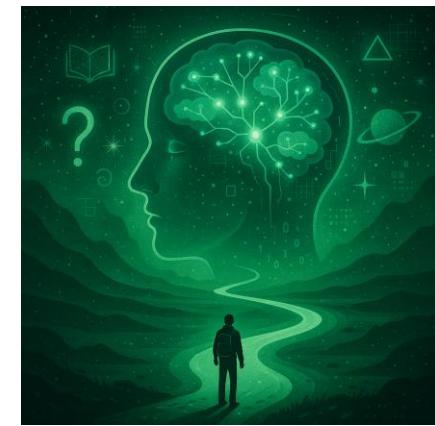


# YEAR 9



# BHA's Knowledge Quest

**Spring 1  
(Jan - Feb)  
2025-2026**



# How to use your Knowledge Quest Booklet

To support you in making progress in each of your lessons, your teachers have produced Knowledge Organisers which contain all of the main facts, knowledge and information that you need to know to be successful and make progress this half term. There are lots of ways to use these Knowledge Organisers, but the most important thing is that you are revising the knowledge and you are able to recall it in your lessons. Please see below details of how to use this booklet; what your half termly homework looks like and how to secure lots of positive Class Charts points!

**English:** 30 minutes of Sparx Reader, every week.

**Maths:** 30 minutes of Sparx Maths, every week.

**Science:** 30 minutes of Seneca homework, every week.

**MFL:** 1 list of vocabulary to learn for a test in lesson AND 1 quiz to complete on Language Nut, MFL platform every fortnight.

**History:** 30 minutes of Seneca revision, every week. Additional revision provided for assessments.

**Geography:** 1 hour of Seneca per fortnight.

**RE:** Holistic quiz using Knowledge Organiser and lesson on teams, every 4 weeks.

**PSHE:** Independent self quizzing from Knowledge Organiser.

**DT:** Food Studies- Seneca assignment set as part of each 9-week rotation. Engineering Seneca assignment to prepare for BBB assessment set as part of the rotation. Independent self-quizzing from Knowledge Organiser.

**Art:** To research/find and create resource images for projects when required.

**Computing:** 1 hour of Seneca per fortnight.

**All other subjects:** Revise the information in this booklet using the revision sheets included with each subject.

# Timetable

**Use this page to copy out your lessons and room numbers**

## Enrichment and Intervention 2025-26 Term Two

Spring Term		Monday	Tuesday	Wednesday	Thursday	Friday
		Start Right Club	Start Right Club	Start Right Club	Start Right Club	Start Right Club
<b>Breakfast</b> 7.45am – 8.30am	Start Right Club Library open	Library open	Library open	Library open	Library open	Library open
<b>Lunch</b> 1.2.45pm – 1.15pm	MUGA Year 9 Library Year 11 Yr 7 Basketball LG	MUGA Year 11 Library Year 10 Yr 8 Basketball LG	MUGA Year 10 Library Year 9 Yr 9 Basketball LG	MUGA Year 8 Library Year 8 Yr 10 Basketball LG	MUGA Year 7 Library Year 7 Yr 11 Basketball LG	
<b>Period 7</b> Monday Tuesday Thursday 3.30pm – 4.30pm	Year 11 Open / MFL Subject Intervention <b>Week 1:</b> <b>B Block</b> <b>Week 2:</b> <b>C Block</b> Year 9 football (Field) WT	Year 11 Science Intervention All years Netball (MUGA) GH <b>New</b>	Year 11 English and Maths Intervention D10 / AW1 / KCA / LSI / LHA	Year 11 Geography /History Intervention Year 7/8 Trampolining (Small Gym) KHA	Year 11 Geography /History Intervention Year 7 Football (Field) NK	All years Dungeons and Dragons (MB) Room 5
Wednesday Friday 2.35pm – 3.35pm	All years Basketball (Large Gym) WT	All years Basketball (Large Gym) WT	All years Dodgeball (Large Gym) WT <b>New</b>	All years Dodgeball (Large Gym) WT <b>New</b>	All years Legacy cohort Latin Club Room 60 AA	<b>Yr 10/11 Engineering</b> coursework catch up intervention- By invitation only LN
	All years Chess Club – Room 9 MAG	Year 7 and other beginners Latin Club Room 60 AA	Year 10 Football (Field) NK	All years Handball (MUGA) JS <b>New</b>	Year 10 Handball (MUGA) JS <b>New</b>	<b>Yr 10/11 Textiles</b> coursework Catch up intervention- By invitation only NB/KWK
	All Years Debate Mate Room 23 BED	Year 8 football (Field) JS	Year 7/8,9 Girls football WBA- Invite only MUGA	Year 9/10 Trampolining (Small Gym) GH	Year 9/10 Trampolining (Small Gym) GH	
	Spark Maths Club – Room 15 DHY / RMI	All years Dance Club (Dance studio) CG	All years Dance Club (Dance studio) JR	All years The hook and pen society Room 53 JW/LOM	All years The hook and pen society Room 53 JW/LOM	
	All years Basketball (Large Gym) NK <b>New</b>	All years Hooked on Basketball Room 53 JW	All years Board Game Club Room 55 AK	All Years Graphics club KWK 43		
	All years Girl's Football (MUGA) JS/NW	All years Beyond the Books (Reading Club) Room 24 FH	All years The Rep Theatre – Performing Arts Club Room 16	Year 7/8,9 Music Rock Band- Room 36 TW		
	All years Task Master Room 28 GEG	All years Digital skills Room 30 MCA	All years Geography Club Room 2 SBW	Russian Language Club for beginners Room 58 RMI		
	All years Science Club Lab 49 SAM/BHO/RHA	Year 10 Rock Band- Room 36 SW	All years Ultimate Uno Club Room 23 QSM			
	Year 7 – 9 Masterchef Room 45 ( <b>Limited to 15 pupils only</b> ) CCR/MSH/PCR	Basketfields Booster for Year 10 English Room 23 FBA	All years Scene Stealers Filmmaker Club Room 22 DLA			
	<b>SEND</b> Y7 Reading Intervention ADI/LOM Room 2	SEND Y8 Reading Intervention ADI/LOM 33	All years Act Up! Drama Club Room 24 SBS			
	Masterchef ( <b>SEND</b> ) Room 45 CCR/MSH/MCS	Masterchef ( <b>SEND</b> ) Room 45 CCR/MSH/MCS	SEND WBA Multisports /Football LK			
		SEND Y8 Reading Intervention ADI/LOM 33	Yr 10 GCSE Computer Science and I Media students only: Room 62 JM / Room 10 HA	SEND Homework Club – JRE/MPA Room 31		
			SEND Social Society CCR/CST Room 1	SEND Y10 Direct Instruction Lit – IPG Room 3		
<b>Academic</b>	<b>Creative</b>	<b>Physical</b>				
<input type="checkbox"/> Task Master (will meet all parts of the diploma)	<input type="checkbox"/> Task Master (will meet all parts of the diploma)	<input type="checkbox"/> Task Master (will meet all parts of the diploma)				
<input type="checkbox"/> Latin Club (new and legacy cohorts)	<input type="checkbox"/> Scene stealers film maker club	<input type="checkbox"/> Scene stealers film maker club				
<input type="checkbox"/> Chess Club	<input type="checkbox"/> Act up! Drama Club	<input type="checkbox"/> Act up! Drama Club				
<input type="checkbox"/> Sparx Maths Club	<input type="checkbox"/> Ultimate Uno	<input type="checkbox"/> Ultimate Uno				
<input type="checkbox"/> Geography Club	<input type="checkbox"/> Hooked on Bristmall - Crochet club	<input type="checkbox"/> Hooked on Bristmall - Crochet club				
<input type="checkbox"/> Science Club Lab 49	<input type="checkbox"/> The hook and pen society	<input type="checkbox"/> The hook and pen society				
<input type="checkbox"/> Debate Mate	<input type="checkbox"/> The REP Theatre Performing Arts Club	<input type="checkbox"/> The REP Theatre Performing Arts Club				
<input type="checkbox"/> 'Beyond the Books' Reading Club	<input type="checkbox"/> Board Game Club	<input type="checkbox"/> Board Game Club				
<input type="checkbox"/> Russian Language Club for Beginners	<input type="checkbox"/> Dungeons and Dragons	<input type="checkbox"/> Dungeons and Dragons				
<input type="checkbox"/> Any other subject intervention	<input type="checkbox"/> Graphics Club	<input type="checkbox"/> Graphics Club				
	<input type="checkbox"/> Digital Skills	<input type="checkbox"/> Digital Skills				
	<input type="checkbox"/> Rock Band	<input type="checkbox"/> Rock Band				
	<input type="checkbox"/> Lunchtime keyboard cub	<input type="checkbox"/> Lunchtime keyboard cub				
	<input type="checkbox"/> Masterchef	<input type="checkbox"/> Masterchef				
	<input type="checkbox"/> The Articulators	<input type="checkbox"/> The Articulators				

# Dates to remember this half term:

January

February

## Attendance record



Week	Attendance %
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	

# Sparx Check!

Remember to click: 'Login with Microsoft' using your academy email address and password!

In the boxes below, write the XRP score that you achieved for each subject. Your form tutor will award you additional CC points for the more XRP points you achieve in addition to the set points for each weekly homework.

	Sparx Reader Points:	Sparx Maths Points:
<b>Week 1</b>		
<b>Week 2</b>		
<b>Week 3</b>		
<b>Week 4</b>		
<b>Week 5</b>		
<b>Week 6</b>		
<b>Total this half term:</b>		

# Seneca Check!

Remember to click: 'Login with Microsoft' using your academy email address and password!

In the boxes below, write the titles of the assignments that you complete for each subject and your overall percentage scores. Your form tutor will award you additional CC points for the highest percentages you achieve in addition to the set points for each weekly homework.

	English Assignments:	Science Assignments:	History Assignments:	Geography Assignments:
<b>Week 1</b>				
<b>Week 2</b>				
<b>Week 3</b>				
<b>Week 4</b>				
<b>Week 5</b>				
<b>Week 6</b>				
<b>Total assignments completed this half term:</b>				

# Language Nut Check!

Remember to click:  
'Login with Microsoft'  
using your academy  
email address and  
password!

In the boxes below, write out what % you have achieved from your weekly homework. Your form tutor will award you additional CC points for the highest scores you achieve in addition to the set points for each weekly homework.

	<b>MFL Homework:</b>
<b>Week 1</b>	
<b>Week 2</b>	
<b>Week 3</b>	
<b>Week 4</b>	
<b>Week 5</b>	
<b>Week 6</b>	
<b>Total assignments completed this half term:</b>	

# Independent Study Check!

Your form tutor and your parent/carer will also check that you are completing your independent study within this booklet. Additional positive CC points will be awarded for beautiful presentation and your ability to demonstrate a strong recall of the knowledge within this booklet.

	End of Half term Form Tutor Check:	Parent/Carer Check:
<b>Independent Study Completed?</b>		
<b>Beautiful Presentation?</b>		
<b>Recall of Knowledge?</b>		

**Personal Reflection:** What are you most proud of within your Independent Study Booklet?

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## Homework Log

Use this page to record any homework this half term

## Homework Log

Use this page to record any homework this half term

## Look, Cover, Write, Check

## Definitions to Key Words

## Flash Cards

## Self Quizzing

## Mind Maps

## Paired Retrieval

Step 1

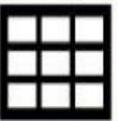
Look at and study a specific area of your knowledge organiser.



Write down the key words and definitions.



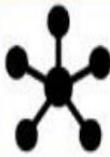
Use your knowledge organiser to condense and write down key facts and or information on your flash cards.



Use your knowledge organiser to create a mini quiz. Write down questions using your knowledge organiser.



Create a mind map with all the information you can remember from your knowledge organiser.



Ask a partner or family member to have the knowledge organiser or flash cards in their hands.



Step 2

Cover or flip the knowledge organiser over and write down everything you remember.



Try not to use your knowledge organiser to help you



Add pictures to help support. Then self quiz yourself using the flash cards.. You can write questions on one side and answers on the other.



Answer the questions and remember to use full sentences.



Check your knowledge organiser to see if there were any mistakes with the information you have made.



They can test you by asking you questions on different sections of your knowledge organiser.



Step 3

Check what you have written down. Correct any mistakes in green pen and add anything you missed. Repeat.



Use your green pen to check your work.



Use a parent/carer or friend to help quiz you on the knowledge.



You can also use family to help quiz you. Keep self quizzing until you get all questions correct.



Try to make connections that links information together.

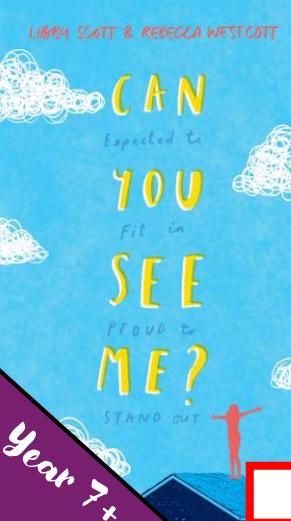


Write down your answers.

