





Knowledge Organisers
Year 9
Autumn 2021

Knowledge Organisers

Autumn Term Knowledge Organisers still need to be brought to school every day, alongside this one.

Some subjects like Design Technology organise the curriculum on a carousel, as such all the organisers for that subject are in the Autumn Term booklet.

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An introduction to Knowledge Organisers

Art

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An Introduction to Knowledge Organisers

What is a Knowledge Organiser?

A knowledge organiser is a document, usually one side of A4, occasionally two, that contains key facts and information that children need to have a basic knowledge and understanding of a topic, or in some cases a series of topics.

Students are expected to bring their Knowledge Organiser Booklet to school every day. Students will be issued with a new booklet each term. However, it is important they keep the booklets to help with revision for end of year exams.

What are the benefits of knowledge organisers?

The main benefit of knowledge organisers is that they give students and parents the 'bigger picture' of a topic or subject area. Some topics can be complicated, so having the essential knowledge, clear diagrams, explanations and key terms on one document can be really helpful.

Research shows that our brains remember things more efficiently when we know the 'bigger picture' and can see the way that nuggets of knowledge within that subject area link together. Making links, essentially, helps information move into our long-term memory.

How can the students use them?

As mentioned earlier, students are expected to bring their Knowledge Organiser Booklet to school everyday. In lessons they can be used in a number of ways, for example, to look up the meaning of key words, spell words correctly and do some additional work if they have finished classwork.

At home knowledge organisers can be used to support homework, independent work and revise for tests and exams. Two quick and easy ways to do this are:

1. Look, cover write, check – look at part of the knowledge organiser, cover it, write as much as you can remember and then check it
2. Word up – Pick out any words you don't understand. Use a dictionary or thesaurus to find the meaning. If they don't help as your teacher.

The more often you do this the better. YouTube has some clips on them; search 'Mr Garner look, cover, write, and check' and 'Mr Garner word up'

How can parents use them?

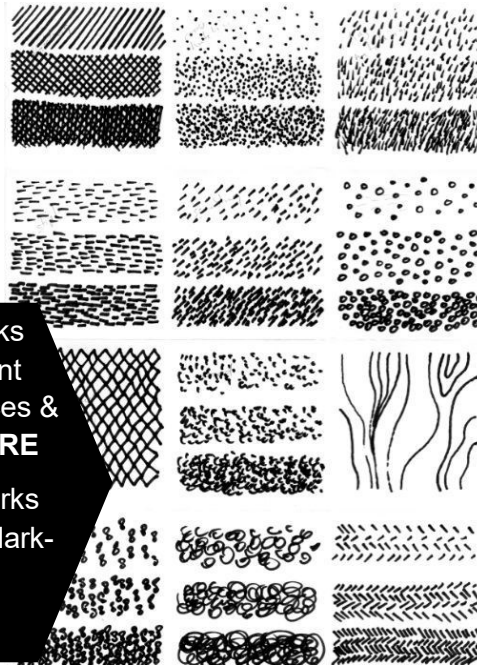
- Read through the organiser with your son/daughter – if you don't understand the content then ask them to explain it to you – 'teaching' you helps them to reinforce their learning.
- Test them regularly on the spellings of key words until they are perfect. Get them to make a glossary (list) of key words with definitions or a list of formulae.
- Read sections out to them, missing out key words or phrases that they have to fill in. Miss out more and more until they are word perfect.

How the booklet is organised

The knowledge organisers are in alphabetical order by subject.

YEAR 9 ART Mixed Media

Knowledge Organiser - Term 1 & 2



KEY WORDS

- Mark making
- Texture
- Surface
- Stipple
- Crosshatch
- Collage
- Tone
- Print
- Ink
- Roller
- Cutter/Blades
- Register
- Mixed media
- Experiment

Different marks create different effects/surfaces & show **TEXTURE**

The more marks you add the darker the **TONE**

Tools for printmaking
Roller Cutter Blades Ink Lino
Health & Safety—cut away from hand & body



Work on different surfaces/papers/materials

Combine media; charcoal and ink, paint and colour pencil to show the qualities of your subject



Use blades 1-3 for fine lines & edges

Use 4 & 5 to remove large sections of lino



What you cut away will leave the paper blank
Cut carefully, the more accurate the cut, the better the print

Artists who use mixed media or expressive / gestural

- Frank Auerbach
- Anselm Kiefer
- George Baselitz
- Ann Tyler
- Ian Murphy
- Frank Stella
- Kurt Schwitters

Skills

Develop a range of drawing techniques and mark making

Whilst still showing formal elements & observation

Take inspiration from artists

--Understand how & why they create their work
--Apply ideas and techniques of the artist

Develop a composition and manipulate media

--Using artist style, following plan
--Controlling application/presentation
--develop lino print technique

Artists renown for lino/block printing

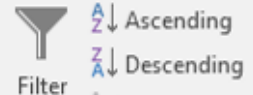
- Ian McCulloch
- Angie Lewin
- Edward Bawden
- Irving Amen
- Dale Deveraux Barker
- Clare Curtis
- Cyril E. Power

Record: All the fields about one thing.

Field: A single item of data.

CarRegistration	Make	Model	Year	Mileage	Net Selling Price	Transmission	Doors
AV60HES	Peugot	1.0 Urban	2010	33156	£5,400.00	Manual	5
AX11UHY	Toyota	Aygo	2011	26875	£5,200.00	Manual	5
BH61LWZ	Hyundai	I10 1.2	2011	17411	£5,600.00	Manual	5
CF11YHK	Peugot	207	2011	35634	£5,100.00	Manual	3
EF11GTZ	Peugot	107	2011	50254	£4,880.00	Automatic	5

Primary key: A field where every item of data is different. It is used to identify a record. The values in this field are unique.



Filter and sort are tools used to analyse the data.

Filter selects only records that meet certain criteria.

The operators: $<$, $>$, $=$, \geq , \leq and \neq can be used.

Sorting is ordering all the data by a particular field. **Ascending** is low-to-high. **Descending** is high-to-low. This database could be sorted alphabetically by the **Make** field.

Sorting descending by the **Net Selling Price** field would put the most expensive car at the top of the list.

Field Name	Data Type
CarRegistration	Short Text
Make	Short Text
Model	Short Text
Year	Number
Mileage	Number
Net Selling Price	Currency
Transmission	Short Text
Doors	Number

The **data type** of a field is what sort of data it will hold. **Text** (string) holds any characters. **Number** can be integers or reals (decimals). **Yes/No** holds Boolean values.

Property	Value
Field Size	Long Integer
Format	
Decimal Places	Auto
Input Mask	
Caption	
Default Value	0
Validation Rule	>0
Validation Text	
Required	Yes

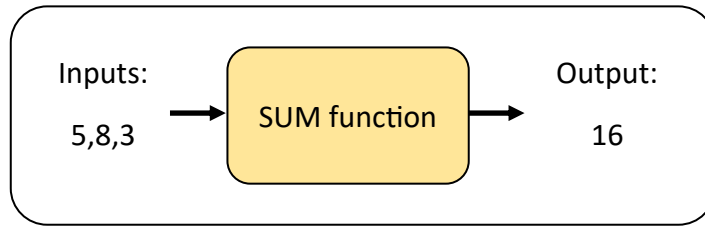
Mail merge can be used to produce one document for each record in the database. Personalised letters and bills are created in this way.

Validation: A check by the computer to see if data entered is reasonable. In this case, the mileage must be greater than 0.

Computing: Spreadsheet software for data analysis

A range of **functions** can be used to analyse data.

A function can be thought of as a machine that takes in some data and converts it into something else.



	A	B
1	Name	Grade
2	Student 1	6
3	Student 2	8
4	Student 3	8
5	Student 4	3
6	Student 5	8
7	Student 6	6
8	Student 7	5
9	Student 8	8
10	Student 9	9
11	Student 10	9
12	Student 11	7
13	Student 12	7
14	Student 13	8
15	Student 14	7

Here is a list of students and their grades. There are 205 students in the list. The last name is in cell A206. Their grade is in B206.

Functions with a single input

These functions take either a single cell, or range of cells as the input:

- `=AVERAGE(B2: B206)` would find the *mean* grade.
- `=MODE(B2: B206)` would find the most common grade.
- `=MIN(B2: B206)` and `=MAX(B2: B206)` find the lowest and highest grades.
- `=COUNT(B2: B206)` tells you how many cells have numbers in; useful for finding missing data.

Functions with more than one input

These functions have their inputs separated by a comma:

- `=COUNTIF(B2: B206, ">6")` would find the number of grades that met specified criteria. In this case, all grades higher than 6.
- `=IF(B2>3, "Target met", "Target not met")` would check whether the value in C2 is greater than 3. This is a Boolean expression. If the result is *true*, "Target met" is output. If the value is *false*, "Target not met" is output.
- `=VLOOKUP(B2, D2: E5, 2)` would look in range D2:E5 for student 1's grade and return a value from the second column. B2 is between 4 and 7, so Pass is returned.

	A	B	C	D	E
1	Name	Grade		Grade	Description
2	Student 1	<u>6</u>		0	Fail
3	Student 2	8		4	Pass
4	Student 3	8		7	Merit
5	Student 4	3		9	Distinction

Drama Knowledge Organiser: Year 9

Noughts and Crosses

- A dystopian Romeo and Juliet that makes eloquent statements about race relations.
- Non-naturalistic style - synchronisation, ensemble, canon, narration and tableaux.
- Brechtian - Epic theatre including breaking the fourth wall and placards
- Genre - alternative history/ Drama

Borstal

- Creating devised performances based on a youth offending institution in the 1960's England.
- Teacher in role - when a person leads a whole class improvisation
- Monologue - one speech in role as the character you have created
- Spontaneous improvisation - creating context through on the spot character questions.
- Character profiles developing through class workshops

Devising from a Stimulus

- A stimulus is a starting point in drama - a source of inspiration
- Devising from various stimuli such as photograph, text, video, music, poem, prop, costume, historical event or quote.
- Performance is inspired by NOT a direct representation of the stimulus
- Collaboration of creative ideas leads to a good devised performance
- A script is created throughout the process not given before
- Rehearsal techniques explored - hot seating, improvisation and peer assessment.

artaud

- Theatre of cruelty
- Inspired by Surrealism
- Believed in world change through dreams
- Appeals to the irrational mind
- Aims to release the audience's intense emotions through intense tension and suspense
- Plays on fear

KEY WORDS FOR YEAR 9 DRAMA

Devising	Cross-cutting	Atmosphere	Suspense	Tension	Verbatim
Stimulus	Characterisation	Monologues	Ensemble	Non-naturalism	Documentary
Theatre for social change.	Subtext	Theatre of the absurd	Theatre of Cruelty	Audience emotions	Heightened tension

Year 9 Cooking and Nutrition Knowledge Organiser

Hygiene and Safety – The four C's

Food hygiene & safety is about protecting people and minimising the risk.

- Cleaning – e.g. following routine, meeting standards using correct materials, cloths and PPE ,
- Chilling – storing food at appropriate temperatures
- Cooking – making sure food is cooked and served at correct safe temperatures.
- Cross-contamination – avoiding food poisoning.



Food Plating and Presentation

Key Focus

- Create height on the plate.
- Cut meat horizontally.
- Play with textures.
- Use contrasting colours.
- Choose the right plates.
- Serve smaller portion sizes.
- Use edible garnishes and decorations.



Food Preparation Task

Key Skills

- Analyse the task by explaining the key areas for consideration
- Carry out relevant research and analysis related to the task (budget meals/meal planning)
- Identify a range of suitable dishes
- Produce a detailed timeplan



Plan the time plan

Time	Plan of work	Quality and safety checks
10.50	Put chicken pie in oven and cook 20 minutes. Clear up.	Cook for 20 mins and glaze again after 10 minutes.
10.52	Cook lasagne sheets in boiling water.	Cook in roasting tin for 10 mins.
10.55	Glaze chicken pie again. Make sauce for lasagne.	Add cheese to sauce once it is slightly cool.
11.05	Take out chicken pie. Drain lasagne sheets. Add cheese to sauce.	Don't forget chicken pie but keep warm.
11.10	Assemble lasagne - sauce, sheets then veg, then sheets then sauce. Sprinkle with cheese and bake.	Make sure dish is clean before baking. Bake 40 minutes.
11.25	Whisk the cream for the sponge filling and sort the raspberries for decoration.	Don't over whip the cream.
11.35	Peel off the paper from the sponge. Cut in half. Mix half cream with half the raspberries. Spread jam on the cake base then cream mixture then put top on.	Keep working surface clean.
11.45	Decorate cake top with jam, cream and rows of fruit, sprinkle with icing sugar and put in fridge.	Put in fridge to chill. Reheat chicken pie to 72°C.
11.50	Take out lasagne and clean up dish. Serve chicken pie and lasagne then whisked sponge.	Check all dishes well presented and at right temperature.
11.55 - 12.00	Clear up and finish!	



You are asked to dovetail tasks in your Plan of work.
What is dovetailing?
Slotting in tasks between other work. For example, while the sponge is baking, prepare vegetables for the lasagne.

To do
Use the Plan of work and list 4 examples to show how the plan dovetails tasks from one dish to another.

Clear up as you work. It saves using lots of equipment and keeps the preparation area safe and hygienic.

Key vocabulary	
Cross Contamination	Process by which bacteria or other microorganisms are unintentionally transferred from one substance or object to another, with harmful effect.
Food Plating	Process of arranging and decorating food to enhance its presentation.
Task analysis	Detailed examination of the given task.
Meal Planning	Thinking ahead about what you'll make for meals and snacks and getting prepared.

Year 9 Product Design Knowledge Organiser



Architecture Light

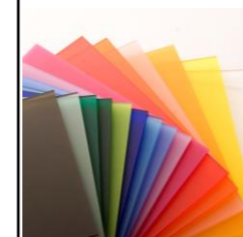
Key Skills

- Responding to a Design Context
- Analysing & researching information
- Creating a brief & identifying an audience
- Writing a product specification
- Applying Health & Safety procedures and PPE in the workshop environment
- Developing an understanding of basic electronic components.
- Identifying & using specific workshop tools and equipment
- Developing practical skills to create a well finished product.
- Knowledge of timbers, manufactured boards, thermosetting polymers & electrical components
- Evaluating the design & manufacturing process



Tools & Equipment		
 Try square	 Steel rule	 Marking gauge
 Bench vice	 Bench hook	 Tenon saw
 Band saw	 Chisel	 File
 Pillar drill	 Belt & Disc sander	 LED

Thermoplastic polymers are chemically manufactured and can be heated and shaped many times.

