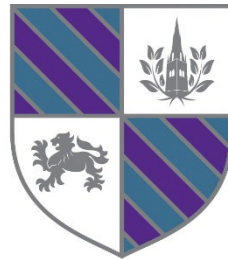Student Name:

MAGNUS CHURCH OF ENGLAND ACADEMY

Knowledge Organiser: June 2025

Year 9

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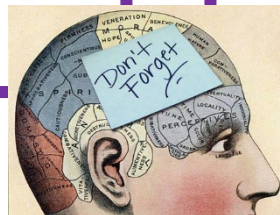*Proverbs 18:15 (The Message)*

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
Stanza	Data	Current	Holocaust
Speaker	Average	$I = Q/t$ $I = V/R$	Jew
Listener	Bearing	Resistance	Genocide
Caesura	Grouped data	$R = V/I$	Antisemitism
Enjambment	Frequency	Potential difference	Prejudice
Rhyme	Construct	$V = IR$	Discrimination
Rhythm	Interpret	Electrical power	Racism
	Key	$P = VI$	Persecution
		$P = I2R$	Empathy
		Energy transferred	Bystander
		$E = Pt$	Collaborator
		$E = QV$	Perpetrator

History	Geography	Spanish	IT
Anglo-Norman	Food Security	Noun	Procedural programme
Charter	Hydroponics	Adjective	Object oriented programming
Feudal incidents	New Green Revolution	Verb	Pseudo code
Primogeniture	Biotechnology	Connective	Flow diagram
Trial by ordeal	Irrigation	Opinion verb	Variable
Murdrum Fines	Organic Farming	Infinitive	Constant
Domesday Survey	Permaculture	Frequency expression	Operator
Harrying	Urban Farming	Conjugate	Input
Keep	Managed Fishing	Adjectival agreement	Output
Motte and Bailey		Wow phrase	Algorithm
		Exclamation	String

PE	Drama	Dance	Art
Outwit	Segregation	Canon	Mixed media
Opponents	Oppression	Choreography	Printing
Performance	Prejudice	Control	Experiment
Efficiency	Discrimination	Co-ordination	Response
Application	Inequality	Dynamics	Critical
Tactics	Injustice	Expression	Context
Fluency	Manipulation	Extension	Analyse
Aesthetic	Dystopia	Flexibility	Interpret
Warm-up	Terrorism	Isolation	Opinion
Cool-down	Liberation	Mirroring	Review

Technology	Food	Music	PSHE
Flush	Unleavened bread	A cappella	Sexual consent
Tolerance	Complex carbohydrates	Backbeat	Affirmative consent
Dowels	Gluten	Bridge	Coercion
Reinforce	Cereals – rye, wheat, oats, corn, rice	Broken chord	Minor
Rebate	Function of carbohydrates	Call and response	
Router	Deficiencies of carbohydrates	Coda	
Batches and mass production		Distortion	
		Fill	
		Flanger	
		Glissando	

French

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

Year 9 further reading lists Half Term 6 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.

| PSHE	History	PE
Hancock, Justin, 2021 **Can we talk about consent?** Frances Lincoln Children's Books Spilsbury, Louise, 2017 **What is consent? Why is it important? And other big questions** Wayland	Adams, Simon, 2010 **Castles** Wayland Hunter, Nick, 2016 **The split history of the Norman Conquest** Raintree Platt, Richard, 2019 **Cross-sections Castle** Dorling Kindersley Limited	Amstutz, Lisa J, 2016 **The Science behind Athletics** Raintree Gifford, Clive 2016 **Athletics** Franklin Watts National Rounders Association, 2006 **Rounders** A C & Black
Maths	**Drama**	**Dance**
Colson, Rob, 2018 **What are the chances? : probability, statistics, ratios and proportions** Franklin Watts	Blackman, Malories and Cooke, Dominic, 2008 **Noughts and Crosses: Oxford Modern Playscripts** Oxford University Press	Dowen, Elizabeth, 2010 **What it's like to be a choreographer** A & C Black
Religious Studies	**Art**	**Geography**
Sheehan, Sean, 2015 **Why did the Holocaust happen**? Wayland Whittingham, Zane, 2016 **Survivors of the Holocaust** Franklin Watts Woolf Alex, 2014 **Children of the Holocaust** Franklin Watts	Harris, Alexandra, 2015 **Romantic moderns: English writers, artists and the imagination from Virginia Woolf to John Piper** Thames and Hudson	Amson-Bradshaw, Georgia, 2018 **The Crops we grow** Wayland Amson-Bradshaw, Georgia, 2018 **The Food we eat** Wayland
	Science	
	Somervill, Barbara, 2009 **Electrical Circuits and Currents** Raintree	Dicker, Katie 2021 **Clean and Safe Water** Wayland Mason, Paul, 2020, **100% energy and fuel** Wayland

Year 9 — English Literature *'Conflict Poetry'*

Key Vocabulary

Belfast Confetti	**Labyrinth**—*Maze* **Rapid**—*Fast* **Punctuated**— *interrupted or emphasised* **Balaclava**—*Hat that covers the face and neck* **Fusillade of**— *a bunch of*
The Man He Killed	**Ancient**—*very old* **Nipperkin**— *a half-pint* **Infantry**—*a branch of an army made up of soldiers* **Foe**—*enemy* **Quaint**— *attractively old-fashioned* **Half-a-crown**—*old british coin*
War Photographer	**Reassurance**—*kind words* **Absurd**—*weird and ridiculous* **Gilded**—*covered in gold* **Staggering**—*walking unsteadily or huge* **Devastated**—*destroyed* **Instinct**—*gut feeling* **Prevailing**—*winning* **Burden**—*heavy load* **Boundaries**—*edges/borders* **Arbitrary**—*random*
What were they like?	**Ceremonies**– *special events/series of actions* **Reverence**—*an almost holy respect* **Inclined to**— *likely to* **Ornament**— *decoration* **Epic**—*huge* **Distinguish between**—*tell the difference between* **Illumined**—*lit up* **Charred**—*blackened by fire* **Peasants**—*poor people* **Bamboo**—*fast-growing wood* **Resembled**—*looked like*
The Class Game	**Wince**—*tense up* **Toil**—*to work hard* **Bog**—*slang for toilet* **Gullet**—*throat*
Charge of the Light Brigade	**Brigade**—*military unit (or group of people)* **Dismayed**—*upset* **Blundered**—*made a mistake* **Sabres**—*swords* **Plunged**— *Steeply dropped* **Sundered**—*torn away*
No Problem	**Taunts**—*teasing/intimidating statements* **Academic**—*intelligent and good at school-work* **Dey**—*they* **Branded**—*called/labelled* **Versatile**—*able to do lots of different things*
Half-Caste	**Half-caste**—*mixed race* **Picasso**— *a famous Spanish painter* **Canvas**—*something you paint on* **Overcast**—*covered with clouds* **Spiteful**—*angry* **Tchaikovsky**— *famous Russian composer* **Symphony**—*complex music for a full orchestra*

Poetic Terminology

Stanza	A group of lines forming the basic recurring metrical unit in a poem; a verse.
Speaker	The poetic voice within a poem.
Listener	The person who hears the poem.
Caesura	A pause near the middle of a line of poetry. Usually signalled by a full stop.
Enjambment	The running over of one verse into the next.
Rhyme	The repetition of the same or similar sounds occurs in two or more words, usually at the end of lines .
Rhythm	The beat and pace of a poem. Rhythm is created by the pattern of stressed and unstressed syllables in a line or verse.

Subject terminology - Statistics

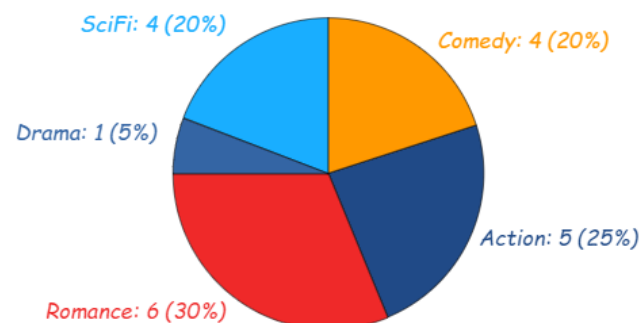|	
Data	Information recorded for statistical purposes
Average	A calculated central value in a set of data, e.g. mean median and mode
Bearing	A direction, measured as an angle from North, always expressed as 3 digits.
Grouped data	Data that has been sorted into categories based on the variable you are interested in
Frequency	The number of times an event or value occurs
Construct	Accurately draw a graph to display given information
Interpret	To retrieve information from a chart of graph
Key	A list or note that explains the meaning of each symbol on a graph

Bearings

- Always measured from North
- Always 3 digits, if not in the hundreds, will use a 0 before
- Use a protractor to measure
- Use other angle facts, such as around a point to work out other missing angles

N

N

The bearing of B from A = 075

255
B

75

The bearing of A from B = 255

A
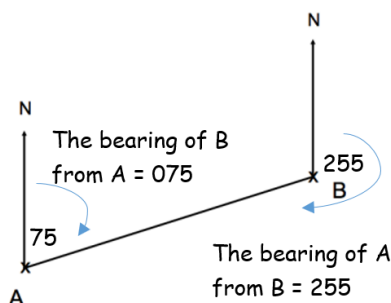
Pie charts

Favorite Type of Movie

SciFi: 4 (20%)

Comedy: 4 (20%)

Drama: 1 (5%)

Action: 5 (25%)

Romance: 6 (30%)

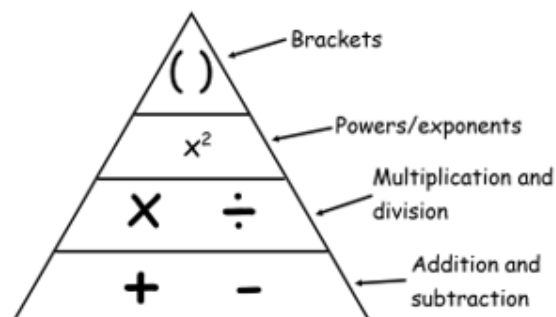| Movie type	Frequency	Angle
Comedy	4	$\frac{4}{20} \times 360 = 72°$
Action	5	$\frac{5}{20} \times 360 = 90°$
Romance	6	$\frac{6}{20} \times 360 = 108°$
Drama	1	$\frac{1}{20} \times 360 = 18°$
SciFi	4	$\frac{4}{20} \times 360 = 72°$

Key features:

- Shows relative size of the frequency in each category
- Angles in a pie chart must sum to 360°
- Most commonly used to compare categories in data

How to : calculate averages and the range

13, 6, 3, 100, 3

Mean	Add up all of the values then divide by how many pieces of data you have	$\frac{3 + 3 + 6 + 13 + 100}{5} = 25$
Median	Middle value when the data set is in size order	3, 3, 6, 13, 100 The median is 6
Mode	Most common value	The mode is 3
Range	Largest value subtract smallest value	$100 - 3 = 97$

Order of Operations

- Brackets
- Powers/exponents
- Multiplication and division
- Addition and subtraction

Inverse Operations

$+ \longleftrightarrow -$

$\times \longleftrightarrow \div$

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

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

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

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

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

Adding Negative Numbers

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

Square Numbers

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

Cube Numbers

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

Column Addition

9+5=14
14 is more than 10!

Column Subtraction

(10+4=14)

Written methods
Multiplication (Grid method)
26×5

✖	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)

$186 \div 6$

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

Circuit diagrams use standard symbols.

