



ORMISTON
SWB
ACADEMY

Knowledge Organisers Spring Term – Year 9

Name: _____

Please remember:

- It is to be kept inside your knowledge organiser book
 - It is to be brought into school every day

Regular retrieval throughout a scheme of learning (daily, weekly and monthly) has been proven to **reduce the rate of forgetting**, supporting you to **retain more** in long term memory- making assessments/ exams way easier! The challenge for you as a student is to make sure you use your knowledge organiser for each subject properly to help you to know more and remember more over time. We've created this walk through to support you in using your knowledge organiser- for more support speak to your subject teachers.



Using your Knowledge Organiser

1	2	3	4	5
Look	Cover	Write	Check	Repeat
Start with a small section of knowledge that you want to remember e.g <i>Henry VIII's wives in History</i> . Read through this section of the knowledge organiser (a couple of times if it helps)	Now cover up this section of your knowledge organiser with a post it note or scrap paper.	Self quiz- what can you remember and rewrite? Make sure you do this without looking back at your knowledge organiser.	Remove the post it and check for accuracy - did you get the key terminology? Was it spelt correctly? Was the order correct? If you drew a diagram, how much of this did you get correct? Most importantly- what did you miss out?	After a short break away from your knowledge organiser repeat the look, cover, write, check until you can recall all of the facts correctly without prompts . This process can be used for any new knowledge that you want to acquire. It is good idea to do this on a regular basis, once a week.

Strategy 1- Look, cover, write, check – A really simple but effective way to use your knowledge organiser. Focus on a specific area of your knowledge organiser.

1	2	3	4	5
Focus	Big ideas	Explain it	Link it	Record it
Make it manageable by selecting an area of your KO <u>where your learning is not secure</u> . Don't waste time going off something you can already do!	Pick out the main points or the big ideas in this section.	Explain what you know about the main points (this could be written or shared verbally – a friend, a family member.	Now, see how it links to other areas within the subject. E.g <i>Eating meat – causes global warming. Cows produce methane which is a greenhouse gas.</i>	Write down as many 'think it, link it' ideas as you can in your book. See if you can beat others in you class!

Strategy 2- Think it, link it – Great for connecting the big ideas in your subject. How does 'x' relate to 'y'. What are the key factors which make an equation/ experiment/ process work? Challenge yourself to see how many links you can make!

1	2	3	4	5
Select topic	Prepare quiz	Answer it	Self check	Repeat
Decide which area you want to be quizzed on (this might build up over time)	Get someone else to prepare 10 random questions on that topic to challenge you.	Set a time limit (depending on the number of questions) and answer the questions without looking at your KO.	Now look at your KO to self check - make a note of your score. Celebrate your successes and make a note of anything you missed or got incorrect.	Return to this section in 2/3 weeks- see if you can improve your score! Re-do those questions that you missed or got incorrect.

Strategy 3- Knowledge quiz – You might try this after a few weeks of using your knowledge organiser. Get someone to set you 10 questions using your knowledge organiser. These could be spellings, key words, processes, equations etc to see how much you can remember! Record your score and see if you can beat your personal best each half term!

Contents Page

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The Prologue

Two households, both alike in dignity,
In fair Verona, where we lay our scene,
From ancient grudge break to new mutiny,
Where civil blood makes civil hands unclean.
From forth the fatal loins of these two foes
A pair of star-cross'd lovers take their life;
Whose misadventured piteous overthrows
Do with their death bury their parents' strife.
The fearful passage of their death-mark'd love,
And the continuance of their parents' rage,
Which, but their children's end, nought could remove,
Is now the two hours' traffic of our stage;
The which if you with patient ears attend,
What here shall miss, our toil shall strive to mend.

1. The **Montagues** and the **Capulets** are families involved in a bitter **feud**. Under penalty of **death**, the **Prince of Verona** orders the families to stop fighting.



2. **Romeo**, a Montague, is **lovestruck**. His cousin, **Benvolio**, and best friend, **Mercutio** plan to cheer him up by gatecrashing **a party at the Capulet house**.



3. Meanwhile, **Lady Capulet** plans for her daughter, **Juliet**, to marry **Paris**, a wealthy gentleman.



4. At the party, Romeo and Juliet meet and fall in **love at first sight**.

1. After the party, Romeo sneaks back into the Capulet house and asks for her hand in **marriage**.



2. **Friar Laurence** agrees to marry the lovers in **secret**, hoping that it will **end the fight**.



1. **Tybal**, Juliet's cousin, is **enraged** that **Romeo** snuck into his family party. He tries to fight Romeo, who will not **fight back**.



2. Mercutio dies defending his friend Romeo. **Romeo then kills Tybal**.

3. Having heard of the violence, **the Prince** banishes Romeo from Verona.

4. **Lord Capulet**, in order to cheer his daughter up, **arranges for her to marry Paris** in two day's time.



1. Friar Laurence hatches a plan for Juliet to take a **sleeping potion** and appear dead, so she can meet Romeo and run away together. Juliet takes the potion, and **funeral** plans are made.



1. Romeo learns of **Juliet's death**, but not the secret plan. He fights his way back to Verona, buying poison on the way.



2. **Romeo kills Paris** in order to be the one lying next to Juliet's grave. **He kills himself just as Juliet wakes up**. She then uses Romeo's dagger to take her own life.

3. After the death of their children, the Montagues and Capulets **end their fight**.



A sonnet

Act 1

Act 2

Act 3

Act 4

Act 5

"Two households, both alike in dignity,"



"A pair of star-cross'd lovers take their life."

"The fearful passage of their death-mark'd love, And the continuance of their parents' rage."



"O brawling love, O loving hate, O anything of nothing first create!"

"My child is yet a stranger in the world."

"Palm to palm is holy palmer's kiss"



"Deny thy father and refuse thy name."

"Wisely and slow. They stumble that run fast."

"So smile the heavens upon this holy act That after-hours with sorrow chide us not!"



"Romeo, the love I bear thee can afford no better term than this: thou art a villain."

"Hath made me effeminate."

"O I am fortune's fool!"



"Shut the door, and when thou hast done so, Come weep with me—past hope, past cure, past help."

"Send for the county. go tell him of this. I'll have this knot knit up tomorrow morning."

"Tomorrow night look that thou lie alone; let not the nurse lie with thee in my chamber."



"Death, that hath sucked the honey of thy breath, Hath had no power yet upon thy beauty."

"...Here, here will I remain / With worms that are thy chambermaids"

"O brother Montague, give me thy hand. / This is my daughter's jointure, for no more / Can I demand?" 4

Year 9 – English – Romeo and Juliet – Context, Themes and Character map

Feuds and Conflict

The families hate each other, and within each family there are several different layers of conflict(b).



Religion

In the 1600s, religion dictated (L) strict rules—no sex before marriage, no divorce, and suicide sent you to hell.



Family

Fathers ruled the household. Disobeying (M) them was unheard of. Marriages were arranged for daughters in exchange for money or status.



Role of women

Women were subservient (H) to men and acted as a wives and mothers. They were seen as possessions by their fathers and husbands.



Love

Courtly love is a cold, distant way of admiring someone. **Romeo and Juliet share the passion of real love.**



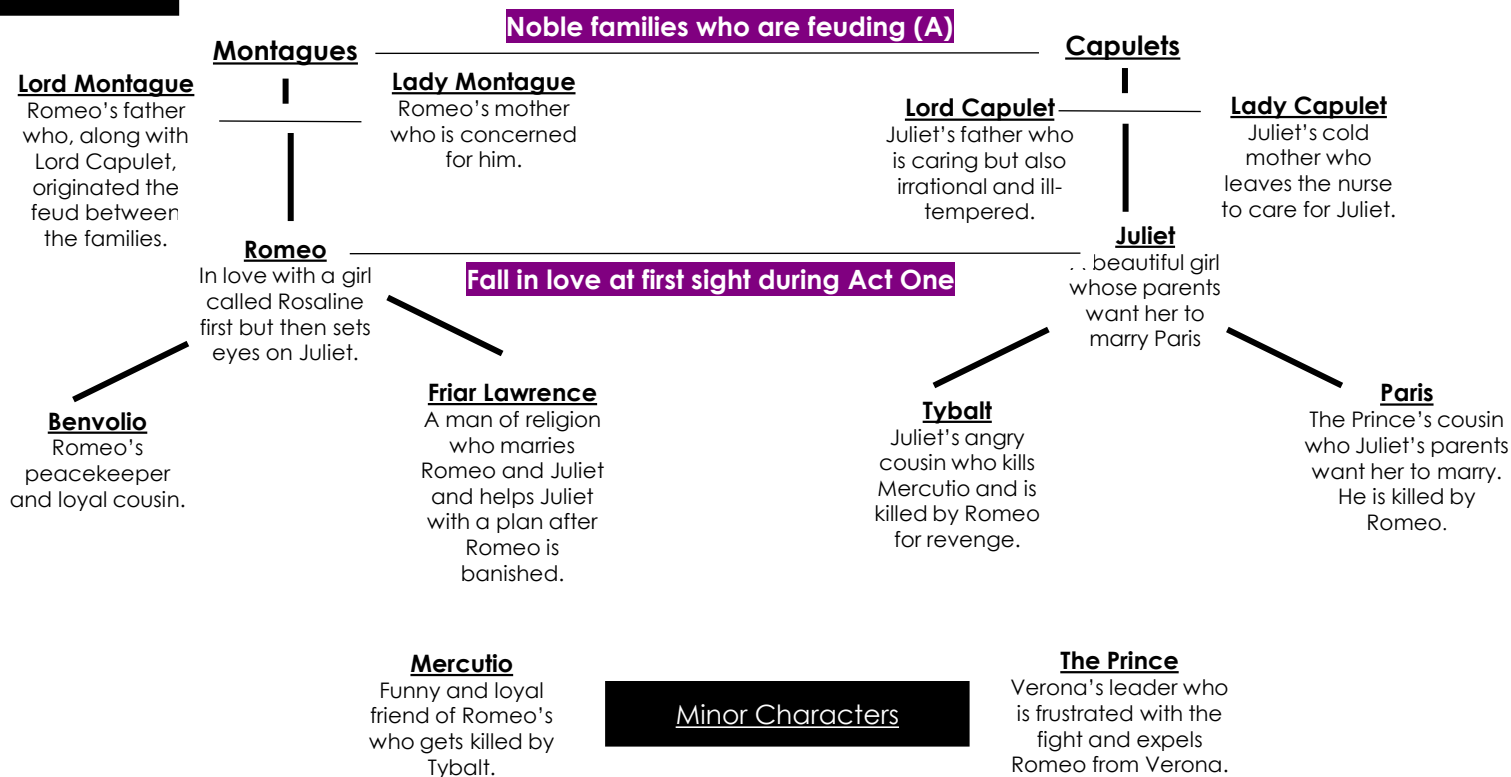
Revenge

Revenge was used in Romeo and Juliet to show conflict

(b). Shakespeare wanted to show that revenge often leads to disaster and problems.



Characters



	Key terms	Definition
A	Feud	An ongoing and bitter disagreement.
B	Conflict	A serious disagreement or argument.
C	Masculinity	Qualities associated with a male.
D	Soliloquy	The act of speaking one's thoughts aloud alone to reveal inner thoughts.
E	Aside	A remark in a play that is intended to be heard only by the audience, not by other characters.
F	Conform	When you follow the rules.
G	Subvert	When you defy the rules.
H	Subservient	Obeying someone without questioning it.
J	Foreshadow	A warning or indication of a future event.
K	Dramatic Irony	When the audience has more knowledge of what is happening than a character.
L	Dictate	Giving orders which must be obeyed.
M	Disobey	Failing to follow the rules.

Disability: 19th Century attitudes

Greater **separation** of disabled people whom were dependent on medical treatments and cures and denied the experience of living and growing up with the non-disabled population.



Disability: 21st Century attitudes

Wider **acceptance** of the **diversity (o)** of physical and psychological needs (mental health (f)) due to a wider awareness and acceptance amongst the non-disabled.

How do I summarise?

Step 1: What is the **steer (j)** of the question?



Step 2: What are the **similarities or differences** (depending on the question) have you identified?

Step 3: What **four quotations** can I use to show the differences or similarities (depending on the question)?

Step 4: What **inference (e)** can you make about what the quotations suggest?

How do I write about language?

Step 1: What is the **steer (j)** of the question?



Step 2: What is the writer presenting? What's your area of focus?

Step 3: How are these ideas presented or developed? Introduce and use your quotations in the middle of the sentence. Identify the **language feature** or word class and then consider the **connotations (D)** of this.

Step 4: Why has the writer used these features/key words? Explore **connotations (d)** and link back to the focus of the question. What reaction may this evoke?

How do I write about the writer's attitude?

Step 1: What is the **steer (j)** of the question?



Step 2: What is the writer's **perspective or attitude (b)?**

Step 3: How are these ideas presented? (Identify **methods (I)** and **quotations**).

Step 4: Why has the writer used these **methods (I)**? Explore **connotations (D)** of key words. What do they suggest about the writer's **attitude**?

	Key terms	Definition
A	Discrimination	Unfair treatment of a person from one particular group.
B	Perspectives/ Attitudes	A settled way of thinking/feeling about something.
C	Prejudice	Opinion based on no experience.
D	Connotations	A feeling or idea that is suggested by a word in addition to its basic meaning.
E	Inference	Work out from the information.
F	Mental health	A person's condition regarding their emotional and mental well-being.
G	Stereotypes	An idea of someone that does not correctly represent someone.
H	Child labour	Work that prevents children from their childhood, but also and their likelihood for success in the future.
I	Methods	The ways a writer achieves their aim.
J	Steer	Direction/focus of the question.
K	Exploitation	The action or fact of treating someone unfairly to benefit others.
L	Submissive	Willing to accept being controlled and receive orders.
M	Freak shows	An entertainment show featuring animals or people with unusual features.
N	Institutions	An organisation or building that follows a purpose. E.g. an 'insane' hospital.
O	Diversity	Understanding the differences between people and groups.



Year 9 – English - Discrimination – Non-Fiction Knowledge Organiser

The Elephant Man (Text 1a)



Joseph Merrick was born with a (P) physical disability in the 19th century.

