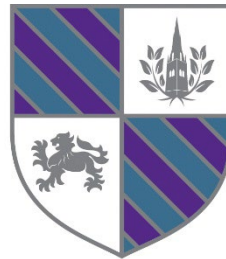


Student Name:



MAGNUS
CHURCH OF ENGLAND
ACADEMY

Knowledge Organiser: November 2025

Year 9

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

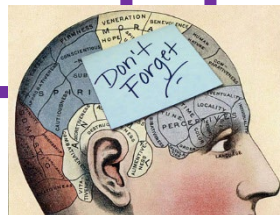
Determination – Integrity – Ambition – Humility – Compassion

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 further reading lists Half Term 2 2025-2026

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.

<u>Religious Studies</u> Brown, Alan, 2005 <i>Christianity</i> Chrysalis Children's Nason, Ruth, 1990 <i>Jesus and Christianity</i> Hodder Wayland	<u>History</u> Chrisp, Peter, 2002 <i>Stalin</i> Hodder Wayland Kenney, Karen Latchana, 2017 <i>What is communism?</i> Raintree Newland, Sonya, 2020 <i>Who's in charge: Russia</i> Franklin Watts	<u>PSHE</u> Brundle, Joanna, 2020, <i>My Job in Maths</i> BookLife Publishing Rosen, Michael, 2018 <i>What is right & wrong? : who decides? where do values come from? and other big questions</i> Wayland Spilsbury, Richard, 2014 <i>I'm good at sport, what job can I get?</i> Wayland Wood, John, <i>Volunteering & activism</i> BookLife Publishing
<u>Food and Hospitality</u> Hark, Lisa. 2007 <i>Nutrition for Life</i> Dorling Kindersley	<u>Drama</u> McIntyre, Marina, <i>All about theatre</i> Walker Books	
<u>Geography</u> Steele, Phillip, 2014 <i>Uprisings in the Middle East</i> Wayland Tarnowska, Wafa, 2022 <i>Amazing Women of the Middle East</i> Pikku	<u>Music</u> 2016, <i>50 things you should know about music</i> QED Publishing <u>Dance</u> Wood, Alix, 2019 <i>Dance</i> Wayland	<u>PE</u> 2020 <i>The Ultimate Guide to Basketball</i> Scholastic Slade, Suzanne, 2013 <i>Basketball: how it works</i> Raintree

Year 9 — English – Descriptive Writing

1. Structure—Zooming

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

2. Using parenthesis to add detail to a description

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

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

3. Key Vocabulary: Techniques and Devices

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

Subject Terminology

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

Generating Table of Values

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

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

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

1. Substitute all the x values into the equation

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

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

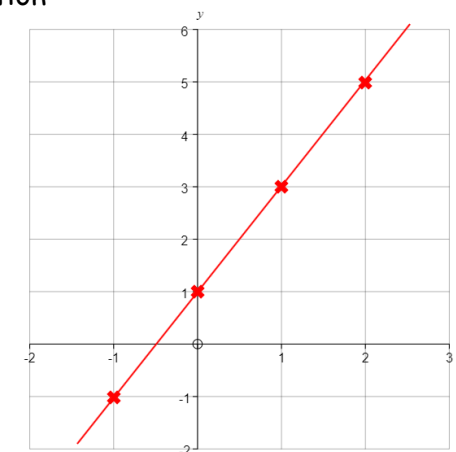
$$y = 2(0) + 1, y = 0 + 1, y = 1$$

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

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

2. Plot the coordinates on the graph

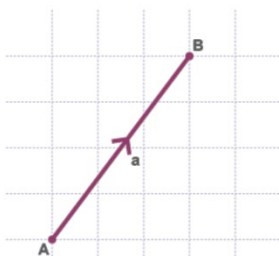
3. Draw a line through



Vector

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

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



Multiple vectors can

Be added together to form new vectors.