Acrylic



Acrylic is used in sheet form it is lightweight or shatter-resistant. It comes in a variety of colours it can be frosted or transparent. Acrylic is durable and is a good electrical insulator but scratches easily. It is recyclable and can be heat moulded.

Key vocabulary	
Design Context	The circumstances, problem or setting in which a product will be used.
Design Brief	An written outline which explains the aims and objectives of a project.
Specification	A statement that details exactly a products function and the design requirements.
CAD	Computer aided design
CAM	Computer aided manufacture e.g. laser cutter
Finishing	The process of applying a finish to preserve or protect a material & improve aesthetics.
Prototype	A prototype is a model that is built to test to see if it is successful or whether it needs further modification or improvements.
PPE	Personal protective equipment are items
Timber is a natural material with imperfections, knots and grain – always sand with the grain	
Softwood	From coniferous trees that are evergreen, which are faster to grow and are less expensive than hardwoods. Softwoods are a sustainable material as the resource can be regrown and not depleted. Softwoods are strong and easy to work with.
	
Manufactured boards are timber produced by gluing wood layers or wood fibres together.	
Medium Density Fibreboard	Medium Density Fibreboard or also known as MDF is made from wood fibres which are glued together. MDF has a smooth even surface which makes it easier to work than natural timber.
	

Electrical Components

LED

Light-emitting diodes (LEDs) and lamps produce light when a current flows through them in the forward direction.



Resistor

A resistor is an electrical component that restricts the flow of electric current.



Switch

In electrical engineering, a switch is an electrical component that can disconnect or connect the conducting path in an electrical circuit



Year 9 Product Design Knowledge Organiser




Desk Organiser



Key Skills

- Responding to a Design Context
- Analysing & researching information
- Creating a brief & identifying an audience
- Writing a product specification
- Developing CAD/CAM skills using:
 - Techsoft 2D Design
 - Google SketchUp
 - Serif Draw Plus
- Applying Health & Safety procedures and PPE in the workshop environment
- Identifying & using specific workshop tools and equipment
- Developing practical skills to create lap, housing & dowel joints to join materials
- Using a line bender to manipulate Acrylic
- Knowledge of timbers, manufactured boards, thermosetting polymers & card
- Prototype modelling, finishing & presentation skills
- Evaluating the design & manufacturing process

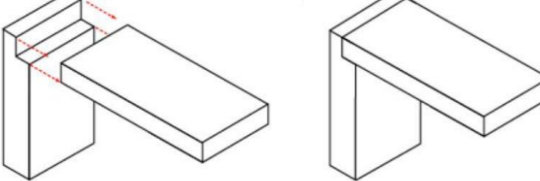
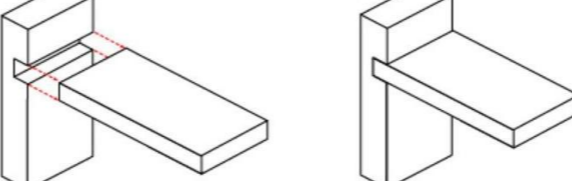
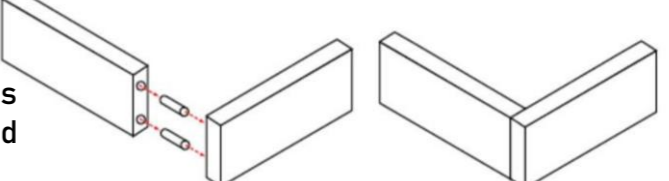
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 Bench vice	 Bench hook	 Tenon saw
 Coping saw	 Chisel	 File
 Pillar drill	 Belt & Disc sander	 Line bender

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Joining materials – construction techniques

<p>Lap joint A joint in which two pieces of material overlap. This joint can be used to join wood, plastic, or metal.</p> 	<p>Housing joint A housing joint is cut across the grain or width to the thickness of the material partition.</p> 	<p>Dowel joint A dowel joint is very strong and stable. This type of joint is secured with an adhesive.</p> 
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Year 9 Textiles Knowledge Organiser

Hat Design

Key Skills

- Responding to a Design Context
- Analysing existing products
- Identifying a target audience
- Write a product specification
- Demonstrate the ability to apply decorative techniques:
 - Appliqué (including reverse)
 - Computerised embroidery
 - Embroidery stitches (hand & machine)
- Using a sewing machine to complete a range of construction techniques:
 - Seams & hems
 - Applying a facing
 - Using interface
 - Applying components
- Understanding the properties of materials
 - Fleece
 - Felt
 - Polyester
 - Cotton
- Understand CAM using computerised embroidery




Product features	
Use of woven, knitted & non woven materials	Consideration of a specified target market
Originality	Creative
Components used as decoration	Efficient use of space
A variety of hand embroidery stitches	Components & fastenings
CAD/CAM embroidery	Machine appliqué

Health & safety
Follow teacher instructions
Move slowly around the room do not run
Tie long hair back
Hold scissors or shears correctly when walking around the room.
Only one person operating a sewing machine at one time
Never use a sewing machine unless supervised by a teacher/ technician
Turn off the sewing machine when not in use.
Report any injuries or breakages to the teacher immediately

Key vocabulary	
Components	The parts/materials/threads needed to make a product.
3D features	Use of wadding to make a feature stand up or raised from the backing fabric.
Function	What a product does, how it works and what it will be used for? Is it sensory or educational or both?
CAD/CAM	Computer Aided Design/Computer Aided Manufactured
Target Audience	The person or people most likely to be interested or use your design or product.
Embroidery	Even stitch widths and lengths completed by sewing by hand or machine.
Reverse appliqué	A decorative technique whereby a fabric placed on the back and visible on the front and is sewn in place by hand or machine.
Original	A product that is unique, creative and has functional features.
Appliqué	A decorative technique whereby one material is sewn on top of another by hand or machine.
Design Context Design Brief	The circumstances, problem or setting in which a product will be used. A Design Brief is a written outline which explains the aims and objectives of a project.

CONTEXT

PLOT SUMMARY


<p>Ele Fountain (1970 > author)</p> 	<p>Ele Fountain spent four years living in Ethiopia with her young family. They moved during the refugee crisis and Ebola crisis and she saw a lot of suffering. The anti-government riots, state of emergencies, lockdowns and period of unrest she experienced whilst living in Addis Abba (the capital of Ethiopia) create an uneasy and fearful atmosphere. She saw people frightened and separated from family; food supplies dwindled and people lost their jobs. Back in the UK, Fountain's family did not know what was going on apart from the increase of refugees arriving on boats from across the channel. Boy 87 aims to highlight the struggles young refugees face.</p>	<p>Genre</p> <p>Real life experience.</p> <p>Seen through the eyes of a 14-year-old Eritean boy, Shif, Boy 87 is a moving story of one child's refugee challenging adventure in search of safety.</p>	<p>Boy 87 stars a boy named Shif. It begins in an unnamed dictatorship. It's a day like any other for Shif and his best friend, Bini. They are at school: Shif reflects on what they want to do when they grow up and finish their military service for the country. They are both exceedingly smart; they skipped multiple years at school and are about to begin military school early. After a few days, soldiers show up around the school, scouting for any children trying to evade military service. Soon after, Shif sees the soldiers near his home. When one soldier confronts him, Shif runs away back home. Things begin to escalate when Bini doesn't arrive at school the next day, then when Shif arrives home his mother tells him he has to leave without her or his sister. The government is after him. Shif packs everything he needs to take with him.</p>
	<p>Socio-historical Contexts</p> <p>Boy 87 is a contemporary novel by Ele Fountain. The refugee crisis is one of the themes in this novel. Opposing the government and being critical of the regime leads the protagonists into extreme danger.</p>		

MAIN CHARACTERS

KEY SPELLINGS FOR THIS UNIT

<p>Shif</p> <p>14-year-old Shif is an ordinary boy who loves school and his family: his mother and sister, Lemlem. One day, Shif (and best friend Bini) attract the attention of the military "giffa" and are snatched from their homes and taken to a remote desert prison. The story follows their struggle to survive.</p>	<p>Bini</p> <p>14-year-old Bini (best friends with Shif) is the leader. He has big ambitions and wants to go to the university and become a doctor. Along with Shif, he is taken from his mother and sent to prison.</p>	<p>Refugee</p>	<p>Migrant</p>	<p>Smuggler</p>
		<p>Asylum seeker</p>	<p>Propaganda</p>	<p>Crisis</p>
		<p>Military</p>	<p>Conscription</p>	<p>Riots</p>
		<p>Political context</p>	<p>Foreshadowing</p>	<p>Themes</p>
<p>Ethiopian Vocabulary</p>				
		<p>Giffa - military raids to 'recruit' new soldiers</p>	<p>Injera - Ethiopian flatbread</p>	<p>Netela - handmade cotton scarf</p>
		<p>Nafka - Eritrean currency</p>	<p>Keffiyah - chequered headscarf</p>	
<p>Almaz</p> <p>Shif's new friend after leaving his home country. Almaz also comes from Shif's home country. Her mother's name is Shewit and her father is Mesfin. She has a brother but got taken by the military. She has great plans to come to England and become successful.</p>	<p>Boy 87 conveys both the bitterness of having a family, home and identity stolen away and a courageous determination to survive. The main themes are:</p> <p style="text-align: center;"> Hope Trust Courage Fear Identity </p>			

CONTEXT PLOT SUMMARY

<p>Jamila Gavin (author)</p> 	<p>Gavin was born on 9 August 1941 in Mussoorie in the foothills of the Himalayas. Her Indian father and English mother had met as teachers in Iran. She learned to describe herself as "half and half". She says online that from her mixed background "I inherited two rich cultures which ran side by side throughout my life, and which always made me feel I belonged to both countries."</p> <p>Gavin first visited England when she was six and settled there when she was 11. After her first child was born, she became aware that there were few children's books reflecting the experience of multi-racial children.</p>	<p>Genre</p> <p>The novel is an historical, gothic story, set in the 1700s. Like a typical gothic story it has a huge cast of characters and features a lot of dark themes and ideas.</p>	<p>Three narratives are combined in Coram Boy. One is the story of "The Coram Man" (Otis Gardiner), and his son, Meshak, who travels across England, London and Gloucester in particular, finding women in desperate need of their illegitimate babies being taken away to a good home, the Coram Hospital in London. The second is the story of Alexander Ashbrook, the heir to the Ashbrook manor, and his friend, Thomas Ledbury, both choir boys and the very best of friends. While Alex's father, Sir William Ashbrook, wants his eldest son, Alex, to learn the ropes of running the household and all that comes with it, Alexander wants to pursue his musical talents and work at Gloucester Cathedral as a composer and musician. This leads to conflict and a split family. The final story is of Aaron, and his friend Toby. Aaron is the illegitimate son of Alexander Ashbrook, and his cousin, Melissa, and is lucky to be alive and escapes Otis's wrath, being saved by Meshak, and together fleeing to the Coram Hospital.</p>
	<p>Socio-historical Contexts</p> <p>The Foundling Hospital in London, England, was founded in 1739 by the philanthropic sea captain Thomas Coram. It was a children's home established for the "education and maintenance of exposed and deserted young children." One of the top priorities of the committee at the Foundling Hospital was children's health; they focused on maintaining a disinfected environment, providing simple clothing and fare, and spent less time and money on developing children's education.</p>		

MAIN CHARACTERS KEY SPELLINGS FOR THIS UNIT

<p>Alexander Ashbrook</p> <p>A young aristocrat who would rather be a musician and composer. He sires an illegitimate son with Melissa though he does not know this at first.</p>	<p>Meshak</p> <p>Otis' son. Meshak has some sort of learning disability which means he does not always understand the consequences of his and others' actions. He rescues baby Aaron and takes him to be raised at the Coram hospital.</p>	<table border="1"> <tr> <td>Narrator</td> <td>biographical context</td> <td>climax</td> </tr> <tr> <td>Omniscient narration</td> <td>socio-historical context</td> <td>Denouement</td> </tr> <tr> <td>Characterisation</td> <td>literary context</td> <td>Symbolism</td> </tr> <tr> <td>Foreshadowing</td> <td>moral context</td> <td>Motif</td> </tr> <tr> <td>themes</td> <td>political context</td> <td>Exposition</td> </tr> </table>			Narrator	biographical context	climax	Omniscient narration	socio-historical context	Denouement	Characterisation	literary context	Symbolism	Foreshadowing	moral context	Motif	themes	political context	Exposition
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		Foreshadowing	moral context	Motif															
themes	political context	Exposition																	
<p>Otis Gardner</p> <p>The Coram Man, a liar who is later hanged.</p>	<p>Aaron</p> <p>The illegitimate son of Alex and Melissa who is raised at the Coram hospital</p>	<p><i>Coram Boy</i> primarily deals with issues surrounding illegitimacy and shame about it in the 1700s. It also considers the importance of the arts (specifically, music) and heritage.</p> <p>The main themes are: Identity Family poverty exploitation slavery the arts charity</p>																	

CONTEXT

CHAPTER SUMMARIES

<p>Robert Louis Stevenson</p>	<p>Robert Louis Stevenson was born in 1850 in Edinburgh, Scotland. <i>Treasure Island</i> features a conflict between respectful gentlemen and carefree pirates. In his works, like in <i>Dr. Jekyll and Mr. Hyde</i>, the good and the bad are always bound to each other: the dastardly pirate Long John Silver remarks how similar he is to the novel's upstanding young hero, Jim Hawkins. Stevenson also travelled to California and eventually moved to Samoa, in the Pacific Ocean, to try to recover from illness. He died here in 1894.</p>	<p>Seafaring and Exploration</p>	<p>With a tradition of seafaring, Britain was well-regarded as a maritime nation. It was a time of exploration with ships exploring the east/America etc.</p>	<p>PART I—"THE OLD BUCCANEER" An old sailor "Billy" Bones—lodges at the Admiral Benbow Inn, paying Jim Hawkins, a few pennies to keep a lookout for a one-legged "seafaring man". When Billy dies; Jim finds a sea chest, containing money, a journal, and a map. He and Dr.Livesey decide on an expedition to find buried treasure. PART II—"THE SEA COOK" Jim and friends travel to Bristol to find a ship (Hispaniola) and crew for the journey. We are introduced to "Long John" Silver and Captain Smollett. During the voyage Jim—concealed in an apple barrel—overhears Silver planning a mutiny. PART III—"MY SHORE ADVENTURE" They arrive at the island and Jim sneaks ashore. While exploring he overhears Silver plotting and murdering several crewmen. Jim meets Ben Gunn who was marooned on the island by Silver and he agrees to help Jim. PART IV—"THE STOCKADE" Jim's friends have abandoned ship and come ashore to occupy an old stockade. There is a battle for the stockade with the pirates. Jim finds the stockade and joins them. The next morning, Silver appears under a flag of truce. Jim and friends refuse to hand over the map and Silver threatens attack, another battle begins. PART V—"MY SEA ADVENTURE" After the battle several of Jim's friends are either killed or wounded. Jim escapes and finds the pirate ship abandoned, which he then takes control of. Once on board he realises a pirate still remains. They reach a truce but in the end the pirate betrays Jim. There is a battle which Jim wins. Jim returns to the stockade to find Silver has taken it over. PART VI—"CAPTAIN SILVER" Silver and the others argue about whether to kill Jim, Silver finds out that Jim knows the whereabouts of the ship. Silver and the others set out with the map, taking Jim along as hostage. On their way, they are ambushed</p>
		<p>Piracy</p>	<p>The golden age of pirates was 1650-1680 and piracy often occurred in the Caribbean and Pacific Oceans. There were many real life pirates e.g. Blackbeard, a notorious pirate probably born in Bristol and who died in battle. Colonial powers (Britain, France, Spain) were trying to expand their colonies by sailing around the world and trading valuables, encountering pirates frequently.</p>	

