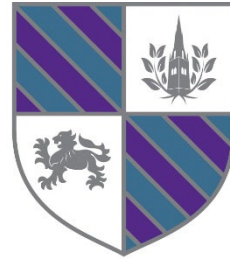


Student Name:



MAGNUS
CHURCH OF ENGLAND
ACADEMY

Knowledge Organiser: April 2026

Year 9

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

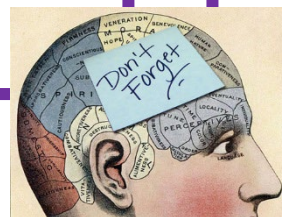
Determination – Integrity – Ambition – Humility – Compassion

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 5 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.

<p><u>English</u></p> <p>Levey, Andrea, 2004 <i>Small Island</i> Tinder Press</p>	<p><u>Geography</u></p> <p>Amson-Bradshaw, Georgia, 2018 <i>The Crops we grow</i> Wayland</p>	<p><u>Religious Studies</u></p> <p>David, Keren, 2020 <i>What We're Scared Of</i> Scholastic</p>
<p><u>PE</u></p> <p>Amstutz, Lisa J, 2016 <i>The Science behind Athletics</i> Raintree</p> <p>Gifford, Clive 2016 <i>Athletics</i> Franklin Watts</p> <p>Gifford, Clive 2016, <i>Cricket</i> Franklin Watts</p> <p>Hurley, Miachael, 2013 <i>Cricket</i> Raintree</p>	<p>Amson-Bradshaw, Georgia, 2018 <i>The Food we eat</i> Wayland</p> <p>Dicker, Katie 2021 <i>Clean and Safe Water</i> Wayland</p> <p>Green, Jen, 2013 <i>Food and Farming</i> Raintree</p>	<p>Palmer, Tom, 2020 <i>After the War</i> Barrington Stoke</p> <p>Senker, Cath, 2005 <i>Surviving the Holocaust</i> Raintree</p> <p>Sheehan, Sean, 2013 Why did the Holocaust happen?</p> <p>Woolfe, Alex, 2014 <i>Children of the Holocaust</i> Franklin Watts</p>
<p><u>Science</u></p> <p>Howell, Izzie, 2019 <i>The Heart, Lungs and Blood</i> Wayland</p> <p>Latham, Donna, 2009 <i>Respiration and Photosynthesis</i> Raintree</p> <p>Walker, Denise, 2006 <i>Green Plants</i>, Evans</p>	<p><u>PSHE</u></p> <p>Mason, Paul, 2020 <i>The best ever jobs in technology</i> Wayland</p> <p>Spilsbury, Richard, 2015 <i>I'm good at Music, what job can I get?</i> Wayland</p> <p>Spilsbury, Richard, 2014 <i>I'm good at Sport, what job can I get?</i> Wayland</p>	<p><u>History</u></p> <p>Bradbury, Jim, 2005 <i>The Battle of Hastings</i> Sutton</p> <p>Hunter, Nick, 2016 <i>The split history of the Norman Conquest</i> Raintree</p> <p>Parker, Phillip, 2010 <i>Normans and the Battle of Hastings</i></p>

Year 9 — English ‘Small Island’ Play Adaptation, by Helen Edmundson

1. Key contextual information about ‘Small Island’:

Andrea Levy wrote the novel, ‘Small Island’. It was published in 2004.
Helen Edmundson adapted the novel as a play in 2018.
The characters are fictional (imagined), but the story is based on the real experiences of Andrea Levy’s parents who came to England on the Empire Windrush in 1948.
The story takes place in the 1920s, 1930s and 1940s.
Jamaica is an island in the Caribbean. Jamaica was a British colony for hundreds of years.
Britain enslaved Africans to work in the Caribbean. This made the British Empire wealthy.
Jamaicans are descended from native Caribbeans, European settlers and enslaved Africans who were captured and taken to the Caribbean by the British between 1655 and 1838.
Enslaved people became “freedmen” in 1838 but Jamaica was still ruled by Britain until 1962.

3. Character traits

Adventurous	Willing to take new risks; daring; bold; brave.
Ambitious	Having or showing a strong desire and determination to succeed;
Amiable	Likeable; sociable; friendly.
Anxious	Feeling or showing worry or nervousness; concerned; fretful.
Charming	Pleasant; attractive; likeable; endearing.
Determined	Decided on a decision and standing firm with it; set on.
Disillusioned	Disappointed in someone or something that one discovers to be less good than one had believed.
Impulsive	Acting without thinking; instantaneous; rash.
Independent	Free from outside control; not subject to another’s authority; self- governing.
Insincere	Doesn’t express genuine feelings; dishonest; two-faced.
Intelligent	Clever; sharp; quick-witted.
Introverted	A shy person; reserved; withdrawn.
Pitiable	Deserving of pity; pathetic; miserable.
Proud	Having a high or overly high opinion of yourself or your importance.

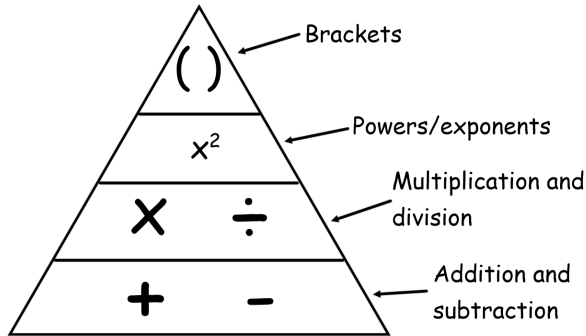
2. Key Terminology and Subject Terminology:

Colony	A colony is a place that is ruled by a more powerful nation.
Empire Windrush	The Empire Windrush was a ship arriving in Britain in 1948. It carried 1000 Caribbean people looking for opportunities in Britain. British Caribbeans who came to Britain after the Second World War are often called the Windrush Generation.
Tableau	A tableau is when some of the actors freeze in the middle of the action. A tableau reveals a character’s thoughts or feelings at a particular moment.
Patriarchal society	A patriarchal society is where men are in positions of power and women are expected to be subservient and obey the men in their lives. Women are judged more harshly for their actions.
Euphemism	A euphemism is a phrase that hides another meaning, usually a negative one.
Acts	Acts are large portions of a play. They contain main actions and reveal the conflicts, complications, climaxes, and resolutions.
Scenes	Scenes are how acts are structured in plays. A change in scene shows a change in place or a change in time.

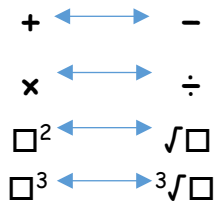
4. Responding to an essay question:

Topic sentence	Answer the question, say something accurate, focus on one thing.
Evidence	When is this shown in the play and what impact does it have on their life and the lives of others? Use a quotation if you can.
Explain	What does this suggest about the character? Why?
Effect on the audience	How would this this make the reader/audience think/feel and why?
Context	Write about the author/playwright’s intentions. Why did they write it? What history influenced the actions of the characters? What is the important background information?

Order of Operations



Inverse Operations



Square Numbers

- 1 x 1 or 1² = 1
- 2 x 2 or 2² = 4
- 3 x 3 or 3² = 9
- 4 x 4 or 4² = 16
- 5 x 5 or 5² = 25
- 6 x 6 or 6² = 36
- 7 x 7 or 7² = 49
- 8 x 8 or 8² = 64
- 9 x 9 or 9² = 81
- 10 x 10 or 10² = 100
- 11 x 11 or 11² = 121
- 12 x 12 or 12² = 144

Cube Numbers

- 1³ = 1 x 1 x 1 = 1
- 2³ = 2 x 2 x 2 = 8
- 3³ = 3 x 3 x 3 = 27
- 4³ = 4 x 4 x 4 = 64
- 5³ = 5 x 5 x 5 = 125

Written methods

Multiplication (Grid method)

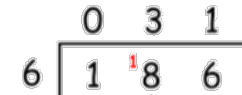
26 x 5

×	20	6
5	100	30

The 26 is broken into 20 and 6. These numbers are multiplied as shown. The results are then added, 100 + 30 = 130.

Division (Bus stop)

186 ÷ 6



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

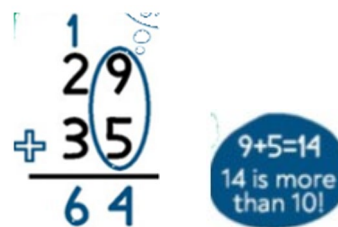
If the signs are the same, the result is positive.