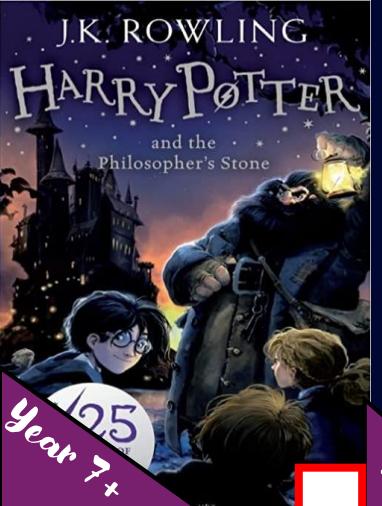


## WORLD MAP

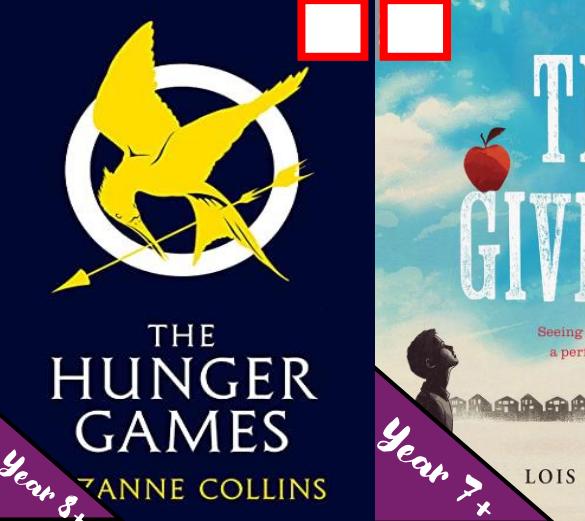




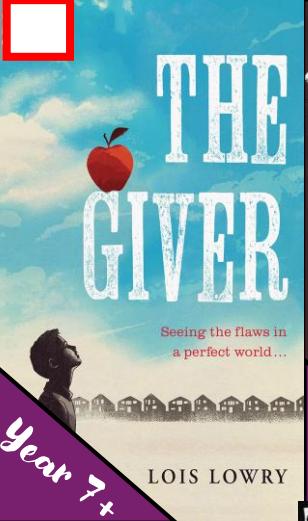
Year 7+



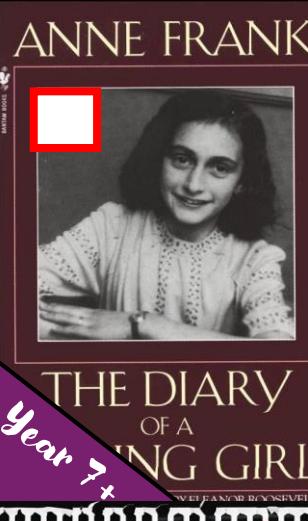
Year 7+



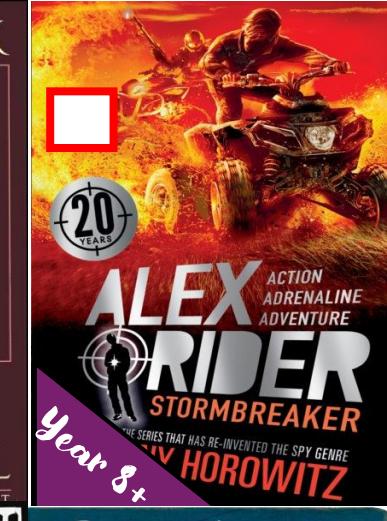
Year 8+



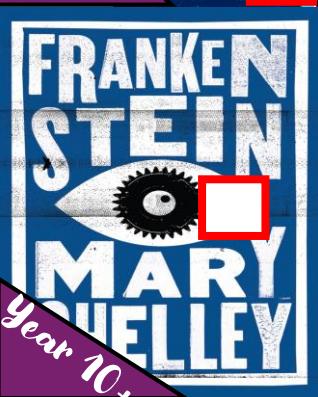
Year 7+



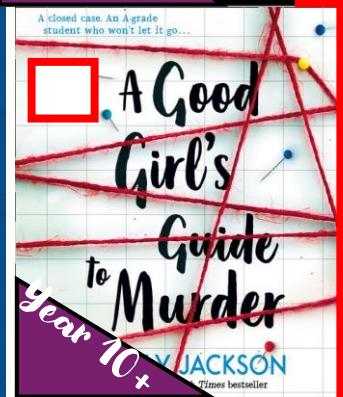
Year 8+



Year 8+



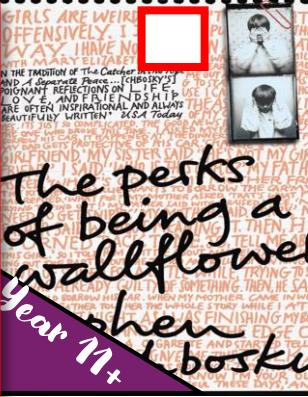
Year 10+



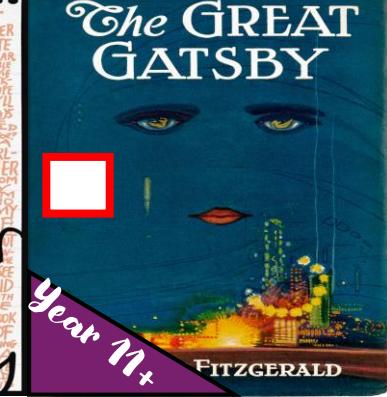
Year 10+



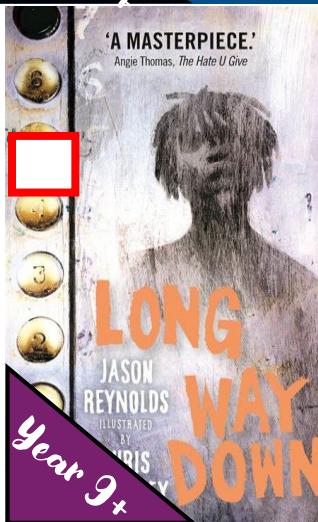
Year 8+



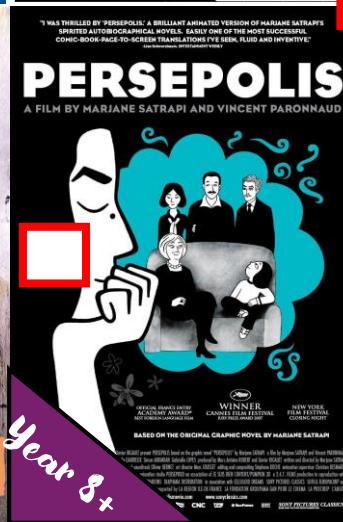
Year 11+



Year 11+



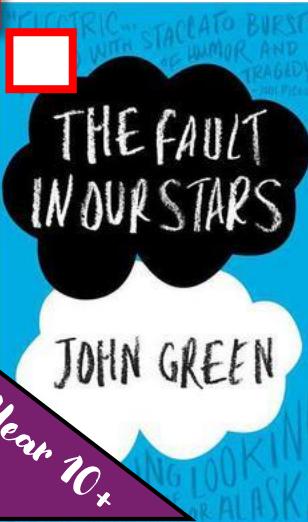
Year 9+



Year 8+



Year 9+



Year 10+



Year 11+

20 YEARS

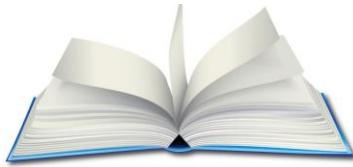
ALEX RIDER  
STORMBREAKER  
THE SERIES THAT HAS RE-INVENTED THE SPY GENRE  
IV HOROWITZ

The GREAT GATSBY  
FITZGERALD

ANITA AND ME • MEERA SYAL  
"Tom Sawyer meets Cider With Rosie on route to India via Wolverhampton. A wonderful book – treat yourself." Ben Elton

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# Further Reading List

Year 9



Challenge yourself by reading these topic-related books!



# English



## Key Themes

**Prologue** – Acts as an introduction, sonnet form, summarises plot, introduces key themes.

**Act 1** – Opens with Montagues and Capulets fighting, Prince threatens death to anyone else who fights, Romeo loves Rosaline, Capulets are preparing for a party (Paris wants to marry Juliet), Romeo sneaks into the party (where he is seen by Tybalt), he and Juliet meet and kiss.

**Act 2** – Juliet and Romeo declare their love and agree to marry the next day, even though their families are enemies. Romeo goes straight to Friar Lawrence who is surprised at Romeo's new love for Juliet but agrees to marry them as he thinks it might end the feud. Romeo sends a message to Juliet via the nurse. Romeo and Juliet are married that day.

**Act 3** – Tybalt and Mercutio argue, Benvolio tries to stop them. Romeo arrives, Tybalt and Mercutio fight, Mercutio is killed. Romeo kills Tybalt in anger then flees to Friar Lawrence, he spends the night with Juliet then leaves Verona. Juliet is distraught, her father arranges a wedding to Paris, Juliet refuses and argues with her parents. Romeo is banished by Prince.

**Act 4** – Juliet asks Friar Lawrence to stop the wedding and threatens to kill herself. Friar has a plan to make Juliet seem dead then sneak her to meet Romeo in Mantua. He sends a message to Romeo but Romeo does not receive it. Juliet carries out the plan.

**Act 5** – Romeo is told that Juliet is dead so returns to Verona. He goes to Juliet's tomb, killing Paris who had tried to stop him. He sees Juliet's body drinks poison and dies. Juliet awakes, sees Romeo's body and stabs herself, The families end the feud.

### Context:

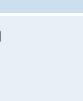
Elizabethan England. Women have little power/freedom, their lives are controlled by fathers then husbands. Arranged marriages are the norm and usually of financial benefit to both families.

R&J is set in Italy a devoutly Catholic country. Religion dominated every aspect of life.

Italy is known as a romantic passionate country. Long running feuds between families are common and a source of many plays (comparable to mafia dramas today).

Men are expected to defend their family honour even if this means violence. Ideas of 'toxic masculinity' are seen in the way many men at this time behaved. Often emotional and lacking control this was acceptable behaviour for young men.

Fate	★ ★ ★	The Prologue introduces fate, suggesting everything that happens is fate, Romeo blames fate for him killing Tybalt so being banished was ultimately his fate.	"star cross'd lover" "I am fortune's fool"
Love	Heart	Romeo loves Rosaline then Juliet hinting at a critique of young love. Love is seen as both a path to and an obstacle to happiness. Love in friendships.	"tender kiss" "with love's light wings" "under love's heavy burden do I sink" "You kiss by the book"
Death	Skull	There are many deaths throughout the play and it is used as a consequence.	"fatal loins" "I am worm's meat" "a plague o' both your houses" "O happy dagger" "O bid me leap"
Conflict	Sword	The families' conflict is the root of their problems, Juliet is in conflict with her parents.	"This day's black fate on me doth depend" "ancient grudge" "civil blood" "bite my thumb"
Generational Conflict	Figures	Romeo and Juliet (both protagonists) are in conflict with their parents. They do not listen to guidance of older mentors (Friar and nurse).	"What's in a name" @Hang thee young baggage" "Young men's love lies not truly in their hearts"

Romeo		"it is the east and Juliet is the sun"  "Gentle Mercutio, put thy rapier up!"  "Fire-eyed fury be my conduct now" 
Juliet		"What's in a name?"  "Deny thy father and refuse thy name"    "Proud can I never be of what I hate" 
Friar Lawrence		"Turn your household's rancour to pure love"  "I do spy a kind of hope"  "Young men's love lies...in their eyes" 
Lord Capulet		"Hang thee young baggage"    "my child is yet a stranger in the world"  "My fingers itch"  
Mercutio		"You will find me a grave man"  "men's eyes were made to look, let them gaze"  "A plague o' both your houses" 
Tybalt		"Talk of Peace? I hate the word"  "Boy"  "To strike him dead I hold is not a sin"   
Benvolio		"Put up your swords; you know not what you do."  "Alas, that love... Should be so tyrannous and rough in proof!" 

### Key terms explored this half term:

Prologue- A separate introductory section of a literary, dramatic, or musical work.

Rebellion- The act of resisting authority.

Patriarchy- A system where men are in control.

Subvert- To challenge or undermine something or someone.

### Using critical verbs helps you to explore your ideas more clearly.

The writer uses ...

Which:  
Explores  
Teaches  
Criticises  
Warns  
Personifies

P- The writer presents  
E – This is shown in the phrase  
Z- The word “...” suggests  
E- This makes us think/feel/ understand  
L- Furthermore

### WAGOLL:

The writer presents love in a negative way in this play. Shakespeare's foreshadowing of Romeo and Juliet's love and fate has been clearly highlighted from the beginning of this play. In the Prologue when they are described as a "pair of star cross'd lovers" who "take their life" Shakespeare has already identified their love as very intense and by calling them "star cross'd". It has built in the theme of fate implying that they are powerless to prevent their fate. Furthermore, the "star cross'd" protagonists act to warn the audience that being led by emotions is not a helpful way to live, complying with the norms of Shakespeare's society where marriages were formed on financial gain rather than emotion. It also criticises the rash actions of young people as they believe their feelings are proof they should be together and make them feel mature enough to marry but they are not mature enough to see they can not escape the real world or their destiny. This makes the audience think about how the lovers may come to meet and feel a sense of trepidation about this relationship from the opening. The writer wants us to understand that we can not work against fate and that defying the advice of elder family members and society does not lead to happiness. Furthermore, through the prologue we know that their relationship is doomed from the start which creates dramatic irony for much of the later scenes.

**English.** For each character in *Romeo and Juliet*, produce some quotes that reflects their ***motivations*** or ***characteristics***.

<u>Romeo:</u>	<u>Juliet:</u>	<u>Lord Capulet:</u>	<u>Tybalt:</u>
<u>Mercutio:</u>	<u>Benvolio:</u>	<u>The Friar:</u>	<u>The Nurse:</u>

# YEAR 9 — REASONING WITH NUMBER

## Maths

### What do I need to be able to do?

By the end of this unit you should be able to:

- Identify integers, real and rational numbers
- Work with directed numbers
- Solve problems with numbers
- Find HCF / LCM
- Odd/ Subtract fractions
- Multiply/ Divide fractions
- Write numbers in standard form

### Keywords

**Integer:** a whole number that is positive or negative

**Rational:** a number that can be made by dividing two integers

**Irrational:** a number that cannot be made by dividing two integers

**Inverse operation:** the operation that reverses the action

**Quotient:** the result of a division

**Product:** the result of a multiplication

**Multiples:** found by multiplying any number by positive integers

**Factor:** integers that multiply together to get another number

### Integers, real and rational numbers

#### Rational — root word ratio

**Real numbers:**  $\frac{2}{3}$  stems from  $2$  (  $\frac{2}{3}$  of the whole)

**Irrational numbers:**  $\sqrt{2}$  the solution is a decimal that never ends and does not repeat

The square root of a negative is not a real number and cannot be found

#### HCF/LCM

**R** 1 is a common factor of all numbers

Common factors are factors two or more numbers share

**HCF — Highest common factor**

**LCM of 18 and 30**

**LCM = 36**

**LCM of 9 and 12**

**LCM = 36**

**LCM — Lowest common multiple**

The first time their multiples match

Any integer

**Any integer**

**A  $\times 10^n$**

Any number between 1 and less than 10

**6  $\times 10^5 + 8 \times 10^5$**

$(1.5 \times 10^3) \div (0.3 \times 10^3)$

$1.5 \div 0.3 \times 10^3 \div 10^3$

$- 1400000$

$- 14 \times 10^2$

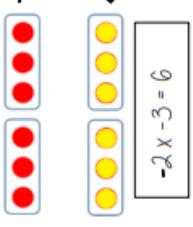
$\frac{8}{15}$

**Represented**

### Directed number R

#### Multiplication

**Red = -1**  
**Yellow = 1**



$-2 \times -3 = 6$

**b = -4**

**a = 5**

**Divisions are the inverse operations**

**Brackets around negative substitutions helps remove calculation errors**

$2a - b = 2 \times 5 - (-4) = 10 + 4 = 14$

### Directed number R

#### Addition

**Generalization**

$+ - = -$

$- - = +$

$- + = -$

$+ + = +$

**Zero pair**

$(-1 + 1) = 0$

**Two " - 1" left**

$- - 2$

**"Subtract" — means take away or remove**

**Start with the representation of 2**

**Take away one**

**2 - 1 = 1**

**3**

**Subtraction**

**Generalization**

$- - = +$

$- + = -$

$+ - = -$

$+ + = +$

**Representation for calculation**

**Start with the representation of 2**

**Take away one**

**2 - 1 = 1**

**3**

**Subtraction**

**Generalization**

$+ - = -$

$- + = -$

$+ + = +$

**Subtraction**

**Generalization**

$- - = +$

$- + = -$

**Subtraction**

### Addition/ Subtraction of fractions R

#### Multiplication/ Division of fractions R

$\frac{2}{15} \times \frac{6}{4} = \frac{12}{15} = \frac{10}{15}$

**Use equivalent fractions to find a common multiple for both denominators**

**Modelled:**

$\frac{3}{4} \times \frac{2}{3} = \frac{6}{12}$

**Parts shaded**

**Total number of parts in the diagram**

$\frac{2}{5} \div \frac{3}{4} = \frac{8}{15}$

**Remember to use reciprocals**

**Multiplying by a reciprocal gives the same outcome**

$\frac{2}{5} \times \frac{4}{3} = \frac{8}{15}$

**Represented**

$\frac{8}{15}$

**Represented**

# YEAR 9 — REASONING WITH NUMBER...

## Maths

# Using Percentages

### What do I need to be able to do?

- By the end of this unit you should be able to:
- Use FDP equivalence
  - Calculate percentage increase and decrease
  - Express percentage change
  - Solve reverse percentage problems
  - Solve percentage problems (calculator and non calculator problems)

### Keywords

**Percent:** parts per 100 — written using the % symbol

**Decimal:** a number in our base 10 number system. Numbers to the right of the decimal place are called decimals

**Fraction:** a fraction represents how many parts of a whole value you have

**Equivalent:** of equal value

**Reduce:** to make smaller in value

**Growth:** to increase / to grow

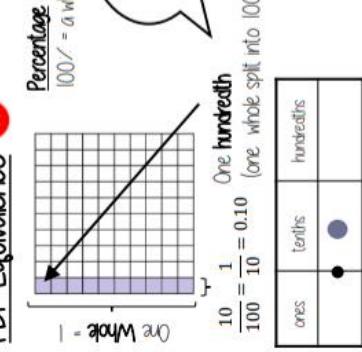
**Integer:** whole number, can be positive, negative or zero

**Invest:** use money with the goal of it increasing in value over time (usually in a bank)

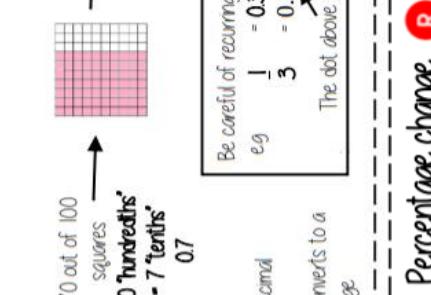
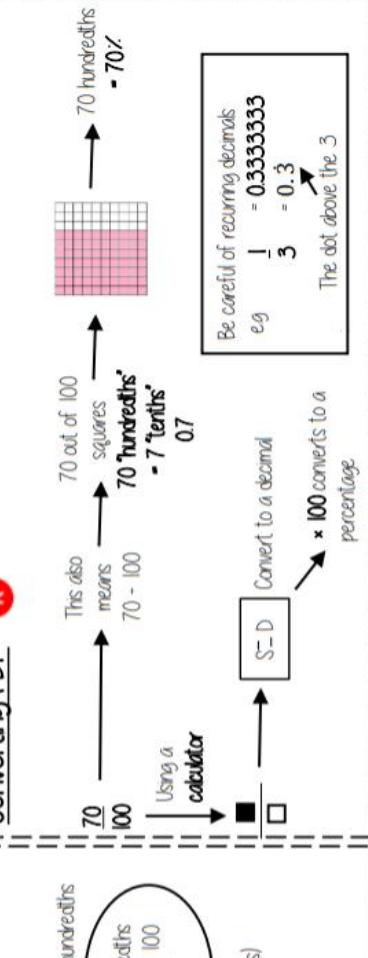
**Multiplier:** the number you are multiplying by