- switch (open)
- switch (closed)
- cell
- battery
- diode
- resistor
- variable resistor
- LED
- lamp
- fuse
- voltmeter
- ammeter
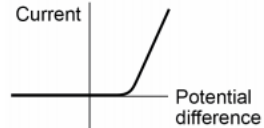- thermistor
- LDR
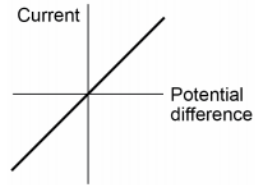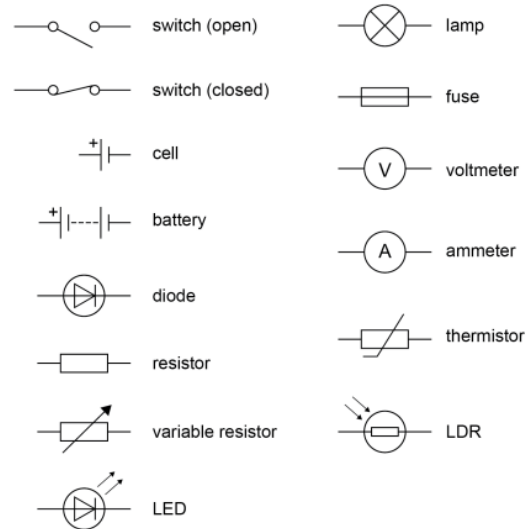
A resistor is an ohmic conductor. Current is directly proportional to potential difference.
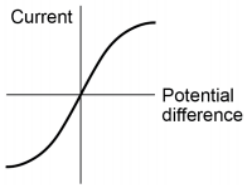
Resistance of a filament lamp changes with potential difference as the lamp heats up.

A diode only allows current to flow in one direction.

Subject Terminology	Definition
Current $I = Q/t$ $I = V/R$	The rate of flow of electric charge, measured in Amperes (A). Current has the symbol I.
Resistance $R = V/I$	Potential difference ÷ current (V÷I), measured in Ohms (Ω). Resistance has the symbol R.
Potential difference $V = IR$	How much energy per Coulomb of charge is transferred between 2 points in a circuit, measured in volts (V). It has the symbol V.
Electrical power $P = VI$ $P = I^2R$	How much energy is transferred per second, measured in Watts (W).
Energy transferred $E = Pt$ $E = QV$	Energy = power x time Energy = charge flow x potential difference

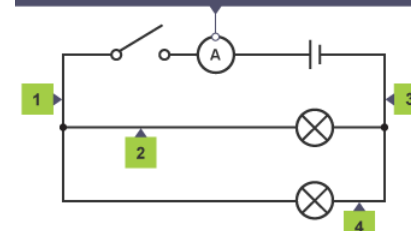The ammeter reads 0.1 A with the switch closed
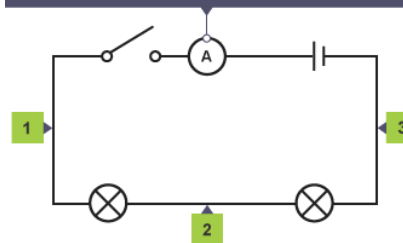
The current at 1, 2 and 3 will all be 0.1 A. Current is the same at all points in a series circuit.
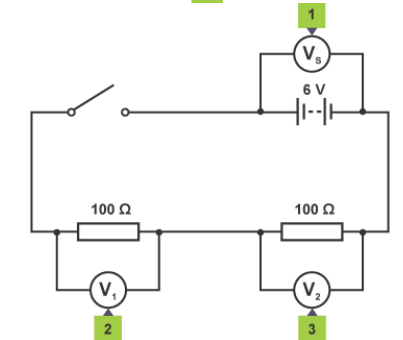
The supply potential difference (V_S) is shared between components in a series circuit.
$V_S = V_1 + V_2$

Resistance is added together in a series circuit.
100 Ω + 100 Ω = 200 Ω

The ammeter reads 0.2 A with the switch closed

The current at 1 and 3 will be 0.2 A. Current splits along branches in a parallel circuit, so it will be 0.1 A at 2 and 0.1 A at 4.
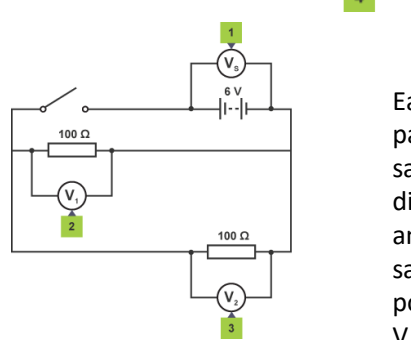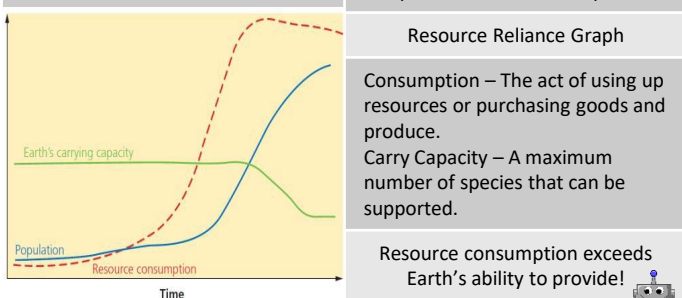
Each branch in a parallel circuit has the same potential difference. So both V_1 and V_2 will be the same as the supply potential difference.
$V_S = V_1 = V_2$

Resource Challenges

Resources are things that humans require for life or to make our lives easier. Humans are becoming increasingly dependent on exploiting these resources, and as a result they are in high demand.

Significance of Water

Resources such as food, energy and water are what is needed for basic human development.

FOOD	WATER	ENERGY
Without enough nutritious food, people can become malnourished. This can make them ill . This can prevent people working or receiving education.	People need a supply of clean and safe water for drinking, cooking and washing. Water is also needed for food, clothes and other products.	A good supply of energy is needed for a basic standard of living. People need light and heat for cooking or to stay warm. It is also needed for industry.

Demand outstripping supply

The demand for resources like food, water and energy is rising so quickly that supply cannot always keep up. Importantly, access to these resources vary dramatically in different locations

1. Population Growth

- Currently the global population is 7.3 billion.
- Global population has risen exponentially this century.
- Global population is expected to reach 9 billion by 2050.
- With more people, the demand for food, water, energy, jobs and space will increase.

2. Economic Development

- As LICs and NEEs develop further, they require more energy for industry.
- LICs and NEEs want similar lifestyles to HICs, therefore they will need to consume more resources.
- Development means more water is required for food production as diets improve.

Resource Reliance Graph

Consumption – The act of using up resources or purchasing goods and produce.
Carry Capacity – A maximum number of species that can be supported.

Resource consumption exceeds Earth's ability to provide!

3. Changing Technology and Employment

- The demand for resources has driven the need for new technology to reach or gain more resources.
- More people in the secondary and tertiary industry has increased the demand for resources required for electronics and robotics.

Food in the UK

Growing Demand

- The UK imports about 40% of its food. This increases people's carbon footprint.
- There is growing demand for greater choice of exotic foods needed all year round.
- Foods from abroad are more affordable.
- Many food types are unsuitable to be grown in the UK.

Impact of Demand

Foods can travel long distances (food miles). Importing food adds to our carbon footprint.
+ Supports workers with an income
+ Supports families in LICs.
+ Taxes from farmers' incomes contribute to local services.
- Less land for locals to grow their own food.
- Farmers exposed to chemicals.

Agribusiness

Farming is being treated like a large industrial business. This is increasing food production.
+ Intensive faming maximises the amount of food produced.
+ Using machinery which increases the farms efficiency.
- Only employs a small number of workers.
- Chemicals used on farms damages the habitats and wildlife.

Sustainable Foods

Organic foods that have little impact on the environment and are healthier have been rising.
Local food sourcing is also rising in popularity.
- Reduces emissions by only eating food from the UK.
- Buying locally sourced food supports local shops and farms.
- A third of people grow their own food.

Unit 2c
The Challenge of Resource Management

AQA

Energy in the UK

Growing Demand

The UK consumes less energy than compared to the 1970s despite a smaller population. This is due to the decline of industry.

Energy Mix

The majority of UK's energy mix comes from fossil fuels. By 2020, the UK aims for 15% of its energy to come from renewable sources. These renewable sources do not contribute to climate change.

Changes in Energy Mix

- 75% of the UK's oil and gas has been used up.
- Coal consumption has declined.
- UK has become too dependent on imported energy.

Oil	Gas	Renewable
Nuclear	Coal	Other

Water in the UK

Growing Demand

The average water used per household has risen by 70%. This growing demand is predicted to increase by 5% by 2020.
This is due to:
- A growing UK population.
- Water-intensive appliances.
- Showers and baths taken.
- Industrial and leisure use.
- Watering greenhouses.

Deficit and Surplus

The north and west have a water surplus (more water than is required).
The south and east have a water deficit (more water needed than is actually available).
More than half of England is experiencing water stress (where demand exceeds supply).

Pollution and Quality

Cause and effects include:
- Chemical run-off from farmland can destroy habitats and kills animals.
- Oil from boats and ships poisons wildlife.
- Untreated waste from industries creates unsafe drinking water.
- Sewage containing bacteria spreads infectious diseases.

Water stress in the UK

Average rainfall increase 2008 figures

Normal range
Above average
Substantially above average
Very wet

Management

UK has strict laws that limits the amount of discharge from factories and farms.
Education campaigns to inform what can be disposed of safety.
Waste water treatment plants remove dangerous elements to then be used for safe drinking.
Pollution traps catch and filter pollutants.

Water Transfer

Water transfer involves moving water through pipes from areas of surplus (Wales) to areas of deficit (London).
Opposition includes:
- Effects on land and wildlife.
- High maintenance costs.
- The amount of energy required to move water over long distances.

Energy in the UK (continued)

Significance of Renewables

+ The UK government is investing more into low carbon alternatives.
+ UK government aims to meet targets for reducing emissions.
+ Renewable sources include wind, solar and tidal energy.
- Although infinite, renewables are still expensive to install.
- Shale gas deposits may be exploited in the near future

Exploitation

Nuclear
New plants provide job opportunities.
Problems with safety and possible harm to wildlife.
Nuclear plants are expensive.

Wind Farm
Locals have low energy bills.
Reduces carbon footprint.
Construction cost is high.
Visual impacts on landscape.
Noise from wind turbines.

Food Security is when people at all times need to have physical & economic access to food to meet their dietary needs for an active & healthy life. This is the opposite to Food Insecurity which is when someone is unsure when they might next eat.

Human	Physical
• Poverty prevents people affording food and buying equipment. • Conflict disrupts farming and prevents supplies. • Food waste due to poor transport and storage. • Climate Change is affecting rainfall patterns making food production difficult.	• The quality of soil is important to ensure crops have key nutrients. • Water supply needs to be reliable to allow food to grow. • Pest, diseases and parasites can destroy vast amounts of crops that are necessary to populations. • Extreme weather events can damage crops (i.e. floods).

Increasing Food Supply	**C.S. Almeria, Spain**
Hydroponics - A method of growing plants without soil. Instead, they use nutrient solution. New Green Revolution - Aims to improve yields in a more sustainable way. Involves using both GM varieties and traditional and organic farming. Biotechnology - Genetically modified (GM) crops changes the DNA of foods to enhance productivity and properties. Irrigation - Artificially watering the land so crops can grow. Useful in dry areas to make crops more productive.	Located in Almeria, the site involves huge greenhouses using hydroponics. Advantages: low energy costs due to year-round warm weather. Jobs created in the local area. Produce is cheaper for the consumers. Multiplier effect has happened in the area. Disadvantages: waste is a big issue in and around Almeria. Natural water sources are being used faster than they can be replaced. Natural ecosystems have been destroyed by the greenhouses.

Sustainable Food Supply	**C.S. NEE- Jamalpur, Bangladesh Rice and Fish Farming**
This ensures that fertile soil, water and environmental resources are available for future generations.	**Rice and fish are cultivated in the same field. The fish eat pests and weeds which allows to rice to thrive as well as producing fertiliser from their waste.**
Organic Farming - The banned use of chemicals and ensuring animals are raised naturally. Permaculture - People growing their own food and changing eating habits. Fewer resources are required. Urban Farming - Planting crops in urban areas. i.e. roundabouts. Managed Fishing – Includes setting catch limits, banning trawling and promoting pole and line methods.	Advantages The fish provides a valuable supply of protein for the local people, so improving their health. The increased rice yield not only helps to feed the farmers' families, but also provides a surplus to sell at market, so increasing their incomes. This sustainable method of farming increases food production without the use of increased artificial chemicals or impacting on the local environment Disadvantages Very small scale so only a small number of farmers can benefit. Takes a long time to set up. Farms can easily be damaged or destroyed by flooding.

Fuedal System:

William declared himself the owner of all the land in England. Everyone else was his tenant. If you rented land directly from the King you were a tennant in chief. They would then rent that land to others through subinfeudation. William dealt with difficult areas like the Welsh border by creating Marcher Lords with special powers such as waging war.

