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**Knowledge Organisers**  
**Year 9**  
**Autumn 2020**

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# **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.

## **Contents**

An introduction to Knowledge Organisers

Art

Computing

Drama

Design Technology (DT)

English

Geography

History

Mathematics

MFL

Music

PSHE

Religion, Ethics and Philosophy (REP)

Science

# 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 ask 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 3-D

# Knowledge Organiser - Term 1 & 2

3-D work comes in many materials eg

**STONE CLAY METAL CARD PAPER WIRE CEMENT WOOD**

Its styles and form vary too

**BAS RELIEF**—protrudes from a flat surface but is shallow

**HIGH RELIEF**—is deeper and some elements are seen in the round

**KINETIC**—Contains moving and/or free form pieces

**Full round ADDITIVE**—is modelling or adding to a base or armature eg clay. **Full round SUBTRACTIVE**—is removing or carving away from material to form sculpture

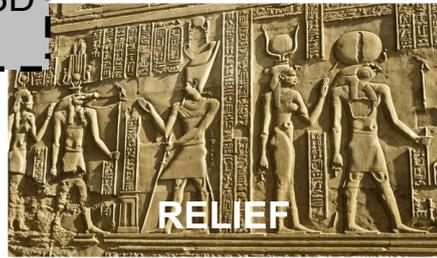
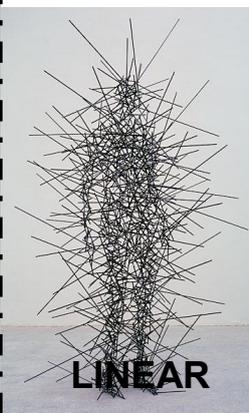
**ASSEMBLAGE**— collections of things together to form whole

## KEY WORDS

- Manipulate
- Model
- Fix
- Attach
- Armature
- Construct
- Shape
- Form
- Relief
- Full round
- Base
- Cast
- Mould
- Carve

## SKILLS

- Manipulate media
- Cut
- Assemble
- 3D/relief
- Observation in drawing
- Creating models
- Developing imagination to create meaningful artworks
- Development from 2D design on paper to 3D



**Health & Safety**—use of knives and hot glue guns in tasks—be careful—follow instructions

## Well Known Sculpture

### Artists

- Claes Oldenberg
- Brancusi
- Giacometti
- Anish Kapoor
- Rachel Whiteread
- Tony Cragg
- Katarina Fritsch
- Antony Gormley
- Niki de Saint Phalle

Make sure you have a

**PENCIL**

**RUBBER**

**SHARPENER**

Build on your drawing skills & techniques with a

**2B PENCIL**

## CARDBOARD Attachments

**FLANGE**

**L-BRACE**

**SLOT**

**TABS**

**BRASS FASTENERS**

**HOLE PUNCH + WIRE**

Hey - I+ Moves!

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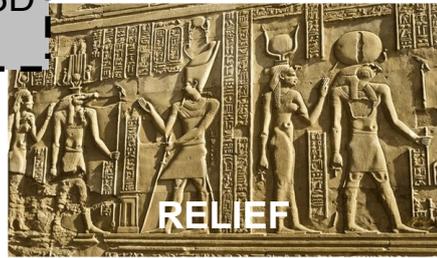
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**Record:** All the fields about one thing.

**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.

# KS3 Computing: Programming

## Data types, structures, string handling and iteration

An **array** is like a variable, but can have more than one item. Think of it as a list. The first item ("Melissa") is item 0. "Liam" is item 5.

**Iteration:** repeat sections of code as long as a condition is met.

`len(array)` will give you the number of items in an array.

**String handling:** Manipulation of string variables:

```
name = 'John'
```

```
name.upper()
```

```
>>> 'JOHN'
```

```
name[0]
```

```
>>> 'J'
```

```
Name[0:2].lower()
```

```
>>> 'jo'
```

**Data types:** Data used by programming languages must be of a certain type. This means what kind of data it is. *Boolean* data is `True` or `False`. *Integers* are whole numbers. *Float* (or real) are any numbers. *Strings* can contain any characters. Data input is a string by default and must be converted before it can be used like another data type.

```
from random import randint

# array data structure
pupils = ["Melissa", "Gabe", "Corey", "Alanah", "Darcy", "Liam"]

# Boolean variable
var_again = True

print("Welcome to the random pupil picker")
input("Press enter to get a random name")

# iteration - repeat the indented code as long as var_again is 'y'
while var_again == True:

    # get a random number between 0 and the number of items in the array - 1
    random_number = randint(0, len(pupils)-1)

    # output the corresponding name
    print("Selected student: " + pupils[random_number])

    print("Pick another pupil? Enter 'y'")
    ans = input()

    # convert answer to lower case
    ans = ans.lower()

    # selection statement (if/else). If the user doesn't enter 'y'...
    if ans.lower() != "y":
        var_again = False

# After the loop
print("Thanks for using the random pupil picker")
```

**Boolean variables** can be `True` or `False`

You can refer to an item in an array by typing the name of the item, followed by its position in square brackets. For example, `pupils[0]` is 'Melissa'

array

Position	0	1	2	3	4	5
Data	'Melissa'	'Gabe'	'Corey'	'Alanah'	'Darcy'	'Liam'

# Drama Knowledge Organiser: Year 9

## Too much punch for Judy

- This documentary play focussed on the feeling of characters after a drink driving incident.
- Non-naturalistic style - synchronisation, ensemble, canon, narration and tableaux.
- Verbatim - A play that is written from real life words and interviews.
- Swapped gender roles to create comedy.
- Dark comedy play that uses exaggeration of character.

## Urban Legends

- Stories which have been passed down from generation to generation which are not factual
- Focus on building of suspense and tension through lighting, sound and performance technique
- The Hitch Hiker - a girl hitch hikes to her home and upon arrival disappears. Her parents disclose she has been dead for 6 years.
- The Cross Roads - A suspected haunted cross roads which two friends discover to be true



## 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.

## Little Boy Blue

- A real life story about a boy aged 11 that was shot dead on the streets of Liverpool. Rhys Jones was walking home from football when he was caught in a gang shooting.
- Devising techniques and scenes - news report, gang scene, monologues and court scene.
- Non-naturalistic techniques used - synchronisation, ensemble, canon, narration and tableaux.
- Bertolt Brecht - Theatre for social change.
- Characterisation through research.

## Hillsborough

- Understanding language and dialogue to interpret plot and character.
- Verbatim - A play that is written from real life words and interviews.
- Exploring how characters develop as the plot progresses
- What is the purpose of the play? Why was it written?
- Hillsborough was a sporting disaster in 1989 where sports fans were crushed to death and 96 people lost their lives.

## Artaud

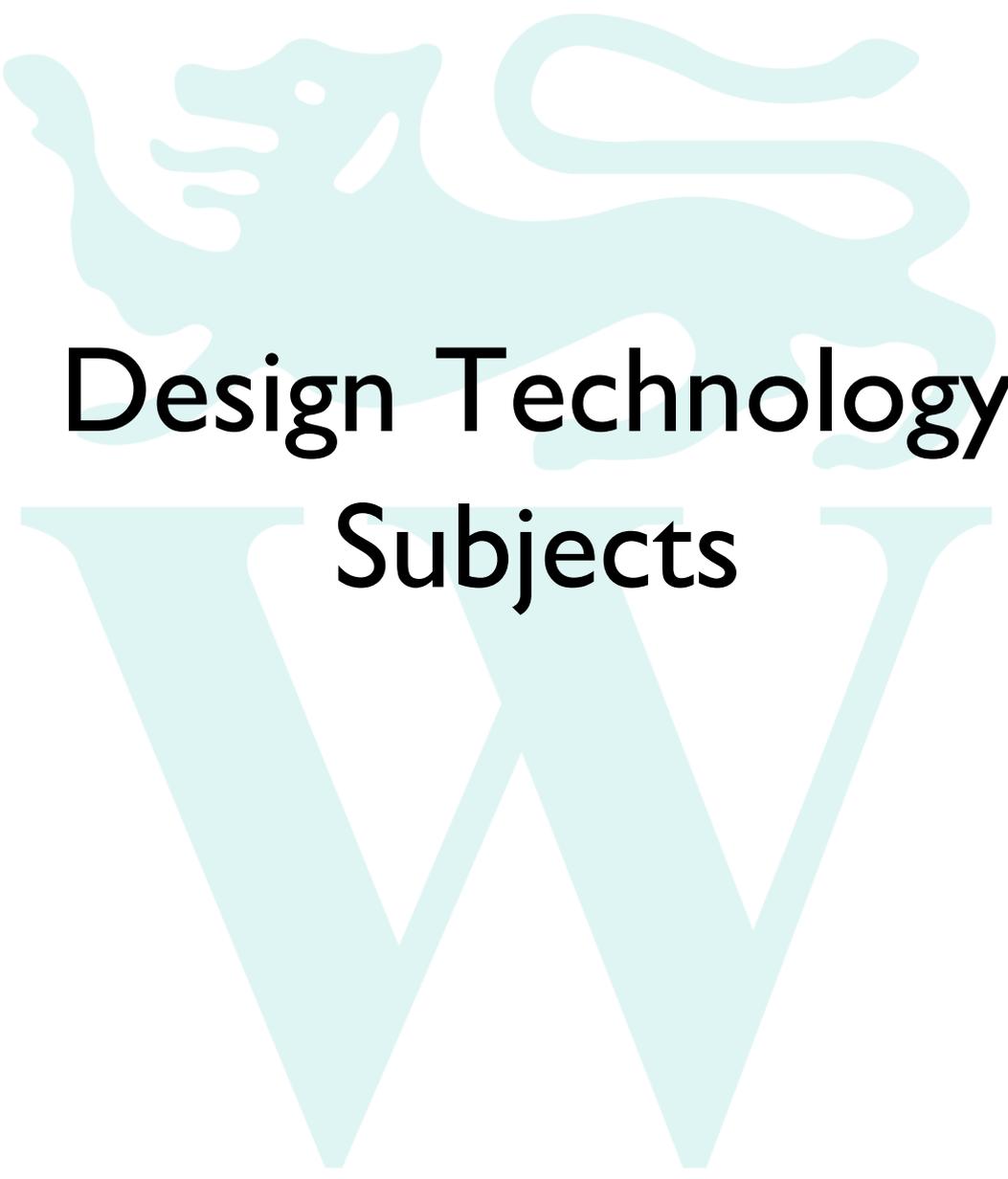
- Theatre of cruelty
- Inspired by Surrealism
- Believed in world change through dreams
- Appeals to the irrational mind
- Aims to release the audience's intense emotions through intense tension and suspense
- Plays on fear