- + x + = +
- x - = +
- + x - = -
- x + = -

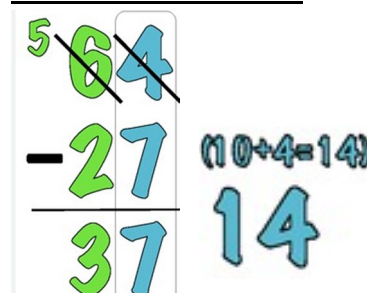
Adding Negative Numbers

+ 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



Column Subtraction



Subject terminology	
Quadratic	An algebraic expression in the general form $ax^2 + bx + c$
Solve	To find the value of the unknown
Root	The roots of a quadratic are where the graph intercepts the x axis
Factorise	To write an expression as a product of its factors using brackets
Sketch	To draw a quick, less accurate picture of a graph, usually showing the general shape and intercepts
Index	How many times the base is multiplied by itself. Also called a power or exponent
Base	A number or variable which is raised to a power
Standard form	A number written in the form $A \times 10^n$, where $1 \leq A < 10$ and n cannot be a decimal/fraction

Expanding double brackets $ax^2 + bx + c$

a = 1

Expand & Simplify:

$$(x + 3)(x - 2)$$

x	x	+ 3
x	x^2	$+ 3x$
- 2	$- 2x$	$- 6$

$$x^2 + 3x - 2x - 6$$

$$x^2 + x - 6$$

a > 1

Expand & Simplify:

$$(2x + 3)(x - 4)$$

x	2x	+ 3
x	$2x^2$	$+ 3x$
- 4	$- 8x$	$- 12$

$$2x^2 + 3x - 8x - 12$$

$$2x^2 + 5x - 12$$

Solving Quadratics

We have 3 methods we can use to solve a quadratic

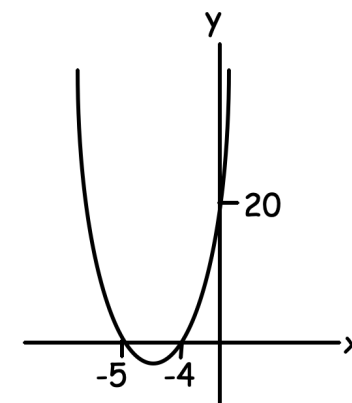
Example: Solve $x^2 + 9x + 20 = 0$ and sketch the graph of $x^2 + 9x + 20$

Name	Method	Example
Factorising	1) Find a pair of numbers (a and b) which add to make the coefficient of x and multiply to make the constant term 2) Write in the form $(x+a)(x+b)=0$ 3) The roots are $x = -a$ and $x = -b$	$x^2 + 9x + 20 = 0$ $(x + 4)(x + 5) = 0$ $x = -4$ or $x = -5$
Completing the square	1) Write in completed square form, $(x + p)^2 + q = 0$ 2) Solve for x	$x^2 + 9x + 20 = 0$ $(x + 4.5)^2 - 0.25 = 0$ $(x + 4.5)^2 = 0.25$ $x + 4.5 = \pm 0.5$ $x = -4$ or $x = -5$
Quadratic formula	1) Substitute coefficients into formula $x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$ 2) Solve for x	$x^2 + 9x + 20 = 0$ $x = \frac{-9 \pm \sqrt{9^2 - 80}}{2}$ $x = -4$ or $x = -5$

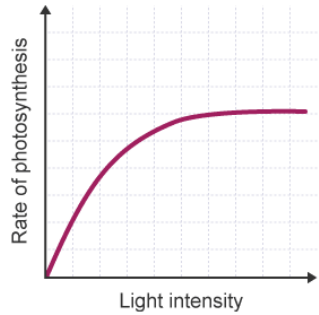
To sketch, we need to know the general shape and the intercepts of the graph.

The x-intercepts are the roots of the equation, found by solving when the quadratic expression equals zero

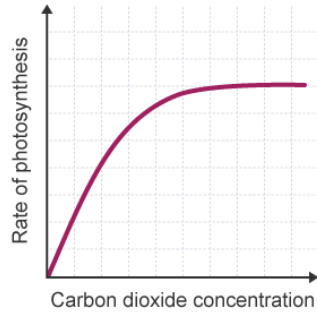
We know that $x^2 + 9x + 20$ is a parabola with a y-intercept of 20 and x intercepts of -4 and -5



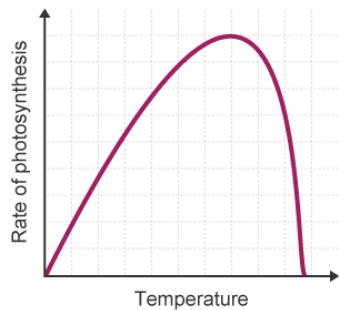
Limiting factors of photosynthesis



Increasing light intensity increases rate of photosynthesis until another factor becomes the limiting factor at which point rate of photosynthesis will level out.



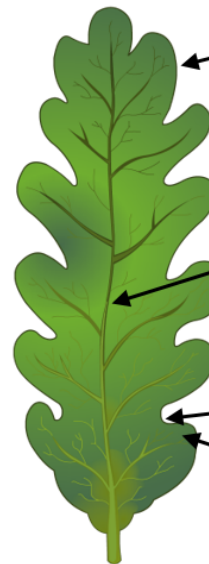
Increasing carbon dioxide concentration increases rate of photosynthesis until another factor becomes the limiting factor at which point rate of photosynthesis will level out.



Increasing temperature will increase rate of photosynthesis until temperature reaches above 37 degrees, at this point the enzymes involved denature and photosynthesis will stop.

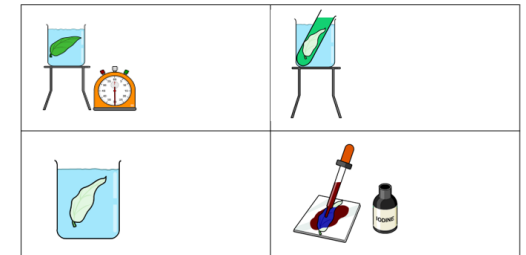
Subject Terminology	Definition
Photosynthesis	The process by which plants use light energy to make glucose
Respiration	The process by which living organisms use oxygen and glucose to make energy
Chloroplasts	The organelles in which photosynthesis occurs
Chlorophyll	The green pigment found in chloroplasts
Stomata	The pores found on the bottom of leaves which open and close to allow gasses to diffuse in and out
Limiting factor	A factor which determines the rate of photosynthesis when all the others are readily available
Starch	The insoluble substance made when glucose needs to be stored in a plant so it can be used when respiration cannot take place
Xylem	The organelle used to transport water up the plant
Iodine	The reagent used to test for starch in leaves

Adaptations of a leaf for photosynthesis



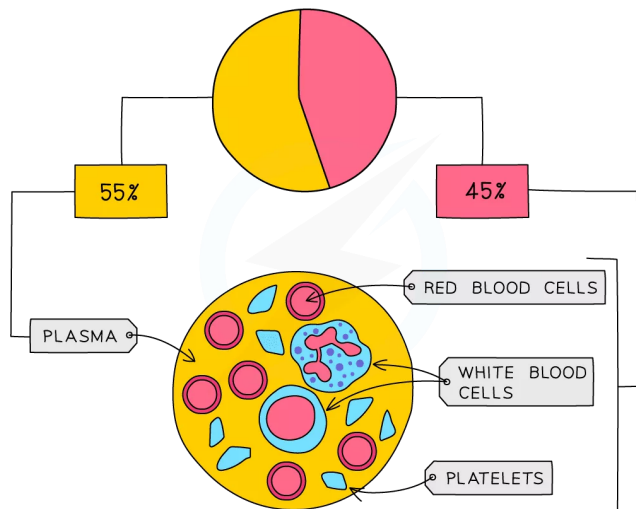
- **thin** – this allows gases to reach cells easily
- **wide and flat** – this create a large surface area to absorb as much light as possible
- **veins (xylem)** – these carry water to the cells and carry glucose away and also support leaves
- **stomata** – these are pores on the underside of leaves through which gasses move in and out.
- **guard cells** – inflate to close the stomata and deflate to open the stomata

Testing for starch



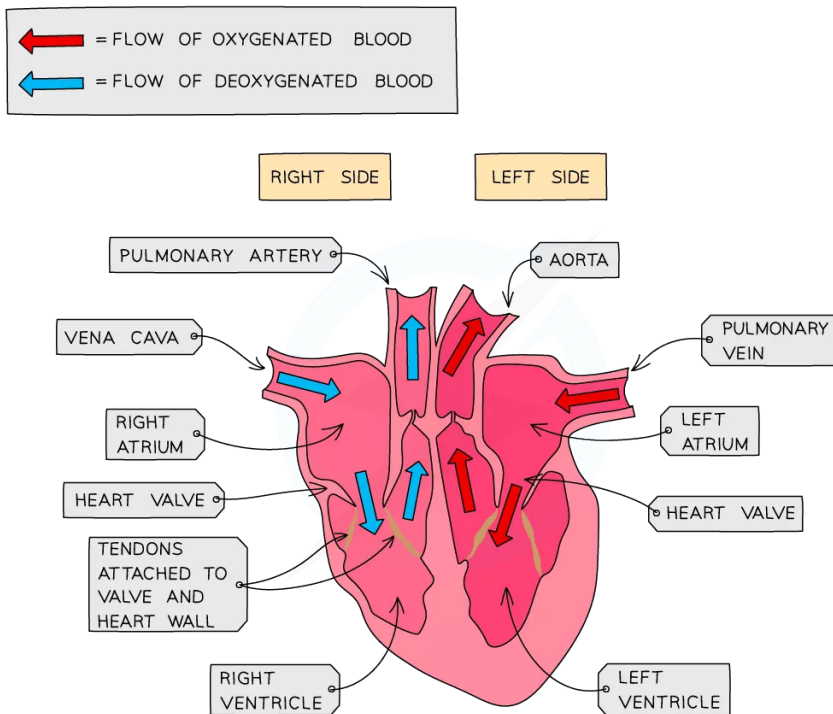
1. heat a plant leaf in boiling water for 30 seconds (this stops its chemical reactions)
2. heat it in boiling ethanol for a few minutes (this removes most of its colour)
3. wash with water and spread onto a white tile
4. add iodine solution from a dropping pipette. Any parts of the leaf containing starch will turn blue/black