Feudal Pyramid

Domesday Book:

In 1086 William commissioned a survey to find out exactly what he had conqured. This became known as the **Domesday Book** (meaning judgement day).
It tells us who owned the land and how much wealth they had.
It showed **William owned 20%**, the **church 25%,** 10 tenants in chief held another 25% between them. The final 30% was held by about 170 people. This was about the same as before the conqeust.
The difference is that the land now belonged to **Normans**: 250 Barons, with 2000 knights and about 10,000 settlers ruled over an Anglo-Saxon population of about 2 million.

Law and Order

The Normans kept most of the Anglo-Saxon legal system intact, although they did make some changes. Large **earldoms** were broken up into saller ones with their own courts. **Primogeniture** was introduced meaning the eldest son inherited the fathers land. **Murdrum fines** were introuduced meaning if a Norman was attaacked or injured then everyone in the area where the crimnial lived would be punished. **Trial by Ordeal** such as fire or water contineud. **Ordeal by Combat** was added. **Forest Laws** meant anyone caught hunting in forest could be find, mutialtied or killed.

Peasants

A pesants life was dictated by the seasons. Spring was for planting seeds, summer; harvesting crops, Autumn; ploughing fields, and winter was for surviving.
Peasants worked from sunrise to sunset.
Not all peasants were farmers – some were brewers or millers. Other important people were Reeves, Bailliffs and Priests.
Peasants had to work for the Lord at least 1 day a week, sometimes up to 5 days. They paid taxes to the Lord and a **titihe** (10% of all farm produce) to the Church.
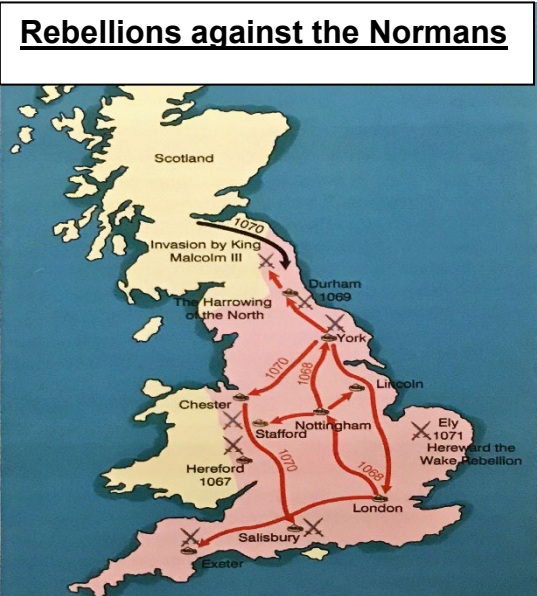
TECHNICAL VOCABULARY

Anglo-Norman	A mix of the Norman and English languages which became the official language of England
Charter	A written royal order
Feudal incidents	Laws about the inheritance of land which enabled the Norman kings to gain more power and money.
Primogeniture	A process where the eldest son inherited the land and title from his father.
Trial by ordeal	Using cold water or hot iron to see whether someone who is accused of a crime is guilty
Murdrum Fines	If a Norman earl was murdered then the entire area where that criminal lived would be fined.
Domesday Survey	A survey carried out in 1085 to give William a full account of land ownership in England.
Harrying	Devastation (ruining) of the North in 1070
Keep	Secure building which housed the Norman earls or those important people that needed shelter!
Motte and Bailey	A Noman castle design with a strongly defended mound and surrounding living area.

Villages

Life in the village did not change much.
Peasants lived in cottages, farmed strips of land and grazed their animals on common land. They grew wheat, oats, barley and rye. Land was clearly divdied between houses, farm land, pasture for animals and woodland.
The **Church** was the most important building. **Built out of stone it provided religious services, a bell to signal the start and end of the day, storagae for goods, a prison and even act as a fortress.**
Open field system – fields were divided into strips that were divided between peasants, with 25% kept for the Lord. Peasants had to pay rent to the lord in the form of crops or money.

Towns

The Norans encouraged the growth of towns to improve **trade.**
London had 10,000 inhabitants. Norwich, York and Lincoln had around 5000. New **cathedrals** were also built.
Wool trade – wool was in great demand for making clothes. It was often exported abroad.
Guilds – members of crafts would band together to form guilds. E.g. weavers, bakers, butchers.
Markets and fairs – Markets could only be held if a francise had been granted by the King. 2800 grants were given. Fairs were major events with lots of trade and entertainment.

Rebellions against the Normans

The Harrying of the North

In January 1069, Norman Earl Robert of Commines was murdered by English rebels and Edgar the Aetheling had attacked the city of York. Alongside this, Vikings had invaded in the Summer, joined with the English army and captured the castle at York after defeating a Norman army.

William paid for the Vikings to leave and laid waste to the areas around York, burning and salting the fields and killing all living creatures. It was recorded that 80% of Yorkshire became uncultivated and unpopulated.

Estimated 100,000 people died. Many Anglo-Danes killed meaning North no longer a suitable place for Danish Invasion – key turning point for William.

How William kept control:

- ### Military Force
William used force where necessary; he was a feared and respected warrior.
He forced people to submit to him on his way from Hastings to London, by destroyed their homes and farms.
He dealt with rebellions harshly. (read the Harrying of the North!!!).
Using force made people afraid to challenge his rule.

- ### Motte and Bailey Castles
These were a quick way for the Normans to gain control. These were unknown in England and had a strong impact, people felt dominated by the Normans. They were built in strategic positions (coast, river crossings, higher ground) and kept the local population under survelliance.
M&B castles were made of wood with strong defences. A ditch surrounded the castle, as well as a palisade. On top of the motte was a Keep (wooden tower) which was a look-out over the local area.
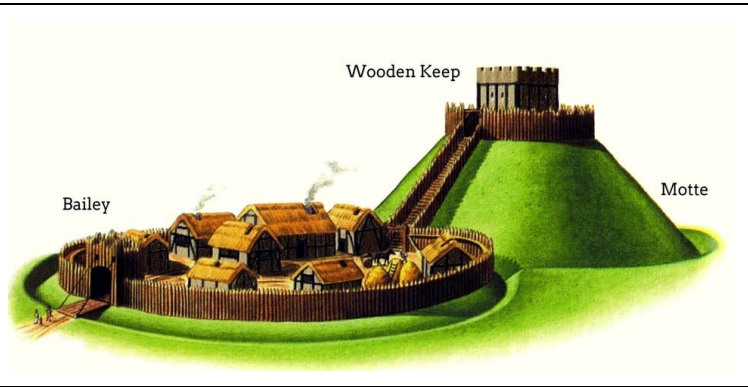
- ### Landholding
Land was taken off Anglo-Saxons and given to Normans, who were less likely to rebel. By 1087 less than 5% of land was held by Anglo-Saxons.

3 ways of taking land: forfeit; land grabs; creating new earldoms. William owned all of the land in the country – Anglo-Saxons had to pay to keep using it. When a landholder died without an heir, the land went back to William.

Norman England
HISTORICAL SUBSTANTIVE CONCEPTS

MONARCHY

William the Conqueror was supported by the Pope for his conquest of England. William the Conqueror was successful in his quest to become King of England and held the position until 1087. Upon his death his son, William II succeeded him, however he had a complex relationship with the Pope and his Archbishop Anselm over abuses of the Church. This continued with Henry I who succeeded William II.

RELIGION

All people in Europe during the Norman period was Catholic and the head of the Catholic church is the Pope. He wanted to reform Religion in England as he believed it war corrupt. He supported William's invasion by giving him the Papal Banner. Archbishop Lanfranc set about Reforming the church in England.
-

INVASION

The Norman conquest of England can be viewed as a Religious invasion as the Pope granted William of Normandy the Papal Banner. This meant many soldiers were drawn to William to fight for God in a "holy war".

POLITICAL REFORM

Norman bishops and Archdeacons influenced the messages people heard about the King and God. A quarter of all land was held by the Church, which gave these people lots of power and control.

IDEOLOGY

The Normans wanted to remove corruption from within the Church in England. This meant the church underwent many reforms to bring them more into line with European religion.

CONFLICT

The Battle of Stamford Bridge and the Battle of Hastings both occurred in 1066.
These two battles determined who would be King of England.

REVOLUTION

Once he became King of England, William faced many revolutions from the Anglo-Saxons. Some of the most notably are as follows:
The Revolt of Edwin and Morcar 1068
Edgar Aethling Rebellions in the North 1069
The Harrying of the North1069-70
Hereward the Wake and rebellion at Ely 1070 - 1071
 The Revolt of the Earls 1075

TAX & ECONOMY

The Norman Church would charge penance for people to remove their sins. This was payment throughout either money or actions, which meant the Church would be very wealthy. Many individuals left the Church money and land after they died so they could be prayed for in the afterlife.

Décris toi-même. Qu'est-ce que tu penses de ta famille ? Qui serait ton partenaire idéale ?

OPINION	NOUN
J'adore = I love	mon père = my dad
J'apprécie = I love	ma mère = my mum
	mes parents= my parents
	mon frère = my brother
J'aime beaucoup = I really like	ma sœur = my sister
J'aime = I like	mon grand-père = my granddad
	ma grand-mère = my grandma
Ça m'est égal = I don't care about	mon oncle = my uncle
	ma tante = my aunt
Je n'aime pas = I don't like	mon neveu = my nephew
Je n'aime pas du tout = I really don't like	ma nièce = my niece
	mon cousin = my cousin (m)
	ma cousine = my cousin (f)
Je déteste = I hate	mon beau-père = my stepdad
	ma belle-mère = my step mum
	ma belle-sœur = my stepsister
Je m'entends bien avec = I get on with	mon petit-ami = my boyfriend
Je ne m'entends pas avec = I don't get on with	mon beau-frère = my stepbrother
Je ne supporte pas = I can't bear	

CONNECTIVE because	Verb	Time expression	ADJECTIVE
parce que = because	Je suis = I am	toujours = always	drôle = funny
	Tu es = you are	presque toujours = almost always	amusant(e) = fun
	Il/elle est = he/she is	normalement = normally	mur(e) = mature
	Nous sommes = we are	souvent = often	gentil(le) = caring
		en général = generally	sympa = kind
car = because	Vous êtes = you (plural) are	d'habitude = generally	désagréable = unpleasant
		quelquefois = sometimes	ennuyeux(se) = boring
	Ils/elles sont= they are	parfois = sometimes	ambitieux(se) = ambitious
puisque = since		rarement = rarely	modeste = modest
		de temps en temps = from time to time	méchant(e) = naughty
		presque jamais = almost never	sincère = sincere
		jamais = never	embêtant(e) = annoying
			parresseux(se) = lazy
			triste = sad
			fidèle = loyal
			fort(e) = strong
			heureux(se) = happy
			bavard(e) = chatty
			égoïste = selfish

VERB	NOUN	ADJECTIVE	
J'ai = I have Tu as = you have Il/elle a = he / she has Nous avons = we have Vous avez = you (plural) have Ils/elles ont = they have	les yeux = eyes	marron = brown bleu(e) = blue	vert(e) = green gris(e) = grey
	les cheveux = hair	blonds = blond châtains = brown bruns = dark brown roux = ginger longs = long	courts = short raides = straight ondulés = wavy bouclés = curly
Je suis = I am Tu es = you are Il est = he / she is Nous sommes = we are Vous êtes = you (plural) are Ils/elles sont = they are	un peu = a bit assez = quite très = very	grand(e) = tall petit(e) = short mince = slim gros(se) = fat grand(e) = big petit(e) = small	beau (belle) = good looking laid(e) = ugly chauve = bald jeune = young vieux (vieille) = old

Future Tense – If Clauses							
If clause starter	**Noun**	**Verb**	**Noun/Adjective**	**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 = I	resterai = will stay	célibataire = single	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
		me marierai = will marry	heureux = happily			je pense que c'est	
	mon petit-ami (idéal) = my (ideal) boyfriend	sera = will be	sympa = kind beau/belle = handsome/beautiful confidant = confident	car	selon moi	je considère que c'est je crois que c'est il me semble que c'est	
	ma petite-ami (idéale) = my (ideal) girlfriend	se comportera = will behave	bien = well		pour moi	ce sera = it will be	
	mon/ma partenaire (idéal) = my (ideal) partner	aura = will have	une barbe = a beard les yeux bleus = blue eyes les cheveux bruns = brown hair	puisque	en ce qui me concerne	ce ne sera pas = it will not be	
	mon mari (idéal) = my (ideal) husband					ce serait = it would be	
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 = I	resterais = would stay	célibataire = single			ce ne serait pas = it would not be	
	ma femme (idéale) = my (ideal) wife	me marierais = would marry	heureux = happily				
	ma famille (idéale) = my (ideal) family	serait = would be	chauve = bald modeste = modest musclé = muscly				
	mon enfant (idéal) = my (ideal) child	se comporterait = will behave	bien = well				
		aurait = would have	les yeux verts = blue eyes les cheveux blonds = blond hair				

Qu'est-ce que tu aimes manger ? Qu'est-ce que tu manges normalement ?