## 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



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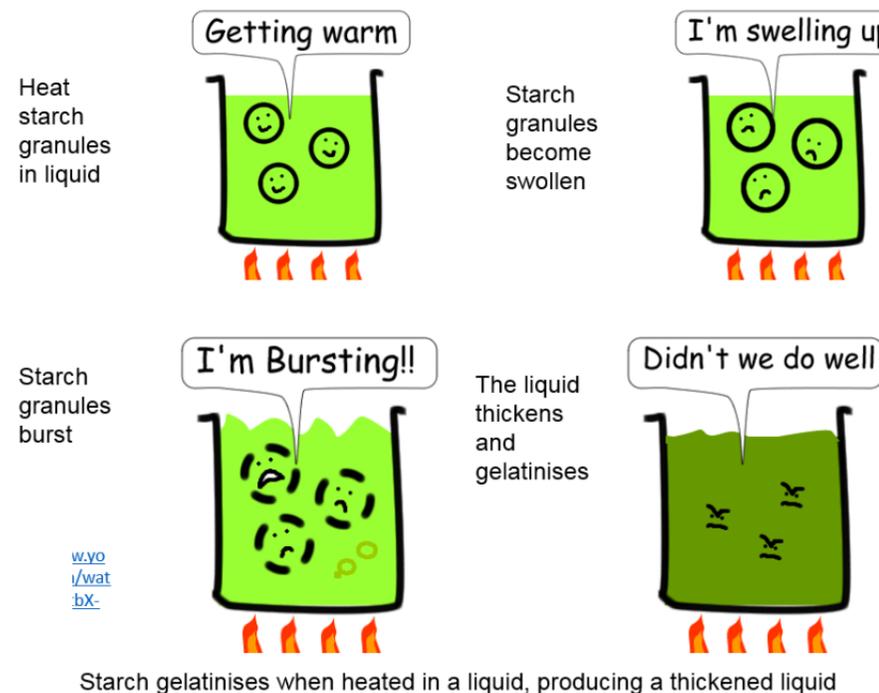
# Design Technology Subjects

# Year 9 Cooking and Nutrition Knowledge Organiser

## Food Investigation

### Key Skills

- Analyse a task, explaining the background research
- Carry out secondary research, focusing on the working characteristics, functional and chemical properties of the ingredients
- Establish a hypothesis/ predict an outcome as a result of the research findings. The hypothesis should be a statement which may be proved or disproved.



## 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 Preparation Task

### Key Skills

- Analyse the task by explaining the key areas for consideration
- Carry out relevant research and analysis related to the dietary group (Vegetarians)
- Identify a range of suitable dishes
- Select your own choice dish to make in one hour, using a range of technical skills

Key vocabulary	
Food Investigation	Testing the function and properties of ingredients.
Hypothesis	A proposed explanation of what will happen based on limited evidence.
Task analysis	Detailed examination of the given task.
Gelatinisation	The process where starch and water are subjected to heat causing the starch granules to swell.
Vegetarian	Someone who doesn't eat meat, and mostly eats foods that come from plants, like grains, fruits, vegetables, and nuts.
Cross Contamination	Process by which bacteria or other microorganisms are unintentionally transferred from one substance or object to another, with harmful effect.

# Year 9 Textiles Knowledge Organiser

## Bag for Life Design



### Key Skills

- Responding to a Design Context
- Analysing existing products
- Identifying a target audience or intended user
- Writing a Product Specification
- Demonstrate an understanding of how to change the appearance of textiles through the application of decorative techniques:
  - Tie dye (concentric & concertina techniques)
  - Dip dye (ombre effect)
  - Stencil printing
  - Computerised embroidery
  - Hand embroidery stitches
- Using a range of hand and sewing machine to complete a range of construction & decorative techniques:
  - Seams
  - Hems
  - Strengthening materials
  - Computerised embroidery
  - Applying components
- Understanding the properties of materials:
  - Natural fibres & fabrics
  - Polymer based materials
- Understand CAM using computerised embroidery



Product features	
Use of woven, knitted & non woven materials	Consideration of a specified target market
Organic Cotton	Application of colour through dyeing
Original slogan & design	Creative carrying solution
Application of decorative techniques	Components used for function & decoration
CAD/CAM embroidery	Personalised features

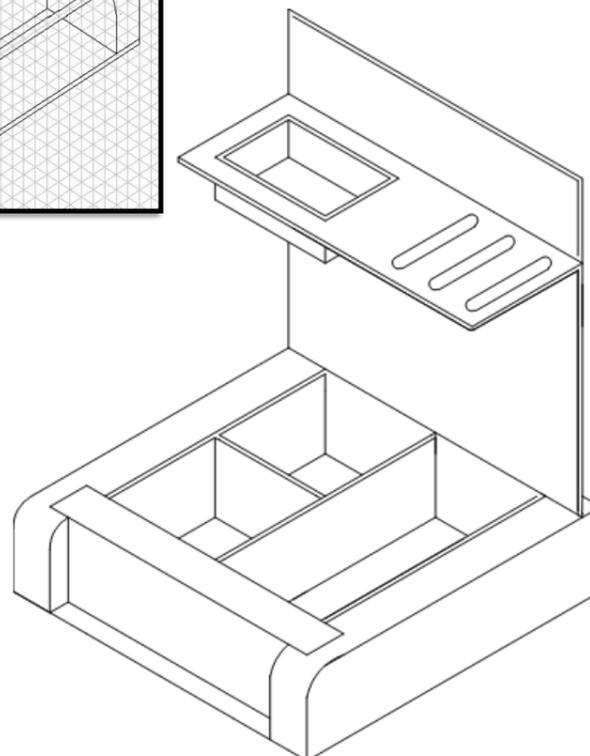
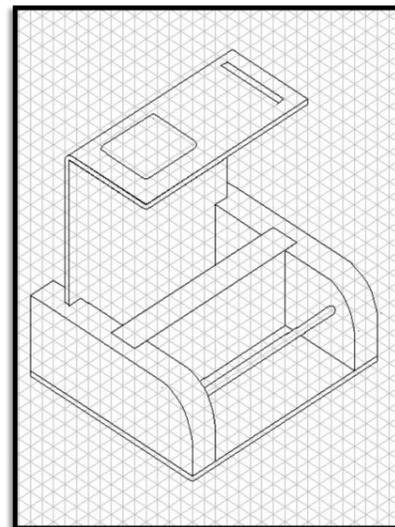
Health & safety
Follow teacher instructions
Move slowly around the room do not run
Tie long hair back
Hold scissors or shears correctly when walking around the room.
Only one person operating a sewing machine at one time
Never use a sewing machine unless supervised by a teacher/ technician
Turn off the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

Key vocabulary	
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.
Target Audience	The person or people most likely to be interested in your design or product.
Function	What a product does, how it works and what it will be used for?
Original	A product that has unique, creative and functional features
Specification	A detailed description of the design and materials used to make a product.
Tie dye	Patterns in cloth created by tying parts so its resists the dye.
Dip dye	Fabric is immersed in dye to colour to create an ombre effect.
Stencil print	A method of transferring a pattern by dabbing fabric paint through the open areas of a cut out card stencil.
CAD/CAM	Computer Aided Design/Computer Aided Manufactured
Embroidery	Even stitch widths and lengths completed by hand sewn stitches
Components	The parts/materials/threads needed to make a product.

## Desk Organiser

### Key Skills

- Responding to a Design Context
- Analysing & researching information
- Creating a brief & identifying an audience
- Writing a product specification
- Developing CAD skills using:
  - Techsoft 2D Design
  - Google SketchUp
  - Serif Draw Plus
- Applying Health & Safety procedures when modelling your prototype.
- Developing practical skills to create an effective 3D prototype of your final proposal.
- Knowledge of timbers, manufactured boards, thermosetting polymers for an awareness of construction methods of how your model could be commercially produced.
- Prototype modelling, finishing & presentation skills.
- Evaluating the prototype design & manufacturing processes.



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.
Materials	What something is made from.
Function	What a product does, how it works and what it will be used for?
Isometric Drawing	Isometric drawing is way of presenting designs in 3D a 30 degree angle is applied to its sides.
Rendering	The process of adding shading, colour, texture or material to a drawing.

Tools for working with Card	
 Craft Knife	 Cutting Board
 Sarety ruler	 Scissors

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.