MAIN CHARACTERS

KEY SPELLINGS FOR THIS UNIT

<p>Jim Hawkins</p>	<p>The first-person narrator of almost the entire novel. Jim is the son of an innkeeper near Bristol, England, and is probably in his early teens. He is eager and enthusiastic to go to sea and hunt for treasure.</p>	<p>Dr. Livesey</p>	<p>The local doctor. Dr. Livesey is wise and practical. Livesey exhibits common sense and rational thought while on the island, and his idea to send Ben to spook the pirates reveals a deep understanding of humanity.</p>	narrator	cyclical structure	political (context)
				omniscient narration	foreshadowing	motifs
				limited narration	biographical (context)	Themes/thematic
				retrospective narration	socio-historical (context)	exposition
				symbolism	literary (context)	climax
				characterisation	moral (context)	denouement
<p>Long John Silver</p>	<p>The cook on the voyage to Treasure Island. Silver is the secret ringleader of the pirate band. His physical and emotional strength is impressive. Silver is deceitful and disloyal.</p>	<p>Billy Bones</p>	<p>The old seaman who resides at Jim's parents' inn. Billy, who used to be a member of Silver's crew, is surly and rude. He hires Jim to be on the lookout for a one-legged man, thus involving the young Jim in the pirate life.</p>	<p>THEMES</p>		
				<p>The search for heroic role models; the futility of desire; the lack of adventure in the modern age; the hunger for adventure; the vanity of pursuing wealth; the process of growing up and proving oneself.</p>		

SYMBOLISM

The coracle: the small boy and boat win	The treasure map: Desire and adventure	Rum: Violence and reckless behaviour
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ENGLISH KNOWLEDGE ORGANISER: A VIEW FROM THE BRIDGE

YEAR: 9

UNIT: 3

CONTEXT - 1955		PLOT SUMMARY		
<p>Arthur Miller – Arthur Asher Miller (1915-2005) was an American playwright and essayist. Amongst his most popular plays are <i>Death of a Salesman</i>, (1949) <i>The Crucible</i> (1953) and <i>A View from the Bridge</i> (1955). Miller worked in the Brooklyn shipyards for two years in young adulthood, where he befriended the Italian Americans he worked with. There, he heard stories of men coming over to work and being betrayed.</p>	<p>Italian Americans in New York – Many immigrants came to America with ideas of fulfilling their own American Dream, which declares that freedoms, prosperity, success, and social mobility, can all be achieved through hard work. Despite this, many Italians who made it to America faced difficult working conditions for low pay, and lived in slum communities (such as Red Hook) in their own, small communities.</p>	<p>Exposition</p>	<p>Alfieri (a lawyer) addresses the audience and explains a little about Italian communities in America and how they have now settled for 'half.' He states that every few years he experiences a case that has tragedy written all over it, and that he is powerless to stop. Eddie arrives home and is greeted by his loving niece, Catherine. He tells her she looks beautiful but lectures her about walking 'wavy' down the street and attracting attention of men. Beatrice enters, and it is announced that her cousins (illegal immigrants) have just arrived in America from Italy. Catherine announces that she has been offered a job as a stenographer, which Eddie is reluctant about but Beatrice convinces him to let her take it.</p>	<p>"But this is Red Hook, not Sicily. This is the slum that faces the bay on the seaward side of Brooklyn Bridge. This is the gullet of New York swallowing the tonnage of the world."</p>
<p>House UnAmerican Activities Committee –The HUAC was created in 1938 to try and investigate alleged disloyalty and subversive activities by American citizens– most notably it was utilised to investigate those with supposed links to Communism. Miller was made to testify before this committee, and give up the names of those that sympathised with Communism. He refused to do this, which landed him with a contempt of court charge but showed his integrity</p>	<p>Tragedy – Arthur Miller wrote modern tragedies which were about everyday people, not kings! He did retain some tragic conventions though: Tragic Hero - A main character cursed by fate and in possession of a tragic flaw (Eddie). Hamartia - The fatal character flaw of the tragic hero Catharsis - The release of the audience's emotions through empathy with the characters.</p>	<p>Rising Action</p>	<p>Rodolpho and Marco (Beatrice's cousins) arrive, and talk about their dreams for life in the US. Marco is a married family man who wants to send money home, whereas Rodolpho (a former singer) serenades the house and dreams of being an American. Catherine loves his blonde hair. Some time on, Eddie awaits Catherine and Rodolpho's return. He discloses his distrust of Rodolpho to Beatrice. When they return, Eddie is short with Rodolpho. Catherine questions this, and Eddie suggests that Rodolpho is with her to gain US citizenship. She is upset with this, exclaims that Rodolpho loves her, and runs in to speak with Beatrice, who explains that Catherine must now start acting like a woman.</p>	<p>"That's right. He marries you he's got the right to be an American citizen. That's what's goin' on here."</p>
<p>Conditions in Italy – Italy in the 1950s was a very poor country. The country had suffered huge losses in the Second World War, and the economy was extremely slow to grow subsequent to the end of the war. With no jobs and very few prospects, many opted to try their luck and illegally immigrate to America. Dockyard owners made the most of this situation, getting cheap work out of immigrants until they had 'paid their fare.' They could then make their own way in 'rich America.'</p>	<p>The Sicilian Mafia – At the beginning of the play, Alfieri makes reference to Al Capone and Frankie Yale, who operated in the early part of the twentieth century as leaders of the Sicilian Mafia, a crime syndicate synonymous with the arrival of Italian immigrants. Largely involved in racketeering, the mafia embodied what Alfieri means by the dangers of 'acting wholly' and not 'taking half.' He suggests that communities have learnt now not to settle their feuds with violence.</p>	<p>Climax</p>	<p>Eddie visits Alfieri to ask if he can prevent Catherine's marriage to Rodolpho. Alfieri explains that the law is not on his side and he must let her go (and that he cares too much). Alfieri explains to the audience that the moment Eddie left his office, he knew it would end in tragedy. Back in the house, Rodolpho remarks in conversation that things are stricter in Italy. This enrages Eddie, who voices his displeasure that Rodolpho did not ask his permission to date Catherine. The two begin shadow boxing, and Eddie catches him in the face. Marco rises from his chair. He asks Eddie if he can lift a chair with one hand, from one corner. Eddie cannot. Marco raises the chair above Eddie's head, threateningly.</p>	<p>"Marco is face to face with Eddie, a strained tension gripping his eyes and jaw, his neck stiff, the chair raised like a weapon over Eddie's head"</p>
<p>MAIN CHARCTERS Eddie – Eddie is a longshoreman, and the head of the Carbone household. He lives with his wife, Beatrice, and his adopted niece, Catherine. Eddie is an inarticulate character, whose uncontrollable incestuous desire for his niece, accompanied by his unrestrained jealousy, lead to his tragic fate. Throughout the play, he remains constantly self-interested, acting to fulfil his own desires. Eddie Quote: "I want my name, Marco."</p>	<p>Beatrice – Beatrice is the wife of Eddie and Catherine's aunt. Beatrice has raised Catherine from a very young age and so appears more like her mother. Beatrice is a warm and caring woman, and seems to be much more reasonable than Eddie. To an extent, Beatrice can be blamed for sweeping her knowledge of Eddie's feelings under the carpet until it is too late to save disaster. Beatrice Quote: "You want somethin' else, Eddie...you can never have her!"</p>	<p>Act II</p>	<p>Rodolpho and Catherine are in the house alone. Catherine questions Rodolpho about his intentions for marrying her, and he insists that it is out of love for her. Catherine reveals that she is worried about Eddie's reaction. Rodolpho reassures her and takes her to the bedroom. Eddie comes back drunk, and (seeing the pair come out of the bedroom) orders Rodolpho to pack his bags and leave the house. Catherine suggests that she is in fact the one who needs to leave. However, as she passes Eddie he suddenly grabs her and kisses her on the mouth. Rodolpho tries to stand up for Catherine, but Eddie disrespects him. Rodolpho lunges towards Eddie, but Eddie pins him down. He kisses Rodolpho on the mouth. Catherine has to tear them apart. Eddie stands there, laughing, but with tears rolling down his face, as Catherine stares at him in horror.</p>	<p>I think I can't stay here no more. (She frees her arm, steps back toward the bedroom.) I'm sorry, Eddie. (She sees the tears in his eyes.) Well, don't cry. I'll be around the neighborhood; I'll see you. I just can't stay here no more.</p>
<p>Catherine – Catherine is the niece of Eddie and Catherine. She is young, smart, and beautiful, and is extremely popular with the young men of the Red Hook community. She initially demonstrates a great deal of love and commitment towards Eddie, who along with Beatrice has raised her. However, her feelings begin to change when his irrational behaviour over her relationship transpires. Catherine Quote: "You don't know...he was always the sweetest guy to me."</p>	<p>Alfieri – Alfieri is an Italian-American lawyer, who narrates the events of the story to the audience, often breaking 'the fourth wall' in order to speak to them directly. He makes clear the wider social and moral implications of the story, acting as a symbolic bridge between the life and values of the Italian-American communities and American law, struggling with his loyalties towards both. Alfieri Quote: "the law is not interested in this"</p>	<p>Falling Action</p>	<p>Eddie visits Alfieri's office asking for advice again, but again Alfieri informs him that he cannot help him. After leaving Alfieri, Eddie phones the immigration office and reports Marco and Rodolpho as being illegal immigrants. Marco and Rodolpho are now living upstairs from Eddie's place, with Mrs Dondero. Beatrice tells Eddie that Catherine and Rodolpho will be married in the next week. Beatrice and Catherine try to make Eddie attend the wedding, but he strongly indicates that he has no intention of doing so. Eddie then warns Catherine that Marco and Rodolpho should move apartment, as she is already housing two illegal immigrants and so it will be dangerous for them. As Eddie is speaking, the Immigration police show up. Catherine tries to help Marco and Rodolpho escape, but she is unsuccessful. Marco spits in Eddie's face as he and Rodolpho are led out.</p>	<p>"Marco suddenly breaks from the group and dashes into the room and faces Eddie... Marco spits into Eddie's face."</p>
<p>Marco – Marco is a cousin of Beatrice and Rodolpho's brother. He is quieter, more reserved, and more stereotypically masculine than Rodolpho. He is a family man, who desires to come to America to make money to send home to his wife and children. He is a hardworking man, who also possesses notable physical strength. He utilises this to both warn Eddie at the end of Act One, and then to kill him at the end of Act Two. Marco Quote: "Animal! You go on your knees to me!"</p>	<p>Rodolpho – Rodolpho is Beatrice's young, blond cousin from Italy. He is the brother of Marco. Rodolpho prefers singing, cooking and dancing to working on the ships, which to Eddie and the other longshoremen is strange and effeminate. He desires to be an American and seeks wealth and fame. This leads Eddie to accuse him of beginning a relationship with Catherine to gain citizenship. He is reasonable, attempting to stop the events of the final scene. Rodolpho Quote: "I don't want to hit you, Eddie."</p>	<p>Denouement</p>	<p>Alfieri pays bail for Marco and Rodolpho, but on the proviso that neither shall hurt Eddie in any way. Rodolpho will still marry Catherine and become an American, but Marco will be deported in a few weeks. On the wedding day, Eddie still refuses to attend and sits stubbornly in his chair. Rodolpho appears and suggests that Eddie leaves, as Marco is approaching. Despite Rodolpho apologising and pleading with Eddie to leave, he refuses. Marco enters outside, and calls for Eddie. Eddie confronts Marco, and desperately attempts to justify himself in front of the community members who have gathered. The two begin to brawl...</p>	<p>"Eddie lunges with the knife. Marco grabs his arm, turning the blade inward..."</p>

DRAMATIC DEVICES		THEMES	
<p>Dramatic Irony</p>	<p>The audience is aware that Eddie has feelings for Catherine that are deeper than uncle/niece but she seems unaware.</p>	<p>Naming Names</p>	<p>Eddie (like Miller in real-life) is faced with the quandary of naming names of people who were committing unlawful acts. The repercussions for Eddie of naming names is drastic.</p>
<p>The 'Fourth Wall'</p>	<p>Alfieri breaks the fourth wall when he speaks to the audience directly, at the beginning and end of scenes.</p>	<p>Irrationality</p>	<p>Throughout the play, Eddie's uncontrollable inner feelings (and subsequent jealousy) causes him to slowly lose control over his actions. Alfieri suggests that when humans act wholly on their inner emotions (like Eddie) they become irrational, and that instead they must settle for half, in other words restrain some of their inner emotions out of necessity.</p>
<p>Stage Directions</p>	<p>The precise directions detailing Eddie 'laughing mockingly' with 'tears' adds to the power of the kissing scene.</p>	<p>Community Law</p>	<p>There is a frequent conflict between American law and Italian community law throughout the play. The community abides by Sicilian-Italian customs by protecting the illegal immigrants within their homes and seeking revenge where there has been injustice.</p>
<p>Dramatic Tension</p>	<p>Eddie's mockery of Rodolpho in front of Marco builds dramatic tension leading up to the chair lifting moment.</p>	<p>Masculinity</p>	<p>The idea of what makes a man, and rather what makes a man 'not right' is a persistent theme throughout the play. To Eddie, masculinity is the most important attribute a man can have.</p>