OPINION	INFINITIVE	NOUN
J'adore = I love	manger = to eat	le poisson = fish
J'apprécie = I love		le pain = bread
J'aime beaucoup = I really like	boire = to drink	le fromage = cheese
J'aime = I like		le gâteau = cake
Ça m'est égal = I don't care about	prendre = to have	le fast-food = fast food
		le hamburger = hamburger
Je n'aime pas = I don't like		la viande = meat
Je n'aime pas du tout = I really don't like		la glace = ice cream
Je déteste = I hate		la boisson = drink
Je ne supporte pas = I can't bear		les fruits = fruits
		les légumes = vegetables
		les frites = chips

Verb	Time expression	NOUN
Je mange = I eat	toujours = always	un fruit = a fruit
Tu manges = You eat	presque toujours = almost always	une glace = an ice cream
Il/Elle mange = he/she eats	normalement = normally	du poisson = fish
Nous mangeons = we eat	souvent = often	de la viande = meat
Vous mangez = You(pl) eat	en général = generally	des légumes = vegetables
Ils/Elles mangent = they eat	d'habitude = generally	
	quelquefois = sometimes	le gâteau = cake
Je bois = I drink	parfois = sometimes	le fast-food = fast food
Tu bois = you drink	rarement = rarely	
Il/elle boit = he/she drinks	de temps en temps = from time to time	
Nous buvons = we drink		de l'eau = water
Vous buvez = you (pl)drink	presque jamais = almost never	un thé = tea
Ils/elles boivent = they drink	jamais = never	un café = coffee
		de l'alcool = alcohol

J'ai faim = I am hungry
J'ai soif = I am thirsty

Je suis végan(e) = I am vegan
Je suis végétarien(ne) = I am vegetarian

ALLER	INFINITIVE	CONNECTIVE -because	IN MY OPINION	I THINK THAT IT WILL BE	ADJECTIVE
Je vais = I am going	jouer au tennis = to play tennis	car	à mon avis	je pense que ce sera	amusant = fun
Tu vas = you are going	manger les fruits = to eat fruits	parce que	pour moi	je crois que ce sera	facile = easy
Il /Elle va = he/she is going	boire de l'eau = to drink water	puisque	selon moi	je considère que ce sera	difficile = difficult
Nous allons = we are going	rester au lit = to stay in bed		en ce qui me concerne	il me semble que ce sera	reposant = relaxing
Vous allez = you are going	faire de l'exercice = to do exercise				ennuyeux = boring
Ils / Elles vont = they are going	aller à l'hôpital = to go to hospital				bon pour la santé = good for health
Je ne vais pas = I'm not going	fumer des cigarettes = to smoke cigarettes				mauvais pour la santé = bad for health
Je ne vais jamais = I'm never going	vapoter = to vape				sain = healthy
	manger de façon saine = to eat healthily				malsain = unhealthy
	prendre de drogues = to take drugs				bénéfique = beneficial
	boire de l'alcool = to drink alcohol				essentiel = essential
	arrêter de fumer = to stop smoking				important = important

Time expression	Noun	Verb	Because	In my opinion	I thought that it was	Adjective
La semaine dernière = **Last week** Hier = **yesterday** Avant-hier = **The day before yesterday** Hier soir = **last night** Le week-end dernier = **Last weekend** L'année dernière = **Last year** Il y a deux mois = **2 years ago** Plus tard = later		j'ai joué = **I played** j'ai marché = **I walked** j'ai essayé = **I tried** j'ai mangé = **I ate** j'ai gagné = **I won** j'ai participé = **I participated** j'ai regardé = **I watched** j'ai aimé = **I liked** J'ai dormi – **I slept** J'ai fini = **I finished** j'ai choisi = **I chose** j'ai bu = **I drank** J'ai perdu = **I lost**	car	selon moi	J'ai pensé que c'était	**agréable - pleasant** **désagréable - unpleasant** **important – important** **primordial – essential** **essentiel - essential** **sain = healthy** **malsain = unhealthy**
Le matin = In the morning **L'après-midi = In the afternoon** **le soir = in the evening**	mon oncle = **my uncle** ma sœur = **my sister** mon beau-frère = **my stepbrother** ma mère = **my mum** ma famille = **my family** mon grand-père = **my grandpa** mon père = **my dad** ma cousine = **my cousin** ma grand-mère = **my grandma**	a joué = **played** a marché = **walked** a essayé = **tried** a mangé = **ate** a gagné = **won** a participé = **participated** a regardé = **watched** a aimé = **liked** a dormi – **slept** a fini = **finished** a choisi = **chose** a bu = **drank** a perdu = **lost**	puisque	à mon avis	j'ai cru que c'était	**divertissant – entertaining** **amusant – fun** **ennuyeux - boring** **necessaire – necessary** **superflu - unnecessary** **utile – useful** **inutile - useless**
Lundi = On Monday **Mardi = On Tuesday** **Mercredi = On Wednesday** **Jeudi = On Thursday** **Vendredi = On Friday** **Samedi = On Saturday** **Dimanche = On Sunday**	mes parents et moi = **my parents and I** ma mère et moi = **my mum and I** mon grand-père et moi = **my grandpa and I** mon frère et moi = **my brother and I** mon père et moi = **my dad and I** ma grand-mère et moi = **my grandma and I**	avons joué = **played** avons marché = **walked** avons essayé = **tried** avons mangé = **ate** avons gagné = **won** avons participé = **participated** avons regardé = **watched** avons aimé = **liked** avons dormi – **slept** avons fini = **finished** avons choisi = **chose** avons bu = **drank** avons perdu = **lost**	parce que	pour moi	j'ai consideré que c'était	**alarmant - alarming** **inquiétant - worrying** **embêtant – annoying** **agaçant = annoying** **bénéfique – beneficial** **possible – possible** **impossible - impossible** **une perte de temps / d'argent – a waste of time / money**
	mes parents = **my parents** mes grands-parents = **my grand parents** mes frères / sœurs = **my brothers / sisters** mes amis = **my friends** mes cousins = **my cousins** mon oncle et ma tante = **my aunt and uncle**	ont joué = **played** ont marché = **walked** ont essayé = **tried** ont mangé = **ate** ont gagné = **won** ont participé = **participated** ont regardé = **watched** ont aimé = **liked** ont dormi – **slept** ont fini = **finished** ont choisi = **chose** ont bu = **drank** ont perdu = **lost**		en ce qui me concerne	j'ai trouvé que c'était	**bon pour la santé = good for health**

OPINION		NOUN	
Me encanta(n) = I love		mi padre = my dad	
Me chifla(n) = I love		mi madre = my mum	
		mis padres = my parents	
		mi hermano = my brother	
Me gusta(n) mucho = I really like		mi hermana = my sister	
Me gusta(n) = I like		mi abuelo = my granddad	
		mi abuela = my grandma	
Me da(n) igual = I don't care about		mi tío = my uncle	
		mi tía = my aunt	
No me gusta = I don't like		mi sobrino = my nephew	
No me gusta(n) nada = I really don't like		mi sobrina = my niece	
No me importa(n) = I don't care about		mi primo = my cousin (m)	
		mi prima = my cousin (f)	
Odio = I hate		mi padrastro = my stepdad	
Detesto = I hate		mi madrastra = my step mum	
		mi hermanastra = my stepsister	
Me llevo bien con = I get on with		mi novio = my boyfriend	
No me llevo bien con = I don't get on with		mi bisabuela = my great	
No aguanto = I can't stand		mi bisabuelo = my great	
		mi cuñado = my brother in law	

VERB	NOUN	ADJECTIVE	
tengo = I have tienes = you have tiene = he / she has	los ojos = eyes	marrones = brown verdes = green	azules = blue grises = grey
tenemos = we have tenéis = you (plural) have tienen = they have	el pelo = hair	rubio = blond moreno = dark brown largo = long liso = straight rizado = curly	castaño = brown pelirrojo = ginger corto = short ondulado = wavy
soy = I am eres = you are es = he / she is somos = we are sois = you (plural) are son = they are	QUALIFIER un poco = a bit bastante = quite muy = very	alto = tall bajo = short delgado = slim gordo = fat grande = big pequeño = small guapo = good looking feo = ugly joven = young viejo = old calvo = bald	

CONNECTIVE because	IN MY OPINION	TIME PHRASE	VERB	ADJECTIVE
porque	a mi modo de ver	siempre = always	soy = I am	gracioso = funny
dado que	para mí	casi siempre = almost always	eres = you are	divertido = fun
puesto que	desde mi punto de vista	normalmente = normally	es = he/she is	maduro = mature
ya que	a mi juicio	a menudo = often	somos = we are	cariñoso = caring
aunque = although	en mi opinión	generalmente = generally	sois = you (plural) are	simpático = kind
		por lo general = generally	son = they are	antipático = unkind
		a veces = sometimes		aburrido = boring
I THINK THAT	de vez en cuando = sometimes			ambicioso = ambicious
creo que	rara vez = rarely			modesto = modest
pienso que	raramente = rarely			travieso = naughty
considero que	casi nunca = almost never			sincero = sincere
me parece que	nunca = never			molesto = annoying
				perezoso = lazy
				triste = sad
				fiel = loyal
				fuerte = strong
				alegre = happy
				hablador = chatty
				egoísta = selfish

Tiene las pecas = **he / she has freckles**   Tiene los granitos = **he / she has spots**

Lleva barba = **he has a beard**   Lleva bigote = **he has a moustache**

Lleva gafas = **he /she wears glasses**   Lleva lentes de contacto = **he /she wears contact lenses**

Future Tense – If Clauses							
If clause starter	Noun	Verb	Noun/Adjective	Connective	In my opinion	I think that it is	Adjective
Si tengo mucho dinero= If I have a lot of money Si tengo suerte = If I am lucky Si tengo la oportunidad= If I have the opportunity Si puedo = If I can	(yo)	me quedaré = will stay	soltero /a= single	porque = because	a mi modo de ver	creo que es	genial = great asombroso = fantastic relajante= relaxing
		me casaré= will marry	felizmente= happily				
	mi novio (ideal) = my (ideal) boyfriend	será = will be	simpático/a = kind guapo/a = handsome/beautiful seguro/a = confident	dado que = because	para mí	pienso que es	estupendo= great animado = lively difícil = difficult
	mi novia (ideal) = my (ideal) girlfriend	se comportará = will behave	bien = well				fácil= easy
	mi pareja (ideal) = my (ideal) partner	tendrá = will have	una barba = a beard los ojos azules = blue eyes el pelo castaño = brown hair	puesto que = because	desde mi punto de vista	considero que es	entretenido = entertaining
	mi marido (ideal) = my (ideal) husband						
Si tuviera mucho dinero = If I had a lot of money Si tuviera suerte = If I was lucky Si tuviera la oportunidad= If I had the opportunity Si pudiera = If I could	mi mujer (ideal) = my (ideal) wife						divertido = fun (des)agradable = (un)pleasant
	mi familia (ideal) = my (ideal) family	sería = would be	calvo = bald modesto/a = modest musculoso = muscly	ya que = because	a mi juicio	me parece que es	aburrido = boring ambicioso= ambitious
	mi hijo/a (ideal) = my (ideal) child	se comportaría = would behave	bien = well	aunque = although	en mi opinión		molesto = annoying
		tendría = would have	una barba = a beard los ojos azules = blue eyes el pelo castaño = brown hair				importante = important