**Profit:** the income take away any expenses/ costs

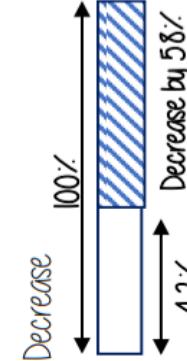
### FDP Equivalence R



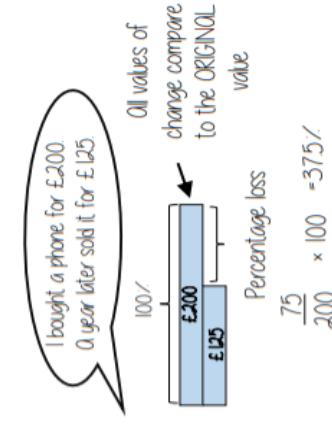
### Converting FDP R



### Percentage Increase/ Decrease R



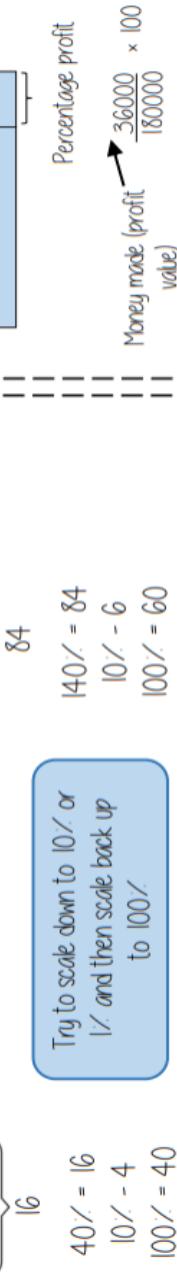
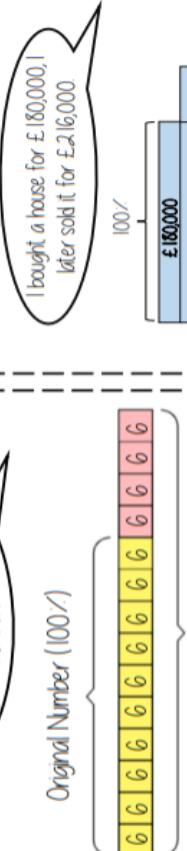
### Percentage change R



### Reverse Percentages

40% of my number is 16  
What am I thinking of?

$$\frac{\text{Difference in values}}{\text{Original value}} \times 100$$



# YEAR 9 — REASONING WITH NUMBER Maths & Money

## Maths

### What do I need to be able to do?

By the end of this unit you should be able to:

- Solve problems with bills and bank statements
- Calculate simple interest
- Calculate compound interest
- Calculate wages and taxes
- Solve problems with exchange rates
- Solve unit pricing problems

### Keywords

**Credit:** money being placed into a bank account

**Debit:** money that leaves a bank account

**Balance:** the amount of money in a bank account

**Expense:** a cost/ outgoing

**Deposit:** an initial payment (often a way of securing an item you will later pay for)

**Multiplier:** a number you are multiplying by (Multiplier more than 1 = increasing, less than 1 = decreasing)

**Per Annum:** each year

**Currency:** the type of money a country uses

**Unitary:** one – the cost of one

### Bills and Bank Statements

Bills – tell you the amount items cost and can show how much money you need to pay

	Price
Milk	89p
Tea	£1.50

Some can include a total

Look for different units

(Is it in pence or pounds)

Bank Statements

Bank statement can have negative balances if the money spent is higher than the money coming into the account

Date	Description	Credit	Debit	Balance
1st Sept	Salary	£1500		£1500
1st Sept	Mortgage		£600	£900
25th Sept	Buy Money	£15		£915
	Shop			

### Value Added Tax (VAT)

VAT is payable to the government by a business. In the UK VAT is 20% and added to items that are bought

Essential items such as food do not include VAT

Over time

Time and a half – means 1.5 times their hourly rate

Double – 2 times their hourly rate

### Unit Pricing

4 Oranges	5 cupcakes	£1.20
£1		

To calculate unit per cost, you divide by the cost

Cupcakes are the best value as one item has the cheapest value

$$4 = £1.00 \rightarrow \div 2 \quad 5 = £1.20 \rightarrow \div 5$$
$$2 = £0.50 \rightarrow \div 2 \quad 1 = £0.20 \rightarrow$$

There is a directly proportional relationship between the cost and number of units

Cost per Unit

### Simple Interest

For each year of investment the interest remains the same

Principal amount	Interest Rate	Years	
100			

Principal amount is the amount invested in the account

e.g. invest £100 at 30% simple interest for 4 years

$$\frac{100 \times 30 \times 4}{100} = £120$$

This account earned £120 interest  
At the end of year 4 they have £220

### Compound Interest

Interest is added to the current value of investment at the end of each year so the next year's interest is greater

Principal amount	Multiplier	Years	
100			

e.g. invest £100 at 30% compound interest for 4 years

$$100 \times 1.3^4 = £285.61$$

This account has £285.61 in total  
at the end of the 4 years

### Wages and Taxes

Salaries fall into tax brackets – which means they pay this much each month from their salary

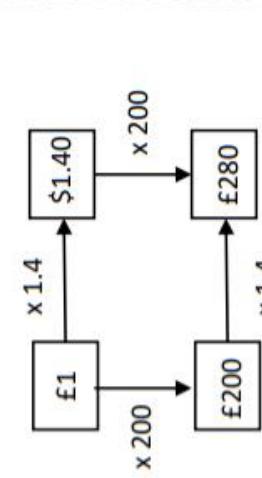
Taxable Income	Tax Rate
£12 501 to £150 000	20%
£50 001 to £150 000	40%
over £150 000	45%

Over time

Time and a half – means 1.5 times their hourly rate

Double – 2 times their hourly rate

### Exchange Rates



When making estimates it is also useful to use estimates to check if our solution is reasonable

Use inverse operations to reverse the exchange process

Common Currencies	
United Kingdom	£
United States of America	\$
Europe	€

**Maths.** Based on the number KO page, please fill in the key vocabulary and have a go at using the methods to answer the questions.

**Key Vocabulary (fill the gaps):**

**Integer:** a \_\_\_\_\_ number that is \_\_\_\_\_ or \_\_\_\_\_.

**Rational:** a number that can be made by \_\_\_\_\_ two \_\_\_\_\_.

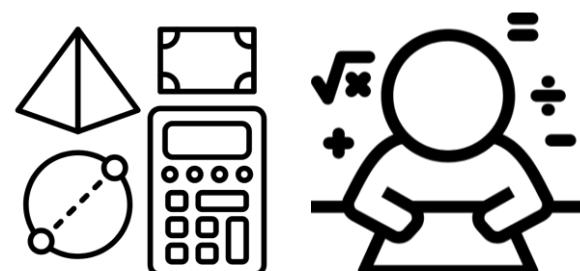
**Irrational:** a number that \_\_\_\_\_ be made by dividing two \_\_\_\_\_.

**Inverse operation:** the operation that \_\_\_\_\_ the action.

**Product:** the result of a \_\_\_\_\_.

**Multiples:** found by \_\_\_\_\_ any number by positive integers.

**Factor:** \_\_\_\_\_ that \_\_\_\_\_ to get another number.



6. What is the LCM of 9 and 12?

**Retrieval Questions:**

1. Write down the first 5 multiples of 4.

2. Write down the 10<sup>th</sup> multiple of 7.

3. Which numbers is 24 a multiple of?

4. Write down the factors of 12.

5. Write down the factors of 30.

7. What is the HCF of 18 and 30?

**Maths.** Based on the geometric notation KO page, please fill in the key vocabulary and have a go at using the methods to answer the questions.

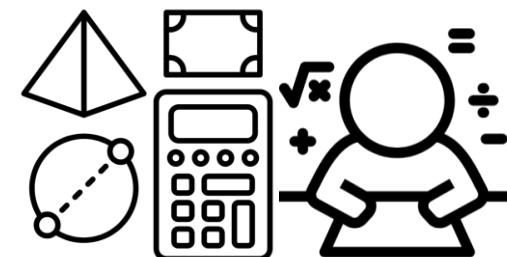
## Key Vocabulary (fill the gaps):

Fraction: How many \_\_\_\_\_ of a whole.

Decimal: Based on \_\_\_\_\_.

Percentage: When we say \_\_\_\_\_ what we are actually saying is, per \_\_\_\_\_.

Multiplier: The number that you are \_\_\_\_\_ by.



9. A box contains red and yellow marbles. 40% of the marbles in the box are yellow.

There are 80 yellow marbles in the box.

Work out the total number of marbles in the box.

## Retrieval Questions:

1. Write 0.5 as a fraction and as a percentage.
2. Write 25% as a fraction and as a decimal.
3. Write  $\frac{3}{4}$  as a decimal and as a percentage.
4. Write 0.2 as a fraction and as a percentage.

5. Increase 20 by 50%.

6. Decrease 40 by 10%.

7. Increase 80 by 9%.

8. Peter's weight decreases from 80kg to 64kg.

Calculate the percentage decrease in Peter's weight.

**Maths.** Based on the Maths and Money KO, fill in the key vocabulary and have a go at using the methods to answer the questions.

### Key Vocabulary (fill the gaps):

Credit: Money \_\_\_\_\_ into a bank account

Debit: Money \_\_\_\_\_ a bank account

Deposit: An \_\_\_\_\_ payment

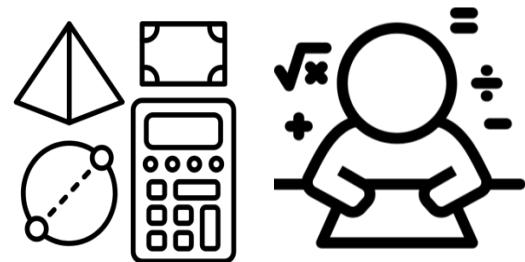
Per annum: \_\_\_\_\_

Currency: The \_\_\_\_\_ that a country uses

### Key Formula:

Simple interest =

Compound interest =



### 2. Complete the payslip:

Hours worked	Rate of pay (hourly)	Pay
30	£16.80	
10	£19.15	
4		£97.80
Total Pay =		

### Retrieval Questions:

1. Here is Ryan's bank statement. Complete the statement.

Date	Description	Credit (£)	Debit (£)	Balance (£)
20th July	Starting balance			2079.45
21st July	Card payment		20.00	
23rd July	Electricity bill		125.00	
23rd July	Salary	790.22		

Deductions	
Tax	£102.28
National Insurance	£73.08
Pension	£40
Total deductions	

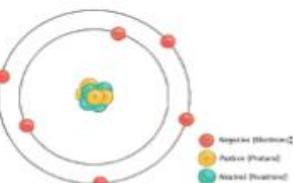
Take home pay =	
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# Atomic Structure and the Periodic Table – Foundation and Higher

## Atoms

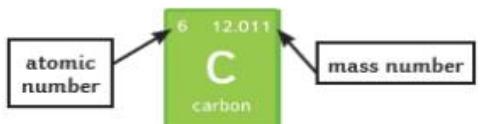
Contained in the nucleus are the protons and neutrons. Moving around the nucleus are the electron shells. They are negatively charged.

Particle	Relative Mass	Charge
proton	1	+1
neutron	1	0
electron	Very small	-1



Overall, atoms have no charge; they have the same number of protons as electrons. An ion is a charged particle - it does not have an equal number of protons to electrons.

## Atomic Number and Mass Number



## Elements

Elements are made of atoms with the same atomic number. Atoms can be represented as symbols.

N = nitrogen    F = fluorine    Zn = zinc    Ca = calcium

**Isotopes** – an isotope is an element with the same number of protons but a different number of neutrons. They have the same atomic number, but different mass number.

Isotope	Protons	Electrons	Neutrons
<sup>1</sup> H	1	1	1 - 1 - 0
<sup>2</sup> H	1	1	2 - 1 - 1
<sup>3</sup> H	1	1	3 - 1 - 2

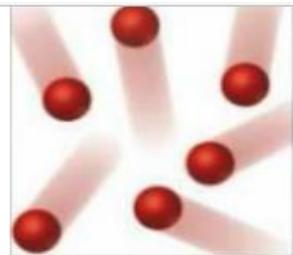
**Compounds** – a compound is when two or more elements are chemically joined. Examples of compounds are carbon dioxide and magnesium oxide. Some examples of formulas are  $\text{CO}_2$ ,  $\text{NaCl}$ ,  $\text{HCl}$ ,  $\text{H}_2\text{O}$ ,  $\text{Na}_2\text{SO}_4$ . They are held together by chemical bonds and are difficult to separate.

## Equations and Maths

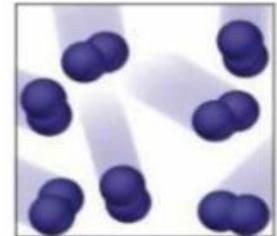
To calculate the relative atomic mass, use the following equation:

$$\text{relative atomic mass (A}_r\text{)} =$$

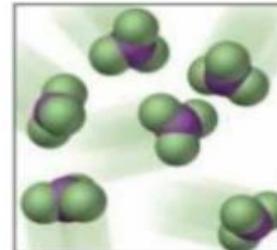
$$\frac{\text{sum of (isotope abundance} \times \text{isotope mass number)}}{\text{sum of abundances of all isotopes}}$$



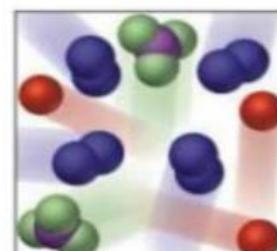
(a) Atoms of an element



(b) Molecules of an element



(c) Molecules of a compound



(d) Mixture of elements and a compound

## Chemical Equations

A chemical reaction can be shown by using a word equation.

e.g. magnesium + oxygen  $\rightarrow$  magnesium oxide

On the left-hand side are the reactants, and the right-hand side are the products.

They can also be shown by a symbol equation.

e.g.  $2\text{Mg} + \text{O}_2 \rightarrow 2\text{MgO}$

Equations need to be balanced, so the same number of atoms are on each side. To do this, numbers are put in front of the compounds.

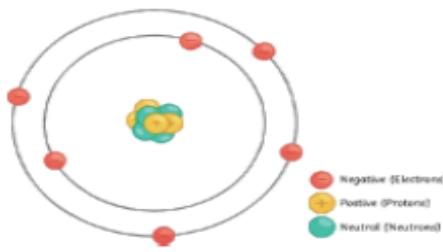


## History of the Atom

Scientist	Time	Discovery
John Dalton	start of 19 <sup>th</sup> century	Atoms were first described as solid spheres.
JJ Thomson	1897	Plum pudding model – the atom is a ball of charge with electrons scattered.
Ernest Rutherford	1909	Alpha scattering experiment – mass concentrated at the centre; the nucleus is charged. Most of the mass is in the nucleus. Most atoms are empty space.
Niels Bohr	around 1911	Electrons are in shells orbiting the nucleus.
James Chadwick	around 1940	Discovered that there are neutrons in the nucleus.

## Electronic Structure

Electrons are found in shells. A maximum of two in the most inner shell, then eight in the 2<sup>nd</sup> and 3<sup>rd</sup> shell. The inner shell is filled first, then the 2<sup>nd</sup> then the 3<sup>rd</sup> shell.



## Group 7 Elements and Noble Gases

### Halogens

The halogens are **non-metals**: fluorine, chlorine, bromine, iodine. As you go down the group they become less reactive. It is harder to gain an extra electron because its outer shell is further away from the nucleus. The melting and boiling points also become higher.

### Noble Gases

The **noble gases (group 0 elements)** include: **helium, neon and argon**. They are un-reactive as they have full outer shells, which makes them very stable. They are all colourless gases at room temperature.

The boiling points all increase as they go down the group – they have greater intermolecular forces because of the increase in the number of electrons.

## Development of the Periodic Table

In the early 1800s, elements were arranged by atomic mass. The periodic table was not complete because some of the elements had not been found. Some elements were put in the wrong group.

Dimitri Mendeleev (1869) left gaps in the periodic table. He put them in order of **atomic mass**. The gaps show that he believed there was some undiscovered elements. He was right! Once found, they fitted in the pattern.

## The Modern Periodic Table

Elements are in order of **atomic mass/proton number**. It shows where the metals and non-metals are. **Metals** are on the left and **non-metals** on the right. The **columns** show the **groups**. The **group number** shows the number of electrons in the **outer shell**. The rows are **periods** – each period shows another full shell of electrons.

The periodic table can be used to predict the reactivity of elements.

He	Li	Be	B	C	N	O	F	Ne
He	Li	Be	B	C	N	O	F	Ne
He	Li	Be	B	C	N	O	F	Ne
He	Li	Be	B	C	N	O	F	Ne
He	Li	Be	B	C	N	O	F	Ne

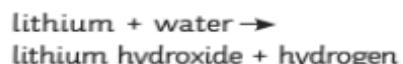
## Alkali Metals

The alkali metals (**group 1 elements**) are soft, very reactive metals. They all have **one electron in their outer shell**, making them **very reactive**. They are **low density**. As you go down the group, they become more reactive. They get bigger and it is easier to lose an electron that is further away from the nucleus.

They form ionic compounds with non-metals.

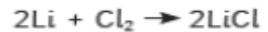
They react with water and produce hydrogen.

E.g.



They react with chlorine and produce a metal salt.

E.g.



They react with oxygen to form metal oxides.

Complete the table of communicable diseases.