Straight Line Graphs

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

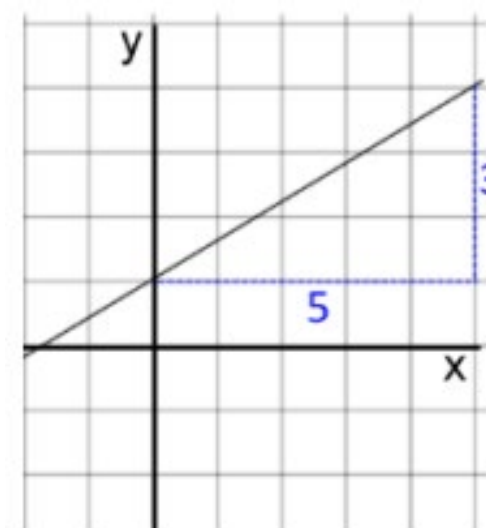
$$y = mx + c$$

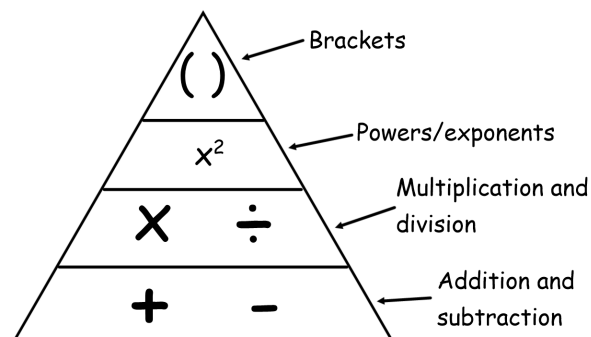
In which m is the gradient and c is the y intercept (see the subject terminology for these definitions).

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

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

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



Order of Operations**Inverse Operations**

$$+ \longleftrightarrow -$$

$$\times \longleftrightarrow \div$$

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

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

Square Numbers

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

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

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

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

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

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

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

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

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

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

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

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

Cube Numbers

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

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

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

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

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

Written methods**Multiplication (Grid method)**

26×5

$\times$	20	6
5	100	30

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

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

Division (Bus stop)

$186 \div 6$

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

6 doesn't divide into 1, so the 1 carries.

6 divides into 18, 3 times.

6 divides into 6, once.

Rounding (to different degrees of accuracy)

*** 5 and above rounds up ***

24.356 To the nearest integer (whole number)

24

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

24.4

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

24.36

Draw in your line then check the number to the right

Multiplying Integers

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

$$+ \times + = +$$

$$- \times - = +$$

$$+ \times - = -$$

$$- \times + = -$$

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
 $-3 + -5 = -8$

Column Addition

$$\begin{array}{r} 129 \\ + 35 \\ \hline 164 \end{array}$$

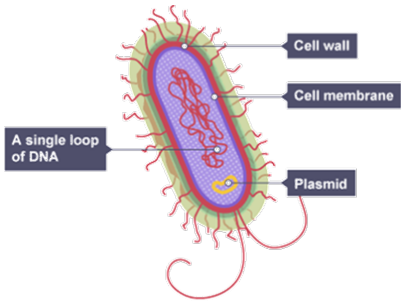
9+5=14
14 is more than 10!

Column Subtraction

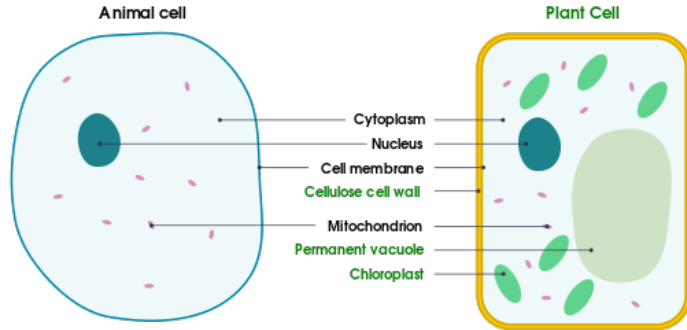
$$\begin{array}{r} 564 \\ - 27 \\ \hline 537 \end{array}$$

(10+4=14)

