itself to be a peace-loving country.

Weaknessess of the League

No Army	USA not a member	Slow to react	Germany and the USSR not allowed to join
Britain reluctant to give up own troops as they needed them to protect their own empire.	This meant any trading sanctions could be undermined. Britain and France now had to lead the League. They were more interested in their own interests.	To make a decision, the League had to vote within the Assembly. This only met once a year which meant decision took a long time. The council could also undermine the decions made in the Assebmly which meant all power laid with Britain, France, Italy and Japan.	This meant that not all the superpowers were involve in decision making.

LAMB

Conflict and Tension – The Interwar Years
HISTORICAL SUBSTANTIVE CONCEPTS

MONARCHY

In 1917, against a backdrop of changing political and social ideology Tsar Nicholas II abdicated the Russian throne.
Defeat in 1918 for Germany led to Kaiser Wilhelm II's abdication, a republic being formed and a new constitution.
Karl I, Emperor of Austria issued a proclamation in which he recognized the rights of the Austrian and Hungarian people to determine their form of government.

RELIGION

INVASION

POLITICAL REFORM

The creation of the League of Nations represented an effort to break the pattern of traditional power politics.
This era also saw the rise of communism, starting in Russia.

IDEOLOGY

The aim of the Treaty of Versailles was to ensure peace and avoid another war like World War One.
The League of Nations was established to ensure World Peace.

CONFLICT

Invasion of the Ruhr (1923) when France sent troops into the area to collect the money they were owed by Germany.

REVOLUTION

Between 1917 and 1923 a revolutionary wave of political unrest and revolts sprung up around the world, inspired by the success of the Russian Revolution and the disorder created by the aftermath of World War One. The uprising were socialist or anti-colonial.

TAX & ECONOMY

The Central Powers were punished severely by the war's concluding treaties and the reparation payments that were imposed were considered impossible to meet. This led to hyper-inflation occurring in Germany in 1921-1923
The European Allies had their own financial problems. They ended the war deeply indebted to the United States.

Qu'est-ce que tu fais pour protéger la planète ?

Threshold Concept Link(s): Expressing opinions, expressing ideas in the past and future tenses

Present Tense – Opinion Phrases					
Opinion	**Infinitive**	**Because**	**In my opinion**	**I think that it is**	**Adjective**
Ça me dérange de = I get annoyed Je suis fasciné par = It fascinates me Je suis amusé par – I have fun Je suis déçu par – It disappoints me Je m'en fiche de – I'm not bothered about J'apprécie = I appreciate Je préfère – I prefer Il vaut mieux – it's worth J'en ai marre de – I'm fed up of Je suis d'accord avec – I am in favour of	allumer les lumières – to switch on the lights cultiver des légumes – to grow vegetables détruire l'environnement – destroy the environment éteindre – to switch off gaspiller – to waste faire du recyclage – to recycle sauver de l'eau - to save water utiliser les transports en commun – to use public transport améliorer – to improve endommager – to damage	parce que car puisque	à mon avis selon moi pour moi en ce qui me concerne	je pense que c'est je considère que c'est je crois que c'est il me semble que c'est	drôle = funny amusant(e) = fun (dés)agréable = (un)pleasant ennuyeux(se) = boring ambitieux(se) = ambitious embêtant(e) = annoying rapide = fast lent = slow cool = cool génial = great fantastique = fantastic reposant = relaxing merveilleux = great animé = lively difficile = difficult facile = easy divertissant = entertaining

Past tense – Imperfect and Perfect						
Time Expression	**Verb**	**Noun**	**Connective**	**Verb**	**Qualifier**	**Adjective**
Hier = Yesterday Avant-hier = The day before yesterday Hier matin = Yesterday morning Hier soir = Yesterday evening La semaine dernière = Last week Le week-end dernier = Last weekend L'année dernière = Last year Il y a deux mois = Two months ago	j'ai éteint = I switched off j'ai cultivé = I grew j'ai utilisé = I used je n'ai pas gaspillé = I did not waste j'ai fait = I did j'ai protégé = I protected j'ai recyclé = I recycled j'ai jeté = I threw away	les lumières = the lights la télévision = the television des légumes = vegetables des arbres = trees les transports en commun = public transport mon vélo = my bike d'énergie = energy d'essence = petrol du recyclage = some recycling l'environnement = the environment les habitats naturels = natural habitats les emballages = packaging les bouteilles = bottles les déchets = rubbish les ordures = rubbish	et = and mais = but cependant = however pourtant = however en revanche = on the other hand toutefois = however néanmoins = nevertheless	c'était = it was je trouvais que c'était = I found that it was je pensais que c'était = I thought that it was je croyais que c'était = I believed that it was je considérais que c'était = I considered that it was ce n'était pas = it was not	trop = too très = very un peu = a bit assez = quite vraiment = really extrêmement = extremely	drôle = funny amusant(e) = fun (dés)agréable = (un)pleasant ennuyeux(se) = boring ambitieux(se) = ambitious embêtant(e) = annoying rapide = fast lent = slow cool = cool génial = great fantastique = fantastic reposant = relaxing merveilleux = great animé = lively difficile = difficult facile = easy divertissant = entertaining