Joseph lived alone without company and was a part of a 'freak show' (M).

In the 19th century, Victorians were interested in unusual examples of human life. 'Freak shows' were a form of entertainment and profit.

Although interesting to some, those with physical disabilities were **rejected** by society.

10 Days in a Madhouse (Text 2a)



In the 19th century, mental health treatment had not been developed so conditions were recognised as 'madness'.

Individuals displaying these symptoms of 'madness' were locked away from society and put into **institutions** (N).

The writer records day-to-day events and treatment of patients in the facility.

The Best Sewing Machine (Text 3b)



Women were seen as 'the weaker sex' in the 19th century and were **submissive** (L) to men. This particularly affected middle class women because they had no reason to leave the house or go to work.

In extract 3b, the writer is expressing their views on the value of a woman has in a household.

The writer of the article compares a woman/women in society at the time to a household object, a sewing machine.

Lord Shaftesbury's speech (Text 4a)



In 1842, children and women were forced to work in unclean conditions leading to further lack of basic needs in life, such as food and water.

No laws were in place to protect individuals from unsafe working environments.

Extract 4a focuses on the expectations and lack of regard to the health and safety of children when working in coal mines.

19th Century Texts



Modern Texts

My Left Foot (Text 1b)



Christy was born in the 20th century with a physical disability.

Christy records his awareness of adapting to his physical disability

Disability is now regarded as a problem.

Little medical research regarding his condition restricted his opportunities in his early-life.

Demi Lovato: Living with Mental Health Issues (Text 2b)



In 21st century society, mental health awareness is a well discussed topic in many workplaces and is regarded as an **important element to overall well-being**.

There is a lack of acceptance, of regarding mental well-being having **equal importance as physical wellbeing**.

Wider medical understanding of mental health. Demi praises the support she received to aid her recovery.

Emma Watson's HeForShe speech (Text 3a)



In the 21st century, it is widely believed that gender unfairness is a result of content in the media.

Men and women feel pressured to **live up to the expectations** of what is believed to be normal in the society.

In extract 3a, the writer expresses **their views on gender stereotypes** (C) and how this **prejudice** (C) has impacted individuals in society.

Child Labour: India's Hidden Shame (Text 4b)



Many children in poorer countries **are forced into employment**, trapping them in the cycle of poverty.

Child labour (H) restricts individuals of their **education and future success**. In India, young girls will often be hired as domestic workers.

Extract 4b focuses on one account of child **exploitation** (K) and expresses the world-wide presence in India.

Possible attitudes of the writer(s)

Fascinated	In the state of having a strong attraction or interest in a topic/idea.
Resentful	A feeling or expressing anger or disappointment over the belief of unfair treatment.
Subjective	Explaining a idea/topic with no indication of the writer's personal feeling or prejudice (c).
Sincere	Doing or feeling something with honest emotions.
Sympathetic	Expressing a sense of understanding of someone else's bad situation or suffering.
Mocking/Mockery	Being unimpressed by a situation or making fun/entertainment of for personal enjoyment. These actions are considered to be cruel.

Active Verbs (similar to "shows")

- Connotes
- Depicts
- Demonstrates
- Illustrates
- Portrays
- Reflects
- Conveys
- Exhibits
- Emphasises
- Implies
- Presents
- Suggests

The writer _(active verb)_ the... **7**

Year 9 – Science – Chemistry Topic 5-7 - Chemical Bonding

Ionic	Particles are oppositely charged ions	Occurs in compounds formed from metals combined with non metals.
Covalent	Particles are atoms that share pairs of electrons	Occurs in most non metallic elements and in compounds of non metals.
Metallic	Particles are atoms which share delocalised electrons	Occurs in metallic elements and alloys.

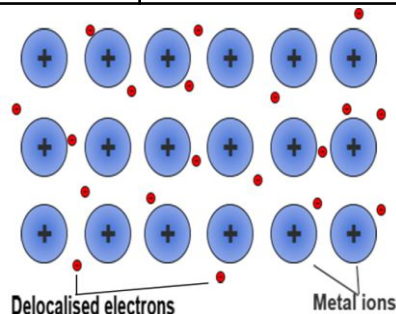
Keyword	Definition
Ionic bond	<i>A strong electrostatic force of attraction between oppositely charged ions.</i>
Covalent bond	<i>The bond formed when a pair of electrons is shared between two atoms.</i>
Metallic bond	<i>The type of bonding found in metals. Positively charged ions in a 'sea' of negatively charged electrons.</i>
Lattice Structure	<i>An arrangement of many particles that are bonded together in a fixed, regular, grid-like pattern</i>
Melting point	<i>The temperature at which a substance changed fro the solid state to the liquid state when heated, or from the liquid state to solid state when cooled.</i>
Boiling point	<i>The temperature at which a substance changed from a liquid to a gas.</i>
Charge	<i>Also known as electric charge, is a characteristic of a unit of matter that expresses the extent to which it has more or fewer electrons than protons.</i>
Electrical conductivity	<i>Allowing electricity to pass through.</i>
Aqueous solution	<i>A mixture that is formed when a substance is dissolved in water.</i>
Molten	<i>A substance that has been liquefied by heat.</i>
Electron pair	<i>Two electrons occupying the same orbital in an atom or molecule, especially forming a nonpolar covalent bond between atoms.</i>

Keyword	Definition
Ion	<i>An atom with an electric charge, caused by the loss or gain of electrons.</i>
Cation	<i>A positively charged ion.</i>
Anion	<i>A negatively charged ion.</i>
Electrostatic force	<i>The attractive or repulsive force between two electrically charged objects.</i>
Attraction	<i>The electric force that acts between oppositely charged bodies, tending to draw them together.</i>
Intermolecular force	<i>Forces of attraction which act between molecules.</i>
Atom	<i>The smallest unit into which matter can be divided without the release of electrically charged particles.</i>
Element	<i>An element is a substance whose atoms all have the same number of protons.</i>
Compound	<i>A substance formed when two or more chemical elements are chemically bonded together.</i>
Transfer	<i>Movement of a particle from one place to another.</i>
Share	<i>Two bodies having equal portions distributed between the two.</i>
Delocalised electron	<i>An electron that is not associated with a particular atom within a shell, or held in a covalent bond.</i>
Proton	<i>A particle found in the nucleus of an atom, having a positive charge and the same mass as a neutron.</i>
Neutron	<i>A particle found in the nucleus of an atom having zero charge and a mass of 1.</i>
Electron	<i>A tiny particle with a negative charge and very little mass.</i>
Shell	<i>Area around a nucleus that can be occupied by electrons and usually drawn as circles.</i>
Nucleus	<i>The central part of an atom or ion.</i>

Metallic bonding

Giant structure of atoms arranged in a regular pattern

Electrons in the outer shell of metal atoms are delocalised and free to move through the whole structure. This sharing of electrons leads to strong metallic bonds.



High melting and boiling points

This is due to the strong metallic bonds.

Pure metals can be bent and shaped

Atoms are arranged in layers that can slide over each other.

Good conductors of electricity and heat

Delocalised electrons transfer energy.

Ionic bonding

High melting and boiling points

Large amounts of energy needed to break the bonds.

Do not conduct electricity when solid

Ions are held in a fixed position in the lattice and cannot move.

Do conduct electricity when molten or dissolved

Lattice breaks apart and the ions are free to move.

Electrons are transferred so that all atoms have a noble gas configuration (full outer shells).

Metal atoms lose electrons and become positively charged ions

Group 1 metals form +1 ions
Group 2 metals form +2 ions

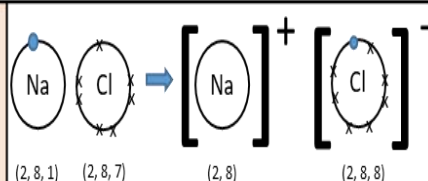
Non metals atoms gain electrons to become negatively charged ions

Group 6 non metals form -2 ions
Group 7 non metals form -1 ions

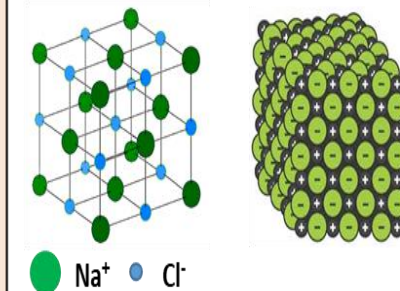
Structure

- Lattices consist of a regular arrangement of atoms
- Held together by strong electrostatic forces of attraction between oppositely charged ions
 - Forces act in all directions in the lattice

Dot and cross diagram



Giant structure



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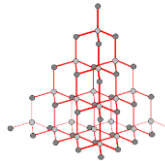
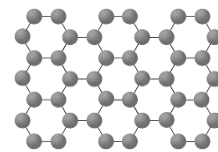
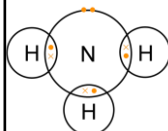
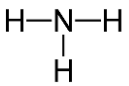

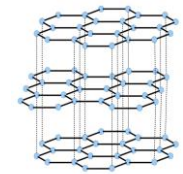
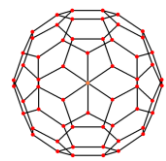
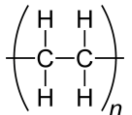
If a compound name ends in -ide, it usually contains only two elements.

For example:
calcium + oxygen → calcium oxide

-ate

If a compound name ends in -ate, it usually contains three or more elements one of which is always oxygen.

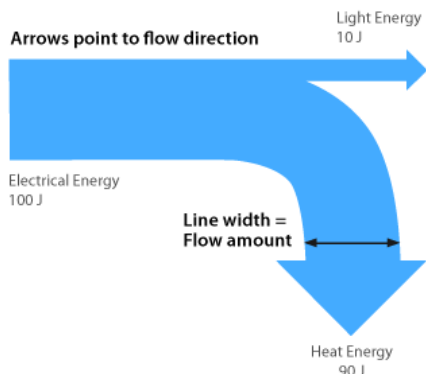
For example:
Calcium + carbon + oxygen → calcium carbonate

Covalent bonding											
Simple molecular compounds				Giant covalent structures							
Low melting and boiling points		Small amounts of energy needed to overcome the intermolecular forces.		Diamond				Graphene and fullerenes			
Poor conductors of electricity		No free electrons to transfer energy.		Each carbon atom is bonded to four others		Very hard.	Rigid structure.	Graphene		Excellent conductor.	Contains delocalised electrons.
						Very high melting point.	Strong covalent bonds.				
						Does not conduct electricity.	No delocalised electrons.			Single layer of graphite one atom thick	Very strong.
Size of atoms and molecules		Simple molecular structures consist of atoms joined by strong covalent bonds. This means that atoms are smaller than simple molecules.		Used for cutting tools due to being very hard.							
Atoms share pairs of electrons	 Dot and cross : + Show which atom the electrons in the bonds come from - All electrons are identical  2D with bonds: + Show which atoms are bonded together - It shows the H-C-H bond incorrectly at 90°  3D ball and stick model: + Attempts to show the H-C-H bond angle is 109.5°			Graphite							
				Each carbon atom is bonded to three others forming layers of hexagonal rings with no covalent bonds between the layers		Slippery.	Layers can slide over each other.	Fullerenes		Buckminsterfullerene, C ₆₀ First fullerene to be discovered.	Hexagonal rings of carbon atoms with hollow shapes. Can also have rings of five (pentagonal) or seven (heptagonal) carbon atoms.
						Very high melting point.	Strong covalent bonds.				
				Does conduct electricity.	Delocalised electrons between layers.						
		Can be giant covalent structures e.g. polymers	 Simple polymers consist of large chains of hydrocarbons.		Used for electrodes as is inert.						
				Diamond, graphite, silicon dioxide		Very high melting points		Lots of energy needed to break strong, covalent 10 bonds.			

Year 9 Science – Physics – Topic 1 – Conservation of Energy

Energy Type	Example
Light Energy	Sun, light bulb, torch
Thermal Energy (heat)	Oven, electric fire
Sound Energy	Radio, speakers, TV
Electrical Energy	Electric car, laptop
Nuclear Energy	Nuclear power station, nuclear bomb
Chemical Energy	Food, batteries, coal
Gravitational Potential Energy	Book on a shelf, boulder on a cliff
Elastic Potential Energy	Bow, wind-up toy, stretch spring
Kinetic Energy (movement)	Person running, rolling ball

heating	Put more jumpers on and turn off central heating
Hot water	Take showers, only boil the amount of water you need
Electrical appliances	Turn off devices that are on standby
Washing clothes	Air dry clothes, wash on a lower temperature
Heat lost from home	Install insulation – double glazing, loft/floor insulation



$$\text{Energy Efficiency} = \frac{\text{Useful energy}}{\text{total energy input}}$$

Renewable Energy	Quickly replenishes its energy used. Infinite	Wind power, solar power, hydroelectric power, tidal power, geothermal power, biomass
Non-renewable Energy	Is finite (will run out). Does not quickly replace energy used	Fossil fuels – coal, oil and natural gas Nuclear power

Energy Source	Advantages	Disadvantages
Fossil Fuels	Cheap to set up, power stations already present	Limited (will run out), causes pollution – greenhouse gases and gases that make acid rain, running costs
Nuclear power	Does not produce carbon dioxide or sulphur dioxide	Finite (will run out) danger from radioactive material
Wind power	Infinite, cheap to run, no pollution, cheap to run	Costly to build, only works when windy, noisy and ugly
Tidal power	Good for islands, potential to generate lots of energy, reliable – tide will always go in and out, doesn't release pollution	Costs a lot to build, hard to find suitable locations, could damage environment
Solar power	Infinite, building can have their own power supply, doesn't release pollution, cheap to run	Expensive to set up, only works when sunny
Geothermal power	Doesn't create any pollution, potentially infinite	Expensive to set up, only works in volcanic areas, volcanic activity may stop making station useless
Hydroelectric power	Doesn't create pollution, creates water reserves	Costly to build, can cause flooding, can have major ecological impacts
Biomass	Cheap, if replaced can be sustainable	Burning releases atmospheric pollution, replanting required

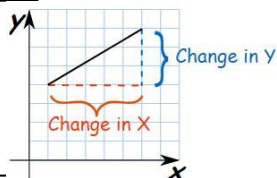
Keyword	Definition
Chemical	Energy store that is emptied during chemical reactions when energy is transferred to the surroundings.
Conduction	The transfer of heat by passing on energy (or electrical charge) to nearby particles.
Convection	The process by which heat travels through fluids (gases and liquids).
Elastic potential	An energy store that is filled when a material is stretched or compressed.
Electrical	Energy store resulting from the movement of electrical charge (electrons).
Energy	This is the ability to make something happen when it is transferred.
Gravitational potential	Energy store that is filled when an object is raised.
Joule	Unit of energy, represented by the symbol J.
Kinetic	An energy store filled when a moving object speeds up.
Light	A form of radiation that can transfer energy in a wave.
Non-renewable	An energy resource that will be used up, and not replenished in our lifetime.
Nuclear	An energy store associated with nuclear interactions.
Radiation	Radiation is the transfer of internal energy in the form of electromagnetic waves. This radiation lies in the infrared region of the electromagnetic spectrum. It does not require particles to move, it can travel through a vacuum.
Renewable	An energy resource that can be readily replenished in our lifetime.
Sound	A form of energy transferred by sound waves.
Thermal	An energy store that is filled when an object is heated.
Transformation	Energy transformation is the process of changing one form of energy to another.