Prokaryotic Cell



Eukaryotic Cells



Transport in Cells

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

Specialised Cells

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

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

Osmosis Required Practical

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

DIFFERENT CONCENTRATIONS OF SUGAR SOLUTION

ONE OF YOUR SOLUTIONS SHOULD BE DISTILLED WATER

BOILING TUBE

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

AFTER A SET TIME

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

Microscopes and Magnification

TO CONVERT mm → μm
× 1000

1mm → 1000 μm

TO CONVERT μm → mm
÷ 1000

Magnification = image size / actual size

Actual size = image size / magnification

Image size = magnification × actual size

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

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

Atoms

MASS NUMBER =
NUMBER OF NUCLEONS
IN A NUCLEUS



CHEMICAL SYMBOL
FOR ELEMENT

ATOMIC NUMBER
(PROTON NUMBER) =
NUMBER OF PROTONS
IN A NUCLEUS

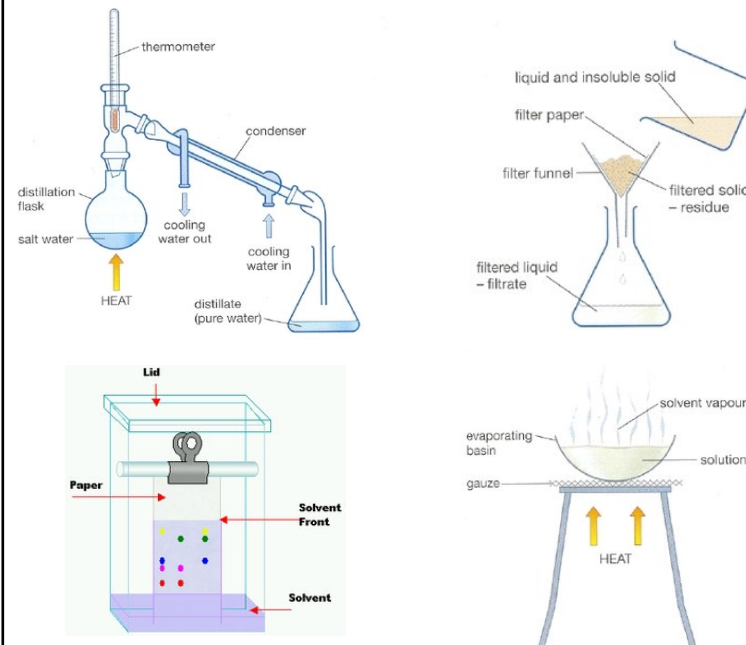
Name of particle	Relative charge	Relative mass
Proton	+1	1
Neutron	0	1
Electron	-1	Very small

Isotopes

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

ISOTOPE	ATOMIC STRUCTURE	SYMBOL
HYDROGEN - 1	0 NEUTRONS 1 ELECTRON 1 PROTON	${}^1_1\text{H}$
HYDROGEN - 2	1 NEUTRON 1 ELECTRON 1 PROTON	${}^2_1\text{H}$
HYDROGEN - 3	2 NEUTRONS 1 ELECTRON 1 PROTON	${}^3_1\text{H}$

Separation Techniques



Key Word

Definition

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

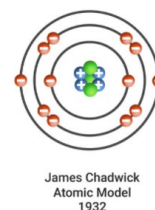
Development of the atomic theory

J.J Thompson's discovery of the electron led to the plum pudding model of the atom.



Bohr discovered that electrons orbit the nucleus.

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



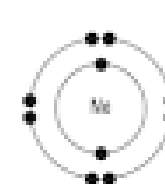
Electron shell diagrams

Atoms react to gain a stable electron configuration.

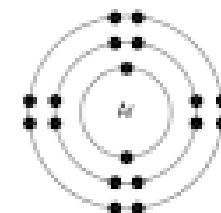
This means they have a full outer shell of electrons.



The first electron shell can hold two electrons



The second electron shell can hold eight electrons



The third electron shell can hold eight electrons

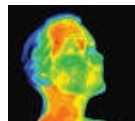
Law of conservation of energy: Energy cannot be created or destroyed, only transferred from one store to another.

Energy Stores

chemical



thermal



Elastic potential



gravitational potential



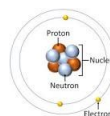
kinetic



magnetic

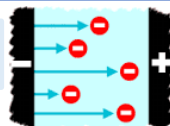


nuclear



Energy Transfers

electric



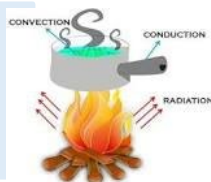
light



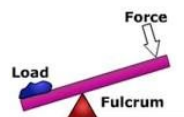
sound



By heating
(conduction,
convection and
radiation)



mechanical (a force
is acting on the
object)



Describing Energy Transfers

Example: an apple falls from a tree

Start point: the apple is in the tree

Energy store at start: gravitational potential

End point: the apple is falling

Energy store at end: kinetic

Transfer: mechanical (the weight force of the apple made it fall from the tree)

The energy in the **gravitational potential** store has **decreased** and the energy in the **kinetic** store has **increased**.