Future Tense – If Clauses						
If clause starter	Verb	Noun	Connective	In my opinion	I think that it is	Adjective
Si j'ai beaucoup d'argent = If I have a lot of money Si j'ai assez d'argent = If I have enough money Si j'ai de la chance = If I am lucky Si j'ai l'occasion = If I have the opportunity Si je peux = If I can	je ferai = I will do	plus de recyclage = more recycling	parce que	à mon avis		génial = great fantastique = fantastic reposant = relaxing merveilleux = great animé = lively difficile = difficult facile = easy divertissant = entertaining amusant(e) = fun (dés)agréable = (un)pleasant ennuyeux(se) = boring ambitieux(se) = ambitious embêtant(e) = annoying important = important
	je ne gaspillerai pas = I will not waste	d'eau = water			je pense que c'est	
	j'utiliserai = I will use	les transports en commun = public transport	car	selon moi	je considère que c'est	
	je protègerai = I will protect	la planète = the planet	puisque	pour moi	je crois que c'est il me semble que c'est	
	je mangerai = I will eat	moins de viande = less meat		en ce qui me concerne		
Si j'avais beaucoup d'argent = If I had a lot of money Si j'avais assez d'argent = If I had enough money Si j'avais de la chance = If I was lucky Si j'avais l'occasion = If I had the opportunity Si je pouvais = If I could	je ferais = I would do	du covoiturage = a carpool				
	je protègerais = I would protect	les forêts = the forests				
	j'utiliserais = I would use	plus d'énergie renouvelable = more renewable energy				
	je ne gaspillerais pas = I would not waste	de papier = paper				
	je mangerais = I would eat	plus de légumes organiques = more organic vegetables				

¿Qué te gustaría hacer para proteger el medio ambiente?   ¿Qué vas a hacer?

| OPINION VERB	Infinitive	Noun	CONNECTIVE because	In my opinion	VERB	ADJECTIVE
Me chiflaría	reciclar – to recycle	el papel / el vidrio /el cartón / el plástico /las latas / las pilas - paper / glass / cardboard / plastic / tins / batteries	porque	en mi opinión	sería – it would be	agradable - pleasant desagradable - unpleasant
Me molaría	apagar – to switch off	las luces / el portátil / la tableta / los aparatos domésticos – lights / phone / tablet / household appliances	dado que	a mi juicio		importante – important imprescindible – essential esencial - essential
Me fliparía	ahorrar – to save	agua / energía / combustible / dinero / la electricidad - water / energy/ fuel / dinero / electricity	puesto que	a mi modo de ver		caro – expensive barato – cheap gratis - free
Me encantaría	usar – to use	el transporte público – public transport las bombillas de bajo consumo – low energy light bulbs las pilas recargables – rechargable batteries	ya que	para mí		bueno para el medio ambiente - good for the environment
Me fascinaría	reutilizar – to re-use	las botellas - bottles las bolsas de plástico – plastic bags		desde mi punto de vista	podría ser – it could be	malo para el medio ambiente - bad for the environment
Me interesaría	separar - to separate	la basura no reciclable – non recyclable rubbish los desperdicios – rubbish los residuos – rubbish		a mi parecer		entretenido – entertaining divertido – fun aburrido - boring
Me apetecería	plantar – to plant	los arboles - trees				necesario – necessary innecesario - unnecessary
Me gustaría	malgastar – to waste	el agua / la energía / el papel / la comida - water / energy / paper / food	aunque - although	I think that	debería ser – it should be	útil – useful inútil - useless
Quisiera	salvar – to save	la Tierra – the Earth		considero que		alarmante - alarming
	conservar – to conserve	la naturaleza - nature		pienso que		preocupante - worrying
No me gustaría	comprar – to buy	la ropa de segunda mano – second hand clothes		creo que		irritante - irritating
No me interesaría	proteger – to protect	el planeta – the planet		opino que		beneficioso – beneficial
No me apetecería	comer – to eat	la comida orgánica – organic food				justo – fair injusto - unfair
Odiaría	ir – to go	a pie / en bicicleta / en autobús / en tren – by foot / by bike / by bus / by train				posible – possible imposible - impossible
Detestaría	ducharme - to have a shower	en vez de bañarme – instead of bathing				una perdida de dinero / tiempo – a waste of money / time