Year 9 Science – Physics – Topic 3 – Motion

Scalar	Vector
Distance	Displacement
Speed	Velocity
Power	Momentum
Mass	Acceleration
Volume	Weight
Temperature	
Force	
Pressure	

Calculating a gradient

$$\text{Gradient} = \frac{\text{Change in } y}{\text{Change in } x}$$



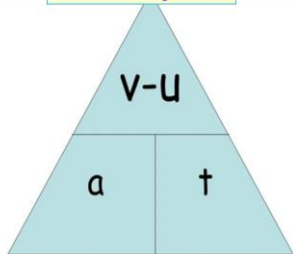
Calculating acceleration

Acceleration is the rate of change of velocity

$$\text{Acceleration (m/s/s)} = \frac{\text{Change in velocity (m/s)}}{\text{time taken (s)}}$$

$$a = \frac{v - u}{t}$$

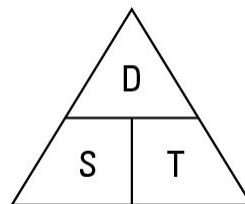
a = acceleration
v = final velocity
u = initial velocity
t = time



Calculating speed/velocity

$$\text{Speed (m/s)} = \text{distance (m)} \div \text{time (s)}$$

How to remember the equation?
"Don't Step on Turtles"



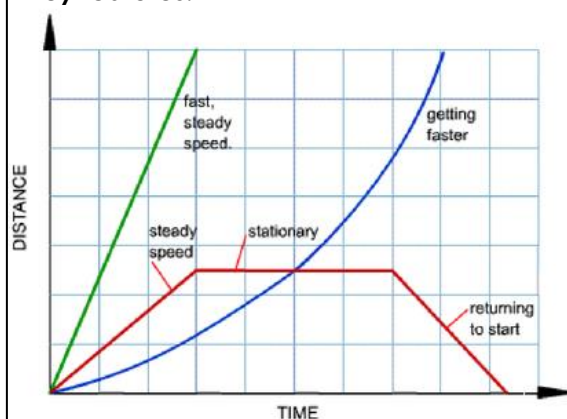
$$D = S \times T$$

$$S = D \div T$$

$$T = D \div S$$

Distance-time graph

Key features:

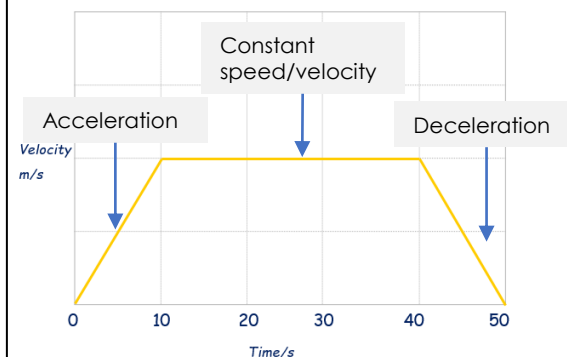


You can calculate speed from this distance-time graph.

Steeper gradient = faster speed.

Velocity-time graph

Key features:



You can calculate acceleration from this velocity-time graph.

Calculating the **area beneath the lines**, is the same as the **overall distance travelled**

Steeper gradient = faster acceleration.

Speed	Scalar measurement that shows how fast an object is moving. Measure in m/s (meters per second).
Velocity	Vector measurement that shows how fast an object is moving in a specific direction. Measured in m/s (meters per second).
Distance	Measurement of how far an object is moving/has moved. Measured in m (meters).
Time	Measurement of time. Measured in s (seconds).
Acceleration	When an objects speed increases over time.
Conversion	Changing a measurement to another form.
Deceleration	When an objects speed decreases over time.
Scalar	A measurement that shows magnitude only.
Vector	A measurement that shows magnitude and direction.
Plateau	A straight horizontal line on a graph.
Gradient	Difference between two values, shown by a incline or decline on a line graph.
Constant	When something does not change. Shown by a straight line on a line graph.
Magnitude	Another term used for size.
Direction	The course which an object is moving. We show North, West, East, South or a combination of two.
Initial	The beginning.
Final	The end.
Displacement	A vector measurement to show the shortest distance to the final place an object ends up.

Y9 COLOUR INVESTIGATION KNOWLEDGE ORGANISER

This half term focus – Endangered animals, colour theory, pattern– using a range of media and techniques

Key Knowledge 1 – AO1: Developing ideas.

- Looking at artist's designs and craftspeople to help inspire and develop your own work.
- Showing that you can analyse art using technical vocabulary and that you understand the cultural context to the art.

How do I present my work for assessment?

All work will be presented with care, accuracy and neatness.
(See high grade modelled example.)

Key Knowledge 2: AO2: Experiment and refine ideas.

- Using lots of different materials and media that relate to your theme.
- Experiment to find out what works and what doesn't.
- Use feedback effectively to improve your work as it progresses.

Key Knowledge 3: Record observations.

- Colour pencil drawing
- Watercolour painting
- Oil Pastel drawing
- Mixed media artist copy

Expert modelling example:



Pencil crayon observation



Artist reference image

Stretch and Challenge:

Use materials and techniques with a high level of skill and control. Record finer surface textures and details.

Keyword	Definition
Observational drawing	Drawing from looking at objects or photographs.
Colour	Colour has the strongest effect on our emotions. It is the element we use to create the mood or atmosphere of an artwork.
Directional	Shading that follows the contours of the form to create a 3D effect.
Describe	Give a clear description that includes all the main features – think of it as 'painting a picture with words'.
Gradient	Is a visual technique of gradually transitioning from one shade to another, or one texture to another.
Analyse	Finding out what the main features suggest and deciding why the artist used such features to convey specific ideas.
Investigate	Test the qualities of materials, techniques or processes through practical work.
Skillful	Apply materials, techniques and processes with a high level of understanding, ability and control.
Refine	Improve work taking into account feedback and aims.
Formal Elements: Shape, texture, tone, form, colour.	Key words that can be applied and used to describe 2D and 3D art and design.

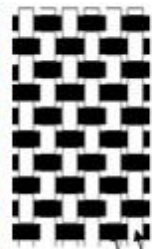
Wider Thinking:
Endangered Animals Independent research task



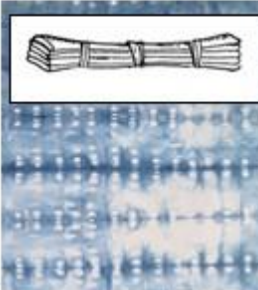
sayuri sasaki hemann



Watercolour and oil pastel



Weaving



Batik



Draw design onto fabric

Trace with wax (glue) using **Tjanting** tool.

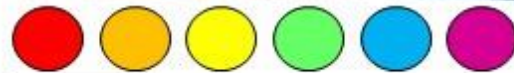


Paint with fabric dye.



Iron to melt wax away. (Peel glue)

Shading Techniques



LOWEST LEVEL



HIGHEST LEVEL

What is Shibori?

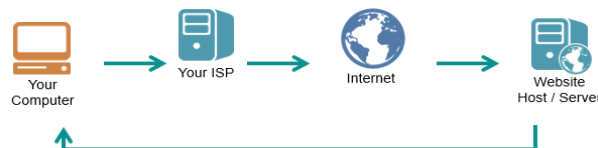
Shibori is a Japanese term for several methods of dyeing cloth and creating a pattern by binding, twisting, folding and compressing it. It can create interesting colours as well as textures.



Keyword	Definition
Influence	Something or someone that influences a person or thing, then, has an influence on that person or thing.
Texture	The feel, appearance or consistency of a substance, substance or fabric.
Batik	Method of producing coloured designs on textiles by dyeing them, having first applied wax to the parts to be left undyed.
Tjanting Tool	An arrangement of images, materials, pieces of text, etc. intended to evoke or project a particular style or concept.
Tie - Dye	A hand method of producing patterns in textiles by tying portions of the fabric or yarn so that they will not absorb the dye.
Fabric Pastel	Blending and mark making of pastels on fabric. Use water to blend colours and create gradients of colour.
Weaving	The craft or action of forming fabric by interlacing threads.
Artist Copy	Analyse an artists' work and replicate the piece using the same techniques, media, colours and style.

Year 9 – Computing – HTML: Web Design

The Internet



Possible Careers:

- Web designer
- Data Analyst
- Programmer

The Internet also known as WWW which stands for **World Wide Web** is a network of online content formatted in a code called HTML. These are interlinked HTML pages that can be accessed over the Internet.

It provides space for a wide range of information like documents, content and videos



(1) When connecting a computer to a website, the user needs to have an internet service provider which is also known as an ISP.

(2) The ISPs are responsible for making sure you can access the Internet, routing Internet traffic, resolving domain names, and maintaining the network infrastructure.

(3) The website host server stores the webpages for individuals and organisations. Websites are **hosted**, or stored, on special computers called **servers**



Hyperlinks



A **hyperlink**, or simply a link, is a link from a document to another document or part of the document that the user can follow by clicking or tapping on.

Keywords	Definition
Tag/s	are the hidden keywords within a web page that define how your web browser must be formatted and displayed e.g. <title>
Html	Stands for Hypertext Markup Language is the standard markup language for documents designed to be displayed in a web browser
Http	transfers web pages from web servers to the client. All web page addresses start with http
Code	Is the set of instructions forming a computer program which is executed by a computer
CSS	Cascading style sheets are used to format the layout of Web pages
Webpage	are HTML documents that present images, sound and text accessed through a web browser

```
<!DOCTYPE html>
<html>
<head>
<title>My First Webpage</title>
</head>
<body>
<h1>My First Heading</h1>
<p>My first paragraph.</p>
</body>
</html>
```



CSS Script	Definition – What does it do?
Colour	Font colour
Text-align	Horizontal alignment
Background – Colour	Changes background colour
Background – Image	Change background image
Background - Repeat	Changes the background to stay in place or move when scrolled

HTML TAG	Definition – What does it do?
<html>	Root of a HTML document
<body>	Content of the page
<head>	Information about a page
<title>	Tab title/ defines title
<h1>, <h2>, <h3>	Headings
<p>	Paragraphs
	Image
<a>	Anchor (used in hyperlinks with href)
/	Ordered/unordered list
	List item
<table>	Creates and defines tables
<tr>	Table row
<td>	Table data
<div>	Divider

Year 9 – Computing – Python Project

Analyse

- Inputs, Outputs, Processing
- Programming Techniques

Design

- Flow Chart
- Pseudo Code

Develop

- Python Code
- Development Diary

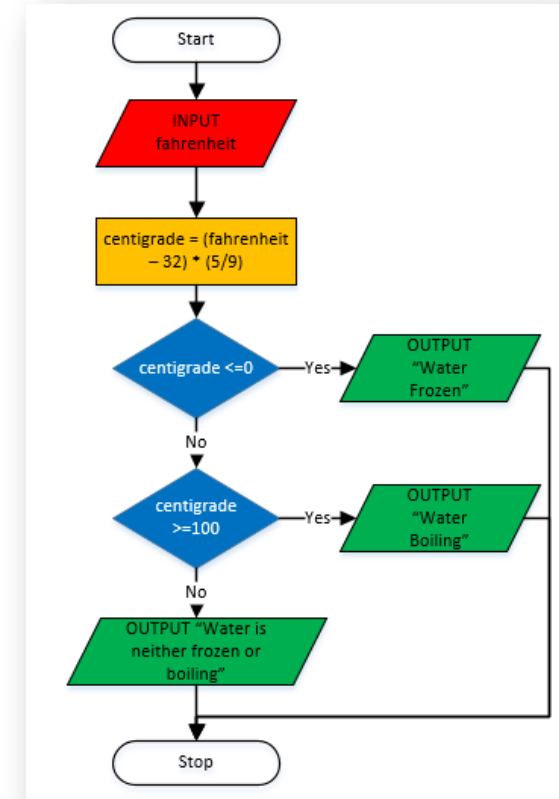
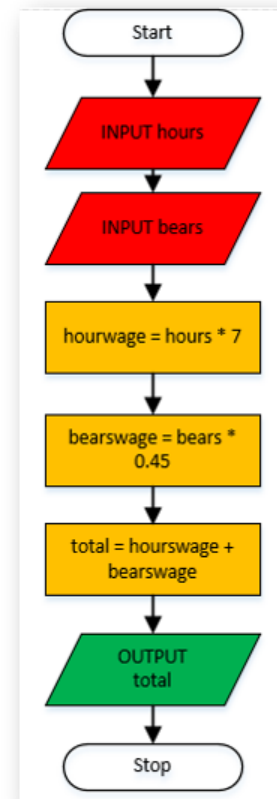
Testing

- Testing Table

Evaluate

- Evaluation
- Code
- Bibliography

- **Inputs** (things user types in)
- **Processes/Calculations** (what the program works out)
- **Outputs** (what gets printed out)
- **Decisions** (what options or choices can the user/program make)



Year 9 – Computing – Python Project

Maintainable code: Code that is written in a way that can be easily maintained/edited by the author or other developers. Ways to do this are:

- Meaningful **variable names**
- Detailed code **comments**
- **Well laid out** code, grouped in sections
- Consistent use of **indentation**

Robust code: Code that is written in a way that makes it much harder for the user to crash/break the code. Ways to do this are:

- Clear **user instructions**
- Input **validation**
- User **logins**

Efficient code: This is where you try to make the code as efficient as possible using these guidelines:

- Code **isn't repeated** unnecessarily
- Make use of **subroutines**
- Use a **range of programming techniques**

Normal data - sensible, valid **data** that the program should accept and be able to process.