Equations to learn

Symbol equation

$$E_p = m g h$$

$$E_k = 0.5 m v^2$$

$$P = E \div t$$

Word equation

Gravitational potential energy = mass x gravitational field strength x change in height

Kinetic energy = 0.5 x mass x velocity²

Power = energy ÷ time

$$\text{Efficiency} = \frac{\text{useful output}}{\text{total input}}$$

Units to learn

Energy

Joules , J

Work done

Joules, J **OR** newton metres, Nm

Mass

Kilograms, kg

Height

Metres, m

Velocity

Metres per second, m/s

Gravitational field strength

Newtons per kilogram, N/kg

Spring constant

Newtons per metre, N/m

Power

Watts, W

Subject Terminology

System

An object or group of objects.

Closed System

A system where there is no net change to the total energy.

Middle East

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

Climatic Zones

The North:

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

The South:

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

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

Reasons Why There is Conflict/War

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

Development

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

Water Shortage

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



Plate Movement

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

Economy

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

The Russian Revolution

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

Bolshevik Rule 1918 - 24

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

Stalin’s Dictatorship

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

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



Changes in Industry and agriculture

- Collectivisation 1928-33
- Peasants were organised into large collective farms (Kolkhoz) – where they worked together, shared equipment and aimed to meet government targets.
 - There was also state collective farms (sovkhoz) where workers were paid a fixed wage.
 - This was driven by the desire to produce enough grain to export and as transform the country into a modern industrial one.
- The Five-Year Plans for industry**
- The 5 year plans (1928 –32, 1933-7 and 1938-41) were designed to help the Soviet Union ‘catch up’ with the West. Tremendous targets were set.
 - They led to a massive increase in output, industrial growth and rearmament – but productivity and quality was still low.

Key People

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

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

MONARCHY

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

RELIGION

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

INVASION

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

POLITICAL REFORM

Russian Revolution

HISTORICAL SUBSTANTIVE CONCEPTS

IDEOLOGY

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

CONFLICT

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

REVOLUTION

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

TAX & ECONOMY

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

Half-Term 2 Subject Spanish Y9 Shopping **¿Qué te gustaría comprar?**

Week 1



Opinion	Infinitive	Nouns	Connective	Qualifier	Adjective	
Me encanta = I love	ir de compras = to go shopping comprar = to shop	en los centros comerciales = in shopping centres	because it's	un poco = a bit	divertido = fun (des)agradable = (un)pleasant	
Me chifla = I love		en las cadenas = in chain stores	dado que es	bastante = quite	limpio = clean sucio = dirty	
Me interesa = I'm interested in		en el centro de la ciudad = in the town centre	ya que es		entretenido = entertaining animado = lively	
Me apetece = I'm interested in					económico = economical	
Me gusta mucho = I really like			en los grandes almacenes = in department stores	puesto que es	muy = very	práctico = practical
Me fascina = it fascinates me		en las tiendas de diseño = in designer shops				caro = expensive barato = cheap
Me gusta = I like						demasiado = too
Me da igual = I don't care about		guay = cool				
No me gusta = I don't like		en las tiendas de segunda mano = in secondhand shops	estupendo = great (in)cómodo = (un)comfortable			
No me gusta nada = I really don't like			asombroso = fantastic			
No me importa = I don't care about		por Internet = on the Internet en línea = online	aunque es = although it's		relajante = relaxing	
Odio = I hate					aburrido = boring	
Detesto = I hate						

Week 2

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

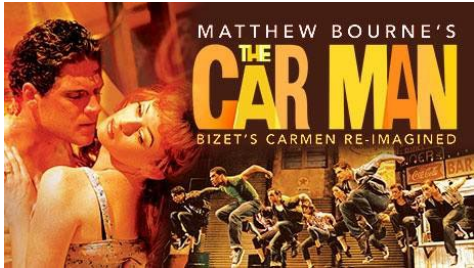
Weeks 3 and 4

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

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

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

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



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

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



Matthew Bourne

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

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

The 5 Basic Dance Actions

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

Relationships

- Solo
- Duet
- Trio
- Group

The Components of Dance

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

DYNAMICS

SOFT SUDDEN jerky SHARP

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

WARM UP

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

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

Dance styles:

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

Does everyone in the group know all the movements?