Diseases	Cause	Symptoms	Transmission	Prevention/treatment
Measles				
HIV/AIDS				
Tobacco mosaic virus				
Salmonella				
Gonorrhoea				
Rose black spot				
Malaria				

OpinionsMe encanta – *I love*Me gusta mucho – *I really like*Me gusta – *I like*No me gusta – *I don't like*odio / detesto – *I hate*Justifications

porque es – *because it's*  
 dado que es – *because it's*  
 porque no es – *because it's not*  
 \*será – *it will be*  
 \*fue – *it was*

Intensifiers

muy – *very*  
 bastante – *quite*  
 demasiado – *too*  
 un poco – *a little bit*

Connectives

y - *and*  
 también – *also*  
 pero – *but*  
 sin embargo – *however*

Reasons

divertido – *fun*  
 interesante – *interesting*  
 fantástico – *fantastic*  
 guay – *cool*  
 genial – *great*



horrible – *horrible*  
 aburrido – *boring*  
 difícil – *difficult*  
 terrible - *awful*

**Instructions** Escribe – **Write!** Escucha – **Listen!** Mira – **Look!**  
**Empareja** – **Match up!** Traduce – **Translate!** Repite – **Repeat!** Copia – **Copy!**

QuestionsQue/Cual es...? *What is it...?*Como se dice... en inglés / en español? *How do we say... in English/Spanish?*Classroom languageHola señor / señorita – *Hello Sir / Miss*Sí / no – *Yes / No*Por favor – *Please*Gracias – *Thank you*Necesito... – *I need*un bolígrafo (verde) – *a (green) pen*el papel – *some paper*un diccionario – *a dictionary*una regla – *a ruler*un cuaderno – *an exercise book*

¿Puede usted repetir?

– *Can you repeat?*No entiendo – *I don't understand*

¿Puede usted ayudarme?

– *Can you help me?*

¿Puedo ir al baño?

– *Can I go to the toilets?*He terminado – *I have finished*

¿Puedo quitarme la chaqueta?

– *Can I take my blazer off?*

¿Cómo se dice.... en español / inglés?

– *How do I say ... in Spanish / English?*Los Números

uno.....	1	treinta.....	30
dos.....	2	treinta y uno.....	31
tres.....	3	treinta y dos.....	32
cuatro.....	4	treinta y tres.....	33
cinco.....	5	treinta y cuatro.....	34
seis.....	6	treinta y cinco.....	35
siete.....	7	treinta y seis.....	36
ocho.....	8	treinta y siete.....	37
nueve.....	9	treinta y ocho.....	38
diez.....	10	treinta y nueve.....	39
once.....	11	cuarenta.....	40
doce.....	12	cuarenta y uno.....	41
trece.....	13	cuarenta y dos.....	42
catorce.....	14	cuarenta y tres.....	43
quince.....	15	cuarenta y cuatro.....	44
dieciséis.....	16	cuarenta y cinco.....	45
diecisiete.....	17	cuarenta y seis.....	46
dieciocho.....	18	cuarenta y siete.....	47
dieciocho.....	19	cuarenta y ocho.....	48
diecinueve.....	20	cuarenta y nueve.....	49
veinte.....	20	cincuenta.....	50
veintiuno.....	21	sesenta.....	60
veintidós.....	22	setenta.....	70
veintitrés.....	23	ochenta.....	80
veinticuatro.....	24	noventa.....	90
veinticinco.....	25	diento.....	100
veintiséis.....	26		
veintisiete.....	27		
veintiocho.....	28		
veintinueve.....	29		

# Year 9 Spanish Unit 2 Orientéte

MFL

Ways to practise vocabulary: 1. Look cover, write check 2. Log onto Memrise 3. Getting people at home to test you 4. Log onto Quizlet

## Key vocabulary



### Las tareas—Chores

Para ayudar en casa	to help at home
lavo el coche	I wash the car
pongo/quito la mesa	I set/clear the table
plancho la ropa	I do the ironing
lavo la ropa	I wash the clothes
hago las camas	I make the beds
corto es césped	I cut the lawn
ayudo en el jardín	I help in the garden
preparo la comida	I prepare the dinner
limpio mi habitación	I clean my room
paso la aspiradora	I vacuum
friego los platos	I wash up
hago la compra	I do the shopping.
saco la basura	I take out the rubbish

### Los opiniones—Opinions

pienso que	I think that
creo que	I believe that
en mi opinión	in my opinion
desde mi punto de vista	from my point of view
monotono	monotonous
me aburre como una ostra	I'm bored out my brains.

### Intensifiers

muy—very      bastante -quite  
un poco -a bit      mucho—a lot

### Verbos modales—modal verbs of obligation

tengo que	I have to
debo	I must
poner /quitar la mesa	to set/clear the table
planchar la ropa	to do the ironing
lavar la ropa	to wash the clothes
hacer las camas	to make the beds
cortar el césped	to cut the lawn
ayudar en el jardín	to help in the garden
preparar la comida	to prepare the dinner
limpiar mi habitación	to clean my room
pasar la aspiradora	to do the vacuuming
fregar los platos	to wash up
hacer las compras	to do the shopping
sacar la basura	to take out the rubbish

### solicitando trabajo—application

Muy señor/a mío/a	Dear sir/madame
le escribo para solicitar	I am writing to apply for
le adjunto	I enclose
mi currículum	my CV
le saluda atentamente	Yours faithfully
me interesa este trabajo	I'm interested in this job

### The Big Questions

What do I do to help at home?

How do I express my opinions?

What does my family do for a living?

How do I discuss my part time job?

What sort of person am I?

How do I discuss job aspirations?

How do I apply for a job in Spain?

What are the issues at work?



### los números—numbers

10	diez
20	veinte
30	treinta
40	cuarenta
50	cincuenta
60	sesenta
70	setenta
80	ochenta
90	noventa
100	cien



### Lugares—places of work

trabajo en	I work in
un taller	a workshop
una oficina	an office
una obra	a building site

### Problemas - problems

no se debe tolerar	you shouldn't tolerate
el racismo	racism
el sexismo	sexism
las bromas racistas	racist jokes
la discriminación contra	discrimination against
los minusválidos	disabled

### Personalidad—personality

soy	I am
simpático/a	kind
antipático/a	unkind
cortés	polite
maleducado/a	rude
exigente	demanding
fuerte	strong
valiente	brave
artístico/a	artistic
serio/a	serious

ir	To go (present)		
voy	I go/am going		
vas	you go/are going		
va	he/she/it goes/is going		
vamos	we go/are going		
vaís	you go/are going		
van	they go/are going		
ir	To go (preterite)		
fui	I went		
fuiste	you went		
fue	he/she/it went		
fuimos	we went		
fuisteis	you went		
fueron	they went		

### Forming the near future tense.

Step 1: Choose the correct conjugation of 'ir'  
Step 2: Add the infinitive

Examples:

voy a ver una película- I am going to watch a film  
voy a sacar fotos—I am going to take photos

### The future tense

voy	a	jugar
vas		pasar
va		invitar
vamos		abrir
vaís		recibir
van		

### Future Time markers

Mañana	Tomorrow
La semana que viene	Next week
El mes que viene	Next month

### Forming the preterite tense.

Step 1: find the infinitive.

Step 2: Remove the -ar/-er/-ir .

Step 3: Add the appropriate preterite endings.

### Adjectives

Adjectives agree with gender and number of the noun.

They are positioned AFTER the noun.

mi padre es <b>serio</b>	my dad is serious
mi madre es <b>seria</b>	my mum is serious
mis padres son <b>serios</b>	my parents are serious
mis hermanas son <b>serias</b>	my sisters are serious

**Remember: you can only double the consonants in "Carolina"**

### Key verbs

infinitive	Past	Present	Future
trabajar (to work)	trabajé	trabajo	voy a trabajar
ganar (to earn)	gané	gano	voy a ganar
ayudar (to help)	ayudé	ayudo	voy a ayudar
comprar (to buy)	compré	compro	voy a comprar
tener que (to have to)	tuve que	tengo que	voy a tener que
querer (to want)	quisé	quiero	voy a querer
ser (to be)	fui	soy	voy a ser
hacer (to do)	hice	hago	voy a hacer

### Using the definite article with jobs

With jobs, we **DO NOT need to use the article.**

We simply say **soy + job**

### Tricky spelling

ayudar	no -n (ayundar)
mecánico	no -ch as in English

### False Friends

Conductor	driver
-----------	--------

Frequency adverbs	
siempre	always
a menudo	often
de vez en cuando	from time to time
rara vez	rarely
nunca	never

### Key Questions

¿Qué haces para ayudar en casa?	How do you help at home
¿Tienes un trabajo?	Do you have a job?
¿Qué vas a hacer en el futuro?	What are you going to do in the future?
¿En qué trabajan tus padres?	What do your parents do?

# GRAMMAR CHEAT SHEET REGULAR VERBS



Verb	Present	Preterite	Near future
1. Ayudar To help	<b>Ayudo</b> I help	<b>Ayudé</b> I helped	<b>Voy a ayudar</b> I'm going to help
2. Comprar To buy	<b>Compro</b> I buy	<b>Compré</b> I bought	<b>Voy a comprar</b> I'm going to buy
3. Descansar To rest	<b>Descanso</b> I relax	<b>Descansé</b> I relaxed	<b>Voy a descansar</b> I'm going to relax
4. Descargar To download	<b>Descargo</b> I download	<b>Descargué</b> I downloaded	<b>Voy a descargar</b> I'm going to download
5. Disfrutar To enjoy	<b>Disfruto</b> I enjoy	<b>Disfruté</b> I enjoyed	<b>Voy a disfrutar</b> I'm going to enjoy
6. Escuchar To listen	<b>Escupo</b> I listen	<b>Escuché</b> I listened	<b>Voy a escuchar</b> I'm going to listen
7. Estudiar To study	<b>Estudio</b> I study	<b>Estudié</b> I studied	<b>Voy a estudiar</b> I'm going to study
8. Hablar To talk	<b>Hablo</b> I talk	<b>Hablé</b> I talked	<b>Voy a hablar</b> I'm going to talk
9. Llevar To wear	<b>Llevo</b> I wear	<b>Llevé</b> I wore	<b>Voy a llevar</b> I'm going to wear
10. Nadar To swim	<b>Nado</b> I swim	<b>Nadé</b> I swam	<b>Voy a nadar</b> I'm going to swim
11. Trabajar To work	<b>Trabajo</b> I work	<b>Trabajé</b> I worked	<b>Voy a trabajar</b> I'm going to work
12. Viajar To travel	<b>Viajo</b> I travel	<b>Viajé</b> I travelled	<b>Voy a viajar</b> I'm going to travel
13. Visitar To visit	<b>Visito</b> I visit	<b>Visité</b> I visited	<b>Voy a visitar</b> I'm going to visit
14. Aprender To learn	<b>Aprendo</b> I learn	<b>Aprendí</b> I learnt	<b>Voy a aprender</b> I'm going to learn
15. Beber To drink	<b>Bebo</b> I drink	<b>Bebí</b> I drunk	<b>Voy a beber</b> I'm going to drink
16. Comer To eat	<b>Como</b> I eat	<b>Comí</b> I ate	<b>Voy a comer</b> I'm going to eat
17. Leer To read	<b>Leo</b> I read	<b>Leí</b> I read	<b>Voy a leer</b> I'm going to read
18. Compartir To share	<b>Comparto</b> I share	<b>Compartí</b> I shared	<b>Voy a compartir</b> I am going to share
19. Escribir To write	<b>Escribo</b> I write	<b>Escribí</b> I wrote	<b>Voy a escribir</b> I'm going to write
20. Vivir To live	<b>Vivo</b> I live	<b>Viví</b> I lived	<b>Voy a vivir</b> I'm going to live

Verb	Present	Preterite	Near future	USEFUL TIME EXPRESSIONS
1. Conocer*	<b>Conozco</b> I know	<b>Conocí</b> I knew	<b>Voy a conocer</b> I'm going to know	<b>Present tense</b>
2. Creer	<b>Creo</b> I believe	<b>Creí</b> I believed	<b>Voy a creer</b> I'm going to believe	<b>MFL</b>
3. Decir	<b>Digo</b> I drink	<b>Dije</b> I said	<b>Voy a decir</b> I'm going to say	<b>Hoy</b>
4. Encontrar	<b>Encuentro</b> I find	<b>Encontré</b> I found	<b>Voy a encontrar</b> I'm going to find	<b>Esta</b>
5. Estar	<b>Estoy</b> I am	<b>Estuve</b> I was	<b>Voy a estar</b> I'm going to be	<b>mañana/tarde</b>
6. Haber	<b>Hay</b> There is/are	<b>Hubo</b> There was/were	<b>Va a haber</b> There is/are going to be	<b>Esta semana</b>
7. Hacer	<b>Hago</b> I do/make	<b>Hice</b> I did/made	<b>Voy a hacer</b> I'm going to do/make	<b>Este mes</b>
8. Ir	<b>Voy</b> I go	<b>Fui</b> I went	<b>Voy a ir</b> I'm going to go	<b>Este verano</b>
9. Jugar	<b>Juego</b> I play	<b>Jugué</b> I played	<b>Voy a jugar</b> I'm going to play	<b>Esta noche</b>
10. Pensar	<b>Pienso</b> I think	<b>Pensé</b> I thought	<b>Voy a pensar</b> I'm going to think	<b>Past tense</b>
11. Perder	<b>Pierdo</b> I lose	<b>Perdí</b> I lost	<b>Voy a perder</b> I'm going to lose	<b>Ayer</b>
12. Poder	<b>Puedo</b> I be able to	<b>Pude</b> I could	<b>Voy a poder</b> I'm going to be able to	<b>Anteayer</b>
13. Poner	<b>Pongo</b> I put	<b>Puse</b> I put	<b>Voy a poner</b> I'm going to put	<b>Anoche</b>
14. Preferir	<b>Prefiero</b> I prefer	<b>Preferí</b> I preferred	<b>Voy a preferir</b> I'm going to prefer	<b>El otro día</b>
15. Querer	<b>Quiero</b> I want	<b>Quise</b> I wanted	<b>Voy a querer</b> I'm going to want	<b>El mes pasado</b>
16. Saber*	<b>Sé</b> I know	<b>Supe</b> I knew	<b>Voy a saber</b> I'm going to know	<b>La semana pasada</b>
17. Sacar	<b>Saco</b> I take	<b>Saqué</b> I took	<b>Voy a sacar</b> I'm going to take	<b>El año pasado</b>
18. Salir	<b>Salgo</b> I go out	<b>Salí</b> I went out	<b>Voy a salir</b> I'm going to go out	<b>El verano pasado</b>
19. Ser	<b>Soy</b> I am	<b>Fui</b> I was	<b>Voy a ser</b> I'm going to be	<b>Future tense</b>
20. Ver	<b>Veo</b> I see	<b>Vi</b> I saw	<b>Voy a ver</b> I'm going to see	<b>Mañana</b>

## FOUND IN TRANSLATION

**MFL: Spanish.** Translate the key words into English and then use them in sentences.

# SPANISH

<u>Spanish vocabulary</u>	<u>English Translation</u>
	I work in
trabajo en	
periodista	
¿tienes un trabajo?	
	I believe that
mi curriculum	

**Application:** Write 4 sentences using as many key words as you can.

- 1.
- 2.
- 3.
- 4.

## Germany after World War 1

Following the defeat in the First World War, Germany was forced to sign the hated **Treaty of Versailles**. The following are known as the legacy of WW1 in Germany:

- The Government runs out of money.
- Huge unemployment.
- The people in Germany no longer trusted the government as they felt stabbed in the back.

## How did Hitler create the NSDAP?

By 1921 Hitler had taken control of the DAP and renamed it the NSDAP - National Socialists German Workers Party. There were four ways he rose to power in the NSDAP.

The SA	Nazi Emblem	Charisma	Supporters
<ul style="list-style-type: none"> <li>• The SA are known as storm troopers in English.</li> <li>• The SA was made up of violent ex-soldiers.</li> <li>• Hitler was able to remove any opposition he faced swiftly, and opposition quickly faded away due to fear the SA created.</li> </ul>	<ul style="list-style-type: none"> <li>• The flag and swastika emblem became associated with the Nazi party.</li> <li>• Hitler propelled the party in the popularity stakes, and membership rose quickly.</li> </ul>	<ul style="list-style-type: none"> <li>• He was also an excellent orator (public speaker) and drew large crowds to his Nazi speeches.</li> <li>• No other party at the time had such a 'hypnotic' speaker.</li> <li>• As a result, support for the party greatly increased</li> </ul>	<ul style="list-style-type: none"> <li>• He rewarded these men with positions of power in the party and many went on to become top Nazis in later years.</li> <li>• By surrounding himself with these supporters, he ensured his own position was safe, whilst being able to delegate most of his dirty work to them.</li> </ul>

# Knowledge Organiser: How did Germany change, 1918-39?

### Hitler and the DAP:

Hitler joined the German Workers party (DAP) as he was not happy about the problems in Germany. They agreed a 25-point program (Plan) - Here are three points they wanted to achieve.



### Keywords

NSDAP – National Socialist German Workers Party.

Passive resistance: A rich industrial area in Germany that contained factories and coal mines.

Ruhr - A rich industrial area in Germany.

Hyperinflation - Refusal to work which meant fewer goods were coming from the Ruhr.

Charisma – Leadership that makes people listen and follow.

### Occupation of the Ruhr:

The German government had not been able to make its first reparations payment in 1922. Instead, it requested extra time for the payment, but France refused.

Therefore, in January 1923, the French marched into the Ruhr industrial area of Germany, determined to get payment in kind, for the money owed.