# ENGLISH KNOWLEDGE ORGANISER: A VIEW FROM THE BRIDGE

**YEAR: 9**

**UNIT: 3**

CONTEXT - 1955		PLOT SUMMARY	
<p><b>Arthur Miller</b> – Arthur Asher Miller (1915-2005) was an American playwright and essayist. Amongst his most popular plays are Death of a Salesman, (1949) The Crucible (1953) and A View from the Bridge (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><b>Italian Americans in New York</b> – 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><b>Exposition</b></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><b>House UnAmerican Activities Committee</b> –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><b>Tragedy</b> – Arthur Miller wrote modern tragedies which were about everyday people, not kings! He did retain some tragic conventions though:  <b>Tragic Hero</b> - A main character cursed by fate and in possession of a tragic flaw (Eddie).  <b>Hamartia</b> - The fatal character flaw of the tragic hero  <b>Catharsis</b> - The release of the audience's emotions through empathy with the characters.</p>	<p><b>Rising Action</b></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><b>Conditions in Italy</b> – 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><b>The Sicilian Mafia</b> – 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><b>Climax</b></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><b>MAIN CHARCTERS</b>  <b>Eddie</b> – 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.  <b>Eddie Quote:</b> "I want my name, Marco."</p>	<p><b>Beatrice</b> – 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.  <b>Beatrice Quote:</b> "You want somethin' else, Eddie...you can never have her!"</p>	<p><b>Act II</b></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><b>Catherine</b> – 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.  <b>Catherine Quote:</b> "You don't know...he was always the sweetest guy to me."</p>	<p><b>Alfieri</b> – 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.  <b>Alfieri Quote:</b> "the law is not interested in this"</p>	<p><b>Falling Action</b></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><b>Marco</b> – 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.  <b>Marco Quote:</b> "Animal! You go on your knees to me!"</p>	<p><b>Rodolpho</b> – 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.  <b>Rodolpho Quote:</b> "I don't want to hit you, Eddie."</p>	<p><b>Denouement</b></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><b>Dramatic Irony</b></p> <p>The audience is aware that Eddie has feelings for Catherine that are deeper than uncle/niece but she seems unaware.</p>	<p><b>Naming Names</b></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><b>The 'Fourth Wall'</b></p> <p>Alfieri breaks the fourth wall when he speaks to the audience directly, at the beginning and end of scenes.</p>	<p><b>Irrationality</b></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><b>Stage Directions</b></p> <p>The precise directions detailing Eddie 'laughing mockingly' with 'tears' adds to the power of the kissing scene.</p>	<p><b>Community Law</b></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><b>Dramatic Tension</b></p> <p>Eddie's mockery of Rodolpho in front of Marco builds dramatic tension leading up to the chair lifting moment.</p>	<p><b>Masculinity</b></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><b>R. C. Sherriff (1920s-1960s) Playwright</b></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><b>Genre</b></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><b>Socio-historical Contexts</b></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><b>Captain Stanhope</b> – 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><b>Lieutenant Osbourne</b> – 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><b>KQ:</b> "To forget, you little fool - to forget!... You think there's no limit to what a man can bear?"</p>	<p><b>KQ:</b> "You mustn't expect to find him quite the same."</p>
<p><b>Raleigh</b> – 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><b>Hibbert</b> – 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><b>KQ:</b> "Good god, don't you understand? How can I sit down and eat that-when -when Osborne's lying out there."</p>	<p><b>KQ:</b> "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

# ENGLISH KNOWLEDGE ORGANISER: OF MICE AND MEN

# YEAR: 9 UNIT: 2

CONTEXT - 1937		PLOT SUMMARY		
<p><b>Racism</b>– Life was tough for black people living in America in the 1930s. Racism was still rampant, and there were not yet laws ruling against racial discrimination. White and black people were segregated at the time, and black people were considered 2nd class citizens. Black people often had to work harder for less money, often being given the 'dirty work' in their industry. The lynching of black people was common, sometimes for the most petty or unproven of crimes. The Jim Crow laws of post-1876 strongly reinforced racism.</p>	<p><b>The Wall Street Crash and The Great Depression</b> –In the 1920s, the USA had been an enormously prosperous nation. However, in October 1929 millions of dollars were wiped out in an event that became known as the Wall Street Crash. This triggered the Great Depression across the country throughout most of the 1930s. In this time, between 12 and 15 million (one third of the population at the time) became unemployed, and many people lost their life savings as banks went bust. With no social support system, many families were left to face poverty.</p>	Chapter 1	<p>The story opens with a vivid description of the wooded area around the Salinas River in California. Two men approach: George and Lennie. As they talk more, it becomes clear that Lennie has a mild mental disability, and that George looks out for him. George catches Lennie petting a dead mouse and takes it off him, angrily. Lennie swears that he didn't kill it, although it becomes clear that Lennie's enormous strength means that he kills things unintentionally. George reminds Lennie that they are going to work on a ranch and he needs to behave. The two eat beans for dinner, with George losing his temper with Lennie for persistently asking for ketchup. He states that he would get along much better without Lennie. He then feels guilty about losing his cool, and reminds Lennie of their dream: one day, they are going to own their own farm. They then settle for the night.</p>	<p>"With us it ain't like that. We got a future. We got somebody to talk to that gives a damn about us."</p>
<p><b>John Steinbeck</b> – John Steinbeck was an American author, who lived between 1902 and 1968. He was a Nobel Prize winner for Literature. Many of his 27 books (including 16 novels) have been considered as classics of Western literature. His works frequently explore the themes of fate and injustice, as experienced by everyman characters. Many take place in the Salinas Valley of California.</p>	<p><b>The American Dream</b>– The American Dream is a national ethos of the United States, which declares that freedoms, prosperity, success, and social mobility, can all be achieved through hard work. It implies that society has few barriers preventing anyone from achieving their dreams, should they be willing to put in enough effort. and fuller for everyone."</p>	Chapter 2	<p>The two men arrive at the ranch, and after being scolded by their new boss, are assigned to a picking team led by Slim. They meet Candy, and also Curley, who immediately becomes aggressive towards Lennie. After he leaves, Lennie tells George to stay away from Curley. Curley's Wife then appears at the bunk, who Lennie finds 'purty' and who flirts with them. George has to tell Lennie to stay away from her. Slim then enters, who is clearly admired by all. He stakes up a friendship with George and Lennie.</p>	<p>"She smiled archly and twitched her body. "Nobody can't blame a person for lookin'," she said."</p>
<p><b>Gender Inequality</b>– Women had filled in for men when they had participated in the First World War. However, after the Great Depression, when many jobs were lost, women's jobs were often the first to go. Women were not trusted as they were seen to be 'taking jobs away from men.' With so few job prospects, many women consigned themselves to a life as a housewife. Curley's Wife provides an example of the difficulties for women at the time – she is forced into a marriage with a man she does not love to stave off poverty.</p>	<p><b>Golden California</b> – To further compound the effects of the Great Depression, in the 1930s America received a number of severe dust storms, which greatly damaged the ecology and agriculture across much of the country. The only state that remained relatively unaffected was California on the west coast, which soon became known as 'Golden California.' Workers from all over the country descended upon the state in order to work for little pay as farm-hands. As men would often travel to do this alone.</p>	Chapter 3	<p>Slim gives one of his new pups to Lennie. George tells Slim of how they got chased out of the last town – Lennie grabbed hold of a girl's red dress, and wouldn't let go. Carlson begs Candy to let him shoot his old, stinking dog, to which Candy reluctantly agrees. After an awkward silence, the gunshot is heard. The others follow, hoping to see a fight. Thinking they are left alone, George discusses the dream again to Lennie. Candy overhears, and swears to devote his life savings to it if he can be in. The other men return, Curley apologising to Slim for false accusations. Being mocked by the others, Curley turns his attention on Lennie, beating him. Lennie only fights back when George tells him to, severely crushing Curley's hand. Curley is warned by Slim not to get them fired.</p>	<p>"Curley's fist was swinging when Lennie reached for it. The next minute Curley was flopping like a fish on a line."</p>
<p><b>MAIN CHARCTERS</b>  <b>George</b> – George is one of the two lead protagonists (with Lennie) in Of Mice and Men. Although he is occasionally short-tempered with Lennie, he is a loyal and caring friend. George could be described as an idealist, as he harbours dreams of one day owning his own farm and land. George is relatively smart, thinking and acting sharply in difficult situations.  <b>George Quote:</b> "Guys like us...the loneliest guys in the world"</p>	<p><b>Lennie</b>– Lennie is a kind and simple character, who possesses enormous physical strength. At both the beginning and end of the novel he likes to pet soft things, is totally devoted to George, and is an unintentional threat to both himself and others. Lennie's huge size makes him a target of others – principally Curley. Lennie dreams of tending the rabbits on his and George's own farm.  <b>Lennie Quote:</b> "I don' like this place, George."</p>	Chapter 4	<p>Crooks sits in his room alone. Lennie soon wanders in, lonely as the other men have gone out to town. Crooks initially tells him to go away, saying that he (as a black man) is not allowed in the others' bunk, and so they should not be allowed in his. Lennie persists, and eventually Crooks lets him in. Soon enough, Lennie begins to babble about his and George's dream. Crooks speaks of his own loneliness, before then taunting Lennie by suggesting that George might never return. He only relents when Lennie grows aggressive. Candy enters and begins to speak again of the men's dream. Curley's Wife interrupts, and taunts the men about being 'the weak ones' left behind. She speaks of her own loneliness. Crooks asks her to leave, but she threatens that she could easily have him lynched if he says too much more. The other men then return and Curley's Wife leaves.</p>	<p>"I ain't wanted in the bunk house, and you ain't wanted in my room." "Why ain't you wanted?" Lennie asked. "'Cause I'm black..."</p>
<p><b>Curley</b>– Curley is the boss's son, and is perhaps the chief antagonist throughout the novella. He is confrontational, mean-spirited and violent, and to back up his threats he is rumoured to be a former prizefighter. Curley tries to compensate for this small stature by picking fights with larger men – such as Lennie. As a recently married man, Curley is extremely paranoid, jealous and controlling.  <b>Curley Quote:</b> "You the guys the old man was waitin' for?"</p>	<p><b>Curley's Wife</b> – Curley's Wife is initially introduced to the reader as a 'tramp', a 'rat-trap' and a 'tart', such are the views towards women on the farm. However, she emerges as one of the most complex characters in the text, revealing openly that she is disappointed with her life, that 'Curley ain't a nice fella' and that she is lonely. Eventually her longing for attention becomes her downfall.  <b>CW Quote:</b> "I tell ya I could of went with shows"</p>	Chapter 5	<p>Lennie sits in the barn, stroking his dead puppy, questioning why it died. He decides to try and hide the puppy but then gets angry with it for dying and hurls it across the room. Curley's Wife enters, reassuring him that it is safe to talk to her. She speaks of her loneliness, and her past dreams. She explains that she doesn't like Curley. She asks Lennie to stroke her hair, but he quickly becomes too excited and holds on too tight...</p>	<p>"And when they were gone, Candy squatted down in the hay and watched the face of Curley's wife. "Poor bastard," he said softly."</p>
<p><b>Crooks</b> – Crooks is the lively and quick-witted stable-buck, who is named so because of his crooked back. As with many of the other characters in the novella, Crooks openly admits that he is lonely – however in his case this is caused by the racial discrimination and separation that he suffers. Crooks loneliness can manifest itself into cruelty towards those who are even weaker, such as when he taunts Lennie. More than anything else, Crooks seems to want to belong.  <b>Crooks Quote:</b> "It's just bein' with another guy. That's all."</p>	<p><b>Candy</b> – Candy is an old odd-job worker who lives on the farm, who only has one hand after an accident. Candy worries that one day the boss will declare him unfit to work and he will be cast aside, left to die in poverty. His old, smelly dog (that is shot by the other ranch workers) is a harsh reinforcement of this belief. Candy is revitalised as he begins to share in George and Lennie's dream of owning their own place.  <b>Candy Quote:</b> "Had him since he was a pup"</p>	Chapter 6	<p>Steinbeck starts the last chapter as he starts the first, by describing in some depth the riverside scene from the opening. Lennie appears, anxious, but also proud that he has remembered the place that he should come to if he finds himself in trouble. He has two visions: of his Aunt Clara scolding him for getting into trouble, and a giant rabbit telling him that George will leave him. George appears, seeming unusually quiet. George tells Lennie that he is not made at him, comforting Lennie. Lennie asks him to talk about the dream again, which George does. As Lennie sits, listening to the story, George has a terrible decision to make....</p>	<p>"Lennie said, "I thought you was mad at me, George." "No," said George. "No, Lennie, I ain't mad. I never been mad,"</p>
<b>THE TITLE</b>		<b>THEMES</b>		
<p>The title is derived from a poem by the 18<sup>th</sup> Century Scottish poet: Robert Burns. In the poem, a mouse carefully builds a nest in a wheatfield, yet it is destroyed when the field is ploughed. The mouse had looked forward to a comfortable and prosperous future, only to have its dreams crushed. It is written in a Scottish dialect:  <i>The best laid schemes o' mice an' me/Gang aft a-gley./An' lea'e us nought but grief an' pain/For promised joy!</i></p>		<p><b>Dreams</b></p>	<p>Each character in the text has their own dreams that they live and work for: George, Lennie, and Candy share in the dream of owning their own place. Curley's dream is to be respected by others, whilst Curley's Wife's dream is to be a famous actress. Crooks simply longs to be accepted and treated equally. None of the characters make their dream, showing the impossibility of the American Dream.</p>	
		<p><b>Loneliness</b></p>	<p>All of the characters, in some sense, experience loneliness, except for Lennie (who has George). Curley's Wife (isolated because she is a woman) and Crooks (isolated due to his colour) bemoan their lonely existences at any given opportunity, whilst all of the other men on the ranches live solitary lives as farm-hands, without families. At the end of the text, George is lonely too.</p>	
		<p><b>Inequality</b></p>	<p>Of Mice and Men was set in a time in which the laws favoured white people, and men held far more rights than women. This is evident through the characters of Crooks and Curley's Wife. Similarly, life at the time could be deemed more selfish and predatory, as the strong do not care for (and many actively attack) the weak. Other characters' behaviour towards Candy and Lennie is evidence of this.</p>	