How can you use this feedback to make improvements?

How can you make your dance look even better?

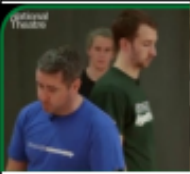
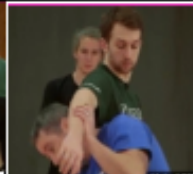
feedback

Unit 1: Understanding Dance

Year 9 Subject: Drama Topic: Practitioners- Frantic Assembly

About Frantic Assembly

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

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

Subject Terminology

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

DEVISING TECHNIQUES

Starting to create your own piece of theatre

BRAINSTORM

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

CHARACTERS

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

FREEZE FRAME

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

MUSIC

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

STRUCTURE

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

IMPROVISE

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

MONOLOGUE

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

REFLECT

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

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

In their own words...

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

Quick Fire Facts!

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

Year 9 Subject: Drama Topic: Practitioners- Brecht

1. Bertolt Brecht was a **German theatre practitioner**. He made and shaped theatre in a way that had a huge impact upon its development.

Many of his ideas were so revolutionary that they changed the theatrical landscape forever.

Epic theatre was designed to appeal more to the audiences' reason than its emotions, therefore excluding sympathy and identification with the drama being presented on stage. **He wanted to alienate the audience.**



2. Brecht developed a style of theatre called **Epic Theatre**. This style of theatre focuses upon socio-political issues. **Epic Theatre aims to present an argument and make the audience think rather than just simply be entertained.** Brecht once said that audiences "hang up their brains with their hats" when they enter the theatre. He also said "Change the world it needs it".

Epic theatre is a theatrical movement arising in the early to **mid-20th century from the theories and practice** of a number of theatre practitioners who responded to the political climate of the time through the creation of a new political theatre.

3. Epic Theatre was also known as **Dramatic Theatre** as it has a linear narrative which means its events happen in chronological order. Epic theatre often has a fractured narrative that is non-linear and jumps about in time.

4. Alienation Technique: **Montage**

A montage is a series of freeze frames, images or scenes put together in no particular order. Often music is played over the top.

He used **placards** (holding up signs) and stepping out of character to **stop the audience connecting** (narrative speech or speaking in the third person).



Subject Terminology

Gestus	Gestus can be gesture, movement, stance or vocal. It is used to represent how a character is feeling or to represent their attitude.
Spass	Brecht wanted his plays to be fun. He believed that even though his plays were serious they could still be fun. Hence Spass was introduced. Spass is a German word which translated means joke/jest.
Style	Is the distinctive way in which writers, actors and directors do things.
Direct address	An actor speaks directly to the audience.
Multi role	Actors perform more than one character in a play and will change costumes in front of the audience to show this is taking place.
Ensemble	An approach to acting that aims for a unified effect achieved by all members of a cast working together on behalf of the play, rather than emphasizing individual performances.

5. **The Alienation Effect** – was Brecht's technique that was designed to **distance the audience from emotional involvement** in the play through jolting reminders of the artificiality of the **theatrical** performance. **Displace Realism** and to show up the hidden agenda of the **theatre** of the time. Alienation Effect was originally known as: **Verfremdungseffekt**.

6. **The Fourth Wall:** Brecht definitely wanted his audience to remain interested and engaged by the drama otherwise his message would be lost. Epic theatre **breaks the fourth wall**, the imaginary **wall** between the actors and audience which keeps them as observers.



What Makes a Good Song?

Exploring Popular Songs and Musical Arrangements



A. Popular Song Structure

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

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

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

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

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

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

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

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

B. Key Words

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

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

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

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

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

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

C. Lead Sheet Notation and Arrangements

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

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

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



D. Conjunct and Disjunct Melodic Motion

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

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

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

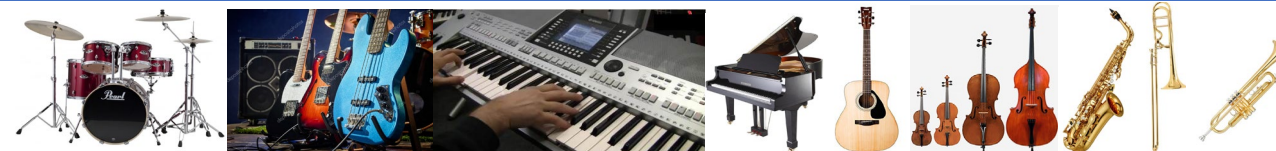
Conjunct



Disjunct



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



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



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

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

1 point Perspective

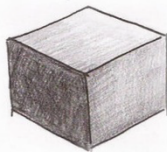
Find the vanishing point on the street scene and mark it on the picture.