1. Germany's first instalment of £50 million was paid in 1921, but in 1922 nothing was paid.
2. In January 1923, French and Belgian troops entered the Ruhr (quite legally under the Treaty of Versailles) and began to take back what was owed to them in the form of raw materials and goods.
3. Germany responded to the invasion in a disastrous way, the government ordered the workers to go on strike. This was called **passive resistance**.
4. The French reacted to this very harshly by setting up gun points in the streets. They killed over 100 workers and expelled over 100,000 protesters from the region.
5. Germany had no money left. The Government decided to print out more. This led to **hyperinflation** and the eventual collapse of the German currency.



**April 1932:** Presidential election. Hitler came second to Hindenburg, who won 53 per cent of the vote to Hitler's 36.8 per cent.

Action Taken	Details	Effects	
<b>The Dawes Plan (1924)</b>	Germany loaned 800 million marks from America.	Therefore, the French agreed to leave the Ruhr. Reduced the effects of hyperinflation.	
<b>The Locarno Pact (1925)</b>	Germany, France, and Belgium agreed not to attack each other. The UK and Italy promised to help any of the three countries if an attack ever occurred.	It helped other countries begin to trust Germany again.	
<b>Kellogg- Briand Pact (1928)</b>	An agreement between 65 countries, including Germany, that they would not use war to settle disputes.	This helped countries further their trust in Germany.	
<b>The Young Plan (1929)</b>	Reparations reduced from 6.6 billion to 2 billion. Germany are given an extra 59 years to pay in small instalments.	German government were able to reduce taxes and therefore people had more money to spend. Contributed to the recovery of Germany's economy.	

**May 1932:** Brüning resigned as Chancellor. Hindenburg appointed Franz Von Papen, a conservative, as his replacement.

**July 1932:** Reichstag elections. The Nazis became the largest single party with 230 seats, but still did not have a majority. Hitler demanded to be made Chancellor but Papen remained.

**November 1932:** Reichstag elections called by Von Papen to try to win a majority in parliament. Nazis lost 34 seats but remained the largest party with 196 seats.

**December 1932:** Von Papen resigned. Hindenburg appointed Kurt Von Schleicher, an army general, as Chancellor. Von Schleicher tried to split the Nazis by asking a leading Nazi called Gregor Strasser to be his Vice Chancellor. Hitler forced Strasser to decline.

**January 1933:** Von Papen and Hindenburg turned to Hitler, appointing him as Chancellor with Von Papen as Vice Chancellor. They believed they could control Hitler and get him to do what they wanted.



Boys	Girls
<ul style="list-style-type: none"> <li>Pimpfen – 5 Years old;</li> <li>German Youth (Deutsches Jungvolk <b>DJ</b>) – 10 Years Old – 14 years Old;</li> <li>Hitler Youth (Hitler Jugend <b>HJ</b>) – 14 Years Old;</li> <li>Labour Service (6 months) – 18 Years Old;</li> <li>Army conscription - 18+.</li> </ul>	<ul style="list-style-type: none"> <li>Young Girls' league (<b>Jungmädelbund</b>) - 10 Years Old;</li> <li>German League of Maidens (<b>Bund Deutscher Mädel BDM</b>) - 14 to 21 Years Old.</li> </ul>



Hitler was able to control Germany in the following ways.

1. Propaganda and censorship;
2. Workplace and Trade unions;
3. The Gestapo;
4. The SS;
5. The legal System;
6. The Church and Religion.

# Knowledge Organiser: Stalin's Russia

## Keywords:

**Communism:** Where all factors of production (industry, business and agriculture) are owned by **the Government** (USSR).

**Capitalism:** Where all factors of production (industry, business and agriculture) are owned by **private** individuals or firms who run them for their own **profit** (USA/UK).

**Bolsheviks:** A political party in Russia.

**Revolution:** Where a political or social change takes place.

**Abdicate:** To leave the throne or royal position.

**USSR:** Union Of Soviet Socialist Republic.

**Gosplan:** A government group set up to make targets for industry.

**Kulak:** A name given to a wealthy peasant farmer.



## Stalin's Russia Timeline

**1905** - Revolution, which forced Tsar Nicholas II to grant a new rules for Russia in Parliament.

# 5-year plans

1. **First five-year plan (1928-1933)** – Focused on heavy industry.
2. **Second five-year plan (1933 – 38)** – Continued to focus on heavy industry.
3. **Third five-year plan (1938 - interrupted by invasion from Hitler in 1941)** - Focused on preparation for war.

But the improvements in production between 1928 and 1937 were phenomenal:

- **Coal** - from 36 million tonnes to 130 million tonnes
- **Iron** - from 3 million tonnes to 15 million tonnes
- **Oil** - from 2 million tonnes to 29 million tonnes
- **Electricity** - from 5,000 million to 36,000 million kilowatts

## Source A

A propaganda poster of 1934. It is titled: 'Peasants can live like a Human Being'. Study the poster - can you see how it is promising people the following:

- enough to eat,
- adequate clothing,
- the latest consumer goods,
- electricity,
- education,
- happiness.



# Collectivisation

What was collectivised?	<ol style="list-style-type: none"> <li>1. Collectivisation was when a group of farms came together to form one, big farms. Most common farm was the kolkhoz.</li> <li>2. Everything in the farm was shared. Animals, tools and all the food was produced.</li> </ol>
Why was it collectivised?	<ol style="list-style-type: none"> <li>1. More efficient farming meant that more peasants could work in industry.</li> <li>2. Stalin wanted to avoid such famines, as the winter famine of 1928-29.</li> </ol>
How did he do it?	<ol style="list-style-type: none"> <li>1. When Stalin realised that not many peasants were going to sign up, he sent Party officials and the secret police to 'persuade' them to join.</li> <li>2. The kulaks had their machinery taken from them. It was given to the collectivised farms.</li> <li>3. Kulaks in turn were shot, deported or sent to labour camps. This was known as the 'liquidation of the kulaks'.</li> </ol>



The **Gulags** were concentration camps for people in Russia who opposed Stalin or did not do what he wanted them to. The work was hard and many people died. The conditions of the Gulags were unhygienic and overcrowded. The Gulags were used as a punishment and deterrent.

# Ecosystems and Tropical Rainforests - Year 9

## Geography

### Key terms:

- Ecosystem:** The living organisms in a particular area, together with the non-living components of the environment.
- Producer:** Plants that begin food chains by making energy from carbon dioxide and water.
- Consumer:** An organism that obtains its energy by eating other organisms.
- Decomposer:** An organism which eats dead organisms, fallen leaves, animal droppings etc, and breaks them down into simpler materials.
- Nutrient cycle:** The recycling of dead biomass into useful nutrition for plants.



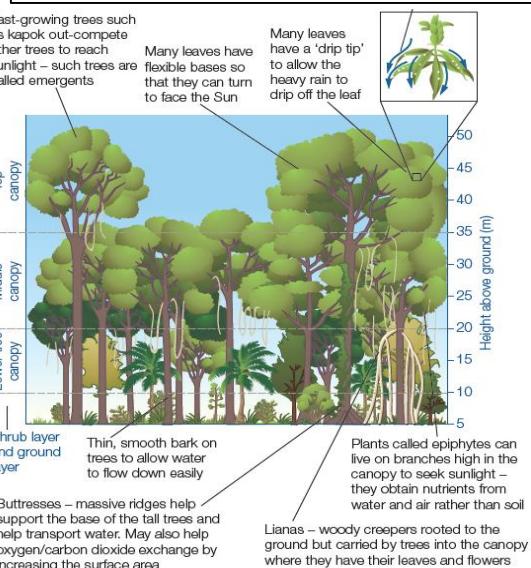
### Global Distribution of Tropical Rainforests

Tropical rainforests are found in a broad belt along the **Equator** between the Tropic of Cancer and the Tropic of Capricorn.

Here, air is rising due to the overhead sun, forming clouds, which leads to rainfall.

### Structure of a Tropical Rainforest

- Emergent Layer (50m):** tallest trees (kapoks)
- Canopy (30m):** captures 90% sunlight
- Under canopy (20m):** younger trees and vines
- Forest Floor (0m):** only 2% of sunlight, lots of decomposition, sometimes flooded.



### Causes of deforestation (Amazon Rainforest)

**Cattle Ranching:** responsible for up to 80% of all deforestation.



**Logging:** Legally farmers may only deforest 20% of land but illegal logging involves cutting down more.



**Energy Production:** The Belo Monte dam on the Xingu river produces hydro-electric power (HEP).



**Mining:** mines are constructed to harvest gold, silver, copper and iron.



**Road building:** Roads such as the Trans-Amazonian Highway open up more areas to deforestation.



### Impacts of deforestation (Amazon Rainforest)

#### Social:

- Mines provide local jobs e.g the Carajas complex (3000).
- Indigenous tribes will be displaced.



#### Economic:

- Cattle ranching provides Brazil \$6.9 billion/year.
- HEP provided cheap and plentiful energy.



#### Environmental:

- Loss of biodiversity.
- Release of 100 billion tonnes of  $CO_2$  accelerating climate change.



### Sustainable Management of Tropical Rainforests:

**Selective Logging and replanting:** Involves only cutting down the oldest trees, or replanting after logging to ensure the health of the rainforest.

**Conservation and education:** Rainforest can be preserved in conservation areas, such as national parks or nature reserves. These areas can be used for education, scientific research and tourism.

**Ecotourism:** Ecotourism aims to introduce people to the natural world, to benefit local communities and protect the environment for the future.

**International Agreements:** The Forest Stewardship Council (FSC) is an international organisation that promotes sustainable forestry. Products sourced from sustainably managed forests carry the FSC label.

Climate	Water	Soils	Plants	Animals
<ul style="list-style-type: none"> <li>Hot (average temperatures are <math>27^{\circ}C</math>).</li> <li>Wet (average precipitation (2000mm per year).</li> <li>Sun is overhead all year so there are no seasons.</li> </ul>	<ul style="list-style-type: none"> <li>The roots of plants take up water all year round.</li> <li>Lots of rain is intercepted and evaporates to give daily rainfall.</li> </ul>	<ul style="list-style-type: none"> <li>Rain washes nutrient out of soil (leaching).</li> <li>Soil is not very fertile (called latosol).</li> <li>Thin very fertile layer of soil on top.</li> </ul>	<ul style="list-style-type: none"> <li>Most trees are evergreen.</li> <li>Continual growth all year.</li> <li>Layers: forest floor, under canopy, canopy, emergent.</li> </ul>	<ul style="list-style-type: none"> <li>50% of the world's species live in tropical rainforests.</li> <li>The most biodiverse places on earth.</li> </ul>

# DUAL CODING

Based on some key knowledge from your ***History*** and ***Geography*** knowledge organisers, can you assign different parts of this knowledge to images to help you remember this in the future? Consider your images carefully.

Image	Key Knowledge

Image	Key Knowledge

# Art

## CRITICAL STUDIES – How To Research

### Artists



Process/technique: How the work was made.



Personal information: Name, date of birth/death, nationality...

Context: Background to the work. Could be social/cultural...

Formal qualities of work:



Subject matter: What the focus of the work was.

Colour;

Influences: Friends, styles of art.



Materials/media: With what the work was made.

Mood created/message;

Representation/abstract;

My opinion of the work: Likes and dislikes, what would you like to emulate, be specific!

PERSONAL INFORMATION:

Born in 1887 died 1986.  
USA.  
Lived in New York and New Mexico.  
Married to photographer A Steiglitz



FORMAL QUALITIES:  
Colour – bold/bright palette  
Style – Semi-Abstract  
Materials – Oil  
paints/charcoal/large canvas



### GEORGIA O'KEEFE

INFLUENCES:

The environment  
Nature  
The Canadian Group of Seven



PHILOSOPHY:

To bring the beauty of nature to everyone.

CONTEXT:

Growing urban population. People losing touch with nature.

PROCESS AND TECHNIQUES:

Studies in charcoal made directly from natural objects, created outside or in her studio.

Large paintings created from studies.

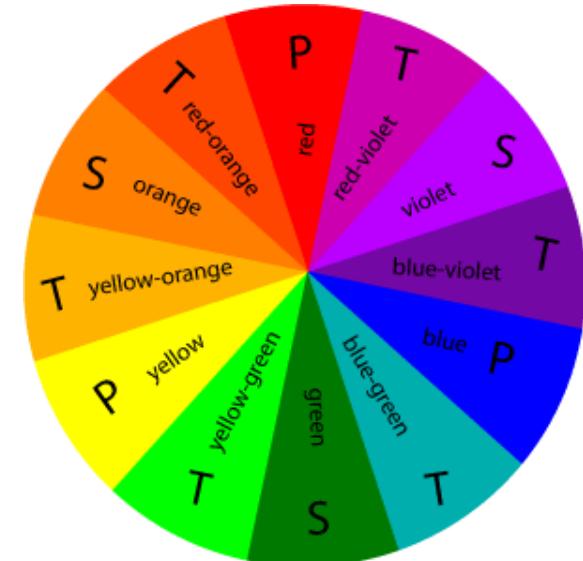
# OIL Pastel Basics:



Oil pastel qualities:  
Bold opaque colour;  
Blendable;  
Layerable.

To blend, move the  
pastel with slow round  
movements.

- **LAYER** (Add dark tones slowly and Textures go on last);
- **BLEND** (with slow round movements).



Use complimentary colours to  
create shadows.

DON'T USE BLACK!

Mix dark brown and dark blue  
to create a black tone.

## Year 9: Photo

### Frame

### User centred design



So, who are the users?  
What do they do?



**Manufacturer** -  
Responsible for making the product.



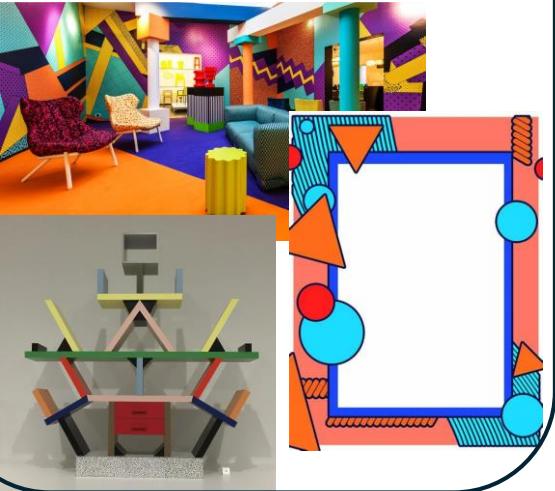
**Retailer** -  
Responsible for selling and advertising the product.



**Consumer** -  

- YOU!
- The person who the product is targeted at.
- The person who will buy the product.

Memphis Design is an influential postmodern style that emerged from the celebrated Memphis Design collective of Milan-based designers in the early 1980s. It was spearheaded by the legendary Italian designer Ettore Sottsass (1917-2007)



### Production methods

**One off production** – a single unique manufacture of a bespoke item.

**Batch production** - is a manufacturing method where sets of identical goods go through production stages together.

**Just in time production** - is system of production that makes and delivers just what is needed, just when it is needed, and just in the amount needed.

**Mass production** - the production of large quantities of a standardised article by an automated mechanical process.

**Technology Push** is when new developments in materials and technologies improve existing products/create new ones.

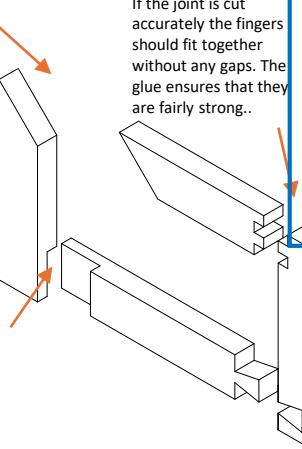
**Market Pull** is when consumers demand improvements/new products. Often found by conducting market research.

### Sustainable design: The 6 R's

- Recycle** Reprocess the material and make something else
- Reuse** Take a product and use for a different purpose without reprocessing it
- Repair** If something breaks, try to fix it
- Refuse** Refuse to buy or use something that is not needed
- Reduce** Consider making the item small or using less materials, and less impact on the environment
- Rethink** Look for alternative ways of making something or improving a design

### Mitre

It is made by cutting 2 pieces of timber at angle of 45 degrees to ensure they fit into each other

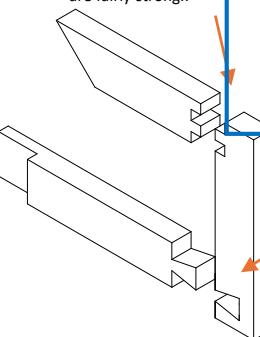


### Half lap

This can be used in the construction of picture frames, windows and doors. Half the thickness of the wood is removed from the 2 pieces to be joined. The wood is then fitted together with a resulting joint that is the same thickness as the rest. This can be reinforced by dowels or fasteners.

### Finger

If the joint is cut accurately the fingers should fit together without any gaps. The glue ensures that they are fairly strong..