**CONTEXT**

**ACT / SCENE SUMMARIES**

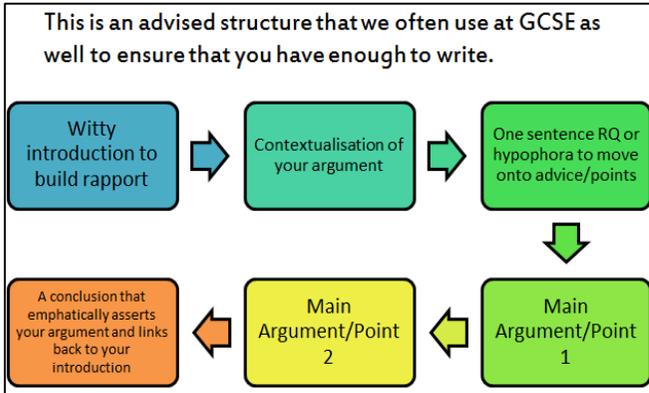
<p><b>Playwright</b></p> 	<p>Willy Russell was born in 1947 into a working-class family near to Liverpool. He left school at 15 without academic qualifications and began work. Dissatisfied with his job, he went to university and then became a teacher at a school in Liverpool.</p> <p>Russell wrote 'Our Day Out' in 1977 which was based on his experience while teaching at Shorefields School in Liverpool.</p>	<p><b>Genre</b></p> <p><b>COMEDY/ REALISM/ SATIRE:</b> 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 <b>Conwy Castle</b> in <b>North Wales</b>. Mrs. Kay teaches a class for <b>illiterate</b> 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 <b>fairground</b> 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><b>Socio-historical Contexts</b></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><b>Political context</b></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**

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

**HOW TO STRUCTURE SPEECH WRITING**



**ADVANCED SENTENCE STRUCTURES AND PATTERNS**

*litotes	Begin with the negative: use 'Nothing...' or 'Never...' for example
*hypophora	A rhetorical question that is answered
*diacope	Repeated use of the same word within/across sentences
*isocolon	Series of phrases or sentences structured in the same way: <i>Keep fit, keep active, keep healthy!</i>
*epizeuxis	The repetition of a word or phrase in immediate succession: <i>Run, run, run!</i>
*anaphora	Using a phrase to begin more than one clause of sentence, such as 'I Have a dream...' in Martin Luther King's famous speech
*epistrophe	The repetition of a word at the end of successive clauses or sentences

**ADVANCED PUNCTUATION**

*semi-colon	Used to replace 'and' in a compound sentence: <i>Like an angel, the sun shone; there wasn't a cloud to be seen.</i>
*colon	Means 'Here's my evidence' and follows a simple statement: <i>Majestically, the princess created a stir: she was beautiful!</i>
*dash	Single: Used to emphasise a description at the end of a sentence: <i>Happily, the sun shone - its rays reached across the whole land.</i> Double: Used to emphasise a description with further emphasis: <i>The sun's rays - its burning, radiant rays - shone across the kingdom.</i>

**LANGUAGE TECHNIQUES IN CONFLICT POETRY**

simile	Phrase with 'as' or 'like' to suggest similarity
metaphor	Suggesting something is something else
*motif	A metaphor used across a piece of writing
personification	Given an inanimate object human qualities like movement or emotion
alliteration	Repetition of consonant sounds
assonance	Repetition of vowel sounds
juxtaposition parallel	contrast similarity
pathetic fallacy	Where the weather or setting reflects a mood
semantic field	A group of closely-related words

**KEY SPELLINGS FOR THIS SCHEME OF WORK – POETRY**

metre	refrain	extended metaphor	figurative	tone
rhythm	anaphora	symbolism	literal	cynicism
lineation	lyric	litotes	fragmented	criticism
mimicry	irregular	motif	irony	purpose

**CONTEXT**

**SYNOPSIS**

Harper Lee	Lee was born in 1926 in Alabama. She was friends with Truman Capote (a successful author) who she based the character of Dill. The novel was written in 1960 but set in the 1930s.	The Scottboro Trials	In 1931, when Lee was five, nine young black men were accused of raping two white women near Scottsboro, Alabama. After a series of lengthy, highly publicized, and often bitter trials, five of the nine men were sentenced to long prison terms. It was suspected that the women who had accused the men were lying.
The Southern Gothic	The Southern Gothic, is a genre that became prominent in the twentieth century and furthers the Gothic tradition of exploring the macabre violence lurking beneath the apparently tranquil surface of everyday reality. This creates tensions and vulnerability.		