Composition of Blood



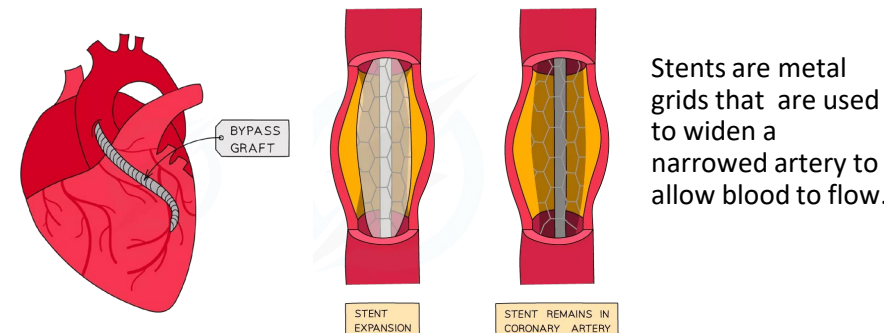
Component	Function(s)
Plasma	Transporting carbon dioxide, digested food, urea, hormones and heat
Red blood cells	Transporting oxygen
White blood cells	Ingesting pathogens and producing antibodies
Platelets	Involved in blood clotting

Structure of the Heart



Subject Terminology	Definition
Ventilation	the medical word for breathing, the mechanism by which air enters and leaves the body
Artery	Blood vessel that carries blood away from the heart (always oxygenated apart from the pulmonary artery which goes from the heart to the lungs)
Vein	Blood vessel that carries blood to the heart (always deoxygenated apart from the pulmonary vein which goes from the lungs to the heart)
CHD	Coronary heart disease, a condition where the coronary arteries are blocked or narrowed.

Treatments for CHD

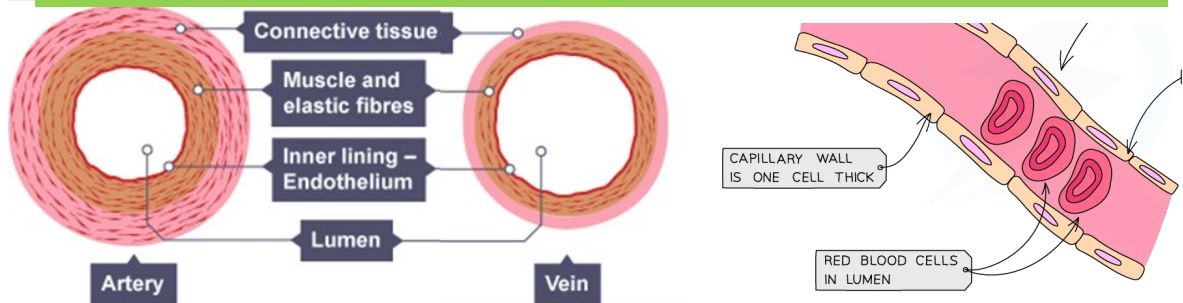


Bypass surgery is when doctors use parts of veins from other parts of the body to replace the blocked coronary artery.

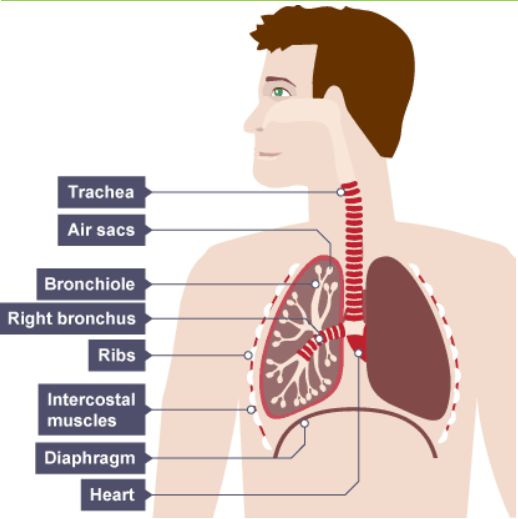


Statins are taken by people to lower the amount of cholesterol in the blood. This prevents cholesterol building up in the arteries.

Structure of Blood Vessels



Lungs

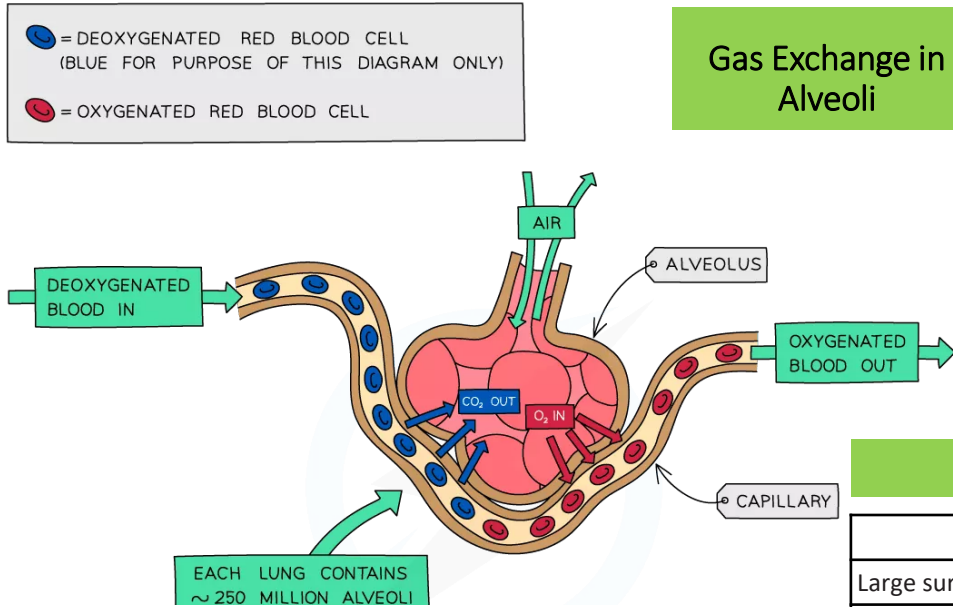


BREATHING IN

- EXTERNAL INTERCOSTAL MUSCLES CONTRACT
- RIBCAGE MOVES UP AND OUT
- DIAPHRAGM CONTRACTS AND FLATTENS
- VOLUME OF THORAX INCREASES
- PRESSURE INSIDE THORAX DECREASES
- AIR IS DRAWN IN

BREATHING OUT

- EXTERNAL INTERCOSTAL MUSCLES RELAX
- RIBCAGE MOVES DOWN AND IN
- DIAPHRAGM RELAXES AND BECOMES DOME-SHAPED
- VOLUME OF THORAX DECREASES
- PRESSURE INSIDE THORAX INCREASES
- AIR IS FORCED OUT



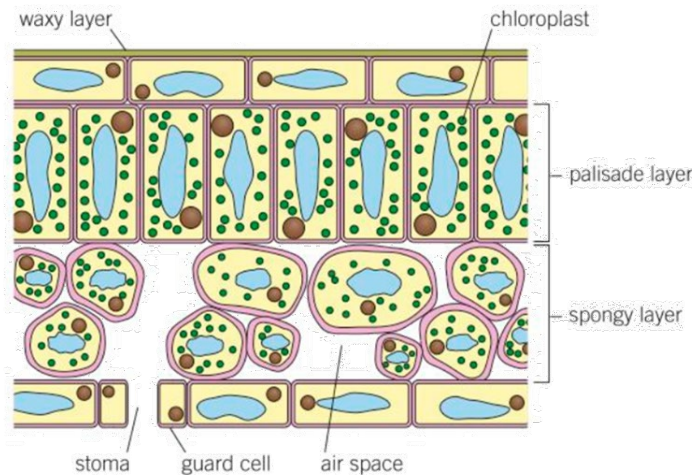
Gas Exchange in Alveoli

Subject Terminology	Definition
Transpiration	the loss of water vapour from plant leaves by evaporation of water at the surfaces of the mesophyll cells followed by diffusion of water vapour through the stomata
Xylem	transport water and minerals (pronounced: zil-lem) from the roots to the stem and leaves
Phloem	transport food materials (mainly sucrose and amino acids) (pronounced: flow-em)

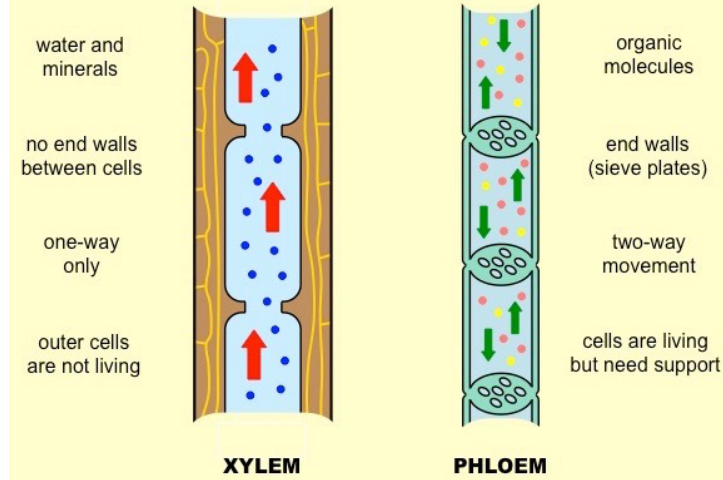
Features of effective exchange surfaces

Feature	Function
Large surface area	allows faster diffusion of gases across the surface
Thin walls	ensures diffusion distances remain short
Good blood supply	maintain a high concentration gradient so diffusion occurs faster