CONTEXT

ACT / SCENE SUMMARIES

<p>R. C. Sherriff (1920s-1960s) Playwright</p>	<p>Sherriff served as an officer in the 9th battalion of the East Surrey Regiment in the First World War, taking part in the fighting at Vimy Ridge and Loos. He was severely wounded at Passchendaele near Ypres in 1917. Journey's End is based on his experiences in the war.</p>	<p>Genre</p>	<p>Realism – some critics accused the play of having no structure, it was just a series of scenes depicting real life. This disorganised structure was thought by some to be a reflection of the chaos of war.</p>	<p>In Act 1 we meet Osbourne, an older officer who defends the reputation and behaviour of Captain Stanhope. Naïve Lieutenant Raleigh arrives. He knew Stanhope at school and requested placement in his company. When they meet Stanhope is annoyed by Raleigh's presence but it is later revealed that he is scared that Raleigh will tell his sister Madge (with whom Stanhope is in a relationship) about Stanhope's drinking and she will be ashamed of him. He plans to censor the letter, but Osbourne disapproves and puts him to bed. In Act 2 we begin to see bonds forming between Osbourne and Raleigh as they discuss life before the war and how pointless the war itself seems. Stanhope announces that the Germans have planned an attack in two days time. He confiscates Raleigh's letter to censor it but finds it is full of praise. A 'day light raid' on a nearby German trench is planned and Osbourne and Raleigh selected to lead it. Hibbert complains to Stanhope about his neuralgia, which Stanhope thinks is faked and threatens to shoot him for cowardice. They admit to each other that they are both stressed and afraid. Act 3 begins with the raid; a German soldier is captured but Osbourne is killed. Raleigh is deeply distressed by this and argues with Stanhope. Later, Raleigh is caught by a shell and his spine is injured. Stanhope cares for him but Raleigh dies. As Stanhope leaves the dugout the trench is hit with a mortar and it collapses on Raleigh's body.</p>
	<p>Socio-historical Contexts</p>	<p>1928, 10 years after end of WW1, it was still fresh in people's minds. It is set in the dugout of a British trench, a claustrophobic and miserable environment which Sherriff himself experienced. Letters home were often censored to make sure vital information wasn't leaked. One of the main issues is Hibbert's neuralgia: men would often fake or create ailments to get sent home from the front.</p>		

MAIN CHARACTERS

KEY SPELLINGS FOR THIS UNIT

<p>Captain Stanhope – young captain of the company. Despite his age he is experienced and troubled by the war. He has become an alcoholic to deal with his issues; he is ashamed and afraid his girlfriend will find out.</p>	<p>Lieutenant Osbourne – an older officer and ex-public school master. The other officers refer to him as 'Uncle'. He is trusted and respected by all, especially Stanhope who regards him as a close friend.</p>	dialogue	biographical context	climax
		vernacular	socio-historical context	dramatic realism
		gesture	literary context	stagecraft
		intonation	moral context	playwright
		delivery	political context	dramatic realism
		intonation	exposition	stage direction

<p>KQ: "To forget, you little fool - to forget!... You think there's no limit to what a man can bear?"</p>	<p>KQ: "You mustn't expect to find him quite the same."</p>
<p>Raleigh – the youngest officer and newest to the trenches. He knows Stanhope from school and is thrilled to be in his company. Raleigh hero-worships Stanhope.</p>	<p>Hibbert – by comparison, a more minor character but it is his 'neuralgia' which causes one of the main issues in the play. This angers Stanhope who feels Hibbert is just cowardly.</p>
<p>KQ: "Good god, don't you understand? How can I sit down and eat that-when -when Osborne's lying out there."</p>	<p>KQ: "I shall die of this pain if I don't go"</p>

THEMES

Largely the play deals with the anticipation of 'Operation Michael', a German military offensive whereby they tried to break through the allied lines in northern France. It is this anticipation and claustrophobic setting which lead to some of the plays major conflicts. They often have discussions about the mundane which juxtaposes with the drama of the high stakes situation they are in.

The main themes in the play link to the various elements of the plot: Fear, loss, death, and the impact of war on mental health

CONTEXT

ACT/SCENE SUMMARIES

Diane Samuels (1960 > Playwright)



Diane Samuels was born into a Jewish family in Liverpool: "Three incidents led me to write *Kindertransport*. The first was a discussion with a close friend, in her late twenties and born into a comfortable, secure home, who described her struggle to deal with the guilt of survival. The second was the experience of another friend who, at her father's funeral, overheard her mother recalling her time at Auschwitz. Until that moment she had had no idea that her mother had been in a concentration camp. The third was the ashamed admission by a fifty five year old woman who felt rage towards her dead parents at their abandonment of her, even though it saved her life."

Genre

Historical drama that makes use of flashbacks to explore Eva's life in particular - as a daughter, foster child and then as a mother. Events are not real but influenced by takes of *Kinder*

Music is a recurring motif through the play - from the Ratcatcher's music to the mouth organ given to Eva, symbolising her Jewish tradition

Socio-historical Contexts

WW2 and Kindertransport: The play is set in 1939 and begins with Helga sending her daughter to England to escape the Nazi regime, fearing persecution.

Kindertransport is set in the mid-1980s of Evelyn's home in the suburbs of outer London or perhaps one of the Home Counties. All action takes place in the attic. **There are three acts in the play.**

The play jumps back and forth between three time periods:

- 1) Pre-war - in which Helga tries to prepare Eva to leave her home and parents;
- 2) War - in which Eva is living in England with Lil, adjusting to a new country, and desperately trying to get her parents out of Germany; and
- 3) Post-war, in which Eva (who has now changed her name to Evelyn) is an adult, has a daughter named Faith, and has intentionally wiped most of her past and her Jewishness out of existence.

MAIN CHARACTERS

KEY SPELLINGS FOR THIS UNIT


Eva/ Evelyn	A nine-year-old German girl who is seventeen by the end of the play. She is sent by her parents to Manchester by the Kindertransport. She gradually comes to integrate into Mancunian society (becomes known as Evelyn) and deny her Jewish heritage. As a child she had nightmares of the Ratfänger (the Ratcatcher - a symbol of fear in the play)	Helga	Mother of Eva, a German Jew. At the start of the play she is in her thirties, by the end around forty. She is unable to escape war-torn Germany and in turn, Eva loses sight of hope and direction. After the war, she wants to take Eva with her to New York.
Lil Miller	Working-class English woman from Manchester; Eva's foster mother. Ages throughout the play from her early thirties to her eighties.	Faith	Faith - Evelyn's only child, twenty years old. She discovers papers of her mother's former life in their attic.

dialogue	biographical context	climax
vernacular	socio-historical context	dramatic realism
gesture	literary context	stagecraft
intonation	moral context	playwright
delivery	political context	dramatic realism
intonation	exposition	stage direction

Kindertransport primarily depicts the agony of separating a child from her parents and wrestles with the consequences of that choice, an act of sacrifice that also wreaks devastating results. **The main themes are:**
Guilt Gratitude Loss New life Memory Identity Survival Family

CONTEXT

ACT / SCENE SUMMARIES

<p>Playwright</p> 	<p>Willy Russell was born in 1947 into a working-class family near to Liverpool. He left school at 15 without academic qualifications and began work. Dissatisfied with his job, he went to university and then became a teacher at a school in Liverpool.</p> <p>Russell wrote 'Our Day Out' in 1977 which was based on his experience while teaching at Shorefields School in Liverpool.</p>	<p>Genre</p>	<p>COMEDY/ REALISM/ SATIRE: Russell's plays and novels are about ordinary working class people His collection of work is funny and moving with a comic touch</p>	<p>The plot centres on a school trip to Conwy Castle in North Wales. Mrs. Kay teaches a class for illiterate children, called the "Progress Class". The whole class - along with Digga and Reilly, the slightly older pupils who used to be in the Progress Class - are taken on a coach trip. The headmaster asks deputy head, Mr Briggs, to go on the trip as an extra member of staff, emphasising his mistrust of the liberal values of Mrs Kay.</p> <p>On the way, the coach stops at a roadside cafe with a snack shop, where the students take advantage of the storekeepers' confusion to shoplift sweets and snacks, while the teachers are unaware. It makes a second stop at the zoo, where the students enjoy the animals so much that they try to steal most of them. The zoo attendant discovers this just in time before the coach pulls out, and makes them return the animals.</p> <p>When the coach finally reaches the castle, the students race around exploring the grounds, cliffs and beach. Soon it's time to leave, but one of the best-behaved students, Carol, is missing. A search ensues and Mr. Briggs finally finds Carol at the cliff edge. She is depressed because she doesn't want to return to the bad conditions at home. and becomes so upset that she threatens to jump off. Mr. Briggs shows a more understanding side as he convinces Carol to re-join the rest of the group.</p> <p>At the suggestion of Mr Briggs, the coach makes one more stop at a fairground where the students have some more fun before returning home. Mr. Briggs joins the students on some of the rides, wears a funny hat, and joins in with the sing-song on the journey home, all of which is photographed by Mrs. Kay. Mr. Briggs offers to develop the photos but he secretly unravels the undeveloped film, exposing and ruining the photos.</p>
		<p>Socio-historical Contexts</p>	<p>Escalating economic decline in the 1970s meant many had little or no income, which divided the rich and poor. This is social exclusion where people do not have access to adequate health care or education.</p> <p>Margaret Thatcher became the Conservative Prime Minister in 1979. One of Thatcher's central political beliefs was that success came to those who chose to work hard.</p>	
		<p>Political context</p>	<p>Russell contradicts this view as he shows that the pupils in the class are already intended for menial, low paid jobs and have effectively been written off by society.</p> <p>Willy Russell would have seen the poverty and lack of aspiration first hand in his home city. Liverpool's famous docks, a traditional source of local employment, were allowed to run down and thousands of households fell into poverty; crime levels increased; housing was allowed to deteriorate and drug use became more common.</p>	

MAIN CHARACTERS

THEMES

<p>Mrs Kay</p>	<p>A kind-hearted and generous teacher of the progress class</p>	<p>Social class Poverty Conflict Morality</p>
<p>Mr Briggs</p>	<p>The deputy-head of the school who believes in very strict discipline</p>	<p>Nature vs nurture Education Stereotyping</p>
<p>Colin/ Susan</p>	<p>Young teachers who are helping support those on the trip</p>	<p>Prejudice Pride Relationships</p>
<p>Carol</p>	<p>A thoughtful student who seems unhappy with her life in Liverpool</p>	<p>KEY SPELLINGS FOR THIS UNIT</p>
<p>Reilly/ Digga</p>	<p>Older students who used to be in the progress class; a bad influence on the others</p>	<p>vernacular gesture intonation delivery pathos</p>
<p>Lindo</p>	<p>A girl with a bad attitude, she has a crush on Colin and clashes with Mr Briggs</p>	<p>biographical context socio-political context literary context</p>
<p>Andrews</p>	<p>A young student with a difficult home life</p>	<p>moral context political context exposition climax dramatic realism stagecraft playwright stage direction</p>

Year 9 Geography

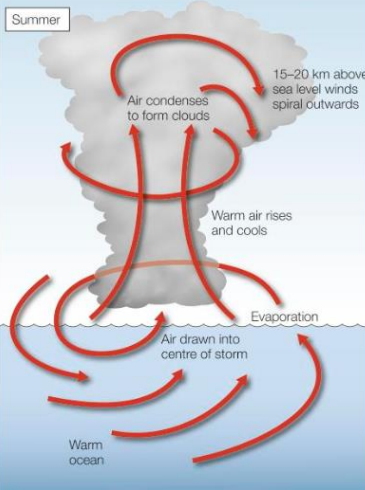
Unit 1a: A Hazardous World



KEYWORDS



LOOK 
 SAY 
 COVER 
 WRITE 
 CHECK 



<p>A tropical storm is a huge storm that develops in the tropics.</p> <p>They form over warm oceans above 27 degrees Celsius.</p> <p>They form between 5 and 15 degrees north and south of the equator.</p>	<p>Examples: Typhoon Haiyan, 2013; Hurricane Sandy, 2012 and Hurricane Katrina, 2005. See below for key facts about Hurricane Katrina...</p>	
	<p>Primary effects 300,000 homes were destroyed.</p>	<p>Secondary effects Shops were looted. Tourism decreased.</p>
	<p>Immediate response The UK government sent food aid during the early stages of the recovery process.</p>	<p>Long term response 220 miles of floodwalls and levees were strengthened or replaced.</p>

	Definition
Natural Hazard	A natural event that threatens people or has the potential to cause damage, destruction and death.
Primary effect	The initial impact of a natural event on people and property, caused directly by it, for instance the ground buildings collapsing following an earthquake.
Secondary effect	The after-effects that occur as indirect impacts of a natural event, sometimes on a longer timescale, for instance fires due to ruptured gas mains resulting from the ground shaking.
Immediate response	The reaction of people as the disaster happens and in the immediate aftermath.
Long-term response	Later reactions that occur in the weeks, months and years after the event.

A **wildfire** is an uncontrolled rural fire. Every continent in the world, except Antarctica, can experience wildfires.

Conditions:
Vegetation with a low moisture content or containing oils, e.g. eucalyptus
Long period of dry weather.
Strong winds can make vegetation drier.

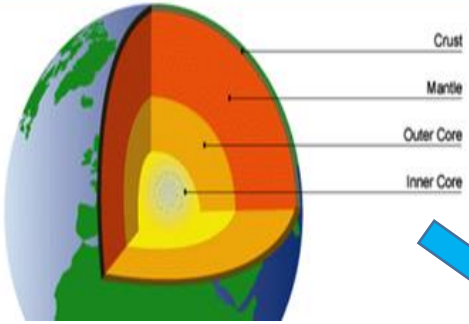
<p>Examples: California wildfire, 2018 June 4th</p>	
<p>Primary effects 10,321 buildings destroyed</p>	<p>Secondary effects Loss of communities as some people do not return to live in the area</p>
<p>Immediate response Firefighters and medical supplies immediately provided</p>	<p>Long term response Reconstruction of homes and public buildings.</p>



<p>An earthquake is a sudden and violent period of ground shaking caused by the tectonic plates moving.</p>	
<p>Examples: Nepal 2015 25th April</p>	
<p>Primary effects 9000 people killed, 20,000 injured</p>	<p>Secondary effects Avalanches on Mt Everest killed 19 people</p>
<p>Immediate response Half a million tents needed to provide for the homeless</p>	<p>Long term response Repairs to trekking routes and Everest base camp made.</p>

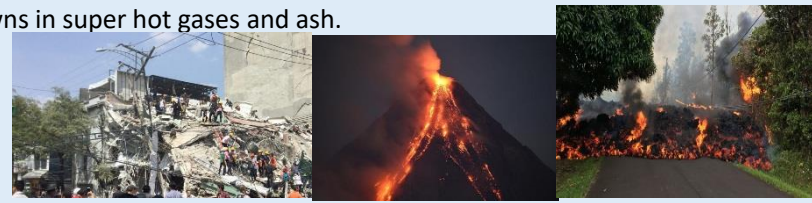
Layers Of The Earth

Year 9 Geography Unit 1b: A Hazardous World



Lesson 1-2 To identify Volcanoes and Earthquakes as hazards and to understand the structure of the Earth.