Scout Finch lives with her brother, Jem, and their father, Atticus, in the sleepy Alabama town of Maycomb. One summer, Jem and Scout befriend a boy named Dill, who has come to live in their neighborhood for the summer, and the trio acts out stories together. Eventually, Dill becomes fascinated with the spooky house on their street called the Radley Place. The house is owned by Mr. Nathan Radley, whose brother, Arthur (nicknamed Boo), has lived there for years without venturing outside. Atticus puts a stop to their antics, urging the children to try to see life from another person’s perspective before making judgments.

To the consternation of Maycomb’s racist white community, Atticus agrees to defend a black man named Tom Robinson, who has been accused of raping a white woman. Because of Atticus’s decision, Jem and Scout are subjected to abuse from other children. Tom Robinson’s trial begins, and when the accused man is placed in the local jail, a mob gathers to lynch him. At the trial itself, Atticus provides clear evidence that the accusers, Mayella Ewell and her father, Bob, are lying; however, the all-white jury convicts him.

Despite the verdict, Bob Ewell feels that Atticus and the judge have made a fool out of him, and he vows revenge; he finally attacks Jem and Scout as they walk home from a Halloween party. Boo Radley intervenes, however, saving the children and stabbing Ewell fatally.

**MAIN CHARACTERS**

**KEY SPELLINGS FOR THIS UNIT**

Scout	The narrator and protagonist of the story, Scout has a combative streak and a basic faith in the goodness of people.	Atticus	When Atticus agrees to defend Tom Robinson, he exposes himself and his family to the anger of the white community. With his strongly held convictions, wisdom, and empathy, Atticus functions as the novel’s moral backbone.
Jem	Jem’s ideals are shaken badly by the evil and injustice that he perceives during the trial of Tom Robinson.	Boo Radley	A recluse who never sets foot outside his house, Boo dominates the imaginations of Jem, Scout, and Dill. He is a powerful symbol of goodness swathed in an initial shroud of creepiness

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

**IMPORTANT QUOTES**

- “Shoot all the blue jays you want, if you can hit 'em, but remember it's a sin to kill a mockingbird.”
- “You never really understand a person until you consider things from his point of view ... until you climb into his skin and walk around in it.”
- “The one thing that doesn't abide by majority rule is a person's conscience.”
- “I wanted you to see what real courage is, instead of getting the idea that courage is a man with a gun in his hand.”

<b>SYMBOLISM</b>	<b>Mockingbirds:</b> innocent creatures (like Boo, Tom, the rabid dog and the children	<b>Miss Maudie's garden:</b> full of flowers to keep out the weeds (good and bad)	<b>Boo:</b> A figure of fear but who is ultimately innocent
<b>NARRATION THEMES</b>	The novel is narrated by an older Scout reflecting on her childhood through a retrospective narration; it is narrate in the first person. The coexistence of good and evil; the importance of moral education; social class; racism; justice; growing-up; compassion		

**CONTEXT**

**CHAPTER SUMMARIES**

<p><b>Robert Louis Stevenson</b></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 <b>Long John Silver</b> remarks how similar he is to the novel's upstanding young hero, <b>Jim Hawkins</b>. 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><b>Seafaring and Exploration</b></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><b>PART I—"THE OLD BUCCANEER"</b> 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.</p> <p><b>PART II—"THE SEA COOK"</b> 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.</p> <p><b>PART III—"MY SHORE ADVENTURE"</b> 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.</p> <p><b>PART IV—"THE STOCKADE"</b> 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.</p> <p><b>PART V—"MY SEA ADVENTURE"</b> 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.</p> <p><b>PART VI—"CAPTAIN SILVER"</b> 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><b>Piracy</b></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><b>Jim Hawkins</b></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><b>Dr. Livesey</b></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><b>Long John Silver</b></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><b>Billy Bones</b></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><b>THEMES</b></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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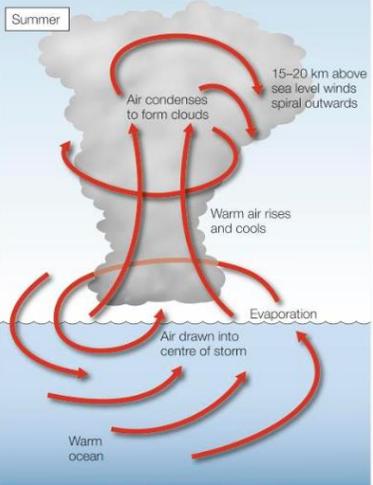
# Year 9 Geography

## Unit 1: 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. <b>See below for key facts about Hurricane Katrina...</b></p>	
<p><b>Primary effects</b> 300,000 homes were destroyed.</p>		<p><b>Secondary effects</b> Shops were looted. Tourism decreased.</p>	
<p><b>Immediate response</b> The UK government sent food aid during the early stages of the recovery process.</p>		<p><b>Long term response</b> 220 miles of floodwalls and levees were strengthened or replaced.</p>	

	Definition
<b>Natural Hazard</b>	A natural event that threatens people or has the potential to cause damage, destruction and death.
<b>Primary effect</b>	The initial impact of a natural event on people and property, caused directly by it, for instance the ground buildings collapsing following an earthquake.
<b>Secondary effect</b>	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.
<b>Immediate response</b>	The reaction of people as the disaster happens and in the immediate aftermath.
<b>Long-term response</b>	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><b>Examples: California wildfire, 2018 June 4th</b></p>	
<p><b>Primary effects</b> 10,321 buildings destroyed</p>	<p><b>Secondary effects</b> Loss of communities as some people do not return to live in the area</p>
<p><b>Immediate response</b> Firefighters and medical supplies immediately provided</p>	<p><b>Long term response</b> Reconstruction of homes and public buildings.</p>



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



# Year 9 Geography

## Unit 2: Contemporary Environmental Issues



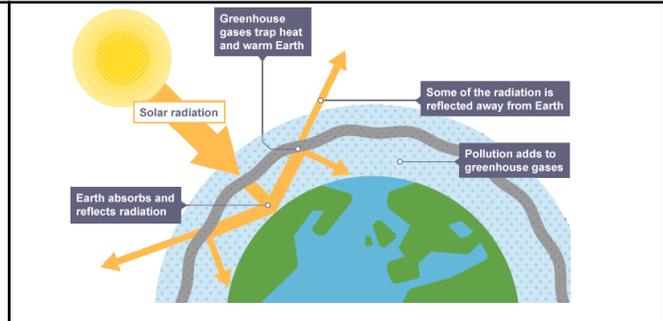
**Global warming causes:** Deforestation, burning fossil fuels, farming, landfills

**Negative impacts** of global warming around the world:

- sea level rise will affect 80 million people
- tropical storms will increase in magnitude (strength)
- diseases such as malaria increase,

There are also some **positive impacts** of a warmer climate:

- energy consumption may decrease due to a warmer climate
- longer growing season for agriculture
- frozen regions such as Canada may be able to grow crops



	Definition
<b>Global warming</b>	The gradual increase in the overall temperature of the earth's atmosphere
<b>Climate Change</b>	A long-term change in the earth's climate, especially a change due to an increase in the average atmospheric temperature.
<b>Sustainable Development</b>	Development that meets the needs of the present without limiting the ability of future generations to meet their own needs.
<b>Greenhouse gases</b>	A gas that contributes to the greenhouse effect by absorbing infrared radiation.
<b>Fossil Fuels</b>	A natural fuel such as coal or gas, formed in the geological past from the remains of living organisms.

As our **plastic** consumption is set to skyrocket, it's clear that urgent action is needed. We dump **eight million tonnes of plastic into the sea every year**. It's killing and harming marine life.

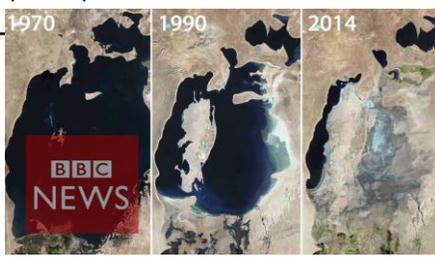
- **Turtles eat plastic bags** mistaking them for jellyfish
- **Seabirds** are found with their **stomachs** full of plastic items
- Plastic debris can get lodged in **coral** and affect the health of reefs
- **Microplastics** are consumed by animals like plankton, passing the problem back up the food chain - to **us**.

**Solutions:** reuse, reduce, recycle. Stop the use of plastic straws, choose to use reusable cups, use a bag for life.

**Clothing Industry Impact:**

- Toxic chemicals (e.g. lead and arsenic) are released into rivers
- Water from rivers is diverted into cotton-producing farms
- Loss of tourists to the Aral Sea
- Loss of biodiversity in and around the Aral Sea

**Solution:**  
Eco-fashion industry: swap clothes with friends, reduce the number of new clothes we buy, consider where the clothes you buy were made.



- How to achieve environmental sustainability:**
1. Choose to reuse, reduce and recycle your waste.
  2. Reduce the amount of electricity you use.
  3. Choose to walk/cycle/use public transport instead of travelling by car.
  4. Eat less meat.
  5. Buy new clothes less often. Try to find out where and how the clothes you do buy were produced.
  6. Plant a tree or donate to plant a tree.
  7. Pass the message on!



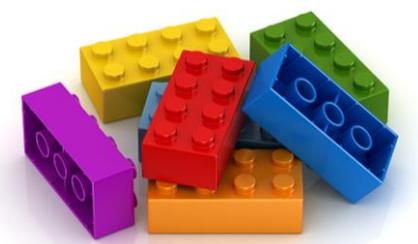


# Wellington History

## 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.

28<sup>th</sup> June 1914 Archduke Franz Ferdinand assassinated.