### Dovetail

The joint is very strong because of the way the 'tails' and 'pins' are shaped. This makes it difficult to pull the joint apart and virtually impossible when glue is added. This type of joint is used in box constructions such as drawers, jewellery boxes, cabinets and other pieces of furniture where strength is required. It is a difficult joint which requires practice. There are different types of dovetail joint and when cut accurately they are very impressive and attractive

### Manufacturing processes

**Vacuum forming** is a simplified version of thermoforming, whereby a sheet of plastic is heated to a forming temperature, stretched onto or into a single-surface mould, and held against the mould by applying a vacuum between the mould surface and the sheet. The vacuum forming process can be used to make most product packaging and speaker casings.

**Laser Cutting** is a technology that uses a laser to vaporize materials, resulting in a cut edge.

**3d Printing** process of making a physical object from a three-dimensional digital model, typically by laying down many thin layers of a material

**Line Bending** It involves passing an electric current through a conductive wire creating a low heat. The plastic to be formed is then placed over the wire at the precise place where the bend is required.

### Injection moulding

the shaping of rubber or plastic articles by injecting heated material into a mould.

**Die Cutting** is a manufacturing process where a die is customised through cutting, forming or shearing to craft a desired shape

## Year 9: Photo Frame User centred design

## Engineering Vocabulary: Talk like an Engineer

A client profile is a summary of a specific customer type that is based on available statistical information. It helps businesses to identify which potential clients are good prospects and which ones aren't. A client profile is part of a sales strategy that allows businesses to create marketing materials and form valuable connections with clients. The ideal client profile is a very clear Practical/workable/suitable for retail Guarantee description of the type of client you are targeting. A designer will use a client profile to ensure their work is successful and commercially viable.

## Target Market

[tär'gät 'mär-kät]

A group of people that have been identified as the most likely potential customers for a product because of their shared characteristics such as age, income, and lifestyle.



**Felling**- the process of cutting down trees.

**Veneer**-a thin decorative covering of fine wood applied to a coarser wood or other material.

**Seasoning**-process of drying out or removing moisture from natural wood.

**Prototype**- a draft model to test an idea.

**Smart materials**-materials that have one or more properties that react to stress, moisture, electric or magnetic fields, light, temperature, pH, or chemical compounds.

**Resin** –synthetic substance used in glues and varnishes.

**Adhesive**- glue.

**Crating**- a technique for drawing accurately using boxes.

**Isometric**- horizontal lines are at 30 degrees. A technique for drawing in 3D.

**CAD**- Computer Aided Design.

**Tri-Square**- used for marking straight lines parallel to a straight edge- not measuring.

**Coping Saw**- cuts curves and is used for think wood or plastic.

**Tenon Saw**- cuts straight edges on wood only.

**Glass Paper**- smooths wooded surfaces to prepare for painting.

**Working drawing** – an accurate drawing of a design with all the measurements used in manufacturing.

**Finger Joint**- used for box joints. Interlocking fingers.

**Butt Joint**- pushing two ends of a material together.

**Dowelling Joint**- small wooden rods used to join wood.

**Iterative Design**- circular design process, continued development and improvement with testing.

**Sustainable** –renewable, green design.

**Sustainable design** is the intention to reduce or eliminate negative environmental impacts through design.

**Jigs and Templates** enable more than one part to be made several times, quality control in batch production.

**Bench Hook** is for steadyng and supporting work, it hooks into the bench vice.

**Vice** Used to clamp work to the bench to keep it steady.

**Glass Paper** is for smoothing work.

**Flat Files** are also use for smoothing.

**M.D.F.** Medium Density Fibreboard ( Manufactured wood made from wood fibres and glue).

**Pine**: A natural softwood.

**Acrylic**: A type of plastic.

**Copper**: A conductive metal wire used for electronic circuits.

**Conductive**: allows electrical current to travel or 'flow' through it.

**Risk Assessment** a process of evaluating the potential risks that may be involved in a projected activity or undertaking.

**L.E.D**: Light Emitting Diode ( a small light to indicate power in a circuit).

**Resistor**: In electronic circuits, resistors are used to reduce current flow.

**U.S.B**: Univeral Serial Bus; electrical connector.

**Design Situation**: A problem that has been identified.

**Design Brief**: A statement to explain how you will solve the problem ( design situation)

**Design Specification**: A list of requirements your product must have or include to be successful and solve the design situation.

**Prototype**: a fully functional, full size working product. A test model or first draft, sometimes in cheaper materials.

**Ferrous**

These are metals that contain iron. This means the metal will rust.

**Non-Ferrous**

These are metals that do not contain iron and therefore do not rust.

**Alloy**

is a metal (parent metal) combined with other substances resulting in superior properties such as; strength, hardness, durability, ductility, tensile strength and toughness

**Thermoplastic**

These plastics can be re-heated and re-shaped in various ways. They become moldable after reheating as they do not undergo significant chemical change

**Thermoset**

Once heated and moulded, these plastics cannot be reheated and remoulded. The molecules of these plastics are cross linked in three dimensions, and this is why they cannot be reshaped or recycled.

**ERGONOMICS**

Using data to make a product comfortable and easy to use for the user.

**ANTHROPOMETRIC**

Data is used to determine the size, shape and/or form of a product, making it more comfortable for humans to use and easier to use.

## Year 9 Rotation Textiles Knowledge Organiser: Methods of fabric decoration

### Annotating design ideas and work of other designers:

Use the following questions to help you annotate your work:

1. What colours do you use a lot of? What effect does this give?
2. Who do you think your designs are aimed at? Why?
3. Explain what you like/dislike about your work and why that is.
4. What techniques will you use to create your design and why?
5. Could different techniques be used to create different effects?
6. How does your design fit into the theme?

### Batik

Batik is a traditional Textile technique which combines painting and dyeing. This is traditionally made by dipping a specially designed **Tjanting tool** into melted **wax** and painting various patterns onto pieces of white fabric.

The wax stays on the fabric and often cracks after it hardens. The fabric is then dyed, the dye seeps the cracks and makes fine lines.

When the wax is removed, beautiful patterns appear on the cloth.

Batik fabric can be made into garments, scarves, bags, table-cloths, bedspreads, curtains and other decorative items.

#### Equipment needed:



Fabric  
Dye  
Paintbrush  
Dye container



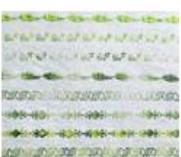
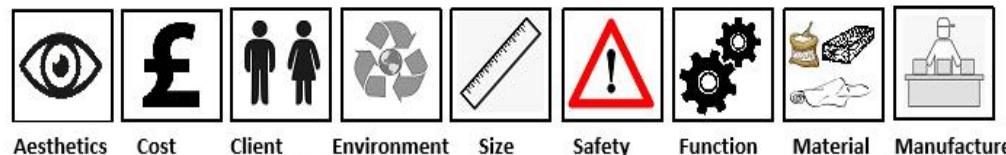
Wax kettle



Wax



Tjanting tool



### Decorative machine embroidery



### KEY POINTS TO REMEMBER

There is a difference between Analysing and Stating. Analysing will always get you more marks than Stating.

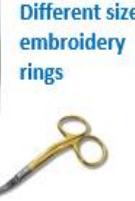
**Denotation:** Literally stating what something is  
**Connotation:** Explaining the meaning of something, what it represents.

### See example below:

This is a pink heart.  
It represents, love and friendship.



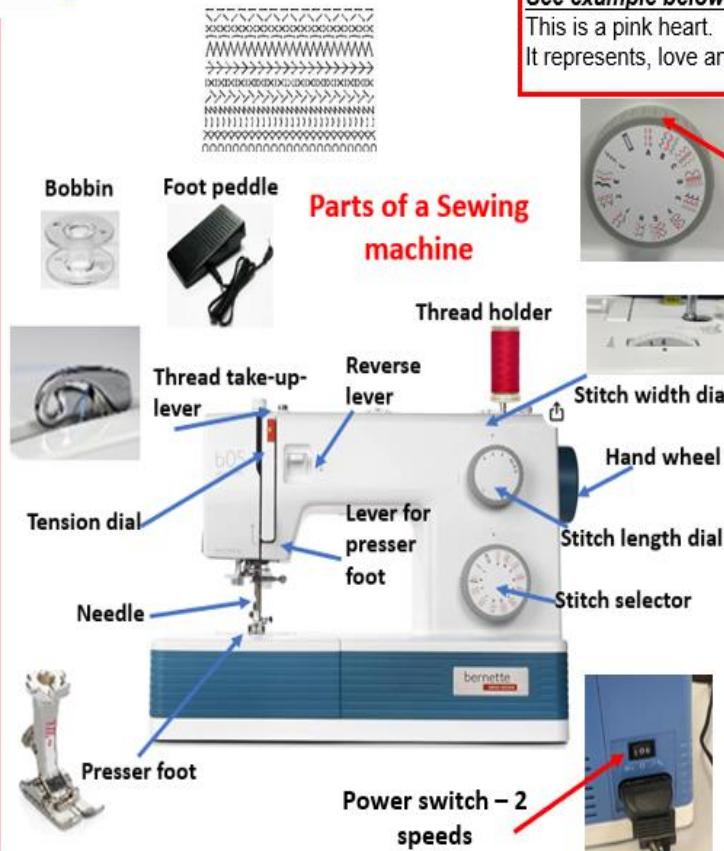
Different size embroidery needles



Different size embroidery rings



Range of different embroidery stitches



Reverse Lever

**Stitch selector:**  
A = straight stitch  
B = Zig-zag stitch



Stitch length dial

**Important points to remember when using a sewing machine:**

1. Put both threads under the **presser foot** and to the back of the machine.
2. Lower the **presser foot** down onto your fabric.
3. When lowering the needle and taking it out of your work always turn the **hand wheel towards you**.
4. When taking your work out of the machine make sure the **take-up-lever** is at the **top** and you can see it.

# Graphics

## Graphic Design

### Vocabulary:

Illustration: a picture illustrating a book, newspaper, etc...

Visualisation: the representation of an object, situation, or set of information in an image.

Depiction (depict): represent by a drawing, painting, or other art form

Thumbnail: incredibly rough initial sketch

Initial Idea: Refined more accurate idea, improving the quality and making it look much cleaner

Developed Idea: refine an initial idea to better meet the design brief.

Rendering: adding colour or shade to create texture and depth

Elucidate: make (something) clear; explain.

Depiction ( depict): represent by a drawing, painting, or other art form

Satirical: from the word sarcastic, to be critical or mock others



An illustration is a decoration, interpretation or visual explanation of a text, concept or process, designed for integration in print and digital published media, such as posters, flyers, magazines, books, teaching materials, animations, video games and films. An illustration is typically created by an illustrator. Illustrations can also represent scientific images of flora, medicine or different processes, a biological or chemical processes or technical illustrations to give information on how to use something.

### What is the purpose of illustration?

Examples of where you might find illustration might be in picture books, advertising, magazines, newspapers, instruction manuals, posters for gigs or movies, products like T-shirts or greeting cards and even in fashion and film. An illustrator is responsible for taking an idea and turning it into something visual.

### What is the difference between an illustration and a drawing?

An illustration is a drawing (or painting, collage, engraving, photo, etc.) that explains something. The illustration doesn't have to be drawn—a photo in an encyclopaedia is also an illustration, because it explains what is written. So, if your drawing is not explaining something, it is a work of art, not an illustration.



### Onomatopoeia



### What is Pop Art?

Pop art is a fun form of art. Artists take their images from **everyday culture**, from the objects that surrounded them in their daily lives.

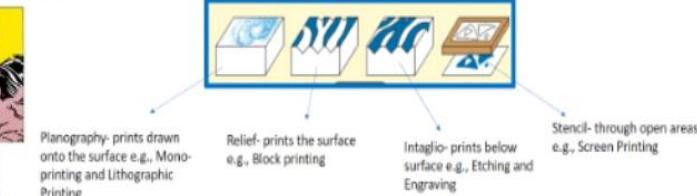
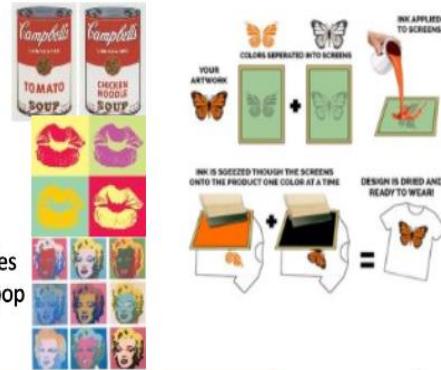
Pop art works also include elements of popular culture such as newspapers, magazines or comics. The designs use cartoon styles with bright vibrant colours and repetitive patterns. A famous pop artist who worked in this comic strip style is called Roy Lichtenstein. Some of Lichtenstein's designs are shown below:



Markers are a great way to make 2D drawings look 3D by adding light and dark tones. With practice they are more realistic and vibrant than painting and pencil crayons. Many product designers and illustrators use this method.



Jon Klassen is a Canadian illustrator and cartoonist specialising in children's picture books, editorial cartoons and caricatures.



Printing Technique	Outline of process	Uses/Examples
Screen Printing (Stencil)	Images are printed through a screen mesh using stencilling techniques.	• fine art prints • posters • textiles (fabric, t-shirts) • interiors (wallpapers, curtains)
Block Printing (Relief)	Carving patterns, shapes and designs into a 'block'. The 'block' could be made of wood, acrylic plastic sheet, lino (linoleum) or metal.	• fine art prints • printing lengths of fabrics • greetings cards
Engraving (Intaglio)	Making incisions or grooves in a plate, covering the plate with ink, and wiping the surface, so that the ink remains in the grooves.	• Fine art prints • Posters • Books illustrations
Mono Printing (Planographic)	Draw designs directly onto an inked surface lay a piece of paper on top of the inked surface to pick up the design.	• Mono-printing is mainly used for fine art prints and textiles work. It is used for single prints or very small 'runs'. Lithographic is used for magazines and posters which are printed in high volumes.

# Year 9 Food Studies Rotation

Most food poisoning can be traced to one of three major causes: bacteria, parasites, or viruses. These pathogens can be found on almost all of the food humans eat. However, heat from cooking usually kills pathogens on food before it reaches our plate. Foods eaten raw are common sources of food poisoning because they don't go through the cooking process.

Occasionally, food will come in contact with the organisms in faecal matter or vomit. This is most likely to occur when an ill person prepares food and doesn't wash their hands before cooking. Meat, eggs, and dairy products are frequently contaminated. Water may also be contaminated with organisms that cause illness.

## Sources of food poisoning

Food can become contaminated during production, preparation and retailing. The main sources are:

- Raw food-for example meat, poultry, shellfish and eggs.
- People- food-poisoning bacteria are found on the skin, in septic wounds, in the nose and sometimes in the gut.
- Pests- for examples rats, mice, cockroaches, ants, wasps and flies.
- Animals- domestic pets and farm animals can carry *E.coli* in their intestines.
- Air and dust- food must be covered as bacteria in the air can settle on the surface.
- Water- bacteria such as *Salmonella* are carried in untreated water.
- Soil- bacteria and spores can survive in soil, so can be found on unwashed vegetables.
- Food waste-waste needs to be disposed of correctly as it could be a source of contamination and may attract pests.



## Conditions necessary for food poisoning

Visible symptoms	Non-visible symptoms
Shivering	Feeling tired or weak
Diarrhoea	Stomach ache
Vomiting	Headache
	Feeling nauseous (sick)

Bacteria can grow rapidly in the correct conditions. A single **bacterium** can divide into two by the process called **binary fission**. A single bacterium can produce 16 million bacteria in only 12 hours.

Food poisoning bacteria have four essential requirements for growth:

- **Food-** bacteria grow rapidly in high risk foods that are good sources of protein; such as cooked meat and poultry, shellfish, and seafood, undercooked or lightly cooked eggs, unpasteurised milk and cheeses, cooked rice and pasta, and salads.
- **Moisture-** bacteria cannot multiply without moisture, which means that they do not usually affect dried foods or products with high quantities of salt or sugar, which absorb water.
- **Warmth-** most bacteria multiply at **ambient temperature** -normal room temperature. This falls within the danger zone between 5°C and 63°C. Below 5°C most bacteria are unable to multiply rapidly, and below -18°C they become **dormant**. Cooking food at high temperatures above 63°C will destroy most bacteria; when cooked, the food should reach 75°C for at least two minutes.
- **Time-** in the right conditions the number of bacteria can double every 20 minutes.

The acidity and alkalinity of a food can influence the growth of bacteria. If conditions are too acidic or too alkaline, bacteria can not grow.

## Symptoms of food poisoning

- A symptom is a sign or indication of a disease.
- The body reacts to bacteria or toxins by developing symptoms such as diarrhoea, vomiting, stomach pains, headache and sweating.
- Some of these symptoms are visible and some are non-visible

## Symptoms of food allergies

A food allergy is a serious reaction to a food or ingredients in food. It is caused by the body's immune system reacting to an allergen. If the reaction to a food is a bad one, it could give the following symptoms:

- Skin rash
- Itchiness of skin, eyes and mouth.
- Swollen lips, face, eyes
- Difficulties in breathing.

In severe cases, it can bring about anaphylactic shock- the person develops swelling in their throat and mouth, making it difficult to speak or breathe. This can lead to death if appropriate treatment, such as an EpiPen, is not used quickly.