Vols and Equakes can cause different and similar general effects – For example volcanoes can create fires but so can earthquakes. However so effects are different. For example Earthquakes can create buildings to collapse but Vols can cover towns in super hot gases and ash.



The Earth has 4 basic layers to it. CRUST, MANTLE, OUTER CORE AND INNER CORE. All have different thicknesses, temperatures and made from different materials. It is hottest at the core which is a solid ball of Iron and Nickel while the only fully liquid layer is the Outer Core. The mantle is the thickest layer and the crust is the coolest and thinnest.

KEYWORDS

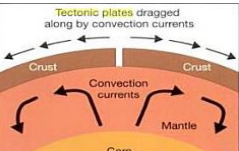
LOOK
SAY
COVER
WRITE
CHECK

	Definition
Primary Effects	The effects of a disaster that happen immediately. For example People are trapped under rubble in an Earthquake.
Secondary Effect	These are effects that happen a while after the a disaster. For example In an Earthquake fires can start and burn houses down.
Plate Boundary	This is where there is a crack in the earth's crust, it is a dividing line. The plates can move.
Responses	Prediction, planning and protection can be put in place so we know how to react/respond to a disaster.

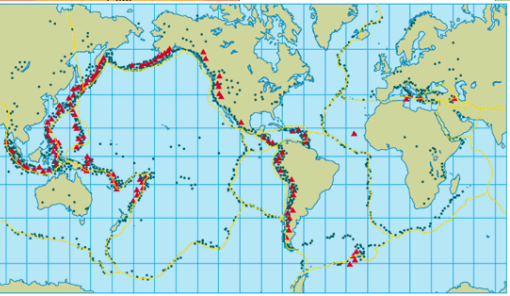
Lesson 3-4: The Theory of plate tectonics and the location patterns of Vols and Equakes.



Did the continents ever fit together? Wegner said they did and they have drifted apart....



Evidence has found that convection cells move the plates in different directions....

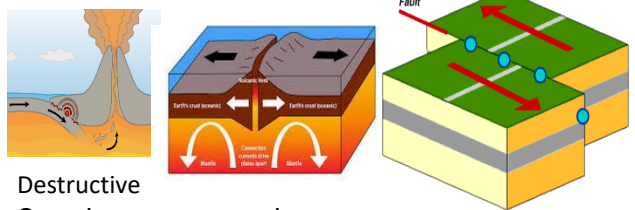


Lesson 4: Locations and patterns

Vols and Equakes are found in LINEAR patterns often near to each other. They often occur on the edges of continents where plate boundaries are found

Lesson 6

Plate boundaries: DESTRUCTIVE, CONSTRUCTIVE, CONSERVATIVE AND COLLISION



Destructive Oceanic vs Continental
oceanic away from oceanic
continental sliding past continental

Lessons 7-9

Two examples of Earthquakes – LIC Haiti 2010 in the Caribbean and a HIC example of Japan in 2011. Both had severe effects however, Haiti was less prepared and the damage was more serious due to it being very poor. Japan coped better even though it was a big event. It was prepared and buildings were stronger.

Lesson 10-Composite and Shield differences, and the key parts to volcano



Crater, Cone
Vent, Ash
Magma Chamber
Lava,

Lesson 11- 14

LIC Example: Volcanic eruption in the Congo – Nyiragongo

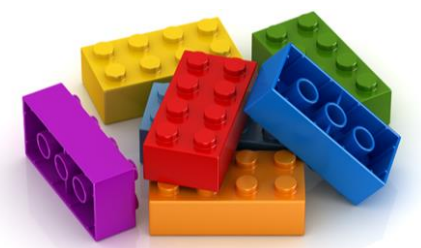
HIC Example: Mt Etna in Italy.



Wellington History

Year 9 HT 1 Knowledge Organiser

Why did the Great War break out in 1914?
Was the Great War a global war?



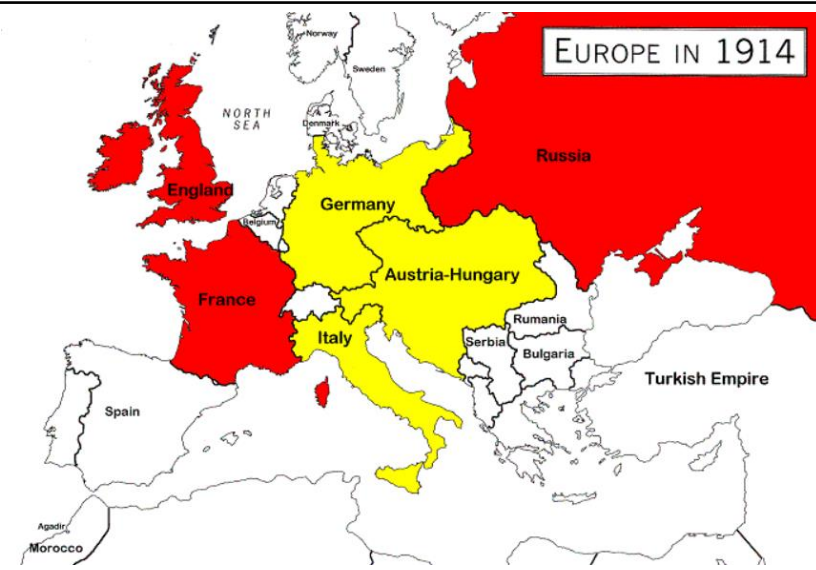
- ✓ What and why? You will learn about how one man's assassination sparked long-term tension into global war.
- Stop, think and link: Why did Britain become involved in conflict in the past? Why might the development of Empire cause tension?
- ❖ Interpretations assessment – What caused the Great War?
- ❖ **Want to explore further?**
Book: Archie's War by Marcia Williams
Book: Dear Jelly by Sarah Ridley
Book: Frightful First World War by Terry Deary
Websites: <https://www.dkfindout.com/uk/history/world-war-i/>
<https://www.bbc.co.uk/bitesize/topics/zqhyb9q/articles/z8sssbk>

Key Questions

- What was the world like in 1914?
- Why was Europe so ready for war in 1914?
- How did one man's assassination lead to a World War?
- How did Schlieffen's Plan lead to a war from the trenches?
- Why did British men join up to fight?
- What was life like for British soldiers fighting in the trenches?
- To what extent was the Great War a World War?
- Why did the Allies win the Great War?

Keywords

- Militarism**
The building up of armed forces
- Alliances**
Agreements between nations
- Imperialism**
Building up of Empires
- Nationalism**
Believing your country is better than all others
- Long-term cause**
Reasons for an event that have built up over a long period of time
- Trigger Cause**
A final cause of an event
- Assassination**
The planned killing of an important individual
- Empire**
When a country control land outside of it's own borders
- Propaganda**
Messages designed to influence
- Invasion**
Sending an army to conquer another land
- Conscientious Objector**
A person that refuses to fight in a war for moral reasons
- No Man's Land**
An area between the trenches on a battlefield
- Remembrance**
Remembering something
- Trench**
A long, narrow ditch
- Stalemate**
A draw



Key events and Key People

- 1870 Germany invaded and defeated France in War and took land as punishment.
- 1882 Italy, Germany and Austria-Hungary created the Triple Alliance.
- 1900 Kaiser Wilhelm of Germany announced a plan to build up Germany's navy and Empire.
- 1907 Britain, France and Russia created the Triple Entente.
- 28th June 1914 Archduke Franz Ferdinand assassinated.
- 28 July 1914 The Great War begins.
- 11 November 1918 The Great War ends.



Wellington History
Year 9 HT 2 Knowledge Organiser

How did ordinary people win the right to vote?
How democratic is the UK? Is it equal enough?



- ✓ What and why? You will learn how Britain gradually became more democratic from the 19th century to the current day
- Stop, think and link: Medieval Kings, When & why did Kings lose control, How did the Industrial Revolution change people's lives
- ❖ Causation assessment. How did ordinary people win the right to vote?

❖ **Want to explore further?**

Book: Politics for Beginners by Louis Stowell, Alex Firth, Rosie Hore and Kellan Stover

Book: AQA GCSE History: Power and the People by Alf Wilkinson

Websites: <https://www.parliament.uk/about/living-heritage/>
<https://www.bbc.co.uk/bitesize/guides/z6c6cqt/revision/1>
http://www.nationalarchives.gov.uk/pathways/citizenship/struggle_democracy/getting_vote.htm
<http://www.timelines.tv/> - click on the 'rulers and ruled' section

Key Questions

- What does democracy mean?
- What happened at Peterloo?
- What were Rotten Boroughs?
- Why was the 1832 Reform Act passed?
- Who were the Chartists and what did they want?
- Why did parliament pass further laws to widen the vote during the 19th century?
- What is a Trade Union?
- How did political parties help widen the vote?
- What's the difference between Suffragists and Suffragettes?
- How have rights become more protected?
- How equal is Britain today?

Keywords

Democracy

Rule by the people

Franchise

The right to vote

Protest

An organised demonstration to support/oppose something

Parliament

Where laws are made and where government rules from

Act

A law

Chartists

A group that campaigned for votes for ordinary men

Trade Union

Groups that represented workers

Suffragist

A group that campaigned for women's right to vote through persuasion

Suffragette

A group that campaigned for women's right to vote using direct action which was sometimes violent

Rights

Basic freedoms that citizens possess. These are protected by law.

Key events and Key People

- 1819 – The Peterloo Massacre: 18 pro-democracy protestors are killed & 600 are injured
- 1832 – The Great Reform Act is passed, widening the amount of people who could vote
- 1838 – The first People's Charter is published demanding the vote for ordinary men
- 1884 – The last in a series of Reform Acts in the c19th widens the vote further
- 1903- Emmeline Pankhurst forms the Suffragettes
- 1918 – Women over the age of 30 are allowed to vote for the first time
- 1969 – The voting age is reduced to 18
- 1998 – The Human Rights Act is passed which protects the individual rights of British citizens



Year 9: Basic Number and Decimals

Topic/Skill	Definition/Tips	Example
1. Integer	A whole number that can be positive, negative or zero.	-3, 0, 92
2. Decimal	A number with a decimal point in it. Can be positive or negative.	3.7, 0.94, -24.07
3. Negative Number	A number that is less than zero . Can be decimals.	-8, -2.5
4. Addition	To find the total , or sum , of two or more numbers. 'add', 'plus', 'sum'	$3 + 2 + 7 = 12$
5. Subtraction	To find the difference between two numbers. To find out how many are left when some are taken away. 'minus', 'take away', 'subtract'	$10 - 3 = 7$
6. Multiplication	Can be thought of as repeated addition . 'multiply', 'times', 'product'	$3 \times 6 = 6 + 6 + 6 = 18$
7. Division	Splitting into equal parts or groups. The process of calculating the number of times one number is contained within another one . 'divide', 'share'	$20 \div 4 = 5$ $\frac{20}{4} = 5$
8. Remainder	The amount ' left over ' after dividing one integer by another.	The remainder of $20 \div 6$ is 2, because 6 divides into 20 exactly 3 times, with 2 left over.
9. BIDMAS	An acronym for the order you should do calculations in. BIDMAS stands for ' Brackets, Indices, Division, Multiplication, Addition and Subtraction '. Indices are also known as 'powers' or 'orders'. With strings of division and multiplication, or strings of addition and subtraction, and no brackets, work from left to right.	$6 + 3 \times 5 = 21$, <i>not</i> 45 $5^2 = 25$, where the 2 is the index/power. $12 \div 4 \div 2 = 1.5$, <i>not</i> 6
10. Recurring Decimal	A decimal number that has digits that repeat forever . The part that repeats is usually shown by placing a dot above the digit that repeats, or dots over the first and last digit of the repeating pattern.	$\frac{1}{3} = 0.333 \dots = 0.\dot{3}$ $\frac{1}{7} = 0.142857142857 \dots = 0.1\dot{4}285\dot{7}$ $\frac{77}{600} = 0.128333 \dots = 0.128\dot{3}$

Year 9: Rounding

Topic/Skill	Definition/Tips	Example
1. Rounding	To make a number simpler but keep its value close to what it was. If the digit to the right of the rounding digit is less than 5, round down . If the digit to the right of the rounding digit is 5 or more, round up .	74 rounded to the nearest ten is 70, because 74 is closer to 70 than 80. 152,879 rounded to the nearest thousand is 153,000.
2. Decimal Place	The position of a digit to the right of a decimal point .	In the number 0.372, the 7 is in the second decimal place. 0.372 rounded to two decimal places is 0.37, because the 2 tells us to round down. Careful with money - don't write £27.4, instead write £27.40
3. Significant Figure	The significant figures of a number are the digits which carry meaning (ie. are significant) to the size of the number. The first significant figure of a number cannot be zero . In a number with a decimal, trailing zeros are not significant.	In the number 0.00821, the first significant figure is the 8. In the number 2.740, the 0 is not a significant figure. 0.00821 rounded to 2 significant figures is 0.0082. 19357 rounded to 3 significant figures is 19400. We need to include the two zeros at the end to keep the digits in the same place value columns.
4. Truncation	A method of approximating a decimal number by dropping all decimal places past a certain point without rounding .	3.14159265... can be truncated to 3.1415 (note that if it had been rounded, it would become 3.1416)
5. Error Interval	A range of values that a number could have taken before being rounded or truncated. An error interval is written using inequalities, with a lower bound and an upper bound . Note that the lower bound inequality can be 'equal to', but the upper bound cannot be 'equal to'.	0.6 has been rounded to 1 decimal place. The error interval is: $0.55 \leq x < 0.65$ The lower bound is 0.55 The upper bound is 0.65
6. Estimate	To find something close to the correct answer .	An estimate for the height of a man is 1.8 metres.
7. Approximation	When using approximations to estimate the solution to a calculation, round each number in the calculation to 1 significant figure . \approx means 'approximately equal to'	$\frac{348 + 692}{0.526} \approx \frac{300 + 700}{0.5} = 2000$ 'Note that dividing by 0.5 is the same as multiplying by 2'