Boundary data - valid **data** that falls at the **boundary** of any possible **ranges**.

Erroneous data - invalid **data** that the program cannot process and should not accept.

Test tables are used to provide a structure to **testing**. Programmers will often create a **table** with a selection of normal, extreme and exceptional data that they intend to **use** during **testing**.

Test	What am I testing?	What data will I use?	Normal/ Boundary/ Erroneous?	Expected result	What happened?	Any changes ?
1	the user has to enter their name	"Adam"	Normal	it asks the user "username:"	It worked	no
2	randomly picks the film	-	Normal	Three random films appear	It only showed 2	Check random loop

Variables

- Variables are for storing values in memory.
- A variable is declared (set up) and values are assigned.
- Variables are assigned a value using the = operator.
- It chooses the best data type for the value.
- No spaces in names but can use under_score or camelCase.
- No numbers at start of variable names.

```
myvariable = 28
x = 3
name = "Bob"
my_wage = 3.5
favCol = "red"
```

Comments

- Comments are for explaining lines of code or while sections.

```
x = 3  #can comment at the side
#or comment above
house = "open"
```

Print

- Print information to the screen.
- Can be text, numbers or values in variables.

```
print("hello world")
print(12)
print(name)
```

Input

- Allows user to type in data and store in a variable.
- User prompt requires the " ".
- May need to convert data type.

```
variable = input("message")
name = input("please enter your name")
age = int(input("please enter your age"))
```

Data Types

Real /Float

Number with decimal Point

Integer

Number without a decimal Point

String

A series of characters/TEXT

Character

A single letter or symbol

Date/Time

Date and Time in any format

Boolean

Yes no, true false value

Comparative Operators

==	Equal to
!=	Not equal to
>	Greater than
<	Less than
>=	Greater than or equal to
<=	Less than or equal to

If and elif statement

- Allows **SELECTION** of different paths.
- Use of **THEN & ENDIF**.
- **MUST** include indent of 4 spaces or TAB
- **ELSE** is optional.

- Conditions are set using different comparison operators.

==	Equal to
!=	Not equal to
<	Less than
<=	Less than or equal to
>	Greater than
>=	Greater than or equal to

- Can use more than 1 condition using Boolean operators.

AND	Both conditions are True
OR	Either of the conditions is True
NOT	If condition not True

- Use of **ELSEIF** allows for further selection.
- Can have as many as wanted.
- **ELSE** still optional.

```
if password == "pa55word1":
    print("you may enter")
```

```
if score > 80:
    print ("grade A")
elif score > 70:
    print ("grade B")
elif score > 60:
    print ("grade C")
else:
    print ("redo")
```

```
if password != "password1" or tries < 3:
    print("you shall not pass")
else:
    print ("please enter")
```

Careers

- Software development
- Programing
- Software Engineering

Sequence: Completing steps in the order which they must happen

Selection: Where a choice is made in a program depending on a condition or outcome

Iteration: Act of repeating or lopping specific sections of code

Count controlled Iteration:

Repeats a set number of times

Condition controlled Iteration:

Repeats until a condition is met or something in the program changes

While Loop

Will keep asking the user to type in a value.

```
--while loop--
password = input("enter password:")

while password != "password1":
    password = input("try again")
```

While True (Break)

If the user types in a value that matches 7 the loop will break (end), if not they will be told to try again.

```
--while True with break--
while True:
    guess = input("guess the number")
    if guess == "7":
        break
    else:
        print ("try again")
```

For Loop

Start at 0 and stop at 7 (up to 7 but not including),
print hello each time (7 times).

```
--for loop--
for i in range(0,7):
    print ("hello world")
```

For Loop (Break)

Start at 0 and stop at 4,
If the user types in a value that matches mypassword the
loop will break (end), if not they will be told to try again and
have an attempt recorded.

```
--for with break--
for i in range(0, 4):
    if password == "password1":
        break
    else:
        password = input("enter password")
```

- Loops are a way for python to do blocks of code more than once
- Without having to keep copying the code
- Blocks of code being repeatedly run is called **iteration**
- Python offers two ways of looping
 - **while** loop
 - **for** loop

Empty list of 0 spaces.

Arrays with values. Use the , to split up space.

Can be different data types, strings need “ ”.

Print whole array.

Print 1st value in array.

Print 3rd value in array.

Prints from 1st value to 2nd value.

```
#--format--  
mylist = [ ]  
  
group = ["Tim", "Jane", "Bob"]  
  
ages = [14,11,17,10.5,"Apple",True,False]
```

```
#--print--  
print(group)  
print(group[0])  
print(group[2])  
print(group[0:2])
```

Update a value to position 3 in array.

Update a value to position 0(start) in array.

```
#--update value--  
group[2] = "Mike"  
  
group[0] = "Destiny "
```

Add value to end of array.

Remove first instance of value from array.

Insert a value to a specific position in the array

```
#--adding/remove/insert--  
group.append("Fred")  
  
group.remove("Jane")  
  
group.insert(2,"Miya")
```

- An **array** is like a variable that can hold **more than 1 value** at once
- Must all be the **same data type**
- Array can be as big as you want
- Sometimes called lists
- Will need a **name/identify**
- The **index**, are the position number
- Always starts at 0
- The spaces are called the **elements**
- These hold the **values/items**

How to approach a script using prior context:

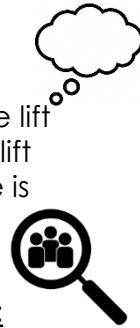
Ask yourself the following questions:

- Who is my character?
- What is their age?
- Where are they right now?
- Who are they with?
- Do you know what happened before this? If no, make an educated guess based on what is happening in the scene,

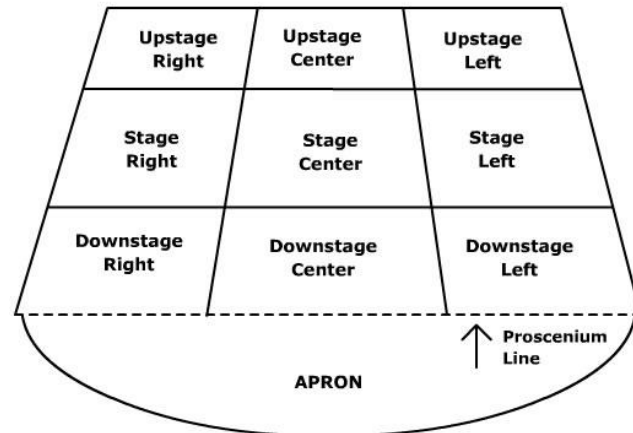


How to lift safely.

- Begin by deciding on who will lift
- Start slowly and decide on the intention of the lift
- Make sure everyone is safe and happy in the lift
- Ensure everyone is confident in what their role is before going faster.

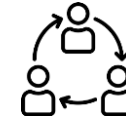


Stage positions from the audience's perspective:



Steps to a good devised performance.

Collaborate as a group and discuss initial ideas and research



Use the script to decide what the theme of the piece is going to be



Decide which parts of the script you will use and which parts will be turned into physical theatre



Perform confidently



Keyword	Definition
Body Language	Using posture or movement to communicate how your character is feeling.
Collaboration	Working together as a group to create something new
Communication	Exchanging information through speaking, writing, or non-verbal communication.
Concentration	Focussing on the set task.
Elizabethan England	The time in which Shakespeare began writing plays when Queen Elizabeth I was on the throne.
Facial Expressions	Showing your emotion through your face.
Focus	Not laughing while you are on stage and staying in character.
Gestures	Using your hands to show the audience where to look through pointing, waving etc.
Physical Theatre	A style of theatre which is dance like and uses movement to convey an emotion
Projection	Using a loud volume to make sure you are heard.
Stage Positions	Where you stand on stage to determine your status at any given time.
Vocal Tone	Showing emotion through your voice.

Film Music is a type of **DESCRIPTIVE MUSIC** that represents a **MOOD, STORY, SCENE** or **CHARACTER** through music, it is designed to **SUPPORT THE ACTION AND EMOTIONS OF THE FILM ON SCREEN**. Film Music can be used to:

- Create or enhance a mood (though the **ELEMENTS OF MUSIC**) ->
- Function as a **LEITMOTIF** (see D)
- To emphasise a gesture (**MICKEY-MOUSING** – when the music fits precisely with a specific part of the action in a film e.g. cartoons)
- Provide unexpected juxtaposition/irony (using music the listener wouldn't expect to hear giving a sense of uneasiness or humour!)
- Link one scene to another providing continuity
- Influence the pacing of a scene making it appear faster/slower
- Give added commercial impetus (released as a **SOUNDTRACK**) – sometimes a song, usually a pop song is used as a **THEME SONG** for a film.
- Illustrate the geographic location (using instruments associated with a particular country) or historical period (using music 'of the time').



Jerry Goldsmith
Planet of the Apes
Star Trek: The Motion Picture
The Omen
Alien



John Williams
Star Wars
Jaws
Harry Potter
Indiana Jones
Superman, E.T.



James Horner
Titanic
Apollo 13
Braveheart
Star Trek II: The Wrath of Khan



Ennio Morricone
The Good, The Bad and The Ugly
For a Few Dollars More
The Mission



Danny Elfman
Mission Impossible
Batman Returns
Men in Black
Spider-Man



Hans Zimmer
The Lion King
Gladiator
Dunkirk
Blade Runner 2049
No Time to Die



Bernard Herrmann
Psycho
Vertigo
Taxi Driver

Steps to a good performance.

Collaborate as a group and discuss initial ideas



Experiment with some sounds you may wish to use in your performance.



Arrange the sounds so they fit with the action on the screen and rehearse as a pair/group.



As a group, decide on a narrator and add a narration to the start of your scene to introduce characters and setting.



Keyword	Definition
Soundtrack	The music and sound recorded on a motion-picture film. The word can also mean a commercial recording of a collection of music and songs from a film.
Collaboration	Working together as a group to create something new.
Communication	Exchanging information through speaking, writing, or non-verbal communication.
Concentration	Focussing on the set task.
Experiment	To try something out or discover what works best.
Focus	Not laughing while you are on stage and staying focused on your performance.
Arrange	Organise/ put things in order.
Storyboard	A graphic organiser in the form of illustrations and images displayed in sequence to help the composer plan their soundtrack.
Music Spotting	A meeting/session where the composer meets with the director and decides when and where music and sound effects are to feature in the finished film.

How did Reggae develop?

REGGAE is one of the traditional musical styles from JAMAICA. It developed from :



Reggae was first heard in the UK in the 1950's when immigrants began to settle. During the 1960's, people began importing singles from Jamaica to sell in UK shops. Now, Reggae is known as the national music of Jamaica.

Reggae Key Words

MELODY – The main 'tune' of a piece of music, often sung by the **LEAD SINGER**.

RIFF – A repeated musical pattern. Often the **BASS GUITAR** plays repeated **MELODIC BASS RIFFS** in Reggae songs.

BASS/BASS LINE – The lowest pitched part of a piece of music often played by the **BASS GUITAR** in Reggae which plays an important role.

CHORD – 2 or more notes played together in **HARMONY**.

TEXTURE – Layers of sound combined to make music.

African Music

African instruments are often made from plants and animal products such as hide and bone. African musicians are very fond of **PERCUSSION** instruments and use a wide variety of drums (called **MEMBRANOPHONES**) Drums are traditionally used as an accompaniment to singing, dancing, working and communicating between villages. Drummers are typically the most respected members of their community.



Texture

In West Africa, drum ensembles have 3-5 players each with a distinctive method of striking their drum and playing interlocking rhythms. This creates a **THICK** and complex **POLYPHONIC** texture.

The **MASTER DRUMMER** can elaborate and decorate his solo drum part with **ACCENTS** and playing in a technically demanding style to "show off" to the rest of the drum ensemble and audience.

Texture

In West Africa, drum ensembles have 3-5 players each with a distinctive method of striking their drum and playing interlocking rhythms. This creates a **THICK** and complex **POLYPHONIC** texture.

Samba

Music in Latin America is widely influenced by colourful and exotic carnivals and a range of dance styles. Carnivals may include **FANFARRAS**, featuring brass instruments associated with fanfare, and almost always a **SAMBA BAND**.



Tempo

Samba music is generally fast at around 104 bpm and keeps a constant tempo to assist the dancers or processional nature of the music. Sometimes the **SAMBISTA** (Samba leader) uses **(TEMPO) RUBATO** – tiny fluctuations in tempo for expressive effect.





Year 9 What is Design Technology?

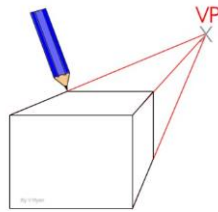
Design and technology gives young people the skills and abilities to engage positively with the designed and made world and to harness the benefits of technology.

3d Drawing Techniques

3D drawings are used to present ideas so clients are able to understand features more clearly.

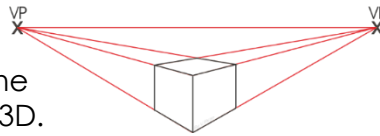
One-Point Perspective:

- Uses one vanishing point
- Used for Room interiors
- Front surface 2D and flat



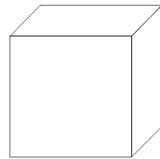
Two-Point Perspective:

- Uses two vanishing points
- Connected by a horizontal line
- Used for developing ideas in 3D.