Time marker – wow phrases	Verb	Infinitive	Noun
Antes de ir al cine = Before going to the cinema Antes de cenar = Before eating dinner	planeo – I plan	reciclar – to recycle	el papel / el vidrio /el cartón / el plástico /las latas / las pilas - paper / glass / cardboard / plastic / tins / batteries
Después de jugar al tenis = After playing tennis Después de haber estudiado = After having studied	espero – I hope	apagar – to switch off	las luces / el portátil / la tableta / los aparatos domésticos – lights / phone / tablet / household appliances
Cuando tenga tiempo = When I have time Al volver del insti = On returning from school	voy a – I am going	ahorrar – to save	agua / energía / combustible / dinero / la electricidad - water / energy/ fuel / dinero / electricity
Al entrar en el supermercado = When I go into the supermarket Si pudiera = If I could	tengo ganas de – I want	usar – to use	el transporte público – public transport las bombillas de bajo consumo – low energy light bulbs las pilas recargables – rechargable batteries
Si fuera posible = If it was possible Si tuviera bastante dinero = If I had enough money	quiero – I want	reutilizar – to re-use	las botellas - bottles las bolsas de plástico – plastic bags
Mañana = Tomorrow Pasado mañana = The day after tomorrow El día siguiente = The following day	tengo la intención de- I intend	separar - to separate	la basura no reciclable – non recyclable rubbish los desperdicios – rubbish los residuos – rubbish
Mañana… = Tomorrow… por la mañana / por la tarde / por la noche -morning / afternoon / evening	se podría – you could	plantar – to plant salvar – to save conservar – to conserve	los arboles - trees la Tierra – the Earth la naturaleza - nature
El fin de semana próximo = Next weekend La semana que viene = Next week	se debería- you should	malgastar – to waste comprar – to buy	el agua / la energía / el papel / la comida - water / energy / paper / food la ropa de segunda mano – second hand clothes
En el futuro = In the future En el porvenir = In the future		proteger – to protect comer – to eat	el planeta – the planet la comida orgánica – organic food
El año próximo = Next year El año que viene = Next year El finde = At the weekend		ir – to go ducharme - to have a shower	a pie / en bicicleta / en autobús / en tren – by foot / by bike / by bus / by train en vez de bañarme – instead of bathing

Add endings to infinitive	CONDITIONAL - would	FUTURE -will
I	ía	é
You	ías	ás
He / she	ía	á
We	íamos	emos
You (plural)	íais	éis
They	ían	án

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.
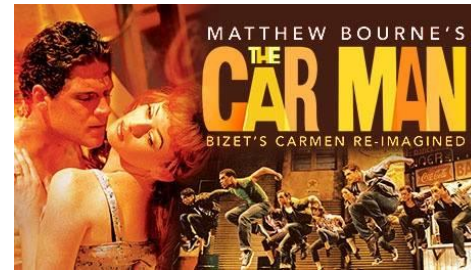
SYNOPSIS: ACT ONE Welcome to Harmony… When a stranger, Luca, arrives in Harmony he takes a job at Dino's garage as a car mechanic. His presence has an immediate effect on all those in the town. Lana tries to resist his allure but ends up succumbing and they embark on a passionate affair. Luca also befriends 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 Components of Dance

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

Space = where in the dance studio you are dancing and the different pathways you create.

The 5 Basic Dance Actions
- Jump
- Turn
- Travel
- Stillness/balance
- Gesture

RELATIONSHIPS
- Solo
- Duet
- Trio
- Group

DYNAMICS
SOFT   SUDDEN   Jerky   SHARP

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

REPITION – REPEAT AN ACTION(S)
DIRECTION – PERFORM TO A DIFFERENT PART OF THE DANCE STUDIO
RETROGRADE – PERFORM YOUR SEQUENCE BACKWARDS
CANON – PERFOMING 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

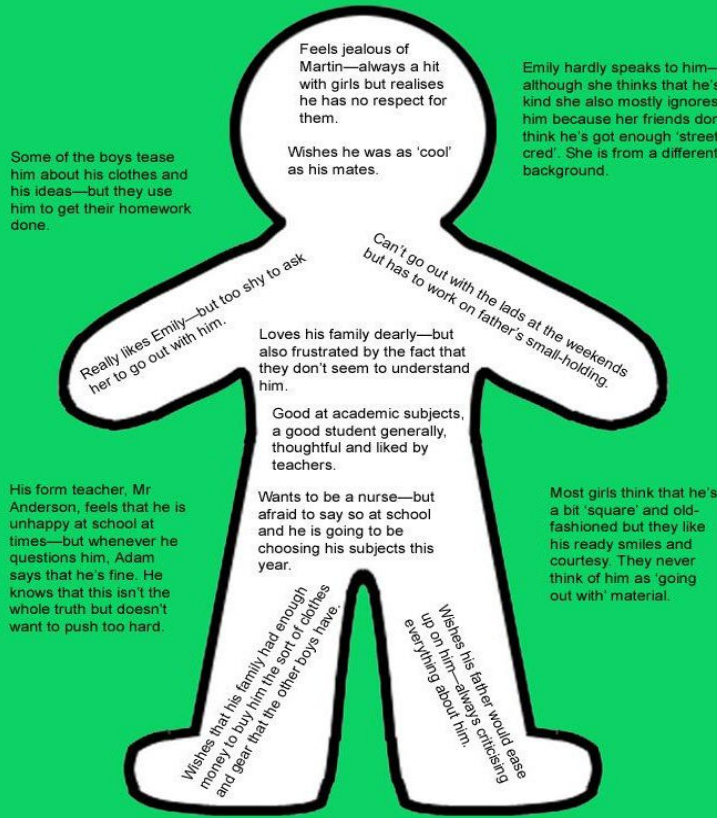WARM UP
1. Cardiovascular/pulse raising. E.g. Star jumps.
2. Strengthening. E.g. Press ups.
3. Stretching. E.g. Side stretch.

Unit 1: Understanding Dance

Role on the Wall

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

Character - Adam Wilson

Feels jealous of Martin—always a hit with girls but realises he has no respect for them.

Emily hardly speaks to him—although she thinks that he's kind she also mostly ignores him because her friends don't think he's got enough 'street cred'. She is from a different background.

Wishes he was as 'cool' as his mates.

Some of the boys tease him about his clothes and his ideas—but they use him to get their homework done.