Draw in some of the lines to show how you made your decision.



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

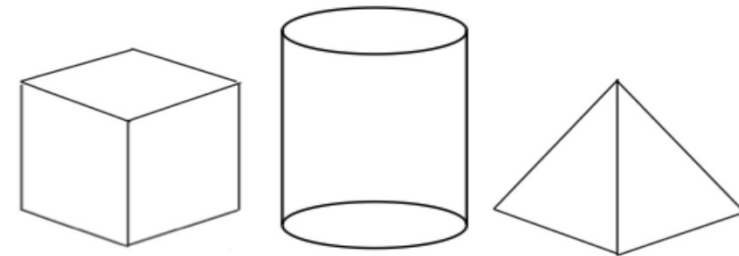
Tonal Drawing Exercise



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



Apply shading techniques using at least a soft 2B pencil to shapes below to show TONE. Decide where your light is coming from.



Adding a range of contrasting tone to your drawing will give it form. This will make your drawing more realistic and be the main difference between achieving an average grade or a higher grade.

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

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

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

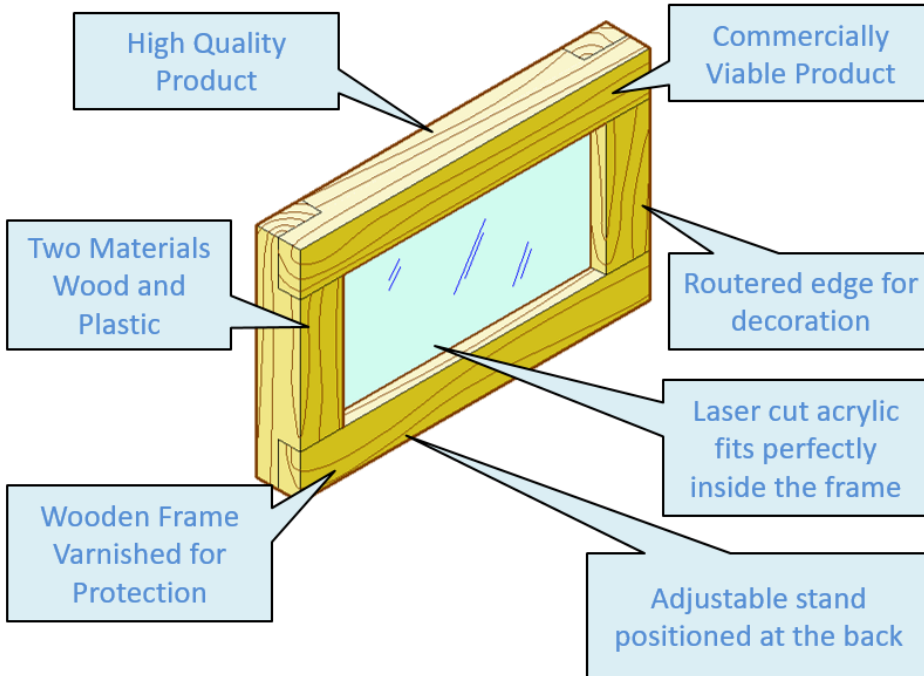
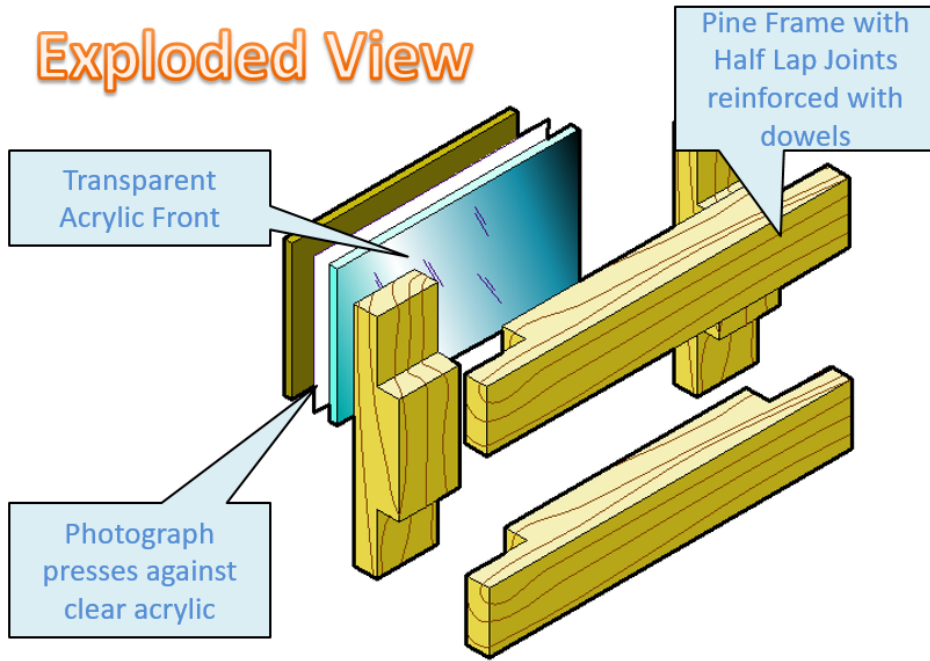