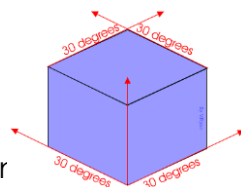
Oblique Projection:

- Horizontal going backwards drawn at 45 degrees
- Front surface is drawn in 2D
- Looks out of proportion
- Simpler process to isometric drawing



Isometric Projection:

- 30 degree angle is applied to its sides
- In proportion
- All vertical lines parallel to paper
- Drawing Board and isometric set square



Design Specification: A list of points to state what the product must have to meet the needs:

Possible Sections: Material, Safety, Ergonomics, Environmental, Costing, Manufacture, Finishes, Age Range, Functions,

Material Properties

- **DURABLE:** able to withstand wear, pressure, or damage; hard-wearing (Wood for a bench)
- **STRENGTH:** The ability of a material to stand up to forces being applied without it bending, breaking, shattering or deforming in any way (Metal when being shaped for a product)
- **TOUGHNESS:** A characteristic of a material that does not break or shatter when receiving a blow or under a sudden shock (Wood work bench)
- **MALLEABILITY:** The ability of a material to be reshaped in all directions without cracking (Metal when casted into a shape)

Design Brief: A Design Brief is a short paragraph explaining the situation you have been given and the problem you need to solve.

Purpose:

- Identify a Problem
- Identify the client
- How to go about solving the problem
- Solutions

Client Needs/Brief: What the client requires of a product, here are some examples:

- Function
- Disabilities
- Social
- Anthropometrics/Measurements
- Material/Finishes
- Health and Safety
- Costing

Keywords	Tools and Machines	Materials
Analysing Investigating Collate Develop Improve Manufacture Evaluate Explain Technical Dimension Tolerance Quality check	Metal files Pillar drill Wet & dry paper Vacuum former Wire wool Laser Cutter 2D Design Bench Vice Junior Hacksaw Safety ruler Pliers Engraver	Acrylic Aluminium Ferrous Non-ferrous Metal Alloy Polyvinyl chloride (PVC) High-density polyethylene ABS Copper Mild steel Polypropylene



Year 9 What is Engineering?

Engineering is the application of science and math to solve problems. Engineers figure out how things work and find practical uses for scientific discoveries.

Engineering definition

A general definition for engineering is 'the safe application of technical and practical knowledge to transform ideas and materials into products'

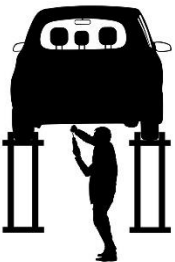
There are **four main engineering disciplines** of areas of study

Mechanical engineering studies the design, manufacture and use of machines

Electrical engineering studies the practical applications of electricity and magnetism

Civil engineering studies the design, planning and construction of large structures

Chemical engineering studies the process and equipment needed to manufacture chemical products on a large scale



Engineering Sectors

- A **sector** is a term used to describe a particular type of industry within the nation's overall economy
- The main **Engineering sectors** include the following – Aerospace, Automotive, Communications, Electrical/electronics, Mechanical, Environmental, Transport, Rail & Marine

Engineered Organisations

- Research and development** – Improve existing ideas or develop ideas for new products
- Design** – Sketching what the final product may look like, making models to visualise any problems
- Planning** – Develop a plan so that the product can be made in a timely, cost-effective and safe manner.
- Making** – Produce an engineered product that meets the requirements of the design

Engineered Products

- Engineering sectors & their Engineered products
- Mechanical** – Gears, shafts and hydraulics
- Automotive** – engines, gearbox, suspension and braking systems
- Aerospace** – Engines, wings and rotor blades
- Communications** – Satellite dishes, smartphones and wireless routers
- Environmental** – Photovoltaic cells and wind turbines
- Marine** – Ships, boats, submarines, yachts

Engineered Job Roles

- Engineering organisations employ many different people with a variety of skills

- Maintenance technician** – Service and repair mechanical and electrical equipment and systems

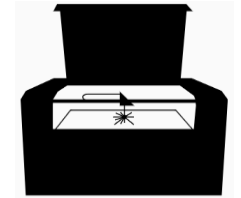
- Machine operator** – Operate machinery, such as drills and lathes

- Aircraft Fitter** – Employed in both aircraft manufacturing and aircraft maintenance
- Engines, wings and rotor blades

CAD



CAM



Keywords	Tools and Machines	Materials
Analysing Investigating Collate Develop Improve Manufacture Evaluate Explain Technical Dimension Tolerance Quality check	Metal files Pillar drill Wet & dry paper Vacuum former Wire wool Laser Cutter 2D Design Bench Vice Junior Hacksaw Safety ruler Pliers Engraver	Acrylic Aluminium Ferrous Non-ferrous Metal Alloy Polyvinyl chloride (PVC) High-density polyethylene ABS Copper Mild steel Polypropylene

There are **seven** major classes of nutrients: carbohydrates, fats, dietary fibre, minerals, proteins, vitamins, and water. These nutrient classes can be categorised as either **macronutrients** (needed in relatively large amounts) or **micronutrients** (needed in smaller quantities).

Macronutrients:

Carbohydrates provides the body with **energy**. There are two main types, complex and simple. **Complex carbohydrates** give **long lasting energy**. These are found in foods such as bread, pasta and cereals. **Simple carbohydrates** make blood sugar levels go up very quickly. This provides a **short burst** of **energy**. These are found in 'sugary' foods such as cakes, jams and sweets.

Protein is needed for **growth** and to **repair** cells. Protein is made up of amino acids. Proteins that are high in essential amino acids are called **high biological value (HBV)** proteins. These are found in milk, cheese, fish, eggs, meat and soya beans. Proteins that are low in amino acids are called **low biological value (LBV)** proteins. These are found in nuts, cereals and pulses.

















Fats are used by the body for **energy**. Fat also forms an insulating layer under your skin to keep us **warm** and **protect our organs**, such as our kidneys. There are two main types of fat, **saturated** and **unsaturated**. Foods such as meat, cheese and butter are high in saturated fats. Foods such as seeds, fish and vegetable oils are high in unsaturated fats. We should eat less saturated fats.

Fibre helps food to move through our bowels and prevent **constipation**. Foods such as vegetables, wholemeal bread and beans are high in fibre.

Water is needed for lots of reasons, keeping our body at the right **temperature**, **digesting** food, **lubricating** our bones and keeping us **hydrated**. Water is found in drinks, fruits and vegetables.

Keywords	Definition
Constipation	Difficulty emptying the bowels
Cholesterol	A type of fat found in our blood
Immune System	A set of tissues which work together to resist infection
Diabetes	A disease that occurs when your blood glucose (blood sugars), is too high.

Micronutrients:

Vitamin	What we need it for	Examples of where we get it from
A	Good vision, especially when it is dark	  
B Group	Releasing energy from carbohydrates	Meat   
C	Fighting diseases and helping the body to absorb iron	  
D	Along with calcium, it helps our body make strong bones and teeth	 Oily 
Minerals	What we need it for	Examples of where we get it from
Iron	To make red blood cells to carry oxygen around the body	Green leafy veg  
Calcium	Along with vitamin D, calcium helps make strong bones and teeth	  

Consequences of a poor diet:

- Eating too many carbohydrates, fatty foods or sugary foods can lead to **obesity**, which can increase the risk of **type 2 diabetes** and **heart disease**.
- Eating too many salty foods can cause **high blood pressure**.
- Too much saturated fat can lead to **high cholesterol**.

Nutritional needs according to age – Everyone should aim to follow the healthy eating guidelines, but our nutritional needs change throughout each stage of our lives.



Children, grow quickly and are very active. They need protein to help them grow and repair the body. Carbohydrates are needed for energy to support their physical activity. Calcium and Vitamin D are needed for healthy teeth and bone development.



Teenagers, should aim for a balanced diet. Rapid growth spurts happen around the early teens, girls usually start these earlier than boys. Protein is needed to cope with growth spurts, boys tend to need more due to muscular tissue development. Girls need more iron and Vitamin C as they lose these nutrients through a period. Teenagers also need Calcium and Vitamin D, to support the skeleton reach peak size and bone density.

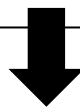


Adulthood, at this stage growth and development stops. Men require more calories than women because they have more lean muscle and are generally taller and larger. Iron is important for adult women as they continue their periods. Calcium and Vitamin D to keep the skeleton strong as women tend to lose bone strength.



Late Adulthood, as we age our muscle is replaced with fat, so eating high in fat foods must be avoided. Calcium and Vitamin D is needed to help stop bones from becoming weak and brittle. Vitamin B12 is needed to keep the brain healthy and prevent memory loss. Fibre is needed to prevent constipation as the digestive system begins to weaken and Vitamin A is needed to help maintain good eyesight.

Diet and Lifestyle – You may have to plan a meal for someone with a dietary requirement (intolerances, allergies, ethical, religious beliefs and diet related health problems) all affect what people eat.



Vegetarians avoid eating meat and fish for a variety of reasons, including:

- Dislike the taste and texture of meat
- Religious beliefs
- Family influences

Vegans do not eat any foods from animal origin. This includes meat, fish, dairy and honey. To obtain a range of nutrients, vegetarians and vegans do eat:

- Wholemeal bread and flour
- Soya/ plant based products
- Fruit and vegetables

An **allergy** is a reaction to the immune system your body has to a particular food. The most common types are nuts and shellfish. Symptoms include a rash to swelling of the throat and mouth and difficulty breathing.

Food intolerance occurs when a person has difficulty digesting a particular food. Common examples include lactose (cow milk) and gluten (wheat).



GLUTEN FREE

Keyword	Definition
Diet	The type of food we eat and drink
Growth Spurt	Growing quickly and suddenly in a short period of time
Rickets	A disease in children from a lack of vitamin D and calcium, causing bones to soften and bend, particularly in legs
Osteoporosis	A medical condition in which the bones become brittle and fragile from a lack of calcium and vitamin D
Iron deficiency anaemia	A condition where a lack of iron in the body leads to a reduction in the number of red blood cells.
Bone density	The amount of bone mineral in bone tissue
Obesity	The state of being grossly fat or overweight
Diabetes	A disease in which the body's ability to produce or respond to the hormone insulin is impaired, resulting in abnormal metabolism of carbohydrates and elevated levels of glucose in the blood.
Tooth Decay	Damage to a tooth caused by dental plaque turning sugars into acid.
Constipation	Difficulty emptying the bowels



A. Qu'est-ce que tu fais comme sport ? What sports do you do?							
Time phrase	Opinion verb	Infinitive	Sport	Connective	Relative	Quantifier	Adjective
Chaque jour Every day Le weekend At the weekend Le soir In the evening Avant l'école Before school Après l'école After school À l'école At school	j'adore I love j'aime beaucoup I like a lot j'aime bien I like je préfère I prefer je n'aime pas I don't like je déteste I hate	jouer to play	au basket basketball au foot football au hockey sur glace ice hockey au tennis tennis à la pétanque petanque	car because cependant however néanmoins nevertheless	 c'est un sport qui est it's a sport which is	complètement completely plutôt rather totalemt totally vraiment really	bénéfique pour le mental beneficial for mental health bénéfique pour la concentration beneficial for concentration bénéfique pour la santé beneficial for health divertissant entertaining génial great passionnant exciting décevant disappointing ennuyeux boring insupportable unbearable nul rubbish
		faire to do	du cyclisme cycling du karaté karate du patinage skating de la boxe boxing de la danse dancing de la musculation weightlifting de la natation swimming de l'équitation horse riding				



B. Qu'est-ce que tu aimerais faire comme sport extrême ? What extreme sport would you like to do?							
Conditional clause		Noun	Connective	Opinion phrase	Verb	Quantifier	Adjective
<div>Si j'avais de l'argent, If I had the money</div> <div>Si je pouvais, If I could</div>	<div>j'aimerais bien faire I would quite like to do</div>	<div>du jet ski jet skiing du kayak kayaking du motocross du parachutisme skydiving du parapente paragliding du parkour du rafting du saut à l'élastique bungee jumping du VTT mountain biking</div> <div>de la plongée sous-marine scuba diving de la tyrolienne ziplining de la varappe rock climbing</div>	<div>parce que because puisque as, since</div> <div>mais but pourtant however néanmoins nevertheless</div>	<div>pour moi for me</div> <div>sans doute without doubt</div> <div>je dirais que I would say that</div>	<div>ce serait it would be</div>	<div>complètement completely</div> <div>plutôt rather</div> <div>totalemt totally</div> <div>vraiment really</div>	<div>dangereux dangerous divertissant entertaining effrayant scary exaltant exhilarating incroyable incredible inoubliable unforgettable palpitant thrilling risqué risky</div>



C. Qu'est-ce qu'il faut faire pour être en forme ? What must you do to stay in shape?							
Infinitive phrase	Verb	Infinitive	Adverb	Adjective	Noun	Connective	Infinitive phrase
Pour être en bonne santé To be in good health Pour rester en forme To stay in shape	il faut you must	faire de l'exercice do exercise faire du sport do sport bien dormir sleep well boire drink bien manger eat well reposer relax	plus régulièrement more regularly plus sainement more healthily plus souvent more often	ce qui est bon pour which is good for	le cœur the heart le corps the body le mental mental health le moral moral la concentration concentration la santé health	sinon on risque d' if not we risk	être accro being addicted être malade being ill être obèse being obese être stressé being stressed



D. Pourquoi est-ce qu'on fume/se drogue/prend de l'alcool ? Why do people smoke/take drugs/drink alcohol?						
Opinion phrase	Verb phrase	Infinitive phrase	Connective	Verb	Quantifier	Adjective
À mon avis In my opinion Selon moi As I see it Je trouve qu' I find that Pour moi For me Sans doute Without doubt Je dirais qu' I would say that	on boit de l'alcool people drink alcohol on se drogue people take drugs on fume people smoke	pour faire partie d'un groupe to be part of a group pour se sentir plus adulte to feel more adult pour se sentir plus cool to feel more cool pour se détendre to relax	pourtant however néanmoins nevertheless même si even if	c'est it is	complètement completely plutôt rather totalelement totally vraiment really	dangereux dangerous illégal illegal inquiétant worrying mauvais pour la santé bad for your health stupide stupid une perte d'argent a waste of money une perte de temps a waste of time du gaspillage a waste

Year 9 – Geography – Topic 13 – Extreme Weather

Tornadoes

- A tornado is a vertical funnel of violently rotating (can reach 250mph) air that extends from a thunderstorm.
- Tornadoes form where cold dry air and warm humid air collide, tornadoes are fuelled by cool air from the jet stream.
- Tornadoes are common in central USA (Tornado Alley) due to warm/cool air combining.
- The UK has between 30 and 50 tornadoes each year – that's more tornadoes per land area than anywhere else in the world.
- The Fujita Scale and the Enhanced Fujita Scale rate tornadoes by the damage caused.
- They are rated from F0 (not too bad) to F5 (very bad with lots of damage).
- Tornadoes can result in a loss of life, property damage, habitats are destroyed, severe economic loss and flash flooding.