¿Qué haces para estar en forma? ¿Cómo vas a mejorar tu salud?
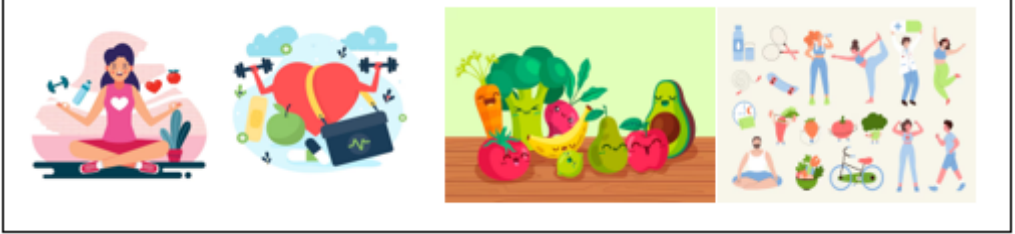
OPINION	INFINITIVE	NOUN
Me encanta = I love	comer = to eat	la comida sana = healthy food
Me chifla = I love		la comida rápida = fast food
Me gusta mucho = I really like		las verduras = vegetables
Me gusta = I like		sweets = caramelos
Me da igual = I don't care about	beber = to drink	el agua = water
		el zumo = juice
No me gusta = I don't like		el vino = wine
No me gusta nada = I really don't like		El café = coffee
Odio = I hate	jugar = to play	al baloncesto = basketball
Detesto = I hate		al tenis = tennis
No aguanto = I can't stand		al beisbol = baseball
		al ajedrez = chess

TIME EXPRESSION	VERB	NOUN
Siempre = always	como = I eat	fruta = fruit
Casi siempre = almost always	comes = You eat	verduras = vegetables
Normalmente = normally	come = he/she eats	pastel = cake
A menudo = often	comemos = we eat	carne = meat
Generalmente = generally	coméis = You(pl) eat	pescado = fish
Por lo general = generally	comen = they eat	
A veces = sometimes		galletas = cookies
Raramente = rarely	bebo = I drink	queso = cheese
Rara vez = rarely	bebes = you drink	
De vez en cuando = from time to time	bebe = he/she drinks	agua = water
	bebemos = we drink	té = tea
Casi nunca = almost never	bebéis = you (pl)drink	leche = milk
Nunca = never	beben = they drink	alcohol = alcohol

Tengo hambre = I am hungry
Tengo sed = I am thirsty

Soy vegano/a = I am vegan
Soy vegetariano/a = I am vegetarian

IR + A	INFINITIVE	CONNECTIVE -because	IN MY OPINION	I THINK THAT IT WILL BE	ADJECTIVE
Voy a = I am going	jugar al fútbol = to play football	porque	en mi opinión	pienso que será	divertido = fun
Vas a = you are going	hacer ejercicio = to do exercise	puesto que	a mi juicio	creo que será	fácil = easy
Va a = he/she is going	entrenarme = to train	ya que	para mí	opino que será	difícil = difficult
Vamos a = we are going	comer fruta = to eat fruit	dado que	a mi modo de ver	considero que será	relajante = relaxing
Vais a = you are going	evitar la comida rápida = to avoid fast food		desde mi punto de vista	me parece que será	aburrido = boring
Van a = they are going	beber agua = to drink water				bueno para la salud = good for health
	vivir sanamente = to live healthily				malo para la salud = bad for health
	dormir ocho horas = to sleep eight hours				sano = healthy
	mejorar el salud= to improve health				malsano = unhealthy
	beber alcohol = to drink alcohol				beneficioso = beneficial
	fumar = to smoke				esencial = essential
	vapear = to vape				importante = important

VERB	INFINITIVE	NOUN	CONNECTIVE - because	VERB	ADJECTIVES
Planeo – I plan	probar – to try	una dieta vegetariana/vegana/ mediterránea – a vegetarian/vegan/mediterranean diet	porque	es = it's pienso que/opino que/creo que/considero que es = I think it's mi madre/padre dice que es = my mum/dad says it's	sano/a = healthy bueno para el corazón/el salud/el medio ambiente = good for the heart/health/environment una buena fuente de proteína/vitaminas/minerales = a good source of protein/vitamins/minerals
Espero – I hope	ser – to be	más activo/a – more active constante/decidido - consistent/determined	puesto que		
Voy a – I am going	comer – to eat	más fruta/verduras/proteína – more fruit/vegetables/protein menos azúcar/sal/grasa – less	ya que	los medicos dicen que = the doctors say that según estudios = according to studies	puedes vivir una vida más sana = you can live a healthier life
Tengo ganas de – I want	tener – to have	ocho horas de sueño – eight hours sleep un régimen de ejercicios – an exercise regime	dado que		se lleva una vida más equilibrado = you lead a more balanced life
Quiero – I want	seguir – to follow	un estilo de vida saludable/equilibrado/fácil – a healthy/balanced/easy lifestyle			me ayuda a mantenerme sano = it helps me to stay healthy
Tengo la intención de- I intend	mejorar - to improve	mi salud - my health mi futuro – my future mi forma física – my fitness			
Se podría – you could	hacer – to do	ejercicio regularmente/todos los díás – exercise regularly/every day			

Subject Knowledge Organiser - Dance

Keywords

Canon- This is where a group of performers repeats the same action one after another. A good example of this is the Mexican wave.

Choreography- Being able to create a dance or set of dance moves.

Control- The power to direct your body and body parts to master dance moves.

Co-ordination- Being able to move different body parts at the same time.

Dynamics- Being able to change the way your body moves- fast, slow, jerky, smooth etc.

Expression- Being able to show a story or a feeling through the medium of dance, also, being able to use your face to show the meaning of the dance.

Extension- To be able to stretch parts of the body to their upper limits, usually your arms, legs and fingers.

Flexibility- The ability of your joints to move through a full range of motion. Having flexibility in your muscles allows for more movement around a joint.

Isolation- Moving one body part on its own whilst the rest of the body is still.

Mirroring- This is where a pair or group of people complete the same movement but the opposite side of the body- as if they were looking in a mirror.

Dual Coding

Styles of Dance

Ballet- This dance style is over 500 years old and it is all about telling a story through dance and music. A famous ballet move is going onto pointe toes, this is where the shoes allow dancers to go onto the very tip of their toes which creates a sense of light and airiness.

Street/Hip-hop- This is a very quick style of dance which requires music with a heavy beat, dancers move around quickly creating moves on the floor and tricks such as head spins and flips. This style has derived from a variety of other dance styles yet only became popular in the early 90's.

Modern- This is dance that follows no rules and is focused on expressing inner feelings through music and movement. This style of dance was created in a rebellion against classical ballet due to the limitations. Modern dance became famous in the 1900's. Modern dancers usually dance barefooted and wear costumes' that reveal a story.

Cultural- Cultural dances are those that originate from a certain country, culture or religion and these are very famous within that culture. For example, Irish dancing originates from Ireland, Bollywood originates from India and Rock n Roll originates from America.

Progress Vocabulary: *Identify, Define, describe, explain, compare and contrast, sporting links, analyse, evaluate*

Noughts and Crosses Knowledge Organiser

Context

The story of 'Noughts and Crosses' was written in a time where white people had control over black people. In the play's scenario, as in the original novel, black people (Crosses) have control over white people (Noughts).

In the play we follow the story of Callum and Sephy, who have been friend since birth, and they are forbidden to speak to each other from the beginning of the play.

They fall in love and do everything they can do be together, but the rising hostility between the Noughts and Crosses makes this nearly impossible.

Important vocabulary

Segregation – setting people apart

Oppression – cruel or unjust treatment

Prejudice – unreasonable opinion (also bigotry)

Discrimination – unjust treatment of difference

Inequality – difference in how you're treated

Injustice – unfair treatment Intolerance – unwillingness to accept something

Manipulation – making you behave a certain way

Dystopia – a broken world full of suffering

Slavery – making you work in unjust conditions

Terrorism – unlawful use of violence and intimidation

Politics – activities linked to government

Liberation – setting people free

Freedom – the right to act, speak, think as you choose

Isolation – being separated from others

Identity – who you are and what you believe

Radicalisation – being made to adopt extreme views

In a world of injustice... is violence the answer being heard?

The play of 'Noughts and Crosses' is adapted from a novel of the same name by Malorie Blackman, which alternates the narrator between Sephy and Callum.

The structure in non-linear as it skips forward and back in time.

The play uses various scenes to tell the story from both sides and characters use direct address to help with their story telling.

In the play, Act 1 mainly focuses on Callum's 'world' and in Act 2 it mainly focuses on Sephy's world.

NOUGHTS & CROSSES
BY MALORIE BLACKMAN
ADAPTED BY SABRINA MAHFOUZ
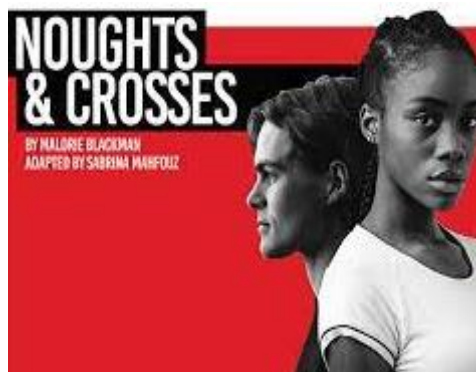
Key Themes:

Racism Prejudice Discrimination
Friendship Love War

Main Characters:

The Noughts:
Callum McGregor - in love with Sephy
Jude McGregor - Callum's brother
Lynette McGregor - Callum's sister
Ryan McGregor - Callum's father
Meggie McGregor - Callum's mother

The Crosses:
Sephy Hadley - in love with Callum
Kamal Hadley - Sephy's father
Jasmine Hadley - Sephy's mother
Minerva Hadley - Sephy's sister

Play – a text written for performance on a stage

Act – a division of a play made up of several individual scenes.

Scene – an individual unit of action in a play.

Soliloquy/ Monologue / Aside – a dramatic technique in which a character speaks their thoughts to the audience without other characters hearing.

Prologue – A scene which shows important events that take place before the play begins.

Stage directions – An instruction written in the script of a play that gives direction to the actors or information about the action or scenery.

Audience – the people who watch a play at the theatre or see it performed on television or at a cinema

Split screen / Crosscut – A dramatic technique used when two events are happening at the same time in the play in different locations.

Multi-media – The use of a projector or other means to show images/video clips that assist the narrative

**Multi-role / Split role** – When an actor plays more than one role or a character is played by more that one actor.

Flashback – When the actions flashes back or forward in time.