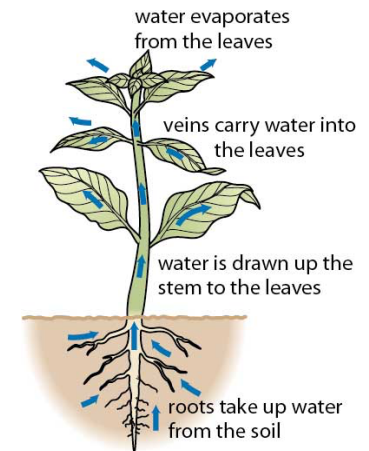
Structure of a leaf



Xylem and Phloem



Transpiration Stream






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

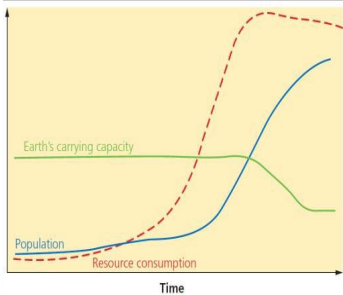
Resources such as food, energy and water are what is needed for basic human development.

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

<p>1. Population Growth </p> <ul style="list-style-type: none"> 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. 	<p>2. Economic Development </p> <ul style="list-style-type: none"> 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.
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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	Impact of Demand 
<ul style="list-style-type: none"> 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. 	<p>Foods can travel long distances (food miles). Importing food adds to our carbon footprint.</p> <ul style="list-style-type: none"> + 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.


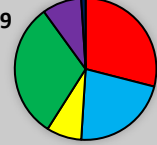


















Agribusiness 	Sustainable Foods 
<p>Farming is being treated like a large industrial business. This is increasing food production.</p> <ul style="list-style-type: none"> + Intensive farming maximises the amount of food produced. + Using machinery which increases the farms efficiency. - Only employs a small number of workers. - Chemicals used on farms damages the habitats and wildlife. 	<p>Organic foods that have little impact on the environment and are healthier have been rising. Local food sourcing is also rising in popularity.</p> <ul style="list-style-type: none"> 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



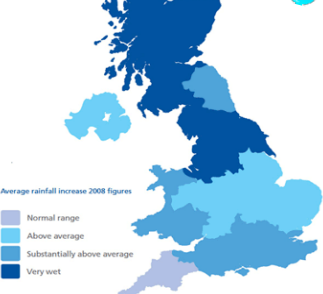
Energy in the UK

Growing Demand	Energy Mix
<p>The UK consumes less energy than compared to the 1970s despite a smaller population. This is due to the decline of industry.</p>	<p>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.</p>

Changes in Energy Mix													
<ul style="list-style-type: none"> 75% of the UK's oil and gas has been used up. Coal consumption has declined. UK has become too dependent on imported energy. 	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>2009</p> </div> <div style="text-align: center;">  <p>2020</p> </div> </div> <table border="1" style="margin-top: 10px;"> <tr> <td></td> <td>Oil</td> <td></td> <td>Gas</td> <td></td> <td>Renewable</td> </tr> <tr> <td></td> <td>Nuclear</td> <td></td> <td>Coal</td> <td></td> <td>Other</td> </tr> </table>		Oil		Gas		Renewable		Nuclear		Coal		Other
	Oil		Gas		Renewable								
	Nuclear		Coal		Other								

Water in the UK

Growing Demand	Deficit and Surplus 
<p>The average water used per household has risen by 70%. This growing demand is predicted to increase by 5% by 2020.</p> <p>This is due to:</p> <ul style="list-style-type: none"> A growing UK population. Water-intensive appliances. Showers and baths taken. Industrial and leisure use. Watering greenhouses. 	<p>The north and west have a water surplus (more water than is required).</p> <p>The south and east have a water deficit (more water needed than is actually available).</p> <p>More than half of England is experiencing water stress (where demand exceeds supply).</p>

Pollution and Quality 	Water stress in the UK 
<p>Cause and effects include:</p> <ul style="list-style-type: none"> 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. 	

Management	Water Transfer
<p>UK has strict laws that limits the amount of discharge from factories and farms. Education campaigns to inform what can be disposed of safely. Waste water treatment plants remove dangerous elements to then be used for safe drinking. Pollution traps catch and filter pollutants.</p>	<p>Water transfer involves moving water through pipes from areas of surplus (Wales) to areas of deficit (London).</p> <p>Opposition includes:</p> <ul style="list-style-type: none"> 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		Exploitation	
<ul style="list-style-type: none"> + 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 	Nuclear	<p>New plants provide job opportunities.</p> <p>Problems with safety and possible harm to wildlife.</p> <p>Nuclear plants are expensive.</p>	
	Wind Farm	<p>Locals have low energy bills. Reduces carbon footprint. Construction cost is high. Visual impacts on landscape. Noise from wind turbines.</p>	

Option 1: FOOD

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

- 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.

Physical

- 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

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.

C.S. Almeria, Spain

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

This ensures that fertile soil, water and environmental resources are available for future generations.

C.S. NEE- Jamalpur, Bangladesh Rice and Fish Farming

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.

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.

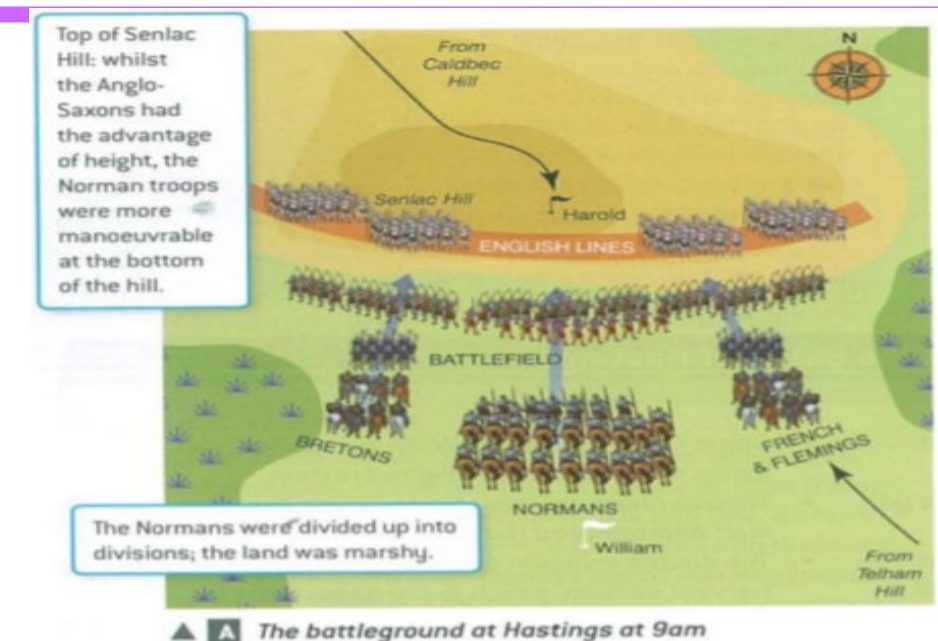
Organic Farming - The banned use of chemicals and ensuring animals are raised naturally.
 Permaculture - People growing their own food and changing eating habits. Fewer resources are required.
 Urban Farming - Planting crops in urban areas. i.e. roundabouts.
 Managed Fishing – Includes setting catch limits, banning trawling and promoting pole and line methods.

<p>England before 1066 Sophisticated and civilised society with approximately 2 million inhabitants. Religion was key feature and everyone followed Catholic Christianity. What the Church said was absolute fact. King Edward the Confessor had ruled since 1042 and his reign had been stable and peaceful. Prior to this, England had been ruled by Edward's half brother, Harthacnut, whose father was Danish (This is why we see so many claimants to the throne later on). The Godwin's were a powerful ruling family in Norman England controlling a large area of England in 1066.</p>	<p>Lay of the land Most of the southern half of England was covered in forest. There were small villages where the forest had been cleared and land was farm. England was very wealthy and was often a target for foreign raiders such as Vikings. It had many natural resources which meant that it could establish good trade links with other countries. Previous kings had encouraged more trade with Scandinavian countries. King Edward had been brought up in Normandy, so England had strong trade links with France as well. England had a sophisticated minting system – it made its own coins.</p>
<p>Society The population was organised into a hierarchy. People were ordered by their level of importance with the King at the top, followed by the Church and the Earls, and the peasants at the bottom. The King and Earls had around 2500 – 3000 housecarls. The Earls could call upon their peasants to fight for them when necessary.</p>	<p>Religion Anglo-Saxons were very religious people and were all Christians who followed the Roman Catholic religion. The head of the Roman Catholic Church was the Pope and he lived in the Vatican in Rome. Catholics believed that the Pope was God's personal representative on earth.</p>

TECHNICAL VOCABULARY	
Successor	The person who should take over as King after he dies.
Illegitimate	A child who is not the product of a formal marriage.
Heir	The next in line to the throne.
Witan	The King's Council whose primary function was to advise the King.
Housecarls	Full time professional soldiers in the Saxon army.
Cavalry	Highly trained and well equipped soldiers on horseback
Danelaw	Area of England in which the laws of the Danes held sway and dominated those of the Anglo-Saxons.
Earls	England was divided into Earldoms, areas of land ruled by powerful earls. These earls took orders from the King but some were as powerful as the King himself.
Sub-regulus	A deputy king.
Post Obitum	A designation or bequest of a Throne.