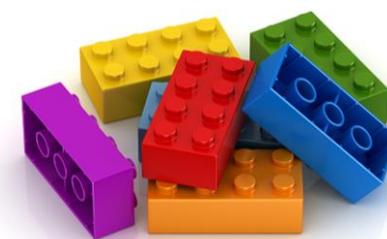
28 July 1914 The Great War begins.

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 19<sup>th</sup> 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.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 19<sup>th</sup> 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

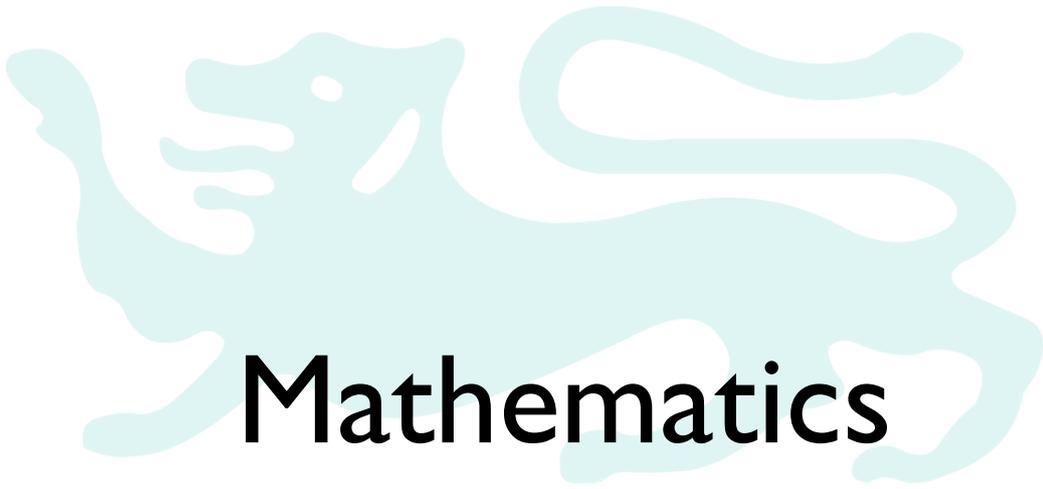
**Rights**

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





# Mathematics



## Year 9: Basic Number and Decimals

Topic/Skill	Definition/Tips	Example
1. Integer	A <b>whole number</b> that can be positive, negative or zero.	-3, 0, 92
2. Decimal	A number with a <b>decimal point</b> in it. Can be positive or negative.	3.7, 0.94, -24.07
3. Negative Number	A number that is <b>less than zero</b> . Can be decimals.	-8, -2.5
4. Addition	To find the <b>total</b> , or <b>sum</b> , of two or more numbers. 'add', 'plus', 'sum'	$3 + 2 + 7 = 12$
5. Subtraction	To find the <b>difference</b> 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 <b>repeated addition</b> .  'multiply', 'times', 'product'	$3 \times 6 = 6 + 6 + 6 = 18$
7. Division	Splitting into equal parts or groups. The process of calculating the <b>number of times one number is contained within another one</b> .  'divide', 'share'	$20 \div 4 = 5$  $\frac{20}{4} = 5$
8. Remainder	The amount ' <b>left over</b> ' 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 <b>order</b> you should do calculations in.  BIDMAS stands for ' <b>Brackets, Indices, Division, Multiplication, Addition and Subtraction</b> '. 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.	$6 + 3 \times 5 = 21, \text{not } 45$  $5^2 = 25$ , where the 2 is the index/power.  $12 \div 4 \div 2 = 1.5, \text{not } 6$
10. Recurring Decimal	A decimal number that has <b>digits that repeat forever</b> .  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 <b>digit to the right</b> of the rounding digit is <b>less than 5, round down</b> . If the <b>digit to the right</b> of the rounding digit is <b>5 or more, round up</b> .	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 <b>position</b> of a digit to the <b>right of a decimal point</b> .	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 <b>carry meaning</b> (ie. are significant) to the size of the number.  The <b>first significant figure</b> of a number <b>cannot be zero</b> .  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 <b>dropping all decimal places</b> past a certain point <b>without rounding</b> .	3.14159265... can be truncated to 3.1415 (note that if it had been rounded, it would become 3.1416)
5. Error Interval	A <b>range of values</b> that a number could have taken before being rounded or truncated.  An error interval is written using inequalities, with a <b>lower bound</b> and an <b>upper bound</b> . 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 <b>close to the correct answer</b> .	An estimate for the height of a man is 1.8 metres.
7. Approximation	When using approximations to estimate the solution to a calculation, <b>round each number in the calculation to 1 significant figure</b> .  $\approx$ 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 <b>multiply a number by itself</b> .	<b>1, 4, 9, 16, 25, 36, 49, 64, 81, 100, 121, 144, 169, 196, 225...</b> $9^2 = 9 \times 9 = 81$
2. Square Root	The <b>number you multiply by itself</b> to get another number.  The reverse process of squaring a number.	$\sqrt{36} = 6$  because $6 \times 6 = 36$
3. Solutions to $x^2 = \dots$	<b>Equations involving squares have two solutions</b> , one <b>positive</b> and one <b>negative</b> .	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 <b>multiply a number by itself and itself again</b> .	1, 8, 27, 64, 125... $2^3 = 2 \times 2 \times 2 = 8$
5. Cube Root	The <b>number you multiply by itself and itself again</b> 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 <b>number raised to various powers</b> .	The powers of 3 are: $3^1 = 3$ $3^2 = 9$ $3^3 = 27$ $3^4 = 81$ etc.
7. Multiplication Index Law	When <b>multiplying</b> with the same base (number or letter), <b>add the powers</b> .  $a^m \times a^n = a^{m+n}$	$7^5 \times 7^3 = 7^8$ $a^{12} \times a = a^{13}$ $4x^5 \times 2x^8 = 8x^{13}$
8. Division Index Law	When <b>dividing</b> with the same base (number or letter), <b>subtract the powers</b> .  $a^m \div a^n = a^{m-n}$	$15^7 \div 15^4 = 15^3$ $x^9 \div x^2 = x^7$ $20a^{11} \div 5a^3 = 4a^8$
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 <math>1 \leq A &lt; 10</math>, <math>b = \text{integer}</math></i>	$8400 = 8.4 \times 10^3$ $0.00036 = 3.6 \times 10^{-4}$
2. Multiplying or Dividing with Standard Form	Multiply: <b>Multiply the numbers and add the powers.</b>  Divide: <b>Divide the numbers and subtract the powers.</b>	$(1.2 \times 10^3) \times (4 \times 10^6) = 8.8 \times 10^9$ $(4.5 \times 10^5) \div (3 \times 10^2) = 1.5 \times 10^3$
3. Adding or Subtracting with Standard Form	<b>Convert</b> in to <b>ordinary</b> numbers, <b>calculate</b> and then <b>convert back</b> in to standard form	$2.7 \times 10^4 + 4.6 \times 10^3$ $= 27000 + 4600 = 31600$ $= 3.16 \times 10^4$

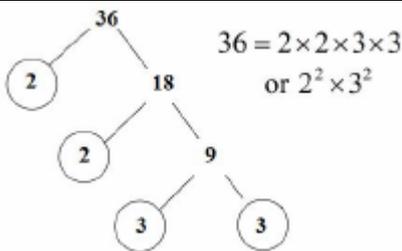
## Year 9: Basic Algebra

Topic/Skill	Definition/Tips	Example
1. Expression	A mathematical statement written using <b>symbols, numbers or letters</b> ,	$3x + 2$ or $5y^2$
2. Equation	A statement showing that <b>two expressions are equal</b>	$2y - 17 = 15$
3. Identity	An equation that is <b>true for all values</b> of the variables  An identity uses the symbol: $\equiv$	$2x \equiv x+x$
4. Formula	Shows the <b>relationship</b> between <b>two or more variables</b>	Area of a rectangle = length x width or $A = L \times W$
5. Simplifying Expressions	<b>Collect 'like terms'</b> .  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, <b>multiply</b> each term <b>in the bracket</b> by the expression <b>outside</b> the bracket.	$3(m + 7) = 3m + 21$
10. Factorise	The <b>reverse of expanding</b> . Factorising is writing an expression as a product of terms by ' <b>taking out</b> ' a <b>common factor</b> .	$6x - 15 = 3(2x - 5)$ , where 3 is the common factor.