Year 9: Indices

Topic/Skill	Definition/Tips	Example
1. Square Number	The number you get when you multiply a number by itself .	1, 4, 9, 16, 25, 36, 49, 64, 81, 100, 121, 144, 169, 196, 225... $9^2 = 9 \times 9 = 81$
2. Square Root	The number you multiply by itself to get another number. The reverse process of squaring a number.	$\sqrt{36} = 6$ because $6 \times 6 = 36$
3. Solutions to $x^2 = \dots$	Equations involving squares have two solutions , one positive and one negative .	Solve $x^2 = 25$ $x = 5$ or $x = -5$ This can also be written as $x = \pm 5$
4. Cube Number	The number you get when you multiply a number by itself and itself again .	1, 8, 27, 64, 125... $2^3 = 2 \times 2 \times 2 = 8$
5. Cube Root	The number you multiply by itself and itself again to get another number. The reverse process of cubing a number.	$\sqrt[3]{125} = 5$ because $5 \times 5 \times 5 = 125$
6. Powers of...	The powers of a number are that number raised to various powers .	The powers of 3 are: $3^1 = 3$ $3^2 = 9$ $3^3 = 27$ $3^4 = 81$ etc.
7. Multiplication Index Law	When multiplying with the same base (number or letter), add the powers . $a^m \times a^n = a^{m+n}$	$7^5 \times 7^3 = 7^8$ $a^{12} \times a = a^{13}$ $4x^5 \times 2x^8 = 8x^{13}$
8. Division Index Law	When dividing with the same base (number or letter), subtract the powers . $a^m \div a^n = a^{m-n}$	$15^7 \div 15^4 = 15^3$ $x^9 \div x^2 = x^7$ $20a^{11} \div 5a^3 = 4a^8$
9. Brackets Index Laws	When raising a power to another power, multiply the powers together. $(a^m)^n = a^{mn}$	$(y^2)^5 = y^{10}$ $(6^3)^4 = 6^{12}$ $(5x^6)^3 = 125x^{18}$
10. Notable Powers	$p = p^1$ $p^0 = 1$	$99999^0 = 1$
11. Negative Powers	A negative power performs the reciprocal. $a^{-m} = \frac{1}{a^m}$	$3^{-2} = \frac{1}{3^2} = \frac{1}{9}$
12. Fractional Powers	The denominator of a fractional power acts as a 'root'. The numerator of a fractional power acts as a normal power. $a^{\frac{m}{n}} = (\sqrt[n]{a})^m$	$27^{\frac{2}{3}} = (\sqrt[3]{27})^2 = 3^2 = 9$ $\left(\frac{25}{16}\right)^{\frac{3}{2}} = \left(\frac{\sqrt{25}}{\sqrt{16}}\right)^3 = \left(\frac{5}{4}\right)^3 = \frac{125}{64}$

Year 9: Standard Form

Topic/Skill	Definition/Tips	Example
1. Standard Form	$A \times 10^b$ <i>where $1 \leq A < 10$, $b = \text{integer}$</i>	$8400 = 8.4 \times 10^3$ $0.00036 = 3.6 \times 10^{-4}$
2. Multiplying or Dividing with Standard Form	Multiply: Multiply the numbers and add the powers. Divide: Divide the numbers and subtract the powers.	$(1.2 \times 10^3) \times (4 \times 10^6) = 8.8 \times 10^9$ $(4.5 \times 10^5) \div (3 \times 10^2) = 1.5 \times 10^3$
3. Adding or Subtracting with Standard Form	Convert in to ordinary numbers, calculate and then convert back in to standard form	$2.7 \times 10^4 + 4.6 \times 10^3$ $= 27000 + 4600 = 31600$ $= 3.16 \times 10^4$

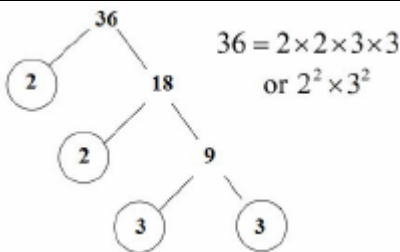
Year 9: Basic Algebra

Topic/Skill	Definition/Tips	Example
1. Expression	A mathematical statement written using symbols, numbers or letters,	$3x + 2$ or $5y^2$
2. Equation	A statement showing that two expressions are equal	$2y - 17 = 15$
3. Identity	An equation that is true for all values of the variables An identity uses the symbol: \equiv	$2x \equiv x+x$
4. Formula	Shows the relationship between two or more variables	Area of a rectangle = length x width or $A = L \times W$
5. Simplifying Expressions	Collect 'like terms'. Be careful with negatives. x^2 and x are not like terms.	$2x + 3y + 4x - 5y + 3$ $= 6x - 2y + 3$ $3x + 4 - x^2 + 2x - 1 = 5x - x^2 + 3$
6. x times x	The answer is x^2 not $2x$.	Squaring is multiplying by itself, not by 2.
7. $p \times p \times p$	The answer is p^3 not $3p$	If $p=2$, then $p^3=2 \times 2 \times 2=8$, not $2 \times 3=6$
8. $p + p + p$	The answer is $3p$ not p^3	If $p=2$, then $2+2+2=6$, not $2^3 = 8$
9. Expand	To expand a bracket, multiply each term in the bracket by the expression outside the bracket.	$3(m + 7) = 3m + 21$
10. Factorise	The reverse of expanding. Factorising is writing an expression as a product of terms by ' taking out ' a common factor.	$6x - 15 = 3(2x - 5)$, where 3 is the common factor.


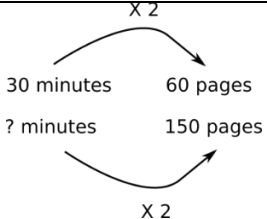
Year 9: Algebra: Intro to Quadratics and Rearranging Formulae

Topic/Skill	Definition/Tips	Example
1. Quadratic	<p>A quadratic expression is of the form</p> $ax^2 + bx + c$ <p>where a, b and c are numbers, $a \neq 0$</p>	<p>Examples of quadratic expressions:</p> x^2 $8x^2 - 3x + 7$ <p>Examples of non-quadratic expressions:</p> $2x^3 - 5x^2$ $9x - 1$
2. Factorising Quadratics	<p>When a quadratic expression is in the form $x^2 + bx + c$ find the two numbers that add to give b and multiply to give c.</p>	$x^2 + 7x + 10 = (x + 5)(x + 2)$ <p>(because 5 and 2 add to give 7 and multiply to give 10)</p> $x^2 + 2x - 8 = (x + 4)(x - 2)$ <p>(because +4 and -2 add to give +2 and multiply to give -8)</p>
3. Difference of Two Squares	<p>An expression of the form $a^2 - b^2$ can be factorised to give $(a + b)(a - b)$</p>	$x^2 - 25 = (x + 5)(x - 5)$ $16x^2 - 81 = (4x + 9)(4x - 9)$
4. Factorising Quadratics when $a \neq 1$	<p>When a quadratic is in the form</p> $ax^2 + bx + c$ <ol style="list-style-type: none"> 1. Multiply a by c = ac 2. Find two numbers that add to give b and multiply to give ac. 3. Re-write the quadratic, replacing bx with the two numbers you found. 4. Factorise in pairs – you should get the same bracket twice 5. Write your two brackets – one will be the repeated bracket, the other will be made of the factors outside each of the two brackets. 	<p>Factorise $6x^2 + 5x - 4$</p> <ol style="list-style-type: none"> 1. $6 \times -4 = -24$ 2. Two numbers that add to give +5 and multiply to give -24 are +8 and -3 3. $6x^2 + 8x - 3x - 4$ 4. Factorise in pairs: $2x(3x + 4) - 1(3x + 4)$ 5. Answer = $(3x + 4)(2x - 1)$
5. Inverse	Opposite	<p>The inverse of addition is subtraction. The inverse of multiplication is division.</p>
6. Rearranging Formulae	<p>Use inverse operations on both sides of the formula (balancing method) until you find the expression for the letter.</p>	<p>Make x the subject of $y = \frac{2x-1}{z}$</p> <p>Multiply both sides by z</p> $yz = 2x - 1$ <p>Add 1 to both sides</p> $yz + 1 = 2x$ <p>Divide by 2 on both sides</p> $\frac{yz + 1}{2} = x$ <p>We now have x as the subject.</p>

Year 9: Factors and Multiples

Topic/Skill	Definition/Tips	Example
1. Multiple	The result of multiplying a number by an integer. The times tables of a number.	The first five multiples of 7 are: 7, 14, 21, 28, 35
2. Factor	A number that divides exactly into another number without a remainder. It is useful to write factors in pairs	The factors of 18 are: 1, 2, 3, 6, 9, 18 The factor pairs of 18 are: 1, 18 2, 9 3, 6
3. Lowest Common Multiple (LCM)	The smallest number that is in the times tables of each of the numbers given.	The LCM of 3, 4 and 5 is 60 because it is the smallest number in the 3, 4 and 5 times tables.
4. Highest Common Factor (HCF)	The biggest number that divides exactly into two or more numbers.	The HCF of 6 and 9 is 3 because it is the biggest number that divides into 6 and 9 exactly.
5. Prime Number	A number with exactly two factors . A number that can only be divided by itself and one. The number 1 is not prime , as it only has one factor, not two.	The first ten prime numbers are: 2, 3, 5, 7, 11, 13, 17, 19, 23, 29
6. Prime Factor	A factor which is a prime number.	The prime factors of 18 are: 2, 3
7. Product of Prime Factors	Finding out which prime numbers multiply together to make the original number. Use a prime factor tree . Also known as 'prime factorisation'.	 $36 = 2 \times 2 \times 3 \times 3$ or $2^2 \times 3^2$
8. Product Rule for Counting	If there are x ways of doing something and y ways of doing something else , then there are xy ways of performing both .	To choose one of {A, B, C} and one of {X, Y} means to choose one of {AX, AY, BX, BY, CX, CY} The rule says that there are $3 \times 2 = 6$ choices.

Year 9: Ratio and Proportion

Topic/Skill	Definition/Tips	Example
1. Ratio	Ratio compares the size of one part to another part . Written using the ':' symbol.	$3 : 1$ 
2. Proportion	Proportion compares the size of one part to the size of the whole . Usually written as a fraction.	In a class with 13 boys and 9 girls, the proportion of boys is $\frac{13}{22}$ and the proportion of girls is $\frac{9}{22}$
3. Simplifying Ratios	Divide all parts of the ratio by a common factor .	5 : 10 = 1 : 2 (divide both by 5) 14 : 21 = 2 : 3 (divide both by 7)
4. Ratios in the form 1 : n or n : 1	Divide both parts of the ratio by one of the numbers to make one part equal 1 .	5 : 7 = 1 : $\frac{7}{5}$ in the form 1 : n 5 : 7 = $\frac{5}{7}$: 1 in the form n : 1
5. Sharing in a Ratio	1. Add the total parts of the ratio. 2. Divide the amount to be shared by this value to find the value of one part. 3. Multiply this value by each part of the ratio. Use only if you know the total .	Share £60 in the ratio 3 : 2 : 1. 3 + 2 + 1 = 6 60 ÷ 6 = 10 3 x 10 = 30, 2 x 10 = 20, 1 x 10 = 10 £30 : £20 : £10
6. Proportional Reasoning	Comparing two things using multiplicative reasoning and applying this to a new situation. Identify one multiplicative link and use this to find missing quantities.	
7. Unitary Method	Finding the value of a single unit and then finding the necessary value by multiplying the single unit value.	3 cakes require 450g of sugar to make. Find how much sugar is needed to make 5 cakes. 3 cakes = 450g So 1 cake = 150g (÷ by 3) So 5 cakes = 750 g (x by 5)
8. Ratio already shared	Find what one part of the ratio is worth using the unitary method .	Money was shared in the ratio 3:2:5 between Ann, Bob and Cat. Given that Bob had £16, found out the total amount of money shared. £16 = 2 parts So £8 = 1 part 3 + 2 + 5 = 10 parts, so 8 x 10 = £80
9. Best Buys	Find the unit cost by dividing the price by the quantity . The lowest number is the best value.	8 cakes for £1.28 → 16p each (÷ by 8) 13 cakes for £2.05 → 15.8p each (÷ by 13) Pack of 13 cakes is best value.

Year 9 French Knowledge Organiser

Giving an opinion

J'apprécie	I appreciate
Ça me fait...	It makes me...
Ils me font	They make me
Je pense que	I think that
À mon avis	In my opinion
Je préfère	I prefer
J'adore	I love
J'aime bien	I really like
J'aime mieux...	I like ... better
J'aime beaucoup	I really like
J'aime	I like
Je n'aime pas	I don't like
Je déteste	I hate
Je ne supporte pas	I can't stand
Je suis fan de	I am a fan of

Present tense

Je regarde	I watch
Je joue	I play
Je mange	I eat
Je bois	I drink
Je vais	I go
J'écoute	I listen
Je visite	I visit
Je fais	I do
Je reste	I stay
J'achète	I buy
Je lis	I read
Je retrouve	I meet up with

Future tense

Je vais regarder	I am going to watch
Je vais jouer	I am going to play
Je vais manger	I am going to eat
Je vais boire	I am going to drink
Je vais aller	I am going to go
Je vais écouter	I am going to listen
Je vais visiter	I am going to visit
Je vais faire	I am going to do
Je vais rester	I am going to stay
Je vais acheter	I am going to buy
Je vais lire	I am going to read
Je vais retrouver	I am going to meet up with

Past tense

J'ai regardé	I watched
J'ai joué	I played
J'ai mangé	I ate
J'ai bu	I drank
Je suis allé(e)	I went
J'ai écouté	I listened
J'ai visité	I visited
J'ai fait	I went
Je suis resté(e)	I stayed
J'ai acheté	I bought
J'ai lu	I read
J'ai retrouvé	I met up with

Connectives

Mais	But
Cependant	However
Aussi	Also
Puis	Then
Plus tard	Later
D'abord	Firstly
Ensuite	Next
Après	Afterwards

Intensifiers

Vraiment	Really
Très	Very
Assez	Quite
Un peu	A little bit

Adjectives

Ennuyeux	Boring
Drôle	Funny
Rasant	Boring
Barbant	Boring
Passionnant	Exciting
Amusant	Fun/funny
Emouvant	moving
Plein d'action	full of action

Useful phrases

J'ai - I have	je suis - I am
Il y a - there is	
il n'y a pas de - there is not	

Free Time Activities

(Expo 3 Rouge Module 1)

Useful phrases

J'ai	I have
Je suis	I am
Il/elle a	He/she has
Il/elle est	He/she is
Je regarde	I watch
Il/elle regarde	he/she watches
Je lis	I read
Il/elle lit	he/she reads

Les yeux et les cheveux

Les yeux bleus	Blue eyes
Les yeux marron	Brown eyes
Les yeux gris	Grey eyes
Les yeux verts	Green eyes
Les cheveux courts	Short hair
Les cheveux longs	Long hair
Les cheveux mi-longs	Mid-length hair
Les cheveux frisés	Curly hair
Les cheveux blonds	Blonde hair
Les cheveux bruns	Brown hair
Les cheveux noirs	Black hair
Les cheveux roux	Red/ginger hair

Time phrases: When?