William prepares to invade:
When Edward the Confessor died on the 5th Jan 1066, Harold Godwinson was crowned King of England the very next day. William started to **mobilise his forces in preparation for the invasion of England** as soon as he found out.
Support from God: A Papal banner was given to William meaning that William had the Pope's support. It was now a Holy War.
Military Preparations: William did not have a navy so built a number of fat-bottomed boats that could transport horses. Weapons were created and 'flat-pack' castles were made. Men were recruited from all over France. Recruits joined because of the Papal Banner but also because they were promised land and riches. 8000 men joined.
Getting across the Channel: Ships and men were gathered for a long period of time but they were well looked after. William also made sure that his fleet left at the most appropriate place for England (River Somme to Pevensey).

Harald Hardrada Invades
September 1066 saw Harald Hardrada invade England. He sailed up the River Humber with 300 ships and landed 10 miles away from the city of York. Earls Edwin and Morcar were waiting for him with the Northern army and attempted to prevent them from advancing to York. This became known as the **Battle of Fulford Gate**.
Battle of Stamford Bridge: King Harold had to move fast to deal with the Viking invasion. He travelled North with his private army and gathered forces as he went. **He travelled 190 miles in four days.** Hardrada and his troops were caught out by Harold's attack. They had not expected Harold to reach Stamford Bridge so quickly. Although this was a victory for King Harold it was going to be short lived. Three days later he had to race south to deal with William's invasion and **fight in the Battle of Hastings**.



<u>King Cnut</u>	<u>Edward the Confessor</u>	<u>Edgar Aetheling</u>	<u>Harold Godwinson</u>	<u>William, Duke of Normandy</u>	<u>Harald Hardrada</u>
Launched a campaign against England in 1015 and killed many English leaders. Agreed to split the Kingdom in two. By 1017 confirmed as King of all England. Divided England into Earldoms.	A highly devout Christian King who stabilised the Kingdom in times of trouble. Was responsible for causing the troubles of 1066 as he had no children and therefore no one to become his successor.	Closest blood relative to Edward but he was only 14 years old and did not have much support or military experience. Edgar was an Anglo-Saxon so was supported by many earls. He was known as an outlaw as after 1066 he led many rebellions against the Normans.	Richest man in England, a skillful military leader and had the support of the Witan. Made King the day after Edward died. He was the most important earl in England (Earl of Wessex) and had acted as 'sub-regulus' for Edward.	Distant cousin of Edward. Had sent troops to help against Godwin's rebellion. Proven warrior with military success. Edward had been raised in Normandy and William claimed that Edward promised him the throne earlier in his reign.	King of Norway. Powerful and successful Viking. He believed the Throne was his due to his father's claim. A famous warrior and experienced ruler. Has support from people in the North of England.

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.

MONARCHY

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 was corrupt. He supported William's invasion by giving him the Papal Banner. Archbishop Lanfranc set about Reforming the church in England.

RELIGION

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".

INVASION

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.

POLITICAL REFORM

Norman England

HISTORICAL SUBSTANTIVE CONCEPTS

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 North 1069-70
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.

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 delgado = slim grande = big guapo = good looking joven = young calvo = bald	bajo = short gordo = fat pequeño = small feo = ugly viejo = old

CONNECTIVE	IN MY OPINION	TIME PHRASE	VERB	ADJECTIVE
because				
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 = ambitious
	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	(yo)	me quedaré = will stay	soltero /a= single	porque = because	a mi modo de ver	creo que es	genial = great
Si tengo suerte = If I am lucky		me casaré= will marry	felizmente= happily				
Si tengo la oportunidad= If I have the opportunity	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	asombroso = fantastic
Si puedo = If I can	mi novia (ideal) = my (ideal) girlfriend	se comportará = will behave	bien = well				relajante= relaxing
	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	estupendo= great
	mi marido (ideal) = my (ideal) husband						animado = lively
Si tuviera mucho dinero = If I had a lot of money	mi mujer (ideal) = my (ideal) wife			ya que = because	a mi juicio		difícil = difficult
Si tuviera suerte = If I was lucky							fácil= easy
Si tuviera la oportunidad= If I had the opportunity	mi familia (ideal) = my (ideal) family	sería = would be	calvo = bald modesto/a = modest musculoso = muscly	aunque = although	en mi opinión	me parece que es	entretenido = entertaining
Si pudiera = If I could	mi hijo/a (ideal) = my (ideal) child	se comportaría = would behave	bien = well				divertido = fun
		tendría = would have	una barba = a beard los ojos azules = blue eyes el pelo castaño = brown hair				(des)agradable = (un)pleasant
							aburrido = boring
							ambicioso= ambitious
							molesto = annoying
							importante = important

Dance: Year 9 CHOREOGRAPHY

WHAT ARE WE STUDYING IN THIS UNIT OF DANCE?

In this unit of dance, you will learn all about choreography (creating your own dance) and some of the different methods choreographers use to create their own dances.

By completing creative tasks, you will learn about responding to a stimulus and creating a motif to start your choreography process.

Being part of a team and developing leadership skills is key to this unit of work.

WHAT IS CHOREOGRAPHY?

Choreography is the art of creating a dance routine by grouping together and organising different dance moves into sequences and patterns that can be done to a specific song, beat, or melody.

Dancers who practice the art of choreography are called choreographers. Choreographers are considered the innovators of dance. They can create dance routines for any number of people. Sometimes the choreography they create is just for themselves, and sometimes it can be for large groups of people to perform.

When grouping together different dance moves, choreographers always try to do so in a way that enhances the beauty of the dance. However, the emotion and feeling they are trying to convey through the dance may change dependent on the specific song or occasion.

KNOWLEDGE, UNDERSTANDING AND SKILLS FOR CHOREOGRAPHY

ACTION: travel, turn, elevation, gesture, stillness, use of different body parts, floor work, transfer of weight.

DYNAMICS: fast/slow sudden/sustained acceleration/deceleration strong/light direct/indirect flowing/abrupt

SPATIAL CONTENT: pathways, levels, direction, size of movement, patterns, spatial design

RELATIONSHIP CONTENT: lead and follow, mirroring, action and reaction, accumulation, complement and contrast, counterpoint, contact, formations

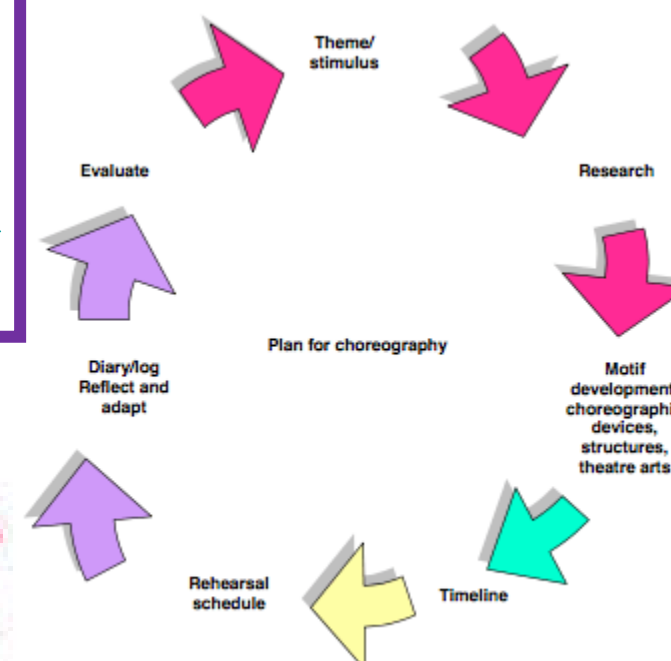
CHOREOGRAPHIC PROCESSES: researching, improvising, generating, selecting, developing, structuring, refining and synthesising

CHOREOGRAPHIC DEVICES: motif and development, repetition, contrast, highlights, climax, manipulation of number, unison and canon

SUBJECT TERMINOLOGY

Choreography	To create your own sequence of movements
Stimulus	An idea or starting point for a dance piece
Motif	A short phrase of movement that reflects a stimulus
Development	The way in which movement material is manipulated
Choreographic Intention	The aim of the dance; what the choreographer aims to communicate
Choreographic devices	Methods used to develop and vary material
Relationships	The ways in which dancers interact; the connections between dancers.
Climax	The most significant moment of the dance
Mental Skills	These include commitment, concentration, confidence, movement memory, rehearsal discipline, response to feedback and capacity to improve
Spatial Awareness	Consciousness of the surrounding space and its effective use
Appreciation	Recognition and understanding of the qualities of dance
Dynamics	The qualities of movement based upon variations in speed, strength and flow
Formations	Shapes or patterns created in space by dancers
Improvisation	Exploration or generation of movements without planning

THE CHOREOGRAPHY PROCESS



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

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 is 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.