Year 9 — Term 6: *Pop Music* Knowledge Organiser

Key ingredients of a pop song		Key terms	
1. Layers: melody, chords, bassline & beat	The melody is the main tune, usually sung by the **lead singer**. The **lead guitar** may also play melodies. Chords are played by the **rhythm guitar**, or perhaps added on a piano or synthesiser, or even sung by backing singers. The bassline is usually played by a **bass guitar**. The beat is usually played on a **drum kit**.	**1. A cappella**	Voices, without instrumental accompaniment.
		2. Backbeat	Emphasis on second and fourth beats of the bar.
		3. Bridge	A section that links the verse and chorus. Sometimes called a **pre-chorus**.
2. Optional layers	There may be **countermelodies** played by the lead guitar, sung by backing singers, or put in on extra instruments such as synth, strings or anything else.	**4. Broken chord**	Each note played separately. On guitar, usually done with **finger-picking**.
3. Structure	**Verse-chorus** structure is the most common. There is likely to be an **intro**, a **coda**, and a **middle eight** or **instrumental break**.	**5. Call and response**	Often used between the lead vocalist and the backing singers, who repeat or answer what the lead singer has sung.
4. Other ingredients	The bassline or guitar part might feature **riffs**. There may be a particularly catchy part: this is the **hook**. Some songs also have a **modulation.**	**6. Coda**	The end section of a song.
		7. Distortion	An effect used on guitars: a dirty, fuzzy sound.
Instruments/voices and what they might do		**8. Fill**	At the end of a phrase, the drummer plays a more complex part to fill in.
Singers	1. **Vibrato,** where the note wobbles in pitch slightly. Makes the note sound warmer and more expressive.	**9. Flanger**	A guitar effect that makes a whooshing sound.
	2. **Portamento** is a slide between notes.	**10. Glissando**	A slide between two notes.
	3. **Falsetto** is when a man sings very high. Michael Jackson, Sam Smith and Freddie Mercury all sing falsetto some of the time.	**11. Harmonic pace**	How often the chords change, i.e. one chord per bar, two chords per bar, etc.
	4. **Rubato**, expressive speeding up and slowing down.	**12. Hook**	The catchy part of the song, often in the chorus.
	5. **A cappella** - singing with no instrumental accompaniment.	**13. Instrumental break**	A section where the singing stops and there is a solo on an instrument.
	6. **Scat** is when singers sing nonsense syllables such as 'doo'.		
	7. **Riffing** is when a singer ornaments the melody with a lot of extra notes, usually at the end of a phrase. Mariah Carey does this, for example.	**14. Looping**	Technology-based method of repeating a short musical idea.
	8. Vocals may be **multi-tracked**, or may have effects such as **autotune** or **vocoder** applied to them.	**15. Melisma (melismatic)**	Lots of notes sung to a single syllable.
Guitars	1. The **lead guitar** plays melodies. These might be **solos** or **riffs,** or perhaps **countermelodies** over the singer's tune. Sometimes effects such as **distortion, chorus** or **flanger** are used.	**16. Middle eight**	The section of a song where there is a new, different tune.
		17. Modulation	A key change.
	2. **Rhythm guitar** can be acoustic or electric, and plays **chords.** These might be **strummed** or **picked** (to make broken chords).	**18. Multitracking**	Nearly all pop songs are recorded like this: each part is recorded separately and then put together.
	3. **Bass guitar** plays the bassline - the lowest notes. Bass guitar does not play chords. Sometimes adds **glissandos.**	**19. Panning**	Putting more or less sound through each speaker, so that a sound comes from the left or right.
Drum kit	1. A drum kit is made up of **snare, hi-hat, bass (or kick) drum, tom-toms** and **ride and crash** cymbals.	**20. Picking (fingerpicking)**	On guitar, playing one note at a time (as opposed to strumming).
	2. Often the snare emphasises the **backbeat.**	**21. Portamento**	When a singer slides between notes.
	3. At the end of the phrase, the kit may play **fills.**	**22. Reverb**	Adds a sense of space to a sound.
	4. **Drum pads** or **drum machines** are digital alternatives to an acoustic kit.	**23. Riff**	A repeating melodic or rhythmic idea.
Keyboards	1. **Piano** or **synthesisers** are the main kinds of keyboards and found in pop, although **electric organs** may be used too.	**24. Riffing**	Highly decorated singing.
		25. Rubato	Expressive slight changes of tempo.
	2. **Piano** is often used in **ballads**. It can play **chords, basslines** and **melodies.** Some artists, e.g. Elton John, make a real feature of the piano part.	**26. Sampling**	When a short extract of another recording (a sample) is used in a song.
		27. Strumming	Playing all the strings of a guitar at once to play chords.
	3. **Synthesisers (synths)** are electronic keyboards capable of playing any kind of sound. Because of this they are very adaptable, and can imitate the sound of anything else or make unique timbres.	**28. Syllabic**	Each syllable is sung with one single note.
		29. Unison	Everyone singing/playing the same notes.

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

Study the work of other artists by **researching, copying** and **responding**
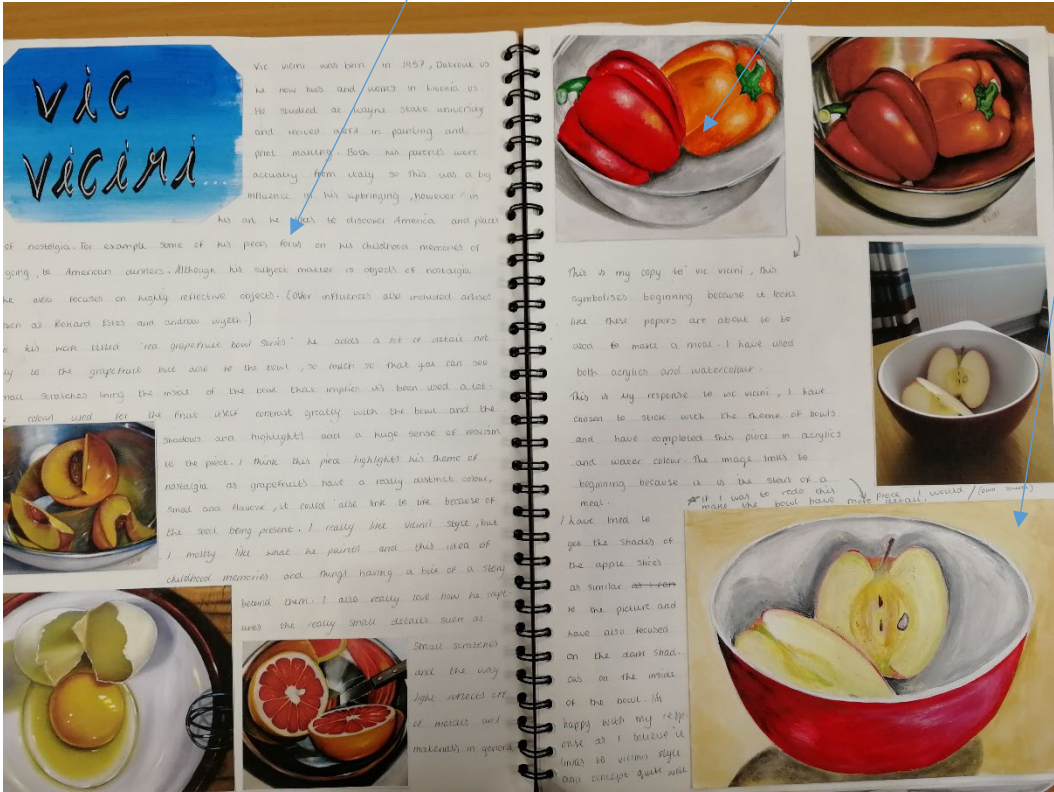
TECHNICAL VOCABULARY

Mixed Media	Use a mixture of different art materials; pencil, paint pastels etc. within the same image
Printing	A print is an impression made by any method involving transfer from one surface to another
Experiment	To test (with different art media)
Response	A reaction (to the work of an artist)
Critical	Judge and form opinions
Context	The full picture-when, where, events etc. that have influenced the artist
Analyse	To examine in detail
Interpret	Explain/translate art work
Opinion	Your belief and thoughts
Review	Evaluate

John Piper was a British artist who was born in 1903 and died in 1992.

He is well known for painting architecture and landscape and was an official war artist during the second world war.
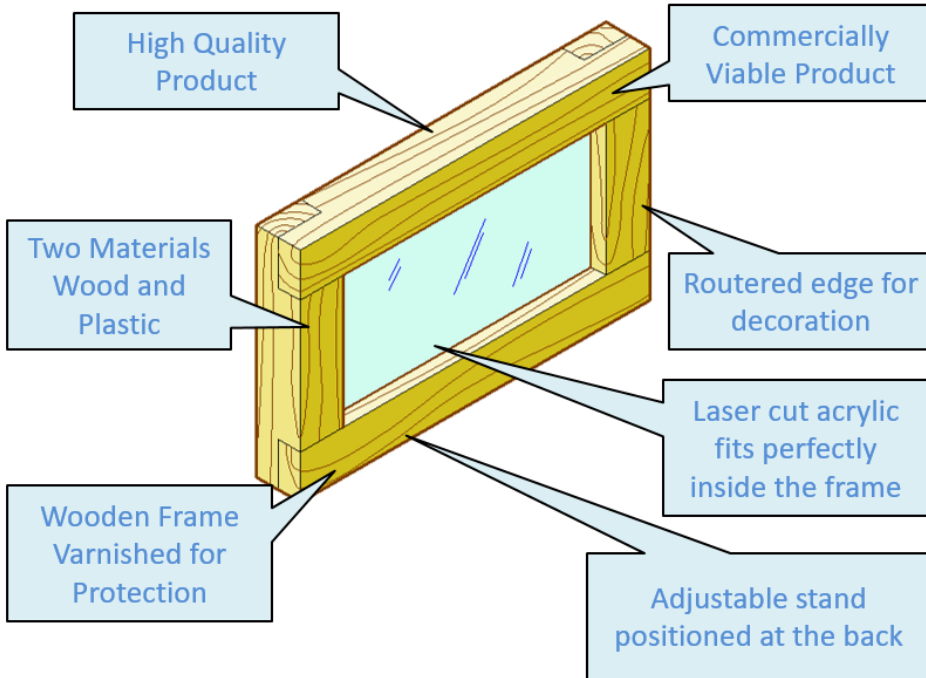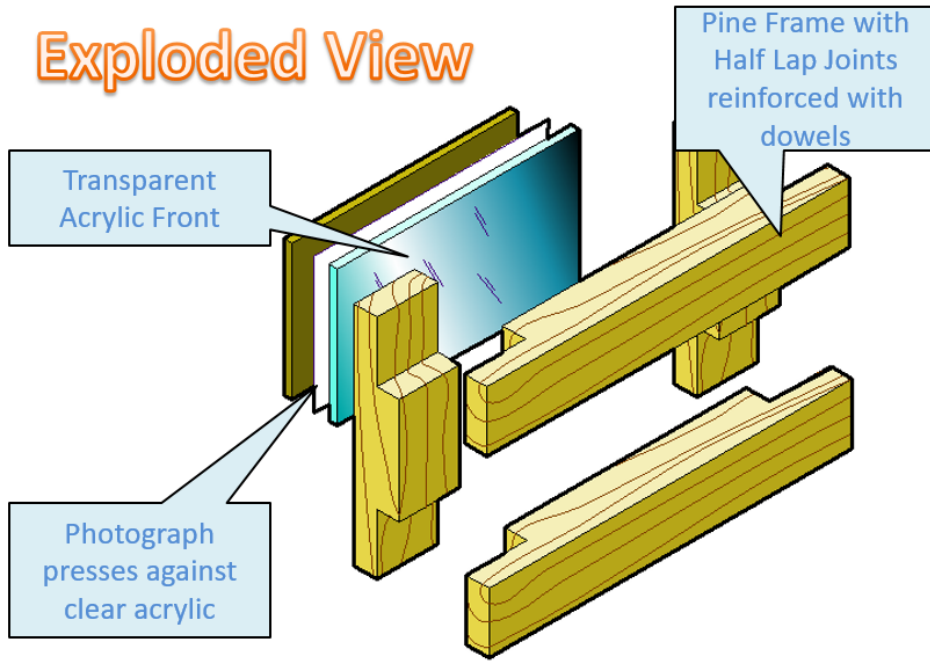
He liked to tell a story, rather than just copying what he saw and tried to create a sense of place and emotion.

How does the above information link to the 2 examples of his work?

How would you describe the way in which he has painted these pieces?

What do you think of the work?

Exploded View

- Transparent Acrylic Front
- Pine Frame with Half Lap Joints reinforced with dowels
- 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
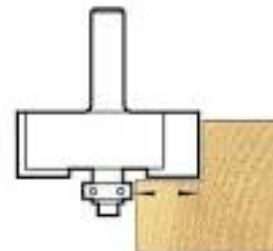
Rebate bit is attached to a router. This makes a step in the wood material. It users a follower. The follower guides around the edge of the wood to guarantee the distance of the step.