Le weekend	At the weekend
Le weekend dernier	Last weekend
Le matin	In the morning
L'après midi	In the afternoon
Le soir	In the evening/at night
<u>Samedi</u> dernier	Last <u>Saturday</u>
<u>Samedi</u> matin	On <u>Saturday</u> morning
<u>Dimanche</u> après-midi	On <u>Sunday</u> afternoon
<u>Dimanche</u> soir	On <u>Sunday</u> evening
Le weekend prochain	next weekend

Frequency words/How often?

Souvent	Often
Quelquefois	Sometimes
Normalement	Normally
De temps en temps	From time to time
Tous les weekends	Every weekend
Une/ deux fois par semaine	Once/twice a week

Les émissions de télé

Les comédies (f)	Comedies
Les séries policières (f)	Police series
Les séries (f)	Soaps/Series
Les émissions musicales (f)	Music programmes
Les émissions médicales (f)	Hospital series
Les émissions de sport (f)	Sports programmes
Les émissions de science-fiction (f)	Science-fiction programmes
Les jeux télévisés (m)	Game shows

Les films

Les films d'arts martiaux	Martial-arts films	Les films de science-fiction	Science-fiction films
Les films d'horreur	Horror films	Les comédies	Comedies
Les films d'action	Action films	Les dessins animés	Cartoons
Les films policiers	Police films	Les histoires d'amour	Love stories

La lecture

Un magazine de foot / musique pop
Un magazine féminin
Une BD (bande dessinée)
Un livre d'horreur/ de science-fiction
Un livre de Harry Potter
Mon auteur préféré

Reading

A football/pop music magazine
A girls'/women's magazine
A comic
A horror book/science fiction book
A Harry Potter book
My favourite author

Year 9 French Knowledge Organiser

Qu'est-ce qu'on va faire demain?

On va...

acheter de souvenirs.

aller au cinéma.

aller à Londres.

écouter des CD.

faire du shopping.

jouer au baby-foot.

jouer au flipper.

manger avec ma famille.

manger au fast-food.

regarder le match.

rentre à la maison.

visiter le Palais de Buckingham.

demain

les projets

What are we going to do tomorrow?

We're going to...

buy souvenirs.

go to the cinema.

go to London.

listen to CDs

do shopping.

play table football.

play pinball.

eat with my family.

eat fast food.

watch the match.

go home.

visit Buckingham Palace.

tomorrow

plans

À l'avenir...

Je vais avoir...

une belle moto/voiture.

des enfants.

Je vais être...

célèbre.

riche.

heureux/heureuse.

Je vais faire...

le tour du monde.

du bénévolat.

Je vais habiter...

dans un appartement de luxe.

dans une grande maison.

à l'étranger.

Je vais rencontrer...

le/la partenaire de mes rêves.

In the future...

I am going to have...

a nice motorbike/car.

children.

I am going to be...

famous.

rich.

happy

I am going to ...

go round the world.

do voluntary work.

I am going to live...

in a luxury apartment.

in a big house.

abroad.

I am going to meet...

my dream partner.

Current and future study and employment

Après le college

à 16 ans
aller au lycée
aller à l'université
être (professeur)
étudier (l'anglais)
faire un apprentissage
faire une licence (de marketing)
quitter le collège/travailler

After school

At the age of 16
go to 6th form college
go to university
to be (a teacher)
to study (English)
to do an apprenticeship
to do a (marketing) degree
leave school/work

(Expo 3

Vert Module 2)

Les matières

le français
l'espagnol
l'allemand
l'anglais
la musique
les sciences
les mathématiques
les maths
l'EPS
l'informatique
le dessin
la géographie
l'histoire
la religion

Pourquoi apprendre les langues ?

parler une langue étrangère	to speak a foreign language
voyager en Europe	to travel in/to Europe
habiter à l'étranger	to live abroad
travailler pour une entreprise	to work for a company
apprécier la culture	to appreciate the culture
pour mon métier	for my job
comprendre	to understand
utiliser	to use
un chauffeur de camion	a lorry driver
un secrétaire	a secretary
le commerce	business
la langue maternelle	mother tongue
l'Union Européenne	the European Union
des clients	customers
utile	useful
plus tard dans la vie	later in life
seulement	only

Les verbs modaux Modal Verbs

Je dois	I must
On doit	We/One must
Je peux	I can
On peut	We/One can
Je veux	I want to
On veut	We/One want(s) to

Les conjonctions

car
comme
de plus
donc
en ce moment
finalement
où
pourtant
y compris

Connectives

because
as, since, because
what's more/in addition
therefore
at the moment
finally
where
however
including

Wie hilfst du zu Hause ?

Ich mache alles zu Hause.
 Ich mache (gar) nichts.
 Ich stehe **früh** auf.
 Ich räume mein Zimmer auf.
 Ich trockne **immer** ab
 Ich wasche **nie** ab.
 Ich bereite das Essen vor.
 Ich bügele.
 Ich sauge Staub.
 Ich putze.
 Ich decke den Tisch.
 Ich mache das Bett.
 Ich helfe **oft** zu Hause.
 Ich arbeite **ab und zu** im Garten.

P
R
E
S
E
N
T

T
E
N
S
E

How do you help at home ?

I do everything at home.
 I go (absolutely) nothing.
 I get up **early**.
 I tidy my room.
 I **always** wash up.
 I **never** wash up.
 I prepare the food.
 I iron
 I vaccum.
 I clean.
 I lay the table.
 I make the bed.
 I **often** help at home.
Now and again I work in the garden.

Giving opinions

Das finde ich..
Persönlich finde ich es
Ich fand es

<i>schrecklich</i>	terrible
<i>schwer</i>	difficult
<i>anstrengend</i>	tiring
<i>einfach</i>	easy
<i>gut</i>	good
<i>interessant</i>	interesting
<i>langweilig</i>	boring
<i>cool</i>	cool
<i>attraktiv</i>	attractive
<i>schön</i>	beautiful
<i>laut</i>	loud
<i>toll</i>	great
<i>ruhig</i>	quiet
<i>grün</i>	green
<i>idyllisch</i>	idyllic

I find that...
Personally I find it..
I found it..

<i>chaotisch</i>	chaotic
<i>ordentlich</i>	tidy
<i>perfekt</i>	perfect
<i>praktisch</i>	practical
<i>hübsch</i>	cute
<i>gemütlich</i>	cosy
<i>organisiert</i>	organised
<i>bunt</i>	colourful
<i>bequem</i>	comfortable

Qualifiers

<i>sehr</i>	very	<i>wirklich</i>	quite
<i>echt</i>	really	<i>zu</i>	too

Das finde ich *echt* schrecklich!

Timperley gefällt mir.
 Ich mag(nicht) Timperley.
 Ich wohne (nicht) gern hier.
 Wir wohnen (nicht) gern hier.

Timperley pleases me.
 I (don't) like Timperley.
 I (don't) like living here.
 We (don't) like living here.

Adverbs

Rule: ADD to the VERB.
 Ich helfe **nie** zu Hause.

oft	often
immer	always
ab un zu	now & again
nie	never

Sequencing words:

Jeden Tag	everyday
Zuerst	first of all
Dann	then, next
Danach	afterwards
Später	later
Zum Schluss	finally
Endlich	finally

Connectives:

und	and
denn	because
oder	or
aber	aber

Ich putze und
 ich mache das
 Bett.

Seit = for

Ich **wohne** seit zwei Jahren in Timperley.
 I have been living in Timperley for two years.

Try and refer to other people in your work.

Er spielt/ wohnt/ macht/ hört/
 He plays/ lives/ does/ listens
 Er liest/ hilft/ sieht
 He reads/ helps/ watches

Wie ist deine Alltagsroutine ?

Ich spiele am Computer im Schlafzimmer.
 Ich mache meine Hausaufgaben im Esszimmer.
 Ich lese ein Buch/ Bücher im Garten.
 Ich höre Musik im Badezimmer.
 Ich sehe fern in der Küche.

What is your daily routine ?

I play on the computer in the bedroom.
 I do my homework in the dining room.
 I read a book/ books in the garden.
 I listen to music in the bathroom.
 I watch TV in the kitchen.

Was gibt es in der/ deiner Stadt ?
Beschreib dein Haus/ Schlafzimmer.

What is there in the / your town ?
Describe your house/ bedroom.

In meiner Stadt In meinem Haus In meinem Schlafzimmer	gibt es	einen	Flughafen (airport) / Park/ Bahnhof (train station) / Fluss (river) / Busbahnhof (busstation) / Fernseher (TV) / Computer/ Schreibtisch (desk) / Schrank (cupboard) / Kleiderschrank (wardrobe) / Sessel (armchair) / Stuhl (chair) / Teppich (carpet)/ Boden (floor).
Im ersten/ zweiten/ dritten Stock (on the 1st/ 2 nd / 3rd floor)		eine	Kirche (church)/ Moschee (mosque)/ Synagoge / Bushaltestelle (bus stop) / Imbissbude (take away)/ Kommode (chest of drawers)/ Lampe / Lichterkette (fairy lights)/ Tür (door)
		ein	Museum/ Café / Restaurant / Hotel / Geschäft (shop)/ Kino (cinema) / Hochhaus (sky-scraper) / Bett / Fenster (window)
			Pompons (pompoms)/ Kerzen (candles)

Wo wohnst du ?

Where do you live ?

Ich wohne/ lebe Wir wohnen /leben	in einem (in a) Doppelhaus (semi-detached house)/ Einfamilienhaus (detached house)/ Reihenhaus (terraced house)/ Wohnblock (block of flats) / Wohnmobil (camper van) / Schloss (castle) / Dorf (village)
	in einer (in a) Wohnung. (flat) / Stadt (town)
	in den Bergen. (in the mountains)
	auf einem Hausboot. (on a house boat)
	auf dem Land. (in the countryside)
	am See. (by a lake)/ Stadtrand (on the outskirts of town)
	an der Küste. (by the sea)

Past Time Expressions:

Gestern	yesterday
Letztes Wochenende	last weekend
Letztes Jahr	last year
Letzten Sommer	last Summer
Früher	before
Früher habe ich in London gewohnt.	
Before I lived in London.	

PAST TENSE

Future Time Expressions:

Morgen	tomorrow
Nächstes Wochenende	next weekend
Nächstes Jahr	next year
Nächsten Sommer	next Summer
In der Zukunft	in the future
In der Zukunft werde ich in Berlin wohnen	
In the future I will live in Berlin.	

FUTURE TENSE

Ich habe in London gewohnt.	I lived in London.
Ich habe am Computer gespielt.	I played on the computer
Ich habe meine Hausaufgaben gemacht.	I did my homework.
Ich habe ein Buch/ Bücher gelesen.	I read a book/ books.
Ich habe Musik gehört.	I listened to music.
Ich habe fern gesehen.	I watched TV.

Ich werde in London wohnen.	I will live in London.
Ich werde am Computer spielen.	I will play on the computer
Ich werde meine Hausaufgaben machen.	I will do my homework.
Ich werde ein Buch/ Bücher lesen.	I will read a book/ books.
Ich werde Musik hören.	I will listen to music.
Ich werde fern sehen.	I will watch TV.

Future opinions.	
Mein Haus wird toll sein.	My house will be great.
Das wird Spaß machen.	It will be fun.
Ich werde viele Tiere haben.	I will have lots of animals.

Year 9 German Knowledge Organiser: Half Term 2

Wann wachst du auf ?

Ich wache um sieben Uhr auf.
 Ich stehe um Viertel nach sieben auf.
 Ich wasche mich.
 Ich dusche mich.
 Ich rasiere mich.
 Ich ziehe mich an.
 Ich entspanne mich.
 Ich gehe um halb elf ins Bett.
 Ich schlafe ein.
 Ich amüsiere mich.
 Ich interessiere mich für Musik.
 Viertel vor.
 Viertel nach.
 halb.
 Die Schule beginnt um acht Uhr.
 Ich entspanne mich.
 Ich gehe in die (Informatik)-AG.
 Ich mache meine Hausaufgaben.
 Ich gehe in die Mensa.
 Ich sehe Netflix.
 Ich gucke auf mein Handy.

When do you wake up ?

P	I wake up at 7 o'clock.
R	I get up at quarter past seven.
	I have a wash.
E	I shower.
	I shave.
S	I get dressed.
E	I relax
	I go to bed at half past ten.
N	I go to sleep.
T	I have fun.
	I'm interested in music.
	Quarter to.
T	Quarter past.
E	half (to).
	School starts at 8 o'clock.
N	I relax.
S	I go to the IT after school club.
	I do my homework.
E	I go to the canteen.
	I watch Netflix.
	I look at my phone.

Wollen wir uns treffen?

Willst du mit ins Kino gehen?
 Willst du..?
 Wollen wir...?
 Wollt ihr..?
 ..ein Videospiele machen?
 ..ins Café gehen?
 ..in die Stadt gehen?
 ..in den Park gehen?
 ..Skateboard fahren?
 ..einkaufen gehen?
 ..angeln gehen?
 ..Backgammon spielen?
 Ich kann nicht mitkommen.
 Es tut mir leid.
 Leider kann ich nicht.
 Ja! Gerne.
 Ach nein!
 Das ist schade.
 Wieso denn?
 Ach Quatsch!
 Das gibt's nicht.
 Keine Chance!

Shall we meet?

Do you want to go to the cinema?
 Do you (informal) want to...?
 Shall we...?
 Do you (plural) want to..?
 ..play a video game?
 ..go to a café?
 ..go to town?
 ..go to the park?
 ..go skateboarding?
 ..go shopping?
 ..go fishing?
 ..play backgammon?
 I can't come with you.
 I am sorry.
 Unfortunately, I can't.
 Yes! Gladly.
 Oh no!
 That's a shame.
 How come?
 Oh rubbish!
 That isn't possible! I don't believe it.
 No chance!