Are Tornadoes increasing?

- Since 1975, trends show a decline in the number of strong tornadoes recorded.
- Population increase in tornado-prone areas leads to a risk of more deaths.
- Global warming will lead to more conditions that tornadoes can be formed in.



Forest Fires

- Forest fires are a natural and necessary part of the natural cycle of the ecosystem, healthy forests contain decaying organisms, burning returns nutrients to the soil.
- However, they can lead to some established ecosystems being destroyed and a loss of habitat.
- They can also lead to loss of life, health issues and due to the loss of vegetation it increases stormwater runoff.

Air Masses

- When jet streams migrate south, cold dry polar air masses dominate the UK bringing cold snaps.
- Beast from the East UK (2018) was a storm that brought cold temperatures and snow to the UK.
- Air masses are huge bodies of air that can affect the weather conditions of a place.
- The UK has five air masses that influence its weather.
 1. Arctic Maritime – this comes from the Arctic and brings wet, cold air and snow in the winter.
 2. Polar Maritime – this comes from Greenland, near the poles, and brings cold, wet air and showers.
 3. Polar Continental – this comes from central Europe and brings cool, dry air in the winter (with snow) and warm, dry air in the summer.
 4. Tropical Maritime – this comes from the Atlantic Ocean bringing warm, moist air clouds, rain and mild weather.
 5. Tropical Continental – this comes from northern Africa bringing hot, dry weather.

Keyword	Definition
Apartheid	A system of racial segregation.
Circumstantial	Relating to the circumstances in which something happened
Conflict	A disagreement caused by the actual or perceived opposition of needs, values and interests.
Genocide	The deliberate killing of a large group of people, especially those of a particular nation or ethnic group.
Holocaust	A genocide during World War 2
Identity	The fact of being who or a what a person or thing is.
Mitigation	The act of reducing the severity of something.
Multiple Hazard Zones	A location where two or more physical hazards can occur at any point.
Pandemic	A disease that is prevalent over a whole country or the world.
Segregation	The action or state of setting someone apart from others.
Social Distancing	Keeping space between yourself and other people outside of your home.
Superpower	A country with exceptional capacities that has global reach and power.
Supremacy	The state or condition of being superior to all others.
Water Scarcity	When water supplies fall below 1000 cubic metres per person per year in a country or region.
Water Stress	A situation where there is not enough water to meet people's needs.
Water Surplus	A situation in which the usable water supply exceeds the demand.

Tropical Cyclone

- Tropical cyclones are extreme low-pressure systems, form over warm water (26.5 degrees and above) 30 degrees N/S of equator. These can also be known as typhoons, cyclones or hurricanes in different parts of the world.
- Tropical storms cause storm surges, intense rainfall, high winds and coastal flooding. Very strong winds also destroy houses, buildings and uproot trees
- Individuals and governments in developed countries are able to respond more effectively than developing/emerging countries. Strategies to respond include early warning systems, satellites to monitor and track cyclone path and evacuation strategies
- Typhoon Haiyan: Category 5 Typhoon in the Philippines in November 2013. It was estimated to have cost the Philippines £3.83 billion, 7000 people were killed and widespread floods. There were outbreaks of disease due to the lack of sanitation, food, water, shelter, and medication
- Hurricane Katrina: Hit the south-eastern area of USA in August 2005. There was widespread flooding, 1836 people died with 705 people still missing. USA invested more in tropical storm prediction, planning and protection. By using satellite images and other weather instruments

Drought

- Droughts are periods of time with below-average amounts of rainfall. Water supplies run low or run out during droughts.
- There are two main types of drought: hydrological and meteorological. Meteorological drought = less than normal rainfall. Hydrological = reduced water supply such as rivers and lakes
- Impacts include reduction in water supply levels, death through dehydration, loss of crop yields, strain on healthcare services. Impacts depend on level of development- subsistent farmers may face famine and death. Developed countries may suffer economic impacts due to reduce crop growth.
- Sahel - Droughts in the Sahel are human caused. Impacts of the Sahel include the death of livestock, a lack of clean drinking water causing diseases such as cholera from contaminated water. Attempted solutions are encouraging farmers to grow drought-resistant crops, improving knowledge and understanding of drought. Solutions used to combat drought are more successful in developed countries due to technology and wealth.
- Australia - Droughts caused by natural climate. Significant agricultural impacts affecting crop growth resulting in more food imports (expensive food prices as a result), poor soil quality, loss of livestock and environmental impacts including wildfires and dried up rivers. Solutions included electromagnetic imaging is helping some farmers survive by finding new hidden water stores underground and restrictions on public water use for gardening.

Climate change influence on extreme weather

- More extreme weather (storms), Coastal flooding (linked to sea level rise), Disruption to habitats (which could lead to the extinction of some species), Warmer oceans

Water Conflict

- Water is the most valuable resource and access to water influences quality of life.
- Although 71% of the Earth's surface is water, only 3% of this water is freshwater, and 0.4% of this is accessible to humans.
- With such a small supply of accessible freshwater, this causes conflicts between countries – everybody is wanting enough water to meet all their needs.
- The Ethiopian dam will benefit Ethiopia's agricultural industry and help to relieve their energy shortage.
- However, dams can alter the flow of water and Egypt are worried about their water supply – particularly as there is population growth and increased demand.



Energy Conflict

- Energy resources are distributed globally and many countries have access to multiple forms of resources.
- Access to these energy resources is key to fulfilling basic social needs, increasing economic growth and fuelling human development.
- Non-renewable energy resources are cheap and effective at producing a lot of energy – many emerging and developing countries rely on these for development.
- This can lead to conflict between countries – such as the dispute in the South China Sea.
- The South China Sea has massive amounts of gas and oil. Different countries have wanted claim to this territory, leading to high tensions.



Living at Risk - Volcanoes

- Often, people choose to live in areas that are classed as 'at risk' because the benefits outweigh the negatives.
- Living by volcanoes have several risks – for example, damage to housing and possessions and even a risk to life.
- Many people choose to live beside volcanoes due to highly fertile soil which provides good growing conditions for agriculture.
- Different stakeholders have different opinions about whether people should live close to volcanoes or not.



Living at Risk – Multiple Hazard Zones

- Countries such as Japan and the Philippines are 'multiple hazard zones' and often experience tectonic hazards.
- This is because they are situated on plate boundaries (so they are at risk of earthquakes, tsunamis, and volcanic eruptions).
- Additionally, because they are located near warm waters, both countries experience typhoons.
- There are different factors that can affect how severely these natural hazards affect a country – both Japan and the Philippines have mitigation techniques, such as evacuation drills.
- However, if a country is wealthier they often have more advanced technology to help them prepare.



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Conflicts of Identity

- Conflicts of different identity have occurred in the past such as the Holocaust, 'Black Rights' and the South African apartheid where people have been discriminated against.

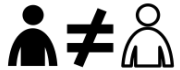
The Holocaust

- The Holocaust was the mass murder of Jews under the Nazi regime between 1941 and 1945.
- Jewish people were segregated from their friends and were not allowed to run businesses, own jewellery or count as citizens in their country.
- Jewish people were sent to concentration or extermination camps (most of them in Germany and Poland) where they would work in very poor conditions and, eventually, be killed in gas chambers.



The South African Apartheid

- The Dutch and British settlers had conflict over South Africa in the late 1800s and brought diseases with them that killed the native people.
- The colonists felt that they were the superior race and the idea of white supremacy was born in South Africa.
- The Apartheid was a system of racial segregation that was official government policy in South Africa between 1948 and 1994.
- These laws took away property, restricted movement and forced those of a different race to relocate to special reserves separate from white society.



The Civil Rights Movement

- Slavery was abolished in the USA in 1865, however, black Americans still did not have equal rights.
- In the 1950s and 1960s the Civil Rights Movement, led by Martin Luther King Jr., challenged white supremacy.
- The Civil Rights Movement saw marches and sit-ins spread across the United States, growing in size with a quarter of a million people hearing Martin Luther King Jr's 'I have a dream speech'.



Superpowers












- A superpower is a country with exceptional capacities that has global reach and power.
- Superpowers such as the USA, China and Russia have dominated global politics, economies and have substantial global influence.
- This global influence can be shown through many different ways: international aid, language, manufactured products (e.g. Apple), social media, food, and energy resources.



Global Pandemics

- An endemic is a spread of a disease which is contained in one country.
- A pandemic is a spread of a disease which spreads over multiple countries or continents.
- Diseases are spread through multiple methods such as sneezing or coughing - the direct transfer of bacteria. They can also be transferred from animals to people.
- Global pandemics such as Coronavirus/Spanish Flu have caused severe fatalities
 - The Spanish flu was a widespread flu epidemic in 1918.
 - Coronavirus is a pandemic in 2020/2021
- Most deaths from infectious diseases happen in developing countries.
- Global pandemics also affect economies, can influence trade/businesses and in extreme cases lead to 'lockdowns'.

Key Words

Archduke Franz Ferdinand 	A prince and next in line to the throne of the Austro-Hungarian Empire.
Trench 	A ditch dug into the ground about 7 feet deep and 4-6 feet wide. Used to defend soldiers from enemy fire.
Artillery 	A big weapon that fired shells (bombs) from a far distance.
Recruitment 	Getting people to join or sign up for something, in this case the army.
Alliances 	Agreements made between countries to support and help each other if one is attacked in war.
Militarism 	Increasing the amount of weapons and soldiers a country has to show its strength/power.
Nationalism 	A belief of putting your country first above all others and taking great pride in your country, often thinking your country is the best.
Imperialism 	The aim of increasing a country's power/ influence through military power and trade.
Propaganda 	Information that is usually one sided used to promote a political cause or point of view.
Shell-shock	A medical illness suffered by soldiers who have often experienced horrific or traumatic events. Those with shell shock would sometimes suffer from panic attacks or uncontrollable shaking.
Conscientious Objector 	A person who refused to fight in a war because of their religious, political or moral beliefs.
Trench foot 	An injury common for soldiers in WWI, caused by continuously wet conditions that left feet rotting and becoming infected.

Who was important?

Archduke Franz Ferdinand	Kaiser Wilhelm II (ruler of Germany)	Lord Kitchener (in charge of recruitment)
Marie Curie (treated wounded soldiers in the trenches)	Walter Tull (first black officer)	
Harry Farr (suffered from shell shock but was mistaken as a coward and shot)	General Douglas Haig (British General)	

Key causes of WWI

Long Term:

- Imperialism – Countries of Europe were competing against each other to gain more land and power around the world = increased tension.
- Nationalism – Strong beliefs in these countries led people to believe that their country was more powerful and more deserving of certain things, like land/power/resources. = rivalry between nations.
- Militarism – countries wanted to have the biggest and strongest army. = 'arms race' to develop the best army which leads to more rivalry and jealousy between countries, e.g. Germany V Britain.
- Alliances – These 'friendships' meant that some countries felt threatened by being on their own, it also meant that if two countries went to war, their allies would also be dragged into the war.

Short Term:

- Assassination of Archduke Franz Ferdinand – Murdered by a group of Serbians who wanted Bosnia to be joined with Serbia and free from the control of the powerful Austro-Hungarian Empire.
- Franz Ferdinand was killed as a show of defiance against the power hungry empire.
- The Austro-Hungarians blamed Serbia for the attack, rather than just the small group, and declared war. Serbia was allies with Russia, who came to Serbia's defence. Germany (allies with Austria-Hungary) declare war on Russia to defend Austria-Hungary. France is also allies with Russia, so Germany attack them first to try and avoid a war on two fronts. By doing this, Britain must now join the war to defend its allies (France and Belgium) from Germany. = Total war in Europe.

Recruitment

- Britain recruited an army of 1 million men within 6 months of the war beginning. These men were all volunteers who wanted to 'do their bit' for their country. However, it soon became clear that this wasn't going to be enough men!
- The armies of Europe were huge and Britain's army was far outnumbered compared to Germany, France and Russia.
- Propaganda was used to encourage men of Britain to join the army. This was mostly in the form of posters that put across the most convincing and key messages for men to join up.
- Some posters made men feel guilty for not fighting, or they made war seem like a fun adventure, or some targeted the mothers and wives of Britain to encourage their men to join the army.
- The propaganda campaign from the government was a success with 2.5 million men joining the army by 1916.
- See an example on the next page.
- Millions of men were also recruited by countries of the British Empire, such as; The West Indies, South Africa, India, Canada, Australia and New Zealand. They were often not treated as well as they deserved but Britain would never have survived as long as it did without the help of these brave soldiers from across the empire.



Why did people migrate after WWII?

After World War Two, mass **immigration** of people coming to work began in earnest. The 1948 British Nationality Act said that all **Commonwealth** citizens could have British passports and work in the UK. This included:

- Poles
- EU nationals
- Commonwealth nationals
- Refugees
- Other groups

The government encouraged people to move to Britain due to severe labour shortages.



Positive effects on Britain

- Culture/customs,
- Economy
- Public Services



Negative effects on Britain

- Prejudice and discrimination
- Racism
- Population growth



The 'Rivers of Blood' in Birmingham

Enoch Powell was a former MP for Wolverhampton. In April 1968 he made a famous speech in Birmingham called his 'Rivers of Blood Speech'. His speech strongly criticised mass immigration, especially Commonwealth immigration to the United Kingdom and the proposed race relations bill.

European union

The European Union was set up with the aim of ending wars between neighbours, which culminated in the Second World War.



The E.U is the economic and political union of currently 27 countries located predominately in Europe.