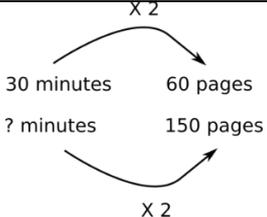
## Year 9: Algebra: Intro to Quadratics and Rearranging Formulae

Topic/Skill	Definition/Tips	Example
1. Quadratic	<p>A quadratic expression is of the form</p> $ax^2 + bx + c$ <p>where <math>a, b</math> and <math>c</math> are numbers, <math>a \neq 0</math></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 <math>x^2 + bx + c</math> find the two numbers that <b>add to give b</b> and <b>multiply to give c</b>.</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 <math>a^2 - b^2</math> can be factorised to give <math>(a + b)(a - b)</math></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"> <li>1. Multiply <math>a</math> by <math>c = ac</math></li> <li>2. Find two numbers that add to give <math>b</math> and multiply to give <math>ac</math>.</li> <li>3. Re-write the quadratic, replacing <math>bx</math> with the two numbers you found.</li> <li>4. Factorise in pairs – you should get the same bracket twice</li> <li>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.</li> </ol>	<p>Factorise <math>6x^2 + 5x - 4</math></p> <ol style="list-style-type: none"> <li>1. <math>6 \times -4 = -24</math></li> <li>2. Two numbers that add to give +5 and multiply to give -24 are +8 and -3</li> <li>3. <math>6x^2 + 8x - 3x - 4</math></li> <li>4. Factorise in pairs: <math>2x(3x + 4) - 1(3x + 4)</math></li> <li>5. Answer = <math>(3x + 4)(2x - 1)</math></li> </ol>
5. Inverse	<b>Opposite</b>	<p>The inverse of addition is subtraction. The inverse of multiplication is division.</p>
6. Rearranging Formulae	<p><b>Use inverse operations</b> on both sides of the formula (balancing method) until you find the expression for the letter.</p>	<p>Make <math>x</math> the subject of <math>y = \frac{2x-1}{z}</math></p> <p>Multiply both sides by <math>z</math></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 <math>x</math> 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 <b>times tables</b> of a number.	The first five multiples of 7 are:  7, 14, 21, 28, 35
2. Factor	A number that <b>divides exactly</b> 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 <b>smallest</b> number that is in the <b>times tables</b> 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 <b>biggest</b> number that <b>divides exactly</b> 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 <b>exactly two factors</b> .  A number that can only be divided by itself and one.  The number <b>1 is not prime</b> , 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 <b>prime numbers multiply</b> together to make the <b>original</b> number.  Use a <b>prime factor tree</b> .  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 <b>x ways of doing something</b> and <b>y ways of doing something else</b> , then there are <b>xy ways of performing both</b> .	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 <b>one part</b> to <b>another part</b> .  Written using the ':' symbol.	$3 : 1$ 
2. Proportion	Proportion compares the size of <b>one part</b> to the size of the <b>whole</b> .  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	<b>Divide</b> all parts of the ratio by a <b>common factor</b> .	$5 : 10 = 1 : 2$ (divide both by 5) $14 : 21 = 2 : 3$ (divide both by 7)
4. Ratios in the form $1 : n$ or $n : 1$	<b>Divide</b> both parts of the ratio by one of the numbers to make <b>one part equal 1</b> .	$5 : 7 = 1 : \frac{7}{5}$ in the form $1 : n$ $5 : 7 = \frac{5}{7} : 1$ in the form $n : 1$
5. Sharing in a Ratio	<b>1. Add</b> the total parts of the ratio. <b>2. Divide</b> the amount to be shared by this value to find the value of one part. <b>3. Multiply</b> this value by each part of the ratio.  Use only if you <b>know the total</b> .	Share £60 in the ratio $3 : 2 : 1$ .  $3 + 2 + 1 = 6$ $60 \div 6 = 10$ $3 \times 10 = 30, 2 \times 10 = 20, 1 \times 10 = 10$ $\pounds 30 : \pounds 20 : \pounds 10$
6. Proportional Reasoning	Comparing two things using <b>multiplicative reasoning</b> and applying this to a new situation.  Identify one multiplicative link and use this to find missing quantities.	
7. Unitary Method	Finding the <b>value of a single unit</b> and then finding the necessary value by <b>multiplying</b> the single unit value.	3 cakes require 450g of sugar to make. Find how much sugar is needed to make 5 cakes.  $3 \text{ cakes} = 450\text{g}$ So $1 \text{ cake} = 150\text{g}$ ( $\div$ by 3) So $5 \text{ cakes} = 750 \text{ g}$ ( $\times$ by 5)
8. Ratio already shared	Find what <b>one part</b> of the ratio is worth using the <b>unitary method</b> .	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.  $\pounds 16 = 2 \text{ parts}$ So $\pounds 8 = 1 \text{ part}$ $3 + 2 + 5 = 10 \text{ parts}$ , so $8 \times 10 = \pounds 80$
9. Best Buys	Find the <b>unit cost</b> by <b>dividing the price by the quantity</b> . The <b>lowest</b> number is the best value.	8 cakes for £1.28 $\rightarrow$ 16p each ( $\div$ by 8) 13 cakes for £2.05 $\rightarrow$ 15.8p each ( $\div$ 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

## Intensifieurs

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	<u>Souvent</u>	Often
Le weekend dernier	Last weekend	<u>Quelquefois</u>	Sometimes
Le matin	In the morning	<u>Normalement</u>	Normally
L'après midi	In the afternoon	<u>De temps en temps</u>	From time to time
Le soir	In the evening/at night	<u>Tous les weekends</u>	Every weekend
<u>Samedi</u> dernier	Last <u>Saturday</u>	<u>Une/ deux fois</u>	Once/twice
<u>Samedi</u> matin	On <u>Saturday</u> morning	<u>par semaine</u>	a week
<u>Dimanche</u> après-midi	On <u>Sunday</u> afternoon		
<u>Dimanche</u> soir	On <u>Sunday</u> evening		
Le weekend prochain	next weekend		

## 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 6<sup>th</sup> 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

## Year 9 Spanish Knowledge Organiser

### Family Members

El abuelo/a - Grandad/ma

El hermano/a - brother/sister

El hermanastro/a - step-brother/sister

El hijo/a único - only child

La madrastra - step-mum

El padastro - step father

El padre/ La madre - Dad/Mum

Los padres parents

Mi padre se llama - My dad is called

Mis hermanos se llaman... - my siblings are called

El primo/ La prima - cousin

El tío/ La tía - uncle/aunty

El amigo/a - friend

El compañero - friend

Nací en el...de... + Numbers & Months

- I was born....

Mi cumpleaños es el

- My birthday is the

### Physical descriptions

Soy - I am

no soy - I am not

Es - He/she is

no es - he/she is not

Son - they are

no son - they are not

Alto/a - tall

Bajo/a - short

Delgado/a - slim

Gordo/a - fat

Feo/a - ugly

Guapo/a - good-looking

Calvo - bald

Tengo - I have

No tengo - I don't have

Tiene - he/she has

No tiene - he she does not have

Tienen - they have

No tienen - they do not have

los ojos azules, marrones, grises, verdes -  
blue/Brown/grey/green eyes

el pelo castaño, moreno, negro, pelirrojo, rubio, corto, largo,  
liso, rizado -

Brown/dark/black/red/blind/short/long/straight/curly hair

pecas - freckles

gafas - glasses

bigote/barba - moustache/beard

**Adjectives describing personality**

Alegre - happy  
Amable - friendly  
Amigoso/a - friendly  
Animado/a - lively  
Antipático/a - nasty  
Cariñoso/a - affectionate  
Deportivo/a - sporty  
Feliz - happy  
Gracioso/a - funny  
Guapo/a - good-looking  
Hablador/a - talkative  
Loco/a - crazy  
Maduro/a - mature  
Maleducado/a - rude  
Perezoso/a - lazy  
Serio/a - serious  
Simpático/a - nice  
Travieso/a - naughty  
Triste - sad  
Valiente - brave

**Intensifiers**

Realmente	Really
Muy	Very
Bastante	Quite
Un poco	A little bit

**Giving an opinion**

Me chifla(n)	I'm mad about
Me hace...	It makes me...
Pienso que	I think that
En mi opinión	In my opinion
Prefiero	I prefer
Me encanta(n)	I love
Me apasiona(n)	I really like
Me apetece(n)...	I feel like...
Me gusta(n) mucho...	I really like
Me gusta(n)...	I like
Me disgusta(n)...	I don't like
Detesto/odio	I hate
Me irrita(n)	... annoys me

**Relationships verbs and phrases**

Llevarse - to get on with  
Pelearse - to argue  
Criticar - to criticize  
Ayudar - to help  
Escuchar - to listen  
Discutir - to argue

**(No) Me llevo bien con**

I (don't) get on well with...

**Mi hermano mayor es más alto que yo**

My older brother is taller than me

**Mi abuela es menos activa que yo**

My grandma is less active than me

**Mi hermana es tan irritante como mi padre**

My sister is as annoying as my dad

**Prefiero a mi hermana menor ya que es**

I prefer my little sister since she's

**Mi mejor amigo/a me apoya mucho**

My best friend supports me a lot

**Mis amigos me ayudan cuando estoy...**

My friends help me when I am...