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 than one actor.

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

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

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. Optional layers	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 .
	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 .	4. Broken chord
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 .	5. Call and response	Often used between the lead vocalist and the backing singers, who repeat or answer what the lead singer has sung.
		6. Coda	The end section of a song.
Instruments/voices and what they might do			
Singers	1. Vibrato , where the note wobbles in pitch slightly. Makes the note sound warmer and more expressive.	7. Distortion	An effect used on guitars: a dirty, fuzzy sound.
	2. Portamento is a slide between notes.	8. Fill	At the end of a phrase, the drummer plays a more complex part to fill in.
	3. Falsetto is when a man sings very high. Michael Jackson, Sam Smith and Freddie Mercury all sing falsetto some of the time.	9. Flanger	A guitar effect that makes a whooshing sound.
	4. Rubato , expressive speeding up and slowing down.	10. Glissando	A slide between two notes.
	5. A cappella - singing with no instrumental accompaniment.	11. Harmonic pace	How often the chords change, i.e. one chord per bar, two chords per bar, etc.
	6. Scat is when singers sing nonsense syllables such as 'doo'.	12. Hook	The catchy part of the song, often in the chorus.
	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.	13. Instrumental break	A section where the singing stops and there is a solo on an instrument.
	8. Vocals may be multi-tracked , or may have effects such as autotune or vocoder applied to them.	14. Looping	Technology-based method of repeating a short musical idea.
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.	15. Melisma (melismatic)	Lots of notes sung to a single syllable.
	2. Rhythm guitar can be acoustic or electric, and plays chords . These might be strummed or picked (to make broken chords).	16. Middle eight	The section of a song where there is a new, different tune.
	3. Bass guitar plays the bassline - the lowest notes. Bass guitar does not play chords. Sometimes adds glissandos .	17. Modulation	A key change.
Drum kit	1. A drum kit is made up of snare , hi-hat , bass (or kick) drum , tom-toms and ride and crash cymbals .	18. Multitracking	Nearly all pop songs are recorded like this: each part is recorded separately and then put together.
	2. Often the snare emphasises the backbeat .	19. Panning	Putting more or less sound through each speaker, so that a sound comes from the left or right.
	3. At the end of the phrase, the kit may play fills .	20. Picking (fingerpicking)	On guitar, playing one note at a time (as opposed to strumming).
	4. Drum pads or drum machines are digital alternatives to an acoustic kit.	21. Portamento	When a singer slides between notes.
Keyboards	1. Piano or synthesisers are the main kinds of keyboards and found in pop, although electric organs may be used too.	22. Reverb	Adds a sense of space to a sound.
	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.	23. Riff	A repeating melodic or rhythmic idea.
	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.	24. Riffing	Highly decorated singing.
		25. Rubato	Expressive slight changes of tempo.
		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.	
	28. Syllabic	Each syllable is sung with one single note.	
	29. Unison	Everyone singing/playing the same notes.	

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.

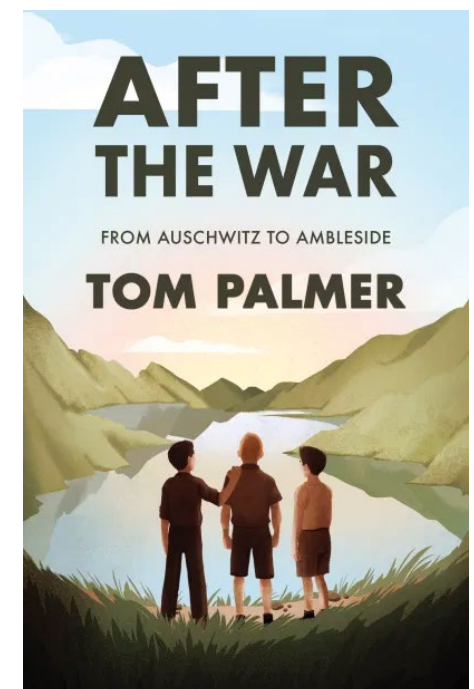
After The War by Tom Palmer

- 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 the Central 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 the Lake 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)

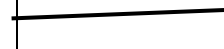
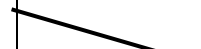
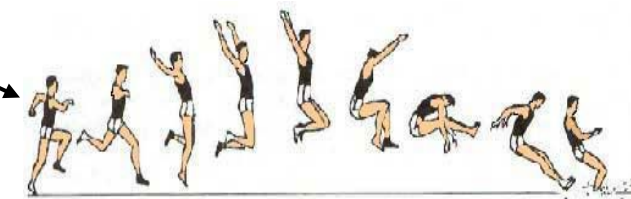
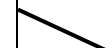
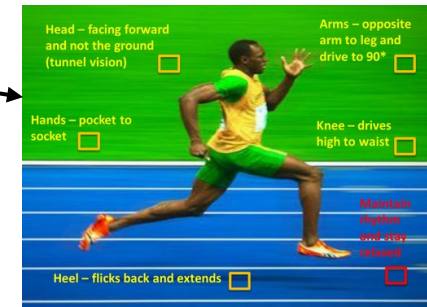
- These young people were some of the very few Jewish children from across Europe to have survived the Holocaust.
- Without exception each of them had endured unimaginable trauma and difficulties and most of them would find very few survivors from their wider families.
- They would become known as ‘The 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)

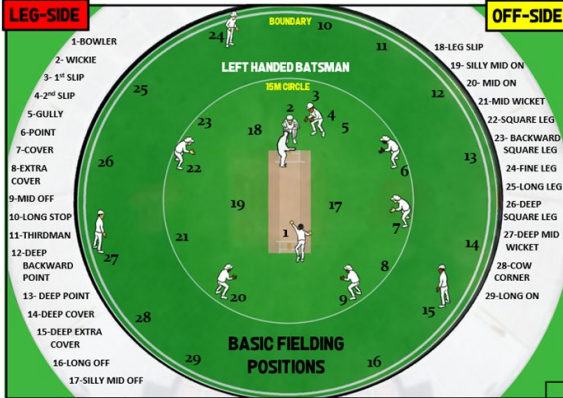



Half-Term 5/6: Subject – PE – Year 9 – Athletics

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	<p>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).</p> <p>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).</p> <p>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.</p> <p>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.</p>
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 – Cricket

Rules of the game	Equipment and Pitch Markings	Key Terms
<ul style="list-style-type: none"> Two teams, both with 11 players, take it in turns to bat and bowl. When one team is batting, they try and score as many runs as they can by hitting the ball around an oval field. The other team must get them out by bowling the ball overarm at the stumps, which are at either end of a 22-yard area called a wicket. The bowling team can get the batsmen out by hitting the stumps or catching the ball. Once the batting team is all out, the teams swap over, and they then become the bowling side. Each time a team bats it is known as their innings. Teams can have one or two innings depending on how long there is to play. Whoever scores the most runs wins. But a cricket match can be drawn too. That happens when the team bowling last fails to get all the batsmen out. But this is only when there are two innings per team. If there is one innings, the only way a match can be drawn is if the two teams score the same number of runs. Two umpires officiate the game on the field of play, but at international level there is also a third umpire on the side-lines and a match referee. 	<ul style="list-style-type: none"> Helmet, Leg pads, Gloves for batsmen only, wicket-keeper's gloves, usually includes webbing between the thumb and index fingers. Ball with a cork base. A wooden bat, the bat cannot be more than 38 inches (96.5 cm) long and 4.25 inches (10.8 cm) wide. The bat has a long handle and one side has a smooth face. Stumps – three upright wooden poles that, together with the bails, form the wicket. Bails – two crosspieces made of wood, placed on top of the stumps. Boundary – A rope demarcating the perimeter of the field known as the boundary.  <p>Scoring</p> <ul style="list-style-type: none"> One run is scored each time the batsmen cross and reach the set of stumps at the other end of the pitch. Four runs can be scored if the ball reaches the perimeter of the field Six runs if crosses the perimeter without bouncing. 	<p>Striker – A batsman facing the bowler is called striker and the opposite end is called non-striker.</p> <p>Off-side/leg-side – One half of the ground is called off-side and the other side is called leg-side. From the perspective of a right-handed batsman, the pitch in front of his body as he takes a strike, i.e. the right side of the pitch is called off-side. Similarly, the left half of the pitch</p> <p>Run – It is the basic unit of scoring in cricket. It is scored when a striking batsman hits the ball bowled and runs between the stumps along with non-striker. It is usually scored in ones, twos, and threes.</p> <p>Extra runs – All the runs given by fielding team where the batsmen have not hit the ball with the bat are considered as extra runs. For example, wide, no-ball, etc.</p> <p>No-ball – If a bowler's foot crosses the popping crease while delivering the ball then, it is called a no-ball. The ball bowled that is directed above waist of the batsman without pitching on the ground is a no-ball too.</p> <p>Wide – A ball that is bowled away from the batsman and moves wide of the return crease on the off-side at the batting end is called wide. Another definition is ball bowled that bounces over the head of the batsman after pitching is also called wide.</p> <p>Bowled – It is a way of getting out where the batsman misses the ball bowled and the stumps behind are disturbed.</p> <p>Caught – A batsman is declared out when the fielder catches the ball on full that is hit by the batsman. If it is caught by the wicketkeeper then, it is called caught behind.</p> <p>LBW – LBW stands for leg-before wicket. A batsman is declared out as lbw when he tries to play the ball with the body that is directed on to stumps.</p> <p>Run-out – If a fielder disturbs the stumps with ball in hand while the batsman is not in the crease after playing a shot, then the batsman is declared run-out.</p> <p>Stumped – A batsman moves out of crease to play a ball and misses; the keeper gathers the ball and hits the stumps with ball in hand. Then, the batsman is declared out as stumped.</p> <p>A "Bye" – is where a ball that is not a no ball or wide passes the striking batsman and runs are scored without the batsman hitting the ball.</p> <p>A "Leg Bye" – is where runs are scored by hitting the batsman, but not the bat and the ball is not a no ball or wide.</p>
		