The European Union influences migration (free right of movement in and across any member state, right to work in any member state without discrimination because of nationality)

Wind rush scandal

The Windrush Voyage was a ship that carried people from the Caribbean that sailed from Jamaica in June 1948 carrying migrants to come and live and work in Britain. They were invited by the government, prospect of jobs, money, better quality of life

But, the failure of government to grant those on Empire Windrush British citizenship as promised resulting in many being wrongly detained, denied legal rights, threatened with deportation, and, in some cases, wrongly deported from the UK.



What is Multi-cultural Britain like today?

- Britain, down to its deepest roots, has always been a diverse nation.
- Our diversity is a result of invasion, expansion, empire and Commonwealth, and being a safe haven for people fleeing danger.
- Our current population of over **60 million people** includes a mix of people from different racial, religious and **cultural** backgrounds. 7.5 million of those people were born outside the UK.
- For over 2000 years people have arrived in Britain, contributing their own cultural influence.



Food

Chicken Tikka Masala being one of Britain's most popular dishes came from Asia.



Music

We listen to Reggae music in the UK. It originated in Jamaica.

Sport

The sport of Sumo wrestling is enjoyed in the UK but came from Japan.



What impact did immigration have on Wolverhampton and the local area?

- West Park primary have a majority intake of pupils from ethnic minority background,
- Eleanor Smith first black MP for the midlands.
- look at immigration and racism in (football)

Immigration	coming to live permanently in a foreign country
Migration	the movement of either people or animals from one area to another.
Citizenship	the position or status of being a citizen of a particular country
Refugees	a person who has been forced to leave their country in order to escape war, persecution, or natural disaster.
Prejudice	preconceived opinion that is not based on reason or actual experience.
Diversity	The fact of many different types of things or people being included in something; a range of different things or people
Commonwealth	A group of countries previously part of the British Empire who share the Queen as their Head of State
Discrimination	unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, sex, or disability
Ethnic minority	a group within a community which has different national or cultural traditions from the main population
Culture	the way of life, especially the general customs and beliefs, of a particular group of people at a particular time
Inclusive	tries to include many different types of people and treat them all fairly and equally
Society	a large group of people who live together in an organized way, making decisions about how to do things and sharing the work that needs to be done.
Multicultural	including people who have many different customs and beliefs

Year 9 – History – The Holocaust



Key definitions.

What is a Holocaust? - Destruction or slaughter on a mass scale

A Holocaust is not the same thing as THE Holocaust



The Holocaust

- Holocaust comes from Hebrew and means destruction or completely burnt. Many Jews use the term **Shoah** which comes from the Hebrew and means catastrophe.
- The mass murder of Jews under the German Nazi regime during the period 1941–5. More than 6 million European Jews, as well as members of other persecuted groups, were murdered at concentration camps such as Auschwitz.

What was life like for Jews pre war?

- Jewish communities had existed in Europe since classical times.
- For many different reasons, Jewish settlement had spread over the centuries so that Jews could be found in **every country in Europe** by the early twentieth century.
- Though many Jews were very religious, others were less so and some not at all.
- There was a great **diversity** of languages and cultures across Europe's Jewish communities. - Jewish identity was very important to many people but not to everyone.
- People also had many other identities.
- Only anti-Semite's such as the **Nazis** defined them all as Jews and saw them only as Jews and nothing else.



The Rise of Hitler and the Nazis

*Nazi's is an abbreviation for **the National Socialist German Workers Party** that existed from 1919-1945.

*Their leader was Adolf Hitler



Reasons for the Nazi's gaining support:

- Nazi's had support from big business
- The rise in unemployment
- Hitler promised a stronger Germany and Hitler's use of propaganda
- The Nazis promised different things to different people: jobs to the unemployed, ideas to the young, pensions to the old
- Hitler blamed the Jews for the economic collapse and struggles of Germany

Hitler takes power in Germany:

- **July 1932** the Nazis were the largest party in the Reichstag.
- Hitler is made **Chancellor on the 30th January 1933.**
- Hitler starts his **persecution** of the Jews.



Key terms

Anti Semitism	Hatred of Jews
Aryans	Northern Europeans, including Germans, who Hitler believed were the 'Master Race'
Autarky	The idea that Germany should be economically self-sufficient.
A strong Germany	The Nazi belief that the Treaty of Versailles should be abolished and all German-speaking people united in one country
Concentration camp	A work camp where Jews and other 'undesirables' were sent to complete manual labour
Extermination camp	A death camp where Jews and other 'undesirables' were gassed
Führer	The idea that there should be a single leader with complete power rather than a democracy.
Genocide	The deliberate killing of a large group of people, especially those of a particular nation or ethnic group
Ghetto	Part of a city, particularly a slum area, occupied by a minority group
Kristallnacht	Night of Broken Glass—attacks on Jews & Jewish property that signalled intensification of persecution of Jews in Germany
Liberation	The action of setting someone free from imprisonment, slavery, or oppression; release
Persecution	Unfair or cruel treatment over a long period of time because of race, religion, or political beliefs
Resistance	To refuse to do something
Synagogues	Jewish places of worship

Year 9 History – Chronology -Hitler's Persecution of the Jews 1933-1938

1st April 1933: Hitler's first action directly against the Jews was a **Boycott of all Jewish businesses**

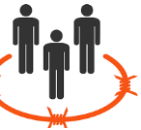
May 10, 1933 - Burning of books in Berlin and throughout Germany.

Summer 1935 Placards saying Jews not wanted displayed in resorts, public buildings, restaurants and cafes .(these were removed during the **1936** Olympic Games).

April 11, 1933 - Nazis issue a decree defining a non-Aryan as "anyone descended from non Aryan, especially Jewish, parents or grandparents."

In **Sept** - Nazis establish Reich Chamber of Culture, then exclude Jews from the Arts.

A massive, coordinated attack on Jews throughout the German Reich on the night of **November 9, 1938** into the next day, has come to be known as **Kristallnacht** or The Night of Broken Glass.



Concentration camps

The Nazis had been using **concentration camps since 1933**—often for political opponents.

Thousands of Jews were taken to camps like **Dachau** following **Kristallnacht**.

Germany's invasions of Poland & Soviet Union meant that there were now millions more Jews under their control.

Initially, groups of SS troops **Einsatzgruppen**, murdered Jews by shooting.

Ghettos

400,000 to 500,000 Jews lived in the Warsaw Ghetto.

Walls were built to separate the ghetto district from the rest of the city

The Nazi government wanted to stop **Jews mixing with the superior Aryan race**

Starvation, food and fuel shortages, and severe winter led to illnesses and deaths

Key events 1933-45

The Final Solution

The Wannsee Conference was a meeting of senior government held in the Berlin at Wannsee - 20 January 1942.

It was decided where by most of the Jews of German occupied Europe would be deported to occupied Poland and murdered.

The Death Camps

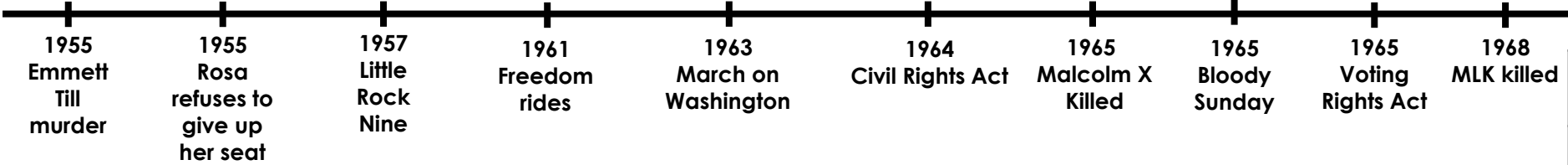
Auschwitz Birkeneau, Chelmno, Treblinka, Belzec, Sobibor, Majdanek in the far east of Poland.

Death camps used **gas chambers** to murder Jews and others on an industrial scale. Jews were brought from all over Europe.

Liberation

1944 –Germans destroy evidence of the holocaust. Allies begin to liberate camps and the world discovers what's happened





Key Words

Segregation	the action or state of setting someone or something apart from others.
Activists	a person who campaigns to bring about political or social change
Assassination	to kill someone suddenly or secretly
Abolished	formally put an end to
Prejudice	preconceived opinion that is not based on reason or actual experience
Equality	the state of being equal, especially in status, rights, or opportunities
Supremacists	a person who believes that a particular group, especially one determined by race, religion, or sex, is superior and should therefore dominate society.
Discrimination	the unjust or prejudicial treatment of different categories of people,
Legislation	laws, considered collectively.
Civil Rights Act	The Act outlawed discrimination on the basis of race, colour, religion, sex, or national origin
Brown V Board	decision of the U.S. Supreme Court that U.S. state laws establishing racial segregation in public schools are unconstitutional
Boycott	withdraw from commercial or social relations with as a punishment or protest
Lynching	When a of a group of people kill (someone) for an alleged offence without a legal trial

Emancipation Proclamation

President Abraham Lincoln issued the **Emancipation Proclamation** on January 1, 1863. The proclamation declared "that all persons held as slaves" within the rebellious states "are, and henceforward shall be free." This meant that for the first time since their transportation to the nation, African-Americans were **legally** free.



Important figures

Martin Luther King

Martin Luther King Jr was a campaigner for equality. Most known for his 'I have a dream' speech and the youngest person ever to win a Nobel peace prize.

Malcolm X

Malcolm X was a campaigner who did not rule out violence in self-defence and used the phrase 'by any means necessary'

Rosa Parks

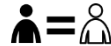
Best known for her role in the Montgomery bus boycott where she refused to give up her seat on a segregated bus.

Emmitt Till

A fourteen-year-old murdered for supposedly flirting with a white woman. The nation was shocked by these events.

What was the American Civil Rights Movement?

The American Civil rights movement was a decades-long struggle by African Americans to end racial discrimination and racial segregation in the United States. After the end of the American Civil War in 1865, black people were supposedly free from suppression. However, African-Americans still faced hostility and persecution. This led to a movement against segregation.



The Black Panthers



The Black Panthers were a controversial group who also followed Malcolm X. They took part in shoot outs with police officers, but also provided breakfast clubs to children and free medical and legal advice to poor African-Americans.

What were the Jim Crow Laws?

States in America had introduced a series of laws to keep the races separated and the black population under control. The black population was segregated from:

- Public transport waiting rooms
- Public places such as shops, hotels, cinemas, - theatres and libraries
- In education black children could be educated in separate schools



Who were the white supremacists?

Groups of people who thought they were superior and did not want equality, particularly the Ku Klux Klan. They campaigned hate and violence against African Americans. They used violence such as beatings, burnings, brandings, attacks with acid and lynching.

Little Rock Nine



In September 1957 Nine black students tried to attend an all white school. The school Governor called in the National Guard to stop the black students' entering the school. As a result, President Dwight D. Eisenhower sent in federal troops to escort the "Little Rock Nine" into the school.

Year 9 Term 2a – PRE – How has the Holocaust impacted Jewish identity?

Key Words

Anti- Semitism: Acting upon prejudice or hatred towards Jews.

Segregation: The action of setting someone apart from others.

Holocaust: Destruction or slaughter on a mass scale.

Shoah: The mass murder of Jews under the German Nazi regime during 1941–5.

Ghettos: A part of a city which is separate from the main city & often occupied by a minority group.

Deportation: The action of deporting a foreigner from a country.

Transportation: The action of transporting someone or something.

Moral Dilemma: A situation in which a difficult choice has to be made.

Concentration Camp: Places of imprisonment where people were forced to work, worked to death or were put to death.

Auschwitz: A concentration camp in Poland

Testimony: A formal written or spoken statement.

Forgiveness: The action or process of forgiving or being forgiven.

Just: Morally right and fair.

Dehumanised: All human qualities are taken away from a person.

April 1933- Anti-Semitism towards Jewish people started in the form of being banned from sports clubs

December 1938- A law is passed confiscating all Jewish businesses

April 1939- Jews can be thrown out of their homes at any time

1941-1945- Over 6 million Jews are murdered across Europe under Nazi Germany, this was approximately two thirds of Europe's Jewish population

How did Anti-Semitism start to rise in the 1930s?

Jews were segregated from the rest of society, they were banned from sports clubs, cinemas & swimming pools. Jewish children were only allowed to play with other Jewish children.

Jews were thrown out of their homes & forced to live in Ghettos. They had to carry around an identity card, their food was rationed, medical supplies were limited & all possessions taken from them.

Jews were transported to concentration camps. They were stripped of their identity. Their heads were shaven, they were tattooed with a number & forced to work if they were able or taken to a gas chamber if they weren't.

Upwards of 80 per cent of those Jews transported to Auschwitz-Birkenau were selected for immediate death.



The Nazis sent at least 1.3 million people to Auschwitz. About **1.1 million** of these people died or were killed at Auschwitz

Why might Jews have started to question G-d in the Ghettos?

Jews believe G-d gave humans free will (the ability to choose their actions) so humans were to blame not G-d.

"If there is a G-d, he will have to beg for my forgiveness" was found carved into a camp wall suggesting some Jews lost faith in G-d.

A Rabbi once said the question 'where was G-d' is not what should be asked, the question 'where was mankind?' is the question that should be asked.

If G-d is **omnipotent** (all-powerful) & **omnibenevolent** (all loving/good) he could have/should have ensured it never happened or stopped it.

Jews are G-d's chosen people. Jewish people had been chosen by G-d to worship only him and to fulfil the mission of proclaiming his truth among all the nations of the world. Why would he allow his people to die if this was what G-d intended?

G-d would not have allowed this to take place if G-d was truly just. The Holocaust was not at all morally right or fair.

How was Jewish Identity compromised in the concentration camps?

In concentration camps, it would have been impossible for Jews to celebrate their faith and festivals. They would have been killed if they were even heard talking about their faith in anyway. Jewish people were dehumanised in the camps. Their hair was shaved off, a number was tattooed on them and all of their belongings were taken. This means that Jewish people were stripped of their identity in the camps and were not allowed to continue with their Jewish practices.

How did different survivors respond to their time during the Holocaust?

Many Holocaust survivors used their voices in order to educate people on the Holocaust and use their own experiences to make sure that the Holocaust and those who suffered and died are still remembered today.

Solomon Perel is a Holocaust survivor who has become an author and motivational speaker. He was born to a German-Jewish family and managed to escape persecution by the Nazis by pretending to be an ethnic German. He has made several visits to various schools to tell his story of being a boy who came under rule of Hitler and survived the tragic event of the Holocaust.