Really likes Emily—but too shy to ask her to go out with him.

Can't go out with the lads at the weekends but has to work on father's small-holding.

Loves his family dearly—but also frustrated by the fact that they don't seem to understand him.

Good at academic subjects, a good student generally, thoughtful and liked by teachers.

His form teacher, Mr Anderson, feels that he is unhappy at school at times—but whenever he questions him, Adam says that he's fine. He knows that this isn't the whole truth but doesn't want to push too hard.

Wants to be a nurse—but afraid to say so at school and he is going to be choosing his subjects this year.

Most girls think that he's a bit 'square' and old-fashioned but they like his ready smiles and courtesy. They never think of him as 'going out with' material.

Wishes that his family had enough money to buy him the sort of clothes and gear that the other boys have.

Wishes his father would ease up on him—always criticising everything about him.

The information inside the outline represents what Adam thinks about others and himself.
The information outside the outline represents how others feel about Adam.

BBC BITESIZE revision   bbc.co.uk/schools/gcsebitesize   BBC©2006

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.

Music – Year 9 – Spring 2 – Blues & Jazz

Overview of topic: You will become accustomed to and perform a typical piece of Blues music, incorporating chords, bass line and improvisation.

Key content/ ideas/ concepts			Keywords/ Glossary	

History of Blues

Blues music was first composed by black Americans of African descent. The Africans had been brought to America as slaves and the lyrics reflected their suffering. Therefore, the mood of blues music is sad.

Chords

Blues Lyrics

The lyrics follow the pattern AAB:

I've got the blues 'cos I'm back at school
I've got the blues 'cos I'm back at school
And I gotta follow all the rules!

- The most popular type of blues is the 12-bar blues

- 12-bar blues has 3 chords played in this structure:

I	I	I	I
IV	IV	I	I
V	IV	I	I

- Our blues is in the key of C which means it is based on the C major scale:

C	D	E	F	G	A	B
I	II	III	IV	V	VI	VII

- Therefore the chords we will use are: C, F and G

Blues vs. Jazz

The main focus of jazz music is the dynamics and improvisations of an ensemble, while the focus of blues music is usually the personal lyrical content of the song. Most jazz tunes are purely instrumental, while a blues song always contains lyrics.

Walking Bass

C Blues scale

Improvisation

A melody that it made up 'on the spot'. You will use the notes from the C blues scale for this.

Riff/Fill

Keywords/ Glossary

Blues	A music genre which was has roots from African slaves. The music reflects their suffering, meaning it is often slow.
Jazz	A music genre which developed it roots from Blues. Jazz is often instrumental and known for its improvisation. Jazz music is often lively.
Riff	A short, repeated phrase used in jazz.
Chords	A group of (typically three or more) notes sounded together, as a basis of harmony
Walking Bass	A bass line which is commonly heard in Blues music.
Improvisation	A melody that is made up 'on the spot' and not pre-planned.
Structure	How music is put together (the layout of a song)
Lyrics	The names for the words within a song.

Wider Reading

https://www.bbc.co.uk/bitesize/guides/z3q47p3/revision/2

Assessment Taxonomy					
LIMITED	BASIC	EMERGING COMPETENT	COMPETENT & CONSISTENT	CONFIDENT & ASSURED	EXCEPTIONAL
Unstructured Clumsy Disjointed Minimal Elementary	Deliberate Methodical Superficial Unrefined Simplistic Tentative	Reflective Predictable Growing Control Broadening Endeavour Safe	Informed Purposeful Secure Engaged Skilful Thoughtful Cohesive	Advanced Convincing Comprehensive Focused Perceptive Refined Resolved Risk-taking	Accomplished Inspired Intuitive Insightful Powerful Extraordinary Unexpected Outstanding
1-12 marks	16-24 marks	28-36 marks	40-48 marks	52-60 marks	64-72 marks

TECHNICAL VOCABULARY	
Observational drawing	The subject is in front of you while you draw it
Harmonious colours	The colours next to each other on the colour wheel
Genre	A category in art
Accuracy	Correct
Form	3D shape
Collage	The technique of sticking paper to 2D work
Tone	How light or dark something is
Media	Different art equipment like paint
Contrast	A big difference (in tone)
Complementary colours	The colours opposite each other on the colour wheel

Colour Wheel

Primary colours are red, blue and yellow.

Secondary colours are green, orange and purple.

When you mix 2 primary colours you get a secondary colour. On the colour wheel it is the colour in between the 2 primary colours, for example if you mix red and yellow it creates orange.

Colours next to each other are harmonious.

Colours opposite each other are complementary.

If you mix all 3 primary colours or complementary colours you get a tertiary colour which are different browns.

Exploded View

Pine Frame with Half Lap Joints reinforced with dowels

Transparent Acrylic Front

Photograph presses against clear acrylic

High Quality Product

Commercially Viable Product

Two Materials Wood and Plastic

Routered edge for decoration

Laser cut acrylic fits perfectly inside the frame

Wooden Frame Varnished for Protection

Adjustable stand positioned at the back

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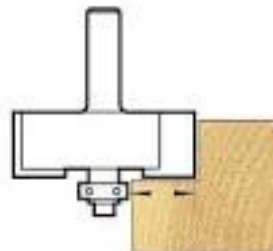
Rebate bit is attached to a router. This makes a step in the wood material. It users a follower. The follower guides around the edge of the wood to guarantee the distance of the step.