Turn the drawing upside down and see it from a different viewpoint

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

Look at the shape created in the negative space

Exploded View



Half lap joint

Manufacture of a half lap joint with two dowels vertical.



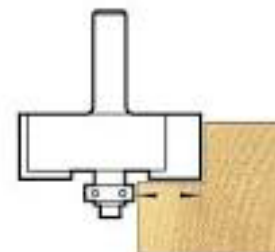
Key terms	Meaning
Flush	Both sides run at the same level
Tolerance	Gap
Dowels	Rod like wood
Reinforce	Make stronger
Rebate	Make a step
Router	To make a rebate
Batches and mass production	To make in small or large numbers.



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



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



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

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

Network

A collection of computers which are connected together.

LAN

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

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

WAN

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

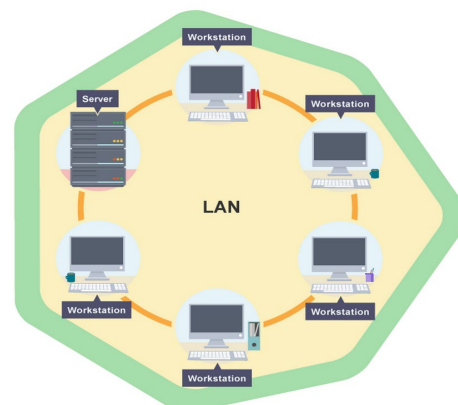
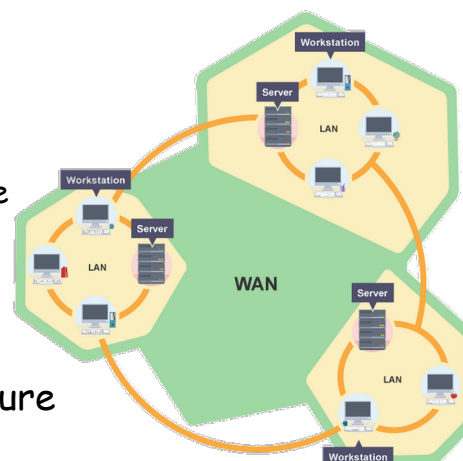
WAN uses external hardware and external infrastructure e.g. use of satellite, phone lines or The Internet.