Should all be forgiven?

The Torah states **'Do not hate a brother in your heart... Do not seek revenge or bear a grudge against anyone among your people, but love your neighbour as yourself'** so many Jews believe forgiveness is vital to move forward.

It could be argued that the perpetrators (people who carried out the harmful acts) were not brothers and do not deserve forgiveness.

Eva Kor (Holocaust Survivor) said **'forgive your worst enemies & forgive everyone who has hurt you – it will heal your soul & set you free'**

The Torah states **"Don't be afraid, the Judge is your Father"** suggesting that only G-d can judge whether or not someone's actions deserve forgiveness.

Year 9 Term 2b – PRE – Is all life sacred?

Key Words

Sanctity of Life: The idea that life is sacred and given by God

Quality of Life: The standard of health, comfort and happiness experienced by an individual or group

Intrinsic Value: The idea that we have value automatically and naturally, and we cannot lose this.

Soul: The spiritual or immaterial part of a human being or animal, regarded as immortal.

Conception: When sperm fertilises an egg

Viability: When it is medically acknowledged that a foetus could survive outside the womb

Saviour Siblings: The concept of creating a zygote through IVF (In-Vitro Fertilisation – outside of the body) which is a genetic match for a sick sibling

What is the Sanctity of Life?

- Many religious believers, for example Christians and Muslims, believe that **all human life is sacred (special)**. Life is a gift that should be valued.
- The concept of sanctity of life often stems from the belief that we were created by God, therefore we automatically have intrinsic value; we can never lose what it is that makes us so special.
- For example, in **Christianity**, the Bible teaches that '**God breathed life into Adam**', which teaches Christians that our special nature comes from God
- Many religions link our sacred nature with the idea of us having a **soul**.



Can human life be used as a means to an end?

- One advancement in medicine in recent times is the idea of '**Saviour Siblings**'.
- This is the idea that a child is born in order to provide an organ or cell transplant to a sibling that is affected by a fatal disease.
- The child is **conceived through IVF**, a procedure where the sperm and the egg are combined outside of the womb and, if they are a genetic match for the sick child, the fertilized egg will be implanted into the mother's womb. This fertilized egg is called a zygote.
- Whilst some people believe this offers a genius opportunity to save a child's life, others, such as **Roman Catholics**, believe it is not acceptable to create a child to simply use them to save another's life. A Catholic Archbishop taught: '**To conceive a child to use him – even if it is to cure – is not respectful of his dignity**'.
- In addition, if a zygote is created that is not a genetic match, it is destroyed.
- Many religious believers would consider this zygote to already be a life.



When does life become sacred?

- The question of 'when does life begin' has been debated for many years.
- Many religious believers have clear views about abortion, and these beliefs generally stem from the debate of when we get our 'sacred' nature. Is it at birth, or some earlier point?



Conception

- When the sperm meets the egg
- At this point, DNA has been determined and something has been created which, if it continues, will become a human.



Heartbeat

- A foetus' heartbeat can be detected 3-6 weeks into pregnancy.
- For many, it makes sense that if a foetus has a heartbeat, they are considered a 'life'



Viability

- This is when the foetus is considered 'viable', meaning that they would be likely to survive outside the womb.
- Legally, this is at 24 weeks, and abortion is illegal under a number of circumstances at this point.

24

Birth

- A full term pregnancy is considered to be 37-40 weeks.
- This is when the baby is here in the world; we celebrate a birthday from this point and there is no denial that this is a life.



Do religious believers support abortion?

Christianity



- Christianity teaches that life begins at conception, and we would receive our soul at that point too.
- The Bible suggests that God has planned the life of every human, even before conception: '**Before I formed you in the womb I knew you**'.
- Therefore, abortion does end a sacred life, meaning it is **generally considered to be wrong**. Catholics are very strict and follow a strong sanctity of life ethic, meaning they consider abortion to be murder and therefore against the 10 commandments: '**Do not commit murder**'.
- Some Christians, such as Methodists, still disagree with abortion but would say it is **acceptable in some circumstances**, such as if the child would be severely disabled, or if the mother's life was at risk.

Hinduism



- Hindus follow a key principle called '**ahimsa**', the principle of non-violence.
- When considering abortion, Hindus choose the path that causes the least harm to all involved; the mother and father, the foetus and society.
- **Hinduism therefore is generally against abortion**, except where it is necessary to save the mother's life.
- Many Hindus believe that we have our **soul from conception**, so if an abortion takes place, **that soul has lost the opportunity to build good karma**.

Year 9 Term 2b – PRE – Is all life sacred?

Key Words

Ahimsa: The Hindu principle of non-violence

Agape: The Christian teaching meaning compassionate love; showing kindness to those in need

Euthanasia: 'A good or gentle death'; the painless killing of someone who has an incurable or painful disease

Active euthanasia: When active steps are taken to end someone's life, e.g., giving them a lethal injection

Passive euthanasia: When doctors stop providing the treatment that is keeping a patient alive.

Capital Punishment: The death penalty – punishing someone by death, lawfully, for crimes committed.

Deterrent: To put someone off e.g. the death penalty may put offenders off committing serious crimes.

Reformation: To help someone to change their ways.

Do our actions affect our sanctity of life?

- Some people do actions which do not respect the sanctity of life of others, for example they may commit crimes such as murder.
- If this happens, **does the criminal lose their sanctity of life?**
- Religious people would generally say no – you cannot 'lose' your sanctity of life, because it is intrinsic – it's just part of who we are.
- **The Death Penalty:**
- In some countries, those who take the life of others may be given the death penalty as a punishment. They may be killed, for example, by hanging or lethal injection.
- This is **not legal** in the UK but still happens in countries such as the USA, China and Saudi Arabia.

Arguments in support of the death penalty

- **An eye for an eye:** if you kill, you deserve to be killed.
- It puts other people off committing such serious crimes (it's a **deterrent**)
- It brings justice to the family of the victim.
- **Muslim** countries, who follow Islamic Law (Sharia Law) very strictly, would **support the death penalty** for extreme crimes such as intentional murder. **The victim's family would be able to choose** whether the criminal receives the death penalty.
- Muslim quote: **...Take not life, which God has made sacred, except by way of justice and law.**

Arguments against the death penalty

- It goes against the sanctity of life – the criminal is still sacred.
- Many religions teach against the death penalty because **killing is considered a sin**, and it is God's choice when someone dies.
- Christian quote: **'Human beings were made in God's image'.**
- One of the 10 commandments: **'Do not kill'.**

Is the Quality of Life more important than the Sanctity of Life?

- Sadly, when people become old or sick, their **quality of life** reduces.
- Some countries allow a procedure called **euthanasia**, which is where someone who is terminally ill or has a very poor quality of life may choose to end their life early, in a painless way.
- This is **illegal in the UK** but is allowed in some countries such as the Netherlands, Belgium and Canada. In Switzerland, assisted suicide is legal, which is where a medical professional supports in ending a patient's life.



- **Most religions are strongly against euthanasia** as it can be seen as **'playing God'** – just because someone's life loses its quality does not mean that it is no longer sacred.
- Muslims strictly forbid euthanasia in any form: **'Do not take life, which Allah made sacred'.**
- Christians do not support euthanasia either; the Catholic Church describes it as a **crime against God**. Some Christians may show understanding towards it if the patient is in unbearable pain and may show **agape – compassionate love**.

PRE Key Skills

Skill 1: Accurately recall subject specific vocabulary/ key religious facts

Skill 2: Describe religious teachings/ stories/ practices

Skill 3: Interpret meaning of religious teachings/ stories/ practices/ quotations

Skill 4: Explain the influence and impact of religion (beliefs, teachings and practices) on a believer.

Skill 5: Explain diversity and contrast in religion

Skill 6: Give reasoned arguments to support a point of view (could include a religious view)

Skill 7: Give reasoned arguments to support a different point of view (could include a religious view)

Skill 8: Evaluate the differing viewpoints

Skill 9: Form a justified conclusion

Skill 10: Spell and punctuate with consistent accuracy

Physical Education Pathways (Year 9)

Leadership



Warm up

Pulse Raiser	An activity which raises heart rate
Stretches	<u>Static</u> – Holding a stretch without moving <u>Dynamic</u> – Performing stretches whilst moving
Mobility	Moving joints through full ranges of movement Dynamic – Changing speed and direction
Skill Rehearsal	Practising skills used in the activity

Cool Down

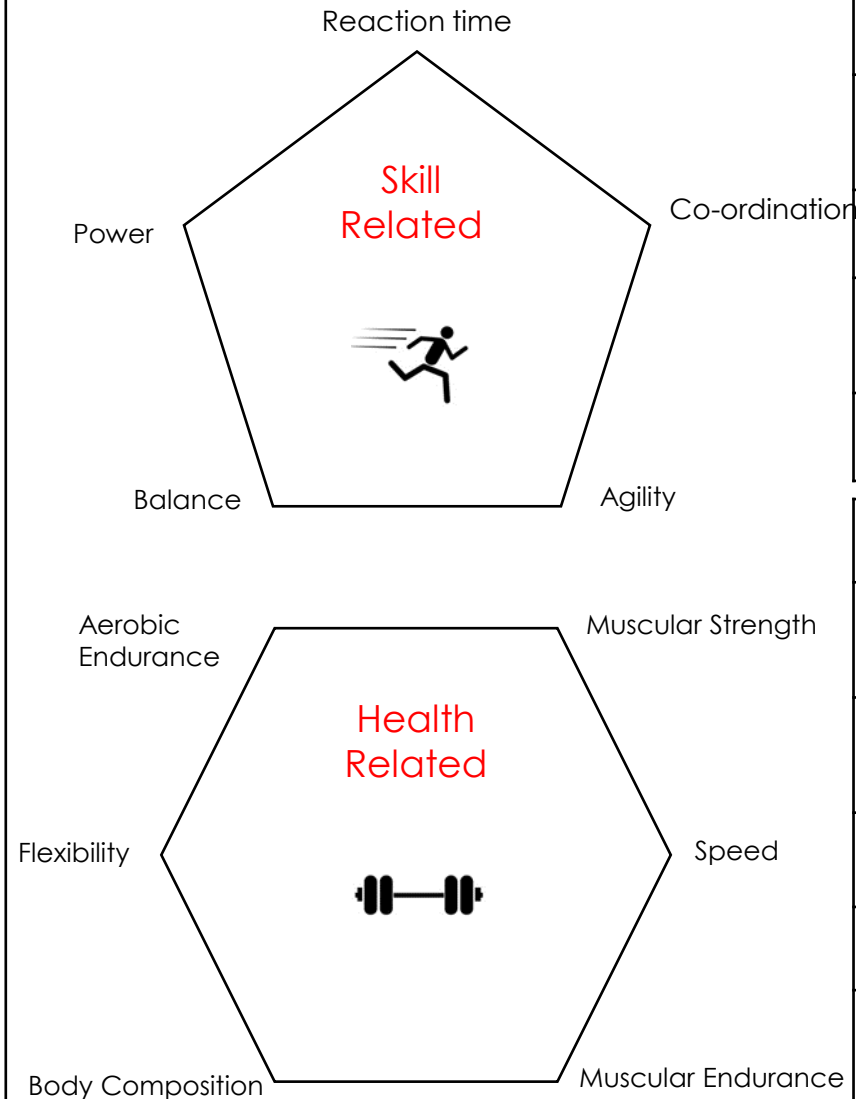
Lower Pulse	Light jogging/walking
Stretches	<u>Static</u> – Holding a stretch without moving

Top Tips:

- Confidence** – Act and look like the leader.
- Volume** – Be sure to speak loud and clear when leading, projecting your voice above all others.
- Be organised** – show you are ready!
- Body Position** – Be sure to position yourself away from distractions. e.g. out of view of the sunlight, or other groups

Health & Fitness

Components of Fitness



Power	The ability to apply high force to an object
Balance	To hold the body's centre of mass above the support
Reaction Time	Time taken to react to a stimulus
Coordination	The ability to use 2 or more body parts together
Agility	The ability to change direction at speed
Strength	The amount of force a muscle can exert
Muscular Endurance	The ability to use muscles repeatedly without tiring
Body Composition	The percentage of body fat, muscle and bone
Flexibility	The range of movement at a joint
Speed	The ability to move quickly
Cardiovascular Fitness	The ability to transport oxygen to allow for long periods of activity without tiring

Physical Education Pathways (Year 9)

Creative



Key Terminology	
Choreography Devices	A specific way of manipulating movement to develop a routine.
Formation	Any dance in which a number of couples form a certain arrangement, such as two facing lines or a circle.
Unison	Dancers moving at the same time doing the same movements.
Cannon	A device where movements are repeated exactly by subsequent dancers in turn.
Repetition	A device in which movements or motifs are repeated.
Change of speed/, level or dynamic	Where movements are changed within a routine through changing the speed, level or execution.
Inversion	Inverting the movement phrase would mean executing it as if 'looking in a mirror'.
Cumulative Canon	Each dancer joins in with the lead dancer at various stages and all finish at the same time
Retrograde	A device whereby movements or a motif are performed backwards (like a rewind video).

Performance



Key Terminology	
What is a Rule?	Rules define what is allowed or not allowed to occur during the game, e.g. a game is played to 21 in badminton.
What is a Regulation?	A regulation usually gets set by the sports governing body and usually refer to the equipment, court or length of the game.
Scoring System	How the sport is scored, e.g. Wolves 2 Cardiff 1.
Sport Officials	Any person who acts in a sports contest as an umpire, referee, judge and enforces the games rules and regulations.
Technical Skills	These are the skills and techniques required for the sport, e.g., Overhead clear in badminton or instep pass in football.
Tactical Skills	These are skills such as decision making, knowing when to defend and attack, choice and use of shots or strokes, variation, conditions, use of space.
Isolated practice	An isolated practice is where you focus on one technique/skill at a time unopposed before moving on to the next one.
Conditioned practice	This is small-sided games, with restrictions such as, a limited number of touches or a set number of defenders or attackers.
Competitive situation	This refers to full-sided games, with appropriate opposition, with match officials.