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

TECHNICAL VOCABULARY

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

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

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

Deficiencies of carbohydrates

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

Carbohydrates
(A macronutrient)

Cereals

Rice- Gluten free	Provide many nutrients if wholegrain is used
• Is a popular staple in the far East. • It can be ground into flour or made into breakfast cereal as well as boiled and fried. • There are many varieties- Long grain, basmati, Arborio, wild rice • It has the least nutritional value of all the cereals • It is a high risk food once cooked and can contain Bacillus cereus a food borne toxin.	• Fibre • LBV Protein • Carbohydrates • Iron • B vitamins

Wheat-
• Needs to be milled to produce flour.
• Flours are often blend of different wheat
• Strength of flour relates to the gluten content
• Whole grain is when all the original nutrients and fibre are left in the product
	Benefits of cereals and cereal products
	    • Are grown easily in the UK
	    • They are very versatile
	    • Cheap to buy
	    • Many varieties
	    • An excellent source of carbohydrate
	    • Long shelf life
	    • Can come in gluten free form

Oats- Gluten free • Can be ground into flour • can be rolled or crushed to make oatmeal. Good source of slow release energy	

Different methods of cooking (LO1 1.4/ 3.3)

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

What is spirituality and how do we show it?	
Is spirituality the same for all people?	Spirituality has a range of meanings so is individual to each person.
Is there a set time or place to 'be' spiritual?	Spirituality is not about a structure it is about what people think and feel and in some cases believe.
Do you have to be religious to be spiritual?	Non-religious people can be spiritual and religious people can as well.
What can people use to express their spirituality?	People can express themselves through art, music, dance and drama.
What can spirituality look like?	Spirituality can be prayer and worship; helping others; feeling awe and wonder in nature or people. It is a whole variety of things.
What does it mean if someone is materialistic?	Someone who is materialistic is really concerned with gaining possessions, perhaps very money orientated.
What can give our loves a purpose?	We can gain purpose in life by finding something we love – this helps us find ourselves.

TECHNICAL VOCABULARY	
Awe	The sense that something is far greater than you are.
Design	Deliberate planning in order to make something happen.
Emotions	Feelings that affect our actions – love, hate, anger, fear.
Image	The way something or someone appears on the outside, what they present to the world.
Reverence	Loving God and each other with respect.
Sign	A picture, word or action that tells us about something that we can see, hear, small, taste or touch.
Understanding	The ability to make sense of the things that happen in our lives.
Universe	Absolutely everything that exists.
Spirituality	The recognition of a feeling or sense or belief that there is something greater, something more to being human than sensory experience.
Divine	Like God or a god or very pleasing/delightful.

The soul and profound insights	
What is the soul?	The soul is the spiritual or immaterial part of a human being or animal, regarded as immortal.
How does a soul connect to the idea of spirituality?	The soul is often seen as the spiritual part of being human.
What was the MacDougall soul experiment?	In 1907 a doctor wondered if he could prove whether the soul had mass or not; if it did it could be weighed. HE convinced terminally ill patients to lie on a bed of special scales in their final moments, he took a lot of measurements and said that the human soul weighs 21 grams.
Who had a profound insight into the true nature of reality?	Buddha had a profound insight into the true nature of reality during his enlightenment.
Who recorded their profound feelings of unity with nature?	William Wordsworth has recorded accounts of his unity with nature.
Which religious people have given accounts of religious spiritual experiences?	There are many accounts of religious experience given but they include Moses; Jesus; Muhammad; Guru Nanak and Krishna.
What beings have given explanations about revelations?	Supernatural beings include angels have given explanations about revelations; saints, deities, demons, jinn and spirits have all given accounts.

The divine and encountering God	
What often provokes a spiritual experience?	The world around us or nature can provoke a spiritual experience.
What poem can be used as a spiritual example?	I wandered lonely as a cloud, Wordsworth suggests nature can help us think or feel something greater than ourselves.
Do Buddhists believe in a soul?	For Buddhists there is no such thing as a soul or god, but they believe in many spiritual dimensions of life.
What is a conversion experience?	You go through an experience that changes you – you may start to believe or change religions.
Who had a conversion and what happened?	Bear Grylls had a conversion he remembers saying a simple prayer and he felt he had insight at that moment.
Name 5 individuals who have claimed to have an experience of God.	1. Muhammad 2. St Paul 3. Betty 4. Navneet Singh 5. Dr. Eben Alexander
What 3 people gave arguments either for or against miracles?	David Hume – against miracles happening Richard Swinburne – miracles may happen RF Holland – miracles happen.
Can we see religious messages in everyday events?	Every day faith accounts say yes; accounts are from farmers; customer service advisors; business leaders; air traffic control; fundraisers; fitness instructors; paramedics and delivery people.

Machine code	Assembly language	High level language
This is an example of LOW-LEVEL CODE – it works at the level of the computer hardware	Uses mnemonics to represent instructions	May represent SEVERAL Machine code instructions
Uses Binary code (101010)	Slightly easier for humans to understand	We use different types of software – Python for instance.
Takes a long time to write	Will need to be translated in to machine code (binary)	High level command must be turned into binary so the machine can understand it - This is called **translation**
Difficult to understand	Mnemonics is a pattern of letters, numbers to remember something.	Easier to WRITE, READ. PORTABLE – can work across different CPU's. Easy for Humans to understand
It doesn't need to be translated	Still quite difficult to understand	Must be translated into Machine Code (binary) – so it is slower to run to execute instructions.