Carbohydrates (A macronutrient)

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
Weight loss- too little carbohydrates
Weight gain- too much carbohydrates

Non visible- Not enough fibre leads to constipation
Too much refined carbohydrates (junk food) can lead
 to obesity, diabetes, tooth decay

Cereals

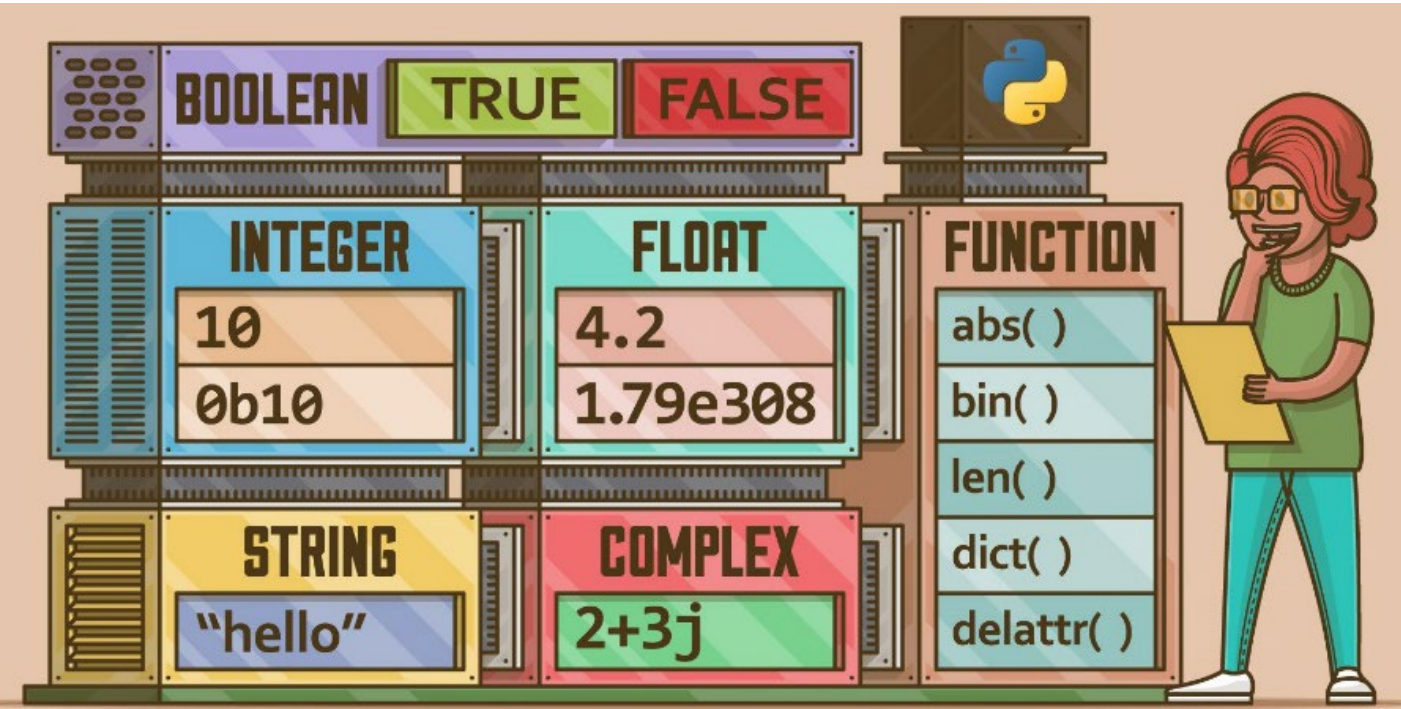| Rice- Gluten free	Provide many nutrients if wholegrain is used
- Is a popular staple in the far East. - It can be ground into flour or made into breakfast cereal as well as boiled and fried. - There are many varieties- Long grain, basmati, Arborio, wild rice - It has the least nutritional value of 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

→	Line
▭	Process
▯▯▯	Sub Routine
▱	Input/Output
◇	Decision
⬭	Terminal
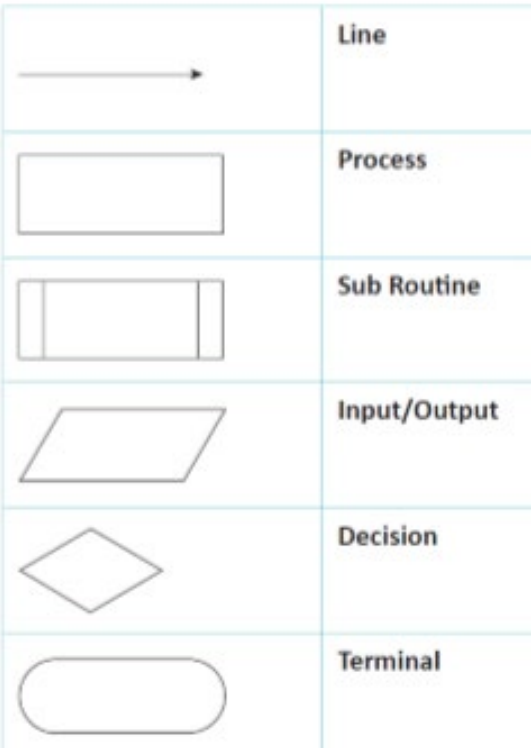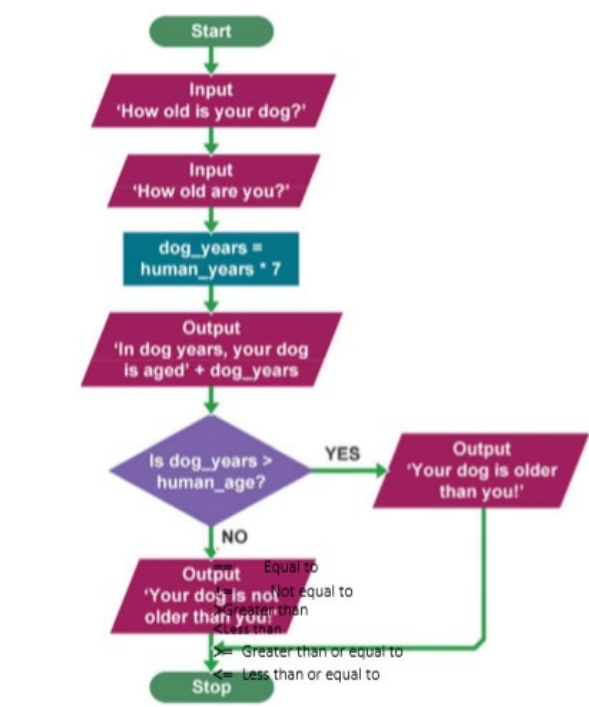
==	Equal to
!=	Not equal to
<	Less than
<=	Less than or equal to
>	Greater than
>=	Greater than or equal to

+	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

Key Vocabulary	
Procedural programming	Procedural programming is a programming method which follows a step-by-step approach requiring previous statements and conditions to be met before continuing.
Object orientated programming	Object orientated programming or OOP is modular in design using an object-based concept which allows for statements and conditions to be run and completed without the need to wait for statements and conditions in other parts of the program to be met or completed.
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
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
For Loop	For loops are used within program to do an assign task or decision a set number of times based off of a counter. Once this set number of loops have been completed the loop ends.
While Loop	A While loop is also referred to as a forever or infinite loop as it will continue until a set condition has been met, for instance the condition of a football match to end is the whistle, until the whistle is blown the game continues indefinitely.
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

Why is it important to study the Holocaust?	To understand how and why it happened and to consider deeply its contemporary significance. You will learn about demanding concepts such as antisemitism, racial ideology, totalitarianism, resistance and response, complicity and responsibility, mass murder and genocide, unimaginable human loss, and the meaning of survival.
What was life like for an ordinary Jew in Europe?	Jewish people lived in countries across Europe and there were Jewish communities in every European country. They employed in all types of jobs and many worked in trade and commerce. The majority were not wealthy. They lived ordinary lives, going to the movies, playing sport and attending state schools.
Who were the Jews of Europe before the Second World War?	Jewish people had many different identities and beliefs; there was no one way to be a Jew. Not all Jews were religious and religious Jews did not all believe the same thing. In Germany they were less than 1% of the population, and more Jews lived in the east than the west of Europe. Most lived in Poland, the Soviet Union and Poland.
What does it mean to be a bystander?	Bystanders were not the "perpetrators" or the "victims." Nor were they among the tiny minority of "rescuers" of the "victims." "Bystanders" as a group have often been characterized as "passive" or "indifferent." They included those, for example, who did not speak out when they witnessed the persecution of individuals targeted simply because they were Jewish, or during the phase of mass murder, did not offer shelter to Jews seeking hiding places. They were also onlookers. Many onlookers to events who approved or tolerated what they witnessed were also involved. They might have processed Jewish Identity cards, benefitted by taking possessions from an evicted Jewish family, or harassed Jews in their communities.
How could Jews resist in the Holocaust?	At the time of the Holocaust for many Jewish people resistance meant spiritual resistance in the ghettos or more active responses, such as uprisings, going into hiding, assuming other identities or joining partisan groups. Many fought back and resisted however they could.
What motivated people to become rescuers?	People or communities who committed to upholding values of humanity and showed bravery and courage against the odds. Many people disagreed with what was happening to the Jews, but only some were prepared to overcome fear and help.
How did the Holocaust affect Jewish survivors' belief in God, forgiveness and their sense of justice?	After the Holocaust Jewish survivors grappled with some of the important questions about faith, God and belief. There were many different responses, including anger, despair and sadness. The devastation to the Jewish communities across Europe meant that some were lost altogether. Many Jewish survivors faced difficulties after the war and were not always welcome in other countries.
How do we do we remember the Jewish lives lost in the Holocaust?	Yad Vashem in Israel and the National Holocaust Centre and Museum in Newark are important places of remembrance. Yad Vashem includes the Book of Names, the Hall of Remembrance and many sculptures and exhibitions created at this Jewish site. The NHCM works to keep survivors stories in the public domain and help people in the UK access this challenging history.

Technical Vocabulary

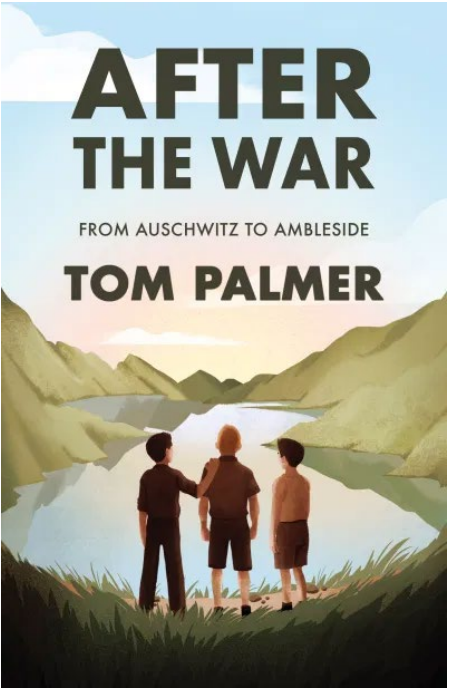|	
Holocaust	The genocide of 6 million European Jews, with the intent of total annihilation, by the Nazis and their collaborators.
Jew	A member of the people and cultural community of the religion of Judaism.
Genocide	The deliberate attempt to destroy a national, ethnic, racial or religious group
Anti-Semitism	Hostility to or prejudice against Jews.
Prejudice	An unfair opinion, judgement or feeling toward someone.
Discrimination	Treating an individual or group differently to others
Racism	Prejudice against someone because of their ethnicity
Persecution	Being treated badly, usually because of 'race', religious or political beliefs.
Empathy	Being able to understand the feelings and experiences of others.
Bystander	Someone who watches the crimes of the perpetrators but makes no attempt to intervene
Collaborator	A person or group that helped the Nazis to persecute and/or murder.
Perpetrator	Someone who systematically commits crimes against others.
Upstander	A person who speaks or acts in support of an individual or cause
Resistance	The refusal to accept or comply with something.
Rescuer	A person who saves someone from a dangerous or difficult situation.
Ghetto	An area in town or cities where Jews were separated by force from other people. Conditions were overcrowded and unsanitary and could be fatal.
Concentration	Putting many people into a small area so they can be controlled easily
Extermination	Mass killings, normally of animals that are considered a pest.

After The War by Tom Palmer

• On the 14th August 1945, 300 child survivors of the Holocaust arrived at Carlisle airport to begin their long process of recovery from the deprivations and horrors that they had endured.

• They were part of a larger programme, funded by the Jewish organisation theCentral British Fund.

• This made provision for 1000 child survivors of the Holocaust to travel to Britain, but only 732 could be found. The rest had been murdered by the Nazis.

• This first group of 300 children would spend time near Lake Windermere in theLake District as part of a programme of recovery and recuperation.