**Tenemos mucho en común**

We have a lot in common

**MUST HAVE VOCABULARY –YEAR 9 SPANISH – SECOND HALF-TERM**

**Sports**

El alpinismo  
El baile  
El baloncesto  
El billar  
El deporte  
El monopatín  
El patinaje  
La bicicleta  
La equitación  
La natación  
La pesca  
La vela

**Tv programmes and films**

El documental  
El concurso  
El programa de tele-realidad  
El programa de deportes  
Los dibujos animados  
Las telenovelas  
Las series policíacas  
Las noticias  
Las películas de horror, de acción,  
de ciencia ficción, románticas.  
Las comedias

**Adjectives describing TV  
programmes**

Entretenido  
Educativo  
Curioso  
Lento  
Largo  
Tonto  
Emocionante  
Guay

**Adjectives & opinions describing  
films**

Misteriosa  
Original  
Mágica  
Triste  
Feliz  
Me interesa la historia  
Me hacen feliz  
Me dan miedo  
Me hacen reír  
Vale la pena

**Verbs**

Bailar  
Beber  
Cantar  
Divertir(se)  
Jugar a  
Marcar un gol  
Nadar  
Patinar  
Perder  
Pescar  
Ser aficionado a  
Tomar + food  
Tocar

**Opinions**

Pienso que  
Me chifla  
Me apetece  
Odio

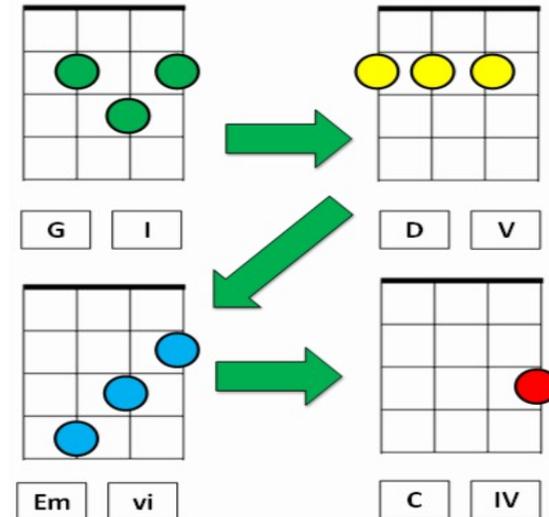
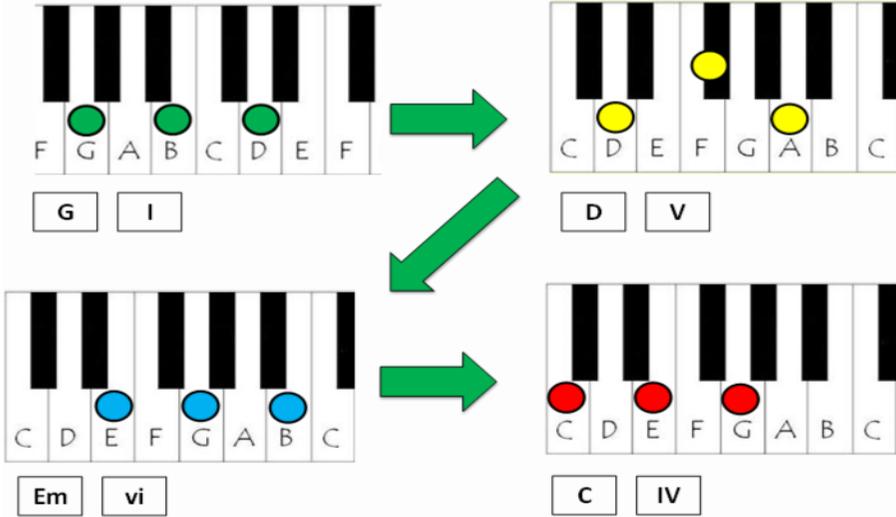
**Technology**

El correo electrónico  
El disco duro  
El ordenador  
El portátil  
El ratón  
La red social  
El videojuego  
Descargar  
Enviar  
Mandar un mensaje  
Navegar  
Usar

**Adverbs**

Siempre  
De vez en cuando  
Todos los días  
Una vez a la semana  
Por las noches

# 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**



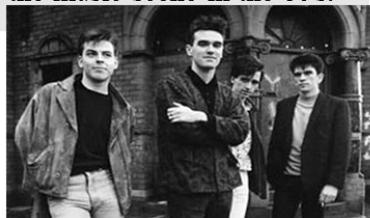
**Kinks**

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 1: WRL

## Year 9

### Skills

- Reflect on the knowledge and skills needed for setting realistic targets and personal goals.
- Work individually and with others to negotiate, plan and take action.
- Analyse and reflect upon action taken and progress made.
- To develop skills of discussion and research skills
- Develop key skills of presentation, resourcefulness & reflection.

### Knowledge

- To aid our GCSE options decisions.
- To develop an awareness about different types of work, including employment, self-employment and voluntary work; about the range of opportunities in learning and work and changing patterns of employment (local, national, European and global).
- Reflect upon the skills and qualities in relation to employers' needs.
- Organise and produce a personal profile and understand the variety of different jobs available to them.
- Understand rights as employees and why they exist
- Describe the key features of a payslip and the tax system.





# 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.

## Knowledge Organiser

### Religions

#### Lesson 1

##### **Buddhism – what is it all about?**

*Can you give 10 factual statements about important teachings within Buddhism?*

*Can you give 2 examples of important individuals in Buddhism?*

#### Lesson 4

##### **Who was Siddhartha Gautama?**

*What kind of life did SG lead originally?*

*What happened to him when he left the palace?*

*Do you think SG is a positive role model today? Give 2 examples to agree and 2 to disagree.*

#### Lesson 7

##### **What is the Eightfold Path?**

*What are the 8 different parts of the path?*

*Should we all follow the path? Give 3 examples as to why it would make the world better.*

### Ethics

#### Lesson 2

##### **Suffering P4C – why do we suffer?**

*Dukkha is the idea that life is full of suffering.*

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

*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? Give 3 examples.*

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

#### Lesson 8

##### **Should we experiment on animals?**

*Ahimsa means no harm/ no violence.*

*Can you give 2 reasons why we should and 2 reasons why we should not experiment on animals?*

*Can you give 3 reasons why a Buddhist WOULD NOT want us to experiment on animals?*

### 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?*

*Was the Buddha a God?*

#### Lesson 6

##### **Anicca & anatta: What makes you, you?**

*Anicca means change and Anatta means no self.*

*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 2 examples?*

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

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



# Y9: Unit 2 Christianity

Christianity remains the main religious tradition in Great Britain. During the completion of this unit you will consider a variety of different aspects of Christianity including; its origins, important teachings, figures, its views on modern ethical problems that people with faith must face and key philosophical aspects that must be accepted if you are to be deemed a “Christian” today.

## Knowledge Organiser

### Religions

#### Lesson 1

##### **What are the basics of Christianity?**

What are the different qualities of God?  
Give three different facts about Christianity  
Why do you think Christianity has become the biggest religion in the world? Is there a reason?

#### Lesson 4

##### **Who was Jesus?**

*What are two reasons why Jesus is important to Christians today?*

*Create a flowchart of the important events in the life of Jesus*

*Which events do you think are not believable from the life of Jesus? Why?*

#### Lesson 7

##### **The Ten commandments – are they important now?**

*Which of the 10 commandments do you think people should still follow today?*

*Why do you think the others shouldn't be used by people anymore?*

*“we don't need the ten commandments anymore because the best ones are already laws” Two arguments for and two against.*

### Ethics

#### Lesson 2

##### **Why would God allow evil?**

Give two examples of moral evil

Give two examples of natural evil

“God doesn't exist because if he did, he wouldn't let evil happen” Give two reasons that agree and two that don't.

#### Lesson 5

##### **Euthanasia – should it be accepted in GB?**

Why is Euthanasia such a controversial topic?

Why might someone want to access Euthanasia?

“Euthanasia is never acceptable” 2 arguments for and 2 arguments against

#### Lesson 8

##### **Abortion – is it ever the right thing to do?**

Which of the 10 commandments would apply to abortion?

What are two reasons why someone might get an abortion?

Why do some people disagree with the concept of abortion?

### Philosophy

#### Lesson 3

##### **The God debate – is it all possible?**

*Does God exist? Give three arguments that say he does  
Give three arguments that agree with an atheists opinion.*

#### Lesson 6

##### **Heaven & Hell – realistic?**

*In two sentences each, describe what heaven and hell are.  
Do you think the Christian belief in an afterlife is realistic?  
Why? Why not?*

*Should everyone who does bad things be punished in an afterlife? What is your opinion?*

#### Lesson 9

##### **Did God build the world in 7 days?**

*What is the fundamental Christian view on the Creation story?*

*Why do some Christians not believe this story word for word?*

*Can Christians believe in the big bang theory? Does it work when you add God?*

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

# Year 9 – Experimental Skills in Science



Explosive



Flammable



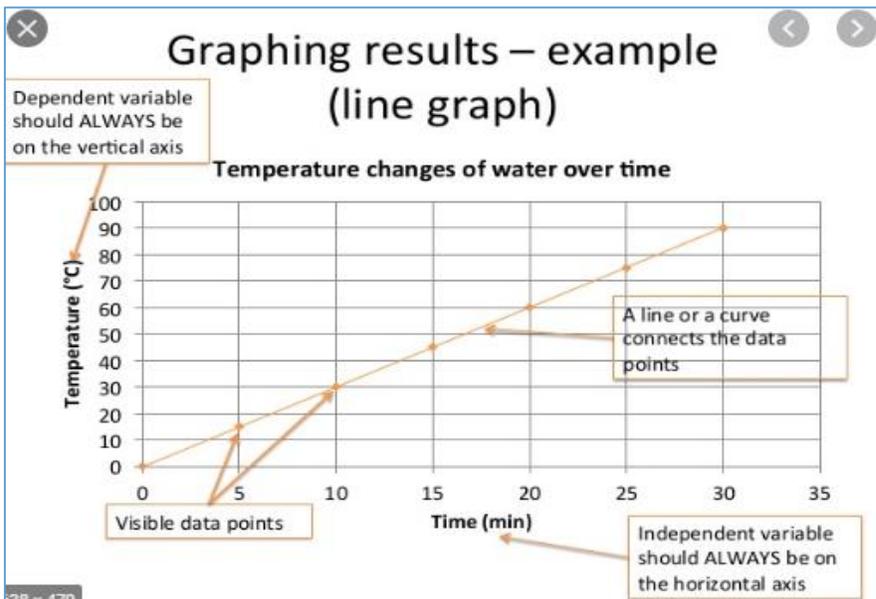
Corrosive



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