Key Vocabulary	
Abstraction	Focusing on the important information only, ignoring irrelevant detail.
Decomposition	Breaking a problem down into smaller, computational solvable chunks
Pseudo Code	A structured way of planning code, which is 'computational' in style (uses Boolean logic, variables, comparisons and arithmetic for example) but is not tied to a strict high-level language's syntax
Flow Diagram	A diagram, made using specific shaped boxes, that mocks up the flow of a program through various stages, processes and decisions
Variable	A piece of stored data, used in a computer program, which can be changed or altered by the program
Constant	A piece of stored data which cannot be changed by the program or user
Pattern Recognition	Identifying and recognising repeatable problems or pattens within a task and/or problem. Allowing for problems, processes, and data to be categorized and solved more efficiently.
Operator	An operator is a mathematical symbol, used to work with data in a program
Input	Data entered, into a program, by the user
Output	The returned result of an algorithm
Algorithm	A set of instructions to carry out a process or problem-solving operation, especially by a computer
String	A character, or characters, stored as a list within "" (speech marks)
Integer	A whole number, stored as a value
Real	A decimal number, stored as its value
Boolean	True or False. Stored as 1 or 0
Algorithms	
Sequence	To present a list of instructions to be followed once after the other, step by step
Selection	A decision in a program based on the result of an event It is represented by the word IF, THEN, ELSE
Iteration	Iteration is used to loop around and around a piece of code until a condition is met that ends the iteration
Tools for the job -Programming	
Text Editor	All sources written in text. You can just use notepad-this is where you can write out your code
Debugging tool	A tool that will help sport errors when writing code. Run the source code through the debugging tool and it will tell you where the error is for you to sort out
Integrated Development Environment	Provides a range of facilities for the computer programmers in an 'all in one' place translator, text editor, debugger etc
Translator	Converts High level source code into machine code you can have a compiler or an interpreter
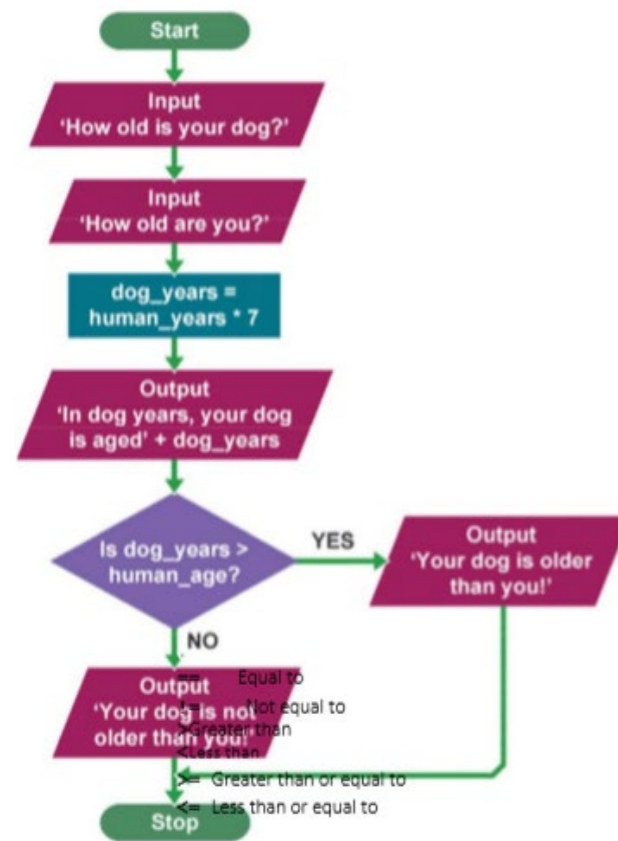
	Line
	Process
	Sub Routine
	Input/Output
	Decision
	Terminal
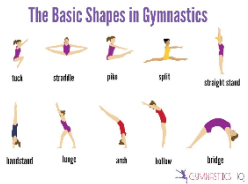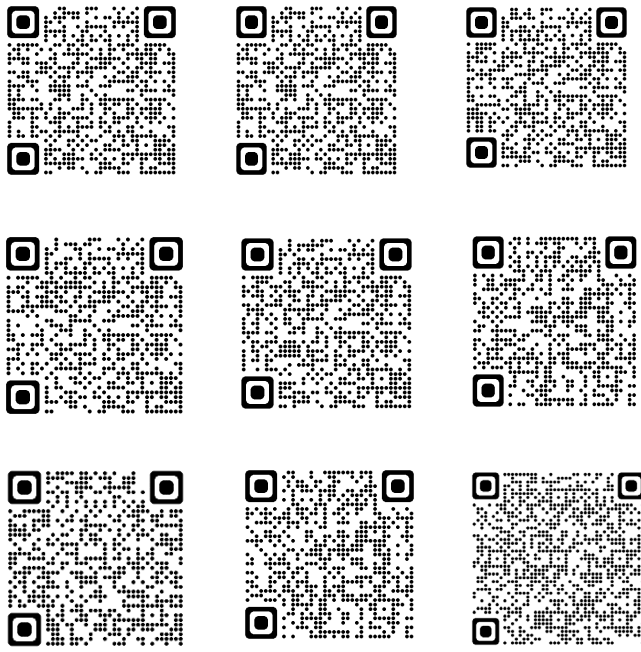
==	Equal to
!=	Not equal to
<	Less than
<=	Less than or equal to
>	Greater than
>=	Greater than or equal to