## Symptoms of food intolerances and coeliac disease

Some people have a sensitivity to certain foods, which can cause symptoms such as nausea, abdominal pain, joint aches and pains, tiredness and weakness. This is called a food intolerance- this is not an allergic reaction and it does not involve the immune system.

Coeliac disease is neither a food allergy nor a food intolerance but an autoimmune disease caused by a reaction of the immune system to gluten- a protein found in wheat, rye and barley. The symptoms of coeliac disease vary from person to person and can range from mild to severe.

Symptoms of coeliac disease include:

- Severe diarrhoea, excessive wind and/or constipation
- Persistent or unexplained gastrointestinal symptoms, such as nausea and vomiting.
- Recurrent stomach pain, cramping or bloating.
- Iron, vitamin B12 or folic acid deficiency.
- Anaemia
- Tiredness
- Sudden or unexpected weight loss.

## Symptoms of lactose intolerance include:

- Abdominal pain
- Nausea
- Diarrhoea
- flatulence

Environmental Health Officers (EHOs) are responsible for carrying out measures to protect public health and to provide support to minimise health and safety hazards.

## Role of EHOs

- They look after the safety and hygiene of food through all stages of the manufacture or production from distribution to storage and service.
- They help develop, co-ordinate and enforce food safety policies.
- They have the right to enter and inspect food premises at all reasonable hours and can visit without advance notice.
- They carry out routine inspections of all food premises in their area; the frequency of routine inspections depends on the potential risk posed by the type of business and its previous record- some high-risk premises may be inspected at least every six months, others much less often.
- They visit premises as a result of a complaint.
- They have powers of enforcement and can close businesses in extreme cases.

## Responsibilities of EHOs

- They check that food producers handle all food hygienically so as not to give customers food poisoning.
- They check that food is being kept at the specific temperatures at which it should be stored or held.
- They check that staff are properly dressed, with clean nails, no jewellery, hair covered or tied back, and showing good hygiene habits.
- They review processes in the workplace, such as the handling of food, use of equipment, use of colour coded chopping boards, washing-up and disposal of waste.
- They inspect food stores-fridges, freezers and dry stores.
- They check stock rotation and temperature logs
- They check that equipment is clean, well maintained and with safety notices if appropriate.
- They check the temperature of the food when it is cooked with probes to ensure that it is at the correct temperature.
- They ask questions to check compliance with the law or good practice
- They identify potential hazards
- They review safety management systems and plans
- At the end of an inspection they give verbal feedback, discuss any problems and advise on possible solutions. They complete a report of inspection findings, which tells the business what **enforcement action** is to be taken.



## DT: Food

### Enforcement action

Enforcement action is required by law following an inspection from an EHO.

Enforcement action can range from verbal advice, informal or formal letters, and notices through to prosecution.

**Formal Inspection letters**- tells the food business which issues must be addressed to comply with the law. The EHO may revisit the business to check that the issues have been resolved.

**Hygiene Improvement Notices**- An EHO can serve a Hygiene Improvement Notice when they believe that a food business is failing to comply with food hygiene regulations. This notice will specify what's going wrong and what needs to be done by which date. The EHO will visit again to see if the required work has been done. If it has not improved, it can lead to a fine or imprisonment.

**Hygiene Emergency Prohibition Notices**- If an EHO believes that there is a significant risk to health and injury, a Hygiene Emergency Prohibition Notice may be served. The notice stops the use of the unsafe equipment, processes or premises immediately. It can only be removed by an EHO once the issues have been addressed.

**Voluntary closure**- A food business may elect to close voluntarily to carry out improvements. However, should the business reopen before the improvements are completed, the EHO will serve a Hygiene Emergency Prohibition Notice.

**Seizure and detention of food**- EHOs have the power to inspect and seize food suspected of not meeting food safety regulations. Food is taken if there is suspicion that it is contaminated and is likely to cause food poisoning or disease. Seized food may undergo microbiological examination and testing.

**Condemnation of food**- In order to condemn or seize food, the EHO must present their findings to a court. They will consider the information and decide whether the food poses a risk to human health and whether or not to condemn it.

**Voluntary surrender of food**- The owner of a business may surrender unfit food to the EHO voluntarily. This would avoid the involvement of the court.

## Food Safety Act 1990

- This act is concerned with all aspects of food production and sale.
- It affects everyone involved in the production, processing, storage, distribution and sale of food.
- It ensures that all food produced is safe to eat.
- The act states that it is an offence to make food sold for human consumption unsafe to eat.
- A food producer or retailer may not add any substances to food, or subject food to any process or treatment, which will make it harmful to health.
- An EHO may inspect any food intended for human consumption at any reasonable times. If the food is regarded as unfit for human consumption, it may be seized.
- The legislation also provides a defence for food producers, processors and retailers. They must prove that all reasonable precautions were taken to prevent a food safety incidence. This is called **due diligence**.
- Failure to take reasonable precautions can result in prosecution.
- Magistrates' courts may impose a fine, prison sentence or both for offences committed.

### Hazard analysis and critical control points (HACCP)

This is a process that is designed to help look at how you handle food and to put procedures in place to ensure that the food you produce is safe to eat.

Every business that produces, sells or serves food is required to have a HACCP plan in place with a written **food safety plan**. It is the responsibility of the owner of the business to develop an appropriate food safety management system based on HACCP. HACCP systems should apply the following principles:

- Create a flow chart or table showing each step in the preparation, making, serving and storing of each dish.
- Each step should be analysed to identify the hazards. Hazards can be:
  - Physical- foreign materials can cause injury to the consumer; these might be metal or plastic, or natural hazards such as bones in fish.
  - Biological- food can become infected by bacteria, which might lead to food poisoning
  - Chemical- potentially dangerous chemicals such as cleaning fluids can contaminate food.
- Identify what can be done to control (prevent) the hazard.
- Set guidelines on how to ensure food is going to be safe to eat- these are known as critical limits- and keep a record of this.
- When new dishes are made, there needs to be a HACCP review to ensure that they are safe to eat.
- All the documentation relating to the HACCP needs to be kept safe.

## Love Food Hate Waste

### BEST BEFORE

'Best before' refers to quality: your food will be at its best before the date given. After this date, it might not be at its best, but it will still be safe to eat. Use your senses to make a judgement.

Depending on how your food is stored, it has the potential to be good enough to eat for a long time after this date. Here's a guide to a few key food items and how long after the date they can be eaten:

- Crisps – one month
- Biscuits – six months
- Cereals – six months
- Canned food – 12 months
- Confectionary – 12 months
- Pasta sauce – 12 months
- Dried pasta – three years!

### USE BY

'Use by' refers to safety: you must not eat food past the 'use by' date. You cannot always smell the bacteria that causes food to spoil, so after the 'use by' date, the food may appear perfectly fine to eat, but could still lead to food poisoning. Let's be absolutely clear: you should NOT eat food after the 'use by' date - even if it looks and smells OK.

Top tip: you can freeze food right up to and including the 'use by' date. If you're not sure you will eat it in time, freeze it for another day!

### DISPLAY UNTIL / SELL BY

These dates are for the retailers – not us at home. You don't need to worry about these. Some products, such as uncut fruit and vegetables and wine, for example, aren't required to have a date label, and there are specific regulations referring to hen's eggs, which require the use of a Best Before date.

An average family of four can save £60 a month simply by reducing the amount of food they throw away. There are lots of simple food hacks and tips on this website to help you learn how to be smarter with handling food from the moment you start thinking about shopping through to when you are cooking, preparing and serving your meals.

**Leftover food recipes** – not sure what to do with the odd bits of food left in your fridge? Take a look at the love food hate waste website [leftover recipes](#) to find something to create with your leftovers. Tip: type in two or three of your leftover foods in the search bar to find relevant recipes to make.

**Freeze leftovers** – cooked or prepared too much? No problem – just pop them in a container or sealed bag, write the date and what the food is on a label and place it in your freezer. You can freeze most food. **Planning how to be a smarter shopper** – not everyone likes to plan, however, being ahead of the game with your weekly shopping will help you save a few pounds so it's worth it. Here are a few tips to think about:

- **Make planning your meals a fun family activity** – ask your younger folk to choose something they would like to help you make during the week. If you have some fussy eaters this might also save some food from the bin too as they are more likely to eat food they've helped to make.
- **If you live with friends** – share an evening meal once a week and make it a social affair. Decide what you'll cook before you go shopping.

• **Plan some one-pot meals** – so meal cooking is simple and you can use up what's left in your fridge too. You can switch the ingredients to use up the food you already have. **Plan the rest of your meals around your favourites** – remember that you can include frozen food or staples from your cupboard. Mixing up the types of food you buy and use for your meals means there's less chance of having too much fresh food that is likely to go off before you can use it.

**Top tip** – why not write each of your favourite recipes onto one small piece of card per recipe (suggestion: cut up an old cereal box) plus one card for each day of the week. Stick the days of the week onto your fridge or cupboard door in a row. Then you can easily play around with your meals for the week under each day until you are happy. Plus – you can easily swap meals around if you don't fancy one on the planned day. Encourage your family, partner or housemates to join in too.

**Know what you need before you get to the shop by making a list** – and stick to it. We know that this is harder than it seems, however, it's worth finding a way that works best for you. Make it easy and simple by following some of these ideas:

- **Fridge/cupboard/freezer shelves** – take a snap of the food you have left in your fridge, cupboard and freezer before you hit the shop to remind you what you have already got. This will save you from buying more than you need.
- **Keep an ongoing list on your phone** - using your notes app or send a text message to yourself.
- **Pop some note paper on your fridge door** - and make a note of things you are running out of.
- **Prepare your list in the layout of your supermarket** – this will enable you to spend less time shopping and more time at home enjoying your food.
- **Plan weekly shops** – by reducing the number of times you visit a supermarket you will reduce the temptation to buy extras!



## High frequency words in DT

Based on your current DT rotation, provide a definition for these key words and use it in a sentence.

### Year 9 Subject specific

• Engineering	• Food	• Graphics	• Textiles
• Target market	• Food poisoning	• Illustration	• Embroidery
• User centered design	• Symptom	• Development	• Analyse
• Commercially viable	• Hazard	• Refinement	• Batik
• Sustainability	• Control	• Branding	• Tjanting tool
• Market research	• Inspection	• Product design	• Seam
• Standard component	• Food Law	• Logo	• Hem
• Scale		• Construction	• Construction Techniques
• Automation		• Net	
• ACCESSFM		• Sustainable	
		• Target market	

Suggested icon	Key term Tier 2/ 3	Definition/ example sentence
	Label	
	Annotate	
	Explain	
	Describe	
	Function	
	Discuss	
	Sustainable	
	Design context (problem)	
	Design Brief	
	Design specification (ACCESSFM)	
	Analyse	
	Turn and talk	
	Group work	
	Class discussion	
	Independent	
	Book work	
	Knowledge/ Core knowledge	
	BBB	

# Computer and Video Game Music



## Early Computer and Video Game Music



Early video game music consisted primarily of **SOUND EFFECTS** (an artificially created or enhanced sound used to emphasize certain actions within computer and video games), **CHIPTUNES** or **8-BIT MUSIC** (a style of electronic music which used simple melodies made for programmable sound generator (PSG) sound chips in

vintage computers, consoles and arcade machines) and early sound **SYNTHESISER** technology (an electronic musical instrument that generates audio signals that may be converted to sound). **SAMPLING** (the technique of digitally encoding music or sound and reusing it as part of a composition or recording) began in the 1980's allowing sound to be played during the game, making it more realistic and less "synthetic-sounding".



## How Computer and Video Game Music is used within a Game

Music within a computer or video game is often used for **CUES** (knowing when a significant event was about to occur).

Video game music is often heard over a game's title screen (called the **GROUND THEME**), options menu and bonus content as well as during the entire gameplay. Music can be used to **INCREASE TENSION AND SUSPENSE** e.g. during battles and chases, when the player must make a decision within the game (a **DECISION MOTIF**) and can change, depending on a player's actions or situation e.g. indicating missing actions or "pick-ups".

## Musical Features of Computer and Video Game Music

### JUMPING BASS LINE

Where the bass line often moves by **LEAP** (**DISJUNCT MOVEMENT**) leaving 'gaps' between notes



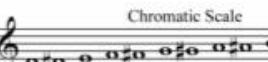
### STACCATO ARTICULATION

Performing each note sharply and detached from the others.  
Shown by a dot.



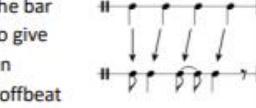
### CHROMATIC MOVEMENT

Melodies and bass lines that ascend or descend by semitones.



### SYNCOPATION

Accenting the weaker beats of the bar to give an "offbeat" "jumpy" feel to the music.



## How Computer and Video Game Music is Produced



Fully-orchestrated **SOUNDTRACKS** (video game music scores) are now popular – technology is used in their creation but less in their performance. The composer uses **MUSIC TECHNOLOGY** to create the score, it is then played by an **ORCHESTRA** and then digitally converted and integrated into the game. Video game **SOUNDTRACKS** have become popular and are now commercially sold and performed in concert with some radio stations featuring entire shows dedicated to video game music.

## Character Themes in Computer and Video Game Music



Characters within a video game can also have their own **CHARACTER THEMES** or **CHARACTER MOTIFS** – like **LEITMOTIFS** within Film Music. These can be manipulated, altered and changed – adapting the elements of music – **ORCHESTRATION** (the act of arranging a piece of music for an orchestra and assigning parts to the different musical instruments), **TIMBRE, SONORITY, TEXTURE, PITCH, TEMPO, DYNAMICS** – depending on the character's situation or different places they travel to within the game.

## Famous Computer and Video Game Music Composers and their Soundtracks



**Koji Kondo**  
Super Mario Bros. (1985)  
The Legend of Zelda (1986)



**Michael Giacchino**  
The Lost World: Jurassic Park (1997)  
Medal of Honour (1999)  
Call of Duty (2003)



**Mieko Ishikawa**  
Dragon Slayer (1993)



**Martin O'Donnell and Michael Salvatori**  
Halo (2002)



**Daniel Rosenfield**  
Minecraft (2011)



**Rom Di Prisco**  
Fortnite (2017)



### What is Tutting?

Tutting is a street dance inspired by ancient Egyptian gestures and postures. Learn how it evolved from Mark Benson's invention to a popular hip-hop style with influences from popping and locking.

### What are the stylistic features of hip-hop dance?

Hip-hop dance is a vibrant form of dance that combines a variety of freestyle movements to create a cultural piece of art. Through its three main styles of **popping, locking and breaking**, hip-hop dance has evolved into one of the most popular and influential styles of dance.

# Knowledge Organiser

## Year 9 Dance

What is the difference between contemporary and commercial dance?

**Contemporary dance** is a style of expressive dance that combines elements of both classical ballet and modern dance. It is often characterised by fluidity of movement, emotional expressiveness and a focus on the dancer's internal experience.

**Commercial dance** is a dance style usually performed in a theatre or on a stage. It is often characterised by its flashy, high-energy moves and its use of props and costumes. Commercial dance is often used in musical theatre productions, such as Broadway shows.

### Choreographic Devices

- Canon
- Mirror image
- Q&A/Call and response
- Unison
- Motif Development**
- Contrast
- Complimentary
- Repetition



# MIND MAPS

## HOW TO TAKE NOTES

## MIND MAPPING AND BRAINSTORMING

### ABOUT

Mind Mapping and Brainstorming is a highly visual method of representing information

### HOW

This works far better on paper than as a digital method

Make sure you start in the centre of the page



TOPIC



SUBHEADINGS

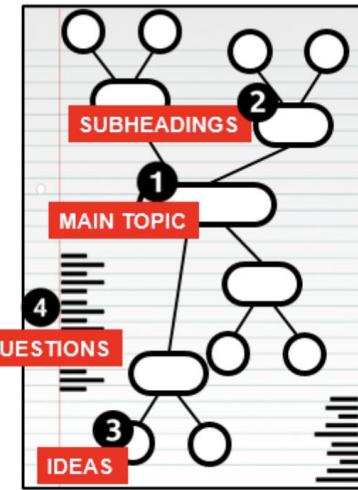


IDEAS



QUESTIONS

- Establishes links and relationships between ideas and concepts
- Can be used to take notes as part of the Cornell Method
- Effective when working from textbooks or written notes



1 Determine the overall topic or theme

Write this in the centre of your page and circle it

If the main focus of your mind map changes – create an additional mind map – do not add the new focus to the mind map that you are already working on.

2 You will need to add major facts (subheadings) that relate to your main topic

Each subheading will have at least one idea related to it.