Ich bin super enttäuscht.

I am really disappointed.

Ich **muss** mich um meine Schwester **kümmern**. I must look after my sister.

Ich **muss** meine Oma **besuchen**. I must visit my grandma.

Ich **muss** meine Hausaufgaben **machen**. I must do my homework.

Ich **muss** mit meinem Hund spazieren **gehen**. I must walk the dog.

Ich habe kein Geld. I have no money.

Sequencing words:

Zuerst	first of all
Dann	then, next
Danach	afterwards
Später	later
nach der Pause	after break
nach der Schule	after school
nach dem Mittagessen	after lunch
nach dem Abendessen	after dinner/tea

Adverbs

Rule: ADD to the VERB.
 Ich helfe **nie** zu Hause.

oft	often
immer	always
ab un zu	now & again
nie	never
gern	like

Word order Rules: The verb is the 2nd idea.

Nach der Schule **gehe** ich in die Informatik-AG, dann **entspanne** ich mich.

Try and refer to other people in your work.

Er spielt/ kocht/ macht/ geht / will / muss
 He plays/ cooks/ does/ goes/ wants/ must

Er liest/ hilft/ sieht/ schläft
 He reads/ helps/ watches/ sleeps

Connectives:

und	and
denn	because
oder	or
aber	aber

Ich dusche mich und ich ziehe mich an.

Was ist dein Rezept für ein gesundes Leben?

Man soll Tai Chi oder Yoga machen.
 Man soll Sport treiben.
 Man soll aktiv sein.
 Man soll nachts nicht auf das Smartphone guckn.
 Man soll positive denken.
 Man muss genug schlafen.
 Man muss Zeit mit Freunden oder Familie verbringen.
 Man muss gesund essen.
 Man muss viel Wasser trinken.
 Man muss manchmal eine Pause machen.
 Ich nehme mir ein bisschen Zeit für mich.

What is your recipe for a healthy living?

You should do Tai Chi or Yoga.
 You should do sport.
 You should be active.
 You should not look at your smartphone at night.
 You should think positively.
 You must get enough sleep.
 You must spend time with Friends der or family.
 You must eat healthily.
 You must drink a lot of water.
 You must sometimes take a break.
 I take a bit of time for myself.

Giving opinions Wie findest du die Rollenverteilung?

Das ist für mich wichtig.
 Das ist für mich unwichtig.
 Das macht mich glücklich.
 Das macht mich unglücklich.
 Das stresst mich.
 Das stresst mich nicht.
 Das nervt mich (gar nicht).
 Das ist richtig.
 Das ist falsch.
 Das stimmt (nicht)
 Das finde ich ganz fair.
 Das finde ich in Ordnung.

How do you find the division of family roles?

That is important for me.
 That is not important for me.
 That makes me happy.
 That makes me unhappy.
 That stresses me out.
 That does not stress me out.
 That (does not) annoys me.
 That is correct/ true.
 That is incorrect/ wrong.
 That's (not) correct.
 I find that totally unfair.
 I find that alright.

Wer macht was bei euch?

Ich koche.
 Ich bringe die Papiermüllkiste raus.
 Ich mache mein Schlafzimmer sauber.
 Ich gehe für meine Familie einkaufen.
 Ich wasche Autos.
 Ich putze das Badezimmer.
,wenn/ weil meine Eltern **arbeiten**.

Who does what at your house?

I cook.
 I take out cardboard/paper recycling.
 I clean my bedroom.
 I go shopping for my family.
 I wash cars.
 I clean the bathroom.
 when/ because my parents work.

,wenn/ weil meine Mutter/ mein Vater spät nach Hause **kommt**.
 when/ because my mum/ dad come home late.

,weil ich Geld dafür **kriege**.
 because I get money in return.

,wenn/ weil meine Eltern sehr viel zu tun **haben**.
 because my parents have a lot to do.

,weil ich für einen Computer/ eine Tablette/ ein Handy **spare**.
 because I am saving for a computer/ a tablet/ a mobile phone.

Past Time Expressions:

Gestern	yesterday
Letztes Wochenende	last weekend
Letztes Jahr	last year
Letzten Sommer	last Summer
Früher	before
Früher habe kein Sport getrieben .	
Before I used to do no sport.	

PAST TENSE

Ich war nicht aktiv.
 I was not active.
Er war gesund.
 He was healthy.

Ich habe kein Sport **getrieben**.

I did no sport.

Ich habe Fußball **gespielt**.

I played football.

Ich habe Yoga **gemacht**.

I did Yoga.

Ich habe gesund **gegessen**.

I ate healthily.

Ich habe Wasser **getrunken**.

I drank water.

Ich bin Rad **gefahren**.

I went cycling.

FUTURE TENSE

Future Time Expressions:

Morgen	tomorrow
Nächstes Wochenende	next weekend
Nächstes Jahr	next year
Nächsten Sommer	next Summer
In der Zukunft	in the future

In der Zukunft **werde ich** gesünder **sein**.
 In the future I will be healthier.

Ich werde mehr Sport **treiben**.

I will do more sport.

Ich werde Fußball **spielen**.

I will play football.

Ich werde Yoga **machen**.

I will do yoga.

Ich werde gesünder **essen**.

I will eat more healthily.

Ich werde Wasser **trinken**.

I will drink water.

Ich werde Rad **fahren**.

I will go cycling.

Future opinions.

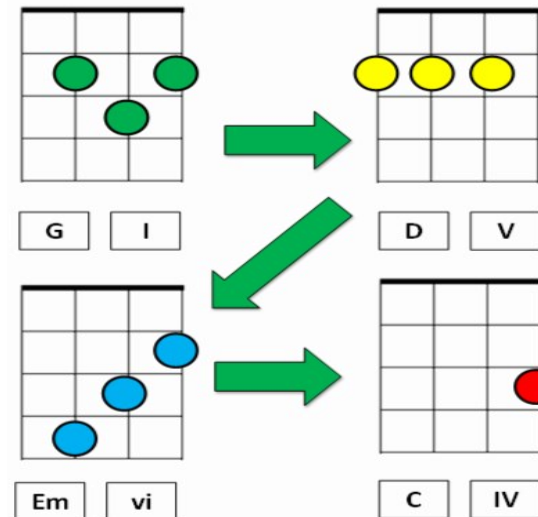
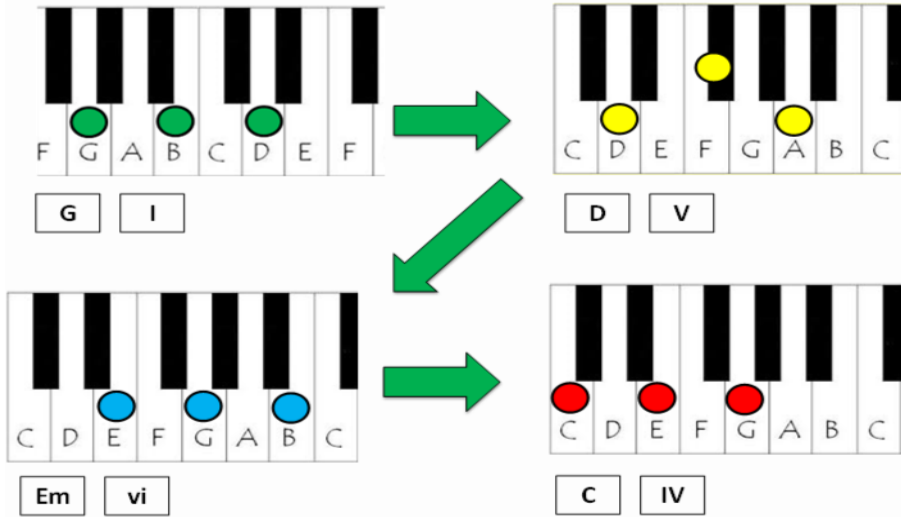
Es wird toll **sein**.

I will be great.

Das wird Spaß **machen**.

It will be fun.

Music Year 9 Knowledge Organiser: Cool Britannia (Autumn Term)



The Beatles are the best-selling music artists of all time.

The Beatles



Bohemian Rhapsody was Queen's first Top 10 hit in the US.

Queen



Blur are bitter rivals with Oasis, but had far less success in the US.

Blur



The band has sold over 93 million records worldwide

Coldplay



1960

1970

1980

1990

2000

2010

Kinks

The Kinks music was influenced by rhythm and blues, British music hall, folk and country.



The Smiths

The Smiths are credited with bringing alternative indie-rock into the music scene in the 80's.



Oasis

Oasis are often compared with the Beatles and their music is also heavily influenced by the band.



Unit 2: Sex Education

Year 9

Skills

- Engage with and reflect on different ideas, opinions and beliefs to help develop personal opinion.
- Can express and explain opinions through discussion and written assessments.
- Develop empathy with the situations others may find themselves in
- develop confidence by discussing/action planning how to resolve CSE scenario's.

Knowledge

Be aware of current teenage pregnancy statistics

Develop awareness of the different methods of contraceptives

Gain knowledge and understanding about STIs and the dangers of them

Eliminate myths about STIs

Gain knowledge and understanding about HIV & AIDS

Explain what is meant by the term 'consent' (regarding the law) and what it means within healthy relationships.

Understand what child sexual exploitation is and our vulnerability to it.





Y9: Unit 1 Buddhism

Buddhism is a religion that doesn't have a "traditional" religious view as there is no God that Buddhists regard as being intrinsically important. Instead, there are key figures such as the Buddha and his teachings (dharma) that were left behind. In this unit of work you will consider these teachings and how they have an impact on the views of Buddhists today in terms of ethics and their behaviour in this life and beyond.

Knowledge Organiser

Religions

Lesson 1

Buddhism: What is it all about?

Can you give key beliefs and teachings about Buddhism and how it differs from other faiths?

Can you give examples of important individuals in Buddhism?

Lesson 4

Who was Siddhartha Gautama?

What kind of life did Siddhartha lead and how did this lead to the creation of a world religion?

Do you think SG is a positive role model today? Can you give examples to agree and to disagree?

Lesson 7

What is the Eightfold Path?

What are the 8 different parts of the path and why are they important to Buddhists?

Should we all follow the path? Can you give examples as to why it would make the world better if we did?

Ethics

Lesson 2

Suffering P4C: Why do we suffer?

What are the 3 poisons of the mind & why do they cause suffering?

What does Dukkha mean and how do Buddhists think we can end suffering?

Lesson 5

The Five Moral Precepts: Should we all follow them?

What are the 5 moral precepts?

How do you think following these rules has an impact on the lives of Buddhists today?

Do you think the world would be a better place if we ALL followed these rules? Why?

Lesson 8

Should we experiment on animals?

What does the term ahimsa mean?

Can you give reasons why we should and reasons why we should not experiment on animals?

Can you give reasons why a Buddhist would see animal experimentation as problematic?

Philosophy

Lesson 3

What are Buddhist views of God?

Can you describe the parable of the arrow? What is this trying to teach us about God for Buddhists?

What are the 14 unanswered questions of the Buddha?

Lesson 6

Anicca & anatta: What makes you, you?

What do the terms anicca & anatta mean?

Can you explain the example of the Theseus?

Do you agree with the two ideas – why?

Lesson 9

The Dalai Lama: Can science & religion work together?

Who is the Dalai Lama?

Would a Buddhist be for/against science? Can you give examples?

Which parts of the 5 moral precepts/ Eightfold path challenge scientific advances and why?

Following these 9 lessons pupils will be assessed and feedback will be given in exercise books.

Year 9 – Experimental Skills in Science



Explosive



Flammable



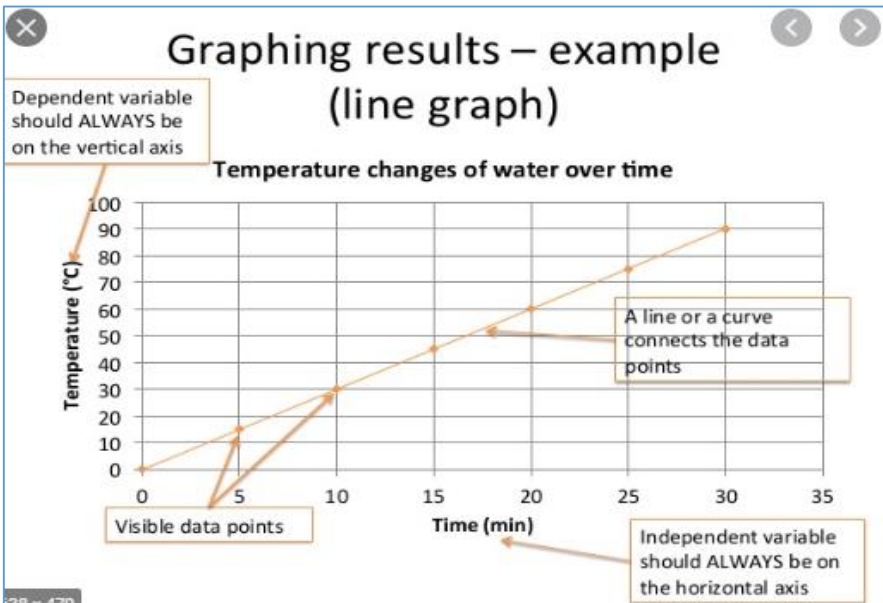
Corrosive



Hazardous to the environment



Caution – harmful or irritant



Variable	Meaning
Independent	The one that we change
Dependent	The one that we measure
Controlled	The ones that we keep the same in an investigation

How to work out a mean average:
 Add the values and divide by the total number of values.
 E.g. 5, 7, 9, 11, 11
 Mean = $5 + 7 + 9 + 11 + 11$
 = $43 / 5$ (as there are 5 values)
 = 8.6



Health Hazard



Gas under Pressure



Oxidising



Risk of Electric shock



Radioactive material



Toxic

Science Equipment

Apparatus	Name	Diagram	What it is used for
	test tube		storing or mixing solids and liquids
	boiling tube		heating solids and liquids
	beaker		holding liquids or solids
	conical flask		holding and mixing liquids
	round-bottom flask		heating liquids
	measuring cylinder		measuring volumes of liquids
	Liebig condenser		cooling a vapour and condensing it into a liquid
	tripod		heating a beaker, flask or crucible over a Bunsen burner
	gauze		supporting a beaker or flask and spreading the heat from the flame
	Bunsen burner		heating things
	evaporating basin		evaporating the water from a solution
	filter funnel (with paper)		separating an insoluble solid from a liquid
	rubber bung		keeping things in a tube or flask
	rubber bung with a hole		the hole is so that a tube or thermometer can be put into the liquid without any gases escaping