Employability skills		
Below are key skills that employers consider valuable in the workplace		
<ul style="list-style-type: none"> ➤ A positive attitude – having a positive attitude means that you take a ‘can do’ approach to tasks, have a willingness to learn and a good work ethic 	<ul style="list-style-type: none"> ❖ Communication – having good communication skills means that you can have effective discussions with your colleagues. Communication ❖ Could be in written or oral form. 	<ul style="list-style-type: none"> ▪ Personal presentation – being able to present yourself well through appropriate dress and how you communicate your key attributes are especially important at the interview stage of getting a job and will help you to be successful in a career.
<ul style="list-style-type: none"> ✓ Numeracy and Literacy skills – all jobs will require you to use at least one of these two skills. Many jobs ask for a Grade 4 or above in English Language and Maths at GCSE. 		

Your employment rights	
14 year olds	15 & 16 year olds
<ul style="list-style-type: none"> ❖ You can only work for two hours on weekdays and Sundays and for five hours on Saturdays during term time. ❖ You can work for up to five hours on a week day or a Saturday and no more than two hours on a Sunday during school holidays. ❖ You cannot work before 7.00am or after 7.00pm 	<ul style="list-style-type: none"> ○ Your rights are almost identical to those of 14 year olds. ○ However, you are allowed to work for up to seven hours on Saturdays or during the school holidays.

Your Personal brand online	Habits for success
<ul style="list-style-type: none"> ▪ Social media is a great way to promote who you are and what you stand for. ▪ By creating a ‘positive digital footprint’ you will give future employers an opportunity to see who they are employing and what they can offer. ▪ You can use this to your advantage by creating your own personal brand online. 	<ul style="list-style-type: none"> ▪ Get up early ▪ Read ▪ Think about how to achieve things ▪ Exercise ▪ Take inspiration from others ▪ Sleep well ▪ Don’t waste time ▪ Work towards their goals ▪ Do the hardest task first ▪ Learn – from real life / from other people.

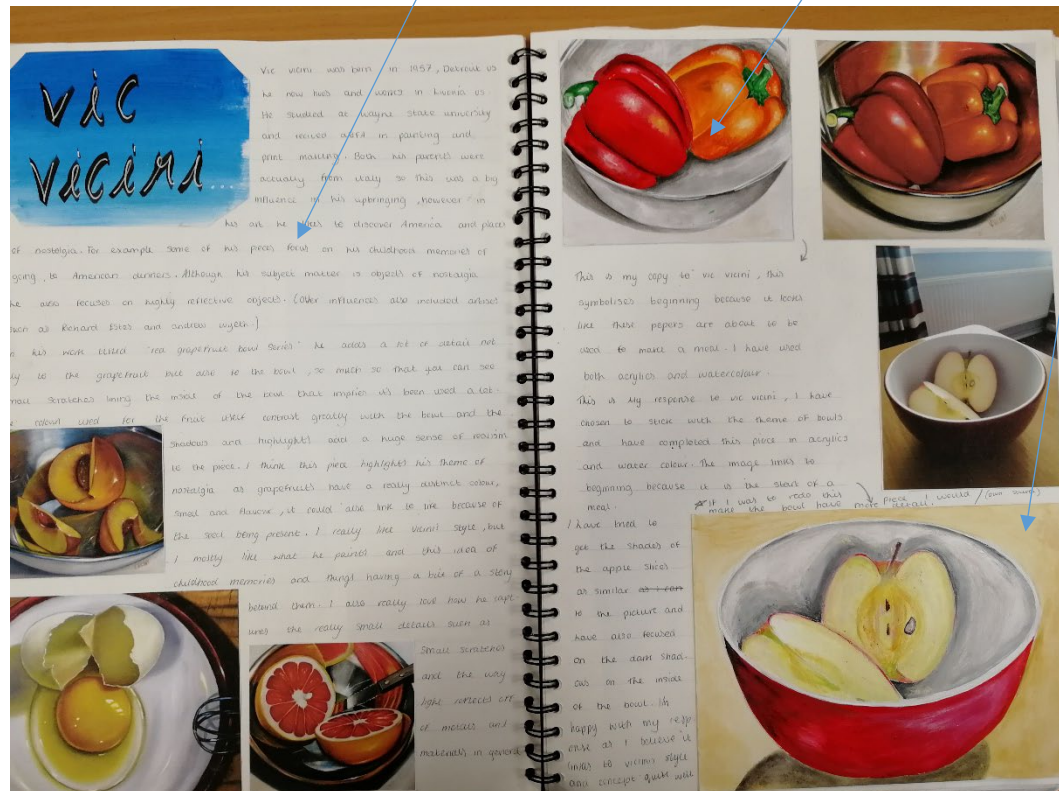
Key Words and Terms	
Work placement	An opportunity to experience working in a specific role at a workplace under supervision.
Colleague	A person that someone works with.
Workplace	A place where people work.
Reflection	Serious thought or consideration about something; it can be particularly useful to reflect and learn from something that has happened.
Reference	A letter testifying to a person’s reliability or suitability, it usually supports an application for a job or to an educational establishment.
Employer	A person or organisation that employs people.
Entrepreneur	A person who takes on financial risk in setting up a business and strives for success
Apprenticeship	A job or career when you learn and get paid.
Traineeship	Learning, usually without pay.
Resilience	Not giving up when things get tough.

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.
UCAS Universities and Colleges Admissions Service	Provides a central service between applicants and universities. All applications for full-time undergraduate courses in the UK must be submitted via UCAS.
Gov.uk	Provide careers information, advice and guidance. Can help you make decisions at all stages in your career.
Barclays Life Skills	Short, relevant modules which can build up your financial capability and employability skills.

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

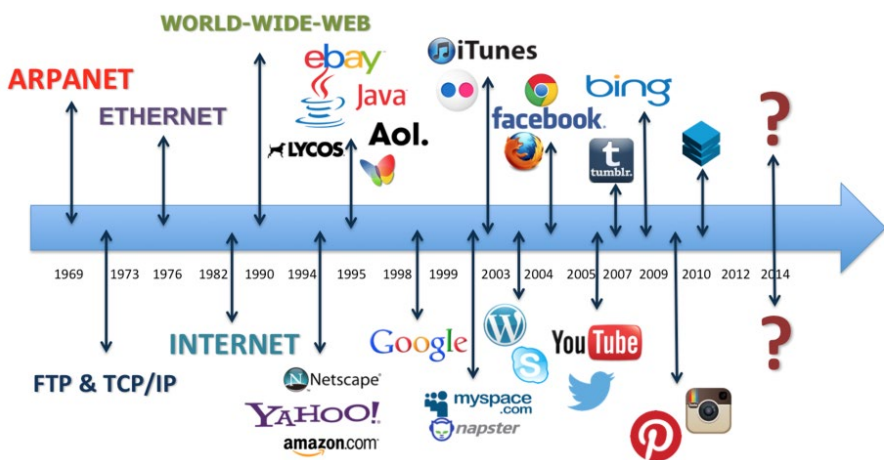
TECHNICAL VOCABULARY	
Mixed Media	Use a mixture of different art materials; pencil, paint pastels etc. within the same image
Printing	A print is an impression made by any method involving transfer from one surface to another
Experiment	To test (with different art media)
Response	A reaction (to the work 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

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



Painting Techniques	
Scumbling/Dry brushing	Paint is applied on top of a layer of dry paint in a 'broken' way, so that the layer underneath shows through
Burnishing	Different colours or tones of paint are applied whilst wet so that the colours blend without lines
Sgraffito	A first layer of paint is allowed to dry before painting a second. Whilst the second is still wet, marks are scratched into the surface to reveal the colour underneath
Glazing	A first layer of paint is allowed to dry before a second, transparent colour is applied thinly over the top
Impasto	Paint is applied thickly using a palette knife. Sand, plaster or special mediums can be added to increase the thickness
Frottage	A layer of thick paint is applied and then blotted with a shiny piece of magazine paper to create a textured effect

Tag	Description
<html> ... </html>	Declares the Web page to be written in HTML
<head> ... </head>	Delimits the page's head
<title> ... </title>	Defines the title (not displayed on the page)
<body> ... </body>	Delimits the page's body
<h n> ... </h n>	Delimits a level n heading
 ... 	Set ... in boldface
<i> ... </i>	Set ... in italics
<center> ... </center>	Center ... on the page horizontally
 ... 	Brackets an unordered (bulleted) list
 ... 	Brackets a numbered list
 ... 	Brackets an item in an ordered or numbered list
 	Forces a line break here
<p>	Starts a paragraph
<hr>	Inserts a horizontal rule
	Displays an image here
 ... 	Defines a hyperlink