Make sure that your ideas are visually distinct from your subheadings

3 Use the edges of your document to write questions These should relate to the ideas in your mind map

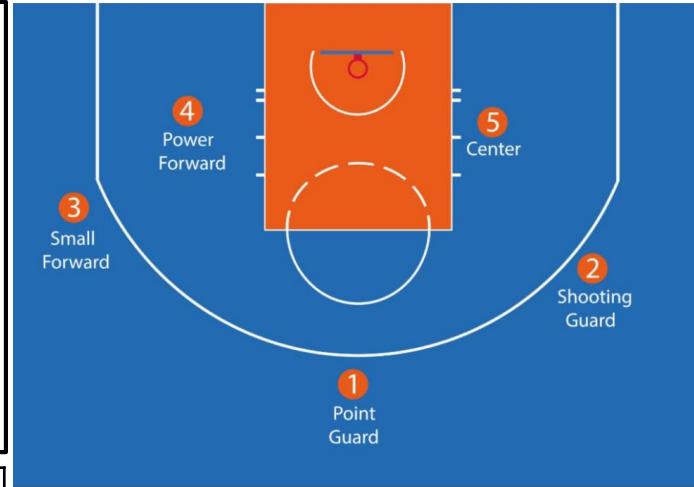
You could also use these areas to expand on points that need additional clarification on the main mind map

Mind maps are a great way to revise key information. Have a read through the information on your **Dance** and **Music** pages and then use the information below to help you create mind maps.

# Year 9 - Basketball

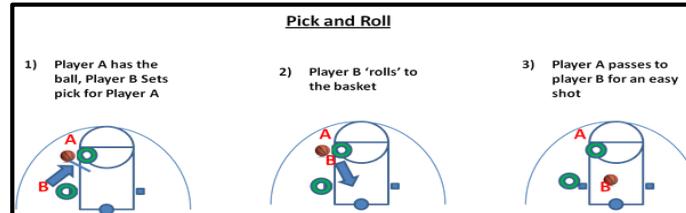
## RULES OF BASKETBALL

- Played with two teams of five.
- Score by shooting a ball through a hoop.
- A side-line ball is taken from the opposite team to who touched it last.
- Outside of the three points arc a basket scores 3pts and inside scores 2pt.
- 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 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.



## Key Words

Spatial Awareness	Spatial awareness is the ability to see and understand two or more objects in relation to each other and to one's body in terms of space and distance.
Tactics	Tactics are a plan or strategy put into place to allow the best outcome for an individual or team in sporting competition.
Formation	A formation are the positions players of a team are put into during a competitive match. There are different formations depending on your strategy.
Leadership	The ability to lead a team and be a role model to your team mates. Communicate strategies and tactics in a way that motivates team members.
Accuracy	How precise a pass, shot or throw is when aiming for a specific target.
Technique	Technique is skill and ability in a sporting or other practical activity that you develop through training and practice.



## I will learn:

**Screening** – A blocking move by an offensive player in which they stand beside or behind a defender in order to free a teammate to either shoot, pass or drive in to score.

**Moving screen** - An offensive foul committed when a player executing a screen moves in order to block the defender and makes contact.

**Pick and roll** – A teammate puts their body in front of the defender who is guarding the player who has the basketball. Once the pick is set, the player who set it then moves towards the basket to receive a pass.

**Charging foul** – An offensive foul called on a player who runs into a defensive player with an established position in the front court.

# Netball – Year 9



**Attacking:** Gain the front position on a defender. Move in front of the defender to gain an advantage. Receive the ball, on ball side.

**Defending** - 3 steps - mark the player, mark the ball and mark the space. Limit available options for the ball carrier.

## The Shooting Technique

1. Stand in a balanced position facing the goal.
2. Ball held high above head.
3. Ball sits in one hand with other hand supporting.
4. Bend your knees and elbows and focus on goal. Keep shoulders still.
5. Extend knees and elbows and flick the ball off your finger tips – push the ball high so it falls in to the net.
6. End shot with your arms high and hands following the ball.

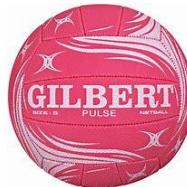
## Advanced rules:

**Over a third** - The ball cannot be thrown over a complete third of the court without being touched or caught by a player (i.e. it cannot cross two transverse lines). A free pass shall be taken from the area where the ball crossed the second transverse line (i.e. where the ball shouldn't have been).

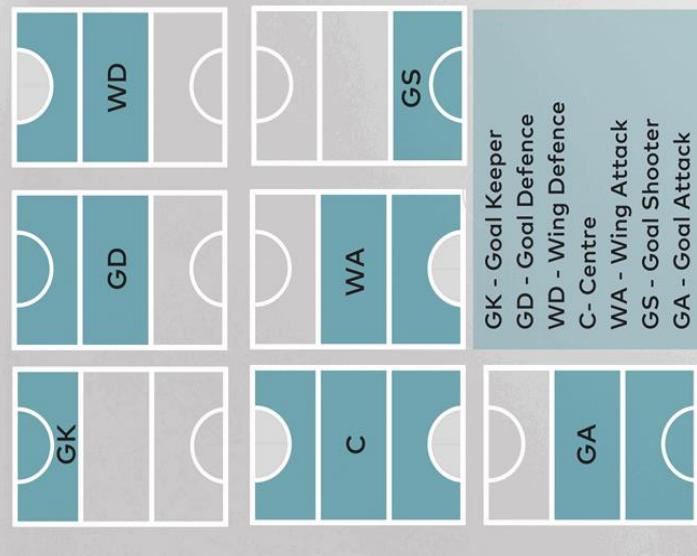
**Replayed ball** - A player may not replay the ball.

Specifically you can't:

- lose control of the ball and pick it up again if it has not been touched by another player
- catch a rebound from a shot on goal if the ball has not touched the post or another player
- toss the ball into the air and catch it again without it being touched by another player.



## Netball Court Positions



- **Centre (C)** - this position starts the game and is allowed anywhere on the court except their own and the opposing team's goal circles.
- **Wing attack (WA)** - this position aims to collect the ball and deliver it safely into the goal circle to the shooters. The wing attack is only allowed in the top 2 thirds of their court.
- **Goal attack (GA)** - this position aims to collect the ball safely from the wing attack or centre and either passes to the shooter or has a shot for themselves. The goal attack is only allowed in the top two thirds of their court and the goal circle.
- **Goal shooter (GS)** - this position aims to find space in order to receive the ball from their teammates and shoot at the net. The goal shooter is only allowed in the top third of their court and the goal circle.
- **Wing defence (WD)** - this position is required to close down opposition players, intercept and protect the goal circle. The wing defence is only allowed in the bottom two thirds of their court.
- **Goal defence (GD)** - this position deals with preventing the opposition from passing the ball into the goal circle. The goal defence is only allowed in the bottom two thirds of their court and the goal circle.
- **Goal keeper (GK)** - this position aims to close down opposition shooters in order stop the ball from being shot at the net. The goal keeper is only allowed in the bottom third of their court and the goal circle.

# BRAIN DUMPING

Within the 'brain', add all of the knowledge you can remember from **PE** without looking back at the sheets.

Once you have added everything you can remember, look at these pages again and using a different colour pen, add in the knowledge that you missed out. This is the knowledge you should now continue to revise.

Continue this process until you can remember everything on the page.



# Unit 1: Philosophy of religion

## Knowledge organiser

### Key vocabulary

**agnostic** Someone who does not know whether there is a god or gods

**apophatic theology** The view that God cannot be accurately described in positive language, only by saying what God is not

**atheist** Someone who does not believe in the existence of a god or gods

**class consciousness** A term used by Marx to mean the working class becoming aware they are being oppressed

**creationist** Someone who believes that God created the world in six days, as described in Genesis

**Design (or teleological) argument** The argument that the world looks designed and so has a designer – God

**empiricism** The theory that knowledge is gained through our five senses

**evolution by natural selection** The theory that all life evolved (developed) from a common ancestor through gradual changes over millions of years

**faith** Belief or trust in something that cannot be proven

**fallacy of composition** An argument that wrongly claims that what is true of something's parts must also be true of the whole thing

**false consciousness** A term used by Marx to describe a way of thinking that stops the working class from seeing how they are being oppressed

**First Cause argument** The argument that everything in the universe needs a cause and so the universe also needs a cause, which is God

**first certainty** 'I think; therefore I am': Descartes' realisation that the fact he thinks shows that his mind must exist

**free will** The ability to choose between right and wrong

**Genesis** The first book of the Bible, which contains two accounts of how God created the world

# Year 9: What is the philosophy of religion?

**Gospels** The first four books of the New Testament in the Bible which describe the life and teachings of Jesus

**humanist** An atheist who believes that science and our shared human reason and compassion should guide how we live the one life that we have

**infinite regress** An endless sequence of causes with no beginning

**logical fallacy** A statement that is logically flawed

**miracle** An event that cannot be explained naturally and so is seen as an act of a god or gods

**myth** A story that is not historically accurate, but contains spiritual truth

**nones** A term used by sociologists (people who study society) to describe the diverse group of people with no religion, including atheists, agnostics and those who are spiritual but not religious

**omnibenevolent** All-loving

**omnipotent** All-powerful

**omniscient** All-knowing

**opium of the people** A phrase used by Marx comparing religion to opium, an addictive, painkilling and vision-creating drug

**oppress** Use power to keep someone in a bad situation

**problem of evil** The argument that evil and suffering shows that an omnipotent, omniscient, omnibenevolent god does not exist

**psychologist** Someone who studies human behaviour

**rationalism** The theory that knowledge is gained through reason

**Realm of Appearances** Plato's name for the world in which we live

**Realm of Forms** Plato's name for a perfect realm where our souls previously lived

**revolution** Overthrowing those in power in order to cause change

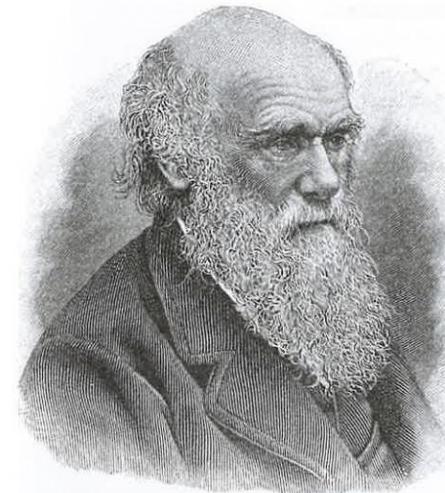
**ruling class** According to Marx, the minority of rich and powerful people, such as factory owners

**theistic evolution** The belief that God started the process of evolution and uses it to bring about life

**trademark argument** Descartes' argument that humans are born with the idea of God imprinted on their minds

**wish-fulfilment hypothesis** Freud's theory that religion is invented by humans in order to satisfy our desire for a father, for fairness and for immortality

**working class** According to Marx, the mass of poor people who work for (and are oppressed by) the ruling class



Charles Darwin

### Key people

**Aristotle** Ancient Greek philosopher (4th century BCE) and student of Plato who thought that knowledge is gained through our senses (empiricism)

**Thomas Aquinas** 13th-century Italian philosopher and priest whose *Summa Theologica* outlines his 'Five Ways' of demonstrating that faith in God is reasonable, including the First Cause argument

**Charles Darwin** 19th-century scientist and author of *On the Origin of Species* in 1859, which outlined his theory of evolution by natural selection

**René Descartes** 16th-century French philosopher who claimed that his ability to think proved he must exist

**Sigmund Freud** 19th/20th-century Austrian psychologist who claimed in his wish-fulfilment hypothesis that humans invent religion to satisfy their desires for a father, fairness and immortality

**David Hume** 18th-century Scottish philosopher who criticised the first cause and design arguments and belief in miracles

**Karl Marx** 19th-century German philosopher who described religion as the 'opium of the people', used by the ruling class to exploit and oppress the working class

**New Atheists** Four modern thinkers and writers from the UK and USA (including Richard Dawkins, author of *The God Delusion*) who criticise faith and argue that science and reason can answer all questions about the universe

**William Paley** 18th-century English philosopher and priest who compared the world to a watch in his version of the design argument

**Blaise Pascal** 17th-century French philosopher who argued that, when deciding whether or not God exists, it is more sensible to gamble that he does because of the potential reward in the afterlife (known as Pascal's wager)

**Plato** Ancient Greek philosopher (4th-century BCE) who claimed that knowledge is gained through using reason (rationalism)

# KEYWORD REVISION

Copy some of the definitions of the **RE** key vocabulary into the boxes below from your knowledge sheet and then see if you can add in the keywords without looking back at your work. Alternatively, you can do it the other way round and see if you can add in the correct definitions without looking.

Keyword:	Definition:

Fancy some additional Class Charts points? Impress your teachers with any of these BHAmazing pieces of vocabulary, and they will award you extra CC points. Challenge: Can you use them in any sentences and show a member of the Senior Leadership Team?

Word List 1	Word List 2	Word List 3	Word List 4	Word List 5	Word List 6	Word List 7
<u><b>Myriad</b></u> (adjective) - many	<u><b>Caustic</b></u> (adjective) - mean / harsh	<u><b>Tension</b></u> (noun) - feeling of anxiety or nervousness	<u><b>Omniscient</b></u> (adjective) - all-knowing	<u><b>Sentimental</b></u> (adjective) - emotional	<u><b>Oppressed</b></u> (adjective) - subjected to cruel mistreatment	<u><b>Metamorphosis</b></u> (noun) - a change / transformation
<u><b>Assert</b></u> (verb) - state a fact confidently or forcefully	<u><b>Elucidate</b></u> (verb) - to make clear	<u><b>Esoteric</b></u> (adjective) - likely to only be understood by a small number or people / obscure	<u><b>Oblivious</b></u> (adjective) - unaware	<u><b>Gullible</b></u> (adjective) - believes things easily	<u><b>Bawdy</b></u> (adjective) - rude or vulgar	<u><b>Abhorrent</b></u> (adjective) - repulsive
<u><b>Egregious</b></u> (adjective) - outstandingly bad		<u><b>Naïve</b></u> (adjective) - inexperienced / unaware	<u><b>Supercilious</b></u> (adjective) - arrogant	<u><b>Hypermasculine</b></u> (adjective) - overly masculine	<u><b>Exploit</b></u> (verb) - to use someone for your own good	<u><b>Abhor</b></u> (verb) - to hate
<u><b>Erroneous</b></u> (adjective) - wrong	<u><b>Tenuous</b></u> (adjective) - weak or fragile	<u><b>Pretentious</b></u> (adjective) - arrogant	<u><b>Tyrannical</b></u> (adjective) - a cruel dictator	<u><b>Atavistic</b></u> (adjective) - has characteristics of an earlier generation	<u><b>Epiphany</b></u> (noun) - a sudden realization	<u><b>Fate</b></u> (adjective) - destiny
<u><b>Engender</b></u> (verb) - to cause	<u><b>Perfunctory</b></u> (adjective) - carried out with minimal effort	<u><b>Pompous</b></u> (adjective) - arrogant	<u><b>Brazen</b></u> (adjective) - bold, shameless	<u><b>Troglodytic</b></u> (adjective) - like a caveman	<u><b>Façade</b></u> (noun) - a front (to 'wear a façade' means you wear a metaphorical mask, covering your true emotions or character)	<u><b>Integral</b></u> (adjective) - important
<u><b>Employ</b></u> (verb) - to make use of	<u><b>Moral</b></u> (noun) - a lesson	<u><b>Privileged</b></u> (adjective) - having an advantage over other, usually wealth	<u><b>Elusive</b></u> (adjective) - mysterious	<u><b>Apathetic</b></u> (adjective) - indifferent / lazy	<u><b>Segregated</b></u> (adjective) - separated	<u><b>Demise</b></u> (noun) - a person's downfall or death
<u><b>Salient</b></u> (adjective) - most noticeable and important	<u><b>Autonomy</b></u> (noun) - independence	<u><b>Compassionate</b></u> (adjective) - sympathetic	<u><b>Chauvinistic</b></u> (adjective) - has an attitude of superiority to opposite sex	<u><b>Misogynistic</b></u> (adjective) - hateful towards women	<u><b>Ridicule</b></u> (verb) - to make fun of	
<u><b>Advantageous</b></u> (adjective) - providing an advantage / beneficial	<u><b>Assertive</b></u> (adjective) - confidence	<u><b>Vindictive</b></u> (adjective) - spiteful, cruel	<u><b>Materialistic</b></u> (adjective) - cares for objects and commodities	<u><b>Choleric</b></u> (adjective) - quick-tempered, angry	<u><b>Deride</b></u> (verb) - to mock	
<u><b>Galvanize</b></u> (verb) - to shock or excite someone into action	<u><b>Conceited</b></u> (adjective) - excessively proud / vain	<u><b>Duplicitous</b></u> (adjective) - having two sides	<u><b>Prophetic</b></u> (adjective) - able to accurately predict	<u><b>Secular</b></u> (adjective) - not religious	<u><b>Contempt</b></u> (noun) - hate	
<u><b>Substantiate</b></u> (verb) - to provide evidence	<u><b>Superior</b></u> (adjective) - better than	<u><b>Narcissistic</b></u> (adjective) - self-obsessed	<u><b>Impulsive</b></u> (adjective) - rash / careless		<u><b>Hysterical</b></u> (adjective) - uncontrolled emotion	
					<u><b>Aloof</b></u> (adjective) - stand-offish	
					<u><b>Degenerate</b></u> (adjective) - disgusting	
					<u><b>Depraved</b></u> (adjective) - immoral / evil	
					<u><b>Feral</b></u> (adjective) - wild	

## My BHAmazing vocabulary, written in sentences:

1.

2.

3.

4.

5.

6.

7.