'It is important to realise what the devastation of the Holocaust really meant. Despite all of the efforts that were made, not a thousand children could be found.' Ben Helfgott (Martin Gilbert 'The Boys' p.331)
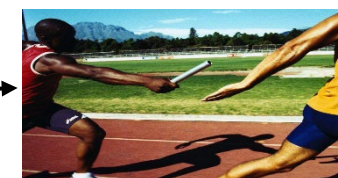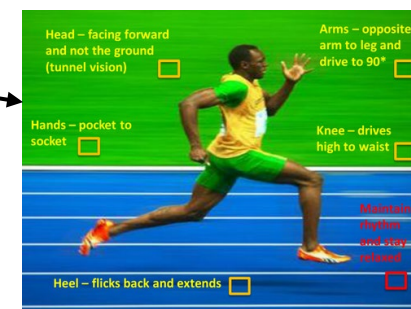
• These young people were some of the very few Jewish children from across Europe to have survived the Holocaust.

• Without exception each of them had endured unimaginable trauma and difficulties and most of them would find very few survivors from their wider families.

• They would become known as 'The Boys' even though there were some girls amongst them. Only about 80 of them were girls as survival for girls during the Holocaust was almost impossible.

'The reason that there were so few girls among the youngsters brought from Prague is that it was much harder for girls to survive. At each deportation from the ghettos, a few boys under sixteen were selected for slave labour: almost all of the girls of a similar age were sent with their parents to the death camps, where all the deportees were murdered. Girls under sixteen who did survive were mostly those who had managed to go into hiding, and were not betrayed. In Poland, this meant hiding for two or three years.' (Martin Gilbert 'The Boys' p.2)
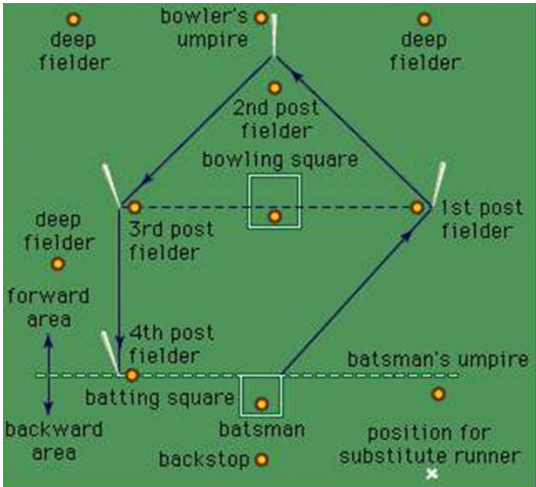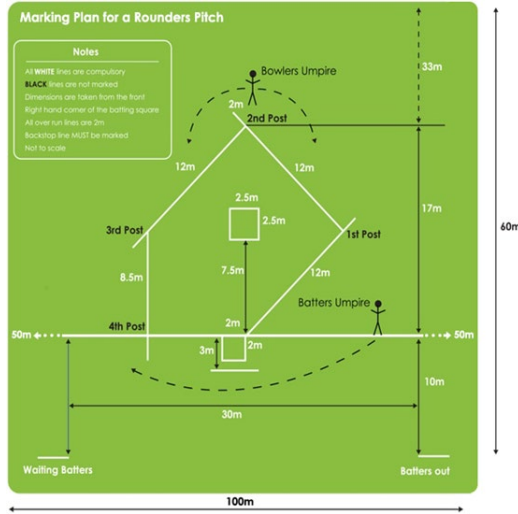
AFTER THE WAR
FROM AUSCHWITZ TO AMBLESIDE
TOM PALMER

Half-Term 5/6: Subject – PE – Year 9 – Athletics

Key vocabulary	
Running style (100m/200m)	Running at a fast speed/pace over a short period of time. Changing the running style to run the quickest time.
Introduce pace running 800m/1500m	Running at a slower pace/speed over a longer period of time. Changing the running style to run the quickest time and help others improve. Get across to the inside lane and keep at a pace where you stay with the lead group, but conserve enough energy for a sprint finish (if required)
Jumping- Long jump	**Run-up**- should be measured by sprinting from the take-off board (with the foot you take-off on right to the edge of the take-off board). The length of the run-up is usually the athlete's age in strides (+ or – 2) e.g a 13-year-old should take between 11-15 strides for their run-up (shorten if maximum speed is reached before take-off). The speed of the run-up should be at maximal effort (without slowing on approach). **Take-off**- should be on one foot and that foot is not allowed to step over the take-off board or it will be classed as a no-jump. The aim for the take-off is to attain height so you can stay in flight longer and further. The take-off foot should be flat on the board as heel first loses speed and toes first loses balance and stability (and increases risk of injury). **Flight**- The sail technique is used by beginners, but once jumping over 5m, you can also use the 'hang' or the 'hitch-kick'. To do the sail technique, thrust your free leg in front of your body as long as possible. The take-off leg will follow into the same position mid-flight. Lastly, bring your arms forward, as if you are trying to reach for your toes. **Landing**- Do not fall backwards into the sand pit. Bring your heels up and your head down towards your knees. Jumpers often fall sideways or forwards after landing on their heels. Try to land two-footed to reduce injury risks.
Jumping- High jump	Run using a curved approach, taking off from one foot and clearing the bar to land on the mat. Beginners or low heights usually use a scissors leg kick technique, but as the bar is raised athletes tend to use the fosbury flop technique (arched spine, head first). During the take-off the athlete should lift their hips and keep their feet high to avoid knocking the bar off with their bottom or legs)
Throwing- Shot putt	Follow the steps in the diagram and push the shot with as much power as possible. Release the shot at approximately 45°
Throwing- Javelin	The javelin should be held using either the 'V' grip or standard grip. You can either perform a standing throw or throw with a run-up. For the standing throw you extend your throwing arm back as far as you can, with the tip of the javelin in line with your nose. You flex and extend your elbow and let go at 45°. A fast arm speed with good explosive power will cause the javelin to travel further. The javelin needs to land with the tip in the ground or flat for it to count as a good throw.
Throwing- Discus	Throwing a disc-shaped object with one hand in a forward direction. The preparation swings allow power to be generated, which should be converted into distance upon release.
Relay (4 x 100m)	A team of four run 100m each. The athlete who starts the race carries a relay baton, and this must be passed on to each runner during each changeover. The athletes who run second, third and fourth have to stand within a changeover box and have to receive the baton by the time they leave the changeover box. The technique used to pass the baton on is usually either a 'down-sweep' or 'up-sweep' action. Athletes must stay in their lanes when running, and also during changeover, or they will be disqualified.

Half-Term 5/6: Subject – PE – Year 9 – Rounders

Rules of the game	Positions	Key Terms

Rules of the game

A player becomes 'out' of the innings when:
- The ball is caught.
- A batter runs on the inside of the posts or they deliberately throw the bat.
- The post the batter is running to gets stumped or you overtake a previous batter on the field.
- The batter misses or hits the ball and their foot is over the front or back line of the batting square.
- A fielder obstructs a batter, or the batter gets caught out.
- The batter loses contact with the post when the bowler has the ball.

You can achieve scoring in Rounders by:
- If the batter reaches the 2nd or 3rd post in one hit, he scores half a rounder.
- Batter reaching the 4th post in one hit scores a full rounder.
- Runner reaching the 4th post on a no ball scores 1 rounder.
- If the batter fails to hit the ball and reaches the fourth post, a half-rounder is scored.
- A penalty ½ Rounder is scored for an obstruction by a fielder.
- A penalty ½ Rounder is scored for 2 consecutive no balls to the same batter.
- A penalty ½ Rounder is scored by the fielding team if waiting batters or batters out obstruct a fielder.
- A batter can score in the normal way on a backward hit but must remain at 1st post while the ball is in the backward area.

Positions

Bowler: The bowler aims to bowl the ball underarm to their backstop through the batting square between the batter's head and their knee. The bowler doesn't want to give the batter an easy hit though to limit their score.

Backstop: The backstop receives the bowl from the bowler if the batter fails to hit it and then throws the ball to the appropriate position to get a baserunner out. They can also get the batter out if they catch the ball directly after a hit.

Post fielders: The post fielders can still get a batter out by catching the ball directly after a hit but they must remain on the inside of the post they are fielding so they don't obstruct the batters run. If they receive the ball they can get a runner out by stumping the post with the ball before the runner reaches them.

Deep fielders: The deep fielders are further out in the field to catch any longer hits from the batting team. They must also retrieve the ball and throw it back to a post fielder or bowler to stop the batting team.

Batter: The batter must hit the ball into space from the batter's box after the bowler has bowled the ball and then aim to run around as many posts as they can to try and score a rounder.

Key Terms

Backstop - The role of the backstop is guiding the bowlers throw to the batter. Back stop's cup their hands in the appropriate ending space for the ball. That means the backstop's hands become a target for the bowler.

Backward Area - In Rounders, the backward area gets represented by an area of ground behind the front line of the batting zone.

Backward Hit - Making a backward hit means the ball got struck directly behind and into the backward area.

Officials - The role of officials in Rounders is overseeing the rules of the game and promoting fair play. The regulations allow two Rounders officials (umpires) for officiating a Rounders game.
1. The first official is the batting umpire, they must have a clear view of the batting square and the first post without having to turn their head.
2. The second umpire is the bowler's regulator. They may consult each other, and their decisions on the state of play are final. After the first inning is complete, the two umpires swap positions on the pitch in the interest of fairness.

Side Out - In Rounders vocabulary, 'side out' means there is no batter waiting to bat and all the running batters are out.

What does the Law say?

Act	Definition	Consequences
Rape	A rape is when a person uses their penis without consent to penetrate the vagina, mouth or anus of another person.	**Rape** is punished by a maximum of 15 years in prison. **Aggravated Rape** is punished by a maximum of 20 years in prison. Both offences would result in placement on the sex offenders register.
Sexual Assault	Sexual assault is when a person is coerced or physically forced to engage against their will, or when a person touches another person sexually without their consent. Touching can be done with any part of the body or with an object.	Up to 10 years in prison and placement on the sex offenders register.
Sex between Minors	When both parties involved in the sexual activity are under 16 but have consent to the activity	Technically the law is that **if two** 13–15-year-olds engage in consensual sexual activity and each knows that the other is under 16, they will both be guilty of an offence carrying a maximum penalty of 5 years imprisonment. If one party is under 13 and the other under 18 it is statutory rape which is punishable by life imprisonment, but the average is 6-7 years when prosecuted.

Key Words and Terms

Sexual Consent	The giving of permission by a person to engage in any form of sexual activity including penetrative and oral sex.
Affirmative Consent	Consent is only given when a person agrees verbally to engage in sexual activities including penetrative and oral sex.
Coercion	The action or practice of persuading someone to do something they wouldn't normally do or something they don't want to do by using force or threats.
A person who is a minor	A person who is under the age of 18 and legally considered a child.

Consent is:	When can consent not be given?
1. **Freely given.** It is not okay to pressure, trick or threaten someone into saying yes.	• **When a person is drunk or high**, to the point that they are unable to speak or look after themselves.
2. **Reversible.** It is okay to say yes and then change your mind – at any time!	• **Asleep or passed out** – if they are not conscious, they are unable to agree to any sexual activity. If someone passes out whilst engaging in sexual activity – STOP!
3. **Informed.** You can only consent to something if you have all the facts.	• **Mental disability or learning difficulties** which mean they are unable to fully understand what they are consenting to.
4. **Enthusiastic.** You should do stuff you WANT to do, not things people expect you to do. If someone doesn't seem enthusiastic stop and check in.	• **They are underage** – legally a person under the age of 16 cannot give consent to any sexual activity.
5. **Specific**. Saying yes to one thing (like going to the bedroom to make out) doesn't mean you are saying yes to other things (like having sex)	

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.
NSPCC	Helpline: 0808 800 5000 (24 hours, every day) Nspcc.org.uk
Childline	Helpline: 0800 1111 (24 hours, every day) https://www.childline.org.uk
Rape Crisis	Helpline: 0808 802 9999 (12-2.30 and 7-9.30) Rapecrisis.org.uk
Survivors UK – Male Rape and Sexual Abuse Support	Survivorsuk.org
RASAC – Rape and Sexual Abuse Support Centre	Helpline: 0808 802 9999 (12-2.30 and 7-9.30) Rasasc.org.uk