Key vocabulary	
HTML	HTML (Hypertext Markup Language) is a text-based approach to describing how content contained within an HTML file is structured. This markup tells a web browser how to display the text, images and other forms of multimedia on a webpage.
CSS	Stands for "Cascading Style Sheet." Cascading style sheets are used to format the layout of Web pages
JavaScript	An object-oriented computer programming language commonly used to create interactive effects within web browsers.
Web Design	Web design is the process of creating websites. It encompasses several different aspects, including webpage layout, content production, and graphic design.
Usability	Web usability is the ease of use of a website. Some broad goals of usability are the presentation of information and choices in a clear and concise way
Hyperlink	Hyperlinks are digital links used within a website to link each of the web pages together. Hyperlinks can be created using shapes, text, images or even videos. The use is able to use a hyperlink by simply clicking on it.
Formatting	Formatting is the process where the appearance and layout of the content on a document like a web page is altered or changed. Proper formatting of a documents content can result in a professional and clean appearance to draw the attention of chosen audiences or users.
Internet	The internet (Interconnected Network) is a form of WAN or wide area network which spans the globe. The internet is made up of billions of devices which are connected to one another.
World Wide Web	The World Wide Web (WWW) is made up of over 1 billion websites each connected to one another using hyperlinks. Becoming available to the public in 1991, the WWW was created by Sir Tim Berners-Lee
Accessibility	Web accessibility is the inclusive practice of ensuring there are no barriers that prevent interaction with, or access to, websites on the World Wide Web by people with disabilities. When sites are correctly designed, developed and edited, generally all users have equal access to information and functionality.

Emerging Technologies– Knowledge organiser

<u>What</u>	<u>Definition</u>	<u>What</u>	<u>Definition</u>
<u>Enterprise</u>	An idea that has been made into a business and is commercially viable.	<u>People culture and society</u>	People have different needs and tastes and vary from country to country.
<u>Start-up business</u>	An idea that has a potential to grow into a profit making business.	<u>Consumer choice</u>	The global manufacturing over the last 100 years has increased rapidly and shipped all over the world. The internet has helped to create a global market. This has led to a huge increase in choice and also kept prices low.
<u>Crowd funding</u>	is an internet based way to gain small contributors from many investors who believe in its future	<u>Technology Push</u>	
<u>Virtual marketing</u>	and virtual retail includes websites on social media and email Facebook and YouTube have become huge platforms to promote businesses and ideas.	<u>Market pull</u>	Consumer demands something an idea/ product/ invention/ solution but technologies isn't there to deliver it!
<u>A cooperative</u>	is an enterprise that is commonly owned and run by its members. Cooperatives are set up to protect the rights of its members to ensure everything is fair.	<u>Culture</u>	This is social behaviours from groups of people. This manifests its self through ritual, art and fashion. Designers need to be aware of the society around them to try and understand their culture.
<u>Fair trade</u>	Better prices, decent working conditions and fair terms of trade for farmers and workers in less economic development countries.	<u>Fashion and trends</u>	This basically means the latest thing? People want to be a part of a group and fit in or buy into a particular life style!
<u>Environment</u>	Using only renewable materials Using renewable energy Using recycled materials Designing a product to be easily repaired. Product having fewer components Designing a product to be upgraded	<u>Faith and beliefs</u>	A designer has to be responsible to be thoughtful in creating a design that does not hurt or offend possible customers and supporters of a product.
<u>Negative environment</u>	Over use of the finite and non-recycled materials. Use lots of components in a product. Use fossil fuels to power a factory to make the product. Products that have a built in obsolesce Component parts which travel long distances and are shipped globally.	<u>Designing for the disabled and elderly</u>	Developing countries are becoming and striving to become more inclusive and to cater for elderly and disabled. Emerging technologies have allowed designers and manufacturers to create products ranging from simple tools, equipment and gadgets, to transport methods and accessing building. This makes these group of people feel part of the community and not excluded and different.
<u>Efficient working</u>	This is a simple concept where a trained member of staff goes around turning off unnecessary lightening, lighting and other appliances. This lowers C)2.	<u>Pollution</u>	Usually done through getting the raw material and manufacturing of a product. To reduce it a Life cycle assessment is needed to reduce the impact.
<u>Global warming</u>	Extreme levels of CO2 released into the atmosphere and other green house gases.	<u>Carbon off-setting</u>	Carbon credits are given to some companies to help reduce CO2 emissions. The money raised is invested in planting tress, and forest regeneration.

Soya (HBV)	Pulses and nuts (LBV)
<p>Soya protein TVP- textured vegetable protein (Pot noodle) Tofu – Soya bean curd (comes smoked too) Quorn- is a fungi and a myco-protein</p> <ul style="list-style-type: none"> Are the only HBV vegetable proteins Used by vegetarians as a meat substitute They contain the full complement of amino acids like meat <p>Benefits</p> <ul style="list-style-type: none"> They are a low risk food so little chance of getting food poisoning Cheaper than meat Longer shelf life No waste like bones, skin, fat Naturally low in fat Very versatile as it's bland and can take flavouring well Doesn't shrink during cooking 	<p>Vegans eat these as their main source of protein</p> <p>Nuts- peanuts, walnuts, cashew nuts, almonds</p> <ul style="list-style-type: none"> A huge variety available can be used in many different ways Substitute cream for cashew cream Adds texture, flavour, fibre Vitamins and minerals High in unsaturated fat <p>Pulses- lentils, baked beans, cannellini beans, chickpeas</p> <ul style="list-style-type: none"> A large variety available Easy to prepare Long shelf life Low fat High fibre Filling

TECHNICAL VOCABULARY	
Lactose free	Foods not containing dairy; Soy milk, oat milk, Alpro cream
Pasteurisation	Heating fresh milk to 72c for 15 seconds to kill bacteria
HBV	High biological protein containing all the essential amino acids- Meat, fish, eggs
LBV	Low biological protein containing some of the essential amino acids- nuts, seeds, pulses
Protein complementation	Eat two or more LBV proteins together like beans on toast
Function of Protein in the diet	
<ul style="list-style-type: none"> Growth and the laying down of muscles Repair of the body when it's injured source of energy Helps release energy from our food 	
Deficiencies of protein	
Visible- Children don't grow properly -Hair becomes thin and falls out -Poor skin and weak nails	Non visible- Infections will develop Immune system - Requires protein to work properly - Food is not digested properly
When Protein is denatured	
<ul style="list-style-type: none"> When it's heated. Boiling an egg When it is whisked. Making a mousse When it's put in acid. Marinating tough meat to make it tender When unravelled it forms new structures. Making meringue 	

Protein
(A macronutrient)

Dairy (HBV)	
<p>Cow's milk is the commonly used milk in dairy products such as cheese, butter, yoghurt, cream. Different types of cow's milk Based on fat content</p> <ul style="list-style-type: none"> Skim milk > 1% fat Semi skim >2% fat Whole milk >4% fat <p>Shelf life Fresh milk - a week - 10days (high risk) UHT- Months unopened (Low risk) Powdered milk- Years (low risk)</p>	<p>Types of cheeses Hard cheese- Parmesan, cheddar</p> <ul style="list-style-type: none"> Used for grating in sauces over dishes Gives texture, colour and flavour. Cheese is aged to produce a stronger flavour <p>Soft cheese- Camembert, Brie</p> <ul style="list-style-type: none"> Eaten with crackers or bread, creamy mild flavour. Adds richness to a soup. Has a rind that needs to be removed before cooking <p>Blue cheese- Stilton, Gorgonzola</p> <ul style="list-style-type: none"> These have controlled mould injected into them. They are very salty and are strong flavoured Come in a range of strengths Has a rind that needs to be removed before cooking <p>(Most dairy is pasteurised to destroy bacteria)</p>
<p>Types of cream Based on fat content</p> <ul style="list-style-type: none"> Clotted cream 55% used on scones and in ice cream Double cream 48% used for whipping, cakes, sauces, ice cream Whipping cream 35% used for cakes, decoration Single cream 18% addition to desserts and sauces 	

Poultry (HBV)	
<p>Chicken, turkey</p> <ul style="list-style-type: none"> Nutritionally similar Bland flavoured- combines well with other ingredients Low in fat HBV Protein Vitamin B Vitamins A and D <p>Duck, goose, guinea fowl</p> <ul style="list-style-type: none"> Fattier birds Much stronger flavour Longer cooking time <p>Storage and cooking</p> <ul style="list-style-type: none"> Must be cooked thoroughly as poultry can carry the salmonella bacteria It is a risk commodity and should be store in the fridge 5c or freezer -20c It must be covered well and stored at the bottom of the fridge It must not be washed before cooking as this could contaminate sink area and taps. 	<p>Uses in catering</p> <ul style="list-style-type: none"> Most poultry have a neutral flavour so it takes up other flavours well, versatile. It is a cheap and popular protein It can be roasted, grilled, fried, poached, casseroled and BBQed It is a good low fat option Not as rich as red meat, easier to digest for kids and older people <p>Quality points when purchasing chicken</p> <ul style="list-style-type: none"> Should be springy to the touch Moist but not slimy A pale to dark pink colour A fresh and pleasant smell