+	Addition e.g. x=6+5 gives 11
–	Subtraction e.g. x=6−5 gives 1
*	Multiplication e.g. x=12*2 gives 24
/	Division e.g. x=12/2 gives 6
MOD	Modulus e.g. 12MOD5 gives 2
DIV	Quotient e.g. 17DIV5 gives 3
^	Exponentiation e.g. 3^4 gives 81

Half-Term 4: Subject – PE – Year 9 –Fitness

Warm-up	Components of fitness	Methods of training
<u>Warming up</u> is to gradually get your whole body prepared for work and should minimise the risk of injury. **Stage 1:** Whole body exercise to raise heart rate and body temperature. **Stage 2:** Stretching (Dynamic: on the move/Static: still) to prepare muscles, ligaments and joints. **Stage 3:** Practising skills and techniques to be used in the session. **Cool-down** • Light exercise to help remove carbon dioxide, lactic acid and other waste products. • Gentle stretching to prevent muscle soreness and stiffness later.	**Physical Components of Fitness** **Muscular Strength-** The maximum amount of force that can be produced from one muscular contraction. **Muscular Endurance-** The ability for a muscle or muscle group to continually contract during sustained physical activity without getting tired. **Aerobic Endurance-** The ability for the cardiorespiratory system to work efficiently, providing oxygen and nutrients to the working muscles during sustained physical activity. **Body Composition-** The relative ratio of fat mass to fat-free mass: **Ectomorph- Mesomorph- Endomorph** **Flexibility-** Having an adequate range of movement in all joints of the body. **Speed-** How quick you can travel. Measured in m/s. **Skill Related Components of Fitness** **Agility-** The ability to change direction whilst maintaining speed and balance. **Balance-** The ability to maintain centre of mass over a base of support. **Coordination-** The smooth flow of movement needed to perform a motor task efficiently and accurately. **Power-** The product of speed and strength. **Reaction Time-** The time it takes for a sports performer to respond to a stimulus and initiate their response. <u>Benefits to exercise</u> • Controls Weight. • Combats Health Conditions and Diseases. • Exercise Improves Mood • Boosts Energy. • Exercise Promotes Better Sleep.	**Anaerobic Training** (without oxygen) exercise is activity that causes you to be quickly be out of breath e.g. sprinting or lifting heavy weights. **Aerobic Training** Aerobic exercises include cardio machines, spinning, running, swimming, and walking **Circuit training** involves performing a series of exercises in a special order called a circuit. Each activity takes place at a 'station'. It can be designed to improve speed, agility, coordination, balance and muscular endurance. **Continuous training** involves working for a sustained period of time without rest. It improves cardio-vascular fitness. **Fartlek training** or 'speed play' training involves varying your speed and the type of terrain over which you run, walk, cycle or ski. It improves aerobic and anaerobic fitness. **Interval training** involves alternating between periods of hard exercise and rest. It improves speed and muscular endurance. **Weight training** uses weights to provide resistance to the muscles. It improves muscular strength (high weight, low reps), muscular endurance (low weight, high reps, many sets) and power (medium weight and reps performed quickly).

How hard are you working?

Half-Term 4: Subject – PE – Year 9 – Gymnastics

Key skills	Evaluating and improving	Performance skills

Key skills

Rolls
Forward- forward roll, shoulder roll
Backward- backwards roll, shoulder roll,
Sideways- egg roll, pencil roll, teddy bear roll

Balances
Individual
Pair/group
Counterbalance/tension.

Shapes/jumps/leaps/twists
Tuck
Straddle/Star
Pike
Stag
Split
Half/Full

Tumbling skills
Cartwheel
Round-off
Walkover
Headspring
Handspring
Back handspring

Flight
Run up
Take-off
Flight
Landing

Dance
Hand gestures
Facial expression

Evaluating and improving

QR codes for Proficiency awards from 1-8. Award 1 is the most difficult and achieving this would help you achieve BAND A.

As well as looking at the difficulty of the moves being performed, you should be able to assess performance of strengths and weaknesses.
This could be by watching your partner perform and telling them something that was good e.g. you had pointed toes throughout.
To provide more detailed feedback, you could give them an idea about what to improve e.g. your toes were pointed throughout, however your legs were not always straight.
Choreography- this is being able to make up routines and sequences. If you are good at this, it can also help you to achieve a high band.

Performance skills

Aesthetics
In gymnastics you are judged by how aesthetically pleasing your performance is (how nice it looks).
You can achieve this by doing the following things:

Pointed toes/Straight limbs- doing this helps to keep good tension of your muscles and good posture, which looks neat and tidy when performing.

Musicality- if you are doing a floor routine to music, your movements should fit in with the music e.g. if it is fast music, your movements should be quicker and more explosive.