Advantages

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

Dis-Advantages

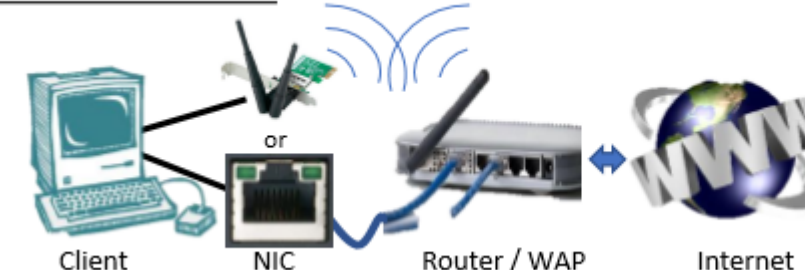
- Risks of Viruses and Hacking
- Expensive Hardware
- Specialist staff often needed (e.g. Network Manager)



TECHNICAL VOCABULARY

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

NETWORK HARDWARE



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

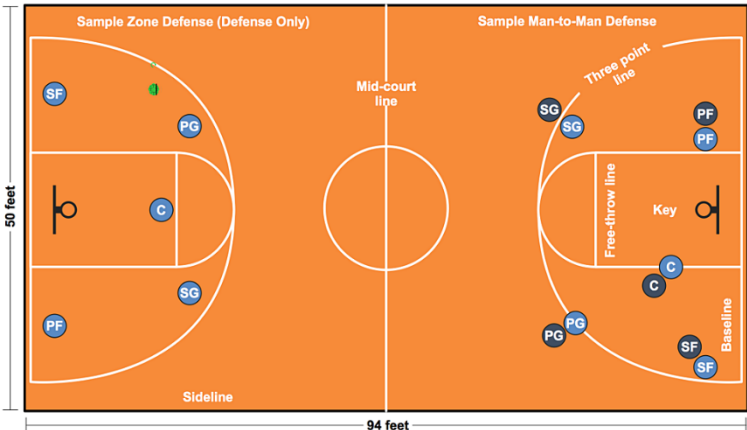
Information on Jesus	
Some statements about Jesus	Qualities given to Jesus
- Jesus was Jewish. - Jesus had male and female followers. - Jesus promoted love. - Jesus promoted charity. - Jesus was born in Bethlehem. - Jesus grew up in Galilee, Israel. - Jesus would have been a typical Jewish man of this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

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

SUBJECT TERMINOLOGY	
Messiah	The promised deliverer of the Jewish nation prophesied in the Hebrew Bible.
Virgin birth	The teaching that through a miracle of God the Virgin Mary conceived Jesus.
Crucifixion	A way of putting people to death on a cross.
Prophet	A messenger of God.
God	A deity: a force that some feel is responsible for our creation and fate.
Saviour	A person who rescues another person or thing from harm.
Infallible	Absolutely trustworthy or sure.
Torah	The holy writings of Judaism.
Resurrection	The act of rising from the dead. In Christianity this is the rising of Jesus after his death and burial.
Incarnation	God becoming human flesh and living on earth in the form of Jesus.
The Turin Shroud	A length of linen cloth, believed to be the burial shroud of Jesus
Pacifism	The belief that war and violence is always wrong. Examples include absolute pacifism, conditional pacifism and selective pacifism

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

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

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



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

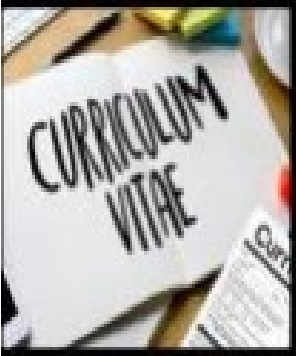
Rules of the game	Positions	Key Terms
Start of play The game starts with 11 players on either team (10 outfielders and 1 goalkeeper), positioned within their own half of the field. There is a coin toss to decide who starts and on the sound of the referee's whistle, the starting team take the kick off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



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



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



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



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

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





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

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

Further sources of information and advice.	
concern@magnusacademy.co.uk	This email address can be used if you have any concerns about a student at the academy and can also be used to report bullying.
Childline.org.uk 0800 1111	Child Line is a service you can use if you are worried or need to talk to someone about pretty much anything. You can chat online, or on the phone. Phone calls are free and don't show up on your bill.
https://www.bbc.co.uk/bitesize/topics/znpsqk7	BBC Bitesize has a whole section of its website dedicated to helping you find out about careers.
https://www.youthemployment.org.uk	Youth Employment UK offers information about a wide variety of careers to help you aspire to greatness!
https://barclayslifeskills.com/young-people/	Barclays Life Skills provides a range of resources to help you gain all the skills and knowledge you will need on the path to success.
National Careers Service: https://nationalcareers.service.gov.uk/	This is a government website and it contains loads of information about different careers and routes in to them.