Timing- An elite gymnast is allowed up to 90 seconds for both a floor and beam routine. They will have marks deducted if they go over the time limit. Also, if they don't have good timing on the floor apparatus, it will affect the aesthetics, and they will lose marks.

Height- To score the highest marks, gymnasts need to perform really difficult moves. Speed and power builds momentum in the run up and this can be converted to height which allows the gymnast more time in the air to perform more difficult skills.

Staying within the floor boundary- any extra steps on landing can be costly. Marks are deducted each time a gymnast takes an extra step when landing. During a floor routine, if a gymnast lands outside the floor boundary line, they will be deducted 0.5 each time it happens.

Increase the difficulty of the skills being performed- A gymnast is scored on both the difficulty and execution of their routine/vault. To be able to score higher, they must add more difficult moves (and still perform them well).
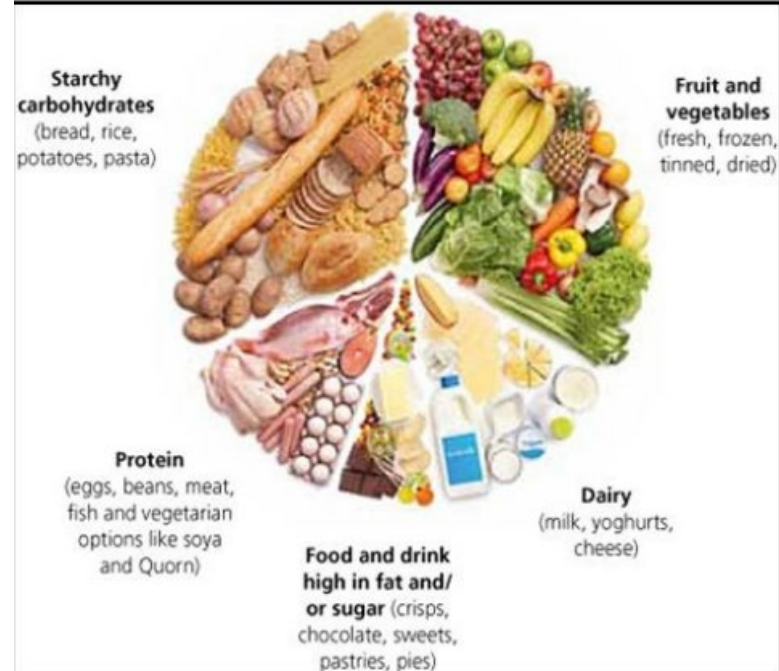
What does 1 portion of your 5 a day look like?

- 80g of fresh, canned, or frozen fruit and vegetables.
- 30g of dried fruit – which should be kept to mealtimes.
- 150ml glass of fruit juice or smoothie – but do not have more than 1 portion a day as these drinks are sugary and can damage teeth.
- 1 apple, banana, pear, or similar-sized fruit is 1 portion each.
- A slice of pineapple or melon is also 1 portion.
- 3 heaped tablespoons of vegetables are another portion.

How much exercise should you do?

Children 5-12 years
60 minutes of moderate to vigorous intensity physical activity every day

Young People 13-17 years
60 minutes of moderate to vigorous intensity physical activity every day

Adults 18-64 years
150 to 300 minutes (2 ½ to 5 hours) of moderate intensity physical activity
OR
75 to 150 minutes (1 ¼ to 2 ½ hours) of vigorous intensity physical activity
or an equivalent combination of both moderate and vigorous activities, each week

The Eat Well Plate

Starchy carbohydrates (bread, rice, potatoes, pasta)

Fruit and vegetables (fresh, frozen, tinned, dried)

Protein (eggs, beans, meat, fish and vegetarian options like soya and Quorn)

Dairy (milk, yoghurts, cheese)

Food and drink high in fat and/ or sugar (crisps, chocolate, sweets, pastries, pies)

HOW MUCH DO YOU REALLY NEED?

3.2 Liters

15 Cups

÷ 8 =

BODY WEIGHT / 2 (lbs)   1 = 8 OUNCES   WATER NEEDED PER DAY

Define:

Calories	Refer to the energy people get from the food and drink they consume.
Obesity	Has been defined by the National Institutes of Health (the NIH) as a BMI of 30 and above.
BMI	A numerical value of your weight in relation to your height. A BMI between 18.5 and 25 kg/m2 indicates a normal weight. BMI is a person's weight in kilograms (KG) divided by his or he height in meters squared.
Nutrition	The process of providing or obtaining the food necessary for health and growth.
Veganism	A diet where a person does not eat or use animal products.
Vegetarianism	A diet where a person does not eat meat or fish.

Impacts of poor Nutrition:

Short term:
- Stress
- Tiredness
- Limit capacity to work.

Long term:
Contribute to the risk of developing some illnesses and other health problems such as:
- Being overweight or obese
- Tooth decay
- High blood pressure
- Heart disease and stroke
- depression

Further sources of information and advice.

concern@magnusacademy.co.uk	This email address can be used if you have any concerns about a student at the academy and can also be used to report bullying.
NHS Eat Well:	https://www.nhs.uk/live=well/eat-well/
British Nutrition Foundation:	https://www.nutrition.org.uk/healthyliving/lifestages/teenagers.html
Kids Health:	https://kidshealth.org/en/teens/dieting.html